

June 1992
Volume 33 Number 4
ISSN 0381-6028

BCTLA

THE BOOKMARK



KALEIDOSCOPE

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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.

IN CIRCULATION

by **PATRICIA FINLAY, BCTLA**
President

A kaleidoscope presents ever-changing patterns of light and colour. To me one of the rewards of being a teacher-librarian is the kaleidoscopic experience it offers. Each hour of the day sees changes — in the students and staff with whom you are working, in the learning resources being utilized, and in the teaching strategies being implemented. Not every pattern created is pleasing but taking risks is valuable too. I never have a boring day and I always wonder what patterns tomorrow will present.

For some teacher-librarians around the province the picture for the next school year is not clear. Some school districts now have school-based decision-making which includes decisions regarding allotment of staff. Who will be making these staffing decisions? Will teacher-librarian time be used to lower class size, provide ESL or Learning Assistance, or provide preparation time for teachers? Every school will present a different scenario.

More than ever these situations highlight the need for staffing formulas and qualifications statements in contract. At the Chapter Council meeting on April 25th an informal survey indicated that most chapters have "teacher-librarian" items on the list for bargaining by their local teachers' associations. However, this is only a beginning. Bonnie McComb and Bernice Betts, in their April 25th workshop on Developing Independent Learners, reminded us that we are part of the team that builds an effective school library resource centre program. Make your colleagues "heroes" of the library resource centre program! Their support and advocacy for the role of the teacher-librarian is essential at the bargaining table.

Another turn of the kaleidoscope brings the Ministry of Education into view. A meeting with the Learning Resources Branch reviewed this year's Library Book Purchase Plan and began the process for the next school year. For the first time a list has been made of those schools which did not participate in the Library Book Purchase Plan. Chapter councilors will have received this information with the minutes of the June Executive Board meeting. Joe Coelho from the Learning Resources Branch will be

working with the Library Book Purchase Plan Committee. Committee members are: Donna Doerksen, Vancouver; Ian MacSween, Coquitlam; Carole Eyles, Gulf Islands and Mary Huffman, Fort St. James. The Association of Book Publishers of British Columbia are handling the administrative details, including the contracting of evaluators. The order form is to arrive in the schools in January, 1993. Included will be a request for information to be used to publish a directory of school library resource centres and teacher-librarians in the province.

The list of books being reviewed for inclusion on the Multicultural Bibliography continues to grow. The team of evaluators will have screened almost 200 items before writing annotations for the titles selected for the final list. Members of the screening committee are: Geraldine Bob, First Nations teacher from Burnaby; Elizabeth Johnston, member of the BCTF Program Against Racism committee; Odie Kaplan, teacher-librarian from Burnaby; Debra Simmons, teacher-librarian from Vancouver; Gerald Soon, teacher-librarian from Delta; and the Project Manager, Lisa Strong, teacher-librarian from Burnaby. Thanks also to Wendy Sutton from UBC for her expertise and enthusiasm.

June is a time for good-byes and welcomes. I would like to thank Dianne Driscoll, Roberta Mulhern and Diana Poole, who are "retiring" from their positions on the Editorial and Executive Boards, for all their contributions to BCTLA. Diana Poole, now an administrator in Quesnel, continues her advocacy for effective library resource centre programs. We will miss Diana after her six years on the Executive Board.

Welcome to new Executive Board members: Gerald Soon from Delta as Recording Secretary, Ray Walker from Terrace as Working and Learning Conditions Chair, and Lisa Strong from Burnaby as Publications Coordinator.

Thank you for two memorable years as President. Have a great summer holiday!



computer-literate teacher-librarians. Most material is now submitted on disk and some articles even include copyright-free graphics interspersed within the text! What more could the editors want?? Not much. And, surprisingly, articles are even arriving well ahead of issue deadlines! (This is scary!)

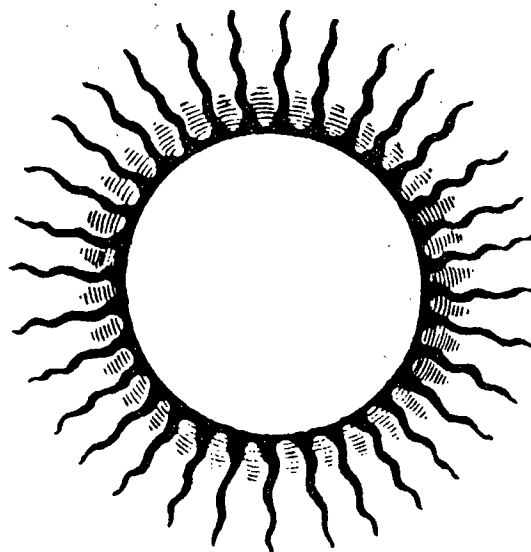
Due to the hard work and commitment of the Editorial Board the jobs are dispersed and remain manageable. The greatest pluses to me have been the high level of cooperation that this group demonstrates, and the new people I have come to know through their contributions during the year.

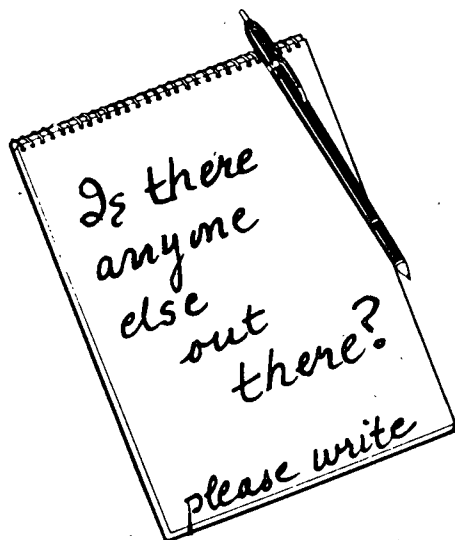
I hope this issue finds you looking forward to a relaxing and well-earned vacation. Have a great summer!

This has been a challenging year for me as Senior Editor and I have learned a lot. As this fourth issue arrives on your doorstep, the Editorial Board will be well into acquiring articles for the next issue. The cycle is a bit like a roller-coaster. There is the hard, slow climb up from the Planning Meeting to meeting the final editorial deadline. Then there is the peak as everyone gathers for the "big production" and we all "hover on the edge" with a flurry of last-minute activities—the crucial article that came in the night before; the mysterious case of the missing photograph; the insert page that doesn't quite fit; the "oh, my goodness, where is the 'Ask the Experts' column?" panic; the tricky formatting problem and the inevitable glitches that appear out of nowhere and are caught on the paste-up table! (not always caught, unfortunately—but doesn't that just add to the charm of our publication?) Then follows the quick, exhilarating run-down as we all relax and take a breath—only to be followed by the inexorable climb back up as another issue appears on the horizon.

This year has seen a record number of fine articles submitted from around the province—all by dedicated teacher-librarians and their colleagues. The momentum seems to be on an upsurge. What is so exciting is the quality of the units—their clear organization, the incorporation of creative ideas and diverse teaching strategies.

It is also exciting to see an increasing number of





LETTERS TO THE EDITOR

from CELIA OTLEY, teacher-librarian,
Leanyer Primary School, Darwin, Northern
Territory, Australia..

I am writing to enquire about arranging a teaching exchange with a teacher-librarian from British Columbia. Since the Bookmark reaches so many members, I hope to contact someone through this method. I am seeking an exchange for the school year 1993 (Australia starts and ends its academic year in January).

I live in the Northern Territory and am presently working in a primary school. I have held teacher-librarian positions in four Darwin primary schools as well as being a library advisor with the NT Education Department for two years. Darwin is a city of 75,000 people and is the capital city of the Northern Territory. It is a very modern city and offers a very relaxed "laid back" lifestyle and access to many National Parks. The suburb I live in is about 15 kilometres from the city centre. The Leanyer Primary School caters to pupils from Pre School (4 years) to Year 7 (12 years). The 1992 enrollment is 500. There are 19 class teachers and a teacher-librarian position.

The library operates a Co-operative Program Planning and Teaching program for years 2 to 7, book exchanges, and orientation/literature programs.

There is a school assistant for two and a half days a week. There is an automated system - OASIS which allows circulation from the main terminal and enquiry through two OPAC terminals. Other on-line services are available. We are very proud of our computerised networks in Australia!

I am willing to exchange accommodation and car. We are at present contemplating selling our house and purchasing 2 units and therefore accommodation would be in a 2 bedroom unit. Please contact me if you are interested in an exchange. I am advised by the Exchange Officer in the NT Education Department that a mutual exchange can be organised provided the relevant Education Departments are advised regarding paperwork, etc. I can be contacted at this address: P.O. Box 40063, Casuarina, NT 0811, Australia. Phone (home) 089 85 1163 (work) 089 27 4022, FAX 089 27 2566 (school).



AWARD OF MERIT 1992



The Award of Merit honours a practising teacher-librarian who is making an outstanding contribution to school librarianship in B. C. The 1992 recipient is **VALERIE DARE**, teacher-librarian at Britannia Secondary School in Vancouver. She works in a unique situation as one resource centre serves as an elementary, secondary and public library. Since 75% of Britannia's students receive some English Language support, Valerie has collaborated extensively with content teachers and ESL teachers to meet the needs of all the students. Her familiarity with elementary school curriculum has encouraged her to link elementary and secondary teachers through the E.S.L. Pilot Project. Her positive and innovative approach has resulted in an enriched interpretation of the concept of a "Community School." Several units she has developed collaboratively with elementary and secondary teachers have been published by Vancouver School District.

In addition to her outstanding contributions at the school level, Valerie is an active member of the BCTLA. She has written reviews for The Bookmark, has served as chapter councilor for the Vancouver Teacher-Librarians' Association, and worked on the Planning Committee for the Bridging the Millennium conference. Currently she is a member of the BCTLA Continuing Education Committee.

The British Columbia Teacher-Librarians' Association is pleased to recognize a teacher-librarian who, to quote from her colleagues, "possesses that rare combination of erudition and practical application of knowledge which she shares readily with us all at Britannia Secondary School" and shares with teacher-librarians throughout the province.

Congratulations to Valerie Dare!



DISTINGUISHED SERVICE AWARD 1992



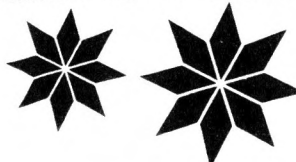
The 1992 recipient of the BCTLA's Distinguished Service Award is **BARB DEAN**, Head of Children's Services at the Prince George Public Library. This award recognizes the efforts of an individual, other than a practising teacher-librarian, who has given outstanding support to school library resource centres. Barb Dean has most assuredly done that in Prince George.

Over the past ten years Barb has been providing programs for children at the Public Library, has been promoting books and reading during her visits to many schools in Prince George and the surrounding communities and has been collaborating with teacher-librarians constantly. All of this has had a positive impact on making school library resource centres more effective. She has always shared her knowledge and ideas and her commitment to children is intense.

Barb's award is a framed Ted Harrison print that prominently features the "northern lights." It was presented to her at the May meeting of the Prince George and District Teacher-Librarians' Association. Select portions from each of the eleven letters of recommendation were read aloud as a tribute. A photo album of all the letters was also presented to Barb.

Barb expressed her gratitude to the Prince George chapter for the nomination and to the British Columbia Teacher-Librarians' Association for the award. She indicated that the award will be on display at the Prince George Public Library.

Congratulations to Barb Dean!



In Memory of

WILLIAM SCOTT

It came as a great shock to Bill Scott's many friends and colleagues to learn of his untimely death on April 21, 1992. Bill was the President of the British Columbia Teacher-Librarians' Association from 1980-1982, his professional involvement was extensive, and his friendships ranged so widely that his passing leaves a void in many people's lives.

At the funeral service held in Chilliwack on April 25th, Bill's brother Bob reminisced about him in his role as an older brother. Bill showed his love of teaching early, gathering neighbourhood children, Bob and their sister together in a makeshift basement classroom where Bill was a demanding taskmaster. This love of teaching was central to Bill's life from that time on, matched by an equal love of learning. Bill was a "livelong learner" long before the term was invented. Apparently, he inherited his curiosity from his father, who always wanted to know what was about to happen just around the corner.

Bill took his first library courses at UBC, where Walter Lanning and Gordon Stubbs were the resident experts in the field. Bill jumped into their courses with enthusiasm, seemly swallowing content whole in his hurry to learn. His love of books and learning had led him to a vocation at which he would excell. Five years later he returned to earn his Master of Library Science, and still later he returned to teach the introductory course, selection and reference at summer school in the Faculty of Education.

Maturity did not lessen his taskmaster approach. When some students complained bitterly about his assignments, he cut them in half, then cut them again and made some of them group efforts, but still his students weren't happy. This experience didn't lessen his enthusiasm; he continued to expect the best from himself and his students at UBC and at Fraser Valley College. Countless numbers of teacher-librarians remember his courses and his wit with joy.

When Bill accepted a job as teacher-librarian at Hope Secondary School, he found a perfect setting to

bring his career to fruition. He faced many challenges, one of which was having the library burn down one May 24th weekend. Driving back to Hope after a leisurely weekend, he heard the first reports on CBC Radio. The only books left were the ones kids had borrowed. Bill relished the daunting task of rebuilding the collection. After all, he had the support of his wonderful staff aide, Pauline, who had been with him from the time he went to Hope. Anyway, selection was always a Sunday evening pastime for Bill, and he was a voracious reader with a wide ranging background. The challenge was met!

Bill and his wife Anne shared an intense interest in the theatre and avid curiosity about other countries. Bill travelled in China, Russia, Australia, Europe, Hong Kong, and all over Canada. He even visited Mel Rainey in Fiji. Anne and Bill frequently attended the Shakespearean festival in Ashland, Oregon, and were regular theatre patrons at the Vancouver Arts Club. Bill was a founder of the little theatre group in Hope and, with the Community Arts Association, brought musical groups and art displays to Hope.

As one of the most active members in BCTLA history, Bill took on an endless array of tasks with unflagging enthusiasm, including: working on Sources and Resources; serving on the Ministry's Book Purchase Plan; calling Chapter Councillors across the province in his role as Chapter Relations chairperson; and selling Fuel for Change and Implementing Change. He was a one-man band in Hope for years, holding the chapter together, bragging about its 100% of possible membership, and continuing to optimistically, persuasively advocate for quality library services.

Above all, Bill liked people. Whether it was cross country skiing at Manning Park with teaching colleagues, enjoying a party after a BCTLA Executive meeting, or savouring nights like the calamari feast at Alan Knight's home, Bill lived life well — in tune with himself and his friends and colleagues.

Central to Bill's career at Hope were the students. He sponsored the Students' Council and the Hiking Club, and he would always take a car load of students to Vancouver for a rock concert if they would get him a ticket. It is fitting, therefore, that a scholarship has been established in his name. Donations to the W. H. Scott Memorial Fund may be sent to Hope Secondary School, Hope, B.C., VOX 1L0. Through this means, Bill's legacy to his students will be extended into the coming years.

ELECTIONS 1992 - 1993

Nominations for the 1992-1993 BCTLA Executive Board closed on February 29, 1991. The following resumes have been received from the nominees and are printed here for the information of the BCTLA members.

With one added elected position this year, four of the nominees have been declared elected by acclamation, one has been elected by ballot.

PRESIDENT



KRIS NELLIS

Elected by acclamation.

ADDRESS:

791 Vedder Crescent, Prince George, V2M 3T1
Telephone: Home: 562-7125 School: 563-7124

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

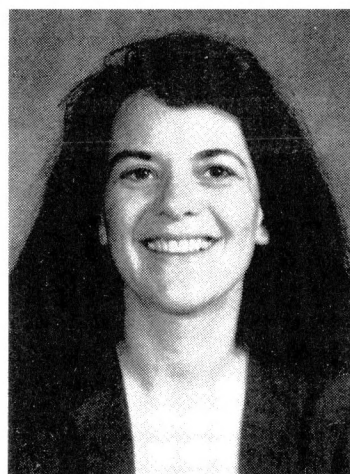
EXPERIENCE: Teacher-librarian, Wildwood Elementary, Prince George (1974-1990).

EDUCATIONAL QUALIFICATIONS: Bachelor of Education (Elementary), UBC, 1974
5th Year, UBC, 1986

OFFICES HELD: Vice-President, BCTLA, (1991-1992)
Chapter Councilor, BCTLA, Prince George (1988-1990)

Past-President, Prince George District Teacher-librarians Association (1990-present)
President, Prince George District Teacher-librarians' Association (1988-1990)

VICE-PRESIDENT



BONNIE MCCOMB

Elected by acclamation.

ADDRESS:

892 Woodhall Drive, Victoria, V8X 3L8
Telephone: Home: 727-9627 School: 656-5507

PRESENT POSITION: Teacher-librarian, School District #63, Saanich (1991-present)

EXPERIENCE: Teacher-librarian, Mission Secondary, School District #75, Mission, (1988-1991)
English teacher, Mission Senior Secondary, (1981-1988)
English teacher, Hatzig Junior Secondary, Mission, (1979-1981)

EDUCATIONAL QUALIFICATIONS:

M. Ed., UBC, 1991-
Diploma in Teacher-Librarianship, UBC, 1990
B.A. Honours, SFU, 1978

OFFICES HELD:

- Corresponding Secretary, BCTLA, (1991-1992)
- Vice-President, Saanich Teacher-Librarians' Association, (1991-present)
- President, Mission Teacher-Librarians' Association, (1989-1991)

TREASURER



TERESA BRINTON
Elected by Acclamation.

ADDRESS:

4150 McClain Road, Kelowna, V1V 7R2

Telephone: Home: 861-4077 School: 764-8171

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

EXPERIENCE: Teacher-librarian, Central Okanagan, (1980-1987)

Teacher, Central Okanagan, (1974-1979)

EDUCATIONAL QUALIFICATIONS: B.ED (Elem.), UBC, 1974

5th year., UBC, 1981

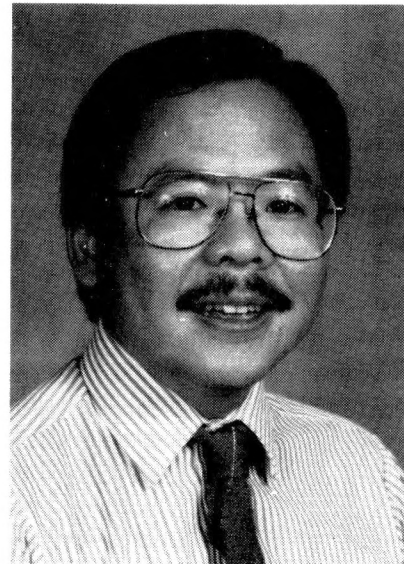
OFFICES HELD:

- Treasurer, BCTLA, (1991-1992)
- President, Central Okanagan Teacher-librarians' Association, (1988-1990)
- Chapter Councilor, BCTLA, Central Okanagan,

(1990-1991)

- Staff Representative, BCTF Local Association, (1980-1988)

RECORDING SECRETARY



GERALD SOON
Elected by acclamation

ADDRESS:

16165 - 93A Avenue, Surrey, V4N 3A2

Telephone: Home: 582-1667 School: 596-1508

PRESENT POSITION: Teacher-librarian, School District #37, Delta (1991-1992)

EXPERIENCE: Elementary classroom teacher, Delta, (1990-1991)

Teacher-librarian, D.N.D., Germany, (1987-1990)

EDUCATIONAL QUALIFICATIONS: B.Ed., UBC, 1973

5th year./Teacher-librarianship courses, UBC, 1973-1980

M.Ed., UBC, 1985

OFFICES HELD:

- Editor, The Bookmark, (1985-1987)
- Editorial Board, The Bookmark, (1984-1987, 1991-1992)
- President, Delta Teacher-librarians' Association, (1985-1987)

COMMUNICATIONS OFFICER



KAREN DAVIDSON
Elected by Acclamation

ADDRESS:

#9-7549-140th Street, Surrey, V3W 5J9

Telephone: Home: 599-0546 School: 585-3104

PRESENT POSITION: Teacher-librarian, Betty Huff Elementary, School District #36, Surrey (1986-present)

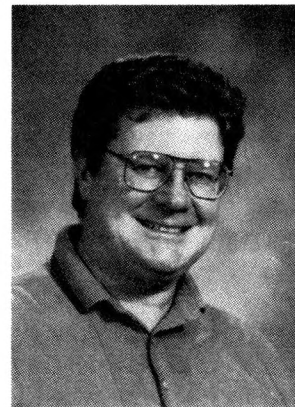
EXPERIENCE: Teacher-librarian, Crescent Park Elementary, Surrey (1984-1986)
Teacher-librarian, Grandview Heights/East Kensington, Surrey (1977-1984)

EDUCATIONAL QUALIFICATIONS: B.Ed. (Sec.)
UPC, 1977
PB+15

OFFICES HELD:

- BCTLA Recording Secretary (1990-1992)
- Past-President, Surrey Teacher-librarians' Association, (1989-1992)
- President, Surrey Teacher-librarians' Association (1988-1989)
- Vice-President, Surrey Teachers' Association (1985-1987)
- Recording Secretary, Surrey Teachers' Association (1983-1985)

LEARNING AND WORKING CONDITIONS CHAIRPERSON



RAY WALKER

ADDRESS:

RR#3, Fosberry Drive, Terrace, V8G 4R6

Telephone: Home: 635-4776 School: 635-4636

PRESENT POSITION: Teacher-librarian, Terrace, (1976 to present)

PAST EXPERIENCE: English and Social Studies Teacher, Terrace, (1974-1976)
English and Outdoor Education Teacher, Grande Cache, Alta. (1972-1974)

EDUCATIONAL QUALIFICATIONS: B.A. (Pol. Sci.), Ohio State, 1966 - B.S. (Educ.), Ohio State, 1970.

12 units Teacher-librarianship, Computers, Ed. Tech., UBC, 1986.

OFFICES HELD:

- Charter member and first President, BCTLA Chapter, Terrace
- Continuously active as President, Councilor, Program Director, or Secretary-Treasurer of Local Chapter.
Member of Constitution, Policy and Young Writers' Conference Committees, and chapter

UBC UPDATE '92

UBC and BCTLA present Current Developments in Teacher Librarianship

A professional development day for teacher librarians

*
Supporting Change: Developmental Sites

Dallas Christofoli, Assistant Superintendent, Educational Innovation

*
Research Update

Bernice Betts, University of Victoria

Dr. Ken Haycock, newly-appointed Director, School of Library, Archival and Information Studies, UBC

*
Automated Systems in Canada's School Libraries: a Third Survey

Lynne Lighthall, School of Library, Archival and Information Studies, UBC

*
The School Library Program - Teacher-Librarian Resource Manual

A new best-selling, award-winning document from Calgary Board of Education

*
Date: Friday, October 16, 1992

Time: 8:30 am to 3:30 pm

Place: Graduate Centre, UBC

Cost: \$40 for the day (including lunch and morning coffee)

Coffee and Muffins with morning registration

Gala luncheon organised by Dr. Ron Jobe

~~~~~  
To register please complete this tear-off slip and return to: Distance Education Office, Faculty of Education, 2125 Main Mall, UBC, Vancouver, B.C., V6T 1Z4. Please enclose your registration fee of \$40.00. Make cheques payable to: The University of British Columbia.

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

Address \_\_\_\_\_

Telephone: (school) \_\_\_\_\_

(home) \_\_\_\_\_

# PRESIDENT'S ANNUAL REPORT 1991 - 1992

submitted by **PATRICIA FINLAY**,  
president

The first changes to the structure of the Executive Board have been initiated with the new committee appointments and nominations for six elected positions. This year's executive has been a wonderful group of people to work with. I am looking forward to my "retirement" as Past President and know that the membership is in good hands with the incoming executive. Kris Nellis is dedicated, well-organized and hard working—qualities that will make her a fine President. Bonnie McComb, Teresa Brinton, Karen Davidson, Carole Eyles, Marilyn Hannis and Barb Hall will continue to contribute their energy and creativity on the Executive Board. I welcome Gerald Soon and Ray Walker as new members of the executive.

The Senior Editor of The Bookmark, Willa Walsh, took on extra responsibilities to attend the Executive Board meetings and act as Publications Coordinator. This has been "above and beyond the call of duty" as her tasks as Senior Editor are critical and demanding to say the least. Every issue is excellent in quality and, despite efforts to cut back, even bigger in size! Coordinating the articles, units and regular features and keeping the Editorial Board and contributors, including the President, on time is an awesome job. Well done, Willa!

The end of the year is also a time for good-byes. A thank-you to Dianne Driscoll who has spent several years as Reviews Editor and as a member of the Editorial Board. Her skill at editing has been much appreciated not only for The Bookmark but also in other BCTLA publications such as Fuel For Change. Roberta Mulhern volunteered in October as Working and Learning Conditions Chairperson and has assisted the executive with her thoughtful comments. Best wishes for her continued work as a member of the Central Okanagan chapter. It is most difficult to write a farewell for Diana Poole. She has spent six years on the Executive Board of the BCTLA as Corresponding Secretary, President and Past President. Over these years the BCTLA has increased its influence as a PSA within the BCTF and with the Ministry of Education. Diana's advocacy

for teacher-librarians has been a major factor. Her interests now turn to a different forum but we know her support for library resource centres and teacher-librarians continues.

This has been a roller-coaster year for the British Columbia Teacher-Librarians' Association. In October the Bridging The Millennium conference brought us to dizzying heights with over 600 delegates enjoying the well-organized and friendly atmosphere at Whistler with an exciting and, at times, provocative conference program. This was followed by a swoop down to reality but with momentum to proceed with several projects including the fast-tracking of the Library Book Purchase Plan and the start of the Multicultural Bibliography. There were several peaks along the way as each issue of The Bookmark appears. As we wind down to the end of the school year several depressions are forming as school districts make budget decisions with major implications for teacher-librarians and school library resource centres. Working together BCTLA members can build support for the crucial role of the teacher-librarian and put us on track once more.

Thank you for all your support and assistance to give me two memorable and rewarding years!

As befits a year end report I would like to list some of the highlights of the year.

## Ministry Connections

- the successful completion of the 1991-1992 Library Book Purchase Plan despite the short time-lines for the committee and evaluators (Committee members: Donna Doerksen, Evelyn Hoffman, Ian MacSween, Linda Rehlinger)
- selection of two new Library Book Purchase Plan committee members to meet with the two continuing members before the summer holidays for 1992-1993
- the distribution of BCTLA guidelines for selection, organization and management of learning resources to all CAP coordinators in the province by the Learning Resources Branch (Guidelines written by Liz Austrom, J'anne Greenwood, Patricia Finlay)

### **BCTF Connections**

- through PSA council a network with other PSAs
- attendance at College of Teachers Teacher Education Forum III
- attendance at Information Technology In Education Forum

### **Publications**

- four great issues of The Bookmark
- the Multicultural Bibliography and book display funded partly with a grant from the Secretary of State (Project Manager - Lisa Strong)
- reprinting of Literature Connections and revising of Fuel for Change and Links to Literature (Liz Austrom and Bonnie McComb, respectively)

### **Conferences and Workshops**

- Bridging The Millennium, a conference co-sponsored by ATLC and BCTLA at Whistler in October (BCTLA co-chairs - Trish Maskell and Jo-Anne Naslund)
- workshop on Developing Independent Learners as part of Spring Council meeting and AGM (presenters - Bernice Betts and Bonnie McComb)

### **Working and Learning Conditions and Chapter Relations**

- provincial and district Bargaining Action Plans
- high participation in annual survey of Working and Learning Conditions
- advocacy for teacher-librarians at the BCTF Bargaining Division
- action from BCTLA to support chapters facing staffing and budget cuts
- one new chapter - South Okanagan

**BCTLA**



**ANNUAL  
GENERAL  
MEETING**

# BCTLA ANNUAL TREASURER'S REPORT

submitted by **TERESA BRINTON**, BCTLA treasurer.

Rather than just tell you we are in very good financial shape I would like to try and explain how your money is budgeted and spent and the role of the BCTF in our association's financial matters - it may entice you to give the following pages full of numbers more than just a cursory glance!

In June the out-going and the in-coming treasurer meet and files and pertinent information is passed on. As I will be continuing as the treasurer for the 1992-93 term, any changes in procedure or record keeping that I feel should be considered by the executive will be put forward at this time.

September's meeting of the executive is when our budget is drafted. We look at last year's budget and expenditures, what we can project as income for the new term and any anticipated large expenditures, such as special publications, etc.

Each area of the budget appears in **bold type** with a brief explanation below it.

| <b>INCOME</b> |                           | <b>BUDGET</b>      | <b>CURRENT</b>     |
|---------------|---------------------------|--------------------|--------------------|
| <b>CODE</b>   |                           | <b>1991/92</b>     | <b>YTD</b>         |
| <b>901</b>    | <b>Balance JUNE 30/91</b> | <b>\$22,138.52</b> | <b>\$22,138.52</b> |

We entered the 1991-92 term in very good financial shape as a result of delayed income from material published several years ago.

|            |                                    |                    |                    |
|------------|------------------------------------|--------------------|--------------------|
| <b>903</b> | <b>BCTF Grant</b>                  |                    |                    |
|            | <b>Membership as of May 15/91:</b> |                    |                    |
|            | <b>884 @ \$16</b>                  | <b>\$14,496.00</b> | <b>\$14,496.00</b> |

Our grant from the BCTF for the **present** year is based on our membership in the spring of the **previous** year. This is why it is imperative that our colleagues are aware of the importance of keeping their BCTLA membership up to date.

|            |                                         |                    |                    |
|------------|-----------------------------------------|--------------------|--------------------|
| <b>904</b> | <b>Fees</b>                             | <b>\$42,400.00</b> | <b>\$37,668.95</b> |
|            | <b>a. BCTF member: 850 @ \$40</b>       | <b>\$34,000.00</b> |                    |
|            | <b>b. Student member: 10 @ \$15</b>     | <b>\$150.00</b>    |                    |
|            | <b>c. Publications only: 150 @ \$55</b> | <b>\$8,250.00</b>  |                    |

As the Sept. 1991 numbers indicate (850), our membership has dropped from May 91 (884). Throughout the year memberships are renewed or commence but we are still below last year's figures. This drop in membership will be reflected in a lower grant for the 1992-93 budget year.

| CODE      | BUDGET<br>1991/92 | CURRENT<br>YTD |
|-----------|-------------------|----------------|
| 905 Other | \$6,000.00        | \$25,036.48    |

The YTD figure is a cumulative figure because the BCTF does not give me a breakdown of the three areas under 905 in their monthly printout.

**a. Resource Materials      \$5,000.00**

This income is generated from the sale of publications such as Implementing Change, Literature Connections, etc. This year we received a \$12,000 grant from the Secretary of State to publish a multicultural bibliography.

**b. Conference                      \$1,000.00**

BCTLA receives 50% of the profits from any conference that we co-sponsor but we in turn are responsible for 100% of any deficits that may occur. Whistler (Oct. 91) and Vernon (April 91) were both profitable conferences.

**c. Misc.**

This is income from areas such as the \$1,481.43 in interest earned on our account.

|                     |                    |                    |
|---------------------|--------------------|--------------------|
| <b>TOTAL INCOME</b> | <b>\$85,034.52</b> | <b>\$99,339.95</b> |
|---------------------|--------------------|--------------------|

Membership income is handled directly by the BCTF accounting department. Other income cheques are sent to the treasurer, entered on a deposit form which indicates to which budget category they are to be credited, then sent to the BCTF.

**EXPENDITURES**

|                                     |                    |                   |
|-------------------------------------|--------------------|-------------------|
| <b>906 Executive Board Meetings</b> | <b>\$10,000.00</b> | <b>\$6,215.63</b> |
|-------------------------------------|--------------------|-------------------|

Executive members are funded for travel costs and a lunch on the day of the meeting.

|                                   |                 |               |
|-----------------------------------|-----------------|---------------|
| <b>910 Annual General Meeting</b> | <b>\$500.00</b> | <b>\$0.00</b> |
|-----------------------------------|-----------------|---------------|

Rental costs for the AGM site.

|                              |                    |                    |
|------------------------------|--------------------|--------------------|
| <b>911 Journal: Bookmark</b> | <b>\$43,000.00</b> | <b>\$30,170.44</b> |
|------------------------------|--------------------|--------------------|

Over 1,200 copies are printed and mailed 4 times a year at an approximate cost of \$9,000 per publication. Included in the YTD figure is \$3,000 for a new computer for the Bookmark staff.

| CODE |                    | BUDGET<br>1991/92 | CURRENT<br>YTD |
|------|--------------------|-------------------|----------------|
| 913  | Other Publications | \$12,000.00       | \$9,570.95     |

We reprinted Literature Connections (\$5,500), printed a membership brochure and are in the process of publishing the multicultural bibliography (\$2,500 to date).

|     |             |            |          |
|-----|-------------|------------|----------|
| 914 | Conferences | \$3,000.00 | \$340.00 |
|-----|-------------|------------|----------|

**a. Delegates to Conferences \$500.00**

For delegates representing the BCTLA at a conference.

**b. Conference Expenses \$2,500.00**

This is used if a deficit is incurred by a conference host or as "seed" money for a future conference. Seed money is returned to the BCTLA before profits are calculated.

|     |                 |             |            |
|-----|-----------------|-------------|------------|
| 915 | Chapter Support | \$12,000.00 | \$8,328.25 |
|-----|-----------------|-------------|------------|

This is used to reimburse chapter councillor's travel costs to the Fall meeting and the Spring meeting /AGM and lunch at these two meetings. The YTD figure reflects the high cost of travel to Whistler for the Fall meeting.

|     |                    |            |            |
|-----|--------------------|------------|------------|
| 917 | Operating Expenses | \$3,334.52 | \$1,479.01 |
|-----|--------------------|------------|------------|

Per stage, stationary, telephone calls, gifts, etc.

|     |                 |            |          |
|-----|-----------------|------------|----------|
| 920 | Miscellaneous   | \$1,200.00 | \$571.64 |
|     | a. Scholarships | \$500.00   |          |

The Ken Haycock Award is presented annually by the BCTLA for educational pursuits in the field of teacher-librarianship.

**b. Special Projects**

This may be used if we were to sponsor a library in a developing country, etc.

**c. Honoraria**

To bring in a speaker or workshop leader to a meeting.

|                   |          |
|-------------------|----------|
| Claims from 90-91 | \$700.00 |
|-------------------|----------|

These were claims resulting from expenditures in the previous year but not claimed until this year.

**TOTAL EXPENDITURES** **\$85,034.52**    **\$56,675.92**

**BALANCE (BCTF printout to 31 March/92)** **\$42,664.03**

All receipts for expenses are given to the treasurer. A form is then generated which authorizes the BCTF to send a cheque to the individual or company. This procedure may take 2 to 3 weeks and is greatly delayed if expense vouchers, etc. are not filled out correctly or not signed by the applicant.

I have thoroughly enjoyed this year as BCTLA treasurer. It has been a great learning experience and with the prospect of a very healthy balance being carried forward into September 1992 I am sure I will have a busy year coming up.

**A GIFTED GLOBE**  
**10th World Congress on**  
**Gifted and Talented Education**  
**Toronto**  
**August 8-14, 1993**



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**BRITISH COLUMBIA TEACHER-LIBRARIANS'  
ASSOCIATION  
TREASURER'S REPORT: APRIL 24, 1992.**

| CODE                | INCOME                                        | BUDGET<br>1991/92  | CURRENT<br>YTD     |
|---------------------|-----------------------------------------------|--------------------|--------------------|
| 901                 | Balance JUNE 30/91                            | \$22,138.52        | \$22,138.52        |
| 903                 | BCTF Grant                                    |                    |                    |
|                     | Membership as of May 15/91: 884@\$16          | \$14,496.0         | \$14,496.00        |
| 904                 | Fees                                          | \$42,400.00        | \$37,668.95        |
|                     | a. BCTF member: 850@\$40                      | \$34,000.00        |                    |
|                     | b. Student member: 10@\$15                    | \$150.00           |                    |
|                     | c. Publications only: 150@\$55                | \$8,250.00         |                    |
| 905                 | Other                                         | \$6,000.00         | \$25,036.48        |
|                     | a. Resource Materials                         | \$5,000.00         |                    |
|                     | b. Conference                                 | \$1,000.00         |                    |
|                     | c. Misc.                                      |                    |                    |
|                     | <b>TOTAL INCOME</b>                           | <b>\$85,034.52</b> | <b>\$99,339.95</b> |
| <b>EXPENDITURES</b> |                                               |                    |                    |
| 906                 | Executive Board Meetings                      | \$10,000.00        | \$6,215.63         |
| 910                 | Annual General Meeting                        | \$500.00           | \$0.00             |
| 911                 | Journal: Bookmark                             | \$43,000.00        | \$30,170.44        |
| 913                 | Other Publications                            | \$12,000.00        | \$9,570.95         |
| 914                 | Conferences                                   | \$3,000.00         | \$340.00           |
|                     | a. Delegates to Conferences                   | \$500.00           |                    |
|                     | b. Conference Expenses                        | \$2,500.00         |                    |
| 915                 | Chapter Support                               | \$12,000.00        | \$8,328.25         |
| 917                 | Operating Expenses                            | \$3,334.52         | \$1,479.01         |
| 920                 | Miscellaneous                                 | \$1,200.00         | \$571.64           |
|                     | a. Scholarships                               | \$500.00           |                    |
|                     | b. Special Projects                           |                    |                    |
|                     | c. Honoraria                                  |                    |                    |
|                     | Claims from 90-91                             | \$700.00           |                    |
|                     | <b>TOTAL EXPENDITURES</b>                     | <b>\$85,034.52</b> | <b>\$56,675.92</b> |
|                     | <b>BALANCE (BCTF printout to 31 March/92)</b> |                    | <b>\$42,664.03</b> |

## CHAPTER RELATIONS REPORT

Submitted by **KRIS NELLIS**, Vice-President

Thanks to chapter councilors for continuing to communicate the successes and the struggles of the individual chapters around the province, both with the Executive Board of the BCTLA and with each other. This year chapter councilors had an opportunity to do so at two council meetings.

On October 19, 1991 the chapter councilors and the Executive Board met as part of the BCTLA/ATLC Conference at Whistler and spent an afternoon sharing information and discussing plans of the BCTLA. At this time chapter councilors also received an updated copy of the Chapter Councilor's Handbook which included information on the BCTLA and on the duties of the councilor.

On April 25, 1992 at Schou Education Centre in Burnaby there was a morning workshop on Developing Independent Learners as well as a council meeting to provide feedback on the actions and projects of the BCTLA and to highlight concerns and suggestions from around the province.

Thank you to everyone who participated in this year's Working and Learning Conditions Survey and a special thank you to chapter councilors for collating the results. It continues to be a valuable source of information for presentations and briefs on areas of concern to teacher-librarians. This survey will now be the responsibility of the BCTLA Working and Learning Conditions Chairperson to distribute, collate and prepare a report on its results.

As the school year ends, each chapter will submit a report highlighting their year's activities as well as a list of their 1992-93 executive. These reports are printed in future issues of The Bookmark so that all chapters can benefit from this information.

Thank you again to all members for your continued support of the BCTLA in its goal of providing leadership in teacher-librarianship.

z

## MEMBERSHIP REPORT

Submitted by **PATRICIA FINLAY**,  
President

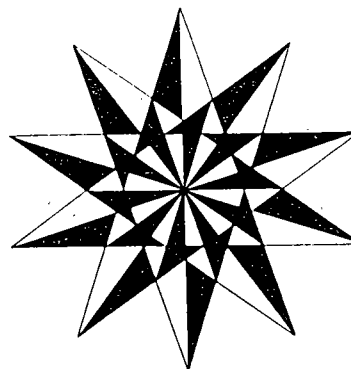
As of April 15, 1992 the total membership of the BCTLA is 1129. This includes the following categories:

|                                |             |
|--------------------------------|-------------|
| BCTF active members            | 937         |
| BCTF associate members         | 24          |
| Student members                | 9           |
| Honorary Life members          | 10          |
| Department of National Defense | 1           |
| Subscriptions                  | 149         |
| <b>Total</b>                   | <b>1129</b> |

Our grant from the BCTF is based on a May count of BCTF members.

Our current membership has increased by 96 members from April 1991. Increased membership is due to registration from the Whistler Conference, the distribution of membership brochures by chapter councilors and the complimentary copy of the September issue of The Bookmark sent to those whose membership had recently lapsed.

The executive and chapter councilors will continue to advertise and encourage BCTLA membership.



# NOMINATIONS REPORT

submitted by **DIANA POOLE**, past president

Nominations for the 1992-1993 BCTLA Executive Board closed on February 29, 1992. With one added elected position this year, five of the nominees were declared elected by acclamation and one position required a vote. Members of the executive for the 1992-1993 year are:

President: Kris Nellis,  
Prince George  
Vice-President: Bonnie McComb,  
Saanich  
Treasurer: Teresa Brinton,  
Central Okanagan  
Recording Secretary: Gerald Soon, Delta  
Communications Officer: Karen Davidson,  
Surrey  
Working and Learning  
Conditions Chairperson: Ray Walker, Terrace

We would like to thank all the people who allowed their names to stand for nomination, recognizing the dedication of these individuals.

Appointed positions of the executive have been filled by the following members:

Liaison Chairperson: Carole Eyles,  
Gulf Islands  
Continuing Education: Marilyn Hannis,  
Vancouver  
Conference Chairperson: Barb Hall,  
Prince George  
Publications Coordinator: Not filled at time of writing.

Thank you to these people for their hard work and dedication.

The system used this year of separate mail-out of election information and ballot was very successful, with over 150 members voting in the election for Working and Learning Conditions Chairperson. The recommendation is that we continue with this method of conducting the election for the BCTLA executive.



After the final  
No  
there comes a  
Yes.  
And on that  
Yes  
the future of the  
world depends.  
-Wallace Stevens

BOOKMARKER  
by  
BOOKMARK

# **THE BOOKMARK** **ANNUAL REPORT**

submitted by **WILLA WALSH**, Senior Editor

This has been a challenging and rewarding year for me as Senior Editor. New people have joined our growing ranks on the Editorial Board. Ruth Allman has contributed many creative ideas both this year and last, and ably inputs some of our "formatting problems." Gerald Soon, a past Senior Editor, is a most welcome addition and Susan Darnbrough has become our Official Indexer. She has completed a fine first index after a crash course in MAC literacy. Don Hamilton is adding a controversial column (right in his element!). Countless hours have been logged by Jim Crook (the MAC magician) as he "dumps" the most challenging disks of all shapes, sizes and species into Microsoft Word. Barbara Smith continues to burn the keyboards with her 100plus words per minute inputting; Judy Giles writes, edits and adds the "artistic touch" to our final paste-ups; Lina D'Onofrio chases down a new Portrait each issue and looks after all the crucial culinary arrangements. Elaine Clague and Alwynn Pollard assist with inputting, planning and paste-ups. Dianne Driscoll brings expert BCTLA reviews to us all and Harold Berson continues to produce his zany, "designer" bookmarks!

None of this would work without the immense expertise and dedication which Liz Austrom contributes to the Editorial Board and to each issue of The Bookmark. Liz knows it all—where to get it, who to contact, how to arrange it, write it, etc. I haven't noticed any lessening of her workload and marvel at how much she produces while balancing all of her other responsibilities—it's quite a juggling act. And what would we do without the pool table where the paste-ups happen?

The themes this year have been popular ones—witness the size of each issue! Contributions seem to drop from the heavens and they are well-written and worthwhile articles—so we just print them all. In the past we agonized over theme titles but the last two new ones just fell into our laps through inadvertent remarks made at the Planning Meetings—a "Different Drummer" for December 1992 and "Thinking Ahead" for March 1993. The latter will concentrate on the Planning Process and the Future.

Changes will be faced in the near future as the BCTF will probably not continue to offer printing services to PSAs. They will, however, help us look at alternatives and give assistance with all pre-printing jobs and possibly with mailing out to members.

Thank you to all the contributors this year—it has been a pleasure to hear from you, to get to know you and to add your voice to the promotion of teacher-librarianship in British Columbia.

## **PUBLICATIONS REPORT**

submitted by **WILLA WALSH**, acting Publications Coordinator

It has been difficult to replace Donna Doerksen as Publications Coordinator, so this report may not be as complete as it should be. Back issues of The Bookmark have been sold regularly and all requests have been filled. Many inquiries were received concerning subscriptions and new membership forms were mailed to these persons. The "Fang's a Lot" issue was mistakenly over-printed by the BCTF, so the extra copies will be used for promotional purposes to stimulate acquisition of more BCTLA members. Sales of all publications are now made through the BCTF because of the GST implications and will be reported by the Treasurer.

A second edition of Links To Literature is under way and should prove to be as popular as the first one. Bonnie McComb is overseeing this project and secondary units are needed to add a bit more balance to the publication. Fuel For Change is also being revised by Liz Austrom to update its introduction with the Ministry of Education document, Developing Independent Learners, and to provide units in step with the Year 2000 programs and new curricula.

A new publication will be the Multicultural Bibliography which all members will receive. They will also be able to book the Travelling Treasure Trunk of multicultural titles which is a companion piece to the Bibliography. This is a timely enterprise and will fill a gap in awareness of the changing times, especially regarding First Nations publications.

## BCTLA ARCHIVES REPORT: APRIL 1992

Submitted by **GORDON STUBBS** for the members of the Standing Committee: **GORDON STUBBS,, GLEN PINCH, DAPHNE BUCHANAN.**

The on-going program of binding copies of The Bookmark has continued. Because of the growth of the size of individual issues, it has been necessary in the last year (1990-91) to bind the copies in two volumes. As we have noted before, there is a tendency for the actual physical quantity of the Archives to outgrow the space available. Correspondence from past years and minutes of meetings keep being added. As more things come in, older material will need to be thinned out, taking care, however, that we do not discard items likely to be of historical value in the future.

For the BCTF 75th Anniversary Time Capsule two items were contributed: the June 1989 historical issue of The Bookmark and a photographic copy of the CANEBSCO plaque awarded to the editors of The Bookmark in 1989.

Since the Archives are meant to be a useful resource, not only a repository, it is encouraging to find that there have been a number of requests for information, from various parts of the province. Sometimes the response is for me to recommend a particular article or book that can probably be found in a local resource centre. Or when necessary I mail out a photocopy of material in the Archives collection.

With the Archives we inherited a miscellaneous collection of pictures, some identified, some of people and places unknown. Glen Pinch has undertaken detective work on the unidentified pictures and has been successful in putting names to many of the people and finding approximate dates. Daphne Buchanan is now organizing the pictures, with the intention of picking out the most useful ones to put in an album.

The question of finding a permanent home for the Archives is one the committee is still addressing, and though not much progress can be reported, we hope a solution will be found in the 90s.

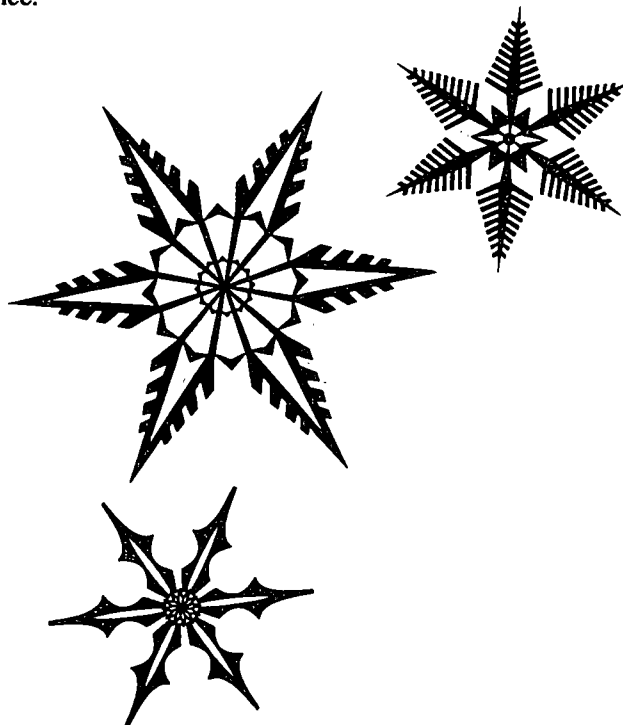
## CONFERENCE REPORT 1991/1992

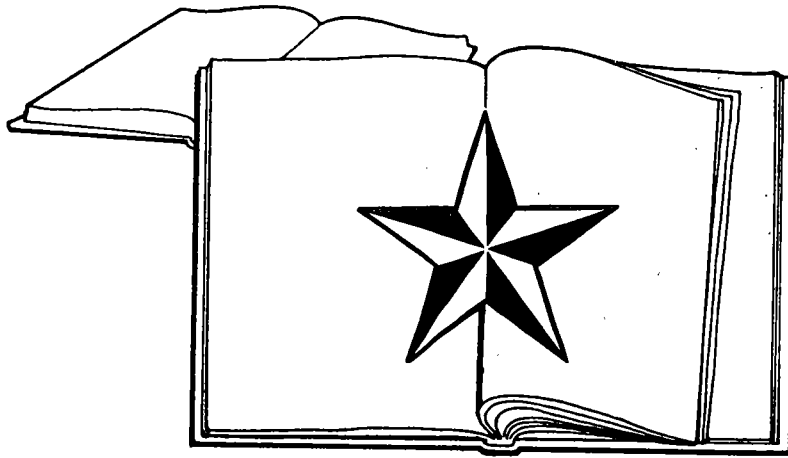
submitted by **BARB HALL**, Conference Chairperson

The Conference Chairperson is an appointed BCTLA position created to assist the BCTLA Executive Board and individual chapters in coordinating future BCTLA conferences. The appointment was made after the BCTLA/ATLC Conference at Whistler in October, 1991.

At the January BCTLA Executive Meeting a discussion determined that a tentative five-year plan was necessary but that decisions on specific details should be discussed at the April 25, 1992 council meeting. Possible alternatives were suggested by the Executive Board and these will be brought forward for debate at the council meeting.

It is hoped that this process and the creation of a Conference Chairperson will enable more long range planning to occur and result in more assistance being available so that individual chapters may be more willing to undertake the hosting of a BCTLA Conference.





## WINNERS OF THE B. C. BOOK PRIZES

**Bill Duthie Booksellers' Choice:** The booksellers chose The Black Canoe: Bill Reid and the Spirit of Haida Gwaii by Robert Bringhurst and Ulli Steltzer (Douglas & McIntyre), which followed the story of Reid's 6-metre sculpture commissioned for the Canadian Embassy in Washington, D. C. The book was shortlisted with Coastal Villages by Liv Kennedy (Harbour Publishing) and Coastal Wildlife of British Columbia by Bruce Obee and Tim Fitzharris (Whitecap Books).

**Roderick Haig-Brown Regional Prize:** Renegade forester Herb Hammond captured this award with Seeing the Forests Among the Trees: The Case for Wholistic Forest Use (Polestar Press). Other shortlisted books were Ragged Islands: A Journey by Canoe Through the Inside Passage by Michael Poole (Douglas & McIntyre) and The West Beyond the West: A History of British Columbia by Jean Barman (University of Toronto Press).

**Hubert Evans Non-Fiction Prize:** Down the Road: Journeys Through Small-Town British Columbia (Whitecap Books), Rosemary Neering's portrait of life outside the big cities, picked up this prize. Two University of Toronto Press titles rounded out the shortlist: Duff Pattullo of British Columbia by Robin Fisher, and The West Beyond the West: A History of British Columbia by Jean Barman.

**Ethel Wilson Fiction Prize:** A collection of nine stories about love, loss, distance and men, Don Dickinson's Blue Husbands (Porcupine's Quill) was chosen over The Illumination of Alice Mallory by Maureen Moore (Harper Collins) and Sick Pigeon by M. A. C. Farrant (Thistledown Press).

**Dorothy Livesay Poetry Prize:** PulpLog (Caitlin Press) brought in the prize for Barry McKinnon. It was shortlisted with The Hour's Acropolis by John Pass (Harbour Publishing) and Company Town by Michael Turner (Arsenal Pulp Press).

**Sheila A. Egoff Children's Prize:** Alexandra Morton's book Siwiti: A Whale's Story (Orca Book Publishers) edged out two strong competitors, Looking at the Moon by Kit Pearson (Penguin Books) and Pick-Up Sticks by Sarah Ellis (Groundwood Books).

Each Prize entails a \$1,500 award to the author or publisher. Winning books will be identified with a gold seal in bookstores across the province.

# CONTINUING EDUCATION COMMITTEE REPORT

Submitted by **MARILYN HANNIS**

The goal of the Continuing Education Committee is to provide teacher-librarians with support by:

- providing liaison with universities and the Ministry of Education on education for teacher-librarianship
- providing assistance for school and district level professional development activities
- developing and planning implementation of ideas for projects, workshops, materials, etc.
- advocating support for the teacher-librarian at all levels of the educational system.

This year the Continuing Education Committee expanded to nine members. Don Hamilton and Anne Clyde represent the University of Victoria and the University of B. C. respectively. The seven teacher-librarians on the committee are: Bernice Betts, Burnaby; Valerie Dare, Vancouver; Rod Hermsmeier, Merritt; Jo-Anne Naslund, on leave from UBC; Jane Roberts, Campbell River; Lon Schill, Saanich and chairperson, Marilyn Hannis, Vancouver. The exchange of information between the universities and the school-based teacher-librarian is most important for the health of the profession. Needs and concerns regarding on and off campus courses are communicated to the universities and information on new research, methods and ideas are exchanged.

This year the Continuing Education committee has:

- helped present a workshop on Developing Independent Learners for members and chapter councilors.
- begun coordinating requests for the display of books from the Multicultural Bibliography
- begun revising the Continuing Exchange Network Directory of workshop presenters and speakers
- begun developing a list of school library resource centres to visit

The Continuing Education Committee's primary goal for the next school year is to provide assistance and support to individual members and chapters in their efforts to firmly establish the role of the teacher-librarian in their schools.



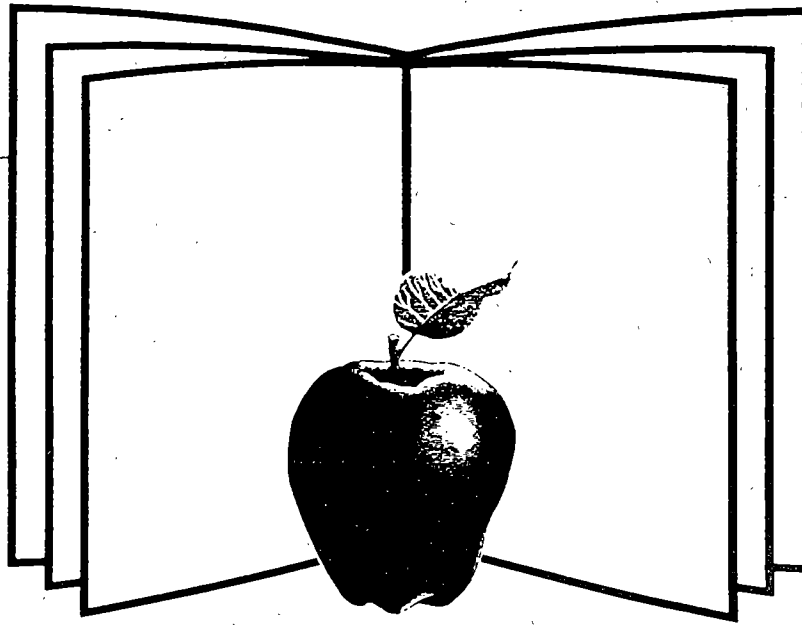
## LIAISON COMMITTEE REPORT

Submitted by **CAROLE EYLES**, Liaison Chairperson

I took over this position from retiring chairperson, Trish Maskell, after the Fall Council Meeting at Whistler. After such a busy time last year, it seems that things have quietened down somewhat now. I have been in contact with many other library associations but there is little to report at the moment.

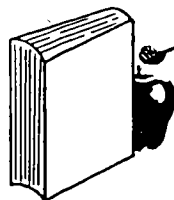
One issue which has come to our attention from one of our own members is that changes to the Copyright Act may have an impact on our ability to purchase books outside of Canada. We have been in contact with BCLA for further information on this and will continue to monitor the situation. We will stay in touch with our fellow librarians and ensure that our voice is added to theirs should it become necessary.

I will continue to pass on information to you on conferences and publications of interest through The Bookmark and will keep the lines of communication open with other associations.



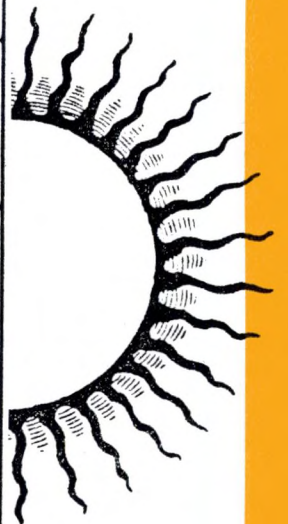
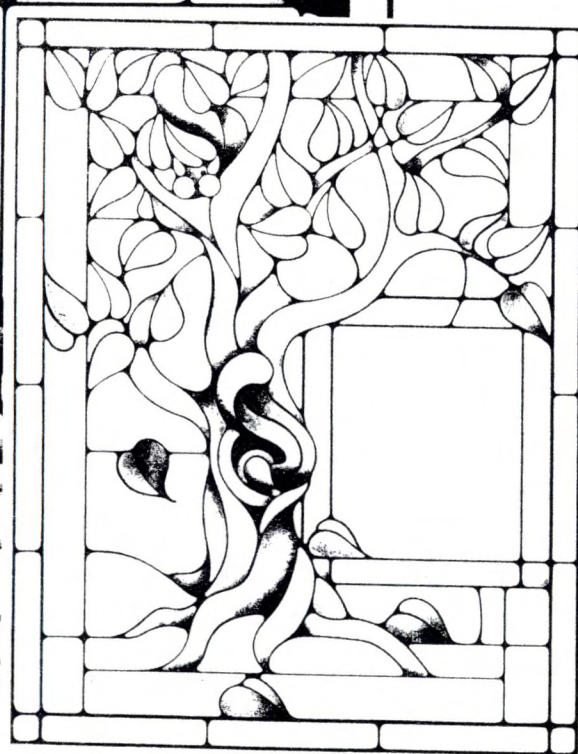
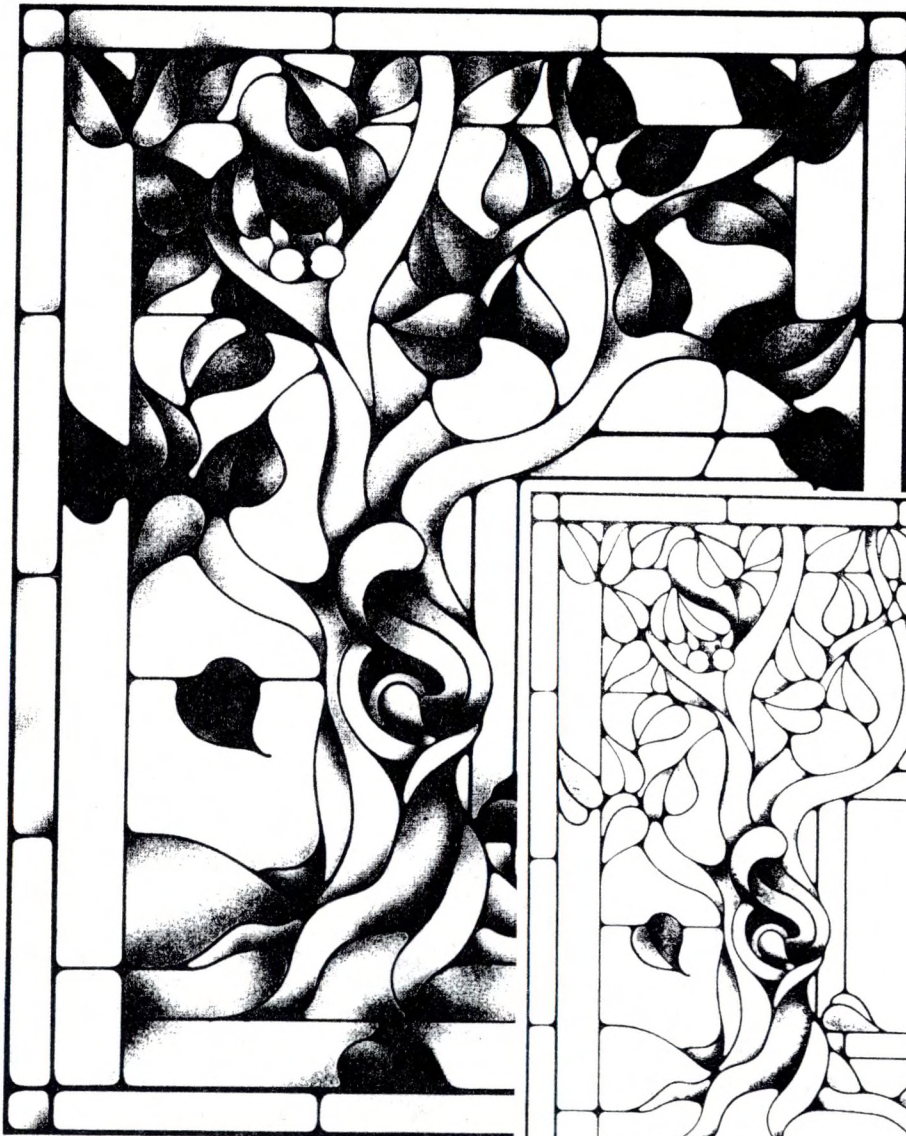
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# THEME SECTION



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

**COMING THEMES FOR 1992-1993 ARE:**

**September 1992: SURVIVAL**

**Deadline: July 25**

Survival in real life and in fiction is of high interest to most students because it touches on basic fears we all have. Share your own units, ideas and bibliographies. What does survival mean to you? To students in your school? Is anything more important than personal survival? This powerful theme has many facets: survival during natural disasters, survival in time of war, economic survival, psychological survival, survival of the fittest, survival of species, adaptation for survival, survival in a disfunctional family situation. It goes on and on ....

**December 1992: A DIFFERENT DRUMMER**

**Deadline: Oct. 25**

Some of us march to a different beat. We see things in different ways and create unusual things. Students who are unique pose challenges to teachers and teacher-librarians. How do you incorporate your own unique gifts into your role as a teacher-librarian? How do you support the uniqueness of your students, whether they are special education students, gifted learners, or students with a special aptitude in the fine arts? How do you stimulate reluctant readers? Are approaches suited to a variety of learning styles built into your cooperatively planned and taught units? This issue deals with supporting the individual needs of children and young adults who hear and respond to a different drummer ....

**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**

**Deadline: April 25**

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.

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

# LEGACY TO LITERATURE

## A GRADE SEVEN SELECTION UNIT

by **DYANN NIEHAUS**, **COLLEEN KNOX** and **TERESA BRINTON**, teacher-librarians, and **MAEVE BUCKLEY**, teacher/administrator, SD#23 (Central Okanagan).

This unit was conceived several years ago in a brainstorming session on our drive home from a conference in Vancouver. Returning to school, Dyann and Maeve cooperatively created and taught this exciting unit. Meanwhile Colleen was cooperatively teaching the unit at another school. Together we have shared the pros and cons. This is our product to date. We sincerely hope it can work for you. Whether in part or in whole, the unit has greatly enhanced our intermediate fiction collection, and has been a boon for our departing Grade Seven pupils.

**PURPOSE:** To have each pupil select a fiction book for purchase by the Library/Resource Centre

**RATIONALE:** To provide a legacy for the school

- To inspire pride in this personal sharing in your library's future.
- To promote an awareness and appreciation of selecting literature.
- To improve critical thinking and decision making skills.
- To enhance the growth and quality of the fiction collection for the intermediate grades.
- To promote reading.

### **STEP 1** Introduction (teacher in classroom)

1. What do you think is the purpose of the school library?  
(silent survey)
2. What do you think is the role of the teacher/librarian?  
(silent survey) Elicit 'selection' as an important function.
3. Discuss the purpose and rationale above.
4. What do we need to find out? (brainstorm, list questions on large chart)

### **STEP 2** Class interviews the teacher/librarian (in classroom) (brainstormed questions on chart are used as guide)

1. Teacher records teacher-librarian's answers on chart
2. teacher-librarian fills in areas not discussed so far
3. Criteria is set up for "selection sheet" (sample provided)  
-title, author, price, binding, genre, reading level, ISBN, etc.

### **STEP 3** Interpreting reviews

-sample from School Library Journal studied by class

### **STEP 4** Selection process

1. Pupils choose 5 books (must be intermediate level—no YA's) and record required information on "selection sheets"
2. Suggested selection tools
  - \* - School Library Journal
  - The Bookmark
  - Emergency Librarian

- other (Horn Book, Reading Teacher, etc.)
- 3. Pupils check choices against card catalogue
- 4. Prioritize choices, staple and hand in to teacher-librarian

**STEP 5 Teacher/Librarian**

1. Check all student choices
2. FAX or phone in order-1 or 2 books per pupil
3. Keep a record on your computer
4. Order book plates well in advance (samples provided)

**THE BOOKS HAVE ARRIVED !!**

-Check your order carefully against the list of student choices, then choose A or B below...

**A. Completing the unit**

Library assistant    -attaches book kits with all cards left in pocket  
                                   -has jackets laminated and re-attached

In library, students . . .

- browse through all books and find their selected book(s)
- skim for suitability (teacher-librarian helps check on "doubtfuls")
- process books - discussion of kinds of cards and steps in processing required before books can be signed out
- remove all cards, except borrower's card, and sort  
                                   \*Teacher, teacher-librarian and library assistant working with class
- fill in book plates and attach to book(s)
- sign out books

Post a computer list of all these selections

**B. Book review before completion**

Before processing...

- remove book jacket and have laminated (attach spine label first)
- pupils sign out book on class list (kept as a record)
- read the book
- teacher guides students through writing of book review
- students put book review on computer, trim and glue on inside back cover of book(s)

Processing card kits (in library with teacher-librarian, teacher and library assistant)

- hand out card kits
- discuss steps in processing
- check on suitability of subjects
- sort out kinds of cards (author, title, subject) Changes??
- attach pocket with borrower's card

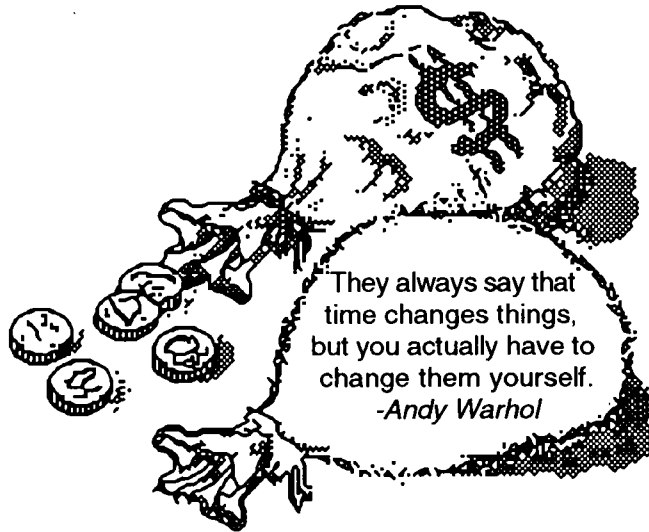
Book plate

- fill in
- attach to book

Evaluation of students

- selection sheets
- book review
- student survey ?

Evaluation of unit



# ENGAGEMENT IN PRIMARY LITERACY: A WARP WANTING A WOOF

by **TERRY D. JOHNSON**

Faculty of Education, University of Victoria

## PRE-READING ACTIVITY

This article uses the words and phrases listed below. Look each up and use in a sentence of your own in such a way as to demonstrate that you understand what the word or phrase means. Then you will be able to read the article.

|               |                     |                            |
|---------------|---------------------|----------------------------|
| engagement    | substantive content | exposition                 |
| intuition     | conceptually light  | vicarious narrative        |
| P.L.A.P.      | petard              | tangential trivialities    |
| sessile       | pernicious          | economically disadvantaged |
| abstract      | derived             | conceptually confounded    |
| constitute    | Tao                 | reflective thought         |
| hiatus        | Paotze              | binary opposites           |
| emulating     | world knowledge     | conceptual count           |
| compassionate | extinct             | perceptual                 |
| ratite        | sombrero galaxy     | perorations                |
| ratio         | global winter       | hypertext                  |
| pedantic      | discrete            | apatosaurus                |
| proceratops   | diplodocus          | Oort cloud                 |
| nemesis       | aficionados         |                            |

## THE INTERMEDIATE SLUMP

It is commonplace among teachers to note that some children who manage quite well during the primary grades, experience difficulty when they enter the intermediate grades. Jeanne Chall and her colleagues provide research results which throw some light on to the nature of the problems some children have when they enter the intermediate program (Chall, Jacobs and Baldwin, 1990).

Chall et al. followed several classes of children across the primary/intermediate boundary. They concluded that during the primary grades the differences between children who were below average and those above average were not great and that the majority of children were performing satisfactorily. However, as they moved into the intermediate grades, children from economically disadvantaged homes who were below average slipped first and furthest. Children from the same social strata who earned above average scores

slipped later and less intensively. These effects were evident in both reading and writing. Close examination of the results suggest that the children had difficulty with abstract or academic vocabulary. By the time they reached Grade 7 many were two years below expectation. Their findings are confirmed by teachers' accounts. For example, teachers note that children for whom English is a second language require remarkably little time to acquire enough English to function adequately in the first three years of school (K, 1 and 2 in oldspeak). However, in Grade 3 problems begin to appear. As the conceptual load increases, their limited grasp of English becomes evident.

## **THE ARGUMENT**

The evidence suggests a hiatus between the primary and intermediate programs. There are two ways to read this situation. Either the primary grades are providing a significant minority of children with inadequate background for the intermediate program; or the intermediate program is insensitive to the abilities and needs of some of the children it receives. The gap has two sides. In this paper I will address the primary side. I will offer the following argument: the primary program is conceptually light. Many primary teachers overinvest the processing of language that provides very little substantive information and thus contributes very little to the child's world knowledge. Much of the language in the primary classroom deals with aspects of the world with which the children are already thoroughly familiar.

Children whose homes do not provide a rich bed of world knowledge, and have at their disposal only the language skills provided by the school, find great difficulty in using language to learn abstract or unfamiliar concepts when not embedded in an immediate concrete and social context. Thus while they can learn, for example, to co-operate with peers or recount events that happened at home on the previous evening, they have great difficulty in learning concepts such as migration, mammalian characteristics, magnetism or global geography.

## **CONCEPT LOAD DURING A PRIMARY DAY**

In this section I wish to demonstrate that long stretches of the primary day provide very little information that is not already known to the children. I will show that the reading and writing of patterned texts, much narrative fiction, many tasks, many skill activities and many discussions offer little substantive content for young children to learn.

## **THE READING AND WRITING OF PATTERNED TEXTS**

The use of patterned texts to introduce children to reading in school is widely advocated (Holdaway, 1979, Johnson and Louis, 1985, 1987) and practised. As a way of introducing children to the processing of written language at a perceptual level it is superb.

However, many pattern texts are almost devoid of content: The example below is based on Brown Bear, Brown Bear (Martin, 1967) which is probably read in every kindergarten in the English-speaking world. It has been modified to avoid copyright restrictions. The reader is invited to identify those concepts in the text that are likely to be new to children in Kindergarten or Grade 1.

Blue bird, blue bird what do you hear?  
I hear a steam engine whistling in my ear  
Engine, engine, what do you hear?  
I hear a tea kettle whistling in my ear  
Tea kettle, tea kettle, what do you hear?  
I hear a young boy whistling in my ear.

The reader is invited to analyze each line of the derived or the original version and itemize those words, phrases or sentences that present ideas that are likely to be novel to children in the early primary grades. Are birds, birds that are blue, the act of hearing, engines, the act of whistling or sound being received by the ear, intellectually challenging to children of five to seven years of age?

Many teachers, having helped the children to learn to read such a patterned text will then assist them in writing a derived version. For example:

Albert, Albert, what do you see?  
I see Beth looking at me.  
Beth, Beth, what do you see?  
I see Colin looking at me.  
Colin, Colin, what do you see?  
I see D \_\_\_\_\_ looking at me.

*Repeat until everyone in the group  
is included.*

Zachary, Zachary, what do you see?  
I see a teacher looking at me.  
Teacher, Teacher, what do you see?  
I see children looking at me.

The reading and writing of such texts consume significant proportions of instructional time.

My unfamiliar concept score for the two derived versions presented above, Bill Martin's original, and most patterned texts is zero.

The reader should note that the argument is not that the use of such texts is wrong. Both the reading and writing of pattern texts are valuable ways of helping children process (familiar) language in (unfamiliar) written form. The argument is that such texts offer little conceptual challenge and that their exclusive or excessive use permits insufficient time for learning to deal with challenging texts, thus failing to provide children with opportunities to learn how to use language to learn unfamiliar and dissembled concepts.

### CONCEPTUAL LOAD OF NARRATIVE FICTION

Narrative fiction is widely and heavily used in the primary grades. The example presents the opening lines of Lon Po Po: A Red Riding Hood Story From China (Young, 1989). The reader is invited to count the concepts that are likely to be unfamiliar to children.

1. Once long ago, there was a woman who lived alone
2. in the country with her three children, Shang, Tao and Paotze.
3. On the day of their grandmother's birthday, the good mother
4. set off to see her, leaving her three children at home.
5. Before she left, she said, "Be good while I am
6. away, my heart-loving children; I will not return tonight.
7. Remember to close the door tight at sunset and latch it well.

When this portion of text was presented to 230 primary teachers, we were able to agree that the following concepts may be new to some K-2 children:

| New Concept                                                    | Line |
|----------------------------------------------------------------|------|
| — The children's names                                         | 2    |
| — The idea of a mother leaving three children alone over night | 4, 6 |
| — The phrase, "heart-loving"                                   | 6    |
| — The action of latching a door                                | 7    |

Thus our collective concept score for this brief portion of text was four. It is not necessary for the reader to agree or disagree with the scores presented here. What is significant is the reader's relative scores of the two texts. If the reader finds that the narrative is conceptually more demanding than the patterned texts then the point is taken.

The third selection is from an expository text called Animals in Danger (Whitcombe, 1988). Count the ideas that may be new to K-2 children.

1. Many kinds of animals are in danger.
2. If the numbers of any kind of animal get
3. very low it may become extinct. This means
4. there will be none to have babies so
5. that the animal will never be seen again.

6. Some people kill animals so they can sell
7. their skins or furs or other parts of their bodies.
8. Rhinos are hunted for their horns. Some people think
9. the horn can be made into medicine.

The same large group of primary teachers were in general agreement that the following ideas would be new to some K-2 children:

| <u>New Ideas</u>                       | <u>Line</u>         |
|----------------------------------------|---------------------|
| — Animals are in danger                | 1                   |
| — Low numbers can result in extinction | 3                   |
| — The concept of extinction            | 3, 4                |
| — The consequences of extinction       | 4, 5                |
| — Killing for profit                   | 6                   |
| — Sale of skins, fur, body parts       | 7                   |
| — Existence of rhinos                  | 8 Amplified by an   |
| — Rhinos have horns                    | 8 illustration of a |
| — Horns can be made into medicine      | 9 rhinoceros        |

We generally agreed that this text of 73 words presented the children with nine concepts that might well be new to some of them. The concept scores allocated may be summarized as follows:

| <u>Text type</u>  | <u>No. of words in sample</u> | <u>No. of challenging concepts</u> |
|-------------------|-------------------------------|------------------------------------|
| Pattern           | 87                            | 0                                  |
| Narrative Fiction | 72                            | 4                                  |
| Exposition        | 73                            | 9                                  |

An additional factor in calculating the conceptual load during instruction is the amount of time devoted to each text. The reading and writing of patterned texts can take up significant stretches of instructional time measured in hours over a period of days. Fictional narratives and expository material may be dispensed with during a single 20-45 minute session.

One ratio I would urge teachers to examine is the amount of time spent reading (or listening to) a text relative to the amount spent on related activities. It is instructive to reflect on this ratio for voluntary reading conducted by adults. As a reader of novels, biographies, instructional manuals, newspapers or current affairs magazines, how much time do you spend reading them and how much reacting to them? The answer will vary with the text. A recipe that takes two minutes to read may involve two hours work. But a newspaper that takes twenty minutes may evoke only the briefest of reflection, the briefest of oral comments, or no verbal comment at all. Why do we think it so necessary in school to spend long periods of time reacting to very short and very slight texts. One teacher

enthusiastically planned about ten instructional hours around Bedtime for Frances (Hoban, 1960) that takes less than fifteen minutes to read. I don't know what the "correct" ratio is, but ten hours seems excessive. The text/task time ratio takes on even more significance when the nature of text-related tasks are examined.

### TASKS CONCEPT LOAD IN TEXT-RELATED TASKS

**Tangential trivialities.** A shocking number of text-related activities are best described as tangential trivialities. It is distressingly easy to find examples. The rule of thumb for a useful text-related activity is, "Does it require the children to engage intellectually with the substantive content of the text?" If the activity can be done without having heard or read the text then it is very unlikely that it meets the criteria for an intellectually engaging activity. The example in Figure 1 is a particularly pernicious example. Not only does it have nothing to do with the story of Goldilocks, it is also conceptually confounded. Trails in forests are measured in meters or kilometers not centimeters. No one ever walked along a 10 centimeter trail. The example is closely derived from a "literature enrichment activity" which "integrates literature and mathematics," developed and duplicated by a school district for the use of primary teachers. Instructional time devoted to this activity does nothing to enlarge the learner's world knowledge or enhance his/her understanding or appreciation of the story of Goldilocks and the Three Bears.

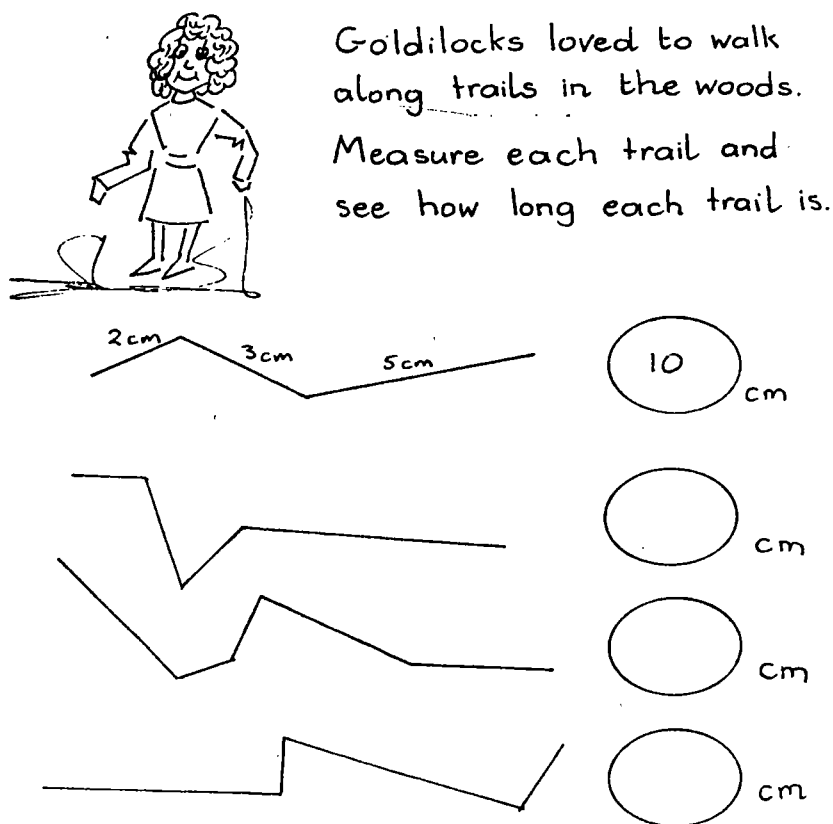


Figure 1. A text-related activity that fails to promote intellectual engagement with the text from which it is derived.

## CONCEPTUAL LOAD OF SKILL ACTIVITIES

Skill activities that require children to manipulate words or spelling patterns used in a text occupy a major portion of many reading lessons. The example in Figure 2 is closely derived from an exercise once widely used in Grade 2 classrooms throughout British Columbia. I have observed children and adults completing this activity. It takes less than one second to determine whether or not each target word has the same vowel sound as spy or sty. It can take up to 30 seconds to colour in the balloon. The action of colouring in the balloon does not promote reflective thought on the substance of the text from which this activity was derived nor even on vowel sounds of the word in the balloon. The vast majority of the time is spent trying to stay within the lines. Activities such as this do not enlarge the child's world knowledge nor enhance his/her understanding of the text.

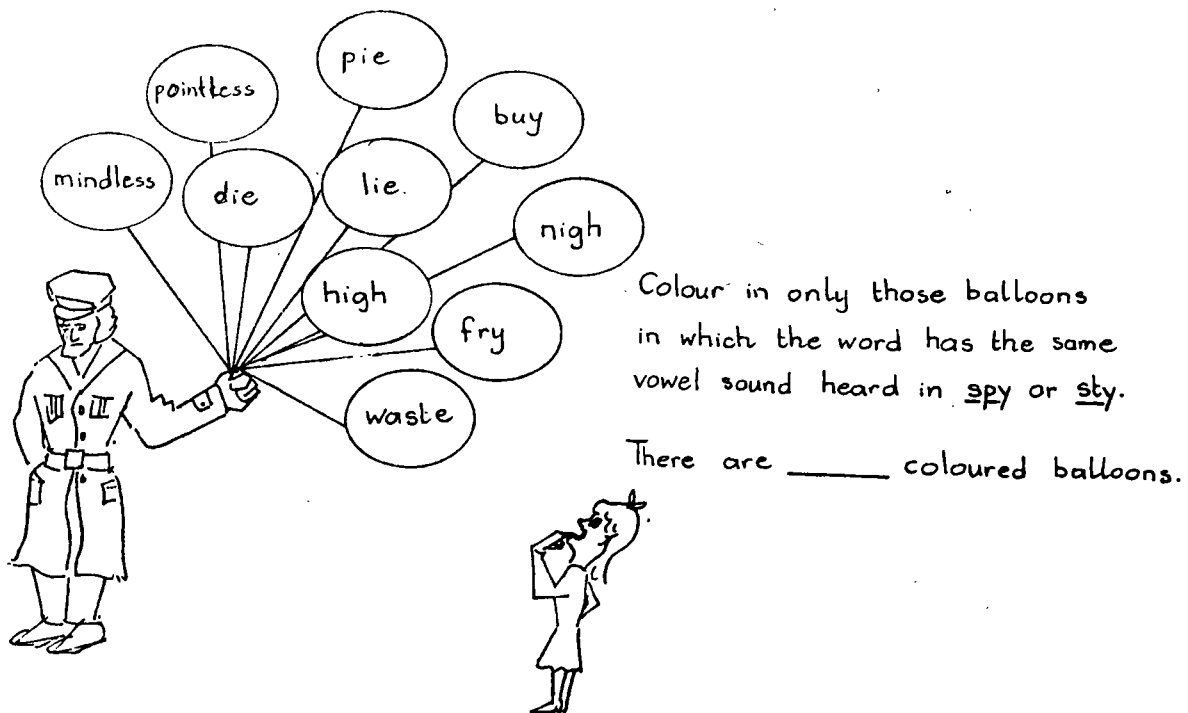


Figure 2. A skills activity which fails to promote intellectual engagement with the text from which it is derived.

## LESSONS IN "CONTENT" AREAS

Teachers should not seek too much solace in Social Studies and Science programs. Current philosophy in those disciplines advocates use of active manipulation and first hand experience. Textbooks in primary science and social studies are full of pictures and problems. They are almost bereft of substantive knowledge. While children may learn via oral language, such a regime promises few opportunities for children to learn unfamiliar concepts by means of written language. It is true that science and social studies are activities rather than inert bodies of knowledge. But both physical and social scientists engage in reading substantive reports of others. I have no desire to return to the textbook dominated



## **ART ACTIVITIES**

The observations regarding craft activities apply to art activities except that the invitation to create an image evoked by words is always likely to promote reflective thought. Having children draw images from heavily illustrated stories may promote little more than imitation. Emulating an expert is not bad thing but children should have copious opportunities to try to capture their own visualizations on paper.

## **WHOLE CLASS DISCUSSION**

The question of how many children are actively engaged in reworking substantive content is relevant to whole class discussion. In a typical classroom discussion the teacher is engaged in every exchange. Teachers often make long discursive statements. Children often make monosyllabic utterances or very brief conversational fragments. In a twenty minute discussion, most children will speak once for a duration measured in seconds. Few children speak more than once, and some don't speak at all. Is witnessing an exchange between a teacher and a classmate the same as being actively engaged with the teacher yourself? We tend to assume that it is. A child will be held accountable for exchanges between the teacher and another student (But Jessica, we talked about that yesterday!) The teacher and Jeannie talked about it yesterday. Jessica was or was not listening.

## **BASIC SKILLS ACQUISITION**

One of the arguments offered in support of intensive reprocessing of the familiar is that children must acquire basic "skills" that they can then apply to any subsequent situation. This argument can be supported with regard to perceptual skills but not in the realm of cognition. Perceptual skills, such as a general understanding and knowledge of phonic skills, has a high and very broad utility. Knowing the sound values associated with letters and spelling patterns is useful in reading any text in any area.

The same generality is erroneously applied to comprehension or thinking skills. If skills lists for the primary grades and the intermediate grades are compared it will be noted that the latter list is longer. This difference suggests that young children lack thinking skills which they must be taught. I will use the skill of making an inference to show how such a formulation does not work. However, Frank Smith argues very persuasively, that the entire range of so-called "thinking skills" which are "taught" in school are necessary to everyone in order to conduct the most trivial of everyday activities (Smith, 1990).

Secondary school teachers sometimes complain that their students lack the ability to draw inferences. Clearly someone has failed to teach them how to do it. But observation of the home, pre-school, primary or any intermediate classroom will reveal that the making of inferences is commonplace. The capacity to infer does not develop. It is probably an innate capacity of the human mind. What then does develop? The secondary teacher's

complaint is often true. Adolescents often have difficulty drawing inferences. Kindergarten classroom inferences during discussions are very different from inferences made during discussions in intermediate or secondary classrooms. Clearly something develops: it is not the development of the skill of inferencing but the degree of world knowledge upon which the learners can draw in order to make inferences. Kindergarten children make inferences about the small worlds they inhabit. Intermediate children make inferences based on the somewhat larger worlds with which they are familiar. If secondary students cannot draw inferences it is not because they lack the (all-purpose) ability to draw an inference but because they lack the world knowledge pertinent to the topic at hand. Lawyers, for example, are very good at drawing legal inferences but have more difficulty making inferences about engineering technicalities involved in running nuclear power stations, or the dietary implications of sickle-cell anaemia or knitting (unless they are informed on these topics).

Comprehension or thinking skills do not develop. What develops is an increasingly large and increasingly inter-connected fund of world knowledge.

## **A PAUSE FOR REFLECTION**

### **The argument thus far:**

- Many children from economically disadvantaged homes cope with the primary program but run into difficulties in the intermediate grades.
- They have difficulty with unfamiliar words.
- These difficulties may be due to a lack of intellectual challenge in the primary grades.
- This suspicion is supported when commonly used texts and tasks are examined for conceptual load. Some texts and some tasks present no opportunities for intellectual growth.
- The argument for basic skill development is not supported. Development is best characterized by growth in world knowledge.
- Thus, for (language) growth to occur, children must be exposed to and engage with unfamiliar ideas.

## **WHAT TO DO?**

If the foregoing argument is sound, what should we do about it? I suggest that teachers should test the hypothesis for themselves: each teacher reviews the texts and the

tasks that fill each instructional hour and day. Each teacher might conduct a concept count and determine for him or herself whether the children are being adequately stimulated intellectually. What is deemed adequate must be determined by each teacher and each educational community.

I recommend that teachers not to be easy on themselves. Don't be satisfied with a global judgement. (I'm doing O.K.)

If you think you are doing an adequate job, list for yourself those ideas or concepts that you have presented in a lesson, day, week or unit that are likely to be new to the majority of the children. Pose and answer the following questions.

- What new concepts were covered?
- How were they covered?
- How many of the children were actively engaged in reworking substantive content?
- How long, or for what proportion of a given lesson or activity were the children actively engaged in reworking substantive content?

A second approach may be to have a compassionate colleague observe one's teaching and keep a record of the topics covered in a given stretch of instructional time. The teacher may then peruse the list and conduct a concept count. I observed one excellent primary teacher for 105 minutes. During that time the children were engaged with:

- maintaining a record of the weather;
- reporting "news" and recording it on the chalkboard;
- reading a message written on the chalkboard;
- shared reading of a patterned text;
- writing journals; and
- singing an action song.

During that time the concepts that might have been challenging to some of the children were:

- the idea that a candle flame melts and burns the wax;
- kilometers are a measure of distance; and
- $0^{\circ}\text{C}$  was the freezing point of water.

None of these ideas were developed. For the most part they were addressed by simple assertions by the teacher. For example:

Km stands for kilometer. It tells you how far you have to go.  $0^{\circ}\text{C}$  means it is freezing. The roads become icy. The candle flame is hot enough to melt and burn the wax.

The children saw no concrete examples of these concepts or made any observations about them. I do not know what an appropriate rate for introducing new concepts should be but three underdeveloped ideas in 105 minutes seems too low.

## CONCEPTS NOT VOCABULARY

One sterile avenue down which we should not go again is the the dreaded vocabulary list. Any reader who is tempted to produce a list of words that absolutely must be learned in order to read this text should contemplate the effect such a list would have on their own personal reading. Imagining opening an Agatha Christie novel and being confronted with a list of 1920 expressions and racial slurs that you must learn and use in sentences of your own before you can find out who did it.

When speaking and writing, human beings try to capture and convey concepts with words. But the reverse is not automatically true: learning words doesn't necessarily mean learning concepts. If we learn concepts the words come easily. A barrage of words about an unknown concept is meaningless, frustrating and unusable. Hockey fans, for example, don't learn hockey words and then attend a hockey match. Participation in hockey rituals and consorting with hockey aficionados presents hockey talk in a meaningful, social context in which learning is easy. Lists of words, even with definitions, about such things as laminar flows, superstrings or rotational symmetry are opaque and inaccessible.

I trust you were disturbed by (but did not try to complete!) my pre-reading exercise. I hope that you thought it bizarre and unnecessary: and yet we frequently place similar demands on children in school. If pre-reading vocabulary exercises are bizarre and unnecessary in a teachers' professional journal then perhaps they are bizarre and unnecessary in the classroom.

One way to increase the conceptual load is to increase the number of expository texts used and the amount of time spend reworking their substantive content. However, teachers have rightly observed that is is extremely difficult to read expository texts to children. Many expository texts for children are ponderous, pedantic and, thus, boring. Fortunately things are improving.

## EXPOSITION AS A LIST

Many expository texts for young children are nothing more than lists of discrete items. For example, a beginning book on dinosaurs will describe and depict one creature per page. We may meet a diplodocus, a triceratops, an apatosaurus, a tyrannosaurus, a proceratops, a pterandon and a dimetrodon. No indication is given how or if these creatures interacted. Each one is presented and then disappears as soon as the page is turned. Reading such texts is about as exciting as reading encyclopedia entries in alphabetical order.

Rather than read list-style expository texts verbatim, many teachers find that it is more successful to read the text ahead of time and then show and discuss the illustrations with the class. Relevant portions of the text may be read aloud if it is necessary in order to address a particular point.

## FACT AS FICTION

Early attempts to solve the exposition problem for children was to embed factual material in a narrative. As a writing technique I think it is disastrous although it does provide some splendid teaching opportunities. Take for example, Make Way For Ducklings (McClosky, 1941). It seems quite clear that part of the author's motive was to inform children about (real) mallard ducks. But which parts? Mallards do mate for life. They do nest near water. The male does leave intermittently. But they do not speak English, name their children or engage in verbal disputes. Which part is the young child supposed to believe and which are fictional fantasies? And how does the young reader distinguish between the two? Eric Carle (1974) presents a similar mishmash in The Very Hungry Caterpillar. He even gets one of his facts wrong.

Because of their flaws such texts provide an exquisite opportunity to expand the world knowledge and the critical faculties of the children. Having heard/read Make Way for Ducklings what things does McClosky tell us about mallard ducks that are:

| <u>True</u>      | <u>Things we are not sure about</u> | <u>Not true</u>       |
|------------------|-------------------------------------|-----------------------|
| Ducks fly        | Mallard ducks lay eight eggs        | Ducks talk            |
| Ducks like water | Ducks nest near water               | Baby ducks have names |

Engagements with expository texts on mallard ducks will help the children to extend and sort out the items on each list. It might even initiate an indignant letter to the publisher requesting that future copies of the book provide factual information that will help young readers sort out fact from fiction themselves.

## BOOKS AS WEBS

One of Isaac Asimov's Library of the Universe books asks in its title, Did Comets Kill the Dinosaurs? (Asimov, 1988). In addressing this question the book deals with the following topics organized as shown in Figure 4.

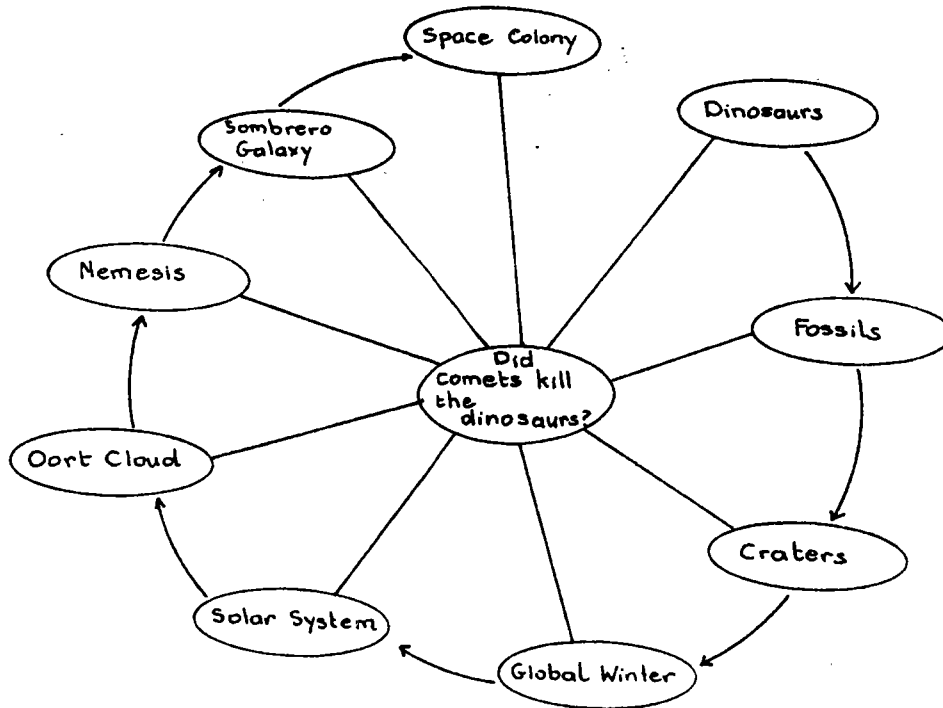


Figure 4. A diagram showing the rhetorical structure of an expository text

Each sub-topic is briefly developed and depicted. Each is a link in a chain of argument addressing the central question. The central question and the sustained chain of argument makes the text most readable and provides a cognitive frame that more readily enables the young reader to understand the material.

### THE EXPOSITORY HYPERTEXT

Another exciting development in expository text recognizes the power of story to engage our minds. But rather than trying to sneak (boring) expository information into (exciting) narratives, the authors tell a factual or fictionalized narrative and surround it with expository material that enables the (young) reader to appreciate the factual material upon which, and from which the narrative was derived. Two recent examples of such texts are Tiberius Claudius Maximus: The Legionary (Connolly, 1988) and Journey from the Dawn: Life with the world's first family (Johanson and O'Farrell, 1990).

Tiberius Claudius Maximus: The Legionary tells a biographical story of a Roman soldier in the service of the Emperor Trajan. His training and sometimes bloody exploits are accompanied by detailed and technically correct illustrations, photographs of artifacts, maps, diagrams, and explanatory expository text. All this information is adjacent to relevant portions of the narrative.

Journey from the Dawn provides a fictionalized account of life and death of Lucy and her family whose fossilized remains were found in Hadar in Ethiopia. The narrative is surrounded and supported by relevant factual information.

### **CAN CHILDREN COPE WITH CONCEPTUAL CHALLENGE?**

Some teachers express scepticism regarding the capacity of young children to learn about things beyond their immediate concrete experience on the grounds that learning proceeds from the known to the unknown. Egan offers a powerful rejection of this near-universal assumption. He invites teachers to reflect on children's choices. Here is a list of interests which, at the time of writing, occupy children during their disposable time:

- |                         |                    |
|-------------------------|--------------------|
| — dinosaurs             | — hockey players   |
| — football players      | — Ninja turtles    |
| — New Kids on the Block | — Bart Simpson     |
| — unicorns              | — baseball players |
| — My Little Pony        |                    |

What personal experience do young children have with mutant teenage Ninja turtles that live in the sewers of New York? How much personal experience have youngsters with hockey stars, dinosaurs or unicorns? Also of significance are the absences: my community, community helpers. Have you ever known a child to voluntarily collect and trade pictures of mailmen, bus drivers, or road-crossing attendants? Children test the boundaries of reality in order to position themselves within those boundaries.

Figure 5 shows a web that represents a very partial sample of the world knowledge of a 4 1/2 year old boy. David is a bright little boy but no genius. His knowledge comes from television (mostly expository), trips, toys, books (mostly expository) and artifacts such as a globe of the world. Some of the concepts have been laid out more completely (e.g., Penguins) but none fully represent everything that David knows about these topics. Nor does the web reflect the inter-connections David makes between many of the things he knows. All of these are surrounded by talk. Rarely is he called upon to display his knowledge: it is expressed in his play, his questions and spontaneous observations.

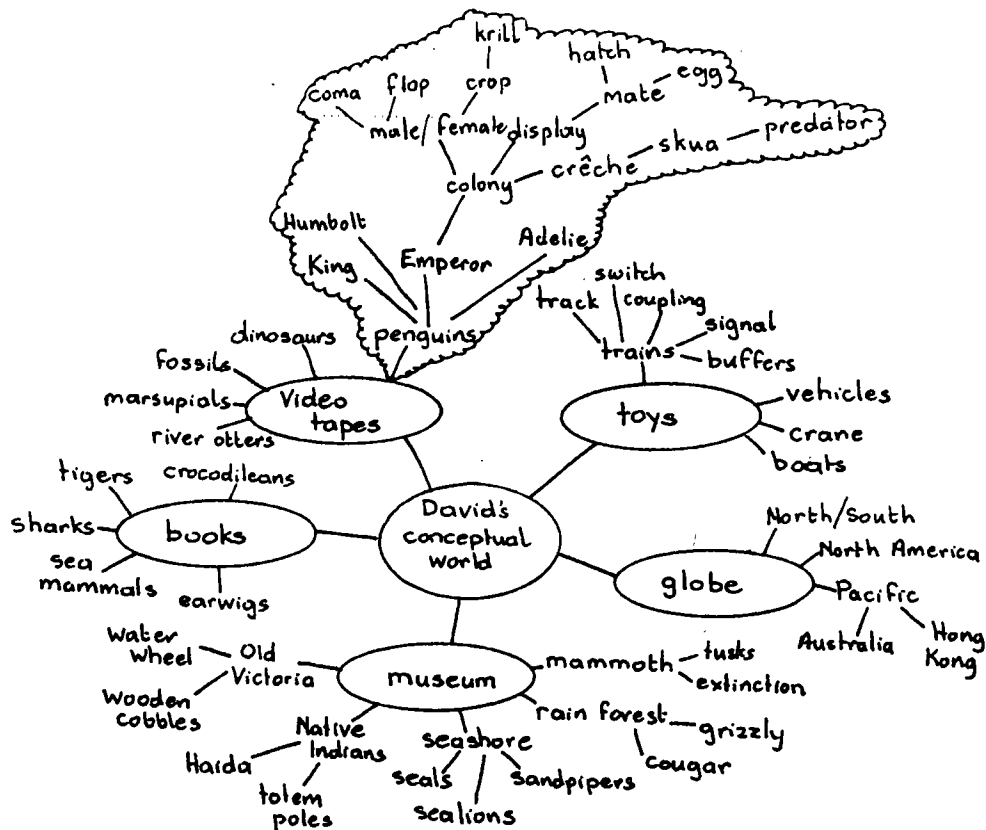


Figure 5. A semantic web that partially represents some of the world knowledge of a 4 1/2 year old boy.

One teacher of a K-2 class invited children to suggest topics they would like to know about. Both the inclusions and exclusions are instructive. It seems clear that the children are interested in the physical world, particularly animals. Few of these topics are based on the children's personal lives. The list does not include family relations, telephones, television, teacher, or electric lights. It does include cobras, scorpions, black panthers and stars. These topics are very distant from the personal lives of these children:

- |               |                   |            |           |                |
|---------------|-------------------|------------|-----------|----------------|
| the world     | Indians           | sting rays | horses    | black panthers |
| colouring     | dinosaurs         | scorpions  | ponies    | pets           |
| reading books | sharks            | ladybugs   | elephants | frogs          |
| swimming      | butterflies       | trains     | tigers    | turtles        |
| alphabet      | spiders           | airplanes  | leopards  | crocodiles     |
| sports        | tyrannosaurus rex | bikes      | penguins  | rattlesnakes   |
| babies        | helicopters       | cougars    | ocean     | walking        |
| birds         | cats              | parrots    | trees     | rain           |
| insects       | kittens           | cobras     | stars     | mosquitoes     |
| dogs          | deer              | lions      |           |                |

## RECOMMENDATIONS FOR CHANGE

In making recommendations for change it must be recognized that the instructional day is already full. Thus the issue is one of re-ordering priorities rather than adding on.

- Reduce the amount of time spent with patterned texts (both reading and writing) and increase the time engaged with expository texts.
- Review of all text-related activities; reduce time spent with art and craft activities that do not engage the child with substantive content and increase time on activities that require children to re-work ideas presented in the text.
- Reduce the amount of time given over to whole class discussion with a concomitant increase in the time given over to very small (2-3) group discussion.
- Eliminate any skill activity that does not deal with the substantive content of the text from which the exercise is derived.
- Eliminate any activity that involves colouring in shapes created by any outside agency such as the teacher, the district office or a publishing company.

## SUMMARY

If the argument offered has merit then many teachers are weaving a world with a warp lacking a woof. The tapestry holds together during the primary years but for too many children it becomes unravelled during the intermediate years. The primary warp is rich in nurturance, feelings and social relations. Primary teachers are rightly celebrated for the excellent work they do and the outstanding models they offer in these areas. Teachers at other levels would do well to emulate them. But many need to strengthen the woof of nature, facts and the physical world.

**The implications for teacher-librarians are fairly clear:**

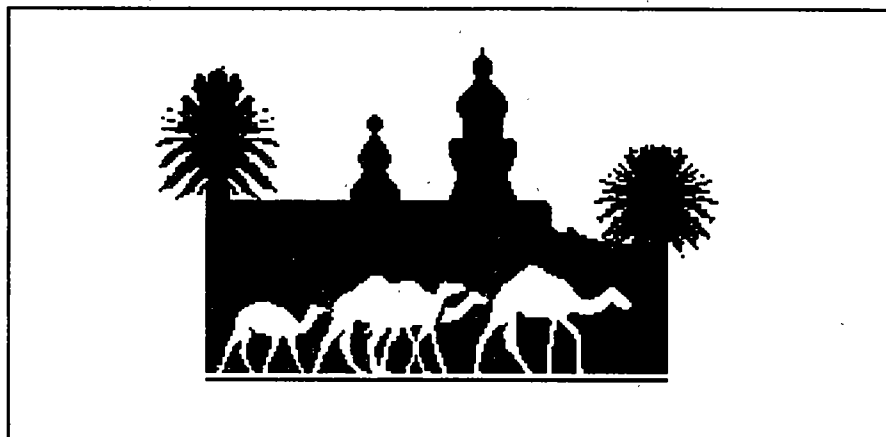
- they can continue to help teachers understand the importance of expository material for primary children;
- they can help teachers locate well-written expository texts;
- they can help teachers appreciate the necessity of planning activities that encourage children to become actively involved with the substantive content of texts, particularly expository texts.

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# A TOUR OF THE NILE

by **SUSAN TICKSON**, teacher-librarian and **EMILY ZULIJAN**, teacher, Lochdale Community School, SD#41 (Burnaby).



## INTRODUCTION

This twelve lesson intermediate cooperatively planned unit is an alternative to traditional studies of Ancient Egypt.

In groups, students research one step of a Nile River cruise and host a presentation of their stop at a final celebration.

### A Tour of the Nile

## OBJECTIVES

Students will be able to:

- demonstrate an understanding of cooperative group processes
- use table of contents, index and skimming strategies to locate specific information
- record bibliographic data correctly
- use research skills to locate information and record it in note form
- develop an outline from notes gathered
- present information in written, visual and oral formats
- demonstrate an appreciation of the sophistication and complexity of ancient Egyptian civilization

## DESCRIPTION

The unit will consist of a "Tour Down the Nile" hosted by "tour guides" (cooperative groups of 3-5 students) with stops at Alexandria, Memphis, Giza, Karnak, Thebes, Akhetaten, and Abu Simbel. Each group of students will be assigned one stop on the tour to present to fellow tourists. Presentations will include a guided tour, a brochure, hieroglyphic signatures of each of the "tour guides" (cartouches), and visuals and props to recreate the scene.

The "Tour of the Nile" will conclude with a celebration (feast and folkloric show!) hosted by the teacher and the teacher-librarian.

**Lesson One - Introduction (one hour)**

**LOCATION & GROUPING:** whole class in classroom with both teacher and teacher-librarian

**TEACHER RESPONSIBLE**

- present this project as an alternative to a traditional study of Egypt \_\_\_\_\_
- timeline will be presented \_\_\_\_\_
- expectations of cooperation \_\_\_\_\_
- introduce planning guide \_\_\_\_\_
- introduce Student Evaluation \_\_\_\_\_
- students will be assigned to small groups \_\_\_\_\_
- introduce Ready Reference database to assigned topics (see appendix 1) \_\_\_\_\_
- groups will
  - meet each other
  - read database and share understandings of particular topic/place assigned to the group
  - begin a file for their project
  - begin Planning Guide (see appendix 2)
  - complete a cooperative game activity - "Broken Squares" (see appendix 3)
  - choose an "Egyptian" symbol as a group name \_\_\_\_\_

**Lesson Two - Research and Planning (40 min)**

**LOCATION & GROUPING:** half class in library, half in classroom

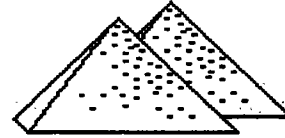
**TEACHER RESPONSIBLE**

**Library - Research** \_\_\_\_\_

- introduce fact sheet (see appendix 4)
- explain evaluation - 50 facts/notes maximum
  - each fact is meaningful and contributes additional information
  - 4 resources minimum
  - 2 different sources (school library, public library, travelagency etc)
  - cooperative behaviour checklist
  - bibliographic data
  - note taking (see appendix 5)
- assign resources (previously pulled from shelves and reserved)
- record bibliographic data
- review "friendly" book concepts (see appendix 6)
- skim resources to locate necessary information

**Classroom Lesson - Planning** \_\_\_\_\_

- students determine prime responsibilities within groups for major aspects of project (written brochure, script, props)
- students discuss/decide topics to be included in written brochure, ideas for visuals and props; continue planning using Guide



**Lesson Three - Research continued (40 min)**

**LOCATION & GROUPING:** *half class in library, half in classroom*

**DATES & TIMES:**

**TEACHER RESPONSIBLE**

**Library - Research**

- notetaking strategy
- supervised research

\_\_\_\_\_

**Classroom lesson - Finding Additional Resources**

- interviewing skills to prepare students approaching agencies and resource people with requests for information
- introduce additional resources from district central library, other school-based resources
- supervised research
- complete Planning Guide to Step Seven

\_\_\_\_\_

**Lesson Four - Research continued (40 min)**

**LOCATION & GROUPING:** *half class in library, half in classroom*

**DATES & TIMES:**

**TEACHER RESPONSIBLE**

**Library - Research**

- students continue researching topic

\_\_\_\_\_

**Classroom lesson - Visuals and Props**

- groups begin planning for and producing the visuals and props they will need

\_\_\_\_\_



**Lesson Five - Group Processes (1 hour)**

**LOCATION & GROUPING:** *whole class in classroom with both teachers*

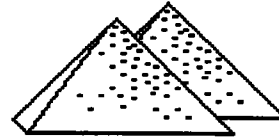
**DATES & TIMES:**

**TEACHER RESPONSIBLE**

- students will be given time and a process (see appendix 7) to examine how they are working cooperatively toward their goal

\_\_\_\_\_

- Is each member contributing?
- Is the group functioning successfully?
- If there are concerns within the group, how could these be addressed constructively and cooperatively?



**Lesson Six - Visit To Public Library (1/2 day)**

**LOCATION & GROUPING:** whole class on field trip with both teachers

**TEACHER RESPONSIBLE**

- at public library students will be introduced to (National Geographic) periodical index and a collection of resources pulled for their use
- students will have the opportunity to work on their research while we are at the library, borrow available material, or photocopy as necessary

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**Lesson Seven - Organizing Information, Drafting, Planning Visuals (40 min)**

**LOCATION & GROUPING:** *half class in library, half in classroom*

**TEACHER RESPONSIBLE**

**Library - Organizing notes**

- students will cut and sort notes sheets into categories and assign each a heading
- each category of notes will be used to write a paragraph of the written report (category headings are developed into topic sentences), This categorizing activity will help students form the basic outline of their written work. The set of cut and sorted notes and accompanying bibliographic record is marked by the teacher-librarian for the research component of the evaluation.

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**Classroom - Visual and Prop production**

- groups will plan and prepare the visuals of their presentation

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**Lesson Eight - Drafting, Editing, Creating (40 min)**

**LOCATION & GROUPINGS:** *half class in library, half in classroom*

**TEACHER RESPONSIBLE**

**Library - Drafting and Editing**

- students will draft, edit and proof texts

---

**Classroom - Creating**

- plan cartouches
- design and work to create visuals

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**Lesson Nine - Publish brochures, complete visuals and props**  
(40 min)

**LOCATION & GROUPING:** *half class in library / computer lab, half in classroom*

**TEACHER RESPONSIBLE**

Library/Computer Lab - Publish handout

- Publication of handout/brochure
- bibliography

\_\_\_\_\_

Classroom - Script writing & visual/prop creation

- draft script
- complete visuals and props

\_\_\_\_\_

**Lesson Ten - Final Preparations**

**LOCATION & GROUPING:** *half class in library / computer lab, half in classroom*

**TEACHER RESPONSIBLE**

Library - Publish handout/brochure

- finish publication and bibliography

\_\_\_\_\_

Classroom - Visuals, props, script

- finish production

\_\_\_\_\_

**Lesson Eleven - Rehearsal (1/2 day)**

**LOCATION & GROUPING:** *various locations, whole class, with both teachers*

**TEACHER RESPONSIBLE**

- students will have the opportunity to practice their presentations in their small groups in preparation for tomorrow's "Tour of the Nile"

\_\_\_\_\_

**Lesson Twelve - Tour of the Nile-on location!**

**LOCATION & GROUPING:** *various locations, whole class, with both teachers*

**TEACHER RESPONSIBLE**

- students will embark on a tour of the Nile, first stop Abu Simbel! Each group tours the rest of the class through the city they have researched

\_\_\_\_\_

- at the end of each tour students board the tour ship and leave the classroom,except tour guides” of the next stop who remain to prepare the next tour
- the teacher-librarian escorts the rest of the class on the “boat ride” to the library, where the tour is debriefed and an anticipatory mind set for the next tour is established (see appendix 8)
- oral presentations (“tours”) will be marked by both teachers (see appendix 9)
- our tour of the Nile will be followed by a celebration (see appendix 10) in the classroom!

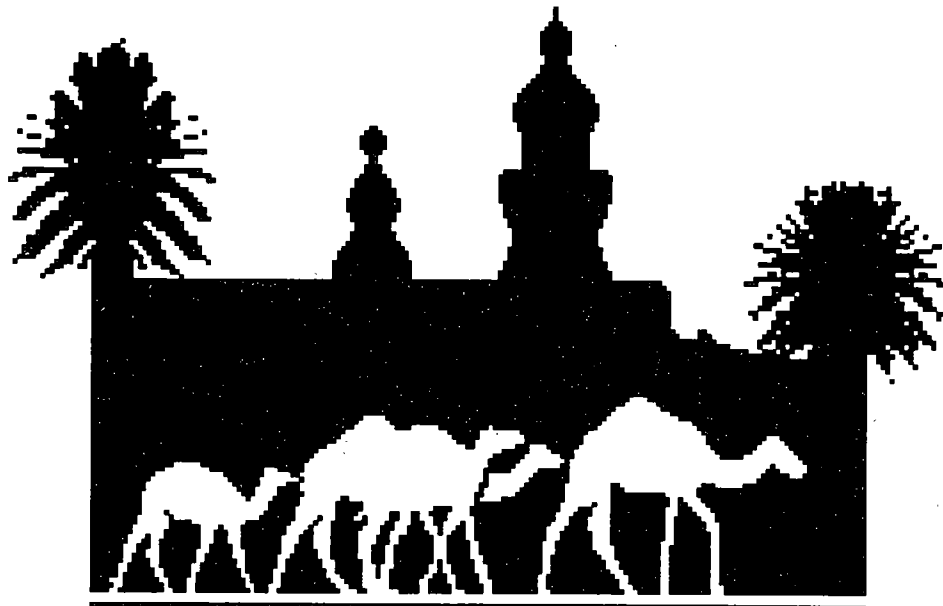
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| Place Name          | Location                         | Important Persons                                |
|---------------------|----------------------------------|--------------------------------------------------|
| Abu Simbel          | south on Nile in Upper Egypt     | Ramses II, Queen Nefertari                       |
| Thebes              | about 1/2 up Nile in Upper Egypt | Seti I, Thutmose I & III, Hatshepsut             |
| Karnak              | near Thebes                      | Ramses II                                        |
| Valley of the Kings | across Nile from Thebes          | Carter, Carnarvon, Akhenaton, Ay                 |
| Akhetaten           | 280 kilometers north of Thebes   | Amenhotep IV, Akhenaton, Nefertiti               |
| Saqqarah            | near Memphis                     | Zoser, Imhotep                                   |
| Memphis             | near Cairo on Nile               | Menes, Narmer, Snefru                            |
| Giza                | opposite Cairo on Nile           | Khufu, Cheops, Khafre, Chephren, Menkaure        |
| Rosetta             | Nile Delta near Alexandria       | Napoleon Bonaparte, Jean Francois Champollion    |
| Alexandria          | on Mediterranean, Nile Delta     | Alex the Great, Ptolemy, Cleopatra, Mark Anthony |
|                     |                                  |                                                  |

| Place Name          | Description                                                                                               |
|---------------------|-----------------------------------------------------------------------------------------------------------|
| Abu Simbel          | Abu Simbel: site of two ancient temples carved into the mountainside as ordered by pharaoh Ramses II.     |
| Thebes              | Thebes: capital during New & Middle Kingdoms, who were the rulers & what did they do?                     |
| Karnak              | Karnak: religious centre located near Thebes, the site of many temples.                                   |
| Valley of the Kings | Tutankhamen's tomb in the Valley of the Kings is the only tomb that has been discovered intact.           |
| Akhetaten           | Akhenaton moved the capital here (from Thebes). He tried to change the Egyptian religion.                 |
| Saqqarah            | The first pyramid was built at Saqqarah. Why was it designed? by who? how was it built?                   |
| Memphis             | When Upper and Lower Egypt were united as one country, Memphis was established as the capital city.       |
| Giza                | Giza, burial site for many Old Kingdom rulers, is where the art of pyramid building reached its peak.     |
| Rosetta             | A small town at the mouth of the Nile famous because the Rosetta stone was found near it.                 |
| Alexandria          | Alexander the Great built this city when he conquered Egypt, it became capital of Egypt under the Romans. |
|                     |                                                                                                           |

### Appendix 1 - READY REFERENCE DATABASE

The database printout is printed in two sections because the cell arrangement produces a printout that is fourteen inches wide.

## Appendix 2 - PLANNING GUIDE

### Timeline

|                                                       | <b>Date</b> |
|-------------------------------------------------------|-------------|
| <b>Introduction of Project "Tour down The Nile"</b>   | _____       |
| <b>Group Planning</b>                                 | _____       |
| <b>Research</b>                                       | _____       |
| <b>Field Trip to Public Library</b>                   | _____       |
| <b>Planning, organizing and drafting presentation</b> | _____       |
| <b>Editing, publishing, creating visuals</b>          | _____       |
| <b>Rehearsal</b>                                      | _____       |
| <b>Tour of the Nile</b>                               | _____       |

### a Tour of the Nile...

#### Step One

Begin the planning process by imagining yourself in the Valley of the Kings about to enter a newly discovered tomb. You have just broken a small hole in a wall and can now shine your flashlight into the next chamber. The beam catches on golden treasures beyond anything you have ever seen - Can you imagine how excited you would be? That's how exciting this project is going to be for us all!

You will be working cooperatively with a small group of classmates.

Ask yourself:

What feelings and actions might detract from the success of this cooperative group?

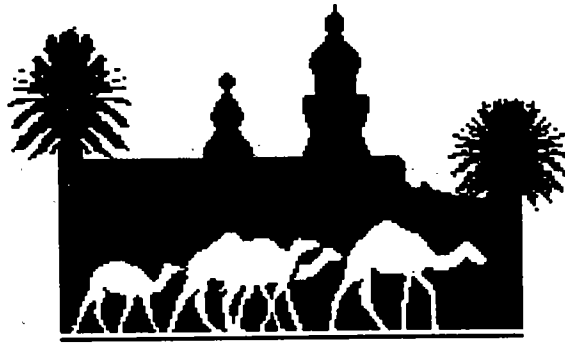
What can you do to make sure your group does the best it can do?

What will be your contribution to the success of the project?

Meet the members of your group.

The task of your group will be to take the rest of the class on a guided tour of \_\_\_\_\_.

Choose a group name - try to find a name with an Egyptian flavour. Our group name is \_\_\_\_\_.

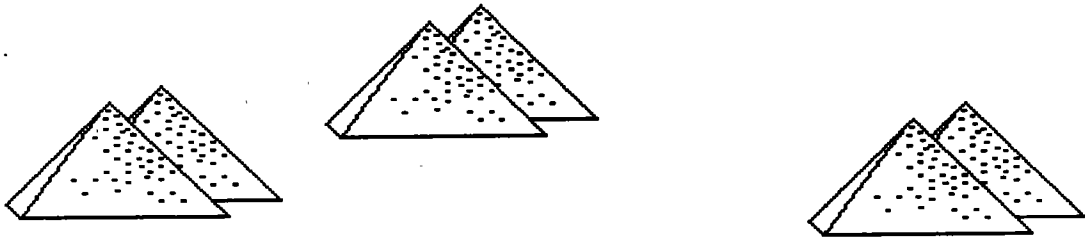


### Step Two

Begin planning by reading about your topic. Each member of your group will read the “ready reference” information on your topic and locate information in the textbook. Use the time to quickly locate and read about your assigned topic.

### Step Three

When the reading time has ended, share what you have found out with your group. Discuss the topic with each other to make sure everyone understands why this topic is important to Egypt’s history. Try to answer: who? what? when? where? why? Assign someone the job of recorder to note down important facts or ideas.



### Step Four

As you share what you have found out try to answer the following questions:

What does this place look like?

What visuals could you use to show us?

How can you make your “tour” real for us?

Again, record any ideas you have during these discussions. Remember that you must make your tour as real as possible for the “tourists” you guide.

### Step Five

Your group will be asked to play a game called “Broken Squares”. Listen carefully to the instructions before you begin. Identify what the goal of the game is. What can you do to make sure your group achieves this goal successfully?

After the “Broken Squares” activity take a moment to reflect on your group. What is the goal

of your group? Remember when you work in cooperative groups each member of your group will receive the same mark. Each member will contribute to the success of group. What might stop your group from doing the best work possible? How can you help?

### **Step Six**

Research your topic. You will be given fact sheets to record the information you find. We will use the school library, the public library and the district resource centre. If you know of another source (someone who has been to Egypt? a travel agent?) track them down!

### **Step Seven**

At times you will be given time to stop and look at how you are working as a cooperative group. At these times ask yourself what you are contributing to the group's success.

### **Step Eight**

Plan and organize the work. Who will be responsible for producing each of the major aspects of the project?

Handout or brochure-

Script-

Visuals and props-



### **Step Nine**

Produce everything you will need. Make lists. Plan your time - you may have to take some of this work home.

### **Step Ten**

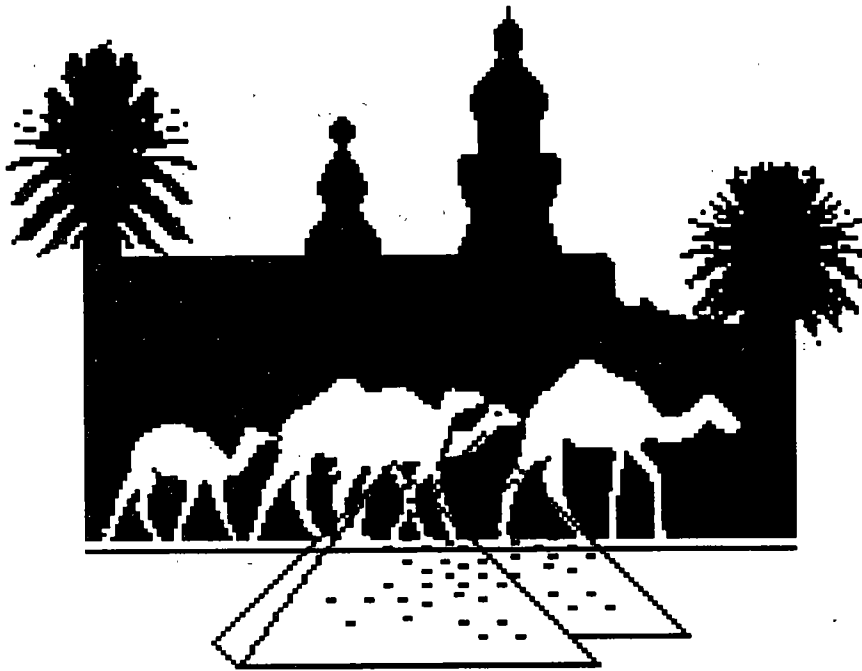
You will have time to rehearse your presentation. After your rehearsal discuss the presentation in your group.

What final changes do you wish to make to improve the presentation?

Who is responsible for any last minute changes?

### **Step Eleven**

Embark on the Tour of the Nile! and have fun! Bon Voyage!



## **Tour of the Nile Student Evaluation**

### **A. Cooperative Group Processes - 40 points**

- Daily checklist
  - use of cooperative language
  - evidence of equal contribution
  - sharing, collaboration
  - journal entries - evidence of serious thinking

### **B. Research - 60 points**

- Locating Information - 2 sources of information are used  
(i.e. school library, public library)
  - minimum of 4 resources used (books  
encyclopedias, periodicals, AV resources,  
Egyptologists!)
- Note-Taking - use fact sheets
  - 50 facts maximum
  - each note/fact extends understanding of topic
  - correct note form
  - correct spelling
  - notes are meaningful and informative
  - bibliographic record is included
  - Organization - work is shared equally
  - time is used effectively
  - notes are sorted into meaningful categories
  - notes are sorted within category
  - each note belongs in the category

### **C. Tour Presentation - 30 points**

- animated, engaging body language, tour guides act the part
- memorized
- script is interesting and informative
- each member of group contributes to presentation
- able to answer questions

### **D. Handout or Brochure - 40 points**

- 1 page
- clear, informative
- all essential information about the topic is included
- grammar and spelling correct, neatly presented
- Egyptian flavour, brochure-like presentation

### **E. Visuals and Props - 30 points**

- extend and complement the oral presentation
- accurate, informative
- neat
- interesting
- authentic
- cartouche signature of each group member is included

## **Appendix 3 - BROKEN SQUARES (Group process activity)**

We used a Johnson and Johnson activity called "Broken Squares" when we introduced the unit to the class. This activity is a structured experience in problem solving, designed to illustrate cooperative group processes to participants.

Each group member is given a set of puzzle pieces sufficient to form five squares in total. The group is told to use the pieces to form a square in front of each group member. However talking is not allowed and members are not allowed to take pieces from other members. The only way pieces can exchange hands is for one member of the group to voluntarily give a piece to another member. Groups are told to accomplish the goal in the shortest time possible.

Any problem solving activity that requires participants in a group to cooperate to achieve a goal, would work. "Broken Squares" is found in Joining Together by David W. Johnson and Frank P. Johnson (Englewood Cliffs, NJ : Prentice-Hall, 1982), page 148.

## Appendix 4 - SAMPLE FACT SHEET

Group Name \_\_\_\_\_ Topic \_\_\_\_\_  
Author \_\_\_\_\_  
Title \_\_\_\_\_  
Place of publication \_\_\_\_\_  
Publisher \_\_\_\_\_ Year \_\_\_\_\_

|  |  |
|--|--|
|  |  |
|  |  |

## Appendix 5 - NOTE TAKING STRATEGY

**Read** - Only read a small amount at a time depending on the reading level of the book.

**Think** - Think: Do I understand what I have read? ( If not, reread the passage until you do understand it. If you still are having difficulty, find another resource, this one is too difficult for you to be useful.) Is there any information on my topic in what I have just read? Is it useful, valuable information? Does it add to what I already know or extend my understanding of the topic? Will it be useful for my report?

**Shorten** - Shorten the information to note form. Eliminate unnecessary words like "the", repeated details and unnecessary information.

**Record** - Record the information in note form - use a hyphen to introduce each note and make sure the spelling is correct. Record only one note in each box of the fact sheet. Do not record notes from different sources on the same fact sheet.

## Appendix 6 - FRIENDLY BOOKS

A “friendly” book is user-friendly. It helps the user locate information by including helpful guides such as:

- table of contents
- index
- bold faced words
- glossary
- bibliography
- maps
- pictures
- picture captions
- headings and subheadings
- etc.

Discuss with students the aspects of an information book that makes it easier to use. Brainstorm a list similar to the one above. Ask students to examine information texts to evaluate their “friendliness”.

## Appendix 7 - STUDENT EVALUATION ACTIVITY

Students need a process to guide them in evaluating the success of their group in achieving the goal. Several activities may help them do this in a positive and caring way.

### **First: establish consensus around the goal. (10 min)**

Each student clearly prints a sentence that describes the goal of the group. This is done individually without sharing. Sentences are then posted where all group members can see them. By consensus, the whole group chooses one of the sentences or builds a new sentence that all can agree accurately describes the goal of the group.

### **Second: identify strengths and weaknesses within the group that will affect the achievement of the goal. (15 min)**

Students will engage in two activities at once. Pass a fan folded piece of paper around. On the left hand side of the paper all the names of group members are listed. When a student receives the paper they are to note one strength of each of the other members of the group that they have notice has helped the group achieve its goal so far. Emphasize that all comments must be positive, give an example, and be original (not copied from previous comments). When completed, unfold the fan-folded sheet and allow each group member to read all comments.

As this is taking place each group member, on a separate piece of paper (journal) will note concerns they have about their own contributions to the success of the group. Sentence starters could be used for this:

I am concerned about ...    I find it difficult to ...

These are personal reflections and are not to be shared with the group.

**Third: analyze progress of the group in terms of the components of the unit.(20 min)**

Complete the chart. Components are: 1)fact-finding & note-taking, 2)organizing notes into categories 3)drafting, editing, proofreading&publishing brochure, 4)writing script, 5)drawing individual cartouches, and 6)creating visuals and props

|                                      |  |  |  |  |
|--------------------------------------|--|--|--|--|
| <b>Component</b>                     |  |  |  |  |
| <b>Who is responsible?</b>           |  |  |  |  |
| <b>What is included?</b>             |  |  |  |  |
| <b>What has been done?</b>           |  |  |  |  |
| <b>What needs to be done?</b>        |  |  |  |  |
| <b>What problems must be solved?</b> |  |  |  |  |
| <b>How will problems be solved?</b>  |  |  |  |  |

**Fourth: allow time for debriefing and individual reflection. (15 min)**

Allow each group 10 minutes to air any further thoughts or concerns. Then ask each student to answer the following questions in their journals.

1. What do you notice about the way your group is working?
2. How satisfied are you with the group and its work?
3. How do you feel?
4. What will you do to make sure your group is successful?

## Appendix 8 - ORAL PRESENTATION EVALUATION

Names \_\_\_\_\_ Tour \_\_\_\_\_

Score \_\_\_\_\_  
(50)

Animated - speakers are interested in topic \_\_\_\_\_  
- speakers are energetic (10)  
- posture and body language is engaging  
- speakers are having fun and acting as tour guides  
- every member of the group contributes

Memorized - content is memorized \_\_\_\_\_  
- speakers make eye contact (5)

Interesting - facts presented are interesting \_\_\_\_\_  
(5)

Informative - important points are introduced and explained \_\_\_\_\_  
- details embellish the presentation (15)  
- facts are accurate  
- there are no important omissions

Visuals and Props - extend and complement the presentation \_\_\_\_\_  
- are authentic, look real (15)

## **Appendix 9 - TOUR DEBRIEFING AND ANTICIPATORY SET GUIDE**

At the beginning of our "Tour of the Nile" day, we found the students very excited. During the first tour some students asked some silly "put-down" questions of our first "tour guides". We found we had to debrief the tour to steer our student "tourists" toward questioning in a more positive, caring manner and using the tours as a learning opportunity. This became a two step process.

### **Tour Debriefing**

-tour guides stood and shared any concerns they had with the tour; what they were pleased about, what they would change, and any concerns.

-the other students were then asked to give the tour guides positive feedback about the tour

### **Anticipatory Set**

-we brainstormed what we already knew about the next stop of interest and then asked: what is important about this topic? What are we going to try to find out during the next tour? What questions should we ask?



## Appendix 10 - CELEBRATION TEACHER NOTES

The day before the big event we sent letters home to parents describing the Tour and explaining that students should wear clothing suitable for desert sightseeing and carry a bottle of water. On the day of the Tour of the Nile, we brought heaters to school to heat the classroom to a suitable "desert" temperature. We also tried to decorate the classroom as much as possible with Egyptian motifs.

We prepared a celebration similar to the "Folkloric Celebrations" tourists in Egypt are treated to at the end of a hot and busy day of sightseeing. We were able to locate a troupe of folk dancers willing to give a show (check the night school or community education offices in your area for the names of Middle East dancing troupes) and we prepared several Mid-Eastern dishes (see recipes below) for everyone to try (during the tours we all smelled the savoury shish kebabs cooking on the barbecues just outside the classroom!). To help cover the cost of providing lunch, we asked parents for \$1.00 per child and the school paid the rest. We were able to borrow a tape of Middle Eastern music from the local public library to add the finishing musical accompaniment to our gala event!

### Supplies List

- space heaters
- tape recorders
- "Egyptian" decorations
- portable barbecues or hibachis
- paper plates, cups, napkins
- tape of Mid-Eastern music
- sunglasses
- light clothing
- sun hat
- cubed beef
- onions
- green and red peppers or cherry tomatoes
- hummus
- halvah
- melons and grapes
- cinnamon
- oil
- pita bread
- green tea
- mint
- sugar
- dried fruits (figs, dates)

## Sample Letter to Parents

Lochdale Community School  
March 3, 1992



Dear Parents,

On Wednesday, March 4, our class will be touring the Nile! We will be sailing by ship from Abu Simbel (in the south) to Alexandria (at the mouth of the Nile on the Mediterranean coast). As it is hot in Egypt at this time of the year, students should wear appropriate 'desert sight-seeing' type clothing and carry a bottle of water. Student-tourists may also wish to bring cameras as there is sure to be many interesting stops along the way. Our tour of the Nile will end with a celebration: a folkloric show and feast between 11:30 and 12:30. Lunch will be provided at the school. The cost of the entire package tour is \$1.00 (lunch supplies). Please be sure to ask your seasoned tourist about the wonders of Ancient Egypt when they return home from their "Tour of the Nile"!

Yours truly,

Emily Zulijan and Susan Tickson  
Tour Operators.



## **Tour of the Nile on board the MV Scarabee**

**March 3, 1992 - Itinerary**

Passengers aboard the MV Scarabee are advised to register with the purser's office immediately upon embarking. Please note muster stations nearest your cabin. In case of an emergency please obey the ship's officers and crew who have all been fully trained in emergency response and rescue procedures.

9:00 - registration for the tour - Please have your passports ready.

9:15 - First stop: ABU SIMBEL

9:30 - Second stop: KARNAK

9:45 - Third stop: THEBES

10:00 - Fourth stop: AKNEHATEN

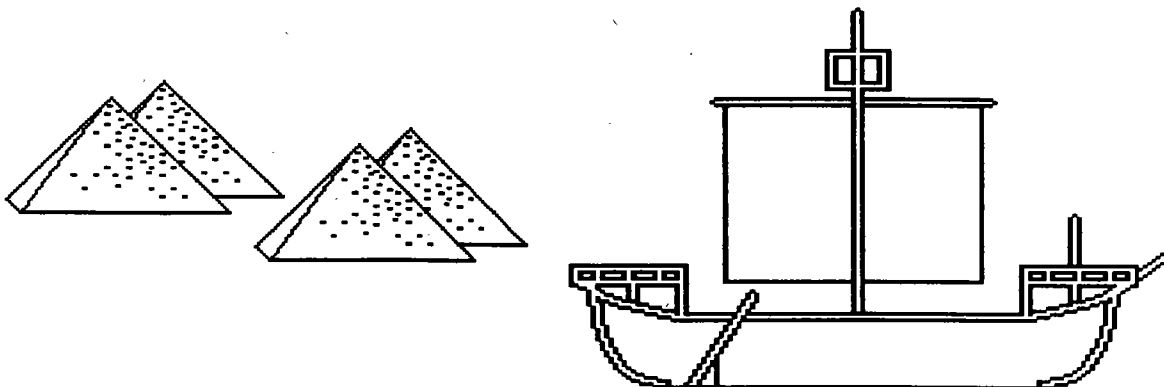
10:15 - Fifth stop: MEMPHIS

10:30 - Sixth stop: GIZA

10:45 - Seventh stop: ALEXANDRIA

11:00 - REST BREAK - Passengers disembarking for this stop are advised to remain close by as the MV Scarabee will depart for the final stop of the tour at 11:30, at which time passengers are expected to be on board.

11:30 - FOLKLORIC SHOW AND FEAST



## Menu

**Khubz and Hummus-bi-tahini**

**Sis Kebab**

**Seasonal Fruits, Dried Fruits and Halvah**

**Chay-bi-nana**

### Recipes

#### **Khubz and Hummus-bi-tahini**

Warm pitas in oven and quarter and serve on a platter. Serve with the hummus (available in the deli of most supermarkets) as a spread.

#### **Sis Kebab**

Cut the meat into small cubes (tenderize if necessary) and marinate refrigerated for at least 8 hours in:

- 150 ml oil
- 2 onions, crushed
- 1 teaspoon cinnamon
- salt and black pepper to taste

When marinated, thread the meat, alternately with small pieces of onion, green pepper, red pepper or cherry tomatoes, onto skewers. Barbecue for 12-15 minutes, turning occasionally to cook evenly. Allow at least one kebab per person.

#### **Fresh Fruit, Dried Fruits, and Halvah**

Cut, seed and slice melons, arrange with dried fruits (fig, apricots, dates) and halvah on platters.

#### **Chay-bi-nana**

Make green tea as directed. Add (one teaspoon per large pot of tea) mint and one teaspoon of sugar (or to taste) and allow to steep before serving.

# **CENTREPOINTS OF IMPORTANCE: ARTICULATING AND ACTUALIZING THE CURRICULAR ROLES OF THE TEACHER-LIBRARIAN AND THE SCHOOL LIBRARY RESOURCE CENTRE**

by **MARK C. ROBERTS** - teacher-librarian, David Livingstone Elementary School, SD#39 (Vancouver).

Teacher-librarians have an important curricular role in program development and instructional delivery in B.C. schools today. With implementation of the Primary Program well under way, and the Intermediate Program to be initiated over the course of the next few years, the integral participatory roles of the teacher-librarian in these programs must not be underestimated. Although Developing Independent Learners: the Role of the School Library Resource Centre (B.C. Ministry of Education, 1991), and many other conceptual documents (Partners in Action, 1983; Focus on Learning, 1985;) and conceptual views (Haycock, 1985; Henri, 1985; and Loertscher, 1988), provide descriptive overviews of both the school library resource centre program and roles of the teacher-librarian, it is critical that teacher-librarians clearly advocate and initiate learning experiences and opportunities for all educational participants, which visually articulate and actualize the benefits which both the teacher-librarian and the library resource centre do contribute towards the school instructional program.

## **Articulating the teacher-librarian and school library resource centre partnership role**

In my review of the literature of conceptual views, organizational patterns and empirical studies of nongraded schools, and, conceptual models and empirical studies of the role of the teacher-librarian and the function of the library resource centre in the instructional program, (Roberts 1990), there is an indication for the teacher-librarian's roles as collaborative curriculum planners and facilitators to be clearly expressed and understood.

While teacher-librarians recognize the impact that an integrated school library resource centre contributes towards the school program in promoting the development of independent, lifelong learners, other participants may not. Role perception studies (Dekker, 1989; Hambleton, 1980; Mohajerin, 1981;

Pemberton & Smith, 1981), which were undertaken to identify perceived roles of the school library and the teacher-librarian, indicate that educational participants have different perceptions regarding the role of the teacher-librarian. Teacher-librarians must continue to articulate, practice and promote the roles and responsibilities which are to be initiated on a daily working basis. Developing Independent Learners, and other conceptual documents identify these roles. Among the most essential are cooperative program planning and teaching, professionalism and leadership and the promotion of the effective use of learning resources and services. With abilities to work and consult with both teachers and students, to integrate skills across the curriculum, to cooperatively plan and teach, and to be accommodating and adaptive in meeting the many different requests in a school indicate a critical, central curricular role for the teacher-librarian and the library resource centre.

## **Recommendations for articulating the teacher-librarian's curricular partnership role**

- 1. Teacher-librarians must provide services described in the conceptual models and views of school libraries.**

An effective school library must be an actual working component of the school instructional program. It is essential that cooperatively planned and taught units of study be initiated collaboratively by both the classroom teacher and the teacher-librarian. The school library resource centre has to work as an instructional partner with the classroom, not in isolation.

- 2. Teacher-librarians must be recognized as requisite participants in program implementation.**

The priorities of the teacher-librarian and the library resource centre in the school should be towards curriculum planning and development, and cooperative teaching.

3. **Teacher-librarians must develop and maintain an enhanced collection of resource materials, both print and non print at a variety of levels of ability and interests which support the instructional program.**

As the entire British Columbia curriculum moves towards being learner focused, developmentally appropriate, and promoting continuous learning, curriculum materials catering to a wide range of individual interests and abilities must be available. With an emphasis on curricular integration and the use of literature-based strategies, student materials pertaining to different themes and units of study are needed by all classroom teachers and students. With collection development expertise and different selection resources available, the teacher-librarian must ensure that the library resource centre does provide a collection of resource materials that satisfies and stimulates all of its users provides for the diverse needs of users.

4. **Teacher-librarians must provide instructional support to individual classroom teachers as they change, initiate and consolidate different instructional approaches.**
5. **Teacher-librarians must facilitate all educational stakeholder groups' (Ministry, Universities, School Boards, local schools and parents) understanding of the curricular roles and responsibilities of the teacher-librarian and the library resource centre.**

A continual sharing of materials from the library resource centre and professional articles describing our roles must be shared constantly. The document, Developing Independent Learners: the Role of the School Library Resource Centre (B.C. Ministry of Education, 1991) should be promoted widely by teacher-librarians amongst all educational stakeholder groups. Opportunities to work and speak directly with student teachers in collaboration with sponsor teachers should be initiated by teacher-librarians.

6. **Teacher-librarians must actively promote awareness and knowledge about library resource centres among teachers, parents and community groups.**

The library resource centre program and the role of the teacher-librarian must be visible and actualized. Daily interactions and communication with teaching colleagues is essential. On-going contact

and liaison with parents is essential to promoting the program at the school level.

7. **Teacher-librarians must continue to develop professionally and contribute towards curricular change.**
8. **Administrative officers must actively support the initiatives of the teacher-librarian and promote the library resource centre's essential role in the school instructional program.**

#### **Actualizing the teacher-librarian and school library resource centre partnership role**

#### **Implications for the teacher-librarian**

1. The roles of the teacher-librarian, classroom teacher and the student in resource-based learning, as described in the document, Developing Independent Learners, should be reviewed as an entire staff on an *annual basis* at the beginning of each school year.
2. Teacher-librarians must be provided opportunities for continued professional growth.
3. Specific cooperative program planning meeting times between classroom teachers committed to resource-based learning and the teacher-librarian should be arranged and continued on an on-going basis.
4. Local chapters of the British Columbia Teacher-Librarians Association must continue to promote the importance of having qualified teacher-librarians and active school library resource centres among all stakeholder groups.
5. Position statements regarding the library resource centre found in several B.C. Ministry of Education documents should be taken and shared fervently with teachers, administrators and parents. An overview of the library resource centre's connection to the instructional program should be organized for parents. Samples of cooperatively planned integrated units, and samples of student work can be shared to provide specific examples of integrated curriculum development.
6. Teacher-librarians must work in a flexibly scheduled library resource centre, providing experi-

ences that integrate with the classroom instructional program.

7. Different instructional configurations, including team-teaching, small and large group instruction, and independent assistance should be planned and initiated collaboratively by the teacher-librarian and the classroom teacher.
8. Teacher-librarians must support classroom teachers in using and adapting different instructional strategies and approaches, acting as proponents for educational change.
9. Emphasis on the curriculum leadership role of the teacher-librarian can be attained by providing the school staff with relevant research and professional literature regarding change initiatives to increase knowledge and awareness of current learning and teaching strategies.
10. A school information skills continuum should be developed collaboratively by the staff, with the teacher-librarian acting as a facilitator.
11. Teacher-librarians should work directly with student teachers from University Faculties of Education to cooperatively plan integrated, resource based units of study.

#### **Implications for classroom teachers and administrators**

1. Consultation and communication between all members of the instructional staff in the school is essential. Opportunities to exchange teaching ideas, and to discuss ideas regarding program implementation should be on-going.
2. Classroom teachers must realize and recognize the benefits of cooperative program planning and teaching with the teacher-librarian.
3. Potential theme and integrated study ideas that are being considered by classroom teachers must be shared in advance with the teacher-librarian to ensure adequate resource materials are on-hand and available.
4. A Materials Advisory Committee, comprised of teachers, the teacher-librarian and the administration should meet to discuss and coordinate resource materials purchase, management and

equitable sharing.

5. School staff, students and parents in local schools must work as partners to develop and initiate plans and ideas which promote literacy in the school community.

**Articulating and actualizing** the curricular roles of the teacher-librarian and the school library resource centre are **essential** components of our mandate. We must, as practising teacher-librarians, continually promote and advocate, in order to **maintain the centrepoint position** of resource based learning in the school instructional program. As Barron & Bergen state: "The lives of our children and the success of our teachers are too important for us to abuse or neglect a resource as potentially valuable as the school library media program. Schools must demand more and know how to make more effective use of this asset." The challenges of education in B.C. today will continue to make our roles as teacher-librarians integral.

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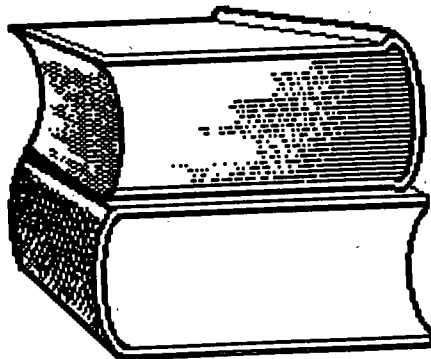
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"I have  
trained that  
man so that  
every time I  
press this  
lever, he  
gives me  
food.

*-Laboratory rat  
talking about his  
experimenter*

BOOKMARKER  
by  
BOOKMARK

# **THE SENSES: A UNIT FOR INTERMEDIATE ESL**

by **LOIS LEES**, teacher-librarian, and **ANDREA HAWKES**, classroom teacher, Grenfell Elementary School, SD#39 (Vancouver).

This unit was planned by the teacher-librarian and a classroom teacher of intermediate ESL students. The activities were done in the library resource centre during four forty minute periods each week for six weeks. These periods were scheduled when the students were not integrated into other classrooms.

## **OBJECTIVES**

- to create a successful learning experience for all students
- to read for enjoyment and to create stories
- to read for information
- to develop vocabulary and language
- to provide variety in social studies
- to provide experiences in the science of the five senses
- to give opportunity for creative artistic responses

Each student has an instruction sheet for each station which directs them to envelopes containing the needed worksheets. The instruction sheet acts as a check list for student progress. The station instructions are uniform to ensure students can work independently, learn independently and not be inhibited by language.

## **OVERVIEW OF THE UNIT**

The vocabulary and journal activities were familiar to the students, and previous practice had been provided. At each station the vocabulary assignment was to sort ten words by using a web, and to give reasons for the choices made. Worksheets were provided for this purpose. The journal activity required the student to select a book from a small collection at each station, record author, title, date and a comment, draw a picture, and read the entry to a friend or teacher. An art activity ensured that each child could successfully complete at least three activities at each station. The fourth activity was a diagram which varied in difficulty. Photocopies of a diagram with blanks were provided for a labelling task. Students were referred to the source material in one of the books at the station. The last activity included story writing, research, sign language or a science experiment.

## **EVALUATION**

We designed the record of activities to ensure communication between the two teachers and the students. The classroom teacher noted activities too difficult for students. The marking teacher initialed completed activities and students stated the degree of enjoyment and difficulty. In the end, all students completed all the activities. No one wanted to miss out!

The unit has since been adapted for a late primary class with a high ESL population.

## THE STATIONS

### RECORD OF ACTIVITIES - SENSES

#### A. SEE

1. Vocabulary
2. Reading Log
3. Rainbow
4. Diagram of Eye
5. Blindness

#### B. HEAR

1. Vocabulary
2. Reading Log
3. Experiment
4. Diagram of Ear
5. Sign Language

LIKE



OK



NOT LIKE



#### C. TASTE

1. Vocabulary
2. Reading Log
3. Food Picture
4. Diagram of Tongue
5. Food from a Country

EASY



OK



HARD

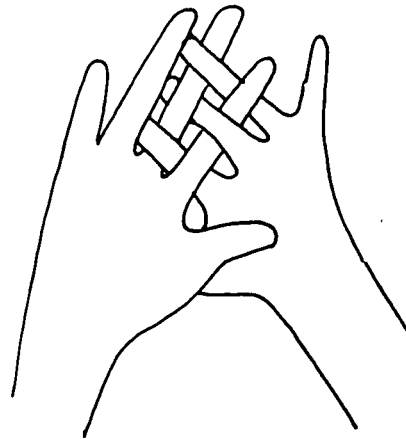


#### D. SMELL

1. Vocabulary
2. Reading Log
3. Scratch and Sniff Picture
4. Diagram of Nose
5. Story

#### E. TOUCH

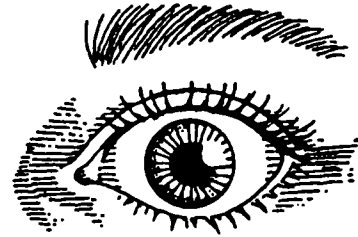
1. Vocabulary
2. Reading Log
3. Touch Art
4. Diagram of Skin
5. Rubbings/Design



## STATION A - SEEING

Art activity: make a rainbow or colour wheel.

Reading activity: complete the note-taking sheet "Blindness"



## STATION B - HEARING

Science experiment from: Cash, Terry and Barbara Taylor, Fun with Science: Sound.

Signing activity: students will sketch the hand signs for the letters of his/her name, and sign the name for a friend or teacher. Then the student will choose one of the following sentences to sign, and sketch the signs:

- My name is...
- What is your name?
- I like to play.
- My favourite sound is...
- Make up your own sentence.

## STATION C - TASTE

Art activity: the student will make a collage on a taste theme using pictures from magazines.

Reading activity: the student will look at books of food from different cultures and choose a food, list its spices, and complete a worksheet.

## STATION D - SMELL

Art activity: the student will choose a scratch-and-sniff sticker from a selection supplied by the teacher, and draw and colour a picture incorporating the sticker.

## STATION E - TOUCH

Art activity: the student will make a collage picture using textured materials including cloth scraps.

Art activity: the student will make a design incorporating rubbings from various surfaces around the classroom and/or school. The design could use the shape of the student's hand.

## WORKSHEETS

Station A - Seeing (Blindness)

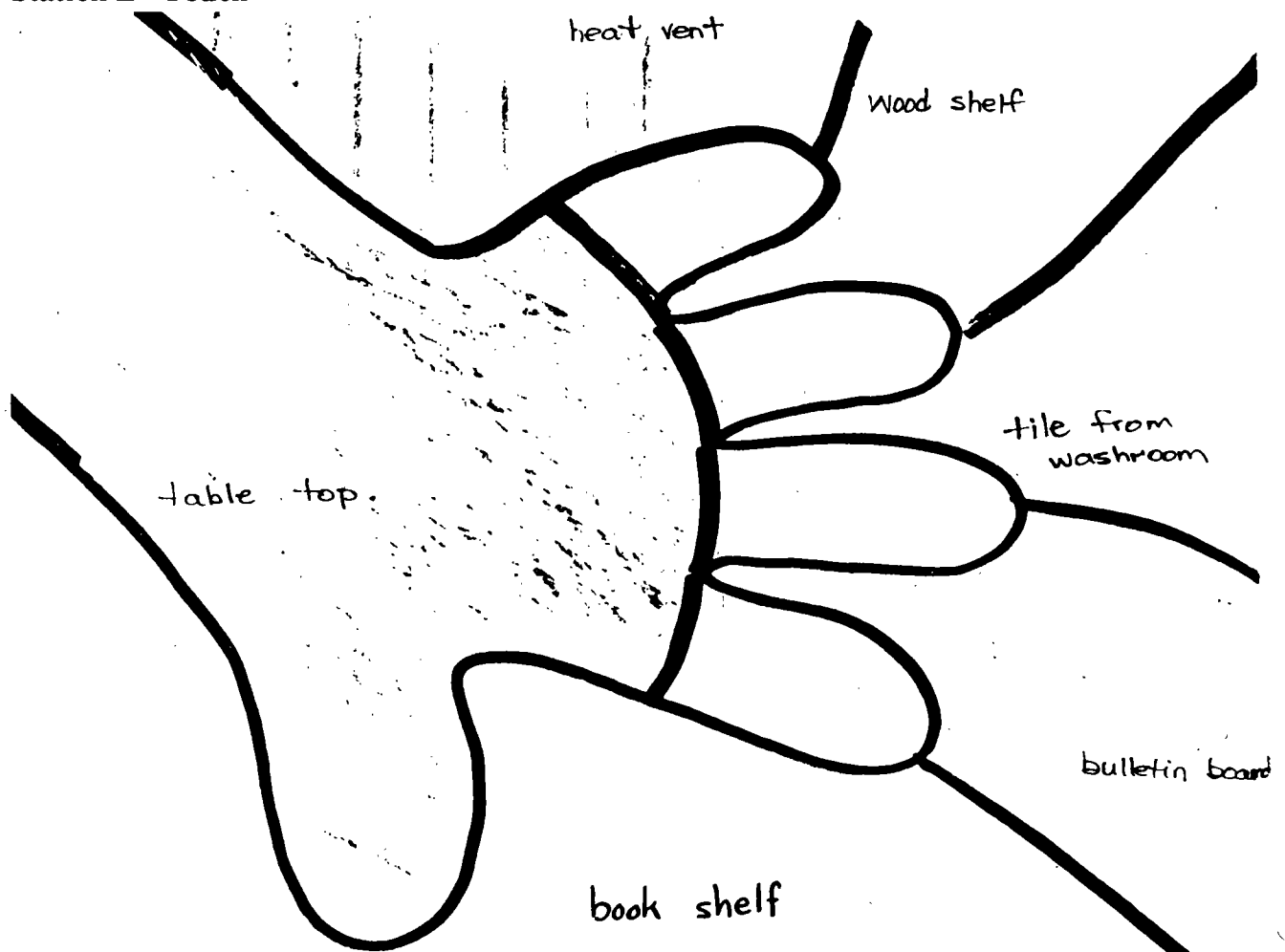
This worksheet could be set up for students to answer either in sentences or in note form.

1. What is blindness?
2. Is blindness a problem? Why? (Give four reasons)
3. How do blind people read? (Give two ways)
4. How do you think you would feel if you were blind? (Think of six ideas)
5. What would you like to learn about blindness? (Think of six things)

### Station C - Taste (Food research sheet)

1. Country name is:
2. Name of the food:
3. Names of spices in the food:
4. Is this a taste you would enjoy? Why?
5. Is this a taste everyone would enjoy? Why?
6. Now write your information in sentences and a paragraph.
7. Now share your information with another student or a teacher.

### Station E - Touch



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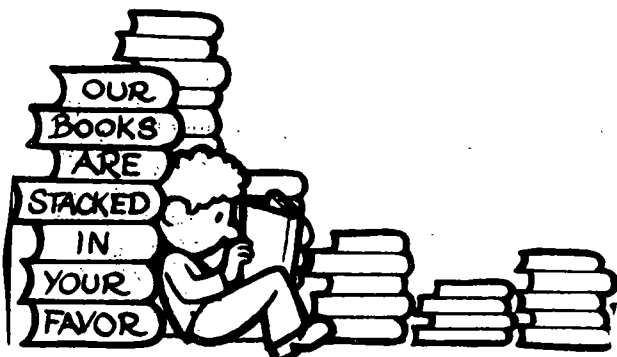


### HELPFUL HINT

#### HELPING PRIMARY STUDENTS REFILE BOOKS THEY HAVE TAKEN FROM THE SHELVES

At the beginning of the school year, I print each pupil's first name vertically down the left edge of one end of an 8 x 12" sheet of manila tag. During the first library period, each child gets to draw a picture for their card. The cards are then sent to be laminated. The cards are used each library period by the child to hold the place for a book that the child removes from the stack to look through. If the child does not select that book, it can be reinserted in its proper place and the child can remove their card and find another book that might interest them. At the end of the library period, each child places their card back in the container designated for their division. This works very well with our school of 150 primary pupils. It decreases the misfiled books and allows pupils to select from any area of the library rather than restricting 5 and 6 year-olds to certain books preselected by the librarian.

*This helpful hint was offered by Ed Brennan and appeared in Between the Stacks, a Langley teacher-librarian newsletter (April 30th, 1992 issue)*



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# USER ACCESS AND THE IMPACT OF TECHNOLOGY ON PRACTICE

by **JUDITH KOOTTE** - teacher-librarian,  
Lord Byng Elementary School, SD#38  
(Richmond).

If our resource collections are to be more than expensive supplements to textbook dominated classrooms then a re-examination of our current selection policies and practices is warranted. Furthermore, if our resource centres are to be viewed as integral and vital components of the instructional program, the significance of information access will have to be advanced and reflected in written collection development policies and practice. We as teacher-librarians will be compelled to confront our traditional notions of collection boundaries and composition as we encounter information technology. Automated circulation, multi-media interactive information delivery systems and ready access to electronic bulletin boards and databases are challenging us to rethink our approach to collection development and selection. Traditionally collection building concepts such as size, ownership, "expert selectors", budget (Markuson, 1991) and balance have been used in discussions about collection development. It is my belief that these traditional concepts no longer have the usefulness that they have once had. As our collections grow to include the technical advances such as on-line data bases and multimedia resource mixes, how are we to assess the authority and reputation of the author, artist or filmmaker? Moreover, the evaluation of material with a view to appropriateness of content, relevance, scope, accuracy, treatment, and durability of information in the modern transitory and on-line environment is far beyond our training. I have begun to question if, in fact, this should be our function. Are we not positioning ourselves as information intermediaries, brokers?

## Information Access is the Pivotal Issue

*Information Power*, an American Library Association Publication, has already anticipated some of the critical challenges confronting us as a result of the developing information technologies. This document advocates policy which provides for intellectual and physical access to information and ideas wherein equity and freedom of access are

safeguarded and "unimpeded by social, cultural, economic, geographical, or technological constraints".

As information access issues supplant format considerations, collection guide lines and local policy will have to be rewritten. Vigilant teacher-librarians, opposing censorship, continue to campaign actively for the freedom to read. Lack of access to information is tantamount to suppression, and as such can be construed as a form of censorship. As a result of developing information technologies, proactive teacher-librarians will have to advance the cause of information access reaffirming freedom of choice.

## Collection Assessment and Selection Policy

Selection policy as it presently exists is not sufficient for the demands presented by information technology in a global environment. A collection development policy which promotes user access rather than the mediated opinions of selection experts is required. Traditionally selection criteria have been used to assess the worth of a specific item to the whole collection. It matters not if we judge the worth of a single item to the whole collection or if we judge the accessibility of information in a global context, each has serious implications for future school library resource collections and the information curriculum. Automated circulation technology offers teacher-librarians opportunities for collection assessment that were previously impossible. Although collection assessment techniques have their own limitations and cautions, teacher-librarians now have an instrument which can provide the details about patterns of use of materials by subject, age, format and curriculum relationship. Records from database access and informal user surveys can also furnish details that could assist collection development. In the elementary and secondary schools teacher-librarians continue to be responsible for introducing students to the broad range of available information sources. Learner focused education will have an effect upon selection practices and collection composition as we interpret circulation and collection data and invite student input. This data will likely influence decision-making in the following areas:

- purchase of resources and hardware
- collection management issues such as weeding, reshelving, and access
- changes to information skill instruction
- budgetary allocations
- effectiveness of collection development and management policies
- development of special collections to meet special information needs of teachers and various minority groups (Bertrand, 1991)

## The Current Context

In order to provide the context for collection development policy and procedure, the current British Columbian situation should be reviewed. The school library resource centre's collection, program and services are based on principles, policies and procedures developed by the province, the local school board and the school. As an integral and essential part of the total school's program the resource collection is supposed to be responsive to the information needs and interests of students, teachers, and administrators, as well as the curricular and instructional needs of the school and the community. By incorporating varied print and non-print materials and their associated equipment, and human resources, the library resource centre purports to exemplify a total media concept that provides the widest possible access to information housed inside and outside the school library resource centre.

### Responsibility for Selection

In British Columbia the selection of learning resources for the library resource centre is manifested under four different policy documents. *Selection and Challenge of Learning Resources* (1991), a Ministry of Education document from the Learning Resources Branch, is the first document for policy consideration. "The selection of provincially authorized or recommended learning resources is carried out by the Learning Resources Branch of the Ministry in accordance with section 182(2) (e) of the School Act.

The selection process is based on teacher evaluation using established criteria in areas of content and instructional design and on user factors such as social considerations for the intended audience and context of usage. " (Selection and Challenge of Learning Resources, 199, p. 6) The second document to be consulted for policy is the school district's selection policy. Districts which choose to select their own materials for school use must have in place a district selection policy in accordance with section 182 as previously quoted. Ministerial Order 143/89 contains further information as to what may be considered educational resource materials. A sample district policy is offered in *Selection and Challenge of Learning Resources*. As school library collections are outside of the *Selection and Challenge of Learning Resources*' purview, guide lines for selection of resource-based learning materials have been published in *Developing Independent Learners: The Role of the School Library Resource Centre*. This, the third document, refers to the district selection policy and adds a further direction whereby schools are to have their own selection policy, which is the fourth document, developed collaboratively by the entire school community.

Although *Selection and Challenge of Learning Resources* does not specifically cover school library resource materials its rationale represents provincial resource policy and as such will likely influence the philosophical base from which district and school selection policies emerge. The criteria by which the materials are evaluated are categorized into four divisions: content, instructional design, technical design and social considerations with specific definitions for each criterion plus further denotations for special needs audiences. The Learning Resources Evaluation Guide specifies the parameters of these four categories and the criteria contained therein. There are forty-nine criteria covered in these four categories. The following is a summary of the criteria used in the evaluation of resources:

- current, accurate and relevant to provincial curricula and program design
- appropriate in terms of content, form, methodology and context of usage
- fair, objective, free from bias, propaganda discrimination and stereotyping as is reasonable and possible
- recognize the multicultural context of British Columbia

- assumptions with respect to gender role/ identity and relations
- interesting, well organized, good quality, easily usable in intended setting and with intended audience
- support the development of problem-solving and decision-making skills, foster the development of critical thinking and focus on learning
- be of Canadian authorship and publication if possible

School districts are to have their own selection policy in place if they are to choose resources not listed in the *Catalogue of Learning Resources*. *Selection and Challenge of Learning Resources* recommends that the following elements be included in a local district policy and be made available to all parents and teachers:

- process for selection or resources from the recommended and authorized listings provided by the Ministry
- rationale for district selection of resources not on the Ministry authorized and recommended lists
- criteria used to evaluate resources
- selection procedures/process; and
- identification of personnel with responsibilities for selection of resources and their roles

The preceding lists and citations reflect the intent of the province to have in place district and school selection policies. It would be interesting to know the frequency of exposure that administrators, teacher-librarians and teachers have to district and school selection policies. All references to selection policies call for procedures to deal with challenged materials to be in place. The Vancouver District's selection policy, often used as an example, demonstrates the reconsideration procedure outlined in *Selection and Challenge of Learning Resources*. Informal and formal reconsideration procedures are

outlined for those people in the schools and community who have not been directly involved in the selection process and wish to challenge the suitability of the resource material. Reconsideration committee membership is specified and the challenge process is described. Of particular note are the guiding principles which affirm academic and intellectual freedom and offer "some" measure of protection for those responsible for the selection of materials which sustain a challenge.

*Developing Independent Learners: The Role of the School Library Resource Centre* also presents the components for an effective school selection policy. Once again, a written policy complying with provincial and district policies is solicited. It specifies guide lines for the development of the school's resource collection and establishes priorities for budget expenditure based on the goals, programs and needs of the school. The school's selection policy should also include the following features:

- the principles and goals of the school library resource centre program
- the necessity to respond to teaching strategies and learning styles
- the responsibility for selection
- the criteria used to assess the existing collection
- the criteria for selection, for evaluating materials for discard ("weeding"), and for assuring a balanced collection
- the use of selection tools

### Concerns and Considerations

The above features do not separate policy from procedure. Van Orden (1988) suggests that policy and procedure should be differentiated. In fact both governing documents, *Selection and Challenge of Learning Resources* and *Developing Independent Learners*, do not separate policy and procedure. Policy offers statements about the philosophy and objectives for the selection of educational resources in the school and specifies the criteria to be used in resource selection. Allowing for flexibility and change, policies are general principles which define the scope of the collection and establish the basis for collection program activities. They are a public declaration and provide a "rationale for decision-making". Procedures are concrete and measurable,

directing the implementation of policies while identifying responsibility. The ideals reflected by policy statements are defined by the realities expressed through procedural statements. The inclusion of both policy and procedural statements in a "policy document" can be confusing and will require more frequent updating. The separation of policy and procedure into two documents allows for the documents to work independently of each other as well as together depending on the purpose.

School staffs rarely remain static and as a result there is a need for documents to promote continuity from year to year. The specification of procedural components supports a stable yet proactive selection process within the school and district. The wisdom of recording past successful practice supports and strengthens the benefits of change. Continuity and direction in resource management can thus be maintained despite staff changes.

The desire for a balanced collection is often advanced through the selection policy. *Developing Independent Learners* embraces the balanced collection as an exemplar. Traditional criteria for selection and the concept of a balanced collection were developed with a relatively static collection in mind. Today, a balanced collection can no longer be specified nor guaranteed through purpose, format or content. Put simply, as individual schools or districts we do not have the means to acquire the necessary resources and hardware. The amount of information presently available, let alone on the horizon, necessitates a different purview.

### **Bias: An Example in the Failure of Selection Criteria**

As we participate in the selection of curriculum or resource materials we do so in the belief that we are promoting that which our society has recognized as legitimate and truthful. We are collecting the canons of truthfulness and, as such, are helping create major reference points for what we understand knowledge, culture, belief and morality to be. (Apple, 1991, p.4) All too often our understanding of this knowledge, culture, belief and morality disinherits women, people of colour, and others who have been denied power. Class, gender/sex, and race bias are widespread in the materials we unwittingly select. (Apple, 1991; Sleeter, 1991)

With my training as a teacher and a librarian and my adherence to an exemplar selection policy, I mistakenly believed I would be relatively immune to

the pitfalls of bias when selecting materials for the resource centre. Gaskell's paper dislodged that belief by making clear to me "the contested nature of much of our knowledge and the value assumptions upon which it rests". (Gaskell, 1984, p.17) It is not enough to have a pedagogically sound product with good content which purports to be objective and to deal with "hard facts". (Gaskell, 1984, p.14) No, the predilection within education to avoid controversy on substantive issues, as presented in Gaskell's paper with respect to energy, sounds alarms that should be heard and explored by all teacher-librarians. Gaskell endorsed neither the scientist nor the teacher for interpreting energy education, assessing the discontinuity of the data, or determining its bias. Armed with a selection policy, I wonder if teacher-librarians would fare any better than did the science teachers on the B.C. Hydro curriculum project. Would the political, social, economic, and scientific bias present in the B.C. Hydro curriculum materials been identified by teacher-librarians? Private and public corporations have the political and economic resources to produce and to distribute "accessible" information. What of the other groups with different points of view and unequal resources? How will the resource centre "balance" this information accessibility? The controversial issues will have to be settled in the "marketplace of ideas" but we as teacher-librarians must assess and plan for access to these ideas. The science teachers either avoided or did not know of the substantive energy issues. How can we as teacher-librarians avoid this same mistake?

Books like *Guidelines for Selecting Bias-Free Textbooks on Interracial Books for Children* and *Sex Equity Handbook for Schools* offer guide lines for recognizing the multifarious nature of bias as it appears in a myriad of forms. Bias, can be identified implicitly or explicitly, through the examination of imbalance, selectivity, invisibility, stereotyping and so on. It can be found in illustrations, lifestyles, relationships between people, or story lines. The foregoing samples but a few of the multitude of considerations to be assessed when considering bias. Selection criteria attempt to mitigate bias and I no longer accept that myself or my colleagues are sufficiently knowledgeable to assume this role. In a print based culture detecting bias had some merit but as we move to more visual and multimedia formats do we have the right or the knowledge to interpret the symbolism of imagery in a multicultural and global context?

It has been said that the media are our cultural

apparatus for selecting, gathering, storing and conveying knowledge in representational forms. Visual imagery and auditory impressions are unique sources of symbolic forms. Many unexplored avenues of interpretation are called forth as we envisage body language, balance the seen with the unseen, and interpret the symbolic representations. Listening also calls for varying interpretations as we seek to comprehend intonation and balance the said with the unsaid. These symbolic forms offer us not only information but also clues which are culturally determined. "Reality doesn't stalk around with a label. What something is, what it does, one's evaluation of it, all this is not naturally preordained. It is socially constructed." (Apple, 1991, p.1) In order to determine the value perspective or bias in imagery we require some expressed standards for perceptual scrutiny that allow for changing perspectives and interpretations. I do not believe that these standards yet exist for visual and multi-media formats. It has been said that "we do not fully understand any particular text until we have some concept of the discipline into which it fits, and in which it has its sense and significance". (Luke, 1983, p.115) I propose that we as yet do not fully understand the implications and significance of media as text. The complexity of this format challenges our professionalism. The application of traditionally print-based selection criteria asks too much of the evaluator. Media offers the opportunity to represent many value perspectives. I am unsure as to how bias can be explicitly declared in media's various forms since its interpretation is dependent on the cultural viewpoint of the audience rather than the selector. Until we fully understand the symbolic representations of our visual and auditory media and their place within the society, let alone their place in education and the curriculum and discipline into which they fit, we will have little or no meaningful grasp of their sense and significance. As yet, media as text is too complex in form for it to be subjected to traditional selection criteria.

Selection implies evaluation and as such it "requires a democratic process in which all people not simply those who see themselves as the intellectual guardians of the "Western tradition" .... be involved in the deliberation of what is important." (Apple, 1991, p.15) It is my contention that selection by anyone but those who require or request information might very well invalidate the knowledge, culture, belief and morality of those who have been denied power as a result of their class, gender/sex, or race and therefore are not in a position to sit on selection committees. Unless we are extremely

sensitive to the non-dominant viewpoints in our milieu, the knowledge, culture, beliefs and morality of those who have been denied power may be overlooked. Knowledge is a political commodity. Its relevance, importance and accuracy are dependent not only on the socio/political context in which it is viewed but also on the socio/political perspective of the viewer. *Information Power* challenges and incites librarians to provide and to ensure equitable, free, intellectual and physical access to information unimpeded by social, cultural, economic, geographical or technological constraints. It would appear that the use of selection criteria such as bias would not necessarily be supported because the potential for restricting access to information would be too great.

Furthermore, in light of Sleeter and Grant's writings (1991), Hare's article (1985) and Gaskell's paper (1984), I question our ability to discern anything but the most blatant forms of bias. Having the resolve or the determination to select bias free resources is no safeguard from bias. It is an impossible task. Whether or not resources are selected from authorized reviewing journals, publisher's blurbs or as a result of previewing, these traditional means of selection offer no protection from bias. The combination of the volume of information and the insidious nature of bias in a multimedia and multicultural environment ought to alert us to the fact that we can no longer mediate or protect our students from bias. As communication technology changes the face of education and the library resource centre, selecting bias free resources becomes an exercise in frustration. Teaching students to detect bias becomes a more profitable endeavour. Ensuring access to the "marketplace of ideas" allows for the representation of multiple perspectives; the interpretation of which ought to rest with the seeker. I believe our preoccupation with selection criteria should be undergoing a shift in favour of collection development.

### Collection Development Policy

We are practised and educated with the traditional tools of selection but we are in need of systematic methods to plan for and to develop fully access to information. It is through collection development policy that we will communicate the need for strategies that will provide the impetus for the changes that must occur if we are to meet the demands of the global and technological information environment. In view of the changing nature of collection a re-evaluation of the types of collection development aids is needed. Collection development policy will

be the vital link between extended information services within and among school library programs. The illusion of the balanced collection can no longer be afforded. The collection's limitations ought to be made visible. A truly balanced collection is unlikely to be financed. In the past if both sides of an argument were included in our resource materials it was thought we were doing well. Issues today are multidimensional. Covering all the positions is not as easy as it was once thought. Codes are needed for identifying both "the extent of the existing collection in given subject fields (collection density) and the extent of current collecting activity in the field (collection intensity)." (Van Orden, 1988) Identified codes such as comprehensive, research, study, basic and minimal will alert users to the depth and breadth of the information coverage within their resource centre. Communication technology in the form of on-line databases and CD-ROM will further extend information access. Future collection development decisions have the potential for major impact on resource-based learning and the information curriculum. Teacher-librarians have a choice. Will collection development policies include written descriptions of programs that provide information and services so essential that few areas of the curriculum will function or be developed without the resource collection and its professional staff? Or will our policies continue to stress minimum resources, limited faculty involvement, and school media collections that are expensive supplements to textbook dominated classrooms?

As further research and direction in the areas of collection development and selection in a global and technological environment are needed perhaps my separation of collection development and selection policy will prove to be an academic exercise. Nevertheless, I trust that the forgoing article is a testament for the development of collection policy and procedures. Selection criteria may very well form a component of the policy but I seriously question how our current criteria will serve us as we struggle to adapt in this information rich, technological, global society.

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# TOGETHER WE LEARN / TOGETHER WE TEACH: THE KALEIDOSCOPE OF COOPERATIVE PROGRAM PLANNING AND TEACHING EXPERIENCES FOR PRESERVICE TEACHERS.

by CAROL THOMSON, college professor and librarian of the Curriculum Resource Centre at Okanagan College.

*Teacher-librarians are parts of the kaleidoscope of education. We, along with other educational professionals, are the bits of colour which, reflected by mirrors, create the symmetrical patterns which appear when the kaleidoscope is turned. The constantly changing colours and patterns are created by us all — working together. (Together We Learn is the motto of School District #23, Central Okanagan)*

Throughout the 1980s teacher-librarians have been strong advocates of cooperative program planning and teaching. Now, in the 1990s, can we claim that our advocacy role has been successful? In some respects the answer to that question is a powerful "Yes!" We are greatly indebted to the Haycocks, Liz Austrom and others for the role they have played in defining and promoting cooperative program planning and teaching. Teacher-librarians, through their professional associations and with the support of school administrators and classroom teachers, have promoted and implemented planning and teaching strategies. Cooperative program planning and teaching has proven to be educationally sound. It promotes the educational goals which the British Columbia Year 2000 documents profess: resource-based learning; the importance of process, rather than product; information access skills; information sharing; hands-on experiences; lower pupil-teacher ratios; critical and creative thinking strategies; effective research and study skills; and cooperative learning. Why then, have we still not convinced many classroom teachers to participate?

Many in the educational community have still not adopted the cooperative program planning and teaching philosophy despite a decade of teacher-librarians' advocacy and workshop presentations to administrators, teachers, professional specialty associations and student-teachers. These educators are assaulted from all sides with professional workshops, changed programs, new textbooks, and

ministry documents. The occasional workshop is not enough to ensure that the educational community becomes committed to the concept. What is the solution to this problem of lack of understanding of, and commitment to, the philosophy underlying cooperative planning and teaching?

Part of the answer to this question rests with our teacher-training institutions. Most student teachers enter our school system with very little understanding of the role of the teacher-librarian. Brainstorming with a group of preservice teachers is an extremely revealing experience. To these students I ask, "What do the words *Librarian* or *Library* mean to you? What images do these words evoke?" I receive humorous, but disturbing, responses. If preservice teachers are not aware of the cooperative planning and teaching role of the teacher-librarian, what mind set will these new professionals bring to their classrooms? How much time and effort will be required to change the perception once teachers are actively engaged in their profession? Is it always successful? I think not. University faculty must assume responsibility for the promotion of cooperative program planning and teaching if this concept is to be effectively integrated as a teaching strategy. The time to introduce the concept is at the preservice level because "the structure and the nature of the curriculum [which] prospective teachers receive in their training inexorably affects their curricular and instructional practice throughout their teaching career." (Ellis, 122) Preservice knowledge and understanding of the role of the teacher-librarian and preservice experience working with that specialist are essential.

The Okanagan College Bachelor of Education Program, which is offered in cooperation with the University of Victoria, has begun to change preservice teachers' perceptions of the role of the teacher-librarian. We have begun in a limited way, and because we are a small institution we have been able to experiment with practices that may not be as easily implemented elsewhere. However, I believe that much can be learned from our experiences.

To advocate and effect change within the teacher education program the Okanagan College faculty have promoted cooperative teaching in a variety of ways. The philosophy of cooperative program planning and teaching is discussed in some detail in the *Introduction to Learning Resources* course. In addition to teaching this philosophy, strategies similar to the program promoted in the school system are integrated into various courses. For example, the professors for language arts and social studies methodology courses collaborate on an assignment which models the integration of subject matter and cooperation of professional partners. Another professor cooperatively plans and teaches with the reference librarian to integrate into her course content the technique of doing an effective ERIC search, and also encourages using the research findings as the bases of assignments in other foundations or methodology courses. This cooperative planning and teaching models the collaboration that teacher-librarians espouse.

John Goodlad has stated that "student teachers become clones of their [sponsor] teachers, which means we are perpetuating present practices." (Brandt, 11) Okanagan College student teachers have an opportunity to meet with individual teacher-librarians in schools to obtain first-hand knowledge of the planning and teaching process. This is accomplished by way of an assignment which has proven to be an extremely valuable exercise. It requires the time and cooperation of many teacher-librarians, but this request has been met with enthusiasm and commitment by all of these professionals in the Okanagan region. Each of our colleagues interacts with these student teachers in a personal and powerful way. It has provided the opportunity for teacher-librarians to discuss philosophy, to collaborate, to model, and to provide practice for a fledgling professional. This assignment showcases the role of the teacher-librarian in each of the practicum schools and in many cases involves practicing classroom teachers who previously had been unaware of the concept of cooperative planning and teaching, or sceptical of its importance.

After completing the assignment these student teachers stated:

"Although I was aware of the T.L.'s position as someone to get resources from, I was not aware of the additional role of team planning, teaching and evaluation."

"I see this process as a beneficial one for both the classroom teacher and for the students."  
and

I am very excited about the future possibilities of working with my teacher-librarian."

By their evaluative comments preservice teachers have indicated that these techniques have been effective.

"The impetus for more collaboration among teachers in elementary schools will come from preservice programs structured to promote such planning and teaching and specialization in the elementary teachers they prepare. There is still much to be done." (Howey, 251) Teacher-librarians everywhere must press the universities to ensure that preservice teachers have a basic understanding of, and commitment to, cooperative program planning and teaching. These new professionals can become the change agents for whom we have been searching.

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There is a miracle  
in every new  
beginning  
-Hermann Hesse in  
"Steppenwolf".

BOOKMARKER  
BY  
BOOKMARK

# DEVELOPING COMMUNICATION SKILLS USING FIRST LANGUAGE STORIES

by **PATRICIA M. JONES**, teacher, Douglas School, SD#39 (Vancouver).

First language stories have an important place in an English as a Second Language classroom. They can be used to improve ESL students' abilities in listening, speaking, reading and particularly, writing.

While visiting Taiwan in the summer of 1991, I came across a bookstore selling story books with English stories accompanied by Chinese translations. There were also Chinese folktales with English translations. I brought many of these books back to Vancouver to use with ESL students in one of the city's District ESL classes. There are twenty students in the class full time, ranging in age from 9 to 13 years old. The students' abilities in English vary from low beginner to intermediate. The students will be able to use these texts as well as those in Hindi, Spanish, French and Chinese that are provided by the Vancouver School Board. These books are written in first languages (L1) only.

During the first weeks of school when students were given time to choose and read a variety of classroom books, many leafed through picture books but did little reading. When I brought out the L1 and L2 (second language) books, they were an immediate focus of interest. These same students were involved in reading. It seemed that this interest could be used to improve all skills.

In regular classrooms, teachers use stories as triggers or starting points as the basis of language and comprehension activities. L1 and L2 books could be used in similar ways.

How would I begin? Students and families would need reassurance that while learning English it is beneficial to read in their first language. L1 literature is rich in ideas, information and vocabulary. Students of all ages need to continue their learning about the world as they learn the English language. Reading should not stop in L1 just because students are learning a new language. They would need to know that their reading of L1 texts would be used as a basis to improve skills in listening, speaking and writing English.

Students would be encouraged to bring their own L1 materials (novels, storybooks or magazines) to class. The books most useful for use with writing activities would be classic stories, legends and fairy tales. These often have traditional plots, themes or morals, descriptive settings and vivid characters. The value of this type of story is that the content is familiar to the students. Also, students from different cultures and countries have likely read their own versions at home or at school.

I would continue with the assumption that the students would have mixed abilities in listening, speaking, reading and writing. To complete a written assignment on a common L1 story, partners or cooperative groups would need to pool their individual strengths, thereby assisting and learning from each other. Because writing is the focus of this project, it would be their final product.

## SAMPLE ACTIVITIES

The following are activities which students would write in English, after the stories are read and discussed:

### 1. Plot outlines using Key Visuals

e.g. "Cinderella"

### 2. Story Reviews

Summaries and paraphrasing is suitable with this exercise.

### 3. Character studies

Descriptions can include personalities, actions, and/or appearances. Students can adhere to the original text or write from the personal point of view of the character.

### 4. Main or Central Problem Identification

Free form writing or looping is a useful exercise with this skill.

### 5. Resolution or Climax Change

Creative thinking is challenged when students are asked to find alternative endings.

### 6. Past or Future Projections

Verb tense changes as well as creative thinking are practised.

### 7. Miming

Acting without speaking can be a relief and fun for some students. Comprehension and thinking are required to portray story meaning by mime.

### 8. Illustration Description

Finding the appropriate English words to describe characters or a scene demands cooperative effort, perhaps from students' families.

### 9. Compare and contrast

Identifying similarities and differences of L1 - L2 stories is an interesting cultural study. It also provides practice using comparative language. "Cinderella" and "Yeh Shen" offer two distinct versions of the same fairy tale.

### 10. Vocabulary

Finding English vocabulary or expressions which correlate to L1 script. This may be a challenge for students.

The important point with all the above activities is that students are learning and practising new skills using familiar reading material.

## ADVANTAGES AND DISADVANTAGES

Can communication skills in English improve if E.S.L. students use L1 stories? There are some advantages and disadvantages:

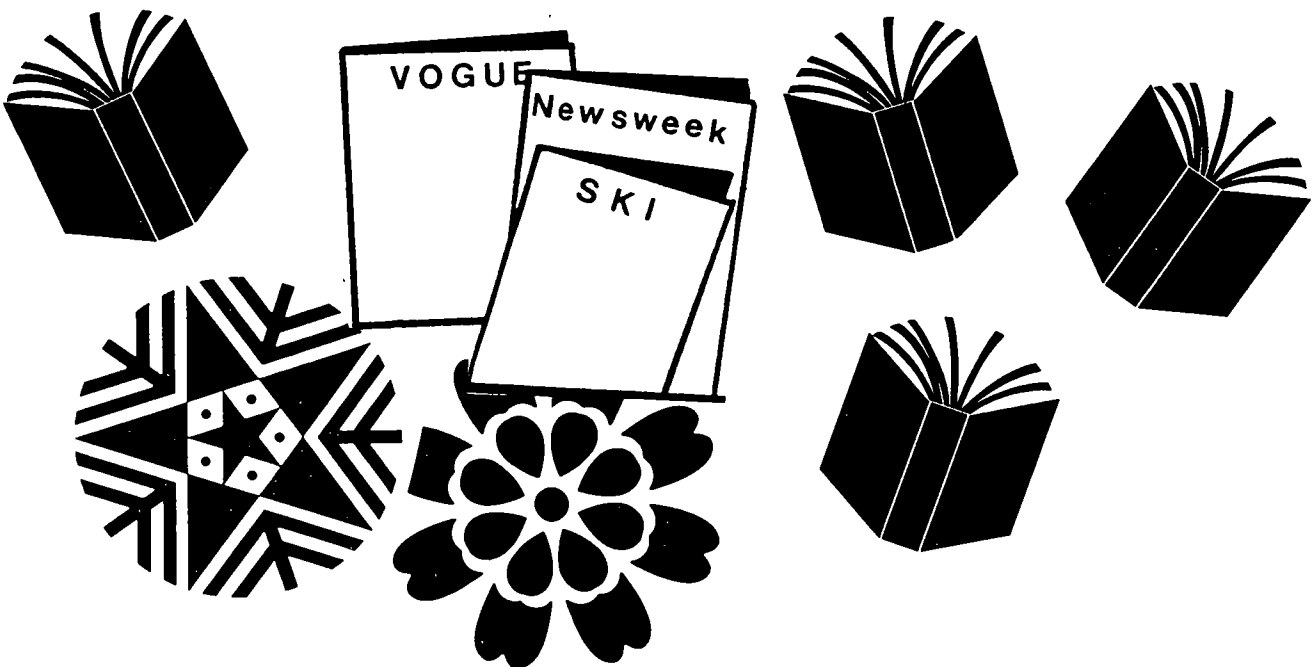
## **DISADVANTAGES:**

1. There are a limited number of L1-L2 or L1 storybooks available for schools in Vancouver.
2. The quality of the English literature in translation varies.
3. The quality of production varies. The binding of some books disintegrated after being used for two weeks. Others were well bound.
4. Teachers need to be familiar with the L1 stories or have them translated. It is more convenient to work with L1-L2 books.

## **ADVANTAGES:**

1. Students are motivated to read stories about their own culture because it is familiar and of interest to them. They know the customs, traditions, folklore, manners, geography and history which contribute to their literature.
2. Familiar stories promote confidence in using communicative skills.
3. The student recognition of universal themes in their L1 stories may promote discussion and exploration of the reasons why.

The use of first language story books as a basis for teaching writing is valid for students of all ages. We all like our first language to be recognized and appreciated. Research also shows that children who are solidly literate in L1 first have a better chance of developing in L2. This has to do with a sense of identity as well as solid skill development with accessible content. L1 stories are a natural place to start for reading as a writing trigger — students will have much more to say and the transition to L2 readings will be much more comfortable.



# THE HIDDEN AGENDA OF MOTHER GOOSE

by CHRIS VERNER

Chris Verner is state editor, Atlanta Journal-Constitution, P.O. Box 4689, Atlanta, GA 30302.

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It was the Muffin Man who first aroused my suspicions. For months I had been reading nursery rhymes to my 2-year-old son. Little did I suspect that Mother Goose might be sowing seeds of dissolution in his innocent mind. "Little Jack Horner" and "Hickory, Dickory, Dock" seemed far removed from ribald rap songs and controversial textbooks.

But I was jarred from my complacency by recent cases in Florida where the children's classic My Friend Flicka was banned from a 5th grade reading list because it contains two curse words, and Georgia, where the state Board of Education rejected a children's literature-based reading series. Critics said the reading series contained references to witches, ghouls, and "New Age" ideas.

A review of Mother Goose seemed in order.

I began with the "Muffin Man" because my son had been obsessed with it for months. I realize now that this hypnotic hold should have been a danger sign.

The rhyme goes like this: "Oh do you know the Muffin Man, the Muffin Man, the Muffin Man, oh do you know the Muffin Man who lives on Drury Lane?"

At first, it seemed harmless enough. I found no subliminal messages (although my son had been eating more bread recently); read backward, it revealed no hidden exhortations to suicide or spitting up.

Then I realized I knew nothing about this character who exerted such power over my child's imagination. What is the Muffin Man's belief system? What are his values? How does he support himself? Obviously, "Muffin Man" is a nickname,

like "Scarface" or "Three Fingers," and is uncomfortably close to "Candy Man," once a widely used code for drug dealers.

Note the rhyme's subtly taunting tone, which suggests that if we do know the Muffin Man, we are accomplices in something sordid; if we don't know him, we are hopelessly square. Clearly, this is not suitable material for an impressionable toddler, or perhaps even a preteen.

"Humpty Dumpty sat on a wall, Humpty Dumpty had a great fall..."

Initially, this, too, seemed harmless. But a more careful reading reveals that Humpty Dumpty is a melancholy morality tale about someone who rises to a high position only to suffer a horrible fall from grace. It is a brooding meditation on the futility of life and the awful finality of death.

"Jack be nimble, Jack be quick, Jack jump over the candlestick."

Candles often appear in seances and other occult proceedings. What other explanation is there for Jack to be jumping over a candlestick? Obviously, he is engaged in some sort of satanic ritual.

"Twinkle, twinkle little star, How I wonder what you are."

My son is too young to be burdened with perplexing questions about the universe. If I let him question the composition of stars, next he'll want to know about the Big Bang Theory and other secular-humanist mumbo-jumbo.

"Mary had a little lamb whose fleece was white as snow, and everywhere that Mary went the lamb was sure to go."

Here lies the root cause of the discipline problems plaguing our schools. If children learn at an early age that they can take lambs to school without any apparent punishment, is it any wonder that, years later, they take guns, knives, and baseball bats? Also, notice that Mary assumes no blame here. The lamb followed her—as if it were all the lamb's fault. This does not set a good example for those of us who want children to take responsibility for their actions.

"Little Boy Blue, come blow your horn, the sheep's in the meadow, the cow's in the corn."

"Little Boy Blue, come blow your horn, the sheep's in the meadow, the cow's in the corn."

How many fragile egos have been undermined by these simple lines? Given the task of tending a sheep and a cow, Little Boy Blue nods off on the job. This implies that children can't be entrusted with simple duties, especially where animal husbandry is involved. Is it any surprise that entire generations of youngsters have forsaken the farm for the city life?

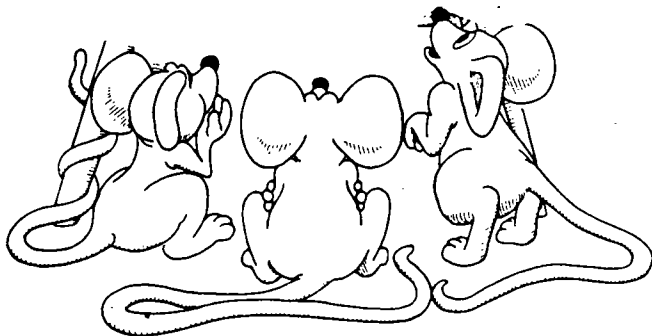
In other rhymes, adults do not fare very well, either. For instance, our terrible dietary habits can be traced to Jack Sprat and Mrs. Sprat, who show total disregard for their nutritional needs, as well as having barbaric table manners. They probably don't floss, either, although we are not told this directly.

And then there's Old Mother Hubbard, who can't find a bone for her dog. Not only is she forcing the poor animal to subsist on bones; she is so senile, she can't remember where she put them. Rather than run out for a can of Alpo, as any sensible pet owner would do, she lets the poor animal starve. No wonder children have nightmares about neglect and abandonment.

Some of you who are locked into spongy-headed liberalism will argue that I'm taking passages out of context, distorting meanings, and perhaps even projecting my own hangups onto these rhymes.

My son doesn't understand, either. He still cries for his Mother Goose and his "Care Bear" books. I had to burn those, too, because they distort reality and promote a pantheistic view of the universe. Bears don't talk, and children shouldn't be taught to play with large, carnivorous animals.

The only thing I read to him now is the list of ingredients on his baby food jars. Of course, I always skip over anything artificial.





by **LYNNE CLOSE**  
New Westminster Public Library

What in the world is "Where in the World . . .?" ? Chances are, if you are near a public library in British Columbia this summer you will see this slogan. It is the name/theme of the 1992 province-wide Summer Reading Club. The reading club is sponsored by the British Columbia Library Association with the generous assistance of the Ministry of Municipal Affairs, Recreation and Housing.

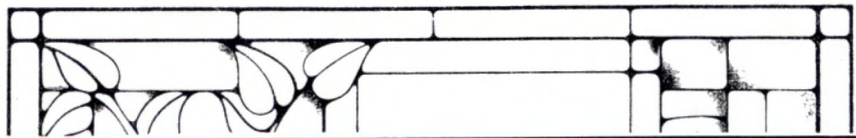
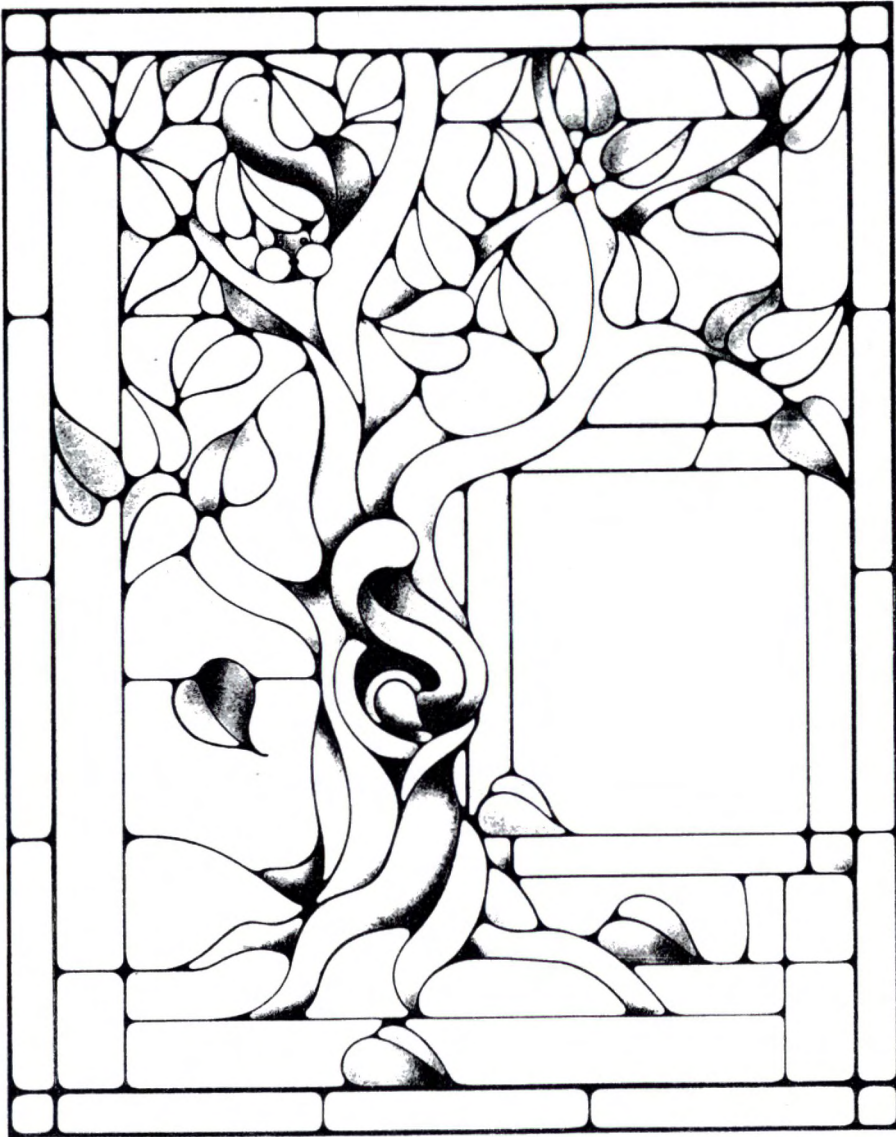
This year's theme is loosely based on the children's educational television program "Where in the World is Carmen Sandiego?" An intrepid mouse detective created by well known illustrator Kim LaFave, travels the world looking at different cultures, emphasizing commonality in celebrations, food, clothing, games and music.

This reading club is designed to appeal to school levels two through five, but of course will not be limited to these levels. Each participating public library may choose the emphasis, be it on the multicultural aspect or the detective aspect, or both. Use of a logbook and activities associated with the club will vary from library to library, but the basic motif will be the same. Some libraries will offer remedial reading and tutoring programs as well.

Teacher-librarians, children's librarians and teachers are aware of the need to keep children reading through the summer. Valuable time is often lost in September relearning decoding skills. Summer activities might kindle a new interest and the reading club might heighten it. The reading club might be the spark needed for children to realize that reading is fun.

The multicultural theme fits neatly into the curriculum with its emphasis on awareness of the multicultural nature of our society.

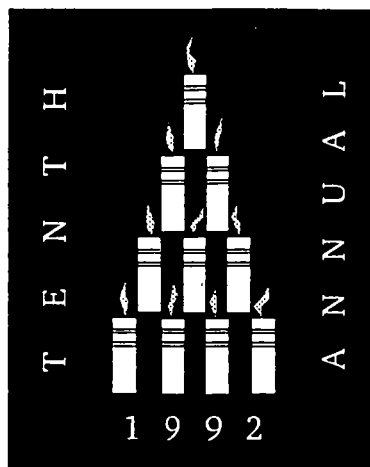
So . . . a plug and a plea. Teachers and teacher-librarians are in a unique position to promote this summer venture, both to students and to parents. Check with your local public library, then talk about the reading club to your classes, suggest and encourage joining the club and follow up in September. Over 40,000 children registered in Summer 1990. Where in the World do you find summer fun and low key learning? At your nearest public library!



FEATURED IN THIS ISSUE



FESTIVAL OF THE WRITTEN ARTS



AUGUST 13-16

**Our annual summer festival of readers and writers is celebrating its tenth anniversary and you're invited!**

**T**he Festival of the Written Arts is a three-day long weekend of enjoyment for people who love to read. It includes stimulating talks by some of Canada's best-known and up and coming writers, delivered in the cedar pavilion under the trees of the Rockwood Centre in Sechelt. Delicious meals, fun contests to win libraries of fabulous books, displays, a craft faire and a classical music concert round out this year's celebration. To receive a 24 page brochure describing all the events this summer write to:

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Carol Shields  
Jeffrey Simpson  
The Twelve Month Gardeners  
Vancouver Industrial Writers  
Union  
Caroline Woodward  
Tim Wynne-Jones**

# SHARING STORIES: MULTICULTURAL LITERATURE IN THE ESL CLASSROOM

reported by PAT PARUNGAO, Coopera-  
tive Planning & Teaching Resource Teacher,  
SD#39 (Vancouver).

**“We have English as a First Language, but what is  
English as a First Culture?”**

This workshop was a real treat! Wendy  
McDonell, Coordinator of ESL for the Etobicoke  
Board of Education and Betty Ansin Smallwood,  
Bilingual Fellow/Teacher Trainer, George Mason  
University, Virginia, opened by reading Tell Me a  
Story, Mama, a story about a young girl and her  
mother remembering all the girl’s favorite stories  
about her mother’s childhood.

This reading was followed by discussion of  
participants’ responses, modelling the strategy of  
discussing personal reader (or listener) responses that  
can be done in the ESL classroom (see next page for a  
graphic representation of the response strategy).  
Other strategies, such as graphic representations (e.g.,  
story map, circle story); making your own books by  
expanding the use of patterns (e.g., copying exact  
pattern, modifying the language pattern or modifying  
the story pattern); and building thematic units were  
presented. For more strategies we were directed to a  
bibliography of teacher resources.

Other useful handouts included two lists of  
multicultural children’s literature and two criteria for  
selection of multicultural literature — one set  
prepared from Wendy’s (Canadian?) point of view  
and another from Betty’s (American?) point of view.

Participants handled many multicultural picture  
books and, in small groups, responded to one book in  
detail. Our group responded to Ian Wallace’s The  
Very Last First Time, in preparation for his presenta-  
tion the next day at TESOL.

## CREATION: AN ILLUSTRATOR’S PERSPECTIVE

Ian Wallace, author and illustrator, spoke briefly  
about Kids Can Press, Chin Chiang and the Dragon’s  
Dance and in detail about Very Last First Time.  
Although the main characters of these two books are  
elementary school age, both books are suitable for  
elementary and secondary ESL students’ reading and  
discussion.

### Chin Chiang and the Dragon’s Dance

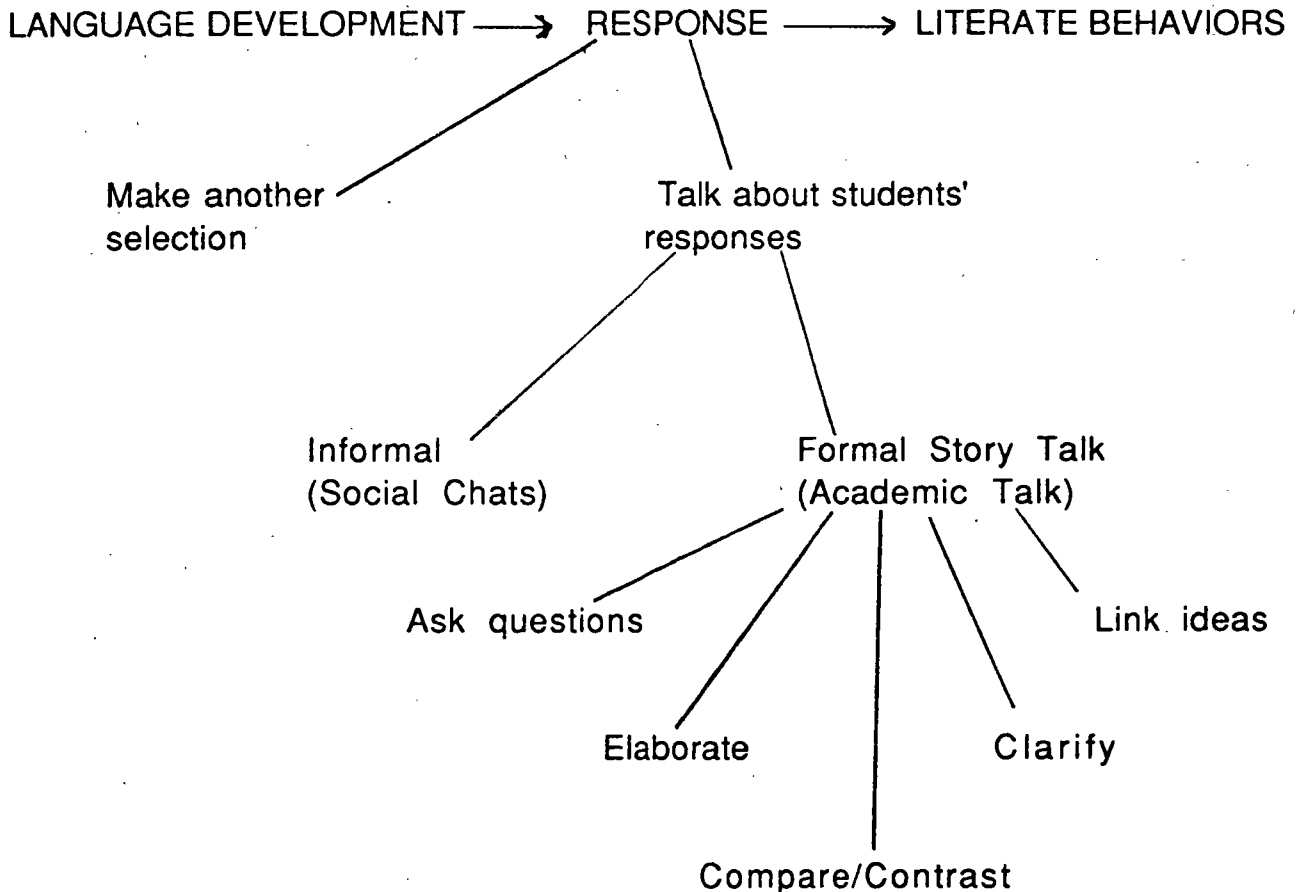
Ian, who feels that he “creates movies in book  
form,” is the author and illustrator of this book which  
was co-published in the US and Canada. It is a  
circular story in that Chin Chiang, like Max in Where  
the Wild Things Are, returns home to his room after  
his adventures. Color is used as an “emotional  
barometer” throughout the book. Green and yellow  
become dominant as Chin Chiang’s fear mounts —  
red, found on every page, becomes more and more  
vivid as the climax draws near. The image of the  
curved staircase on one page is symbolic of the  
mythical curved dragon image presented later on in  
the book.

### Very Last First Time

Participants were treated to a wonderful story-  
telling experience, complete with the original prints  
used to illustrate this book. Two worlds are pre-  
sented — the above ground world, the world of light  
represented by the colour yellow, and the below  
ground world, the world of dark, represented by the  
color purple. The Inuit refer to their world as “the  
land of the purple twilight.” The seventeen pictures  
in this book took nine months to draw and paint. Ian  
directed us through much of the symbolic detail, such  
as the images of Eva’s mother, with her in spirit, on  
her underground quest for mussels and maturity and  
animal and sea monster images. This is a courageous  
“coming of age” story in which twelve year old Eva  
becomes an adult, bypassing the luxury of being  
considered an adolescent.

The “response” strategy graphically represented  
below can act as a bridge between language develop-  
ment and literate behaviors.

The "response" strategy graphically represented below can act as a bridge between language development and literate behaviors.



## 21st ANNUAL IASL CONFERENCE

July 20 - 24, 1992

Towards the 21st Century: Books and Media for the Millennium

The Queen's University of Belfast, Northern Ireland, UK

The International Association of School Librarianship comes of age in Belfast in 1992, in the year of European unity, when thoughts are directed towards the millennium and the changes that a new century will bring. Lectures and workshops will focus mainly on this theme and in addition there will be an emphasis on Irish life and literature. Deadline is **May 15th, 1992** and later registrations will be considered **only as numbers permit**. For further information contact Anne Taylor, Conference Organiser, School of Education, The Queen's University of Belfast, 69/71 University Street, Belfast BT7 1HL, Northern Ireland, UK; FAX 44 232 239 263.

# PEARSON - ON - THE - PRAIRIES

"An Immersion Program for Teacher-Librarians"

JULY 25 - JULY 30, 1992

Medicine Hat College, Division of Community Education with the Support of the Canadian Library Association

Pearson-On-The-Prairies 1992 will carry on the tradition established by the original. Teacher-Librarians from across North America will gather in a unique setting and discuss topical issues of interest. The workshop is planned to motivate, stimulate and challenge the participants in a friendly and relaxed atmosphere.

Workshop presenters include **Ronald Jobe**, Professor, Department of Language Education U.B.C., **Donald Hamilton**, Education Librarian at the University of Victoria, **Ken Low**, Founder and President of the Action Studies Institute, Calgary, **Kaye Steward**, Junior High School Teacher-librarian, and consulting executive with Alberta's Learning Resources Council. Artists include James Keelaghan, widely recognized Canadian folk songwriter, Robin Hopper, internationally known potter and ceramic consultant.

You may register by **Mail** (see form), **Phone** (403) 529-3844 (Visa, Mastercard) or **FAX** (403) 527-0459 (Visa, Mastercard) Payment must accompany registration. Accommodation is available in College townhouse residences and a meal package is also available.

## REGISTRATION FORM

**Pearson-On-The-Prairies  
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**REGISTRATION DEADLINE  
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**Registration** \$428.00 (GST included) per person \_\_\_\_\_  
(includes all sessions)

**Meals** \$102.75 (GST included) per person \_\_\_\_\_

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# TEACHER-LIBRARIAN OR PREPARATION TIME PROVIDER?

by PATRICIA FINLAY, BCTLA  
President

As individual schools discuss teaching assignments for the next school year, some schools are planning to use part of their teacher-librarian allocation to provide preparation time for other teachers. In several school districts this has been occurring for quite some time. This article looks at use of assigned teacher-librarian time for other purposes; it does not consider situations in which a part-time teacher-librarian takes on additional time as the school's preparation time teacher.

The solution to the inappropriate use of assigned teacher-librarian time lies in obtaining contract language to prevent this practice. Each chapter of the BCTLA must work with their local teachers' association to achieve this at the bargaining table.

Negotiation is a long process. What can you do now? First, teachers need to understand the role of the teacher-librarian and the benefits it offers to students and teachers. The teacher-librarian works collaboratively with teachers to plan and teach units of study based on curriculum objectives (including attitude, skill and knowledge objectives) utilizing a variety of appropriate resources and teaching strategies. Communication, cooperation and team-teaching between teacher and teacher-librarian are essential for the success and relevance of the students' work.

Second, you must make your colleagues aware of the difference between the role of the teacher-librarian and a relief teacher. Obviously, teachers cannot be equal partners involved in planning and teaching programs that occur during their preparation time. It is important for teachers to understand that the program the teacher-librarian delivers during preparation periods is entirely separate from the library resource centre program. This is possible if the preparation period is used for programs like an enrichment program, a multicultural program, a music or fine arts program, or a practical arts program. These programs may or may not be resource-based, but they are independent from the resource

centre program, and they complement the program offered in the classroom.

When you work as a relief teacher you are not a teacher-librarian. It is important that your colleagues see the difference. If possible, provide the preparation time in another room, not the library resource centre. Usually a relief teacher takes the class in its own classroom. If possible, the library resource centre should be closed when the teacher-librarian is not present. If the library resource centre is left open the administrator is responsible for its supervision. If you must teach the class in the library resource centre then that resource centre is a closed classroom. Other students should not be encouraged to use the facility during this time. The statement on Flexible Scheduling in Developing Independent Learners says:

"In an effective resource-based learning program classes and groups of students are scheduled into the school library resource centre according to program needs. In the library resource centre students participate in resource-based learning through cooperatively planned and taught units. It is essential that all groups and classes have ready access to the resources, the facility, and the services of the teacher-librarian. This cannot occur if the time-table for use of the resource centre is routine and inflexible, set up to provide a regular "book exchange" or a "library period" designed to give the classroom teacher a "spare" or preparation period" (page 28).

Third, you and your colleagues must decide what aspects of the resource centre program will be reduced as a result of your having to provide preparation time. Developing Independent Learners describes the role of the teacher and the teacher-librarian. If the competencies listed under "teacher-librarian" were given to a staff to list in priority order, the descriptors under Cooperative Program Planning and Teaching, hopefully, would be at the top of the list. You and your colleagues must be realistic in setting goals for the library resource centre program which can be met within the time you have left to be a teacher-librarian.

Fourth, you as the teacher-librarian are on the horns of a dilemma that you must acknowledge and resolve in a way that will not harm your central role as teacher-librarian. Naturally, you want to teach the students the attitudes, skills and knowledge that will assist them to be competent users of information. However, if you use preparation time to do this it will be without the active collaboration of the classroom

teacher. Units and lessons taught out of context are not perceived as relevant by the student. Book exchanges and reading periods will not excite the students to explore the potential of the library resource centre. The preparation time program should present a positive learning experience for students, but it should not attempt to be a library program.

What will gain the support of our colleagues to end the practice of teacher-librarians providing preparation time? There is no easy answer. It is important for teacher-librarians to be involved politically, particularly in the bargaining process. If teacher-librarians do not turn up at meetings to vote on bargaining priorities, or to elect a supportive teachers' association executive, then they are highly unlikely to get the contract support they need. Support at the school level is important, but teaching colleagues need to be encouraged to translate that support into practical terms during the bargaining process. By supporting the concept that no preparation time can be taken out of the teacher-librarian allocation, teachers support both the resource centre program and the hiring of other teachers to provide preparation time. Teachers on all sides win when this is put into contract. Advocacy serves all teachers in this instance, but it is the teacher-librarians who must take action.

I would not dream  
of belonging to a  
club that is willing  
to have me for a  
member.

*-Groucho Marx*

BOOKMARKER  
by  
BOOKMARK

**MANY THANKS TO THE VANCOUVER CHAPTER FOR THEIR  
EXCELLENT CONTRIBUTIONS TO THE DECEMBER ISSUE OF  
THE BOOKMARK ENTITLED "SHARING THE LAND"**

The Vancouver Chapter "adopted" the last issue of the Bookmark and we received a diverse and rich array of units, ideas, multi-cultural information, and project descriptions. It makes it so much easier to present a good selection of "theme" articles when a Chapter volunteers to contribute. Maybe their good example will inspire others to do the same!

**Is there a chapter who would like to "adopt" the December issue on  
"A Different Drummer" or the March 1993 issue on "Planning  
Ahead"?**

**Please let anyone on the editorial board know if your group should  
decide to do this.**

# ISLANDS

## INTERMEDIATE: GRADES 6 & 7

by **TED CADWALLADER**, teacher, and **ROSEMARY BOLAND**, teacher-librarian,  
Crofton Elementary, SD#65 (Cowichan).

### UNIT OVERVIEW / GENERAL GOAL

- To develop students' knowledge and appreciation of the uniqueness of islands.

### PREREQUISITE SKILLS / CONTENT / ACTIVITIES

- Definition of circular and linear journeys.
- Mapping skills.
- Explanation of a character study, synopsis.

### OBJECTIVES

#### SPECIFIC LEARNING OUTCOMES (Content / Attitudes / Skills)

- **Literature appreciation outcomes (responding, representing)**  
The student will understand and be able to:
  - write a character study.
  - write a synopsis of a story.
  - diagram a character's circular or linear journey.
- **Information skills outcomes**  
The student will effectively use a variety of:
  - mapping skills (e.g., use a legend, understanding contour maps, latitude and longitude).
  - research skills (e.g., using card catalogue, using the vertical file, using all the resources of the library).
- **Language outcomes (reading, writing, listening, speaking):**  
The student will:
  - read a novel.
  - develop and write a character study based on the central character of the novel.
  - write a research report.
  - understand "how and why" stories, and use the pattern to write a creation legend.
  - participate in a group's oral presentation.
  - respond to other students' presentations.

## **RESPONSIBILITIES AGREED UPON BY TEAM MEMBERS (Preparation/Teaching/ Evaluation)**

- **Teacher:**
  - Introduces the books for the novel study.
  - Teaches how to go about writing a synopsis.
  - Introduces the research activity.
  - Guides students in designing and building an island.
  - Teaches mapping using contours.
  - Previews videos.
- **Teacher-librarian:**
  - Introduces circular and linear journeys.
  - Teaches how to go about developing and writing a character study.
  - Assists students in writing a legend to explain their island's creation.
  - Helps students during research activity.
  - Ensures that there is research material available.

**TIME REQUIRED:** 5 - 6 weeks, everyday for 1 hour.

### **SCHEDULING (Library / Classroom)**

- |                                  |                         |                                |
|----------------------------------|-------------------------|--------------------------------|
| • <b>Classroom</b>               | Research Activity       | Small Group                    |
| • <b>Library &amp; classroom</b> | Literature appreciation | Location dependent on activity |

## **LEARNING ACTIVITIES / TEACHING STRATEGIES**

**INTRODUCTORY LESSON(S)** — These may be brief reminders to students.

- **Lesson 1** — Examples and discussion of both circular and linear journeys.
- **Lesson 2** — Discussion and examples of writing synopsis. May include giving students the opportunity of writing one.
- **Lesson 3** — Character study methodology.

### **SUBSEQUENT LESSONS**

- **Lesson 4** — Introduction of novels. Students will make a choice.
- **Lesson 5** — Activity sheet. Students will complete the activities on an ongoing basis while reading the novel.
- **Lesson 6 - 10** — Students will work independently on their novel studies.

- **Lesson 11** — Introduction of research activity.
- **Lesson 12 - 15** — Students work on research.
- **Lesson 16** — Introduction of small group activity. Students begin to construct their islands.
- **Lesson 17** — Writing a legend to explain the creation of the completed island.
- **Lesson 18** — Mapping the completed island with the use of contours.
- **Lesson 19 - 24** — Continue group work.

### CONCLUDING LESSON

- **Lesson 25** — Group presentations.

**GROUPING:** Large group, individual, and small group as appropriate to the lesson.

### EVALUATION OF STUDENT LEARNING (relating directly to the specific learning outcomes)

Evaluation is based on completion of each activity and on the quality of that activity. The unit includes both evaluation of individual performance and group processes.

A booklet is given to students so that they will be aware of all components of the assignment and the evaluation criteria before beginning work. Pages from this booklet are given following the resources section. The three sections of the unit are the literature appreciation, research, and cooperative groups components.

### RESOURCES

Novels:

Island of the Blue Dolphins

The Cay

Call it Courage

National Geographic Videos

- Island of the Blue Dolphins
- Call it Courage
- Birth of an Island

Personal resources

e.g., volcanic rock  
coral  
slides

## LITERATURE APPRECIATION COMPONENT

### *NOVEL STUDY*

In this section you will be required to read and analyze a novel.

**A. First, choose one of the following novels:**

Island of the Blue Dolphins

Call it Courage

The Cay

**B. You will be expected to complete the following activities:**

1. Title page — 3 marks.
2. Character study — This is an ongoing activity while you are reading. As you read you will record information on the character profile sheet given to you. You will then write a rough draft character profile and finally a good copy of your character profile — 8 marks.
3. Circular or Linear Journey — Diagram the journey your character embarks upon. Choose six key events in the novel to illustrate this journey — 4 marks.
4. Synopsis — Write a synopsis of your novel. Use your note taking skills as you read to help you write a summary — 8 marks.
5. Make up a word search, crossword puzzle (using words from the novel as well as other island terminology) or write a journal for the character in your novel — 2 marks.

**OPTIONAL: Compare the video to the book.**

Your ability to take notes on what you read will aid you greatly in this section. You will be marked on your ability to:

- a) take notes;
- b) write a topic sentence;
- c) summarize;
- d) use island terminology;
- e) illustrate events; and,
- f) complete a quality final report.

## RESEARCH COMPONENT

### *ISLAND RESEARCH*

In this section you will be researching an island or group of islands and writing a report on your findings.

**1. Choose one of the following islands or group of islands:**

|                |                 |               |
|----------------|-----------------|---------------|
| Aegean         | Aleutians       | Atlantis      |
| Australia      | Canadian Arctic | Caribbean     |
| Easter         | Galapagos       | Hawaiian      |
| Hebrides       | Iceland         | Indonesia     |
| Krakatoa       | Majorca         | New Zealand   |
| Newfoundland   | Sicily          | South Pacific |
| Tahitian       | Tasmania        | Tongan        |
| United Kingdom | Vancouver       |               |

- 2. Find out how your island or group of islands was formed (e.g., coral, volcanic, tectonic or delta).**
- 3. Include information on the evolution of life forms on the island(s).**
- 4. Describe any other unique characteristics of the island(s).**

You are required to use at least 2 different resources (e.g., encyclopedia and a magazine), and to write a bibliography. To find out how to write a bibliography you can look in your "Study Skills for School Success" booklet. You also must include any appropriate illustrations or diagrams.

**Your mark in this section will be based on the following areas:**

Content — 7 marks.  
Illustrations and Title Page — 5 marks.  
Bibliography — 3 marks.  
Notes — 6 marks.

The marks will be based on how well you research the topic, how well it is presented, how well you take notes from resources, and how well you can summarize from your notes.

**OPTIONAL: Plan a dinner menu based on the food native to your island.**

## COOPERATIVE GROUP COMPONENT

### *SMALL GROUP ACTIVITY*

In this section you will be working in a group of three. In this group, you will be responsible for the following:

1. Design an island using plasticine or other material — 3 marks.
2. Draw a map of your island — 5 marks.
3. Tell how your island was formed — 5 marks.
4. Write a legend of your island's formation — 5 marks.
5. Design a travel poster for your island — 2 marks.
6. Design a flag for the island — 2 marks.
7. Design a postcard for your island. On the back, write to a friend encouraging him or her to come and see the sights on the island — 3 marks.

#### OPTIONAL ACTIVITIES:

1. Write a journal of a castaway.
2. Design a food chain for your island.

Each member of the group must contribute to the oral presentation on your island to the whole class.

### *EVALUATION AND MARKING*

- You will be marked not only on your finished products in each area, but on how you are able to work toward the final product.
- During the unit you will be asked to evaluate your own progress in all the components or sections.
- You will be asked questions by the teachers involved in the project.
- Written reports of your progress will be done at various times during the unit.
- Finally, you will be marked on the completion and quality of your finished project.

This handbook is designed to be a checklist for you to keep up-to-date and to know ahead of time what needs to be done.

Use your "Student's Handbook for School Success" along with this non-book to give yourself the greatest chance at success. One last reminder for you. To receive an "A" mark on this unit you must complete at least one optional activity in each of three areas.

**Good luck and have fun.**

# BATS — PRIMARY YEARS 1/2

by BEV CLARKE and KATHY VIRVILIS, teachers, and  
DOUG MASUHARA, teacher-librarian, Maquinna Annex, SD#39 (Vancouver)

## OBJECTIVES

### 1. CONTENT OBJECTIVES:

- Students will:
- learn about different types of bats.
  - learn that bats are mammals.
  - learn that vampire bats and other bats are real and that they are not “monsters.”
  - learn about bats’ habitat, diet, physical features and flying characteristics.
  - work in cooperative groups.

### 2. RESEARCH AND STUDY SKILLS OBJECTIVES

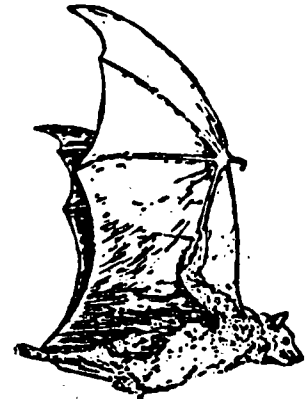
- Students will:
- gather information from pictures and books.
  - record information by writing or illustrating their thoughts.
  - use sorting and classifying skills.
  - use A.V. material to gather information.
  - use labelling skills.
  - use literature to develop story pictures for comprehension.
  - use visuals to help with creative bat modelling.

## TIME ALLOCATION:

- Two 40 minute periods per week.
- If possible, book classes back-to-back to save on set-up time.

## RESPONSIBILITIES:

- **Teachers and teacher-librarian:**
  - Introduce theme and classroom activities.
- **Teachers:**
  - Organize stations and activity sheets.
  - Work with students at stations.
  - Evaluate student progress.
  - Gather resource material.



- **Teacher-Librarian:**
  - Introduce research stations in the Library.
  - Organize stations and activity sheets.
  - Assist students at stations.
  - Evaluate student progress.

## STATIONS:

### 1. LABELLING STATION:

- Students review bat vocabulary with teacher (on chart).
- Students write words on their own bat skeleton.
- Students trace outline of bat and colour in their bat.
- Students look at extra Bat books when finished.

### 2. HATTIE, THE BACKSTAGE BAT, by Don Freeman

- Students listen to the story cassette while they view the filmstrip of the story.
- Students complete a recording sheet headed, "My favourite part was ...," and illustrate it.
- Students look at extra Bat books when finished.
- \* Have copies of the Hattie book for students to refer back to.

### 3. SORTING STATION:

#### At pocket chart ...

- Student work cooperatively in partners and use animal cutouts to develop their own sorting rules. Cutouts are put on a pocket chart for everyone to see (i.e., Rule: animals that can fly, swim ...)

#### At tables ...

- Students use their own bat recording sheet to paste on animals and develop their own sorting rule.
- Students look at Bat books when finished.
- \* Teacher should monitor this station before students start gluing animals onto their recording sheets.

### 4. BAT FACTS STATION:

- Students look through books and Zoobooks Magazine — Bats.
- Students find a bat fact and illustrate it on their Bat Fact recording sheet.
- Students colour fact in when finished (using pencil crayons).
- Look at other Bat books when finished.

## 5. CREATIVE BAT CENTRE:

- Students use recyclable material from the Imagination Market to create their own bats.
- \* Students are advised to look at pictures provided and to add details to their model.
- \* Needs a glue gun.

## 6. LISTENING CENTRE:

- Students listen to a cassette recording of I Can Read About Bats (Troll Paperback).
- After listening, students write interesting facts and draw a picture of what they learned about bats on a "fact sheet."
- Students can colour their pictures or do another fact sheet when finished the first one.

## EVALUATION:

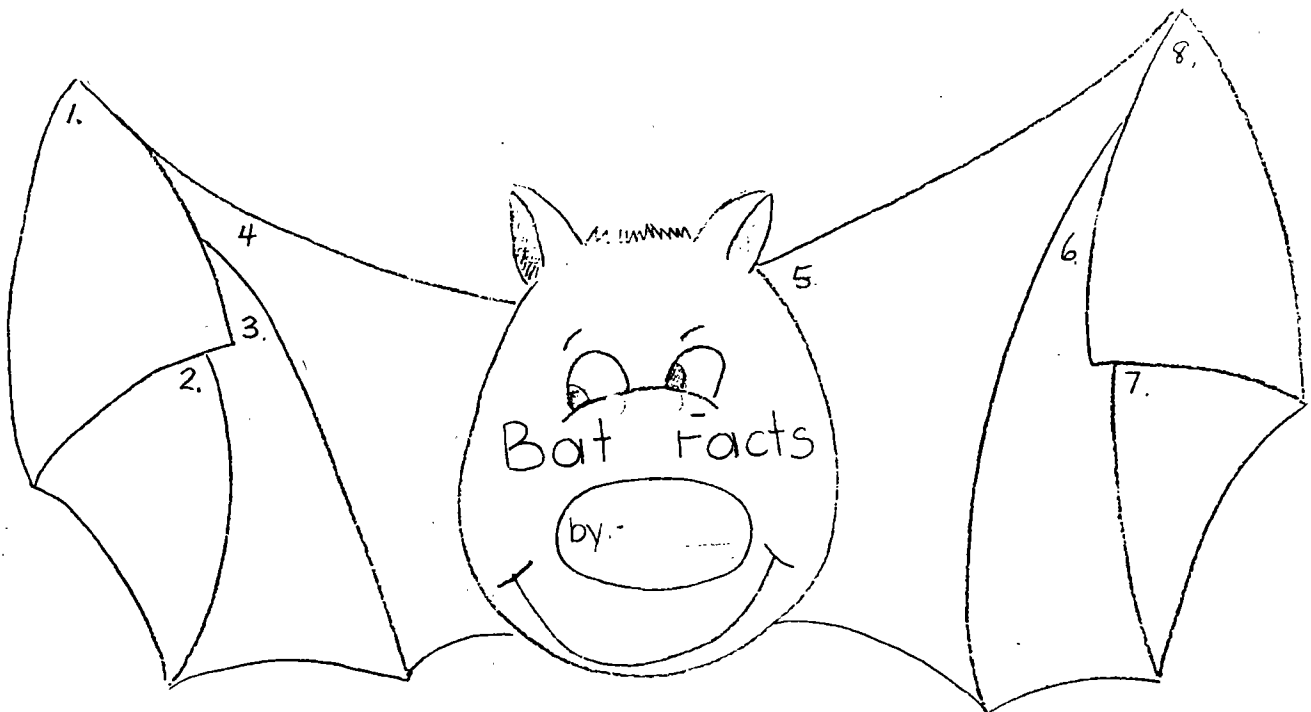
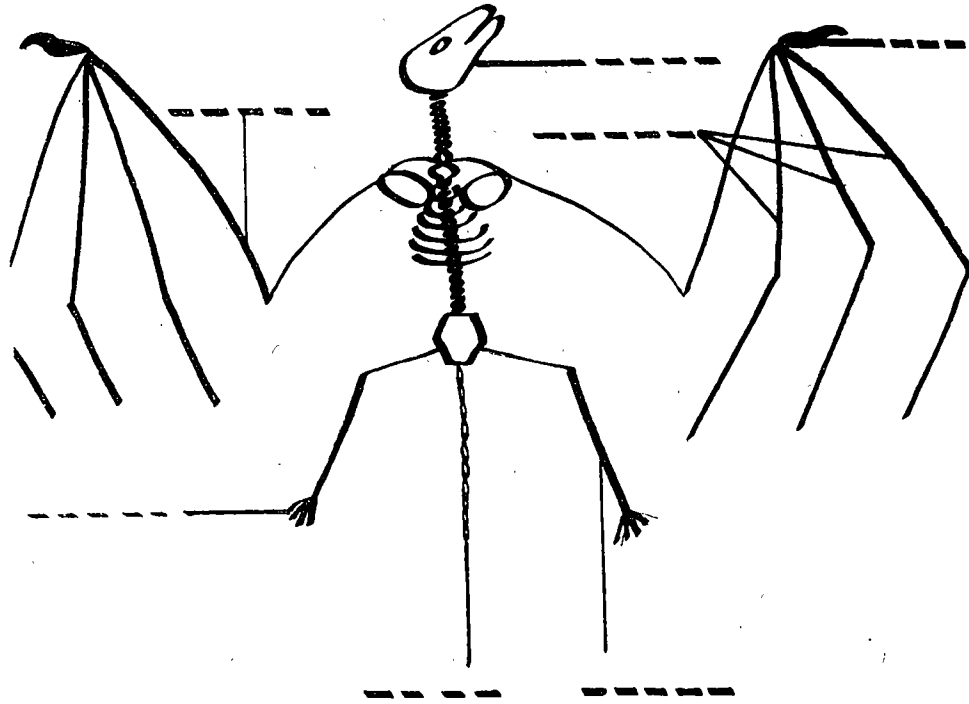
- Observations.
- Student activity sheets.
- Conferencing: one-on-one student assistance.

## RESOURCES:

Books from: Richmond Public Library  
Laura Secord Elementary  
Norquay Elementary (Hattie, The Backstage Bat Kit)  
Maquinna Elementary (Main school)  
Captain Cook Elementary ( Zoobooks, National Geographic magazines)

## COMMENTS:

Overall, this was a very successful unit. Student interest was positive. The best stations were the Creative Bat Centre, Hattie, the Backstage Bat, Bat Facts Station and Sorting Station. Bat models became more detailed as the children learned more about bats. The words on the Bat diagram should be written bigger and an extra activity is needed for when they are finished. At least two copies are needed of Hattie, The Backstage Bat. The Vampire video (VSB) is excellent.



# **LIFE ON A MEDIEVAL MANOR**

## **- A COOPERATIVE SIMULATION -**

By **BARB HALL**, teacher-librarian and **ROSE PALLO**, social studies teacher, Duchess Park Secondary School, SD#57 (Prince George).

### **OVERVIEW:**

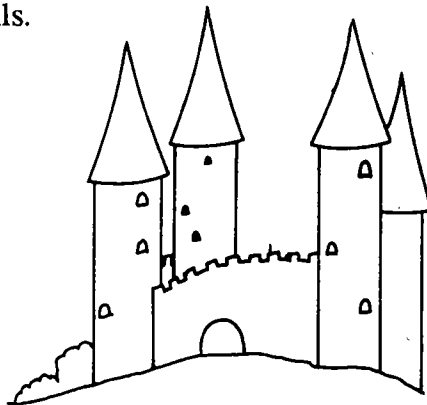
This assignment extends the principles of cooperative learning by encouraging students to work cooperatively in a larger group setting. The teacher uses cooperative learning strategies in the classroom on a regular basis so students were familiar with the social skills needed to work together in a group situation. The idea of working on a contract basis is also incorporated into the simulation. The library had pictures of medieval life on display and a reading list and display rack of medieval novels to help create a setting for the project which took two weeks to complete.

### **GOALS AND OBJECTIVES:**

1. To give students a feeling of the hierarchical structure of medieval society and experience what daily life was like on a medieval manor.
2. To encourage cooperative learning.
3. To convey information in pictorial form.
4. To write a report from a question outline.
5. To have students experience the responsibility of upholding the terms of a contract.

### **GROUPING:**

The students were placed into heterogeneous groups of six to eight by the teacher. Each group was formed with students who did not usually work together in a base group situation in an attempt to extend their social skills.



## STUDENT ASSIGNMENT:

### LIFE ON A MEDIEVAL MANOR

#### PART A:

1. In groups of 6-8 choose (elect, draw, etc) the person who will become the Lord of the Manor. The rest of the group will become knights, merchants, craftsmen, clergy and serfs.
2. Decide on a name for your manor and village or town. Divide the tasks in Part B among your group so every member has a chart and booklet to produce. Complete the contract and turn it in to the teacher.



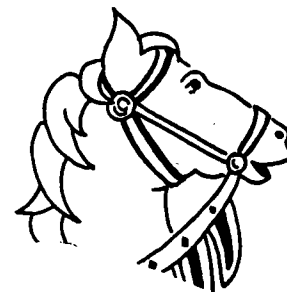
#### PART B:

Each group must produce the following items:

1. A map of your manor and town or village.
2. A diagram of a feudal pyramid showing the position of all your members.
3. A crest or shield of the Lord's domain or town.
4. A chart showing some of the signs used by the merchants and craftsmen.
5. A chart showing the clothing worn by serfs, nobles and clergy.
6. A chart showing the methods of travel used in the middle ages.

The above items should be produced on large chart paper with appropriate titles and captions.

7. A report on the role of the church in the middle ages.
8. A report on science and medicine in the middle ages.
9. A report on medieval entertainment, sports and toys.
10. A report on medieval warfare and weapons.
11. A report on medieval food, recipes, banquets.
12. A report on medieval trade and trade items.



The reports should be prepared in booklet form with title pages and appropriate diagrams or pictures. A question outline of each topic will be provided by the teacher.

**SUPER BONUS: ON YOUR OWN, READ A NOVEL ABOUT THE MIDDLE AGES AND PREPARE A REPORT ON THE NOVEL.**

## CONTRACT

I, \_\_\_\_\_, promise to carry out the duties as agreed to with my Lord, \_\_\_\_\_.  
These duties include:

- a) \_\_\_\_\_
- b) \_\_\_\_\_

If my contract is fulfilled, I will receive grades for the duties I have performed according to the quality of the work I produce.

If I fail to fulfil my contract by \_\_\_\_\_, I agree to forfeit all marks to the members of my Lord's Domaine.

signed \_\_\_\_\_

## EVALUATION:

The students were marked on individual projects and given a mark for their contribution to and cooperation in completing the group project. Individual bonus marks were given for reading a novel about the middle ages. The teacher and I found that the students definitely needed more work in developing the social skills necessary to work in a larger group setting. We tried to facilitate the learning environment by pulling library tables together to create a "knights of the round table" setting but had to constantly remind students of their roles in the medieval structure. The assignment certainly gave students with artistic ability a chance to shine. An idea for the future to promote more involvement in the role playing part of the assignment might be to have each character on the manor write about a day in their life or what life is like as.....

## MEDIEVAL TALES

The following reading list includes the renaissance as well as the medieval period. As we have an older collection, some of the titles are out of print but many are available in flashy paperback editions. Note that several titles are at a very difficult reading level for the average grade 8 student. Titles marked with an asterisk might appeal to the more reluctant reader. Fantasy novels in a medieval setting or using characters from celtic folklore are included.

### Tales of Dragons and Knights in Shining Armour

- Abbey, Lynn. Unicorn and Dragon. \*
- Barber, Richard. The Arthurian Legends. \*
- Bradshaw, Gilliane. Kingdom of Summer. Hawk of May. In Winter's Shadow. (Arthur)
- Bradley, Marion Zimmer. Mists of Avalon. (Arthur)
- Cervantes, Miquel de. The Adventures of Don Quixote.
- Chapman, Vera. The King's Damosel.

28  
titles

Deleeuw, Adele. Where Valor Lies.  
 Edgerton, Teresa. Green Lion trilogy. (Arthur)  
 Forest, Susan. The Dragon Prince. \*  
 Godwin, Parke. Beloved Exile. (Guinevere)  
 Keneally, Thomas. Blood Red. Sister Rose. (Joan of Arc)  
 Lawhead, Stephen R. The Pendragon Cycle. (Arthur)  
 Lewis, Naomi. Proud Knight. Fair Lady. (Marie de France) \*  
 Monaco, Richard. Parsival. Grail War. Final Quest. Blood and Dreams. (Arthur)  
 O'Dell, Scott. The Hawk that Dare not Hunt by Day. \* The King's Fifth.  
 Pyle, Howard. Men of Iron.  
 Rhodes, Evan H. An Army of Children. (Crusades)  
 Scott, Sir Walter. Ivanhoe. The Talisman. Kenilworth.  
 Stewart, Mary. The Hollow Hills. The Crystal Cave. The Last Enchantment. (Arthur)  
 Sutcliff, Rosemary. Knight's Fee. The Road to Camlann. The Sword and the Circle. Lantern Bearers. Shield Ring. Lady in Waiting.  
 Twain, Mark. The Prince and the Pauper. A Connecticut Yankee in King Arthur's Court.  
 Voight, Cynthia. Jackaroo. On Fortune's Sword.  
 White, T.H. The Once and Future King. Book of Merlyn. (Arthur)

#### **Tales of Courtly Kings and Royal Romance**

Anthony, Evelyn. Anne Boleyn.  
 Barnes, M.C. Brief Gaudy Hour. (Anne Boleyn)  
 Burton, Philip. You. My Brother. (Shakespeare)  
 Carr, Philippa. The Miracle at St. Bruno's. Lion Triumphant. Witch from the Sea.  
 Hodges, C. Walter. Playhouse Tales.  
 Holt, Victoria. My Enemy. My Queen. (Elizabeth)  
 Irwin Margaret. Young Bess. (Elizabeth)  
 Lofts, Norah. Crown of Aloes. (Isabella) The Concubine. (Anne Boleyn)  
 Plaidy, Jean. The Sixth Wife. Murder Most Royal. (Tudor series) Plantagenet series.  
Myself. My Enemy. Queen of the Realm. (Elizabeth)  
 Rofheart, Martha. Fortune Made His Sword. (Henry V)  
 Seton, Anya. Katherine. Avalon.  
 Sheedy, Alexandra E. She was Nice to Mice. (Elizabeth) \*  
 Sisson, Rosemary Anne. Will in Love. (Shakespeare)  
 Vance, Marguerite. Song For a Lute. Dark Eminence. (Medici)  
 Woodhouse, Martin. The Medici Guns.  
 Wrede, Patricia C. Snow White and Rose Red. (Elizabeth)

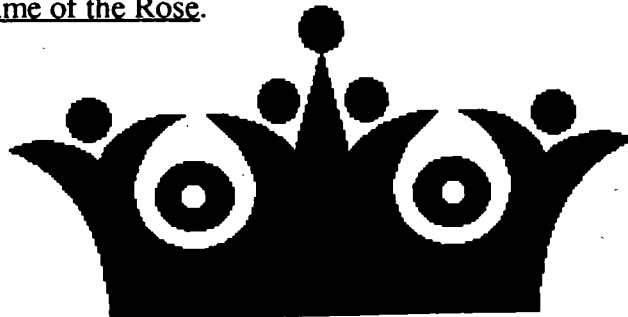
#### **Tales of Mongol Hordes and Eastern Empires**

Al-Saleh, Khairat. Fabled Cities. Princes and Jinn from Arab Myths and Legends. \*  
Arabian Nights.  
 Baumann, Hans. Sons of the Steppe.  
 Bothwell, Jean. The Promise of the Rose.

Clavell, James. Shogun. Taipan.  
Costain, Thomas B. The Black Rose.  
De Silva, Colin. The Fires of Sinhala.  
Kelly, Eric P. The Trumpeter of Krakow.  
Lamb, Harold. Genghis Khan and the Mongol Horde.  
Namioka, Lensey. White Serpent Castle. \*  
Paterson, Katharine. Of Nightingales That Weep. \*  
Ritchie, Rita. The Golden Hawks of Genghis Khan.  
Trecee, Henry. The Golden One.

### Tales of Feudal Monks, Magic and Celtic Folklore

Baring-Gould, Sabine. Curious Myths of the Middle Ages. \*  
Bosse, Malcolm. Captives of Time. \*  
Deitz, Tom. Windmaster's Bane. Fireshaper's Doom.  
DuBois, Theodora. The High King's Daughter.  
Feist, Raymond. Magician: Apprentice. Magician: Master. Silverthorn. A Darkness at Sethanon.  
Goodrich, Norma L. Medieval Myths.  
Hilton, James. Lost Horizon.  
Jacques, Brian. Redwall.  
Jennings, Philip S. Medieval Legends. \*  
Jewett, Eleanore. The Hidden Treasure of Glaston.  
Jones, Diana Wynne. Cart and Cwiddar.  
Keeping, Charles. Beowulf. \*  
Kerr, Katherine. Daggerspell. Darkspell. Bristling Wood.  
Llewelyn, Morgan. The Horse Goddess. Isles of the Blest. Red Branch.  
Melling, O.R. The Druid's Tune.  
MacAvoy, R.A. Damiano series.  
McKinley, Robin. Hero and the Crown. The Blue Sword. \*  
Munn, H. Warner. Merlin's Ring.  
Peters, Ellis. The Devils Novice. Saint Peter's Fair.... and more (Medieval whodunnit)  
Ross, Anne. Druids, God and Heroes from Celtic Mythology. \*  
Saberhagen, Fred. Book of Swords, Lost Swords trilogy.  
Snelling, John. Celtic Myths and Legends. \*  
Stewart, Mary. A Walk in the Wolf Wood.  
Eco, Umberto. The Name of the Rose.





**LOMCIRA (LOWER MAINLAND COUNCIL OF THE  
INTERNATIONAL READING ASSOCIATION)**

Presents

FALL CONFERENCE 1992

**"READING AND WRITING: LINKS TO LITERACY"**

Date: Saturday, October 3, 1992

Time: 9:00 am - 4:00 pm

Place: Hyatt Regency Hotel, Vancouver

Cost: LOMCIRA Member \$65.00  
Non-member \$80.00  
Group rate \$65.00 ( 5 or more registering together)  
\*\* Lunch included for all registrants

**FEATURED SPEAKERS**

**Dr. Sam Sebesta, University of Washington**

**"Creative Responses to Literature"**

Dr. Sebesta will discuss a holistic approach to the acquisition and extension of literature. He will use the Rosenblat model for his discussion. He will demonstrate extensions for response through drama, visual arts, and oracy. He will also introduce motivational strategies to help children get into, through, and beyond literature.

**Dr. Ruth Garner,  
Washington State University**

**"Self - Regulation of Literacy Activity"**

Both in school and elsewhere, children and adults engage in a great deal of planning, reading, problem solving and studying. They have opportunities to examine what they know about their own cognitive resources and to regulate those resources accordingly. Dr. Garner will follow a single student through a school day. She will describe the classroom environment the student's teacher has established and comment on the student's activity in that classroom. She will focus on literacy activity and on the student's self-regulation of cognitive and metacognitive resources. Following the conference, this presentation will be published as a chapter of a book to be used at Canadian universities where literacy education classes are taught.

**For further information about this conference please contact:**

**Donna McCormick 261-5919  
or Nancy Sinclair 522-9395**

# HOLES — YEARS 2/3

by **LOUISE CROOKE**, teacher, and **DOUG MASUHARA**, teacher-librarian,  
Maquinna Annex, SD# 39 (Vancouver)

## OBJECTIVES

### CONTENT OBJECTIVES:

- Students will:
- learn about holes in literature.
  - learn about holes in research material.
  - learn that holes exist everywhere and that they can be man-made or natural.

### SKILL OBJECTIVES:

- Students will use:
- writing skills to create a hole story.
  - communication skills and work in cooperating groups.
  - investigation skills to discover holes in the school environment.
  - research skills to gather information from books, pictures and magazines.
  - creativity to construct a hole model.
  - sequencing skills.
  - problem-solving and predicting skills for their cooperative group experiments.

## STATIONS

### 1. ALICE IN WONDERLAND:

- Students listen to cassette recording of story and follow along with text.
- Students cut and paste story sentences (included in following pages) in sequence, one on each page of a booklet.
- Students illustrate each sentence in their story books.

### 2. HOLE SEARCH:

- Students investigate library and hallway area for holes and hole designs.
- Students illustrate these and write up descriptions of them on recording sheets (included).

### 3. HOLE CONSTRUCTION:

- Students use material from the Imagination Market to create a hole model.
- \* Models to be painted in classroom.

#### 4. HOMES THAT ARE HOLES:

- Students research an animal or bird in books and magazines and see which ones live in holes.
- Students do a scientific detailed diagram of the animal and its home on a recording sheet (make your own).
- Students write 3-4 facts about their animal underneath the illustration.

#### 5. HOLE STORIES:

- Students write up their own story using the hole theme.
- Rough draft is done first and checked by the teachers.
- Good copies are done (1 sentence per page and illustrated).
- \* Black felt tipped pen is used for words and bright felt markers for pictures.
- Pages are put together and stapled with a cover to make a book.
  
- \* Students' stories may be modelled after The Very Hungry Caterpillar, by Eric Carle.

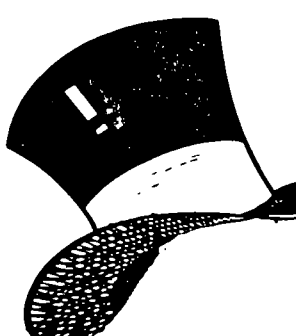
#### 6. HOLE EXPERIMENTS:

- \* Students work as a cooperative group to determine how water behaves on various materials.
  
- \* Write the following directions for students to follow on a chart:

1. Study the materials (magnifying glass).
2. Predict (choose) which material is best (water will go ??)
3. Experiment (water table).
4. Record on group chart :
  - material used
  - put in order
  - conclusion (ending)
  - names

material used: burlap  
                  nylon  
                  plastic mesh  
                  polyester



STATION 1

Alice saw a white rabbit.

---

Alice changed sizes.

---

“Do you play croquet?” asked the Queen.

---

Alice woke up.

---

She went to the Mad Hatter’s tea party.

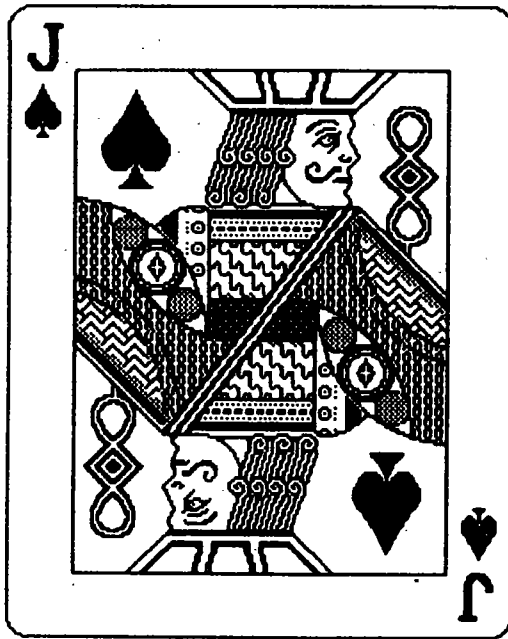
---

Alice fell down a large hole.

---

The caterpillar tried to help Alice.

---



**STATION 2**

---

**HOLE SEARCH**

---

WHERE?

WHY?

WHAT?

WHERE?

WHY?

WHAT?

WHERE?

WHY?

WHAT?

WHERE?

WHY?

WHAT?

# DEVELOPING INDEPENDENT LEARNERS WORKSHOP

reported by **WILLA WALSH**, editor.

On April 25th, 1992 at the Schou Centre in Burnaby, Bernice Betts and Bonnie McComb ably presented a short workshop for those attending the B.C.T.L.A. Chapter Councillors' Spring Meeting. Other participants who were interested in increasing their awareness of this new publication, enunciating the role of the Library Resource Centre, were in attendance also. This workshop could well serve as a prototype for a more extensive workshop to be developed and offered for in-service programs around the province. This is, in fact, the first priority goal of our Continuing Education Committee. The ideas and activities can be used for chapter presentations, workshops at conferences, and for individual staff in-service programs. Using several co-operative learning techniques, Bonnie and Bernice engaged the audience of some sixty to seventy people in becoming familiar with the new document. They capitalized on the participants' abilities to analyze and re-present the basic ideas incorporated in Developing Independent Learners.

A short, short history of resource centre documents was first presented as a background to the present "coming of age" document. This showed the developmental phases in the Resource Centre's shift from a "warehouse of books" to a learning centre which is integrated with the curriculum and dedicated to the development of information and research skills. Current philosophy and rationale were reviewed and the importance of the skills continuum re-emphasized.

The section of the document entitled "Roles of the Participants" was covered by a group activity which focussed on recognizing the respective responsibilities of those involved in resource-based learning. This wasn't as easy as it seemed at first—there was some discussion as to who "owned" certain responsibilities and the triad groups found that their answers did not always correspond to those outlined in the document! The learning outcomes from this activity elicited the following statements:

## ROLES

- the administrative officer has an advocacy role for the Resource Centre Program
- the roles of the various participants are inter-related and this necessitates co-operative planning among all shareholders
- some roles overlap and some are ever-expanding
- there is a need for more emphasis on the students' role in the process—what is their input into their learning process?
- there is a need to communicate role descriptions to other participants

## IMPLICATIONS OF THE ROLE DESCRIPTIONS

- there is a need for more collaboration within the whole process—no closed doors or closed minds
- it is imperative to enlist administrative support at the school and district level
- if there is no person in any particular role, the responsibilities of that role fall to the teacher-librarian (e.g. if there is no library aide, or no District Resource Centre staff)
- when teacher-librarians do technicians' responsibilities, the teacher-librarian is perceived to be a support staff person
- there is a need to upgrade library aides to library technicians through more training, and a need to employ sufficient technicians
- teacher-librarians need to demonstrate expertise in strategies and resources and be more visible
- in-service programs are essential to communicate the different roles

The next section covered was the one dealing with the Resource Centre Program. Since many in the audience had not read the document, a co-operative teaching strategy was used to familiarize each small group with one section. After reading one section (in groups of about six members), lists were made of the main ideas, on large charts so all could see, and one

person from each group then presented this information to the entire large group. This resulted in everyone having a quick overview of the contents of each section of the document. For example, one group listed the main ideas involved in the Resource Centre's responsibility to provide information and reference services, while other groups concentrated on the co-operative planning and teaching model, reading and viewing guidance, selection of resources, etc. Through this method of active involvement every person went away with a good summary of the document's contents.

Bernice reviewed the "laws of organizational change" and helped participants place themselves on a scale of awareness and involvement in regards to Developing Independent Learners. Effective suggestions were then made to extend your concern level and help implement a higher level of concern. Practical ideas for sharing the vision of this document were presented. These included: posting co-operative units in the Staff Room, including articles about the Resource Centre in the school's newsletter; making photo collages of students engaged in research projects; and targeting teachers for receiving units photocopied from The Bookmark.

Emphasis throughout this presentation was on being realistic about change to resource-based learning—starting small, and honing "people skills" to build an effective network of staff involvement. The following outlines may help you focus on your own strategy for spreading the vision of this timely document.

## WHAT IS YOUR STAGE OF CONCERN?

(D.I.L. = Developing Independent Learners)

- 0 Awareness: "D.I.L. schmil! Who needs this pickle?"
- 1 Informational: "Could someone D.I.L.ineate what it's all about?"
- 2 Personal: "What kind of a D.I.L.emma am I in?"
- 3 Management: "How do I D.I.L.iver and still have a life beyond the library?"
- 4 Consequence: "How is my D.I.L.ivery affecting others?"
- 5 Collaboration: "Can we all be D.I.L.igent together?"
- 6 Refocusing: "Our library program could be even more D.I.L.ightful if we..."

## SELF ANALYSIS

What is my stage of concern with the philosophy of Developing Independent Learners? How comfortable am I personally:

- about students being independent learners?
- about collaborating with all participant groups?
- about integrating a wide variety of print, non-print and human resources into learning experiences?
- about supporting ministry, district and school goals?

## IDEAS FOR VISION SHARING

Could these work in my school library program?

- a monthly update for staff
- high-visibility resource binders
- cooperative unit lists in the staff room
- short grabbers
- school newspaper
- community newsletter
- local newspaper
- photo collages
- staff meetings
- parent advisory group meetings
- copies of The Bookmark units to targeted teachers

## OVERVIEW OF THE DOCUMENT: DIRECTIONS FOR ACTIVITIES

If you would like to do the hands-on activities with your own PSA, this is what you need.

### Part I: Roles of the Participants (15 minutes)

Materials:

- Overhead transparency, prepared from the diagram on page 6 of Developing Independent Learners.
- Photocopy pp. 8-23, making enough copies for each of the groups, if all the participants are divided into groups of two or three; cut the pages, making separate slips of paper for each responsibility; write an identifying mark on the back of each slip, for a matching check; prepare a heading "The Classroom Teacher", "The

Teacher-Librarian", etc. for each of the nine stake-holders included; place all the papers in envelopes, one set for each group.

**Activity**

- Form groups of two or three participants.
- Give each group an envelope.
- Explain the task: to sort the responsibilities under the names of the stake-holders.
- Debriefing: check the marks on the back of each slip of paper. What observations can we make? What did you discover? What are the implications for our programs?

**Part II: The Resource Centre Program  
Cooperative Learning Jigsaw Group  
Activity (20 minutes)**

**Materials:**

- Chart paper
- Felt pens

**Handouts:**

- Prepare four or five photocopies of each of the six components of 'The School Library Resource Centre Program', pages 25-39, Developing Independent Learners.
- Place the copies of each component in a separate folder (each folder will contain several copies of one of the six components - do not mix the copies).

**Activity:**

- Place participants into six groups.
- Hand out materials and folders.
- Explain the task: read the section of Developing Independent Learners which is in the folder; write or web the main ideas on the chart paper.
- One participant will report back to the larger group.

At no other time in  
history have  
conditions been more  
exciting - or more  
filled with promise -  
for beings on a small  
planet hurtling  
through the vast  
darkness of space  
toward an unknown  
and unimaginable  
future which they,  
themselves, are  
creating  
*-O.B. Hardison, Jr.*

Toto, I've a feeling  
we're not in  
Kansas anymore.  
*-Dorothy*

BOOK MARKER  
BY  
BOOK MARK

# FIVE SENSES — PRIMARY YEARS 2

by **KATHY VIRVILIS**, teacher, and **DOUG MASUHARA**,  
teacher-librarian, Maquinna Annex, SD #39 (Vancouver)

## OBJECTIVES:

### Content Objectives:

- Students will:
- learn about their 5 senses and related body parts.
  - work in cooperative groups.
  - practice using their 5 senses
  - use a "hands-on" approach for activities.

### Skill Objectives:

- Students will:
- use their sensory skills to problem-solve and make observations.
  - use recording skills to record conclusions.
  - explore and experiment with materials for self-discovery.

## STATIONS:

### 1. Sight Investigation Centre:

Students do independent research to find objects that are listed on their recording sheet, which is included in the pages which follow. They explore the library and hallway areas. Once they find something they draw a picture of it on their sheet. They may also try printing the word to name it.

### 2. Shake Centre:

- Students listen to sounds, then record the sound beside the matching container numbers on the recording sheet (included).
- Then they listen to a recorded tape of sounds and music (5 minutes) and draw pictures of some of the sounds that they hear. A recording sheet headed "Hearing" is provided for students to draw picture responses to the sound. It says, "When I listened, I heard ...."

### 3. Feeling With Feet Centre:

- Students feel 8 objects (in socks) with their feet. The items used were a rattle, a plastic ball, a foam ball, a bean bag, wool, a pine cone, a potato and corrugated paper. These could be changed for many other objects.
- They record their observations on a recording sheet (not included). The "Feeling with Feet" sheet has eight sections, each with an outline of a sock. The sections are labelled "Sock 1," "Sock 2," and so forth.
- Students try to label their findings.
- When finished students try a braille alphabet sheet. The alphabet sheet (not included) has braille symbols for each letter of the alphabet, and students are directed to use these to print their own names in braille. Students turn paper over and punch out dots for each letter, then attach cardboard for padding to produce a raised surface.

#### 4. Smell Centre:

- Students smell 8 containers and match up the smell with the word and picture on the recording sheet (included).
- When finished they can experiment with taste and smell using an onion, fruit, and blindfold (partners are needed for this activity).

#### 5. Mystery Material Centre:

- Students explore and experiment with the mystery material — corn starch.
- They record their findings on their recording sheet (included).
- They write down a guess for the Mystery Material.

#### 6. Taste Test Centre: \* (all materials are in liquid form)

- Students each taste a sample of bitter (bitter chocolate), sweet (pineapple juice), sour (buttermilk), salty (bouillion), and record their likes and dislikes on a class chart.
- When finished they explore and experiment with the 4 liquids by mixing their own Mystery Drink and recording their steps on their recording sheets (included).
- They also write a name for their drink and tell if they liked or hated it.

#### TIME:

- The introduction to the unit was done in the classroom by the classroom teacher.
- The first library period was double blocked with an introduction to the stations done then.
- Following sessions were 40 minutes each.
- Six sessions were booked for the stations, and students rotated to a new station each period.
- \* A follow-up session was held at the conclusion of the unit to discuss each station with the class and answer any questions.

#### EVALUATION:

Evaluation was based on:

- observations by the teacher and teacher-librarian during the working periods.
- responses on the student activity sheets.
- conferencing (one-on-one between the student and teacher, or student and teacher-librarian).
- conclusions and discussions at the end of the unit.
- the videotaped record of station activities.

#### RESOURCES:

- Taste and Smell, by Joy Wilt (649 WIL) — Maquinna Annex.
- Look, by Joy Wilt (649 WIL) — Maquinna Annex.
- Looking At Senses, by David Suzuki (591.4 SUZ) — Maquinna Annex.
- Braille Book.

#### COMMENTS:

Both teachers thought the activities went well. Overall, student reaction was positive and energetic. The "hands-on" experimenting led to many self-discoveries. Necessary changes to specific stations are as follows:

**Sight:** Explain or reinforce the idea that students are to "go" and look for "real" objects, not just draw them from memory.

**Socks:** Possibly include some more challenging items in socks.

**Smells:** Possibly include more variety of smells for containers and for the onion experiment.

**Mystery:** Use less food colouring and/or use a different colour.

**Extras:** Include more variety of extra activities (e.g., listening centre, filmstrip, glasses).

Name \_\_\_\_\_

Use your   eyes to find

red

round 

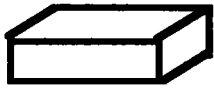
soft

triangle 

plastic

black

**wood**



**material**

**paper**

**hard**

**rough**

**interesting**

# "SHAKE CENTRE"

\* **Shake** the jars and match the sounds.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

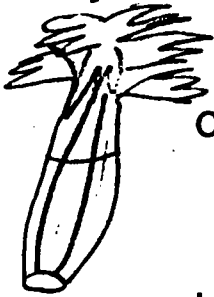
8. \_\_\_\_\_

\*Did you put down 2 numbers??



Name \_\_\_\_\_

Use your nose to match the mystery smells with the pictures.



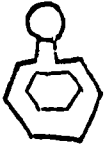
celery \_\_\_\_\_



lemon \_\_\_\_\_



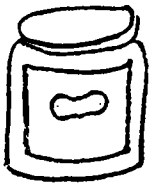
coffee \_\_\_\_\_



perfume \_\_\_\_\_



onion \_\_\_\_\_



peanut butter \_\_\_\_\_



jello \_\_\_\_\_



garlic \_\_\_\_\_

— MYSTERY MATERIAL —

**My Observation Sheet**

Name \_\_\_\_\_

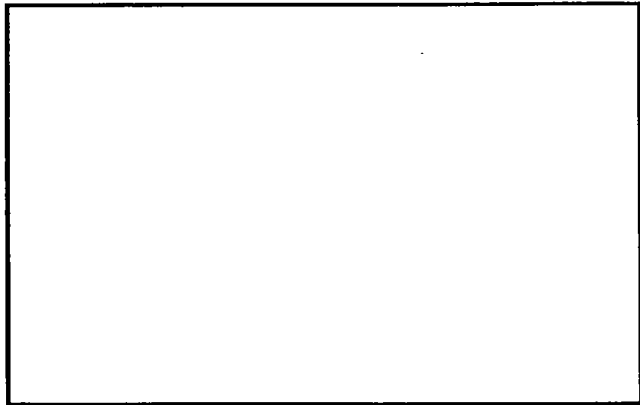
**I am observing**

---

---

---

---



**Some things that I see**

---

---

---

---

---

---

---

---

**My guess** \_\_\_\_\_

---

Name \_\_\_\_\_

### Mystery Drink Recipe

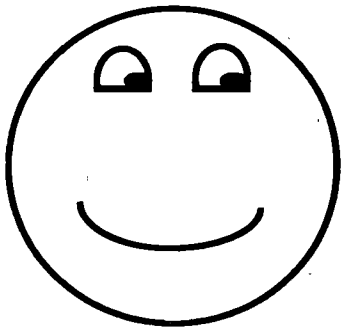
First I,

Then I,

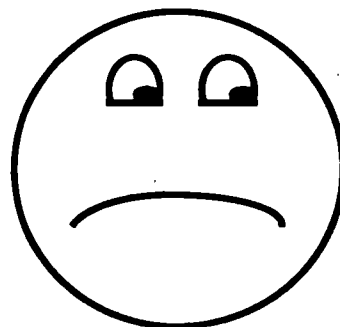
Next I,

Finally I,

Check 4



I liked it \_\_\_\_\_

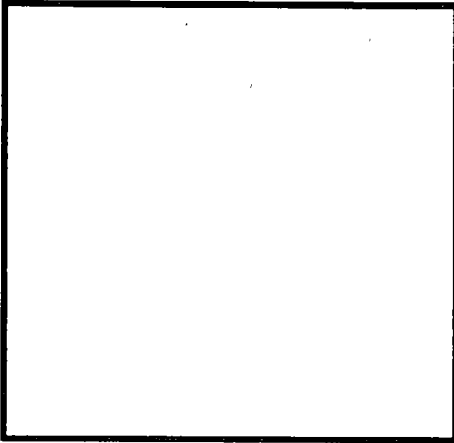


I hated it \_\_\_\_\_

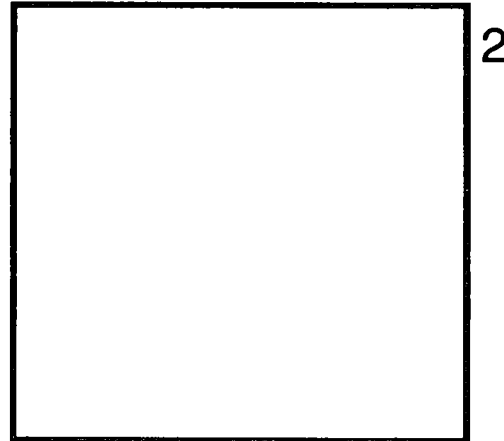
Name \_\_\_\_\_

### Mystery Drink Recipe

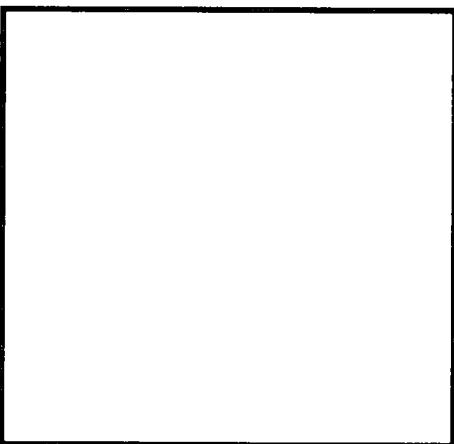
1



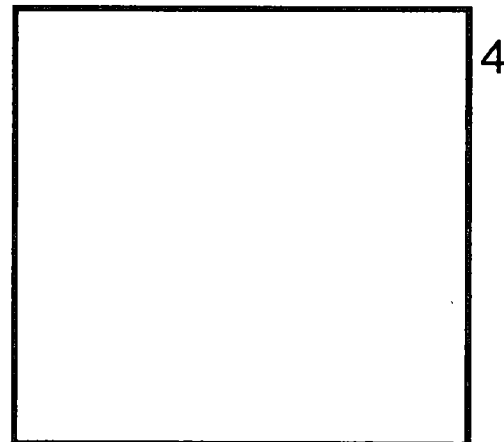
2



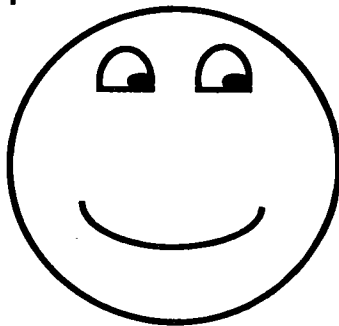
3



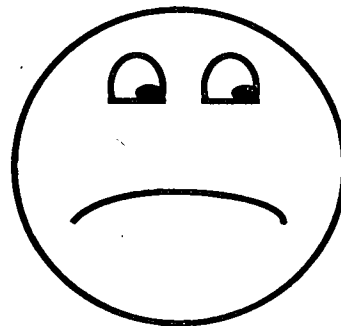
4



Check 4



I liked it \_\_\_\_\_



I hated it \_\_\_\_\_

# BCTLA PUBLICATIONS ORDER FORM

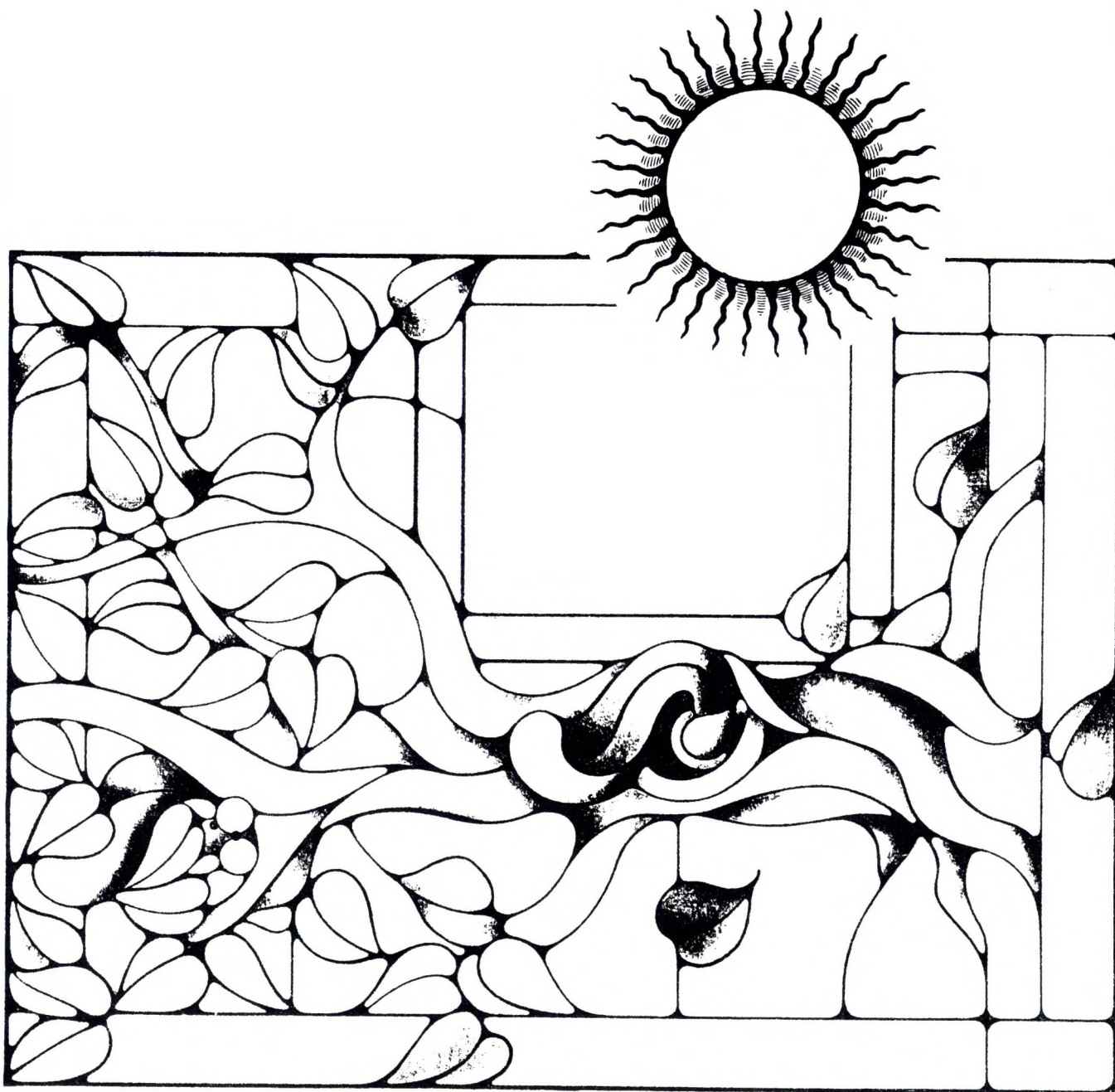
**INVOICING:** When purchasing publications the buyer has two payment options:

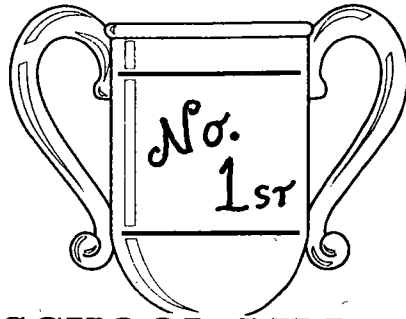
1. Calculate 7% GST on top of the total price of publications ordered, and send a cheque for the full amount, payable to the British Columbia Teachers' Federation, along with your order. The order and cheque should go to the appropriate Sales Manager. If you are ordering items from more than one Sales Manager, please send separate orders and cheques to each person.
2. Send your order form to the appropriate Sales Manager, who will send a packing slip back to you with your order. Do not send payment until you have received an invoice for the publications and GST from the BCTF. Your cheque should be made payable to the British Columbia Teachers' Federation and remitted to the Sales Manager with a copy of the invoice.

| TITLE                                                          | # ORDERED | UNIT COST          | TOTAL | ORDER FROM                                                                                                     |
|----------------------------------------------------------------|-----------|--------------------|-------|----------------------------------------------------------------------------------------------------------------|
| <u>Bibliographies en français pour l'approche communicatif</u> |           | \$8.00             |       | Joanne Wallis *                                                                                                |
| <u>The Bookmark</u> (back issues where available)              |           | varies             |       | Senior Editor                                                                                                  |
| <u>Imagination or Reality?</u>                                 |           | \$15.00            |       | Dianne Rabel *                                                                                                 |
| <u>Implementing Change</u>                                     |           | \$25.00            |       | Patricia Finlay *                                                                                              |
| <u>Literature Connections</u>                                  |           | \$12.00            |       | Linda Rehlinger *                                                                                              |
|                                                                |           | <b>TOTAL COST</b>  |       | * For the addresses and telephone numbers of BCTLA's Sales Managers, see the back cover of <u>The Bookmark</u> |
|                                                                |           | <b>GST</b>         |       |                                                                                                                |
|                                                                |           | <b>GRAND TOTAL</b> |       |                                                                                                                |

The sale of BCTLA publications is dependent upon the volunteer services of several teacher-librarians who store publications, fill order requests and keep records of sales. The BCTF handles financial transactions because the BCTF has a GST number and the BCTLA does not. The resulting ordering process confuses many potential buyers. This form is intended to clarify the process and assist buyers and Sales Managers.

# REGULAR FEATURES





**CANADIAN SCHOOL LIBRARY ASSOCIATION  
1992 AWARD WINNERS**

**CANEBSO SCHOOL LIBRARY AWARD**

To honour a publication, its editor and sponsoring body for its contribution to the professional development of the school library field

**The School Library Program: Teacher-Librarian Resource Manual** (interim)

Editor: **Adrienne Betty**, Supervisor School Library Program, Calgary Board of Education

**CANADIAN SCHOOL EXECUTIVE Distinguished Service  
Award for School Administrators**

To honour an administrator who has provided leadership and support for the development and implementation of school library programs

**George Ronald Henaut**, Supervisor of English Language Arts, Pictou District, Nova Scotia

**GROLIER AWARD FOR RESEARCH IN SCHOOL  
LIBRARIANSHIP IN CANADA**

To support research in school librarianship

**Dianne Oberg**, University of Alberta, Department of Elementary Education

**MACLEAN HUNTER TEACHER-LIBRARIAN OF THE YEAR  
AWARD**

To honour a school-based teacher-librarian who has planned and implemented an exemplary school library program

**Kathryn Steward**, St. Albert Protestant Board of Education, Alberta

**MARGARET B. SCOTT AWARD OF MERIT**

To honour an individual who has contributed significantly to School Librarianship at the national level.

**Doreen Bertrand**, Educational Media Coordinator (retired), Sudbury



by LIZ AUSTROM

**QUESTION:**

How can a link be made between the computer teacher and the teacher-librarian in our school? Classroom teachers are often confused about who to approach since we both use computers extensively, and both have software teachers can use.

**ANSWER:**

In some schools, there is little communication and collaboration between these two teachers, or these two departments in the case of a secondary school. As a result, a danger exists that separate and competing information banks will develop, and therefore students will not have a unified, articulated information skills learning experience. In addition, because the expertise has not been shared professional staff waste time investigating hardware and software that someone else already has used or looked at in depth.

Cooperation between the two areas is desirable for three major reasons: 1) to reduce costs, 2) to provide broad curriculum support, 3) to provide mutual support for shared goals related to resource-based learning. One clear advantage of establishing a good working relationship with the computer teacher is the technical support that person can provide to the teacher-librarian. On the other hand, the advantage to the computer teacher is found in the opportunities the teacher-librarian can identify and/or provide to

integrate the use of computers into a wide range of curriculum units. Both teachers need to understand the advantages and work together. One way to approach the question is by engaging in a joint analysis of how to reduce costs, how to impact on the curriculum offered in the school, and how to integrate the computer effectively into the classroom curriculum.

**COSTS**

The reality in most schools is that there is a shortage of funds for equipment and teachers and departments are in competition with each other. Shared decision-making and action is one answer to this problem. As a cost-saving measure in one Vancouver secondary school, the computer department bought equipment and the library resource centre bought software. This coordination enhanced the possibility of appropriate information resources being purchased. Another approach is for two or more departments or individuals to make a joint presentation to the committee which makes decisions about school fund expenditures. A joint presentation is more likely to receive a favourable response than one from a single individual. Of course, this presentation should not be of the "pie-in-the-sky" variety.

Fund raising is a continuing source of inspiration and frustration. Schools use a variety of approaches such as:

- Casino nights and other fund raising events are organized by parents' groups. Of course, they sometimes establish parameters for the expenditure of funds that are not quite what the teachers had in mind.
- Accreditation funds are limited, but if the accreditation report recommends that technology is required, there is more chance of getting funding for it.
- "Textbook" funds can be used for software. Library resource centre stations with resources that support particular programs are an obvious link.
- Graduation Committee funds are a source of funds in some secondary schools. The computer teacher and the teacher-librarian should make a joint proposal to the Grad Committee for often it is looking for ideas for noteworthy gifts to mark their year. When asked, they are often very enthusiastic.
- Business partners are becoming more

involved with education. Some are not willing to provide hardware, but may be interested in assisting with software costs, given an educational rationale. Other companies have provided equipment. The trick is to develop a proposal that supports acquisition of information technology skills that are valued by business.

- If a school-based committee deals with decisions about purchase of equipment the teacher-librarian should try to be on it. Options include: developing a joint proposal with another department or teacher, basing requests on accreditation recommendations, or linking the request to a needed service to students.
- Lost book fees offer limited possibilities, but can be a source of some money to buy software.
- Photocopier charges can provide substantial revenue, depending upon how they have been funded.
- Donations from service clubs are possible, particularly if there is a strong community focus in the area.
- Parental donations can be acknowledged with tax receipts. Some schools have their own charitable institution tax numbers, but if the school does not have such a number receipts can often be arranged through the school district office.

## CURRICULAR APPLICATIONS

1. **On-line Databases** offer support for a wide range of content areas. The computer teacher often knows about the most recent developments in this area. Vancouver secondary teacher-librarians offer the following comments.

- One library shares a telephone line with Computer Studies & Business Education departments. The impact of this arrangement is almost a whole line for the LRC, since the other two departments do not use it much.
- Two separate locals on the school's telephone system are needed for the LRC if student use of the modem is heavy.
- Curriculum Projects include:

1. An English project involving communication with students in Halifax and Russia.
2. A forum between students at two different schools. Environmental issues are the focus of the forum and other teachers and students join in freely, so it is very open-ended. Access is during class time, after research to gather background information has been done. The unit included a variety of speakers from the community, including environmental groups and forestry companies. Both the computer teacher and the teacher-librarian play key roles.

2. **PC Globe** (on same station as electronic encyclopedia)

- Gr. 10 Pacific Rim trading unit — The information given under each country is suited to making comparisons very easily.
- Special Education — Information on Brazil was used for a rainforest unit in the library resource centre. **PC Globe** has graphs and other highly visual material that works well with Special Education students.

The teacher-librarian taught the first student, that student taught the next one. Repetition and structure of the instructional process and of the resource are both high in reinforcement.

- ESL — Students did a cooperative poster assignment on their own country. Most students in the group came from Hong Kong originally, so the next step was to compare their home country to another Pacific Rim country. (It was noted that the last version has the national anthem of each country). Students find the colour screen attractive and the charts and maps transfer well from paper to overheads. Teachers find this feature useful.

Students take notes or download information onto their own disk in order to reduce the amount and cost of paper used. One possibility is to charge 5 cents/page for printouts.

- Other Curricular applications: Social Studies 11 population comparisons; Geography 12 cities/countries comparisons, geographic relationships.

### 3. TOM (must be on a dedicated workstation)

- TOM can be networked for a charge, and there are different purchase options: full text, text and fiche. The company is starting a newsletter. New documentation is available that will illustrate searches. This will be useful for student and staff orientations.
- Grade 9 Cross-grade science unit — Teachers choose a topic which requires four magazine articles. Two citations must be taken from TOM, two from another index. Students then select and summarize one article. Units that involve reviewing articles are supported by providing a sheet with 10 points to guide reviewing
- Current events, Gr. 8 Social Studies — Students investigated the Commonwealth of Independent States, using an atlas, TOM, Lands and Peoples, etc. They then prepared newspapers.
- Magee Secondary has used TOM for an elementary/secondary articulation project in which grade 7 students from Maple Grove researched Ancient Egypt and the environment. Both topics are possible with TOM.

### 4. CD-ROM

In selecting a CD-Rom, teacher-librarian Debbie Simmons has identified two important criteria from the teacher-librarian's perspective: the search strategies (e.g., ERIC versions all have the same data, but vary in the search strategies that are possible), and how user friendly they are.

- Grolier Electronic Encyclopedia — Grolier is good for teaching students to narrow subjects. Word search is excellent by keyword.
  1. An English 8 newspaper writing project used Grolier for the topic

"Hallowe'en." It was a motivating tool for students to use, and was appropriate for ESL students.

2. Grolier and PC Globe were combined in a Pacific Rim Unit. One problem is that the pictures don't print. However, it is good for an ESL unit on animals. Security was raised as an issue and Integrity software was identified as being useful.

- Info Finder — An effective approach is to put the index volume of World Book next to the station because it gives students additional ideas for searching. Info Finder is not a complete text of World Book. Keyword searching does not produce a good search, however, broadening the search and moving to the outline option provides an effective topic search.
- Mammals (National Geographic). ESL Core Level 2 students were assigned a mammal, and researched it in teams of 2. This resource is also appropriate for regular students in grades 8 and 9 as a starter for research.
- Canadian Encyclopedia — Each secondary school should have Grolier Electronic, Info Finder and Canadian Encyclopedia in order to provide the range of perspectives and levels needed.

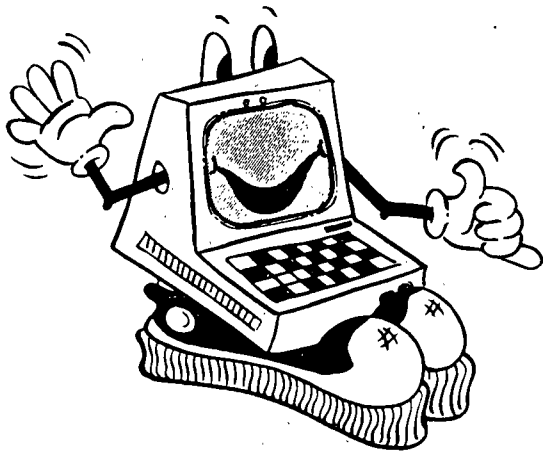
5. Cross Canada (IBM) Gr. 8, 9, 10 students can use this title alone, while ESL and Special Education students need the help of the teacher. It is useful to develop mapping skills, as well as understanding of the geography of Canada, resources towns, and rivers.

### MUTUAL SUPPORT FOR RESOURCE-BASED LEARNING

Teacher-librarians need more time and knowledge to be able to apply information technology to curricular areas. Dealing with technology is time consuming and often teacher-librarians are researching the same things that have already been investigated. Computer teachers need the curriculum knowledge and access to teachers that teacher-

librarians have. Together, the computer teacher and teacher-librarian can collaborate to:

- establish computer literacy goals and expectations for the students in the school.
- share information about software with each other and with classroom teachers.
- identify inservice needs for teachers on new technologies (e.g., laserdiscs and other new developments), focusing on how these can be integrated into a cooperative unit.
- plan joint inservice sessions with other computer teachers and teacher-librarians on collaborative educational program possibilities or sample units.
- develop program proposals to take to the Teachers' Advisory Committee.



In the past, people not mistakenly, assumed that the world would always be the same. Today this prognosis is manifestly false; but we are still in the dark about what our world will become.

-Carl Friedrich von Weiszaker  
in "The Unity of Nature"

BOOKMARKER  
by  
BOOKMARK

# THE PORTRAIT - SARAH ELLIS

by LINA D'ONOFRIO

Sarah Ellis, a British Columbia children's librarian and author, has won the Governor General's award this year for her novel Pick-up sticks. In a telephone interview she described going to receive her award and the excitement she felt at the opportunity to meet other Canadian authors who had also been recognized for their work.

Ellis said that she didn't actually think about writing fiction for children until ten years ago. Though she had written for reviewing journals she did not actually start writing fiction until the mid 1990s. Her first novel The baby project (1986) is about eleven-year-old Jessica, her family and the tragedy they experienced at the death of their baby. When asked how she chose the theme for her first novel, Sarah said that originally she didn't have a plot. She started with an idea of the characters and the plot developed eventually around the personalities.

Ellis's second novel Next-door neighbours (1989) is about twelve-year-old Peggy Davies and her family who move to the city where her father has position as a minister at the local church. Peggy has difficulty forming friendships with her peers at school, particularly after she tells a lie about her life in the country. Over the summer months she develops a friendship with a young boy, George, and with a Chinese man who works for an elderly lady in the house next door. Sarah said that the house used for this novel was actually the house in Vancouver that she grew up in. She recalls that the basement had a small room where a Chinese man had worked and lived during the 1930s. Sarah remembers how horrified she was as a child at the idea that anyone could live under those conditions. Though the story takes place several decades later, Sarah decided to include the character in her second novel.

Sarah Ellis' third novel, the award-winning Pick-up sticks, is about thirteen-year-old Polly and her eccentric mother. They have been given two months to find a new place to live before their house, which they share with a woman and her handicapped son, is sold so that the property can be developed. The story follows their search for affordable housing, and explores two themes: the situation of a single-by-choice mother; and the differences in values between Polly's mother and her brother's family who live an

affluent yuppie life style. Polly goes through a phase where she rebels against her mother's life style and opts to live with her uncle and his family until the housing situation is resolved. A fast-moving, delightful book.

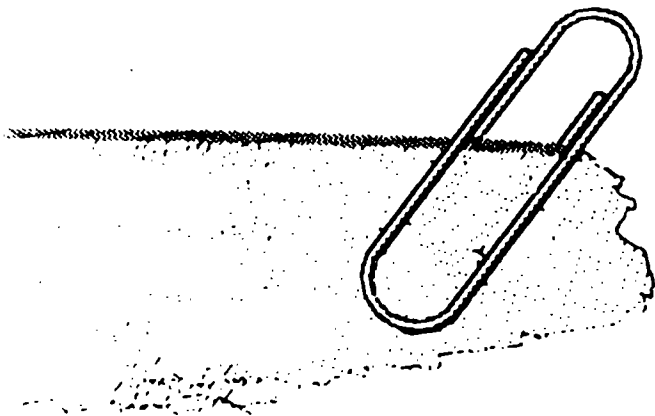
Sarah Ellis has also written a picture book, Putting up with Mitchell: my Vancouver scrapbook. The book is about a young girl, Elizabeth, who makes a scrapbook of all the places she sees during her visit with her granny in Vancouver. The ink and watercolour illustrations show sights of Vancouver and include the Art Gallery and Chinatown. Ellis said she was approached by the publishers to write a text for the illustrations that they already had of Vancouver. She had not previously thought of writing a picture book.

Sarah Ellis was born to Vancouver and has lived all her life there. She completed her B.A. in 1973 and her Masters in Library Science in 1975 at the University of British Columbia. She later went on to receive her M.A. from Simon College in 1980.

Ellis worked as a public librarian in Vancouver from 1976-81 before being employed by the North Vancouver Library District where she is presently working at the Capilano Branch. For the last eight years Ellis has also had a regular column in Horn Book, "News From the North", where she reviews Canadian books. She also does the occasional review of children's books for Quill and Quire. Her articles are entertaining, knowledgeable and a delight to read.

Ellis says that it usually takes her two years to complete a novel. She starts off with some characters, a setting and "doodles" until a plot becomes evident. The novel goes through three to four revisions before the final product is ready for the publishers. Because of her job as a public librarian Ellis said that her time is limited as to how much energy she can extend towards her writing. She also teaches courses at the Library School at UBC at least once a year on children's literature and children's services.

During the telephone interview Ellis indicated that she has been thinking of her next novel. With Ellis' abilities and insights, we can look forward to many more intriguing characters and stories.



## NOTES AND NEWS

by WILLA WALSH, editor.

### PLANET EARTH PAGES: BANYEN BOOKS' GUIDE TO ENVIRONMENTAL LITERATURE

Vancouver's unique book store is offering an inclusive annotated guide to currently available books on environmentally related topics. This catalogue was two years in the making and is a guide to books and journals for the general reader as well as being an education tool. The catalogue's 550 listings of up-to-date books are categorized into sections like Global Warming, Urban Ecology, Forests, Waste and Recycling, New Economics, Environmental Education, Household Ecology, Business and the Environment, Renewable Energy, Ocean Issues, Toxins and Health, and Ecological Politics and Society. Book evaluations, while mindful of the global context, have been made with an eye to local, West Coast, and regional issues. Individual copies or quantities of the catalogue are available from: Banyen Books, 2671 W. Broadway, Vancouver, B. C., V6K 2G2; tel: (604) 732-7912.



## DIRECTORY OF LEGAL EDUCATION SERVICES, PROGRAMS AND PUBLICATIONS

A flier is available from the Legal Services Society of B.C. which outlines the Schools Program and the society's many services to teachers. There are free subscriptions to the magazine Legal Perspectives, pamphlets, information on workshops, court watching opportunities, videos and other educational materials available. Write to Schools Program, Legal Services Society of B.C., Suite 300, 1140 W. Pender St., Vancouver, B.C. V6E4G1; tel: (604) 660-4600 or FAX 660-9578 for more information.

## COMMISSION ON LITERACY

A Harvest for Sharing: Collected works of the Chief Superintendent's Commission on Literacy, Calgary Board of Education - 1986-1991 is a publication which has been developed to provide the reader with a review of the Commission's history, its publications, and conference proceedings. It brings together a literature on literacy from an educational perspective. It includes keynote addresses from the "Empowering the Individual" Conference of November, 1991, strategies for developing literacy awareness programs, and much more information. Available from Calgary Board of Education, Media Production, 3610 - 9 Street S.E., Calgary, Alberta, T2G 3C5. Cost is \$30.50 which includes GST, shipping and handling.

## WESTERN CANADA SCHOOL LIBRARY CONFERENCE

This conference is being held on Thursday, September 24th to Saturday, September 26th, 1992. The Association for Teacher-Librarians in Canada is meeting in conjunction with this event. The conference site is the Blackfoot Inn in Southeast Calgary. Events include a Wine and Cheese Reception on the Thursday evening, a visit to the new Lester B. Pearson High School Friday morning and discussion workshops in the afternoon. WCSLC fee is \$25.00. Please register by June 15, 1992. Information is available from Lorne MacRae, Calgary Board of Education, 3610 9 Street S.E., Calgary, Alberta, T2G 3C5.

## KALEIDOSCOPE 5

From October 15-17, 1992 this conference will again celebrate literature for children and young adults. It will be held in Calgary and is sponsored by the Learning Resources Council of the Alberta Teachers' Association. It will feature 27 prominent authors, illustrators, editors and performers, and will appeal to anyone interested in children's literature. For more information write to Weaving Voice and Vision, 321 Scandia Bay N.W., Calgary, Alberta, T3L 1T7.

## UMI AND MICROMEDIA LIMITED

Micromedia Limited of Toronto, Ontario and UMI (University Microfilms International) of Ann Arbor, Michigan have announced that they have signed a two-year extension of their marketing agreement which allows Micromedia to officially represent UMI's products in the Canadian market.

## PRIMARY TEACHERS' FALL CONFERENCE

Entitled "Setting the Pace" this popular conference will take place on October 16 and 17, 1992 in Abbotsford. Featured speakers include David Booth and Peter Norman, along with performer Charlotte Diamond. Pre-registration deadline is October 9th. For more information write to BCPTA Conference, P.O. Box 8000-751, Abbotsford, B.C., V2S 6H1; tel: 855-3511.

## HORIZONS '92

The title for this year's conference of the Computer-Using Educators of British Columbia is *The Sky is Not the Limit*. It will be held on November 13 and 14, 1992 at the Hyatt Regency Hotel, Vancouver, B.C. Keynote speakers include Eliott Soloway, Dept. of EECS, University of Michigan talking on "Technologies for Learning: The Right Time at the Right Place" and Vicki E. Hancock, Curriculum/Technology Resource Centre, Assoc. for Supervision and Curriculum Development talking on "Technology: A Means, Not an End." Further information from: Horizons '92, CUEBC Program Committee, #101 - 9250 120th St., Surrey, B. C. V3V 4B7; phone 582-8902, FAX: 266-9916.

## HONG KONG '92

This festival will take place in October, 1992 and will include many public events, including entertainment, cultural and sports demonstrations and public lectures and presentations accompanied by print and video material. The events will take place in Vancouver and will be publicized in the media. The organizers hope many teachers and students will be able to attend these events. The festival organizers may also make available speakers, workshop presenters and video presentations at provincial PSA conferences scheduled for October. If interested in exploring this possibility please contact either Rick Beardsley or Sam Fillipoff, Professional Development Division, BCTF.

## PROGRAM AGAINST RACISM

Help the Program Against Racism to collect teacher-written-and-tested classroom materials that promote improved race relations and better multicultural understanding. Topic areas include: Multiculturalism, Native Education, English as a Second Language, Racism, Immigration, Human Rights, Religion, Affirmative Action. Help other teachers gain access to your materials through the Lesson Aids Service. Contact Sam Fillipoff, BCTF; tel. 731-8121 or toll free 1-800-663-9163. Any materials from a lesson to a unit will be accepted.

## CELIA KING WINS AWARD

Seven Ancient Wonders of the World and Seven Natural Wonders of the World by Vancouver author/artist Celia King have been awarded an Honourable Mention by the international jury of the 1992 Critici in Erba prize. The prize will be presented at the Bologna Book Fair on April 8th. This is the first international honour for the San Francisco based publisher, Chronicle Books and, while King has made the short list of the B.C. Book Prizes for Seven Ancient Wonders, she has never before been recognized outside of British Columbia. The Seven Wonders books by Celia King are published in Canada by Raincoast Books. Seven Modern Wonders will be released in Canada and the U.S. this September.

## ATLC NEWSLETTER'S NEW NAME

The Association for Teacher-Librarianship in Canada is pleased to announce that IMPACT has been selected as the title of the organization's newsletter. IMPACT is published four times per year and brings to ATLC members information and news that will have an "impact" on their work as teacher-librarians. Articles for publication should be submitted for consideration to: Linda Knight, ATLC editor, 24 Linda Way, Unionville, Ontario, L3R 2P9, FAX (416) 513-0351.

## SCHOOLS TV PROGRAMS OFF-AIR TAPING RIGHTS

Whenever possible the Knowledge Network purchases off-air taping rights to enable educators to make videotape copies for use in the classroom. B.C. educators teaching Kindergarten to Grade 12 and those educators teaching Adult Basic Education on the premises of an elementary or secondary school are entitled to tape broadcasts with off-air taping rights. Unfortunately, this entitlement does not extend to colleges and universities. For information about post-secondary institutions, the Knowledge Network publishes a Telecourse Guide. Remember, not all Schools TV programs can be taped off-air. If you tape a series or program off-air when advised not to, you are breaking the law. Make sure to refer to the DO NOT TAPE THESE PROGRAMS list before taping. Any program or series broadcast OUTSIDE the Schools TV time zone of 10 a.m. to 12 noon and 6 p.m. to 6:30 p.m., Monday to Friday are NOT to be taped for use in the classroom. Educators have the option of choosing to assign after-school tutorials for at-home viewing.



If an innovation is basic, simply because it *is* so, a generation after it has been introduced, it becomes part of the world as given - part of the shape of consciousness, you might say, rather than the content of consciousness.  
-O.B. Hardison, Jr.

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# READING CHECKLIST...√

compiled by LIZ AUSTROM, District  
Principal of Curriculum Resources,  
SD#39 (Vancouver).

Happy summer vacation. I'm dreaming of a lawn swing, balmy breeze, the sweet smell of flowers and grass, and a stack of good books, junk reading, and all those tomes I've meant to read all year!

## AUTHORS

"Portraits" in the January-February 1992 issue of Emergency Librarian is a gem. Dave Jenkinson is obviously one reader who really appreciates the work of Kevin Major, and his enthusiasm comes through as he gives biographical information and discusses literary techniques, both interspersed with Kevin Major's own words. It is this liberal use of quotations that makes the article of particular value for the teacher or teacher-librarian who is using Major's novels in a booktalk or novel study, or who wants to understand the work better in order to provide improved reader advisory services.

As a committed Kevin Major fan, I say, "Thanks, Dave!"

## CD-ROM

CM (March, 1992) has a useful list of Canadian computer software and CD-ROM titles in "A New Fay Wray," by Bruce Winter. Brief annotations and supplier information are included.

Anne Clyde's "Microcomputers" column in Emergency Librarian, (May-June, 1992) deals with some of the CD-ROMs shown at the London international conference on "Online Information." Her comments on the Toolworks Reference Library, the World Atlas, the 1991 New Grolier Electronic Encyclopedia and a few other titles will assist teacher-librarians who are making those initial difficult choices about what to buy.

Another article worth reading before spending your CD-ROM dollars is "Electronic Encyclopedias: What Remains Important After the Sale?", by Michele Wolfe, Gail Stringer and Ted Hickman (Tech Trends, vol. 36, no. 5, 1991). This article reports on a telephone survey to find out what features influenced 26 teacher-librarians' purchase decisions. The features assessed included:

- Animation.
- Audio.
- Bookmarks.
- Boolean Searching.
- Colleague Recommendation.
- Dictionary.
- Ease of Installation.
- Hardware Compatible.
- Help Screens.
- Keyword Searching.
- Maps.
- Menu Searching.
- Notebook.
- Pictures.
- Price.
- Proximity Searching.
- Published Reviews.
- Quality of Screen.
- Quick Reference.
- Screen Display
- Tutorial.

Participants' ratings of World Book, Grolier's and Compton's are reported in four tables:

- Features thought important by over 50 percent of respondents prior to purchase.
- Features thought not useful by over 55 percent of respondents prior to purchase.
- Features reported useful by over 55 percent after purchase.
- Features reported not useful by over 55 percent of respondents after purchase.

It is interesting to see how features that people thought would be useful turned out not to be, and features that people did not think of in advance were later seen to be useful. Compton's was rated as best for lower level elementary students because of its audio and visual features, while World Book and Grolier's were seen as better for intermediate students.

Respondents were also asked to state any changes in student behaviour patterns that they observed. They noted that students exhibited

"increased curiosity and interest," and there was "increased demand for the tool."

## CENSORSHIP

Teacher-librarians who are interested in the continuing saga of the Impressions series will want to read an article in the April 1992 issue of Phi Delta Kappan. In "A Witch Hunt Bedevils a Canadian Reading Series," Tom McConaghy outlines the arguments that have been used to support or discredit the series. In doing so, he identifies the key issues underlying a battle which many educators have difficulty understanding, given the educational value of the literature-based approach used in the series. If censorship of primary materials is a problem in your school district, this article will illuminate the most frequent causes.

## INTEGRATION

Faye Brownlie presents a graphic, simply written look at "Curriculum Integration: A Challenge of the Year 2000" in the Winter 1991/92 issue of PITA's The Best of Teaching. She discusses sequenced, shared, webbed, threaded and integrated models, using diagrams as examples. There is nothing new in the article, but it is a good companion to the latest Intermediate Program draft, and to Roland Case's "Integrating Around Themes: An Overemphasized Tool?" (The Bookmark, March, 1991). Together, these resources provide thought-provoking background to the changes occurring in school programs.

## READING INSTRUCTION

English as a Second Language students have special challenges when it comes to learning to read English. Even students who are able to deal with social conversation may not be able to handle the academic language used in classroom instruction and discussion. In a somewhat older article, "Helping the Nonnative English Speaker with Reading" (The Reading Teacher, May, 1989), Christine Sutton offers a variety of strategies that teachers can use to assist ESL students. She describes reading as "a multi-faceted developmental process in which the

successful student learns to make those connections that link language, print and thought." She goes on to identify the term "thought" as meaning "the student's conceptual framework which has been shaped by experience, education, and culture."

Sutton examines four key areas in reading comprehension: decoding skills, language development/competence, concept/context building, and critical thinking skills/strategies. In each case, she offers many specific suggestions for actions teachers can take to improve reading instruction for ESL students. A strong emphasis on building on students' prior experience makes this article a nice complement to British Columbia's new primary and intermediate programs.

## READING MOTIVATION

Check out the centrefold in the May-June issue of Emergency Librarian. This poster, featuring Whoopi Goldberg, is the best EL has ever had!

## RESEARCH STRATEGIES

"Pre-search: Intellectual Access to Information," by Virginia Rankin (School Library Journal, March 1992) describes a structured process that teaches pre-search skills. Such stages as categorization of ideas, generation of search questions, and note-taking are described in detail. Problems and possible revisions are identified honestly. The one problem with this article is that the teacher-librarian appears to have done this unit entirely on her own — there is definitely no mention of a teacher colleague working in partnership with whom she could share the challenges and the credit.

## SELECTION

"Buying an Encyclopedia: 12 Points to Consider from the American Library Association" (Canadian Consumer, March/April 1992) is written for parents and other members of the general public. It would be an ideal summary to hand out in partial answer to the perpetual query, "What encyclopedia should I buy for my child?" My answer to that question has always been,

"Don't buy an encyclopedia. Have your child check out an encyclopedia from the library and use the money to buy books and magazines on topics of interest to your child." However, that answer is often not the one that parents want to hear. Discussing this article with parents is an attractive alternative.

The eight page article gives the strengths (and some limitations) of each encyclopedia, the cost and the supplier, and comments on which users it suits best. General buying advice is given, including points to consider before purchase (e.g., authority, arrangement, subject coverage, accuracy), and consumer protection legislation. In addition, there is a page on CD-ROM encyclopedias. The combination of capsule sections on each title and in-depth additional information makes this helpful to those who only want a little information and to others who want more background before they make a costly decision. Two needs served for the price of one!

## THINKING SKILLS

Barak Rosenshine and Carla Meister discuss "The Use of Scaffolds for Teaching Higher-Level Cognitive Strategies" in the April 1992 issue of Educational Leadership. They define scaffolds as "forms of support provided by the teacher (or another student) to help students bridge the gap between their current abilities and the intended goal." Scaffolds may be tools (e.g., cue cards), or techniques (e.g., modelling).

The authors discuss studies in which teachers used a variety of concrete prompt strategies (e.g., using question words: who, what, when, where, why, how) in a range of subject contexts. Useful boxed summaries are: "How to Teach Higher-Order Cognitive Strategies"; "Planning Cues for Opinion Essays; and "Dialogue and Scaffolded Instruction." Guided practice at increasing difficulty levels is examined as well as the use of Self Questioning Cue Cards. Scaffolding strategies are taught, practiced, applied in a whole group setting, then individually, with the assistance of a friend or the teacher. The ultimate intent is to develop understanding and comfort with these strategies to the point where students use them independently.

Organizing Thinking: Graphic Organizers, Book II, by Howard and Sandra Black is full of diagrams that can be used as visual organizers for concept development. In a way, I hesitate to recommend this book because it can be used as the type of "black-line master" that so stifles creative teaching. It even has some of those horrible Dewey Decimal System question sheets. However, the generic diagrams will be very useful to teachers and teacher-librarians alike since they can be used or modified for a wide variety of topics and purposes. Now, if I could only erase the blue "answers" on the diagrams that relate to specific books or issues, I would be happy to give this one my highest recommendation. (Midwest Publication, 1990. ISBN: 0-89455-355-0)

The most useful part of the book is the first chapter, which has the following "master graphs":

- Lesson Plan Form.
- Compare and Contrast Diagrams.
- Interval Graphs.
- Transitive Order Graphs.
- Flowchart Diagrams.
- Central Idea Graphs.
- Branching Diagrams.
- Class Relationship Diagrams.
- Matrix Diagrams.

There is also a "Personal Problem Solving" chapter which offers exciting possibilities for supporting student decision-making.

I am told by members of the Vancouver School Board ESL team that volume I is equally useful but I have not seen it. It should be noted that while graphics are of real value with English as a Second Language students, they are also effective with other students. They can be used as advance organizers, as recording sheets for class discussions, as the focus for individual and group brainstorming, and as a tool for recording learning. The graphics in this book can be used to develop thinking skills such as comparison.

\* \* \* \* \*

At this time of year I try to recommend a book or two for summer leisure reading so here are my two latest favourites (they change with every month), Fadimatu, by Vancouver writer and teacher Jennifer Mitton (Goose Lane, 1992; ISBN: 0-86492-121-7), and The Famished Road,

by Ben Okri (Vintage, 1991; ISBN: 0-09-992930-9). I read both titles within a month of one another and, by chance only, both books are set in Nigeria. The culture of the country comes through strongly although the stories are totally different, with Mitton looking at a young village woman who is fairly sophisticated, while Okri delineates the changing nature of rural life in Nigeria. Fadimatu is the story of a young woman caught between the traditional culture and her own desire for a freer life. The choices she makes and the impact of those choices will have meaning for women in any culture and of any age. Jennifer Mitton's writing has strong emotional impact. Ben Okri is a much more experienced writer, winning the 1991 Booker Prize for The Famished Road. In this moving novel, the pulses of change are intertwined with the life of the narrator, a spirit child whose perspective is unlimited but whose life constrains his dreams. The language is a stunning delight and there is not a single boring sentence or image.



**QUESTION:**  
What is the difference between an optimist and a pessimist?  
**ANSWER:**  
The optimist says of a glass that it is half full; the pessimist says of the same glass that it is half empty.

BOOKMARKER  
BOOKMARK

# CONTINUING EDUCATION EXCHANGE

by **MARILYN HANNIS**, teacher-librarian,  
Maple Grove Elementary School, SD#39  
(Vancouver)

The goal of Continuing Education is to provide you with support by:

- providing liaison with the universities and the Ministry of Education on education for school-librarianship
- providing assistance for school and district-level professional development activities
- developing and planning implementation of ideas for projects, workshops, materials, etc.
- advocating support for the teacher-librarian at all levels of the education system

This year Continuing Education expanded to eleven people. Eight are teacher-librarians: Bernice Betts, Valerie Dare, Patricia Finlay, Marilyn Hannis, Rod Hersmeirer, Jo-Anne Naslund, Jane Roberts, Lon Schill, and three others—David Bell, Anne Clyde and Don Hamilton represent Simon Fraser University, the University of B. C. and the University of Victoria respectively. The exchange of information between the universities and the school-based teacher-librarian is most important for the health of our profession. We relay needs and concerns regarding on and off campus courses to the universities and they keep us up to date on new research, methods and ideas. UPDATE '92 (October 16th), for example, is an opportunity for us to expand our knowledge and be introduced to new ideas. UBC is presenting a smorgasbord of sessions touching on research, technology, and literature, while UVIC is focussing on "First Nations and the Library Resource Centre" (for more information—see advertisement in this issue). Space at each event is limited—so register now!

A workshop on Developing Independent Learners was presented by Bernice Betts and Bonnie McComb for the Chapter Councillors. Chapter Councillors will, in turn, be doing workshops and study sessions in their districts. This document, prepared by a committee of teacher-librarians, under the auspices of the Ministry, details the many aspects

of our role. Teacher-librarians have received a copy from the Ministry.

Applications are rolling in for The Travelling Treasure Trunk Display Collection. Some ideas on how it will be used are:

## Schools:

- planning school-wide themes
- evaluating their present resources
- developing multicultural displays and projects
- school heritage day

## Districts:

- circulating it among elementary schools

## Community:

- parent's night
- heritage display
- part of open house displays

It has been super to hear from administrators as well as teacher-librarians. The Travelling Treasure Trunk will be available next fall. Keep the ideas and requests coming in. Bookings are filled for October and November already.

BCTLA Continuing Education Exchange Network Directory is being updated for the Fall of 1992. The purpose of the directory is to "aid with local professional development by serving as a starting point for possible speakers." Your Chapter Councillor will have a copy.

A NEW directory is in the works! It will focus on library resource centres that you can visit. Some categories are: technology, visual displays, special collections, room organization and architectural nightmares, ESL integration, co-operative planning models, and community outreach. Jane Roberts is compiling this directory. She can be reached at 197 Finch Road, Campbell River, B. C. V0K 2B0. Let her know if you or someone you know could help other teacher-librarians in this way.

This is a difficult time for most school districts and a tremendous pressure is felt by personnel at all levels. Continuing Education's primary goal for the next school year is to provide assistance and support to individual members and chapters in their efforts to firmly establish co-operative planning and teaching in each and every school. Keep up the good work!

# THE DEEP END

by DONALD HAMILTON, Education Librarian and Adjunct Assistant Professor (Teacher-Librarianship), University of British Columbia.

## THE VALUE OF A GOOD LIBRARY

We have suggested that the schools, as they function today, are too much concerned with books. This is true and yet not true. They attach too much importance to text-books and too little to books in general. The library periods in our middle school are planned to foster a taste for wide reading and teach young people how to get information from books. This assumes that the library is supplied with a good collection of general literature suitable for young people and with a good collection of general literature suitable for young people and with reference books, dictionaries, atlases, magazines, and newspapers. The library must be in charge of a teacher of wide reading and possessing a sympathetic understanding of young people. She is the first lieutenant of every other teacher in the school. She assists pupils in securing material to answer the questions that arise out of their projects. She encourages them to supplement their lesson topics by following up interesting by-paths. She gives brief talks on current history and tactfully chooses leaders to prepare similar talks for auditorium periods. She is in daily consultation with other teachers and knows enough of their aims and plans to anticipate the library needs of their pupils. The middle school makes no use of school readers. All reading and literature is taught from sets of books owned by the pupils or borrowed from the library. One class may be using a set of Julius Caesar, another a set of Ivanhoe, and a third a set of Westward Ho. As soon as one set is finished it is exchanged for another. The school library makes some contribution to every phase of school-work. Besides general literature, biography, and history, there are special shelves for geography, science, handicrafts, home economics, health education, and games. In addition, there are portfolios of illustrations bearing upon travel, history, geography, art, and science. Will not such a library be a very costly addition to a school plant? Let us consider the question. We are assuming a school of four hundred pupils. Already it costs from \$75 to \$100 a year for the education of each child. Would an extra \$2 per year per pupil be a serious addition to this amount if

the children might receive a greatly increased benefit? Can any community afford to build expensive schools, engage highly-qualified and highly-paid teachers, and then ask them to work without adequate tools? Suitable books are very important tools in an adolescent school.

At what point did you realise that there was something very strange about the paragraphs that precede these words? Did you have to wait until you reached the words "She is the first lieutenant of every other teacher in the school" with all its very sexist undertones, or did something twig when you reached the "Already it costs from \$75 to \$100 a year for the education of each child"? I regret my delight in this game, but that passage was discovered in this work:

Putnam, John Harold and George Moir Weir. Survey of the School System. Victoria, Kings Printer, 1925. pp. 94-95.

Mr. Putnam was the Senior Inspector of Schools for Ottawa and Mr. Weir, Professor of Education at UBC. They have created a brief, one in which they have brought to bear many of the lofty arguments we have marshalled over the years to justify our existence. But did they start this endless search for perfection? How many reports and appeals had they read and considered before reaching this point? Their words are drawn from Chapter VI, a section dealing with the Programme of the Intermediate School and its concerns and requirements. I find it especially fascinating that these gentlemen, writing before I was born (or before my father was out of high school) had never seen a television set or imagined this word processor, yet captured so much of the spirit that underlies all our talk and passion as we still work to implement parts of this vision. For Putnam and Weir were not writing from a position of strength. They were hoping to implement change in the schools of 1925 by proposing that additional funds be made available to establish school libraries!

There are several important ideas that emerge from this historical opportunity. One is that nothing has really changed. They did see the need to provide the tools for learning through a school library! And they saw the need for support, for money. "Already it costs from \$75 to \$100 a year for the education of each child." We all laughed when we read this. Yet if we applied that formula (which we must remember was only an idea that Putnam and Weir were flying, and we could probably deduce was never imple-

mented) to the \$5600 that will be spent on every child this year in British Columbia public schools, then the \$2.00 he suggested ("Would an extra \$2 per year per pupil be a serious addition to this amount if the children might receive a greatly increased benefit?") would become \$149.33 (using the \$75 base) or \$112.00 (using \$100) Wouldn't those sums change this society's view of the value of a good library? Suddenly Putnam and Weir's expectations

become relevant. If they were here would they not be as depressed as me by my \$17.47 calculations in the last Bookmark? It seems to me that the cost of education has increased during those 67 years, but the relative value of the tools they hoped to provide has not. Maybe we need another survey of the school system in British Columbia, but didn't we just have one? Maybe we could use more spokesmen (sorry, advocates!) like Putnam and Weir.



### A Kaleidoscope of articles offering shifting perspectives on the Library/Resource Centre

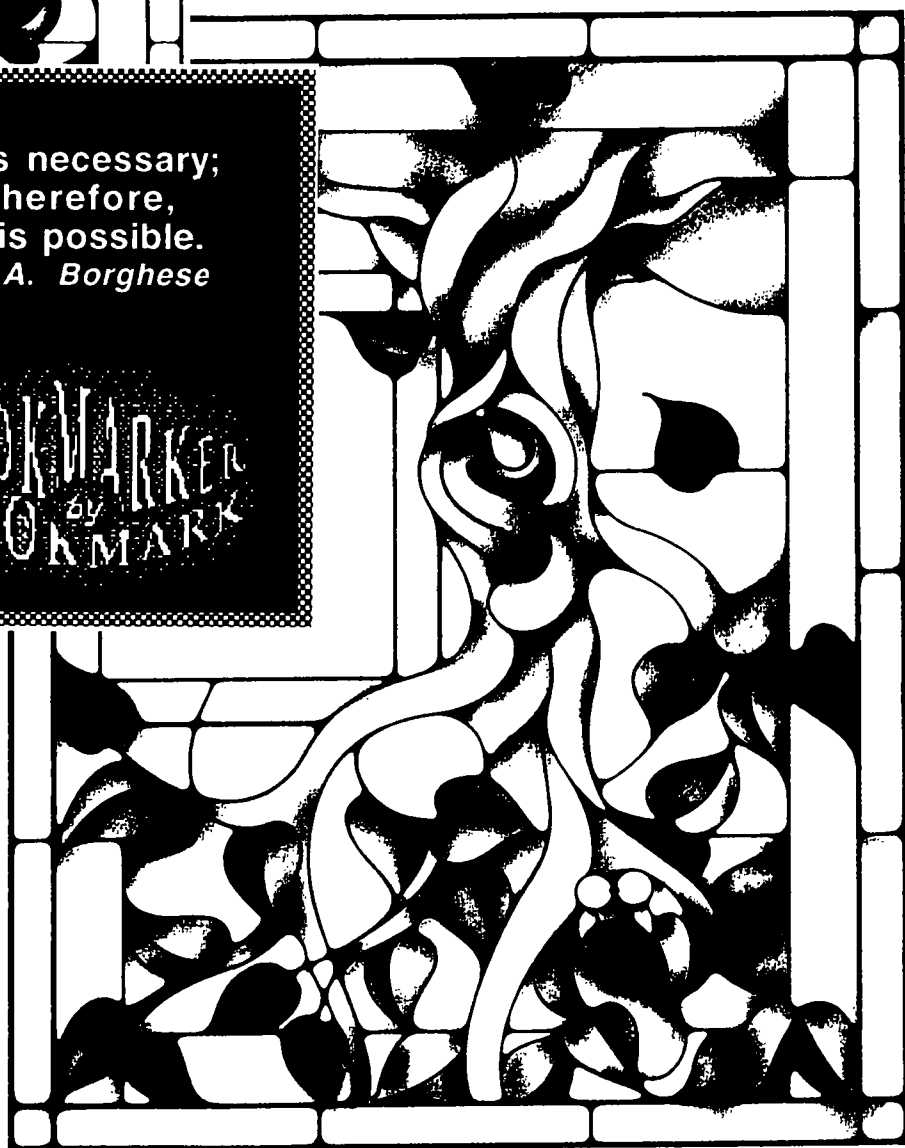
The March issue of Phi Delta Kappan included a special section on "School Library for the Nineties." Here are some of the many excellent articles featured in this issue: "Searching Across the Curriculum" by Jacqueline C. Mancall et al, "Integrating Library, Media, Research, and Information Skills" by Paula K. Montgomery, "Information Power: The Restructured School Library for the Nineties," "A Necessary Partnership: The Early Childhood Educator and the School Librarian," "Whole Language and Teacher/Librarian Partnerships," "The Glitzy Labyrinth of Nonprint Media is Winning the Battle with Books."

ERIC Digest from the ERIC Clearinghouse on Information Resources has the following articles available: "Automation for the School Library Media Center" by Linda Schamber (November 1990, EDO-IR-90-3), "Developing Metacognition" by Elaine Blakey and Sheila Spence (November 1990, EDO-IR-90-6), "The Role of Libraries in Literacy Education" by Linda Schamber (December 1990, EDO-IR-90-9), "Library and Information Services for Productivity" by Linda Schamber (December 1990, EDO-IR-90-7), and "ERIC on CD-ROM:UPDATE" (May, 1988, ED-IR-88-1). ERIC Clearinghouse on information Resources, Syracuse University, School of Education, School of Information Studies, 030 Huntington Hall, Syracuse, New York. 13244-2340, Tel: (315) 443-3640.



It is necessary;  
therefore,  
it is possible.  
-G.A. Borghese

BOOKMARKER  
by  
BOOKMARKER



# BCTLA REVIEWS



## *Editor's Note:*

*"B.C.T.L.A. Reviews" agreed to review books originally sent to the Ministry of Education's Book Purchase Plan. this year. Some titles were not reviewed because, in our opinion, they were so obviously unrelated to the curriculum or to student interests. If we were not sure, we erred on the "send it out" side. We hope the reviews of "not recommended" materials are useful to teacher-librarians and to publishers who want to publish materials that will be assets to school library collections..*

*This "gift" has made our reviewers very, very busy: this is the longest "B.C.T.L.A. Reviews" I can remember. Many, many more reviews have still not been received, so look forward to the next few issues also being longer than usual.*

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*This is my last issue of "B.C.T.L.A. Reviews". I wish to thank the many people who have made the task easy and enjoyable: the many reviewers, who kept my mailbox full; Val Hamilton, who received materials and sent the materials to reviewers; Penny Haggarty who coordinated the cataloguing, classifying, and other tasks performed at Vancouver School Board Curriculum Resources; Debra Simmons, who sent reviews to the publishers and for a time tried to get reviews from tardy reviewers; and The Bookmark Editorial Board, who made four Saturdays a year such fun! Judy Giles and Alwynn Pollard, both Editorial Board members, are joining the "B.C.L.T.A. Reviews" contingent of The Bookmark. Best of luck! I look forward to refreshing changes.*

## *A few "Special Requests" to Reviewers:*

*- Please ignore the instructions to send completed reviews to me. Please send reviews to Judy Giles. (Her address in on the back cover of The Bookmark.)*

*- Please, for those of you who insist on single spacing your reviews, DO follow the instruction to **DOUBLE SPACE**. Judy will edit reviews and Alwynn will enter the reviews. Single spaced reviews will cause incredible headaches, communication problems, and extra work for them.*

*-Please get reviews back A.S.A.P. Slow turn-around of reviews, or materials which are never reviewed because the reviewer fails to send a review, means some publishers are not willing to send us materials. Speedy reviews are also appreciated by our readers.*

*-Please send change of address, requests to review different materials, resignations, books you do not wish to review, or names of new reviewers to Val Hamilton.*

*Thank-you , Dianne Driscoll*

E        Andrews, Jan.  
      Pumpkin time. -- Greenwood, 1990. -- unp. : ill. -- ISBN 0-88899-112-6.

Pumpkins - Fiction // Mothers - Fiction // Brothers and sisters - Fiction //  
Children of divorced parents - Fiction.

Every mother has at some time wished that she could just disappear, leaving behind all regular family routines. This must be even more so for mothers who work and look after a family by themselves, with the father having custody on weekends. In this story, the mother does not leave. She just turns into a pumpkin. This interesting reversal of the Cinderella theme does not really work because the means of her transformation is not explained. When I read the book to Grade 3 children, however, they had no problem with this lack and seemed to enjoy the story of three children who came downstairs one morning to find a pumpkin instead of a mother. Worried lest someone interfere, they carry on by themselves. They get mother excused from work; they go to school; and they eat the kind of meals that all children like to eat when left to fend for themselves. They spend the weekend with Dad, and find, on returning, that the pumpkin has become a huge vine, luxuriating all over the kitchen. The children camp under its shelter. A teachers' professional development day, usually a worry for the mom, is most enjoyable, with quiet games, projects and reading. They also enjoy the rest of the week but by Friday they begin to miss the real mother.

They awaken in the morning to find a window open and the real mother sitting in the midst of withering leaves and flowers. The open window is presumably the device for coming out of the fantasy. It might have succeeded if it had been used to enter the fantasy, but it was not. Tighter editing would have helped. The mother's only words "It's freezing! What on earth do you guys think you're up to?" brings us all back to the real world with a jolt.

The lovely art work by Kim LaFave lends a dreamy quality to this story which will be welcomed on many primary shelves because it depicts a family in the real world.

E. Rita Ourom, Teacher-librarian, Lord Nelson Elementary School, School District #39 (Vancouver).

E        Moray, Jeremy.  
      Timmy ties up. -- Harbour, 1991. -- 1 v. [unp.] : ill., maps. -- ISBN 1-55017-055-4. -- \$9.95.

Tugboats - Fiction // Animals - Fiction // British Columbia - Fiction.

In Timmy Ties Up, the fourth and final book in Jeremy Moray's acclaimed series, Timmy, the West Coast tugboat, retires and is converted to a houseboat, after a final tour of duty hauling a cargo of dynamite from James Island to Howe Sound.

Featuring local scenery whimsically rendered by illustrator Dee Gale, the author is able to impart a large body of information about the industry within the context of the story without having it sound contrived. The mix of fact and fantasy is well-balanced and quite delightful.

An excellent read-aloud, this book features a detailed map of the BC coastline, which students can use to trace Timmy's adventure. Extensions into geography, coastal industries, and transportation of goods are offered to the teacher-librarian or teacher.

Although the story stands on its own, I suggest that having it as part of the complete series (Timmy the West Coast Tug, Timmy and the Whales, and Timmy and the Otters) would make it even more read and enjoyed by students.

Recommended for elementary school libraries.

Jeannie Diewold, Teacher-librarian, Baker Drive Elementary School, School District #43 (Coquitlam).

E Skogan, Joan.  
Grey cat at sea. -- Polestar, 1991. -- 1 v. [unp.] : ill. -- ISBN 0-919591-69-8. -- \$14.95

Cats - Fiction // Fisheries - British Columbia - Fiction.

Grey Cat at Sea is an adventure story of a lost kitten that finds a home at sea, first on a Polish trawler that sails out of Vancouver to fish the West Coast and then on a small gillnetter docked in Kelsey Bay.

This story is full of rich vocabulary related to fishing. A glossary in the back of the book supports this new vocabulary. Grey Cat at Sea also introduces students to a number of Polish words.

The illustrations are full page, expressive, full of colour and not cluttered. They support the story as well as visually depict life on a large trawler, the B.C. coast and a small gillnetter.

This book would provide a good resource for students studying immigration or fishing on the West Coast.

Grey Cat at Sea is not an exciting or gripping story, however, it would be entertaining to students in Late Primary or Early Intermediate who have a love of cats or who have lived in or travelled the B.C. coast.

Joan Skogan has also written Skeena A River to Remember, a non-fiction comprehensive review of fishing on the Skeena River.

Dale Bentley, Teacher, Pinecrest Elementary School, School District #72 (Campbell River).

- E Thompson, Richard.  
Maggee and the lake minder. -- Annick, 1991. -- 1 v. (unp.) : ill. -- ISBN 1-55037-154-1.  
ISBN 1-55037-152-5 (pbk). -- \$14.95: \$4.95(pbk.).

Frogs - Fiction.

Firefly Books, Ltd.  
250 Sparks Avenue  
Willowdale, Ontario  
M2H 2S4

An entertaining story with a science lesson and a moral! Maggee drops by the lakeside home of Kawartha, a frog who is the Lake Minder, and The Bird (a stork?). While Maggee and Kawartha sing, dance and do tricks, the lake slowly rises and starts to flood the house. The Lake Minder has been having so much fun, he has forgotten his job to unplug the drain. As they are cleaning it out, Maggee rescues The Bird from being pulled down the drain. Maggee promises to come back for more parties, so Kawartha promises to remember to get his job done first. Prince George author, Richard Thompson, has created an enterprising female main character. There is a definite touch of fantasy, yet this is also a springboard to discuss the flow of water in and out of a lake.

Thompson has collaborated again with Eugenie Fernandes, from Eastern Canada. The illustrations are bold and colourful, depicting pond and lake life. Many young children will want to know more about the plants and animals shown in the 16 full page illustrations and 19 smaller pictures placed on the 14 pages of text.

Families and teachers will enjoy reading and discussing this book with preschool children and primary age students. Definitely recommended for all elementary schools and public libraries. WARNING: before reading this story, make sure you can correctly pronounce the following terms: "pliers", "sauts" and "entrechats". Hopefully a young ballerina in the class can demonstrate these ballet steps.

David Boettcher, Teacher-librarian, Walter Moberly Elementary, School District #39 (Vancouver).

- F Anderson, Margaret.  
Cwan the armouer. -- M. Anderson, 1990. -- 100 p. : ill., map. -- ISBN 0-9694336-0-3.

Jewitt, John R. - Fiction // Nootka Indians - Fiction // Indians of North America -  
Vancouver Island - Fiction.

Mrs. Margaret Anderson  
17547 - 92 Avenue  
Surrey V3S 5X7

This historical fiction paperback, set on the West Coast of Vancouver Island in the years 1803 - 1805, is partly based on the journals of John Jewitt, a captured white slave of a Nootka tribe. Told from the point of view of a young Nootka Prince, Sat-Soksis, this short novel is full of adventure and excitement, and should appeal to Grades 4 - 7 students. Its many illustrations and short chapters (27 chapters in 100 pages) makes the novel very easy to read. It is surprising that this brevity could develop into such an effective plot and convey at the same time, the richness of Mochacht culture and daily life.

My only reservation regarding this book are the falsely labelled "Index" at the novel's beginning and the rather miraculous understanding of language that the young protagonist undergoes by page 33 of the

story. I also have some reservation about the illustrations. Though I found the drawing charming in their naivety. I am not sure that they would appeal to many students.

Despite these reservations, the book is a worthwhile purchase.

David M. Young, Teacher-librarian, Royal Oak Middle School, School District #63 (Saanich).

F Connolly, Jay.  
Dancewater blues. -- Oolichan, 1990. -- 216 p. -- ISBN 0-88982-099-6.

Ogopogo - Fiction // Okanagan Lake (B.C.) - Fiction

Not just because it is Canadiana, not that its setting is popular, not that its themes are contemporary; but mainly because it is absorbing and amusing does Jay Connolly's Dancewater Blues deserve a place on every adult fiction library shelf.

While Ogopogo could be suspect as a credible entity in a novel, Connolly makes no excuses. There is a Naitaka, as the natives call it, and not only is his physical presence observed, but he is also a working character central to the novel's scheme.

Brady, an old-timer orchardist, and Roy, a young half-breed Indian, at odds with each other, team up to fend off developers who want to capture and pen the old beast. It would become a tourist attraction drawing crowds to their proposed hotel complex on Lake Okanagan.

Neither the youth, nor the old man, despite their differences, want to see the mysterious monster taken. Each has experienced personal, philosophical encounters with the serpent. Their humorous devices and plots to outwit the "three-piece suit" men provide riotous entertainment, mixed with not a few thrills when Naitaka himself becomes involved.

Realistic dialogue and situations make for a lively tale with a little pathos, as both Roy and Brady come to terms with their lives. Connolly has another novel ready. He is an author to watch. Like the greats, as Stephen King, he has a way of juxtaposing the bizarre with the real, holding the readers' imagination to ransom.

"Still laughing, he dove toward the dream, and stretched his arms above his head to shield his face for when he sank through the image and into the cool water.

But the borders of the dream were solid."

Murrie Redman, Retired teacher-librarian.

- F Denisoff, Dennis.  
Dog years. -- Pulp Press, 1991. -- 128 p. -- ISBN 0-88978-234-2. -- \$11.95.

AIDS (Disease) - Fiction.

Pulp Press  
Arsenal Pulp Press Ltd.  
100 - 1062 Homer Street  
Vancouver, V6B 2W9

The main themes of this novel are AIDS and the awareness of death which AIDS brings to those who suffer from it. Written in the first person, it chronicles the thoughts and actions of a homosexual man who finds himself HIV positive. Given such a framework the reader will correctly anticipate that there is a pervading atmosphere of bleakness. The story begins and ends in Vancouver with an intervening sojourn in the Ukraine providing much of the significant narrative. There are many contemporary background references which place the story clearly in the later 1980's.

The narrator of this novel acts in a manner which could be thought of as the complete antithesis of Magic Johnson, a man with similar problems. Johnson has made his condition public and is using his fame as a means of promoting action in support of AIDS research and prevention. Our narrator is introverted, secretive, and uncaring in his sexual activity, apparently wishing to take others with him. In that respect, the selfishness of the narrator negates any sense of love as being part of his sexual encounters. This feature alone makes this novel disturbing reading. Stories in which sufferers from terminal conditions act in an uplifting manner are the norm in this genre; the behavior adopted by our narrator is one which will surprise and depress the reader.

This novel has many fine qualities in terms of plot, narrative flow, and vocabulary, although repeated use of the F word will not endear it to many readers. AIDS is an important contemporary problem and students should be given the opportunity of considering a wide range of materials on the subject; however, I would suggest that teacher-librarians and teachers of English at the senior secondary level read the novel themselves before thinking about recommending it to their students.

John D. Crawford, Marigold School, School District #61 (Victoria).

- F Millar, Thomas P.  
Chapeau bleu. -- Palmer, 1989. -- 232 p. ISBN 0-9693271-3-7.

Short stories, Canadian.

This English language collection of slight stories, Le Chapeau Blue, contains mostly fly boy fantasies from long ago wars and quirky vignettes from a modern doctor's milieu. The title refers in general to the World War 11 RCAF officers' cap, and in particular to a white nav cap dyed with wine in the title story. While the Vancouver setting is explicit in some of the stories, most deal with flight crew experiences.

The writing flows easily; these stories are largely superficial, but readable. Some are funny, and the odd one is clever. ("The Aladdin Exchange" is a nicely twisted Faust story.) Among the characters,

stereotypes abound - a childless spinster teacher, a randy young doctor, macho pilots, virginal prairie boys sent to war, and prostitutes joyously seeking sex. Few evoke feeling.

Some of the stories are based on snickering sexual themes, but the sexist attitudes, both implicit and explicit, while they may offend the reader, seem appropriate to the stories' settings and two-dimensional characters.

The book would have benefitted from closer copy editing, particularly in the CIP, acknowledgements, preface and beginning of the first story.

This is anachronistic juvenilia'; "good old boys" probably would appreciate it more than would modern youth. It is not recommended for school collections.

Katharine Picha, Teacher-librarian, Cliff Drive Elementary School, School District #37 (Delta).

F Millar, Thomas P.  
Jessie in the sky with diamonds. -- Palmer, 1990. -- 242 p. -- ISBN 0-9693271-4-5. -- \$20.00.

Mystery and detective stories // Veterans - United States - Fiction.

Jessie in the Sky with Diamonds is an adventure novel, perhaps suggested by the exploits of a young man who robbed and parachuted from a plane over Oregon in the 1970's. It has been adapted from a screen play written in 1981.

Two Vietnam veterans, no longer wanted for flying jobs, find life dull and meaningless. Out of boredom, they plot "the Geronimo Caper", a plan to rob the diamond courier on the plane from Amsterdam and make a parachute escape with their loot. The working out of their plan and what follows afterwards form the story.

The binding and cover of this paperback are strong and the print is clean and readable.

This is an exciting adventure but definitely not a work of literature. Some of the description seems over-written: "Brubeck piano rhythms meandered through the shards of idle conversation". The opening chapter air battle has too much technical detail, and the liberal use of the "F" word is not an effective characterization technique.

Not recommended for school libraries, but it might suit readers in the public library who want a fast, easy read with a fairy-tale ending.

Betty Errington, Retired teacher-librarian.

F Razzell, Mary.  
Night fires. -- Greenwood, 1990. -- 172 p. -- ISBN 0-88899-079-0. -- \$6.95.

Nurses - Fiction // Marriage - Fiction.

This story for young adults is set in Vancouver. It tells of a young couple, both brought up in homes dominated by a controlling parent. Karen, a student nurse, marries Mark, an articling law student. The marriage falls apart as Karen responds to Mark's insisting on being in control by first acquiescing and then resenting it. She becomes "fed up being expected to hop, skip and jump just because I'm a female." (p. 83) Excitement and tension are also created by the danger of an arsonist at the hospital as well as the perceived danger in caring for an AIDS patient.

While the characters are rather stereotypical and seem more in tune with the 80's, the issues of sexual relationships, gender equity, and AIDS are very much of the 90's/

I would recommend this book for secondary schools. Other books by Mary Razzell are Snow Apples and Salmonberry Wine.

Eleanor Elliot, Teacher-librarian, Laurier Elementary School, School District #39 (Vancouver).

F Woodward, Caroline.  
Disturbing the peace. -- Polestar, 1990. -- 139. p. : maps. ISBN 0-919591-53-1. -- \$12.95.

Short stories, Canadian.

Polestar Press Ltd.,  
R.R. 1,  
Winlaw, V0G 2J0

Disturbing the peace is a collection of short stories and poems taking place in small towns and rural communities in northern B.C. Each piece is introduced by a small map indicating the location of the story. Caroline Woodward captures the life, the spark and the toughness of the people from these northern communities; but her stories often transcend their specific locations and discuss the human condition. She focuses on real people, there is no glitz or glamour, just reality, and therein lies her power. For someone familiar with life in small communities many of her stories and poems will hit home, for those who have never experienced this life style they will serve as an introduction. She writes in a short and clipped style, her works are often conversational, often irreverent and frequently poignant. She writes with humour, wit and honesty.

Her works cover a variety of themes, many of them women's issues. Particularly powerful are two stories aimed at young women - "For the Daughters" and "Bleeding Like a Goddess". "Deliberate" touching of despair and suicide, and "Disturbing the Peace: a Land Quartet" calling for reconciliation with the environment are also notable.

Suitable for senior grades. An interesting and useful item for secondary libraries.

J.McKinlay, Teacher-librarian, Churchill Secondary School, School District #39 (Vancouver).

129 Kernaghan, Eileen.  
Walking after midnight / by Eileen Kernaghan & Jonathon Kay. -- Berkley Books, 1990. --  
217 p. : ill. -- ISBN 0-425-12452-5. -- \$4.95.

Reincarnation.

This paperback is based on the film with the same title produced by Jonathon Kay. It features the past life stories of contemporary personalities with some historical references as well. Generally, each of the fifteen chapters features a person or group of people with similar occupations. Anecdotes regarding the difficulty the author had to contact people give the reader a personal glimpse into the commitment that Kay had to make the original film.

A historical overview of the concept of reincarnation, from the classical (Greek) world and early Christian Church to Shirley MacLaine's contemporary views is presented. His Holiness the Dalai Lama discusses the Buddhist concept of reincarnation and explains the process of finding the next reincarnation of the Dalai Lama. Another chapter features Meenu, a young girl who recalls details of her previous life and murder. Martin Sheen recalls his near death experience in detail.

For reference purposes, an index would have been beneficial. Some of the chapter titles in the table of contents are inadequate, for example "Stories of the Dreamtime" is the only clue the reader has to find Aboriginal Australian reincarnation stories.

Recommended with reservations. This book would be used more as a "browser" than for a research source in secondary schools.

Fry's - Grade 8.

Pat Parungao, Cooperative Program Planning and Teaching Resource Teacher - ESL Emphasis, Vancouver School Board, School District #39 (Vancouver).

305.31 The little grey flannel book : quotations on men / compiled, annotated & introduced  
by Oline Luinenburg & Stephen Osborne. -- Pulp, 1991. -- 105 p. -- (Little red books). --  
ISBN 0-88978-238-5. -- \$4.95(pbk.).

Men - Quotations // Men - Humor // Quotations.

Pulp Press  
100-1062 Homer Street  
Vancouver V6B 2W9

This really is a little book, being just over four inches by under three inches. The stated purpose of the "Little Red Books" series is to gather the essential wisdom of great men and women into single volumes so that students of the great might judge them in light of their own words. As the sub-title suggests, these quotations relate to men and they have been culled from many notable sources.

Quotations can be fun. So, with the assistance of the most useful index, I first looked for the names of people whose quotes I often like. Sure enough, there is Winston Churchill with "It is a good thing for the uneducated man to read books of quotations." It certainly can save time, so then I looked to see what Mark Twain has to say, and he does not disappoint with "Man seems to be a rickety sort of thing,

anyway you take him; a kind of British Museum of infirmities and inferiorities. He's always undergoing repairs. A machine that was as unreliable as he is would have no market."

Overall, Mark Twain's quotation seems to sum up the view of men presented. The impression may be the reality, but even without the few bawdy quotes included, I would not recommend it for school libraries -- maybe for a Christmas stocking.

John J. Jackson, Associate Vice-President, Research, University of Victoria.

324.27106      Towards a new liberalism : re-creating Canada and the Liberal Party /  
Cleo Mowers, editor. -- Orca, 1991. -- 271 p. -- ISBN 0-920501-73-7. --  
\$16.96.

Liberal Party of Canada // Liberalism // Canada - Politics and government.

This collection of essays addresses many of the problems faced by Canada at the present time and suggests policies which should be followed by the Liberal Party. Like most collections, each reader will find favourites as well as essays with which they will be disappointed. My preferences were Pierre Pettigrew's piece on the Quebec constitutional problem, and Stephen Peitchinis' essay on the relationship between government and private enterprise. I was uncertain about Cleo Mowers' acting as chorus through the book, his up-beat contributions often being anticlimactic. I did find his enthusiasm and imagination most attractive. There also seemed to be areas of debate which were accorded insufficient space. In particular, I would have expected greater attention being paid to the aboriginal situation.

It could be argued that there was more evangelism than substance in many of the essays; that there were more visionary ideas than practical solutions. However, this argument can be rebutted by stating simply that a book of this nature is not intended to be a panacea but rather to provoke its readers to think about the many issues facing Canada today and the need to face them with hope and imagination.

Towards a New Liberalism is a well produced volume, with proof-reading and editing generally of a high order. (I assume "contributor" on the cover is an example of the "new spelling"?) The notes on "Contributors" are helpful and interesting and represent a wide range of backgrounds.

This book is recommended reading for those interested in the future of Canada and its political system. It would be a valuable tool for those looking forward to the next federal election, and more relevantly to the next Liberal leadership convention.

John D. Crawford, Marigold School, School District #61 (Victoria).

331.88 Leier, Mark.  
Where the Fraser River flows : the industrial workers of the world in British Columbia.  
-- New Star, 1990. -- 138 p. -- ISBN 0-921586-02-7. ISBN 0-921586--01-9(pbk.).

Industrial Workers of the World // Labour - British Columbia - History // Labour unions - British Columbia - History.

Originally a thesis for a master's degree, this paperback attempts, with a great deal of success, to explore the radical beliefs that inspired the I.W.W. (Industrial Workers of the World) or "Wobblies" in the decades before World War I until its decline in the 1920's.

It also deals with the opposition, not just of the establishment but also of other labour and political groups, that the "Wobblies" created. Each of the five chapters, with extensive footnoting at the end of the book is a formidable, but worthwhile reading experience.

The comprehensive index makes the book useful for Grade 11 and 12 students who are researching labour topics.

David M. Young, Teacher-librarian, Royal Oak Middle School, School District #63 (Saanich).

333.5 Lehrer, Keith.  
The landlord as scapegoat. -- Fraser Institute, 1991. -- 133 p. : ill. -- ISBN 0-88975-114-5.

Landlord and tenant.

The Landlord as Scapegoat nearly had this reviewer fooled at first glance: it looks like a publication from Self-Counsel Press. In fact, it is neither a self-help nor Self-Counsel book, nor does it claim to be. Published by the Fraser Institute, a think-tank known for its strongly conservative position on economic issues, this book purports to be a sociological study of the landlord as an oppressed minority. That may well be a defensible position, but in this book it is supported mainly by anecdotal evidence which includes a lengthy complaint by Emily Carr about the trials she suffered as a landlord. The trouble with anecdotal evidence is that it is likely to be highly selective, and the reader is invited to accept generalizations based on limited information.

The book appears to be well-documented with a lengthy bibliography and notes at the end of each chapter, although the latter mainly serve to provide additional argument rather than cite source material.

The Landlord as Scapegoat is not an easy read: the print is small, the style is scholarly and indignant. There is no index, and it is hard to see how it could be helpful or even accessible as a resource for secondary students or their teachers.

It is not recommended for purchase.

Robert Jackson, Teacher, J.L. Crowe Secondary School, School District #11 (Trail).

- 336.2 Horry, Isabella.  
Tax facts 7 : the Canadian Consumer Tax Index and you / Isabella Horry, Sally Pipes  
and Michael Walker. -- Fraser Institute, 1990. -- 196 p. -- ISBN 0-88975-125-0.

Taxation - Canada.

The stated objective of Tax Facts 7 is to show Canadians how much tax they pay. It will appeal particularly to people who enjoy their income tax returns, because it offers opportunities to punch the calculator and refer to many tables in order to determine the alarming news. However, one wonders whether the whole exercise serves any more useful purpose than a hermit on a mountain top calculating the time of the next high tide. Clearly, The Fraser Institute, from which this book originates, has a political agenda, and publications such as this are part of its campaign to persuade governments to cut taxes, reduce government spending, and turn services over to the private sector.

This is not a book that many people will read, although they will have read and heard about it in newspapers and other media. Although directed at non-economists, it lapses into economic jargon at times. In fact, there is not much "text", but there are endless tables and examples of calculations.

It might find limited use in the school library as it is one of the few places that so much about Canadian taxes can be found, including a province by province breakdown. Unfortunately, one cannot just dip into the book. In order to use the appendices, where most of the calculations are performed, one must first read the explanatory chapters.

Tax Facts 7 would be recommended for low priority purchase were it not two years since it was published. History suggests that Tax Facts 8 is due sometime soon.

Robert Jackson, Teacher, J.Lloyd Crowe Secondary School, School District #11 (Trail).

- 336.71 Horry, Isabella D.  
Government spending facts / Isabella D. Horry and Michael A. Walker. -- Fraser Institute,  
1991. -- 1 v. (various pagings). -- ISBN 0-88975-071-8.

Canada - Appropriations and expenditures // Budget - Canada.

Most of the 300 plus pages of this book consist of tables and graphs of government spending between 1970 and 1988. The remaining pages are explanations of the tables. The explanations do offer some interesting insights: "in the period 1970 to 1988, excluding the increase in interest payment and adjusting for inflation, governments have more than doubled the amount they spent per capita" (p. 1-6), or "in 1970 the top spending category was education ... by 1988 education had fallen to fourth position overall" (p. 103). The book also states that some popular myths are not true: "there is no evidence of any change over the 1970-1988 period in the extent to which federal funding has accrued to the benefit of the residents of [Quebec]" (p. 3-2). Similarly, in municipal spending, by 1988 British Columbia was below the national, average (p. 4-11).

According to the authors, the data for the book was drawn from Statistics Canada. They state, in the Preface, that all provinces were given a chance to respond to the data but that only two did so. These two are not identified.

Access to the information is by means of a detailed Table of Contents. There is no index. Each of six chapters and four appendices is separately numbered, and page numbers do not appear on any of the data pages (although the tables have their own numbering scheme). The reading level of the explanatory text is College Level on the Fry Scale.

The book covers the period from 1970 to 1988, hence there is no mention of the GST. Although provincial and municipal spending are discussed, the emphasis of the book is on federal spending.

Horry and Walker, both economists, are employees of the Fraser Institute. Walker is the Executive Director.

Awkward access and high reading level will limit the usefulness of this book. However, the topic is one that students and teachers do ask about in secondary schools. Recommended with these reservation.

William H. Scott.

*Editor's note: It is with great sadness, that we publish Bill's last reviews. Bill was Teacher-librarian, at Hope Secondary School in School District #32 (Hope) before he passed away.*

333.95 Dykes, Mervyn.  
The empty Eden / text, Mervyn Dykes : photographs, Hans J. Strohhacker. -- North-West, 1990. -- 276 p. : ill., maps. -- ISBN 0-9694257-0-8.

Endangered species - Africa // Wildlife conservation - Africa // Man - Influence on nature - Africa // Animals - Africa - Pictorial works.

North-West Book Company Ltd.  
8115-132nd Street  
Surrey, V3W 4N5

At first glance this coffee table book (33cm x 28.5cm) appears to be a photo album of African wildlife, but it is much more. Even the title gives a clue as to the intent of the author - a warning of what is to come if we do not heed the warning signs. The outcome of "the onslaught of human activity that is overtaking that continent" will indeed result in an empty Eden.

The photographs of carrion and remains of trophy hunting are difficult to view dispassionately, but remain with the reader. The 400 colour photographs are incredible and make the book worthy of purchase. The themes of conservation and environment are very timely.

The volume includes a table of contents, list of conservation organizations, list of wildlife parks and protected areas, and an index. The book also includes three text maps and a separate pull-out wall map of the wildlife parks and protected areas of Africa. These wall maps can also be purchased separately from the publisher.

Both author and photographer are Vancouver residents. Mervyn Dykes is a journalist with "12 books, three journalism awards, several one act plays and a regional Best Actor award to his credit." Hans Strohhacker has pursued photographic safaris to Africa.

Highly recommended for purchases especially if storage of oversized books is not a problem.

Roberta Kennard, Teacher-librarian, University Hill Secondary School, School District #39 (Vancouver).

- 343.71 The law and economics of competition policy / edited by Frank Mathewson, Michael Trebilcock and Michael Walker. -- Fraser Institute, 1990. -- 443 p. -- ISBN 0-88975-121-8.

Canada. Competition Act // Antitrust law - Canada.

This book consists of "thirteen papers by leading scholars in the field of economics and competition law as well as eleven commentaries by academics or practising lawyers who deal with competition law in the courts of our nation ... this book is based on the proceedings of the symposium "Economic Competition and the Law" sponsored jointly by the Fraser Institute and the University of Toronto Law and Economics Program" (back cover).

With fine print, scholarly language (College level on the Fry scale), no index, and an esoteric topic, this book would not be used in secondary school libraries. It may be of interest to college and university courses in economics and law.

Not recommended.

William H. Scott.

*Editor's note: It is with great sadness, that we publish Bill's last reviews. Bill was Teacher-librarian, at Hope Secondary School in School District #32 (Hope) before he passed away.*

- 362.1 Cross-cultural caring : a handbook for health professionals in Western Canada / edited by Nancy Waxler-Morrison, Joan M. Anderson, and Elizabeth Richardson. -- University of British Columbia Press, 1990. -- 272 p. -- ISBN 0-7748-0343-6.

Minorities - Canada - Medical care // Medical anthropology // Health attitudes // Cross-cultural studies.

This book gives information mainly related to the "healthy beliefs and practices" of immigrant groups that have been and are arriving in Western Canada. The cultural groups described are Cambodians, Laotians, Central Americans, Chinese, Iranians, Japanese, South Asians (from the Indian subcontinent, Fiji and East Africa), Vietnamese and West Indians.

The following description from the book jacket reflects accurately the book's content: "Each chapter describes one particular ethnic group and discusses its attitudes towards such issues as childbirth, mental illness, dental care, hospitalization, and death. Information is also given on the level of health care, the religion, education, and political system in the home country, as well as on the reasons for emigrating

and problems of adjusting to life in Canada. The authors, who are themselves members of the communities they describe, work in a wide variety of health-related fields."

The intended audience is those who work with such ethnic groups. The information would be of interest to others who have contact with these cultural groups in schools and other areas of the community. Recommended purchase for Canadian teacher reference collections, professional libraries, medical facilities, social workers and public libraries.

David Boettcher, Teacher-librarian, Walter Moberly Elementary School, School District #39 (Vancouver).

363.2 Stonier-Newman, Lynne.

Policing a pioneer province : the BC Provincial Police, 1858-1950. -- Harbour, 1991. -- 288 p. : ill., maps. -- ISBN 1-55017-056-2.

British Columbia Provincial Police - History // Police - British Columbia - History // British Columbia - History.

The September 1990 Bookmark contained a list of the changes witnessed by those born before 1948. For those living in British Columbia one can add "You saw the end of the British Columbia Provincial Police and their duties were taken over by the R.C.M.P." No doubt many British Columbians are not even aware that British Columbia once had its own constabulary.

In order to write this book, Lynne Stonier-Newman, the daughter of a former B.C.P.P. constable, has extensively researched a variety of sources including archives, journals, newspapers, government documents and unpublished materials. In collecting her material she has also interviewed many former B.C.P.P. officers. The end result is a comprehensive history of the provincial police force that was responsible for maintaining law and order in this province from 1858 to 1950. The book is both informative and entertaining. The B.C.P.P. existed during the time when B.C. underwent a variety of changes and experienced a number of turbulent times; the gold rush, the coming of the railways, prohibition, the depression, racial tensions, labour management conflicts, flu epidemics, and two world wars. Men in the force were expected to do more than just police work. They collected taxes, registered claims, acted as game wardens, registered births, and at times nursed the sick. In a province where governments have been known to do "strange things" the B.C.P.P. was always able to adapt to a new situation. Thus when B.C. purchased two submarines the Provincials took over command of this "navy". When government cutbacks eliminated money for travel expenses, but still expected the men to patrol their areas, they borrowed horses.

The B.C.P.P. was not organized on a military format as was the R.C.M.P. The Provincials tended to carry out their work on an informal basis. Frequently law enforcement was carried out by what made sense or was practical rather than by written rules or regulations. They seemed to have more success than Ottawa with policing the native population. This different approach probably accounts for why the provincial force used practical ways of solving problems or was able to adopt new technology as it came into being. When there were too many drunks from the railway camps to house in the local jails, the problem was easily solved by handcuffing individuals to a tree overnight. On the other hand, it was the first force in North America to start using motorcycles for highway patrol. They were the first police in Canada to use short-wave radio for inter-detachment communication.

Policing a Pioneer Province is probably the first comprehensive history of the B.C.P.P. It is fortunate that Stonier-Newman has produced the book at this time. In a few more years it would have been too late to interview former officers, and an important part of our history would have been lost.

The material is presented from the police point of view, and in some areas other groups might have different interpretations. Labour groups would no doubt see the death of Ginger Goodwin of the Corbin strike differently. Many Doukhobors would not be happy with the forces' view of the explosion on the Kettle Valley Railway that killed Peter "Lordly" Verigin on October 29, 1924. However, this aspect is not something that detracts from the overall presentation. The book is illustrated with a number of photographs, and it is well indexed.

Policing a Pioneer Province certainly belongs in the libraries of our secondary schools.

J. Patrick Romaine, Teacher-librarian, A.L.Fortune Secondary, School District #89 (Shuswap).

- 363.7 Competing interests in our environment : poison in paradise. [videorecording] -- West Coast Environmental Law Research Foundation, 1990. -- 1 videocassette (16 min., 11 sec.) : sd., col. + 1 teacher's guide + various pamphlets ; in loose-leaf binder. -- First 250 orders -- \$10.00.

Environmental education.

West Coast Environmental Law Research Foundation  
1001-207 West Hastings Street  
Vancouver, V6B 1H7

This teaching and resource kit for secondary schools provides materials for a unit study of resource conflicts in British Columbia. The material focuses on the pulp mill industry, but illuminates concepts related to resource conflict in general. The material was designed for Social Studies 10, Science and Technology 11, Law 12 and Geography 12, but lends itself to a cross-curriculum approach as well.

Identified learning outcomes include: identifying bias, interpreting values, identifying stakeholders, formulating options, foreseeing consequences and choosing an option in the face of complex issues.

The unit includes case studies of people in different roles in a fictional pulp mill / natural resources town, definitions of terms and concepts, a video which addresses BC pulp mills as polluters, a pamphlet on the profession of forestry and a special edition of the West Coast Environmental Law Newsletter on pulp pollution.

The authors have strived to present all sides of a complex social and ecological issue in a way that students can become active players in seeking real solutions. The authors also present strong arguments for: 1. elimination of all organochlorines, 2. compliance with all government regulations by industry, 3. availability of organochlorine - free paper products, and 4. public access to information on compliance and environmental impact by industry.

Senior secondary students have a large stake in a future pollution - free environment. This resource package allows them tangible insights to the complex world they are inheriting.

Highly recommended for secondary school libraries.

Jim Duncan, Media Librarian, East Kootenay Community College.

- 371.3 Henley, Thom.  
Rediscovery : ancient pathways, new directions : a guidebook to outdoor education. --  
Western Canada Wilderness Committee, 1989. -- 288 p. : ill. -- ISBN 0-9692230-X.  
\$14.95.

Outdoor education // Environmental education // Indians of North America - Pacific  
Northwest - Social life and customs.

Western Canada Wilderness Committee  
Attn. Sue Currie  
20 Water Street  
Vancouver, V6B 1A4

This is a blueprint for learning experiences that go beyond our common definition of outdoor education. Thom Henley extends the Haida culture and some of its thousands of gifts of understanding through adopting its traditional ways of teaching or sharing knowledge. It unfolds a process through our hearts in relation to our spiritual and physical world. Rediscovery is brought to life by the descriptions of activities students undertake through the cycle of a ten day to two week camp. Henley, elders, guides and students unfold the essence of these activities with anecdotes of personal experience related to engagement in these activities.

This book brings alive wholistic education. Much of the book takes the form of a "cook book" of learning activities which will work indoors in city schools as well as on Taalung Slung, Haida Gwaii (Queen Charlotte Islands). The book is presented in three parts: Traditional native approaches to nature and the relevance of this native wisdom to contemporary life; eighty personal, cultural and environmental awareness activities used in the Rediscovery Program; and profiles of Rediscovery Camps now in operation or in development, and guidelines for a community wishing to develop a Rediscovery Camp of its own.

Henley helps to bring the traditional ways of learning full circle so that we can use the book as a guide to help ourselves and our students unlearn to a point of awareness that will allow us to rediscover.

Highly recommended for elementary, secondary, public and post secondary libraries. Each library should purchase multiple copies.

Jim Duncan, Media Librarian, East Kootenay Community College.

- 372.13 Tarlington, Carole.  
Role drama / Carole Tarlington, Patrick Verriour. -- Pembroke, 1991. -- 128 p. --  
ISBN 0-921217-76-6.

Drama in education // Role playing.

Role Drama is a very useful book for teachers who want to use role drama as a teaching strategy. Role drama can be used in literature, social studies, family life, and environmental issues. It is defined by the authors as a powerful method of teaching that aims at promoting a change of understanding or insight for the participants. The difference between role drama and other kinds of drama is that the teacher takes a role within the drama. The process is cognitive, collaborative, involves a group, and requires skilled questioning and "careful planning, [which] is at the heart of all good teaching."

Plans are suggested for possible viewpoints to be used for teaching strategies for the Browning poem, "The Pied Piper". Other plans are suggested for social studies topics; such as a circus community; a mining community; and for older students, the effects of a nuclear disaster. One chapter is devoted to creating your own story, using "The Fierce Dragon" as a model; four sessions are suggested in the teaching strategy. Another chapter uses the folktale "Rumplestiltskin", with a different ending, as a model. And "The Pied Piper" is used as another example of a folktale.

Role drama does not just consist of acting out the situation, but also of writing biographies, newspaper articles, endings, and descriptions from different points of view. The final chapter deals with the difficult topic of evaluation role drama. The authors are well qualified to write on this topic. Carole Tarlington is a theatrical agent, and Patrick Verriour is an Associate Professor in Language Education at the University of British Columbia.

For teachers who want to use classroom drama as a teaching strategy this book is very comprehensive.

Ray Covell, Teacher-librarian, George Elliot secondary School, School District #23 (Central Okanagan).

378.71 Gallagher, Paul.  
Community colleges in Canada : a profile. -- Vancouver Community College Press,  
1990. 28 p. -- ISBN 0-921218-08-7.

Colleges and universities - Canada.

This 28 page pamphlet is an updated version of a background paper prepared for the National Forum on Post-Secondary Education held in 1987. Evidently, there has been enough interest that it was worthwhile publishing a stand alone booklet incorporating recent developments.

It speaks to teachers, librarians, journalists, politicians and businessmen who are not personally involved in education beyond high school, but need to be aware of developments in that sector of our system. The author defines the term "community college", tells in broad strokes how categories differ, surveys the provinces, and points out political factors such as governance, organizations, labour relations and finance.

The one unfortunate lacuna is the lack of statistics. A lot of decision makers and idea formers are searching for quantitative facts. It is interesting to know that colleges exercise leadership in the area of adult literacy, but more useful to find precisely how many students and teachers are involved.

This pamphlet should be on a reference shelf or in a vertical file for all senior high schools to assist students making decisions about their futures. It would also be useful in public or special libraries serving patrons with a need to understand Canada's education system.

Howard Hurt, Librarian, Curriculum Laboratory. Faculty of Education, U.B.C.

382 Continental accord : North American economic integration / edited by Steven Globerman. -- Fraser Institute, 1991. -- 174 p. -- ISBN 0-88975-133-1.

Free trade and protection // Canada -n Commercial policy // Mexico - Commercial policy // United States - Commercial policy.

The Fraser Institute has compiled a number of articles on the current negotiations for the North American Free Trade Agreement involving Canada, the United States and Mexico. All of the contributors are economists from the three countries involved. An unsuspecting purchaser might be misled into believing that this is an scholarly work imbued with objectivity and fairness. In fact, it seems that the contributors were chosen based upon their acceptance or rejection of the proposed agreement. It seems their intent is to sell this agreement to an audience of prospective politicians and industrialists..The graphs and appendix serve to support the theories of the contributors, and yet the huge economic, social and political dislocations are dealt with summarily.

Political science, history and economics teachers, will find many of the points raised by the contributors valuable, but after reading this work, will find that there are more questions than answers. I recommend the purchase of a more "balanced" study.

Kenard Knutson, Teacher, Dr. D.A. Perley Elementary School, School District #12 (Grand Forks).

382 Corcoran, A.O.  
The border guide : rules and rates for shopping in the States. -- Rev. ed. -- CBD, 1991. -- 76 p. -- ISBN 0-9694988-0-2.

Tariff - Canada - Law and legislation // Tariff - United States - Law and legislation // Shopping - taxation.

CBD, Inc.,  
205 - 15087 Sixteenth Ave.,  
White Rock, V4A 6G3

If I lived close to the U.S. border and shopped frequently in the States, I would want to keep this book in my car. As the author states, : "You can bring back more goods than you thought possible for less than you expected." She also points out that the advantages to Canadians of cross-border shopping will not last, as prices will become more uniform under the Free Trade Agreement - "we don't need to feel guilty about shopping in the U.S., we just need to know how to take advantage of this temporary situation."

Its 76 pages are full of information for shoppers and shopping in the U.S.. It is updated regularly. Chapters cover the following topics: Shopping in the States; the Free Trade Agreement; the Excise Tax; the GST; What to do Before Leaving Canada; Leaving the U.S.; Services in the U.S. and Postage Rates; Returning to Canada; Importing a Motor Vehicle and Alcohol and Tobacco Rules and Rates. Chapter 11 consists of 5 separate indexes to groups of products and grocery items which are commonly bought by Canadian shoppers.

Penalties for smuggling or for having undeclared or falsely declared goods with you are clearly set out, as are the stages of the search process by Custom Officials, should they suspect you of any of these offenses. Prohibited items and restricted goods, with their specific restrictions, are listed in the chapter on Returning to Canada. Rules and necessary documentation for returning goods purchased in the U.S. to the U.S. for refund or repair are also contained in this chapter.

The author states that because of frequent changes in regulations the Border Guide is to be used as a guide. Updates published "frequently" are available by sending a self-addressed stamped envelop to the White Rock address given, and should be acquired by shoppers using the guide.

Although this is clearly a practical manual with a definite purpose, it will also be useful in a secondary school library collection for research or debate projects concerning the FTA, cross-border shopping and customs regulations. There is a wealth of information here, providing students with current data on topics where specific, simplified information is hard to find.

I would recommend purchase for secondary library collections

Anne M. Rowe, Teacher-librarian, Prince George Secondary School, School District #57 (Prince George).

384.55 Goldberg, Kim

The barefoot channel : community television as a tool for social change. -- New Star, 1990.

-- 176 p. -- ISBN 0-919573-96-7. ISBN 0-919573-95-9(pbk.).

Cable television // Television - Social aspects.

Kim Goldberg writes out of experience and conviction in this thought provoking book on the role and development of community access television. She outlines the historical progress of local programming from the "barefoot" or early grassroots initiatives to the current sophisticated production of the cable industry. Along the way she introduces the CRTC and discusses the effects of federal legislation. She writes of the need to take control of public access media in order to express and define our cultural identity, certainly a timely observation. Both Quebec and the United States have developed ways of ensuring local control of public cable channels, and Goldberg uses these as prompts for English Canadians to get their act together. The last part of the book details how to work with the local cable company to get your show on the air and the kinds of programs which have proven successful across Canada.

Drawing on the responses to a nationwide survey of cable companies and her own three years as programme co-ordinator of the Nanaimo community access TV channel, Goldberg has written a controversial and instructive book. Her sympathies with alternative media lend a definite bias. This book might be useful in secondary schools looking for support materials for communications and media studies.

Carole Eyles, Teacher-librarian, Fernwood Elementary School, School District #64 (Gulf Islands).

385 Sanford, Barrie.

Steel rails and iron men : a pictorial history of the Kettle Valley Railway. --

Whitecap, 1990. -- 165 p. : ill., maps. -- ISBN 1-895099-27-7. -- \$34.95.

Kettle Valley Railway (B.C.) - History // Railroads - British Columbia - History.

Like the author, I, too, grew up close to the railway tracks. This book is for serious railroad buffs, libraries whose clientele include readers who are hooked on these iron giants, and schools whose Grade 10

classes need to know about the role of railways in Canadian history, particularly the development of the West.

The book begins with the dream of a nation joined "from sea to sea" by a steel road, and the discovery of silver in the Kootney District of southern B.C. From its official opening in 1915 to the official demise of the K.V. (Kettle Valley) Railway in 1990, Barrie Sanford traces the convoluted history of this fascinating line.

The photographs (black and white) and the maps provide a visual record of this 75 year period. Timetables and datelines chronicle each branch of the line. The book also includes a short index.

Highly recommended where there is a need for this type of material.

Roberta Kennard, Teacher-librarian, University Hill Secondary School, School District #39 (Vancouver).

398.2 Griffin, Trenholme J.  
Ah mo : Indian legends from the Northwest / compiled by Arthur Griffin ; edited by Trenholme J. Griffin. -- Hancock, 1990. -- 64 p. ill. -- ISBN 0-88839-244-3. -- \$7.95.

Indians of North America - Pacific Northwest - Legends.

The legends in Ah Mo were re-written from the originals collected between 1884 and 1947 from Indian tribes in Washington State. The title comes from the phrase Indian children were required to utter frequently throughout the performance of a tale to indicate their attention. The children were taken to bed as the Ah Mo's decreased.

The 13 titles, each providing an explanation for a natural phenomenon like "Why the Crane has Long Legs", are all about 750 words in length and thus lend themselves well to serving as models for student writing in theme. The abbreviated length is also tempting for use with younger students and those who might find longer legends daunting.

Further, the black and white line drawings are effective and enhance the topics presented, but are simple enough for children to use as models for illustrating legends of their own creation.

The biographical information presented on the compiler of these tales, Judge Arthur Griffin, is equally as fascinating as the legends themselves.

Ah Mo includes a table of contents, a listing of museums with collections of Northwest Indian culture and a suggested reading list.

It is recommended to fill a niche for middle elementary students.

N. Jeannie Diewold, Teacher-librarian, Baker Drive Elementary School, School District #43 (Coquitlam).

591.97 Chadwick, Douglas H.  
The kingdom : wildlife in North America / photographs by Art Wolfe ; text  
by Douglas Chadwick. -- Douglas & McIntyre, 1990. -- 197 p. : ill. --  
ISBN 0-88894-699-6. -- \$49.50.

Zoology - North America - Pictorial works.

The kingdom presents a vision of the living kingdom around us. There are more than 100 superb colour pictures by wildlife photographer Art Wolfe and stimulating prose by naturalist Douglas Chadwick that combine to create a special portrait of North America's wildlife. It is a celebration of the beauty and integrity of this kingdom.

Wolfe's stunning photographs show us moments of action, capturing wildlife in natural habitats - mountain goat kids at play on snowfields, Alaskan brown bears sparring, humpback whales breaching, and humorous views of a porcupine, a sea otter and snowy owls. Each image puts viewers in touch with the vital presence of animals in their environment.

Chadwick's prose is luminous, scholarly and absorbing. He reflects on the origins of North American fauna and takes us along on his adventure from one end of the continent to the other - from the dinosaurs' boneyards in the Rocky Mountains to grizzly bear watching in Alaska to capturing Mexican wild turkeys for relocation. He leaves the reader with "Everyone alive is an environmentalist, some realize it and some don't. The interconnectedness of living things explains how we all exist in the first place. How we shall exist in the years to come will depend upon the wealth or poverty of the kingdom we inhabit. And the sea repeats itself endlessly to the coast, as it has since the beginning there is only one kingdom, and only one kingdom of earth."

An outstanding book on the animal world. Recommended for secondary school resource centres and public libraries (The prose is too sophisticated for elementary school use.)

P.L. Zidek, Teacher-librarian, Renfrew Elementary School, School District #39 (Vancouver).

598.29711 Campbell, Eileen C.  
Waterbirds of the Strait of Georgia / by Eileen C. Campbell, R.Wayne Campbell,  
Ronald T. McLaughlin. -- B.C. Waterfowl Society ; Macmillan Bloedel ; distributed  
by G.Soules, [1991]. -- 60 p. : ill., maps. -- ISBN 0-9695350-0-7.

Water birds - British Columbia - Identification // Birds - British Columbia -  
Identification.

This is an excellent little guide, perfect for students to have copies of to hold in their hands while doing a field study, but of limited value in the collection of a school not in close proximity to the Strait of Georgia.

Organized into 12 sites in the Strait, the booklet begins with a section detailing the waterfowl to be found in each, and then continues with a section called "Family: Common Species". This section has "at-a-glance" information ideal for easily identifying the birds during a field trip, and boasts full-colour photographs. The pages on, for example, the loon, include a brief outline on loons in general; pictures of three varieties of loons in the area; a calendar indicating the times(s) of year the birds are found; a point-form description of the species' appearance variations in winter, during the breeding season and while immature; and physical variations between male and female loons.

A table of contents, a chart of estimated populations, notes on waterfowl plumage and additional references round out this small but effective volume, which is recommended as qualified at the beginning of the review.

N.Jeannie Diewold, Teacher-librarian, Baker Drive Elementary School, School District #43 (Coquitlam).

599.74 Savage, Candace.

Grizzly bears. -- Douglas & McIntyre, 1990. -- 164 p. : ill., maps. -- ISBN 0-88894-678-3. -- \$35.00.

Grizzly bears - Pictorial works // Bears - Pictorial works.

This splendid book of coffee table size and format will give the interested reader hours of happy browsing. It will also, as Andy Russell says in the forward, help in "Educating those who do not have the opportunity to learn the truth in any other way." The stunning photographs in the book prove the old maxim that a picture is worth ten thousand words, even though each photograph is clearly annotated.

The book is divided into three main sections, with headings that are not the usual found in a contents page. One chapter discusses the power and mythology of the bear. The full text is complemented with photographs of museum exhibits from a wide range of cultures, and maps showing present and past distribution of *Ursus Arctos*. The second section covers the natural history of the bear. Once again the marvellous photographs help illustrate the text. One shows a blind newborn cub emerging from a den. Another small picture of a grizzly fishing is so vivid one can count the wet hair on his body. The third section, dealing with the survival of the grizzly, is an impassioned appeal for the creation and preservation of protected wilderness territories for grizzlies. Savage offers a new definition of wilderness. She says it is a verb. "It is what the Earth does to create and sustain life on this planet, what it has been doing for the last three and a half billion years, what we must hope it will continue to do for millions of years to come." The discussion helps the reader "to understand and care about what is happening Out There(sic), and begin to act."

Almost five full pages list references, with asterisks marking suggested titles for further study. Although the index includes many topics not usually needed by elementary students, it does include diet, habitat, reproduction, and weight; so students doing a report can get the necessary information. While doing so they will be treated to photographs of poetic quality.

Even though it is not in the usual textbook format, and even though it is expensive, this extraordinary book should be in every school library.

E.Rita Ourom, Teacher-librarian, Lord Nelson Elementary School, School District #39 (Vancouver).

- 616.8 Mythen, John.  
Claude MSing around : meeting the challenge of multiple sclerosis. -- J. Mythen ;  
Distributed by G. Soules, 1990. -- 138 p. : ill. -- ISBN 0-9694457 -0-9.

Multiple sclerosis.

This book, filled with humorous cartoons is written and illustrated by a Multiple Sclerosis (MS) sufferer, with contributions from five medical doctors that are experts in the field of MS. The author, a professional cartoonist, has written this book to educate and inform the public of the plight of MS persons by writing technical and medical information in layman's language. He has written in a light-hearted manner a book of his thoughts, experiences, and feelings since being diagnosed in 1974 as having MS.

This book is written at a secondary level, and the subject matter (particularly on the sexuality of MS sufferers) is for secondary and adult readers. It is well-written, and well-laid out and organized. The illustrations are black and white cartoons about Claude, a dog who has MS. While these cartoons are humorous depictions of MS people and their problems, the cartoons are not belittling in any way.

It is a well-bound soft-cover book with clear headings and type. There is no index; table of contents; glossary; or bibliography, except for the articles written by doctors. There are several printing errors. In two cases, pages 57 and 65, some sentences are not complete. Pages 61 and 68 begin with partial sentences indicating that probably pages have been omitted. Two typographical errors were also noticed on pages 83 and 120.

I do not feel that this book is suitable for schools. It is written for adults and is more suitable for public libraries and medical offices.

Rosemary Anderson, Teacher-librarian, W.L. McLeod Elementary School, School District #56 (Nechako).

- 617.5 Neel, S.S.  
Treating neck problems the natural way : goodbye pain in the neck / S.S. Neel  
with Sandra C. Craig. -- Health Challenges Today ; Distributed by Gordon Soules,  
1990. -- 112 p. : ill. -- ISBN 0-9694691-0-1.

Neck - Care and hygiene.

This comprehensive, clearly written and humourously illustrated paperback is about a serious and painful subject -- whiplash and other neck traumas. The 35 chapters, from "Functional Anatomy of the Neck" to "Smashing Excuses" cover causes and preventions of neck pain through clearly explained and cleverly illustrated drawings; and give advice on choosing a pillow, sex problems for the whiplash patient, and adding supplementary micronutrients to aid faster healing of damaged neck tissues. The 13 page "Additional Suggested Readings" cover the gamut from physics of car crashes, through every possible medical description and treatment of neck injury to litigation resulting from neck injuries.

Dr. Neel's point of view, as both a well recognized expert in his field and as a fitness enthusiast, is enhanced by his ability not only to write clearly for the non-professional, but also to offer easy to follow advice in a positive and encouraging way. The illustrations, besides being entertaining, add greatly to the understanding of the problems and solutions. The book could be read in a couple of hours, and also serve as an excellent reference when neck problems strike.

"It all goes back to mother nature; she placed too large a brain, in too large a head, on too large an ego, with too small a neck." Since this is a universal problem of, it behooves us all to follow Neel's excellent advice.

Natasha Fiket, Teacher, Cilaire Elementary School, School District #68 (Nanaimo).

635.9 Jones, Carolyn.  
Perennials. -- Whitecap, 1990. -- 190 p. : ill., maps. -- (Pacific gardening series). -- ISBN 0-921061-50-1. -- \$14.95.

Perennials // Gardening.

This highly readable, informative book would be a welcome addition to any gardener's bookshelf. It is the second in a series by Carolyn Jones, a professional Pacific Coast gardener.

Six opening chapters deal with general advice on the cultivation of perennials. Organic methods of disease and pest control are recommended; chemicals are suggested only as a last resort.

The encyclopedia section gives information on over 200 species (suitable for West Coast gardens) organized alphabetically by botanical name. A handy Quick Reference Chart allows the gardener to easily select species suited to specific conditions or for certain properties. An impressive bibliography and sources section is followed by an index that lists plants both by their botanical and common names.

In the encyclopedia section the page layout is crowded and there are no guide words to help the reader locate specific entries. The colour plates are too small, are not included with the corresponding encyclopedia entries, and are not page referenced.

Jones has an impressive list of credentials and uses authoritative sources. The book would be an asset to any public library collection.

Susan Tickson, Teacher-librarian Lochdale Community School, School District #41 (Burnaby).

641.5 The Home girls totem cooking : easy gourmet recipes for campers and boaters. -- Home Girls Cookbooks ; Distributed by G. Soules, 1989. -- 194 p. : ill. -- ISBN 0-9693953-0-2.

Cookery // Outdoor cookery // Quick and easy cookery.

This cookbook is written for campers and boaters to use when cooking on barbecues, campfires, or camp stoves. There are a variety of ideas for breakfast, brunch, lunch, happy hour appetizers, breads, soups, salads, vegetables, poultry, beef, pork, game, fish, seafood, sauces and desserts. Each recipe is labelled as easy or gourmet, depending on difficulty of preparation and complexity of ingredients.

This cookbook is an attractive, easy to use, coil-bound book. It is illustrated with humorous black and white drawings, and helpful hints are included throughout. The directions are clear and concise with both imperial and metric measurements. It is logically organized and has an index and table of contents.

Although recipes are geared for campers, boaters, picnickers, and novice cooks, it would be a useful book for home economics classes and outdoor education courses. The authors are not professional cooks, but have experience cooking for campers and boaters, and their families. Their recipes have been tested on their families and friends.

I recommend this book only for high school course work in home economics and outdoor education, not for school libraries. It is more suitable for adult purchase.

Rosemary Anderson, Teacher-librarian, W.L. McLeod Elementary School, School District #56 (Nechako).

641.5 More fast & fantastic : a wonderful collection of lighter, quick to prepare recipes. -- North Shore Family Services Society ; Distributed by G. Soules, 1990. -- 193 p. : ill. -- ISBN 0-9694116-1-8.

Cookery.

This spiral bound recipe book "was produced by a group of volunteers as a fund raising project for the North Shore Family Services Society." Approximately 100 contributors, including some famous local celebrities and restaurants have contributed to this collection. Recipes can be accessed via the Table of Contents or Index. A few positive features of this publication include ingredients (including canned soups) found in most kitchens; identification of recipes that meet the fat and salt criteria of the Heart and Stroke Foundation; inclusion of both metric and imperial measures; and some recipes from multicultural groups such as Vietnamese salad Rolls and Mexican Strata.

The major drawback to this book is the lack of colour photographs or illustrations of the finished products. Such illustrations can be useful for beginning cooks (especially ESL Home Economics students). The generic black and white drawings of cabbages, muffins, and a honey pot add meagre visuals. Instructions are to the point and the yield or number of servings is included at the end of each recipe.

Recommended with reservations for library collections that need a general recipe book.

Pat Parungao, Cooperative Program Planning and Teaching Resource Teacher - ESL Emphasis, Vancouver School Board, School District #39 (Vancouver).

- 641.6 Smart, Jan.  
Rubarb cookbook. -- Gallimaufry ; Distributed by G. Soules, 1991. -- 131 p. :  
ill. -- ISBN 0-9694832-0-1.

Cookery - Rubarb // Desserts.

The Rubarb Cookbook is an informative and interesting publication which will probably tell you everything you ever wanted to know about this fruit/vegetable, and many things you had never even wondered about. Beginning with how to grow and care for your rhubarb plant, the author then goes on to an amazing selection of recipes. Here you will find traditional pies and crumbles, puddings, cakes, preserves, and wine, as well as an amazing array of things you would never have thought of doing such as Rhubarb Barbecued Short Ribs, chilled soups, and jellied salads, to say nothing of 13 varieties of ice creams, sorbets, and other frozen desserts. All the recipes have both metric and imperial measures and are interspersed with interesting quotes and little known facts. The recipes I tried were easy and very tasty.

If an excess of rhubarb in your garden is a problem, this is the book for you. As a school library purchase -- well -- does your school have an overabundance of rhubarb?

Carole Eyles, Teacher-librarian, Fernwood Elementary School, School District #64 (Gulf Islands).

- 641.5 Whistler weekend cookbook : easy, elegant recipes by local chefs & friends. --  
Country Cottage Enterprises, 1990. -- 119 p. -- ISBN 0-9694993-0-2.

Cookery.

Elsie Cummings  
Country Cottage Enterprises Ltd.,  
Box 1024, Whistler V0N 1B0

A collection of recipes submitted by local chefs and friends from the Whistler area. Using the ski theme, the book is divided into seven sections: Breakfast and Brunch, Mid-day and Apre Ski, Appetizers and First Courses, The Main Event, Desserts, Warmers and Coolers (alcoholic beverages), and Goodies and Supplies for Your Pack (including a recipe for dog biscuits). Also provided is a list of restaurants and their phone numbers from the Whistler area. These handwritten recipes are all categorized according to difficulty using the standard symbols found on the slopes although none of the recipes appear to be overly time-consuming except perhaps the 'Chocolate Chip Cookie Chalet'. It is an interesting collection of recipes, many of them elegant and quite rich.

This book is appropriate as a gift or keepsake purchase, and is not particularly useful as a resource centre item.

J. McKinlay, Teacher-librarian, Churchill Secondary School, School District #39 (Vancouver).

704.9 In my country : an anthology of Canadian artists / compiled by Caffyn Kelley. --  
Gallerie, 1991. -- 48 p. : ill. -- ISBN 0-9693361-7-9.

Canada in art // Women artists - Canada.

This slim monograph published by the Women Artists' group features short autobiographies and critical comments by a variety of Canadian women artists -- each with a different ethnic origin or culture. Those represented include several First Nations artists from across the country, Japanese, Chinese, East Indian, and French Canadian artists. The publication is an intimate glimpse into what motivates and provides the context for these women's artistic works. The writing is much like that of a diary -- ideas and events are "jotted down" with a sense of immediacy and spontaneity. Many of the women have experienced some kind of abuse, and all have experienced uprootedness and the intense struggle to create in an inhospitable environment. All provide views on what it is like to be a Canadian -- a unique nationality which integrates their past cultures and their present lives.

Photographs of the artists with examples of their works are included. The images are strong statements about identity and the experience of being In My Country. Many fine quotations from the text offer relevant definitions about our country. "If we are to survive as a species on this planet, sooner or later we will have to develop a sense of dignity and honor for our own and other cultures -- without the deep-rooted territorial ambition to own the land.....Here I have hope for the artists, who despite their marginalization, are the foundation of grassroots movements in which are seen the true seeds of change."

A small volume rich in insights and revealing new and exciting works from some fine female Canadian artists. A message of hope weaves all the stories and creative works together and produces some excellent reading matter about the fabric of our country.

Highly recommended for a secondary library collection and a "must read" for all art teachers.

Willa Walsh, Teacher-librarian, McNair Senior Secondary School, School District #38 (Richmond).

709.2 Coe, Sue.  
Meat : animals and industry / by Sue Coe and Mandy Coe. -- Gallerie, 1991. -- 24 p. :  
ill. -- ISBN 0-9693361-6-0. -- \$3.95.

Coe, Sue // Livestock factories in art // Meat industry in art.

This pamphlet-sized publication is from the Gallerie: Women Artists' Monographs series published four times per year. The author and illustrator are sisters who are "working in our own ways as political activists" (p. 20). One of the subject headings in the CIP, "Livestock factories in art" focuses on the art aspect of this publication. The black and white drawings are "based on actual visits to slaughterhouses and factory farms." (back cover) Sue considers her art to be critical realism. "A major retrospective of her work, Police State, toured eleven museums in the United States and Britain in 1988." (p. 21)

The text is didactic (used here as a technical distinction, not as a derogatory term) in that it is designed to alter the reader's attitudes toward the meat industry. A quote from the May 18, 1991 issue of The Vancouver Sun states that "Archaic methods of slaughter mean many animals are inadequately stunned before they are knifed, bled, and scaled." (p.16) Several statistics (with sources identified are given. For example, "Over 80% of today's pigs have pneumonia at the time of slaughter." (p.11)

An eye-opening book. Useful for debate ammunition. Recommended for secondary schools. Fry Scale - Grade 11.

Pat Parungao, Cooperative Program Planning and Teaching Resource Teacher - ESL Emphasis, Vancouver School Board, School District #39 (Vancouver).

741.5 Elston, Dave.  
Elston on ice. -- Polestar, 1990. -- 128 p. : ill. -- ISBN 0-919591-59-0.

Hockey - Cartoons and caricatures.

Elston on ice is a book of cartoons and caricatures. Dave Elston started his career in 1980 doing a weekly freelance cartoon for the Calgary Sun. He began appearing nationally in 1985 in the Hockey News, and Inside Hockey Magazine made him their resident cartoonist in 1987. Elston, who was raised in Calgary, became Canada's only full time sports cartoonist when he signed on with the Calgary Sun in 1989.

The reader must be an exceedingly well-informed hockey enthusiast to appreciate all the innuendos and humour in the characters portrayed in this book.

Not recommended for school libraries: recommended for public libraries.

P.L. Zidek, Teacher-librarian, Renfrew School, School District #39 (Vancouver).

793.3 Allan, Mauryne.  
Running in rhythm, footsteps in time : creative dance for primary classes. -- Creative Curriculum, 1990. -- 55 p. : ill.

Dancing - Study and teaching // Movement education // Activity programs in education.

Creative Curriculum Incorporated  
5210 Malaspina Place  
North Vancouver, V7R 4M1

This fine little book is an excellent resource for primary teachers.

It consists of a legend of terms and positions, warm-up activities, cool-down activities and across-the-floor activities. This is followed by lessons on shape, flow, energy, rhythm and space. Mauryne Allen presents more lessons on many themes such as weather, monsters, the circus and holidays.

Finally, there is a discography section which would be most useful.

I like how the author has presented each lesson -- the format being a preparation, warm-up, then each across-the-floor activity has the accompanying musical selection to use. Each lesson also has an improvisation, also with music and sometimes with props

The artwork for this book by Nima Nassefat is so suitable. Hairy little pen and ink figures dance in various positions. They are superbly creative, alive and suggestive to the themes.

Overall, a most effective and useful book on dance for the classroom teacher.

Marilyn Clements, Teacher, Courtenay Junior School, School District #71 (Courtenay).

796 Cousins, Jean, 1928- .  
Easy hiking around Vancouver : an all-season guide. -- 3rd ed. -- Douglas & McIntyre, 1990. -- 144 p. : ill., maps. -- ISBN 0888946821. -- \$14.95.

Hiking - Lower Mainland Region (B.C.) - Guidebooks // Lower Mainland Region (B.C.) - Description - Guidebooks.

This book has 46 hikes and trail walks for hikers of all sorts: novice, out-of-practice, elderly, mid-week, visiting and those with young families. The majority of hikes are intended for completion in a day, and 40 of the 46 are within a 2 hour drive of the Vancouver City Hall. The areas included are: Vancouver, North Shore Howe Sound, north of Squamish, Pemberton, Fraser Valley, Silver Skagit, Fraser Canyon, Manning Park, south of Bellingham and Mount Baker. The authors have listed each walk under what they consider the most appropriate season for the walk; Spring, Summer/Fall and Winter. The walk is cross-referenced in the index by name. Each hike has a 2 to 3 page description, sights to be seen, directions to be taken, as well as a map of the trail and at least 1 black and white photo of the area. Most of the walks are planned as circular routes and have recommended spots for viewing and eating your picnic lunch. There are 17 pages of introduction at the beginning of the book. These pages include practical information regarding clothing and equipment: walking suggestions, techniques and courtesy; hazards and survival; natural history; description of the classifications (Easy, Moderately Easy and Moderately Difficult) and a key to the maps.

This book is interesting and easy reading for the secondary student and adult reader. Most intermediate students would have little trouble reading the text, as they would only be reading one section at a time. Clubs, families and individuals would find this very useful for planning their recreational activities. This third edition of the guide could be useful in the social studies / humanities curriculum in mapping, local studies and planning activities for tourists as a centre activity.

I would recommend purchase of this volume for homes, public libraries and school libraries with intermediate and secondary students living in the areas mentioned in the book.

David Boettcher, Teacher-librarian, Water Moberly Elementary School, School District #39 (Vancouver).

796.352 Smith, P.J.  
The golf widow's revenge. -- Oolichan, 1990. -- 152 p. : ill. --  
ISBN 0-88982-102-X.

Golf - Humor

Some of my contemporaries might find this book amusing, but it has no place in a school resource centre unless you have a collection of books dealing with the history of humour.

The book recounts the life and adjustments made by the wife of an avid golfer. I found the book quite dated in that it reflects a point of view of a woman more my age, and that is getting to be considerable, rather than the point of view of a younger woman. Anyway, it is cute and funny, but not for most school libraries.

Debra Simmons, Teacher-librarian, Tupper Secondary School, School District #39 (Vancouver).

796.5 Hiking trails 1 : Victoria and vicinity, including area west to Port Renfrew and north to Oliphant Lake / compiled and edited by Jane Waddell. -- 10th ed., rev. --  
Outdoor Club of Victoria Trails Information Society, 1990. 93 p. : ill., maps. --  
ISBN 0-9690401-3-X.

Hiking // Vancouver Island - Description - Guidebooks.

Trails Information Society  
P.O. Box 1875,  
Victoria, V8W 2Y3.

This book was first published as Hiking Trails, Victoria and Southern Vancouver Island in 1972. The fact that it has now reached its tenth edition (reprinted) bears witness to its usefulness.

In publishing this booklet the Outdoor Club of Victoria sets out to provide visitors and newcomers to the area, as well as longer time residents with useful hiking information. There is no attempt to describe the flora and fauna to be found along the trails since that information is readily available elsewhere -- instead, emphasis is placed on access information and specific trail directions. After giving most useful hints and cautions, 29 maps are presented with suitable hiking information provided for the marked trails on each one.

The writing style is clear, concise, and the directions are easy to follow. However, it should be noted that the main text is preceded by 12 pages of "Revision Notes". The notes are arranged in page number order and, thus, are easy to use; but it is necessary to check the revisions after reading the main text before any expedition is begun.

The booklet is recommended for school libraries where it will be useful for students and for teachers who may be involved in outdoor educational or recreational activities.

John J. Jackson, Associate Vice-President, Research, University of Victoria.

- 796.5 Hiking trails 111 : central and northern Vancouver Island, including hiking routes of Strathcona Park / principal contributors, John S.T. Gibson [and others] ; compiled and edited by Jane Waddell. -- 6th ed., rev. -- Outdoor Club of Victoria Trails Information Society, 1990. 94 p. : ill., maps. -- ISBN 0-9690401-2-1.

Hiking // Vancouver Island - Description - Guidebooks.

The Outdoor Club of Victoria Trails and Information Society is to be congratulated on publishing this booklet on trails and wilderness routes in some of the most beautiful parts of Vancouver Island. First published in 1975, the booklet is now in its sixth edition which is preceded by the four-page "Revision Sheet Number Five".

Though some of the locations described are in wild and mountainous country, no attempt is made to make recommendations concerning equipment, clothing, or food because such information is readily available elsewhere.

After providing important "Hints and Cautions" the book is divided into two main sections covering "High Ridge Routes" and "Access Trails" of Strathcona Provincial Park and vicinity. It is emphasized that users should copy the information from the booklet's maps onto topographic maps which should always be carried on expeditions.

The Society, authors, and the editor are to be congratulated on producing a clear and concise booklet which will provide most useful guidance for school teachers and students.

The booklet is recommended for school libraries.

John J. Jackson, Associate Vice-President, Research, University of Victoria.

- 796.5 Macaree, Mary.  
109 walks in British Columbia's Lower Mainland / Mary & David Macaree. -- 3rd ed. -- Douglas & McIntyre, 1990. -- 235 p. : ill., maps. -- ISBN 0-88894-688-0. -- \$14.95.

Hiking // Walking // British Columbia - Description - Guidebooks.

For people living in the Lower Mainland, this book provides a good variety of choices for recreational walking. There are views of the sea, the forest, the mountains, the marshes and the valley. There are trails ranging from 2 to 21 kilometers and from flat land to modest climbs. This edition follows the same pattern as the last. For each walk we are given 2 facing pages which include a picture, a map, and a description of the walk. Beside each title a list of facts including the length of the trip, the suggested time to allow, the type of trail, the high point and elevation gain if applicable, and the times of year the trail is open. Although the book contains 109 walks as did the previous edition there have been changes. New walks have been added while some other walks have been grouped together or omitted. The areas covered are the same: from Whistler and Sechelt to Vancouver and up the Fraser Valley to Hope.

Recommended for school libraries in the Lower Mainland and for individuals who plan to holiday in the area.

Ruby McBeth, Teacher-librarian, Baldonnel Elementary School, School District #60 (Peace River North).

796.962 Ross, Noah.  
Allstar hockey activity book / Noah and Julian Ross. -- Polestar, 1990. -- 48 p. :  
ill. -- ISBN 0-919591-60-4. -- \$6.95.

Hockey - Miscellanea // Puzzles.

Polestar Press Ltd.,  
R.R.1,  
Winlaw, V0G 2J0

Noah Ross, age 8, and his father Julian have written a clever little book to keep excitement about hockey alive, even in the off-season. Whether or not a person has ever played the game, Allstar Hockey Activity Book will entertain hockey fans of any age or sex. Combining word puzzles, trivia quizzes, games and cartoons, this slim paperback presents interesting facts about many aspect of the game and its players in a humorous style guaranteed to grab and keep the reader's attention.

This activity book could be used as a high-interest, low-vocabulary reading resource in the classroom. It could be a great confidence booster for the student who never does well on tests, but can score 100% on hockey trivia quizzes. Students could also be encouraged to make up their own quizzes and activities --not necessarily on hockey -- using the format set by the authors.

Here is a sample of a question from a section called "Who Said It?": "Hockey is so much fun!" Was it a) John Ziegler, b) Don Koharski, c) Wayne Gretzky?" Of course, it had to be "the great one", Wayne Gretzky.

Like Wayne, Allstar Hockey Activity Book will score with many young readers.

Lorraine Kelley, Substitute teacher, School District #12 (Grand Forks) and School District #13 (Kettle Valley).

797.1 Snowden, Mary Ann.  
Island paddling : a paddler's guide to the Gulf Islands & Barkley Sound. -- Orca,  
1990. -- 209 p. : ill., maps. -- ISBN 0-920501-42-7. -- \$12.95.

Canoes and canoeing - Guidebooks // Kayaks and kayaking - Guidebooks // Gulf  
Islands (B.C.) - Description - Guidebooks // Barkley Sound (B.C.) - Description -  
Guidebooks.

Island Paddling is intended for the kyaker or canoeist, but provides a great deal of information that is usable by anyone that gets places by water, regardless of speed: rowers, sailors and/or power boaters. The book contains accurate and interesting information about the Gulf Island and Barkley Sound.

The author obviously knows her spots and has the honesty to report only on places she has been, rather than pretend to know about every nook and cranny in these two marvellous places in British Columbia. If she is not familiar with sites, islands and locations, they are excluded. More than half of the book, is concerned with the Gulf Islands from Saturna north to Gabriola, but there are chapters on the area south and west of the the Gulf Islands including Sidney, Oak Bay around to Sooke, and Metchosin. The second part of the book concerns itself with the area around Barkley sound, concentrating on the Broken Group.

In addition to giving advice about where to camp, find water and suggesting routes to follow, the author deals with some of the more interesting historical, geological, and natural features of the area. For instance, there is information about Brother XII in the chapter on Gabriola and the northern Gulf Islands, information on black oyster catchers in the chapter on Sooke, and on sandstones in the chapter on Saltspring Island.

For each area, summary information is given that lists charts to be purchased, where to find information about tides and currents, how long to spend in the area, possible camping locations, launching areas, and then a variety of trips. In the sections describing the trips information on distances, highlights, and considerations is given. The last section is full of worthwhile hints provided by a person with experience. In this section there is practical advice about what food to take and possible sources of supplies, difficulties to be avoided, dangers to be wary of, and lots of details about what to see along the way.

Island Paddling is accurate, practical, honest and worth of purchase if the program or interest of the school call for such a guide.

Debra Simmons, Teacher-librarian, Tupper Secondary School, School District #39 (Vancouver).

799.1 White, Charles.  
Charlie White's 101 fishing secrets. -- Updated ed. -- Heritage House, 1990. -- 145 p. :  
ill. -- ISBN 0-88896-153-7. -- \$9.95.

Fishing - British Columbia.

Charlie White's 101 Fishing Secrets. is a great little book for all fishermen. Even the experts will learn things from this book, and they will probably find the research gathered from the underwater television cameras most fascinating.

It is well organized into ten very readable chapters. It also contains a sample Charlie White fishing log, a space for "your secrets" and a three page catalogue of related topic books. It has a good introduction from which we learn how very experienced and varied is the fishing background of the author. It makes all the tips (secrets) very credible. I found the successes, failures, persistence and experimentation with the underwater television research very interesting and innovative. The book is full of details about all aspects of fishing.

The book is humorous. I loved the part about Charlie running with the line along the dock to demonstrate to his novice fisherfolk how to land a fish. The black and white cartoon drawing by Nelson Dewey and their captions are funny and suit the book perfectly.

This book is a must for all serious fishing people, and it is just the right size and shape to keep on board. It has limited use in an elementary or junior secondary school library. Perhaps it may be suitable for senior secondary libraries if there is an interest in fishing.

Marilyn Clements, Teacher, Courtenay Junior School, School District #71 (Courtenay).

819.05 West Coast line. -- Simon Fraser University, 1990 -- v. : ill. -- Quarterly. -- ISSN 0043-311X.

Canadian literature - Periodicals // Arts - Periodicals // Literature - Periodicals.

West Coast Line  
% English Department  
Simon Fraser University  
Burnaby V5A 1S6

On the title page, this publication is sub-titled A Journal of Contemporary Writing and Criticism". I reviewed Number One, consisting of 154 pages, and Number Two, consisting of 136 pages (Spring and Fall 1990). Number One is further styled "The New Vancouver Writing Issue".

West Coast Line is a continuation of West Coast Review which had recently merged with Line, a journal of contemporary writing. West Coast Line will be published three times a year -- spring, summer and fall. The current editor is Roy Miki.

In Number One he states that it will publish innovative writing and criticism, but that it has expanded in size and also in scope to include the sorts of material which had been included in Line.

Guest editors for the Vancouver writing issue are Larry Bremner, Miriam Nichols and Lisa Robertson. This first issue signals a return to the "home base" of West Coast Review in an issue featuring 19 writers and 10 artists.

The issues include poetry, photography, prose, statements on poetics, literary criticism, reviews and reproductions of art on the covers and inside. The work tends to be avant garde. Is not that largely what literary magazines do for the writer and for the reader? Introduce us to each other?

Recommended for post-secondary and secondary schools where modern literature is taught and appreciated.

Margaret Montgomery, Teacher-librarian, West Vernon Elementary School, School District #22 (Vernon).

819.1 Arnott, Joanne.  
Wiles of girlhood. -- Press Gang, 1991. -- 93 p. : ill. -- ISBN 0-88974-034-8.

Canadian poetry.

Wiles of Girlhood. is a powerful first collection of poetry that speaks to the hearts of women. In retrospect Joanne Arnott deals with girlhood experiences through the eyes of a woman. Drawing on her First Nations heritage she expresses fear and anger, love and hatred, anguish and joy, abandon and pain. She deals with the issues of escape, male/female relationships, self-image, self-awareness, motherhood and the ultimate childhood horror - child abuse.

This collection of poems for the mature audience is only suited to the sophisticated reader. It does not fit into the curriculum at any point, and it is not particularly suitable for the high school audience. It may be considered as a strong addition to a women's studies collection.

J. McKinlay, Teacher-librarian, Churchill Secondary School, School District #39 (Vancouver).

- 819.1 Braid, Kate.  
Covering rough ground. -- Polestar, 1991. -- 92 p. -- ISBN 0-919591-68-X. -- \$11.95.

Women - Poetry // Canadian poetry.

Kate Braid's Covering Rough Ground, a poetry volume about women breaking new ground in the world of work, tells us about attitude, determination and humour. Though Braid's poetry form is still lacking in control, the content of her work is not compromised.

In "Sister in the United Brotherhood of Carpenters and Joiners of America", we see this poet at her best. Here she portrays the dualism necessary for a woman to succeed in traditionally male-dominated occupations.

I have to take away  
all the parts that are  
woman of me,  
have to not care.  
It's a skill  
I learn from the men's  
white granite confidence.  
They smile as I leave.  
Be tough! They say it  
kindly.... (p. 35)

The value of Covering Rough Ground is not in its experimentation with language form but in its message. A woman celebrating the rhythms and repetition of work in the trades would be cliché, but a woman's view of a woman entering new territory is a pioneer story.

Phyllis Schwartz, English teacher (Department Head), Lord Byng Secondary School, School District #39 (Vancouver).

- 819.1 Pass, John.  
The hour's acropolis. -- Harbour, 1991. -- 82 p. -- ISBN 1-55017-043-0. -- \$9.95.

Canadian poetry

John Pass teaches at Capilano college and lives on the Sechelt Peninsula. Along with his wife, he runs High Ground Press which prints poetry broadsheets and chap-books. Many of the poems have been previously published in various literary magazines. There are nine other titles listed in the short biographical notes about the author of this collection of poetry.

Dense with allusion, abbreviated to a fault, and rich with classical references, these poems require the reader to work.

The double-page spread for the Table of Contents is worthy of study in itself. "Contents" is a poem and each word of phrase of the poem then becomes a title within the body of the book.

In quoting the preface poem "An Hour" by Czeslaw Milosz, Pass implies that the poems in this book are meant to praise "leaves glowing in the sun, ...hum of bumblebees," in short -- life and happiness.

Senior secondary students should find these poems worthy of study and consideration. Pass refers to his children in several of the poems (or perhaps they are just any children). He dwells lovingly on delicious tastes, sounds, feelings (and yes, he refers to sexual pleasures without being descriptive). I enjoyed the poem "Of a Precipitous Sadness" wherein he refers in quick succession to Noah, Icarus, Eurydice, bp Nichol and Ben Johnson.

Check with the English department before purchasing.

Margaret Montgomery, Teacher-librarian, West Vernon Elementary School School District # 22 (Vernon).

- 819.1 Rogers, Linda.  
Brown bag blues / Linda Rogers & Rick Van Krugel. -- Studio 123, 1991. -- 47 p. :  
ill. -- ISBN 1-895302-06-4.

Canadian poetry.

Studio 123  
123 South Turner Street  
Victoria V8V 2J9

This book of verse describes the feelings of children in different ways but usually in poetry of short four line stanzas. "Hitting the Road" is about a child running away from home. "The Loser" is about a girl who shares "my stuff with the rest of the world" by losing it. Some of the imagery is amusing: "My mother feed a monster / with a raging appetite" refers to her vacuum cleaner in "The Sucker Song".

Many of the verses do not rhyme which can cause one to feel irritated by that lack, but the rhythm is often pronounced and satisfying. One criticism is that some of the poems deal with subjects which adults might find distasteful. Presumably the writer was imagining what a rather earthy child might write.

The black and white drawings are cartoonlike and simple. The cover is attractive showing a picture of a lunch bag to go with the first poet, "Brown Bag Blues".

V. Jones, Teacher-librarian, Cloverdale School, School District #61 (Victoria).

- 819.1 Varney, Ed.  
What the wind said. -- Caitlin, 1991. -- 67 p. : ill. -- ISBN 0-920576-39-8.

Canadian poetry.

A poet friend once told me that she worked and reworked her pieces until they were perfect, and even then, was not satisfied with them. For days, even years, she laboured over the placement of a certain

word, the sculpting of a phrase, the molding of an image. Her small collection of poems was published by herself, but what she so modestly offered was poetry - the highest form of literary endeavor.

When I read collections such as this one by Ed Varney I have trouble with them. Frankly, I wonder how much work went into the writing. I fail to find depth, though there is sincerity. I fail to discover uniqueness. I fail to see art. But then, as the author states in "Masks":

I reveal myself. They are sweet.  
You are me yet we are the same.

...  
Thru each other we discover ourselves.  
Recognize yourself here?

As a reader of poetry I want more. I want the poet to take me, the reader, beyond "ourselves". I want to know something new, said in a new way. While the poems offer a few flashes of brilliance, most of them are simple expressions of environmental concern, love's regrets and rewards, and approaching middle age.

The section which offers the reader of What the Wind Said most, is "The Art of Poetry". I wish Varney had taken its advice as in "Sympathies":

The first is poetry which throws its coat  
around our naked speech & makes it sing.

Sing, poet Varney - only sing.

Filling out the Canadian poetry shelf by one quarter of an inch, teacher-librarians may want to place this Canada Council publication in the library. It would not be my first choice.

Murrie Redman, Retired Teacher-librarian.

819.8008      The great Canadian anecdote contest / edited by George Woodcock. --  
Harbour, 1991. -- 142 p. -- ISBN 1-55017-058-9. -- \$12.95.

Anecdotes - Collections // Canadian literature - Collections

Harbour Publishing  
P.O. Box 219  
Madeira Park, V0N 2H0

The Great Canadian Anecdote Contest came into being as a result of a CBC competition to raise money and awareness for Canada India Village Aid. (Proceeds from the book go to CIVA) As well as 50 stories selected from the competition, there are 21 invitational stories by such personalities as Margaret Atwood, Timothy Findley, and Dorothy Livesay.

The book is, like the parson's egg, good in parts. A few of the stories are amusing and well written. Quite a few are predictable and tend to leave one wondering, "So what?" It is rather like skimming the short items in Reader's Digest. However, as the compilers and publishers readily admit, the real enjoyment of the anecdote comes with oral retelling by a raconteur in a group of friends, and I am sure many of these stories would improve considerably given such treatment.

Average story length is about 1 1/2 pages. Reading level varies but stories are easy enough for junior and senior secondary students. Interest level is adult. I cannot really see even high school students becoming enthusiastic without some prompting. I can, however, see the book being used by teachers of English and theatre preliminary to an introduction to the short story and as a resource for exercises in verbal communication or monologues.

I would not give this title a "star" rating in my consideration file; but as an example of the genre, it is worth having in a secondary school library, and the stories are Canadian.

Ken Adsett, Teacher-librarian, Oak Bay Secondary School, School District #61 (Greater Victoria).

917.1 Halsey, David.

Magnetic north : a trek across Canada / David Halsey with Diana Landau. -- Douglas & McIntyre, 1990. -- 252 p. : ill., maps. -- ISBN 0-88894-700-3. -- \$24.95.

Canada - Description // Hiking // Halsey, David.

Envision trekking across Canada by dog sled, canoe and foot via a wilderness route. Between 1977 and 1979 David Halsey made this remarkable journey, beginning in B.C. and emerging on the St. Lawrence River at Tadoussac. Sadly, four years later, before finishing the manuscript, Halsey died.

Told in the first person, with the assistance of Sierra Book Club editor Diana Landu, the chronicle captures the imagination of the reader. Although many problems were experienced including mutinous partners, bears and frostbite, Halsey and his eventual companions (Chicago photographer Peter Souchuk and a dog named Ki) encountered new friends, learned survival skills while discovering the beauty of Canada's untamed landscape. Halsey in particular, was enamored by the silence and stillness of the forests; that indelible peace which touched his soul.

In essence the book is a character study sure to be appreciated by students who enjoy outdoor adventure stories. Complete with maps, detailed table of contents, index of place names, bibliography, plus a dozen colour photographs, secondary school libraries will want to add Magnetic North to their collections.

L.R.Little, Assistant Director, Penticton Public Library.

917.1 Jones, J.E.

The little gift book of Canada. -- Whitecap, 1989. -- 106 p. : ill., maps. -- ISBN 0-921061-64-1. -- \$12.95

Canada - Description - Views.

The Little Gift Book of Canada is exactly that, an enticing overview of Canada suitable for tourists, full of colourful photographs of Canadian vacation spots and interesting attractions. As such, it would make a great souvenir of a visit to our country. However, although the text is well-written it gives

short shrift to each province. The three prairie provinces are covered together in little more than one page of print. British Columbia, Ontario and Quebec each have one whole page of print devoted to them. There are numerous full-page colourful photographs that are truly beautiful including one enchanting one of a baby beaver along with perennial favourites such as the R.C.M.P. Musical Ride

A particularly good feature is found at the beginning of each section. A map of Canada, with the area under discussion highlighted in yellow, provides at a glance the location of each area in Canada.

There is much to recommend this book as a "little gift book of Canada", but as a research tool in a school it would not provide the depth of information required even at the elementary school level.

Denise Gasbarri, Teacher-librarian, Douglas Road Elementary School, School District #41 (Burnaby).

917.11 Macey Elizabeth.  
Victoria guide. -- Morriss, 1990. -- 119 p. : ill., maps. -- ISBN 1-55039-026-0. -- \$7.95.

Victoria (B.C.) - Description - Guidebooks.

Morriss Publishing Ltd.,  
1745 Blanshard St.,  
Victoria, V8W 2J8

Elizabeth Macey is the Heritage Attractions Manager with the British Columbia Government, and her guide book contains up-to-date information on B.C.'s provincial capital. Macey thoroughly covers such topics as accommodation, annual events, historical sites, night life, restaurants, shops and services, sightseeing, sports and recreation, and transportation. The sections on accommodation and restaurants are categorized by type and quality. Access to the information is convenient and the table of contents is extensive. An information for travellers section provides important data on Canadian laws and fire, police, and ambulance services. Phone numbers and addresses are included for each item and three maps of the Victoria area help the reader to keep "his or her bearings". The print is small but all headings are bolded.

This is a thorough guide for the Victoria visitor and a welcome update for the school library pamphlet file.

Karen Peplow, Substitute teacher, School District #39 (Vancouver).

917.281 Burning rivers: Guatemala's environmental and social crisis. [videorecording].  
Victoria: Variations on a Wave, Prod. Dist by VIDEA. 1991 -- VHS -- 28 min.

Guatemala - description and travel // Guatemala - economic conditions //  
Rain forests

Variations on a Wave  
300A Beckley Ave  
Victoria, V8V 1J5

The "burning rivers" of this effective film are polluted streams. In some of them, garbage is burning. They serve as a metaphor for a distressed country, a once beautiful country at odds with nature. Guatemala's troubles are the result, the film states, of the control of its land by a powerful minority. Peasants must slash and burn, streams and earth are polluted, pesticides and fertilizers invade the ecosystem. The descendants of a great culture, the Mayan, are starved and exploited. One of the film's most vivid moments is an interview conducted in a garbage heap, with one of its inhabitants. His children were born in it; he sees no way out to the dead farm land he left behind. He speaks with dignity and sadness. However, the film does not leave its viewers with complete despair, as some glimpses of social activism and hope for the future are shown.

The filming itself is very impressive, with an interesting original musical score, and unobtrusive narrative and graphics. Burning Rivers should stimulate thought and further research. The film was sponsored by a number of social action groups, including CUSO and many church groups. An address for relief aid is given. This is unusual in a film intended for school use (a teacher's guide is available); but it seems to be a good idea giving the adolescent viewer a positive, immediate action to take.

The accompanying promotional letter states: "Burning Rivers is available through Variations on a Wave. We are a not-for-profit group and are offering this video at a special price in order to ensure the widest distribution possible. This program is being sold for home, public and classroom screenings. The price is \$40.00 plus GST and a \$5.00 shipping and handling charge (for a total of \$47.80). A resource guide designed for upper secondary classrooms will be available soon and can be obtained for \$5.00."

Susanna Miyake, Curriculum Laboratory, University of Victoria.

921 Drabek, Jan.  
Thirteen. -- Caitlin, 1991. -- 158 p. : ill. -- ISBN 0-920576-32-X.

Drabek, Jan // Refugees, Czechoslovakian - Biography // World War,  
1939-1949 - Personal narratives // Authors, Canadian - Biography.

Drabek has been active on the B.C. writing scene for years and has written several books, including novels, short stories, one book of non-fiction Blackboard Odyssey (1973), and one children's story Melvin and the Weather Moose. (1976)

Jan's life was that of a spoiled rich lawyer's son, with a doting mother, a cook and a nanny in the household. Then the war started. His father was called up to his unit and was soon helping to found a resistance movement. His father was decorated as a war hero by Czechoslovakia after the war.

Formal schooling was sporadic for Jan, but he did have German and piano lessons. He did not excel at either, but he thoroughly enjoyed listening to the stories spun by his father and by the husband of his piano teacher. Perhaps that helps to explain his writing career.

I found the story to be interesting reading but I cannot recommend this book for several reasons: the narrative is disconnected; the chronology is not always clear; and the syntax is dreadful. The text abounds in non-sentences, run-on sentences, and spelling mistakes.

The book has promise, but it cries out for the services of a good editor.

Margaret Montgomery, Teacher-librarian, West Vernon Elementary School, School District #22 (Vernon).

921 Fossom, Jack.  
Mancatcher. -- Lindsay ; Distributed by G. Soules, 1989. -- 227 p.  
ISBN 0-921762-02-X.

Fossom, Jack // Royal Canadian Mounted Police - Biography // Kitimat (B.C.) - Biography.

Mancatcher is Jack Fossom's autobiography. He describes his life as a young Norwegian immigrant scraping a living on the prairies as a farmhand and surviving as a logger on Vancouver Island during the 1920's and early 1930's. For 5 years Fossom was a "jack-of-all trades" until he could apply for Canadian citizenship. Immediately after receiving his papers he joined the R.C.M.P., a goal he had aspired to since he was a young teenager in Norway. After 20 years on the force, he resigned and joined the Alcan Corporation in Kitimat during the 1950's. His autobiography ends with a description of life in a one resource town fairly isolated from the rest of B.C.

Fossom honestly describes the people and condition he experienced. He recounts an attempted seduction at age 19 by a young married woman, and later he shows the reader how rough and crude life in B.C. logging camps could be. The language used at times may upset some individuals although it accurately reflects the dangerous milieu he is describing. Logging practices, equipment, and living conditions are all detailed and Grade 10 Social Studies classes studying logging would benefit from this chapter.

The Great Depression forced Fossom out of the woods to Vancouver where he was lucky to eventually get work as a taxi-driver. He occasionally drove for the Shaughnessy crowd, and he recounts one episode where he was told to drive about after a party while the couple "made-out" in the back seat.

It is Fossom's account of the Regina Riot in 1935 that really makes this book valuable to Social Studies students. As a member of the R.C.M.P. riot squad posted to Regina he watched as out of work men attempted the Great Trek to Ottawa to try to force the Conservative government to improve working conditions in the country. He details his experiences in the riot and then he includes the account of the same riot by Arthur Evans, one of the leaders of the trek. This section alone makes the book a valuable contribution to the secondary school library. However, individual teacher-librarians must be aware of the swearing in the logging unit and the inclusion of some incidents of a sexual nature - for example, a visit to a whorehouse which Fossom and his brother fled from and two occasions when homosexual advances are briefly mentioned.

Karen Peplow, Substitute teacher, School District #39 (Vancouver).

- 921 Matheson, Shirlee Smith.  
Youngblood of the Peace : the authorized biography of Father Emile Jungbluth, OMI. --  
Detselig, 1991. -- 234 p. : ill., maps. -- ISBN 1-55059-033-2. -- \$14.95.

Jungbluth, Emile // Missionaries - Canada, Northern.

Youngblood of the Peace is the biography of Father Emile Jungbluth, an Oblate priest, who dedicated his life to serving the people of the Peace River Country. Father Jungbluth came to Canada in 1935 to fulfill his dream of working in Northern Canada with the First Nations people. After spending time in Alberta, he received his Obedience Orders in 1937 for Fort St. John, B.C. which would be his territory until 1983. There, he worked mainly with groups of Cree and Beaver. This book focuses on Father Jungbluth's work with the First Nations people during his 46 years as a priest.

Do we really need another book telling of the white man's attempt to "save" the poor "Indian"? This book, by the very nature of the subject, missionary work, is patronizing and paternalistic. It is full of terminology no longer acceptable, uses loaded words containing insulting overtones, relates stories of Father Jungbluth's disrespectful (albeit well meaning for the time period) treatment of the First Nations people, and promotes stereotypes. It is also a disconcerting and misleading mix of fact and fiction, where the author has mingled direct quotes from Father Jungbluth with her own fictionalization of conversations and events.

Not recommended for purchase.

J. McKinlay, Teacher-librarian, Churchill Secondary School, School District #39 (Vancouver).

- 921 Munro, John.  
Beyond the moon gate : a China odyssey, 1938-1950. -- Douglas & McIntyre,  
1990. -- 269 p. : ill., maps. -- ISBN 0-88894-684-8. -- \$17.95.

Outerbridge, Margaret // Missions, Medical - China

Margaret Kergin and Ralph Outerbridge were married in Prince Rupert on June 17, 1938. Outerbridge was a medical missionary on his way to China. Therefore, it is not surprising that that September found the couple on board a ship just entering the Yangtse River. They were on their way to Chungking and eventually to their destination, the ancient city of Chengtu, capital of Szechwan Province. The Outerbridges lived and worked in Western China until they were forced to leave in November 1950.

These fourteen years in China were almost entirely war years - the Sino-Japanese War, the Second World War, the Japanese surrender at the end of the war, large-scale civil conflict between the Chinese Nationalists and the Communist forces, then the Korean War and China's intervention. The stresses of everyday living for Westerners were compounded by primitive living conditions in remote villages or war-torn Chinese towns and cities. While in China, they had three children. Her decision to follow her husband resulted in her placing their children at risk for a cause in which she says she had no particular belief. she was not the missionary - she was married to one.

Kergin's diary is her personal record of what she saw and experienced. In spite of the hardships, illnesses and accidents she and her family endured. Her diary recounts many happy times with good friends, both Chinese and Western. In fact, she calls 1949 "the best year of our lives".

In the introduction the author describes this book as "a Christian chronicle, a war story, a medical casebook, an exotic adventure and an expose of mission life." I think this is a fair and accurate summing up of her diary.

This book is public and church library material and will be read by those readers interested in life in China, particularly missionary life. In my opinion it would not be a useful addition to a secondary school library collection.

Anne M. Rowe, Teacher-librarian, Prince George Secondary School, School District #57 (Prince George).

971 Quotations for a nation : the little red book of Canada / compiled, annotated & introduced by Wreford Miller & Stephen Osborne. -- Pulp, 1991. -- 112 p. -- (Little red books). -- ISBN 0-88978-238-5. -- \$4.95(pbk.).

Canada - Quotations // Quotations.

Pulp Press  
100 -1062 Homer Street  
Vancouver, V6B 2W9

Quotations for a nation, one of the smallest books in print, offers students a chance to impress their teachers. Any student can easily locate appropriate quotation by using the easy-to-use index. The book is organized into topics containing quotations which the compilers hope will assist the reader in solving his or her own "identity crisis". The book is meant to entertain and to be affordable. It certainly lends itself to a "quick" browse, and students will find quotations from people like Ambrose Bierce, Voltaire, Humphrey Bogart, Al Capone, and Wyatt Earp -- interesting to say the least! The quotations, read aloud, could induce interesting debate. I like Pierre Berton's comment, "A Canadian is somebody who knows how to make love in a canoe," Or what about this impression from Phoenix, Arizona, "I think Canada is a cute little place, women in long dresses, men in hats. Sort of like the Waltons on T.V.."

The small size is a problem for book shelves and paperback racks. I cannot recommend this book for purchase by libraries. I do encourage teachers to consider using it. It may generate hours of discussion.

Kenard A. Knutson, Teacher, Dr. D.A. Perley Elementary School, School District #12 (Grand Forks).

971.004 Williams, Lorna.  
Sima7=Come join me / by Lorna Williams ; for Alternatives to Racism. -- Pacific Educational Press, 1991. -- 92 p. : ill., maps, music + 1 teacher's guide. -- ISBN 0-0-88865-077-9. ISBN 0-88865-073-6 (teacher's guide). -- \$14.00; \$15.00 (teacher's guide).

Indians of North America - Canada.

(Sima7 is pronounced "Sheema" -- the 7 indicates a glottal stop.)

This student book and teachers' guide is one of the few resources on Canada's First Nations that has been written, illustrated and produced by First Nations' people. They present First Nations' values as First Nations' people see them. The author, Lorna Williams, a member of the St'at'yemc Nation of B.C., works for the Vancouver School Board as the Native Indian Education Specialist. She recently received an award from the Canadian Council for Multicultural and Intercultural Education. Mary Longman, the illustrator, is an artist of Plains Cree ancestry who now lives and works in B.C. This title is part of a series of books on multicultural education called "Alternatives to Racism".

The student reader consists of a narrative description of a four-day camp in which young people from many different First Nations from all over North America have been brought together. Paul, a young Mohawk, describes the traditional stories, ceremonies, songs, games and other activities as if he were recreating it for the people back home. The page layout, with large clear print and full-colour illustrations interspersed, is visually pleasing. It was written to support social studies and language arts programs for 9 to 11 year olds. Most students of that age should be able to read it independently as it is clearly written in a straightforward style that flows easily.

The teachers' guide contains notes, suggested activities and a list of resources for follow-up activities. It is divided into two sections. The first contains ten lessons and activities designed to initiate discussion about prejudice, bias, discrimination and racism. The second outlines twelve lessons that give information and activities to further develop the themes from the student reader: cultural diversity; the importance of passing knowledge through the generations by storytelling, ceremonies, songs, gatherings and games; the importance of land to all people; and the idea that through interaction all cultures change and adapt to new ideas.

The teachers' guide indicates that there is a video available to accompany the text. Its stated purpose is to give the pronunciation of the First Nations' words used and also to aid in the teaching of the songs. This should be helpful, as the author states that it is not possible to transcribe the words phonetically as some of the sounds do not appear in the English language. The video was not available for this review.

These books strongly support the Grade 4 Social Studies curriculum and the teachers' guide contains activities that could be integrated into the Language Arts and Fine Arts strands. I would recommend purchase of the teachers' guide as well as the student reader, as it contains a wealth of background material and activity ideas difficult to find elsewhere.

Highly recommended.

Linda Rehlinger, Teacher-librarian, Parksville Elementary School, School District #69 (Qualicum).

971.1 Amos, Robert.  
Victoria. -- Orca, 1990. --75 p. : ill. -- ISBN 0-920501-51-6.

Victoria (B.C.) - Description - Views.

Orca Book Publishers  
P.O. Box 5626, Stn. B.  
Victoria, V8R 6S4

This beautifully illustrated book gives a brief history of the origins of the landmarks in the city of Victoria and an armchair tour of the present day city. In very understandable language, it tells about changes in the buildings over the years.

Black and white drawings and painting are included with the lovely watercolour paintings with black ink detailing. As well as the history of the landmarks, information is also included on the time of the painting and the view from which the painting was made. The illustrations are all labelled. All of the illustrations, including the covers are Robert Amos paintings. He does an excellent job of portraying his image of the city. In his biographical information at the back of the book, he shares how he developed his artistic style and details the techniques used in his artwork.

The text is well-written prose in a down-to-earth popular reading style. He states and notes his own biases. He clearly portrays his love for the city. However, no credit is given for the sources of historical information. Although this book is geared for adult readers, the reading level is suitable for upper intermediate and secondary students. It would appeal directly to those readers very familiar with Victoria. The inclusion of a map showing the location of building and areas represented or discussed in the book would help all readers, but most particularly those unfamiliar with the city.

This is a well-bound soft cover book, suitable for the subject areas of art, B.C. history, architecture, and urban development at the upper intermediate and secondary levels. Occasionally it is difficult to follow the text because it is interrupted by two or more pages of illustrations that do not always coincide with the text. The text pages are clear and uncluttered with large boldface headings. While there is a short table of contents, it is shoved into an inconspicuous corner of the title page. There is no index, glossary, or bibliography.

This is a very pleasing book in a rather lean subject area. I recommend Victoria for use in elementary and secondary libraries in B.C.

Rosemary Anderson, Teacher-librarian, W.L.McLeod Elementary School, School District #56 (Nechako).

971.1 Goodacre, Richard.  
Dunsmuir's dream: Ladysmith the first fifty years. 1991. 95 p. : ill., --  
ISBN 0-88878-302-7.

Ladysmith (B.C.) - History.

Richard Goodacre's amateur history of Ladysmith's first fifty years has a misleading title. Dunsmuir's dream was the quintessential nineteenth century capitalist vision realized through the ruthless exploitation of Canada's wealth of natural resources and cheap labour. Dunsmuir's vision was built upon the uneven veins of coal stretching from Nanaimo to the facility at Oyster Harbour, and not upon the founding and maintenance of towns. Dunsmuir was opposed, when the opportunity came in 1902, to include his industrial facilities within the proposed municipal boundaries in order to escape paying the taxes the fledgling community required to flourish. (p. 31) Goodacre points out, that from the beginning of

Ladysmith's growth, the logging industry also had a major impact on the town's destiny along with the E & N railway and other important industries.

Dunsmuir did however name the town after its namesake in South Africa and the streets after prominent British officers in the Boer War. He was also responsible for providing the first housing which was simple and crude for the miners and their families. Dunsmuir fashioned the face of the town, while the other industries merely appropriated it for their own purposes.

Perhaps the ugliest legacy of Dunsmuir's connection with Ladysmith was his contempt for the miners who had created his wealth. The men's growing resentment to their working conditions and pay erupted into a prolonged and violent strike. Goodacre's sympathies are with Dunsmuir. Goodacre blames the intervention of the international union for stirring the pot which in the end justifies Dunsmuir's refusal to recognize the union.

The book is well written and contains numerous photographs which are clear and revealing of the period. His diction is rich and graphic which lends further credibility to this work. The author is the Executive Director of the British Columbia Heritage Society.

I recommend this book to Grades 8 to 12 Social Studies teachers. This book would be an asset to high school and public libraries.

Eric Bonfield, Teacher-librarian, Shawnigan Lake School.

971.1 Kennedy, Liv.  
Coastal villages. -- Harbour, 1991. -- 176 p. : ill., maps. -- ISBN 1-55017-057-0.

Pacific Coast (Canada) - History // Villages - British Columbia - History //  
British Columbia - History, Local.

Harbour Publishing P.O. Box 219  
Madeira Park, V0N 2H0

Coastal Villages is a well-bound, hardcover book written by Liv Kennedy, a contributor to Pacific Yachting and co-author of Vancouver Once Upon a Time.

Drawing on her 30 years experience of living on the B.C. coast, she has produced this volume. Written in a popular style with a high readability level, it covers the general history of 24 villages from Sointula and Alert Bay to Campbell River and Lund.

Chapters, of about 10 pages each, describe each village. Included are more than 100 black and white and colour photographs. Many photographs seem to be irrelevant to the text and contain a strong autobiographical bias. Some early logging and fishing techniques are illustrated, but few early European-Native encounters or relationships are mentioned. As indicated by the index, early European families and geographical landmarks rather than issues or events predominate. Reference sources are cited.

This book is not recommended for leisure reading at either the elementary nor the secondary level. It is recommended only for secondary schools who are interested in narrow local and family history of specific West Coast villages.

M.L. Guest, Teacher-librarian, Chatelech Secondary School, School District #46 (Sunshine Coast).

971.1 Kluckner, Michael  
Vanishing Vancouver. -- Whitecap Books, 1990. -- 208 p. : ill., map. -- ISBN  
1-895099-24-2.

Historic buildings - Vancouver // Vancouver (B.C.) - Buildings, structures,  
etc. // Vancouver (B.C.) - History.

The author's concern for our vanishing culture in the form of heritage buildings is evident in the evocative way he paints the houses and streetscapes of Vancouver. He cites our justification for continued cycles of construction and demolition in that we have "such a glorious and dramatic natural setting, buildings are a secondary concern.", and that "Vancouver will always be pleasant and livable, because its essence is its mountains and harbour."

The table of contents and index give access to the wide variety of structures in Greater Vancouver's neighbourhoods (which include North and West Vancouver, Richmond, Burnaby and Bowen Island.) Extensive notes supplement the wealth of details on the buildings, as well as the times in which they were built and those that lived in them. Many photographs, both old and new, enhance the text. An appendix includes a glossary of architectural terms.

This book makes for fascinating browsing or reminiscing (depending on your age). It would be a welcome addition to both elementary and secondary school libraries. Vanishing Vancouver would be useful for historical research, and a reminder to us all of what has been lost and is continuing to be lost.

Highly recommended.

Kluckner has written and illustrated other books on heritage buildings including Vancouver The Way It Was. As chairman of the heritage committee of the Community Arts Council of Vancouver he demonstrates an ongoing interest and concern for "vanishing Vancouver".

Eleanor Elliott, Teacher-librarian, Laurier elementary School, School District #39 (Vancouver).

971.1 Lillard, Charles.  
Land of destiny : the golden age of British Columbia / Charles Lillard & Michael  
Gregson. -- Pulp, 1991. -- 62 p. : ill., maps. -- ISBN 0-88978-204-7. -- \$32.95.

British Columbia - History // British Columbia - Economic conditions.

Pulp Press  
Arsenal Pulp Press Ltd.  
100-1062 Homer St.  
Vancouver V6B 2W9

This collection of black and white photographs and short literary sketches comes close to capturing the magic of a bygone era. The years between 1945 and 1975 are viewed by many as a golden age for British Columbia - a time when progress, prosperity and economic growth were taken almost for granted. Those readers old enough to remember the 50's, 60's and 70's will find many evocative images of the past - reprints of old newspaper articles, commercial advertisements, and the covers of landmark books, as well as the inevitable photographs of W.A.C. Bennett and his contemporaries.

It would be much more useful as a reference book in school libraries if it contained more substantial historical data. There is an index, but the few text passages are mostly personal anecdotes which will not be of much help to readers trying to gather factual information for school assignments. Colour picture would also make it more appealing to students.

A good browsing book for staff: limited use for students.

Garth Harkess, Teacher-librarian, Laurie Junior Secondary School, School District #2, (Cranbrook).

971.1 Raincoast chronicles thirteen / edited by Howard White. -- Harbour, 1991. -- 74 p. : ill., maps. -- ISBN 1-55017-052-X.

British Columbia - History // British Columbia - Social life and customs.

Raincoast Chronicles Thirteen's subtitle Stories and History of the B.C. Coast adequately and succinctly describes the contents of this book. It is an anthology of short historical accounts, personal reminiscences, biographies, poetry, and native legends. The editor, Howard White, has collected an interesting variety of material of past life on the B.C. coast. The "Chilcotin War", shipwrecks, ethnic experiences, loggers, airplanes, basket making, and fishing are among the many topics covered. Material is well illustrated with photographs, maps, and diagrams; probably averaging one illustration per page.

As schools move towards integration and the Year 2000, this selection would be very useful in the humanities strand. At \$9.95 it is an inexpensive publication which certainly belongs in school libraries on both sides of, and on inlands in, the Strait of Georgia. This title would also be a good addition to the B.C. history section of school libraries elsewhere in the province.

J. Patrick Romaine, Teacher-librarian, A.L.Fortune Secondary School, School District #89 (Shuswap).

971.1004 Garnier, Karie.  
Our elders speak : a tribute to native elders. -- Garnier, 1990. -- 72 p. : ill. -- ISBN 0-9695047-0-5.

Indians of North America - British Columbia - Portraits // Indians of North America - British Columbia - Quotations.

Karie Garnier  
Box 333, 15087 16th Ave.  
White Rock, V4A 6G3

Our Elders Speak is a moving photographic tribute to the Elders of the First Nations living on reserved lands in Western Canada and the United States. It evolved from the Expo '86 exhibit organized by the author. Frequently, our perceptions of aboriginal people are coloured by news stories of protests, land claims and confrontations such as Oka. This book presents the wisdom and teachings of the Elders and the innate respect for all living things that has characterized their lives.

The format of this book is simple and uncluttered. A clear black and white photograph of an Elder faces a page with a quote by the Elder of their view of successful living on this earth. A brief, easy-to-read biographical paragraph at the bottom of the page summarizes their contributions to their community. The universality of the quotes is striking. For example: "What good is education without live?" (Catherine Adams, p. 58)

While of limited use in the elementary school, this thought provoking book is a useful tool in presenting students with a rounded view of people of the First Nations. Under the guidance of a thoughtful, sensitive teacher, it could be the catalyst for a variety of activities in English classes and Social Studies classes discussing native issues at the secondary school level.

Wendy L. Smith, Teacher-librarian, W.D. Ferris Elementary School, School District #38 (Richmond).

985 Wakan, Elias.  
World of the Incas [kit] / by Elias and Naomi Wakan. -- Pacific-Rim, 1991. --  
1 book, 20 slides + 2 caption sheets. -- \$34.95.

Incas.

This kit consists of a 47 page Inca Scrapbook as well as slides with captions. As promised on the back cover of the scrapbook, this text "will make the world of the Incas real to you". In an easy to follow format the Wakan's present information on various aspects of Peruvian history and way of life. A total of 23 sections include interesting facts about such areas as history, shelter, clothing, food, art and animals of the Inca. Practical and easy to accomplish follow-up activities are provided for each section. Clear black and white line drawings enhance the text. A glossary, index and bibliography complete a well researched resource.

The kit's other major component is a set of 20 beautifully photographed slides of historical sites, figures, artifacts, and some contemporary scenes. These slides further serve to elucidate the world of the Incas for students and complement the scrapbook. Extensive captions are given for the slides.

A Grade 6 teacher who field tested the kit recommends it as a highly useful resource for her class's Peruvian studies.

Recommended for school libraries.

Hilda Mitchell, Teacher-librarian, Pearson Road Elementary School, School District #23 (Central Okanagan).

"BCTLA Reviews" is co-ordinated by: Val Hamilton, Penny Haggarty, and Debra Simmons  
c/o Vancouver School Board Curriculum Resources,  
2530 East 43rd Avenue,  
Vancouver, BC V5R 2Y7,

who send materials and reviewing guidelines to reviewers. Reviewers send their completed review to the "BCTLA Reviews" editor:

Dianne Driscoll  
816 Alderside Road  
Port Moody, BC V3H 3A5

Reviews are edited by Dianne Driscoll.

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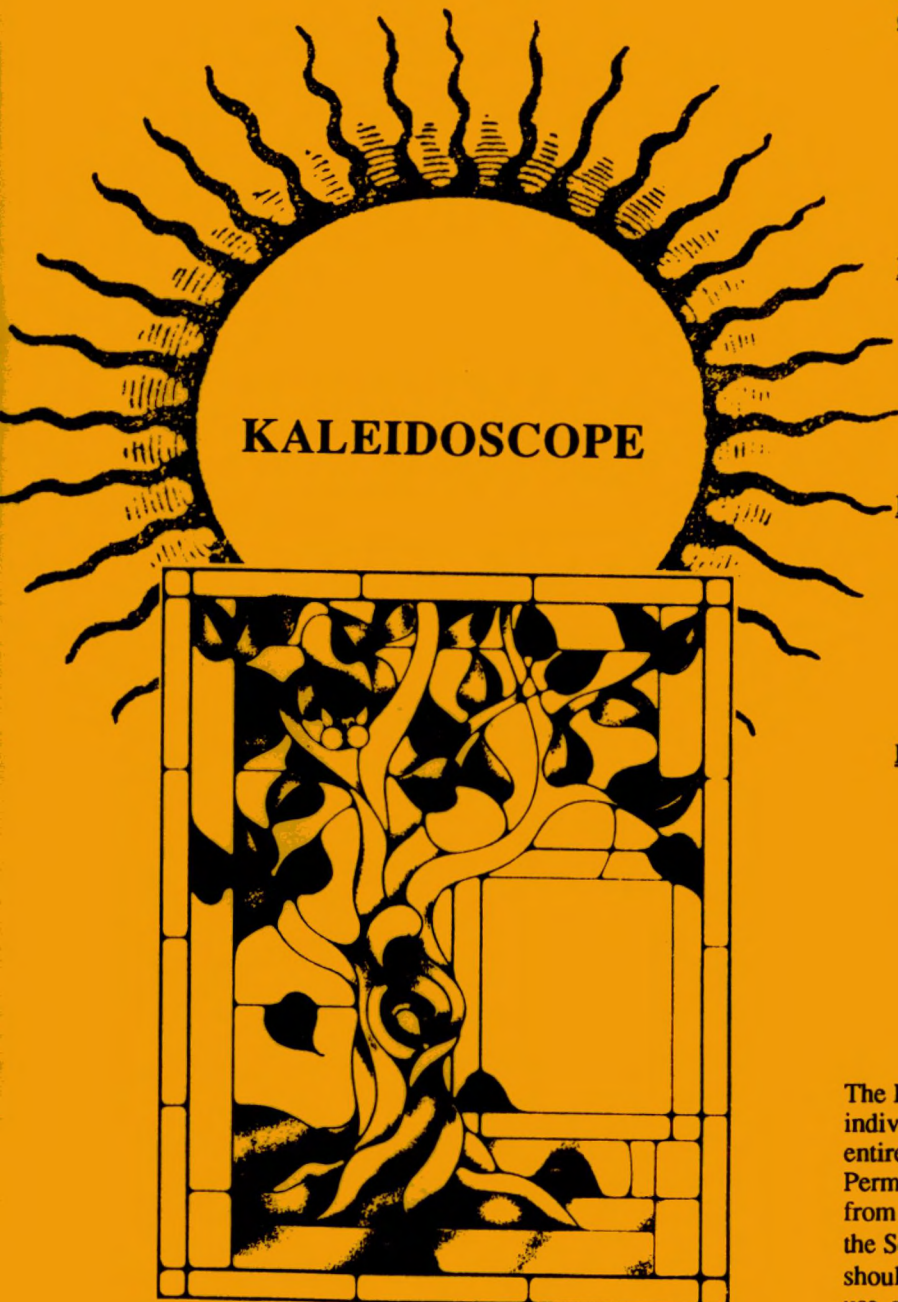
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