

March 1991
Volume 32 Number 3
ISSN 0381-6028

BCTLA

THE BOOKMARK



WEAVING

THE
STRANDS

Why do so many librarians take advantage of Book Warehouse?

1. irresistible prices
2. huge selection in all subject areas
3. huge selection in all age categories
4. many titles unavailable elsewhere
5. broad selection of attractive books
to increase library use
6. helpful, cheerful staff
7. pleasant working conditions
8. invoicing/payment flexibility
9. pleasant music and great coffee
10. hands-on evaluation and selection
from over 10,000 titles
11. irresistible prices

12. ALL OF THE ABOVE!



BROADWAY
632 W. Broadway
Vancouver

ROBSON
1150 Robson
Vancouver

RICHMOND
6340 No. 3 Rd.
Richmond

VICTORIA
1301 Government St.
Victoria

OPEN 10 AM - 10 PM SEVEN DAYS A WEEK

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

TABLE OF CONTENTS

In Circulation	3
Editor's Comments	5
Alan Knight Memorial Award	8
Letters to the Editor	9
Ken Haycock Professional Development Award	10
Elections, 1991-1992	12
Notice of Motion — Constitutional Changes for Proposed Executive Board	16

THEME SECTION — WEAVING THE STRANDS **17**

Integrating Around Themes: An Overemphasized Tool?	19
Pourquoi Stories	29
Environmental Issues — Science 8	41
Hot News — "Hot Lines" a Success!!	45
Integration — A Glossary of Terms	47
Integration: Language across the Curriculum	50
A Cache of Crosscurricular Ideas for Grade Eight	57
Dream-Makers: An Integrated Theme with an Art Emphasis	65
Global Education	67

FEATURED IN THIS ISSUE **77**

The 'Legal Beagle'	79
Ask the Beagle	79
The Law and the Teacher-Librarian — Noon Hour Supervision or Instruction?	83
Theatre for Young Audiences — An Annotated Bibliography	90
School Librarianship in Australia	99
You Can't Tell a Teacher-Librarian by His/Her Cover!	101
Effective Strategies for Orchestrating Volunteers in a School Library Resource Centre	102
Learning & Working Conditions Survey	118
FAXsearch Project	136
Getting Real — Major's Kids	137

REGULAR FEATURES **141**

Reading Checklist	143
Ask the Experts	148
Notes and News	150
The Portrait: STEPHANE POULIN	153
Student Council Stars	155
BCTLA Reviews	157
1990-91 BCTLA Executive: Directory	inside of back cover

ANNOUNCEMENTS

Coming Themes	4
Bridging the Millennium	18
Phillipines Education Study Tour	66
BCTLA Annual General Meeting and Spring Council Meeting	130
Library Education Summer Courses — University of British Columbia	133
Pacific Strands '91	140

ANNOUNCEMENTS (continued...)

Story 91 — Annual BCTLA Conference, April 26-28, 1991	142
GST on BCTLA Publications	147
Courses in School Library Education — University of Alberta	156
Extra! Extra! Additional Copies of "Cows, Cars and Chainsaws" Available	183
Available Now: <u>Imagination or Reality?</u>	184

ADVERTISERS' DIRECTORY

Book Warehouse	verso of front cover
MacNeil Library Service	9
Free Materials for Schools and Libraries	7
Image Media Services	11
Eloquent Systems Inc.	27
Chronicles of Pride	28
Association for Teacher-Librarianship in Canada	78
Canebsco Subscription Services	89
B.C. Primary Teachers' Publications	131
Tape Highlights of the Canadian Library Association's 45th Annual Conference	134

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

Teacher-librarians have a distinct advantage in the implementation of the concept of integration into the Primary, Intermediate and Graduate programs. For many years we have been saying that research and study skills must be integrated into the classroom program in order to "...promote meaningful connections between student learning in schools and their understanding of the world" (Intermediate Program draft, page 25). In reading over the position statements on Integration and Curricular Integration, I felt that the descriptions given there could be equally applied to a library resource centre program. "The Intermediate Program [insert the library resource centre program] is grounded in the belief that all human beings learn by transforming information into knowledge and understanding."

With this tiny taste from the Intermediate draft, I will take this opportunity to emphasize the importance of responding to both the Intermediate and Graduate Program drafts. The first deadline is April 1 for the Intermediate draft. Make sure you have contributed to your school staff's response. The library resource centre and teacher-librarians are essential for the successful implementation of these programs. This message must be heard, not just from teacher-librarians, but from whole school staffs!

The importance of library resource centres was reaffirmed in an article published in Education Leader, January 25, 1991. The summary of information presented by Lynne Lighthall, instructor at UBC School of Library Archival and Information Studies, included the finding that, of all expenditures for school facilities, the greatest positive correlation exists between amounts spent on library resources and student achievement. Show this article to your administrator, colleagues and school board trustees. Education Leader is published by the B. C. School Trustees Association and one free copy is available for every public school in B. C.

Further acknowledgement of the role of teacher-librarians was received from arbitrator Mervin Chertkow in his decision regarding a grievance in North Vancouver over noon-hour supervision. He recognized the difference between the instructional role of the teacher-librarian and a supervisory situation. More details on the current status of noon-hour supervision are found in the January issue of Teacher newsmagazine.

While speaking of working and learning conditions I hope that chapters will report on their districts' successes in items related to teacher-librarians and school library resource centres. In this issue of The Bookmark the annual survey results are published. The provincial average for professional staffing levels at both elementary and secondary schools has not changed from last year. Clerical time has shown a slight increase over last year. Budget figures need to be carefully interpreted so read over the analysis provided by Liz Austrom. Thanks once again to all teacher-librarians and chapter councilors who participated in the survey.

It seems hard to believe that the BCTLA is already preparing for next year but election time is here. Please read over the statements and biographies of the nominees for the 1991-1992 Executive Board and send in your ballot. All the candidates are to be commended for offering their time and expertise for the benefit of the association.

I hope that we will have several names submitted as candidates for the Award of Merit and the Distinguished Service Award. At the Annual General Meeting, April 28, at Silver Star Resort, Vernon, the award winners will be honoured. I also encourage you to apply for the Ken Haycock Professional Development Award of \$500 to be used for professional development in the field of teacher-librarianship. Forms for this award must be submitted by April 1.

Two exciting opportunities for professional development are the up-coming conferences. Next October 17th to 19th, the place to be is Whistler! "Bridging the Millennium" is going to be a very special event — the first national conference dedicated exclusively to the advancement of teacher-librarianship in Canada. The BCTLA is jointly sponsoring this conference with the Association For Teacher-Librarianship In Canada. The program is just being finalized and the list of speakers and presenters is most impressive. Don't miss out — send for your registration package today.

"Story '91" the spring conference, will be held at Silver Star Resort near Vernon on April 26, 27 and 28, 1991. The program features an emphasis on the use of drama and storytelling as part of a literature program. Thank you to the Vernon-Armstrong chapter for enticing us to the Okanagan.

See you at Silver Star!

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

COMING THEMES FOR 1990-1991 ARE:

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. Have you discovered a favourite author or title? Why not submit a booktalk or an author study. Have you had students compare the real life characteristics of a bat, wolf or cat to the supernatural tales about them? What do you say to adults who want to censor horror books? Does the dark side of folktales and fairy tales tie to children's interest in spooks and witches, and where do superstitions fit into the suspense/horror genre? Share your own views as well as those of your students....

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.

Chapters are invited to adopt an issue of The Bookmark and submit as many items as possible to that issue. Special mention will be made of the Chapter's contribution in the issue itself and in minutes and annual reports of the BCTLA.



After the December issue, the Editorial Board made a collective New Year's resolution — we would all try our best to get materials keyed in well in advance so we could pay more attention to editing and, most importantly, get our disks to Jim Crook sooner. Jim takes our edited articles and dumps them into PageMaker, doing a significant amount of fine tuning as he does so. This is a daunting task at the best of times. Our December issue was "the worst of times."

As one example only, we had one lengthy article we came to collectively call "the unit from Hell!" It

was an excellent article which will be very useful to elementary teacher-librarians, but it was cursed from the start —*jinxed!* First of all, nobody ran a spell checker on it and we had "celery" spelled fourteen different ways (a slight exaggeration). We are obviously not good typists, but we usually know how to run a spell checker. We had major formatting discrepancies which had to be fixed on paste-up day, consuming a few hours of one of the editor's time. We had already almost finished numbering the issue and making the table of contents page when the article finally came down to be pasted up. It was at that time that we realized we had not allowed page numbers for the article. In disgust, we settled down to insert the article and renumber the last half of the issue. We thought we had beat "the unit from Hell." Then came the realization that a key illustration was too large to fit into the designated space. If we enlarged the space, we would have to renumber again. One of the editors quickly ran out to a drugstore photocopier to reduce the illustration so it would fit. We had beaten "the unit from Hell" to the ground.

Fortunately, production of the magazine usually goes a great deal smoother than it did for the December issue. It is always time-consuming and always a challenge. We continue with the Editorial Board because we believe that The Bookmark is one of the most valuable sharing tools that teacher-librarians have. We believe in the professional network model, and in the strength of teacher-to-teacher support and sharing as a method of effecting change and fostering personal and professional growth. As a consequence, we are committed to examining critical issues that face our profession, looking forward into the future at oncoming challenges, and providing support to teacher-librarians for all the variety of tasks that are part of their daily work-life.

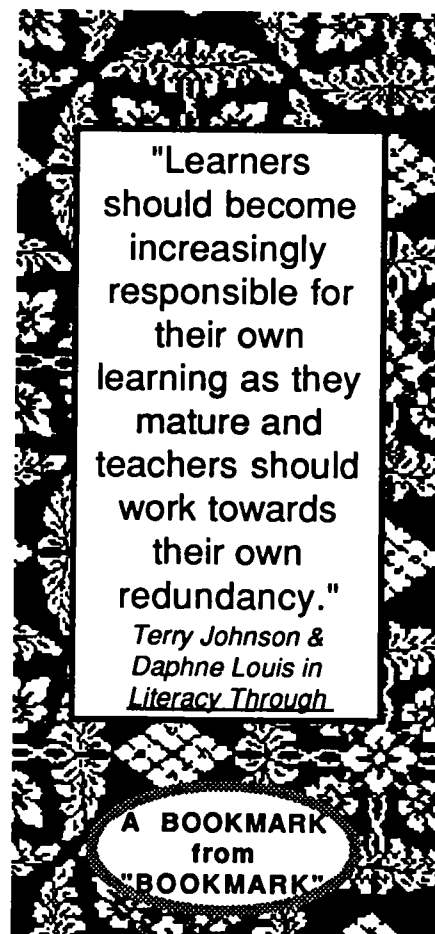
The theme section in this issue deals with one of the ongoing challenges, the topic of curriculum integration — a topic decided upon by the Board because of its inclusion in the Intermediate Program document. As we discussed integration at our planning meeting for the year's themes, we felt that curriculum integration was something many teacher-librarians were already doing and would be comfortable with, and also that the Ministry's focus on integration would provide teacher-librarians with an opportunity to promote cooperative planning and teaching. That discussion occurred many months ago — in May 1990, to be precise. At that time, none of us had really examined the Intermediate Program in great depth, so we were not aware of the complexity

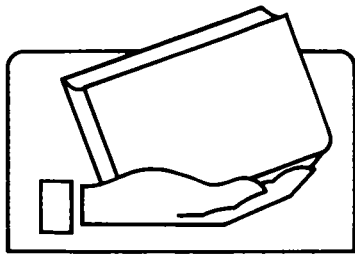
of the task that was going to face teacher-librarians.

Initially, we saw our job as providing samples and models of successful curricular integration, so that teacher-librarians' views of the range of possibilities could be expanded. As we read, reacted and experienced within our several school districts we realized that teacher-librarians would also need to develop a more comprehensive understanding of the types and levels of curriculum integration that exist. At our November planning meeting for this issue we decided therefore to include both theoretical and practical materials on integration. We hope that these will enable our readers to better meet the challenges of the change that confronts us in the next few years.

It is important that teacher-librarians look at the Intermediate Program document carefully, and react to it from twin perspectives of concern: concern that the program will support students in the acquisition of the knowledge, skills and attitudes necessary in an information age, and concern that the final program document will provide teachers with a framework that will enable us to implement the program effectively. A model describing the faces, stages and levels of integration would be but one part of this framework.

This issue is intended to assist you in your personal examination of integration, and to provide ideas and materials which may be useful in discussion with colleagues. We wish you well in your exploration of the concept of integration.





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.

- \$17 prepaid
- \$20 billed

Name: _____

Address: _____

Postal/Zip Code: _____

FREE MATERIALS FOR SCHOOLS AND LIBRARIES

P.O. Box 46258, Station G, Vancouver, B.C. V6R 4G6
Telephone: (604) 734-0255 Fax: (604) 734-0221

LETTERS TO THE EDITOR

From **BARB HALL**, teacher-librarian,
Duchess Park Secondary School, 2371 Ross
Crescent, SD#57 (Prince George).

The last wonderful gigantic issue of The Bookmark has prompted me to write this letter. I could not believe it — 253 pages! The editorial board must be congratulated for surpassing even Alan Knight's 200 page target — what a tribute to his memory! Not only was the issue large in bulk, but contained a balance of practical, bibliographical and theoretical articles — a feast for any discerning palate.

It's time for every teacher-librarian in the province to sit back and realize the amount of work and long hours that go into the production of such an outstanding award winning journal. Without the dedication of a few, we would not be reaping the benefits of such intensive volunteer labour.

Now is the time for every one of us to sit down and contemplate what our contribution will be to future issues! I know that some outstanding work is going on in the province — so why not share your ideas with others? The amount of time it takes you to write about your ideas is rather short in contrast to the hours your editorial board has given to you!

RESPONSE: Thank you for your letter. It makes all members of the editorial board feel proud that their efforts are recognized.

[Editor's Note: We would like to add that contributors need not feel that their submissions must be perfectly polished, for we have excellent editors who are skilled at their task. We do publish style guides for writers to follow, but if your article doesn't conform and you submit it on disk we can do any necessary reformatting and editing relatively easily. Jim Crook has the capability of transforming both Apple and IBM files into Macintosh files, so you can use whichever computer you have available. If you want to submit typewritten or handwritten copy, that's fine too! The more we receive on disk, the easier it is for us, but we don't want to discourage any contributions. One caution, if the material is handwritten, please ensure that it is clear — particularly people's names and titles of books. Remember the words oft spoken to reporters: "You can use my name, so long as you spell it right!"]

MACNEILL LIBRARY SERVICE

A DIVISION OF DUTHIE BOOKS LTD.



Meeting the book needs of schools
and libraries in Western Canada
and the Pacific Northwest

1701 WEST THIRD AVENUE,
VANCOUVER, B.C. V6J 1K7

Tel: (604) 732-1335 Fax: (604) 732-3765

Toll free: 1-800-663-1174

Congratulations to:
Donita Covey
Librarian at
Terry Fox Elementary School
in Abbotsford, B.C.
who won the draw
for a copy of the
**Random House
Encyclopedia.**

*Visit us in Vernon
at the BCTLA Conference!*

ALAN KNIGHT MEMORIAL AWARD

INTRODUCTION

The British Columbia Teacher-Librarians' Association and the Editorial Board of The Bookmark recognize the contribution to communication in teacher-librarianship made by the submission of outstanding articles to The Bookmark.

CRITERIA

This award will be presented annually by the BCTLA for the most outstanding original article submitted to The Bookmark during the past year. The article may be either practical or theoretical in nature but must be significant in terms of the continuing history of school library resource service in British Columbia, contribute to the professional growth of teacher-librarianship and reflect the generosity of sharing ideas with others.

RULES

- 1. This award may be given annually by the BCTLA and, if given, will be presented at the AGM.*
- 2. The senior editor for The Bookmark shall make the presentation at the AGM.*
- 3. Members of the editorial board of The Bookmark and the Executive Board of the BCTLA shall not be eligible for this award.*
- 4. The recipient of the award shall be a BCTLA member and shall be selected by members of a local chapter of the BCTLA.*
- 5. The money for this award shall come from the Alan Knight Memorial Fund.*

CONTRIBUTIONS TO THE ALAN KNIGHT MEMORIAL FUND

Alan Knight served the BCSLA as its last president, 1982-1983, then BCTLA as its first president in 1983-1984. As vice-president in 1981-1982, he initiated, tabulated and analyzed the first comprehensive Working and Learning Conditions Survey. As senior editor of The Bookmark in 1984-1985, Alan charted a new direction for the journal in the establishment of theme related issues. Throughout this time, and even after he moved to Ontario, he continued to share his ideas, enthusiasm and experiences with other teacher-librarians through contributions to The Bookmark. Always, Alan was the epitome of the committed professional. The Alan Knight Memorial Award honours him.

Individuals wishing to make contributions in memory of Alan Knight are asked to direct cheques, payable to the British Columbia Teachers' Federation, to the current Treasurer of the British Columbia Teacher-Librarians' Association. The Alan Knight Memorial Fund handles all contributions and awards. Acknowledgement will be made of contributions.

KEN HAYCOCK

PROFESSIONAL DEVELOPMENT AWARD

INTRODUCTION

The British Columbia Teacher-Librarians' Association recognizes the need to further the professional development of a member of the BCTLA by giving an award to be used for any credit or non-credit courses, workshops, conferences or programs in the field of teacher-librarianship.

ELIGIBILITY

To be eligible for the award, an applicant must be:

- 1. A Canadian citizen.*
- 2. A resident of British Columbia.*
- 3. A member of the BCTLA.*
- 4. A holder of a valid B.C. Teaching Certificate.*

TERMS OF THE AWARD

The recipient shall:

- 1. Use the award monies within 12 months of presentation.*
- 2. Provide proof of registration for the course, workshop, conference or program.*
- 3. Submit an article to The Bookmark.*
- 4. Receive payment of award monies upon proof of completion of the course, workshop, conference or program and submission of the article to The Bookmark.*

APPLICATIONS

A complete application shall consist of:

- 1. An application form.*
- 2. A statement of purpose for taking the course, workshop, conference or program.*
- 3. Two letters of reference.*
- 4. An outline of the course, workshop, conference, or program.*
- 5. Application forms are available from the Corresponding Secretary of the BCTLA.*
- 6. Forms must be submitted by April 1, 1991.*
- 7. Prospective applicants who are not BCTLA members may obtain membership by contacting the BCTF.*

SELECTION PROCESS

- 1. The recipient of the award shall be selected by a special committee appointed by the Executive Board.*
- 2. The selection committee shall consist of one member of the Executive Board and two chapter councilors.*
- 3. The selection committee shall meet to consider the applications. If an award is given, the decision will be made by May 15th, and all applicants will be notified.*



for Primary Humanities

Reading Rainbow is an educational video series designed to motivate and encourage primary level students to read good books and to visit their local libraries.

From **Animal Cafe** to **Ty's One Man Band**, we now have available the best of this series: Thirty-two different programs, **recommended by the B.C. Ministry of Education** for the Primary Humanities curriculum. Videotape copies of this excellent series can now be purchased for only **\$15.00 a program**.

How To Order

Mail, telephone, or fax your request, and we will send you a full listing of the series titles, complete with our easy to use order form.

Please Contact:



Image Media Services Ltd.

#150 - 12140 HORSESHOE WAY

RICHMOND, B.C. V7A 4V5

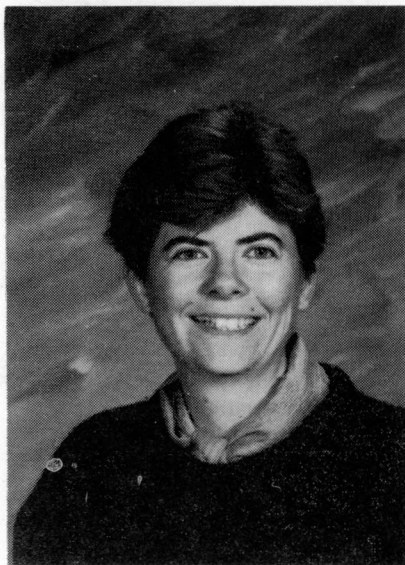
FAX: 272-7798 TEL: 272-7797

ELECTIONS 1991 — 1992

Nominations for 1991—1992 Executive Board members closed on 1991 February 01. The following resumes have been received from the nominees and are printed here for the information of BCTLA members. Addresses and telephone numbers are provided for those wishing to discuss concerns with nominees.

Most of the nominees have been declared "Elected by acclamation" since only one nomination was received for their positions. A ballot for the position of Treasurer is included in this issue.

PRESIDENT



Elected by acclamation.

PATRICIA FINLAY

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

PRESENT POSITION:

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

EXPERIENCE:

- Teacher-librarian, Buckingham/Marlborough Elementary Schools, Burnaby (1980-1986)
- Teacher-librarian, Buckingham Elementary School, Burnaby (1978-1980)
- Teacher, Blue River Elementary/Junior Secondary, North Thompson (1976-1977)

EDUCATIONAL QUALIFICATIONS:

- Bachelor of Education, SFU, 1977

OFFICES HELD:

- President, BCTLA (1990-1991)
- Vice-President, BCTLA (1989-1990)
- Corresponding Secretary, BCTLA (1988-1989)
- President, Burnaby Teacher-Librarians' Association (1984-1986)
- Vice-President, Burnaby Teacher-Librarians' Association (1982-1984)

CONCERNS:

The BCTLA is known for its advocacy on behalf of teacher-librarians and resource centre programs throughout the province. In a second term as President I will continue to collaborate with the other executive members so we may provide a strong leadership voice for teacher-librarians.

A number of projects are being developed with BCTLA participation as our expertise is recognized by the Ministry of Education, the BCTF, other PSAs and the universities. As President, with the help of the executive, I will endeavour to extend our influence in the educational community. I hope the BCTLA will be able to increase its services to all teacher-librarians, including providing: information on learning and working conditions for bargaining, direct support to chapters, and professional development through publications, workshops and conferences. The BCTLA must assist teacher-librarians to be at the forefront of the educational changes leading to the Year 2000.

VICE - PRESIDENT



Elected by acclamation.

KRIS NELLIS

791 Vedder Crescent, Prince George, V2M 3T1
Phone 562-7125

PRESENT POSITION:

Teacher-librarian, Duchess Park Secondary,
School District #57, Prince George (1990-present)

EXPERIENCE:

— Teacher-librarian, Wildwood Elementary School,
Prince George (1974-1990)

EDUCATIONAL QUALIFICATIONS:

B. Ed. (Elem.) UBC, 1974; 5th Year, UBC, 1986

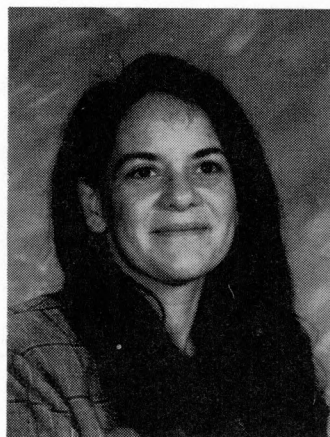
OFFICES HELD:

- Treasurer of Prince George District Teacher-Librarians' Association (1976-1977)
- Corresponding Secretary of Prince George District Teacher-Librarians' Association (1980-1981 and 1987-1988)
- President of Prince George District Teacher-Librarians' Association (1988-1990)
- Chapter Councilor, BCTLA, Prince George (1988-1990)

CONCERNS:

The Year 2000 document and the subsequent creation of the Primary, Intermediate and Graduation Programs have had, and will continue to have, ramifications for teacher-librarians. Support from the BCTLA is particularly important during this period of transition when teacher-librarian have greater opportunities to take on a leadership role. Communication between chapters is necessary and the vice-president's involvement with Chapter Relations is a priority. Obtaining improved working and learning conditions through contract negotiations is important, and BCTLA's annual Working and Learning Conditions Survey has provided useful information for bargaining. It is essential that this survey receive continued support from all chapters with coordination from the vice-president.

CORRESPONDING SECRETARY



Elected by acclamation.

BONNIE McCOMB

P.O. Box 3446, Mission, B.C. V2V 4J5
Phone 826-3948

PRESENT POSITION:

Teacher-librarian, Mission Secondary,
School District #75, Mission
(1988-present)

EXPERIENCE:

- English teacher, Hatzic Junior Secondary,
Mission (1979-1981)
- English teacher, Mission Senior Secondary (1981-
1988)

EDUCATIONAL QUALIFICATIONS:

- BA Honours, SFU, 1978
- Library Education Diploma, UBC, 1990

OFFICES HELD:

- President, Mission Teacher-Librarians'
Association (1989-present)

CONCERNS:

I would like to become actively involved in the BCTLA because I think it is an important organization for teacher-librarians around the province. The BCTLA has been very supportive of our local PSA this year in our fight against using teacher-librarians to provide prep time. If elected to office, I expect to learn a tremendous amount about the BCTLA and to offer my energy and efforts in return.

TREASURER**TERESA BRINTON**

4150 McClain Road, Kelowna, B.C. V1Y 7R2
Phone 861-4077

PRESENT POSITION:

- Teacher-librarian, Bellevue Creek Elementary,
School District #23, Central Okanagan (1987 -
present)

EXPERIENCE:

- Teacher-Librarian, Lakeview Elementary (French
Immersion), School District # 23, Central
Okanagan (1984-1987)
- Teacher-Librarian, Martin Elementary, School
District #23, Central Okanagan (1980-1982)
- Teacher, Central Elementary, School District
#23, Central Okanagan (1974-1979)

EDUCATIONAL QUALIFICATIONS:

- B.Ed. (Elem.) UBC, 1974
- Post B.Ed. 5th year Library Education, UBC,
1981

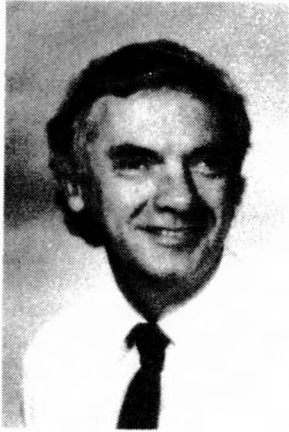
OFFICES HELD:

- President, Central Okanagan Teacher-Librarians'
Association (1988-1990)
- Chapter Councilor, BCTLA, Central Okanagan
(1990-91)
- Staff Representative (Lakeview), BCTF Local
Association (1984-1987)
- Staff Representative (Bellevue), BCTF Local
Association (1987-1988)

CONCERNS:

My curiosity about the way BCTLA functions has led me to seek greater involvement in it. What better way to find out how an organization really works, than to serve the membership as part of the executive! As past president of the Central Okanagan Teacher-Librarians' Association, I have been very impressed with the work done on our behalf at the provincial level. I would like to be part of this provincial team and help maintain the high standards and caring attitude that we have all benefited from in past years.

TREASURER



STEPHEN HARRIS

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

PRESENT POSITION:

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

EXPERIENCE:

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

EDUCATIONAL QUALIFICATIONS:

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

OFFICES HELD:

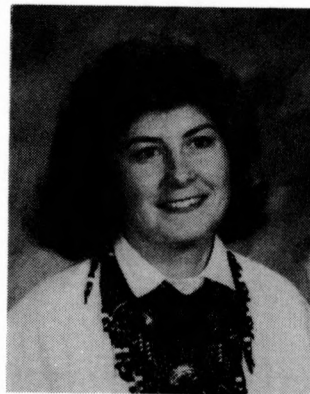
- Treasurer of BCTLA (1990-1991)
- Corresponding Secretary of BCTLA (1989-1990)
- Treasurer of BCTLA (1985-1987)
- BCTLA Chapter Councilor, Comox District (1978-present)
- Chairperson of BCTLA, Comox District (1978-1983)
- Geographic Representative, BCTF, Comox District (1981-1984)

- Vice-President of BCTF Local, Comox District (1980-1981)

CONCERNS:

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

RECORDING SECRETARY



Elected by acclamation.

KAREN DAVIDSON

#9 - 7549 - 140th Street, Surrey, B.C. V3W 5J9
Phone 599-0546

PRESENT POSITION:

Teacher-librarian, Betty Huss Elementary,
School District #36, Surrey (1986-present)

EXPERIENCE:

- Teacher-librarian, Crescent Park Elementary, Surrey (1984-1986)
- Teacher-librarian, Grandview Heights/East Kensington, School District # 36, Surrey (1977-1984)

EDUCATIONAL QUALIFICATIONS:

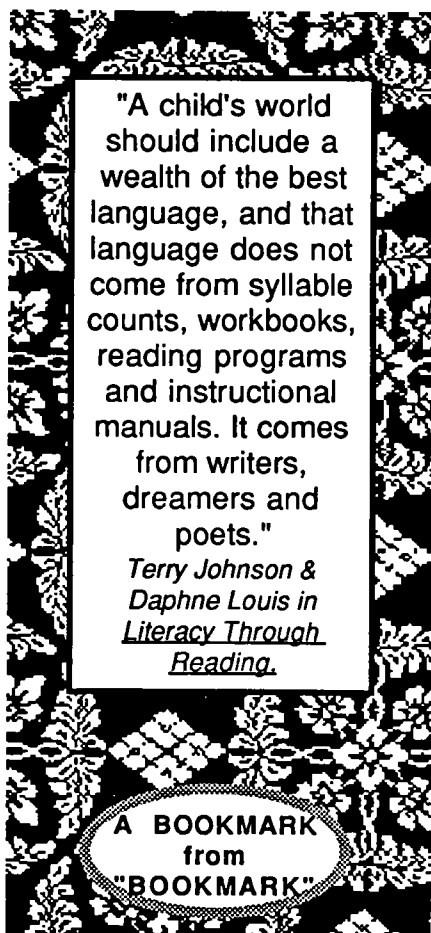
- B. Ed. (Sec.) UBC, 1977
- currently working on PB+15

OFFICES HELD:

- Past-President of Surrey Teacher-Librarians' Association (1989-1990)
- President of Surrey Teacher-Librarians' Association (1988-1989)
- Vice-President of Surrey Teachers' Association (1985-1987)
- Recording Secretary of Surrey Teachers' Association (1983-1985)

CONCERNS:

The BCTLA must continue to act as a support unit and as a way for teacher-librarians to network with each other. I will work with the Executive Board and the membership to ensure that teacher-librarians are seen as a vital part of the new Ministry programs. In addition, I believe that BCTLA must strive for adequate materials funding and for staffing by qualified teacher-librarians in all schools in every district in British Columbia.



NOTICE OF MOTION

CONSTITUTIONAL CHANGES FOR PROPOSED EXECUTIVE BOARD

PART I:

CONSTITUTION AND BY-LAWS

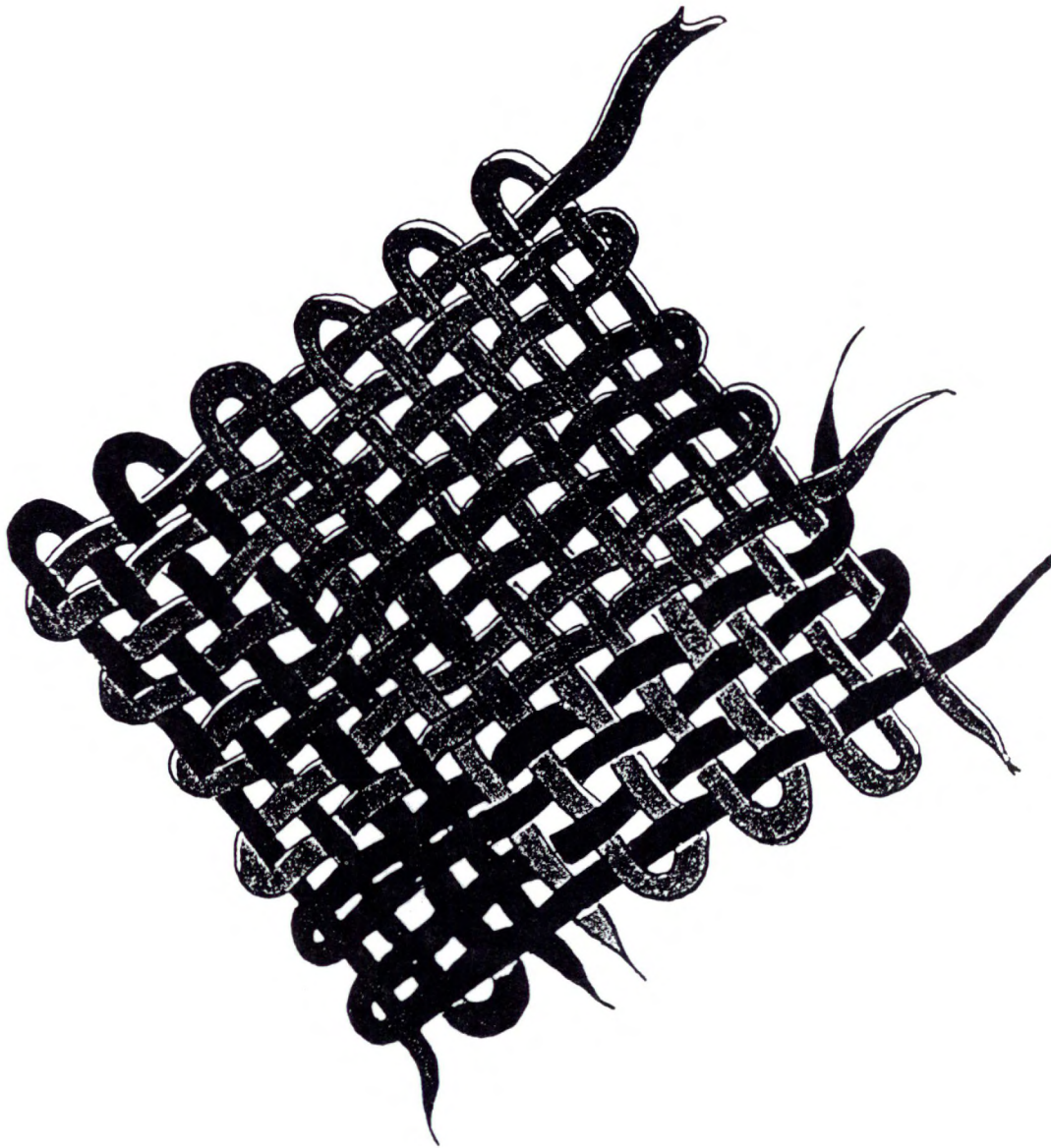
By-law 4 - - Officers and Committees

- 4.1. (i) The title of Corresponding Secretary is changed to Communication Officer
 - (ii) The office of Working and Learning Conditions Chairperson is added to the elected positions.
 - (iii) The office of Conference Chairperson is added as a position appointed by the Executive Board.
- 4.5.b The standing committee
10. BCLA Liaison Committee will become the Professional Liaison Committee with an expanded mandate.
- 9.1.a The Past President of the Association will form and head the BCTLA Nominating Committee.

PART II: POLICIES OF BCTLA

- L. Awards
That the Alan Knight memorial award be added as a fourth award.

THEME SECTION



BRIDGING THE MILLENNIUM

A·T·L·C

B·C·T·L·A

A national conference
jointly sponsored
by
THE ASSOCIATION FOR
TEACHER-LIBRARIANSHIP
IN CANADA
and
THE BRITISH COLUMBIA
TEACHER-LIBRARIANS'
ASSOCIATION

at Whistler,
British Columbia, Canada
October 17-19, 1991

Conference Fee: \$175.00

**The first national
conference dedicated
exclusively to the
advancement of
teacher-librarianship
in Canada**

For information or
registration package,
contact:
Registration Secretary,
1295 Morris Crescent
Delta, British Columbia,
Canada V4L 1W3
Telephone: (604) 922-5781
Fax: (604) 922-1469



MAIL TO:
Registration Secretary,
1295 Morris Crescent
Delta, B.C., Canada V4L 1W3

To obtain a registration package, please complete the details below:

Name: _____

Address: _____

City: _____ Province: _____ Postal Code: _____

Telephone: day Area code (_____) _____ evening Area code (_____) _____ Fax: Area code (_____) _____

INTEGRATING AROUND THEMES: AN OVEREMPHASIZED TOOL?¹

by ROLAND CASE, assistant professor, Simon Fraser University, member of the Intermediate Program Steering Committee and SFU director of the Tri-University Integration Project²

Just over ten year ago a friend of mine wrote an article titled, *Thematic units: Revitalizing a trusted tool* (Kniep, 1979). In the article he suggested that organizing units around a theme was a "powerful tool" to promote, among other goals, greater curricular integration (p. 387). While I concur with his conclusion, I am concerned with what appears to be an over reliance on theme-based teaching as *the* way to integrate the curriculum. There are essentially two sources for my concern. Integration of the curriculum has many facets and not all of these are accommodated by teaching around thematic units; and, even where thematic units are potentially appropriate strategies for curricular integration, they may not be the most effective strategy.

I propose to explain four different *forms* and two *dimensions* of curricular integration that are recommended, at least implicitly, in the Intermediate Program (Ministry of Education, 1990) and to indicate the limits of thematic units in addressing these various aspects of integration. Finally, I will suggest a few alternatives to themes as ways of organizing units and promoting curricular integration.

1. FORMS AND DIMENSIONS OF CURRICULAR INTEGRATION

a) Forms of integration

I will define the *form* of curricular integration in terms of the different elements, or the discrete parts, within the curriculum which are to be united in some way. Four forms of curricular integration implied in the Intermediate Program response document are summarized in the following table.

¹ Thanks to Joseph Paine and Brian Reid for references which I have incorporated into this paper. This article is adapted from a more extensive discussion of the components of curricular integration (Case, in press).

² The Tri-University Integration Project involves approximately thirty faculty and graduate students at Simon Fraser University, University of British Columbia and University of Victoria researching various aspects of curricular integration. With Ministry of Education support, the project is developing two books: a collection of analytical papers on the notion and a practical handbook for implementing curricular integration in the school and classroom. An interim series of occasional papers can be obtained at a small cost by contacting the author at SFU.

Forms of curricular integration

integration of content	- making connections between the content within and among subjects
integration of skills/processes	- making connections between "skills" or "processes" and the contexts in which they apply
integration of school and self	- making connections between what goes on in school and the students' "outside" world
holistic integration	- making all school-related experiences (hidden and planned curriculum) mutually supportive of or, at least, not inconsistent with each other

The most frequently acknowledged form of curricular integration, what I have called integration of content, refers to attempts to draw connections among the understandings promoted within and among different subject areas or disciplines. For example, students might study the environment from aesthetic, cultural, geographic, health science and physical science points of view. Indication of concern for this form of integration in the Intermediate Program is reflected in the following remark: "Isolating one subject from another, creating separate subjects within subjects, and specifying discrete learning within each subject has given rise to disintegration of personal knowledge and fragmentation of school experiences" (Ministry of Education, 1990, p. 89).

Integration of "skills" and "processes" refers to attempts to integrate so-called generic skills or processes into the contexts in which these occur. The call to "teach reading and writing in the content areas" is an example of integration of the "skills" of reading and writing into subjects such as Social Studies and Science. There are at least two types of contexts in which we might want integration of skills and processes to occur. One, we often want students to apply skills acquired in one subject to another subject; for example, to apply strategies for preparing an outline for a descriptive paragraph acquired in Language Arts (or English) when writing a report in Science. In addition to transfer among subject areas, we also are concerned about transfer of skills to "real life" contexts. We might, for example, involve students in solving word problems of the following sort: "If there are nine people going on a picnic and each person wants on average three sandwiches, and there are twenty slices in a loaf of bread, how many loaves of bread must be purchased?" Later, when planning for a day-long field trip, we might hope that students would be able to determine how much bread the class should purchase for its lunch. The experience of many teachers is that all too often students cannot make this connection between the "in-class" exercise and the "real-life" application. Integration of skills is an attempt to improve students' ability to function in desired areas.

A third form of integration, what I have called integration of school and self, refers to attempts to integrate what students study in school (both "content" and "processes") with students' *own* concerns, desires, needs, queries, aspirations, dilemmas, questions, and so on. The focus of this form of integration is connecting the school curriculum and "things" that students care about so that students can appreciate the relevance of what they study. For example, showing students how geometry might be useful to them in pursuing an outside interest of theirs would be an attempt to integrate school and self.³ Attention to this form of integration is suggested by the following statement in the Intermediate Program document: "Through involvement in learning experiences that are centered around a powerful issue, idea, or dimension of experience, students have the opportunity to see their learning activities as related and significant to their personal lives" (Ministry of Education, 1990, p. 91).

The fourth form of curricular integration, holistic integration, refers to attempts to integrate all school-related experiences not expressly identified in the other forms of curricular integration. The elements that are implied in this form of integration include formal and informal school-based practices, routines, methods, rules, and so on that influence what students learn. Examples of the need for this form of integration can be found in the literature on the "hidden" curriculum. For instance, despite verbal support for the importance of teaching critical thinking, many teacher-made tests focus extensively on recall of factual information. In fact, Benjamin Bloom estimates that ninety percent of test questions that U.S. students confront deal with little more than information (Raizen & Kaser, 1989, p. 720). This tacit message about what "really" counts communicated through teachers' assessment practices exerts a powerful influence on what students regard as important. The very creation of the Intermediate Program is, to some extent, an attempt to harmonize practices so as to ease students' transition from elementary to secondary school. As it currently stands, the differences in the "cultures" of elementary and secondary schools, including the way classes are scheduled and taught, are disruptive for many students. Even within the same school, the different expectations that teachers have about common goals, such as critical thinking, problem solving, report writing and so on, may confuse students unnecessarily. Holistic integration is a call to harmonize our school and classroom practices so that we do not unwittingly undermine the educational goals that we hope to promote.

b) Dimensions of integration

The temporal *dimensions* of curricular integration, which are summarized in the following table, raise a further, relevant distinction concerning the adequacy of theme-based teaching.

³ The thrust of integration of school and self is to tie what students learn in school to things that they care about. Merely using "real world" examples in one's teaching does not guarantee this form of integration as there is no necessary connection between actual examples and student concerns, desires and aspirations. Although, if the "real world" examples are of interest to students or involve skills that students consider important, then the use of these examples would qualify as integration of school and self.

Temporal dimensions of integration

horizontal integration	- students see coherence among the different areas of study that they encounter at any given time
vertical integration	- students see the coherence of the various areas of study that they encounter over time

In a classic article on integration, Ralph Tyler explains the significance of this distinction:

When we examine the relationship between the experiences provided in fourth-grade arithmetic and in fifth-grade arithmetic we are considering the vertical organization, whereas when we consider the relationship between the experiences in fourth-grade arithmetic and fourth-grade social studies, or between the experiences in fourth-grade arithmetic and the fourth-grader's learning experiences outside of school, we are considering the horizontal organization of learning experiences. (Tyler, 1958, p. 107)

Each of the four forms of curricular integration discussed above can be viewed along these two dimensions. For example, we can promote horizontal holistic integration by harmonizing the practices of all the teachers that students encounter at a particular level or grade; and promote vertical holistic integration by harmonizing practices of teachers that students encounter from one year to the next. In passing, it is interesting to note that the concern for greater horizontal holistic integration is accentuated when students are no longer taught predominantly by one teacher.

Having introduced some of the many facets of curricular integration, let us now consider the implications of these distinctions for teaching around themes. More specifically, what can we conclude about the appropriateness of thematic units as a means of promoting each of these forms and dimensions of curricular integration?

2. IMPLICATIONS FOR THEME-BASED UNITS

a) Vertical integration and themes

It would seem that integration of all forms along the vertical dimension is not likely to be advanced by theme-based units. In fact, it has long been recognized that a preoccupation with integrating (horizontally) around themes may undermine the vertical integration of the curriculum (Knudsen, 1937, p. 22). If everything students study in one unit is closely tied to the theme for that unit, say of "bears," and the next unit has "weather" as its theme, students may become increasingly confused about the connections between their studies from unit to unit. In other words, increased horizontal integration of content may be purchased at the cost of decreased vertical integration. This concern has also been voiced in the context of integration of school and self. A preoccupation with the horizontal dimension - i.e., integrating units of

study exclusively with students' current interests, aspirations, and needs - may undermine students' perceptions of the long term relevance of schooling. Since many young students' concerns are of passing interest, we should not overlook the value of connecting current studies with more enduring student interests.

b) Horizontal integration and themes

While it would appear that thematic units may have no positive effect on and, perhaps, may undermine efforts to integrate the curriculum over time, it might be expected that themes would serve our desire for horizontal integration of various forms. This expectation is only partially true; while some themes *may* be effective ways of promoting horizontal integration, they are not *always* the most desirable means. Certainly, the integration of school and self is not advanced by *all* theme-based units. Units that do not raise issues or questions that excite students, or that do not come eventually to be seen by students to be significant, will not increase students' perceptions of the relevance of the curriculum. (I am not implying that all units must be clearly perceived by students as relevant before they are defensible, merely that units which are not perceived to be relevant cannot be said to promote the horizontal integration of school and self.)

It should also be obvious that holistic integration may be only partially promoted through theme-based teaching. Many of the practices and routines that are not consistent with overall educational goals may not be harmonized merely by organizing instruction around themes. In fact, it is possible that inappropriate practices, say a preoccupation with factual recall, may actually be intensified if all instruction revolves around a single theme.

While the prospects of integration of skills and processes in relevant contexts may be enhanced by theme-based teaching, there is no guarantee that this will be the case with every theme, or even with most themes. Many teachers when employing theme-based units may not include "real life" applications or applications in other content areas. For example, in a particular unit, problem solving may be dealt with entirely in mathematical contexts and not be addressed in contexts dealing with social or scientific problems.

Even in the case of the integration of content, there is no guarantee that it will occur in any *meaningful* way through theme-based teaching. Teaching around themes does not guarantee that the connections among the topics falling within a particular theme will be educationally significant. Integration of content is educationally significant only if the theme provides genuine coherence to the study - some themes may organize various subjects around a trivial or contrived common theme. Consider the following hypothetical examples of two units both with an "apple" theme.

Unit "O" - APPLES

mathematics:	counting using apples as manipulatives
language arts:	reading <i>William Tell</i> and other apple-related stories
art:	drawing apples and exploring use of the colour red
science:	making apple cider

Unit "I" - APPLES

mathematics:	calculating statistics on apple industry production, employment rates, and the like
language arts:	reading nonfiction about the apple industry
art:	drawing graphic representations of the apple production process
science:	studying soil and climate conditions in relation to apple production

Unit "O" (for Organized) and Unit "I" (for Integrated) both deal exclusively with topics that are, in some way or another, connected with apples. It should be clear that elements in Unit "O" are not connected in any educationally significant way with each other. It is, after all, incidental that the fruit on William Tell's head is an apple - it could have been a tomato. Further, learning about the colour red and using apples to learn how to count do not contribute to any larger, common understanding. On the other hand, all of the elements in Unit "I" are directly concerned with the apple production industry. To this extent, the unit is integrated in some educationally significant way. (Notice, however, that Unit "I" may not be as relevant to students as Unit "O" - promoting integration of content does not imply that integration of school and self is also promoted.)

We have recently heard of proposals to integrate units around the themes of "Canada" and "sidewalks" (because they lead everywhere). The mere joining together of various topics under the rubric of a common theme does not integrate the study. For example, it could be suggested that the curriculum be organized alphabetically according to the first letter of the topics to be taught. In other words, the theme for the first unit of the year would be learning objectives starting with the letter "A" - in this unit students would study "abbreviations," "apostrophes," "archaeology," "atlases," and so on. Clearly, the common theme of the units (i.e., all topics in a unit start with the same letter) fails to provide any educational coherence to the curriculum - the connections within and among the units are contrived and trivial. While this example is obviously a silly suggestion, it helps us to see that all connections that can be drawn between subjects are not necessarily educationally significant or worthwhile connections.⁴

Consider the possible connections between the Plains of Abraham and Meech Lake. Both are places in central Canada, but this is not a connection that warrants much attention - it may be of use only in Trivial Pursuit. What makes the connection between these two places educationally significant is the implications of what happened on the Plains of Abraham in 1763 and at Meech Lake in 1986 for our understanding of the current crisis over Quebec. In other words, the two events are centrally tied to our understanding of some issue that is worth learning about.

⁴ This is not a gratuitous observation, as reflected in the following remark: "Organizing integrated learning experiences reflects an orientation that acknowledges the interconnection that exists between and among *all* things [emphasis added]" (Ministry of Education, 1990, p. 27).

In a similar vein, consider a unit on the theme of "change." In Social Studies students might study changing one's address (i.e., the implications of moving to a new home); in Science students might study the changes as a tadpole evolves to a frog; and in Art students might study changing colours (e.g., the creation of green by adding together blue and yellow paint). Notice that while all three topics deal with the same general theme ("change"), the understandings that students need to acquire to deal with the psychological implications of leaving one's friends and having to "find" oneself in a new locale are unrelated to the understandings required to comprehend the biological metamorphosis of frogs, and the aesthetic dimensions of colour. Merely because we happen to use the same very general word to describe diverse phenomena is not sufficient to presume that the topics falling under this broad concept are connected in educationally significant ways. In other words, while all themes imply some sort of connection between the topics addressed, there is no guarantee that the topics are connected in a meaningful way.

3. ALTERNATIVES TO THEMES

Before concluding I would like to draw attention briefly to various alternative ways of organizing units. The following table shows some of the different types of themes and several alternatives to themes.⁵

TYPES OF UNIT ORGANIZERS

theme: A theme is an idea or feature that is shared by, or recurs in, a number of separate elements. Some types of themes are:

- place - (e.g., Egypt)
- event - (e.g., "building of the CPR")
- era - (e.g., the Depression)
- concept - (e.g., friendship)
- generalization - (e.g., "man is a social animal")
- phenomenon - (e.g., change)
- entity - (e.g., bears)

issue: An issue identifies a specific question whose answer is a value judgment about what should be the case. An entire unit might focus on issues such as:

- Should students have a right to select their textbooks?
- Should recycling of products be legally required'?
- Are large families better than small families?

inquiry: An inquiry identifies a specific question whose answer is a description of how things actually are or are likely to become. An entire unit might focus on inquiries such as:

⁵ Writers who use "theme" in a broader sense than I do would suggest that my alternatives are simply other types of themes.

How do bears live?
Is it less dangerous to travel by car, train, plane or bus?
What will my life be like thirty years from now?

problem: A problem identifies a specific question whose answer is a course of action. Instead of merely talking about what should or might occur, an entire unit could lead to students acting to solve problems such as:

Can we reduce the amount of paper wasted in school?
How can our school be made more human?
Why won't the city take better care of our parks?

project: A project involves creation of a "product" of some kind. An entire unit might focus on producing objects or events such as:

models or replicas
a play
diorama or mural

Notice that if students select, as the focus of their unit, a realistic problem that concerns them, then it is likely that several forms of integration will be promoted: integration of content, school and self, and skills.

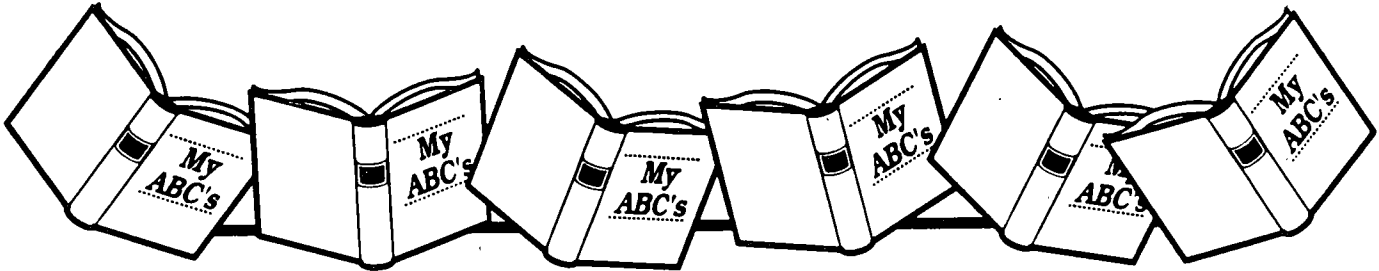
And finally, I do not wish to be understood to be against theme-based teaching. I support the use of themes as one, potentially powerful means of organizing units. My two main points in this article have been to indicate that (1) themes may not serve our students' needs for greater curricular integration in all of its forms and dimensions, and (2) some theme-based units fail to promote integration in any educationally worthwhile way.

REFERENCES

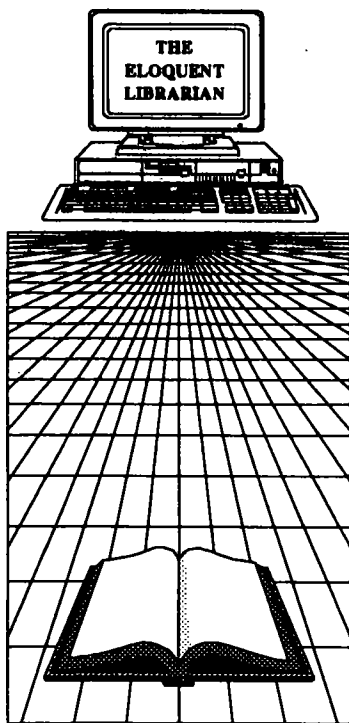
- Case, Roland. (in press). The anatomy of curricular integration. *Forum on Curricular Integration (FOCI): Occasional paper #2*. Vancouver: Tri-University Integration Project, Simon Fraser University.
- Kniep, Willard M. (1979). Thematic units: Revitalizing a trusted tool. *The Clearing House*, 52, 388-394.
- Knudsen, Charles W. (1937). What do educators mean by "Integration?". *Harvard Educational Review*, 7, 15-26.
- Ministry of Education. (1990). *The Intermediate Program: Learning in British Columbia (response draft)*. Victoria: Educational Programs, Province of British Columbia.

Raizen, Senta, A. & Kaser, Joyce S. (1989) Assessing science learning in elementary school: Why, what, and how? *Phi Delta Kappan*, 70(9), 718-722.

Tyler, Ralph W. (1958). Curriculum organization. In N. B. Henry (Ed.), *The integration of educational experiences: The 57th Yearbook of the National Society for the Study of Education* (pp. 105-125). Chicago: University of Chicago Press.



Research, the fourth "R"



Change is taking place so fast that success can no longer be measured by the amount of information students master. Their future will depend upon their ability to select, organize, and present great quantities of information.

The Eloquent Librarian is used by thousands of students to develop research skills. It is the same software used by corporate, medical, and environmental research centers.

While powerful enough for research scientists, The Eloquent Librarian Release 3.0 can be used by any child who can read. Spelling assistance is available upon request. The French language option is a keystroke away. Menu items are available for automatic access to on-line and CD-ROM databases. Quality MARC records can be

imported from a variety of CD-ROM sources as well as from most book suppliers.

The Circulation Module imports student data from a variety of administrative systems.

School libraries can be easily integrated with The Eloquent Media Manager for resource centres and with The Eloquent Union Catalog for district wide control.

Call today for a free demonstration disk or the name of your nearest dealer.

(604) 980-8358

ELOQUENT™

Eloquent Systems Inc.
107 - 140 West 15th Street
North Vancouver, B.C.
V7M 1R6

Chronicles of Pride...

**A CANADIAN
ART BOOK
IN VIBRANT
COLOR
PERTAINING
TO
NATIVE
STUDIES**

by Patricia Richardson

THE BOOK

- AS A COFFEE TABLE BOOK.** It uses fine art to promote the understanding of another culture at a time when we are beginning to question.
- AS AN EDUCATIONAL TOOL.** It is a classroom course of Native studies and fine art for elementary and secondary schools. The book concerns people within the Native culture who are making a contribution to society.

THE EXHIBITION OF PAINTINGS will be toured across Canada by the Vancouver Museum as an educational exhibit in 1991. **WATCH FOR IT.**

Available 1991...

TEACHER RESOURCE GUIDE to accompany book, directs study to the diverse lives, contributions and philosophies of people within Native cultures, and gives reference material to enhance this timely program.

POSTERS. 16" x 20" reproductions for paintings for use in the classroom to promote awareness and to build a sense of the role model.

VIDEO. Chooses five of the subjects of *Chronicles of Pride* and expounds on their lives and contributions.

Chronicles of Pride selling in the book stores for \$27.95. If purchased in quantity for schools, contact Detselig Enterprises, P.O. Box G399, Calgary, Alberta T3A 2G3, Canada. (403) 283-0900 FAX (403) 283-6947

POURQUOI STORIES

by **KAREN ALEXANDER** and **LON SCHILL**, teacher-librarians, SD#63 (Saanich).

Every culture has a story about how the world began, how people and mountains were made and how the stars, sun and moon got into the sky. Pourquoi or “why” stories explain how things became the way they are today. Some of these stories explain seasonal change, animal characteristics and earth formations. Each story may require several lesson periods and ma best be handled as a cooperatively planned and taught activity between the teacher-librarian and the classroom teacher.



Pourquoi stories that tell how the world began

In the Night, Still Night, by Richard Lewis, illustrated by Ed Young.

PRE-READING ACTIVITIES:

1. Discuss geographical location of Hawaii since the story is an adaptation of a traditional Hawaiian creation chant. The chant was said at the birth of each royal child.
2. Explain that it is a “Pourquoi” story. Ask students to listen for what the story explains. If the students are unfamiliar with creation stories tell them that this is how the ancient Hawaiian people explained how the world began.
3. Look at the title page and notice that Ed Young is an excellent illustrator of children’s book. Consider his illustrations of Jan Yolen’s The Emperor and the Kite, Ai-Ling Louie’s Yen Shen: A Cinderella Story from China and Nancy Larrich’s Cats Are Cats.
4. Ask the students to think of how they feel when they first see the pictures in the book. (See the chart in the post-reading activities).

READ THE STORY.

POST-READING ACTIVITIES:

1. What does this chant explain? [How the world began: animals, plants, people, and day].
2. Response Chart. Have the students list the pictures from the book and then their response to each picture. (See Books Alive by Susan Hill.).

<u>Response Chart</u>	
<u>Picture</u>	<u>Response</u>
coral, star fish, mussel	mysterious, eerie, quiet
moss	beautiful colour, graceful
fish	dangerous, colourful, strong
stinging ray, octopus, etc.	shadowy, huge, frightening

3. After brainstorming for a list of the creatures that were born “in the darkest night”, have the students classify the things in the list below according to the following categories: plants, insects, birds, animals and sea creatures.

<u>Brainstorm List</u>	
coral	moss
grub	ferns
earthworm	fish
star fish	shark
barnacle	eel
oyster	weeds
mussel	ray
octopus	duck
caterpillar	crow
moth	rat
ant	dog
dragonfly	roots
grasshopper	leaves
heron	men & women

4. Instead of writing the classified lists the students could illustrate the creatures according to the different classes.
5. Discuss the evolution theme of the simplest creatures being born first in the darkest of night. Then with the breaking down of how the more complex ones are born, until people are finally born just before it was day.
6. Have students do a mural depicting a time line of the creatures being born against a black background that moves to blues and finally yellow.
7. Read other creation stories, such as D'Aulaires' Norse Gods and Giants, and D'Aulaires' Book of Greek Myths, by Ingri and Edgar D'Aulaire; The Macmillan Book of Greek Gods and Heroes, by Alice Low; In the Beginning: Creation Stories from Around the World, by Virginia Hamilton; and Keepers of the Earth, by Michail J. Caduts and Joseph Bruchac.

MOON AND STARS

Pourquoi stories that tell how the moon and stars got into the sky

Anansi the Spider, by Gerald McDermott.

PRE-READING ACTIVITIES:

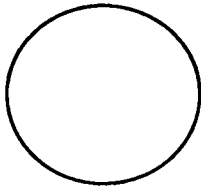
1. Have the students look at the endpapers and explain that the patterns come from the Ashanti people who weave these patterns into their cloth.
2. Discuss where the Ashanti live, show the map of Africa at the front of the book. The country of Ghana is outlined in white. It is a rain forest between the ocean and the desert.
3. Read the prologue and then explain who Anansi is, a folk-hero who is a loveable trickster spider. Note that since there are many spiders in a rain forest, perhaps that is why the Ashanti chose a spider for a folk-hero.
4. Explain to the students that it is a pourquoi story. Ask them to listen for what the story explains. [How the moon got into the sky].

READ THE STORY.

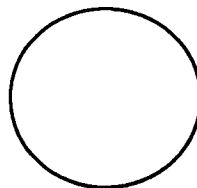
POST-READING ACTIVITIES:

1. What does this story explain? [Moon]. Why do you think this story was told in the first place? [To explain natural wonders to people who lived long ago].
2. Why did Anansi ask Nyame, the god of all things to take the moon up into the sky? [They couldn't decide which son should have the "beautiful globe of light].
3. Anansi says he will give the light "to the son who rescued me". Who did rescue him? [All six sons].
4. Have the students draw the symbol for each character in a circle.

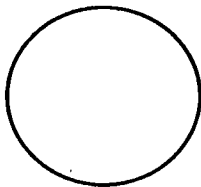
See Trouble



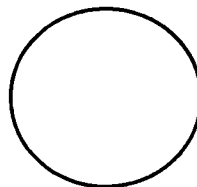
Road Builder



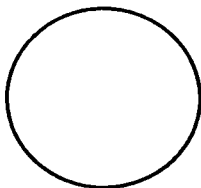
River Drinker



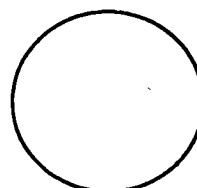
Game Skinner



Stone Thrower



Cushion



-
5. Ask the students to design a symbol for themselves and explain why it is symbolic of them. For example, I would draw an open book because I like to read.

6. Do a readers' theatre with the children writing their own scripts featuring Anansi and his six sons.
7. Do a story map after listing an incident summary on the blackboard or chart paper.

Incident Summary:

Anansi leaves home, gets lost, falls into a river and is swallowed up by a fish.

See Trouble sees his father is in trouble and tells his brothers.

Road Builder builds a road for them to travel on.

River Drinker drinks the river dry.

Game Skinner splits the fish open (explain the meaning of game as an animal hunted or caught for food.).

Falcon carries the freed Anansi high into the sky.

Stone Thrower threw the stone at the falcon.

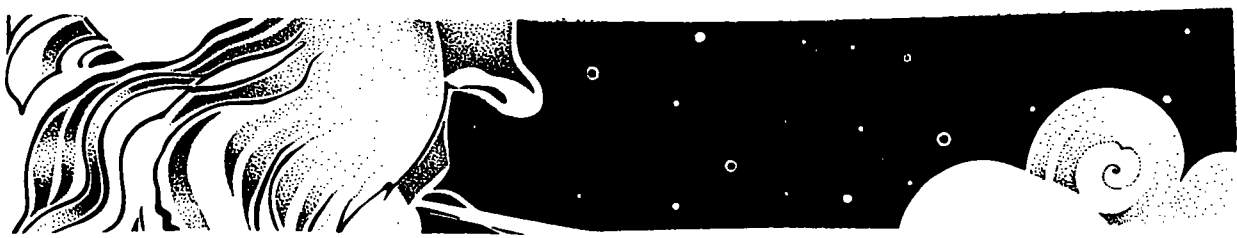
Anansi falls through the sky to land on Cushion.

Altogether they go home where they find a great globe of light i the forest.

Anansi cannot decide who to give the globe to so asks Nyame to keep it for him.

Nyame takes up into the sky where we all see it every night.

8. Have the students create Ashanti-like patterns using print-making techniques, crayons, pastels or water colors.
9. Read other Moon, Sun or Star stories, or other Anansi stories, such as Sketco the Raven, by Robert Ayre; Raven Steals the Light, by Bill Reid; Her Seven Brothers, by Paul Goble; They Dance in the Sky: Native American Star Myths, by Jean Guard Monroe and Ray A. Williamson; Greek Gods and Heroes, by Alice Low.



NATURAL WONDER STORIES

Pourquoi stories that explain how the wonders of the earth came to be.

Earthquakes, volcanoes, mountains, lakes, etc.

Fin McCoul, by Tomie de Paola.

PRE-READING ACTIVITIES:

1. Explain that Fin McCoul was a popular Irish giant who was believed to have built a highway between Ireland and Scotland.
2. Find the geographical location of Ireland and Scotland.
3. Show pictures of the "Giant's Causeway", as the highway is known, as it looks today. High blocks of basalt stretch out into the sea from Northern Ireland towards Scotland. (See World Book Encyclopedia).
4. Can you think of another giant that was responsible for lakes or mountains? [Paul Bunyan and the Great Lakes and St. Lawrence Seaway].
5. This story also offers an explanation for another natural wonder. Listen for the explanation.

READING. Draw attention to the details in the border art. Tomie de Paola created the motifs after seeing early Irish jewelry and metal work.

POST-READING ACTIVITIES:

1. What other natural wonder does this story explain? Read "I don't have the heart to face a man who can make a young earthquake just with his walk . . .".
2. Who was the clever character in this story? [Oonagh]. Discuss how giants are usually characterized as being stupid in folklore. For example, the giants in Jack and the Beanstalk and Mollie Whuppie are easily tricked.
3. Have the students draw a wanted poster for the bully giant Cucullin.

4. Do a plot profile after recording the incident summary together. (See Literacy Through Literature, by Terry Johnson and Daphne R. Louis).

5. Discuss the magical elements in the story: fairies, nine woolen threads and Cucullin's brass finger. Write a giant story with some other magic secret to the giant's strength. Remember to include in your story an explanation of some natural wonder. Brainstorm a list of natural wonders the students could use in their stories before they write their drafts.

6. Role play an interview with Fin and Oonagh about the tricking of Cucullin.

7. Make a comic strip of the plot using bubbles for dialogue.

8. Read other stories that explain landscape or other wonders of the earth, such as The Biggest Fish of All, by Barbara Lyons; Paul Bunyan: Superhero of the Lumberjacks, by John D. Robins; Paul Bunyan, by Steven Kellogg; and Ol' Paul the Mighty Logger, by Glen Rounds.

FIRE STORIES

Pourquoi stories that explain how man was introduced to fire and its uses.

The Fire Stealer, by Elizabeth Cleaver.

PRE-READING ACTIVITIES:

1. Remind the students that all cultures have pourquoi stories. We have read stories from Hawaii (In the Night, Still Night); Africa (Anansi) and Ireland (Fin McCoul). Today we're going to read a Native Indian story from eastern Canada.

2. Show geographical location of the Indian tribes home.

3. Ask students to listen for what they story explains.

READ THE STORY.

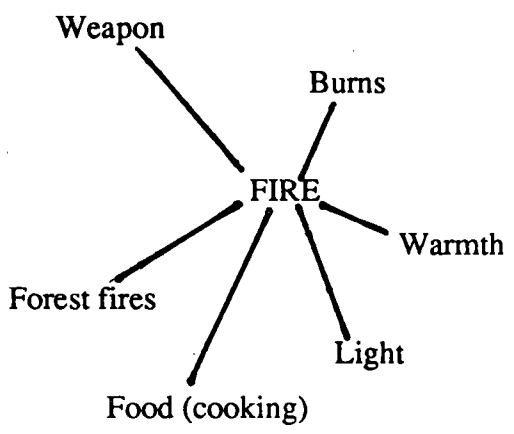
POST-READING ACTIVITIES:

1. What does the story mean? [How the Indians received fire.]

2. Read Sketco the Raven: How Raven Brought the Fire, by Robert Ayre. Find similarities and differences between the two stories.

3. Ask the students to write their own fire pourquoi story using a different character from the ones in the stories read.

4. Print the word fire in the center of your page and then cluster all the things you know about fire. If the students are not familiar with clustering do it as a whole group activity.



From the clustering, ask the students to classify the words according to good and bad. For example:

<u>Good</u>	<u>Bad</u>
warmth	burns animals
cooked food	forest fires

5. Using some of E. Cleaver's art techniques, have the students illustrate their favorite incident in the story.
6. Have the students do a plot profile after discussing the incident summary and climax of the story, The Fire Stealer.
8. Another Fire pourquoi story to read include, "Prometheus", in D'Aulaire's Book of Greek Myths, by Ingri and Edgar Parin D'Aulaire.

ANIMAL CHARACTERISTICS STORIES

Pourquoi stories that explain special animal characteristics.

The Loon's Necklace, retold by William Toye; illustrations by Elizabeth Cleaver.

PRE-READING ACTIVITIES:

1. Discuss the role of the author and illustrator.
2. Note this is a "re-telling". Who do you think told the story originally? Return to this question after completing the story.
3. Show a photograph of an actual loon; examine markings on photograph and cover picture; if possible listen to a tape recording of a loon's cry.

READING. Read the story aloud using various voice tones for different dialogue.

POST-READING ACTIVITIES:

1. Discuss illustrations; note "cut out" figures and torn strips for background, splattering and sponge effect.
2. Divide the class into groups (sizes may vary, but have at least three to a group). Have the students discuss the story and each choose a main scene to illustrate the story sequence. Demonstrate art techniques necessary and have students apply techniques to their particular picture. The sequence can then be presented with an oral or written retelling.
3. Character study: story retelling from the vie point of one of the story characters. Discuss with the class the possible feeling, characteristics, strengths and weakness of each character. Possibly list in chart form or use sociogram form. (See Literature Through Literacy, by Terry Johnson and Daphne R. Louis.).

4. Think of other animals that are distinctive in their appearance in some way, and create a story explaining this characteristic. (For example, the beaver's flat tail, the robin's red breast, etc.). What characteristic was explained in this story?

Why Mosquitoes Buzz in People's Ears, retold by Verna Aardema; illustrations by Leo and Diane Dillon.

PRE-READING ACTIVITIES:

1. Discuss role of author and illustrator.
2. Discuss gold Caldecott Medal . . . what does this indicate? Show other Caldecott winners.
3. Show pictures and ask students to notice the various animals and what they are doing.
4. Split-image predictive activity could be used. (Reaching for Higher Thought, by Faye Brownlie and Susan Close).
5. Discuss where the story may be from; what are the clues to the setting?; show the location on a world map or globe.
6. Play the "gossip" game (a whispered message is passed from one student to another). Compare original message to the one at the end.

READ THE STORY.

Read the story aloud. Read the story to the point where the Mother Owl refuses to wake the sun and a meeting of the animals is called. An inquiry into the owl death could be held with students role playing the animals. Complete the story and compare to the author's writing. This may also be used as part of a post reading role-play and may require more than one reading. A "Readers' Theatre approach could also be used.

POST-READING ACTIVITIES:

1. Creation of simple animals masks that could be used during role playing.
2. Have an interviewer for a news broadcast interview each animal about what happened to him . . . how did he feel? Why did he act the way he did?
3. Ask students if they've ever been accused of something they didn't do. Explain.
4. Think of another animal's habit or characteristic and write a "chain reaction" story.
5. Read the explanation of how the art work was created, found on the verso of the title page. Use water colors and the cut out technique to create animals.

6. What animal's characteristic was explained by this story?

SEASONAL CHANGE

Pourquoi stories that explain how the seasons came to be and how they change.

The Story of Persephone, retold by Penelope Farmer; illustrated by Graham McCallum.

PRE-READING ACTIVITIES:

1. Can you tell where this story takes place from by the name in the title? Show the location of Greece on a world map.
2. Use "split-image" technique with illustrations to stimulate interest and promote prediction. Students are divided into pairs. One student is the viewer, who sees the illustrations and describes as best he can what he is viewing. The other student has his eyes closed and visualizes the illustrations from the descriptions. Students may alternate turns for the roles or may change roles half way through the pictures. Students may discuss the pictures and predict what the story is about. (See Reaching for Higher Thought, by Faye Brownlie and Susan Close).
3. Discuss the variety of Greek gods, giving examples.
4. This book would related to units of Greek mythology or seasonal changes.

READING. Read story aloud. See the starred (*) idea under post-reading activities.

POST-READING ACTIVITIES:

1. Make a chart of the characters' names in the story; under each name write a descriptive phrase explaining the character's relations to other characters or character's place in the mythical hierarchy.
2. Allow students to choose (or assign) one of the mythical characters to each student or pair of students. Using encyclopedia or non-fiction mythology books write a paragraph telling about your character. Be prepared to present the information found in an oral report.
3. Have a pomegranate to show students and allow them to taste the seeds. Finding information on the pomegranate tree and fruit could be an alternate assignment for a couple of students.
4. * If you were Zeus how would you solve the dilemma caused by Demeter's anger and despair? Stop reading at this point in the story. Ask students working in pairs to discuss and write down a judgement.

How Summer Came to Canada, retold by William Toye; pictures by Elizabeth Cleaver.

PRE-READING ACTIVITIES:

1. Explain that it is a pourquoi story of the Micmac Indians of Eastern Canada and that it explains the coming of the summer season.
2. Explain that Glooscap is the mythical lord and creator of the Micmac Indians. Other Glooscap books include Glooscap and His Magic, and More Glooscap Stories, both by Kay Hill.

READING. Read the story aloud while showing the pictures.

POST-READING ACTIVITIES:

1. Discuss the geographical location of Glooscap's land. What could be the relative locations of Summer's home and Winter's home? Use a map of the Western Hemisphere.
2. Discuss the role of the loon in this story and compare it to the loon in The Loon's Necklace.
3. Compare the powers of the three main characters. Which was most powerful, which was next in power and which was least powerful. Justify with evidence from the story.
4. Compare this version of season change with that in the book, The Story of Persephone, in which a higher authority made a judgement rather than a "compromise agreement".
5. Re-show the illustrations, focusing on the variety of artistic techniques use: dramatic colorings, cut-out forms pasted on a background, torn paper strips to create varied colors and landscapes, sponge painting, three dimensional objects glued to the paintings to become part of the pictures, for example, tree needles and grass blades. Examine other books by the illustrator Elizabeth Cleaver, such as The Mountain Goats of Temlaham, The Loon's Necklace, The Wind Has Wings: Poems from Canada, and The Fire Stealer.

Demonstrate several of these techniques and then allow students to illustrate their favorite part of the story. This may be accompanied by a short written explanation. A summary of the main incidents of the story may help students make a decision. If a complete view of the story is desired for display, each main incident could be illustrated and displayed in sequence.



ENVIRONMENTAL ISSUES — SCIENCE 8

by KRIS NELLIS, teacher-librarian and
GARY CULBERTSON, grade 8 teacher,
Duchess Park Secondary School, SD#57
(Prince George).

A. BACKGROUND

This assignment fulfilled a component of the Science 8 curriculum designed to heighten the students' awareness of current information available on environmental issues. Two periods were spent in the library resource centre and completion of the assignment was done in the classroom and at home. The end result was a short report that included a synopsis of the information collected and the students' own opinions and suggestions.

B. PROCESS OF PLANNING:

1. INITIATION:

The science teacher suggested the topic and what he wanted included in the end product, and Kris Nellis and Barb Hall, the teacher-librarians, brainstormed ideas for a slightly different approach to the topic.

2. OBJECTIVES:

The student will be able to:

- a) express concerns about an environmental issue;
- b) synthesize relevant information on an environmental issue;
- c) formalize opinions on an environmental issue;
- d) suggest solutions to an environmental issue; and,
- e) use the proper bibliographic format for newspaper articles.

3. ACTIVITIES:

The students were given a sample article that the class then analyzed together. Each student filled in a worksheet during this discussion, then students chose their individual topics. During their next visit to the library resource centre, they chose a newspaper article on the topic, read the article and completed the worksheet.

4. PREPARATION AND TEACHING RESPONSIBILITIES:

The classroom teacher introduced the topic and the assignment and, following the introductory lesson, had each student sign up for a specific issue. No more than four students were permitted to sign up for an issue.

The teacher-librarian prepared a draft of the worksheet, consulted with the teacher about it, made revisions, chose a sample article and prepared the folders of materials for the assignment. The decision was made to use only newspaper articles from the file of newspaper clippings. The most appealing and appropriate articles were selected for each file folder.

The teacher-librarian and the classroom teacher together presented the introductory lesson and assisted the students during the assignment.

5. EVALUATION OF STUDENT ACHIEVEMENT:

The worksheet completed in the library resource centre was used to make a rough draft and then a final draft of the report. The teacher-librarian checked the bibliographic notations and the classroom teacher marked the assignment.

C. ACTUAL UNIT

The teacher-librarian and classroom teacher spent the first period going over a sample newspaper article, guiding the students in finding the specific viewpoint of the article and the various points of evidence presented to support that viewpoint. The term "bias" was presented and students discussed the bias of the sample article. Their thoughts on how the situation has affected or will affect them and their

suggestions and solutions for the problem were also discussed (see attached worksheet).

Before the next period in the library, the classroom teacher passed around a sign-up sheet for the students to choose from the available topics. It was explained that when they got to the library resource centre there would be a file folder containing recent newspaper articles on their topic from which they were to choose one. The students who picked the same topic would sit at the same table to choose their articles. The thought was that limiting the number of students to four for each topic would force a number of issues to be investigated and assist with the sharing of resources. The topics listed were selected because the library resource centre had numerous newspaper clippings on them. Topics were:

WATER POLLUTION
GLOBAL WARMING
GARBAGE
POLLUTION — GENERAL
PESTICIDES
FORESTRY
AIR POLLUTION
RECYCLING
HAZARDOUS WASTES.

A file folder containing 20 or more articles was created for each topic.

At the beginning of the period in the library resource centre, the teacher-librarian had students sit at the appropriate table for their topic, distributed the worksheet, and explained the assignment again before students chose their articles and began work. Students were advised that it should not take longer than 10-15 minutes to choose an article. The classroom teacher and the teacher-librarian assisted with individual questions.

The students then used the information from the worksheet to develop a written report in paragraph form.

D. EVALUATION & REVISION OF THE ASSIGNMENT

The students had some difficulty deciding on the specific viewpoint of their article but were able to complete the rest of the assignment without much difficulty. The classroom teacher was pleased with the end result, especially the quality of work from the

less able students. The structured format was of considerable assistance to them.

The worksheet has been adapted for an English 10 assignment on controversial issues using magazine articles as the sources of information. This type of assignment could be useful in other subject areas where current material on a topic is essential. It could be especially helpful in schools where funding is limited and it is difficult to keep print materials up to date.



SCIENCE 8

ENVIRONMENTAL ISSUES

1. Read the newspaper article that you have chosen.
2. Write out the bibliographic information using the following format:

Author's last name, author's first name. "Name of article."
Title of Newspaper, date.

eg. Bohn, Glenn. "McDonald's to recycle Big Mac
containers." Vancouver Sun, Oct. 28, 1989.

3. Specific viewpoint of the article: _____

4. Evidence presented (e.g. Problem, reasons, solutions):

- a) _____

- b) _____

- c) _____

- d) _____

- e) _____

5. Your conclusion:

a) Does the article appear to be biased? Why or why not?

b) How does the situation affect you, at present, or how might it affect you in the future?

c) What additional suggestions or solutions can you make about your topic?

HOT NEWS — “HOT LINES” A SUCCESS!!

by LYNN LIGHTHALL, CSLA Councilor

At 09:00 Pacific Standard Time on Saturday, Nov. 3, 1990, President Joan Harper contacted the databridge technician and “Hot Lines: The Telephone (Line) as a School (Library) Resource”, the CSLA’s professional development program by audio teleconference for teacher-librarians and teachers was on the air. Joining Harper in her Vancouver apartment were Dr. Roy Lundin, the teleconference’s keynote speaker and, as observers, Councillor Lynne Lighthall, Dr. Ronald Jobe of UBC and Ronald Hamilton of the University of Victoria.

Within the next few minutes the group in Vancouver was joined by colleagues across Canada. Every region of the country was represented except Quebec and the Territories. The site coordinators were: Warren Grabinsky, Vernon, BC; Adrienne Betty, Red Deer, Alberta; Dalelene Yelland, Warman, Saskatchewan; Tom Gartshore, Portage La Prairie and Gerry Brown, Thompson, Manitoba; Doreen Bertrand, Sudbury and Barbara Dekker, Lindsay, Ontario; Meredith McKeen, Charlottetown, P.E.I.; and Neal Bowers, Halifax, Nova Scotia. The eleven sites gathered together seventy participants despite some very bad weather, including the first heavy snowfalls of the year at some sites.

President Harper opened the teleconference by welcoming the participants and introducing Roy Lundin, who is a transplanted Canadian now living and working in Brisbane, Australia where he is currently Director of the Centre for Interactive Technologies and Programs with the Brisbane College of Advanced Education as well as Director General of the Queensland Open Learning Project.

Lundin spent the remainder of the first link-up discussing different types of teleconferencing (there are four), techniques for using teleconferencing to improve communication, and applications of teleconferencing across the curriculum, and answering questions from participants at the various sites.

During the break the participants at each site discussed the first link-up, viewed a video about teleconferencing produced by the School Library Association of Queensland, and formulated questions for the second link-up.

For the first part of the second link-up the Canadian participants were joined by Lyn Rushby and Paul Lupton (who were featured in the video) from Brisbane where the weather was hot and sunny — definitely no snow! Following questions from the various site participants, Rushby and Lupton signed off and Lundin summarized before Harper announced the close of the teleconference.

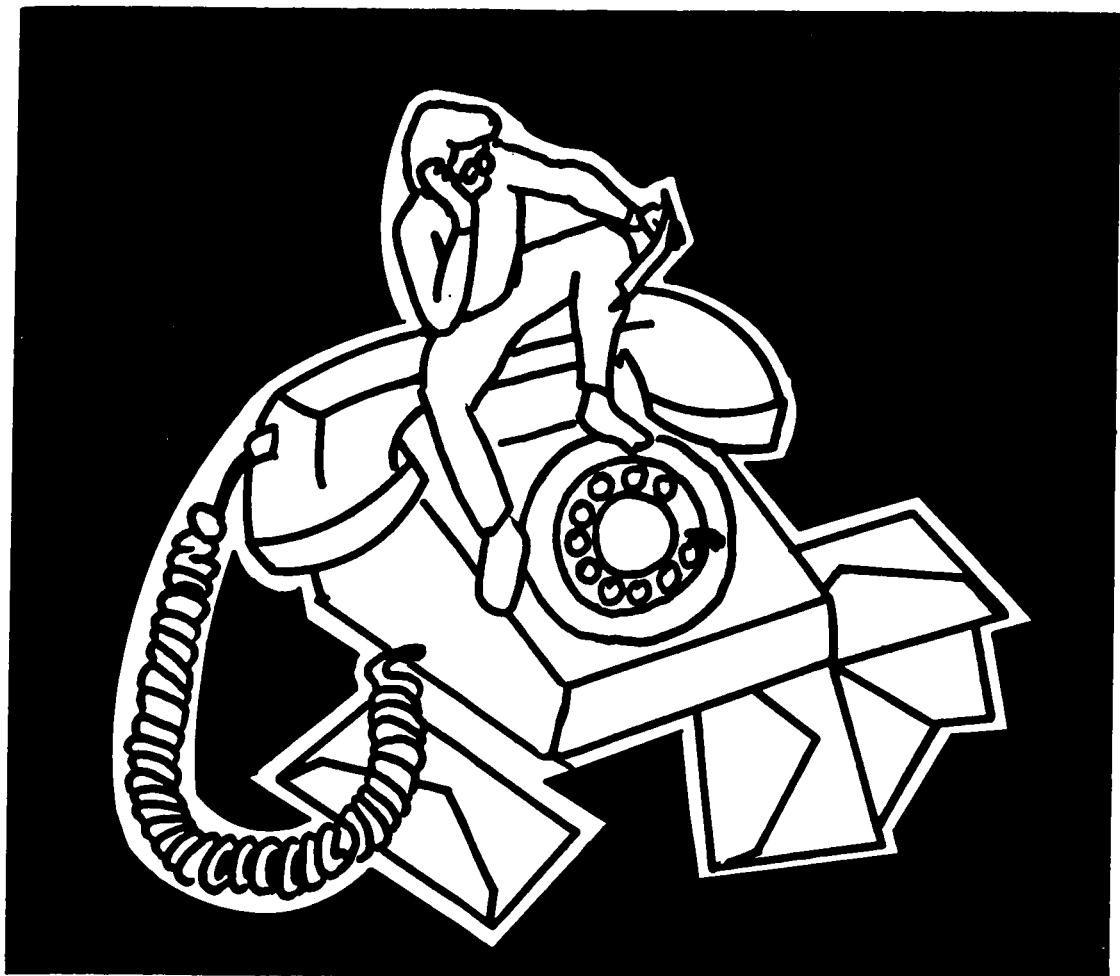
The following goals and rationale were developed for the teleconference by the CSLA executive council:

- to create awareness of the potential uses of communication technologies in education and specifically the school library program,
- to encourage use of communication technologies, and
- to provide the vehicle for a locally-situated CSLA-sponsored professional development activity.

The teleconference was very successful in achieving these goals, especially in demonstrating the potential of using the teleconferencing technique to reach a large audience at widely-separated sites. The teleconference succeeded also in enabling the participants to learn what audio teleconferencing is all about, as well as in giving ideas about applications across the curriculum and as a professional development device. As one site coordinator commented, “Now that we’ve seen what teleconferencing is and how well it works, let’s use the technique for a Canada-wide session with some *content*.” The executive council should not be long in responding to this challenge.

An endeavour of this nature takes lots of planning and organization, and knowledgeable and personable resource people backed up with a structured agenda, excellent handouts and visual aids, and good site coordinators. “Hot Lines” was so successful because it had all these things in place well ahead of time. Special thanks are due to the keynote speaker and master facilitator, Roy Lundin; to the technical coordinator, Past President Adrienne Betty; to the program coordinator, President Joan Harper; and to all the site coordinators.

Harper also developed the excellent participant resource manual which, aside from information about "Hot Lines" itself, contains two informative articles by Lundin — "Communications Technologies" and "Interaction and Participation: The Key Elements in the Design of Educational Videoconferencing" — as well as some reproducible sheets for overhead transparencies or handouts. For more information about the manual, including availability, please contact Joan Harper, 106-2250 West 43rd Avenue, Vancouver, BC V6M 2E3. Likewise, anyone reading this column who has ideas or suggestions for future teleconferences or other professional development programs should contact Harper or any other CSLA executive member.



INTEGRATION — A GLOSSARY OF TERMS

by LIZ AUSTROM, district principal,
Curriculum Resources, SD#39 (Vancouver).

One of the major problems with the draft Intermediate Program document is determining just what is meant by the term "integration." The document offers a rationale of sorts for integration, although the research base which supports integration is not given. What is also not included is a clear delineation of terms. Consequently, it is difficult to discuss the Intermediate Program, primarily because people enter the discussion without a common understanding of what type or level of integration is under consideration.

The following glossary is offered as a "beginner's guide to the galaxy" of integration. It is the result of gleaning from various works, including dictionaries and encyclopedias of education, from the ASCD publication Interdisciplinary Curriculum: Design and Implementation (1989, ISBN: 0-87120-165-8) and from notes taken at inservice sessions. It also includes definitions of some of the "issues" related to integration.

COMPLEMENTARY DISCIPLINES INTEGRATION —

Related disciplines (i.e., disciplines which occur within the same Strand) are combined in a unit or course which looks at a theme, concept or issue in such a way that the attitudes, skills, knowledge and processes incorporated do not totally parallel those of the separate disciplines, but rather represent a new entity. A common example given is a Humanities course.

CROSS-DISCIPLINE INTEGRATION —

One discipline is examined from the perspective of another; e.g., the history of math or the physics of art. This is sometimes done as a unit within a larger discipline-based program. This type of integration poses few problems for teachers, for they can maintain their separate subject specialties and classes, while adding on an enriching component that is still highly related to the specialty area.

CURRICULUM INTEGRATION —

Attitudes, skills, knowledge and processes of different disciplines are combined into an integrated learning experience which emphasizes the inter-relatedness of knowledge and the commonalities which exist among the disciplines.

DISCIPLINE-BASED CURRICULUM DESIGN —

Attitudes, skills, knowledge and processes of the discipline are maintained as separate entities, with great commitment to maintaining the integrity of the discipline. While integration does not occur across subject lines, it is possible for both "vertical integration" and "personal integration" to occur.

HOLISTIC INTEGRATION —

All of the student's experiences with the hidden, intended and actual curriculum are consistent and compatible. From primary through intermediate to graduation, there is a sense of progression and development, as well as congruence with the ultimate goals for education.

HORIZONTAL INTEGRATION —

Integration occurs across the disciplines. Interdisciplinary studies, cross-disciplines and complementary disciplines integration are examples of horizontal integration.

INTEGRATED DAY —

Curriculum topics are based on children's interests and questions, while the central focus of the teacher is to meet the needs of each child and to inculcate attitudes and abilities which will enable the child to learn to the best of his/her ability. Curriculum flexibility is the key in this model which has been used most frequently in kindergarten and primary classrooms. It is described in some detail in the B.C. Ministry of Education's Primary Program document.

INTEGRATION —

In the dictionary meaning, the combination of parts into a whole implies equality of importance. As applied to curriculum integration, one "part" or discipline may receive greater weighting, depending upon the type of integration being described.

INTEGRITY OF THE DISCIPLINES —

Each discipline has a body of concepts, patterns, and structures of knowledge which are integral to

the subject. Specialist teachers sometimes view integration with caution because they believe that content and skills will be watered down and the integrity of the discipline will be threatened.

If maintaining the integrity of the discipline is a goal, then teachers need to consider the following questions before integrating content and skills from the discipline.

- 1) Is the content or skill to be taught really important to the discipline? Is it significant?
- 2) Will the student learn the material better than he/she would if the disciplines were taught separately?
- 3) Will the student gain an organizing concept that would not have been apparent if the disciplines were taught separately?
- 4) Will the student discover a new approach to knowledge that will change the way he/she approaches a learning task in the future?

INTERDISCIPLINARY TEAMING —

Two or more teachers from different subject areas work together, sharing students and classrooms in flexible groupings and scheduling, to team teach interdisciplinary studies.

INTERDISCIPLINARY STUDIES — Methodology, language and content from more than one discipline are applied to the study of a theme, topic, problem or issue. Learning is organized in such a way that the relatedness of the disciplines and their patterns of thought and methodologies are emphasized. The more powerful is the organizing "centre" or concept of the interdisciplinary study, the easier it is to produce an effective and educationally significant whole.

INTEREST-BASED CURRICULUM —

Curriculum is based on what students are interested in learning, rather than on what educators believe they need to know. Consequently, the content, objectives, materials, and activities are strongly centred on the student. The Primary Program includes this focus, but still identifies desirable learnings which fall into the "needs-based curriculum" approach.

MULTIDISCIPLINARY STUDIES —

Several disciplines are juxtaposed by focusing on a problem or issue from the separate perspectives of the disciplines. Knowledge and approaches from all the disciplines are presented, and students are required to integrate concepts drawn from the curriculum presented. One concern is

that unless taught the skills to do so, many students will not integrate their learnings.

NEEDS-BASED CURRICULUM —

Curriculum is based on what is desirable for students to learn, rather than on what they are interested in learning. Consideration is given to the knowledge and skills students will need in order to succeed in subsequent educational programs and as adults.

In actual practice, separation of "interest-based" and "needs-based" curricula is impractical. Student interests are frequently directed or channeled by teachers so that what students need to know is covered, and curricula based on needs are made more student-oriented by focusing on motivation to learn, and by fostering student interest by using high-interest topics and activities to teach high-need knowledge and skills.

PARALLEL DISCIPLINE DESIGN —

Disciplines remain separate, but content is sequenced so that it is covered at the same time as similar content is covered in another discipline, thus providing opportunities for teachers to draw connections between the disciplines. Even if teachers do not explicitly raise the connection, the hope is that students will relate their learning in one subject to the learning in another.

PERSONAL INTEGRATION

The learner incorporates new learning into prior experience and to current experiences occurring outside the parameters of schooling.

RELEVANCE —

What happens inside the school and what happens in the larger society are connected. Students believe that what they are learning in school can be applied in their daily lives, and that input from the outside world is welcome within the school walls. Integration, field trips, and work experience are but three of the strategies that have been seen as fostering relevance.

SKILLS, CONTENT & PROCESSES INTEGRATION —

The inter-relationship of skills, content and processes is addressed through integrated learning experiences in which students consider how they think as well as what they think. Metacognition strategies are built into the instructional program (e.g., cooperative learning, as in Johnson and Johnson, or development of a

search strategy before an on-line literature search).

If thinking skills and processes are established as common territory for all teachers in a school, then integration can occur across all levels and disciplines as long as teachers raise students' awareness of their own metacognition.

THEMATIC INTEGRATION —

A theme or focus is used as the central organizer for a unit which integrates content, skills, and/or processes from several disciplines. This approach has sometimes been accused of being the "potpourri" approach because trivial concepts may be included, simply to say that the discipline is incorporated into the unit. Criteria listed under "integrity of the disciplines" should be considered when establishing themes.

TRANSDISCIPLINARY STUDIES —

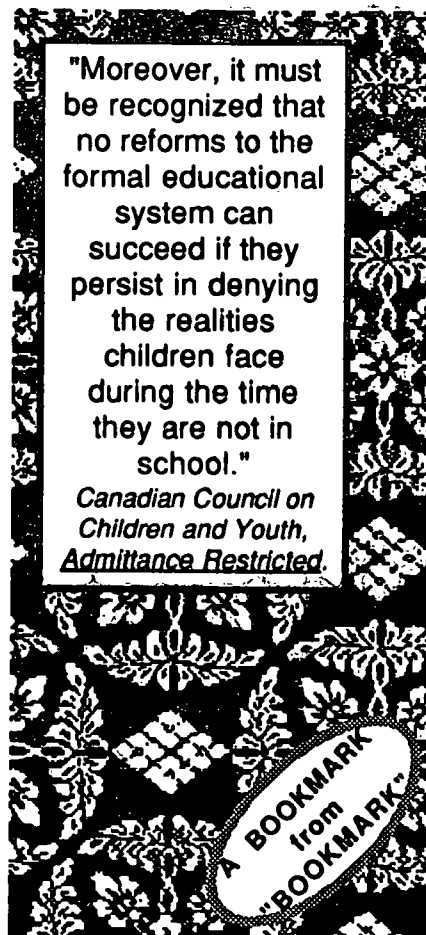
These programs begin with an issue or problem and, through use of problem-solving strategies, attempt to find a resolution or solution. Knowledge from the disciplines is applied to the problem only if it contributes to the solution. This approach is seen as being the most difficult one for teachers to manage.

VERTICAL INTEGRATION —

Integration occurs within the discipline, with teachers making connections between the knowledge, skills, attitudes and processes of one year's work with those of the next. Thus, the learner is encouraged to integrate new understandings with prior knowledge. At the elementary level, cross-disciplinary vertical integration is common, while vertical integration at the secondary level tends to be more specific to the discipline.

This has been a brief look at a complex concept which needs to be understood by teachers and teacher-librarians who are in the process of reacting to the Intermediate Program. Integration is closely tied to ongoing education disputes over the value and roles of specialist or generalist teachers, the importance of content and subject specific skills versus information skills and thinking skills, and subject integrity versus the interconnectedness of knowledge. It is also clearly related to teacher comfort zones, to the way we were enculturated into the profession, and to the beliefs and values each of us holds. What a rat's nest to untangle and rewind in the next few

months, and then to try to knit up into something attractive and serviceable in the next few years!



INTEGRATION: LANGUAGE ACROSS THE CURRICULUM

by CHRIS MANN, vice-principal, Mitchell Elementary School, SD#38 (Richmond).

LANGUAGE BASED FOCUS

Using an integrated approach to the curriculum is not a new idea for many teachers, particularly primary teachers, but like the Writing Process in B.C. it is beginning to really take root here. Many teachers have used a language-based focus in their classrooms for years and years, doing what has made sense to them all along. Now current research on learning and literacy acquisition is demonstrating the power of encouraging children to have valuable and meaningful experiences throughout all of the subject areas. Using a language and literature based program helps teachers and librarians do what we've believed in all along:

- helping children learn to communicate effectively
- inspiring in children a love for literature
- assisting children's understanding of language and how it is used
- making sure children are active learners

CONTENT AREAS: STRONG BASE

Some people wonder where the content areas fit into a language and literature based program. While I don't register a class this year, I did for sixteen years, and in my classrooms, our units and themes started from and revolved around the content areas. Reading, writing, thinking, speaking, and listening are ways in which we approached a given content area. When we did a theme unit students knew that whether it was on Japan or on Apples, they would write poems, stories, jokes, math problems, letters, do research, read stories and legends, critique books, share ideas, express themselves artistically, create visuals, do presentations, and participate in cooperative learning groups. They knew that the process of learning is extremely important. Their posters include drafts of their notes, clustering, brainstorming, and their editing work on drafts of actual reports, as well as a final piece of writing. Students knew

that sometimes the classroom would be quiet, with each person working on an individual task which required concentration, but often the classroom would be a lively place where pairs and groups could problem solve, make choices, come to decisions, and learn together. They helped in the evaluation process on an ongoing basis by asking themselves questions like, "What made our group successful today?" "What specific things made this writing come alive?" "Why did this story's characters seem so real?"

LITERATURE AS A CATALYST

Literature is a terrific starting point in any classroom for any activity. In order to help our students really enjoy learning, it is imperative that they enjoy reading! So many ideas have sprung up out of sessions in our class where we have been reading and discussing a favourite book. Listening to well-written stories and poems and learning to identify the way authors make writing special, has flowed over into the students' writing. I've read Science reports which used personification, Socials posters full of powerful imagery and stories rich with metaphor. My students have written poems which breathed life into things I never knew could breathe, let alone rise up out of the page to capture the reader, as well as math problems full of gentle humour, crisply trimmed news reports and convincing letters of opinion. In my classes, tasting, savouring, and delighting in the written word has led to many pleasures, both personal and academic.

READ ALOUD TO STUDENTS

In order to encourage children to develop a love for literature and to develop a base for an integrated program, I feel it is extremely important to read to our students. Books children most often take out of the libraries are the ones teachers or librarians have read aloud to them. People are never too old to be read to or to hear a story. By reading the stories we love aloud to children we share who we are and share the things we care about. It gives children and their teachers and librarians a chance to talk about things they're interested in. By reading aloud to our students we are recommending good books. Of course, we're all aware that the key to good reading and writing is self selection, yet we can guide children into making excellent book selections when we share with them those we ourselves enjoy.

"Friendship is when one hands a book to another."

"Sometimes we can find a friend in a book."

"Find a book you love, and it will change you."

SHARE FAVOURITE BOOKS

Think about some of your all time favourite children's books. Some of mine are: "Ramona" and all the others by Beverley Cleary, "Anne of Green Gables" by L.M. Montgomery, "Momma's Going to Buy You a Mockingbird" and all others by Jean Little, the books Ann Blades and Barbara Reid have illustrated, "Snow Goose" by Paul Gallico, "Bridge to Terabithia" and all the others by Katherine Paterson, "Indian in the Cupboard", "Where the Red Fern Grows", "Stone Fox", "The Dog Who Wouldn't Be", "Winnie the Pooh", "The Education of Little Tree" by Forrest Carter, "No Bad Dog" by Barbara Woodhouse, "I Like Me", "You Are Freedom's Child" and "Thursday" by Bill Martin, Jr., "I'm in Charge of Celebration" and all others by Byrd Baylor, "Janey", "If It Weren't for You I'd be an Only Child", "It's Not Fair" and all others by Charlotte Zolotow, and all of Judith Viorst's books.

Maybe one of the displays in our schools should be the staff's favourite children's books! It might just encourage some interesting reading and discussion!

READ A VARIETY TO CHILDREN

According to Jacque Wuertenberg, a speaker and Language Arts specialist from the USA, we should read three different things to students every day:

1. Books which go chapter to chapter
2. Some student writing
3. Some Poetry, or Picture Books, or songs

FIND OUT WHAT STUDENTS ARE INTERESTED IN

I feel that one way to get children to be excited about their learning is to have them talk about and write about what they're interested in. We can ask questions which will draw out their interests and lead them to sharing their interests both orally and later in writing:

- Does anybody have a collection? Something special? An heirloom? Something they treasure?
- Does anybody have a relative who is interesting - notorious or otherwise?
- Does anybody have a pet who does strange and unusual things?
- Has anybody wanted a special pet - strange or unusual?
- Is there anything you can say that no one else can? (Use this for a class Guinness Book!)
- Do you have an amazing sports story? Any kind of an amazing story?
- Do you have a story with strange or unusual phenomenon?
- Do you have any animal fact?
(Someone once called out, "It takes a sloth 20 minutes to drown." Another said, "It takes a giraffe 20 minutes to bend over to drink.")
- Train kids to ask HOW COME questions.....

If we show an interest in the things which interest our students, we will help them generate all kinds of things which they can write about and learn about, based on their own interests and experiences.

"When you care about something, nothing is too much trouble."

"Move from FACT to POETIC."

ASK QUESTIONS

One way to tell if someone is really interested in a given topic is to notice when a question is asked of someone if they shrink from the question or if they tell you more than what you asked for. When we ask questions to which the kids know the answer, it's a compliment. If they don't know the answer it's a test. Kids can ask these questions about their personal writing: Is it the truth? Is it actual? Is it satisfactory?

SENTENCE STARTERS WHICH STILL WORK

Jacque Wuertenberg shared the following sentence starters at a recent workshop. These can be repeated page after page, with a new ending each time:

The important thing about...
(this idea has been used here a lot)

According to my Grandmother.....

(... I'm going to be deaf before I'm 20 because of the music I listen to.)

Someday.....

(I'll run and dribble and score a basket and they'll all cheer!)

What if...

(I had a flower that grew as big as a building?)

When I Have a Little Girl/Boy...

(She'll be allowed to stay up as late as she wants!)

Wouldn't It be Nice if.....

If Only.....

I'd sure like to.....

Ideas like these ones get at the feelings, thoughts, and ideas of individual students. Their writing can be personal and highly meaningful. Sometimes students need to have a sentence starter to help them focus on some things they would like to share in writing. Once they get familiar with sharing their ideas and feelings, they come up with other ideas quite readily. I also feel that once students have an opportunity to share something personal, something they feel proud of, and something that makes them feel good, they move more easily to putting the same kind of effort into a content area project or a whole language theme, which is much broader. It is my experience that if the students are pleased with their work, they will work that much harder the next time.

START WITH ART!

Using art and imaging as a catalyst for writing and learning can also be very powerful, and a change from the other way around. Some students think it's a penalty to be asked to write. It's often easier for students to write or to do research in an area AFTER they draw. Too often art is done if there is time at the end of a unit or theme. Art can be a wonderful pre-writing activity, and can be included at intervals in an overall theme very successfully.

IF YOU CAN READ A BOOK YOU CAN WRITE A BOOK

If we start with a program that is rich in literature, where students daily encounter words written by excellent authors and poets, it is my belief that students will grow to really enjoy reading. Being surrounded by good writing, celebrating good literature every day, learning new words and delight-

ing in them, can only lead to better reading habits. And....if you can read a book, you can certainly write a book. One of the ways I have found to get students really turned on to learning is to help them make their own books. While the process is the key to successful learning, all my students have been highly motivated by the opportunity to share what they have learned. Writing books and booklets and displaying them, or mailing letters, or sharing ideas in a student-made book with family members is one of the best ways I've found to get kids excited.

PUBLISH ANTHOLOGIES

For the last few years, I had been saving a variety of my students' writing in order to provide each of them with an **Anthology** at the end of the year, and these became a very special collections. It started one year when we had 10 computers in our school for a month, and my students had a chance to write on them for two hours a day. I helped them publish all their writing from that time into an **ANTHOLOGY**. It was such a big hit, that we began to save various examples all year long of our written work from all across the curriculum, and we started the ritual of making a **YEAR END ANTHOLOGY**. Certain things we saved for the year end Anthology, and other writing was made into booklets or folders or posters or big books or class books.

FUN THEMES

Every year we tried to do several "fun" themes, where we choose something exotic or different, not found in the regular curriculum. We used all the skills and strategies we could think of in a variety of activities. Students seem more motivated to learn when everything has a purpose and is interrelated. **These themes really demonstrate the power of integration.** We liked to take a theme and approach it from every angle. The students were great at finding ways to do this, integrating ideas from all subjects, and exploring one theme or unit in a variety of ways. The skills they learn in doing this apply directly to any other work they might do. Although many of the theme activities such as group work, discussions, brainstorming, thinking activities, reading, speaking, reflecting, predicting, etc. cannot be related on paper, students really enjoyed putting their art and writing from the theme into a booklet. Some of the fun themes we have explored and published books on are:

COMET HALLEY

- we did this theme when the Comet was a major item for discussion in the news
- who ever heard of writing jokes about comets - they were hilarious!

BICYCLES

- the whole school was doing a transportation theme because it was Expo year
- in addition to all the regular ideas, we also ran a road safety program and did a Bike Hike

SHOES

- students wanted to bring something from home to have fun with - they brought shoes!
- not only did they write math problems, stories, poems, jokes, research, do a whole series of visuals and art projects, etc., they really learned to play with the language (Brian Mulrunner, Queen Elizabeth)

POPCORN

- one class needed to be motivated by that all time favourite - food!
- we did Science experiments, math problems, measuring and estimation, did research on all the different types of corn and its uses, popped all different types of popcorn, had taste tests, ate LOTS of popcorn in addition to all the other usual theme activities
- the booklets we made from this unit each had a cover which was a flattened popcorn box!

PANCAKES

- students worked in groups so they could be a complete cooking team, with all the pancake-making materials listed and assigned
- they chose to arrive at school at 7 am (!) to cook their pancakes, and many activities followed that day and the next - the book covers were flattened pancake packages!

PIZZA

- once we got into the swing of food themes, we kept at it!
- students made their own pizza, including the dough which they made from scratch
- all kinds of activities followed, including a complete research report on yeast, the nutritional elements of pizza, songs, vocabulary, poems, crazy pizza stories, to name a few
- the booklets we made had covers which were...you guessed it...flattened pizza boxes!

ICECREAM

- I discovered a way to get ice cream boxes before they were assembled, and we were on to another booklet and another theme!
- one of the many activities related to this theme was Ice cream Sundae Day, where everyone brought in ingredients and made spectacular sundaes

APPLES

- this was another really comprehensive theme we called the Apple Festival
- we spent a whole week on apple activities: learning about the apple family tree, different types of apples, apple legends (William Tell, Isaac Newton, etc.), poems of all description including those we changed from Alligator Pie to Apple Pie, apple sayings, apple jokes, research on Johnny Appleseed and John McIntosh, the apple in pioneer times, all about the apple industry, apple cider & cider vinegar, apple experiments, apple math, apple beliefs.....just some of the activities!
- each day a group of children went with a volunteer parent to work on a cooking project
- every day the class sampled apples in a new way: pies, crisps, squares, baked, candied...

CONTENT-BASED THEMES

Over the years we have done many themes based on an area within the curriculum. I will list some of these examples to give you an idea:

AFRICA

- whenever I find someone who has been to somewhere interesting, we take the opportunity to invite a visitor to our class to share slides, stories, and information
- I have several friends who go to and from Africa, so this is often a theme unit
- sometimes we choose just one country within Africa to study

CHINA

- I have had visitors to the class to talk about China and share their slides and information
- we have responded and done a study of China and published books

CHINATOWN

- every year I take the groups of students I am working with on a trip to Chinatown
- we do a comprehensive study of the whole area, and do research, reading, and all kinds of art and writing both before and after the trip
- the students always publish a book of their surveys and discoveries

JAPAN

- the Grade 6 Social Studies program includes a unit on Japan
- as B.C. has a focus on the Pacific Rim countries, this has turned out to be an excellent theme unit, from which all kinds of activities throughout the curriculum can spring!

FORT LANGLEY

- anytime the students go on a field trip, we make it into a theme which we focus on for awhile, bringing elements of all the curricular areas into our studies

BEAVERS

- to have fun studying the Fur Trade in a Grade 5 Social Studies class we did a whole theme on beavers!

THE GOLD RUSH

- this theme began from a Social Studies unit, and included all kind of art, writing, reading, research, group work, reports done on the computer, as well as role drama, and the writing of a whole newspaper of the times
- the students used gold foil wrapping paper to make their book covers

THE BUILDING OF THE RAILWAY

- once again a theme based on Grade 5 Socials
- it's amazing what you can find to relate to a study of the railway, which includes activities across the curriculum
- students made excellent 'shape' books for this theme, in the shape of a train engine

VOYAGE OF THE MIMI

- this is a science-based whole language program which our District bought
- it comes as a complete kit including story books, videotapes, maps, charts, pictures, and computer programs and teaches children all about sailing and the study of whales
- this theme can take up to three months, and includes activities for every area of the

curriculum - each time we do this theme, we think of more things we can do!

VERTEBRATES

- we did a project on Vertebrates in Science and extended it to include other subject areas

These are just a few examples of how you can take a content area unit, and turn it into a comprehensive theme which incorporates activities throughout the curriculum.

HAVE A BOOK LAUNCHING!

At the end of each year my class had a **BOOK LAUNCHING** where guests were invited to see the "hot-off-the-press" year-long collections - the Anthologies, and any other published work. In the last two years I enrolled a class, we also included some art, diagrams, charts and other illustrations in our Anthologies, to add to the reports, reviews, news articles, letters, stories, jokes, poems, projects, journal entries, personal writing, and other writing. This way the students had a wonderful sampling of their work during the year in one collection.

With one class, we hadn't taken time to count how many other booklets we had made over the course of the year. In setting up desks and displays and tables for parents attending our Book Launching, we discovered that besides the actual huge Anthology of Art & Writing (which included at least 10 different forms of writing), each student had also produced 21 other books or publications during the course of the year. These included stories they had made into little books, research projects, integrated theme work, Socials & Science themes, book review collections, newspapers, "All about Me" books, and so on. We also had made around fifteen class books - the lunch bag book, idiomatic expressions, poetry collections, word pictures, pattern writing, to name a few of the ideas we tried.

OTHER PUBLISHING IDEAS FOR INTEGRATION

- * **Projects**
(include drafts of both writing and illustrations)
- * Wall displays
- * *Big books*
- * Art and Writing combinations
- * **Travel brochures**
 - * Research
- * **Class books**
 - * Posters
 - * Shape books
(Animals, Houses, Shoes, Trains, etc.)
- * Theme books (Dinosaurs, Clowns, Football, Houses, Teddybears, The Circus, Trees, Whales, Apples, etc.)
- * *Socials or Science*
(save a whole unit and publish it as a special booklet instead of leaving it in a duotang to be thrown away!)
- * Class Magazines
- * **Letters: keep a folder with copies of letters sent on one side, and replied on the other side**
 - * Reports
- * Year End Anthology (save writing throughout the year)
 - * Stories
 - * *Joke Books*
 - * Recipe booklets
 - * Flip Charts
 - * **Pop-up books**

* Advertisements

* Cards

* Hard cover books

* Personal writing (diaries, journals)

* *Character descriptions and observations*

* Questionnaires

* **Book Reviews (not reports, reviews)**

* Movie and Video reviews

OTHER IDEAS FOR CLASSES

* **Cumulative Writing Folders**

- put 3 pieces of writing in yearly
- pass on the folders every year
- include writing from across the curriculum

* **Presentation Opportunities**

- let students present their work in the Library
(they can share aloud a story, poem, project, other work)
- meet as a whole school or even a few classes in the Library or Gym
- a few students per class share their writing from across the curriculum

* **Letter Writing Derbies**

- this is a theme where the only activity is to write letters!
- this is always a big success with my students
 - have students write letters to friends, relatives, royalty, the government, celebrities, information services
- one year we fill an entire wall with letters sent back to us
- publish the drafts, copies of letters, and replies!
- in two days, one class wrote 364 letters in two days
- now we do it for a week, and write over 600 letters!

*Open Houses

- invite guests to Art & Writing Displays, Writing and Thinking celebrations, Multicultural celebrations, Socials and Science fairs, Word Processing demonstrations, etc.

*Slide Shows

- take slides of students' work (art, writing, posters, projects, etc.)
- take slides of students AT WORK - both in the class and the library
- present them at workshops, parent meetings, librarians meetings and conferences, assemblies, etc.

* "Poetry Clubs"

- have weekly sessions where students share a snack and a favourite poem
- this can happen once a week in the library
 - take turns reading aloud
 - poems can be written by students or professional poets
- (in our class, we're all in "the club" and and each student shares a poem once a week with the class)

*Videotapes

- film students at work during all stages of their school day, in their classes and in the library
- demonstrate how every subject includes reading, writing, thinking and sharing

*Library News

- publish a weekly or monthly edition
- students can do layout and selection of contributions

*School Newsletters

- when information goes home to parents it is an ideal opportunity to include samples of student writing from various grades and subjects
- and information about the LIBRARY PROGRAM

△△△△△△△△△△

There are many, many ideas for integrating language across the curriculum. These are just a few to give you an idea about the possibilities. When our overall philosophy is one where we believe that:

- children understand many things about language before they enter school
- the mastery of language is a natural process
- learning about literacy and language is best when children are self motivated
- it is important to reach children at their own interest and ability levels
- we can help children grow by building on what they value
- we can provide a rich and stimulating environment where learning is a pleasure

...and where a literature and language-based focus is at the root of all our programs, I feel we are on the right track!

"You can only help a child become that which he or she is already becoming."

Robert Frost



A CACHE OF CROSSCURRICULAR IDEAS FOR GRADE EIGHT

by **J. E. GILES**, teacher-librarian, Montgomery Junior Secondary School, SD#43 (Coquitlam).

Because a crosscurricular, integrated thematic approach to learning has been of continuing interest to me both in the past (see *The Bookmark* March 1989, and March 1990) and currently due to the new directions in education (*The Year 2000*) which endorses this approach, I have been actively involved on a committee for the development of such a program for Montgomery Junior Secondary for the 1991 - 1992 school year at the Grade 8 level. The committee, comprising both teachers and administrators is working with this new and experimental teaching/learning approach for our anticipated 180 eighth graders next year.

Miss Teresa Grandinetti, science teacher, and I worked cooperatively together on the following materials in some sessions to address the themes that were possible cross-curricular ideas to be further expanded by the teaching teams using them. Included in this article will be three outlines, thematically presented across the Grade 8 curriculum with some extension suggestions. Two of these themes will be general suggestions which can be expanded to weekly and daily lesson plans depending on the time teachers agree to allot to each theme. The other theme and the first to be presented in this article will show a possible weekly timetable of an eighth grade student and discuss how that student's time will be used in a cross-curricular thematic approach for a two week period. The amount of time used in each specific subject could and probably would vary in other themes. This example is to reassure teachers that time and curriculum content need not be sacrificed in using this teaching-learning approach.

The theme for the unit is drugs. Due to certain complications involved in acquiring basic skills in Home Arts and French, these areas of the curriculum were given specific blocks of time. In the student timetable shown below these subjects will be blocked into Blocks A and B. Although the other subjects are also blocked for the purposes of the particular unit, they have more time flexibility and can be varied according to the teachers in charge of POD I of the Grade 8 students (90 students, comprising half the grade 8 population). POD II will have the other 90 grade 8s.



STUDENT TIMETABLE

Per	Monday	Tuesday	Wednesday	Thursday	Friday
1	A/French	F/PE	X/	G/English	D/Science
2	B/Home Arts	G/English	C/Math	H/Socials	E/Fine Arts
3	C/Math	H/Socials	D/Science	A/French	F/PE
4	D/Science	A/French	E/Fine Arts	B/Home Arts	G/English
5	E/Fine Arts	B/Home Arts	F/Home Arts	C/Math	H/Socials

UNIT I. A TEACHING-LEARNING UNIT ON DRUGS

Instructional time is calculated at the rate of three hours a week, which makes available approximately 108 hours a year for each subject area.

For this specific unit, in the first week, the floating "X" block will be moved to a place in the timetable adjacent to a scheduled English period to give the students two hours for a field trip to the public library for extended research. Several tasks will be done by the students at this time. These tasks will involve the English and possibly the Social Studies component of the topic. In the second week the "X" block will be used for an outside speaker, possibly from a Drug Awareness Program.

The following suggestions for the subject areas with fixed blocks could be used at the same time the Drug Unit is being taught in the rest of the curriculum areas.

HOME ECONOMICS: Food additives. Healthy eating, Allergic reactions.

FRENCH: Vocabulary on smoking and drugs. Do stories and poster campaign in French (anti-smoking, drug awareness).

WOODWORK: Safety and toxic substances: paint, shellac, oil and varnish.

The rest of the subject areas are listed below with suggestions for six hours of curriculum related work on the topic of drugs.

I. MATHEMATICS 6 hours

Resource: Statistics from Health and Welfare Canada about drugs and alcohol in Canada.

HOUR 1: Create and interpret line and bar graphs. Apply the mathematics skills in Chap-

ter 1 of Mathematics 8 to the examples in Chapter 13 of Science Probe 8, "Drugs and the Nervous System".

HOUR 2: Construct some line and bar graphs, for example, Mathematics 8, p. 264, Activity 13c, Smoking statistics.

HOUR 3: Teach mean, median and mode, Chapter 1, Mathematics 8.

HOUR 4: Survey of drug, alcohol and tobacco use. Conduct a survey in the class or give students a survey that was already conducted. Make a graph and calculate the mean, mode and median.

HOUR 5: Misleading graphs, Mathematics 8, p. 29. Use information on drugs, alcohol and tobacco from companies and magazine and television advertisements to discuss the use and misuse of statistics.

HOUR 6: Test

II. ENGLISH 6 hours

HOUR 1: Give students articles on drugs, tobacco and alcohol. Discuss content and forms of writing.

HOUR 2: Read fiction and/or non-fiction stories on teen drug use and abuse, for example, excerpts from Go Ask Alice and complete discussion questions.

HOUR 3: Teach three forms of paragraphs: description, exposition and narration. Prepare for a library visit to use periodical literature and books on drugs and alcohol.

HOUR 4: Go to the school library for a cooperatively taught review of research strategies, card catalog and periodical indexes, and useful sources, such as books in the Science, Psychology and other relevant sections, the Reference Collection and Vertical Files. Students will draw drug topics so as to have little or no duplication on the following: amphetamines, barbiturates, caffeine, opiates, tranquilizers, hallucinogens, alcohol and nicotine. A page of researched notes or seven to eight note cards per student will be required.

HOUR 5: Go to the public library. (Connect the "X" block to have two hours.). Repeat of school library orientation with public librarian. Do notes for a second drug.

HOUR 6: Write a rough copy on each of the drugs using two of the three different forms of paragraphs taught in HOUR 3. Edit rough copies with a writing partner. Submit good copies next class.

III. SCIENCE 6 hours

HOUR 1: Introduction: The uses of drugs and how they help. Introduction to Activity 13A, Science Probe 8, p. 256, "How Drugs Affect Heart Rate".

HOUR 2: Do activity 13A, "How Drugs Affect Heart Rate".

HOUR 3: Graphing of results of all four classes in POD I, "How Drugs Affect Heart Rate". Do averages, means and modes (reinforcement of Mathematics skills). Do stem and leaf graph, and box and whisker graph. (See Mathematics 8).

HOUR 4: Notes and discussion Science Probe 8, p. 258, covering types of drugs, drugs and the nervous system, overuse and misuse of drugs, and dependency.

HOUR 5: Discussion and questions on tobacco. Do activity on smoking (detergent bottle, cotton, cigarette "bottle smokes cigarette").

HOUR 6: Alcohol and over-the-counter drugs; myths about alcohol: discussion and questions.

IV. SOCIAL STUDIES 6 hours

HOUR 1: History. Medieval Era: The Black Death. Introduction and reading in Patterns of Civilization, pp. 87,145,184. Draw attention to usefulness of drugs.

HOUR 2: Video on the Black Death from the series, You Are There. Newspaper articles and questions on the reemergence of the Black Death.

HOUR 3: Geography. Map on the spread of the Black Death and "Using Statistics" (questions and diagrams) on the Population of Western Europe (500-1500 A. D.), Patterns of Civilization, p. 88.

HOUR 4: Population and demographics before and after the Black Death. (Use graphs). Relevance to the study of the Modern World. Focus on the location of Third World countries.

HOURS 5 and 6: Maps and oral reports on Third World countries, including issues of sanitation, drugs, medicine, etc.

V. PHYSICAL EDUCATION 6 hours

HOURS 1 and 2: Introduction to drugs, smoking and alcohol and the effects on the cardiovascular system (specifically) and the body (generally).

HOURS 3, 4, 5: Running, aerobic exercises, games and activities that stress the fitness

and health of the cardiovascular system.

HOUR 6: Mini - Black Lung Olympics (Smokers versus non-smokers in games and contests).

VI FINE ARTS 6 hours

Although drama is the focus in this unit, some suggested music and art connections are included.

HOURS 1 and 2: Read skits and scenes on "Drugs and Teens". Discuss issues. Do 4 - 6 scenes. Resource: Traffic safety /ICBC materials, Interactive theatre.

HOURS 3, 4, 5, and 6: In groups of 3 to 4 write and perform in the last class a five-minute skit, using information gathered during the entire Drug Unit.

*Possible Music topic: Drugs and the world of Rock and Roll.

*Possible Art topic: Evaluating drug advertisements and creating one of their own.

UNIT II. THE MIDDLE AGES

CURRICULUM APPLICATIONS:

SOCIAL STUDIES

History. Europe. China, India and Japan.

Geography. Mapping the Empires and other political groupings of the times.

Extension Activities. Building models of castles, Making topical posters, etc. (Art application).

See English. Also, medieval contracts, biographies (stories, such as, "A Day in the Life of . . .").

ENGLISH

Writing. Fables, stories, contracts, parables, myths (Medieval legends: Song of Roland, Robin Hood, etc.). Fantasy (Dungeons, dragons, etc.). Historical fiction.

Reading. Mythology, legends. Chaucer, Canterbury tales. Biographies: famous characters. Library research project: notes from three sources (books, encyclopedias, etc.).

Poetry. Troubadours and ballads. Lyrics. Petrarchan and Shakespearean sonnets lead to the Renaissance.

SCIENCE

Chemistry. Beginnings in alchemy to the present: skills required in chemistry; chemical symbols, periodic table; slant to historical discovery and development of chemistry (Men of Science).

MATH

Equations. Negative Numbers: Spain in the late sixteenth century. Concept of "Zero" - Muslims leading mathematical thinkers. Library research project: History of Math: our Arabic number system. Taking notes from two different encyclopedias. Bridge to the Renaissance.

OTHER CURRICULUM APPLICATIONS:

ART: Illuminated letters. Gilding (Tinfoil?). Calligraphy.

MUSIC: Madrigals and ballads.

DRAMA: Mime, plays (such as Everyman), court jesters.

DANCE: Medieval dance

PHYSICAL EDUCATION: Minor games unit: archery, fencing, shuttlecock = badminton

MAJOR EXTENSION PROJECT: Medieval Fair

UNIT III. THE ENVIRONMENT

CURRICULUM APPLICATIONS:

SCIENCE

You and the Natural Environment. Pests and Controlling Pests (Pesticides and chemicals). Forestry and Reforestation. The Earth and Oil Reserves. Recycling - Major project.

MATH

Graphing (Types of graphs using environmental data). Statistics (for example, trends in recycling, surveys on recycling use). Percentages and Fractions.

SOCIAL STUDIES

Geography. Map skills: Forested section; samples of population. Geolab skills: heights of mountains; deforesting of mountains; loss of topsoil. Looking at ecosystems: where are the evergreens found? Knowing about forestry: the wood industry. Fisheries: Salmonid Enhancement Programme (extension activity).

Current Events. Pollution and recycling.

History. Human migration; the need for food and land.

Weather. Global warming (integrate with Science).

ENGLISH

Writing Skills. Paragraph writing: expository, descriptive and narrative. * Apply to Social Studies and Science Topics *

Library Skills. Basic searching (catalog and Readers' guide to periodical literature) and note taking skills. Use of the vertical file.

Reading Skills. Stories: compare and contrast fiction and non-fiction view on the environment, ecology, pollution, etc. Newspapers: produce one on the topic. Poetry: writing, reading and analyzing.

** Writing and reading must be emphasized across the curriculum so that students will understand that these skills are important and that they count everywhere. **

ADDITIONAL SUBJECT APPLICATIONS:

ART: Environment and ecology posters.

HOME ECONOMICS: Healthy eating; concentration on vegetables and other plants as food sources. Recycling, composting and packaging.

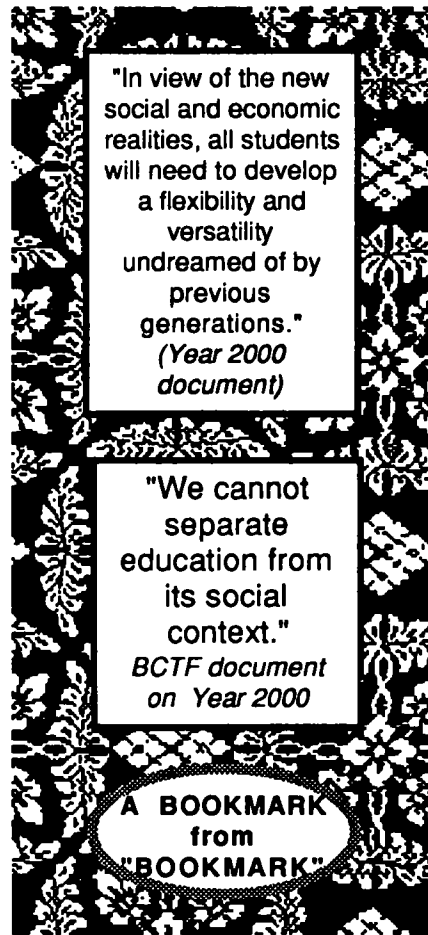
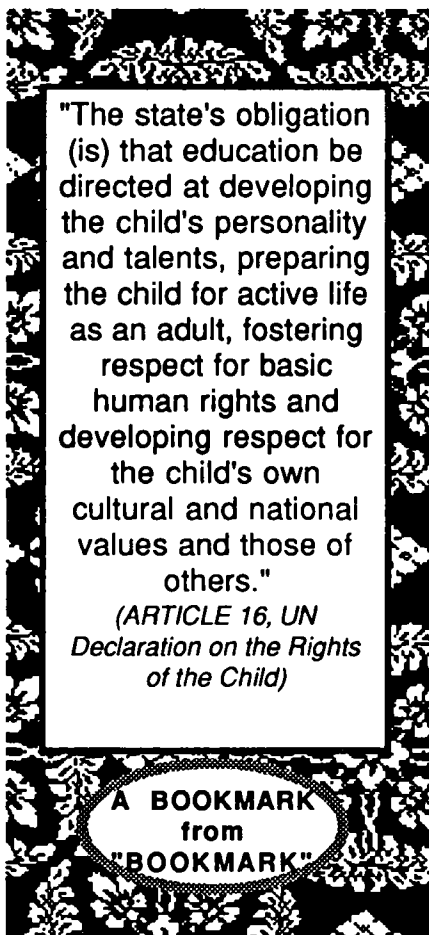
PHYSICAL EDUCATION: Orienteering.

The challenge and excitement facing British Columbia's educational community is that of addressing the education of the total child. The approach offered in this article is that of an educational program woven together by common curricular themes. It is one that reinforces the same skills in different areas of the curriculum, although it is not devoid of different and divergent thinking as well. It teaches students that nothing exists in isolation, either in the classroom or the world they live in.

British Columbia's educators have accepted this challenging learner focussed educational overhaul and are yielding thoughts on learning, applications of knowledge, and

teaching techniques that are not being produced to the same extent anywhere else in North America.

The adaptations, changes and embellishments that will follow these initial offerings will place British Columbia's educational community firmly on the path of continuing enlightenment and educational improvement.



DREAM-MAKERS

An integrated theme with an art emphasis

The following is excerpted from a publication by Crayola, the art materials manufacturers. They have published four booklets containing ideas for integrating art with other areas of the curriculum, termed "interdisciplinary activities". The first two booklets are out of print, but nos. 3 "Visual Worlds" and 4 "Imagination" can be ordered from Crayola Dream-Makers, P.O. Box 1077, Grand Rapids, MN 55745-1077, for \$2.00 (US) each. The booklets contain excellent bibliographies. Your editor has ordered the picture books suggested in the "Imagination" list and found them all superb in quality and application to the curriculum, especially to thematic units having an imagination-enhancing component.

The booklet "Imagination", from which the following is excerpted, contains these six elements: three study units suggesting art and interdisciplinary activities; an annotated list of children's books supporting the study units; three study print folders emphasizing the use of master works with classroom activities; tips for managing art activity; exhibition and advocacy guidelines to build support in your community for art education; and information about regional recognition exhibits of student artwork on university campuses. The three study units are entitled: Image...to record; Imagine...to wonder; and Imaginary...to dare.

Image...to record

- Create an image of life on earth to document the state of our environment for future generations. Consider recycling or reusing materials as surfaces for your artwork or as part of your message. Experiment with various art materials on these surfaces to see what will retain and enhance your message. Draw with crayons on sandpaper, markers on cardboard or acrylic paint on plastic, rocks and fabrics.
- Compare the process of observation from the point of view of a scientist, artist, inventor, detective or writer. Invite speakers to discuss how they use observation in their work. Play memory games to train observational skills. Test recall by drawing or listing the items you observed.
- Research the use of symbols that are identified with business, political, musical or environmental groups. Collect some trademarks and devise a game to identify them.

- Discuss the popularity of "food characters" and their use in advertising. Develop a new character and slogan for your dream food.

Imagine...to wonder

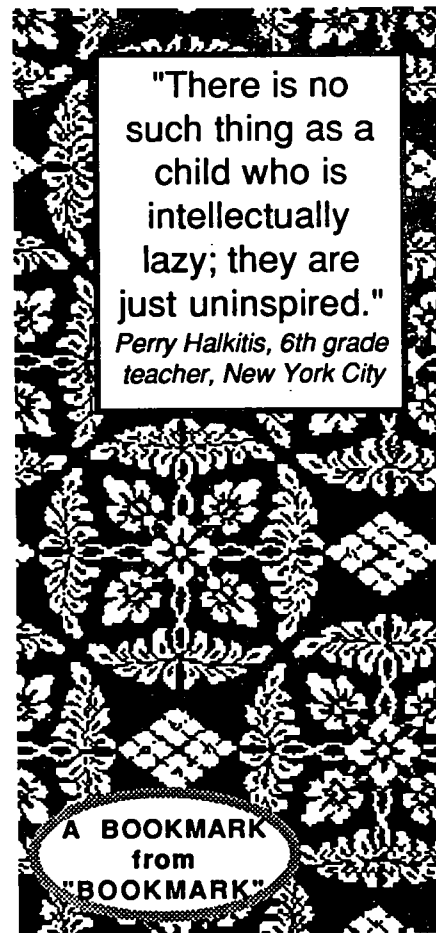
- Transform an object into something new through a sequence of drawings. Begin by showing it as accurately as possible and then in four or more images change it slightly into something entirely new.
- Investigate the process of problem solving. Discover how brainstorming techniques along with creative and critical thinking skills are used in science, business and the arts.
- Examine means of recording time by calendars, seasons, the moon and stars. Find how artists depicted these changes. Were special figures associated with different seasons? Develop characters that portray aspects of a particular season for a record in the future.
- Study examples of alphabets and how letters are created among many cultures. Develop your own picture-letters then visually present a set of instructions such as assembling a toy.

Imaginary...to dare

- Transform a group of desks, a table, or a corner of the room into the S.S. IMAGINARY using cardboard boxes and tubes plus large sheets of paper, crayons and paint. Make this a special place to draw, read, write stories or just think.
- Explore historical and mythological voyages. Find out about explorers routes, ships and maps. What facts and superstitions were incorporated into their charts? What symbols could be used in your ship's log to represent the places you discover?
- Create nonsense scenes. Fill a large container with words and pick six to ten of them. Organize these in a sentence-like structure and then add the picture that gives visual clues to a possible meaning.
- Publish a class comic book. Use copy machines to enlarge or reduce drawings to fit within a set format. Plan different layouts with borders, unusual spacing, margins and wild color.
- Show and discuss reproductions of artworks that

have dream-like qualities or themes. Select one and illustrate your own dream in its style.

The above, along with many more ideas, are found in the guide Dream-Makers 4 "Imagination", published by Crayola, a division of Binney & Smith Inc.



Philippines Education Study Tour sponsored by BCTF and CoDevelopment Canada

Dates: July 5 - 23, 1991

Cost: Approximately \$2,900 includes all transportation, accommodation and meals

Highlights and unique features of the tour:

- As guests of the Alliance of Concerned Teachers (largest national union of teachers) the tour will focus on education in the Philippines.
- 2-day orientation by Filipino teachers to introduce social, cultural, geographical, historical, economic, and political information on the Philippines.
- Highlights of Manila and surrounding districts and the sights in one of two regions (Mindanao and Visayas).

**For more information, contact Leona Dolan at the BCTF
office 731-8121 or toll-free 1-800-663-9163**

GLOBAL EDUCATION

by **RAY PELLAND**, social studies teacher, McRoberts Jr. Secondary School, SD#38 (Richmond).

INTRODUCTION

The instructional materials and strategies in this unit are designed to heighten awareness of the ways in which people and nations are linked economically through global trade. A global perspective of trade among nations will help students see themselves as participants within a large global trading system. A study of global trading will emphasize the interdependent nature of our global economy and indeed of our entire world. Interdependence is the central organizing concept of this resource unit and each lesson supports a related and supportive concept.

The objectives of this teaching resource are as follows:

- to develop an awareness of the interdependence of the world economic trading system; that no one nation alone can successfully control or solve contemporary and future global economic problems.
- to provide an awareness of the economic trade systems operating in our world and how they interrelate.
- to provide information on the logistical and practical aspects of trade among nations.

These objectives will be achieved by examining global concerns and problems and by involving students in activities that examine the causes, effects, and possible solutions to present and future issues with global implications.

The activities in this resource unit are designed to involve students in active problem solving activities to enhance the learning of the concepts that form the core of this unit of study. The strategies employed to effect this learning include the following:

- concept attainment
- inductive thinking
- inquiry training
- research project
- simulation

Some of these strategies will be achieved by using such group activities as cooperative learning, mind mapping, and brainstorming techniques.

The issues presented in this teaching resource, listed below, are exclusively of a global nature.

- dependence on global products (lesson one)
- production of global goods (lesson two)
- the multinational (lesson two)
- marketing a global product (lesson three)
- interdependence/cause and effect (lesson four)
- trade disparity (lesson five)

The lessons in this instructional unit are designed for secondary social studies students, specifically those taking Studies 10 and 11. These two courses lend themselves well to an in-depth examination of global issues.

Social Studies 10 emphasizes Canada's economic relationships and provides a time allotment of 15% for current events and extension activities. The Social Studies Curriculum Guide states that "throughout the grade, students should be given the opportunity to examine and analyze emergent...international events and situations." (1)

Social Studies 11 has a focus on "The Global Environment: Social and Economic Perspectives" with one of its major topics "the global village" in which students are expected to:

- "identify ways the various parts of the world are interconnected and interdependent.
- be aware that global decisions may have local impact and local decisions may have global impact." (2)

Clearly, the activities in this instructional unit support the thrust of the secondary social studies curriculum. These lessons are not mutually dependent upon each other, i.e. they may be taught separately, in combination with one or more of the lessons, or as a complete package with the lessons re-arranged to suit the purposes of the instructional program and the needs of the students.

Lesson One: Our Dependency on Global Goods

Introduction:

This lesson will introduce the topic of global trade by increasing the students' awareness of the myriad of common goods that originate from countries other than our own. As well as a concept lesson they will be involved in a survey of the global origins of their personal belongings to heighten their understanding of the importance global trade plays in our daily lives.

Concept: Dependence

Strategy: Concept Attainment

Procedure:

From a series of examples, the students are asked to deduce a common theme or "concept". The examples are actual items pre-selected and demonstrated at random. Some will be consistent with the concept-called "positive exemplars". Others will be inconsistent with the concept i.e., "negative exemplars". As the demonstration of examples continues, students are asked to indicate after each example, whether or not they think the example is a "YES" or a "NO". A "not sure" is shown by wiggling the thumb half-way between thumbs up and thumbs down. The teacher should simply ask "Is this a "yes"?(or "no")" with no discussion. After students have made their decision, the example is placed on that half of a table clearly marked with a "YES" and "NO" half.

Because the strategy is intended to emphasize the student's personal judgment, and to avoid the student being influenced by others the signals are made close to the chest so that each student is unaffected by the decisions of others. The teacher can make a quick scan of responses to determine whether or not they have grasped the concept. When virtually all the students are displaying the correct response the teacher can begin to discuss the exercise and what the student think the concept is.

Examples should have a clearly visible brand name so that students can identify it as domestic or foreign. The oil and coffee beans could be poured from one container to another for "dramatic affect" but advise students that the secondary containers are not part of the "concept".

These are a "YES"

camera e.g., Nikon
watch e.g., Seiko
banana e.g., Ecuadorian
calculator
coffee beans
musical keyboard e.g., Yamaha
coconut
Lego

These are a "NO"

fur garment
bread e.g., IGA
oil e.g., PetroCan
totem pole
Cowichan sweater
loonie
newsprint/pulp
HBC blanket

Students should recognize that the "YES" examples are imported goods from both First World and Third World nations, and the "NO" examples are domestic products. The discussion should centre around the concept of dependency i.e., that we depend on foreign nations to provide us with goods which are commonly used and readably available.

Follow-Up Activity:

Divide the class into groups of four to five and instruct them to conduct a survey of the items in their possession e.g. clothing, sunglasses, cosmetics, footwear, walkmans, stationery, jewelry etc. What percentage is foreign made and what is domestic? This survey is designed to reinforce the concept of dependency on "global goods" (Lesson Five expands on this idea) and increase an awareness of the importance of global trade.

Groups can share their findings and draw their own conclusions. A discussion should center on such questions as:

- Why do we depend on so many foreign-made goods?
- How do we get these products?
- Which countries are a major source of our imports?
- Which goods produced in Vancouver are exported?
- How does the export of goods affect our community?

Lesson Two: Global Production

Introduction:

With the development of global production systems, it is becoming increasingly difficult to designate nationalities to goods and label them as either “foreign” or “domestic”. For example, a television set assembled in Richmond, B.C. with parts from China is not either a Chinese import or a Canadian television set. This lesson introduces the concept of a global product and shows how many of the products we use are the result of manufacturing operations in several different countries. Students will be made aware of the distinction between global products and simple imports/exports. A global product should not be thought of as a category different from imports/exports; many imports and exports are global products. This lesson deals with two concepts: the global product and the multinational.

Part One:

Concept: The Global Product

Strategy: Inquiry

Procedure:

This exercise teaches the students to become more fluent and precise in asking questions to develop concepts and to test their hypotheses. The students will be given a puzzle and they will be asked to try and solve the riddle by asking yes-no questions. They should build their questions from those of others as they continue their inquiry into the “mystery”. When they think they have the answer to the riddle they can use the thumbs up approach used in lesson one. Students should be cautioned about shouting out the “answer”; the questions they ask should be those designed to lead to their hypothesis or guess.

State the riddle as follows:

“I was designed by engineers in West Germany where I was also drawn on paper. Parts of me were made in Japan while others came from Brazil. I was put together in South Korea where I was put on a ship that traveled to Costa Rica.

What am I”?

Once the majority of students have indicated that they have the answer they could be put into groups to discuss their hypothesis. A speaker from each group can explain what their group thinks it is and why. If not one group has the solution, then more clues could be given. The answer to the puzzle is an automobile, more specifically a Saeham Bird developed by G.M.’s Opel subsidiary in West Germany and distributed by Pontiac. It resembles an Opel and comes with a 1500cc engine and can be found mainly in Central America and the Caribbean.

If the students feel that this is an extreme example of a global product provide them with the example of the MTC television sets assembled in Richmond, B.C. with parts from China. Explain that these products are called “global products” and ask why? A discussion at this point should raise the following questions:

- Why don’t the car and the television set fit easily into the traditional classification of goods?
- Should the television sets be considered Canadian-made or classified as imports?
- Why has there been the development of global products?
- What are the implications for domestic manufacturers, workers, and consumers of production systems that are increasingly global in nature?

Part Two:

Introduction:

This lesson extends the concept of global product to global production operations, specifically the multinational corporations. It examines the role multinationals play in global trade by using the example of multinational automobile companies.

Concept: Multinationals

Strategy: Brainstorming using Cooperative Learning

Materials:

- overhead projector
- “ pens
- “ transparencies
- Oxford World Atlas (5th edition)
- chart paper
- felt markers

Procedure:

Provide students with the list (3) of major multinational automobile companies and the countries in which they have located their assembly plants. This illustrates the

global nature of their operations but gives no indication of either the size or the number of assembly plants in each of the countries. There is also no relationship between the number of countries in which a company operates and the size of their operations in terms of dollar value or number of automobiles produced.

Instruct the class that they will be working in cooperative groups in which one person will be the recorder, one the checker (to make sure that all members understand all the points made), and one the encourager (to make sure that all members of the group participate by using positive encouragement). With each group one person will be asked to explain their findings at the overhead and one will be chosen to explain their ideas on the chart paper.

Divide the class into seven groups of three or four students each and allow them to choose which two companies they will represent by drawing from a "hat". Each group should mark that company's assembly plants on a world political outline transparency map using a distinctive colour/symbol. Using overlays of the overhead projector, each group should explain its findings to the class.

Ask each group to consider the following question:

"Why have these companies located plants in so many different countries"?

Instruct them that they must brainstorm their ideas, that is list or mind map all the ideas that come to their mind regarding the question. This strategy is an attempt to generate a large quantity of innovative and original ideas related to the question. They should be advised of the following rules:

- no critical evaluation
- freedom of expression
- amass a large quantity of ideas
- modify, improve and combine the ideas of others
- record all ideas as they come forth
- all critical response is suspended

After 10-15 minutes evaluation should proceed and those ideas deemed unusable should be eliminated. Those ideas agreed upon by consensus as useful should be displayed on chart paper for the class to study. One member from the group is chosen to explain what they have recorded. Some ideas that are bound to come forth for discussion include:

- labour costs
- quality of labour
- transportation costs and time
- political stability
- economic incentives
- tax benefits

Follow-Up Activities:

The following questions can be asked for discussion activities:

- Which countries have more than 12 automobile assembly plants?
- How many of these countries are from First World countries;* how many from Third World countries ** and why?

*Comprised of 24 industrialized, capitalist countries: Australia, Austria, Belgium, Canada, Denmark, Finland, France, German Federal Republic, Greece, Iceland, Ireland, Italy, Japan, Luxembourg, Netherlands, New Zealand, Norway, Portugal, Spain, Sweden, Switzerland, Turkey, United Kingdom, United States.

** See list included with Lesson Five.

Lesson Three: The Global Ripple Effect

Introduction:

In previous lessons we have looked at trading behaviors that provide examples of our interdependence with the rest of the globe. We have seen how some nations depend upon our consumer demands for the goods they export and how we depend on imports to provide us with the goods we consume in our daily lives. Global trading patterns are highly complex system, "a web of linkages producing interdependencies far beyond a cause-and-effect relationship between one consumer and one producer in two different parts of the world".(8) Thus the actions of even one major player can have serious unpredictable and dramatic consequences of a global nature. This lesson is intended to allow students to see the interdependent nature of the global trade system and how we are all affected by other players within the system and who we in turn may effect others within the global system.

Concept: Interdependence: Cause and Effect

Strategy: Concept Attainment, Brainstorming using Cooperative Learning, and Inquiry.

Materials: Two overhead projectors/screens

Procedure:

Prepare the examples below on transparency strips and present them to the class one at a time on one projector and after an example of each is presented to the class, present examples one at a time and let them decide if it's a "yes" or a "no" as explained in lesson one. Place the examples under "yes" and "no" columns on a second projector. These examples should be presented within their groupings of two, alternating between

cause/effect to allow students to make the connections.

These are a "YES":

- OPEC oil embargo in 1973
- Brazilian roads open up the Amazon
- sulfur dioxide from factories in West Germany increase
- oil discovered at Prudhoe Bay, Alaska
- CFC's synthesized in 1920s
- stock market crashes in 1929

These are a "NO":

- famine in Sub-Saharan Africa
- destruction of the Amazon rain forest
- forests and lakes "died" in Scandinavia
- destruction of marine sea and bird life in 1989
- destruction of the ozone layer
- global economic depression

Students should be able to make the connection between the "yes" and "no" examples; that one incident or development can have far-reaching results with global implications. Ask them to use their data to develop an hypothesis. The next step is to research their assignment to validate their hypothesis using library resources. They may revise their hypothesis based on new information or they may find that their research supports their initial hypothesis. These results should be presented to the class using chart paper, or transparency. This report could take the form of a linear listing or a mind-map such as the example on the next page.

Follow-Up Activity:

Divide the students in groups of 4 or five and assign through a "draw" one of the cause-effect relationships, and show how the linkage developed and how it continued to evolve into situation of global importance. They should brainstorm this assignment as in lesson three and present their findings to the class.

Lesson Four: The Global Product

Introduction:

This lesson will involve groups in a research activity to obtain economic information on various countries for the purposes of developing a global product. A global product may be defined as material whose production inputs - labour, technology, capital, raw materials, etc. - come from more than one country. Students will need to identify the sources of materials, determine a global production system, and design a marketing strategy for their intended export market. To make this a challenging exercise students will be told that they will be representing one of the eleven NICs (newly industrialized countries) and that their target country must be one of

the 73 MICs (middle-income countries) according to the classification system established by OCED (Organization for Economic Cooperation and Development) in Paris. (5)

Concept: Interdependence

Strategy: Research Project using Cooperative Learning

Materials:

- 1990 World Almanac
- 1990 Statesman's Year Book
- Oxford World Atlas (5th ed.)
- encyclopedias and other library resources
- felt pens
- transparency maps of eight MICs

Procedure:

To divide the class into groups, cut colour maps of seven or eight MICs into four pieces each. Distribute them at random to students as they enter the room. Students must match their piece with other pieces of the same country to make up their group. Students will need to assume responsibility for the following roles: recorder, researcher, artist.

Students will be given the following scenario:

"Your country has begun a new marketing strategy to develop a global product. Your task is to develop a marketable product with global appeal. In addition to using your own country's resources you must import at least one resource from one of the world's MICs (middle income countries). Then you will have to select your target consumer group considering such factors as age, sex, income level, educational background and geographic location."

Students must be able to complete the following requirements:

A. Market Research.

Answer these questions:

What is your product?

What resources do you need and where will you get them in terms of the following:

capital

natural resources

labour

technology

What export market are you targeting?

How will you market, advertise, transport and distribute your product?

What might be the impact of this product on the global marketplace?

B. Interdependence.

On a map transparency illustrate your imports and exports.

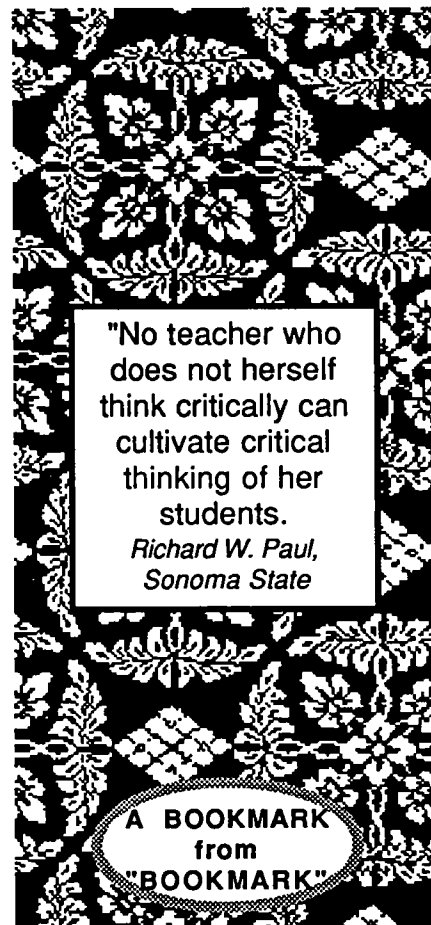
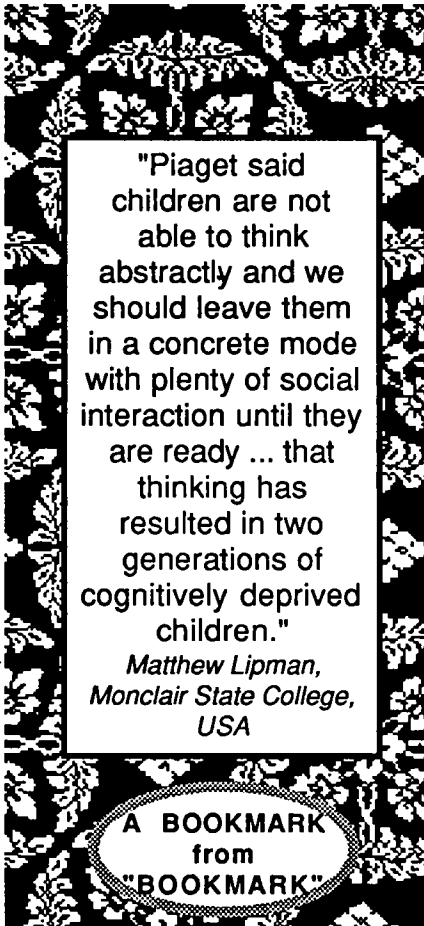
C. Product Design.

Illustrate your product and show the class how you plan to market or advertise this product

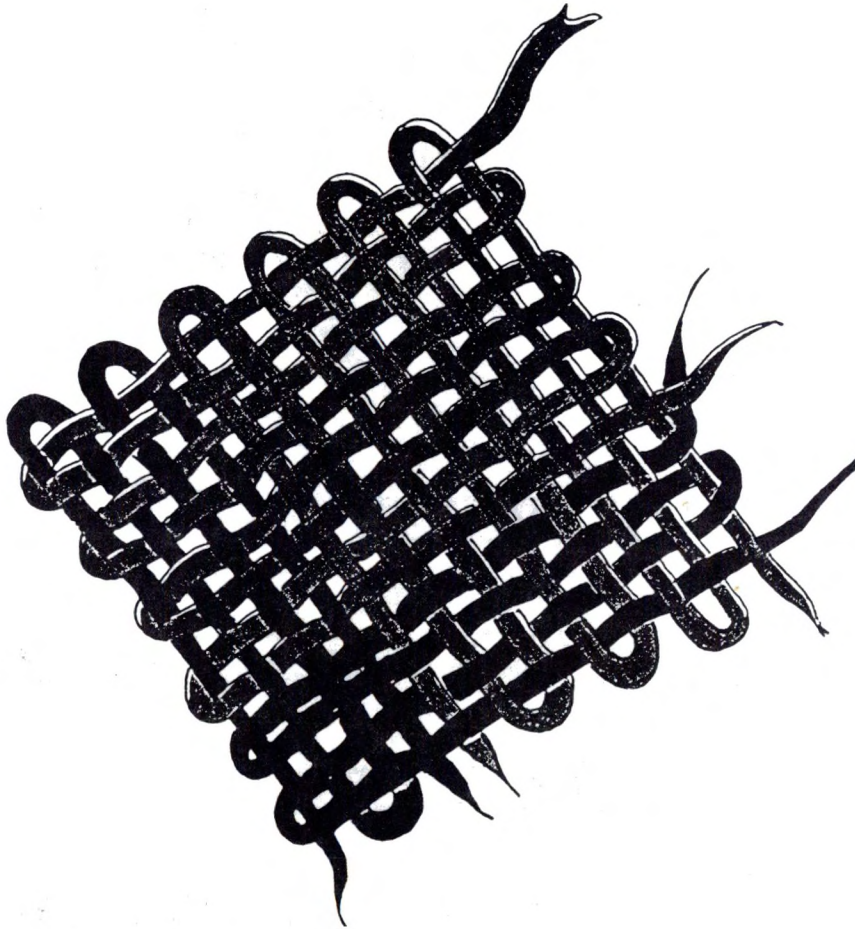
for the global marketplace.

D. Decision-making.

What factors influenced your choice of product and method of marketing and advertising? Which MIC did you choose and why? What factors determined your choice of consumer group?



FEATURED IN THIS ISSUE





YES

**Say
Yes!**

**TO THE
ASSOCIATION FOR
TEACHER-
LIBRARIANSHIP
IN CANADA**

ASSOCIATION FOR TEACHER-LIBRARIANSHIP IN CANADA
2561 Western Avenue, North Vancouver, B.C. V7N 3L2
Join The Movement! \$40 brings you the organizational plan,
constitution, membership directory, news and a year's membership!

THE 'LEGAL BEAGLE'

by ALLAN MATTHEWS, teacher-librarian, Columneetza Senior Secondary, SD#27 (Cariboo Chilcotin).

Law 12 students in our school find answers for their questions not only in the Criminal Code and other written materials, but also by asking the Beagle. The Beagle? Yes, the 'Legal Beagle,' discussion available on the SFU Xchange via telecommunications.

The library resource centre is involved with assisting students in their telecommunications requests through housing two computers with modems. In addition, a handbook with instructions on how to get on-line is provided and the teacher-librarian assists with instructions and trouble shooting when students encounter difficulties.

Our law teacher, Sandra Hawkins, was involved in the early stages of establishing student participation in this unique forum for requesting legal opinions. Her husband was the original Legal Beagle; however, the extensive use of this service has resulted in a number of lawyers sharing the role.

Students pop into the library resource centre to pose a question or check for a response. There are smiles on their faces when the Beagle has replied to their questions, they print out the responses, and appear to head back to class with a little more bounce in their steps.

The article that follows describes the legal discussions available through the SFU Xchange and was written by Sandra Hawkins. It appeared in the Dec./Jan. 1989/90 issue of Law Now, Alberta's equivalent of the Legal Services Society Schools' Project's magazine, Perspectives. Since the article was written, Law Forum has expanded and is known as Project LERN (Legal Education Resource Network).

ASK THE BEAGLE

by SANDRA HAWKINS, law teacher, Columneetza Senior Secondary, SD#27 (Cariboo Chilcotin).

reprinted from Law Now (Dec/Jan, 1989/90) with the permission of the author

Is anybody out there? There must be some law teachers out there who use computers and want to share ideas! ... Anybody?

The next item which appeared on my computer screen was an announcement for a law conference which had taken place a year earlier. This was my introduction to the conferences for law teachers on Simon Fraser University and University of British Columbia computer-mediated communications (CMC) systems in the spring of 1988.

A little more than a year later, the law conference (LAW-FORUM) on the SFU Xchange has more than 800 comments, questions and responses. The main discussion, "Legal Beagle," is hosted voluntarily by a B.C. lawyer. The Beagle is an electronic guest speaker who answers legal questions for law teachers, their students, and other interested participants. When questions are outside his area of expertise, he is quick to consult other experts, such as David Morris, a lawyer in the legal services department of the attorney-general's office, whose specialty is consumer affairs, or Ron Rapin, a research officer for the school's project of the Legal Services Society.

Here is an example from the Beagle discussion:

13283/127. FRASER 09:44 Mon Mar 20/89 8 lines

Question from Kelly Road Secondary School in Prince George.

If a young person uses the credit card of his or her parents without permission, and spends a huge amount, what are the likely outcomes?

- a) does the parent have to pay the money to the credit card company?
- b) can the parent recover legally from their children?
- c) will the credit card company lay charges against the unauthorized user?

13283/133. BEAGLE 16.50 Mon Mar 20/89 57 lines to Kelly Road Secondary School re 127

What a good question. Of course, I am now cutting all my credit cards into little pieces. The truth is that this question sent me to the real expert in these matters, David Morris. Mr. Morris is a lawyer who works in the legal services department of the Ministry of the Attorney General. He deals with lots of these credit card cases. He thought you had a good question too ... and he says, if this is a real case, please let him know.

Part of the answer is in the B.C. Consumer Protection Act. Section 31(4): "A holder is not liable for any debt in excess of the lesser of

(a) \$50; or

(b) the maximum amount of credit that is available to the holder under a written agreement with the issuer, where the debit is incurred by the use of the credit card by an unauthorized person prior to the date on which the holder gave notice to the issuer pursuant to subsection (2). "(letting the bank know if the card is lost or stolen).

If the parents notify the bank that issued the card right away, they should be able to rely on the \$50 maximum liability. Of course, the parents will have to admit that their child stole the card.

Mr. Morris could not think of a case in which the parent/child problem had come up in court. He said that the practice generally is for the bank to honour the \$50 maximum as long as the card holder — in this case, the parents — will report the theft to the police and come to court as a witness, if the thief is prosecuted. I guess something like this remains to be tested in the court.

Section 3(5) of the Consumer Protection Act states that in a dispute between the holder (the parent) and the issuer (the bank), the burden of proof rests with the issuer to show that the debit was incurred by the holder or a person authorized by the holder of the card. So ... by legislation, the bank has the tougher job.

If the parents were required to pay, there is no reason they could not sue their child. It would be a little awkward, but it could be done. The suit would be for conversion or theft in the amount that was paid out under the credit card. (You would not be caught

in the situation of trying to sue an infant on a contract. That would be even more difficult.) I don't believe a parent would do this, but it is possible. In practical terms, where would the child get the money to pay the judgment?

The credit card issuer, maybe a company but usually a bank, does not need to lay charges. What happens is that the information about the theft is given to the police and the police, in consultation with the prosecutor, decide whether or not the child should be charged under the Young Offenders Act. If the child were convicted, it is possible for the judge to order that the child pay back money spent in the use of the card to the parents or the bank. From a practical point of view, the judge is not likely to make such an order unless the child has a clear means by which he or she can earn money without interfering with school.

Congratulations again for an excellent question.

* * * * *

The Beagle also moderates a discussion within the Law Conference called "Moot Court" in which he periodically introduces a case and asks students to submit arguments for adjudication. Students have found it challenging to pit their skills against Law 12 students beyond the walls of their classrooms.

Here is the introduction to Moot Court:

13340.Moot Court BEAGLE 12:05 Sat Feb 4/89
49 Lines

THIS IS AN EXPERIMENT and is intended to be fun. Most "moots" are done in class in a short period of time. Here, the time will be enlarged so that students can come online whenever they want or whenever the subject in class makes it appropriate.

For now, I will be the Appeal Court judge. The idea will be to have students take one side or another of the issue I put online. For now I set the facts too. Remember, the Appellants will argue first. Then the Respondent. If the Respondent has raised things in argument that the Appellant wants to talk about, he gets a chance next. Then if the Respondent wants to get a last word in on matters raised by the Appellants, that comes next. When everyone has had a turn, I or somebody will give a decision.

This is not intended to be a setting in which one side wins and one side loses ... although somebody

will, I expect. The notion is that students will have fun working up good arguments, hopefully using some precedent material, and will learn more about critical thinking and rights and law along the way.

There is already some precedent material for the first moot in the old 11816 discussion ... you can find it with the index. It is fair to ask others for help to form groups and to ask the BEAGLE for material you can't find. The discussion is meant for the students, but there is no rule that teachers or others can't get involved. I have set very wide time frames so that you can jump in when you can. The deadlines are there only to force the moot to a conclusion.

* * * * *

"Swap Shoppe" is a place for law teachers and others involved in law-related education to share teaching ideas. Here is one exchange that took place:

13304.SWAP-SHOPPE

13394.19 Sandra Hawkins 19:51 Mon Apr 17/89
34 lines

HAPPY LAW WEEK!!! We began our activities in Williams Lake the evening of Wednesday, April 12 with the mock trial, R. v. Irving. The case was loosely based on R. v. Bayard, which was decided in the Supreme Court of Canada in March '89.

One of our local judges, His Honour Judge C. Barnett, wrote the outlines for us. The RCMP made very real exhibits for us — photos, knife, stabbed jean jacket and statements. The case is not for the faint of heart, but it is very interesting and was appropriate for our area.

R. v. Bayard took place in Gastown, just as the bars were closing. One group of guys flicked a jelly bean at a person in another passing group. Concerns and words were exchanged. Then the exchanges got heavier. One man was really being pulverized and pulled a knife. His victim died. Judge Barnett took similar facts, added some racial slurs, that occur all too frequently when some people drink and want some action, and set the scene in our community. He thought the case would be interesting but also a reminder of what tragedies can ensue with booze and thoughtless words and acts. The trial was well received by the community and the students really enjoyed presenting it. Both Native and non-Native students reacted favourably to it. I was especially pleased with the Native students who volunteered to

participate and who showed such enthusiasm for the project. There were a lot of proud parents in the audience.

I know some law teachers have mentioned that they were looking for a new mock trial. If you wish to give R. v. Irving a try, let me know. Depending on the response, I will either put it online, or, more likely, send you a script.

13304/20. Darleen Kifiak 06:46 Tue Apr 18/89 5
lines

I am interested. It sounds like a good case. If you wish to send it my address is "Pacific Academy, 516 Brookmere Ave., Coquitlam, BC V3J 1W9" or if it is easier for you to put it online, I'll keep watching for it. Thanks!

13304/21. Sandra Hawkins 20:17 Tue Apr 18/89 1
line

I hope to have it in the mail tomorrow, Darleen.

* * * * *

"Ombudsman's Office" comes to the conference from Victoria; here participants can learn, first-hand, what the Ombudsman's function is and get solutions to real problems. The "Barristers' Lounge" is the place to relax and sound off on any legal issue. "Education Law" gives educators an opportunity to discuss legal issues which apply specifically to them.

For years law teachers have expressed frustration that the materials they have are not always current or applicable to British Columbia. Information in the Law Conference is always current and the focus has been strictly on B.C. and Supreme Court of Canada decisions. The Beagle has compiled an extensive index so that previous discussions can be retrieved any time by any interested participant. I found the index particularly helpful when I was teaching the Charter of Rights. I simply down-loaded all references to the Charter, and I had a complete, teachable units.

Even though the host is a seasoned barrister, the pseudonym "Beagle" seems to make students less intimidated than they otherwise might be. The conference's tone is friendly and any honest question is above criticism. Typing skills are *never* evaluated!

The fact that the Beagle remains anonymous adds an air of mystery and fun. More than once when my Law 12 students have had a disagreement as to how a case should have been resolved or how a test question should have been evaluated, someone has shouted, "Let's ask the Beagle!"

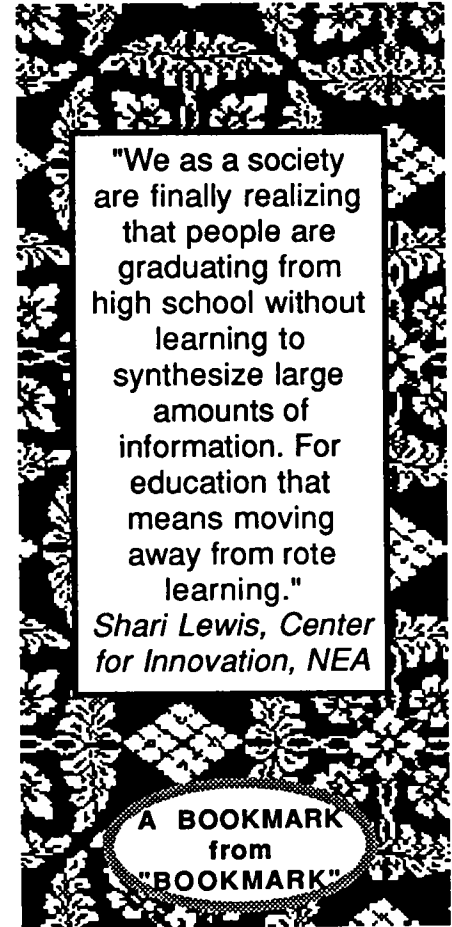
Students enjoy the technology, too. As one of my students commented after completing a research project and getting a lot of good information from the Beagle and friends, "It certainly beats the vertical files all to heck!"

The conference has become a place where students, teachers, and anyone else with legal problems can get legal opinions quickly and easily. Miracles aren't promised, but the conference is a good place to start.

Some days the Law Conference is filled with questions; other days there are none. However, the Beagle usually tries to introduce at least one item of interest daily, which keeps curious participants checking in regularly.

As the 1989 school year concluded, lots of notes of thanks appeared online, including several farewells from Grade 12 law students who seemed to have formed long distance attachments.

The most unusual finding after one year of following the Law Conference is, in spite of its incredible growth in popularity in such a short time and its relevance to the Law 12 course, very few of the regular participants are law teachers. Ironically, the original question that faced me on screen the first time I peered into the conference is still valid: "*Law teachers, are you out there?*"



THE LAW AND THE TEACHER-LIBRARIAN – NOON-HOUR SUPERVISION OR INSTRUCTION?



The following, because of its interest and importance to British Columbia teacher-librarians, is printed verbatim.

IN THE MATTER OF THE INDUSTRIAL RELATIONS ACT OF B.C. AND IN THE MATTER OF AN ARBITRATION

BETWEEN:

THE BOARD OF SCHOOL TRUSTEES OF SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER)
(hereinafter called the "employer")

AND:

THE NORTH VANCOUVER TEACHERS' ASSOCIATION (hereinafter called the "union")

(CARL STYMIEST NOON HOUR PUPIL SUPERVISION GRIEVANCE)

BOARD OF ARBITRATION:

Mervin I. Chertkow - chairman
Ed Carlin - employer nominee
Rick Sullivan - union nominee

COUNSEL

Stuart Clyne, Q.C. - for the employer
Catherine Wedge - for the union

DATE AND PLACE OF HEARINGS

November 7th, 8th and 9th at Vancouver, B.C.

DATE OF AWARD

December 14th, 1990

AWARD

This arbitration concerns the interpretation of article D.5 of the collective agreement between the parties. It states:

"D.5 SUPERVISION DUTIES (NOON HOUR)

1. Effective September 1, 1989, no employee shall be required to perform pupil supervision duties during the school's regularly scheduled noon intermission.
2. In the event of an emergency involving the safety of pupils, this provision does not preclude a school administrative officer from temporarily assigning such supervision as is necessary."

The teacher in question is Mr. Carl Stymiest, who is the Librarian at Canyon Heights Elementary School. As of the commencement of the 1989-90 school year, the union had negotiated with the employer the right for teachers to be relieved of pupil supervision duties during the noon hour as provided in article D.5

We note there is no differentiation in the collective agreement between a teacher-librarian, like Mr. Stymiest, and any other teacher employed in the school district. There is no special treatment for a "teacher-librarian". Mr. Stymiest is entitled to the full benefits of the collective agreement as is any other teacher. Specifically, there is no "classification" of teacher-librarian; there is only teachers.

However, the employer required Mr. Stymiest to take his lunch hour from 11:30 a.m. to 12:30 p.m. and be on duty in the library for the second-half of the noon intermission, from 12:30 - 1:00 p.m. The library is closed from 11:30 a.m. to 12:30 p.m. It takes the position that he is not being required to perform "pupil supervision duties" but is, in fact, providing library services and instruction to pupils during that time. Further, says the employer, there is nothing in the collective agreement that bars it from assigning that kind of instructional time to a teacher during the noon hour intermission. It is only barred under the provisions of article D.5 from requiring a teacher to perform pupil supervision duties.

The union takes two positions in this dispute. Firstly, it says the facts in this case establish Mr. Stymiest was required by the employer to supervise, not instruct, pupils in the library from 12:30 p.m. to 1:00 p.m. That was a breach of article D.5. Further, and in the alternative, the union says article D.5 must be interpreted to mean that all teachers (including the

grievor) are free from any duties during the noon hour, both instructional and supervision. Therefore, the employer had no right to assign any instructional duties to Mr. Stymiest during the school's regularly scheduled noon intermission.

The parties have agreed that our decision will be binding on all schools in School District No. 44.

II

We have the following observations to make at the outset of this decision.

Firstly, we propose to limit our decision only to the primary issue in the case before us. That is, whether Mr. Stymiest was required to perform pupil supervision duties by the employer between 12:30 p.m. and 1:00 p.m. We are not prepared to consider the union's alternative position that in any event, the employer is also barred by article D.5 from scheduling any instructional duties during the noon hour for teachers. We observe that issue is a matter of another grievance between the parties (the Band Teacher Grievance). It appears they have agreed to hold it in abeyance pending the publication of this decision. As will become apparent from the reasons that follow, the union succeeds on its first position. It is not necessary for the purposes of our Award to consider its alternative position. Further, we do not think it appropriate for us to comment on or make any findings on the alternative issue because it appears to be squarely joined in the Band Teacher grievance. That dispute could very well contain matters of fact and law which were not fully canvassed in the instant proceedings.

Extensive evidence of bargaining history surrounding the negotiation of article D.5 was presented to us. However, that evidence relates more to the union's alternative argument and we need not discuss it for the purpose of this decision.

Secondly, we observe the collective agreement between the parties provides, as a step in the grievance procedure prior to referral to arbitration, for a non-binding conciliation process. That process was invoked in both the instant case and the Band Teacher grievance and a conciliation report on both grievances was issued by Nancy Morrison, Q.C. on February 8th, 1990.

We admitted that report (Exhibit 3) over the objections of the employer. However, as the evidence unfolded, it became clear with respect to Mr.

Stymiest's grievance, that the matter was dealt with by Ms. Morrison on a rather informal basis for approximately one to one and one-half hours. She did not have the benefit, as we did, of three full days of evidence and argument which fully canvassed all the facts, including significant documentary evidence, as well as the arbitral law applicable in this kind of dispute. While she recommended Mr. Stymiest's grievance be upheld we have, in the circumstances, given no consideration to her findings. We have come to our conclusions solely on the basis of the evidence and argument adduced in these arbitration proceedings without being influenced, one way or the other, by her recommendations.

III

The evidence before us, which is not in dispute, establishes that a teacher-librarian in this school district has, as a primary role, the implementation of a cooperative planning and cooperative teaching model. Mr. Stymiest works with classroom teachers using the library as the prime resource center and focal point for the school. That model is not only supported in School District No. 44, but Mr. Stymiest himself has been instrumental in its development for several years culminating in its adoption as a guiding principle by the Ministry of Education in its 1990 Primary Program Foundation document, (Exhibit 2-L). The B.C. Teacher-Librarian's Association of the B.C.T.F. has fully endorsed this concept as far back as 1986 in its publication "Fuel for Change: Cooperative Program Planning and Teaching" (Exhibit 2-M).

Thus, we see at Canyon Heights Elementary School a system whereby Mr. Stymiest has "units" of cooperative teaching with classroom teachers that has been planned with them. The grievor tells us that prior to September 1st, 1989 he had planned and carried out with teachers five "units" per day, with each unit running anywhere from two to twelve weeks. The units took place in the library anytime between 9:00 a.m. and 3:00 p.m. Commencing with the September, 1989 school year it was determined there should be three units per day, four days a week, each for a two week period. The schedule therefore was prepared by Mr. Stymiest and appears as Exhibit 2-H in these proceedings. It shows 12:00 noon to 1:00 p.m. as "lunch" and no units are scheduled for that period.

As for his supervision duties at noon hour, Mr. Stymiest said nothing has substantially changed after September 1st, 1989 from previous years. Going back as far as the 1987-88 school year, he supervised

pupils in the library from 12:30 to 1:00 p.m., Monday through Thursday, as appears in the supervision schedule for that year, Exhibit 5. On Fridays, in that year, another teacher, Mr. Richards, relieved him from supervision in the library for that period. He gave other examples where historically some further relief was provided for him. As well, when the weather was particularly good, in early fall and late spring, the library would be closed at noon for that half hour. Children were expected to take advantage of the good weather and spend their noon break outdoors.

So too, the evidence as to what is called "wet weather lunch alternatives" confirms the above situation. For the 1989-90 school year, Mr. Stymiest is shown on the supervision schedule (which was prepared by the Principal of the school after he launched his grievance) as carrying out supervision in the library for Grades 1 to 7, 12:30 p.m. to 1:00 p.m. (Exhibit 2-1). It was Mr. Stymiest's evidence (which was not challenged) that on wet weather days, when pupils cannot be outside during noon hour, he has had up to 75 or more students crowding into the library. That is so even though it has only a capacity of 40 pupils. When too many pupils show up, he closes the doors.

We have also concluded on the evidence that noon hour is instructional free time for pupils at the school. They are not required to attend any class for instruction. They can elect to take their noon hour break in the gymnasium, in the playground outside the school, in a classroom (with some limitation as may be set by individual teachers), or in the library. If they elect, at their pleasure, to go into the library they are not required to carry out any specific tasks although, as might be expected, the more conscientious students did their homework and worked on cooperative units that were part of their regular assignments. They can read books, play games, make use of the computer (which is in the library), or merely socialize. It is their free time to do with what they will. The only restriction is that their conduct must not be so boisterous as to disturb other students who have decided to go to the library for the lunch hour. It was also suggested that having elected to spend their noon hour in the library, they are expected to stay there until 1:00 p.m.

Notwithstanding all of the above uncontradicted evidence, it is the position of the employer that when students are in the library at noon hour of their own volition, Mr. Stymiest is carrying out instructional duties. By inter-acting with the students, answering

their questions, assisting them to find library books and helping them in other ways with whatever they are doing, he is carrying out instructional duties and not merely supervising their activities. That is contrasted with the situation when teachers supervise children in the gymnasium or outside on the playground. There, asserts the employer, any interaction between teachers and students that happens when sports or other physical activities occur, or games are played by students, is not instruction but is merely supervision.

We observe there is a grey area where it is difficult to distinguish between an instructional component and pure supervision when such interaction takes place between teachers and students. There are elements of supervision in any instructional situation and conversely, there could very well be an instructional component (when that concept is used in its widest sense) when a teacher supervises students.

IV

Several witnesses were called by the employer in an effort to show that when they observed the grievor at work during the noon hour, he was performing instructional duties. It is said he was doing nothing different than he did at other times in assisting pupils with their work as one would expect from a teacher-librarian, especially one who operates on the cooperative planning and cooperative teacher model. With respect, we do not find that evidence persuasive.

We prefer the evidence of the grievor which satisfies us he was supervising, not instructing, students in the library during the noon break. Our analysis and reasons for arriving at that conclusion now follows.

Mr. Stymiest described in detail what goes on in the library between 12:30 p.m. and 1:00 p.m. He said some pupils read, others do homework and books are exchanged. The younger pupils spend their time colouring in their books. Others play board games while many children just sit around and socialize. For most of that half hour, he said, he would be at his desk dealing with his mail, returning telephone calls, responding to teachers' requests for assistance and walking around the library to see what the pupils were doing.

Mr. Stymiest went on to say that he has never had any discussions with administration at the school concerning his duties in the library from 12:30 p.m. to 1:00 p.m. He assumed after September, 1989 that

he was supervising students who had come into the library at noon hour as he had done in previous years. Prior to September of 1989 he had never been told by any official of the school that he was "instructing" on the lunch break. He had always carried out only supervision of students from 12:30 p.m. to 1:00 p.m.—it was "babysitting).

In an extensive and intensive cross-examination by counsel for the employer, Mr. Stymiest conceded there were occasions during that half hour at lunch when he helped students on their cooperative planning units and that he stood over children, at times, when they were at the computer terminal. He also may have, on occasion, directed a student at the book shelves assisting them to find a book. If asked for such assistance, he said, he would help them. He also agreed he talked to the children and circulated around the library and socialized with them. When pressed further, Mr. Stymiest agreed that during the noon hour in the library he could have given some instruction to students, but that was "seldom". However, he differentiated between instructing students and giving them direction when his assistance was requested. When it was suggested to the grievor that both the principal and vice-principal had on occasion observed a work-productive atmosphere in the library at noon hour, he agreed that could be so. However, he said the majority of the children who were in the library at noon hour were there to socialize.

The witnesses called by the employer who testified as to what they saw happening in the library during the 12:30 - 1:00 p.m. time frame were Mr. Chris Kelly, who is now the Assistant Superintendent of School District No. 44, and who from 1985 to 1989 was the Principal at Canyon Heights Elementary School and Nadine Bisset, who was previously Vice-Principal from September, 1987 to June, 1990. As well, we heard from Mr. Ronald Robertson, who is now Principal of Canyon Heights Elementary School. He was formerly Vice-Principal at another school in the district having assumed his new position in September of 1989.

All three said that as a result of casual observations of Mr. Stymiest and the pupils who were in the library at lunch hour, they formed the opinion he was carrying out, substantially, instructional duties. It was not the kind of pure supervision of pupils, primarily for safety purposes, that one finds in other areas of the school during the lunch break.

While we did not doubt their opinions are honestly held, it is our view they were based on the

assumption that most of the inter-action they claim they saw between the grievor and the children had an educational or instructional component. That assumption, made on casual and unfocused observations is not supportable on an objective overview of all of the evidence. Much of what they said they observed in the library is not disputed by Mr. Stymiest as having occurred on occasion. What is in dispute is the conclusions that ought to be drawn therefrom.

Mr. Kelly said Mr. Stymiest's inter-action was "entirely centered on students". His conduct was supportive of an inter-active learning environment. He did observe the grievor working at his desk looking at his mail, writing memos and receiving telephone calls. On occasion, he circulated amongst the students, and held discussions with them on either social or work-related matters. The witness said "he took his cue from the students". In his view, there is a distinction between supervision in the library as compared to supervision in other areas in the school. By virtue of the accessibility of the library, it can be accessed and utilized by students in their free time for educational activities as distinct from social and recreational activities that are carried out in other locations around the school during the noon hour. When students have access to the library they have access to library services. Mr. Stymiest served their educational needs and learning interests at noon hour. It went beyond pure supervision - it was like regular instructional time in a classroom except that students did not have to be there at noon hour.

In cross-examination, the witness agreed with counsel for the union that teachers are expected to encourage and help students and be "pro-active". He also agreed that at the lunch break, children are on their own free time to do as they please and they have the right not to be instructed. He also said Mr. Stymiest was in the library from 12:30 p.m. to 1:00 p.m. "to react to student needs, if required".

Ms. Bisset gave evidence that at noon hour, when on supervision duty, she toured the school. On wet weather days, she would visit the library at least once during the noon hour. Her purpose was to make sure that students "were doing what they were supposed to be doing". She recalled that from September, 1987 to June, 1990, when observing what was going on in the library at noon, she saw Mr. Stymiest working with students on group assignments. She heard and saw him helping the younger children find books on the shelves. He responded to questions that were asked of him, some of which

were work-related. He would respond to students who were working at the computer terminal. It was, she said, unusual to see him sitting at his desk and not talking to anyone. She was unable to give a percentage of the time that she observed Mr. Stymiest actually performing library services but, in her view, it was "the majority".

In cross-examination, the witness agreed that if she was supervising a floor hockey game at noon in the gymnasium and was asked a question by a student she would respond. That would not be inter-active. The response would be reactive. It would be, she said, educationally valid to do so. She also conceded that on some of her observations of the library, she saw students congregating, talking and socializing amongst each other.

Mr. Robertson said he dropped into the library at noon hour from time to time, usually once a week. There would be a minimum of 12 students in the library on any given day and it would be as high as 50 or more on wet days. He observed children working at "social studies type activities". He saw them reading, selecting books and sitting on the floor looking at books. A few of the younger children were colouring in books. He could not say if he observed students working on cooperative units or at the computer terminal. However, Mr. Stymiest was always working with the children, "as would any teacher in the classroom", he said. His visits were usually no more than five to ten minutes. He saw Mr. Stymiest hold "serious" conversations with the students. He appeared to be referring to their written work which was in front of them. He had the situation well under control and there was the kind of productive atmosphere in the library that he would expect in any learning situation. He could not recall seeing Mr. Stymiest sitting at his desk by himself.

Mr. Robertson went on to say that it was his expectation that the teacher-librarian at the school would provide library teaching services from 12:30 to 1:00 p.m. no different from the rest of the school day. He said, however, that he had not related those expectations to Mr. Stymiest specifically. He was satisfied with what he had seen in the library. Mr. Stymiest was a dedicated librarian and he had no concerns that his expectations were not being met.

As to Exhibit 2-I, the supervision schedule he prepared after Mr. Stymiest filed his grievance, where it appears that the grievor has been assigned "supervision" in the library from 12:30 to 1:00 p.m., the witness said that was a "misnomer". He agreed it

was prepared by him in the absence of Mr. Stymiest. He also agreed he never told Mr. Stymiest that he was required to change his activities at noon in the library at the start of the school year in September of 1989. Nor did he inquire of any other person as to what had happened in the library at noon hour in previous years. He agrees with Mr. Kelly's evidence that children have the right not to be taught at noon hour. However, in re-direct, he said they do have the right to obtain library instruction during that time. Notwithstanding the misnomer of "supervision" in Exhibit 2-I, when children are in the library during the noon hour there is an instructional component. That applies only to the library and not to other areas of the school where they are supervised.

V

There is no doubt on the objective overview of the evidence that Mr. Stymiest's relationship with students who voluntarily chose to take their lunch break in the library was one of caring and concern for their well-being. Not only did he supervise them properly from the point of view of safety, but he responded to their concerns when brought to his attention in a manner which bespeaks well of his ethical obligation to the teaching profession.

However, in our view, that kind of conduct does not translate in the circumstances of this case into a teaching or instructional role for Mr. Stymiest. We are not persuaded that when he exhibited ethically proper behaviour in responding to students' questions and inquiries in the library at noon hour, such responses turned a supervision assignment into a teaching assignment.

If one were to follow that reasoning to its logical conclusion, then all interactions between teachers and students at any time and anywhere, either inside or out of the school situation, could be construed as the provision of instruction. Inherent in that concept is the proposition that there is a continuous, unlimited obligation of teachers to their employer within the employer/ employer [sic] relationship to provide instruction, when requested by students, at any time. Surely such a view is not correct.

Further, we find the documentary evidence to be compelling in support of the union's position. Both prior to September, 1989 and subsequently, Mr. Stymiest has been treated by administration as being part of the "supervision" team for pupils at noon hour. The employer was not able to provide this board with one piece of writing which would in any

way support or confirm its contention that for all of the past several years he was not supervising, but was teaching students during the noon hour break in the library. We do not believe his inclusion in the supervision schedules previously referred to in this decision, was merely a case of mislabelling. To the contrary, it is our considered view of the evidence that he never was assigned to instruct students at noon hour by administration. Nor was he expected to do so notwithstanding the protestations of Mr. Robertson to the contrary.

It is self-evident that many of the significant elements necessary and appropriate for an educationally valid instructional environment are not present in the library at noon hour. For example, 75 or more children crowded into a 40 seat area on wet weather days can hardly be said to present a proper learning environment. There is no obligation for students to forego their free time and accept any instruction which may be proffered by the teacher-librarian. On the evidence, there was and is no evaluation by the principal or vice-principal with respect to the purported instructional activities of Mr. Stymiest during the noon break.

At the end of the day, we are convinced that while Mr. Stymiest might be perceived to have been performing instructional duties when he responded to questions and inquiries from students in the library at noon hour, that did not constitute, in our judgment, assigned teaching or instruction. In essence, the services he was offering to students are within the parameters of appropriate supervision of pupils.

VI

Before concluding our Award, it is necessary for us to deal with a decision of a board of arbitration chaired by Arbitrator Hugh Ladner, Q.C. in a dispute between the Board of School Trustees of School District No. 65 (Cowichan) and Cowichan District Teachers' Association dated April 23rd, 1990 (Unreported).

In that case, the Ladner board was required to interpret the same provision in the Cowichan School District collective agreement as appears in article D.5 of the agreement before us. The same issue was before that board, namely, whether teacher-librarians in that school district were, in reality, performing supervision duties and not providing library services.

The board referred to the evidence it heard from a number of teacher-librarians as to what they were

doing during lunch hour. It found that evidence "not particularly helpful in determining what is the true nature of the function being performed to consider what function the teacher-librarians think they are performing" (at page 3). The board felt it must be cautious in making an assessment on such a basis because "it is so easily colourable" (also at page 3).

It then focused on the fact that while "there is every reason to believe, although supervision may have been what was heretofore required, that is no longer the case" (at page 4). The board then went on to support that finding by referring to the Ministry of Education draft document entitled "The Year 2000: A Curriculum and Assessment Framework for the Future". It found that the emphasis was being shifted from "readers to libraries" and it is intended that libraries, to be called resource centers, "will become the real center and heart of schools" (at page 5).

It then concluded that the direction to teacher-librarians to provide library services during the lunch hour was not contrary to the provision in that collective agreement.

We have no quarrel with the Ladner board's finding that libraries are resource centers and will become the real center and heart of schools. As previously stated in this decision, that is and has been the reality at Canyon Heights Elementary School. However, we do not subscribe to the view reached by the Ladner board that the testimony it received from teacher-librarians as to what they did during the noon lunch hour in the library was tainted because "it is so easily colourable". We did not find Mr. Stymiest's evidence in any way "colourable". To the contrary, we were impressed by his frankness and the objectivity of his testimony.

While the Ladner board was entitled to reach conclusions of fact on the evidence before it that teacher-librarians were performing library services, not just supervising (that view was affirmed by the Industrial Relations Council on a S.108 appeal - C147/90, dated July 23rd, 1990) we have come to a different conclusion on the evidence in the case before us. On a balance of probabilities, we accept the evidence of the grievor, supported by the documentary record, over that of the employer's witnesses.

Further, we do not conclude, as did the Ladner board, that the employer gave directions to Mr. Stymiest to provide library services during the lunch hour. The documentary evidence previously dis-

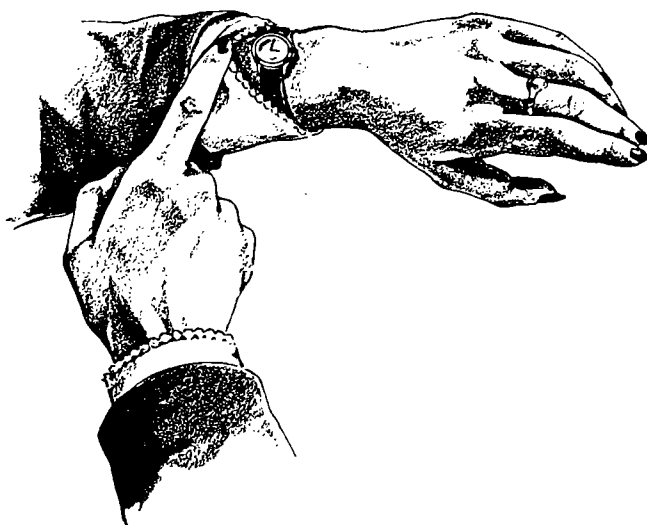
cussed in this decision in some detail and the concessions elicited from employer witnesses in cross-examination, persuades us that Mr. Stymiest was expected to provide supervision services in the library during the noon hour and that expectation was not changed after September 1st, 1989. If the employer had a change in its expectations, it certainly did not communicate them in any way to Mr. Stymiest.

For all of the above reasons the grievance of Mr. Stymiest is allowed. We hereby declare the employer breached article D.5 of the collective agreement when it assigned the grievor to carry out supervision duties for pupils in the library between 12:30 p.m. and 1:00 p.m. It is so awarded.

This is a decision of the majority of the board, Mr. Carlin dissenting. He will file written reasons, therefore, in due course. Mr. Sullivan has authorized the Chairman to sign the Award on his behalf.

DATED at Kamloops, British Columbia, this 14th day of December, A.D., 1990.

[Signed by Mr. Chertkow and Mr. Sullivan]



**This
is
a
test.**

Which school library service should you think of when you think of CANEBSCO?

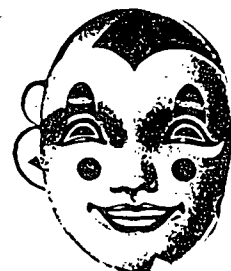
- | | Accurate, on-time order placement with publishers
- | | Special Blue-Card Method of Claiming for quick resolution to delivery problems
- | | Unique Missing Copy Bank® for missed issues
- | | Spine label program covering over 600 popular periodicals
- | | CD-ROM products designed for school libraries

If you checked all the services listed above, you get a perfect score. Now, to get detailed answers to your questions about these and other CANEBSCO library services for schools, contact us today. Put us to the test. We're ready. CANEBSCO is library service for schools.

CANEBSCO
SUBSCRIPTION SERVICES LTD

70 McGriskin Road
Scarborough, Ontario M1S 4S5
(416) 297-8282/(800) 387-5241

THEATRE FOR YOUNG AUDIENCES - an annotated bibliography



by G. Y. FATKIN, teacher-librarian,
Langley Central Elementary, SD#35
(Langley).

Theatre for Young Audiences (TYA) in Canada is slowly coming of age, achieving the recognition and respect it richly deserves as a viable genre catering exclusively to that largely ignored part of our population, children. First, we must distinguish between TYA and Children's Theatre by pointing out that the main objective of the latter is pure entertainment aimed at future adult theatre-goers; the plays in this type of theatre are largely adaptations of fairy tales or glittery musicals. TYA, on the other hand, de-emphasizes the entertainment/spectacle aspect; according to Dennis Foon, artistic director of Green Thumb Theatre in Vancouver, TYA "sets out with the objective to reflect the concerns and reality of its audience with the hope that the play will give the spectators some tools to better cope with a complex and confusing world....The plays presented are often (though not always) realistic and contemporary with an emphasis on topical social issues addressed from the child's perspective."¹

TYA audiences can be roughly divided into three age groups: 3-7, 8-13, and 14-18. The plays Foon refers to in his article "Theatre for Young Audiences in English Canada" are generally for an audience of older young people. Plays written for younger audiences (the first two groups) tend to be less issue-oriented and more purely entertaining even though they, too, often address issues important to children in these age categories. Themes such as peer pressure, coping with parents, coping without both parents, and emerging adolescence are predominant in these plays. The "middle school" audience (i.e. the older elementary and young high school student) is the hardest to pigeonhole in terms of their expectations of a TYA play. These children are young enough to want entertainment and imaginative glitz, yet old enough to understand deeper issues and questions presented. Exactly what kind of plays are TYA playwrights writing for this particular age group?

This annotated bibliography is primarily concerned with plays written by Canadian playwrights specifically for a middle school audience (children

aged 8-13). All the scripts I have annotated are published scripts; unpublished scripts, however laudable they may be, are not accessible to the general public, much less the audience for which this bibliography is intended. As well as scripts, I have included in the bibliography critical material—articles written about TYA by TYA exponents—which will serve to help the reader in understanding the genre of TYA, its history, its present status, and its future. By no means is my bibliography definitive; in fact, in the rapidly mushrooming field of TYA, new scripts are being written, performed, polished for publication, or in the process of publication; in addition, TYA experts and critics continue to address issues of current interest in their articles about theatre for young audiences. All the scripts and critical material I have annotated, however, are readily accessible from either the University of B.C. libraries, the Simon Fraser library, or the Vancouver Public Library's main downtown branch. All the playwrights concerned are Canadian, many from the province of B.C., and most of the scripts are published by one of three major companies: Playwright's Co-op (now Playwrights Canada), Talonbooks, and Simon and Pierre.

- ¹ Dennis Foon, "Theatre For Young Audiences in English Canada," in Contemporary Canadian Theatre: New World Visions, ed. Anton Wagner (Toronto: Simon and Pierre, 1985), p. 253.

Bibliography of Plays

* indicates audience participation.

Beissel, Henry. Inook and the Sun. Toronto: Playwright's Co-op, 1973. Using a combination of Japanese-inspired marionettes and live actors, Beissel has fashioned a tale of a young Eskimo boy who sets out to find and bring back to his ice-bound homeland the sun which has departed, leaving Winter in sole rule. On his journey, Inook not only becomes a man by tasting death many times, but he discovers that everything has its season—even the mighty sun has to relinquish her place to ice for six months of the year. The combination of puppets and live action creates a surrealistic atmosphere at

times, as well as imaginative interplay.

Bolt, Carol. My Best Friend is Twelve Feet High. Toronto: Playwright's Co-op, 1972.* The 543rd meeting of a boys' club dedicated to macho activities like sword-fighting and tree-climbing is being stormed by a girl who tells stories. The battle waged by the club's domineering president to exclude the girl is finally lost when her magical brand of imagination and storytelling wins over the club members; finally, she is allowed into the club because she proves that there is a place for everyone, and imagination (when it is generated by everyone involved) is quite magical in its unification of diverse personalities. This interplay of reality and imagination—in effect, the conflict between telling stories and doing things—sometimes verges upon the confusing. The insistent integration of songs and long, involved tales into the basic plot often overburdens the reader's patience and stretches credibility. However there is much to be said for the writer's handling of an age-old conflict: action versus imagination.

Bolt, Carol. Q. Toronto: Playwright's Co-op, 1973. Two immigrant citizens of a nameless little town argue about what to name the town. The man from Czechoslovakia wants a Czech name while the Japanese lady obviously favours something oriental. They do verbal and physical battle in a ludicrous effort to best each other until a bright little friend suggests the name "0" to signify the mixture of many cultures in peaceful co-existence. There is a pleasant cohesion of storytelling and action in this charming little fable which includes a dog with sensitive hearing cowering throughout the sometimes noisy, always lively proceedings.

Cumming, Peter. Ti-Jean. Toronto: Playwrights Canada, 1981. Based upon a number of French-Canadian folk tales, the play follows the adventures of undersized, bullied (but wily) Ti-Jean who, in order to win the crown and throne being vacated by a tired king, has to fulfill the obligatory three tasks set to test him. His two goonish brothers are also in the competition while a beautiful white cat lends Ti-Jean a helping paw when necessary. The play is available in an English version or a slightly longer bilingual version.

Deverell, Rex. The Copetown City Kite Crisis.

Toronto: Playwright's Co-op, 1973.* Deverell has dramatized a very contemporary dilemma in the world of high technology and manufacturing: pollution versus prosperity. What should one choose: clean air or a low unemployment figure? The inhabitants of Copetown are plagued by unbreathable air and undrinkable water caused by pollution from a kite factory which employs three-quarters of the town's citizens and is the bulwark of the town's businesses. A young boy takes on the task of convincing the factory's owner to cease his "secret" process of kite-making and stop the pollution. Members of the audience are pressed into service as factory workers who get to vote for or against a strike; depending on the vote, the play ends in one of two ways.

Deverell, Rex. The Gadget. Toronto: Playwrights Canada, 1979.* Deverell has written a trilogy of plays about three friends named Sarah, Melody, and Ivan; the second of these plays is concerned with Ivan's latest invention: a gadget made from smelly garbage-dump spare parts. Seduced into a partnership by a smooth-talking con artist, Ivan allows his gadget to be mass-produced. The result is disastrous as the gadgets get more sophisticated (and less durable), the con man makes millions from slave labour, and the whole country is going broke buying and feeding gadgets. How Ivan realizes he has sold his soul to Mammon, and how with the help of his friends he stops an invasion of gadgets gone berserk make for an amusing, yet thought-provoking play on materialism and consumerism getting out of hand.

Deverell, Rex. "Melody Meets the Bag Lady", in Eight Plays For Young People: Prairie Performance. Ed. Joyce Doolittle. Edmonton: NeWest Press, 1984, pp. 195-222.* The third in the aforementioned trilogy of Deverell plays involving the same three kids, Sarah, Ivan and Melody, concerns itself with snobbish little Miss Perfect herself—Melody. Her project for school is going to be reforming a dizzy, endearingly naive bag lady, turning this "outcast" into a "normal" person. Thanks to budding inventor Ivan's habit-removing machine, Melody succeeds beyond her wildest ambitions. However, Sarah and Ivan cannot stand the bag lady's new polyester persona, and they persuade a reluctant Melody to allow them to change the woman back into her old self. Deverell's message seems loud and clear: we have no right to attempt to

change people to fit our own conceptions of "normal" or "regular."

Deverell, Rex. Sarah's Play. Toronto: Playwright's Co-op, 1975.* In this first play of Deverell's trilogy, a little girl learns a vital lesson of life: no matter what we may do, we cannot make people like us if they do not want to. Sarah, the little girl in question, is excluded from a guest list for a party thrown by snobby Melody. Miffed, Sarah vows revenge, unexpectedly receives the power to have all her wishes granted (courtesy of one of Ivan's machines), and sets out to make Melody sorry. Mercilessly wielding her newfound powers, she forces Melody to proffer friendship and the much-desired invitation. However, Sarah soon finds out the truth Melody and Ivan are merely paying lip service to stop Sarah from turning them into toads. In the end, Sarah acknowledges that "you can have all the power in the world and you still can't make people like you if they don't want to."

Deverell, Rex. "The Shinbone General Store Caper", in Three Plays by Rex Deverell. Toronto: Playwright's Co-op, 1977. A beleaguered general store owner who is too soft-hearted to refuse credit is facing bankruptcy and unable to get further loans from a stingy bank manager. In desperation, she engineers the "disappearance" of her store in a raging blizzard in order to collect on the insurance money. The mystery of the vanished store is solved by a new R.C.M.P. officer in town who is not only a greenhorn, but a woman to boot.

Deverell, Rex. Shortshrift. Toronto: Playwright's Co-op, 1972.* What do average citizens do if the miniscule town (pop. 14) that they inhabit is erased off the map of the area? Herein lies the unlikely premise of Deverell's play Shortshrift. Because the town no longer exist (even the sign has been removed), its citizens have been changed from happy folk to apathetic, surly has-beens. The plot deals with one man's attempt to persuade the government—appropriately run by a person named Quack—to reinstate tiny Shortshrift to its former status of being He gamely fights against time and the claustrophobic maze of asinine government bureaucracy in order to help his fellow citizens regain their happy identity. He is, of course, successful and gains the gratitude of all his friends in Shortshrift.

Deverell, Rex. You Want Me To Be Grown-Up, Don't I? Toronto: Playwright's Co-op, 1978.

The age-old conflict between what adults expect from their children and what children perceive as reality is addressed in this play about four friends who in different ways are trying to sort out their confusing relationships with their parents. Led by a rebellious and hurting child who accidentally overheard her parents discussing how they had planned to abort her before her birth, the group decides to make a "statement" against parental rule and hypocrisy. Unfortunately, they choose vandalism as the weapon, resulting in their almost being caught before they come to the sober realization of their own contributions to the generational conflict.

Egerton Ball, Alan, and Paul Bradbury. "Professor Fuddle's Fantastic Fairy Tale Machine", in A Collection of Canadian Plays, Vol. IV. Ed. Rolf Kalman. Toronto: Bastet Books, 1975, pp. C27-C63.* This revamped version of "Snow White and the Seven Dwarfs"—with a twist—centers around a machine, a home-made computer which literally generates a fairy tale complete with people. The characters of this classic fairy tale, however, are somewhat off-beat (there are only two dwarfs, the "twin" trogs are only one, etc.) because of the deficiencies in programming by the absent-minded professor/inventor. The professor's grandson falls in love with the leading lady after one glimpse of her, puts himself into the fantasy in order to set the plot straight and to rescue the doomed maiden, only to lose her in the bowels of the machine-gone haywire. Spells are cast, characters are zapped, and chaos abounds before all ends happily. The machine is the star.

Foon, Dennis. The Last Days of Paul Bunyan.

Toronto: Playwright's Co-op, 1978. Dennis Foon attempts in this play to create a new Paul Bunyan adventure in line with other tall tales about this gigantic folk hero. He uses puppets because they "are the perfect vehicle for the tall tales," being able to "impart the gigantic proportions and heroic two-dimensionality of the characters." Paul Bunyan is restless because there are no more big trees to chop and no more monsters to vanquish. He is told by a spirit that there is one final monster waiting impatiently to conquer him—"the thing [he] cannot fight has come." The monster turns out to be a chainsaw

which Paul, in a winner-takes-all contest, defeats—barely. He is smart enough to see that his days are indeed numbered, and he graciously accepts the offer of the spirit to go and live with Babe, his blue ox, in the eternal land of tall tales.

Foon, Dennis. New Canadian Kid. Vancouver: Pulp Press Book Publishers, 1982. Based upon the actual experiences of immigrant children in a Vancouver elementary school, New Canadian Kid is a thought-provoking statement against prejudice in our society. The premise is simple: a boy from Homeland comes to Canada and faces typical immigrant problems. The twist is that the homelanders speak English while the Canadians speak a form of gibberish. There is also an added adult perspective not present in the first draft of the script: the mother's hopes and desires are illuminated in some touching scenes. Basically, the play deals with the immigrant boy's head-on collision with prejudice in his new school, how he overcomes seemingly insurmountable barriers, and how he finally assimilates into Canadian culture while retaining his unique Homelander traditions. In the process, he helps his bewildered and increasingly bitter mother overcome her fears and hatred.

Foon, Dennis. Raft Baby. Vancouver: Talonbooks, 1978. A blend of fact and legend, the play details the story of the Northwest trapper who finds a baby in a raft floating down the Peace River. The tale begins with Blackfoot Jean bidding goodbye to his pregnant sister and her husband as the two set off to live in the woods. They do not survive the harsh winter, but before they die, they manage to fashion a raft for their baby and send her down the river. Miraculously found by Jean, who is ignorant of her identity, she is given to a childless couple to raise. Twenty years later, Jean discovers the remains of his sister and her husband as well as a diary detailing their story. He sets off to find his niece in order to reveal to her his identity and the story of her birth.

Foon, Dennis. The Windigo. Toronto: Playwright's Co-op, 1978. Young Halfsky, an Ojibway hunter, makes an enemy of another young man who eventually becomes a powerful shaman, putting a curse on Halfsky when the latter wins the hand of the woman they both desire. In the harsh winter, the jinxed Halfsky is unsuccessful at hunting; he then encounters the Windigo, a

spirit which according to legend attacks the failed hunter. It takes the form of an ice skeleton which overcomes its victim, reducing him to helplessness and melancholy. Eventually, the victim goes mad, hallucinates, and attempts to kill and eat his family (whom he perceives as large beavers). Halfsky meets the Windigo head-on, almost kills his wife, and is finally aided by his old enemy, the shaman, in defeating the spirit. In this play, Foon has adapted an old Assiniboine legend and managed to blend fact and folk tale in a chillingly effective way, letting the audiences' imagination supply the form of the Windigo during its epic battle with Halfsky.

Foord, Isabelle. Junkyard. Toronto: Playwright's Co-op, 1973.* Set in a junkyard, the play is a fantasy full of whimsy, word play, and "let's pretend" involving two groups fighting over ownership of the junkyard. One faction is hell-bent on cleaning up the trash and making the place into a parking lot; the other reveres the junk as treasure. Foord manages in this brief play to emphasize the negative aspects of both the narrow minded adults on the clean-up committee and the insistent irresponsibility of the treasure keepers; as well, she highlights the final solution: compromise and co-operation.

Foord, Isabelle. Say Hi to Owsley. Toronto: Playwright's Co-op, 1974. To say this play is confusing and unfocused is to be more than kind. Conceivably the plot concerns a Martian stranded here on earth to accomplish some kind of mission—exactly what, we are never sure. Included in the play are Noah and his entourage (a la Cecil B. DeMille), an eccentric scientist bent on populating Mars with orphans, the birth of Jesus, and a suicidal couple in post World War III earth. The time line appears to go blithely from pre-Christ to post-apocalypse, a heroic effort which does nothing but puzzle the average adult reader (and to think this is intended for an audience of children!).

Foord, Isabelle. Shaman. Toronto: Playwright's Co-op, 1973.* An old shaman enlists the aid of the audience of children to help him renew enough of his waning powers to foil an evil shaman's plans to rule the arctic. Lending a hand in the proceedings are two arctic animals—a musk ox and an arctic owl—both of which have been turned into naked newts by the malevolent sorcerer. There is plenty of action and metamor-

phoses galore amid the audience's drumming, chanting, miming, and dancing. In the end, of course, the wisdom of the old shaman (albeit with help from his little friends in the audience) triumphs over the evil machinations of the nasty young shaman.

Guay, Georgette. The Bling Said Hello. Toronto: Playwright's Co-op, 1979.* "A science fiction fantasy for children," this play incorporates puppetry with live action and showcases the ever-popular friendly, harmless creature from outer space. In the tiny, telephoneless community of Clifftown, the Bling, an E.T., is stranded when his spaceship develops technical problems. He is seen by an ambitious, greedy newspaper editor who uses him to extort money from the town to finance a new and rich lifestyle. The greedy villain is foiled by Sandy, a budding puppeteer, and her policewoman mother who, with the Bling's help, catch the editor red-handed picking up the ransom money. Sandy and the Bling become fast friends and promise to keep in touch.

Guay, Georgette. You'll Never Be the Same. Toronto: Playwright's Co-op, 1979.* Sandy and the Bling (both featured in The Bling Said Hello) are the main characters in this play about conformity versus individualism. Sandy's dilemma is that she loves her puppets, but everyone else thinks she is crazy and tells her that she should be like Everyone Else—Normal. Torn between the need to be herself and her need for peer acceptance, Sandy dreams she is transported to Sameness Land inhabited by clones (all named Sam), a place where nothing is different, everything is the same, and individuality is ruthlessly stamped out. With the help of the audience and the Bling, she dodges the surgeon who seeks to perform his "brilliant samenessness cloning operation" on her, and rescues her puppets. In the process, she reaffirms her individuality, realizing the importance of being herself in the face of pressure to conform.

Heatley, Marney, Stephen Heatley, and Edward Connell. "The Other Side of the Pole", in Eight Plays For Young People: Prairie Performance II. Ed. Joyce Doolittle. Edmonton: NeWest Press, 1984, pp. 91-149. This musical takes a look at our ambiguous feelings at Christmas time, a time when reconciling the crass commercialism with the birth of Christ is getting increasingly hard. The plot involves Santa's neglected

son who runs away, marries an elf, and settles in a small town, which, with his support as mayor, eventually outlaws Christmas entirely. Years later, his daughter accidentally hears about Christmas from a retarded friend, succeeds in bringing Santa himself into town, reconciles father and son, and restores Christmas—minus the commercial glitter. The authors of this musical fantasy have handled the sensitive subject of mental retardation with admirable matter-of-factness in their characterization of the boy who remembers Christmas and is scorned for it.

Horrocks, William. "Vandal", in Eight Plays For Young People Prairie Performance II. Ed. Joyce Doolittle. Edmonton: NeWest Press, 1984, pp. 225-246. In a rather disturbing—but definitely timely—play about vandalism and peer pressure, the plot focuses on an undersized adolescent who tries to gain acceptance into a gang by fair means or foul. In the process, he betrays his father, the night watchman, by doping him, then vandalizing the school. The absence of heroes and nice, "happy" kids in this play is all too obvious; indeed, the teenaged anti-heroes of this play are quite unattractive in character, but the author clearly shows how outside forces and peer pressure force kids into behavior that is "unacceptable" in their efforts to gain notoriety and peer acceptance.

Jones, Sandra. Ready Steady Go. Toronto: Playwright's Co-op, 1975. Forgotten in an old attic, a colony of dolls and toys exists in peace and harmony, their regular routine undisturbed. Along comes a group of nasty pack rats who insinuate their way into the colony with gifts and flattery. Once accepted, they soon take over with ease, establishing a reign of terror, having dispatched the only representative of law and order—an R.C.M.P. doll. How Constable Steady, the dolls, a cowardly bear, and a sarcastic horse rally to vanquish the pack rats is the focus of the second half of the play which incorporates songs and incidental music (some courtesy of a talentless songwriting spider prone to tasteless lyrics). Throughout the play, we see just how easy it is for people to be seduced into dangerous waters with a little flattery, a few gifts, and some smooth talk.

Lambert, Betty. "The Riddle Machine", in Contemporary Children's Theatre. Ed. Betty Jean Lifton. New York: Avon Books, 1974, pp. 383-

438. A group of human children snuggled in sleeping pods are on a spaceship bound for a new world—Earth. Guarded by a fussy, dictatorial robot who “mothers” her charges by turning them into lifeless zombies, the children are awakened by two rebellious early risers who proceed to lead a revolt. They foil the robot’s attempts at regaining control, answer a time-limited riddle posed by the Riddle Machine, and are finally allowed to touch down in the new world. Lambert’s message is clear: children are all too often drained of their natural spontaneity by adults (especially mothers!) who want them to be “good” and obedient to all commands. Deviation from this path of goodness automatically means dire punishment designed to crush incipient seeds of rebellion before they sprout. When the children land on the new world, we assume that they will be allowed to follow their natural instincts without being harassed by the now cowed robot.

Lambert, Betty. The Song of the Serpent. Toronto: Playwright’s Co-op, 1973. This “old fashioned touring company melodrama” is a lengthy play with a larger-than-usual cast for a TYA production. Set in a gold-mining town in B.C. at the height of the gold rush, the play involves nasty villains oppressing a nice young Indian boy, a pretty society belle, and an old storekeeper in order to find and mine a legendary gold mine called the Serpent. Although deceptively simple in content, full of action, dastardly doings, and close calls, the play is probably more suited to children older than ten who might have a better grasp of themes like miscegenation and illegitimacy prominent in the plot.

Lazarus, John. Schoolyard Games. Toronto: Playwrights Canada, 1981. The title of this play refers both to games that children play at recess and lunchtime in school, and to the mind games the three main characters play with each other. The plot explores the sibling relationship between two sisters, and the relationship of each to a third girl whose age is in between the two. Each has her own reason for wanting to play or not to play with the other two, and one girl learns a valuable lesson in her push for acceptance into an older group of girls on a prestigious gymnastics team. Lazarus also takes a penetrating look at schoolyard violence and peer pressure.

LeMay, Bonnie. Boy Who Has a Horse. Toronto: Playwright’s Co-op, 1972. A young Sioux boy growing up during the last days of the once-mighty Indian tribe led by Chief Sitting Bull is faced with a monumental decision: surrender with his people and go to a reservation or try to survive on his own in a land now “owned” by white men. The play movingly portrays the death of a way of life and the adolescent’s struggle with this change in the lifestyle he has always known. The boy learns about the bitter side of life and grows up very quickly to assume adult responsibilities as he watches his people move from strength to survival to surrender.

McMaster, Beth. “When Everybody Cares”, in Popular Performance Plays of Canada, Vol. I. Ed. Marian M. Wilson. Toronto: Simon and Pierre, 1976, pp. D57-D96. The time is 1990; the place is a county fair. Richard Robot, new to the neighbourhood, comes to the fair with a neighbour and is roundly shunned by everyone he meets because he is not human, and in his eagerness to be accepted, he causes chaos. However, when he decides to be himself—a robot instead of a human being—he and others discover that he does indeed have talents peculiar only to robots. What Richard endures at the hands of insensitive young people, and how he shows them that robots are “people” too, are focused upon in this play about racism and prejudice.

McMaster, Beth. “Which Witch is Which?”, in A Collection of Canadian Plays, Vol. IV. Ed. Rolf Kalman. Toronto: Bastet Books, 1975, pp. A31-A63.* A bumbling, ineffectual student witch gets into all sorts of trouble when she behaves in un-witchlike ways designed to drive the head of the School for Wicked Witches batty. She is befriended by a nice “normal” girl and they soon become close friends. Meanwhile, there are spells, counter spells, and even frogs as Gitch (the nice witch) eludes the efforts of Superintendent Sneersby and model witch Hagfish to turn her into a meanie. All their nasty endeavours fail, however, because Gitch is just too nice to be a witch, and she is tired of trying and failing when she could as easily be herself and not be frustrated by her inaptitude for spells and potions. In the end, the hapless Sneersby allows that some people are obviously not suited for witchery and Gitch becomes the school’s first (and happiest) drop-out.

McNair, Rick. "Dr. Barnardo's Pioneers", in Eight Plays for Young People: Prairie Performance II. Ed. Joyce Doolittle. Edmonton: NeWest Press, 1984, pp. 153-173. In this historical play about early Canada, a trio of orphans sent to Canada from an orphanage in England find they encounter more difficulties than they had so blithely anticipated. Their foster families are not the loving, nurturing units they had hoped for, and brother and sister get split up to be reunited some twenty years later. The play is done in flashback form as two octogenarians remember their days as two of Dr. Barnardo's pioneering orphans.

Mitchell, W.O. "The Day Jake Made Her Rain", in Eight Plays For Young People: Prairie Performance II. Ed. Joyce Doolittle. Edmonton: NeWest Press, 1984, pp. 177-192. An adaptation of Mitchell's own story "Jake and the Kid", this play focuses on the hired man, Jake, and his boast that he can make it rain when the land has been parched from drought for months. The young son of Jake's employer has implicit faith in Jake, and when Jake is challenged by a skeptical neighbour, the boy helps to build a rain machine. His faith is rewarded when Jake makes good his promise to "make her rain," confounding not only the townspeople but himself. There is fine local colour exhibited in the characters and the speech patterns of the townspeople; as well, Mitchell explores the nature of faith and hope in the face of overwhelming odds when desperate people look to an ordinary hired man to conjure up much needed rain after all else has failed.

Nicol, Eric. Beware the Quickly Who. Toronto: Playwright's Co-op, 1973. Little Johnny Canuck does not have a set identity—at least, he does not remember it. He is pressured by the Horrible Who to say who he is or be condemned to be forever a nonentity. With the help of a hyperactive scene changer, Johnny finds out, by process of elimination, who he is not, before he finally discovers who he is. Commissioned for the 1967 Centennial celebrations in B.C., the play includes whimsical characters like a French frog which takes great pride in its "frogness," a frenetic pace with plenty of action, and rather neatly executed allegorical references which add up to a lightly farcical and enjoyable concoction of a play capable of entertaining both children and adults.

Peterson, Leonard. Almighty Voice. Agincourt: The Book Society of Canada Ltd., 1970.* This compact and powerful play highlights a slice of Canadian history long forgotten. The main character is a young Indian brave who is arrested for stealing and killing a settler's cow. Told by a thick-headed constable (in jest) that the penalty for cow-stealing is the rope, Almighty Voice panics and escapes. The rest of the play details in stark, moving scenes how he is cornered into killing an officer, how he is stalked by scores of R.C.M.P., and how he resists to finally die "with his moccasins on." This particular edition is useful for its additional archival material and a lengthy introduction by Peterson himself. The play also shows its young audiences that prejudice against native Indians is not new in this democratic land of theirs, the "true North strong and free."

Peterson, Leonard. "Billy Bishop and the Red Baron", in A Collection of Canadian Plays, Vol. IV. Ed. Rolf Kalman. Toronto: Bastet Books, 1975, pp. D27-D62.* In a lengthy play in which the entire audience turns into a corps of flying aces (German and English), the whole story of Billy Bishop—his career, his daring exploits, his rivalry with the notorious Red Baron of Germany—is dramatized by a group of children who are in a hospital ward undergoing various forms of treatment. In a valiant effort to combat depression and pain, a little girl named Joy leads her ward mates (including a boy named Billy) in a rousing rendition of flying aces revving up planes and cruising enemy skies looking for their next targets. As well as the bravery of Billy Bishop, the play shows the untrumpeted bravery of a child in pain who sees the pain of another and attempts to cheer him up.

Reaney, James. Geography Match. Vancouver: Talonbooks, 1978.* The premise of this play is quite original. Based upon the geography (and some history) of Canada, the plot involves rival groups—snobby boys' school and a lower class girls' school—which challenge each other to a cross country odyssey to determine final superiority. At the drop of a hat, exhaustive lists of place names come pouring out of characters' mouths. In seconds, the children become historical Canadian figures, soldiers, Indians, etc., in a frenetically-paced plot which speeds to the end trailing behind it an interminable list of Canadian places past and present.

Reaney, James. Names and Nicknames. Vancouver: Talonbooks, 1978.* Chockful of rhymes, songs, and chants, a chorus that cheerfully doubles and triples as anything from pigs to schoolchildren, and dances galore, this play looks at a miserable old codger who gleefully and systematically ruins the lives of Farmer Dell's many children by giving them nasty nicknames at birth. How the farmer and his wife finally foil the villain is a salute to grass roots ingenuity. As with Geography Match, this play has mind-sizzling lists for cast members to memorize and recite (in unison, no less)—only in this case, it's names of people, not places.

Sawai, Gloria. Neighbour. Toronto: Playwrights Canada, 1981. Neighbour concerns two sets of immigrant families in Alberta. These families—one Norwegian and one French Canadian—are neighbours who are highly distrusting and suspicious of each other's foreign (and therefore inferior) ways. It takes a plague of locusts to precipitate a crisis in their community and to bring the two families together into an understanding of each other. With understanding comes acceptance; with acceptance comes the possibility of friendship.

Silver, Alf. "More of a Family", in Eight Plays For Young People: Prairie Performance II. Ed. Joyce Doolittle. Edmonton: NeWest Press, 1984, pp. 59-88. What do you do if you are neglected by your divorced mother and your happily-remarried father, and you don't feel as if you have a real, "perfect" family unit? You go out and find yourself another family, of course; one that fits your idea of a real family—dad, mom, and siblings included. Amy does that and discovers to her dismay that all the families she had picked out to adopt her are themselves less than perfect. In fact, one is downright horrific, indulging in food fights at the table, insulting each other, and communicating at high decibel levels throughout the entire visit. In fact, they are so preoccupied with their squabbling, they hardly notice that she is there. Pretty soon the dejected little girl gets to her lowest point when she has to outwit a skid row bum who wants to steal her suitcase. Mom turns out to be not so bad after all.

Smyth, Donna E. Giant Anna. Toronto: Playwrights Canada, 1979. Based upon the life of Anna Swan, a giantess who lived in 19th-century Canada, this play focuses on the humiliation

suffered by one who just did not fit in because she was too big. The plot follows Anna from her birth through her miserable childhood, her employment as one of P.T. Barnum's "curiosities," and her meeting and subsequent marriage with another giant. Smyth has handled her material with sensitivity and straightforwardness, showing at the same time the inherent stupidity and ignorance of the general public towards people who are in any way, shape, or form "different" from them.

Thomas, Colin. One Thousand Cranes. Toronto: Simon and Pierre, 1986. Titled after the Japanese tradition of folding one thousand paper cranes to ensure long life, this play alternates between scenes depicting a little Japanese girl in 1955 and a Canadian boy in 1984. The girl is dying of leukemia as the result of atomic radiation; the boy is learning survival techniques for nuclear war. Sadako dies and a statue of her is erected for peace. Every year, pilgrims bring paper cranes to place at the base of the statue. Meanwhile, to the dismay of his conservative mother, Buddy participates in a peace march to protest nuclear armament. Thomas quite neatly tackles the natural fears children have of the ultimate war—the nuclear war which could erase all life from earth.

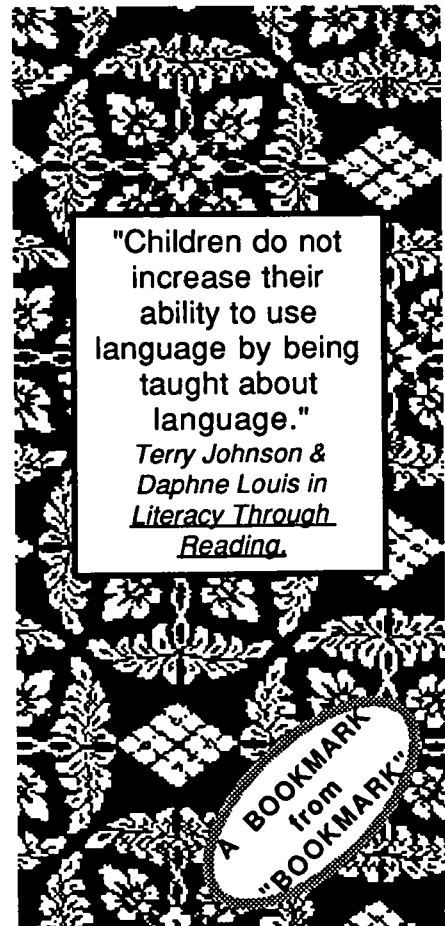
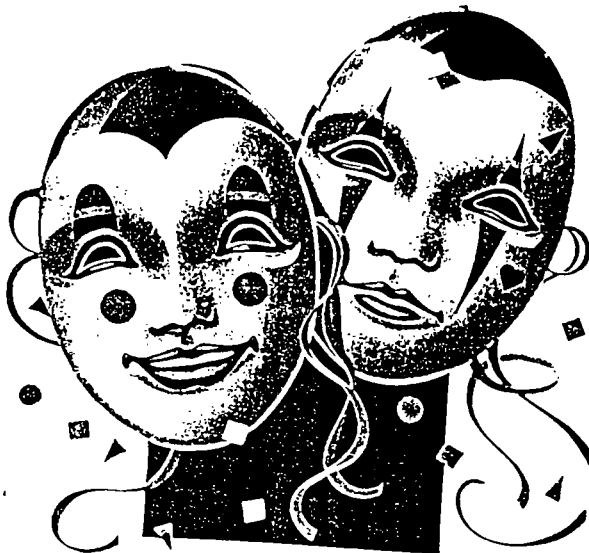
Truss, Jan. Very Small Rebellion. Toronto: Playwright's Co-op, 1978. An adaptation of Truss's book of the same name, this capsule version of the Riel rebellion, covering the time from the initial meeting between Riel and Scott to the execution of Riel for the murder of Scott, is a good history lesson in play form. Older children (especially those studying Canadian history) would find it informative and thought-provoking, while younger children might find it disturbing for the two execution scenes prominent in the plot.

Truss, Jan. "Cornelius Dragon", in Eight Plays For Young People: Prairie Performance II. Ed. Joyce Doolittle. Edmonton: NeWest Press, 1984, pp. 31-56. An immigrant boy has a hard time in his new country when people make fun of his old-fashioned, funny-sounding name and his janitor father. The play follows the pathetic struggles of young Cornelius as he tackles the jeers from school mates, scorn from girls, and pressure from parents who have put all their hopes in their son's success in the new country. Unable to bear it all, he runs away, joins a

fleabag circus, and finally discovers that a person is himself in spite of his circumstances, and even in spite of his funny name. When he accepts himself, he finds acceptance from others. The predominant theme of racial discrimination is neatly juxtaposed with that of a boy's awkward entry into adolescence, an entry already fraught with fears and tears without the added burden of being an unaccepted stranger in a foreign land.

Watts, Irene. A Chain of Words. Vancouver: Talonbooks, 1978. Six Japanese folk tales are retold in mime, dialogue, song, and dance. Borrowed heavily from the Kabuki style of presentation, the play is basically six stories told simply and starkly. The material is adaptable for any age group precisely because of its lack of frills. The themes are universal, dealing largely with the triumph of good over evil, and emphasizing the virtues of simplicity and patience in life. Those who trust always get rewarded while those who take advantage of others eventually get their just rewards.

Watts, Irene. Martha's Magic. Toronto: Playwrights Canada, 1981. Martha is a kindly old hermit who is in danger of being forced to leave her forest home for a city nursing home. Nothing is wrong with her except old age, but others decide that she is not to be left to live her life alone any longer. Determined to make her last days interesting, she sets out to court adventure. She helps a firebird who grants her dearest wishes: an everburning fire and one last adventure. In the process, Martha proves that age is only a numbers game.



SCHOOL LIBRARIANSHIP IN AUSTRALIA

by MALA MORGHANA, exchange teacher, Adelaide, Australia

HISTORICAL PERSPECTIVE

In Australia school libraries were recognized as a valuable educational resource in the early 1970s when the then Federal Labour Government allocated substantial funding to high schools for buildings and resources. At that time there were very few teacher-librarians or school-librarianship courses. So these libraries were staffed by teachers who had done a 3 month crash-course, by teachers and in some cases by people with public library experience but no teaching qualifications or experience.

When the Labour government was ousted, some of the generous funding was lost but the impetus had started. Schools had libraries and tertiary institutions initiated school librarianship courses. Many teachers applied for a one year full-time scholarship to study School Librarianship. Later a fourth year course was added as a major in the Bachelor of Education programme; there is also a Graduate Diploma in School Librarianship.

South Australia has from the beginning led the country in this profession. We have had very strong advocates within the State Education Department and Teacher's Training Colleges who made sure there was adequate staffing and funding.

In the late 1970s the South Australian Education Department introduced a computer cataloging system, S.A.E.R.I.S. South Australia was the first state to provide this service and every school received a microfiche reader and regular microfiche updates. In the mid 1980s, this data base was the beginning of the National system, Australian School Catalogue Information Services, A.S.C.I.S. All Australian schools use this system, either ordering catalogue cards from microfiche or via a computer on-line service.

STAFFING

Recommended guidelines are not always followed, but generally every high school has a minimum of one full-time teacher-librarian and an

allocation of library assistant time based on the number of students. In my school, Adelaide High School, which is the only Special Language High School in South Australia, we have approximately 970 students ranging from Year 8-13, and we have two full-time teacher-librarians and two full-time library assistants. Neither teacher-librarian teaches a subject; both are in the Resource Centre full time. However, many teacher-librarians in both Primary and Secondary schools also teach subjects - English, maths, etc.

Because of our philosophy of resource-based, student-focussed learning librarians have a lot of contact with students. There are five booking areas in the Resource Centre. All the staff are scheduled for desk duties, the two aides alternate each morning for the first two lessons. They do "housekeeping" tasks, card books, overnight loans, borrowings etc. Each teacher-librarian is scheduled for reader's service for three lessons a day. They can also volunteer for teaching assignments. I have taught Year 11 electives, AIDS Education, and cooperative teaching topics such as Strong Female Characters in Adolescent Fiction, Australian Literature, Biographies and Autobiographies.

We call our library a Resource Centre and we house a book stock of approximately 30,000 titles, plus non-book materials.

One of our library aides is mainly an audio-visual aide and does all the bookings for non-book items. We have a panel which connects TV cables into different rooms in the school and the aide is responsible for seeing that programs are sent out when bookings are made. She is also responsible for maintenance and storage of equipment, typing, filing, and training and supervision of student library monitors. The other aide is involved with ordering computer catalogue cards, typing, book repairs, shelving, book processing, library monitors, etc. There are approximately 30 library monitors who are scheduled for daily tasks: shelving, covering books, desk and games duty. The school principal rewards them with badges and awards at a morning tea and there are other social events including a Christmas party. The monitors are an invaluable resource.

BUDGET

South Australian schools have school-based budgeting and the Resource Centre staff have to prepare a budget and submit it to the school finance committee. The two teacher-librarians divide the

facilities between them as well as other areas such as stationary, equipment, periodicals, reference material. Questionnaires are sent out to faculty seniors for information about changes in curricula, new courses, special requests. Each teacher-librarian prepares a budget for her subject areas and then both cooperate on the final document. We order all our own material and equipment and send orders to the school book-keeper for payment. This means that we have to keep records of all our accounts.

BUYING AND ORDERING MATERIALS

Booksellers bring books every two weeks, we have about six regular "reps" and they visit on a regular day. They leave the books for two weeks so that the staff have time to look at them; subject teachers are notified and invited to appraise the material. The books are then either kept or returned to the "reps" when they return in two weeks time.

This ordering system has several benefits. Teachers have input in selection and are aware of resources available. Materials can be handled, and checked for reading level, indexes, illustrations, etc. The curriculum compatibility of materials is assured. The library can benefit from sales and "special offers" to make the budget stretch further. Unsuitable material can be returned readily. Material is quickly available, with no long waits for processing.

CATALOGING

We have around a 95% hit rate with A.S.C.I.S.; other cataloging is done in-house. If a staff member requires a book in a hurry, we can catalogue and process in one day.

COMMITTEES

Adelaide High School has a number of committees which address such areas as Management, Curriculum, Policy, Professional Development and Equal Opportunities.

There are also staff and faculty meetings, which the teacher-librarian is expected to attend. The Resource Centre Committee consists of one Deputy Principal, two faculty seniors, six teachers and the Resource Centre staff, including the library aides. This is a very valuable committee because it is a support group, keeps the Resource Centre in high profile and provides liaison between school and resource centre staff. We meet monthly before school.

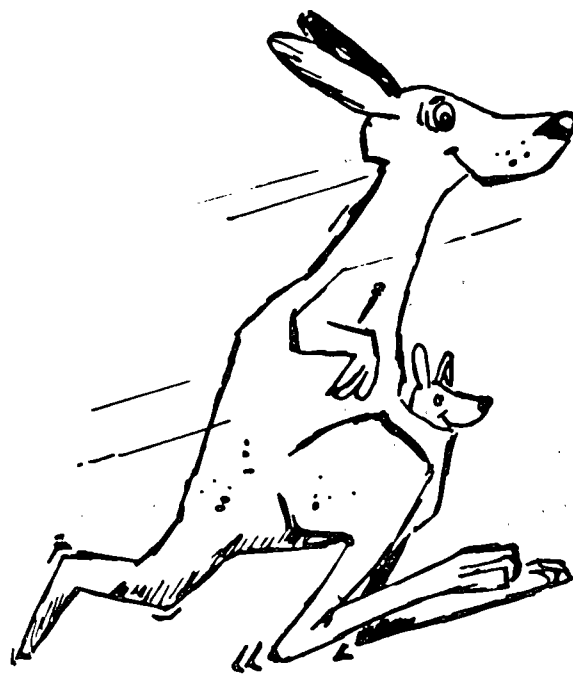
PROFESSIONAL CONTACT

Hub Meetings are organized by teacher-librarians in geographical areas. They function as a support group, to voice matters of professional concern, to organize professional development and socialize.

The Resource Teachers Association, a branch of the South Australian Teacher's Union, is a more industrial association but also arranges guest speakers and conferences

Not many teacher-librarians belong to The Library Association of Australia: School Libraries Association because it is so expensive and not very active; it does arrange conferences but they too are expensive.

The Australian Children's Teacher-Librarians Association is a national body which coordinates State Associations and arranges National conferences.



YOU CAN'T TELL A TEACHER-LIBRARIAN BY HIS/HER COVER!

by KRIS NELLIS, past-president, Prince George District Teacher-Librarians' Association

For PGDTLA's annual year end social last year, a member of our association suggested that the appetizers and desserts we brought fit the theme "Between the Covers." This brought to mind either something layered or covered. Crepes, pies, turnovers! The seed was sown.

Next, the creative juices of the executive began to flow when it was casually mentioned at an executive meeting that a fellow teacher-librarian in Prince George was the manager of her school's wrestling team. It was suggested that we compile little known facts about each teacher-librarian in School District #57. We took up the challenge and "You Can't Judge a Teacher-Librarian by His/Her Cover" or "Little Known Facts about Well-Known Teacher-Librarians" was born. We uncovered items on 53 teacher-librarians and decided to use it as a game at our social.

On the evening of the social the goodies included mini meat turnovers (empanadas), layered salad, spinach and feta cheese turnovers, stuffed mushrooms, shrimp and cream cheese inside pea pods, cheese between two crackers, hot brandied cheese in mini cream puffs, Nanaimo bars, whipped cream in chocolate glazed cream puffs, ice cream cake and other delicious treats. We nibbled all night.

To play the game, everyone worked in small groups to uncover the identities of the teacher-librarians. The winning group identified 50 people within the 20 minute time limit. Each member of the winning group received a small package of mint patties, which fit into the "Between the Covers" theme. As samples, the following clues fit the 1989/1990 PGDTLA executive:

President: the 'brass' that directed for "Canadian Brass" when they were in Prince George

Vice-President: discovered the school entry card

can't be used between midnight and 6 a.m.

Treasurer: voluntarily, and supposedly in her right mind taught at 2 schools last year, as teacher-librarian in one and classroom teacher in the other.

Corresponding Secretary: a former head librarian from the Public Library

Recording Secretary: is leaving for the 'great white north.'

Past President: 'smart' enough to attempt to unionize the stewards on her cruise ship.

For the few teacher-librarians for whom we did not have a little known fact, the recording secretary wrote a poem and the schools were listed underneath with a space to put the teacher-librarian's name:

Complete the above for a full score,
Though teacher-librarians you'll find
some more
Their names are known, their faces too,
But we have no tales to tell to you.

The final verse:

And now dear colleagues, we bid adieu,
We pray we have not slighted you
by omission, false or careless word.
We laud your deeds and endless efforts
And wish you a summer free and
fretless!

Everyone had a great time while we were giving out the answers because this resulted in clarifying stories and lots of laughter. A fun end to the year!



EFFECTIVE STRATEGIES FOR ORCHESTRATING VOLUNTEERS IN A SCHOOL LIBRARY RESOURCE CENTRE



by **CARL STYMIEST**, teacher-librarian on Leave of Absence from Canyon Heights Elementary, SD#44 (North Vancouver).

This article is based on an extensive study which examined strategies used by teacher-librarians for orchestrating (conducting and operating) volunteers in a school library resource centre. It was completed as a Graduate Level Independent Directed Study supervised by Dr. Ron Jobe at the University of British Columbia during Spring/Summer sessions of 1990. The original 212 page document has many findings, discussions and suggestions which may be of interest to teacher-librarians who already operate or are thinking of implementing a volunteer program in their school's library resource centre.

INTRODUCTION

The image of the school library resource centre volunteer in the 1990s is one of caring, commitment and involvement. Many school library resource centres have discovered the unique contribution that volunteers can make. Volunteers bring time, energy, commitment, new ideas and enthusiasm to their volunteer jobs. They offer fresh perspectives to the time-worn challenges faced by many teacher-librarians.

Central to the introduction of a successful volunteer program is effective orchestration and management of volunteers. Volunteers who feel that their time or skills are being mismanaged or who no longer believe that their efforts are "making a difference," quickly lose their commitment and interest. Volunteers are valuable resources and we must recognize their potential and utilize the skills and talents that they offer. Successfully orchestrated and managed, volunteers can indeed "make a difference."

The purpose of the study was to review existing research on the effective use of volunteers in school library resource centres. To begin with, this is the 1990s and a vastly different world than it was only a few years ago. Secondly, the study is a report on

what is happening — *actually happening now* — in the management of school library resource centre volunteer programs in the Greater Vancouver area.

Much has changed, and yet nothing has changed really — it's simply been tempered. That statement, the major conclusion of the study, says both absolutely nothing and it also says it all!

Ellen Goodman in *At Large* (Summit Books, 1981) says: "During these years there has been a sea of change... the decade of self-improvement hardened into the decade of survival. The concerns about fulfilling ourselves turned to concerns about filling our tanks and our pocketbooks. Fewer people are worried about the measure of success, and more are trying to dress for it." The options of the seventies and eighties are now the hard choices of the nineties.

The 1980s decade brought with it a political atmosphere where macro-economics was having a visible and often drastic effect on mini (and not so mini) school libraries. "Volunteerism is now not the only wonderful pioneer pitch-in spirit, it seems to be the unwritten law of the land. But a lot of people don't seem to like it that way."

Material in the study is heavily based on replies to 300 questionnaires sent out in March of 1990. The recipients were public school teacher-librarians, private school teacher-librarians and public librarians in North and West Vancouver, and in other Greater Vancouver areas.

It has been said that research is endlessly seductive. In the period between designing the questionnaire and its actual appearance, telephone interviews were carried out, indices consulted, library magazines poured over, databases (i.e. ERIC) explored. To say the least, this was a most interesting part of the study.

And then almost one-quarter of the questionnaire recipients replied by the end of the first two weeks in April, 1990. There are statistics compiled by catalogue mail order people about how soon after a catalogue is published what percentage of potential orders will come in, but there seem to be no hard

statistics about how quickly how many teacher-librarians reply to questionnaires about volunteers! There is simply nothing more utterly interesting or challenging than reading reams of fresh, totally unspoiled writing on a subject that is of profound interest to the reader. Going through each day's batch of questionnaires was fascinating. By the end of April, I had received 210 questionnaires; a return rate of 70% . I was extremely pleased.

The questionnaire asked whether or not the library resource centre had a volunteer program. If not, had a volunteer program been terminated recently? Why? If there were volunteers working in the resource centre, when/why/how did the program start, who were the volunteers, what did and didn't they do? There were questions about reasons for volunteering, about recruitment and rewards, about links with other community groups, about how the staff reacted to having volunteers around. I also asked for details on the mechanics of the programs: who did what to make it work, how much money was saved and how much was spent? There were questions about the most successful aspect(s) of the program, and about the least successful. The most intriguing answers came from the question, "What has been the hardest/most difficult part?" The runner-up was "What advice would you give other teacher-librarians?"

After reading approximately half of these responses, one suspects that one has spotted the trends, and doubts that sheer quantity would tell substantively more. And then one starts disagreeing with oneself, being unsure, and reaching for more corroborating evidence. Choosing what to include in the paper was a difficult task.

As with virtually all questionnaires, 20/20 hindsight reveals all those questions which should have been asked, and all those wordings which should have been used. Design failings and mailing inadequacies aside, however, results of the questionnaire were a gold mine.

Statistical conclusions drawn from the questionnaire results would be invalid, both because of sample size and how the questions were asked. The only categorical, unarguable conclusion is that teacher-librarians are caring, warm and thoughtful persons. However, it is possible to draw conclusions about who, in what kinds of resource centre, is concerned with volunteers, simply by looking at the professional position of the person chosen to reply to the questionnaire.

In large institutions (i.e. public libraries and secondary schools) a volunteer co-ordinator replied. In other larger secondary schools with two teacher-librarians, the head teacher-librarian replied either by returning the questionnaire or telephoning to tell how things looked from that side of the desk.

In middle-sized school libraries, large enough to have a teacher-aide assistant, that person did the replying, whether or not the school library had a volunteer program. In middle-sized libraries without library assistants, the teacher-librarian responded.

In smaller school library resource centres, the "head teacher-librarian," or occasionally a volunteer, sent information about the volunteer program or the lack of one. Some regional public librarians collected questionnaires from their smaller local libraries and sent the replies back batched together.

Twelve respondents from all sizes of school library resource centres preferred to telephone their replies. The reason often given was timing — they just didn't have enough time to sit down and complete a detailed questionnaire, or the amount of time between receipt and deadline for inclusion in the paper was too short. Another reason for telephoning was the need to express complicated, difficult, and often sensitive or negative feelings and opinions — and this is often more easily done by talking rather than writing. Several people called to tell about experience in their "old" libraries, having filled in the questionnaire for their current position.

Whoever replied, and however they did it, the generosity of these people was overwhelming. People sent samples of forms, manuals, articles, badges and more — some items were obviously taken right off bulletin boards and crammed into envelopes for mailing. The warmth and sincerity accompanying these items was greatly recognized and deeply appreciated.

It was apparent that public libraries are being deluged with requests for information about how they manage their volunteer programs. It is equally evident that a larger group of libraries have never had their opinions asked before at all. What is most apparent is that most library volunteer programs have been and are being developed in a partial vacuum, with the same wheels being carved out repeatedly.

One suspects, but never really knows something to be a fact, until one is right up against it. The very

obvious fact that became astonishingly evident in preparing the paper is this: "our task as teacher-librarians is a huge, complex and often difficult one."

In writing a paper — as in singing a solo, preparing an article, or delivering a speech or sermon — one chooses a single person to address and affect. This paper is dedicated to one teacher-librarian in a little town outside Squamish who wrote: "Please keep me posted as we may be desperate soon!!"

WHY VOLUNTEERS?

"Desperation" should never be the only reason for having a volunteer program.

Programs have appeared for reasons ranging from a library's original establishment and management by volunteers, through development via volunteers as a controlled, logical aftermath of a budget cut shock wave, or — in the case of schools — to build a positive culture and climate through the meaningful involvement of parents. There are infinite numbers of other reasons, but there is a single, most important reason: the improvement of student learning through the building of a powerful relationship between parents and school, volunteers and the school library. As one teacher-librarian said, "It's the good PR that makes it all worthwhile."

VOLUNTEER TRADITION AND TOPSY

A review of the literature indicates that many libraries, even some school libraries, were founded in the mid-thirties by volunteer groups. One elementary school library in North Vancouver was started and, at first, entirely funded by volunteers. Another library in West Vancouver School District was founded in 1963 by a group of interested parents who raised money to renovate an old basement room that was used by children during rainy days. At the beginning, volunteers ran the library, and many of them stayed on when the school district started funding school libraries in the late '60s. Yet another school library reported, "The library was actually funded by volunteers. Money was the strongest influence. A corps of volunteers raised funds to buy a few books and the rest is history."

Another North Vancouver teacher-librarian

wrote: "I think the provincial government should put more funding into all school libraries. All libraries should have full-time, qualified teacher-librarians regardless of the size of the school's population. How can you possibly run an effective program for students if your allocation is .3 of a librarian? And as for volunteer programs... forget it! There is no time available to train such helpful people."

The beginnings of some library programs are shrouded by time:

- "We've always had them."
- "Volunteers have always been involved."
- "It was already here when all of the present staff came."
- "Their use has increased over the years so the beginning is now unknown."

Other libraries with long-term programs could pinpoint dates: one program started "in 1933, to fill staffing gaps." Volunteers have been used in schools in some parts of British Columbia for over fifty years.

Teacher-librarians from many schools wrote that their programs started "like Topsy, to help staff and students acquire some reading literature that was not textbook oriented, i.e. some of the classics were bought or donated so that children could have some leisure reading. Some volunteers just wanted to help out with simple office work such as helping with the circulation system, filing, dusting shelves, etc." Other teacher-librarians said:

- "Our program has been spontaneous in that people come in and ask to do the work."
- "It has kept on growing, Topsy-like — now we've got to start managing it better."

And then there's the mother "who, in 1978 became dissatisfied with the manner in which reserves were handled and offered to do them. She still continues to do them."

FRIENDS AND OTHERS

Research has also shown that, over time, friends of library groups have been strong instigators of not only public libraries, but also school library resource

centres. Today we refer to these friends in school libraries as Parent-Teacher Associations or Advisory Councils. Many of these organizations initiated an emphasis on Volunteerism in the libraries. Through the association or council, committees were formed, book sales were held, and a membership "talent bank questionnaire" was developed and sent out. Many members were given the opportunity to volunteer in the new school libraries.

It was reported by many schools that some PTA's have been supportive through such actions as "supplying a part-time volunteer co-ordinator to keep track of increasing numbers of volunteers and volunteer needs, and to develop program materials."

The pattern of decreasing funding and shifting priorities in allocations, rather than new money becoming available is now more often seen. As one teacher-librarian pointed out, "Quite frankly, we started the program because we had to!"

Public Libraries report they gave birth to volunteer programs:

- "because of budget-cuts from city council,"
- "when much of our 'extra help' was let go,"
- "to make up for the positions lost when our funding was phased out ... we sent out 250 letters asking for help and received 19 replies."

Other options were unacceptable choices to the survey respondents.

- "When budgets are cut the only choice we have left is to recruit volunteers."
- "Many a library would have ceased if it had not been for the support of our volunteers."

[Author/Editor's note: The last two quotes are contentious points for discussion.]

SPECIAL PROJECTS

Many volunteer programs have been initiated to deal with a specific problem or project, such as the school library whose "need for help arose when conversion to automation began in the late 1980s, and even less time was available for routine jobs not to mention the most important responsibility of all teacher-librarians — teaching students." A move to a

new building can trigger the use of volunteers; "they helped to pack/unpack the school's collection, and set up the new school library resource centre facilities." The same is true for public libraries; "often when opening a new branch, in an expanding community, volunteers make sense."

Some library volunteer programs are in response to tragedy. One elementary school's library resource centre in North Vancouver was destroyed by a fire in the 1970s. The entire collection was destroyed. Through an appeal to volunteers and the establishment of a program by the teacher-librarian, the entire library resource centre was restored. It was open for business within six weeks' time, completely refurbished, panelling installed, carpeting laid, shelves built, and books bought, catalogued, sorted and replaced on the shelves. "People took boxes of books home and typed cards for them. About 5000 books, tapes, audio-visual equipment, magazines, etc. were destroyed by the fire. We now (15 years later) have about 13,000 catalogued and in use. Without the help of our volunteer program, we would still be typing cards."

RIPPLE EFFECT

A new 1980s phenomenon reported was the ripple effect:

- "Our new teacher-librarian has seen it work well at another school in our district, so we are trying the same approach."
- "A new member of the community who was familiar with a school library volunteer program in Ontario began organizing one in our school with the backing of our local PTA."
- "We borrowed several ideas from several other schools' library resource centres."

STUDENT LEARNING AND PUBLIC RELATIONS

An infinitely more subtle reason for having a volunteer program in the school library resource centre has to do with the positioning of the library within the community, with spreading the word about what goes on in the school library, with creating a divine itch for library service. Satisfied volunteers are, quite simply, excellent public relations vehicles.

Volunteers become salespersons and lobbyists for the school. Volunteers talk about the library. Volunteers are voters and we as teacher-librarians can have a positive influence upon them — they vote money for school programs, and they vote for the trustees who earmark funds for purchases for better school libraries in the future. They are our greatest asset, and now that we are coming into the world of the electoral referendum, volunteers are even more important than before.

No matter how, or why, a school library volunteer program begins, the prime reason for continuing it is improving student learning through public relations.

WHO VOLUNTEERS AND WHY

Anyone truly volunteering to do anything, anywhere, is by definition self-chosen (Schaffer, 1973). The very act of volunteering is close to the self and reasons for the act are close to the bone. The "Who," then, is completely entangled in the "Why." The "Who" will not last long if the "Why" is not satisfied.

So often a teacher-librarian, when thinking about setting up a volunteer program, envisions volunteers as "Them" and forgets that volunteers are people with human and personal needs and reasons for doing things. Yet the paradox is all human personalities are different, while essentially we are all the same.

WHO IS THE TYPICAL VOLUNTEER?

Demographers' statistics show that yesterday's typical volunteer — the white, female, middle-class homemaker between twenty-five and fifty-five — is vanishing; sixty percent of them are now working for money (CSLA, 1988). This group of ex-volunteers is being replaced by a new breed of volunteers which include men, single people, students, and older people.

And yet one library which responded to the questionnaire drew a profile of its volunteer corps and found middle-aged homemakers still extant:

Average age: 46 years

Sex: 30 women, 1 man
Education: 2 years university (8th grade to M.A.)
Children: 3
Income: \$38,000-\$74,000 annual family income.

Obviously, we cannot take this sample of thirty-one souls as a true mirror of volunteers British Columbia wide! The province is a large place, and things and times are different socio-economically in different parts of it. We can also say that this is true in the Greater Vancouver area alone.

What works in one area will not necessarily work in another. However, commonalities that were found in the survey are:

1. The dominant group is mothers of school-age children volunteering during school hours; mothers of pre-schoolers volunteering during school hours; mothers of pre-schoolers volunteering during the hours of pre-school operation.
2. Another group is made up of re-entry women, coming out of a divorce, changing careers, or simply testing the world outside of the home.
3. A third group is made up of "transitional volunteers" — people making their way back into the work world. Some of this group have had treatment for drug or alcohol abuse or some sort of medical breakdown. Others are carrying out court-assigned tasks or non-threatening probationary requirements. This third group of transitional volunteers is very few in number, but working as well as any others; the feeling is that this is a good investment for the resource centre as well as for the volunteer.
4. Other volunteers are people on welfare doing their work assignments. Reports from many of the inner-city schools say: "These people are not really volunteers; they must work in a public place to receive a bonus welfare payment. They work here with our approval, and most have been very good workers."

In certain areas, the dominant group is retirees, a fast-growing age group. Within this group, 90 percent are female. This reflects both the greater number of older women than of older men, as well as

the fact that many older housewives and widows have led lives of service to family and community — to volunteer comes naturally.

Other groups of volunteers reported are:

- *young people*: club groups, summer vacationers.
- *senior secondary students*.
- *retired librarians*: “Once a librarian, always a librarian! These people contribute their expertise while satisfying their curiosity about new developments in their field. And they get to read their favourite professional journals as soon as they come out!”
- *newcomers to the area*: retired school teachers, business executive wives, lawyers and doctors wives, PTA executive members, ministers, etc.

The following comments are taken from the responses to the questionnaire’s question, “Who volunteers and why?”

- “All of our volunteers hold one common denominator: each has held a ‘regular’ position in his/her lifetime.”
- “Many of the volunteers are from the more affluent areas around our urban area.”
- “A few are employed people who can be available for once-a-week/once-a-month assignments.”
- “A cross section of age and economic levels.”
- “A mixture of ages and abilities.”
- “Our PTA president was a university graduate in Library Science. She helps select books and will do anything to help out. She has helped me a lot.”
- “Women escaping from the home and pre-schooler mothers are two most common groups. But if you keep an eye out for whom you would like to volunteer, you can get almost anybody.”

WHY DO THEY COME?

Commonly voiced reasons for being a volunteer included:

1. “To do a community service that can be done with their children; helping out at the school library resource centre while their children are at school.”
2. Civic responsibility, to be of service to other people, altruism, civic-minded generosity. “There are many active, capable people who enjoy performing services to their fellow citizens.” Loyalty to the school library resource centre for years of pleasure is also a motivator.
3. People’s need for structure to their days, weeks, seasons. Some people find volunteering in the school library resource centre a most worthwhile and positive experience. Responses indicated were:
 - “Desire to meet people and to become involved in the education of their children.”
 - “Desire to work but have flexibility in their schedule.”
 - “Need to fulfil volunteer hours requirements for Girl Guides’ library badge.”
4. To get hands-on job experience: “Many people know that experience as a volunteer is one way of paving the way to a real job.” “We have lost several volunteers from our school library as they have been hired as teacher aide assistants within the school district because of the high calibre work which they performed.”

Some women want to improve and re-hone their skills before re-entering the working world. “People volunteer to get references that they can use in job hunting.”
5. Boredom: “To fill time in their lives, to contribute to their community, to broaden their own experience, to use skills they are not able to use otherwise, to help.”
6. Self-esteem: “to feel worthwhile, to fulfil a sense of commitment.”

The new move toward automation in school libraries is attracting new volunteers, especially senior secondary and university students; these people are eager for the opportunity to perform any task, no matter how dull or menial or repetitious, on a computer (Holley, 1989).

Volunteers, then, are as diverse as the reasons for volunteering. In answer to the question, "For what reason(s) do people volunteer," one teacher-librarian from North Vancouver responded for the volunteer program in his library resource centre: "I never asked! Why ruin a good thing??"

WHAT ARE THE MECHANICS OF A VOLUNTEER PROGRAM?

Volunteer programs don't just happen in a school library resource centre — the people who work and manage the library, who care about the library, make volunteer programs work.

INFORMAL PROGRAMS THAT WORK

Research indicates that there are many effective volunteer programs, especially in smaller school libraries, where cheerful informality produces excellent results (Krummel, 1980). "Our format is not rigid, but informal, and this meets our needs." "It's working simply by luck now." "Very low-key." "Some come irregularly — they just call first and if there is work, they come." "Our only regulation is that they must be at least 13 years old." "We simply try to compromise, happily, between their interests and the work that's needed." "Volunteers who have stayed have found their own slot and work under staff members they feel comfortable with." "A very loose structure — I guess I'm the boss" — were typical comments from teacher-librarians of small library resource centres.

One middle-sized elementary school reported, "We use no forms or any set procedure with our volunteers, and no one is in charge of volunteers per se. The only definite procedure is the sign-in for the volunteer hour book. The system works because of the kind of unique relationship which exists among a rather friendly school staff that is able to solicit volunteer assistance from parents of the children who attend the school."

One questionnaire response I felt quite interesting reported: "Ours is very unstructured, no regulations or criteria. The community is small enough so that either myself or a staff member of the school has knowledge of each volunteer and we know fairly well

who will work and who won't. Basically, as the teacher-librarian, I am in charge. I train the volunteers and accept or reject the offer to help."

From one small school near Squamish, a volunteer herself wrote: "There is no organized program. The volunteer simply comes in whenever and asks, 'What may I do?'"

INFORMAL PROGRAMS THAT DON'T WORK

There are, however, many, many other library resource centres with inherited volunteers or walk-in volunteers which suffer badly from lack of planning and structure. *Don't do it the way we do!* is the heartfelt advice sent from a lot of school libraries. One teacher-librarian wrote, "We have no regulations or policies in our school. We are so desperate that we let them come and go as they please."

PLANNING: SETTING GOALS, GETTING INFORMATION

No matter why a school library is exploring a volunteer program — mandated or reasons of its own — a certain amount of planning is in order. Planning details will vary depending on school library size, the complexity of the job to be done, and the number of people or groups that have to become involved and be satisfied with what is going on.

The first step for any library bent on careful exploration of whether and how to orchestrate volunteers, is to investigate carefully the district's/union's stance. *This is a most delicate and important step.*

A union to which professional teacher-librarians belong exists to protect the interests of those teacher-librarians. The same is true for many public librarians. Obviously, the threat of someone usurping a unionized teacher-librarian's right to be paid for professional library work by doing the same work for nothing will trigger problems. The same may be said of all teacher-aides, library assistants, library technicians, or other paid library help.

The advice recommended is to proceed with program planning, assuming other reasons for instigating a volunteer program are valid, but to

advance carefully. Advice of local unions should be sought, yet existence of a union does *not* automatically outlaw a volunteer program.

Exact job descriptions for existing professional staff, and for planned-for volunteer staff, become very important here. In no way can the two collide on paper as, indeed, they must not in fact (Scheier, 1972). If job descriptions of volunteer jobs are clearly in support of paid professionals or non-professionals, or explicitly reach out to jobs not being accomplished now by anyone, volunteer or paid, there should be little conflict.

If all checks out properly, proceed to define and review the goals of the school library resource centre. Is the resource centre accomplishing what it has set out to do? If not, what are alternate, feasible ways of reaching the goals? Might a volunteer labour force be a workable solution?

It is a good idea to gather as much information as possible about how other school library resource centres, particularly ones within your own district, nearby or approximately the same size, use volunteers. Also, in the early planning stages a look should be taken to see if there already exists a community organization devoted to helping with volunteer programming and to finding and pre-screening volunteers.

During the exploration period, key staff members and/or a Volunteer Feasibility Committee may work with the teacher-librarian of the school. Once a volunteer policy comes close to approval, all staff should be included in making the program plan work.

SCHOOL LIBRARY RESOURCE CENTRE VOLUNTEER POLICY

The school library resource centre volunteer policy should be clearly and simply stated (Seaton, 1987).

One Greater Vancouver School District has a formal policy, adopted by its board in 1979, which states that: "WHEREAS the school library is committed to utilization of all available resources to further its goals, WHEREAS it has been demonstrated that volunteers can enrich school library services and inform the public about the school library, WHEREAS within an effectively managed program volunteers can perform tasks efficiently and responsi-

bly, THEREFORE BE IT RESOLVED that a program for volunteer assistance be initiated, and BE IT FURTHER RESOLVED that volunteers only enrich and not replace regular library service normally conducted by the teacher-librarian or professional/non-professional assistant." This policy is supplemented by a philosophical statement describing the volunteer as an enriching partner to staff, as well as by annual goals and objectives detailing the scope of each year's projects.

One small public library reported that they only had a memorandum stating that: "the library seeks to utilize volunteers in a permanent, ongoing program with goals of providing service beyond that which staff can provide, of providing access to presently inaccessible information, and of increasing community awareness of the services of the library."

One senior secondary school reported that their library policy regarding volunteer resource centre staff is "in the form of guidelines rather than strict district procedures. This allows for flexibility within the school library program. The guidelines recommended a library 'needs-assessment' conducted by the teacher-librarian to determine the actual need of volunteers in the school library program."

NEXT STEPS

The way Next Steps is carried out varied from school to school.

In some schools, the teacher-librarian, or designate, quietly assumes responsibility for starting a small, controlled, pilot volunteer effort.

Several districts provide workshops or seminars for teacher-librarians, using a handbook developed by a task force on volunteers. The approach here was to work with teacher-librarians themselves in problem-solving to dissipate any staff/union resentment of the use of volunteers in the school setting. The teacher-librarian would then in turn inform the school staff of the merits of the workshop(s).

At the time this report was written, one school library resource centre had a detailed road map for implementing a volunteer program. There is a thirteen member committee on volunteers which includes the coordinator who comes from a professional volunteer agency within the city, three members from the Parent-Teacher Association, the teacher-librarian, the library teacher aide, the school

principal, the vice-principal and five of the staff members, three of whom come from the primary divisions and two from the intermediate. The committee meets once a month at the school library resource centre to hear reports and for general discussion. The plan was to have a volunteer program in place in the school for the school year 1990-1991.

Another school is using the PRITER Plan for implementation of a new volunteer program within their school library. The PRITER Plan comes out of California (Wedel, 1983), and includes the steps: Plan, Recruit, Interview, Train, Evaluate, and Recognize.

WHO WILL BE IN CHARGE?

Ultimately in charge of any school library resource centre is the teacher-librarian.

In small and middle-sized school libraries, it is usually the teacher-librarian who has the day-to-day responsibility for volunteers. Once a resource centre is large enough to have an assistant or teacher-aide, that person tends to take on the program after attending in-service training. As school libraries expand, volunteers may come in through the teacher-librarian or the principal, and, once interviewed and accepted for service, are sent to department heads for job assignments as is done in many of the larger senior secondary schools. Many middle-sized school libraries have a part-time employee (teacher-aide) whose sole responsibility is to manage the volunteer program. In some schools, relief time (Educational Leadership) is allocated by the district or principal to allow the teacher-librarian or other staff members to manage the volunteers. In the largest of the senior secondary school library resource centres, a full-time volunteer coordinator, usually working through the school's personnel department, manages all aspects of the program.

Whoever it is that is in charge — and there is no one right way, or right person — the fact that he/she is in charge must be clear to all concerned (Sanberg, 1979). As one teacher-librarian points out, "We find few volunteers stay very long if they do not have training and supervision while they are in the resource centre."

VOLUNTEER COORDINATOR: JOB DESCRIPTION

The job description has not been much of an issue with most elementary schools since their school populations do not warrant having a volunteer coordinator. However, in most senior secondary schools, the issue whether or not the volunteer coordinator should have formal training in library science is constantly debated. The consensus seems to be that the most important qualification for the coordinator is demonstrated management experience, and, if possible, experience in management of volunteer programs. However, familiarity with library procedures is also important. In one Community School the program requires a coordinator who will work with community agencies supplying volunteers and who knows library work and staff needs as well. Their solution is a coordinator who devotes half time to volunteers, and half time as a reference librarian.

Knowledge of their community — the community served presumably being the same as the community providing the volunteers — can be very important. However, teacher-librarians warn about filling the job with "too obvious a powerhouse." One teacher-librarian reports the local bank president's wife was very surprised when turned down as part-time volunteer coordinator. "She would have scared everyone away. She had almost too good a volunteering history of her own — no one could have lived up to her."

There were many other suggestions for qualifications some of which are:

- Ability to analyse problems.
- Knowledge of library technology.
- Ability to plan and coordinate others.
- Flexibility as a leader.
- Good public relations skills.
- Experience as a volunteer.
- Ability to relate to people of diverse backgrounds.
- Ability to understand human needs and motivation.

- Experience as a teacher/trainer.
- Excellent speaking/writing abilities.
- Availability to attend functions.
- Tactful.
- Energetic.
- Having a sense of humour.

WHAT NEXT?

Once a school library's goals are defined and policies on volunteers are determined, several other tasks must proceed virtually simultaneously. One, as described above, is to decide on who is to be in charge. Sometimes the person in charge is already in place (e.g., the teacher-librarian), or he/she is hired first, for a finite period of time (usually two years), and then, under that person's leadership, the outline of a volunteer program is drafted. The costs of the program, besides the salary of the coordinator, are determined and these are weighed against the benefits of the program. At other times, and most frequently in small school libraries, a program for volunteers is planned in great detail by the staff, or by a smaller committee, before a coordinator is hired or appointed. Again, there is no one right way.

It is crucial to involve all school staff, especially supervisory staff, at this and at all stages of planning. One method is to ask library resource centre staff to make "wish lists" — lists of all those tasks that they wish they could get around to, or caught up with, and that they might like someone to do for them. The most stalwart members can have secret apprehensions about having volunteers around. It is, of course, best if these apprehensions can be verbalized and discussed and, hopefully, allayed. Unfortunately, the opportunity to do this doesn't always come up. Consequently, the best preventative medicine is steady staff involvement in what should become "our" volunteer program.

RECRUITING

There are as many ways of recruiting volunteers for the school library resource centre as there are schools in British Columbia, and it's probably the trickiest element of the program to orchestrate well: They seem to flock, but fly away fast (Briscoe,

1979). In the questionnaire responses, more information was requested on the issues of recruiting and motivating volunteers. These two topics seem to be at the root of most of the "war stories" one hears concerning a volunteer program.

It sometimes seems that the first volunteer is the most difficult to find and, perhaps, the hardest to let go. Success breeds success, of course. If there is a good volunteer program in operation, it will spawn other volunteers who feel they might be missing something. "The best situation is if you have a waiting list."

It must be clear who is in charge of recruitment. Recruiting good volunteers is hard work. A teacher-librarian with only one or even a part-time assistant, says: "Whose responsibility is it to try hard to get a volunteer person or group? We as teacher-librarians have all we can do with the actual work in the resource centre, and now with all the emphasis on cooperative learning and cooperative planning and teaching, we are reaching a level too close to burnout. We have tried to get volunteers, and feel that our school board should assume some of this responsibility. Are we right or wrong?" The answer, of course, is that there is no right or wrong answer — but there should be good communication so that some firm decisions for action can be made.

Some neighbourhoods or communities, and some groups of people, are more volunteer oriented than others. This can work both for and against the school library resource centre. One teacher-librarian, trying to find volunteers for her resource centre, telephoned the wife of the principal of the school to ask if she might like to help in the library. "Isn't it terrible — the government ought to do something about it!" was the only response. The notion that the principal's wife (who wasn't working) or her colleagues might themselves help or even recruit some volunteers for their school library was totally alien.

In general, smaller communities seem to do better with word-of-mouth recruiting (although one enterprising small school library advertised on the bulletin board of the community's only bank!) and by nabbing responsible parents of the children attending the school. The larger libraries tend to have more formalized programs and succeed in spreading a wider net. How one recruits depends, too, on just whom it is one wants to find. There would be one approach from the teacher-librarian asking students who were interested to join a library club and another for the true-blue-every-Tuesday type who comes

during rain, hail, snow, and even the day following Christmas break. Some school library resource centres don't recruit at all. They say:

- "We have been fortunate — they ask us."
- "People who move in ask us if we need help."
- "We have walk-in offers."
- "Volunteers are not recruited; but then, not everyone who volunteers is accepted."
- "The best way is to ask personally."
- "Recruit? On my own, and strictly by intuition. I have begun to suggest to people that Volunteerism in the school library resource centre is a good educational experience for interested persons from 14-100. I have also attempted to recruit volunteers from groups of people who are involved in the school itself; like PTA, Girl Guide Group, Scouts, Fine Arts Committee, etc."
- "Volunteers are recruited mostly by word-of-mouth: "I am forever talking volunteer it seems! Also, any time someone comes to tour the school if they are moving into the area, I suggest to them to come and talk to me about volunteering in the school library."
- "How do we recruit? We simply say we're short-handed and getting behind. Accept offers of help, know what you want done, and have it ready for them to do."
- "When a job needs to be done, I keep a lookout for someone with the necessary interests, time, and talents and ask if they would be willing to do it. This works better than putting a notice in the school bulletin, because then you are liable to get people who are lonely, etc., and those people might have trouble doing the job."
- "Staff members sometimes ask parents to volunteer in their classrooms for a special project and then the teacher will suggest to me to ask the parent if they might be interested in helping in the school library resource centre. This has proven very effective."

There are hundreds of ways of recruiting volunteers and it would be impossible to make all experiences effective and successful. One further way of recruiting that needs elaboration is soliciting

volunteers through flyers, pamphlets, school newsletters, bookmarks, and even press-releases. Be very specific about what kind of work needs to be done and what skills the volunteer will need, since a good deal of pre-screening can be done by being very specific. Also remember to emphasize the benefits to the volunteer — what's in it for him/her?

An imaginative, persistent recruiter will use any and all avenues to find good volunteers. The most important element of recruiting — no matter how imaginatively and energetically done — is to keep the volunteers once they are found. Retention of good volunteers is the best form of recruitment (Krummel, 1980). It's easier, cheaper, quicker, and better for the school library resource centre. It's up to the library staff to make it better for the volunteer to stay than to move on — this is the real challenge.

RECOGNITION

Volunteer recognition is more than a simple "thank you." It is an important, time-consuming responsibility that will be rewarded by committed and enthusiastic volunteers (Fels, 1988).

Formal, scheduled evaluation of a volunteer's performance lends dignity and treats the volunteer's contribution seriously with true, professional recognition of worth. In asking the volunteer's "evaluation of, opinion of, suggestion for," the school library resource centre is also lending dignity and worth to the volunteer's ideas and contributions.

Other rewards are more tangible. Some, such as the strongly-recommended name tags, are worn or carried by the volunteer. Rewards may include:

- a handsome, important-looking volunteer membership card,
- t-shirts for students to wear in the resource centre,
- corsages during the month of May,
- badges (with or without names) saying "Volunteer,"
- volunteer luncheons, and
- awards (Volunteer Pin) for service given out at the year-end Awards Assembly.

One school in North Vancouver reported that at the year-end assembly, they recognize volunteers who have given long term service to the school library or to the school in general. "These are usually parents whose children will be moving on to senior secondary school, thus meaning that the volunteer is graduating also. A special Graduation Volunteer Service Pin is awarded to the volunteer by the teacher-librarian. Many of these parents continue to volunteer in the resource centre even if their children are no longer attending the school."

School library resource centre volunteers also have received community recognition. Some have been nominated for the "Mayor's Award for Volunteer Service." Others have been nominated and have received the "Volunteer of the Year Award" for their work on behalf of the successful school library program. One school reports that they have a "Volunteer of the Month Award." Several schools reported that an afternoon reception is held during School Library Week or Education Week and that the teacher-librarian personally recognizes each volunteer by presenting a certificate of appreciation at that time.

Many school library resource centres give "perks" to volunteers (not all will work everywhere, but all that follow work somewhere):

- staff privileges on copy machines,
- permission to order books on school accounts,
- pre-sale advantages at book sales/book fairs,
- use of staff room/lounge,
- inclusion in staff functions,
- free coffee, tea, and goodies,
- first crack at new books, and
- expenses paid to workshops.

APPLICATION PROCEDURES

Very few responses to the questionnaire reflected any use of application procedures. The only responses that did were from several public libraries and senior secondary schools.

A well-thought-out application form, neatly

typed and nicely printed, makes a strong and good first impression on the volunteer applicant. The person gets the message that the library means business, that working at the library takes commitment, dedication and time, that library work isn't simply sitting about reading the new books. If this does not appeal, if the prospect of an interview is appallingly intimidating, if it all doesn't look quite as good as anticipated, then the individual won't submit the application after all. His/her time and the library staff member's time will both be saved in the kindest possible way.

INTERVIEWING VOLUNTEERS

In many school library resource centres, an interview with a volunteer can be as simple as a chat over a cup of coffee. The larger the school library, the more structured the volunteer program, the more formal the interview. In all cases, however, the interview is crucial to success. Short chats can convey as many messages between parents of the same school as an hour talk between a library volunteer coordinator and an applicant for a job.

If one does do interviewing, it is useful to have an interview sheet, with a list of *interview topics* which might include:

- information about the school library and its goals,
- what the volunteer program is, and what is expected,
- details about procedures, and
- general descriptions of kinds of jobs volunteers do, and the kinds of schedules available.

Possible questions an interviewer might ask include:

- How did you hear about the program?
- Have you volunteered before? Where? What did you do?
- What kind of experience have you had?
- Do you prefer to work alone or with someone else?
- What do you hope to get out of volunteering in the school library resource centre?

- What kinds of work do you feel you should *not* do?
- Do you have any questions you wish to ask me?

SCHEDULING VOLUNTEERS

Most volunteer programs work best if there is a definite concept of a stint — a unit of work (Wedel, 1983).

Most find that a three-hour stint, one day a week, is optimal. Two hours is a little short to get into the swing of the job, and four hours can seem long, especially to older volunteers. However, some teacher-librarians responded that their volunteers' hours ranged from 1/2 to 3 hours.

Some school libraries divide the year up into volunteer "seasons" of two or three months each. One school library requests that "the volunteer establish a weekly schedule (two to three hours per week) with a minimum commitment of six weeks." Many volunteers prefer to schedule short projects, such as newspaper clippings, vertical file, card catalogue work, reference, typing, circulation, etc. One school library found it advisable to allow no one child (between nine and thirteen) to commit to more than four weeks at a time, and to allow no more than three to work simultaneously.

Scheduling volunteers is exactly the same as scheduling any timetable. The smallest school libraries can keep a scratch pad schedule by the telephone, while larger resource centres need a more elaborate system. More than one school library resource centre is keeping its coverage schedule on a computer!

GUIDELINES AND MANUALS

Most volunteers will need written and/or graphic instructions. The more volunteers there are, the greater the need for written guidelines to ensure uniform quality and methods in working.

Administrative guidelines apply to all volunteers, and express the library's gratitude to the volunteers as well as giving them information about how to get along at the school library resource centre.

Background on the library, its goals and purpose,

policies, philosophy, and the volunteer program is essential. Other such important aspects, as reflected in the response from the questionnaire, are:

- Volunteer Code of Ethics.
- Areas for volunteers to help in the library resource centre.
- Examples of specific jobs.
- Map of the library resource centre.
- List of staff members and their titles, room numbers, grades, divisions, etc.
- Volunteer check list:
 - Fire drill procedures.
 - Tour of the building.
 - Resource centre handbook.
 - Supply rooms.
 - Book rooms.
 - Workroom.
 - Seminar rooms.
 - Class and school timetables
 - Introduction to staff.
 - Use of staff rooms, phones and washrooms.
 - Leaving valuables, e.g., purses.
 - Parking, smoking, and eating facilities.
 - Procedures in case of absenteeism (for both teacher and volunteer).
 - Other volunteers in the school.
 - Resource centre keys.
 - School equipment, e.g., A/V.
 - Circulation procedures.
 - Custodial services.
 - Bulletin boards, etc.
- Terms used in the library resource centre (technical language).
- Dewey Decimal system.
- Detailed jobs for volunteers.
- Processing new paperbacks.
- Processing new kits, audio-visual.
- Processing new books (fiction/non-fiction).
- Rules for students in the resource centre.
- Statement of district's policy on selection of materials.

- Discipline in the school library.
- How to help students locate materials, etcetera.

Some volunteer manuals tell the volunteer how to do the work. These manuals are very difficult for many teacher-librarians to write since the description of a three-dimensional activity in two-dimensional words is not easy, to say the least.

Certainly, it is easier to show someone how to check a book in, or out, than it is to write about it, and yet the standard way of doing the task must be written down for, if nothing else, a reference for the volunteer to refer back to later.

It is important to remember that volunteers do not necessarily know library-specific jargon: "slipping books," "reading shelves," etc. What is a slip? What does it look like? Where are they kept? Why do books have them? What is the volunteer supposed to do? What might go wrong? Why is it important to do the task carefully? The best suggestion was to compile a glossary of school library resource centre argot for use by the volunteers (Wedel, 1983).

One method of showing how a task should be done is to prepare a piece of poster board with clearly-written, step-by-step instructions and pictures. This board can be displayed, or be propped up within sight of volunteers working at that particular task. The board will get more attention then, and provide better assistance than instructions in a manual.

More than one resourceful teacher-librarian has asked a volunteer to prepare these graphic instructions. Since it is all new to the volunteer, the instructions will probably be presented more clearly than they would be by the teacher-librarian who could do the job with eyes closed!

CONCLUSIONS AND RECOMMENDATIONS

What does this all mean? What does current practice with volunteers in B.C. school library resource centres tell us? What has been learned?

In the introduction to this article it was stated that "much has changed, and yet nothing has changed, really, it's simply been tempered." In the

1990s, school library resource centres and even public libraries face the same sorts of challenges they have always faced in providing information to all. A very large percentage of the world as we know it today refuses to acknowledge information as a basic human right. What is happening now is simply that, in many areas, the tools and rules have changed. The need, the demand for access to information is increasing, library tools are becoming more sophisticated, and the money needed to provide that access, using those best of tools, is not keeping pace. And therein lies the greatest challenge!

There is, as we have seen, no sure-fire recipe, no one-size-fits-all panacea. Staff of many school library resource centres and public libraries feel that volunteer labour can successfully be part of the solution ... and again many librarians do not agree.

We are all just a little bit different, and how we handle things will be different. Basically, this is nothing new. This has always been true, and always will be.

OBSERVATIONS AND RECOMMENDATIONS

From the study of volunteers in school library resource centres and public libraries in the Greater Vancouver Area, however, there does emerge a handful of observations as well as a few recommendations:

1. All libraries need money. The reason many libraries have turned, often reluctantly, to volunteers, is lack of proper funding. Wouldn't it be great if all school library resource centres were given a grant to implement a volunteer program? (with the unions' blessings, of course). School boards request money by submitting budgets to the provincial legislators, and taxpayers pay it. Certainly, there are a few of us who are creating some sort of policies or support, even at our own local Professional Specialists' Association, enough to be the exceptions that prove the rule. But until teacher-librarians convince school-board trustees, unions, administrators, P.S.A. chapters, other teacher-librarians, and other information people, to become everyday members of the decision-making bodies in this province, school library resource centres will continue to remain only occasionally heard.

It is not enough to testify, to lobby specifi-

cally about our resource centres; we need to be among those who decide. We need to be active agents of change. This means, of course, becoming an instant expert on many issues besides those in our profession. All legislators and school-boards face this challenge, and teacher-librarians should find it easier than most; we are, after all, supposed to be learning generalists who know how to get our hands on accurate, up-to-date information quickly (Mathews, 1988).

2. Many teacher-librarians who are contemplating resource centre volunteer programs are not themselves seasoned volunteers. They simply do not know how. This is not to denigrate the paid professionalism that we hope we have earned and deserve, but it is easy to say that there is a conspicuous dearth everywhere of volunteers from the professional library community. Look, for instance, at boards — boards of anything: schools, save-the-world, women's rights, clubs, etc., you name it. Virtually all of these boards have volunteer lawyers, accountants and other professions, and their professionalism is not undermined by volunteering their time. Yet where is the professional information person? He/she is not on the board, and he/she must be.

As professionals, we must become visible as crucially needed components in all community efforts. This will bring the school library story to decision-makers steadily, accurately, consistently. When, then, a library seeks to be heard, credibility will have been established. When a library seeks to establish — or to avoid — a volunteer program, the community as a whole will be used to listening to what the library has to say.

3. Virtually all library volunteer reports involve using volunteers to perform hands-on tasks. It is suggested that another level of volunteer contribution also be solicited to bring fresh thoughts on how to work a more efficient program instead of a haphazard one. Ad Hoc committees on efficiency? New brains applied to old problems do wonders (Krummel, 1980).
4. Volunteers themselves are amazing people, and must be seen to be believed. An article written by Erma Bombeck in the Vancouver Sun suggests that "Volunteers are like yachts. They stay moored where it's safe and still justify their being, but they choose to cut through the rough waters, ride out the storms, and take chances.

They have style. They're fiercely independent. If you have to ask how much they cost, you can't afford them" (Bombeck, 1989). Teacher-librarians are amazed at the commitment of their volunteers.

5. It is easy to get so involved in the mechanics of planning, selling, designing, organizing and running a volunteer program that one tends to forget the very real benefits the program and the volunteers themselves will bring. This statement is a good deal easier to write than it is to remember and to use — many of us have, again and again, become so enmeshed in making something work that we forget to focus on the results the work brings.
6. There are probably hundreds of volunteer programs in public libraries and school library resource centres. And yet only a handful of people are writing about them. School libraries need to communicate; we need to know about each other, to hear about each other. It is more than obvious from questionnaires returned for my study that there are articulate, excellent people out there who can write well and convincingly about what they see as issues in orchestrating volunteer programs. We are told by our library education professors/teachers: Don't do your best work for us, do it for each other!
7. It is suggested that teacher-librarians prepare a status list of information regarding volunteers for those libraries within the aegis of the school library, and that this list be made available to others. This way, school libraries can help each other with friendly advice, and perhaps can cooperate, gather and build-up collections of volunteer-related materials, reference and research. It is to this end that this article is dedicated.

Information is power, and knowing as much as possible about volunteer programs makes one's own "go" or "no-go" decision more powerful. In preparation for my paper, there were, inevitably, some teacher-librarians who gave enormous, repeated assistance. In return, a special eye was kept out for hints that would be especially useful to them. One, for instance, sought specific examples of cooperative planning contacts with classroom teachers. Fortunately, I was able to put her in touch with several re-nowned teacher-librarians to discuss and solve her problem. Another was installing a particular

kind of computer and asked to be alerted if other school library resource centres had used volunteers during change-over. There is always something one can do for the other person.

8. Even if a resource centre volunteer program does not seem to make sense now, it might be well to become and keep informed about how to manage such a program; this could be part of contingency planning. Every planner must start where he/she is to figure out what to do (Levine, 1980).
9. It seems as if many of our school library resource centres are overwhelmed with laborious technical and clerical chores. It is primarily these chores that volunteers are now called upon to handle. Virtually all librarians participating in the questionnaire greatly valued their volunteers. With the sophisticated new tools available today, perhaps the solution is not more minimally skilled hands but more maximally skilled tools. Computers are now being used in very small school libraries and are affordable and efficient. Consideration of such tools might go hand-in-hand with consideration of volunteers.
10. Let's not underestimate senior citizens as volunteers either. They have always been there, in every society, keeping our culture alive. Don't underestimate them; recruit them, train them, work with them. They can be a great asset to your school library program.

Finally, to repeat messages given on foregoing pages: **PLAN FIRST, THEN EXECUTE**. Whatever you do, do it right — and "right" is what works for you.

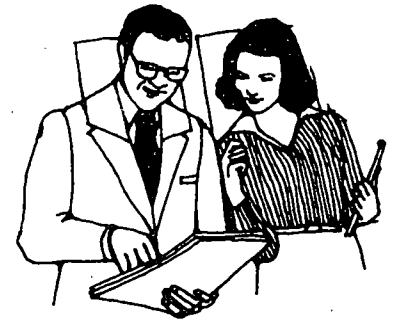
Base decisions on the best information you can get and you are likely to succeed with your goals. I only hope that the information in this article will help you. Be nimble, flexible, and expect the unexpected. And, above all, try not to take yourself too seriously. Nothing will work unless *everyone* involved has fun!!!



BIBLIOGRAPHY

- Bombeck, E. (1989 August 10) "On Volunteers," The Vancouver Sun. Vancouver, B.C.
- Briscoe, S. (1979) Volunteers in the School Media Centre. Colorado: Libraries Unlimited, Inc.
- Canadian School Library Association. (1988) Who is the Typical Volunteer? Toronto, ON: Canadian School Library Association.
- Fels, L. (1988) Getting Started: Establishing a Volunteer Program. Toronto, ON: Volunteer Centre of Toronto.
- Krummel, D.W. (1980) Organizing the Library's Support: Donors, Volunteers, Friends. Illinois: University of Illinois.
- Levine, E. (1980) Volunteerism in School Libraries. Mass: National Organization for Women.
- Mathews, A. J. (1988) Teacher-Librarians as Public Relations Experts. Illinois: University of Illinois.
- Sanberg, G. (1979) Who's in Charge of the Program? Colorado: National Information Centre on Volunteerism.
- Scheier, G. (1972) Orientating Staff to Volunteers. Colorado: National Information Centre on Volunteerism.
- Seaton, R. (1987) Establishing a Volunteer Community Policy. Colorado: Libraries Unlimited, Inc.
- Shaffer, D. E. (1973) Library Job Descriptions. Ohio: Curriculum Materials.
- Wedel, L. (1983) Volunteerism in School Libraries. New York, NY: Bantam Books.

LEARNING AND WORKING CONDITIONS SURVEY



SEPTEMBER 1990 SURVEY RESULTS

compiled by **VINCENZA CAMERON**, formatted by **JIM CROOK**,
and analyzed by **LIZ AUSTROM**

Here are the results received to date of the tenth annual survey of learning and working conditions in the school library resource centres of British Columbia. A big "thank you" to all the teacher-librarians who took the time to complete the survey and a special thanks to the chapter councilors and district representatives who compiled the data and sent it in. Your efforts are very much appreciated!

The response this year has been excellent. Information has been received from 58 of 75 school districts in the province. Those districts not represented so far should submit their completed forms as soon as possible so that an update can be published in the next issue of The Bookmark.

USE THE SURVEY REPORT

- Locate the profile of your district and compare your own school with the district as a whole.
- Compare your school district with other districts of similar size and geographical location.
- Work closely with your local teachers' organization and its Learning and Working Conditions Committee to improve conditions in your district. Draw to their attention not only the results of this survey, but also the BCTF criteria which relate to school libraries.
- Use this data in presenting a "brief" from your local chapter to your school board for improved conditions.
- Use this data in your presentation to your principal or staff committee for increased teacher-librarian time, clerical time, and materials budget in a school-based management situation.
- Use this data to prepare "press releases" to newspapers, school newsletters and other forms of information media about conditions in the school libraries in your district.
- If you haven't done so in the past, resolve to keep copies of the information sent to this survey from your own school and district, and compare this data from year to year.

The statistics from this year's survey are presented here in the same format as last year. In order to present a "snapshot" picture of each district, the individual factors should be looked at in relation to one another. For example, a district with a high teacher-librarian allocation might appear very good until you look at the clerical time allocation, which might be very low. The information for elementary and secondary schools will be presented separately. The data in this report highlights teacher-librarian time allocation, clerical time allocation and resource centre budgets.

NOTE: The following symbols are used throughout this report.

I = increased D = decreased NC = no change

FTE = Full-Time Equivalent

T-L/1000 = Full-Time Equivalent allocation of teacher-librarian time
per 1000 students

— = no response given, or unable to calculate given data

PROFESSIONAL STAFFING

BCTF minimum criteria for professional staffing in school library resource centres are:

Students	Teacher-Librarians
200 or fewer	0.6
201-400	1.0
401-750	1.5
751-1000	2.0
Over 1000	2.5

Plus 0.5 teacher-librarian for each full 400 students above 1000.

The average professional staffing for 901 elementary schools reporting is 2.33 FTE per 1000 students, almost exactly the same as last year. 133 schools reported an increase in the level of staffing while 72 indicated a decrease. The majority of schools reported no change.

The average professional staffing for 246 secondary schools reporting is 1.57 FTE per 1000 students. 35 schools reported an increase in the level of staffing, 15 a decrease, and 206 no change. These figures indicate maintenance of the status quo.

One statistic drawn from this year's summary data sheet requires some explanation due to the great discrepancy between this year's results and those of previous years. The provincial average of the number of elementary schools meeting the BCTF minimum criteria for professional staffing is 9.84%, while for secondary schools it is 5.66%. Last year's report gave percentages meeting the criteria as 73% for elementary and 56% for secondary. This apparent anomaly results from the changes in the recommended minimum staffing criteria which are reflected in the table above.

ELEMENTARY PROFESSIONAL STAFFING

[NOTES: 1. The number of schools "Reporting" were not compiled for elementary, but are estimated through a comparison with last year's report. Secondary figures were compiled in the usual fashion and are provided in the next section. 2. Spaces are left within this report for districts/chapters that have not yet reported. When additional reports are printed in the next issue of The Bookmark, this space can be used to insert the data, if desired.]

School District	Reporting	T-L/1000	I-D-NC	Meets prov. standard	%
3 KIMBERLEY	6/6	3.35	—	0/6	0
26 NORTH THOMPSON	4/-	3.29	4-0-0	2/4	50
45 WEST VANCOUVER	11/11	3.04	4-0-7	0/11	0
28 QUESNEL	14/18	3.0	0-0-14	5/14	36
21 ARMSTRONG	3/3	3.0	0-0-3	3/3	100
42 MAPLE RIDGE	24/24	2.9	5-0-19	0/24	0
54 BULKLEY VALLEY	7/7	2.85	0-0-7	2/7	29
13 KETTLE VALLEY	6/-	2.85	0-0-6	0/6	0
50 QUEEN CHARLOTTE IS.	2/2	2.81	—	1/2	50
27 CARIBOO-CHILCOTIN	18/21	2.79	0-0-18	7/18	39
52 PRINCE RUPERT	8/8	2.76	0-1-7	4/8	50
72 CAMPBELL RIVER	16/16	2.74	2-0-14	1/16	6
10 ARROW LAKES	5/5	2.7	0-0-5	0/5	0
31 MERRITT	4/5	2.7	1-0-3	0/5	0
1 FERNIE	7/7	2.69	1-1-5	3/7	43
69 QUALICUM	6/7	2.68	1-0-5	0/7	0
15 PENTICTON	12/12	2.67	6-6-0	0/8	0
60 PEACE RIVER NORTH	8/12	2.62	2-1-6	2/12	17
2 CRANBROOK	6/8	2.62	1-0-5	1/6	17
39 VANCOUVER	50/90	2.6	4-0-46	14/50	28
85 VANC. ISLAND NORTH	9/-	2.54	0-2-7	0/9	0
76 AGASSIZ-HARRISON	2/2	2.52	0-0-2	1/2	50
23 CENTRAL OKANAGAN	25/32	2.46	5-2-18	2/31	6
33 CHILLIWACK	20/22	2.45	3-1-16	0/18	0
62 SOOKE	6/16	2.4	2-2-2	0/16	0
34 ABBOTSFORD	31/31	2.4	7-1-23	5/31	16
70 ALBERNI	13/14	2.4	0-0-13	1/13	8
48 HOWE SOUND	9/9	2.37	3-1-5	0/9	0
80 KITIMAT	5/5	2.34	2-0-3	0/5	0
19 REVELSTOKE	5/5	2.32	0-0-5	0/5	0
57 PRINCE GEORGE	44/45	2.3	10-5-29	6/44	14
88 TERRACE	13/13	2.3	0-1-12	0/13	0
77 SUMMERLAND	3/3	2.29	0-0-3	0/3	0
22 VERNON	15/15	2.28	0-0-15	1/15	6.7
59 PEACE RIVER SOUTH	6/17	2.24	0-1-5	0/6	0
89 SHUSWAP	18/18	2.21	4-0-14	0/18	0
09 CASTLEGAR	2/6	2.2	0-0-2	0/2	0
40 NEW WESTMINSTER	8/8	2.18	2-3-3	1/8	12.5
44 NORTH VANCOUVER	32/32	2.18	5-11-16	3/32	9
38 RICHMOND	17/33	2.11	2-2-13	0/17	0
61 GREATER VICTORIA	32/36	2.1	7-2-23	4/32	12.5
41 BURNABY	37/37	2.07	5-2-30	0/37	0
36 SURREY	39/69	2.05	11-4-24	6/39	15
81 FORT NELSON	3/4	2.04	0-3-0	0/3	0
43 COQUITLAM	45/45	2.04	13-5-27	0/45	0
63 SAANICH	13/13	2.0	3-3-7	3/13	23
24 KAMLOOPS	25/35	2.0	7-6-12	1/25	4
37 DELTA	18/25	1.98	5-1-12	—	—

ELEMENTARY PROFESSIONAL STAFFING (continued...)

School District	Reporting	T-L/1000	I-D-NC	Meets prov. standard	%
47 POWELL RIVER	8/8	1.89	0-0-8	0/8	0
32 HOPE	5/5	1.88	0-0-5	0/5	0
35 LANGLEY	16/32	1.85	2-4-10	0/16	0
11 TRAIL	10/10	1.76	0-0-10	0/10	0
56 NECHAKO	8/9	1.67	0-0-8	0/9	0
07 NELSON	7/11	1.63	1-0-6	0/11	0
87 STIKINE	2/5	1.56	0-1-1	0/2	0
65 COWICHAN	16/16	1.43	0-0-16	0/16	0
68 NANAIMO	28/34	1.11	2-1-25	0/28	0
86 CRESTON-KASLO	7/7	.98	1-0-6	0/7	0
16 KEREMEOS					
71 COURTENAY					
66 LAKE COWICHAN					
64 GULF ISLANDS					
46 SUNSHINE COAST					
04 WINDERMERE					
75 MISSION					
55 BURNS LAKE					
30 SOUTH CARIBOO					
18 GOLDEN					
12 GRAND FORKS					
14 SOUTH OKANAGAN					
17 PRINCETON					
29 LILLOOET					
49 CENTRAL COAST					
84 VANC. ISLAND WEST					
92 NISGHA					

SECONDARY PROFESSIONAL STAFFING

School District	Reporting	T-L/1000	I-D-NC	Meets prov. standard	%
10 ARROW LAKES	2/2	2.95	1-0-1	2/2	100
76 AGASSIZ-HARRISON	1/1	2.63	1-0-0	1/1	100
50 QUEEN CHARLOTTE IS.	3/3	2.30	—	0/3	0
31 MERRITT	1/2	2.27	0-0-1	0/2	0
40 NEW WESTMINSTER	1/1	2.25	1-0-0	0/1	0
54 BULKLEY VALLEY	3/3	2.18	2-0-1	1/3	33
32 HOPE	2/2	2.13	2-0-0	0/2	0
1 FERNIE	4/4	2.11	0-0-4	0/4	0
48 HOWE SOUND	3/3	2.08	3-0-0	0/3	0
26 NORTH THOMPSON	1/1	2.06	0-1-0	0/1	0
85 VANC. ISLAND NORTH	3/3	2.06	0-0-3	—	—
27 CARIBOO-CHILCOTIN	4/5	2.05	0-0-4	0/5	0
47 POWELL RIVER	4/4	2.04	0-0-4	—	—
81 FORT NELSON	1/1	2.04	0-0-1	0	0
56 NECHAKO	3/3	2.01	0-0-3	0/3	0
60 PEACE RIVER NORTH	7/7	2.00	2-0-5	3/7	43
89 SHUSWAP	5/5	1.93	1-0-4	0/5	0
70 ALBERNI	5/6	1.87	0-0-5	0/6	0
07 NELSON	5/5	1.80	1-0-4	1/5	20

SECONDARY PROFESSIONAL STAFFING (continued...)

School District	Reporting	T-L/1000	I-D-NC	Meets prov. standard	%	
77	SUMMERLAND	1/1	1.79	0-0-1	0/1	0
59	PEACE RIVER SOUTH	3/4	1.77	1-0-2	0/4	0
57	PRINCE GEORGE	11/11	1.77	2-0-9	0/10	0
72	CAMPBELL RIVER	6/6	1.74	0-1-5	1/6	17
2	CRANBROOK	3/3	1.71	0-0-3	0/3	0
19	REVELSTOKE	1/1	1.70	0-0-1	0/1	0
68	NANAIMO	5/6	1.69	0-0-5	0/6	0
88	TERRACE	5/6	1.67	0-1-5	2/6	—
21	ARMSTRONG	1/1	1.66	0-0-1	0/1	0
69	QUALICUM	5/5	1.65	0-0-5	0/5	0
28	QUESNEL	3/3	1.61	0-0-3	1/3	33
11	TRAIL	3/3	1.57	0-0-3	0/3	0
15	PENTICTON	3/3	1.56	0-2-1	0/3	0
63	SAANICH	6/6	1.53	1-0-5	0/6	0
09	CASTLEGAR	2/2	1.50	0-0-2	0/2	0
52	PRINCE RUPERT	2/2	1.50	0-1-1	0/2	0
23	CENTRAL OKANAGAN	8/9	1.47	2-1-5	0/8	0
42	MAPLE RIDGE	4/4	1.47	0-2-2	0/4	0
22	VERNON	5/5	1.44	1-0-4	0/5	0
33	CHILLIWACK	6/6	1.43	0-0-6	0/6	0
65	COWICHAN	5/5	1.43	0-0-5	0/5	0
61	GREATER VICTORIA	12/13	1.30	2-2-8	0/13	0
36	SURREY	15/15	1.23	0-0-15	1/15	15
24	KAMLOOPS	9/11	1.20	1-1-6	0/11	0
39	VANCOUVER	15/18	1.20	2-1-12	2/18	11
43	COQUITLAM	12/12	1.19	1-1-10	0/12	0
86	CRESTON-KASLO	3/3	1.18	1-0-2	0/3	0
62	SOOKE	4/4	1.17	1-1-2	0/4	0
44	NORTH VANCOUVER	7/7	1.16	0-0-7	0/7	0
45	WEST VANCOUVER	3/3	1.13	0-0-3	0/3	0
35	LANGLEY	3/7	1.12	0-0-3	0/3	0
37	DELTA	7/8	1.10	0-0-7	—	—
38	RICHMOND	8/9	1.10	2-0-7	0/9	0
41	BURNABY	6/6	1.01	2-0-4	0/6	0
80	KITIMAT	1/1	0.97	0-0-1	0/1	0
34	ABBOTSFORD	4/5	0.82	0-0-4	0/5	0
03	KIMBERLEY	1/2	0.70	1-0-0	0/2	0
16	KEREMEOS	1/1	0.60	1-0-0	0/1	0
87	STIKINE	1/1	0.25	0-0-1	0/1	0
04	WINDERMERE					
12	GRAND FORKS					
13	KETTLE VALLEY					
14	SOUTH OKANAGAN					
17	PRINCETON					
18	GOLDEN					
29	LILLOOET					
30	SOUTH CARIBOO					
46	SUNSHINE COAST					
49	CENTRAL COAST					
55	BURNS LAKE					
64	GULF ISLANDS					
66	LAKE COWICHAN					
71	COURTENAY					
75	MISSION					
84	VANC. ISLAND WEST					
92	NISGHA					

CLERICAL TIME

The BCTF minimum criteria for clerical staffing in the library resource centres of BC are:

Students	Library Clerical Hours Per Week
101-400	17.5 hours or more
401-700	35 hours or more
701-1000	52.5 hours or more
1001-1400	70 hours or more
1401 - +	87.5 hours or more

Elementary library resource centres indicated an average for the province of 42.94 hours of clerical time per week per 1000 students. Of the 807 elementary schools responding, 103 schools reported an increase in clerical time and 75 indicated a decrease, while in 626 elementary schools the level of clerical staffing remained the same as the previous year.

Secondary library resource centres indicated an average of 49.73 hours clerical time per week per 1000 students. Of the 254 secondary schools responding, 30 schools reported an increase in clerical time, 23 reported a decrease and 201 indicated that no change occurred.

In both elementary and secondary, the average hours of clerical time increased. In elementary the increase was approximately 5 hours per week, while in secondary it was about 4 hours per week.

ELEMENTARY CLERICAL TIME

	District	Clerical hrs/wk/1000 st.	I/D/NC
86	CRESTON-KASLO	113.00	1-0-6
87	STIKINE	109.30	1-0-1
13	KETTLE VALLEY	99.70	0-0-6
10	ARROW LAKES	95.90	0-0-5
52	PRINCE RUPERT	93.68	0-1-7
80	KITIMAT	93.16	0-1-4
19	REVELSTOKE	92.85	0-0-5
21	ARMSTRONG	90.00	1-0-2
60	PEACE RIVER NORTH	82.92	2-0-7
2	CRANBROOK	78.95	0-0-6
69	QUALICUM	77.72	5-0-1
32	HOPE	77.70	0-0-5
23	CENTRAL OKANAGAN	77.69	4-1-20
77	SUMMERLAND	67.00	0-0-3
26	NORTH THOMPSON	66.50	4-0-0
81	FORT NELSON	61.40	0-0-3
50	QUEEN CHARLOTTE ISLAND	58.82	—
85	VANCOUVER ISLAND NORTH	58.20	0-1-8
56	NECHAKO	58.00	1-1-6
24	KAMLOOPS	57.00	2-1-22
59	PEACE RIVER SOUTH	57.00	1-0-5
88	TERRACE	56.00	0-0-13

ELEMENTARY CLERICAL TIME (continued...)

	District	Clerical hrs/wk/1000 st.	I/D/NC
48	HOWE SOUND	53.65	0-0-9
09	CASTLEGAR	46.60	0-0-2
22	VERNON	45.38	1-0-14
11	TRAIL	43.12	0-0-9
35	LANGLEY	40.15	4-3-9
89	SHUSWAP	40.09	0-0-18
16	KEREMEOS	40.00	—
27	CARIBOO-CHILCOTIN	37.20	1-0-13
54	BULKLEY VALLEY	34.68	3-0-4
63	SAANICH	33.60	5-0-8
57	PRINCE GEORGE	31.00	20-5-19
40	NEW WESTMINSTER	29.62	0-0-8
15	PENTICTON	26.20	0-0-8
72	CAMPBELL RIVER	22.51	0-0-16
39	VANCOUVER	22.50	3-8-39
07	NELSON	19.90	1-3-7
34	ABBOTSFORD	19.80	7-5-19
1	FERNIE	17.83	7-0-0
36	SURREY	12.80	8-6-20
61	GREATER VICTORIA	11.00	2-8-21
44	NORTH VANCOUVER	10.00	2-6-24
43	COQUITLAM	9.50	4-3-38
42	MAPLE RIDGE	9.10	2-3-19
45	WEST VANCOUVER	8.42	4-0-7
31	MERRITT	6.70	1-0-3
03	KIMBERLEY	5.50	0-0-3
28	QUESNEL	5.33	0-0-14
76	AGASSIZ-HARRISON	5.05	1-0-1
68	NANAIMO	4.10	2-11-20
33	CHILLIWACK	3.47	1-0-17
70	ALBERNI	1.98	1-0-12
47	POWELL RIVER	0.68	0-0-8
37	DELTA	0.05	1-0-17
41	BURNABY	0.00	0-2-35
62	SOOKE	0.00	0-6-0
65	COWICHAN	0.00	0-0-16
38	RICHMOND	0.00	0-0-17
04	WINDERMERE		
12	GRAND FORKS		
14	SOUTH OKANAGAN		
17	PRINCETON		
18	GOLDEN		
29	LILLOOET		
30	SOUTH CARIBOO		
46	SUNSHINE COAST		
49	CENTRAL COAST		
55	BURNS LAKE		
64	GULF ISLANDS		
66	LAKE COWICHAN		
71	COURTENAY		
75	MISSION		
84	VANCOUVER ISLAND WEST		
92	NISGHA		

SECONDARY CLERICAL TIME

	District	Clerical hrs/wk/1000 st.	I/D/NC	Centralized Cat. & Proc.
32	HOPE	108.60	0-0-2	yes
86	CRESTON-KASLO	99.00	1-0-2	no
60	PEACE RIVER NORTH	86.80	3-1-3	—
26	NORTH THOMPSON	85.70	0-0-1	—
59	PEACE RIVER SOUTH	84.60	0-0-3	—
10	ARROW LAKES	82.50	0-0-2	—
50	QUEEN CHARLOTTE ISLANDS	72.70	—	—
07	NELSON	70.00	0-0-4	no
40	NEW WESTMINSTER	70.00	0-0-1	—
80	KITIMAT	67.63	0-0-1	—
77	SUMMERLAND	62.50	0-0-1	no
88	TERRACE	60.60	0-0-6	no
56	NECHAKO	60.32	1-0-2	no
19	REVELSTOKE	59.42	0-0-1	no
21	ARMSTRONG	58.82	0-1-0	no
85	VANCOUVER ISLAND NORTH	52.30	0-0-3	—
09	CASTLEGAR	49.30	0-0-2	—
24	KAMLOOPS	49.00	0-1-8	no
11	TRAIL	48.20	0-0-2	no
33	CHILLIWACK	47.94	2-3-1	—
22	VERNON	45.58	0-0-5	yes
48	HOWE SOUND	45.41	0-0-3	no
52	PRINCE RUPERT	44.70	0-0-2	no
23	CENTRAL OKANAGAN	43.57	0-0-8	no
57	PRINCE GEORGE	43.31	2-2-7	yes
69	QUALICUM	42.35	0-0-5	no
15	PENTICTON	41.60	0-3-0	no
16	KEREMEOS	40.00	1-0-0	—
45	WEST VANCOUVER	38.35	1-0-2	—
27	CARIBOO-CHILCOTIN	38.23	0-0-4	no
63	SAANICH	38.10	1-0-5	no
89	SHUSWAP	37.49	0-0-5	no
70	ALBERNI	36.14	0-0-5	—
39	VANCOUVER	35.08	0-0-15	yes
35	LANGLEY	33.80	0-0-3	—
72	CAMPBELL RIVER	33.20	0-2-4	no
62	SOOKE	31.00	0-4-0	no
61	GREATER VICTORIA	30.95	1-2-9	no
44	NORTH VANCOUVER	30.78	1-1-5	yes
54	BULKLEY VALLEY	30.59	1-1-1	no
41	BURNABY	28.54	0-0-6	yes
42	MAPLE RIDGE	28.05	1-1-2	no
34	ABBOTSFORD	27.50	1-0-3	—
37	DELTA	25.70	3-0-4	—
68	NANAIMO	24.37	6-0-0	—
43	COQUITLAM	23.16	0-1-11	yes
81	FORT NELSON	23.00	0-0-1	—
28	QUESNEL	18.88	0-0-3	no
36	SURREY	14.41	3-0-12	no
38	RICHMOND	11.67	0-0-9	no
65	COWICHAN	11.21	0-0-5	processing only
87	STIKINE	10.00	0-0-1	—

SECONDARY CLERICAL TIME

	District	Clerical hrs/wk/1000 st.	I/D/NC	Centralized Cat. & Proc.
03	KIMBERLEY	8.70	0-0-1	—
1	FERNIE	6.80	2-0-2	no
47	POWELL RIVER	0.97	0-0-4	—
2	CRANBROOK	0.00	0-0-3	no
31	MERRITT	0.00	—	no
76	AGASSIZ-HARRISON	0.00	0-0-1	no
04	WINDERMERE			
12	GRAND FORKS			
13	KETTLE VALLEY			
14	SOUTH OKANAGAN			
17	PRINCETON			
18	GOLDEN			
29	LILLOOET			
30	SOUTH CARIBOO			
46	SUNSHINE COAST			
49	CENTRAL COAST			
55	BURNS LAKE			
64	GULF ISLANDS			
66	LAKE COWICHAN			
71	COURTENAY			
75	MISSION			
84	VANCOUVER ISLAND WEST			
92	NISGHA			no

SCHOOL LIBRARY RESOURCE CENTRE BUDGETS

Budget figures are very difficult to compare since there are a variety of ways that budgets are determined. The survey asked if districts had "school-based budgeting," a term meaning that the dollar amount for the library resource centre is set at the school level. It was hoped that chapter councilors would understand that concept in their response. In the following table, the average percentage of monies used for student resources is indicated for each district. Student resources *does not* include money for teacher resources, supplies and audio-visual. Many districts have other budgets for these items.

The average budget for elementary materials in 1990-1991 is \$21.52 per pupil. Of the 741 elementary schools reporting, 314 schools indicated an increase in their budgets, 139 indicated a decrease and 288 said there was no change.

The average secondary budget for 1990-1991 is \$22.32 per pupil. Of the 262 secondary schools reporting, 124 schools indicated an increase in their budgets, 32 indicated a decrease and 106 stated there was no change.

While one might interpret these figures to indicate that materials budgets have made a significant improvement this year, this would be an error. In both elementary and secondary, at least half of the schools received no increase, despite the fact that materials budget averages are approximately 10% higher than they were in the 1989-90 school year. It is interesting to note

that the median budget allocation is \$18.50 for elementary and \$19.88 for secondary, both significantly below the average budget figures for this year *and* for last year. Obviously, most school districts are not keeping pace, particularly considering the increased cost of resources due to inflation. In addition, the impact of GST will be to add approximately 2.24% to the cost of resources.

ELEMENTARY BUDGETS

	School District	\$ per pupil	I-D-NC
21	ARMSTRONG	64.44	0-0-3
87	STIKINE	60.00	0-0-2
86	CRESTON-KASLO	46.66	0-0-7
50	QUEEN CHARLOTTE ISLANDS	42.50	—
38	RICHMOND	37.18	4-4-9
10	ARROW LAKES	30.00	0-0-3
59	PEACE RIVER SOUTH	29.46	1-3-2
23	CENTRAL OKANAGAN	28.88	25-0-0
16	KEREMEOS	28.00	1-0-0
77	SUMMERLAND	27.95	0-0-3
81	FORT NELSON	27.52	0-0-3
26	N. THOMPSON	27.30	4-0-0
03	KIMBERLEY	27.00	1-0-2
52	PRINCE RUPERT	25.00	8-0-0
44	NORTH VANCOUVER	24.92	0-32-0
54	BULKLEY VALLEY	24.86	1-1-5
56	NECHAKO	24.11	6-2-0
13	KETTLE VALLEY	23.60	0-0-6
80	KITIMAT	22.93	0-5-0
60	PEACE RIVER NORTH	22.87	1-2-4
76	AGASSIZ-HARRISON	22.00	1-0-1
28	QUESNEL	21.78	6-1-6
27	CARIBOO-CHILCOTIN	21.50	14-0-0
35	LANGLEY	21.19	9-0-7
70	ALBERNI	20.80	13-0-0
19	REVELSTOKE	20.00	0-0-5
62	SOOKE	19.14	2-0-2
47	POWELL RIVER	18.75	8-0-0
22	VERNON	18.53	3-1-11
39	VANCOUVER*	18.50	50-0-0
48	HOWE SOUND	18.43	8-1-0
32	HOPE	18.15	5-0-0
15	PENTICTON	18.00	0-0-8
72	CAMPBELL RIVER	18.00	0-1-15
33	CHILLIWACK	17.29	9-1-10
85	VANCOUVER ISLAND NORTH	17.00	9-0-0
24	KAMLOOPS	15.88	25-0-0
45	WEST VANCOUVER	15.00	—
31	MERRITT	14.68	3-0-1
57	PRINCE GEORGE	14.64	9-0-35
2	CRANBROOK	14.54	0-0-6
69	QUALICUM	14.07	2-1-0
89	SHUSWAP	14.00	18-0-0
34	ABBOTSFORD	13.90	8-8-10
37	DELTA	13.61	10-1-7
11	TRAIL	13.47	2-0-6

ELEMENTARY BUDGETS

	School District	\$ per pupil	I-D-NC
07	NELSON	13.38	2-3-3
09	CASTLEGAR	13.20	1-1-0
40	NEW WESTMINSTER	13.07	3-1-3
61	GREATER VICTORIA	12.92	3-2-19
88	TERRACE	12.80	0-2-10
43	COQUITLAM	12.70	0-45-0
41	BURNABY	12.47	37-0-0
36	SURREY	12.00	0-0-39
63	SAANICH	11.86	1-5-7-
1	FERNIE	11.61	0-0-6
68	NANAIMO	10.90	0-7-9
42	MAPLE RIDGE	9.97	1-9-13
71	COURTENAY		
66	LAKE COWICHAN		
64	GULF ISLANDS		
46	SUNSHINE COAST		
65	COWICHAN		
04	WINDERMERE		
75	MISSION		
55	BURNS LAKE		
30	SOUTH CARIBOO		
18	GOLDEN		
12	GRAND FORKS		
14	SOUTH OKANAGAN		
17	PRINCETON		
29	LILLOOET		
49	CENTRAL COAST		
84	VANCOUVER ISLAND WEST		
92	NISGHA		

* Does not include budget for French programs. French dual track = \$22.20; French single track = \$27.75.

SECONDARY BUDGETS

	School District	\$ per pupil	I/D/NC
87	STIKINE	53.93	0-0-1
50	QUEEN CHARLOTTE ISLANDS	53.00	—
86	CRESTON-KASLO	41.32	0-0-3
77	SUMMERLAND	41.00	0-0-1
38	RICHMOND	37.53	8-0-1
35	LANGLEY	33.49	1-0-2
10	ARROW LAKES	32.63	1-0-1
52	PRINCE RUPERT	32.00	2-0-0
26	NORTH THOMPSON	30.80	1-0-0
32	HOPE	30.30	2-0-0
16	KEREMEOS	28.00	1-0-0
07	NELSON	27.50	2-0-2
39	VANCOUVER*	26.40	15-0-0
54	BULKLEY VALLEY	26.00	1-0-2
23	CENTRAL OKANAGAN	25.95	8-0-0

SECONDARY BUDGETS (Continued...)

	School District	\$ per pupil	I/D/NC
59	PEACE RIVER SOUTH	24.93	1-1-1
28	QUESNEL	24.63	0-1-2
21	ARMSTRONG	24.00	1-0-0
09	CASTLEGAR	23.80	2-0-0
22	VERNON	23.71	2-3-0
44	NORTH VANCOUVER	23.64	0-7-0
56	NECHAKO	23.33	3-0-0
60	PEACE RIVER NORTH	22.54	1-0-4
31	MERRITT	21.86	0-1-0
15	PENTICTON	21.26	0-0-3
48	HOWE SOUND	21.16	2-0-1
27	CARIBOO-CHILCOTIN	21.09	3-1-0
57	PRINCE GEORGE	20.46	1-0-10
19	REVELSTOKE	20.00	1-0-0
70	ALBERNI	19.88	4-0-1
62	SOOKE	19.50	0-4-0
63	SAANICH	18.26	3-0-3
72	CAMPBELL RIVER	18.00	0-0-6
24	KAMLOOPS	17.96	9-0-0
88	TERRACE	17.61	0-0-6
43	COQUITLAM	17.60	0-12-
33	CHILLIWACK	17.46	3-0-0
1	FERNIE	17.09	1-0-2
85	VANCOUVER ISLAND NORTH	17.00	3-0-0
65	COWICHAN	16.80	0-0-5
61	GREATER VICTORIA	16.61	2-0-8
81	FORT NELSON	16.00	1-0-0
37	DELTA	15.37	—
11	TRAIL	15.21	1-0-2
03	KIMBERLEY	15.00	0-0-1
45	WEST VANCOUVER	15.00	3-0-0
80	KITIMAT	14.73	0-1-0
47	POWELL RIVER	14.57	4-0-0
40	NEW WESTMINSTER	14.42	1-0-0
2	CRANBROOK	14.22	0-0-3
41	BURNABY	14.01	6-0-0
76	AGASSIZ-HARRISON	14.00	1-0-0
89	SHUSWAP	14.00	5-0-0
42	MAPLE RIDGE	13.82	1-0-3
36	SURREY	13.50	0-0-12
69	QUALICUM	13.48	1-1-3
68	NANAIMO	13.37	3-0-2
34	ABBOTSFORD	10.93	1-0-3
04	WINDERMERE		
12	GRAND FORKS		
13	KETTLE VALLEY		
14	SOUTH OKANAGAN		
17	PRINCETON		
18	GOLDEN		
29	LILLOOET		
30	SOUTH CARIBOO		
46	SUNSHINE COAST		
49	CENTRAL COAST		

SECONDARY BUDGETS (Continued...)

School District	\$ per pupil	I/D/NC
55	BURNS LAKE	
64	GULF ISLANDS	
66	LAKE COWICHAN	
71	COURTENAY	
75	MISSION	
84	VANCOUVER ISLAND WEST	
92	NISGHA	

* Does not include budget allocation for students in French programs. French single track = \$31.70.

For this year we have decided to keep the survey report down to the three most basic aspects of running the resource centre, that is, the professional staffing, clerical time, and materials' budget allocations. It is hoped that this information will prove useful to you.

**Saturday, April 27
4:45 to 6:00 pm
SPRING COUNCIL**

Please ensure that your chapter is represented.

Sunday, April 28 9:30 to 10:30 am

**BCTLA ANNUAL GENERAL
MEETING**

All members are invited to attend.

MAIL ORDER FORM

BC Primary Teachers' Association Publications

- Please indicate total number of copies ordered.
- Calculate total payment including amount from reverse side if applicable.

TOPICAL IDEAS BOOKS

Costumes..... book(s) x \$1.00 = \$

PE - Booklet of 125 Lessons..... book(s) x \$6.00 = \$

Humane Education Through the Study of Pets... book(s) x \$3.00 = \$

Puppets: Created From Odds and Ends..... book(s) x \$1.00 = \$

CONFERENCE IDEAS BOOKS/RESOURCE BOOK

1990 "Teaching Global Responsibility" book(s) x \$25.00 = \$

A resource book for teachers based on themes as a vehicle for exploring the environment and its inhabitants while addressing the Primary Program Goals.

1989 "Sage Connections" book(s) x \$30.00 = \$

A binder of 18 themes which introduce the Goals of the Primary Program.

1987 "Horizons" book(s) x \$6.00 = \$

A binder featuring non-fiction and environmental print to develop the units: Food/Human Rights/ Recreation/Shelter and Clothing/Transportaion.

1985 "Prime Time for Literacy" book(s) x \$20.00 = \$

Units and activities designed to develop a child's appreciation of literature and provide motivation and enrichment for reading development.

SPECIAL BCPTA PROJECT

1985 "Evaluation Techniques Handbook"

*Revision of this handbook is in process. The Revised Edition will be in alignment with the Primary Program. Availability to be announced.

OUT OF PRINT

Total for Above Order \$

Total from below \$

SUBTOTAL \$

7% GST \$

TOTAL \$

TOTAL PAYMENT SUBMITTED BY CHEQUE TO: Primary Publications

SEND ORDER TO: BCPTA Publications
c/o 303 - 5926 Tisdall Street
Vancouver, BC V5Z 3N2

ORDER SHOULD BE MAILED TO: (Please print)

Name: _____ Telephone _____

Mailing Address: _____

_____ Postal Code _____

BACK ISSUES

'Prime Areas' JOURNAL

- Please indicate total number of copies ordered.
- Enter total payment on reverse side.

PRIME AREAS @ \$8.00

- _____ Volume 30, No. 1, Fall 1987 - Teaching for Thinking (Math/Language Arts)
- _____ Volume 30, No. 2, Winter 1988 - Teaching for Thinking (Math)
- _____ Volume 30, No. 3, Spring 1988 - Writing Process

Prime Areas @ \$12.00

- _____ Volume 31, No. 1, Fall 1988 - Whole Language
- _____ Volume 31, No. 2, Winter 1989 - Global Education/Universal Curriculum
- _____ Volume 31, No. 3, Spring 1989 - Co-operative Learning
- _____ Volume 32, No. 1, Fall 1989 - Assessment and Evaluation
- _____ Volume 32, No. 2, Winter 1990 - Physical Development
- _____ Volume 32, No. 3, Spring 1990 - Parent Interaction, Involvement and Communication

PLEASE NOTE: Volume 33 - PRIME AREAS JOURNAL production is limited to paid BCPTA Members and BCPTA Subscribers who have paid the Fee for Service. This volume will not be available as a Back Issue until July 1991.

SUMMARY OF PRIME AREAS ORDER:

_____ Journal(s) x \$8.00 = \$ _____

_____ Journal(s) x \$12.00 = \$ _____

TOTAL = \$ _____

Enter this total on reverse side.

Please allow 4 - 6 weeks for delivery.

The University of British Columbia

LIBRARY EDUCATION SUMMER COURSES 1991

SUMMER SESSION TERM 2 - 1st Half July 2-19 1991

LIBE 381	Administration of the School Library Resource Centre
LIBE 385	Organization of Learning Resources
LIBE 389	Resource Based Teaching

Children's Literature

ENED 341	Introduction to Teaching Children's Literature
ENED 343	Teaching Folklore in the Elementary Classroom
ENED 344	Multicultural Children's Literature in the Elementary Classroom
ENED 349	Teaching Literature for the Adolescent

SUMMER SESSION TERM 2 - 2nd Half July 22 - August 9, 1991

LIBE 382	School Library Resource Centre Programs
LIBE 383	Selection of Learning Resource I
LIBE 387	Information Services I

Children's Literature

ENED 342	Trends and Issues in Teaching Children's Literature
----------	---

*For more information on the courses listed above, consult the UBC Extra Sessional Calendar.
Mail requests to: 6323 Cecil Green Park Rd., Vancouver, B.C., V6T 1W5*

Of Special Interest

**LIBE 477 Special Topics in Teacher-Librarianship (3.0 Credits):
"ESL Students in the School Library Resource Centre"**

What do you do when they can't read English? The changing demographics of British Columbia's population demand that teacher-librarians consider issues relevant to their non-English speaking students. This course will examine cultural and linguistic issues, appropriate collection development and new strategies for cooperative planning and teaching. This institute will be taught by Sylvia Helmer and Wendy Shaw, SD #39.

This Institute is proposed for July 2-12, 1991 (1:00 pm to 5:00 pm) and will be co-sponsored by:

*The Distance Education Office, Faculty of Educ., 2125 Main Mall,
Vancouver, B.C., V5T 1Z5.*

Please write to Tara Fisher for more information.

**TAPE HIGHLIGHTS
OF THE
CANADIAN LIBRARY ASSOCIATION'S
45TH ANNUAL CONFERENCE:**

“EXPLORING THE MYTHS, REDISCOVERING THE MAGIC”

JUNE 14-17, 1990

Ottawa Congress Centre & Westing Hotel, Ottawa

The following conference tapes have been selected from a longer list of sessions recorded at the CLA conference. Those selected were deemed to be of most interest to teacher-librarians. Cassette tapes are 60 to 90 minutes in length and sell for \$9.00 each, except where otherwise indicated. Note that some sessions require more than one tape. All sessions are recorded in the language of the speaker.

Please circle the sessions wanted and fill in the order form on the next page

- 6 What is a LAN? — *Barney Shum*
- 9 A B Surveys, Samples & Polling: How to Find Out What Your Users Need — *A. Braden, J. Beheshti* (sound distortion: price reduced to \$7.00 each)
- 19 A B Reviewing: The Gentle Art — *R. Macskimming, J. McGrath, R. Wilks* (distortion on Tape A: price reduced to \$7.00 each)
- 43 A B Impact of the OPAC on Small and Medium Size Libraries — *Hildreth, Ward, Nowielski, Phillips*
- 64 From Telidon to Alex: The Myth to the Magic — *Douglas Brittain, James Feeley*
- 69 A B Good Books for French Immersion — *Irene Aubrey, Micheline Persaud*
- 81 A B Growing with Books — *David Booth*
- 102 Sharing the Wonder: Passionate Adventures with Stories and Reading — *Bob Barton*
- 119 Bat Girl Was a Librarian — *Alison Hall, Ken Lane*
- 128 Buying Your First CD ROM — And What To Do after You Open the Box — *Ulla de Sticker*
- 137 A B Training for the Information Age — *Ellen J. Hoffman, Cathleen Gibson, Janice Kontar*
- 138 A B Literacy, Information Technology and Development — *Vivian Cummins, Molly Walsh, Cindy King, Margaret McAvity, François Fortin*

ORDER FORM

When ordering by mail, add \$1.00 per tape for handling plus 8% P.S.T. in Ontario,
and 7% G.S.T. in all provinces.

Send this form along with payment (cheque payable to Conference Tape) to:

CONFERENCE TAPE

8 Woodburn Drive, Ottawa, Ontario. K1B 3A7

Name: _____

Address: _____

City: _____ Province: _____ Postal Code: _____

Number of Tapes Ordered: _____

Cost of Tapes (sub total): _____
Tapes are \$9.00 each

Handling (\$1.00 / tape): _____

P.S.T. (Ontario only): _____

G.S.T. (7% all orders): _____

TOTAL COST: _____

Method of Payments: VISA _____ MASTERCARD _____ Cheque En-
closed _____

Credit Card No: _____ Expiry Date: _____

Signature: _____

FAXsearch PROJECT

by ALLAN MATTHEWS, teacher-librarian, Columneetza Senior Secondary School, SD#27 (Cariboo Chilcotin).

This year our school acquired a FAX and it has been installed in the library resource centre office. Because of this room's accessibility, a proposal was made for funding through the District's Program Development Fund to enable students to have access to this technology for acquiring up-to-date information.

PURPOSE OF THE PROJECT

- to use improved information technology to assist students in researching topics.
- to assist students in acquiring up-to-date information.
- to put students in contact with sources of information in instances when the library resource centre cannot provide the requested information.

PROJECT PLAN

- to acquire a FAX directory of information sources.
- to produce a FAXsearch transmission sheet on which students could write out their inquiry.
- to use this research method to: 1) augment student research information found in the library resource centre, and/or 2) to acquire information that the library resource centre does not have.

COSTS

- FAX directory (Business Connexions).
- telephone line charges for each facsimile sent.
- cost of facsimile paper for receiving information.

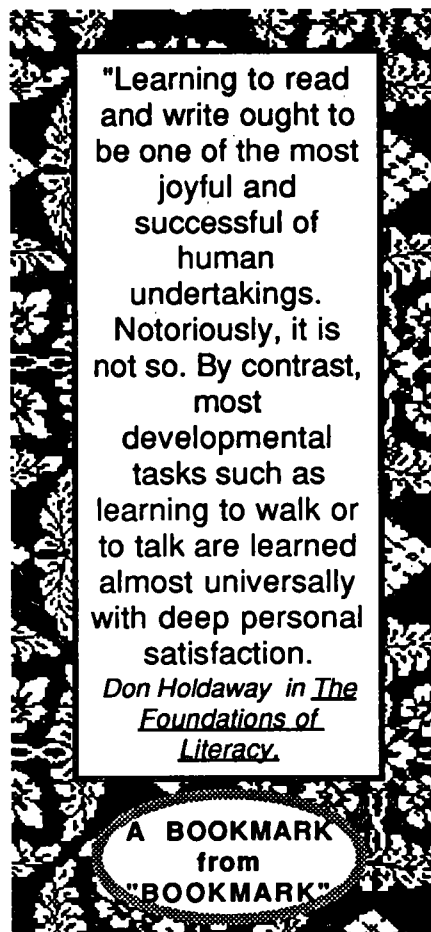
The proposal was successful in acquiring funding and a FAX directory was purchased. A transmission sheet was designed for students to make

their requests and to inform the recipient that this was a student research project. There are funds to offset telephone line charges for this year; however, in the future these costs will have to be absorbed by the library resource centre or the school.

The first question we sent out was to Pepsi Cola in Montreal. A biology student who had been studying pepsin in class wondered if there was pepsin in Pepsi Cola and if this was how it got its name. The student got a response that indicated there was no pepsin in the beverage and advised that the company was forwarding information on the firm and its products by mail.

To date, we have found companies and government agencies very helpful in providing answers to those questions we have not been able to answer using our library's resources.

The FAXsearch project will be evaluated at the end of the year, both for its usefulness as a reference source and its cost implications. We hope both will be positive and this will be a reference service we can offer students on a continuing basis.



GETTING REAL: MAJOR'S KIDS

by ELAINE SEEPISH, Reference consultant, Instructional Resources Branch, Manitoba Education and Training.

Michael, Chris, Lorne, Terry and David: the New Kids on the Block they're not. They're fictional adolescents with real adolescent behaviour. In their struggles toward maturity they run the whole gamut of emotions. Among them they experience running away; brushes with the law, experimentation with drugs and alcohol, and attempts to satisfy their budding curiosity about their sexuality. And they express themselves like, well, teenage boys.

Don't get me wrong. They're not without redeeming qualities and they all ultimately have to confront the consequences of their behaviour.

Their creator, Kevin Major, brings them to life with super-real brush strokes in five special novels, all set in his native Newfoundland.

I hadn't met these kids until just after the Canadian Images Canadiennes conference in Winnipeg and after hearing Kevin Major read I was inspired. As I had been sheltered in elementary school libraries for so long I decided it was time for me to expand my circle of literary acquaintances beyond the likes of Ramona Quimby and company. Also because I am the parent of two boys in their early teens and Kevin had insisted that his books were primarily *about* rather than *for* adolescents (he dislikes being called a young adult writer), I figured it wouldn't do me any harm to take a closer look at his work.

What I found there astounded me and when I discovered that Kevin was back in town for more readings I gathered all the chutzpah I could and called him with the slight hope that he'd give me a bit of his time for an interview. He agreed!

No doubt Kevin was not impressed with my sweaty palms when we shook hands but after all, I had just immersed myself in this guy's work over the last ten days. I mean, I was now a fan. (Did you know that 'fan' is derived from 'fanatic'?)

He began by praising the organization and attention to detail that was evident at the Images conference. He said it was commendable that

Canadian authors and illustrators had the opportunity to meet either for the first time or to renew old acquaintances. He called the atmosphere "family-like" in that so many people under the same roof shared the same genuine concern—Canadian literature for young people.

It didn't take long for the reserved Kevin Major to reveal a wit and charm that put me at ease.

Kevin admits to being influenced early on by contemporary writers of the time. He still enjoys Robert Cormier but he doesn't read many other YA authors. He feels that reading Hemingway and Faulkner made a profound impact on him and led him to experiment with a variety of styles. This is evident in the graceful leaps he takes from first person narrative in Hold Fast, to multiple narrative in Far from Shore, to third person narrative intermingled with poetry in Thirty-six Exposures, to a series of fan letters in Dear Bruce Springsteen, to alternative narratives and time frames in Blood Red Ochre.

This interest in exploring style flows over into Kevin's own personal reading habits as he says he's always seeking out reading material written in innovative ways.

In Hold Fast, Michael has to deal with the death of his parents and his subsequent move to live with relatives. His toughness gives way to tenderness in his relationship with his cousin who joins Michael when he runs away.

I asked Kevin about the rage that permeates Hold Fast and which surfaces in all the other books. To this Kevin replied that the anger is more of an expression of the frustration that the characters feel at having little or no control over the circumstances in which they find themselves.

Chris, in Far from Shore for example, is in the midst of turmoil as his father is unemployed and leaves to find work in Alberta. Chris finds himself accused of vandalism but because he was too drunk he cannot remember the incident. In an exhilarating episode at camp Chris endears himself to the reader with his warm, caring befriending of a troubled camper. What follows is a gripping series of troublesome events for Chris.

I wanted to know where his characters came from. Not one expletive passed his lips during our conversation so how could the mind of such a gentleman spawn these oft-times raw youth? Well, it seems that he was a shy youngster with a conventional upbringing. With a trace of a grin, he admitted that perhaps he would like to have been a little wilder in his earlier days. His characters are based on kids he met during his experience as a teacher in a variety of Newfoundland locations and as a canoe instructor at a church camp.

A noticeable sadness comes over Kevin when he talks about the reluctance of his beloved home province's education authorities to place his books on their recommended reading lists. He feels he has something important to share with students about their life on their island home, especially in Hold Fast and Far from Shore. He is fiercely proud of those books, which are indeed highly acclaimed award-winners which have stood the test of time. Although a decade has passed since these books were first published, today's rampant unemployment, dying towns and family strife make their stories even more relevant now. The authorities take exception to the use of gritty language and references to sexuality. These are elements that Kevin says he won't avoid because to do so wouldn't be honest to either himself or his readers. Telling the truth is uppermost in his mind.

Although he respects the rights of those who choose not to read or use his books he strongly feels that they have no right to make decisions that interfere with others' rights to choose.

Lorne, of Thirty-six Exposures has a stable, comfortable home life with relatively supportive parents. He's an academic success and a leader with a keen sense of justice. Lorne's defense of his friend Trevor provides the story-line with conflict and high emotion. Thirty-six Exposures contains some of Kevin's finest crystal-clear writing. I hadn't read this before the interview so I didn't have the chance to discuss it with him but I suspect the censors had a field day with the no-holds-barred descriptions of sexual incident. I'm sure that Kevin would insist that Lorne's sexuality is as much an impelling force in his life as is his growing need for independence. I also suspect that literary critics may not have been pleased with some of the contrived events towards the end of the book. However its honesty and energy warrant it a long second look.

As he continues to read his way around the

country, Kevin notices that the kids' reactions to his books are pretty much the same no matter the region. He does admit that rural kids are more like his fictional characters because they share a love for outdoor life.

The conversation then turned to Kevin's treatment of female characters. There was that grin again. Yes, he admits his females lack depth but "after all they are being seen through male adolescents' eyes". I get the impression that he plans to explore the female narrator in some future works. This was done rather successfully in drawing Chris' mother in Far From Shore.

Dear Bruce Springsteen was a very successful, popular item but Kevin feels it dated rather quickly because of the ephemeral nature of some of its content. Even though the Boss has faded away, the book's episodic style makes it the easiest of the five to read and probably the most popular. Terry's story unfolds through his one-sided correspondence with Bruce Springsteen. The reader quickly discovers this youngster's infectious exuberance. Although he is desperately trying to accept his father's departure and his mother's new boyfriend Terry displays initiative and maturity when he organizes an airband concert to raise money for a family who has lost their home by fire.

I was surprised to hear that Kevin had not had any reaction from natives about Blood Red Ochre. This is a powerful, moving story — really two stories — about the introspective David and his attraction to a mysterious native girl and about Dauoodaset, a Beothuk youth who describes his struggle to help his tribe survive a famine. Told in chapters which alternate between past and present, this is a gripping tale with a disturbing message. The Beothuks, an extinct Newfoundland tribe, were eradicated by starvation, disease and execution by white settlers. The sometimes surreal mood this book evokes is a surprising departure from the previous four novels.

I am sorry to have the interview come to a close. I feel somewhat like I did when I was finished reading the books. Like those hordes of preadolescents who can't wait for the next New Kids album, this Kevin Major fan eagerly anticipates his next kid — who will appear in late summer of '91 in Eating Between the Lines, his first work of humour.

This was my first look at this man's work. Isn't it time those of you who work with adolescents take a second, serious look to see just how much potential

these books have? Wonderful examples of various styles, skilfully crafted dialogue, poignant emotion, vivid description of natural settings are all represented honestly and realistically in these works. Booktalk them. See how readers respond to them. Use them to spark creative writing. They're too important to be ignored.

If you want to know more about Kevin Major you don't have to interview him. In the No. 54, 1989 issue of Canadian Children's Literature Kevin takes his fans on a trip through his lifetime via letters and diary excerpts both real and invented. This is a delightfully stylized autobiography by a gifted Canadian who has many more stories to tell.

WORKS IN PRINT

Blood Red Ochre. Doubleday, 1989. Dell, 1990.

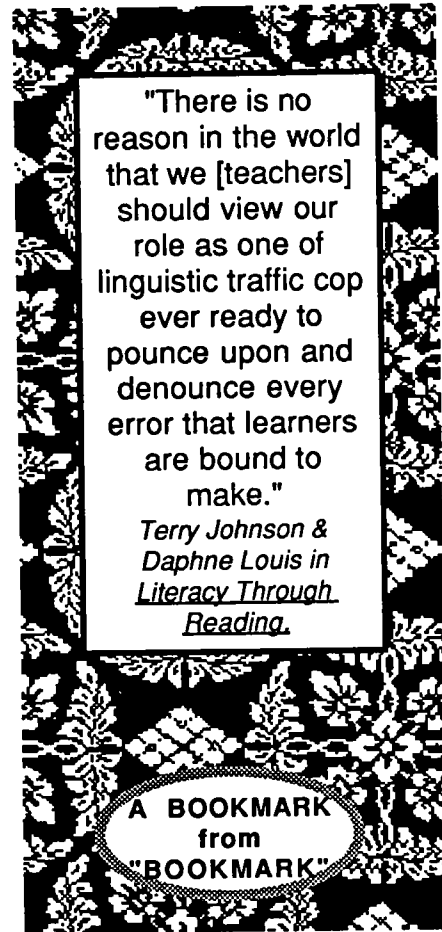
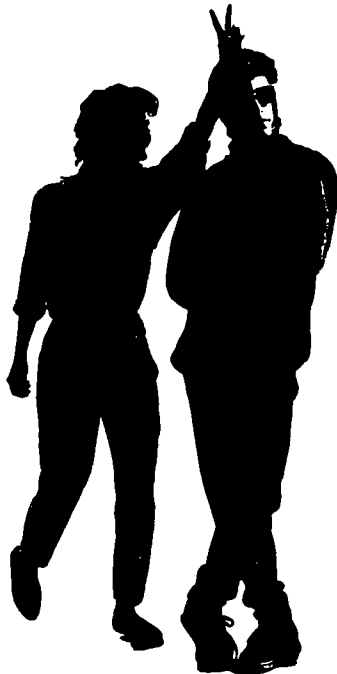
Dear Bruce Springsteen. Dell, 1987. Doubleday, 1987.

Far From Shore. Dell, 1978.

Hold Fast. Dell, 1978.

Thirty-six Exposures. Dell, 1984.

"Three People and Two Seats" in Sixteen: Stories by Outstanding Writers for Young Adults, edited by Donald K. Gallo. Dell, 1984.



Canadian Music Educators' Association
L'Association Canadienne des Educateurs de Musique

PACIFIC SOUNDS '91

The 21st Century

"Multiculturalism Past, Present
and Future"

NATIONAL CONFERENCE

8th - 11th May, 1991,

Music Education, U.B.C.

Including music from

CANADA • UNITED STATES • MEXICO • USSR • GUATEMALA
EL SALVADOR • NICARAGUA • PERU • COSTA RICA • COLOMBIA
ECUADOR • PANAMA • CHILE • CHINA • JAPAN • TAIWAN • KOREA
HONG KONG • CAMBODIA • VIETNAM • PHILIPPINES • INDONESIA
MALAYSIA • FIJI • THAILAND • PAPUA NEW GUINEA • VANUATU
AUSTRALIA • NEW ZEALAND • SAMOA • SOLOMON ISLANDS
NEW CALEDONIA

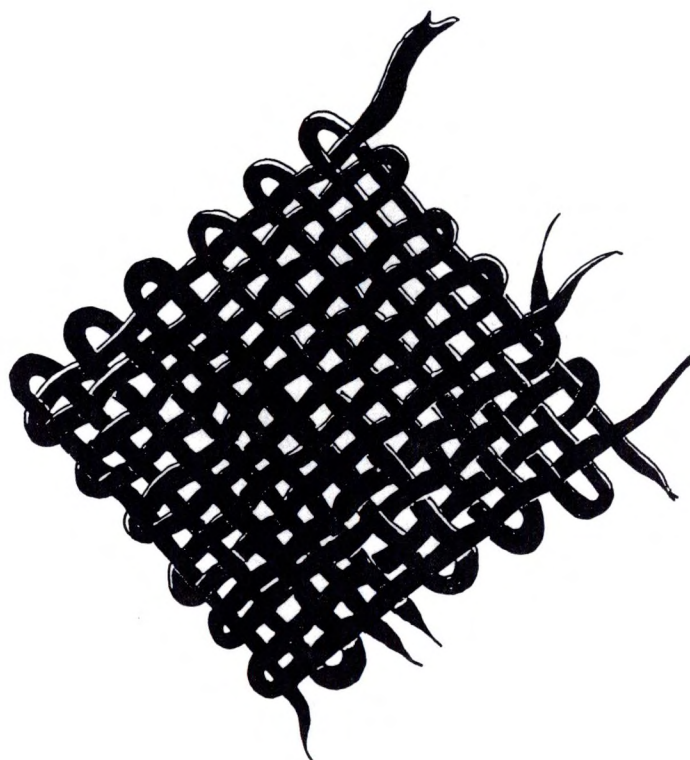
The sixteenth biennial CMEA National Conference will be held at the University of British Columbia, May 8 - 11, 1991. It will be hosted by the Music Education Program within the Visual and Performing Arts Department of the Faculty of Education U.B.C.

Registration forms are available from:

Sandra Davies, Registrar, PACIFIC SOUNDS '91,
Faculty of Education, UBC, Vancouver, BC V6T 1Z5.
Telephone (604) 228-5367

Canadian Music Educators' Association
L'Association Canadienne des Educateurs de Musique

REGULAR FEATURES





STORY 91

in VERNON, B.C.
April 26-28, 1991
ANNUAL BCTLA
CONFERENCE,
SILVER STAR
MOUNTAIN RESORT

KEYNOTE SPEAKERS:

David Booth, teacher, author, editor, storyteller from Toronto
Bob Barton, storyteller, author from Toronto
Bill Barlee, B.C. historian, raconteur, TV star

OTHER SPEAKERS WILL INCLUDE

Lloyd Wishart on library automation
Dave Brotsky, teacher of drama, director
Robert Heidbreder, teacher, poet
and others...

Accommodation and meal packages range in price from \$155.50 for a single room to \$1015.00 each for a shared 1 or 2 bedroom suite. Please note that there will be a lower price if several people share one of the even larger suites. The packages include accommodation for two nights, two breakfasts, two lunches and a banquet.

Registration packages will be available early in 1991. For further information, contact:
Margaret Montgomery, West Vernon School,
2711 38th St., Vernon, B.C. V1T 6H5

(The fee for the conference, exclusive of meals and accommodation, will be about \$110.)

READING CHECKLIST... ✓

compiled by LIZ AUSTROM,
District Principal —
Curriculum Resources
SD#39 (Vancouver).

Originally, I intended focusing this column entirely on curriculum integration. However, I abandoned that intent when I discovered how few the current resources are in this area. There is an overwhelming amount of material dealing with the integration of special needs students into regular classes, but a paucity of material on curriculum integration as it is presented in the Ministry's Intermediate Program. I heartily wish that a bibliography had been included in that document.

If you have identified specific resources that discuss curriculum integration, please send them to me and I will share them in the June issue.

ADVOCACY

Articles previously published in Emergency Librarian have been compiled by Ken Haycock into a useful and timely resource for teacher-librarians, Program Advocacy: Power, Publicity and the Teacher-Librarian (Libraries Unlimited, 1990. ISBN: 0-87287-781-7). At a time of recession, school library resource centre programs, materials budgets and staffing run the risk of cutbacks. This book offers information and ideas that can be used in support of effective library resource centre programs.

The 105 page book is divided into four major sections: Part 1, The Product; Part 2, The Commitment; Part 3, The Strategies; and Part 4, The Conclusion. Part 1 includes the rationale for having library resource centres and the research that supports their effectiveness. Part 2 presents four articles which give essentially the same message — teacher-librarians have a professional responsibility to become advocates for what they believe in, otherwise we will be powerless to impact on our own destinies. Empowerment is a major topic in this section.

Part 3 is the largest section, with almost half of the book presenting advocacy strategies. Strategies include action research, collegiality, public relations

ideas, marketing services, securing administrative support, analyzing and assessing programs and services, building consensus, volunteer and paid lobbying of legislatures, and securing the support of school trustees.

Part 4 is a call to commitment, a call to teacher-librarians to really understand their role, work towards achieving it, and to become advocates for quality library resource centre programs and services.

While it is possible for long time subscribers of EL (who save their back issues) to do without this book, it is still wonderful to have all the articles ready at hand for the time when advocacy advice, ideas, strategies and encouragement is really needed. For those who are new to the profession or have just discovered Emergency Librarian, this is an essential purchase. It encapsulates the advocacy directions taken by teacher-librarians in the last decade, and it serves as a reminder that continuing attention to advocacy is part of our professional responsibility. It is a useful companion to Implementing Change (British Columbia Teacher-Librarians' Association, 1989).

COOPERATIVE TEACHING

Another key publication from Ken Haycock is The School Library Program in the Curriculum (Libraries Unlimited, 1990. ISBN: 0-87287-776-0). Like Program Advocacy, it is a collection of readings from Emergency Librarian. It serves as a handy, one volume compendium of essential articles of the past several years, and will be useful to both experienced teacher-librarians and those who are new to the profession.

The 169 page, indexed book includes the following sections: The School Context, The Role of the Teacher-Librarian, Program Planning and Development, Information Skills across the Curriculum, Secondary School Applications, Issues and Considerations, and Conclusion. Some of the articles are theoretical, some are research based, and many are descriptions of current practice or have elements that are easily incorporated into practice. As well as a "who's who" of district-level leaders, the authors include a significant number of school-level teacher-librarians who have ultimately been responsible for putting theory into practice.

This book forms an excellent companion piece to two British Columbia Teacher-Librarians' Association

publications, Fuel for Change: Cooperative Program Planning & Teaching (1986) and Implementing Change: A Cooperative Approach to Initiating, Implementing and Sustaining Library Resource Centre Programs (1989).

INFORMATION TECHNOLOGY

Two articles in the January/February 1991 issue of The Futurist are worth reading for a peek at where technology is heading.

The first, "The Information Age Office" by Samuel E. Bleecker, describes an information appliance that will do almost all tasks done in an office setting. Bleecker calls this an information "jukebox" capable of shuffling "10-billion or 100-billion-byte capacity optical laser discs — the same laser discs or CDs you now use to listen to music." He sees "megastorage of information" as becoming as common in the average office as it has become in a university library.

Bleecker argues that the driving forces behind such rapid changes in information technology are:

- "the accelerating pace of the workplace: the demand for immediate results and the pressure to do more in less time."
- the development of computers which conform to human needs instead of controlling humans. He views this development as a major "re-think of the man-machine relationship."

The resulting office will be one which is networked within and outside its own walls. It will offer access to information that is undreamed of today — and it will do so *soon*. Teachers and teacher-librarians who wonder why we need to teach the use of computers to access information should read this article.

The second article is written by U.S. Senator Albert Gore, Jr. In "Information Superhighways: the Next Information Revolution," he proposes fibre-optic cable superhighways as key elements of the second information revolution.

Commenting "We're now drowning in information," Senator Gore says we have become capable of producing enormous amounts of information, but our capacity to manage it and access it has lagged behind. As an example, he states that the Mission to Planet Earth satellite program will provide *each day* "a quantity of information equal to all the bits of data in the entire Library of Congress." If we can't manage and access what we already have, how can we hope

to deal with all the new data generated by scientific and information technologies? Gore points out that more than 95% of Landsat's pictures from space have never been seen by humans.

This excess of data has been accomplished by the fact that computer technology has advanced rapidly, but computer network technology is still in its infancy. As prices have declined for computers, their use has risen dramatically and the need to communicate through networks has grown. The growing need is for a sophisticated fibre optic superhighway which will support and facilitate the growth of networks.

Senator Gore, who is co-chairperson of the Congressional Clearinghouse on the Future, is convinced that the U.S. government needs to target its budget priorities on research and development of technologies that will impact on the economic and social success of the country and world in the years ahead. He believes that a "nationwide network of information superhighways" is an opportunity that could change our lives.

INSTRUCTIONAL PRACTICE

Fred. M. Newmann, in "Linking Restructuring to Authentic Student Achievement" (Phi Delta Kappan, February, 1991), makes some interesting observations about educators efforts to improve the instructional programs of schools. First of all, he says that we have been approaching the task from the wrong end. Instead of beginning with the educational outcomes we want, "First, we set up an educational structure; next, we plan the curriculum to fit the structure; and finally, we choose criteria for student success." Mr. Newmann argues that we should base any restructuring around "*authentic achievement as the primary goal for students.*" He also advocates the use of "*substantive conversation in teaching.*"

Newmann regards student replication of knowledge as a waste of time and effort. Instead, he says: "Certainly, the production of knowledge must be based on an understanding of prior knowledge, but the mere reproduction of that knowledge does not constitute authentic academic achievement." He believes that students must engage in disciplined inquiry which consists of:

- use of prior knowledge;
- in-depth understanding; and,
- production of knowledge in an integrated form.

Newmann's advocacy of this type of education is

based on his belief that learners will be better motivated and work harder if the learning task involves them in the production of knowledge that has value to them, and on his belief that higher order thinking and problem-solving skills are more likely to be achieved when authentic academic challenges provide the structure for learning.

In support of his proposal, he offers four conditions that are required if students are to complete authentic academic achievements: collaboration with peers, access to tools and resources, discretion and ownership, and the flexible use of time. He goes on to deal with how the school might be restructured to support these conditions so that the essential academic aims for students might be accomplished.

This scanty overview of the article cannot do justice to its content. It could be the provocative centre piece of staff discussion. Even if Newmann's identified outcomes for education are not held by the province, district or school, the process he outlines for decision-making to support desired outcomes is worthy of consideration. Is instructional practice in your school actually driven by agreed-upon desired outcomes for students?

INTEGRATION

The ASCD publication Interdisciplinary Curriculum: Design and Implementation (1989, ISBN: 0-87120-165-8) is still the most useful title I've read. It includes seven chapters written by different authors, each of whom presents a set of critical ideas for British Columbia teachers to consider at this time. The chapter titles alone are enough of an inducement to read this book, so here they are:

- The Growing Need for Interdisciplinary Curriculum Content.
- Design Options for an Integrated Curriculum.
- Intellectual and Practical Criteria for Successful Curriculum Integration.
- Descriptions of Two Existing Interdisciplinary Programs.
- The Interdisciplinary Model: A Step-by-Step Approach for Developing Integrated Units of Study.
- Selecting Fertile Themes for Integrated Learning.
- Integrating Thinking and Learning Skills across the Curriculum.

I was introduced to this title by Doug Super, District Principal of Academic Programs in the Vancouver School District. He was so enthused and interested so many other educators, that he should almost

receive a commission for sales. My enthusiasm equals his!

Two other articles on integration which I have found interesting are:

1. "Interdisciplinary Teaming Programs: Organization, Rationale, and Implementation," by Sally N. Clark and Donald C. Clark. Schools in the Middle: A Report on Trends and Practices (October, 1987). (NASSP).

2. "Interdisciplinary Studies: A Matter of Definition," by L. Richard Meeth. Change, v. 10, no. 7 (August, 1978), p. 11.

Both of these articles clarify the levels of integration that occur in various types of interdisciplinary studies.

PROFESSIONAL DEVELOPMENT

Meguido Zola has managed to write a reflection on professional development that is both amusing and insightful. In "Teacher Talk: Midwifing One Another's Educational Understandings and Practices" (On Becoming a Teacher. Kagan & Woo, 1987), Zola talks about the advantages of professional dialogue on continuing professional development. Among these advantages are:

- talking about student growth, curriculum, teaching and learning increases understanding of one's own beliefs and practices.
- talking with other teachers brings new vitality to teachers, and increased self-analysis.
- ongoing support is available because the peer contact is easily available when needed.

Meguido Zola proposes that the benefits can be maximized through establishment of "an open-ended, flexible, individualized forum for reflection and dialogue" called "Teacher talk." Teachers engage in self-analysis, mutual enquiry and support through discussion in pairs, small groups and the whole staff. In addition to a description of how this forum works, and the type of leadership that is essential to success, the article presents a useful section on the role of reflective questions and reflective dialogue. Included are sample exercises which have been used successfully with groups of teachers and student teachers.

This article is useful for administrators, teachers and teacher-librarians who are interested in strengthening the professional dialogue that is already occurring in their schools or in fostering dialogue where it is absent. It is also an essential read for district level people who are designing professional development

programs for teachers.

Two brief articles in the November/December 1990 issue of The Clearing House are worth reading.

The "drop-out" teacher is examined in "Linking Teacher Growth and Student Growth," by Sandra J. Tracy. Ms. Tracy looks at the impact on students of the teacher who has stagnated in the job, who has not advanced to the stage where he/she is willing to try new teaching methods. She cites a number of studies which indicate that students benefit when teachers mature and develop the confidence and command of the job that enables them to be risk-takers.

Sandra Tracy then outlines the self-directed learning (SDL) model as one which should be applied to teacher growth. Although it is a concept commonly applied to adult education programs, Tracy comments that it has not been a model attached to teachers' professional growth. For teachers' own sense of well-being, however, she believes that this connection should be made.

The second article is "Staff Development through Quality Circles," by Donald V. Cairns. He describes the operation of "quality circles" as a means of teachers trying to deal with problems in peer groups. In a way, this approach is related to the "teacher talk" model presented by Meguido Zola (see first paragraph in this section). Cairns also mentions that the Concerns-Based Adoption Model (Hord et al, Taking Charge of Change, 1988; see also Implementing Change, 1989) can be included as part of the overall approach.

Quality circles is a method of involving teachers in discussion of their own needs and problems, with a view to the development of solutions that meet the actual situation. The article gives readers enough information to decide whether this is a concept worthy of further exploration, and the bibliography gives direction for further reading.

SCHOOL ORGANIZATION

Phi Delta Kappan (January 1991) has an unique article which describes an innovative 1921 plan for school organization. "To Teach Responsibility, Bring Back the Dalton Plan," by June Edwards, offers one possible way of reorganizing schools in order to implement the new Intermediate Program.

The Dalton Plan's central intent was to produce learners who were capable of sound judgment and decision-making, and who were creative and independent. To effect this intent, from grades 5 - 12 the school day was restructured into subject labs, with students deciding on their individual daily schedules. Teachers acted as guides and facilitators for learning, and as designers of the individualized, monthly contracts which provided the organizational structure of the program.

The plan was based on the central belief that when students are allowed to make choices, to establish their own priorities, and to choose to follow their own interests (at least to some extent), their commitment to learning will be greater. The program was successful in both large and small schools in Dalton, Massachusetts during the 1920s, although the article does not identify reasons for its demise. Benefits were such that the Dalton Plan or a variant of it should perhaps be considered as an appropriate model for education for the twenty-first century. The information technology now available would certainly tie in very nicely.

Benefits were apparent for students, teachers and school districts. June Edwards offers further details for each of the following items:

STUDENTS:

- learn responsibility and self-discipline.
- can work slowly and learn thoroughly.
- can work rapidly and advance quickly.
- can take risks and fail without penalty.
- are actively involved at all times.
- work in a non-threatening and non-competitive environment.
- can request individual help when needed.
- enjoy long-term relationships with teachers and peers.
- can miss school for days without falling behind.
- can vary their school hours.

TEACHERS

- spend all their time on educational matters.
- are friends and counselors to the students.
- work in a room free from disruptions.
- work with students who are motivated and self-reliant.
- specialize.
- work cooperatively with colleagues and so feel less isolated.

SCHOOL DISTRICTS

- complicated scheduling is eliminated.

- costs of adopting the Dalton Plan are limited.
- incoming students can be easily accommodated.
- students who speak little or no English can join English immersion groups.
- student teachers and first-year teachers can be eased into the profession.
- the school year, the school day, and the school clientele can be reassessed.

This article is well worth reading given educational developments in the province. A brief bibliography gives access to further information on the plan, although only one reference is a recent one. Education Index includes almost 50 articles published between 1929 and 1938.

In the immortal words of one of my childhood heroes — “That’s all folks!” At least for this time!

***PLEASE NOTE THAT GST WILL BE
CHARGED ON THE FOLLOWING BCTLA
PUBLICATIONS:***

BACK ISSUES e.g. \$6.00 plus 7% GST = \$6.42

LINKS TO LITERATURE

IMPLEMENTING CHANGE

IMAGINATION OR REALITY?

FRENCH WHOLE LANGUAGE BIBLIOGRAPHY



edited by **BARBARA SMITH**, teacher-librarian, Larson Elementary School, SD#44 (North Vancouver).

Question: Speaking of integration, most of the experts say we should integrate our audio-visual software with print materials on our library resource centre shelves. Why? What are the pros and cons?

Your editor contacted two experienced teacher-librarians with somewhat different approaches: Carol Miller of Selkirk Elementary School, and Joan Smyth of Hastings Elementary School, both in Vancouver School district. Their comments appear below.

Joan Smyth

(Joan sees the problem of AV access as chiefly one of staffing. She doesn't integrate her print and non-print materials on the shelves.)

Hastings Elementary has a school population of 620. Our library is very well used! Our circulation is approximately 2500 print/books a month, including teachers' use, 3,000. As the teacher-librarian I teach approximately 18 hours a week. Only about 5 hours per month of volunteer help is currently available, supplementing 7.5 hours per week of clerical assistance. Apart from this, my library help comes primarily from Gr. 6 and 7 students.

When I have committed my time and energies to developing a unit with a teacher, I need to hold firm to this commitment and not continually break away from the class we are working with to attend the needs of other students and teachers who have come to the library resource centre. I am not able, then, to adequately supervise what is transpiring in this large library when I am so engaged. I fear our AV collection, one I am quite proud of, would be damaged or lost if it were not self-contained in a separate AV room.

With this system, I find the AV in our library is well used. The door of the AV room is always open and students have ready access to all AV. They simply sign it out in a book, the same way teachers do. In this way, when a filmstrip or a cassette is left out, I can easily recall the culprit to return to the library resource centre and put it away.

In addition, each September I have a "tea party" with muffins, etc. for new staff. We spend an hour or so together and I give them a tour of the library resource centre. I show them how to find materials and give a big boost to the AV section. Once teachers know what's available and how it can enhance their teaching, they come often to use AV. The separation of materials in the AV room is no hindrance if the staff can be made aware of them in this way.

Carol Miller

(Selkirk library resource centre was formerly a demonstration school library when many current ideas about the role of media in provincial school libraries were being developed. Carol integrates most non-print items on her shelves.)

We started by using a large 10 drawer Bretford cabinet and found it unwieldy, possibly because of the large number of AV items. We started with 90 filmstrips in 1971 and by 1975 we had 5,373 AV items. The staff and students were reluctant to spend the time matching items in a kit or even finding a filmstrip because they weren't always in exact order. Replacing these items in the correct spot was very time consuming and staff and students tended to dump them anywhere. Consequently, we devised what we felt to be a more usable option of having small open boxes at the end of the appropriate shelves to hold filmstrips, cassettes and kits. This resulted in greater AV use and less frustration for all concerned. These items are now highly visible and easily accessible.

We leave fairy tales and fiction kits in small AV storage boxes behind the charge desk so choice is easier for primary students, particularly K-1. The monitors check them as they are returned.

We use hanging bags on racks for book-and-tape kits; they are not on the regular shelves.

Ed. notes:

While it is true that most of the expert literature tends to favour a more-or-less complete integration of print and non-print on the shelves, actual practice seems to include many variations. The plethora of non-integrated furniture in the catalogs is mute testimony to the fact that many librarians and teacher-librarians, still find it preferable to store print and non-print separately. Below is a summary of some of the pros and cons frequently mentioned.

Pro-integration:

- all materials on a subject are together, making it easier for the client to locate them.
- commercial cataloging does not include location notes, so some system must be devised for each library (colour coding, location coding, etc); consistency is impossible from one library to the next, hence confusion for the client.
- schools must be in the forefront of educating clients who will work and learn in a society less confined to print for learning and information processing; students must be encouraged to choose non-print media where it is available in order to develop skill in using information in these formats.
- students have different learning styles; it is important that students who learn best visually not be discriminated against in the matter of ease of access to their preferred media.

Con-integration:

- there often isn't enough room on the shelves; AV is bulky and doesn't fit spaces originally designed for print materials.
- some media simply won't go on regular shelves, such as art prints and 12" LPs.
- loss, theft and damage are serious problems when there is free access; if dummies are used on the shelf, staff must be available to issue the required non-print item.
- the client usually knows if she/he wants print or non-print; location of these media is not difficult to determine.
- restrictions on circulation for such items as filmstrips is usually necessary, since most homes

don't have equipment to view them; items with restricted circulation can be controlled better when they are together.

On the other hand...

- new methodology, especially the use of thematic and integrated units, may make traditional ways of grouping media obsolete; large boxes with many print and non-print items may be the direction to be heading.

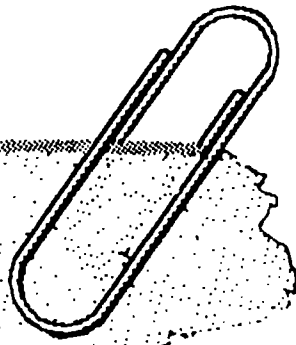
It can be seen from the above that the reasons for integration tend to be largely philosophical, and the reasons against largely practical. If it is accepted that integration is desirable in the best-of-all-possible-worlds, then teacher-librarians should look into some solutions and compromises.

- exert pressure individually and as a group in your local BCTLA chapter to improve clerical staffing.
- integrate as much as space allows; consider re-packaging items which are too bulky in boxes available from library supply companies.
- try to house non-print materials as close as possible to the print items of the same topic, if they can't actually be on the same shelf.
- consider using shelf dummies to draw attention to the AV materials which are available elsewhere in the library resource centre.

Bookmark editor Jim Crook said it best, "Put it where it will do the most good".



NOTES AND NEWS



by **DONNA DOERKSEN**, teacher-librarian, Waverley Elementary School, SD#39 (Vancouver).

TRAVEL AGENT

The ATLC, the Association for Teacher-Librarianship in Canada, has established travel grants to support attendance to its national conference, co-hosted by BCTLA, in October 1991 at Whistler, B.C.. Grants of \$250.00 to assist teacher-librarians under 35 years of age. Apply to ATLC, 2561 Western Avenue, North Vancouver, BC, V7N 3L2.

PRIMARY CONFERENCE

Fall Conference, October 18-19, 1991 will be held in Prince George. Theme: Branching out into the Heart of British Columbia. Note: BCTLA/ATLC Conference is held at Whistler on the same dates.

CLASSROOM PLAYS

Mima Hoyes is writing a series of scripts for Grades 7-12, entitled: 3D English. First of the series will be published this fall by Prentice-Hall.

ILLUSTRATOR'S MEDAL

The illustrator of "Til All the Stars Have Fallen: Canadian Poems for Children, selected by David Booth, Kady Macdonald, has received the 1990 Amelia Frances Howard-Gibbon Award.

SELECTION

Selection of Learning Resources: Policies and Procedures for Manitoba Schools is available for purchase (\$5.00 including postage). May be of interest to school staffs as well as teacher-librarians, especially if your district is developing selection and challenged-materials policies. Contact: The Manitoba Textbook Bureau, 277 Hutchings Street, Winnipeg, Manitoba, K2X 2R4. Catalogue # 80450.

INFORMATION BOOK

Roundtable Information Book Book Award 1990 went to Celia Godkin for Wolf Island. Honour books were The Amazing Paperback Book by Paulette Bourgeois, Discover Mysteries of the Past and Present by Katherine Grier and The Fur Traders by Robert Livesey.

IASL

The International Association of School Librarianship's 20th Annual Conference, "School Libraries in a Diverse World: Providing the Personal Touch", will be held in Everett, Washington, July 23-27, 1991. A wide range of concurrent events is also offered, including pre-conference and post-conference study tours, recreational and cultural activities and even visits to local school libraries. For information contact: Doris Olsen, 920 Grand Avenue, Everett, WA, 98201, USA.

PEP

The Polaroid Education Program has expanded to Canada. The program's focus is on visual imagery as an important part of the curriculum. For \$10.00 teacher participants receive a Polaroid 600 Series camera lesson activity book when they attend a half day workshop. When 10 proofs-of-purchase from 600 Plus film are submitted, a camera and curriculum materials are offered. FMI, contact: Sandy Mitchell, Program Coordinator, (416) 675-3680 or 1-800-278-6920.

INTERNATIONAL AWARDS

Two awards were presented by the International Association of School Librarianship to recognize outstanding and innovative projects. The first award went to the School Library Association of the Northern Territory, Australia for "Networking in the North Downunder". The schools used technological advances to access local, state and international services. Saskatchewan School Library Association was awarded for "Resource Based Learning and the Classroom Teacher, A Training Program". Sixteen teams of teachers and teacher-librarians were trained in resource-based learning to train others. . . .

PHYSICS

David Macaulay, author of The Way Things Work received the American Institute of Physics 1990 Science-Writing Award in Physics and Astronomy for Articles or Books Intended for Children.

GREATER UNDERSTANDING

Karleen Bradford, author of Windward Island received the Max and Greta Ebel Award which recognizes children's writers whose work contributes to greater understanding of people from different cultures and generations. Paul Yee (Tales from Gold Mountain) and Kevin Major (Blood Red Ochre) were runners-up.

15TH ANNIVERSARY

Annick Press is celebrating 15 years of publishing. Robert Munsch and Kathy Stinson are two of their popular writers. They have branched out to include picture books in both French and English, non-fiction, whole language kits, greeting cards using illustrations from Annick titles and now audiotapes of best-sellers.

MYSTERY AWARD

The author of Show Me the Evidence, Alane Ferguson has received the 1990 Edgar Allan Poe Award for Best Young Adult Mystery.

POULIN

Stéphane Poulin has won the international Quebec/Wallonie Bruxelles Children's Book Award for 1990 for his Album de Famille. The book will be published in English this next year.

IAN WALLACE

Wallace was awarded Elizabeth Mrazik-Cleaver Canadian Picture Book Award for his illustrations in The Name of the Tree, by Celia Lottridge.

NOTEWORTHY RESOURCE

Women into the Unknown: A Sourcebook on Women Explorers and Travellers by Marion Tinling. Index. ISBN: 0-313-25328-5. For ages 7-12.

JOINT CONFERENCE

BCTLA/ATLC Conference, "Bridging the Millennium", October 17-19, 1991. Whistler, B.C. Fee: \$175.00. FMI, contact: Registration Secretary, 1295 Morris Crescent, Delta, BC, V4L 1W3.

OPERA VIDEO

Danny Kaye at the Opera is an excellent introduction to opera. Available from Metropolitan Opera Guild, 70 Lincoln Centre Plaza, New York, New York, 10023-6593. Tel: (212) 769-7000. Cost is \$39.95 (U.S.) plus \$5.50 shipping.

BOOK FESTIVAL

National Book Festival is April 20-27, 1991. Theme: "Book a Dream".

GOVERNOR GENERAL'S AWARDS

The Governor-General's Awards in the children's categories are: Michael Bedard for Redwork (English text); Christiane Duchesne for La Vraie Histoire du Chien de Clara Vic (French text); Paul Morin for The Orphan Boy (illustration of English text); and Pierre Pratt for Les Fantasies de l'Oncle Henri (illustrations of French text).

GREEN SUMMER SCHOOL

Shell Environmental Leadership Forum is sponsoring a three week course at University of Calgary. It offers practical, skill-oriented sessions from educators, environmentalists, energy experts and scientists to assist participants to become agents for change. The forum pays fees, accommodation, meals and return airfare. Minimum of 3 years teaching experience in elementary or secondary. Limited to 27 participants. To apply send current curriculum vitae, two letters of recommendation ;and a two page summary statement of how this forum will further your educational leadership. Apply to Shell Environmental Leadership Forum, The University of Calgary, Faculty of Continuing Education, 2500 University Drive NW, Calgary, AB, T2N 1N4. Deadline: April 19, 1991.

NEXT YEAR

Nominate yourself or a colleague for the Wm. C. McMaster Award for demonstrating outstanding achievement in using children's literature to teach or promote reading for students. Deadline is December 31, 1991. The Wm. C. McMaster Award, Scholastic Canada Ltd., 123 Newkirk Road, Richmond Hill, ON, L4C 3G5.

MULTICULTURAL BIBLIOGRAPHY

The Ministry of Education and the BCTLA propose to embark on a joint project, the purpose of which is to develop a bibliography of fiction resources with multicultural themes and applications. The purpose of the bibliography is to highlight books that: accurately reflect the reality of Canada's racial, religious and cultural diversity; contribute to the development of self-esteem in all young people; foster the development of mutual awareness, understanding and appreciation among groups in Canadian society; build upon the universality of the human experience and interdependence of all

communities; are currently available; and encompass primary to graduation levels.

The stated aim is to create a database which is qualitative rather than quantitative, includes publication information, annotations, references to themes and curricular activities, and which can be expanded in the future. After development the database would be used for searches by individuals and organizations and, through the auspices of the Secretary of State, would be made available across Canada.

If the project proceeds on time the bibliography would be presented at the national conference of teacher-librarians in October 1991, Bridging the Millennium.

NATIONAL LIBRARY OF CANADA TO UPGRADE SYSTEMS

Over the next five years the computer systems at the National Library of Canada are to be upgraded; changes will enable the Library to track its collection of some 12 million titles, following them through the stages of cataloging, preserving, lending and storage, coordinate and communicate more effectively with its 540 Canadian and foreign user libraries and adapt more quickly to changing technology. A key result of the improvements will be a capacity for libraries which may have different computer hardware and software to communicate with the National Library. It is anticipated that the National Library will play a more important role in the sharing of information among libraries throughout Canada. Further information regarding the Library and this project may be obtained from Richard Carver, Median Relations Officer, National Library of Canada, Ottawa, ON; (613) 996-7375.

PUBLIC LIBRARY SERVICES

Guidelines for Children's Services in Public Libraries in B.C. is now available for \$19.00 a copy from Jane Cobb, Chair, Standards Committee, British Columbia Library Association, #10-6545 Bonsor Avenue, Burnaby, BC, V5H 1H3. This publication of the Young Adults and Children's Services of BCLA includes both philosophy and guidelines for the program. Understanding of this background may be useful in establishing complementary services and programs.

INTERNATIONAL SOCIAL STUDIES CONFERENCE

The National Council for the Social Studies is sponsoring a conference entitled "The Caribbean:

Cradle Crossroads, and Crucible of the Americas". to be held in Miami, Florida, June 20-23, 1991. With over 100 sessions, speakers from a dozen countries, a computer laboratory focussing on global communications and CD-ROM interactive programs on international topics, a wide range of cultural events, and a post-conference study tour to Costa Rica, the Conference promises to be as stimulating as the 1988 Pacific Rim Conference held in Vancouver. Registration is \$100.00 (US) before May 17 and \$125.00 thereafter. FMI contact Global Awareness Program, College of Education, Florida International University, University Park, Miami, FL, 33199. Tel (305) 348-2664.

B. C. HYDRO ELECTRIC ENERGY FORUM

Hydro's Fourth Annual Electric Energy Forum to be held in Victoria, April 16, 17 and 18, 1991, is aimed at illustrating the need for a conservation ethic and the means to put that ethic into practice. FMI contact B.C. Hydro, Communications and Planning, 970 Burrard Street, Vancouver, BC, V6Z 1Y3

POLICE GUILTY

The York (Ontario) Police Department made illegal copies of several 16mm films (one of them titles That's Stealing!) onto VHS video format. Three film distributors launched action against the Department. The case was settled out of court when the police department agreed to destroy the illegal copies, pay for new copies of the material, assume costs and pay \$100,000 in punitive damages





THE PORTRAIT

STEPHANE POULIN

by LINA D'ONOFRIO, teacher-librarian,
Roberts Annex, SD#39 (Vancouver).

Stephane Poulin, a Canadian author and illustrator of Children's Books is best known for his Josephine books. Stephane was born in Montreal in 1961 and was the middle child in a family of nine children. In a telephone interview from his home in Montreal, Stephane said that he first began to draw seriously at the age of nine when he practiced every day. At the age of seventeen Stephane enrolled at the College Ahuntsic de Montreal where he attended from 1979 to 1982.

After graduation Stephane decided that he wanted to be an illustrator of Children's books. "At the time", he said, "There were no courses one could take to become a children's illustrator". In 1983 Stephane entered an art competition with some of Quebec's leading children's illustrators. Stephane won honorable mention in the amateur category of the Communication-Jeunesse. The following year he entered the Communication-Jeunesse competition again and won first prize in the professional category.

Following this recognition Stephane was approached by Tundra Books to illustrate an ABC book about Montreal. With the completion of Ah! Belle Cite!/A Beautiful City ABC, a bilingual English/French alphabet book, Stephane went on to establish himself as one of the leading illustrators for children's books.

The Globe and Mail praise his book.

"Poulin presents a city seen from a bicycle not a tourist bus."

Maclean's wrote that:

"...Poulin's cityscapes match the warmth and the freshness of Kurelek's prairie visions...and provide a child's catalog to life in Canada."

Stephane went on to show he had talent not only as a children's illustrator but also with his story writing in the Josephine series. These stories revolve around a mischievous cat Josephine, who is owned by a little boy named Daniel. He lives with his father in the east end of Montreal. In his first book Have You Seen Josephine? Stephane gives the reader a guided tour of the old city of Montreal. For his graphic detail and richly colored full page paintings Stephane won the Canada Council, Children's Literature Prize in 1986.

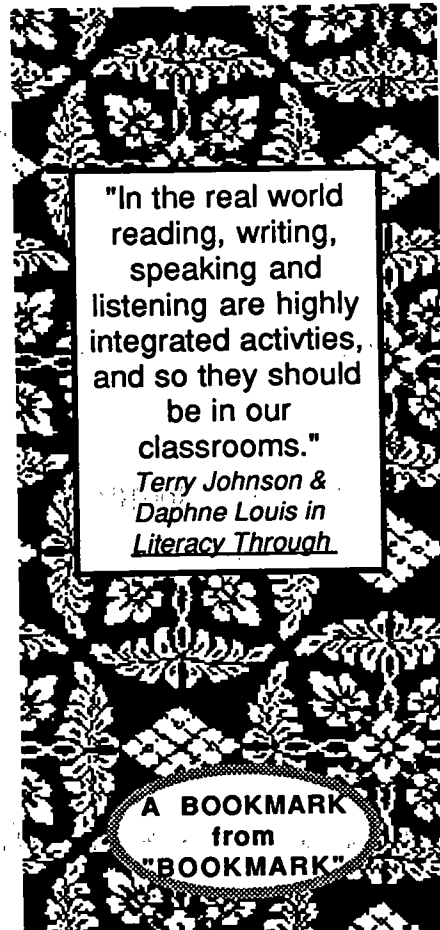
In the second book Can You Catch Josephine? the mischievous cat has Daniel chasing him all over the school. The detailed pictures portray an old-fashioned, gloomy-looking school. Mini Reviews writes that "the tone is humourous and affectionate... A particularly nice touch following Poulin's depiction of several cross and eccentric-looking adults...is his resolution of the story through the principal who is kind, female, and black." Stephane Poulin won the Elizabeth Mrazik-Cleaver Canadian Picture Book Award IBBY-Canada in 1987 and the Boston Globe Literary Press Competition, Children's Literature in 1988 for Can You Catch Josephine?

The third book in the series Could You Stop Josephine? was named one of the Season's Best Picture Books for 1988 by Macleans. In this book, Josephine runs off and has David and his cousin chasing her all around a farm, through cow pastures, pigpens and henhouses. The story is accompanied by thirteen full-colored illustrations.

All three of the Josephine books have been published in both French and English. Stephane has illustrated over twenty-one books between 1984 and 1989. Not all of his books have been translated into English. Stephane said in the interview that the strength in his books are his illustrations. He thought that his texts for his books were getting better.

For the majority of his paintings Stephane uses oil paints because he finds them easier to work with. He initially used water color but found the process too difficult. In all of his illustrations Stephane uses only the three primary colours and white. From these colours Stephane is able to create the beautiful illustrations for his books that depict both graphic detail and a vibrancy of wonderful color.

Stephane lives with his wife and two children in Montreal. He said that "his family is his top priority." He often has to turn down job offers if he feels they will interfere with his family life. Stephane, besides helping to raise his two young children, still manages to spend at least eight hours a day on his paintings, usually in the early morning and late evening hours. He said that it usually takes him a week to complete each painting and approximately four months to complete the illustrations for a book.



STUDENT COUNCIL STARS

Display idea

Students can see the faces of student council members in a display case and read what each member has identified as a favorite book at the same time (promotes literacy). This idea can be used to introduce library club members, the volleyball team, new staff members, the science department or any other school group.

Procedure

1. Meet with student council, or other group, to propose the idea and ask them to think about their favorite book (see form).
2. Set up a time to take the photos, with books if possible.
3. Prepare the stars, cut from colored paper, cover with tinfoil if desired.
4. Mount the photos to the stars and identify:
 - student's name
 - student council position
 - title of book
5. Hang these stars inside the display case with the books. We titled this display "Student Council Stars."

Use the form printed below:

STUDENT COUNCIL STARS!!!

Name: _____

Position: _____

Your favorite book(s): _____

Could you bring a copy of your favorite book for a photo? _____

Photo to be taken during X block (date to be announced).



COURSES IN SCHOOL LIBRARY EDUCATION AT THE UNIVERSITY OF ALBERTA SPRING AND SUMMER 1991

French immersion programs and Canadian content guidelines offer challenges to those involved in school library programs. Two new courses being offered this spring and summer at the University of Alberta should help teachers and teacher-librarians meet those challenges! In addition, two of the regular courses in school librarianship available for credit in Diploma and Masters programs will be offered.

The 1991 Special Session courses are:

SPRING SESSION

ED EI 496/ Canadian Children's Literature for Young People in Schools and Libraries
ED EL 595 Survey of Canadian materials for children from pre-school to junior high years. Includes trends and issues in publishing and writing for children in Canada. May 7 - June 13, 1991 Tue. & Thu. 1800-2050

Instructor: Sandra Mikalonis

SUMMER SESSION

ED ES 443 School Librarianship
An introduction to the philosophy and administration of school library programs. July 2 - 19, 1991 Mon. - Fri. 0730-0950

Instructor: Gerry Maguire

ED EL 595 School Library Services for French Immersion Programs
Will be taught and English at Faculte St. Jean. Designed to assist Anglophone and Francophone teacher-librarians in providing services to French immersion teachers and students. July 8 - 19, 1991 Mon. - Fri. 0900-1230

Instructor: Linda Davis

ED ES 546 School Library Information Materials
An examination of the role of school library information services and an introduction to examples of major information and reference works. July 22 - August 9, 1991 Mon. - Fri. 1000-1220

Instructor: Judy Mentz

For more information about these Special Sessions courses or about University of Alberta's regular session offerings, contact:

Dianne Oberg, Department of Elementary Education, 551 Education South, University of Alberta, Edmonton, Alberta, T6G 2G5 (403) 492-3669

Special Sessions calendars can be obtained beginning in February from

Special Sessions Office, Faculty of Extension, 4-107 Education North, University of Alberta, Edmonton, Alberta T6G 2G5 (403) 492-3752

BCTLA



REVIEWS

E Andrews, Jan.
The auction. -- Greenwood, 1990. -- 1 v. (unp.) : ill. -- ISBN 0-88899-110-X.
-- \$13.95.

Grandparents - Fiction // Farm life - Fiction.

Jan Andrews' book, The Auction, brings this talented Canadian author back to picture books. With an economy of words, Andrews relates how Todd spends a last night with his grandfather at the farm which is about to be auctioned. At first angry and unhappy for himself, Todd recognizes his grandfather's grief, and together they relive the past and find the strength to face the future. The warmth between the boy and his grandfather is subtly evident in the interplay between them. It is evidence of Andrews' skill that it never needs to be stated.

This is Karen Reczuch's entry into full color picture book illustration, and I hope we will see more. Her prairie landscapes provide a natural background for larger than life people with eloquent faces. She makes it clear that in this story it is the people who are important. It is the relationships and the memories that will endure. A timely book, The Auction puts a human face on Canada's agricultural community and models the love that bridges generations. Uniquely Canadian, it yet touches upon universal themes.

Highly recommended.

Carole Eyles, Teacher-librarian, Fernwood Elementary School, School District #64 (Gulf Islands).

E Leger-Haskell, Diane.
Maxine's tree. -- Orca, 1990. -- 1 v. (unp.) : ill. -- ISBN 0-920501-38-9. -- \$8.95 (pbk.).

Carmanah Valley (B.C.) - Fiction // Trees - Fiction // Rain forests - fiction //
Nature conservation - Fiction.

In this story, as in real life, five year old Maxine and her family help build trails through the lush, old growth forest of the Carmanah Valley on Vancouver Island.

Maxine becomes concerned for the safety of her favorite tree, an old sitka spruce, when she sees a clearcut logged mountainside nearby. In an affectionate, gently attempt to protect this tree from logging, Maxine, using a piece of driftwood and a lump of charcoal, mounts her name on its side to show that it is "someone's favorite tree".

When Maxine returns to the valley on a later trip, she discovers that many other people have followed her lead. They have expressed their concerns for their favorite trees by naming them as well.

Maxine's Tree is a timely book that gently and sensitively looks at the preservation of our wilderness and the balanced use of our forests. It is regrettable that the illustrations are not of a higher calibre.

This paperback book is recommended for purchase for all primary collections.

Frances Witt, Teacher-librarian, Campus View Elementary School, School District #61 (Greater Victoria).

E Scharer, Niko.
Emily's house. -- Greenwood, 1990. -- 1 v. (unp.) : ill. -- ISBN 0-88899-111-8. -- \$10.95.

Animals - Fiction // Noise - Fiction.

Emily's House is a pattern book along the lines of the nursery rhyme "This is the House that Jack Built". The main character is Emily who lived in a little brick house with only a creaky old door and a little brown mouse to make sounds to disturb her. Her constant cry is "There's too much noise in here!". The mouse suggests that Emily acquire a cat, then a dog, and various other farmyard animals, but they all make their distinctive sounds until Emily is overcome by the noise. The mouse sends all the animals away and peace reigns in Emily's house once more.

This book will appeal to three, four and five year old children who will enjoy the repetition and the building of the verse. Rhyming couplets flow naturally and sustain the simple storyline.

Elegant "thirties" style pictures, faintly reminiscent of Mable Lucy Atwell's drawing, illustrate the verse, showing Emily's animal visitors and her house with its comfortable cluttered interiors. There are sufficient pictures in this book to satisfy small children. One small and one large illustration face the reader at every turn of the page. The pictures complement the text.

This charming little book will delight both preschool and beginning readers alike.

Valerie Jones, Teacher-librarian, Cloverdale Elementary School, School District #61 (Greater Victoria)

- E Thompson, Richard.
Jesse on the night train. -- Annick, 1990. -- 1 v. (unp.) : ill. --
ISBN 1-55037-093-6. ISBN 1-55037-094-4(pbk.). -- \$12.95.

Railroads - Fiction.

There are both good things and bad things about this book. The good things first. It is a nice size for small hands, not too big and not too small. The illustrations are colorful, and little Jesse and the train are in almost all of them. The pictures are simple to understand, yet contain sufficient detail to be interesting. The drawings look like Canada and contain flora and fauna that are Canadian.

The story by Richard Thompson centers on a few hours in the night when everyone on the train, including Jesse's mother, is asleep. Jesse visits the engineer of the train and sees dancing moose, hungry wolves and has an encounter with an aggressive bee. The text contains many examples of onomatopoeia, "eeky creakings and grumbling groans", exaggeration and repetition - all things young people like in a story. Children will learn about parts of a train: dome car, dining car, sleeping car. The text has a good rhythm for reading aloud and what little is said sounds like real people talking. It would be fun to read this or tell this story to children in primary grades.

Now the bad things. It reinforces stereotypes about wolves and bees. The moose is O.K. - it dances. The wolves and the bee are not nice. The wolves are "humongous" with lolling tongues and yellow shining teeth. The illustrations soften the language by showing a friendly, doggy-looking family of wolves, but the words used to describe their appearance and behavior are threatening and frightening. The bee is hateful, likely to sting anything and everything including a train and is the cause of possible injury. It is nice to see a little thing, a bee, take on and better a big thing, a train; but I fear that the story will reinforce already held views about wolves and bees - views that conservationists are working hard to change.

It might be difficult for children to identify with Jesse since few children have had the occasion to take a night trip on a train and fewer are likely to have that experience since the government's decimation of VIA Rail. Maybe that is a good reason to buy and read this book to Canadian kids.

Fry Reading Level: 3.

Debra Simmons, Teacher-librarian, Tupper Secondary School. School District #39 (Vancouver).

- F Craddock, Sonia.
Secret of the cards. -- Scholastic Canada, 1990. -- 192 p. -- ISBN 0-590-73662-0. -- \$3.95.

Supernatural - Fiction // Friendship - Fiction.

While playing a game of hide and seek with her rambunctious brothers in their new home, Jackie accidentally triggers a secret panel and falls into a small, dirty hiding place. She finds an old box of cards, neatly divided by year, starting from 1890.

Later that night Jackie is startled awake by a furious *Ellen*, demanding the return of her cards. Is Ellen a ghost? a memory? Whatever, lonely Jackie soon befriends Ellen, who only appears at night when the cards are out, and they get into much mischief. No one believes in Ellen except Jackie, much to Jackie's

distress and her family's exasperation. The cards are somehow the key to the strange Ellen, but Jackie has to lose Ellen before she finally solves the mystery.

The story moves along smoothly. The *happy* family setting is comforting, although the characterization of the twin brothers is a little awkward. The physical setting is in Nelson, B.C., and provides just enough background without overpowering the plot. Young teenagers will be well able to relate to Jackie: shy, lonely, nail-biting, uncertain of herself and desperately wanting to be accepted by her family and peers.

The author lives and writes in Vancouver, and has written other novels, including The TV War and Me, and You Can't Take Mickey.

The book is a sturdy, oversized paperback with a glossy, colorful cover and good paper stock. It has large, easy-to-read print.

This is a light, entertaining read, easily handled by children 10 years of age and older. I would recommend this story to elementary school libraries for Grades 4 to 6.

Dorothy Dodge, Teacher-librarian, Kumsheen Secondary School, School District #30 (South Cariboo).

F Craddock, Sonia.
The TV war and me. -- Scholastic - TAB, 1990. -- 129 p. -- ISBN 0-590-71741-3.

Television - Fiction.

When Mom goes back to university to become, of all things, a teacher, she starts getting strange ideas. Her latest is that T.V. is a bad influence on Anne, 13 years old, Peter, 11, and Benjy, 5. So, she begins by pulling out the cable and then giving away the T.V. This is all very traumatic for the kids who seem unable to live without Planet of Death, Squad Car 49, or the cartoons.

The action centers around efforts by the three to watch television - anyone's television. They stand in the street in front of shops, befriend old ladies, prevent an antique car from being stolen, and finally succumb to lying and stealing. The situation ends with a compromise by all parties as they try to understand the opposite points of view and moderate their own extreme positions.

The book hits the mark in presentation. Characters are close enough to reality to be believable, yet exaggerated enough to be humorous. The dialogue has a ring of truth with complaints that things "aren't fair", and the attitudes expressed are those of pre-teens. The author's inclusion of a conversation between Anne and Aki, and the promise of friendship with not only a boy, but a boy of Japanese descent, and Anne's opinions about stereotypical sex roles are a bit obvious, but I do not think young readers will be as bothered with the lack of subtlety as I was.

Something that concerned me more is the predominance of negative behavior. The protagonist Anne is in a snit because of the absence of television. She becomes very abrasive, not only to her mother, but to her younger brother Benjy. On many occasions she acknowledges that she should not be taking her anger out on the poor kid, but she continues to do so. Benjy does a lot of crying in this book. Anne is nasty to her mother's two friends, to her grandmother, to her two brothers, and to the dog next door. She has nothing good to say about her father or the kids at school either. She admits to feeling guilty about some of her thoughts and actions, but a smile or a pleasant action once in a while would have made the book a little more light-hearted.

The book takes place in Vancouver and the rain and local mountains are an important part of the background. The Klondike Gold Rush gets involved in the story too.

All things considered, the book should be well received. Real kids will identify with the fictional kids and will certainly sympathize with the situation. There is enough action to make it interesting, and enough social concerns to please adults. Students will understand the need to compromise, because they know that you can not beat adults regardless of how unfair they may seem.

Good for Grades 5-8.

Debra Simmons, Teacher-librarian, Tupper Secondary School, School District #39 (Vancouver).

F Goede, William.
Love in Beijing and other stories. -- Cormorant, 1988. -- 160 p. -- ISBN 0-920953-42-5.

China - Fiction // Short stories, Canadian.

Cormorant Books
RR 1
Dunvegan, Ontario
K0C 1J0

These nine stories are written by a teacher/writer/saxophonist who has keen observation and storytelling skills. He toured the People's Republic of China in 1984 as a founding member of the jazz-rock-disco group "Beijing Underground".

Each story has characters (among them some teachers and some musicians) who are unique, and the caricatures do not seem over stereotyped. Some of the Chinese are desperate to leave China. One has such mixed feelings that he commits suicide. Some of the Canadians behave as if they still are in Canada, and one character has "gone Chinese" by truly making China his home.

Descriptive word pictures describe the settings and characters. Senior students and teachers may enjoy this collection, especially those who plan to visit China. One of the threads between the stories is how each person's activities are constantly being observed. The first story, for example, is a love story between Derek Usher and Xiao Li. Xiao Li was studying English in Beijing, but when their friendship turned into love, officials transferred Xiao Li to a shoe factory in Jinan, deep in the province of Shandong. Read the story to find out the results of Derek's numerous overnight train rides to see her.

In B.C.'s Mandarin Chinese Curriculum Guide practical reasons, such as economic and diplomatic missions, for learning Mandarin Chinese are listed. This collection of stories could add to the understanding of the current "values, customs, and other elements of Chinese culture" which are also mentioned in the curriculum guide.

Some words in the story are in pinyin, the same romanization used in the Mandarin Chinese Curriculum. Understanding of these words enhances the story, but the reader can still understand the meaning of sentences and enjoy the stories without knowing the Chinese words. Actually, this method of interjecting appropriate pinyin words could be used as a basis for a creative writing project.

Recommended for secondary schools, especially those offering Mandarin Chinese. Fry's readability level: 6

Pat Parungao, Teacher-librarian, Killarney Secondary School, School District #39 (Vancouver).

F Gunn, Genni.
Thrice upon a time. -- Quarry, 1990. -- 229 p. -- (New Canadian novelists series) -- ISBN 0-919627-81-1. -- \$12.95.

Mystery and detective stories // British Columbia - Fiction.

As the bookjacket states, this is an *inventive* novel. The story skips from Victoria to Barkerville to Prince Rupert, from 1987 to 1962 to 1862, interspersed with poems and first and third person narration. It is confusing.

The author, Genni Gunn, is also a poet, translator and musician. This is her first novel, and it has some interesting moments. I enjoyed the section set in Barkerville with its convincing recreation of life during the Gold Rush. But I lost the narrative thread throughout much of the rest of the book.

Some of the language was rather off-putting "fog opaques the view", "people recreate the problematic aspects of their past", "my past is a mutating mass of collective memory".

You might like to take up the challenge of reading this novel, but I do not think many high school students would. Not recommended for school libraries.

Betty Errington, Retired teacher-librarian.

F Katz, Welwyn Wilton.
Whalesinger. -- Douglas & McIntyre, 1990. -- 212 p. : map. -- ISBN 0-88899-113-4. -- \$16.95.

Whales - Fiction // Adventure stories.

Whalesinger is a great read! It is an exciting novel of love and suspense set on the earthquake prone Point Keyes coastline of California. The author has woven together a clever and intriguing plot dealing with Sir Francis Drake, sunken treasure, the death of a young activist, and the story of a mother grey whale and her baby. Add to that a group of scientists from Vancouver, B.C. working on a conservation project.

Included are Nick and Marty who are attracted to one another, and who suspect that the leader and backer of the project has motives other than the preservation of the environment.

The story deals with love, hate, anger, death and forgiveness. It contains remarkable insights into how young people view themselves, and how they deal with these emotions.

The story is beautifully written. It has a map which I found a helpful reference, and it has a dramatic climax.

Katz has another winner with Whalesinger. Once started, I could not put the book down. I strongly recommend it for school libraries who serve Grade 8 + students.

Mary Clements, Teacher, Courtnay Jr. School, School District #71 (Courtenay).

F The last map is the heart : an anthology of Western Canadian fiction. / edited by Forrie, O'Rourke, and Sorestad. -- Thistle-down Press, 1989.-- 331 p. ISBN 0-920633 - 64-1.

Short Stories, Canadian (English) - Canada, Western.

Thistle-down Press, Ltd.
668 East Place
Saskatoon, Saskatchewan
S7J 2Z5

"This anthology tries to map the geography of short fiction over the past fifty years in Western Canada with representative writing that articulates those ageless conflicts involving the human heart." The editors also "looked for variety and originality in style and treatment, from the serious to the ironic and light hearted." They are successful in their goals. The subjects vary from the tragic result of a wife's infidelity set during a prairie blizzard in Ross's "The Painted Door", to the harassment of a female homesteader by hunters in "Hunting Season" with an isolated cabin setting. The treatment of characters range from imaginative in Duncan's "Flowers for the Dead" and Schroeder's "The Tree", to realistic in Stenson's "Delusions of Agriculture" and Laurence's "The Loons". A notes section states the date and place of birth of each author and the original publication source of the story.

This collection is consistent with the new Language Arts English Grades 1-12 Curriculum Guide which states as one of its program goals "to develop knowledge, understanding, and appreciation of Canadian and other world literature." This book will appeal to senior students as well as to adult readers.

Recommended. Fry's Readability Level: 6.0.

Pat Parungao, Teacher-librarian, Killarney Secondary School, School District #39 (Vancouver).

F Nelson, Jenny.
Archibald and the crunch machine. -- Annick, 1990. -- 39 p. : ill. --
ISBN 1-55037-114-2.

Pollution - Fiction // Refuse and refuse disposal - Fiction.

Interest in the environment is on the rise, and the book Archibald and the Crunch Machine seems aimed at that interest. The 39 page story features 9 year old Archibald Egbert Binkle as an inventor who conquers the bad smell that has overtaken the peaceful town.

The black and white illustrations support the story, but are not especially valuable or interesting. However, the language is quite rich and playful, and should catch the imagination of children Archibald's age.

Although the chapter titles seem unnecessarily interruptive in a book so short, the book makes a good read-aloud story to a Grade 6 class, and should be considered for purchase by most elementary school libraries. It provides some good jumping off points for discussion of pollution, but it may not leave the shelf by student choice alone.

Merv Worden, Teacher, Cilaire Elementary School, School District #68 (Nanaimo).

F Williams, Jana L.
Scuttlebutt : a novel. -- Press Gang, 1990. -- 198 p. -- ISBN 0-88974-025-9. --
\$10.05.

Women sailors - Fiction // United States. Navy - Sea life - Fiction.

While the term "scuttlebutt" is military slang for gossip or news, this novel is not a trivial account but a vivid first-hand description of life at a U.S. Navy's women bootcamp. Author Jana Williams lived the experience prior to moving to Canada in 1975. Her central character, Roberta Weston, has grown up in a large family and developed both the sensitivity to others and a sense of identity needed to survive the isolating forces of military training. Although the bootcamp regime discourages relationships needed by women recruits to balance the prevalent antisocial military attitude, Weston and her friends not only survive eleven weeks of training but are the stronger for it.

The strength of this novel is the insightful descriptions of relationships among women. Their friendships contrast with the dominant masculine images of the camp and its routines. While the bootcamp setting will be alien to the majority of readers, the issues and themes contained in the novel will not.

The book is published by Press Gang Publishers, a feminist collective in Vancouver. I look forward to the publication of Waves, a sequel to Scuttlebutt.

Note: The language is graphic and realistic, as are the descriptions of the women's sexuality.

Valerie Dare, Teacher-librarian, Britannia Secondary School, School District #39 (Vancouver).

- 025.5 School library program in the curriculum / [selected by] Ken Haycock. -- Libraries Unlimited, 1990. -- 169 p. ill. -- ISBN 0-87287-776-0. -- \$19.50 U.S.; \$23.50 outside North America

School libraries // Libraries and education // Curriculum planning // Teacher librarians.

The School Library Program in the Curriculum is aimed at the teacher-librarian who wants to promote co-operative planning with other teachers in the school. It might be better aimed at a broader audience -- the teachers themselves. One senses, however, that it is preaching to the converted and is, therefore, strongly prescriptive in tone, and appears to be written from the viewpoint that classroom teachers need to be told what to do when it comes to library use. Furthermore, the authors appear to be all teacher-librarians, public librarians, and former librarians who are now academics and administrators. Not one classroom teacher is represented, emphasizing the restricted nature of the intended audience.

The low probability that the readings will be used by anybody is enhanced by the minuscule print. Some sections, for example the chart on Page 977, have such tiny print that magnification is recommended.

Teacher-librarians who are committed to co-operation and have good eyesight may find the book comforting in that it reinforces their views. Other teachers will probably ignore it. This is unfortunate, because it perpetuates barriers between segments of the profession when they badly need to be removed.

Robert Jackson, Teacher, J. Lloyd Crowe Secondary, School District #11 (Trail).

- 027.8 Program advocacy : power, publicity, and the teacher-librarian / [selected by] Ken Haycock. -- Libraries Unlimited, 1990. -- 105 p. : ill. -- ISBN 0-87287-781-7. -- \$17.00 U.S.; \$20.50 outside North America.

School libraries - Administration // Public relations - school libraries // Libraries and community // Libraries and education // Teacher librarians.

The books title and subtitle give good clues to the contents which actually are 36 articles, originally written by 21 contributors, and then collected by the editor, Ken Haycock, for this volume. Although the articles appeared in the journal Emergency Librarian from 1979 to 1988, there is a coherence to them.

As Haycock points out, "teacher-librarians are not doing what could just as easily be done by a technician with a small budget or by the classroom teacher alone with 30 kids." Parents, administrators, and teachers must understand this, and surprisingly in this reviewer's eyes, teacher-librarians have to convince them. This worthy collection, then, provides research evidence which demonstrates that school libraries and teacher-librarians are worth their keep; that teacher-librarians must gain power in the community and power for their professional organizations; that teacher-librarian must increase their expertise; and, finally, particular strategies which, can lead to the broad goal attainment.

It seems that the main audience for book is that excellent cadre of professionals, the teacher-librarians. Certainly it is a fine document for them, but it is not likely be of particular interest to school children, and therefore, not really suitable for school libraries.

John J. Jackson, Associate Vice-president, Research, Office of Research Administration, University of Victoria.

346.71104 Glavin, Terry.
A death feast in Dimlahamid. -- New Star, 1990. -- 200 p. : map. --
ISBN 0-921586-14-0. -- \$24.95.

Indians of North America - British Columbia - Claims // Indians
of North America - British Columbia - Social life and customs.

The past year saw aboriginal rights occupying a significant portion of the news. Eliza Harper and Meech Lake, the Oka standoff and the Mount Currie blockade are three events that received the most headlines. There were many other events that were worthy of media attention. The struggle of the Gitksan-Wet'suwet'en in Northwest British Columbia is one. By the time this review is published, the courts are expected to have handed down a decision regarding their claim for aboriginal title.

Terry Glavin, in A Death Feast in Dimlahamid, does an excellent job of weaving together the history, the folklore, and the struggles of the Gitksan-Wet'suwet'en people. The key players are also brought into the story. There is a tendency by many non-natives to dismiss land claim issues by using a variety of arguments: "They gave up their land", "The government has paid for it", "They never had control of the land", or "If they had a claim, they should have asked for it years ago." Probably most people tend to believe that blockades are something of the summer of 1990. Glavin points out the fallacies if these ideas. There is plenty of evidence proving the Gitksan-Wet'suwet'en have occupied the area for centuries. They have had blockades for years, the first on the Skenna River in 1872. Efforts to argue their claims for territory were thwarted by the legal manoeuvres of the Federal and Provincial governments. From 1927 to 1951, the Indian Act provided for jail terms to Indians who raised money to organize around the land claim question. Jail terms could also be imposed on lawyers who might be retained to advance land claims.

For any individual wanting a greater understanding of native aspirations, this book provides an objective account of those held by the Gitksan-Wet'suwet'en. While the reviewer enjoyed the book, it is not everyone's reading. While Glavin has skillfully woven folklore and history, it is a style that many might find confusing. It is suitable reading for senior secondary or post secondary students. Grade 10 students who are excellent readers or are taking some form of native studies might find this book interesting. There is no index which is a real drawback for anyone hoping to use the book for research. This book has a place in the libraries of high schools with a significant native population or with a large native peoples collection.

J. Patrick Romaine, Teacher-librarian, A.L. Fortune Secondary School. School District #89 (Shuswap).

363.7 Johnson, Gordon K.
Environmental tips : how you can save this planet. -- Detselig, 1990. -- 169 p. : ill.

Environmental protection // Pollution // Human ecology // Recycling (Waste, etc.)

Environmental Tips focuses on direct individual involvement - How You Can Save This Planet. Organized around broad themes -- recycling, garbage, gardening, energy, water, food, household hazards, transportation, and "Kids of Ecology" -- the book falls between a reference source and a patchwork of pamphlets. Johnson does a good job of defining the concepts and issues related to each section before citing several actions individuals and families can undertake to contribute positively to the environmental health of their homes and neighborhoods.

A Directory, a bibliography and an index encourage further research. The Directory is randomly organized which will force users to read and re-read (not a bad attribute!). Although the main body of this work is organized by main sub-headings, it will also encourage users to re-read many sections.

This little book could be the catalyst for many individual and group activities. Highly recommended for elementary and secondary school libraries and public libraries. Schools should consider class sets for environmental units.

Jim Duncan, Media Librarian, East Kootenay Community College.

372.6 Brownlie, Faye.
Tomorrow's classroom today : strategies for creating active readers, writers, and thinkers /
Fay Brownlie, Susan Close, Linda Wingren. -- Pembroke, 1990. -- 160 p. : ill. --
ISBN 0-921217-50-1. -- \$18.95.

Reading (Elementary) // Language arts // Creative writing.

Teachers who know Reaching for Higher Thought will find Tomorrow's Classroom Today a useful sequel, offering several more strategies for stimulating reading, writing and thinking. It is less certain however, that Tomorrow's Classroom Today can stand alone for those who have not read its inspirational precursor; or that readers who experienced the richness of the first book will not make disappointed comparisons.

Following a format similar to that of Reaching for Higher Thought, Tomorrow's Classroom Today contains 14 chapters -- 2 of introduction ("On the Edge"; "Strategic Teaching"), and 1 more-or-less of summary ("Learning Logs"). The 11 central chapters, each presenting a strategy, follow roughly the same format -- a brief definition, a photo of children, quotations stating the rationale for each strategy, a "script" of a class situation (accompanied on the right by a "teacher talk" explanation), examples of student work suggested extensions, and a concise recipe for the application of the strategy. The book concludes with forms for teachers visiting to observe 5 of the strategies, and student response drafts for 3 strategies.

Sequels always present problems -- for writers and for reviewers. Because Tomorrow's Classroom Today is the second book, it lacks the immediacy and wonder evident in Reaching for Higher Thought. The authors, in preparing the sequel, chose not to repeat their view of the necessity for the integration of the language arts and the value of collaborative strategies. Assumptions (probable valid enough) are made about

the reader's commitment to the writing process and to literature based learning. In this second book, also, biographical information about the authors is scanty.

The classroom script format, the major part of the book, offers both strengths and weaknesses. Because it is not burdened with jargon, the text is readable, but it does suffer from the repetitions inevitable within the format, being discursive, and in one or two of the earlier chapter, frankly boring. Readers familiar with the principles of collaborative teaching could have wished for more content per page than the script method permits. (With Chapter 7, "Listen-Sketch-Draft", the book seems more vital, more explicit, and better outlined, as the actual lesson content is more fully utilized in the text.) A further problem with the format is that the scripts are all presented without documentation, leading the reader to wonder uncomfortably whether editing or fictionalization occurred.

It is strange, perhaps, given the authors' commitment to literature, and the fact that many of the strategies depend on the library's literature or research materials, that teacher-librarians receive scant notice in this book -- the "librarian" (p. 75) supplies the materials; and once when the "teacher-librarian" (p. 116) works with the teacher and the class, the teacher-talk comment says, "...the librarian reinforces the idea that he or she is a teacher, too." The teacher-librarian might in fact find it difficult to be an active participant in the use of the strategies because whole days (or at least several consecutive hours) seem to be needed for many of them.

Tomorrow's Classroom Today is a potentially useful book for teachers and teacher-librarians. However, it should not be read and used before Reaching for Higher Thought. Viewed as a sequel, it becomes another powerful tool for teachers who are sustained by the inspiration they received from the first book.

Katharine Picha, Teacher-librarian, Cliff Drive Elementary School, School District #37 (Delta).

372.6 Images of childhood. -- Lynnmour Alphagraphics, 1989. -- 4 v. : ill. + 26 alphabet cards (English) + 26 alphabet cards (French).

Language arts // Whole language approach // Alphabet // Creative activities.

Lynnmour Alphagraphics	Alphabet cards (English)	\$27.00
1001 Heritage Boulevard	Alphabet cards (French)	\$27.00
North Vancouver, B.C.	Magic line	\$10.00
V7J 3G7	Alphabet handbook	\$15.00
	Portee magique	\$12.00
	Integrated study of alphabet	\$ 6.00

The sets of alphabet letters (both English and French) are 21.5 cm x 28 cm hard card, which should be laminated for classroom use. The clear simple drawings use a variety of 5 colors (red, white, blue, green and yellow). The items are not specifically Canadian, -- for example, kangaroo, robot, wigwam. All but 3 of the letters use the same words in English and French. Therefore both sets could be used for comparison of the 2 languages.

Magic Line is intended as a big book "story". The book, the same size as the cards, includes the tune with which to sing each verse that accompanies the picture. Some of the words are a forced rhyme. La Portee Magique follows the same format and also has a few forced rhymes. The coil binding makes it easy to hold up for class participation

An Integrated Study of the Alphabet is a unit of study with activities for most of the subject areas of the curriculum. These are cross-referenced to some of the higher level thinking skills. Also included are a few pages of introduction and extension activities, evaluation suggestions, check lists and a listing of some print and non-print materials to be used with the cards.

An Alphabet Handbook is comprised of a couple of pages for each letter with material to use with the related card. Each letter has an alliterative riddle, a story or notes for a teacher-made-up story and suggestions for activities in five thinking areas: observing, comparing, classifying, imagining and hypothesizing. The book concludes with some general ideas on working with the alphabet as well as blackline masters of the alphabet cards (reduced) and the upper and lower case letters.

Most of the six authors/compilers/producers of these materials are teachers in the Lower Mainland.

The cards could be purchased separately for classroom use. The guidebooks refer exclusively to the cards and perhaps would be most useful purchased with them. The set may be useful for classrooms with Early Primary pupils learning the alphabet. Purchase by a classroom teacher is recommended as opposed to a school library purchase.

David Boettcher, Teacher-librarian, Walter Moberly Elementary School, School District #39 (Vancouver).

398.2 Zola, Meguido.
Noodle, nitwit, numskull. -- Quarry, 1990. -- 1 v. (unp.) : ill. -- ISBN 0-919627-89.7. \$12.95.

Jews - Folklore.

This paperback is a collection of Yiddish folktales that feature the village fool, Schlemiel. The stories include problems such as Schlemiel trying to find his clothes in the morning, attempting to increase the food supply by putting salt fish in the pond to grow and multiply, and trying to find a way to tell the difference between a black donkey and a white donkey. Each story reaffirms that Schlemiel is a noodle, nitwit or numskull.

The stories are well written and many interesting words and names are introduced. Many of the terms and references are Jewish. The detailed black and white illustrations emphasize the action and humor in the stories.

Although the stories are simple the thought processes required to understand and appreciate the humor or lesson in the story are quite sophisticated for elementary children. Teacher guidance would be necessary.

I recommend this only as an additional book for a folklore collection.

T.Elizabeth Salle, Teacher-librarian, Mountview Elementary, School District #27 (Cariboo Chilcotin).

495.6 Wakan, Naomi.
Japanese -- an appetizer : introducing the Japanese language. -- Pacific - Rim,
1990. -- 55 p. : ill. -- ISBN 0-921358-02-4.

Japanese language.

Naomi Wakan has subtitled her introduction to the Japanese language "an appetizer" -- and indeed, it does whet the appetite for more!

She has packed a lot of content into the book's 55 pages. It covers Japanese pronunciation; words we have borrowed from Japanese; words they have borrowed and adapted from English and other languages; why the Japanese have four different kinds of writing (kanji, hiragana, katakana and romaji) and how each of them developed; homonyms and puns; counting in Japanese; and words for clothing, sound, movement, and animal noises. Two of the sections I found most interesting were the chapter on politeness, which explained the different levels of politeness as expressed in language, and the chapter called "Silent and Hidden Japanese", which covered expressing feelings and the meanings of common gestures. There are two appendices (syllabaries for hiragana and katakana), a glossary and an index.

Intermediate level students will find the examples interesting, and will probably enjoy the light-hearted illustrations that are interspersed throughout the text. The page layout is appealing and invites the reader to dip in and browse.

Wakan and her husband have travelled extensively in the countries of the Pacific Rim, and many schools will have seen their "Pacific Rim Slide Show" presentations on Japan and Peru.

This book would be a good supplementary source for Grade 6 Social Studies students to use independently, or as a teacher reference for lower grades in schools undertaking multicultural units.

Highly recommended.

Linda Rehlinger, Teacher-librarian, Parksville Elementary School, School District #69 (Qualicum).

598.25 Atwood, Margaret.
For the birds. -- Douglas & McIntyre, 1990. -- 54 p. ill. -- ISBN 0-88894-
825-5. -- \$12.95

Birds - Protection // Man - Influence on nature // Creative activities.

For the Birds by Margaret Atwood is quality environmental education material for the elementary school. The book has three components: an entertaining story by Atwood, humorous illustrations by John Bianchi, and short lessons (boxes and sidebars) by Shelley Tanaka.

Atwood's main character is Samantha, a believable "brat". When Samantha injures a bird by throwing a stone at it, she is herself turned into a bird. The story continues with Samantha giving us a bird's eye view of the world. She introduces us to migration, birding, hunting, habitat, and other aspects of the modern environment. Although the story has some environmental moralizing it comes across as entertainment. I read the first two chapters to a primary level 3/4 class and they loved it. The class also

enjoyed the illustrations. The humorous illustrations by award winning artist Bianchi (Swine Snafu) help to reinforce the entertainment value of the book.

Tanaka's boxes and sidebars are strictly factual. There are seven full pages of information on topics such as bird migration, habitat and how to build a bird bath from recycled materials.

Atwood's story and Bianhi's illustrations entertain us and raise questions about ecology. Tanaka's pages and sidebars give background information and encourage us to do something to improve the world "for the birds".

Highly recommended for all elementary school libraries.

Ruby McBeth, Teacher-librarian, Baldonnel Elementary School, School District #60 (Peace River North).

616.7 Ellert, Gwen.

The arthritis exercise book : gentle joint-by-joint exercises to keep you flexible and independent.

-- Contemporary Books, 1990. -- 108 p. : ill. -- ISBN 0-8092-4094-7. -- \$11.95.

Arthritis // Exercise therapy.

This book is written for arthritis sufferers of all ages who wish to embark upon an exercise program to improve the flexibility and strength of their bodies. It is designed to provide information and exercises to prevent the damage that can be caused by improper exercise. The author, an arthritis sufferer herself, emphasizes the importance of establishing a daily exercise routine. As a registered nurse, she provides knowledge of the composition of the joints and the way they work with various muscles to build an understanding of why each exercise is done and what they are accomplishing. Specially developed joint classification charts are provided to assist in assessing the health of each joint and in determining the amount of exercise to be done.

The book is simply written and well laid out with headings, subheadings, and charts. Particularly useful are the "Lifestyle tips" that provide hints on how to deal with everyday situations that may cause the arthritis sufferer difficulty. It is also well illustrated with clear diagrams and drawings indicating how to perform each exercise correctly.

This is a useful item for a public library, but of little value in a school library. The emphasis is on establishing an exercise routine, not providing information about arthritis in its various forms.

Janet McKinlay, Teacher-librarian, Churchill Secondary School, School District #39 (Vancouver).

693 Steltzer, Ulli.
Building an igloo. -- Groundwood/Douglas & McIntyre, 1990, c1981. -- 1 v. (unp.) :
ill. -- ISBN 0-88899-118-5. -- \$4.95.

Igloos // Building, Ice and snow.

This is the paperback edition of a book which first appeared in 1981. The book comprises a textual explanation of how an igloo is built, accompanied by ample illustrations. The text is simple and appropriate for readers as young as Grade 4. The illustrations, in the form of black and white photographs, are easy to follow.

It could be asked if many people are interested in building an igloo. The proper question is how many people are interested in how an igloo is built. This is not a do-it-yourself book, but is rather in the tradition of David Macaulay's books on building such edifices as castles and cathedrals. The growing interest in the Inuit lifestyle should increase the likelihood of this book achieving some commercial success. The photographs show a bleak environment, but one in which the indigenous people have carved a niche for themselves. The Inuit themselves appear to have adapted to that environment through simple means, a good example of which is their igloo homes.

This book can be recommended for elementary schools, where students in the intermediate grades will find it of interest and value as a resource in Social Studies.

John D. Crawford, teacher-librarian, Marigold School, School District #61 (Greater Victoria).

741.2 Johnson, Mia.
Teach your child to draw : bringing out your child's talents and appreciation for art.--
Lowell, 1990. -- 152 p. ill. -- ISBN 0-929923-25-1.

Drawing - Study and teaching // Art appreciation - Study and teaching.

This is the guidebook I needed when I was a primary classroom teacher who had to teach art (and all the other subjects) to my students. Although written with parents and their children in mind, this book will be very helpful to any primary and intermediate teachers who teach drawing and other related "art" methods to their students.

The book has 11 chapters, a glossary of 71 terms and an index. The first chapter introduces the format of the following chapters, provides general comments on art activities for children from infancy to preadolescence and a listing of places and things needed to carry out the author's suggestions. The chapters describe 10 concepts: line, pattern, texture, light and dark (tone), shading (modeling), shapes (positive and negative), proportion, point of view (artists' perspective), movement and distance. Each chapter includes an explanation of the concept; ideas to introduce the concept through talking with specific vocabulary and observing; some close viewing of methods used by actual artists; suggestions to involve children in using the concept in their simple, almost abstract drawings and with real life subjects; ideas to build on from previous concepts and finally, activities for integrating art into every day situations. There is an emphasis on encouraging and praising children as they experiment with different techniques.

The text is easy to read and follow. The technical aspects are included yet explained such as a "non-art" teacher and/or parent can follow the suggestions. Complementing the text are more than 200 examples

of student drawing (most from a Vancouver school), instructional drawings, artists' works (from Van Gogh to Hockney), and photographs.

Mia Johnson is a parent, artist, and an art viewer who has had twenty years experience teaching children and adults to draw.

This book would definitely belong in homes and public libraries. As a teacher reference, this book is recommended. It fits the Aesthetic and Artistic Development Goal of the Primary and Intermediate Programs. Children could learn to appreciate how they observe what is around them and how to draw more successfully.

David Boettcher, Teacher-librarian, Walter Moberly School, School District #39 (Vancouver).

819.08 Telling it : women and language across cultures / edited by The Telling It Book Collective. -- Press Gang, 1990. -- 207 P. : ill. -- ISBN 0-88974-027-5.

Canadian literature - Women authors // Canadian literature - Collected works // Women - Literary collections.

After a 1988 conference in Vancouver featuring prominent native, Asian-Canadian, and lesbian writers, four participants edited, or as they prefer to call it, transformed parts of the presentations, panel discussions, and audience responses, and added commentaries to develop the issues raised during the two day conference. The result is this book.

It is a sincere and emotional record. Daphne Marlatt writes in the introduction: "Each of the women speaking/writing in this book is doing so from inside a personal struggle to articulate what has been painfully felt." A great deal of anger shines through. Lee Maracle says: "I want this world to never forget its short but cruel history of racial, national and sexual oppression." In a later essay she writes movingly about the need to fight injustice, and the need for change. "Change is not tolerating injustice....It is about personally taking on a different view of the world. No one supports me because I need it, but because they are against the racial inequities built into this system, and those inequities violate white people and colored alike."

Two sections are devoted to examples of creative writing. There is an excerpt from a work-in-progress by Joy Kogawa; several poems by Jeannette Armstrong, Louise Proffit-LeBlanc, Betsy Warland, and others; and a short play by Vancouver Sath (a collective of Punjabi artists and writers).

In the hands of a sensitive high school teacher this book could spark thought provoking class discussions. Although its focus is on women, English classes, grappling with the history and use of language, social studies classes discussing Oka and other native issues, family management classes looking at different lifestyles could all make use of sections of Telling It.

Avril Warren, Teacher-librarian, Esquimalt High School, School District #61 (Greater Victoria).

819.09 Voices of change : immigrant writers speak out / edited by Jurgen Hesse. -- Pulp, 1990. -- 201 p. : ill. -- ISBN 0-88978-221-0. -- \$12.95.

Authors, Canadian - Interviews // Canada - Immigration and emigration - Personal narratives.

Voices of Change is a series of 15 interviews with 16 people, all but one of whom is an immigrant writer. All 16 live in British Columbia, all have given a lot of thought to the subject of Canadian literature.

Jurgen Hess is himself a Canadian writer born in Germany. He begins the series with a conversation with Ron Hatch from the Department of English at the University of British Columbia who provides an overview of what Canadian literature might be and the impact on this literature of writers having neither a British nor a French cultural background. The conversation spins off into a variety of related subjects such as "structural racism" - the concern expressed about such writers as W.P.Kinsella who write from the point of view of a culture not their own.

The book then moves to the 14 interviews with immigrant writers. The people come from many diverse locations such as Angola, Punjab, Hong Kong, Argentina and Russia. Although the interviews mention the growing impact of Asians on Canadian society, the majority of writers interviewed are European. Only one is from Hong Kong. Three writers are from India and none are from any other Asian country.

The interviews flow well. It is obvious that the writers see a kindred spirit in Mr. Hess and he gets them to talk about themselves, their experiences and their work. Of primary interest to the interview is the discussion of the importance of the immigrant experience to their work as writers.

Because the writers are not widely read in English or French, nor represented in the anthologies of Canadian literature found in schools, the people interviewed may not have any immediate appeal to students. On the other hand, their experiences of racism and discrimination, their problems of acculturation and learning English will be very familiar to many students and some will find reassurance in the success experienced by these writers in overcoming the obstacles and contributing to Canadian culture.

The book might be useful in those schools with a large Canadian literature program since the purpose of the collection is to show a "more accurate portrait of the changing face of Canadian literature."

Debra Simmons, Teacher-librarian, Tupper Secondary School, School District #39 (Vancouver).

819.1 Bouchard, Dave.
The elders are watching / Dave Bouchard, text ; Roy Henry Vickers, images. -- Eagle Dancer, 1990. -- 1 v. (unp.) : ill. -- ISBN 0-9693485-3-3.

Indians of North America - Poetry // Painting, Canadian // Man - Influence on nature - Poetry // Nature conservation - Poetry // Vickers, Roy Henry // Canadian poetry - British Columbia.

The best part of this publication is Vicker's art. Addressing all ages, the designs present their message clearly and strongly: preserve nature, preserve a culture. Historical Native Indian figures and clan

totems are incorporated into silhouettes against stunning colors. Ghosted by misty rains, juxtaposed within natural contours, the Native/Nature theme says it all.

Dave Bouchard's poetry is dwarfed not only by the superb images, but by the author's problems with slavishness to rhyme. Reading his foreword, which is far more powerful than the poem, one knows he is a writer, but the repetitive admonishments of the text are tiresome - even redundant to the effective paintings of Vickers.

The soft cover edition will appeal to West Coast dwellers particularly, making it an active rather than passive experience. Local Vancouver scenes lend a poignant, reflective air to the event of The Elders are Watching - a beautiful addition to the library shelf, and an inspiration to students who may find subject stimulation within.

Murrie Redman, Retired teacher-librarian.

819.1 Shreve,Sandy.
The speed of the wheel is up to the potter. -- Quarry, 1990. -- 78 p. --
ISBN 0-919627-79-X.

Feminism - Poetry // Work - Poetry // Canadian poetry.

Sandy Shreve is a proletarian, feminist poet. Her writing closely parallels that of Helen Potrebko in both style and theme. The male equivalent would be Tom Wayman. All three of these B.C. writers use the workplace and economics as the heartbeat of their creative works. They all bring awareness of the climate of the "daily grind" to the reader, and they all emphasize the frustration and confinement inherent in underpaid, routine work, while at the same time emphasizing its importance in the fabric of the economic situation.

I enjoyed this short first collection -- particularly the first section on "Allegiances" which has a more lyrical style, uses nostalgic and evocative imagery, and is less didactic -- a fault of much "issue-oriented" creative writing. Politics and social platforms do not, somehow, come across in poetry as well as they do in prose. Perhaps they are intrinsically unsuited to the medium. Apart from this caveat, I found the writing well crafted, the imagery original, and the messages worthy.

This title would fit into a collection of Canadian literature at the secondary level. The poems are easily accessible to the reader and reflect present concerns of our culture. My personal favorites were "Magpies in the Palm Trees", a description of pollution in Mexico City, and "Night Lights on the Geodesic Dome", a comment on Expo's "silver golf ball" theater!

Quarry Press has published this title in a firmly bound paperback format, and this volume is one in a series entitled "New Canadian Poets" dedicated to presenting first book-length works of innovative writers. Sandy Shreve has been long associated with the women's movement and the work poetry movement. Her poems have been previously published in many Canadian literary magazines, and appeared in various anthologies -- notably Going For Coffee. She is an active member of the Vancouver Industrial Writers' Union.

Willa Walsh, Teacher--librarian, McNair Senior Secondary School, School District #38 (Richmond).

891.8 Warland, Betsy.
Proper deadefinitions : collected theoroagrams. -- Press Gang, 1990. -- 143 p.
ISBN 0-88974-021-6.

Canadian literature. // Creation (literary, artistic, et.) // Lesbianism //
Feminism and literature.

Proper Deadefinitions contains a selection of poetry and prose that "expands the limits of conventional language and explores the vitality of feminist innovative writing". Its major themes are feminism and lesbianism. The pieces are sexual in their choice of words, images and subjects.

The collection would be of greater interest to older women than adolescents.

Debra Simmons, Teacher-librarian, Tupper Secondary School, School District #39 (Vancouver).

919.1008 The Naked physician : poems about the lives of patients and doctors /
edited by Ron Charach. -- Quarry, 1990. -- 183 p. -- ISBN 0-919627-77-3.

Physician and patient - Poetry // Sick - Poetry // Canadian poetry -
Collected works.

The scope of poetry in this collection is from traditional verse and narrative to free verse and abstract thoughts. The topics or themes range from first visits to the doctor, to confrontation of a particular situation or disease, to death and suicide from the patient's point of view to an introspection of a doctor into his or her profession and personal life.

This is a good collection of specialized poetry to supplement senior English and Literature 12 classes. It complements work poetry such as Going for Coffee and Shop Talk.

Maurice Reveyrand, Teacher-librarian, KLO Secondary School, School District #23 (Central Okanagan).

910.4 Bendall, Pamela.
Kids for sail / Pamela & Sam Bendall. -- Orca, 1990. -- 119. p. : ill., maps. --
ISBN 0-920501-49-4. -- \$9.95.

Sailing // Seafaring life // Pacific Ocean - Description and travel.

Although many books have been written about families sailing on the oceans of the world, this story deserves our attention. The Bentall's with their two children, Sam (aged 9) and Charlie, (aged 5), explore the Pacific Ocean on their 40 foot sailboat. Between their departure from Victoria, B.C. on May 24 and their arrival at the Bay of Islands, New Zealand 7 months later, the family experiences sea sickness, shortages of fuel, mechanical difficulties and varying weather conditions. These experiences are offset by the joys of meeting new people and visiting new countries.

Sam keeps a diary during the voyage. His comments on coping with B.C. correspondence courses, looking after his brother, homesickness as well as his excitement over learning navigation, how to surf and meeting new friends give us insight into a 9 - year - old's view of the trip.

The book includes drawings to illustrate various points in the story. For example, there is a map of their trip, a drawing of their boat, and an illustration of some basic knots. The cover is bright and attractive. The book could be read by Intermediate Year 4 to 7 students or read to primary students.

Recommended for all school and public libraries.

Roberta Kennard, Teacher-librarian, University Hill Secondary School, School District #39 (Vancouver).

912 British Columbia recreational atlas. -- Updated 2nd ed. -- B.C. Ministry of Environment/ Informap, 1990. -- 130 p. : ill., maps. -- ISBN 0-9693607-11-1. -- \$19.95.

Recreation areas - British Columbia - Maps // Wildlife management areas - British Columbia - Maps // British Columbia - Description and travel - Guidebooks.

There is not enough change in this updated second edition to warrant another review. The comments in the review of the 1989 second (new) edition, published in The Bookmark March 1990, are still accurate.

The only change that I could identify is that the indexes are presented in a different order. Presumably some other changes were also made as the number of pages has increased from 110 to 130, but since I do not have the 1989 edition to check I cannot tell. The accompanying publisher's blurb states that the second edition (updated) contains 20 pages of additional information, but the March 1990 review still covers the whole book,

William H. Scott, Teacher-librarian, Hope Secondary School, School District #32 (Hope).

- 921 Corinne, Tee.
Family : growing up in an alcoholic family. -- Gallerie, 1990. -- 16 p. :
ill. -- (Women artists' monographs / Gallerie) -- \$5.00 (includes shipping)

Corinne, Tee // Children of alcoholics.

Gallerie Publications
Box 2901
Panorama Drive
North Vancouver, V7G 2A4

This monograph is one in a series about women artists, their lives and the influences upon their art work. Tee Corinne gives a brief, interesting description of her childhood in an alcoholic family and relates the past to her present outlook.

As an adult, she has gradually accepted the fact that she was a battered and molested child. Corinne describes the influence her past and present has had upon her visual art project titled "Family", which developed as she re-worked photos from her grandmother's collection of five generations.

Although this monograph makes for interesting reading, it would only have limited value in a school library. The "Family project" should really be available for viewing when the reading is done. Black and white reproductions cannot sufficiently portray the qualities of mixed media drawings. The format (21.5 cm. x 14 cm., 16 page paperback) is awkward for libraries.

The book might be used with other artists' monographs from the series to compare factors that have influenced their works

Recommended for secondary schools with reservation.

Dorothea Walker Elementary School, School District #23 (Central Okanagan).

- 921 Moran, Bridget.
Stoney Creek woman : the story of Mary John. -- Tillacum, 1988. -- 142 p. :
ill. -- ISBN 0-88978-197-4.

John, Mary // Carrier Indians - History // Indians of North America - British
Columbia - Biography.

Throughout this very readable book, I was reminded of the connections between privilege and oppression. As I read, an air of injustice was always naggingly present. I felt sadness and shame but never blamed.

Mary John telling her own story through Bridget Moran, tells some sad stories about her years growing up in a racist culture and the struggles and contradictions of her adult years. She broke her silence in 1976 with the death of a young native woman. The circumstances surrounding her death turned Mary and her Native Homemakers Club political. They broke their silence together -- first women and then their men. They were strong, united and trustful. They told stories about poverty, loneliness, ill health and alcohol

misuse. Unfortunately, but perhaps predictably after the reporters had left and after the papers had stopped covering "the event", the situation in Mary John's village remained unchanged.

Powers important in Canada at the turn of the century are certainly powers important in 1991. Politics, specifically the Indian Act, and religion, which has come to seriously examine its role in the complicity were strong. As a feminist, I was naturally alerted to the gender power relations that were evident -- some familiar and some new, particularly between Mary and Lazare her husband of more than fifty years. Yet there have been a few changes. A few bands have gained control of their education funding and have established a more responsive school system. A few bands have outlawed alcohol in an attempt to refocus as a community and to work for change.

I liked the book. It made me feel sad, but Mary John is such a likeable woman and so forgiving that it also made me feel soothed. I would have liked more pictures of her. The ones that are included in the book are great!

I would have been a happier reader if the chapters had titles. These would be useful for the classroom teacher so that she or he could quickly identify the chapters where a relevant topic appears. Children using this book as a research tool may also find these chapter headings useful.

As teachers, our role in the changes that the future will bring for native justice will be defined and directed by the native people. Stoney Creek Woman will be a useful resource. With the legacy of Oka a breath of historical time away, it is a timely piece of oral history

Kathleen Mitchell, Victoria.

971.1 Murray, Peter.
From Amor to Zalm : a primer on B.C. politics and its wacky premiers. -- Orca,
1989. -- 173 p. : ill. -- ISBN 0-9205-1-21-4. ISBN 0-920501-26-5 (pbk.)

British Columbia - Politics and government // Prime ministers - British Columbia - Biography.

The subtitle of this entertaining book explains it all: A Primer in B.C. Politics and Its Wacky Premiers. Peter Murray has selected some of the more eccentric, colorful and downright strange men who have surfaced to lead the government of British Columbia since Confederation.

He begins with the first Premier of British Columbia, John Foster McCreight who was not voted into office but appointed by the Lieutenant Governor, Joseph Trutch. McCreight was not interested in politics at all, and so was not likely to cause political trouble like some of the rabble rouser in the house - Amor de Cosmos, for example. Of de Cosmos, Murray says "(he) set a high standard for eccentricity by which the others (premiers) can be measured" De Cosmos was a brawler, a red-neck and had an obsessive fear of electricity. His defeat in 1881 ended his public life, and he was eventually declared to be of unsound mind and died in 1897.

Murray includes in his list of eccentric premiers Richard McBride, "Fighting" Joe Martin, W.A.C.Bennette, William Bowser, John Oliver, Duff Pattullo, Bill Bennett, Dave Barrett and finally "The Fantasy Man" Bill Vander Zalm.

In trying to explain why so many of B.C.'s premiers have been, to put it mildly, different from the usual run of provincial premiers, Murray says that perhaps the boom-and-bust economy of this primary

industry province is to blame. Many of our premiers have simply seen the resources as existing to be exploited. "The province's riches have been the undoing of its leaders. The stability and political sanity of less endowed provinces have eluded us.

This is entertaining political history, and will certainly interest adult readers who like trivia with their politics. It is not, however, the stuff of which reports are made. It has an index and a bibliography so that information on the various premiers can be easily located, but secondary students would, in my opinion, be frustrated by the information they would find.

I enjoyed the book and would highly recommend it for public library collections, but not for secondary school library collections.

Anne Rowe, Teacher-librarian, Prince George Secondary School, School District #57 (Prince George).

- 971.1 Thompson, G.W.
Boats, bucksaws and blisters : pioneer tales of the Powell River area. -- Powell
River Heritage Research Assoc., 1990. -- 410 p. : ill., maps. -- ISBN 0-88925-958-5.

Powell River (B.C.) - History // British Columbia - History, Local.

Bill Thompson has set out to chronicle the recent history of the Powell River region. The author does look at the native contributions to the region, but in the main he is concerned with early pioneer settlements. History unfolds thru a series of interviews with pioneers or surviving relatives or friends. The author covers the geographical areas of Jervis Inlet in the south, to Desolation Sound in the north - including Texada Island. The book begins with stories emanating from southern regions and ends in the north. The interviews are personable and written in a popular style at primarily a Grade 7 level. The presentation is lively and one is reminded of the CBC radio programme: "Voice of the Pioneers". The book is not only a valuable rendering of the history of this region, but is also an interesting study of the diverse individuals who pioneered this area. The photographs compliment the text, while the maps on the inside covers, enable the reader to visually follow the stories presented here. While the author credits sources of information, usually at the beginning of each interview, there is no bibliography or list appended. An extensive index is included and the book is well bound.

I recommend this book to teacher-librarians at secondary schools, particularly those situated in the Powell River / Sunshine Coast and Gulf Island areas.

Ken Knutson, Teacher-librarian, Dr. D.A.Perley Elementary School, School District #12 (Grand Forks).

"BCTLA Reviews" is co-ordinated by: Val Hamilton, Penny Haggarty, and Debra Simmons
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

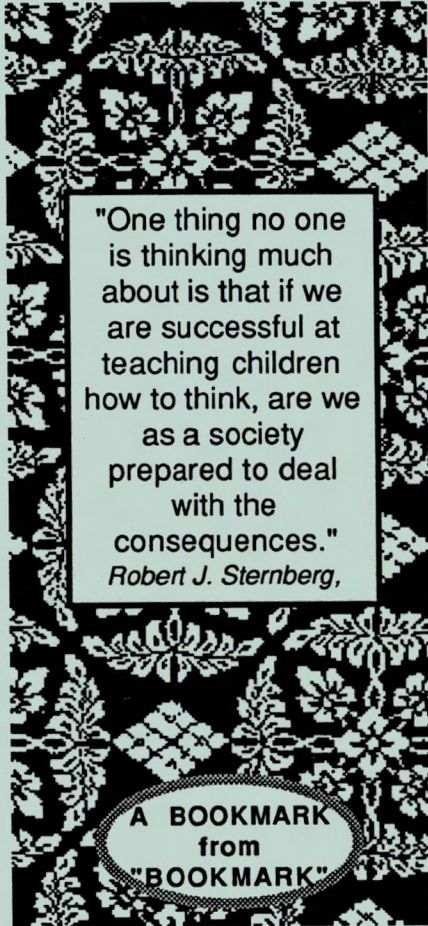
Reviews are edited by Dianne Driscoll.

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.



"One thing no one is thinking much about is that if we are successful at teaching children how to think, are we as a society prepared to deal with the consequences."

Robert J. Sternberg,

A BOOKMARK
from
"BOOKMARK"

EXTRA!

EXTRA!

Buy additional copies of The Bookmark's Dec 1990

environmental issue



"Cows, Cars and Chainsaws"

for only \$10.00, including postage

Contact: Donna Doerksen
4108 Edinburgh
Burnaby, BC, V5C 1R9
294-8523 (h) 433-0516 (s)



"IMAGINATION OR REALITY?"

Science Fiction and Fantasy Booktalks for Children and Young Adults

An amazing collection of booktalks - over
three dozen Fantasy and four dozen
Science-Fiction

Page after page of books by you and your
students favorite authors - like Lloyd
Alexander, Susan Cooper, Kit Pearson,
Robert Heinlein, Monica Hughes and many,
many more

Indexes like you've never seen
before! Subject, title, readability,
central character, related titles ... and
a bibliography of some of the best
sources

ORDER NOW!
BCTLA SALES,
Dianne Rabel,
1501 2nd Ave., Prince Rupert, B.C V8J 1J5
Per copy: \$15.00



BCTLA 1990-91 DIRECTORY

PRESIDENT

Patricia Finlay
5649 Carson Street
Burnaby, BC
V5J 2Z4
H: 438-6269
S: 420-3619

**VICE-PRESIDENT &
CHAPTER RELATIONS**

Vincenza Cameron
929 Nicholson Street
Victoria, BC V8X 4B3
H: 479-1124
FAX: 479-1974

TREASURER

Stephen Harris
2215 Stewart Avenue
Courtenay, BC
V9N 3J1
H: 334-4222
S: 338-9262

**CORRESPONDING
SECRETARY**

Robyn Smart
2451 Huble Place
Prince George, BC V2N 3C8
H: 562-2711
S: 562-5822

**RECORDING
SECRETARY**

Karen Davidson
#9, 7549 - 140th Street
Surrey, BC V3W 5J9
H: 599-0546
S: 585-3104

PAST PRESIDENT

Diana Poole
RR#3, Barker Site 2
Box 29, Quesnel, BC
V2J 3H7
H: 249-5362
S: 249-5913

**PUBLICATIONS
COORDINATOR**

Donna Doerksen
4108 Edinburgh Street
Burnaby, BC
V5C 1R9
H: 294-8523
S: 433-0516

**BCTLA REVIEWS
EDITOR**

Dianne Driscoll
816 Alderside Road
Port Moody, BC
V3H 3A5
H: 469-1990
S: 936-7205

**REVIEWING SERVICE
COORDINATORS**

Penny Haggarty & Debbie Simmons
Vancouver School Board
c/o Curriculum Resources
Processing Centre
2530 East 43rd Avenue
Vancouver, BC V5R 2Y2

CONTINUING EDUCATION

Jo-Anne Naslund, Co-Chair
C7—3545 East 43rd Avenue
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: 248-4241

BCTLA LIAISON TO BCLA

Trish Maskell
395 West 20th Avenue
Vancouver, BC
V5Y 2C5
H: 873-6639
S: 263-3255

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

ARCHIVES

Gordon Stubbs
4830 Osler Street
Vancouver, BC V6H 2Y7
H: 738-0954

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)

Production Manager

Jim Crook
4607 Cove Cliff Road
North Vancouver, BC V7G 1H7
H: 929-3901
S: 926-7534

Harold Berson
8469 Portside Court
Vancouver, BC V5P 4V4
H: 327-6799
S: 437-9751

Elaine Clague
55 — 2212 Folkestone Way
West Vancouver, BC V7S 2X7
H: 922-8753 S: 929-5411

Lina D'Onofrio
306-6688 Willingdon Ave
Burnaby, BC V5H 2V8
H: 436-3722 ; S: 682-8022

John Pope
866 Thermal Drive
Coquitlam, BC V3J 6R6
H: 461-7355; S: 936-1451

Barb Smith
2772 Crescentview Drive
North Vancouver, BC V7R 2V1
H: 987-3973; S: 984-0447

Carl Stymiest
PH 1 — 2041 Bellwood Avenue
Burnaby, BC V5B 4V5
H: 299-8758; S: 980-2651

Willa Walsh
3800 Raymond Avenue
Richmond, BC V7E 1B1
H: 274-9705; S: 274-7258

Donna Doerksen
Dianne Driscoll
(addresses above)

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

WEAVING THE STRANDS

ADVERTISING MANAGER

Alwynn Pollard
3516 West 33rd Avenue
Vancouver, BC
V6N 2H4 H: 263-7600

SALES:

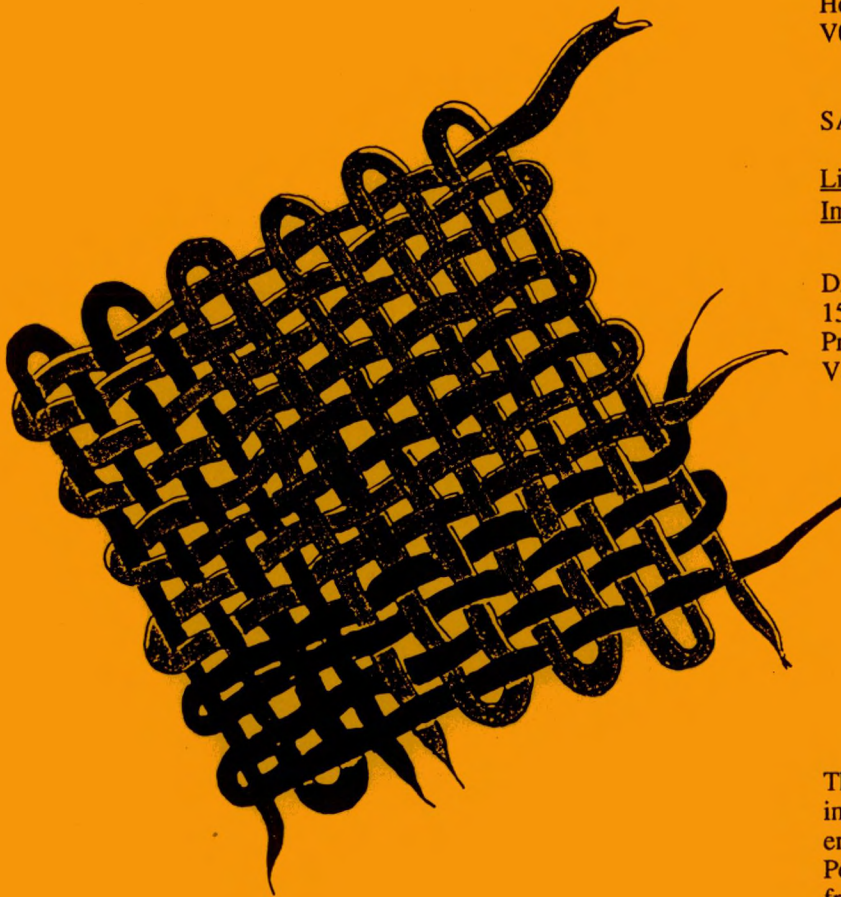
Fuel For Change
Implementing Change and
French Subject Headings

Bill Scott
Box 985
Hope, BC
V0X 1L0 H: 869-5238

SALES:

Links to Literature
Imagination or Reality

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



The BCTLA hereby grants copyright permission to individuals who wish to make a single copy of an entire article, unit or bibliography for their own use. Permission to make multiple copies must be obtained from the BCTLA's Publications Coordinator or from the Senior Editor of The Bookmark. Written requests should include pertinent information such as intended use, number of copies, pages required, and audience.