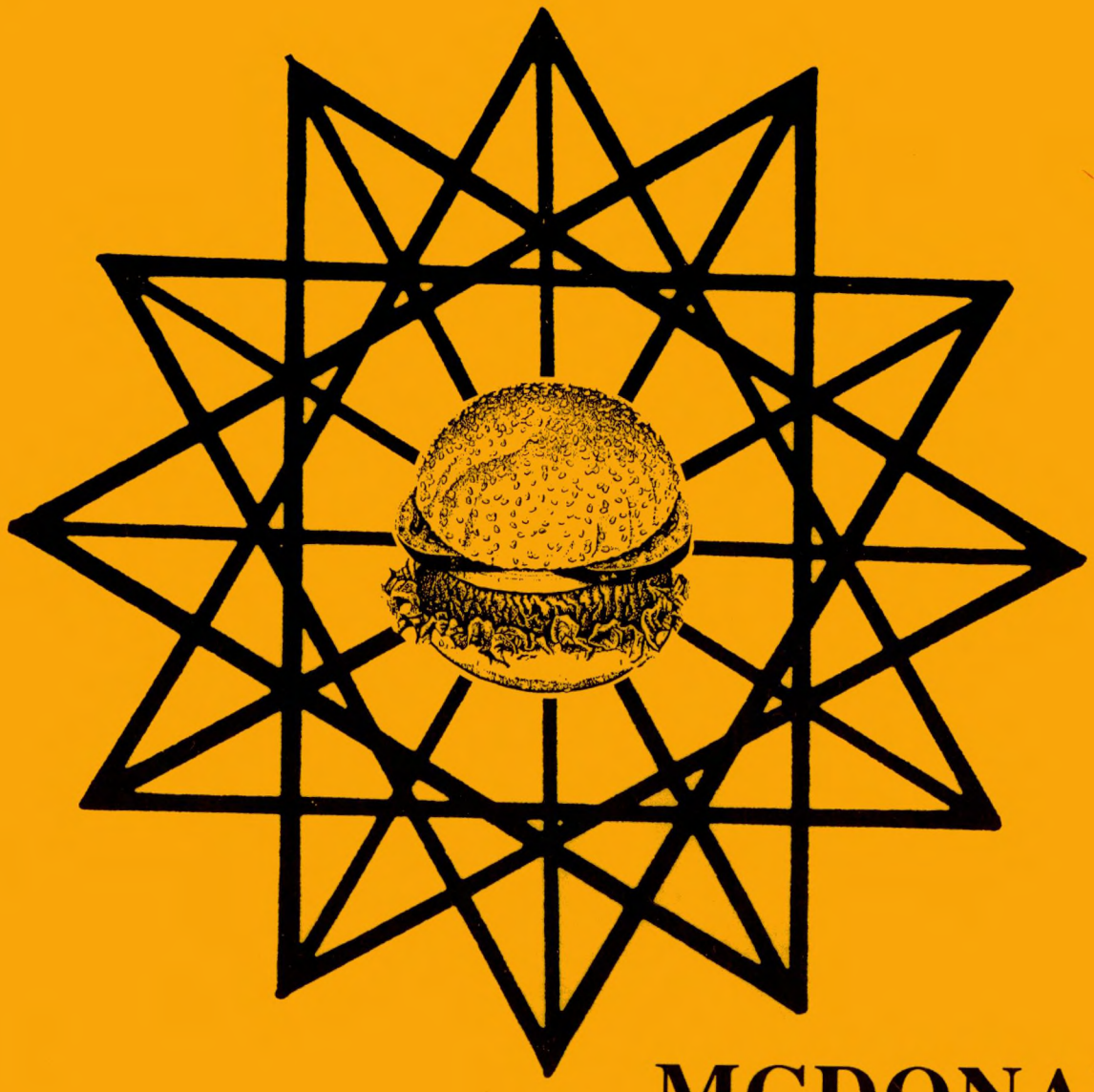
September 1990
Volume 32 Number 1
ISSN 0381-6028

BCTLA

THE BOOKMARK



MCDONALD'S IN MOSCOW

BOOK BARGAINS

Q. WHY DO SO MANY LIBRARIANS TAKE ADVANTAGE OF BOOK WAREHOUSE?

a) irresistible prices
b) huge selection in all subject areas
c) huge selection in all age catagories
d) many titles unavailable elsewhere
e) broad selection of attractive books to increase library use
f) helpful staff
g) pleasant working surroundings
h) invoicing/payment flexibility
i) enjoy visiting Vancouver
j) hands-on evaluation and selection from over 10,000 titles

A. ALL OF THE ABOVE!

Book Warehouse

BOOKS AT IRRESISTIBLE PRICES

BROADWAY
632 W. Broadway
Vancouver

ROBSON
1150 Robson
Vancouver

RICHMOND
6340 No. 3 Rd.
Richmond

VICTORIA
1301 Government St.
Victoria

OPEN 10 AM - 10 PM SEVEN DAYS A WEEK

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

TABLE OF CONTENTS

FEATURED IN THIS ISSUE (continued...)

REGULAR FEATURES 103

ANNOUNCEMENTS

ADVERTISERS' DIRECTORY

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 **PATRICIA FINLAY**, BCTLA President

It is hard to believe that summer is on its way out and another school year is beginning - another busy, demanding, challenging, interesting and satisfying school year! I hope that you had an enjoyable and relaxing vacation in which to store up energy and enthusiasm for the coming year.

The BCTLA, as always, has a full plate of items to deal with this fall and continuing into 1991. **Our accomplishments will reflect the dedication and energy of all our members.** It is through the contributions of the individual teacher-librarian in each school and district; through the work of the chapter executives in their districts; through the concerns and ideas communicated by the chapter councilors and through the commitment of the members of the BCTLA executive that this association provides leadership in teacher-librarianship in BC. I am honoured to be the President of such a vigorous organization; to be a member of such a powerful team!

I am very pleased to introduce the dedicated individuals on the current executive board. Diana Poole, as Past President, will continue to share her expertise and knowledge. In particular she will be able to guide me through the intricacies of the presidency. Returning to the executive are: Stephen Harris, treasurer; Robyn Smart, corresponding secretary; Donna Doerksen, publications coordinator; and Joanne Naslund, co-chair - continuing education committee. Their previous experience on the executive is very valuable to maintain continuity. New to the executive are: Vincenza Cameron, vice-president; Karen Davidson, recording secretary; Trish Maskell, BCTLA liaison and Candice Morgan, co-chair - continuing education committee. Their "fresh" ideas and energy will be much appreciated.

MINISTRY NEWS

A major focus for this association will be developing a response to the draft of the Intermediate and Graduation programs. Get involved in the discussions at your school and help your chapter prepare a response. Chapter councilors will be soliciting your viewpoints to provide input for the BCTLA brief to the Ministry.

This fall the BCTLA looks forward to the completion of several projects undertaken for the Ministry of Education. A document to support the Language Arts curriculum, Literature Connections, and a policy document (a revised Sources and Resources) should be published. As part of the on-going Library Book Purchase Plan you will be receiving an order form to select B.C. books for your school library resource centre. The BCTLA members of the Library Book Purchase Plan committee are Ian MacSween, Coquitlam; Donna Doerksen, Vancouver; Evelyn Hoffman, Cranbrook; and Linda Rehlinger, Parksville. Many thanks to Bill Scott from Hope who is leaving this committee after several years of hard work.

The Ministry is recognizing the expertise of teacher-librarians in evaluating and selecting resources. This summer a large group of teachers worked to evaluate resources for the Intermediate program. The Ministry chose six teacher-librarians to assist in evaluating Humanities resources: Barbara Black (SD#33); Diane Gagnon (SD#45); Bill Abley (SD#24); Martin Marquardt (SD#61); David Scott (SD#24) and Diane Rabel (SD#52).

BCTLA and the Environmental Educators' PSA have proposed a joint project to develop an Environmental Education Resources Directory. With the support of the BCTF, this proposal has been sent to the Ministry of Education and it is considering it for 1991.

BCTF NEWS

The BCTF has asked PSAs to participate in reviews of two major areas. First, the College of Teachers is undertaking a review of teacher education programs at UBC, SFU and UVIC. The study will determine if the present teacher education programs are appropriate and will indicate what changes, if any, the College should make in its bylaws, policies and procedures. The BCTF is expecting PSAs to submit a draft brief by October 26.
Second, the BCTF AGM recommended a review of Federation service levels. This involves a discussion

of the types, processes and levels of services provided by the BCTF to locals, to PSAs and to members including the most effective organizational structure to deliver those services. Any input from our association must be ready for November.

COMING UP

Membership in the BCTLA continues to grow. Over the summer I had the opportunity to speak with teachers and teacher-librarians taking courses at UBC. Those new to teacher-librarianship were impressed with our publications and eager to join the BCTLA. The excellence of The Bookmark depends on your contributions. Keep them coming! Also its not too early to start thinking about the BCTLA awards and possible candidates. We know there are many fine teacher-librarians, administrators, teachers, support staff and other individuals who need to be recognized.

In the immediate future there are some important items to take note of. During September you will have been asked to fill out a survey of Working and Learning Conditions. Please take the time to carefully put down the information pertaining to your position. The chapter councilors will collate the data and send it on to the provincial executive. Many teacher-librarians throughout the province have commented on how valuable this information is, especially when preparing budget presentations and setting bargaining goals.

On October 19, the Friday preceding Fall Council, there will be a special training session for chapter councilors. The focus will be on "Implementing Change". It is very important that each chapter is represented on Friday and, of course, on Saturday for Fall Council. We will be discussing many of the issues I have mentioned earlier plus the proposed changes to the BCTLA executive board.

Update '90 is being held on October 19 at Dunsmuir Lodge in Saanich. The plan for the day is very exciting, including a look at the new Alberta publication, Focus on Research.

In your date books mark down April 25, 26 and 27 for the Spring Conference at Silver Star Resort, Vernon. Then in October of 1991 at Whistler there will be a national conference co-sponsored by BCTLA and the Association for Teacher-Librarianship in Canada..

READER RESPONSE

In this column I have tried to briefly outline some of the issues, projects and on-going business of the BCTLA. **The executive board needs to hear your thoughts.** Please discuss your concerns and ideas with your chapter councilor or talk directly to any executive member. We are as close as your phone! In particular I would like to have some response regarding this issue's "In Circulation". Is this the type of information you want to read? Is there any item you would like to see included? I am anticipating some phone calls!!

Now to end on a very positive note. The following quote came from an article in Canadian Living, September 1990 issue, entitled "Dick and Jane Are Gone":

"Active learning is often linked with resource-based learning, in which the school library, once the site of brief mandatory weekly visits, becomes the focal point of the school and librarians play a large role in helping teachers develop programs"

The theme "McDonald's in Moscow" fascinated the Editorial Board because, for us, it epitomized the incredible changes that have occurred in the world in 1990. Surely, this will turn out to be an important year in history. Think of all the political changes each of us has witnessed nightly on the evening news — the crumbling of the Berlin Wall by a people no longer satisfied to be divided, the economic bloom of a European community determined to shelve old animosities and move into a time of cooperation and collaboration, the disintegration of the domination of the Soviet Union on Eastern Europe and its attempts to reach out to the western world, and the latest frightening developments in a Middle East where right and wrong seem blurred for all time.

Think too of the changes in the Canadian domestic scene — a Free Trade pact which few Canadians understand, the lack of accord over the Meech Lake Accord, the dismay and uncertainty about the impact of the Goods and Services Tax (GST) that the federal government is committed to so firmly, our native peoples' concern over their place in a country which has ignored both the land claims question and the "third world conditions" under which many live. As I write this editorial, yet one more incredible change is being reported on the television — the New Democratic Party has defeated the Liberal government in Ontario!

As educators in British Columbia we are faced with enormous changes in our school system as a result of the Sullivan Royal Commission on Education. Some of us are currently involved in implementing a Primary Program which validates practices which many teachers have been using effectively for some time. Others are participating in the analysis of the new Intermediate Program and Graduation Program, and will be adding our reactions to those of colleagues in the hope of honing the draft documents to reflect our concern as teacher-librarians about resource-based learning. Parents are agonizing over ungraded primary classes and dual entry, while school districts struggle with facilities and resources to support the new programs.

The Ministry of Education seems suddenly ready to change aspects of education which were immutable in the past. The fact that the Ministry is about to publish a policy statement on the role of the resource centre program is remarkable enough, but there are so many other things happening that it is difficult to keep up. The emphasis on learner-centred evaluation is surprising when you consider how recently the emphasis was on grade-wide testing. The use of multiple resources instead of a single textbook and the de-emphasis on black-line masters that must result from this shift, are two developments I find satisfying. Questions abound: Whither the core curriculum? What will we do with non-prescriptive curriculum guides? Teacher decision-making as the core of a new program ... are we ready for all this?

The answer is "No," of course. But then, I doubt whether the Russians crowding into the new McDonald's in Moscow are ready for all the changes that this transported symbol of capitalist energy heralds. I look at the Native women standing behind the barricades at Oka, and I know I would *never* be ready for that experience. And yet, I know also that despite the fact that most of us don't welcome change wholeheartedly, most of us can face up to change, deal with it, and incorporate what it means into our newly "revised" lives. Nightly, the ordinary people of the world demonstrate for us the human ability to adapt to change.

This is an exciting time to be alive and thinking and feeling in the world, in Canada, in our province, in our own communities and in our schools. As teacher-librarians, this is the time to become involved in change, to understand the new programs, to be part of the school planning team, and to demonstrate professionalism and leadership.

BRIDGING THE MILLENNIUM

A National Conference

Jointly sponsored by

ASSOCIATION FOR TEACHER-LIBRARIANSHIP IN CANADA

and

BRITISH COLUMBIA TEACHER-LIBRARIANS ASSOCIATION

October 17, 18 and 19, 1991

at

Whistler, British Columbia

ATLC - BCTLA - The year **2000** - BCTLA - ATLC

Lynn Shoop accepts the Distinguished Service 1989-1990 Award from Diana Poole.

Barb Hall receiving the Award of Merit 1989-1990Award from Diana Poole, out-going President of BCTLA

THE BOOKMARK
ANNUAL REPORT

by **LIZ AUSTROM**, senior editor

This year was both a sad one and a happy one for the members of the Editorial Board. We were grieved when our colleague and former editor, Alan Knight, died at a very young age. His request that memorial donations be sent to The Bookmark both surprized and honoured each of us. We are happy that the monies received will be used to suppport the Alan Knight Memorial Award. Through this Award, the BCTLA hopes to foster continuing contributions of articles to the journal, thus carrying out Alan's wish to do something to make it even better than it has been in the past.

On behalf of all of the contributors to The Bookmark, the Editorial Board is pleased to receive its third Canadian School Library CANEBSCO School Library Media Periodical Award. The 1990 award will be presented at the June CLA Conference in Ottawa, where Jim Crook will receive the award on behalf of the entire Board.

As Senior Editor, I am continually impressed with the dedication and hard work of our Editorial Board members. I would like to thank Lee Inkster and Mercedes Smith, both of whom left the group this year to pursue other interests. Barbara Smith, Carl Stymeist, Willa Walsh, Elaine Clague, Harold Berson, Donna Doerksen, Dianne Driscoll, John Pope and Lina D'Onofrio have served as editors this year, with each taking on regular duties as well as added theme responsibilities for specific issues. Donna Doerksen continues as Publications Coordinator, attending BCTLA meetings, handling reprint requests and dealing with the BCTF. Jim Crook continues to provide his special computer talents — and patience with both technology and people — to his role as Production Manager. He is so essential that we even post-poned paste-up for a week once when he was unable to attend on the regular day.

Our advertising manager, Alwynn Pollard, whose report appears elsewhere, has also assisted regularly with paste-up. This has been an unexpected benefit to the editors. Alwynn's work in securing the advertising revenues that defray many of the costs has kept her busy. She has worked with Harold Berson, our graphics specialist, to prepare fresh new advertising materials to go out to prospective advertisers. She has also managed to persuade most advertisers to get their copy to us in advance of paste-up day.

The theme approach continues to operate successfully. In 1989-90, theme issues included: Humour Me! (September 1989), Focus on Fiction (December 1989), Think About It (March 1990), and The Soap Box (June 1990). Planning for the 1990-91 publication year has established the following themes: McDonalds in Moscow (September 1990), Cows, Cars and Chainsaws (December 1990), Weaving the Strands (March 1991), and The Chips Are Down (June 1991). With totally uncharacteristic organization, the Board has also tentatively established a theme for the September 1991 issue — "Fangs A Lot!" For each coming issue, we welcome both submissions and suggestions of people to contact who might have something to say that would interest BCTLA members.

Once again, on behalf of the Editorial Board, I am delighted to thank all those individuals who have taken the time to write articles, share their teaching units and strategies, prepare bibliographies, send items for Notes & News, submit chapter reports, write letters, and participate! Your support makes this journal work, and your support keeps the Editorial Board eager to make The Bookmark as good as it can possibly be.

THE BOOKMARK
ADVERTISING MANAGER'S REPORT

by **ALWYNN E. POLLARD**, advertising manager.

In August 1989, I took over the job of Advertising Manager from Audrey Campbell. Thus, I have been responsible for the advertising in The Bookmark for three issues: September 1989, December 1989 and March 1990.

This fall I designed a new covering letter, which makes reference to The Bookmark's CANEBSCO Award, and a new rates/specification/contract sheet which includes the new pricing approved by the BCTLA Executive Board (see following pages). These two pages were sent out in early January to approximately sixty potential advertisers. This mailing may have been partly responsible for the increase in the number of ads placed in the March issue compared to previous issues.

This summer I plan to search for new potential advertisers, thus adding to The Bookmark's advertiser mailing list in the hope of increasing advertising income.

Respectfully submitted
1990 April 10

THE BOOKMARK ADVERTISING
Financial Statement

Expenses

1990 January 02	Envelopes	4.24
1990 January 04	39 cent stamps	39.00
1990 January 06	44 cent stamps	2.20
1990 January 17	Photocopying	10.00
1990 January 23	The Bookmark mailings	9.36
1990 March 31	The Bookmark mailings	17.49
	TOTAL	82.29

Advertising Income

1989 June issue	2 1/2 pages	400.00
1989 September issue	3 pages	500.00
1989 December issue	3 pages	450.00
1990 March issue	5 1/2 pages	960.00
	TOTAL	2310.00

CONTINUING EDUCATION ANNUAL REPORT 1989-1990.

GOALS FOR 1989-1990

A major goal of the BCTLA is to plan and implement continuing education for teacher-librarianship. Specific goals for this year included the following:

1. To support professional development activities by recommending speakers and resource people.

2. To develop a Continuing Education Network Directory to identify BCTLA members with expertise to share as workshop leaders and presenters.

3. To enhance continuing education opportunities of BCTLA members through dialogue with and between U.Vic, UBC and SFU (Distance Education Departments and Faculties of Education).

4. To advocate continuing education for teachers focusing upon the role of teacher-librarian, resource-based learning, and cooperative planning and teaching.

5. To communicate regularly about continuing education activities, opportunities and resources by maans of a regular column in The Bookmark.

WHO HAS BEEN INVOLVED?

* BCTLA members have contributed their expertise and time to lead workshops, to participate in professional days, to assist with publications and to aid in planning. The strength of continuing education lies in renewal through our professional network!

* BCTLA Executive and Chapter Councilors have provided invaluable direction and advice regarding continuing education priorities and goals. In particular, Diana Poole, in addition to her leadership role as President, has conducted innumerable workshops.

* Dr. Ron Jobe, Coordinator of Teacher-Librarianship at UBC, has been a strong advocate for innovative continuing education at UBC.

Through his efforts Update '89 and a Summer Institute on the Teacher-Librarian and the Changing Curriculum were organized.

* Don Hamilton has contributed insightful and creative ideas for continuing education and by willingly fostering cooperation between U.Vic and UBC has done much to increase continuing eduction opportunities for teacher-librarians in B.C.

ACTIVITIES OF THE PAST YEAR

MEETINGS

* Met with UBC/U.Vic about off-campus diploma programs, non-credit professional development, summer institutes, and independent learning packages.

* Met with BCTLA Chapter Councilors at the Fall Council Meeting to identify continuing education topics.

* Met with Ministry and BCTF representatives about Literature Connections: the Teacher and Teacher-Librarian Partnership and about BCTF workshop using Implementing Change: A Cooperative Approach.

PROFESSIONAL DEVELOPMENT ACTIVITIES

* Update '89.

* Assistance within twenty-one professional development activities.

COMMUNICATION

* Instituted the Continuing Education Exchange as a regular column in The Bookmark.

* Continuing Education Network Directory started and to be completed for Chapter Councilors in the Fall.

Respectfully submitted
JoAnne Naslund and Dwain Weese,
Co-Chairperons

CHAPTER RELATIONS ANNUAL REPORT 1989-1990

This spring Windermere will become an official chapter of the British Columbia Teacher-Librarians' Association. This will bring us to a total of 49 official chapters. Unfortunately some of the smaller districts are having difficulties in maintaining a minimum of five active BCTLA members.

Thank you all teacher-librarians and, especially, the chapter councilors who compiled the statistics for the Working and Learning Conditions Survey. Your assistance makes it possible to carry out such an enormous task. This year there was an excellent response with information received from 68 of the 75 school districts in BC.

The vital role of the chapter councilor is to maintain communication between the provincial executive and each of the chapters around the province.

Chapter reports, published in the The Bookmark, are valuable records of activities and ideas to share with colleagues.

The list of chapter executive members must be received in June so Working and Learning Conditions surveys and information about the Fall Council can be sent out promptly in September.

The BCTLA continues to grow in number of members and in the commitment to professional leadership in the field of teacher-librarianship. Thank you all members for contributing to the strength of this association.

Patricia Finlay
Chapter Relations Chairperson

BCTLA MEMBERSHIP REPORT 1989-1990

Membership in the BCTLA has increased from 892 in March 1989 to 1118 as of April 2, 1990. This is an increase of 226 members.

A summary of the present total is:

Active BCTF members	917
Associate BCTF members	15
Subscription members	168
Student members	5
Honorary Life members	10
Department of National Defense	2
Exchange teachers	1

Many thanks to all our members who renew their memberships automatically. Congratulations to chapter councilors who are making a tremendous effort to achieve 100% membership in their chapters. Thanks also to the editorial board of The Bookmark, whose excellent work has attracted more members and subscription from across Canada.

Patricia Finlay
Membership

EDUCATION FOR TEACHER-LIBRARIANSHIP 1989-1990

Progress continued in our efforts to improve the availability of courses at both the University of British Columbia and the University of Victoria.

On May 31, 1989, a meeting was held at UBC with representatives from the various constituents: UBC, U.Vic and BCTLA, exchanging thoughts regarding progress to date and future directions.

Out of these discussions, Ron Jobe (UBC) proceeded with plans to include an update o the UBC Library Education Programme as part of Update '89. Don Hamilton agreed to present on behalf of U.Vic. For a detailed account of their respective reports, please refer to Liz Austrom's article in the December, 1989 issue of The Bookmark (pp.. 115-119).

It is hoped that similar updates will be available for presentation at subsequent fall Updates that are anticipated to alternate between the respective institutions.

To date, no further committee meetings are planned, and while the University of Victoria has nothing further to report at this time, UBC's report includes the following:

The programme has been renamed "Diploma in Teacher-Librarianship" and consists of six suitable renamed courses:

381 Administration of the School Library Resource Centre
382 School Library Resource Centre Programmes
383 Selection of Learning Resources I
385 Organization of Learning Resources
387 Information & Resources I
389 Resource Based Teaching

A seventh course would be selected in either children's or young adult literature.

Ron is also pleased to report that Joan Harper's secondment has been extended for the 90-91 year and that the off campus programme being offered in Chilliwack is proving very successful.

UBC's first Institute is going ahead this summer and is entitled ENED 480: "Advanced Studies in Language Arts : The Teacher-Librarian and the Changing Curriculum" (contact Distance Education).

Many of this summer's courses are now two-thirds full with an increased interest in children's literature by many classroom teachers.

While we still have some distance to go regarding access and availability to courses, introducing the co-operative aspect into regular teacher education and the opportunity for credit exchange between institutions, we can see a glimmer of light at the end of the tunnel!

Respectfully submitted,
L. Shoop and D. Poole

BCLA/BCTLA REPORT 1989-1990

Whereas our respective interests may not totally mesh owing in part to the more specific orientation of the BCTLA, liaison between our two associations continues. Exchange of Reporter/Bookmark articles has taken place, as well as increased participation on the part of teacher-librarians in BCLA workshops.

Sharing of expertise and information will be further enhanced by our respective members informing one another of regional happenings.

Finally, it should be noted that there has been at least one silver lining to the otherwise distressing GST looming on the horizon. By continued support of one another's efforts to assure quality service, we are encouraging an interest and awareness in our commonality of purpose. The result - LIAISON!

Respectfully submitted,
L. Shoop

NOMINATIONS REPORT

An application form for nominations was included in the December 1989 issue of The Bookmark. Nominations closed on February 1990. Positions will be filled by:

PRESIDENT	Patricia Finlay
VICE-PRESIDENT	Vincenza Cameron
TREASURER	Stephen Harris
CORRESPONDING SECRETARY	Robyn Smart
RECORDING SECRETARY	Karen Davidson

Since only one nomination was received for each of the positions for this term, all the nominees have been declared elected by acclamation.

Respectfully submitted,
Patricia Parungao

BCTLA ARCHIVES REPORT April 1990

The past year has seen further growth in the Archives. Copies of all BCTLA publications are being added, as well as other related publications, and copies of correspondence and minutes of meetings. As with any collection of this kind, one of the most pressing issues is to strike a balance between the need for comprehensiveness and the need to watch and control the size of the Archives. The committee has considered this question, and set out guidelines that will permit a certain amount of careful weeding to be done, of both print and non-print materials, without sacrificing any of the essential items in the collection.

Appeals have been made during the last three years through articles in The Bookmark and Teacher for certain missing items from the past that we felt were important to recover, if at all possible. The results have been gratifying, and we have reached the point where—probably—little more will be found. A satisfying outcome of these efforts has been the completion of all the files of The Newsletter and The Bookmark. A grant from Association funds is also enabling us to bind the annual volumes of the periodicals, giving them a safer and more permanent form. So far, fourteen volumes have been bound, and the remaining ones are being prepared to go to the bindery.

The actual usage of the Archives has been a little less than in 1988-89, when there was an unusual amount of interest in looking back at earlier events in the development of the Association, on account of the 50th anniversary.

Among the projects I have in mind for the future is to arrange in proper albums the miscellaneous collection of pictures I inherited along with the Archives. Some of them go back a good many years. Glen Pinch with the help of other Association members has been able to provide identification for all but a few of the older assorted pictures that had been put into envelopes and left unlabelled. Some events in recent years have been very well documented in pictures, especially the Annual General Meetings of the 80's.

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

Become an Author in an Award-Winning Journal! Submit articles, units or bibliographies to <u>The Bookmark</u>

THEMES FOR 1990-1991 ARE:

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

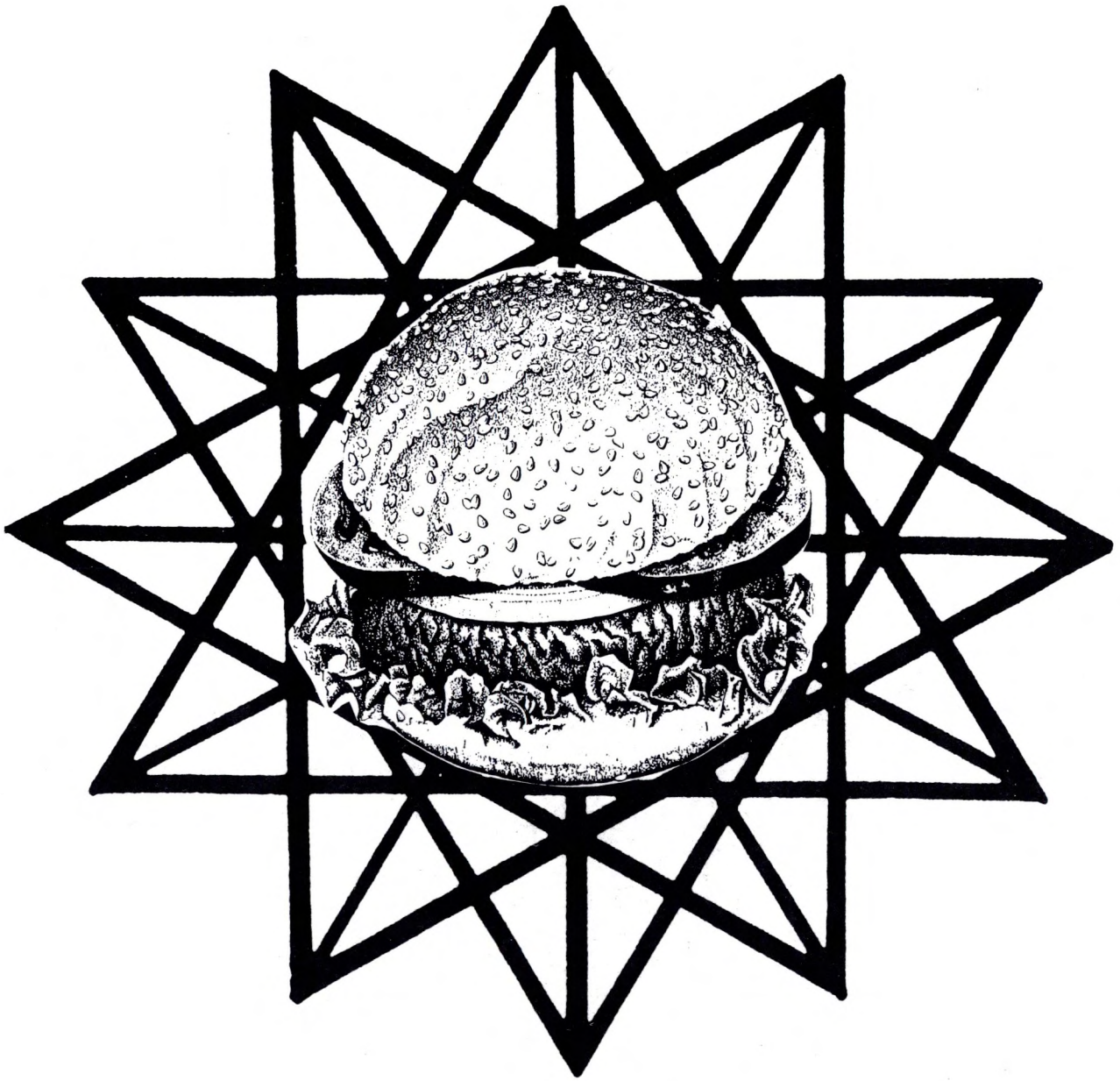
Library resource centres are quickly moving into an information era when use of technology will be an imperative. Do you feel that you are already overdrawn on the memory bank? That you have moved into information overload? What will the LRC look like in 2001? Have you developed instructional programs 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.

THEME SECTION



Bouquets to the Outgoing 1989-1990 BCTLA Executive

Standing left to right:
Stephen Harris, Dwain Weese, Odie Kaplan,
Donna Doerksen, Diana Poole, Patricia Finlay.
Sitting left to right:
Barbara Hall, Robyn Smart, Lynn Shoop

ARE WE THINKING?
A LOOK AT CRITICAL THINKING, PROCESS AND CONTENT

by **HAROLD BERSON**, teacher-librarian, SD #39 (Vancouver).

How much does it cost to change a light bulb?

A few cents plus:
... the odd tree killed by acid rain,
... a small rise in global temperature from carbon dioxide emissions,
... a share of the ecological disasters caused by oil spills,
... and the occasional nuclear accident!

The above scenario might be considered to be somewhat far-fetched, but we have to be aware that there is more to critical thinking than being critical. We also have to consider the consequences of our acts because we can no longer simply screw in a light bulb and take for granted that that simple act is only a simple act which has no impact on anything else.

Consider the Year 2000 paper. As a province, we have invested and continue to invest a lot of time, money and effort in promoting and attempting to implement what many would consider to be a positive and significant change in the education of our students. But there is a nagging and irritating notion that the whole thing might not succeed because the past record of our government has shown that priorities for education are subjected to extreme financial pressure in bad times. When push comes to shove, educational institutions in our province suffer. Good intentions by various people working at different bureaucratic levels of government are not going to be enough.

There are other problems such as how will high school teaching specialists integrate their subject field into the different strands.

Edward de Bono uses a thinking process to teach thinking skills that he calls CAF — Consider All Factors. If those people who plan the educational sytem's new directions do not use such an approach and fail to consider all factors, then we are looking for trouble.

Let us say that we do follow through with a integrated set of critical teaching strategies to fit with the thematic, global, holistic learning approach that is being planned but this creates another set of problems.

About ten years ago, the Vancouver School Board invited an eminent scholar to come and talk to the teachers and administrators about gifted and creative programs for students. He pointed out that a gifted person is one who can do a particular task far better than most other people. He gave two examples:

1. A baseball player is considered gifted if he/she can hit more home runs than anybody else, but there really isn't too much opportunity for creativity in baseball, simply because there are rules of the game that neither want nor accept any deviation.

2. A gifted politician is one who constantly wins more votes than other candidates and is constantly being re-elected. That, our scholar said, is the sort of thing that schools want.

A program for creative people is something that schools have been unable to handle successfully, because creative people will suggest and will want to do those activities that may come in conflict with school rules.

The directions established in the Year 2000 allow for a broader range of responses and in many ways cater to the creative person. However, we run into another series of problems. Living in an egalitarian society and wanting all of our children to benefit, what do we do about teaching all of our children to think creatively? It appears that we can do such a thing and Edward deBono, among others, has developed various means by which this sort of thing can be done. It is essential that thinking skills be integrated and part of the new Primary, Intermediate and Graduation programs.

Which raises another problem...

The whole thrust of our educational system is grounded in a cultural tradition that grows out of what we refer to as Western Civilization. Coupled with this is the Judeo-Christian religious tradition which states that man is created in the image of God? Nobody ever spells it out to us that way, but our perceptions and beliefs are so deeply embedded into the majority culture that we live in, that it would be very difficult for us to consciously think otherwise.

Look at the number of things that the "man-God" statements excludes. It excludes women; it

excludes all other living species and, in a sense, gives us the right to rule and control the environment as the ordained inheritors of a "man-God" universe. It also excludes all other religious and/or mythological views of the universe. If you are a visible minority living in a white-dominated majority culture, life isn't necessarily a bowl of cherries.

Okay, so we're going to use critical thinking to see what's really happening out there. A student goes to the library resource centre and finds a 1981 edition of Grolier's Lands and Peoples. The student thinks that maybe there is a more current edition of this set and discovers there is a 1987 set. The same student looks up the same country in this later set and discovers that aside from the statistics, the content, the pictures and even the page numbers are identical in both sets. If he looks up Nicaragua in both volumes, the student may discover a one or two line description that will tell him/her absolutely nothing about what has happened in that country between 1981 and 1987.

Or maybe a class is doing something on Peru. What is The World Book Encyclopedia going to tell the student about a poverty-stricken farmer who, in order to survive, now grows plants that produce cocaine? Will any of the encyclopedias tell you that the Peruvian farmer at one time was far better off than he is today but because his country took out loans in order to pay for industrialization, it was (and still is) necessary for the farmers to grow cash crops in order to pay the country's loans? The farmers no longer can grow indigenous food crops and must now import those crops they once grew.

Will our library resource centres have that sort of information? Even if they do, we must examine that view of the world that our schools and our society possess. That view gives us a predisposition which excludes or, at the very least, makes it difficult for us to be "subjective" because "objectivity" is really our own cultural imperialism dressed up pretending to be unbiased.

We rationalize that we can handle that problem by using different levels of thinking — and then we proceed to sort these into lower level and higher level thinking skills. We make decisions as to what year level (means "grade level" in the new jargonese) we will introduce these various skills. Will we find a different way to re-sequence these thinking skills? Will we not recognize what we have learned from research about the miraculous acquisition of language that children achieve prior to their entry into the school system? It is wondrous to observe a very young child creatively discover, undiscover, regress and progress towards possession and control of a full gambit of linguistic skills. Somewhere mixed in with a wide assortment of thinking skills, is "dreamtime" — that period of time before Nintendo and television, when you would lay down on the grass and look up at the sky, visualizing all sorts of images out of drifting clouds. (As an aside, there are those who claim that the half hour or hour-long television show — with it's well-orchestrated beginning, middle and end — derives its origins from the basal reader.)

Teacher-librarians have put forward the position that the exponential growth and changing nature of information make it impossible for learners to be able to absorb but a small fraction of the available information. Our thrust is process. If we are able to impart skills and experiences that allow students to process information, they will be able to seek and search out that what they need to know when they need to know it.

As suggested earlier, we have a view of the universe that carries the bias of our culture. It can be construed that we are fooling ourselves into thinking that we are assisting in the learning of process. If we continue to look for confirmation and verification of our Western, Judeo-Christian cultural ethic, then we must search for those icons or canons that confirm our own views. The process we use only gives us the illusion that we are in fact, showing students how to process information when we are actually helping them to verify what we know to be the canons of our own cultural "faith."

This suggests that when we do work towards creating theme units throughout the curriculum, that we will not only attempt to integrate the various subjects strands, but that we will consciously make an effort to incorporate a cross-cultural perspective. We do this not from the point of view of being tolerant or appreciating other ethnic cultural values, but because it will start to pull us away from an egocentric and/or ethnocentric view of the world. that is no longer appropriate.

Tucked away inside the resource centre — and that resource centre can include books or videos or encyclopedias or computers with its databases and modems hooked up to other databases — is a built-in limitation that may very well become narrower. With the globalization of communication and information controlled by the amalgamation and growth of mega-companies such as Time/Warner,

do you think that students will have the opportunity of receiving information that will allow them to be creative-critical questioners? What would be your reaction if tens of thousands of dollars of free computers and video equipment were offered to your school, *if* you would show classes an information-packed and educational television program once a day, complete with commercials directed at your students? Would principle be rated more highly than avarice?

One of Bill Moyer's guests on the PBS series "A world of Ideas" was Vartan Gregorian, president of the New York Public Library. He said:

> ...no one has any excuse not to be educated in terms of availability of resources. But at the same time it is very dangerous because we're now able to retrieve less than five percent of the available supply of information. So we are facing a major problem — how to structure information into knowledge. Because otherwise, what is going to happen? There are great possibilities of manipulating our society by inundating us with undigested information. One way of paralyzing people is by inundating them with trivia, giving them so much that they cannot possibly digest it all in order to make choices.

We must conclude that as educators we are responsible for our decisions and these must be based on principle and on responsible, critical thinking. So, tell me, how many teacher-librarians does it take to change a light bulb?

Teacher-librarians don't change light bulbs until after they've had a planning session with a teacher to decide whose responsibility it is to change the light bulb in their light bulb unit — and then the teacher-librarian changes the light bulb. Will this simple action have any impact on others?

CBC RELEASES AWARD-WINNING SERIES TO PUBLIC LIBRARIES

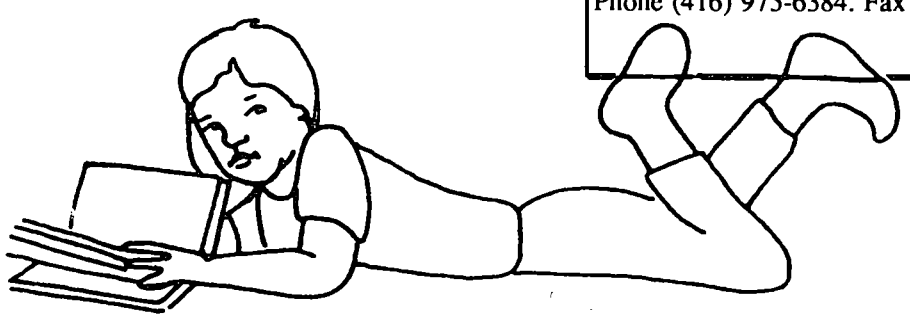
Public libraries across Canada can now purchase videocassettes of programs from the series The Nature of Things, Man Alive, and Under the Umbrella Tree, from the CBC.

Through a marketing plan initiated by the Educational Sales department of CBC Enterprises, libraries will be able to purchase dozens of titles from the series, all with public-performance rights, which the general public can borrow. Says Bob Fisher, Manager of Educational Sales, "The demand and our desire to make these series available to the public has been there for a long time. It's one of our most most ambitious undertakings. Making program rights available and testing the market has been an important part of the process, and the orders are already rushing in."

For thirty years, CBC'S award-winning weekly series The Nature of Things, hosted geneticist David Suzuki, has rewarded viewers with vivid explorations into the wonders of nature, technology and the environment. Man Alive goes behind the headlines to look at controversial moral issues and the pain and triumph behind current events in a provocative mix of subjects. Under the Umbrella Tree, a lively and entertaining series for children, uses stories to focus on issues of importance to younger children. In addition to these series, hundreds of individual CBC programs from Enterprises' educational catalogue are also available.

CBC Enterprises is the international television-prorgam marketing division of CBC.

Contact Enterprises' Educational Sales division at Box 500, Station A, Toronto M5W 1E6. Phone (416) 975-6384. Fax (416) 975-3482



FOR ALL THOSE BORN PRIOR TO 1948

[Editor's Note: Reprinted with permission from Media Messages, March/April, 1990.]

WE ARE SURVIVORS! Consider the changes we have witnessed:

We were before television, before penicillin, before polio shots, frozen foods, Xerox, contact lenses, frisbees and the PILL.

We were before radar, credit cards, split atoms, laser beams and ballpoint pens; before pantyhose, dishwashers, clothes dryers, electric blankets, air conditioners, drip-dry clothing — AND — before Man walked on the Moon!

We got married first and *then* lived together. How quaint can you be?

In our times, closets were for clothes, not for "coming out of." Bunnies were small rabbits — and rabbits were not Volkswagons. Designer jeans were scheming girls named Jean or Jeanne, and having a meaningful relationship meant getting along well with our cousins.

We thought fast food was what you ate during Lent, and Outer Space was the back of the local theatre!

We were before house-husbands, gay rights, computer dating, dual careers and commuter marriages. We were before day-care centres, group therapy and nursing homes. We never heard of FM radio, tape decks, electric typewriters, artificial hearts, word processors, yogurt, and guys wearing earrings. For us, time sharing meant togetherness — not computers or condominiums; a "chip" meant a piece of wood; *hardware* meant *hardware*; and *software* wasn't even a word!

In 1940, "Made in Japan" meant *junk* and the term "making out" referred to how you did on an exam. Pizzas, "McDonald's" and instant coffee were unheard of.

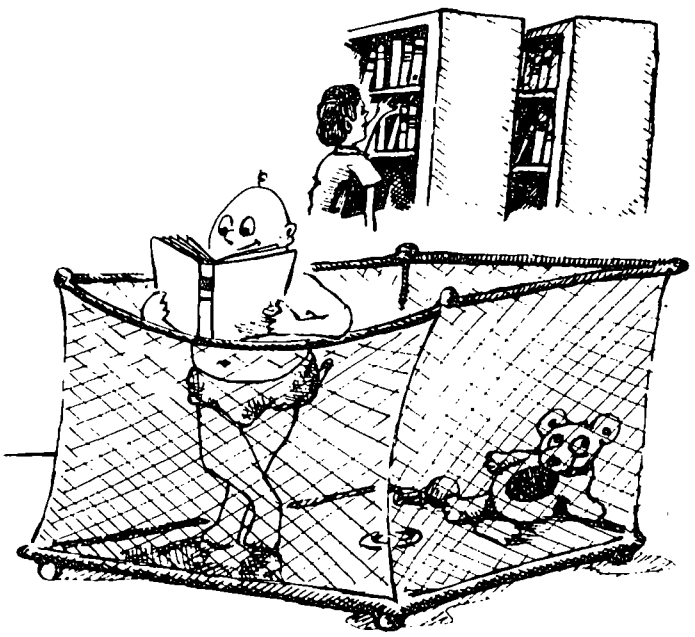
We hit the scene when there were 5 and 10 stores where you bought things for five and ten cents. The corner drug store sold ice cream cones for a nickel or a dime. For one nickel you would ride a street car, make a phone call, buy a Pepsi or enough stamps to mail one letter *and* two postcards. You could buy a new Chevy coupe for $600, but who could afford one; a pity, too, because gas was only 11 cents a gallon!

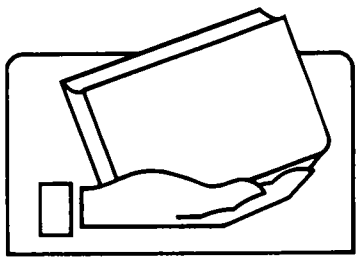
In our day, cigarette smoking was fashionable, GRASS was mowed, COKE was a cold drink, and POT was something you cooked in. ROCK MUSIC was Grandma's lullaby and AIDS were helpers in the Principal's office.

We were certainly not before the differences between the sexes were discovered, but we were surely before the SEX CHANGE; we made do with what we had. And we were the last generation that was so dumb as to think you needed a husband to have a baby!

No wonder we are so confused and there is such a generation gap!

BUT WE SURVIVED!!! What better reason to celebrate!





FREE MATERIALS

FOR SCHOOLS AND LIBRARIES

YES! I want to subscribe to
FREE MATERIALS
FOR SCHOOLS AND LIBRARIES

A 16-page newsletter, five issues each year, which provides schools and libraries with a reliable list of recommended free materials and services! More items, new format, subject headings added, plus a handy checklist.

- ❑ $18 prepaid
- ❑ $20 billed

Name: _____

Address: _____

Postal/Zip Code: _____

FREE MATERIALS FOR SCHOOLS AND LIBRARIES

Dept. 284, Box C34069 Seattle, WA 98124-1069
Telephone: (604) 734-0255 Fax: (604) 734-0221

YEAR 2000: A FRAMEWORK FOR LEARNING

A REPORT ON THE FINAL EDITION AND THE IMPLICATIONS FOR LIBRARY RESOURCE CENTRES

by **ELAINE CLAGUE**, teacher-librarian Seycove Secondary School, SD#44, (North Vancouver).

May of 1990 saw the distribution of the final edition of Year 2000: A Framework For Learning, a document published by the Ministry of Education after taking into account views expressed by educators, trustees, parents, and interested community members. The educational policy described by this document is intended to provide guidance to school and district personnel in order that educational services for children be of the highest calibre.

The document is based on the premise that "**the purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.**" It presents the broad principals upon which all educational programs are to be base, including student assessment and evaluation, and reporting procedures in British Columbia, while leaving the specific program descriptions to be fleshed out in support documents for Primary, Intermediate, and Graduation Programs.

While the Year 2000 document covers many goals and principles, I have chosen to highlight areas of greatest interest to teacher librarians.

The paper states that the school system should focus on the intellectual development, human and social development, and career development of the learner in order that we develop an "educated citizen", able to contribute to a healthy society.

Intellectual Development
- to develop the ability of the students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression

Human and Social Development
- to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, and a tolerance and respect for the ideas and beliefs of others

Career Development
- to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace

The document goes on to outline the roles and responsibilities of the Ministry of Education, school boards, schools, educators, and students in this program aimed at producing the "educated citizen" and it then discusses the need for our designing programs and organizing learning experiences that focus on developing knowledge, skills and attitudes in our students. Very specific areas of knowledge, skills, and attitudes are discussed in the paper, and we, as teacher librarians should pay close attention to these aspects. These include:

Knowledge
- knowledge of world history, social, economic, and political systems
- knowledge of Canadian social, economic, and political institutions
- knowledge of natural systems (the natural world and its operation)
- knowledge of creative processes and products

Skills
- critical thinking skills
- communication skills
- quantitative reasoning skills
- information processing skills
- problem solving skills
- decision making skills
- interpersonal skills
- life management skills

Attitudes
- self-respect
- self-confidence
- self-motivation

- curiosity
- respect for others
- co-operative
- personal and social responsibility

Key principles about learning and the learner are presented coupled with principles about curriculum and assessment. These statements concerning the nature of learning include:

- learning requires the active participation of the learner
- people learn in a variety of ways and at different rates
- learning is both an individual and a social process

Curriculum and Assessment principles include:

- should be learner focused
- should help students make informed choices

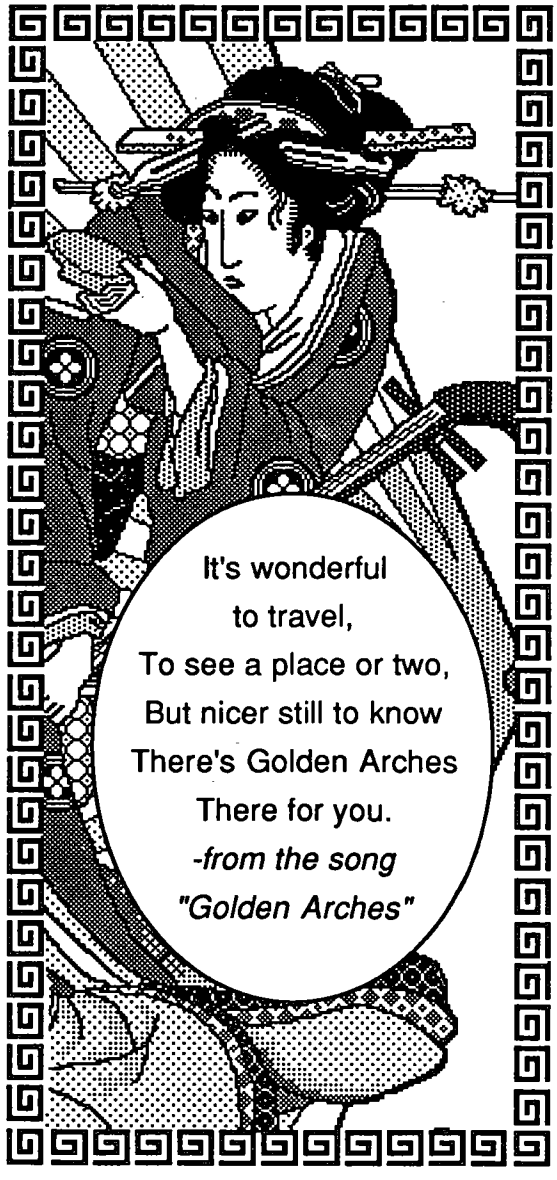
The thirteen years of schooling are to be broken down into three curriculum and assessment programs including a Primary program, an Intermediate program, and a Graduation program, all of which are divided into strands emphasizing the Humanities, Sciences, Fine Arts, and Practical Arts.

Year 2000: A Framework for Learning has many implications for the use of library resource centres and for teacher librarians. For the most part, teacher librarians have long been striving to meet the very principles outlined in the document and it is with a sigh of relief with which we great the paper. At last the Ministry has acknowledged, formalized, and emphasized the need to work toward developing a well-rounded individual who is a life-long learner.

We can support the document through:

- becoming integral members of the teaching teams in our schools
- co-operative program planning and teaching with our staffs
- making available a great variety of print, non-print, and multimedia resources
- promoting effective use of library resources
- providing students with opportunities to become familiar with current information accessing technologies
- teaching students and staff how to use resources and equipment critically and independently
- helping students develop the ability to critically select, examine, and judge all forms of information
- providing for different learning styles amongst children

Teacher librarians, because of our educational qualifications and classroom teaching backgrounds, and because of our knowledge of learning resources, can share with our teaching colleagues in designing and implementing resource-based, success-oriented programs which will equip our students with the skills necessary for life-long learning.



TOM RECEIVES A WARM WELCOME FROM STUDENTS AND STAFF OF DAVIE HIGH SCHOOL

by **ELLENE McINTYRE**, Media Coordinator, Davie High School, Mocksville, North Carolina

When it comes to dipping into the school budget to buy new educational materials or implement new programs, the first step usually is to convince the school principal that the money will be well spent. In the case of Davie High School's purchase of a new computer-assisted periodical reference system, it was the principal who did the convincing.

Our principal, Robert Landry, visited Appalachian State University in Boone, NC, where he discovered Magazine Index/Plus on CD-ROM — a database of citations to articles contained in more than 400 widely read publications, plus The New York Times — developed by Information Access Company, Foster City, California. After using Magazine Index/Plus, he decided that our library should offer students the same quick, easy access to the current information found in magazines via a computerized system. Of course, we agreed and immediately contacted Information Access Company to arrange for a trial subscription to TOM on CD-ROM — a condensed version of Magazine Index/Plus designed for high school level research. The system covers more than 130 of the magazines most widely used in secondary schools, and includes microfiche files to the complete editorial contents of more than 81 of the indexed magazines.

Step two — TOM CD-ROM had to win over our students and teachers before we could justify a subscription. Again, the TOM system won their approval with little extra persuasion from the library staff.

Admittedly, we pushed for TOM by featuring the exciting new tool in our faculty/administrator newsletter, offering training sessions for teachers, demonstrating it to other media coordinators in Davie County, and bringing in groups of students by class to introduce them to TOM. Beyond that, however, it was up to the system to sell itself.

When we put TOM in our library in January 1989, students and teachers immediately recognized the speed of searching with the CD-ROM system. Up to this point, students used the Readers' Guide to Periodical Literature to look up current information on their research topics. A typical search with the print index could require several hours to pour through volume after volume of the Guide, write down article citations, gather the selected publications, review the material, and make photocopies of articles for future reference.

With TOM, the same process can be carried out in minutes. The student simply:

- types in the search terminology;
- views the subject which appears on the left side of the computer screen along with all of its sub-headings;
- views the citation connected to each subheading which appears in a window on the right side of the screen, and;
- prints citations with just one keystroke.

The student then comes to the reference desk for the corresponding microfiche files, views the selected articles on a reader/printer, and with a single press of a button, prints the article(s). Right now, we offer students on microfiche reader and one reader/printer, and we plan to add another reader/printer in the fall.

We discovered that TOM offers new incentive for our remedial students who often find research with the print index too difficult. Many of them lack the determination to continue searching through the Readers' Guide after a single failed attempt. The same students are fascinated with how easy it is to use TOM. The process requires fewer steps and offers immediate results. Their positive experience with research on TOM gives them the confidence to dig deeper, referring to the "see also" references and experimenting with related topics.

Teachers often give students only a single period to conduct their searches. When a whole class of students descends on the library at once, we manage to get them all on and off TOM by limiting each search to ten minutes. If we don't impose the time

limit, students often get wrapped up in a search — as was the case with one student who produced three pages of references before completing her search. Sometimes I wish I didn't have to cut them off, as I love to see students enthusiastic about learning and exploring.

Many students have indicated how much they appreciate the speed of searching with TOM. When their search takes only a few minutes, they have more time to read and analyze their material, which ultimately will lead to a better understanding of their research topic.

Magazines serve as the primary source of information for the dynamic subjects our students study such as science, politics, sociology and the arts. Therefore, we have equipped our library with a wide selection of magazines (more than 130 subscriptions). We were able to expand our collection with TOM's 60+ microfiche files. The files include issues back to 1987 with coverage as current as this month's issue.

Our teachers know that with comprehensive, easily accessible resources available to students, they can assign more research projects on timely issues and topics. For example, our social studies teacher had our students in the library searching for information on recent acts of terrorism only a few days after the newspapers reported an alleged attack on a Columbian jetliner.

The compact microfiche files solved our storage problem. We actually were running out of space to store all the back issues of publications — TOM's microfiche files allow us to archive information without taking up much more space.

Our trial period ended at the end of the 1988-1989 school year, at which time we circulated a questionnaire to students and teachers asking for feedback on TOM. Everyone agreed that TOM CD-ROM is a significant addition to our library media centre. When students returned to classes in the fall, TOM was here waiting to give them the information they need.

WILL TOM REPLACE THE READERS' GUIDE?

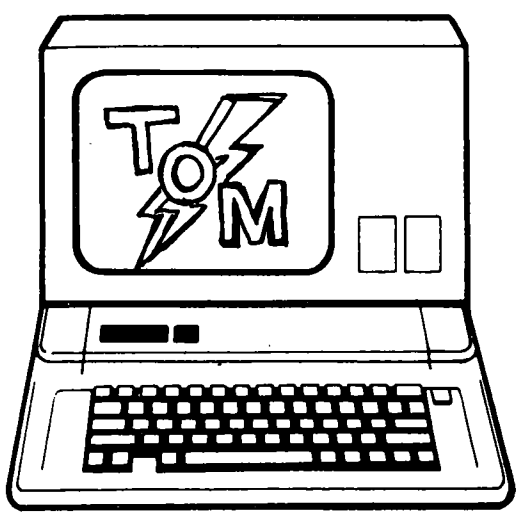
by **PEGGY BECK**, teacher-librarian, Magee Secondary School, SD# 39 (Vancouver).

reprinted, with permission, from the May/June issue of Media Messages, the newsletter of the Vancouver Teacher-Librarians' Association.

At present, two TOM stations are being circulated among the secondary libraries in Vancouver. Each school has TOM (Text on Microfilm), a computer based periodical index, for a test period of approximately three weeks.

Students, teachers, and our principal at Magee discovered that TOM is definitely "user friendly." The ease and speed with which they were able to access articles gave most students far less frustration and a greater sense of success than many of them had previously experienced. The circulation of magazines increased immeasurably. When TOM departed one day in April there were many long faces at Magee. It was a sad day!

"How shall we ever find articles in magazines now that TOM has gone?" students were heard to ask. "The Readers' Guide," the teacher-librarian was heard to say.



... AND FROM THE CREATORS OF TOM — INFORMATION ACCESS COMPANY

PRESS BACKGROUNDER, JUNE 1989

Information Access Company (IAC) is the world's leading supplier of periodical reference products. More than 15 million people use IAC products annually in libraries, offices and homes.

IAC addressed the increasingly frustrating challenges of periodical research in 1976 and produced solutions so innovative that its products are now standard reference aids in libraries throughout the country.

Much of the world's information — particularly relating to fast-growing fields such as technology, business, science, medicine, politics, and law — is contained in periodicals: newspapers, magazines, and journals issued as frequently as on a daily basis. Gaining orderly access to that information in a timely manner was virtually impossible in 1976. Indexes to selected publications were available in printed books often a year or more after the issue date; to search for articles on a topic published over a two year period in a cumulated print index might require reference to at least four volumes.

CURRENT, SINGLE SOURCE INDEX

In 1976, IAC introduced the first timely, one-source index of more than 400 widely read publications, called Magazine Index. For the first time, users could search topics in all of the publications with coverage going back five and more years. The Magazine Index was offered as a microfilm product with an automated reader for in-library use and as an online database which could be accessed from any computer. Updates on the microfilm version of the index are delivered monthly to libraries while the online version is updated daily.

The success of the product is evident. Virtually every library in the United States has subscribed to the Magazine Index microfilm system and the online index is one of the most heavily used online databases.

In 1979, Information Access Company applied the principles of its initial product to other research aids: National Newspaper Index was created to provide thorough and timely access to the contents of The New York Times, The Wall Street Journal, Los Angeles Times, Washington Post, and Christian Science Monitor.

Again, NNI is offered in microfilm and online versions and became another "How did we ever get along without it? product. Business Index and its online counterpart, Trade and Industry Index, were developed to concentrate on the contents of business, trade and financial periodicals. At the same time, Legal Resource Index, which covers more than 700 legal newspaper, magazines, journals and other law-related publications, was introduced in both microfilm and online versions.

FROM INDEX TO FULL ARTICLE

Until 1983, Information Access Company's products led searchers to articles relevant to their interests, but they had to search for print copies to obtain the articles themselves. Responding to librarians' requests for automated delivery of the full articles, IAC introduced Magazine Collection, a companion product to the microfilm version of Magazine Index which provides automated retrieval and printout of articles listed in Magazine Index. In 1984, Business Index received a companion full-text microfilm product, Business Collection. Large and mid-sized libraries throughout the country subscribe to both full text collections to provide their patrons with a fully automated periodicals research and articles retrieval system. The full-text systems are updated twice each month to keep the material current.

Within its first seven years of existence, IAC had firmly established itself as an innovative leader in its market. Other major IAC product accomplishments have included:

- The integration of two other Ziff-Davis online databases, Management Contents and Computer Database, into the IAC product line in 1984.
- The introduction of full-text counterparts for its

online Magazine Index and Trade & Industry Index, called Magazine ASAP and Trade & Industry ASAP, respectively, in 1985. In 1988, IAC introduced a third full-text online database, Computer Database ASAP, which provides indexes, abstracts, and, for many publications, full editorial contents of many of the computer-related magazines, newspapers and journals contained in the Computer Database.

- The introduction of InfoTrac, the first commercial system to use optical disc storage for computer access to information in 1985. The original InfoTrac database offers indexes to more than 1,000 publications with three years of coverage up to the current issue. Two specialized databases were added to the InfoTrac product line: LegalTrac for law libraries and Government Publications Index for automated access to the contents of the publications of the U.S. Government Printing Office.

- In 1988, the original InfoTrac database was greatly expanded and offered in two versions: The Public Library edition and the Academic Library edition, with the content reflecting the specific interests of the patrons of the two different types of libraries.

- IAC subsequently introduced an optical disc product on CD-ROM that could be configured to meet virtually any need in large, mid-sized, and small libraries. At the same time, IAC expanded its databases available for this product. Magazine Index/Plus on CD-ROM indexes more than 400 widely read magazines plus the New York Times and Academic Index covers more than 375 magazines and journals widely used in undergraduate research.

- IAC subsequently introduced version of National Newspaper Index and an entirely new database, Health Index on CD-ROM.

- In 1985, IAC introduced its first product for the secondary school market, a microfilm index to 100 magazines on an automated reader with supporting full-text of many of the articles on microfiche. Called TOM, IAC began delivering a CD-ROM optical disc version of the product to middle and high schools in 1988.

- In 1988, IAC began delivering The Reference Center — the first product that allows users to access CD-ROM databases produced by numerous other publishers from the same computer terminal. This resolved a major economic hurdle for libraries which may now lease a single retrieval system rather than duplicating hardware for every vendor's CD-ROM product they select.

- In January 1989, IAC introduced its first online database to be available on a consumer service, CompuServe. The product, called Computer Database Plus, contains indexes to more than 120 computer and electronics industry publications and the full-text of more than 70 percent of the articles indexed. Coverage is from January 1987 to the present.

- In June 1989, IAC introduced a dramatically different online database, Company Intelligence, that combines basic information from IAC's Ward's Business Directory on more than 100,000 private and public companies, with references to recent news and feature articles on these and other emerging companies.

- Also in June 1989, IAC began offering Academic Index as an online database and Computer Database on CD-ROM.

IAC's online databases are available on Dialog Information Services, Mead Data Central, Dow Jones News/Retrieval, and BRS Information Technologies. Computer Database Plus is available on CompuServe.

COMPETITION

IAC has no direct competition in microfilm products as it is the only company providing cumulated indexes and full-text databases of widely read periodicals which are updated at least monthly.

IAC's chief competition in CD-ROM databases in the H.W. Wilson Company which produces the Readers' Guide to Periodical Literature on optical disc. Portions of the IAC Academic Index are also duplicated on a Wilson CD-ROM product. Wilson can also be viewed as an online competitor as it offers Readers' Guide on its proprietary online service.

There is no direct competition for IAC's newest product, Company Intelligence. Though more than 10 companies offer databases covering information on public and/or private firms, no product combines company information with daily updates of news

coverage and daily tracking of emerging firms. Most company information online files are updated quarterly.

IAC is a database publisher and, as such, does not compete with online services which provide the vehicle for access to databases, such as Dialog, Mead, CompuServe, The Source, EasyLink, Genie, and Prodigy.

DID YOU KNOW THAT
The class of 2000 will have to face knowledge having doubled FOUR TIMES since 1988.(Futurist, Nov/Dec '88, p. 10)

Information Access Company
is located at:

363 Lakeside Drive
Foster City, California
USA, 94404

"LIBRARY TEACHER" OR TEACHER-LIBRARIAN?

by **PATRICIA FINLAY**, president, BCTLA

In the November/December 1989 issue of Library Talk, published by Linworth Publishing Inc., Ohio, an article entitled "What's My Line?" was written by Alice H. Yucht. In her article Ms. Yucht outlined her program as a "library teacher". She has a regular, structured schedule for teaching library skills and literature appreciation for all students which also provides preparation time for classroom teachers. She believes that library skills and literature appreciation are "real subjects". The library teacher must develop her/his own curriculum and the motivations necessary to make that curriculum valid.

In response to this article I sent the following letter to Ms. Yucht and the editor of Library Talk.

February 27, 1990

Alice H. Yucht
Joyce Kilmer School
Milltown, New Jersey
U.S.A. 08850

Dear Ms. Yucht:

Your article "What's My Line?" in the November/December issue of Library Talk not only angered me but saddened me as well. It is apparent that you feel that only by "staking out your own claim" by defining a "curriculum" can you defend your position as a teacher-librarian. As a discrete "curriculum" there will be little transfer beyond the library resource centre.

The notion of "library skills" as a curriculum is outmoded and limiting. "Library skills" do not exist. Information skills (a better term) are not a separate body of knowledge. They are skills incorporated into every subject area and must be internalized for transfer to real life.

As you wrote, "... the really good teachers integrate all the separate subjects into a unified learning experience." This is the role of teacher-librarians, to plan and collaborate with other teachers to provide for the integration of information skills into all subject areas. This is the opportunity for teacher-librarians and teachers to plan resource-based learning. I wish to be seen as teaching partner, a team member, not as a provider of preparation time. I want the students of my school to benefit from two or more teachers planning and working together for the development of a library resource centre program.

"The school library media program that is fully integrated into the school's curriculum is central to the learning process" (Information Power, p. 15). "An effective school library media program depends on the collaborative efforts of all those who are responsible for student learning" (Information Power, p. 21).

"School librarians" must leave behind the "library skills programs" rooted in fear of territorial loss and come forth as teacher-librarians with unique skills and knowledge to work with their colleagues in planning and teaching programs which will develop life-long learners.

Perhaps you need to re-vitalize after your experiences with some "whining and complaining" teacher-librarians. While acknowledging the problems in working and learning conditions faced by most teacher-librarians in our province, the British Columbia Teacher-Librarians' Association takes a pro-active stance in improving library resource centre programs. I invite you to subscribe to our journal, The Bookmark, written and produced entirely by volunteers. This award-winning journal includes examples of cooperatively planned units and information on research and trends in teacher-librarianship.

On behalf of the B. C. Teacher-Librarians' Association I invite your response and your subscription (form attached).

Yours truly,

Patricia Finlay
Vice-President,
BCTLA

READING PROMOTION CINDERELLA OR UGLY STEPSISTER

by **J'ANNE GREENWOOD**, Teacher-Librarian, Tecumseh Elementary School, S.D.#39 (Vancouver).

Have the more traditional aspects of school librarianship-story reading, booktalks, puppet shows, reader's advisory services, etc. been taking a back seat lately? Several recent conversations led me to believe there are many teacher-librarians who are beginning to feel uncomfortable about the reading promotion component of their programs.

One reason for this is of course shrinking budgets which tend to emphasize curriculum support at the expense of leisure reading materials (where would we be without paperbacks!) Another is the increasing demands on our time for teaching in the subject areas. And, let's face it, many of the reading promotion activities we do squeeze in have been so severely challenged in recent years we are left feeling mildly guilty whenever we do read a story.

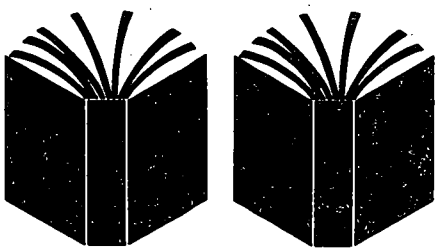
Make no mistake -- here is one teacher-librarian who is firmly committed to program planning and team teaching in the subject areas. It should definitely be our primary objective. The push for this aspect of our role was vitally necessary and still is: the unenlightened are with us yet. It was necessary too to question such "traditional" activities as, for example, a regular story hour where, more often or not, the story was only marginally related to anything the students were doing, or a book borrowing free - for - all every Wednesday at one o'clock.

Regrettably, this combination seems to have set up an either/or mentality which has muddied the waters and led to uncertainty and confusion about where reading promotion "fits in". It's time to put reader's advisory services and reading promotion where they belong -- firmly in the framework of co-operative planning and team teaching.

The possibilities are unlimited for a complete literature-based reading program to many other activities of short or long duration that tie in directly with the school scope and sequence of research and study skills and teacher objectives. A few examples: regular booktalks on different mini reading programs emphasizing plot, theme, characters, genres, setting, etc.; story telling linked to primary scope and sequence objectives, e.g. recognizing favorite authors, characters, themes; using puppets for oral language, sequencing, etc.

Many of us do similar things already but let's get rid of that lingering feeling it is somehow "old-fashioned". No excuses are necessary for story reading, or puppetry, or sets of books in the classroom, or even a "reading period", if these activities have been cooperatively planned with concrete objectives in mind.

It's time for Cinderella to get back to the ball.



FUEL FOR CONFLICT

by **GWEN BLUNT**, teacher-librarian, and **TERRY HOWE**, ESL/Special Education Department Head, Churchill Secondary, SD#39 (Vancouver).

Reprinted with permission from the Nov/Dec 1989 issue of Media Messages, the newsletter of the Vancouver Teacher-Librarians' Association.

On page 30 of Implementing Change, there is a line which reads:

> "Assume that conflict and disagreement are inescapable and essential to successful change,"

but how many of us are really prepared to deal with, to take responsibility for, or to deliberately induce conflict? Are not teacher-librarians the most approachable, flexible, and conciliatory members of the teaching staff, the ones who can work with (almost) any staff member? How will we cope with this inescapable conflict and is it really essential to disagree? Have we believed for too long that:

> Reformers have the idea that change can be achieved by brute sanity.
>
> — G. B. Shaw

Change does usually create conflict, but the conflict almost inevitably leads us to change, so if we can survive (for *survive* you can substitute *manage*) the conflict, then we have a good chance of achieving the desired changes. The greater the desired changes, then the greater the conflict we should expect. The research on conflict seems to be running parallel with the theories on stress,

- we all need some stress in our lives, but too little or too much is not good for us.
- and with conflict — a certain amount appears to be healthy, even stimulating and conducive to change, but too much or too little can be dysfunctional.

> Groups that encourage and manage conflict are frequently more successful in reaching consensus and are often more committed to their final decision.
>
> — Wilson, 1981: 112.

SOME SOURCES OF CONFLICT

1. INCOMPATIBLE GOALS.
   - e.g., a. Our family is saving hard. I want to spend the money on my new Harley Davidson, but my husband wants to renovate the kitchen.
   - b. Our P.D. committee wants to spend two days on a program to integrate study skills into all content areas, but our Department Heads want the days for planning cross-grade exams.

2. STRUCTURAL RELATIONSHIPS.
   - e.g., a. Horizontal, vertical, inter-departmental versus lines of authority.
   - b. I've been waiting ten years for a filing cabinet. Should I talk to my Department Head or complain to the Principal?

3. SCARCE RESOURCES.
   - e.g., Our school Board has purchased computers which teachers are expected to use for timetabling, marks gathering and attendance. However, no extra time or personnel has been allotted to the schools for programming and no money allocated for software, printer, paper, etc.

4. COMMUNICATION DIFFICULTIES
   - e.g., Distortions, misunderstandings — "I thought this would only take 1/2 hour after school, not two years of monthly committee meetings.

5. INDIVIDUAL DIFFERENCES
   - e.g., Values, attitudes, personalities — Some types are more difficult to work with than others and a few are impossible to work with at all!

Isn't it amazing that we've already made such major changes in teacher-librarianship during the last few years, and survived? Knowing the sources of conflict and predicting the responses and reactions of others can help us in coping, in not becoming depressed, in not giving up, in not becoming paranoid.

SOME CONFLICT RESOLUTION TECHNIQUES

Many of these are described in Implementing Change and many have been drummed into us in teacher-librarian training and professional development workshops, but still we must beware "the bias of neglect" which Fullan says occurs when:

> ...those initiating the change perceive a need for change while those affected by the change or needed to implement the change do not perceive the need.
>
> — Fullan, 1982: 15

1. Involvement/participation in planning.
   - — Work on the collegial model, which is much slower than dictatorship, but builds support.
   - — Watch for the "Defender" type, the one who fights to maintain the status quo. e.g., It's working well now; why change it?
     The Defender can be a useful source for working out the main objections to expect. Try to agree on some common goals, however general.

2. Avoidance.
   - — This is the chief method for handling conflict but you can only hide in the stacks for so long, so come out and try —

3. Smoothing.
   - — Play down the differences while emphasizing common interests and goals and try to —

4. Compromise.
   - — Try external or third party intervention.
   - — Be prepared to give up something of value, but remember there should be no clear winner or loser.

5. Alter structural relationships.
   - — Bring in outsiders.
   - — Change individual responsibilities,

and remember that:

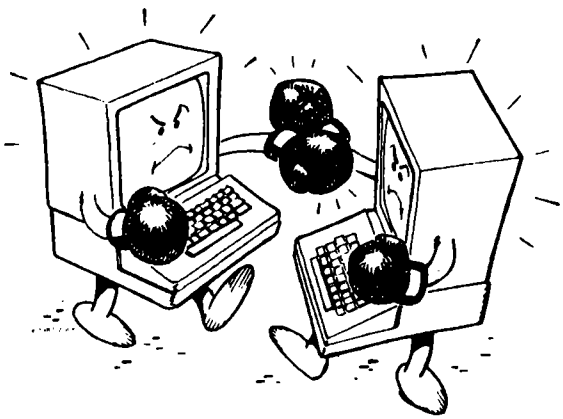
> Real change involves loss, anxiety, and struggle.
>
> — Fullan, 1982: 4

P.S. Hope the Year 2000 proponents have studied conflict management!

REFERENCES:

Fullan, M. The Meaning of Educational Change. Toronto, Ontario: O.I.S.E. Press, 1982.

Wilson, J.A. (ed.) New Directions for Higher Education: Management science approach to academic administration, No. 35. San Francisco, California: Jossey-Bass, September 1981.



A PRIMARY TEACHER'S RESPONSE

by **ELSIE DE RIDDER**, grade one teacher, Walter Lee Elementary School, SD#38 (Richmond).

This article is in response to Liz Austrom's article "Library Resource Centre Support for the Primary Rogram: An Alternative to the Classroom Collection" printed in The Bookmark in December, 1989. My perspective is that of an early primary classroom teacher, and by major concern the fostering of reading in young children.

> Current literature on reading development stresses the importance of providing a rich literature environment in our classrooms. The classroom collection or book center is one of the ways to provide that rich environment. Harste, Short, and Burke (1988) say,

An essential ingredient in a classroom where children are active readers and writers is a Classroom Library. When children have easy access to a variety of books, they more frequently read and refer to those books. We believe strongly in the principle of accessibility. The more accessible something is, the more likely it is to be used. We want to highlight the importance of literature in our classrooms, and so Classroom Libraries are a prominent and permanent feature (pp. 128-9).

Austrom takes a strong stand against the development of classroom collections and believes that all curriculum resources should be managed through the Library Resource Centre. She suggests temporary classroom collections loaned out from the Library Resource Centre and rotated within a four to six-week period at most. This system would miss an essential element of the classroom collection concept, that is, access to familiar and favourite books. The Primary Program Resource Document (1990) says "The Book Centre is intended to supplement the Library Resource Centre and provide opportunities for children to have daily access to familiar and favorite books, poetry, stories, and research and resource books. "(p. 23).

The stability and familiarity of the classroom collection is important to the teacher in the classroom. The teacher must be fully familiar with the material she has at hand, particularly when she fosters a literature based reading program. In order to use a book at a spontaneous and particularly relevant moment, she must be able to access a book at a moment's notice. Promoting books with love and enthusiasm and weaving them easily into her program would be far more difficult for a teacher faced with rotating, unfamiliar sets of books.

Familiar and favourite materials are even more important to children. Malloch (1983) believes that when children have gained a secure aural memory of text, they are more apt to make connections with the visual symbols. But to achieve the aural memory they must hear the story time and time again. Hansen (1987) notes that the teachers she observed reread books to their students, and the children often chose those familiar books as their first books to read.

Children need the opportunity to revisit books time and time again. Hansen (1987) tells of the experience of a grade one child. She says,

> Sometimes a child re-reads a book off and on throughout the school year, as one first-grade child did with Sendak's Where the Wild Things Are. When Amanda heard Ellen . . . read Sendak's book to the class in October, she tried to read it but found it much too difficult. She tried it again periodically throughout the year, until one day in April she read it successfully, She used it as her barometer and knew she became a better reader in first grade. Sometimes students reread a book in successive years . . . an important aspect of reading is to relax with old farorites and enjoy reading. (p. 31)

Austrom expresses concern that the development of classroom collections would decrease the use of the resource centre collection and diminish the value of the library resource centre program. But the reverse appears to be true. Harste, Short, and Burke (1988) observed that having an active classroom library increased children's use of the school library because they became more interested in books and more aware of what kinds of books were available. They went avidly in search of more books in the school library.

Try to imagine your home without your own personal library, and imagine your reading limited to books accessed through the public library. The whole notion seems unthinkable to anyone who loves books. No less is the classroom the children's home, and for the same reasons that adult readers must have their personal libraries, so must children have their

classroom collections.

BIBLIOGRAPHY

Austrom, L. "Library Resource Centre Support for the Primary Progarm: An Alternative to the Classroom Collection." The Bookmark, (December, 1989) pp. 137-141.

British Columbia. Ministry of Education. Primary Progarm - Resource Document, 1990.

Hanse, J. When Writers Read. Portsmouth: Heinemann, 1987.

Harste, J., et al. Creating Classrooms for Authors. Portsmouth: Heinemann, 1988.

Malloch, J. Chime In. Toronto: Doub >day, 1983.

THOUGHTS ABOUT CLASSROOM COLLECTIONS

by **VICKI SALE**, teacher-librarian, Crescent Heights Elementary School, SD#27 (Cariboo-Chilcotin).

When I first read "Year 2000: A Curriculum and Assessment Framework For the Future - A Response" from the BCTLA, I was prepared to agree with the words **totally opposed** in regard to classroom libraries and to include these words in the Cariboo-Chilcotin Teacher-Librarian response paper. At our CCTLA meeting I found that the teacher-librarians were broken neatly into three camps — the secondary level teacher-librarians were totally opposed; most elementary teacher-librarians were comfortable with the concept of classroom collections; and several, myself included, did not know where we stood on the issue. I was directed to write "the CCTLA has **strong concerns** regarding the concept of classroom collections". We were willing to accept classroom collections under some circumstances, but had concerns regarding cost, selection, maintenance, and currency.

At the meeting, our District Primary Resource Teacher strongly recommended that we read Transitions by Regie Routman. This book is a responsive journal between two teachers as they develop a Whole Language philosophy classroom. Chapter two deals with, among other things, classroom libraries and why they are necessary to this program.

With Dr. Angela Ward, who taught Education-B 480, I came to understand what was involved in the reading process. I had assumed that the emergent reader would work with a pattern book such as Goodnight Moon and then, next session, work with another pattern book such as Brown Bear, Brown Bear — that this child would want a different pattern book each time.

This is not the case in this philosophy. The process of reading is built upon the child developing a sense of "ownership" of that book, and this "ownership" develops over time. The young child initially has the book read to them by teachers, upper grade partners, parents, brothers, sisters, and yes, even teacher-librarians. As they become involved with the words, the students start to develop ownership of those words and start to read. I charted one pattern book at school and found that it had been read ninety-two times in two months!

This ownership was really brought home to me when Dr. Ward said to think of how our own children at home used books. I had an immediate grasp of the concept. My husband and I have read Dr. Seuss's Green Eggs and Ham at least 596 times to our two sons. We hate the book — the boys still love it. My eight-year-old son still hauls out our now very tattered copy and takes great pride in reading Green Eggs and Ham to me! Likewise, I have a similar ownership of The Hobbit, and all of Agatha Christie's books, among others. I own my own copies of these books and take great comfort and pleasure in having them and in being able to reread them.

Liz Salle, a teacher-librarian in one of our Year 2000 pilot schools, works with a strong Whole Language primary department. She has taken courses in Whole Language in order to work better with the students and teachers. A letter stating Liz's views about classroom collections was printed in The Soap Box issue of the Bookmark.

At Mountview School, I noted that the three family grouped classes had FIVE copies each of certain books such as Brown Bear, Brown Bear and I remembered concerns about needless duplication and waste of money. (Austrom, 1989) When discussing

this with Liz Salle, she stated that she did not have room in their school library resource centre for fifteen copies of every pattern book and that those books were better used than the text books that they had been bought to replace.

The students in the above three classes still wanted more variety than their limited classroom collections could provide and soon were heavy users in the resource centre. Liz has a primary book exchange every morning and her circulation in the primary end (approximately one hundred and twenty children in P1 - P4) is about one hundred books each day.

I found that I was comfortable with classroom collections at this level. As long as the resource centre budget remains the same or better, I will support those teachers who are committed to the classroom library position. If I see that the resource centre budget is less and felt that it is less because of funding for the classroom collection I would definitely make my objections clear to all people involved at the decision-making levels.

I do think teacher-librarians have to help the primary teachers to define the boundaries of their collections. I believe that the collections should be limited to paperback fiction, the books should come from approved lists, and should be consolidated into one order to one wholesaler for maximum purchasing power.

I feel that after grade three, the rationale for classroom collections starts to weaken. The classrooms now contain readers with a wide range of interests and a wide spread in reading abilities that no classroom collection can satisfy the needs of these students. It is more appropriate for the children to access the resource centre to utilize books that the teacher has borrowed from the resource centre to keep in the classroom for a period of time.

Nancie Atwell teaches Grade eight and has 800 paperbacks in her classroom. (Atwell, 1987) They are in the classroom solely for teacher convenience. This disturbs me for all of the reasons listed in Liz Austrom's paper. (Austrom, 1989) These books are "lost" to the rest of the students. Their selection, cost, management, and circulation raises many concerns.

In this situation, I think teacher-librarians have to take a firm stand upon this issue but it must be done diplomatically. The teacher-librarian must set up their resource centre so that students have easy access to the reading materials—fiction and non-fiction. Students can learn to browse without causing disruption to those using the resource centre for other purposes. An easy, independent circulation method would also help.

We as teacher-librarians have to walk a fine line on this issue. Most classroom teachers do not understand the recently expressed concerns of the BCTLA and its members because classroom teachers, myself included, have always had classroom libraries in some form. Dr. Bogart (Cohen, 1969) recommended that money be provided for paperbacks to build "extensive classroom collections".

"An essential ingredient in a classroom where children are active readers and writers is a Classroom Library . . . We want to highlight the importance of literature in our classrooms, and so Classroom Libraries are a prominent and permanent feature." (Harste et al, 1988, p. 128-129) The Ministry of Education document The Primary Program also assumes a classroom collection is in place to provide "opportunities for children to have daily access to familiar and favourite books".

Teachers cannot see what the issue is here because these classroom libraries have been in existence and acknowledged in articles (Cohen, 1969) (Fader, 1976) (Holdaway, 1979) (Cunningham et al, 1989) (Harste et al, 1988) for years. Classroom collections do not only occur at the elementary level. Specialized libraries in Biology, Special Education, Business Education and other departments have been in place in the high schools for a long time. I think it is in the very nature of teachers to collect books.

In schools where teacher-librarians are responsive to the interest of the students and aware of the needs of the teachers, and the resource centre reflects this awareness, classroom libraries will play a minimal role. They may be in place in each primary room but will be acknowledged to be limited, and the children will be encouraged to seek out other materials from the resource centre.

The teacher-librarian must make the resource centre the dynamic heart of the school. The more the teacher-librarian actively creates links to the teachers through activities such as co-operative planning and teaching, and positive public relations with the administration and the teachers, the less likely classroom libraries will encroach upon the function of the resource centre.

In several schools in School District #27, where the above situations exist, the teachers have developed a trust and a respect for their teacher-librarians and as teachers or as departments have handed their CAP money over to the teacher-librarian for the resource centre. The teacher-librarian must be prepared to buy the needed materials and to buy and be able to house multiple copies of some titles. If the teacher-librarian does not make the resource centre responsive to these new needs of the students and teachers, if the circulation system is too difficult for the students to use, then I can see the teachers actively building up their classroom libraries to fulfill the needs not being met by the teacher-librarian and the resource centre.

To summarize, classroom collections have been around for many years and have not posed a problem to the school resource centre. In schools where teacher-librarians are actively involved with the students and teachers, and the resource centre reflects the needs of its users, classroom collections will not play a dominant role. In schools where user needs are not being met, classroom collections could eventually become "mini" school resource centres within each classroom.

The teacher-librarian should express concerns (Austrom, 1989) about the classroom collections, help define classroom collections, and work with the teachers to do what is best for the students in each situation.

BIBLIOGRAPHY

Atwell, Nancie. In the Middle. Portsmouth: Boynton/Cook, 1987.

Austrom, Liz. "Library Resource Centre Support for the Primary Program: an Alternative to the Classroom Collection". The Bookmark, (December, 1989) pp. 137-141.

British Columbia. Ministry of Education. Primary Program. Victoria: Queen's Printer, 1989.

Cohen, Alan. "Paperbacks in the Classroom." Journal of Reading, 1969: 295-298, 336.

Cunningham, Patricia. Reading in Elementary Classrooms: Strategies and Observations. New York: Longman, 1989.

Fader, D. The New Hooked on Books. New York: Berkley, 1976.

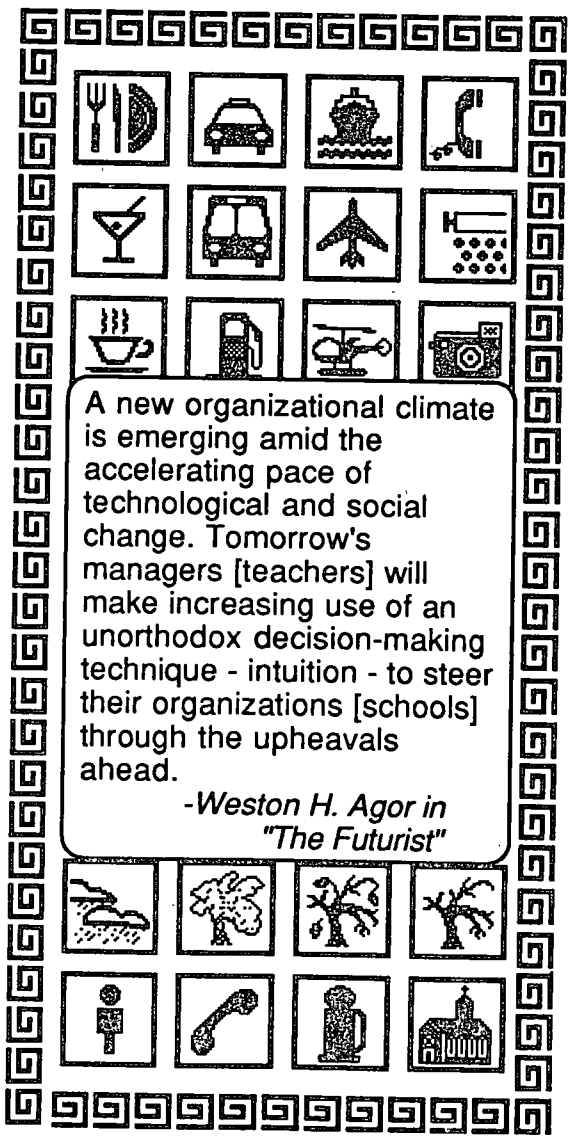
Harste, Jerome H. , Short, Kathy, Burke, C. Creating Classrooms for Authors: The Reading Writing Connections. Portsmith: Heinemann, 1988.

Holdaway, D. Foundations of Literacy. Toronto: Ashton Scholastic, 1979.

Routman, Regie. Transitions. Portsmith: Heinemann, 1988.

Salle, Liz. "A Response to the BCTLA Response to the Year 2000 Document". The Bookmark, Vol. 31, no 4, pp. 52-53.

Smith, Lorraine. School District #27 Primary Resource Teacher. Discussion at November meeting of the CCTLA.



SECONDARY SCHOOL LIBRARY COLLECTION DEVELOPMENT AND THE ROLE OF THE TEACHER-LIBRARIAN

by **LLOYD BAILEY**, teacher-librarian, Robb Road Junior School, SD#71 (Courtenay).

A review of the literature pertaining to collection development in the secondary school library shows that in the coverage of the main issues, including the changing role of the teacher-librarian, there is wide diversity of views. If teacher-librarians could clarify their function and realize that they are selecting resources, not accumulating them, and that the collection must be built according to set objectives and standards, then the major collection development problems might become more manageable.

Before discussing what the literature has to say about four areas of contention — quality versus popularity in selection, curriculum support versus recreational reading, Canadian materials versus quality resources, and the place of fiction — we must look first at the major contexts of collection development, as well as the value of the school library program.

The Alberta Teachers' Association (1984) has produced a rationale for school libraries which provides one context for collection development. Of their fifteen points, four concern information. Available information doubles every eight years and information users must discern between meaningful and irrelevant materials, they state. Diverse learning styles require a wide variety of formats as do gifted or special education students.

Miller (1978) and Hamilton (1983) continue this theme when they speak of a wide range of resources being needed to realize greater learning expectations today for researching and reading skills. Haycock (1982) supports collection diversity when he discusses ten issues in school librarianship. Four of these important issues concern content. The modern school library resource center is being called upon to provide quality Canadian content, French Immersion materials, ESL program support, as well as first language or heritage collections.

In my own school, there have been tremendous changes in the collection over the past two years. Program Cadre could not be introduced without first acquiring a French language library collection. Assisted by the Modern Languages Resource Center in Victoria, the program teacher and I expended $10,000 on a basic literature, social studies and reference collection.

Additions in science and social studies resource were required also with the implementation of four new courses in grades eight and nine. I consulted with the subject teachers and selections were made, based on the new curriculum guides.

The school library budget was increased 15% by the principal, whereas the French materials were purchased from a special district grant, a one-time-only allocation. Subsequent Program Cadre selections must be covered by the regular annual library budget, based on a per pupil grant formula.

An article by Asheim (1983) cautions that libraries must not fall prey to one segment of their constituency and that the collection should be unbiased. In 1978, the Vancouver School Board issued a policy statement on the selection of learning resources for district school, a statement which was slightly revised and approved by the Board of Trustees in 1987. They, unknowingly, endorsed Asheim's contention with an exhaustive 64 point pronouncement.

"The Board affirms that it is the responsibility of its professional staff ... to provide materials on various sides of controversial issues ..." (Vancouver School Board, 1987), the policy statement reads. A wide range of materials should be sought with diversity of appeal. The criteria go on to support arguments for popular literature, quality literature, recreational materials, Canadian books, curriculum support resources and the place of fiction in district school libraries.

It is these areas which have aroused concern and arguments in the past. What does the literature say about popular books versus good books? Curriculum support versus recreational reading? Canadian materials versus quality resources? And what is the role of fiction in the library collection?

At Robb Road Junior School, we are conscious of all four problems in collection development. We

must motivate our teenage students to read. But we must also lead them to worthwhile thoughts in good books. A wide range of maturity levels and interests demand much recreational material, but supporting a very diverse curriculum with many optional courses should take priority.

English teachers rely on a large paperback fiction collection to enrich their reading programs. They demand the entire spectrum of content, style, length, readability, and relevance found in fiction for young adult readers today.

We want to encourage the reading of Canadian books. We must purchase supplementary materials for the Canadian literature component of English 8 and 9 as well as the Canadian history and physical geography sections of Social Studies 9. These Canadian acquisitions, while required, do not offset the need to consider national publications in other areas where the product may not be as economical or good. Industrial arts books, physical education topics, and biographies come to mind.

A second context for collection development is provided by Vandergrift (1977), Aaron (1980) and Mancall (1982). They have argued for wide availability of library materials and bibliographic access for young people to sources of information not fully represented in the school collection. A good collection is measured quantitatively. What the experts measure as a balanced collection by theoretical standards should be contrasted with the more exacting measurement of user satisfaction.

These contentions should be kept in mind when allocating school library financial resources in an attempt to resolve the four problems under discussion here.

Bryant (1978), Root (1985), Smith (1986) and Yesner (1986) describe a third context for collection development — that of process definition. The teacher-librarian must select materials according to the stated objectives of the library, they contend. The teacher-librarian develops the collection by assessing its strengths and weaknesses and then creating a plan to correct its deficiencies and imbalances. Acquisitions should match the library collection plan.

Our discussion of four problem areas in collection development will have to be mindful of the logistical place of each component — fiction, curriculum support resource, Canadian materials, etc. — in the basic pedagogical blueprint of the school library, and the working plan will vary somewhat from school to school.

Holter (1986) documents a coherent selection policy for a secondary school library. Among seventeen criteria and considerations, three questions stand out: What is the purpose of the resource? Does it accomplish that purpose? And for whom is the material designed? Further judgments are made about the qualifications of the author and publisher, the content acceptability, the technical quality of the physical item, and lastly, the supporting opinion of review experts.

It is in repeating the contextual conditions for collection development that Holter gives us some clear direction in terms of acquisitions for a school library resource center. She mentions school program goals, diversity of interests and abilities, curriculum content support, currency, and provision for varying points of view. Materials should be interesting, realistic, cost-justified, and conducive to use.

Holter is supported by Carpio (1977), Morrison (1979), and Amey (1985) in discussing the great quality versus popularity dilemma. Essentially, if young adult minds and their reading habits are to be developed in an involved and habitual manner, the materials provided must be motivational and popular. Morrison cautions that the teacher-librarian must know his/her role in acquiring the best books and knowing the standards below which not to go, even though the first consideration must be allowing young people to read what they really care about.

Carpio emphasizes that literary standards are meaningless to a generation of young adults who do not enjoy reading. Their very special developmental world seeks motivation and relevance instead. Amey makes a case for the group consciousness of the adolescent demanding special library resource center programs. Interaction in a neutral, non-judgmental place could encourage work, socialization and reading.

Shapiro (1978) and Silver (1979) make very forceful arguments in the other direction. Words like "formative," "vulnerable," and "sensitivity" highlight their articles. Shapiro feels that the teacher-librarian should aim for the highest common denominator in selecting books for young adults, not the lowest. Development of taste, nurturing of cosmopolitanism, and the growth of appreciation of quality, all reside in the pleasure of reading better books. Silver calls for

a greater clarity of purpose on the part of teacher-librarians, reminding us that if every book is as good as every other book, who needs librarians? Culture and civilization are preserved and improved by the power of literature, Silver concludes, and any move towards the single criterion of popularity is anathema to the role of the secondary school as a community agency.

Less exaggerated views on popular literature for young adults are given by Goodgion (1978), Kaye (1981), Pollock (1981), and Van Vliet (1984). They remind us that teen romances and other genre are succeeding because young people want the same escapism, personal reassurances and needs fulfillment that adults claim. All agree that the "problem novel" of two decades past has become dreary and that teens want to read about life as they wish it could be.

Van Vliet, in particular, wants teacher-librarians to show respect for adolescents and their tastes and demands even though they may not share them. And Pollock seconds Van Vliet's argument that the typical young adult book is superficial and quite harmless. "Literary loss leaders" (Pollock, 1981: 28) they may be, but parents are supportive of them and teens do want to read them.

McPheron (1975), Livingston (1983), and Epstein (1984) tempt us to come down on the side of quality books. They debate the value of new ideas, the new food for new thoughts found in good literature. Epstein holds out for the hopefulness, the helpfulness and the symbolic worth of quality literature. Ruth (1983) augments their argument with a consideration of the library's role in consciously assisting cultural minorities to join the mainstream of national life. Multicultural collections are not universally popular, but they aim at improving someone's self-esteem. One harkens back to the heritage collection proposal by Haycock (1982).

White (1986) provides a basis for debating the problem of curriculum support versus recreational reading. She states that school libraries exist to develop student learning and that collections are built to provide the necessary resources for that process. Gjettum (1977) contributes to this stance when she laments the ineffectiveness of gimmicky outreach programs to the non-reader. But what are MacRae (1969), Biggs (1985), and Gorton (1985) so concerned about when, as teacher-librarians, they energetically promote recreational reading with oral reading sessions, automated book talks and school-wide reading breaks?

And why does Novik (1985: 74) fashion her book talks around themes like "The Handicapped," "Science Fiction" and "Historical Fiction?" Is there not a linkage between reading appreciation or recreational reading and the requirements of the curriculum?

Most of the literature on the topic views reading for pleasure (Wood, 1977), reading for interest (Heitzmann, 1976), and reading for gain (Zibart, 1980) as instrumental in getting young readers into books, and thus into the school library resource center. But is the school library like the corner drugstore, as Shapiro queries? Are teacher-librarians selling a popular product? Cannot young readers procure recreational reading material at the public library? Or, at the corner drugstore? Wood, Heitzmann and Zibart, along with the programs of MacRae, Biggs and Gorton, would seem to imply a missionary zeal on the part of teacher-librarians.

The entire issue is being overshadowed by a recent re-definition of the curriculum role of the teacher-librarian ("Research: The Implications for Professional Practice,"1986; Brightland, 1981; Marland, 1987). Many principals and teachers believe that teacher-librarians should be more involved in curriculum planning and implementation, even to the district level. Marland sees a reconstruction of the concept of "teacher-librarian" as primarily an in-service training and curriculum planning person. The teacher-librarian would become a leader of teachers rather that one whose primary responsibility is looking after materials. Duties with students would lessen greatly as the teacher-librarian sought to advise teachers on curriculum planning and the relationship of the library to it.

Hamilton (1976), Altan (1982), and Henri (1987) espouse a less ambitious function for the teacher-librarian as the curriculum materials specialist. A thorough knowledge of the school's curriculum is at the very center of collection development according to these writers. Altan includes the extracurricular interests of the school community, namely recreational reading, as a component of the teacher-librarian's knowledge.

The British Columbia Library Association (1983) has pointed out that the specific function of a school library is to support the curriculum as no other type of library is equipped to do. Where other authorities differ is in the role of the school librarian as teacher.

Hauck (1979) begins the thesis that the school library is less a place than a process. If the teacher-librarian teaches cooperatively, to the diminution of administrative and other duties, the library resource center collection will reflect a different curriculum function. Library processes rather than library resources will predominate. And additions to the collection will accommodate that emphasis according to Roggenbuck (1985), when she speaks of reader guidance activities relating to recreational reading not tied to a specific course or program in the curriculum.

Margrabe (1978) and Lundin (1983) visualize a very active teaching librarian, involved in subject curriculum planning, co-teaching units of course work and operating a very program-oriented library media center. Library skills materials and audiovisual presentations and experiences are emphasized by Margrabe. The library collection would be altered significantly by her media approach.

A more prevalent interpretation of the teaching role of the teacher-librarian is offered by Mancall (1982), Anderson (1983), and Oberg (1986). Although few studies have been made in the subject, there is appreciation that the teacher-librarian is in an ideal central position to function as a joint curriculum planning leader in the school. Isolated teacher curriculum planning can be matched with library resources on a school-wide basis. Whether called a consultative role by Anderson, or an instructional designer by Mancall, the teacher-librarian is to become very much a partner in curriculum planning. Their arguments lend weight to the proposition of Hamilton, Altan and Henri that a complete awareness of the school's curriculum is at the heart of collection development.

There is one authority who challenges the curriculum support function of the school library resource center. Olson (1983) maintains that teachers do not teach curriculum, they teach textbooks. Any claim that the library has is solely to supplement the textbooks. What Olson does concede is that the library is a part of the curriculum and, as such, trains informed library users.

The problem of Canadian materials versus quality resources is probably as old as Canada — but the issue has changed. No longer does the teacher-librarian debate whether to acquire Canadian publications over foreign ones, regardless of the quality in the choice (Davis, 1983); there are now classics of Canadian literature ("Canadian Classics Committee," 1983). Canadian Studies courses are an integral part of the curricula in schools throughout the nation (Szakacs, 1985).

Local, provincial and regional education agencies (Haycock 1977; "The Canadian Learning Materials Center," 1980); Heaton, 1981; Szakacs, 1985) promote the development , distribution and use of Canadian books in classrooms and school libraries. Whereas the previous debate lamented the high cost of imported British books as an alternative to American saturation of the library collection (Burville, 1972), we are now inundated with guidelines to the best Canadian literature (Harrington, 1984).

The guidelines are rigorous. Relevance, popular style, contemporariness, regional interpretation and teaching potential were recently suggested by Harrington (1984: 15). Haycock (1977) has done a great deal in the Vancouver School District to promote the evaluation, promotion and purchase of quality Canadian books. Whereas textbook publishing has been committed to nearly complete Canadian content for some time, trade titles now come in such variety and quality that the teacher-librarian can now select for the school's collection by looking first at what is produced in Canada (Davis, 1983).

Wherein lies the problem? Davis (1983), Egoff (1984) and Newman (1984) are joined by other studies (Anderson, 1983; Canadian Education Association, 1984) in decrying teacher awareness of Canadian literature and materials. Teacher-librarians, particularly in western Canada ("Teacher Awareness of Canadian Children's Literature, 1982: 6) are largely unaware of the books available. One study (Canadian Education Association, 1984: 96) found that only one-third of Canadian school libraries surveyed had the average recommended Canadian titles on their shelves. Seventy percent of Canadian school boards had no policy criteria for selecting Canadian material, they concluded.

Wilson, Egoff, and Newman urge teacher-librarians to expend their fifty million dollars annually (Ashby, 1983: 6) to promote Canadian poetry sales and the publishing of Canadian novels.

Ashby really subsumes all other authorities when she exhorts teacher-librarians to a Canadian materials mission. They are available and they are good! Canadian materials are not extras in the library resource center collection. They serve to tell us something about ourselves as Canadians. In the process of self-knowledge and self-understanding,

young Canadians deserve a solid foundation in national literature. Ashby concludes that teacher-librarians should take a leadership role in curriculum development in this country and that initiative should employ Canadian educational resources.

Gader (1982), Harris (1984), and Wilks (1985) present another aspect of the problem. The Canadian market is small, with cheaper American books being more readily available over several printings. Harber (1986) reveals that Program Cadre in Canadian schools has to rely on imported French language books. The writing, publishing and distribution of Quebec French books are unequal to the demand at present. We have, therefore, as teacher-librarians, to be aware of the fragility of the Canadian publishing industry, and select materials accordingly.

When Elrod (1978) advocates avoiding making an arbitrary distinction between fiction and literature in the collection, she joins the perennial debate about the place of fiction in school libraries. Literary merit which has withstood the test of time defines "the classic." Olson (1979) would have teacher-librarians apply similarly rigorous selection criteria to contemporary fiction as well. She laments the absence of collection development criteria in school fiction selection. The collections are uneven proportionately, her study shows, with fiction accounting for anywhere from 10% to 50% of secondary school library holdings (p. 100). Seventy percent of teacher-librarians shopped at the local jobber's warehouse, the remainder selected from publishers' catalogues. Access to the classics in the secondary school setting proved haphazard!

Olson is reflective of her era in prescribing realistic young adult novels for fiction collections. The persistent argument that adolescent readers will seek adult novels for realism and that the secondary school should provide such a collection is offered by Warriek (1968) and Ameline (1974). Olson counters that few schools house adult novels. She is supported by Hentoff (1968), Cooper (1971), and Peck (1973) in their concern that young adults require literature of relevance, problem novels with which they can identify. Such were in vogue during the 1960s and 1970s.

Kaye (1980) describes the recent addition of formula fiction, escapism and fantasy, to the young adult reading world. Of concern here is its place in the school library collection. Brandt (1983), Swisher (1984), and Fasick (1985) would ignore teacher-librarians who claim that fiction books cannot be justified because students haven't the time to read them or infrequent reading doesn't warrant their purchase (Swisher; Warriek, 1968). They make two points: that young adults read widely different topics depending on their age and sex, and that the fiction collection is obliged to encourage the reading habits by catering to their interests. Pretty clear guidelines for any teacher-librarian ordering fiction books for their place in the school library resource center!

The four problem areas discussed — popularity versus quality, curriculum support versus recreational reading, Canadian materials versus quality resources, and the place of fiction in the collection — have reflected a synthesis of the contemporary literature. In researching 278 citations, I discovered an enormous quantity of opinion, some empirically-based, but largely prescriptive.

More importantly, the attendant option of the teacher-librarian acting as a curriculum leader or change agent has been discussed. No other teacher in the school is as ideally situated for such a role. The evidence considered here shows an inherent relationship of role to collection development. It also indicates that the role is not being widely played by teacher-librarians.

If teacher-librarians are committed to curriculum development and desire to effect change, they can become leaders and they can have an impact. The process of collection development will mirror that change.

REFERENCES

Aaron, S. L. "Current Research." School Media Quarterly, vol. 8, no. 4, (1980), pp. 259-262.

Alberta Teachers' Association. "School Libraries: A rationale." Emergency Librarian, vol. 11, no. 4, (1984), pp. 6-7.

Altan, S. "Collection Development in Practice in an Independent School." Catholic Library World, vol. 54, no. 3, (1982), pp. 110-112.

Ameline, J. "Controversial Fiction for Young Adults: A few thoughts and a bibliography." Ontario Library Review, vol. 58, (1974), pp. 250-254.

Amey, L. "The Special Case for YA Programming." Emergency Librarian, vol. 12, no. 3, (1985), pp. 25-26.

Anderson, B. "School Librarians — Definitely Worth their Keep." Emergency Librarian, vol. 10, no. 5, (1983), pp. 6-20.

Ashby, A. "Canadian Resources in the School Library." Education Canada, vol. 23 (1983), pp. 26-27.

Asheim, L. "Selection and Censorship: A reappraisal." Wilson Library Bulletin, vol. 58, no. 3 (1983), pp. 180-184.

Biggs, J. "Book Talks." Emergency Librarian, vol. 12, no. 5 (1985), pp. 23-24.

Brandt, B. E. "Adolescent Literature: A response." English Education, vol. 15 (1983), pp. 182-184.

Brightland, M. E. "Curriculum Committees: Librarians have a lot to offer." The Bookmark, vol. 23, no. 1 (1981), p. 24.

British Columbia Library Association. "The Importance of School Libraries/Resource Centers and Teacher-Librarians in British Columbia Schools." Emergency Librarian, vol. 10, no. 5 (1983), pp. 17-20.

Bryant, B. "Collection Development Policies in Medium-sized Academic Libraries." Collection Building, vol. 15, no. 1 (1978), pp. 6-25.

Burville, M. E. "Over-Americanization: A school librarian's dilemma." School Progress, vol. 41 (1972), pp. 26-27.

"Canadian Classics Committee." Canadian Materials, vol. 11, no. 1 (1983), p. 7.

Canadian Education Association. "Canadian Materials in Schools." Canadian Materials, vol. 12, no. 3 (1984), p. 96.

"The Canadian Learning Materials Centre." Canadian Materials, vol. 8, no. 1 (1980), p. 213.

Carpio, V. "The Best in 1977: Books for young adults." Catholic Library World, no. 48 (1977), pp. 196-197.

Cooper, B. W. "The Adolescent in Contemporary Fiction." The School Librarian, vol. 19 (1971), pp. 118-123.

Davis, V. "Canadian Children's Literature — Where Is It?." Education Canada, vol. 23, no. 3 (1983), pp. 16-19.

Egoff, S. "Too Soon Forgotten: Worthwhile yet overlooked novels for children." Emergency Liian Learning Materials Centre." Canadian Materials, vol. 8, no. 1 (1980), p. 213.

Carpio, V. "The Best in 1977: Books for young adults." Catholic Library World, no. 48 (1977), pp. 196-197.

Cooper, B. W. "The Adolescent in Contemporary Fiction." The School Librarian, vol. 19 (1971), pp. 118-123.

Davis, V. "Canadian Children's Literature — Where Is It?." Education Canada, vol. 23, no. 3 (1983), pp. 16-19.

Egoff, S. "Too Soon Forgotten: Worthwhile yet overlooked novels for children." Emergency Librarian, vol. 12, no. 2 (1984), pp. 13-14.

Elrod, N. "Literature or Fiction: An argument for a fully integrated collection." The Bookmark, vol. 20, no. 1 (1978), pp. 32-34.

Fasick, A. "How Much Do We Know about What Children Are Reading?" Emergency Librarian, vol. 12, no. 3 (1985), pp. 17-20.

Gader, L. "Canadian Children's Literature." The Medium, vol. 23, no. 1 (1982), pp. 25-26.

Gjettum, P. "A Library Is Not a Recreation Center." Catholic Library World, vol. 48 (1977), pp. 332-333.

Gorton, P. "Reading Break?" Emergency Librarian, vol. 12, no. 5 (1985), pp. 20-21.

Hamilton, D. "Curriculum Decentralization: The teacher and the library, or are you ready for a future shock?" The Bookmark, vol. 17, no. 4 (1976), pp. 4-6.

Hamilton, D. "The School Library Defined: Editorial." Education Canada, vol. 23 (1983), pp. 4-5.

Harber, P. "French Immersion and School Libraries." Canadian Materials, vol. 14, no. 5 (1986), pp. 209-210.

Harrington, K. "Ten Best Guides to Canadian Literature for the Teacher-Librarian." Emergency Librarian, vol. 12, no. 2 (1984), p. 15.

Harris, M. "You Don't Have to Read Canadian." Emergency Librarian, vol. 12, no. 1 (1984), pp. 9-11.

Hauck, P. "Role of the School Library." Education Canada, vol. 19 (1979), pp. 32-35.

Haycock, K. "Canadian Learning Resources: One district's approach." The Bookmark, vol. 19, no. 2 (1977), pp. 1-12.

Heaton, J. S. "Focus on Canada." Canadian Materials, vol. 9, no. 4 (1981), pp. 232-233.

Heitzmann, W. R. "Sports Literature and the Librarian: Opportunities to mend, mold and motivate — Part 1." Catholic Library World, vol. 47 (1976), pp. 207-212.

Henri, J. "The Integrated Approach to School Library Programming." Emergency Librarian, vol. 14, no. 3 (1987), pp. 9-12.

Hentoff, N. "Fiction for Teenagers." Wilson Library Bulletin, vol. 43 (1968), pp. 261-265.

Holter, C. S. "Selecting Books for Young Adults: A considerable responsibility." Catholic Library World, vol. 57, no. 3 (1986), pp. 170-171.

Kaye, M. "In Defense of Formula Fiction, or, they don't write schlock the way they used to." Top of the News, vol. 31 (1980), pp. 87-90.

Kaye, M. "The Young Adult Romance: Revival and reaction." Top of the News, vol. 38 (1981), pp. 42-47.

Livingston, M. C. "Climb into the Bell Tower." School Library Media Quarterly, vol. 11, no. 2 (1983), pp. 134-139.

Lundin, R. "The Teacher-Librarian and Information Skills: An across the curriculum approach." Emergency Librarian, vol. 11, no. 1 (1983), pp. 8-11.

MacRae, L. G. "What to Do When They Won't Read." Alberta School Library Review, vol. 5 (1969), pp. 36-41.

Mancall, J. C. "Current Research: Measurement and evaluation of the collection." School Library Media Quarterly, vol. 10, no. 2 (1982), pp. 185-189.

Margrabe, M. "The Library Media Specialist and Total Curriculum Involvement." Catholic Library World, vol. 49 (1978), pp. 283-287.

Marland, M. "Libraries, Learning, and the Whole School." Emergency Librarian, vol. 15, no. 2 (1987), pp. 9-14.

McPheron, J. "On to the Tumbrel, or, let's put quality in its rightful place." Wilson Library Bulletin, vol. 51 (1975), pp. 446-447.

Miller, M. L. "Collection Development in School Library Media Centers, National Recommendations and Reality." Collection Building, vol. 15, no. 1 (1978), pp. 25-27.

Morrison, L. "Fifty Years of Books for the Teenager." School Library Journal, vol. 25 (1979), pp. 44-50.

Newman, F. "On Doing Canadian Poetry." Emergency Librarian, vol. 12, no. 2 (1984), pp. 16-17.

Novik, S. "Curriculum Comes Alive through Literature." Catholic Library World, vol. 57 (1985), pp. 74-77.

Oberg, A. "The School Librarian and the Classroom Teacher, Partners in Curriculum Planning." Emergency Librarian, vol. 14, no. 1 (1986), pp. 9-14.

Olson, L. E. "The Fiction of Fiction Collection Development in Secondary and Public Libraries." Top of the News, vol. 36, no. 1 (1983), pp. 98-104.

Olson, L. E. "Unassailable Truth?" School Library Media Quarterly, vol. 12, no. 1 (1983), pp. 53-57.

Peck, R. "In the Country of Teenage Fiction."

American Libraries, vol. 4 (1973), pp. 204-207.

Pollock, P. D. "The Business of Popularity: The surge of teenage paperbacks." School Library Journal, vol. 28 (1981), pp. 25-28.

"Research: The Implications for Professional Practice." Emergency Librarian, vol. 14, no. 2 (1986), p. 29.

Roggenbuck, M. J. "Curriculum Involvement: Choices and Challenges for the School Library Media Specialist." Catholic Library World, vol. 57, no. 3 (1985), pp. 125-132.

Root, N. J. "Decision Making for Collection Management." Collection Management, vol. 7, no. 1 (1985), pp. 93-101.

Ruth, G. W. "Selecting Children's Books to Meet Multicultural Needs." Catholic Library World, vol. 55, no. 4 (1983), pp. 169-173.

Shapiro, L. L. "Quality or Popularity? Selection criteria for Y.A." School Library Journal, vol. 24 (1978), pp. 23-27.

Silver, L. "Judging Books Is Our Business." School Library Journal, vol. 25 (1979), p. 35.

Smith, L. P. "The Curriculum and Materials Selection: Requisite for collection develop-ment." Collection Management, vol. 7, no. 3 (1986), pp. 37-43.

Swisher, R. "Involving Young Adults in Fiction Selection." Top of the News, vol. 40, no. 2 (1984), pp. 163-170.

Szakacs, M. "Curricula Emphasize Canadian Studies." Education Manitoba, vol. 13, no. 3 (1985), p. 8.

"Teacher Awareness of Canadian Children's Literature." Emergency Librarian, vol. 9, no. 4 (1982), pp. 6-7.

Vancouver School Board. "Selection of Learning Resources: A policy statement," in The Library Resource Centre: Handbook of procedures. Rev. ed. Vancouver, BC: Program Services, Vancouver School Board, 1990.

Vancouver School Board. "Selection of Learning Resources: A policy statement." The Bookmark, vol. 12 (1984), pp. 23-24.

Vandergrift, K. E. "Are We Selecting for a Generation of Skeptics?" School Library Journal, vol. 23 (1977), pp. 41-43.

Van Vliet, V. "Young Love on Fantasy Island." Emergency Librarian, vol. 11, no. 5 (1984), pp. 6-7.

Warrick, L. W. "Where Hentoff Left Off." Wilson Library Bulletin, vol. 43 (1968), pp. 266-268.

White, B. H. "Collection Management for School Library Media Centers." Collection Management, vol. 7, no. 3/4 (1986), whole issue.

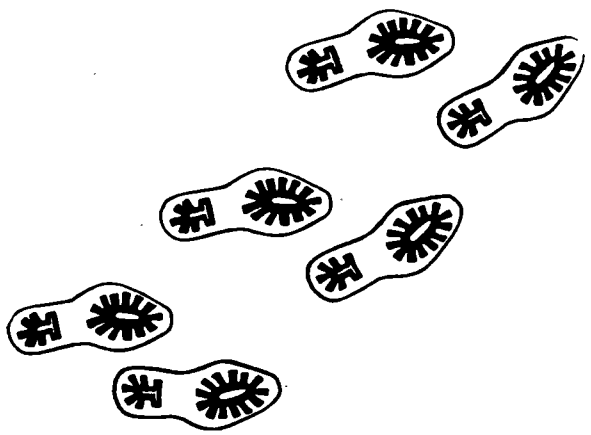
Wilks, R. "The Economics of Canadian Children's Book Publishing." Canadian Materials, vol. 13, no. 6 (1985), pp. 248-249.

Wilson, E. "Canadian Children's Books: Is there a future?" The Bookmark, vol. 23 (1982), pp. 12-16.

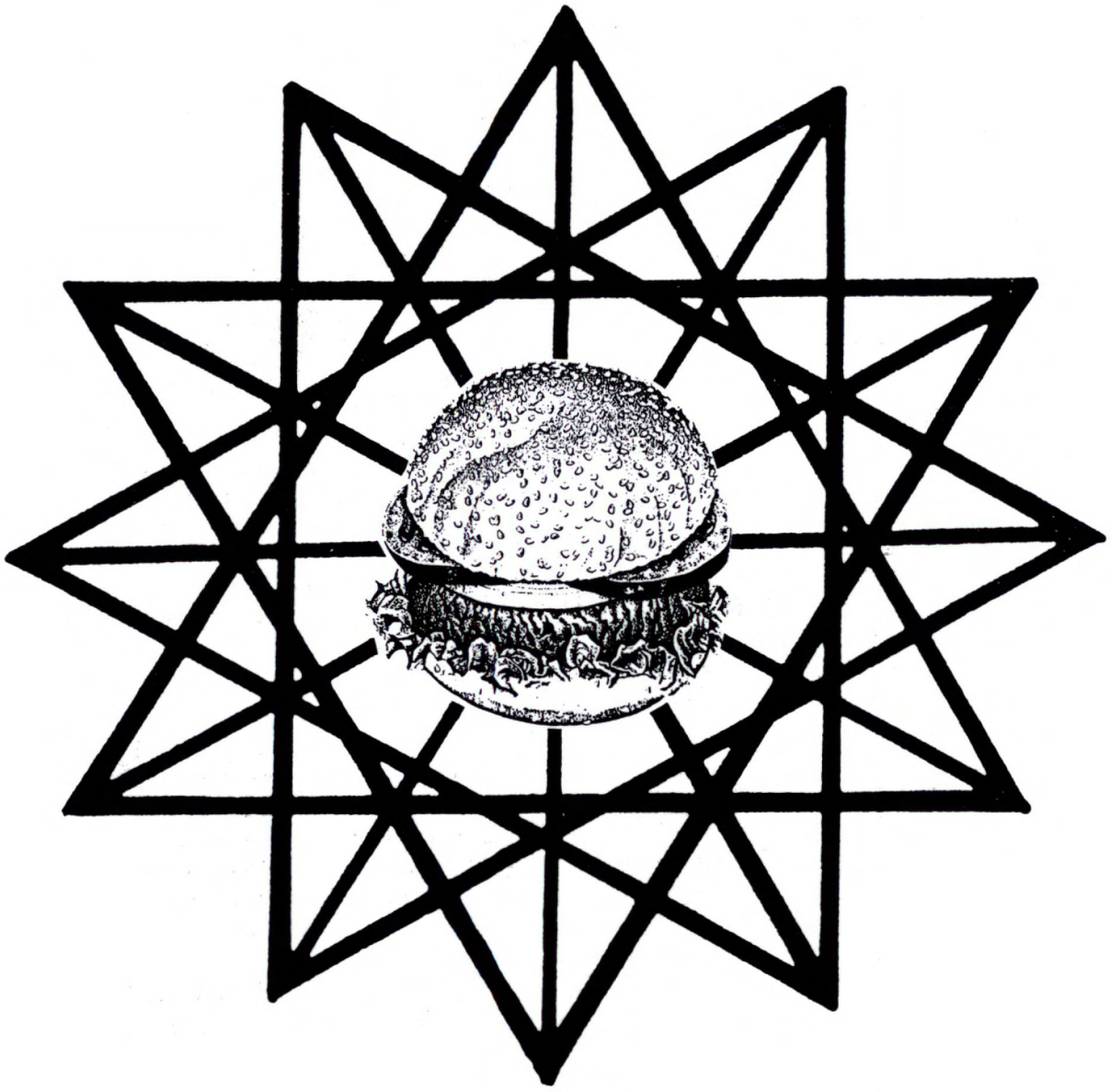
Wood, P. A. "What Are We Doing with Books to Kids?" Catholic Library World, vol. 49 (1977), pp. 10-14.

Yesner, B. L. "Myths, Misconceptions and Mistakes in Collection Development." Collection Management, vol. 7, no. 3/4 (1986), pp. 135-144.

Zibart, R. "Children Can Love Reading." Catholic Library World, vol. 52, no. 3 (1980), pp. 113-114.

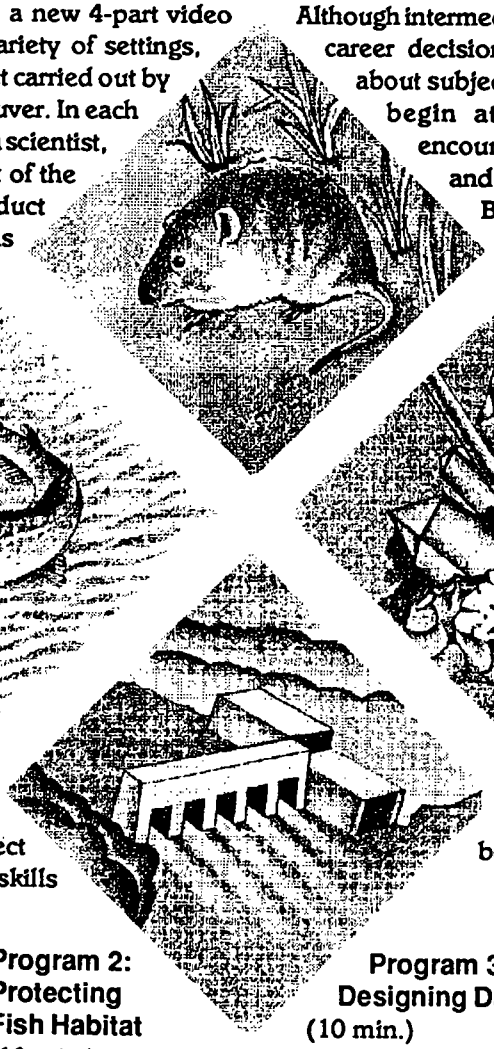


FEATURED IN THIS ISSUE



What Do Scientists Do?

What do Scientists Do? is a new 4-part video showing scientists in a variety of settings, based on a research project carried out by Grade 7 students in Vancouver. In each program the students visit a scientist, participate in some aspect of the scientist's work, and conduct an interview. The programs promote positive attitudes toward science, and demonstrate the processes and skills of science. Each visit in this series includes scientific knowledge relevant to the fields represented and because the students are investigating problem-solving as an aspect of scientific work, thinking skills are also discussed.



Although intermediate students are not yet making career decisions, they are forming attitudes about subject areas. Thus, it is important to begin at the intermediate level to encourage an appreciation of science and its relationship to our world. Because women are still dramatically under-represented in many scientific and technical fields, it is particularly important to reach young girls with this message, and to show them positive role models of women scientists. The scientists featured in the series demonstrate that careers in science are equally available and appropriate for both women and men.

Program 1: Studying Animal Populations
(16 min.)
A population ecologist studies voles in the Fraser River Delta.

Program 2: Protecting Fish Habitat
(10 min.)
A hydrologist and a fisheries biologist monitor fish habitat on the Capilano River

Program 3: Designing Dams
(10 min.)
A visit with a hydraulic engineer who designs and tests dams.

Program 4: Looking for Precious Metals
(13 min.)
A geologist demonstrates how to survey an area for mineral exploration.

Ordering information

Order Number YVH002 Series Cost: $249.00

For more information, contact Image Media Services,
150 - 12140 Horseshoe Way, Richmond, B.C. V7A 4V5

Image Media Services Ltd.

Tel. 272-7797 Fax 272-7798

Dr. Ken Lowe challenges his audience.

Lorne MacRae asks, "What's literacy?" and shares Calgary's literacy program.

Panel of adult learners sharing their devastating experiences with illiteracy.

Ken Adsett, Janet Mc Cutcheon and Diana Poole.

REPORTS from the BCTLA CONFERENCE, *"LITERACY '90"*

1990, APRIL 26-28, Island Hall, Parksville

Reported by **LIZ AUSTROM**, senior editor, and **CLAUDIA ROMANIUK**, teacher-librarian, SD#70 (Alberni).

SPEAKER: DR. KEN LOWE,
director of the Action Studies Institute, Calgary, Alberta.

TOPIC: KNOWLEDGE AND POWER: REALITIES AND MYTHS

Dr. Lowe began by saying that his talk would follow a magazine format; his comments might seem random because he would not attempt to connect them clearly, but they would all focus on the topic.

The question of how human beings learn is one that has occupied Dr. Lowe for some time. He believes it to be a very important question for educators to consider because the capacity of the human mind is limited when compared to a universe which is much more complicated than we can grasp. Indeed, we don't pay attention to most of what is around us. Rather, we select small pictures of the world, rather in the way that a flashbulb illuminates a small bit of reality for a short space in time. Our big decision is what to focus on. Consequently, we need to develop tools to think with that will help us to manage our limitations, to determine what to focus on and how.

Another question that must be considered is what our youth will need to know and be able to do as adults. A group of business people at a recent conference in Banff answered the question of what skills and knowledge were needed to prepare students for life in the 21st century by listing the three most important skills/knowledge as: life-long learning, character skills and self-direction. There was an acknowledgement by these business people that students' current levels of literacy in Canada do *not* hold the country back.

ROLE OF LITERACY IN LEARNING

Dr. Lowe made some provocative statements as he focused on the role of literacy in learning. He believes that if literacy is not connected to self-directed learning and other aspects of learning it is not effective. Literacy is only part of learning; it is not the whole. The down-sides of literacy are:

- People can read extensively without ever thinking and creating.
- It is possible to read lots of garbage, and never anything that will develop a real capacity for thought.
- "Reading is sometimes an ingenious device for avoiding thought."

Dr. Lowe went on to cite many authors to emphasis that reading must lead to thinking, both critical and creative, judgment of what is read, independence, self-direction, action, and creation. If this does not happen, there is the possibility that individuals will be manipulated by others, even though they are literate.

KNOWLEDGE IS POWER

As an example of the "Knowledge is power" fallacy, Lowe described the difficulty that Telidon salespeople had in marketing *free* technology and information sources to farmers on the Canadian prairies. In response to one such offer, one practical and probably overworked soul commented, "I already know how to farm better than I can." The point of the story was that "Knowledge by itself is nothing; only when it is integrated into something else does it gain power."

EDUCATIONAL INNOVATION

During the 1800s - 1930s more attention was paid to individual's needs in textbooks than in those published from the 1930s on. The prevailing viewpoint is that knowledge is stuffed into minds, but this results in the stifling of invention and thought.

Contrary to popular opinion, attention to

problem-solving and thinking skills goes back at least a century in time. The question is: Why haven't we done better than we have? The discouraging fact is, research shows that every educational innovation this century has failed. Dr. Lowe prompted both applause and jeers from the audience when he said, "If engineers paid no attention to why their bridges fall down, we could hire them as teachers.

DIMENSIONS OF THOUGHT

Power is inherent in life. Living things, including humans, produce power. Humans learn through the culture that surrounds them.
In doing so, they experience thought in three dimensions:

1. *intention* (purpose, direction, initiative, visualization of a change);

2. *formulation* (analysis of elements, representation, senses, intelligence);

3. *operational capability* (putting into practice, action)

If the individual can only operate in one or two dimensions, different forms of incompetence result. For example, if the individual only does # 1, the result is a wishful thinker with no action taken. At the other side is the individual who moves to take action swiftly, without ever forming a direction for the action (1) or analyzing the data to ensure the action taken is the right one to accomplish the intent (2). Society needs thinkers who can think and experience in all three dimensions — in other word, *powerful thinkers.*

THE FUTURE

The implications of all of these thought-provoking ideas are:

- If a program is set up to develop life-long learners, it must emphasize process skills (thinking).

- The future will see a great variety of educational approaches, many not in schools at present. They will be models that use information technology. Here is both the challenge and the opportunity for teacher-librarians.

In connection with this, Ken Lowe feels that teacher-librarians should not hitch their stars to public school systems because these are not likely to be successful organizations in the future.

As a final teaser, calculated to make people return to his next session, Dr. Lowe opined: *"Reading is less important than some people would like to make it, but more important in other ways."*

PANELISTS: WAYNE KINGSTON, CONNIE ENGLISH, JAMES LIGHTHEART, & PAULA MELVIN, former and current students at ALLOW, an adult literacy program in Nanaimo, B.C.

TOPIC: ADULT LITERACY-LEARNERS ON THE WAY (ALLOW)

[Editor's Note: ALLOW is an adult literacy program developed and supported by Malaspina College in Nanaimo. ALLOW was recently awarded a grant of $40,000 to organize a provincial conference of literacy learners in June, 1990. In announcing the award, Provincial Literacy Coordinator Norma Kidd paid tribute to the "excellent track record" of the Nanaimo group.]

Wayne Kingston is one of the leaders of ALLOW's Student Organization. In his daily life he works with Macmillan Bloedell to eliminate functional illiteracy in its employee group and to speak to audiences about illiteracy. He is inspired by the desire to empower individuals so that they can control their own lives. Wayne experienced the fear and shame of illiteracy when he was unable to write a test which would lead to a promotion, and he wants to eliminate illiteracy so others will not suffer as he did. He emphasized that being educated and being intelligent are not the same thing. As if to demonstrate this point, Wayne learned to write in eight months as an adult learner.

Wayne stressed that illiteracy is not just being unable to read and write, it is the feelings of shame

and fear, lack of competence, and total inadequacy that individuals feel. It can destroy self-worth and self-esteem. Illiteracy is darkness for everyone caught in it. Through literacy, Wayne has gained light.

Concern about the human cost of illiteracy has caused Wayne to devote his considerable talents to the fight against it. He comments, "Being able to read gives you something you can build a life on, gain knowledge from, take pleasure in." He believes that we must educate our people for the future. The following is the text of his message, which he was eager to share:

I want the illiterate person to be able to determine his, or her, own destiny, not be forced to live a life of despair.... A life of challenges not a life of emptiness.... I want to society to change its attitude toward a person that is illiterate.... I want to see the day when an illiterate person can say "*I am illiterate*" without having to experience the degrading shame that comes from exposing himself to other people of his community. I want to see the day when people shed their fear of being who they are and know that they are *important* and that they can make that first step of the beginning of a new found life.

My first stories when I went back to school were not the happiest stories for someone to read. *But stories they were*. These short stories got longer and longer and, as of today, I am writing a book called the Mystic Legend. All of this within an eight month period. I still think how ironic the thought of this is ... an illiterate person that had only written twice that I can remember since 1970. I was without hope in the world and now I am actually writing a book ... and I'm *so* interested in writing that after this one is finished I would like to write *another*, then *another* and *never stop writing*.

You see, I was afraid of the unknown. If I had let my fears guide my judgement it would have gotten in the way of growing to my potential ... I would never have experienced the joy of growing as a person. I want to say to the people out there who can relate to my story: *Don't be afraid to come back to school or be afraid of failure*, ... don't let fears run your life, because if you do you will be failing yourself. *Realize the tremendous strength that is within you ... the strength that has gotten you through up until now, and redirect that strength to reverse the image of yourself.* I have a new saying — If you can live with yourself, you can live with anybody. Take charge of your destiny, and make that first step to personal satisfaction as I have. *Don't let negativity destroy your image of yourself, there's nothing to be afraid of but fear itself.* Illiteracy is not just not knowing how to read or write. To me, it's the emotion of all the feelings of failure, lack of acceptance by society, and the guilt of feeling inadequate.

I have missed a lot of opportunities be-cause of these feelings. Being educated and being intelligent are two separate things. I have always felt that if I could snap my fingers and people could feel the emotion I feel on a daily basis, they would have a shock, and would look at people who are illiterate in a different manner.

World governments' participation in such a worthwhile cause as fighting the battle against illiteracy would be very honorable. Also it would send a message to the illiterate people of the world that they are important to society and that they will not be shoved into a closet and forgotten. ***1990 is The Year of Literary.*** I hope that during this year, the real message gets out so society has a change to understand the emotions deep down inside of people like me. And that they also understand that we have feelings and that we hurt just as they do and that we need help to overcome illiteracy for the good of ourselves and of society.

I have something driving me inside to have the final battle against this thing that almost destroyed me as a human being, this thing that affects everything in your life, this thing that destroys your self-worth and beats your self-esteem to oblivion. Strangely enough, the pain that I have suffered at the hands of illiteracy has turned around and given me a renewed strength to do battle with my adversary, "Illiteracy." I couldn't have imagined I would be doing the things I am doing today a year ago. I want personally to save the people that might be sitting at home, contemplating ending their lives as I did. I want to say to them: "*Strain your eyes to see the light at the end of the tunnel, because if you don't you could see darkness for ever, and if you do, then that light has the potential to get brighter and a whole new world could emerge from the darkness.*" I will promote literacy until I take my last breath. Through literacy I've gained life. I would ask the world to sharpen its ears and listen closely for the silent screams of your children.

The above passage is Wayne Kingston's submission to Canada's Book Voyage, and will appear in a prominent place in this work soon to be published in British Columbia.

Connie English, the second panelist, quit school in grade 8 after years of "social passing" because she was too "stupid." She worked in a car wash, married

twice, had children from both marriages, and had to give up her daughter because she couldn't help her with her learning disability. Connie's anguish over this terrible loss was so great that both she and the audience had difficulty with their emotions. The human cost of illiteracy that motivates Wayne Kingston to action was very evident.

When Connie had to have her fifteen year old son help her with banking, reading supermarket signs, shopping, and other ordinary tasks of life, the impact on her was enormous. Everyday life was too complex for her to deal with, for in addition to her inability to read and write, she could not even calculate enough to know whether or not the store clerks were cheating her on the change from purchases. Since then, she has found help through ALLOW, where she is now attending school. The deciding factor was the pain of not being able to help her child, although her own feelings of daily pain and frustration also contributed.

Connie says that the first time she could read a book to her seven year old made her feel warm inside. She says "It's like a blind man seeing for the first time. Her fifteen year old son says he is proud of her, and that support clearly means a lot to her.

On social assistance when she reached her decision, at one time Connie was told by a social worker that she was too old to go to school and should just get a job, but later a Nanaimo ministry worker helped her get into the ALLOW program.

In closing, Connie stated that the class is a family to her, for the individuals in it not only help her but give her the emotional support — the connection to a group — that she needs to help her through the difficult times.

James Lightheart began by saying that, for him, to be able to see words in a book and be able to understand them is *great*! When he was in elementary school, his teachers always talked to him, giving him enough information orally for him to do well on exams. James never learned to read because he had an excellent memory and memorizing was easier than reading. He was an incredibly good listener and managed to fool the system up until the 8th grade. After three years in grade 9, where he covered his discomfort by acting as the class clown, he dropped out because his Social Studies teacher marked him down for his spelling. He had only a grade 2 reading level. James made the point that at that time probably nobody could have helped him because he thought that he knew everything.

He needed to help himself and to admit that he needed help. He did this when a co-worker received a promotion denied to him because he could not read well enough. After having made the decision and returned to school, James comments, "It is a privilege to be able to read and to go to school." He does not feel that his elementary teachers, who gave him information orally and didn't insist on him reading, did him any favour.

James experienced great limitations because of his illiteracy; he never took a bus until he was twenty-one because he never knew where it was going, and he never read a newspaper so his only information about the world came from television.

Now he and his wife are expecting a baby and he wants his child not to repeat the fear he experienced doing simple things like going to a bank. James reads every day now. He takes joy even in road signs, saying, "It's great to know where you're going!" Clearly, being literate is something he treasures every day.

Paula Melvin went to grade 11, but could only read at a grade 1 level. She doesn't know how she did it, but she only wanted to survive. She was seen as a "dumb blonde." In school, she was the quiet, good little girl. She commented that children like her, who hide quietly in the classroom, not learning anything, have to be caught in grade 1, 2 and 3. Attention in the early grades might have identified the fact that Paula is dyslexic and she might have received the attention she needed.

Paula went back to school after her Mom made an appointment for her through the Unemployment Insurance Commission. She used to hang out in the library at school and look at books because her Mom said that "through books you can go into your own world." Last summer was Paula's first experience in entering this world. She takes delight in small things, such as choosing a selection in a juke box. She feels "so good" about reading to her two-year-old daughter.

PANELISTS' RESPONSES TO QUESTIONS FROM THE AUDIENCE

James — "We have to help the children in the

first few years." Wayne — "Let kids go to the libraryand pick out their own books. Otherwise they will rebel. Once children rebel, you get nowhere." He still remembers the hurt from his first failure — failing grade one. "Don't put failure onto the kid. Everybody has their own learning style. When a kid has one success, learning takes off. When others are interested in what you have written, it is wonderful. Don't compare your children. You will destroy them."

Connie — "Many of the books are boring. School should be fun." [This comment came in answer to a question about what to do with secondary schools to improve the situation.] "School should provide safety and happiness for children who don't have happy homes. Honesty, love and encouragement are the most important things for teachers to give to children."

Wayne — "School should excite children to learn, not fail them." His son was going to fail in one school, but when he changed schools he began to excel and was excited by learning. He suggests teachers use real life things for children to learn by doing. "Have a heck of a time learning."

James — "By grade 9 most kids with problems will have given up on learning and they're gone. They may come back as adults." "Kids have to want to learn to be able to learn."

SPEAKER: LORNE MACRAE,
Calgary Board of Education.

TOPIC: LITERACY... WHAT IS IT?

Lorne MacRae began his session by asking participants to engage in a moment of quiet reflection — to identify someone who was important in their development as a literate person, perhaps a parent, grand-parent, teacher, or friend. Lorne pointed out that each of the panelists from ALLOW who had shared their personal experiences of illiteracy were individuals who gained power from their own initiative. They did not depend solely upon others, although the help they received made a significant difference to them.

DEFINING LITERACY

Asking "What is literacy?" Lorne stressed the importance of understanding the complexity of illiteracy, and knowing the role of one's own organization in fostering literacy. The Calgary Board of Education has been concerned about the problem for some time, sponsoring a Chief Superintendent's Commission on Literacy to develop solutions. A group of assorted citizens participated in a five year program which ends in the fall, 1991. Commission members felt that a broader definition of literacy was needed than the simple dictionary definition of "the ability to read and write." Consequently, the following definition was developed by Bill Washburn, Supervisor of Language Arts, approved by the Board, and has become the basis of action within the district:

Literacy,
being embedded in all that we do,
is a necessary condition
for personal growth.

Literate people are those
who are able
to understand and participate
in the communities
in which they find themselves
and are able to communicate effectively with others
using the language of those communities.

One action taken by the school district has been the publication of small flyers with the Board's definition of literacy emblazoned on them, which were put in all employees' envelopes with their February paychecks. Such actions raise the awareness of an entire district of the goals for literacy which are central to education.

The Calgary Board of Education's flyer stresses the importance given to literacy by quoting Dr. Alan Newberry, Chief Superintendent, who believes that "Literacy is learning for a lifetime — our mandate — we open minds for life." Dr. Bill Dickson, Deputy Chief Superintendent, states the intent for teachers thus, "Our outcome should be the student who knows how to learn and who continues to learn, to seek the new and better understanding, knowledge, growth and experience. Our outcome should be the student who knows, trusts and respects self, and who cares for and respects others. Our outcome should be *literate learners...*" Finally, the flyer gives teachers some suggestions for implement of the intent, including practices such as, "students are encouraged to use talk and writing to explore their own ideas and feelings in order to understand for themselves," and,

"teachers model the writing process for their students."

In the search for a definition of literacy, Lorne MacCrae discovered that people hold a wide range of opinions, most of which do not include the concept of literacy as a means of self empowerment. Among them are the following:

- *Alex Haley* once commented that if his forebears had been literate in our terms (reading and writing ability) he would not have found his roots, because there would have been no oral tradition record.

- *Napoleon* wanted literate soldiers. To him literacy meant that his men would know their right foot from their left. This was also the man who put buttons on the sleeves of soldiers' uniforms so they would not wipe their noses on their sleeves.

- *In World War I*, the military defined literacy as having completed grade 4; by World War II the requirement had risen to grade 8. Interestingly, the military definition doesn't include problem-solving and decision-making as an essential to become a soldier. Independent thought was not a key requirement, but following orders was.

- *The Canadian Council of Basic Adult Education* still uses the grade level equivalency notion. In Lorne's view, this is a dangerous approach because it excludes so much, including the possibility that one individual might be illiterate although he/she had completed the set grade level, while someone else might be highly literate who had never even attended school.

- *In the United States*, another approach used considers people to be literate if they can perform tasks to a certain level on the following scales:
  - numeracy scale
  - prose scale (e.g., critical reviews from the New York Times are used to test this skill)
  - documents (e.g., tax forms are used to assess the ability to handle documents.

  Lorne pointed out ironically that most of us would fail a literacy test based on critical reviews from the Times and forms devised by taxation bureaucrats.

In looking at the purposes that were the frameworks for the above definitions, the point was made that literacy should include people, not exclude them. In helping those who are illiterate, there is a danger of imposing umbrella solutions. Each problem is unique, situational and there is not just one solution. People should be personally empowered by literacy, in control of their own learning. In connection with this, teacher-librarians have a responsibility to make loud noises about intellectual freedom and about the imposition of user fees for access to information.

CULTURAL LITERACY

Hirsch, in his book on cultural literacy, says that all grade 12 graduates should have the same cultural metaphors at their command (e.g., the albatross). He has identified two thousand metaphors as being important. Lorne laughingly commented that "Alberta" is on his list, but "Saskatchewan" is not. In Hirsch's opinion, knowledge of the Western tradition or culture should be the benchmark of literacy for North American society.

The Shah of Iran wanted a literate population, so he hosted and funded the first International Conferences on Literacy. The people who attended these conferences spoke of literacy as being a source of individual empowerment in a culture. People who became literate would become involved in solving societal problems and taking charge of their own economic and living conditions. Quebec adult literacy workers take the opposite approach, going from the problem to literacy. For example, a need for a community centre for children is used to stimulate those concerned to write letters to the authorities. The premise is that individuals will experience personal empowerment when they have success in reaching a goal that means something to them.

The Southam research in Canada was specious because it was not culturally based. It has become part of the myth, instead of part of the solution. Each problem is situational and individual, and solutions must be the same.

The question of cultural literacy is complicated by the fact that we all operate in more than one cultural community. Students will participate in the school community, the gymnasium community, and, outside the school in a variety of cultural organizations. The definition of literacy may vary in each situation. Each community has own language. Even the playground community has its own "acceptable" language (e.g., jokes).

WHAT EDUCATORS CAN DO

In Calgary, the Commission had to prioritize activities. It focused on supporting good school practice, affirming and sharing that practice, and working with parents. One result is the publication of literacy bulletins and occasional papers on key issues.

The Calgary Board of Education believes that the development of literacy is a shared responsibility involving the community, the family, and the school. It is not a job for the school alone. The average child spends 130,000 hours from K-12 at school, but spends 150,000 hours in front of a TV during the same period. The home influence is a powerful agent in the development of literacy.

Elizabeth Sullivan's research emphasizes the importance of literacy rituals in the home (singing, rhyming, story reading and telling, talking). Children who experience these rituals will do them automatically as parents. If students have an image of themselves as readers and writers, they will read and write — powerful ideas motivate children.

Another important factor is to encourage parents to provide an environment rich in print materials, either borrowed or purchased. Loss of environmental print has had an immense impact in Ireland, where pre-literacy readiness has declined. This research in Ireland is supported by the work of Suzanne Langer, who has examined the language development of feral children. If these children are not found soon enough, before age 9 or 10, they will not learn a language. The implications for education are apparent — attention must be directed to providing a rich print environment in the pre-school and primary years. The collaboration of primary care-givers is essential.

Educators must accept a shared responsibility with the family for the development of children's literacy skills and attitudes. Society has asked us take on food, shelter and clothing as part of our educational mandate, but we cannot let literacy go.

STRATEGIES FOR LITERACY DEVELOPMENT

One thing that will assist educators to meet current needs is that we know more now about the way that learning occurs than we did even as recently as a decade ago. Examples of proven strategies are:

- Moving lips, or sub-vocalizing, helps students to build the muscle to brain connection. So does writing things down.

- Students must hear and use the language if they are to learn it. Five to fifteen minutes of observation of something, then writing about it, then reading to a wall, then self-editing, then reading to a peer, provide both these essential inputs.

- In primary, learning activities are based on learning to read; in intermediate, activities are based on reading to learn.

There is little transition between the two and many students falter at this point. Children need coaching to make the transfer. In homes where literacy rituals are in place, children make the transfer easily. Students from homes which do not provide the necessary background and support often stumble.

A complicating element is the fact that the adult world tends to think that children are independent at age nine. Consequently, parents and teachers often stop reading to kids at grade 4. We must give these children the opportunity to hear adults and peers read through high school.

- Judith Newman presents one of the most powerful tools for literature development in her publications on peer work.

- Kristen Shannon says we should pay more attention to:

1. multi-tracking — kids doing several things at one time such as watching TV and reading or studying.

2. visualization — picturing what good practice looks like before doing it rather than focusing on bad practice. Children need to be able to visualize themselves as readers.

3. Pacific Rim cultures — including a wider range of cultural perspectives than just the Western tradition. Because of our location in the world, we should be emphasizing Asian languages and Spanish.

BUILDING COLLABORATION WITH THE COMMUNITY

There are a number of approaches that can be

taken to build the collaborative partnership that is necessary. One of the first aims should be to build literacy awareness in the community — focusing on what the school system does and what the community can do to help.

Teachers and parents should be aware of the importance of role modelling. Adults are vulnerable to role modeling, and this reality is used in advertisements. So are young people. American research involving 12 year olds has identified movie stars, rock stars and Ronald Reagan as role models. Other research done by the American Cancer Society indicates that at age 12 kids develop a picture of themselves as a smoker or non-smoker. Research indicates that if those with a "non-smoker" image start smoking they will quit easier than those with a "smoker" image. Advertisements using non-smoking role models have resulted in a decline in 12 year old smoking. Another fact — all across the land 12 year olds placed their moms, dads and teachers highly in their lists of role models, or "heroes." The conclusion: posters, bookmarks, and advertisements featuring a role model for young people can be a powerful tool for fostering literacy, but so can the actions of the adults who have a personal connection with these children.

Unhappily, grade 8 kids who talked honestly about their experiences with Uninterrupted Sustained Silent Reading said that the teachers and administrators did not really read. They did not model the behavior they desired from the students.

Judith Newman encourages us to be reflective practitioners, to consider ourselves as role models, to think about individual kids and our impact on them.

Of concern to Lorne MacRae is his sense that the public does not consider literacy important. Literacy is a difficult cause to raise money for, as is evidenced by Peter Gzowski's limited success with fund raising. Do we really believe that literacy is an issue that is important in our country? Or, do we want to keep people out of the literacy club? Do we want to maintain our own status and privileges by denying others access?

Paolo Friere says "yes" to all of these questions. He looked at Alberta's goals for education and the funding that was provided and concluded that Albertans were living in a depressed culture. The established goals could not be achieved with the available funding. We need to examine political spheres of action and make them work for us.

Lorne MacRae quoted a speaker on CBC radio who said that at times we engage in "moral panic." Today, this panic centers around drug use; in Victorian times it was masturbation. In times of moral panic we look for simple solutions to big problems, but these solutions are often not connected with the problem. Somehow, we have to look for connections, for the big picture.

ADULT ILLITERACY

Melicki and Norman's research indicates that adult illiterates, at the time when they have decided to become literate, reported:

 # 1 reason for deciding to learn is a need for self-esteem. The work that teachers do to build students' self-esteem is vital. We are better at this than we were 15 to 20 years ago.

Home reading programs need to have programs for parents and children to learn together. These should emphasize ways for the parents to build students' self-esteem.

 # 2 reason for literacy is the social network (e.g., employment, peer advancement).

 # 3 most important reason is financial security (e.g., single moms' literacy levels make a well paying job impossible to secure).

Reasons cited by adults for their own illiteracy include those discussed by the panelists, as well as a general lack of valuing by the family of literacy, communication, and independence.

In a recent issue of the Royal Bank Reporter, David Suzuki offers the following frightening statistics. Canada has: 5 million functionally illiterate people who read below the grade 9 level; 1 million who are not at all literate; 70% of illiterates live in urban areas; 70% were born in Canada; and 60% are chronically unemployed. These people's greatest tragedy is their exclusion from the great wealth of Canadian cultural heritage.

Lorne MacRae closed with the challenging statement, "If the Canadian government wanted to make a difference, they would put money into education, into young parents and their children. The problem is they would have to wait thirteen years to see the result, and elections happen every four years.

PANELISTS: DR. MICHAEL HOEBEL, principal writer Year 2000 discussion paper and rewrite, currently director of the Educational Technology Centre; **DONNA COLEMAN**, parent; **RAY WORLEY**, BCTF First Vice President; and **PAM TURNER**, Assistant Superintendent, SD #70 (Alberni).

CHAIRPERSON: CANDICE MORGAN, teacher-librarian, SD#69 (Qualicum).

TOPIC: THE YEAR 2000 PAPER

Mike Hoebel, through his involvement in the Year 2000 discussion paper and the rewrite of the document that resulted, has gained an interesting perspective on the government's action following out of the Sullivan Royal Commission report. Because the Commission was only the third Royal Commission on Education in over 100 years, it has been taken very seriously by everyone concerned. Most, but not all, of the eighty changes outlined in the Year 2000 spring from the Commission's findings.

Historically, in the context of education policy British Columbia has "pulled up the rear in North America in regard to educational review and reform. Current BC initiatives are seen as part of a reform movement taking place across the continent (e.g., in the U.S. The reform movement is evidenced in Nation at Risk, Nation Prepared, and Time for Results.

Educators and the community ask why all this changes are occurring now. Hoebel believes there is a general sense in society that the rules of economics have changed and that the social fabric is disintegrating. Questions are posed as to how we can balance competing values and demands in our complex culture? The American experience has shown that either highly centralized or completely decentralized approaches to education have not been successful. The middle road seems more successful.

Change is occurring rapidly in British Columbia: the economy is shifting from a resource-based economy to a mixed economy; the ethnic and age mix of the population is changing; and the role of women evolving. These changes are embedded in the findings of the Royal Commission, which saw a need to change education to meet the needs of a changing reality.

The Commission noted the following factors of particular concern:

- the high drop out rate in BC schools, where 30% of those who begin school do not complete grade 12.

- the essential need to establish equal access for all students — to meet extremely diverse needs.

- the impact that the information era would have on our youth and the need to prepare them for it.

- the need for renewal and refocusing of the educational system on the needs of the learner.

- the fact that the changes envisioned made a re-definition of the role of the teacher necessary.

The rewrite of the Year 2000 places emphasis on principles of learning, and a framework for education which will apply across all three programs — Primary, Intermediate and Graduation. Mike Hoebel believes that the final version of the document is much more focused because it expresses a vision for the program through the principles and framework. Teachers' implementation of the programs should keep these concepts in the forefront.

Dr. Hoebel closed by saying that educators must deal with our changing world and with the high dropout rate which is a sad waste of human resources. A revolution or evolution is upon us. A paradigm shift is occurring which gives us windows of opportunity. Whether anything comes from this opportunity depends both on the attention span of government and upon educators seizing the chance that is presented.

Donna Coleman spoke as individual parent who thinks the direction being taken is great. Personally, her most valuable asset is the self-esteem, the sense of empowerment she gained through education. She came to appreciate critical thinking, the development of independence and self-direction.

Donna Coleman commented that much of what she gained herself, her children will also gain in public schools. Things she particularly likes about the new programs are:

1. *student-centered program* — tailoring programs to students;

2. *assessment and reporting* — timeliness, involvement of the parents with the school. She emphasized that the evaluation system has to be something parents understand;

3. *work experience* — a good idea to give young people vocational ideas, to involve the community in the education system, to emphasize interaction with youth and ownership by the community of the education system;

4. *parents as partners* — parents should both be welcomed and expected to be involved in the school system (e.g., student, parents and teacher all involved in report interviews provides joint support and assistance to student. There is a need for all parties to be committed to the idea that the partnership will work, that change will work.

Donna agrees with Mike Hoebel's perspective and thinks it is important for teachers to take action to make changes. She says, "Go for it!"

Ray Worley stated that he was in attendance to present the teacher's perspective on Year 2000, and the teacher's attitude to change. In doing so, he wished to make ten points:

1. Teachers are at the centre of change.

2. Teachers must be clear about what the change is.

3. Teachers need to have resources, time, and professional development to assist them to make necessary changes.

4. Teachers will make their own decisions about the way that change will occur in their classrooms, and their professional autonomy must be recognized.

5. Autonomy leads to empowerment and commitment.

6. There must be involvement and communication between all partners in the change.

7. There will be diversity, for not all teachers will do the same things.

8. There must be some way of measuring what is changed.

9. There must be recognition that to be a teacher is to constantly improve and change.

10. The preconditions for change are: clarity; necessary resources; and time to consider principles and practices before one has to implement the change.

Ray Worley acknowledged that concern for the 30% of students who drop-out was legitimate, but stated that is essential to maintain services for and retain the interest of the 70% who stay. We must balance the needs of all students.

He also stated that BCTLA's support for the Royal Commission report and concerns about implementation are in accord with his own views and the BCTF's reaction. Ray sees the following outcomes of the Year 2000:

- a higher involvement of teacher-librarians in the educational program of the school;

- the need for better funding for library resource centers and for more teacher-librarians;

- the use of a wider range of resources to meet student needs;

- greater involvement of teacher-librarians in team teaching; and

- the need to consider facilities, to modify them so they will support the program.

Worley concluded that more changes will be necessary when the Intermediate program begins implementation. Will there be two separate shows, or will there be an articulated approach? Where will the library resource centre be in all the changes that occur? Teacher-librarians obviously have some thinking and preparing to do.

Pam Turner, as a district level administrator, is particularly interested in the role of the teacher-librarian and the allocation of resources. Her vision for future library resource centers is Utopian. This is how she described the library resource centre of 1995:

Due to the considerable power and influence of this group [the BCTLA], our library/ resource centers will be allocated, not only every conceivable learning resource, but also priority funding to upgrade or rebuild each library facility in order to place it at the heart of the school. Creative design will ensure a spacious facility that includes a solarium, an aquarium and a terrarium for environmental and global studies of increasing sophistication for primary, intermediate and graduation level learners.

The technology centre will enable students to communicate in English, French, German, Japanese, Chinese and New Zealandese, for requested data, face-to-face interaction with authors, poets and writers, around the district, the province, across Canada and the world.

Advances in audiovisual technology will necessitate efficient storage and retrieval of student and teacher produced materials, cameras, video and audio recorders, as well as learning tapes, discs, chips, films and cassettes for frequent use by five to fifteen plus year olds.

Parents, including those of pre-schoolers, will be active users of all resources but will show a marked preference for borrowing books to share each family's love of literature. Parents will join teachers in accessing educational research.

Computerized robots will perform all the time-consuming clerical tasks. The spacious office of the teacher-librarian will be totally free of routine jobs to be done. There, robots will specialize in retrieval of "overdues." There will be no lists of jobs to be done — just a high turnover of all resources.

Please help me conclude this vision by taking a mental sweep around this wonderful learning facility — stay a moment in one of the inviting sitting areas, all equipped to meet different learning styles. Look at the sunlit solarium, the efficient operation, the incredible resource area, the heart of the whole.

Pam stated she "had looked in vain for indications of the role of the teacher-librarian in the first draft documents." However, the second draft of the Year 2000 — A Framework for Learning does acknowledge the responses received thus:

The role of the teacher-librarian was identified as being important, given the increased emphasis on resource-based learning. Centralized libraries rather than permanent class collections will be utilized more frequently.

Expressing her disappointment with this scanty attention, Pam pointed out that the Intermediate Program offers much more support. Commenting that this improvement was perhaps owing to the influence of Candice Morgan on the steering committee, she suggested that implementation would depend upon individual teacher-librarians taking action. The Intermediate Program states:

> The concept of a learner-focused curriculum suggests an important role for school Library Resource Centers and teacher-librarians. Learner focused curricula imply the use of the Resource Center's multiple resources to address individual student interests, abilities, and learning styles. Curricular integration is also facilitated by the wide variety of resources within the resource centre collection and by the experience of the teacher-librarian as a curriculum developer and teaching partner in cooperative program planning (page 35).

Pam Turner regards this statement as a *guideline* which teacher-librarians can expand and define in order to *make their own place*. She suggested that, as teacher-librarians, we need to find our own focus, make connections with other educators, and plan how the resource centre will be involved in ongoing implementation of the Year 2000. She said, "Primary integration, and Intermediate and Graduation interdisciplinary curriculum in each school seem to me to cry out for someone to help classroom teachers at all levels to make connections." Pam clearly identified the teacher-librarian as the person best placed to be "the curriculum facilitator and the teaching partner."

The challenge that Pam posed for the audience was for them to consider how they would be involved in implementation of the Year 2000 recommendations, specifically in regard to allocation of resources. In closing her address, she reiterated the following five aspects of implementation:

1. Teacher-librarians must participate in the shared vision for the future.

2. Teacher-librarians must seize the opportunity to act as curriculum facilitators for subject integration, and as teaching partners to meet students' individual differences.

3. To do this, teacher-librarians must under-stand both the new curriculum documents and the process that is essential to successful implementation. The curriculum drafts have included comprehensive coverage given the unsuccessful history of innovations in the past. Teacher-librarians should analyze these papers and participate in their examination and discussion.

4. Teacher-librarians must recognize that the implementation of any educational change requires learning and growing.

5. Teacher-librarians need to understand that the change process has its down-side which we may all experience in feelings of incompetence, confusion, and a sense of loss. Sharing the words of wisdom noticed on a Ladysmith gas station sign, "Depression is anger turned inwards," Pam Turner advised the audience to focus on the positive in order to target our efforts effectively.

Pam ended with the promise that, although a teacher-librarian was not involved in the Primary Steering Committee in Alberni, a teacher-librarian *will* be involved in both the Intermediate and Graduation Steering Committees.

Candice Morgan chaired the discussion period that followed. Among the questions raised and viewpoints offered are the following:

Dr. Ron Jobe (UBC) expressed his concern about the pre-service training of teachers. He commented that the universities are generally the last to know about changes, yet they must prepare new teachers to use new approaches and teach new programs.

He went on to emphasize that there must be ongoing communication by the university with teachers and teacher-librarians. As evidence of UBC's willingness to adapt to change, he stressed that the Library Education program has been totally revised, this year there will be a Summer institute titled "The Teacher-Librarian and the Changing Curriculum," and a Master's level program is under development.

Ron advises everyone to keep writing to the Dean Nancy Sheehan of the Faculty of Education. He sees a great need to put pressure on to have the Curriculum Laboratory become a model of the teaching partnership between teachers and teacher-librarians.

Diana Poole, President of BCTLA, asked Ray Worley to comment on concerns about "integration of subject materials." She felt that more clarity about what integration means would assist teachers. In response, Ray stated his view that integration (the "i" word) = natural links between subjects. Teachers should not "stretch" to integrate, but rather focus on natural connections.

Great Ideas

Book displays.

Year 2000 panel.

SPEAKER: SUE MADDEN,
Coordinator of Human Resources,
King County Library System

TOPIC: IS THERE LIFE AFTER SWEET VALLEY HIGH?

Sue Madden began her energetic and entertaining talk by saying it would be a little bit about books, some sample incentives for reading, something about the developmental aspects of adolescents, and a few frustrations.

Ms. Madden noted that public library use is 78-87% by students. Frequently they come armed with such topics as "fur-bearing conifers of the Northwest slope." Sue believes that teacher-librarians are in a fortunate field, for they have more direct contact with students and have the opportunity to do more, than do public librarians.

Speaking from her perspective as the former coordinator of Young Adult Services for King County Library system, Sue stressed the need for public librarians and teacher-librarians to understand the developmental aspects of adolescence in order to serve their patrons better. Consequently, she began her talk by clarifying what it is to be a young adult. Three aspects should be considered:

1. Chronological or age designation — This is simply an arbitrary division between childhood and young adulthood. Since individuals mature at different rates, age is not a helpful measuring stick.

2. Physical appearance — The package can be misleading, particularly since size is deceptive. We have to be conscious not to make judgements on the basis of physical appearance, or to draw attention to elements of physical development.

3. Emotional aspects— Changes are chemically triggered during adolescence, and behavior is sometimes affected. However, research shows that only 5% of young people experience hormone problems. It is not the norm. The problem is that adult perception becomes the reality even when it is not true.

Sue Madden believes that the best way to identify a young adult is when that person no longer perceives himself/herself as a child but is not yet an adult.

Cognitive development follows a movement from concern primarily with self to interest in family, then in school, the wider community, and finally, the world. This movement takes roughly 18 years to complete.

Societal expectations play a large role in forming youth. What is "cute" behavior in children is "bizarre" in young adults. Sometimes peers reinforce the "bizarre" or some other expectation not held by the larger society. However, research shows that the most important groups to 12-16 years olds are parents, teachers and other adult role models. Therefore, when dealing with young adults, it is important to build links with their parents.

One of the more impressive points made by Sue Madden came when she discussed the fact that the young adult culture differs from the adult culture. We think of cultural background as including factors like physical geography, religion and moral values, arts, etc. Sue says we project the "Dead white European man" culture to young adults. However, the question we should ask ourselves is "What is relevant culture to our kids?" She proved to the audience that few of them were up-to-date on what teens consider relevant and important by giving a quiz on YA culture that appeared in Journal of Youth Services in Libraries (Spring 1988). Only one person in the group of 60-70 people could even claim to being moderately well-informed. Sue suggested that we all begin watching MTV if we want to see the approaches that "sell" with young adults. She views MTV as a good source of promotional ideas, as well as material to talk about with teen patrons.

In Sue's experience, teens read extensively but outside adult parameters. To them, if other young people read a book, it is proof that it is good. Therefore, Sue suggests that teacher-librarians put stickers on paperbacks and ask students to fill in the titles of other related books that they have enjoyed reading and think other students might like. She reminds us not to cover up the publisher's blurb!

If you enjoyed this book, read

_____

_____

_____

_____

_____

Peers recommend

Stickers in fluorescent orange are put on the backs of paperbacks so students can recommend other related titles.

Teacher-librarians, like other librarians, need to involve their teen patrons, to seek their input into collection development and programs. An excellent way to do this is to survey the faculty and students to determine needs. Surveys have a double purpose as sources of information and as promotional tools that make users more aware of the philosophy, services and personnel of the library resource centre.

HINTS FROM SUE MADDEN

- Become aware of speakers and authors coming into your area. At conferences, identify possible speakers or conference chairs who might be good participants in professional or student-focused conferences and symposiums.
- Have library displays at community events.
- Approach your public librarians for information that they can provide students to explain public library services. For example, King County provides a package regarding YA services to schools. It includes flyers for teachers, students and parents on homework assistance, booktalk brochures, an assignment alert so the public library staff will to pull in additional materials, and a class visit alert. King County also provides students with a 3 ring notebook divider page with public library services, locations and telephone numbers stated.
- "How to Target Teens" (produced by American Demographics) provides useful information that helps in the development of services.
- Freebies is both useful and fun ($6.97 US /year for subscription). Write on school letterhead for listed items.
- Post events announcements for local happenings that will interest students.
- Get shelf sitters to move by putting them on the return trucks — students will pick them up because they think others are reading them.

READS THAT APPEAL TO YA's

1. Advertisers' catalogues are useful and appealing for math, consumer education, and cultural studies. Sue particularly recommends the Archie McPhee catalogue for a store in Seattle which sells plastic fleas and flamingos, skulls, etc. The message was "don't sneer at trash!"

2. Young adults have a growing interest in the world. Map reading is a skill that attracts many of them, consequently libraries should have a wide range of maps from local communities to far away places.

3. The Art of Kissing or How to Make Love are reprints of 1930 documents. These immensely popular relics of another era are fun read-alouds.

4. Use comics or other literature relevant to teens to point out instances of sexism or racism and other "isms." Young adults enjoy both the new comics and classic comics. The most popular titles currently are Archie Grendel, the Vampire Lestat, Advanced Dungeon and Dragons, and illustrated classics (by Berkley). All have wonderful illustrations and are usually available at WH Smith and Cole's.

5. Tintin, Asterix, Find Waldo Now, Snow White in New York City are all picture books for older kids. Have some laid out on a table in a "messy-looking" manner and young adults will look at them with enjoyment.

6. Search "gossip" newspapers like the National Enquirer or the Sun for headlines to use for bulletin board grabbers, truth in journalism explorations, and sex education. This is the culture that surrounds our youth, and we forget it — *forget to prepare our students for it.*

7. Students enjoy poetry if the selections are appropriate. Two great titles are:

   - Gwen Strauss' Trail of Stones. Good poetry writing activities are possible using the illustrations, which are similar to those in Chris Van Allsburg's books.

   - Ken Nutt's I am Phoenix (ISBN: 0-06-446092-4) is a collection of poems designed to be read by two readers.

8. Motivation to read means dealing with controversy, something often found in serial books. Sweet Valley High is an escape for teens, partially because it is a formula type book which

does not demand much from the reader. It offers a high comfort level, security, instant escape, and a little sugar. It is still possible, however, to use any "formula-written" series creatively. Also, there are some good titles within series. For example, Francine Pascal's Wrong Kind of Girl (ISBN: 0-553-26620-9) is a Sweet Valley High with a difference.

Possible activities include:
— discussion of the formula, then having students write their own formula story using the same characteristics.
— using these easy reads as a means of increasing reading speed.
— talking about marketing of these series. One aspect worth examining is the high visibility and recognition gained for the paperback series by their cover design. Genres are coded by color: black = horror; pink/white = romance; brown = western; purple/green = science fiction/fantasy. Great attention is paid to cover details because marketing experts know that if the book is picked up, the sale is 1/4 made; if the blurb on the back is read, the sale is 1/2 made; if the inside fly is read, 3/4 made; and if the first page is read, then the sale is made.

9. Fantasy is still big with teens. R. A. MacAvoy's Tea with the Black Dragon (ISBN: 0-553-27992-0) has fabulous covers, while The Book of Kells (ISBN: 0-553-25260-7) is a combination mystery and romance.

10. Assorted other recommended titles:

- Riddley Walker, by Russell Hoban (ISBN: 0-33-26645-4) must be read aloud. There is no punctuation. It demonstrates what would happen to the language in the future, after a nuclear holocaust.

- J. Greenberg's Simple Gifts. (ISBN: 0-8050-0540-4) is a fun read. At the beginning, a man appears, runs over and hugs the barn, then strokes the fence. He is looking for authenticity — original historic sites. City people come for a week and live an authentic life without TV, electricity, etc.

- Startide Rising, by D. Brin. (ISBN: 0-553-25603-3) is entertaining science fiction, featuring a water planet, genetic engineering, and chapters written by different alien beings. Talk about alternative points-of-view!

- The Duplicate is a book for those who would like to be able to do two things simultaneously. W. Sleator. (ISBN: 0-525-44390-8). Another excellent book by Sleator is Interstellar Pig. (ISBN: 0-553-25564-9).

- Queen's Gambit is about chess *and* an idiot savant. Walter Tevis. (ISBN: 0-440-17183-0).

- Margaret Atwood's The Handmaid's Tale (ISBN: 0-449-21260) is a fascinating look at society and women.

- News of the Weird consists of true journalism stories. C. Sheperd. (ISBN: 780452263116).

- M. E. Kerr. Little Little. (ISBN: 0-553-22767-X).

- Barbara Murphy. Ace Hits the Big Time. (ISBN: 0-440-0328-9).

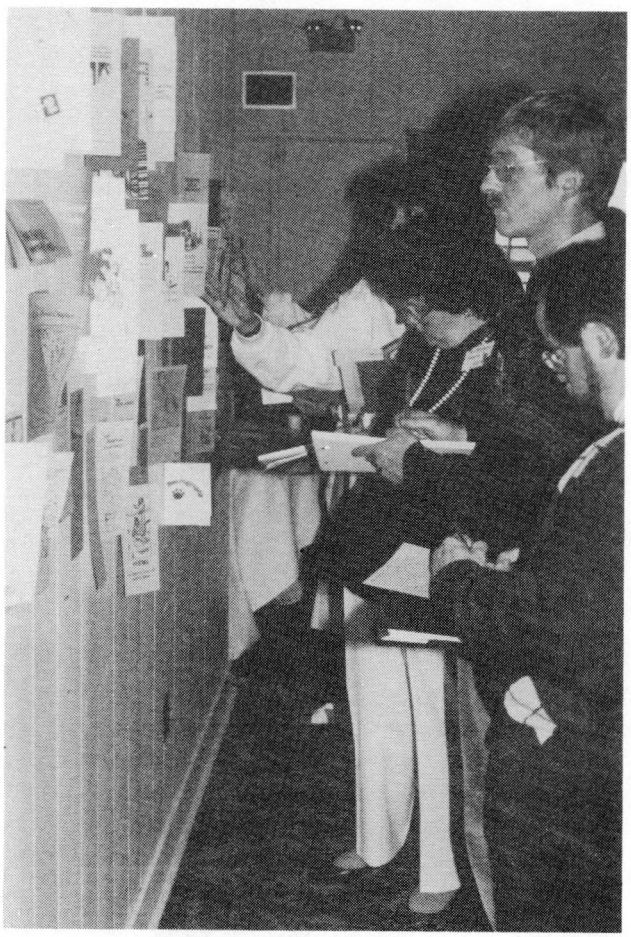
- Arthur Roth. The Iceberg Hermit. (ISBN: 0-590-42264-2).

11. When you buy talking books — get the unabridged version.

Sue Madden stressed over and over that cover art is vital, kids are vital, and teacher-librarians are vital. She also reminded participants that it is important not to be too elite if you want young adults to read and use the library. In closing, she quoted from the film, Dead Poets' Society, advising teacher-librarians to "Carpe Diem!" or "Seize the day!"

BROCHURES AND BIBLIOGRAPHIES FROM SUE MADDEN'S PRESENTATION AT LITERACY '90

reported by **KAY MARK-HAELFORD**,
teacher-librarian, S.D. #70 (Alberni)



Any of the following brochures or bibliographies can be copied, used, or adapted (with credit to KCLS) as required.

Order directly from:

Sherry Roselius
King County Library System
300 - 8th Avenue North
Seattle, Vashington 98109

(206) 684-6619

1, 2, 3 & A, B, C: Counting Books and Alphabet Books

3rd & 4th Grade Reading List

5th & 6th Grade Booklist

7th & 8th Grade Booklist

Adolescence: Choices & Changes

The Adoption Experience: Books for Young Adults

Arthur & Charlemagne: Medieval Romances for Parents to Share with Children

Bearography (For Teddy Bear Lovers of All Ages

Books about Death & Dying for Children

Books before Three

Books to Read Aloud: A Tale A Day

Books to Read Yourself: Grades 1 and 2

Booktalking in Your School

Choc-O-List: Chocolate Treats to Read

Classics for Children

Cutting I Short: Youth & Suicide

Dinosaurs!

Drop Everything and Read

Easy Fiction for Second and Third Graders

Eating Disorders: Books for Young Adults, Their Parents, and Their Counselors

Elephants

Enjoying Books with Young Children

Exceptional People: Survivors

Fairy Tales to Read Aloud

Fantasy

The Final Chapter: Books on Death & Dying for Young Adults

Fingerplays, Knee Bouncers & Tickles

For Teachers: Books to Read Aloud in the Classroom

Help for Adults Working and Playing with Children: A Booklist

Homework: Tips for Parents

Homework: Tips for Students

Homework: Tips for Teachers

Horse Stories

Hospitals, Illness and Going to the Doctor for Younger Children

Humanity in Space: Fact & Fantasy

The Invisible Disability: Books about the Deaf & Hearing Impaired for Children & Parents

Jobs for Young Adults: Educational, Vocational, Occupational

Lap Books: Picture Books to Read to Your Child

Mega-Lit (a list of classics, "should-reads", "meant-to-reads", "re-reads", etc.)

Mice Tales

Monkey Business

Mother Goose to Share with Children

Mysteries for Children

Not the Birds & the Bees: Children's Books about People & Sex

Pick a Winner: Pacific Northwest Library Association Young Reader's Choice

Pick a Winner: Washington Children's Choice Picture Book Award

Picture Books

Poems to Read to Yourself and to Share

The Preschool Learning Experience (a subject list of books)

Read to Your School Age Children

Resources for Home Schoolers

A Sampler of Delightful Books for Young Children & Their Grown-Up Friends

Sharing with Children: Children's Librarians Select Their Most Successful Stories to Use with Groups of Children

Sibling Rivalry: A Selected, Annotated Reading List

Spiritual Highs: A List of Inspirational Reading & Viewing for Young People

Starting with Your Baby: It's Never Too Early for Nursery Rhymes, Picture Books & Poetry

Stress Busters for Young Adults

Swinging Monkey

Take a Dragon to Lunch

What's It Like to Be a Teacher?

Where to Find It: Children's Non-fiction

WHY YA'S ?

THE YOUNG ADULT CONNECTION

with Susan Madden

Susan Madden, formerly Young Adult Librarian with King County Library system in Seattle, Washington, brings her ideas, expertise and enthusiasm to British Columbia this fall! Sponsored by the Young Adult and Children's Services division (YAACS) of the British Columbia Library Association (BCLA), the workshop will outline the rationale for specialized library services to **"those teenagers"**, as well as present suggestions for implementing, maintaining and improving such service. Register now if you are interested in knowing more about library service to a major but sometimes forgotten segment of our population.

The workshop will be held in two locations:

Friday, November 23
9 a.m. - 3 p.m.
Coquitlam Public Library
575 Poirier St.,
Coquitlam, B. C.

Saturday, November 24
9 a.m. - 3:30 p.m.
Capri Hotel
1171 Harvey Ave.,
Kelowna. B. C.

Cost: $55.00 for BCLA members
$70.00 for non-members
$40.00 for students.

Registration deadline November 9, 1990.
Late registrants, please add $10.00.

** Please note that the fee includes a catered lunch.

For further information, contact Carol De Boeck in the Lower Mainland (576-1384) or Linda Buker in Kelowna (762-2800).

I wish to register for the **WHY YA'S** workshop: in Coquitlam Nov. 23 _____
in Kelowna Nov. 24 _____

Name: _____ Fee enclosed:

Mailing address: _____ ____ $55.00 (BCLA member)
_____ ____ $70.00 (non-member)
____ $40.00 (student)

Telephone: _____

Please mail this form with your cheque to: British Columbia Library Association
#110-6545 Bonsor Ave., Burnaby, B.C. V5H 1H3
Telephone: (604) 430-9633
Fax: (604) 430-8595

SERENDIPITY '90 — CULTURAL ROOTS/ ROUTES

1990 MAY 17, 18, 19

OPENING CEREMONY

Dr. Nancy Sheehan, Dean of the Faculty of Education at the University of British Columbia, gave the official welcome at the Opening Ceremony to Serendipity on the evening of May 17th, 1990.

Throwing away her prepared text, Dean Sheehan focused on the "celebration" aspects of the conference. She also took the opportunity to make an announcement that was very popular with the audience. In order to recognize teacher excellence, the University of British Columbia has established a number of teaching awards, two of which are given in the Faculty of Education. One of this year's award winners was Wendy Sutton, who is known to many teacher-librarians for her expertise and enthusiasm with literature.

Dr. Victor Froese spoke next. He said that he *always* had to follow the Dean, who *always* gave away his good news, leaving him with little to say. He claimed Wendy Sutton as part of his department and he basked in her reflected glory.

Dr. Froese's other comments were brief and to the point. He said that, like cigarettes which carry the Surgeon-General's warning that they will impact on one's health, he thought that children's books should probably carry warnings too. He suggested wording like, "Ingesting this book will mess up your child's mind." His point was that stories stick with us forever; ones that he read to his children when they were very young have become household terms which have special meaning at different times. He also commented on the strengths of interest that reading brings to young people. He says that, although you may not realize it, this carries on through adolescence. As an example, he cited his son who read a whole series of science fiction books, one chapter at a time at a book store — who never bought any, but did read them all.

Linda Betterbill, President of IBBY Canada, solicited memberships in her organization. Speaking of its value and intent, she held up a very beautiful poster (painted by Ted Harrison with a message from Monica Hughes) and gave the following address where it might be purchased for the small sum of $7.00. The poster is well worth the amount. Memberships in IBBY are $25.00.

Kerry Morton
Runnymede Library
2178 Bloor Street West
Toronto, Ontario
M6S 1M8

The next event in the opening ceremonies was the Mr. Christie Book Awards. Representing Christie Biscuits, Mr. Huggett presented one of the awards to Kit Pearson for her book The Sky Is Falling. This prize carries a substantial money award as well as recognition in the literary community and was very warmly received by Kit.

Mr. Huggett noted that, in recognition of their long connection with children, Christie was sponsoring these awards in order to "recognize and encourage excellence in the writing of children's literature." He went on to state that reading for ten minutes per day to our children would go a long way to stamping out illiteracy. The model of adults reading is a strong one that children will follow. The Mr. Christie Book Awards this year went to the following individuals:

- Ian Wallace for English picture book illustration for The Name of the Tree.

- Kit Pearson for English picture book text, The Sky is Falling.

The efforts of both Kit Pearson and Christie Biscuits were roundly applauded.

The Children's Literature Roundtable three years ago instituted an annual Roundtable Information Book Award which is given to quality information books for children. This year's winner is Terrence Dickinson for The Night Sky, with honorable mention going to Barbara Reid for Playing With Plasticine. Rita Ourom, who is given the tremendous task of gathering nominations from Roundtables across Canada, presented a list of nominees for next year's award. The nominees are: The Amazing Paperbook, Canadian Lives Series, The Fur Traders, Discover: The Mystery of the Past and Present, The Architecture of Animals, and a rather usual nominee,

a fiction book which also fits into the non-fiction category because of the accuracy of its text and pictures, Wolf Island.

This conference was extremely well organized, with General Sessions intended for the entire group and Special Sessions for smaller groups. In addition, autograph signing sessions were prearranged and advertised so that speakers were not hounded for autographs at the close of each session. As usual, the book sales were brisk, as well as very efficiently handled. Another useful touch was the practice of having the speakers who were next on the program give 3-4 minute promotional blurbs at the close of each General Session. For those of us who did not know the work of each speaker, this practice led us to seek out authors we might not otherwise have selected.

KEYNOTE ADDRESS: THE ROUTE TO A STORY

SPEAKER: JANE YOLEN (United States)

REPORTER: LIZ AUSTROM, district principal of Curriculum Resources, SD#39 (Vancouver).

Saying she was pleased and thrilled to be in Vancouver, Jane began her delightful speech with a story about an experience at a dinner last year in Portland. She expressed her delight to be there and said that she had always wanted to be there. A member of the audience reminded her that she had indeed been in Portland at a dinner the previous year. So, she said to us, "in case I've been here before...."

Jane Yolen described her experience as a "true American assimilate." She had a very mixed tradition coming from a New York childhood and spending time in various parts of the United States, including New England. As she grew older she discovered her Russian heritage through an uncle who told her the stories that her father had never told her. The question she asks herself is "What tradition should I write from?" She calls herself the "King of Thieves" because she has taken rooms, characters, magical instruments and ideas from all over the world and has woven these "golden threads...into a rainbow tapestry."

Through the tardiness of her illustrators, six of her books are coming out this fall. To illustrate the diversity of the literature from which she has "thieved," Jane described three of these books. The first is drawn from a Scottish ballad and is called Tamlin. The second is titled Sky Dogs, and describes the time when horses first came to the Blackfoot people of the great plains. The story is not just a legend but rather tells about a little boy who was there when the first horse arrived. The third book is based on the Arthurian legends. Indeed, it is also drawn from a story that Jane wrote some time ago, "The Dragon's Boy" (in Merlin's Book). The story involves a real castle in Scotland that Jane saw on one of her trips, and a real English countryside that she took extensive notes on at the time. It is not a reprise of the Arthurian legend, but rather is about Artos as a young boy gaining wisdom.

Most authors are asked about the genesis of their work. What stories interested them as young children? What captured their fancy? Jane Yolen did not wait to be asked, but said very clearly that her interest in the fairy tale was bought about first of all by Arthur Lang's books. Then she moved to stories from all over the world; by ten she had devoured stories from all cultures.

She noted that her favorites are from the brothers Grimm, stories which became for her what she called "life stories." These three stories are not among the best known Grimm tales, but they all have something unique and powerful to say to her. Their message was not something she perceived instantly but it became evident as she carried on through her writing career. The key stories are: "Faithful John", "Brother and Sister", and "Three Little Men in the Woods." These stories knifed right down to her soul and foretold her future interests and life.

"Faithful John" includes magic, sacrifice and rewards. She calls it "an economical tale between dyings" that begins with a death and ends with a death. The story itself is not original to the Grimms but travelled from 11th century India to France, and thence to England. The driving force of this story is faithfulness which receives a reward. Jane noted that personally she became a peace marcher, faithful to a cause, and she relates this commitment of hers to the influence of this story. A number of her fictional works also spring from "Faithful John."

"Brother and Sister" comes from a Russian tale, "Little Brother, Little Sister." The powerful element of this story is the relationship between siblings. It

offers a prototype of family loyalty which Jane used in Brother Heart. What she added to the retelling is that the story is told in a 20th century environment. She often uses a "transformation" motif in her stories which comes from this particular fairy tale.

In "Three Little Men in the Woods" there are three gifts given as a reward for sharing, for unselfishness. In fairy tales, sharing often results in blessings on the giver, while not sharing results in retribution. The kind and unkind daughter story relates to this idea. Jane uses very powerful images drawn from a scene in the story. The "mouth of gold" image comes from this story as the blessed daughter has gold pouring from her mouth and the unblessed daughter has toads pouring from her lips as she speaks.

Having unnatural things coming from the mouth is something that captured Jane Yolen's fancy. In fact, in Bianca, rivers of ice pour from Bianca's mouth as she speaks. Jane noted that we all have connotations associated with gold, wealth, power, beauty and value. The "toad" image captured her imagination so much that toads pouring from the mouth have also appeared in one of her poems, in which a young woman sitting in a lunch counter has "toads as big as muffins," dropping from her lips onto the counter because she has been unkind.

Jane emphasizes that all authors steal and borrow, that "Stories lean on stories, art on art." This is not the result of a lack of imagination, it is a natural process. Authors "borrow when we make it our own." In Jane Yolen's work, the old is suffused with a 20th century perspective. This is not a new process but an old one followed by many authors. In doing so, the borrower must be faithful to the roots of the story and then make it his or her own, for it to work.

Yolen closed by commenting that the phrase "Once a upon a time..." brings us closer to the spirit of the story, taking us into a world that has meaning for us and ties our heritage of the past to the present.

GENERAL SESSION: SOLO VOICES, WORLD CHORUSES

SPEAKER: MARGARET MAHY (New Zealand)

REPORTER: LIZ AUSTROM, district principal of Curriculum Resources, SD#39 (Vancouver).

Helen Gillespie introduced Margaret as "a Kiwi who is entertaining the world," and noted that she had been entertaining for a long time for she started writing at age seven.

Margaret Mahy began with the promise that she would try to keep her address "lighthearted" even though she had come a long way to make jokes.

When Margaret started writing, she saw herself as unique, special — a solo voice. Then she realized she is part of a group, owing others and connected to others. Her family were tradespeople who belonged to a system that was secure and safe. A writer doesn't have the same certainty.

The connection between author and reader is the creative work. Readers add something of themselves to the writing, particularly if they are creative readers. Between the time when the writer lays down the pen and the reader opens the book, the story stays in a state of potentiality.

The old image was of *isolated* authors, but writers now are more like tradespeople than they were in the past. Partially, this is because writers don't write for themselves (except possibly poets), but for others. Writing is only the beginning of a series of acts of "externalization." Writers want to be part of the "world chorus."

Children's writers need to find a place between "writing down for them" and writing without regard for children at all. In the past, children's literature was once regarded by the critics as a "lesser option to not being able to write at all."

New Zealand is a southern country, and a young one. Margaret Mahy's family were typical New Zealanders— secure in the idea that they were "on the cutting edge of evolution," and as "compassionate as practical." The power of local culture and tradition was displaced in favour of a European culture which

was not appropriate to the place. Margaret came to understand that her birth culture was not the only one which existed in New Zealand, that there was also a rich indigenous culture that could be expressed in story.

There are many opposing rituals and imaginative interpretations of life. These are grist for the writer's mill. The Maori are now beginning to query the right of individuals who are not Maori to write about Maori rituals and interpretations. In doing so, they have joined a "world chorus" of indigenous peoples who believe that only if you belong to a culture can you do it justice.

Margaret began as a listener to stories that were told or read. They often had nothing to do with Maori culture or with her own immediate life. In her imagination, she always cast herself as a victim who managed to avert disaster through beauty and charm. To a four year old in charge of the story, with her mother following her directions in writing it down, being beautiful and lovable is hard work! The stories she wrote and acted out were ones she found in books and films. She *liked* pirates, particularly Errol Flynn in his "morally impeccable and spotlessly clean tights."

From age seven on, she chose to write stories of jokes, magic and transformations. Later she realized that writing these types of stories is a metaphor for real life, which is magical.

New Zealand settings were not publishable when Margaret started writing. At that stage New Zealand was not part of the world chorus. Only lately has she felt free to be a New Zealand writer.

Her inspirations have come from many sources. For example, The Changeover comes from the Grimm brothers' "Little Sister, Little Brother." Memory is based on a traditional fairy tale pattern: a young man leaves home without his parents' blessing; an old woman asks him a question; his fate depends on how he answers the question. In this instance, a personal element is present, for the old woman is based on her aunt.

Children in New Zealand in the 1940's and 50's had access to lots of books, there were libraries, and there was a strong emphasis on literacy. The New Zealand colonists were not imaginatively formed by New Zealand, and didn't relate to Maori rituals and imaginative realities. As viewers, the colonists registered their prior experience. New Zealanders were intent on preserving civilization. They had pride in a culture that was not quite true to their place and time, but "deep down they knew that the BBC voice was the voice of culture, wealth and power."

All of these displacements worked on Margaret Mahy. She comes out of the British book tradition, (King Solomon's Mines is her myth), films, comics, and film posters. She once used broken glass to cut out a picture of an actor she loved from a film poster in a shopping mall. She memorized poems, including Australian ballads because she felt she should "own them forever" by learning them by heart.

In the end, every writer is an individual force, affected by their own background and experience. As time passes, the Maori voices lessen, but there are also other voices. Imaginative colonization continues, but now it is the culture of the disk jockey, of American television, that prevails. Now there is a heavy emphasis on what it is to be New Zealander, in order to confirm in children the idea that it is O.K. to be what we are. If we know who we are, then we can tell the world about it. Children who find stories that confirm their being, will connect imaginatively to the stories.

The writing process is challenging. The writer refines and rewrites to bring the story closer to the marvelous idea that she originally had. Eternalization is gained when the story is read aloud to oneself or to others. After that one can abandon it to others to actualize the story by publishing it. Margaret believes that story publishing has changed the oral tradition. As an example, she cited books about childbirth, which were originally written in rhyming couplets because they were easier to remember. The printing press has changed this, for no one has to remember a long and challenging text, but can simply choose to read it again. Even the language has recorded the change. What was once the "travelling paper seller" became "stationary."

Writers and publishers are sometimes in conflict because the tension between "voice" and what is "saleable" is strong. However, cooperation with one's publisher is necessary if the author's work is to be actualized for others.

The publishing process is increasingly complicated. Many small and medium publishing housing are beginning to disappear. Even big companies like Penguin and Hodder Stoughton are amalgamating. Also, there are great distribution problems. Publishers must be as innovative and creative as writers.

They can give a unique look to a book and their ability to do this impacts on sales. Most New Zealand readers are no longer book buyers.

In the 1960s Margaret Mahy couldn't get her books published in New Zealand because of the small size of the book run. Since she had to get published overseas, she became part of the world chorus. For this overseas market some compromises had to be made. In Britain, the "thongs" in The Crocodile's Christmas were translated as "flip-flops." However, both readers and publishers are beginning to respect a cultural imagination and not insist on this type of change.

Margaret is saddened by the fact that she has encountered teachers and teacher-librarians who don't read. Hence they approach reading from an impoverished state. Educators must be aware of the chorus, the individual voices, and those running in counterpoint to the main chorus.

SPECIAL SESSION: CONVERSATION WITH MARGARET MAHY

- Big publishing houses don't publish for readers, they publish for consumers. They produce a different type of reading. Margaret read Jackie Collins' Hollywood Husbands but didn't like it; however, she does like Arnold Schwarzenegger. She tries not to be an elitist, but recognizes that she is. The problem with publishers aiming only at the consumer market is that they cut out the individual voice, or sometimes make changes that weaken the individual voice. This makes Margaret "very, very, very, angry — extremely angry!"

- By the end of a story, she has "a collapse of judgment" and finds it a good idea to let the book sit for six months.

- Asked about such early reader series as the Jellybeans and Tiddlewinks stories, Margaret questioned the purpose of these books. She doesn't believe their content will lead children to read. As she began to write and get things published, she was asked to write for the Ready to Read series. This series is part of the "whole book" language approach to reading. Next she was asked to write for the Storybox series. Margaret believes these stories stand up to any she has written. For example, The Cake is really a story about identity, a theme that is explored both by single voices and the world chorus. Her caution is that such books should be produced for a reader, not a consumer. Some publishers see the dollar signs and try to do it too quickly.

- In answer to a request for comments on her novel, Memory, Margaret made the following remarks. "We can see what Johnny does for Sophie; what does *she* offer him? A room, the ability to confront love and hate, and to become a more integrated person." Through Sophie, Johnny explores about in his memory, trying to piece together unrelated chunks that he doesn't recognize. Sophie greets him with "Are you the one?" — a metaphysical question that he does not understand. Memory is constantly edited and revised in the book, as it is in real life. Identity = memory = constant change.

Margaret's Aunt altered her attitude to everyday things. Her Aunt, who had Alzheimer's, approached familiar things with fresh eyes. For example, one day her Aunt looked at the sky and said, "It doesn't seem to mind us getting any closer to it."

- One participant had read The Haunting to her grade 6 class, and all the students loved it, but she herself did not feel comfortable with the supernatural. She asked Margaret, "What does playing with these ideas give us?"

Margaret replied that quite simply she enjoyed this type of story as a child. There is a frightening, thrilling, strong tradition in British, American and 19th Century German literature. "There is so much in the world we would be wise to be frightened of every day." Sputnik was a great imaginative accomplishment, now we regard it without amazement. We should be in awe of the world. Supernatural stories put us back into a relationship with the world, with nature. They operate as metaphors for mysteries of the world. They are not true in the simple sense of the word, but things we think to be true are often not. Still, the overwhelming factor is she enjoyed supernatural stories as a child.

- Ideas come from what has actually happened to her. In New Zealand, one type of tea packet comes with quotations that start her imagination going. She once noticed a sign advertising "pot boiling owls" — the "f" had dropped off "fowls." These kinds of observations raise all kinds of questions, and questions lead to stories. She asked us to think about this ad: Vacuum cleaner, the last one you'll ever need — 5 year guarantee." When she saw this, she thought, "Vacuum cleaners are forecasting the end of the world!" She has never written a story on this or the "pot boiling owls" but could!

She once had a car breakdown just like the one that appears in Great Big Enormous Turnip. In retelling the event, one naturally tailors the experience in order to realize the structure of the event.

Often, she begins with little pieces of things. For example, a man with a supermarket cart at night and her aunt's stamp on a child's hand (mark of possession) became The Changeover.

SPECIAL SESSION: CULTURAL ROUTES IN THAILAND: GETTING BOOKS AND CHILDREN TOGETHER

SPEAKER: SOMBOON SINGKAMANAN

(Thailand)

REPORTER: HAZEL STARLING, teacher-librarian, SD#44 (North Vancouver), and **EMILY THOMAS,** teacher, SD#45 (West Vancouver).

Somboon Singkamanan is an author, critic, and Professor in the Library School of Srinakharinwirot University in Bangkok. She immediately charmed her audience with her delightful smile and wit. She began her talk by saying she would read from a prepared text and urging members of the audience "not to tell Ron" [Dr. Ron Jobe]. Somboon described her manner of speaking as "Thenglish."

After describing her roots in the hill country of Thailand, Professor Singkamanan discussed the general nature of the Buddhist religion and its tremendous impact on every aspect of Thai life. Somboon then gave a brief outline of the traditional literature of her country, which has three main facets: folklore, myths and songs; cultural stories related to Buddhism; and literature borrowed from other Southeast Asian countries. An example is the Ramayana from India.

The main portion of Professor Singkamanan's presentation, illustrated by slides, dealt with her work as one of the founders of the Portable Libraries Project begun in 1981 in rural Thailand. With obvious pride in the project's success, she explained its genesis and operation. CREDA (the Children's Reading Development Association) began in 1979, the United Nations' International Year of the Child, with the intention of distributing carefully selected books and providing advice about reading promotion activities. The project grew out of this intention.

The theme of the Portable Libraries Project was "Bringing Books to Children and Children to Books." Two hundred paperback books of Thai literature are placed in cleverly designed wooden suitcases which can be taken to even the most remote village. When opened, these boxes function as a display unit and bookshelves. In the villages, another slogan provides the focus for use of the books. The slogan is "100 Ways to Use Books, 100 Children to Use Them." The boxes, used in many creative ways, are donated by organizations and individuals from all over the world. The donor's name appears on each box.

The initial year was so successful that the project continues to grow and develop to the present day. Professor Singkamanan's slides illustrated these attractive, portable libraries in use in a variety of locations — rural schools, parks, libraries, markets, child care centers, and bookfairs. Teachers, librarians, monks, parents, and nurses are trained in techniques of "bringing books to life," and Somboon envisions a "Reading Animation Centre" to provide further training, develop new techniques and function as a children's books research centre. The delight on the children's faces and their involvement in reading confirm the success of this project.

Ms. Singkamanan cautioned, "There is no state or condition which can be described as 'developed', nor is there any final 'development'." The Portable Libraries Project is developing, growing and expanding to satisfy the book hunger in remote areas of Thailand. Information regarding donations of boxes for this project may be obtained from IBBY.

In 1989, the IBBY Asahi Shimbun Rising Sun Prize was awarded to Somboon Singkamanan for her work in bringing books to the children of Thailand.

GENERAL SESSION: INTERNATIONAL PUBLISHING

SPEAKER: MARGARET McELDERRY (United States)

REPORTER: LIZ AUSTROM, district principal of Curriculum Resources, SD#39 (Vancouver).

Margaret McElderry spoke of her interest in how books travel from country to country — the routes. The lines of communication were cut off during World War II. A children's book editor had to be interested in children's books in other countries in order to find books for kids. Early on in her career, she had success in getting Hans Fischer's books translated into English. Margot Benary Isbert's The Ark is another example.

In the early years, friendships with publishers and editors played a big role in finding titles. Now, publishing is big business and the desire for profit sometimes outweighs the desire for quality and distinction. The good news is that children's publishing is in good shape financially. Booksellers, teachers and librarians, *and* yuppie parents all buy books. Her concern is for poor children who don't have home access to books. Children's picture book publishing is flowering, sales are up, and runs are larger.

The problem is still finding books, and a children's book editor uses literary agents, talks to foreign rights holders, attends auctions of rights, and contacts sub-agents of publishers in foreign countries in order to locate possible titles. The Bologna Children's Book Fair is an exciting display of forthcoming, new and old books.

Children turned their backs on books about other countries about twenty years ago. This trend needs to be reversed. The Mildred L. Bachelor Award is given to the year's best books in translation. Not all books make the shift successfully, but they provide a common meeting ground we can share with people from other cultures, and a means of welcoming children from other countries to our country.

GENERAL SESSION: CARRYING THE MESSAGE

SPEAKER: PATRICIA CRAMPTON (United Kingdom)

REPORTER: LIZ AUSTROM, district principal of Curriculum Resources, SD#39 (Vancouver).

Patricia Crampton had intended a career in the foreign service, but instead became a "literary diplomat." She has translated 130 books in six languages into English. She has always been a translator. Laughingly, Patricia said that her husband had wooed her with a book, and that she was won by the two volume Shorter Oxford English Dictionary.

Patricia says that questions from editors can be extraordinary. "Do you speak Scandinavian?" was one such question. To all questions, she has but one response — she says "Yes!"

The process that Patricia follows when she translates a book is first to read it, then "think it over" before writing a review. She may suggest it is or is not suitable for this country's market and the publisher may decide not to have her translate it. Many valuable books are never translated.

Why are some books chosen? The following are a few of the reasons:

- on the basis of illustration and idea. Sixteen out of the last twenty she has translated are picture books. Currently, Patricia is doing flip-flop books.

- books about real people in real settings, people to whom children relate.

- The Animal Family series. Photos with naturalist's text. This is a technical test for any translator, because of the differences between cultural views.

Two picture books stand out in Patricia's memory: the lyrical Astrid Lindgren's My Nightingale is Singing and The Dragon with Red Eyes. It is easier to translate a good writer than a poor one. Great authors will always be translated.

Translation is not an art, but a dependent. The translator must see into the heart of the book in order to translate it. People sometimes ask why she doesn't write stories herself, but Patricia Crampton views translation as a different gift. "Does one ask a pianist if he/she would like to compose?" She believes in the value of her work and in her unique ability to do it, saying that the last seven words of The Dragon with Red Eyes took three to four hours to translate.

Among the books Patricia has translated are a number of "problem" books. One of these is Christopher's Story, which presents a boy's struggle against leukemia, the medical treatment he underwent, and his eventual recovery. Matty in the Snow, due for publication in September 1990, is the tale of a storyteller who gets in trouble through his tendency toward exaggeration.

As she translates, Patricia also edits. When she translated War without Friends, she edited out about one third of the book. Some authors won't hear of this at all. They regard each word as descending from God.

Two of her favorite translations are No Hero for the Kaiser, by Rudolf Frank, which presented no translation problems, and Astrid Lindgren's The Robber's Daughter. In the British edition of this book they called the girl Kirsty instead of Ronia, a change that Patricia still doesn't understand. She believes that retaining the names given in the original brings cultural connections and authenticity to the translation.

Patricia Crampton argues that not enough translation is done. Our young people "need to hear about the delight and wonder of literature from other lands."

SPECIAL SESSION: FOOT-LOOSE IN THE GALAXY

SPEAKER: MONICA HUGHES (Canada)

REPORTER: LIZ AUSTROM, district principal of Curriculum Resources, SD#39 (Vancouver).

In her introduction, Betty Brett applauded Monica Hughes for her "development of sociological and psychological truth." Hughes' plots deal with matters of consequence, addressing the "what ifs" of human experience. Consequently, they help students to explore current and future life and to discover what it is to be human.

Monica Hughes began her talk by saying that she found the theme of the conference fascinating. The concept of roots had not been a source of inspiration to her, and she really felt herself to be rootless. She could not think what mythology, what place, was truly hers. Childhood imprinting is what counts as home, but her childhood was so various that she never developed a sense of place. Scotland, father and wartime, airplane filled Egypt, warships, night skies and seas and ships are her most vivid memories. Her favorite activity is beachcombing, yet it is so long since she has done it she can scarcely remember when.

One experience in Zimbabwe had a great impact on her. While walking in the bush one day, a small antelope jumped out, stood still a minute and looked at her. She felt a sense of belonging, of *being* at root. Monica feels her root is being human. Another time in the Laurentians, she was camping on an island and got up at sunrise to see the mist over water. A voice singing a French boating song came to her, then shot out of mist came a canoe with twenty people. It was only visible for a moment, then it was off and past. It turned out not to be mythological ghosts of voyageurs, but students from a nearby seminary. However, Monica had the experience of being part of the past that was rooted in the place.

Being rootless, Monica has borrowed from everywhere — myths, Norse heroes with their sacrifice for the good of all, Greek heroes who experience life as a journey, tales from an England thick with history. In the kingdom of childhood,

maybe it *is* books that are most imprinted on us. The Three Musketeers, Beau Geste, and The Scarlet Pimpernel — all with male heroes — impressed themselves on Monica. With adolescence she found a need for female heroes. Running throughout her reading experience is E. Nesbitt's The Enchanted Castle. It brought her an affirmation that the world of magic is as valid as the place in which we spend our time. Monica says that the writer must really believe in their imaginary place and convey this to the reader.

Rootless, she settled in Edmonton twenty-five years ago because she wanted to marry Ed. In that locale, mythology mingles with modern life. She discovered Patricia Wrightson's work, and drew similarities between Australia and the Canadian prairie.

In the 1970s, Monica felt an awful self-consciousness about writing and reached a creative impasse. Then she watched a television film by Jacques Cousteau about an environmental module on the continental shelf. This inspired Crisis on Conshelf Ten. Saying, "Whoever discovered water, it wasn't the fish," Monica explained that sometimes you can't see things up close, instead you have to step back to see the whole picture.

In 1968, man walked in space! Monica realized as she kept writing, that science fiction offers the writer the opportunity to explore the tension between hubris and hero, between hero and quest and marvels to discover. For someone who felt herself rootless, science fiction was the answer. It is not dependent upon knowledge of a specific culture, and it is becoming ever clearer that we all have a common future, despite having different roots.

Monica felt free to write — "happily footloose in the universe." The only danger that existed was that of being lost. Monica found a solution for this danger by developing "Roots/Routes" maps. She first used this technique in her second book, Earth Dark. She researched intensively, reading the whole of the Apollo 14 transcripts. She found it "Boring!" Next time Monica wants NASA to send a poet. Next, she looked at a National Geographic map of the moon, and forced herself to focus down on one spot on the moon. She found she *was* there, with the earth rotating in the sky above her. She thought what it would be like to be there, under the spying eyes of earth. What would city people do without heat, light, water? Who would survive?... Hutterites and Indians used to living off the land might survive. She saw from a road map the plot and characters of a story.

Later, Monica was entranced by a PBS program on Israeli art. The sight of slender sandstone carvings in a desert brought a ridiculous unbidden thought: "This must be the entrance to their houses." Then she thought, "Deserts are places one goes to meet God." This was the beginning of Sandwriter. In her mind's eye, Monica saw an ancient woman write in the sand, only to have the wind blow the script away, just as the wind blows a promise away and you can never get it back.

Armed with these ideas, Monica started a chart or map. She doodled the shapes of continents, related to each other much in the way that diagrams of tectonic plates are related. She built in a contrast in the geographical attributes of the continents and the island. Plot elements surged swiftly through her imagination: an arranged marriage, a sea voyage, the contrast of poor and rich, a mystery to be answered.

Monica says she likes strong characters, but occasionally they get in the way. This time they seemed to impel the hero to travel to the centre of the island, to see the sandstones which were indeed the entrances to houses.

Maps to Monica are like magic... or like Rorschach blots which bring our unconscious to the fore. She does each map to scale, and loves the white spaces on a map because they are filled with possibility. These maps nurtured in her — her cultural roots/routes.

SPECIAL SESSION: CROSS-ROADS TO MY CHILDHOOD

SPEAKER: SHIGEO WATANABE

REPORTER: HAZEL STARLING,
teacher-librarian, SD#44 (North Vancouver)

Shigeo Watanabe is the translator, critic and author of non-fiction and fiction books for children, particularly the picture book series, I Can Do It All by Myself.

Shigeo Watanabe took us back to his roots in pre-war and wartime Japan. He was one of twelve children, with seven brothers and four sisters. His father was a photographer and his stepmother a kind woman whom he describes as a great storyteller.

Describing himself as "the third son who is always the fool and always sent on a quest," Professor Watanabe told us of his graduation as a member of the first post-war graduation class from Keio University, where he later taught for many years. His post-graduate "quest" took him to the New York Public Library where he worked for several years. At the library he met an American picture book author who presented him with a copy of In the Forest.

Around that treasured old copy of In the Forest, Shigeo Watanabe wove for us a narrative of his life with his wife and three sons, describing his philosophy of life and how it should be valued. He presented us with a portrait of a gentle, caring man who has devoted his life to children, books, and his librarianship.

A notable highlight of the Professor's talk was his description of the work of a translator. He said, "To translate one must have a total understanding of the world the author and illustrator are describing." He told of waiting twenty years to visit Boston and walk the route of Mrs. Mallard and her ducklings, so that he might fully appreciate the story he was translating. Other notable books translated by Dr. Watanabe are McCloskey's Time of Wonder, and L'Engle's A Wrinkle in Time.

In 1977, Dr. Watanabe was chosen by the American Library Association as the May Hill Arbuthnot Honor Lecturer. We felt very fortunate to have heard him speak at Serendipity '90.

GENERAL SESSION: THE CREATION OF PICTURES

SPEAKER: SHIRLEY HUGHES (United Kingdom)

REPORTER: LIZ AUSTROM, district principal of Curriculum Resources, SD#39 (Vancouver).

Shirley Hughes believes that good picture book design involves culling the words down to the minimum and emphasizing the illustrations. In the publishing world today, there is no choice for illustrators: if they want to do illustrations, they have to do children's picture books.

Format should be matched to the level. The highly illustrated picture book is generally for younger readers, books with line drawings for older children, and books with no illustrations for adults. Young children have incredible visual memories, and humor, drama, and character are all conveyed through the pictures.

Shirley Hughes started writing and illustrating books in the 1950's. Her work has moved more and more to younger and younger children. She comments, "Nothing can clear a space around you so quickly as saying you are a children's author." John Cheever once described them as "ladies in funny hats, with beads around their necks." To questions on where she gets her ideas, Shirley replies, "Ideas float about like icebergs, largely beneath the surface." Visuals come with the words as a gestalt, and the story stimulates her to draw.

She says, "One aims at lucid, rhythmic quality that bears reading aloud." Parents have commented on having to read one story for three weeks in a row. In her view, there are few perfect texts (she says about 5), but that reading to an audience helps the author to refine the text.

Children now are so diverse that one author can't reach all of them. Sometimes a child will clearly relate the story to their own experience. Looking is something that can't be taught. However, children are understanding illustrations, and style of illustration more than they did in past.

Designing a picture book of one's own is different from illustrating other people's work. When Shirley did this at first the central characters were all "very healthy, galloping about on ponies called Nipper." this has changed to more realistic representations. When you illustrate good authors' works, you have to immerse yourself in their imaginations. The illustration will then become a counterpoint to the text. "The aim is to give your author not what they wanted, really, but what they never thought they could have."

Children must hear language read with relish. The excitement, feel, and smell of books bring children through the foothills of reading and into the

wide world.

Shirley then showed a series of slides of her illustrations, talking about the process and specifics of her work. The following tidbits are gleaned from the presentation, which was so interesting that the recorder "forgot" to take notes.

- Ideas come from her past. An example is the original of Dogger, the object of affection that goes missing at bedtime.

- She roughs in the design in felt pen and "bolts" the text into place.

- Situations in her stories are supposed to be realistic so that they will relate to the children's own lives.

- Stories for young children bring in people from outside the family in order to develop a sense of the wider community in the child.

— Angel Mae: A Tale of Trotter Street came from the fact that "we all know how hard it is to get really good female part in a nativity play. You end up as a sheep or something."

— Children now have no privacy. This is terrible for authors, but parents can't leave their kids alone.

Shirley closed her presentation with the comment that she regards her audience as the very young child, and she tailors her work to their needs and interests very carefully.

GENERAL SESSION: DEEPER THAN YOU THINK

SPEAKER: PATRICIA WRIGHTSON (Australia)

REPORTER: LIZ AUSTROM, district principal of Curriculum Resources, SD#39 (Vancouver).

Commenting that she was proud to be part of a conference which featured *two* winners of the Hans Christian Anderson Award — Paula Fox and Patricia Wrightson —, Monica Hughes stressed the value for authors of making connections with others of like mind. She said that one of the delights of the writer is going into a school and meeting a teacher-librarian who shares books with children and young adults. Another way of extending one's connections is to read the work of other writers. The Nargun and the Stars introduced Monica to Patricia Wrightson and entranced her. Another of her favorites is The Ice is Coming. Monica's sincerity was evident when she said she felt honored to introduce Patricia Wrightson.

Patricia began her talk with a small disclaimer. Last year she was interviewed by someone who really cared about children's books and actually took authors' speeches at face value. It shook Patricia to have the interviewer remind her that she had spoken differently in 1974. Patricia comments that "Truth is slippery stuff — apt to change with the context." After the interview, she decided she would not speak any more. Then along came Ron Jobe with a very interesting theme and she decided to speak at Serendipity.

Australians have a mixed heritage, ranging from blue-eyed Scots to the brown-eyed people of the South Pacific. Perhaps this mixed heritage explains the Australian need for roots which expresses itself in the production of family trees, the tradition of family reunions, and the "proud reclaiming of convict ancestors." There is need in a young country for the stability of family roots.

Glimpses of our past speak to something deep inside us. Seeing the Parthenon gave Patricia Wrightson "warm intellectual delight." The Obiri Rock on the plains near Darwin — with paintings "polished into glass by feet and thighs" possibly 40,000 years ago — brought Patricia the even deeper emotional connection of roots.

The Aboriginal people of Australia came from Asia, then the seas rose. They made migration a continuing way of life — never settling in one place, but strongly connected to the whole land. They were a people for whom the inward life was more important than wealth. For 40,000 years of isolation they preserved a stone age culture and nomadic way of life, stories, mythology, and tales of forests lost under a rising sea 40,000 years ago. These peoples are the growth from roots in the Pacific. Our long-ago past is preserved, with its laws and culture unchanged, in

the stories and myths of the aboriginal people of Australia.

This conference is just another family reunion. Stories have stuck with us through migration and changes. Our stories are more immutable than rock.

Patricia has borrowed from Aboriginal myths, just as any author borrows from the culture of the locale. In Aboriginal mythology, Keti claims seniority over all the gods in the world, appearing in many stories. Whatever the variations of these, all have *three common strands:* Keti is male, he defeats death, and he has powers over pregnancy and childbirth. Patricia believes there must be common strands across world mythology if one had the time to explore them. Without the time to do so, the author works with those at hand, as she has done.

In her view, "stories are adaptable, as well as immutable and reflective," because they generally address themes of ongoing relevance. Stories have lasted so long and travel so far because they arise out of human need. They have been used to explain and pass on thought, ensure a common understanding within a community, share humor and pleasure through language, and to express the triumph of good and simple people over pride and privilege. Patricia says this latter is "the dream that nourishes the Australian lottery system." In addition, stories demonstrate the evils of personal power and the glories of unselfish virtue.

Characteristic of many cultures' stories are the "little people," both delightful and nasty, and of *all* varieties: magic and free; charming and dangerous; secretive and mysterious; unhampered by human law. Patricia asks, "Could they have begun with the apes? Do they tie to our estrangement from the animals?" Only lately have we begun to impose human clothing, voices and relationships on animals. In Australian Aboriginal culture the animals are kin and are treated as kin. The only animals who speak with human voices are dingos, who came with the people to Australia. The myth is that if you hear a dingo speak, you will turn to stone.

"Our stone ancestors dreamed more darkly than we can imagine," even dreaming of humans turned into animals. We dream of heros. What makes a man fit to be followed? We dream of the ideal mate. Aboriginals tell of water girls who must be secured in some magical way. Parallel European stories tell of Circes, and swan maidens. In Australian and European cultures, these "water girls" are loving and dutiful wives for a time, but all vanish eventually, leaving husbands and half-human children behind — suffering. All this sadness happens because the man fails in some way.

This story spans the world and 40,000 years. It has to come from our deeper roots, not from trade routes. We are closer to each other than we think; we stand where those migrating ancestors stood, and we face the same questions of a new age, of hunger, disease and other unknowns. But we know it has all been done before. The stories are there for us to recognize if only we had never seen them in print, if they "had come to us on the breath of our ancestors." If we had to tell these stories aloud, we would use humor as a memory aid, use repetition, use simple words, poetry, rhythm and flow. These would be necessary in order to carry on the memory. Hidden within oneself, the story remembers its roots, but generates what the writer creates.

"The roots of story are deeper than you think." They are hidden within each of us, deep and strong. Writers unfortunately discarded the idea of roots a long time ago, in favour of a theory of inspiration. Inspiration is free, painless. "Where do you get your ideas? What inspired you?" These are the most common questions asked of authors. Almost all writers are involved in active thought based on their roots, and all are derivative in one way or another, whether they acknowledge it or not. One critic once commented that a passage of Patricia's was derived from Kipling, but she replies, "I can't worry about Kipling, he'll have to worry about himself."

Patricia concentrates on using the tools of the writer, the roots of the story, working for people but not for any one person, and on testing response but not being overwhelmed by it. Balance is necessary in many ways. It is the story that passes the tool to the author when it is needed; the story often "rejects your favorite scenes, tells you when to work and when the story ends. Nothing works, but giving in to the story and letting it take over." Patricia notes she may be the only writer to work this way, she doesn't know about other authors, only herself. "Every story is a lone voyage in a canoe and every storyteller is forced to take the journey alone." Help is there waiting for the author until it is needed to convey something only that author can convey.

Writing involves split level thinking; it is necessary to write quickly, with the authority of a writer who speaks from a voice and a purpose. Grammarians spoke with authority based on the

purposes and needs of people, so too must writers. Each of us has a share of the authority — as readers most commonly, filling out the meaning of the author, and also as writers.

We much each fulfill our responsibility to the authority of the story. "Let us trust only our purpose, our experience, our authority. The life of the story is in our hands." It is based on the roots of the whole of the human family.

SPECIAL SESSION: CONVERSATION WITH PATRICIA WRIGHTSON

- In Australian Aboriginal culture, women are excluded from men's rituals. They don't mind this, for they have their own series of rituals — as well as a sense of worth arising from fact they bear the children who are treasured by the entire culture. When a women or man becomes quite aged (at approximately 45), they are admitted to the secrets of the other sex's rituals.

In today's transitional world of the Aboriginals, the women have another strong role. For men in fringe societies, holding a job is extraordinarily difficult. There are barriers that prevent the transition from the men's hunting role to a paid job within the larger Australian economy. Women hold the Aboriginal society together.

- Stories told by their elders take children out of the little enclosed world of childhood into a larger world.

- Answering a question about her own roots, Patricia Wrightson said she is a fourth generation Australian. Her ancestors came to the north coast and became New South Wales pioneers.

She grew up as a typical Australian, mostly reading British literature. At first, she felt uncomfortable writing about Australia, but found that European based fantasy wouldn't work in Australia. Patricia discovered that Aboriginal folklore would work, but European folklore has given us a set of symbols that everyone knows (e.g., witch, giant). These common symbols are easily used by readers, while a new set of symbols requires some thinking and imaginative understanding of the mythology being expressed. Differences and universality are both important to Patricia. She believes the shared factor is "the land," and visualizing myth in terms of the land has been effective in reaching harmony with the spirits.

- One participant asked about the ethical aspects of writing about someone else's culture, particularly in relation to many ethnic groups' feelings that only someone belonging to the group can express the culture appropriately. Patricia explained her "levels of story" guidelines used when she writes about Australian Aboriginals, and said that she has had positive reactions from the people.

There are three levels of Australian Aboriginal story:

1. **The sacred** is closed to us because we are not part of the culture. We are not entitled to speak about what is reverent. Song is usually at this ritual level.

2. **Myths and legends** are useless to a writer because there is no creative satisfaction. It has all been done before, and unless the author can retell the story better than it has been done before, there is nothing to meet the author's need.

3. **The fairy level** offers lots of possibilities. There must be total authenticity, as well as integrity of the spirit. This level is the one connected to everyday life.

Patricia's intent is to become so familiar with this third level that she can invent a creature generated by the mythology which will be true to Australia. When Aboriginals are able to do their own retelling, then she believes they won't resent her stories so long as she maintains this integrity of the spirit.

Patricia comments that it is often a challenge to work from an Aboriginal story (e.g., the Nargun) because there is not enough detail in the words of the Aborigines. Aboriginals listening to an elder recite a tale do not need the detail because they are steeped in the cultural spirit, and make the mental connections that readers from other cultures cannot make.

Another problem lies in adopting the view of an Aboriginal and in relating the white people to him. Patricia went to school with Aboriginal children and finds that it helps to think back to those children.

- The Ice People memory goes back 12,000 years. This myth springs from the desert experience of the Aboriginals, where ice crystals emerge from the ground at night, cutting the soles of people.

There is also an underground cavern in the desert which she incorporated in The Ice is Coming.

- Patricia does not deliberately write for children. Instead, she concentrates on writing a story that will come alive. If the central character is 10-12 years old, then she selects a mythology appropriate to the age. There are some beautiful possibilities. For example, Aboriginals explained a recurring mirage of a mountain rising out of the desert by saying there were spirits living in the mountain who sent it up in air each morning. Despite this wonderful, bright image, Patricia cautioned that there are more frightening things in the world than charming.

- Transformation stories come from all over the world; they are universal. They relate to the danger in involvement with an evil woman that exists in minds all over the world. They range from the darkest version — the Aboriginal one — to nursery type stories in the European tradition. Patricia used the Aboriginal transformation story in The Dark Bright Water. The awed reaction of members of the discussion group who had read this book places it on a list of "must reads."

The "failings" of the man may be supplied by the male storyteller out of a sense of conscience. If a male is in love with a perfect female, how can he justify to himself taking her into the actuality of a less than perfect life? Therefore, the failure of the man is programmed ahead because we can't contemplate the cruelty of taking someone we love into a less than perfect life. The resolution of this quandary depends upon the man's passion for her being strong enough that he will release her back into fairyhood.

- At the middle level of story — myth and legend — there are many different cultural versions of folklore. Patricia explained the problem for writers graphically. Folklore is "the water from the universal well, we all share it. What comes up from the well is shaped by the bucket that pulls it up." If one can't tell the story in the shape of the culture (e.g., the polished style of Chinese folklore), it shouldn't be done.

- The concept of inspiration is not true, for the writer's work is done at a deeper level of the mind. People who don't understand process assume that creative works come from inspiration, and can't believe that it is generated by deep levels of the mind. When she was writing The Nargun and the Stars, she thought it would be known only by its cry (a country sound). The book was already published when she knew there was another way it would be known, by its physically felt presence. She had to change one word in the sentence, "... the engine stopped — and there was the silence waiting, coiling like a spring between earth and sky" (p. 19). Patricia had to cross out "coiling" and write in "coiled" when autographing copies.

- In Beneath the Wind, Willem cannot persuade Mara to stay. She knows there is no choice; it is fate, she will have to return to her sisters though she does not want to. Margaret McElderry was editing the book and wanted to delete this choice. The deep agony of parting had to be done in as few words as possible and it spoke of the choice, therefore deleting references to the choice could not done. The author has to *know* what is essential to the story and stand by that knowledge when dealing with editors and publishers.

- Down to Earth was "a failed attempt at fantasy" in Patricia's opinion. It worked only because it drew on a universal fantasy topic — the spaceman theme. It was "failed" in the sense that it was her way out of an attempt to write a fantasy that was natural.

- Patricia Wrightson ended a stimulating session be saying that as one reads and makes decisions, one can determine to which level stories belong. Then the author can use the stories in the third level to invent others which are in the same spirit. It is important for white people to understand the poetic spirit of the aboriginals, so it is necessary for non-aboriginal authors to write about the third level. Only through exposure to the richness of Aboriginal culture, will greater understanding develop.

GENERAL SESSION: WHERE IDEAS COME FROM

SPEAKER: PAULA FOX (United States)

REPORTER: LIZ AUSTROM, district principal of Curriculum Resources, SD#39 (Vancouver).

Paula Fox began her writing career as a stringer reporter in 1947 in Europe. She had the opportunity

then to travel to Spain to track down relatives in the Basque area. There she heard stories of her heritage. During the war her uncle Antonio was reported to the Falange for writing a treasonous letter. A Spanish Liberal, he was put in a cell with a dog named Bellita. Convalescent, he saved the dog by fattening her up with garlic soup.

Paula saw the cultural connection with her childhood experience instantly. In Long Island, breakfast was chopped garlic spread or brown bread soaked in olive oil. At school, her aroma pointed her out to her classmates as "different." Further damning evidence of "foreign-ness" was when grandmother came to Public School 99. Paula Fox knew she was puzzling to schoolmates. Fortunately for Paula's happiness, an Armenian boy, a French-Canadian boy and she made a small country of their own in their imagination and games.

Garlic had saved Bellita, and it had saved Paula Fox too, preventing her from unquestioning acceptance of anything.

What a writer writes about is related to what is significant to that writer, what arouses the imagination. Paula is against the idea that we can only write about ourselves, about our own culture and sex. "We must struggle for fellow feeling."

Children need good books. Children "are simply ourselves when we were new." They are creatures of hope, even when they have experienced the worst. Paula was in Warsaw after World War II to report on the first election in Poland. She took a trip to a recovery residence for child survivors of concentration camps, where she met approximately twelve stunted children. These children were curious about the world despite their background and condition. One boy of about fourteen took her out to the garden, brushed snow from the birdbath, then pantomimed a bird landing, drinking and flying away,... then a flower springing from the earth. Without language he had described spring to her. Later in the evening, these homeless orphans sang with hope and joy.

In the 1950s, Paula worked as a tutor in a home for abandoned children. One in seven of these children was in trouble with the law, some had had shock treatment in Bellevue. Paula tutored those who were too ill or fragile to go to school. It was a private secret community in which it was said that the children did each other more good than did the therapists. Paula witnessed one scene where older children comforted one little girl. One said, "Don't do that, you'll use up all your water." That little girl was sent subsequently into three foster homes. Gloria refused to accept any of these homes because she needed to be with the other children, her friends who had delivered her from the terror she felt.

The children were eager to talk about their lives. They particularly liked to talk about revolting foods, such as rattlesnake. They told appalling stories of their own childhood. They didn't want neutrality; they wanted confirmation of the truth of their own lives.

Danny was a particularly angry and difficult boy. "Sensing danger, cats and dogs fled at Danny's approach." They gave him a donkey, an animal as difficult as he was. As he cared for, fought with, and slowly came to recognize the donkey as a kindred spirit, Danny got better at everything. Once he brought Paula a flower on the end of a fishing pole saying it was for her, and that he "would touch a daisy with a 10 ft. pole." Danny and a friend read Huckleberry Finn, escaped together, and were sent back. Paula often wonders about Danny.

Frank, identified as a sociopath, was interested in outer space. At seven, Frank asked his mom to take him to a movie. When she refused, he wished she was dead. A few hours later she died in an accident, and he and his brother went into care. Paula shared with him the experience of the Holocaust children. Frank wanted to know what happened to them ... he wanted to know what was beyond the stars ... he wanted to understand infinity. He ran away months later.

The kids in the Sleepy Hollow home didn't want to be told who they were. It was the staff members who were imprisoned in their notions of what these kids were. As a result they could not help the children. Truth is uncertain and there is a lot we don't know.

Later, Paula worked in a New York private school. Wealthy children who were unsuccessful in public school attended. These were children burdened by material goods and parental choices and pressures. In contrast to the Sleepy Hollow kids who thought noting was owed to them, the children in this school thought everything was their right. The two groups had one thing in common, though — both knew themselves to be failures.

"It is not unusual to weep in this world." We can turn to the writers of the world for explanations of

what is. Kafka says we can hold back from the suffering of the world, but it may be that this holding back is the one suffering we could have avoided.

SPECIAL SESSION: BARBARA REID READS!

SPEAKER: BARBARA REID (Canada)

REPORTER: LIZ AUSTROM, district principal of Curriculum Resources, SD#39 (Vancouver).

Barbara Reid is a reader; as a child she loved books and Bugs Bunny cartoons. She has always had a need to really get into a thing, and this is the approach she has taken with illustration.

Barbara joked that, as a kid, she thought all illustrators were dead or English. She was captured by C. S. Lewis's Narnia Series and fairy tales for about five years. One book with Arthur Rackham's illustrations was a particular treasure. After that period, she moved on to another interest, then another. It's a pattern she has followed all her life.

She was always doodling and drawing as a child. Telling a story through the picture, including everything, was important. In grade eight she did a lot of fairy tale illustration, going through a Rackham stage, then exploring other illustrators' styles. She went to the Ontario College of Art. As she studied, she illustrated a few things for children. Slowly she was asked to do more and she got better and better with it.

Barbara first started doing plasticine or water colour illustrations for textbooks. In that business you have to be fast, learn to use restricted spaces and cope with poor paper and poor reproduction.

Barbara Reid says illustrators are like dogs, they want to make someone happy. They also get ripped off. Fine arts people are like cats, they don't care what anybody thinks as long as they like their own work.

The words come first to Barbara. She says she needs to do research, and finds it stimulating to deal with restrictions. She likes doing humorous pictures like the ones in Jenny Greenteeth (Kids Can Press). Jenny lives on a beach, doesn't brush her teeth, finally learns how, and becomes a swimming instructor.

The New Baby Calf was the book that changed her life. To begin with, she was really comfortable with the subject matter, which allowed her to put in things from her Ontario background.

Have You Seen Birds? had "great words," so it was easy to work with. For Sing a Song of Mother Goose Barbara used Alice in Wonderland and Mother Goose as idea starters.

Although publishers tell authors not to use stereotypes, readers look for them as standard characters. These provide a type of "shorthand language" which simplify things for the writer, the illustrator and the reader/viewer.

How to Make Pop-ups was inspired by her discussions with people about the techniques she uses. Barbara says she wants to talk to people, but "you don't want to have them overtake your ideas." Given the intensity with which Barbara pursues her interests, there seems little chance of this happening, in this reporter's opinion.

Playing With Plasticine was full of anxiety for Barbara Reid. First of all, she doesn't like "how-to's" and "paint-by-numbers." She hopes that her book permits and even fosters creativity. Kids now mail plasticine pictures to her.

Her most recent book is Effie, a book about an ant that will be out in July 1990. It's for reading out loud. The ant wears black oxfords and the butterfly is a feminist.

Barbara uses the Toronto Public Library's reference library which has an incredible picture file. When she works, she hangs up her reference "stuff," listens to Morningside on CBC Radio, has very hot coffee in a special cup in a special place, then just waits for an idea to come. She starts with the background and adds things on to it. Finished pieces are stored in pizza boxes until they are photographed. Some pieces are then placed in acrylic boxes and sold, others are discarded.

Barbara is currently doing a set of four wordless board books for her young daughter, Zoë. They are

going to be weather books: Rainy Day, Sunny Day, Snowy Day, and Windy Day. Barbara's afraid that Zoë will hate them.

An IBBY Regional Conference hosted on the Pacific Rim by the Vancouver Children's Literature Roundtable and The Department of Language Education, The University of British Columbia, Vancouver, Canada.

SPECIAL SESSION: AN ENTHUSIAST'S TOUR OF NATURE'S CEILING

SPEAKER: TERENCE DICKINSON

REPORTER: MERCEDES SMITH,
teacher-librarian, J. T. Brown Elementary, SD #36 (Surrey).

Terence Dickinson has said that he never originally intended to write books for children, but he was moved to do so when he discovered that readers as young as twelve years old were asking for his adult books, Nightwatch: an Equinox Guide to Viewing the Universe and The Universe and Beyond. He wrote Exploring the Night Sky: the Equinox Astronomy Guide for Beginners and followed that with Exploring the Sky by Day: an Equinox Guide to Weather and the Atmosphere. Both are illustrated by John Bianchi whose work Dickinson applauds. In writing for young people he was very conscious of their special interests in such topics as black holes, aliens, the rings of Saturn and the moons of Jupiter. He was also concerned to have high-quality illustrations and sky charts with full-colour and simplicity of design.

Dickinson's Exploring the Night Sky won the top award given by the New York Academy of Science for the outstanding chilren's science book published in the US and Canada in 1987, and the book won an honorable mention for the Governor General's award for illustration. Exploring the Sky by Day won the Children's Literature Roundtables of Canada Information Book Award.

Terence Dickinson began his presentation by telling us that his love of astronomy was born when, at the age of five, he saw a shooting star while he was out in his family's back yard. He remarked that in 1947 you could actually see the stars in the sky in the city of Toronto, an experience no longer available to many urban children of today. The adults in his life did not share his curiosity about **how** the shooting star happened, so he had to learn to read to find the answer. He still remembers finding the answer in a library book called The Stars for Sam.

Currently, Dickinson lives far enough from the lights of Kingston, Ontario so that he is able to enjoy an undistorted view of the night sky. For the remainder of his presentation he showed and commented on slides of the sky which he photographed from his own back yard.

SPECIAL SESSION: CHILDREN'S BOOK ILLUSTRATION: AN INTERNATIONAL APPROACH

SPEAKER: MICHELE LEMIEUX

REPORTER: MERCEDES SMITH,
teacher-librarian, J.T. Brown Elementary, SD#36 (Surrey).

In the past, I remember putting a Canadian sticker on the spine of one of Michèle Lemieux's books, later removing it, and later sill, putting another one back on where the first one had been. After hearing Michèle speak, I find my confusion is perhaps understandable. To quote from the biographical notes provided in the program: "Michèle Lemieux was born and raised in Quebec. She received her baccalaureate in graphic design and illustration from Laval University. After graduating, she travelled to Europe and stayed to live and work in West Germany for five years as an illustrator of books and magazines. It was in Germany that she met her husband. When they returned to Canada to work, Lemieux at first worked out of her home, but shortly after moved her work to a studio. She and her husband now live in Montreal."

She told us that she went to Europe when she was 21 years old and began to work in Germany. At that time she was also doing illustrations for a French Canadian publisher, sending the artwork back and forth by mail. In Germany she became aware of the International Book Fair held in Frankfurt and decided to take her portfolio and make the rounds of the various publishers. A Japanese publisher was impressed with her work and gave her a contract.

Her book, What Is That Noise? is about a bear who wakes up from a deep sleep and hears a noise which he cannot place. He spends the summer asking many animals for their help in trying to locate the source of the noise. No one can tell him. When finally it is time for him to hibernate he discovers that the noise is from inside of him - it is the beating of his own heart. Michèle told us that the story came out of her own childhood experience when her sister would waken her with cries that she was being chased by a bear whose footsteps made thumping noises. The thumping turned ou to be the beating of her own heart. The story was originally written in French. It was translated into German and published in Germany. Her French-Canadian original was 'polished' and published in France. It was translated into English and published in Britain, and finally, with slight variation (What Is That Noise became What's That Noise? and was published in Canada by Kids Can Press. It has also been published in the US with the same title.

Her other publications include Le Bal des Chenilles (1979), La baleine fantastique (1980), and Une Bien Mauvaise Grippe (1980) in which the texts are all by Robert Soulières. As well, she has done the illustrations for Lucky Hans (Methuen, 1985), Winter Magic (Methuen, 1985), Gian Carlo Menotti's Amahl and the Night Visitors (Macmillan, 1986, Morrow, 1986) and A Gift From Saint Francis written by Joanna Cole (Kids Can, 1989). In 1988 she did 175 illustrations for a German song book. She has done illustrations for a David Booth edited poetry anthology. Voice of the Wind is due for publication by Kids Can Press in September, 1990. Currently, Michèle is working on illustrations for Peter and the Wolf which is scheduled for publication in 1991.

To finish her presentation, she showed us slides of her work in progress as well as slides of the illustrations as she worked on them and changed them for her other books. She made a point of mentioning that her illustrations are very much inspired by music, and that it almost always is a backdrop to her work.

DID YOU KNOW THAT
Minorities will be the majorities in 53 of the 100 largest US cities. (Futurist, Nov/Dec '88, p. 10)

MAKING A DIFFERENCE:

AN INTERNATIONAL SYMPOSIUM ON ARTS FOR YOUNG AUDIENCES

reported by **LAURA MOUSSEAU**, teacher-librarian, Gordon Elementary, SD#39 (Vancouver).

"Making A Difference" was held 1990 May 18 to 21 in conjunction with the Vancouver Children's Festival. Some of us were lucky enough to attend the following seminars.

BOOKS: TOOLS OR TOYS?

SPEAKER: BROUGH GIRLING

Do we discourage a love of reading in children with our serious approach to books?

Brough Girling introduced himself to us as a low-brow writer of "knockabout feminist comedies for nine year olds." As Head of the Children's Book Foundation in London, he has been instrumental in setting up paperback book shops in 10,000 of the 30,000 schools in Great Britain. Out of a concern that TV promotes the sale of music but not books, Brough is now the host of a Saturday morning TV program for kids called the "Top Five" where he reviews "recent releases" and promotes the top five books of the week (mostly "low-brow stuff like Garfield books that kids love").

Brough contends that children read for pleasure while adults read out of a sense of guilt. We feel we ought to read books that continue to educate us, inform us of our cultural heritage, or confirm our democratic rights. Indulging in low-brow reading is not really reading. The age of innocence ceases when you feel you ought to read (the end of reading for pleasure). Children are better readers than adults because reading is a pretending game. They pretend all the time in their games. Children read for fun.

He is concerned about the use of some reading series in schools. Children learn to read but don't want to.

Parents go wrong in choosing books for children because they are too concerned about quality. He call this a "medicinal view of books." Parents prescribe good books too early. The industry only reviews good "stretching" books. Children are comfortable reading low-brow and quality books at the same time. They should be allowed to discover good books for themselves.

"Rubbishy books might lead to something else; no reading leads nowhere."

Parents should buy books for children the way they do toys, buying what children will like rather than what's good for them.

Good TV can be an ally of reading. The recent The Lion, the Witch and the Wardrobe series led to the sale of many Narnia books. A good soap opera teaches children to follow a plot and appreciate different characters.

In Great Britain today, children are getting slightly bored with TV and are totally bored with home computers (Brough hadn't heard of Nintendo). In the last five years, adult paperback sales have gone up 40 percent, children's paperback sales have gone up 170 percent. While students view a hardcover book as a school book, a paperback is a "proper" book. Brough argues that *a good children's book is any book that a child is reading.*

TO TURN A PHRASE

SPEAKERS: BROUGH GIRLING and MOLLIE HUNTER

Two authors discuss the process of choosing words when writing for children.

Brough Girling talked about the "language" of picture books for children who can't read the words. All children can read the pictures. Using Rosie's Walk by Pat Hutchins as an example, he explained that a good picture book has pictures that say more than the words. This is the difference between an

illustrated book and a picture book. From pictures the child learns the language of human emotion.

Mollie Hunter has been called "Scotland's most gifted storyteller." She has written over 25 children's books and is the recipient of numerous literary awards. Her books belong to three genres.

Her fantasy novels are written as told tales, in the style of the Scots bard (storyteller) who was the clan's historian. Her books are to be read aloud to seven year olds until they are able to read themselves. She uses the exact subtle language of traditional storytelling. It is simple and powerful like poetry, and often students send her poems in response to these books.

Her historical novels depend more on plot and characterization. Plot dictates language. As the story must be fast moving, full of incident and strongly characterized, words must be carefully chosen to keep the action moving. The opening must be carefully thought out so the setting, time and place ring true. She may spend six to eight weeks on the first 300 words.

Her young adult novels are autobiographical. They all have a strong female protagonist who speaks directly to female readers. These are very personal books.

Mollie Hunter says, "You write to create order out of your own personal chaos." She works and reworks her writing to find the "simplest, strongest word that rings most musically."

BOOKTALKS VS. INTEGRATED LITERATURE PROGRAMS

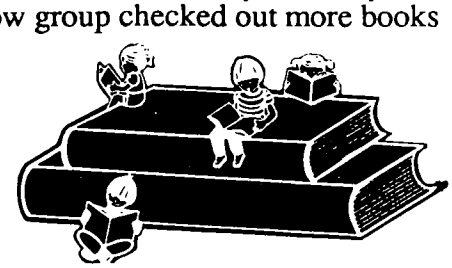
By **JOAN HARPER**, Teacher-Librarian, Maple Grove Elementary, Vancouver

Booktalking is the traditional art practiced by both public and school librarians by which they introduce a variety of fiction to their clientele . In schools, classes are either invited to the resource centre by the teacher-librarian or the classroom teacher requests a class visit to the centre so the teacher-librarian can tell students about books. Often this is on a topic related to a unit being studied in class. When conducting a booktalk a librarian chooses approximately six to eight books and covers pertinent points about the author and background of each and just enough about the story to attempt to entice students to sign out the book and read it for themselves. Generally, it is a pleasant, entertaining experience. Upon completion there is a rush for the books and the teacher-librarian feels a glow of satisfaction at the enthusiasm for reading that has been generated in young people.

However, is this satisfaction justified? Are we really inducing reluctant or poor readers to sign out books or are we only preaching to the converted; those already "hooked on books"? With classes of over thirty and only eight books introduced, they become a scarce item and it is not surprising there is a rush for them after a pep talk. Do we make an effort to find out if the students who succeed in getting the books actually read them or do they merely sign them out because they are caught up in the enthusiasm of the moment? Do those who are caught up in the booktalked item return for one at a later time? Hopefully, the answers to these questions are positive but in reality all we know is that enthusiasm at the moment had been created and that we have introduced some books and authors that otherwise might have been gone unnoticed. As Darlene Braeder points out in her article, "Booktalking: A survey of Student Reactions" (Canadian Library Journal Aug. '84, P.22)"...there is much information on why and how to booktalk, but nothing on student response to booktalks." In spite of the lack of research I think it is safe to assume that booktalking assists at least some students to realize the wide range of materials available and induces them to read some books they might otherwise have otherwise overlooked.

However, as a teacher-librarian at the elementary level, I see many students who use the school resource centre only as a place to find materials of a topical nature. They gravitate towards books on dinosaurs, hockey, airplanes, car racing or The Guinness Books of Records. They are exposed to story times and booktalks as much as other students but never choose novels or story books to read for pleasure. When faced with doing an assigned book report a request they often make is, "Can you find me a short novel to do a book report on by Thursday? One that a Grade Six teacher will accept?" or words to that effect. The request is made on Tuesday.

In an article "Booktalk Power. A Locally Based Research Study". (School Media Quarterly, Volume 10 No. 2, Inter '82. p. 154 - 155) June Saine Level describes a study in which she took Grade Five students and divided them into two groups of equal number by ability. Group one were those of low reading ability and group two those of high. Her purpose was to find if children with low reading scores could be influenced by booktalking as much as their counterparts with high scores. Each group was booktalked for fifteen minutes a day, four days a week for three weeks. Surprisingly, the records show that the low group checked out more books that were booktalked than did the high group.



	BOOKTALKED BOOKS	BOOKS NOT TALKED	TOTAL
GROUP 1	100	38	138
GROUP 2	69	116	185
TOTAL	169	154	323

The conclusion she drew was that librarians have the ability to steer children of low reading ability into reading. I find the results interesting but I do not feel they are conclusive. The question of whether or not the child actually read the book was not answered.

We know children need time to read and to put reading skills they have acquired to use in reading they enjoy. Joyce Lassisse, in an article "School Librarians Teach Reading" (School Library Journal, Nov. '82, p. 42) states that one of the main contributions school librarians make to the process of reading is that, "librarians allow children to become absorbed in reading instead of reading a small excerpt from a story and then asking them to do a follow up work sheet. As well she says they contribute by, "letting children choose their own reading materials . I agree wholeheartedly with these statements and feel this is an important role the teacher-librarian plays in the learning process. Still I think it would be valuable to know how much children are reading beyond a specific list of titles and whether they are gaining any understanding of the literary qualities of the works they read.

I feel an alternative to the isolated booktalk is having literature appreciation programs integrated into regular classroom reading units with the educational goal of familiarizing students with many varieties of novels and broadening the scope of fiction pupils read. Such programs incorporate components from both articles described above. As in Level's study, instead of a single, isolated booktalk the process goes on over a sustained period of time with the children grouped according to ability. As well, the positive aspects of a librarian's contribution to the reading process as defined in the second article are incorporated. With guidance the children choose their own reading material and read it in an uninterrupted manner. A minimal assignment designed to increase the student's understanding or literary concepts such as : time, place, setting, characterization, plot or theme can be required upon completion.

Classroom teachers who wish to broaden the scope of fiction read by students in their classes often approach the teacher-librarian, whose role it is to help them work towards curriculum goals. When this happens at the school where I work, I plan with the teacher the exact scope of a literature program which fits the above description. The reading achievement of each pupil in class is scrutinized to decide how many groups of reading abilities exist, and the students are grouped accordingly. The classroom teacher communicates what kind of books are most apt to appeal to each group. The teacher knows the pupils best and can pinpoint specific interests thereby assisting me, as the teacher-librarian, to select looks at an appropriate reading level that will appeal to the current interests of theparticular students involved. Categories of literature such as fantasy, science fiction, historical fiction, realistic fiction, mystery and adventure stories, as well as influences such as visitors to the school, field trips and the latest TV series are all taken into account.

A minimum of eight weeks are required for the program to be effective. To introduce the unit the teacher brings the entire class to the resource centre and I give an introductory booktalk to the entire class before they are broken up into homogeneous groups. The teacher then explains to the class the logistics of how the program will be conducted. After this explanation I often present an incentive to primary or intermediate classes such as the head of a book worm with segments that pupils can earn for each book read or, an alternative, a large poster (perhaps of Bigfoot) cut into numbered squares with a matching, numbered cardboard grid to cooperatively complete the poster. The session ends with the students signing out books and returning to their classrooms. In the following weeks each of the three to five groups comes to the library for one thirty minute period

each week. During this time I give the groups a booktalk tailored to their specific interests and reading levels and lead a discussion and sharing time on books members have read previously. Homogeneous groups work best in this process as everyone in the group has the ability to read the books shared which reduces the chance of student discouragement or frustration.

While I am working with small groups in the library the classroom teacher is in the classroom either reading aloud to the remainder of the class or giving them time to read on their own. For each book read a book report like one of those shown on the following page is completed. It is marked by the classroom teacher and then brought by the pupil to the teacher - librarian, who discusses the book orally with the student. At the end of the discussion the child is given a worm segment of poster square which is proudly taken back to the classroom. When the program is complete the entire class again comes to the library and the classroom teacher and the teacher-librarian jointly present a reading certificate to each child. The certificate bears a short, positive statement about the child's contribution to the reading program. Typical statements are, "the person who read the most mysteries" or "the person who showed the most enthusiasm". The principal is invited to attend this session and to say a few words.

I believe the advantages of a program like the one described above over the usual isolated booktalk are:

1. Groups are smaller and homogeneous so talks can be tailored to particular needs.

2. Students are accountable for reading entire books not merely skimming them for high points of interest and/or pictures.

3. The classroom teacher who spends far more time with the students than the teacher-librarian is committed to the goal of literature appreciation.

4. The teacher-librarian develops a personal relationship with the students which helps pupils trust future recommendations of books to read.

Research in the field of student response to literature tells us that a child comes to school with a well established "sense of story". However, we know that not all children once they learn to read love good books. Perhaps it is the learning to read process itself that turns children away. A child's expectations of what a story is are often unmet by basal readers. I think introducing the right book to the right child at the right time can help redirect unmotivated students and that literature itself will "sell" reading if only we can find a book or books fascinating to the child involved. If literature in the true sense of the word mirrors life itself, interprets emotions and vicariously broadens a person's spectrum, we need to use the best means at our disposal to induce every child to enter that world. Children do not always automatically "discover" books for themselves and I have found that guidance in the form of literature appreciation programs are valuable in establishing this bent.

Bibliography

1. Aaron, Shirley L. "Teaming for Learning", School Library Media Quarterly, Vol. 4 No. 3 (Spring '76) pp. 215-218.

2. Braeder, Darlene. "Booktalking: A Survey of Student Reaction", Canadian Library Journal (Aug. '84) pp. 211-215.

3. Lassisse, Joyce. "School Librarians Teach Reading", School Library Journal, (Nov. '82) p. 42.

4. Level, June S. "Booktalk Power...A Locally Based Research Study", School Media Quarterly, Vol. 10 No. 2 (Inter '82) pp. 154-155.

PREDICTABLE BOOKS FROM SCHOLASTIC

C/E: Cause and effect books
P/S: Problem and solution books
L/S: List and sequence books

The Adventures of the Three Blind Mice C/E, P/S
Birthday Yo-Yo P/S
Boss for a Week L/S, P/S
Bremen-Town Musicians C/E, L/S
Bunches and Bunches of Bunnies L/S
The Carrot Seed C/E, L/S
Cats and Mice C/E
Chicken Soup with Rice L/S
Clifford's Family P/S
Days with Frog and Toad C/E, P/S
Doctor De Soto P/S
The Elves and the Shoemaker C/E
The Emperor's New Clothes C/E, P/S
Frog and Toad Are Friends C/E, P/S
Frog and Toad Together C/E, P/S
Frog Went A-Courtin' L/S
The Gingerbread Man C/E, P/S
Henny Penny C/E
How to Get Rid of Bad Dreams P/S
I Know an Old Lady L/S
I Was Walking Down the Road C/E, L/S
In My Backyard L/S
Jump, Frog, Jump C/E, L/S
Just in Time for the King's Birthday C/E, L/S
The Lilly Pilly Tree C/E, P/S
The Little Red Hen C/E
The Magic Fish C/E
The Mitten C/E, P/S
More Spaghetti, I Say! C/E
The New Baby Calf L/S
Nice New Neighbours C/E, P/S
Noisy Nora C/E, P/S
Old MacDonald Had a Farm L/S
On Market Street C/E, L/S
Oops! P/S
Over in the Meadow P/S
The Rose in My Garden C/E L/S
Seven Little Rabbits C/E
Six Foolish Fishermen C/E
Something Absolutely Enormous C/E
Stone Soup P/S, LS
There Are Trolls C/E
The Three Bears C/E
The Three Billy Goats Gruff C/E, P/S

Three Ducks Went Wandering C/E
Tikki Tikki Tembo C/E, P/S
The Very Hungry Crocodile C/E, L/S
Where Have You Been? L/S
Why Can't I Fly? P/S
Wind C/E
Wynken, Blynken and Nod L/S

Scholastic-Tab Publications
123 Newkirk Road
Richmond Hill, Ontario
L4C 3G5

Reprinted with permission from Teacher-Librarians Making Connections - A Handbook for BCTLA Conference 1989.

PACIFIC NORTHWEST LIBRARY ASSOCIATION 1991 YOUNG READER'S CHOICE AWARD BALLOT (1988 titles)

4-8 Grades

Alcock, Vivian	THE MONSTER GARDEN	Delacorte/Dell
Byars, Betsy	THE BURNING QUESTIONS OF BINGO BROWN	Viking/LP-Hall
Korman, Gordon	THE ZUCCHINI WARRORS	Scholastic
Lowry, Lois	ALL ABOUT SAM	HM/Dell
MacLachlan, Patricia	THE FACTS & FICTIONS OF MINNA PRATT	Harper/Trophy
Martin, Ann M.	TEN KIDS, NO PETS	Holiday/Scholastic
O'Dell, Scott	BLACK STAR, BRIGHT DAWN	Hm/Fawcett
Ross, Rhea	THE BET'S ON LIZZIE BINGMAN!	HM
Rubenstein, Gillian	SPACE DEMONS	Dial/Archway
Service, Pamela	STINKER FROM SPACE	Macmillan/Fawcett
Wallace, Bill	BEAUTY	Holiday/Minstrel

* New * Senior Division 9-12 Grades

Wyss, Thelma Hatch	HERE AT THE SCENIC-VU MOTEL	Harcourt/Harper
Wolff, Virginia E.	PROBABLY STILL NICK SWANSEN	Holt/Scholastic
Hambly, Barbara	THOSE WHO HUNT THE NIGHT	Del Rey/Del Rey
Nixon, Joan L.	SECRET SILENT SCREAMS	Delacorte/Dell
Davis, Jenny	SEX EDUCATION	Watts/Dell

British Columbia Representative: Barb Dean, Prince George Public LIbrary, 887 Dominion Street, Prince George, Britich Columbia V2L 5L1

Please send your suggestions of titles for the 1991 Ballot (1989 titles) to your provincial representative before February 1, 1991.

How are the titles selected? Children, teachers, and librarians may recommend to their state or provincial representative titles for the next year's ballot.

The title of the new award book is announced on the next year's ballot, which may be received by sending (or included with the balloting results) a stamped, addressed envelope to the address below. (Canadians may enclose coins).

Who may vote? Anyone in grades four through twelve in the Pacific Northwest who has read (or has heard read) at least two titles from the list.

When to vote? Between March 1 and March 15.

Where to vote? School Library. Public Library, if School Library does not conduct balloting.

How to vote? Ballots may be purchased or each participating institution may design its own ballot.

Who should promote the award? Teachers may read aloud titles to their classes. Librarians, both school and public, may present booktalks, exhibits, etc. YOU!!! Please share this ballot and information with other librarians in your area, and ask that the titles be printed in your professional journals and newsletters.

Where are balloting results submitted? Mail the total number of votes cast for each title by March 20 to:

Young Reader's Choice Award
Graduate School of Library & Information Science, FM-30
University of Washington,
Seattle,
WA 98195

The Young Reader's Choice Award, established in 1940, is chosen by children in grades four through eight from a preselected list. Voting is conducted in Alaska, Alberta, British Columbia, Idaho, Montana, Oregon, and Washington.

The award is presented to the author at the annual Pacific Northwest Library Association Conference.

1990 YOUNG READER'S CHOICE AWARD

THERE'S A BOY IN THE GIRLS' BATHROOM
by Louis Sachar (Knopf/Knopf)

Order Form

Number Cost

_____Brochures (1940-1990 winners)
100 for $2.50 _____

_____Seals (2 1/2 inch diameter)
12 for $1.00 _____

_____Ballots (1991)
100 for $1.25 _____

_____YRCA Posters (12"X18")
Each $2.50 _____

_____YRCA VHS Videotape
Each $35.00 _____

Add $1.00 for postage and handling for orders under $10.00. Add $2.50 for postage and handling for orders over $10.00.

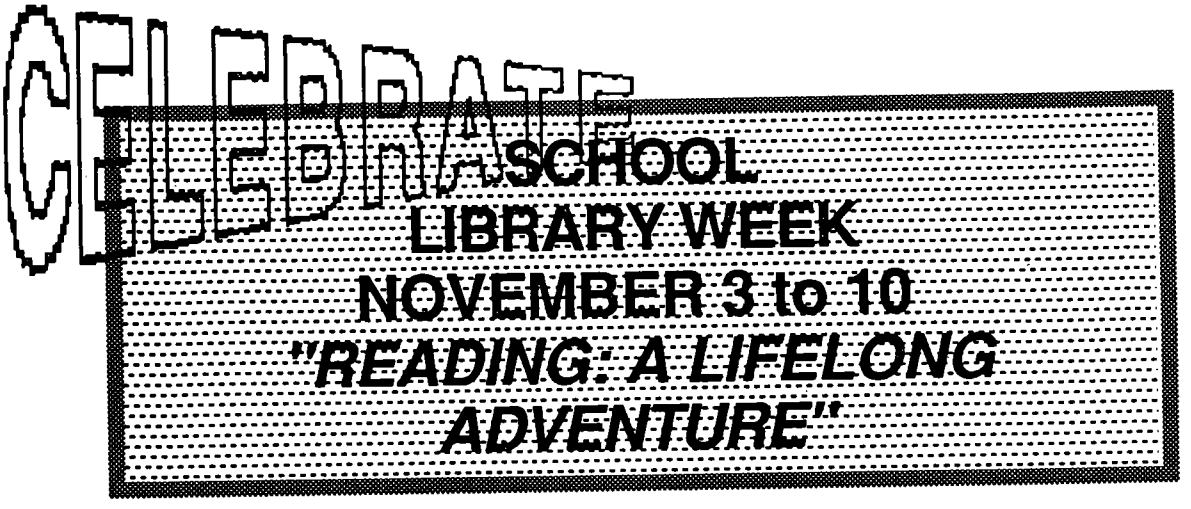
Total enclosed: _____
Note: prices are in US dollars.

How to order: Include payment. Checks (US dollars) should be payable to Pacific Northwest Library Association (PNLA). No P.O.s accepted.

Send orders to Terry Hyer, Pocatello Public Library, 812 Clark, Pocatello, Idaho 83201.

Include a self-addressed label with each order.

BOOK MARK



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

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

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

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

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

Our banner: READING: A LIFELONG ADVENTURE

BOOKS ON CD-ROM

GARDEN GROVE, CALIFORNIA, USA 1990 JUL 10 (NB)

World Library has packed 450 classics of literature, ranging from Agamemnon by Aeschylus to Walt Whitman's Leaves of Grass, on a single CD-ROM disk for PCs. The price is $695 for the PC version. Macintosh and Scenario's Dynavision portable computer versions are expected shortly.

The Library of the Future series, First Edition, offers software called Automated Archives to search and retrieve that passage you need.

Included are unabridged versions of various Greek classics, Chaucer's Canterbury Tales, the Sherlock Holmes tales by Sir Arthur Conan-Doyle, historical documents ranging from the Magna Carta to the Treaty with Spain in 1899. There is all of Edgar Allen Poe and William Shakespeare, among the various books.

For a complete title list call 718-748-7197 or fax 714-748-7198.

OCCUPATIONAL HEALTH AND SAFETY INFORMATION

Did you know that the Canadian Centre for Occupational Health and Safety offers a free, confidential Inquiries Service? It's available on a toll-free line across Canada.

CCOHS was created by the Parliament of Canada in 1978. Its tripartite Council of Governors represents labour, employers, and governments (federal, provincial, and territorial).

Ask us about:
° Computer Terminals
° Indoor Air Quality
° Health and Safety Committees
° Shift Work
° Work and Pregnancy
° Workplace Chemicals
° AIDS
° photocopiers
° Occupational Stress
° Safe Lifting

CCOHS also offers you:

Publications
° Short, state-of-the-art summaries in non-technical language
° One copy is available free. Write or call for a list.

Data Bases
° Over 40 data bases (most are bilingual)
° Chemicals, noise, resource people, current Canadian studies, essential references, Material Safety Data Sheets (MSDSs)
° Subscribe to the Online service (CCINFOline) or the compact disc (CCINFOdisc)

Workshops
° Get together with professionals, representatives of labour, employers, and governments on current issues such as drug testing, back injuries and WHMIS.

If you have a question, or want further information call, write or fax: Inquiries Service, Canadian Centre for Occupational Health and Safety, 250 Main Street East, Hamilton, Ontario, Canada L8N 1H6. Telephone: (416) 572-4400 Toll-free: 1-800-263-8466 Fax: (416) 572-4500

CHILDREN'S POETRY WORKSHOP — FALL 1990

Designed for elementary school teachers and librarians, CHILDREN'S POETRY WORKSHOP presents dozens of practical, class-tested ideas for classroom and library. It will be conducted by Dr. Jon C. Stott, Professor of Children's Literature, who brings to his workshops twenty years' experience working with teachers, librarians, and children.

Advanced registration is $65 per person; in person registration $75. Payable to Children's Literature Services, 8724 - 101 St. Edmonton, AB, T6E 3Z7. Advanced registration must be received five days before workshop or a ten dollar surcharge will be added. Cancellation fee $10. GROUP RATES ARE AVAILABLE. Workshop hours: registration 8:30 - 9:00 am; workshop 9:00 am - 3:00 pm.

CALGARY — Fri, Sept 28 — Stanley Park Inn
EDMONTON— Sat, Sept 29 — Convention Inn
CHARLOTTETOWN — Mon, Oct 1 — Rodd Royalty
DARTMOUTH NS— Tues, Oct 2 — Holiday Inn
KINGSTON — Wed, Oct 3 — Value Inn

LONDON — Tues, Oct 4 — Hampton Court Inn
TORONTO — Fri, Oct 5 — Holiday Inn Etobicoke
SAULT STE MARIE — Tues, Oct 9 — Watertower Inn
THUNDER BAY — Wed, Oct 10 — Valhalla Inn
SASKATOON — Fri, Oct 26 — Saskatoon Inn

REGINA — Mon, Oct 29 — Regina Inn
WINNIPEG — Fri, Nov 2 — International Inn
BURNABY — Fri, Nov 9 — Sheraton Villa
VICTORIA — Tues, Nov 13 — Ramada Inn
KELOWNA — Wed, Nov 14 — The Lodge

ANIMALS OF THE GRASSLANDS

A SHORT RESEARCH UNIT FOR GRADE 4

by **ARLIE FREER**, resource centre teacher and **STEVE ALDMAN**, teacher, Humber Valley Village, ON. Adapted from Newsletter: Etobicoke Resource Centre Teachers. No. 82, April, 1988.

Setting the Assignment

It is important to provide structured curriculum situations which will give pupils an op ortunity to successfully research and present a topic, both cooperatively and independently. In the past this topic might have been assigned in this way: each student is to research a different animal, marks to be derived from accuracy and presentation of material (cover, title page, pictures, written material, etc.). While appropriate in some situations, this kind of assignment is inequitable. Large quantities of material exist for some animals, very little for others. It generates a situation where anxious parents scour public libraries looking for "six books on the dik-dik". In addition, students are not taught search and use strategies. The student frequently equates quantity with quality. In this time of budget restraints, it is important that we devise methods for sharing expensive and limited resources.

The following strategy was planned by the classroom and resource centre teachers to provide opportunities for cooperative and independent learning, for search and use strategies and for a response which would build in interest and provide for review. This was designed to be a brief unit involving two and one-half hours of resource centre time and an equal amount of classroom time.

Planning

The classroom and resource centre teachers met, surveyed the resource material, decided on the skills to be emphasized and the range of topics.

Teaching the Unit

1. Jot notes are reviewed with the pupils by the classroom teacher. The scope of the unit is explained by the classroom teacher. The marking system is explained: each member of the cooperative group will receive the same mark. The resource centre teacher briefly reviews with pupils indexes in reference books, guide words in encyclopedias, and the subject section of the card catalogue.

2. Students are assigned to heterogeneous groups of six. Each group chooses an animal for which there is a large quantity of material, in this case the lion, pronghorn antelope, elephant, giraffe and kangaroo.

3. Tasks are assigned as follows:
   - one pair uses the subject section of the card catalogue to locate books on that animal.
   - another pair locates the encyclopedia entry for the animal.
   - a third pair uses reference material on their animal.

   Note: for this assignment, World Book Encyclopedia is used, as it gives direct access to topics (many small articles, usually no need to resort to the index).

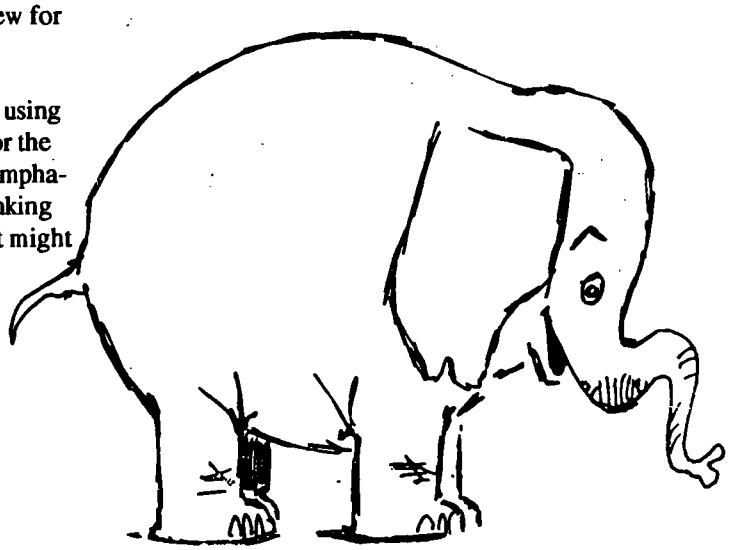
4. Groups are given time to locate appropriate information.

5. A final report is prepared by each group with each pair contributing information from the resources they have used. Pupils will find that information differs, and they must discover ways of negotiating and incorporating the differences in their report. It makes them aware that knowledge is rarely cast in stone and that information may vary according to the abilities and circumstances of the observer. The pupils understand that because of the marking system, they must make sure the entire report is carefully edited before handing it in.

6. Each pupil chooses an animal to research. The purpose is to produce a card containing information on the location, zoological group, food and description for each animal, for use in a "Twenty Questions" game. Students must find ways to write about the animal without mentioning its name: "The animal I am researching...", "My animal...", "This mystery animal...", etc. Students will use skills developed in the cooperative research assignment to locate and record information independently. A set of information cards is reproduced for each pupil who will then

review the information. When the game is played it provides interest as well as built-in review for the unit.

Since students have not had experience in using an encyclopedia with mostly longer articles, for the next research topic, two other skills could be emphasized: the use of encyclopedia indexes and thinking of the larger topic in which a particular subject might be found (eg. ostriches under birds).



UNIVERSITY OF BRITISH COLUMBIA DIPLOMA IN TEACHER LIBRARIANSHIP

---

* Core Courses:

Library Education 381, 382, 383, 385, 387, 389(9.0)

English Education 340, 341, 342, 349.....(1.5)

---

*381. Administration of the School Library Resource Centre. (1.5)
The role, philosophy, and management of school library centres in elementary and secondary schools.

*382. School Library Resource Centre Programs. (1.5)
Cooperative program planning: workshop strategies and communication techniques.

*383. Selection of Learning Resources I. (1.5)
Basic principles of selecting learning resources to support the instructional program in the school.

384. Selection of Learning Resources II. (1.5)
An in-depth analysis of selection criteria for curriculum-related resources. Prerequisite: LIBE 383.

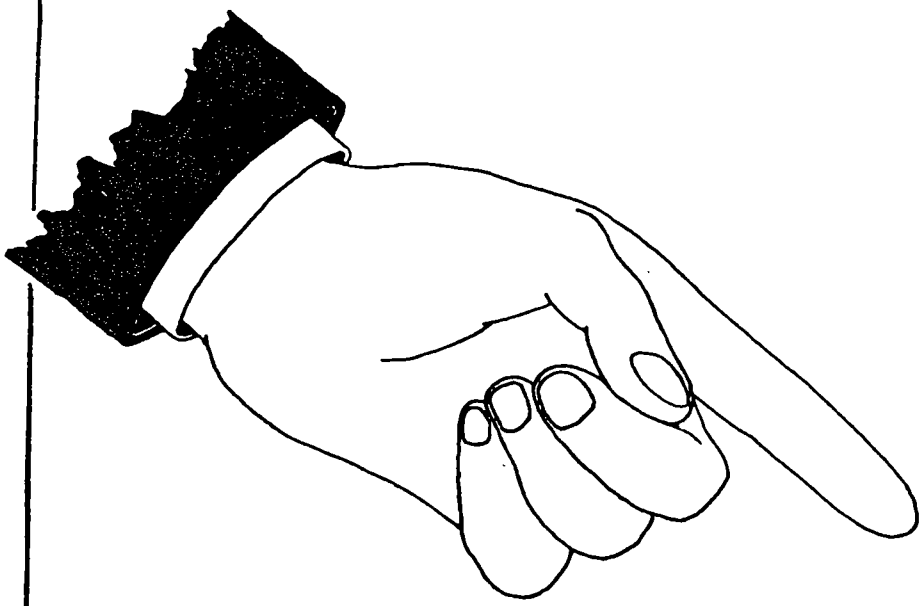
*385. Organization of Learning Resources. (1.5)
The organization, classification, and cataloguing of school library resource centre materials.

386. Classification and Cataloguing of Learning Resources. (1.5)
Advanced organization of learning resources including computer application of original cataloguing. Prerequisite: LIBE 385.

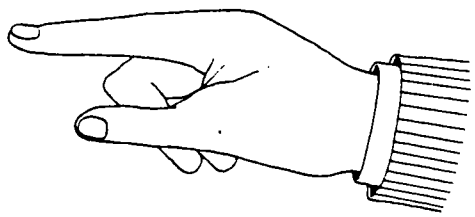
*387. Information Services I. (1.5)
Basic principles of the reference process and types of resources used in school library resource centres.

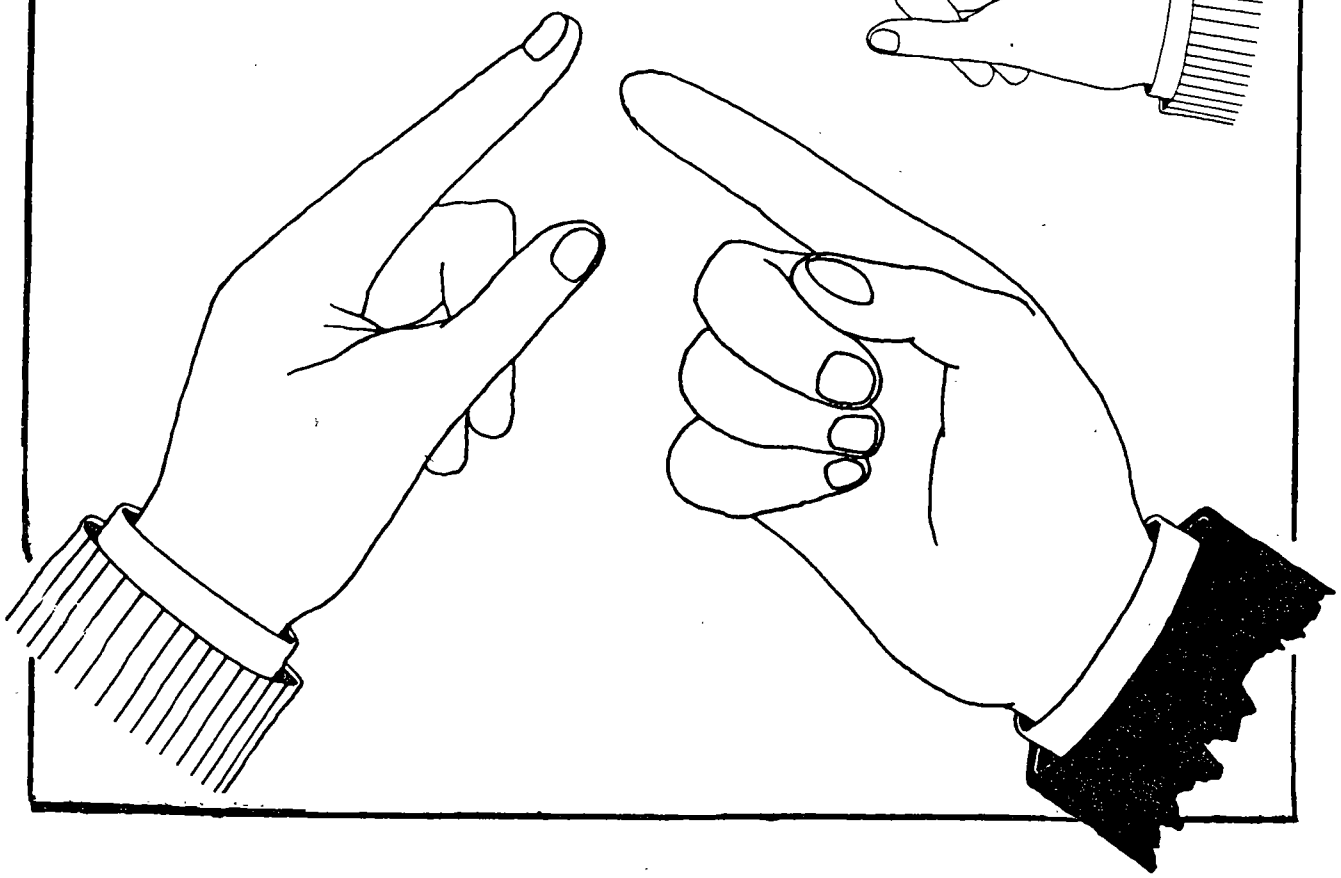
388. Information Services II. (1.5)
Recent developments in access to information retrieval and their implications for the instructional process. Prerequisite: LIBE 387.

*389. Resource Based Teaching. (1.5)
Principles and practices of teachers and teacher-librarians cooperatively planning and teaching the curriculum through a knowledge of school library resource centre materials and appropriate interactive teaching/learning strategies.

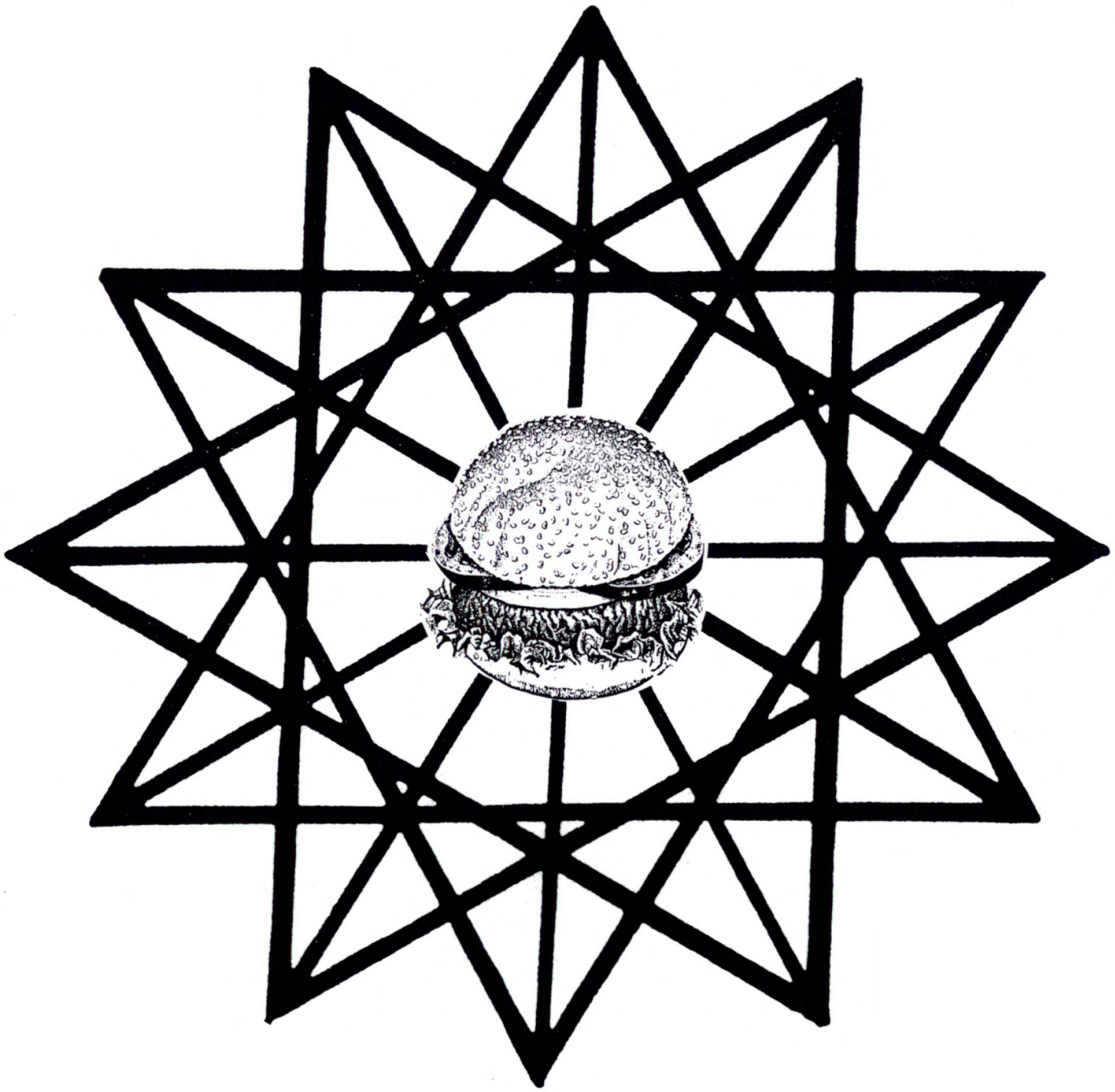


This space would have been filled if you had sent in your article!





REGULAR FEATURES



DID YOU KNOW THAT
The class of 2000 will have been exposed to more knowledge and information in one year than their grandparents were in a lifetime. (Futurist, Nov/Dec '88, p. 10)

Question: Talk about change!!! Your "Ask the experts" editor has been transferred to a French Immersion (Dual track) elementary school. It's this editor's turn to ask the question, "What do I do now?" I speak little French, although I read it fairly well. Your editor called some experienced teacher-librarians for some hot tips. Here are some ideas offered by Bev Bolton, of Sherwood Park Elementary School, and Joan Wilson, of Braemar Elementary School, both SD #44 (North Vancouver).

Answer: Both teacher librarians agreed that selection and ordering are the major problems. They both use French Language Resources Ltd., Box 2340, 184-2nd Ave., Qualicum Beach, BC, V0R 2T0. The owner will come to the school for a whole day or part day with books to select from, offering excellent help, or he will supply from lists. Thematic bibliographies are also available from this source. Bev also likes Bonjour Books, Richmond, BC. This company will also come to the school with books to view and select. Both teacher-librarians use Selections, the ministry publication which prints reviews in English of French language resources.

Both teacher-librarians have separate French and English catalogs, but they shelve books differently. Joan shelves her French fiction, both easy/picture books and regualr fiction together. She finds this works well, as some of the senior students are still reading French at a relatively low level, and appreciate the picture books, without having to be obvious about going over to the "little kids" section. Joan has noticed that there is some reluctance on the part of senior students to read challenging material in French. She finds that good promotion in the classroom, as well as lots of one-on-one conversaions in the library about good books, sharing, etc., are successful strategies for increasing interest in reading French fiction. Bev interfiles all her French fiction paperbacks with the hardcover titles, to encourage students to browse, since paperbacks are for some students more motivational. Bev notes that the students' preference for English fiction puts a strain on that portion of the collection. Budgets need to be carefully considered, when allocating funds for French and English.

Bev has a French speaking aide who reads to the primary classes when they come for a story time. Kindergarten and the early year one students have stories in English, since they don't have enough French for most of the French picture books, and this is a good opportunity to see that they don't miss out on the best English literature for their age. Bev also has a rule that each French immersion students must sign out at least one French book, when coming to exchange books for classroom reading. Bev reported that she has a very popular section of bilingual books, which have both French and English in them.

So your editor will be considering these ideas, as well as those found in the excellent A Handbook for Bilingual School Resource Centres available from the Ministry of Education, Modern Languages Services Branch, Richmond, BC. Your editor will also be delighted to receive ideas and comments from teacher-librarians in French Immersion libraries.

DID YOU KNOW THAT
Most students in tomorrow's university will have their own personal computers and will be able to access information banks with ease and skill. (Futurist, Aug. '83, p. 59)

NOTES AND NEWS

by **DONNA DOERKSEN**, teacher-librarian, Waverley Elementary School, SD#39 (Vancouver).

INFLATION

A comprehensive study of costs for library materials has been done by the Calgary Board of Education. Some examples of price increases for 1979 to 1989:

245% for picture books (from $8.50 to $20.90).
635% for junior fiction books
100% for encyclopedias
160% for periodicals
100% for paperbacks
70% for audio-visual kits

No wonder our budgets don't stretch to cover the needs of our library collections.

MOVING

The Canadian Children's Book Centre moves in September to new offices at 35 Spadina Road in Toronto. They will be improving services offered due to increased space and resources.

MEMBERSHIP DRIVE

The Canadian Children's Book Centre wants to increase membership so they can continue to offer all the services and information as well as improving present services. Regular newsletters, bibliographies, buying information and lists of author/illustrator tours, and resources available from them are just some of the benefits of joining. Individual: $25.00; Institutional: $50.00; Corporate: $250.00. C.C.B.B., 35 Spadina Road, Toronto, ON, M5R 2S9.

SADDENED

Jan Hudson, author of Sweetgrass, died suddenly in April from respiratory failure. This talented writer died a few days before her 36th birthday. Her first novel, Sweetgrass, won the Canadian Library Association Book of the Year Award for Children and the Canada Council Children's Literature Prize. She was working on a second novel. Dawnrider, described as a "prequel" to Sweetgrass, will be published by harper and Collins in Canada.

PIONEERS

Scarecrow Press has published Lands of Pleasure: Essays on Lillian H. Smith and the Development of Children's Libraries. This collection of essays about Canada's famous pioneering Children's Librarian is chock-full of information about the development of children's librarianship in Canada. To order, contact: Osborne & Lillian H. Smith Collections, 40 St. George Street, Toronto, ON, M5S 2E4. Tel: (416) 393-7753.

BOOKS ON ADOPTION

The May-June 1990 issue of Emergency Librarian has a selective annotated bibliography of children's books about adoption.

PEER COUNSELLING

Students helping students. Dr. R. Carr edits a newsletter from the University of Victoria on peer counselling. FMI: Dr. R. Carr, Box 1700, Victoria, BC, V8W 2Y2. Tel: (604) 721-7812.

READING RECOVERY

A successful method of working with lowest readers. This program was developed in New Zealand and has been adopted in Ohio. To read about the process read the January 1990 issue of The Reading Teacher, "Reading Recovery: Learning How To Make a Difference" by Gay Sue Pinnell, Mary Fried and Rosemary Estice, or contact LOMCIRA.

NEW BIOGRAPHIES

Canadian Children's Book Centre has developed 12 more author/illustrator profiles: William Bell, Jo Ellen Bogart, Margaret Buffie, Heather Collins, Sarah Ellis, Sheree Fitch, Linda Granfield, Michael Kusugak, L.M. Montgomery, Andrea Spalding, Vlasta van Kampen, and Werner Zimmerman. Cost: $2.00 each or $12.00 for the new set. The complete set of profiles is $124.00 for 124 titles.

NOVEMBER 3-10

Canadian Children's Book Week is November 3-10, 1990. Theme: "Reading: A Lifelong Adventure". A kit is available from CCBC for $19.95. It includes 50 bookmarks, colour poster, 50 book week stickers, 1990 Our Choice catalogue and a resource guide and activity booklet. CCBC, 35 Spadina Road, Toronto, ON, M5

A IS FOR ACID RAIN

Judith Saltman has written an article on B.C. books on the environment for children for B.C. Bookworld, Summer 1990 issue, page 14.

VIDEO RIGHTS

One supplier that clearly states whether or not purchase of its videotapes carries public performance rights is Visual Education Centre. These films do cost more than videos which are sold for home use only. Teacher-librarians do not have an option — if videos are to be placed in the library collection, securing public performance rights is essential. Image Media releases videos with public performance rights. Sharing resources with other schools, ordering with other teacher-librarians in your district or asking the district resource centre to order these more expensive videos are options to explore.

ADBUSTERS QUARTERLY

A magazine of media and environmental strategies is published in Vancouver. It incorporates concern for the environment with concern over the use of mass media as tools to make us all greater consumers of resources. Orders: The Media Foundation, 1234 West 7th Avenue, Vancouver, BC, V6H 1B7. 4 issues a year; $16.00 for individuals; $32.00 for institutions.

AUTHOR ACCOLADES

Diana Wieler, author of Bad Boy and Last Chance Summer, visited Kitsilano Secondary School,. JoAnne Naslund, a teacher-librarian at Kits was impressed with Diana's impact on senior secondary students and in particular with her work with Grade 12 creative writing students.

SUMMER EVALUATORS

This summer some of our colleagues were busy in Victoria evaluating intermediate resources for Humanities Resources for the Ministry of Education. Those involved were: Barbara Black (SD#33), Diane Gagnon (SD#45), Bill Abley (SD#24), Martin Marquardt (SD#61), David Scott (SD#24), and Dianne Rabel (SD#52). Alternates were: Garth Harkness (SD#2), Elaine Scherer (SD#23), and Catherine Gillion (SD#61). Thanks to these people for offering their expertise to this task and representing teacher-librarians in recommending resources.

ROUNDTABLE FINALISTS

The Children's Literature Roundtable of Canada 1990 Information Book Award finalists are: Paulette Bourgeois for The Amazing Paper Book; Adrian Forsythe for The Architecture of Animals; Celia Godkin for Wolf Island; Katherine Grier for Discover Mysteries of Past & Present; Marcia Kaye for Karen Kain; Robert Livesey for The Fur Traders; Gordon Penrose for Dr. Zed's Science Surprises. Winner will be announced at Canadian Images Conference in Winnipeg this Fall.

'92 MEDIA CONFERENCE

On June 13-17, 1992 in Victoria, The Association for Media and Technology in Canada will take place. Conference planers Merill Fearon and Gary karlsen are inviting volunteers to participate. Contact your AMTEC rep.

ORGANIZING MATERIALS TO SUPPORT THEMES

The Grade 6 students of Hastings Elementary School in Vancouver are fortunate to have as their home room teacher Marian Nakamoto, a Japanese Canadian. She loves to "do" Japan with her class and does a superb job. The final product produced by the students reflects the enthusiasm she puts into her unit.

To support and augment her program, teacher-librarian Joan Smythe has added some valuable A-V materials, books and posters to the library's Japanese collection. All the materials (except the books) are kept in a bamboo basket purchased at a second-hand store at Broadway and Larch in the city. The basket has been furnished with a book pocket listing each item. When Marian borrows the basket, she slips one of the "This Box Contains" slips behind her name. When she returns it, Joan simply ticks everything off. As a result, Marian has an attractive thematic container to keep materials in while in her class, and Joan has solved a space problem in the professional library section. A similar arrangement has been made for Chinese materials.

NEWS IN REVIEW

CBC - TV News In Review is a video subscription service that was begun in September

1990. Knowlton Nash anchors the ten videocassettes, eight of them reviewing selected monthly news events and examining their impact from a Canadian perspective. Two of the videos take an in-depth look at a major news story.

Available in VHS or Beta. Cost: $898.00 for 1/2 inch, $1399.00 for 3/4 inch format, plus shipping and handling and sales tax.

For information: Brian Ekman, CBC National Television News, Toronto, Ontario. Tel: (416) 975-7831

To order: CBC Educational Sales, Box 500, Station A, Toronto, ON, M5W 1E6. Tel: (416) 975-6384. Fax: (416) 975-3482

REFERENCE CANADA: AN INVALUABLE SERVICE

Whom do I call to get permission to build a dock on a lake? Do I have to get my CB radio licensed? What constituency am I in and how do I contact my Member of Parliament? Is Boxing Day a statutory holiday? My parents are celebrating their 60th anniversary this year; who do I contact to have a congratulatory letter from the Queen? Where can I get a copy of the Meech Lake Accord? I'm now in a wheelchair; does the federal government have an assistance program to adapt my house to my new needs?

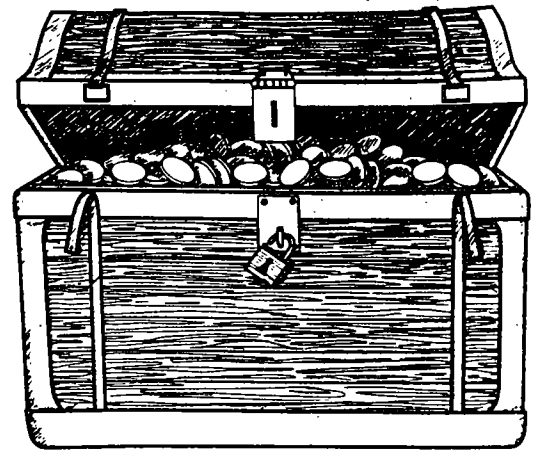
Where would you call to get answers to these questions? Thousands of British Columbians get a response to these and similar queries every month by calling Reference Canada, the federal government's telephone referral and information service, and letting a client service officer track down the best contacts for the approximately 1400 programs and activities administered by the Government of Canada.

Read something in the newspaper and find yourself unsure of whom to call to get more information? Scanning the Blue Pages of the phone book, but not finding what you need? That's where Reference Canada can help you.

Find a helpful government pamphlet and want to get a copy? See an attractive government poster or calendar? Reference Canada does not send out posters or publications, but they do know where to find most of them.

Don't hesitate to use Reference Canada. Whatever your question, if you think it involves the government, Reference Canada will be pleased to help. They've answered questions on trap lines, aircraft and boat registration; passports and citizenship; trade marks, patents, incorporation, bankruptcy; foreign embassies and Canadian consulates, free trade; unemployment insurance, job creation programs and social insurance numbers; federally regulated labour standards; arts and small business funding, etc.

Reference Canada services are available from 8:30-4:30, Monday to Friday. Tel: 666-5555 (Vancouver calling area) or 1-800-663-1381 (elsewhere in B.C.). For *information about the service,* call Linda Jellicoe, Manager, Reference Canada, Vancouver. Tel: 666-5558 (Vancouver calling area); 1-800-663-1381 (elsewhere in BC.).



READING CHECKLIST... √

compiled by **LIZ AUSTROM,**
District Principal —
Curriculum Resources
SD#39 (Vancouver).

I begin this column by inviting readers to send me articles or citations for books which they have read recently and found useful. The amount of professional reading available is so great that it is quite likely that I will miss something of value. If you have come across something that has significance for you, chances are that it will have meaning for others. Please share it with us. In relationship to this, I would like to thank Jo-Anne Naslund, who continues to send me material that has captured her attention.

All of us will be involved increasingly with the new primary, intermediate and graduation programs. Consequently, future columns will include as many readings as possible which offer teacher-librarians needed information, ideas and support. At the same time, other ongoing concerns will continue to be addressed.

CD-ROM & STUDENT RESEARCH

I was intending to include a number of articles on CD-ROM in this column. Then I read Donna J. Baumbach's article "CD-ROM: Information at Your Fingertips!" in School Library Media Quarterly (Spring 1990). I recommend this article to anyone using or considering using CD-ROM technology.

The first part of the article explains what the technology is, and can be skipped by those who are "experts" in the area. The article goes on to discuss searching CD-ROMs, applications for school library media centres, potential impact of CD-ROM technology on the library media centre, advantages and disadvantages of the technology, future developments and related technologies, and getting started with CD-ROM. Throughout, there is good analysis of existing programs, and some suggestions for school use.

A list of references and another of CD-ROM resources and distributors round out this comprehensive article.

COOPERATIVE PROGRAM PLANNING AND TEACHING

One of the central problems in implementing cooperative program planning and teaching has been that the professional literature coming from the United States has not expounded the same understanding of resource-based learning as we have been trying to develop in Canada. American professional literature is now shifting towards the Canadian model. One of the earliest was written by Linda Waddle ("School Media Matters," Wilson Library Bulletin, December, 1988). It is a simple two page statement of the difference between the teacher-librarian acting as a resource person and the teacher-librarian acting as a teaching partner. While other articles are more comprehensive, this one is well-organized and short enough to use as a discussion group focus.

INSERVICE

William B. Werther, in "Goal-setting Workshops" (Personnel Journal, November 1989), offers some simple but effective points on how to get people to come to agreement on goals. He views a participatory process as the best way to increase people's commitment and to lower resistance to change. His points merit consideration as school staffs enter this era of change. Some of these are:

- Large groups have more difficulty reaching consensus than small groups do, but their commitment is usually greater. Aim for groups of approximately 12.

- If the group does not include everyone affected by the change, it must include representatives of all the groups. This would include those in opposition to the change.

- Provide structure through effective organization of the meeting, but also include time for social contact since a friendly group works together better than an unfriendly group.
- Involve participants by structuring the session so each person contributes ideas, fostering risk-taking, and not allowing discussion of ideas until all possible options are on the table.

- Schedule a follow-up session to develop an

action plan. *Goals come before action!*

INSTRUCTIONAL STRATEGIES

The January 1990 Newsletter of the BC Primary Teachers' Association includes "A Primary Model for Creative Problem Solving." This one page model by Jo-Anne McIntyre Harris and Terry Dobson is intended for consistent use throughout the curriculum. The five steps (1. The Mess; 2. Data Finding; 3. Possible Solutions; 4. Solution Finding; and 5. Plan of Action) would be effective with any research-based assignment. Four diagrams suitable for overhead transparencies or charts are included in this brief summary.

INTEGRATION

Chapter 2 "Design Options for an Integrated Curriculum" of the ASCD's new book Inter-disciplinary Curriculum: Design and implementation, is a must read. The article explores six options for a continuum of content design. These are: discipline based, parallel disciplines, muli-disciplinary, interdisciplinary units/courses, integrated day, and complet program. Understanding these options will assist teachers to make the shift from a teacher-directed program to a learner-focused program.

Each option is described, then its advantages and disadvantages examined. For example, the Integrated-Day Model is a "full-day program based primarily on themes and problems emerging from the child's world. The emphasis is on an organic approach to classroom life that focuses on the child's questions and interests rather than on content determined by a school or state syllabus." Advantages are largely connected to increased student motivation, while disadvantages are that teachers must really believe in the philosophy behind the program in order for it to work effectively, it entails a substantive amount of planning by the teacher, and classroom organization is highly sophisticated.

Factors to consider when selecting one of the six options are such things as: flexibility of schedule, support of the school staff, and the nature of curriculum requirements. Further possibilities obtained by combining options are presented in schedule graph format, with supporting discussion.

The purpose of the chapter "is to walk through the choices available for integration. To avoid the trap of the polarity issue, school leaders need to consider the different degrees of change that are feasible in their school systems. The continuum of options has proven a very effective tool for perpetuating the change process in an intelligent and reflective fashion as planners weigh their options with care." The emphasis throughout is that there are no right or wrong choices, only the necessity of selecting options or combinations of options that match the needs of the individual school.

LEADERSHIP

NASSP publishes a bimonthly leaflet called Tips for Principals. The January 1990 issue feature was "How to Improve Curriculum Leadership — Twelve Tenets." As curriculum leaders, teacher-librarians need to be aware of basic principles as much as administrators do. The following give the flavour of the "Tips" that were included in this article"

1. Actions are guided by a curriculum model which articulates the educational vision and guides the "steps, stages and functions of the curriculum process."

2. Documentation clarifies the roles and responsibilities of all of the stakeholders in the process.

3. School-based curriculum is consistent with the school district's goals, objectives and policies.

4. Curriculum development is different than curriculum implementation and the curriculum leader must know how to support both.

5. Curriculum leaders see curriculum development as a continuous process.

6. The role of the curriculum leader is to empower others.

7. Curriculum leadership involves staff development and monitoring of the program.

8. Curriculum leaders are trained, not born.

9. Research should guide the curriculum decision-making process.

10. All stakeholders, including parents, can take leadership roles in curriculum change.

11. Curriculum leaders pay attention to their own

need for self-improvement, staff development and supervision in order to become better curriculum leaders.

12. Leaders facilitate consensus-reaching rather than being satisfied with compromise.

LITERACY

A copy of the Adult Literacy Contact Centre Newsletter has just come my way. This is a project of the Adult Basic Education Association of B.C. While the Newsletter and its parent body are only concerned with adult literacy, there should be some connection with what is going on in schools.

The June 1990 isue has an extensive "Literacy B.C. Update" which tells what is going on in different areas of the province and lists the contact person. These contact people may be able to direct teacher-librarians to worthwhile speakers during the remainder of this 1990 International Literacy Year and beyond. Listeners at the Literacy '90 conference were greatly affected by the adult literacy learners who spoke there. Having adults who have had literacy problems come to the school to speak to young people might result in students with difficulties being comfortable with seeking the help they need.

In addition, some of the local literacy groups have developed useful resources. For example, Literacy Kitimat has a Modified Driver's Manual for B.C. available for $3.00 that would be very useful in secondary schools, both for those with learning difficulties and for English as a Second Language students.

If you would like to be on the mailing list for the newsletter, write or telephone the following address:

Adult Literacy Contact Centre Newsletter
622 - 510 W. Hastings Street
Vancouver, B.C. V6B 1L8
684-0624, or 1-800-663-1293

Ideas come from such a variety of sources! Here's How is published by the National Association of Elementary School Principals. The June 1990 issue included the following idea:

To underscore the importance of reading, have the students invite a prominent local personality such as the mayor, a leading business person, or the anchor of a TV news program, to be a "Royal Reader." That person then comes to the school and reads to the children from a book the Royal Reader particularly enjoyed when she or he was in elementary or middle school.

When the visitors arrive at school, they should be ceremoniously presented with a crown the children have made; they should later receive a photograph of themselves as a crowned "Royal Reader."

Not only do adults enjoy being invited in as a "Royal Reader," but the event may now and then generate good publicity for the school.

This sounds like an excellent idea to be used during School Library Week or National Book Festival.

LITERATURE-BASED READING

Science Fiction, Fantasy and Horror are wonderful themes for literature-based units. Here are a few of the bibliographies and articles that anyone interested in these themes should read:

- "Best Science Fiction/Fantasy and Horror." Voya (April 1990), pp. 11-16. This annual best list is a must. Titles are the recommendations of individuals, not committees, so the list frequently contains gems not found elsewhere.

- The same issue of Voya includes "Easy Talking: Science Fiction," by Pam Spencer. I was sold on this column when I read the booktalk for William Sleator's Interstellar Pig.

- "Booktalking Science Fiction to Young Adults" (Journal of Youth Services in Libraries, Winter 1990), by Annette Curtis Klause, is an interesting article for both those who have never booktalked science fiction and for those who frequently do. One of the best features of the article is the connections it makes between readers' interests and the wide range of science fiction written. Titles that are good beginning places are identified.

- "Best Sci-Tech Books of 1989" (Library Journal, March 1, 1990) is a list of current non-fiction material relating to a variety of scientific topics. Some of these noteworthy books can be connected to booktalks on science-fiction. The integration of literature genres with non-fiction connections will expand with the implementation of the Intermediate Program.

CANADIAN SCHOOL LIBRARY ASSOCIATION

A Division of the Canadian Library Association

Each year the Canadian School Library Association seeks nominations for five awards: These include:

Margaret B. Scott Award of Merit

- to honour those individuals who, through individual leadership and sustained effort, have make outstanding and worthy contributions to school librarianship in Canada
- to recognize the responsible and influential role that individuals perform in developing school libraries
- to stimulate interest in planning, implementing and supporting school library services which are essential to an effective educational program

This award is open to all individuals who have contributed to school librarianship at the national level in Canada.

The Canadian School Executive Award for Distinguished Service to School Libraries

- to recognize the responsible and influential role that school administrators perform in developing successful school library programs
- to honour those administrators who through their leadership and sustained effort have made an outstanding contribution to the concept of effective school library programs and to the role that these programs play in the total learning environment
- to stimulate interest in planning, implementing, and supporting school library services which are essential to an effective educational program

CANEBSCO School Library Media Periodical Award

- to recognize a school library media periodical for its excellence as a vehicle for the professional development of school library media personnel

Maclean Hunter Teacher-Librarian of the Year Award

- to honour those individuals who have planned and implemented a school library program based on a collaborative model which integrates library and classroom programs
- to recognize the responsible and influential role that school-based teacher-librarians play in promoting excellence in education, contributing to the development of independent and life-long learners, and providing leadership in the development of school library programs
- to stimulate interest in planning, implementing and supporting school library services which are essential to an effective educational program

Grolier Award for Research in School Librarianship in Canada

- to support theoretical and applied research which advances the field of school librarianship

Deadline for Receipt of Applications for all awards:

December 31, 1990

For further information on any of these awards, contact:

Adrienne Betty, Awards Committee Chair, Canadian School Library Association
Calgary Board of Education, 3610 - 9th Street S.E., Calgary, Alta,. T2G 3C5

THE PORTRAIT: ELLEN SCHWARTZ

by **LINA D'ONOFRIO**, teacher-librarian, Roberts Annex, SD#39 (Vancouver).

BC author Ellen Schwartz is the mother of two children and a former school teacher who resides in Vancouver. She is best known for Born a Woman: Seven Canadian Women Singer Songwriters (1988), Starshine! (1987), and Dusty (1983).

Born in the United States, Ellen spent her childhood in the eastern states outside New York. Her main love during this time was modern dance. Though she loved to read as a child, Ellen never entertained the idea of becoming a writer. She completed a degree in Special Education from the University of Wisconsin and taught for a year in the US. It was during this time in the early 1980s that Ellen joined a commune where she met the man who became her husband. The commune moved to the Kootenays in BC where Ellen and her husband lived for the next nine years. While in the Kootenays they both became involved with environmental issues, primarily energy conservation. They began to write educational materials about this topic.

It was while writing lesson plans, units and bibliographies that Ellen realized that there was little or no fiction in this area. Feeling that it would be more fun and interesting to teach environmental issues to children though literature, Ellen wrote a story and approached the BC government about using the story in the schools. She received a contract from the government and wrote another story Adventure in Anthropia which was distributed to schools throughout BC. In 1981 Ellen wrote A Bottle of Sunshine, an educational package about energy which the National Film Board made into an animated film.

Ellen enjoyed writing these stories so much that she decided that she would like to try to write fiction. Because of her educational background and experience as a school teacher she chose to begin by writing stories for children

In 1981 Ellen and her family moved to Vancouver where she enrolled in creative writing courses at UBC. It was during this time that Ellen wrote Dusty, a story she said had been inspired by a friend. In 1988 Ellen Schwartz began her masters in Creative Writing at UBC. Her novel Starshine! was actually written for one of her courses. Realizing that she would like to relate some of her experiences in communal living, Ellen created the heroine's parents as old time hippies.

Starshine! is a story about a girl who is having difficulty saving enough money to go on a camping trip with the rest of the grade four students in her class. With the help of her best friend, Julie, Starshine attempts numerous projects to help earn the money needed for the trip.

In 1987, Ellen received a grant to interview songwriters for a book that she had been wanting to work on for some time. She spent two years researching and writing Born a Woman: Seven Canadian Women Singer-Songwriters.

It was after Ellen completed her masters program in 1988 that she said she had finally entered the real world. Previously she had been writing for six to seven days a week but now she found that she was only able to devote two to three days week. Ellen has worked as a course instructor at Douglas College, Vancouver School Board and Downtown SFU, where she taught "Writing for Children" classes. Having just finished teaching a thirteen week course at SFU, Ellen decided to stay away from teaching for a while so that she could focus more on her writing. In August, she completed the sequel to Starshine! and hopes it will be published in the fall.

Ellen stated that the reason for writing the sequel Starshine and Miranda was because she felt that she had not portrayed Miranda's character fairly. She thought that if Starshine was put in a situation where she could get to know Miranda better, perhaps she would have a different opinion of her as a person. In the sequel, Starshine goes to camp against her will and finds that Miranda is in her group. Misunderstandings build up and eventually they are able to resolve their differences by getting to know one another better.

Ellen said that while she was writing the sequel she had difficulties trying to decide what it was about Miranda that Starshine didn't like. After a lot of false starts and two completed drafts, the sequel is almost ready to be published. Like a lot of her young readers I, too, look forward to reading further adventures of Starshine and her friends.

Ellen is planning a book for young adults. She expressed a desire to write in the third person. The story takes place in an isolated village along the coast of BC. The main character is a young girl about fifteen years old. She is more complex than Ellen's previous characters. The story deals mainly with her relationships with her parents, her boyfriend and the decision of whether or nor to leave her village to become a choreographer.

Ellen Schwartz received the "Canada Council Non-fiction Writing Grant" in 1987-88. She also received the "Special Issue Award" from Cicada Magazine in 1987 and was selected for "Our Choice" list by the Canadian Children's Centre in 1988.

Ellen continues to give adult-level writing courses and workshops in writing for children. She also enjoys giving writing workshops and readings with children in grades 4 to 12. The grade three students at Roberts Annex in Vancouver District were thrilled when Ellen made a short visit to discuss her novel Starshine! with them and to autograph copies of her book. They all look forward to reading her sequel.

CONTINUING EDUCATION EXCHANGE

by **JO-ANNE NASLUND**, Curriculum Laboratory, Faculty of Education UBC

Starting the school year is always hectic and exciting. As you focus upon your program goals, objectives, and initiatives, several areas and topics of professional interest will become evident. Be sure to communicate these Pro-D interests to either your chapter councillors or to members of the BCTLA executive. Candace Morgan and I serve as continuing education resource persons. In an effort to contribute to timely and pertinent continuing education, your input is necessary. Please do not hesitate to call Jo-Anne Naslund (434-1081) or Candace Morgan (752-6781) with requests for workshop presenters and with comments or questions about continuing education.

SUMMER IN REVIEW

The UBC Summer Institute entitled "The Teacher-Librarian and the Changing Curriculum" offered by Sally Clinton, Joan Harper and Patricia Shields, was an overwhelming success. Any suggestions for future institutes should be directed to Dr. Ron Jobe (228-5233).

"Whole Language Across the Curriculum" a one-day institute in July organized by the Language Education Department at UBC was well attended. Several one-hour sessions were presented. Just to mention a few: "Science Across the Curriculum", Dr. Robert Carlisle; "Building on Students' Interests", Pat Montgomery; "Art Through Children's Books", Kathleen Gaitt; and "Literature Connections", Liz Austrom and Jo-Anne Naslund. The day concluded with Brandywine, an entertaining song and story-telling duo featuring Andrea Spalding. For further information please contact Jo-Anne Naslund.

Lorne McCrae, Director of Instruction, Calgary School Board, taught two courses in teacher-librarianship at UBC. He provided an update as to resource people and developments within the Calgary School District. In October, Lorne will conduct a literacy workshop for teacher-librarians in Dawson Creek and Prince George. Judy Gray and Barry Aspheter, authors of Preparing Students for Information Literacy, are available for workshops. Adrienne Betty, Supervisor of School Library Programs, has been involved in revising the Calgary School Library Program statement of goals and has worked extensively in the evaluation of school library programs. Frank Karas, Media Specialist for Automation and Online Database Support, is well versed in school library automation. Contact these resource people through Calgary Board of Education Program Services, 3610 - 9 Street, N.W., Calgary T2G 3C5 (403) 294-8572.

The International Association for School Librarianship met July 8-12 in Umea, Sweden. The conference theme was "Bridging the Difference" and Dianne Oberg, Professor, University of Alberta, presented an interesting paper on the role of the principal as advocate and change agent for school library programs. Contact Dianne (403) 433-0374 for further information.

Learning Through Reading, a resource book accompanying the new B.C. language arts curriculum, requires a second look. Joan Irwin of the International Reading Association was the project leader for this resource book and presented a succinct and informative session for Library Education 389 in August. She can be contacted at 925-1964.

ADVOCACY

The Cariboo-Chilcotin Teacher-Librarians' Association has prepared a position paper entitled "Teacher-Librarianship for the 90's". It is a document which will be presented to their school district. Contact Vicki Sale for more information.

Diane Driscoll (469-1990) is well versed in the advocacy role which teacher-librarians have played in Coquitlam. The results have included a district-wide scope and sequence of information skills and statements within the Superintendent's annual statement of goals regarding library resource centres.

WHOLE LANGUAGE EN FRANÇAIS

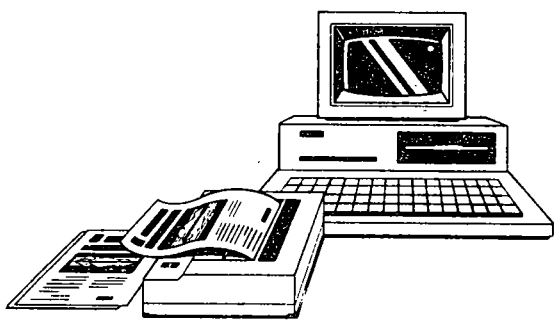
Congratulations to Diane Gagnon and Joan Wallis, teacher-librarians in West Vancouver School District. The BC Ministry of Education has agreed to provide a grant of $2900 to aid in the publication of Bibliographies en Français pour whole language K-3. A draft of the bibliography is complete and publication is expected in October or November, 1990. For further information contact Diane Gagnon (254-6247).

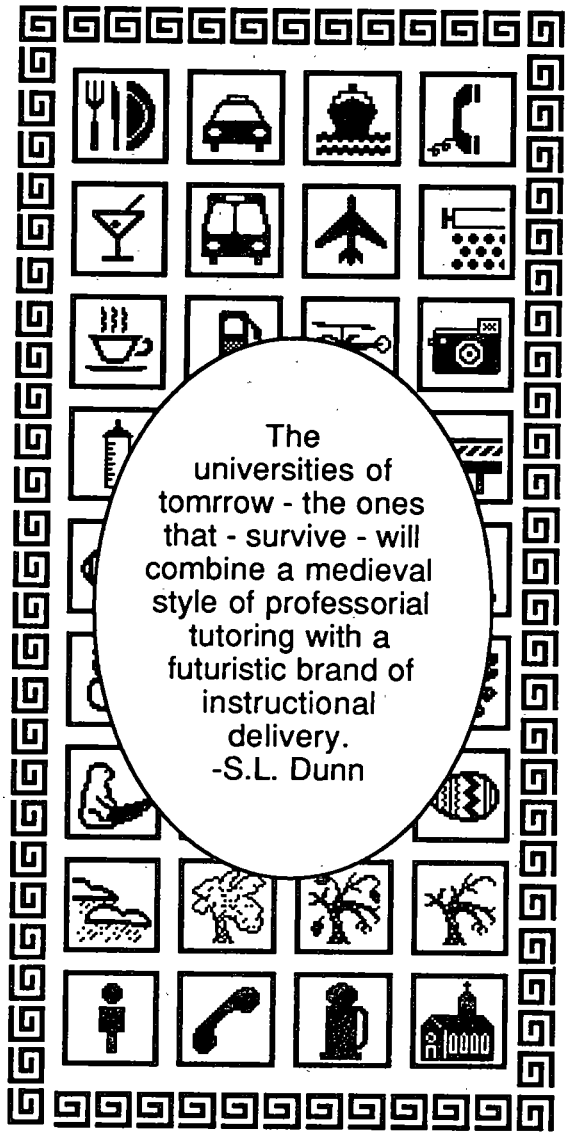
COOPERATIVE LEARNING - OVER-SOLD AND UNDERTRAINED?

John Maschak, Science Department Head at Burnsview Junior Secondary School in Delta, and Tom Morton at UBC, publish a cooperative learning newsletter and run a forum on electronic mail in which teachers can ask questions and debate cooperative learning issues. Principal Dick Sleep at Burnsview is well versed in coaxing a school staff into cooperative learning. Sharon Wallisser is a cooperative learning trainer in the Vancouver School District. David Shore of Richmond School District is a helping teacher in cooperative learning and has arranged several workshops where the Johnsons and Bruce Joyce have presented. For further information contact JoAnne Naslund.

CD-ROM IN THE ELEMENTARY SCHOOL LIBRARY

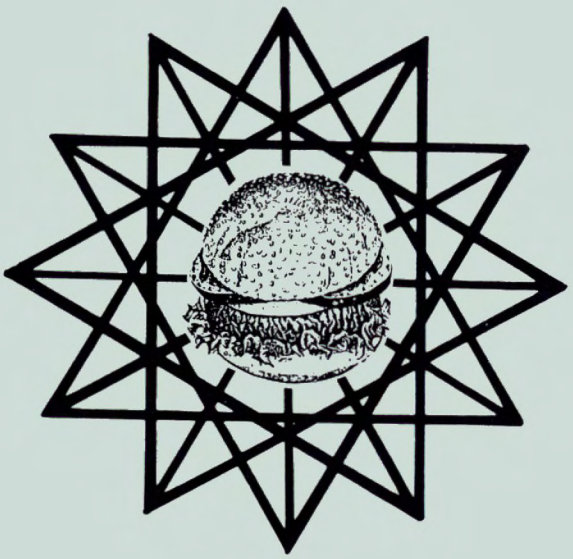
The computer in the library at Queen Elizabeth School in Vancouver has been supplemented with the addition of a hard drive, a CD-ROM player and CD encyclopedia. This has proven to be a valuable, motivating research tool. Contact Joan Fogarty, teacher librarian at Queen Elizabeth, (228-1174) for further information.





DID YOU KNOW THAT
Adults currently make up 45% of total enrollment in higher education studies, and that this is expected to increase to 50% by the 1990's. (Futurist, Jan/Feb, '89, p. 43)

BCTLA REVIEWS



F Le Guin, Ursula K.
Catwings. -- Scholastic, 1988. -- 39 p. : ill. -- ISBN 0-590-42833-0. -- $3.50.

Cats - Fiction // Fantastic fiction.

Ursula K. Le Guin is a well-known science fiction/fantasy writer. Her novel, The Tombs of Atuan, won the Newbery Honor Award.

This beautiful little story is warm, touching and different. The dedication is a lovely introduction to the story. It says, "To all the cats I've loved before". Children who love cats will enjoy this book. Children who love animals of any kind will also enjoy it.

Four little kittens are born with wings in a city alley. Their mother believes they have been born with wings so that they can escape their dreary, dangerous surroundings. She encourages them to leave her and find a new life for themselves somewhere far away. Eventually they come to a lovely forest, but much to their dismay they find it just as dangerous and just as difficult to find food as they did in the alley.

The flying kittens feel sad, forlorn, and lonely until a little girl named Susan sees them and puts out a plate of food. Later she brings her older brother, Hank, and together they give the kittens everything they need for a happy life.

The ending is particularly satisfying as it leaves you with the impresion that your cat, or your pet, really appreciates your kind hands and loving care. Boys and girls at the primary level will enjoy this story.

I would recommend Catwings for inclusion in all elementary school libraries. The illustrations by S.D. Schindler are marvellous. They capture every highlight of the story.

Denise Gasbarri, Teacher-librarian, Edmonds Elementary School, School District #41 (Burnaby).

371.3 Debout, Deedra.
The lion's pride [kit]. -- Take Part Productions, 1989. -- 1 portfolio. -- $14.95.

Drama in education // Lions - Drama.

Take Part Productions, Ltd.
Box 86756
Nort Vancouver, V7L 4L3

When I received my review package and looked inside, I found a script. In these days of Whole Language and Emergent Writing in the primary years, I was surprised at the notion of using a *script*. I was rewarded, however, at the first reading by children who loved to HEAR the story and begged to read it themselves. From then on, they wished to perform it as a puppet play. We made life-sized puppets and chose the best readers to record their voices. The best actors were selected to manipulate the puppets, and everyone else made scenery and props. It was truly a cooperative effort. When performance day arrived the children were still laughing at the humor in the script which seemed only to become funnier as time went on. The audience participation element made the puppet show fun for all.

I was convinced, as you will be, that the script format can be a useful part of the language program, and that the scripts are an enriching model for young writers. Themes, vocabulary and humor are suitable as suggested by the authors. The package of teacher materials included in the script folder are equally beneficial. Scripts are a nominal $15.00 each and may be copied freely by the purchasing school. Try them, you will love them.

Murray Redman, Teacher, West Sechelt Elementary School, School District #46 (Sunshine Coast).

613.7 Stewart, Gordon W.
Running through my mind : thoughts on physical activity and sport. --
3 S Fitness Group, 1990. -- 125 p. -- ISBN 0-920846-06-8. -- $9.95.

Physical fitness // Sports.

3 S Group
Box 5520, Stn. B
Victoria, V8R 6S4

The essays in this collection are drawn from columns and articles written by the author over a twelve year period in a variety of publications including Athletica, B.C.Runner, and The CAHPHER Journal, and in a syndicated newspaper column "Get Your Life in Shape". The essays are arranged by topic and chronologically with themes covering playful games of children, important lessons learned about physical activity, the running boom, and interesting people who have enriched the author's life and "won the hearts of many". Broadly, the essays are literary excursions into the realms of physical activity, fitness and sport.

Gordon Stewart's right attitudes about sports and physical activities bring a breath of fresh air to sometimes barren fields. He demonstrates a deep appreciation for the wonderful experiences which can be found in various forms of human movement. As well, Stewart's love of books and writing is evident throughout this very attractive addition to the sports and fitness literature.

Running Through My Mind should be required reading for over zealous coaches and administrators. It would be a welcome addition to school libraries.

Dr. John J. Jackson, Associate Vice-President, Research, University of Victoria.

793.2 The Great detective party and other theme games for children / compiled by Irene N. Watts. -- Pembroke, 1989. -- 84 p. : ill. ISBN 0-921217-28-5.

Parties // Games.

This is a collection of eleven theme ideas for parties at home or school. Each theme has an introduction that explains the basic motif, age range, size of group, ideas for invitations, and preparations required. Included also are the titles of suitable books and videos. A suggested menu lists food that would also follow in the theme. The table of contents lists the games and the basic motif. The preface contains practical hints and reminders. The last section lists ideas for other themes. All of the games suggested are indexed by category and alphabetically.

This is a practical, easy to read, useful book for teachers and parents. These games could be easily adapted for most situations. This is a refreshing collection of interesting ideas to plan theme parties. In schools where students have reading buddies this book would provide a guide for the older students to plan a party for the younger ones.

The author has carefully selected the activities to be fun but varied. There is a mix of quiet and active games. Many of the activities are creative and all use very simple materials that would be available at school or home. Preparation is simple. Each party ends with a quiet time and a story.

The only reservation I have about the book is the Wheelbarrow Race on page 69. We had a student break her neck while being the *wheelbarrow*.

I would recommend this book for the elementary library.

Elizabeth Salle, Teacher-librarian, Mountview Elementary School, School District #27 (Cariboo Chilcotin).

920 Leyshon, Glynn.
Swimmers. -- Fitzhenry, 1989. -- 64 p. : ill. -- (Canadian lives). --
ISBN 0-88902-855-9.

Swimming - Biography.

Swimmers gives short biographies of four successful young Canadian athletes: Elaine Tanner, Graham Smith, Sylvie Bernier, and Alex Baumann. Tanner, Smith and Baumann excelled in swimming,

Bernier in diving. The story of each young person centers on his or her progress in their sport. Other biographical information comes in only incidentally. The athletes span the country coming from Vancouver, Edmonton, Sudbury and Montreal. Timewise they come from three decades: Elaine Tanner reached her goal in the 1960's, Graham Smith in the 1970's, and Bernier and Baumann in the 1980's.

The book is aimed at the young reader. The reading level is Grade 7. Although heroes, the four athletes are made to seem approachable. We are told in the subtitle of each chapter the nickname of the athlete. Elaine Tanner, for example, is *Mighty Mouse*. Further to help young people identify with these heroes, the author tells us of the struggles which they had to go through to achieve their goals. We are given the impression that they had to sort out their own problems. The coaches and families helped, but in the end it was up to them. The illustrations which include copies of home photos, newspaper clippings, and professional photographs contribute to the friendly style of the book.

This book from the Canadian Lives Series is quite apt coming at a time when we have been deprived of many of our sports heroes. These four young people are clean athletes. No mention of drugs is made directly, but speaking of Alex Baumann, the author says, "He did not look like a body builder with bulging muscles". In 1990 that means he was not on steroids.

While especially suited to intermediate and junior secondary students, this book would interest competitive swimmers of all ages.

I would recommend Swimmers for all school libraries.

Ruby McBeth, Teacher-librarian, Baldonnel Elementary School, School District # 60 (Peace River North).

920 Taylor, Kate.
Painters. -- Fitzhenry, 1989. -- 64 p. : ill. -- (Canadian lives). -- ISBN 0-88902-853-2.

Painters, Canadian.

On an attractive background of yellow and violet, four rather thoughtful faces challenge the reader to discover the world of Canadian painters. Content is well researched and presented in an interesting, easy to read style, although my twelve year old daughter, upon finishing the book, remarked that those artists seemed to be most unhappy people since three of the four painters were quite depressed for much of their lives and the fourth died under mysterious circumstances. In balance, it is gratifying to find significant sections depicting the artists' experiences as children and adolescents, with which the younger reader can easily identify. Development of the painters' styles and techniques is clearly described.

Attractive design prevails throughout the book. Large print is double spaced and clear red headings and captions abound. Generous spacing divides text and pictures. Black and white photographs detailing their lives, as well as full color reproductions of their works are included. Some illustrations are full page whereas others extend to the facing page creating an unusual visual effect.

A table of contents or index would have been helpful to students researching specific artists, although articles on each biographee are brief enough to be skimmed quickly.

Reading level is Grade 5 - 6.

Recommended for elementary school libraries.

Hilda Mitchell, Teacher-librarian, Pearson Road Elementary School, School District #23 (Central Okanagan).

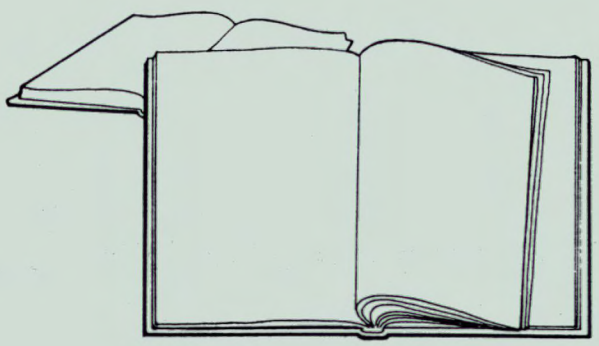
921 O'Hara Jane.
Brian Adams. -- Fitzhenry, 1989. -- 48 p. : ill. -- (Canadian Lives). --
ISBN 0-88902-854-0.

Adams, Bryan // Rock musicians.

The Canadian Lives Series introduces Bryan Adams, rock star. While Bryan may not be at the top of the *charts* with local youngsters, his story models the fact that even ordinary kids can make it. His background includes many of the down things which happen to young people everywhere: family divorce, trouble at school, disappointments in a budding career. Bryan sets an example of courage, determination and generosity as he moves from an unknown back-up band to standing alongside the famous such as Sting in Amnesty International benefits. Local media picked him up when he and Princess Diana shook hands at a benefit concert at EXPO 86. Still a Vancouverite when not on tour, the young reader may even get a glimpse of Bryan as he jogs along English Bay.

For the music or biography shelf, this is a must. First, it is crammed with photographs, some in color; second, the text is simple but informative; and thirdly the writing style moves us along smartly. Print is larger, and the format colorful. All the rock star hopefuls in the school will wear this book out.

Murrie Redman, Teacher, West Sechelt Elementary School School District #46 (Sunshine Coast).



"BCTLA Reviews" is co-ordinated by: Val Hamilton and Penny Haggarty,
c/o Vancouver School Board Curriculum Resources,
2530 East 43rd Avenue,
Vancouver, BC V5R 2Y7,

who send materials and reviewing guidelines to reviewers. Reviewers send their completed review to the "BCTLA Reviews" editor:

Dianne Driscoll
816 Alderside Road
Port Moody, BC V3H 3A5

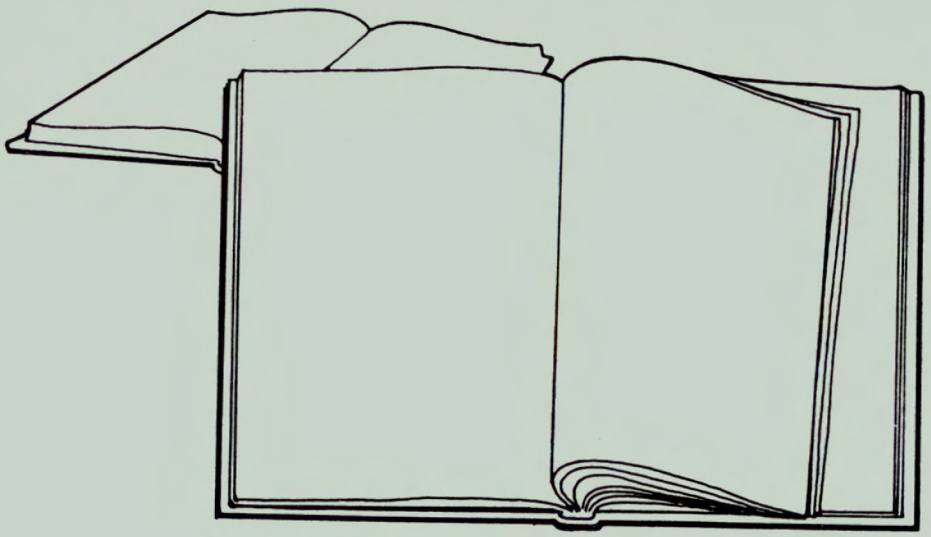
Reviews are edited by Dianne Driscoll.

Classification and cataloguing information is provided as a professional service to the British Columbia Teacher-Librarian' Association by the Vancouver School Board Curriculum Resources section.

District Principal: Liz Austrom Manager: Penny Haggarty Cataloguer: Pat Mills

The Canadian Education Index regularly scans and indexes "BCTLA Reviews" which is published in The Bookmark.

Items reviewed include print and non-print materials. To be considered for inclusion items should have a significant association with the province of British Columbia through the author, performer, producer, publisher or subject matter; and should have been published within the last three years.



INDEX TO COOPERATIVE UNITS

published in

The Bookmark

Volumes 26-31 (September 1984-June 1990)

Fuel for Change

Links to Literature

compiled by **THOMAS JOHN POPE**, teacher-librarian, Como Lake Secondary School. SD#43 (Coquitlam).

During the past six years the BCTLA has published many cooperative units; this index provides a means of quickly locating materials in the 24 issues of The Bookmark which have appeared between September 1984 and June 1990, and in BCTLA's books, Fuel for Change and Links to Literature. A short list of additional sources of units is appended at the end of the index.

Since there was found to exist a wide variation in the structure, extent of detail, and applicability of the units, three guidelines have been used in creating the index:

1. Cooperative units are those which include or imply a role for the teacher-librarian in the planning and teaching phases, and those which have the potential to be modified to fit the model of planning and teaching suggested in Part One of Fuel for Change.

2. Units are listed under the course, level, or program indicated by the author, or, failing specific information, under the "best guess" of the indexer. Units are often adaptable to other courses, levels and programs.

3. Cooperative programme planning and teaching is taken in a broad sense. If the article implies that the teacher-librarian and classroom teacher are working together, the article has been included.

Form of references:
"Jun 87:14-15". See The Bookmark, June 1987, pages 14-15.
"FFC:55-57". See Fuel for Change, pages 55-57.
"LTL:23-31". See Links to Literature, pages 23-31.

ART, PRIMARY

Drama and Puppetry. Susan Seaman and Joan Wilby. ..... Dec 88:22-26 and LTL:140-144
Making Simple Pop-Ups. Janet Saltman and Le Ann Babulal. ..... Mar 89:151-163
Ted Harrison Look-alikes. Sheilagh Martin. ..... Dec 88:63 and LTL 54

ART, ELEMENTARY

Classroom Art Activities Using Canadian Picture Books. Wendy Fisher. ..... Dec 89:35-42

ART, SECONDARY

Pottery: A Cultural Approach. Ray Midtal and Pat Parungao. ..... Sep 85:36
Thematic Approaches to Art in the Library Resource Centre. Alwynn Pollard. ..... Sep 85:37-38

ART, SENIOR SECONDARY

Art Explorations: Research Skills for Art 11 and 12. Leslie Ross and Bev Smith. ..... Sep 89:119-132
Surrealists/Dadaists. Jasna Guy, Debra Simmons and Wendy Shaw. ..... Dec 88:64-65

ART 8

Impressionist Impressions. Dell Catherall and Gabriel Ailey. ..... Sep 85:33
People Perspective. Liz Austrom and Neil Prinsen. ..... Sep 85:7-12

ART 10

Cities. Jasna Guy and Wendy Shaw. ..... Dec 88:103

BIOLOGY 12

Input--Joint Planning: Output--Super Science Projects! Ron Knight and Alan Knight. ..... Mar 85:40-49

BUSINESS EDUCATION

Typing in the Resource Centre. Linda McLean. ..... Jun 86:115
Using a Word Processor to Write a Personal Resume. Thomas John Pope. ..... Jun 88:15-18

BUSINESS COMMUNICATIONS

Make Your Voice Heard. Pat Parungao and Gyan Nath. ..... Sep 86:31-32

CLOTHING AND TEXTILES

Fashion Through the Ages. Heather Miller, Judy McKnight and Linda Knight. ..... Jun 88:43-50

COMPUTER STUDIES

And the Walls Came Tumbling Down! Yoskyl Webb. ..... Dec 87:36-37
Breaking the Writing, Note-taking Barrier with Word Processing on a Computer. Harold Berson. ..... Dec 87:38
Compiling a Research Bibliography with a Microcomputer and Integrated Software. Thomas John Pope. ..... Mar 90:124-137

CONSUMER EDUCATION

DRAMA

ECONOMICS 12

ENGLISH, SECONDARY

ENGLISH 8

ENGLISH 9

ENGLISH 10

[see also **INTERDISCIPLINARY STUDIES**]

ENGLISH 11

ENGLISH 12

ENGLISH AS A SECOND LANGUAGE

ENRICHMENT

see **LEARNING ENRICHMENT**

FESTIVALS AND HOLIDAYS

FOODS AND NUTRITION

FOODS AND NUTRITION 9/10

FOODS AND NUTRITION 12

FRENCH AS A SECOND LANGUAGE

FRENCH LANGUAGE

GEOGRAPHY 12

GIFTED

see **LEARNING ENRICHMENT**

GRADE 2

GRAPHIC COMMUNICATION 11

HEALTH EDUCATION

INTERDISCIPLINARY STUDIES

HOLIDAYS

see **FESTIVALS AND HOLIDAYS**

LANGUAGE ARTS, ELEMENTARY

LANGUAGE ARTS, KINDERGARTEN

LANGUAGE ARTS, PRIMARY

LANGUAGE ARTS, GRADE 1

LANGUAGE ARTS, GRADE 2

LANGUAGE ARTS, GRADE 3

LANGUAGE ARTS, INTERMEDIATE

LANGUAGE ARTS, GRADE 5

LANGUAGE ARTS, GRADE 7

LAW 11

LAW 12

Here Come de Judge. Bob Spearman and Willa Walsh. ..... Sep 88:10-15

LEARNING ENRICHMENT, GRADE 5

An Appreciation of Literature Through Puppetry. Patricia Shields and Sheila Herman. .....
..... FFC:89-93 and LTL:115-124

MARKETING 11

Selling Hiking in British Columbia. Dianne Driscoll, Jeannie Campbell and Anne Henderson. ... Mar 88:10-11

MATHEMATICS

Math in the Library: A Cooperative Teaching Unit for Grades 4-9. Carol Porter. ..... Jun 86:49-56
Mathematics: Graphing in the Library. Linda McLean. ..... Jun 86:114

MATHEMATICS, GRADE 1

Graphing. Marie Tapio. ..... Mar 90:50-54

MUSIC

Folk Guitar. Judy Touzeau and Pat Parungao. ..... Sep 85:34
Music 8 Instrument Project. Judy Touzeau and Pat Parungao. ..... Sep 85:31
Musical Comedy. Pat Parungao and Judy Touzeau. FFC:121-124

OFFICE PRACTICE 12

The Executive Secretary Makes Travel Arrangements. Barb Hall and Rosemary Annis. ..... Jun 89:149-151

OFFICE PROCEDURES 11

Travel Arrangement. Pat Parungao. ..... Sep 86:26-27

OUTDOOR EDUCATION, INTERMEDIATE

Edible Plants of BC. Dayle Hilton. ..... Dec 85:18-19
Project Sail. Donna Doerksen and Jim Brown. LTL:85-92

PEACE EDUCATION

World Harmony Week and Beyond. Barbara Cooper. ..... Sep 86:66-77 and LTL:75-84

PHYSICAL EDUCATION 10

Track and Field. Alison McGillivray and Carol Pollock. ..... Sep 88:21-23

PHYSICAL EDUCATION 12

Selling Hiking in British Columbia. Dianne Driscoll, Jeannie Campbell and Anne Henderson. ... Mar 88:10-11

RECREATION

see **OUTDOOR EDUCATION; PHYSICAL EDUCATION; and SPORTS AND RECREATION**

RESEARCH

SCIENCE

SCIENCE, PRIMARY

SCIENCE 3

SCIENCE, INTERMEDIATE

SCIENCE 4

SCIENCE 5

SCIENCE 8

L'Effet des Drogues sur le Systeme Nerveux. Barb Hall and Denis Bussieres. ..... Jun 88:53
. . . Science Biography. Gerry Kovach, Merilynn Armstrong and Lee Venables. FFC:125-130
Scientific Prediction. Garry Wadson and Rosemary Allen. ..... Mar 90:58

SCIENCE 9

Extraterrestrial Creatures. Garry Wadson and Rosemary Allen. ..... Mar 90:40
Outer Space & Exploration. Barb Hall. ..... Mar 85:22-23

SCIENCE 10

Critical Thinking and Cooperative Learning: Threads from Which To Weave a Richer Tapestry.
Judy Giles. ..... Mar 90:47-49

SOCIAL STUDIES

A Do-It-Yourself Adaptation of the Research Unit: Find out About Canada. Linda McLean. ..... Jun 86:119
Action Ideas from the Shared Visions Conference. ..... Jun 90:76-79
Controversial Topics and Educator Bias. Gerry Kovach. ..... Jun 90:82-83
Social Issues - Programs in the School Library-Resource Centre. Judy Coffin and Barbara
Cooper. ..... Jun 90:54-74
World Harmony Week and Beyond. Barbara Cooper. ..... Sep 86:66-77 and LTL:75-84

SOCIAL STUDIES, ELEMENTARY

World Food Day. Melodie Brandon and Margie Willers. ..... Sep 86:44-56

SOCIAL STUDIES, PRIMARY

Communities: Studying Communities Through the Use of Literature. Sandowne Elementary
School Primary Staff. LTL:60-67
Focus on China. Lynne Phillips, et. al. ..... Mar 89:48-74

SOCIAL STUDIES 1

Families. Mary Gosnell and Kathy Martin. LTL:93-105
Noel Autour du Monde. Caroline Wilson, Pascal de Rotrou and Celina Mau. ..... Jun 88:9-10
Le Nouvel An Chinois. Pascal de Rotrou, Caroline Wilson and Celina Mau. ..... Jun 88:11-13

SOCIAL STUDIES 2

Holiday Ideas: Chinese New Year. Donna Doerksen and D. Kroeker. ..... Jun 88:8

SOCIAL STUDIES 3

La Colombie Britannique. Rosemary Doyle and Celina Mau. ..... Dec 85:38-42
Whales / Newfoundland. Debbie Hartley and Mary Siddals. FFC:67-70

SOCIAL STUDIES, INTERMEDIATE

SOCIAL STUDIES 4

SOCIAL STUDIES 5

SOCIAL STUDIES 6

SOCIAL STUDIES 7

SOCIAL STUDIES, SECONDARY

SOCIAL STUDIES 8

SOCIAL STUDIES 9

Inventors and Inventions. William Scott and Pat Appleby. ..... May 85:20-21
Napoleon. P. Dawe and Ken Adsett. ..... Dec 88:27-28
Philosophers Tete-à-Tete. Gerry Van Caeseele and John Hyland. ..... Mar 90:62
Research Skills and Process. Leslie Ross and Garey Johnson. ..... Sep 88:27-31

SOCIAL STUDIES 10

British Columbia's Economic Activities. Tiiu Noukas. ..... Mar 90:38-39
Critical Thinking and Cooperative Learning: Threads from Which To Weave a Richer Tapestry. Judy Giles. ..... Mar 90:47-49
Current Events in Social Studies. Barb Hall and Rose Pallo. ..... Mar 90:30-31
Editorial Cartoons. Barb Hall and Mike Ferguson. ..... Jun 88:51-52
Graphics and Illustrating. Barb Hall and Mike Ferguson. ..... Jun 87:70-74
The Immigrants. Linda McLean. ..... Jun 86:123-125
Pac Rim Rock: Geography of the Pacific Rim. Lesley Hay, Garvin Moles and Vicki Strachan. ... Mar 89:43-47
Pacific Rim. Ken Adsett, Rod Sauve and Peter Dawe. ..... Jun 89:133-139
A Visual Introduction to the Physical Regions of Canada. Debra Simmons, Wendy Shaw and S. Tanabe. FFC:146-151

[see also **INTERDISCIPLINARY STUDIES**]

SOCIAL STUDIES 11

Canada's Home Front During World War II. Jack Bailey and Marion Topping. ..... Sep 88:36-37
Canadian Historical Personalities. Liz Austrom and Linda Lehr. FFC:157-164
Population Control Simulation. Pat Parungao and Bob Lambert. ..... Sep 86:57-62

SPORTS AND RECREATION

Project Sail. Donna Doerksen and Jim Brown. LTL:85-92

ABOUT COOPERATIVE PLANNING AND TEACHING

Content Guide: The Other Half of Style, or How To Write Up a Unit of Study for Publication. Liz Austrom. ..... Jun 89:127-128
Cooperative Program Planning & Teaching: The Implementation of a Program for Effective Instruction. Gerald Soon. ..... May 85:153-175
Integrating the Fine Arts and Language Arts in the Junior High School: A Cooperative Planning Approach. Alan Knight. ..... Sep 85:17-24
Integrating the Library Skills Program into the Prince George County Public Schools, Maryland. ..... Dec 86:33-44
Literacy, Literature and the Library Resource Centre: Cooperative Planning and Team Taught Literature-based Reading Programs in the Elementary School. Patricia Shields. ..... Jun 86:95-103
Share the Wealth! Forms to Aid Cooperation. Lynn Shoop. ..... Dec 87:41-44
Social Issues - Programs in the School Library-Resource Centre. Judy Coffin and Barbara Cooper. ..... Jun 90:54-74
Unit Evaluation. Barbara Smith. ..... Jun 89:125-126
"Working Together" - Cooperative Program Planning Workshops for the Uninitiated. ..... Jun 90:110

OTHER SOURCES OF INFORMATION ON COOPERATIVE PROGRAMME PLANNING AND COOPERATIVE UNITS

Austrom, Liz. "Secondary School Assignments: Cooperatively Planned and Taught." $2.00*

Brown, Jean. "Changing Teaching Practice To Meet Current Expectations: Implications for Teacher-Librarians." Emergency Librarian. Nov/Dec 1988.

"The Cooperative Program Planning Guide and Record of Unit of Study." Emergency Librarian, Nov/Dec 1988.

Dunbar, Linda, comp. "Across the Curriculum." [bibliography] The Bookmark, Dec 1987.

Fuel for Change. BC Teacher-Librarians' Association. Order from William Scott, Box 985, Hope, BC V0X 1I0. $12.00 pre-paid.

Fuel for Change. (videorecord) Order from: BC Provincial Education Media Centre / Image Media.

Haycock, Carol-Ann. "Cooperative Program Planning: A Model That Works." Emergency Librarian, Nov/Dec 1988.

Haycock, Carol-Ann. "Information Skills in the Curriculum: Developing a School-Based Continuum." $2.00*

Haycock, Ken and Carol-Ann Haycock. The School Library Program in the Curriculum. Libraries Unlimited. $18.95.

Information Power: Guidelines for School Library Media Programs. American Library Association. $12.95 (pb).

Lesson Aids Catalog. BC Teachers' Federation.

Links to Literature: Literature-Based Units & Ideas for Teacher-Librarians & Teachers. British Columbia Teacher-Librarians' Association, 1989. Order from Dianne Rabel, 1501 - 2nd Ave., Prince Rupert, BC, V8J 1J5.

Oberg, Antionette. "The School Librari n and the Classroom Teacher: Partners in Curriculum Planning." $2.00*

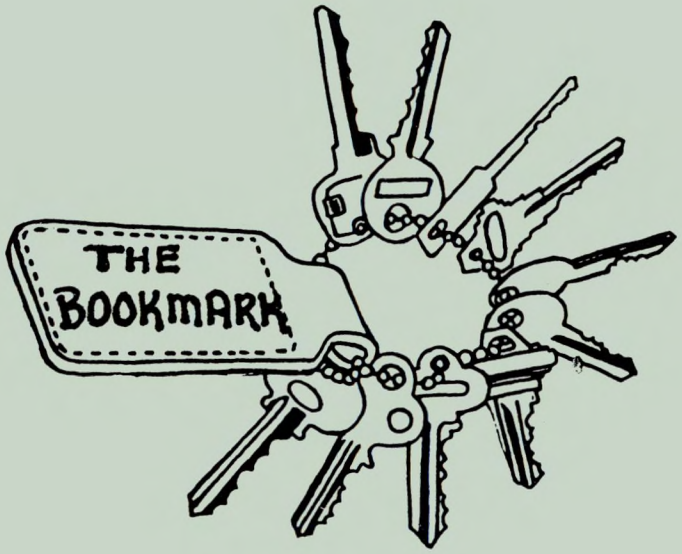
Partners in Action: The Library Resource Centre in the School Curriculum. Ontario. Ministry of Education, 1982. $5.00.*

Partners in Teaching (videorecord) School District #44 (North Vancouver).

Social Studies 8 Resource Manual: Integrating Skills and Content. Vancouver School Board. Program Publications.

"Using Science Topics and Concepts To Teach Library Media Skills." School Library Media Quarterly, Spring 1988.

* Available prepaid from Dyad Services, Dept. 284, Box C34069, Seattle, WA, 98124-1069.



THE BOOKMARK

Index To Volume 31
September 1989-June 1990

compiled by **THOMAS JOHN POPE**, teacher-librarian, Como Lake Secondary School, SD#43 (Coquitlam).

The Bookmark, Volume 31 consisting of 4 issues: September (#1), December (#2), March (#3), and June (#4) was published during the 1989-1990 school year by the British Columbia Teacher-Librarians' Association of the British Columbia Teachers' Federation.

Canadian Education Index regularly scan and index The Bookmark.

The regular features "In Circulation", "Editor's Comments", "Chapter Reports", and "Letters to the Editor" have not been included.

Reports on conferences, workshops and seminars will be found together under 'Conference Reports'.

To assist readers searching for bibliographies for book selection or research, bibliographies and articles which include bibliographies are so indicated in the citations.

Annual reports of the President and Treasurer of the Association will be found under 'Annual Reports'.

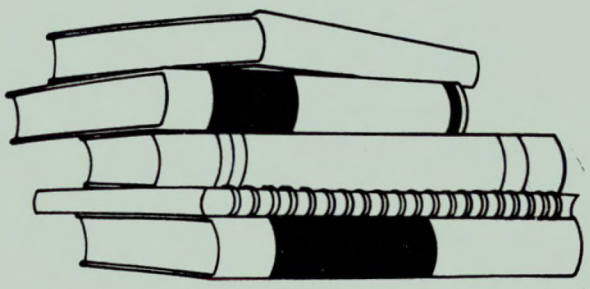
The index to the regular feature "BCTLA Reviews" follows the main index.

A cumulative index of materials useful for cooperative programme planning and teaching will be found elsewhere in this issue of The Bookmark.

INDEX TO BCTLA REVIEWS

Published in The Bookmark
Volume 31 (September 1989-June 1990)

compiled by **THOMAS JOHN POPE**, teacher-librarian, Como Lake Secondary School, SD#43 (Coquitlam).



BCTLA 1990-91 DIRECTORY

PRESIDENT
Patricia Finlay
5649 Carson Street
Burnaby, BC
V5J 2Z4
H: 438-6269
S: 420-3619

CORRESPONDING SECRETARY
Robyn Smart
2451 Huble Place
Prince George, BC V2N 3C8
H: 562-2711
S: 562-5822

PUBLICATIONS COORDINATOR
Donna Doerksen
4108 Edinburgh Street
Burnaby, BC
V5C 1R9
H: 294-8523
S: 433-0516

CONTINUING EDUCATION
Jo-Anne Naslund, Co-Chair
C7—3545 East 43rd Avemue
Vancouver, BC V5R 5X5
H: 434-1081
W: 228-3767,
and
Candice Morgan, Co-Chair
Box 1712
Qualicum Beach, BC
V0R 2T0
H: 782-6781
S: 248-2038

VICE-PRESIDENT & CHAPTER RELATIONS
Vincenza Cameron
929 Nicholson Street
Victoria, BC V8X 4B3
H: 479-6488
S: 652-1135

RECORDING SECRETARY
Karen Davidson
#9, 7549 - 140th Street
Surrey, BC V3W 5J9
H: 599-0546
S: 585-3104

BCTLA REVIEWS EDITOR
Dianne Driscoll
816 Alderside Road
Port Moody, BC
V3H 3A5
H: 469-1990
S: 936-7205

BCTLA LIAISON TO BCLA
Trish Maskell
395 West 20th Avenue
Vancouver, BC
V5Y 2C5
H: 873-6639
S: 263-3255

ARCHIVES
Gordon Stubbs
4830 Osler Street
Vancouver, BC V6H 2Y7
H: 738-0954

TREASURER
Stephen Harris
2215 Stewart Avenue
Courtenay, BC
V9N 3J1
H: 334-4222
S: 338-9262

PAST PRESIDENT
Diana Poole
RR#3, Barker Site 2
Box 29, Quesnel, BC
V2J 3H7
H: 249-5362
S: 249-5913

REVIEWING SERVICE COORDINATORS
Penny Haggarty & Val Hamilton
Vancouver School Board
c/o Curriculum Resources
Processing Centre
2530 East 43rd Avenue
Vancouver, BC V5R 2Y2

CSLA CONTACT PERSON
Adrienne Betty
Calgary Board of Education
3610 9th Street SE
Calgary Alberta T2G 3C5
H: (403) 289-4976
W: (403) 294-8724

UBC CONTACT: Ron Jobe
W: 228-5233

UVIC CONTACT: Don Hamilton
W: 721-8269

THE BOOKMARK EDITORIAL BOARD

Senior Editor
Liz Austrom
3675 West 39th Avenue
Vancouver, BC V6N 3A6
H: 263-3987
S: 731-1131 (local 349)

Elaine Clague
55 — 2212 Folkestone Way
West Vancouver, BC V7S 2X7
H: 922-8753 S: 929-5411

Barb Smith
2772 Crescentview Drive
North Vancouver, BC V7R 2V1
H: 987-3973; S: 984-0447

Donna Doerksen
Dianne Driscoll
(addresses above)

Production Manager
Jim Crook
4607 Cove Cliff Road
North Vancouver, BC V7G 1H7
H: 929-3901
S: 926-7534

Lina D'Onofrio
306-6688 Willingdon Ave
Burnaby, BC V5H 2V8
H: 436-3722 ; S: 682-8022

Carl Stymiest
PH 1 — 2041 Bellwood Avenue
Burnaby, BC V5B 4V5
H: 299-8758; S: 980-2651

Harold Berson
8469 Portside Court
Vancouver, BC V5P 4V4
H: 327-6799
S: 437-9751

John Pope
866 Thermal Drive
Coquitlam, BC V3J 6R6
H: 461-7355; S: 936-1451

Willa Walsh
3800 Raymond Avenue
Richmond, BC V7E 1B1
H: 274-9705; S: 274-7258

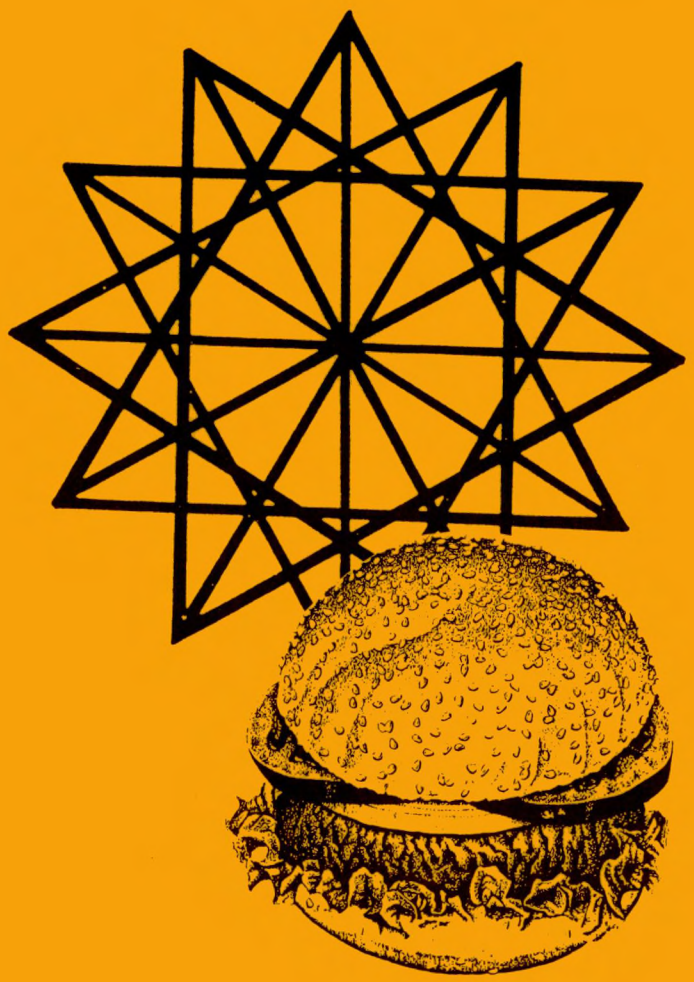
Advertising Manager
Alwynn Pollard
3516 West 33rd Ave
Vancouver, BC V6N 2H4
H: 263-7600; S: 224-4321

BCTLA members receive The Bookmark for twelve months from the date that their membership applications are processed by the BCTF. The Association may be joined at any time during the year for the following fees:

BCTF members....$40.00 Non-BCTF members $55.00

Undergraduate Students....$15.00

MCDONALD'S IN MOSCOW



utfe

ADVERTISING MANAGER

Alwynn Pollard
3516 West 33rd Avenue
Vancouver, BC
V6N 2H4 H: 263-7600

SALES:

Fuel For Change
Implementing Change and
French Subject Headings

Bill Scott
Box 985
Hope, BC
V0X 1L0 H: 869-5238

SALES:

Links to Literature
Imagination or Reality

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