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BCTLA

THE BOOKMARK



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BOOKMARK EDITORIAL BOARD: SEE INSIDE BACK COVER

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STATEMENT OF PURPOSE

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



JUNE 1993 ISSUE

**EVERYTHING YOU EVER WANTED TO KNOW ...but were
afraid to ask**

This is our question and answer issue. Readers are invited to submit their questions throughout the year and the editors will try to find those "experts" who can give us the answers. Or you may have a problem or question that challenged you, you have worked out a successful response to it and now you are ready to share both problem and response with other teacher-librarians.

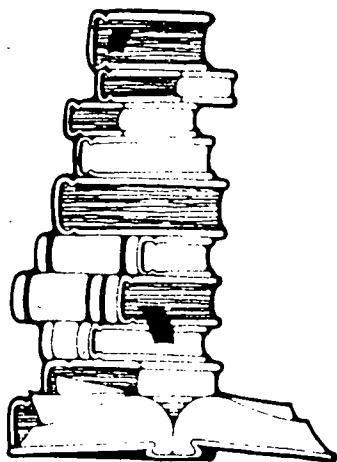
Please write your question or problem in this space:

Do you have your own solution which you would like to submit to Bookmark for this challenge? ____ Yes ____ No

Name _____ Tel. No. _____ School _____

**Please fill in, fold so return address (on back of this form)
shows, stamp and mail to us.**

DEADLINE: early April, 1993 at the latest



IN CIRCULATION

by KRIS NELLIS, BCTLA President

Thank you to all the Chapter Councilors that attended the Fall Councilor's meeting on October 17th. It is always a hectic day but I hope that you found it valuable. A special thank you to Bonnie McComb for compiling the Chapter concerns that were raised during the break-out groups and for listing the strategies that were suggested to help meet these challenges. The Working and Learning Conditions survey results are in this issue and I hope that they will provide you with additional information for presentations or briefs. Thank you to Ray Walker for putting in the long hours needed to compile the survey and to all the Chapter Councilors that submitted results. Good luck, councilors, in your efforts to resolve your chapter's concerns!

Congratulations to the Senior Editor of *The Bookmark*, Willa Walsh, upon winning the 1991/92 Alan Knight Memorial Award for her article, "The Chips are Down". This \$100 award was given belatedly after the Chapter Councilors voted to delete the clause that excluded members of the editorial board of *The Bookmark* and the Executive Board of the BCTLA from being eligible for this award. Thank you to the Surrey chapter for being the

selection committee this year.

At the Councilor's meeting I was asked to inquire about the teacher-librarians that are on Ministry committees, and particularly if there is a teacher-librarian on the Fine Arts Committee. I talked to Judith Blakeston, our contact at the BCTF, and she informed me that there was not a teacher-librarian on the Fine Arts Committee but, in hindsight, she realized one should have been appointed. Unfortunately, Judith did not feel that she could tell me who was on other Ministry Committees but from another source I discovered that Melodie Brandon, an elementary teacher-librarian in Surrey, is a member of the newly formed Social Studies Committee. If you know of others, or are a committee member yourself, perhaps you could let me know. Judith does understand the importance of having a teacher-librarian on Ministry Curriculum Committees and she assured me that teacher-librarians would be included when any new committees are struck. In the future, committees will be formed for short durations in order to accomplish specific tasks. There are forms, entitled "BCTF Representatives for Ministry Committees", available in schools for those interested in serving on these committees. **Please fill in a form and forward it to Judith Blakeston at the BCTF if you are interested in future committees.**

The BCTLA's application to the BCTF for a grant to prepare a response to the Language Arts/English, Science, and Learning for Living Curriculum/Assessment Frameworks has been approved. Thank you to Nanaimo, Howe Sound, Prince George, West Kootenay, Vancouver and Coquitlam for agreeing to prepare a response to one of these frameworks and thank you to Patricia Finlay and Karen Davidson for agreeing to collate the responses into the submission that will be forwarded to the Ministry of Education.

In early November, Judith Kootte, the teacher-librarian at Maple Lane Elementary in Richmond, was the BCTF/BCTLA representative at the BC Library Association's symposium on Information Policy. Judith had written a response, on behalf of BCTLA, to the National Summit on Information Policy that was held in Ottawa in early December so we asked her to represent us at this event. The BCLA symposium addressed similar issues as the National Summit but focused particularly on access to information. Judith found disturbing the discussions about cases where individuals were either

denied access, given limited access, or charged hefty fees for access to supposedly public information. She has developed a passion for this issue and will hopefully find time to write about it in a future issue of *The Bookmark*. She has collected a considerable amount of material that she is prepared to share with anyone who is interested; she can be contacted at her school. I would like to thank Judith again for her written response and for representing us at the BCLA forum.

The Continuing Education Committee, under Marilyn Hannis's guidance, continues to work on the networking and visitation booklets but they know there are more schools around the province that would be of interest to teacher-librarians and should be included in the Visitation Booklet. Please let Marilyn know of any teacher-librarians in your chapter that would be willing to have visitors to their library resource centres. Marilyn Hannis and Valerie Dare, another member of the Continuing Education Committee, both gave workshops at the ESL Conference on October 16th. Their committee is certainly doing its part to raise the profile of teacher-librarians among other PSA's! Marilyn is interested in hearing if there are other teacher-librarians that have given, or would be prepared to give, a workshop to another PSA so that she can compile a list of presenters that can be given to the PSA Presidents.

As both Bernice Betts and Ken Haycock emphasized at Update '92, we need to expand our horizons beyond our own circle in order to raise our profile and have others realize the important role that the teacher-librarian should be assuming within a school. Please get involved—write an article for another PSA's journal; make presentations to your local bargaining committee; investigate forming an LSA Council in your district; join an implementation committee at either the school or district level; work with your principal to further develop teacher commitment to cooperative program planning and teaching. Let us know about your activities and we'll spread the word!

The essential first step...is the clarification of the role of the teacher-librarian.

Ken Haycock

If we wait for certainty in this profession, we will wait forever.

Ken Haycock

Teacher-librarians tend to be hired on the basis of how well they can walk a tight-rope, and evaluated on how well they can play the violin.

Ken Haycock



One of the most interesting and broadening learning experiences I ever had occurred when I enrolled in a Counselling Psychology course two years ago at UBC. Although I had heard of different learning styles and different personality types I had never really seriously considered their application to the classroom. I had vague ideas about “linear learners,” “abstract global thinkers” and “concrete sequentials” but that was the extent of my knowledge. I was also aware of “visual,” “verbal” or “kinesthetic” learners, and had dabbled in the popular debate of right brain/left brain dominance in students. I knew that lessons and teaching strategies should take into consideration all these differences, but I was not quite sure how to identify diverse learning approaches in the students, or how to adapt my teaching style to encompass a broad range of learning styles.

The course I took made the types crystal clear and offered teaching methods tailored directly to students who “march to a different drummer.” The “different drummer,” of course, is anyone who does not march to my tune or to my way of learning! Finding my own type was one of those “ah ha!” experiences in my life—a light went on and I suddenly realized why I had problems in relating to certain students, friends, colleagues, and members of my family. Our types were diametrically opposed to each other and this led to great misunderstanding and even greater miscommunication. It was as if we spoke different languages! And, indeed, we did. I used the Kiersey Personality Sorter questionnaire on all of my close friends and was amazed to find that we all had similar personalities—what a coincidence!

Not really, when you think about it—I had probably just been drawn to persons who marched to my own personality type.

The professor in my course divided our class into homogeneous groups—all those of the same dominant personality type were together. We then had to plan a lesson and present it to our “opposites”—the group most different in personality type from our own. It was an amazing experience! We could choose any topic to teach, had to tell how we would teach it, how many lessons, etc., and how we would evaluate the students. We were also to incorporate in our lesson teaching strategies which would appeal to all four aspects of the personality types we were studying. Quite a challenge!

It turned out that my group and our opposites were the types that experience most conflict and misunderstanding. Our lessons dramatically revealed these difficulties. It was a shocking and hilarious experience as we presented what we thought was a great teaching unit, and were subsequently shot down in flames by our opposite numbers. We in turn threw our hands up in despair when the other team presented their ideal lesson. Here are the lessons:

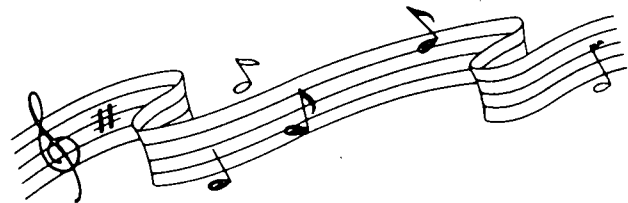
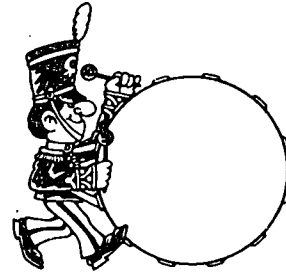
Group A, the “Intuitives” chose to teach a language/literature unit which focused on fairy tales—specifically the Hansel and Gretel tale. We would approach it from a cross-cultural viewpoint and find equivalent tales from other ethnic cultures—much like the universal Cinderella story. The lessons would revolve around broad themes like “hunger,” “third world versus first world,” “greed,” and the plight of children in the world’s community. Students would act out the various ethnic stories, write their own version of the tale, and present a play, involving costumes and appropriate music, to the entire school. We had no idea how long this would take, and never got around to discussing evaluation as we were so caught up in the multitude of ideas this unit generated.

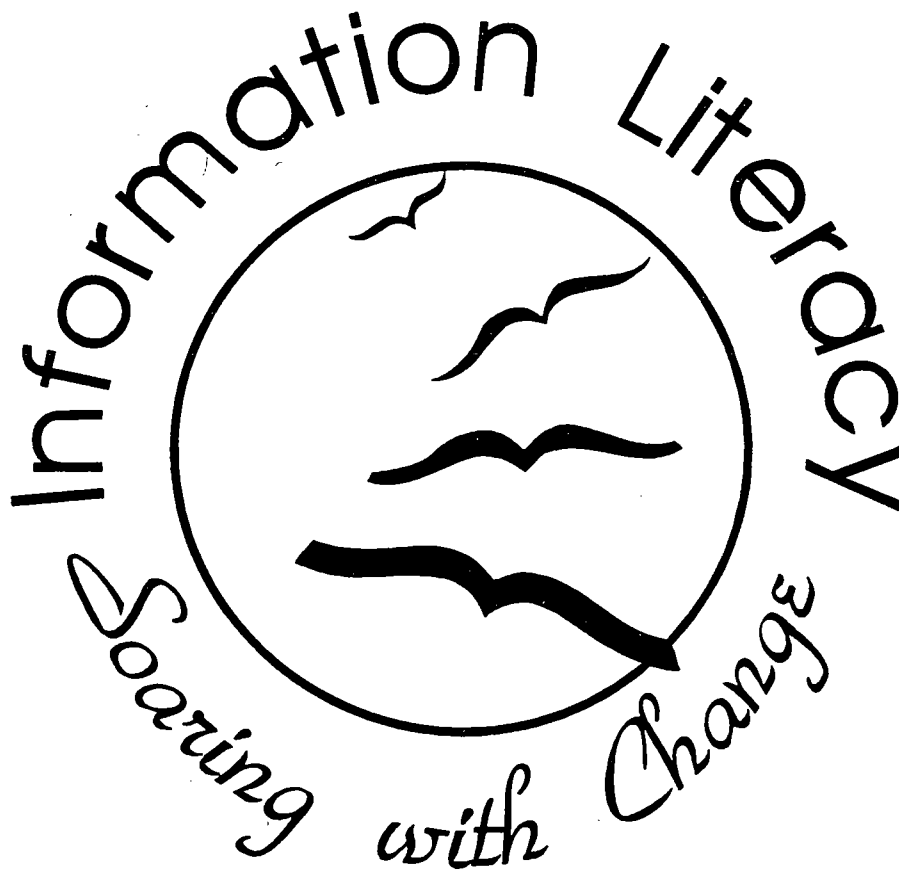
Group B, the “Sensors” chose to teach a physical education lesson in basketball—specifically the “set shot.” Students would gather in the gym and the teacher would explain the various moves which make up the “set shot.” Each move would be analyzed separately and demonstrated by the teacher. Students would write a short quiz on the various components of the “set shot” putting each step in order and explaining it in detail. Students would then each practice the shot as the class and teacher watched.

They would be corrected as they performed. When all had finished, the class would view a video of the "set shot" which could be "frozen" at each step of the procedure. The whole process would be reviewed after the video and the students would again practice doing the manoeuvre. They would be given a few minutes each to perform, and would be marked on their correct execution. Marks would out of ten points and the lesson would take seventy-five minutes.

What do these lessons have in common? Not much! The "sensing" group was appalled at my group's lack of organization, vague expectations and total disregard for time. We were called "flakes" and they felt that our students would be confused and overwhelmed with all our "bright ideas" without any skill development! We, in turn, said that their lesson was "boring" and accused them of being rigid, and unimaginative! All of this was in fun, of course, but with an element of truth, nevertheless. We learned a great deal from this experience and got a glimpse of the other side's viewpoint—even though neither group wanted to exchange lessons!

Respect the different drummer in your students and adapt to encompass them in your lessons, but do not expect to truly understand or see the world through their eyes. Capitalize, rather, on your own type's strengths.





Lloydminster, Alberta

Wednesday, April 21 - Saturday, April 24, 1993

This Second Canadian National Conference, dedicated to the advancement of teacher-librarianship, is being jointly sponsored by the Association for Teacher-librarianship in Canada (ATLC) and the Saskatchewan School Library Association (SSLA).

Conference Registration Packages will be mailed out in January to all those who are members of ATLC or SSLA at that time. Non-members may request packages by contacting Brian Laing, Conference Co-Chairperson, 5615 - 42nd Street, Lloydminster, AB T9V 0A2 (Tel.: 403 875-5513; Fax: 403 875-7829)

BOOKMARK PUBLICATION GUIDE

by JIM HOLGATE, teacher-librarian, L. A. Matheson Junior Secondary School, SD#36 (Surrey).

Become an author in an award-winning journal! Every issue of *The Bookmark* includes cooperative planned units developed by teacher-librarians that other teacher-librarians can adapt and use in their own library-classrooms. We publish articles that address diverse issues affecting teacher-librarians. We also welcome notices of upcoming conferences, background material on Canadian authors, and resource lists. Look for notices telling what the upcoming issues will be about. If you have a unit or article that you would like to see published, please send it! We rely on the contributions of our readers!

We need to make sure that we do not run afoul of copyright laws. If the unit or article you are submitting includes something that has been previously published, it is vital that written permission be secured from the original publisher. If you cannot get permission, please attach a note describing what sections do not have copyright clearance. Include the name and address of the publisher, if known.

STEP ONE: ORGANIZE FOR PUBLICATION

IF YOU ARE SUBMITTING A UNIT:

This checklist, adapted from *Fuel for Change: Cooperative Planning and Teaching*, is included to help you organize a resource-based cooperatively planned unit for publication.

- 1 Title, Names of Teacher-librarian, teachers, school, school district number and name
- 2 Unit background
 - a) What is being accomplished
 - b) Approximate time line
 - c) About the students (Age, special characteristics)
 - d) How the unit fits into the classroom experience before and after the unit
 - e) Brief description of what students produce
- 3 Process
 - a) Initiation (Where did the idea come from?)
 - b) Objectives (Content, thinking skills, research skills. Affective objectives.)
 - c) Description of activities (Be brief; lesson plans and student materials follow.)
 - d) Preparation and teaching responsibilities for teachers and the teacher-librarian
 - e) Plan for evaluation of students
 - f) Plan for evaluation of unit (Strategies, resources etc.)
- 4 Actual Unit
 - a) Classroom: What happens before the students come to the library resource centre?
 - b) Library Resource Centre: Teacher, teacher-librarian, and student activities
 - c) Materials prepared for students (in chronological order) may be included.
 - d) Evaluation materials
- 5 Evaluation of the unit and possible revisions. (What went particularly well? What could be improved?)
- 6 Resource list: The ISBN code makes it easier for readers to order materials.

IF YOU ARE SUBMITTING AN ARTICLE:

- 1 Title of article, author, job title, organization
- 2 Body of article. Articles should address issues that specifically apply to teacher-librarians. An article about how teacher-librarians can adapt resource-based units for visually impaired students is probably of much greater interest to teacher-librarians than a generic article about visually impaired students. *The Bookmark* includes a statement of purpose immediately following the table of contents in every issue. Its purpose is to guide contributors and editors.
- 3 Bibliography

IF YOU ARE SUBMITTING A RESOURCE LIST:

- 1 Title, teacher-librarian, school, school district number and name
- 2 These resource lists are used for selection. Therefore, the materials should be available and the resource list should include ISBN codes. We prefer the American Psychological Association (APA) format.

IF YOU ARE SUBMITTING NOTICE OF AN UPCOMING EVENT:

- 1 Title of event
- 2 Description of event
- 3 Contact person, organization, address
- 4 Time and dates of event.
- 5 Cost and deadline for application

STEP TWO: WRITE

Our readers are accustomed to the way units, articles and resource lists are organized in *The Bookmark*, and can quickly peruse contributions that follow the outlines given above. As a practical consideration, you will probably find that the standard outlines given above often aid the writing process in the same way that good road maps facilitate the driving process—they orient you to where you are going. Of course, some people love the challenge of exploring the wilderness without a map! We want to assure rugged individualists eager to share a contribution that does not fit neatly into our regular style and content guidelines that we do not aim for a totally uniform standard for everything we print. Consider the outlines as a guide, not as a prescription. Our goal is to ensure that published units include enough information so that the whole process of planning, implementation and evaluation is clear.

Some cooperative units use an outline approach, some use tables and diagrams, and others use sentences and paragraphs exclusively. It is up to our contributors to choose the presentation approach that achieves effective and concise communication. Remember that teacher-librarians frequently share articles and units with staff and school administrators

who may not be fully conversant with special terms and acronyms. Define these terms the first time you mention them.

The editors can help to tighten up the description or to correct grammar, punctuation and spelling mistakes. Perfection is not required! The important thing is that your good ideas are communicated to other teacher-librarians.

STEP THREE: FORMAT

Submissions can be typewritten. We particularly appreciate it when submissions are sent on 3.5 inch computer disks from either PC-DOS or Macintosh computers.

The editing job is simplified somewhat if submissions on disk have the right text style, size and indenting. Macintosh computers are used to prepare camera-ready copy. The programs can handle most popular word processing formats, including Microsoft Works, Word, Word Perfect, and Claris Works. Please send hard copy on paper to show how text, illustrations and tables should look.

Titles, and headings are capitalized.

MAIN TITLES ARE TIMES 18 POINT BOLD

Author information is not indented and is set in Times 12 point. The author's name is set in **BOLD CAPITAL LETTERS**. Author information is not indented and is not justified. The format for author information is as follows:

by **JIM CROOK**, teacher-librarian, Hillside Middle School, SD#43 (West Vancouver).

SUBHEADINGS ARE TIMES 14 POINT BOLD SIZE

LESSER HEADINGS WITHIN AN ARTICLE MAY BE 12 POINT BOLD OR 10 POINT BOLD

The size of the lettering is 12 point size for student materials. We use 10 point size for articles,

commentaries and book reviews. If you are using a Macintosh, you can determine how the article will look if you set the right margin to 6 1/4 inches if the article is a single column, or to 3 inches if the article is going to be in two columns. The first line is indented 1/2 inch for one column articles and 1/4 inch for two column articles. The font is Times.

Please allow the computer program to wrap the sentences, and only include a single line of space at the end of each paragraph. Our page layout program takes care of how the text will look on the page, so it is not necessary to send in articles with three inch wide columns.

Tables of information should be typed in the point size that they will appear. Use tabs instead of spaces to separate the columns, because if you use the space bar the table will go out of alignment when the text is copied to the layout program. Include hard copy on paper or a sketch to show how the information should appear.

The Bookmark formats reviews of books as follows. *Italics* are used for titles. Lines after the first line are indented. The ISBN number and price are included if they are known. For more examples, look in the BCTLA Reviews section of *The Bookmark*.

686.2 Williams, Robin.
The Mac is not a typewriter. — Peachpit,
1990. — 72 p. ill. — ISBN 0-938151-31-
2. (pbk.). — \$9.95.

For bibliographies of features and articles, *The Bookmark* uses the APA format. *Italics* are used for titles of books and journals. For three inch columns, lines after the first line are indented 1/4 inch. For full columns, lines after the first column are indented 1/2 inch.

Austrom, Liz. (1989). Content Guide: The other half of style. *The Bookmark*, 30 (4), 127-128.

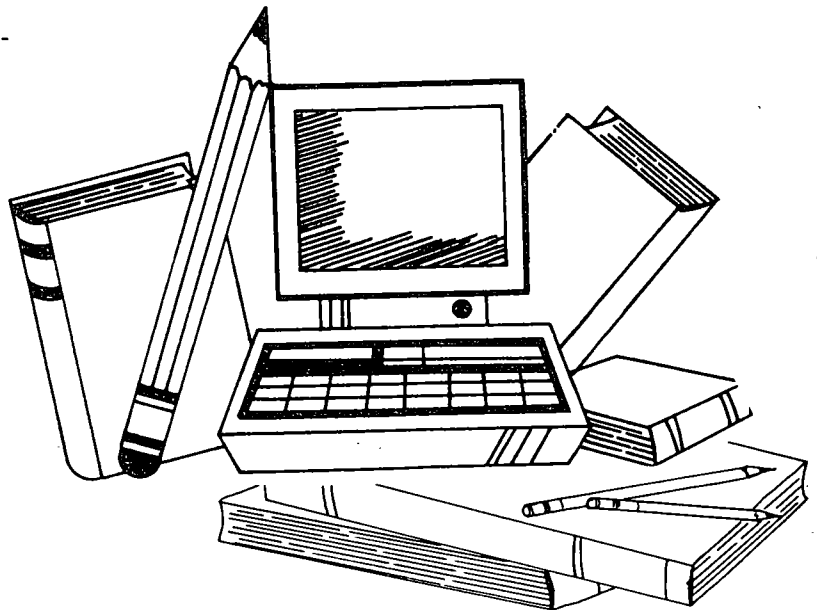
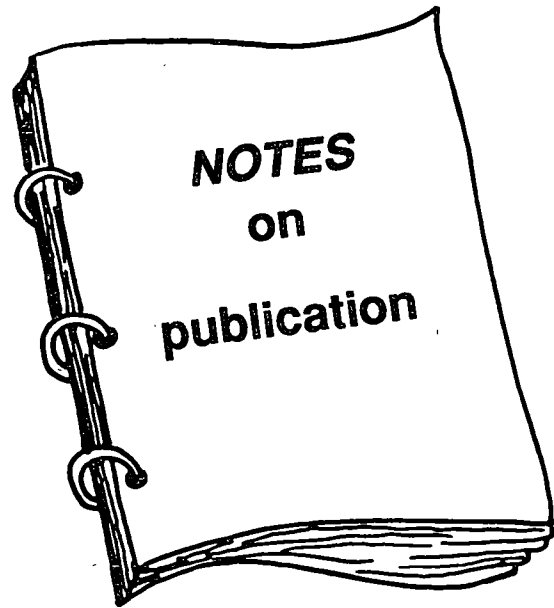
Williams, Robin. (1990). *The Mac is not a typewriter.* Berkeley, CA.: Peachpit.

STEP FOUR: SEND IT IN!

Look in the current issue of *The Bookmark* for the deadlines for submission. Submit your articles as early as possible to one of the editorial board members listed on the inside back cover of each issue.

Information about submitting book reviews is included in the BCTLA Reviews section of the journal.

We invite chapters to adopt an issue of *The Bookmark* and submit as many articles as possible to that issue. We will make special mention of the chapter's contribution in the issue itself and in the minutes and annual reports of the BCTLA.





1991 ALAN KNIGHT MEMORIAL AWARD WINNER

**Willa Walsh
Teacher•Librarian
McNair Senior Secondary School
SD#38 (Richmond)**

“The Chips Are Up! Automation Project: A Model,” *The Bookmark*, Vol. 32 Number 4 (June 1991), p. 52•55.

Criteria:

1. Presented to BCTLA member annually
2. Original article in *The Bookmark*
3. Article either theoretical or practical
4. Continues the history of school library resource centres
5. Contributes to the professional growth of teacher•librarianship

Award Citation: This article was selected because it:

- reflects a growing connection between libraries and technology
- struck a familiar cord for people in the midst of “automation”
- takes away some of the fear and mystique that usually accompanies change
- provides a plan so others may avoid pitfalls of incorporating new technology
- gives a realistic view of long term projects
- reflects the spirit of teacher•librarianship today by demonstrating collaboration/ sharing with others
- shows the need for all levels of school and district staff to work together
- includes ideas for keeping others informed of the progress of the project

THEME SECTION



A DIFFERENT DRUMMER



Association for Teacher-Librarianship
in Canada

the national association for
teacher-librarians committed to
personal and professional growth —
connect with your colleagues from
across the country!

Join The Movement!

\$40 brings you the organizational plan, constitution,
membership directory, news and a year's membership!

ASSOCIATION FOR TEACHER-LIBRARIANSHIP IN CANADA
2561 Western Avenue, North Vancouver, B.C. V7N 3L2

YES! I'm joining!

Name _____

Institution _____

Address _____

City _____

Province _____ Postal Code _____

\$40 cheque enclosed

LEARNING STYLES AND THE MULTICULTURAL CLASSROOM

by **ARTHUR J. MORE**, professor, Faculty of Education, University of British Columbia.

What is your picture of a multicultural classroom? Do most of the children speak English as an additional language? Are only a few from minority cultures? Are most? What cultural groups are represented: Punjabi, Chinese, Native Indian, Iranian, South-east Asian? Are there significant differences between individuals and groups within each of these major cultural divisions?

In the multicultural classrooms which I visit, teachers are using a variety of approaches. Some teachers work on English language development. Some learn about the cultures (homeland and Canadian) represented by their students. Some see the "other" students as a major difficulty; some see them as both a resource and a difficulty. Some hope these students will quickly become "normal Canadians"; others are less ethnocentric. Some do not see the diversity among individuals within each cultural group; others do. Some believe that "same treatment" and "equal opportunity to learn" are the same thing; others understand the difference. All feel they are unable to give their students as much help as needed.

Some of the teachers are concerned with individual differences in learning styles. That is, they are concerned with the ways their students perceive, organize, process, reason and code information as they learn. And they are concerned with the instructional settings in which their students learn best.

Some ask if there are cultural patterns, as well as individual differences, in learning styles. Are there cultural patterns on which they could build to teach their students more effectively?

The answer to their questions seems to be a carefully qualified "Yes." It cannot be said that there are specific learning styles for specific cultures. But culture can have a meaningful effect on learning

styles, on the ways that students learn best. And that is the focus of this article - an understanding of ways in which teachers can use learning styles to help students from a variety of cultural backgrounds.

For example, for some students who have difficulty learning a concept, it may not be best to break it down into increasingly smaller parts until the student understands. For these students it is often more effective to focus first on the overall concept in general terms. It may be better to use a diagram or image rather than words to teach a complex relationship. As another example, students need a great deal of time to reflect on an idea, others need to try it right away and get some feedback on their learning.

These are all examples of individual differences in learning styles - and some of these differences may be related to cultural background.

In the remainder of this article, the notion of learning style is discussed and steps for classroom use are given. There is also a discussion of ways in which learning styles are learned and the manner in which culture affects this. Then some of the culturally-related learning style patterns are described. Next is a description of two integrated teaching style learning style scales that I have developed for use by classroom teachers. Finally, some examples and activities that have been used successfully by teachers are presented. Most of the article is based on my professional development workshop, "Learning Styles and the Multicultural Classroom."

What are Learning Styles?

I am sure that you can remember situations in which you explained a difficult concept one way and some of your students grasped it. When you explained it another way, other students grasped it. Or some students grasped the concept best when you used a diagram or image. Others grasped it better when you used dictionary-style definitions. Some students developed their reading skills better when you emphasized whole language. Others did better when you emphasized phonics and word attack skills.

All of these examples illustrate what is meant by learning styles. Learning styles are the mental processes and instructional settings a student uses most effectively while learning. Mental processes refers to organizing, perceiving, coding, remembering and reasoning. Learning styles may also refer to the usual, rather than the most effective processes and settings. But it is far more practical in the classroom to focus on the most effective learning styles.

Five dimensions of Learning Styles:

There are five dimensions of learning styles which I have found in my research and my work with teachers to be the most useful for the classroom.

These are as follows:

1. Global — Analytic
2. Verbal — Imaginal
3. Concrete — Abstract
4. TEF — Reflective
5. Modality

The first dimension is Global — Analytic. At the global end the student tends to understand best when the overall concept is presented first, or presented in meaningful context. The more analytic student tends to learn better when learning is presented in small parts and gradually built up to the whole. Context is less important (even confusing). For example, in learning latitude and longitude, the more global student will learn best when the functions of longitude and latitude are presented with meaningful examples right at the beginning. An overall chart may be particularly helpful for this student. The more analytic student works best if one term is presented first and fully understood, then the second term, then the applications.

It is important to think of global and analytic processes as being on a spectrum or continuum representing different combinations of global and analytic processing. By contrast, some other learning style models strictly categorize students into global or analytic, rather than more global or more analytic. They miss the fact that no learning or thinking process is entirely global or entirely analytic. I prefer to conceptualize students as being at different places on a continuum between exclusively global and exclusively analytic.

The second dimension of learning styles is Verbal — Imaginal. The more verbal learner learns

better from dictionary-style definitions, relies more on words and labels, and may use verbal regulation of behavior more effectively. The more verbal learner will remember concepts better if he or she codes them verbally. The more imaginal learner learns better from images, symbols and diagrams. The more imaginal learner remembers better if the coding uses images, and may use images to regulate behaviour.

Imagery is one of the areas in which our western, European culture is lacking. We don't make good use of it except in poetry and advertising. Note that poetry uses words, but it is the images which it evokes that are important. Yet imagery can be very effective in teaching. Almost all of us could improve in our teaching techniques in this area.

Imagery refers to more than visual imagery. Students can also code and process sound images or images involving any of the other senses. For example, a student may have a sound image of a major chord by remembering the individual notes which make up that major chord (analytic-image) or by remembering the image which those sounds make when they occur together (global-image).

Images need not be memories of actual events nor do they need to be accurate. For example, imagine the taste of a mustard and jam sandwich. While it's not likely that you've ever had such an abominable sandwich, I'm sure you can imagine its taste, correctly or incorrectly.

Images need not be concrete. They can be quite abstract. For example, consider your images for the word "love," or "power." These words bring a very complex set of concrete (visual, tactile, taste, etc.) and abstract images to mind. The abstract images may be so abstract and complex that you couldn't possibly communicate them. But they exist, and they are very much a part of your remembering and learning processes.

A third dimension for learning styles is concrete — abstract. This dimension needs little explanation, except to remind the reader that some students do learn better when the concept is presented first in its abstract form (perhaps as a principle or rule). Such students will sometimes even be confused by, or fixate on, the concrete examples which you give.

The fourth dimension: TEF — REFLECTIVE is still being developed. It comes mainly from my work

with Native Indian students and from discussions with the old people as they compare traditional Native ways of learning to contemporary ways. At one end of the continuum is a reflective type of learning in which the learner completely thinks through the concept before using it. At the other end is what I call "Trial/Error/Feedback" or "TEF", in which the learner responds more quickly (trial), knowing the answer may not be completely correct (error), expecting to learn from the teacher's feedback to the response. We use both types of learning as part of teaching. For example, we may ask the student to carefully think through a concept before answering (reflective). Or we may ask the child to respond (trial) knowing that there will be some errors in the response and that we will give some feedback to help the student refine his or her understanding. For example, one learns to ride a bicycle using TEF learning.

Impulsive responding is not a part of TEF. Impulsive learning is usually ineffective. It usually involves trial and error but no feedback. As a result it is usually ineffective. Impulsive responding is more often an attention getting behaviour, not a learning style. If the TEF approach is to work well, feedback which is perceived and understood must be an integral part of the process.

The fifth dimension of learning styles is modality. This multiple dimension reflects the fact that some students learn more effectively through seeing, others through hearing, others through touching. For example, a kindergarten student learning the letters of the alphabet may be helped considerably by tracing letters on a piece of sandpaper cut in the shape of the letter (tactile mode). Another student may find this of little value. One student may find visual input more useful than auditory in learning, another may find the opposite.

Other Learning Styles

The five dimensions of learning styles just discussed, all relate to cognitive processes. I am most interested in cognitive learning styles because in the long run, I think they will be the most helpful to classroom teachers.

However, there is a whole set of learning style dimensions which are external to the learner. These include instructional settings such as cooperative - competitive, individual - group, formal - informal,

warm - cold teacher, high - low demand learning climate. They may also include physical settings, such as arrangement of desks, room temperature, light level and time of day.

"Best" Learning Style

It is important to distinguish between learning styles as the process in which the student has the greater strength compared to learning styles which the student usually uses. These are not the same, despite the fact that many educators working on learning style fail to make the distinction. When we are working with students from different cultural backgrounds, we often find a student who usually uses a particular learning style because of the nature of our teaching, when the stronger learning style is something quite different.

There is no best learning style or learning style profile for all situations. Indeed it can be empowering for a minority student to find that his or her learning styles are as effective as those of the other students even though they are different. In many cases students can learn a concept emphasizing a global or analytic approach, emphasizing a verbal or imaginal approach.

Sometimes, however, the specific learning task requires a specific learning style. For example, when a student learns to do long division, that student is required by the nature of the task to use an analytic, sequential approach (unless there is a calculator handy). However, when a student is asked to identify the theme of a short story, that student is required by the nature of the task to use a more global approach.

Thus the "best" learning style depends on both the learning style strengths of the learner and the nature of the task.

Teaching Style

Teaching style is best defined as providing a teaching situation in which a particular learning style is emphasized. Think of teaching style as the mirror image, the complement, to learning style.

There is considerable evidence to suggest that our teaching styles are based largely on our learning styles. If I learn best using an imaginal, concrete, analytic approach, then I will be more likely to teach using that approach as well.

Steps for Classroom Use

I have developed a four-step process for using learning styles in any classroom. The four steps are:

1. IDENTIFY learning styles of individual learners.

It is very important that you as the teacher identify the individual learning styles of each student. Don't just categorize them because of the cultural group they belong to.

To help in this identification process, I've developed an integrated pair of learning style scales. The first scale, the Learning Style Identification scale, is completed by the teacher after observing and working with the child in the classroom setting for a few weeks. The scale is based on a variety of classroom behaviors which teachers can readily observe. It was developed with input from teachers in many parts of Canada and the U.S. The second part is the Teaching Style Identification scale. It is also completed by the teacher and is based on a variety of teacher behaviors when teaching difficult concepts or tasks. The behaviors on the teacher scale are inter-related with the behaviors on the learner scale. This allows the teacher to compare his or her teaching styles to the learning styles of the student(s).

Another approach is to familiarize yourself with behavioural indicators of the various learning styles (available from the author upon request). Then watch for the behaviours over about four weeks. Try to stage situations in which they might occur. Set aside up to two minutes per teaching hour to systematically record learning style strengths and weaknesses. Use "post-it" notes or make it part of your anecdotal record keeping for reports. Then summarize your results at the end of four weeks. You will not only have useful information on many of your students; but you will also find you are already making adjustments in your teaching style.

2. MATCH teaching styles to learning styles for difficult learning tasks.

This step presents two major problems. The first is developing the variety of teaching styles required to match the learning styles of your students. Good teachers already have a variety of teaching styles, so it is not as great a problem as first appears. In fact, working on you weaker teaching styles is an obvious way to improve your teaching effectiveness. The

second is dealing with the multitude of learning style strengths you find in a multicultural classroom. The general guideline is to teach to the most frequent learning style strengths in your class. The more important the learning task, the greater the variety of learning styles to teach to. When you teach to a particular learning, it obviously is of greatest help to students with that learning style strength. Keep in mind that it also can "lay the groundwork" or reinforce for students who don't have a strength in this area.

3. STRENGTHEN weaker learning styles.

Since some tasks require a specific learning style, students must be able to work with a variety of learning styles. In a multicultural setting, a student may have to develop greater proficiency in Western European learning styles since that is how the texts and curricula are organized and presented. But don't overdo this. Respect the student's stronger learning styles whenever possible.

Improving weaker learning styles can be accomplished through practice with success. For example, present easier learning tasks in the weaker style. Use drill and practice which emphasize weaker learning styles, once the concept or task is learned.

4. Teach learning styles selection strategies.

In most cases, this is done unconsciously through emphasis on steps 2 and 3. In fact, for younger students or for students who are having academic difficulty, confusion will probably result if they have to learn selection strategies. Don't use check lists or new terms. Let it happen unconsciously through practice-with-success. With other students use "think aloud" or other means of consciously considering selection strategies. Some students are fascinated by the fact that they can learn a concept or mentally organize it in different ways. (But don't bog them down with learning styles jargon. Use their vocabulary.)

How are Learning Styles Learned?

I'm often asked if learning styles are learned or innate. The evidence shows that learning styles are primarily learned. Most learning styles are learned as young children from mother, father, grandparents and close family friends with whom the child interacts regularly. From them the child learns content and

skills and the child also learns "how to learn" (learning styles). The learning styles of caregivers have considerable influence on the child's learning styles. By the time a child gets to school, many of the learning styles have already been laid down.

However, it's important to add that learning styles can change; new learning styles can be learned. In fact this often happens in the first few years of school if the learning style encouraged by the teacher are different from the learning styles encouraged by the parents.

Learning styles are usually learned unconsciously. For example, when my son was 4 he asked me what makes a rainbow. Having taught physics at one time, I began to explain reflection and refraction, light waves and color. Even though I tried to use words that were at his level, he soon gave up. "It's okay, daddy, I understand now." Of course he didn't understand at all and he learned almost nothing about rainbows. However, he had learned **something** unconsciously. He had learned that when there is a very difficult concept to be understood, a lot of words will be used. The seeds were being sown, unconsciously, for a verbal learning style.

Culture and Learning Styles

If learning styles are learned from the people who are important to us and if learning styles are learned from our life experiences, then one can see how culture has an influence on learning styles. Furthermore, one can also understand that culture is only one of a number of factors in determining learning style. One can see why it is foolish to look for a learning style pattern which fits all members of a particular culture.

If a child comes from a culture in which children learn mainly by listening and not interrupting (many Oriental and Native Indian cultures), that child will be likely to develop a more reflective learning style. If the child comes from a culture which encourages interruption, question, trial, error and feedback (Western, middle-class cultures), then the child will be more likely to develop a TEF learning style. If a child comes from a culture in which the spoken or written word is used a great deal in learning (Western, middle-class cultures, many urban cultures), that child will be more likely to develop a more verbal learning style. If a child comes from a culture in which learning is demonstrated or in which symbols

and images are used regularly (Native Indian cultures), then the child is more likely to develop a more imaginal learning style. But a reminder: this is not to say that one culture or learning style is better than another - very important to remember.

Of course, the way in which the parent or teacher teaches is not determined solely by cultural background - there are massive individual differences. As a result there will also be massive individual differences in the learning styles of children from any one culture. It is extremely important to remember that there is no such thing as the Native Indian learning style, or the Punjabi learning style, or the Iranian learning style, or the Chinese learning style. There are some patterns which are more likely to emerge but there will be very significant diversity among individuals from each culture.

Some Cultural Patterns

Having said all this, here are some of the profiles which are a little more likely to emerge for students from particular cultures.

My research, teacher observations and discussions with parents suggest that Native Indian students are more likely to be towards the global, imaginal, reflective and concrete ends of the five dimensions discussed above. For younger children, touch probably will be more important than for many other children. Visual processing more likely will be stronger than auditory. The more traditional the community, the more likely the child will show this profile. Even after many generations of contact, some of these learning style strengths may still be observable.

Western, middle-class, anglophone children (the children on which our school system is based) are more likely to have learning style strengths in the analytic, verbal, abstract, TEF and auditory ends of the learning style dimensions. For younger children touch is less important, and auditory processing may well be stronger than visual. This is very different from the pattern for many Native Indian children. A teacher may use examples and ideas that are relevant to the Native students in a class. But that may not be enough if the teaching styles are unfamiliar to the Native students, or fail to reflect their stronger learning style.

Chinese children from Hong Kong and Taiwan

tend to lean even more toward the analytic and verbal ends of the dimension than “western, anglophone” children if they come from an urban environment. They are also toward the reflective end of the TEF-Reflective continuum. But they are closer to the middle on the verbal-imaginal dimension if they come from a rural environment. The writing system for Chinese languages (and many other Asian languages) uses symbols for words and phrases, rather than for individual letters. Learning to read is quite a different process. We don’t yet know how this affects learning style but it likely does.

Punjabi-Canadian children tend to be a little more toward the analytic end of the spectrum than their “western, anglophone” cohorts, especially if their roots are urban. (The urban/industrialized culture of Punjab is very different from the village/farm culture.) They seem to be at about the same place on the verbal imaginal dimension especially if they attended an “English-medium” school. They tend to be more concrete, but this may be an artifact of second language and lack of relevance of the school setting. They also tend to be more towards the reflective end of the spectrum.

Research also suggests some urban/rural differences that work across cultures. This supports the notion that learning styles arise from life experiences as well as cultures specifically.

Some Classroom Examples:

The following examples were developed with teachers and used in various forms in a variety of classrooms.

Note that the examples are related more to learning styles than to cultures. This is to emphasize the need to apply the concepts to individuals as much as to cultures. Furthermore, too many overt references to a child’s culture in what we teach can make the child feel like he or she is in a fish bowl. By making how we teach more relevant, we can help the student without the fish bowl effect.

1. Global

- a) Students with a global strength do well at filling in missing pieces in an overall structure. They also learn vocabulary better in a meaningful context. Use a cloze procedure (filling in missing words) with a story to develop vocabulary. Select a story

or section from a text, delete the words you want learned. Also delete a few words that the student already knows (to ensure some success).

- b) To develop word attack skills that involve looking at individual letters (global students tend to be weak in this), use exercises in which letters are deleted from words and need to be filled in by the student, e.g.: goal, _oal, goa_; toad, _oad, toa_.
- c) For the more global learners, spend twice as long on the introduction and overview to a topic. Present applications and use of the concept or skill. Have students come up with applications and uses. All this comes before they understand the details of the concept or task.

2. Analytic

- a) Use a phonetic approach more often in language arts. Despite the successes of whole language, it is not always the best approach for every student at all stages.

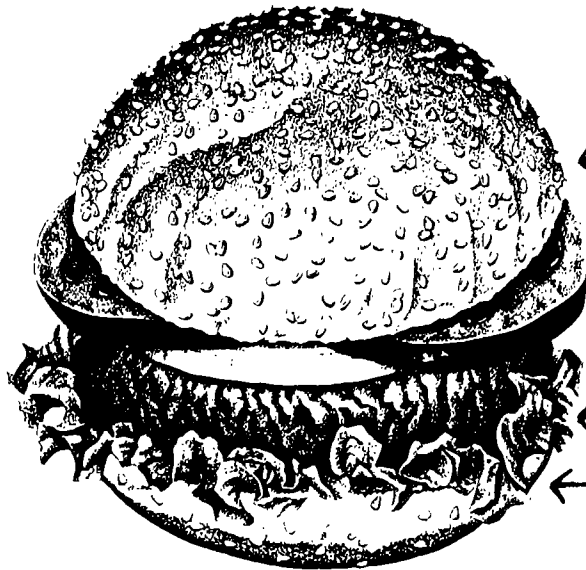
3. Imaginal

- a) The “hamburger” model for paragraph writing. (see figure A)
- b) When teaching place value, use different colours for units, tens, hundreds, thousands, etc. (much easier now that colour printers are more available for computers). This also uses more concrete than abstract images.
- c) When going from concrete to abstract, use an image to help make the transition, e.g., for grouping in multiplication, after the student is used to grouping coloured blocks, have the student get used to mentally grouping them (image), before actually removing them.

- d) Letters and sounds - see Charlie Brown’s alphabet as a computer game. (dynamic, visual and sound images)

4. Verbal

- a) Use letters, acronyms and labels to help students remember information e.g.,



- ← Top bun - introductory sentence
- ← Cheese, BLT, onions, sauces - Bring out the "flavour of the main idea; make it clearer; make it more interesting.
- ← Meat - the main idea of the paragraph
- ← More garnish and flavouring
- ← Bottom bun - concluding sentence

ROY G. BIV (order of colour in rainbow),
 "Mary Very Easily Makes Jam Sandwiches
 Under No Pressure" (order of planets in our
 solar system).

- b) Use verbal regulation of behavior to learn and remember math computation processes, social skills and psychomotor learning, e.g., "Three deep breaths and cool it" for anger control, "Estimate-Multiply-Subtract-Bring Down" for long division, "Weight on downhill ski" to avoid "head plants" on the ski hill.

5. Concrete-Abstract

- a. When using concrete manipulatives, pay careful attention to those students who cannot generalize or abstract the concept to other concrete examples or to imagined examples. Do these students also have difficulty with "learning by discovery"? Some of these students may be better off if they learn the concept in its abstract but simple form before they apply it to concrete examples.

6. Composite example

- a. Use an inflated balloon to teach interrelationships between pressure, volume and temperature using Imagery (concrete and abstract, visual and auditory), Global thinking, TEF and/or Reflective learning. Students imagine they cover themselves with padding and are sucked into (sound

effects are great here) the balloon using my Magic De-magnification Machine. Then they imagine what happens as they bounce off each other inside the balloon. They also imabgine the effects of heat, cold, change in balloon size and changes in the number of the students in the balloon. This is great fun, especially when you pop the balloon at the end. (Script available on request)

- b. Silly story; best used with groups of four (Sue, Nguyen, Dalgit and Nicolas). Complete the following story:

_____ Sue _____
 Adjective Verb
 _____ to Nguyen. But
 Adverb
 _____ Nicolas _____
 Adjective Verb
 _____ to Dalgit. So the _____
 Adverb Adjective
 four students decided to _____
 Verb
 _____ to _____.
 Adverb Noun

The students will likely do this analytically and verbally if left to do it without further instructions, so have them first come up with the overall idea of their story (global) and illustrate it (Imaginal) or act it out (Imaginal-Dynamic) before filling in the words.

Watch to see which students are stronger

with the global and/or imaginal components and which are stronger with verbal, analytic. This is useful for identification. But remember you are interested in the relative strengths **within** each student, not comparisons between students.

Summary

Learning styles can significantly help the teacher in a multicultural classroom. There are learning style patterns which are more likely to emerge in one culture than another. However, individual differences within cultures necessitate caution - don't assume that the pattern applies to every member of that group.

Wherever possible, identify the learning style strengths of individuals. Identify your teaching style (use the Teaching Style Identification and Learning Style Identification scales). Teach to the learning style strengths of your students when dealing with difficult learning tasks. Strengthen weaker learning styles whenever possible. Watch for patterns among the students in your classroom, never ignoring individual differences.



PERSONALITY TYPES AND LEARNING STYLES

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

If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away. **Henry David Thoreau**

There is a myriad of systems for explaining the vast variety of personality types reflected in our western society. Some of these analyses of human behaviour have a direct impact on how teachers teach and how students learn. Being aware of these systems can lead to a greater appreciation of students who, according to one view, march "to a different drummer." They follow a personality pattern which may be foreign to the teacher's type and to the educational institution's dominant style. This difference can lead to misunderstandings and ineffective teaching methods. Just being aware of the differences can add an extra dimension of understanding and skill in reaching these students and more knowledge of types and learning styles can ensure that no student will feel "left out" or undervalued in the classroom situation.

Personality typing is a fascinating study of itself, but it takes on added value when the insights gained can be directly applied to produce good results with students in the learning process. Enlightenment and appreciation of diverse types can lead to a greater tolerance of the differences which would otherwise mystify us as teachers. This can add to the personal self-esteem of students who fall into the category of the rarer types of personality, or who diverge from the usual learning style. There is a shift from the stance of "you're wrong" which evaluates, judges and imputes motives to different responses in people, to one of appreciation of varying preferences or viewpoints, and to a more empathetic response—"I don't see what you see, but I know your way is as valid as mine." (Pollard, notes)

By incorporating a variety of teaching strategies which will appeal to all learning styles and personality types the teacher can ensure that students all achieve and gain the very best education for their unique personhood. In a school system in British Columbia which experiences a thirty percent drop-out rate at the secondary level, some attention should focus on why we lose so many students along the way. Perhaps a teaching style which centres on only a certain segment of personalities is a factor in this alarming drop-out rate. Recent studies have become especially concerned about the artistic "off-beat" student who is often the one to leave school early or to be a talented underachiever all through his or her schooling years. These students are often of a personality type which is less understood and which characteristically is most ignored by teachers and educational institutions. (Keirse, p. 155) What a shame that we are losing some gifted students who simply march to the tune of a "different drummer."

Categorizing is an ancient practice—remember the four "humours" of the Middle Ages? The choleric or vapourous type comes to mind. Who has not heard of the most famous divi-

sion of “extroverts” and “introverts”? Recent methods of analysis are based on Jungian psychology (Kroeger, p. 7 and 8) and a whole discipline has emerged which can be a tool for teachers dedicated to teaching all students in their multi-faceted classroom. The following is an overview and brief survey of personality theory and typing based on the work of Katharine Briggs and her daughter Isabel Briggs Meyers. It incorporates material and notes from a course in Counselling Psychology aimed at providing a framework for teachers to understand the behaviour of their students and to modify their teaching methods to address all learning styles.

According to Jungian theory our temperament type is largely inborn and is surprisingly consistent over time—it is a “gift” and gives us our unique personality. (Kroeger, p. 8) Babies already demonstrate different styles in reacting to their world—some are placid and others are nervous. Childhood strongly reflects our preferences and shows the dominant characteristics of our personality very clearly—this is our “natural” temperament. (Pollard, notes) Studies reveal that it shows up very early and does not change dramatically with age.

The two people most associated with the more precise definition and testing for personality typing are the mother and daughter team mentioned earlier. Their test, the Myers-Briggs Type Indicator (MBTI) has been in existence for over forty years and has been fine-tuned until it is now a highly reliable and valid tool for sorting out personality types. (Kroeger, p. 8) Over one million tests are done each year and many professions and corporations look carefully at the results of these profiles. (Pollard, notes) Certain professions attract certain personality types, and success in a career can be related to this knowledge of type. Relationships of all sorts—from colleagues at work, to friends, to marriage partners can be analyzed by looking at what characteristics the personalities have in common and in identifying where the conflicts might be. Although opposites do attract in love relationships, it is the presence of common traits that will add the cement and understanding necessary to sustain long-term, successful relationships. The usefulness of this diagnostic tool is endless and it is clearly an advantage for teachers to be aware of its application to teaching. Teachers are, in fact, basically of two personality types with varying representation at the elementary and the secondary levels. Even the success and duration of teachers’ careers can be predicted by their type! (Keirse, p. 166)

Now we will explore this fascinating study of temperament types. Emphasis will be on how the specific types learn, and what teaching methods are most suited to each type. According to the Myers-Briggs system there are two indicators of personality type which reflect attitudes that different individuals take towards their world. One is the well known Extrovert/Introvert attitude. And the other is a way of managing the environment by using a Judging or a Perceiving attitude. These characteristics are coupled with two contrasting functions—one which is based on the way information is taken in—a Sensing or an Intuitive inclination, and the other is a method by which information is acted upon—or how a decision is made based on a Thinking or a Feeling function. These four dimensions (E = Extrovert, I=Introvert, S=Sensing, N=Intuitive, T=Thinking, F=Feeling, J=Judging, P=Perceiving) are used to identify a constellation of characteristics which result in a matching personality profile. For example, your type may be an ENFP constellation. The preferences can be arrived at by

using The Keirsey Temperament Sorter—a seventy item questionnaire, or by completing the more sophisticated Myers-Briggs Type Indicator. When these devices are scored the person taking the questionnaire will arrive at the four letters which will typify their personality type. Here are the four contrasting characteristics. (Keirsey, p. 25) (The N is used to stand for the iNtuitive type because the I has already been used to indicate Introvert)

Attitudes	Functions
Extrovert/Introvert	Sensing/iNtuitive
Judging/Perceiving	Thinking/Feeling

Depending on which beat you are marching to you will come out as one of sixteen basic personality types.

TYPE TABLE (Keirsey, p. 12, and Appendix, pp. 167 to 207) (Kroeger, pp. 287,288)

I <u>S</u> TJ (6%)	I <u>S</u> FJ (6%)	I <u>N</u> FJ (1%)	I <u>N</u> TJ (1%)
I <u>S</u> TP (5%)	I <u>S</u> FP (5%)	I <u>N</u> FP (1%)	I <u>N</u> TP (1%)
E <u>S</u> TP (13%)	E <u>S</u> FP (13%)	E <u>N</u> FP (5%)	E <u>N</u> TP (5%)
E <u>S</u> TJ (13%)	E <u>S</u> FJ (15%)	E <u>N</u> FJ (5%)	E <u>N</u> TJ (5%)

N.B. The percents refer to the percentage of the general populace that the particular type falls into. As you can see, some types are more common than others. The dominant characteristic of each type is underlined.

These characteristics are defined as:

Extrovert means that the person has a preference for sociability and is energized by being with other people. Their batteries are charged by contact, talk and working in groups. (They leave the party last!)

Introvert means that this person prefers space, and private places where solitary activities can nourish and sustain them. Working quietly, reading and meditating energize these types. (They leave the party early!)

75% of the general populace is Extroverted, and 25% is Introverted.

Sensing shows a preference for practical experience-related ideas and activities. These persons want facts, and answers based on former experiences (history). They are sensible, relate to the five senses and are “seeing is believing” types. These are earthbound individuals concerned with the actual and they want all of the details.

iNtuitive persons are innovative, and look at the whole picture instead of the details. They find appeal in the metaphor and in the imagination and are future-oriented and concerned with possibilities, not facts. They follow their hunches and may be restless and seek change. Speculation is attractive to them, and they often do not complete projects.

75% of the general populace is Sensing and 25% is iNtuitive.

Thinking means that the person makes choices on an impersonal basis, using objective judgements based on principles. Clear logic is preferred and abstract rules are appreciated. Policy and laws are respected. They are good at argument and follow standard procedures.

Feeling means that these persons prefer to make choices on a personal basis and use value judgements to come to decisions. They are good at persuasion and are subjective in their choices. They prefer harmony and intimacy in relationships. They enjoy expressions of emotion and consider the effects of decisions on the people involved.

50% of the general populace is Thinking and 50% is Feeling.

BUT this is the category that reveals a sex difference as 60% of females are Feeling and 40% of men are Feeling types, and 60% of men are Thinking and 40% of women are Thinking types. This is the only division of characteristics which shows a sexual preference.

Judging means that this type likes closure on activities and likes to make decisions and have things completed. They like deadlines and meet them with ease. They employ the work ethic and will put their jobs first. They prepare, maintain and clean up after projects. They are outcome-oriented and task-oriented and time-driven. Often they are autocratic.

Perceiving types prefer to keep things open and fluid and they resist making decisions. They are happier when projects are still unfinished and possibilities still abound. They ignore deadlines and want more options. They have a play-ethic. Jobs can wait. They balk at tedious tasks and are process-oriented. Their methods are democratic.

50% of the general populace is Judging and 50% is Perceiving.

The Type Table shows in diagrammatic form the sixteen personality types and their frequency in the general population. As you can easily see the **ES** personality is far more common than the rarely-occurring **IN** type. A classroom of thirty students would reflect this distribution with maybe only one **INFP** in the classroom. Their learning styles will be quite different from the majority of the class. It would be only too easy for them to be misunderstood and left out. Their responses will reveal them as "marching to a very different drummer"!

How does this analysis of personality relate to teaching and teachers? And how can all types be fully appreciated in the educational process? What happens when a teaching style

conflicts with the learning style of some children in the classroom? Evidence reveals that conflicts can result in resistance and behavioural problems, whereas styles that blend will result in achievement and co-operation. (Pollard, notes) This is where an understanding of the different temperaments can be a great advantage to a teacher and result in a higher level of success with all students. Ninety percent of school dropouts fall into the **ESP** combination of traits with the **ESFP** combination being the type most likely to quit school. (Pollard, notes) Since this is a more common type of personality why does this happen? Because educators and educational institutions are type-biased! (Keirsey, p. 155) We teach according to our type and we don't provide enough tunes for these students to march to.

Teachers fall into the various temperament types themselves and certain types are more likely to choose teaching as a career. Two personality types make up 90% of teachers! The **SJ** combination accounts for 56% of all teachers and these persons stay the longest time in the teaching profession. They are followed by the **NF** type which makes up 32% of the teaching populace and these also stay a long time in the educational system. The **NT** type makes up 8% of teachers and their stay in this career is a moderate amount of time. The **SP** types account for only 4% of the teaching population and they only stay a short time in this career. (Keirsey, p. 166)

Since teachers tend to teach according to their temperament type this means that large segments of students can be left out of the learning process and can feel undervalued. It is interesting that the dropouts are **SP** individuals—a group not well reflected in the teacher types. Could this be a salient factor in causing dropouts? Is it just a coincidence that our 30% dropout rate corresponds to the 26% of the general population that this type represents? Also, the **NF** and **NT** types tend to be more common at the secondary level, and this is where the artistic “off-beat” student feels most alienated and experiences failure after failure. (Kroeger, p. 181)

Since the **SJs** are the majority they can often have their way and even the **NFs** must defend their teaching style. The **SJ** approach is often recognized as the “back to basics” stance and the **NF** approach fits in with the “self-actualization” model. Often these two methods will be reflected in the swings of the pendulum in education. First one will gain popularity and then the other will become the vogue again. Right now in British Columbia the **NFs** have the floor because their viewpoints and preferences are well represented in the Year 2000 documents of the present day. The drummer is playing our tune! (I'm an **ENFP**) Here is a capsule definition of these two teaching types and their instructional styles:

Portrait of the SJ teacher:

This type is intent on usefulness and passing on the cultural heritage. They are responsible, dependable, have well established classroom routines, present in a sequential order, and are firm and fair in discipline. They expect children to obey the rules and be quiet. They are devoted to helping students learn and prefer the teacher-to-student interaction model. They “run” the classroom and are often critical of performance and like report cards and assessment tools. They want good study habits and insist on students being on time and doing

things the “right way.” They prefer organizational structure and are loyal to their school. They support athletic and recreational programs. They prefer clear-cut lines of authority and may be autocratic in the classroom. They follow the curriculum and plan well in advance. (They always do their daybook!) (Keirsey, pp. 159 to 161)

Portrait of the NF teacher:

This type of teacher’s style is one of personal charisma. They are concerned about all aspects of their students—social as well as intellectual. They relate on an individual basis and are empathetic towards students. They want their students to “find themselves.” They prefer a democratic classroom and like group decisions. They encourage student-to-student interaction and will adapt their lessons to suit circumstances. They can generate a variety of activities at one time and use large group, small group and individual modes of instruction. They prefer to create their own curriculum materials and like the unconventional. They tend to not accept administrators readily and there can be conflict here. They are popular and enthusiastic. (They never do their daybook!) As most schools are organized along the **ISTJ** structure, this type has real difficulty in the overall system, but not in their own classrooms. (Keirsey, pp. 163 to 165)

Just as students cannot change their temperament type, neither can their teachers. Teachers, however, can become aware of the needs of the different types, and can incorporate strategies into their lessons which will acknowledge the validity of the various learning styles. The goal is to appreciate the differences and to allow students to march to their own drummers. The teacher’s style will reflect their own temperament, but knowledge of their own personality will help the teacher to capitalize on their strengths, and minimize their weaknesses. It will broaden their instructional repertoire and foster understanding and enhance the self-esteem of all individuals in their classrooms. Here are the learning styles of the eight contrasting characteristics used to define personalities:

Extraversion

These students need to talk about their work and enjoy working with a partner. They need time for social conversation and like to discuss ideas and problems before attempting to solve them on their own. Active manipulation of materials is preferred and students like to try things out before arriving at conclusions. If concentration is required, they will work better in a quiet place free from distraction. These students want to change the world and they express emotions readily. They tend to prefer a variety of learning experiences and are action oriented. Their interests have breadth and they rush into new experiences gladly and enthusiastically. They want to be busy. (Hirsch)

Introversion

These students need to consider the possibilities or facts before answering. They need time for reflection and individual thinking to process a problem. Allow them time to get an understanding before involving them in class or group discussions. They need to understand the

idea or situation before experiencing it. Their attitude is questioning and they think before acting. They want to work it out alone and their interests have depth. They participate in a reserved and “shy” way. (Hirsch)

Sensing

The five senses are the keys to understanding for these students. They like films, TV, and other audiovisual aids. They love activities that involve observing, memory and hands-on experience. Drills and spellings bees are favourites. They want to know the practical application for ideas and how everything works. It is best to introduce new learning one step at a time, and refer to previous knowledge and developed skills. They learn by doing. They are impatient and want immediate pleasure, success and results. They are good with details and make very few factual errors. Don't expect this student to sit for very long! (Hirsch)

Intuition

These students want the global picture before the details. They want the outcome explained before the lesson is broken into its separate parts. Their imaginations need to be stimulated and they love challenges. Open-ended problems entrance them and they prefer a number of possible answers. There is a thirst for variety and they are quickly bored by routine. They can pace their own learning, like autonomy and prefer to learn new things rather than apply old ideas or skills. They look to the future and leap to conclusions. These students often perform better in secondary school where more abstract learning is emphasized. (Hirsch)

Thinking

These students believe in the competence of their teachers. They want to solve problems by collecting and organizing data and forming logical conclusions. They are objective in their evaluations. They want to know the criteria involved with marking and classroom behaviour. They want the system to be fair and like recognition. Cause and effect fascinates them and they need to know why something is being done or taught. They are competitive and they compare their place and achievements to others in the class. They are concerned with principles, truth and intellectual activities. They like assignments marked and returned quickly. They behave in a businesslike manner and treat others fairly. Remember that more males are likely to display this characteristic. (Hirsch)

Feeling

These students want to be appreciated as people, not just as students. They like personal comments and encouraging comments on their reports and assignments. They have a strong need for harmony and classroom conflicts are very stressful to them. They want to please and enjoy group projects or working with a partner. They dislike competition, and relate ideas and learning to how it will affect people and how it will help others. These students are naturally friendly, show care and concern for others, and will give loyal support to their classmates and teacher. Always start evaluation with positive statements as they take all

criticisms personally. Remember that more females are likely to display this characteristic. (Hirsch)

Judging

These students want and value routine and planned activities and lessons. They need to know ahead of time if there are going to be any changes. They want to know exactly what is expected of them and are concerned with task completion. Assignments can never be too clear or have enough precise guidelines! They want to finish each assignment or task before going on to the next lesson. Too many unfinished tasks will cause stress to these students. They make decisions quickly and want closure, and are very time-oriented. They will actually complete work ahead of time! (Hirsch)

Perceiving

Flexibility is the crux for these students. They love to explore ideas, places and experiences. They value freedom and love spontaneity. They can adapt readily to new situations and are tolerant of change and other viewpoints. They enjoy starting tasks and have difficulty finishing them. Assignments may be done at the last minute as these students are still exploring all the new information and cannot make decisions about what to use. They do not miss anything and are endlessly curious. Too much routine will lead to boredom and misbehaviour. They need help in planning their time and may take on too many projects at one time. Behaviour contracts may be necessary with freedom as the reward! (Hirsch)

Since it is difficult to remember all these diverse characteristics, I have grouped the various learning styles into four categories with their preferred teaching strategies. No one could ever attempt to incorporate all styles in one lesson or even in one unit, but including some aspects of each style over the whole sequence of lessons would be possible and would allow for the different styles. If a student is having difficulty, it would be valuable to assess their personality type and make some adjustments in the teaching style.

ISTJ, ISFJ, ISTP, ISFPs are linear learners with a strong need for order. They like direct experiences, audiovisuals and lectures. They prefer working alone and like well-defined goals and practical tests. The Ps need help in organizing, and the Fs need a sensitive instructor. Introverts need time for internal processing, and need to understand the concept or new situation before experiencing it. Sensors need films, TV, activities and hands-on experiences, games and competitions.

ESTP, ESFP, ESTJ, ESFJs are linear learners who like group projects, team competitions and class reports. They like audiovisuals, practical tests, and direct experiences. They prefer to know why before doing something. The Js have a strong need for structure, and the Ps need help in organizing. Extroverts like to talk about what they are doing and modelling is a good teacher strategy.

INFJ, INTJ, INFP, INTPs want to consider theory first, then move to its applications.

They all enjoy working alone. They strongly prefer open-ended instruction. The Js can be global or linear in their approaches, but the Ps are all global learners. The Ps like autonomy, reading and listening but need help in organizing and coming to closure. The Fs need harmony in any group work. Intuitives need variety, like challenges and anything that appeals to the imagination.

ENFP, ENTP, ENFJ, ENTJs - want to consider theory, then applications. They like seminars and reading and listening if they can settle down long enough. They prefer open-ended instruction. The Js can be global or linear learners, the Ps are all global. The NPs like autonomy but need choices and deadlines. Intuitives enjoy learning new skills more than applying old ones.

When communicating with students, teachers can keep the following tips in mind. They are strategies which work with the dominant characteristic of each student:

Ss, be factual, document applications, reduce risk factors, work out details in advance, show why it makes sense.

Ns, give the global scheme, use confidence and enthusiasm, indicate challenges, and point out future benefits. Say "Don't let this opportunity pass."

Ts, be logical and objective, state principles involved, be well organized and move logically from point to point, list the costs and benefits.

Fs, tell who else is for the idea, be personable and friendly, indicate how it is helpful and say it's the "right" thing to do, and why it is valuable. (Simon and Bryan)

Remember that the *way* children learn can be motivating to them, according to their individual style preferences. (Pollard, notes)

Now—just to confuse you further—here is a sample math lesson taught four different ways which will have a special attraction for certain students.

Feeler Style Lesson

Explain the math concept to the whole class. Divide students into pairs to try some sample problems. Encourage them to answer each others' concerns. Ask the pairs to put their answers on the board. Clear up any confusion and ask how they got their answers. Give each pair four more questions to practice. Discuss any difficulties and ask students what happened when they worked in pairs. Ask them what their partners did that helped them.

Intuitor Style Lesson

Put a single problem on the board. Ask the students to figure out how to do it. They may work alone or with others students—whichever they prefer. Their task is to explain how to do

this type of problem. Put the correct answer on the board. Ask a student to volunteer to explain his method of doing that type of problem. If others have other methods, discuss them. Summarize what students have said and teach the concept again using your own method and words. Have each child finish their problem. As students finish, give them a few more problems and some brain-teasers related to the basic concept. They can work alone or with a friend.

Thinker Style Lesson

Explain the concept to be learned to the whole class. Have three students do sample problems on the board. Answer any questions. Assign several problems for students to do at their seats. Review the answers.

Sensor Style Lesson

Teach the concept in any of the above styles. For practice, give a choice of games or projects. They can do card games, have a blackboard competition, or count things in the classroom, etc. (Simon and Bryan)

It is very worthwhile to consider taking the Myers-Briggs Profile in order to identify your personal type. It will give you a perspective on your strengths and weaknesses as a teacher. You may recognize yourself in the following detailed profiles of teaching styles. (Simon and Bryan) It is based on the dominant characteristic of the four aspects of your personality and gives the particular strengths and weaknesses of each style.

F (feeling) dominance: cares about people, including students; relates to personal experiences and emotions; values self-expression and creativity. The classroom is warm and friendly and decorated. Lessons evolve according to the mood of the class and a harmonious atmosphere and high morale predominate. Spontaneity and involvement are encouraged. May also be subjective and impulsive at times and even cavalier about details. Sometimes unpredictable and may lose temper. May neglect the Thinkers in the classroom. Plans holistically and is unstructured. May not follow the curriculum. Motivates students and lets exciting things happen. Concerned with developing positive self-concepts in children and emphasizes co-operation and tolerance in the classroom. Rewards humour and uniqueness, art, and caring attitudes.

N (intuitive) dominance: loves new ideas and concepts and sees possibilities which spur thinking and challenge the students. Cares about the meaning of things and sees relationships between ideas. Encourages students to think for themselves and is concerned with process over product. New solutions to problems are a goal. Classroom is creative and has a wide range of resources. Enrichment activities abound, with offbeat projects. Creative clutter on the desk! The discovery approach to learning is used and students learn to solve problems. May be overly intellectual and even impractical at times and may ignore basic skill building. The classroom may border on chaos. Loses sight of the students' products such as tests and homework. Students are allowed to be flexible and independence is encouraged. Plans in

broad outlines and conceptual objectives and often sees curriculum guides as limitations. May ignore rules and concentrates on internalizing discipline.

T (thinking) dominance: loves information, logic and systematic inquiries. Is organized, neat, orderly, punctual and thorough. Gives numerous tests to check student progress. Posts rules and expects obedience. Does advance planning in detail. Classroom is well organized and everything is in its place. Displays are labelled, charts show progress and everything is up to date. Values developing specific skills, uses test scores to monitor students. Emphasizes written materials, gives lots of homework and discusses test results. Manages by rules, precedents, and authority. May be rigid and overly cautious and too task-oriented at times. Critical of students and they may become bored. Dislikes changes to the routines and any outspoken learners. The lecture method is favoured. Students master skills and strive for academic success. Uses a curriculum guide and then does weekly and daily plans in detail. Schedules rarely change. Standards of behaviour are clear and punishment is consistent.

S (sensing) dominance: Emphasizes action and wants to get things done right away. Direct and down to earth approach with high energy. Thrives on competition and acts on impulses. Does many activities at one time and demands results immediately. The classroom has many concrete and physical materials in it—games, models, play houses, clay, etc. There are a variety of activities to choose from—learning stations are very popular. Displays of student products everywhere—spelling bees, etc. Children are on their feet and experience working with their hands. Active field trips and community resource people are used. Games and competitions are favourite methods and prizes are awarded. May be anti-intellectual and ignore other views at times. May be disorganized and may over-control students—telling them rather than asking approach. Bossy and autocratic at times. Offers rich active programs and wants closure and accomplishments. Individualizes instruction very well. Plans by doing it and only gives an outline of the events in a lesson. This teacher adapts to opportunities. Practical rules prevail with swift punishment and reprimands. Favours active, quick children and those that show leadership and are competitive and good at sports.

These few insights may spur you on to pursue this topic further because there is a great deal to learn. The following bibliography is just a start and provides titles that teachers may find helpful. Teaching and learning styles are explored in far greater depth in these sources than this cursory overview could allow. The greatest benefit from being aware of temperament types is that we can all respect and value the difference in ourselves and our students and can appreciate those that march to that “different drummer.”

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A VICTORIAN TEA PARTY... OR "BREATHING LIFE INTO VICTORIAN LITERATURE!"

An English 11/Library Resource Centre Unit

by **BRIAN RUSSELL**, teacher-librarian, Claremont Secondary School, SD#63, (Saanich)
and **JULIE DAVIS**, Principal, Journey Middle School, SD#62, (Sooke).

NOTE: This project was adapted from a university course project designed and described by Chella Courington Livingston in "*The Dinner Party: How to Breathe Life into Literature*," a chapter from *Literature and Life: Making Connections in the Classroom* (Patricia Phelan, ed.)

A DIFFERENT DRUMMER ASPECT!

We particularly like this idea because it is appropriate for a variety of learning styles and student aptitudes.

INTRODUCTION:

As with most literature, we can better understand Victorian literature if we know something of the time period, as well as the writers and their circumstances.

WHAT TO DO:

1. Assuming your author's voice and style, write a first-person narrative based on your author's public and private life. This assignment involves you in a significant dialogue with your chosen author. This kind of biography combines fact and feeling. Here is one student's example from the life of Mark Twain:

I am now an old man in a new century. 1906 is our year, and I know not how much longer I will be here to watch the world turn and the humorous deeds of my fellow man. It seems I have become something of a public figure in my life, and someone wishes to record my autobiography. The old Judge Clemens would be proud of his Mississippi boy I reckon.

The act of imitating voice and style will contribute to your success at our literary tea party! This will be in the true Victorian style of tea, scones, tiny cakes and cookies! During our tea party, you will be in role, reading a 1–2 minute excerpt from your author's writings.

REQUIREMENTS:

A rough outline is due at the end of the second research period in the library resource centre. Your finished product should be about 25–400 words. Include a formal bibliography. If you use direct quotes as you are your "author", you will need to use reference citations.

2. Assuming your author's style and voice again, you will be writing a one–two paragraph letter to one of the other "authors" in the class. Such a letter will focus on some aspect of the recipient's life or work that interests you as sender. This gives you an opportunity to make creative use of your research. For example, a student who has assumed the voice of Emily Dickinson writes a letter to Edgar Allen Poe, dated Jan. 20, 1847.

This is coming to you from a fellow poet who has an inquiry into your thought behind the poem, "*The Raven*." I am curious as to why you chose a raven and what connection it has to Lenore. If you love Lenore, why did you write about her in such a melancholy poem and why did you use such an evil bird as a raven to connect her to? What was going through you mind when you wrote or heard the statement..."never more?"

I would appreciate your swiftest reply to my inquiries. I am anxious to learn from your vast knowledge.

CRITERIA FOR EVALUATION

1. First-person narrative:
 - clear, concise sentences
 - varied sentence structure
 - descriptive details
 - specific flair (imaginative; the voice of the author comes through strongly and clearly)
 - effective word choice
 - focus on topic
 - good organization

2. Letter
 - special flair (imaginative; the voice of the author comes through strongly and clearly)
 - effective word choice
 - descriptive details

RESOURCES

You will have two periods in the Library Resource Centre to conduct your research and draft your rough outline. Please see the attached "Where to Look" strategy sheet to help you find resources.

MARKS AND DUE DATES

Research period in the Library Resource Centre:	_____	
Draft of outline:	_____	10 marks
Narrative/autobiography:	_____	25 marks
Letter:	_____	20 marks
Self Evaluation:		complete/incomplete
TEA PARTY...	_____	

A VICTORIAN TEA PARTY...

AUTHORS/POETS/DRAMATISTS:

- | | |
|--------------------------------|----------------------------|
| 1. Alcott, Louisa May | 17. Hardy, Thomas |
| 2. Arnold, Matthew | 18. Hopkins, Gerard M. |
| 3. Bronte, Charlotte | 19. James, Henry |
| 4. Bronte, Emily | 20. Kipling, Rudyard |
| 5. Browning, Elizabeth Barrett | 21. Longfellow, Henry |
| 6. Browning, Robert | 22. Marx, Karl |
| 7. Butler, Samuel | 23. Poe, Edgar Allan |
| 8. Carroll, Lewis | 24. Rossetti, Christina |
| 9. Collins, Wilkie | 25. Stevenson, Robert L. |
| 10. Conrad, Joseph | 26. Tennyson, Alfred, Lord |
| 11. Darwin, Charles | 27. Thackeray, William M. |
| 12. De Maupessant, Guy | 28. Tolstoi (Tolstoy), Leo |
| 13. Dickens, Charles | 29. Twain, Mark |
| 14. Dickinson, Emily | 30. Whitman, Walt |
| 15. Doyle, Sir Arthur Conan | 31. Wilde, Oscar |
| 16. Eliot, George | |

“WHERE TO LOOK”

I. CARD CATALOGUE

A. Subject

1. Look under the last name of your writer
2. Try also looking under these headings:

AMERICAN LITERATURE
AUTHORS
AUTHORS, AMERICAN
AUTHORS, ENGLISH
ENGLISH LITERATURE

B. **Author**—look under the last name of your author to see if we have any books by your writer.

C. **Title**—look under the title of a book you are looking for (if you know the exact title).

II. REFERENCE SECTION—Here are some useful title located in the REFERENCE SECTION:

<i>Reader's Encyclopedia</i>	REF 803 BEN
<i>Cyclopedia of World Authors</i>	REF 803 CYC
<i>Penguin Companion of World Literature</i>	REF 803 PEN
Ridpath Library of Universal Literature	REF 808.8 RID
<i>Masterplots</i>	REF 809 MAG
<i>Oxford Companion to American Literature</i>	REF 810 HAR
<i>Avenal Companion to English and American Literature</i>	REF 820 AVE
<i>Penguin Companion to English and American Literature</i>	REF 820.3 DA
<i>Oxford Companion to English Literature</i>	REF 820.3 OXF
<i>Great Writers of the English Language</i>	REF 820.9 GRE

III. TOM MAGAZINE INDEX

- A. Conduct an expanded search using the terms "Victorian Literature".
- B. Conduct a search using your author's last name first.

This article has proven to be popular with students as it allows for a variety of product: expository writing, personal expression, and role playing. Some students even like to dress in costume for the final tea party.



✿

Anyone can look
for fashion in a
boutique or
history in a
museum. The
creative explorer
looks for history
in a hardware
store and fashion
in an airport.

-Robert Wieder, Comedian

✿



ERGONOMICS AND COMPUTERS, A NEGLECTED ASPECT OF AUTOMATION

by LEE INKSTER, teacher-librarian,
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Ergonomics, as explained by Dainoff (1986) "...is concerned with understanding the basic physical and psychological attributes of people as these relate to the things that people use.... The goal of ergonomic design is to optimize the person-thing relationship, that is, the fit." The term "ergonomics" was coined in 1949 by a group of researchers who formed a society to bring together those in the related fields who shared a common interest in human performance. The term was derived from combining the Greek words "ergos", meaning work, and "nomos", meaning natural laws. The term ergonomics is used in most of the world although "human factors engineering" is preferred in the United States.

Ergonomic concerns began with the industrial revolution in the mid-eighteenth century. This period saw the transition from an age of tools to an age of machines, to an age where machines became more developed and provided more of their own power. The computer age, which dawned in the late 1940s, was the beginning of what is referred to as the "mind phase"; that is, more mental than physical effort was needed to operate machines. The rapid development of digital computing and change in technology resulted in a large number of computer non-literate workers being drawn into the human-machine interface with little time to adjust to the change. The resulting problems in the use of microcomputers led to the development of computer ergonomics.

Computer ergonomics, as defined by Torok (1984) is the "...scientific study of how people use or are affected by computers, and the design of computers, peripherals, and software with human needs and characteristics in mind." Because ergonomic considerations range from basic problems in selection of hardware and software through performance characteristics beyond the control of the user, computer ergonomics is split into three sub-fields that deal with user-equipment related problems (hardware), problems in communicating with computers (software) and the psychological impact of technology on users (peopleware).

The growing concern for the user-oriented features in microcomputers has resulted in the interchangeable use of the terms "ergonomics" and "user-friendly" without a clear meaning for either term. Ergonomics became the buzzword of the 1980s, used to describe all aspects of microcomputers ranging from software, hardware, documentation, operating systems, system design, to vendors and programmers. It could even be applied to the colour of the packing case!

Unfortunately, ergonomic researchers were not prepared and have been unable to cope with the massive influx of new technology and the increasing number of people affected by it. Research and studies have tended to concentrate on hardware and software and as a result, the understanding of the human-computer interface lags far behind the technology. Research has and will tend to concentrate on those areas which affect companies' profit margins and those areas in which consumers demand advances.

It is important for teacher-librarians to realize that introducing a new technology, such as an on-line catalogue, into the traditional school library environment creates new problems which are seldom anticipated or taken into account. Teacher-librarians concentrate on investigating systems and programs and their hardware and software requirements, giving little thought to the user-related concerns of selection and placement of the equipment, furniture and terminals. Time and money resources are usually depleted with the implementation of the new technology and there is little remaining to spend on the user-related concerns.

In the process of considering any technological innovation, teacher-librarians should have an information technology plan which includes ergonomic concerns related to hardware such as the terminal, the workstation and the work environment. As well as considering the comfort of the user, thought must be given to the efficient use of the workstation. Although the number of terminals is usually limited by space and budget, a severe shortage of terminals results in line-ups of users adding to noise and congestion. When choosing the terminal, considera-

tions should include durability, ease of cleaning, simplicity of operation, proper auxiliary outlets and switches for printers and modems, and the placement of switches and wiring. Keyboards should be detached from the screen and have concave key surfaces of neutral colors. The monitor should offer high contrast between lettering and background, good resolution, controls for brightness and contrast and an adjustable-tilt screen. Glare of both natural and artificial light on monitors can cause a real problem. Prior to choosing the computer table, the printer type has to be determined as well as how paper will be fed into it. Practically speaking, the printer should be inexpensive, quiet, and tractor-fed.

The design and type of furniture used for the terminals and printers are just as important as the user friendliness of the on-line catalogue or database. The size of the workstation will be of utmost importance. It must accommodate the hardware, including a printer, and have room for notebooks and note-taking. Comfort, quality and type of material used in the construction are other factors. The selection of the chair is as important as the table. The chair should have a swivel base, rollers, an adjustable back rest, an adjustable seat height with a rounded edge and upholstery that is easily cleaned and durable.

The components of the work environment to be addressed include lighting, temperature, humidity and static electricity. Careful thought and planning must be given to the location of the workstation, which should be near a service desk so that the teacher-librarian can see students who may need assistance and also maintain sight of the desk when it is necessary to leave it.

There is no disputing that ergonomics constitutes an important topic in the design, selection and use of microcomputers. The fact that ergonomic considerations are not always applied is due either to ignorance or to the cost involved. Businesses attach more importance to the application of ergonomics because an efficient and healthy work environment means more efficient and productive workers. However, even when compromises have to be made due to budget it is still possible to make ergonomically sensible choices. For example, if the existing lighting is creating a glare problem, reducing the wattage of the existing lights, removing alternate bulbs or fluorescent tubes, shading windows or closing drapes, installing hoods around the display screen or placing anti-glare screens over the face of the monitor may be possible solutions.

Ergonomic considerations of all components of the library work system will ensure comfortable, efficient and effective use of the facility. Books and articles in the field of ergonomics are sources of ideas and specific details for teacher-librarians. Teacher-librarians who have already dealt with such concerns are further sources of information. Creating an ideal work environment in the library is usually an impossibility due to time and budget considerations but creating the best possible work environment in each individual situation is a realistic goal.

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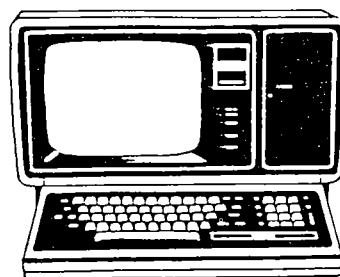
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WHAT'S NEW?



DIFFERING VIEWS OF COLUMBUS

by JUDITH COFFIN, teacher-librarian,
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One of the most rewarding yet unsettling experiences I've had as a teacher-librarian came during my involvement in the BCTF Global Education project on the quincentenary of Columbus's arrival in the Americas. As a teacher-librarian, I had always prided myself on the lengths I would go to ensure that different points of view were included in my library collection. I always told my students to be aware of bias and to use a variety of sources rather than relying on one source such as an encyclopedia. I wanted my students to think critically by searching out and examining many different points of view.

Imagine my shock and dismay when I realized the books in my library—books I had carefully selected—contained only one view of Columbus! What I decided to do was to use this situation to teach my students about bias. This year, when we studied Columbus, half the class used the encyclopedias and books in the library, while the rest of the class remained in the classroom and used a myriad of books and magazine articles produced in conjunction with the 500th anniversary of Columbus's arrival in the Americas. The class was then asked to describe Columbus.

"Brave, kind, adventurous and courageous" volunteered Paul, who had used the *World Book Encyclopedia*. Interrupting aggressively from the far side of the room was Paul's friend Martin. "No, he's not, Paul. He's a murderer, liar, thief and slave trader. What have you been reading?"

As the rest of the class reported their findings, a portrayal of Columbus as a hero and discoverer emerged from the encyclopedias. What emerged from the magazines and books in the classroom was a darker, uglier, buried version of Columbus. It was my following summary of the first chapter of Howard Zinn's *A People's History of the United States* that produced feelings of shock, betrayal and anger towards the writers of the encyclopedias.

Columbus returned in 1495 with seventeen ships and 1,200 men. This time, he was looking for slaves as well as gold. He ordered his crew to round up

1,500 Arawak men, women and children. They were put in pens and guarded by ferocious dogs. Five hundred of the strongest and fittest were selected and forcibly taken to Spain. Two hundred died en route. The remaining three hundred died in captivity as slaves.

Desperate for gold to repay his investors, Columbus ordered his men to collect from all persons fourteen years of age or older a certain quantity of gold every three months. When the Indians brought the gold, they were given a copper token to wear around their necks. Indians found without a copper token had their hands cut off and often bled to death.

What followed in this Grade 8 Humanities class was a lively, mature discussion with many, many thought-provoking questions. Why was the darker version omitted from the encyclopedias? What books could be trusted? Can we judge Columbus today? What information should be included in our history books?

When I discovered that the formation of students' initial conventional view of Columbus began in elementary school, I borrowed twenty Columbus storybooks from the local elementary school library. Together, we examined how the text and illustrations of these storybooks portrayed Columbus, the indigenous people and the first contact between the two. Carefully, on the blackboard we recorded the adjectives used to describe Columbus and the native people.

As we stared at the blackboard, I asked Paul what his self esteem would be like if he read books that described himself as wild, simple, unfriendly, inferior, childlike, a pagan and a heathen. Would he want to come to school every day? When storybooks portray Columbus as blond, blue-eyed, white, strong, brave, capable, smart, clever, and intelligent while portraying native people with darker skin as stupid, cowardly and lazy, what are these books telling us?

When the first contact between two cultures is portrayed from the conqueror's perspective, what is the message in the book about—respect for different cultures, or how stronger nations should treat weaker nations?

Columbus and the “discovery” of the Americas is one of the first curriculum exposures children have to the First Encounter between two cultures or two races. The majority of Columbus storybooks present a biased winner’s view of history which neglects any other perspective. Through critiquing the storybooks, and other traditional accounts of Columbus, my students began to discover not only the bias but an excitement that comes from asserting themselves intellectually and refusing to be passive consumers of the “official” story of Columbus.



✿

There are two kinds
of truth, small
truth and great
truth. You can
recognize a small
truth, because its
opposite is a
falsehood. The
opposite of a great
truth is another
great truth.

-Niels Bohr, Physicist

✿



ONCE UPON A GENOCIDE ...

CHRISTOPHER COLUMBUS IN CHILDREN'S LITERATURE

by **BILL BIGELOW**, teacher, Jefferson High School, Portland, Oregon.

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Children's biographies of Christopher Columbus function as primers on racism and colonialism. They teach youngsters to accept the right of white people to rule over people of color, of powerful nations to dominate weaker nations. And because the Columbus myth is so pervasive—Columbus's "discovery" is probably the *only* historical episode with which all my students at Jefferson High School are familiar—it inhibits children from developing democratic, multicultural, and anti-racist attitudes.

Almost without exception, children's biographies of Columbus depict the journey to the New World as a 'great adventure' led by 'probably the greatest sailor of his time.' "It's a story of courage and super human tenacity. Columbus is brave, smart and determined.

But behind this romanticized portrayal is a gruesome reality. For Columbus, land was real estate and it didn't matter that other people were already living there; if he "discovered" it, he took it. If he needed guides or translators, he kidnapped them. If his men wanted women, he captured sex slaves. If the indigenous people resisted, he countered with vicious dogs, hangings, and mutilations.

On his second voyage, desperate to show his royal patrons a return on their investment, Columbus rounded up some 1,500 Taino Indians on the island of Hispaniola and chose 500 slaves to be sold in Spain. Slavery did not show a profit as almost all the slaves died en route to Spain or soon after their arrival. Nonetheless, he wrote, "Let us in the name of the Holy Trinity go on sending all the slaves that can be sold." (2)

Columbus decided to concentrate on the search for gold. He ordered every Indian 14 years and older to deliver a regular quota of gold. Those who failed had their hands chopped off. In two years of the

Columbus regime, probably a quarter of a million people died. (3)

This article follows Columbus as he sails through eight children's biographies (see box next page), comparing the books' with the historical record, then analyzing how these accounts may influence young readers. I especially focus on portrayals of Columbus's relationship to Native Americans and how these accounts justify racism and other social inequalities. I conclude with an examination of the pedagogy implicit in these books and a discussion of more appropriate ways to teach Columbus.

Portrait of Columbus

Why did Columbus want to sail west to get to the Indies? The answer offered to children in today's books hasn't changed much since I was in fourth grade. I remember my teacher, Mrs. O'Neill, asking our class this question. As usual, I didn't have a clue, but up went Jimmy Martin's hand. "Why do men want to go to the moon?" he said triumphantly. Mrs. O'Neill was delighted and told us all how smart Jimmy was because he answered a question with a question. In other words: just because—because he was curious, because he loved adventure, because he wanted to prove he could do it—just because. And for years I accepted this explanation (and envied Jimmy Martin).

In reality, Columbus wanted to become rich. It was no easy task convincing Queen Isabella and King Ferdinand to finance this highly questionable journey to the Indies, partly because his terms were outrageous. Columbus demanded 10% of all the wealth returned to Europe along the new trade route to Asia (where Columbus thought he was headed)—that's 10% of the riches brought back by everyone, not just by himself. And he wanted this guaranteed *forever*, for him, for his children, for their children, in perpetuity. He demanded that he be granted the titles, "Viceroy" and "Admiral of the Ocean Sea." He was to be governor of all new territories found; the "Admiral" title was hereditary and would give him a share in the proceeds from naval booty.

As for Queen Isabella and King Ferdinand, curiosity, adventure, and “exploration” were the last things on their minds. They wanted the tremendous profits that could be secured by finding a western passage to the Indies.

The books acknowledge—and even endorse—Columbus’s demands and readily admit that securing “gold and spices” was an objective the Enterprise. “Of course (Columbus) wanted a lot! What was wrong with that?” James de Kay’s *Meet Christopher Columbus* tells second graders. But this quest for wealth is downplayed in favor of adventure. “Exploration” meant going to “strange cities” where “many wonderful things” could be seen (de Kay). Travel was exciting: Columbus “felt the heady call of the open sea. ‘I love the taste of salt spray in my face,’ he told a friend, ‘and the feel of a deck rising and falling under my feet...’” (Monchieri)

According to these eight biographies, the major reason Columbus wants to sail west is because of his deep faith in God. Columbus thought “that the Lord had chosen him to sail west across the sea to find the riches of the East for himself and to carry the Christian faith to the heathens. His name was Christopher. Had not the Lord chosen his namesake, Saint Christopher, to carry the Christ Child across the dark water of a river?” (D’Aulaire) Uncritically using a term like ‘heathens; to denote the indigenous peoples of America is a problem in most of the books.

Religion, curiosity, adventure—all those motives are given preference in the Columbus biographies. But each of these motives pales before the Spanish empire’s quest for wealth and power. In buying these more fundamental material forces, the Columbus books encourage students to misunderstand the roots of today’s foreign policy exploits. Thus students are more likely to accept platitudes “We’re involved in Latin America for freedom and democracy” than to look for less altruistic explanations.

The Kind and Noble Columbus

None of the biographies I evaluated—all in print and widely available—disputes the ugly facts about Columbus and the Spanish conquest of the Caribbean. Yet the sad irony is that all encourage children to root for Columbus. “It was lucky that Christopher Columbus was born where he was or he might never have gone to sea.” (Fritz) “There once was a boy who loved the salty sea.” (D’Aulaire) Some of the

books, particularly those for younger readers, refer to Columbus affectionately, using his first name. Unlike the people he will later exterminate, Columbus is treated as a real human being, one with thoughts and feelings. “When Christopher Columbus was a child, he always wanted to be like Saint Christopher. He wanted to sail to faraway places and spread the word of Christianity.” (Osborne)

The series title of Robert Young’s *Christopher Columbus and His Voyage to the New World* sums up the stance of every biographer. “Let’s Celebrate.”

The books cheer Columbus on towards the Indies. Each step on the road to “discovery” is told from his point of view. When Columbus is delayed, this is the “most unhappy part of his great adventure.” (de Kay) Every successful step towards realizing the Enterprise is rewarded with exclamation marks. “Yes, (the Queen)) would help Columbus!” (Osborne) “After all these years, Columbus would get his ships!” (de Kay)

Books reviewed in this article:

- *Christopher Columbus and His Voyage to the New World*, (Let’s Celebrate Series).
By Robert Young,
Silver Press, 32 pp. (2nd grade.)
- *Meet Christopher Columbus*
by James T. de Kay
Random House, 72 pp. (3rd grade).
- *Christopher Columbus*
(Great Tales Series).
By Jan Gleiter and Kathleen Thompson,
Ideals, 32 pp. (3rd grade).
- *Columbus*
by Ingri and Edgar Parin D’Aulaire,
Doubleday, 59 pp. (5th grade).
- *Where do you think you’re going, Christopher Columbus?*
By Jean Fritz,
G. P. Putnam’s Sons, 80 pp. (Upper elementary).

- ***Christopher Columbus***
By Lino Monchieri (trans. by Mary Lee Grisanti),
Silver Burdett, 62 pp. (Upper elementary).
- ***Christopher Columbus: Admiral of the Ocean Sea.***
By Mary Pope Osborne,
Dell, 90 pp. (Upper elementary/middle school).
- ***Christopher Columbus: The Intrepid Mariner, (Great Lives Series).***
By Sean J. Dolan,
Fawcett Columbine, 117 pp. (middle school).

Columbus' devout Christianity is a theme in all the books—and is never questioned. The most insistent of these, and the worst of the lot in almost every respect, is Sean J. Dolan's *Christopher Columbus: The Intrepid Mariner*. By the second page in Dolan's reverent volume we're reading about Columbus's attachment to his leather-bound Bible. Dolan is constantly dipping us into the Admiral's thoughts. Usually these meditations run deep and pious. "(He) believed that the awe-inspiring beauty that surrounded him could only be the handiwork of the one true God, and he felt secure in his Lord and Savior's protection. If only my crewmen shared my belief, Columbus thought." And this is only on the third page—Dolan's narrative goes on like this for 114 more. The reader is practically strangled by Columbus's halo.

Jean Fritz's *Where do you think you're going, Christopher Columbus?* is the only book somewhat skeptical about religion as a motive. Fritz tells her readers that Queen Isabella "was such an enthusiastic Christian that she insisted everyone in Spain be a Christian too... Indeed, she was so religious that is she even found Christians who were not sincere Christians, she had them burned at the stake. (Choir boys sang during the burning so Isabella wouldn't have to hear the screams.)"

This is pretty strong stuff, but the implied critique would likely be lost on the book's targeted readers, upper elementary students.

The close association between Jesus, God, and Columbus in all the books, with the possible exception of Jean Fritz's, discourages children from

criticizing Columbus. "Columbus marveled at how God had arranged everything, who are we, the insignificant readers, to question?"

Moreover, no book even hints that the Indians believed in their own God or Gods who also watched over and cared for them. The Columbus expedition may be the first encounter between two peoples—Us and Them—where children will learn that "God is on our side."

Evils? Blame the Workers

Columbus's journey across the Atlantic was not easy, according to most of the books, because his crew was such a wretched bunch. The sailors are stupid, superstitious, cowardly, and sometimes scheming. Columbus, on the other hand, is brave, wise and godly. These characterizations, repeated frequently in many of the books, protect the Columbus myth; anything bad that happens, like murder and slavery, can always be blamed on the men. Columbus, the leader, is pure of heart. (These negative portrayals are less pronounced in Monchieri's *Christopher Columbus*. The book depicts seamen as pliant and ignorant, but at least concedes that "almost all proved to be good sailors.")

Taken together, the books' portrayals serve as a kind of anti-working class pro-boss polemic. "Soon (Columbus) rose above his shipmates, for he was clever and capable and could make others carry out his orders. "(D'Aulaire) Evidently, ordinary seamen are not "clever and capable," and thus are good merely for carrying out the instructions of others. "Soon (Columbus) forgot that he was only the son of a humble weaver," the D'Aulaires write, as if a background as a worker was something to be ashamed of. The books encourage children to identify with Columbus's hardships, even though his men worked and slept in horrible conditions while the future Admiral slept under a canopy bed in his private cabin. The lives of those who labored for Columbus are either ignored or held in contempt.

The "Discovery"

At the core of the Columbus myth—and repeated by all eight books—is the notion that Columbus "discovered" America. Indeed, it's almost as if the same writer churned out one ever so slightly different version after another.

James T. de Kay describe the scene in *Meet Christopher Columbus*:

The sailors rowed Columbus to the shore He stepped on the beach. He got on his knees and said a prayer of thanks.

Columbus named the island San Salvador. He said it now belonged to Ferdinand and Isabella.

He tried to talk to the people on San Salvador. But they could not understand him.

Of course *he* couldn't understand *them*, either. Bud de Kay attributes the inability to understand solely to the Indians. Is it these Indians' implied ignorance that allows heavily armed men to come onto their land and claim it in the name of a kingdom thousands of miles away? In *Christopher Columbus and His Voyage to the New World*, Robert Young doesn't even tell his young readers of the *people* on these islands. Young's Columbus found "lands" but no people; in illustrations we see only palm trees and empty beaches.

Why don't any of the books ask students to think about the assumptions that underpinned this land grab? Naively, I kept waiting for some book to insert just a trace of doubt: "Why do you think Columbus felt he could claim land for Spain when there were already people living there?" or "Columbus doesn't write in his journal why he felt entitled to steal other people's property. What do you think?"

This scene of Columbus's first encounter with the Indians—read in school by virtually every child—is a powerful metaphor about relations between different countries and races. It is a lesson not just about the world 500 years ago, but about the world *today*. Clothed, armed Christian, white men from a more technologically "advanced" nation arrive in a land peopled by darker skinned, naked, unarmed, non-Christians—and take over. Because no book indicates which characteristic of either group necessitates or excuses this kind of bullying, students are left alone to puzzle it out. Might make right. Whites should rule over people who aren't white. Christians should control non-Christians. "Advanced" nations should dominate "backward" nations. Each and every answer a student might glean from the books' text and images invariably justifies colonialism and racism.

In Columbus's New World "adventures," the

lives of the Indians are a kind of "muzak"—insignificant background noise. Only one book, *Where do you think you're going, Christopher Columbus?*, tries to imagine what the Indians might have been thinking about the arrival of the Spaniards. Still, the point here seems more to gently poke fun at Columbus and crew than to seriously consider the Indians' point of view. "if the Spaniards were surprised to see naked natives, the natives were even more surprised to see dressed Spaniards. All that cloth over their bodies!" Jean Fritz's interior monologue for the Indians makes fun of the explorers but in the process trivializes the Indians' concerns.

Not a single Columbus biography ever asks children: "What might the Indians have thought about the actions of Columbus and his men?" According to Mary Pope Osborne, Columbus "thought (the Indians) could easily be brought under control" and that they had no religion of their own. He wrote that they would make "good Christians and good servants." But Osborne doesn't prompt student to wonder what the Indians would have thought about Columbus plans.

The silent Indians in Columbus stories have a contemporary consequence. The message is that white people in developed societies have consciousness and voice, but Third World people are thoughtless and voiceless objects. The books rehearse students in a way of looking at the world that begins from the assumption: they are not like us. A corollary is that we are more competent in determining the conditions of their lives; their social and economic systems, their political alliances and so on. Intervention in Vietnam, subversion of the government headed by Salvador Allende in Chile, the invasions of Grenada and Panama, the attempted overthrow by proxy of the Nicaraguan and Angolan governments: our right to decide what's best for *them* is basic to the conduct of this nations foreign policy. The Columbus myth, as most children's first exposure to "foreign policy," helps condition young people to accept the unequal distribution of power in the world.

Theft, Slavery and Murder

Columbus's genocidal policies towards the Indians were initiated during his second journey. The three books aimed at children in early elementary grades, Gleiter and Thompson's *Christopher Columbus*, de Kay's *Meet Christopher Columbus* and Young's *Christopher Columbus and His Voyage to*

the New World, conveniently stop the story after his first journey. The Columbus myth can take root in young minds without the complications of the slavery and mass murder to come.

Columbus returned to a hero's welcome in Spain after his first trip. He also arrived telling all kinds of lies about gold mines and spices and unlimited amounts of wealth. The admiral needed royal backing for his second trip, and had to convince his sponsors that the islands contained more than parrots and naked heathens.

During this second voyage, in February of 1495, Columbus launched the slave raids against the Tainos of Hispaniola. Four of the eight books I reviewed—other ones aimed at older children—admit that Columbus took Indians as slaves. (Monchieri, Fritz, Osborne, and Dolan) Their critique, however, is muted. No account tells children what slavery meant for its victims. One of the book, Monchieri's *Christopher Columbus*, says that taking slaves was "a great failing of Columbus....He saw nothing wrong with enslaving the American Indians and making them work for Spanish masters....Missionaries protested against this policy, but they were not listened to." End of discussion. Mary Pope Osborne in *Christopher Columbus: Admiral of the ocean Sea*, writes that "this terrible treatment of the Indians was Columbus's real downfall." In fact Osborne is unable to offer even this minimal critique of the admiral without at the same time justifying his actions. "Since Columbus felt despair and disappointment about not finding gold in the Indies, he decided to be like the African explorers and try to sell these Indians as slaves." (Osborne) Neither book ever describes the character of slave life—or slave death.

The other two biographies offer Columbus' justifications for taking slaves: "African explorers were always Africans back to Spanish slave markets, Columbus told himself. Besides, the natives were all heathens. it wasn't as if he were selling Christians into slavery." (Fritz) Dolan at one point blames it all on the men: "Given the attitude at large, however, (Columbus) had little choice but to give his approval to the slaving sorties."

Imagine, if you will, Nazi war crimes described in this way—nothing about the suffering of the victims, tepid criticism of the perpetrators, the crimes explained through the rationalizations of Hitler and his generals. How long would these books last in our schools?

From the beginning, locating gold was Columbus' primary objective. In one passage, not included in any of the children's books, Columbus wrote: "Gold is a wonderful thing! Whoever owns it is lord of all he wants. With gold it is even possible to open for souls the way to paradise." (4) Two of the eight authors, Fritz and Dolan, describe Columbus's system for attempting to extract gold from the Indians. Dolan writes that Columbus instituted "a system of forced tribute: each Indian was to provide a certain amount of gold each year. Penalties for failure to comply with this rule included flogging, enslavement, or death." Nothing here about cutting people's hands off, which is what Columbus did, but still it's pretty explicit. Fritz writes simply that Indians who didn't deliver enough gold "were punished." She concludes that "between 1494 and 1496 one-third of the native population of Hispaniola was killed, sold, or scared away," the passive voice in Fritz's version—"was killed, sold, or scared away"—protects the perpetrators: exactly who caused these deaths?

Most significantly, these accounts fail to recognize the Indian's humanity. The books descriptions are clinical and factual, like those of a coroner. What kind of suffering must these people have gone through? How did it feel to have their civilization completely destroyed in just a few years? What of the children who watched their parents butchered by the Spanish gold-seekers? These books show no passion or outrage—at Columbus, at the social and economic system he represented, or at textbooks for hiding this inhumanity for so many years. This devastation happened to human beings, several hundred thousand of them, maybe more. Why don't the writers of these books get angry?

I find the most "honest" books about Columbus' Enterprise—those that admit slavery and other crimes—the most distressing. They lay out the facts, describe the deaths, and then it's on to the next paragraph with no look back. These books foster a callousness toward human suffering—or is it simply a callousness toward people of color? Apparently students are supposed to value bravery, cunning, and perseverance over a people's right to life and self determination. The stories prepare young people to watch without outrage the abstract nightly news accounts—a quick segment about an army massacre in El Salvador followed by a commercial for Chrysler Le Baron.

Contempt for Native Resistance

Given that Columbus biographies scarcely consider Indians as human beings, it's not surprising that native resistance to the Spaniards' atrocities is either barely acknowledged or treated with hostility. Gleiter and Thompson's *Christopher Columbus* notes that in future trips Columbus "fought with the natives." In a sentence, Lino Monchieri writes, "The Indians became rebellious because (Columbus) compelled them to hand over their gold." At least here the author credits the Indians with what might be a legitimate cause for revolt. Though offering no further details, Mary Pope Osborne buries the cause of resistance in non-explanatory, victimless prose: "But the settlers had run into trouble with the Indians, and there had been a lot of fighting."

Some writers choose to portray Indian resistance not as self-defense, but as originating from the indigenous people's inherently violent nature. In *Meet Christopher Columbus*, "unfriendly Indians" surprise the innocent Spaniards: "Suddenly more than 50 Indians jumped out from behind the trees. They had bows and arrows. They attacked the men. the men fought back. "Thus, Indian resistance to the Spaniards' invasion and land grab is not termed "freedom fighting," but instead is considered "unfriendly." Ironically, this story portrays the violence of the Spaniards as self-defense. Note that in this quote, the Spaniards are "men" and the Indians are, well, just Indians.

The books which bother to differentiate between groups of Indians single out the Caribs for special contempt. Caribs are presented as cannibals, even though no historical evidence exists to corroborate such a claim. (5) The Caribs lived on islands "so wild and steep, it seemed as if the waterfalls came tumbling out of the clouds. The Indians who lived there were wild too. They were cannibals who ate their enemies." (D'Aulaire) In Dolan's *Christopher Columbus: The Intrepid Mariner*, Columbus sends an armed contingent to "explore" the island that today is St. Croix. Because Caribs attack the Spaniards, Dolan considers this resistance sufficient to label the Caribs as ferocious.

In fact, according to the account of Dr. Diego Alvarez Chanca, an eyewitness, the Indians only attacked when the Spaniards trapped them in a cove. (6) In today's parlance, the Caribs were the "radicals" and "extremists"—in other words, they tenaciously defended their land and freedom.

The books condition young people to reject the right of the oppressed to rebel. We have a right to own *their* land, and they should not protest—at least not violently. Those who resist will be slapped with a pejorative descriptor—cannibal, savage, communist, militant, radical, hard-liner, extremist—and subdued. Black South Africans fight against apartheid, the Palestinians' intifada, Honduran peasants organizing for land redistribution, the United Farm Workers' quest for union recognition: the Columbus biographies implicitly discourage students from paying serious attention to these and other contemporary movements for social justice. Obviously, they leave children similarly ill-prepared to respect current Indian struggles for land and fishing rights.

Columbus' Legacy

I expect each book to end with at least some reflection on the meaning of Columbus's voyages. None did. In fact, only one book, *Meet Christopher Columbus*, even suggests that today's world has anything to do with Columbus: Thanks to the Admiral, "thousand of people crossed the ocean to America. This "new world" became new countries: the United States, Canada, Mexico, Brazil, and many others.

It's much simpler for the authors to ignore both short and long term consequences of Columbus's Enterprise. Instead of linking the nature of Columbus's Spain to the 20th century America, each book functions as a kind of secular Book of Genesis: In the beginning there was Columbus—he was good and so are we.

This is a grave omission. In addition to the genocide of native peoples in the Caribbean, the most immediate effect of Columbus's voyages was the initiation of the Atlantic slave trade between Africa and America (see story page 68). (7)

Colonialism and slavery: this was the new world Columbus did not so much discover as help to invent. In the emerging commercial ethos of his society, human beings were commodities whose value was measured largely in monetary terms. The natural environment was likewise cherished not for its beauty for the wealth that could be extracted. Columbus's Enterprise and the plunder that ensued contributed mightily to the growth of the nascent mercantile capitalism of Europe. His lasting contribution was to augment a social order that confronts the world in commercial terms: How much is it worth?

Asking Why?

Why are Columbus biographies characterized by such bias and omissions? I doubt any writers, publishers or teachers consciously set out to poison the minds of the young. The Columbus story teaches important values, some would argue. Here was a young man who, despite tremendous adversity, maintained and finally achieved his objectives. Fear and narrow-mindedness kept others from that which he finally accomplished.

But in the Columbus biographies, these decent values intermingle with biases against working class people, people of color, and Third World nations. The blindness of writers and educators to these biases is simply an indication of how pervasive they are in the broader society. The seeds of imperialism, exploitation and racism were planted with Columbus's first trans-Atlantic Enterprise—and these seeds have taken root. Without doubt, ours is a very different world than 15th and 16th century Spanish America, but there is a lingering inheritance: the tendency for powerful groups to value profit over humanity, racial and cultural differences used to justify exploitation and inequality, vast disparities in living conditions for different social classes, economically and militarily strong nations attempting to control the fates of weaker nations. Hence, life amidst injustice in today's United States inures many of us to the injustice of 500 years earlier. Characteristics that appear to someone as natural and inevitable in the 20th century will likely appear as natural and inevitable in the descriptions of the world five centuries ago.

The Biographies' Pedagogy

The Columbus stories encourage passive reading, and never pose questions for children to think about. Did Columbus have a right to claim Indian land in the name of the Spanish crown? Were those Indians who resisted violently justified in doing so? Why does the United States commemorate a Columbus Day instead of a Genocide Day? The narratives require readers merely to listen, not to think. The text is everything, the reader nothing. Not only are young readers conditioned to accept social hierarchy—colonialism and racism—they are also rehearsed in an authoritarian mode of learning. By implication, I've tried in this review essay to suggest the outlines of a more truthful history and Columbus and the "discovery" of America. First, the indigenous peoples of America must be accorded the status of

full human beings with inalienable rights to self-determination. The tale of 'discovery' needs to be told from their perspective as well as for the Europeans'. Although there is little documentation of how the Indians interpreted the Spaniards' arrival and conquest, readers could be encouraged to think about these events from the native point of view. Columbus's interior monologue should not be the only set of thought represented in the story.

The books cheer Columbus on towards the Indies. Each Step on the road to "discovery" is told from his point of view.

A more accurate tale of Columbus would not simply probe his personal history but would also analyze the social and economic system he represented. And children might be asked to think about how today's world was shaped by the events of 1492. Above all, young readers must be invited to think and critique, not simply required to passively absorb others' historical interpretations.

Until we create humane and truthful materials, teachers may decide to boycott the entire Columbus canon. The problem with this approach is that the distortions and inadequacies characterizing this literature are also found on other children's books.

A better solution is to equip students to read critically these and other stories—inviting children to become detectives, investigating their biographies, novels and textbooks for bias. In fact, because the Columbus books are so bad, they make perfect classroom resources to learn how to read for social as well as literal meaning. After students have been introduced to a critical history of Columbus, they could probe materials for accuracy. Do the books lie outright? What is omitted from the accounts that would be necessary for a more complete understanding of Columbus and his encounters with native cultures? What motives are given Columbus, and how do those compare with the actual objectives of the admiral and the Spanish monarchs? Whom does the book "root" for, and how is this accomplished? What role do illustrations play in shaping the view of Columbus? Why do the books tell the story as they do? Who in our society benefits and who is hurt from these presentations? (8)

Teachers could assign children to write their own

Columbus biographies—and some of these could be told from Indians' point of view. Or youngsters might take issues from their own lives suggested by the European invasion of America—fighting, fairness, stealing, racism—and write stories drawn from these themes.

Significantly, to invite students to question the injustices embedded in text material is implicitly to invite them to question the injustices embedded in the society itself. Isn't it about time we used the Columbus myth to allow students to begin discovering the truth?

The biographies require readers merely to listen, not to think.

Whose Columbus?

I, Columbus: My Journal—1492–3,

Edited by Peter and Connie Roop, Illustrated by Peter E. Hanson, Walker and Co., New York, 1990, 57 pp.

In what promises to be the most accurate of the children's books on Columbus—because, after all, it's his own diary—Peter and Connie Roop have produced an extraordinarily misleading little volume. *I, Columbus: My Journal—1492–3*, is loosely based on Bartolomé de las Casas' transcription of Columbus's journal of his first voyage to America but with numerous fabrications and key omissions.

I counted no less than 15 totally made-up entries in the Roop's Columbus diary for August, September and October of 1492. These unacknowledged fictionalized insertions function in large part to solidify the conventional myth of the God-loving Columbus guiding his fearful, barely competent men. On Sunday, September 9th, the Roop's Columbus writes, "This day we completely lost sight of land. Many men sighed and wept for fear they would not see it again for a long time. I comforted them with great promises of land and riches." Nonsense. In the actual diary entry for September 9th, Las Casas records that Columbus rebukes his men for steering badly, but mentions absolutely nothing about their fears.

On Monday, September 24th the Roops pretend Columbus complains in his diary of "having serious trouble with the crew...All day long and all night long those who get together never stop complaining...They have said that it is insanity and suicidal to risk their lives." In fact, according to the real Columbus September 24, 1492 was uneventful: "There came to the ship a booby," writes Las Casas, "And they saw many petrels." Nowhere is it mentioned that the Roops have taken such liberty in reconstructing Columbus's journal.

These distortions make Columbus's crew appear rowdier and more fearful than they probably were, and echo other biographies' contempt for the working people. They could be forgiven if not for later omissions which cleanse Columbus of nefarious intentions. For example, on first encounter with the people of Guanahanf, the Roops' Columbus is strict with his crew and kind to the Indians. "I warned my men to take nothing from the people without giving something in exchange." They neglect to include a passage from Columbus that foreshadows his massive slave raids: "They (the Indians) should be good servants and of quick intelligence, since I see that they very soon say all that is said to them..."

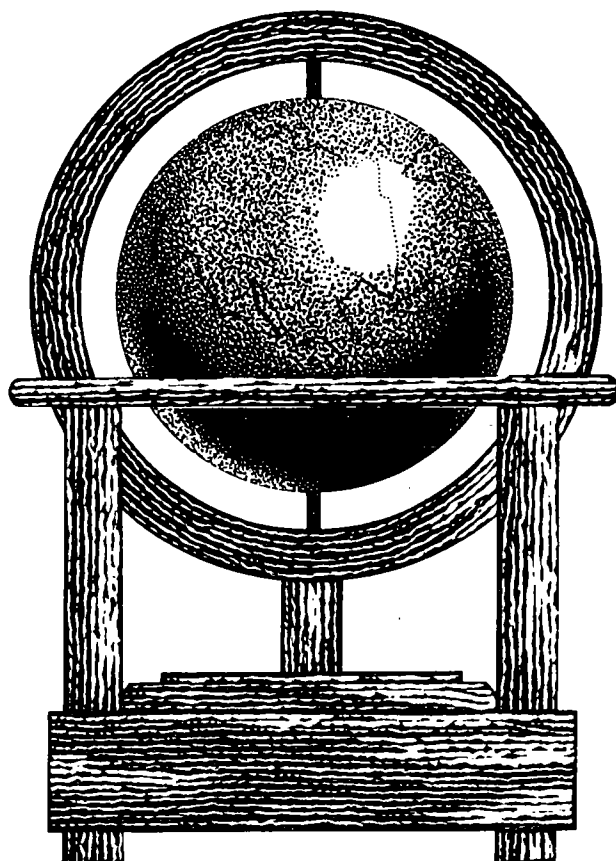
The Roops' October 14 diary entry does acknowledge that Columbus "captured" Indian men, but fails to include a later passage from the diary on that same day that places this act in a broader context. Columbus wrote, "...I caused (the Indians) to be taken in order to carry them off that they may learn our language and return. However, when your Highnesses so command, they can all be carried off to Castile or held captive in the island itself, since with fifty men they would be all kept in subjection and forced to do whatever may be wished." Columbus's captives resist, by attempting to escape, sometimes successfully. The Roops ignore this native resistance as they also overlook Columbus's further kidnappings.

Ironically, Columbus is much more appreciative of Taino culture and humanity than the Roops let on. On October 29, Columbus enters Indian homes which "were well swept and clean, and their furnishing very well arranged: all were made of very beautiful palm branches." None of this in the Roop version. On November 6, Columbus describes the Tainos as "a people very free from wickedness and unwarlike..." And on December 16 write: "They are the best people in the world and beyond all the mildest..." None of this in the Roop version.

I, Columbus follows the same pattern as other biographies. It's one more piece of cheerleading that mis-educates children. However, unlike other biographical accounts, the choice of the journal structure more easily excuses the Roops from prompting students to question the myth. We're only letting Columbus tell his own story, they can claim. Even more effectively than other biographies, the Roops' diary silences the perspectives of the "discovered."

Notes

1. Spanish colonist, Michele de Cuneo, quoted in Hans Koning, *Columbus: His Enterprise*, Monthly Review Press, New York, 1976, p. 84
2. Quoted in Koning, p. 85
3. See Bartolomé de las Casas (Andrée Collard, trans. and ed.) *History of the Indies*, Harper and Row, New York, 1971; Benjamin Keen (trans. and ed), *The Life of the Admiral Christopher Columbus By His Son Ferdinand*, Rutgers University Press, New Brunswick, NJ, 1959; Koning, *Columbus, His Enterprise*; Samuel Eliot Morison, *Admiral of the Ocean Sea: A Life of Christopher Columbus*, Little, Brown, Boston, 1942; Howard Zinn, *A People's History of the United States*, Harper and Row, New York, 1980; and Milton Meltzer, *Columbus and the World Around Him*, Franklin Watts, New York, 1990. Morison, *Admiral of the Ocean Sea: A Life of Christopher Columbus*, pp. 487-488.
4. Christopher Columbus in a letter to Isabella and Ferdinand, 1503, cited in Bruce Johansen and Roberto Maestas, *Wasi' chu: The Continuing Indian Wars*, Monthly Review Press, New York, 1979, p. 16.
5. Jan Carew, *Fulcrums of Change: The Origins of Racism in the Americas and Other Essays*, Africa World Press, Trenton, NY, 1988, p. 41.
6. See Morison, *Admiral of the Ocean Sea: A Life of Christopher Columbus*, pp. 416-417.
7. Basil Davidson, *The African Slave Trade: Precolonial History 1450-1850*, Little, Brown, Boston, 1961, pp. 45-46.
8. Bigelow, "Discovering Columbus: Rereading the Past," See p. ?





DIFFERING VIEWS OF COLUMBUS A HUMANITIES PROJECT FOR GRADE 8 OR 9



by **JUDITH COFFIN**, teacher-librarian, Semiahmoo Secondary School, **MELODIE BRANDON**, teacher-librarian, Senator Reid Elementary School and Global Education Facilitator, and **RAMONA SOUSA**, social studies teacher, North Surrey Secondary School, SD#36 (Surrey).

OVERVIEW

Students completing this assignment will examine how Christopher Columbus is portrayed in children's picture books, periodical articles, books and encyclopedias.

OBJECTIVES

1. Students will understand that there are different perspectives in history.
2. Students will understand that perspective is conveyed through illustrations as well as words.
3. Students will examine the perspective in children's books, periodical articles, books and encyclopedias.
4. Students will work cooperatively.

LEARNING ACTIVITIES AND TEACHING STRATEGIES

PERIOD 1 - RESEARCHING COLUMBUS - Approximately 55 minutes

- Divide the class into triads.
- Half of the groups are to go to the library and answer the questions on sheet 1A "Who was Christopher Columbus?" Use general encyclopedias such as the *Encyclopedia Americana*, *Colliers*, *Compton's*, *New Book of Knowledge* and *World Book Encyclopedia*.

The remaining groups are to answer the same questions using the following book and magazine articles or Sheet 1B which is a compilation of the information contained in these sources. Please feel free to substitute any of a myriad of books and articles which have appeared as a result of the quincentenary and challenge the conventional view of Columbus as a discoverer or hero.

Zinn, Howard. *A Peoples History of the United States*. pp. 2 - 8. Available from Spartacus Books, 311 Hastings Street, Vancouver, BC, tel. 688-6138. \$12.95.

“Rethinking Columbus” pp. 78 - 81. Timeline: *Spain, Columbus and Native Americans*. 1001 E. Keete Avenue, Milwaukee, WI 5321284. \$4.00. Available from BCTF Lesson Aids 731-8121. \$6.00.

- Record the answers on chart paper.

PERIOD 2 - RESEARCHING COLUMBUS - Approximately 55 minutes

- Ask each group to choose a reporter and, referring to the charts compiled in the previous period, report their findings to the class. Go through questions 1 - 5 and discuss the conflicting images of Columbus, the native people and the purpose of the expedition.
- Post the charts around the classroom, then ask each student to write a paragraph expressing his/her reaction to the different views of Columbus for homework.

Homework Assignment:

Write a paragraph describing the two different views of Columbus. Why do you think these sources, i.e., encyclopedias, magazine articles and books differ in their description of who Columbus was and what he did?

- Show the video “*The Columbus Controversy*,” 23 minutes, available from Pat Clarke, Global Education Project, BCTF, 731-8121/1-800-663-9163. This program presents a look at the legacy of Christopher Columbus and how some historians are now demanding this legacy be examined from a different perspective.

1A.

Who Was Christopher Columbus?

1. What was the purpose of his expedition?
2. How is Christopher Columbus described in the article? List five words that describe him.
3. What were the results of the voyages?
4. How are the inhabitants of the new land described in the article? List five words to describe them.
5. For what should Christopher be remembered?

Christopher Columbus was a merchant's clerk from the Italian city of Genoa, a part-time weaver and an expert sailor.

After many years, Columbus persuaded the King and Queen of Spain to finance his expedition to the Far East to search for new lands, gold and spices.

In return, Columbus demanded 10% of the profits, the right to govern any new found and an the title "Admiral of the Ocean Sea". No explorer had every negotiated so much.

In 1492, Columbus set out with 3 ships and a crew of 90. When they approached land now known as the Bahamas, they were met by the Arawak Indians who inhabited the land.

Columbus described the Arawak Indians as agile, generous, hospitable and sharing. He noted they had spears but did not carry arms. They had no iron. They wore tiny gold ornaments in their ears. They had a highly developed method of agriculture and cultivated yams, corn and cassava. They could spin and weave. Women were well treated and participated fully in Indian life. Columbus thought the Indians would make fine servants.

Looking for gold and spices, Columbus sailed from the Bahamas to Cuba to Dominican Republic. He kidnapped several Arawak Indians to use as navigators. In Cuba, when several Indians refused to trade bows and arrows, he ordered his men to stab them and they were left to bleed to death.

Columbus returned to Spain with gold and spices. He also returned with 6 kidnapped Arawak Indians. He presented the Indians to the Spanish Court. They died in Spain shortly after their arrival.

Columbus exaggerated his findings to King Ferdinand and Queen Isabella. He insisted he had reached the Far East. He said he found great mines of gold and many spices. He hadn't. He lied.

Columbus returned in 1495 with 17 ships and 1200 men. This time, he was looking for slaves as well as gold.

He ordered his crew to round up 1500 Arawak men, women and children. They were put in pens and guarded by ferocious dogs. 500 of the strongest and fittest were selected and forcibly taken to Spain. 200 died en route. The remaining 300 died in captivity as slaves.

Desperate for gold to repay his investors, Columbus ordered his men to collect from all persons 14 years or older a certain quantity of gold every three months. When the Indians brought the gold, they were given a copper token to wear around their neck. Indians found without a copper token had their hands cut off and bled to death.

When the Arawaks tried to resist, they faced muskets and swords. Mass suicides began amongst the Arawaks. Infants were killed to save them from the Spaniards. In two years, on Haiti, one half of the population (125,000) were dead.

When Columbus realized there was no gold left, the remaining Indians were forced to work as slave labour in mines and on plantations.

By 1515, there were 50,000 Arawaks.

By 1550, there were 500.

By 1650, none of the original Arawaks or their descendants remained.

PERIOD 3 - SLIDE/VIDEO PRESENTATION - Approximately 55 minutes

Using the paragraph written for homework, discuss with students how they felt about conflicting views.

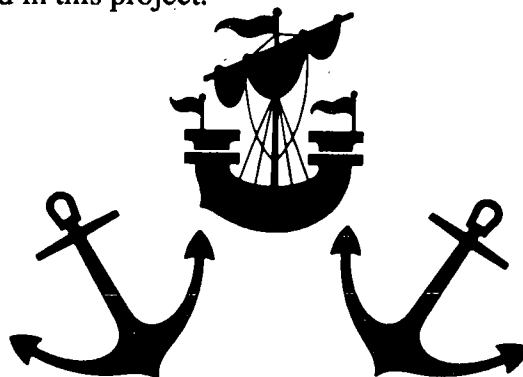
- Show the slides or video entitled "*Examining Columbus*" (with Teacher Guide). This presentation is an examination of the text and illustrations of children books about Columbus. It is available through Pat Clarke, Global Education Project, 731-8121/1-800-663-9163.

Teacher-Librarian Note: It may take some effort to obtain the slides, video and children's books but doing this activity in a number of classrooms, was an exceptionally worthwhile and rewarding experience.

PERIOD 4 - BOOK REVIEWS - Approximately 55 minutes

Give groups of two students a children's book about Columbus and ask them to answer the questions on the sheet titled "The Columbus Story" 4A. They should be prepared to present their findings to the class.

These books may be found in your district library or in neighboring elementary school library collections. The following is a list (4B) of the books found in the Surrey School District and used in this project.



The Columbus Story

Read the story of Columbus and answer the following questions:

- 1) What kind of a person was Columbus? What words are used to describe him?
- 2) How do the illustrations show Columbus? Choose one to show to the class.
- 3) Are there any pictures of Isabella, Ferdinand and Columbus? Can you tell by the picture what their relationship is?
- 4) How does this book show the first encounter in the new land?
- 5) How are the native people described in the story? What specific words are used to describe them?
- 6) How do the illustrations show the native people?
- 7) Was there anything omitted from the story that you would like to add?
- 8) On a scale of 1 to 10, what score would you give this book for historical accuracy? Be prepared to defend your opinion.

4B

- 1992 Smith, B. *The First Voyage of Christopher, 1492*. Viking, London.
- 1991 Adler, D. *A Picture Book of Christopher Columbus*. Holiday House, New York.
- 1991 Adler, D. *Christopher Columbus: A Great Explorer, A First Biography*. Holiday House.

- 1991 Fishchetto, L. *All Pigs on Deck*. Delacorte, New York.
- 1991 Marzollo, Jean. *In 1492*. Scholastic, New York.
- 1991 Sis, P. *Follow the Dream*. Knopf, New York.
- 1991 Ventura, P. *1482: Year of the New World*. Putnam, New York.
- 1990 *My First Voyage: Christopher Columbus*. Bellerophon Books, Santa Barbara.
- 1990 *My First Voyage: Columbus Letter to the Chancellor*. Santa Barbara, Bellerophon Books.
- 1988 Zadia, D. *Columbus: Discoverer of the New World*. Creative Education, Mankato, Minnesota.
- 1987 Tomb, Eric. *A Coloring Book of Great Explorers*. Santa Barbara, Bellerophon Books.
- 1983 Weil, L. I. *Christopher Columbus*. Atheneun, New York.
- 1980 Painter, D. *Columbus*. Green Haven Press, San Diego.
- 1979 Goodhough, D. *Christopher Columbus*. Troll, Mahwah, NJ.
- 1978 Ventura, P. *Christopher Columbus*. Random House, New York.
- 1973 Hermann S. *Christopher Columbus*. Franklin Watts, New York.
- 1960 Judson, Clara Ingram. *Christopher Columbus*. Follett, Chicago.
- 1955 D'Aulaire, Ingri & Edgar. *Columbus*. Doubleday, Garden City, NY.
- 1955 Dalglish, A. *The Columbus Story*. Scribner's, New York.

PERIOD 5 - POETRY WRITING - Approximately 55 minutes

Read the poem *Honeybees* from *Joyful Noise: Poems for Two Voices* by Paul Fleischman, Harper & Row, 1988. ISBN-006021853-3 and *Two Women* to the class.

Teacher Note: It is most effective when two women read the poem "Two Women".

Divide the class into groups of two and ask each group to write a poem describing the first encounter between an Arawak and a sailor. The first line might read:

I am an Arawak

I am a sailor

Follow the pattern presented in the poems Honeybees and Two Women. Ask the students to read their poems to the class.

Two Women

I am a woman.

I am a woman.

I am a woman born of a woman whose man owned a factory.

I am a woman born of a woman whose man labored in a factory.

I am a woman whose man wore silk suits, who constantly watched his weight.

I am a woman whose man wore tattered clothing, whose heart was constantly strangled by hunger.

I am a woman who watched two babies grow into beautiful children.

I am a woman who watched two babies die because there was no milk.

I am a woman who watched twins grow into popular college students with summers abroad.

I am a woman who watched three children grow, but with bellies stretched from no food.

But then there was a man;

But then there was a man;

And he talked about the peasants getting richer by my family getting poorer.

And he told me of days that would be better, and he made the days better.

We had to eat rice.

We had rice.

We had to eat beans!

We had beans.

My children were no longer given summer visas to Europe.

My children no longer cried themselves to sleep.

And I felt like a peasant.

And I felt like a woman.

A peasant with a dull, hard, unexciting life.

Like a woman with a life that sometimes allowed a song.

And I saw a man.

And I saw a man.

And together we began to plot with the hope for the return to freedom.

I saw his heart begin to beat with hope of freedom, at last.

Someday, the return to freedom.

Someday freedom.

And then,

But then,

One day,

One day,

There were planes overhead and guns firing close by.

There were planes overhead and guns firing in the distance.

I gathered my children and went home.

I gathered my children and ran.

And the guns moved farther and farther away.

But the guns moved closer and closer.

And then, they announced that freedom had been restored!

And then they came, young boys really.

They came into my home along with my man.

They came and found my man.

Those men whose money was almost gone -

They found all of the men whose lives were almost their own.

And we all had drinks to celebrate.

And they shot them all.

The most wonderful martinis.

They shot my man.

And then they asked us to dance.

And they came for me.

Me.

For me, the woman.

And my sisters.

For my sisters.

And then they took us.

Then they took us,

They took us to dinner at a small, private club.

They stripped from us the dignity we had gained.

And they treated us to beef.

And then they raped us.

It was one course after another.

One after another they came after us.

We nearly burst we were so full.

Lunging, plunging - sisters bleeding, sisters dying.

It was magnificent to be free again!

It was hardly a relief to have survived.

The beans have almost disappeared now.

The beans have disappeared.

The rice - I've replaced it with chicken or steak.

The rice, I cannot find it.

And the parties continue night after night to make up for all the time wasted.

And my silent tears are joined once more by the midnight cries of my children.

And I feel like a woman again.

They say, I am a woman.

This was written by a working-class Chilean woman in 1973, shortly after Chile's socialist president, Salvador Allende, was overthrown. A U.S. missionary translated the work and brought it with her when she was forced to leave Chile.



The First Encounter

Rick Havas & Stephan Radli, North Surrey Secondary

May 19, 1992

I am a captain.

I am a chief.

I sail the sea.

I govern my tribe.

I discovered some land.

I was born here.

We claimed this land.

My land was taken.

I saw some savages.

I saw some gods.

These people were animals.

These people were white.

We traded with these savages.

They took our goods and gave us their cheap merchandise.

We helped these people by showing them our ways.

They brain-washed us with their beliefs.

We colonized this land and they accepted.

They took our land by using force.

We let them work for us.

They used us as slaves to find them gold.

If they did not finish a job we reminded them of their work.

If we did not bring back gold they cut off our hands.

We let some come back to Spain and work.

They kidnapped our people and used them for slaves.

They stayed in Spain because they were happy.

We never saw them again.

We went back to this land to see our friends.

They came back and they were angry.

We gave them goods.

They contaminated our people.

They began to rebel.

We tried to win our land back.

We fought in self-defense.

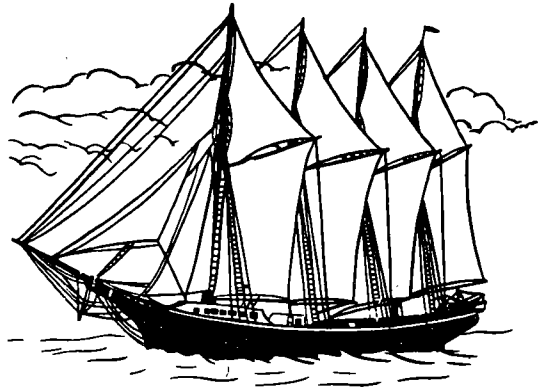
They killed our people in cold blood.

They destroyed our colony for no reason.

We burned down their buildings to get even for our people.

We left this land with no treasure.

They left us with nothing!





FEATURED IN THIS ISSUE

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The Bookmark

COMING THEMES FOR 1992-1993 ARE:

March 1993: THINKING AHEAD

Deadline: Jan. 25

Each teacher-librarian faces ongoing tasks, the challenge of change and tons of work. How do you plan ahead, set goals and manage your time effectively? Have you any tips for stress management? For evaluating where you stand and what you have accomplished? How are you approaching a future where electronic dissemination of information and networked libraries will be a reality? How do you prepare students to deal with change? Do you have units which deal with future trends or future life? What kind of career preparation programs involving information literacy have you designed? This issue is about meeting our future head on rather than letting it roll over us

June 1993: EVERYTHING YOU EVER WANTED TO KNOW

This is our question and answer issue. Readers are invited to submit their questions throughout the year and the editors will try to find those "experts" who can give us the answers. Or you may have a problem or question that challenged you, you have worked out a successful response to it and now you are ready to share both problem and response with other teacher-librarians.

Deadline: April 25

September 1993: "DOES THIS COUNT?"

Deadline: July 25

This plaintive question echoes through every teacher's experience. Students' concern about evaluation is one of the legends of the staff room. Share your humorous or serious experiences with colleagues. Have you used a particular evaluation strategy with great success, or have your students contributed especially funny errors to your memory file? We are looking for articles that deal with every type of evaluation: individual or group evaluation, peer or self evaluation, cooperative learning evaluation processes, as well as the use of strategies like observation checklists. How do you build evaluation into a cooperative unit, and how do you share evaluation responsibilities with your teaching partner? If you have a unit that demonstrates any of these, we want to have it. We are also looking for articles on evaluating the resource centre program or collection. And how about the problem of evaluating new technologies and resources like CD-ROMs. Teacher-librarians have a lot of plaintive evaluation questions too. Help us make some answers count!

SUBMIT MATERIALS TO AN EDITORIAL BOARD MEMBER 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.

THE ASSOCIATION OF BOOK PUBLISHERS OF BRITISH COLUMBIA

DIRECTORY OF MEMBERS 1992/93

The Association of Book Publishers of B.C. (ABPBC) is a provincial association of book publishing companies and is the largest regional affiliate of the Association of Canadian Publishers (ACP). Founded in 1974 by five book publishers, the ABPBC has expanded to a membership of fifty-three. The ABPBC believes that a healthy B.C. owned and controlled book publishing industry is essential to the educational, social, cultural and economic life of the province. As an industry organization the ABPBC's objectives are to encourage a healthy book publishing industry through liaison with the government and industry related organizations, professional development and cooperative business efforts. The ABPBC also maintains a display of its members' books which is open to viewing by librarians, booksellers and interested members of the public. The ABPBC responds to all requests for information on publishing.

Association members are engaged in every type of book publishing including educational, scholarly, and the full range of trade publishing. All members are B.C. owned and controlled. Membership is available in three categories: **Active** for companies with seven titles in print and an annual production of three titles, **Associate** for companies with three titles in print and an annual production of two titles and **Supporting** for companies with one title published within the previous three years.

A Guide For Writers

The ABPBC receives many enquiries from writers about our association and the publishing industry. It is hoped that this booklet will serve to introduce our members and the kinds of publishing they do. If you are a writer looking for a publisher, this booklet will give you some guidelines.

- Make sure that you send your manuscript to an

appropriate publisher. Many publishers have areas of interest which are listed here, in addition to examples of the books they have published recently. Do some research in libraries, bookstores or at the ABPBC office to be sure that you are submitting your book to the right publisher.

- Many publishers do not accept unsolicited manuscripts. We have asked publishers to indicate this and other submission requirements in this booklet. When submitting manuscripts or letters of enquiry **always** include a self-addressed, stamped envelope (SASE). Make sure the amount of postage is **sufficient** to return whatever you have mailed to the publishers. Do not send original manuscripts, artwork or photographs.
- Unless indicated here, do not telephone the publisher or "drop by" the office.
- Publishers receive many, many manuscripts and have limited staff so do not expect a full critique of your work.
- Allow at least eight to ten weeks for a publisher to respond to your submission.

Reference Books

The Book Trade in Canada

Eunice Thorne & Ed Matheson (eds.)

Ampersand Communications Services, Inc.

A good directory of publishers and related organizations.

The Canadian Writer's Market

Adrian Waller

McClelland & Stewart

A resource to periodicals and publishing houses.

The Poetry Market for Canadians

James Deahl (ed)

League of Canadian Poets

A resource to periodicals and publishing houses which specialize in poetry.

How to Self Publish and Make Money

Marion Crook & Nancy Wise

Sandhill Publishing

A reference book for those who need to know more about the publishing process as well as those who want to self-publish.

The Upper Left-Hand Corner

E. Kernaghan, E. Surridge, P. Kernaghan & R. Westergaard

International Self-Counsel Press

A guide for writers to publications in the Pacific Northwest which includes information on finances, dealing with publishers and other fields of writing.

Canadian ISBN Publishers' Directory

National Library of Canada

An excellent and accurate source book to cross-reference addresses of publishers in Canada.

Related Organizations

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Services: trade association representing 130 Canadian-owned book publishers and dedicated to promoting Canadian books.

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General publishing for and about the B.C. interior,
particularly the north
Titles: Pulplog, The Gastank of My Heart
Do accept unsolicited manuscripts.
Douglas & McIntyre
1615 Venables Street
Vancouver, B.C. V5L 2H1
254-7191 Fax: 254-9099
Contact: President: Scott McIntyre
Adult Publisher: Rob Sanders
Children's Publisher: Patsy Aldana

Books in Print: 542
General adult and children's trade books, fiction &
non-fiction
Titles: Disappearing Moon Cafe, The Black Canoe,
Adventuring in British Columbia, Pick Up Sticks
Do accept unsolicited manuscripts but require a letter
of enquiry, sample chapter, précis and SASE.

Ekstasis Editions
Box 8474, Main Postal Station
Victoria, B.C. V8W 3S1
385-3378
Contact: Richard Olafson

Books in Print: 12
Poetry, fiction, criticism
Titles: The Walled Garden, Yokohama Days' Kyoto
Nights, A Cloud Edifice, In Arbutus Light
Do accept unsolicited manuscripts with SASE.

The Fraser Institute
626 Bute Street
Vancouver, B.C. V6E 3M1
688-0221 Fax: 688-8539
Contact: Bev Horan

Books in Print: 100
Economics
Titles: The Economic Consequences of Quebec
Sovereignty, Election Finance Regulations in
Canada, Tax Facts 7, Government Spending
Do not accept unsolicited manuscripts.

Gordon Soules Book Publishers Ltd.
1352-B Marine Drive
West Vancouver, BC V7T 1B5
922-6588 Fax: 688-5442
Contact: Gordon Soules

Books in Print: 48
Canadiana, environment, social issues, gardening,
nutrition, health outdoors, guidebooks, how-to
Titles: Peacemaking in the 1990's, Wild & Free,
Truth about Herpes, Exploring the Seashore
Do accept unsolicited manuscripts but prefer a letter
of enquiry and
sample chapter with SASE.

Harbour Publishing Co. Ltd.
Box 219
Madeira Park, B.C. V0N 2H0
883-2730 Fax: 883-9451
Contact: France Madore

Books In Print: 100+
West coast non-fiction, fiction, poetry, guides,
women's literature, books by B.C. writers
Titles: Raincoast Chronicles, Robin Ward's Vancouver,
Fishing With John, Kick the Can
Do accept unsolicited manuscripts. Harbour is the
sales agent for Nightwood and Caitlin Presses.

Heritage House Publishing Company Ltd.
Box 1228, Station A
Surrey, B.C. V3S 2B3
574-7067 Fax: 574-9942
Contact: Art Downs

Books in Print: 55
History, outdoors and travel in B.C.
Titles: B.C. Provincial Police Stories, Off Patrol,
B.C.-Yukon Stern Wheeler Days, Ghost Towns and
Drowned Towns of West Kootnay
Do accept unsolicited manuscripts.

Horsdal & Schubart Publishers Ltd.
Box 1
Ganges, B.C. V0S 1E0
537-4334
Contact: Marlyn Horsdal

Books in Print: 10
Non-fiction, history, biography, politics, sports
Titles: Ghosts, Carmack of the Klondike, Continental

Dash, Upcoast Summers
Do not accept unsolicited manuscripts without a letter of enquiry or phone call first.

Lazara Press
Box 2269, V.M.P.O.
Vancouver, B.C. V6B 3W2
872-1134
Contact: Penny Goldsmith

Books in Print: 7
Literature, chapbook series
Titles: The Carriers of No, With all of Who We are, Hey Waitress and Other Stories, Smiling Under Water
Do not accept unsolicited manuscripts.

New Society Publishers
P.O. Box 189
Gabriola Island, B.C. V0R 1X0
247-9737 Fax: 247-7471
Contact: Judith Plant

Books in Print: 7
Nonviolent social change, feminism, environment, education, native issues, anti-war
Titles: Greening the Garden, Colonialism on Trial, Putting Power in Its Place, Green Business: Hope or Hoax?
Do not accept unsolicited manuscripts. Please write for guidelines for submission.

New Star Press Ltd.
2504 York Avenue
Vancouver, B.C. V6K 1E3
738-9429 Fax: 738-9332
Contact: Rolf Maurer

Books in Print: 70
Politics, social issues, history, labour studies
Titles: Under the Viaduct; Mixed Media, Mixed Messages; The Burial Ground; Unusual Circumstances, Interesting Times
Do accept unsolicited manuscripts with SASE but would prefer letter of enquiry with sample writing.

Oolichan Books
P.O. Box 10
Lantzville, B.C. V0R 2H0
390-4839 Fax 390-4839
Contact: Ron Smith

Books in Print: 77
Poetry, fiction, regional history, biography, native issues, politics
Titles: A Planet of Eccentrics, Woman at Mile Zero, Salmon Canneries, Aboriginal Self-Determination
Do accept letter of enquiry with sample chapter and SASE. Submissions without SASE will not be returned.

Orca Book Publishers
P.O. Box 5626, Station B
Victoria, B.C. V8R 6S4
380-1229 Fax: 380-1892
Contact: Bob Tyrrell (Adult Titles)
Ann Featherstone (Children's Titles)

Books in Print: 60
B.C. history and biography, fiction, guidebooks, children's literature, juvenile and young adult
Titles: Waiting for the Whales, Siwiti, The Logger's Digest, Friend O' Mine
Do not accept unsolicited manuscripts. Will accept enquiry letter with outline, sample chapters and SASE.

Pacific Educational Press
Faculty of Education
University of British Columbia
Vancouver, B.C. V6T 1Z4
822-5385 Fax: 822-6603
Contact: Catherine Edwards

Books in Print: 98
Educational: language arts, first nations, multiculturalism, science and environment; children's trade
Titles: Japan Nearby, Haida Art, Wild Trees of B.C., The Suzie A
Do accept unsolicited manuscripts.

Polestar Press
P.O. Box 69382, Station K
Vancouver, B.C. V5K 4W6
251-9718 Fax: 251-9718
Contact: Michelle Benjamin

Books in Print: 34
Fiction, poetry, children's, general non-fiction
Titles: Seeing the Forest Among the Trees, The Princess and the Sea-Bear, Sitting in Club Car Drinking Rum and Karma Kola, On the Way to Ethiopia
Do accept unsolicited manuscripts.

Press Gang Publishers
603 Powell Street
Vancouver, B.C. V6A 1H2
253-2537 Fax: 253-7870

Contact: Barbara Kuhne (Editorial)
Val Speidel (Production)
Della McCreary (Office Manager,
Promotion)

Books in Print: 24

Feminist, lesbian, minorities, fiction, non-fiction
Titles: Sojourner's Truth, InVersions: Writing by
Dykes and Lesbians, Telling It: Women and Lan-
guage Across Culture, Drawing the Line
Do accept unsolicited manuscripts but prefer letter of
enquiry.

Ptarmigan Press Ltd
1372 Island Highway
Campbell River, B.C. V9W 2E1
286-0878 Fax: 286-9749
Contact: Bryan Wiley

Books in Print: 11

History, biography
Titles: Tye, One Hundred Spirited Years, Nootka
Sound Explored, Towards the Unknown Mountains
Do accept unsolicited manuscripts, must have SASE.

Pulp Press (Arsenal Pulp Press Ltd.)
100-1062 Homer Street
Vancouver, B.C. V6B 2W9
687-4233 Fax: 669-8250
Contact: Brian Lam

Books in Print: 98

Fiction, regional history, native studies, humour,
poetry
Titles: Quotations for a Nation, Land of Destiny,
Stoney Creek Woman, Dog Years
Do accept manuscript outline and work samples with
SASE only.

Royal British Columbia Museum
675 Belleville Street
Victoria, B.C. V8V 1X4
387-6357 Fax: 387-5360
Contact: Gerry Truscott

Books in Print: 40

Natural history & human history of B.C., museology
Titles: The Birds of British Columbia, White Bears
and Other Curiosities, Plants in B.C. Indian Technol-

ogy, The Legacy
Do not accept unsolicited manuscripts.

Self-Counsel Press Ltd.
(A Division of International Self-Counsel Press Ltd.)
1481 Charlotte Road
North Vancouver, B.C. V7J 1H1
986-3366 Fax: 986-3947
Contact: Diana Douglas

Books in Print: 184

Business, legal, reference self-help for lay people
Titles: Starting a Successful Business in Canada,
Divorce Guide for
B.C., Charing a Meeting with Confidence, The Body
Image Trap
Do accept unsolicited manuscripts, must have SASE.

Sono Nis Press
1745 Blanshard Street
Victoria, B.C. V8W 2J8
382-1024 Fax: 382-1575
Contact: Patricia M. Sloan

Books in Print: 160

B.C. history, historical biography, maritime history,
transportation history, poetry
Titles: Logging by Rail, Barnstorming to Bush
Flying, British Columbia Place Names, Rattenbury
Do accept unsolicited manuscripts but prefer letter of
enquiry with sample chapter and outline. SASE must
have sufficient postage to return submitted materials.

Talon Books
201-1019 East Cordova Street
Vancouver, B.C. V6A 1M8
253-5261 Fax: 255-5755
Contact: Michael Barnholden

Books in Print: 184

Drama, poetry, fiction, non-fiction, no children's
Titles: Ecstasy of Rita Joe, hard 2 belev, Desert of
the Heart, Vancouver Anthology
Do accept unsolicited manuscripts.

Theytus Books Ltd.
Box 20040
Penticton, B.C. V2Z 8K3
493-7181 Fax: 493-5302
Contact: Greg Young

Books in Print: 29

Native trade and educational

Titles: Slash, Gatherings, Native Creative Process, Breathtracks

Do accept unsolicited manuscripts.

UBC Press

6344 Memorial Road

Vancouver, B.C. V6T 1Z2

822-3259 Fax: 822-6083

Contact: Jean Wilson, Executive Editor

Books in Print: 232

Titles: Trees of Vancouver, Vancouver and Its Region, Oke, Whose North?, The Northwest Coast
Do not accept unsolicited manuscripts.

Vancouver Community College Press

100 West 49th Avenue

Vancouver, B.C. V5Y 2Z6

324-5520 Fax: 324-5577

Contact: Raymond Bendall, Managing Editor

Books In Print: 10

Educational and instructional

Titles: College Style Sheet, Professional Bakers' Manual, What do People Really Say, The Workings of Markets

Do not accept unsolicited manuscripts. Will accept a letter of enquiry.

Whitecap Books

1086 West 3rd Street

North Vancouver, B.C. V7P 3J6

980-9852 Fax: 980-8197

Contact: Colleen MacMillan

Books in Print: 65

Natural history (adult & children), regional guides, gardening, colour scenic books, cookbooks

Titles: The Twelve Month Gardener, Coastal Wildlife of British Columbia, Down the Road: Journeys Through Small Town British Columbia, North Gulf Islands Explorer

Do accept unsolicited manuscripts. Require sample chapter, outline and SASE for all submissions.

Wood Lake Books Inc.

Box 700, 10162 Newene Road

Winfield, B.C. V0H 2C0

766-2778 Fax: 766-2736

Contact: Bonnie Schlosser

Books in Print: 72

Religious

Titles: How Religious is God?; Encounters With the Bible; Madam, I'm Adam; Word On The Street

Do accept unsolicited manuscripts.

Associate Members

Foundation House Publications

Box 9

100 Mile House, B.C. V0K 2E0

395-2485 Fax: 395-2480

Contact: Norm Smookler

Books in Print: 8

Practical spirituality

Titles: Magic At Our Hand; Living at the Heart of Creation, One Heart One Way; Bearers of the Sun
Do not accept unsolicited manuscripts.

Kalmalka Press

7000 College Way

Vernon, B.C. V1B 2N5

545-7291 Fax: 545-3277

Contact: Virginia Dansereau

Books in Print: 4

Poetry

Titles: The Possibilities of Chinese Trout, Valancy & the New World, The Small Words in My Body, Fat Moon

Do not accept unsolicited manuscripts.

Studio 123

123 South Turner Street

Victoria, B.C. V8V 2J9

386-8066

Contact: Linda or Rick Van Krugel

Books in Print: 4

Children's

Titles: Orpheus & Eurydice, Kestrel & Leonardo, Emily's Portfolio, Brown Bag Blues

Do not accept unsolicited manuscripts.

Western Canada Wilderness Committee
20 Water Street
Vancouver, B.C. V6B 1A4
683-8220 Fax: 683-8229
Contact: John Kramer

Books in Print: 11

Wilderness preservation, public education on forestry issues
Titles: Carmanah, Rediscovery, Clayoquot, Penan
Do not accept unsolicited manuscripts.

Yinka Dene Language Institute
P.O. Bag 7000
Vanderhoof, B.C. V0J 3A0
567-9236 Fax: 567-3851
Contact: Ms. Rose Pierre

Books in Print: 5

Language and culture retention
Titles: Cheryl's Potlatch-Cheryl Bibalhats, Musdzi
'Udada' - The Owl, Classroom dictionaries: Nak'al
Bun, Nedut'en, Saik'uz
Do not accept unsolicited manuscripts.

Supporting Members

Bauhinea Press
7756 Lawrence Drive
Burnaby, B.C. V5A 3M9
420-1578 Fax: 420-9568
Contact: Benjamin Ho

Books in Print: 1

English as a second language
Titles: Survival English for New Canadians
Do accept unsolicited manuscripts.

Ben-Simon Publications
P.O. Box 318
Brentwood Bay, B.C. V0S 1A0
652-6332 Fax: 652-6332
Contact: S. Vetenson

Books in Print: 4

Child welfare, Judaica, biography, history
Titles: Shared Fate, Drawings from the Newborn,
Exploring Adoptive Family Life, Adoptive Kinship
Do accept unsolicited manuscripts. Require a letter of
enquiry, sample chapter, précis and SASE.

Briarwood Publishing Ltd.
7411 Ash Street
Richmond, B.C. V6Y 2R9
278-8108 Fax: 278-3489
Contact: Sharon MacGougan

Books in Print: 2

Music, fine arts education
Titles: History of Rock n' Roll, Christmas is Comin'
Do not accept unsolicited manuscripts.

CBD Inc.
Box 205, 106-1656 Martin Drive
White Rock, B.C. V4A 6E7
531-8661 Fax: 531-8155
Contact: Ann Corcoran

Book in Print: 2

Non-fiction
Titles: The Border Guide
Do accept unsolicited manuscripts for non-fiction,
information books only.

Cordillera Publishing Company
Box 46, 8415 Granville Street
Vancouver, B.C. V6P 4X9
261-1695 Fax: 266-4469
Contact: Stephanie J. Castle Heal

Books in Print: 2

Shipping, maritime history, commercial fisheries,
aviation
Titles: Full Line, Full Away; The Maple Leaf Afloat
Do accept unsolicited manuscripts.

Expanducators
135 North Howard Avenue
Burnaby, B.C. V5B 1J6
294-3395 Fax: 294-3395
Contact: Mrs. Fraser

Books In Print: 32

Educational materials, student-teacher resource books
Titles: Canadiana, It Grew in My Garden, Games
People Play, Ocean Environments
Do not accept unsolicited manuscripts.

Gallerie Publications
2901 Panorama Drive
North Vancouver, B.C. V7G 2A4
929-8706 Fax: 929-3247
Contact: Caffyn Kelley

Books in Print: 16

Contemporary, personal history, biography by progressive women artists

Titles: Art & Survival, Come Spring, Quilts as Women's Art, Forbidden Subjects: Self Portraits by Lesbian Artists

Do not accept unsolicited manuscripts but will accept a letter of enquiry with SASE.

Good Times Publishing
P.O. Box 33775, Station D
Vancouver, B.C. V6J 4L6
736-1045
Contact: B. Tinskamper

Books in Print: 1

Lifestyle, health, nutrition

Titles: Food for Success

Will accept a letter of enquiry with synopsis but no unsolicited manuscripts.

LPD Publishing
7143 Dumfries Street
Vancouver, B.C. V5P 3C3
421-1662 Fax: 421-1886
Contact: Don Lewis

Books in Print: 6

Railway, locomotives

Titles: Rail Canada (5 Volumes), Steam in Canada, Those Beautiful 'C' Liners

Do not accept unsolicited manuscripts but will accept a letter of enquiry with SASE.

MAIA Publishing Ltd.
302 East 6th Street
North Vancouver, B.C. V7L 1P6
988-5887 Fax: 986-5887
Contact: Maggie Paquet

Books in Print: 2 & booklets

Outdoor education and recreation, environment, forestry, parks and wilderness, sustainable development

Titles: Parks of British Columbia and the Yukon

Do not accept unsolicited manuscripts but will accept a letter of enquiry with SASE.

New Dawn Books Inc.
Box 242 439-4800 Kingsway
Burnaby, B.C. V5H 4J8
431-7517 Fax: 431-7517
Contact: J. Andrews or C. Andrews

Books in Print: 1

Quality adult fiction

Titles: Dark Legacy

Do not accept unsolicited manuscripts.

Nor'West Publishing
Box 379
Sechelt, B.C. V0N 3A0
885-5272 Fax: 885-5272
Contact: Susan Jackson

Books in Print: 1

Regional history

Titles: Yellowknife, NWT: An Illustrated History

Do not accept unsolicited manuscripts.

Pacific Edge Publishing and Media Services Ltd.
R.R. #2, Site 21
Gabriola Island, B.C. V0R 1X0
247-8806 Fax: 247-8299
Contact: Ron Mumford

Books in Print: 3

Educational resources

Titles: Cariboo Runaway, Mid's Summer-A Horse Race, Solution Design/Data Processing

Prefer a letter of enquiry but will accept manuscripts for children's material suitable for marketing as educational resources.

Personal Power Press International
Box V-49, R.R. #1
Bowen Island, B.C. V0N 1G0
947-2739 Fax: 947-0706
Contact: Lorna Lyons

Books in Print: 2 & series of brochures

Education, self-directed learning

Titles: Slashing a Pathway to Education 2000, Pathways: A Personal Project Management System

Do not accept unsolicited manuscripts. Require letter of enquiry with SASE.

Sandhill Publishing
99-1270 Ellis Street (Rear)
Kelowna, B.C. V1Y 1Z4
763-1406 Fax: 763-5211
Contact: Nancy Wise

Books in Print: 4
B.C. history, special interest, outdoor recreation
Titles: Valley of the Ghosts, Ogoogo, How to Self
Publish and Make Money, Pocket Guide to Wineries
of B.C.
Do not accept unsolicited manuscripts unless they
have SASE.
Long distance calls will be returned collect.

Tantalus Research Ltd.
P.O. Box 34248
2405 Pine Street
Vancouver, B.C. V6J 4N8
876-6381
Contact: D.F. Hardwick

Books in Print: 40
Geographical management
Titles: Current Research by Western Canadian
Geographers series, The SFU Papers
Do not accept unsolicited manuscripts.

3 S Fitness Group Ltd.
Box 5520, Station B
Victoria, B.C. V8R 6S4
598-1426 Fax: 598-1748
Contact: Gord Stewart

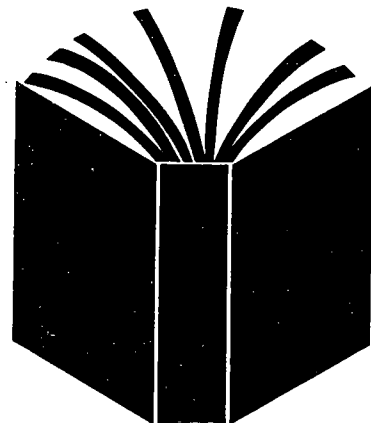
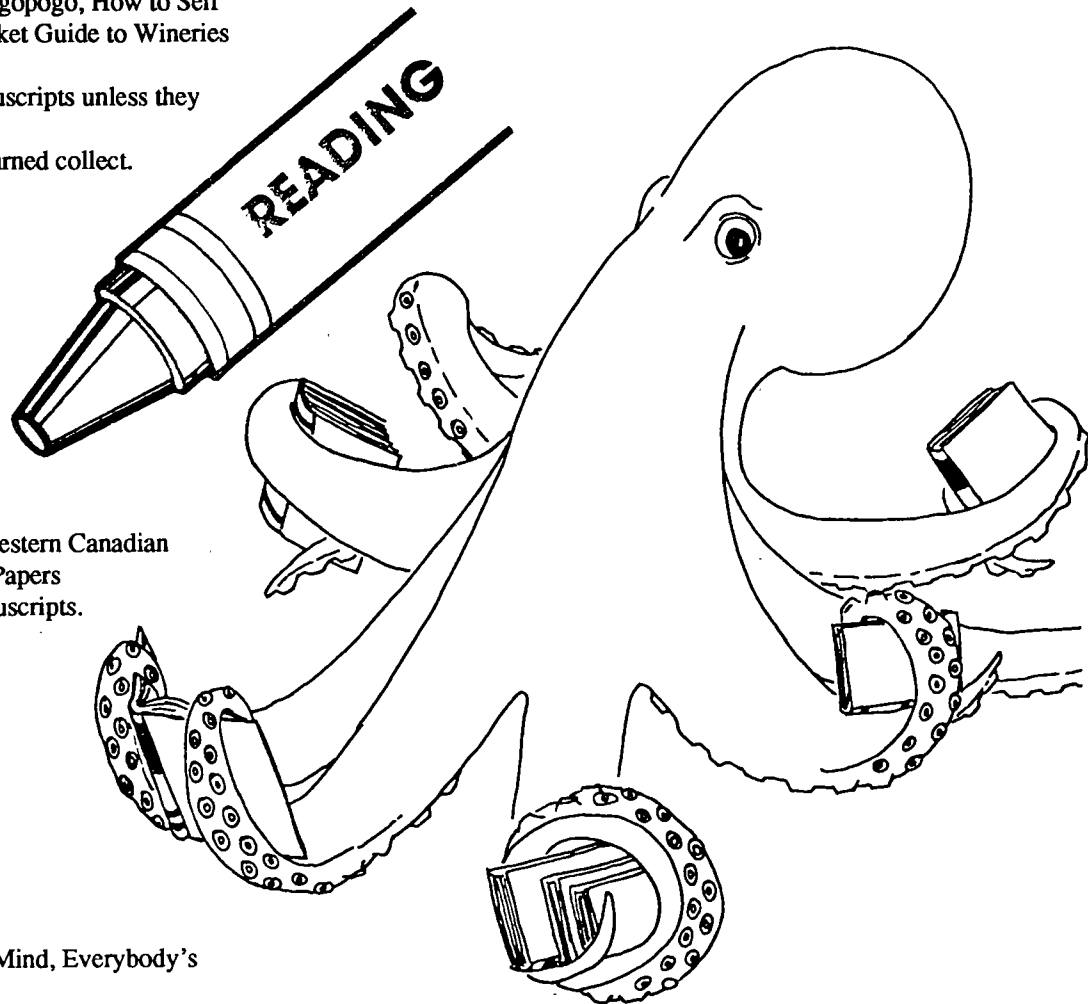
Books in Print: 6
Health, fitness, sport
Titles: Running Through My Mind, Everybody's
Fitness Book
Do not accept unsolicited manuscripts.

Western Traveller Press
(On-Route Communications)
205-2170 West 1st Avenue
Vancouver, B.C. V6K 1E8
738-8592 Fax: 736-1420
Contact: Chris Huddlestay

Books in Print: 3
Travel, guidebooks
Titles: Northern Adventures, British Columbia
Adventures, Pacific Coast Adventures
Do not accept unsolicited manuscripts.

The Association of Book Publishers of British
Columbia
Suite 107, 100 West Pender Street
Vancouver, B.C. V6B 1R8
684-0228 Fax: 684-5788

Executive Director: Margaret Reynolds
Executive Assistant: Peggy Graham



IMPLEMENTING INFORMATION TECHNOLOGY IN THE LIBRARY RESOURCE CENTRE

by **DARLENE BRAEDER**,
teacher-librarian, Eric
Hamber Secondary, SD#39
(Vancouver).

In the 1990-1991 school year Eric Hamber Secondary School (Vancouver) underwent the internal and external evaluation process known in British Columbia as Accreditation. Through this process schools examine how well they achieve stated goals and objectives, accomplish tasks and implement the school's philosophy and mission statements. The process encourages departments to identify areas in which growth should occur, and to establish action plans to achieve that growth.

Technology was identified by many Hamber subject departments, including the library, as a needed growth area. The external evaluation team agreed with the staff's analysis and made several recommendations.

For the entire school:

The team recommends that the school undertake a process to assess and plan for long term computer needs which will support the school mission and system goals. This plan should include:

- a philosophical statement linking computer use with the school mission and system goals;
- future directions maximizing use and flexibility of newly acquired computer resources
(*Eric Hamber Accreditation*, 1991, p. 60).

For the library:

The team supports the action plans developed by the department (library) and recommends that the issue of technological change in libraries be pursued in several ways:

- the larger issues: computerizing the card catalogue, computerized check-out, etc. be discussed at the district level through the LSA or the district library committee; and
- the smaller issues: acquiring additional computers for student use, etc. be discussed in the

context of the needs of the entire school. The team believes that computerization of library services must not be dealt with in isolation, but should be a part of the process of determining the school's direction and priorities with regard to technology.

(*Eric Hamber Accreditation*, 1991, p. 45).

Developing Independent Learners, the Role of the School Library Resource Centre, published by the British Columbia Ministry of Education in 1991, states in its Rationale that changes in society (technology) must be reflected in changes in educational goals and programs. Throughout the document, reference is made to technology as one of the resources available in School Resource Centres, which is the nucleus for resource-based learning. Educationally, access to computers is considered to be a necessary element of a child's education.

Computers are a daily element in contemporary life and an essential tool. Knowledge of microcomputers and their use promotes self-assurance in handling technology, and fosters self motivation, decision making, and a sense of accomplishment. Computers are patient and non-judgmental (Pine, 1991, p. 39).

The school community Eric Hamber serves is unique in the city. It has a household income higher than district or province, 42% of parents are university graduates compared to 9.5% at the provincial level, and 52% of students speak English as a second language. The educational expectations of the community are high. With a school population of 1612, 77% of the grade twelve students are on a university program (*Eric Hamber Accreditation*, 1991, pp. 1-3).

Given the recommendations of the Accreditation Report, the Educational goals of the ministry and expectations of the community, an investigation was undertaken to develop an action plan for the implementation of technology in the Library. The investigation included a survey of pertinent literature, interviews with experts in the fields of libraries and

technology, visits to schools and meetings with the school computer committee. Also, a survey of secondary libraries in the province was undertaken to determine if in practice school-librarians perceive that use of technology increases use of print resources, or if use of technology decreases use of certain traditional resources therefore allowing budget allocations in those areas to be re-directed to technology. Budget has become a very important issue in Vancouver as the district faced a seven million dollar deficit for the year 1991-1992, cut seventeen million dollars from the 1992-1993 budget year, and proposes an equivalent cut in the following year. Cuts to staff and supplies in libraries will hurt existing programs and the proposed implementation of automation in the future.

A survey of the literature about the use of technology in libraries reveals that there are three main areas that have been written about extensively. Administrative or management use of computers was the first phase of incorporating technology. This is commonly referred to as "Automation." The second phase covers communications or on-line access to databases and bulletin boards through the use of modems, collectively referred to as "On-line." Most recently, the hot topic is "CD-ROM" technology, which includes access to information such as encyclopedias in an electronic format.

AUTOMATION

Automating the circulation system and card catalogue tend to be treated as a single package. The early literature was aimed at large university libraries or public systems. However, costs of automating have been falling to the extent that a computer based system is now within the reach of many school libraries. Library managers have praised the automated catalogue and circulation systems for time-saving features. Authors repeatedly raise the topic of automation reducing the amount of time spent on repetitive clerical tasks. Teacher-librarians are asked by our public library counterparts to buy into automation. They use the rationale that many hours of the teacher-librarian's time might be freed for other tasks such as working with students. Nancy Everhart, in an analysis of work activities, optimistically predicted a saving of fifty hours a school year by automating the circulation function (Everhart, 1992, p.95). Most teacher-librarians in British Columbia are very aware of the value of their time and have already addressed

the problem of professional versus clerical responsibilities. If staff assistant time is not available, student volunteers, adult volunteers and student monitors run the circulation desk. The procedure of circulation has also been simplified to reduce the need for clerical time.

This illustrates the difference between public/university systems and the school system. Initially school libraries were modeled on the public system. "Resources and information are fundamental to the work of the public librarian. Facilitating learning is fundamental to the school library" (Haycock, Carol-Ann, 1991, p. 20). Keeping track of materials is given a higher priority at the public/university level while using the materials well is the priority of the school system. Getting information into the hands of students so they might learn to select relevant information, define the problem, detect bias, weigh opinions, evaluate and communicate to others and form inter-relationships is the focus of the school library.

Automation of the card catalog is a tool to deliver material to learners. Robert Skapura argues that school librarians are "culturally literate." That is, we bring to every search of the traditional card catalogue, years of background and experience. We cannot give that to our students, but a computerized card catalogue will make the act of searching easier for the student. Skapura suspects that a "computerized card catalogue will have the same effect on student searches as word processing had on student writing" (Skapura, 1991, p. 30).

Linda Spruston, Coordinator of In service Programs for the Education Technology Centre, speaking at a recent conference at Whistler, BC., noted that recent research findings state that the automated catalogue is used more than the traditional catalogue and that automated libraries are used more by student clients. This is stressed again by Mary Holloway, who states the automated catalogue motivates students to do research,

"... it eliminates the drudgery of manual searching...the bottom line for education is that students do more research.... as we automate more and more we will be stressing how to use the information that you have found. And that means higher level thinking skills growing out of the search technology"
(McCarthy, 1990, p. 26).

Cost is a factor in automating a catalogue. ALA estimates that to convert a traditional catalogue to computer readable format (retrospective conversion) for a collection of 10,000 books can cost between \$3,000 and \$10,000. Eric Hamber has a collection of approximately 24,000 volumes. This would mean a conversion cost of \$8,000 - \$24,000. The cost of software and hardware and the expense of the search stations must be added to this.

Liz Austrom, District Principal of Curriculum Resources in Vancouver prior to the 1992-1993 budget cuts, initiated a test program to evaluate an on-line catalogue. This corresponds with the trend seen in the literature, "for public schools to automate at the district level rather than the more traditional school by school method" (Walton, 1990, p. 74). Prince of Wales Secondary was chosen as a test site. Its catalogue has undergone retrospective conversion in preparation for an on-line system supported by the central processing centre. A direct phone line and the provision of catalogue terminals in the school were anticipated for September, 1992, but there is now no definite date. Unfortunately, the purchase of the necessary software that was to have been installed on a central VAX at the Vancouver School Board has been delayed.

After an evaluation year, other schools were to be chosen for conversion. The system being evaluated prior to the budget cut allows students to access the school's database and staff to access the district database for inter-library loans. Each school would be responsible for the cost of the equipment on site. This was the plan before the school board began budget cuts. It is possible this program could be put on hold indefinitely or even cut completely.

As worthy as the automated catalogue appears to be in helping deliver information to students, the literature does not mention the barriers that computer based systems create for students who have no keyboarding skills. As school libraries strive to be as barrier free as possible for students, this must be a consideration. It could be considered an opportunity to establish a curricular bridge. Perhaps time could be designated in subject areas to teach keyboard orientation through the Business Education Department to all grade eight students. Seaquam Secondary in Delta is establishing such a program in the autumn of 1992. One term of French 8 will be designated for keyboarding. This would also benefit schools that have at least one multipurpose lab. It is an example of an opportunity to link computer use with the

school mission and system goals.

Consideration must also be given to having enough search stations to prevent line-ups. Presently the traditional catalogue at Eric Hamber can accommodate three or more classes doing individual research. The number of stations recommended for a school of 1600 students has been ten to twelve. At a cost of \$10,000 to \$12,000, this may be prohibitive for many schools. Students may be forced to wait their turn and adolescents are not known for their patience!

Planning for an automated catalogue should include provisions for a network connected to the school's computer labs and/or other stations students have access to. This would facilitate initial searching for materials from many locations in the school thereby eliminating line-ups in the Library. Cariboo Hill School in Burnaby has such a system in operation. Leslie Gaudet, the teacher-librarian, believes that the automated catalogue has its problems but that it helps students find more material more quickly and therefore allows increased time for actually working with the material than does the card catalogue (Gaudet, 1991). This perception agrees with the statement:

The primary value is educational. Student work is coming out better, with more sources and better research. More time is spent on reading and note-taking and writing, because less time is spent on raw searching (McCarthy, 1990, p. 16).

ON-LINE SEARCHING

The second area in the literature deals with communication or on-line searching. The literature breaks down into three areas. The first is a justification for using on-line technology. Many writers stress that students must become critical thinkers and life-long learners. Admirable! The American Library Association stated,

... one of the specific objectives for school library media program is to provide learning experiences that encourage users to become discriminating consumers and skilled creators of information through introduction to the full range of communications media and use of the new and emerging information technologies (Lee, 1989, p. 101).

Using a modem to access data bases or bulletin boards is an exciting use of technology. There are two areas to consider — the use of local bulletin boards which are free or require an initial minimal sign-up fee, or the use of commercial databases such as Dialog, which charge by time or number of “hits.” The use of a modem allows students to broaden their search at the local level to public and university collections, to ask questions of experts and to communicate with their peers. From locally developed bulletin boards such as the Vancouver School Board’s Ed-Net to Simon Fraser University’s law education support program; to the complex, ambitious and expensive Southern Interior Telecommunications Project, involving sixty-five schools, industry and the Education Technology institute, there is ample variety in local on-line access.

The use of commercial databases further broadens the students’ access to current information. Students are able to access services such as NASA, news data bases such as CNN, magazine indexes, educational services such as ERIC and financial databases, to name but a few. There are many commercial services available that offer different sources and have different methods of charging. Some cater to the school market. There is a great motivating factor for reluctant learners to access a database that provides information of interest to them.

The second area dealt with in the literature on communication is the difficulty of teaching the search strategies using a commercial service. “Searching is a gamble at the best of times” (Quint, 1990, p.80), and time is money. Services charge not only for the correct answer when found but also the time spent by searchers wandering around without a search strategy, looking for the right answer. In the early 1980s, studies done in high school settings using above-average or gifted students indicated students could eventually be taught successful search strategies, terminology, commands, use of Boolean logic, and how to select an appropriate database. Many articles in the literature are devoted to how to teach students the lengthy process of learning the proper search strategy. Usually the process lasts one term. The recommendation then is that a time be booked with a professional (librarian) who would do the actual search.

The study also indicated that the success in teaching secondary school students sophisticated Boolean search techniques was questionable given the time

constraints placed on training and the lack of need for the student to search to such a refined degree at his or her academic level (Lee, 1989, p. 103).

The literature allows the following conclusions to be made:

1. Lengthy instruction is necessary and time is needed for review (four hours per student).
2. Sufficient terminals and modems are required for a group.
3. A professional must be available to monitor and assist students.
4. Use of on-line searches increases students’ enthusiasm for research
5. Students’ awareness of range and types of materials available also increases.
6. Students develop new skills related to search strategies.
7. Surprisingly, bibliographies do not show high use of information from on-line searches.
8. On-line searching should only be considered as one aspect of an already well-established, planned program of reference services.

A caution is also given that adolescents, being less than patient, do not use inter-library loans to locate information identified through on-line searching. A source is not used if it is not available in the student’s own school library collection.

Alan Kay, in his article on “Computers, Networks and Education,” identifies a philosophical concern for librarians who are contemplating on-line information retrieval or who already use it. He is concerned that computer supplied facts are often divorced from their original context and “... an on-line library that retrieves only what is requested produces tunnel vision and misses the point of libraries; by wandering the stacks people inevitably find gems they did not know enough to seek” (Kay, 1991, p. 148).

The final focus of the literature dealing with on-line is the cost of services. On-line services may charge by the month, by the hour or sell passwords which allow a fixed amount of search time for each password. Schools using on-line searching have

handled the cost factor in a number of ways, including limiting students' use, allowing only professionals to search, charging students a user fee, and charging departments within the school when classes are using the service. Cost is still a barrier to student use. "The 1980's study concluded that long distance telephone costs make unsupervised use of modems and videotex unlikely in any school setting" (Lee, 1989, p. 103).

Linda Spruston of the Education Technology Centre informed the Eric Hamber Computer Committee that the Education Ministry would not continue to fund on-line expenses because the cost for schools is simply too great. She could foresee districts subscribing to a service and down-loading to their mainframe computers, perhaps once a week, to make certain news, technical or financial information available to networks such as Ed-Net.

The equipment needed for on-line use is also a cost consideration. A modem is moderately inexpensive, but a direct or dedicated phone line is a problem in most schools. Many school libraries use a phone line which goes through the switchboard. Understandably, other communication demands on the switchboard will often interrupt a modem search. Dedicating a computer and printer to a modem could be considered less than cost effective use of equipment. Also, a concern about viruses has surfaced. When students download from a bulletin board or data service, they can easily import computer viruses. It is costly in time to identify the source of a problem and to disinfect the school computers and software. This may be a petty point, but anything that takes additional time or causes frustration must be considered in the working conditions of the professional.

CD-ROM TECHNOLOGY

The last or newest area of technology covered in the literature is the CD-ROM (Compact Disc - Read Only Memory). CD-ROM is becoming very important in secondary libraries. At the Whistler Conference, Linda Spruston said,

"CD-ROM technology out performed all others as the hottest technology as viewed from the student's standpoint. Apparently students will prefer CD-ROM over print sources! This is therefore the place to spend money" (Kovach, 1991, p. 111).

CD-ROM is a read only technology which is appropriate for storing large amounts of information such as encyclopedias. Magazine indexes, updated monthly, are also popular. Students can quickly search through ten years of entries for either citations only, or full text articles which can be printed out. Most teacher-librarians know how difficult it is to teach use of the *Readers' Guide to Periodical Literature*. The literature claims that students love doing magazine searches on CD-ROM. It eliminates the drudgery. The scope of resources or reference works available on CD-ROM is ever increasing — from traditional encyclopedias, dictionaries and almanacs, to specialized services, such as Facts-On-File news sources and Peterson's College Database.

The literature points out several advantages students found using CD-ROM:

1. Speed — finding information is faster and more efficient, allowing more time for using information.
2. Motivation — students prefer CD-ROM indexes to print and actually enjoy the search.
3. Satisfaction — students feel good about achievement using CD-ROM, building confidence in their ability to find and use information.
4. Skills — students realize search skills and communication skills are important because the computer is exact.
5. Browsing — students may follow leads and browse through cross-references
6. Portability — students can download to disc or print to refer to at another time or location.

CD-ROM is perceived as leading a revolution in local access.

"It is indicative of the movement to stand alone library systems based on the increasing power of low-cost mini and microcomputers, and away from the large library networks and escalating telecommunications costs" (Zink, 1990, p. 51).

However, there are disadvantages to this "hot" technology. CD-ROMs which provide full text will challenge students with "electronic reading." We read information from the screen at 75% of the speed

at which we read print. Computer educators claim computer screens are best suited to small bits of information rather than full text. The CD-ROM program which only provides citations or bibliographic information will stimulate the same student reactions as does on-line searching. Students will usually only use resources found in their own school library. Most CD-ROM databases provide information from the 1970's forward, effectively limiting historical information. Only one student can use one CD-ROM at a time. Many libraries have found dedicating a search station to a single CD-ROM function to be necessary but very costly. It is recommended that one CD-ROM work station be available for every 500 students, and that a work station and CD-ROM drive be added for each additional application.

Additional costs will include more periodicals or fiche to support the CD-ROM indexes and microform readers and reader printers. The traditional library budget "... can no longer adequately support technology" (Bankhead, 1991, p. 45). In the short term, "CD-ROM funding will inevitably be taken from the materials budget" (Zink, 1990, p. 52).

Steven Zink, Head of Public Services, University of Nevada - Reno Libraries, addresses the human cost of installing CD-ROM references. At the university level one study found that after a three month period, reference assistance was up twenty percent. Not only will staff be required to assist patrons, but also to learn the products, develop teaching strategies and increase their knowledge of the computer. Mr. Zink says there is a persistent administration perception that "

... technology will decrease, or at least not require additional demands on staff time. While technological advances may have resulted in personnel reductions in selected technical service areas, the use of automation where the public directly confronts technology has generally increased the need for user assistance (Zink, 1990, p.54).

If university staff librarians find the need to assist patrons using CD-ROM, it can be assumed that high school students will also require instruction time and assistance. This is contrary to much of the literature which assures the reader that technology is a time saver.

Networking is the current buzz word for CD-ROM technology. What a local area network (LAN)

achieves is the linking or daisy chaining of six to eight previously stand-alone CD workstations along with a CD-ROM file server, allowing multiple access to the same database. This rids CD-ROM of the single-user stigma and makes the technology more cost effective. However, there are two further problems. Many database producers stipulate that their products can only be used on one station; others intend to charge extra per workstation. The second concern is that, despite all the promises in the literature and presentations by salespersons, there is not a CD-ROM network operating in a secondary school library anywhere in the Lower Mainland. Perhaps the technology must still mature and become less expensive before it becomes a viable reality.

Computer technology has been successfully applied to administrative, communication and information applications in secondary libraries. It is not, however, the wonderful answer to all problems as early proponents suggested. It certainly has a place as part of the service provided by libraries. It can increase access to current information, widen awareness of the range of information available, provide quicker access to information and develop new learning skills. Barriers to further implementation in most secondary libraries will be cost and availability to students.

THE EDUCATIONAL VALUE OF INFORMATION TECHNOLOGY

Surveying the literature also reveals the philosophical debates raging over technology. The proponents of computers have proven repeatedly that computers are an effective educational tool. Male and female students, mainstream and disadvantaged students all enjoy using computers from primary to graduation levels. What they like is being in control, being able to make mistakes without embarrassment, the entertaining or clear format and the opportunity to show-off a skill while instructing others.

Computers can help to keep students on task and feel positive about school, and will sometimes stimulate continuing interest in a subject. Students feel good about their performance and achievement when using a computer socially in an education setting. Educational technology "encourages cooperative learning among students" (Bialo & Sivin, 1990, p. 13). In writing and using databases, students demonstrate increased content-related discussion and

require less teacher assistance. Teachers agree it is difficult to measure the effect technology has on student performance, but "intangibles like attitude, creativity, ingenuity and curiosity have improved" (Sloan, 1989, p. 80).

How can the technology of education be applied in the library?

Technology is only valuable insofar as it helps library media specialists better meet the needs of the full range of users. The real question to be asked is "What is gained for users by applying technology to library media functions, facilities, services, collections, and over-all programs?" (Eisenberg, 1990, p. 141).

The library professional is cast in a leadership role, both to take advantage of technology and to see that the technology is used for the benefit of all students. Robert Hale, Director of Curriculum and Professional Development at the Connecticut State Department of Education states that in the technological revolution, the teacher-librarian must be familiar with emerging technologies, aware of their potential in the school setting and provide leadership to take advantage of technology. The teacher-librarian,

determine(s) their potential to meet the instructional needs of our school ... needs of the learners ... appropriateness of the technology to the situation ... make(s) the school community and the public in general aware of the importance of technology in day to day teaching and learning activities in our school (Hale, 1992, p. 25).

CAUTIONS

There seem to be no opponents to using technology in the library. Everyone seems to recognize its value. However, there are writers who look at the other side of the philosophical question and ask us to be patient before totally embracing technology. Richard De Gennaro and John N. Berry both mention the gap between what is promised in the literature and sales pitches and what is actually available. There is nothing new about this gap; "making visionary claims is simply part of the birthright of information science and technology" (De Gennaro, 1985, p. 39). Apply the lessons taught in consumer courses — buyer, beware! Remember "you can only buy what is currently available from the vendor"

(Berry, 1990, p. 6).

Tina Roose is a proponent of finding the quickest, easiest and cheapest source of information. For her money, it is the telephone. She theorizes that printed sources and computer databases,

... usually lag far behind human resources in current information. Why bother looking for published sources (when people) know more, cost less to consult and have up-to-the minute knowledge (Roose, 1989, p. 89).

An expensive computer may not do a better job than the teacher-librarian is already doing. Articles on planning to implement technology, caution teacher-librarians to plan step by step, proceed with patience, start with what we can afford and be sure the technology is appropriate to the situation.

Change is difficult to see when you are part of it. Identify what good things you are already doing and build on that ... certain successful applications of technology might also be among the least expensive (Anderson, 1989, p. 37).

Patricia Glass Schuman sums it up nicely. She suggests that there is a fantasy evolving around use of technology in libraries, that we are moving toward a paperless society in which technology will be the only access to information, and that that access will be affordable and available to all. To burst this bubble quickly, she claims that 10% of Americans cannot read print and 20% cannot write a check. Before one can be information literate one must be literate! Only 13% of US. households have computers, while some homes in the United States don't even have telephones. We are a long way from the paperless society. Schuman makes many good points in her article and stresses that, "the mission of librarians is not just to simply fill specific information needs. Our mission is to solve information problems" (Schuman, 1991, p. 80). We cannot forget the importance of human contact and responsiveness. We provide a service.

The future direction of library services is largely up to librarians. No technology can beat the highly developed skill of a librarian who can analyze an information problem, figure out the underlying questions and match those questions with answers (Schuman, 1991, p. 80).

Technology can help us provide new areas of service,

to connect ideas to people and ask the right questions.

Paul Rux in a side bar article in the Book Report, refers to librarians who worship at the "Church of Holy Information." He reminds us that libraries are more than deliverers of information. We need to stimulate the imaginations of our patrons and help them to have fun. We need to make sense of technology and find a balance.

The literature suggests that computer applications of technology in school libraries can be beneficial. However a careful, thoughtful plan must be developed. Planning ensures that the appropriate applications will be chosen to enhance existing strengths in a collection that already provides exemplary service in delivering information and stimulating imagination.

SURVEY OF TECHNOLOGY IN BC SCHOOL LIBRARIES

A survey of secondary school librarians in British Columbia was undertaken to focus on the reality of day-to-day operation. It asked how technology has affected school library programs in this province? All school districts have benefited from the Technology Funds and Funds for Excellence provided by the Ministry of Education in the last few years. Whether or not libraries have been the beneficiaries has depended on the philosophy of the local school boards. Three hundred and fourteen surveys were mailed out and 138 of those were returned (43%). Responding teacher-librarians were very generous with their time and comments, many writing supplemental letters, including local reports and encouraging words.

The survey [not included in this article] was designed to gather data in two formats, statistical and anecdotal. Circulation figures correlated with implementation of technology were to provide an accurate base of data reflecting increase or decrease of use, relating to each type of technology, assuming that no other changes had occurred. Previously in this paper it was mentioned that BC teacher-librarians have simplified circulation procedures to be able to spend time on other tasks. Apparently keeping circulation figures was one of the areas eliminated. Therefore the survey results will be based on the anecdotal reports included by the teacher-librarians.

The 138 responses are broken down in the

following way:

FIGURE ONE.

	responses use	have
Administrative		
(file server)		60
- automated circulation	48	
- automated card catalogue	47	
- networked to lab	29	
- comments	65	
<hr/>		
Communication		
(modem)		70
- local bulletin board	43	
- On-line databases	51	
- electronic mail	40	
- comments	30	
<hr/>		
Information		
(CD-ROM)		94
- encyclopedia	93	
- periodical index	38	
- others	40	
- comments	110	

In the sample of 138 responses, CD-ROM is the most prevalent technology used despite it being the most recent of the three technologies on the market. The CD-ROM player at \$800.00 (approx.) is not as cheap as the modem, but for a service is much more affordable than automating the card catalogue and circulation.

Responses were not provided for teacher-librarians in the anecdotal response section. Spontaneous responses were sought to reflect the teacher-librarians' observations, not to be modified to fit the survey's selection of responses. Therefore, in evaluating responses they have been isolated and placed in criteria that meet the objectives of the survey. Some responses do not fit the criteria, but if they are significant they will be mentioned in the discussion. In the 65 comments related to the application of technology to administrative tasks,

teacher-librarians responded (Appendix B) that use of technology:

- has increased use of print collection 17
- has decreased use of print collection 1
- has not changed use of print collection 3
- has reduced clerical time 6
- has increased access points to collection 16
- is time efficient for students 1
- is fun for students 5
- has improved student attitude to library 2
- has created problems with installation 5

The two high responses, access to collection (16) and increased circulation (17) certainly are related. The fact that the technology has reduced clerical time (6) is still felt to be a positive justification for automation even though it is not an educational goal. The change of attitude (2) and observed "fun" (5) the students have using technology corresponds to the impact educators have observed in the classroom situation. Teacher-librarians also mentioned the ability of the technology to keep statistical records of circulation, a task the teacher-librarians had discontinued to improve efficiency.

Automation was the area of technology with the lowest application in survey responses. The cost factor is certainly the major consideration for implementation of this technology. Communication or use of modems was second in number of applications, but elicited the fewest remarks (30). Teacher-librarians (Appendix C) commented that use of technology has:

- increased use of print collection 0
- decreased use of print collection 1
- not changed use of print collection 0
- increased use of facilities 2
- increased scope of student search 5
- increased quality of student research 1
- been limited because of cost 7
- been limited because of misuse or lack of interest 3
- been limited because of difficult search strategies 7

The only positive reflection of this technology is the increase in scope of student searches (5). Most of the responses were negative, too costly (7), too difficult to use (7), and misused (3). This corresponds to the observations from the literature that it takes a long time to train students and the searching is costly.

The hottest technology in the literature is the information, CD-ROM technology. This area had the

highest response in the survey (94) and the most comments (110) (Appendix D). The use of this technology has:

- increased use of print collection 28
- decreased use of print collection 7
- not changed use of print collection 8
- increased use of library facilities 4
- increased student access to information 15
- increased use of clerical time 1
- is time efficient for students 1
- improved student attitude to library 6
- is fun for students 7
- created problems with use 7
- is beneficial for slow, reluctant or disabled students 5

Students and teacher-librarians have responded most favourably to this technology which mirrors the impression given by the literature. More teacher-librarians felt it increased (28) circulation of print resources than felt it decreased (7) or produced no change (8) in circulation. The second area of pronounced impact is the students' access to information (15). The responses which remark on fun (7), positive attitude (6) and learners (5) are again supporting observations made by computer educators. The (7) responses which commented on problems of CD-ROM also reflect concerns mentioned in the literature, and the accessibility of only one or two students per machine at a time. Two additional concerns not mentioned in the literature reviewed are the security concern and printer costs.

Each comment in the survey is important because it reflects an observation of a situation important enough to have left an impression that is being reported. The observation (1) that increased clerical time is needed supports the observation made by Steven Zink that where public confronts technology it generally increases the need for assistance. This may be professional help in teaching or answering questions or clerical time to re-shelve periodicals.

In this technology a number of teacher-librarians commented that CD-ROM should be considered an additional resource — part of the service libraries offer, not a substitute for print — and budgets should be increased to accommodate the cost of technology.

Overall, considering the literature and the responses of teacher-librarians in British Columbia, the use of technology in libraries is beneficial and desirable, with CD-ROM being the most desirable and on-line services the least desirable. CD-ROM

provides information for students, access to new and more resources quickly and increases use of collections, particularly magazines. Automating the catalogue is costly, but does dramatically increase use of existing collections. Both provide positive experiences for student users. At this time, on-line services appear too complex to instruct secondary students and too costly for secondary students to use, other than local bulletin boards. Technology does provide a magnet to draw students into the library and enhances how students perceive the library.

USING THE LITERATURE AND SURVEY INFORMATION IN ONE SCHOOL

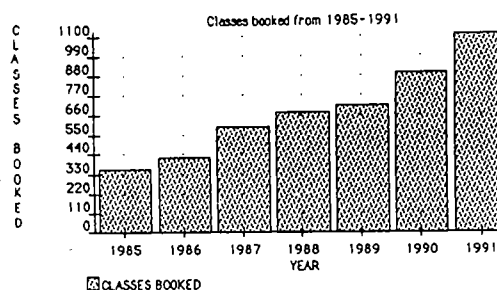
To develop an action plan for Eric Hamber Library the accreditation team stressed that a plan be developed to correspond with the technology goals of the school. The literature stresses an overall plan of implementation that is based on educational objectives and instructional philosophy, allows for evaluation and revision, and is organized in phases rather than in years to take advantage of funding. Practically, the literature stresses analyzing what we do well and building on that base.

As a result of the Accreditation, a Computer Committee has recommended the school establish a multi-purpose computer lab. The library staff has been involved on that committee and suggested it be located adjacent to the library to maximize use of resources and to simplify access to the library of students who use the lab for word processing and data bases. A diagram was developed by the library staff to help visualize the use of the lab (Appendix E). The library also developed preliminary objectives (Appendix F) to tie use of the lab to the library. Consideration of the lab is now in the final stages. There is every indication it will progress, which opens new considerations for the library. Additional technology in the library should be considered to network to the multi-purpose lab and provide additional access to library resources through the lab. An implementation diagram in phases was designed (Appendix G) to illustrate the library goals.

The library at Eric Hamber has steadily increased in utilization by staff and students. One of the strengths of the program is the number of cooperative planned and taught lessons. The following

graph reflects the increase in the number of cooperative classes in the last few years.

FIGURE TWO



As a highly utilized facility it is logical to have technology available which helps deliver information to students. We began with technology eight years ago in the administrative area to assist in preparing the cooperative units, compiling orders and tracking overdues. The next phase in this area would be to automate the card catalogue and circulation. A recommendation will be made to the principal to begin banking money from the Furniture and Equipment Budget, equal to the cost of two search stations per year. When the evaluation of Prince of Wales is complete, application to the District should be made for Hamber to be considered for automation. The task of retrospective conversion and installation of software can take about a year. We would then have the price of four search stations saved and could add others slowly. By then, the multipurpose computer lab should be installed and operational and the automated catalogue could be networked to it, thus providing more access for students.

In the area of Communications, Hamber has a modem in the library which is presently used to access local public libraries, universities and bulletin boards. A recommendation will be made to the principal to install a dedicated phone line so present use of the modem will not be interrupted by incoming calls. Further expansion of this service to commercial databases is not considered at this time. In the third area of technology, the library now has two stand-alone CD-ROM stations, one dedicated to an

encyclopedia, the other to a periodical index. This acquisition builds on the strengths of the collection. Hamber has an extensive periodical collection, including 110 subscriptions held as back issues for five years. All areas of the curriculum make extensive use of periodicals for research. The periodical index simplifies the search and decreases the time spent searching. The reference collection is another strength, heavily used in research. All students, especially the ESL classes, find the electronic encyclopedia a good, user-friendly starting point for research. These two stations are busy from eight in the morning till three-fifty in the afternoon, every day. It will be recommended to the principal that initially another stand-alone station be acquired to provide a social document service called SIRS to complement the periodical service, and that in the following year a small local area network be purchased to network the three computers and provide better student access to materials. In future years, when the ability for CD-ROM to respond quickly when networked is workable, networking to the multipurpose lab will be considered.

In Vancouver, there is no indication that increased funding for technology will be available. The Vancouver School Board cut the Library resource funding by approximately 40% for September 1992, did away with 9 staff assistant positions across the 18 secondary schools, and cut 1.7 positions from the Curriculum Resource Processing Centre. A move to reduce teacher-librarian time by 25% in all secondary libraries, and by a significant amount in elementary libraries, was only deflected at the last moment by a concerted political effort by Vancouver teacher-librarians under the leadership of the Vancouver Chapter of the BCTLA. The two departments of Curriculum Resources, and Media Services and Technology were combined, with the loss of Liz Austrom's position as District Principal responsible for school libraries. In addition, two consultants who worked with cooperative planning and teaching within the primary program and in connection with the ESL program were cut. School libraries have been impacted both by cuts at the school level and by reduced district services.

It is ironic that the district's school library program should be targeted for cuts when Vancouver's library programs are recognized nationally as being progressive and strong. This certainly emphasizes the wisdom of planning for libraries based on phases rather than years and the practical virtue of patience in implementing technology. Eric Hamber

will still proceed with plans to implement technology, more slowly than originally planned. The goal is still intact, though the rules have changed. If nothing else, we are flexible!

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APPENDIX B:

ADMINISTRATIVE COMMENTS

- Print collection has decreased.
- Increased circulation dramatically.
- Increased use because of improved access.
- Changed students attitudes by 100%.
- Automation has increased the use of the book collection.
- Overall increase in library usage and circulation.
- Process of automating is very time consuming (18 months).
- Time saving in searches etc. worth it.
- Losses fell and circulation trebled.
- Reduction of clerical time spent on housekeeping.
- Increased access points for collection.
- Technology has increased the use of the print collection as it has enticed more classes into the library.
- Circulation is up dramatically because students can find what they need.
- For circulation management automation is the only solution to the time and task crunch.
- It's so efficient at doing all the "keeping track" jobs.
- The dollar cost of hardware and software is just under \$70,000. Does not include labour and implementation.
- Increased use of books marginally.
- Search methods are easy and familiar.
- Increased use by staff.
- Increased circulation.

- Students can access sources of information quickly.
- Students will know availability of print.
- Demand increased.
- Made collection much more accessible.
- Transition was not without trauma.
- Automated catalogue has lots of problems.
- Contrast between the old card catalogue and computer is incredible.
- Circulation holding steady.
- Students find it easy to research, teachers are adjusting and library staff loves it.
- Students instantly know if book is in or out.
- Students love to browse on the system.
- Entry of data easier and faster
- Can do many more kinds of searches therefore greater access.
- Use has increased to a marked degree.
- Students like using the OPAC and did not like using the catalogue.
- Use OPAC just for fun to search for hobbies etc.
- Simplified circulation and decreased line-ups.
- Circulation doubled in first year of automation and remained at that level.
- Allows for a much higher hit rate, more efficient searching therefore higher circulation.
- Quality of student research up.
- Overdues are down.
- Complete printed bibliographies in 60 seconds.
- A simple search shows students all the relevant material.
- Use of technology is for library staff convenience rather than educational use.
- Searching more fun.
- Increased use of centre but did not increase circulation.
- System keeps circulation figures automatically.
- Increased use of collection, specially AV.
- Because of enhanced search capacities we find we have resources that we didn't know we had.
- Much better use of resources = better value.
- Many ups and downs in its installation.
- Automated catalogue has increased use of books and the use of books not formerly well-used.
- Keyword brings up a good hit rate.
- Much less use of encyclopedias because so easy to find books.
- Slight increase in use.
- Automated catalogue appears to have increased print collection.
- Better access, easier searching.
- Ease of finding desired materials vastly improved.
- Print collection use not affected.

- Dramatically increased use when installed in 1989.
- Dramatically increases student interest in the library.
- More efficient use of collection.
- More of collection in at any given time.

APPENDIX C:

MODEM COMMENTS

- Use of facilities tripled in last 7 years.
 - Technology has increased scope of research rather than increasing general use.
 - Quality of student research up.
 - Access to larger collections.
 - Communicate with other students at other schools.
 - Misused by students, no longer encouraging use.
 - DIALOG excellent for retrieving periodicals.
 - Used more last year than now, funds have been cut.
 - Technology has lessened the reliance on printed matter.
- Cut back on DIALOG, use of print increases.
- Used sparingly by librarian and one computer student.
 - Interruption in service as SFU makes changes.
 - Have SFU ID's but many problems with change.
 - Has made the library very busy — run off my feet.
 - You will wonder how you did without.
 - Can only be used by 1-2 students at a time.
 - Could see later reducing periodical collection.
 - *Info Globe* so expensive to use we couldn't let students have access to it.
 - I am doing a lot of searches for staff and students.
 - Students can obtain current information on even the most esoteric topics.
 - students must check through library resources first.
 - Not as friendly as hoped.
- Budget has deleted *Info Globe* — only due to money.
- No longer used.
 - Have searched Public library holdings.
 - Have used *Legal Beagle*.
 - Allowing students unlimited access to a modem should be done with caution. The time required to access databases necessitates one to one ratio.
 - Sporadic use.
 - Very limited funding.
 - Discontinued local bulletin board when interested

- students graduated.
- Useless except for students sending messages.

APPENDIX D:

CD-ROM COMMENTS

- Slight increase in secondary.
- If print is more elaborate then this is found on CD-ROM disks. It is used extensively
- No change as yet.
- Speeds up use of periodicals.
- Drawback — number of students who have access at one time.
- Increased printer costs.
- Not increased circulation statistics significantly.
- Just new.
- Security concern.
- Students can take print collection away, not technology.
- Helps to focus search.
- Groliers is a great help to learning disabled students.
- Provided sources for students.
- CD-ROM magazine index has dramatically increased magazine research and circulation.
- CD-ROM magazine — very friendly, very popular.
- I have cancelled my subscription to *Readers Guide* (print).
- Magazine circulation has increased 500%.
- CD-ROM periodical index has definitely increased use of back issues and microfiche.
- Much easier for junior grades to use magazines in research.
- CD-ROM is very popular with students who are reluctant readers.
- CD-ROM's are just wonderful, an added way to get information and more convenient.
- Easy and fun to use.
- Has not decreased the need for printed materials.
- Technology increases use of periodicals greatly.
- Students who use CD-ROM's really love it..
- CD-ROM support print are designated library use only.
- Access on network too slow.
- Stand alone access not appropriate for use by classes.
- There has been dramatic increase in magazine usage as a result of the magazine indexes on CD-ROM.
- Magazine use is 4x as much.
- Initially a novelty.
- Promotes strong use of print material.
- Should be considered an additional resource, not a substitute for print.
- Budgets should increase, not be redirected.
- Not changed library use at all.
- Technology has increased scope of student use.
- Use of all facilities has at least tripled.
- Fewer encyclopedias have gone missing.
- Inexpensive way of remaining current.
- CD-ROM technology keeps your reference sources current and untampered.
- Easy and efficient way of accessing information.
- Circulation has definitely increased with advent of CD-ROM and automation.
- CD-ROM helps in locating information for basic research and definitely increases use of magazines.
- I believe that the technology we use has increased the use of magazines most significantly and books marginally.
- We use both *Infotrak* and *Magazine Article Summaries* and find them irreplaceable.
- No longer subscribe to the Periodical index; *Infotra* is much easier to use.
- Very marginal decrease in print circulation.
- A print-out of a CD-ROM article could be considered a circulation.
- Magazine circulation has tripled.
- Decreased circulation of encyclopedias.
- Increased circulation of periodicals.
- No change in circulation.
- Use of technology has lessened the reliance on printed matter.
- Increase in non-fiction collection is pronounced.
- The CD-ROM encyclopedia is very popular, convenient first stop.
- District provided funds for CD players, and *Groliers Encyclopedia*.
- Hasn't decreased use of print collection.
- Periodical indexes have significantly increased the use of our periodical collection 200-300%.
- Electronic encyclopedia has also increased the use of encyclopedias in general.
- Able to print out the requested information quickly.
- Students have no problems learning necessary skills.
- Technology format has a prestige and glamour that strongly appeals to students.
- Hi-tech machines attract students who stay to use other resources.
- Over-riding problem is inadequate number of machines.
- I do not think there is a relationship between

technology and circulation.

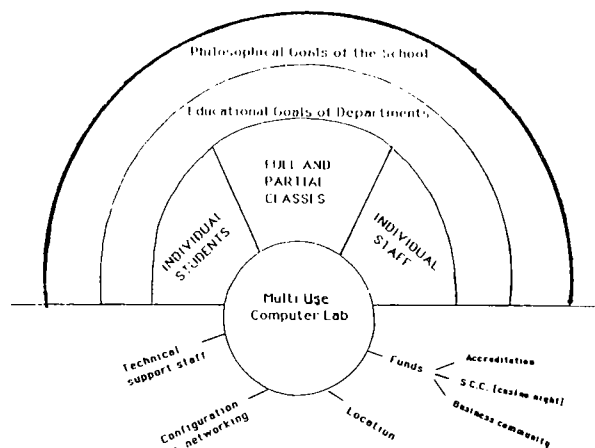
- It is the service aspect of the library that sells use of computers.
- Students are very excited about the CD-ROM.
- High use of full text on CD-ROM.
- Decrease in circulation of vertical file material.
- Overall higher use of all library resources.
- Magazines — higher use, easier to access electronically.
- With CD-ROM technology, items available on disc cut down on use of materials previously available in paper or hard copy.
- My CD-ROM impression is that circulation increases with technology.
- Users spend less time finding information and more time using it.
- Magazines have become a valuable resource.
- Periodicals are used about 12x as much.
- Need to address increasing clerical time to meet demand on periodicals.
- PCC bought CD-ROM for library.
- Magazines get more use.
- Helps the more reluctant (slower) student.
- Encyclopedia programs are much easier for students to have success in research.
- CD-ROM resources are simply another source of information.
- No noticeable difference.
- Very limited funding.
- The addition of computer technology has increased library usage.
- There are more students and teachers using library because of technology.
- Discontinued after 1988.
- I don't know how we ever lived without....
- CD-ROM has lead to teachers giving bonus marks for current information in research papers.
- Students have transferred their awe and trust to the computers.
- Print collection not been affected.
- TOM index has caught on like "gang busters."
- Magazine circulation has increased immeasurably.
- The electronic encyclopedia does not get that much use.
- Many students now print out *World Book* articles rather than sign out the volume.
- Increased students using *Info-finder* —tend to get quite excited in their projects — print sources up.
- Spent 50% of budget on technology, therefore print collection has definitely decreased.
- Technology has increased the use of materials especially periodicals.
- Usage of electronic information will dramatically

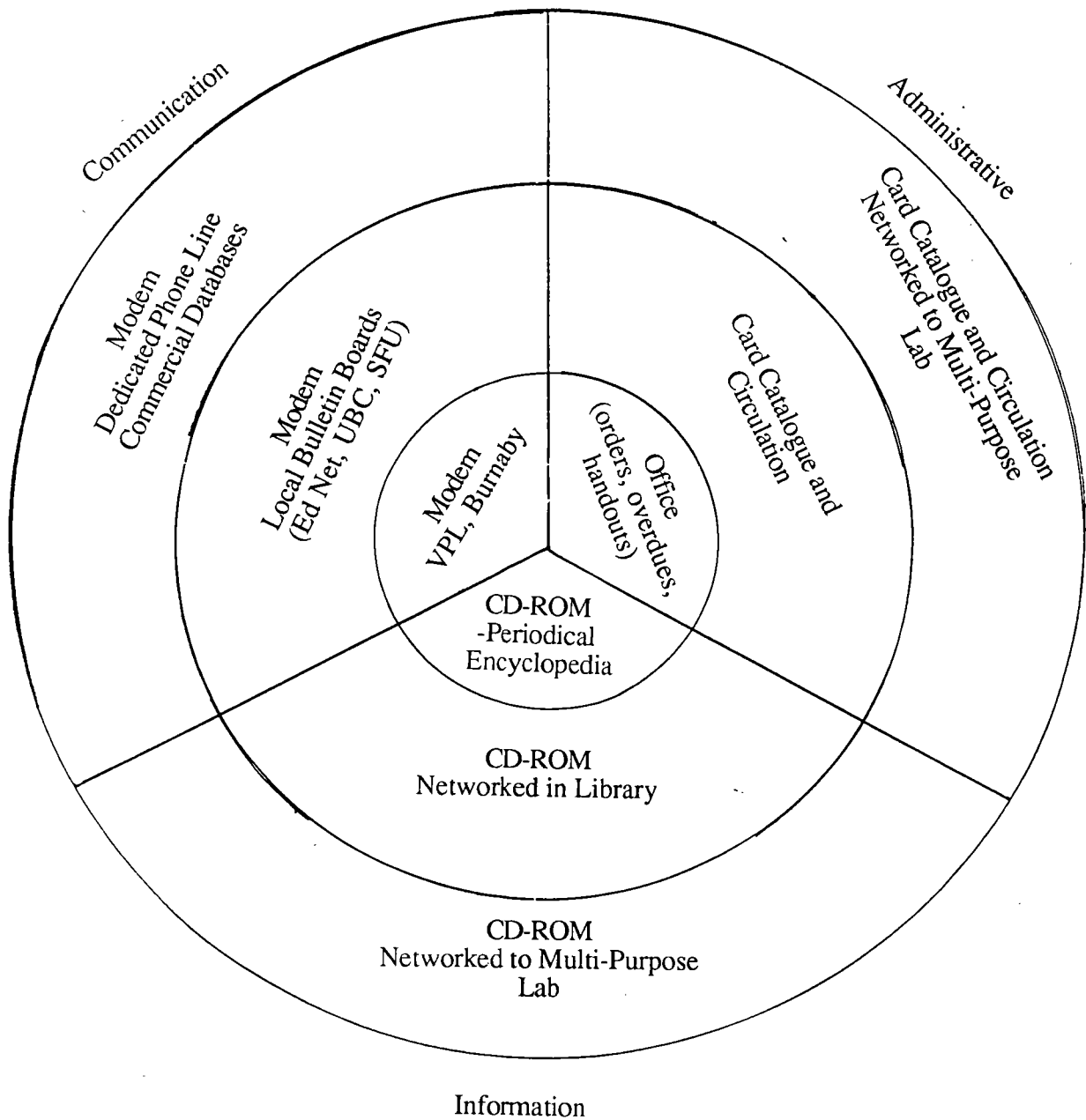
increase student interest in library.

- The laser station and the CD-ROMs are the busiest areas in the library.
- Students are making very good use of the CD-ROM stations.
- New technology has not affected print collection circulation yet.
- More magazine back issues signed out.
- Groliers on CD-ROM has increased use of print material.
- *CANADISC* may also increase use but not user friendly; patrons become frustrated.
- 60% of 1992-1993 budget will go toward AV and computer materials.
- Circulation changed little in the last 20 years.

APPENDIX E:

USE OF THE MULTI-USE COMPUTER LAB



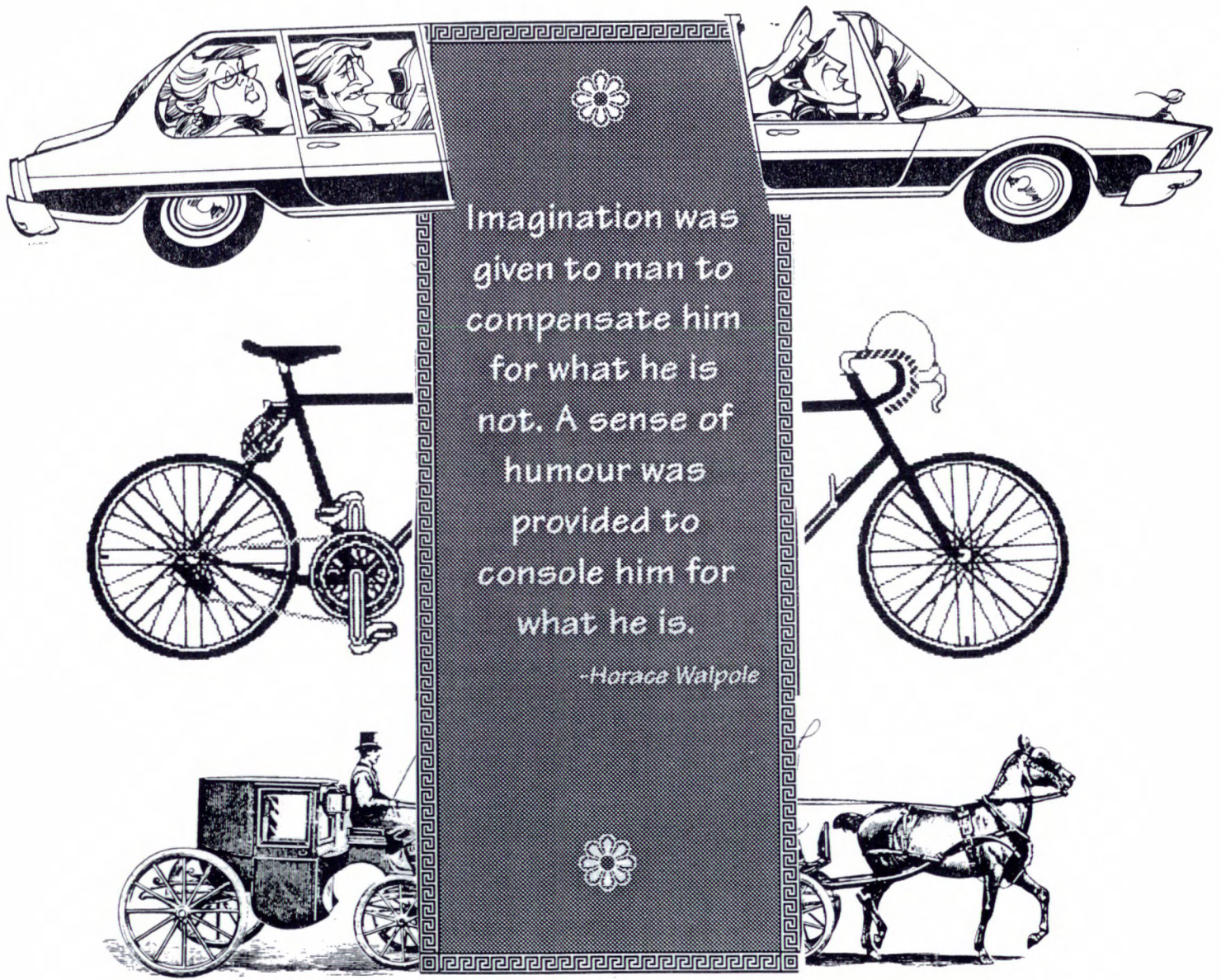


APPENDIX G: PHASES OF IMPLEMENTATION

DISTANCE EDUCATION

All those interested in Distance Education Library Education Courses are asked to contact the Continuing Education Chairperson—Marilyn Hannis—and let her know of your interest. UBC is considering having videotaped library education courses available through Distance Education in the future. Also, wherever 18-20 people will commit themselves to enrolling in a course, either UBC or UVIC will send instructors through Distance Education.

Contact: Marilyn Hannis, 7743 Teakwood Place, Vancouver, BC, V5S 4A5; Tel: 432-7905 (home)



Imagination was
given to man to
compensate him
for what he is
not. A sense of
humour was
provided to
console him for
what he is.

-Horace Walpole

MERRITT DISTRICT'S AUTOMATION EXPERIENCE

Chapter Councilor Rod Hermsmeier prepared this report on his district's automation project. Their experiences may be useful background for small districts embarking on this major undertaking.

The Merritt chapter has been working toward computerizing all of the library resource centres in the district. When completed this will include an OPAC (On-line Public Access Catalogue) and a computerized circulation system for each school library resource centre, and a union catalogue at the District Resource Centre. The intention is for this to act as a control over the cataloguing and processing for individual library resource centres and to facilitate the sharing of materials among the schools. Setting up the union catalogue involved more hitches than was first anticipated. It will be interesting to see how useful it in fact becomes.

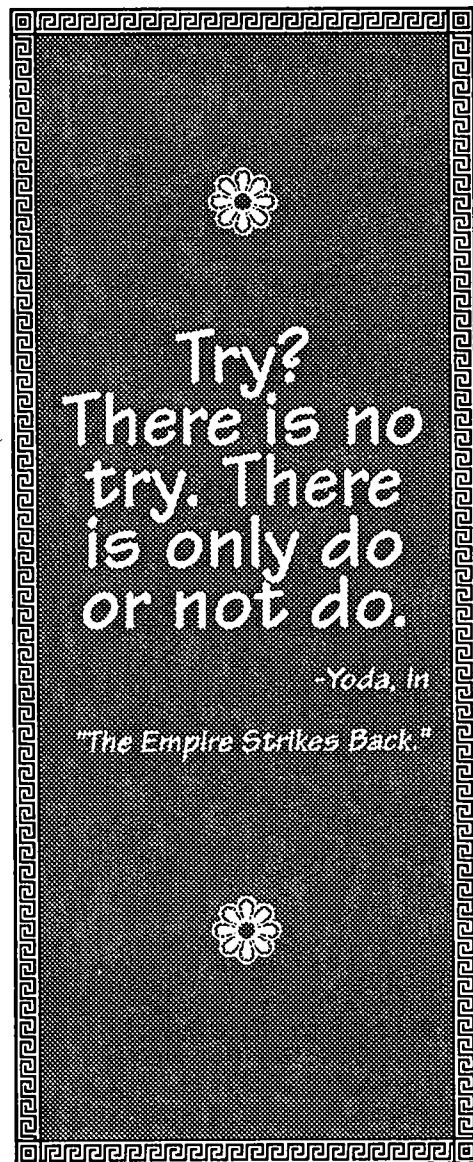
The system that we are implementing is Eloquent. The purchase price included several workshops on its use. Our recon (retrospective conversion, i.e. conversion of our previously catalogued books to MARC records) is being done using both Laser Quest at our District Resource Center and the services of Okanagan Recon in Vernon.

A decision was made to process all old material first. Consequently new books had to be processed the traditional manual way or left in the library office up to two years awaiting the completion of the entire recon project. The computerized system could not be set up until the completion of the recon, i.e. two years later, and many procedures learned at workshops could not be implemented immediately.

Some library resource centres process all the new books first and enter the previously catalogued books as time permits. This gets the new materials on the shelf immediately. Students have access to old books through the card catalogue. This allows the OPAC system to be set up immediately, which is good PR after spending thousands on the computer system and software, and it gives teacher-librarians the opportunity to use their newly learned library program skills, from the vendor workshops, immediately.

Implementing this system has proven to be an excellent learning experience for the teacher-librarians who were previously computer illiterate. It has been our experience that OPAC systems also provide an excellent incentive for staff and students who do not use computers to become familiar with them.

Each school library resource centre in our district also bought a CD-ROM player and an electronic encyclopedia. This has proven to be both very useful and popular with students. The increased access to encyclopedias makes it well worth the money.



UPDATE '92

by CAROLE EYLES, liaison chair,
BCTLA

Update '92 Duncan, began on Thursday night at The Inn on the Water in Cowichan Bay, where Don Hamilton welcomed guests and Dave Bouchard who entertained us with selections from his "treasure chest" of books. We were privileged to hear him read his own new book, *My Little Pigs*, as well as Byrd Baylor's *Guess Who My Favourite Person Is?*

Friday's session, held at the Native Heritage centre in Duncan, began with Chief Gordon Reid of the Qualicum Band speaking of his experiences as an educator and administrator. He spoke eloquently of the need for positive role models for all young people but especially for young Native people. Didi Cameron, representing the Aboriginal Education Branch of the Ministry, shared information about initiatives to raise awareness of Native issues by encouraging development of materials by Natives for use by all learners. Ken Norton of the Learning Resources Branch spoke of the importance of selecting and evaluating learning resources so as to avoid stereotypes and to promote historical accuracy. Coordinator of Native Education for the Vancouver School Board and author of several books for children, Lorna Williams, shared her problems with getting "Indians" into the curriculum anywhere other than Grade 4. She spoke with authority about many resources including a new series of videos on which she is working. She stressed the need for learners, regardless of ethnic background, to be able to make a personal connection with the resources made available to them and challenged each of us there to take responsibility for recognizing the value of Aboriginal peoples in our society.

Teacher-librarian, Eric Bonfield ended the morning session by reminding us that the people of our communities are also "learning resources". We need to bring them into our schools and to act as bridges between Native and non-Native people. A refreshment break with freshly made biscuits and local berry jam followed with a chance to visit the displays. The impressive program that came next was put together by the Native Heritage Centre. We began by meeting around the outdoor fire pit where we were told a little about the design of the surrounding buildings and of some of the traditions and

ceremonies of the Kowutzun people such as the talking stick and the paddle jackets. Four people were invited to be "witnesses" in the oral tradition. One of them has confirmed the accuracy of this written account.

We then went to the bank of the Cowichan river where the "first salmon" of the year was ceremonially brought ashore and set over the fire to smoke in preparation for our feast. From the river we went inside one of the buildings to a specially constructed theatre for the "Good Deeds" music and slide presentation. Here we learned some of the history and legends of the Cowichan Band leading up to learning from the Europeans the skill of knitting which culminated in the famous Cowichan Indian sweaters. The beautiful voices and harmonies of the singing complemented the exquisite photography and skillful interplay of the slide show. Coming out of the theatre we had a chance to view a display of sweaters and some of the famous people who have worn them. We next visited the Arts and Crafts Centre where carvings, prints, jewelry, books, drums, and, of course, sweaters were all available for purchase.

We finished the day by returning to the Big House with its hand hewn 20 foot beams where a five course feast was served to us beginning with a venison pastry, clam chowder, salad, corn on the cob, smoked salmon and wild rice entree, and finished off with a berry tart. Lexy Charlie from the Cowichan Band closed the proceedings with a short speech and the drawing for door prizes which was followed by singing and dancing by the Native Heritage Centre's own dance troupe. In a moving conclusion the four witnesses returned to "speak from the heart" about the events of the day and were presented with a small gift in token of their responsibilities.

The whole day was one of positive purpose to join together to create a worthwhile future for our children. Without denying the past, we were encouraged to put it behind us and to move beyond blame to positive action. Hearty thanks to Don Hamilton and his team and to the Native Heritage Centre for putting together such a worthwhile day.

People wishing to arrange school tours through the Native Heritage Centre can contact Brian Elliott at 746-8119.

UPDATE '92: A REPORT

by JUDY E. GILES, teacher-librarian, Terry Fox Senior Secondary, SD#43 (Coquitlam)

Update '92 which took place at UBC Grad Student Centre on October 16, 1992 provided a wealth of information for BC. teacher-librarians on current research in the field of teacher-librarianship. The day was packed with speakers who reported on projects and research in which they had recently been involved. There were 165 people enrolled at the conference.

Ann Clyde and Joan Harper chaired the conference. Both the Dean of Education and the Head of Language Education brought greetings to the assembly, and announced an upcoming addition to UBC Education Faculty's Scarfe Building which would be centred on a new Education Library, confidently expected to be the envy of teacher-librarians across Canada. Work is slated to begin in April. The shared mission of Language Education and Teacher-Librarianship was also stressed in the opening address, reiterating that reading is central to school success.

Lynn Lighthall, an authority on automating school library resource centres, presented a capsule picture of her third survey on automation and school libraries, which has just been released. She presented a regional breakdown of the most purchased automation systems in the past year, and compared these to purchases in previous years. Although UTLAS was the front-runner in Canada generally, Eloquent, a BC. company, held the lead in British Columbia. Her presentation was both interesting and informative. She quoted Dr. E. Soloway, "Technology is the bus of the future; if the bus comes, get on and go with it," a remark which should delight all those teacher-librarians who have embraced the technological advances in BC. schools in the last few years.

Ken Haycock presented some insights from his new book entitled *What Works: Research about Teaching and Learning Through the School's Library Resource Center*. The book summarizes research on the instructional effectiveness of teacher-librarians; the teacher-librarian's role as perceived by teachers, principals and teacher-librarians; links between student achievement and a well-equipped library resource centre; the social, personal role in teacher-librarianship; student teaching; and links between school library resource centre use and later use of libraries. Haycock demands that district superintend-

ents recognize the positive educational impact of school library resource centres. His speech was witty and fast-paced.

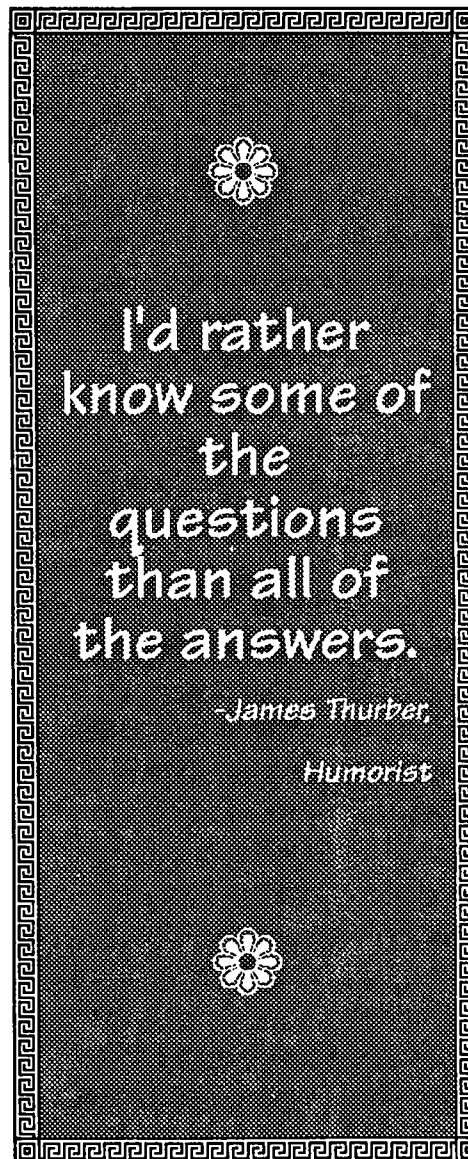
Bernice Betts, who recently completed a Masters Degree at UVIC, reported on her original research study. She had surveyed over 100 secondary teachers, teacher-librarians and administrators on their perceptions of the role of the teacher-librarian. Although the results of her survey were not surprising to most of us, they were nevertheless disappointing. Betts found little evidence of a shared vision among educators. While teachers valued resource management and the teacher-librarian's clerical tasks most highly, principals and teacher-librarians rated curricular collaboration as their priority. Oddly, few teachers valued an increase in technology education, whereas many teacher-librarians did. Most teachers or principals had only four hours' exposure at university (or since then) into the role of the teacher-librarian. Betts suggested instruction in resource based learning and the role of the teacher-librarian and the library resource centre be mandatory for all education students. Her presentation revealed a situation that needs to be accepted and addressed. Teacher-librarians generally see their role as curriculum supporters and leaders, cooperative program developers, and technology integrators given a supportive administration and time, time and more time. Developing a shared vision should be approached sensitively and collegially with staff.

Geri Rea gave a survey of Site Development Projects in the province. These are Ministry funded education innovation studies, approved upon application from school or district based teachers. In essence, many projects were a reaffirmation of what good teachers and teacher-librarians have been doing. The Ministry of Education allocated \$800,000 to Intermediate Site Development and \$500,000 to Graduation Site Development. Projects receiving grants covered a wide range. In most cases the library resource centre was directly involved in the projects. Rea expressed the opinion that the teacher-librarian operates from "the big picture" educationally and that resource centres and teacher-librarians are in the forefront of change. She emphasized that schools must provide a wide range of resources to meet the needs of all learners and that the Year 2000 programs emphatically endorse the role of resource-based learning. We can no longer teach a singular, all encompassing body of knowledge in any subject area since every 600 days information doubles. We must encourage teachers sensitively into new ap-

must encourage teachers sensitively into new approaches. "We don't see things as they are, we see them as we are," she quotes from Anais Nin. We must help people to see change as a "process not as an event."

In the afternoon we had the opportunity to listen to Adrienne Betty from the Calgary Board of Education. The Board's Curriculum Development Department, under Ms. Betty's leadership, compiled an impressive resource manual on the development of school library programs, which Betty presented. The manual is currently being used by both administrators and teachers, as well as teacher-librarians, and has seen significant success. It is now in its third printing and is requested by educators across the country. The document contains both theory and practice, and is highly recommended as a resource to further the development of BC's learner-centered educational focus.

The day was definitely a success. I was personally pleased to see that the university was fulfilling one of its roles, in keeping teacher-librarians in the field abreast of new research developments. This is increasingly important in the continuing education of teacher-librarians as we accept the responsibility of keeping current in our rapidly changing profession.



CSLA: MAKING A DIFFERENCE

by **DIANNE OBERG**, assistant professor,
Department of Elementary Education,
University of Alberta.

CSLA continues to contribute actively and creatively to the field of school librarianship in Canada. Barbara Dekker, President of CSLA, will bring school library concerns to the National Summit on Information Policy in December. This invitational conference, limited to 200 delegates representing the Canada's users and producers of information, will begin the work of developing a national information policy. Another recent CSLA initiative involves working with the National Library of Canada to establish a special collections program related to school libraries. The goal of this program will be to collect and make available for research, reference, and study a comprehensive collection of school library policies, studies, handbooks, and monographs from across Canada. Another new initiative involves institutional membership in the Canadian School Board Association. CSLA is working to develop stronger ties with this important sector of the education community.

Progress continues in other areas. The study of school library education in Canada, carried out by Larry Amey and supported by the 1991 Grolier Award, is now complete and will soon be published. The next issue of *School Libraries in Canada* is well underway, thanks to an enthusiastic new editor, Karin Paul from Victoria. The CLA/CSLA winter meeting is scheduled for February in Charlottetown and the annual conference will be held June 16-20, 1993 in Hamilton.

Today the Canadian School Library Association can say with some pride that it has made and continues to make a difference in the field of school librarianship in Canada. For example, CSLA documents are used in the education of teacher-librarians and in the development of provincial and district documents. *SLIC*, through its articles, news, and views, has an impact on an audience much wider than its subscription list. "CSLA Notes", a regular column in *Felicitier*, conveys the concerns of the school library community to our colleagues in other types of libraries., and a column in *The Canadian School Executive* informs our colleagues in school

administration. CSLA supports professional development activities beyond its annual conference, through the Pearson on the Prairies immersion program and through national teleconferences. The representatives of the provincial school library associations take home ideas shared at the meetings of LOPAC (Liaison of Provincial Associations Committee) and adapt those ideas for use by their own association.

CSLA Roles and Resources

Every school library association, local, provincial, or national, needs to regularly review how it can best carry out its role in the essential work of improving school library services for students. The Canadian School Library Association has looked long and hard at that role over the past decade. CSLA works to carry out its objectives within the very limited resources available to it. Those resources include a membership of about 450, an Executive Council of seven volunteers, and annual budget of approximately \$15,000. These resources must be carefully utilized in order to meet the objectives of the Association. The Association has had to decide very carefully and very thoughtfully about what it does and does not do.

What is it that CSLA does?

CSLA's first objective is to provide teacher-librarians in Canada with a voice at the national level. The CSLA president works with the CLA executive and staff to lobby the federal government. Current actions are focussed on work with the Department of Communications on copyright and buying around, with Revenue Canada on the GST on reading materials, and with Statistics Canada on the suspension of library surveys.

The most important means of meeting a second objective, to provide for the exchange of ideas and information among CSLA members, is the publication of *School Libraries in Canada*. CSLA is looking for other ways as well to communicate with its members. Because new members join the Asso-

ciation each year, it is a demanding task to develop their understanding and awareness of Association goals and programs and to help them feel a part of the Association. Through CSLA's peer networking program, new members are provided with informational materials about the Association and they also are contacted by phone or letter by a volunteer CSLA member. This gives new members the opportunity to ask questions about the Association and to learn how they might participate in Association committees, conferences, and other activities.

To cooperate with other associations to further the improvement of school library services, CSLA's third objective, involves working with the provincial and territorial school library associations. The relationship between national and provincial associations has been and continues to be a mutual sharing of information, primarily through the news column of *SLIC* and through LOPAC, the annual meeting of presidents (or their representatives) of Canada's school library associations. Another avenue for meetings between associations has been created through the CLA winter meetings. A ten-year schedule of meetings has been developed that places at least one CLA conference or winter meeting in each province and territory during the cycle. For example, in 1994 the winter meeting will be in Thunder Bay and the conference will be in Vancouver.

To meet a fourth objective, to promote effective educational programs for teacher-librarians, CSLA has developed a policy statement on qualifications for teacher-librarians and a model curriculum for education in teacher-librarianship. It has also supported three national surveys of school library education programs. The most recent one is very comprehensive and contains recommendations for a much-needed national symposium on school library education. Recognizing that most professional development needs of teacher-librarians are probably best met through provincial and local programs, CSLA has selected topics likely to be of interest to many teacher-librarians for its annual teleconference program. This year's teleconference will focus on censorship issues.

CSLA's extensive annual award program and its guidelines series project are two thrusts designed to meet a fifth objective, to promote high standards of school library service. Five papers in the series, *Guidelines for Effective School Libraries*, have been published: Rationale, Glossary, Roles, Program

Advocacy, and Leadership. All have been published in *SLIC* and are available without copyright restriction for educational use.

What is it that CSLA does not do?

A lack of clarity about the boundaries between local or provincial associations and national associations may be an inevitable aspect of life in a federal system, not something that is unique to library associations. One area in which CSLA cannot be effective is the lobbying of provincial and territorial departments of education regarding, for example, school library policy and standards or provision of training programs for teacher-librarians. Education in Canada is a provincial and territorial matter rather than a federal matter and, as well, CSLA has neither the resources nor the knowledge of local context to be an effective lobbying force at other than the federal level. Because the situation relative to school libraries differs greatly across the country, provincial, territorial, and local associations are in the best position to offer relevant professional development activities and to do the work that is needed to improve school library services in their areas.

Another area in which CSLA does not act is in relation to the French-language school library community. CSLA exists as a Division of Canada's English-language library organization. CLA and its divisions conduct their business in English. Canada's French-language library organization is ASTED, Association pour l'avancement des sciences et des techniques de la documentation. Although CLA at its inception in 1946 was formed as a bilingual association, in 1973 when ASTED was established as the national association of francophone libraries, CLA became a unilingual organization. Unfortunately, unlike CLA, ASTED does not at this time have a division for school libraries.

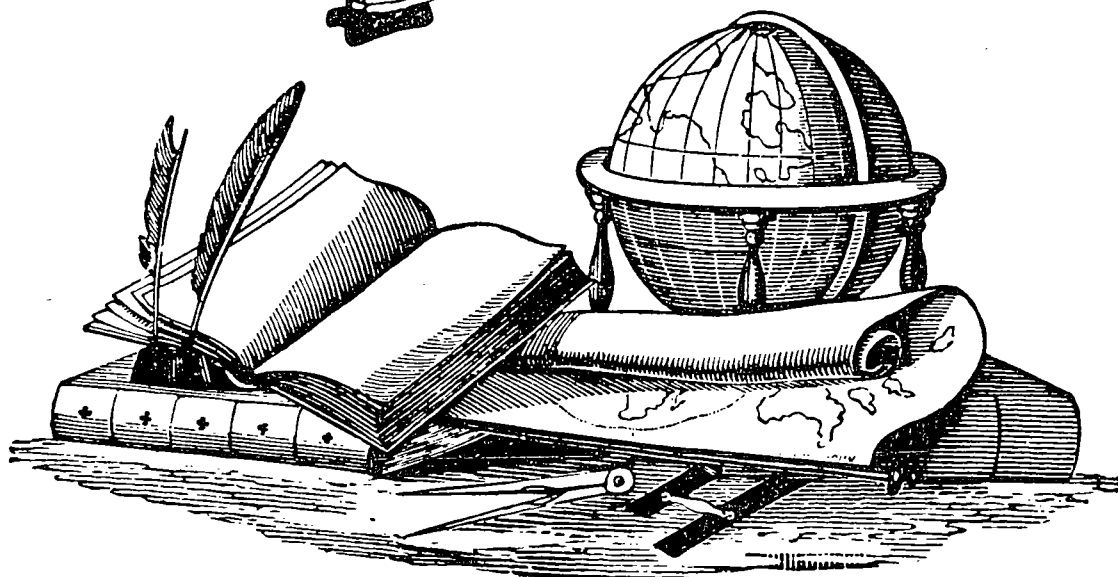
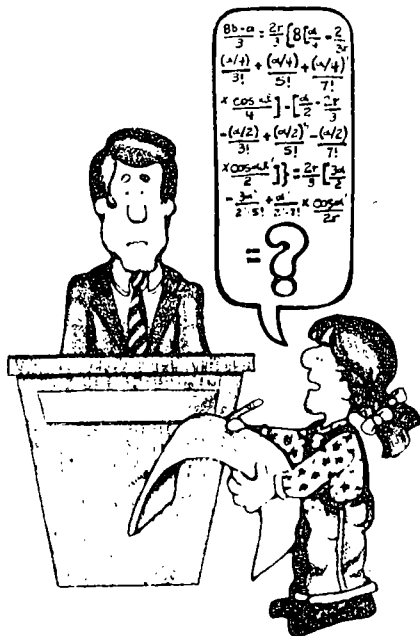
Membership in CSLA



CSLA membership is open to anyone who is interested in school library matters. The last CSLA membership survey indicated that over 80% of CSLA members hold positions as school library professionals (teacher-librarians or school library consultants or school library educators); the other members of CSLA are school district administrators, public librarians, library technicians, and library/media

industry personnel who by the nature of their work have a strong interest in school libraries.

For further information, on membership in CSLA, contact Membership Services, Canadian Library Association, Suite 602, 200 Elgin Street, Ottawa, ON K2P 1L5. For other information on the Canadian School Library Association, contact Barbara Dekker, President, Parkview Public School, 133 Adelaide Street, North Lindsay, ON K9V 2M4.

We've Got Answers to Your Questions.




 If you don't ask "why this?" often enough, somebody will ask "why you?"
 -Tom Hirshfield, Inventor


BOOK AND PERIODICAL COUNCIL

35 Spadina Road, Toronto, Ontario, Canada M5R 2S9
Phone (416) 975-9366 Fax (416) 975-1839

FREEDOM TO READ REMAINS AT RISK, AS 1993 CAMPAIGN DATES ANNOUNCED

The Freedom of Expression Committee of the Book and Periodical Council has announced that the 9th annual **Freedom to Read Week** will take place **March 1 - 8, 1993**. The national public awareness campaign focuses on the public need to protect the right to intellectual freedom.

"Recent decisions by the courts, and continued arbitrary seizures by Canada Customs demonstrate that intellectual freedom is under threat from the democratic institutions we believed were in place to protect this fundamental right," according to Les Fowlie, Chair of the Book and Periodical Council's Freedom of Expression Committee.

In announcing the dates for the 1993 campaign, Fowlie went on to say: "We cannot ignore the increasing number of special interest crusades against books and writers. We must not allow our communities to succumb to the mounting pressure to censor themselves in the name of political correctness."

Each year librarians, educators, writers, booksellers and others committed to Freedom to Read show their support for the campaign through debates, public readings, classroom discussion and displays of books and other materials banned or challenged in Canada.

The Book and Periodical Council produces the Freedom to Read Week Kit which includes recent articles on censorship issues, an up to date list of books under attack, and the Freedom to Read poster in support of the 1993 campaign. Kits will be available in mid-September from the Book and Periodical Council. Kits may also be available through major wholesalers.

Freedom To Read Week Coordinator - Sarah Thring
(416) 480-2533

FREEDOM TO READ KIT ORDER FORM

Kits may be ordered from the Book and Periodical

Council, **prepaid**, at \$12.00 plus \$.84 GST. Total: \$12.84. Orders for ten kits or more, shipped to a single address, receive a 20% discount and may be accompanied by a purchase order. Mail your completed order form to: **Freedom to Read Kit, Book and Periodical Council, 35 Spadina Road, Toronto, ON M5R 2S9**

Name: _____

Address: _____

City: _____

Province: _____ Postal Code: _____

Please send me _____ kit(s) at \$12.00 plus .84 GST each. My cheque/money order is enclosed.

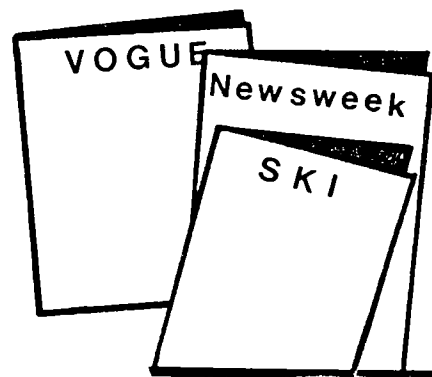
Please send me 10 or _____ kits at \$9.60 plus .67 GST each.

Purchase order # _____.

Please make cheques or money orders payable to the Book and Periodical Council.
GST No. R106891889



Books



CHAPTER REPORTS

POLITICAL ACTION

Surrey

Surrey has carried forward a number of grievances through our Teachers' Association. One grievance involved untrained Administrative Officers being placed in part time teacher-librarian positions. Administrators who are appointed to teacher-librarian positions must now obtain qualifications within two years or give up the job. Another successful grievance involved two teacher-librarians who worked in schools which were expanding to full 8 to 12 secondary schools. Both schools received extra staffing to help with this change. An unsuccessful grievance taught us that we are more successful when individual grievances, rather than group ones, are taken forward.

A bargaining committee worked on specific objectives relating to our role as teacher-librarians. These objectives were then submitted to our district bargaining committee for use in contract negotiations.

Delta

Delta's focus over much of 91/92 has been a task force that made presentations to the school board, principals, and parents with regard to the direction Delta library resource centres would like to go. They have adapted a user friendly booklet from *Developing Independent Learners: The Role of the School Library Resource Centre*. It is intended for use as a planning document in developing a district vision for school library resource centres. We have received district and staff support in this endeavor.

North Vancouver

As a measure to reduce the District budget deficit, all library resource centre budgets were frozen as of Dec. 31, 1992. The NVTLA issued protest letters and met with Board personnel but to no avail. A brief to the NVTLA Bargaining Committee set out our goals for programs and staffing. A staffing formula has been included in the package for the upcoming round of bargaining.

Cuts to the CUPE staff at the District Resource Centre prompted letters and meetings with district personnel. Again, no restoration of service was achieved.

The District had to cut about \$10 million from the 1991/92 budget and a similar amount again in the next year. Cataloguing services have been drastically cut, starting in July. A brief was made to the Superintendent outlining our concerns. Nevertheless the cuts were made reducing the professional cataloguing staff by about 1/3 and clerical staff reduced to zero. The NVTLA will document problems as they develop, to continue our pressure on the Board to restore services.

Powell River

A committee met throughout the year to develop a district library policy handbook. Teacher-librarians attended both Primary and Intermediate Program meetings. Teacher-librarians were members of joint committees on bargaining, technology and IPAG. We also developed a district selection policy.

CURRICULUM OR PROGRAMME DEVELOPMENT

Surrey

Surrey teacher-librarians are involved in a network with ESL teachers in our district so that we may develop learning strategies and styles for this segment of our population.

One of our five major Professional Development activities involved members "trekking" to various schools to receive in-service and view technological devices ranging from CD-ROM to computerized circulation systems to computer cataloguing.

Merritt

The Merritt chapter has been working toward computerizing all of the libraries in the district. When completed this will include an OPAC (On-line Public Access Catalog) and a computerized circulation system for each school library resource centre,

and a union catalog at the District Resource Centre. Please see "MERRITT DISTRICT'S AUTOMATION EXPERIENCE" elsewhere in this issue.

Delta

The DLTA has formed a sub group called the Eloquent Users Group. They meet to discuss, to help each other and to develop a five year plan for the use of Eloquent in the district. Dick Young has worked hard to keep us informed and knowledgeable on technological projects related to library resource centres.

North Vancouver

A committee was formed to develop a teacher-librarian handbook for the district. Our District negotiating team has included a request for a joint committee with the Board to set up a time-line for automation. Our District Resource Centre has an automated system for cataloguing new items, and producing card sets, but so far there is no movement toward school-based automation. Some schools have found funds internally for CD-ROM units and software.

Powell River

Teacher-librarians have attended locally developed workshops on using our new library resource centre automation systems and software now installed in eight of our twelve schools. Three elementary school teacher-librarians received innovative technological grants for library resource centre related projects. Many teacher-librarians were involved with school-wide themes, i.e. Heritage Week, Book Blitz, Multicultural Week. An author visitation was conducted. A local Elder visited three of our schools.

MEETING IDEAS

Surrey

A well accepted part of the Surrey chapter's service to members is our scholarship fund. We offer to one member per year a small amount of money to defray costs of a library course they are taking. Most of our focus this year has been on staffing concerns, and on increasing attendance at chapter meetings. We were pleased with the willingness of members to accept executive positions for the 92-93 year.

Merritt

In April Ian Wallace, a children's author and illustrator, visited our district and gave a high energy performance. He discussed the writing/illustrating process using *The Very Last First Time* as an example. Both teachers and students found his presentation dynamic as well as interesting.

Delta

The DLTA helped the district in choosing speakers related to library resource centres and cooperative teaching to present at the District Pro-D day. Four Delta teacher-librarians did a workshop at the district wide parents' conference.

North Vancouver

Patricia Finlay, Elizabeth Gowan and Janet McKinley gave a workshop on *Developing Independent Learners* which was excellent and useful. A workshop by Dr. Honey Helpem on Canadian Literature was very successful and well attended.

Powell River

At each meeting we had as part of the agenda a share session. Christmas and June dinner meetings with our spouses and retired teacher-librarians continue to be well attended and enjoyable social events. A weeding blitz activity just before the monthly meeting was helpful.

PUBLIC RELATIONS

Powell River

During Education Week in a local mall students demonstrated to the public the use of the automation system and the electronic encyclopedia. Numerous book fairs and sales were held throughout the year. Three student created bookmarks were adopted for use by the district. The booklet *Parents Can Read with Children* was distributed to our primary two and grade four parents. A student information pamphlet on using the public library was locally developed and published by our District Resource Centre. Our primary two and grade four students visited the public library.



DON'T TAX READING

CANADA WILL PAY TOMORROW FOR THE TAX ON READING TODAY

The GST is:

- a tax on literacy
- taking books, magazines and newspapers out of Canadian libraries
- gives a 7% advantage to American books and magazines
- is an expensive nightmare to administer
- stops us from getting books and magazines that we want as some international publishers have refused to ship to Canada because of the complexity of the tax
- may be only the beginning as the federal government is pressuring the provinces to harmonize their sales taxes with the GST which could mean provincial sales taxes being added to the GST on reading
- harms our writers, publishers, bookstores, libraries and students

The Prime Minister has the power to zero-rate books, magazines and newspapers (to restore their traditional tax rate of 0%). You can help us persuade the Prime Minister to take this positive step. Please send a card, letter or fax to the Prime Minister and the Minister of Finance. Contact your own Member of Parliament. (No postage is required on mail to MPs).

Rt. Hon. Brian Mulroney
Office of the Prime Minister
Langevin Block
80 Wellington Street
Ottawa, K1A 0A2
Fax: (613) 995-0101

Hon. Don Mazankowski
Minister of Finance
L'Esplanade Laurier
140 O'Connor Street
Ottawa, K1A 0A6
Fax: (613) 995-5176

Prime Minister Mulroney promised in 1990 to review the impact of the reading tax after a year. It's time for that review. Don't Tax Reading Coalition, 260 King St. E., Toronto, ON, M5A 1K3, (416) 361-1408/ Fax (416) 361-0643

LEARNING AND WORKING CONDITIONS SURVEY

SEPTEMBER 1992 SURVEY RESULTS

Compiled and formatted by **RAY WALKER**, Learning and Working Conditions Chairperson, with the help of **CHARLENE WALKER**, President of the Terrace and District Chapter. Ray can be reached at 635-4636 (Library) or 635-4776 (Home) to discuss the survey and related working and learning concerns.

These are the results received to date of the twelfth annual survey of learning and working conditions in the school library resource centres of British Columbia. Thank you very much 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! Only with wide-spread participation can we obtain the information necessary to address the very significant problems becoming evident in the lack of support for school library resource programs in many areas. Those districts not represented so far should submit their completed forms as soon as possible so that an up-date can be published in the spring issue of *The Bookmark*.

Information on our special survey question regarding District Resource Centres will also be reported in the next *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 Bargaining Committee and 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 library resource centres.
- * 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 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.

Above all keep your eye on the prize: only through strong contract language can we secure the quality of library services our students require and the rewarding working conditions we deserve. If you haven't become involved in the bargaining process yet, begin now to lay the groundwork for convincing your local that the quality of library services are a responsibility of all teaching colleagues.

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 has been sorted in different ways to highlight teacher-librarian service levels, clerical time allocation, and resource centre budgets. We have also tabulated data on the number of teacher-librarians who had their library time

time cut due to budget restraints and the numbers of teacher-librarians who are providing preparation time for their classroom colleagues. Additionally we have calculated the average district amount of teacher-librarian time spent providing preparation time and the district average teacher-librarian qualification level, using the 9 unit/18 credit library training criteria.

NOTE: THE FOLLOWING SYMBOLS ARE USED IN THIS REPORT.

FTE = Full-Time Equivalent. All professional and clerical staffing is expressed in FTEs and is divided by the number of students and multiplied by 1000 to reach a consistent and comparable figure, eg., 2.12 FTE/1000.

I = increased D = decreased S = same, no change

PROFESSIONAL STAFFING

BCTF minimum criteria for professional staffing in school library resource centres are:

<u>Students</u>	<u>Teacher-Librarians</u>
200 or fewer	0.6 FTE
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 elementary schools reporting this year is 2.27 FTE per 1000 students. This year we asked teacher-librarians to not include in their calculations any contractual preparation time they might have, so as to arrive at a more realistic professional "service level" available to their students. Very disturbing is the fact that 169 elementary teacher-librarians have had some part of their library time cut since last year. Equally upsetting is the fact that, on average, 14.7% of elementary teacher-library time is being used to provide preparation time for classroom colleagues, flying in the face of the concepts of flexible scheduling and cooperative program planning. Clearly in too many districts teacher-librarians are being used to pay the price for contractual gains made in other areas. Again, only strong library clauses in contract will guarantee against these reductions of library services to students.

The average professional staffing for secondary schools reporting is 1.51 FTE per 1000 students. Thirty-nine teacher-librarians reported some part of their library time cut but the provision of preparation time does not seem to be nearly the problem here as it is for elementary levels.

The column headed "% T-L Trained" gives the district percentage of teacher-librarians who have the equivalent of 9.0 UBC units or 18 credits or more, a library diploma, or a Master's degree in Education or Library Science. The average for elementary teacher-librarians who have this training is 51% and 73% for secondary.

ELEMENTARY PROFESSIONAL STAFFING

	District	Response	T-L/ 1000	T-L Cuts	Prep.Prov. # and . . . %	L-A FTE /1000	% T-L Trained	
81	FORT NELSON	3/3	3.40	0	0	0	3.43	0.0
18	GOLDEN	5/5	3.15	0	3/5	12	1.30	40.0
10	ARROW LAKES	4/4	3.07	0	0	0	2.89	40.0
17	PRINCETON	3/3	3.06	0	3/3	29	0.08	
28	QUESNEL	14/17	3.04		11/14	40	0.18	50.0
27	CARIBOO-CHILCOTIN	17/18	3.04	0	1/17	2	1.01	41.0
54	BULKLEY VALLEY	7/7	2.86	3	5/7	19	0.99	29.0
72	CAMPBELL RIVER	16/16	2.72	16	1/16	6	0.83	36.0
80	KITIMAT	5/5	2.62	0	3/5	17	2.59	60.0
3	KIMBERLEY	6/6	2.60	2	6/6	44	1.50	16.6
31	MERRITT	5/5	2.60	0	0	0	0.00	40.0
60	PEACE RIVER NO.	13/13	2.60	1	1/13	1	2.43	36.0
70	ALBERNI	14/14	2.58	0	1/14	0	0.37	73.0
4	WINDERMERE	6/6	2.57	0	1/6	0	1.66	67.0
38	RICHMOND	34/35	2.57	0	0/34	0	0.00	88.0
45	W. VANCOUVER	11/11	2.55	0	2/11	0	0.54	
84	VANCOUVER IS. WEST	1/5	2.55	0	1/1	7	1.27	100.0
2	CRANBROOK	8/8	2.53	1	1/7	0	0.18	62.5
39	VANCOUVER	89/90	2.47	4	0/89	0	0.63	91.0
42	MAPLE RIDGE	22/24	2.47	6	19/22	16	0.27	60.0
47	POWELL RIVER	7/7	2.47	2	7/7	35	0.00	71.4
33	CHILLIWACK	19/19	2.44	0	2/19	2	0.22	94.0
7	NELSON	10/12	2.40	2	9/10	50	0.66	10.0
32	HOPE	3/?	2.39	0	2/3	55	2.51	66
1	FERNIE	7/7	2.38		7/7	72	0.50	
12	GRAND FORKS	3/3	2.34	0	0	0	0.55	
19	REVELSTOKE	5/5	2.30	0	0/5	0	2.67	60.0
65	COWICHAN	16/16	2.30	0	0/16	0	0.00	56.0
57	PRINCE GEORGE	44/44	2.27	8	3/44	2	0.83	84.0
68	NANAIMO	33/33	2.20	13	0/33	0	0.38	86.0
40	NEW WESTMINSTER	8/8	2.20	0	8/8	32	1.78	37.5
9	CASTLEGAR	7/7	2.19	0	1/7	2	1.43	43.0
69	QUALICUM	6/8	2.19	0	1/6	1	1.60	43.0
88	TERRACE	13/13	2.19	3	0/13	0	1.59	62.0
44	N. VANCOUVER	33/33	2.15	3	7/33	6	0.34	39.0
66	LAKE COWICHAN	5/5	2.13	1	2/5		1.33	20.0
23	CENT. OKANAGAN	29/32	2.12				2.06	
48	HOWE SOUND	9/9	2.12	6	8/9	15	1.11	55.6
11	TRAIL	10/10	2.06	1	0	0	1.33	36.0
15	PENTICTON	11/12	2.06	4	10/11	28	0.77	81.8
36	SURREY	80/80	2.06	0	0/80	0	0.49	90.9
41	BURNABY	37/37	2.04	0	1/37	0	0.00	94.1
89	SHUSWAP	19/19	2.02	10	17/19	31	1.12	31.0
37	DELTA	21/24	1.96	6	10/24	6	0.00	95.0
43	COQUITLAM	46/46	1.94	0	35/46	18	0.20	63.8
64	GULF ISLANDS	5/5	1.90	1	2/5	11	1.65	60.0
26	N. THOMPSON	4/4	1.84	0	2/15	15	1.22	25.0
24	KAMLOOPS	28/41	1.74	5	9/28	7	1.46	71.0
59	PEACE RIVER SO.	14/14	1.71	5	2	5	2.00	60.0

ELEMENTARY PROFESSIONAL STAFFING (continued)

	District	Response	T-L/ 1000	T-L Cuts	Prep.Prov. # and . . . %	L-A FTE /1000	% T-L Trained
35	LANGLEY	34/34	1.66	13	24/34 58	1.46	44.0
61	GREATER VICTORIA	29/37	1.53	20	20/29 39	0.54	49.0
62	SOOKE	9/14	1.30	3	6/9 43	0.60	44.0
56	NECHAKO	8/10	1.26	1	1/8 0	2.07	37.5
34	ABBOTSFORD	29/33	1.05	29	20/29 41	0.46	72.4
86	CRESTON-KASLO	7/7	0.78	0	1/1 15	3.40	100.0

SECONDARY PROFESSIONAL STAFFING

	District	Response	T-L/ 1000	T-L Cuts	Prep.Prov. # and . . . %	L-A FTE /1000	% T-L Trained
10	ARROW LAKES	2/2	2.40	1	0 0.00	2.59	50
81	FORT NELSON	1/1	2.40	0	0 0.00	2.40	0
56	NECHAKO	4/4	2.34	1	0 0.00	1.94	100
1	FERNIE	4/4	2.16		1 6.25	0.32	
89	SHUSWAP	5/5	2.13		0 0.00	1.36	
4	WINDERMERE	2/2	2.04	1	0 0.00	1.43	100
17	PRINCETON	1/1	2.04	0	0 0.00	0.00	
60	PEACE RIVER NORTH	7/7	1.91	1	1	2.40	29
54	BULKLEY VALLEY	3/3	1.90	1	0 0.00	1.20	25
66	LAKE COWICHAN	1/1	1.82	0	0 0.00	2.60	100
26	N. THOMPSON	1/1	1.80	1	0 0.00	2.44	100
12	GRAND FORKS	1/1	1.78	0	0 0.00	1.78	100
70	ALBERNI	5/5	1.75	0	1 0.02	0.94	67
32	HOPE	1/1	1.72	1	0 0.00	2.15	100
18	GOLDEN	1/1	1.70	0	0 0.00	0.00	100
57	PRINCE GEORGE	11/11	1.70	1	0 0.00	1.30	85
72	CAMPBELL RIVER	6/6	1.69	6	0 0.00	0.97	50
48	HOWE SOUND	3/3	1.67	2	0 0.00	0.78	67
64	GULF ISLANDS	2/3	1.65	0	1 7.50	1.22	50
2	CRANBROOK	3/3	1.62	0	0 0.00	0.36	100
31	MERRITT	2/2	1.59	0	0 0.00	0.57	100
69	QUALICUM	3/4	1.58	0	0 0.00	0.93	75
19	REVELSTOKE	1/1	1.55	0	0 0.00	1.55	100
27	CARIBOO-CHN	5/5	1.51	0	0 0.00	0.83	60
59	PEACE RIVER SO.	4/4	1.51	1	1 0.19	2.14	75
11	TRAIL	3/3	1.50	0	0 0.00	1.40	100
40	NEW WESTMINSTER	1/1	1.49	0	0 0.00	0.61	100
88	TERRACE	6/6	1.48	0	1 1.00	1.64	50
28	QUESNEL	3/3	1.46		0 0.00	0.41	33
47	POWELL RIVER	4/4	1.43	1	1 17.00	0.00	75
9	CASTLEGAR	2/2	1.39	0	0 0.00	1.39	50
15	PENTICTON	3/3	1.37	0	0 0.00	1.05	75
7	NELSON	4/4	1.36	0	1 0.04	1.70	50
86	CRESTON-KASLO	3/3	1.36	0	0 0.00	2.82	67

SECONDARY PROFESSIONAL STAFFING (continued)

	District	Response	T-L/ 1000	T-L Cuts	Prep.Prov. # and . . .%	L-A FTE /1000	% T-L Trained
23	CENT. OKANAGAN	10/?	1.33	4	0	0.00	100
65	COWICHAN	5/5	1.30	1	0	0.00	100
38	RICHMOND	9/9	1.25	0	0	0.00	88
43	COQUITLAM	12/12	1.25	0	0	0.00	100
3	KIMBERLEY	2/2	1.22	1	0	0.00	0
24	KAMLOOPS	7/10	1.21	1	0	0.00	100
33	CHILLIWACK	6/6	1.20	0	0	0.00	100
37	DELTA	7/8	1.19	0	0	0.00	86
39	VANCOUVER	18/18	1.17	2	0	0.00	97
61	GREATER VICTORIA	11/14	1.12	5	0	0.00	63
35	LANGLEY	8/8	1.11	1	1	1.35	100
44	N. VANCOUVER	8/8	1.11	2	2	4.63	71
68	NANAIMO	7/7	1.09	2	0	0.00	100
42	MAPLE RIDGE	5/5	1.08	2	0	0.00	100
36	SURREY	15/15	1.04	0	0	0.00	100
62	SOOKE	4/4	1.04	0	0	0.00	100
45	W. VANCOUVER	3/3	0.99	0	0	0.00	0.95
80	KITIMAT	1/1	0.96	0	0	0.00	1.92
41	BURNABY	6/6	0.95	0	0	0.00	0.73
34	ABBOTSFORD	5/5	0.90	0	0	0.00	0.64

CLERICAL TIME

The BCTF minimum criteria for clerical staffing in library resource centres are:

Students	Library Assistants/Technicians
200 or fewer	0.5 FTE
201 - 400	1.0
401 - 750	1.5
751 - 1000	2.0
Over 1000	2.5

Plus 0.5 library-assistant for each full 400 students above 1000.

The average for the reporting elementary school libraries was 1.1 FTE / 1000 and the average for secondary school libraries was 1.18 FTE / 1000 students.

ELEMENTARY CLERICAL STAFFING

	District	Response	L-A	FTE/1000	BCTF Min?	T-L / 100
81	FORT NELSON	3/3		3.43	1/3	3.40
86	CRESTON-KASLO	7/7		3.40	4/7	0.78
10	ARROW LAKES	4/4		2.89	0/4	3.07
19	REVELSTOKE	5/5		2.67	2/5	2.30
80	KITIMAT	5/5		2.59	1/5	2.62
32	HOPE	3/?		2.51	1/3	2.39

60	PEACE RIVER NO.	13/13	2.43	4/13	2.60
56	NECHAKO	8/10	2.07	2/8	1.26
23	CENT. OKANAGAN	29/32	2.06	4/29	2.12
59	PEACE RIVER SO.	14/14	2.00	0/14	1.71
40	NEW WESTMINSTER	8/8	1.78	0/8	2.20
4	WINDERMERE	6/6	1.66	0/6	2.57
64	GULF ISLANDS	5/5	1.65	0/5	1.90
69	QUALICUM	6/8	1.60	0/6	2.19
88	TERRACE	13/13	1.59	0/13	2.19
3	KIMBERLEY	6/6	1.50	0/6	2.60
24	KAMLOOPS	28/41	1.46	1/28	1.74
35	LANGLEY	34/34	1.46	3/34	1.66
9	CASTLEGAR	7/7	1.43		2.19
11	TRAIL	10/10	1.33	0/10	2.06
66	LAKE COWICHAN	5/5	1.33	0/5	2.13
18	GOLDEN	5/5	1.30	0/5	3.15
84	VANCOUVER IS. WEST	1/5	1.27	0/1	2.55
26	N. THOMPSON	4/4	1.22	0/4	1.84
89	SHUSWAP	19/19	1.12	0/19	2.02
48	HOWE SOUND	9/9	1.11	0/9	2.12
27	CARIBOO-CHILCOTIN	17/18	1.01	0/17	3.04
54	BULKLEY VALLEY	7/7	0.99	0	2.86
57	PRINCE GEORGE	44/44	0.83	0/44	2.27
72	CAMPBELL RIVER	16/16	0.83	0/16	2.72
15	PENTICTON	11/12	0.77	0/11	2.06
7	NELSON	10/12	0.66		2.40
39	VANCOUVER	89/90	0.63	1/89	2.47
62	SOOKE	9/14	0.60	0/9	1.30
12	GRAND FORKS	3/3	0.55	0/3	2.34
61	GREATER VICTORIA	29/37	0.54	0/29	1.53
45	W. VANCOUVER	11/11	0.54	0/11	2.55
1	FERNIE	7/7	0.50	0/7	2.38
36	SURREY	80/80	0.49	0/80	2.06
34	ABBOTSFORD	29/33	0.46	0/29	1.05
68	NANAIMO	33/33	0.38	0/33	2.20
70	ALBERNI	14/14	0.37	0/14	2.58
44	N. VANCOUVER	33/33	0.34	0/33	2.15
42	MAPLE RIDGE	22/24	0.27	0/22	2.47
33	CHILLIWACK	19/19	0.22	0/19	2.44
43	COQUITLAM	46/46	0.20	0/46	1.94
28	QUESNEL	14/17	0.18	0/14	3.04
2	CRANBROOK	8/8	0.18	0/7	2.53
17	PRINCETON	3/3	0.08	0/3	3.06
31	MERRITT	5/5	0.00	0/5	2.60
37	DELTA	21/24	0.00	0/24	1.96
38	RICHMOND	34/35	0.00	0/34	2.57
41	BURNABY	37/37	0.00	0/37	2.04
47	POWELL RIVER	7/7	0.00	0/7	2.47
65	COWICHAN	16/16	0.00	0/16	2.30

SECONDARY CLERICAL STAFFING

	District	Response	L-A	FTE/1000	BCTF Min?	T L / 100
86	CRESTON-KASLO	3/3		2.82	2/3	1.36
66	LAKE COWICHAN	1/1		2.60	1/1	1.82
10	ARROW LAKES	2/2		2.59	0/2	2.40
26	N. THOMPSON	1/1		2.44	0/1	1.80
60	PEACE RIVER NO.	7/7		2.40	5/7	1.91
81	FORT NELSON	1/1		2.40	0	2.40
3	KIMBERLEY	2/2		2.17	1/2	1.22
32	HOPE	1/1		2.15	0/1	1.72
59	PEACE RIVER SO.	4/4		2.14	1/4	1.51
56	NECHAKO	4/4		1.94	1/4	2.34
80	KITIMAT	1/1		1.92	0/1	0.96
12	GRAND FORKS	1/1		1.78	0/1	1.78
7	NELSON	4/4		1.70	0/4	1.36
19	REVELSTOKE	1/1		1.55	0/1	1.55
4	WINDERMERE	2/2		1.43	0/2	2.04
11	TRAIL	3/3		1.40	0/3	1.50
9	CASTLEGAR	2/2		1.39		1.39
89	SHUSWAP	5/5		1.36	0/5	2.13
43	COQUITLAM	12/12		1.35	1/12	1.25
57	PRINCE GEORGE	11/11		1.30	0/11	1.70
23	CENT. OKANAGAN	10/?		1.27	0/10	1.33
64	GULF ISLANDS	2/3		1.22	0/2	1.65
61	GREATER VICTORIA	11/14		1.21	0/11	1.12
54	BULKLEY VALLEY	3/3		1.20	0/3	1.90
33	CHILLIWACK	6/6		1.19	0/6	1.20
24	KAMLOOPS	7/10		1.11	0/7	1.21
15	PENTICTON	3/3		1.05	0/3	1.37
72	CAMPBELL RIVER	6/6		0.97	0/6	1.69
45	W. VANCOUVER	3/3		0.95	0/0	0.99
70	ALBERNI	5/5		0.94	1/5	1.75
69	QUALICUM	3/4		0.93	0/3	1.58
35	LANGLEY	8/8		0.90	0/0	1.11
42	MAPLE RIDGE	5/5		0.88	0/5	1.08
27	CARIBOO-CHILCOTIN	5/5		0.83	0/5	1.51
44	N. VANCOUVER	8/8		0.83	0/8	1.11
62	SOOKE	4/4		0.80	0/4	1.04
48	HOWE SOUND	3/3		0.78	0/3	1.67
41	BURNABY	6/6		0.73	0/6	0.95
39	VANCOUVER	18/18		0.70	1/18	1.17
34	ABBOTSFORD	5/5		0.64	0/5	0.90
40	NEW WESTMINSTER	1/1		0.61	0/1	1.49
31	MERRITT	2/2		0.57	0/2	1.59
37	DELTA	7/8		0.50	0/7	1.19
36	SURREY	15/15		0.46	0/15	1.04
38	RICHMOND	9/9		0.42	0/9	1.25
28	QUESNEL	3/3		0.41	0/3	1.46
2	CRANBROOK	3/3		0.36	0/2	1.62
1	FERNIE	4/4		0.32	0/2	2.16
68	NANAIMO	7/7		0.32	0/7	1.09
65	COWICHAN	5/5		0.30	0/5	1.30

17	PRINCETON	1/1	0.00	0/1	2.04
18	GOLDEN	1/1	0.00	0/1	1.70
47	POWELL RIVER	4/4	0.00	0/4	1.43

SCHOOL LIBRARY RESOURCE CENTRE BUDGETS

Budget figures are very difficult to compare since there are a variety of ways that budgets are determined. The figures given include monies allocated for student resources but may also include teacher resources, cataloguing and processing, supplies, and equipment. Rather than attempt to break down our survey into all possible categories, we tried to obtain a rough idea of whether stated figures included any non-media resources such as the above-mentioned. The last column, then, indicates how many of the schools responding include these items in their budgets.

Increasingly concerns are also being expressed about how meaningful the figures are when some schools do not know, at the time of the survey, what their budget amounts are and often have to guesstimate or use last year's figures. We will be spending some time in the future to try to come up with a better way of conducting this part of the survey.

The average elementary budget was \$18.25 as compared to \$19.62 for secondary school libraries. These figures represent a \$1.55 decrease for elementary and a \$2.68 decrease for secondary.

ELEMENTARY BUDGETS

	District	Response	\$ / student	I-D-S	Non-Media?
26	N. THOMPSON	4/4	\$51.95	0-0-4	4/4
86	CRESTON-KASLO	7/7	\$49.75	0-0-7	No
60	PEACE RIVER NO.	13/13	\$37.70	0-1-12	10/13
3	KIMBERLEY	6/6	\$29.91	1-0-5	3/6
23	CENT. OKANAGAN	29/32	\$29.88	1-1-27	
12	GRAND FORKS	3/3	\$26.35		3/3
4	WINDERMERE	6/6	\$25.60	2-1-3	5/6
18	GOLDEN	5/5	\$25.54	1-2-2	5/5
10	ARROW LAKES	4/4	\$24.50	0-0-4	0/4
80	KITIMAT	5/5	\$23.92	2-2-0	5/5
59	PEACE RIVER SO.	14/14	\$23.56	3-4-7	
28	QUESNEL	14/17	\$22.13	2-7-4	14/14
66	LAKE COWICHAN	5/5	\$21.66	1-3-1	
70	ALBERNI	14/14	\$21.28	8-5-1	14/14
47	POWELL RIVER	7/7	\$20.80	0-0-7	7/7
48	HOWE SOUND	9/9	\$20.37	3-2-4	9/9
27	CARIBOO-CHILCOTIN	17/18	\$20.18	0-17-0	12/17
19	REVELSTOKE	5/5	\$20.00	0-0-5	5/5
45	W. VANCOUVER	11/11	\$20.00		
81	FORT NELSON	3/3	\$20.00	4-0-0	No
56	NECHAKO	8/10	\$19.96	2-2-4	
39	VANCOUVER	89/90	\$19.59	0-90-0	90/90
54	BULKLEY VALLEY	7/7	\$18.50	0-7-0	7/7
15	PENTICTON	11/12	\$18.35	0-11-0	11/11
62	SOOKE	9/14	\$18.00	0-0-9	9/9
32	HOPE	3/?	\$17.50	0-0-3	3/3
57	PRINCE GEORGE	44/44	\$17.41	5-4-35	44/44
64	GULF ISLANDS	5/5	\$17.17	0-2-2	3/5
33	CHILLIWACK	19/19	\$16.63	0-8-11	19/19

61	GREATER VICTORIA	29/37	\$16.35	1-4-15	29/21
24	KAMLOOPS	28/41	\$16.22	1-4-23	28/21
72	CAMPBELL RIVER	16/16	\$16.20	0-16-0	16/11
44	N. VANCOUVER	33/33	\$15.99	0-33-0	33/31
43	COQUITLAM	46/46	\$15.50	46-0-0	46/41
7	NELSON	10/12	\$15.47	3-2-3	8/8
84	VANCOUVER IS. WEST	1/5	\$15.00	0-0-1	1/1
31	MERRITT	5/5	\$13.80	0-0-5	5/5
89	SHUSWAP	19/19	\$13.46	5-4-10	19/11
2	CRANBROOK	8/8	\$13.39	1-0-6	
9	CASTLEGAR	7/7	\$13.38	1-2-4	5/7
37	DELTA	21/24	\$13.28	1-12-8	16/21
68	NANAIMO	33/33	\$12.88	33-0-0	33/31
88	TERRACE	13/13	\$12.87	0-1-8	7/13
40	NEW WESTMINSTER	8/8	\$12.82	4-4-0	8/8
11	TRAIL	10/10	\$12.55	1-1-7	4/10
38	RICHMOND	34/35	\$12.41		10/21
35	LANGLEY	34/34	\$12.02	5-20-9	10/31
69	QUALICUM	6/8	\$11.93	1-0-4	6/6
36	SURREY	80/80	\$11.82	0-80-0	80/81
1	FERNIE	7/7	\$11.72	0-0-7	
65	COWICHAN	16/16	\$9.30	0-14-2	16/11
42	MAPLE RIDGE	22/24	\$7.33	1-12-3	17/21

SECONDARY BUDGETS

	District	Response	\$ / student	I-D-S	Non-Media
86	CRESTON-KASLO	3/3	\$58.23	0-0-3	No
26	N. THOMPSON	1/1	\$33.90	0-0-1	0/1
60	PEACE RIVER NORTH	7/7	\$31.62	3-1-3	
04	WINDERMERE	2/2	\$30.00	1-0-1	2/2
12	GRAND FORKS	1/1	\$28.03		1/1
23	CENT. OKANAGAN	10/?	\$27.18	1-1-8	9/10
10	ARROW LAKES	2/2	\$26.00		
28	QUESNEL	3/3	\$25.49	0-2-1	3/3
59	PEACE RIVER SO.	4/4	\$22.78	1-1-2	
15	PENTICTON	3/3	\$22.11	0-1-2	3/3
48	HOWE SOUND	3/3	\$22.05	1-2-0	3/3
81	FORT NELSON	1/1	\$22.00	0-0-1	No
57	PRINCE GEORGE	11/11	\$21.20	2-3-6	11/11
07	NELSON	4/4	\$21.17	0-2-2	2/4
09	CASTLEGAR	2/2	\$20.78	0-2-0	2/2
27	CARIBOO-CH'N	5/5	\$20.66	0-5-0	3/5
62	SOOKE	4/4	\$20.50	0-0-4	4/4
43	COQUITLAM	12/12	\$20.42	12-0-0	12/11
39	VANCOUVER	18/?	\$20.34	0-18-0	18/11
56	NECHAKO	4/4	\$20.22	0-2-2	
19	REVELSTOKE	1/1	\$20.00	0-0-1	1/1
45	W. VANCOUVER	3/3	\$20.00		
03	KIMBERLEY	2/2	\$19.40		1/2

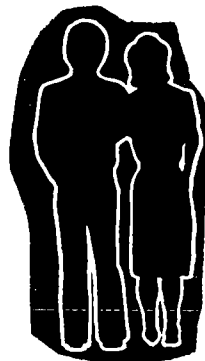
32	HOPE	1/1	\$19.15	0-1-0	1/1
64	GULF ISLANDS	2/3	\$19.11	1-0-1	2/2
70	ALBERNI	5/5	\$18.99	2-2-1	5/5
24	KAMLOOPS	7/10	\$18.73	1-4-2	7/7
54	BULKLEY VALLEY	3/3	\$18.50	0-3-0	3/3
1	FERNIE	4/4	\$17.54	1-2-1	
31	MERRITT	2/2	\$17.24	0-0-2	0/2
33	CHILLIWACK	6/6	\$16.99	1-5-0	6/6
80	KITIMAT	1/1	\$16.71	1-0-0	1/1
44	N. VANCOUVER	8/8	\$16.46	0-0-8	8/8
72	CAMPBELL RIVER	6/6	\$16.20	0-6-0	6/6
2	CRANBROOK	3/3	\$16.14	1-0-2	
47	POWELL RIVER	4/4	\$16.07	2-1-1	4/4
35	LANGLEY	8/8	\$16.02	3-5-0	5/8
40	NEW WESTMINSTER	1/1	\$15.97	0-1-0	1/1
36	SURREY	15/15	\$15.00	0-15-0	15/15
65	COWICHAN	5/5	\$14.48	0-5-0	5/5
37	DELTA	7/8	\$13.99	0-6-1	7/7
89	SHUSWAP	5/5	\$13.88	0-0-5	
61	GREATER VICTORIA	11/14	\$13.77	0-7-4	11/1
11	TRAIL	3/3	\$13.68	0-3-0	2/3
68	NANAIMO	7/7	\$12.88	7-0-0	7/7
18	GOLDEN	1/1	\$12.00	0-0-1	1/1
66	LAKE COWICHAN	1/1	\$11.72	0-1-0	1/1
69	QUALICUM	3/4	\$11.66	2-1-0	3/3
38	RICHMOND	9/9	\$11.21		4/9
34	ABBOTSFORD	5/5	\$11.00		
42	MAPLE RIDGE	5/5	\$11.00	1-3-0	5/5

I hope this data is useful to you in your efforts to improve the learning and working conditions in your districts and schools. Please share your successes with us so that we may all benefit. If you have any suggestions about how the survey can be improved, or how we can effect improved conditions, please call me. I can assure you that the executive will be spending time over the year in formulating strategies for improvement.

If the creator had
a purpose in
equipping us with
a neck, he surely
would have meant
for us to stick it
out.

-Arthur Koestler,

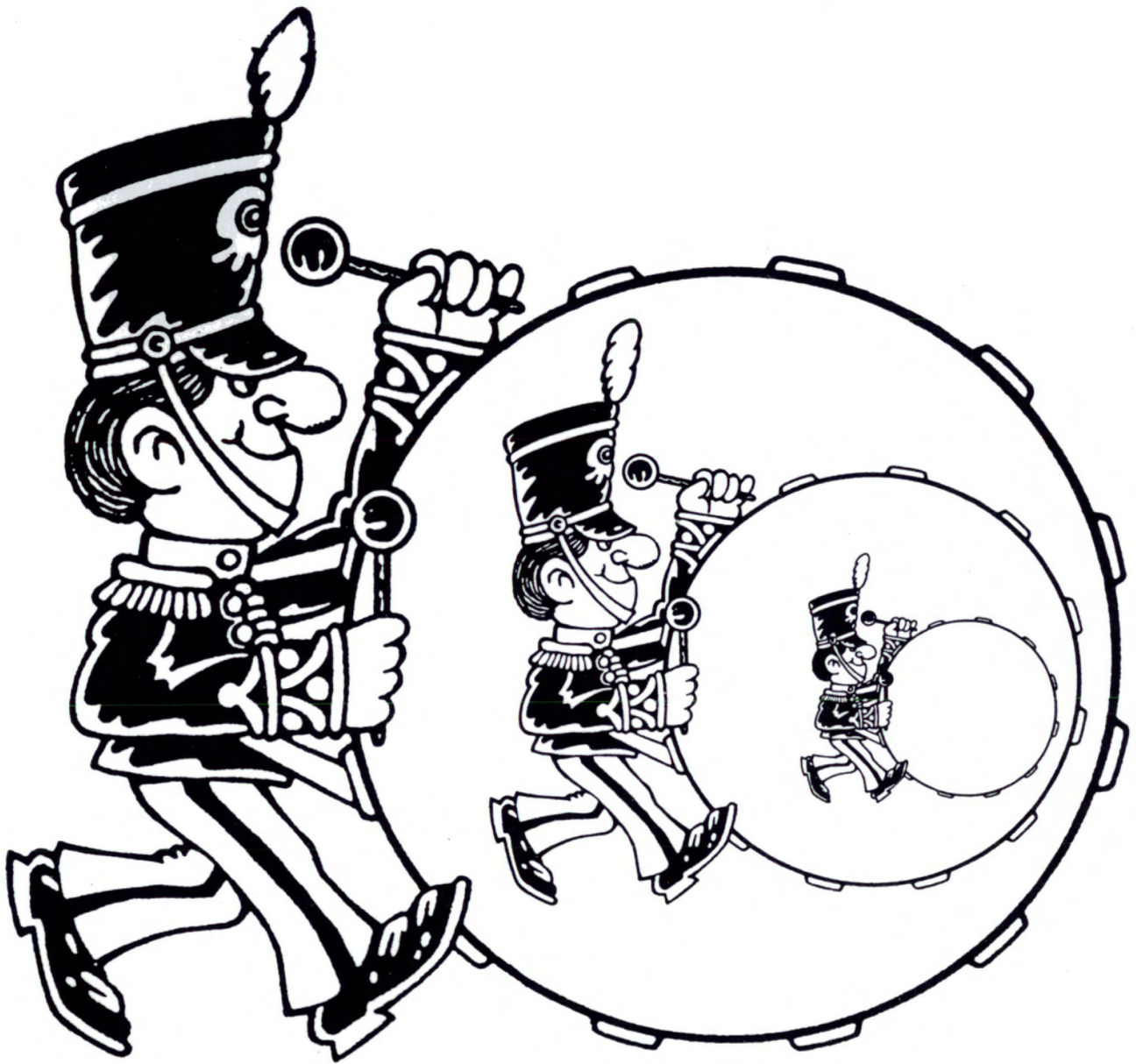
Student of Human Nature



People who
are resting
on their
laurels are
wearing them
on the wrong
end

-Malcolm Kushner,

Philosopher



REGULAR FEATURES

PROVINCIAL SPECIALIST ASSOCIATIONS 1992-93

All members of a PSA shall be BCTF members: active, associate, affiliate, or honorary.

(See reverse)

FORM VOID AFTER DECEMBER 31, 1992

Enclose your cheque or money order, made payable to the B.C. Teachers' Federation.

Print your name, address, etc., below.
Check the appropriate association(s).

DO NOT MAIL CASH.

BCTF membership: Active Associate Affiliate

Social Insurance Number _____ Mr. Mrs. Miss Dr. Ms.

Surname _____

Given name(s) _____

Former name _____

Address _____

City _____ Postal code _____

Home telephone _____ School district number _____

School telephone _____ Work telephone _____
(if different from school)

Name and address of school/institution/business _____

PSA MEMBERSHIP

BCTF Members	B.C. Education Students	BCTF Members	B.C. Education Students	BCTF Members	B.C. Education Students
41 <input type="checkbox"/> \$25.00 Art (K-12)	<input type="checkbox"/> \$15.00	52 <input type="checkbox"/> \$25.00 Music (K-12)	<input type="checkbox"/> \$12.00	63 <input type="checkbox"/> \$35.00 Gifted (K-12)	<input type="checkbox"/> \$18.00
42 <input type="checkbox"/> \$35.00 Business Education (8-12)	<input type="checkbox"/> \$23.00	53 <input type="checkbox"/> \$30.00 Learning Assistance (K-12)	<input type="checkbox"/> \$10.00	64 <input type="checkbox"/> \$30.00 Hospital/Homebound (K-12)	<input type="checkbox"/> \$10.00
44 <input type="checkbox"/> \$35.00 Counsellors (K-12)	<input type="checkbox"/> \$25.00	54 <input type="checkbox"/> \$25.00 Physical Education (K-12)	<input type="checkbox"/> \$15.00	65 <input type="checkbox"/> \$35.00 Computer (K-12)	<input type="checkbox"/> \$25.00
45 <input type="checkbox"/> \$25.00 Immersion/Cadre (K-12)	<input type="checkbox"/> \$15.00	55 <input type="checkbox"/> \$35.00 Primary (K-3)	<input type="checkbox"/> \$17.50	66 <input type="checkbox"/> \$25.00 Environmental Ed (K-12)	<input type="checkbox"/> \$12.00
46 <input type="checkbox"/> \$35.00 English	<input type="checkbox"/> \$15.00	57 <input type="checkbox"/> \$25.00 Science (K-12)	<input type="checkbox"/> \$10.00	67 <input type="checkbox"/> \$20.00 Rural (K-12)	<input type="checkbox"/> \$10.00
47 <input type="checkbox"/> \$30.00 Home Economics (8-12)	<input type="checkbox"/> \$16.00	58 <input type="checkbox"/> \$30.00 Technology (8-12)	<input type="checkbox"/> \$ 5.00	68 <input type="checkbox"/> \$25.00 Peace & Global Ed (K-12)	<input type="checkbox"/> \$20.00
48 <input type="checkbox"/> \$30.00 Intermediate (4-7)	<input type="checkbox"/> \$15.00	59 <input type="checkbox"/> \$25.00 Social Studies (K-12)	<input type="checkbox"/> \$10.00	69 <input type="checkbox"/> \$25.00 ESL PSA (K-12)	<input type="checkbox"/> \$15.00
49 <input type="checkbox"/> \$40.00 Teacher-Librarians (K-12)	<input type="checkbox"/> \$15.00	60 <input type="checkbox"/> \$30.00 Special Ed (K-12)	<input type="checkbox"/> \$15.00	70 <input type="checkbox"/> \$30.00 Alternate Ed (K-12)	<input type="checkbox"/> \$15.00
50 <input type="checkbox"/> \$30.00 Mathematics (K-12)	<input type="checkbox"/> \$15.00	62 <input type="checkbox"/> \$30.00 Drama (K-12)	<input type="checkbox"/> \$20.00	71 <input type="checkbox"/> \$25.00 First Nations	<input type="checkbox"/> \$15.00
51 <input type="checkbox"/> \$20.00 Modern Languages (K-12)	<input type="checkbox"/> \$10.00			72 <input type="checkbox"/> \$20.00 Co-operative Learning	<input type="checkbox"/> \$10.00

Subscriptions to PSA publications are available to non-BCTF members or institutions. Fees include GST.

Non-BCTF Members	Non-BCTF Members	Non-BCTF Members
41 <input type="checkbox"/> \$44.24 Art (K-12)	52 <input type="checkbox"/> \$53.50 Music (K-12)	63 <input type="checkbox"/> \$54.94 Gifted (K-12)
42 <input type="checkbox"/> \$56.71 Business Education (8-12)	53 <input type="checkbox"/> \$49.59 Learning Assistance (K-12)	64 <input type="checkbox"/> \$49.59 Hospital/Homebound (K-12)
44 <input type="checkbox"/> \$54.94 Counsellors (K-12)	54 <input type="checkbox"/> \$48.15 Physical Education (K-12)	65 <input type="checkbox"/> \$54.94 Computer (K-12)
45 <input type="checkbox"/> \$44.24 Immersion/Cadre (K-12)	55 <input type="checkbox"/> \$54.94 Primary (K-3)	66 <input type="checkbox"/> \$44.24 Environmental Ed (K-12)
46 <input type="checkbox"/> \$54.94 English	57 <input type="checkbox"/> \$53.50 Science (K-12)	67 <input type="checkbox"/> \$38.89 Rural (K-12)
47 <input type="checkbox"/> \$49.59 Home Economics (8-12)	58 <input type="checkbox"/> \$49.59 Technology (8-12)	68 <input type="checkbox"/> \$44.24 Peace & Global Ed (K-12)
48 <input type="checkbox"/> \$49.59 Intermediate (4-7)	59 <input type="checkbox"/> \$44.24 Social Studies (K-12)	69 <input type="checkbox"/> \$44.24 ESL PSA (K-12)
49 <input type="checkbox"/> \$60.29 Teacher-Librarians (K-12)	60 <input type="checkbox"/> \$49.59 Special Ed (K-12)	70 <input type="checkbox"/> \$49.59 Alternate Ed (K-12)
50 <input type="checkbox"/> \$49.59 Mathematics (K-12)	62 <input type="checkbox"/> \$53.50 Drama (K-12)	71 <input type="checkbox"/> \$44.24 First Nations
51 <input type="checkbox"/> \$38.89 Modern Languages (K-12)		72 <input type="checkbox"/> \$38.89 Co-operative Learning

Total number of associations _____ R 106779291 Total fees enclosed _____

Your membership/services will run for one year from the date this form is processed. Six weeks before expiry of membership/service, you'll be sent a renewal form. PSA fees are not tax deductible. If, in the course of the year, you change your name or address, please be sure to let the BCTF know.

B.C. TEACHERS' FEDERATION, 2235 BURRARD STREET, VANCOUVER, BC V6J 3H9, 731-8121 or 1-800-663-9163

Retain a photocopy of your completed application for your records



**LIBRARY BOOK PURCHASE PLAN
COMMITTEE 1992-93**

Back, left to right: Mary Huffman, Fort St. James; Carol Eyles, Saltspring; Joe Coelho, Ministry; Donna Doerksen, Vancouver; Ian MacSween, Coquitlam.
Seated: Margaret Reynolds, Association of Book Publishers of BC, Project Manager.

THE PORTRAIT: SHERYL MCFARLANE

by Lina D'Onofrio, *The Bookmark* editorial board.

Sheryl McFarlane, a former school teacher and a mother of three, is the author of the award winning children's book *Waiting for the Whales*. Born in the Ottawa Valley in 1954 of French and Irish descent, she moved to Arizona as a youngster and lived there until she graduated from high school. In pursuit of a teenage dream Sheryl travelled extensively throughout the U.S., Mexico, and Canada before returning to the Ottawa Valley to visit her grandparents. She established a home in Ottawa and it was there she met her husband. In 1974 they moved to the west coast of Canada where she and her family now reside in Victoria.

McFarlane worked at a variety of jobs which varied from daycare worker to ecology, before deciding to complete an education degree at UBC. While there she won the Ira Dillaworth Prize for Canadian Literature. She embarked on a teaching career following graduation and admits that though she loved teaching, she found that looking after her children was very demanding. After the birth of her second daughter, Sheryl decided to stay home with her young family with the possibility of finally getting an opportunity to write, something that she had always dabbled in but never pursued wholeheartedly. However she admits that, "not only did I not have the time I anticipated but I found writing hard work. It took countless hours of writing and rewriting and enough rejections to wallpaper a bedroom before I wrote *Waiting for the Whales*."

McFarlane recounts that *Waiting for the Whales* began as a prose poem after a close friend had died. She says, "it wasn't a story about one person's death. Rather it was a framework to make sense of all the deaths that I and my family had to work through in the last several years."

Set on the west coast, *Waiting for the Whales* is a story about an old man who lives on his own in a house on a bay. During the summer months, "He tilled and he planted. He weeded and he watered. And when the crop was ready, he gave most of it away." Every summer he waited for the whales to return and come close to the shore. It was the only time that he didn't feel lonely. "Each year as the

whales departed, tears filled his eyes. He was alone again." With the arrival of his daughter and her baby girl the old man's life began to take on new meaning. As the child grew older he shared with her his love and knowledge of the woods and the bay. Together they waited for the summer and the return of the whales to their bay.

McFarlane's second book *Jessie's Island* is also set on the west coast. This children's book is about a young girl, Jessie, who lives on an island. She receives a letter from her cousin who lives in the city. His letter is full of all the exciting things city life can provide. He writes, "You must be awfully bored living on an island in the middle of nowhere." When her mother suggests that she write to invite her cousin to visit the island, Jessie wonders what she could possibly tell him that could be more exciting than what he does in the city. Jessie finds, however, that as she thinks about all the things she does on the island, it really is a wonderful place to live—you can watch for the whales, go fishing, watch hermit crabs on the beach and see the wonderful eagles soaring overhead. McFarlane says that many of the activities that Jessie was involved with on her island were those she and her own children did as they were growing up. "It was such a pleasure to write about things that I have been able to do with my own children."

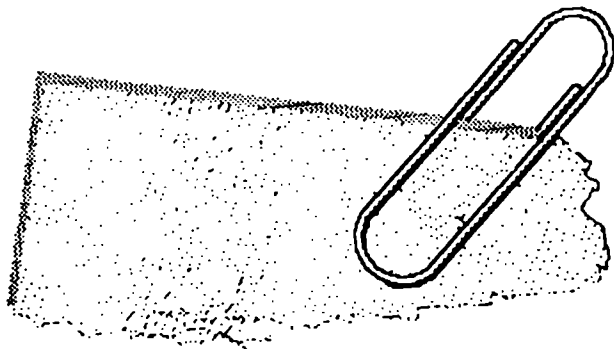
McFarlane says that though *Jessie's Island* didn't take as long to write as her first book she found that it was much more difficult. "Whereas *Waiting for the Whales* was a completed story which was handed over to the illustrator with photographs, a description of the story and a story analysis," she "worked more closely with the illustrator on *Jessie's Island*. There were two texts to this story: one which the reader saw, and a second for the editor, book designer and illustrator." These helped to set the background and the kinds of images that she wanted the illustrator to depict.

McFarlane's third book, *Eagle Dreams*, is completed and is presently being illustrated. She is looking forward to seeing the final product of the combined text and illustrations. She is writing another book which she says is not only poetic, but also reflects life on the west coast. Between stories she is enjoying her family, gardening, biking and lots

of reading. She adds however that, "Now that I've discovered writing, it has become a way of life for me."

We all look forward to many more books by Sheryl McFarlane which reflect and celebrate life on our west coast.





NOTES AND NEWS

Editor's Comment: Any commercial products or services mentioned in Notes and News are for information and awareness only and are not necessarily recommended or approved by the Bookmark or the Association. Because the Bookmark no longer accepts paid advertisements, the Editorial Board has decided to include product information free of charge in this column only.

LEARNING DISABILITIES CONFERENCE

The ninth national conference of the Learning Disabilities Association of Canada will take place in Richmond Hill, Ontario on April 28th to May 1st, 1993 at the Sheraton Parkway Hotel. Entitled **Invisible No Longer: Rights, Routes and Responsibilities** it will be a multi-disciplinary conference addressing a wide range of issues revolving around the learning disabled. Some sessions will focus on professionals working in the field of education. A detailed brochure will be ready by December 1992. For more information contact: Learning Disabilities Association of Ontario, 124 Merton Street, 3rd Floor, Toronto, Ontario. M4S 2Z2.

CANADIAN IMAGES CANADIENNES

What have Suzanne Martel, Carol Matas, Margaret Buffie, Kevin Major, Eric Wilson and Gordon Korman all got in common? You're right if you know that all are writers of teenage fiction. You're also

correct if you know that all of them have been presenters at Canadian Images Canadiennes conferences in Winnipeg. There will be another "Images" conference to look forward to in October of 1994. To be on our mailing list write to: Joyce Birch Registration C1C3, 2604 #1 Evergreen Place, Winnipeg, MB R3L 0E9.

FUTURE OF CANADA STUDY GUIDE

The BCTF has distributed a teaching resource guide to every school in BC to help teachers engage students in discussion about the future of our country. This resource was developed by a team of classroom teachers working with school districts and Dr. Edward McWhinney from Simon Fraser University. The BC Social Studies Provincial Specialist Association of the BCTF coordinated the project. The unit is designed to be used as a cross-grade current events package, or a part of the Social Studies curriculum for Grades 5, 10 and 11. Copies of the unit are available from the BCTF's Lesson Aids Service for \$24. Tel: 731-8121 or FAX (604) 731-4891.

OPENING THE CLOSET DOORS

This is the title of an annotated bibliography and resource list enabling educators to provide advocacy and support for lesbian and gay youth. It is available from BCTF Lesson Aids and is listed in the 1992/93 Lesson Aids catalogue as LA 2305 at \$3.75.

BECOMING A PUBLIC SCHOOL TEACHER IN BRITISH COLUMBIA

This is a small brochure which was designed to respond to out-of-province inquiries about teaching in BC, but is also very useful to anyone interested in becoming a teacher in BC. The brochure was developed by the Provincial Teacher Supply and Demand Committee funded by the Ministry of Education. The development of the brochure is the first part of a bigger project on the recruitment of First Nations people and ethno-cultural minorities to teaching. There is a growing ethno-cultural gap between teaching and student populations as evidenced by patterns of immigration and patterns of enrolment in faculties of education. Canadian students of Asian heritage are gaining access to universities in representative numbers but few are choosing teaching as a career. First Nations students have opportunities to enter teaching through such programs as NITEP (Native Indian Teacher Education Program) but those

residing in urban areas who are outside of the traditional networks are missed in recruiting programs. To assist the school system in responding to the needs and interests of the people of the province it is important to have a teaching force that is reflective of the pluralistic nature of the province's population. This project was originally proposed by the BCTF in 1990 and reflects priorities adopted by the Annual General Meeting of the BCTF. For further information contact Rick Beardsley, Professional Development Division, BCTF. For multiple copies of the booklet from the BCTF contact Betty Goto, PD Division, or the Ministry of Education, Dave Williams, Program Support Services, 387-4611. Teachers invited to make "career night" presentations may find the brochure particularly helpful.

500 YEARS AND BEYOND: A TEACHERS' RESOURCE GUIDE

This guide has been developed to assist teachers to explore history since Columbus. It has been prepared by BC teachers working with CoDevelopment Canada and with the assistance of the BCTF's International Solidarity Fund and the BCTF Global Education Project. The arrival of Columbus marked the beginning of 500 years of contact and sometimes conflict between the indigenous and non-indigenous people of the Americas. This resource guide will help teachers raise these issues with students. It includes information on historical events and contemporary issues as well as providing curriculum materials for primary, and early and late intermediate students. The Global Education Project also offers a workshop for teachers to help them in using these materials. Copies of the guide are available from BCTF Lesson Aids Service. Also available is *The First Nations Land Question: A Resource Package* for \$10, and *Aboriginal Issues in BC: A Resource Kit*, for \$15. For information about the Global Education Project workshop call (604) 731-8121. For information about the resource guide contact: Carmen Kuczma, (604) 732-5718.

ATLC TRAVEL GRANTS TO THE NATIONAL CONFERENCE

The Association for Teacher-librarianship in Canada is pleased to announce the availability of two travel grants to support attendance at its next national conference. The conference will be held in Lloydminster, Alberta, April 21-24, 1993. The Chancellor Group Conference Grant Program

provides these awards of \$250.00 each to assist younger teacher-librarians (under 35) to attend ATLC's national conferences. The impetus for this program was a substantial donation by Ken Haycock to honour the founding members of the Association. Application should be directed to the Association through: Angela Thacker, ATLC, 2561 Western Avenue, North Vancouver, BC. V7N 3L2, Tel: (604) 987-4734, FAX: (604) 922-1469.

ATLC's FRENCH IMMERSION NEWSLETTER

The Association is pleased to announce the publication of its first French Immersion Newsletter. Editor and co-convenor of the Special Interest Group responsible for this document, Colette Fischer, has identified the needs of this group to be: information about resources, units of study, and teaching and learning strategies. For further information about this Special Interest Group, or to submit information relevant to these areas of French Immersion, contact: Colette Fischer, Saskatoon Catholic Board of Education, St. Paul's R.C.S.S.D. No. 20, 420 - 22nd Street East, Saskatoon, SK, Tel: (306) 934-4360, FAX: (306) 652-3488.

ATLC's NEW BOARD OF DIRECTORS

ATLC is pleased to announce that the members of its Board of Directors for the year September 1, 1992 to August 31, 1993 are as follows: President, Vicki Pennell, Coordinator of Learning Resources, Avalon Consolidated School Board, St. John's, Newfoundland; Past-President, Angela Thacker, Coordinator of Learning Resources, SD#45 (West Vancouver) BC; Secretary, Liz Austrom, teacher-librarian, SD#39 (Vancouver) BC; Treasurer, Judy Abel, Teacher-librarian, Calgary Board of Education, AB; Information Officer, Marlene Turkington, teacher-librarian, Oxford County Board of Education, ON; Editor, Linda Knight, teacher-librarian, York Board of Education, ON; Director, Brian Laing, teacher-librarian, Lloydminster Public School Division No. 99, SK; Director, Alexis Little, teacher-librarian, Halifax County-Bedford District School Board, NS.

TWIGG'S DIRECTORY OF 1001 BC WRITERS

This "hot-off-the-press" publication includes everything you wanted to know about BC books—but didn't know where to ask! It includes a 3000 BC title

index, 200 publishers' addresses, 150 photos, Book Prize winners, 1001 biographical entries of BC writers and other useful information relating to the writing community of BC. This indispensable reference book is now available from Crown Publications, 546 Yates Street, Victoria, BC, V8W 1K8 at \$24.95, ISBN 0-9696417-0-2. Tel: (604) 386-4636 or FAX: (604) 386-0221.

SCHOOL LIBRARIES IN CANADA

The Canadian School Library Association is pleased to announce that the new editor of *SLIC* is Karin Paul. Karin is a practicing teacher-librarian at St. Andrew's High School, Victoria, BC. She is the former book review editor of *SLIC*. The new *School Libraries in Canada* will be published three times each year and will be packaged with three of six issues of *CM/Canadian Materials*. Advertising will become the responsibility of Anne Baxter, advertising manager of *CM*. Karin welcomes articles, letters, and ideas from the school library community. This journal is your vehicle to share information, ideas, and inspiration. You can contact Karin at: (604) 479-1414 or FAX: (604) 479-5356.

STATE OF THE ENVIRONMENT FOR THE LOWER FRASER RIVER BASIN

This document plus a report synopsis have been produced by Environment Canada. They are the outcome of a regional case study commissioned by Environment Canada and the BC Ministry of Environment, Lands and Parks for input into the 1991 State of the Environment Report for Canada. The study provides an overview of the state of the physical, biological, social and land use trends affecting air, water, land and fish and wildlife resources. It also discusses the requirements for sustainable development of the basin's ecosystem. For additional information please contact Environment Canada, Communications Directorate, 224 West Esplanade, North Vancouver, BC, V7M 3H7 or Ministry of Environment, Lands and Parks, Public Affairs and Communications Branch, 810 Blanshard St., Victoria, BC, V8V 1X5.

NATIONAL GEOGRAPHIC SPECIAL PAGE FOR CHILDREN

Premiering in the September 1992 issue of the *National Geographic* there will be a special editorial page entitled "Geoguide" which will appear quar-

terly. It is designed to help adult readers of *National Geographic* explore geography with younger readers through discussion of a specific article. For example the first Geoguide supplements the cover story, "Dolphins in Crisis," with activities and questions. It is a new educational tool to get millions of kids excited about the world and it will greatly enhance the meaning of articles for children. Delta Air Lines is sponsoring the Geoguide feature. The Society has also developed a detailed lesson plan for teachers on the same subject matter featured in the Geoguide. It will be mailed to 20,000 teachers who have participated in the geography training program conducted by the National Geographic Society. Delta is concerned that America's children rank behind those in other nations in knowledge of geography. They hope the guide will generate an enthusiasm from educators and stimulate children's curiosity. *National Geographic* has a circulation of nearly 10 million and a worldwide readership of 40 million. It is the world's largest nonprofit scientific and educational organization.

NO TIME TO WASTE

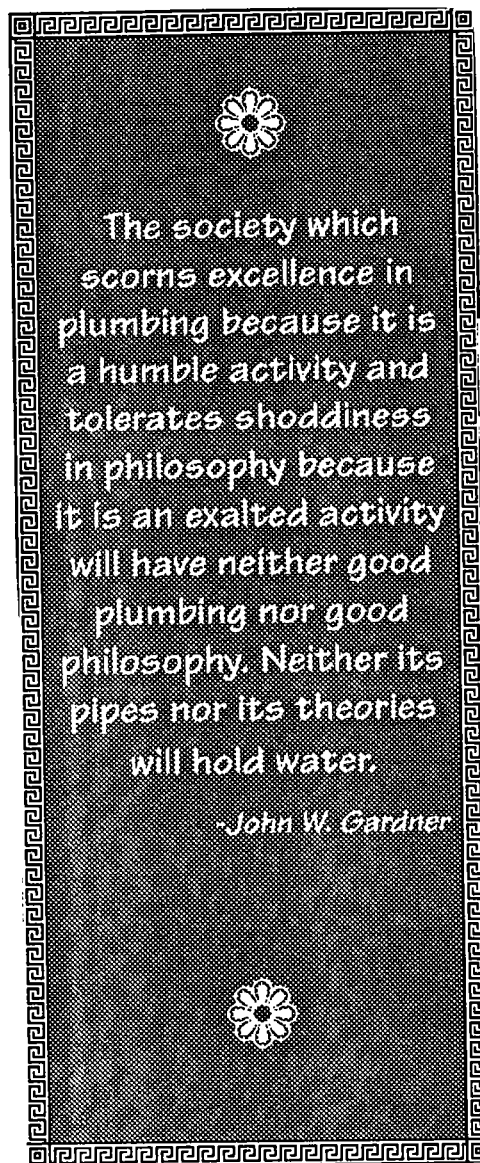
No time to Waste is an educational program on solid waste reduction and recycling developed by the Greater Vancouver Regional District. It is designed to convey the message of the 3Rs—Reduce, Reuse, Recycle—to elementary students. The program focuses on current and local issues in solid waste reduction, and how individual and collective behaviour impacts on the quality of the environment. A recent GVRD survey found that 77% of GVRD residents with children say that children have influenced them to recycle or to contribute to other environmental solutions. As well, 3R activity is heavier in households with children! *No Time to Waste* was created within the framework of the BC Ministry of Education Year 2000 initiatives. It is learner-focused and ungraded. There are opportunities for students to think critically and creatively to solve problems, and to work in co-operative groups to reach consensus on issues. The program activities give students opportunities to see solid waste management issues from different perspectives, and to practice their roles as global citizens. Activities from the various curriculum strands are integrated throughout the themes. The core concepts of solid waste reduction and recycling have been expanded and connected to other concepts, in order to allow for a broad study of the topics and ideas. The numerous local, provincial and national resources have been

classified according to theme, and also compiled into a master list. Vocabulary has been listed in English and French.

Components of the program include: an Elementary Teacher's Kit—resource lists, background information and student activities in five themes: Solid Waste, Resources, Packaging, Composting, Garbage is Global News; vocabulary lists, glossary, school 3R program and student take-home activities. There is also material on Teacher Workshops which include in-school one-hour workshops, up-to-date background information, suggestions for using the Teacher's Kit, and an opportunity to ask questions. Further information on this valuable program is available from: Tel: 432-6339, FAX: 432-6399 or write: Greater Vancouver Regional District, Solid Waste Education Program, 19th floor, 4330 Kingsway, Burnaby, BC. V5H 4G8.

BOOK EXPRESS

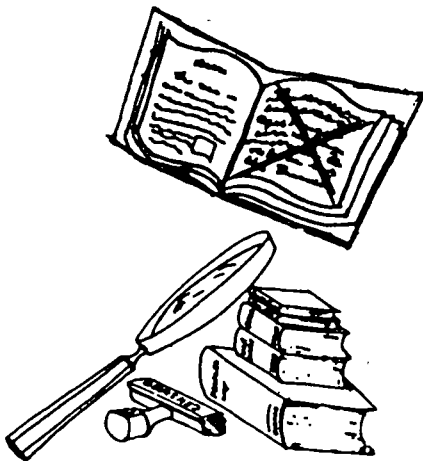
Book Express, a division of Raincoast Books, is located in Vancouver and serves as a Western depot for over forty publishers including Penguin, McClelland & Stewart, General and other smaller regional publishers. Since all publishers are warehoused together and invoiced through Raincoast at a 30% discount for school libraries, Book Express makes for fast one-stop shopping and easy invoicing. Schools do not need to set up separate accounts with the various publishers they wish to buy from. Book Express wishes to encourage teacher-librarians to look upon their company as an alternative outlet for acquiring books. They extend an invitation to teachers to visit their warehouse for personal shopping. The Spring 1993 catalogue comes out in mid February and is available to anyone who would like to receive a copy. They also produce a weekly newsletter which lists new arrivals, and a fiche of their entire inventory. There is a toll-free order line for those who live outside the lower mainland area. If you would like any additional information or have any questions please call 873-6581. Address is: 112 East Third Avenue, Vancouver, BC, V5T 1C8. Canada Toll-Free 1-800-663-5714. Fax no. is: (604) 874-2711.



ANNOUNCING A NATIONAL TELECONFERENCE ...

"Faces of School Censorship the '90's"

THE CANADIAN SCHOOL LIBRARY ASSOCIATION,
A CLA DIVISION, IS HOSTING
THIS TIMELY EVENT via TELECONFERENCE



WHO WILL BE INVOLVED?

- * **DO YOU** feel strongly about intellectual freedom?
- * **HAVE YOU** read about or experienced the censor's touch?
- * then, **YOU** should be involved in this important program!

THE PROGRAM EXPLORES:

- * the **CURRENT REALITIES** regarding censorship in Canadian schools
- * the **ISSUE** from varying points of view
- * **TECHNIQUES** that **WORK** in dealing with challenges

PARTICIPATION:

- * **VOICE** your opinions
- * **SHARE** your ideas with educators, students, and community members from across the country - *AT A SITE NEAR YOU.*

TELECONFERENCE FACILITATOR:

- * Dr. Dave Jenkinson from the University of Manitoba, who has written widely on the topic will be joined by a panel.

DATE: * Wednesday, March 3, 1993 during
FREEDOM TO READ WEEK, March 1-8, 1993

TIME: * 11:30 a.m. CST - 1:00 p.m. CST

SITES AND REGISTRATION: * to be announced

For more information contact:

Elsa Cane,
11 Braathen Ave., Yellowknife, NT X1A 3H3
Ph. (403)873-3726(h) 873-4900(w) FAX: 873-3630



edited by **BARBARA SMITH**, teacher-librarian, Larson Elementary School, SD#44 (North Vancouver).

Question: Talk about points of view, I've heard them all when it comes to video copyright. Is it worthwhile to have videos, if copyright is such a problem? What are the facts? What can I use in my school library resource centre? What is a violation of copyright? How can I get the rights to use my favourite videos in my school?

The Bookmark asked Wayne Groutage of Image Media, to respond. **Watch this space for further information on this important question.**

Answer:

When it comes to building a collection of exceptional video titles in your school, BC educators have the best system in Canada.

In the early 1970s, the Ministry of Education's Provincial Educational Media Centre (PEMC) pioneered a province-wide video licensing service. With the payment of a licensing fee to the copyright holders for selected video titles, PEMC was then able to duplicate the programs and sell them to District Resource Centres and schools at a cost that hasn't changed in almost 20 years— \$10, \$15 and \$20, depending on the length of the tape.

The prices for tapes from the Canadian distributors range up to \$400 each, so these \$10 prices have allowed districts to build significant collections at nominal cost.

With the Year 2000 program, there is an emphasis on providing students with access to a wide range of resources—both print and non-print. The video licensing service, still provided by the Learning Resources Branch with distribution through Image Media Services, encourages schools to build their

own collections. Each title that is licensed is thoroughly evaluated and is "recommended" by the Learning Resources Branch.

Many schools are developing video collections in the library resource centre. This allows teachers to use the videos for classroom presentations, and also permits students to use the videos either in school or at home. All of the contracts for the videos allow students to borrow them for home study. Since most homes have VCRs, the addition of videos to the library resource centre collection is a natural development.

In addition to giving students access to these valuable visual resources, home use has the added benefit of involving the whole family in the assignment and in the learning process.

A library resource centre that has a video collection is assisting students by giving them access to information that may be difficult to find in more traditional sources. For those students that understand and retain better that which they see, the video is an invaluable resource. The customs and geography of other countries, footage of historical events, scientific processes invisible to the human eye, difficult or dangerous experiments, and dramatizations of stories are all areas where video excels.

Since 1989, the Learning Resources Branch of the Ministry of Education has been recommending and licensing videos as curriculum has been revised. There are new titles for Business Education, and for Primary and Intermediate language arts, learning for living, and science. In all, over 800 new video titles are currently available to you. The titles are listed in Learning Resource Branch catalogs, and on flyers sent out by Image Media Services.

Most of the new titles are "closed captioned." This means that, with the addition of a closed caption decoder, the narration is displayed on the bottom of the screen, much like sub-titles in a foreign movie. Captions are useful not only for hearing impaired students, but for use with beginning readers, and ESL students.

All of the titles acquired since 1989 have a "non-erasure" clause. This means that the school may keep the tape and use it until it wears out. Image has the right to sell copies for a five year period, but at the end of that period, rights to copy expire, and no new copies will be available.

When PEMC first started negotiating video rights, the copyright holders insisted on an "erasure" clause. This clause stated that at the end of the five year contract, unless renewed, all copies that had been made must be erased. There are still many PEMC titles in district collections that have the erasure clause. Most contracts signed after 1986-87 have the newer non-erasure clause as distributors agreed to the change.

The Learning Resources Branch is re-evaluating these old "erasure" titles and renewing some of them with a new non-erasure clause. However, many of the older titles are not being renewed and notices to erase are being sent out. It will take a couple more years before all of the old contracts expire.

For further information on available video programs, contact the Learning Resources Branch in Victoria, refer to LRB catalogs, or contact Image Media Services in Richmond. Look for articles in upcoming editions of *The Bookmark* for more information on copyright, and on newly acquired video titles.

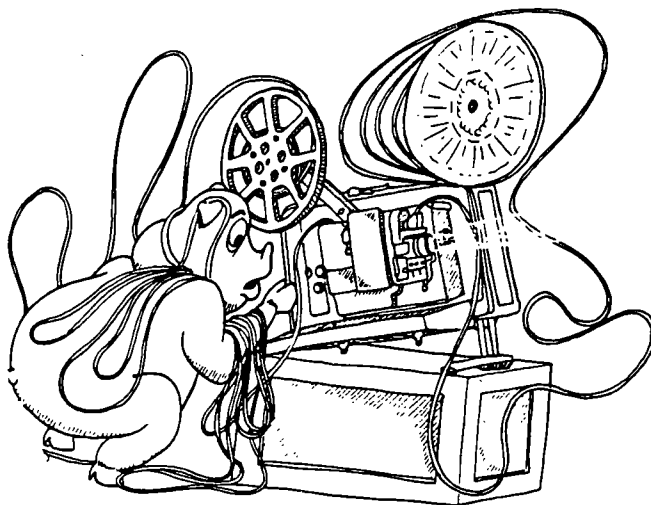
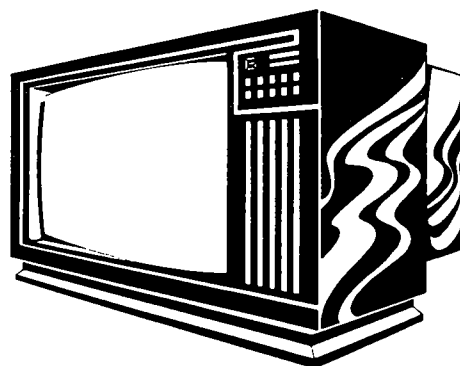
Wayne Groutage is the president of Image Media Services. Prior to establishing Image in 1988, he was the Director of the Provincial Educational Media Centre (PEMC).

Groutage noted also, in a phone interview with your editor, that there is no easy way to get public performance rights for videos which are not supplied by Image. His office staff can give teacher-librarians the name and address of copyright holders for most educational videos, if you write to them at the Image Media offices. Schools or District Resource Centres could then investigate buying public performance rights for their own use.

Without purchasing special public performance rights, it is illegal to use the videos which are offered for sale in bookstores and supermarkets, and those which are rented from retail video rental outlets. Although there are some exceptions, it is fairly safe to assume that if you are paying less than about \$100, you do not have the legal right to show the video in a school.

Some of the videos shown on The Knowledge Network are legal to tape off-air. Check your *Schools TV Guide*. The *Guide* does not indicate

which videos have a limited copyright period. The Knowledge Network periodically notifies schools of which series must be erased.



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THE DEEP END

by DONALD HAMILTON, Education Librarian & Adjunct Assistant Professor (Teacher-Librarianship) University of Victoria.

The following little brief is a copy of the document I presented to the Education Funding Review Panel on October 19, 1992. Those of you who have followed my frequent excursions into the depths of despair over the funding priorities for school libraries will no doubt feel that I have become stuck (or is it unstuck?) on this issue. But I am exceedingly distressed when I learn that a large high school library very close to this office will have \$12.00 per student this year, or the elementary school with over 500 students, will have to budget \$600 to last until March of next year. What is going on?

Providing the Tools October, 1992

The school library is a very nice place. It is the heart of the school. It is absolutely essential to the educational program of the school. All these fine sentiments, all that "motherhood" profundity and yet many of British Columbia's school libraries are seriously deficient, constantly reduced and threatened, and mere shadows of the potential they represent. The provision of quality school libraries is part of the funding formula that leads to the block grants that fuel the schools. But the school library program — that process that links the resources of the library to the instructional program — is frequently diminished when priorities are established and funded. The action is seldom malicious, it is merely a recognition that the library is a quiet component in a noisy struggle for recognition and survival. Yet the library with its program and its accumulated resources represents an essential cornerstone for the curriculum that must be recognized and appreciated. The current political realities in the schools do not necessarily respect the best intentions. There are so many conflicting demands on the system that it is imperative that some truths become self evident and receive specific support before all other demands.

Consider the fact that all schools in the province are maintained at a reasonable temperature. While it is difficult on occasion to control the heat on very warm days, most schools conform to a standard of comfort. How can it be that the provision of learning

resources in our libraries can be subject to incredible variations across the province? How can it be that a standard of school library program and collection has not been established and maintained as a given in every school? In fact the variations are astounding. There are districts that will provide over \$50.00 per child for school library materials while others will offer \$10.00. Compounding these disparities is the recognition that the level of funding accorded to these services is frequently based on the level of funding in the previous year. The process becomes self-sustaining. In 1991-92 the average allocation for all material acquisition (books, videotapes, periodicals, encyclopedia, picture sets, kits, cassette tapes, picture books, computer programs, etc.) in every elementary and secondary school in British Columbia was \$17.47¹. In 1980 the Ministry recommended a minimum expenditure of \$10.00 per pupil for materials². In 1992 dollars that sum would have now been worth \$24.79.

It is impossible to develop a meaningful school library program around such a meager collection. The school library must hold a large representative collection of books including encyclopedias, atlases and dictionaries. It must also contain computer programs, kits, audio cassette tapes, filmstrips, picture sets and videorecordings. Videodisc and CD-ROM programs are rapidly coming to represent some of the latest electronic enhancements to information technology. The schools of the 21st Century will be different places.

The block funding provided to each school district in the Province is determined through a complex formula involving all aspects of the school. The school library is part of that complex formula. Every District receives funds sufficient (on paper) to provide for adequate professional direction for the library together with moneys for materials and supplies. But while block funds determine the level of support the Ministry will provide to the District it is the local school board who will determine the priorities of the District. Block funding formula may be developed by the Ministry but they do not necessarily result in the actions that led to their formulation. The school library does not carry formal curriculum expectations. There are no final examinations in "school library". The school library becomes a casualty, not to indifference, for everyone loves it, but rather to the incredible pressure for resources that affects everyone in the school. Many school libraries receive a budget for materials all the other demands are known. Few schools have developed approaches

to funding their libraries that would offer program driven budgeting. "How much must we spend to support that new Intermediate science program?" Given the current reality in the schools —\$17.47 — it is clear that our school libraries will not be able to provide the support for learning so vigorously argued in the Sullivan report. It is ironic that as we move towards a resource-based teaching approach, we have not yet realized that the best means to implement such an innovation will be to improve and enhance that remarkable learning laboratory that is now in every school called the school library. What is needed is a means to ensure that adequate resources are provided to make it happen! The block funding allocations that might have been directed to the library were not wasted or misappropriated! There were simply other priorities at the school and district level that seemed more important.

The recent changes in curriculum have brought a new approach to the provision of learning resources in the District and school. Funds that were once provided for prescribed and authorized textbooks are now allocated for "Resources". These funds are not part of the block approach, but are determined by enrolment and other factors. These funds must be used for "learning resources" and may be held in trust accounts by Districts until appropriate materials are purchased. I believe that a similar approach must be developed for the school library. Given the new linkage between "learning resources" and "library resources" it would seem appropriate that each District would be able to develop strategies to properly allocate such resources.

The school library is not just a collection of resources in a room. It requires selection— that process of ensuring that the materials available meet the needs of the learners and users. It requires organization so that all users can find the information when they need it. It requires teaching, not merely how to use specific things or locate materials, but rather how to organize and relate information to the issues at hand. It requires recognition that the library is a tool for thinking, and for learning. These are the requirements of the teacher-librarian. They too are part of the Ministry formula for block funding. They too are frequently removed, reduced, or made redundant through local constraints and differing priorities. The formula recommended by the Ministry in 1978 of one teacher-librarian for 400 students is just a dream for many teacher-librarians who have seen in the latest restraint round the collapse of the program and their return to classroom teaching. For many, this is the failure of a long standing career

undertaking which was based on expectations of schools and Ministry, yet frustrated through a fundamental flaw in the system.

The library in the school has proven itself to be a remarkably flexible learning tool. Like all instruments it needs to be maintained, honed, polished and manipulated by experts. It needs to be continually upgraded. It must be constantly modernized through new ideas and things. It needs to have a sense of permanence and value in its environment in order to flourish. The school library offers incredible value. For \$100,000 a school housing four hundred students would enjoy the services of a full time, qualified teacher-librarian. That curriculum resource person would be supported by a full time clerk. Freed from the clerical necessities that surround any library, the teacher-librarian would be able to work with students and teachers and develop, with their help, an excellent collection of learning materials using about \$20,000 each year. The cost per child would be \$250 per year. Related to the average cost per child in our schools in 1991-92 of \$5400 the cost of basic tools seems a genuine bargain. Instead we have many schools that provide token services with no clerical assistance and pathetic materials budgets. The minimal recommended levels of service and support made in 1980 are for most of the province only good ideas. Those good ideas demand serious rethinking.

I believe that the Ministry of Education must recognize the "school library resource centre" as a fundamental component of every school. It is clear that in many schools, current school and district funding approaches for this facility and program, have failed to provide the support and continuity necessary for teachers and students to relate its educational purpose to the learning and teaching process. It is time for the Ministry to provide direct funding for the school library through specific grants for personnel, materials and equipment. The Ministry must provide a basic set of tools for use by students and teachers across the province.

It is easy to solve problems with money. The problem that faces the school library is much more than money. Everyone knows how important they are. But if the library in the school is to deliver the opportunities for curriculum enrichment and self directed learning that we all expect it should, those words must be given substantial support. That means that it can no longer be merely a nice thing that can be bent and changed in whatever wind that blows. The library in the school must be seen to be a solution — not a problem — and funded accordingly.

THE

SCHOOL LIBRARY

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This manual was developed by teacher-librarians in Calgary Board of Education schools. It was produced by members of the Department of Curriculum, Calgary Board of Education.

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* A limited number is available.



BCTLA REVIEWS



"BCTLA Reviews" is co-ordinated by:

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Vancouver, BC V5R 2Y7

The co-ordinators send materials and reviewing guidelines to reviewers. Reviewers send their completed reviews to the "BCTLA REviews" editor:

Judy Giles
#1006—2060 Bellwood Avenue
Burnaby, BC V5B 4V2

Reviews are edited by Judy Giles and input by Alwyn Pollard.

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.

- 016.428 *English as a second language bibliography : the holdings of the King Edward Campus Library, Vancouver Community College / compiled and annotated by Phyllis Butler and Aphrodite Harris. — Vancouver Community College Press, 1990. — 63 p. — ISBN 0-921218-29-X.*

English as a second language - Bibliography - Catalogs.

This is an excellent reference document for anyone starting or expanding an English as a Second Language collection, and for a teacher wishing to research ESL course materials. It is exactly what its title says it is. Since ESL students represent about sixty percent of the student body of this campus, it has one of the largest ESL collections in Western Canada. This publication is a great source for other libraries who wish to purchase ESL materials since it can be used as a selection tool to build new collections and fill in the gaps in others. It is a mine of information and advice in this very specialized field. The bibliography includes books, cassettes, videos, and computer software. Well organized, thorough, extensively indexed and authoritative—every ESL teacher should have access to this publication.

D.M.W. Walsh, Teacher-librarian, McNair Senior Secondary School, School District #38 (Richmond)

- 617 Marinker, Simon.
Informed consent to surgery : everything you wanted to know about your operation but were afraid to ask. — Seldor, 1990. — 114 p. — ISBN 0-9694811-0-

Surgery // Informed consent (Medical law).

Seldor Publications
910 - 225 Belleville Street
Victoria, B.C.
V8V 4T9

This handy layman's guide to common surgical operations is better suited for a public library than a school library collection. It describes in straightforward and unvarnished terms, the complications which might ensue from various common surgical procedures. Its aim is to give patients a reasonable amount of information without either minimizing the dangers or needlessly frightening them. This publication is timely because patients are presently involved in their own health and they expect to make wise decisions about their own well-being. The paternalistic doctor is a thing of the past and this book reflects the shift to a more enlightened approach.

The author's credentials are impeccable—fifty—years of respected practice, Chief of Surgery at several hospitals including the Royal Jubilee in Victoria, and as president of the B.C. Surgical Society. He is also an adept and compassionate communicator and manages to convey information which gives power to the individual while at the same time reinforces the skill and judgement of the medical practitioner. The philosophical underpinnings of informed consent are, however, not dealt with adequately and one also feels that the author is not wholeheartedly in favour of this new "trend" in medicine.

This is a useful book for surgical patients only, and is not really appropriate for a school where the populace is either too young to give informed consent or hardly likely to be facing these surgical procedures in the majority of cases. It is very useful for the general public because it is perhaps the only source on the topic and protects both the patient and the surgeon. I could see it also being of great use to doctors also—as a title to recommend to their patients and as a reference demonstrating what information the patient should have before making a decision.

D.M.W. Walsh, Teacher-librarian, McNair Senior Secondary School, School District # 38 (Richmond).

819.8008 *Words we call home : celebrating creative writing at UBC* / edited by Linda Svendsen. — University of British Columbia Press, 1990. — 375 p. — ISBN 0-7748-0367-3.

Canadian literature - Collections.

This commemorative anthology celebrates the more than twenty-five years that the UBC Department of Creative Writing has existed.

Seventy-one poets, dramatists and fiction writers, who over the years have been part of the program, have contributed selections of their work. Many names are very well known: winners of Governor Generals' Awards, Commonwealth Poetry Prizes, CBC Prizes for Poetry - a veritable roll call of honors. Obviously some names are missing, but those who are included are impressive. Such names as George Bowering, Jack Hodgins, Rona Murray and all the way (alphabetically arranged) to Derk Wynand. Each writer reminisces briefly "I once ate two UBC cinnamon buns, entirely by myself, right before a class in Chinese literature", writes Roo Borson or introduces the piece of writing to follow "This story arose from a lunchtime conversation..." Hart Hanson's "Beautiful Boy Fades". A short biography of each writer is also given.

The subjects written about are as varied as the writers contributing to this anthology. There are poems on ghost towns, short stories about disturbed children, sexual encounters, relationships, experiences on a B.C. coastal steamer, fantasy and plays about the woodsmen of the west.

Words We Call Home will be a most useful acquisition to a High School Library. Students wanting to do research on modern writers with a Westcoast connection need only be given this fat anthology to be well on their way.

Recommended.

Avril Warren, Teacher-librarian, Esquimalt High School, School District #61 (Victoria).

819.1 Israel, Inge.
Raking Zen furrows : encounters with Japan. — Cacanadadada, 1991. — 60 p. — ISBN 0-921870-05-1.

Japan Poetry // Canadian poetry.

Inge Israel's poems show a sensitivity to and love for Japan. She evokes the country she has encountered as a thoughtful Westerner, as she writes about the tea ceremony in Kyoto and as well as the woods in Kyushu, her friendships with Japanese, and the Peace Park in Hiroshima:

"Under the Peace Bell
a small boy hears the silence
deep inside the sound."

She strikes a different note when, in her poem "Stranger", she relates how some children approach her:

"Most speak shyly
giggle behind hands
but one boy of perhaps twelve
jaunty stands. thumbs in waistband,
looks me up and down

then, loud and clear, asks
'How much?'"

If you are looking for modern poetry on Japan, written by a poet who crafts her thoughts and observations with a sure hand, I recommend this book for purchase.

Avril Warren, Teacher-librarian, Esquimalt High School, School District # 61 (Victoria).

819.1 Seventh generation : contemporary Nature writing / edited and compiled by Heather Hodgson. —
Penticton B.C. : Theytus, 1989. — 99 p. — ISBN 0-919441-30-0. — \$11.95

Canadian poetry - Canadian Indian authors.

Seventh Generation is a collection of fifty-eight poems and one piece of prose by contemporary native writers. One page of notes on the writers is also included. This anthology contains the works of eleven writers, one poem that is a joint effort of two writers, and some poems attributed to *The Four Dancers*, a group of four writers. Several of the poets have previously been published; for others this is their first. Writers are from Eastern Canada, the Prairies, and British Columbia. The majority of teacher-librarians will not be familiar with these poets. Prior to reviewing this publication, I was only familiar with the work of Jeannette Armstrong.

In addition to the poems being written by contemporary native writers, much of the subject matter is very contemporary. Hospitals, telephone calls, ferris wheels, Rice Krispies, the Bennett Dynasty, Toronto Transit and the West Edmonton Mall are mentioned. There are also poems dealing with nature, the land, and native culture: storms, buffalo, sweetgrass, sweat-lodges, forests. In most libraries it will probably not be an item which will automatically have high circulation, but it could be very useful to students using the poetry section for a unit in English or in the English/Social Studies strand.

At \$11.95 *Seventh Generation* is an inexpensive item and should be a part of most school library collections because it is Canadian, it is contemporary, and it is an anthology of native writing. This is especially the case if the collection does not contain anything in the way of native writing that is more recent than Pauline Johnson. Schools, especially secondary, with native students should have this item in their library collection. Since many of the writers are of Interior Salish - Okanagan/Shuswap - ancestry, this title is highly recommended for inclusion in the libraries of schools in the Central Interior of British Columbia.

J. Patrick Romain, Teacher-librarian, A.L. Fortune Secondary School, School District #89 (Shuswap).

819.8 Jiles, Paulette.
Song to the rising sun : a collection. — Polestar, 1989. — 165 p. : ill., map. — ISBN 0-919591-45-0.
— \$12.95.

Canadian prose literature // Canadian poetry.

Paulette Jiles' collection is a delight. It can be read for pure enjoyment, as well as profitably discussed in senior English classes.

Students taking the English Literature course will find interesting comparisons between her style of writing and, for example, T.S. Eliot's *Murder in the Cathedral*. She uses the Greek Chorus technique, "the power of massed voices", as well as the voice of a spirit or narrator. In her introductory piece, she explains with some humour, how she has developed her writing, mainly through radio work. She ends her introduction with this injunction to the reader, "So, when you are reading these things you will have to fill in the soundscapes yourself, alone there with the book." I had no difficulty seeing and hearing her evocative mindscapes.

The title piece, in which she makes use of devices she has admired in Homer's *Odyssey*, has a haunting quality.

"What did we do all winter while we waited for the sun?
It was gone such a long time.....
What did we do as we moved into the precise and surgical cold of
January?
What did we do?"

Her subject matter is varied, as are her settings: the Arctic, the Ozarks, Morocco and the Badlands. Her characters come alive: Rita Jean the spinner of stories, Rita's mystic grandmother, Lula Belle, and Lula's hardworking grandmother, Maggie Jo, who made a marvelous quilt, all become realities.

Recommended for purchase.

Avril Warren, Teacher-librarian, Esquimalt High School, School District # 61 (Victoria).

921 Phillips, Molly.
I saw three Chinas. — Orca, 1990. — 198 p. : ill. — ISBN 0-920501-43-5. — \$12.95.

Phillips, Molly // China - Description.

Orca Book Publishers
P.O. Box 5626, Stn. B
Victoria, B.C.
V8R 6S4

Molly Phillips has led a very active and interesting life which she communicates well in this descriptive journal of her experiences in China. Written much like a diary and with the same intimacy, this story reflects the radical changes which took place in China from the 1920's to the 1980's. The political and social changes are revealed through the lives of the people Molly knew and with whom she was involved during this momentous period in Chinese history. Her emotional stance is one of hope and optimism—perhaps due to her religious persuasions and her desire to see China succeed as a democratic world power. She demonstrates a genuine compassion and love of China and feels inextricably tied to this land. Her personal account is history at the ground level—from the point of view of ordinary people living and working in a country which is experiencing

vast social and political upheaval. A Chinese person, who at one time brutally mistreated non-Marxists, later becomes a believer in a more liberal and humane philosophy. Sometimes these same people look back and cannot believe the actions they took and the beliefs they espoused in their own past—much like the entire country must look back in wonder and chagrin at past ideologies, social institutions, and radical actions.

Because of its very personal viewpoint, this book is not useful as a reference work on China and it, therefore, is not a first choice for a secondary school library collection. It is, however, an engaging account which transmits the feeling of actually being there at the time. Recommended for public libraries or secondary school libraries specializing in an extensive collection on China.

D.M.W. Walsh, Teacher-librarian, McNair Senior Secondary School, School District # 38 (Richmond).

921 Upton, Joe.

Journeys through the Inside Passage : seafaring adventures along the coast of British Columbia and Alaska. — Whitecap, 1992. — 189 p. : ill., maps — ISBN 1-55110-000-2. — \$14.95(pbk.).

Joe Upton first went to Alaska in 1965 as a 19 year old green engineer on a fish-buying vessel. Since then, as a commercial fisherman, he has made many journeys along the northwest coast from Garnet Point, just south of the B.C. border, to Skagway in Alaska's north. He has voyaged through these waters with their many fjords, bays, inlets, channels, straits and passages in all kinds of weather and in all seasons, following the fish which were his livelihood. Sometimes he had his own fishing boat and sometimes he worked for others on various kinds of vessels.

In addition to fishing, Joe Upton earns his living from the sea in other ways. He is a writer, a raconteur, and a student of the history of the northwest coast. He has obviously spent considerable time working beside and talking with some of the men who were pioneers in this part of the world and who still make their homes there. He weaves their stories and his own adventures into a fascinating series of vignettes about the sea, its fury, and its beauty. History plays a big part as well, as he retells stories of shipwrecks, some famous and some not so famous, and recounts experiences of early explorers such as Captain George Cook and Alexander MacKenzie. He tells of Muriel Blanchett, the author of the classic book *The Curve of Time*, a widow who, with her five children, sailed these waters in the thirties in a 25-foot vessel, witnessing and describing Kwakiutl village life before it was forever changed.

I enjoyed reading the book, but I found the lack of a sequential time frame and the lack of background information in some of the vignettes confusing. Also, I would have liked more detail on his maps as well as more and bigger maps. He quotes extensively from "a friend". This friend is obviously several different people but no specific identifications are ever given. The book contains several errors which could have been corrected by editing. For example, on page 62 he talks of a "state-supplied teacher" in British Columbia and on page 94 he describes a "long string of boxcars marked *Canadienne dept de Ble. Le departement* is masculine, so his use of the feminine form *Canadienne* is incorrect.

Journeys is a book for a sailor to read and enjoy, but I couldn't justify its inclusion in my secondary library collection, even though it has several good indexes: Place Names, Alaska and Yukon; Place Names, British Columbia; Ship Names, and lastly, a general index. The author has also included a short bibliography of his reference sources. However, a school library along the coast he is describing would want the book for its local history resource collection.

Anne M. Rowe, Teacher-librarian, Prince George Secondary School, School District #57 (Prince George).

U *Eric Wilson's Canada* [videorecording]. — Magic Lantern, [1992]. — I videocassette (32 min.) : sd., col. + I guide. — \$79.00.

This video attempts to integrate geography, culture, history and creative writing. It deals with aspects of Nova Scotia, Prince Edward, Island and Newfoundland as seen through the eyes of Eric Wilson. Much of the video deals with the writing process. Each area's setting becoming the focus of one of Eric Wilson's novels; *The Ghost of Luxembourg Manor*, *The Green Gables Mystery* and *The Ice Diamond Quest*.

Though the idea of integrating the various fields is a good one, for the most part, the video is a failure. Students who viewed the video generally felt that it "jumped around too much" and they were particularly critical of the "terrible acting" of the three dramatic incidents from each novel.

I think that largely because of these three examples of poor acting, many students felt that the entire video became an "Eric Wilson commercial." Though there were aspects of the video, such as a segment on the Sable Island and on Green Gables in which students became involved, for the most part, student reaction was mainly negative. Unfortunately my own reaction to the video was similar to the students, and I cannot recommend its purchase.

D.M. Young, Teacher-librarian, Royal Oak Middle School, School District #63 (Saanich).

U *Focus on women*. — Campbell Communications, 1988- . — v. : ill. — \$21.40 per year (12 issues) (free throughout Greater Victoria).

Women - Periodicals.

Campbell Communications Inc.
3rd Floor
1218 Langley Street
Victoria, B.C.
V8W 1W2

Focus on Women is a monthly publication that has the black and white format of a tabloid newspaper with stapled pages. Its advertisements and some of its columns are geared towards Greater Victoria readers.

The magazine has many of the characteristics of a newspaper's weekend edition except that women and women's issues are emphasized. Columns such as; "Events For Women", "Humour", and "Travel" provide information and entertainment for readers with a variety of interests. Columns that may be of particular interest to girls in high school might be "Star Talk", "Advice" and "Fitness". The column "Herstory" presents the first in a series of stories about women who have made their mark in BC's history.

The theme of the specific magazine that was available for review was "In Praise of Older Women". Obviously much of this issue would not be relative to school libraries' clientele.

Many magazines written about women's interests and concerns are available and may fill the need better than this one. *Focus on Women* does have the advantage of being inexpensive, considering the variety of articles in an issue. Generally, the writing style is entertaining and quite readable. The drab newspaper-type format may discourage readers who have become accustomed to the glossy, colored pages available in most magazines. The magazine is not likely to be in much demand by teenage readers or those outside the Greater Victoria area.

Not recommended, except for those high school libraries in the Greater Victoria who have a large periodical section.

Elaine Scherer, Teacher-librarian, Dorothea Walker Elementary School, School District #23 (Kelowna).

Women's resource guide— British Columbia/Yukon. — Rev. — SFU Public Interest Research Group, 1992. —258 p. : ill.

SFU Public Interest Research Group (PIRG)
TC 304
Simon Fraser University
Burnaby, B.C.
V5A 1S6

This is a revised and updated edition of the *Women's Resource Guide*, which was originally published in 1987 by the Simon Fraser University Public Interest Research Group (P.I.R.G.). The guide is intended to act as a central listing of resources and services available to women throughout British Columbia and the Yukon.

Each of the seventeen alphabetically-arranged sections addresses a particular issue such as child care, first nations women, lesbians, and violence against women. Each section has three parts: an introductory essay of one to two pages in length, a collection of statistics under the title "P.I.R.G. Files", and a list of groups in British Columbia and the Yukon that provide information, programs or support for women affected by that issue. Some sections include an additional "mass list" of groups and services that are similar in scope, for example, forty-nine local Transition Houses are listed at the end of the section on "Violence Against Women."

A name index provides an alphabetical listing of all of the organizations identified in the Women's Resource Guide. Many organizations are cross-referenced, and appear in two or more sections. There is also a thorough subject index to assist those whose needs fall into several areas (e.g.. housing for elderly women with disabilities).

Most of the services and organizations listed in the directory are concentrated in the greater Vancouver area and in other urban centres throughout BC and the Yukon. This merely reflects the realities of our demographics. Wherever possible, the editorial staff has identified central numbers for women in rural or outlying areas to contact.

This is an excellent resource book, and should be placed in every secondary school library and guidance office, as well as in public libraries, medical waiting rooms . . . everywhere that women seeking information and empowerment would find it. The guide is available in spiral bound or hard cover editions.

Lucinda Lockwood, Teacher-librarian, Thomas Haney Secondary School, School District #42 (Maple Ridge-Pitt Meadows).

Walach, Patricia A.
Learning through literature. — Elder, 1990. — 41 p. : ill. — ISBN 1-895386-00-4.

Elder Publishing Inc.
15 - 11191 Horseshoe Way
Richmond, B.C.
V7A 4S5

This spiral bound, desktop published booklet has been produced in response to the increased importance of "whole language" learning in the Year 2000 documents in BC classrooms. Most experienced teachers in elementary schools have already been exposed to or have used most of the concepts and ideas presented by the author. However, listing seventy-five interesting ideas (from designing a wanted poster of a character to researching the author) is useful for the beginning teacher as well as those of us who might be still looking for new ideas for our eight to twelve year old students.

The section on "Evaluation" had a few useful ideas such as focusing on only two students a day or using 'prep time' to observe children with another teacher. The use of the 'Reading 'Wheel' in the Appendix would be useful in ensuring that children read a variety of materials, but the rest of the copiable materials could easily be teacher produced. The computer illustrations I found very stilted and unnecessary. The use of only one side of each page (room for notes) was very wasteful. Many ideas (e.g. "Unused Polaroid cameras are usually available on request from parents!") led me to believe that the author may not have spent time in the average classroom lately.

Natasha Fiket, Teacher, Cilaire Elementary School, School District #68 (Nanaimo).

Yates, J. Michael.

Torpor: collected fiction., 1960-1987, volume 2. — Cacanadadada, 1989. — 146 p. — ISBN 0-921870-01-9. ISBN 0-921870-00-0(pbk.).

Short stories, Canadian.

Cacanadadada Press Ltd.
359 Laval Street
Coquitlam, B.C.
V3J 4W7

In this second volume of J. Michael Yates' collected fiction, themes of hell ("Smokestack in the Desert"), suicide ("An Inquest into the Disappearance of..."), and death "A Naive and Straightforward Narrative" are explored. The narratives are anything but straightforward. They tantalize and twist. Fantasy mingles with reality.

Critics have written in superlatives about the author..."He is on the frontiers of writing" (Peter Buitenhuis, in *Dictionary of Literary Biography*.) "I find it the voice of my age: measured, ironic, at times rather cruel, and totally impossible to put down"(George Jonas.) Would High School students agree? Perhaps those studying English literature might and certainly the teachers of English would.

I found many of the short stories fascinating and thought provoking. Despite the title, they do not induce apathy. If you need to add to your collection of modern short stories, consider this volume for purchase,

Avril Warren, Teacher-librarian, Esquimalt High School, School, School District #61 (Victoria).

B.C.T.L.A. PUBLICATIONS FOR SALE

Inquiries about and orders for any publication of the British Columbia Teacher-Librarians' Association should now be directed to:

BCTF Lesson Aids Service
2235 Burrard Street
Vancouver, B. C.
V6J 3H9
Voice: 731-8121 or 1-800-663-9163
Fax: 731-4891

Prices quoted for the following include GST, shipping and handling. Non-BCTF members may get a 20% discount for bulk orders of 25 copies or more.

PUBLICATION PRICE	BCTF MEMBERS PRICE	NON-BCTF PRICE
<i>Implementing Change</i>	\$25.00	\$30.00
<i>Literature Connections</i>	\$12.00	\$14.40
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<i>French Bibliographies for Primary</i>	\$ 6.50	\$ 7.80
<i>Contemporary Books Reflecting Canada's Cultural Diversity</i>	\$12.00	\$14.40
*Back Issues of the <i>Bookmark</i> (from 1991 onward)	\$12.50	\$15.00

N.B.* Older back issues of the *Bookmark* will be sold for the same price but need to be ordered from Willa Walsh, 3800 Raymond Avenue, Richmond, B.C. V7E 1B1; tel: 274-9705. Not all back issues are available but they will be supplied if they are in the inventory. Three of these older back issues which still have a number of copies available are: *Focus on Fiction* (Dec. '89), *McDonald's in Moscow* (Sept. '90) and *Cows, Cars, and Chainsaws* (Dec. '90).

THE BOOKMARK

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Indexes for vol. 29 to 31 compiled by **THOMAS JOHN POPE**, teacher-librarian, Como Lake Secondary School, SD#43 (Coquitlam).

Indexes for vol. 32 and 33 compiled by **SUSAN DARNBROUGH**, teacher-librarian, Quigley Elementary School, SD#23 (Central Okanagan).

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Canadian Education Index regularly scans and indexes *The Bookmark*.

The regular features "In Circulation", "Editor's Comments" and "Letters to the Editor" have not been included. Other regular features (e.g., "Chapter Reports" and "Reading Checklist") are indexed to the journal issues they are found in, but not to the pages on which they are located.

Annual reports of the Officers of the Association are located through the "Annual Reports" listing. Reports on conferences, workshops and seminars will be found together under "Conference Reports."

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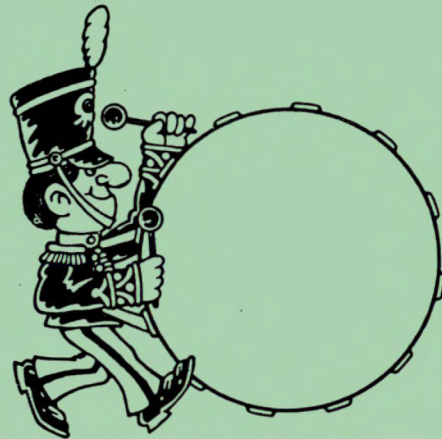
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IMPORTANT NOTICE

THE BOOK PURCHASE PLAN 1993

Information about the choices of books for the Plan will be mailed to you in December. You should watch out for the arrival of this document and be sure that it does come to you! Please notice that your completed selection sheets must be received by the Ministry of Education by **JANUARY 22nd, 1993. DO NOT BE LATE** or you will not get your books! It would be good if every resource centre filled in their forms and received the books which are available to them.

SUBJECT AUTHOR & TITLE INDEXES TO COOPERATIVE UNITS

published in

The Bookmark

Volumes 26-33, September 1984 - June 1992

Fuel for Change

Links to Literature

Volumes 26-31 compiled by **THOMAS JOHN POPE**, teacher-librarian, Como Lake Secondary School, SD#43 (Coquitlam).

Volumes 31-32 compiled by **SUSAN DARNBROUGH**, teacher-librarian, Quigley Elementary School, SD#23 (Central Okanagan).

During the past eight years the BCTLA has published many cooperative units; this index provides a means of quickly locating materials in the 32 issues of *The Bookmark* which have appeared between September 1984 and June 1992, and in BCTLA's books, *Fuel for Change* and *Links to Literature*. A short list of additional sources of units is appended at the end of the index.

Since there was found to exist a wide variation in the structure, extent of detail, and applicability of the units, three guidelines have been used in creating the index:

1. Cooperative units are those which include or imply a role for the teacher-librarian in the planning and teaching phases, and those which have the potential to be modified to fit the model of planning and teaching suggested in Part One of *Fuel for Change*.
2. Units are listed under the course, level, or program indicated by the author, or, failing specific information, under the "best guess" of the indexer. Units are often adaptable to other courses, levels and programs.
3. Cooperative program planning and teaching is taken in a broad sense. If the article implies that the teacher-librarian and classroom teacher are working together, the article has been included.

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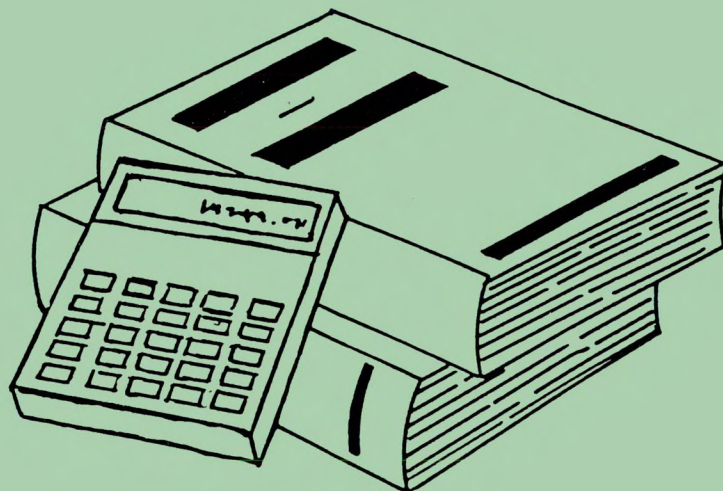
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