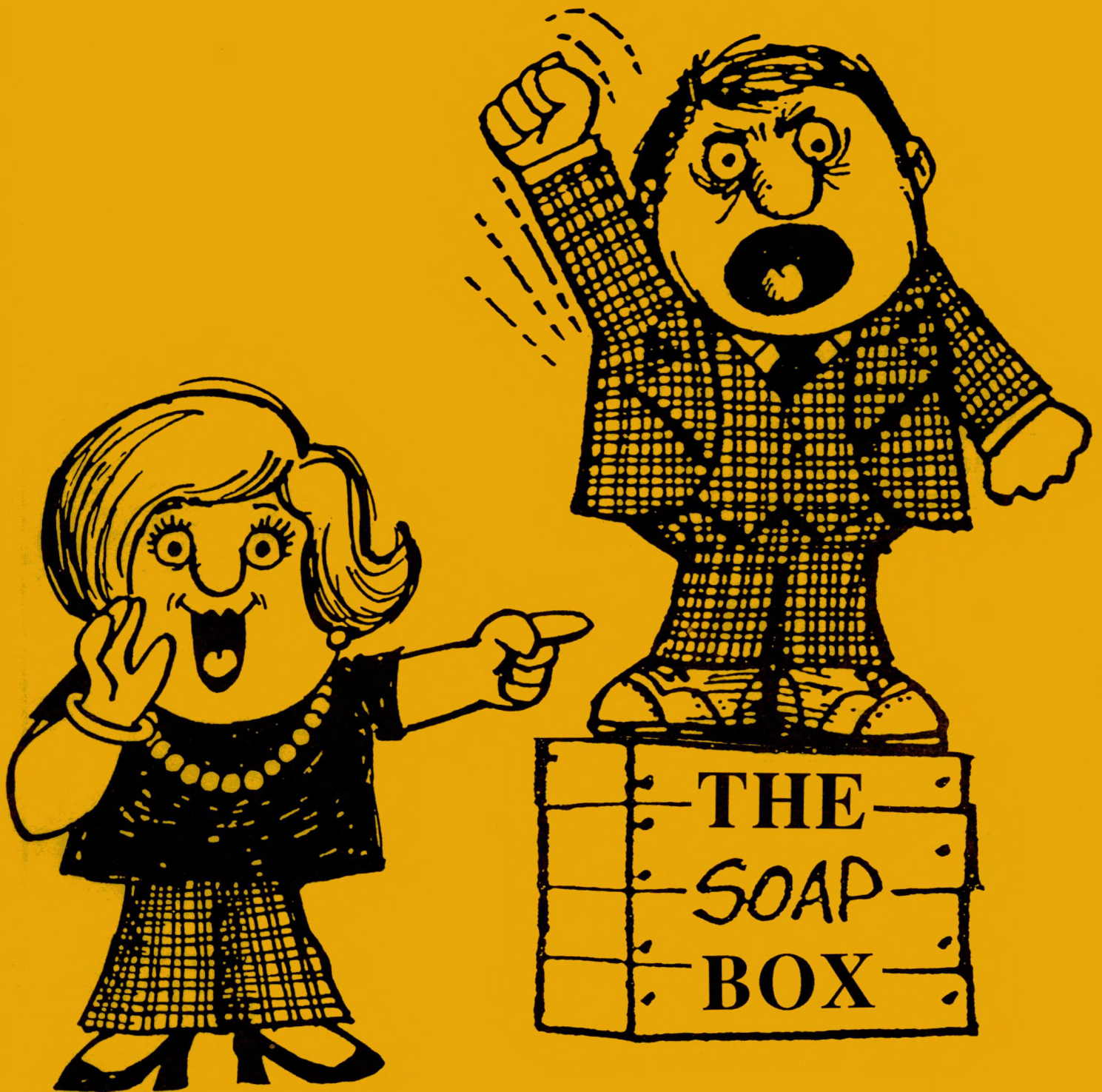


# THE BOOKMARK



# BOOK BAR

# QUESTIONS

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**STATEMENT OF PURPOSE**

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



# IN CIRCULATION

by DIANA M. POOLE, BCTLA president

I am sitting in front of the computer staring at the heading of this column and my name on an otherwise blank screen. This is going to be a difficult column to write and I am not looking forward to it. That is why I have put it off until the last minute. But the pressure is now on knowing that Jim Crook is at the other end of this technological wonderment with his modem blinking, waiting for the transmission that reassures him that the BCTLA president has made it before paste-up day one last time. Not that I have such a bad reputation with the editorial board (Liz?), but it has been pretty close at times... uh, the night before!!

There is a definite feeling of relief as I write my last In Circulation column. It has been an exceptionally busy two years and in attempting to do the job that the association and memberships deserves as well as transferring to a new teacher-librarian's job in a new district in this my second year, I find that I have -made choices which have put husband and family on the back burner. I look forward to spending more time with my family, or what is left of them. They have somehow grown up while I have been absent and are leaving home. No, perhaps it is Ron and I who are leaving home as we head north up Highway 97 to Quesnel to take new positions there

There is a definite feeling of loss as I tie off the loose ends and had over the presidency to Patricia. It is a little hard to let go of some of those pet projects and connections that have involved me as president of this association. As past president I will remain in close contact with the hard-working, dedicated on the executive and hopefully still communicate with the membership through in-service events. I will miss serving on PSA Council, however, and being able to network and compare experiences and membership numbers with the presidents of other PSA's. Communication with the helpful, dedicated people on the BCTF staff, and with Ministry staff will diminish and I will miss the contacts and the personalities.

I look forward to perhaps having more time to write for The Bookmark and actually get in some of those articles that I keep telling Liz that I am going to write. I look forward to updating my research on censorship in the province, and perhaps branching

out and teaching some different UBC courses. I look forward to doing some more detailed work on the Year 2000 proposals and finding all those key areas that will impact on school libraries and teacher-librarians and how we can take the initiative and foster resource-based learning. I must admit, while being concerned about problems with implementation, I am excited about the proposals in the Year 2000 and believe that, properly implemented, they will revolutionize and vastly improve public education in the coming years. They lend themselves so well to teacher-librarian-type concepts. If you started reading this column looking for all the information on the year past and plans for the future and are terribly disappointed, might I direct you to the President's Annual Report that you will find later in this issue of The Bookmark. You will also find all the reports of the BCTLA committees and some chapters, as well as information on the award winners and this year's lifetime member.

One thing I know for sure that I have learned about myself in my last four years on the executive of the BCTLA is that I am not a detail person. I am probably rather random abstract and definitely a people person. So to all those people out there who have become so important in my life, to my job and to my professional growth, I would like to say thank you. Thank you for your patience, your tolerance, your understanding, your help and your friendship. It is the people that make the British Columbia Teacher-Librarians' Association such a great organization, and I am proud to be one of them.



**Become an Author in an Award-Winning Journal!**  
**Submit articles, units or bibliographies to**  
**The Bookmark**

**THEMES FOR 1990-1991 ARE:**

**September 1990: McDONALDS IN MOSCOW**

Deadline: July 21

This issue examines the question of change as it will impact on library resource centre programs, on education as a whole and on society over the next decade. Do you feel that you are running as fast as you can and are unable to keep up? Have you discovered strategies for assisting students to consider change in a flexible and adaptable manner? How will the Year 2000 paper impact on the services and programs we offer? What can teacher-librarians do to assist their school staffs through the change process? How do we address the human elements of educational, social and political change? What are we already doing that will be helpful in meeting the demands of the 21st century? ...

**December 1990: COWS, CARS & CHAINSAWS**

Deadline: Nov. 13

This issue is for the ecologically minded, asking questions about the interrelatedness of our world. How do we prepare our students for a world in which the environment will be the most crucial issue? Should we be discussing the ethical aspects of North Americans' consumption of a disproportionate amount of the world's food supply and other resources? What is the individual's responsibility toward the ecosystem? How can we inspire students to become citizens of the world, as well as responsible Canadians. Global education is the most important curriculum of the 1990's. What are we doing?...

**March 1991: WEAVING THE STRANDS**

Deadline: Jan. 12

This issue focuses on interdisciplinary studies from primary through graduation. What are the key characteristics for successful interdisciplinary studies? What are the possible variations? Are all teachers approaching interdisciplinary studies in the same manner? Are there specific resources which naturally lend themselves to this approach? Have you a bibliography of sample units? How are teachers integrating the strands in your school? How do you deal with the concern that subject-based content is watered down in an interdisciplinary approach? Is integration of process learning happening? How are the needs of special learners addressed in an interdisciplinary unit of study? ...

**June 1991: THE CHIPS ARE DOWN**

Deadline: April 27

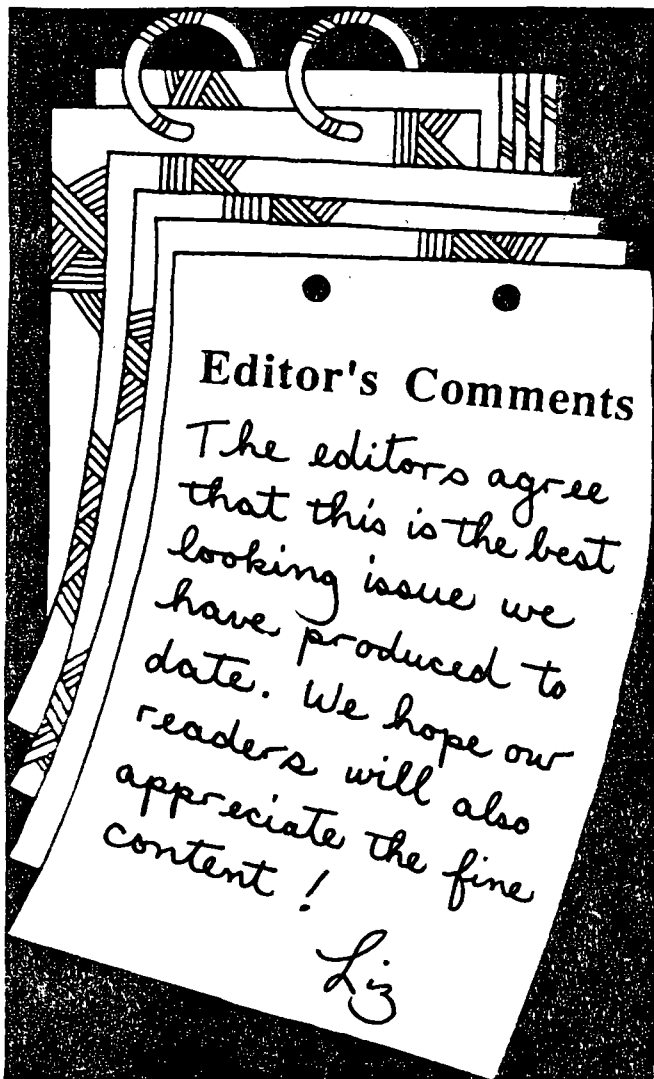
Library resource centres are quickly moving into an information era when use of technology will be an imperative. Do you feel that you are already overdrawn on the memory bank? That you have moved into information overload? What will the LRC look like in 2001? Have you developed instructional programs that will assist students to feel more competent with technology than do earlier generations? Have you identified good reference material, sources of information and information services? What's new that you can share with others? Tell us your students' successes as well as your own. ...

**September 1991: "FANGS A LOT!"**

Deadline: July 20

The motivating nature of suspense, horror and the supernatural is explored in this issue, which looks at how teacher-librarians can build enthusiasm for reading on students' natural delight in these genres. Watch for further details.

***SUBMIT YOUR MATERIALS TO ONE OF OUR EDITORIAL BOARD MEMBERS AS SOON AS POSSIBLE. WE ACCEPT MATERIAL MONTHS IN ADVANCE AS WELL AS UP TO THE DEADLINE DATE.***



Once again, we have come to the last issue of the year's quota of Bookmark, teacher-librarians have almost finished the last tasks of the school year, and all of us are looking forward to a summer of rest and relaxation. For the first time in a decade, I am taking a summer off, neither giving nor taking a course at the university. Like many of you, my past summers have been *too full*, leaving me without the time to do all those things left undone all year. Consequently, I have a full summer planned, packed with those tasks -in-waiting which have been too mannerly to force themselves on my attention, but which now await me in such numbers that I already feel myself crowded upon depressingly.

In case you begin to feel sympathy for me, I should state that it is neither wanted nor deserved. Like many of you, I have chosen to further my education and career, to be actively involved in our professional association, and to ignore many of the "tasks-in-waiting." The knowledge and experiences gained through the courses I have taken at the University of British Columbia are so valuable to me that I constantly recommend them to the teacher-librarians with whom I work. The benefits of working with other teacher-librarians in the BCTLA are also immense — including the wondrous feeling of being connected to a network of like-minded people, the vital exchange of ideas and information, and the excitement that comes from having one's beliefs and practices challenged and stretched through contact with others.

When I think back on the university coursework I have taken and on my involvement in the BCTLA network, I find that the benefits are much the same. I recommend both of these avenues for professional growth to you, if you have not already discovered them. I hope that those who have chosen to attend university this summer will find it a positive and enriching experience. I hope too, that some of you will find the time this coming school year to connect more strongly with the concerns and programs of the BCTLA. "Try it, you'll like it!" is my message.

The coming year will be my last one as Senior Editor of The Bookmark. I am announcing that fact now for two reasons: 1) to give time for one of the editorial board members to take over the task, and 2) because I am much better at following such decisions if I have told people what I've decided. My 1990 New Year's decision not to take on anything new for a year has been followed with only a few small detours, purely because I announced the decision to everyone who cared to listen, and so was committed to following it myself. Thanks are due to Diana Poole, who at critical times has been the small voice reminding me of my commitment to be non-committed for a change. I do intend to stay on the editorial board, however, but in a less central role. I don't know what the editors would do without our pool table to marshall all the paste-up sheets on, or how they could cope without Sid's wine.

And now to a summer filled with grandchildren, to cleaning closets now dusty with time, to painting chipped doorframes and window ledges, to excavating the basement storage area, and to arranging all the photographs of the past ten years. Wish me well!

# LETTERS TO THE EDITOR

From RAY COVELL, teacher-librarian,  
George Elliot Secondary School, SD# 23  
(Central Okanagan).

I would like to comment first on the staffing formula for school libraries as presented by Diana Poole in the December 1989 issue of The Bookmark. I think it is unfortunate that this formula was presented, as it was the BCTF minimum staffing formula which was passed at the 1988 Annual General Meeting of the BCTF. Minimums tend to become the norm, and the recent report of the Task Force on Teaching Conditions and Professional Practice recommended that the minimum staffing for libraries and resource centres should be:

Students	Teacher-Librarians	Library-Technicians
under 200	0.5	0.5
200-400	1.0	1.0
401-750	1.5	1.5
751-1000	2.0	2.0
over 1000	2.5	2.5

\*plus 0.5 teacher-librarian and 0.5 library-technicians for each full 400 students over 1,000.

At the 1990 AGM, this recommendation was amended to read as follows, and was passed:

under 200	0.6 teacher-librarians
-----------	------------------------

The Central Okanagan District Library Advisory Review Committee has recently completed a booklet of recommendations and strategies titled Libraries of Tomorrow in which the staffing recommended for teacher-librarians is:

- a minimum of .5 time in every school.
- a new formula using the base of 100 students, or less, per .5 teacher-librarian.
- an increase of .1 TL time for every 40 students:

The recommendation for library clerks is:

- 17.5 hours per base of 100 students or less.
- 3.5 hours per 60 students above the base.

It seems to me that one of the above recommendations would be a better bargaining position than the old BCTF staffing formula.

I am also of the opinion that the BCTLA should consider separate divisions for elementary and secondary teacher-librarians. Ours is probably the only PSA which encompasses K-Grade 12, and while there are similarities between elementary and secondary jobs, there are a lot of practical differences, especially when resources are to be chosen. I would like to see separate issues of The Bookmark, one for elementary and one for secondary teacher-librarians.

Another issue of interest to teacher-librarians is that of French immersion. French immersion is a very expensive way of teaching a second language, since one is expected to duplicate book and media resources in two languages, and I don't think French-English libraries receive twice the amount of funding. Instead of blindly accepting successive federal governments' directives on bilingualism, it is time for teacher-librarians to consider the cost, especially in light of today's limited funding. British Columbia's less than two percent Francophone population does not merit equal funding with English programs, especially when there are many other linguistic groups, such as German, Chinese and Asian, which also deserve to have books and other media in their native languages.

**RESPONSE:** WHEW! This is certainly an appropriate letter to start off an issue titled "The Soap Box." We will pass on your letter to Diana Poole, in case you have not thought to send a copy to her. The executive board will undoubtedly be interested in your opinions on bargaining issues. The question of French Immersion programs is a complex one which will have supporters on both sides. Estimating costs of the programs versus educational benefits to individual students is a task beyond our expertise and energy levels. Both of these issues, as you no doubt realize, fall somewhat outside the job description of the editorial board. Despite this, we welcome input and reaction from other teacher-librarians on these issues.

The topic of separate journals for elementary and secondary teacher-librarians, however, is one we feel highly qualified to comment upon. The editorial position of The Bookmark is that, in a time period when the differences between elementary and secondary education should decrease as the Ministry's implementation of Year 2000 recommen-

dations proceeds, it seems inappropriate to even consider separate journals. As the Intermediate Program is discussed, reacted to, and then implemented, the transition between elementary and secondary should become much less traumatic for students than it has been in the past. Teacher-librarians need to remain part of a single network so that they can build more links between levels, with other teacher-librarians and teachers, as well as between students, curriculum and resources.

One of the most troubling aspects of working on a professional journal is to realize that some readers do not perceive the *use* of the journal in the same way as the editors perceive it. The editorial board, while it includes resource lists and units of study that have either an elementary or secondary group as their primary audience, still firmly believes that these lists and units can be used by all teacher-librarians. Ideas used at the primary or intermediate level can be adapted for older students, and vice versa; resources can be used by students at many levels. We have only to look at the typical junior secondary classroom, with its students having reading levels from grade two to university, to know that materials can be applied over a wide range of grades.

Through our own collaboration with one another, we have come to value the differing perspectives each person has to offer. Consequently, we do not favour separate journals for elementary and secondary teacher-librarians. We wonder if the majority of BCTLA members feel the same as we do, or is there support for the position stated by Ray Covell?

**From JOSEPH GOLD, Ph.D., Dept. of English, University of Waterloo, Waterloo, Ontario, N2L 3G1**

I am interested in forming an Association for Bibliotherapy in Canada and invite interested people to contact me. Bibliotherapy is the theory and practice of using fiction and poetry in psychotherapy and counselling. This use of literature has applications in education as an interdisciplinary study, involving Reader Response theory and practice in English classes; the use of literature as case and model study in social science and health studies; the selection of materials as a reader service in library science; and the use of literature in school counselling and institutional settings. Bibliotherapy may also be called Applied Literature in teaching its application to life situations, including the completion of developmental tasks, career and family

problem solving, cognitive and emotional growth in individuals and coping with life cycle events.

Those who believe in the value of this emerging cross-discipline are invited to write to me expressing their interest. I will try to arrange a meeting to be convened at Victoria, BC, during the Learned Societies gathering. Time and place can be announced later.

**RESPONSE:** We wish you luck in attracting teacher-librarians and other educators. You may also wish to contact other Provincial Specialist Associations and invite participation from their members.

**From ALLISON SULLINGS, teacher, Point Grey Secondary, SD#39 (Vancouver)**

I gave my journalism students a writing assignment on the topic of an interest or activity that really "grabbed" them, and this was one of the submissions from a Grade 10 student [Editor's note: the piece referred to is "Lost in the Secret Garden," p. 135.] I thought it was particularly nice, and as it's on books, wondered if it was something you might have use for. Is there any chance that you might include it in one of the issues of The Bookmark? Failing that, you may have some other suggestion. It's rare that a student actually writes on the topic of reading ... voluntarily!

**RESPONSE:** Thank you for sending such a delightful piece of writing. Please pass our congratulations on to the author, Melissa Chowdhury.

**From the executive of the GREATER VICTORIA TEACHER-LIBRARIANS ASSOCIATION**

We, the Executive of the GVTLA, are writing this letter as the result of a motion passed unanimously at our January general meeting at which twenty-five members were present. We are particularly concerned over the "evaluation" survey of teacher-librarians in greater Victoria as carried out by university students at the behest of Don Hamilton, and reported in the December issue of The Bookmark, pages 125-126.

In the article we are told that groups of student teachers were sent to "approach teachers and ask for comments on the role of teacher-librarians, the assistance provided to teachers, etc.;" they came back

with the impression that teacher-librarians were not really involved with the classroom teacher.”

We as teacher-librarians have serious concerns over the way this particular assignment was conceived, carried out, and subsequently reported in our professional journal. Firstly, no teacher-librarian that we know of was ever made aware that any type of survey was being carried out. Secondly, the conclusion “that teacher-librarians were not really involved with the classroom teacher” is categorically untrue.

Most of our teacher-librarians, together with many of our classroom colleagues, are well aware of and practicing the positive aspects of cooperative planning and teaching. Despite the problems caused by the lack of staffing, both professional and clerical, we feel we offer the Greater Victoria schools a very real library programme.

Over the past year or two, our Association has been involved in professional development activities, lobbied our senior administration and the Greater Victoria Teachers' Association's Contract Committee (i.e. our Working and Learning Conditions Committee), and worked to establish G.V.T.A. policy concerning flexible scheduling to bring about a positive change to the present situation where some of us are required to provide “spares” for our colleagues.

Perhaps Mr. Hamilton would have a better perception for the level of library service in Victoria if he sought the direct input of both the teacher-librarians and the involved classroom teachers.

**RESPONSE:** I'm sure Mr. Hamilton will take your comments to heart. Although you have clearly restrained-expressing your views on the responsibility assumed by editors of journals, what you have said causes us to think that Don's article might have been better structured as a Point/Counterpoint article, with your response side-by-side with his original opinion. There is no doubt that there are many potential “hazards” in surveys of this kind, and you have pointed out some of them.

**From BARB DEAN, The Literacy Connection**

In the March, 1990 issue of Bookmark an item appeared in the column “Did you know that...” about The Literacy Connection. I believe that my colleague Linda Lines passed that information on to you. I'd

like to thank the staff of Bookmark for including this information, and ask you to note that The Literacy Connection is a joint venture undertaken by myself and Joan Hanna, both of the Prince George Public Library. Our business telephone number is 563-2735, not the number that was published. If you could include this correction in your next issue, I would appreciate it.

**RESPONSE:** We are always happy to publish corrections. The Literacy Connection: 563-2735.

**From KEN NOVAKOWSKI, president, British Columbia Teachers' Federation**

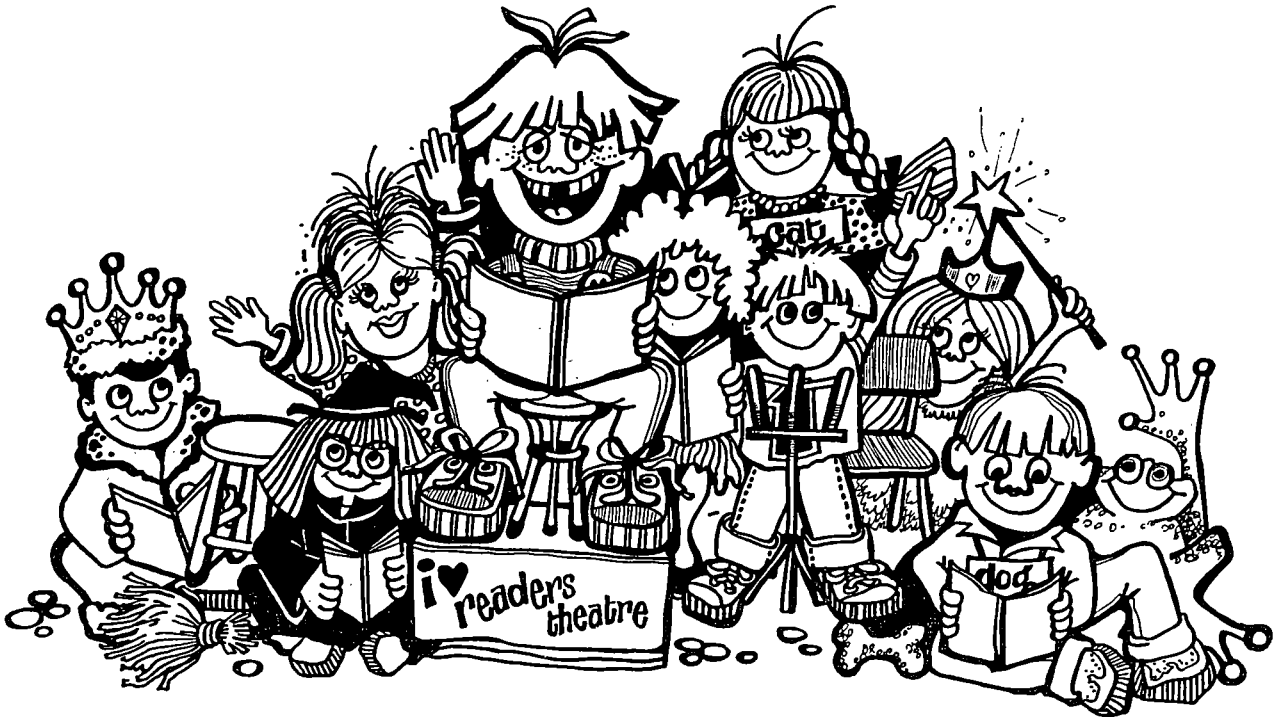
I was very pleased to receive a letter from Adrienne Betty, president of the Canadian School Library Association, informing me that the BCTLA's journal will be the recipient of the Canadian School Library Association's periodical award.

The BCTF is proud of the work done by the BCTLA. The Bookmark is an outstanding example of the quality publications which are produced by PSAs.

Congratulations!

**RESPONSE:** The editors are proud of the contributions of our many members, who continue to surprise and delight us with the quality and variety of submissions. The strength of the BCTLA's network is evidenced by the participation of our members in making this an award winning journal.





## WE LOVE READERS THEATRE!

A special THANK YOU! to the many teacher-librarians who have supported the CLASSROOM READER SCRIPT SERVICE this year. We're so pleased, we are working on 20 NEW script packages for SEPTEMBER!

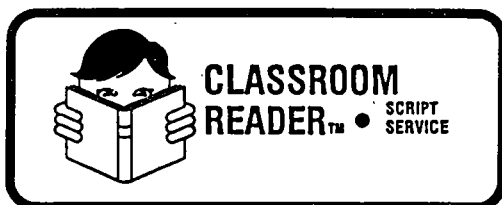
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Donna Doyle, Canadian Library Association CM, 1989

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T.E. Salle, BCTLA BOOKMARK, 1989



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# PRESIDENT'S REPORT 1989-90

by DIANA POOLE, president, BCTLA

The fifty-first year of the British Columbia Teacher-Librarians' Association has been a memorable one in the growth and success of the organization. This year has seen the membership soar over the 1000th member goal and ensure that the association was, during the year, the second largest of the Provincial Specialist Associations of the British Columbia Teachers' Federation. As the membership continues to climb to almost 1200, the nature of the association is changing and the executive has been forced to look at the possibility of new and different directions in the future while maintaining all those qualities of the association that have made it so essential in the professional lives of the teacher-librarians in British Columbia.

Against a background of radical educational change as the recommendations of the Sullivan Royal Commission on Education are incorporated into the vision expressed in the Year 2000 document and enacted in the Primary, Intermediate and Graduation programs, and against a background of educational unrest as the local districts grapple with the problems of educational funding and local bargaining, the BCTLA has provided leadership, support and direction to its members.

Increased membership has been actively sought by the executive and the chapter councilors during the year. The outreach program of the association through its councilors representing 49 chapters throughout the province has resulted in an excellent communications network. The chapter councilors have identified teacher-librarians in their areas who are not members, and letters indicating the advantages of membership in the provincial association have been sent. The outstanding publications of the BCTLA are a major motivating factor for joining, especially for the out-of-province subscription members and associate members.

This has been an exceptional publishing year for the BCTLA. The editorial board with the input of the many teacher-librarians across the province, has again produced another year of outstanding issues of the journal, The Bookmark. The quality of this journal has once more been recognized nationally; for the third time it has received the CANEBSCO Award. Three other publications have been sent free to the membership: Links to Literature, a collection of units and bibliographies to support literature-based and whole language programs; Implementing Change, a philosophical and practical document of strategies to put the change process into practice in the working relationships between the partners in the education process; Imagination or Reality, the long awaited science fiction and fantasy booktalks. BCTF Lesson Aids Service has added these publications to its Lesson Aids catalogue and is selling them as well.

The Executive and many of the chapters have sent reactions to the Year 2000 proposals and the Primary program. While supporting wholeheartedly, the concept of the goals of education as expressed in the Year 2000 document, especially as it relates to lifelong learners, resource-based learning, critical thinking and problem-solving skills, there has been concern over the recognition of the role of the school library resource centre and the teacher-librarian in this education process. The BCTLA has clearly and articulately expressed these concerns and our input has been actively sought which, we believe, is an acknowledgement of the central role of school libraries and teacher-librarians in these changes.

This year, the BCTLA has finally achieved one of its long sought after goals of having a committee working with the Ministry of Education to create a new policy document for library resource centres to replace Sources and Resources. This document is in the draft stages at the moment with the title Developing Independent Learners: The School/Library Resource Centre Connection. We see this document as a supporting philosophy for the development of successful school library resource centre programs and resource-based learning. A document that supports the new language arts curriculum, Literature Connections: The Teacher and Teacher-Librarian Partnership is in the final draft stage ready for publication. The newly appointed Book Purchase Plan committee has met to select appropriate newly published materials to be sent to the schools from the Ministry. There have been some concerns with the process developed by a newly appointed Ministry official but we hope that our working relations with the Ministry in this committee will continue to be positive and productive. Teacher-librarians have

continued to play an important part on Ministry committees, especially significant considering the educational changes that are occurring. Every effort is made to make sure that a BCTLA member applies for every committee advertised.

Liaison with the Faculties of Education at both the University of British Columbia and the University of Victoria continues to be a particular strength of the BCTLA due in no small part to the collaborative and consultative styles of Ron Jobe and Don Hamilton. They have allowed us input into programs and services affecting our membership and have consulted us on some major decisions such as staffing. They continue to employ our members in the teaching of extra-sessional and summer courses, allowing us to bring our expertise and experience to the training of our colleagues. This year the Continuing Education Department of UBC hosted Update '89 with the Faculty of Education.

As part of the support to the local chapters the working and learning conditions survey highlighted districts and their successes or areas of concern in matters relating to teacher- librarian time, budgets, support staff and working conditions. Again we have emphasized to districts that while we can provide the statistical information for comparison, it must be the responsibility of the local chapters working with their local associations to try and achieve the best quality libraries and programs for the students in their districts. We have met with the bargaining division of the BCTF to ensure that many of our concerns with time, budget and working conditions become part of the bargaining objectives in the local school districts. It is heartening to note that many local chapters have aggressively sought input into local bargaining, professional development, and even into the choice of a new superintendent.

The BCTLA is an association of hardworking, talented, generous, creative people and I want to comment on some of them. Thanks to the members of the executive for their unfailing dedication to the tasks assigned and support during the year. Patricia Finlay has fulfilled the role of vice-president far beyond the requirements of her office. She has provided liaison with the BCTF on many of the projects undertaken, has served on Ministry and other committees, has communicated with the chapters on an on-going and constant basis, and has provided support and assistance to me on every available occasion being my conscience and my memory. Not the least of her tasks was the conducting of the working conditions survey and report, an overwhelming job at the best of times. It is with utmost confi-

dence that I pass on the position of president to Patricia.

As I have commented before, recording secretaries have a short lifespan with the executive of the BCTLA, and Odie Kaplan is no exception. We will miss Odie's contribution to our meetings, her accurate and prompt records and her thoughtful and witty contributions to the discussions. Odie, too, has served the BCTLA far beyond the mandate of her office. We have enjoyed having Steve Harris back with us on the executive this year as Corresponding Secretary. Next year, Steve will be assuming the position of Treasurer and will continue to provide expertise on the running of meetings and BCTF by-laws.

Robyn Smart, as treasurer, and Barb Hall, as past president, have brought the fresh air and viewpoint of the North to our executive meetings, as well as the Prince George expertise that we have invariably called upon. Prince George chapter produced the recipe cards on public relations for School Library Week in November and challenged other chapters to adopt an issue of *The Bookmark*. We are grateful to Robyn for agreeing to continue on the executive as corresponding secretary and look forward to her continued valuable contribution. My only regret in becoming past-president is that Barb Hall will no longer be on the executive. We will all miss her wisdom, counselling and her ability to find a path through the maze of the constitution and its by-laws.

JoAnne Naslund and Dwain Weese as our Continuing Education Chairpersons, have brought their expertise and sense of order to the job. JoAnne has also been involved on the Ministry committee writing the language arts document and Dwayne has assumed all the extra tasks and provided the quiet constant support that has made my life that much easier. JoAnne will continue in the position but Dwain will be taking a leave of absence from his district and plans to study in warmer climes.

Next year we will miss Lynn Shoop who has been the liaison chairperson with the BCLA as well as with the universities. Lynn has contributed a little touch of romance to our sometimes dull executive meetings as we have followed the development of her long-distance love affair, engagement and May wedding plans. Our best good wishes go to Lynn and Phillip; we will miss Lynn and thank her for such dedication to the profession that she delayed her wedding plans for a year. BC's loss is definitely

New Zealand's gain.

Donna Doerksen as publications coordinator attends both the executive meetings as well as the editorial meetings and paste-up days for *The Bookmark*. To Donna and Liz Austrom and the incredibly hardworking editorial board, thank you and congratulations from all the members of the BCTLA for winning the CANEBSCO award. I refer you to the annual report of *The Bookmark* for a listing of all those people involved. I must, however, mention at this point the contributions of Liz Austrom. I do not know exactly how long it is that Liz has been serving the BCTLA. I am not sure she remembers. I do know that that service has been unstinting and unselfish. This year she has taken a major role in the writing and editing of two of the three publications, as well as being the editor of our award-winning journal. She took over the management of the language arts committee after the resignation of its chairperson, managed to meet the deadlines and produced an excellent resource for the language arts and resource-based learning. She has given advice on the policy document. She has conducted workshops and written numerous articles. When ever I need information, advice, or reaction to an idea, I phone Liz. There is usually a chuckle at the other end of the phone, and then she launches into the wisdom of Solomon. Thank you Liz from all the members of the BCTLA.

Hours of dedicated time have been given by our archivist, Gordon Stubbs; Penny Haggarty and Val Hamilton our Reviewing Service Coordinators; Bill Scott and Dianne Rabel in Publication Sales; Pat Parungao as Nominations Chairperson. To all these people and the many others that space and time do not allow me to mention, who have served at the provincial and district level go the grateful acknowledgement of all the membership. I must personally thank the staff at the BCTF for their support during the year in answering our questions, always finding us meeting space and having coffee on time, and especially thank you to the executive for the five release days that were granted to the PSA presidents. It has helped to alleviate some of the sense of doing a full-time volunteer job as well as a regular teaching assignment and has indicated that the BCTF staff is recognizing the work we do as being significant.

BCTLA members have taken a leadership role in the formation of the new national association, the Association for Teacher-Librarianship in Canada (ATLC). The Cedardale group (the meetings were held in the Cedardale Centre in West Vancouver), Liz Austrom, Ken Haycock, Trish Maskell, Angela Thacker and myself, met many evenings to prepare a

paper on the purpose, direction and structure of the association. The constitution is now in draft form. The BCTLA has agreed to hold the inaugural conference for the ATLC, a combined conference which will be held in October of 1991 at the Harrison Hot Springs Resort.

The BCTLA hosted the Western Canada School Library Conference in October with over 40 library administrators, library educators and teacher-librarians attending from the four Western provinces and the Yukon. This event was co-sponsored by the West Vancouver School District. The annual conference and AGM this year has been hosted most ably and successfully this weekend by the Port Alberni Chapter led by Marta Williamson and , with assistance from Candice Morgan and Lynn Shoop. A grateful thank you to the many people involved from those in attendance. The conference in 1990-1991 will be hosted by Vernon chapter on April 26 and 27 at Silver Star Mountain. The theme is "Story" and promises to be an exciting event in another gorgeous location.

We welcome to the executive next year, Vice-President Vincenza Cameron from Saanich Chapter, Recording Secretary Karen Davidson, from Surrey, Candice Morgan co-chairperson of Continuing Education from Parksville and Trish Maskell as BCLA and Universities liaison, from the Independent Schools division. With the existing executive and the new people, I know that this will be a dynamic group to lead us into what will be a new era in education and resource-based learning.

I have enjoyed being the BCTLA president for the last two years. I have benefited immeasurably both professionally and personally. I have come to understand the power of the teacher-librarian network and the strength and organization of the BCTF. I feel that I can contribute to discussions in committee meetings and that the workshops I give are worthwhile and important. I know what fun and challenges there are in teaching university courses. I can run a meeting, speak on the spur of the moment, write an indignant letter, manage time by making a list, watch the list remain untouched as I answer the phone again, paper shuffle BCTF communications. I have learned to handle stress, more or less! But the biggest joy for me without a doubt has been getting to know the membership of the BCTLA, my fellow teacher-librarians, and realizing that because of them this organization will continue to grow and succeed. Thank you for allowing me the opportunity to be president.

# AWARD OF MERIT - 1989-1990

## PRESENTATION SPEECH BY DIANA POOLE, PRESIDENT

The British Columbia Teacher-Librarians' Association honours practicing teacher-librarians who are making an outstanding contribution to school librarianship in British Columbia. It is my honour and pleasure today to present this award on behalf of the membership and executive of the BCTLA.

This year's nominee more than meets the criteria for the Award of Merit and has won the award even though one of six very strong candidates. This person does indeed demonstrate the planning and implementation of a school library resource centre program of such exemplary quality that it is serving as a model for others.

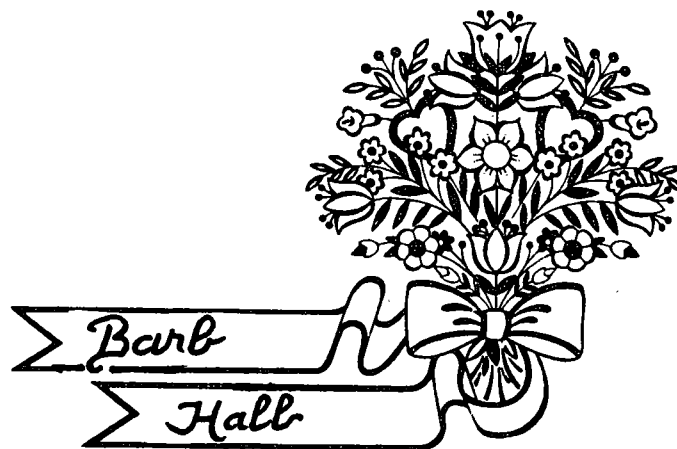
The nominating letter mentions that, for many years the candidate has worked cooperatively with classroom teachers to promote resource-based learning. It comments on the individual's development of an information skills program that is incorporated throughout the grades by using various subject areas and a variety of teaching programs. An ex-principal, now the superintendent of the district, comments that this teacher-librarian is a valued and effective teacher and has developed the teacher-librarian service available to teachers and students to a superior level.

The unique quality of this individual among all the nominations for the award, is that she is actively involved in all the other areas of commitment to the profession that are outlined in the criteria. Her service to the profession through the BCTLA and related organizations includes acting as chapter councilor, vice-president, president and past-president of the BCTLA, president of the local chapter and a member of the bargaining and Pro-D committees of the local association. Her commitment to professional growth through continuing education and research has been demonstrated in her completing her Master's Degree in Education in 1986, and her becoming a UBC Summer School Instructor. Her sharing of ideas and resources includes the publishing of seven articles related to and offering

workshops on different topics related to the practice of teacher-librarianship.

One final word from the Superintendent encapsules the focus and vision of this award winner when he says: "She strongly believes that the librarian is an active partner in the planning and execution of the school's educational program."

It is with great pleasure that I ask Barb Hall to step forward and receive this award. Thank you Kris Nellis and the Prince George Chapter for nominating her.



## **DISTINGUISHED SERVICE AWARD**

### **PRESENTATION SPEECH BY DIANA POOLE, PRESIDENT**

The British Columbia Teacher-Librarian's Association recognizes the efforts of individuals other than practicing teacher-librarians who have made an outstanding contribution in support of effective school library resource centre programs in British Columbia. It is my honour and pleasure today to present this award on behalf of the membership and executive of the BCTLA.

Of the four excellent nominations for this award, the contributions that the recipient of the award has made to school library resource centre programs more than meet the criteria of outstanding in the field, altruistic and significant in terms of the continuing history of school library service.

This candidate, in her school district, took the initiative for organizing the district libraries. She saw to the transforming of unused spaces like basement store rooms and unused classrooms into inviting, warm, well-used libraries. The program started with itinerant teacher-librarians but with constant pressure and gentle persuasion, she was able to reach her goal of all school libraries having permanent staff. She ensured that cooperative program planning and teaching, literature-based programs and the development of a love of literature in students, was constantly the major thrust of the programs.

She encouraged and organized professional development and completion of training for teacher-librarians in the district. She helped to form a chapter of the BCTLA and constantly served in one of the executive positions. At a provincial level she has provided liaison with the BCLA and the universities. Her constant communication with community, was important during the bad times in education such as the period of restraint. By mobilizing her network of community contacts such as Malaspina College, Vancouver Island Regional Library and local businesses such as The Book Store, when funding was threatened these organizations stepped in to support the program.

I know the recipient of this award as a loving, caring, sensitive, talented, professional human being.

Phillip is a lucky man and we will surely miss her. It is with great pleasure that I ask Lynn Shoop to step forward and receive this award. Thank you Candice Morgan for nominating her.



## **LIFETIME MEMBERSHIP**

### **PRESENTATION SPEECH BY DIANA POOLE, PRESIDENT**

The executive of the British Columbia Teacher-Librarians' Association recommended and the Chapter Councilors passed a motion unanimously at the Chapter Councilor Meeting on Friday, April 26th, 1990 that ex-UBC Associate Professor Melvyn D. Rainey be awarded a lifetime membership.

Mel's long association with the BCTLA and his long involvement in the education of BC teacher-librarians is recognized by this membership. He has worked actively on the executive of the association, and has been president. He has contributed articles to The Bookmark. I think for most of us, however, Mel's most significant contribution has been providing, often singlehandedly, the education of many of the teacher-librarians in the BC school system. In times of restraint and with cutbacks to and final loss of programs at UBC, Mel singlehandedly carried on the battle and provided the advocacy to keep school library education programs in existence.

Mel now resides in Fiji, promoting the education and role of teacher-librarians in the South Pacific. I will be writing to him to inform him of his lifetime membership.

CONGRATULATIONS  
TO  
THE FOLLOWING NOMINEES  
FOR THE 1990

DISTINGUISHED SERVICE  
AWARD

**JEAN DANDREA**, staff assistant at Templeton Secondary School in Vancouver (SD#39). Jean was nominated not only for her outstanding work in the library resource centre, but also for her advocacy for staff assistants, the role of the library resource centre program, the welfare of students, and the work of teachers and teacher-librarians. In nominating Jean, teacher-librarian Debra Simmons comments: "...the library is what it is today because of Jean's dedication and competence."

**LYN HAGLUND**, principal of Frank Hurt Secondary School in Surrey (SD#36). Lyn was nominated for her exemplary support of school library services in her school during a time of severe budget and personnel cutbacks. In nominating Lyn for this award, teacher-librarian Gail Schutz uses such descriptive phrases as "...the pro-active leader pushing plans forward for an improved library resource centre," and "Hers is a vision of the future."

**THORA HOWELL**, former public librarian, Nanaimo bookstore owner and organizer of the B.C. Book Promotion Council. Thora was nominated for her work in sharing and promoting children's literature, particularly Canadian literature. Her work on Vancouver Island is acknowledged by the fact that three chapters of the BCTLA — Port Alberni, Mount Arrowsmith, and Nanaimo — jointly nominated her for this award. In speaking for this group, Lynn Shoop notes that Thora's altruism, hard work, and quiet advocacy for school libraries have made a significant difference, to the extent that "she has been the catalyst for fine things that have happened."



# THEME SECTION





**KIDZONE**, the Knowledge Network's popular children's series, is now available in a special package for schools.

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# SCIENCE ENVIRONMENTAL PROJECT

by **ROBERTA KENNARD**, teacher-librarian, **JIM NATTRASS**, science department head, **BARB GLICK**, science and math teacher, **ASTON MASTON**, science teacher, University Hill Secondary School, SD#39 (Vancouver).

Planning for this schoolwide science unit began last June (at the beginning of library inventory!) and ended this week with selected presentations to our associate elementary school during their National Book Festival/Caretakers of the Environment Celebrations.

We highly recommend this timely topic. It was worth all the meetings and planning time. The experience that students gained by presenting to peers, teachers, parents, and members of all levels of government, corporations, environmental organizations and the public was worthwhile. It is definitely a "SOAP BOX" issue topic.

## PURPOSE:

1. To become knowledgeable about one way in which our environment is being damaged.
2. To gain an awareness of the fragility of our environment and its current crisis situation.
3. To identify practical ways in which we can prevent further damage to our environment.

## PROJECT:

A considerable number of environmental problems are beginning to become apparent. Various authors, societies, environmental groups and the media have been increasingly focussing on the fragility of our planet's eco-system.

Students are to produce, in groups of three, a current report on one of a selection of topics. By the nature of the project, the major source of information for most topics should be periodicals, newspapers, or other current media.

The project must cover past and present information as well as future directions and trends. Following the oral reports to the class, a number of groups will be selected to repeat their presentations at an environmental symposium to which other community, industrial and governmental agencies will be invited to make presentations. This symposium will be open to our school community.

## TOPICS:

Each group is to submit three topics ranked in priority on a piece of paper along with the group members' names. Topics will be assigned by draw.

1. ACID PRECIPITATION (rain and dew)
2. AIR POLLUTION (purity)

3. DIOXINS AND FURANS
4. DEFORESTATION (eg. Brazil, Africa)
5. DISPOSABLE WASTES
6. ENDANGERED SPECIES
7. ENVIRONMENTAL GROUPS - priorities, strategies
8. GARBAGE INCINERATION
9. GREEN HOUSE EFFECT
10. GOVERNMENTS - GVRD
11. GOVERNMENTS - PROVINCIAL
12. GOVERNMENTS - FEDERAL
13. HERBICIDES
14. INDUSTRIAL PLANTS (eg. airports, bulk terminals, chemical, electrical, mines, etc.)
15. IRRADIATED FOOD
16. LAND FILL SITE MANAGEMENT
17. LIGHT AND NOISE POLLUTION (eg. white noise, 60 cycle flicker. . . )
18. MEDICAL WASTE DISPOSAL
19. OZONE LAYER
20. OIL SPILLS
21. OIL SPILLS - SOCIAL IMPLICATIONS
22. PCB'S
23. PESTICIDES
24. PIPELINES/HIGHWAYS
25. POACHING
26. RADIATION (eg. CRT's, VDT's, Microwaves)
27. RADIOACTIVE POLLUTION
28. RADON
29. RAIN FORESTS
30. RECYCLING
31. RESOURCE MANAGEMENT - FORESTS
32. RESOURCE MANAGEMENT - DRIFTNETS
33. RESOURCE MANAGEMENT - MARINE
34. RESOURCE MANAGEMENT - MAMMALS
35. SOIL POLLUTION
36. STYROFOAM - CFC'S
37. TRANSMISSION LINES
38. URANIUM INDUSTRY
39. WATER POLLUTION (purity)
40. WEATHER PATTERNS (e.g. draught, El Nino . . . . )
41. OTHER - needs teacher approval

This can include a study of geographical regions such as the Fraser River or Howe Sound. The study should touch on all environmental issues surrounding the region.

## PROJECT COMPONENTS:

### SCRAPBOOK

1. A file of current clipping kept in a ringbinder.
2. Clippings must either be originals or notes from microfiche signed by the teacher-librarian. **DO NOT CUT UP LIBRARY OR SCHOOL PROPERTY!**
3. Clippings can be from either print or non-print (eg. radio, TV sources)
4. Each clipping MUST be accompanied by:
  - a. Name and signature of student reviewer
  - b. Point summary of clipping
  - c. Brief evaluation of article (eg. comments on bias, validity of data, conclusions)
  - d. Bibliographic entry for article at end of each evaluation
5. A Table of Contents is required and should include:
  - a. Article name
  - b. Date
  - c. Reviewer
6. Notes from articles on microfiche or abstracts will be permitted for certain topics, provided such notes are initialled by the teacher-librarian.
7. Boxes of old newspapers and magazines will be available in the back of Room 25.
8. Each group member is expected to do their full share of work.
9. The minimum number of clippings is three clippings per month per person.

### ORAL COMPONENT:

1. 12 - 17 minute time limit. A 10% penalty for being over/under time will be assessed as well as a 10% penalty for not being prepared on your "due date". Notes may be referred to, NOT read from.
2. You must include the following in your presentation:
  - a. transparencies (OH projector), lots of transparencies!
  - b. a poster (minimum size 50 cm x 70 cm). Poster board is available from the art room for \$2.00. The poster is to include information in a visual and written format and should not just be a "pretty picture" nor a "title page". The poster should be a key visual part of your presentation.
3. Everyone in your group must participate equally in the oral and demonstrate an understanding of all the issues of your topic.
4. It is expected that you will rehearse your presentation at least twice prior to presenting it to the class. You are responsible for booking and learning how to use any audio-video equipment prior to the day of the presentation. Mrs. Donnell Wallin (room 1) is responsible for AV bookings.
5. You must be ready to start as soon as class begins on your assigned date.
6. Skits are permitted but the content must still be covered. The skit should be a vehicle you use to introduce and cover your topic, much like the frame of a picture draws your attention to the picture. You must be sure that the skit does not detract from, nor replace, the content.
7. Other forms of media can also be used, such as:

- films
- film strips
- music
- slides
- video tapes (observe copyright!)

## WRITTEN COMPONENT:

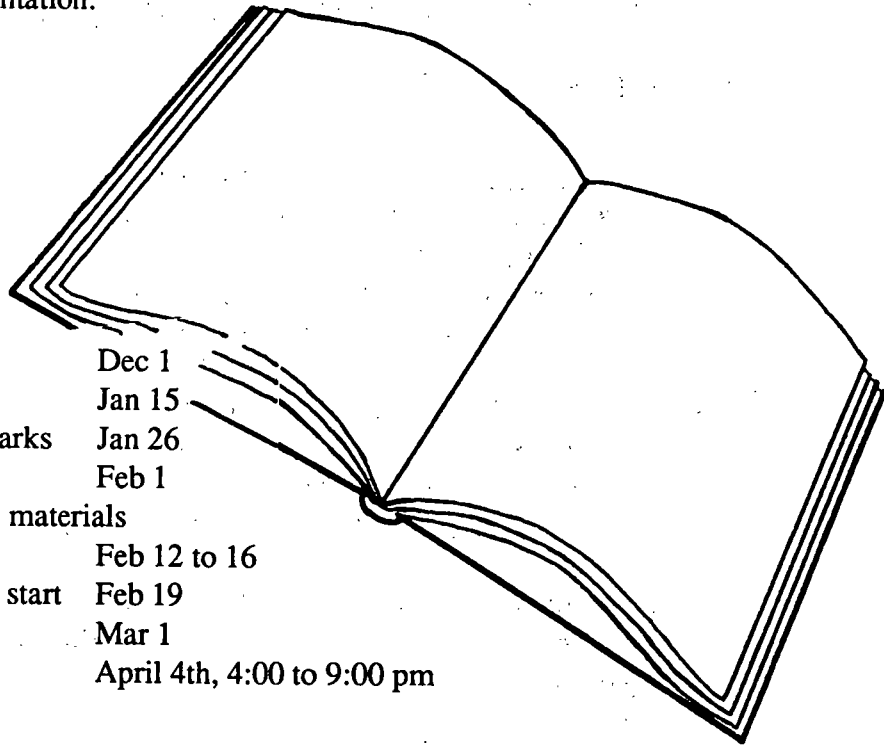
1. Note cards from research on articles/books not included in the scrapbook.
2. Minimum report length-excluding quotes:
  - Science 8 300 words
  - Science 9 600 words
  - Science 10 1000 words
  - Science 11 1300 words
  - Science 12 1300 words plus use of UBC library resources

The report should be concise and your own work. Any quotes should be clearly indicated. Footnotes should be used by those students in Science 10, 11 and 12.

3. Material to be typed, double spaced one side including:
  - a. title page
  - b. bibliography - include AV media used and use the style sheet!
4. The written report should be completely separate from the oral material and is not to be the script from your presentation.

## DUE DATES:

- |  |                            |
|--|----------------------------|
| 1. Scrapbook checked:                  |                            |
| a. Oct. 2 - 6                          |                            |
| b. Oct. 30 - Nov. 3                    |                            |
| c. Dec. 11 - Dec. 15                   |                            |
| 2. Note-taking outline                 | Dec 1                      |
| 3. Note cards                          | Jan 15                     |
| 4. Scrapbook submitted for marks       | Jan 26                     |
| 5. Oral presentation outline           | Feb 1                      |
| 6. VSB order forms in for AV materials |                            |
| 7. Oral rehearsals                     | Feb 12 to 16               |
| 8. Oral presentation to classes start  | Feb 19                     |
| 9. Written report                      | Mar 1                      |
| 10. Symposium                          | April 4th, 4:00 to 9:00 pm |



**EVALUATION:**

1. All aspects of this project are done as a group and a group mark will be assigned.
2. This project will comprise 5 - 10 % of the final course mark. The project will obviously comprise a much larger portion of the term mark.

<b>3. PRESENTATION</b>		<b>ESSAY</b>
Scrapbook	60	70
Oral	80	—
Written	60	130
	200 marks	200 marks

Class: \_\_\_\_\_  
 Block: \_\_\_\_\_

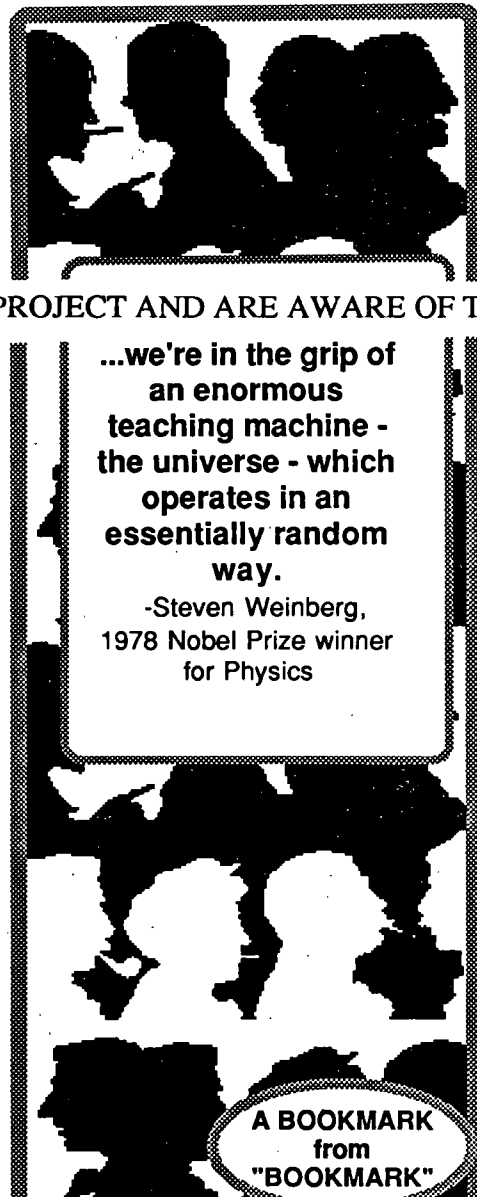
GROUP MEMBERS	PHONE NUMBERS
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

TOPIC: \_\_\_\_\_

WE HAVE READ THE ABOVE OUTLINE FOR THIS PROJECT AND ARE AWARE OF THE BASIC COMPONENTS AND DUE DATES.

Signed: \_\_\_\_\_  
Student
Parent or guardian

Date: \_\_\_\_\_



# POINT COUNTERPOINT: Giant, or Waiting for the Thursday Boat

## GOD AS A LITTLE GIRL? YOU GO TOO FAR, MR. MUNSCH

by ALLISON HAUPT, children's coordinator of the North Vancouver District Public Library.

Reprinted with permission from Vancouver Sun, 1990 March 17.

Robert Munsch is one of the most requested writers for children from three to eight. His popularity stems from an active storytelling style which incorporates lots of noise and lots of repetition. Munsch's storytelling as a daycare worker led to the publication of the stories which best kept the children amused and attentive.

Munsch's stories usually rely on nonsensical events such as finding a baby in a sandbox, or a giant ogre moving in next door, or a subway station opening up in the living room. His characters are always successful despite having to land airplanes, dispel mud puddles or deal with mythological monsters or piles of pigs.

Munsch admits to intentionally incorporating titillating events and language: Elizabeth in the Paper Bag Princess tells Prince Ronald he's a bum, and doesn't marry him after all: we get a glimpse of teachers in their underwear in Thomas's Snowsuit and the ultimate giggle is I Have to Go ... pee, of course, which everybody does but nobody writes about.

Munsch's early books were received with enthusiasm by child and adult alike delighting in his off-beat sense of humour, fresh perspective and pandering to childhood tastes. Unfortunately his stories have become predictable, relying on the same noisome repetitions to ensure audience participation, mistaking participation for attention, or even enjoyment.

It's difficult to describe the plot of Giant, or Waiting for the Thursday Boat. It is about a giant

named McKeon who upon reflection one day decides to get really mad at St. Patrick for driving the snakes, elves and giants out of Ireland. When St. Patrick declares that he was only doing what God wanted, McKeon replies: "Then send out your God. I'll kick Him in the knee. I'll knock Him on the head. He'll never recover."

When God doesn't show up McKeon starts chucking church bells into the ocean in an attempt to get "Him" even madder. "Maybe if He gets mad He'll come out and fight. That would be nice: I'll kick him in the knee. I'll knock him on the head. He'll never recover!"

When St. Patrick finally declares that God is really mad, and "coming on the Thursday boat" McKeon lies in wait on the beach ready to "pound Him till He looks like applesauce." The first arrival is a "very small girl with a lot of small fish." McKeon doesn't pick on girls. As more boats arrive, each holding a man of greater wealth and power, McKeon mistakenly attacks each first and apologizes later.

When it becomes apparent that McKeon's God is not going to show up the "little girl" says: "You're the world's best giant and even God would have to agree with that. Why don't you stop pounding people and go back to being friendly?" "Good idea," said McKeon, "I don't really like being angry."

Now if any of this makes any sense to you, you'll no doubt enjoy the rest of the story. In my estimation, Munsch has gone too far. His attempt to be humorous is only successful if you find the prospect of "pounding God into applesauce" amusing.

Munsch's attempt to blend the folkloric element into the story is capricious and misleading. At least in A Promise is a Promise Munsch worked with an Inuit storyteller so that his book had some semblance of order. In this book Munsch has decried folklore and legend for his own personal interpretation. His use of religious icons would be offensive even to an atheist.

If there is profundity in the role of the little girl (who must be God after all unless St. Patrick is also a liar) or the empty houses up in Heaven, it is overwhelmed by the inanity of the story.

The staccato delivery of Munsch's short declarative sentences is boring and simplistic. As if that is not enough, even the gentle pastel colours of the il-

illustrations by award-winning artist Gilles Tibo conflict with the abusive text.

Munsch's notoriety led to the publication of this book and has to be the only reason that Tibo bothered to illustrate it, that Annick bothered to publish it, and that I bothered to read and review it.

I think Munsch must have set out to deliberately insult his audience, just to see how far his devoted readers would follow him. My only hope is that parents or teachers spotting the book will take the time to read it entirely before buying it or sharing it with children.

\*\*\*\*\*

## **NOTHING WRONG WITH GOD BOOK**

by **JUDITH A WATKINS**

Reprinted with permission from Vancouver Sun, 1990

I must take issue with Allison Haupt's review of Giant, or Waiting for the Thursday Boat by Robert Munsch. Rather than setting out to insult his audience, I believe that Munsch has written a thought-provoking, Christian parable for people of all ages.

St. Patrick who has chased the snakes, elves and all the other giants out of Ireland is the epitome of an evangelistic church which, while spreading its faith, destroys the culture of the indigenous peoples. He presumes to speak for God when he tells McKeon that God is going to get angry if the giant doesn't act in a way pleasing to St. Patrick.

McKeon is a perfect example of humanity ignorant of a God of love. The giant looks for God in the high and mighty, the rich and powerful and, like many of us, he would solve his frustrations through anger and violence. St. Patrick expects to find God in the largest houses in heaven because he has made his God in man's imperfect image.

And what can readers, both old and young learn from this story? That heaven has room for differences, and that they will find their Creator in the humblest places, among the peacemakers and in the innocence of a little girl.

I disagree that Munsch's popularity stems from his nonsense. Children love his books because he writes for them. His stories have messages that are meaningful for young people — that it's okay to be an individual, that you can love and trust those who are different, that it's not a sin for children to laugh at pompous adults who take themselves too seriously. Like any author, Munsch has written some books that are better than others and discerning children in my school library have quickly staked out their favourites.

I also agree with Haupt's observations that the sentences are boring and simplistic. Munsch's books cry to be read aloud, particularly with dramatic relish, and this story is no exception (as evidenced by the rapt attention that three of my classes paid to it on the Thursday before St. Patrick's Day!)

About the only thing I do agree with is Haupt's statement that parents and teachers should take the time to read a book before buying it or sharing it with their children. That should go without saying!

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## **HAUPT HOLDS AN ARCHAIC VIEW**

by **KATHRYN SCOTT**,

Reprinted with permission from Vancouver Sun, 1990

As a Christian and a fan of Robert Munsch's writing, I must disagree with Allison Haupt's review of Giant, or Waiting for the Thursday Boat.

I find it sad that her archaic view of Christianity has blinded her to the redeeming features of this book. With the proper guidance, Giant allows children to explore the relationship between good and evil and to reflect on the nature of God.

Like Haupt, I do not "find the prospect of 'pounding God into applesauce' amusing." We must remember, however, that God and God's creation are daily threatened by the "giants" of greed, materialism and exploitation. Munsch's tale shows us how the vengeful giant was ultimately called to task for his destructive behaviour.

As for her assertion that Munsch's work "would

be offensive even to an atheist," I find that laughable.

Surely we owe it to our children to unburden them of the concept of a lofty, domineering God and at the same time challenge them to think of God as accessible and familiar. Jesus was sent to tell us much the same thing.

I do not feel that Munsch has gone too far in depicting God as female and a child. If God could be present in a manger in Bethlehem, then conceivably God could arrive in the form of "a very small girl" also. Not only does this depiction challenge our preconceived notions of how God should be revealed to the world, it also confirms something that everyone who has a relationship with God already knows: God is unfathomable, full of surprises, and impossible to pin down.

## LETTERS TO ROBERT MUNSCH FROM KIDS

The following excerpts are taken from letters written by students in Mr. Collins' Grade 2/3 class at Emily Carr Elementary, SD # 39 (Vancouver).

### From TREVOR

I like your story Waiting for the Thursday Boat. I like it because I know somebody who doesn't like God and if he read this book he might think that God has enough love for every one.

### From ALEXANDER

I really like your books but I didn't like one as much but it is still good! I don't want to hurt your feelings but I think I should tell you this. The book that I don't like so much is Giant. There are some parts that I like a lot. Here, let me tell you some! The part at the end where the girl laughed so hard and you said she had an enormous laugh instead of a giant laugh. The part I didn't really like was when the giant said he would punch and kick God. Because some people who do believe in God don't feel good.

### From PHILIP

I thought the book is too violent, when McKeon said that he would smash God into applesauce. All your other books are so joyful and funny that you could sit down and read them for a story. Murmel, Murmel, Murmel is my favourite. Why did you get a new artist, because I like Michael Martchenko's

drawings. What gave you the idea of the story of Giant? Every time I read your books, you repeat stuff over and over again. But you do very good expression in your books, you always put exclamations where they're supposed to be.

### From ADELE

I like it except for the part when the giant said he would pound God. I like the part when he threw the bells into the sea. I really like your other books, they are funny.

### From JULIE (age 8)

We read your book Giant, or Waiting for the Thursday Boat. We heard that some people want to take it off the shelves. I think your book is OK. Number 1, it's hard to understand. 2. It's so different from your other stories. 3. The pictures are hard to get used to. It is a good book for people 7 and older. If you meet someone that doesn't like your book, tell them that I said it's a good book. And don't feel bad if people don't like it because I like it. But I wonder why at the end of the story the little girl has a loud voice. I like the part when St. Patrick was scaring away all the snakes, all the elves, and all the Giants.

### From JORDAN

I liked your book Giant. But there were some parts that were hard for us kids to understand. For an example, the part when God told St. Patrick to chase out the snakes, the elves and the Giants. There were lots of parts that I liked, for instance the part when the little girl laughed so hard that the mountains shook and the rivers moved. I thought that part was very imaginative.

### From BENJAMIN

I really like all your books but I just thought that Giant wasn't as funny as some of your books because it's a little more serious and violent. Like when McKeon said he would pound God into applesauce, I was wondering how the little girl could laugh so loud.

### From LUKE

How are you doing with your book business? I heard that story on the news about Giant, or Waiting for the Thursday Boat. I like that story, especially the part when McKeon always grabbed the wrong person. I think you are a good writer.

## A REPLY ABOUT GIANT FROM ROBERT MUNSCH

The following was written in reply to the letters from students in Russell Collins' Grade 2/3 class at Emily Carr Elementary, S.D. # 39 (Vancouver).

Dear Kids:

Thank you very much for writing and for telling me how you feel about the book Giant. I appreciated hearing all your comments. I am sorry I don't have time to write to each one of you separately. I'm enclosing a list with answers to some of the questions that kids ask me and a poster.

I am working on a new book. It is called Good Families Don't. It's about a girl who goes upstairs and finds a large purple, green and yellow fart lying on her bed, but her parents won't believe that it's there. So far it only has a publisher in Canada and I don't know if it is going to get a publisher in the United States.

Thanks for writing.

### AND...

The following was shared by Robert Munsch with Russell Collins, Grade 2/3 teacher at Emily Carr Elementary. Munsch describes this as a "letter I wrote to a teacher who didn't like Giant." He has kindly given The Bookmark his permission to reprint the letter.

I'm sorry to hear that you are finding Giant a difficult book to deal with. I write books because I think that people will like them and I am always upset when one of my books does not get a good reception.

You asked what I was trying to convey with this book. I will answer your question in several parts:

1. The general question of meaning in my books.
2. My personal reasons for writing Giant.
3. What I hoped the story would mean to adults.
4. What I hoped the story would mean for children.
5. What really happened.

## THE GENERAL QUESTION OF MEANING IN MY BOOKS:

It often happens that my stories mean different things to different people. This is, in fact, what I mean to have happen when I write an open ended allegory. For example, Murmel, Murmel, Murmel, which I wrote after adopting a child, is read by most people to be a positive statement about having children and that is what it means for me. However, some people see it as a book about not wanting children! When I first got letters to that effect, I began to see that my style somehow let people read into my stories what they wanted or needed to find.

Sometimes this can get really strange. The Dark, which I wrote as a simple "afraid of the dark" story, was taken by some white South Africans to be a pro-apartheid statement. This particularly upset me as I have two adopted black children and my family would be illegal in South Africa.

The question of meaning gets very complex with a book like Love You Forever. I wrote it after we had a stillborn baby. It was a fantasy about my dead child growing up. As far as I know, it has not meant that to anyone else. In fact, I am not sure that the book means the same thing to anybody at all. It seems to lead people to think about their own families and life and death and love. The results, as you may expect, are varied.

In summary, I have learned the hard way that what I think a book means may have no relation to what it means to a particular person. In fact, I like it that way. I try to write books that various people can take in various ways and I expected that Giant would give rise to a variety of interpretations.

## MY PERSONAL REASONS FOR WRITING GIANT:

For three generations my family has been a mixture of Good Catholics and agnostics. Among my 8 brothers and sisters, we go from a Benedictine Monk to a Unitarian to an agnostic. This preserves a family pattern that came over from Ireland in 1860. Thus the family always had to deal with a variety of belief and unbelief under one roof without killing each other. This background is one reason for writing the story. I wanted to write about people getting along in spite of differences of belief.

The other reason was my daughter. She asked me why GOD was always shown as a male. When I said that GOD did not have to be male, she asked me to write a book where GOD was female. As usually happens, once I started writing the story took on a life of its own.

#### WHAT I HOPED THE STORY WOULD MEAN TO ADULTS:

1. Whether someone is *good* or *evil* transcends individual religious belief. Both the Giant and St. Patrick are good people even though they have different belief systems. (In personal terms, the giant is my great uncle Dennis, and St. Patrick is my grandfather.)
2. People can still get along in spite of profound differences in belief.
3. God is neither male nor female and it makes just as much sense to have a story where God is a little girl as it does to have God be the man with the white beard on the roof of a chapel. Neither representation is true and both are meaningful.
4. Don't expect God to be what you expect. (I wanted this interpretation to be meaningful both to theists and agnostics.)
5. Conflict is inevitable to the human condition, but peaceful resolution is possible.
6. It is OK to get mad at God. (This last point causes the most trouble. Some people feel that it is sacrilege for the giant to threaten God. In fact, most people get mad at God [or the Universe or fate or luck or whatever they think is running things] at some time during their lives. --- In the story, the giant is an Irish pagan who is assuming that the Christian God acts as did the various Irish deities, who were always hacking at each other with swords whenever a problem came up.)

#### WHAT I HOPED THE STORY WOULD MEAN TO CHILDREN:

1. For most kids I figured that it would be a funny giant story where a little girl outsmarts a giant.

2. I hoped that some kids would ask, "But daddy, isn't God a man?"; and thus begin a very interesting conversation with their parent or teacher.
3. I hoped that older children would find the book a useful springboard for a discussion of religion and what the book meant to them.

#### WHAT REALLY HAPPENED:

Some people felt that the giant's threat of violence to God was improper for a children's book and others felt that depicting God as a little girl was "giving children false and improper ideas about religion." Some bookstores refused to carry it and several school boards either limited the use of the book or took it out of libraries. I am sure that many more just decided not to buy the book. [Most of the boards that restricted it later decided to cancel the restriction after parents complained about the restriction.]

On the other hand, some people felt that it was really a neat book. I got letters from ministers and priests who had used it as the basis for sermons! So it seems that some people liked what the story meant to them and others did not like it at all. Happily, many more people like it than dislike it.

I did not expect that it would turn out to be so easy to ban or restrict the book. I knew from experience that teachers are very good at deflecting parental criticism if they are sure they like the book themselves. That had happened with Murmel Murmel and I Have to Go and Love You Forever. When teachers are unsure themselves, then they call the board and try to kick the problem upstairs. School boards do not want problems and they try to "solve" the problem by restricting books. The whole process has been quite an education for me.

Sincerely



Bob Munsch

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# CHANGING ROLES IN THE CHANGING FAMILY

by **DIANE GINTHER**, former teacher of English and Social Studies in SD#34 (Abbotsford), and currently a full-time student in the UBC Library Education Diploma programme).

This article is based on a paper examining the changing roles of members in the evolving modern family, both as examined in the professional literature and also as portrayed in children's literature. It was completed as an assignment for the English Education 342 course, "Trends and Issues in Children's Literature," given by Paula Hart and Ron Jobe at the University of British Columbia this semester. Because the paper includes topics of both gender equity and change found in the new curriculum, some of the issues discussed and titles annotated may be of interest to teacher-librarians.

## ISSUES RAISED IN THE LITERATURE

Adult roles change for a variety of reasons with sources both within and outside the family system. Appropriate literature can help children cope positively with changes occurring in their own families and also to vicariously experience situations affecting people important in their lives. They can develop increased understanding and empathy for others while defining their own gender roles. The literature addresses from several perspectives the concept of change in roles and in family structure itself. For instance, the increasing proportion of seniors in our population (Hagestad, 1988:374) because of increasing longevity and declining mortality and fertility has implications for multi-generational families and changing family roles. As a result of these factors, intergenerational relations have become more complex and varied, and family bonds are of an unprecedented duration. Also, the rising divorce rate results in the restructuring of family units, and the dual-career family, with its special demands, is becoming commonplace.

A number of issues are raised in the literature. An example is in the very use of the term 'the

family'. It is vital that the increasing diversity now embraced by the term be recognized, with the challenges that such diversity brings, in order to avoid excluding family groups of which children in our classrooms are members. Portrayals of all models are not found in books for children. Sporakowski (1988) addresses this diversity when he examines contemporary families:

More recently, the describing process (of the term 'family') has turned to adjectives which comment upon: marital status - single parent, bi-nuclear; new family form - step, blended; or sexual preference - gay/lesbian. Traditional, nuclear, and extended families have not been done away with, we just acknowledge more of the diversity that exists today in a more forth-right manner.

Mancini and Orthner (1988:363) alert us to the dangers of using the generic term, 'family,' ignoring diversity. "To speak of 'the family' is to risk excluding many family groups." This has obvious implications for the study of the family and family roles in literature.

The relevance to this discussion by Mancini and Orthner of family structure variations becomes apparent when considering the difficulty in playing out adult roles in these diverse family structures:

In this society of the 1980's and 1990's families can pattern themselves after a wide variety of models ... one earmark of today's society is, on the one hand, greater choice with respect to how life is lived, and, on the other hand, less conviction about any particular way to live. And it often appears as if roleless roles are the rule and not the exception...

The ability of a family to adequately adopt effective role-making strategies has taken on much more importance that the role adoption of the roles of earlier generations.

Because negotiating and defining family roles are seen as among the most important tasks of contemporary families, it becomes of immediate concern that the roles and behaviors necessary to meet family needs and expectations be identified, and choices made. Education follows. Unfortunately, since most family role definitions are assumed as a result of traditional expectations, a selective approach is often seen as unnatural and, therefore, avoided.

By including titles in school libraries and

literature programs which reflect a variety of gender roles, educators empower students to make choices later that will better promote their future success and happiness, while preparing them to avoid the trap of playing out no longer appropriate, often stereotypical roles.

A study by Kiecolt and Acock (1988:709) offers a positive view of the ability of education to influence gender-role attitudes and behaviors:

Findings are that the family structure only selectively affects gender-role attitudes. (p. 709)

And,

After education, adult experiences probably are the second most powerful source of effects on adult gender-role attitudes, outweighing the effects of family structure during adolescence. (p. 716)

Young readers also need to be exposed in a positive way to literature portraying the role changes and relationship choices available in multi-generational families, as it is believed both will become increasingly common, partly because of demographic changes in Western societies. The evolving roles of men and women need to be better appreciated by young people and current stereotypes challenged (Janman, 1989); the benefits to women of multi-roles on self-esteem and sense of purpose need to be understood (Scott and Alwin (1989), and the conflict when the culturally perceived change in the male role does not meet the practice needs to be anticipated and seen in perspective (LaRossa, 1988).

Another concern in the literature of particular interest to teachers is the reinforcement of sex-role stereotypes in literature curricula (Lake, 1988). This is of more concern in secondary than in elementary school selections, as more female authors seem to be represented in selections chosen by and for younger children. Lake was surprised and dismayed to discover that despite her sensitivity to the need for gender role equity, she had, herself, been teaching a very unbalanced curriculum. When she and her students studied Thomas More's Utopia and Charlotte Perkins Gilman's Herland as part of a unit on the utopian tradition, sexual polarities of both male and female students relaxed, and preconceptions altered.

Not only was I able to broaden the knowledge of my students, but also I widened their perceptual horizons and brought greater truth and accuracy to what they studied. (p. 37)

Lake, in her article, explores the dangers of gender-unbalanced reading lists:

The bias and shortsightedness practiced by largely ignoring or minimizing the role of women in our literary heritage does more, however, than reinforce stereotypical values in the study of literature. A rigid adherence to lopsidedly male-dominated syllabi can actually do real psychological damage to female students, especially those who are gifted. (p. 36)

In addition, a more gender-balanced curriculum will help destroy the arbitrary sex-role stereotypes which still influence much of our thinking. It will also provide the gifted girl with an opportunity to understand the history of her sex and appreciate the contributions of women authors, both those read in a historical framework and those whose words speak directly of and to the world today." (p. 38)

A desirable aim, then, is to represent a variety of gender roles both within the literature read and in the authors represented on reading lists, without creating an arbitrarily gender balanced reading list. This is all the more vital when considering the stereotypical portrayal of gender roles on television, with its powerful influence on value and gender-role development. Signorelli (1989:359) found that over a seven-year period prime-time television sex role portrayals were predominantly traditional, stereotypical, supportive of the status quo, and not reflecting changes in the real world.

Overall, television may be contributing to the development of somewhat ambivalent views about women's roles in society because television images are so obviously at odds with reality."

Following is a discussion of some of the titles available for children, relating to the above concerns.

#### GRANDPARENTS AND THE MULTI-GENERATION FAMILY

Tomie de Paola's tender story, Now one foot, now the other, offers a portrayal of a close relationship between a grandchild, Bobby, and his grandfather, Bob, and of the reversal of the supportive and guiding role which occurs after Bob has a debilitating stroke. This tale empowers children, since it shows that it is only Bobby, because of his strong relation-

ship with his grandfather, who is able to help Bob get better. It also shows in a positive way how relationships change over time because of experiences.

Then Bob said, "Bobby, tell story how you teach Bob to walk." "Well, Bob, you leaned on my shoulders and then I said, 'Now one foot, now the other.' And before you knew it ..."

Contrasting the comforting traditional grandmother role with a contemporary one is Kevin's Grandma by Barbara Williams. The narrator is Kevin's friend, who tells Kevin about his grandma. Kevin responds with a description of his grandma in a similar situation:

I tell Kevin about my grandma. When I am sick she comes to see me in her blue station wagon and brings presents like crayons and coloring books and cartons of ice cream.

Then Kevin tells me about his grandma. When Kevin is sick she brings him things like Mad magazine and homemade peanut-butter soup, which she delivers on her Honda 90.

Both grandmothers are shown as nurturers, but their interpretations of the role differ in accordance with their differing life styles. It is a humorous book for primary children showing clear contrasts between a traditional grandmother and a contemporary 'liberated' one.

There are numerous books which show grandparents in multi-generational families with close relationships with grandchildren, such as Burningham's Grandpa, Caseley's When Grandpa came to stay, and Knox-Wagner's My grandpa retired today. Langner's Freddy: my grandfather demonstrates several aspects of family relationships when a grandparent lives with them. Freddy brings his Hungarian heritage with him, and a youthful zest for life.

Freddy my grandfather lives with us, my mother, my father and me. He's pretty old, my mother says, but to me he seems pretty young. Freddy grew up far away in a country called Hungary. He came to America all alone.

Mother finds herself in the Janus-generation (Hagestad, 1988), looking after the generation both before and after her in the family, with the possibilities of role ambiguity:

Freddy my grandfather leaves late at night. My mother gets nervous. She says, "Freddy, when will you be home?" And Freddy always says. "I'll be home when I get home." Then my mother gets angry and presses her lips together very tight. I think Freddy likes to make her mad.

The special quality of the relationship has its roots in Freddy's individuality; he doesn't 'play a role'.

The role of grandparents as transmitters of knowledge and tradition is a major theme in Blades' A boy of Taché. This story is based on a real incident when the author was teaching in Taché, an Indian reserve in northern BC. One of eleven children, Charlie is chosen to live with his grandparents, Za and Virginia. In the course of the story, Za becomes very ill. Charlie gets help and saves his grandfather, then assumes the responsibility of providing for his grandparents, as they had done for him:

Camille turns to Charlie. "Za will get better, Charlie. He never gives up. But this will be his last trip. You will hunt and trap for Za and Virginia now. I know you can do it, Charlie."

As in Now one foot, now the other, the grandchild exchanges a dependency role with the grandparent as part of life's evolving pattern. In Great-grandfather, the baby and me, it is an adult one generation farther removed who helps the child cope with turbulent emotions when a baby comes home and who passes on a sense of family history and continuity. This story ties in with the studies examining the influence and complexity increasing longevity will exert on family structure and adult roles.

"Tell about the wheat and the sky," I said. It had all happened a long, long time ago, but when Great-Grandfather told it, I could see everything. I could see how it was. The days were long and hot and the work was hard and the sky was very big. You could look all around and not see a house. The country wasn't much settled yet, Great-Grandfather said.

One day news came to their camp that a baby had been born in one of those faraway houses. "And a friend of mine and I," Great-Grandfather said, "decided to go see the baby."

"Go see the baby?" I said.

"That's what people did in those days in that part of the country. What you might call homes were a long way part, and there weren't many babies. So when a new one came along, it was something to go and see. My friend borrowed some horses for us." ...

The story concludes,

Then we heard the car drive in the driveway and stop and the motor shut off. And then I took Great-Grandfather's hand and we went out to meet the new baby.

Blume's Are you there God? It's me, Margaret and Adler's The Shell Lady's daughter both include relationships involving family beliefs and values that need to be worked out with grandparents. In Blume's novel, Margaret has very different relationships with her father's Jewish mother and her mother's Catholic parents, providing a contrast for examination of diverse grandparenting roles and resulting relationships. In Adler's novel, the physical distance affecting the relationship with paternal grandparents is eliminated when Kelly goes to stay with them following her mother's attempted suicide. Because of her grandmother's strong family pride and prejudiced view of Kelly's mother, much of what has been hidden from Kelly earlier becomes clear, and during her stay her relationships with both parents and grandparents is reframed. Both of these novels offer older children formats for discussion of grandparent's legitimate roles, and of a child's evolving role while growing up.

## THE FEMALE'S MULTI-DIMENSIONAL ROLE

The working mother immediately comes to mind when thinking of women in multi-dimensional roles, and there are many titles in children's literature which address this topic, either directly or indirectly. Lasker's Mothers can do anything and Mitchell's My mommy makes money both show a number of fictitious mothers in a variety of atypical roles: from architect to lion tamer to preacher. Klein's Girls can be anything differs in that it is a story about one girl's vision of herself in a number of different occupations rather than a number of women each in a different role. In Klein's book, Marina is supported by her parents in her belief that she can be anything she wants, but is opposed by her friend Adam, who believes that girls are restricted in their choices. At the conclusion, Marina is vindicated; both children

are portrayed doing what they choose.

In Smith's My mom got a job, Bauer's My mom travels a lot, and Alda's Sonya's mommy works, one family is portrayed coping with everyday family life and a working mother. In a simple and humorous way, Bauer contrasts the positive with the negative aspects of having a mom who travels as part of her job:

The good thing about it is that we get lots of postcards. The bad thing about it is that mom missed the school play.

The good thing about it is Dad and I eat out more often. The bad thing about it is I always forget to water the house-plants. But the best thing about it is she always comes back!

Each statement is illustrated with an amusing coloured picture in the format, and the child's security following temporary separation is reinforced at the conclusion. Smith's book shows in an upbeat manner a family adjusting to a mother starting a new job; expanding support networks and increasing cooperation are two coping mechanisms adopted:

My mom used to cook a big dinner on Sundays, and Granny and Grandpa would come over.

It was a fancy day, and I miss that.

Last Sunday I went over to their house. I helped Granny make some nut bread while Mom and Dad went out together. I told Grandpa all my riddles, and he got the hiccups from laughing so hard. I get to go back next Sunday, too.

It's a new kind of day, and I like that.

My mom is pretty tired when she gets home from work. Dad and I have to help her with a lot of jobs around the house. My mom used to take care of Dad and me. Now we are all taking care of each other.

Alda's work differs from the other two in that it is illustrated with high quality black and white photographs. A sensitive portrayal of a five-year old's concerns, it is appropriate for very young children. Relationships with her father, grandmother, baby sitter, and friends are included.

Three fairy tales having somewhat different female portrayals are Munsch's The paper bag princess, de Paola's Helga's dowry: A Troll Love Story, and Fasick's The beauty who would not spin. In Munsch's tale it is the princess, Elizabeth, who defeats the dragon to rescue the prince; this is not a 'and they lived happily ever after together' version.

Elizabeth walked right over the dragon and opened the door to the cave. There was Prince Ronald. He looked at her and said, "Elizabeth, you are a mess! You smell like ashes, your hair is all tangled and you are wearing a dirty old paper bag. Come back when you are dressed like a real princess." "Ronald," said Elizabeth, "your clothes are really pretty and your hair is very neat. You look like a real prince, but you are a bum." They didn't get married after all.

Definitely role reversal!

Fasick's heroine is more interested in people than in mastering the conventional female domestic skills, and after being rescued by her three spinning, weaving, and sewing 'aunts', as in the traditional version of the story, she becomes a working partner with her prince.

...The people learned to love Anastasia and Prince Rowan. Anastasia was often asked to settle quarrels, and she always settled them fairly and kindly. She and the prince worried about the problems rulers must worry about and made better laws than the country had ever known.

Similarly, de Paola's heroine is rewarded with an advantageous marriage in the typical fairy tale tradition; however, Helga brings this about through her own industry and intelligence, rather than beauty.

Single mothers are important characters in two contemporary tales, Craddock's The TV war and me and Klein's Mom the Wolfman and me. It is the children in Craddock's book who provide most of the unexpected action and hilarity; the mother is attempting to get her life together by returning to university in Vancouver following the divorce. In Klein's story, the heroine, Brett, is not at all inconvenienced by never having had a father; in fact, she likes it. Her mother is a photographer and their life is unconventional, but liberated and interesting. When Theo, named 'The Wolfman' because of his Irish wolfhound, enters the picture, Brett resists the idea of their marriage, but becomes resigned to it in the end.

The day before the wedding Mom suddenly began acting funny. By now I'd gotten used to the idea of the whole thing. I mean, if you can't do anything about it, it's silly to make a big fuss. But Mom said, "Oh, it's awful ... giving in to convention like this. Why did I let the two of you convince me to go ahead with it?"

Us convince her! ...

I felt sorry for them. It must be worse if you're grown-up and not used to being married. Now they will have to be together all the time, even when I'm grown up and live on an island.

In MacLachlan's distinguished work, Sarah plain and tall, memorable Sarah, transcends the traditional female role through the strength of her own individuality. In this she parallels Freddy in Langner's Freddy; my grandfather. While she sings, as a mother should, she'd rather learn to drive the horses or draw than do the usual domestic tasks.

A particularly useful information book for secondary level gender role study is Gould's The Role of Women. Provocative and current, it presents an issue on each double page spread complete with black and white colour photographs, factual articles, and quotations. For example, the article with the headline "Are girls less intelligent?" is accompanied by a quote by Dr. Hodgson, nineteenth-century educationalist which gives a historical perspective on this issue:

In the highest departments of original and creative power, the mind of women is not nor ever can be equal to that of men.

Ideal for discussion at the secondary level, especially for debates or arousing interest for projects, it challenges both male and female readers to examine their views of woman's role. In this it fulfills the need to provide quality materials at a time when students are defining their own gender roles. It would be a useful resource in a professional collection, or for consideration as a text for a unit on women's studies or gender role. (for Grade Nine and up.)

## THE MALE'S EXPANDING ROLE

The tendency of fathers and males is to limit their family roles to either fun-seeker or 'head of the family' roles (LaRossa 1988; Darling-Fisher and Tiedje 1990). The contention of the professional literature is that there is a need for this to change for a number of reasons. Therefore, it is highly desirable that children's books be sought that present fathers and other males in a variety of roles in anticipation of this change.

Hughes' George the babysitter portrays a long-haired and capable male teenager as caretaker of three active and mischievous youngsters. Much of

the humour derives from the amusing Hughes paintings. George is an active non-stereotypical caretaker of both the children and the house in this delightful story. Current concerns with abuse limit the number of portrayals of young males in such caretaking roles.

#### IN THE MIDDLE

Mom  
says  
she wants me  
more than Dad.  
How do I ever choose?  
Dad  
says  
he wants me  
more than Mom.

Someone has to lose.

*Myra Cohn Livingston*

Fathers and their relationships with their children following divorce are the primary male roles in two very different works: Girard's At Daddy's on Saturdays and Steptoe's Daddy is a monster... sometimes. Girard's book begins with the father moving his belongings out of the family home detailing the trauma of the separation from the child's point of view. The sensitive way that this father deals with ensuring a place in his life for his daughter and with establishing his role results in her ability to process the change and achieve a sense of security at the conclusion.

At Daddy's apartment on Saturday, they moved the chairs four times, the sofa two more times, the lamps all over, the rug left, then right. At last Daddy and Katie had everything just perfect. "I've got a special spot for you, too," Daddy said. He showed Katie a shelf in the cabinet. "These are your things. Nobody can go in here except you, and they're for you when you visit."

and later

Katie was very quiet. "What's up?" Daddy asked. "I was scared," Katie said. She didn't say all of what she was thinking, but Daddy guessed. "Did you think I wouldn't come?" "Mary never sees her daddy." Daddy dropped his fork and took her hand. "I'm not Mary's daddy. I'm your daddy! And I'm right here, aren't I? Let's see." He patted his chest and pounded his

forehead. Katie giggled, Daddy was there.

Steptoe's story is based on his real-life experience as a single father raising his two children, Bweela and Javaka. A distinctive feature of this work is Steptoe's unique and prismatic artistic style, which transmits feelings of humour against a background of energy and tension. A realistic narrative showing how children and adults can get under each other's skin, particularly if one is a single parent raising lively children alone, is amusingly presented in this tale. Daddy is a monster when he has monster children.

"Daddy, how come you turn into an ugly old monster sometimes?" "What? Me—a monster? I'm never a monster." "Yes, you are," we say. "Sometimes you a scary monster and you say. 'Go out and play. Grrraaw.' And sometimes you say, 'Javaka, pick up all your toys. Grrraaw!'" "Oh, yeah. Well, I'm probably a monster daddy when I got monster kids." "Daddy, you crazy," we say.

The role of father as caretaker when mother is away is depicted in both Stecher's Daddy and Ben Together and Zolotow's The Summer Night. Zolotow's father and daughter characters spend a quietly explorative evening together until the little girl is ready to go to sleep. However, Stecher's Ben and his daddy have some things to work out when Ben's mother leaves for a few days:

"Remember to laugh a lot," said Mommy. "It helps things work out." "That's easy!" said Ben and Daddy.

But it wasn't easy. When Ben dropped eggshells in the omelette, they didn't laugh. Then Daddy came so late after school that Ben was the very last one left. He felt awful.

While Ben and his dad would have difficulty surviving a long absence using the same methods they did to cope with these few days, they are seen overcoming a difficult situation together.

#### STEPFAMILIES AND THE REFRAMING EXPERIENCE:

Two information books to assist children and their parents and stepparents make positive choices in the restructuring of fractured families are Lewis's All about families the second time around and Berman's What am I doing in a step-family? Lewis's book is both a manual and information book addressing

numerous questions of etiquette, myths, and old horror stories. There are tasks to perform which help both the child and the adult-guide to work their way through the process. It would be appropriate for an older primary child with an adult partner, or for an older student - a thorough coverage of the topic. On the other hand, Berman's picture book, with bright full colour illustrations and large print, would be appropriate for the younger child. It addresses in a visual way some of the pressing questions of children.

Like Jake and Me, is a work of fiction about a stepparent that has earned literary recognition. Jukes was honoured by having it named a Newbery Honour Book. Alex is able to mention his father quite naturally to Jake, the stepfather he is trying unsuccessfully to assist around the farm. In one particularly humorous scene Alex describes the wolf-spider crawling on Jake's neck. Jake, who loathes furry things crawling on him, is oblivious. As Alex describes the spider, Jake thinks he is describing Virginia, Alex's mother and Jake's pregnant wife, who is carrying twins.

"I think she's pretty," said Alex, looking at the spider. "I do, too," said Jake, looking at Virginia. "It's a nice design on her back," said Alex, examining the spider. "Yep!" said Jake. He admired the reindeer coat, which he'd loaned to Virginia. "Her belly sure is big!" said Alex. "It has to be big, to carry the babies," said Jake. "She's got an awful lot of babies there," said Alex. Jake laughed. Virginia was shaped something like a pear.

Optimistic and humorous stories which show families in the reframing process such as Jake and Me are a welcome addition in school collections.

## INVITATION

Listen! I've a big surprise!  
My new mom has light-green eyes.  
And my new brother, about ten is really smart.  
He helped me when we did our homework,  
They moved in a week ago.  
When we begin to settle down,  
she said that you could come for dinner.  
When you do you'll like them,  
just like Dad and me,  
so come and meet my family!

*Myra Cohn Livingston*

## CONCLUSION

Ideally, literature helping children learn about life's various challenges and experiences will offer rich and enjoyable reading experiences. By sharing with their children entertaining books that incorporate a variety of gender roles, parents can clarify their own roles and become more aware of choices that exist for themselves as well as for the child. Teacher-librarians can be of real assistance by becoming familiar with what is available on these topics, and by including useful titles in the school library collection for reading by students and their families.

It is likely with the growing complexity of society that family life will benefit from making rational choices and engaging in negotiation as roles and the family system change. An optimistic note was struck by writers of the professional literature who indicated that education is the most powerful determinant of gender roles in adults. This, plus the call for transcendence of rigid, stereotypical gender roles for maximum feelings of self worth, renders the role of the educator in selecting children's literature which portrays a variety of gender roles of considerable significance to the children they teach.

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Darling-Fisher, Cynthia and Linda Beth Tiedje. "The Impact of Maternal Employment Characteristics on Fathers' Participation in Child Care." Family Relations. v. 39:1 (January 1990) pp. 20-26. A study of families to examine the relationship between the mothers' employment status and time spent by mothers and fathers in child care activities. While results show that husbands are somewhat more involved when their wives are employed full-time, mothers are the primary care-givers regardless of employment status. Implications are discussed, as well as the complexity of the child care participation process.

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Hock, Ellen, Susan McBride, and M. Thérèse Gnezda. "Maternal Separation Anxiety: Mother-Infant Separation from the Maternal Perspective." Child Development. v. 60:4 (August 1989) pp. 793-802. A study from the mother's perspective of the separation of the couple (mother and child) with implications for employed mothers of infants and the use of nonmaternal care-givers. Reference is made to the differences between father's and mother's separation from the child. There was found to be a high degree of consistency in anxiety response within the individual mother, leading the researchers to view maternal separation anxiety as a personality disposition, rather than a trait or state.

Janman, Karen. "One Step Behind: Current Stereotypes of Women, Achievement, and Work." Sex Roles: A Journal of Research. v. 21:3/4 (1989) pp. 209-230. A paper describing a series of studies of English sixth-form students, both male and female, using story cues portraying couples in a variety of educational and occupational settings. It clearly shows that sexual stereotypes are unfortunately alive and well among these students. Negative imagery of female success prevailed, as well as predictions that the female member of a couple will easily set aside personal and professional plans, regardless of the respective abilities and occupational status of the two members of the couple, when change is proposed.

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Ahlberg, Allan and Joe Wright. Mrs. Plug the Plumber. Markham, Ontario: Penguin Books Canada Ltd., 1980. Picture Book: Preschool and Primary.

Alda, Arlene. Sonya's Mommy Works. New York: Simon & Schuster, 1982. Photography Book, with text: Preschool/Primary.

Bauer, Caroline Feller. My Mom Travels A Lot. Illustrated by Nancy Winslow Parker. New York: Puffin Books, 1981. Picture Book: Preschool/Primary.

Cleary, Beverly. Ramona and Her Mother. New York: Dell Publishing Co., 1979. Novel: Intermediate.

de Paola, Tomie. Helga's Dowry: a Troll Love Story. New York: Harcourt Brace Jovanovich, 1977. Fairy Tale Picture Book: Primary/Intermediate.

Fasick, Adele Mongan. The Beauty Who Would Not Spin. Illustrated by Leslie Elizabeth Watts. Richmond Hill, Ontario: Annick Press, 1989. Fairy tale Picture Book: Preschool to Intermediate.

Goulds, Sharon. The Role of Women. London: Macdonald & Co., (Publishers) Ltd., 1985. Nonfiction debate resource, with photographs: Secondary, or Teachers' resource.

Klein, Norma. Girls Can Be Anything. Illustrated by Roy Doty. New York: E.P. Dutton & Co., Inc., 1973. Picture Book: Primary/Intermediate.

Larkin, Gemma, creator, and Kathy Densmore, writer. Women at Work: A Teaching Guide for P-3. Halifax: Committee on Labour Education in the Schools, Nova Scotia Teachers Union, 1988. Teachers' Guide.

Lasker, Joe. Mothers Can Do Anything. Toronto: George J. McLeod Limited., 1974. Picture Book: Preschool.

MacLachlan, Patricia. Sarah, Plain and Tall. New York: Harper and Row, 1985. Historical Novel: Intermediate and up. Newbery Medal Book.

Mitchell, Joyce Slayton. My Mommy Makes Money. Illustrated by True Kelley. Toronto: Little, Brown & Company (Canada) Ltd., 1984. Picture Book: Preschool/Primary.

Munsch, Robert N. The Paper Bag Princess. Illustrated by Michael Martchenko. Toronto: Annick Press Ltd., 1980. Fairy Tale Picture Book: Preschool/Intermediate.

Rodgers, Mary. Freaky Friday. New York: Harper & Row, Publishers, Inc., 1978. Novel: Intermediate to Young Adult.

Saul, Wendy, text, and Abigail Heyman, photographs. Butcher, Baker, Cabinetmaker: Photographs of Women at Work. New York: Thomas Y. Crowell, 1978. Photography Book with text: Preschool/ Primary.

Smith, Lucia B. My Mom Got A Job. Illustrated by Christina Johanson. New York: Holt, Rinehart and Winston, 1979. Picture Book: Preschool/Primary.

#### MALE ROLES

Asch, Frank. Just Like Daddy. Englewood Cliffs: Prentice-Hall, Inc., 1981. Picture Book: Preschool.

Girard, Linda Walvoord. At Daddy's on Saturdays. Illustrated by Judith Friedman. Niles, Illinois: Albert Whitman & Company, 1987. Picture Book:

Primary/Intermediate.

Hughes, Shirley. George the Babysitter. Englewood Cliffs: Prentice-Hall, Inc. Originally published in London 1975 under the title Helpers. Picture Book: Preschool/Primary.

Munsch, Robert. Love You Forever. Illustrated by Sheila McGraw. Willowdale: Firefly Books, 1986. Picture Book: Preschool and up.

Parker, Kristy. My Dad the Magnificent. Illustrated by Lillian Hoban. New York: E.P. Dutton, 1987. Picture Book: Primary.

Rodgers, Mary. Summer Switch. New York: Harper & Row, Publishers, Inc., 1982. Novel: Intermediate/ Secondary.

Stecher, Miriam B., and Alice S. Kendell. Daddy and Ben Together. New York: Lothrop, Lee & Shepard Books, 1981. Photographs with text: Preschool/Primary.

Stephoe, John. Daddy is a Monster ... Sometimes. New York: J.B. Lippincott, 1980. Picture Book: Primary.

Zolotow, Charlotte. The Summer Night. Illustrated by Ben Shecter. New York: Harper & Row, Publishers, Inc., 1974. Originally published as The Night Mother Was Away in 1954. Picture Book: Preschool/Primary.

#### STEPFAMILIES

Berman, Claire. What am I Doing In a Stepfamily? Illustrated by Dick Wilson; designed by Paul Walter. Secaucus, New Jersey: Lyle Stuart Inc., 1982. Nonfiction Picture Book: Primary/ Intermediate.

Jukes, Mavis. Like Jake and Me. Illustrated by Lloyd Bloom. New York: Alfred A. Knopf, 1984. Picture Book: Primary/Intermediate. Newbery Honour Book.

Kaplan, Bess. The Empty Chair. Saskatoon: Western Producer of Prairie Books, 1986. Originally published in 1975 under the title Comer Store. Fiction: Upper Intermediate/ Secondary.

Klein, Norma. Mom the Wolf Man and Me. Toronto: Random House of Canada Ltd., 1972. Novel: Young Adult.

Lewis, Helen Coale. All About Families the Second Time Around. Illustrated by Jill Dubin. Atlanta: Peachtree Publishers, 1980. Nonfiction, guidebook for children and their parents and stepparents. Primary and up.

**FAMILIES, GENERAL**

Kalman, Bobbie. People in my Family. Toronto: Crabtree Publishing Company, 1986. (The In My World Series). Picture Book: Preschool to Primary.

Livingston, Mavis Cohn. There was A Place and Other Poems. New York: Margaret K. McElderry Books, 1988. Poetry for children on broken family themes: Primary and up.



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# CRITICAL ISSUES FACING TEACHER-LIBRARIANS IN 1990 (AND BEYOND)

by ALAN CRAWFORD, teacher-librarian,  
David Oppenheimer Elementary School,  
SD#39 (Vancouver).

Alan Crawford is Bargaining chairperson and local association representative for VESTA. He acts as spokesperson for Vancouver Teachers' Federation negotiating team. He has taught twenty-one years in Gibsons and Vancouver (grades 3 through 12) and spent a year at Simon Fraser University as a faculty associate.

His local association and BCTF experience includes five years on the BCTF Executive Committee, ten years on the VESTA Executive and eleven years on the Vancouver negotiating team.

As a new teacher-librarian reflecting on my nearly two years on the job, what strikes me most is the substantial discrepancy between what is expected and what is possible. I've had tough, unusual and interesting jobs in teaching — and quite a variety — but never before has so much been expected with so little provided. Calling the job a *challenge* is an understatement of major proportions. Consideration of materials, ordering materials, maintaining and revamping a circulation system, planning with other teachers the use of resources by both them and their students, carrying out cooperatively planned teaching activities, reading to students and helping individuals find the book and other material they need is quite a job. Many of us try to accomplish all of this and more as part-time teacher-librarians (and part-time something else?). Many of us also have little or no clerical assistance. Budgets to purchase materials are far too small. To top it all off, we try to do it all in the *new primary, Year 2000, literature-based reading, cooperative learning* environment.

Change is all around us. We're often at the centre of it. We need to manage that change and to positively influence it. We need more time. We need clerical assistance. We need larger budgets. How do we get them?

The answer is clear — through collective bargaining. The only way to assure the provision of adequate resources, both time and money, is to adopt policies such as we have done for library-resource

centre staffing and to work to achieve those policies by negotiating with our employers. This is not an easy process. It involves meetings, meetings and more meetings — meetings with colleagues in objective setting and monitoring progress and meetings with the employer's negotiating team — in order to achieve the objectives. What if the other members don't agree with me? What if the Board isn't reasonable? What if there's a strike? The "What if" possibilities are endless. They can be frightening to contemplate, but the fear of the possibilities is always worse than what actually happens. Good planning can remove or significantly reduce the effect of the negatives. The collective bargaining process is fraught with every imaginable work-related problem and then some — in fact it directly addresses many of them — but the only way to make sure that we develop a quality education system is to put it down in black and white as an agreement between employees and employers. The results of collective bargaining are worth all the time and effort put into them.

The quality of the collective agreement is directly proportional to the effort put into its development and negotiation by the people it serves. Get involved. Offer to assist the negotiating team. Go to meetings to hear and to question reports of the negotiating team; read materials produced by the local executive committee or the negotiating team. Provide whatever support is necessary to produce a good collective agreement of every member. Attempt to shape the contents of that collective agreement. Make sure that substitute teacher issues are properly dealt with. Posting and filling of vacancies including transfers and hiring are key problems for a significant number of members. Every collective agreement must provide fair personnel practices and the only fair system is one based primarily on seniority. When other minority issues within the membership have been dealt with, then make sure that teacher-librarian issues — staffing, time and budgets — have also been addressed. Don't be selfish but don't forget yourself.

Be active. Be a good team player. Most of all, remember that there's strength in numbers. Nothing is more important to success in collective bargaining than unity of purpose. Almost any objective can be

achieved by working together, taking action together and staying together.

What's the result? Better terms and conditions for students — a better education system. Included is our better staffed, better financed school library-resource centre at the centre of it all. An, to top it all off, a more together, focused and purposeful teaching force is created through the collective bargaining process. We get to work and live in a better world. And the struggle continues.

Let's do it!



# THE IMPORTANCE OF WRITING BADLY

by **BRUCE BALLENGER**, teacher of writing, University of New Hampshire. (Mr. Ballenger's most recent book, Discovering the Writer Within, was published last year.)

Reprinted by permission from The Christian Science Monitor, March 28, 1990.

I was grading papers in the waiting room of my doctor's office the other day, and he said, "It must be pretty eye-opening reading that stuff. Can you believe those students had four years of high school and still can't write?"

I've heard that before. I hear it almost every time I tell a stranger that I teach writing at the university.

I also hear it from colleagues brandishing red pens who hover over their students' papers like Huey helicopters waiting to flush the enemy from the tall grass, waiting for a comma splice or a vague pronoun reference or a misspelled word to break cover.

And I heard it this morning from the commentator on my public radio station who publishes snickering books about how students abuse the sacred language.

I have another problem: getting students to write badly.

Most of us have lurking in our past some high priest of good grammar whose angry scribbling occupied the margins of our papers. Mine was Mrs. O'Neill, an eighth grade teacher with a good heart but no patience for the bad sentence. Her favorite comment on my writing was "awk." which now sounds to me like the grunt of a large bird, but back then meant "awkward." She didn't think much of my sentences.

I find some people who reminisce fondly about their own Mrs. O'Neill, usually an English teacher who terrorized them into worshipping the

error-free sentence. In some cases that terror paid off when it was finally transformed into an appreciation for the music a well-made sentence can make.

But it didn't work that way with me. I was driven into silence, losing faith that I could ever pick up the pen without breaking the rules or drawing another "awk." from a doubting reader. For years I wrote only when forced to, and when I did it was never good enough.

Many of my students come to me similarly voiceless, dreading the first writing assignment because they mistakenly believe that how they say it matters more than discovering what they have to say.

The night before the essay is due they pace their rooms like expectant fathers, waiting to deliver that perfect beginning. They wait and they wait and they wait. It's no wonder the waiting often turns to hating what they have written when they finally get it down. Many pledge to steer clear of English classes, or any class that demands much writing.

My doctor would say my students' failure to make words march down the page with military precision is another example of a failed educational system. The criticism sometimes takes on political overtones. On my campus, for example, the right-wing student newspaper demanded an entire semester of Freshman English be devoted to teaching students the rules of punctuation.

There is, I think, a hint of elitism among those who are so quick to decry the sorry state of the sentence in the hands of student writers. A colleague of mine, an Ivy League graduate, is among the self-appointed grammar police, complaining often about the dumb mistakes his students make in their papers. I don't remember him ever talking about what his students are trying to say in those papers. I have a feeling he's really not all that interested.

Concise, clear writing matters, of course, and I have a responsibility to demand it from my students. But first I am far more interested in encouraging thinking than error-free sentences. That's where bad writing comes in.

When I give my students permission to write badly, to suspend their compulsive need to find

the "perfect way of saying it", often something miraculous happens: words that used to trickle forth come gushing to the page. The students quickly find their voices again, and even more important, they are surprised by what they have to say. They can worry later about fixing awkward sentences. First they need to make a mess.

It's harder to write badly than you might think. Haunted by their own Mrs. O'Neill, some students can't overlook the sloppiness of their sentences or their lack of eloquence, and quickly stall out and stop writing. When the writing stops, so does the thinking.

The greatest reward in allowing students to write badly is that they learn that language can lead them to meaning, that words can be a means for finding out what they didn't know they knew. It usually happens when the words rush to the page, however awkwardly.

I don't mean to excuse bad grammar. But I cringe at conservative educational reformers who believe writing instruction should return to primarily teaching how to punctuate a sentence and use Roget's Thesaurus. If policing student papers for mistakes means alienating young writers from the language we expect them to master, then the exercise is self-defeating.

It is more important to allow students to first experience how language can be a vehicle for discovering how they see the world. And what matters in this journey - at least initially - is not what kind of car you're driving, but where you end up.

So what is the role of evaluation?

Clearly, the students and teacher need to have consistent priorities concerning objectives. Premature attention to and evaluation of the bits and pieces is really counter-productive.

Formative evaluation should motivate the learner in positive ways. It should free the child to take risks at the meaning level.

If evaluation of "parts" is to occur, it should have a well-defined focus and limited weight, and be related to a real need that has been addressed by explicit instruction.

## KIND WORDS

by SHUKAN BUNSHUN

[Editor's note: This article appeared in the April, 1990 issue of Business Tokyo, and was brought to our attention by Naomi Wakan of Pacific-Rim Slide-Shows.]

The first day of school in Darien, Connecticut, brought a new student to the third grade: Shuko, the daughter of Yukata Eguchi, a manager at Daiichi Pharmaceutical Company. At the beginning of the lesson, Shuko's teacher picked up a book and began to read aloud ... in French. Of course, none of the children understood a word. First they looked confused. Then they began to whisper. But the teacher just kept on reading.

The sound of the students' voices got louder and louder. But the teacher read on. Then, just when the students' voices reached a crescendo, the teacher shut the book.

Looking at the class, she said, "I was reading a book in French. You didn't understand, so the story wasn't interesting. That's why you started talking, right?"

"Yes," the class answered.

"Class, now you understand how boring and difficult it is for someone who doesn't understand what is being said. Today we have a new student. Her name is Shuko. She doesn't understand what we say, and it will be some time before she does. School won't be much fun for her, so I want you all to promise to be extra kind to her."

Of course, Shuko didn't know what was going on. But when the Eguchis heard the story from the parents of one of Shuko's classmates, they were overcome.

# A RESPONSE TO THE BCTLA RESPONSE TO THE YEAR 2000 DOCUMENT

by ELIZABETH SALLE, teacher-librarian, Mountview Elementary School, SD #27 (Cariboo-Chilcotin).

This response is directed to the following statement:

5. With the increased number and variety of resources for courses, there is no mention of increased funding to provide the resources, or of the role of the school library and the teacher-librarian in resources evaluation, selection and management. The BCTLA is totally opposed to the concept of permanent classroom collections. Students must use the library resource centre to learn information processing skills. Collections in the classroom should be materials borrowed from the school library resource centre.

Many of the concerns are valid and should be addressed but I cannot support the stand of totally opposing classroom libraries. These are my views, formed through experience with our classroom libraries and the Primary Program and a study of whole language.

- Classroom libraries are an integral part of the primary program. It is necessary to have a core collection of quality literature available in the classroom throughout the year for students and teachers to refer to, read and re-read.
- With the number of classrooms containing students of the same age range (we have 3 primary classrooms containing what was traditionally known as grades 1 and 2) the basic collection of literature needs to be duplicated. The best place to have these collections is in the classroom.
- Students can and have learned to differentiate between the classroom library books and the library resource centre books.

- Students do take books home from the classroom collections with the teacher using a simple sign out system.
- Many primary students visit the library resource centre to sign out books each day, for classroom use and/or to take home. They manage this very easily.
- Most students (especially intermediate) view the classroom library as books that stay in the class and library books are their responsibility whether they wish to take them home or leave them at their desk.
- Collections of books signed out by the teacher, such as a selection of books on a theme or topic, are for classroom use. If the students wish to take them home they come to the library resource centre and renew them in their name. Our school has suffered very few losses with this system.
- Funding for the classroom libraries in our school has been done through our very supportive Home and School group. This, I agree, is something that should be addressed by the Ministry. Our primary classrooms that are piloting the primary program received funds for books and equipment. More money is also being released from the CAP (ministry textbook fund) for alternative resources which could be directed to classroom libraries.
- The selection of the classroom libraries has been done through bibliographies given in the recommended whole language professional literature. One source used in our school is Transitions by William Bridges. another source is the Language Arts/English Resources from the Ministry. also, we have purchased Troll Classroom Libraries, book sets from Scholastic and have ordered 2 classroom libraries from Jim Elder Publishing. Although some of the books included in the classroom sets prepared by publishers are not what we would choose, the sets are a starting point. We will now build on these sets using the recommended book lists in the Ministry binder.
- I feel that selection is important and have participated in the purchase of the classroom libraries. As the teacher-librarian, I feel that I should be part of it. I have the experience and background in selection and feel that it is part of my job to share this expertise.

- The classroom libraries have not infringed on the teaching of information processing skills in the library resource centre. They are part of the reading program. Through cooperative planning the library resource centre is used to make further selections, extend the collection, and do real research assignments. The teachers in our school are very aware of what can best be taught in the library resource centre, and frequently make arrangements for that to take place.
- In my mind, "information processing skills" is a term that covers all of the programs in our school and the library resource centre is a part of the whole. Classroom libraries in no way diminish the important role of the teacher-librarian in a school that participates in cooperative planning.

## ANOTHER VIEW ON THE CLASSROOM LIBRARY

by **KENNETH W. HOLMES**, president,  
Maple Ridge Teacher-Librarians'  
Association, SD #42 (Maple Ridge).

[Editor's Note: The following text is taken from a letter written to the Ministry of Education in response to the Primary Program. For another view on this topic, see the December 1989 issue of The Bookmark, pp. 137-141.]

The Maple Ridge Teacher-Librarians' Association enthusiastically supports the concept of a "library centre" for each primary classroom. Such "class libraries" will serve to make a variety of reading materials available to students based on their needs and interests throughout the year.

It has come to our attention, however, that many primary teachers look upon the "class library" (page 189 of the Primary Program binder) as being materials that are selected by each teacher and housed for the entire year in each classroom without the benefit of the teacher-librarian's expertise in materials selection, without cataloguing, without circulation of

the materials through the school's library resource centre, and without proper inventory control.

Such a process could seriously limit accessibility of the resource materials, could result in multiple purchases of the same books, could result in many materials being lost, and in effect, could negate the value of the school's library program.

Our association advocates a "class library" that consists of rotating, student-selected materials *drawn from the school's library* as needs arise during the year. An infusion of funds into the library would enable the teacher-librarian to update the collection, in consultation with teachers and students, and to select appropriate resource materials according to each district's selection policy.

Circulating the materials through the school's library would make them accessible to everyone in the school. Teachers and students would frequently sign out books from the library resource centre for varying periods of time depending on their needs, thus enabling them to have daily access to a much broader range of reading materials.

Sharing resources throughout the school would enable the materials to be integrated into the school-wide curricula. The teacher-librarian would be responsible for ensuring that the materials were properly selected, catalogued, circulated, maintained and weeded.

Housing the resources in the school library would enable teacher-librarians to coordinate their use throughout the school. A large pool of resources would thus be available for cooperative planning and teaching activities.

As can readily be seen from the above, by having the materials available through the library resource centre, each school would have a wide selection of learning resources upon which to build a strong schoolwide resource-based learning program.

It is the intention of the Maple Ridge Teacher-Librarians' Association to pursue this matter with the utmost diligence, as it is of great concern to the teacher-librarians of our district. We sincerely trust that you [the Ministry] will look into this policy direction at the ministry level with equal concern.

# SOCIAL ISSUES - PROGRAMS IN THE SCHOOL LIBRARY-RESOURCE CENTRE

by **JUDY COFFIN**, teacher-librarian, North Surrey Senior Secondary School, and **BARBARA COOPER**, library helping teacher, SD#36 (Surrey).

The following ideas can help make the school library/resource centre a place to discuss important social issues. Topics suitable for discussion are often transient in nature; therefore resources, both human and otherwise, may quickly become unavailable.

Ideas for planning your program, which follows, can be used for planning just about any kind of event.

## IDEAS FOR PLANNING YOUR PROGRAM

### A. Decide on a topic

- aspect/approach
- title

### B. Identify resources

- your personal background knowledge (you don't have to be an expert!)
- curriculum guides: official and unofficial
- organizations: government, non-government, local, provincial, professional, labour, post-secondary, etc.
- film, video and other non-print and print materials
- possible guest speakers

### C. Plan your strategy paying attention to local circumstances.

- outline your program and objectives
- identify costs and possible sources of funding
- gain an ally. Talk the idea up informally with possible participants
- consult with the administration
- call a meeting, share your ideas, seek the support and commitment of others who would like to be involved

### D. Cooperatively plan your program.

- special events
- related learning activities to enhance program
- resources
- tentative schedule: dates, times, places
- responsibilities
- evaluation procedures
- future meetings

**E. Look after planning details:**

- contact speakers: AV requirements, content, format, length, audience
- send letter of confirmation, with map if necessary
- book necessary outside resources
- reserve facilities, equipment
- prepare student assignments
- put materials on reserve
- arrange for introduction of and honorarium for speaker
- confirm events with teachers involved
- promotion/publicity: brochures, PA announcements, bulletin board, student newspaper, local press, cable TV, parents, administration

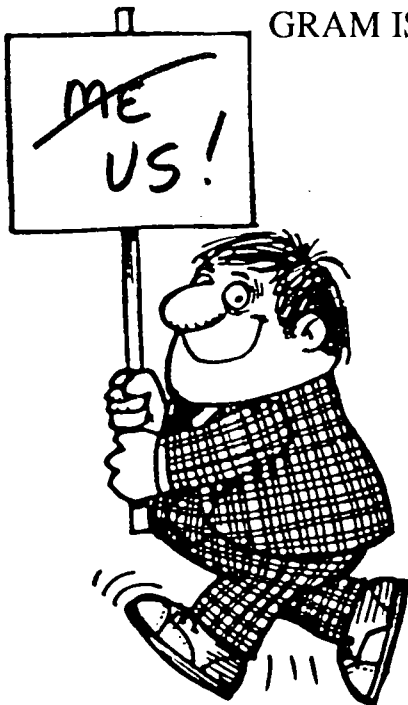
**F. The day of the event:**

- set up facilities: seating, AV equipment
- arrange to have PA system turned off in venue
- note on door to advise others that interruptions will not be welcome
- allow time to welcome speaker beforehand and personally thank afterwards
- reminder to students re expectations as audience - sometimes an assignment during the presentation can help to focus attention

**G. After the event:**

- written thank you notes to speakers and funders
- evaluation of program: teachers, students, self
- evaluation of your own related lessons
- retain file on program for next time!
- share your success

**REMEMBER: OWNERSHIP BY ALL THE PEOPLE INVOLVED IN THE PROGRAM IS IMPORTANT FOR SUCCESS**



# PLANNING FORM

A SPECIAL PROGRAM AT \_\_\_\_\_ SCHOOL

TOPIC \_\_\_\_\_

ASPECT OR APPROACH \_\_\_\_\_

TITLE \_\_\_\_\_

## RESOURCES

PLANNERS' KNOWLEDGE: \_\_\_\_\_

ORGANIZATIONS: \_\_\_\_\_

SOURCES OF MATERIALS: \_\_\_\_\_

SPEAKERS: \_\_\_\_\_

## STRATEGY

PROGRAM OUTLINE \_\_\_\_\_

OBJECTIVES \_\_\_\_\_

COSTS \_\_\_\_\_

SOURCES OF FUNDING \_\_\_\_\_

MAJOR OBSTACLE(S) \_\_\_\_\_

WILL BE OVERCOME BY \_\_\_\_\_

MINOR OBSTACLE(S) \_\_\_\_\_

WILL BE OVERCOME BY \_\_\_\_\_

SUPPORTER(S) \_\_\_\_\_

## SCOPE

PARTICIPANTS \_\_\_\_\_

TIME LINE \_\_\_\_\_

The following outlines are examples of controversial topics discussed in library-resource centres. By adapting one or more of them, teachers and teacher-librarians might address such current topics as "Can Canada survive without Quebec? - What happens if Meech Lake fails?" or "Recycling - Who will pay the costs?"

## 1. IF TECHNOLOGY IS THE ANSWER...WHAT IS THE QUESTION?

### YOUTH FORUM ON TECHNOLOGY

We are only beginning. We have just reached the outer fringes of the solar system. Can any sane man possibly argue that we should stop there? (H. MacLennan 1960).

Man deserves man, and on our present course that is exactly what he will receive: such crowding of territories as can only result in war and famine. Man requires something more than man, some structure within our single technological world that can batter and destroy the problems rather than eradicate man himself. The chances of this arriving are somewhat slimmer than the chances for famine and the sword. The need for this arriving is the great need of our times (D. Godfrey 1968).

The new electronic independence recreates the world in the image of a global village. M. McLuhan

- Thursday - Lunch hour video presentation Now the Chips are Down
- Friday, Block C, 10:00 to 11:00 a.m., in the library - Panel discussion with Mr. Sid Shniad and Dr. Carl Chiko, authors of The Impact of Technology in the Workplace.
- Monday - Lunch hour film, The Road to Total War
- Tuesday and Wednesday - Lunch hour video Modern Times starring Charlie Chaplin.
- Wednesday, Block A, 12:10-1:10 p.m. in the library - guest speaker Ms. Ellen Balka Computers in Our Lives
- Thursday, Block B, 12:15-12:45 p.m. - televised (Shaw Cable) student forum with Dr. G. Spiegelman, author of If Technology is the Answer, What is the Question? Studio audience limited to 20.
- Friday, 11:50-12:10 in the library-resource centre – Feedback: evaluation of program and contest "Tech It Or Leave It!"

## 2. SOUTH AFRICA

### Resources

#### Print:

Bigelow, William. Strangers in their own country: a curriculum guide. Africa World Press, 1985. Distributed by BCTF, \$22.95

#### Film:

Last grave at Dimbaza. 58 minutes. Available from BCTF Resource Centre.

Video: Girls apart. 40 minutes. Available from IDERA.

Generations of resistance. 52 minutes.

South Africa - Time for change. 21 minutes. Both available from BCTF Resource Centre.

A world apart. Available from Shannock Ltd.

### **Program**

Period 1 (Library Resource Centre) M & M Game and video South Africa - Time for change

Period 2 (Classroom) Film, Girls apart.

Period 3 (Library Resource Centre) Library Assignment

Period 4 and 5 Visual study and discussion of video A world apart.

Period 6 (Classroom) Presentation of Library Assignments and discussion

Period 7 (Classroom) Guest speakers: Mr. Ed May and Mr. Peter Mahlangu. Mr. May, born in South Africa, is the former staff person of the Task Force Against Racism Committee and currently teaches Social Studies at Charles Best School in Coquitlam. Mr. Mahlangu is the Canadian coordinator for the South African Congress of Trade Unions.

### **LIBRARY ASSIGNMENT**

WORK IN GROUPS OF FOUR (1 PROJECT PER GROUP) USING THE NEWSPAPERS, MAGAZINES AND BOOKS IN THE LIBRARY.

1. List on a chart reasons for and against sanctions.
2. Develop a foreign policy for Canada, on apartheid. Include whether you favour boycotts, sanctions, etc.

### **VISUAL STUDY GUIDE FOR A WORLD APART**

1. Name five scenes where the director Chris Menges shows how black South Africans are treated.
2. Describe the contradictory characteristics of Diana Rath.
3. Compare and contrast the life and lifestyles of the Raths with the life and lifestyle of the maid.
4. Compare and contrast the party at Diana's and the party at Mally's friend's parents' house. Include music, black and white relationships, dancing.
5. Describe the power of the South African police. Which scenes showed their power?
6. Diana Rath felt that she had to fight against apartheid including going to jail, which meant abandoning her family. What do you think of her decision?
7. The last image is a freeze frame. What do you think that frozen image is telling you?

## SOUTH AFRICAN M AND M SIMULATION

from Strangers in Their Own Country, Lesson #1.

1. Prior to the class, mark out a large rectangle on the floor with masking tape. Within the rectangle several small areas should be marked off with tape. Combined, these small areas should total 13% of the rectangle.
2. Explain to students that they are going to do a "simulation" about a real country in the world today.
3. Choose approximately 16% of the students, four out of a class of twenty-five, who will occupy the 87% of the rectangle. Give Student Handout #1: Privileged Minority to these students and send them to a corner of the room to read the role sheet.
4. Arrange (squeeze) the rest of the students into the small areas comprising 13% of the rectangle. Explain to these students that under no circumstance may they go outside their designated areas unless given permission from you or one of the "privileged minority". Later, you may want to join the privileged minority in scolding those "stupid Kaffirs" who can't follow directions and step over the lines.
5. With the majority confined to the various areas, talk briefly (so others can't hear) with the privileged minority, making sure those students understand their role.
6. Introduce the privileged minority to the rest of the class, explaining that only these students get to wander the classroom freely. Tell students that in this simulation M and M candies will represent income. Explain further that to succeed at this exercise each student must obtain two m and m candies by the end of the simulation.
7. Conspicuously give two packets of m and ms to each of the privileged minority. One packet should contain 12 m and ms for personal consumption. The other packet is for the wages for the rest of the class. The total number of m and m candies in these wage packets should be one and one half times the number of the rest of the class. (Note: This simulates the 8 to 1 white/African income differential in South Africa.)

Tell students that some people in this society make more than others, but if they haven't yet made enough to survive they can go to work for the privileged minority. If necessary suggest certain jobs that the minority could employ the other students to do. Make sure that the minority demands proper respect from the others. You might even want to include yourself as one of the privileged minority.
8. When you feel students have adequately experienced the simulation, call a halt, have them return to their seats and begin discussing. Some possible questions:

How did this simulation make you feel? Was it fair? Who would have liked to change the setup? Who liked it the way it was? What might have made our simulation more fair?

To the majority: Do you think the privileged minority liked things the way they were? Why?

To the minority: If you knew that the others were dissatisfied why didn't you try to make the situation more fair?

### 3. WORLD HARMONY WEEK

This program was organized to coincide with International Year of Peace, Oct. 24, 1985 to Oct. 1986. The following letter was sent to parents of H. T. Thrift Elementary School.

Dear Parents:

To acknowledge the International Peace Year proclaimed by the United Nations, the pupils and teachers of H. T. Thrift will participate in activities and lessons which focus on peace and harmony.

A number of special events have been planned for the week. Storytelling sessions with Bill Richardson of Surrey Centennial Library will take place Monday for all classes. Other school-wide events include a drama production from United Nations Education with singer Lynn Stones on Tuesday, and an assembly on Friday with guest speakers Mollie Williams and Mayor Gordon Hogg. As well, two District Helping Teachers will be working on special projects with some intermediate classes during the week.

In response to a letter from the White Rock Coordinating Centre, and in keeping with the spirit of the week, we are asking children to bring a non-perishable food item for our local food bank. A representative will pick up the food items on Tuesday, November 5th at 10:00 am.

The Public Education for Peace Society is setting up a display of materials of special interest to parents. The display will be in the school's foyer from Monday until Wednesday.

Sincerely,

The Staff of H. T. Thrift,  
Barbara Cooper, Coordinator

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#### OFFICIAL SCHEDULE OF SPECIAL EVENTS

<b>MONDAY</b>	<b>LIBRARY</b> Storytelling: Bill Richardson
<b>TUESDAY</b>	<b>GYM</b> School assembly: all classes Singing: Lynn Stones Drama: United Nations Education Association NB: Food Bank donations to be deposited in foyer (see attached letter)
<b>WEDNESDAY</b>	<b>CLASSROOM</b> Symbols and Slogans for Peace: Dick Turner

**THURSDAY**            **CLASSROOM**  
What Peace Means To Me: Ed Starrick

**FRIDAY**            **GYM**  
School assembly: all classes  
Choir: Joyce Curran  
Sharing:  
Guest Speakers: Mayor Gordon Hogg and Mollie Williams  
Column of origami cranes  
Plea for Peace

**4.                    UNDERSTANDING OUR NUCLEAR AGE**  
**- Should Canada buy six British nuclear submarines?**

This program was created for a junior high school. The program consisted of three sessions, offered during lunch hours.

**LUNCH HOUR PROGRAMS**

**SESSION I Target Vancouver: Would a bomb shelter help?**

Simon Dalby, a Simon Fraser graduate student in Geography will discuss the effects on Vancouver if a nuclear bomb were dropped at 12th and Granville.

**SESSION II The Arms Race: Where are we now?**

Dr. Fred Knelman, well known author, radio commentator, engineer and social science professor will provide an overview of the arms race including Star Wars, and its implications for Canada as well as the current Arms Control Talks in Moscow.

**SESSION III Impressions of the Soviet People: Do they want peace?**

Marjorie Nicol, WW II veteran and pilot will give her impressions of the Soviet people gathered during her recent trip to the Soviet Union.

North Surrey Senior Secondary offered a program which included instructional sessions during class time, as well as lunch hour events.

**INSTRUCTIONAL SESSIONS**

- All English 11 classes viewed the video Final Chapter.
- Special mini-units were offered in selected classes, as follows:
  - ALG11: Cost of arms race
  - BI11: Radiation
  - PH11: Nuclear energy
  - SS11: History of the cold war
  - CH11: Nuclear chemistry
  - SCT11: Nuclear holocaust
  - PE11: Cooperative games
  - AR11: Peace cranes
- Debate: Should Canada buy six British nuclear submarines?

## LUNCH HOUR SESSIONS IN THE LIBRARY-RESOURCE CENTRE

- Film: If You Love This Planet
- Guest speaker: Thomas L. Perry Sr. "After the Summit"
- Making peace cranes

## LUNCH HOUR IN THE GYM

- Staff and students: cooperative games

### RESOURCES:

If You Love This Planet - 1983 NFB Academy Award Winning film which records a lecture by Dr. Helen Caldicott painting the progression of events that would follow a nuclear explosion.

Final Chapter - narrated by Christopher Plummer, this video describes the widespread damage from a nuclear bomb. Military and Defence Technology Module from the Ministry of Education.

### SPEAKERS:

**AFTER THE SUMMIT** - Thomas L. Perry Sr., is a member of the Canadian Physicians for the prevention of nuclear war.

**COOPERATIVE GAMES** - Glenn MacDonald is the program supervisor for the Guildford Community Recreation office.

**PEACE CRANES** - John Turnquist is a former draftsman who is currently studying to be a high school Art Teacher.

Michiko Tsuruta, born in Japan, frequently demonstrates Origami at the Surrey Art Centre.

**DEBATE** - Bob Wenman has served as the Conservative member of Parliament for the Fraser Valley since 1974.

Ron Johnson has run both Provincially and Federally for the New Democratic Party in the riding of Vancouver Center.

## 5. DAY OF DIALOGUE

**"BE IT RESOLVED THAT CANADA SUPPORT THE U.S. FOREIGN POLICY OF DEVELOPING AND MAINTAINING NUCLEAR WEAPONS AS A DETERRENT TO THE SOVIET UNION'S ARSENAL OF NUCLEAR WEAPONS."**

This program was offered at Cloverdale Junior Secondary School, in 1985. The following memo was sent home to introduce it.

During March 4th, 5th and 6th, a program in our school has been organized in which each teacher has agreed to give up one hour of regular instructional time to provide an hour of instruction on one aspect of the nuclear arms issue.

Science classes will be discussing the nuclear winter; English classes will be learning a vocabulary of the nuclear arms race; Social Studies classes will be discussing the various theories of defense; and Math classes will be examining the concept of a trillion dollars.

On March 7th, a debate and question period before our full student body (700 students) has been arranged between Bob Wenman, our MP, and Leonard Johnson, a former Brigadier General in the

Canadian Armed Forces.

The debate topic is, **Be it resolved that Canada should support the U.S. foreign policy of developing and maintaining nuclear weapons as a deterrent to the Soviet Union's arsenal of nuclear weapons.**

The program begins at 10:40 a.m. on Thursday, March 7th. Please feel free to attend.

\* \* \* \* \*

## RESOURCES:

War Game 49 minutes, 1960

Powerful but outdated film examining an imaginary atom bombing of a town in Britain.

War Without Winners 28 minutes, 1980

A film about nuclear war including presenting views of American and Soviet Citizens.

Last Epidemic 36 minutes

Records a conference sponsored by the Physicians for Social Responsibility. Topics discussed include the destruction of the ozone layer, ecological consequences, civil defense, the MX missile, etc.

If You Love This Planet 35 minutes

This film records a lecture given to American students by outspoken nuclear critic Dr. Helen Caldicott. Archival film footage of the bombing of Hiroshima and the images of its survivors is shown.

## HOW MUCH IS A TRILLION DOLLARS? (Some notes for math classes.)

According to news reports, the United States plans to spend one trillion dollars on defense by 1988. Other figures may help put that into perspective.

1. The annual budget of the United States is nearly 1 trillion dollars. (\$1,000,000,000,000)  
 $1 \times 10^{12}$
2. The annual budget of Canada is about 100 billion dollars. (\$100,000,000,000)  $1 \times 10^{11}$
3. The annual budget of the province of B.C. is about 3 billion dollars. (\$3,000,000,000)  $3 \times 10^9$
4. The annual budget of Surrey School district is about 100 million dollars. (\$100,000,000)  $1 \times 10^8$
5. The average salary of a Canadian worker is about 15 thousand dollars. (\$15,000.00)  $1.5 \times 10^4$

These data can be used to introduce or review scientific notation.

Estimating the height of a stack of one dollar bills involves reasoning and examination of suitable methods, and provides quite a graphic analogy of these large numbers. Probably the best way is to measure the height of \$100.00 and to calculate proportionately. If a stack of \$100 is not available, use the pages of a book.

If the distances are related to concepts more common to the students' experience, then these figures could be more readily grasped.

An adjunct to this exercise might be to calculate how long it would take to count this much money one dollar at a time. Approximate the time to count a hundred dollars and calculate accordingly.

Notes: 100 dollar bills measures roughly 1 cm, then 1 bill measures about .01 cm, and a trillion

measures around  $10^{12} \times .01 = 10,000,000,000$  cm. = 100,000,000 m = 100,000 km = 10,000 Mt.  
Everest - one quarter the way to the moon = ?????

Assuming that it takes about 50 s. to count 100 bills, then 1 bill takes .5 s, and one trillion takes around  $10^{12} \times 0.5 = 500,000,000,000$  s = 8,333,333,333 min = 138,888,999 hours, = 5,787,037 days = 15,854 years non stop!

## NUCLEAR INFORMATION STUDY

The Public Education Resource Centre (PERC) in conjunction with the Harvard Medical School and Simon Fraser University have recently released the preliminary findings of a study dealing with the fears and anxieties of young people regarding nuclear issues.

Two questionnaires were used in the study: The first distributed to 394 students in grades 10, 11 and 12 is a duplicate of the Beardslee-Mack study, commissioned by the American Psychiatric Association and released in 1981. (See more information about this study below.) The second questionnaire, distributed to 337 students in grades 5, 7 and 9, is similar but not identical to the first, because of modifications to make it appropriate for younger students and more relevant to peace education.

The questionnaires returned by students aged 9 to 16, in grades 5, 7 and 9 reveal that:

- 62% believe that a nuclear war will occur within their lifetime
- 79% believe that Canada will not be safe during a nuclear war
- 75% believe that nuclear weapons will not prevent war
- 60% first learned about nuclear weapons from the media
- 63% knew about nuclear weapons by age 11 and 93% knew about nuclear weapons by age 13
- 64% feel that fewer weapons will make the world a safer place
- 2% have attended peace marches
- Only 4% believe they would be safe in the event of a nuclear war
- 54% are "sometimes" frightened at the thought of a nuclear war  
18% are "often" frightened, 14% are frightened "all the time" and 11% are "never frightened"

The questionnaires received from 15 to 18 year-olds in grades 10, 11 and 12 reveal that:

- 81% believe that nuclear war is possible or likely
- 28% believe that nuclear weapons are necessary for national security
- 36% believe that civil defence plans are useful
- 67% became aware of nuclear issues through the media

PERC staff member, Susan Hargraves, who conducted this survey says the report is part of a long range plan to encourage discussion of nuclear issues in the schools. The study demonstrates that Lower Mainland school children are aware of nuclear issues, but they lack a great deal of infor-

mation.

### About the Study

The Nuclear Information Study was administered in Burnaby schools by the Public Education Resource Centre. This survey is the Canadian version of the American study done by an American Psychiatric Association Task Force, under the direction of Dr. William Beardslee and Dr. John Mack. Susan Hargraves presented the finished report at the BC Teachers' Federation conference on peace education at the University of BC October 19, 1984.

The information contained on this fact sheet is a summary in its briefest form of the preliminary findings only. A more detailed summary will be released at a later date in two forms:

- i) General Summary - a synopsis of the study and its findings. Prepared with the layperson in mind; 5-10 pages.
- ii) Technical Summary - a more detailed summary including the background, findings and implications of the findings. 15 - 20 pages. There will be a minimal charge for the above.

Copies of the summaries, questionnaires, additional statistics, selections of children's comments and other information about the study are available from PERC, 1111 - 6th Avenue, New Westminster V3M 2B7, phone 522-1123.

### **About the Beardslee-Mack Study**

Harvard psychiatrists William Beardslee and John Mack surveyed 1,151 American school children between 1978 and 1980. They found that the majority were aware of nuclear issues, and deeply concerned about the possibility of war.

However, Beardslee and Mack found that this fear makes children feel powerless and apathetic. Worried that this sense of impending doom will create a generation with "little or no stake in the present or future" they recommended extensive education on nuclear issues. Education, which creates a belief in human potential and imparts a sense of hope, will provide an antidote to this sense of hopelessness.

A report on their study is contained in Psychological Aspects of Nuclear Development, 1981, American Psychiatric Association, 1700 - 18th Street, Washington, D.C. 20009, also available at the PERC offices. Articles on the Beardslee-Mack study appeared in the April 1984 issue of Psychology Today and the May 1982 issue of McCall's.

### **About the Public Education Resource Centre**

PERC exists to encourage and promote discussion on peace and nuclear issues. To this end PERC provides workshops, speakers and seminars to schools and individual teachers, community groups, parents and anyone interested in learning more about this subject area. PERC also maintains

a resource library on peace education and other related materials.

Besides the many services offered, PERC also supplies many printed and audio-visual materials. This includes teaching guides, films and much more. PERC has also produced its own material including an annotated bibliography, videos, and a recently completed workbook on peace and nuclear issues which we hope to integrate into the local school system. For a complete description of all the materials and services we offer see the product listing. PERC is a non-profit charitable organization sponsored by the Public Education for Peace Society and is funded by donations and a Canada Works Program grant.

### **A FALLACY ...**

- is an incorrect argument, though it seems correct.
- understanding fallacies will keep us from being misled or deceived.

Students should list the fallacies speakers and debaters used to convince listeners of their position. The most common and deceptive fallacies:

#### **1. APPEAL TO FORCE**

- threat of force is used to cause acceptance of a conclusion
- the person uses intimidation to win the argument

EXAMPLE: "might makes right"

#### **2. ARGUMENT DIRECTED TO THE MAN**

- to disprove the truth of what has been said, the arguer attacks the person who said it
- attack the person presenting the argument, rather than the argument; OR
- attack the motive for presenting an argument, rather than the argument.

#### **3. ARGUMENT FROM IGNORANCE**

- to argue that something is true, simply because it has never been proven false (e.g. the existence of ghosts)

#### **4. APPEAL TO PITY**

- pity is appealed to for the sake of getting a conclusion accepted, or to have facts disregarded.

#### **5. APPEAL TO THE MASSES**

- the attempt to win acceptance of a conclusion by arousing the enthusiasm of the masses.
- favourite device of the propagandist, demagogue, and the advertiser.
- avoids the long process of gathering and presenting evidence, e.g. the proposal for change: if the arguer is for the change, he/she will talk about "progress", or "antiquated prejudice"; if the arguer is against the change, he/she will praise "the stability of the present order" or be suspicious of "newfangled innovation".

#### **6. APPEAL TO AUTHORITY**

- appeal to the feeling of respect that people have for the famous to get acceptance of a conclusion, e.g. to use someone like Michael Jackson and his stand on capital punishment

to reinforce the arguer's stand.

#### 7. HASTY GENERALIZATION

- if one considers only exceptional cases and then generalizes a rule that fits these cases alone.

#### 8. FALSE CAUSE

- to mistake what is not the cause of a given effect for its real cause, e.g. Ms. X has a cold, drinks 2 bottles of a secret herb concoction, in 2 weeks is cured of her cold.

#### 9. COMPLEX QUESTION

- questions to which a straightforward "yes" or "no" answer is NOT possible, e.g. "Have you stopped beating your wife?"

from Rhetoric: Discovery and Change, by R. E. Young, A. L. Becker and K. L. Pike.

### 6. MICRO-SCOPE: COMPUTERS IN THE FUTURE

This program was presented at Cloverdale Junior High School Library Resource Centre, to focus attention on the effect computer technology has had on various aspects of modern life. It ran for three days, including displays in the library, debates, and guest speakers.

#### Day 1

Key speaker: Milton McClaren - "Technology and the Future". Milton McClaren is an associate professor of education at Simon Fraser University.

Speaker: Peter Petrall - "Computers and Architecture: How computers have changed architecture". Peter Petrall is a Vancouver architect working for the firm of H.A. Simon (International) Ltd.

Speaker: Elaine Bernard - "Office Automation". Elaine Barnard was, at the time of this program, the director of the Labour Program at Simon Fraser University.

Debate: Margaret Benston, Syd Snaid, Jim Matkin, Ros Kunin - "Be it resolved that technology not only will relieve the drudgery of work and create a future society of more leisure time but also create jobs which presently do not exist". M. Benston is an assistant professor of computer science at Simon Fraser University. S. Saniad is a staff researcher for the Telecommunication Workers Union. J. Matkin is president of the British Columbia Employers Council. R. Kunin is a regional economist for Employment and Immigration Canada.

#### Day 2

Book Fair of Computer Science Books. A wide variety of computer science books was on sale in the library all day, compliments of MICA Computer Books Ltd.

#### Day 3

Display of Computer Software and Hardware. There was a display of computer software and

hardware including Apple, IBM, Macintosh and PC Junior - compliments of Computer World.

## STUDENT WORKSHEETS

### Milton McClaren "Technology and the Future"

List several ways our society will be affected by technology in the future.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Peter Pettrall "How Computers have Changed Architecture"

Answer one of the following questions. How has the field of Architecture been changed by computers? How will offices be changed by computers?

Debate: "Be it resolved that technology not only will relieve the drudgery of work and create a future society of more leisure time but also create jobs which presently do not exist."

Jim Matkin and Ros Kunin will argue that computer technology will not only create new employment but also relieve the drudgery of work, leaving people to enjoy themselves in leisurely pursuits. Margaret Benston and Syd Snaid will argue that computer technology is not neutral and will create vast dislocation and unemployment creating a divided society of technocrats (those who can afford access to the new technology) and technopeasants (those who cannot afford access to the new technology).

Choose one point of view and substantiate it with information given by the participants in the debate.

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## PERIODICALS ASSIGNMENT ON COMPUTER TECHNOLOGY

Find a magazine article related to a recent development in the field of computer technology, e.g. hardware, software, robotics, computer crime, new applications for computers.

I. Give the following information.

1. subject heading used \_\_\_\_\_
2. title of magazine \_\_\_\_\_
4. title of article \_\_\_\_\_
5. issue number \_\_\_\_\_
6. page number \_\_\_\_\_
7. date of article \_\_\_\_\_

II. Write a two-sentence summary of the magazine article.

III. Write a detailed description of the main points discussed in the article and include the advantages and disadvantages of the technology. Did the technology eliminate dangerous, tedious or repetitive work? Was there any conservation of energy or materials? Was unemployment created? Were skills lost? Was there less job satisfaction? Were full-time or part-time work created?

## 7. COMPUTERS

ARE THEY INEVITABLE?

ARE THEY NEUTRAL?

FOR WHOSE PROGRESS DO THEY WORK?

This program was originally developed by Ms. Judy Coffin with colleagues Barnet and Thompson of Cloverdale Junior Secondary School, in 1983. It consisted of noon-hour movies, displays of books and computer hardware and software, special class assignments, speakers and discussions, and ran for 10 days.

Noon-hour movies: "Tron", "Superman III" and "2001".

Videos used in classrooms and special library presentations: "When the Chips are Down", and "Goodbye Gutenberg".

### Guest Speakers

Mr. Robin Anderson - "Computers in the Work Force". Mr. Anderson is a systems analyst working for the Software Store.

Ms. Elaine Bernard - "Brave New Work Place: Jobs in the 90's - Part I". Ms. Bernard is a labour historian who teaches at Simon Fraser University.

Ms. Margaret Bentson - "Brave New Work Place: Jobs in the 90's - Part II". Ms. Bentson teaches computing science at Simon Fraser University.

Mr. Bob Jacques - "The Computer in Movies". Mr. Jacques teaches film at Kwantlen College.

Special presentation: Bob Ahoy with his Robot "Susie Wong".

**Display of Books:** was arranged courtesy of Holt Rinehart, McGraw Hill and Trinity Ventures. It ran for one day only in the school library resource centre.

**Display of computer software and hardware:** was arranged compliments of four local computer stores. It ran for one day only in the school library resource centre.

**Panel Discussion:** "Computer-Related Jobs"

## STUDENT ASSIGNMENTS

### A COMPUTER MATH ASSIGNMENT IN THE LIBRARY.

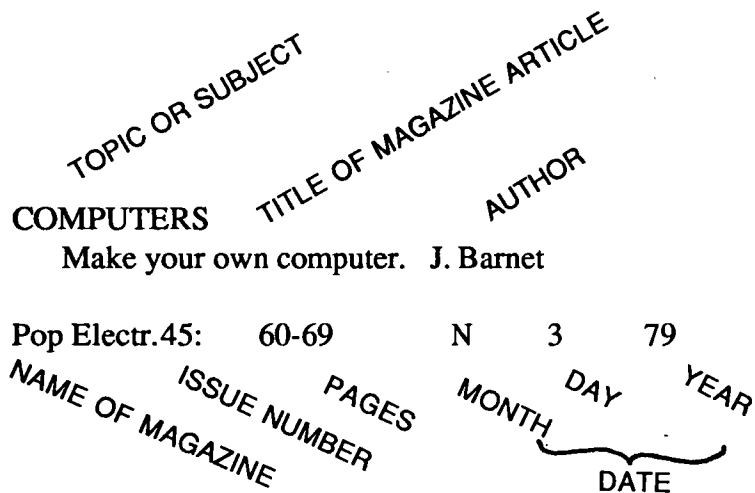
1. You will be using the library for the next three periods to complete the following assignments.
  2. Read each question carefully and work independently.
  3. Write your answers on 8" x 11" paper in your loose leaf binder.
  4. If you have any problems with any of the questions, ask Mr. Barnet or Ms. Coffin.
  5. You should include a title page and a brief description of what you are doing.
  6. All answers should be in complete sentences.
  7. There will be a library test at the end of the assignment worth 50 marks.
  8. Be sure you are able to define all library terms before you begin. e.g. Do you know what an acronym is?
- A. Reference Books provide clear concise information on a particular subject. Handbooks, dictionaries, and one volume encyclopedias are good examples of reference books. They are housed together in the reference area of the library and are signed out only on overnight loan. Using the following reference books on computers, answer the following questions.
1. Using the Computer Glossary for Students and Teachers by Larry C. Schmatz and Charles J. Sippl (R 001.6403 SCH) define:
    - a) syntax
    - b) random access device
    - c) sub routine
    - d) string
  2. Using pages 741 - 769 of the Computer Glossary and Handbook by Charles J. Sippl (R 001.603 SIP) give the meaning of the following acronyms or abbreviations:
    - a) BIT
    - b) ASCII

- c) BASIC
- d) EDP

3. Using the Condensed Computer Encyclopedia by Philip B. Jordain (R 001.603 JOR) define:

- a) debug
- b) loop
- c) computer

B. Periodical is another word for magazine. Periodical indexes list magazine articles on most subjects. The Readers' Guide to Periodical Literature is an example of such an index. The following is an entry from the Abridged Readers' Guide to Periodical Literature.



Ask the teacher-librarian for a list of the magazines to which our library subscribes.

1. Using the Abridged Readers' Guide to Periodical Literature, find one magazine article on one of the following topics:

- computers and crime
- computer memory systems
- computer home use
- computer programming

- a) What is the title of the magazine article?
- b) Who is the author?
- c) What is the title of the magazine?
- d) How many pages is the article?
- e) What is the date of the magazine?
- f) Does our library subscribe to this magazine?

2. Give a brief summary of the magazine article.
3. List two magazines in our library on computers. Give the editor, cost per year and frequency.

C An encyclopedia contains information on all branches of knowledge including computers.

1. Using any of the general encyclopedias (New Book of Knowledge, ComptonS, Colliers, World Book, Americana or Merit)

a) Give the major contribution of:

- i) Charles Babbage
- ii) Herman Hollerith
- iii) John Von Neumann

b) Explain, in a short paragraph, the difference between analog and digital computers.

c) Describe how computers are used in the following fields:

- i) airlines
- ii) banking
- iii) retail industry

D. The card catalogue lists all books in the library by the author, title and subject. Looking under subject COMPUTERS, find the computer science books. Using these books, answer the following questions about:

1. Storage Units - Find four types of memory units using computer systems.
2. Files - What is the difference between a random access file and a serial access file?
3. Computer Structure - Explain the difference between hardware, software and firmware.
4. Output devices - List the three common devices used in computer systems.

E. Newspapers are papers which are printed and distributed daily or weekly. They contain news, articles of opinion, features, advertising and classified want ads. Find an employment ad for one of the following jobs. Use the Vancouver Sun or The Province:

Computer programmer  
System analyst  
Systems programmer

1. What educational qualifications does the employer want?



## LIBRARY ASSIGNMENT ON FREE TRADE

1. Using the Encyclopedia Canadiana, describe:

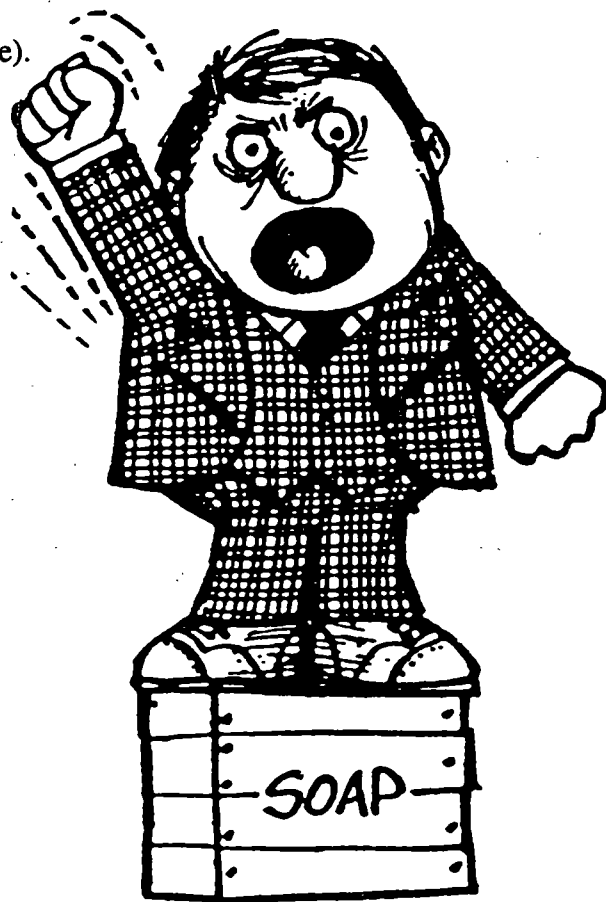
- a) Autopact (Canada - US Automotive Products Agreement).
- b) % of trade between US and Canada (Canadian American trade relations, economic).

2. Using the Penguin Dictionary of Economics define:

- a) protectionism
- b) tariff
- c) dumping and anti-dumping
- d) duties (countervailing)
- e) barriers (non tariff)
- f) free trade

3. Using any general encyclopedia, explain:

- a) GATT (General Agreement on Tariffs and Trade).
- b) common market

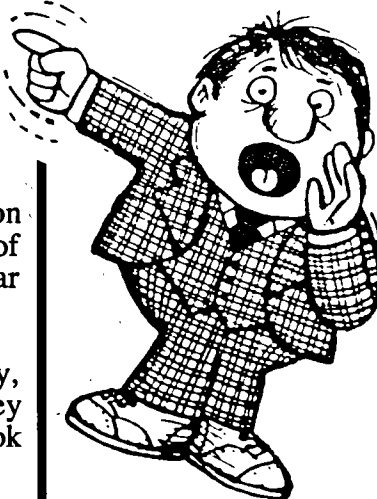


## WATCH FOR THIS ONE IF YOU NEED ASSISTANCE WITH EVALUATION!

The BC Primary Teachers' Association has decided to publish a new edition of Evaluation Techniques, the very popular resource which is now *all sold out*.

Happily, the authors — Sophe Jeffrey, Joan Hall, Jan Pronovost, and Shirley Meister — have agreed to revise the book in time for a fall 1990 publication date.

Watch for this one. It is a great source of evaluation strategies, forms, cautions and ideas. Although targeted for primary teachers, it is really useful with very little adaptation through into junior secondary grades ... oops, Intermediate II.



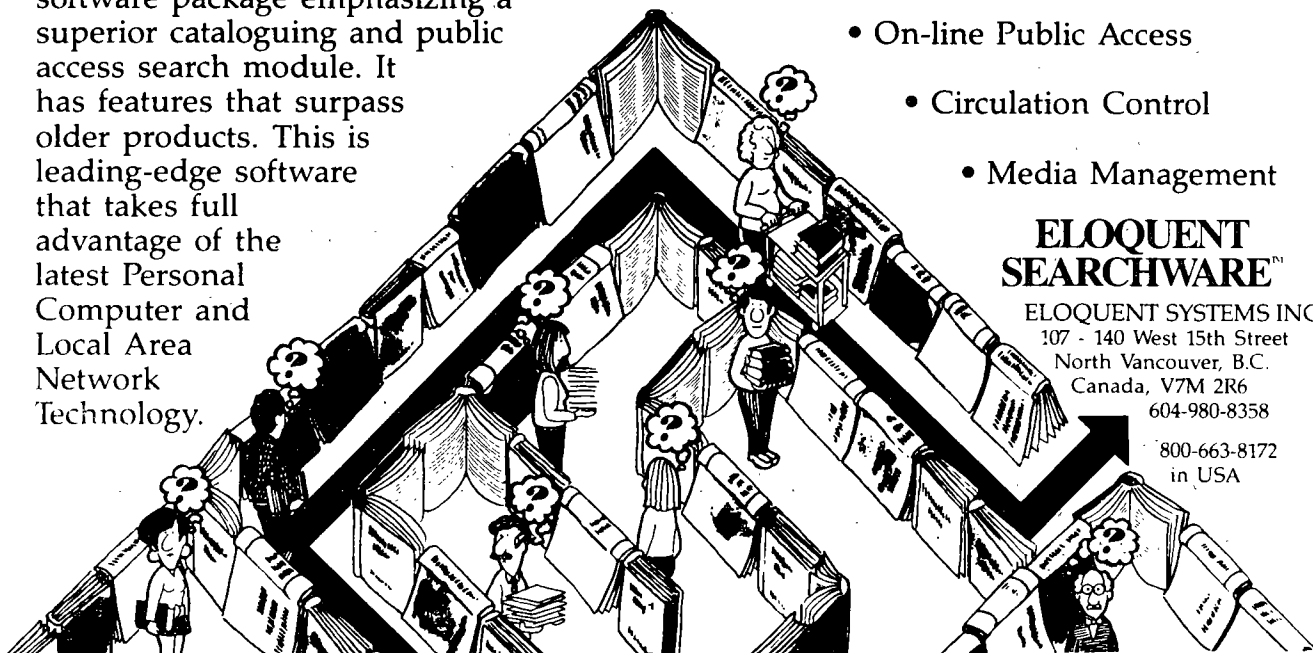
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in USA



# ACTION IDEAS FROM THE SHARED VISIONS CONFERENCE

The following unit plans were presented at the 1989 October 14 Conference. They are printed here by permission of the non-profit agency, **WORLD CITIZENS FOR A UNIVERSAL CURRICULUM**. These units and others will be published soon in The Action Idea Book, volume 2, a collection of 50 classroom teaching ideas. Each idea is presented by a different teacher or agency and has been used successfully in the classroom. Information is available from:

Maurice Gibbons, Gary Squire or Melanie Zola  
c/o World Citizens for a Universal Curriculum,  
Box V-49, Bowen Island, B.C.  
V0N 1G0  
Phone (604) 947-2739

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## CONVERTING HISTORY INTO CLASSROOM TRIAL DRAMAS

by **WANDA CASSIDY, RUTH YATES**, and **MICHELLE LEBARON**,  
Members of the Centre for Education, Law  
and Society, Simon Fraser University

**THEME:** Using a trial to highlight human rights  
issues locally and globally.

**AGE GROUP:** Grades 4 - 12

**TIME REQUIRED:** 5 Classroom hours  
preparation (minimum); 1-2 hours for enactment; 1-2  
hours debriefing.

### SUMMARY:

By enacting critical historical conflicts, the students are able to relive historical situations, to experience roles played by essential characters, and the emotional and intellectual positions of different players. As a

result dramatic trials become an excellent medium for a full understanding of the issues that shape our lives.

### BACKGROUND:

Students should learn first the basic court procedures and legal concepts of justice. Teachers need not be legal experts to do this, but only able to provide a framework for even-handed process based on evidence. This process works best when a particular historical event, human conflict or trial is chosen to demonstrate the human rights issue the teacher wishes to deal with. The focus is on a basic human dilemma, usually with no clear cut resolution. During the trial process, students are put in the position of having to choose a solution to this dilemma (Note that the dispute resolution can be by trial, tribunal, summit or other procedural deliberation). Enactment is best in costume, in a simulated setting and where players are steeped in their roles. The teacher's role in enactment is observer only. It is vital after the dramatization to debrief with students about the deliberation and decision, and to discuss their feelings so they are taken out of role. It is also essential to discuss what students have learned and its implications for further action. Remember that this approach involves students at the intellectual, emotional and skill levels.

### RESOURCES AND SOURCES:

1. Center for Education, Law and Society  
Simon Fraser University  
Faculty of Education  
Burnaby, B.C. V5A 1S6  
Telephone: 291-4484 or 291-4570
2. Legal Services Society of B.C.  
Schools Program  
3rd Floor, 1140 W. Pender  
Vancouver, B.C.  
Telephone: 660-4600
3. Law Courts Education Program  
The Law Courts  
800 Smythe Street,  
Vancouver, B.C.  
Telephone: 660-2919

\*\* A manual on great Canadian trials and conflicts is in preparation. Available June, 1990.

## STEP-BY-STEP PROCEDURE:

1. Choose a critical dilemma that brings one of the Universal Curriculum themes into sharp focus. (Make sufficient information about the dilemma available to students).
2. Introduce students to the dilemma, the key issues and the personalities involved. This is a general overview only. Don't give it all away.
3. Assign roles in the dramatization and assign players to become as fully informed as possible about the character they are playing.
4. Outline the procedure, rules and conventions of the medium used for deliberation (trial, etc.). Run through it together.
5. Once students are informed about their roles and the issue, they meet with their alliances, those who share their position, in order to develop their role further and their argument. In this the teacher is coach to all sides.
6. Enact the trial or other deliberative process, preferably outside the classroom (e.g., a real court room is excellent). The procedure works best if outside observers are present.
7. Debrief by discussing with the class the deliberation, the outcome, the positions and the significance of the outcomes. Seek to reach conclusions and generalizations, and translate into meaning for future action.

## SUGGESTIONS FOR SUCCESS:

1. Choose a good issue.
  2. Include every member. Make sure everyone has a role.
  3. Fully prepare students for understanding and presentation.
  4. Find a realistic environment for enacting the trial or other event.
- .....

## CLASS COMMANDMENTS FOR IMPLEMENTING ACTION

by **BILL HAMMON** and **MILT McCLAREN**, 879 Raymer Road, Kelowna, B.C. V1W 1J7  
Telephone: 764-8781

**THEME:** A guide to helping students take action on an environmental or other issue.

**AGE GROUP:** Grades 4 - 12

**TIME REQUIRED:** 30 minute introduction. But also part of many sessions to follow.

### SUMMARY:

This is a set of criteria for helping students think about the actions they want to take in order to address an environmental issue about which they have become concerned. Also, use these for a framework of guidelines to ensure that they consider all relevant factors in arriving at their plan.

### BACKGROUND:

This has been used successfully with students in Lee County, Florida, where students have had considerable impact on public policy concerning land use, landscaping and wildlife habitat conservation. If we are concerned about students taking action on significant public issues, it is essential that we prepare them to do it thoroughly and effectively. Once the rules are taught, they should be applied to an issue as soon as possible.

### RESOURCES AND SOURCES:

It is important that students identify an important issue of concern. Gather all available documents on the issue. Contact people to act as advisors, consultants and resource persons. An excellent book on negotiating is Getting to Yes.

## STEP-BY STEP PROCEDURE:

Class commandments for guiding discussion and implementing action in the classroom.

1. Take only positive positions: Addressing a problem or concern, find a position; if you are against something, tell us instead what you are for.
2. Do your homework. Be prepared; do your research; think it through; know what you are saying.
3. Probe the forcefield: Who are the principal players in the issues, who is for and against? Know who supports your position, who is neutral, who is against it. Know these positions and decide on any possible accommodations you can make with them.
4. Maintain a balanced view — empathize: See all sides of the issue. Know your opposition's thoughts and feelings about the problem.
5. Individualize — eliminate stereotypes: Treat everyone as an individual. Do not bunch people into stereotyped groups. It is too misleading.
6. Remain flexible: Be open to changing your own stand and strategy in light of new information or conditions. But know your basic values — what is not negotiable.
7. Accept responsibility — escape scapegoating: If you fail, take responsibility, don't blame. Understand what went wrong and decide what you will do next.
8. Be persistent — recycle your effort: If you don't succeed, try, try, again. Rethink and begin again. Especially, go back to the forcefield. Most efforts to impact issues take many attempts.

## SUGGESTIONS FOR SUCCESS:

Students will want to jump to conclusions, see things simply and in stereotypes, so it is essential that these rules be taught and returned to regularly.

.....

## I CAN MAKE THE WORLD A BETTER PLACE

by MAURICE GIBBONS, GARY SQUIRE or MELANIE ZOLA, c/o World Citizens for a Universal Curriculum, Box V-49, Bowen Island, B.C. V0N 1G0.  
Phone: (604) 947-2739.

**THEME:** Taking action to make a difference, however small, in the world (involves all Universal Curriculum themes)

**AGE GROUP:** All school grades in some appropriate form. May also include adults.

**TIME REQUIRED:** A unit, course project, course focus or school theme.

### SUMMARY:

In this activity students are challenged to plan and execute an activity that will improve the quality of life locally or globally, and then to present what they have done in a way that will inspire others also to act.

### BACKGROUND:

This is an activity developed by World Citizens for a Universal Curriculum. It is intended as a way to introduce the themes and practices of UC both at home, in Canada, and abroad in other countries. The plan is to develop the "I Can..." program here, and once it is refined, to establish partnerships with groups in other countries to implement it through their schools and communities. The products and reports created by the students will then be displayed in some appropriate way (e.g., travelling exhibition, videotape of the project or a book showing the best work). Our intention is to make Canada the centre for this global activity, and to follow up by encouraging participants to become involved in UC on a long term basis.

## RESOURCES AND SOURCES:

A brief paper entitled, "I Can Make the World a Better Place", is available from:

World Citizens for a Universal Curriculum  
Box V-49, Bowen Island, B.C. V0N 1G0  
Phone: (604) 947 2739.

We are seeking examples of student activities to use in a brochure that explains and illustrates the program (Available in Spring, 1990).

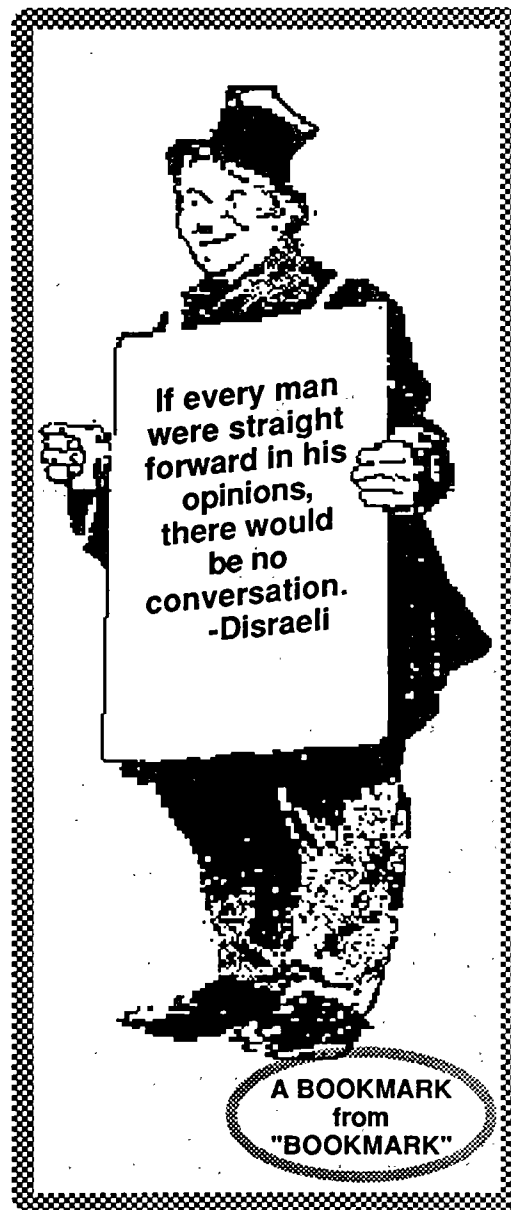
## STEP-BY-STEP PROCEDURE:

1. Begin by introducing students to the basic concept that they can make the world a better place, to the challenge of setting an ambitious but practical goal for themselves, and to the principle of inspiring others to act as they have done. Then introduce the five challenge themes:
  - a. I can make the world a better place by telling other people who I am as a special member of the world community, or who we are as a special group of people in that community.
  - b. I can make the world a better place by becoming a better person in the world.
  - c. I can make the world a better place by making my community a better place in which to live.
  - d. I have a dream of the future of the world.
  - e. I can make the world a better place by making a difference in the world.
2. Illustrate each theme with a story about what one person did or might have done. Lead students in generating ideas of what they might do.
3. Introduce the five step process they will follow:
  - a. Choose a theme and a particular project in that theme.
  - b. Make a goal and a plan for achieving the goal.
  - c. Prepare by learning skills, making a timetable and gathering resources.
  - d. Perform the challenge activity.
  - e. Prepare a presentation of what was done in away that will inspire others. Choose from any of the available media.
4. Coach, train, counsel and otherwise guide students through the 5-step process.
5. Debrief the experience by discussing what they did, what they experienced, what they learned and what they will do as a result in the future. Share the presentations.
6. Display the work locally (eg. at school, in the

community). Send the best work to World Citizens for a Universal Curriculum.

## SUGGESTIONS FOR SUCCESS:

Conduct an "I Can..." activity yourself and share it with your students as part of your introduction. Help students to see the relationship between the microcosm of their homes and communities to the microcosm of nations and the world. Empower them; help them to discover that they can make a difference. Do a brief practice activity, or several, to help them master the process and to build their confidence.



# SCHOOL LIBRARIES AND THE ADMINISTRATOR'S ROLE

by MAUREEN ROBERTSON, principal,  
Queensbury Elementary School, SD #44  
(North Vancouver).

It's entirely likely that I can be accused of writing this article from a biased perspective since I had the pleasure of being a teacher-librarian for several years prior to my administrative appointment. However, my experience as a teacher-librarian has proven to be invaluable to my assignment as administrator; the roles have many parallels. If I am accused of being biased, I take a certain sense of pride in it.

In simplest terms, the principal is responsible for everything that happens in a school, from the learning environment for children to the roof that leaks during every rainstorm to the antiquated toilets that plug whenever someone looks sideways at them. However, the fundamental role is to ensure that every child receives the best possible education and it is the principal who is ultimately held accountable for that. Everything I do, every decision I make, every interaction I have, is based upon the notion of providing the best for kids.

My expectation as an administrator is that every member of staff will be a true professional. We all work together as a cohesive unit to create common goals and to find innovative and effective ways to achieve those goals. The teacher-librarian is a part of our instructional team. I hold to the belief that we are all here to provide a service for children and each of us has a vital, yet unique role to play. The classroom teacher works day to day and hour to hour with groups of children and the rest of us are involved in support roles for those same children. Our roles often take us into direct contact with the children, much like the classroom teacher, but they also expand into more indirect forms of support as well.

It's difficult to separate the resource centre from the rest of the school in a discussion about the administrator's role. The centre is inextricably linked to everything that happens in the school. An important part of the administrator's role is to create a climate where professionalism, innovation and respectful interactions are valued. It's not words as much as it is actions that contribute to that kind of climate. To that end, the administrator must actively demonstrate a sense of trust in staff members through supporting initiatives for programs, projects,

materials and instructional methods. When staff members come forward with ideas or initiatives which they believe have merit, the proposals are discussed with appropriate members of the instructional team who attempt to find ways to implement them. We work together as a problem solving team to refine or enhance the ideas and establish plans of action to bring them to fruition. This collaborative approach works well for us. It demonstrates valuing of mutual trust, innovation and the problem solving process.

In my early years as a teacher-librarian, I discovered there were times when some colleagues viewed the role as less important than that of the classroom teacher because I did not enrol a class. There were other times when some administrators and colleagues viewed the resource centre as a nice, but not very important adjunct to the school. These are antiquated attitudes which should remain buried in the past, particularly in view of what we know about how children learn and what it is that contributes to their success in school. When these attitudes surfaced, I recall that at first that I felt like a second class teacher, even though I believed that I was providing an essential service to children. However, I did know that many of the indirect supportive tasks which are necessary for operating a first class service are not visible to others. I also knew what it was like to teach in a school where resource centres were non-existent. These personal beliefs carried me through in the face of rather negative attitudes. I was, and continue to be, fully cognizant of the difference an outstanding resource centre makes to classroom programs and to children.

Coming from this perspective, I see the resource centre not only as an integral part of the school and programs, but also as a basic ingredient for the child's comprehensive education and ultimate success. The person responsible for providing that basic, yet integral service to children is the teacher-librarian and the role demands initiative, thoughtfulness, energy, strong interpersonal skills, as well as a thorough knowledge of all curriculum areas and current instructional methods. A love of literature and learning are essential as well. Perhaps I should add that the ability to walk on water helps. The teacher-librarian is a true professional in every sense of the word.

When I arrived at this school in my first assignment as a principal, I invited each member of our support staff to submit a proposal about how they viewed their roles and what they would like to achieve. The teacher-librarian submitted a proposal which included a number of recommendations from upgrading the collection and the resource centre facility to increased use of cooperative planning and teaching. During the past two and one-half years, we have worked together to bring those ideas to fruition and have very nearly accomplished all of the goals. In addition, we have managed to find ways to increase the time allocation for the teacher-librarian. The resource centre is an active, attractive and integral part of our school program. The teacher-librarian is a full and respected member of our instructional team.



The administrator's positive attitude toward the role of the teacher-librarian and to the purpose of the resource centre is a major contributor to the success of the enterprise. The teacher-librarian must be viewed as a full member of the instructional team and the resource centre must be viewed as an integral part of the total school program. The role of the administrator is to raise the profile of the resource centre and actively demonstrate a personal belief that the resource centre program is vital to the educational growth, development and ultimate success of children.

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# CONTROVERSIAL TOPICS AND EDUCATOR BIAS

by **GERRY KOVACH**, teacher-librarian,  
Cedar Junior Secondary, SD# 68  
(Nanaimo).

Are we, as educators, practising those critical thinking skills which we expect from our students?

## PREAMBLE

In early January I received, as apparently did all other secondary schools and curriculum resource centres in BC, a kit entitled **FOREM** (Forest Education Modules). The accompanying letter explained the materials "... are meant to be a supplementary resource from which teachers and students can select information and activities that best suit their needs. The materials can be used to supplement courses such as social studies, geography, forestry, technology and science." The descriptive brochure further explained, "**FOREM** was launched in April of 1986 and was revised in 1990."

As teacher-librarian I read through the kit and decided it was a useful resource for our school library. I catalogued it into our professional collection, with borrower cards in the individual modules (for student use). When one of the teachers in our school next came into the library resource centre, I mentioned that we had received the kit and it was available for use. The response was that the department had one already and that it was of no use anyway because it was put out by forest companies.

I was perturbed at this response and spent additional time going more closely over the modules in the kit. I recalled research projects where pamphlets, newspaper clippings of all kinds and general interest magazine articles were utilized as sources.

## THE ISSUES

Were these sources more credible or did they reflect more significant authority in the field under investigation than did the material I had just received? Do we, as educators, deem only those sources as objective that reflect our own views? Do we make a special effort to establish significant topics for investigation only to perpetuate our own views by a subtle selection of the resources we make available to students?

**ISSUE # 1:** Are we, as educators, as objective as we ought to be?

**ISSUE # 2:** Are we providing balanced resources for student use, both in the library resource centre and in the subject department areas?

**ISSUE # 3:** Are we involving critical thinking skills when planning resource-based learning assignments?

**ISSUE # 4:** Are we leaving to chance the important step of teaching evaluation and critical examination of bibliographic sources?

## SUBSEQUENT OBSERVATIONS

With my attention drawn to these issues I observed two classes from the same department as they worked through a research paper which is required of all grade 10 classes in our school. (This assignment, with its controversial topics, is given at the end of this article.) Of necessity, many of the sources for these topics are in newspaper, magazine, or pamphlet format. In addition to the library resource centre materials, the department's file clipping box was made available in the library for the duration of these assignments. One of the teachers made a special trip to borrow a clipping scrapbook from the Western Wilderness Committee. And yet it was a teacher from the same department who had ruled out the **FOREM** kit because it was produced by the forest industry.

## IMPLICATIONS FOR TEACHER-LIBRARIANS

One teacher's comment, perhaps stated without thinking, has served to re-focus my own attention as teacher-librarian:

- *on the importance of balancing the materials available for student use in the library resource centre, especially materials on current and controversial topics.*
- *on the need for building into cooperatively planned assignments the critical thinking skills inherent in evaluating reference sources.*

Date \_\_\_\_\_

Name \_\_\_\_\_

## CONTROVERSIAL ISSUES RESEARCH PAPER

My topic is \_\_\_\_\_

**TIMELINE** — I expect to finish the following steps of my report by the given dates:

Step	Expected	Actual
1. Literature search and research record (minimum of 5 references).		
2. Notetaking from 3 references (including bibliographic information and at least 2 diagrams or tables with FOOTNOTES).		
3. Outline in proper format.		
4. Rough copy.		
5. Final Draft with title page and bibliography.		

**LENGTH** — 800 to 1000 words (8 to 10 pages DOUBLE SPACED)

### TOPICS:

- |                                |                         |                        |
|--------------------------------|-------------------------|------------------------|
| 1. Acid rain                   | 2. Ozone destruction    | 3. Lead in gasoline    |
| 4. Rain forest loss            | 5. Clearcut logging     | 6. Harmac              |
| 7. Carmanah Valley             | 8. Insecticides in food | 9. Forestry pesticides |
| 10. Global warming             | 11. Recycling           | 12. Landfill problems  |
| 13. Ferrochromium plant        | 14. PCB's               | 15. Heavy metals       |
| 16. Air pollution              | 17. Water pollution     | 18. Pulp mills         |
| 19. Dioxins                    | 20. Food irradiation    | 21. Noise (Hearing)    |
| 22. Food additives             | 23. Lead shot pollution | 24. Garbage disposal   |
| 25. Sewage treatment           | 26. Salmon and logging  | 27. Toxic wastes       |
| 28. Radioactive waste          | 29. Oil pollution       | 30. Auto pollution     |
| 31. Other (check with teacher) |                         |                        |

### APPROACH:

Whichever topic you select, you should:

1. describe the problems associated with the topic.
2. discuss current efforts being made to control the problems, and
3. examine possible solutions to the problems.

# SOAPBOX BIBLIOGRAPHY

## A SELECTED BIBLIOGRAPHY OF RESOURCES PRESENTING POINTS OF VIEW ON CONTROVERSIAL ISSUES

by **Willa Walsh**, teacher-librarian, McNair Senior Secondary School, SD#38 (Richmond).

The following three series of publications present viewpoints on current topics which lend themselves to dramatically different opinions. The titles of the series reveal their emphasis on the controversial nature of their presentations – Ideas in Conflict, Taking Sides: Clashing Views, and Opposing Viewpoints. These publications, because of their slant and emphasis, are excellent sources for expository essays, class discussions and formal debates. They allow students the opportunity to evaluate opinions and to form their own opinions based on knowledge, research, and persuasion. They also provide excellent opportunities for the learner to recognize, analyze and evaluate slanted writing, propaganda and persuasive argument.

The Taking Sides editors explain their main purpose of revealing information through the dialogue process by a quote from Proverbs:

“The man who pleads his case first seems to be in the right, then his opponent comes and puts him to the test.”

They arrange their chapters around a thesis question and then provide two answers in the form of essays – one with an affirmative point of view, and the other with a negative one. They express their intentions as follows:

In this book we have assembled pairs of opposing viewpoints on a number of issues that follow from some of the evidence and principles of psychology (*or an other subject area*). We believe you will find yourself becoming deeply involved in information once you begin examining and evaluating it to conduct a dialogue within yourself and with others. And the process itself will become an exciting part of learning.

A dialogue approach to learning is certainly not new. Socrates engaged in it with his students in ancient Greece some twenty-four hundred years ago. His point-counterpoint procedure was termed a *dialectic*. Although Socrates and his companions hoped eventually to know “truth” by this method, they did not see the dialectic as having a predetermined end. Each issue was

considered to be open-ended and discussable from another point of view. There were no “right answers” to know or “facts” to memorize. The emphasis in learning was on how to evaluate information from opposing perspectives. (from Clashing Views on Controversial Psychological Issues, page xii)

Each chapter begins by giving a brief overview of the controversial question, followed by a summary of the backgrounds of the two essayists. A two column point/counterpoint outline is sometimes presented as well, giving the two sides of the question in an easily understood visual format. After the two essays, a set of Challenge Questions is included which further extend the dialogue process and could be the basis for a class discussion or an essay topic.

The ultimate goal of this series is to develop a critical approach to information. The higher levels of critical thinking are engaged as students are encouraged to define hypotheses, evaluate evidence, differentiate between fact and opinion, and develop judgment.

### Types of questions are as follows:

Does televised violence cause aggressive behaviour in children?  
Is homosexuality normal?  
Can suicide be rational?

The essays in this series are fairly long and the reading level sophisticated.

### Some titles in this series include:

Taking Sides: Clashing Views on Controversial Bio-Ethical Issues. Guilford: Dushkin Publishing Group, 1984. ISBN 0-87967-756-2

Taking Sides: Clashing Views on Controversial Issues in Crime and Criminology. Guilford: Dushkin Pub. Group, 1989. ISBN -0-87967-755-4.

Taking Sides: Clashing Views on Controversial Economic Issues. 4th ed. Guilford: Dushkin Pub.

Group, 1988. ISBN 0-87967-740-6

Taking Sides: Clashing Views on Controversial Educational Issues, 5th, ed. Guilford: Dushkin Pub. Group, 1989. ISBN 0-87967-759-7.

Taking Sides: Clashing Views on Controversial Environmental Issues, 3d. ed. Guilford: Dushkin Pub. Group, 1989. ISBN 0-87967-757-0.

Taking Sides: Clashing Views on Controversial Issues in Human Sexuality, 2d. ed. Guilford: Dushkin Pub. Group, 1989. ISBN 0-87967-758-9.

Taking Sides: Clashing Views on Controversial Legal Issues, Guilford: Dushkin Publishing Group, 1983. ISBN 0-87967-754-6.

Taking Sides: Clashing Views on Controversial Moral Issues, Guilford: Dushkin Pub. Group, 1988. ISBN 0-87967-739-2.

Taking Sides: Clashing Views on Controversial Psychological Issues, 3d. ed. Guilford: Dushkin Publishing Group, 1984. 0-87967-741-1.

Taking Sides: Clashing Views on Controversial Social Issues, 5th ed. Guilford: Dushkin Pub. Group, 1988. ISBN 0-87967-742-2.

The series entitled Opposing Viewpoints presents similar material in a slightly different format. Instead of presenting just two opposing views juxtaposed in a point/counterpoint presentation, this series presents a controversial question and then offers five to six short essays which address the question—each reflecting a different aspect of the topic.

Following the essays, the editors have included a critical thinking skill with an accompanying exercise—based upon the presentations of that chapter's topic. This is a valuable addition to the usefulness of this series as it clearly links higher-order thinking skills to the contents of the essays. The student can explore these individually or the teacher can use the activity with a class.

Such skills include:

- 1) Distinguishing Bias from Reason
- 2) Understanding Words in Context
- 3) Recognizing Deceptive Arguments
- 4) Ranking Concerns
- 5) Evaluating Sources of Information

An excellent Periodical Bibliography which includes citations from a variety of current magazines follows each chapter.

An example of the format used in this series is as follows:

Are Organ Transplants Ethical? (chapter topic question)

Essays:

- 1) Organ Transplants Save Lives
- 2) Organ Transplants are Destroying Human Values
- 3) Purchasing Organs is unethical
- 4) Purchasing Organs is practical
- 5) The Artificial Heart should be used
- 6) The Artificial Heart should not be used

Critical Thinking Activity (to accompany this chapter):

**Distinguishing between fact and opinion**

Activity. Sixteen statements are given and the student is instructed to mark each one with an O or an F (Opinion or Fact) and then to discuss with another person why they chose their answer.

Each viewpoint section is introduced with a summary of the content, information about the writer, a set of guiding questions to direct reading, and a pertinent quote. The essays themselves include many cartoons which, unfortunately, are not analyzed but which could be used as the focus for a class discussion. Humour is incorporated into the selections to relieve the tension of the serious subject matter. Here is Malcolm Muggeridge on Organ Transplants:

They have not yet had any testicles on the market, but I daresay they will have a very good price, too, if they do get on the market; probably better than kidneys! (from Biomedical Ethics, p. 70)

Due to this format, the series emphasizes a more elaborate response to issues. It reveals that there are many answers available—not just a YES or NO response. It also reflects nuances and fully respects the difficulty and complexity of many controversial issues. The purpose is clearly stated in the introductory chapter of the books:

Probably the best way to become informed is to analyze the positions of those who are regarded

as experts and well studied on issues. It is important to consider every variety of opinion in an attempt to determine the truth. Opinions from the mainstream of society should be examined. But also important are opinions that are considered radical, reactionary, or minority as well as those stigmatized by some other uncomplimentary label. An important lesson of history is the eventual acceptance of many unpopular and even despised opinions. The ideas of Socrates, Jesus, and Galileo are good examples of this. . . . It can be said that those who do not completely understand their adversary's point of view do not fully understand their own." ( from Biomedical Ethics: Opposing Viewpoints, p. 9)

Some titles available in this series are:

Biomedical Ethics: Opposing Viewpoints. St. Paul: Greenhaven Pr., 1987. ISBN 0-89908-396-X (library binding).

Drug Abuse: Opposing Viewpoints. St. Paul: Greenhaven Pr., 1988. ISBN 0-89908-426-5, ISBN 0-89908-401-X (paperback).

Internationalism: Opposing Viewpoints. St. Paul: Greenhaven Pr., 1986. ISBN 0-89908-383-8 (library binding).

**Other topics in the series:** Abortion; Chemical Dependency, Death and Dying, Environmental Crisis, Science and Religion, Arms Race, Censorship, Central America, Crime and Criminals, Death Penalty, Male/Female Roles, Nuclear War, Sexual Values, Terrorism, Vietnam War, and War and Human Nature.

The Ideas in Conflict series presents controversial topics by yet another method. The issue is stated, not as a question, but as a subject. Next follows a short introductory overview on the background of the topic, and a description of the controversial sides. Counterpoint readings, chosen from the political right and left are included. But because these debates tend to polarize issues, some readings on the topic are presented in the form of a symposium. Other views with a global emphasis are included to further extend the viewpoint, and take it out of the ethnocentric mode. As expressed by the editors:

This series features ideas in conflict on political, social and moral issues. It presents counterpoints, debates, opinions, commentary and analysis for use in libraries and classrooms. Each

title in the series uses one or more of the following basic elements: **Introductions** that present an issue overview . . . **Counterpoints** and debates chosen from. . . the right and left . . . **Symposiums** and forums that go beyond debates that can polarize and oversimplify . . . (and a) **Global emphasis** with foreign perspectives. . ." (from Manipulating Life: Debating the Genetic Revolution, page 6).

Reasoning skill study guides are included in each topic section providing activities which help develop critical reading skills. They focus on:

- 1) Recognizing author's point of view
- 2) Interpreting editorial cartoons
- 3) Looking for bias — sexual, political, ethnocentric, racial, and religious
- 4) Examining Stereotypes
- 5) Source Evaluation and Analysis

In this series, cases illustrating the dilemmas of the issue are given with instructions for the student to discuss and explain how they would handle such cases.

This series does, specifically, address the interpretation of editorial cartoons. Cartoons are used extensively as illustrations throughout the titles and are taken from a wide variety of sources.

Each volume emphasizes that the critical reading activities can be used either as an individualized guide for students in libraries and resource centres or as a catalyst for classroom discussions. Some of the study skills activities are quite creative and could be used in a variety of ways. An example of this is an **Organ Donor Survey** which could be used for teaching interviewing techniques, or interpreting statistics.

Some titles available in this series are:

The AIDS Crisis: Conflicting Social Values. Hudson: GEM Pubs., 1987. ISBN 0-86596-061-5.

The Apartheid Reader. Hudson: GEM, 1986. ISBN 0-86596-057-7.

Manipulating Life: Debating The Genetic Revolution. Hudson: GEM Pubs., 1985. ISBN 0-86596-054-2.

The Nicaraguan Revolution. Hudson: GEM Pubs., 1986. ISBN 0-86596-058-5.

Nuclear Winter. Hudson: GEM Pubs., 1987. ISBN 0-86596-062-3.

Our Endangered Atmosphere. Hudson: GEM Pubs., 1987. ISBN 0-86596-063-1.

Pornography and Sexual Violence. Hudson: GEM Pubs., 1975. ISBN 0-86596-053-4.

Reviving The Death Penalty. Hudson: GEM Pubs., c1985. ISBN 0-86596-052-6.

Terminating Life: Conflicting Values in Health Care. Hudson: GEM Pubs., 1985. ISBN 0-86596-051-8.

World Hunger and Social Justice. Hudson: GEM Pubs., 1986. ISBN 0-86596-055-0.

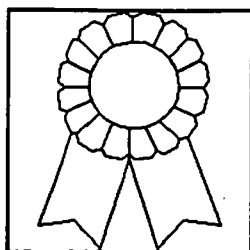
These three series have proved invaluable for students who must develop thesis statements for their expository English essays. Their format helps the student to focus on an aspect of a broad topic area and to define their topics more precisely. They present ideas not thought of by the students and reveal methods of presentation which suit various topics. Some topics can be used as "writing starters" in many composition classes, as thesis statements for compositions on English exams, and as great oral discussion topics for small groups or entire classes.

The readings in all three series are short, often taken from magazines, and are, therefore, less daunting for students who balk at entire books on their chosen subject. Each of the series incorporates higher-order thinking skills activities and are excellent resources for developing research and study skills appropriate for senior secondary students.

Every man has a perfect  
right to his opinion,  
provided it agrees with  
ours.  
-Josh Billings



**THE CHILDREN'S LITERATURE ROUNDTABLES  
OF CANADA  
1990 INFORMATION BOOK AWARD**



**FINALISTS**

**BOURGEOIS, Paulette.**  
**The Amazing Paper Book.**  
**Illustrations by Linda Hendry. Kids Can.**

**FORSYTHE, Adrian.**  
**The Architecture of Animals. Camden House.**

**GODKIN, Celia.**  
**Wolf Island. Fitzhenry & Whiteside.**

**GRIER, Katherine.**  
**Discover: Mysteries of Past & Present. Kids Can.**

**KAYE, Marcia.**  
**Karen Kain. Fitzhenry & Whiteside.**

**LIVESEY, Robert.**  
**The Fur Traders. Stoddart.**

**PENROSE, Gordon**  
**Dr. Zed's Science Surprises. Greer de Pencier.**

**These titles represent the leading information books selected from nominations sent in by independent committees representing the 24 Children's Literature Roundtables across Canada.**

**1990 will be the 4th time that this award (a certificate and \$500) will be awarded for an information book. Each of the Children's Literature Roundtables in Canada will vote in early October so that the winner may be announced at the Canadian Images conference in Winnipeg.**

# KILLARNEY SECONDARY SCHOOL NUCLEAR AWARENESS WEEK

**Objective:** To increase nuclear awareness. Videos, guest speakers, assignments, a field trip and a survey could be featured throughout the week. Here are some suggestions:

Show the 1983 Academy Award winning NFB film If You Love This Planet, narrated by Dr. Helen Caldicott. She discusses the medical and global consequences of nuclear war. Another film could be The Nuclear Path, narrated by Dr. David Suzuki. This film traces the path of nuclear fuel until it becomes waste or weapons.

Contact TRIUMF at UBC for a guest speaker. We heard Michael La Brooy, science writer and technical editor from TRIUMF speak on "The Positive Uses of Radioactivity". A field trip to UBC could also be arranged. Other topics and guest speakers could include:

"Nuclear Weapons and Peace", by Andrew Milne, who has served on the Steering Committee for End the Arms Race Coalition.

"Disarmament, Arms Control and Deterrence", by Major Sear from National Defense Canada.

Potential Assignments could be:

Consumer Education 9/10: Pollution research project.

English 9: Nuclear Energy/Fuel, Pollution, Waste Disposal research project.

Business Communication 12: Letters to a newspaper editor, MLA or MP.

A brief survey may reveal interesting findings, for example, 111 respondents said "Yes" and 55 said "No" when asked if they thought there is a strong possibility of nuclear war; only 33 respondents said they would like to be alive following a nuclear war, while 133 would not like to be alive.

Hopefully, nuclear awareness week will better prepare students to make well-informed decisions as Canadian citizens.

More ideas, a bibliography, etc. are available in YA Hotline: An Alert to Matters Concerning Young Adults, Issue #24.

*Editor's note: Teacher-librarians interested in pursuing a project on this topic will find useful information in Judy Giles' article, "Critical Thinking and Cooperative Learning: Threads from Which To Weave a Richer Tapestry", in The Bookmark, March 1990, pp. 47-50.*



submitted by **PAT PARUNGAO**, Killarney Secondary, S.D. #39 (Vancouver)

# A TEACHER'S JOURNEY TO AN ISSUES ORIENTED CLASSROOM

by BRUCE SENEY, Steveston Senior Secondary School, SD #38, (Richmond).

In the mid-1980's, I and many other Social Studies educators in the province of British Columbia were gently forced into a state of catharsis. We were asked to change the Social Studies curriculum that had been in tact since 1968; and the changes were not necessarily content oriented. Indeed, the Ministry of Education was promoting new (?) strategies that incorporated critical thinking and process learning. Was I not already promoting these activity-based concepts in my classroom? Was I not already effectively and actively engaging my students in a child centered learning environment?

Parallel to this Ministerial directive was my own active professional development and growth in graduate studies at U.B.C. Under the tutelage of Dr. Donald C. Wilson, I willingly and rather naively began the process of self examination and peer scrutiny. I did not find myself nor my colleagues to be wanting; rather, I discovered that many of us were already doing what the Ministry and the literature was encouraging us to do, but we were not doing it as well as we could have.

Thus began my journey to an issues oriented classroom. Influential in my studies was a superb book edited by Donald C. Wilson entitled Teaching Public Issues in a Canadian Context. Below is a synopsis of the four approaches suggested for teaching issues that are promoted in this book:

## TEACHING ISSUES FOUR APPROACHES

### DECISION MAKING APPROACH    GLOBAL ISSUES

Calls for case studies of how government make decision about global issues:

1. Provide background information on the issue.
2. Formulate the issue.
3. Illustrate options available to decision makers.
4. Discuss consequences of each decision.
5. Select the best option available.
6. Discuss interests and values that underlie choices.
7. Apply decision process to other global situations.

Assumption: Understanding how governments make foreign policy decisions enables students to be more "attentive" to global issues. They realize the historical importance of foreign policy decisions, the place of nation states in solving world issues, and the role of non-governmental groups in influencing decisions.

### PORTRAYAL APPROACH    QUALITY OF LIFE ISSUES

Calls for description of group positions and individual experiences of choices about lifestyle in terms of a range of wants and values:

1. Provide background information on the issue.
2. Formulate the issue.

3. Portray in different ways the data, positions and experiences of "insiders" and "outsiders".
4. Clarify the meaning systems that influence how quality is defined and experienced.
5. Discuss reasons and value positions that underlie view of quality.

Assumption: Student understanding of individual and group meanings shape how quality is defined and experienced. They can make use of a variety of portraits: Statistical (national trends), Personal (experience of minority groups), Policy (recreational planning), Journalistic (social concerns).

#### POLITICAL CONTEXT APPROACH CANADA-U.S. RELATIONS ISSUES

Calls for examination of how social, economic and political interactions between countries create a context form which issues emerge.

1. Provide a context of political conditions of the issue.
2. Formulate the issue.
3. Identify major interest groups and their responses to the issue.
4. Reconstruct the context to identify possible political solutions (ie. case studies or simulations).
5. Evaluate solution in terms of group interests and overall relationship.

Assumption: Student understanding of the positions of various Canadian and American interest groups, and how they create and resolve issues, shapes the nature of the relationship between the two countries. Students examine values and interests in terms of personal positions, involved interest groups, and overall national interests.

#### ATTITUDE CHANGE APPROACH MULTICULTURAL ISSUES

Calls for reduction of ethnocentrism and improvement in cross-cultural understanding and communication among people of different cultures.

1. Provide background information to the issue.
2. Identify school and community issues in which practice and communication can be modified.
3. Present situations or dilemmas for class discussion, student role play or community action.
4. Determine the extent to which attitudes have changed.

Assumption: Student exposure to and discussion of cultural issues will change attitudes toward other cultures that are in keeping with the notion of a multicultural society.

[the preceding four approaches to the teaching of issues are from Teaching Public Issues in a Canadian Context, Don C. Wilson, editor. OISE Press, 1982 and adapted by Bruce Seney.]

With Donald C. Wilson's active guidance and the political context approach suggested in his book, I set out to write a curriculum package for the now defunct Canada Studies Foundation. The "Issues Booklet" was about Free Trade, but more importantly, it forced me to re-examine the strategies that I was using in the classroom and for the first time in my career, to formalize and justify them. After many revisions and field tests, a final product was published (since that first issue, it has been revised and reprinted twice). At that point, I began to feel confident that I was on the correct path towards a more process oriented classroom.

However, I still had difficulty with the Ministry's mandate of so-called "critical thinking". Fortunately, the Social Studies Teachers' PSA came to the rescue with a brilliant description of critical thinking skills in the Fall 1986 issue of the periodical Horizon. This description legitimized what I was trying to do in the classroom. It provided me with an umbrella under which a number of the strategies that I was attempting to employ gained credence. Below is a copy of this overview of critical thinking skills (with the permission of Horizon).

### CRITICAL THINKING SKILLS

- I. Defining and Clarifying the Problem
  - A. Identify central issues of problems.
  - B. Compare similarities and differences.
  - C. Determine which information is relevant.
  - D. Formulate appropriate questions.
  - E. Express problems clearly and concisely.
- II. Judging Information Related to the Problem
  - A. Distinguish among fact, opinion, and reasoned judgment.
  - B. Check consistency.
  - C. Identify unstated assumptions.
  - D. Recognize stereotypes and cliches.
  - E. Recognize bias, emotional factors, propaganda, and semantic slanting.
  - F. Recognize value orientations and ideologies.
- III. Solving Problems/Drawing Conclusions
  - A. Recognize the adequacy of data.
  - B. Identify reasonable alternatives.
  - C. Test conclusions or hypotheses.
  - D. Predict probable consequences.

### DESCRIPTION OF CRITICAL THINKING SKILLS

- I. Defining and Clarifying the Problem
  - A. Identify central issues of problems.

The ability to identify the main idea or point of a passage, an argument, or a political cartoon, for example. At the higher levels, students are expected to identify central issues in complex political arguments. Implies the ability to identify major components of an argument, such as reasons and conclusions.
  - B. Compare similarities and differences.

The ability to compare similarities and differences among two or more objects, living things, ideas, events or situations at the same or different points in time. Implies the ability to identify distinctive attributes and to organize information into categories for different purposes.
  - C. Determine which information is relevant.

The ability to make distinctions between verifiable and unverifiable, relevant and nonrelevant, and essential and incidental information.

D. Formulate appropriate questions.

The ability to formulate questions that will lead to a deeper and clearer understanding of an issue or situation.

E. Express problems clearly and concisely.

The ability to express issues in writing as well as orally, prepares students to participate in private and public affairs. Students should be able to express their views in a letter to an elected representative or to the local newspaper, as well as to communicate effectively in small or large groups. Their ideas and innovations may remain untapped and formless unless they receive classroom training in self-expression. (It is difficult to assess this skill on an objective test; therefore, the committee recommended that it be addressed through the student essay component.)

II. Judging Information Related to the Problem.

A. Distinguish among fact, opinion, and reasoned judgment.

The ability to apply criteria for judging the quality of observation and inference.

B. Check consistency.

The ability to determine whether given statements or symbols are consistent with each other and their context. For example, the ability to determine whether the different points or issues in a political argument are logically connected and agree with the central issue.

C. Identify unstated assumptions.

The ability to identify what is taken for granted, though not explicitly state, in an argument.

D. Recognize stereotypes and cliches.

The ability to identify fixed or conventional notions about a person, group, or idea.

E. Recognize bias, emotional factors, propaganda, and semantic slanting.

The ability to identify partialities and prejudices in written and graphic materials. Includes the ability to determine the credibility of sources (gauge reliability, expertise, and objectivity).

F. Recognize value orientations and ideologies.

The ability to recognize the similarities and differences among different value orientations and ideologies.

III. Solving Problems/Drawing Conclusions

A. Recognize the adequacy of data.

The ability to decide whether the information provided is sufficient in quality and quantity to justify a conclusion, decision, generalizations, or plausible hypothesis.

B. Identify reasonable alternatives.

Students need to learn that there is often more than one solution to a problem. Social issues especially are frequently immersed in values and subjective information where a "right" answer is almost impossible. The "best answer" often depends on the context of the issue and the time and region of the country or world where it occurs. Students need practice at proposing and evaluating alternative solutions. They must be aware that complex problems often have more than one viable solution. (This skill is not addressed in the objectives portion of the statewide assessment.)

C. Test conclusions or hypotheses.

Students need to understand the provisional nature of conclusions, especially those

drawn in a social studies context. Again, time, location, geography, and hundreds of other contextual considerations can affect the outcome of a given problem. While predicting outcomes can lead to better solutions, the actual testing of conclusions or hypotheses is a far more sophisticated aspect of the rational decision-making process. (The committee decided that this skill was too advanced for eighth grade students, although some items were field-tested that ask students to "identify" a reasonable hypothesis or explanation.)

D. Predict probable consequences.

The ability to predict probable consequences of an event or series of events.

from Horizon, vol. 25 number 1, Fall 1986.

I now was near the end of my journey. All that was left was to truly formalize what I was doing in my own Social Studies classroom. The challenge to do so was presented to me when I was asked to workshop some of the concepts that I had felt I had some success with. The result of this new demand was the creation of a one page snapshot of my unit design for the study of issues (historical, geographic, social, contemporary, future, etc.). I have not had any difficulty utilizing this approach; it has never been hard to identify issues. Indeed, students are quick to point out possible issue questions at any time. It would appear that students prefer to study issues as they are open ended and allow for creative as well as critical thinking strategies to be developed. Below is the one page snapshot that was developed for issues workshops.

#### AN ISSUES APPROACH

When using an issues approach, critical thinking strategies utilizing problem solving, decision making and viewpoint analysis are required:

- A. IDENTIFY THE ISSUE
- B. BRAINSTORM POSSIBLE SOLUTIONS:
  - 1. establish criteria for preliminary examination
  - 2. predict which solutions may be appropriate
  - 3. delete solutions that probably will not work
- C. PROVIDE BACKGROUND INFORMATION:
  - 1. discuss historical developments that helped to shape the contemporary issue
  - 2. provide contemporary information through videos, readings and discussion
  - 3. verify the validity and/or bias of the sources of information
- D. CLARIFY THE OPPOSING VIEWPOINTS:
  - 1. provide print and nonprint accounts of various positions of interest groups
  - 2. identify, describe and analyze the different positions
- E. FORMULATE THE ISSUE:
  - 1. discuss opposing viewpoints
  - 2. hypothesize the reasons for the differences in opinion

3. use case studies, role plays, simulation games to show the opposing points of view
4. assess whether or not a resolution of the issue is possible given the potential for conflict

**F. REVIEW DECISION MAKING PROCESS:**

1. identify the options
2. determine the consequences

**G. ATTEMPT TO RESOLVE THE ISSUE:**

1. apply the decision making process in attempting to resolve the issue
2. attempt to resolve the issue in actual or simulated situations

**H. EVALUATE THE RESOLUTION:**

1. note the beliefs and interests underlying the resolution
2. analyze the points of view opposing the resolution
3. hypothesize the reasons for the opposition
4. examine the consequences of the resolution and determine the likelihood of future conflict.

An example of the issues approach which I have incorporated in my Social Studies classroom utilizes the Social Studies 10 textbook Our Land: Building the West, PEMC's video series The National Dream, and Entrex Software's Building a Nation: Canada and the CPR. It is described below. The "Student Progress Sheet and "Group Worksheet 1" that are included are presented with the permission of Entrex Software, Inc.

### AN ISSUES APPROACH UTILIZING VIDEO SEGMENTS AND MICROWARE

**Materials:**

The National Dream: Desperate Days [videorecording]  
The National Dream: The Last Spike [videorecording]  
Building a Nation: Canada and the CPR [computer program]

**Procedures:**

**IDENTIFY THE ISSUE:** How to finance the CPR....

**BRAINSTORM POSSIBLE SOLUTIONS:** predicting activity as part of the previewing exercise....

**PROVIDE BACKGROUND INFORMATION:** textbook information as part of the previewing exercise and the videos themselves as the primary source of information....

e.g. cost cutting, consequences of cost cutting, need for government relief, reasons for government delays, reasons for financial crises, possible collapse of the CPR, consequences of CPR collapse, etc.

**CLARIFY THE OPPOSING VIEWPOINTS:** primarily using the videos, identify, describe and analyze the different positions....

e.g. George Stephen as president of the CPR trying to keep the company afloat, Van Horne as the CPR's chief engineer trying to build the CPR as well as the finances will allow, Prime Minister Macdonald trying to keep down government costs, the Opposition in Parliament, the regional interests, the conservative bankers, and weary, frightened investors, the tired, hardworking and poorly paid navvies, etc.

**FORMULATE THE ISSUE:** hypothesize reasons for the opposing viewpoints; assess whether or not a resolution of the issue is possible....

**REVIEW THE DECISION MAKING PROCESS:** identify the options and determine the possible consequences of each....

**ATTEMPT TO RESOLVE THE ISSUE:** using the microware, apply the decision making process and/or role play a group decision making session....

**EVALUATE THE RESOLUTION:** evaluate the microware and/or simulated decisions; evaluate the "actual historical decisions" by viewing the videos; examine the consequences of the resolution and determine the likelihood of future conflict.

**THE NATIONAL DREAM: DESPERATE DAYS  
EPISODE SEVEN**

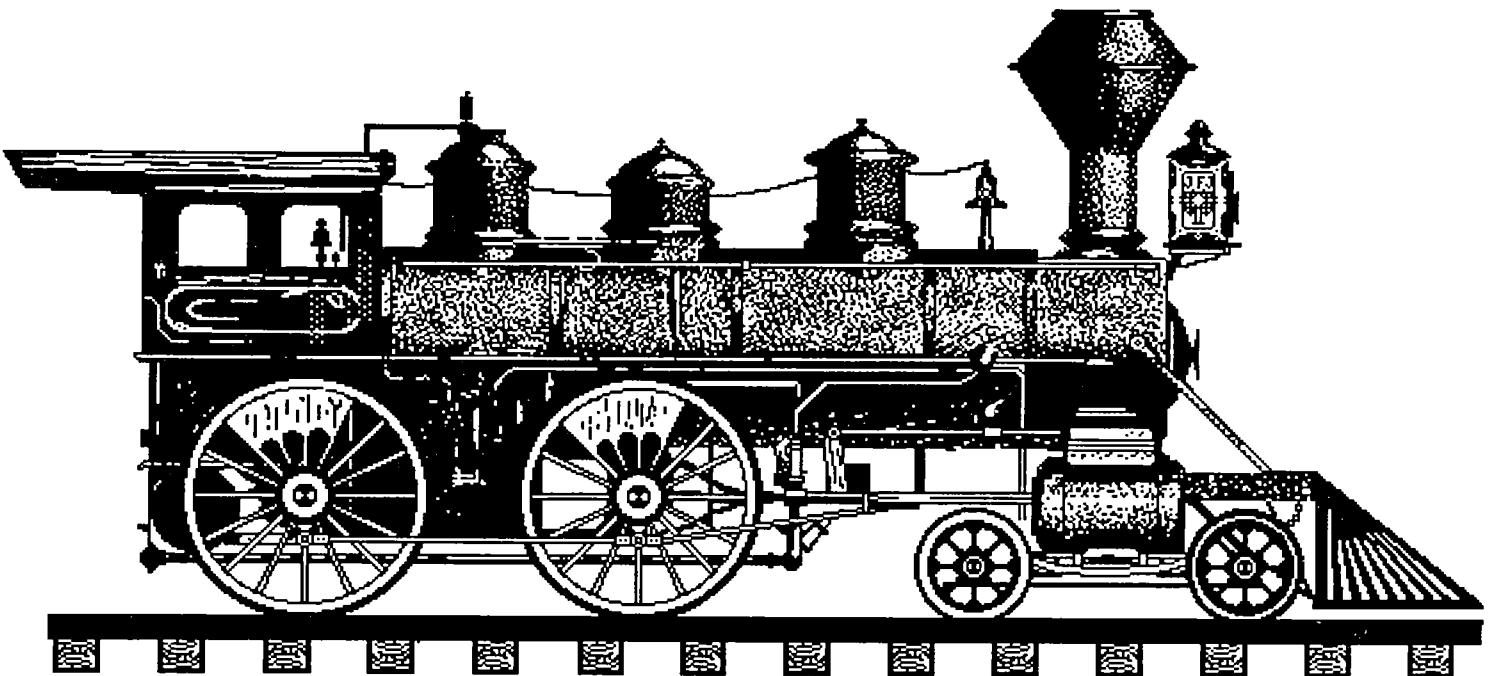
**LOG OF FINANCING SEGMENTS**

VCR COUNTER NUMBERS	TIME IN MINUTES	DESCRIPTION OF SEGMENT
_____	03:00	Pierre Berton states the problem: how to finance the CPR....
_____	04:30	Van Horne and the problem of cutting costs
_____	05:00	George Stephen/John A. Macdonald and the issue of government relief for the CPR
_____	05:30	The consequences of cost cutting
_____	09:30	Financial disaster: wheat crop failure and the railway stock crash
_____	10:00	CPR's need for government relief
_____	13:30	End of sequence
_____	15:30	Parliamentary struggle over the relief bill (addresses various interest groups)
_____	17:00	Temporary relief only
_____	17:30	End of sequence
_____	20:00	High costs of construction
_____	21:30	End of sequence
_____	26:30	Consequences of "cost cutting" and "rushing"
_____	28:30	End of sequence
_____	47:30	George Stephen and Donald Smith risk all of their personal fortunes
_____	49:30	Need for more government relief
_____	50:00	Unrest in the West (problems or solution?)
_____	52:00	End of sequence

THE NATIONAL DREAM: THE LAST SPIKE  
EPISODE EIGHT

LOG OF FINANCING SEGMENTS

VCR COUNTER NUMBERS	TIME IN MINUTES	DESCRIPTION OF SEGMENT
_____	21:00	Berton's commentary regarding the CPR saving the country
_____	22:00	George Stephen and another financial crisis
_____	23:30	John A. Macdonald -- "Old Tomorrow"
_____	25:00	Van Horne regarding the collapse of the CPR
_____	26:30	John A. Macdonald -- worn out!
_____	27:30	Macdonald faced with two choices: financial ruin or political ruin....
_____	28:30	Macdonald's speech regarding the value of the CPR
_____	30:00	Macdonald's threat to resign
_____	31:00	Privy Council guarantees Bank of Montreal loan
_____	35:00	Last minute rescue of the CPR
_____	38:00	End of sequence



## STUDENT PROGRESS SHEET

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

Date: \_\_\_\_\_

Decision#	Issue	Decision	Track	Date	Funds
1	Financing: Private or government		0	07/71	0
2	Builders: Allan or Macpherson				
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

# GROUP WORKSHEET I

Group \_\_\_\_\_ Date \_\_\_\_\_

Decision # \_\_\_\_\_

Issue \_\_\_\_\_

Alternatives 1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Pros

Cons

Pros	Cons

Rank alternatives 1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Decision \_\_\_\_\_

Another example of this issues approach is an extension exercise. All of my students now must make oral presentations in small group situations about current issues, not current events. In cooperation with teacher-librarians, my students and I have been able to collect newspaper and magazine clippings of well over 80 different ongoing issues, ranging from abortion to zoo redevelopment. Students are given creative licence in presenting different issues that they choose to investigate. To keep a necessary balance, these students **MUST** present in an equal fashion, various points of view about the issue. Only at the end of their presentations are they encouraged to express their personal opinions. Most students choose to role play the points of view that they are asked to present. By doing so, they legitimize the exercise.

The two issues diagrams which follow have proven to be very helpful in this assignment. The credit for these diagrams goes to Betty Eades and Sabina Harpe.

<b>ISSUE (QUESTION)</b>

<b>BACKGROUND INFORMATION</b>

<b>POINTS OF VIEW (PEOPLE OR GROUPS AFFECTED BY THE ISSUE)</b>			

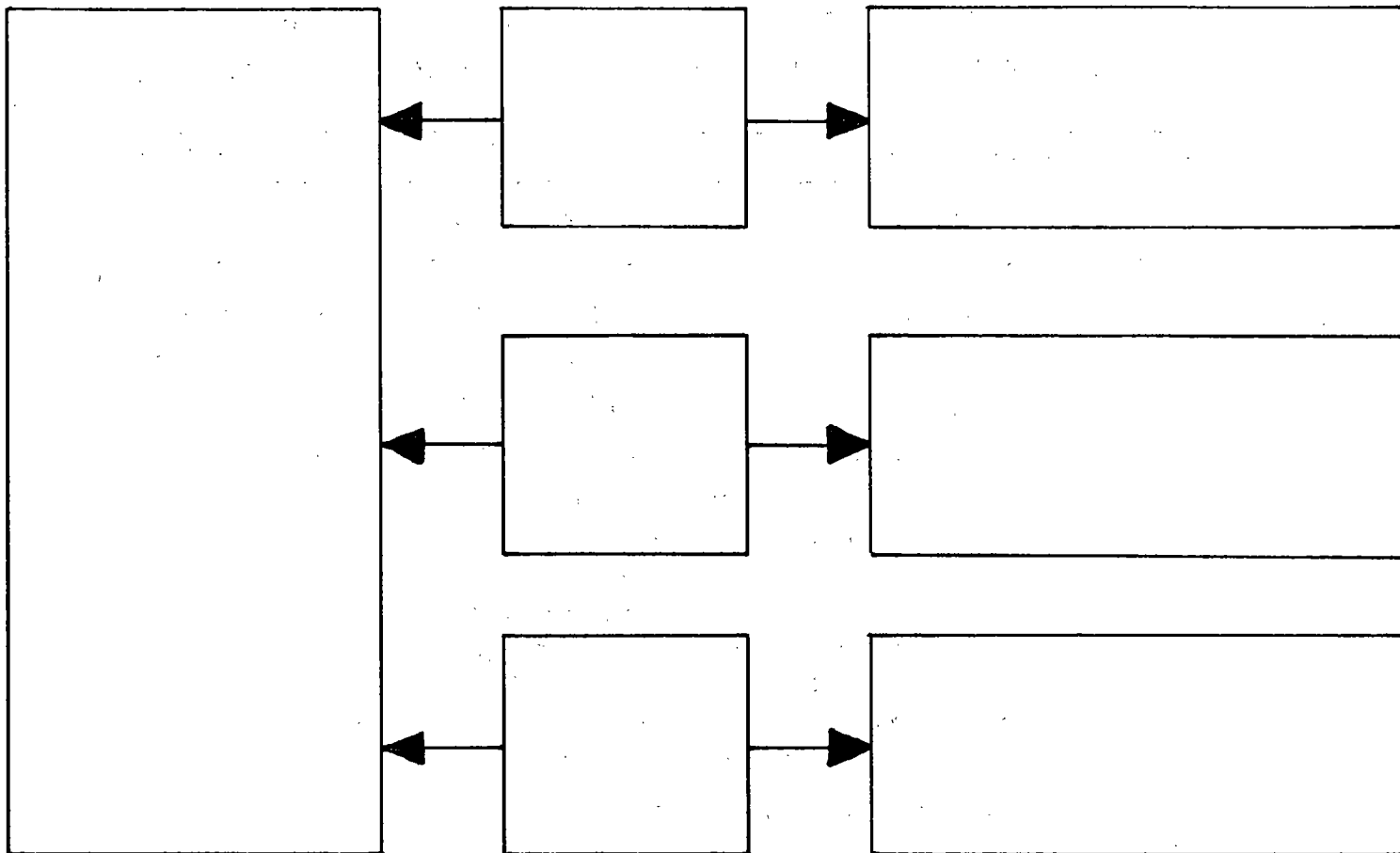
<b>FURTHER INFORMATION NEEDED</b>

<b>MY OPINION AT THIS POINT</b>

ISSUE

WHO IS AFFECTED  
BY THIS ISSUE?

POINTS OF VIEW  
(OPINIONS)



In the 1990's, there will be even more opportunities to teach issues and to use an issues approach in the teaching of Social Studies. Presently, I teach Social Studies 11, Economics 12, and Pacific Rim Studies 12 at Steveston Secondary School in Richmond, and quite honestly, I feel very comfortable using an issues approach in all of these courses. I hope my students are learning as much as I am every day.



FEATURED IN THIS ISSUE



# LINKS TO LITERATURE

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# CANADIAN SCHOOL LIBRARY ASSOCIATION REPORT

by LYNNE LIGHTHALL, University of British Columbia, and ANNE ROWE, teacher-librarian, SD #57 (Prince George).

1989/90 has been a year in which the development of programs already in progress and the implementation of new ones has taken priority. Specifically, the directions the organization has taken which will be of interest to members of BCTLA are:

1. **GUIDELINES SERIES:** The Canadian School Library Association committed itself to preparing the series of publications, titled Guidelines for Effective Library Programs. The current status of the papers involved in this series is:

- **Advocacy:** now in the final editing process before publication.
- **Rationale:** published in June 1989.
- **Roles:** has been received by the Guidelines Committee chairperson, Shirley Gladwell, and will be ready for vetting soon.
- **Programs:** in progress.
- **Leadership:** in progress.

2. **SCHOOL LIBRARIES IN CANADA:** Marilyn Ming, editor, is developing an index for the publication. This should increase the convenience and usefulness for subscribers.

2. **TELECONFERENCE:** Tentatively, a CSLA sponsored teleconference is planned for 1990 November 3. It will be titled "The Telephone as a School Library Resource" and will feature Dr. Roy Lundin of Brisbane, Australia, as Keynote speaker. Centres will be linked across Canada. Anyone wishing to participate may watch for details in SLIC.

3. **CLA CONFERENCE:** This year, CSLA looks forward to an interesting, well planned program in Ottawa in June, and is pleased that the site of the 1991 conference will be in Montreal.

CSLA is also pleased to announce that Joan Harper, currently teaching in the Faculty of Education at the University of British Columbia, is the incoming President of the Canadian School Library Association.

## VOLUNTEER HELP NEEDED

The Native Indian Teachers' Education Program (N.I.T.E.P.) operates a small library of resources pertinent to First Nations' interests. As N.I.T.E.P. has very limited resources, help would be welcomed in the following areas:

- cataloguing books, filmstrips and videos.
- organizing picture files.
- mending books.
- staffing the library to allow materials to circulate.

This would *not* be an on-going commitment. If you could spare a day, or two half-days this summer, it would be most appreciated. Our aim is to clear the backlog of accumulated work.

N.I.T.E.P.  
is located in a hut behind  
the Education Building at UBC,  
with adjacent parking.

For further information, phone:

Mary Reitsma  
School: 734-5208  
Home: 266-8235

# STRENGTHENING STUDENT ACHIEVEMENT IN READING BY INTEGRATING LITERATURE THROUGHOUT YOUR PROGRAM

A REPORT ON A SEMINAR GIVEN AT THE HOLIDAY INN  
BROADWAY, VANCOUVER, BC.

Presenter: **PEGGY AGOSTINO SHARP**, professor, Portland State University, Portland, Oregon.

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

(Peggy Sharp has been an elementary school classroom teacher and library media specialist and has received national teaching awards for her creative ideas. Recently she received the Evelyn Sibley Lampman Award for outstanding contributions in promoting children's literature and reading. She is also the author of six books for teachers that contain ideas for increasing students' learning with children's literature. She is currently a professor at Portland State University.)

Peggy Sharp is a dynamic and engaging speaker. Her one day seminar was designed to transmit ideas on how to encourage children to read good literature and how to incorporate it into a reading program. She began with the idea that students need motivation to read. The motivation leads to practice, then to achievement and finally to the personal choice of reading more which develops a love of literature and then self motivation to increase practice. The teacher and the teacher-librarian should be responsible for providing initial and then more challenging motivation to stimulate the cycle. When working with young children, Peggy often uses devices such as puppets to gain acceptance and make friends with the children. She also uses a storytelling apron which has velcro in strategic spots for cutouts that will be used to tell a particular story (available from Bev Sokol, 16825 SW Chapin Way, Lake Oswego, OR, 97034 (503), 636-0330 - write or phone for details and cost). She suggest that teacher-librarians consider writing to the publicity/promotion managers

of publishers. Many of them will send you posters, bookmarks, author biography sheets and other materials free or for a minimal charge to use in promoting books.

One idea that Peggy mentioned for motivating students to read was to have two students or a group of students get together and write five clues to a book they have read. The clues should be very general at the beginning and become more specific as they move down. The last clues should give actual information about the story. A particular genre could be used i.e. fairy tales. Then each group should take turns presenting their clues one at a time to the class. The class writes down what they think the story is after each clue. The student who guesses first is the winner. Or you can use this method to stimulate interest in books in your classroom or library by re-using clue lists done by students the next year and putting one clue up per day during the week with the last clue and a copy of the book on Friday. Many different skills are used by the students in writing the clues and trying to guess the book such as sequencing, paraphrasing, characterization, plot, setting, theme, style, analysis, synthesis, summarizing, recalling, vocabulary development, listening, predicting etc. It's a game that motivates and reinforces practical skills.

Another suggestion was to use book titles for predicting. Just give the title of a new book or one that they haven't read to the students and ask them to write about what they think it will be about and why they think so. Two good titles to use are Hello my name is scrambled eggs by Jamie Gilson (Simon & Schuster (paperbk), 1986, 0-671-67039-5) or Thirteen ways to sink a sub by Jamie Gilson (Morrow, 1982, 0-688-01304-x).

To encourage comparisons use several versions of the same traditional story. Either read to the

students or have different groups of students read a different version. Then orally compare and contrast these versions. Students could then try to write their own version of the story. Again, students are using a variety of skills when carrying out these activities.

The next part of the session dealt with what makes a good book. Peggy began with this remark "A great book is something you want to remember about someone or something you can never forget." Her discussion centred around characters, plot, theme, setting, point of view and style. To Peggy a good book must have certain criteria. Characters must be convincing, credible and consistent and show growth and development as well as strengths and weaknesses. Children like characters who have: obstacles to overcome, conflicts to settle and difficult goals to win. Plot must set the stage or introduce a conflict, struggle to resolve a conflict and finally settle the conflict especially with an element of surprise. The plot should speak to something in every child's experience and create tension. The theme should be basic and simple, reflect developmental values inherent in growing up, expand the vision of life in general and human nature in particular, be hopeful and not didactic. The setting should be clear and believable or authentic. And the style should show evidence of a love of the language and demonstrate good word selection, sentence patterns, imagery and rhythm.

The problem of having enough books for children to read was addressed. Peggy suggested having children read about a theme that is quite common and recurs often i.e. a child surviving without an adult. The audience was able to brainstorm about eleven examples of books on this topic in a few minutes. Some may be easier to read than others but this is good for varying reading levels in the class. Choose five or six titles and have them divide into groups with each group taking one book. Discussion questions can relate to all books i.e. "At which point in the story is the character in the most danger?"

Another example of a writing idea was to use a book such as Tanya Hoban's Look look look (Greenwillow, 1988, 0-6888-07240-2). Students find a picture and make a sheet of paper with a peephole in it that only reveals part of the picture. They then write clues that give additional information about what's underneath. The clues must be accurate. Each student can then challenge the class to guess what is in the picture and try to cause the other students to be given more than three clues before they can guess. If students choose pictures from a variety

of sources or make their own they can the put together their own "look again" book to be placed in the library.

Another idea for encouraging the use and understanding of alliteration was using an alphabet book such as Aster Aardvark's alphabetical adventure by Steven Kellog (Morrow, 1987, 0-688-07257-7) or my suggestion would be to use Animalia by Graham Base (Abrams, 1987, 0-8109-1868-4). Read aloud an example and then divide children into partners. Children should choose one partner's name and then write as many words as they can think of that start with that person's name by brainstorming together. Then do the same for the other partner. Or, you could make a game of it and in a timed interval have each student write as many words as they can think of starting with the same letter as their own name. Then they must write a sentence using at least seven of these words to describe themselves. Students can then make their own class alphabet book.

A good writing activity is to use a pattern book as an example for students i.e. Sheep in a Jeep by Nancy Shaw (Houghton, 1986, 0-395-4105-x). Have students make lists of animals and words that rhyme with these animals and then write their own story. Another example was to use a book like The wish giver by Bill Brittain (Harper, 1983, 0-06-440168-5) who grants wishes exactly as they are requested. Have the students try to write a wish that wouldn't cause any problem. Or take a book such as Slugs by David Greenberg (Little, 1983, 0-316-32658-5) and have students bring in objects out of their garbage cans at home and compose the same type of descriptions. You could bring in your garbage bag (censored perhaps and of course appropriately environmentally correct!) and let them choose something out of it to write about. A book used in our school at the grade four level as part of a fairy tale unit was The Jolly Postman by Janet and Allan Ahlberg (Little, 1986, 0-316-02036-2). In it the postman visits and delivers letters to several different characters from different fairy tales. Students were divided into groups and each group cooperatively wrote their own version of one visit and letter. They presented the visit and letter orally with appropriate costumes and props for videotaping. All of these activities lend themselves to cooperative programming between the teacher and the teacher-librarian.

To help students select their own reading you can share the following acronym with them (CAN IT BE FOR ME). Have students learn to consider all of the areas listed to help them decide if a book is for

them:

Cover

Author

Number of pages

Illustrations

Title

Blurb

Entirety (book packaging)

Firsts ( first paragraph, line, page etc.)

Opinions

Reason of reading

My friends

Ending

In her handbook Peggy outlines a taxonomy of book reacts and she has given The Bookmark permission to reprint the following:

### **TAXONOMY OF BOOK REACTS**

by Peggy Agostino Sharp

#### **Recollection - Level I**

Student recalls and reports simple information about the book, primarily events in the plot and simple character information such as names and descriptions.

#### **Explanation - Level II**

Student recalls and restates, summarizes, or paraphrases information from the book. Students draw conclusions from the information, find examples, explain events or actions.

#### **Application - Level III**

Student transfers material from the book to a different situation, location, or time.

#### **Component/Comparison - Level IV**

Student analyzes the book by breaking it down into its component parts (plot, character, description) and by comparing one part with another (i.e. one character to another or to a real person).

#### **Transformation - Level V**

Student brings together more than one piece of information, forms a concept and creates a product (speech, theme, poem, visual) to communicate that concept. Student is able to verbalize the concept.

#### **Studied Judgment - Level VI**

Student makes an evaluation of the whole book or of a part of the book according to internal or external standards. For example, the student may evaluate a book internally by justifying or criticizing the author's treatment of a character's action. On the other hand, a student may evaluate a book according to external standards by doing a book review. All student judgements must be supported by evidence.

### **BOOK REACTS: ASSIGNMENTS**

by Peggy Agostino Sharp

#### **Recollection**

1. Write a letter to a friend describing the book you are going to send.
2. Read a scene with special effects.
3. Retell the plot of the book as it might appear in an easy-to-read book.
4. Make a job application for the main character and fill it in.
5. Impersonate a character and tell an episode in the book.

#### **Explanation**

1. Pretend you're the author and explain why you chose the title of the book.
2. Pretend you're the author and describe the part of the book that was the most fun to write.
3. Keep a journal as you read your book - your reactions, thoughts etc.
4. Find five articles in the Readers' Guide related to your book and tell how they apply.
5. Make up five interview questions and answers for the main character and author.

#### **Application**

1. Imagine the character in the book in a different setting. Change mood, time or place and show how it affects characters and plots.
2. Write a scene that could have happened in the book you read, but didn't. Explain how the

new scene would have changed the outcome of the book.

3. Write an ad for a dating service for one of the characters.
4. From the yellow pages of a phone book, pick out a business you think the main character would be interested in and explain why.
5. Invite three celebrities to a party for the main character and explain your choices.

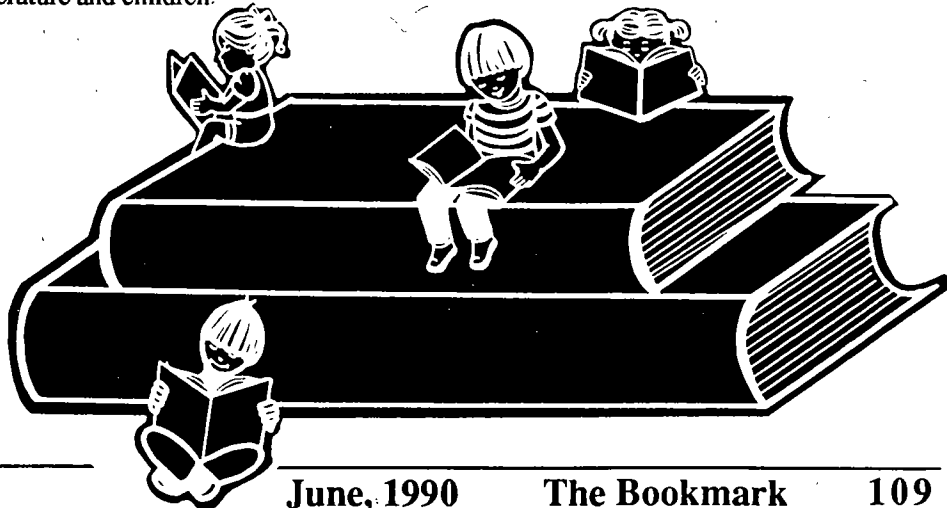
#### Component/Comparison

1. Write an obituary for one of the characters.
2. Put together a cast for the film version of a book. Include photos and descriptions of the stars and tell why each is perfect for the part.
3. Make a horoscope for the main character explaining the sign and the future.
4. Nominate one of the characters for an office in local, state or national government. Assess the character's strengths, accomplishments etc.
5. Compare where you live with the neighbourhood or town in the book.

#### To develop readers for life:

1. Encourage students to **chat** to others about reading at school and at home.
2. Help them **plan** for reading at school and at home.
3. Have lots of **grabbers** in the classroom and in the library.
4. Also use **stretchers** - children need to be stretched to choose a book that they might not choose on their own.
5. Use as **extensions** the response activities that develop skills and interest in reading.

This session only touched on the many ideas and lists of books suggested in the handbook. Peggy Sharp is easy to listen to and has a wealth of creative ideas for working with literature and children.



# "WORKING TOGETHER" — COOPERATIVE PROGRAM PLANNING WORKSHOPS FOR THE UNINITIATED

submitted by the COTLA (Central Okanagan  
Teacher-Librarians' Association)

For the past three years the Central Okanagan Teacher-Librarians' Association has been instrumental in promoting the concept of cooperative program planning and teaching with our District's substitute teachers and Simon Fraser University student teachers. It was in response to the need for a better understanding of the "role of the teacher-librarian," that our local association decided to provide workshops for these two groups.

We feel that it is of the utmost importance to articulate the role of the teacher-librarian. Substitute teachers, who may have been out of the field for many years, are provided with a district upgrading course and we make a presentation within this framework. These substitutes, and student teachers embarking on practicums, need to be made aware of the support and planning available through their teacher-librarians. It is our intention that when teachers from these two areas enter the workforce, they will make optimum use of the resource centre and the teacher-librarian as a teaching partner.

This past fall two separate presentations were variations of the following program. Because the presentation time was different for each group — one half day for the SFU students and two hours for the substitute teachers — this program was designed to be flexible. The overall focus can be adapted to differing audiences.

## 1. INTRODUCTION

## 2. CHANGING ROLES

Reference Sources:

- The Information Power Package, Cambridge, Ontario: Britannica Learning Materials, 1988.
- Implementing Change. BCTLA, 1989.

## 3. PLANNING AND TEACHING TOGETHER

Basis: Fuel For Change, video # 2 (first 10 minutes).

## 4. ROUNDTABLE DISCUSSION

## 5. COOPERATIVE PROGRAM PLANNING: PROGRAMS IN ACTION

Basis: Fuel For Change, video # 3 (role playing).

## 6. RESPONSIBILITIES / EXPECTATIONS

## 7. COOPERATIVELY PLANNED UNITS

Units collected from throughout our district were displayed, viewed and discussed. Copies were made available.

## 8. WORKSHOP EVALUATION

Sample comments indicated the success of the workshop:

..."The most positive aspect of cooperative planning that I see is sharing ideas and materials; not being isolated; better lessons that are less time-consuming and overwhelming for the teacher."

..."I thought that filling in the planning sheet after viewing the planning process on video really consolidated the process for me."

..."The best thing about the workshop was that it created a much higher profile of the library in each school. I'm delighted with the possibilities!"

Each program was presented by a team of two teacher-librarians — one an experienced presenter and the other, a novice. The presence of the experienced presenter enhances our ability to attract new volunteers. The workshops were a great success! In the years ahead, we look forward to a strong working relationship between the teacher-librarians and teachers through our work with substitute teachers and university student teachers.

## PRESENTORS:

Carol Brooks	Colleen Knox
Dyann Niehaus	Carol Thomson

# THE RESOURCE CENTRE: A PLACE TO INCREASE THE ACADEMIC ACHIEVEMENT AND LANGUAGE PROFICIENCY OF ESL STUDENTS

by **KEN WALTERS**, teacher-librarian,  
Lord Strathcona Elementary School, SD #39 (Vancouver).

I presented the above topic at Update '89, which took place at the University of British Columbia in the fall of 1989. What follows is the text of my presentation with some additional examples taken from more recent work at Lord Strathcona Elementary.

I have been planning cooperatively with teachers for the past ten years at Lord Strathcona. Being the teacher-librarian at a school located in the heart of Vancouver's Chinatown has been both challenging and rewarding. Ninety-six percent of our students do not speak English as their first language. Through cooperative planning, the ESL teachers and I felt reasonably good about the kinds of experiences the ESL students were having in the library resource centre. However, a significant change came in the way I planned units, in the nature of the activities designed, and in the kinds of experiences students had, when I became one of the team members on the ESL Funds For Excellence Project. This project began in March 1987 in the Vancouver School District under the leadership of Dr. Margaret Early (UBC), Dr. Bernard Mohan (UBC) and Hugh Hooper, ESL Program Administrator for the Board. The objective of this program was, and is, to increase the academic achievement and language proficiency of ESL students. The project is a positive response to research which demonstrates that the average ESL student requires five to seven years to reach a level of academic language proficiency commensurate with native English speaking peers. The program that has resulted from the project better meets the needs of English as a Second Language students by teaching language in context, and by providing for cognitive growth while the students are learning English.

It has now been over three years since I became involved in the project, and I find that it has a continuing influence on my teaching style and teaching strategies — an influence which brings a new sense of freshness and professionalism into my teaching. In this article, I wish to convey a general overview of the *outcomes* of the project, using specific examples from units of work developed at Lord Strathcona.

As part of the project team, I became familiar with a new tool — a planning model called the Knowledge Framework — which provided a way of addressing the cognitive demands necessary for academic achievement and language proficiency. This framework helps to show the connections between content areas and language. For samples, see the following page. FIGURE 1 presents The Knowledge Framework (Mohan, 1986), while FIGURE 2 shows how the Framework was used for planning around the topic, "Canadian Provinces and Territories — Population and Area." This topic was part of a larger unit of work entitled, "Canada — A New Place to Live," that we developed for an intermediate ESL group. [Editor's Note: These two visuals have been reduced from full page to half-page in order to save space. For planning purposes, it is best to use a full page size so that there is sufficient room to write.]

**FIGURE 1:**

**THE KNOWLEDGE FRAMEWORK**

	<b>CLASSIFICATION</b>	<b>PRINCIPLES</b>	<b>EVALUATION</b>
<b>BACKGROUND INFORMATION</b>			
<b>ACTION SITUATION</b>			
	<b>DESCRIPTION</b>	<b>SEQUENCE</b>	<b>CHOICE</b>

**FIGURE 2: TOPIC: CANADIAN PROVINCES & TERRITORIES — POPULATION & AREA**

	<b>CLASSIFICATION</b>	<b>PRINCIPLES</b>	<b>EVALUATION</b>
<b>BACKGROUND INFORMATION</b>	<ol style="list-style-type: none"> <li>1. BY AREA</li> <li>2. BY POPULATION</li> <li>3. BY REGIONS</li> </ol>	REASONS FOR POPULATION DISTRIBUTION — NEARNESS TO WATER — CLIMATE — NATURAL RESOURCES — AGRICULTURAL LAND	<ol style="list-style-type: none"> <li>1. USING LEGENDS TO MAKE POPULATION ESTIMATES</li> <li>2. ESTIMATING THE RELATIVE SIZES OF THE PROVINCES</li> </ol>
<b>ACTION SITUATION</b>	<ol style="list-style-type: none"> <li>1. DEMOGRAPHIC DESCRIPTION — POPULATION; AREA</li> <li>2. TOPOGRAPHY BY REGION</li> </ol>	<ol style="list-style-type: none"> <li>1. ORDERING BY POPULATION</li> <li>2. ORDERING BY AREA</li> <li>3. ORDERING BY ENTRANCE INTO CONFEDERATION</li> </ol>	<ol style="list-style-type: none"> <li>1. SELECTION OF RESOURCES TO DETERMINE POPULATION &amp; AREA</li> <li>2. IF GIVEN A CHOICE, WHAT OTHER PROVINCE WOULD YOU PREFER TO LIVE IN? WHY?</li> </ol>
	<b>DESCRIPTION</b>	<b>SEQUENCE</b>	<b>CHOICE</b>

Finding population figures is not often a thoroughly engaging endeavour for students. However, the activities that were generated from the framework encouraged certain thinking skills which excited me and the students. I found that the students, who worked in cooperative pairs, became genuinely engaged in the process of learning, and in this case were delighted to substantiate their estimates or discover where their thinking had been in error. Learning for them had become personalized. An example of the activities follows in FIGURE 3.

### **FIGURE 3: STUDENT TASKS**

1. USE A POPULATION MAP TO ESTIMATE THE POPULATION OF PROVINCES AND TERRITORIES.
2. ANSWER SPECIFIC QUESTIONS, SUCH AS:  
  
"WHICH ARE THE THREE MOST POPULATED PROVINCES?" WHY?  
"WHICH ARE THE THREE LEAST POPULATED PROVINCES?"  
  
"WILL THE LEAST POPULATED PROVINCE HAVE MORE PEOPLE THAN THE YUKON AND NORTHWEST TERRITORIES TOGETHER?"
3. LIST THE PROVINCES IN ORDER OF POPULATION, LARGEST TO SMALLEST.
4. MAKE A GRAPH SHOWING THE POPULATION OF CANADIAN PROVINCES AND TERRITORIES.
5. USE A PHYSICAL MAP OF CANADA TO ESTIMATE THE RELATIVE SIZE OF THE PROVINCES. ANSWER SPECIFIC QUESTIONS, SUCH AS:  
  
"WHICH ARE THE THREE LARGEST PROVINCES, IN ORDER OF SIZE, FROM LARGEST TO SMALLEST?"  
  
"WHICH ARE THE THREE SMALLEST PROVINCES, IN ORDER OF SIZE, SMALLEST TO LARGEST?"  
  
"IS B.C. BIGGER THAN THE FOUR MARITIME PROVINCES COMBINED?"
6. LIST THE PROVINCES IN ORDER OF SIZE, LARGEST TO SMALLEST.
7. MAKE A BAR GRAPH SHOWING THE AREA OF THE PROVINCES.

#### **THINKING SKILLS**

PREDICTING/ESTIMATING  
LOCATING  
ORGANIZING  
EVALUATING  
INFERRING

Also, much more *deliberate* consideration was given to increasing students' language proficiency within the context of the topic. For example, the kinds of language experiences which accompanied the Student Tasks presented in FIGURE 3 are outlined in the following chart (FIGURE 4).

#### FIGURE 4: LANGUAGE EXPERIENCES

##### WHAT LANGUAGE SKILLS ARE REQUIRED TO COMPLETE THE STUDENT TASKS?

(choose one or two)

**TASK:** Collect data and graph provincial populations through cooperative group work.

**KNOWLEDGE STRUCTURE(S):** Classification

**STYLE:** Intimate casual consulting.

**DISCOURSE:**

LISTENING	SPEAKING	READING	WRITING
e.g., to instructions, to information, to explanations, from teacher and/or peers.	e.g., reporting, discussing, leading discussion, interviewing.	e.g., texts, notes, reference materials, instructions.	e.g., notetaking, reports, essays, outlines.
<ol style="list-style-type: none"> <li>1. Listen to peers as they interpret the task and share the data.</li> <li>2. Remediation ... Go back to teacher for clarification.</li> </ol>	<ol style="list-style-type: none"> <li>1. Share and report within group.</li> <li>2. Compare discoveries.</li> <li>3. Evaluate &amp; predict.</li> <li>4. Ask questions ... "What" and "How."</li> <li>5. Evaluate group success by using checklist provided by teacher.               <ul style="list-style-type: none"> <li>— Did we stay on topic?</li> <li>— Did we find all information asked for?</li> </ul> </li> </ol>	Index. Table of contents. Page numbers. Population figures. Column reading. Axis on graph. Instructions to locate by size. Provincial names.	<ol style="list-style-type: none"> <li>1. Writing predictions.</li> <li>2. Copying with accuracy:               <ul style="list-style-type: none"> <li>— spelling</li> <li>— numbers</li> <li>— columns</li> </ul> </li> <li>3. Ordering by size.</li> </ol>

**LANGUAGE**

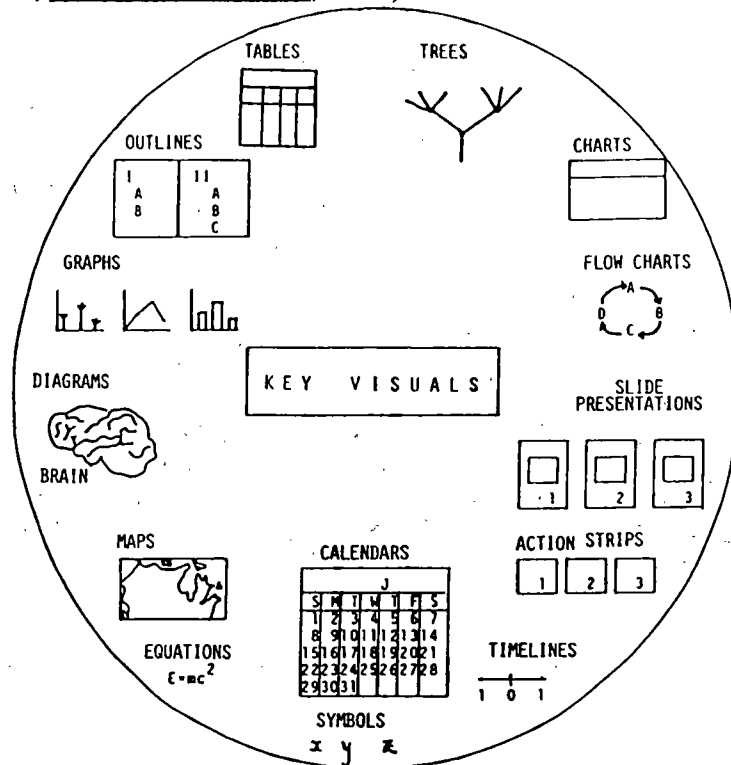
Larger than, smaller than  
 Big, bigger, biggest  
 Large, larger, largest  
 Small, smaller, smallest  
 Few, fewer, fewest

Least, most  
 Littlest, greatest  
 Second only to  
 In order of size  
 All together/combined

What is the student's experience in these activities generated from the Knowledge Framework? Their eyes light up and they are excited, I think, because they know they are learning language skills, research and study skills, and academic skills such as learning how to decode text, in a way that they have never done before. They are successful and their self esteem is enhanced. It is most evident that this approach is very supportive of the objectives in the Year 2000 document.

Relative to success and self esteem, I would like to relate an experience I had with a grade four teacher and her class. Cooperative groups had completed their research and had mounted their work on charts and each group was giving an oral presentation to the class. One group gave an unsatisfactory presentation and was asked to give the presentation a second time. The remarkable thing was that *all* the groups asked if they could also do their presentation a second time. It is important to understand that the majority of children at our school are very reticent about presenting in front of the class, and yet they were enthusiastic about doing it again. I don't think this was just to get a better mark, but rather because they felt confident in conveying the information in their own words from the charts.

One of the reasons for this kind of success in planning with the Knowledge Framework is the use of "Key Visuals" throughout the unit. These key visuals are a way of getting at the knowledge contained in the framework. I like to think of a key visual as "a package for carrying information," or "a display of essential information with little or no language involved." Specific key visuals convey the underlying structure of the six different kinds of knowledge described in the Knowledge Framework presented in FIGURE 1. For example, a timeline or action strip can be used to illustrate a sequence, and a classification tree shows how ideas are related. The following diagram identifies the types of key visuals which may be used (Ministry of Education, ESL Resource Book, 1986).



## FIGURE 5: TYPES OF KEY VISUALS

I have found that the use of key visuals has become a much more prominent part in my planning and teaching. For example, in a unit on Explorers with a grade 5 group at the beginning of the school year, the following notetaking chart was used (Ibuki, 1989). Upon completion, the students wrote a paragraph, a sample of which follows in FIGURE 7.

## FIGURE 6: NOTETAKING CHART

<b>EXPLORER</b>	
<b>Where from?</b>	
<b>Where to?</b>	
<b>When?</b>	
<b>Why?</b> Reasons for exploration.	
<b>How?</b> Methods of travel.	
<b>Problems on the voyage.</b>	
<b>What done?</b> <b>FINDINGS</b>	
<b>Further voyages...</b> <b>When? Where?</b>	

## FIGURE 7: STUDENT'S PARAGRAPH

**SAMUEL DE CHAMPLAIN**

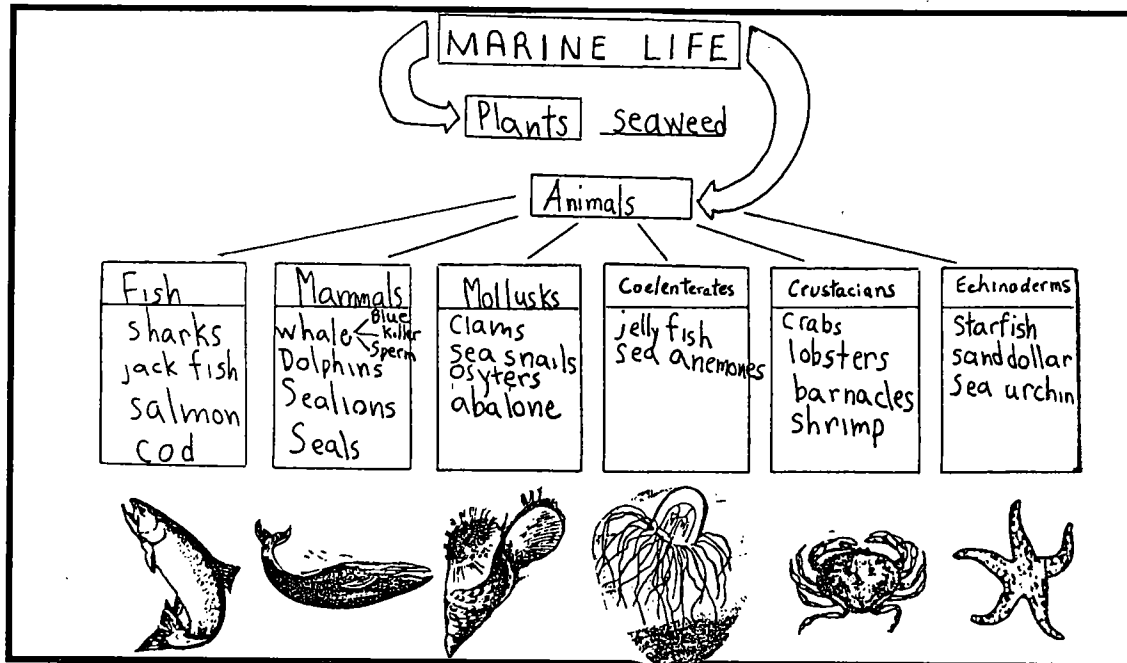
Samuel de Champlain was a great explorer who lived in France and came here to Canada in 1603. He came here to explore, look for the Northwest Passage, draw maps, to get fur, and set up a colony and live here. They came here on the St. Julien. Like the Vikings they also had lots of problems. The most common problem they had was scurvy. That was a disease from not having healthy food. Some of the other problems were the rivers were too rapid, no shelter, no washroom and the Iroquois Indians. They also had further voyages in 1613, Montreal, 1615, the Great Lakes. Also Champlain was called the Father of Canada because he was the first person to set up a colony.

by Judy Tien

The following Marine Life visual was used at the conclusion of a unit with a grade 4 class. It was an excellent way to review and summarize the entire content of the unit.

**FIGURE 8: MARINE LIFE**

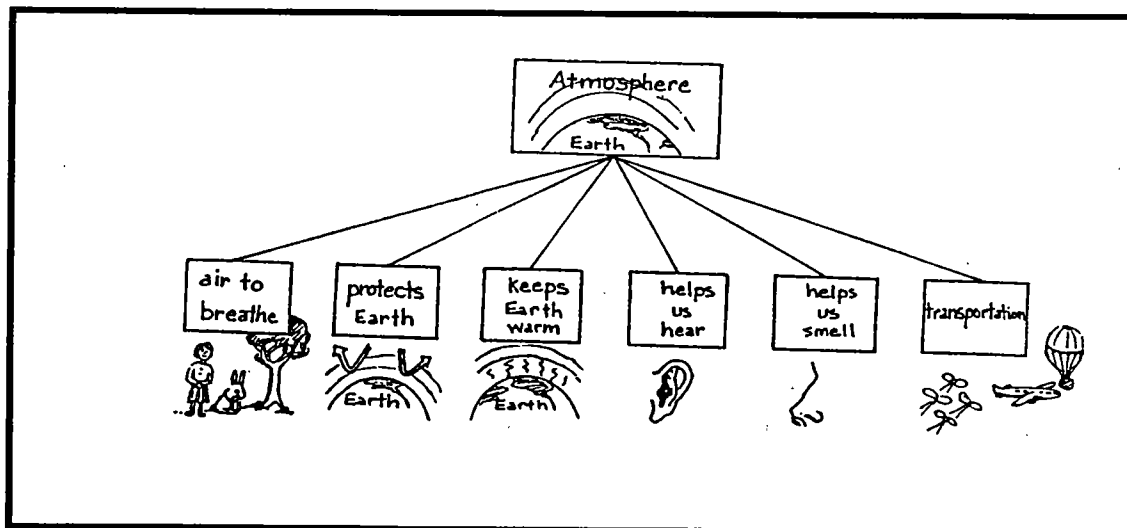
[Editor's Note: This visual originally filled an entire page so that each student had his/her own chart to fill in.]



This unit was cooperatively planned and taught with ANNE LISTER, teacher, Strathcona Elementary, 1990.

**FIGURE 9: ATMOSPHERE**

Similarly, the following chart, or key visual was used at the conclusion of a primary ESL unit. Many oral and written activities could be generated from the chart.



## FIGURE 10: THE CHINESE IN BRITISH COLUMBIA

In the action strip shown below, a grade 5 student illustrated the history of the Chinese in British Columbia. This illustration quickly revealed the student's misconception about the role the Chinese played in building the railway! The student did not understand that Chinese workers had done the manual labour of laying the tracks, but instead thought that they had driven the locomotives. Note the teacher's question at the top of this sample. Without the illustration to clarify the information recorded on the simple timeline below, the teacher might well have thought that the student understood more than he actually did.

*Were the Chinese engineers?*

Dates:	<u>1858</u>	<u>1886</u>	<u>1890</u>	<u>1940</u>
Jobs:	<u>Gold</u>	<u>Gold</u> <u>C.P.R.</u>	<u>Chinatown</u> <u>laundry</u> <u>farming</u> <u>restaurant</u>	<u>anything</u> <u>Racing</u>

The Chinese in B.C. Name Edward

This unit was cooperatively planned and taught with **BOB MOORE**, teacher, Strathcona Elementary, 1987.

## FIGURE 11: THE ENVIRONMENT

Currently, a grade 3 teacher and I are planning a unit on the environment. As part of it, we wanted to teach the word "biodegradable." To do this, we developed the comparison chart shown on the following page [Editor's Note: The chart has been reduced from its original full-page format]. The students predict what will happen before burying the four items listed on the chart. In three weeks, we will dig up each item and observe what actually happened. This will lend itself readily to teaching, among other things, the language of comparison. For example, "The lettuce went back to the soil, but the plastic and styrofoam did not."

While this unit is still underway, there is every reason to predict that the use of visuals which provide an organizational framework for knowledge will assist students to learn both the language of the topic and its conceptual relationships.

## BACK TO THE EARTH — IS IT BIODEGRADABLE?

	What will happen? Will it go back to the earth?	What happened?
<b>Apple core</b>		
<b>Lettuce</b>		
<b>Styrofoam</b>		
<b>Plastic</b>		

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### FIGURE 12: CHINATOWN FIELD TRIP

In another current unit, a checklist of "What We Saw on Pender Street" was made with a grade 2 group while on a field trip in Chinatown. As part of the follow-up, a large chart was made by each group. A similar, but much smaller chart was completed by each child (see FIGURE 12). Instead of drawing a symbol, as was done on the large chart, a check was placed in the boxes to indicate the number of each item seen on Pender Street. Each child is now writing five sentences which tell what we saw on Pender Street. For example, "We saw five churches on Pender Street." Next, we will write sentences which compare two items. For example, "There are six butcher shops, but only three bakery shops." Also, vocabulary such as "more", "most", "fewer" and "least" can all be taught in context.

## What We Saw On Pender Street

Libraries										
Bakery Shops										
Barber Shops										
Butcher Shops										
Co-ops										
Churches										
Drug Stores										
Gift Shops										
Grocery Stores										
Hotels										
Parking Lots										
Restaurants										
Schools										
Services										
Travel Agencies										
Houses										

## CONCLUSION:

1. Using the Knowledge Framework when planning with teachers is the next logical step in increasing the academic achievement and language proficiency of ESL students in library resource centres.
2. It can be easily seen that what has been outlined here is not just valid for ESL students. To meet the needs of *all students*, schools in the Vancouver School District are now asking for inservice sessions in this approach.
3. During the past school year, all teacher-librarians in Vancouver attended a workshop to introduce key visuals, and an interest group is continuing. The "ESL Funds For Excellence Project," as it was called, consisted of a number of teams from various schools. Currently, the Vancouver School Board offers staff development training called "A Framework for Teaching and Learning." This incorporates the work done in the ESL Fund For Excellence Project. In addition, the work done in the ESL project is now playing a critical role in the further development of the district-wide ESL program.
4. The revised ESL Resource Book, to be published by the Ministry of Education, is built on the work that has been done in the ESL Funds For Excellence Project. It contributes to the cooperative program planning and teaching process and incorporates the ideas which have been touched upon briefly in this report. When published, the document will be well worth examining by all teacher-librarians, not just those dealing with ESL students.
5. The activities generated from the Knowledge Framework and the use of Key Visuals strongly supports critical components of the new Primary and Intermediate Programs. Students engage in activities which integrate and interrelate listening, speaking, reading, writing and thinking skills with the content areas of curriculum.
6. The VSB district staff contact person who works closely with teacher-librarians is Wendy Shaw, Cooperative Program Planning and Teaching Resource Teacher — English as a Second Language.



# THE CANADIAN CHILDREN'S BOOK CENTRE

YOUR RESOURCE FOR READING ACTIVITIES

## CANADIAN CHILDREN'S BOOK WEEK 1990

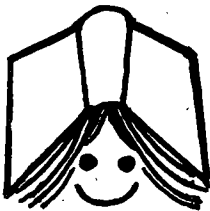
This year, Canadian Children's Book Week will take place from November 3 to 10. Organized by The Canadian Children's Book Centre, Book Week 1990 will join in celebrations of International Literacy Year with the theme Reading: A Lifelong Adventure.

Your library can participate in Canadian Children's Book Week 1990 by hosting an author or illustrator reading or planning your own "literacy event" and encouraging children to read good Canadian children's books. Contact the Centre for information and ideas on how you and your library can be part of Reading: A Lifelong Adventure as we celebrate Canadian children's books, authors and illustrators this and every year.

## SHARE OUR STORY - Canadian Multicultural Books for Young People

Young readers have an opportunity to understand and appreciate our country's unique multicultural makeup through Canadian children's books. This special bibliography includes annotations for each title, all dealing with the many aspects of contemporary multiculturalism in Canada. In addition, twenty-two biographies provide detailed insights into the authors and illustrators who have created some of these important books for Canadian children. Price: \$4.50.

The Canadian Children's Book Centre is your reference and information source. Write or call today for information on educational materials and services available from the Centre. Ask about our special discounts for bulk orders.



THE CANADIAN CHILDREN'S BOOK CENTRE  
229 COLLEGE STREET - 5TH FLOOR  
TORONTO, ONTARIO  
M5T 1R4

(416) 597-1331

**NEW AND NOTEWORTHY**  
**RECOMMENDED BOOKS FOR YOUNG READERS FROM**  
**THE CANADIAN CHILDREN'S BOOK CENTRE**

**CIRCLE OF LIGHT**

In this remarkable first novel, Eliane Corbeil Roe reveals the deepest emotions and fears of a young girl. Faced with pressures from school, family and friends, young Lucy must discover her own inner strength and character in order to be happy with herself. Circle of Light is a stunning achievement examining as it does the quiet inner workings of a young mind. For ages 11 to 14.

By Eliane Corbeil Roe  
Harper & Collins \$15.95  
0-00-223498-X

**BENJAMIN AND THE PILLOW SAGA**

This beautiful picture book confirms Stéphane Poulin's tremendous talent as both author and illustrator. Soft, evocative illustrations provide a brilliant complement to Benjamin's tender, gentle story resulting in the artist's finest work to date. Winner of 1989 Governor-General's Literary Award for Illustration. For ages 4 - 8.

Written and illustrated by Stéphane Poulin  
Annick Press \$5.95/\$12.95  
1-55037-068-5/1-55037-069-3

**ONE THOUSAND CRANES**

Commissioned by Vancouver's renowned Green Thumb Theatre, this play helps children examine the realities of nuclear war. Colin Thomas interweaves two stories: a contemporary Canadian boy confronting his fear of nuclear war; and a true account of a young Japanese girl who died from leukemia following the Hiroshima bombing. This powerful award-winning play looks at the nuclear threat with insight and sensitivity. For ages 9 - 16.

A play by Colin Thomas  
Simon & Pierre \$9.95  
0-88924-189-9

**THE WILDLIFE 123**

This counting book features richly detailed illustrations of wild animals in bright, striking colours and designs. Jan Thornhill combines her artistic talent and concern for wildlife in unique portraits of animals in their natural habitat. The Wildlife 123 is a book which will delight children of all ages. For ages 4 - 7.

By Jan Thornhill  
Greedy de Pencier \$16.95  
0-920775-39-X

## WEATHERWATCH

Weather in all its wonder, splendor and glory, is the subject of Val Wyatt's third non-fiction book. Facts, experiments and information on such current weather issues as acid rain, ozone depletion and the greenhouse effect are packed into this brightly illustrated, fascinating book. For ages 8 - 12.

By Valerie Wyatt

Illustrations by Pat Cupples

Kids Can Press \$9.95

0-921103-63-8

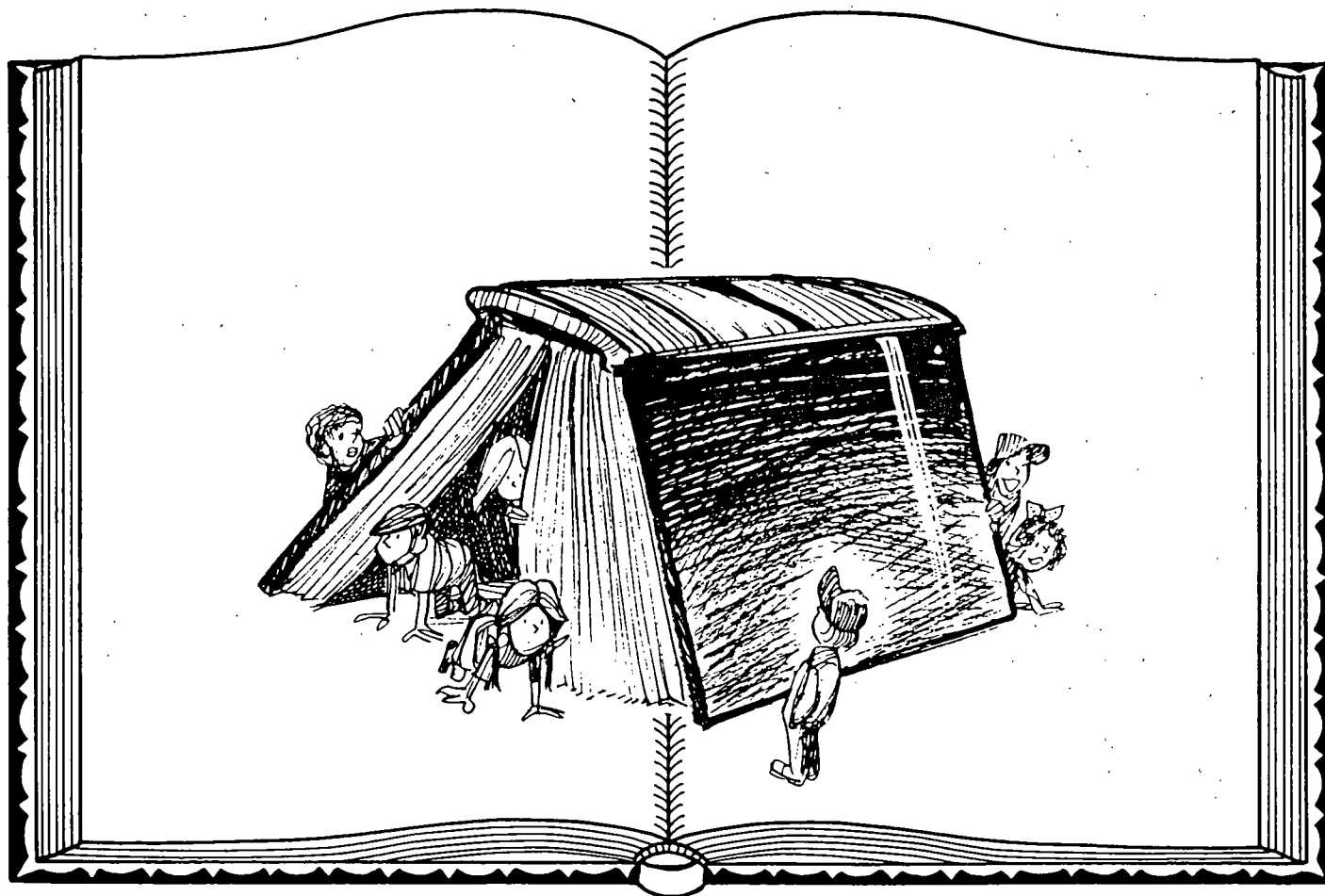
## DOG RUNNER

This gripping story of the North examines the challenges, defeats and ultimate triumphs of a young Métis teenager as he prepares for a dog-sled race. In addition to facing his native past, Jim Redcrow must also deal with peer pressures and financial worries. The exciting final chapters reveal the young protagonist's maturity and understanding of himself. For ages 12 - 16.

By Don Meredith

Western Producer \$12.95

0-88833-293-9



# FRENCH LANGUAGE RESOURCES

compiled by **MARILYN MILLER**, chair, French Resources Project, and the following contributors: **LIZ GOWAN**, Aubrey Elementary, **MIRIAM McGOWAN**, Morley Elementary, and **JANE ALLEN**, Sperling Elementary, S.D. # 41 (Burnaby)

Teacher-librarians of the elementary dual-track schools in Burnaby have prepared two lists (Les livres répétitifs and Picture Books in English and French) which may be of interest to other teacher-librarians of French Immersion or Programme Cadre schools, or to teacher-librarians in schools piloting the new grade four (Intermediate I) FSL program. If other teacher-librarians would like to add to these bibliographies, they are asked to send their suggestions (with publisher, dates and ISBN's, if possible) to Marilyn Miller, c/o Schou Education Centre, 4041 Canada Way, Burnaby, BC, V5G 1G6.

## LES LIVRES REPETETIFS

Alexander, Martha.	<u>Un ours pas comme les autres.</u>	Editions Duculot, 1981.
Blake, Quentin.	<u>Un, deux, trois, Monsieur Pétunia.</u>	Gallimard, 1983.
Burningham, John.	<u>Le panier de Stéphane.</u>	Flammarion, 1980.
	<u>Preférerais-tu?</u>	Flammarion, 1978.
	<u>La maison que Pierre a bâtie.</u>	Nathan, 1973.
Elzbieta.	<u>Je voudrais un petit garçon.</u>	L'Ecole des loisirs, 1988.
Ginsburg, Mirra.	<u>Un poussin et un caneton.</u>	Flammarion
Green, John.	<u>Un troll, c'est drôle.</u>	Scholastic-TAB, 1982.
Grindley, S.	<u>Elle court, elle court la souris.</u>	Flammarion.
Handy, Libby.	<u>C'est moi qui mène.</u>	Scholastic-TAB, 1982.
Howell, L. & R.	<u>Le nouveau lit de Natalie.</u>	Nathan, 1985.
Kent, Jack.	<u>Le petit poussin.</u>	Editions du sorbier, 1983.
Kraus, Robert.	<u>Où vas-tu, Petit Souris?</u>	L'Ecole des loisirs, 1987.
	<u>Viens jouer avec moi, Petit Souris.</u>	L'Ecole des loisirs, 1987.

Mayer, Mercer.	<u>Moi-tout seul.</u> <u>Mes caprices et moi.</u> <u>Grand comme moi.</u> <u>Mon pyjama et moi.</u>	} } Deux coqs d'or, 1987. }
	<u>Ma maman et moi.</u>	Deux coqs d'or, 1978.
	<u>Si j'avais un gorille.</u>	Gallimard, 1980.
Robert, Jacques.	<u>Qui est la?</u>	Marcel didier, 1985.
Stinson, Kathy.	<u>Le rouge c'est bien mieux</u>	Annick, 1986.
West, Colin.	<u>Solut grand gros crapaud.</u> <u>Pas moi! dit le singe.</u> <u>Coin, coin dit la chevre.</u> <u>Le cateur.</u>	Drolalire, 1987.
	<u>Pardon? dit la girafe.</u>	Drolalire, Grund, 1986.
Wood, Audrey.	<u>Vit comme en grillon.</u>	Heritage Jeunesse, 1987.

## PICTURE BOOKS IN ENGLISH AND FRENCH

Ahlberg, Janet & Allen.	<u>Each peach, pear, plum.</u> <u>Prune, pêche, poire, prune.</u>	Wm. Collins Sons, 1978. Gallimard, 1982.
Allison, B.	<u>Mandy &amp; the flying map.</u> <u>Annie et la carte volante.</u>	
Averill, E.	<u>The fire cat.</u> <u>Pompon, le chat-pompier.</u>	Scholastic, 1981.
Barrett, Judi.	<u>Animals should definitely not wear clothing.</u> <u>Il ne faut pas habiller les animaux.</u>	Atheneum, 1970. L'Ecole des loisirs, 1971.
Bemelmans, Ludwig.	<u>Madeline.</u> <u>Madéline.</u>	L'Ecole des loisirs, 1985.
Benchley, Nathaniel.	<u>Strange disappearance of Arthur Cluck.</u> <u>Arthur a disparu.</u>	L'Ecole des loisirs.
	<u>Berenstain bears...</u>	
Berg, Leita, & John Walmsley.	<u>In a house I know.</u> <u>Dans ma maison.</u>	Methuen Children's Books, 1981. Editions Gamma, 1986.

Bourgeois, Paulette.	<u>Franklin in the dark.</u> <u>Benjamin et la nuit.</u>	Scholastic. Scholastic.
Bridwell, Norman.	<u>Clifford.</u> <u>Bertrand series...</u>	Scholastic. Scholastic.
	<u>Clifford's Halloween.</u> <u>Bertrand fête l'halloween.</u>	Scholastic, 1966. Scholastic, 1966.
Burningham, John.	<u>The friend.</u> <u>L'ami.</u>	Flammarion.
	<u>The dog.</u> <u>Le chien.</u>	
	<u>The blanket.</u> <u>La couverture.</u>	
	<u>The School.</u> <u>L'école.</u>	
	<u>Harquin.</u> <u>Harquin.</u>	Bobbs, 1967. Flammarion.
	<u>Would you rather?</u> <u>Préfererais-tu?</u>	
	<u>Mr. Gumpy's outing.</u> <u>La promenade de M. Gumpy.</u>	Holt, 1970.
	<u>Trubloff.</u> <u>Trubloff.</u>	Flammarion.
Carle, Eric	<u>The very hungry caterpillar.</u> <u>La petite chenille qui faisait des trous.</u>	World, 1969.
Cole, Babette	<u>The problem with my mother.</u> <u>Le problème avec ma mère.</u>	
	<u>The trouble with dad.</u> <u>Le problème avec mon père.</u>	1985. Seuil, 1985.
Cole, Joanna.	<u>Magic school bus inside the earth.</u> <u>L'autobus magique et la classe à l'eau.</u>	Scholastic. Scholastic.
Drawson, B.	<u>Do something special on my birthday.</u> <u>Fais quelque chose d'extraordinaire le jour de ton anniversaire.</u>	
	<u>I like hats.</u> <u>J'adore les chapeaux.</u>	Scholastic.

Ets, M.H.	<u>In the forest.</u> <u>Dans la forêt.</u>	Viking, 1944.
Fernandes, E.	<u>A difficult day.</u> <u>Quelle journée.</u>	Scholastic.
Gagnon, Cecile.	<u>Snowfeather.</u> <u>Plumeneige.</u>	Lorimer, 1980. Les Editions, Montréal.
Gay, Marie-Louise.	<u>Moonbeam on a cat's ear.</u> <u>Voyage au clair de lune.</u>	Stoddart, 1986.
	<u>Rainy day magic.</u> <u>Magie d'un jour de pluie.</u>	Stoddart, 1978.
Grahame, Kenneth.	<u>The open road.</u> <u>La roulotte jaune.</u>	Scribner, 1979.
Green, J.	<u>There's a dragon in my closet.</u> <u>Un dragon dans la garde-robe.</u>	Scholastic, 1978.
Handy, L.	<u>Boss for a week.</u> <u>C'est moi qui mene.</u>	Scholastic.
Harris, D.	<u>Four seasons for Toby.</u> <u>Theo et les quatre saisons.</u>	Scholastic. Scholastic.
Hautzig, Deborah.	<u>The story of the nutcracker.</u> <u>La grande nuit de la petite sorcière.</u>	
Hoban, Lillian.	<u>The stick in the mud turtle.</u> <u>Les tortues de la mare.</u>	Greenwillow, 1977
Hoban, Russell.	<u>A bargain for Frances.</u> <u>Une bonne affaire pour Frances.</u>	
Huchet, Claire.	<u>Five Chinese brothers.</u> <u>Les cinq frères chinois.</u>	
Hughes, Shirley.	<u>All shapes - sizes.</u> <u>C'est différent.</u>	Walker, 1986. Gallimard jeunesse, 1986.
	<u>Colours.</u> <u>De toutes les couleurs.</u>	Gallimard, 1986.
Hutchins, Pat.	<u>Happy birthday Sam.</u> <u>Bon anniversaire Sam.</u>	Greenwillow. Duculot.
Kellogg, Steven.	<u>The island of the Skog.</u> <u>L'île au splashoum.</u>	Dial, 1973.
	<u>Much bigger than Martin.</u> <u>Bien plus grand que Martin.</u>	Dial, 1976. L'Ecole des loisirs, 1983.

Kitamura, Satoshi.	<u>When sheep cannot sleep.</u> <u>Un mouton trop bien réveillé.</u>	A & C Black. Flammarion.
Kovalski, M.	<u>Brenda and Edward.</u> <u>Martha et Edouard.</u>	
	<u>The wheels on the bus.</u> <u>En attendant l'autobus.</u>	Scholastic.
Kraus, Robert.	<u>Leo the late bloomer.</u> <u>Léo.</u>	
	<u>Where are you going little mouse?</u> <u>Ou vas-tu, petite souris.</u>	L'Ecole des loisirs, 1987.
Kroll, S.	<u>The biggest pumpkin ever.</u> <u>La plus grosse citrouille.</u>	
Lionni, Leo.	<u>Alexander &amp; the wind up mouse.</u> <u>Alexandre et la souris mécanique.</u>	Pantheon, 1969.
	<u>Cornelius: a fable.</u> <u>Cornelius: une fable.</u>	Pantheon, 1983. L'Ecole des loisirs, 1983.
	<u>Fish is a fish.</u> <u>Un poisson est un poisson.</u>	Pantheon, 1979. L'Ecole des loisirs, 1972.
	<u>Frederick.</u> <u>Frédéric.</u>	
	<u>Six crows.</u> <u>Six corbeaux.</u>	L'Ecole des loisirs, 1988.
Lobel, Arnold.	<u>A treeful of pigs.</u> <u>L'arbre aux cochons.</u>	Greenwillow, 1979.
	<u>The book of pigericks.</u> <u>Cochontines.</u>	Harper Trophy, 1983. L'Ecole des loisirs, '84.
	<u>Lucille.</u> <u>Isabelle.</u>	Harper, 1962. L'Ecole des loisirs, 1972.
	<u>Mouse tales.</u> <u>Sept histoires de souris.</u>	Harper, 1972. L'Ecole des loisirs, 1974.
	<u>Frog &amp; toad are friends.</u> <u>Rabekit et Bufolet.</u>	Harper, 1970. Scholastic, 1970.
	<u>Owl at home.</u> <u>Hulul.</u>	Harper, 1975. Scholastic, 1975.
	<u>Mouse soup.</u> <u>La soupe à la souris.</u>	Harper, 1977. L'Ecole des loisirs, 1978.

Mayer, Mercer	<u>Just grandpa et moi.</u> <u>Grand-papa et moi.</u>  <u>....et moi series.</u>  <u>There's something in my attic.</u> <u>Il y a un cauchemar dans le grenier.</u>	Whitmar Golden. Deux coqs d'or.    L'Ecole des loisirs, 1988.
Minarik, Else.	<u>Little Bear.</u> <u>Petit-ours.</u>  <u>Little Bear's friend.</u> <u>L'aime de petit-ours.</u>  <u>Little Bear's visit.</u> <u>Petit-ours en visite.</u>	Harper. L'Ecole des loisirs.
Morgan, A.	<u>Sadie and the snowman.</u> <u>Le bonhomme d'Hélène.</u>	Scholastic, 1985. Scholastic, 1985.
Munsch, Robert	<u>The paper bag princess.</u> <u>La princesse à la robe de papier.</u>  <u>Thomas's snowsuit.</u> <u>L'habit de neige.</u>  <u>David's father.</u> <u>Papa, reveille-toi.</u>  <u>Murmel, Murmel, Murmel.</u> <u>Le bébé.</u>  <u>Mortimer.</u> <u>Le dodo.</u>  <u>The boy in the drawer.</u> <u>Le désordre.</u>	Scholastic. Scholastic.  Annick. La courte échelle.  Annick. La courte échelle.  Annick. La courte échelle.  Annick. La courte échelle.
Myers, B.	<u>My mother is lost.</u> <u>Maman s'est perdue.</u>  <u>Not this bear.</u> <u>Je ne suis pas un ours.</u>	Scholastic, 1978. Scholastic, 1970.  Scholastic, 1967. Scholastic, 1967.
Nobel, Trinka.	<u>Jimmy's boa bounces back.</u> <u>Le retour du boa.</u>	L'Ecole des loisirs, 1985.
Oppenheim, J./Reid, B. Duchesne/Reid	<u>Have you seen birds?</u> <u>Ah, ces oiseaux.</u>	Scholastic. Scholastic.
Paola, Ide	<u>Nana upstairs. Nana downstairs.</u> <u>Nanie d'en haut et Nanie d'en bas.</u>	Paris Edit. du Centuriou, 1983.

Potter, Beatrix.	<u>... Series.</u>	
Poulin, Stephane	<u>Can you catch Josephine?</u> <u>Peux-tu attraper Josephine?</u>	Tundra Books.
Rayner, Mary.	<u>Mr. &amp; Mrs. Pig's evening out.</u> <u>Monsieur et madame Porcinet dient en ville.</u>	Atheneum, 1976.
Rey, H.A.	<u>Curious George</u> <u>Georges.</u>	Scholastic.
	<u>Curious George at the fire station.</u> <u>Georges et les pompiers.</u>	
	<u>Curious George goes hiking.</u> <u>Georges part en excursion.</u>	
	and others!!!	
Rockwell, Anne	<u>In our house.</u> <u>Dans notre maison, il y a.</u>	Harper & Row, 1985 Flammarion, 1987
Ross, T.	<u>The magic apple.</u> <u>Mackintosh et la pomme enchantée.</u>	1985. Gallimard, 1985.
	<u>The haunted house.</u> <u>Mackintosh et la maison hantée.</u>	1985.
Scarry, Richard.	English titles... <u>A la ferme....&amp; others.</u>	Deux coqs d'or.
Sendak, Maurice.	<u>Where the wild things are.</u> <u>Max et les maximonstres.</u>	L'Ecole de loisirs, 1967.
	<u>Pierre: a cautionary tale.</u> <u>Pierre: un conte très moral.</u>	
	<u>In the night kitchen.</u> <u>Cuisine de nuit.</u>	L'Ecole des loisirs, 1972.
Staunton, Ted.	<u>Puddleman.</u> <u>L'homme de boue.</u>	Kids Can Press, 1988. Scholastic, 1988.
Steig, William.	<u>Doctor De Soto.</u> <u>La suprenante histoire du docteur De Soto.</u>	Farrar, 1982. Flammarion.
	<u>Amos and Boris.</u> <u>Amos et Boris.</u>	Farrar, 1971. Flammarion, 1985.
	<u>Caleb &amp; Kate.</u> <u>Caleb et Kate.</u>	Farrar. Flammarion.

	<u>The amazing bone.</u> <u>Histoire d'un OS prodigieux.</u>	Farrar, 1976. Flammarion, 1978.
	<u>Tiffky Doofky.</u> <u>Tiffky Doofky.</u>	Farrar, 1978. Flammarion, 1980.
	<u>Brave Irene.</u> <u>Irène la courageuse.</u>	Farrar, 1986. Flammarion, 1988.
	<u>Farmer Palmer's wagon ride.</u> <u>Le voyage en carriole de Palmier le fermier.</u>	Farrar, 1974. Flammarion, 1975.
	<u>Sylvester &amp; the magic pebble.</u> <u>Sylvestre et le caillou magique.</u>	Farrar. Farrar.
Stevenson, James.	<u>Yuck!</u> <u>Beurk!</u>	1984. L'Ecole des loisirs, 1985.
	<u>Fast friends.</u> <u>Des amis terribles.</u>	Greenwillow, 1985. L'Ecole des loisirs, 1980.
	<u>Emma.</u> <u>Emma.</u>	Greenwillow, 1985. L'Ecole des loisirs, 1985.
	<u>That dreadful day.</u> <u>Un jour affreux.</u>	1985. 1985.
	<u>Monty.</u> <u>Monty.</u>	
	<u>We can't sleep.</u> <u>On n'a pas sommeil.</u>	1982.
	<u>There's nothing to do.</u> <u>On ne sait pas quoi faire.</u>	1986.
	<u>No friends.</u> <u>Pas d'amis.</u>	1986. 1986.
	<u>Worse than Pierre.</u> <u>Pire que Pierre.</u>	1984.
	<u>What's under my bed.</u> <u>Qu' y a-t-il sous le lit?</u>	1983. 1983.
	<u>We hate rain.</u> <u>Horrible pluie!</u>	1988. 1988.
Stinson, Kathy.	<u>Teddy Rabbit</u> <u>Nounours-Lapin.</u>	Annick, 1988. Annick, 1988.
Slobodkina, Esphyr.	<u>Caps for sale.</u> <u>Casquettes à vendre.</u>	Scholastic, 1986. Scholastic, 1986.

- Thurman, Mark. Old friends, new friends.  
De vieux amis, de nouveaux amis.
- Tison, A. Barbapapa series.
- Ungerer, Tomi. Crictor.  
Crictor.
- Zeralda's giant.  
Le géant de Zeralds.
- The three robbers.  
Les trois brigands.
- Vincent, Gabrielle. Ernest and Celestine.  
Ernest et Célestine. Greenwillow, 1982.  
L'Ecole des loisirs, 1984.
- and other titles...
- Wabbes, Maria Good Night Little Rabbit.  
Bonne nuit Petit Lapin. Walker Bods, 1987.  
Editions du sorbier, 1987.
- L'anniversaire de Petit Lapin.  
Le jardin de Petit Lapin.  
Il neige Petit Lapin.
- Wells, Rosemary Max's Birthday.  
L'anniversaire de Max. Dial.  
L'Ecole des loisir, 1988.
- Max's Bath.  
Le Bain de Max. Dial.  
L'Ecole des loisir, 1985.
- Stanley and Rhoda.  
Sebastien et Olivia.
- Timothy goes to school.  
Timothee va à l'école.
- Wildsmith, Brian. Squirrels.  
Ecureuils au bois. Oxford, 1974.  
Flammarion, 1979.
- Hunter and his dog.  
Le chasseur et son chien. Oxford, 1979.  
Flammarion, 1979.
- Professor Noah's spaceship.  
Le vaisseau spatial du professeur Noé. Oxford, 1980.  
Flammarion, 1980.
- The true cross.  
La legende de la vraie croix. Oxford, 1977.  
Flammarion, 1977.
- The little wooden duck.  
Le canard carolin. Oxford, 1972.  
Flammarion, 1978.

Wilheim, Hans.

Let's be friends again.  
Restons bons copains.

Wood, Audrey.

The napping house.

Une maison à dormir debout.

Quick as a cricket.  
Vif comme un grillon.

Zolotow, Charlotte.

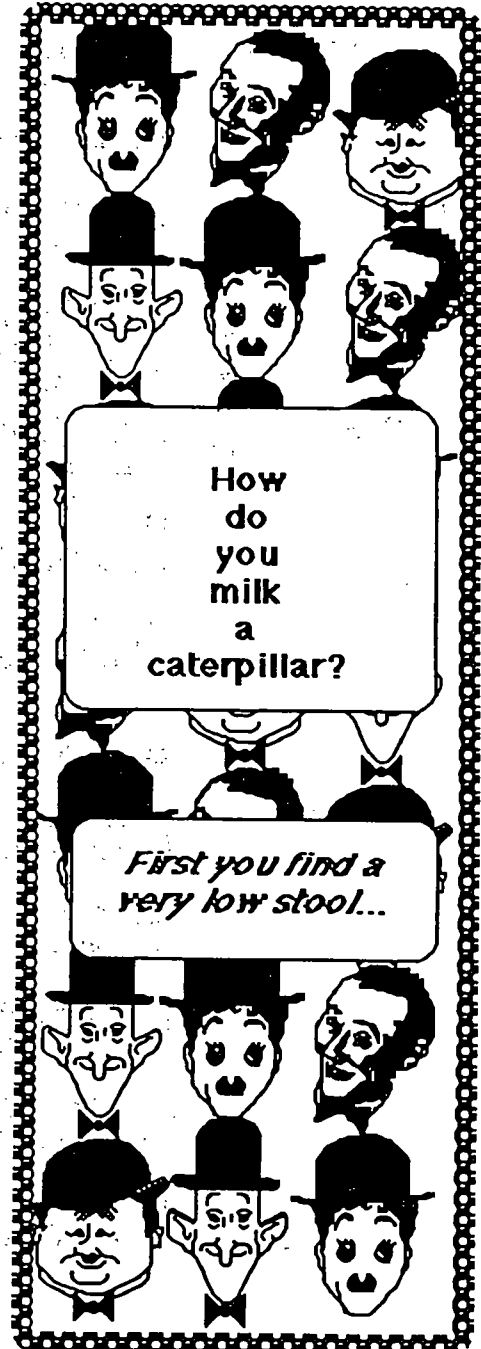
My friend the old lady.  
Mon amie la vieille dame.

Crown, 1986.  
Album Jeunesse Hammar,  
1986.

Harcourt, Brace,  
Jovanovich.  
Deux Cogs d'or.

Child's Play, 1982.  
Héritage Jeunesse, 1982.

Gallimard, 1984.



# LOST IN THE SECRET GARDEN

by MELISSA CHOWDHURY, grade 10 student, Point Grey Secondary School, SD#39 (Vancouver).

*Besides writing, nothing sends me through the stratosphere more than the discovery of a good, solid classic novel.* There are hundreds to choose from, ranging from pretty little scraps such as Agnes Gray, to solemn one-sentence-per-day opii like Crime and Punishment. They're out there, just waiting, having withstood centuries of wear and tear and criticism. They're the classics, not necessarily English classics (Voltaire in the English creaks horribly) but the true essence, the originals of the plots and themes that modern novels try to imitate.

One paragraph and I'm lost. Sometimes even just the first line... "A surging, seething, murmuring crowd, of beings that are human only in name..." I was trapped in the French Revolution for hours. "1801 — I have just returned from a visit to my landlord, the solitary neighbour I shall be troubled with..." I was all alone on the harsh moors around Thrushcross Grange.

I don't know how many long days I've wasted this way. Call me a romantic, or call me a procrastinator, I don't much care, only leave me my bookshelf.

Recently I discovered a large series of medieval whodunits by a woman who writes as Ellis Peters. Brother Cadfael, ever wise and understanding, is her main detective. After becoming completely oblivious to everything around me, the chair my feet are resting upon becomes the high stone altar; the window I am staring blindly out of is the casement window "where fell the young warrior." I'm hooked.

More addictive than soaps, and parentally approved, the true classic novel can suit any tastes at all. The Secret Garden would probably not interest the reader who was into War and Peace, nor would Historia Regem Britanniae capture the same reader as Jane Eyre.

But sooner or later they'll get you. There's no escape.

Sometimes I go to the downtown library, purely out of masochism, just to try and walk past the "litera-

ture" racks. I've never made it. I get two steps along, then suddenly Idylls of the King fairly jumps out at me. It isn't literature, I tell myself, it's just poetry.

Yeah, right. But look out — Henry James and Charles Dickens are getting ready to leap off the shelf! And wait — isn't that a new full length audiotape of Wuthering Heights?

The reasonable way of avoiding this is, of course, to leave my library card at home. But even that doesn't work. I have friends at the library who insist on checking novels out on their cards for me. At least that way I'm under more obligation to return them in time. I kept my first copy of dear old Jane Eyre for several months.

So I'm locked in the labyrinths and gardens which hide under cover of a binding and title, lost forever. It makes me look like an introverted weirdo with a hearing problem, walking down the halls at school with a battered old tome in my hand, but half the time I'm miles away and nothing registers.

Christmas holidays are the worst. The snow starts falling and bang, I'm sitting by the fire with a mug of hot chocolate wondering whether Queen Guinevere will be axed for murdering Gawain or if Lancelot will joust for her. And that's the mark of the classic. Each reading is more like déjà vu than a re-read. Every time, the casement windows are just as high and steeply walled, the barren moors stretch to the same horizons. Every time, the characters are just as tragic, just as pompous or humbly wise.

Sometimes it gets really confusing. Did Jane Eyre elope with Hareton Earnshaw? Was Armand St. Just the Scarlet Pimpernel or was that Heathcliff? Where's Cadfael, he's the only one who could make sense of all this?



# SCHOOL LIBRARIES IN CANADA

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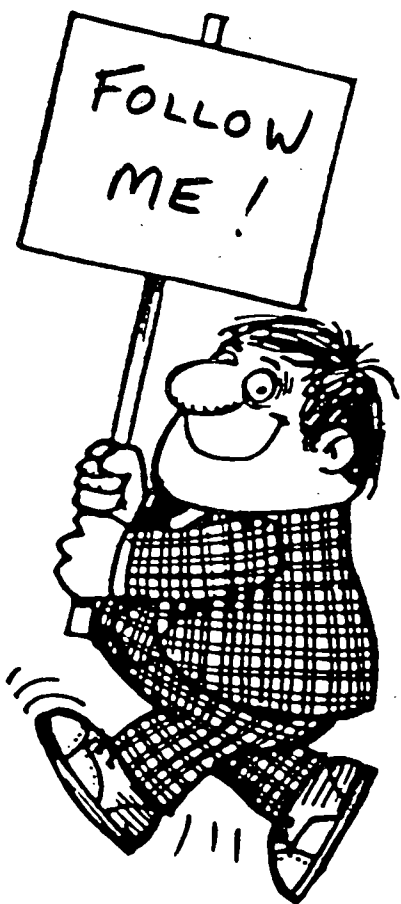
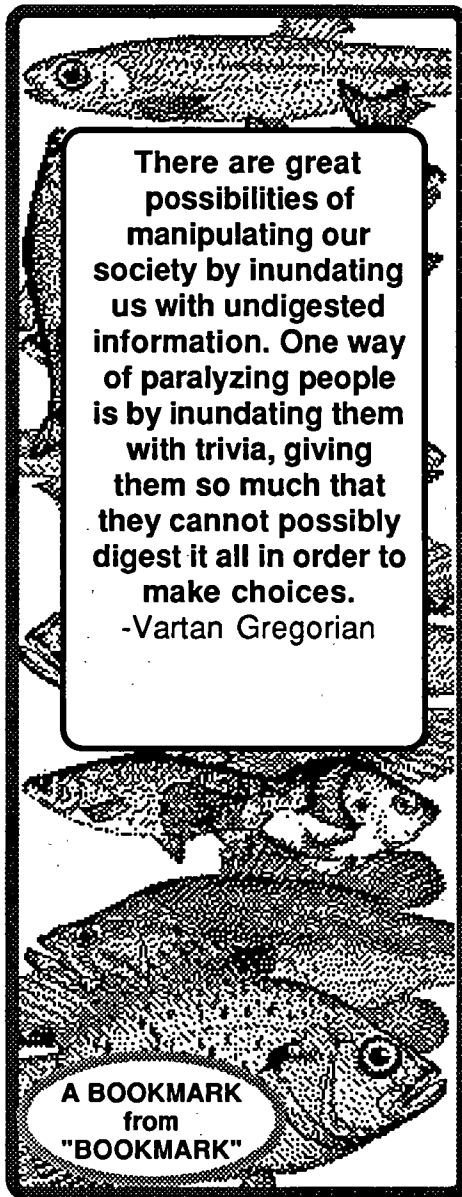
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# REGULAR FEATURES





# THE PORTRAIT DEBORAH TURNEY ZAGWYN

by LINA DONOFRIO, teacher-librarian,  
Roberts Annex, SD #39(Vancouver).

Deborah Turney Zagwyn lives in Harrison Hot Springs with her husband, Lea, and her daughter, Sonia. Born in Cornwall, Ontario, Deborah moved with her family to BC when she was three years old and spent most of her elementary school years in the Kootenays. It was while she was growing up in that area that she got many of the ideas and images for her books. Although she studied art for two years and received her Fine Arts Diploma from Fraser Valley College in Abbotsford, Deborah considers herself to be self-taught. She has always been interested in drawing and has done printmaking, weaving, wall murals and water colour. She has exhibited in galleries in Seattle, Prince George and Chilliwack.

The first book Deborah illustrated was A winter's yarn by Kathleen Waldron. She claims that she used many of her neighbours for the animal characters she created for the book. Her second book, Mood pocket, mood bucket (1989) she both wrote and illustrated. It is a large format book with wonderfully colourful and detailed illustrations that fill the whole page. The book is based on a true adventure that her daughter had with her neighbour, Laslo. Following a heavy rain, the lower pastures became flooded and six cows went through the fence. They were rescued by Laslo and stored in his basement. Sonia helps Laslo round up the cattle with the mud bucket. Sonia is a delightful little girl who "had wild red hair that stuck up in two tufts." She had "faces for every mood and occasion" and many "looked like the faces in the family photo album." "You have your mother's smile and your gramma's frown ... and your father's forehead and your grampa's nose."

Sonia's eccentric neighbour, Laslo, whose "Wreck Ranch" has a wonderful collection of old T.V. sets, used rubber tires and used fridges" once saved the baby chicks in the hen house by making Keep Out Coyote signs around the chicken coop."

Due to be published in the autumn of 1990, the third book written and illustrated by Ms. Zagwyn is The pumpkin blanket. It focuses on how the main character, Clee, and her pumpkins grow. The story sprang from a friend's memory of the northern lights. At a reading Deborah Zagwyn gave for a Grade One class at the Main Branch of Vancouver Public Library, I had an opportunity to hear the

text and see the marvelous watercolour illustrations for The pumpkin blanket. It will be hit with all children and a delight to have in any library.

Deborah Zagwyn was a finalist for the 1986 Emilia Francis Howard-Gibbon medal for illustrating A winter's yarn and was short listed in 1989 by BC Book Awards for Mood pocket, mud bucket. She plans to do more writing, illustrating and painting and wants to concentrate more on the writing and less on the pictures. In an article in the Chilliwack Progress, she said, "My illustrations will be quite different this time, and smaller and fewer than the previous books."

Ms. Zagwyn enjoys giving readings at public libraries and schools. She says, "When I go to schools it's such a refreshing change. The children keep me in touch with why I do books in the first place."

Books:

Waldron, Kathleen Cook. A winter's yarn. (illus. by Deborah Turney Zagwyn.) Red Deer: Red Deer College Press, 1986. ISBN 0-88995-27-X

Zagwyn, Deborah Turney. Mood pocket, mud bucket. Markham: Fitzhenry and Whiteside, 1989.

The pumpkin blanket. Markham: Fitzhenry and Whiteside, 1990.





**Question:** We are a senior secondary school and are interested in accessing several data bases for general research purposes but don't know where to start. Can you recommend two or three basic "should haves"?  
From B. Richards, Powell River.

**Answer:** We have done better than that. David Porter is teacher-librarian at Seycove Secondary School in North Vancouver. He is also active in Simon Fraser University's computer messaging service which is open to all BC educators with a modem. As our guest expert, he has some excellent suggestions for readers of The Bookmark.

## ON-LINE DATA BASE OPPORTUNITIES FOR SCHOOLS

There are a large number of data bases and information utilities which are available to BC schools on a user-pay basis. There are also some services available at low cost, or even at no cost.

### No Cost Data Bases

If you have a computer, modem, communications software, and access to a telephone line, you can take advantage of the data base services available through *SFU Xchange* (Faculty of Education, Simon Fraser University). *SFU Xchange* provides electronic mail, computer conferencing, and access to the Grolier Academic Encyclopedia at SFU and the Educational Resources Information Centre (ERIC) data base at UBC. The Grolier encyclopedia is particularly interesting to elementary school students and can provide the necessary experience in data base navigation skills for students or teachers before they tackle more powerful sources at higher cost. The Grolier Encyclopedia data base is updated every six months. The December 1989 version is currently available.

A free ID and password package with a Communications Guide for schools can be obtained from:

*SFU Xchange*  
Faculty of Education  
Simon Fraser University  
Burnaby, B.C.  
V5A 1S6  
(604) 291-3808

A resource binder for *SFU Xchange* is also available for \$25 (including shipping). The resource binder provides more detailed information on the information services than does the free Communications Guide.

*SFU Xchange* is a good deal for schools and provides an even wider array of services than has been mentioned here. Telephone access to *SFU Xchange* is available through dial-up service in the Lower Mainland, through the Datapac network (toll-free) from larger communities in other parts of the province, and through iNET 2000 (fixed rate, user-pay service) from smaller communities throughout B.C. *SFU Xchange* also provides dial-out ports to the Lower Mainland to reach the Vancouver School Board's ED-NET service, as well as network switching services to other systems including Project Cue (CoSy) at the University of Victoria and MTS at the University of British Columbia.

### Low Cost Data Bases

The Vancouver School Board's ED-NET system is available to teachers and schools at no cost or low cost. For \$30 per year, three IDs are available which give the user access to electronic mail, conferencing services, program downloading for MS-DOS computers, as well access to news services including:

- USA Today daily newspaper (Monday - Friday)
- Info Mat computer magazine (weekly)
- Denver Board Watch Magazine

The curriculum data bases on ED-NET are organized in the following manner:

- Birthdays of historical and contemporary figures
- Dates and events in history
- Online thesaurus
- Dictionary of non-sexist words
- International news data base (USA Today)
- Health information data base (USA Today)
- Technology data base (USA Today)
- British Columbia statistics data bases

- British Columbia schools data base
- INFINITY: Canadian History Encyclopedia
- Elements data base
- Area codes data base

ED-NET's rate structure is very simple. There is an annual fee of \$30.00 which provides you with unlimited use of the services listed above. Information about the ED-NET system is available from:

ED-NET USER REGISTRATION  
Media Services and Technology  
Vancouver School Board  
1595 West 10th Avenue  
Vancouver BC V6J 1Z8

Or by FAX from:

ED-NET USER REGISTRATION  
Media Services and Technology  
(604) 736-8564

ED-NET also provides a limited set of computer services to users at no cost. In addition, information about reaching ED-NET from SFU, UBC, or from iNET 2000 can also be obtained from the ED-NET at the address given above.

### User-Pay Information Systems

It is impossible for a library to stay current on all topics of interest to teachers and students. World events and scientific research produce new information on a daily basis. Access to remote data bases in the social sciences can provide a mechanism for finding the most current information when the need arises.

Data bases such as InfoGlobe and Dialog provide information on current event from newspaper and wire service sources and bibliographic information and abstracts from a variety of indexes and specialized sources. These data bases are available at an hourly rate and can be reached by a computer and modem.

#### Dialog (Micromedia Services, Toronto)

Dialog is a general-purpose data base service which provides for school clients via the Classmate

Program. It provides access to science, social science, and humanities data bases.

#### Typical Costs:

\$15/hour includes telecommunications charges

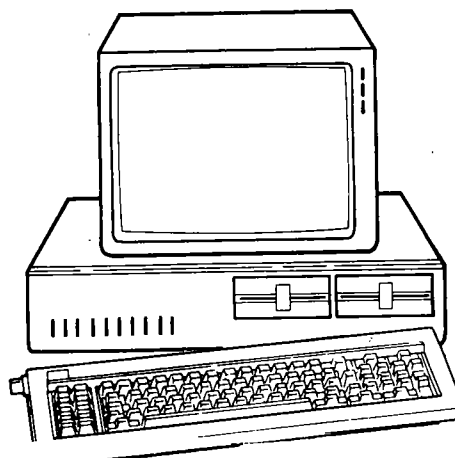
#### Estimated costs for one school year (10 months):

Classmate Starter Pack with videotape and demo pkg.	\$75
Estimated 3 hour /month connect charges: 3 X 10 X \$15	<u>\$450</u>
<b>TOTAL</b>	<b>\$570</b>

Like Dialog, most user-pay systems charge an hourly rate. However, it usually takes considerable practice to master the searching techniques required to find required information using an on-line information services.

The no-cost and low-cost systems like SFU Xchange and ED-NET provide an opportunity for teachers and students to practice before tackling the more expensive and more capable systems.

**DAVID PORTER**, teacher-librarian,  
Seycove Secondary Community School,  
SD #44 (North Vancouver).



# CONTINUING EDUCATION EXCHANGE

by JOANNE NASLUND and DWAIN  
WEESE

## IT'S SOAP BOX TIME!

**LOOKING FOR SPEAKERS** for your next professional development day? Why not share the practical experiences and innovative ideas of educators from your own district. The activities of administrators, consultants, teachers and teacher-librarians when shared in panel presentations and workshops may act as invaluable catalysts - fostering dialogue, networking, reflective practice and peer coaching

## INITIATE WORKSHOPS AND PLAY A LEADERSHIP ROLE.

Ways to entice teachers and teacher-librarians to attend practical and helpful meetings may include ministry documents such as Literature Connections: the Teacher and Teacher-Librarian Partnership, the Primary Program, Language Arts curriculum, Business Education curriculum and BCTLA documents such as Imagination or Reality, Links to Literature and Implementing Change. These may be very useful starting points.

## UPDATE YOUR TEACHING STRATEGIES

Do so with another teacher. Improve your skills by learning more about technology and library management. Enroll in courses and workshops in cooperative learning, thinking skills, special education, global education and computers.

## VOLUNTEER

Volunteer to present at other specialist association workshops and conferences. Present a session with a teacher colleague in order to highlight cooperative planning and teaching in action. Include teachers and teacher-librarians in pro-d workshops whenever possible.

## UPDATE 90 IN VICTORIA

UPDATE 90 on October 19, 1990 promises to be a most valuable professional development activity for teacher-librarians. One of the many

highlights of the day will be a session by Elaine Blakey and Duncan Anderson, teacher-librarians from Red Deer, Alberta. They will be presenting Alberta Education's most recent publication entitled Focus on Research. Be sure to attend.

Registration information is available from:  
University Extension,  
University of Victoria,  
PO Box 1700,  
Victoria, BC V8W 2Y2

## SUMMER INSTITUTES

"The Teacher-Librarian and the Changing Curriculum" on July 13-17 at UBC will be offered by Joan Harper and Patricia Shields. Enrollment is limited. Contact Dr. R. Jobe 228-5233 for further information

"Whole Language Across the Curriculum" is a one day institute to be offered by the UBC Language Education Department. One of the sessions will focus on Literature Connections: the Teacher and Teacher-Librarian Partnership. For further information contact Dr. Gerry Snyder 228-5865 or 228-5788.

"Pearson-on-thePrairies" will be held July 29-August 3, 1990 in Medicine Hat. It may be attended for credit towards the Library Education Diploma program at UBC. Don Hamilton, Carol Kuhlthau, Ken Lowe, Ron Jobe and David Jenkinson will be featured speakers. Contact Dr. R. Jobe for information 228-5233.

## AUDIOVISUAL RESOURCES

A most useful video that demonstrate how to conduct a writing conference, is entitled Writing Conference Principles. It is available from Image Media and in 18 minutes provides a valuable narration by a grade one teacher as to how a writing conference works. The video is part of the Writing and Reading Process Series and is available for preview at the Curriculum Laboratory, UBC (LB 1573 0542 1986 Video)

## DID YOU KNOW THAT...

Liz Austrom (Tel. 731-1131), Coordinator of Curriculum Resources, Vancouver School Board, conducted a one day workshop for administrators and teacher-librarians in the Chilliwack School

District on Implementing Change. The response to the session was so positive that a follow-up session is planned.

David Bell (Tel. 291-4259) from the Educational Technology Centre, Simon Fraser University currently manages the XCHANGE NETWORK which provides the "Ask-the-Expert" service which links students in classrooms with experts in the field. David was also responsible for editing the Ministry document Classroom Technology 1989 Research and Development Project Reports. He is an entertaining speaker and presenter.

Donna Doerksen (Tel. 734-5101) and Celina Mau (Tel. 731-1131) of Vancouver School District conducted a one day workshop for Osler School on "Literature-Based Reading Programs."

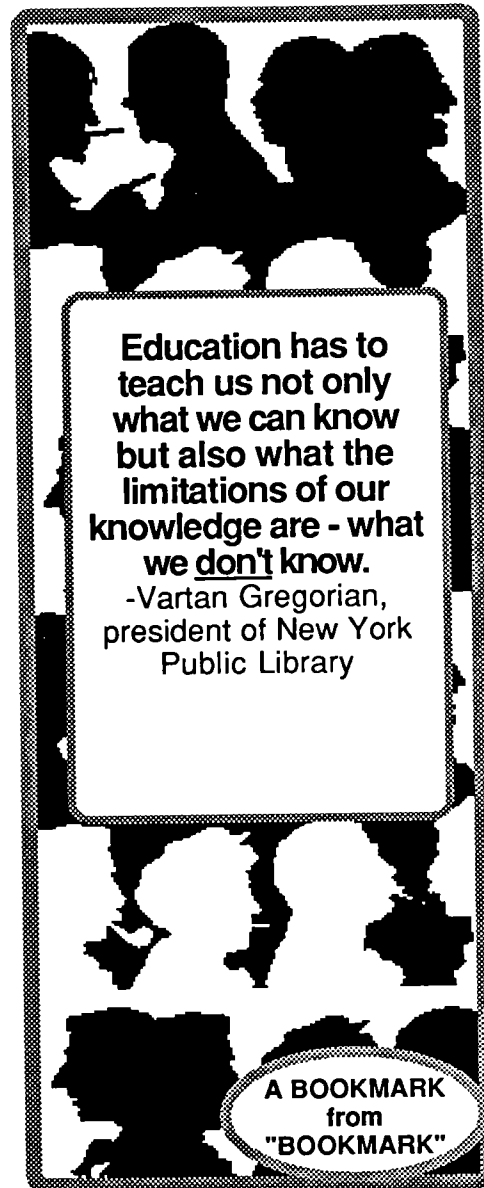
Susan Crichton from Lucerne Elementary-Secondary School, New Denver, B.C. has been involved in presenting an interesting session called "Global Awareness: a K-12 School Theme."

Colin Naslund (Tel. 434-1081) would be willing to discuss his experiences of automating a school library collection. He describes it as "Library Automation: How to Avoid the Buy Now' Plan Later Syndrome."

Gail Schutz (Tel. 590-1311) has been involved in cooperative learning in her school. A secondary literature unit for Grade 11 students based upon the novel Patch of Blue incorporated cooperative learning and cooperative planning and teaching. Be sure to contact her.

Wendy Shaw (Tel. 731-1131) Curriculum Resources Vancouver School District offered invaluable workshops this past year on "The Library Resource Centre and ESL students." She has compiled valuable resource lists and is a very knowledgeable presenter.

Joan Smythe (Tel. 254-0791) from Hastings Elementary School, Vancouver presented a variety of literature-based ideas for use in the classroom and library for K-7 at a gathering of the Whole Language Network in Vancouver.





JAN CLEMSON, National Film Board, and CHUCK HEATH, Teacher-Librarian

## Absolute Musts

The following list of films addresses a variety of issues related to this edition's theme: THE SOAP BOX. These personal statements by film-makers will "involve, cajole, teach and promote frank and open discussions.



**THE BALLAD OF CROWFOOT** 1968 10 minutes

Social Science - Native Issues

An impressionistic, haunting, often bitter account of the opening of the Canadian West, presented through still photography and the words and music of Willie Dunn, a Micmac from Montreal.

**CITIZEN HAROLD** 1971 9 minutes

Political Issues - Citizens rights and responsibilities

An animated film about one man's attempt to bring about changes in his community through participation with fellow citizens and the local government. A discussion-starter with a dual ending.

**DEATH OF A LEGEND** 1971 50 minutes

Environmental Issues - Wildlife

The wolf is yet another species threatened by humans and their technology, largely because of unfounded myths that have grown up around it. This film by Bill Mason disproves many of the fallacies. Studies by wildlife biologists reveal that the wolf helps maintain the balance of nature.

**EVERY CHILD** 1979 6 minutes



Social Issues - Human rights

In celebration of the International Year of the Child, this film illustrated one of the ten principles of UNICEF's Declaration of Children's Rights, namely that every child is entitled to a name and a nationality.



**IF YOU LOVE THIS PLANET** 1982 26 minutes

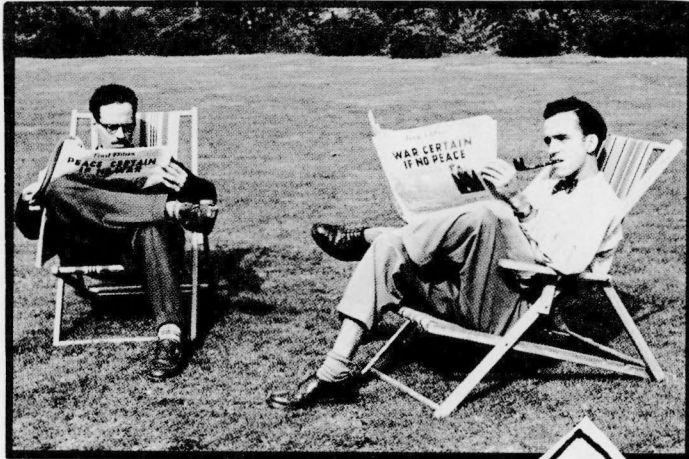
Global Education

This Oscar winning film records a lecture given to students by outspoken nuclear critic, Dr. Helen Caldicott. Her message is clear: disarmament cannot be postponed. Archival film footage of the bombing of Hiroshima and images of its survivors seven months after the attack heighten the urgency of her message: namely, that unless we shake off our indifference and work to prevent nuclear war, we stand a slim chance of surviving the 20th century.

**NO ACCIDENT** 1986 12 minutes

Social Issues - Drinking

This powerful documentary is a plea for not mixing drinking and driving. It questions, as well, the leniency with which offenders are treated. Bert Robertson tells a youthful driver's education class how his 8-year-old son was killed in his driveway by a drunk driver.



**PARADISE LOST** 1970 4 minutes

Environmental Issues - Pollution

A plea without words, made by artist and animator Evelyn Lambart, for the right of all creatures to a clean, unpolluted environment.

**NEIGHBOURS** 1952 8 minutes

Global Education - Conflict

In this famous Oscar winning film, Norman McLaren employs the principles normally used to put drawings or puppets into motion to animate live actors. The story is a parable about two people who come to blows over the possession of a flower - with horrifying consequences.



**SMALL IS BEAUTIFUL** 1978 30 minutes

Environmental Issues - Economics

Up to age 45, Fritz Schumacher, economist, technologist and lecturer, was dedicated to economic growth. Then he came to believe that the modern technological explosion had grown out of all proportion to human need. He championed the cause of "appropriate" technology around the world.

**THIS IS A RECORDED MESSAGE** 1973 10 minutes

Media Studies - Advertising

Made up of hundreds of cut-out colour ads projected in fragmented, rapid succession, this animated film without words takes a critical look at the conditioning process that underlies consumerism in our world of materialism.

**VERY NICE, VERY NICE** 1961 7 minutes

Humanities

A juxtaposition of sights and sounds that is wryly amusing, discomfoting, intriguing, and startling. In the contrast between the violence of events and the trivialities of speech, the film-maker seems to be pointing up the lack of concern of many people with the day's news or the emptiness of what they see and hear - emotions that seem not to rise above "very nice, very nice".

**NEW!**  
FROM THE  
NATIONAL  
FILM BOARD

**THE BEST IN DOCUMENTARIES**

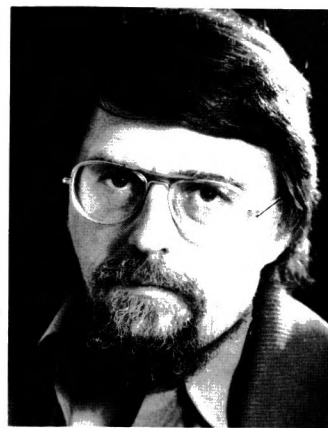
*Alive in the Nuclear Age* includes contributions from broadcasters Gwynne Dyer and David Suzuki, with excerpts from the NFB's *War* series and the CBC's *The Nature of Things*. In programs ranging from intense discussions in school corridors to simulations of nuclear winter, this series uses the power and the directness of the documentary approach to bring the world into the classroom, and to make it accessible to young people.



**ALIVE IN THE NUCLEAR AGE IS A COLLECTION OF 12 SHORT PROGRAMS, EACH LESS THAN 15 MINUTES IN LENGTH, DEALING WITH NUCLEAR ISSUES, NUCLEAR FEARS, THE ARMS RACE, AND NUCLEAR TECHNOLOGY.**



David Suzuki, broadcaster and concerned scientist, talks to high school students in *What Canadian Youth Are Saying*.



Journalist and military historian Gwynne Dyer narrates two excerpts from the NFB *War* series about the impact of technology on modern warfare.

## ALIVE IN THE NUCLEAR AGE

### INTRODUCING THE NUCLEAR AGE IN THE CLASSROOM

The programs in this series are designed to help foster critical thinking and empowerment. Young people are invited to question issues, beliefs, assumptions and feelings. They are challenged to complicate their thinking, and avoid simple answers to difficult problems. Above all, they are encouraged to act to make a difference, to move beyond apathy and despair, in spite of the uncertainty and ambiguity that surround the unanswered questions of the nuclear age.



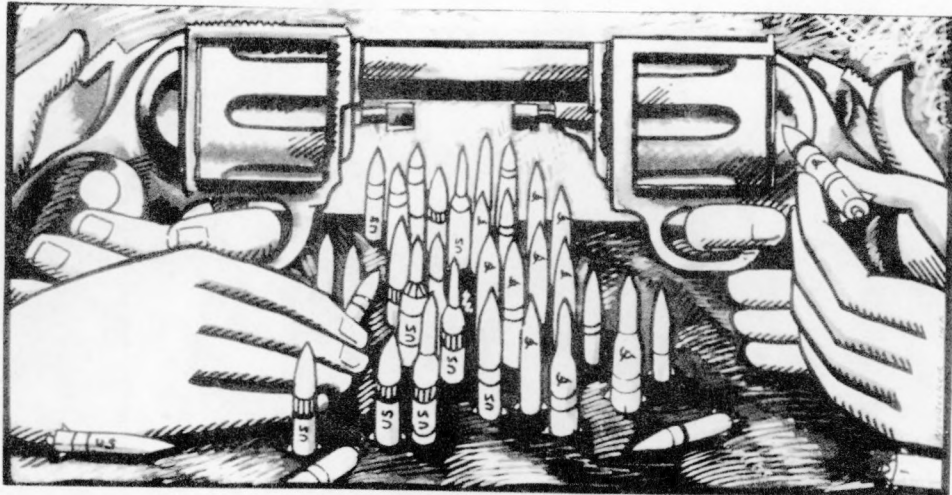


Illustration: Robert Neubecker

## TEACHERS KEY TO NUCLEAR AGE SERIES

Two dozen teachers from the Vancouver area collaborated with the NFB in the creation of *Alive in the Nuclear Age*. The teachers outlined the goals of the series, screened films, co-authored the teachers' guide and kept watch over the editing of the dozen programs in the series.

“The key to discussing nuclear issues is to create a supportive environment in the classroom. This gives the students the opportunity to say what they feel and to ask questions.” — FROM THE TEACHERS' GUIDE

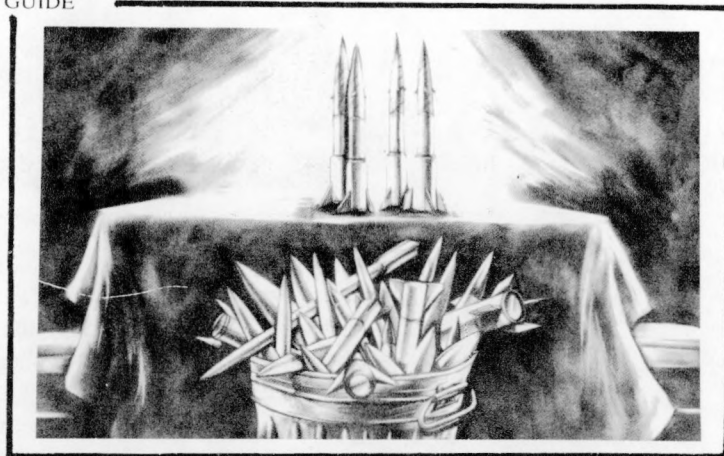
### PROGRAM TITLES

- What Canadian Youth Are Saying
- What Soviet Youth Are Saying
- The Road to Total War
- The First Atomic Bombs
- No More Hiroshima
- Canada's Nuclear Technology
- Push Button Weapons
- How a Nuclear War Might Start
- The End of War: Nuclear Winter
- The International Peace Movement
- Guns or Shoes
- The Big Snit

### FOR TEACHERS IN ALL SUBJECTS

A 48 page guide written by classroom teachers provides a variety of activities for use before and after viewing the

programs. The programs can be used in any order, by elementary and secondary teachers in subject areas including English, Language Arts, History, Science, Science and Technology, and Social Studies. The series deals with the real and difficult issues of the nuclear age, and at the same time promotes skills in problem solving, decision making, and higher level thinking.

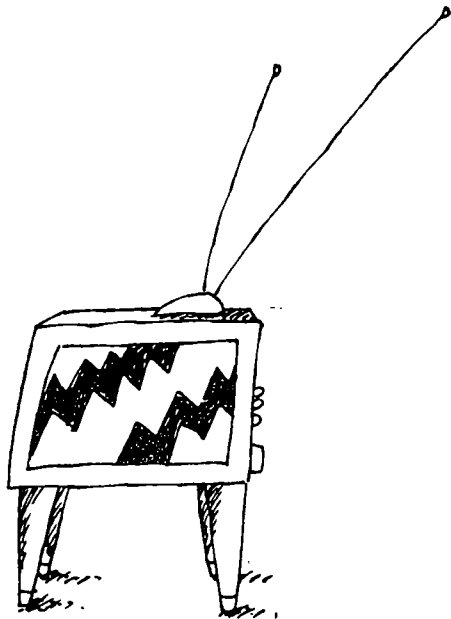




"Alive in the Nuclear Age" is available to educational institutions in B.C. and the Yukon Territory from Image Media Services for \$65.00, plus \$2.75 handling and shipping, Order Number SO 1296VH. This includes the two-volume 1/2" VHS videos and the 48-page teacher's guide. Teachers wishing extra copies of the guide should write to "Alive in the Nuclear Age", Attention: Jan Clemson, National Film Board, #300 - 1045 Howe Street, Vancouver, BC, V6Z 2B1, tel: 666-3838

## What To Do

### with student television viewing.....



We all know that children look at television for a good part of each day. But do they realize it? Today's twelve-year-olds grew up with this piece of electronic furniture, and they see it as an intrinsic part of life.

If our children are to be able to distinguish between being well informed, well entertained, or simply occupied by television, they must first be aware of their own viewing habits. To do this, they will have to step back from their TV sets, and their habits, and examine them.

A project like the one described below begins with a lot of statistics gathering, but this information will naturally lead to discussion about TV techniques and to a lot of shared information concerning attitudes, values and lifestyles. A big package; but then television is.

#### TV VIEWING SURVEY

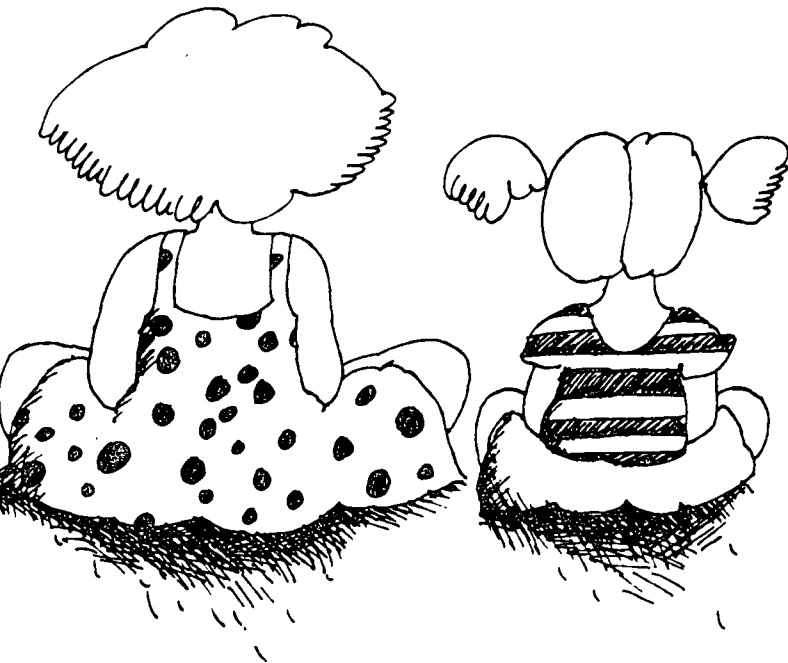
For one week have each child keep a personal TV viewing diary. It should include names of programs watched; their times; a rating of each program; reason for watching it; person who chose the program; total number of TV viewing hours each day. By the end of the week, each child should calculate the number of hours of TV watched that week, determine his own "prime time" for TV viewing and write a review on his favorite program, giving reasons for his preference.

The next week have each child do a similar survey for one member of his family (parent, grandparent, teenager, a younger brother or sister).

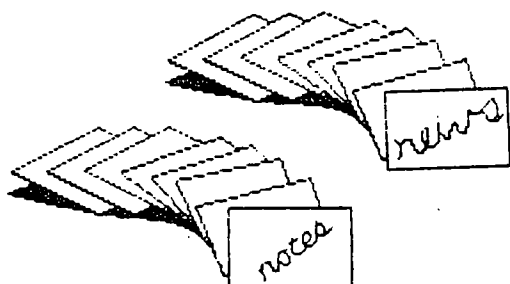
Discuss the results of these surveys and compile some of the information into class charts and graphs. Do the graphs reveal discernible viewing patterns for children of their age? For other age groups? Can the children explain these patterns?

See if you can get some of the most avid TV watchers to volunteer not to watch TV for a few days. What did they do instead? If they were lured back to TV, what did it?

from **Hands On: A Media Resource Book for Teachers**, by Anne Taylor.



# NOTES AND NEWS



by **DONNA DOERKSEN**, teacher-librarian, Emily Carr Elementary School, SD#39 (Vancouver).

## EASTERN SHORES '90

School Library Summer Institute, August 19-23, 1990 at Oak Island Inn and Marina, Western Shore, Nova Scotia. Tuition and accommodation - \$500.00. FMI contact Marie Bowers, RR #2, Bridgewater, NS, B4V 2W1.

## LITERACY FOR LIFE

LOMCIRA Second Annual Fall Conference. Saturday, September 29, 1990. 8:30-3:30. Hyatt Regency Hotel, Vancouver. Speakers: Dr. Carl Braun, Judith Lindfors, Annemarie Palinscar, Judith Thelen. FMI contact Shirley Choo at 420-7967 or Ruth Gilewich at 985-1771.

## NOMINATED

Kit Pearson, author of The Sky is Falling, has been nominated for the Governor-General's Award for Children's Literature. The story is about two English children evacuated to Canada during World War II.

## GOOD LUCK!

Ron Jobe, UBC, has been nominated for President of IBBY, the International Board of Books for Young People. Elections will be held in the autumn.

## BEST SELLERS

The top three sellers for last season, according to BC Bookworld, are The Miss Hobbema Pageant by Kinsella, Carmanah and Inventing the Future by Suzuki.

## BEFORE US

Harry Robinson, author of Write It on Your Heart, died on January 26 this year at the age of 89, but not before seeing his stories, transcribed by Wendy Wickwire, published.

The co-author of The Peter Principle, Laurence J. Peter, died on January 12th. The book sold millions of copies in over 20 languages.

## MEDIA ADVANCES

SFU is 25 years old this year. A new Major in film production has been established. Also SFU's Canadian Centre for Studies in Publishing now has a Masters of Publishing program.

## NOVEL APPROACH

Sally and Ian Wilson, authors of Wild and Free and Wilderness Seasons, are self-promoting their books on their own Canadian book tour.

## GOVERNOR-GENERAL'S AWARDS

Text, English: Diana Wieler for Bad Boy.  
Illustration, English: Robin Muller for The Magic Paintbrush.

Text, French: Charles Monpetit for Temps Mort.  
Illustration, French: Stephane Poulin for Benjamin et la Saga des Oreillers.

## NEWBERRY MEDAL

Winner: Lois Lowry for Number the Stars.  
Honor Books: Janet Taylor Lisle for Afternoon of the Elves and Suzanne Fisher Staples for Shabanu: Daughter of the Wind and Gary Paulsen for The Winter Room.

## CALDECOTT MEDAL

Winner: Ed Young for Lon Po Po: A Red Ridinghood Story from China. Honor Books: Trina S. Hyman for Hersholt and the Hanukkah Goblins, Jerry

Pinkney for The Talking Eggs, Bill Peet for The Autobiography of Bill Peet, and Lois Ehler for Color Zoo.

## SPELLING

LOMCIRA has published a brochure titled "Children Can Spell — Understanding Spelling in the Early Grades" by Linda Stone. FMI contact Lee Gunderson, tel: 228-6287.

## CONNECTIONS

You're invited to contribute to Making Connections, a newsletter highlighting successful implementation of the Primary Program. Submissions on your units and teaching with classroom teachers, how you support the program, how themes are integrated, organization and evaluation of multi-age learners, etc. Contact: Erika Foreman, 4267 Richfield Terrace, Victoria, BC, V8X 4V3, tel: 722-3367 or Cheryl Macdonald, RR #2, Site 298 C49, Courtenay, BC, V9N 5M9, tel: 339-3679. The newsletter is funded by the Ministry and published by B.C. Primary Teachers' Association.

## IT'S ROUGH

For a copy of Rough It Up, a publication about fibre and the amounts of fibre in various foods, send \$4.95 (US funds) to Centre for Science in the Public Interest, 1501 - 16th Street NW, Washington, DC, 20036, USA.

## HARMONY

The Emil Award is presented annually to children's books in which illustrations and text are excellent and harmonious. The winner for 1989 is The Park in the Dark by Martin Waddell and Barbara Frith. The 1989 short list consisted of: War boy by M. Foreman, Proud Knight, Fair Lady: The Twelve Days of Marie de France by N. Lewis and A. Barrett, We're Going on a Bear Hunt by M. Rosen and H. Oxenbury, and The Wicked Tricks of Till Owlgylass by M. Rosen and F. Wegner.

## IMAGINE

All BCTLA members should have received a copy of Imagination or Reality? : Science Fiction and Fantasy Booktalks for Children and Young Adults. Contact Donna Doerksen (see back cover) if you have not received your copy. If you'd like additional

copies, they are \$15.00 each. Contact Dianne Rabel (see back cover).

## WEST COAST WOMEN

See page 11 - 12 of B.C. Bookworld, Spring 1990 for excellent resources available about women from our coast.

## THE BEST

See March-April 1990 issue of Emergency Librarian for their lists of the best in children's literature, A-V materials, software and much more for the last year.

## LESSON AIDS

BCTF Lesson Aids will be selling Implementing Change, Links to Literature, as well as Imagination or Reality?. In this way all teachers in the province can have access to our special publications.

## FEE INCREASE

BCTLA membership fee will increase to \$40.00 for BCTF members and \$55.00 for non-member subscriptions. The April 27-28, 1990 Chapter Councillors Meeting and BCTF AGM approved the increases which are due to increased costs for mailing, production of publications and travel expenses for meetings.

## DID IT AGAIN!

The Bookmark has once again received the CSLA CANEBSCO Award for the best professional journal. Thanks to all our contributors.

## BON VOYAGE

Lynn Shoop will be moving to New Zealand this summer. We wish her all the best in her new relationship, new home and new prospects. We'll miss you, Lynn. Be our Kiwi correspondent and keep in touch.

## EARTH FLAG

A group called Students Acting for Global Awareness has designed a flag. Cost \$25.00. FMI contact Jean Gelwick, Maple Ridge Secondary School, 21911 - 22nd Avenue, Maple Ridge, BC, V2X 3X2.

## STICKERS

Some environmental stickers are available from Dave Bennett, Wishart Elementary School, 3310 Wishart Road, Victoria, BC, V9C 1R1.

## LABEL WATCH

Look for this label on environmentally friendly products. Send your suggestions or requests for more information to Environmental Choice, Environment Canada, 25 St. Clair Avenue East, Toronto, ON, M4T 1M2. They also produce a newsletter called EcoLogo.



## GREEN RESOURCES

The Environmental Educators' Provincial Specialist Association recommends these resources: The Earth Education Sourcebook, available from The Institute for Earth Education, Box 880, Station G, Calgary, AB, T3A 2G6. Good Planets Are Hard To Find plus other titles available from Namchi United Enterprises, Box 33852, Station D, Vancouver, BC, V6J 4L6.

## GREEN TEACHER

Green Teacher is the title of a publication seeking articles and resource reviews. FMI contact Green Teacher, 95 Robert Street, Toronto, ON, M5S 2K5.

## GREEN MAGAZINE

P3 ("The Earth-Based Magazine for Kids"), the first children's magazine dedicated to environmental issues. P3, named for Earth's third position from the sun, aims to be interesting, informative, colourful and written in a playful, accessible style. Subscription: \$14.00 (US) for 10 issues. P.O. Box 52, Montgomery, VT, 05470, USA, tel: (802) 326-4669.

## KAMLOOPS UP

Last year the Kamloops School Board was looking at training bus drivers to take over library responsibilities and cutting back the services of teacher-librarians. Don Hamilton from UVic was appointed to study the situation and to make recommendations. Fortunately the Kamloops Board decided to implement some of the study's recommendations: to increase teacher-librarian staffing and to provide extra funding for resource centre materials.

FMI contact Henry Zukowski, Box 575, Chase, BC, V0E 1M0, tel: 679-8586 or 679-3269.

## NEW BROCHURE

A brochure, publicizing BCTLA for new members has been produced. Thanks to Patricia Finlay and BCTF printing services. If you want some copies to encourage teacher-librarians to join BCTLA or introduce other people who may be interested in our journals, contact Patricia Finlay (see back cover).

## GOOD-BYE AND THANKS

To Diana Poole as President  
To Stephen Harris as Corresponding Secretary  
To Lynn Shoop as BCLA Liaison  
To Odie Kaplan as Recording Secretary  
To Dwain Weese as Co-chairperson of Continuing Education  
To Robyn Smart as Treasurer  
To Patricia Finlay as Vice-President  
To Barb Hall as Past President.

## HELLO AND WELCOME

To Patricia Finlay as President  
To Diana Poole as Past President  
To Stephen Harris as Treasurer  
To Robyn Smart as Corresponding Secretary  
To Vincenza Cameron as Vice-President  
To Candice Morgan as Co-chairperson of Continuing Education  
To Trish Maskell as BCLA Liaison  
To Karen Davidson as Recording Secretary.

## JOINT CONFERENCE

BCTLA and the Association for Teacher-Librarianship in Canada (ATLC) will co-host a joint conference at Harrison Hot Springs in October, 1991.

## FALL COUNCIL

1990/91 Chapter Councillors are invited to attend a workshop on Friday, October 19, 1990 on Implementing Change. Location: Schou Education Centre, Burnaby. The following Saturday, October 20, 1990, the Fall Council will be held at the same location. FMI contact Patricia Finlay (see back cover).

## UPDATE '90

University of Victoria is hosting this year's program for teacher-librarians on Friday, October 19. Cost will be about \$65.00 including a fine luncheon. FMI contact Don Hamilton, U. of Victoria, PO Box 1800, Victoria, BC, V8W 3H5, tel: 721-8269.

## WRITING FESTIVAL

The 8th Festival of the Written Arts at Rockwood Centre, Sechelt, BC, will be held August 9-12, 1990. Spider Robinson, Paul St. Pierre, Arthur Black, Irving Layton, Peter C. Newman and many more special speakers. FMI contact Writers-in-Residence Programs, Box 2299, Sechelt, BC, V0N 3A0, tel: 885-9631.

## GLOBAL WOMEN

Making a World of Difference is a directory of Canadian women specializing in global issues. It lists women with experience and expertise in economic, environment, peace and social justice issues. \$15.00, plus \$2.00 shipping charge. The Women's Directory Project, CCIPC, 300-1 Nicholas St, Ottawa, ON, K1N 7B7.

## IBBY

The first IBBY Congress to be held in North America will take place September 2-7, 1990, in Williamsburg, Virginia. Theme: "Literacy Through Literature: Children's Books Make a Difference". FMI contact Linda Deterville, President, IBBY Canada, tel: (416) 741-7734 or Ron Jobe at UBC.

## OFFICIAL POSTER

A Canadian student, 21 year old Zabelle Côté, designed the poster for International Literacy Year. To obtain copies write UNESCO, ILY Poster, 7 Place de Fontenoy, F-75700, Paris, France.

## IBBY HONOURS

The 1989 IBBY Honour List for books recommended for international publication to encourage understanding through children's literature is: Diana Wieler for Bad Boy, David Schinkel and Yves Beauchase for Le Don, Paule Daveluy for Emilie de la Nouvelle Lune 2, Stéphane Poulin for Could You Stop Josephine?

## JUNIOR

Hurtig Publishers now have a 5 volume reference encyclopedia on Canada for young readers. About 150 of the 1500 biographies are on Canadian children's authors and illustrators. Priced at 159.95 until December 26, 1990. To order contact: 1-800-661-6464.

## NEW BIOGRAPHIES

The Canadian Children's Book Centre has produced 43 new meet the author/illustrator biography sheets - that's now 112 all together. The new set of 43 is available for \$25.00. Complete set is priced at \$56.00. FMI contact CCBC, 229 College Street, 5th Floor, Toronto, ON, M5T 1R4.

## PRACTICALLY 20: DEWEY DECIMAL: A HANDS-ON APPROACH

A seminar sponsored by the Canadian Library Association. Location: Vancouver. The session will focus on the development, changes and revisions in Dewey 20. Speaker: Patricia Sifton, Program Head in the Library and Information Technology Program at Fraser Valley College. Cost: \$150.00 for members and employees of institutional members, \$185.00 for non-members, and \$60.00 for students. To register call (613) 232-9625 or 1-800-267-6566 or FAX (613) 563-9895.



# READING CHECKLIST... ✓

Dr. Anita DeBoer  
Arcturus Books  
2026 W. Iowa Street  
Chicago, Illinois 60622  
Cost: \$14.95 (US)

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

This will be a relatively short column, since I am suffering from year-end overload. I am now at the point where I am ready to read some "trash." Even attending the Serendipity Conference didn't relieve this impulse entirely, although I certainly purchased enough children's and young adults' literature to fend off the fiend quite pleasurably for a time. There will be reports on Serendipity in the September issue of The Bookmark.

## COMMUNICATION

The Art of Consulting, by Anita L. DeBoer (Arcturus Books, 1986) has been around for awhile, but I have only just become aware of it. Anita DeBoer, who comes from a background in special education and educational psychology, offers workshops on this topic all over North America. The focus in the book is on interpersonal skills, on how to communicate effectively with different types of people, and how to ensure that everyone wins.

The book will be useful for teacher-librarians who wish to increase their consultative repertoire and for district staff who lead inservice sessions. I have found some of the sections translate quite well into activities, overheads, and discussion questions.

Sections of the book sometimes left me wishing for a more discursive style — or at least more information. However, Ms. DeBoer's easy to read style is a strength as well. Reading The Art of Consulting is like listening to a good workshop presenter speak.

Attempts to order this book through regular channels proved fruitless, so to ease the situation for others the following purchasing information is provided. Order from:

## COPYRIGHT

"Freedom and Fair Copies in the Information Age," by Harald Bohne (History and Social Science Teacher, Winter 1990, pp. 65-67) is a succinct, clear statement of the copyright collective process that is part of the new Canadian copyright law. While much of the information provided on this topic is too legalistic for ready comprehension, this article is one that you can share with teachers and they will understand the rationale behind the law changes.

The procedures outlined by Bohne will be interesting to teacher-librarians who will be involved in the sampling method selected as a way of measuring the amount of photocopying done. Bohne states: "...in the educational sector, schools will be designated on a rotational basis each year to carry out samplings. They will produce an additional copy of every page reproduced or keep a register in which copying details are noted. Once compiled, these samples will allow the CRC [Canadian Reprography Collective] to estimate the total cost of copying done throughout the system, the ratio of material copied in copyright to that not in copyright and to gather bibliographic details — author, title and publisher — of the work used." Interesting stuff!

## LITERACY

I have just read a very enjoyable book on literacy, by a stellar collection of Canadian authors, and recommend it for both secondary school students and professional reading. Titled More Than Words Can Say, this collection of essays was published by the Canadian Organization for Development through Education (CODE) and the Canadian Community Newspapers Association in celebration of 1990 as the International Literacy Year. McClelland and Stewart has published the book as a non-profit service and profits will be donated to CODE to support their efforts on behalf of international literacy. Copies may be purchased at Coles bookstores nationwide.

The authors included are Sandra Birdsell, Neil Bissoondath, Harry Bruce, Morley Callaghan, June Callwood, Matt Cohen, Robertson Davies, Brian Doyle, Joan Finnegan, Sheila Fischman, Tony German, Peter Gzowski, Dorris Heffron, Jack Hodgins, Janice Kulyk Keefer, Joy Kogawa, Gordon Korman, David Adams Richards and Rudy Wiebe. As can be seen from this list, the perspectives expressed are varied. Some of the authors are Canadian born, some come from other countries; some view literacy as a personal experience, while others see it in its social context. The wonderful thing about the book is this variety. Selections range from the touching and thought-provoking to the whimsical and puzzling. Some essays are biographical, some imaginative prose, others are clearly written as a call to action. A few insightful poems and amusing cartoons round out the collection.

Many writings on the topic of literacy ignore the crucial early years when children are beginning to see themselves as readers, to develop a love of reading. This collection provides that focus.

## LITERATURE-BASED READING

Once Upon a Time ... An Encyclopedia for Successfully Using Literature with Young Children (DLM, 1990) is a wonderful resource for teachers and teacher-librarians who are working with the new Language Arts curriculum. It has information about authors, lists of their books and the awards they have received, book activity ideas and some generic ideas that can be applied to other books. There is an extensive theme section (including such themes as "Walls, doors and fences" and "It's Raining, It's Pouring", and sections on non-fiction topics like Colour, Science and Math.

The index to the book is one of the most comprehensive I have ever seen. The weakness of this resource is the lack of coverage of Canadian authors, few of which are included (Robert Munsch is the exception). With that caveat, this book will still be very useful in any elementary resource centre.

## SKILLS INSTRUCTION

Alberta has been an active province in the development of effective library resource centre programs for some time now. The latest document is Focus on Research: A Guide to Developing Students' Research Skills (Alberta Education, 1990). This work builds on Focus on Learning by providing useful ideas, approaches and resource materials on

integrating research into classroom practice. Chapter 3, Research — The Components, offers another example of the information skills continuum.

At \$3.75, this booklet is a bargain. Teacher-librarians will want to use those pieces that fit their particular circumstance, but this is a good source of ideas. Write to:

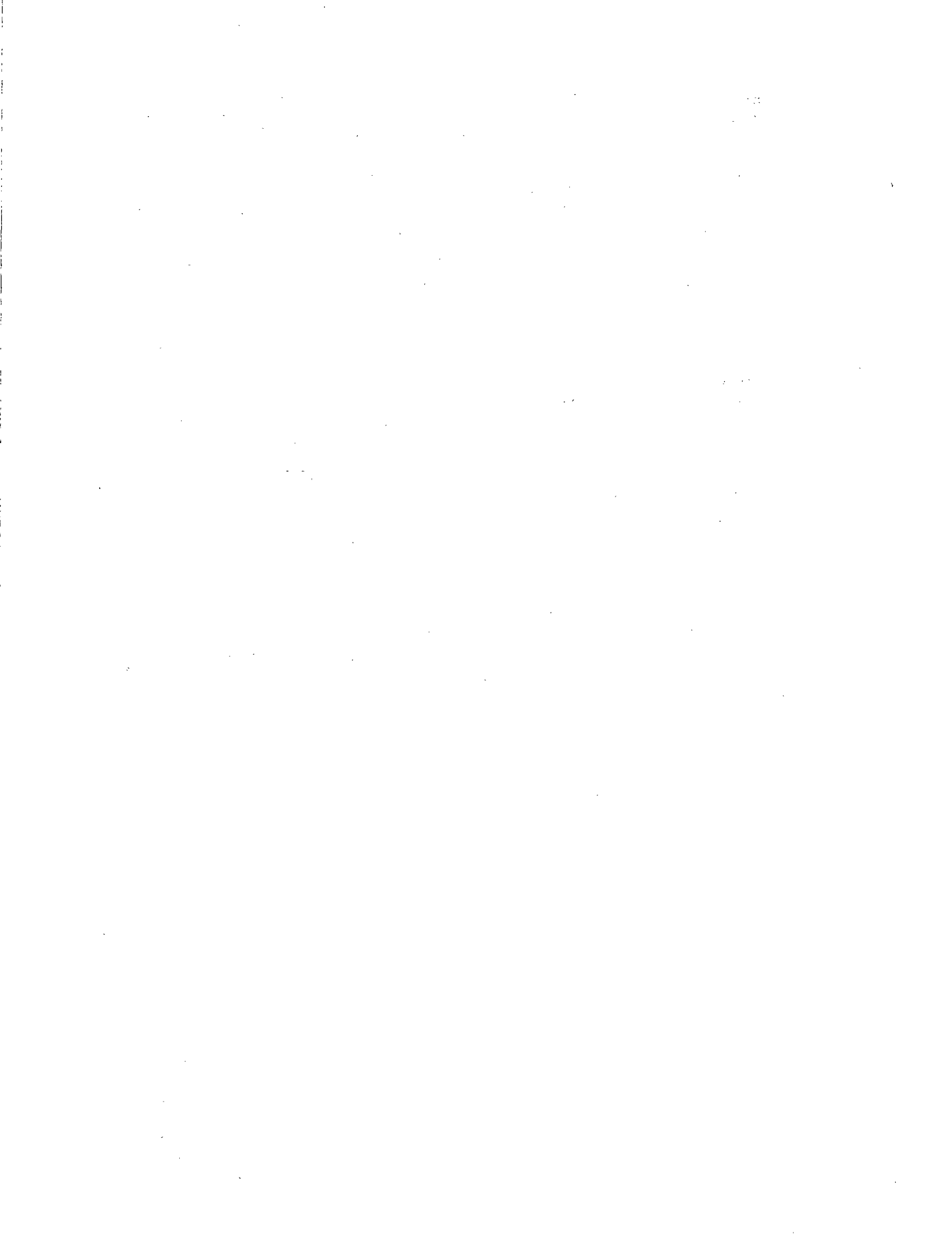
Learning Resources Distributing Centre  
12360 - 142 Street  
Edmonton, Alberta  
T5L 4X9

I said this would be a short column, and it is. If, through personal summer reading or involvement in coursework at university, you find a good article or book that you think should be shared with others, please send me the information about it. I will try to locate the item and include it in a subsequent column. Happy summer reading!

## NATIONAL BOOK FESTIVAL FUND AWARDS IN BRITISH COLUMBIA

Several schools and teacher-librarian associations in British Columbia received funding from the National Book Festival Committee. Our congratulations to:

Cassiar; Cassiar Secondary School  
Dease Lake; Cassiar Secondary School  
Enderby; Shuswap T-L Association  
Hazelton; Terrace & District T-L Association  
Kitwanga; Terrace & District T-L Association  
Okanagan Falls; Okanagan Falls Elementary  
Oliver; Oliver Elementary  
Oliver; Tuc-el-nuit Elementary  
Prince Rupert; School District #52  
Salmon Arm; Shuswap T-L Association  
Sicamous; Shuswap T-L Association  
Stewart; Terrace & District T-L Association  
Surrey; Earl Marriott Secondary  
Telegraph Creek; Terrace & District T-L  
Association  
Vancouver; Vancouver T-L Association  
Vancouver; Vancouver French Immersion T-L



# PROVINCIAL SPECIALIST ASSOCIATIONS 1989-90

All members of a PSA shall be BCTF members: active, associate, affiliate, or honorary.

FORM VOID AFTER JUNE 30, 1990

Print your name, address, etc., below.  
Check the appropriate association(s).

Enclose your cheque or money order, made payable to the B.C. Teachers' Federation.

DO NOT MAIL CASH.

BCTF membership:  Active  Associate  Affiliate

Social Insurance Number \_\_\_\_\_  Mr.  Mrs.  Miss  Dr.  Ms.

Surname \_\_\_\_\_

Given name(s) \_\_\_\_\_

Former name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Postal code \_\_\_\_\_

Home telephone \_\_\_\_\_ School district number \_\_\_\_\_

School telephone \_\_\_\_\_ Work telephone \_\_\_\_\_  
(if different from school)

Name and address of school/institution/business \_\_\_\_\_

## PSA MEMBERSHIP

BCTF Members	B.C. Education Students	BCTF Members	B.C. Education Students	BCTF Members	B.C. Education Students
41 <input type="checkbox"/> \$25.00 Art (K-12)	<input type="checkbox"/> \$15.00	50 <input type="checkbox"/> \$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	Non-BCTF Members	Non-BCTF Members
41 <input type="checkbox"/> \$37.00 Art (K-12)	50 <input type="checkbox"/> \$40.00 Mathematics (K-12)	60 <input type="checkbox"/> \$40.00 Special Ed (K-12)
42 <input type="checkbox"/> \$40.00 Business Education (8-12)	51 <input type="checkbox"/> \$25.00 Modern Languages (K-12)	62 <input type="checkbox"/> \$25.00 Drama (K-12)
44 <input type="checkbox"/> \$30.00 Counsellors (K-12)	52 <input type="checkbox"/> \$40.00 Music (K-12)	63 <input type="checkbox"/> \$25.00 Gifted (K-12)
45 <input type="checkbox"/> \$35.00 Immersion/Cadre (K-12)	53 <input type="checkbox"/> \$30.00 Learning Assistance (K-12)	64 <input type="checkbox"/> \$40.00 Hospital/Homebound (K-12)
46 <input type="checkbox"/> \$35.00 English (8-12)	54 <input type="checkbox"/> \$30.00 Physical Education (K-12)	65 <input type="checkbox"/> \$40.00 Computer (K-12)
47 <input type="checkbox"/> \$45.00 Home Economics (8-12)	55 <input type="checkbox"/> \$40.00 Primary (K-3)	66 <input type="checkbox"/> \$30.00 Environmental Ed (K-12)
48 <input type="checkbox"/> \$22.50 Intermediate (4-7)	57 <input type="checkbox"/> \$40.00 Science (K-12)	67 <input type="checkbox"/> \$26.00 Rural (K-12)
49 <input type="checkbox"/> \$40.00 Teacher-Librarians (K-12)	58 <input type="checkbox"/> \$35.00 Technology (8-12)	68 <input type="checkbox"/> \$35.00 Peace & Global Ed (K-12)
	59 <input type="checkbox"/> \$30.00 Social Studies (K-12)	69 <input type="checkbox"/> \$40.00 ESL PSA (K-12)
		70 <input type="checkbox"/> \$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 BURRARD STREET, VANCOUVER, BC V6J 3H9, 731-8121 or 1-800-663-9163**

Retain a photocopy of your completed application for your records.

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# BCTLA

# REVIEWS



E Knight, Katherine.  
The mouse who wanted to fly / by Katherine Knight. -- Bear Grass Press, 1989. -- 31 p. :  
ill. -- ISBN 0-921097-14-X. -- Available also in French and in Russian. -- \$4.95.

Mice - Fiction.

Bear Grass Press  
Box 211  
Robson, B.C. V0G 1X0

The story, as explained in the introduction, is based on the native American medicine wheel tradition of didactic stories in which the main character searches in all directions for self-realization. There is some tension in the plot as Little Mouse, a feminist who wants to fly, encounters three mice who will not help her. Eventually she climbs the eagle's tree, and with the eagle's help she turns into an eagle herself. There are some problems. The reason the eagle does not eat Little Mouse is not adequately explained, and many children would wonder whether Little Mouse as an eagle would eat the mouse friends who refused to accompany her on her search.

This book carries a confusion of burdens -- native culture, feminism, and multiculturalism -- in a story which is illustrated with victorian Betrix Potter type mice. Even an easily identifiable message sends mixed signals -- what fair-minded reader, femisist or not, would agree that his wife is to blame for Brother Mouse's shabby appearance?

This small paperback appears in companion volumes in three languages -- English, French and Doukhobor Russian. Unfortunately it has no place in an elementary school collection. It has an extremely flimsy paperback format, abundant text, and print which is far too small for its intended audience. The French version has the added drawback of using the *passe simple* tense. The Russian version was not reviewed. Editing errors include the use of *like* as a conjunction, and the mis-spelling of *voulait* on the cover of the French version.

Not recommended.

Katharine Pica, Teacher-librarian, Cliff Drive Elementary School, School District #37 (Delta).

E Thompson, Richard.  
Zoe and the mysterious X. -- Annick, 1990. -- 1 v. (unp.) : ill. --  
ISBN 1-55037-081-2. ISBN 1-55037-080-4(pbk.).

Fantastic fiction.

There is a big white X painted on the road outside Zoe' house. Zoe and her friends brainstorm what this could mean - Becky says X's on her brother's school papers mean something is wrong.

As it turns out, the road is in the wrong place. It is changed and now goes through the middle of Zoe's house. All sorts of people drive through - some stop in the kitchen to eat and some some watch television and eat popcorn. They all drop lots and lots of *litter*. As the problems and the garbage mount ingenious Zoe comes up with the perfect solution.

A primary ungraded class loved the book. They loved the silliness and their imaginations were tickled and allowed to soar. The open ended story allowed for writing activities and discussions. The older children could read parts of it. Our rural students had never heard of crossing guards or drive-in theaters. They connected the litter problem with Earth Day.

The delightful illustrations are full page, colorful, and match the text. Grandma is priceless in her sneakers and a banana peel on her head.

The glossy covered book is sturdy, colorful, well-bound and uses good paperstock. The print is large and easy to read.

Highly recommended. Reading level - Grades 4/5

Dorothy Dodge, Teacher-librarian, Kumshean Secondary School, School District #30 (South Cariboo).

E Waterton, Betty.  
Plain noodles. -- Greenwood / Douglas & McIntyre, 1989. -- 1 v. (unp.) :  
ill. -- ISBN 0-88899-095-2.

Infants - Fiction // Lighthouses - Fiction.

Now that her own babies are grown up and away from home, Sophia finds that life on the lighthouse where she and Captain Figg live is just too lonesome. One day, while on the beach painting a starfish, she is delighted to discover a dinghy bobbing close to shore containing a dozen diaper-clad babies. They are captained by three year old Rosie, who nonchalantly orders everyone out and asks "Do you have any breakfast?". In the hectic few hours that follow, Sophia feeds the babies, changes them, and tries to keep them (and Rosie) from *helping* with the foghorn, the dishes and noodle-making. When the mothers belatedly arrive, Sophia smilingly waves them on their way, secure in the promise that they will all come back for picnics in the summer.

Joanne Fitzgerald's delicate watercolor illustrations complement the text and extend the story through their wealth of detail. The whole atmosphere created by the pictures is one of homey, joyful comfort and love.

After reading this book, I felt that I should be glowing. After all, Sophia Figg is an incredible, loving, grandmotherly caregiver; the toddlers all have a delightful time; Captain Figg takes all the chaos smilingly in stride; and everyone happily arranges to come back in the summer. I have pinpointed the sense of unease that I felt to the pivotal fact that the babies were bobbing around in the boat alone. In Rosie's words, "Our mothers all had a nap, but we weren't sleepy. So I found a little boat on the beach and we just sort of floated around the corner." The irresponsibility of the mothers bothered me; it did not, however, seem to matter one iota to the groups of four and five year olds. They were enchanted by the antics of the babies, and thought it was a most satisfying story.

Other than the one objection mentioned, I feel that Plain Noodles is a joyful romp of a read-a-loud that preschool and early primary age children should enjoy.

Linda Rehlinger, Teacher-librarian, Parksville Elementary School, School District #69 (Qualicum).

F Cameron, Anne.  
South of an unnamed creek. -- Harbour, 1989. -- 199 p. -- ISBN 1-55017-013-9. -- \$19.95.

Yukon Territory - Fiction // Frontier and pioneer life - Yukon Territory - Fiction.

This well-written story describes the problems experienced by six women trying to survive in the male-dominated society which existed in Western Canada at the turn of the century. The means by which these women come together from separate beginnings is well-organized and provides a focus for their journeys. The book provides an accurate social commentary on a way of life which places females in positions of inferiority, subject to mores which prevent their achieving individual stature and independence. The position of many of the women is made even more hopeless in the case of the poorer classes, where enormous reserves of will and strength are necessary for the maintenance of any decent human values. The description of this situation seems both compelling and accurate. In bringing these inequities and iniquities to the attention of the reader, Anne Cameron provides an important service.

I have one reservation about South of an Unnamed Creek. Cameron seems to have painted her characters in extreme colors. The book contains its fill of heroines, rightly applauded for their courage in surviving and succeeding in a society which provides them with an almost insurmountable environment. However, there are no heroes, and the males in the book are figures which attract disgust and revulsion. The women are all brave, strong and possess positive characteristics; the men are crude, greedy and evil. Only a few of them possess any sense of decency. Even the children in the story are categorized in this manner. The lack of objectivity detracts rather than emphasizes the chief value of the book, which is to describe a milieu in which women were placed in a position of inferiority by a male society who took advantage of this in a variety of ways. The insertion of one or two males who sympathized with the aspirations of the several heroines would have presented a more true and believable story.

However, even with the reservation mentioned above, this book is a considerable achievement. The characters are well-drawn, the background seems accurate and well researched, and the plot is intricate and satisfying. The author knows her history and her country, and conveys this knowledge to the reader in an attractive style.

This book is recommended junior and senior secondary school libraries.

John D. Crawford, Teacher-librarian, Marigold School, School District #61 (Greater Victoria).

F Duncan, Sandy Frances.  
Cariboo runaway. -- Rev. ed. -- Pacific Edge, 1990. -- 145 p. : ill. -- ISBN 1-895110-00-9.

Cariboo Gold Rush - Fiction.

Cariboo runaway is a revision of Sandy Duncan's first novel. A difficult book to put down, the exciting events and graphic depictions of lives during the Barkerville Gold Rush keep the reader hooked to the last page. Elva is a strong role model for young readers as she succeeds in her mission to find her father and return him to the family.

Recommended to be read to young students, and to intermediate and secondary students for literature-based British Columbia history units.

Roberta Kennard, Teacher-librarian, University Hill Secondary School, School District #39 (Vancouver).

F Potrebenko, Helen.  
Hey waitress, and other stories. -- Lazara, 1989. -- 167 p. -- ISBN 0-920999-12-3(pbk.).  
-- \$12.00(pbk.).

Short stories, Canadian.

Lazara Press  
Box 2269, VMPO  
Vancouver, B.C. V6B 3W2

Hey Waitress and Other Stories, a collection of short stories is Helen Potrenko's eighth book. It focuses on the drama found in the lives of everyday working people. The author draws on her own experiences plus those of others to write stories ranging from humorously autobiographic ("Almost Morningside") to bleakly futuristic ("The Lonesome, Lost Rebellion at Moms Cafe"). I thought her strongest pieces dealt with the often numbing world of working women - "Hey Waitress", "RSVP", "Diary of a Temp". Here she is able to weave in small details from reality that make these fictional lives ring poignantly true.

This is definitely a senior high school book, but one that could promote some thoughtful discussion about student's working futures. It would also be an excellent springboard for student writing in the same vein.

Edith Fishlock, Teacher, Gibson Elementary School, School District #37 (Delta).

- 069 Corley-Smith, Peter.  
White bears and other curiosities -- the first 100 years of the Royal British Columbia Museum.-- The Museum,. 1989. -- 148 p. : ill. -- ISBN 0-7718-8740-X.

Royal British Columbia Museum - History.

It has been said, "In order to know who we are; we must know our history and where we have come from." This being the case, the Royal British Columbia Museum is an important institution that has helped us to know who we are. Like any individual, an institution changes and grows with the passage of time. It has its high moments and its low moments.

White Bears and Other Curiosities, as its subtitle suggests, is a history of the 100 years of the Royal British Columbia Museum. Material is discussed in chronological order, and covers all aspects of the history and evolution of the museum - collection development, curator's philosophy, economic problems and political problems. White Bears and Other Curiosities is a companion book to The Ring of Time (1985, British Columbia Provincial Museum), which covers the Museum's history from 1968 to 1985.

The easy to read text is well supplemented with numerous photographs - more than one per page on average. Write-ups on various expeditions and events that occurred when various collections were being developed are included.

White Bears and Other Curiosities should be in the school library resource center of any school that takes field trips to the Provincial Museum. Any school planning on taking students to the museum should acquire this book. It has a place in the collection of other school library resource centers, but would be of limited use.

J.Patrick Romaine, Teacher-librarian, A.L. Fortune Secondary School, School District #89 (Shuswap).

- 355 Arctic -- choices for peace and security : proceedings of a public inquiry -- Soules, 1989. -- 282 p. : ill., maps. -- ISBN 0-919574-82-3.

Arctic regions - National security // Environment - Government policy - Arctic regions // Canada - Military policy // Peace - Congresses.

This book constitutes the content of a three day conference on the Arctic (The True North Strong & Free). Readers are treated to clusters of written speeches, each of which is followed by a recorded question period. Speakers include politicians, ambassadors, military personnel, legal specialists, academics and top-ranked bureaucrats.

Necessarily, inquiry pertaining to matters of peace in the Arctic raises many issues - Canadian sovereignty versus international cooperation, large scale resource extraction versus indigenous sustainable economies, environmental integrity and peace, and demilitarization of the Arctic region.

The book concludes with strong statements calling for the creation of a Ministry of Arctic Policy and encouraging all Canadians to work for a nuclear free Arctic. Readers can be encouraged by the fact that most of the Thomas Berger recommendations in the McKenzie Pipeline Inquiry Report (1977) have been enacted, while at the same time take stock of the fact that many of the same concerns related to the Arctic were raised over ten years ago.

Certainly not an easy read, this book can serve as a primary resource for research concerning current Arctic social and political themes. The lack of an index will make the work difficult to use.

Recommended for senior secondary and post secondary libraries.

Jim Duncan, Media Librarian, East Kootenay Community College, Cranbrook.

567.9 Dinosaurs [videorecording]. -- KIDSVIDS, 1989. -- 1 videocassette (15 min.) : sd., col. & 1 teacher's guide. -- Also available in French. -- \$200.00; \$300.00 English/French; \$50.00 additional copies.

KIDSVIDS  
Box 33738, Station D  
Vancouver, B.C. V6J 4L6

What an excellent resource!

This video is divided into five parts: a story with four lifelike dinosaurs, some children touring Tyrrell Museum viewing dinosaur skeletons, an interview with a museum paleontologist discussing fossils and showing a baby hadrosaur embryo, the children touring the palaeoconservatory and viewing plants, and the children singing "Dinosaur Bone Song". Each section flows easily into the next. The copyable guide gives a brief outline of the video; pre and post viewing activities; words and music of the easily sung song; clear diagrams of eight different dinosaurs; and notes on the nine dinosaurs. The French version is the same as the English, and has been translated from the English. The paleontologists voice is dubbed.

The video was produced as a teaching supplement to a primary theme on dinosaurs. Although intended for students in primary years - English and French programs, lower intermediate and intermediate French Immersion students will enjoy and learn from the video. The children in the video range from four to fourteen years old. The produce, Susan DeBeck, is a primary teacher in Vancouver and filmed the video in Drumheller, Alberta.

Dinosaurs are a very popular topic. It is good to have a source of information on Canadian dinosaurs. The video should aid our visual-age children to find out more about dinosaurs and to think about the questions posed.

The production is technically well done. The visual aspect is clear, colorful and accurate. The musical background complements the clearly presented narration and discussion by the adults and children. Dinosaur models, actual bones, children touring the museum, and interviews keep the interest of the viewers.

It is recommended that school districts have at least one copy of the English or the French version in their media resource center. They will likely need more than one as this should prove to be a popular and well used item. The initial cost may be prohibitive for a school. However if "Dinosaurs" is an annual theme for teachers in the school, this would be a worthwhile purchase.

Dave Boettcher, Teacher-librarian, Walter Moberly Elementary School, School District #39 (Vancouver).

598.29711 Bovey, Robin.  
Birds of Vancouver and the Lower Mainland / Robin Bovey, Wayne Campbell. --  
Lone Pine, 1989. -- 143 p. : ill., maps. -- ISBN 0-919433-73-1. -- \$9.95.

Birds - Vancouver // Bird watching.

Lone Pine Publishing  
#206-10426 81 Avenue  
Edmonton, Alberta T6E 1X5

Birds of Vancouver and the Lower Mainland is divided into three parts; description of the bird watching areas, description and illustration of birds, and a section on attracting and feeding birds. Though a paperback, the binding is sewn and appears sturdy enough to withstand field use.

The book covers more than 90 species of birds found in the environs of Vancouver. Each entry includes a color illustration of the bird, often showing both the male and the female. Entries usually take one page. The information includes a description, the likely location and the season that the bird will be found around Vancouver.

The authors have done a remarkable job of preparing a concise, interesting description of the birds. With the colorful illustrations this book is excellent for beginning or experienced bird watchers. Both authors are well qualified, have considerable experience in nature writing and are leading experts on birds. The fact that this has become a best seller in Vancouver speaks for its usefulness.

The book is highly recommended for Vancouver area school libraries. It would be useful in both elementary and secondary schools.

M. Dale Lauber, Teacher-librarian, Mountain Secondary School, School District #35 (Langley).

635.9 Walker, Lois.  
Get growing : exciting plant projects for kids. -- Pembroke, 1990. -- 101 p. :  
ill. -- ISBN 0-921217-32-3.

Indoor gardening // Gardening // Nature craft // Cookery.

The title aptly describes this delightful book designed for children - from beginning gardeners to the more experienced. Filled with wonderful projects using fruit and vegetable plants, this book focuses on interests of young children: creative, hands-on projects, nature and things that grow, and their stomachs!

Walker artfully melds activities using fruit and vegetable plants with the pleasure of growing a living thing, of creating a craft to enjoy or to give as a gift, and of eating the *fruits* of one's labor. The book is aimed at the young reader, from 7 to 10 years old. However, even younger children will enjoy the activities if helped by an adult or older brother or sister. Key vocabulary terms are explained at the beginning of the book and helpful hints are presented. The directions are clear and simply written, and each activity is carefully described in a step-by-step manner. All the materials and equipment needed to be assembled are presented at the beginning of each activity. Simple black and white drawings and diagrams accompany the instructions, highlighting the steps taken.

This book will be useful to the elementary science curriculum, and excellent as supplementary material in the school library resource center.

J. McKinlay, Teacher-librarian, Churchill Secondary School, School District #39 (Vancouver).

745.592 Walker, Lois.  
The instant puppet resource book for teachers / Lois & Herb Walker. --  
Pembroke, 1989. -- 157 p. : ill. -- ISBN 0-921217-31-5.

Puppets and puppet plays - Handbooks, manuals, etc. // Language arts.

The Instant Puppet Resourcebook for Teachers is excellent. The authors know exactly the needs of teachers. It is extremely well organized and packed with creative puppetry ideas. I appreciated how quick and easy it is to use in the classroom. I liked the explicit directions, the large clear illustrations of the step-by-step procedures for making the puppets, and the list of what is needed for each puppet. Their tips for classroom management during the activity, for collecting, for displaying materials, and for using a glue gun were most helpful. I thought the 13 dialogues for plays to accompany the puppets were superb. I also liked the recycling factor - all of the puppets can be made from common household materials such as plastic bottles, paper tubes, cereal and cracker boxes, bags, meat trays, cartons and sticks.

As well as all the great information on actual puppet-making, the authors offer imaginative ideas for games, for language development in all areas of Language Arts (grammar, poetry, and drama), and for uses for puppets in other subject areas and in developing work habits. They include hints for puppet use in E.S.L. and French Immersion classes.

The book is divided into primary grade and intermediate grade puppets. Blackline Masters are located at the back of the book and cross-referenced for ease of location.

This book is a must for Grades K - 5 teachers, and certain aspects are applicable to Grades 6 and Grade 7 classrooms. Highly recommended.

Marilyn Clements, teacher, Courtenay Junior School, School District #71 (Courtenay).

796.54 Rawnsley, Rosemary.  
Camping with kids. / Rosemary Rawnsley & Jacquie Stinson. -- Brighouse, 1989. --  
156 p. : ill. -- ISBN 0-921304-04-8. -- \$12.95.

Camping // Amusements.

Brighouse Press  
P.O. Box 33798, Station D  
Vancouver, B.C. V6J 4L6

If you have a young family and are considering going camping for the first time, it would be a good idea to read this book and take it along with you if you decide to go. Written in an amusing, easy-to-read style, it nevertheless gives good practical advice on topics ranging from what kind of camping would suit you (RV's, tents, tent trailers,) to settling up camp, to cooking (favorite recipes included) to emergency situations. Other topics in the 14 chapters include camping with babies, pets and other families; and (gasp!) sex in the campground. Their opinion on the latter is that it is almost non-existent unless you have separate tents for the children.

Though indexed, entertaining and useable, the usefulness of this title in the school library resource centre collection is questionable. Buy it for your favorite friends who have young children.

Linda Rehlinger, Teacher-librarian, Parksville Elementary School, School District #69 (Qualicum).

920 Presenting children's authors, illustrators and performers / general editor, Barbara  
Greenwood. -- Pembroke, 1990. -- 200 p. : ill. -- ISBN 0-921217-45-5. -- \$14.95.

Authors, Canadian // Illustrators, Canadian // Entertainers // Arts and children - Canada.

I was delighted to receive in my mailbox Presenting Children's Authors, Illustrators and Performers, a collection of profiles of members of CANSCAIP. As a teacher-librarian, I never seem to have enough data on Canadian authors and illustrators. Here it is - in one attractive volume! Originally published in the Canscaip newsletter, each entry is four to six pages long and focuses on the individual's life as it relates to his or her art. Some are in interview format, and all are written by other members of Canscaip. The third person or interview perspective lends an interesting counterpoint to the Children's Book Center author information sheets, many of which are written in the first person.

In an attempt to give an overview of the growth of interest and activity in Canadian children's literature and art, the entries, are in the chronological order that they were originally published. Although the entries are updated in an appended paragraph, I did not find this particularly successful. A time-line might be a more graphic presentation, but this is a minor quibble. The index divides the entries into authors (28), illustrators (9), performers (8), editors (3) and librarians (1); and lists entries alphabetically within the categories. This makes the information easy to access. Contributing authors are also identified with a brief paragraph at the back of the book.

The writing is clear and interesting. The format is accessible. The information is current. The book is a *must have* for any children's library.

Carole Eyles, Teacher-librarian, Fernwood Elementary School, School District #62 (Gulf Islands).

921     Smith, Jessie Ann.  
       Widow Smith of Spence's Bridge / by Jessie Anne Smith as told to J. Meryl Campbell  
       & Audrey Ward ; edited by Murphy Orlando Shewchuk. - Sonotek, 1989. -- 128 p. :  
       ill., map. -- ISBN 0-929069-00-5. -- \$9.95.

Smith, Jessie Ann // Frontier and pioneer life - British Columbia // British Columbia -  
History, Local.

In a letter written in 1945 when she was celebrating her 92nd birthday, and reproduced on the last page of this book, the author says "Allow me now to present my autobiography for your approval, and I hope, pleasure." Her story merits approval and gives pleasure. The letter deserves to begin the book rather than end it.

Just over 5 feet tall and weighing 95 pounds, this little Scottish school teacher left her comfortable Victorian home to settle with her orchardist husband in Spence's Bridge. Her story reads like fiction, as in *truth is stranger than....*, and has the making of a good movie. But this is HISTORY, writ large, which vividly recreates early pioneer days in this province, and brings it to life with engaging details.

Describing the journey to Canada, she admits she was sea sick most of the 14 days it took to cross the Atlantic Ocean. She shares her fear that the train would overturn when going passing Niagara Falls for all the passengers had moved to one side to get a better view. The rest of the trip was by steamer, work train, horse drawn wagon and cable bucket across the Fraser River. The last conveyance landed her in a pile of hay. She dusted the hay off her clothing "at the end of the briefest but most thrilling part" of her journey.

The descriptions of early Victoria; C.P.R. construction through the Fraser Canyon; hardships of homesteading, and times when she was "lonely for the company of my own sex" have the immediacy of good oral reporting. Her story tells of the difficulties encountered in the development of her orchards, for she continued alone after she was widowed. Apples like King O'Tomkins, Winter Banana and Red Astrakhan won many awards at horticultural fairs. King Edward V11 was so impressed with her apples that he named her "Widow Smith of Spence's Bridge". Now the orchards have disappeared, but this book will ensure that they are not forgotten. The sturdy, attractive paperback format, with a clear map, excellent black and white photographs, and at a reasonable cost, should be in every school library in British Columbia. The entire book should be read -aloud to every class studying pioneer life. It could be integrated into science and language lessons, at both intermediate and high school levels. It is an exemplar of local history, showing the tight editing of the three granddaughters (one of whom was a teacher-librarian) who helped her write the story. An apple to Sonotek Publishing of Merritt, B.C. for an excellent first book.

E.Rita Ourom, Teacher-librarian, Waverly Elementary School, School District #39 (Vancouver).

971.004     Adams, Howard.  
       Prison of grass : Canada from a Native point of view. -- Rev. ed. --  
       Fifth House, 1989. -- 208 p. ISBN 0-920079-51-2. -- \$18.95.

Indians of North America - Canada - History // Metis - History //  
Indians of North America - Government policy - Canada.

Harold Adams grew up in a Metis community in Saskatchewan. He completed his doctorate studies at the University of California (Berkeley), and was with the Faculty of Education at the University of Saskatchewan. He is now retired from the University of California (Davis) and lives in Vancouver. He has been active in the native rights movement in Canada.

In this revision of Prison of Grass which was first published in 1975, Adams has written a new preface and included some updated statistical information which supports his view of the place that Native Canadians and Metis occupy in our society. There is also evidence of updating in the text itself. For example, in the 1975 edition, the Federal Government pamphlet distributed at the Batoche National Historic Site is described as perpetuating racial stereotypes. In the 1989 edition, Adams points out that this pamphlet is no longer handed out to tourists.

The book is divided into four sections. "One: The Indian Civilization" describes the impact on early Indian society of the missionaries, fur traders, government agents and the Northwest Mounted Police. All of these groups took advantage of the Indian in whatever way they could. "Two: Halfbreed Resistance to Imperialism" deals with the Metis uprisings of 1869 and 1885. He claims that both these events were not rebellions, and there was no legitimate government at the time, and most of the trouble surrounding the Riel Rebellion was promoted by the government in Upper Canada, who wanted an excuse for a military action in Western Canada. Also, the Riel Rebellion is misnamed in any case, because Riel was working for the Metis cause, not leading it. "Three: The Native Plight in White Supremacy Canada" contains a great deal of autobiographical information and discusses native schooling, employment experiences, racial stereotyping and discrimination. "Four: Towards Liberation" deals with the failure of native leadership and the native rights struggle. Adams credits the black people's civil rights struggle, Malcolm X, and the Berkeley campus revolt for getting him involved in the the native rights movement.

The racism of government officials and others towards the Indian and Metis peoples is the all pervading theme of his history. Adams has been criticized for dismissing many primary historical sources because they were written by white people and for his sweeping statements and generalizations. However, he has written a book which makes the reader think about Canada's treatment, past and present, of her native citizens.

This is a passionate, highly personalized alternative view of history which should be available in secondary school library resource centers.

Anne M. Rowe, Teacher-librarian, King George V Elementary School, School District #57 (Prince George).



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Dianne Driscoll  
816 Alderside Road  
Port Moody, BC V3H 3A5

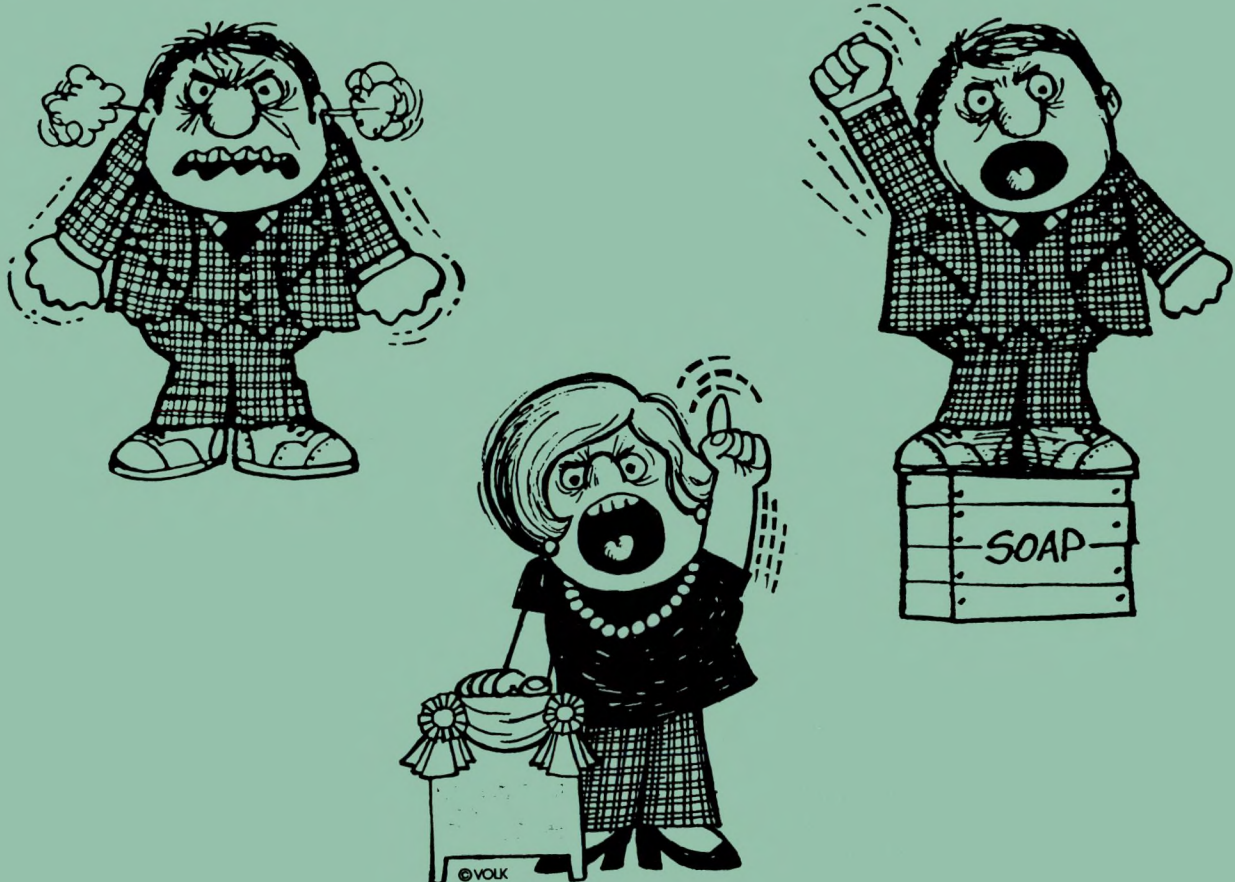
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Items reviewed include print and non-print materials. To be considered for inclusion items should have a significant association with the province of British Columbia through the author, performer, producer, publisher or subject matter; and should have been published within the last three years.



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