

September 1992
Volume 34 Number 1
ISSN 0381-6028

BCTLA

THE BOOKMARK



SURVIVAL

BCTLA 1992-93 EXECUTIVE BOARD

PRESIDENT

Kris Nellis
791 Vedder Crescent
Prince George, BC V2M 3T1
H: 562-7125
S: 563-7124

VICE-PRESIDENT & CHAPTER RELATIONS

Bonnie McComb
892 Woodhall Drive
Victoria, BC V8X 3L8
H: 727-9627; S: 656-5507
FAX: 652-1151

TREASURER

Teresa Brinton
4150 McClain Road
Kelowna, BC
V1Y 7R2
H: 861-4077
S: 764-8171

CORRESPONDING SECRETARY

Karen Davidson
#204 — 1450 Merklin Street
White Rock, BC V4B 4C3
H: 536-6623
S: 585-3104

RECORDING SECRETARY

Gerald Soon
8662 — 162 A Street
Surrey, BC V4N 1B7
H: 572-4427; S: 594-0491
FAX: 594-6352

PAST PRESIDENT

Patricia Finlay
5649 Carson Street
Burnaby, BC V5J 2Z4
H: 438-6269
S: 420-3619
FAX: 420-1294

PUBLICATIONS COORDINATOR

Lisa Strong
7511 2nd Street
Burnaby, BC V3N 3R4
H: 522-4911
S: TBA

CONTINUING EDUCATION CHAIR

Marilyn Hannis
7743 Teakwood Place
Vancouver, BC V5S 4A5
H: 432-7905
S: 263-2355

WORKING & LEARNING CONDITIONS CHAIR

Ray Walker
Fosberry Drive, RR 3
Terrace, BC V8G 4R6
H: 635-4776
S: 635-9136

CONFERENCE CHAIR

Barb Hall
6405 Cornell Place
Prince George, BC
V2N 2N7
H: 964-6810; S: 563-7124

LIAISON CHAIR

Carole Eyles
Beaver Point Road, RR 1
Fulford Harbour, BC
V0S 1C0
H: 653-4558; S: 537-9332

OTHER COMMITTEES & CONTACT PEOPLE

ARCHIVES CHAIR

Gordon Stubbs
4830 Osler Street
Vancouver, BC V6H 2Y7
H: 738-0954

ATLC CONTACT:

Liz Austrom
3675 West 39th Avenue
Vancouver, BC V6N 3A6
H: 263-3987; S: 874-9131

CSLA CONTACT PERSON

Joan Harper
106 — 2250 West 43rd Avenue
Vancouver, BC V6M 2E3
H: 266-4958; W: 228-5220

SFU CONTACT

David Bell
W: 291-4259

UBC CONTACT:

Anne Clyde
Language Education Department
2125 Main Mall
Vancouver, BC V6T 1Z4

UVIC CONTACT:

Don Hamilton
W: 721-8269

BOOKMARK EDITORIAL BOARD: SEE INSIDE BACK COVER

TABLE OF CONTENTS

In Circulation	3
Editor's Comments	5
Letters to the Editor	7

THEME SECTION — SURVIVAL 11

Stress Survival 101; or, Coping with Stress before You Get Stressed Out!	13
Literature-based Reading Unit on the Theme of Survival for Upper Intermediate Students.	15
Deathwatch: An Independent Study Project for Any Survival Novel.	26
New Solid Waste Education Program, Free Teacher Workshop and Materials.	28
Accounting for Classroom Collections: A Lesson from the Past	29
Surviving the Management of Learning Resources.	33
A Healthy Heart.	39
Readers' Theatre Survival Scripts	50
Connecting with Your Teacher-Librarian: Unit Planning for Beginning Teachers.	51
Library Resource Centre Orientation: A Sample Unit for Grade 8.	53
A Night to Remember: A Disasters Project	56
Book Prayer	58
Ideas for Using Survival Novels	59
Making Things, Good Things Happen: The Teacher-librarian and the Power of a Positive Attitude	69
Bibliographie des Livres Survive	71
Survival of the Planet / Survie de la Planete.	73
Time Management = Survival	77
Environmental Survival Theme: An Annotated Bibliography	79
Predators and Their Prey.	82
The Rain Forest.	83
Hanging On: A Theme in Canadian Literature	88
Theory Into Practice: Grade 10 Novel Study — <i>Alas, Babylon</i> — by Pat Frank	94
Intermediate Novel Study (Survival)	100
Survival Theme Unit Plan for Literature Based Study Groups	106

FEATURED IN THIS ISSUE 111

Challenges in Developing Curriculum Resources for the Year 2000.	113
BCTLA Chapter Reports.	122
Political Action	122
Curriculum or Program Development	126
Meeting Ideas	130
Public Relations	133
Censorship or Challenged Materials.	135
Make Every Theme Multicultural	137
Federal Sources of Information of Possible Interest to Students.	164
Jurisdictions of Various Levels of Government.	171
The Federation of British Columbia Writers: Members Interested in Performing Public Readings	172
<i>The Bookmark</i> , a Great Survivor	174
Prince George Chapter Does It Again!!	174

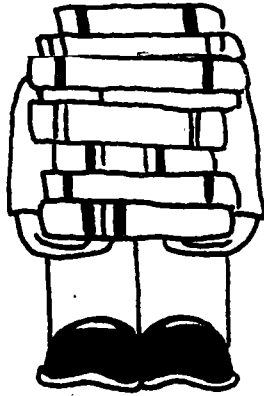
REGULAR FEATURES	175
The Portrait: PAUL KROPP	177
Notes and News	178
Reading Checklist	180
Continuing Education Exchange	183
The Deep End	184
The Celluloid Spare	187
BCTLA Reviews	195
<i>The Bookmark</i> — Indexes to Volume 33	220
Index to Articles	220
Index to Cooperative Units	225
Index to Reviews	227
BCTLA Membership Form	233
1992-93 BCTLA Executive: Directory	inside front cover
<i>The Bookmark</i> Editorial Board: Directory	inside back cover

ANNOUNCEMENTS

The School Library Program: Teacher-librarian Resource Manual	4
Coming Themes	6
Information Literacy: Soaring with Change	8
1993 Canadian School Library Association Awards: Call for Nominations	10
In Focus: Inner City Schools, A National Conference	12
Say Yes! To the Association for Teacher-Librarianship in Canada	68
Evergreen Young Adult Award	87
Martyn Godfrey's I Love to Read Club	93
Manitoba Young Reader's Choice Award	99
BCLA Presents B.C. Information Policy Conference November 5th and 6th	170

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 KRIS NELLIS, BCTLA President.

Survival is an appropriate Bookmark theme as I write my first column and begin to take on the various responsibilities of the BCTLA President. I certainly have Patricia Finlay to thank for helping me survive to date! My personal survival experience this summer was travelling to Washington, DC and New York City with my mother and Robyn Smart, a fellow teacher-librarian from Prince George. Needless to say, there were those who were wondering why we had chosen these "crime capitals" as our destinations of choice (my husband and Robyn's mother being two that spring to mind). We survived very nicely, thank you, and had a wonderful time in two very interesting cities. Granted, we were visiting the tourist spots and we took taxis at night but we found friendly and helpful people wherever we went.

The taxi drivers in New York are incredible; they certainly know how to survive. They are constantly on the move but either they have an invisible buffer zone protecting them or they are in telepathic contact with the other drivers. They seem to instinctively know when to forge ahead and when to hold back. We felt perfectly safe in their care and did not witness any accidents in our travels back and forth to the theatre district to see six plays in six nights. It was so difficult to sit through six outstanding productions. NOT!

Now, back to the business at hand. The BCTLA executive has responded to a request from Mel Rainey, at the University of Fiji, for assistance in building up a scholarship fund to be used to help those taking courses in teacher-librarianship at the university. Before receiving this request the executive had discussed the idea of supporting a deserving recipient in another country by sending money for

the purchase of books, preferably to a school desperately needing resources. However, we wondered how we could be sure that the money would be used for its intended purpose. Knowing Mel from his days at UBC, we voted to support this fund. This is BCTLA's contribution to the survival of teacher-librarianship in Fiji at a time when many of us are wondering if the species will survive in BC! We hope that this can become a yearly contribution to different projects in other countries provided we are assured that the money will reach the source. Your suggestions would be welcome at our Fall Council meeting.

The memory of Bill Scott, a longtime active member of the BCTLA, will survive for many reasons but the BCTLA executive is proposing that the Bill Scott Professional Development Memorial Award be created as our legacy to him. The award would benefit a chapter instead of an individual because Chapter Relations was one of Bill's priorities. Diana Poole has offered to develop the criteria for this award and submit them to the executive in the fall.

The Multicultural Bibliography is close to completion and has been a tremendous task for Lisa Strong and the committee members. Patricia Finlay assisted Lisa over the summer to make the overall tone of the annotations consistent and to get it to the stage where Jim Crook could format it. Bonnie McComb volunteered to do the final proof-reading at the end of August and then off to the printers it went. It will be mailed to each BCTLA member in the fall.

I hope everyone noticed the article "Teacher-librarians shelve 'keeper of the books' image" by Barbara Gunn on the last page of the May/June issue of the BCTF's *Teacher* newsmagazine. During this time of transition where there are still wide discrepancies in staffing and budgets, it is important that teacher-librarians maintain a high profile. This article has been written at a time when our egos certainly needed a boost.

I wish everyone a productive and interesting year. I look forward to seeing the Chapter Councilors at our meeting at UBC on Saturday, October 17, 1992. We will meet in the Student Union Building at 9:00 am and lunch will be provided. Your assistance with the Working and Learning Conditions Survey is very much appreciated and if you can bring the results to the Councilor's meeting, Ray Walker will be forever grateful. See you there!

THE SCHOOL LIBRARY PROGRAM

Teacher-Librarian Resource Manual

An interim manual (program handbook) designed to assist school-based teacher-librarians develop and implement learner-centred School Library Programs.

The Teacher-Librarian Resource Manual has the following purposes:

- To enhance understanding of the School Library Program.
- To expand the concepts introduced in the document The School Library Program (1990).
- To provide a variety of strategies to assist teacher-librarians develop and implement learner-centred School Library Programs.

This manual was developed by teacher-librarians in Calgary Board of Education schools. It was produced by members of the Department of Curriculum, Calgary Board of Education.

Contents include strategies related to:

- Learning
- Co-operative planning and teaching
- Enabling the School Library Program
- Managing the School Library Program
- The leadership role of the teacher-librarian
- Evaluation of the teacher-librarian

ORDERING INFORMATION:

Title: The School Library Program -
Teacher-Librarian Resource Manual*

Cost: \$25.00 per copy (GST included)

Please forward a cheque, money order or
purchase order (to accompany order please),
made payable to:

Calgary Board of Education
- School Library Program
3610 - 9 Street S.E.

Calgary, Alberta T2G 3C5
Attn.: Peggy Ash

Two laminated School Library Program posters will
accompany each Teacher-Librarian Resource Manual order.

* A limited number is available





Welcome back to a new school year and all the possibilities it holds out to you. We hope you are refreshed and rested after the long hot summer—so unusual for BC! It will not take long to be right back into the swing of things, and the Fall always seems to be the busiest part of the year. *The Bookmark* Editorial Board has a line-up of interesting issues planned and we hope to hear from some new contributors. This "Survival" issue has elicited a wealth of articles, units and teaching ideas, and has proven to be a very popular theme. The Prince George chapter adopted this issue as well and has submitted many units and bibliographies, all reflecting the many aspects of the theme. Their enthusiasm is much appreciated and welcome as the September issue is sometimes a difficult one to organize due to the summer holiday break.

Several people have asked about the details of submitting an article and I thought I would review some general guidelines at the beginning of this school year. It is good to receive units which include learning objectives, the sequence of lessons, and methods of evaluation—elements sometimes left out in the planning process which often focuses on student activities. Work sheets, outlines, lists of resources, and examples of teaching strategies all make units very useful to other teacher-librarians wishing to try them, adapt them, or use selected parts in their own plan. We try to arrange it so that these can be photocopied directly from the published unit, thus saving time and energy for those wishing to use them.

It is good to receive full bibliographic details including ISBNs and cost. It makes it so much easier when ordering if a bibliography has these details and it saves teacher-librarians much time in selecting and

verifying. Less detail is necessary for resource lists mentioned in unit plans.

It is great to receive material on disk—IBM or Macintosh, although the Mac is preferred as the production manager uses Aldus Pagemaker (a Macintosh program) for the final production. Please send hard copy along also because it helps us know what the information should look like before we format it for publication. It is not essential to submit on disk, however, as there are many inputters on the Board and some of them can really burn up the keyboard! If you do send a disk and you have a choice of software save in Microsoft Word format if at all possible. Do not forget the names of all persons involved in the article or unit, their schools and school districts. This saves us time searching for this information and we want everyone to get the full credit they deserve.

Graphics are always a problem as we come to the final stages of production. We must be sure they are copyright-free and appropriate for the various articles. If you have included graphics, tell us if they are copyright-free. If we feel some graphics are needed (often to add variety and interest to text-dense pages) we will try to choose appropriate pictures that match the content and level of the article. Sometimes, however, a fit of whimsy will seize the paste-up crew late in the day and you may find your article festooned with a humorous or bizarre picture—it does happen!

The Bookmark does not usually include samples of students' products, but I have noticed that other PSA publications do, and I wonder if this would be helpful? Let us know how you feel about this. We do include photographs of students' work and these add interest to the printed page. Photos can be returned to you if you so specify.

The last few years have seen a wealth of articles submitted from all around the province—on a vast variety of topics, and the Board has never ceased to be impressed and delighted with the wonderful material we receive—so much so that it is increasingly difficult to produce a *Bookmark* under 200 pages! Keep up the good work, and do not hesitate to phone or write an editor about any questions you may have. And do not forget to submit your questions (and/or answers) for the June issue entitled "Everything you ever wanted to know about..."

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

COMING THEMES FOR 1992-1993 ARE:

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.

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

LETTERS TO THE EDITOR

from MELVYN D. RAINEY, President,
Fiji Library Association, Suva, Fiji

Dear Friends,

I have now spent a total of five years working in developing countries in the South Pacific. Over those five years I have learned much through experiences which I have shared with people at all levels in the region. These first-hand experiences have served to reinforce the ideals and beliefs I have always held—albeit they are now even stronger. While I still believe that charity begins at home I know from my experiences that as individuals we who live in or are from developed countries must in some small way do our part to improve the quality of life for those in developing countries.

I never ever thought the day would come when I would personally appeal to friends and former students for financial assistance for any cause. Please bear with me before you make your personal decision.

As President of the Fiji Library Association for 1992 I have suggested to the Council members the idea of setting up a scholarship trust fund to help deserving students who are working towards their Diploma in Library/Information Studies. The scholarship will be open to anyone who is a personal FLA member. Because we are the most active association in the region and because in many countries there are not enough librarians to form an association a considerable number join FLA. We believe the scholarships will not only personally help individuals but will encourage them to become members and play their part in helping develop library service in the region.

We expect to be able to give as many as three scholarships worth \$75.00 (Fijian) \$60.00 (Canadian) each of the two semesters in the year. FLA has agreed to hold at least one fund raising drive a year to help sustain the Trust Fund and they will reimburse the fund with the amount which is used for scholarships in any one year.

Many of the better paid librarians have indicated they will make a donation and even those whose

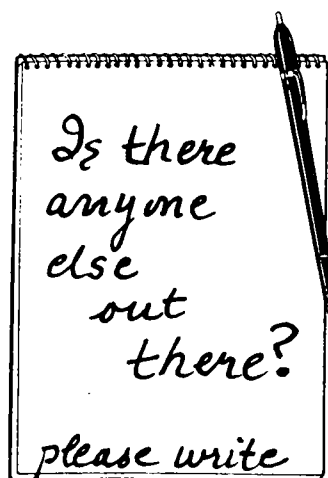
salaries are low have agreed to make small donations. We even have one \$500.00 donation promised. We hope to get at least \$2,000 into the fund by the end of 1992. The first scholarships will be awarded in Semester One 1993.

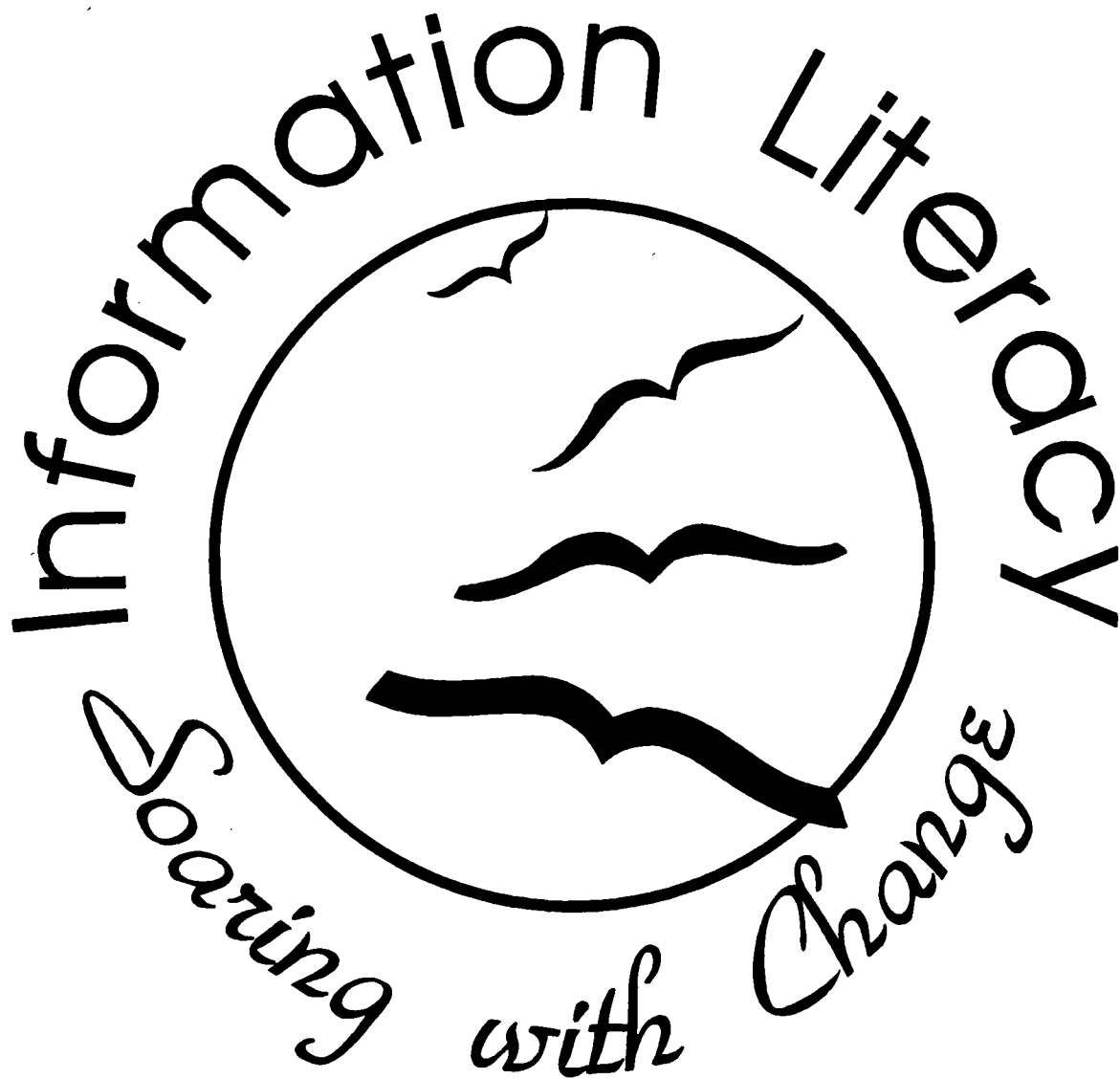
I am personally appealing to each of you to consider making a contribution of \$5, \$10, \$20 or more should you feel able to do so. In return for your donation FLA will send each of you a four month subscription of our monthly newsletter beginning in September. In it will be a list of the names and addresses of all patrons of the Fund. Let me assure you the fund will be properly administered by the Committee, which is made up of the University Librarian, the Coordinator of Training and three other FLA members selected by the FLA Council.

There are many bright and deserving students who find it difficult to pay their fees and often have to sit out a semester because of financial problems. While \$75.00 will not cover the entire cost of enrolling for one course it will cover approximately 80% of the fees.

Your consideration and support for this project is greatly appreciated. Please make your Bank Draft to the Fiji Library Association Scholarship Trust Fund. You may send it directly to me at Box 1168, University of the South Pacific, Suva, Fiji.

Thank you in advance for your support.



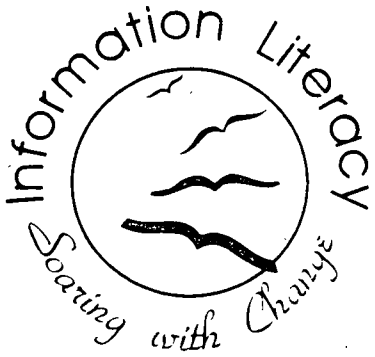


Lloydminster, Alberta

Wednesday, April 21 - Saturday, April 24, 1993

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

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



News Release

August 20, 1992

The Association for Teacher-librarianship in Canada (ATLC) and the Saskatchewan School Library Association (SSLA) are pleased to announce that they will be jointly sponsoring INFORMATION LITERACY: SOARING WITH CHANGE, a national conference for teacher-librarians, to be held in Lloydminster, Alberta from Wednesday evening, April 21 to Saturday, April 24, 1993. Conference co-chairs are Donna DesRoches (SSLA) and Brian Laing (ATLC). On Thursday, April 22 the program will consist of four full day Institutes, each coordinated by one of ATLC's Special Interest Groups (Education for Teacher-librarianship, French Immersion, Laser Learning, and Library Automation). The program on the remaining two days will feature an exciting array of speakers, among whom will be Lorna Crozier, Martyn Godfrey, David Loertscher and Ron Markhan.

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

Accommodation will be available close to the Conference site at hotels and at the new Lakeland College Village, where bed and breakfast is just \$25.00 per night!

Intra Travel of Lloydminster (403 875-4414) is the Conference Travel Agent and can provide a full range of travel services. Air Canada has been appointed the Conference Official Airline; call 1-800-361-7585 or contact your travel agent, quoting CV 930096, to obtain information about the savings available on full Hospitality and Executive Class services.

This Second National Conference, dedicated entirely to the needs of teacher-librarians, will attract participants from across the country. Plan, now, to be there.

For further information relating to this news release, contact:

Angela Thacker,
2561 Western Avenue,
North Vancouver, BC
V7N 3L2
Tel: 604 987-4734
Fax: 604 922-1469

**Conference 1993
April 21 - 24**

Association for
Teacher
Librarianship
in Canada



Saskatchewan
School Library
Association



c/o Lloydminster
Comprehensive
High School Library
5615 - 42nd Street
Lloydminster, Alberta
Canada T9V 0A2
(403)875-5513
Fax: (403)875-7829

1993 Canadian School Library Association Awards Call for Nominations

The Canadian School Executive Award for distinguished service to school libraries

The Canadian School Library Association is pleased to offer the Canadian School Executive Award for Distinguished Service to School Libraries annually. The award is presented to a school administrator who has made an outstanding and sustained contribution toward the school library program in the school or schools under his or her administration. For the purposes of this award, a school administrator is defined as a principal of a school or group of schools, a superintendent of schools for a province, region or district, or a director of instruction for a province, region or district.

Margaret B. Scott Award of Merit

The Canadian School Library Association is pleased to offer the Margaret B. Scott Award of Merit annually. The award is given to honour an individual who has made an outstanding contribution to Canadian school librarianship at the national level.

National Book Service Teacher-Librarian of the Year Award

The Canadian School Library Association is pleased to offer the National Book Service Teacher-Librarian of the Year Award annually. The award, sponsored by National Book Service, honours a school-based teacher-librarian who has made an outstanding contribution to school librarianship within Canada, through planning and implementing a school library program based on a collaborative model which integrates library and classroom programs.

Grolier Award for Research in School Librarianship in Canada

The Canadian School Library Association is pleased to announce that Grolier Education Associates will again provide a grant of \$1000 to support theoretical and applied research which advances the field of school librarianship. Proposals will be judged by the Grolier Award Committee using the following criteria: appropriateness of the proposed project to the goals and objectives of CSLA and CLA; originality of, or necessity for, the research; cost effectiveness of the research in terms of the expected influence and ramifications of the results; timeliness of the research; appropriateness of the proposed research method and design; availability to the researcher of other funding; and assurance of project management and control. Eligibility: Applicants must be personal members. Preference will be given to those whose first Division choice is CSLA.

CANEBSO School Library Media Periodical Award

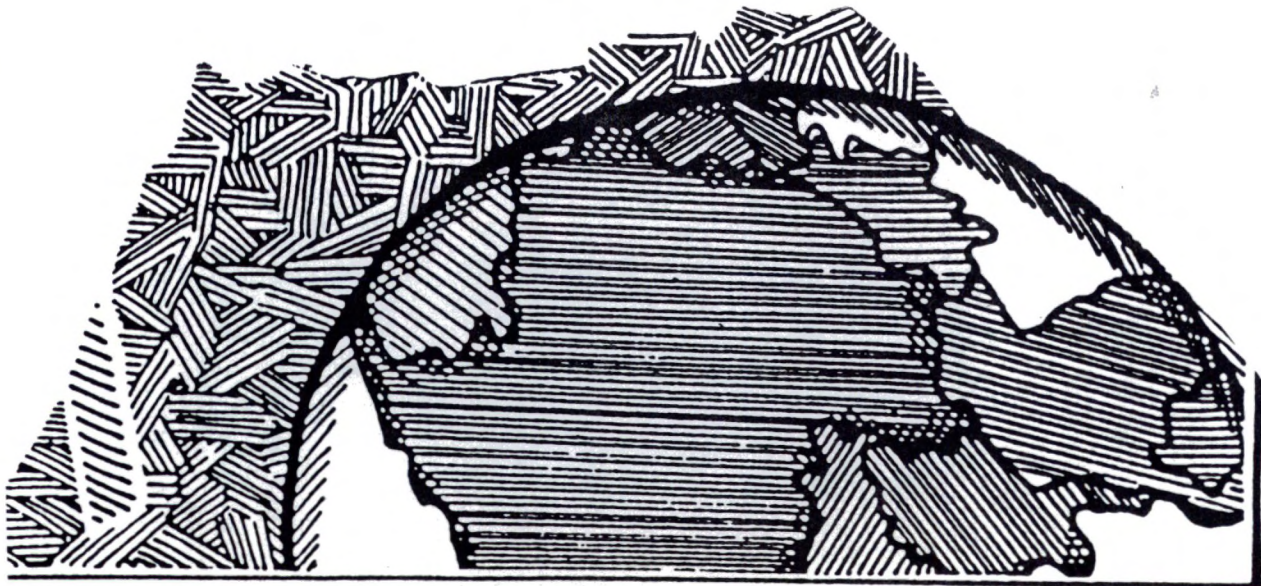
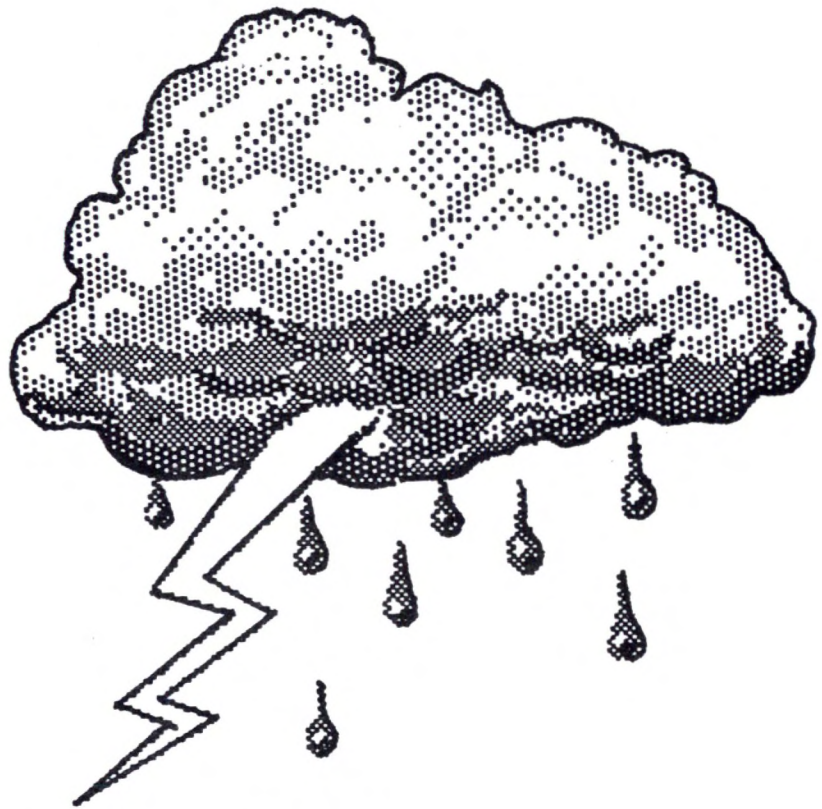
The Canadian School Library Association is pleased to offer the CANEBSO School Library Media Periodical Award annually. Sponsored by CANEBSO Subscription Services Ltd., the award recognizes newsletters, journals, and special publications as vehicles for the professional development of school library media personnel. To be eligible for consideration, a publication must be Canadian and by a non-commercial enterprise such as a provincial, territorial, or district school library media association, a school district, or a department of education. Its primary audience must be school library media personnel. The 1993 CANEBSO Award will recognize outstanding journals.

Nomination/application forms and further information are available from:

**Gloria Hersak, Awards Committee Chair
Canadian School Library Association
4 Fairway Place
Winnipeg, Manitoba R3R 2P3**

**NOMINATION AND APPLICATION DEADLINE FOR THE 1993 AWARDS
IS DECEMBER 31, 1992.**

THEME SECTION





IN FOCUS: Inner City Schools

***A National Conference on Inner City Schools,
Vancouver, British Columbia Canada -
November 17-20, 1992***

IN FOCUS is a three day conference dealing with educational and social issues affecting children living in urban or rural poverty. Speakers and participants from across Canada and the Western United States will share ideas and approaches which address the needs of these children and their families.

OVER 100 SESSIONS 1-2 HOURS IN LENGTH • INCLUDES ALL-DAY SESSIONS

**** Curriculum Based ** Internationally Known Speakers ** Education, Social, Health Issues ** Focus on the Impact of Poverty ** Community Based ** Stay-In-School Programs ** Advocacy Oriented Programs ** Elementary and Secondary**

REGISTRATION INFORMATION

- REGISTRATION FEE:** \$250.00 for three days (Nov.17-20, 1992)
 Single Day \$80.00 (Single Day, plus banquet \$115.00)
- ACCOMMODATION:** Westin Bayshore Hotel, Vancouver, B.C., Canada (\$125 single or double/shared).
Please make your own accommodation arrangements.
- DEADLINE FOR PAYMENT:** October 23, 1992 (space may be limited as this is the first time this national conference will be held in British Columbia, Canada). **PLEASE REGISTER EARLY** (late applications accepted if space available).
- ADDITIONAL INFO.:** Please contact Patti Lefkos at 1-254-0821 ; 1-253-7449.
- *Note:** You will be provided with a 70 page program booklet upon receipt of your cheque.

REGISTRATION FORM

Please complete & mail, along with cheque/money order payable to Vancouver School Board) to:

M. Cote-Malley, 1130 Keefer St. Vancouver, B.C., Canada V6A 1Z3

Name: _____

Address: _____ Street _____

City & Prov.: _____ Postal Code: _____

Representing/Position: _____

Telephone: () _____

STRESS SURVIVAL 101; OR, COPING WITH STRESS BEFORE YOU GET STRESSED OUT!!

by LIZ AUSTROM, teacher-librarian, Tupper Secondary School, SD#39 (Vancouver).

One of the most hysterical moments of my teaching career came when I was invited to attend a series of after-school workshops on stress reduction. The mere thought of adding more time to my already lengthy day was very stressful. Since that moment almost a decade ago, I have discovered an expanding range of events and people that cause me stress, but I'm still looking for the magic wand that reduces stress. Perhaps it doesn't exist, or maybe I should have attended that workshop after all. Anyway, for what it's worth, here is my tongue-in-cheek exploration of the ultimate course, Stress Survival 101.

Stress Survival 101 is inevitably taught by a cool, slender blonde automaton who is perfectly groomed, dressed and coiffed. Whether male or female, there is not a speck of evidence on this individual's person or clothing to give a sign that a human life is being led. There are no wrinkles on the skin, the suit, or the stockings. Where is the comforting spot of well-aimed pablum on the left shoulder? Or the patina on the right shoe heel that has been painstakingly developed by months of scuffing against the floor mat under the gas pedal of an unwashed car? There is no masking tape or staple holding up a hem, and everything matches!! Why does the instructor in such a self-image threatening course always exude the perfection of Mr. Spock (surely the most annoying officer on the Starship Enterprise)?

The truth is obvious — it is impossible to find anyone human to teach these courses who will not feel guilty at misleading people so terribly. Stress is a fact of human existence. Without stress, no one would invent or create or strive. The unstressed paragon leading Stress Survival 101 is either a Muppet, a crook or an alien. In any instance, it is best to avoid this course. It will only stress you out.

Okay, if group self-improvement forays are out, what about attempts made quietly in the privacy of one's own home. In other words, what about those self-improvement books? These are marginally better than the course. After all, you won't have to look at that con artist at the front of the room, will you?

Of course, who do you think writes these stress reduction books anyway? You've got it — the muppet, the crook or the alien! The same topics are covered: Identifying Personal Stressors (@]=*\$*!!!); Stress in the Workplace (power oppresses versus need for money); Personal Relationships (who has time for any?); and Coping Strategies (the unsuitable, the unrealistic, and the ugly).

Coping Strategies are my favourite. I'm quite good at "coping" with stress, I only wish I could move on to:

- "defeating" stress (a military image and I can't see myself in uniform),
- "managing" stress (this is my executive bent coming through),
- "owning" my stress (the only corporate takeover I'll ever manage), or even,
- "confronting" my stress (it's bigger than I am!).

I continually fall back on "coping" as a not-too-threatening approach to stress. After all, if I can just cope it is not as though I am trying to wipe this dangerous creature out of my life. To do so would be to invite a retaliatory attack. Instead, I cope by biting my fingernails, eating food I shouldn't, gardening like a maniac, cleaning things that don't need cleaning, and reading books by idiots whose lives are incredibly simple compared to my own. Why are they the experts when they have never been on the edge of the precipice? (I used to wonder the same thing about single nurses working in maternity delivery rooms!) I have also taken up singing in the car, using a cassette of Ezio Pinza to cover my own out-of-tune tones. Singing is a wonderful tension release as long as those listening don't get stressed out.

Around me I see other people with interesting coping techniques. Some avoid everything they can — a sort of blanket avoidance strategy that eliminates stress and much of everything else. Other people talk it out, drink it out, or swear it out. Two very good friends gave me swearing lessons this last March when my job was being eliminated, but it didn't work for me — too repressed I guess. I am

happier saying "Ordure!" than "Shit!" Violent exercise is a more socially acceptable tension release if you don't mind sweating. Lounging in a lawn swing just won't do it!

On a more constructive note, many people are blessed with the kind of friend or confidant who will listen endlessly, providing comfort and/or munchies as needed. These pals should be accorded some type of state recognition for their work in keeping society functioning. Finally, some lucky individuals become obsessed with a hobby that diverts their attention totally from the stressor. If a wise choice of hobby is made (e.g., no racetrack betting, since that can produce more stress if you lose), and it can be applied whenever and wherever you find yourself under stress, this is a great approach.

My ultimate solution fits the following profile. It can be done anywhere, it is socially acceptable, it diverts my attention totally, it fits my repressed personality, and it is not self-abusive (in contrast to the ragged fingernails and increased weight). My solution is to do bulk reading for a week or two or three. During this time period I read everything but self-help books — gobs of junk fiction, the classics of literature, quality fiction and non-fiction, newspapers, short stories, poetry, cookbooks, travelogues, etc. I must admit to have sworn off nurse stories, because they raise my feminist hackles and increase my stress level, but everything else becomes fodder for "the reading machine" — me! Perhaps others would label my obsessive hobby as escapist, but it is not really. Once my dose of medicine is ingested and my system reacts to its regenerative tonic, I am once again ready to deal with reality in a less than perfect world. If my eyes hold out, I have it made.

Why don't we acknowledge that escape and vicarious enjoyment are two of the strongest motivators for pleasure reading? If we did, we could help ourselves and our students find a positive way of releasing stress, of distracting our minds and giving them time to refocus on a new feeling, idea, or direction. Perhaps we are too caught up in our serious roles in life and society to acknowledge what Robert Louis Stevenson saw as true: "There is no duty we so much underrate as the duty of being happy."

My new teacher-librarian partner, Debbie Simmons, recently reminded me of another axiom which is worth remembering: "You should only worry about the things you have the power to do

something about." Acting on this belief instantly reduces stressors to a manageable level.

The perfect "Stress Survival 101" course would have people leading it who are ripe with experience and human frailties. Its curriculum would not include cute topics designed to elicit nervous laughter, and it would not pronounce simplistic techniques as the answers to complex problems. Rather, it would build a network of people talking and sharing both their stresses and their coping techniques, just as I have shared mine in this article. Above all, it would provide reassurance, support and laughter, and would pay attention to Stevenson's idea of duty and to the concept that worrying about things which can't be changed is fruitless.

The perfect course is highly unlikely, but a group of good friends can help even the most self-sufficient of us over the rough spots. If you are beginning to feel stressed out, don't look for a course, call up your friends. Chances are, like me, you haven't been seeing enough of them lately.



A LITERATURE-BASED READING UNIT ON THE THEME OF SURVIVAL FOR UPPER INTERMEDIATE STUDENTS

by **DEBERAH GALLAGHER**, teacher-librarian, and **PHYLLIS COWARD**, teacher,
Lord Kitchener Elementary School, SD#39 (Vancouver).

[Editor's Note: This unit is available in its entirety from Program Publications, Vancouver School Board, 2530 East 43rd Avenue, Vancouver, BC. V5R 2Y5. Write for a catalogue of all Vancouver curriculum documents currently available.]

The inspiration for this unit was a young adult literature course both of us took one summer at the University of British Columbia. We loved many of the books we were reading, and we wanted to introduce and share them with students. We also wanted to focus on a theme we felt would be of interest to the students — hence, the theme of survival in its many forms. Included in this unit are books that deal with many types of survival: emotional survival of the death of a loved one or a divorce in the family, psychological survival of living with a handicap, physical survival of a war or catastrophe, and so on.

TIME FRAME: 8 - 10 weeks.

CONTENT OBJECTIVES

By the end of this unit, students:

- will have read a lot of novels dealing with the theme of survival, and through their reading will come to a better understanding of themselves and others.
- will recognize the titles and authors (many of them Canadian) of many quality books.
- will feel comfortable rating and talking about books they are reading.
- will be *readers*, rather than just students who can read! (i.e., self-motivated readers).

SKILLS OBJECTIVES

By the end of this unit, students will have developed:

1. Listening and Speaking Skills

- through sharing ideas about the novels as a class, in pairs, and in groups.
- through book talks, both formal and informal.

2. Thinking Skills

- predicting outcomes.
- discussing and writing characterizations.
- role-playing through letter-writing and drama.
- debating.

3. Information Skills

- an understanding of the different aspects of survival.
- an awareness of different genres of literature: science fiction, realistic fiction, historical fiction.
- understanding the importance of reading for content.
- knowledge of the parts and elements of a novel.

4. Cooperative Group Skills

- encouraged and modeled in the class novel study.
- developed in the group novel study as the group determines most of their own activities.

TEACHER RESPONSIBILITIES

It is very important that both the teacher-librarian and the teacher read as many of the novels in this unit as possible; the more you read, the better you can share with the students. Many of the conversations over the books were started by either one of the teachers or one of the students saying, "How did you feel about ...?" or "How do you think this book compares to ...?" When the students realize that you share some of their feelings or reactions to a novel, there will be no stopping them wanting to talk about it!

The class novel and the group novel study should be done in the library resource centre with both the teacher and the teacher-librarian working with the students.

PARENT RESPONSIBILITIES

At the beginning of this unit, parents are informed by letter what this unit is about and what the student's responsibilities are. Thirty minutes (minimum) of quiet reading time is required five times a week. Also, parents are encouraged to discuss the books with their child, and students are encouraged to invite their parents to read some of the books they really enjoyed.

PARTS OF THIS UNIT

This unit has four parts. The first three parts are done simultaneously; the fourth part is done after the class novel study is completed.

PART 1 — TEACHER READ-ALoud

Never forgetting how much students enjoy being read to, this should be done for 10 - 15 minutes daily. We chose *Carrie's War*, by Nina Bawden. This novel allows a lot of class discussion and prediction; it immediately allows the class to become involved with a survival story.

PART 2 — CLASS NOVEL STUDY

We use the class novel, *Lost in the Barrens*, by Farley Mowat, as a model for the kinds of activities and the level of involvement we expect with the other novels in the unit

PART 3 — EXTENDED READING LIST

This part is the reading the students do in their "spare" time. Novels selected and placed in the classroom all deal with the theme of survival. The students are required to have one of these novels at all times. They keep a record of the books they have read, and rate them out of 10. The teachers and the students constantly "book talk" these books on an informal basis. One or two formal book reports, both oral and written, are done from this selection. This part of the unit is very important as a lot of books are passed around the class.

(*The students carry this book around with them at all times, so they always have something to read if they finish their work early or have a few minutes of spare time. Needless to say, other teachers have noticed this, and have complimented the program!)

The following is the list of books placed in the classroom:

EXTENDED READING LIST

- | | |
|---------------------------------|--|
| 1. <i>Underground to Canada</i> | by Barbara Smucker
survival of slavery |
| 2. <i>Julie of the Wolves</i> | by Jean George
survival in nature |
| 3. <i>Sweetgrass</i> | by Jan Hudson
historical survival of First Nations people |

4. *The Eternal Spring of Mr. Ito* by Sheila Garrigue
survival in times of persecution
5. *Black Star, Bright Dawn* by Scott O'Dell
survival of the Inuit in the Arctic
6. *The Baby Project* by Sarah Ellis
survival after a death in the family
7. *How Many Miles to Babylon* by Paula Fox
survival with bullies
8. *Jasmin* by Jan Truss
survival in nature
9. *Mama's Going to Buy You a Mockingbird* by Jean Little
survival of family after the death of a parent
10. *Days of Terror* by Barbara Smucker
survival of religious and cultural persecution
11. *Sing Down the Moon* by Scott O'Dell
historical survival of First Nations people
12. *One Fat Summer* by Robert Lipsyte
survival of peer rejection
13. *Homecoming* by Cynthia Voight
survival of a family without parents
14. *Dacey's Song* by Cynthia Voight
survival of a family without parents
15. *Sons From Afar* by Cynthia Voight
survival of a family without parents

16. *The Diary of Anne Frank* by Anne Frank
survival struggle during persecution
17. *Will to Win* by Mary Blakeslee
survival of a disability
18. *Waiting for the Rain* by Sheila Gordon
survival in a system of apartheid
19. *Hunter in the Dark* by Monica Hughes
survival of an illness
20. *Cowboys Don't Cry* by Marilyn Halverson
survival of slavery
21. *The Great Gilly Hopkins* by Katherine Paterson
survival of being a foster child
22. *Fire Weed* by Jill Walsh
survival during war
23. *Strange Companion* by Dayton O. Hyde
survival in nature
24. *Stranded* by Matt Christopher
survival in nature
25. *Playing Beatie Bow* by Ruth Park
survival in another time
26. *Last Chance Summer* by Diana Wieler
survival of being a delinquent
27. *Roll of Thunder, Hear My Cry* by Mildred Taylor
survival of racism
28. *Ring Rise, Ring Set* by Monica Hughes
survival during future global environmental change
29. *The King's Daughter* by Suzanne Martel
survival in a new land

30. *Izzy, Willy-Nilly* by Cynthia Voigt
survival of an injury
31. *A Circle Unbroken* by Sollace Hotze
survival in another culture
32. *Beat the Turtle Drum* by Constance Greene
survival of a death in the family
33. *The Sky Is Falling* by Kit Pearson
survival during war
34. *Island of the Loons* by Dayton O. Hyde
survival in nature
35. *Friedrich* by H. P. Richter
survival struggle during war
36. *Devil on My Back* by Monica Hughes
survival in the future
37. *Danger on Shadow Mountain* by Marian Rumsey
survival in nature
38. *Summer of My German Soldier* by Bette Greene
survival of parental abuse
39. *Naomi's Road* by Joy Kogawa
survival during persecution
40. *The Refuge* by Monica Hughes
survival of a family break-up
41. *Number the Stars* by Lois Lowry
survival during war
42. *Dogsong* by Gary Paulsen
survival in nature
43. *The Last Enemy* by Rhoda Kaellis
survival after war
44. *The Hideout* by Sigrid Heuck
survival of slavery

- | | |
|--|--|
| 45. <i>I Am David</i> | by Ann Holm
survival during war |
| 46. <i>Lyddie</i> | by Katherine Paterson
survival of child labour |
| 47. <i>Chain of Fire</i> | by Beverly Naidoo
survival in a system of apartheid |
| 48. <i>Park's Quest</i> | by Katherine Paterson
survival in a broken family |
| 49. <i>My Name Is Paula Popowich!</i> by | Monica Hughes
survival in a broken family |
| 50. <i>Voyage of the Frog</i> | by Gary Paulsen
survival in nature |

PART 4 — GROUP NOVEL STUDY

This part is done after completing the Class Novel Study. Six novels representing three different genres (realistic fiction, historical fiction, and science fiction) are used. Homogeneous groupings of students are placed in each novel study group.

The novels selected are:

(a) Realistic Fiction

- | | |
|------------------|--------------------------|
| <i>Hatchet</i> | by Gary Paulsen (easier) |
| <i>Hold Fast</i> | by Kevin Major |

(b) Historical Fiction

- | | |
|--------------------------|-----------------------|
| <i>The Slave Dancer</i> | by Paula Fox (easier) |
| <i>The Upstairs Room</i> | by Johanna Reiss |

(c) Science Fiction

The Keeper of the Isis Light

by Monica Hughes (easier)

Z for Zachariah

by Robert O'Brien

Students read and decide as a group what activities they would like to do for their novel. Teachers monitor and provide suggestions if necessary.

For this part, students are also required to do an individual assignment in the form of Response Log Questions. They must choose one question from sections A., B., C., C., and E. Everyone must answer F.

RESPONSE LOG QUESTIONS — GROUP NOVEL STUDY

A. Initial Reaction

1. Do you think the title and cover of this work are appropriate? Are they significant? Explain. What do you think the title means?
2. Did the beginning of the book grab your interest? Why/why not?

B. Characterization

3. Which character in this novel would you like for a friend? Explain.
4. Which character did you dislike? Why?
5. Can you identify in any way with a character in this novel? Which one? Explain.
6. What quality of which character strikes you as a good characteristic to develop within yourself? Why?
7. How does the main character change from the beginning of the novel to the end?

C. Structure of the Novel

8. Are there any parts of this work that were confusing to you? Which parts?

Why do you think you got confused?

9. Who is telling the story and how does that affect the way that the story is told?
10. Is this story told in chronological order? What devices does the author use to unfold the events? What effect does this have on the story?
11. What do you feel is the most important word, phrase, passage or paragraph in this book? Explain.

D. End of the Novel

12. If you could, would you change the ending? How would you change it? Why?
13. How did you feel at the end of the story? Explain.
14. Sometimes books leave you with the feeling that there is more to tell. Did this book do this? What do you think might happen next?

E. Final Reaction

15. Would you like to read something else by this author? Why/why not?
16. Would you like to share this book with your friends? Explain.

F. The Problem

17. In what ways is survival an element of this story? Explain fully.

MATERIALS REQUIRED

1. Response Log — Each student needs a binder for work and assignments.
2. One copy of the read-aloud, *Carrie's War*.
3. Class set of the novel, *Lost in the Barrens*.
4. Fifty+ novels from the Extended Reading List, displayed and accessible to the classroom.
5. The Group Study Novels, six copies of each.

SUGGESTED UNIT PROCEDURES

- Introduce the unit by discussing survival:
 1. brainstorm all its forms.
 2. create a web on the blackboard with survival at the centre.
- Send a letter describing the unit home to the parents.
- Do a “book pass” of the books from the Extended Reading List. This can take several forms. One method we use is to group five of the students together, give each student a book which they read for five minutes. Students write in their Reading Logs for two minutes what they think the book is about. This process is repeated until all the books have been passed around. The group then discusses what they think the book is about.
- Students choose one book to read from the Extended Reading List . At the back of their Reading Logs they start a record of books read and their authors, and rate the books out of 10. This should be done in pencil as students will change, and should change, their ratings as they read more books.
- Begin to read *Carrie's War*, making sure that the reading situations is as comfortable and conducive to good listening as possible. At the end of each day's reading there should be open discussion and prediction.
- Introduce the class novel, *Lost in the Barrens*. The class is kept together for this novel study as the activities and level of involvement is modeled by the teachers and the students to each other. Keeping them together is not a problem because every student has another novel to read from the Extended Reading List.

Some Suggested Activities for the Class Novel Study Are:

1. Map / Geography Skills — related to Canada's far north (i.e., Yukon and North-west Territories). Include vocabulary, such as tundra, rapids, and estuary.
2. Elements of the Novel — setting, characters, theme and plot.
3. Different Types of Reading — for example, silent and individual reading, reading in a group, teacher reads to the class, student reads to the class. Note: we also have this novel on cassette for students who need it.
4. Creative Writing — Students write letters home as the characters in the novel, learning how to express the emotions and feelings of the characters.
5. Oral Discussion — done as a whole class or part of a group. Includes prediction, especially at the ends of chapters.

6. Library Research — on the topic of the Barrens, with an emphasis on good note-taking.
7. Reading for Detail — lists of equipment and supplies the characters in the novel have with which to survive.
8. Scientific Drawing — the fire drill, from the description in the novel.
9. Organization and Categorization of Information — uses of the caribou, physical description of the Hidden Valley shelter.
10. Art Activities — mural of Hidden Valley.
11. Debate — on whether “robbing the dead is evil,” a quote from the novel.
12. Study of the Author, Farley Mowat, to understand where/how he gets his writing ideas.

After this class novel, the students are ready to tackle their group novel. If there is time, more than one novel can be studied as a group.

EVALUATION

Evaluation is both formal and informal:

A. Informal

The teacher and teacher-librarian keep a notebook with a page for each student. Anecdotal notes are kept regarding:

- informal conferencing with the student.
- participation in discussion/group work.
- oral skills.
- weaknesses and strengths.

B. Formal

All or any of the following products may be evaluated:

- any written assignments.
- map work.
- library research.
- oral and written book reports.
- answers to Response Log questions.

DEATHWATCH

AN INDEPENDENT STUDY PROJECT FOR ANY SURVIVAL NOVEL

by CHERYL HUGHES, teacher, Kelly Road Secondary School, adapted by TIIU NOUKAS, teacher-librarian, John McInnes Secondary School, SD#57 (Prince George).

This unit of study is intended to facilitate independent learning. You will be working with one or two classmates. A number of topics are available to you. Of these, you are responsible for _____. All written work will be placed in a report folder or duo-tang with a table of contents at the front and a bibliography, where necessary, at the end. You will spend _____ working on this unit. At the end of that time you will hand in your finished work for marking. During the time available to work on this assignment you will be required to meet certain deadlines which are designed to help keep you on task.

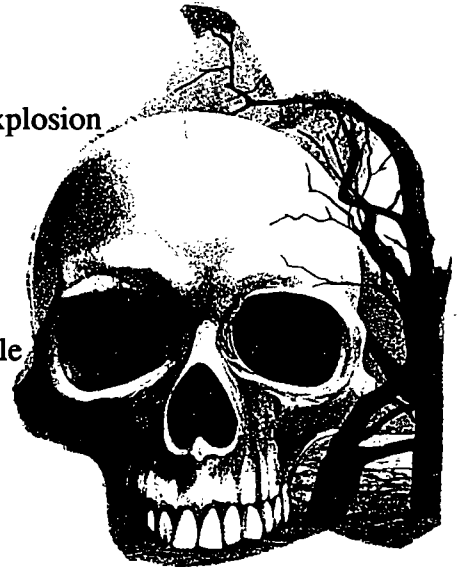
TOPICS:

1. Oral report

Choose one of the following emergencies. Find out how to cope with the problem, then be prepared to explain the proper treatment for it. Presentations should be about two minutes.

avalanche
trapped in snow
earthquake
drowning
frostbite
acute sunburn
burn
nosebleed
fire in building
stuck in elevator
emergency exit from plane

tire burst
laboratory explosion
snake bite
poisoning
choking
suffocation
fainting
sprained ankle
concussion
flood
car accident



2. Story in the round (group work: 4 - 6 students)

Each person in the group will start a story dealing with pursuit and survival. Establish the setting (time, place), characters (no more than two), and initial action.

At the end of the first class, pass the story to another group member and receive one from someone else.

Further the action of the new story by introducing the conflict. (Note that only the action of the story received is to be used. Do not bring in elements from the story you had begun.)

Circulate the stories several times in the same fashion. Each new pass deals with a new element.

Pass 3: rising action

Pass 4: climax

Pass 5: denouement

Pass 6: conclusion

As a group, get together to read the stories that have been written. Evaluate the characters, viewpoints and plots.

4. Concrete

Assemble a survival kit. Explain what each item would be used for.

5. Radio time

Prepare a four-minute "As It Happens" radio program in which you broadcast as though describing the events as they actually happen. Prepare an introduction (where it is, names, etc.)

6. Survival fiction

Read one of the following books. Explain the survival theme and how it is dealt with.

French, Michael. *Pursuit*. Dell, 1983. 0-440-96665-5.

Garfield, Brian. *Fear in a handful of dust*. Mysterious Pr., 1985. 0-317-19149-7.

Baird, Thomas. *Walk out a brother*. HarperJ, 1983. 06-020356-0.

Dickey, James. *Deliverance*. Dell, 1986. 0-440-31868-8.

Mathieson, David. *Trial by wilderness*. Houghton, 1985. 0-395-37697-1.

Miklowitz, Gloria. *After the bomb*. Scholastic, 1985. 0-590-40568-3.

Miklowitz, Gloria. *After the bomb, week one*. Scholastic, 1987. 0-590-40155-6.

O'Brien, Robert C. *Z for Zachariah*. Collier Macmillan, 1974. 0-02-044650-0.

Thompson, Julian F. *A question of survival*. Avon, 1984. 0-380-87775-9.

Thompson, Julian F. *The grounding of Group 6*. Avon, 1983. 0-380-83386-7

Brin, David. *The postman*. Bantam, 1986. 0-553-25704-8.

Cole, Brock. *The goats*. Farrar, 1986. 0-3744-2575-2.

Petersen, P.J. *Going for the big one*. Delacorte, 1987. 0-440-93158-4.

Regan, Dian Curtis. *Game of survival*. Avon, 1989. 0-380-75585-8.

Maguire, Gregory. *I feel like the morning star*. Harper, 1989. 0-06-024022-9.

Godfrey, Martyn. *The last war*. Macmillan, 1986. 0-002-0441791-8.

Halvorson, Marilyn. *Hold on, Geronimo*. Laurel-Leaf, 1987. 0-440-20409-7.

Hughes, Monica. *Beyond the dark river*. Atheneum, 1981. 0-689-30811-6.

Kropp, Paul. *Snow ghost*. Collier-Macmillan, 1982. 02-997610-3.

L'Amour, Louis. *Last of the breed*. Bantam, 1986. 0-553-26499-0.

NEW SOLID WASTE EDUCATION PROGRAM FREE TEACHER WORKSHOP AND MATERIALS

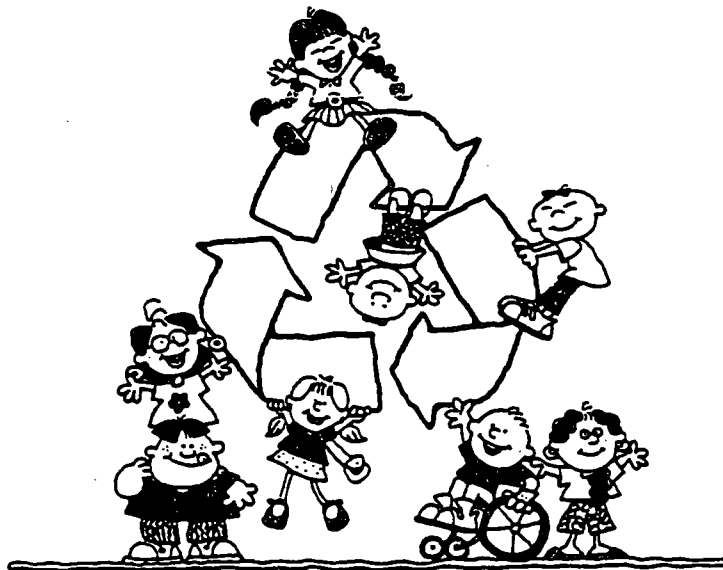
The Greater Vancouver Regional District is offering *No Time to Waste*, an integrated, activity-based program on waste reduction and recycling for use with students aged 6-13. This free program includes a teacher workshop, a teaching manual and activity guide, accompanying visual aids, and student take-home materials.

No Time to Waste focuses on the 3Rs of solid waste management—REDUCE, RE-USE, RECYCLE—and the power of individual commitment and action to solve solid waste programs. Through the program activities students learn how they can make a difference at school and at home through wise consumer choices, less consumptive lifestyles, composting, recycling, creative and critical thinking, and problem-solving. *No Time to Waste* was created within the framework of the Ministry of Education Year 2000 and the Ministry of Environment "Environmental Education Strategy."

A *No Time to Waste* teacher workshop is a great way to gear up for environmental studies in your school. Workshops can be held after school or during professional development days. October is "Waste Reduction Month"—a good time to start school waste reduction activities.

To book a workshop, or to receive further information call Wendy Palynchuk or Debra McAdam at 432-6339.

Cette présentation est disponible en français.



Greater Vancouver Regional District

ACCOUNTING FOR CLASSROOM COLLECTIONS: A LESSON FROM THE PAST

by **JOAN HARPER**, Lecturer, School Library Diploma Program,
University of British Columbia.

Reprinted with permission from *The Canadian School Executive*, vol. 11, no. 5, (November, 1991), pp. 29-31.

Over the last ten years Canadian educators have changed the kinds of learning materials they select to support curricular units of study. No longer do they consider a single text per subject adequate, but instead demand a rich choice of resource materials that enhance the value of their instruction. This trend has pervaded all levels of education but nowhere is it more obvious than in the materials primary teachers select to teach reading. The trend to whole language and its premise that there must be a diverse collection of resources housed within the classroom have made basal readers largely obsolete. In their place we see teachers using a plethora of materials tailored to the varied learning styles and interests of individual children: picture books, folk tales, big books, audio tapes, magazines, computer programs and science series. It is a positive trend with which few educators quarrel, but along with the change questions have arisen concerning how schools are to manage and be accountable for diverse resources scattered throughout the school. Concerns centre around the following questions.

- Will governments provide adequate funding to serve the divergent needs of all pupils? How can resources best be stretched to meet the greatest number of needs?
- How will records of materials purchased be kept and how will they be inventoried? Who on staff will perform this onerous task?
- How will collections be maintained? Will there be an annual budget allocation to preserve the quality of collections? Will it be large enough to allow the purchase of a selection of new materials from those that are published each year? Will it allow for replacement of worn out items?

Definitive answers to these questions must be forthcoming if innovative programs are to survive and we are to have the resources in place to support them five years down the road. Left unanswered, the effort we are presently expending to develop new programs which demand these resources will be wasted. To avoid this pitfall, educators need to examine past experiences and formulate solutions to the perplexing questions they pose.

THE THREE "Ds"

Teacher-librarians who have managed the circulation of a variety of library materials for years see problems on the horizon which perhaps have not been immediately obvious to those who have not experienced them first hand. They can be referred to as the three "Ds."

- Damage.
- Dissipation.
- Duplication.

Each detracts from the quality and stability of collections of learning materials in a slightly different way but all are equally harmful. In varying degrees they have been found to be inevitable when materials move freely between classrooms and/or home and school. Libraries, both public and school, have long been affected by them and smaller but similar collections housed in classrooms will certainly feel their effects.

British Columbia has adopted a revolutionary, new curriculum that mandates the use of literary materials, and has allocated funding of about \$150.00 per pupil in order that schools can purchase such materials. The ministry intends these monies for collections that will be housed in classrooms that will replace basal readers. The funding is considered a

one time expenditure and the government and indeed many educators look upon these materials as having the same shelf life as a set of textbooks that used to last ten years or so. However, to assume this longevity will transfer to the new collections is naive in the extreme! To fully understand the reasons, the three "Ds" need more detailed examination.

DAMAGE

Damage includes loss and spans everything from accidental ripping of pages, to scribbling on covers, to outright theft, to ordinary wear and tear. Damage can be as simple as a child leaving a book outside on the playground in the rain or the family dog chewing the corner of a book taken home. It can be as complex as a parent removing a child from school without notice because he or she cannot pay the rent. Paperback books which are often purchased for primary collections because of their lower cost (\$8.00 per picture book in paperback versus \$18.00 for hardback) have a short shelf life and are particularly susceptible to wear and tear at the primary level. Classroom collections which are not catalogued, protected with a vinyl coat, or provided with a pocket and card for easy circulation checks will be very vulnerable to damage and loss.

DISSIPATION

Dissipation, the second "D," is perhaps the most insidious of the three. Dissipation means materials that are lost or misplaced that no one realizes are missing until either the collection dwindles to the point that it is unusable or it is handed over to another teacher who finds it inadequate. There are a variety of reasons for dissipation. Part of it is attributable to books being borrowed by pupils without an adequate circulation system in place as noted above. Books end up under a child's bed and no one realizes they have not been returned. However, this is a small part of the problem. A far more prevalent way materials dissipate is through informal borrowing between teachers. When materials become jaded and overly familiar, teachers swap, borrow and lend and eventually lose track of what they are supposed to have started with originally. They are busy people. I was told in library school that I would lose as many books to teachers on staff as I would to pupils and during my fourteen years experience as a teacher-librarian I found it to be true. Dissipation is further demonstrated by the experiences of some schools that are

too small to employ a full-time teacher-librarian to keep their school library resource centre open to staff one hundred percent of the time. This year a student in the school library diploma program at the University of British Columbia, working in a part-time teacher-librarian's position, said that at inventory time she found over \$2000.00 worth of materials missing! Still another cause of disappearing resources is the transfer of teachers between schools. Teachers become territorial about selections they have made and around which they have built units of study. At transfer time there is a strong temptation to rationalize that it is all within one system and that he or she will make better use of the resources in question than will his or her successor.

DUPLICATION

Duplication is the third hazard to which classroom collections are subject. Teachers do not receive specialized instruction in the selection of learning resources. For this reason, many of them are unaware that over five thousand new books for children are published in English every year and even fewer understand how to access these titles. Instead, they tend to rely on old favourites and books with which they are familiar, and do not select from the broad range available. Many will choose the same attractive, popular items from any available list, resulting in much duplication within the school. A teacher-librarian is usually the only person in the school with a specialized training in the selection of learning materials and for this reason the teacher-librarian and the classroom teachers conferring together, will select more useful collections. The teacher-librarian can access titles and knows the range of resources and the classroom teacher knows the interest and the ability levels of the pupils. Together they make the best choices.

A LESSON FROM THE PAST

The dangers of the three "Ds" cannot be dismissed lightly. We need only look to the past to realize that money spent for classroom materials has often been frittered away frivolously. In 1964, a study of school libraries in British Columbia conducted by Franklin P. Levirs, revealed that classroom collections were either inadequate or non-existent, despite the fact that for the ten years previous to his study the Ministry of Education had funded the purchase of approximately five hardback books per year per classroom. Levirs could find practically none of these resources. Consequently the first

recommendation he made in his report, *Survey of B.C. School Libraries*, was:

Each elementary school with an entitlement of more than two regular classroom teachers (69 or more pupils) should have a central library in which all library reference books and books for recreational reading other than those in immediate use within a classroom be kept on open shelves available for pupil and teacher use (Recommendation #1, 1964).

During the years that followed the Levirs report this recommendation was implemented in most schools in British Columbia. Today there is a comprehensive school library resource centre in almost every school in the province and indeed, throughout Canada. The system is in place; it needs no further bureaucracy or heavy start-up costs. It is a system experienced in circulating both fiction and non-fiction resources in both print and non-print formats. In most cases these centres are operated by trained educators with dual qualifications in both teaching and librarianship. Utilizing the benefits of our existing school library resource centres to manage the resources for our new programs makes sense. It will prevent us from repeating the mistakes of the past!

ADMINISTRATORS ARE THE KEY TO ACCOUNTABILITY

Administrators are the leaders in the school, the personnel responsible for management and accountability. They are widely experienced and are well versed in handling government cut-backs and sudden policy reversals. If funding the wealth of resource materials teachers are presently demanding proves prohibitively expensive for government to maintain, they are well aware that it could be politically expedient to return to the cheaper, longer lasting, single textbook per subject. To help prevent this reversal and preserve the benefits of having a variety of diverse learning materials in our schools there are a number of positive, concrete steps they can foster. A well managed, responsible system is essential. It should be one that ensures that:

- A catalogue (master list) is compiled of all resources presently available in the school. A method should be established whereby all new resources are added to this catalogue as they are received. A computer program will be most efficient and also will be an invaluable

tool in spewing out bibliographies of resources on themes at different levels of difficulty. It will provide a list to all teachers in the school of all the materials available, thereby giving them the widest possible choices with which to meet the needs of their pupils and the greatest flexibility in choosing themes around which to centre their units of study.

- There is an efficient method of sharing resources between classrooms, teachers and pupils. If all materials are catalogued into the school library resource centre its circulation system can be used. Teachers can then select from the entire range of the school's resources to establish their classroom collections and would exchange them when they introduced new themes or different pupil needs arose. Classroom materials would constantly be changing and new and different resources introduced which would provide a larger base in each classroom over the school year. Pupils could borrow from either the classroom collection (by the simple innovation of substituting a different coloured circulation card) or directly from the school library resource centre.
- At the end of each school year an inventory of materials in the school is conducted by checking them against the catalogue. This could be carried out in the middle of June to give time to round up all items that are missing or overdue. A report on items damaged beyond repair or missing entirely would then be compiled for replacement. Those items irretrievably lost would be removed from the catalogue so that it would reflect only those materials currently available in the school.

These are three easy steps, all of which are simple to implement. To initiate them requires only a small extension or broadening of the present role of the teacher-librarian and it will pay substantial dividends. It is cost effective. For it to be successful, the administrator and the teacher-librarian must share a common understanding on exactly how classroom collections are to be handled within the school and they must communicate the advantages of their decision clearly to the staff. Time for adequate consultation between teachers and the teacher-librarian to determine which resources should be

selected needs to be provided.

Implementation of a school library resource centre based system for managing all learning resources in a school will instill the highest quality, create the greatest availability of materials, and will serve the largest number of pupil needs. It will ensure that good selections are made, that materials are accounted for efficiently, and that a fluid collection of materials is maintained in classrooms. The three steps described above will circumvent the three "Ds" and help prevent the depletion of school learning resources.

REFERENCES

Austrom, Liz. (1989) "Library Resource Centre Support for the Primary Program: An Alternative to the Classroom Collection," *The Bookmark*, vol. 31, no. 2 (December), pp. 137-141.

Developing Independent Learners, the Role of the School Library Resource Centre. (1991) Victoria, BC: Ministry of Education.

Levirs, Franklin D. (1964) *Survey of B.C. School Libraries.* Victoria, BC: Department of Education.

The Primary Program. (1989) Victoria, BC: Curriculum Development Branch, Ministry of Education.

This article is one of a series of articles by teacher-librarians published by The Canadian School Executive.



SURVIVING THE MANAGEMENT OF LEARNING RESOURCES

by LIZ AUSTROM, teacher-librarian, Tupper Secondary School, SD #39 (Vancouver)

In January 1992, all Vancouver elementary teacher-librarians were asked to respond to a survey intended to discover how schools were coping with the deluge of materials being purchased out of Ministry of Education funds designated for learning resources to replace textbooks. Teacher-librarians from 56 of the 88 elementary schools, including primary annexes, generously responded to the survey, which asked four simple questions:

1. What management problems has the school staff encountered?
2. What solutions to these problems have been developed?
3. How has the teacher-librarian been involved in the selection, organization and management of these learning resources?
4. What techniques have you used that are particularly effective for organizing, housing and circulating these learning resources?

Information drawn from this survey was extremely valuable in identifying: 1) common difficulties being experienced which might require the assistance of district staff; and, 2) schools and individuals with good ideas that should be shared across the district. A summary document written in the spring of 1992 was shared with all elementary teacher-librarians, and after school sessions were held for elementary principals during which several teacher-librarians presented their schools' solutions to a variety of problems. Ian McKay, then the VSB's English/Language Arts consultant, provided an excellent planning framework for school staffs wishing to use a committee process for decision-making. The discussions were intense, and the sessions obviously of great practical assistance to those attending. Unfortunately, cutbacks in district staff will likely mean that further follow-up with other groups is impossible in 1992-93.

The following sections give an abbreviated version of the summary document.

MANAGEMENT PROBLEMS AND SOLUTIONS

[Note: Only the problems shared by more than one school are included in this section. Solutions are an amalgamation of ideas from different schools.]

1. There was no problem encountered. The key questions were: a) Where do we store materials? b) Should they be catalogued or not catalogued? c) What should be purchased?

Process Followed:

- The school set up a committee which decided on four themes on which to focus purchases. The committee first examined the library resources (weeding some during the process), then previewed resources, and finally purchased the materials. Seventy percent of the money was spent on easy non-fiction which is processed, housed and circulated from the library resource centre. Thirty percent was spent on sets of novels for intermediates which are housed in the book room in containers.
 - Discussion with the Primary Interest Group, plus consideration of the existing storage space, how it is used and how it could be improved have helped us make some decisions.
 - A team composed of the vice principal, teacher-librarian and primary teachers made the selection and the vice principal did the ordering. Money was spent on plastic baskets to house books, and the LRC provided cards, pockets and labels.
2. Selection of resources has been a problem, with concerns about sequential development causing an inability of "grade" groups to decide on new

materials. The resulting choice of materials is varied. Teachers have a high anxiety about materials being outside their room, even in a book room. They did not want to spend any money on cataloguing. It is difficult to have selection by staff as an ongoing process because there is little time to meet in grade groups. There is a need to set up a process to decide on new purchases.

Solution to Problem:

- Pieces of reading series have been ordered to meet the concern about sequential development.
- Every teacher selected their own individual or "grade" materials.
- Other problems have not been directly addressed. While many teachers agreed that the best way to handle resources would be to access them through the LRC, the staff was split on what to do. As a result, only the Primary department has ordered materials.
- Staff were involved in the selection process.
- It needs to be stressed that the resource centre collection, with its access system, is the best source for individual titles to support themes.

3. The process is in transition. So far little money has been spent /materials are currently on order. We have a plan for selection and organization. There are divergent views over which books should be managed through the LRC and we are working this out.

Solution to Problem:

- A committee has been struck to deal with all remaining questions.
- The staff has not finalized how they will manage materials. It is agreed that they will be housed centrally — possibly in the LRC — and that some system of recording and managing materials will be established, possibly by the teacher-librarian.

4. There is a tremendous workload associated with receiving, processing and getting so many resources ready for teachers and students to use. Another problem is the amount of teacher-librarian and staff assistant time it takes to process materials, even with computer produced labels. This load is taking time away from cooperative planning and teaching. Obviously, working with teachers to select and recommend resources is planning, but in a very general, cumulative fashion.

Solutions to Problem:

- The school secretary handles the bills and record keeping, and the principal supplied a substitute to the LRC for two days in December 1992 when there was a mass of materials received and needing attention.
- The administration has provided three more hours of clerical time per day to the LRC and this has provided some relief from the clerical tasks.
- Administrative support for processing has been great, with additional help given to get materials processed (substitutes, staff assistants, etc.).
- There was some release time for the staff assistant to help with the clerical work.
- Parent volunteers were helpful.
- The teacher-librarian worked extra hours on her own time.
- An easy packaging and circulation system for uncatalogued materials was developed.
- The administration provided additional staff assistant time to assist with the initial preparation of materials and with the continuing circulation of resources.
- Ordering catalogued materials reduces the workload.

5. Materials disappear into classrooms and are not accessible or accounted for. Teachers feel that the books they have chosen become their property. New teachers, in particular, are unsure about what resources are in the school or where they are. Resources in classrooms are not being circulated in the early primary area. Equitable sharing of resources once purchases are in the school is a perennial problem.

Solution to Problem:

- The school is attempting to improve both organization and inventory. The vice-principal has had some release time to junk old materials in the book room and reorganize for better use.
- The teachers have given the teacher-librarian a list of the resources they have in the classroom, and the teacher-librarian keeps this as an inventory control.
- The supervision aides are listing series of books, and the numbers of copies. The sharing problem is still outstanding.
- All materials have been collected, put into kits and signed out to teachers from the LRC to maintain a record of where materials are.

- We try to coordinate and schedule themes for the maximum use of the resources without everyone “doing” the same theme at the same time.
- Materials that relate to student-based activities or literature-based reading are catalogued into the LRC collection, so they are accessible to everyone.
- Group discussions were held, then the Pro-D committee arranged for a resource person to visit the school. This was very helpful in giving people new ideas about what should be done and what could be done.

6. One major problem is storage space and the resulting lack of access for teachers to materials stored away from the library resource centre.

Solution to Problem:

- A committee of primary teachers devised a system and organized the new paperbacks last year. Less than a year later, there is an inventory nightmare as things disappear into classrooms and students’ homes. The solution has not solved the problem.
- Some materials have been located in the LRC, some in the book room and some in classrooms.
- A central pool has been created in the main floor stockroom which houses all Big Books and Primary Program paperbacks. These materials were not catalogued. The pool operates as a “take and return” collection. No problems with this system so far. There is a similar pool for Intermediate Program materials stored in the lower stock room.
- Storage was initially in the LRC, but is now in the auditorium because of lack of room. We are still looking for a better place because the auditorium is too open.
- Big Books, theme sets, reading ability sets, predictable sets, etc. are circulated in containers from a central location.
- Teachers must be encouraged to sign out materials and get used to obtaining them from the new location as well as the resource centre.

7. There is a continuing need to promote materials.

Solution to Problem:

- The teacher-librarian is compiling a database of materials to use in promotion.
- Informal displays of materials on early dismissal days have been useful.

SERVICES PROVIDED BY THE TEACHER-LIBRARIAN:

The level of service provided by the teacher-librarians depended upon a number of factors, including: whether or not the teacher-librarian was full or part-time; whether he/she was on the planning committee; the size of the library resource centre; and whether or not the staff, including the teacher-librarian, had developed a sharing attitude to resources rather than an individual ownership attitude. Teacher-librarian involvement can be summarized as follows:

- not involved — 10 schools.
- on planning committee — 19 schools.
- involved in selection — 32 schools.
- ordered and received materials (usually with assistance) — 24 schools.
- processed and organized new materials — 25 schools.
- stores and circulates new materials — 19 schools.
- manages and inventories the collection — 15 schools.

Individual teacher-librarians made some very interesting comments about what was happening in their schools. When the teacher-librarians’ level of involvement was compared to the problems identified by each school, it became clear that there were fewer problems with the learning resources process when the staff spent time discussing their educational goals, selection, and how resources would be handled, and when the teacher-librarian was a full player on the team. The following contributions to the survey illustrate this key aspect in schools which dealt with problems successfully.

- The part-time teacher-librarian manages the process: collecting requests, arranging and chairing selection meetings, ordering resources, supervising processing, designing storage, publicizing acquisitions and coordinating distribution.

- Last year materials were bought by the Vice Principal and distributed to teachers; this year the committee has established criteria for selection of learning resources. Textbook committee members represent other staff members.
- The Vice-Principal and the teacher-librarian share responsibilities and work. They: 1) talk with teachers about ordering and storing materials, 2) help with ordering materials (provide titles, catalogues, phone orders), and 3) help with receiving and limited processing.
- The teacher-librarian has constructed a database of all the LA program purchases so they can be reordered and inventoried.
- The teacher-librarian assisted with inventory and reorganization and will be computerizing the inventory.
- The Vice Principal and the teacher-librarian organized a Pro-D day to identify themes and discuss management of resources. The teacher-librarian coordinated selection, ordered and processed resources, and produced a thematic list of purchased resources. In her view, it is essential that the teacher-librarian take a leadership role in managing this material — otherwise it will disappear into classrooms, languish in obscurity, and remain unrelated to resources in the library resource centre.

In addition, a number of schools have opted to handle most or all of the resources as part of the LRC collection. Comments included, "Books circulate well, with teachers taking "piles" and students also signing them out." Another teacher-librarian suggested that these resources require constant promotion, just as any resources in the library resource centre do. Just having the resources in the school does not guarantee that the students and teachers who should be using them will be doing so. This learning resource collection requires care and attention, no matter what the source of the funding was.

TECHNIQUES USED FOR ORGANIZING, HOUSING & CIRCULATING RESOURCES

The responses given to this question were very helpful to teacher-librarians in Vancouver, and are likely to be so to those in other districts as well.

Consequently, only those suggestions which are duplicates of ones already given have been deleted.

ACCESS TO RESOURCES

- New resources are displayed at TAC meetings and on Pro-D days to ensure that teachers know about resources. Teachers indicate with post-it notes which new materials they want ASAP and these are made ready for circulation first. Lists of new materials are kept. Book tape sets (with multiple books) are kept separate from the regular LRC collection.
- All staff share resource ideas and recommendations during cooperative planning sessions. New and useful materials are publicized at staff meetings and resource displays with coffee and goodies. Themes are publicized in advance so resources can be shared. Even teachers not involved with the particular units participate in the sharing.
- Everything should be as accessible and easy as possible for the teachers. "The Easier, the Better" is our motto. We don't worry about cataloguing of inexpensive materials.
- Most titles are catalogued and handled according to normal LRC procedures. This reduces the processing, organizational and circulation workload.
- Individual titles are kept in the LRC, processed and catalogued accordingly. Multiple copies are stamped with the school stamp, and numbered so that the teacher can keep track of which student has which book. So far, teachers do not feel that some kind of sign-out system from the book room is necessary, but this may change as they need something others have.

STORAGE HINTS:

- Theme Boxes for the Primary Program were organized on such topics as: Dinosaurs, Space, Animals, Farm, Fairy/Folk Tales. Emergent Reading Boxes were also extremely successful. Boxes containing 75-150 titles were rotated every four to six weeks between the seven early primary classes. Each box contained an entirely different selection (Dairyland sells large plastic milk cartons at \$6.50 each).

- Large plastic Rubbermaid tubs were purchased for storing big books and have turned out to be ideal. Cardboard magazine boxes were purchased to store small books, etc.
 - Large plastic bags have been ordered for the Big Book kits.
 - Small books, series, and book/tape combinations are stored in periodical file boxes on shelves.
 - Colour coded stickers are used to designate sets. Sets are stored in cardboard files, and the file is carded, not the individual titles within it. All materials are circulated through the library resource centre.
 - Materials are put into kits in storage bags which have labels generated by the computer. A dowel rod was installed in the book room to house over 75 big books in hanging plastic bags. All little books of the same title were collected and kits made up. Each piece of the kit is labeled so teachers know exactly what to return. The teacher-librarian has prepared a database listing under both title and subject that each teacher is given at the beginning of the year.
 - Zip-loc bags are used to store sets of books, with each book numbered and stamped. There is a sign-out book for Language Arts materials.
 - Small paperback books are stored on library shelves in plastic baskets which are appropriately identified so primary children can locate the materials themselves.
 - Zip-loc bags are used for kits of easy readers and book/tape combinations. A circulation pocket and card for teachers is taped to the outside of the bag, and each item in the bag is pocketed and carded so that teachers can circulate them to students easily. Bagged sets are stored in small baskets with handles which are labeled according to level — Early Emergent, Emergent, Early Fluency, Fluency, or Mixture of Levels.
 - Materials have been colour-coded to indicate level of difficulty. This applies to fiction and non-fiction books, and to kits. Storage shelves are clearly labeled.
 - Primary sets are stored in magazine boxes, with one card per set. Intermediate individual titles are boxed in classroom collections in large plastic storage boxes. Each intermediate title has its own card and pocket. A friend of the teacher-librarian helped with the initial processing of the primary sets, but it is now being done by the supervision aide and the staff assistant.
 - Paperbacks are stored in classrooms, with the specific teachers being responsible. Materials over \$10 (books, kits, teacher reference) are catalogued and circulated through the LRC.
 - Some paperbacks are kept as sets in a separate book room, while others are incorporated into the library collection of paperbacks and treated in the same manner as other paperbacks. They are uncatalogued, but a list is available.
- Plastic baskets are used. A pocket chart is used for the teacher to sign materials out, with a card being placed in a pocket chart, so teachers can check who has what. A separate list of sets and Big Books, plus the same list organized by theme is useful (computer produced).
- In the future, most titles with 2 or 3 copies should be catalogued and incorporated into the resource centre collection (even if they are paperbacks) in order to *have subject access*. Sets of eight to ten paperbacks to support themes could still be kept as a separate list, with a catalogued copy in the LRC to maintain subject access. Ideally, the subject catalogue will be the theme list — it would save on lots of work.

CIRCULATION

- All materials are circulated through the LRC. Time lines for borrowing have been established and empty baskets are sent to classrooms (e.g., once a month) to assist in return of materials.
- The easiest method is to store materials on the library shelves and circulate them with the rest of the collection. It is less work for teachers and less confusing.
- The book room boxes of intermediate novels have sign-out cards for teachers to use. The rest of the materials are circulated through the LRC.

- Primary theme books are placed on book carts with a list of books on the side of the cart. Sets and kits have been carded and pocketed and contents itemized. Primary teachers sign up for desired theme books and/or kits on a monthly schedule (may be extended to two months) which is posted in the library. Books are returned to the LRC on the last Friday of the month, the teacher-librarian checks them and sends them to the next teachers the following Wednesday. The teachers may share resources once they are in the classrooms but it is the responsibility of the teacher who signed out the material to return it intact to the library for the next month's distribution. This system seems to work well. The book carts keep everything together and make transport to and from the classrooms easy.
- A list of titles is pasted on each box of materials for the teacher to check off if so inclined. The teacher signs materials out with a card being placed in a pocket chart (pockets have division #s), so it is easy to check who has what. The chart system works well. Laundry boxes covered with Mactac are used. We still need a master list of resources, but have not had time to compile it.
- Materials are processed similar to paperback books, and are housed in an office off the LRC. Teachers card their own books (the same as the student self-circulation system). There is a box with dividers that have each teacher's name, and they drop the cards behind their own names. All Big Books are laminated, then bagged. Suggestions for the level they will be used at are marked on them.

GETTING HELP!

- Put out pleas for volunteer help in typing cards and pockets. Organize a blitz at the beginning of the year to organize storage and circulation of some materials (bagged, labeled, numbered, etc.).
- A team of grade 5 students was taught and they processed (card, pocket, label) each book. If there was enough help, it would be better to have cards and pockets typed. We colour coded the cards (using orange) to help us identify these materials so we can monitor how they are going.

Baskets to circulate big quantities of materials would be useful.

- It is really helpful to bring in someone with experience to explain one way of doing things. The staff is then free to adopt or adapt, but at least they have a firm model to discuss which includes ways to organize which another school has used successfully.

It is an obvious statement to say that there is no one right way to handle learning resources. However, the reality is that the materials now being purchased to replace textbooks are materials commonly purchased, organized, circulated and managed by teacher-librarians. None of the other personnel in the school will have the expertise in all these areas that the teacher-librarian does. Most teachers have never heard of book jobbers and do not know about the time-and cost-savings possible through using a jobber. Most have never used ISBNs to order, nor do they understand the relative merits of different types of bindings. Questions like "Should this be catalogued or is it an ephemeral item?" and "Will the binding stand up to the wear it will get?" are ones which classroom teachers have not had to consider. The tougher questions will be how things will be found once they disappear into classrooms, and how to get maximum use out of materials. It is time for teacher-librarians to share their expertise with teaching colleagues.



A HEALTHY HEART

by SANDRA WALLACE (GOODING), LIZ HARVEY and LEENA REEVE for
LIBE 477.

Specific Focus: A healthy heart. During a two to three month period, the children will be studying human physiology and anatomy with a specific focus on the major organs of the body.

This particular set of lessons will be a part of a larger unit. As well as learning the content involved, there will be emphasis on working on cooperative relationships (with partners or in small groups using the strategies advocated by Johnson & Johnson) and developing a healthy lifestyle.

Grade Level: Grade 4/5 combined class. The class is a heterogeneous grouping which includes four E. S. L. students. (This figure approximates Richmond's designated ESL population of 16%.) The unit will be team taught by the regular classroom teacher, the ESL teacher and the teacher-librarian. The children will be placed in heterogeneous cooperative groups of two, three or six (depending on the activity) to work on the various lessons. The ESL students will each be placed in groups or with a partner. The teacher will ensure that there is a buddy for the ESL student in that group (preferably one from the same language background who can help the student decipher the language.)

Lesson One: An introduction to a study of the human body

Aim:

Introduce the children to the study of the human body by sparking their interest in the study and by activating prior knowledge. As the children will be webbing information later on, the concept of webbing is modeled here.

Materials:

The Magic Schoolbus Inside the Human Body, by Joanna Cole
The Human body web
Large chart paper
Learning log booklet (Half of an 8 inch by 10 inch notebook)

Procedure:

1. The teacher-librarian reads the whole class *The Magic Schoolbus Inside the Human Body*. In this humorous, well illustrated information book about the human body, Miss Frizzle's elementary school class go on a field trip that allows them to shrink so that they can go on a tour of the inner workings of the human body. The children will also have the chance to use this book later on in a research station. The story ends with the children in the book doing a full size drawing of the body, something the children will be doing later on that day in class
2. In groups of three, the children return to the tables and on the web provided indicate the names and approximate locations of the parts of the body that they know. As this is an introductory activity for us to gauge how much they know and what they need to know, accuracy is not a key. We want to get them thinking and interacting with their groups.

3. Prior to our next meeting with the children, each child will have a body shape outlined for him/herself on a large piece of chart paper. These bodies will be used by the students to attach individual organs as the class studies each one.
4. Back in the classroom, the children will begin a learning log connected with the study of the human body to help them think about their learning and their cooperative skills. The stems for this lesson could be as follows:

One thing our group did well today was. . .

One thing we could improve on was. . .

One thing I want to learn about the human body is. . .

The teachers will provide stems for the students at the end of each lesson depending on the aim and the process they have noted during the lesson.

Lesson Two: Introduction to the study of the human heart

Aim:

To introduce the children to the language and principles they will be studying in connection with the study of the heart itself.

Materials:

People search sheet

Procedure:

1. The classroom teacher introduces the topic of a healthy heart and on the overhead projector, writes a cache of words the children need to know in order to complete the people search. The words in the cache are: heart, pulse, blood type, blood test, jogging, bruise and stethoscope. As the teacher is going through the word cache, he/she demonstrates the words or accompanies them with a sketch.
2. In partners, the children buddy read the various boxes on the people search to ensure that the children know what they are looking for. During this time, the three teachers circulate ensuring that the children understand what the sentences mean.
3. The teachers give the directions for the people search.
 - A. Find someone who fits the description
 - B. Have him/her sign his/her name.
 - C. If you sign a paper, you need to be able to share your response with the class later on.
 - D. A person may only sign a particular paper once.
 - E. Students are to circulate until all boxes are signed.
4. At the end of the class, the group reassembles and discusses the items on the people search.
5. Students complete the learning log.

Lesson Three: Checking Heart Rate

Aim:

To teach children where the pulse points on the body are located, to teach them how to take a pulse, and to demonstrate the concept of the link between exercise and heart rate. As well, the vocabulary relating to the heart will be reinforced.

Materials:

Stop watch

Plasticine

Toothpicks

Gym strip (shoes and sweat pants or shorts)

Individual graphs

Word search

Procedure:

1. With the whole class, the boxes relating to the pulse on the people search are re-viewed. In partners, students locate the pulse points on their bodies and practice taking their pulses using the match stick pulse meter activity (Alison, p. 55). Each pair will be given a handout to explain the procedure. The teacher will demonstrate the procedure before the children are asked to do it.
2. Each student is given a pulse rate chart.
3. Each student checks his/her pulse rate per minute while lying down and records it on his/her chart. Students then predict what will happen to heart rate after a five minute run. Predictions from the class will be recorded on the chalk board.
4. The students then go for a five minute run around the field or in the gym. When they complete the run, the children are instructed to find the location of the heart. (After a teacher demonstration of the general location of the heart, they should be able to locate it.)
5. The students take their pulse rates directly after the run and record the result when they return to the library resource centre.
6. Back in the library resource centre, the students sit quietly for ten minutes and work on a word search to familiarize themselves with the vocabulary they will be using. This word search may be a homework assignment or a continuing activity.
7. As a follow-up to this activity, students will be doing an exercise a day and recording the heart rate results on their charts. At the end of the section on the heart, the children will be asked to compare the exercises and analyze the results. Eventually they will be asked to choose which exercise they would like to and would be able to continue doing three times a week. (There are examples of suitable exercises in Schneider, *Everybody's a Winner*)
8. For bonus marks, the children may complete an additional graph charting individual pulse rates during one complete day. (Parker, p. 13)
9. Students complete the learning log.

Lesson Four: The Heart as a Pump

Aim:

To demonstrate how the pumping action of the heart circulates the blood from the heart into the lungs and back through the body, including a brief explanation of oxygen exchange.

Materials:

Half a class set of tennis balls

Chalk board

Colored chalk- blue and red

Procedure:

1. Have students locate position of heart. (Located in previous gym class on pulse rate) Have students clasp their hand together in front of their chest opening and closing the clasped hands to create a pumping action. Have them do as many clasps as their recorded pulse. Explain that this is similar to the pumping action of their heart.
2. Issue on tennis ball for two students. One student closes and opens his fist on the tennis ball as quickly as possible while counting. The second student keeps track of the time and records the number of squeezes and the time. They exchange roles.
3. Explain that this demonstrates the amount of effort the heart has to use to pump the blood without rest. Collect tennis balls.
4. Teacher draws a large outline of the upper torso of the body. Draw a picture of a heart on the body showing the four different chambers, the valves, the lungs, and the main arteries leading to and from the lungs. Label the parts.
5. Using blue chalk, show how the blood collects in the right atrium. Rub of the centre part of the valve to indicate its opening. Show the blood flowing down into the right ventricle. Demonstrate, with clasped hands, the pumping action of the heart, then show the flow to the lungs on the board.
6. Show the blue blood going through the lungs. Indicate with arrows the release of CO₂. (Have students exhale breath.) With arrows indicate the absorption of oxygen. (Have students inhale.) Change the color of the chalk to red. Show the red blood travelling back to the heart and entering the left atrium. Open the valve by erasing a portion of the line. Show it entering the left ventricle. Demonstrate, with clasped hands in front of the chest to indicate the pumping action of the heart. Show it rushing out into the large artery and out to the body.

Lesson Five: Research centers (Four periods)

Aim:

To give the children an opportunity to develop some independent learning skills while working in a cooperative setting. The emphasis will be on acquiring information to describe the structure and functions of the heart.

Procedure:

1. The children will be divided into four heterogeneous groups of six. There will be one E. S. L. speaker in each group. As well, each E. S. L. speaker will have a buddy who can help him/her with understanding. There will be two stations located in the library resource centre and two in the grade 4/5 classroom. Hands on resources as well as visuals and reference books will be placed at each centre. The books chosen have been selected because of the detailed diagrams and charts as well as because of the reasonably straightforward text. The directions to students and materials for each station are attached. The three teachers will be circulating among the groups to ensure that learning is taking place. At centers two and three, the children will be given a master response sheet from which to check their answers near the end of the session. The classroom teacher will review this material prior to the test at the end of the section.
2. At the end of each session the students will complete the daily learning log. Sample stems might be:

I liked today's activity because. . .

I had difficulty with today's activities because. . .

Today I learned about. . .

Lesson Six: Evaluation**Aim:**

To evaluate the children's knowledge of how the different parts of the heart work.

Materials:

The Structure of the Heart sheet from station four.

The Diagram of the Heart sheet from station two.

Procedure:

1. The children are instructed to label the parts of the heart and to indicate the direction the blood flows through the heart on the diagram. They are to record their understanding of how each part of the heart works on the Structure of the Heart sheet.
2. A full period is provided for completion.

Extension Activities

The following are some additional activities that will occur with the class in order to develop the links between a healthy body, good nutrition and physical fitness.

1. Fitness and a healthy heart: Teaching children various fitness activities and using cooperative games to build up the concept of participation, not competition, in sports.
2. Viewing and listening to the multi-media kit: *Heart and Lungs (Fit to be You and Me)*.
3. Viewing a film on the heart: *The Heart and Circulation* (1990)

4. Diet for a healthy heart. (*ESL through food skills & Canada's Food Guide Culturally Adapted* available through Vancouver school board publications might be useful here.)
5. Community resource people to visit the classroom and share their expertise:
 - The school nurse to speak on nutrition
 - A speaker from the Heart Association
 - A sports medicine physician or a physiotherapist to speak on fitness

Bibliography

- Allison, L. (1976). *Blood and Guts: A Working Guide to your Insides*. Toronto: Little, Brown. [ISBN 0-316-13443-6 pbk]
- Brown, J. & Brown, R. (1990). *Our bodies: My first reference library*. Milwaukee: Gareth Stevens. [ISBN 0-8368-0080-X]
- Cole, J. (1989). *The Magic Schoolbus inside the human body*. Toronto: Scholastic. [ISBN 0-590-41427-5]
- Human Body Reproducibles*. (1984). Milliken.
- Le Master, L. J. (1984) *Your Heart and Blood*. Chicago: Children's. [ISBN 0-516-01933-3]
- Parker, S. (1989). *The Heart and Blood*. Toronto: Franklin-Watts. [ISBN 0-531-41427-5]
- Phou, L. (1988). *Human Body Reproducibles*. Palos Verdes, CA: Schaffer.
- Reidman, S. (1974). *Heart*. New York: Golden. This book is an old standard with difficult text, but there are lots of excellent charts, graphs and diagrams to expand your repertoire of key visuals.
- Schneider, T. . (1976). *Everybody's a Winner: A Kids' Guide to New Sport and Fitness*. Toronto: Little, Brown.
- Suzuki, D. (1987). *Looking at the Human Body*. Toronto: Stoddart. [ISBN 0-7737-5116-5]

Audiovisual aids:

The following are available from the Richmond school district media resource center:

Blood, Blood Vessels and the Heart.

The heart and circulation. (1990).

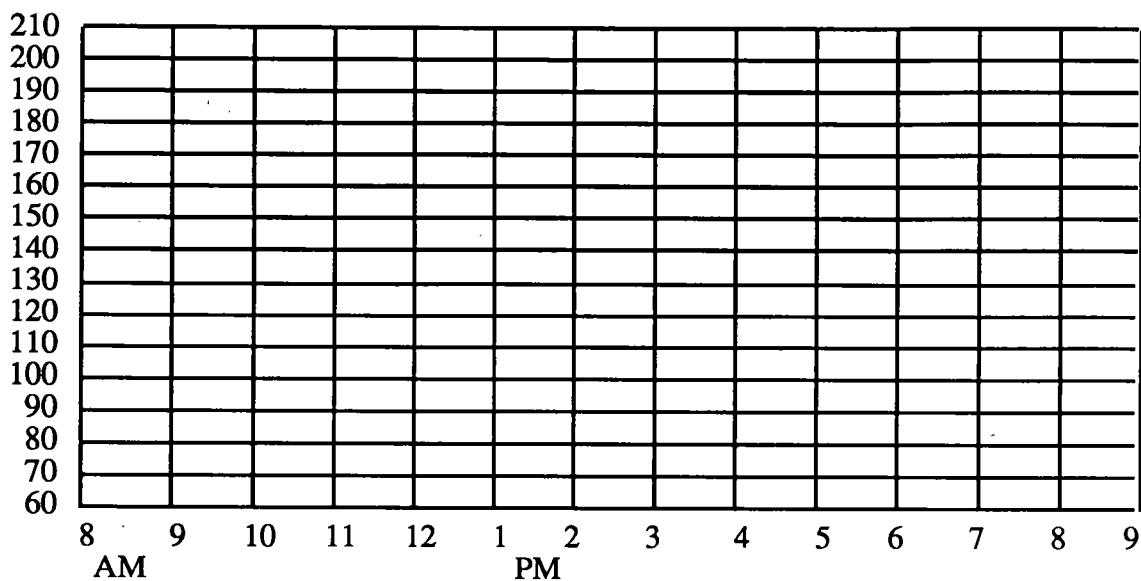
Heart and Lungs (Fit to be You) [A multimedia kit]

The Respiratory System. [3D model of the lungs, diaphragm and heart]

Supermachine. [3D model of the body with removeable parts]

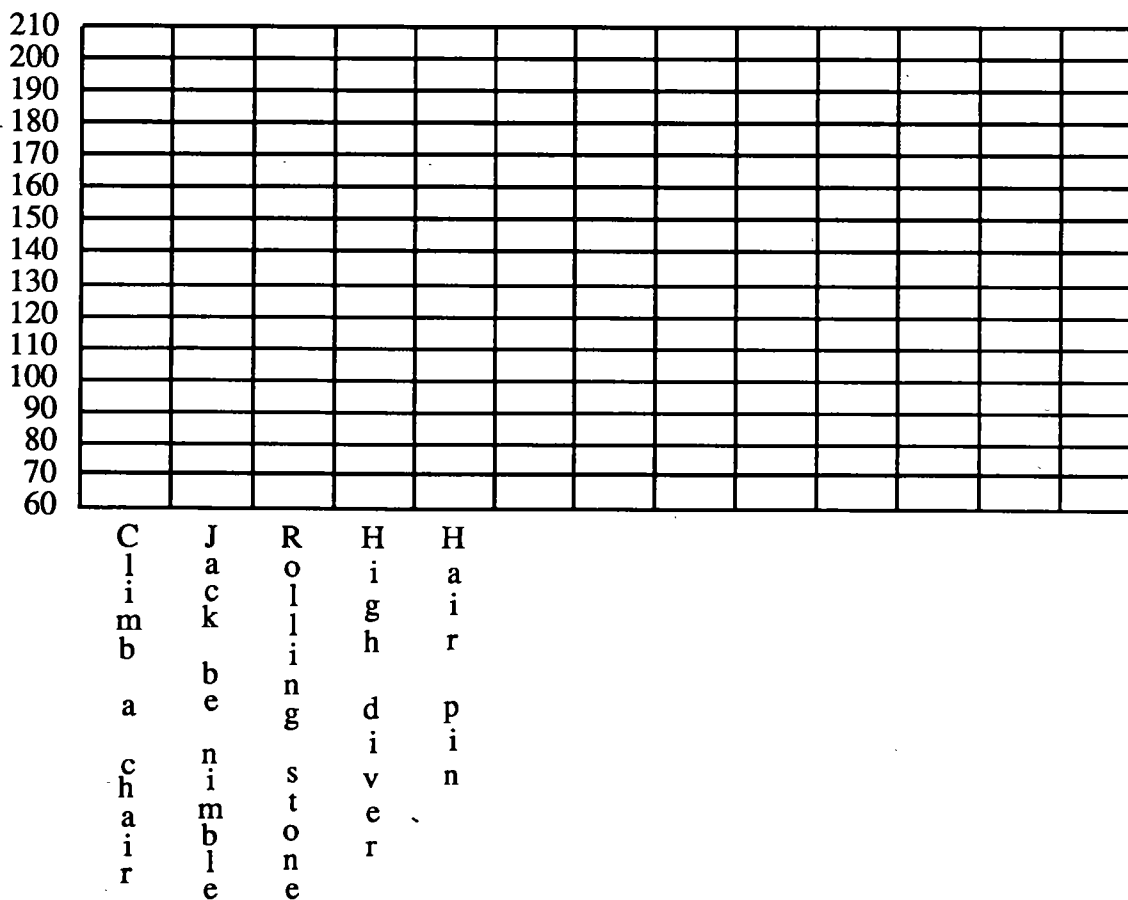
The Beating Heart.

Chart your pulse in a day



The Beating Heart.

Chart your pulse after the activities



The Knowledge Framework

Topic: Focus- Parts of the Heart

Classification	Principles	Evaluation
<p>Focus: Parts of the Heart</p> <p>Thinking processes: Classifying</p> <p>Language: Generic nouns (eg. Heart)</p>	<p>Focus: 1. Relating heart rate to exercise. 2. The heart is a pump 3. Scientific method</p> <p>Thinking processes: 1. Predicting 2. Cause and effect 3. Explaining</p> <p>Language: 1. Cause- is due to; the result of 2. Prediction-most likely; maybe</p>	<p>Focus: 1. Learning log 2. People search 3. The best exercise for a healthy heart</p> <p>Thinking processes: 1. Evaluating 2. Justifying</p> <p>Language: Good; bad</p>
Key Visuals		
Webs	Graphs	People search
Description	Sequence	Choice
<p>Focus: 1. Structure of the heart 2. Parts of the body</p> <p>Thinking processes: Observing, naming, describing</p> <p>Language: Adjectives- left; right; blue; red.</p>	<p>Focus: 1. Making a pulse meter and stethoscope 2. Word search 3. Charting pulse</p> <p>Thinking processes: 1. Sequencing 2. Following instructions</p> <p>Language: Connectors- first of all; during; after; finally; next</p>	<p>Focus: Choosing the best exercise for each individual</p> <p>Thinking processes:</p> <p>Language: I prefer; I choose; I will</p>
Key Visuals		
pictures drawings diagrams	graphs word search	rating chart

People Search

Find someone who:

<p>Has had a cut that has bled.</p> <p>Can find a pulse somewhere on the wrist.</p> <p>Had a nose bleed.</p> <p>Has a bruise.</p> <p>Has heard his/her heart beat with a stethoscope.</p> <p>Can find a pulse somewhere else on the body.</p>	<p>Has had a blood test.</p> <p>Who does some kind of physical activity three times a week.</p> <p>Knows his/her blood type.</p> <p>Knows where the heart is located in the body.</p> <p>Who goes jogging regularly.</p> <p>Knows how big the heart is.</p>
---	---

The Scientific Method

Topic: The Scientific Method using a Stethoscope

<p>1. Title</p> <p>2. Purpose</p> <p>3. Equipment</p> <p>4. Hypothesis</p> <p>5. Procedure</p> <p>6. Results</p> <p>7. Conclusion</p>	<p>The Scientific Method using a Stethoscope</p> <p>Every experiment should be designed to answer a question.</p> <p>1. Why are you doing this experiment?</p> <p>2. What do you hope to find out?</p> <p>Draw and label the equipment you used.</p> <p>Make a prediction about the sounds you may hear.</p> <p>Draw and explain what this experiment is about. List the steps.</p> <p>Describe the sounds you heard.</p> <p>What does your collected information mean? Was your prediction right or wrong?</p>
--	---

The Scientific Method

Topic: The Scientific Method using a Stethoscope

1. Draw and label a stethoscope	
2. Purpose	
3. Equipment	
4. Hypothesis	
5. Procedure	
6. Results	
7. Conclusion	

Station 1

1. On the paper provided, trace your fist to determine the size of your heart.
2. Within that fist shape, using the model as a guide, draw an outline of the heart.
3. Cut out the heart and place it on your large body cutout.
4. Illustrate the cover for the Parts of the Body book.
5. Using the books at the center, find five facts about the heart. Put them on a web.
6. In the center of the paper provided, draw a picture of the heart.
7. From that picture, web five amazing facts about the heart and your blood.
8. Use these books to help you find facts:

Your Heart and Blood p. 30-39.

The Magic Schoolbus inside the Human Body p. 17-19.

Station 2

1. Using the books, *The Heart and Blood*, (p. 9) or *Our Bodies*, (p. 50), label as many of the parts of the heart as you can find: right ventricle, left ventricle, right atrium (auricle), left atrium (auricle), main artery (aorta), main vein (superior vena cava), pulmonary artery, pulmonary vein, septum, pericardium, cardiac muscle.
2. Color in the chambers of the heart according to the diagram on pages 10 and 11 of *The Heart and Blood* or the diagram on page 51 of *Our Bodies*.
3. Show by using arrows, the flow of blood through the heart.
4. Check with the other members of the group to see if your diagram is the same.

Station 3

1. Using the instructions given on page 51 of *Blood and Guts: A Working Guide to Your Insides*, make your own stethoscope.
2. Try your stethoscope on your partner. Listen to your partner for 30 seconds.
3. Record your experiment by filling in the "Scientific Method Using a Stethoscope" Sheet.

Station 4

1. Complete the chart on "The Structure of the Heart". Use these books or filmstrips to help you find information. *The Heart and Blood*, pages 10 and 11. *Your Heart and Blood*, pages 22 to 29. *Blood, Blood Vessels, and the Heart*, (Filmstrip and Tape).
2. Remember to work with your partners.

Make a word search. Exchange with a partner.

heartbeat
pulse
exercise
beat
blood
pumps
artery
ventricle

septum
pericardium
cardiac
muscle
valve
atrium
veins
pulmonary

artery
aorta
contracts
lub-dub
circulation
resting
strenuous
fitness

READERS' THEATRE SURVIVAL SCRIPTS

by ELEANOR WALKER, teacher-librarian, Pineview Elementary, School District #57 (Prince George)

Three survival related short stories that can be adapted for Readers' Theatre at the intermediate Two level are: "One Small Spike," "The Chemist Who Lost His Head" and "The Great Creston Bank Robbery." "One Small Spike" and "The Chemist Who Lost His Head" can fit into the Learning for Living Curriculum. "One Small Spike" can also be used in conjunction with Heritage Day and the Intermediate Social Studies Curricula. Obviously, the "Chemist" has implications for Science. "The Great Creston Bank Robbery," as well as having historic interest, could also include an opportunity for comparing shoot-outs Hollywood style, and perhaps could involve some mathematics to figure out trajectories, angles, etc. You should obtain permission from the publishers to reprint, adapt and perform these stories.

Daem, Mary. "One Small Spike". In *The Dancing Sun*, edited by Jan Andrews. Victoria, BC.: Press Porcepic, 1981, p. 69-77. ISBN: 0-88878-196-2.

Grey, Vivian. Chapter One: *The Chemist who lost his head*. Toronto: General Publishing, 1982. ISBN: 0-698-20559-6.

Nadler, John. "The Great Creston Bank Robbery". *Canadian West*, Issue #26, p. 160-167. (Sunfire Publications, Box 3399, Langley, BC., V3A 4R7)

DEVELOPING A SCRIPT:

These are the steps that can be followed to develop a readers' theatre script. Note that the procedure can be halted at any time before performance stage, though usually students want to do at least an entry level performance. They may not, or the teacher may not, wish to continue past that stage.

1. Assign one paragraph to each person in group. First person also reads title, or else teacher can. Keep rotating through the group until the story is finished.

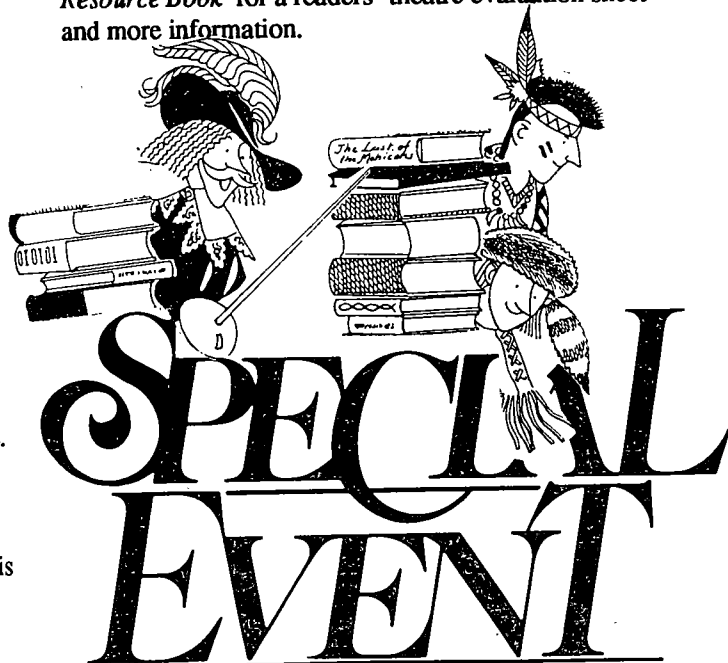
2. Decide either as a group or teacher decision whether:
 - there should be a narrator or narrators who tell the story, with any parts that are direct quotes assigned to a person who is then a character;
 - to have narrators read "she said," "he cried," etc., or omit such expressions.
 - the whole story can be changed to present tense, first person
 - any descriptive passages can be left out or included as part of the dialogue.
3. Try it with the changes.
4. Revise - if necessary and if you want to.
5. Polish and perform

STAGING:

Usually, the staging is extremely simple, and movement extremely limited. The drama in Readers' Theatre depends upon expressive reading. Sets usually consist of chairs, stools or music stands, or any combination of these. Performers can also sit on the floor, but this can create problems with directing voice to the audience. Readers generally do not look at each other when they are "speaking" to another character, but rather keep an "off-stage" focus.

EVALUATION:

See page 8 of the Language Arts/English guide, *Learning Through Reading: Teaching Strategies Resource Book* for a readers' theatre evaluation sheet and more information.



Plan for survival...

CONNECTING WITH YOUR TEACHER-LIBRARIAN: UNIT PLANNING FOR BEGINNING TEACHERS

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

As a teacher you will find that your life will be infinitely easier and your classes will run more smoothly and your students will learn more if you have long-term as well as daily goals and plans in mind. Begin your planning by looking at your curriculum guides and recommended texts. Consult your department colleagues including the department head and your teacher-librarian for how your school has planned to cover the requirements of the course that you are teaching. After you have decided what unit you are going to do, calculated the appropriate amount of time you can realistically use on this unit, and gleaned as much help as possible, you are ready to plan the practicalities of teaching the unit.

There are several considerations that ought to be kept in mind when planning. You should consider the special students in your class, and then decide on an approach to the topic which will include those students as well as the majority of your class. When dealing with special students, sometimes you will alter expectations of the finished products, sometimes you will adjust the grading system, sometimes you will use modified resources and materials, and sometimes you will use alternative projects for these students, depending on the specific needs that you are addressing. Another consideration will be learning styles. You should keep in mind that some students are better auditory learners, some visual learners and some tactile learners. When planning a unit, have activities that appeal to different types of learners thus increasing the likelihood of success. The teacher can be more assured that all students have a reasonable understanding of the concepts being taught and can acquire the required knowledge to the best of their abilities. It is wise to include such audio-visual resources as videos, filmstrips, slides or a film, to either introduce, to clarify, or to review and reinforce the instructional unit.

Sometimes you will vary the project. Students might draw a jacket cover for the novel you are doing, create a TV commercial showing how a cell divides, or design a newspaper advertising page on the geography and tourist attractions of a country that the class is studying. You may want students to do presentations either individually or in groups, e.g., a newscast on current events or historical events, a forum on controversial issues such as *Two Solitudes*, a debate, a speech, or a dramatization, such as converting a short story into a one-act play. Students may film the oral presentation and form a technical crew to work on this. A workshop might be provided through the school's A-V department, or the district centre, or check with the library assistant in your school, if he or she is technically trained, to do a workshop with your class or a small crew. Some students who are not successful at other tasks may do a fine job of this part of the unit.

Consult with your teacher-librarian before you start planning for a unit. Often there are resources that can supplement and enhance your unit. Your teacher-librarian can also help you set up a library resource centre lesson or series of lessons that will address the retrieval skills needed for reinforcing the content of your unit. You may want students to find facts on specific topics, to learn to use or review the use of note cards, to use a bibliography, or be involved in many activities, both simple and complex, that are best done in a

specific content area and in a library resource centre. Student presentations can often be scheduled into the library resource centre and the teacher-librarian will usually help you set up criteria or judge them with you. At the elementary level a station approach is often very effective, as it makes use of a number of resources in the library resource centre. To be sure that the curriculum content is being covered, the teacher will include some direct instruction as well.

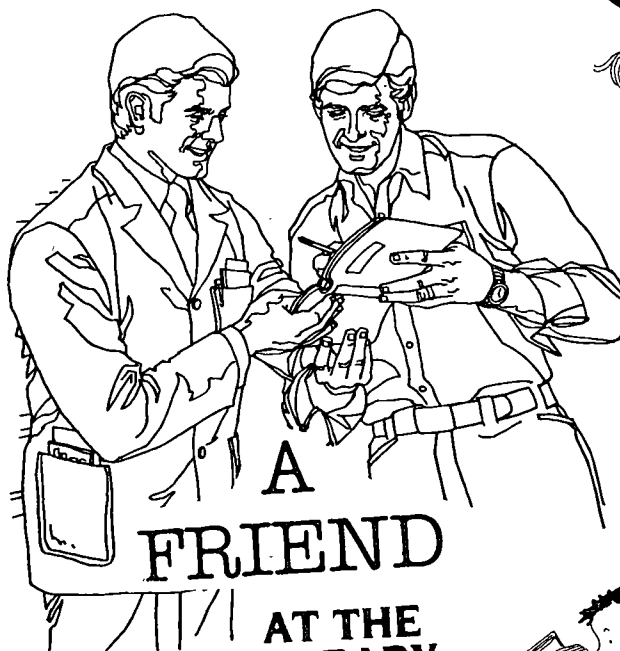
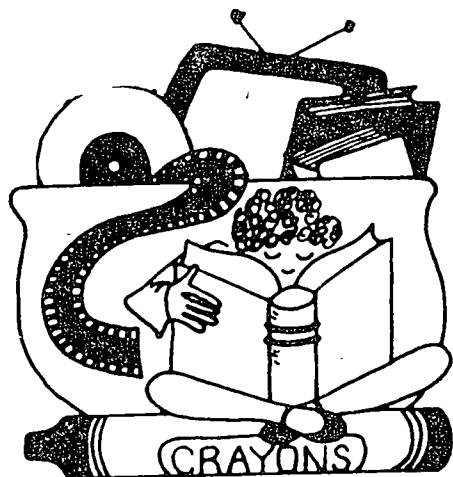
In many textbooks there are questions to guide learners. If not, or if the questions do not fit your needs, you will want to make up or borrow worksheets to cover the content, such as plots in literature or facts in biology or European history. Questions and discussion move learners to a deeper understanding; well selected questions require students to use critical thinking skills. Most learning activities will incorporate several levels of learning; thus if the teacher is designing some discussion questions, she will likely begin with simple recall and move to analysis, synthesis and application of the acquired knowledge. This is in keeping with the new thrust in education, of developing independent learners.

Consider the following when formulating unit plans:

- the time available to plan, prepare and teach the unit
- the relationship of the unit to the whole curriculum
- your goals and objectives
- ways to evaluate
- the kinds and levels of activities you will need to do to reach your goals

The following is a unit designed with these principles in mind.

**Check
THIS OUT!**



**A
FRIEND
AT THE
LIBRARY**



LIBRARY RESOURCE CENTRE ORIENTATION: A SAMPLE UNIT FOR GRADE 8

by **J. E. GILES**, teacher-librarian, **T. GRANDINETTI** and **Y. TOMIMOTO**, Science Department teachers, Montgomery Junior Secondary School, SD#43 (Coquitlam)

GOALS

- to orient all 180 grade 8 students to the school library resource centre
- have them use the facility in simple but meaningful exercises

TIME AND MATERIALS

- The time needed in the library resource centre was four class periods.
- Materials were either in the collection, borrowed, or developed for the unit.

OVERVIEW OF THE UNIT

The first class dealt with the contents, rules and physical layout of the library resource centre. Students filled in the types of resources at each location on a blank map of the library resource centre, supplied by the teacher-librarian. An orientation sheet, outlining rules and procedures, was discussed with each class and students were quizzed orally on the content.

For the second day, the Dewey decimal system was divided into thirty-two sections and students were each given a section with which to work. The student was required to find out what general topics were in the assigned section, record titles of two books from the section and give one fact and/or tell what the books were about when the class came together. The students completed their sheets as others offered information about each section. Students then had an idea of what was in the library resource centre and where to find it.

In the next two classes, note-taking on note cards, and bibliography skills were taught. Students were assigned a science topic on which they were required to find three sources, e.g., vertical file material, a specialized reference book and an encyclopedia, and collect three facts on his/her assigned topic. Each student was given a worksheet with three note cards drawn on it. The student was required to properly cite each source. The worksheet had lines for writing a paragraph and bibliography on the back of it. After each student collected the facts on his/her topic, the facts were arranged in a coherent paragraph with proper opening and closing sentences. A bibliography was also required.

EVALUATION

Students were evaluated on:

- the Dewey decimal system worksheet
- the note cards
- the paragraph
- the bibliography

LESSON 2 WORKSHEET - DEWEY DECIMAL SYSTEM

On these sheets you will see numbers representing different topics of books which are filed in various places in the library. These numbers are part of the Dewey decimal system. You will be assigned one section of books to find and look at carefully. You will then write the general topics of the books in your section. Select and write two interesting and different facts, one each from two different books in your section. In addition, write the title and author of the books in which you found your facts. After you have written the information, we will all gather together and share our information. You will fill in on your sheets the information that others collected, and turn the sheets in at the end of the class for marks.

1. Dewey numbers 0 - 50

- a) topics of books _____
- b) title and author book #1 _____
title and author book #2 _____
- c) interesting fact #1 _____
interesting fact #2 _____

2. Dewey numbers 51 - 301.45

- a) topics of books _____
- b) title and author book #1 _____
title and author book #2 _____
- c) interesting fact #1 _____
interesting fact #2 _____

3. Dewey numbers 330.971 - 362.2

- a) topics of books _____
- b) title and author book #1 _____
title and author book #2 _____
- c) interesting fact #1 _____
interesting fact #2 _____

LESSONS 3 AND 4 WORKSHEET - NOTE TAKING AND BIBLIOGRAPHY

SCIENCE SEARCH

Your topic is: _____

1. You need three note cards.
2. Find three different sources on your topic. The sources should include one encyclopedia, one special reference, and one other source such as a book, a magazine (periodical) article, or a vertical file article.
3. You will take one important note from each source and write it on a separate note card. That is, you will write one note per card. You must include on each card the source from which you got the information. Recording this information on your note cards will serve as the source for your final bibliography. The format (the way you record the source) must be written in the correct style, which you will find on the sheet entitled "How to Write a Bibliography". You will receive a mark for your completed note cards.

After you have collected all your facts, you will use them in a coherent paragraph about your topic. Remember, that means you must connect your three facts. You should have an introductory sentence and a concluding sentence in your paragraph.

Finally, you will write a bibliography. In your bibliography you will list the three sources that you have used. Remember that bibliography items are listed alphabetically according to the author's last name.

You will get a mark for your paragraph and your bibliography. You are expected to complete these tasks in two periods.

NOTE CARD

Fact:

Source: _____

A NIGHT TO REMEMBER: A DISASTERS PROJECT

by TIJU NOUKAS, teacher-librarian, John McInnis Secondary School, SD #57 (Prince George)

Even though this unit was designed as a follow-up to a book from the "old" English Nine curriculum, it might still be useful or adaptable. The assignment usually takes one to two periods in the library and one period in the classroom to proofread and rewrite. Almanacs and disaster books are good resources. Periodical indexes can be used for the more current events.

STUDENT ASSIGNMENT:

You are a foreign correspondent and really need a break—so that you can get a promotion. And guess what? Just when you thought things were hopeless, a calamity occurs right on your doorstep. Whew, what a scoop! You immediately decide to head over to the site and using a newsperson's magic W - 5 formula (who, what, when, where, why) zap off your article to the most important news/wire services. The only thing is...things are pretty sticky there...will you survive?

Things to mention in your report (as you learned in Journalism School):

- The loss of life
- Costs
- Lessons learned
- Facts about the incident

Your W - 5 facts should go in the first paragraph. Put the most important things in the first paragraphs and go on to the least important facts in the later paragraphs.

Length: One to two pages

Gee! Did this calamity really have to happen so you could keep your job?

Sample disasters:

Volcanoes (Mount St. Helen's, May, 1980; Mt. Pele...)

Earthquakes (San Francisco, 1906 or 1989; Mexico City, September, 1985; Italy, November, 1980; Guatemala, February, 1976; China, July, 1976; Iran, September, 1978; Armenia, December, 1988)

Shipwrecks (Lusitania, 1915; Empress of Ireland, 1914, Belgian Ferry, March, 1987)

Hurricanes-Cyclones-Typhoons (Hurricane Hugo, September, 1989; Bangladesh, November, 1980; Edmonton Tornado, August, 1987)

Mining disasters (Springhill, Nova Scotia, 1958; Westray Coal Mine, Nova Scotia, May, 1992; Aberfan, Wales, 1964)

Floods-Mudslides (India, August, 1979; Columbia, November-December, 1985)

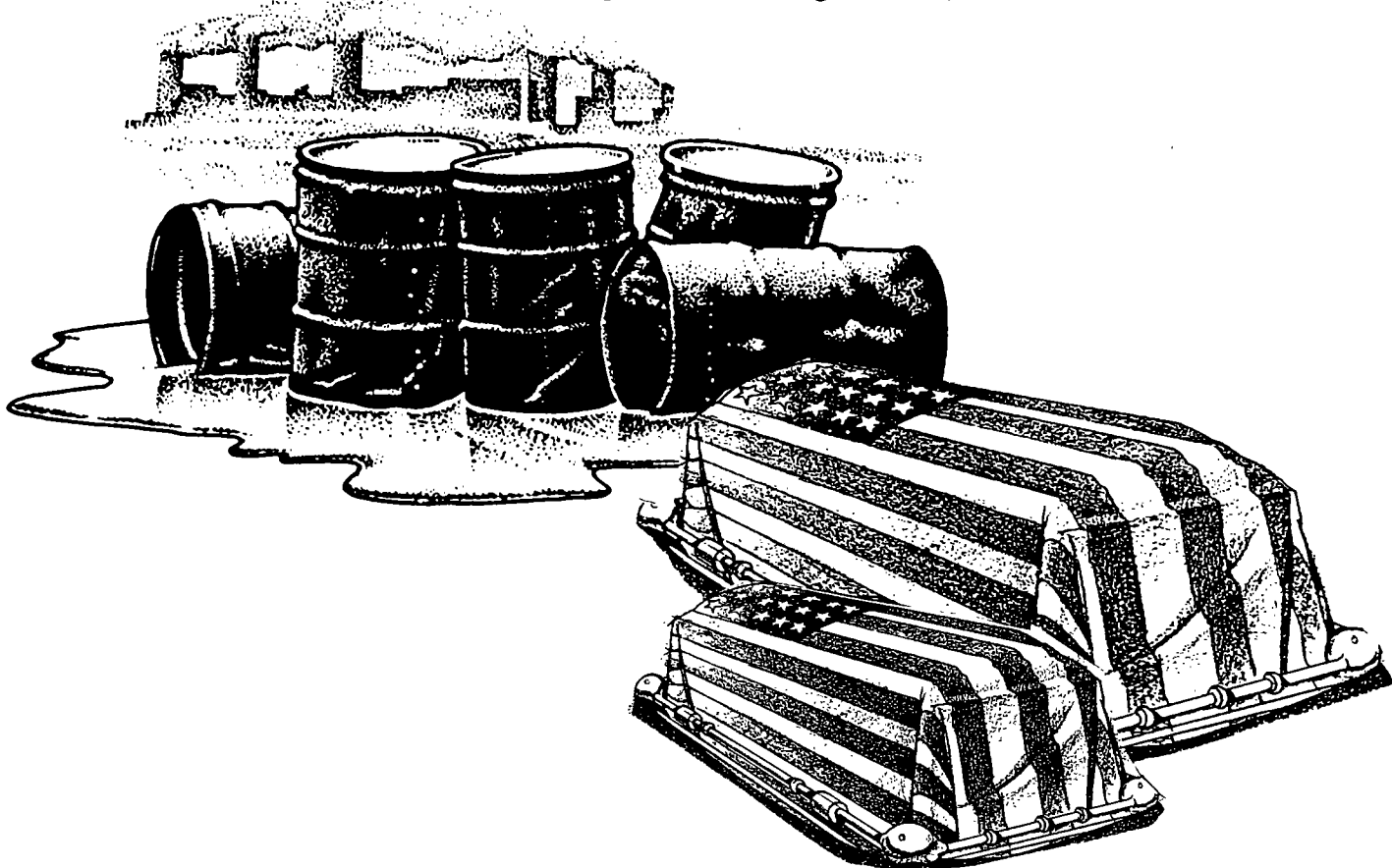
Fires (Coconut Grove Nightclub, 1942; The Hindenberg Airship; New York Social Club, March, 1990; Puerto Rico Dupont Plaza, New Year's, 1986-87; Soccer Stadium, England, May, 1985)

Explosions (Bhopal Gas explosion, India, 1984; Halifax Harbour; Challenger Shuttle, February, 1986)

Nuclear Accidents (Three Mile Island, April, 1979; Chernobyl, May, 1986; St. Basile, Quebec)

Oil Spills (France, March, 1978; Exxon Valdez, April, 1989)

Airline Crashes (Lockerbie, Scotland, December, 1988; Air India, June, 1985; Iran Airbus, July, 1988; Gander, Newfoundland, December, 1985; Tenerife Canary Islands, March, 1977; Korean Flight 007. September, 1983; Japan Airlines, August, 1986)



BOOK PRAYER

overheard and recorded by BOB BROWN, teacher-librarian (retired),
SD#44 (North Vancouver)

O Reader, have mercy. I am made of paper not steel. Fire and water are among my worst enemies. Therefore protect me from the burning rays of the sun and the copious condensation that sometimes falls from heaven upon the places beneath.

Keep my covers and pages free from dirt and other disfiguring marks. Always ascertain that your hands are in a state of cleanliness before taking me into their embrace. Also, although I provide food for thought, do not feed the mind at the same time as you are feeding the body.

If I am new-born, please have me undergo the rite of passage of being carefully opened before proceeding to the perusal of my contents, so that I will not suffer the indignity and pain of having my spine tortured.

If I am your personal property I give you my permission to make such marks or comments among my pages that will enhance my value to you. However, if I am owned by any other person or persons you are admonished to keep my pages free from all markings.

Nor mark your place, as some wanton individuals have done, with foreign materials such as strips of bacon or pieces of buttered toast. The turning down of a corner of a page is particularly painful to me. The best way to remember where you are is to acquire the knack of remembering the page number where you ceased your reading. If it is absolutely necessary to use a marker, make sure that it is thin and clean. Proper bookmarks are not hard to find.

I also do not relish the prospect of lying open face down. I rest best when in a unopened condition, either on a table, or better still on the shelf in the proper location among my other companions.

If I am part of a common collection such as a library, return me when due so that I am ready to go forth once again for the pleasure and instruction of other readers.

If you are one of my attendants, keep a constant vigil for any injuries I may have sustained during my travels, and move quickly to repair these damages. However, the best way to avoid spending many hours of labour making the reparations is to educate your patrons to care for me from the day of my birth, so that I can live a long and useful life, and be always ready to provide you with the desired information or with hours of reading pleasure.

IDEAS FOR USING SURVIVAL NOVELS

by **MARILYNNE BLACK**, teacher-librarian, Sir A. Mackenzie Elementary School, SD#39 (Vancouver).

INTRODUCTION

During a recent children's literature course at UBC with Dr. Wendy Sutton students were required to investigate several strategies. This unit outline stems from some of these assignments. The unit can be planned for any intermediate grade depending on the novels chosen and can last from 6 weeks to 2 months. Whole class, cooperative groups and individual activities are included. Family groupings from several classrooms can also be incorporated.

OBJECTIVES

Students will:

- come to understand many aspects of the term "survival"
- be introduced to a wide variety of genres and authors
- become familiar with four literary strategies

INTRODUCTORY LESSONS

The following activities may take place in the library with teacher-librarian and classroom teacher(s).

The whole class will explore various aspects of the survival theme via brainstorming and webbing. Oral reading of such picture books as *Wolf Island*, *The Great Kapok Tree* and *Rain Forest* may be used to begin and to enhance the discussions.

CLASS NOVEL STUDY

A whole-class study of a novel such as *Stone Fox* for younger students or *Crabbe* for older students may be used to introduce and give practice with the use of the various strategies.

STRATEGIES

1. Story grammar (Brownlie, Faye. *Reaching for Higher Thought*. p.61-72)

From previous knowledge have children discuss what they know about the different parts of a story (title, people, place etc.) and write on board or chart paper. Introduce the Story Grammar grid (Brownlie, p.64). Have the children notice how many of the parts they had already come up with. Introduce the title being studied i.e., *Stone Fox*. Have the students guess what it might be about from the title only. Show the cover and have them predict again.

2. Cooperative group work - sort & predict (Brownlie: p.55-60)

Groups of 3 students (mixed ability) will be given an envelope containing the same 20 "image-producing" words from the text of *Stone Fox*. (examples: Wyoming, Searchlight, race, taxes, \$500.00, sled, potatoes, Grandfather, farm, Little Willy, Doc Smith, team, Clifford Snyder, Stone Fox, school, Indian, sick, died, Main Street.). Each group will arrange their words and come up with a possible story outline. Discuss the various group outlines.

Read and discuss each chapter. Have the students make predictions about what might happen next at the end of each chapter.

MODELING STRATEGIES

Introduce each strategy separately allowing time for reflection and discussion. Each strategy may be started with the whole class but completed by the triads. (By working in a team teaching situation with the teacher-librarian, it is possible to monitor each triad very effectively.)

1. Sociograms: in which the characters' inter-reactions are plotted
2. Story lines: in which the novel is "graphed"
3. Webs (these examples are taken from and can be found in more detail in Norton's book in the "Involving Children in Realistic Fiction" p. 449-464):
 - Novel web - setting, characterization, conflicts, plot development, and themes
 - Survival web - clothing, medical care, seasonal weather, geography, food, shelter
4. Found poems: words and phrases are taken from a powerful paragraph and arranged into a blank verse poem

COOPERATIVE GROUP NOVEL STUDY

A bibliography of suitable choices to be found within the library may be prepared by the teacher-librarian. Booktalks may also take place to introduce different titles and genres to students. (See attached bibliography)

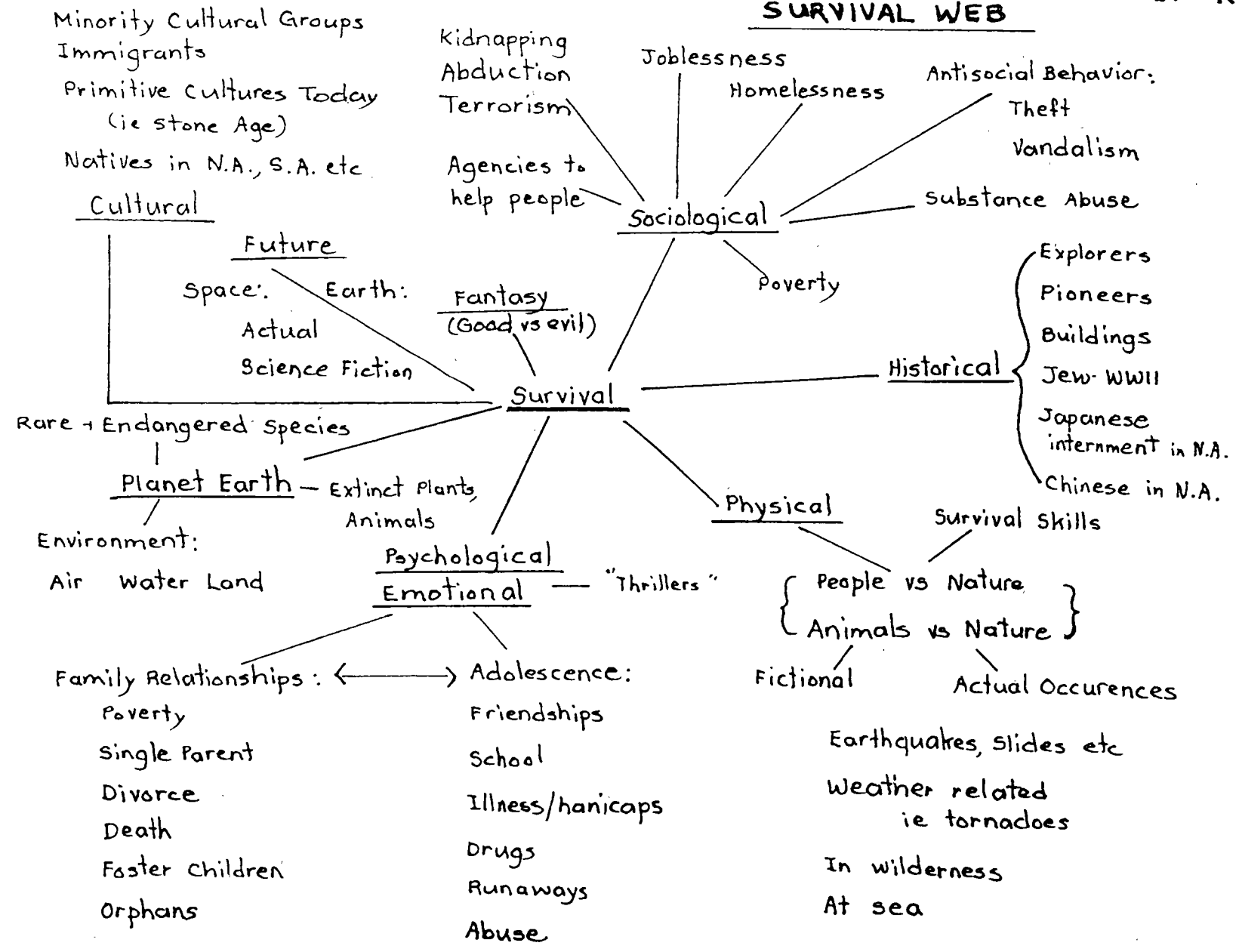
Groups of four to five students select a novel on one aspect of survival to study together. Each group will construct a web, sociogram and story line of their title. Groups will also present their novel to the class in a manner of their choice - debate, skit, mural etc.

(A further novel study by individuals may take place using the same format as above.)

Other suggestions for activities are:

- compare and contrast a survival story about a human and an animal.
- write a definition of survival
- cooperative game: prioritize a list of survival needs
- compare and contrast survival in space and survival by pioneers
- compare and contrast an actual survival account and a fictional one in a similar setting
- design an environment for the future
- go on a heritage building walk

SURVIVAL WEB



FOUND POEM

From: Fox, Paula. One-eyed cat. New York, Bradbury, 1984, p. 45.

The Hunt

The night sky had changed
Clouds drifted
Sleepy sounds of birds
Rustle of field mice
In the dry grass of the fields.

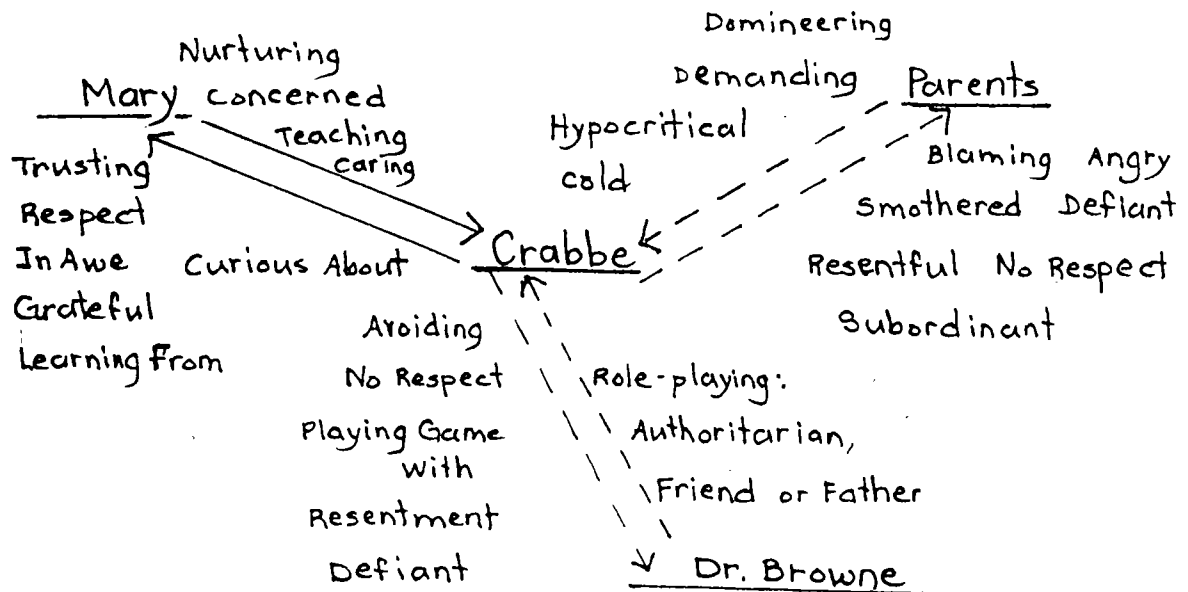
Lifted his GUN to his shoulder
Sighted along its barrel
Saw a dark shadow
It looked alive
Pressed the trigger

WHOOSH!

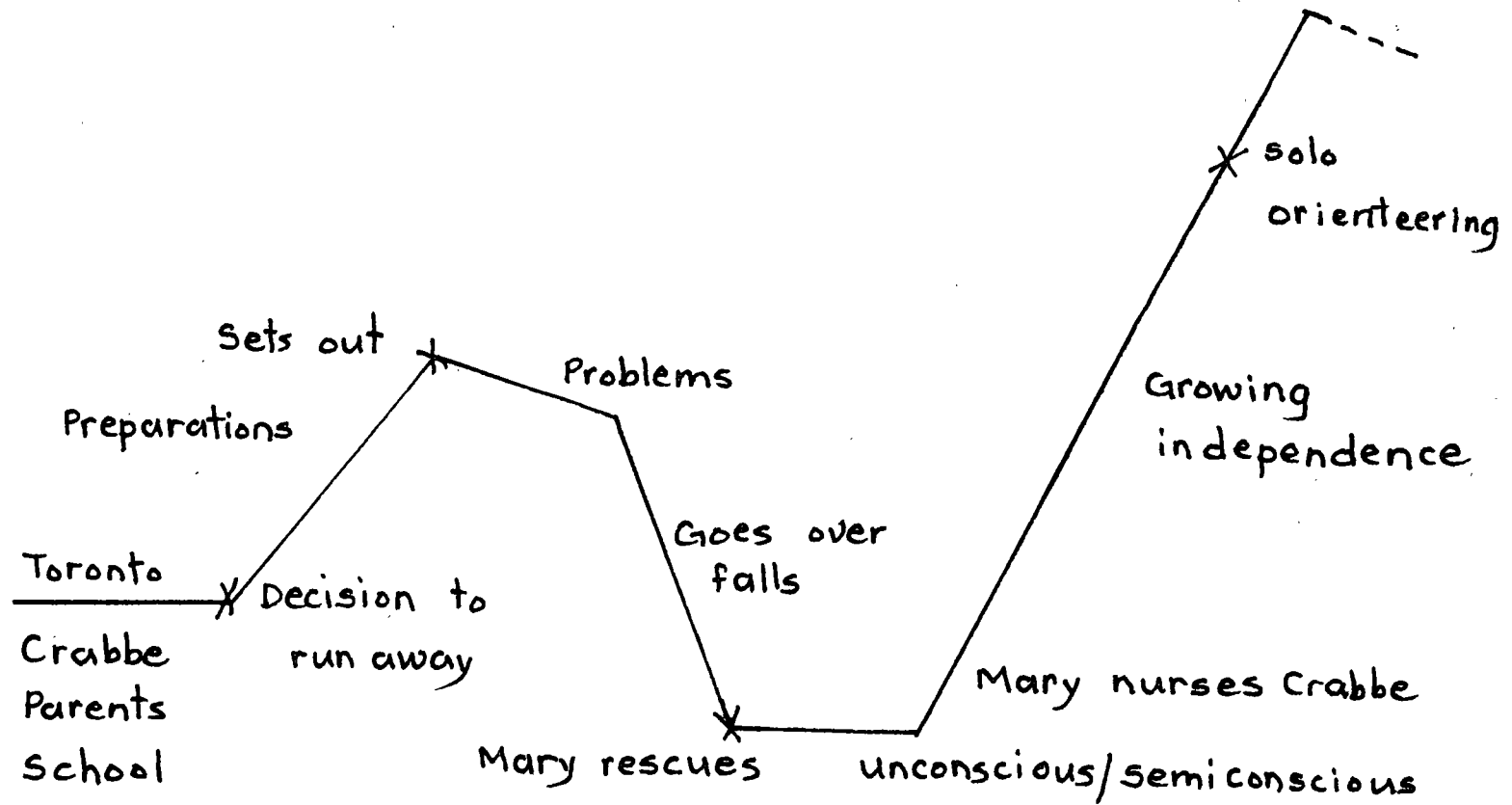
Then silence

SOCIOGRAM

From: Bell, William. Crabbe. Toronto, General Paperbacks, 1986.



Partial Storyline from Crabbe



RESEARCH

- individuals and/or groups research various aspects of environmental survival
- research survival skills for various environments - include types of shelter which could be constructed and edible and medicinal plants which could be gathered
- research urban survival skills needed after a natural disaster such as an earthquake
- research the history of an historic building
- research social agencies

REFERENCES

- Brownlie, Faye et al. *Reaching for Higher Thought: Reading, Writing, Thinking Strategies*. Edmonton, Arnold Pub., 1988.
- Cherry, Lynne. *The Great Kapok Tree: a Tale of the Amazon*. San Diego, Harcourt Brace Jovanovich, 1990.
- Cowcher, Helen. *Rain Forest*. New York, Farrar, Strauss and Giroux, 1988.
- Fox, Paula. *One-eyed Cat*. New York, Bradbury, 1984.
- Gardiner, John. *Stone Fox*. New York, HarperCollins, 1980.
- Godkin, Celia. *Wolf Island*. Toronto, Fitzhenry & Whiteside, 1989.
- Norton, Donna E. *Through the Eyes of a Child: An Introduction to Children's Literature*. New York, Merrill, 1991.

MORE NOVELS WITH A SURVIVAL THEME

The following titles reflect some of the subtopics on the survival. They represent a small portion of the titles which would be appropriate for the unit. Many of the titles could easily be included under other subtopics as well as where I have placed them.

ANIMAL SURVIVAL AGAINST NATURE

- Burnford, Sheila. *Incredible Journey*. Boston, Little, 1973.
- Griffiths, Helen. *Running Wild*. Holiday House, 1977.

ANIMALS - EXTINCTION

- Arkin, Alan. *Lemming Condition*. Harper, 1976.
- Malterre, Elona. *Last Wolf of Ireland*. New York, Clarion, 1990.

CULTURAL SURVIVAL

- Culleton, B. *In Search of April Raintree*. Winnipeg, Pemmican, 1983.
- Fox, Paula. *Slave Dancer*. New York, Bradbury, 1973.
- Smucker, B. *Underground to Canada*. Toronto, Clarke Irwin, 1977.
- Yep, Laurence. *Child of the Owl*. New York, Harper & Row, 1977.
- Yep, Laurence. *Dragonwings*. New York, Harper & Row, 1975.
- Yep, Laurence. *Tales of Gold Mountain*. New York, Macmillan, 1990.

DEATH

- Bauer, Marion D. *On My Honor*. New York, Clarion, 1986.
Conrad, Pamela. *My Daniel*. New York, Harper & Row, 1989.
Ellis, Sarah. *Baby Project*. Vancouver, Douglas & McIntyre, 1986.
Little, Jean. *Mama's Going to Buy You a Mockingbird*. New York, Viking, 1984.
Smith, Doris. *Taste of Blackberries*. New York, Crowell, 1973.

FAMILY RELATIONSHIPS

- Byars, Betsy. *Pinballs*. New York, Harper & Row, 1977.
Fox, Paula. *Blowfish Live in the Sea*. New York, Bradbury, 1970.
Halverson, M. *Cowboys Don't Cry*. Toronto, Clarke Irwin, 1984.
Halvorson, M. *Dare*. Toronto, Stoddart, 1988.
Holland, I. *Dinah & the Fat Green Kingdom*. Philadelphia, Lippincot, 1978.
Kerr, M.E. *Dinky Hocker Shoots Smack*. New York, Harper & Row, 1972.
Mahy, Margaret. *Memory*. London, Penguin, 1989.
Mazer, Norma F. *Figure of Speech*. New York, Delacorte, 1971.
Patterson, K. *Great Gilly Hopkins*. New York, Crowell, 1978.
Pearson, Kit. *Handful of Time*. New York, Viking, 1987.
Rylant, Cynthia. *Kindness*. New York, Orchard, 1988.
Sachs, Marilyn. *Bear's House*. New York, Doubleday, 1971.
Voigt, C. *Dacey's Song*. New York, Atheneum, 1983.
Voigt, C. *Homecoming*. New York, Atheneum, 1981.

FANTASY

- Alexander, Lloyd. *Book of Three*. New York, Holt, 1964. (also others in the series)
Cooper, Susan. *Dark is Rising*. New York, Atheneum, 1981. (also others in the series)
Garner, Alan. *Owl Service*. Glasgow, W. Collins, 1967.
Garner, Alan. *Weirdstone of Brisingamen*. Glasgow, W. Collins, 1969.
Melling, O.R. *Singing Stone*. New York, Viking, 1986.

FUTURE/SCIENCE FICTION

- Christopher, John. *Empty World*. New York, Dutton, 1978.
Christopher, John. *White Mountains*. Toronto, Collier, 1967. (also others in the series)
Engdahl, Sylvia. *Enchantress from the Stars*. New York, Atheneum, 1970.
Hughes, Monica. *Devil on my Back*. London, J. MacRae, 1984.

PSYCHOLOGICAL SURVIVAL

- Byars, Betsy. *Cartoonist*. New York, Viking, 1978.
Byars, Betsy. *Midnight Fox*. New York, Viking, 1968.
Cormier, Robert. *I am the Cheese*. New York, Dell, 1983.
Cunningham, Julia. *Come to the Edge*. New York, Avon, 1977.
Cunningham, Julia. *Dorp Dead*. New York, Avon, 1965.
Fox, Paula. *One-eyed Cat*. New York, Bradbury, 1984.
Little, Jean. *Different Dragon*. New York, Viking, 1986.
Patterson, Katherine. *Come Sing, Jimmy Jo*. New York, Dutton, 1985.
Rylant, Cynthia. *Fine White Dust*. New York, Bradbury, 1986.

SOCIOLOGICAL SURVIVAL

Carlson, Natalie. *Family Under the Bridge*. New York, Harper, 1958.
Holman, Felice. *Slake's Limbo*. New York, Scribners, 1974.
Hopkins, Lee B. *Mama*. New York, Knopf, 1977.
Myers, Walter. *Scorpions*. New York, Harper & Row, 1988.

SURVIVAL - HISTORICAL

Avi. *True Confessions of Charlotte Doyle*. New York, Orchard, 1990.
Byars, Betsy. *Trouble River*. New York, Viking, 1969.
Clark, Joan. *Hand of Robin Squires*. Toronto, Clarke, 1977.
DeFelice, Cynthia. *Weasel*. New York, Macmillan, 1990.

SURVIVAL AGAINST THE WILDERNESS

Bell, William. *Crabbe*. Toronto, General Paperbacks, 1986.
Eckert, Allan. *Incident at Hawk's Hill*. Boston; Little, Brown & Co., 1971.
Hughes, Monica. *Hunter in the Dark*. Toronto, General Paperbacks, 1989.
Paulsen, G. *Hatchet*. New York, Bradbury, 1987.

SURVIVAL AGAINST THE WILDERNESS - TUNDRA & ARCTIC REGIONS

George, Jean. *Julie of the Wolves*. New York, Harper & Row, 1972.
Houston, James. *Frozen Fire*. New York, Atheneum, 1977.
Houston, James. *River Runners*. Toronto, McClelland & Stewart, 1979.
Mowat, Farley. *Lost in the Barrens*. Boston; Little, Brown & Co., 1956.

SURVIVAL AGAINST THE WILDERNESS - ISLANDS

O'Dell, Scott. *Island of the Blue Dolphin*. Boston, Houghton Mifflin, 1960.
Sperry, Armstrong. *Call it Courage*. New York, Macmillan, 1940.
Taylor, T. *Cay*. New York, Doubleday, 1969.

WORLD WAR II

Holm, Anne. *I am David*. Methuen, 1965.

WORLD WAR II - ENGLAND

Cooper, Susan. *Dawn of Fear*. New York, Macmillan, 1970.

WORLD WAR II - ENGLISH CHILDREN TO CANADA

Pearson, Kit. *Looking at the Moon*. New York, Viking, 1991.
Pearson, Kit. *Sky is Falling*. New York, Viking, 1989.

WORLD WAR II - JAPAN

Coer, Eleanor. *Sadako and the 1000 Paper Cranes*. New York, Putnam, 1977.
Maruki, Toshi. *Hiroshima No Pika*. New York; Lothrop, Lee & Shepard, 1980.

WORLD WAR II - JAPANESE IN NORTH AMERICA

Garrigue, Sheila. *Eternal Spring of Mr. Ito*. New York, Bradbury, 1985.

Takashima, Shzuye. *Child in Prison Camp*. Montreal, Tundra, 1971.

Kogawa, Joy. *Naomi's Road*. Toronto, Oxford U. Press, 1986.

WORLD WAR II - JEWS

Kerr, Judith. *When Hitler Stole Pink Rabbit*. New York: Coward, McCann, 1972.

Lowry, Lois. *Number the Stars*. Boston, Houghton Mifflin, 1989.

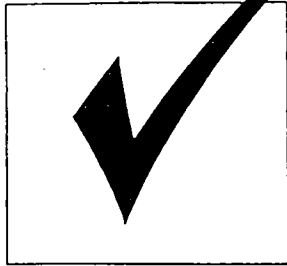
Matas, Carol. *Lisa*. Toronto, Lester, Orpen Dennys, 1987.

Matas, Carol. *Jesper*. Toronto, Lester & Orpen Dennys, 1989.

Sachs, Marilyn. *Pocket Full of Seeds*. New York, Doubleday, 1973.

Yolen, Jane. *Devil's Arithmetic*. Viking, 1988.





YES

**Say
Yes!**

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

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

MAKING THINGS, GOOD THINGS HAPPEN: THE TEACHER-LIBRARIAN AND THE POWER OF A POSITIVE ATTITUDE

by JACK ALLEN, teacher-librarian, Windermere Secondary School, SD#39 (Vancouver).

According to Walt Disney's wise little character, Jiminy Cricket,

"When you wish upon a star,
Makes no difference who you are;
When you wish upon a star
Your dreams come true!"

Indeed, when Jiminy sang these words as encouragement to his wooden headed friend, Pinocchio, more than his heart was in the right place. The gentle top-hatted philosopher also knew that a powerful guardian angel was observing, watching over his companion.

Today teacher-librarians, being the optimistic folks they are, still wish on stars to augment their writing, speaking, listening, lobbying, organizing, persuading, negotiating, justifying, reasoning and motivating skills.

They also dream wonderful dreams as dreamers do. And, while wishin' and hopin' and dreamin' and prayin' are important in their own right, committed teacher-librarians are fortunately not restricted to acts of faith. In fact, rather than leave success in the library resource centre to angelic or supernatural powers, teacher-librarians can discover and draw repeatedly on a positive force that delivers results time and time again.

What is more, introduced and applied with determination and skill, this dynamic force can transform people young and old. As sure as Pinocchio was transformed from a marionette into "a real live boy," browsers and occasional visitors can be encouraged to become "real live friends of the school library resource centre."

What is this powerful force that helps to make the once shy, invisible student library club member confident and noteworthy? What is this potent force that energizes the veteran teacher, even after a demanding day, to invest valuable energy planning

with the teacher-librarian? What is the persuasive force that stimulates students to visit the library resource centre not because they have to, but because they want to see more, know more, do more?

The force that can and will do all these good things and more is the force of an empowering attitude. According to Webster's Dictionary, to empower is "to give another person the power required to attain a goal or accomplish an objective." The concept also implies taking charge, taking responsibility for making decisions and for making things, good things, happen for yourself and for others.

While others concern themselves with what they do not have: space, computer technology, more time for planning and so on, the effective teacher-librarian will use a productive, pro-active attitude as a spring-board. This will be an attitude that says loud and clear and often that I sincerely care for all people in the library resource centre; an attitude that proclaims I will do everything in my power to better serve the people at my school so that each one—administrator, teacher, staff assistant, student, parent, adult volunteer, library club members, or visitors—will feel that he/she has the means and the will to succeed in his/her endeavours inside the resource centre and out.

Certainly, teacher-librarians who wish to empower others must consistently demonstrate an attitude that allows them to be...

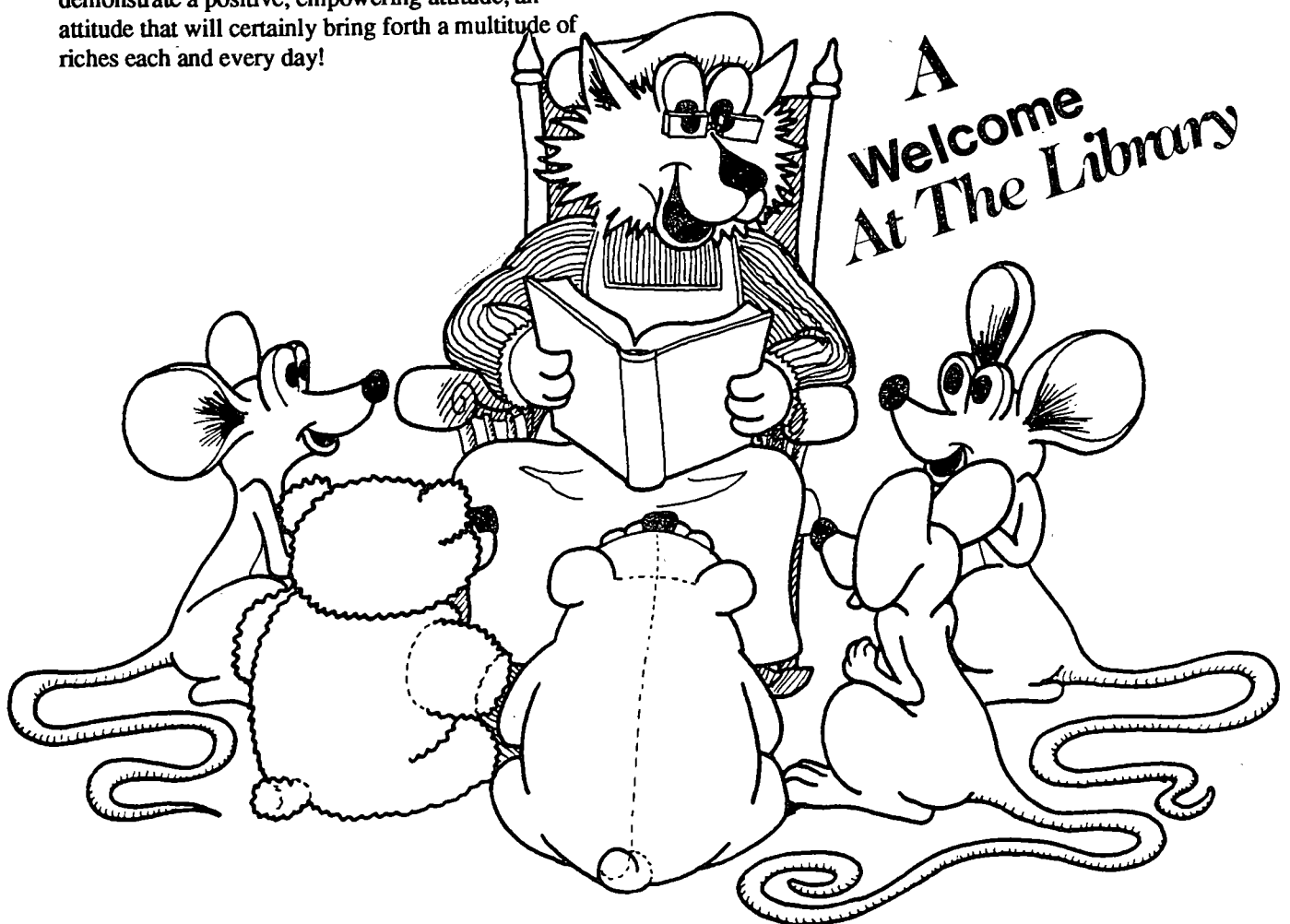
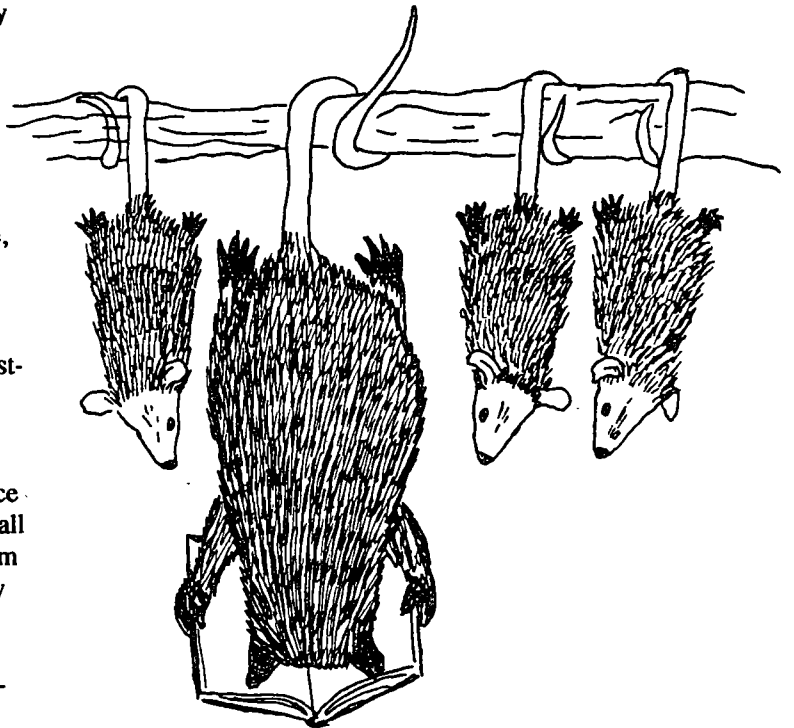
- committed to be part of the answer, not a part of the problem.
- a provider of programs, not a giver of excuses.
- ready to say, "Let me help you," not "That's not my job."
- eager to find an answer for every problem, not ready to find a problem for every answer.
- resourceful enough to say, "It may be difficult, but it's possible," instead of "It may be possible, but it's too difficult."
- willing to make decisions, not avoid them.
- determined to discover what caused a problem, not blame someone or something else.

- skilled in seeing opportunities presented by every new challenge, not daunted by the challenges that accompany each new opportunity.
- persistent in constantly trying to improve, not one who pretends to know everything and fights change.
- dedicated to doing as much as can be done, not as little as possible.

Committed. A provider. Ready. Eager. Resourceful. Willing. Determined. Skilled. Persistent. Dedicated. All are qualities the professional teacher-librarian will treasure.

Walt Disney, the creator of Jiminy Cricket, once observed, "There is more treasure in books than in all the pirates' loot on Treasure Island and at the bottom of the Spanish main...and, best of all, you can enjoy these riches every day of your life."

The same can be said with pride of the teacher-librarian who chooses to actively develop and demonstrate a positive, empowering attitude, an attitude that will certainly bring forth a multitude of riches each and every day!



BIBLIOGRAPHIE DES LIVRES SURVIE

compiled by **BARB HALL** and **KRIS NELLIS**, teacher-librarians, Duchess Park Secondary School, SD#57 (Prince George).

Survie (après accidents d'avion, naufrages, etc.)

- Berliner, Franz. *Une tempête de cheval*. Castor Poche Flammarion, c1980. ISBN 2-08-161821-4 (pbk.)
- Clifford, Eth. *Les naufragés du moonraker*. Castor Poche Flammarion, c1985. ISBN 2-08-161816-9 (pbk.)
- Defoe, Daniel. *Robinson Crusoé*. Livre de poche, c1987. ISBN 2-253-04004-5 (pbk.)
- Gaudreault-Labrecque, Madeleine. *Panique dans les rocheuses*. HMH jeunesse, c1988. ISBN 2-89045-836-9 (pbk.)
- Golding, William. *Sa majesté des mouches*. Gallimard/Folio, c1983. ISBN 2-07-037480-7 (pbk.)
- Read, Peirs Paul. *Les survivants*. Livre de poche, c1978. No ISBN (pbk.)
- Southall, Ivan. *Aventure en plein ciel*. Castor Poche Flammarion, c1989. ISBN 2-08-161993-8 (pbk.)
- Thiele, Colin. *La dernière pêche du blue fin*. Castor Poche Flammarion, c1986. ISBN 2-08-161855-9 (pbk.)
- Troyat, Henri. *La neige en deuil*. J'ai lu, c1952,1987. ISBN 2-277-11010-8 (pbk.)

Survie en milieu sauvage

- Chamber, John W. *Une chatte dans l'île*. Castor Poche Flammarion, c1983. ISBN 2-08-161768-4. (pbk.)
- Ellis, Mel. *Le chant triste du coyote*. Castor Poche Flammarion, c1981. ISBN 2-08-161721-8 (pbk.)
- Genevoix, Maurice. *Rroû*. Castor Poche Flammarion, c1981. ISBN 2-08-161725-0 (pbk.)
- Germain, Doric. *Le trappeur du Kabi*. Prise de Parole, c1981. ISBN 0-920814-40-9 (pbk.)
- Hughes, Monica. *Mike, chasseur de ténèbres*. Pierre Tisseyre, c1985. ISBN 2-89051-299-1 (pbk.)

- London, Jack. *L'appel sauvage*. Hachette, c1974. ISBN 2-253-03986-1 (pbk.)
- Munsterhjelm, Eric. *Canilou*. Héritage, c1979. ISBN 0-7773-3011-3 (pbk.)
- Peck, Robert Newton. *La dernière chance*. Castor Poche Flammarion, c1983. ISBN 2-08-161795-1 (pbk.)
- Warrant-Côté, Marie-Andrée. *La cavernale*. Pierre Tisseyre, c1983. ISBN 2-89051-098-0 (pbk.)

Survie en régions polaires

- Houston, James. *L'archer blanc*. Castor Poche Flammarion, c1983. ISBN 2-08-161772-2 (pbk.)
- Houston, James. *Les casse-cou de la rivière Koksoak*. Fides, c1984. ISBN 2-7621-1234-6 (pbk.)
- Houston, James. *Tikta'liktak*. Castor Poche Flammarion, c1982. ISBN 2-08-161759-5 (pbk.)
- Lansing, Alfred. *Les rescapés de l'Endurance*. Robert Laffont, c1966. ISBN 2-07-033227-6 (pbk.)
- Lawrence, R. D. *Coeur de loup*. Pygmalion/Gérard Watelet, c1981. ISBN 2-211-02663-1 (pbk.)
- MacLean, Alistair. *Zebra station polaire*. Plon, c1964. ISBN 2-266-0114-5 (pbk.)
- Mowat, Farley. *La malédiction du tombeau viking*. Pierre Tisseyre, c1980. ISBN 2-89051-030-1 (pbk.)
- O'Dell, Scott. *Etoile noire, aube claire*. L'école de loisirs, c1989. ISBN 2-211-078-02-8 (pbk.)

Survie en zone de combat

- Causse, Rolande. *Rouge braise*. Folio Junior, c1985. ISBN 2-07-033303-5 (pbk.)
- Dessarre, Eve. *Cet amour-là*. Duculot, c1983. ISBN 2-8011-0454-X (pbk.)
- Eisner, Jack. *La guerre des enfants-Le survivant*. Livre de poche, c1981. ISBN 2-253-03548-3 (pbk.)
- Filion, Elizabeth. *Zurry*. Fides, c1988. ISBN 2-7621-1413-6 (pbk.)
- Green, Gerald. *Holocauste*. Laffont, c1978. ISBN 2-253-02465-1 (pbk.)
- Joffo, Joseph. *Un sac de billes*. Jean-Claude Lattès, c1973. ISBN 2-253-02949-1 (pbk.)
- Koehn, Ilse. *Tilla*. L'école des loisirs, c1983. ISBN 2-211-02415-4 (pbk.)

- Lothamer, Henrik. *Je dirai tout à lilka*. Castor Poche Flammarion, c1982. ISBN 2-08-16-1762-5 (pbk.)
- Matas, Carol. *Lisa*. Hachette/Stock, c1990. ISBN 2-01-015662-5 (pbk.)
- Morpurgo, Michael. *Cheval de guerre*. Folio Junior, c1986. ISBN 2-07-033347-7 (pbk.)
- Przybylska, Wanda. *Journal de Wanda*. Livre de Poche, c1981. ISBN 2-253-03651-X (pbk.)
- Richter, Hans Peter. *Mon ami Frédéric*. Livre de Poche, c1980. ISBN 2-253-02339-6 (pbk.)
- Serrailier, Ian. *Le poignard d'argent*. Stock, c1982,1985. ISBN 2-234-01834-X (pbk.)
- Smucker, Barbara. *Les chemins secrets de la liberté*. Pierre Tisseyre, c1978. ISBN 7753-0114-0 (pbk.)
- Spade, Henri. *La crevasse des maquisards*. Livre de Poche, c1984. ISBN 2-253-03533-5 (pbk.)
- Westall, Robert. *Chassy s'en va-t-en guerre*. Livre de Poche, c1978. ISBN 2-253-02914-9 (pbk.)
- Zei, Alki. *La guerre de Petros*. Livre de Poche, c1976. ISBN 2-253-03517-3 (pbk.)

Survie de la bombe atomique

- Godfrey, Martyn. *La dernière guerre*. Collier Macmillan Canada/Les éditions de la Chenelière, c1990. ISBN 0-02-953933-1 (pbk.)
- Lienhardt, Jean-Michel. *La mémoire des hommes*. Editions Paulines, c1988. ISBN 2-89039-175-2 (pbk.)
- O'Brien, Robert C. *Z comme Zacharie*. Livre de Poche, c1986. ISBN 2-0253-03882-2 (pbk.)
- Pausewan, Gudrun. *Les derniers enfants de Schewenborn*. Duculot/Travelling, c1986. ISBN 2-8011-0674-7 (pbk.)
- Shute, Nevil. *Le dernier rivage*. UGE, c1987. ISBN 2-264-01065.



SURVIVAL OF THE PLANET / SURVIE DE LA PLANETE

ALTERNATE ENERGY/SOURCES D'ENERGIE DE REMPLACEMENT

by **KRIS NELLIS** and **BARB HALL**, teacher-librarians, and the **GRADE 9 SCIENCE TEACHERS**, Duchess Park Secondary School, SD#57 (Prince George).

OVERVIEW

After consultation with our Science Department, a poster project was developed to provide an alternate method of presentation to the traditional research paper. To complete this assignment, students needed to do an amount of research similar to what they did in a traditional paper but the final product required less writing and more use of critical thinking skills. We have worked through this project in French and in English and thus both student assignments appear below.

CURRICULAR GOALS:

1. to investigate alternate sources of energy.
2. to detail the process of transforming the raw energy source into a usable form of energy.
3. to discover the present or potential usefulness of alternate forms of energy.

KEY INFORMATIONAL SKILLS:

1. to convey information in pictorial form.
2. to refine note taking skills.
3. to form opinions based on information gathered.

NOTE TAKING:

Each student was given an 8 1/2" x 14" note taking sheet divided into five vertical sections with the following headings at the top:

ENERGY SOURCE	- Description - Where it comes from
ENERGY CONVERTER	- How it works
USES OF ENERGY	- Homes? Transportation? Industry?
PROBLEMS	- Cost? Supply? Location? Efficiency? Wide use? Dangers?
CONCLUSIONS	- Future possibilities - Renewability - Is it a good energy source?

- SOURCE D'ENERGIE - Description
- D'où elle provient
- CONVERTISSEUR D'ENERGIE - Comment il fonctionne
- USAGES DE CETTE ENERGIE - A la maison? Dans les transport? Dans l'industrie?
- PROBLEMES - Coût? Approvisionnement? Localisation? Efficacité? Dangers?
- CONCLUSIONS - Possibilités futures
- Est-ce une énergie renouvelable?
- Est-ce une bonne source d'énergie?

STUDENT ASSIGNMENT:

SCIENCE 9 ALTERNATE ENERGY

PROJECT: Using library resources, make a detailed poster and write a one-page summary report on the energy source you have chosen. You will use a note-taking sheet which will be used to collect information for the poster and for the summary report. Your poster must show how the alternate energy source is converted into usable energy.

The following information should appear on your poster:

1. The source of this form of alternate energy (where it comes from) and why this energy is renewable.
2. A diagram that shows the process by which this energy is taken from its source and converted into usable energy, including a description of the energy converter and how it works.
3. Information on how this type of converter can or is being used:
 - (a) at home (b) for transportation (c) in industry

The following information should be included in your summary report:

1. The problems associated with this form of energy:
 - (a) supply (d) limited locations where it could be used
 - (b) efficiency (e) possibilities for wide use
 - (c) cost (f) potential for environmental damage
2. Your conclusion discussing whether or not this is a good energy source.

Your completed assignment should include:

1. A title page.
2. Your note taking sheet.
3. The good copy of your report.
4. A bibliography of the reference sources used.
5. Your poster.



Science 9

SOURCES D'ENERGIE DE REMPLACEMENT

PROJET: A l'aide de l'information trouvée à la bibliothèque, construire une affiche avec diagrammes détaillés, ainsi qu'un rapport d'une page sur la source d'énergie que vous avez choisies. Vous devrez d'abord compléter la feuille de travail, et ensuite utiliser cette information pour faire votre affiche et votre court rapport.

Votre affiche devra inclure:

1. La source de cette forme d'énergie et pourquoi cette source est renouvelable.
2. Une diagramme que montre le procès par lequel cette forme d'énergie est transformée en une autre forme d'énergie utilisable et une description du convertisseur d'énergie et comment il fonctionne.
3. Vos idées comment ce type de convertisseur peut être utilisé:
(a) à la maison (b) pour le transport (c) dans l'industrie

Votre page de rapport devra inclure:

1. Les problèmes associés avec cette forme d'énergie:
(a) approvisionnement
(b) rendement du convertisseur
(c) coût
(d) limitation des régions où cette forme d'énergie peut être utilisée
(e) possibilités d'utilisation à grande échelle de cette forme d'énergie
(f) dommages possibles sur l'environnement
2. Dans votre conclusion, vous discuterez des avantages et désavantages d'une telle forme d'énergie.

Votre rapport complet devra inclure:

1. Une page de titre.
2. Votre feuille de travail.
3. Votre page de rapport.
4. Une bibliographie de vos références.
5. Votre affiche.



EVALUATION:

The teachers placed more emphasis on the poster than the written report. Marks were also given for the note taking sheet and bibliography. One teacher had the students make an oral presentation using the poster as a visual aid.

RESOURCE LIST:

The following list of resources was used for the Programme Cadre assignment and are included as these sources may be less familiar to many teacher-librarians. We consider them to be the best of our French resources but there is no guarantee that the titles listed are still in print.

Bouchard, Régent. *La physique et vous; l'énergie*. Outremont, PQ: Lidec, c1983.
ISBN 2-7608-3503-0 (pbk.)

- Brown, R. Lester. *L'état de la planète*. Paris: Economica/Worldwatch Institute, c1991. ISBN 2-7178-2034-5 (pbk.)
- Coudert, Jean-Michel et Florence Jaudin. *La géothermie: du geyser au radiateur*. Orleans: BRGM, c1989. (Trésors de la terre). ISBN 2-7159-0471-1.
- Ducrocq, Albert. *Toutes les énergies*. Paris: Nathan, c1983. No ISBN.
- Dupas, Alain. *Aux sources de l'énergie*. Paris: Laffont, c1984. (Le grand quid illustré) ISBN 2-221-0459-2.
- Frédéric, Robert. *Les ressources énergétiques de notre planète* St. Jean de Broye : Dangles, c1984. (Ecologie et survie). ISBN 2-7033-0265-7 (pbk.)
- Gerli, Liliana. *Le grand livre de l'énergie*. Paris : Deux Coqs d'or, c1988. ISBN 2-7192-1411-6.
- Girardet, Herbert et John Seymour. *Sauvons la planète*. Paris : Hachette, c1990. ISBN 2-0101-5744-3.
- Hawkes, Nigel et François Carlier . *L'énergie nucléaire*. Saint-Laurent, PQ: Trecarré, c1985. (Les secrets de). ISBN 2-89249-079-0.
- Kohler, Pierre. *Les grandes sources d'énergie*. Paris : Hachette, c1985. (Echos encyclopédies). ISBN 2-01-009358-5 (pbk.)
- Marcoux, Jules. *L'énergie, ses sources son avenir*. Outremont, Que: Lidec, c1982. ISBN 2-7608-3520-0 (pbk.)
- Middleton, Nick. *Un monde à protéger : Atlas illustré*. Paris : Hachette, c1989. ISBN 2-01-014468-6.
- Ministère de l' Industrie, des P. et T. et du Tourisme. *La petite encyclopédie de l'énergie*. Paris : Dunod, c1988. ISBN 2-04-013468-9 (pbk.)
- Les ressources, les énergies*. Paris : Larousse, c1984. (Sciences et techniques d'aujourd'hui). ISBN 2-03-651-264-X.
- Solana, Pascale. *Guide du consommateur vert : l'écologie au quotidien*. Paris : Rivages, c1990. ISBN 2-86930-327-0 (pbk.)

SERIES:

L'énergie et nous. Gamma, c1982.

- L'eau
- Le nucléaire
- Sources futures

Découvrons l'énergie. Gamma/Heritage, c1986.

- L'eau
- L'énergie nucléaire
- L'énergie éolienne
- L'énergie solaire
- Sources futures



Visa pour la science. Gamma/Trecarré, c1987.

- Chaleur et énergie
- Electricité et magnétisme
- Le système solaire

TITLE/DATE

MAGAZINES:

Québec Science: Jan/89, Fév/89, Mai/89, Jan/90, Eté/90, Oct/91, Nov/91, Fév/92

Science et Vie: Jan/90

Aspects (Énergie atomique du Canada Limitée): Automne /89

GEO: Jan/87

TIME MANAGEMENT = SURVIVAL

by LESLEY HAY, teacher-librarian, D.P. Todd Secondary School, School District #57 (Prince George).

Several experienced teacher-librarians in the Prince George District host a series of mini-workshops each year. These after school informal sessions are a way to share ideas and help people benefit from the experience of others.

The following ideas were adapted from other teacher-librarians—an excellent procedure for saving time! They became the handout for a mini-session on time management.

***Accept imperfection! Learn to delegate!**

By accepting imperfection, you allow yourself to utilize more effectively the services of whatever clerical assistance is available; volunteers of all abilities, interests; teachers on call, students (individuals and classes).

***Accept the fact that time is always insufficient.**

- Set priorities! Learn to say no!
- Set up specific systems that will function without interruption; i.e. procedure manuals for clerks, aides, students, volunteers, etc. and job cards (instruction cards) for every simple clerical task. Organize and label workroom.
- Use the computer, **not** the typewriter for assignments, worksheets, tests, and all types of lists—resource lists, overdue lists, periodical lists, seasonal material lists. Also use for signs, labels, and reports. (Easy to revise, Easy to find, Easy to store)
- Don't catalogue anything you can possibly avoid! Purchase cataloguing or use your district resource centre. Think long and hard about vertical file and clipping materials.

***Save time for the teaching program - our first priority!**

- Use a monthly planning form to arrange unit planning with teachers. Allow sufficient time

to plan and prepare with the classroom teacher to avoid undue stress.

- Don't reinvent the wheel! Make use of ideas, projects, lessons, evaluation forms, and teaching methods of your colleagues, and of those found in professional journals and adapt these to your situation.
- Maintain a file of past units and ideas organized by grade and subject.
- Design materials carefully - consider storage, ease of revision, and whether "pretty" is really necessary.

QUICK TIPS

- Use your contract—block in prep time, and don't do more supervision than other teachers.
- Don't file above the rod—most clerks are quite capable.
- Bulletin Boards—your self-worth is not determined by how often you change your displays. Let others take a turn or don't change them as often.
- Book reviews in professional journals—read the last lines—they are giveaways; don't bother reading a full review of a book described as mediocre.
- Refuse to see book salespersons at school—have them leave catalogues at front office.
- Buy multiple (up to 3) copies of popular paperbacks.
- Book talk preparation—when you read something good prepare immediately for "book talking" it. Summarize it, identify read-alouds (with page numbers), theme ties, etc. Keep on file.

- Keep consideration cards handy at all times— jot down titles as you notice the need on the shelves, as students or teachers request them, or as you find them while reading articles, visiting other schools, etc.
- Keep a note pad and small appointment calendar on your person while in the staff room in order to jot down information during discussions with teachers regarding ideas for units or materials
- If you have sufficient audio visual equipment, let teachers sign it out to their classrooms for long periods of time rather than on a daily basis.
- Don't lend anything to students. Keep a box for lost and found pencils, crayons, erasers, rulers, etc. to which students have access.
- Write down your ideas—don't trust your memory. Plan your next day's activities at the end of the previous day. Save your most productive time for your major projects.

WE DO NOT LIVE
TO THINK BUT,
ON THE
CONTRARY, WE
THINK IN ORDER
THAT WE MAY
SUCCEED IN
SURVIVING.
-JOSE ORTEGA Y
GASSET



ENVIRONMENTAL SURVIVAL THEME: AN ANNOTATED BIBLIOGRAPHY

by **MARILYNNE BLACK**, teacher-librarian Sir A. Mackenzie Elementary, SD#39 (Vancouver).

The following bibliography of "green" books were purchased over the last two years for my elementary library collection. These books, which have strong visual components, are ideal for schools with a high ratio of ESL students.

Baker, Jeannie. *Window*. New York, Greenwillow, 1991. ISBN 0-688-08918-6

Illustrated with wonderful collage pictures, this wordless picture book follows a baby from infancy to adulthood. Each two page spread shows the changing scene through the same window. As the years go by civilization gradually encroaches on the rural scene until the young man moves to the countryside. The final picture shows the man, now holding his infant, watching as his land begins to be invaded.

Baines, John D. *Conserving the Atmosphere*. Hove, Wayland, 1990. ISBN 1-85210-696-4

Topics covered include: What Does the Atmosphere Do?, Radioactivity, and Other Forms of Pollution. Photos, diagrams and diagrams. Glossary, further reading, useful addresses and index.

Banks, Martin. *Conserving Rainforests*. Hove, Wayland, 1989. ISBN 1-85210-695-6

Topics covered include: Rainforests of the World, The Structure of the Rainforest, More Unusual Creatures, and Conservation in Action. Lengths of the topics range from 2 to 8 pages. Pictures, photos, diagrams, and maps. Glossary, further reading and index.

Barton, Miles. *Vanishing Species*. London, Gloucester Press, 1991. ISBN 0-531-17306

Each chapter deals with a separate aspect in a fair amount of detail. Chapters range in length from 6

to 8 pages and include The Web of Life, Humans and the Rate of Extinction, Why Should We Care? and What Can Be Done? Photographs and some diagrams/drawings. Glossary and index.

Becklace, Sue. *Waste Disposal and Recycling*. London, Gloucester Press, 1991. ISBN 0-531-17305-4

Four chapters (from 6 to 10 pages each) deal with the various aspects of the topic and include: Increasing Waste, Problems of Waste, Dangerous Waste, and Reducing and Recycling Waste. The clear photographs and diagrams enhance the text. Glossary and index.

Bellamy, David. *How Green Are You?* New York, Clarkson Potter, 1991. ISBN 0-517-58429-8

Geared to late primary grades, this book outlines the five important parts of the environment (water, habitat, air, life and energy) and describes how we can contribute to conserving each. Illustrated with colourful drawings. Important addresses and index.

Burnie, David. *How Nature Works*. Pleasantville, Reader's Digest, 1991. ISBN 0-89577-391-0

A large, beautifully illustrated book on all aspects of living things. The bright, clear illustrations include photographs and diagrams liberally sprinkled on every page. Activities and experiments are included in many sections. Glossary and index.

Cherry, Lynne. *The Great Kapok Tree: a Tale of the Amazon Rain Forest*. San Diego, Harcourt Brace Jovanovich, 1990. ISBN 0-15-200520-X

A beautifully illustrated picture book whose central theme is the saving of tropical rain forests. As a tree cutter sleeps beneath a kapok tree, the various animals of the jungle whisper in his ear pleading that he not cut down their habitat. Attractive end papers feature a world map showing the location of tropical rain forests and many of the animals living there.

Cowcher, Helen. *Rain Forest*. New York, Farrar, Strauss and Giroux, 1988. ISBN 0-552-525537

This picture book is a very powerful one about conserving the rain forests. Although set in the Amazon, the message applies world wide. In it the author-illustrator has combined simple but eloquent text with rich, stunning pictures.

Facklam, Margery. *And Then There Was One: The Mysteries of Extinction*. San Francisco, Sierra Club Books/Little, Brown and Co., 1990. ISBN 0-316-25984-5

The author discusses the various reasons why animals disappear from the face of the earth - from natural causes to the influences of man. She also examines how some species have been brought back from the brink of extinction. The text is supported by effective pencil drawings. Index.

Godkin, Celia. *Wolf Island*. Toronto, Fitzhenry & Whiteside, 1989. ISBN 0-88902-753-6

Beautifully illustrated, this picture book tells what happens when the balance of nature is upset. When wolves leave a little island, the food chain becomes unbalanced resulting in sickness and hunger for the remaining animals.

Hare, Tony. *Greenhouse Effect*. New York, Gloucester Press, 1990. ISBN 0-531-17217-1

The book explains, in fairly simple terms and colourful diagrams, all about the greenhouse effect. Glossary and index.

Hare, Tony. *Rainforest Destruction*. London, Gloucester Press, 1990. ISBN 0-531-17248-1

This liberally illustrated (with clear coloured photographs, diagrams, and maps) explains what a rainforest is, where they are located, their value and what is happening to them. It also outlines how they can be saved. Included are useful addresses, fact files, glossary and index.

James, Barbara. *Waste and Recycling*. Austin, Steck-Vaughn, 1989. ISBN 0-8114-2386-7

Topics such as industrial waste, agricultural waste, and what you can do are covered in several pages. Excellent colour photos, drawings and diagrams - often several to a page. Glossary, further reading, useful addresses, index.

Leedy, Loreen. *The Great Trash Bash*. New York, Holiday House, 1991. ISBN 0-8234-0869-8

A primary picture book with a message about cutting down on the amount of trash a community generates. The mayor of Beaston leads his town on a clean-up campaign. The text is minimal and augmented by conversation balloons (as in comics) coming out of the animals' mouths. A list of suggestions for cutting down on trash is given at the end.

MacLeod, Elizabeth. *The Recycling Book*. Toronto, Greer de Pencier, 1991. ISBN 0-920775-58-6

All sorts of things to make and do using recycled materials. Brief comments are made about the harm various materials can do to the environment if left around - i.e.. the danger posed to aquatic animals by six-ring plastic holders used on pop cans. Illustrated with black sketches. Some addresses given for various agencies and groups involved with conservation

Middleton, Nick. *Atlas of Environmental Issues*. New York, Facts on File, 1989. ISBN 0-8160-2023-X

The book features one double-page spread per issue and is accompanied by good illustrations. Topics deal with many environmental issues such as threatened species, the ozone, effects of war, and deforestation. Index.

Pearce, Fred. *The Big Green Book*. St. Catharines, Vanwell Publishing, 1991. ISBN 1-55068-007-2

An over-sized book in which the author uses double-page spreads to outline the impact man has on the planet and how we must all work at preserving it for ourselves and future generations. The colourful illustrations are liberally sprinkled on each page. A list of Canadian environmental agencies is included.

Penny, Malcolm. *Pollution and Conservation*.
Hove, Wayland Publishing, 1988. ISBN
1-85210-362-0

With double-page spread and good illustrations, topics such as conservation of the rain forests, freshwater pollution, and international conservation are covered. Glossary, further reading and index.

Pringle, Laurence. *Global Warming: Assessing the Greenhouse Threat*. New York, Arcade, 1990. ISBN 1-55970-012-2

Maps, diagrams and clear photographs enhance the text which deals with the various aspects of global warming. Subtopics which include climatic changes, greenhouse gases, and reforestation, are dealt with in 3 to 5 pages. Glossary and index.

Savage, Candace. *Trash Attack: Garbage and What You Can Do About It*. Toronto, Douglas and McIntyre, 1990. ISBN 0-88894-826-3

Divided into two chapters, this book outlines both the problems facing our planet and possible solutions in regards to increasing garbage. Illustrated with coloured cartoon-like drawings. Index included.

Savan, Beth. *Earthcycles and Ecosystems*. Toronto, Kids Can Press, 1991. ISBN 1-55074-013-X

Divided into four chapters: "What are Earthcycles?", "Air", "Water", and "Soil" with explain how the important cycles in each environment are being disturbed. The book is illustrated with sketches. Experiments and activities are included as well as suggestions for helping the environment. Glossary and index.

UNICEF. *Environmental Atlas for Children*. New York, Rand McNally, 1991. ISBN 0-528-8343-X

A double spread is devoted to each topic. Each continent is dealt with from two aspects: the environment and one major environmental problem affecting that area. Maps, photographs, and diagrams are featured prominently. Glossary, index and map index are included.

Wilkes, Angela. *My First Green Book*. Toronto, Stoddart, 1991. ISBN 0-7737-2497-4

An oversized book aimed at upper primary children but with such excellent, colourful illustrations that much can be understood by less able readers. Chapters include: Being Green, Green Experiments, Cleaning Water, Making a Wildlife Garden, and The Green Code.



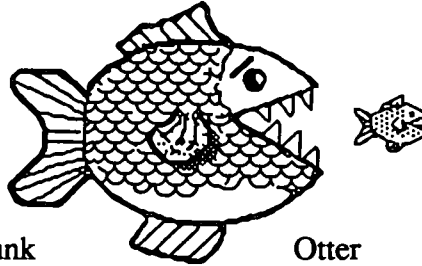
PREDATORS AND THEIR PREY

by **DON WILKINS**, teacher, and **TIJU NOUKAS**, teacher-librarian, John McInnes Secondary School, SD#57 (Prince George).

This assignment was designed for a Grade Eight Environmental Education course that is a locally-developed program in our school district. The assignment takes two to three periods.

STUDENT ASSIGNMENT:

Select one of the following animals (predators):



Wolf	Raccoon	Skunk	Otter
Fox	Cougar	Wolverine	Mink
Coyote	Lynx	Fisher	Weasel
Black bear	Bobcat	Marten	Grizzly bear

Answer the following questions in note form under headings on note cards or on notebook paper. Formulate your information into a report, four pages long, double-spaced.

1. Describe the predator's physical characteristics.
2. Describe its preferred diet. Is it strictly carnivorous or is it omnivorous? Give examples.
3. How does it kill its prey? Try to describe this in detail.

For example: Does a wolf "hamstring" a moose, or does it try to avoid the hooves?

4. If the animal operates in packs, is the pack a "free-for-all" or does each member of the pack have a special job to do? Does the predator work mainly alone? What characteristics suit this solitary behaviour?
5. Why would this predator kill a sick animal rather than a healthy one?
6. Describe the "culling effect" of this predator.
7. What is the current status of your animal? Is it endangered, at risk? Explain.



Resources: Look up resources in the card catalogue. Use the animal encyclopedias and reference books available to you.

THE RAIN FOREST

by **SHERRI-LYNN MOUSSEAU**, primary teacher, Pineview Elementary, SD#57 (Prince George).

The primary teachers at Pineview Elementary each do a set of four lessons with cross-graded groups of children. This unit includes a series of four lessons on the Rain Forest. Each lesson is approximately 60 minutes long and involves multi-age children ranging from six to nine years. There are whole group activities as well as small group, cooperative learning situations. Some activities take place in the classroom and some in the library resource centre. The teacher and the teacher-librarian share the reading responsibilities.

Lesson One: Introduction to a Rainforest

Materials:

Books - *Where the Forest Meets the Sea* by Jeanine Baker
The Ecology of Rain Forests by Violet Graham
Scienceland Magazine, Vol. XIII, No. 95

Other - Globe, World Map, Set of study prints on the Rain Forest, teacher prepared learning logs, chart, paper, pencils

Procedure:

1. With the class as a whole, make an "I Wonder" chart about a rain forest. Encourage questions such as:

What is a rain forest?
Where are rain forests located?
What plants grow in a rain forest?
What animals are in a rain forest?
Do people live in a rain forest?
Why is a rain forest important?



2. Read *The Ecology of Rain Forests* to identify what a rain forest is. There are four layers - top layer, umbrella, understory, floor.
3. Using a globe or world map, identify areas of the rain forest.
4. Hand out Learning Logs. There is a world map in it. Children will identify the rain forests of the world and colour them in green.
5. Show the *Scienceland* magazine article "The Journey to the Amazon."

6. Return to the Learning Logs and on a second map show the area of the Amazon River.
7. Reflections - Take about 15 minutes for the children to reflect in small groups on what they have learned about the rain forest in this lesson. Each child will turn to a reflections page in their log and write down what they have "reflected upon" today.
8. Share the book *Where the Forest Meets the Sea* with the children.

Lesson Two: Animals of the Rain Forest

Materials:

Book - *The Great Kapok Tree* by Lynne Cherry or *Rain Forest* by Helen Cowler

Other - Chart paper for each group, pencil, rope or string for each group, learning log

Procedure:

1. Read either of the two books above depending on availability. Discuss the stories.
2. In small groups, children will use the story rope to elicit facts about the story. Each child in the group states a fact from the story and makes a knot in the rope. By using a recorder, the fact is written on a web. Each child will get a turn. Children should be encouraged to come up with as many different types of animals as possible.
3. Collect all the facts from each group and print them on the board or on chart paper.
4. Hand out worksheets so the children can match the animals in the rain forest to the different layers that were discussed in lesson one.
5. Reflections: Reflect upon what was learned about the animals in the rain forest. The children will write their reflections in their learning log.

Lesson Three: Animals and Plants of the Rain Forest

Materials:

Books - *Scienceland* magazine, No. 95
Just Look at Life in the Rain Forest by Neil Grant

Other - Manilla tag long cards, learning log

Procedure:

1. Pose the question, "What is the name of a popular pet for the children of the Amazon?" Tell the children you will tell them at the end of the lesson. (Answer: Pocket monkey - picture and caption on the back of the magazine)
2. In a large group situation, introduce the sloth. Read the facts from the *Scienceland* magazine. Pass around the story rope and as each child says a fact, he/she can tie a knot in the rope and the teacher can write the facts on cards.
3. Show some of the plants in the rain forest from the above book and magazine. Repeat the story rope idea.
4. Children can return to small groups and do the story rope for as many facts as they can think of about rain forest plants and the sloth.
5. Show the children the picture of the pocket monkey and read the caption to them.
6. Reflections page in the learning log. If there is time, children can look at different materials in the classroom or the library resource centre — kits, study prints, books, magazines, etc.

Lesson Four: Why is the Rain Forest Important?**Materials:**

Book - *Just Look at Life in the Rain Forest* by Neil Grant

Other - Paper for writing questions, learning log

Procedure:

1. From page 32 on, share the book with the children explaining why the rain forest is so important to the world. Discuss the products that come from the forest—such as food and medicine. Explain the burning of the forests and the effect on the earth. Present the other side of the argument such as employment and wood products for the economy.
2. Brainstorm in small groups everything learned about the rain forest. Direct children to look at the "I Wonder" questions. Have each group of children write one question on a piece of paper for each person in the group so that everyone has their own question to ask another person.
3. Use the cooperative learning strategy called the "inside/outside circle" so that children each have a chance to ask their question. This can be used as an oral diagnostic measure for the unit.

- Method:**
- half the students form an inner circle
 - half the students form an outer circle
 - students stand or sit facing a partner
 - students share their question with their partner
 - students in the inner circle stay
 - students in the outer circle move to the right or left to new partners
 - continue sharing questions and answers until an appropriate amount of material has been shared

4. In their learning logs, students write on the “I Know” page as much information as they can about what they can now tell others about the rain forest.



EVERGREEN YOUNG ADULT AWARD

The Washington Young Adult Review Group is pleased to announce the nominees for the third annual Evergreen Young Adult Award, formerly known as the Washyarg Young Adult Reader's Choice Award. Young adult librarians from Washington state began the award in an effort to give young adults in the state a voice in deciding the best literature for their age group. The response from young adults in middle schools and high schools has steadily increased each year. The young adults overwhelmingly chose *Creature*, by John Saul, as their favourite book on the 1992 ballot.

Readers can participate in this year's award program by mailing a vote for their favourite book from the list below to:

Michelle Edwards
Monroe High School Library
1408 West Main St.,
Monroe, WA 98272

The competition closes March 1, 1993. For further information please contact Michelle Edwards at the above address.

1993 Nominees

The True Confessions of Charlotte Doyle, by Avi (0-380-71475-2) Avon.

Kisses, by Judith Caseley (0-679-82672-6) Knopf.

The Face on the Milk Carton, by Caroline B. Cooney (0-553-28958-6) Bantam.

Jurassic Park, by Michael Crichton (0-345-37077-5) Ballantine.

Riding in Cars with Boys, by Beverly Donofrio (0-14-015629-1) Ballantine.

Mattimeo, by Brian Jacques (0-380-71530-9) Avon.

Four Past Midnight, by Stephen King (0-451-17038-5) NAL-Dutton.

The Silver Kiss, by Annette Klause (0-385-30160-X) Delacorte.

Woodson, by Gary Paulsen (0-14-034905-7) Puffin.

Dealing with Dragons, by Patricia C. Wrede (0-590-45722-5) Scholastic.

HANGING ON: A THEME IN CANADIAN LITERATURE

Excerpted from:

Jobe, Ron and Paula Hart. *Canadian Connections: Experiencing Literature with Children.* Markham, Ont. : Pembroke, 1991.
(Reprinted with permission)

What could be more basically Canadian than a survival theme? Think of Canada and you think of survival — it is the very essence of the Canadian ethos. Although we naturally tend to think of wilderness survival, there are many other types: escaping from school and family in an attempt to survive; overcoming our fears; finding our place in society; fitting into a strange culture; fighting the odds against illness.

[The authors of *Canadian Connections* have selected four thematic units which illustrate the diversity of topics present in our literature for young people: To the Edge and Back, Hanging On, Changing Landscapes, and Power. One of these units, Hanging On has been reprinted here.]

In Canada, we are faced with an amazing number of challenges: our harsh environment, isolation, new frontiers, a new country, and a changing society.

The topics suggested within this thematic unit can be used as independent explorations with students or integrated into one large unit. The depth of the exploration will depend upon the students and their experiences and interest. Many of the activities are excellent for integrating various subject areas, particularly science and social studies.

LINKING ISSUES

This linking issues of this thematic unit include the following:

- hanging on in the wilderness
- hanging on to the earth
- hanging on against persecution
- hanging on in the face of family crisis
- hanging on to culture.

LINKING QUESTIONS

The following questions will give a focus to this study of hanging on/survival.

- What kinds of characters find themselves in this type of situation?
- What are the dangerous elements?
- Where are these dangers found?
- What skills are necessary for survival?
- What tools are necessary?
- What kind of assistance?
- What are the implications of success/failure?

HANGING ON IN THE WILDERNESS

The great Canadian romance is high adventure in the wilderness. Most of us live close to vast reaches of forests or plains, so that the possibility of being lost is a real one. Display a host of books on the theme of hanging on and allow the children to browse through them. Encourage the children to talk about how each might be considered a survival story. What is survival? What does it entail?

BOOKS ABOUT HANGING ON (P = picture book)

Andrews, Jan. *Very Last First Time.* Illustrated by Ian Wallace. Groundwood, 1985 (P).

Bell, William. *Crabbe.* Irwin, 1986.

Burnford, Sheila. *The Incredible Journey.* Little, Brown, 1960. Bantam, 1977.

Clark, Joan. *Wild Man of the Woods.* Penguin, 1985.

Godfrey, Martyn. *Mystery in the Frozen Lands.* Lorimer, 1988.

- Godkin, Celia. *Wolf Island*. Fitzhenry & Whiteside, 1989.
- Halvorson, Marilyn. *Let It Go*. Irwin, 1988.
- Halvorson, Marilyn. *Nobody Said It Would Be Easy*. Irwin, 1987.
- Houston, James. *Frozen Fire*. McClelland & Stewart, 1977.
- Houston, James. *Ice Swords An Undersea Adventure*. McClelland & Stewart, 1985.
- Houston, James. *River Runners: A Tale of Hardship and Bravery*. McClelland & Stewart, 1979.
- Houston, James. *Tikta' liktak*. Longmans, 1965.
- Houston, James. *The White Archer*. Longmans, 1967.
- Hughes, Monica. *Hunter in the Dark*. Irwin, 1982. General, 1989.
- Hughes, Monica. *Log Jam*. Irwin, 1987.
- Major, Kevin. *Hold Fast*. Irwin, 1978. Stoddart, 1991.
- Markoosie. *Harpoon of the Hunter*. Illustrated by Germaine Arnaktauyok. McGill-Queens University Press, 1970.
- Mowat, Farley. *Lost in the Barrens*. McClelland & Stewart, 1977.
- Truss, Jan. *Jasmin*. Groundwood, 1982.

Select one of the above books to read aloud to the class. As you are doing this, the students should form groups to read and share one of five suggested novels, each student selecting a title to read silently.

PLOT TRACKERS

How do students keep track of the plot? The following books are listed in order of increasing difficulty, with suggested activities. All groups of children will come up with their own approaches, but they should all include dates, if specified in the story, or time.

- *The Incredible Journey*, by Sheila Burnford. Have the students use a story map.

- *Lost in the Barrens*, by Farley Mowat. Have students use a picture sequence of events.
- *Frozen Fire*, by James Houston. Use a one-sentence summary of each chapter.
- *Hunter in the Dark*, by Monica Hughes. Use a diary in role.
- *Crabbe*, by William Bell. Use a diary in role.

SEARCH TEAMS

As students read a book, have them imagine that they are members of a search team. In their field books they should note:

- when the search is begun;
- the length of time the lost have been gone;
- picture or diagram of the terrain;
- map of the trail followed by those lost;
- skills of the lost that will help them;
- plan for a search to present to others in their team.

In the process of sharing their search plans, students will obviously want to compare them with reality. You may want to invite members of a search-and-rescue team to come to the school. It is even more effective if these people have read one or two of the books popular with the students.

TRACKER'S REPORT

Some or all of the following student activities can be pursued after the search teams have done their work.

- Following the plot trackers' notes, arrange the episodes of the story to show how the plot moves forward.
- Present the most difficult challenge of the story as a read-aloud, a drama, or an illustration.
- Bring in tools or objects that are referred to in the story and make a presentation showing how they were used in it.
- In a role play, as one of the characters or as a search-and-rescue professional, give a presentation on how to survive in the most difficult situation described in the book.

SYNTHESIZING

After presentations of the trackers' reports, groups decide which character or characters from another book would be most helpful in the situations described in the presentations.

(Advanced.) Construct a schema for survival stories. Do most of them begin as an enjoyable adventure? If so, then **adventure** would be the first item in your schema. Is this usually followed by an accident? Then **accident** would be the second item in your schema. students should decide on event "labels" for their individual books, then compare these to develop a schema for their own wildlife survival story. The object is to establish the prevailing patterns that work in the survival story. Trouble shooters from each group may suggest how the survival threat in a story could have been avoided.

WILL WE SURVIVE?

In the 1900s survival is a very real problem, and along with the quest for peace it is the leading attention-getting topic in the media. It is very important to young people. Will the planet survive for them to grow up on?

HANGING ON TO THE EARTH

Ecological awareness is very important, and students today learn a lot about the dangers of pollution to the future of our planet. More importantly, they are learning that they can do something to make the world a better place. Yes, this can include garbage clean-up campaigns, but students can also have an effect by writing letters to companies that pollute and to government officials to express their concerns. Students and teachers need to learn the meaning of the term "empowerment".

An anthropological approach can be taken on the waste issue.

- What is there that could be recycled?
- What are the types of garbage?
- What does the garbage tell us about the family?
- How can the family change things?

Invite experts on the environment to come and talk to the class. In a sort of "Grill the Expert" session, students can ask questions of these knowledgeable people. Be certain to let the visitors know the structure of the session in advance. One success-

ful oral language strategy is to divide students into two teams. After an opening introduction by the speaker, perhaps ten to fifteen minutes, the students on each team get to ask questions. Whenever a speaker says "I don't know the answer" or "That is a good question", the team scores a point. There does not have to be a prize as the students become satisfyingly involved in the stimulation of the questioning process. (The more knowledgeable the speaker, the fewer the points given up.)

Collect a bibliography of information books which reflect concern for the environment. Chart what topics they cover. Evaluate the accuracy of the coverage.

- Is the information up-to-date?
- Do facts in the book agree with your own observations?
- Is information in agreement with other books/articles?

Chart a list of those people who have power to influence the survival of the environment. List their names and their positions. How can students make their views known to them?

It has to start with us! Come up with some practical, ongoing projects for your classroom or school. Many classes are cutting down on paper waste and recycling objects.

Recycle books! The number of books being published about environmental awareness has increased dramatically. Some of them include Frances Kilbourne's *The Recyclers*, David Suzuki and Barbara Hehner's *Looking at the Environment*, and William Toye's *The Mountain Goats of Temlaham*.

Don't forget the excellent magazines *Owl* and *Chickadee*.

HANGING ON TO FIGHT PERSECUTION

Many Canadian writers document the plights of people persecuted by society. Often they survive and carry on as a result of their determination to seek a life where they can be free.

Students may read the following books, examining the situation in which the individuals find them-

selves. What are their options? What are the turning points in their lives? What help is available to them? are there any safeguards today to prevent such persecution?

Bell, William. *Forbidden City*. Doubleday, 1990. General, 1991.

Doyle, Brian. *Angel Square*. Groundwood, 1984.

Smucker, Barbara. *Amish Adventure*. Irwin, 1983. Penguin, 1985.

Smucker, Barbara. *Days of Terror*. Irwin, 1979. Penguin, 1981.

Smucker, Barbara. *Underground to Canada*. Irwin, 1977. Penguin, 1978.

Takashima, Shizuye. *A Child in Prison Camp*. Tundra, 1991 (1979).

Yee, Paul. *Tales from Gold Mountain: Stories from Chinese in the New World*. Illustrated by Simon Ng. Groundwood, 1989.

HANGING ON IN THE FACE OF FAMILY CRISIS

Many young people nowadays have already had to survive a variety of family crises ranging from separation and divorce to death.

In the stories listed below, focus on the development of characters. They are often so realistically portrayed that they could be real people. Ask the children how they would react if found in a situation such as those in the stories.

Share the following books as if the leading characters were friends of yours.

- What are they doing to hang on?
- What do you admire about them?
- What advice can you give them?
- How would you help them to hang on?

Halvorson, Marilyn. *Cowboys Don't Cry*. Irwin, 1984. (Your mother is dead, so why is your father acting like this?)

Major, Kevin. *Hold Fast*. Irwin, 1978. Stoddart, 1991. (What do you do when your parents have been killed and you are about to be separated from your brother?)

Hughes, Monica. *Hunter in the Dark*. Irwin, 1982. General, 1989. (Faced with death from leukemia, your dream of getting a deer must come true soon.)

Little, Jean. *Mama's Going to Buy You a Mockingbird*. Penguin, 1984. (How do you handle life when your father is dying and you can't do anything about it?)

Collura, Mary-Ellen Lang. *Sunny*. Irwin, 1988. (A handicapped boy helps an ailing race horse and brings his family to a realization about themselves.)

HANGING ON TO CULTURE

There has recently been an upsurge in the level of awareness of and concern for the survival of cultures, including those of First Nations, French Canada, and immigrants and second-generation descendants.

Folk tales often reveal much about the culture that created them, so they can read and shared with an emphasis on cultural content. For the books listed below, you can ask students some of the following questions.

- What do folk tales tell us about culture groups?
- What events, foods, people, other beings are important to them?
- Do you notice any other things that seem important to these people?
- Are these same things important to the culture groups when portrayed in contemporary fiction?
- Compare the following folk tale and fiction lists for First Nations and Quebecois. Can you account for similarities and differences?

FIRST NATIONS

Folk tales:

Campbell, Maria. *Little Badger and the Fire Spirit*. Illustrated by Martin Springett. North Winds, 1990.

Harris, Christie. *Once upon a Totem*. McClelland & Stewart, 1963.

How Turtle Set the Animals Free: An Okanagan Legend. Illustrated by Ken Edwards. Theytus, 1984.

Johnston, Basil. *Tales the Elders Told: Ojibway Legends.* Illustrated by Shirley Cheechoo. Royal Ontario Museum, 1981.

Metyer, Maurice (ed. & tr.) *Tales from the Igloo.* Illustrated by Agnes Nanogak. Hurtig, 1975.

Nanogak, Agnes. *More Tales from the Igloo.* Illustrated by Agnes Nanogak. Hurtig, 1986.

Toye, William. *The Mountain Goats of Temlaham.* Illustrated by Elizabeth Cleaver. Oxford, 1969. (P)

Fiction:

Houston, James. *Frozen Fire.* McClelland & Stewart, 1977.

Hughes, Monica. *The Ghost Dance Caper.* Irwin, 1982. General, 1989.

Katz, Welwyn. *False Face.* Groundwood, 1987.

Markoosie. *Harpoon of the Hunter.* Illustrated by Germaine Arnaktauyok. McGill-Queens University Press, 1970.

Truss, Jan. *A Very Small Rebellion.* Panda/General, 1990 (1977).

FRENCH CANADA

Folk tales:

Aubry, Claude. *The Magic Fiddle and Other Legends of French Canada.* Translated by Alice E. Kane. Illustrated by Saul Field. Martin, 1968.

Downie, Mary. *How the Devil Got His Cat.* Illustrated by Jillian Hulme Gilliland. Quarry, 1988. (P)

Fiction:

Carrier, Roch. *The Hockey Sweater* Illustrated by Sheldon Cohen. Translated from the French by Sheila Fischman. Tundra, 1984. (P)

Corriveau, Monique. *A Perfect Day for Kites.* Douglas & McIntyre, 1981.

Hewitt, Marsha and Claire Mackay. *One Proud Summer.* Women's Press, 1981. Puffin, 1988.

Poulin, Stephane. *Ah! Belle Cite! A Beautiful City ABC.* Tundra, 1985. (P)

Poulin, Stephane. *Have You Seen Josephine?* Tundra, 1986 (P)

FROM FICTION TO REALITY

Bringing in clippings of cultural concerns (e.g., Native land claims, English-only communities).

Have representatives of cultural groups within the community come to talk about their concerns and what they are doing to preserve their cultures.

Contract local museums and art galleries to see what special programs and displays they have planned.

Recognize that different cultures have become part of our daily lives. Encourage students to bring in samples of cultures, such as flyer from a Chinese restaurant or a Cowichan sweater.

Draft a Cultural Charter of Rights for your school, using the Canadian Charter of Rights as a guide. Focus the students' attention on the kind of language used in this formal document.

REFLECTION

We have to hang on to what we have before we can carve out new territory. Broad exploration helps students understand life's challenges, what things are worth hanging on to, and what skills and knowledge are needed to meet these challenges. Literature provides a variety of life models from which we can shape our own.

[In *Canadian Connections* teachers and teacher-librarians explore dozens of key Canadian books with accompanying activities and related themes. Canadian authors like Robert Munsch, Janet Lunn, Brian Doyle, Jean Little and Paul Yee are featured along with ideas for helping their books come alive. Hundreds of Canadian books are listed with distinctly Canadian themes and delightful ideas for making Canadian literature a significant part of the curriculum and enriching the literature experience for all children.]

If you would like to order a copy of *Canadian Connections* please contact:
Pembroke Publishers Limited
528 Hood Road,
Markham, Ont.
L3R 3K9



MARTYN GODFREY'S
I LOVE TO READ CLUB

Hi there,

I'm Martyn Godfrey, an author of books for young people. One of my favorite things in the whole world is reading. Do you love reading too?

If you do, maybe you should join my I LOVE TO READ CLUB. If you become a member, I'll send you:

- a newsletter full of exciting info about books. I'll tell you about the hot, new stories by all your favorite authors.
- an official I LOVE TO READ CLUB membership card.
- official I LOVE TO READ CLUB stickers for your binder or locker.
- a bookmark which I'll autograph personally for you.
- more newsletters in the future and many other great surprises.

So join today, It's only \$5.00.

Send \$5.00 (cheque payable to I LOVE TO READ CLUB) to:

Martyn Godfrey's
I LOVE TO READ CLUB
c/o Scholastic Canada
123 Newkirk Road
Richmond Hill, Ontario
L4C 3G5

Your Name: _____

Street: _____

Town/City: _____ Postal Code: _____

Tell me a little about yourself: _____

Boy or girl: _____ Age: _____ Birthday: _____

Grade: _____ School: _____

Favorite Books: _____

THEORY INTO PRACTICE

GRADE 10 NOVEL STUDY — *ALAS, BABYLON* — BY PAT FRANK

by JOANNE BELTRAMINI, teacher-librarian (with assistance from MELITTA BOSSE, teacher-librarian, Lumsden High School) and PATRICIA GORIUS, English teacher, Grennall High School, Buffalo Plains School Division, Balgonie, SK. *Reprinted from The Medium, with permission.*

NOTE: *Although this activity was planned for the novel, Alas, Babylon, it can be easily adapted to fit the novels Z for Zachariah or After the Bomb.*

TIME ALLOTMENT:

One month

OBJECTIVES:

The students will:

1. complete answers to chapter/section questions developed by the teacher
2. take part in group/class discussions of major themes developed in the novel
3. contract to complete a specified number of visual/art and critical thinking/creative activities

CEL OBJECTIVES:

Communications (written and visual arts); critical and creative thinking, independent learning; technological literacy.

EVALUATION:

Evaluation of the extensive novel project will incorporate:

1. chapter/section questions
2. group participation
3. contract projects
4. test

TEACHING STRATEGIES AND ACTIVITIES

INTRODUCTORY ACTIVITIES:

The following activities are used to set the stage for introducing the novel. These activities were team taught by the teacher and teacher-librarian.

Period I: FALL-OUT SHELTER:

Groups of four: Teacher selects recorder for each group and assigns roles to students.

The USSR has just fired a nuclear warhead at Canada. Bomb shelters have been prepared, but they do not contain enough room to house everyone in your community. You are allowed to select FIVE of the following people to be admitted into your survival shelter: Doctor, pregnant woman, police officer, three-year old girl, biologist, government official, member of the clergy, retired farmer, female teacher, architect, teenage boy, grocery store clerk, etc.

Students, in their assigned roles must state their reasons why they think they should be one of the privileged 5 allowed in the shelter. Once the group has reached a consensus, each group shared its results and reasons with the class.

Period 2 & 3:

1. Fall-Out Shelter (*continued*)

Give the students 1 minute and 42 seconds to make a list of the items they think they would need/take into a fall-out shelter in the event of a nuclear war. Use a stop watch. This is the amount of time that it took Mark Bragg to ask and receive permission from the President of the U.S. to fire the nuclear missiles.

Discuss results of individual lists with the class.

2. Have students research the historical and biblical reference to Babylon. In chart form examine the symbolic parallel between Babylon, the pearl of the east, and the United States, the super power of the west.

Novel Study

The novel will be read and the major themes discussed in class.

Period 4:

Read chapter four aloud to the students.

Period 5:

USSR.

Period 6- ? (UP TO TEACHERS):

1. In groups students complete chapter/section questions.
2. As a class, discuss major themes of the novel.

TEACHING LEAD DISCUSSION TOPICS

The following topics can be discussed concurrently with the reading of the novel.

1. Read the short story "The Weapon" by Fredric Brown (in *Explorations*). Are scientists responsible for only the discovery, or do they also have to accept the moral consequences for how the discovery will be used?

2. The father in the story is a scientist. He is visited by a stranger who asks him if he feels any responsibility for inventing the “ultimate” weapon. The scientist responds negatively when the scientist is called out of the room the man gives the scientist’s retarded boy a loaded weapon and then leaves. When the scientist sees what has happened he says “...only a madman would give a loaded weapon to an idiot”.

Discuss this statement in light of the happenings in *Alas, Babylon* and the Gulf Crisis. Write a letter to either Dr. Graham or Mr. Niemand outlining your thoughts and feelings on the subject.

2. Examine human dependence on technology. Have students list everything they use/do, in one day that is dependent on electricity. How would you survive without electricity? Present images of technological dependency on a poster.

3. Discuss and define “civilization”. Is Randy Bragg’s community civilized?

Discuss Maslow’s hierarchy in terms of the novel. Students should find that until the basic needs are filled—food, shelter, safety—aesthetics won’t matter.

4. A sign outside of the Regina city limits proclaims Regina is a nuclear free zone. Are we? How safe are the people of Regina?

On an outline map of the world, use red pins to plot known missile sites. Note the fall out zone and our proximity to the silos of North Dakota.

5. Some people say that to negatively affect a country you have to hit it where it hurts the most—the stomach. Saskatchewan is the bread basket of Canada. If our crops were destroyed, how would we satisfy the basic need of hunger?
6. Discuss the possibility versus the probability of nuclear war. (In *Alas, Babylon* some poor schmuck inadvertently causes the nuclear war by invading foreign air space and shooting at an enemy fighter plane. when the heat seeking missile malfunctions and destroys a major port — presto — World War III). Questions to consider: do governments have all the facts? How long does it take to get approval to fire a nuclear missile? Who holds the key to our life?
7. Discuss the statement, “I am not my brother’s keeper” in light of the nuclear age. Do we have a responsibility to select government that will safeguard human life. Do we believe in the sanctity of human life? Can we select 10% of our population to die? This is what occurs in the novel. Sixty million people die and yet government officials still proclaim that the USA “won” the war.
8. What is science fiction? What role does science have in science fiction? Can *Alas, Babylon* be classified as a science fiction novel?

9. Examine the cartoon "The Hole" at the point when Randy Bragg and his small community begin to cooperate with each other.
10. Examine "The Last Flower: A Parable in Pictures" by James Thurber in *Exploration* and then listen to the song "One Tin Soldier" by Joan Baez.

CULMINATING CONTRACT ACTIVITIES

Outline the extensive novel projects. Students contract to complete a specified number of projects from each of the two sections: visual/art activities and creative/critical thinking activities.

VISUAL/ART ACTIVITIES:

1. Design an editorial cartoon which makes a statement about something that happened in *Alas, Babylon*.
2. The Locker: Based upon your knowledge of the main character, design a locker out of a milk carton and place five items that might be important to that character into the locker. These can be actual items or visuals. You will be expected to give an oral presentation on the items in the locker and why they are included.
3. Create a new book cover for the book *Alas, Babylon*.
4. Create posters illustrating nuclear vocabulary: holocaust, mushroom cloud, ground zero, radiation, etc.
5. Select a setting from *Alas, Babylon*. Draw a picture of what you feel the setting would look like. Include five examples from the book that describe the setting.
6. As a well-known journalist from "The Journal" you have been granted the rare opportunity to conduct an exclusive interview with Randy Bragg. With a partner, create a video interview of Randy Bragg.
7. Create a biographical montage of Randy Bragg. Divide the bulletin board into 4 quadrants: Before The Day, The Day, The Day Plus 6 Days, The Day Plus 6 Months. In each quadrant, provide clues about the character, his life, etc. Each quadrant shows a progression in the character's development. The montage becomes an illustrated biography. Be prepared to explain the items on the montage and their significance.
8. The television news reporters can be depended upon to keep us up to date on all world happenings. Create the 6 p.m. TV news looking in at Fort Repose and the world after "The Day". Video tape the production.
9. Design a "lost poster" for the lost civilization in *Alas, Babylon*.

CRITICAL THINKING/CREATIVE ACTIVITIES:

1. Consider survival as a choice. In the event of a nuclear holocaust, would you want to survive? In a brief essay, explain why or why not.
2. Write the "Last Will and Testament" from Randy Bragg's civilization to the one that will come after it.
3. An epitaph is the comment about a person which appears on his tombstone. The tombstone is the last and final record of what a person was, did, and embodied. The epitaph should reflect a person's personality. You are Randy Bragg. Write your own epitaph. Also write an epitaph of a dying world.
4. Alone or with a partner, write the ballad or rap song of *Alas, Babylon*. Record on audio tape or perform in front of class.
5. Write five poems based on ideas from *Alas, Babylon*.
6. One of the story's characters recognizes that the chance for survival is relatively little. However, the character has a chance to send a message for help to the outside world. Create the message for help.
7. Create a front page for the "Fort Repose" newspaper. Use events from the novel as the basis for the newspaper. Include an editorial, 2 news articles, cartoon, wanted ad, etc.
8. Write an excerpt from Randy Bragg's journal.
9. In a short essay identify the Doomsday Clock and its significance. Examine the time changes to the clock over the past 4 decades. In *Alas, Babylon* the clock hits 12 noon. Will the hand move all the way around again? Did the people learn their lesson? (Note the last page: "We won it. We really clobbered em"). Information on this topic can be located at the public library. Refer to the magazine *The Bulletin Of the Atomic Scientists*.
10. Read the poem, "Five Ways to Kill A Man" by Edwin Bock or "Genesis in Reverse" by Kenneth Ross. Identify the main ideas in the poem and compare them to the happenings in *Alas, Babylon*. Do you agree with the statements made by the poet?
11. Randy Bragg says at one point that the people of Fort Repose have regressed 100 years. At another point he says that they have regressed 4,000 years. Which do you think a more accurate statement? In a short essay, discuss what it means to be civilized and the state of civilization for the people in Fort Repose.



MANITOBA YOUNG READER'S CHOICE AWARD

The 1992 Award Winner is *Five Days of the Ghost* by William Bell

The 1993 award nominees are:

Can you Teach Me to Pick my Nose? by Martyn Godfrey. Avon, 1990,
ISBN 0-380-75915-2.

Chapter One, by Sue Ann Alderson. General, 1990, ISBN 0-7736-7283-4.

Covered Bridge, by Brian Doyle. Groundwood, 1990, ISBN 0-88899-122-3.

Dawn Rider, by Jan Hudson. HarperCollins, 1990, ISBN 000-647-1536.

The Dragon Prince, by Susan Forest. Gage, 1990, ISBN 0-7715-7030-9.

Forbidden City, by William Bell. Doubleday, 1990, ISBN 0-7736-7314-8.

The Hiding Place, by Lyn Cook. Lester Orpen Dennys, 1990,
ISBN 0-88619-292-7.

Invitation to the Game, by Monica Hughes. HarperCollins, 1990,
ISBN 000-647-4144.

The Last Wolf of Ireland, by Elona Malterre. Houghton Mifflin, 1990,
ISBN 0-395-54381-9.

The Live-Forever Machine, by Kenneth Oppel. Kids Can Press, 1990,
ISBN 1-55074-010-5.

Losing Joe's Place, by Gordon Korman. Scholastic, 1990, ISBN 0-590-42769-5.

Pit Pony, by Joyce Barkhouse. Gage, 1990, ISBN 0-7715-7023-6.

The Railroader, by Bernice Thurman Hunter. 1990, ISBN 0-590-72341-0.

Suddenly a Spy, by Robert Sutherland. Scholastic, 1990, ISBN 0-590-73300-1.

Wave Watch, by Lesley Choice. Formac, 1990, ISBN 0-88780-080-7.

The Manitoba Young Reader's Choice Award gives young readers the opportunity to vote for their favourite Canadian book from an annual preselected list. The titles on this list have been chosen for their quality and reader appeal.

INTERMEDIATE NOVEL STUDY (SURVIVAL)

by ELEANOR WALKER, teacher-librarian, and NEVIO ROSSI, Grade 5 teacher, Pinewood Elementary with special thanks to DONNA PRESTON, intermediate teacher, Springwood Elementary and her work on *Whole Language Novel Studies for Intermediate Teachers*, School District #57 (Prince George).

This assignment was designed for an independent novel study at the intermediate level. The students are given up to two library periods to select and begin reading their novel. The teacher-librarian may want to do a series of short booktalks to introduce the students to the suggested reading list. By the end of the second period, the students must tell the teacher or the teacher-librarian the title and author of the novel and why they think it is a survival novel. They must also complete a calendar with a date that they will finish reading the novel and the date their assignments will be completed.

STUDENT ASSIGNMENT:

To complete this novel study you must do the following things:

1. Read a novel.
- 30 2. Keep a response journal while you read.
- 20 3. Have a conference with the teacher or teacher-librarian about what you've read.
- 50 4. Complete 4 questions.
- 50 5. Do a project worth 50 points.
150

It is strongly recommended that all activities marked with *** be done as you read the novel in order to save rereading the novel .

***RESPONSE JOURNAL:

You will write your feelings or ideas about what you read after you finish each chapter. Do this in your reading notebook. This must be done in pencil or suitable pen and must be readable. (Do not use crayon or red ink). Some examples of how you might respond are:

What impressed me in this chapter was....
I noticed
I wonder
I predict because
I don't understand/ I now understand
My predictions about were right / wrong.
A fantastic new word for me is (include definition)
This reminds me of

You should have at least three responses for each chapter. You must also show that you have thought about the response and not just stated the obvious. If you think there are too many chapters in your book— talk to the teacher about it.

CONFERENCE:

Your conference with the teacher will be a friendly meeting to let you communicate more of your ideas about your book. Here are some of the questions you should think about before the meeting.

A. Suitability of your book choice:

1. Why did you choose this book?
2. What made the writing hard or easy to understand?
3. Did you have to force yourself to finish it?
4. Was it a good choice? Why?

B. Appreciation:

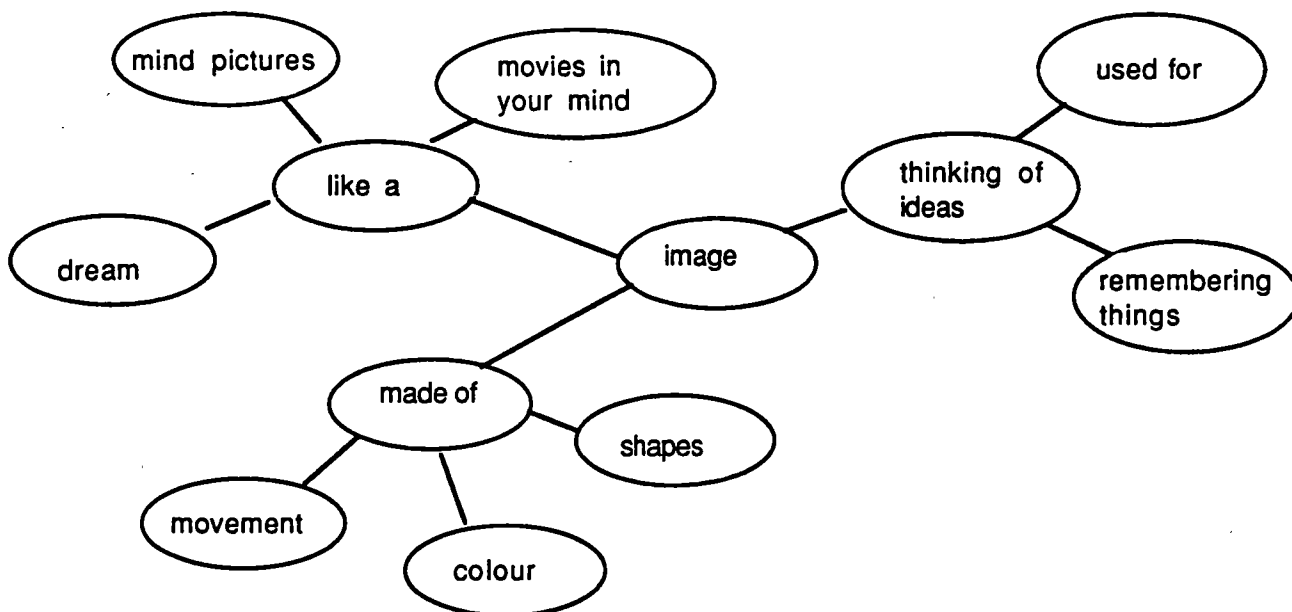
1. What made this a good or poor choice?
2. How would you compare it to other books you have read?
3. Would you read other books on the same theme or by the same author?
4. Would you want to share this book with someone else in the class?

C. Response to book ideas:

1. Did something happen in the book that you would like (or not like) to happen to you?
2. Did you learn something from this book?
3. What were the high points in the book for you?
4. How real/fanciful was the writing?

QUESTIONS:

- ***10 1. List ten statements taken directly from the story that describe the main character. Do this in rough copy as you read and rewrite it before you hand it in.
- *** 5 2. Use a bar graph with a scale to ten to illustrate the ups and downs of the excitement in each chapter. Be sure to give your graph a title and to label it.
- ***30 3. Choose 10 excellent words as you read. Write an antonym (opposite) and synonym (same) for each one. (10) Also make a vocabulary map for each. Each map should have at least three balloons stating ways to think of the word. (e.g. reminds me of, means, used for, like a, made of) coming out of the word balloon. From these three balloons you should have 2 - 3 balloons stating what you think about the word in each category. See the example below. (20).
- *** $\frac{5}{50}$ 4. Explain what the major problem was and how it was solved.



PROJECTS:

Select the required number of projects to get at least 50 points from the list provided. Work on these carefully making sure that you complete each project as required.

This novel study will not be marked until completed. If, when you get your study back, you do not understand why you got the mark that you did, ask so you can improve on the next novel study.

THE FOLLOWING ARE WORTH 10 POINTS EACH:

1. Write a letter to one of the characters asking questions about the exciting events. Remember to use the correct letter format.
2. Make 2 funny awards to give to the people in your book. These must be neatly done by hand. On a separate piece of paper give reasons why this person deserves this award.
3. Write an advertisement to sell your book. Look at some advertisements for ideas.
4. Make a mobile to describe one of the characters. Make sure part of your mobile includes the title of the novel and the name of the character along with at least 3 descriptive words.

THE FOLLOWING ARE WORTH 15 MARKS EACH:

1. You are a reporter on the scene during the important part of your book. Plan an interview and have a friend(s) play a part, then record it.
2. Choose a major character and at least 3 successive crucial days and summarize the days as if the character had written a diary.
3. Make a crossword puzzle or a word game from 10 vocabulary words you used for the question section plus 5 more.
4. Write a book review and record it. Include sound effects.
5. Make a collage with pictures, material, objects, etc. that tell about your book.

THE FOLLOWING ARE WORTH 25 POINTS:

1. Develop a hypercard activity. (See Computer helper teacher)
2. Develop a Reader's Theatre activity (i.e.: Rewrite one or more chapters and / or parts of chapters of your story to perform as Readers' Theatre). This a small group activity. You will perform your work for the class.
3. Make a model of a scene from your novel. (Hint: Make sure that you select a passage that describes setting and characters well). Print and display the passage that you are illustrating along with your model. Remember that a model is three dimensional.
4. Give your book a new jacket. Don't forget the story summary inside the front cover and to write something about the author on the inside back cover. This may require some research.
5. Write a 10 - 15 page sequel to the book demonstrating what you think will happen next.

RECOMMENDED STORIES

CITIES & TOWNS

Project Cat
Busybody Nara
Tac's Turn

CONFLICT OF GENERATIONS

The Mock Revolt

RUNAWAYS

The Goats
Julie of the Wolves
Family Pose
Run, Westy, Run



Dear Lola
Shelter from the Wind
A Dance to Still Music
From the Mixed Up Files of Mrs. Basil E. Frankweiler
Best Friends
Getting Even
Erin MacEwan Your Days are Numbered
It's Not Easy Being George
Revolt at Ratcliffeps Rap
The Pistachio Prescription
The Peanut of Junior Brown
Blackmailed by Tammy Sinclair
The File on Fraulein Berg
The Dreadful Future of Blossom Culp
The Egypt Game
Princess Ashley
Tug of War

SCIENCE FICTION

Empty World
White Mountains
This Place Has No Atmosphere
Earthdark
Beyond the Dark River
On the Red World
Calling B for Butterfly
20,000 Leagues Under the Sea

HOSTAGES & WAR

Captives in a Foreign Land
Disneyland Hostage
The Pushcart War
The Dog Who Stopped

SURVIVAL OF DISASTERS, ETC.

Hatchet
Nobody Said It Would Be Easy
The Last First Time
Stormy Voyage
Plan B is Total Panic
Lord of the Flies
Snow Ghost
Z for Zachariah
Death Game

HISTORICAL

Trouble at Lachine Mill
Tom Penny & The Grand Canal
The Challenge
El Cid



My Name is Not Angelica
Cue for Treason
Man with a Sword
Save Queen of Sheba

WILDERNESS SURVIVAL

Scrub Fire
Incident at Hawk's Hill
Danger in Quicksand Swamp
Wild boy of Aveyron
Two Against the North
Coming Back Alive
Nightmare Island
Trapped in Slickrock Canyon

SUPERNATURAL FICTION

The Stone Walkers
The Stone in the Meadow
Wild Man of the Woods
Roscoe's Leap
Stranger With My Face
False Face
Whispers from the Dead
A Little Fear

COURAGE

The 18th Emergency
What a Wimp
The Hand of Robin Squires
Courage Dana
Simon Jesse's Journey



COURAGE IS
NOT THE
ABSENCE OF
FEAR, BUT THE
CONQUEST OF
IT.

DON'T BE
AFRAID TO GO
OUT ON A LIMB.
THAT'S WHERE
THE FRUIT IS.

SURVIVAL THEME UNIT PLAN FOR LITERATURE BASED STUDY GROUPS

by LORRAINE BROOKES, classroom teacher, SHARON MIRTLE, resource teacher, and JANE OSTERLOH, teacher-librarian, Juniper Ridge Elementary School, SD#24 (Kamloops).

OVERVIEW

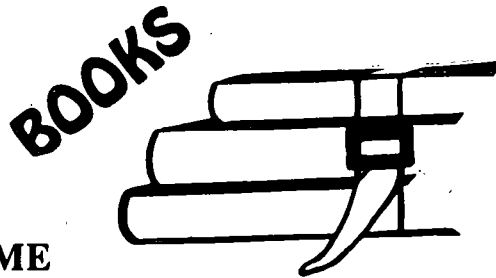
This unit was developed for student in the Grades 5 and 6 program. It draws freely on topic discussions outlined in the *Elementary Language Arts Literature Resource Book, (Volume 2)*. It may be used with any novel relating to the them of survival. Goal setting, cooperative group work, and self-evaluation are integral parts of the unit.

INTRODUCTION AND SELECTION OF NOVELS

Six selected novels are presented to students, with strengths and features of each book being noted. Students write a request for three books, outlining the books they would most like to read, in order of preference. They must justify their choices. Students are assured of reading two of the three books they select.

Six groups will be developed based on student requests and justifications of choices. Each teacher involved is responsible for supervising and guiding two groups. Novels we selected for use with the unit are:

- *Number the Stars* by Lois Lowry
- *My Side of the Mountain* by Farley Mowat
- *Jasmin* by Jan Truss
- *Lost in the Barrens* by Farley Mowat
- *Hatchet* by Gary Paulsen
- *Island of the Blue Dolphins* by Scott O'Dell



INTRODUCTION TO SURVIVAL THEME

Whole Class

Introduce the "Passport to Good Work" booklet in which students will set goals, monitor their own activities, and evaluate the quality of their work on a daily basis. Teachers will respond daily with appropriate comments and suggestions and return the passports to the students the next day.

Introduce the "Survival Theme Activity Guide" which will help to focus group discussions and individual responses to the literature. (Note: The plot profile model we are using in the "Conflict" activity is drawn from, page 114 of *Literacy Through Literature*, by Terry D. Johnson and Daphne R. Louis.)

Students should imagine that they are suddenly isolated (abandoned, marooned, etc.) in a hostile environment.

Play the song "Message in the Bottle" by the Police (from the album, *Regatta da Blanc*). Discuss the lyrics and the ideas in this song.

Smaller Groups

Develop the idea of being isolated in a new environment and as a group, brainstorm to answer the following questions. (Record answers and ideas on chart paper or blackboard).

- a) How would you feel?
- b) What would your first actions be?
- c) What does survival mean?

After sufficient concept development as a group, individuals are to write three paragraphs—one to answer each of the noted questions. Total work should be a minimum of one page of writing, with attention being paid to mechanics, proper sentence and paragraph structure, development of topic sentences, and spelling. Work that is not of an acceptable standard must be redone.

NOVEL DEVELOPMENT

Groups will meet regularly (at an agreed upon time) and discuss issues relating to self-concept, survival, conflict, loneliness, and courage. They will be provided with guiding questions which are not intended to be limiting.

By having ideas developed and strategies modeled in the group, individuals will be able to complete the novel activities independently.

All individuals are responsible for completing assigned readings.

Students complete their "Passport to Good Work" and check off on the "Activity Guide" as they complete related assignments for their selected novel.

Second Novel

After completing the first novel, students will change groups, going to their second choices. Repeat novel development activities.

CRITICAL COMPARISON OF NOVELS

After reading two novels on the theme of survival, students write an essay comparing and contrasting the books. Their essays must contain topic sentences and make references to the novels to support their ideas.



CULMINATING ACTIVITY

Student groups will each develop a big book on "Survival" that incorporates elements relating to this theme. The book must be illustrated and attractively completed in the time allotted. Completed books will be laminated and catalogued for inclusion in the school library.

SAMPLE "Passport to Good Work" booklet

PASSPORT TO GOOD WORK

Name: _____

Novel: _____

My goals for this unit:

Progress I've made on my goals:

DATE	WHAT I DID TODAY . . .	HOW I THINK I DID:	TEACHER'S COMMENTS

SURVIVAL THEME ACTIVITY GUIDE

Check off when you have completed the following items:

TITLE PAGE

_____ Include title, author and illustration.
Complete on white paper and glue into notebook.

THEME OF SELF-CONCEPT

_____ Create a web with the main character at the center. Add all the emotions and problems that the character is experiencing.

THEME OF SURVIVAL

_____ Make a chart that lists and explains the things and qualities that you feel are most critical to the main character's survival. Illustrate your chart.

THEME OF COURAGE

_____ Pretend you are the main character. What things frighten you? How have you shown courage? In what ways do you feel determined to survive? Write a diary entry that expresses these ideas.

THEME OF LONELINESS

_____ Create a missing person poster. Be sure your poster is illustrated, colored, and includes a description of your character's personality and physical appearance. (Some items your poster should include are: physical description, special features, occupation, last seen, habits, personal qualities, and clues that would help in locating them.)

THEME OF CONFLICT

_____ Create a plot profile using the model you've been given. Your profile must include at least 10 major events.

SURVIVAL THEME DISCUSSION QUESTIONS ABOUT SELF-CONCEPT

1. Have you ever felt dissatisfied with life? When?
2. What kinds of problems bothered you?
3. What have you done about the problems?
4. Have you ever tried to ignore a problem? Does it work?
5. Have you ever been determined to solve the problem?
6. Have you ever had a problem which you were unable to resolve?
7. Is it a wise thing to desert a problem? Why or why not?
8. What problems is the main character faced with?
9. In what ways is the character dissatisfied?
10. Does the novel show any signs that the character has determination? What are some examples?

SURVIVAL THEME DISCUSSION QUESTIONS ABOUT SURVIVAL

1. Think of a time when we had no supermarkets or packaged foods. How would man feed himself? How did native people obtain food? shelter? clothing?
2. What does survival mean?
3. Would a person of your age be able to survive in a wilderness area? If that person were unable to take any supplies from civilization, how might he live off the land?
4. If he could take only five items with him, what might they be?
5. What dangers might be met? (in the wilderness? in an urban area? with strange people?)
6. What needs would he have? How could he accommodate those needs?
7. What things might he be able to prepare for?
8. In what ways is the character in your novel required to survive?
9. What are some of the dangers the character faces? How does he deal with those dangers?
10. What qualities do you think the character has that help the most?

SURVIVAL THEME DISCUSSION QUESTIONS ABOUT COURAGE

1. What kinds of things make you really afraid? Are you more afraid when you are alone than when you are with someone?
2. What things is the main character of the novel afraid of?
3. Have you ever done something even though you were afraid to do it?
4. Is there evidence that the main character tries to do something even though he/she is afraid? What is it?
5. What does courage mean?
6. What does determination mean?
7. Are courage and determination the same?

SURVIVAL THEME DISCUSSION QUESTIONS ABOUT LONELINESS

1. What is a friend? What things do you do with your friends?
2. Have you ever been without a friend? How does it feel?
3. Can pets or animals be your friends? What things can you do with pets?
4. Can you do the same things with pets as you can with friends?
5. What is a hermit? Would you like to live as a hermit? What human contact would you need? Why would you need it?
6. How does your character deal with loneliness in this novel?
7. Has the character developed any friendships? If so, who with?
8. What do you think the importance of friendship is?

SURVIVAL THEME DISCUSSION QUESTIONS ABOUT CONFLICT

1. The plot of a story often involves conflict—between people, between animals, between people and animals, between people and nature, etc. In order to survive in a wilderness, what conflicts might arise?
2. In order to survive in a hostile urban area, what conflicts might arise?
3. What are some of the conflicts your character has been facing?
4. Could there be a time when no conflicts are occurring? Is there any evidence of such a time in the novel?
5. Can people exist without conflict of any kind?
6. What does “balance of nature“ mean? Is there conflict involved here? Is it right that humans should interfere with the balance of nature? Do humans ever help nature? How do we do this?
7. What conflicts with other people, if any, have your characters faced? How did they or could they overcome such conflicts?

FEATURED IN THIS ISSUE





CHALLENGES IN DEVELOPING CURRICULUM RESOURCES FOR THE YEAR 2000:

CURRENT REALITIES, PARADOXES AND FUTURE DIRECTIONS

Presented on 1992, May 14, at the British Columbia Ministry of Education
Industry Conference 1992, by **KEN HAYCOCK**, Director of Program Services,
Vancouver School Board.

[Editor's Note: Ken Haycock has been appointed professor with tenure at the University of British Columbia and effective July 1st became director of the School of Library, Archival and Information Studies. In his former position as Director of Program Services for the Vancouver School Board, he was responsible for curriculum management, resources and technologies and new initiatives. Ken is a graduate of the universities of Western Ontario, Ottawa and Michigan and recently received his doctorate from Brigham Young University. He is past president of the Canadian Library Association and the recipient of several awards as an administrator and as an advocate for libraries and resource centres.]

In my view, most people attending today would like to hear a short talk that focuses on the reality of publishers providing curriculum resources and support that are useful and appropriate for the users, and through which the publisher might realize a reasonable profit. Having said that, however, you and I know that there are no easy answers to this problem and we will be wrestling with it for many years to come. As the master crook Piet Hein says:

Problems worthy
of attack
prove their worth
by hitting back.

I. INTRODUCTION

It is my pleasure to have this opportunity to speak to you this morning. It is so unusual for someone from the Vancouver School Board to be invited to address a Ministry conference that I am still in a bit of shock; in fact in my eight years as a senior education official in Vancouver I have met with the Ministry's Curriculum Branch only once and that was at our initiative, more than five years ago. I didn't even know that there were Ministry conferences for industry until this invitation (perhaps your conference highlights should be circulated to some of the major constituents in future). That I was asked only a couple of weeks ago to speak today suggests that I am either a substitute speaker or that you are more used to last minute planning than I am. However, this is an opportunity I would not wish to miss even if I had been invited yesterday. I must say that I was also pleased by the many offers of assistance on what you would like to hear but instead I offer what I would like to say — after all, I may never get a second chance.

I was asked to address emerging trends but it was unclear whose reality should take precedence: an emerging trend is the need for curriculum materials for multi-age groupings but the financial reality is that there will be fewer multiage groupings this fall than at present due to budget shortfalls and teacher contracts; another emerging trend is the need for computer software to foster creative and critical thinking through independent learning but where is the computer hardware to support its use? There is a lack of congruence between our two worlds and even within our own organizations. Of course, the real question is whether we will learn from each other as well as from our mistakes; again by Hein:

The road to wisdom? —Well, it's plain
and simple to express:

Err
and err
and err again
but less
and less
and less.

II. PARADIGM SHIFT

The introduction in 1989 of the Year 2000 framework for learning set a new course for education in British Columbia. With its launch came a challenge to change. Changes in the approach to teaching, to learning, to resourcing [who invented that awful verb?] and to assessing are all key components of the transition from the old to the new. The current buzz words "paradigm shift" characterize the changes required to visualize the "Year 2000" in operation.

Michael Fullan (1982), Dean of the Faculty of Education at the University of Toronto, penned an oft-quoted declaration that "change is a process, not an event." Education officials and publishers do well to reflect on the continuing significance of this statement since it will only be through the concerted efforts of all involved in the educational enterprise that we will be able to implement the Year 2000 innovations anywhere close to the Year 2000.

It is also critical that we remind ourselves that in education we have consistently underestimated the leadership, time and resources necessary for the implementation of change. Curriculum implementation has traditionally involved three major areas — the materials we use, the teaching strategies we employ and the values and beliefs we hold. We have often changed the resources we use quickly and effectively, but usually without addressing the teaching methods favoured and certainly not the belief systems of teachers and administrators. (I recall for example that when I became a social studies teacher in the 1960s we were encouraged to develop modes of inquiry and independent study while at the same time given the crutch of a standard text for all students; we still continue, twenty-five years later, to encourage those same practices but one hopes with greater knowledge of how adults learn and grow as teachers.)

The Year 2000 program strikes directly at the heart of teacher belief systems first, and powerfully and persuasively, and the implications for resource development and use are profound. With the involvement of the major stakeholders in the development of new programs and with a foundation of solid and credible research, these innovations have a very good chance of implementation, particularly, again, if we do not underestimate the time, resources and leadership required.

Should we find these observations reassuring? Probably not. Teachers and administrators, as well as publishers and producers, are grappling with the "paradigm shift" implicit in the new curriculum framework, and the implications for resource development and use will be uncertain for some time. Yet changes *are* underway and implementation *is* proceeding relatively smoothly, given the magnitude of change proposed. For this program impetus and the leadership shown to date, the Ministry of Education, and particularly specific individuals in the Ministry, deserve full marks and the unstinting gratitude of the field.

One thing we need to keep in mind, however, is that large scale implementation efforts such as these typically advance on a "broken front." By this, I simply mean that not everyone moves through the change process in a uniform way, or even in a uniform direction necessarily.

Just last week the Minister of Education released the Intermediate Program foundations document. It was a high profile affair, clearly intended to re-establish the momentum for ongoing change in BC. schools. Its symbolic significance was not lost on the many educators charged with responsibility for promoting program implementation in their respective districts. In the eye of the current storm surrounding the level of block funding available to school districts for 1992-1993, we witnessed the government launching a major new program at a convocation of representatives from all 75 school districts.

Many would agree that the paradigm shift required for implementation of the new Intermediate Program will face greater resistance than is the case at the primary level. The new Primary Program legitimates the best of the "old" practice that prevailed in many primary classrooms, including equal emphasis on the five goal areas, while the new Intermediate Program requires a more fundamental change in program delivery; in short, it challenges prevailing practice in many classrooms. This divergence between preferred and present practice widens with ascending grade levels. Secondary teaching in North America has evolved a culture of disciplinary affiliation, which is to say that high school teachers tend to focus their instruction on subject content, not so much on the real world problems and particular needs of kids. (This is not meant to be particularly critical of secondary school teachers, given the

realities of school organization and tradition, merely a well-confirmed observation.)

The paradigm shift is also being felt in the learning resources area. The Learning Resources Branch has effected significant changes during the past three years in the funding mechanisms and procedures for the allocation and use of textbook monies.

At the present time there are two main sources of funds to purchase textbooks and other recommended resources for schools: the Credit Allocation Plan (CAP), which is provided to purchase prescribed and authorized textbooks from the Ministry; and the Additional Textbook and Resource funding, which is provided to purchase recommended resources. In only three years we have witnessed a dramatic shift from a system of credit points to an ever-increasing reliance on real dollars for resource acquisition in schools (and I should point out here that I am assured that this change from credit dollars to real dollars has nothing to do with our recent change of government).

It seems apparent that the Ministry of Education is committed to giving school districts greater flexibility and this trend is reflected in the move from prescription to choice in resource selection. To this end, the Credit Allocation Plan amount available to school districts has been reduced with the intention to phase out the CAP program and to go to a strictly recommended system in 1995-1996.

Since the initial distribution of the Year 2000 framework document, funding for recommended learning resources has been placed in the fiscal framework. Last year for the first time, a portion of the overall block funding was specifically identified for learning resource acquisitions. These funds were not incorporated into the operating budget but were held back and issued directly from the Learning Resources Branch in July, 1991.

In order to focus on the individual learner, the Ministry now encourages a wide variety of learning resources with decisions concerning choice made at the local level. In support of this shift, the provincial authority is making more of the funding directly available to school districts in the form of targeted grants.

The changes made by the Learning Resources Branch are integral to the intent of the Year 2000 initiatives with its shift to multi-age groupings,

curricular integration and resource-based learning in the Primary Program. This shift continued with the move to literature-based reading programs in the new Language Arts/English curriculum. And it was further reinforced by the emphases outlined in the new Intermediate Program foundations document.

Now, the notion of thematic eclecticism poses a particular challenge to publishers. Teachers are receiving explicit encouragement for curricular integration and consequently require a wider range of resources than are currently available in most schools. It would be useful perhaps to examine some of the current realities in these schools.

III. CURRENT REALITIES IN SCHOOLS

While the *vision* of a new program is essential to its implementation, there is also a need for some *reality* to that vision. To paraphrase the former prime minister of Israel, Golda Meir: Why, oh Lord, did You lead us through the desert for forty years only to place us on the one piece of real estate with no oil under it? Vision without reality makes day-to-day life in the working environment difficult and stressful.

The shift from prescribed learning resources to recommended lists from which schools may make selections is, in and of itself, welcomed by teachers and administrators. There are systemic problems, however, which are frustrating to school districts committed to the changes outlined in the Year 2000 program documents.

The shift to resource-based learning and curricular integration requires a greater range of resources than are currently available. The problem for schools is compounded by the Ministry's continuing elimination of resources from the authorized list and the radical expansion of the recommended list. This has resulted in a lack of congruence between the numbers of resources listed and the amount of funding available in each category. Some elementary schools in our district, for example, find themselves with more credit dollars to spend than they can find authorized resources to purchase, and less money for recommended resources than they actually need. You can imagine the frustration this situation creates.

We all know that providing resources for new programs is a costly enterprise. In times of fiscal

restraint, there are increased pressures on the maintenance of existing collections of materials. In this province the Ministry provides funds for new materials while the maintenance of textbook collections (including reordering and rebinding) is considered a local school district responsibility. The Ministry *does* fund new programs to a reasonable level but gets little credit for this since the local board may, and often does, use most of these funds for ongoing maintenance of existing collections and local schools certainly do not distinguish the source of funds.

This year, for example, the Ministry recommended to all school districts a breakdown of allocations for textbooks and other resources. In Vancouver, however, the district identifies its own priorities for allocating learning resources funds. The discrepancy is illustrative. Whereas the Ministry recommended 94% of the money be allocated to the elementary level, the district allocated 57%. While the Ministry suggested 6% of the total for secondary learning resources the district allocated 36% for secondary school reorders alone. That is to say over one-third of the district's textbook funding went into secondary text reorders to replenish and replace existing collections. The Ministry, on the other hand, had recommended that no provincial money be allocated to secondary reorders.

Now this is a common complaint of Vancouver's because the district has traditionally believed that it was underfunded for prescribed and authorized learning resources (among many other things) and submitted to an external audit some years ago to prove the point. While allocations to Vancouver increased, the district has never provided funds for maintenance of collections, relying on Ministry funds to do so. In the current economic climate (and by current I mean the last decade) this is unlikely to change.

The cumulative effect of shortfalls has not been adequately addressed during school district budget deliberations over the past three years. In Vancouver, there are insufficient funds to purchase resources for Primary programs, Language Arts/English, and Business Education, among others, to the recommended level. I am not critical of the Ministry here — to the contrary, dramatic increases in funds for learning resources (they have more than doubled in the past few years) have been beneficial and even exemplary, but certainly not to the extent that the Ministry or publishers believe due to the possibilities for legitimately reallocating even targeted funds.

In conjunction with our inability to provide all recommended learning resources for these new programs, the move towards literature-based programs in elementary schools has placed greater demands on other district services, such as the Purchasing and Accounting departments and the Curriculum Resources Processing Centre which organizes school materials for access and circulation. Vancouver schools are now urged to purchase materials through recognized wholesalers with cataloguing services, or an equivalent charge to schools may be introduced to support this now overtaxed district service.

If the shortfall in funding these seemingly peripheral areas, and education overall, is not addressed in future budgets, the system will return to the crisis stage of funding for textbooks of a few years ago. The Board's recently approved budget for 1992-1993 does not bode well for this area in the future.

According to those in the publishing business who are in regular contact with teachers and administrators around the province, the Ministry lists for prescribed, authorized and recommended learning resources are of little or no interest. In fact, some school districts engage in their own evaluation of titles. Duplication of Ministry evaluation is also occurring in the area of French language materials; Simon Fraser University, for example, conducts in-depth evaluations of a wide range of French trade books, novels, anthologies, texts and other learning resources for schools.

Not only do some school districts regard Ministry evaluations as redundant, a great number have serious difficulties with the Annotations series of publications from the Learning Resources Branch. The recent survey by Educom (1992) of 17 school districts reflecting a representative cross-section of the province revealed that 80% did not use the annotations when selecting new learning resources and the reasons are many. (I should point out here that although I agreed to participate in the Educom study last year, and spent considerable time in preparation, I only received the January 11 report last week thanks to the good offices of a publisher.)

First, the usefulness of the annotations is seriously compromised by the lack of an alphabetical index and page numbers, as well as a lack of congruence with the thematic curriculum objectives for the Year 2000 programs. These, however, are editorial

problems which could be corrected without great difficulty. Indeed, as of this week we have separate publications with indexes and page numbers, but now with no annotations.

The main reasons given by the school districts for non-use of the annotations were much broader and complex. The survey cited that:

- teachers are overwhelmed by the complexity of the recommended evaluations amid the numerous other Ministry publications addressing the many aspects of Year 2000;
- the time teachers might spend on resource selection is consumed with thinking, planning and implementing new instructional methodology;
- teachers tend to use a comparative basis when selecting their resources and they find it almost impossible to view the number of recommended resources from which they may choose;
- with only one copy sent to each school, many teachers are simply unaware of the annotations.

From the schools' perspective, the Ministry review process is simply too slow. A case in point is the Business Education program with materials evaluated in 1990, but with many new books and materials having recently been published, and the current process provides no way to have them evaluated. By the time they are reviewed, they will be dated. No "fast-track" mechanisms appear to exist.

Of course, in Vancouver, where approximately one-half of our student population speaks a first language other than English (mainly Cantonese or Vietnamese) a great number of authorized and recommended learning resources are inadequate or inappropriate for E.S.L. students. Images of race, gender and age are cited as sometimes inappropriate. Teachers want more wordless books with a higher concept load and more bilingual books at varying reading levels.

More generally, teachers want materials which enable them to implement the new programs. They want materials which are integrated, multi-media, and which challenge students of varying ability levels. Moreover, they seek congruence among the new program publications, the annotations and the needs of their students and themselves.

Other observations from district staff of potential interest include these:

- the perspectives of elementary and secondary teachers are distinct and somewhat divergent — over what time frame will this change, if ever?;
- secondary teachers want a body of content relating to the discipline taught and they are interested in processes for student learning within the discipline;
- secondary teachers need more "how to" guidance than "what" in relation to their teaching; they tend to know their content much better than how to deliver it, in new and relevant ways, to their students; for elementary teachers the reverse tends to be true;
- publishers' teacher guides accompanying learning resources tend to create dependencies; teachers recognize this and find themselves in a love/hate relationship with these publications;
- teachers want better integrated learning resources with samples of alternate instructional approaches from which they can choose;
- teachers want theory, but in a way which is exemplified by, and integrated into, activities implicit in newer approaches;
- teachers want packages of learning resources which include trade books and reading in the content areas, with suggestions for opportunities to integrate disciplines;
- teachers seek materials which enable their students to communicate their knowledge in a variety of ways and assessment materials which capture what students know, reflecting these different preferences;
- and you know of our concern about parallel or complementary materials for ESL and special needs students integrated in the regular classroom.

We thought that when we began implementation of the Year 2000 initiatives we would get most of our requests for staff development programs in the areas of language arts, multi-age or family groupings and integrated curriculum; in fact, the focus has been on student assessment and reporting to parents. It could

be that these areas are more concrete, or that they provide immediate and visible evidence of change, or maybe these are the serious issues for teachers. Perhaps teachers are comfortable in beginning to make changes as they witness so many of their colleagues on the road to improved programs for kids. In any event, resources are going to be needed which address all of these concerns.

IV. PUBLISHING CHALLENGES

The question arises: why invest development monies in learning resources appropriate to the new BC. programs? There is good reason to take a serious look at developing resources which reflect the new pedagogical approaches expressed in the Primary Program and in the new Intermediate Program foundations document. While the skeptic is inclined to say, "The market is just too small to warrant such an investment," let me take a moment to point out a few facts concerning the extent of external support of the Year 2000 programs.

Here are some examples—

- The Primary Program has been described as a state-of-the-art program by the journal *Quality Outcomes Driven Education*;
- The National Association of Educators of Young Children have formally expressed their support of the Primary Program and have asked to work with the provincial program teams in developing further resources;
- The Association of Supervision and Curriculum Development (ASCD) sponsored a two day institute on the Primary Program in Victoria which attracted participants from as far away as Hawaii, New York and Washington, DC. (this institute was a Canadian first for ASCD); based on the success of the Victoria institute, the ASCD will repeat the institute next year as a three day pre-conference institute at their 1993 convention, one of the largest in education;
- Nebraska has requested permission to implement the Primary Program as is in their state;
- Further expressions of interest in the program have come from California, Kentucky, Michigan, Oregon, Tennessee, Washington, Wyoming,

Australia, the People's Republic of China and, in Canada, from Alberta, Saskatchewan and Ontario;

- Formal requests to use portions of written documents have come from school boards in other parts of Canada, the U.S. and elsewhere;
- The American Educational Research Association (AERA) has just honored the Framework for Primary Program Review document with its highest award for excellence in educational publishing in the category of "Advances in Methodology." The AERA is, arguably, the world's most prestigious educational association. The Review was the result of close collaboration among the Ministries of Education and Advanced Education, school superintendents, parents, principals, trustees, teachers and business and university representatives. The document reflects the consensus of these groups to evaluate and report on the Primary Program in a high quality fashion with emphasis on usable results.

In many ways these expressions of support of the Primary Program represent an external validation of its educational merit. The implications for publishing are significant.

Communication still remains a problem, however. Teachers in the field do not understand "resourcing" in BC. Many do not know the difference between Authorized, Prescribed and Recommended. They are very confused about real dollars and credit allocation points. Publishers' representatives face the challenge of explaining Ministry policies and funding practices as well as presenting appropriate materials. And sometimes it appears as if teachers and administrators are hearing it all for the first time.

Let me add a caution here. Two audiences are missing from our current market research. The first is the solid, backbone of the school system, the classroom teacher. The Vancouver School Board is a publisher itself with some 150 program publications in print. Like you we rely on consultation with the field for identifying needs and assisting with development. But perhaps like you we rely to some extent on the wrong people. We have relied on the "stars" — the outstanding teachers, the workshop leaders, the district committee members — known to every central office and school administrator, and also on members of our own district consultative staff.

This year, however, we selected twenty teachers in the system, strictly at random, from elementary schools and asked them to meet with us for two days to examine our own program resources and to identify how close we were getting to addressing their needs. I should point out that few of us even recognized the names of the teachers selected. This group created quite a different agenda for us and pointed us in directions which we might otherwise not have considered — and this is our market. For the most part they didn't know the publications even existed; they suggested ways of making them better known that we had not considered; they outlined support they required that we had not considered addressing. We must simply do more and far more sophisticated market research. (I remember some years ago sitting on a national panel for the Canada Council and a publisher decrying the monies lost on an outstanding language arts program; the publisher had consulted widely with Toronto-based language arts consultants and felt that teacher needs were being addressed but of course found that the needs of the field, as represented by the consumers, were not being met at all. This represents a serious dilemma for publishing.)

For years the industry has also been accused of lagging behind in technology yet there are few answers regarding non-book curriculum support. We have all attended the sessions on fibre-optic highways and the glamor of the future but there are few specific suggestions being made as to what the publisher or producer should be doing in terms of developing software. Producers, I am sure, want to be involved, want to invest, but are unable to identify a market need. In BC. I would suggest that one reason for this problem is the staggering shortfall in equipment needs, in hardware. The Ministry can point to technology funds being provided to school districts but these are not necessarily allocated for their intended purpose when further teacher layoffs are the consequence.

Publishers and producers are going to have to become far more creative in combining hardware and software sales, if appropriate, culturally relevant software is going to find its way into our schools.

V. SOME THOUGHTS ON FUTURE DEVELOPMENTS

It would be remiss of me to close this address without offering some of my own thoughts on future developments. Some of these emerge as questions, some are merely observations and a number are offered as suggestions for consideration.

- Now that schools have the power to choose their own resources will they continue to follow the provincial curriculum guides, or will curriculum decisions also need to be decentralized?
- The provincial process for evaluating and recommending resources is too narrow. It should be opened up to newly published materials — fresh resources should be made available to schools as soon as possible, rather than waiting two or three years or in the case of some areas, like French language listings at the secondary level, closer to forever. (We now designate recommended resources in our district publications as “NL”—not yet listed but likely to be in the future.)
- Information about recommended resources might be made available on computer software and floppy disks, which could include several possibilities for manipulation of the information and easy purchase order generation capability. (Rumor of information being provided on CD-ROM, if true, would only confirm how out-of-touch the Ministry is with the hardware capability of many schools —providing CD-ROM players, on the other hand, would be a very positive move.)
- The Ministry needs to offer structures for evaluation and selection of learning resources which are more collaborative and inclusive. The regional displays are increasingly useful but too often teachers do not attend and do not know what to look for when they do. We have just started to bring in Ministry displays and would like to do so more often; suggestions on promoting good selection would be helpful, such as releasing knowledgeable teachers in the district to assist colleagues at the displays.
- The attendant issues related to resource management need to be identified and addressed more fully; our schools are desperately seeking

leadership in the seemingly mundane areas of acquisition, shelving and storage, display, circulation of learning resources, the very issues which have to the potential to swamp the system — we now provide programs, at the request of principals, on alternative systems to consider.

- The Ministry should work more closely with school administrators in outlining the current program, the procedures which might be followed, the sources of support and assistance, including publishers and their representatives; provincial and district professional and staff development programs in this area are long overdue. The current method of consulting with CAP coordinators is no longer appropriate since they tended to serve solely a quasi-managerial function and ranged from superintendents to clerks in the district office.
- The Ministry might consider a redefinition of the role of the teacher-librarian, as the gap between “library” materials and “classroom” materials closes, so that there is a trained and qualified contact in each school who, together with the school administrator, can receive and disseminate information, and attend and provide in-service on Ministry learning resources initiatives for colleagues.
- The Ministry might develop resource books which advise on the appropriate use of a range of resources from a variety of publishers and producers, within the context of the Year 2000 program.
- The Ministry might provide appropriate encouragement to small publishers representing First Nations and multicultural groups in BC. and elsewhere. Joint ventures, conditional recommendation to works in progress, and other forms of support are needed to enable small, yet specialized, publishers to produce their materials.
- Publishers should develop primary learning resources which are more substantive and conceptually challenging (reducing the overdependence at present on patterned stories and narrative fiction). The work of Terry Johnson (1992) of the University of Victoria is particularly helpful here.
- Publishers should consider using common language consistent with current research and

Ministry documents in future publications of teacher notes/guides — and I suppose we need to continually remind publishers and other distributors based in Toronto that Ontario is unique in North America in much of its educational jargon.

- Publishers should consider how they’re going to attach themselves to electronic media — a flip remark, I know, but joint ventures, and market research more sophisticated than responses from representatives are long overdue.
- Publishers might consider joint ventures between and among themselves and wholesalers to develop recommended collections for school programs and clientele. Also important are multiple markets such as families and schools, perhaps developing materials which empower parents as partners in education.

I am convinced that the principles embedded in the Year 2000 program will indeed take hold and will be implemented, not only in British Columbia, but elsewhere. These programs will require more resources, more variety, materials both more supportive and challenging, integrating a variety of media. Although we said three decades ago that the single text for all students would soon end, the day is at least closer at hand. Curriculum cannot be controlled centrally once teachers leave that single text and seek options for themselves and their students. Sometimes we think that the control of text selection is maintained centrally for that very reason but central authorities can provide exceptional leadership and support for outstanding programs by consulting all the partners in this enterprise, seeking congruence in the message and the action taken and freeing schools to serve their students well, and to thrive as organizations and community agencies.

As the esteemed American thinker, Mae West, once said: “Anything worth doing well is worth doing slowly.” Maybe we need to back up and stand aside for a moment to reassess where we are, where we are going, and how we are going to get there as educators and publishers, as collaborators in the educational enterprise, for “blessed are those who know where they are going, for they shall know when they have arrived.”

VI. REFERENCES

Educom International. (1992 January 11). *Learning Resources Policy Evaluation* [Customer Service Study]. Victoria, BC. 18pp.

Fullan, Michael. (1982). *The Meaning of Educational Change*. New York: Teachers College Press.

Johnson, Terry D. (1992 June). "Engagement in Primary Literacy: A Warp Wanting a Woof." *The Bookmark*, 33:4, pp. 32-49.

The author gratefully acknowledges the assistance of David Langmuir, intern with the Vancouver School Board (VSB), and colleagues in the VSB Program Services division, and Marion Marsh, senior sales representative with John Wiley and Sons, for invaluable assistance in the preparation of this paper.



BCTLA CHAPTER REPORTS

compiled by **BARBARA SMITH**

POLITICAL ACTION

Saanich

Most of our action has concerned the virtual elimination of elementary teacher-librarians and the understaffing of secondary teacher-librarians.

Actions we have taken include:

- Letter writing and lobbying district staff and board members
- Supporting a BCTLA letter writing campaign targeting our district
- Making presentations to the district parents' association
- Lobbying for an external evaluation of district library services. An external evaluation by Don Hamilton has been completed and given to district officials, although findings and recommendations have not been made public.
- Providing representation on the Saanich Teacher Association Bargaining Committee.

Fernie

- letter to Negotiating Committee outlining concerns and needs
- response to draft of "Challenged Materials Policy" revision
- committee met with board regarding district resources; made seven recommendations.
- represented on district Computer and Technology Committee

Vernon

Several members answered the call from our VTA president and attended one of the fall School Board meetings. In this way we felt that we raised our profile and made known some of our needs.

At a recent meeting on the topic of library automation, the teacher-librarians from Vernon decided to make elementary school library resource centre automation their number one priority for the fall of 1992. To this end we plan to meet early in September, then to meet again with the computer teachers from all the schools. Each school will have

a computer teacher for at least .1 FTE. We will also plan for a presentation to the Management Committee of the district administration. Our presentation will include requests for funding for hardware, for software and more importantly, for money to pay people to do the data entry in each school library resource centre.

All the Armstrong schools are already on the MAC School Library programme.

We hope also to approach the VTA and ATA before contract negotiations begin to request that teacher-librarians be included in contract and that each of us have clerical time.

Another political campaign on which we need to embark is one requesting that the library technicians be restored to the District Resource Centre. As it stands now, Vernon has gone from the Golden Age to the Dark Ages. We are all on our own regarding ordering or cataloging.

Vancouver

The VTLA was successful in reversing a staff reduction decision that would have affected ten elementary teacher-librarian FTEs and four secondary teacher-librarian FTEs. Political action included buttons, petitions, a brief, telephone calls to trustees, parental involvement, letter to the editor of the Vancouver Sun and high visibility at board meetings. However, the VTLA was unable to save the position of District Principal of Curriculum Resources and so lost the services of Liz Austrom, our advocate at the district level.

In response to real and proposed cutbacks, the VTLA has replaced the Working and Learning Conditions executive position with an Advocacy Committee representing the five school district areas. The committee will recommend methods to keep trustees and administrators informed of the essential role of teacher-librarians and school library resource centres in this age of information technology and resource based learning.

Terrace

The chapter engaged in the following political action: a brief to the local Working and Learning Conditions Committee on the need for staffing improvement; submission to the Bargaining Committee for contract improvements in teacher-librarian ratios; and the inclusion in contract of teacher-librarian job descriptions and job qualifications. Language on all these items are part of contract proposals to the Board.

Central Okanagan

We have spent a great deal of time lobbying for computerization of school library resource centres in this district. In January we made a presentation to the school board requesting funds. Our president also requested more teacher-librarian time and more clerical time, as well as an increase in our basic library resource centre budget amount.

Two computerization displays were put on, one involving principals and district staff, by one of our members. In November a special committee was struck to prepare a comprehensive budget request, and to do the groundwork for deciding which system the district would buy into. We have contacted major distributors, we have visited sites around the province, and we have organized and participated in a forum to help evaluate systems that are available. Before the end of June we must make our final decision on which system to use, and prepare a presentation based on our choice. Although there is no promise of funds, there seems to be some indication that this project will follow the completion of our present three year plan for computerization.

Another push for the year has been to get contract language outlining library staffing. We have approached our school staffs to support this resolution when our local was deciding which issues to bargain. Bargaining is proceeding at a snail's pace. We have felt the need for a staffing formula as nearly half of our schools have been cut back in terms of teacher-librarian time.

It has been an eventful year where once again provincial politics have overshadowed anything we could do to make progress in our field. We hope the funds necessary for a growing school district will become available to us in subsequent years.

Cariboo Chilcotin

This year much of our effort was focused on developing a collection of reports in the following areas: Policy; Technology; Program Advocacy; Development of Effective School Resource Centre Programs; Aspects to be Aware of When Resourcing Your School Library Resource Centre; and Instructional Resources. These will be used as a reference for teacher-librarians and should be especially useful for new teacher-librarians. Also they will be a basis for presentations.

Prince George

Kristina Nellis of Prince George will serve the BCTLA as president for 1992-93. Barb Hall is BCTLA Conference Chairperson, Anne Rowe will continue in her second year as Councilor on the executive of the Canadian School Library Association, and several PGDTLA members serve as staff representatives on our local teachers' association executive.

A committee of six teacher-librarians served on the Learning Resources Advisory Committee for the Curriculum and Instruction Department. They wrote several letters to the Assistant Superintendent of Schools on behalf of school library resource centre services, addressing the following issues:

- increased financial support for purchase of materials
- need to add the position of Administrator of Library Services to Curriculum and Instruction. A proposal had been put forward by the district to combine the administrative position at the District Resource Centre with the administration of library services for schools. District teacher-librarians feel these must be two distinct and separate positions.
- the Learning Resources Advisory Council revised and updated the policies for school and district resource centres to conform to the new school act.
- a letter was sent to the Director of Curriculum and Instruction requesting increased clerical support for teacher-librarians. The statistics from the BCTLA Working and Learning Conditions Survey (October '91) were included in the letter.
- the Learning Resources Advisory Council in conjunction with a director from personnel revised the teacher-librarian job description
- a survey regarding centralized ordering was

conducted and a report was submitted to principals and teacher-librarians

In January a letter was written to the local Bargaining Committee requesting inclusion of a minimum staffing ratio for teacher-librarians to be made a priority in the upcoming round of contract negotiations. Included with the request were the results of the BCTLA Working and Learning Conditions Survey for the district and the BCTF guidelines for staffing of school library resource centres. Unfortunately this was one of the items that did not survive the first round of negotiations.

At the March 31 School Board Meeting proposed budget cuts included the elimination of the library resource centre automation project. An emergency meeting was called by the chapter and was held in the first automated library resource centre, at Blackburn Elementary, on April 8. School trustees were invited to attend. A presentation was made outlining the concern of teacher-librarians regarding cancellation of the project. As a result of this meeting the automation project was partially reinstated when budget cuts were finalized on April 14. Letters were written to the School Trustees thanking them for their support on the automation issue.

Maple Ridge

A presentation on the role of library resource centres was made to the Board of Trustees and senior district administrators. The presentation included a video made in library resource centres throughout the district, and a CD-ROM demonstration.

A letter regarding coverage for teacher-librarians' prep time was sent to the bargaining committee of the Maple Ridge Teachers' Association.

A letter was sent to the superintendent and trustees protesting the elimination of the Resource Centre Helping Teacher position.

Cutbacks:

- The position of Resource Centre Helping Teacher has been eliminated
- Teacher-librarians, learning assistance teachers, and administrators are responsible for providing 50% of the total preparation time in each school. It appears that the proportion to be done by the teacher-librarian will be determined on a school basis.
- All school-based budgets, cut by 25% last

year, were reduced by a further 10% this year.

- The ratio of teacher-librarians to students at the secondary level has been reduced to 1 to 800.

Howe Sound

The board has made a decision to reduce each teacher-librarian FTE by 18% throughout the district. We are organizing to lobby teachers and parents for a presentation at a board meeting. We are also attempting to develop a teacher-librarian staffing policy.

Shuswap-Columbia

During the provincial election last autumn, various teacher-librarians worked to raise educational issues before the electorate. Representations have also been made to bargaining committees regarding what is wanted, or not wanted, in contract. The local produced a brochure three years ago on the role of the teacher-librarian and the importance of school resource centres. Some members have handed this pamphlet out to parents new to our school systems. Lobbying the boards to make a commitment to automate the school library resource centres has continued.

Golden

We have been active on a district committee that produced a report to the board that included rationale and a proposed budget for the following: automation of elementary library resource centres, CD-ROM technology, networked computer labs in the elementary schools and the hiring of a computer helping teacher. We are working in conjunction with our bargaining committee to gain some language in our collective agreement to increase staffing levels for teacher-librarians and library technicians and to remove inequities in funding for resources.

Quesnel

Two major problems in this district are that:

- teacher-librarians in elementary schools have to provide preparation time for their colleagues
- teacher-librarians in elementary schools do not have a firm commitment for secretarial help from the administration. Some teacher-librarians get a bit of help, one gets a satisfactory amount on a regular basis, and the rest get nothing.

In order to draw attention to these problems (for the nth time!) the new director of instruction was invited to one of our meetings and the problems were explained to him in detail. The director was an attentive and sympathetic listener. He has since engaged in an intensive analysis of the role of the teacher-librarian in relation to the Year 2000 (Context Analysis Report). Rumour has it that some positive action will be taken.

The bargaining committee was handed the provincial directives for bargaining regarding teacher-librarian time and aide time for elementary teacher-librarians. Our secondary teacher-librarians have some aide time on a regular basis. The QTLA has asked for the creation of a 0.8 FTE position for schools with 251-300 students and a 2.0 FTE position for our secondary schools with over 750 students.

Gulf Islands

We have no professional at the district level. Our policies and determination originate from several teacher-librarians who have a vision of a school district that knows what resources are available and has easy access to these resources. An automated union catalogue of district holdings seems to be a necessity. Access is a whole other can of worms. There are many obstacles to this vision, but we feel if we keep working toward the goal, the benefits will soon be obvious to all.

Sooke

In June of 1991 our members learned of severe budget cuts. These cuts resulted in a drastic reduction in teacher-librarian time, particularly at the elementary level where teacher-librarians have been cut on average to .2 or .3 FTE. The majority of our members are providing relief for other teachers in the .7 or .8 remaining time allocation.

During the fall several of our members spent long hours preparing a detailed, professional presentation outlining our current status, explaining the negative impact on school programs and providing suggestions for improving the situation. On February 6, 1992, the presentation was made to the Education Committee and was received sympathetically.

Campbell River

- came to decision that teacher-librarians should be on the general supervision roster

and not be specifically in charge of supervising the library at lunch time.

- made presentation to school board. We decided to place emphasis on presentations rather than consistently requesting more time or money.
- committee of teacher-librarians formed to work with district teacher-librarian coordinator on response to Don Hamilton's recommendations based on his report of library services in Campbell River in 1990.
- teacher-librarian committee put together items of concern and submitted them to Campbell River Teachers' Association bargaining team, for the upcoming contract negotiations.

Windermere

With severe budget restraint in the schools the teacher-librarians have had to make strong representation on staff to prevent eroding of teacher-librarian and library resource centre aide time. Two teacher-librarians are on the WDTA executive and we are also represented on the district Computer, Technology, Bargaining, Learning Assistance and Focus Committees. The Focus group is in charge of the implementation process for the Year 2000. In addition to completing the annual BCTLA Learning and Working Conditions survey, a district survey is done to look at budget allocations, personnel, currency of material, and type of material. The chapter asked for money from the WDTA to support attendance at BCTLA chapter council meetings, but were turned down.

Nanaimo

We have a teacher-librarian on our teaching association executive. There is a teacher-librarian qualifications policy in place. This was passed by the school board in the spring.

Northern Lights

We submitted teacher-librarian numbers for our previous contract negotiations and they were on the table for this present contract also, but the class size contract item took precedence in both contracts over our staffing clause for teacher-librarians. We will continue to work on teacher-librarian staffing in future contracts.

Cowichan

A Coordinator of Library Services has been appointed in our district. This new position replaces the former Resource Center Coordinator and will provide teacher-librarians with an advocate at the district level.

The vice-president of the Cowichan District Teachers' Association in 1991/92 was a member of our association.

Several representatives of the CTLA met with the local association's bargaining committee in March to discuss professional staffing and clerical and budget support for school library resource centres. The bargaining committee agreed that professional staffing and clerical support would be worthwhile bargaining items; the local association would write to the board regarding the need for increased budgets for school library resource centres in our district.

Our association wrote to the board in May regarding possible job cuts in school library resource centres and at the District Resource Centre. The latest news is that the district will possibly have ten fewer teachers in September but none of the positions cut will affect teacher-librarians or the District Resource Centre.

The board has drawn up a library resource centre policy in consultation with our Coordinator of Library Services.

A job description for teacher-librarians which the CTLA compiled has become the basis for a procedures memo to all principals regarding the role of the teacher-librarian in the school

Secondary teacher-librarians met with the architects for the new secondary school to be built in Mill Bay; many of their suggestions have been incorporated into the plans.

Chilliwack

Chilliwack chapter has drafted a job description for teacher-librarians which will become a part of the district policy.

We are in the process of formulating guidelines for the district for new library resource centre

construction. Chilliwack is expecting to have six new library resource centres constructed or improved in the next few years and to date teacher-librarians have had very little input in the planning except with regard to furnishings. As a result our most recently constructed schools have included library resource centres enclosed in glass with inadequate shelving space.

West Kootenay

Castlegar teacher-librarians have written to the school board requesting the extension of library clerk hours to bring them in line with the BCTLA guidelines. Nelson district reports that for the second year in a row the school trustees have placed school library resource centres as one of the three board goals. This action has helped focus attention on teacher-librarians and programs in the LRC. Nelson district is in the process of adopting a selection policy. The District Librarian is on the Agreements Committee, and has provided information to the negotiating team as they prepare for bargaining.

Cranbrook

Our teacher-librarians supported the temporary closure of the public library due to its continual underfunding, through a letter writing campaign to the Mayor and the newspaper, which helped to emphasize the importance of the school/public library partnership. With next year being a bargaining year we will be providing a formula for teacher-librarian staffing to our bargaining team and will keep them up to date regarding our concerns.

CURRICULUM AND PROGRAM DEVELOPMENT

Saanich

This year has seen the completion of a Saanich Teacher-Librarian Handbook, including a locally developed information skills spiral. There was also a workshop on *Developing Independent Learners*, by Bonnie McComb.

Fernie

- several members attended the "Bridging the Millennium" conference at Whistler

Vernon

Several members hied themselves off to Whistler to attend the conference "Bridging the Millennium." It proved to be a great conference, inspirational, and interesting. What a great way to start the year! One aspect which we particularly enjoyed was traveling to and from Whistler in Murray Sutherland's new van and going via the Duffy Lake Road. Spectacular!

Vancouver

Several initiatives are underway and should be available from the district Program Publications in the fall. Titles include: *A Palette of Possibilities: Picture Books and Art* and *World Literature in Translation: a Bibliography*. A catalogue of locally developed resource material is available from Program Publications at: Program Publications, 2530 E. 43rd Ave., Vancouver, BC., V5R 1Y7. Orders are accepted only by mail.

Terrace

One of our members, Barb Emery, continues to be a member of the district Intermediate Year 2000 Committee. This is her second year of participation on this committee.

Central Okanagan

Many of our members have become involved at the school level with piloting the Intermediate Program. When it is fully implemented we should be very busy helping our teachers make it run.

Our president was also on two Provincial Committees: the Long Term Working Accreditation Committee and the Book Review Committee, dealing with censorship.

Cariboo Chilcotin

We started our year with eight people attending the conference in Whistler. We were able to travel by BC Rail and enjoyed the scenery and sharing of ideas on the trip. The scenery in itself was worth the trip. This was an informative and enjoyable weekend.

We also have been working on producing a field trip guide. This is to be a collection of information about the location including contacts, hours of

operation, age level, preparation of students, programs offered, washrooms, wheel chair access, etc. This project should be useful for teachers and promote positive public awareness of school library resource centres and teacher-librarians.

Our project "Books for Babies" has been well received and has made the papers twice. We are now looking for funding to continue this project in the following years.

Prince George

Members serve on numerous district program committees. For example: the Primary, Intermediate and Graduation Committees, the School Library Resource Centre Automation Committee, the Learning Resources Advisory Council, the Challenged Materials Committee, and a committee formed to consult with architects on the building of a new school, Southridge Elementary.

A series of mini-workshops were organized by the Learning Resources Advisory Council. These workshops are presented by local teacher-librarians. Some of the topics over the past two years have been: Time Management, Preparing for Recon, 3-D Bulletin Boards, Puppets and Props for Storytelling, Camcorder Techniques, Using a Modem, Canadian Literature Program, and the Literature-Based Whole Language Program.

Howe Sound

Our district teacher-librarian handbook was completed in June 1991 and was adopted by the board. Sections included were: the school library resource centre program, school-based research strategies, Year 2000 and Pacific Rim, selection, challenges, and weeding. Our next goal is to work on a literature strand.

Our district hosted Sarah Ellis as a visiting author. Schools independently arranged for visits by Kit Pearson, Pam Bendall, Crawford Kilian, Nicola Morgan and Martyn Godfrey. All are highly recommended.

We helped host the "Bridging the Millennium" conference in October 1991. We had book fairs and maintained liaison with the public libraries. We are developing a "Teacher on Call" package to help substitutes who are called to work in the library resource centre. Some schools are automating their

library resource centres. We are encouraging all teacher-librarians to submit a written report on a regular basis to their principals and staff.

Shuswap-Columbia

During the past year there have been two main areas of programme development. In November two members of the local gave a refresher workshop on the ALA filing rules. This included an update on the changes that have taken place. During the January, February, March and April meetings, under the leadership of a local secondary teacher-librarian, members have examined and familiarized themselves with the ministry documents on teacher-librarianship and the library resource centre. The local also has subscriptions to a number of professional journals. These are circulated to members on a rotational basis related to individual interests and needs. A rotational schedule is drawn up by one teacher-librarian.

Golden

In cooperation with the Windermere teacher-librarians we have organized an author visit by Sandy Frances Duncan. She will be doing reading in the secondary school and in-town elementary schools. We will be continuing our liaison with the Windermere teacher-librarians. We hope to meet with them again in the fall. We find this valuable since our districts and consequently some of our concerns are similar.

Gulf Islands

As we are a district that is stretched between a number of small islands, our primary difficulty is often one of communication. In order to hold a meeting that will be attended by the outer island teachers, a water taxi must be ordered or a ferry schedule followed. It became apparent that small library resource centres on the outer islands did not know what resources were available on the big island of Salt Spring. Our Resource Centre is small, and although there is a list of holdings, it is difficult to locate resources by subject. For our district, an automated union catalogue of district holdings is a necessity.

A small core of teacher-librarians traveled to schools in the lower mainland to research our choices for the Macintosh platform that we had previously decided upon. We chose MacSchool (Chancery) and one of our elementary schools, Fernwood, is now

functioning with an automated system. The remaining two elementary schools on the island have also begun the process of building up the automated collection, although funding has become very limited in this second year. The secondary school teaching staff has decided to allocate funds to upgrade the library, and this will aid automation. Hopefully the outer island library resource centres will be able to begin next year. This may depend on some district funding as these small library resource centres have little or no clerical time.

Sooke

One meeting in the fall was set aside for a discussion of *Developing Independent Learners* and this document has served as a basis for ongoing discussion to date.

Campbell River

- each staff worked on and produced their own school library resource centre policy.
- applied for and received "interaction grant" to develop a sample theme resource box—a gathering of all types of resources, for example computer software, A-V materials, teaching units, books, list of resource people and places, pictures, realia, models, etc. This sample unit was on "Birds" with emphasis on local species. In this resource box we tried to integrate district resources from our education centre as well as materials located in schools in our district.

Nanaimo

Flexible scheduling is now the rule in most schools. Many teacher-librarians provided in service for their staffs. There were teacher-librarian workshops held in the spring and fall in order to discuss concerns and share ideas. We have teacher-librarians as representatives on the Intermediate Program implementation committee.

Richmond

Special supplementary funding allocations were made to fourteen library resource centres in Richmond. The \$55,000 came from targeted resource funding supplied by the Ministry. This special support was distributed to those library resource centres which were most in need of expansion or updating. Funds were distributed as a result of

consultation with a sub-committee of the RTLA. A factor in allocating funds was the school's commitment to the library resource centre as shown in the school-based budget.

Kate McNeely of the Richmond Public Library spoke at the district convention on the best in children's non-fiction. Also at the convention was a teacher-librarian/teacher sharing session of successful cooperatively planned units.

Active sub-committees in our chapter include:

- The Survey Committee which surveys budget and collection information targeting those resource centres in need of additional funding
- The Role and Qualifications Committee which continues to examine and to promote requisite qualifications for teacher-librarians. Incumbents are encouraged to update their qualifications to include recent course work in cooperative program planning and teaching, and the role of the school library resource centre.
- The Selection Committee has developed a selection policy for Richmond library resource centres, based on the Vancouver model
- The Handbook Committee is updating a previous handbook. The handbook will eventually provide comprehensive information for administering the resource centre. Individual library resource centres will be able to adapt their handbooks to suit their unique situations but there will be some common understandings developed. This committee will be ongoing as the vastness of the task has been daunting. Their aim is to produce a binder with all pages dated as to time of update to make for easy review.

We are continuing to automate our resource centres. The opening of new schools and budget issues have interfered with the speed and completion of this project. Nevertheless 20 library resource centres have been automated with the "Eloquent Librarian" to date. We are very pleased with this project.

In our district we have curriculum committees which meet to keep abreast of subject specific issues and changes. Often in service is organized for interested teachers. Teacher-librarians have their own committee under the auspices of the superintendent.

Northern Lights

In October members of our association prepared an in service directed at familiarizing our chapter with the new Ministry documents *Developing Independent Learners* and *Literature Connections*. The day was planned for both teacher-librarians and library clerks. In the morning the clerks were given in service on the Card Prep program, label maker and book binding. We enjoyed a luncheon together and in the afternoon we jointly shared a session on the "Eloquent Librarian" system, as our district plans to have all library resource centres on this system in five years.

In February we met again for a day's session to make district-wide rules and decisions for the "Eloquent Librarian" system. At present one elementary school is fully automated and three elementary schools, one secondary school and one junior secondary school are entering the data. Our Resource Centre coordinator is determined to have an efficient and effective union catalog and as teacher-librarians we are making some of the cataloging decisions.

Cowichan

Ten of our members attended the Whistler conference.

Teacher-librarians were given release time to attend a display put on by National Book Center in May. Virginia Davis presented two workshops on book selection during the afternoon.

A learning resources display was set up during the district professional development day in May and was visited by many of our members.

All teachers, including teacher-librarians, in the district were involved in a series of five half-day workshops on implementing the Year 2000 program at the intermediate level.

In June we were invited to meet with the teacher-librarians' group in Lake Cowichan District to discuss areas of common interest. The meeting was held in the new library resource centre facilities in the secondary school and we were also able to tour the rest of the totally renovated school.

Chilliwack

The final phase of the UBC Library Diploma course has been completed. These courses have been offered for the past three years.

Peace River South

- The automation project is complete
- hypercard workshop with Chris Aylward
- collaboration workshop with Anita De Boer
- maintained or increased teacher-librarian and library aide time
- teacher-librarians prominent in the school district promotional video
- recommendation that teacher-librarians report regularly to staff and administrator

West Kootenay

Nelson school district has been the site of yet another very successful UBC Distance Education course, LIBE 389, Resource-based Teaching, taught by Jo-Anne Naslund. Teachers from Grand Forks, Trail, Castlegar and Nelson participated. Trail reports that changes in top level administration in the district have had very positive repercussions for library resource centres. The thrust in terms of professional development has brought a considerable number of site development projects to our district and teacher-librarians have taken a high profile in a number of these. Strong support for the concepts of resource-based learning and independent learners have also helped enormously. A presentation to the Trail School Board regarding completion of library automation was made in October, 1992. A three-year plan was presented and the hardware requests outlined in Year 1 have been provided. Funds requested for Year 2 implementation have thus far survived cuts currently being made so we anticipate proceeding with elementary computerization this September, 1992. The two secondary schools have been fully automated for some five years now. Teacher-librarians organized a Pro-D day in May, 1992 to examine our role in the implementation of Year 2000. The focus was the two Ministry documents, *Literature Connections*, and *Developing Independent Learners*, with the various sections being presented by the teacher-librarians themselves, with the idea of incorporating a variety of teaching strategies in the process. Castlegar teacher-librarians participated in a "Teacher As Researcher" project. Large blocks of time were used to develop themes involving cooperative planning.

Cranbrook

Our interlibrary loan arrangement is very beneficial to teachers within our district as teacher-librarians send out requests for particular books or themes for teachers on their staff and the other teacher-librarians fill the requests whenever possible. Books are sent from one school to another via the courier which is very reliable, fast and efficient.

One of our teacher-librarians gave a noon hour workshop on research for intermediate teachers, while another put on a workshop on using children's literature in the writing process. Many teacher-librarians sponsor a chess club in their library resource centre and arrange for their chess students to go in the district and provincial chess tournaments. We have active library clubs and at one school a "Poetry Break" club. Another teacher-librarian had learning assistance children do research on aquariums, and set up and take responsibility for an aquarium in the library resource centre.

MEETING IDEAS

Saanich

We had meetings on a particular theme, such as "Environment" and each brought books, ideas or units relating to the theme.

Fernie

At our bi-monthly meeting two to three members shared successful ideas or units. The meeting is held in rotation at school library resource centres around the district.

Vernon

This year we tried to schedule our chapter meetings in various schools so that we could see some of the new libraries in the districts. To this end we had one meeting in Armstrong, one in the library resource centre in Bearisto School, newly renovated up in the "haunted" top floor with the cupola. We also had a visit to the newly renovated library resource centre in Mission Hill School.

Terrace

Our chapter president, Lynn Turner, presented the *Fuel for Change* workshop to student teachers at Northwest Community College.

A full day of professional development workshops on "The Young Writer in the Classroom" in connection with Young Writers Week and National Book Festival Week was coordinated and funded by our chapter. These were open to teachers from five districts, attracting an attendance of approximately 200.

Central Okanagan

We invited Warren Grabinski to one of our meetings to talk about his new business, Okanagan Recon. He spoke about what his company could do for us.

Prince George

Barb Dean from the Prince George Public Library hosted our meeting and spoke about intermediate book talks. She had lots of wonderful ideas on how to hook children on reading. Barb had us laughing and brought us close to tears just through her skilled use of book talks.

Barb Hall of Duchess Park Secondary School used cooperative learning techniques to actively involve teacher-librarians in the *Developing Independent Learners* document. This meeting also incorporated a duplicate book swap meet as part of the program.

Local teacher-librarian Wendy Thiel, of Foothills Elementary, just back from a year in Australia, presented 'The Canucks Meet the Wombats', a presentation on 'genre', Australia's answer to whole language.

Maple Ridge

Five of the monthly chapter meetings began at 2:00 PM with a professional development segment. Members found the two sessions in which teacher-librarians shared their cooperative units particularly useful.

Golden

We continue to have a sharing component in our meetings so we can learn from our colleagues.

Quesnel

Members who have attended workshops or conferences submit reports. Meetings are also used to share information on new computer software.

Sooke

Many meetings included the sharing of ideas brought back from last fall's conference at Whistler. As a result of that conference our association decided to become members, as a group, in the ATLC.

Other meetings dealt with "how to cope" topics such as working without a teaching assistant and how to best use our meager teacher-librarian time.

An ongoing activity in our chapter is the "show and tell" sharing of new materials which we have found useful.

Campbell River

- Instead of meeting in a different library each month, teacher-librarians decided that we would have a higher profile if we booked the conference room at the Education Centre each month.
- Don Andrews of Odyssey Computers, a company that provided each library resource centre with an IBM CD-ROM package, gave a half day workshop on the systems and the four CDs received.
- sharing of various CDs in district; comparing and contrasting of the pros and cons of MAC and IBM.
- sharing of sessions attended at Whistler '91 conference.

Windermere

We hosted a newly formed chapter to a wine and cheese library resource centre meeting and in turn were invited to a potluck fall meeting with their chapter. Great ideas were shared at both meetings.

Nanaimo

In September we had a special dinner to honor Thora Howell, winner of the BCTLA Distinguished Service Award. Our professional day in October was enthusiastically received by the teachers. The morning session was open to all teachers. The afternoon was a session of sharing of units, for teacher-librarians. In May we had a successful presentation by Virginia Davis from National Book Service, who also sponsored a book display.

Northern Lights

We meet monthly and alternate business meetings with in-service meetings. Our in-service meetings have been particularly well attended and we have featured three resource people. Bill Harlos led an in-service in February on uniform cataloging which will help streamline some problems when entering information on our district "Eloquent Librarian" system. Susan Clayton, district elementary counsellor and family life teacher, pointed out extra resources useful for the "Second Step" program and "Family Living" program. She also displayed all the Ministry resources that should be available in the schools, and shared ideas of how teacher-librarians could be more involved in these programs. Susan Brummet, our intermediate resource teacher, brought some learning resource materials that have been recommended for the intermediate program to share with us. She also shared some of the intermediate teachers' concerns that were expressed as they implement the Year 2000 program.

Our public librarian, Marsha Tribner, always shares new activities and ideas promoted by the public library so that we can encourage students or classes to participate.

West Kootenay

The chapter has been holding meetings in different school locations in the neighboring districts. This has helped with the distance factor and has enabled proud teacher-librarians to show off their facilities.

Cranbrook

Our Resource Centre Coordinator is an active member of our chapter and regularly provides us with the latest information from the Resource Centre. He also has very generously hosted a meeting with snacks at a local restaurant each year.

Each June our teacher-librarians and spouses get together for a wind-up dinner meeting.

SPEAKERS AND WORKSHOP LEADERS

Vernon

We are always interested in having authors visit

Vernon and Armstrong. At this moment we are negotiating with two authors, Eric Wilson and Richard Thompson, for 1992-93 or the fall of 1993. The Okanagan Regional Library is bringing in an author this fall, and we will be able to have some of that person's time. This past year we were privileged to have Andrea Spalding come to our schools when she was in the area to do talks at the OK Regional Library. In addition, we hired Betty Waterton and Ann Walsh ourselves. The Ann Walsh books in particular have been hard to find on the shelves all year.

Vancouver

A very successful workshop was presented on the theme, "Pirates and Ports." Naomi Wakan, from Pacific Rim Slide Shows, John Price, one of the teachers responsible for developing the resource, *Port in a Box*, and Marg Joubert and Ireane Wagner with their *Pirates* unit provided a valuable professional development opportunity.

A listing of Vancouver teacher-librarians who would like to share their experience and expertise with others will be included in the BCTLA Network publication being prepared by the Continuing Education Committee.

Terrace

"The Young Writer in the Classroom" Pro-D workshop presenters were: Richard Thompson, Les Ellenor, The Readers' Theatre (Walkers), and Lynn Hancock. Lynn Turner presented a *Fuel for Change* workshop. She has presented this many times to teacher groups and others.

Prince George

On a professional day Neil Dixon presented a full day's workshop on Reader's Theatre. A waiting list of 60 people proved the popularity of this workshop. It was a highly entertaining and informative presentation. Neil Dixon (Reader's Theatre International) Box 31001, University Heights R.P.O., 314-3980 Shelbourne St., Victoria, BC. V8N 6J3. Phone (604) 478-8240

The Canadian Library Association sponsored a tele-conference for the Amelia Frances Howard Gibbon Award. It was attended by teacher-librarians from Mackenzie to Prince George. Canadian Children's Literature was celebrated through the exami-

nation of 26 newly published books for excellence in illustrations. *Waiting for the Whales* by Sheryl McFarlane, illustrated by Ron Lightburn was the committee's winner.

Chris Lingren from Saskatoon was featured at our April meeting and toured ten district schools with her stories, strings and drums. She blended humour, drama and music and held her audiences spellbound. Chris Lingren, 612-5 St. East, Saskatoon, Sask. S7H 1G5

Shuswap-Columbia

There were representatives from Canadian jobbers at the first two meetings in the fall. A representative from Saunders attended the September meeting with a display of his materials. At the October meeting there was a display of Maclean-Hunter materials. A representative of *World Book* attended the meeting and gave a presentation on her company's products. In the spring the chapter continued with the tradition of sponsoring and organizing author visits to a number of schools in the district. This year there were presentations by Ian Wallace and Kit Pearson.

Quesnel

Teacher-librarians work with teachers in their schools on non-instructional days. This year's professional development day is organized by the Administrative Officers and everyone else is piggy-backing on their program, which includes a half-day panel and guest speaker for the total audience.

Campbell River

With the appointment of a district teacher-librarian coordinator, we have had a great year for professional development and growth.

- Selma Kennedy, the district teacher-librarian coordinator, gave a workshop on cooperative units: "Robert Munsch" and "Whales"
- Chuck Heath, teacher-librarian from North Vancouver, gave a workshop on the use of video
- John Caldwell from Cowichan shared with the secondary teacher-librarians on cooperative planning and teaching
- Lillian Carefoot of Nanaimo School District spoke with secondary teacher-librarians
- Anita de Boer gave a whole day workshop on collaboration

Visiting authors were: Betty Waterton, Richard Thompson, Eric Wilson, Michael Kusugak, Kim Fernandes, Hilary Stewart.

Windermere

For a workshop using networking, Pagemaker, and computer technology in general, David Sharp of Laird School in Windermere is good. Another excellent presentation this year was the one by Bernice Betts and Bonnie McComb: *Developing Independent Learners*.

Richmond

Marilyn Hannis and Vicki Rogers (SD#39, Vancouver) gave a half-day workshop for ESL teachers and teacher-librarians. Their demonstration emphasized many opportunities for the integration of ESL students and regular students in the library resource centre. The workshop leaders displayed many useful techniques, ideas and resources for the ESL teacher, the classroom teacher, and the teacher-librarian, to collaborate in the library resource centre.

West Kootenay

Trail's focus for next year will be building more tangible support among administrators. To this end they have approached Ken Haycock to do his workshop with administrators; however he will be assuming a new job this fall and may not have the time.

Cranbrook

Each year our chapter brings in an author to share his/her books or do some storytelling with groups of children from the elementary schools. Our author this year was Tolowa Mollel (*The Orphan Boy, Rhinos for Lunch, Elephants for Supper, Promise the Sun*). He told us about growing up on a coffee plantation with his grandparents and the influence that they had on his storytelling. He's a wonderful storyteller and we would certainly recommend that other districts invite him to share his talents with children.

PUBLIC RELATIONS

Saanich

We distributed a locally developed information brochure on school library resource centres and made a presentation to the district parents' association.

Fernie

Book fairs were held by some schools.

Vancouver

- The VTLA continues to publish a newsletter, *Media Messages*, for all members.
- During National Book Festival week a number of author visits were arranged featuring, among others: Dave Bouchard, George Bowering, Michael Kluckner, Mary Razzell, and Sandra Richmond.

Terrace

Young Writers Week Project: coordination between school library resource centres, local public libraries, and Native Education schools. It involved place mats with student writing, school activities, and workshops for teachers.

The Power of Words: an anthology of student writing distributed throughout the community.

Technology update to parent advisory groups—presentation of CD-ROM and new computer programs.

Central Okanagan

Three authors visited schools in the Okanagan this year. We were able to listen to Richard Thompson, Frank O'Keefe and Kit Pearson. Many teacher-librarians were also involved with the Young Authors' Conference. There are plans to bring more authors here in the future. We have contacted Monica Hughes, Gordon Komman and Eric Wilson. There is a great deal of interest in these speakers.

Prince George

The chapter chose the forthcoming "Survival" issue of *The Bookmark* as our focus for gathering and submitting units. In conjunction with this theme our Christmas social of '91 had the theme of "Think Green" which included a "green" gift exchange and "The Green Game" invented by Tiiu Noukas.

The June social featured the S.A.P. Challenge, a game adapted by local author Richard Thompson and his wife Maggee Spicer—a stress-relieving game of charades using non-educational *National Enquirer* headlines!

Maple Ridge

District teacher-librarians organized the eighth annual "Read for the Top" program. Students from twenty elementary schools gathered on November 22 to participate in stations based on the ten books they had read.

The chapter president wrote a column about teacher-librarians' activities for the district's monthly *Curriculum Comments* bulletin.

The information brochure on library resource centre services is being rewritten.

Shuswap-Columbia

The organization of author visits and the promotion of National Book Festival week and Children's Book Festival week is also partly a public relations exercise. During open houses, each school library has contributed to the school's presentation to the public. In some of the smaller schools in the Shuswap District, principals are also assigned to the teacher-librarian's position. Members of the BCTLA local have made themselves available to act as resource people. This helps to maintain a standard in the district and provides allies at the Principals' Council Meetings.

Sooke

The association has made a practice of inviting board members and district staff to our meetings. Also of interest to the community at large were the many book fairs held during the year.

Campbell River

We booked a month's use of a display case in the local mall: "Strategies for Lifelong Learning: Campbell River School Library Resource Centres."

Windermere

As with most school districts, we had promotions for Children's Book Festival, National Library Week, and book fairs. One of the secondary schools holds an annual limerick contest and an elementary school had a Celebrity Readathon, where well-known people from the community were invited to come to read, and tell how reading has influenced their lives.

Northern Lights

Author Richard Thompson from Prince George was booked into nearly every school in the district as well as the public library for a storytelling week from November 19 to 22. His story vine keeps growing as he adds more stories to his repertoire. Although we've had him booked in the district on three other occasions, not one of his stories was a repeat.

For this year's report we'll feature Bert Ambrose School's activities. Children's Book Week activities fitted in with Richard Thompson's visit to the school later on in November and featured a storytelling festival with a windup assembly including some of the storytellers. We had puppet plays, reader's theatre groups, plays, and storytellers. Classes shared their storytelling experiences with each other. "The Master Puppeteer", Harry Block (an early primary teacher on the staff) with his friend Danny D. Dummy, was one of the favorite presentations. Wormsworth, the Library Bookworm, also visited us that week and students took part under the worm chanting, "Books, books, books, yah!" Wormsworth can be borrowed from the Overwaitea store and gives children a chance to experience what it's like performing in unison as a bookworm, much like the Chinese dragon dance.

During Bert Ambrose School's "Rendezvous '92" month, the Rendezvous Road was built around the school, with mileposts, information posts, and pictorial highlights and maps. Each class worked as a team to see if they could travel from Dawson Creek, BC to Fairbanks, Alaska, in their Rendezvous vehicle on this home reading road of adventure. Our yearly Reading Plaque was awarded to Mr. Block's primary class and Mrs. Klassen's intermediate class, who had both the most participants in the home reading program, and had traveled the furthest, traveling from Dawson Creek to Fairbanks and back again on their nightly reading. The library club read daily highway trivia questions over the PA system and answers were posted along the road.

Book sales, video noon hours utilizing favorite book videos, and book trivia were other promotional ideas.

Chilliwack

The teacher-librarians took part in a workshop held at the Fraser Valley Regional Library to review the selection of titles which had been nominated to

receive the Amelia Frances Howard Gibbon Illustrators award for 1992.

West Kootenay

Author Rachna Gilmore was able to overcome weather obstacles and flew into the Castlegar airport for Canadian Children's Book Week. She visited several schools in Nelson, Castlegar, Grand Forks and the Public Library in Fruitvale. Several schools in the various districts participated in the Rib-it Program, had book fairs which included parent participation, and held publishers' book displays.

Cranbrook

Our teacher-librarians have not only been active in their school library resource centres, but also in the community. Some of the community involvement has included a slide presentation on Japan at the public library by one teacher-librarian and storytelling at the children's festival by another. One of our teacher-librarians is a singer in a local rhythm and blues band called "Wham go the Ducks", that were the feature performers at the annual children's festival. The teacher-librarians make a donation of children's books to the pediatric ward at the local hospital each Christmas. Most schools in Cranbrook have an annual book fair which helps to supplement the school library collection.

CENSORSHIP OR CHALLENGED MATERIALS

Fernie

A response was made to the draft of the district's challenged materials policy.

Terrace

No formal considerations, but some parent objection to the following:

O'Huigan, S. *Monsters He Mumbled.*

Mrs. Satan. This is a book on the early suffragettes; a parent was convinced it was on Satanism.

Central Okanagan

Our major problem with censorship this year was in the Kelowna Secondary School, where a principal responded to a complaint by simply removing the item from the shelf. We tried to support the teacher-

librarians by urging them to go through the process for such a complaint. The problem was not with a defense of the item but with the process by which it was removed. Eventually the issue was solved by a meeting of the teacher-librarians with the principal and a member of the district staff.

Prince George

A school board committee including representation from the PGDTLA reviewed the following challenged title: *The Devil and Daniel Mouse*, by Ken Sobol, Nelvana Publications. This title was not eliminated from library resource centre collections. Two other titles are pending.

Shuswap-Columbia

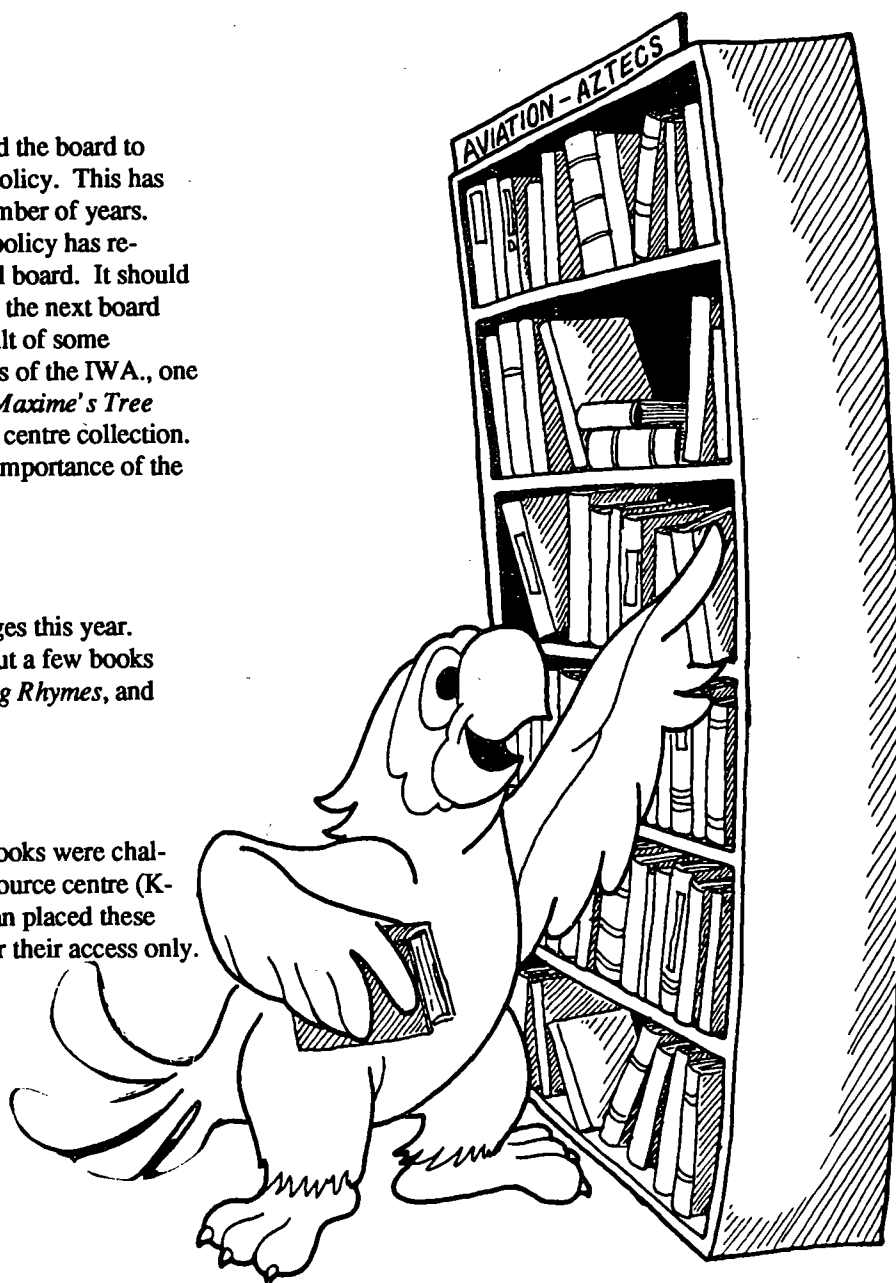
The chapter has again requested the board to institute a selection and challenge policy. This has been on the drawing board for a number of years. Action is now being taken and the policy has received second reading by the school board. It should receive its third and final reading at the next board meeting. Earlier this year, as a result of some comments by one or two individuals of the IWA., one principal expressed concern about *Maxime's Tree* being in the school library resource centre collection. He was gently reminded about the importance of the freedom to read.

Quesnel

There were no official challenges this year. However parents did complain about a few books unofficially: Roald Dahl's *Revolting Rhymes*, and another book *Wizards and Witches*.

Campbell River

Jean Auel and Stephen King books were challenged in Cortez School library resource centre (K-10). As a result the teacher-librarian placed these books in the grade 10 classroom for their access only.



MAKE EVERY THEME MULTICULTURAL

by **DREW DEVLIN** and **LOUISE ZAPPITELLO**, teachers, Gilpin Elementary, SD#41 (Burnaby). (Reprinted with permission)

INTRODUCTION

Make Every Theme Multicultural is a treasure chest of ideas for introducing multiculturalism into many literature-based programs using easily available books and a wide variety of techniques. Students are given the opportunity either through writing, illustrating or discussing to personalize the concepts that each story addresses. This booklet was written by Burnaby teachers based on the writings and workshops of the authors and teachers listed in the bibliography that follows.

STRATEGIES

Many learning and thinking strategies have been incorporated into this series of lessons:

MEETING METAPHOR
PEOPLE SEARCH
CLOZE
JOURNAL RESPONSE
PREDICTING
READING LIKE A WRITER
LITERARY REPORT CARD
IMAGE-CLUSTER-DRAFT
LITERARY SOCIOGRAM
RETELLING AND PREDICTING WITH ARTIFACTS
STORY DRAMATIZING
MATCHING THINKING
STORY MAPPING
JIGSAW RESEARCH
CLUSTERING
PLOT LINE
BRAINSTORM-CLUSTER-CATEGORIZE
BUBBLE THINKING
STORY WEB
STORY GRAMMAR
ENVELOPE SORT AND PREDICT
COMPREHENSION WINDOWS

BIBLIOGRAPHY

Please refer to the books in the bibliography for additional explanations and information.

Brownlie, F., Close, S., & Wingren, L. (1988). *Reaching for Higher Thought*. Edmonton: Arnold Publishing. ISBN 0-919913-42-3

Image, Cluster, Draft
Matching Thinking
Reading Like a Writer
Clustering
Brainstorm- Categorize
Bubble Thinking

Brownlie, F., Close, S., & Wingren, L. (1990). *Tomorrow's Classroom Today*. Ontario: Pembroke. ISBN 0-921217-50-1

Retelling and Predicting
Thinking Bubbles

Clarke, J., Wideman, R., & Eadie, S. (1990). *Together We Learn*. Scarborough: Prentice Hall. ISBN 0-13-924556-1

Cooperative Learning

Cochrane, Orin (1984). *Reading, Writing, Caring*. Winnipeg: Whole Language Consultants.

Story Web
Story Grammar

Fogarty, R. & Bellanca, J. (1986). *C-A-T-C-H-T-H-E-M THINKING*. Palatine, Il., Skylight Publishing, Inc. ISBN 0-932935-02-8

People Search

Fogarty, R. & Opeka, Kay. (1988). *S-T-A-R-T T-H-E-M THINKING*. Palatine, Il., IRI Group, Inc. ISBN 0-932935-01-X

Meeting Metaphor

Johnson, T.D. & Louis, D.R. (1987). *Literacy Through Literature*. Ontario: Scholastic - Tab. ISBN 0-590-71759-6

Story Mapping
Literary Report Cards
Literary Sociograms
Pilot Line

Book: Steig, William (1977). *Amos and Boris*. Penguin Group/Puffin Books. ISBN 0-374-30278-2

Theme Possibilities: The Sea, Whales, Friendship, Changes

Strategies Suggested: Meeting Metaphor
Journal Response

Introductory Activity:

Display a circle which is divided into eight sections with a spinner in the middle. Each section has a different picture in it. Spin the spinner twice, and have the students discuss ways in which these two things are similar. Using such comparisons will help develop metaphorical thinking and prepare them for the activities to follow.

A _____ is like a _____ because...

Group Activity:

Divide the students into groups of three, one member being the recorder, one being the reporter and one the monitor. Challenge them to think of as many ways in which a mouse and a whale are alike, including one reason that is special or unique. When they appear to be finished, share everyone's ideas and reflect upon the cooperative skills they used that led to successful group interaction.

Sharing the Book:

Predict what the book could be about and discuss where you see fit, as you read it.

Post Reading Activities:

Individually or in groups, have the students now compare how Boris is like Amos. Share what they've written with partners and then with the class. A possible journal response could be to have the students comment on how this book would have been different if Amos and Boris hadn't accepted each other and made friends. Or perhaps they could write about why they decided to help each other...

Boris is like Amos because...

Book: Waterton, Betty (1980). *A Salmon for Simon*. Illustrated by Ann Blades. Toronto: Douglas and McIntyre. ISBN0-88899-107-X

Theme Possibilities: The Sea, Salmonids, Changes, Survival, The Environment First Nations...

Strategies Suggested: People Search
Cloze
Journal Response

Introductory Activity:

Distribute papers to everyone in the class with four statements on it which are related to the content of this book. Our suggestions are: Find someone who has ever caught a salmon before. Find someone who has ever helped an animal. Find someone who has seen a bald eagle. Find someone who has explored a tide pool. The students then circulate with their papers in search of members of the class who can explain their experiences regarding each of the statements. In each instance, if they can repeat what was explained to them, then the explainer signs their paper under the appropriate question. When they have something to report on for all four statements, then they return to their desks.

Group Activity:

When the class is fully assembled, the students share what they learned and who they learned it from. Then, discuss strategies that they used to help them remember what was explained to them, as well as the listening and speaking skills they used or saw someone else use.

Sharing the Book:

Predict what the book could be about based upon the information from the People Search and the cover. Discuss where you see fit, as you read it.

Post - Reading Activities:

A Cloze activity is enclosed which the students could work on individually or in groups. Many responses are possible for each blank, so gather together upon completion of the activity and discuss all the ideas they thought of. A possible journal response could be to have the students comment on why Simon decided to help the salmon. Or, how this experience made Simon a better person or how he feels about himself now...Some research could be done on the importance of the salmon to the First Nation culture.

Name: _____

Find someone who has
caught a salmon before.

Find someone who has
helped an animal.

Find someone who has
explored a tide pool

Find someone who has seen
a bald eagle.

People Search

A Salmon For Simon

By Betty Waterton
Illustrated by Ann Blades

All summer Simon had been fishing for salmon, but he _____

It was September, the time of year when _____

One day, when the tide was on its way out, Simon _____

Then he saw an eagle carrying _____

Simon startled the eagle, so it _____

He wanted the salmon to be safe in the sea, so he _____

Cloze by _____

Book: Waterton, Betty (1984). *Orff, Twenty-Seven Dragons (and a Snarkel!)*. Illustrated by Karen Kulyk. Scarborough, Ontario: Annick Press. ISBN 0-920-303-03-X

Theme Possibilities: Dragons, Monsters, Changes.....

Strategies Suggested: Predicting
Drawing/Reading Like a Writer
Literary Report Card
Journal Response

Introductory Activity:

Show the cover of the book and have a discussion about who Orff is and create a definition of what a Snarkel could possibly be. Have the students predict what this Snarkel would have to do with Orff and the twenty-seven dragons. Then, have the students represent their thinking on their papers.

Group Activities/Sharing the Book:

Read the book until the end of page three without showing the pictures. Have the students draw what they are picturing in their minds before you show them the illustrator's interpretation. Repeat this activity after you've read to the end of page thirteen. Finally, read to the point where Orff thinks of an idea to save himself and the fish and have the students write or draw the ending of the book. After each of these activities, have the students share what they've represented with a partner. Some whole class sharing might be in order as well.

Post-Reading Activities:

A literary report card is enclosed which the students could work on individually or in pairs. Depending upon your personal preference, you may not want to have the students give Orff grades. Regardless of your choice, the student's comments will reflect what they think of Orff attributes and why, using a direct or inferred example from the book. A possible journal response could be to have the students write a letter to the twenty-seven dragons telling them what they think of the way they treated Orff. Or, they could comment on whether it mattered that Orff was different from the rest of the dragons.....

Thinking Sheet by _____

(This sheet should be expanded to give the children about half a page for each drawing)

Orff, Twenty-Seven Dragons (and a Snarkel!)

I think this story will be about...

Draw the first scene showing Orff.

Draw the scene when Orff is on the swamp.

The creature came after them, when suddenly Orff got an idea ...

Literary Report Card

Student _____

Book: Orff, *Twenty-Seven Dragons (and a Snarkel!)*

Subject

Grade

Comments

Singing		
Coordination		
Bravery		
Behaviour		
Determination		

General Comments

Book: Wallace, Ian (1984). *Chin Chiang and the Dragon's Dance*.
Vancouver: Douglas & McIntyre. ISBN 0-88899-020-0

Theme Possibilities: Dragons, Celebrations, Traditions....

Strategies Suggested: Image, Cluster, Draft
Reading Like a Writer
Journal Response
Literary Sociogram

Introductory Activity:

One possible way to begin this lesson is to have the students brainstorm a list of things which they've done that they've found difficult. Have them imagine themselves accomplishing their task and their feelings afterwards. They can then share their experiences with two different partners. At this point, you could have the students cluster their ideas and write a draft about their experiences.

Sharing the Book:

Read the book until the middle of page six when Chin Chiang tells his grandfather that he can't dance the dragon's dance. Have the students write as the author, recording what they think will happen next. Their ideas can be shared with a partner and the class as you wish. Three other points to stop could be at the end of page ten when Chin Chiang runs away, at the top of page sixteen when he gets an idea, and at the bottom of page twenty when he comes face to face with the dragon.

Post-Reading Activities:

The students could complete the Character Sociogram showing how Chin Chiang, Grandfather Wu and Pu Yee interact. They could draw arrows from character to character, decorated with pictures and words to describe what their relationships and feelings were and how they helped each other. A possible journal response could be to have the students comment on how Chin Chiang changed throughout the course of this book. Some research could be done on Chinese New Year and how accurately the content of this book fits in with the Chinese customs which revolve around this celebration.

Book: Young, Ed (1989). *Lon Po Po. A Red Riding Hood Story from China*. New York: Philomel Books. ISBN 0-399-21619-7

Theme Possibilities: Fairy Tales, Wolves.....

Strategies Suggested: Retelling and Predicting Using Artifacts
Story Dramatization
Journal Response

Introductory Activity:

To begin this lesson, display four artifacts from the story (a picture of a wolf or stuffed animal, a candle, some {gingko} nuts, a big wicker basket) and in partners, predict what they think the story will be about. Have students share their interpretations with the class and then have the students continue their predictions with their original partners, perhaps incorporating ideas they've heard from the class.

Sharing the Book:

Read the book until the mention of the first artifact, the wolf, and have the students summarize what has happened so far and predict what they think will happen next. Students share their work with a partner and then some share with the entire class. Continue using this procedure, stopping when the wolf blows out the candle as he enters the house, when Shang asks the wolf if he has ever eaten gingko nuts, and finally when Shang describes her plan to use the big basket to pull the wolf up, sharing the students' work as you see fit.

Post-Reading Activities:

The students could compare *Lon Po Po* to other versions of Little Red Riding Hood. You could share *The True Story of the Three Little Pigs* by A. Wolf written by J. Scieszka (Viking Penguin, 1989) and then look at *Lon Po Po* from the wolf's point of view. Your students could then divide into groups of four and dramatize the encounter with the wolf. A possible journal response could be to have the students comment on what they enjoyed most about this book compared to its "Western" version ...

Book: Waterton, Betty (1980). *Pettranella*. Illustrations by Ann Blades.
Vancouver: Douglas and McIntyre. ISBN 0-88899-108-8

Theme Possibilities: Changes, Canada, Immigration, Families.....

Strategies Suggested: Matching Thinking
Story Mapping
Journal Response

Introductory Activity:

To introduce this book, use the Matching Thinking handout as a basis for predicting what the story could be about. Have the students work in small groups to cut out the sections and organize them according to how they think the events could happen in the book. When all the groups are finished, send one member from each group to circulate amongst the other groups to see how they organized their sentences. The remaining group members explain to the visitors why they organized their papers the way they did.

Sharing the Book:

Gather the class together and discuss what the problem might be in this book and how it could be solved. Also, discuss how the students worked together and ask them what specific things they did or said to help their group work more cooperatively. Read the book, stopping and predicting or discussing where you see fit.

Post -Reading Activities:

The students could make a story map of this book showing where Pettranella originally lived, the journey and finally her new home. A possible journal response could be to have the students comment on the happy and sad aspects of moving or on how lucky we are to live in Canada. The class could graph the parts of the world where their families originally came from and share information about their backgrounds.

A little girl lived with her family in a country across the sea. It was crowded and smoky there, with no gardens.

They sailed across the ocean to Canada in a big ship.

Her grandmother gave her some seeds in a small muslin bag.

They travelled in a cart drawn by an ox toward their new homestead.

The seeds got lost.

They decided to move to Canada. Everyone would go except her grandmother who was too old to travel.

Matching Thinking

Book: Andrews, Jan (1985). *Very Last First Time*. Vancouver: Douglas & McIntyre. ISBN 0-689-50388-1

Theme Possibilities: The Sea, Inuit, At the Edge...

Strategies Suggested: Variation of Jigsaw Research
Clustering
Plot Line
Journal Response

Introductory Activity:

Pass around Inuit art, artifacts and pictures. How would your life be different/same if you lived in the Far North of Canada? Locate Ungava Bay on a map of Canada. Today's story takes place here in an Inuit family. Discuss briefly "Inuit".

Group Activity:

To access prior knowledge and connect to new: Divide the class into groups of 3-4. Give each group a different book about the Inuit people or environment. Tell them they have 5 minutes to glance through the book together and discuss what this tells them about Inuit life. After 5 minutes each group passes the book to another group and receives a new book. Repeat activity. After a few "passes" collect all the books. Write the word INUIT on a sheet and have each child cluster all they know about the Inuit people. Children share clusters and add to their own during the sharing if they like.

Sharing the Book:

Predict orally, from the title, what this book might be about. Stop throughout to discuss and make predictions.

Post-Reading Activities:

1. PLOT LINE. Whole class activity-children dictate to teacher a list of story "events", not necessarily in order. List is reproduced (computer/photocopied) for each child. Individual, pairs or group activity- children cut up list of story events and paste on "Plot line" sheet putting the events in order from beginning to climax of the story, to the ending events. Share.
- OR 2. Journal response-write about a time YOU did something you never want to do again.
- OR 3. Paint what you think it would look like on the bottom on our Pacific Coast ocean.

Book: Carrier, Roch (1979). *The Hockey Sweater*. Montreal: Tundra.
ISBN 0-88776-174-7

Theme Possibilities: Canada, Winter, Dreams...

Strategies Suggested: Brainstorm-Cluster-Categorize
Bubble Thinking
Journal Response-letter of advice

Introductory Activity:

Show a hockey sweater and ask if anyone in the class plays hockey or has been to a hockey game. Talk about the sport and their favourite players etc.

Group Activity:

SMALL COOPERATIVE GROUP

- Divide the class into groups of 3-4. Give each group a clustering sheet and have them brainstorm and record on the sheet everything they think of when they hear the word "hockey". Discuss the cooperative skills needed and have them report on how successful their group was in cooperating.

WHOLE CLASS GROUP

- Give each group 6-8 blank flashcards and have them record their best few words, images, phrases on the cards. Sort their cards into categories on the board or large bulletin board. Encourage discussion, changes of categories etc. End by reflecting on how our ideas change as we share points of view. Invite the children to add to the categories over time.

Sharing the Book:

Read the story to the class, stopping four times to use the Bubble Thinking strategy. Show the students an illustration from the book. Have each student write what they think Roch, his mother, the coach or the young curate might be thinking. Each time you stop and have the children record their ideas, have them share the ideas with a different person or group.

Post-Reading Activities:

Journal Response- Roch is obviously very unhappy. If you were his friend, what advice might you give him? Using the overhead, discuss and share a couple of appropriate Ann Landers advice letters. Write your own letter of advice to Roch.

Book: Cleaver, Elizabeth (1979). *The Fire Stealer*. Toronto: Oxford University Press: ISBN 0-19-540515-3

Theme Possibilities: Legends, Autumn, Fire, Changes

Strategies Suggested: Brainstorm
Story Web
Story Grammar
Dramatization

Introductory Activity:

What would you choose to change to if you could magically change into any living thing? Have the children draw, paint, model or write their response and share them with the class.

Group Activity:

Make a list of stories the children can think of where the main character changes in some way. (e.g., Cinderella, The Girl Who Became a Reindeer, etc.) Talk about which they think was the most remarkable change.

Sharing the Book:

Invite the children to enjoy a story where the main character makes remarkable changes! Teacher reads story to class, stopping in various places to have children predict and comment.

Post-Reading Activities:

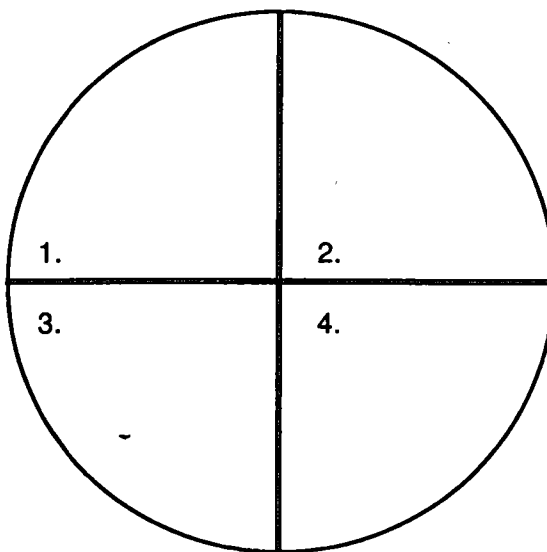
1. Re-tell the story as a whole class activity using the "Story Web" outline and overhead projector. Teacher records children's ideas.
2. Then divide children into partners or triads and give each group a "Story Grammar" sheet. Have each group decide what the 4 major events of this story might be and record and illustrate them on their sheet. Have these cooperative groups share their work and allow time for the rest of the class to comment, question, and compliment.
3. After these two retelling activities, the children enjoy dramatizing the story. You might want to start with each group dramatizing their "Story Grammar" 4 major events. Have groups go beyond the story and write and then dramatize how Nanabozo brought other things to the Ojibwa.

The Fire Stealer

Name: _____

This story was about ...

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Story Grammar

Book: McKee, David (1982). *Elmer*. London: Anderson Press.
ISBN 0-86264-208-6

Theme Possibilities: Elephants, Jungle, Changes, Friends

Strategies Suggested: Envelope Sort and Predict
Art-mural project

Introductory Activity:

COOPERATIVE GROUPS of 3-5:

Envelope SORT AND PREDICT: Choose 3-6 objects from the story. Make a list of each object's parts, qualities etc. (See sheet included here.) Cut up the lists and mix up all of the 3 object's descriptions. Place these in an envelope - one identical envelope for each group of children. DO NOT include the names of the objects. Children work with the words/phrases to sort them out into 3 objects and decide what the objects are.

Group Activity:

Method of sharing each group's work: one person remains at each group to explain that group's choices. All the other members of the group move to a different group to view other ideas. Move to other groups 3 or 4 times. Notice different ways of thinking and sorting.

Reveal the 3 objects from the story. Have the children try to predict what the story will be about- orally or have them write about it.

Sharing the Book:

Show the cover of the book and invite predictions from the cover picture. Read the story, pausing to discuss, predict, etc. as you read.

Post-Reading Activities:

Art and Research Project - create a class mural of "Elmer's Elephant Parade" with children individually or in small groups making uniquely decorated elephants. Begin research on Africa or India to see what else might be in the mural. You might like to sort the elephants by ear size into African and Indian and have 2 murals and different research groups.

Envelope Sort and Predict

Elephant

- large body
- jungle life
- has a tail
- can carry loads
- no fur
- eats fruit and papyrus roots

Rainbow

- semi-circle shape
- found aloft
- can't be touched
- you'll be rich if you find part of it
- 8 bands
- water & light

Berries

- different colours and sizes
- smooth or bumpy
- found in woods
- birds eat them
- grow in summer
- bears like them
- juicy
- some are poisonous

Book: Wolk, Lauren (1988). *It's Your Adventure*. Networks.
Scarborough, Ontario: Nelson Canada. ISBN 0-17-6024-95-6

Theme Possibilities: Adventures, Treasures, Changes, Camels, The
Desert

Strategies Suggested: Sort and Predict
Comprehension Windows
Variation of Image/Cluster/Draft
Journal Response

Introductory Activity:

COOPERATIVE GROUPS of 3-5:

Sort and Predict Activity (sheet attached) After the group completes the sorting of words into categories, using the vocabulary sorted, they predict what they think the story will be about. Each group has an opportunity to share their ideas with the whole class.

Group Activity:

Talk about deserts and prepare a class cluster about deserts. Have the children close their eyes and picture themselves on a real desert. The teacher makes comments such as "notice the heat," "look at the ground and feel the texture of the sand," "notice the colours and movements in the desert," etc. Give each student the "Imagery Cluster" sheet (attached) and have each record what they saw, felt, smelled, and heard on their desert.

Sharing the Book:

Present to the class a collection of the "Choose Your Own Adventure Books" and discuss ones they have already enjoyed, how the choosing system works, etc. Then present the book *It's Your Own Adventure*, (Nelson). Discuss from the cover picture how the setting appears to be the desert and recall their predictions made earlier. Have the children read (individually or in pairs) one adventure from the book. Tell them they will be asked to share the characters involved in the adventure, the setting, the problem, the solution, and the ending of their adventure when they have finished.

Post-Reading Activities:

1. *Comprehension Windows- (see sheet attached) Children (individually or in pairs) fold the sheet in half vertically and cut along the dark lines. This forms 2 windows inside each section. On one window the children illustrate what they are reporting on, on the other window they write. This activity could be repeated on other days with other adventures chosen from the same book.
2. Journal Response- Give the children back their Imagery clusters and have them draft a story "My Trip to the Sahara". Some children may be able to write their own "Choose Your Own Adventure" style of story.

*Please enlarge these sheets for your students to have sufficient room to respond.

"It's Your Adventure" by Lauren Wolk

Sort and Predict

treasure

desert

camel

brave

bus

nightmare

canteen

lonely

ship-of-the-desert

jeep

spine-tingling

sandstorm

hunt

Sahara

video machine

electronic

helicopter

dusty

power-pack

curious

spooky

scared

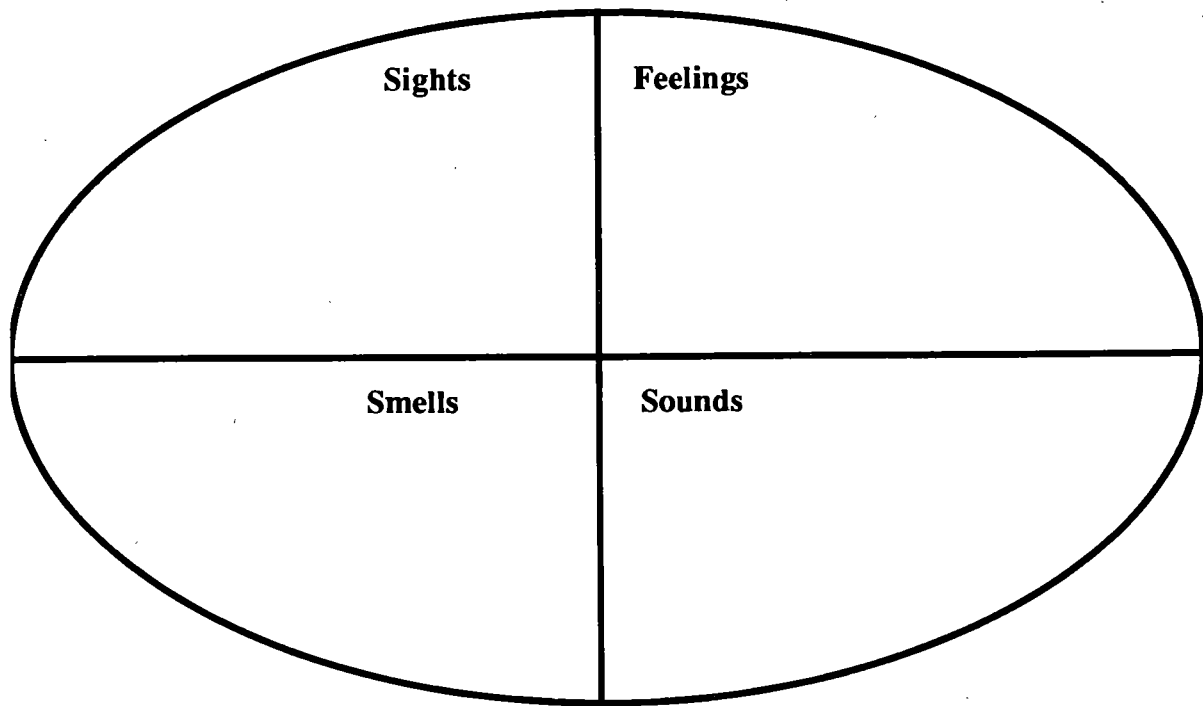
taxi

safari

hairy

***It's Your Adventure* by Lauren Walk Imagery Cluster**

If you visited the Sahara, what might you experience?



**Who
When
Where**

Problem

Solution

Ending

Comprehension Windows
Adventure Number 1

HOW TO HELP MEET THE E.S.L. STUDENTS' NEEDS IN YOUR CLASSROOM

- Discuss your program with the E.S.L. teacher(s) in your school. They will have suggestions of how you can adapt your program to meet E.S.L. needs. Perhaps they may be able to support your program by going over the material and/or developing vocabulary, etc. so that students are better equipped to handle the language and content in your classroom.
- Link the new knowledge or concepts with their previous homeland experiences.
- Make blackboard notes to signpost key ideas or new words so they see them as well as hear them. Repeat them so they are exposed to them often.
- Use real objects, pictures, graphs, charts and diagrams, etc. to clarify vocabulary or concepts
- Demonstrate, role play or mime difficult concepts i.e. burst into tears, trembling, ignore, sighed, afraid, teased.
- Encourage students who speak the same language to sit near each other so they can help explain things in their 1st language.
- Have students work in carefully chosen cooperative groups - pairs, triads, or 4's - as it's less threatening than one large group. Have students rehearse instructions orally in the small group making sure everyone understands before beginning work. Adapt the length and complexity of the assignments so the children feel good about completing what they can without feeling overwhelmed.
- Model the correct form when a child makes an error rather than pointing out the mistake. i.e. If a child says, "The baby has many toy." You could model, "So, the baby has many toys," so the student hears the correct form right away. When other children in the class pick up this technique they can help too.
- Help the children in the early stages of writing by recording their dictated story verbatim. If you accept the story as is, the child will feel encouraged to open up more. Remember the level they're at, is the very best they can do at this time. When they're ready to edit and proofread, have them correct only one type of error at a time. i.e. plural endings, past verb tense, or subject verb agreement.
- Be patient. These children understand more than they can say or write in English. They're absorbing the new language very quickly and need your support and encouragement to continue learning at their own rate.

Take the time to enjoy and get to know your E.S.L. students well. They are a wonderful resource. They bring knowledge, unique skills and valuable experiences to share with your class.

ADDITIONAL RESOURCES

The new Language Arts authorized and recommended resources list includes several series which include multicultural literature tie-ins. Listed below are a few suggestions from the various reading series.

Impressions 3 -- Level Two (P-3). Published by HBJ/Holt
 East of the Sun
 West of the Moon

Impressions 4 -- Level Three (P-4). Published by HBJ/Holt
 Over the Mountain
 Under the Sea

Journeys -- Springboards 2. Shared Reading. Published by Ginn and Company
 Net of Moonbeams -- Level 5
 Long Long Ago -- Level 6

Journeys -- Springboards 3. Published by Ginn and Company
 Pocketful of Stars -- Level 7
 Listen to the Silence -- Level 7
 In a Country Far Away -- Level 8

Networks. Published by Nelson Canada
 Island Treasures -- Unit 12
 Winter Welcomes -- Unit 10
 Take a Giant Step -- Unit 5
 Kuro the Starling -- Unit 11

Theme	Title	Series
Environment	Spaceship Earth p. 167	East of the Sun -- Impressions
	Under the Shade of the Mulberry Tree p. 220	West of the Moon -- Impressions
	The Short Tree and The Bird That Could Not Sing p. 31	In a Country Far Away -- Impressions
Chinese New Year	At Grandmother's House p. 242	Under the Sea-- Impressions
	My Name is Different p. 5	Listen to the Silence -- Journeys
Inuit Life	The Arctic-What Lives There? p. 212	Over the Mountain -- Impressions
	Pitseolak p. 232	Over the Mountain -- Impressions
	A Gift from Kuni p. 238	Over the Mountain -- Impressions
	Children of the Yukon p. 244	Over the Mountain -- Impressions
	Beautiful Baffin Island p. 48	Island Treasures -- Networks

	Baffin Island Artists p. 58	Island Treasures -- Networks
	Flight to Deer Lake p. 32	Listen to the Silence --Journeys
Dogs	A Gift from Kuni p. 238	Over the Mountain -- Impressions
The Sea	Kenji Moto the Hermit p. 70	Under the Sea -- Impressions
	Tropical Trinidad p. 48	Island Treasures -- Networks
	Arion and the Dolphins p. 64	Island Treasures -- Networks
The Jungle	What's So Funny, Ketu? p. 11	Under the Sea -- Impressions
	Bringing the Rain to Kapiti Plain p.56	Under the Sea -- Impressions
	The Singing Bird p. 138	Under the Sea -- Impressions
	How Trouble Made the the Monkey Eat Pepper p. 150	Long Long Ago -- Journeys
	How to Weigh an Elephant p. 74	Winter Welcomes -- Networks
Fairy Tales	The Indian Cinderella p. 82	Under the Sea -- Impressions
Changes	Where Did You Get Your Moccasins? p. 100	Net of Moonbeams -- Journeys
	An Older Brother Helps Out p. 51	Pocketful of Stars -- Journeys
	The Sandwich p.116	Over the Mountains -- Impressions
	Ming Lo Loves the Mountain p. 44	In a Country Far Away -- Journeys
	Michi's New Year p.106	In a Country Far Away -- Journeys
Birds	The Paper Crane p. 140	Pocketful of Stars -- Journeys
	Kuro the Starling	Net Works
Insects/Spiders	How Anansi Brought the Stories Down - a play p. 246	West of the Moon -- Impressions
	Anansi -- a poem p. 256	West of the Moon -- Impressions
The Farm	The Walk p. 21	Listen to the Silence -- Journeys
	Stephen and Star p. 58	Take a Giant Step -- Networks

REFERENCES

- Andrews, Jan (1985). *Very Last First Time*. Vancouver: Douglas & McIntyre. ISBN 0-689-50388-1
- Carrier, Roch (1979). *The Hockey Sweater*. Montreal: Tundra. ISBN 0-88776-174-7
- Cleaver, Elisabeth (1979). *The Fire Stealer*. Toronto: Oxford University Press: ISBN 0-19-540515-3
- Heald-Taylor, Gail (1986). *Whole Language Strategies for ESL Primary Students*. Toronto: OISE. ISBN 0-7744-0314-4 (Language and Literacy Series).
- Law, Barbara (1990). *The More-Than-Just-Surviving Handbook: ESL for Every Classroom Teacher*. Barbara Law and Mary Eckes. Winnipeg: Peguis. ISBN 0-920541-98-4
- McKee, David (1982). *Elmer*. London: Anderson Press. ISBN 0-86264-208-6
- Rigg, Pat ed. (1989). *When They Don't All Speak English: Integrating the ESL Student into the Regular Classroom*. Urbana, Illinois: NCTE. ISBN 0-8141-5693-2
- Steig, William (1977). *Amos and Boris*. Penguin Group/Puffin Books. ISBN 0-374-30278-2
- Wallace, Ian (1984). *Chin Chiang and the Dragon's Dance*. Vancouver: Douglas & McIntyre. ISBN 0-88899-020-0.
- Waterton, Betty (1984). *Orff, Twenty-Seven Dragons (and a Snarkel!)*. Illustrated by Karen Kulyk. Scarborough, Ontario: Annick Press. ISBN 0-920-303-03-X
- Waterton, Betty (1980). *Pettranella*. Illustrations by Ann Blades. Vancouver: Douglas and McIntyre. ISBN 0-88899-108-8.
- Waterton, Betty (1980). *A Salmon for Simon*. Illustrated by Ann Blades. Toronto: Douglas and McIntyre. ISBN 0-88899-107-X
- Wolk, Lauren (1988). "It's Your Adventure". *Networks*. Scarborough, Ontario: Nelson. ISBN 0-17-6024-95-6
- Young, Ed (1989). *Lon Po Po. A Red Riding Hood Story from China*. New York: Philomel Books. ISBN 0-399-21619-7

FEDERAL SOURCES OF INFORMATION OF POSSIBLE INTEREST TO STUDENTS

submitted by **LINDA JELLICOE** of Reference Canada, Vancouver, BC.

The departments below can provide information and/or tours to student groups. This is not a complete list, but rather an indication of some of the materials and services available. If you are looking for other kinds of information or services from the federal government please don't hesitate to call us at Reference Canada, 666-5555 (Vancouver) or 1-800-663-1381 elsewhere in BC. We have publications and public affairs contacts for most of the regional offices in British Columbia.

In most cases, we have listed the department's regional address. You can check if there is an office of a particular department in your area either by consulting your phone book Blue Pages or by calling us. Be forewarned, however, that not all district offices have materials. For larger quantities of any publication or for publications in French, it is often necessary to write (or phone) the head office in Ottawa or Hull. We have included toll-free numbers wherever possible, but these are becoming more and more scarce.

Please note that most government publications are available in either English or French making them a valuable source for the immersion classroom. Unfortunately, though, many French materials may be available only from the head office in Ottawa/Hull.

• Canada Communication Group (CCG)

Reference Canada used to be a program under Supply and Services Canada, but has now moved to the newly created Canada Communication Group which also handles all the cost publications of the Canadian government. You can acquire these publications through government authorized bookstores in major centres and at the university bookstores or you can order directly through:

Canadian Communication Group/Printing -
Printing Bureau Building - 45 Sacre Coeur
Building, 2nd Floor - Hull, Quebec K1A 0S9.
Credit card and regular telephone orders: (819)

956-4802. Price quotations and availability (but not ordering) 1 800 567-4422. Telephone Device for the Hearing Impaired: (819) 956-5151.

• Canada Post Corporation (CPC)

As well as reviewing stamp design and subject matter, Philatelic Programs offers a Stamp Travelers' Club for young people. The membership fee is \$16.00 (GST included) and provides a binder, magnifying glass, 4 stamps, a subscription, etc. You can get information about this by calling them in Antigonish, Nova Scotia at: 1 800 565-CLUB.

During the Holiday Season, children can write to Santa Claus through CPC's Santa Letter Writing Program and receive a personalized response. Contact Reference Canada during the holiday season for further details.

• Canadian International Development Agency (CIDA), 650 West Georgia Street, Vancouver, BC. V6B 5H8, (604) 666-1442. And at: 200, promenade du Portage - Hull (Quebec) K1A 0G4.

CIDA will send out information sheets and pamphlets called Signposts—looking for work in International Development. The non-governmental organizations listed include Canada World Youth, an exchange program for young people to learn about development issues through voluntary participation, and Canadian Crossroads International which sends volunteers to respond to specific requests of local people in developing countries.

• Canadian Space Agency (CSPA)

Mailing address: PO Box 7014, Station V, Vanier, Ontario K1L 8E2, and at Montreal, PQ H2Z 1Z7.

The Canadian Space Agency has a standard package with 8 x 10 glossy photo cards illustrat-

ing satellites, Northern Lights, the Canadian astronauts, etc. Various other posters can also be ordered. Also, information kits about the Canadian astronauts are available from the mailing address or by calling (613) 998-6701.

• **Consumer and Corporate Affairs Canada (CCA)**, 1400 - 800 Burrard Street, Vancouver, BC V6Z 2H8, (604) 666-5000.

This department has pamphlets informing the consumer about product safety and misleading advertising as well as information about patents, trademarks and incorporation. They are interested in developing well informed consumers. They used to have a toll-free number for GST consumer information, but this is now being handled by Revenue Canada Excise (666-4664 Vancouver, 1 800 561-6990 BC).

• **Department of National Defence (DND)**

DND organizes a few different types of tours. The first is a tour of the dockyards that lasts an hour and a half. They need a few weeks notice and those touring must be ten years or older. For the hour long ship tour, you must give DND a month's notice, but there is no age limit. The third tour is the Blue boat tour of the harbour, a historical tour on a smaller ship. These tours last half an hour and are for twelve years of age or older. To arrange a tour, you must send a letter with pertinent information (type of tour, number of persons, what date is required, etc.)

Contact:

Staff Officer: Visits — 363-2708, or write:

Maritime Forces Pacific, Cdn Forces Base
Esquimalt, FMO Victoria BC, V0S 1N0, Attn:
S.O./Visits

• **Elections Canada (ELC)** 1-800-267-8683

This department, centralized to Ottawa, can provide lists of Members of Parliament and their constituencies. They can also answer questions about electoral procedure. A list of Cabinet Ministers is available from most local Members of Parliament.

• **Employment and Immigration Canada (EIC)**

Publishes the Hot 100 - A Quick Guide to Federal programs and Services for Youth which is available through written request to:

Public Enquiries - Employment and Immigration
- Ottawa-Hull, K1A 0J9

For information only, their phone numbers are:
(819) 994-6313/Fax (819) 994-0116

Employment and Immigration also offers job counseling, job placement, daily workshops and career planning services to students. Students should contact their local Canada Employment Centre. The Public Service Commission places students in the federal government through the Employment Centres. See descriptions under Public Service Commission later in this guide for these programs.

• **Environment Canada (EC)**

Information Directorate - PO Box 1540 - 800
Burrard Street - Vancouver, BC. V6Z 2G7 (604)
666-5900 or 1 800 668-6767.

Various publications available on weather, national and historic parks, the Canadian Wildlife Service, conservation, environmental programs, etc. Also posters.

• **External Affairs and International Trade Canada (EAITC)**

Most of External Affairs operations are centralized to Ottawa with the exception of the International Trade Office in Vancouver. (EAITC used to handle passports through passport offices in Vancouver and Victoria; these are now their entity and are listed in the phone book) Various publications including a list of Canada's consular service abroad and a bibliography of articles and books on free trade for use by students are available from:

Info Export - 125 Sussex Drive - Ottawa, Ontario
K1A 0G2. Phone: 1 800 267-8376.

Also of interest from EAITC, International Exchange Programs permits young Canadians to work temporarily in other countries on an exchange basis. (Age: 18 to 30 years old).

For more information and the booklet entitled International and Education Exchange Programs, contact:

External Affairs and International Trade Canada
- Communication and Culture Branch - Academic Relations Division - 123 Sussex Drive - Ottawa, Ontario K1A 0G2 (613) 992-6142.

• Fisheries and Oceans (F&O)

Tours of the Pacific Biological Station in Nanaimo have been cancelled indefinitely due to staffing constraints but other Fisheries and Oceans operations in B. C. are open for school tours. Check your government Blue Pages for local listings or contact Reference Canada.

The Institute of Ocean Sciences - 9860 West Saanich Road, PO Box 6000, Sidney, BC V8L 2B2. Tours are given on Mondays and Wednesdays at 11:00am. Special arrangements can be made for larger groups (preferably 25) to visit the Institute and the Pacific Geoscience Centre. A video is included and information can be picked up on a number of things. Contact Staff Sgt. Walters at 363-6518.

A listing of salmon hatcheries is also available from F&O (or call Ref Can to see what is available in your area). To make appointments, contact the individual hatcheries. In October, for example, the Weaver Creek Project near the Chehalis River Hatchery near Mission is in full swing for salmon spawning. No appointments are necessary and signs indicating various points of interest have been set up. You may however contact them at 796-9444. This is particularly interesting since at the project, students will be exposed to natural spawning (while at the Chehalis River Hatchery it is artificial spawning). They are open from 8:00 am to 3:30 p.m. Call 796-2281.

• Fitness and Amateur Sport Canada (FASC)

Journal Tower South - 365 Laurier Avenue West, 10th Floor - Ottawa, Ontario K1A 0X6.
General inquiries: (613) 992-8941.

Fitness Canada seeks to promote, encourage and develop fitness and amateur sport in Canada. They can give information on any sport (rules, etc.) through the Canada Sports & Administration Centre

(613) 746-0060. Fitness Canada also administers the Canada Fitness Award (613) 992 - 9125*, and sponsors Canada's Fitweek (613) 993-0107 (which runs concurrently with Participaction, which is run by a private group out of Toronto).

* A new program titled the Canadian Active Living Challenge is in progress to replace the Canada Fitness Award. Consisting of four sequential and progressive programs, it has particular themes targeted to specific age groupings—5-8, 9-11, 12-14, 15-18 years. The new program will be flexible and user-friendly. "Resource materials and guidelines will be provided to help leaders in school and community settings to facilitate a developmental learning process for active living."

Canada's participation in international sports events which used to be through External Affairs through the International Sports Relations Program is now dealt with by FASC. Fitness and Amateur Sports Canada seeks to raise awareness and understanding of Canada abroad through sports activities which they promote and support. They facilitate and can provide some funding for visits of Canadian athletes and teams to foreign countries if they go to represent Canada (as opposed to representing Prince George, or Chilliwack Secondary etc.) They provide financial assistance to priority regions to promote sports, for things such as coaching, training and equipment. For more information please contact:

Fitness and Amateur Sport Canada - International Relations Branch - Major Games Directorate; 123 Sussex Drive; Ottawa, Ontario K1A 0G2 (613) 992-5726.

• Forestry Canada (FORC) Pacific Forest Centre - 506 West Burnside Road - Victoria, BC (604) 363-0600

Unfortunately, staffing constraints have forced Forestry Canada to abandon their popular schools program. They do, however, sometimes have temporary work experience possibilities for secondary students. (Call Wendy Doyle in Personnel at 363-0669). They also have a Teacher's Guide and some kindergarten to grade five materials. Contact Lavina Galbraith at 363-0606 (publications). Forestry Canada can also sometimes supply a speaker for school career days.

• **Governor General (GG)** 1 Sussex Drive -
Ottawa, Ontario K1A 0A1 - (613) 993-9530

There is a booklet/kit available about the role of the Governor General as well as a list of previous Governors General since 1867 and information on the Order of Canada and other medals and decorations. They will send out a portrait of the Governor General and one of the Queen (specify size).

• **House of Commons (HOC)**

Public Information Office, House of Commons,
Ottawa, Ontario K1A 0A6 (613) 992-4793
Dianne Brydon, Chief of Education &
Visitor Services - (613) 996-0238
Carol Richardson, Education Officer - (613)
943-0712

The House of Commons has a kit for students and also one for teachers with information on the functions and significance of the HOC. They are also producing a video package about Parliament Hill. Called "Morning Tours," it is an excellent resource to use with classes to prepare them for a visit with a Member of Parliament or a visit to Ottawa. The package is available for loan from local MPs (but call first to check) and includes a teacher's guide, study cards and activity sheets. Information about the program is available now from the Public Information Office and will be available regionally once the program is launched.

• **Health and Welfare Canada (HWC)**

Numerous publications are available such as Dental Health - A Teacher's Guide; Approaching Adolescence; Student Life; Family Violence; Food and Nutrition; Health and Safety Issues; Fitness, etc. A Publications Guide is also available. To order, write or call:

Publications Distribution Centre - Health and
Welfare Canada - Room 245 - 757 West Hast-
ings Street, Vancouver, BC V6C 1A1 (604) 666-
2083

They will forward request to HQ in Ottawa and can advise if publications are out of print.

• **Indian and Northern Affairs Canada
(INAC)**

1550 Alberni Street - Vancouver, BC V6G 3C5
(604) 666-5230

Information packages on native and Inuit culture, history, etc. for both elementary and secondary schools can be made up according to your needs. You can reach them by writing to:

Indian and Northern Affairs Canada - Terrasses
de la Chaudière - North Tower - 10 Wellington
Street - Hull Quebec K1A 0H4

or phone 1 800 567-9604 toll-free Ottawa
(publications or French information)

• **Industry, Science and Technology
Canada (ISTC)**

Rm. 900 - 650 West Georgia - PO Box 11610,
Vancouver, BC V6B 5H8 (604) 666-0266 (leave
your number and they will call you back)

Canada Scholarships Program makes annual awards to top students entering first-year undergraduate studies in the natural sciences, engineering and related disciplines. There is also a program called Frontrunners that takes the Canadian Scholarship winners and other science and engineering students into schools to make presentations.

ISTC has publications including a booklet How to explore Science and Technology, and a RAP-O-MATICS video showing what you rule out when you drop mathematics (This can be purchased for \$14.99 at Chromavision International Inc. (613) 748-5335 in Ottawa or contact ISTC for more details).

The department is also working on a career profile for science and technology aimed at high school students which should be available in September '92.

• **National Film Board (NFB)**

Library services: Vancouver: Ste. 100 - 1045
Howe St. - V6Z 2B1 - 666-0716; Film/Video
reservations elsewhere in BC: 1 800 661-9867.

Rental films: flat rate \$5.00/week, videos \$2.00/
day. Film catalogues are \$5.00, but the video
catalogue and film information sheets are free.

• **National Library of Canada (NLC)** 395 Wellington Street - Ottawa, Ontario K1A 0N4 - (613) 995-7969

Produces a kit called "Read up on it" to encourage people to read Canadian books. The kit contains a poster, stickers and book lists especially prepared by two children's literature agencies. The newest version will be out in mid-September.

• **National Research Council (NRC)**

Tours arranged at the Dominion Astrophysical Observatory - 5071 West Saanich Rd., Victoria, BC V8X 4M6 (604) 363-0001. Tours for school groups are available on Tuesdays, Wednesdays and Fridays 9:30 am to 3:30 p.m. Advance booking required of approximately one week. Saturday evening tours are also available from 9:00 - 11:00 p.m. at no charge and with no advance booking required. Tours vary throughout the year so it's best to call: a taped recording at (604) 363-0012 gives the most up-to-date information.

• **Office of the Commissioner of Official Languages (OCOL)** 1-800-661-3642 (to Edmonton)

OCOL is a fruitful source of materials for both language and French Immersion classes. They have a number of pamphlets, five different posters and audio/visual materials including an animated cartoon video for ages 5 to 8 called Magic Mural and, for older students, a geographical map: Two Languages, One Country. They have a bilingual game called Explorations for young people 12 years of age and older. This game is designed for up to four players, and invites young people to discover and to learn about the roles of English and French as international languages.

Other materials include a resource kit for teachers called Share the Vision which gives unique insights into how young Canadians think and feel about living in a bilingual country; a document called Two Languages over Time which traces the history of English and French in Canada, and a new report entitled Some basic facts which answers the most frequently asked questions about bilingualism. Of interest to teachers and to more senior students is OCOL's magazine Language & Society/Langue et Société which comes out five times per year.

OCOL encourages teachers to call them at their toll-free number because they like to arrange kits to suit the educator's needs.

• **Public Service Commission (PSC)**

The Public Service Commission is the hiring arm of the federal government. They set the policies and collect data for two programs for students:

Co-op Employment for Students, is a PSC program that is responsible for hiring students for co-op work terms with the federal government. Interested students should go through their educational institution.

Summer placement of secondary and post-secondary students in clerical, secretarial and general labour jobs in federal departments is also directed by the PSC but administered through the Employment Centres.

• **Secretary of State (SS)/Multiculturalism and Citizenship Canada**

1200 - 800 Burrard Street - Vancouver, BC V6Z 2N5
Secretary of State: 666-1076 / Multiculturalism & Citizenship: 666-1195

The Secretary of State and its sister department Multiculturalism and Citizenship Canada deal with what it is to be Canadian. They have a comprehensive list of publications available free of charge. To get this, call the above office collect or write or phone:

Communications Branch - Secretary of State of Canada - Ottawa, Ontario K1A 0M5 - Info (819) 997-0055 Publications (819) 997-0844

Communications - Multiculturalism & Citizenship Canada - Ottawa, Ontario K1A 1K5 - Info (819) 994-2020 Publications (819) 997-0055

Example of publications: A Look at Canada—folder with different maps of Canada, coats of arms of different provinces and brief Canadian history. Human Rights—It's Your Right—Teacher's Guide for Adult Basic Education with a Student's Manual. Education—Guide to Federal Sources of Financial Aid for Canadian Post-Secondary Students.

They also direct some programs of interest to you including:

Canada Student Loans Program (which is administered through the provincial Ministries of Education; in BC 1 800 561-1818)

Official Language Fellowships - post-secondary fellowships for studies conducted in the person's second official language. For information, contact the provincial Ministry of Education. The Association of Universities and Colleges of Canada at (613) 563-1236 will provide information on the Queen Elizabeth Silver Jubilee Endowment Fund which has awards for those wishing to pursue undergraduate studies in their second "official" language.

Official Language Monitor Program - promotes the learning and use of the official languages through monitors who are assigned to schools full-time or part-time. These are administered provincially by the Ministry of Education.

Summer Language Bursary Program - grants bursaries for six-week immersion courses in French or English at accredited institutions to students who have completed secondary school (administered by the provincial Ministry of Education).

Secretary of State also has the Youth Participation Directorate which organizes the Open House Canada Program which aims to help young Canadians (14 to 22 years of age) develop a greater sense of identity and unity through exchanges and forums. Unfortunately, cutbacks have also hit this program so that it now only funds established programs.

Secretary of State also funds the Commonwealth Youth Program through the Royal Commonwealth Society. Also funded by CIDA, the society has just participated in the 20th Student Commonwealth Conference. For more information, contact Shirley Webb at (819) 956-0937.

• **Social Sciences and Humanities Research Council of Canada**

255 Albert Street - Ottawa, Ontario K1P 6G4 - (613) 992-0682

For information on scholarships, grants, and fellowships for basic and strategic research, international scholarly exchanges, etc.

• **Solicitor General of Canada (SGC)**

1320 - 800 Burrard Street, Vancouver BC V6Z 2J5 (604) 666-5307

Information booklets include applications for pardons and materials on crime prevention and on Canada's correctional system. They have a resource centre which is open to the public from 8:30 am to 4:30 p.m. and has material on criminal justice and crime prevention.

• **Supply and Services Canada (SSC)**

One of Supply and Services' programs is Science Culture Canada which aims to increase general public awareness of scientific achievements and stimulate interest in science among young people. Although the awareness campaign for the program has been entrusted to Industry, Science & Technology, general core, youth and project based funding comes from Supply and Services. For more information about this program, contact:

Supply and Services Canada - Science and Professional Services Directorate, Place du Portage, Phase III, 12C1 - Hull, Quebec, K1A 0S5. The programs officer is Elise Boisjoli at (819) 956-1772

• **Transport Canada (TC)**

Public Affairs, 1020 (Mailing: Ste.620) - 800 Burrard Street, Vancouver, BC V6Z 2J8 (604) 666-7016

This department can provide any pamphlets that Transport Canada produces, including water safety brochures, motor vehicle safety brochures, information on careers in air traffic control or the Coast Guard, etc.

FOR ANY DEPARTMENT NOT MENTIONED ABOVE, OR FOR FURTHER INFORMATION, PLEASE CALL REFERENCE CANADA VANCOUVER AT 666-5555 OR TOLL-FREE AT 1-800-663-1381.

NOTE: ON OCTOBER 31, 1992, REFERENCE CANADA VANCOUVER WILL CLOSE ITS OFFICE. THE REFERENCE CANADA TOLL-FREE REFERRAL SERVICE WILL CONTINUE ON AFTER THAT DATE, BUT FROM OTTAWA. IT HAS BEEN OUR PLEASURE TO SERVE YOU.

This information has been prepared by our office as a public service and is accurate to the best of our knowledge. Neither Reference Canada Vancouver or Canada Communications Group, nor any of the departments mentioned may be held liable for errors or changes in this material.

**BCLA presents B.C. Information Policy Conference
November 5th and 6th**

This conference will explore the directions and social implications of telecommunications and information technology, the conflicting agendas of the main players in the information age, and the role, if any, for libraries. It represents an important opportunity for librarians to work with other groups in society concerned about information access issues and to investigate opportunities for joint action. Established as a working session prior to the National Information Summit, the conference will also focus on provincial and municipal information policy.

When: November 5 and 6th, Thursday afternoon and evening and all day Friday

Where: Simon Fraser University at Harbour Centre, 515 West Hastings Street,
Vancouver, B.C. V6B 5K3

Mail Registration to: BCLA, 110—6545 Bonsor Avenue, Burnaby, B.C. V5H 1H3,
include your name, address, library, and phone number. Fee is \$25.00

For more information: contact Brian Campbell at 665-3579 or Jacqueline Van Dyk at
984-0286.

JURISDICTIONS OF VARIOUS LEVELS OF GOVERNMENT

Different levels of government—Federal, Provincial, and Municipal, have their own responsibilities. The following is a guide to a few of these jurisdictions.

Note: This is a general guide only. Some overlap exists in responsibilities, and some things exist for which no one wants responsibility. For example, pollution is handled and treated differently by all three government levels. Also—if the RCMP is hired by a municipality or province to act as a police force, they then have municipal or provincial jurisdiction as well as federal.

Federal

- airports (except Vancouver International)
- business loans, advice and incorporation; bankruptcy
- Canada Pension Plan, Old Age Security, Family Allowance
- copyrights, patents and trademarks
- customs: exports, imports
- fishing licences (salt water)
- employment programs, Social Insurance Numbers, unemployment insurance benefits
- income tax, Goods and Services Tax
- marine transportation, Coast Guard; boat licencing and registration
- national parks
- passports; consular service abroad
- most rail transportation, including VIA Rail

Provincial

- adoptions
- birth certificates, registration: marriages, divorces, births, and deaths
- crown land: except Indian land and federally owned
- education, schools, student loans (even Canada Student Loans)
- fisheries and wildlife management: hunting and freshwater fishing licences
- forestry management
- health care, hospitals, health insurance
- highways
- employment standards (except federal employees)
- liquor licensing and distribution
- lotteries, public gaming
- motor vehicles, drivers' licences
- registration of companies and societies
- rental accommodation
- sales tax
- trust companies, credit unions, travel agencies
- welfare (social services)

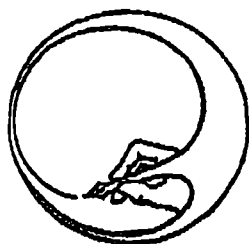
Municipal

- garbage pick-up, sewer systems
- parks and recreation
- police (not RCMP)
- property tax (unless not an incorporated area)
- road and lane maintenance, sidewalks

More than One Level

- consumer protection, agriculture, business assistance, historic properties

Per: Reference Canada

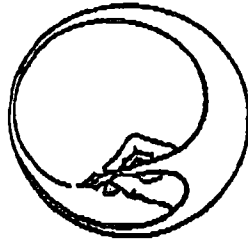


THE FEDERATION OF BRITISH COLUMBIA WRITERS

Members interested in performing public readings

The Federation of B. C. Writers has compiled a roster of some of its members who have expressed an interest in performing public readings of their work. This list was prepared for the BCLA Conference held in Whistler, May, 1992. The Federation has several hundred members located in all areas of the province. If you require more information or want additional names of writers, please telephone our Vancouver office at 683-2057 or fax us at 683-8269. We would be pleased to assist you.

<u>Author</u>	<u>Telephone</u>	<u>Address</u>	<u>Postal Code</u>
Hereward Allix	248-6602	896 Shorewood Close, Parksville	V9P 1S5
Winona Baker	753-8417	606 First Avenue, Nanaimo	V9R 1Y9
Brian Brett	653-2377	C36 Bullman Rd., RR1, Fulford Harbour	V0S 1C0
Trevor Carolan	929-7934	2427 Panorama Drive, North Vancouver	V7G 1V4
Norma Charles	222-1541	1844 Acadia Road, Vancouver	V6T 1R3
Margaret Dymont	385-8982	607 Linden Avenue, Victoria	V8V 4G6
Cynthia Flood	255-7820	2792 Cambridge Street, Vancouver	V5K 1L7
B. Guild Gillespie	936-0296	540 Poirier Street, Coquitlam	V3J 6A4
Leona Gom	538-1472	15534 Semiahmoo Avenue, White Rock	V4B 1V1
J. A. Hamilton	254-1617	POB 69398, Station K, Vancouver	V5K 4W6
Heather Kellerhals-Stewart	285-3570	POB 250, Heriot Bay	V0P 1H0
Eileen Kernaghan	435-6500	5512 Neville Street, Burnaby	V5J 2H7
Susan McCaslin	469-0261	21 Brackenridge Place, Port Moody	V3H 4G4
Lynne Melcombe	939-0132	1033 Cecile Drive, Port Moody	V3H 1M5
Susan Musgrave	656-5037	POB 2421, Sidney	V8L 3Y3
Jane (Jenny) Nelson	626-5140	POB 482, Masset	V0T 1M0



Kathleen Nelson	731-3830	3294 West 13th Avenue, Vancouver	V6K 2V5
Lillian Nemetz	738-8260	#311 - 1425 Cypress, Vancouver	V6J 3L1
Betty Nickerson	722-3349	RR #3, Ladysmith	V0R 2E0
John Patrick	681-4942	#204 - 1967 Barclay St., Vancouver	V6G 1L1
Linda Rogers	386-8066	123 South Turner Street, Victoria	V8V 1W5
Ellen Schwartz	435-3108	6637 Emerson Street, Burnaby	V5E 1W5
Timothy Shay	229-5221	6288 Wightwick Road, Nelson	V1L 5P6
Sandy Shreve	876-8590	3589 Marshall Street, Vancouver	V5N 4S4
Heather Smith Siska	598-1224	1076 Davie Street, Victoria	V8S 4E3
Robert Steimach	290-0333	POB 75255, White Rock	V4A 9N5
June Temple	852-0507	C-325 - 1909 Salton Road, Abbotsford	V2S 5B6
Deborah Turney Zagwyn	796-9779	POB 472, Harrison Hot Springs	V0M 1K0
Lorraine Vernon	536-6044	1285 Kent Street, White Rock	V4B 4T6
Ann Walsh	392-5762	411 Winger Road, Williams Lake	V2G 3S6
Betty Waterton	656-5045	10135 Tsaykum Road, Sidney	V8L 3R9
Tom Wayman	226-7390	POB 163, Winlaw	V0G 2J0
Joan Weir	372-5473	463 Greenstone Drive, Kamloops	V2C 1N8
Linda Wikene Johnson	856-1404	26514 33rd Avenue, RR#7, Aldergrove	V0X 1A0
Caroline Woodward	226-7931	POB 58, Winlaw	V0G 2J0

The Federation of British Columbia Writers
P.O. Box 2206, Main P. O.
Vancouver, B. C. V6B 3W2
Telephone: 683-2057

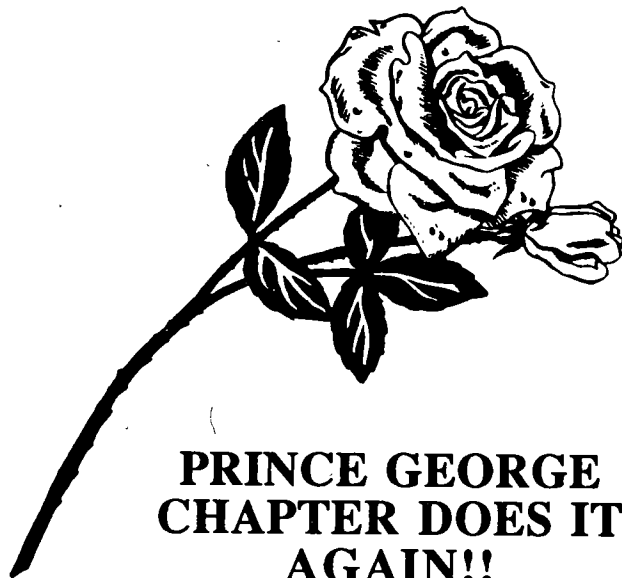
THE BOOKMARK,

**a great survivor,
now entering its 34th
year as a resource for
teacher-librarians.**

The Bookmark has survived
and supported B.C. teacher-
librarians through:

- changes in educational policies,
- government restraints on resource funding,
- development of new types of learning resources,
- changes in the roles of teacher-librarians,
- the shift from text-centred to resource-based learning,
- and all the other changes that teacher-librarians have faced in our 34 year history.

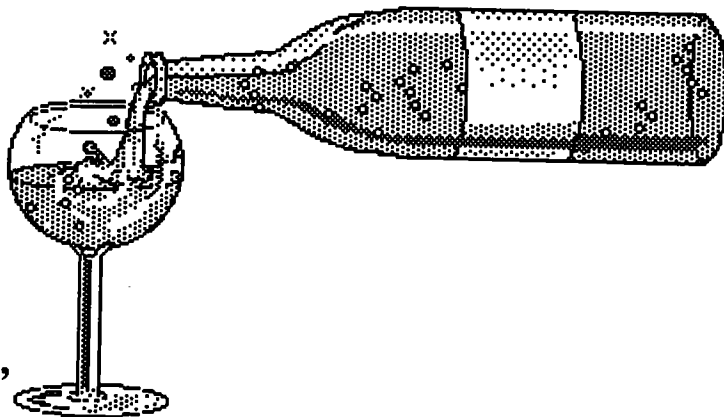
The Bookmark and its readers
will continue to survive.



PRINCE GEORGE CHAPTER DOES IT AGAIN!!

The Prince George Chapter adopted this issue and its teacher-librarians responded with great enthusiasm, submitting many high quality articles for the theme section. **Thank you to all contributors and to the chapter executive.**

This is the second time that the chapter has taken on this task. It has provided a model of professionalism that is exemplary. The Editorial Board hopes that it is an example that other chapters will follow.



**A toast to the future,
and to
at least another 34 years of
*The Bookmark.***



REGULAR FEATURES

THE PORTRAIT - PAUL KROPP

by LINA D'ONOFRIO

Paul Kropp, best known for his 'Series Canada' books, has in the past fifteen years published 30 books. Originally from Buffalo, New York, Kropp graduated from Columbia University in 1970. Shortly thereafter he moved with his wife to Ontario where he completed his Master's Degree in English Literature at University of Western Ontario in 1972. Kropp worked at a variety of jobs including welder, librarian, and typist before settling into a teaching career in Hamilton, Ontario.

He began writing shortly after he started teaching remedial students in a high school there in 1974. Finding that there was little if any Canadian material that was appropriate for students who were low in skills and reluctant readers, he began experimenting with a variety of materials from the U.S.A. and Britain. Kropp decided to write some of his own books, drawing on experiences from his own teenage years that he felt would appeal to the reluctant reader. The result was the 'Series Canada I' (1979), 'Series Canada II' (1980), and 'Series Canada III' (1992) which were published by Collier Macmillan. The topics he chose ranged from runaways, to teenage pregnancy to alcoholism, all written with the reluctant reader in mind. There are glossy pictures on the covers and the vocabulary is limited to 1200 words. Each chapter has a cliff-hanger ending to encourage readers to keep reading. Kropp has been criticized for the choice of topics for his books which can sometimes be found only behind the teacher-librarian's desk. Kropp, however, feels that his books have been very successful with reluctant readers and his fans include teenagers from all levels. In all of the books "there is ... an ending which confirms a sense of morality and justice."

With the success of the 'Series Canada' books, Paul Kropp wanted to write materials that would "bridge the gap between the easy reading 'Series Canada' and regular adult books." The result of this was 'Series 2000', which Kropp helped to write and edit. They have been so successful that over 100,000 are sold to schools across Canada annually. Teachers claim that the books are successful not only with reluctant readers but with a wide range of students. The themes are catchy—runaways, car accidents,

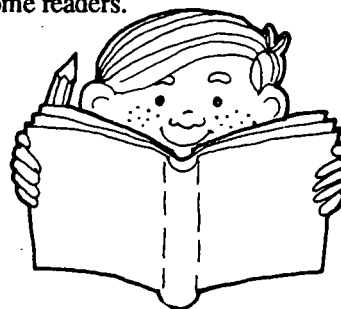
motorcycles—so the kids literally read his books by the dozen.

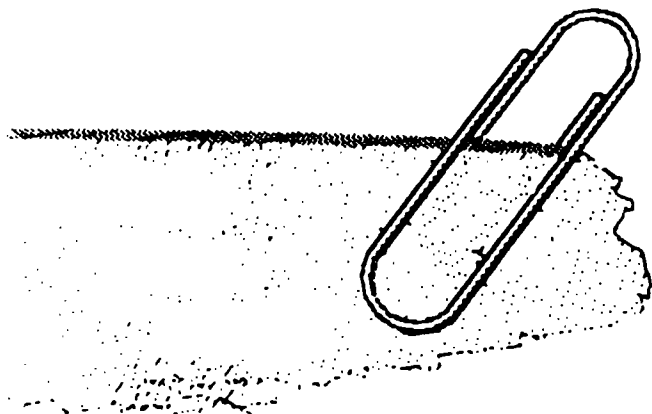
Kropp wants to get away from being recognized mainly for his 'Series Canada' books. "I'm still stigmatized by the high-interest/low vocabulary books I began writing a dozen years ago." Instead he would like to be known for his young adult novels. He wanted to experiment and write a novel without the restrictions of a specific type of reader. His first book, *Wilted* (1980), is about a student who has problems both with his family and with girls. This book never attained the popularity of the 'Series Canada' titles. Kropp felt that because of the restrictions of teaching and writing "both the character and the student got away from me before they...learned everything I intended for them."

Kropp's most recent novels include *Moonkid and Liberty* (1988) and *Rock* (1989), both published by Stoddart for young adults. *Moonkid and Liberty* deals with a young student who has to learn to cope with being in a new city and new high school, a sister whose main interest seems to be fashion, and separated parents. *Rock* (1989) is about Tony La Roche (Rock) who is a leader of a neighbourhood gang which includes another teenage boy and his younger sister. Their friendship is tested after they meet up with a real gang, Rock becomes involved with drugs, and his family goes through rough economic times.

Kropp attributes the success of his books to the editing process he uses. He has students review his first drafts. The students are recruited from elementary and secondary schools, and range in age from ten to sixteen years. Kropp uses their notes or tapes to revise his final drafts.

In an effort to encourage students to become independent readers and to promote Canadian books to teachers, Kropp has worked as chair of the Writers' Union of Canada Curriculum Committee, helping to raise the awareness of Canadian writers at Ontario teachers' colleges. He is working on a non-fiction book for adults that will assist them in encouraging their children to become readers.





NOTES AND NEWS

by **WILLA WALSH**, senior editor

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

FUTURE OF CANADA

The BCTF has introduced a teaching resource guide on the Future of Canada. The guide provides timely information about the constitutional crisis, and assistance with the complex national unity issue in an objective and educationally appropriate way. The Future of Canada guide was developed by a team of classroom teachers working with school districts and the academic community. More than twenty school districts supported the project, some of them providing funding. Financial support was also given by the Ministry of Education and the Department of the Secretary of State of Canada. For further information, please contact: Elaine Decker, BCTF, at 737-9502.

CANADIAN IMAGES CANADIENNES

What have Janet Lunn, Marilyn Halvorson, Monica Hughes, Cora Taylor, Diana Wieler, Paul Kropp and

Welwyn Katz in common? Yes, each is noted for writing for the teenage audience in Canada. And, yes, each has been a presenter at Winnipeg's Canadian Images Canadiennes conference. There'll be more of the same at the October, 1994 "Images" conference. To be on our mailing list write to: Joyce Birch Registration C1C3, 2604 #1 Evergreen Place, Winnipeg, MB, R3L 0E9.

NEW DIRECTOR

The University of British Columbia is pleased to announce the appointment of Ken Haycock as professor with tenure and director of the School of Library, Archival and Information Studies, effective July 1st, 1992. Dr. Haycock is the author of numerous books and articles in librarianship, education and teacher-librarianship, is past president of the Canadian Library Association and the recipient of several awards as an administrator and as an advocate for libraries and information services. Dr. Haycock's selection and appointment conclude a two year international search conducted by the university.

CANADIAN SCHOOL LIBRARY ASSOCIATION

Two BCTLA members are on the CSLA 1992-93 executive—Anne Rowe, Prince George Secondary teacher-librarian, office of Councilor and Professor Lynne Lighthall, SLAIS, office of Vice-President/President Elect. The new editor of School Libraries in Canada (SLIC) is Karin Paul, teacher-librarian, St. Andrews Regional High School, Victoria. She is also a BCTLA member.

FOURTH EDITION OF THE CANADIAN COMPANION

H. W. Wilson Company will be releasing Professor Lynne Lighthall's newly revised and expanded fourth edition of the Canadian Companion in the early fall. *The Canadian Companion to Sears List of Subject Headings* (ISBN: 0-8242-0832-3) was designed to fill a continuing need for a list of supplementary subject headings pertaining to Canadian topics for use in small and medium-sized libraries. It is intended to cover, in some depth, distinctively Canadian topics—those relating to Canadian history, politics and constitutional matters; the official languages, and the multicultural nature of Canadian society. One notable revision is the use of the subject heading Native peoples—Canada for materials

discussing collectively the three groups of Canadians of native ancestry—Indians, Métis and Inuit.

CLA'S CHILDREN'S AND YOUNG ADULT BOOK AWARDS 1992

Kevin Major has won the CLA Book of the Year Award for *Eating Between the Lines*. Ron Lightburn was awarded the Amelia Frances Howard-Gibbon Medal for *Waiting for the Whales*, and Susan Reynolds has won the Young Adult Canadian Book Award for *Strandia*. The awards were presented at the Canadian Library Association Conference Book Awards Banquet on June 11th in Winnipeg. The CLA Book of the Year selected Martha Brooks' *Two Moons in August* and Kit Pearson's *Looking at the Moon* as runners-up. The Amelia Frances Howard-Gibbon Medal runner-up was *Aska's Animals* illustrated by Warabe Aska, and written by David Day. The Young Adult Canadian Book Award runners-up were Kevin Major's *Eating Between the Lines*, Mitzi Dale's *On My Own* and Martha Brooks' *Two Moons in August*. Honourable Mentions are Rod McIntyre's *Yuletide Blues* and Vancy Kasper's *Escape to Freedom*.

CAPILANO COLLEGE'S CERTIFICATE PROGRAMS IN INFORMATION TECHNOLOGY

The Information Technology Department at Capilano College is pleased to announce two new evening certificate programs covering topics related to information technology. Students can study on-line research techniques and companion areas such as writing for the medium; the new multimedia, CD-ROM technology or interactive videodisk development; graphic and electronic publishing. The two programs are: The Electronic Research and Communications Program and The Applied Multimedia Program. Students must be computer literate, and have access to computers and modems. For more in-depth information please call the Infotec Program at 984-1727 or fax 984-4985.

CSLA ASSOCIATE MEMBERSHIP

A special category of Associate membership in the Canadian School Library Association, a division of the Canadian Library Association, is now available exclusively to teacher-librarians in Canada who are members of both a provincial school library associa-

tion and a professional organization affiliated with the Canadian Teachers' Federation. This new membership option, with annual dues of just \$40.00, is especially designed for those who are both educators and library professionals, offering alternative choices of services and member privileges that reflect the dual responsibilities of the teacher-librarian. For more information contact: The Canadian Library Association, Membership Services Department, 200 Elgin Street, Suite 602, Ottawa, Ontario, K2P 1L5. Telephone: (613) 232-9625 or Fax: (613) 563-9895 or 1-800-267-6566 Toll Free.

TKM INTER LIBRARY LOAN SOFTWARE

TKM, which has also produced MicroCAT, a software program for library management, has a new product for interlibrary loans. This is a management and messaging software package which deals with coordinating, processing and managing of Inter Library Loans (ILL). Resource sharing is facilitated in computer-oriented libraries. For more information write to: Ross Eastley, TKM Software Limited, P.O. Box 1525, 839 -18th Street, Brandon, MB, R7A 6N3; telephone: (204) 727-3873, fax: (204) 727-5219.

MYSTIC FIRE VIDEO PRODUCTS

This product line is exclusively represented in Canada by Stapeford International. The video programs are of an educational nature and offer thought provoking topics on many subjects—myth, religion, society and culture. One outstanding program is the series of interviews conducted by Bill Moyers with Joseph Campbell entitled *The Power of Myth*. These programs have not been distributed in the Canadian educational community before and they are of very high quality—winning many awards throughout the world. The catalogue features over one hundred titles in both laser disc and VHS video cassette formats. Discounts are also offered to educational institutions. The suggested Canadian list prices range from \$29.95 to \$49.95 for individual titles. *The Power of Myth*, a six-tape set, has a suggested Canadian retail price of \$179.95, and *Greek Fire*, a five tape set on the influence of ancient Greece on our lives today, is \$154.95. For a catalogue and more information contact: Stapleford International, 87 Falcon Street, Toronto, Ontario, M4S 2P4; telephone: (416) 322-7555; fax: (416) 322-7779. (Non commercial public display rights for educational purposes is not an infringement of copyright).

READING CHECKLIST...✓

compiled by **LIZ AUSTROM**, teacher-librarian, Tupper Secondary School, SD#39 (Vancouver).

My summer has been one of change. In June I thought I would be a teacher-librarian in an elementary school in September so I spent much of the summer reading intermediate novels. At the end of August I was posted to Tupper Secondary so much of my summer reading has gone for naught. All this is intended to explain why this column is a brief one. However, I have a stack of "must reads" set aside so the December column will be longer.

AUTHORS

Roger Sutton's interview with Lois Duncan in the June 1992 issue of *School Library Journal* is must reading for teacher-librarians who booktalk her novels. The strong connection between Duncan's life and her novels is apparent, and the comments she makes about how her own experiences have been woven into her novels provide a wealth of information that will interest young adults. Her discussion of the relationship between *Don't Look Behind You* and her daughter's death is frightening.

CENSORSHIP

In "The Great Library-Shelf Witch Hunt" (*Booklist*, January 1, 1992), Richard Peck discusses his own experiences with would-be censors and his reaction to attacks on his works and on students' right to read. He castigates the impact that fundamentalist churches and organizations like Phyllis Schlafly's have had on school library collections. Peck believes that these individuals have transferred a natural fear for their children's safety and moral upbringing into an irrational attack on books. He regards as silly the attempts to censor books like *Ghosts I Have Been* and *The Ghost Belonged to Me* on the grounds that they promote devil worship. Pointing to television as a more negative influence on young people, Richard Peck says that when parents can't control their children's viewing at the beginning of adolescence, they suddenly want to control their reading.

This article is a great one to share with other professionals who are concerned about censorship. It explores some of the responses that can be made to censors, and proposes some things that can be done to lessen the danger of censorship occurring. Richard Peck is clearly concerned about young people when he suggests that a clearly lettered poster be displayed in the meeting room whenever censors come to call, stating:

READERS HAVE NOTHING TO FEAR;

NONREADERS, EVERYTHING.

CHILDREN'S LITERATURE

With the quickly changing ethnic composition of our schools, teacher-librarians are scrambling to find translations of children's books from other countries. An excellent bibliography is appended to "Children's Books from Other Languages: A Study of Successful Translations," by Maureen White (*Journal of Youth Services in Libraries*, Spring 1992). The study itself is interesting for it looks at what makes a books successful, the most popular genres and subjects, and the most successful translators. Some young adult fiction is included, but most of the titles are for young children and pre-adolescents.

COMPUTERS

Just when I decided to move myself to the ultimate pinnacle of up-to-dateness by purchasing System 7 for my Macintosh, I read an article which destroys my illusions of being in the front rank. "Wearable Computers: Designs Offer High Function and High Fashion" (*The Futurist*, September-October 1992) describes wearable computers developed by the NEC Corporation's Advanced PC Design Center in Tokyo. The one of most interest to teacher-librarians is the Wearable Data Terminal, which is designed for taking inventory. "An optical scanner worn on the forearm enables the user to read bar codes; this information is then checked against data in a CD-ROM database located in a terminal worn around the neck." NEC expects to market these wonders before the end of the century.

ENRICHMENT

Mary Tarsoff and Sonya Emperingham, the authors of "Enrichment for All: A Practical Model" (*Research Forum*, Fall 1991), are a Learning Assistance teacher and teacher-librarian team from Saanich, BC. They summarize their very useful article as follows:

The Enrichment for All model is a practical framework for planning, teaching, and resourcing an enrichment program (which in our school also incorporates the library program). With the shift to a learner-focused curriculum as education proceeds towards the Year 2000, the concept and delivery model of enrichment needs to be reexamined. In 1980, the purpose for implementing enrichment programs was to extend the basic core curriculum for some students who were identified as not being challenged enough. Today both the basic core curriculum and the enrichment concept it being redefined in light of what is now known about learning knowledge, skills and attitudes. The Enrichment for All model delineates a way to view enrichment and to deliver it within a learner-focused curriculum.

The subsequent article describes a research process which integrates student choice and decision-making, plus open-ended learning themes, with information skills in a cooperatively planned and taught unit. It also demonstrates the viability of the cooperative planning and teaching model in the context of new developments in education.

INFORMATION TECHNOLOGY

"Electronic Document Delivery" (*UDT Newsletter*, Summer 1992) provides an overview of technical developments in information technology. Section 1 covers three types of optical disk storage: CD-ROM, WORM (write once, read many times), and re-writable magneto-optical (MO). This easily understood presentation looks at the characteristics of each storage and retrieval system, their strengths and weaknesses, and how they are commonly used. Section 5 looks at some of the copyright problems inherent in an electronic information system which is not as easily controlled as a hard copy system. These two sections were of most interest to me, but the whole article was worthwhile because it clarified for me some of the technical language previously encountered in less readable articles.

READING MOTIVATION

Judy Freeman, author of *Books Kids Will Sit Still For: The Complete Read-Aloud Guide* (Bowker), has written an excellent, brief article on reading aloud to children that offers some good practical hints. In "Reading Aloud; A Few Tricks of the Trade" (*School Library Journal*, July 1992), Freeman suggests ways to get started, then gives tips on reading aloud and on good books. She provides an incomplete rationale for her ideas in the section titled, Benefits from Reading Aloud, but redeems herself with a provocative section on questioning techniques that every primary teacher should read. She concludes her article with ideas about piquing students' interest in an author, about focusing grade level themes on authors, and about the impact of violence in films on children's reading preferences.

Judy Freeman clearly believes that it is up to educators to "help our students, especially the older, more jaded ones, to see that reading is not only pleasurable but a hip thing to do." This is an article to circulate to primary and early intermediate teachers in particular, but it might also be useful for late intermediate secondary teachers.

One article which ties nicely to the BC Language Arts / English curriculum is "Developing Lifetime Readers: Suggestions from Fifty Years of Research" (*English Journal*, October 1991). Teri S. Lesesne outlines the past fifty years of research on encouraging students to become lifetime readers. The following findings are discussed:

1. Lifetime readers are made, not born.
2. Children and young adults need role models to emulate.
3. Children and young adults need time in school to read for pleasure.
4. Free reading can be used to develop lifetime readers.
5. A curriculum rich in response will aid in the development of lifetime readers.

This article could be used to support students' self-selection of reading materials and the implementation or continuation of Uninterrupted Sustained Silent Reading. It could also be used in connection with the International Reading Association's document *Responses to Literature, K-8*, and with the Ministry of Education's *Literature Connections*.

RESEARCH SKILLS

The March 1992 issue of *Phi Delta Kappan* has several articles that are worth reading. Pages 521-538 contain several articles designed to make educators understand the value of library resource centres and teacher-librarians better than they currently do. A similar display of advocacy would be good to see in Canadian educational journals, although we have lately seen articles by Diane Oberg, Lynne Lighthall and Joan Harper that have had the same purpose.

Included in the March issue are articles on: the changes that have occurred in school libraries in the last decades; whole language and teacher and teacher-librarian partnerships; the partnership between the early childhood educator and the teacher-librarian; and one on how the outdated nature of most library books due to insufficient funding drives students away from reading.

Two major articles are "Searching Across the Curriculum," by Jacqueline C. Mancall, Erica K. Lodish and Judith Springer, and "Integrating Library, Media, Research, and Information Skills," by Paula Kay Montgomery.

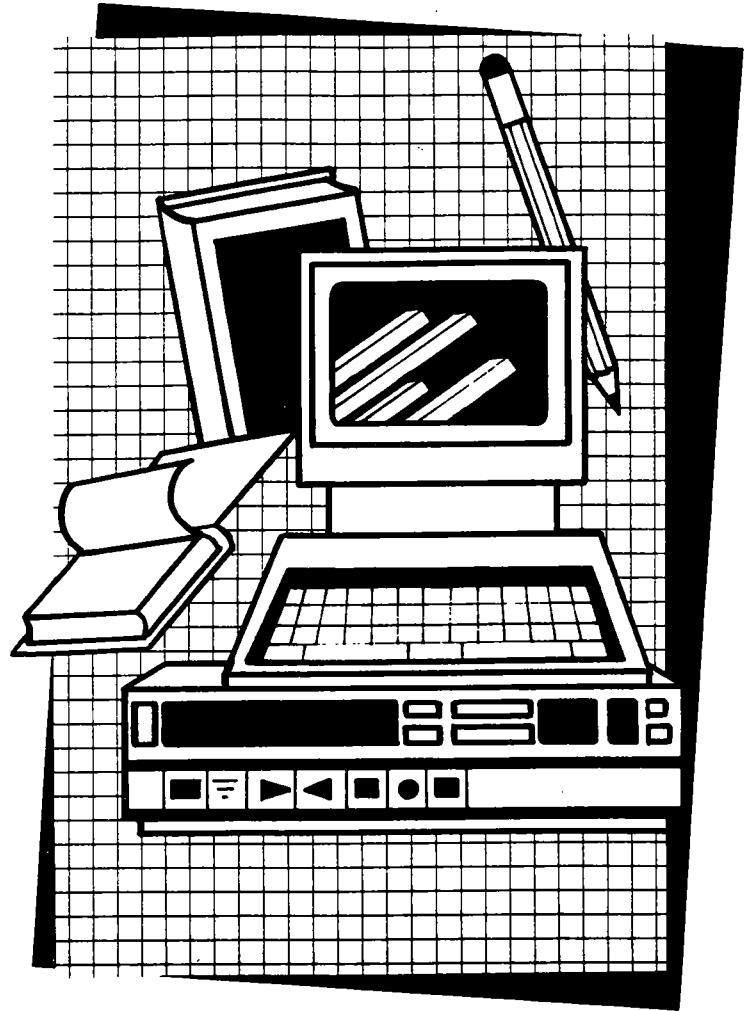
Mancall, Lodish and Springer examine the skills that students require in an information society with rapidly changing information technologies, then describe two schools which are "good examples of the realities of current practice." They argue that "information skills instruction must be truly integrated into all subject areas, so that students will learn how to use various types of media and emerging information technologies to solve problems related to each discipline." Their article would be a useful one for discussion with a secondary school staff.

Montgomery provides a complementary article that looks at some of the philosophical and political questions that impact on implementation of quality resource centre programs.

YOUNG ADULT LITERATURE

Robert C. Small's article, "The Literary Value of the Young Adult Novel" (*Journal of Youth Services in Libraries*, Spring 1992), is a critical examination of the status and standards of YA fiction. The unique thing about this article is that it analyzes the YA novel as a literary type, with a lengthy section

describing its characteristics, and another section looking at "Critical Standards for the Young Adult Novel." These two sections could be used with students as a focus for discussion of the genre, just as we use other criteria to discuss other genre.



CONTINUING EDUCATION EXCHANGE

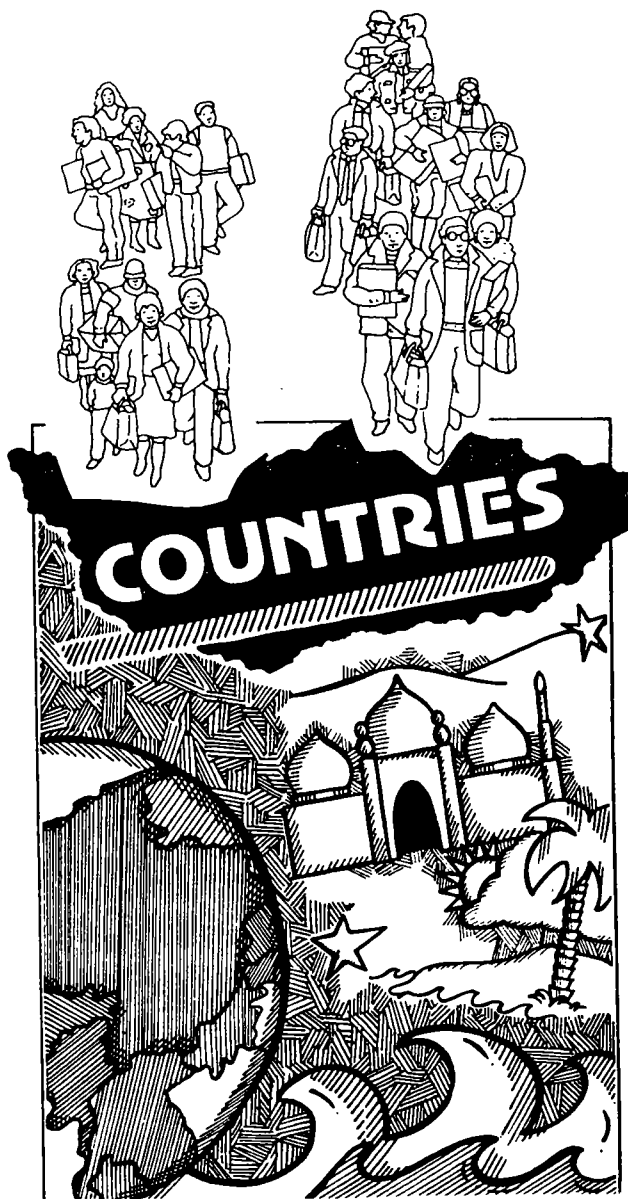
by **MARILYN HANNIS**, teacher-librarian,
Maple Grove Elementary School, SD#39
(Vancouver)

Welcome back. I hope you had a summer full of "R & R." This past year your Continuing Education committee was busy in several areas ranging from activities which should benefit you directly to our involvement with the universities and the Update '92 Conferences which will be held at the University of Victoria and the University of British Columbia. I hope you have your reservations in as both of these conferences are going to be outstanding. It is a shame they are on the same day, because I know we would all like to attend both Updates.

Two projects which will be completed this year are: a list of teacher-librarians you may visit for ideas, support and specialized help, being compiled by Jane Roberts; an updating of the networking list of speakers and workshop presenters under the direction of Valerie Dare. We will have these two lists out to you as soon as they are completed.

The Treasure Chest of books on the multicultural aspects of Canada is complete and the logistics of circulating it are being worked out. I think you will find the materials stimulating and will find many ways of incorporating the information into your teaching. Schools which requested the Treasure Chest will be contacted as to its arrival and departure dates. Thank you for the tremendous response.

If you have any concerns, problems or thoughts related to Continuing Education, please drop me a line or phone me at 432-7905 (Vancouver). Continuing Education's goal is to make it as easy as possible for you to accomplish your aim of teaching in a school where co-operative program planning and teaching is well established and your library resource centre is the heart of the school.



THE DEEP END

by DONALD HAMILTON, Education Librarian and Adjunct Assistant Professor, (Teacher-Librarianship) University of Victoria.

I have long been concerned that we have been among our own worst enemies. As a group teacher-librarians are very poor advocates outside their schools. I looked in vain for articles about the Whistler Conference in our papers. I saw no reports on the Canadian Library Association Conference held in Winnipeg in June in the papers I read. We do not seem to understand that our future is often subject to decisions made by others and that those others may need to be reminded that we are here, that we are important, that we are visible and vocal, and that we are inextricably linked to everything that happens in the school. While much of the power that affects us comes from within the educational system itself, the public have a powerful influence on those decision makers. We have to let the public know about our goals, frustrations and requirements. We cannot merely expect that our sense of purpose and professionalism will carry us through.

The following **Open Letter to an Editor** was drafted as a prototype. It is only mine until you decide to modify, bend, improve, and mail it to your Editor. It might form the backbone or skeleton for a letter to your PTA groups or even other specialist groups of teachers. It may be only a vehicle for local discussion on how to deal with restraint and re-ordered priorities in the system. If you decide to send something out using this draft as a base, do not acknowledge your source, but do send me a copy.

Open Letter to an Editor

Everyone who has had any connection with the "school" in British Columbia is certain to have encountered the "school library". It is part of the fabric of every elementary, middle, junior and senior high school in the province. Even small rural schools have carved "libraries" into hallways and storage rooms. There is a long history to this development. It has not always been a simple fact of school life that there will be a library. In fact the growth of the

library in the school has been very slow, often harrowing for those who hoped to see them prosper, and always subject to whatever current educational storm that is sweeping through the system.

The library in the school is a curious creation perhaps associated initially with the notion that learning needed the support of an organized body of literature and information. If the University had such supports and if they were clearly good things to have, then the secondary school must also have such services. It followed then that the elementary school with its emphasis on reading and writing would clearly benefit from this venerable concept. It is easy to generalize. The library in the school provides an opportunity for the school to develop programs that will permit the student to develop a wide range of skills and understandings essential to his or her development as individuals and future citizens. The school library offers students a collection of literature and information that will enhance and personalize their own learning in a way that the classroom may never accomplish. On the surface, the school library is a collection of books, journals, and non-print resources organized in a logical manner, maintained for use around a number of chairs and tables in a space specifically designated for that purpose. It would have a staff that would provide access to the existing collection, continually seek new acquisitions that meet the objectives of the school and the needs of the learners within it, maintain its print and non-print resources, schedule its services and spaces to maximize its usage in the institution, instruct students to become skillful users of information, and assist the school to ensure that all students are given the opportunity to touch the great literatures of our time. The school library witnessed the development of a specialist teacher - the school librarian, a teacher who undertook the task of ensuring that a planned program of collection development, library management and basic instruction was in place. In recent years that role has expanded, recognizing the complexities of being a resource catalyst in the school, and the name has changed to "teacher-librarian" to more accurately reflect the teaching function of the library program in the school.

The school library and its teacher-librarian have long been relatively easy targets for restraint and cutbacks in the schools. While a school may have developed a library-centred learning program that is second to none in the District, a Board's budget constraints often lead to reductions in library support. [Optional example: That is what has recently

occurred in the Greater Victoria School District as the Board wrestled with a major budget shortfall. The key resource—the time of the teacher-librarian component will be significantly reduced in every school. More difficult to define is the Board's decision to suspend a long standing policy that required that teachers who would undertake to deliver a school library program would possess or acquire competencies in "teacher-librarianship". This suspension will permit greater flexibility in assignment of personnel. What it means is that many libraries in the schools may be manned in many cases next year by a teacher, who has not undertaken training on the provision of school library programs or the selection of appropriate materials for their schools, while a trained committed specialist in the area may be reassigned to a classroom. What seems on the surface as a move to save scarce dollars is in effect the destruction of a program that is an educational bargain.

A school library serving an elementary school of 400 children will cost perhaps \$70,000 per year for teacher-librarian, clerical support and materials if current Ministry guidelines or standards are observed. The cost for each child would be about \$175 out of a total provincial average cost for each student exceeding \$5400! That \$175 expenditure must be seen as a remarkable investment! The teacher-librarian who is fully engaged in a school that is prepared to accept a resource-based teaching/learning approach can work wonders through cooperatively planned and executed research projects, classroom related literature enrichment activities, measurable skill development in areas such as reading for information, accessing information from electronic sources, using computer linked catalogues and CD-ROMs, and learning how to learn with a wide range of learning materials in every modern and traditional format. In essence, the good school library program mirrors the school's overall objectives. That good school library program cannot be developed without the teacher-librarian who has adequate time to develop and stimulate a program that meets the objectives of the school. That good school library program cannot be developed without the support of clerical assistants who will provide the basic operational services freeing the teacher-librarian to work with teachers and students as they find the right stuff and discover the best ways to use it. Nor will the program work if the learning resources necessary to feed the library do not exist. Last year the average expenditure for all new materials in the school libraries of British Columbia was only \$17.00 per pupil!

It is critical that everyone recognizes that the library in the school is a vital part of the educational fabric of the community. It is [our/my hope that every parent and concerned citizen will discover the extent and quality of the libraries in the schools in this District and do everything they can to make them vital, essential tools for quality education in the community. The school library must be fundamental to the life-long learning goals we have come to recognize are essential for every literate person.



My aim is to
teach you to
pass from a
piece of
disguised
nonsense to
something
that is
patent
nonsense.
-Wittgenstein

BOOKMARKER
by
BOOKMARK

We should
therefore
claim, in the
name of
tolerance, the
right not to
tolerate the
intolerant.

*-Karl Popper in
"The Open Society
and Its Enemies".*

BOOKMARKER
by
BOOKMARK



JAN CLEMSON, National Film Board, and
CHUCK HEATH, Teacher-Librarian

To address the topic of survival we are recommending a number of new and recent productions from the N.F.B. — a wide range of material which addresses "survival" in the following contexts:

- surviving sexual abuse.
- surviving pesky insects in the wilds.
- surviving as a teacher or teacher-librarian in a stressful environment.
- surviving in a social sense in our society — overcoming illiteracy or improving self-image.
- surviving the destruction of the natural environment.

ABSOLUTE MUSTS

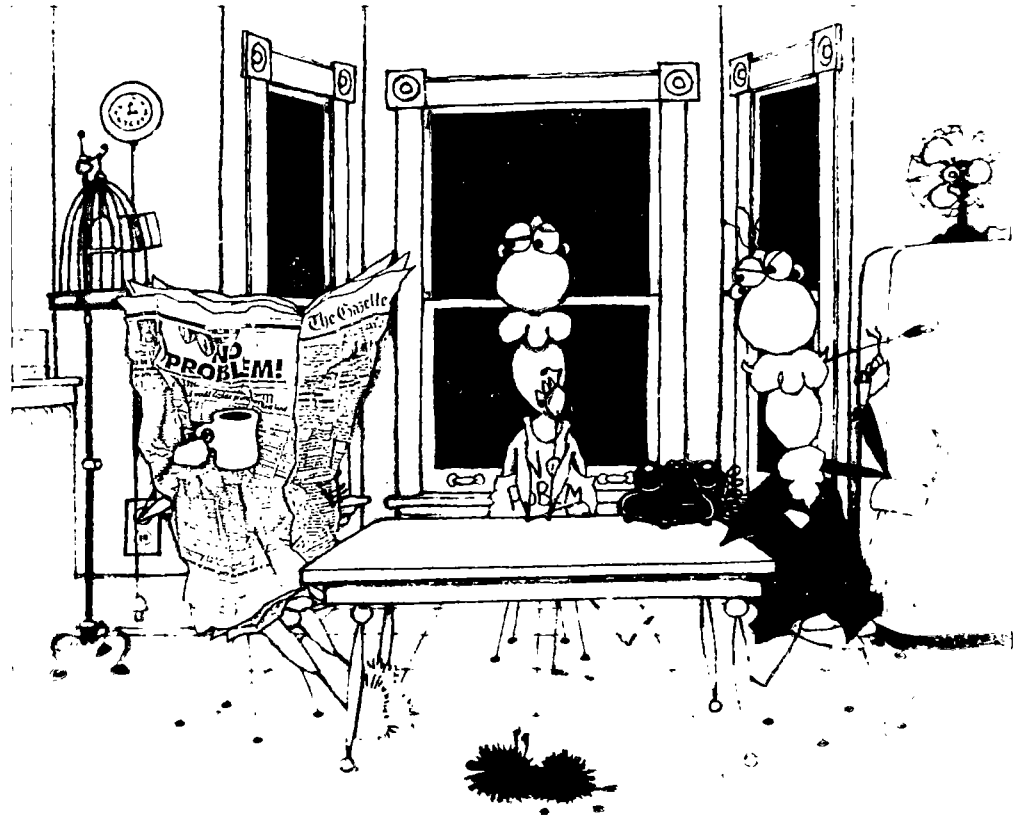
A PASSAGE FROM BURNT ISLANDS

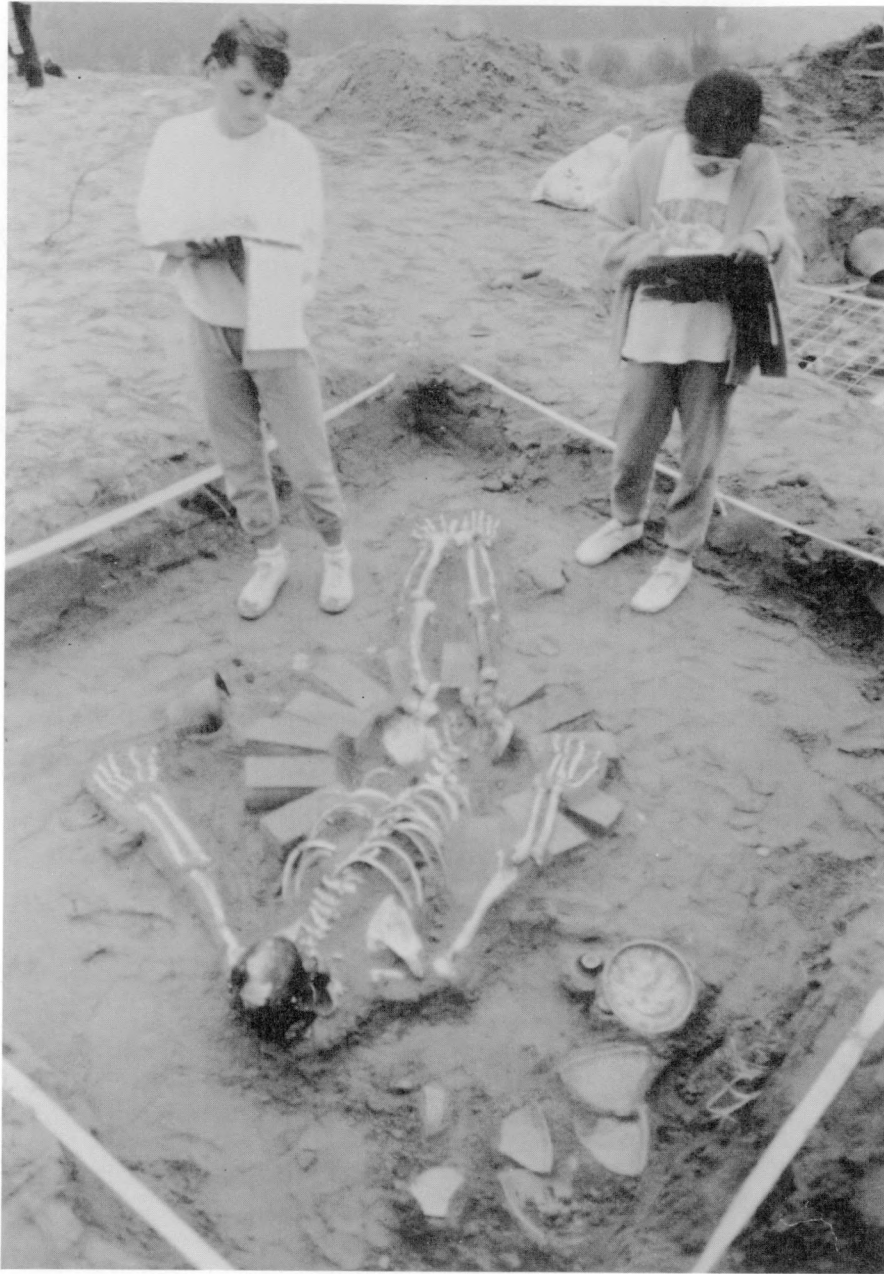
N.F.B.
48 min., 1991

A heartwarming story about dedication, leadership, and community involvement offers a clear message that education empowers us all. Newly appointed school principal Ray Brown knew that literacy was the key in turning around a community in desperate straits, suffering from a dying fishing industry, poor educational standards and general uncertainty about the future. Ray Brown's crusade for literacy in the community of Burnt Islands on Newfoundland's south coast is an inspiring example of how important education is to improving the standard of life and general well-being of people. A must for staff meetings and Pro-D.

NO PROBLEM
N.F.B.
13 min., 1992

Animator Craig Welch treats us to a zany account of how an anxious bachelor tries to control two opposing forces within his psyche — an impulsive, naked free spirit and a dapper man of the world. The hero of the story is a paunchy, balding, shy character living alone in a small apartment, searching for that meaningful relationship that will turn his life around. This film is an ideal staff meeting starter guaranteed to make you forget minor irritations — or even larger ones.





THE DIG
N.F.B.
23 min., 1989

Hilroy Award-winning Richard Edwardson's ancient Greek history classes were going nowhere until he began an innovative approach to the subject. He began to liven up his students' interest by burying a few home-made artifacts in the school yard and having his students hunt for them. This modest beginning was so successful

that it grew into a mammoth annual project where he, along with colleagues, parents and former students prepare for a simulated archaeological excavation in a nearby municipal gravel pit. The enthusiasm of the students is infectious as we see them preparing for and carrying out "The Dig." The observer cannot help but be inspired by Edwardson's innovative approach to developing his students' thinking and inquiry skills, and to fostering lasting interest in what is often thought to be a "dry" subject.

WILD IN THE CITY

N.F.B.

16 min., 1985

Some wild species of birds and animals adapt themselves so well to human habitation that it makes us wonder how well they existed before humans came along and provided accommodation for them. Where did barn swallows live and raise their young before barns were built? Other species don't do so well as expanding human development forces them to retreat. Where do they go and what do we do to encourage their continued survival? This film examines how a wide ranging number of birds and animals have adapted to the environs of a big city like Vancouver, and what we can do to encourage peaceful co-existence and appreciation.



RETURN OF THE SWIFT FOX

N.F.B.

27 min., 1988

The Swift Fox once inhabited, in abundance, the shortgrass prairie of Southern Alberta and Saskatchewan. Loss of their habitat through intensive agricultural practices reduced their numbers to zero in this area. Only a few survived far south of their original home. This film shows how, through concerted efforts of conservation groups and local citizenry, the Swift Fox was successfully re-introduced into its original home. It shows how we can, with determination, understanding and commitment of resources, stop environmental degradation and restore a species that was declared almost extinct.

NEW RELEASES

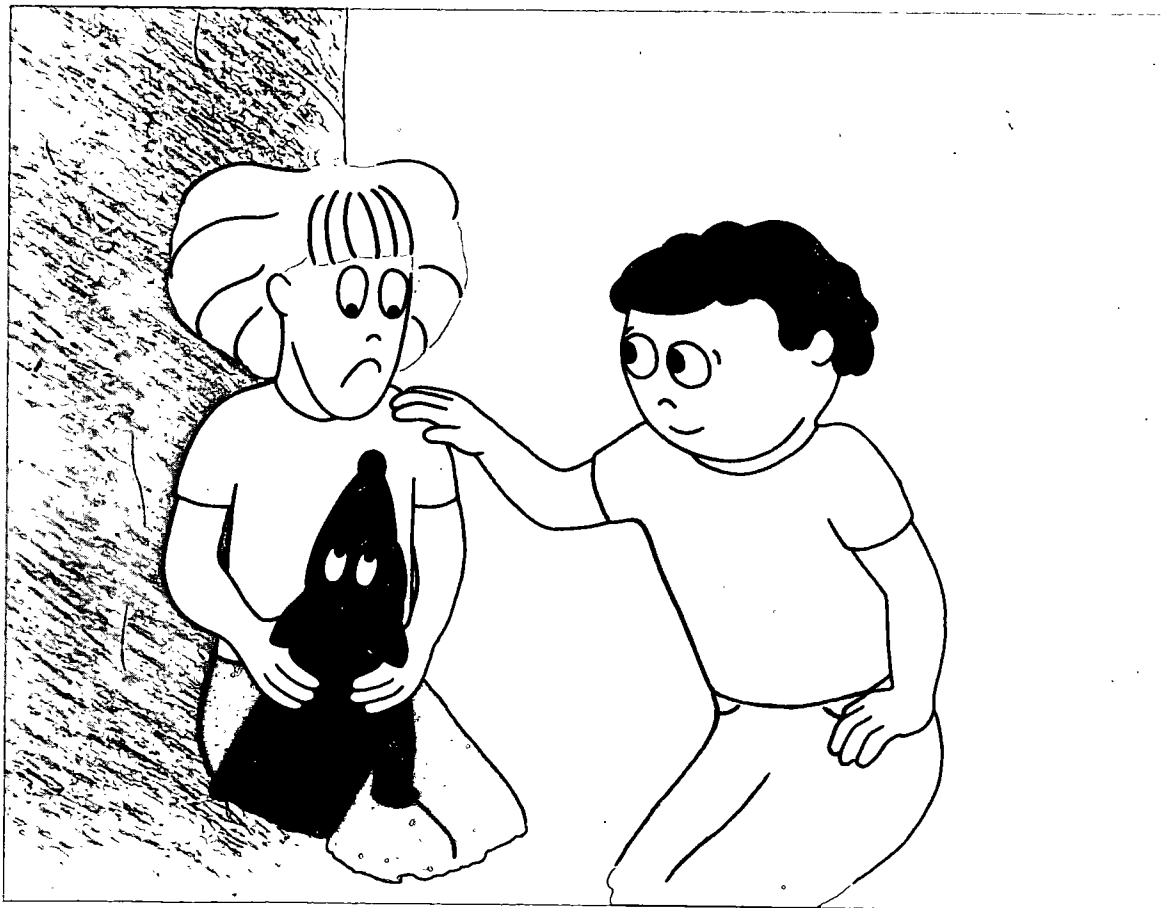
GOOD THINGS CAN STILL HAPPEN

N.F.B.

22 min., 1992

This is an animated film (with a 4 1/2 minute introduction) for therapists, counselors and other professionals to use when working with sexually abused children, ages 6 to 12, who have already disclosed abuse. **Good Things....** is not a prevention tool or an educational resource for a general classroom audience. It is a very specialized resource designed to be used in the safety of one-to-one and small group situations with a trained adult guide. It can be used to acknowledge and validate abused children's feelings, to help them talk about their feelings and to move them towards the future with a sense of hope and empowerment. It will also be a very useful resource for professional development for educators, where it will help them understand and be sensitive to the inner world of the abused child.

Good Things.... comes with an extensive User's Guide designed for therapists and other professionals using the film. The Sun's Children's Fund and Image Media Services Ltd. have provided funding for a free package for every school district in BC. (directed to the Head Counselor). Additional copies can be purchased from the N.F. B. for \$26.95 (+ taxes).



BLACKFLY

Reprinted here for your use is one of the new plans prepared by Linda Pogue from North York Board of Education in Ontario. Linda did a plan for *Zea* in one of our early issues which has been used widely across Canada. Now she returns with an inspiring plan for **Blackfly**. We hope many teachers will liven up their classrooms with this zany film and its accompanying exercises and activity suggestions.

BLACKFLY

Lynda Pogue

STORYTELLING

Tell stories that will make your partners' head, nose, arms or legs reall itchy! See if you can make them **SCRATCHY!!**

SCRIPTING

Create a dialogue between 2 Blackflies. After you and a partner have improvised several different possible scenes, write your script on giant cue cards for another group to perform.

PARODY

Make up your own little story about a nuisance that bothers you. **THEN** turn your story into a song or rap. *REMEMBER* The first verse is repeated... just like in the film.

PROBLEM SOLVING

Design a fly trap. Take the blueprint and try to sell it to a group of itchy people who are desperate for relief!

CREATING

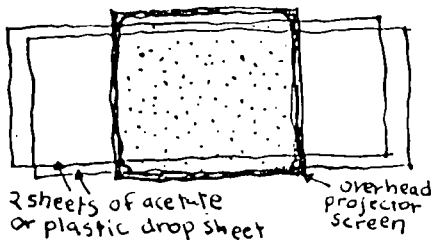
Make a little FLIP BOOK that shows a fly's journey.

BLACKFLY



This wonderful, witty film will make you want to run for the calamine lotion! **BUT**, before showing the film, choose one of these activities to create an itchy atmosphere. **THEN**, have fun with all the rest which you have put on giant blackfly activity cards!!! (Hang them from the ceiling!)

ANIMATION-SIMULATION



1. draw dozens of tiny blackflies on 2 sheets of acetate or plastic drop sheets (with a permanent black marker)
2. overlay the 2 sheets on an overhead screen
3. move both sheets slightly to give the effect of a swarm of flies
4. hang a sheet between the projector and the class
5. use this rear-view projection as a backdrop to (i) enactment of the story (ii) the "cue card script" play (iii) improvisations of other people, creatures, bugs in North Ontar-i-o-i-o.



RESEARCHING

Ask your family, grandparents, uncles, aunts... "What funny stories can you tell me about bugs or something that has made you itchy?" Video, tape record or write down their story. **THINK** of an interesting way to present it to the class.

LISTENING and RESPONDING

In a group of 5, LISTEN to the film until you can sing a few verses. Add one or two of your own. Prepare to present your song to the class.

NOTE: If you add buzzing rhythms, ouches or slaps, it would be more interesting to watch!

NOTE TO TEACHER

What about activities about

- ... BUZZ groups?
- ... Shoo Fly Don't Bother Me?
- ... Surveys?
- ... Benefits of Bugs?
- ... The world seen through the eyes of a fly?



The Blackfly Song

by Wade Hemsworth



- Verse 1** "Twas early in the spring when I decided to go
For to work up in the woods of North Ontar-i-o
The Unemployment Office said they'd send me thru
To the Little Abitibi and the survey crew.
- Chorus** And the blackflies, the little blackflies
Always the blackfly no matter where you go
I'll die with the blackfly a-pickin' my bones
In North Ontar-i-o-i-o, In North Ontar-i-o
- 2** The man Black Tobey was the captain of the crew
He said "I'm gonna tell you boys what we're gonna do.
They want to build a power dam, we must find a way
For to make the Little Abitibi flow the other way."
- Chorus** With the blackflies, the little blackflies,
Always the blackfly no matter where you go
I'll die with the blackfly a-pickin' my bones
In North Ontar-i-o-i-o, In North Ontar-i-o
- 3** We survey the east, we survey the west
We couldn't make our minds up how to do it best
Little Ab, Little Ab, what shall I do
I'm all but goin' crazy on the survey crew
- Chorus** With the blackflies, the little blackflies, etc., etc.
- 4** 'Twas blackfly, blackfly everywhere
A-crawlin' in your whiskers, a-crawlin' in your hair
A-swimmin' in the soup and a-swimmin' in the tea
The devil take the blackfly and let me be
- Chorus** And the blackflies, the little blackflies, etc., etc.
- 5** Black Tobey fell to swearin', the work went slow
The state of our morale was gettin' pretty low
The flies swarmed heavy, it was hard to catch a breath
As you staggered up and down the trail talking to yourself
- Chorus** And the blackflies, the little blackflies, etc., etc.
- 6** The bull cook's name was Blind River Joe
If it hadn't been for him we'd've never pulled thru
He bound up our bruises and kidded us for fun
And he lathered us with bacon grease and balsam gum
- Chorus** And the blackflies, the little blackflies, etc., etc.
- 7** At last the job was over, Black Tobey said "We're thru
With the Little Abitibi and the survey crew"
'Twas wonderful experience and this I know
I'll never go again to North Ontar-i-o
- Chorus** With the blackflies, the little blackflies, etc., etc.

Animando

to

Zea



Real Teachers' Plans
for Using NFB Film & Video
in the Classroom

BLINKITY BLANK

A Newsletter About Film For and By Teachers

Volume 6, Number 2

Spring 1992



National Film Board of Canada
Office National du Film du Canada

WHAT TO DO

Write to the N.F.B. for your free copy of **Animando to Zea**, a 100 page resource guide of Lesson Plans reprinted from the last five years of **Blinkity Blank**, the N.F.B.'s newsletter for educators. It also includes: five new plans; film title, curriculum and thematic indices; and a handy order form and price list of essential videos to use with the plans.

N.F.B. Education Office, Suite 300—1045 Howe Street, Vancouver, BC. V6Z 2B1 Tel: 666-3838.

NOTES

NOTES

BCTLA REVIEWS



“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:

Judy Giles
#1006— 2060 Bellwood Avenue
Burnaby, BC V5B 4V2

Reviews are edited by Judy Giles and inputted by Alwynn Pollard.

The Canadian Education Index regularly scans and indexes “BCTLA Reviews” which is published in *The Bookmark*..

Items reviewed include print and non-print materials. To be considered for inclusion items should have a significant association with the province of British Columbia through the author, performer, producer, publisher or subject matter; and should have been published within the last three years.

F Gravel, Francois.
Felicity's fool. — Cormorant, 1992. — 306p. — ISBN 0-920953-72-7. — \$14.95.

Cormorant Books
RR1, Dunvegan
Ontario, Canada
K0C 1J0

Felicity's Fool is a translation of the French novel, *Bonheur Fou*. It is set in the late 19th century in Montreal, mostly in a psychiatric hospital founded and run by nuns. While the story is fiction, the setting and some characters are factual. They are smoothly blended, just as the main character's improbable quest to discover the physical nature of happiness blends with the realistic and appealing characterizations. The author is a natural storyteller with an effortless style, gentle use of irony, and appealing sense of humour. His translator, Sheila Fischman, serves him well.

This is a sturdily bound paperback with large, easily read type. Besides a children's book for which he won the 1991 Governor General's Award for Children's Literature, and *Felicity's Fool*, Gravel has written four other books. Reading this one has made me eager to discover the others, even if they have not been translated (despite my very limited French!). However, because the characters and their concerns are very mature, the book's main appeal would be to adults. *Felicity's Fool* may be useful in a Graduation Program examining Canadian literature.

Fry reading level: Grades: 5-6

Evelyn Hoffman, Teacher-librarian, Arthur Hatton Elementary School, School District #24 (Kamloops).

F Lawson, Julie.
A morning to polish and keep. — Red Deer College : Distributed by Raincoast Books, 1992. — 1 v. [unp.] : ill. — ISBN 0-88995-082-2. — \$14.95.

An early morning fishing trip with Dad, Mom and brother Michael results in a warm, beautiful memory for Amy. While drinking hot chocolate, eating cinnamon buns, and waiting for the fish to bite, they watch a blazing sunrise, and whales leaping and splashing.

Amy's rod dips first and she fights hard to bring in her fish, with the family coaching her all the way. A sudden distraction by Michael causes her to lose the fish, rod and all. Amy is very upset, but the encouragement and warmth of family support eases her unhappiness, and when brother Michael hooks his fish, Amy is right there giving him her support. Lo and behold, the catch is a big surprise to everyone. Amy has a souvenir that will always bring a warm reminder of a perfect day, and the story has a satisfying and happy ending.

Julie Lawson is an elementary school teacher who wanted to write a story for her students that provided a positive family experience, something that was exciting and special. Ms. Lawson did her job well. This is a story that leaves the reader with a warm feeling. It is exciting, yet instructive and it illustrates a close family relationship without being didactic.

The water colour illustrations are excellent and match the printed material page by page. The cool greens and deep blues of the ocean almost make you feel the water.

The physical book is hard cover and the pages are good quality paper stock. The print is large and easy to read. The reading level is grade 3 - 4, but it is a "read-aloud" from age 4 up.

Highly recommended to elementary schools, public libraries, parents, and certainly to Secondary school Art classes, as well as Senior English classes doing units on writing children's books.

Dorothy Dodge, Teacher-librarian, Kumsheen Secondary School, School District #29 (Lillooet).

F McFarlane, Sheryl.
Jessie's Island. — Orca, 1992. — 1 v. [unp.] : ill. — ISBN 0-920501-76-1. — \$8.95 (pbk.).

Orca Book Publishing
P. O. Box 5626 Station B
Victoria, B. C.
V8R 6S4

Jessie's Island is set on a Gulf Island. Jessie receives a letter from her city dwelling cousin Thomas describing the variety of activities he has to amuse himself. When Thomas says it must be boring to live on an island, Jessie's mom decides its time to invite Thomas to see for himself. Sheena Lott's beautiful watercolour illustrations show us the birds, whales, otters and other free pleasures Jessie would show Thomas to prove to him she that wouldn't live anywhere else.

This colourful, locally set book is highly recommended for a primary beach theme.

Gloria Reinheimer, Teacher-librarian, Laronde Elementary School, School District #36 (Surrey).

020.9711 Ourston, Rick.

Getting the goods : information in BC — how to find it, how to use it. — New Star, 1990.
— 150 p. — ISBN 0-921586-06-X.

Information services - British Columbia - Handbooks, manuals, etc. // Information retrieval - Handbooks, manuals, etc. // Government information - British Columbia - Handbooks, manuals, etc. // Research - Methodology - Handbooks, manuals, etc.

New Star Books Ltd.
2504 York Avenue
Vancouver B. C.
V6K 1E3

Getting the Goods draws on the experiences and instincts of Rick Ourston, as a reporter in British Columbia, to show the uninitiated ways to obtain an astounding variety of information from conventional sources such as the CRTC, and alternative sources such as dumpsters. This little book, written in readable, journalistic style, would be useful for anybody who needs to dig up information, whether for personal or professional use. This is information not commonly found in libraries, although Ourston does not rule out using libraries as more informative than official sources. Addresses and phone numbers are included at the ends of chapters where the type of information sought should be available by mail or telephone from a central source.

This reviewer has two significant problems with the book. For one thing, there is neither an index nor a particularly detailed table of contents, so one must flip pages to find specific items and guidance. Fortunately, after the Introduction, the chapters are arranged alphabetically, which is of some help. Another problem is that much of the advice in the book will soon be outdated by the passage of the new *Freedom of Information and Privacy Act*, which ought to make information from government and its agencies far more accessible in BC than in any other province. One hopes that Ourston will publish a second edition which takes new legislation into account.

One might also take issue with the reporter's attitude that clearly comes through with the notion that "success" in finding information appears to be defined in terms of the amount of damage that is done to a public figure. When he reports that an investigation gave a person a "clean bill of health," Ourston's disappointment is evident.

Purchase is recommended for both student and teacher reference, although at \$12.95 the price seems a bit steep for such a small, cheaply bound paperback.

Robert Jackson, Teacher-librarian, J. L. Crowe Secondary School, School District #11 (Trail).

025 *Resources 2000 : helping navigate the information age.* — Windowsill Communications, 1991. - . — v. — Quarterly.

Information systems - Periodicals // Telecommunication in education - Periodicals // Information services - Periodicals.

Resources 2000 is a welcome navigational tool for the educator in the information age who is trying to pan the gold from the dross. The features are brief, explicit and arranged conveniently through text boxes to help make gleaning for information quick and easy. This is an especially valuable tool for the busy educator.

The scope of coverage is reasonable wide. It includes sections on on-line information systems such as Dialog, coverage of NASA video conferences of interest to Science educators and the CNN Newsroom service of note to Social Studies teachers. Also included are a staff development section and a feature entitled "Chatting by E-Mail", which complete the eight page edition.

Three Victoria district teachers, Mary Aitken, Patricia Main, and Janice Sexton, all of whom possess knowledge and experience in the field of computers in education, publish this newsletter-style publication. At \$32.00 per annual subscription, one hopes there will be much more to come both substantially and with the very current information.

This resource is recommended for staff rooms and teacher-librarians at all levels, particularly the high school level.

Eric Bonfield, Teacher-librarian, Shawnigan Lake School.

248.4 Exeter, Michael.

Living at the heart of creation : practical wisdom for extraordinary times. — Foundation House, 1990. — 136 p. : ill. — ISBN 0-921790-01-5. — \$11.95.

Christian Life.

Foundation House Publications
PO Box 9
100 Mile House, B. C.
V0K 2E0

Living at the Heart of Creation is not likely to be a "hot item" in any school library, although teachers may take comfort and find inspiration from its homespun philosophy. The author, Michael Exeter, is the Eighth Marquess of Exeter, and lives at 100 Mile House with his wife and family.

The author states that "Human beings have largely lost track of natural rhythms" and "The civilization which we have constructed is like a cyst in the midst of this (planet)...Revolution is happening everywhere." He traces political events, particularly the changes in Central Europe, and wonders where they are leading. He deplores entropy - the gradual disintegration or degradation of a system - and favors syntropy, the tendency of organized forms to move toward harmony and integration. In a chapter entitled "Dance of Fire," he eschews the current avoidance of pain, and feels this has led to a less robust human body, unable to cope with challenges. The qualities of light needed in our lives are integrity, respect, trust and love.

With regard to the ecological crisis, the Marquess of Exeter believes that it cannot be resolved by politics, science or technology, but needs a change in personal consciousness. Devastation results from a failure to live in harmony with the universal spirit: "The more we struggle, the more we fail to resolve." Advocates of the Year 2000 philosophy may find comfort in Exeter's statement that "Now scientists are discovering that everything fits together and functions on a cooperative basis." He refers to local ecology: "In British Columbia, the lumber industry has been developing a public relations campaign to promote the idea that they really have the interests of the environment at heart, when examination shows that nothing has actually shifted to any great degree. Only the public relations departments have changed!"

Mr. Exeter concludes that since circumstances are never perfect it is people that must change, "the more you have, the more you want." British Columbia teachers may well agree with his question, "When will the government ever change?" and his assumption that governments may never change! The solution is for the individual to change the world. "I am, therefore the world is charged and enlivened by my presence."

Schools which teach philosophy may wish to purchase this book.

Ray Covell, Teacher-librarian, George Elliot Secondary School, School District #23 (Central Okanagan).

289.9 Tarasoff, Koozma, J. and Larry A Ewashen

In search of Utopia: the Doukhobors. 2nd rev. and enlarged ed.— Living World Corp., 1990. — 48p]: ill. — ISBN x. — \$x.

In search of Utopia: the Doukhobors.

Larry A. Ewashen
Living Word Corporation
2029 East First Avenue
Vancouver, B. C. V5N 1B5

This booklet is poorly printed on different colored paper, but its cheap price may make it useful where first hand information on Doukhobors is needed. It is written by two Doukhobors, and traces the origin of the movement in Russia in 1895, when they, like Martin Luther in an earlier century in Europe, rejected the doctrine and authority of the Orthodox Church. Of particular interest to British Columbians are the Orthodox Doukhobors who belong to the Union of spiritual communities of Christ (USCC), and also the Reformed, remnants of the formerly anarchistic zealots, the Sons of Freedom. A chronology is given, from the eighteenth century in Russia to 1990 when Doukhobors in Georgia relocated. At the end of the nineteenth century, 7,500 Doukhobors settled on the Canadian prairies on the condition that they would be exempted from military service. In the early part of this century, 5,000 Doukhobors settled in the Kootenays.

The Doukhobors' spiritual and ethical fundamental roots are examined, and their religious beliefs are outlined, particularly with regard to their pacifism and communal ownership of land. The authors quote from a book on their faith which states that their seven heavens are humility, understanding, abstinence, compassion, brotherly love, good counsel and love. is made of the Sons of Freedom who obviously did not follow the above tenets when they committed arson, paraded naked, and were responsible for many acts of vandalism in the Kootenays several decades ago. Simma Holt's book, *Terror in the Name of God*, gives an interesting history of the Sons of Freedom members of the Doukhobors.

This booklet concludes by suggesting a way of inviting people from Russia into one's home, and of promoting world peace by promoting Doukhobor values of peace, brotherhood, goodwill, hospitality, and love.

This booklet may be a useful addition to the vertical files from school libraries that need more information on the Doukhobors.

For a far more comprehensive works see William Janzen's book. *Limits on Liberty, The experience of Mennonite, Hutterite, and Doukhobor communities in Canada*, or the Doukhobor Research Committee's book, *The Doukhobors of British Columbia*.

Roy Covell, Teacher-librarian, George Elliot Secondary School, Winfield District #23 (Central Okanagan).

345.7123 Moyles, R.G.

British law and Arctic men : the celebrated 1917 murder trials of Sinnisiak and Uluksuk, first Inuit tried under white man's law. — Northern Justice Society, 1989. — 93 p. : ill. — ISBN 0-86491-092-4.

Sinnisiak // Uluksuk // Inuit - Alberta - Government policy // Trials (homicide).

This is the kind of book which, as a secondary school librarian, I wished were used more often in classrooms. Excerpts used by teachers from a selection of references seems a much more authoritative source than tired textbooks.

R.G. Moyles in *British Law And Arctic Men* reports the trials of Sinnisiak and Uluksuk in 1917, for the murder of two Roman Catholic priests. It was the first time Inuit had been tried under British Law. The trial was held in Edmonton and it was very famous.

Testimony is reproduced verbatim and observations from reports of spectators and journalists vividly colour the text. A bibliography and notes round out the 93 pages of fine print. A generous selection of photographs picturing the bleak landscape, the murdered and murderers, as well as the scene of the crime and the arresting officers, brings home the conundrum posed when two entirely different cultures collide in the courts of law for the first time.

As Moyles summarizes:

“...it is clear that those trials, the first for any Inuit under the “King’s law” were a significant part of the process of new-colonialism...one can see...and expression of the government’s determination to extend its colonial boundaries, both geographically and morally.”

What rich “food” in this small volume to stimulate debate in the classroom, to inspire young poets, and to search for answers to present social problems as reflected in our past

Murrie Redman, Retired Teacher-librarian.

362.1 Dixon, John.

Catastrophic rights: an experimental drugs & Aids.. — New Star, 1990. — 131p.: ill. — ISBN 0-921586-07-8. — \$12.95.

AIDS (disease) // Chemotherapy // Drugs-Testing-Government policy // Terminally ill
- Civil rights // Sick-Legal status, laws, etc.

Catastrophic rights: an experimental drugs & Aids.

This book, written by a president of the B. C. Civil Liberties Association, both explains and argues the case for the "catastrophic rights" of a terminally ill patient to demand the use of unproved drug outside an experimental situation. The mention of drugs like DDI and AZT (and even the AIDS framework, it is hoped may inevitably date the content of the book. However, the philosophical argument setting the individual's right to attempt to save his/her life, against society's right to have medicine advance by controlled research, is likely to be one which will continue to vex humankind.

The book has many strengths: one is the clarity of the language and another is the use of logical argument. Although he is clearly sympathetic to persons with AIDS, Dixon remains scrupulously objective as he explains AIDS, its incidence, and how it is spread. He defines catastrophic rights; presents society's concern for medical advancement; discusses the distribution and testing of drugs in North America and then comments on five situations (called scenarios)) in which an AIDS patient may wish to claim a catastrophic right.

In spite of the lack of an index, and the fact that the periodical citations appear within the body of the text, this book is recommended for all adult libraries. it is also recommended for senior secondary school where there are active debating clubs or teachers who deal seriously with social issues.

Katharine Picha, Teacher-librarian, Cliff Drive Elementary School, SD# 37 (Delta).

- 364.1 Anderson, Frank W.
Border bank bandits. — Hancock, 1990. — 88 p. : ill., maps. — ISBN 0-88839-255-9.
— \$7.95.

Bank Robberies // Robbers and outlaws - West (Canada).

Frank Anderson has written a lively and revealing narrative history of law and disorder in the Canadian West during the 1920's. He details the trail of bank robberies perpetrated by the Reid-Davis Gang and discloses as much about the personalities and "modus operandi" of the bandits, as he does about the various police agencies intent upon capturing them. What emerges from this saga, is an intricate web of private and public policing strategies and initiatives spun from both sides of the Canadian/U.S. border and the network of informants that were necessary to capture the culprits. Colorful names, such as "Bad Eye Dyer", "Slim Swede", and "Smiling Johnny Reid", dance through the pages of the text.

The author's interest in this genre of history, stems from his service on the National Parole Board, and from his fondness for writing about the Canadian Western frontier. The book is well written and is organized into a chronological sequence. The numerous maps and black and white photographs judiciously placed throughout the book, add to its clarity and appeal. This book is highly recommended for high school libraries and it is particularly suitable for Law 12 and the Social Studies 10 curriculum.

Eric Bonfield, Teacher-librarian, Shawnigan Lake School.

- 394.2 Marrett, Eileen.
Banners and bands : a guide to the festivals of the Pacific Northwest. — Upper Case ;
Distributed by G Soules, 1991. — 184 p. : maps — ISBN 0-9694818-0-2. — \$12.95.

Festivals - British Columbia - Directories // Festivals - Washington (State) - Directories

This book describes eighty festivals in British Columbia and sixty-four in Washington State. One page is devoted to each festival, and such details as location, dates, cost and approximate attendance are given. A map at the beginning of each section locates each festival.

There are no festivals listed east of Hope, although the Washington locations go as far east as Wenatchee and Chelan. The shows range from the Abbotsford Air Show, and the Western Washington Fair in Puyallup, which together attract over a million and a half people to the Underwater Film Festival in Seattle, which may attract only in the hundreds: it's the film that's underwater, not the festival!

In addition to the alphabetical listings, there are indices by kind of festival, by month, by size of attendance, and also by an alphabetical listing. Activities such as children's programs, art and crafts for sale, food booths, and a parade at the festival site, are indicated. Nearby attractions are also mentioned.

This is a useful little book for school libraries in western British Columbia and Washington. There is a form for including any missed festival in the second edition.

Ray Covell, Teacher-librarian, George Elliot Secondary School, School District #23 (Central Okanagan).

634.9 Hammond, Herb.

Seeing the forest among the trees : the case for wholistic forest use. — Polestar, 1991. — 309 p. : ill., maps — ISBN 0-919591-58-2. — \$46.95.

Forests and forestry - Canada // Forests and forestry - Environmental aspects.

With many beautiful pictures and graphs, *Seeing the Forest for the Trees* is a beautifully presented tool for increasing environmental awareness and exploring the “what, how, and why” of the forest and forest industry.

The focus of the book is British Columbia. Herb Hammond describes what forests are, how they are currently being used in BC, the impacts of said use, and the never-ending politics of the forestry issue. Furthermore, the author recognizes the spiritual value that forest have for the First Nations Peoples of BC.

Particular attention is devoted to providing alternatives to the way the forests are currently being used. This section is of special value to those who would criticize present forest management techniques in BC.

There are some concerns about the way some of the information is presented. *Seeing the Forest for the Trees* is a one-sided look at a complex issue. It uses photographs, charts and cartoons to present the worst side of the forest industry without providing the industry with the opportunity to respond. Many of the figures and graphs tend to exaggerate the information being presented.

Seeing the Forest for the Trees is conditionally recommended for school libraries: there should be sufficient materials on hand to present the forest use issue from the forest industry perspective.

T. W. Honer, Teacher, Sir Charles Tupper Secondary School, School District #39 (Vancouver).

- 641.6 The Cannery book : salmon stories & seafood recipes. — Dobson Communications; Distributed by G. Soules, 1990. — 95 p. : ill., maps. — ISBN 1-895417-007. — \$12.95.

Cookery - Seafood // Salmon fisheries - British Columbia // Restaurants, bars, etc. - Vancouver.

The Cannery, Vancouver's unique waterfront seafood restaurant, has produced an absolutely wonderful coffee table cookbook. It is, however, much more than a cookbook. It contains not only this top restaurant's recipes, but it is also a study of the life cycle of the salmon as well as a history of the salmon fishing industry and the fishermen on the West Coast of British Columbia.

This soft cover book printed on quality, glossy paper has excellent visuals. The text is printed in an easy-to-read script which gives it an air of class. The black and white photographs, which are all captioned, bring the written words to full light. There are also pages of historic salmon labels in full colour which may be useful in business education as well as social studies areas. Each recipe commands two full pages: one side carefully explains the ingredients and procedures, and the opposite page shows the finished product in a close-up shot in glorious colour. There is also a table of contents and a recipe index on the last page.

I would definitely recommend this publication for junior and senior secondary schools as a valuable resource in many curriculum areas.

Barbara Stepney, Teacher-librarian, Gladstone Secondary School, School District #39 (Vancouver).

- 649 Von Couver, Maria.
Don't say no, just let go : living with teenagers—the power parenting solution. — Pulp, 1991. — 96 p. : ill. — ISBN 0-88978-242-3. — \$8.95.

Parenting // Teenagers.

Pulp Press Book Publishers
Arsenal Pulp Press Ltd.
100 —1062 Homer Street
Vancouver, B. C.
V6B 2W9

As a mother of three teenage girls, I found Maria Von Couver's approach to the whole 'teen scene' truly enlightening. The transition from childhood to the teen years is 'totally awesome' and does more to insure parental aging than any natural life cycle event.

The author, in reality, a group of six, who have collectively raised eleven teenagers (all seventeen having survived), have pooled their resources and developed the concept of 'power parenting.' There are few parents, if any, who have come through the teenage experience unscathed, and the approach advocated here allows the reader to see how they can effectively maintain their sanity and their sense of humour.

This very readable book is exceptionally well organized. The chapters are short, the language clear, and the black and white cartoon line drawings all add a dimension of clarity. Other features include a table of contents, an index, sample conversations, and 'mailbag' advice. The content is inspiring - The Toxic Teen, Parent Throttling, Letting Go, Kicking Out & Living It Up, and the One-Minute Mother. The 'Power Parenting Through the Ages' chart will certainly make you smile.

I highly recommend this entertaining yet sincere attempt to assist any parent through the tumultuous teen years.

Barbara Stepney, Teacher-librarian, Gladstone Secondary School, School District #39 (Vancouver).

759.11 Shadbolt, Doris.
Emily Carr. — Douglas & McIntyre, 1990. — 240p.: ill. maps — ISBN 0-88894-690-2. — \$17.95.

Carr, Emily // Painters, Canadian

Emily Carr

As one rounds a corner of the Vancouver Art Gallery, a swirling vortex of incredible blues and greens draws one bodily into the halls of the Carr collection. The sheer physical impact of her colour, the power and movement of her line and form pose more questions than answers as one moves through a forest of spirits in her work.

What led Emily Carr to ignore the mores of polite society, to camp alone in the wilds of BC, to mingle with the even wilder impressionist artists of Europe or to give up a comfortable life to live in near-poverty selling trinkets, and run a boarding house to support her love of art? Why did it take so long for her unique style to be understood or appreciated? Doris Shadbolt provides answers to these puzzling questions in *Emily Carr*.

Shadbolt's treatment of Carr is both sensitive and academic—a rare confection. To partake of her text, along with its liberal offerings of illustrative material is to see Carr not as often portrayed—a dumpy eccentric artist—but as a woman whose dedication to her calling goes beyond plebeian understanding. The book takes the reader from Carr's early training to the

frustrations of satisfying her artistic need in achieving that elusive quality at which she finally succeed. Says Emily Carr,

What am I after—crush and exaltation? It is not a landscape and not sky but something outside and beyond the enclosed forms. I grasp for a thing and a place one cannot see with these eyes, only very very faintly with one's higher eyes.

The book has a full appendix: a chronology, text notes, a descriptive list of reproductions and an index. My only wish could be that all the illustrations were in colour, alas.

Murrie Redman, Retired Teacher-librarian.

788.3 Kulich, Birthe.
Windsongs / Birthe Kulich, Joe Berarducci. — New ed. — Empire Music, 1990. — 38p.
: ill., music. — (Windsongs).

Birthe Kulich
Joe Berarducci
Empire Music Company Ltd.
8553 Main Street
Vancouver B. C. V5Z 3M3

Recorder music - Study and teaching.

This appears to be a useful series for elementary school music programs. Book 1, subtitled "BAG Tunes" introduces early primary children to the recorder and to the basic concepts of notation, the staff, treble clef, bars and rhythm patterns by relating these to common experiences and simple exercises. There is a logical progression of skill development culminating in several pages of tunes all played on the three notes B, A, G, hence the sub-title. Simple line drawings add interest and humour to the text which is clean and clear.

Intended as a workbook for school or home, this volume would allow even an untrained adult to share the basic elements of music with young children. Recommended for classroom use where there is a need.

Carole Eyles, Teacher-librarian, Fernwood Elementary School, School District #64 (Gulf Islands).

- 790 Taylor, Debbie S..
Challenge yourself: goal setting workbook for athletes. — Challenge Yourself Press, 1989.

Challenge yourself: goal setting workbook for athletes

Challenge Yourself Press: Debbie S. Taylor
Lincoln Centre
#211—3030 Lincoln Avenue
Coquitlam, B. C.
V3B 6B4

Author Debbi Taylor has a B.P.E. degree and an M.Ed. in Counselling Psychology. She is a district counsellor in British Columbia and is also one in private practice as a sport psychology consultant. In the latter capacity, she has “facilitated performance enhancement seminars based on a developmental counselling approach to sport.”

As the title suggests this is a goal setting workbook for athletes. First, it is useful to understand that it really is a workbook with more than half of its pages being blank forms to be completed by the aspiring athletes. Further, many of the 21 pages with some text, are also largely blank. Overall then the workbook contains a self-paced instructional portion that teaches athletes how to set goals, and then an appendix that becomes a training journal. The instructional portion intends to guide athletes through an exploration of which goals are important to them, and then it helps them to develop a focus which will enable them to put the goals into action. Finally, there is a review process designed to help athletes maintain momentum and to develop consistently high level performances.

Even those who accept the philosophy that youth sport is a serious business, this workbook has some merit. The other, larger portion of the population will not want to read it, and it is not really suitable for school libraries because of its “workbook” nature.

John J. Jackson, Associate Vice-President, Research, University of Victoria, Victoria, B. C.

- 796.352 Howlett, Jeff.
BC golf : the authoritative, complete guide to British Columbia's golf courses. — J. Howlett : Distributed by G. Soules, 1990. — 80 p. : maps. — ISBN 0-9694492-0-8. — \$6.95.

Golf courses - British Columbia - Directories.

Jeff Howlett's publication is a useful and unique guide to golf courses in British Columbia. Little is otherwise available on the topic except for local information offered at most Chambers of Commerce free of charge. One other source also worth mentioning was released by the former Ministry of Tourism, Recreation and Culture called HOW DO YOU DO GOLFING IN BC (booklet # 21, 1987).

The author's purpose in writing the book is to provide the traveling golfer with some idea of what to expect from various courses in an easy to access portable format. Arranged by region and subdivided alphabetically by course name, each entry features a wide variety of data from address/telephone numbers, fees, location and par, to layout, private/public designation and ratings, as well as details on facilities such as putting green, driving range and pro shop.

Complete with table of contents, course index/summary and maps, Howlett's study is a must purchase for public libraries. School resource centres may wish to obtain a copy for staff members seeking alternative summer vacations. At just \$6.95, the price is right!

Larry Little, Assistant Director, Penticton Public Library.

808 McKeown, Thomas W.

Better business writing : a fourteen-unit course book / Thomas W. McKeown, Carol M. Cram. — Clear Communications ; Distributed by G. Soules, 1990. — 276 p. : ill. — ISBN 0-969-3134-1-1.

English language - Business English // Business letters // Report writing.

Better Business Writing is a clearly designed course dealing with all facets of English structure and composition which can be used as a self-paced program or in a classroom situation. Grammar, punctuation, and spelling rules are thoroughly covered as well as step-by-step methods for writing effective letters, business reports, and academic essays.

The course is organized into 14 units on all of the above topics with review questions and answers for each section. There is a comprehensive table of contents but no index. The left column of each page acts as an advanced organizer and allows enough white space on each page to avoid a cluttered appearance. There are a few black and white line drawings and charts.

I think two points must be drawn to your attention. Firstly, the reader must possess a very good command of English in order to utilize this material. Secondly, I noted that examples of various documents have not been formatted correctly.

Overall, this is a well written text that would be useful at the senior level English classes as well as business education classes.

Barbara Stepney, Teacher-librarian, Gladstone Secondary School, School District #39 (Vancouver).

- 814 Iglauer, Edith
The strangers next door. — Harbour, 1991. — 303 p. : ill. — ISBN 1-55017-054-6. — \$26.95.

American essays.

Edith Iglauer has been a journalist for more than 50 years and is the author of best sellers *Fishing with John* and *Denison's Ice Road*. She has written numerous articles on a wide range of topics for different magazines, including *The New Yorker*, *Saturday Night* and *Harper's*.

The Strangers Next Door is mainly a collection of articles she has written about Canada and Canadians which spans her more than fifty years of writing. It also includes an excerpt from each of *Denison's Ice Road* and *Seven Stones: A Portrait of Arthur Erickson, Architect*, another one of her books. Each article is introduced by the author, who puts things in context for us as she describes when and how she came to write that particular piece. The title of this book actually comes from an article she wrote for *The Atlantic Monthly* in 1973 in which she describes the Canadian character and Canada for American readers. This particular article made me smile while I was reading it. Here we are in a nutshell! She has a careful, caring style and a very good eye. Another one of the pieces is about Trudeau, written just after he became, as she puts it, "the improbable fifteenth Prime Minister of Canada." She has spent considerable time in Canada's North and written a number of articles about her experiences there, in which her obvious interest in and liking for that part of the world shine through her writing. She says that she is fascinated by architecture and three of her pieces are included. One story is about the building of the UN Headquarters in New York and one is on the construction of the foundation of the World Trade Centre, also in New York. These make interesting reading and are also technically correct. The third architectural article included is her portrait of Arthur Erickson.

Anne M. Rowe, Teacher-librarian, Prince George Secondary School, School District #57 (Prince George).

- 819.1 Rogers, Linda.
Brown bag blues / Linda Rogers & Rick Van Krugel. — Studio 123, 1991. — 47p. : ill.
Canadian poetry // Songs, Canadian.

This slim paperback collection offers 20 poems that were originally written as songs. The book does not contain an index or table of contents and the poems are not organized in any specific way.

The author of the book, Linda Rogers, is a poet from Victoria and her husband, Rick Van Krugel, is the illustrator for the book. The illustrations are done in black and white. The cover of the book is done as a fabric collage and is eye-catching.

Linda Rogers teaches creative writing at UVic and has also taught children's painting and drama.

I found some of the poems funny but also many of them I considered to be in poor taste? They represented the negative point of view on many subjects. I shared the books with two classroom teachers. Both teachers said they would not be interested in using these poems in their class. Poems cover such topics as running away, stinky feet, cheese between your toes, picking your nose and having to 'go'.

I considered some poems to represent a very poor picture of the family. The author suggests that mothers put rotten things in lunches, that sisters have lice, that Auntie has spit on her dress and that grandma is a dope. Poems such as Dictionary, Jabber Disease and The Loser do present humorous points of view that child would enjoy, however, I feel there are many other poetry books I would choose over this one.

I would not recommend this book for elementary school libraries.

Susan Darnbrough, Teacher-librarian, Quigley Elementary School, School District #23 (Central Okanagan).

819.1 Welch, Liliane.

Life in another language. — Cormorant, 1992. — 77 p. — ISBN 0-920953-68-9. — \$10.95 (pbk.).

Prose poetry, Canadian.

Cormorant Books
RR #1,
Dunvegan, Ontario
K0C 1J0

Life In Another Language is a collection of prose poems by Liliane Welch. Prose poems are a stream of consciousness style of writing. These poems vary in content and length (from one quarter page to one and one half pages). The unusual sentence structure and descriptive language make for refreshing and sometimes intriguing reading. The most variety however, comes from Ms. Welch's descriptions and clear observations of people. For example, in "Patisserie" she creates a written "snapshot" of a woman and her faithful dog that I found irresistible.

A few of the poems puzzled me and re-reading was necessary to glean some meaning. Most, though, whether about small daily things, or profound worldly matters, have a strong impact and make serious comments about our world, our society, and people. "Grandchildren" had me thinking "Right on. I, too, know people like that".

I enjoyed the personal writings that reflect the author's love of hiking and travel.

This book is not suitable for the Junior School level but I think it could be a most useful teaching tool at late secondary/early college level. It is a wonderful example of excellent writing in its particular style.

Marilyn Clements, Teacher-librarian, Courtenay Junior School, School District #71 (Courtenay).

819.8 Prison journal No. 8. — Simon Fraser University, 1989. — 96 p. : ill.

Prisoners' writings, Canadian - Collections // Censorship - Collections // Prisons - Canada.

The Prison Journal, is a fantastic odyssey of metaphor, articulated prose and interview into the mind, experience and world of some of BC's prison population. The journal's main theme, is censorship and it begins with a provocative short essay by Peter Murphy, in which he concludes that: "The modern prison, that child of the Enlightenment, has grown into an enfant terrible." Erle G., Macaulay, on behalf of the Matsqui Student Union and other bodies, refers to the journal as "our window on the world". Ironically, Macaulay rejects with dismay the proposal that inmates have to share space in their journal with the "enemy" (prison guards), especially when all other forms of media appear to reject their opinions, experiences, and concerns. This sharing of space, would be like lying in bed with the enemy.

The Prison Journal has three aims: "to provide an arena for the captive voices of those who are imprisoned; to be a spotlight of raw illumination on their condition; and to offer a forum to all those carrying out a serious examination of the phenomenon of the prison". In respect to the first two aims, *The Prison Journal* succeeds admirably. It is the last aim that is a bone of contention and flies straight into the heart of darkness that beats within the censorship issue (especially in this context).

The Prison Journal is interspersed with poems and prose which are erudite, lucid and generative in their ability to create graphic images of a world that few of us ever see and only vaguely imagine. Patrick Duguay's "Outlaw's Lament", Jeff Ewert's "Pig Face", and Quinn Fakk's "The Ballad of Raisin Hell", are examples of the evocative and visceral poems found in the journal. They bring light to a dark world and a dark world to light.

There are several black and white photographs of the construction of the BC Penitentiary included in the journal.

This publication is highly recommended for high school libraries and would be especially suitable for Law 12 and the Language Arts curriculum, as well as Social Studies 10.

Eric Bonfield, Teacher-librarian, Shawnigan Lake School.

909.82 Global stories of people working for change / [authors: June Dragman, Michael Szasz]. — CoDevelopment Canada, [1992?]. — 64 p. : ill., map. 3
Developing countries - Social conditions.

This book outlines in simple language, stories from various cultures about the working lives of poor people. CIDA, the Canadian International Development Agency, provides funds, products, and services to underdeveloped countries in order to help support their economies. The information presented here are examples of the kinds of projects in which CIDA is involved.

The magazine style format, black and white photographs, and simple line map showing the countries discussed in this publication are not meant to convey a feeling of prosperity. Topics such as 'Rebuilding After War', 'Ending Family Violence', and 'Literacy for a Better Life' indicate a focus on social issues.

The 'Teacher's Notes' section gives a background paragraph for each chapter as well as bibliographic information on other useful resources. There are suggested classroom activities for each chapter with exercises for reading and writing skill development as well as an answer page for selected questions.

I would recommend this material for elementary school children as well as beginner to intermediate level ESL students. My one reservation would be the short shelf life of the copy.

Barbara Stepney, Teacher-librarian, Gladstone Secondary School, School District #39 (Vancouver).

917.11 Karstad, Aleta.
Queen Charlotte Islands' Cumshewa Head Trail / illustrated journal by Aleta Karstad; hiking guide by John F. Wood. — Western Canada Wilderness Committee, 1990. — 1 v. [unp.] : ill., maps. — ISBN 1-895123-00-3.

Queen Charlotte Islands - Description // Hiking

Western Canada Wilderness Committee
20 Water Street
Vancouver, B. C.
V6B 1A4

Queen Charlotte Islands Cumshewa Head Trail has an interesting forward by Chief Cumshewa, Charley Wesley, commenting on the hidden agenda of Yakoun logging permits issued for forest companies.

The text itself is a personal journal of a 5 day hike taken to Cumshewa Head by John Wood and two others over Moresby Island in the spring of 1989. The diary is extremely detailed, with anecdotes about feelings, meals prepared, and personal adventures. It is difficult to read because the print is in extremely small script.

There are two brief pages on how to prepare for a hike in the Cumshewa, and how to be a "no trace" wilderness traveller. There also is a Trail Guide to points of interest and hiking times.

There is no index. Reading level - adult. Recommended for purchase for Queen Charlotte Island schools only.

M. L. Guest, Teacher-librarian, Chatelech Secondary School, School District #46 (Sunshine Coast).

921 Jilek-Aall, Louise.

Working with Dr. Schweitzer: sharing his reverence for life. — Hancock, 1990 — 208 p. : ill. — ISBN 0-88839-209-5.

Jilek-Aall, Louise // Physicians-Biography // Schweitzer, Albert // Missionaries, Medical

Hancock House Publishers Ltd.
19313 Zero Avenue
Surrey B. C.
V3S 5J9

Dr. Jilek-aall's memories of working with Dr. Schweitzer in Africa provide a first-hand view of life in Lambarene during the 1960'a. The book does much to counteract some of the negative accounts of Schweitzer's work and life at the jungle hospital. Without sugar-coating, it shows the day-to-day trials and triumphs experienced at the hospital village.

In 1959, the author, newly graduated in medicine, went to East Africa where she worked as a travelling bush doctor for three years. Out of that episode in her life came her first book, *Call Mama Doctor*. Leaving Africa, she stopped for a visit at Lambarene. There she found an epidemic raging and an expected doctor not yet arrived. When Dr. Schweitzer asked if she'd help out, she couldn't refuse. Many years later she has written *Working with Doctor Schweitzer*, based on the diaries she kept at that time.

Dr. Jilek-Aall is now a psychiatrist at the University of British Columbia. Concerned with the question of why so many young people today engage in self-destructive behavior, she began to wonder "how some of these disheartened youngsters would react to the experience of staying for a while in Lambarene." She feels that Schweitzer provides an ideal role-model. This book provides a readable and enjoyable picture of a truly inspirational human being. The book is a sturdy paperback with an attractive cover and a mid-section of photographs well-chosen to illustrate the anecdotes and stories within.

Grade 7 on the Fry Readability Scale.

Highly recommended for junior and senior secondary schools.

Betty Errington, Retired teacher-librarian.

- 921 Koerber, Rita.
The book of Rita's living / by Rita Koerber with Barry K. Morris, Vicki Obedkoff and Karl Koerber ; edited by Edith Templeton. — Bear Grass, 1989. — 79 p. : ill. — ISBN 0-921097-24-7.

Koerber, Rita // Cancer - Biography.

Bear Grass Press
Box 211
Robson, B. C.
V0G 1X0

This book is an excellent example of biographical writing. It is a collection of journal entries and letters written by a BC woman, Rita Koerber, during the five years when she was living with terminal cancer. Rita was only 32 when she found out she had breast cancer. She was married with two children. Rita is portrayed through her own writings and the writings of her husband and friends as a person who was always positive about life and hopeful even when hope for her own health was gone.

The Book of Rita's Living is three things besides a biography. First, it is an example of creative writing. It shows an individual expressing her emotions and thoughts. Secondly, this is a book about death and dying. It is part of the grieving process for Rita's friends and family. They were saying good-bye to her as they put together the book. The book, in its content, shows a positive approach to dying on the part of the dying person and the people around her. Thirdly, the book shows the relationship between spirituality and getting along with people. Rita's parents were Doukhobors and she had United Church as well as Quaker Friends. Only Rita could say how each of these elements influenced her. However, it is noticeable that she wished to talk about spirituality and human relationships: that she was openly accepting and caring and welcomed others to care for her.

One further point about Rita is that she initially rejected traditional cancer treatment. The way in which this fact is handled by the editor helps the reader to consider the choice Rita made rather than make a judgment on Rita for choosing contrary to popular wisdom.

Recommended for secondary school libraries.

Ruby McBeth, Teacher-librarian, Baldonnel Elementary School, School District #60 (Peace River North).

- 921 Pinkerton, Kathrene.
Three's a crew. — Horsdal & Schubart, 1991. — 316 p. : ill., map. — ISBN 0-920663-11-7.

Pinkerton, Kathrene // British Columbia - Description and travel // Alaska - Description and travel.

In this book, Kathrene Pinkerton chronicles seven years of “off-and-on” coastal cruising with her small family, detailing glimpses of life afloat, as well as vignettes of our coast as it was between the two world wars. The Pinkertons are professional writers and the parents of one daughter. They began coastal cruising out of Seattle in 1924. Thereafter, until 1931, they spent more and more of each year at sea, venturing at first into British Columbia's inside passage, and later spending most of their time in Alaskan waters.

Kathrene Pinkerton enjoys most of the things she writes about, and her descriptions are presented with such clarity of language and balance of emotion that the book is far from a mere travel brochure. The Pinkertons themselves emerge as real people, as do some of the characters who inhabited the coast. The real dangers the family encountered, presented with power and suspense, contrast nicely with the homely details of life on board the boat. Although its was first published over fifty years ago, this enjoyable book is modern in its respectful view of the natives' lifestyle, the wildlife, and the land.

The book will appeal to armchair sailors, as well as to many who are familiar with the British Columbia and Alaska coasts. While it should certainly be purchased by public libraries, it will probably have few school applications outside of communities on the inside passage. Some excerpts (the close-up of glaciers, the encounters with bears, the descriptions of hand logging) could be used to advantage in schools, and almost any passage could serve as an example of a clear and straightforward writing style.

K. Picha, Teacher-librarian, Cliff Drive Elementary School, School District #37 (Delta).

- 940 Magna Carta, 1215, Runnymede. — Plantagenet, 1991. — 1 v. [unp.] + 1 poster.

Plantagenet Publications
102-1039 Richards Street
Vancouver, B. C.
V6B 3E4

This is a very unusual item. It consists of a book, and a poster that is a reproduction of the Magna Carta complete with the seals of those who signed the original. The poster, like the book, attempts to look authentic. The document feels like parchment and it has an aged yellow look. Missing only are the seared edges so common to “pretend” documents from long ago.

The book contains the Magna Carta in both Latin and English, the will of King John and a glossary of terms used in the document. The book is bound in black cloth, every page has 6 feudal seals, in black and white only, and part of the charter.

It is all very interesting, obviously a work of love, but is of limited use in a school library resource centre unless there is someone with a real interest in "original looking" items. It would be fun to have because it is so unique, but not knowing the price makes it hard to recommend. I wouldn't spend much for it, but knowing the obsessions of many grade 8 students, and knowing they study the Middle Ages in Grade 8, I would buy it if it weren't too expensive.

Debra Simmons, Teacher-librarian, Tupper Secondary School, School District #39 (Vancouver)

959.9 Philippine Folklore. — Fil-Can Cultural Society, 1992. — 172 p. : ill.

Folklore - Philippines // Philippines - Social life and customs.

Fil-Can Cultural Society
8365 Cartier Street
Vancouver, B. C.
V6P 4T7

This soft covered book is a valuable resource for learning about the Philippines. It contains a lot of information about the customs of the country as well as its folk tales, proverbs, riddles, songs, festivals, games, religious customs, architecture, transportation, art, and musical instruments. It also has some black and white illustrations.

This book has been published in an effort to preserve the folklore of the Philippines and has been placed in secondary school libraries free of charge. It is quite clearly written at an intermediate reading level (grades 5-7). However, the book lacks appeal. The folk tales could have been written picture book style with color illustrations that would have appealed to a wider audience. The rest of the information could be printed following the folk tales, or in a separate volume. The songs would be much more useful if the music scores were included.

There is a glossary included in the book to explain terms from the Philippine language, and a bibliography of sources. A pronunciation guide would be very useful to those not familiar with the language.

This book contains useful information. It would be much enhanced and be more useful at the elementary level with color illustrations and if it were a professionally produced book. It is suitable for secondary students, but is not attractive enough to catch their interest.

I recommend it for general library resource use in secondary schools, and as a teacher resource at the elementary level.

Rosemary Anderson, Teacher-librarian, W.L. McLeod Elementary School, School District #56 (Nechako).

971.1 Owen, Margaret.

The diary of Fort St. James. — Owen Enterprises, 1990. — 278p. : ill., maps. — ISBN 1-55056-078-6.

Books such as *The Diary of Fort St. James* are written by well-meaning community members, and their publication is warmly received by present and former residents of those communities despite the books' flaws. They are like school annuals for a community. For people with no ties to the communities, however, there is no reason to read such books.

Most of *The Diary of Fort St. James* (chapters 9 through 28) is devoted to the month-by-month chronicling of events since 1970, the date the local newspaper began publication. Each year's diary entries are preceded with a lengthy discussion of one event. The years from 1900-1969 are chronicled by decade. The entire 19th century is discussed in only one chapter.

Interviews with long time community members in the early chapters are very interesting, combined as they are with a few stories gleaned from regional newspapers. The pioneer spirit of these people and their parents makes their stories worth reading. The author's over-reliance on the Caledonia Courier for her post 1960's research, is a grave weakness. Had she continued in the manner of the early chapters, the entire book might be as interesting as the earlier chapters. Archival documents and information, available through the provincial government and urban public libraries (by phone and mail), would have been great assets.

The two hand-drawn maps are helpful. A book such as this, really a town's annual, could benefit from many more and larger photographs, to spur readers' reminiscences. The writing style is colloquial, the sentence structure often awkward.

Those readers and schools with a connection to Fort St. James will find this book useful and interesting.

Lucinda Lockwood, Teacher-librarian, Thomas Haney Secondary School, School District #42 (Maple Ridge).

INDEX TO *BOOKMARK* ARTICLES, 1991-1992 ARRANGED BY AUTHOR AND TITLE

indexed by SUSAN DARNBROUGH, teacher-librarian, Quigley Elementary School, SD#23
(Central Okanagan).

1991-92 BCTLA Executive: Directory.	front cover
A Good Artist Never Gets Left On the Shelf! Gaitt, Kathleen.	Sep 91:125
Albi, Floriana. Not Another "How To" Book.	Mar 92:178
Annual reports:	
President's annual report 1991-1992	Jun 92:13
BCTLA annual treasurer's report	Jun 92:15
Chapter relations report	Jun 92:20
Membership report	Jun 92:20
Nominations report	Jun 92:21
The Bookmark annual report	Jun 92:22
Publications report	Jun 92:22
BCTLA archives report	Jun 92:23
Conference report	Jun 92:23
Continuing education report	Jun 92:25
Liason committee report.....	Jun 92:25
Ask the Experts. (regular feature) Walsh, W.	Sep 91:208; Mar 92:212; Dec 91:191; Jun 92:141
Atkins, Laura. The Southern Interior Telecommunications Project: The Future of Information sources. McComb, Bonnie.	Dec 91:149
ATLC Conference a Resounding Success. Brown, Gerald.	Mar 92:171
Austrom, Liz and Sharon Scott. How to Manage Language Arts, Primary Program and Intermediate Program paperbacks.	Dec 91:145
Austrom, Liz. Reading Checklist.	Sep 91:206
Austrom, Liz. Results from the Most Horrifying Poll ever taken.	Sep 91:64
Award of merit.	Jun 92:6
BCA.L.M.E.R. Directory 1991-92.....	Dec 91:171
BCTLA Chapter Reports:	
Political action	Sep 91:114; Dec 91:181; Mar 92:167; Jun 92:167
Curriculum or program development.....	Sep 91:116; Dec 91:183; Mar 92:168; Jun 92:168
Meeting ideas.....	Sep 91:117; Dec 91:183; Mar 92:168; Jun 92:168
Speakers and workshop leaders	Sep 91:118; Dec 91:184; Mar 92:168; Jun 92:168
Censorship or challenged materials.....	Sep 91:119; Dec 91:185; Mar 92:168; Jun 92:168
BCTLA program 1991-1992.....	Sep 91:11
BCTLA Membership Form.	Sep 91:211; Mar 92: 248; Dec 91:201; Jun 92:208
BCTLA Reviews.	Sep 91:209; Mar 92:217; Dec 91:201; Jun 92:157
Bibliography of Picture Books- Bridging the Millennium Conference. Sunday, B.	Mar 92:169
Bookmark Editorial Board: Directory.	back cover
Bookmark Index	
Index to cooperative units	Mar 92:238
Index to articles	Mar 92:240
Index to reviews	Mar 92: 244
Brennan, E. Helpful hint.	Jun 92:81
Brotsky, Dave. Drama Improvisation from "story'91" Conference.	Sep 91:157
Brown, Gerald. ATLC Conference a Resounding Success.	Mar 92:171
Canadian School Library Association Awards Program.	Sep 91:177

CANSCAIP: Children's Writers Available for Readings.	Sep 91:151
Celluloid spare	Mar 92:207
Central Okanagan Multicultural Curriculum Committee Report. Tasker, Isla.	Mar 92:125
Centrepoin'ts of importance. Roberts, M.	Jun 92:71
Chapter Reports.	Mar 92:167
Children's Literature in Translation. Jobe, Ron. [bibliography]	Mar 92:159
Chisholm, Dr. M. Information Literacy in a Diverse World: A Vision for the Future.	Sep 91:146
Chowdhury, Melissa. Hallowe'en by any other name	Sep 91:31
Chowdhury, Melissa. They're here to stay.	Sep 91:15
Conference Reports: BRIDGING THE MILLENNIUM.	
After Whistler, What next?	Dec 91:91
Fire and water: images of change.	Dec 91:101
Beauty spots on the body politic	Dec 91:102
Don't say you were not told	Dec 91:104
Bridging between islands	Dec 91:105
The technological imperative	Dec 91:106
The novel: an approach to literature	Dec 91:108
Leadership and the teacher-librarian.	Dec 91:109
Technology- what's hot - what's not.	Dec 91:111
Rain, rain, rainbows	Dec 91:112
The grade four slump	Dec 91:114
Evaluation: new forms in the mirror	Dec 91:116
Applied technology in a library setting	Dec 91:118
The library of the future: high tech, high touch, and higher thought	Dec 91:119
Creating environments	Dec 91:121
Learning styles in the multicultural classroom	Dec 91: 122
First nations: literary images.....	Dec 91:124
Literature in translation	Dec 91:125
Developing thoughtful researchers: strategies for students involved in inquiry	Dec 91:126
Ready? For what?	Dec 91:129
How do you spell UFO?	Dec 91:131
Answer to Arthur Black	Dec 91:135
Implementing change : a collaborative approach.	Dec 91:137
Beyond the millennium : speculative fiction	Dec 91:141
Focus on research	Dec 91:143
Continuing Education Exchange. Naslund, Jo-Anne	Sep 91:209; Mar 92:204 ; Jun 92:153
Curricular Integration in the Intermediate Program: Just Dessert or Food for thought? Koote, J.	Sep 91:108
D'Onofrio, Lina. Portrait: Nancy Hundal.	Sep 91:203
Dare, Valerie. English as a Second Language Pilot Project.	Mar 92:29
Deep end, the. Hamilton, D.	Jun 92:154
Demonic, Dangerous and Deadly. YA novels of Suspense, Mystery, Horror and Supernatural Beings. Walsh, Willa. [annotated bibliography].	Sep 91:60
Developing communication skills using first language stories. Jones, P.	Jun 92:93
Developing independent learners workshop. reported by Walsh, W.	Jun 92:126
Distinguished service award.	Jun 92:7
Don't go Alone. Walsh, Willa. [includes bibliography]	Sep 91:53
Don't just try King and Andrews: Learning to tolerate Horror Literature.	Sep 91:16
Drama Improvisation from "Story '91" Conference. Brotsky, Dave.	Sep 91:157
Dublin, Anne. Roald Dahl: Humour or Horror?[includes bibliog#aphy]	Sep 91:26
Elections 1992-1993.	Jun 92:9
End the Arms Race.-Give Peace a Dance.	Sep 91:52

Engagement in primary literacy: a warp wanting a woof. Johnson, T. [includes bib.].....	Jun 92:32
English as a Second Language Pilot Project. Dare, Valerie.	Mar 92:29
Excerpts from an ESL Reading Journal. Krawchuk, Donna.	Mar 92:26
Ferguson, Helen. Student Constitutional Conference.	Mar 92:123
Finlay, P. Teacher-librarian or preparation time provider?	Jun 92:104
Gaitt, Kathleen. A Good Artist Never Gets Left On The Shelf!	Sep 91:125
Giles, J.E. Silence of the Lambs- A review.	Sep 91:80
Graduation Program Draft: A Response.	Sep 91:89
Great Dinosaur Rip-off, the. Lessem, Don.	Dec 91:37
Gulf War: Environmental Disaster in the Raw. Webb, Yoskyl.	Mar 92:124
Hall, Barb. Hallowe'en Trivia Quiz.	Sep 91:82
Hallowe'en by any other name....Chowdhury, Melissa.	Sep 91:31
Hallowe'en Puzzle.	Sep 91:81
Hallowe'en Storytelling. Saltman, Jan.	Sep 91:76
Hallowe'en Trivia Quiz. Hall, Barb.	Sep 91:82
Hamilton, Don. On the Other Hand: Emperor's in New Clothes.	Dec 91:198
Hamilton, Don. The deep end.	Jun 92:154
Hartley, Debbie. Library Club Hallowe'en Party.	Sep 91:85
Helpful hint. Brennan, E.	Jun 92:81
Hidden agenda of Mother Goose, the. Verner, C.	Jun 92:96
Horror or Heaven? My DND Experience: in Retrospect. Soon, Gerald.	Sep 91:72
How to Manage Language Arts, Primary Program and Intermediate Program	
Paperbacks. Austrom, Liz & Scott, Sharon.	Dec 91:145
IASL 20th Annual Conference-School Libraries in a Diverse World: Providing the Personal Touch.	
Personal Touch.	Sep 91:141
IASL Commendation Award.....	Sep 91:145
In memory of Bill Scott.	Jun 92:8
Information Literacy in a Diverse World: A Vision for the Future. Chisholm, Dr. M.	Sep 91:146
Information Literacy Promotes Lifelong Learning. Willis, Scott.	Mar 92:165
Integration of Space Theme Across The Curriculum. Lundie, Audrey. [includes bib.]	Dec 91:56
Intermediate Program Foundational Document: A Response. BCTLA.	Sep 91:91
Jobe, Ron. Children's Literature in Translation. [bibliography]	Mar 92:159
Jobe, R. Multicultural Children's Literature: The Changing American Melting Pot. [bib.]	Mar 92:129
Johnson, T. Engagement in primary literacy: a warp wanting a woof. [includes bib.].....	Jun 92:32
Jones, P. Developing communication skills using first language stories.	Jun 92:93
Koote, J. Curricular Integration in the Intermediate Program: Just Dessert or	
Food for thought?	Sep 91:108
Koote, J. User access and the impact of technology on practice.	Jun 92:83
Krawchuk, Donna. Excerpts from an ESL Reading Journal.	Mar 92:26
Learner Focused: Does It Mean What It Says Or Can We Say What It Means?	
Overgaard, V.	Sep 91:98
Learning and Working Conditions Survey. September 1991 Results. Nellis, Kris.	Dec 91:157
Lee, Julie. Stars of Prehistory: Dinosaur Unit- Stations and Bibliography.	Dec 91:40
Lessem, Don. Great Dinosaur Rip-off, the.	Dec 91:37
Library Club Hallowe'en Party. Hartley, Debbie.	Sep 91:85
Libraries as Partners in Meeting Basic Learning Needs.	Sep 91:160
Lundie, Audrey. Integration of Space Theme Across the Curriculum. [includes bib.]	Dec 91: 56
Lundie, Audrey. Space Age Link Up With NASA.	Dec 91:50
McComb, Bonnie. Patterns of Change in Teacher-Librarianship: Coming of Age With	
Developing Independent learners.	Dec 91:151
Multicultural Children's Literature: The Changing American Melting Pot. Jobe, R. [bib.]	Mar 92:129
Naslund, Jo-Anne. Continuing Education Exchange.	Sep 91:209

Natras, Jim. Student-led Parent Conferences at the Secondary Level.	Mar 92:172
Nellis, Kris. Learning and Working Conditions Survey. September 1991 Results.	Dec 91:157
Nellis, Kris. Working and Learning Conditions Survey. January 1992 Update.	Mar 92:180
Not Another "How To" Book. Albi, Floriana.	Mar 92:178
Notes and News. (regular feature)	Sep 91:204; Mar 92:197 ; Dec 91:192; Sep 91:204
On the Other Hand: Emperor's in New Clothes. Hamilton, Don.	Dec 91:198
Overgaard, V. Learner Focused: Does It Mean What It Says Or Can We Say What it Means?	Sep 91:98
Parungao, P. Sharing stories: multicultural literature in the ESL classroom.	Jun 92:101
Patterns of Change in Teacher-Librarianship: Coming of Age With Developing Independent learners.	Dec 91:151
Phantom of the Opera- A character analysis. Saltman, Jan.	Sep 91:84
Portrait: Lorna Williams.	Mar 92:205
Portrait: Nancy Hundal.	Sep 91:203
Portrait: Sarah Ellis.	Jun 92:145
Portrait: Spider Robinson.	Dec 91:196
Public Library Information Insert. Stewart, Colleen Casey.	Mar 92:176
Pumpkin Carols.	Sep 91:50
Reading Checklist. (regular) Austrom, L.	Sep 91:206; Mar 92:201; Dec 91:193; Jun 92:149
Results from the Most Horrifying Poll ever taken. Austrom, Liz.	Sep 91:64
Roald Dahl: Humour or Horror ? Dublin, Anne. [includes bibliography]	Sep 91:26
Roberts, M. Centrepoinets of importance.	Jun 92:71
Saltman, Jan. Hallowe'en Storytelling.	Sep 91:76
Saltman, Jan. Phantom of the Opera- a character analysis.	Sep 91:84
Scott, Bill. Who-Dun-It?	Sep 91:31
Sharing stories: Multicultural literature in the ESL classroom. Parungao, P.	Jun 92:101
Silence of the Lambs- A review. Giles, J.E.	Sep 91:80
Smith, Barbara. BCTLA Chapter Reports.	Sep 91:114
Soon, Gerald. Horror or Heaven? My DND Experience: in Retrospect....	Sep 91:72
Southern Interior Telecommunications Project: The Future of Information Sources. Atkins, Laura.	Dec 91:149
Space Age Link Up With NASA. Lundie, Audrey.	Dec 91:50
Stars of Prehistory: Dinosaur Unit - Stations and Bibliography. Lee, Julie.	Dec 91:40
Stewart, Colleen Casey. Public Library Information Insert.	Mar 92:176
Student Constitutional Conference. Ferguson, Helen.	Mar 92:123
Student-Led Parent Conferences at the Secondary Level. Natras, Jim.	Mar 92:172
Sunday, B. Bibliography of Picture Books- Bridging the Millennium Conference.	Mar 92:169
Tasker, Isla. Central Okanagan Multicultural Curriculum Committee Report.	Mar 92:125
Teacher-librarian or preparation time provider? Finlay, P.	Jun 92:104
The Juvenile jury is out: Jeers and Joys from Jason.	Sep 91:25
They're here to stay. Chowdhury, Melissa.	Sep 91:15
Thomson, Carol. Together we learn/ together we teach.	Jun 92:90
To Keep the Fire Going: The Challenge for First Nations Education in the Year 2000. Archibald, J.	Mar 92:13
Together we learn/ together we teach. Thomson, Carol.	Jun 92:90
Top Twenty-Five of the Science Fiction Hit Parade. Walsh, Willa. [includes bib]	Dec 91:33
User access and the impact of technology on practice. Kootte, J.	Jun 92:83
Verner, C. The hidden agenda of Mother Goose.	Jun 92:96
Walsh, W. Developing independent learners workshop.[report]	Jun 92:126
Walsh, Willa. Ask the Experts.	Sep 91:208
Walsh, Willa. Demonic, Dangerous and Deadly. YA novels of Suspense, Mystery, Horror and Supernatural.	Sep 91:60

Walsh, Willa. Don't go Alone. [includes bibliography]	Sep 91:53
Walsh, Willa. Top Twenty-Five of the Science Fiction Hit Parade. [includes bib.]	Dec 91:33
Webb, Yoskyl. Gulf War: Environmental Disaster in the Raw.	Mar 92:124
Western Canada Film and Video Showcase 1990.	Sep 91:172
What they are saying about Stephen King! And what King says!	Sep 91:18
Who-Dun-It? Scott, Bill.	Sep 91:31
Willis, Scott. Information Literacy Promotes Lifelong Learning.	Mar 92:165
Wolves and Humans.	Sep 91:74
Working and Learning Conditions Survey. January 1992 Update. Nellis, Kris.	Mar 92:180

**FIJI LIBRARY ASSOCIATION
SCHOLARSHIP TRUST FUND**

BC teacher-librarians are asked to consider contributing to this Fund which will be used to award scholarships to deserving students who are working towards their Diploma in Library/Information Studies. Donations are needed to set this fund up and to keep it running. Mel Rainey the president of the Fiji Library Association asks that you consider sending \$5.00 to \$20.00 or more to help with this worthwhile project. Please see his Letter to the Editor at the beginning of this issue of the Bookmark for further details.

DONATIONS NEEDED - HELP A DEVELOPING NATION

INDEX TO COOPERATIVE UNITS PUBLISHED IN *THE BOOKMARK IN VOLUME 3, 1991*

indexed by **SUSAN DAMBROUGH**, teacher-librarian, Quigley Elementary School, SD#23
(Central Okanagan).

ART

Masks: an art assignment. Noukas. Sep 91:75

COMPUTER STUDIES

Strathcona's hypermedia project. Walters. Mar 92:55

ENGLISH 8

Believe it or not ...the bizarre, the unexplained and the unusual. Johnston, McComb
& Robb. Sep 91:19
The unknown. Noukas. Sep 91:77
Who are you? An approach to young adult novels. Warren. Sep 91:137
Frozen fire: a Canadian novel by James Houston. Cowley, Ginther & Shoemaker. Mar 92:61

FRENCH

Francais 8: Library research project. Topic: France d'un coup d'oeil. Richards. Mar 92:45
Contemporary Quebec. Library research project: French 10. Mar 92:120

LANGUAGE ARTS

Monsters. Lee & Hoggarth Sep 91:35
Stars of ancient Greece: a grade 7 mythology unit. Jack & Lincke. Dec 91:19
A hero is not just a sandwich. Osterloh & Bennison. Dec 91:63
A fairy tale newspaper. Morton & Smith. Dec 91:76
Story telling; First nations legends, early intermediate. Tornroos et al. Mar 92:21
Creating a personal visual dictionary. Stephen. Mar 92:49
Fall and winter celebrations. Hapton. Mar 92:51
Chinese New Year: a basic ESL unit. Phillips. Mar 92:72
Legacy to literature: grade 7 selection unit. Niehaus et al. Jun 92:29
The senses: a unit for intermediate ESL. Lees & Hawkes. Jun 92:75
Islands: intermediate: grade 6/7. Cadwallader & Boland. Jun 92:106
Holes- years 2/3. Crooke & Mash. Jun 92:122

SCIENCE

Inquiry based research project: Using a science theme. Walach. Sep 91:56
Three science projects: enrichment options. Wadson. Sep 91:122
Space science: astronomers and their discoveries. Tonita. Dec 91:67
Space project: an astronomy unit for secondary students. Bunyan & McComb. Dec 91:82
Earthday. Greenwood & Kelso. Mar 92:133

SCIENCE-PRIMARY

Whales. Masuhara & Roderique.	Sep 91:169
Thinking is a research skill: a grade 2/3 resource based unit on the solar system Miles & Gerla.	Dec 91:27
Bats. Clarke et al.	Jun 92:112
Five senses- primary year 2. Virvilis & Masuhara.	Jun 92:129

SOCIAL STUDIES

Sea monsters and the age of exploration. Noukas.	Sep 91:83
Comparative religions: Humanities 8. McComb.	Sep 91:178
Countries of the world: a discovery of physical and human geography. Allen & Kaija.....	Mar 92:31
Multicultural Canada- the many faces of Canada. Upper Primary-early intermediate. Petley & Russell.	Mar 92:76
A Haida Potlach. The raising of the Senator Reid totem pole. Brandon.	Mar 92:95
First nations of Canada: study stations -grade 10. Walker.	Mar 92:109
Bruce Elementary celebrates the Festival of Diwali. McGuinness et al.	Mar 92:138
A visit across Canada. Lorenz et al.	Mar 92:143
Tour of the Nile. Tickson & Zulijan.	Jun 92:50
Life on a medieval manor. Hall & Pallo.	Jun 92:116

Bill C-342—An Act to amend the Income Tax Act (teachers)

Teacher-librarians are encouraged to write letters to their members of Parliament in support of this Bill which was recently tabled in the House of Commons by a New Brunswick MP. Under this Bill, teachers would be able to deduct certain expenses made in the course of their employment; for example, expenses incurred while attending professional development days or travelling to conferences. This is a deduction right granted to other professions and should similarly apply to teachers. The BCTF encourages all teachers to write such letters in support of this Bill asking their MPs to vote for the Bill when it comes to a vote in the House. Address the letter to:

Your MP
House of Commons
Ottawa, Ontario
K1A 0A6

INDEX TO BOOK REVIEWS, 1991-1992

indexed by **SUSAN DAMBROUGH**, teacher-librarian, Quigley Elementary School, SD#23
(Central Okanagan).

109 walks in British Columbia's Lower Mainland. Macaree, Mary.	Jun 92:188
A fire in the rain. Atkinson, Ron.	Dec 91:211
Advertising handbook, the: make a big impact with a small business budget. Dennison, D.	Mar 92:226
Ah mo: Indian legends from the Northwest. Griffin, Trenholme J.	Jun 92:177
Allan, M. Running in rhythm, footsteps in time: creative dance for primary classes.	Jun 92:185
Allstar hockey activity book. Ross, Noah.	Jun 92:189
Amos, Robert. Victoria.	Jun 92:202
Anderson, Margaret. Cwan the armourer.	Jun 92:160
Andrews, Jan. Pumpkin time.	Jun 92:158
Arnott, Joanne. Wiles of girlhood.	Jun 92:191
Atkinson, Ron. A fire in the rain.	Dec 91:211
Attic of all sorts, the. Leger, Diane Carmel.	Sep 91:212
Barefoot channel: community television as a tool for social change, the. Goldberg, Kim.	Jun 92:176
Bedtime blues [sound recording]. Wright, Jeni.	Dec 91:208
Beyond the gate: artists' journey to save the Tsitika Valley and Robson Bight. Livingstone, Roberta.	Mar 92:230
Beyond the moon gate: a China odyssey, 1938-1950. Munro, J.	Jun 92:199
Birchwater, Sage. "Ulkatchot'en : the people of Ulkatcho".	Mar 92:235
Bish, Robert L. Local government in British Columbia.	Sep 91:216
Blue. Heneghan, James.	Mar 92:218
Blyth, Gladys Young. Salmon canneries- British Columbia north coast.	Mar 92:227
Border guide: rules and rates for shopping in the States, the. Corcoran, A.O.	Jun 92:175
Braid, Kate. Covering rough ground.	Jun 92:192
Brant, Beth. Food & Spirits/ stories by Beth Brant.	Sep 91:213
Brett, Brian. Tanganyika.	Dec 91:202
Brown bag blues. Rogers, Linda.	Jun 92:193
Buday, Grant. Exploring wildlife in western Canada.	Sep 91:218
Buford, Della. The magical earth secrets.	Sep 91:211
Burning rivers: Guatemala's enviromental and social crisis. [videorecording]	Jun 92:197
Caduto, Michael J. Keepers of the Earth: native stories and environmental activities for children.	Sep 91:219
Cameron, Anne. Raven & snipe.	Sep 91:220
Cameron, Anne. Raven goes berrypicking.	Sep 91:220
Campbell, Eileen C. Waterbirds of the Strait of Georgia.	Jun 92:178
Canada, adieu? : Quebec debates its future.	Dec 91:213
Canada- a portrait: the official handbook of present conditions and recent progress. Statistics Canada. .	Sep 91:229
Canadian achievers: how they did it, how you can do it, why you should do it,The. Drew.	Dec 91:212
Canadian connections: experiencing literature with children. Jobe, Ron & Paula Hart.	Mar 92:224
Carmanah: artistic visions of an ancient rainforest. Western Canada Wilderness Committee, 1989.	Sep 91:225
Chadwick, Douglas H. The kingdom: wildlife in North America.	Jun 92:178
Chapeau bleu. Millar, Thomas P.	Jun 92:162
Charlie White's 101 fishing secrets. White, Charlie.	Jun 92:190
Cheryl bibal hats = Cheryl's Potlatch. Thompson, Sheila.	Dec 91:213
Chronicle of pride: a journey of discovery. Logie, Patricia Richardson.	Sep 91:227
Claude MSing around: meeting the challenge of multiple sclerosis. Mythen, John.	Jun 92:180

Clayoquot- on the wild side. Dorst, Adrian.	Sep 91:226
Coastal Villages. Kennedy, Liv.	Jun 92:203
Coe, Sue. Meat: animals and industry.	Mar 92:227
Coe, Sue. Meat: animals and industry.	Jun 92:184
Community colleges in Canada: a profile. Gallagher, Paul.	Jun 92:174
Competin interests in our environment: poison in paradise. [videorecording].....	Jun 92:172
Connolly, Jay. Dancewater blues.	Jun 92:161
Continental accord: North American economic integration. S. Globerman ed.	Jun 92:175
Copper Lodge in Hell's Canyon: a memoir. Petrie, Alice.	Sep 91:227
Corcoran, A.O., The border guide: rules and rates for shopping in the States. Rev Ed.	Jun 92:175
Cousins, Jean. Easy hiking around Vancouver: an all-season guide.	Jun 92:186
Covering rough ground. Braid, Kate.	Jun 92:192
Cross-cultural caring: a handbook for health professionals in Western Canada. Waxler-Morrison, Anderson & Richardson.	Jun 92:170
Cup and saucer [kit]. Dixon, George.	Sep 91:212
Cwan the armourer. Anderson, Margaret.	Jun 92:160
Cyril the seagull. Lines, Patricia.	Mar 92:217
Dancewater blues. Connolly, Jay.	Jun 92:161
Dauncey, Guy. Relationships.	Sep 91:214
Davies, Rhona. The Uzi and the stone: images of Gaza.	Mar 92:233
Davis, Wade. Penan: a voice for the Borneo rainforest.	Sep 91:228
Dehr, Roma. Kid's ecology book: good planets are very hard to find!	Sep 91:216
Denisoff, Dennis. Dog years.	Jun 92:162
Dennison, D. The advertising handbook: make a big impact with a small business budget.	Mar 92:226
Dheenshaw, Cleve. Island of champions: a sporting history of Vancouver Island.	Sep 91:223
Disturbing the peace. Woodward, Caroline.	Jun 92:164
Dixon, George. Cup and saucer [kit].	Sep 91:212
Dog years. Denisoff, Dennis.	Jun 92:162
Doherty, Bill. Slaves of the lamp: a history of the federal civil service organizations 1865-1924.	Mar 92:222
Dorst, Adrian. Clayoquot- on the wild side.	Sep 91:226
Drabek, Jan. Thirteen.	Jun 92:197
Drew. The Canadian achievers: how they did it, how you can do it, why you should do it.	Dec 91:212
Dunsmuir's dream: Ladysmith the first fifty years. Goodacre, Richard.	Jun 92:202
Dykes, Mervyn. The empty Eden.	Jun 92:169
Easy hiking around Vancouver: an all-season guide. Cousins, Jean.	Jun 92:186
Ellis, Sarah. Putting up with Mitchell: my Vancouver scrapbook.	Sep 91:214
Elston on ice. Elston, Dave.	Jun 92:185
Elston, Dave. Elston on ice.	Jun 92:185
Emily's portfolio. Margoliese, Catherine.	Mar 92:219
Empty Eden, the. Dykes, Mervyn.	Jun 92:169
Enviro-Canada Series 1 [picture]. MacPherson, J & L.	Mar 92:236
Enviro-Canada Series 1 [picture]. MacPherson, J & L.	Dec 91:208
Exploring wildlife in western Canada. Buday, Grant.	Sep 91:218
Farrant, M.A.C. Sick pigeon.	Dec 91:202
Fiona and the flying unicorns. Watson, Sandy.	Mar 92:220
Fire beneath the cauldron. Hancock, Geoff ed.	Dec 91:203
Food & Spirits/ stories by Beth Brant. Brant, Beth.	Sep 91:213
Forbidden city within Victoria. Lai, Chuenyan David.	Mar 92:235
Fossum, Jack. Mancatcher.	Jun 92:198
Friend o' mine : the story of Flyin' Phil Gaglardi. Rothenburger, Mel.	Mar 92:231
Friendly port: a history of Union Bay, 1880-1960, the. Glover-Geidt, Janette.	Mar 92:234

Gallagher, Paul. Community colleges in Canada: a profile.	Jun 92:174
Garnier, Karie. Our elders speak: a tribute to native elders.	Jun 92:205
Glover-Geidt, Janette. The Friendly port : a history of Union Bay, 1880-1960.	Mar 92:234
Goalkeeping. Wallace, Grant.	Mar 92:228
Goldberg, Kim. The barefoot channel:community television as a tool for social change.....	Jun 92:176
Golf widow's revenge, the. Smith, P.J.	Jun 92:187
Goodacre, Richard. Dunsmuir's dream: Ladysmith the first fifty years.	Jun 92:202
Government spending facts. Horry, Isabella.	Jun 92:168
Great Canadian anecdote contest, the. George Woodcock ed.	Jun 92:194
Greening the garden : a guide to sustainable growing. Jason, Dan.	Mar 92:225
Grensing, Lim. Motivating today's work force: when the carrot can't always be cash.	Sep 91:222
Grey cat at sea. Skogan, Joan.	Jun 92:159
Griffin, Trenholme J. Ah mo: Indian legends from the Northwest.	Jun 92:177
Grizzly bears. Savage, Candace.	Jun 92:179
Haig-Brown, Celia. Resistance and renewal: surviving the Indian residential school.	Sep 91:217
Halsey, David. Magnetic north: a trek across Canada.	Jun 92:195
Hampson, Cy. With ptarmigan & tundra wolves.	Mar 92:224
Handliners' Island. Mayse, Arthur.	Dec 91:204
Harvest of light: an artists' journey. Steel, Stephanie Quainton.	Mar 92:232
Heneghan, James. Blue.	Mar 92:218
Henley, T. Rediscovery: ancient pathways, new directions: a guidebook to outdoor education.	Jun 92:173
Hiking trails 1: Victoria and vicinity, including area west to Port Renfrew and north to Oliphant Lake. compiled by Waddell.	Jun 92:187
Home girls totem cooking: easy gourmet recipes for campers and boaters, the.	Jun 92:181
Home! : a bioregional reader. ed. Van Andruss.	Mar 92:222
Horry, Isabella. Government spending facts.	Jun 92:168
Horry, Isabella. Tax facts 7: the Canadian Consumer Tax Index and you.	Jun 92:168
Hour's acropolis, the. Pass, John.	Jun 92:192
In my country: an anthology of Canadian artist. compiled by C. Kelley.	Jun 92:184
Island of champions: a sporting history of Vancouver Island. Dheenshaw, Cleve.	Sep 91:223
Island paddling: a paddler's guide to the Gulf Islands & Barkley Sound. Snowden, M.	Jun 92:189
Japanese- an appetizer : introducing the Japanese language. Wakan, Naomi.	Sep 91:221
Jason, Dan. Greening the garden : a guide to sustainable growing.	Mar 92:225
Jessie in the sky with diamonds. Millar, Thomas P.	Jun 92:163
Jobe, Ron & Paula Hart. Canadian connections: experiencing literature with children.	Mar 92:224
Jones, Carolyn. Perennials.	Jun 92:181
Jones, J. E. The little gift book of Canada.	Jun 92:195
Justice in our time: the Japanese Canadian redress settlement. Miki, Roy.	Mar 92:233
Keepers of the Earth: native stories and environmental cativities for children. Caduto, M.	Sep 91:219
Kelley, Caffyn. Wild things: the wisdom of animals.	Sep 91:223
Kennedy, Liv. Coastal Villages.	Jun 92:203
Kernaghan, Eileen. Walking after midnight.	Jun 92:165
Kestrel and Leonarado. Musgrave, Susan.	Sep 91:225
Kingdom: wildlife in North America, the. Chadwich, Douglas H.	Jun 92:178
Kids's ecology book: good planets are very hard to find! Dehr, Roma.	Sep 91:216
Klucker, Michael. Vanishing Vancouver.....	Jun 92:204
Lai, Chuenyan David. Forbidden city within Victoria.	Mar 92:235
Land of destiny: the golden age of British Columbia. Lillard, Charles.	Jun 92:204
Landlord as scapegoat, The. Lehrer, Keith.	Jun 92:167
Law and economics of competition policy,the. Mathewson, Trebilcock, & Walker ed.	Jun 92:170
Leger, Diane Carmel. The attic of all sorts.	Sep 91:212
Lehrer, Keith. The landlord as scapegoat.	Jun 92: 167

Leier, Mark. Where the Fraser River flows: the industrial workers of the world in B.C.	Jun 92:167
Lillard, Charles. Land of destiny: the golden age of British Columbia.	Jun 92:204
Lines, Patricia. Cyril the seagull.	Mar 92:217
Little gift book of Canada, the. Jones, J.E.	Jun 92:195
Little grey flannel book: quotations on men, The. Luinenburg, Oline & Osborne, Stephen.	Jun 92:165
Livingstone, R. Beyond the gate: artists' journeys to save the Tsitika Valley and Robson Bight.	Mar 92:230
Local government in British Columbia. Bish, Robert L.	Sep 91:216
Logie, Patricia Richardson. Chronicle of pride: a journey of discovery.	Sep 91:227
Luinenburg, Oline & Osborne, Stephen. The little grey flannel book: quotations on men.	Jun 92:165
Macaree, Mary. 109 walks in British Columbia's Lower Mainland.	Jun 92:188
Maceym, Elizabeth. Victoria guide.	Jun 92:196
MacPherson, J & L. Enviro-Canada Series 1 [picture].	Dec 91:208
MacPherson, J & L. Enviro-Canada Series 1 [picture].	Mar 92:236
Maggee and the lake minder. Thompson, Richard.	Jun 92:160
Magical earth secrets, the. Buford, Della.	Sep 91:211
Magnetic north: a trek across Canada. Halsey, David.	Jun 92:195
Mancatcher. Fossum, Jack.	Jun 92:198
Maracle, Lee. Oratory: coming to theory.	Sep 91:224
Margoliese, Catherine. Emily's portfolio.	Mar 92:219
Matheson, S. Youngblood of the Peace: the authorized biography of Father Emile Jungbluth. OMI. ...	Jun 92:199
Max and Katy. Neudecker, Joan.	Dec 91:201
Mayse, Arthur. Handliners' Island.	Dec 91:204
McFarlane, Sheryl. Waiting for the whales.	Mar 92:218
Meat: animals and industry. Coe, Sue.	Mar 92:227
Meat: animals and industry. Coe, Sue.	Jun 92:184
Miki. Roy. Justice in our time : the Japanese Canadian redress settlement.	Mar 92:233
Millar, Thomas P. Chapeau bleu.	Jun 92:162
Millar, Thomas P. Jessie in the sky with diamonds.	Jun 92:163
Moray, Jeremy. Timmy ties up.	Jun 92:158
More fast & fantastic: a wonderful collection of lighter, quick to prepare recipes.	Jun 92:182
More than our jobs : an anthology. Downie, Glen ed.	Dec 91:210
Morton, Alexandra. Siwiti : a whale's story.	Sep 91:221
Motivating today's work force: when the carrot can't always be cash. Gensing, Lim.	Sep 91:222
Munro, J. Beyond the moon gate: a China odyssey, 1938-1950.	Jun 92:199
Musdzi "Udada" = the owl: a Carrier Indian legend. Rossetti, Bernadette.	Dec 91:207
Musgrave, Susan. Kestrel and Leonarado.	Sep 91:225
Mythen, John. Claude MSing around: meeting the challenge of multiple sclerosis.	Jun 92:180
Neel, S.S. Treating neck problems the natural way: goodbye pain in the neck.	Jun 92:180
NESA activities handbook for native and multicultural classrooms, vol. 2.	Dec 91:206
Neudecker, Joan. Max and Katy.	Dec 91:201
Night fires. Razzell, Mary.	Jun 92:164
Oratory: coming to theory. Maracle, Lee.	Sep 91:224
Our elders speak: a tribute to native elders. Garnier, Karie.	Jun 92:205
Page, R. Wisdom from nonsense land.	Mar 92:230
Paperwork: contemporary poems from the job. ed. Tom Wayman.	Mar 92:229
Pass, John. The hour's acropolis.	Jun 92:192
Patrick and the backhoe. White, Howard.	Mar 92:221
Penan: a voice for the Borneo rainforest. Davis, Wade.	Sep 91:228
Perennials. Jones, Carolyn.	Jun 92:181
Petrie, Alice. Copper Lodge in Hell's Canyon: a memoir.	Sep 91:227
Pinco, Mari. Spring floods: poems, short stories and a play.	Dec 91:211
Policing a pioneer province: the BC Provincial Police, 1858-1950. Stonier-Newman, L.	Jun 92: 171

Pumpkin time. Andrews, Jan.	Jun 92:158
Putting up with Mitchell: my Vancouver scrapbook. Ellis, Sarah.	Sep 91:214
Quick notes and fast quotes for every occasion. Williams, Jill.	Mar 92:228
Quotations for a nation: the little red book of Canada. compiled by Miller & Osborne.	Jun 92:200
Raincoast chronicles thirteen. Howard White ed.	Jun 92:205
Raincoast macabre. Teece, Philip.	Dec 91:205
Raven & snipe. Cameron, Anne.	Sep 91:220
Raven goes berrypicking. Cameron, Anne.	Sep 91:220
Razzell, Mary. Night fires.	Jun 92:164
Readers' theatre in the elementary classroom: a teacher's guide. Walker, Herb & Lois.....	Sep 91:218
Rediscovery: ancient pathways, new direction: a guidebook to outdoor education. Henly.	Jun 92:173
Relationships. Dauncey, Guy.	Sep 91:214
Resistance and renewal: surviving the Indian residential school. Haig-Brown, Celia.	Sep 91:217
Rhubarb cookbook. Smart, Jan.	Jun 92:183
Rockysaurus and friends [sound recording]. Wright, Jeni.	Dec 91:209
Rogers, Linda. Brown bag blues.	Jun 92:193
Role drama. Tarlington, Carole.	Jun 92:173
Ross, Noah. Allstar hockey activity book.	Jun 92:189
Rossetti, Bernadette. Musdzi 'Udada' =the owl: a Carrier Indian legend.	Dec 91:207
Rothemberger, Mel. Friend o' mine : the story of Flyin' Phil Gaglardi.	Mar 92:231
Running in rhythm, footsteps in time: creative dance for primary classes. Allan, M.	Jun 92:185
Salmon canneries-British Columbia north coast. Blyth, Gladys Young.	Mar 92:227
Sanford, B. Steel rails and iron men: a pictorial history of the Kettle Valley Railway.	Jun 92:176
Savage, Candace. Grizzly bears.	Jun 92:179
Serota, Phyllis. The myth of Orpheus and Eurydice.	Sep 91:215
Sick pigeon. Farrant, M.A.C.	Dec 91:202
Sima7 = Come join me. Williams, Lorna.	Jun 92:201
Siwiti : a whale's story. Morton, Alexandra.	Sep 91:221
Skogan, Joan. Grey cat at sea.	Jun 92:159
Slaves of the lamp: a history of the federal civil service organizations 1865- 1924. Doherty, Bill.	Mar 92:222
Smart, Jan. Rubarb cookbook.	Jun 92:183
Smith, P. J. The golf widow's revenge.	Jun 92:187
Snowden, M. Island paddling: a paddler's guide to the Gulf Islands & Barkley Sound.	Jun 92:189
Spring floods: poems, short stories and a play. Pinco, Mari.	Dec 91:211
Statistics Canada. Canada- a portrait: the official handbook of present conditions and recent progress.	Sep 91:229
Steel rails and iron men: a pictorial history of the Kettle Valley Railway. Sanford, B.	Jun 92:176
Steel, Stephanie Quainton. Harvest of light: an artists' journey.	Mar 92:232
Stonier-Newman, L. Policing a pioneer province: the BC Provincial Police, 1858-1950.	Jun 92:171
Tanganyika. Brett, Brian.	Dec 91:202
Tarlington, Carole. Role drama.	Jun 92:173
Tax facts 7: the Canadian Consumer Tax Index and you. Horry, Isabella.	Jun 92:168
Teece, Philip. Raincoast macabre.	Dec 91:205
The myth of Orpheus and Eurydice. Serota, Phyllis.	Sep 91:215
The Ryder: a fantasy adventure you will never forget. Wachsmann, C.	Mar 92:220
The taste of giving: new and selected poems. Zonailo, Carolyn.	Dec 91:210
Thirteen. Drabeck, Jan.	Jun 92:197
Thompson, Richard. Maggee and the lake minder.	Jun 92:160
Thompson, Sheila. Cheryl bibalhats = Cheryl's Potlatch.	Dec 91:213
Timmy ties up. Moray, Jeremy.	Jun 92:158
Towards a new liberalism: re-creating Canada and the liberal party. Cleo Mowers, ed.	Jun 92: 166

Treating neck problems the natural way: goodbye pain in the neck. Neel, S.S.	Jun 92:180
Tree planning: a guide to public involvement in forest stewardship. Vance, Joan E.	Dec 91:205
Turtle talk.: voices for a sustainable future/compiled by C.Plant and J. Plant.....	Mar 92:223
Ulkarchot'en: the people of Ulkatcho. Birchwater, Sage.....	Mar 92:235
Uzi and the stone: images of Gaza. Davies, Rhona.	Mar 92:233
Vance, Joan E. Tree planning: a guide to public involvement in forest stewardship.	Dec 91:205
Vanishing Vancouver. Klucker, Michael.	Jun 92:204
Varney, Ed. What the wind said.	Jun 92:193
Victoria guide. Maceym, Elizabeth.	Jun 92:196
Victoria. Amos, Robert.	Jun 92:202
Wachsmann, Carrie Heidel. The Ryder: a fantasy adventure you will never forget.	Mar 92:220
Waiting for the whales. McFarlane, Sheryl.	Mar 92:218
Wakan, Elias. World of the Incas [kit].	Jun 92:206
Wakan, Naomi. Japanese- an appetizer : introducing the Japanese language.	Sep 91:221
Walker, Herb. Readers theatre in the elementary classroom: a teacher's guide.	Sep 91:218
Walking after midnight. Kernaghan, Eileen.	Jun 92:165
Wallace, Grant. Goalkeeping.	Mar 92:228
Waterbirds of the Strait of Georgia. Campbell, Eileen C.	Jun 92:178
Watson, Sandy. Fiona and the flying unicorns.	Mar 92:220
West Coast line. Simon Fraser University.	Jun 92:191
What the wind said. Varney, Ed.	Jun 92:193
Where the Fraser River flows: the industrial workers of the world in B. C. Leier, Mark.	Jun 92:167
Whistler weekend cookbook: easy, elegant recipes by local chefs & friends.	Jun 92:183
White, Charles. Charlie White's 101 fishing secrets.	Jun 92:190
White, Howard. Patrick and the backhoe.	Mar 92:221
Wild things: the wisdom of animals. Kelley, Caffyn.	Sep 91:223
Wiles of girlhood. Arnott, Joanne.	Jun 92:191
Williams, Jill. Quick notes and fast quotes for every occasion.	Mar 92:228
Williams, Lorna. Sima7= Come join me.	Jun 92:200
Wisdom from nonsense land. Page, R.....	Mar 92:230
With ptarmigan & tundra wolves. Hampson. Cy.	Mar 92:224
Woodward, Caroline. Disturbing the peace.....	Jun 92:164
World of the Incas. [kit] Wakan, Elias & Naomi.....	Jun 92:206
Wright, Jeni. Bedtime blues [sound recording].....	Dec 91:208
Wright, Jeni. Rockysaurus and friends [sound recording].	Dec 91:209
Youngblood of the Peace: the authorized biography of Father Emile Jungbluth, OMI. Matheson, S.....	Jun 92:199
Zonailo, Carolyn. The taste of giving: new and selected poems.	Dec 91:210

PROVINCIAL SPECIALIST ASSOCIATIONS 1992-93

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

(See reverse)

FORM VOID AFTER DECEMBER 31, 1992

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

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

DO NOT MAIL CASH.

BCTF membership: Active Associate Affiliate

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

Surname _____

Given name(s) _____

Former name _____

Address _____

City _____ Postal code _____

Home telephone _____ School district number _____

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

Name and address of school/institution/business _____

PSA MEMBERSHIP

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

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

Non-BCTF Members

- 41 \$44.24 Art (K-12)
- 42 \$56.71 Business Education (8-12)
- 44 \$54.94 Counsellors (K-12)
- 45 \$44.24 Immersion/Cadre (K-12)
- 46 \$54.94 English
- 47 \$49.59 Home Economics (8-12)
- 48 \$49.59 Intermediate (4-7)
- 49 \$60.29 Teacher-Librarians (K-12)
- 50 \$49.59 Mathematics (K-12)
- 51 \$38.89 Modern Languages (K-12)

Non-BCTF Members

- 52 \$53.50 Music (K-12)
- 53 \$49.59 Learning Assistance (K-12)
- 54 \$48.15 Physical Education (K-12)
- 55 \$54.94 Primary (K-3)
- 57 \$53.50 Science (K-12)
- 58 \$49.59 Technology (8-12)
- 59 \$44.24 Social Studies (K-12)
- 60 \$49.59 Special Ed (K-12)
- 62 \$53.50 Drama (K-12)

Non-BCTF Members

- 63 \$54.94 Gifted (K-12)
- 64 \$49.59 Hospital/Homebound (K-12)
- 65 \$54.94 Computer (K-12)
- 66 \$44.24 Environmental Ed (K-12)
- 67 \$38.89 Rural (K-12)
- 68 \$44.24 Peace & Global Ed (K-12)
- 69 \$44.24 ESL PSA (K-12)
- 70 \$49.59 Alternate Ed (K-12)
- 71 \$44.24 First Nations
- 72 \$38.89 Co-operative Learning

Total number of associations _____

R 106779291

Total fees enclosed _____

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

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

Retain a photocopy of your completed application for your records.

Regarding BCTF membership:

ACTIVE BCTF MEMBERS

To join as an active member, a person must sign up. Sign-up forms can be obtained from local association and school board offices. Persons eligible for active membership are as follows:

1. All persons employed as teachers in a B.C. school district, including substitute teachers who hold valid B.C. teaching certificates, and persons who hold valid B.C. teaching certificates and are employed by school boards to teach night school or adult education courses.

Note: Exchange teachers coming to B.C. from another country or province do not need to sign up; active membership is automatically provided to them.

2. Persons who hold valid B.C. teaching certificates and who meet any of the following criteria:
 - (a) unemployed teachers who are actively seeking employment in the B.C. public school system;
 - (b) persons who are employed pursuant to section 19 of the School Act with the sanction of the minister to give instruction in areas of the province where there are not enough children to establish a public school.
3. Persons who have university-level training or relevant specialized experience and who are employed by school boards to teach night-school or adult-education programs or courses that are part of the regular school curriculum or equivalent thereto.
4. Associated professionals who are employed in a school district to provide professional services to pupils and/or teachers.

AFFILIATE BCTF MEMBERS

University education students are deemed affiliate BCTF members through their student associations.

HONORARY MEMBERS

Various honorary memberships are conferred on individuals by the federation. Persons holding any form of honorary membership are eligible to join PSAs.

ASSOCIATE BCTF MEMBERS

To join as an associate member, a person must complete an application form and pay a \$50 fee. Application forms can be obtained from the federation office or local association offices. Persons eligible for associate membership are:

1. Persons holding instructional positions in recognized education institutions that are not public schools (examples: independent schools, federal schools, colleges, universities).
2. Native Indian home-school co-ordinators
3. Persons with teaching certificates who are not teaching and are not eligible for honorary membership.
4. Voting members of the Early Childhood Educators of British Columbia.
5. Members of B.C. Teachers of English as an Additional Language.
6. Teachers with certificates valid in other provinces.
7. Students enrolled in a B.C. University Faculty of Education.
8. Administrative officers who do not wish to participate in the Salary Indemnity Plan.
9. Other persons who apply to and are accepted by the Executive Committee.

Persons who do not hold valid B.C. teaching certificates and are employed as substitute teachers by a board of school trustees must fill out an associate membership (for uncertified substitute teachers) form. The fee is \$1.00 + .25% of gross salary when they substitute teach. Application forms can be obtained from the local association office.

AFFILIATE ADMINISTRATIVE MEMBERS

To join as an affiliate administrative member a person must apply within 90 days of being appointed as a principal or vice-principal to have no interruption in Salary Indemnity coverage. Application forms can be obtained from the BCTF office or local offices. Renewal forms are automatically sent to people who have already joined as affiliate administrative members.

THE BOOKMARK EDITORIAL BOARD

SENIOR EDITOR

Willa Walsh
3800 Raymond Avenue
Richmond, BC V7E 1B1
H: 274-9705
S: 274-7258
FAX: 668-6585

Ruth Allman

#502 — 2155 West 38th Avenue
Vancouver, BC V6M 1R8
H: 266-0005
S: 255-9344

Jim Holgate

#704 — 950 Jervis Street
Vancouver, BC V6E 2B4
H: 669-8919
S: 588-3418

Barb Smith

2772 Crescentview Drive
North Vancouver, BC V7R 2V1
H: 987-3973
S: 984-0447

"THE DEEP END"

Don Hamilton
Education Librarian, Univ. of Victoria
1020 Pentrelew Place
Victoria, BC V8V 4J6
H: 383-5448; W: 721-7899
FAX: 721-7767

PRODUCTION MANAGER

Jim Crook
4607 Cove Cliff Road
North Vancouver, BC V7G 1H7
H: 929-3901
S: 926-7534
FAX: 922-2538

Liz Austrom

3675 West 39th Avenue
Vancouver, BC V6N 3A6
H: 263-3987
S: 874-9131

Alwynn Pollard

3516 West 33rd Avenue
Vancouver, BC V6N 2H4
H: 263-7600
S: 224-4321

Lisa Strong

7511 2nd Street
Burnaby, BC V3N 3R4
H: 522-4911
S: TBA

OFFICIAL INDEXER

Susan Dambrough
1798 Glenella Place
Kelowna, BC
V1Y 4M8
H: 763-3462
S: 860-5783

BCTLA REVIEWS EDITOR

Judy Giles
#1006 — 2060 Bellwood Avenue
Burnaby, BC V5B 4V2
H: 299-2040
S:

REVIEWING SERVICE COORDINATORS

Penny Haggarty, Debra Simmons
& Val Hamilton
Curriculum Resources
Processing Centre
2530 East 43rd Avenue
Vancouver, BC V5R 2Y2

BOOKMARKS BY BERSON

Harold Berson
8469 Portside Court
Vancouver, BC
V5P 4V4

BCTLA EXECUTIVE BOARD: SEE INSIDE FRONT COVER

BCTLA members receive *The Bookmark* for twelve months from the date that their membership applications are processed by the BCTF. The Association may be joined at any time during the year for the following fees:

BCTF members....\$40.00

Non-members....\$60.29

Undergraduate Students....\$15.00



SURVIVAL



SALES MANAGERS:

Bibliographies en français pour l'approche communicatif

Joanne Wallis
3734 Southridge Avenue
West Vancouver, BC
V7V 3H8

H: 922-5654

Implementing Change

Patricia Finlay
5649 Carson Street
Burnaby, BC
V5J 2Z4

H: 438-6269

Imagination or Reality

Dianne Rabel
1501 — 2nd Avenue
Prince Rupert, BC
V8J 1J5

H: 627-7132

Literature Connections

Linda Rehlinger
1271 Winchester, RR 2
Qualicum Beach, BC
V0R 2T0

H: 752-3495

The BCTLA hereby grants copyright permission to individuals who wish to make a single copy of an entire article, unit or bibliography for their own use. Permission to make multiple copies must be obtained from the BCTLA's Publications Coordinator or from the Senior Editor of *The Bookmark*. Written requests should include pertinent information such as intended use, number of copies, pages required, and audience.