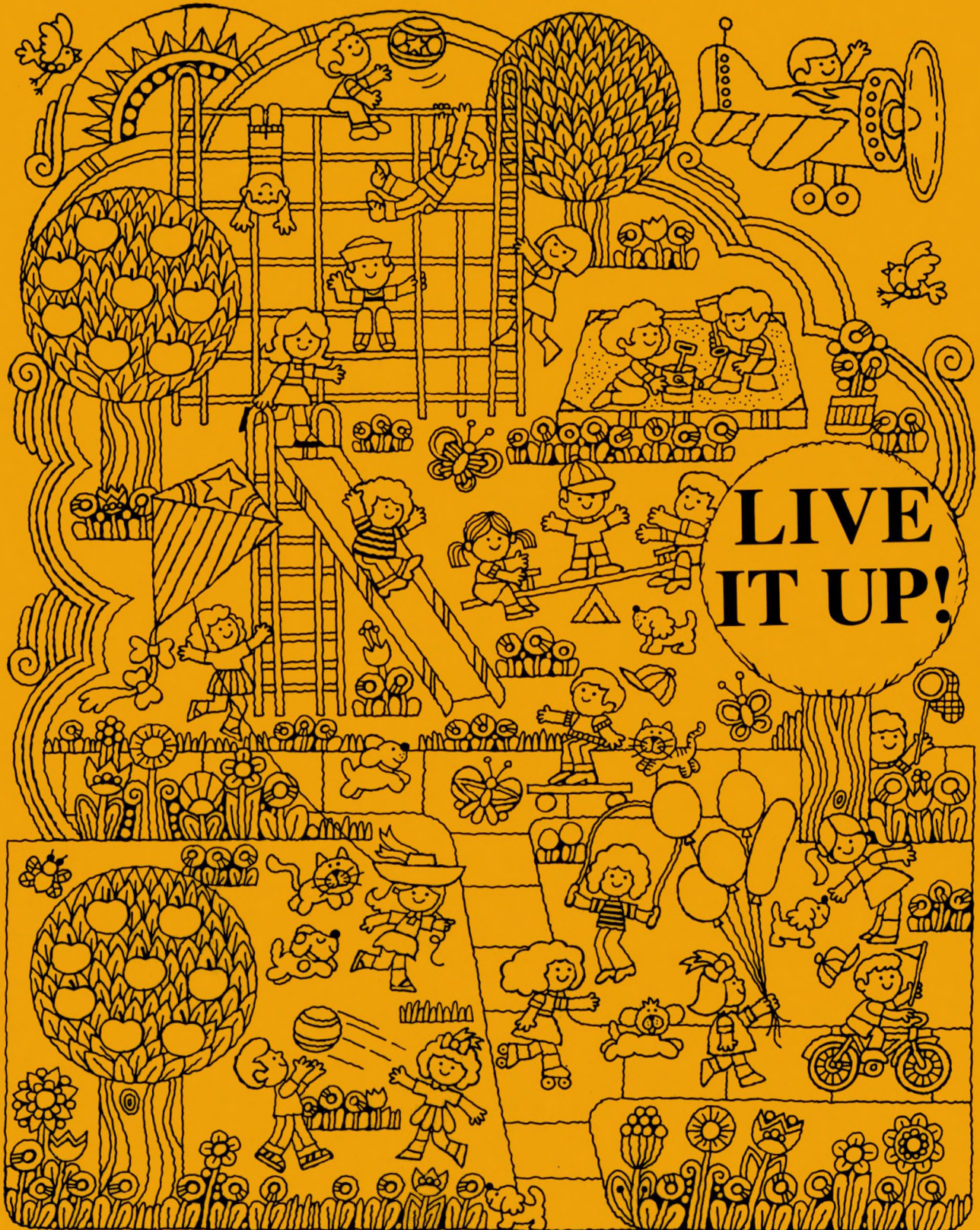


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Liz Austrom  
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Vancouver, BC V6N 3A6  
H: 263-3987; S: 874-9131

### **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:**

Joan Harper  
Language Education Department  
2125 Main Mall  
Vancouver, BC V6T 1Z4

### **UVIC CONTACT:**

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### **STATEMENT OF PURPOSE**

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



## IN CIRCULATION

by **KRIS NELLIS**, BCTLA president.

Many thanks to the Central Okanagan Chapter for organizing another successful BCTLA conference. I am sure that co-chairs Marjorie Buckham, Jan MacCrimmon and Roberta Mulhern, registrar, Joan Eaton, along with all their committee members are now breathing much easier and beginning to LIVE IT UP again. Congratulations to all of you on a job well done. Thank you, also, to those members who agreed to write up reports on the conference sessions that they attended. They are published in this issue so that we can all benefit from the information provided at the many workshops. The one disappointment of the conference was that the Prince George chapter had ten teacher-librarians in attendance and only Robyn Smart won a door prize. We were sure that our odds were better than that! I know Patricia Finlay was taking notes as Burnaby begins planning for October, 1994.

Thank you to the thirty-seven Chapter Councilors who attended the Council meeting on Saturday, October 16. I hope that you found the information provided by the bargaining representatives to be helpful. Thanks to Ray Walker for arranging their visit. I was extremely pleased that Lawrence Lavender, winner of last year's BCTLA Distinguished Service Award, was able to attend the Chapter Councilors' meeting and receive his award in person. We definitely need more advocates like him around the province. I was also glad to hear from Leslie

Lindsay that the Northern Lights Chapter had a productive session with Adrienne Betty from Calgary, which was funded with William H. Scott Award money the Chapter received. The deadline for applications for the Award of Merit and the Distinguished Service Award is February 28 and the deadline for the William H. Scott Award (Pro-D funding for a Chapter) and the Ken Haycock Award (funding for individual Pro-D or coursework) is March 31. Please submit nominations of worthy applicants. Believe it or not, no one applied for the Ken Haycock Award last year!

The deadline for nominations for the executive is also February 28. The president, vice-president, recording secretary and working and learning conditions chairperson have all served the two year maximum allowed in their current positions with the treasurer and communications officer being the other elected positions. Patricia Finlay would love to hear from anyone interested in serving on the BCTLA executive board. It is a rewarding experience.

It was unfortunate that fourteen chapters were not represented at the Chapter Councilors' meeting and it was disappointing when I realized that several of them - Penticton, South Okanagan, Golden and Cariboo-Chilcotin - were relatively close to Kelowna. It was, however, terrific to have our newest chapter, Fort Nelson, represented. If a chapter councilor cannot attend a meeting an alternate should be found. I know that many chapters are continuing to struggle with cutbacks that have either forced teacher-librarians to wear several different hats, or have resulted in administrators or clerks being placed in charge of the library resource centre. As a result, membership in some chapters is falling. Many find it frustrating and demoralizing that the importance of our role is often supported in theory but not in practice. Improvements will only come with lobbying, and more lobbying, but it is an exhausting prospect when a chapter has so few people available to fight the fight. This makes representation at the provincial level even more important. We can assist each other by meeting together, sharing concerns and offering support and encouragement. We can be each other's motivators. Bonnie McComb is trying to maintain contact with all chapters but we feel that we are losing some. Please try to have a representative at the spring councilors' meeting.

The lovely resource centre at Lambert Secondary in Victoria was the location for the Information Literacy symposium on October 4. Nearly seventy

Vancouver Island secondary teacher-librarians and two from Powell River attended. The format of listening to various speakers and then meeting in groups to react to each presentation worked very well. Even though the resulting "burning issues" may not have broken a lot of new ground, it was valuable to have beliefs reconfirmed. I felt that most of us who were in the room see technology as a valuable tool but believe that it is the skills of interpreting and evaluating information that must receive even greater emphasis because many of us now have access to a seemingly limitless amount of information. Thanks to John Caldwell, Don Hamilton, Lillian Carefoot and Linda Coupal for all their efforts in organizing this day. John Caldwell applied for the site development grant money used to fund this event. The success of this application may encourage others to undertake a similar event. Contact John in Cowichan if you require further details on how to apply.

On May 7, 1994, the 10th annual BC Book Prizes dinner and ceremony will be held in Vancouver. It will be hosted by Pierre Berton with presenters including Linda Cullen and Bob Robertson from CBC's "Double Exposure". According to Willa Walsh, BCTLA's representative on the committee, it is shaping up to be a gala event so you may want to mark it on your calendar. Fortunately, there is a PSA Council meeting in Vancouver that weekend so I definitely plan to attend.

Another significant event is the CLA/CSLA Conference which is to be held in Vancouver on June 14-18, 1994. Lynne Lighthall from the School of Library, Archival and Information Studies at UBC is the President of CSLA and she has written to say that BCTLA members will be offered the reduced members' rate for the conference registration. The middle of June is, of course, one of the more difficult times to be away from your school but it is an opportunity that does not come often to BC. I had received district funding to attend my first CLA/CSLA Conference when it was last in Vancouver in 1987 but a death in the family took me elsewhere. I certainly hope that I am able to make it this year and that I see a lot of familiar faces. Lynne Lighthall hopes that there are BC nominees for CSLA awards (e.g., teacher-librarian of the year, superb administrator). The nominees must be members of CSLA. Nominations packages are available from CLA, 200 Elgin St. Suite 602, Ottawa, K2P 1L5.



Have a happy holiday (Grande Prairie, here I come) and all the best in 1994!

# LETTERS TO THE EDITOR

from **DONNA DOERKSEN**, teacher-librarian,  
Waverley School, SD#39 (Vancouver).

Re: Copyright license for all BC schools.

I would like to urge every teacher-librarian and teacher in the province to write a letter to the Minister of Education (with a copy to the Manager of the Learning Resources Branch) to request, insist, convince, encourage... the Ministry to negotiate a license with CANCOPY. This license would allow educators and students to photocopy from a vast number of books and materials that are in our schools.

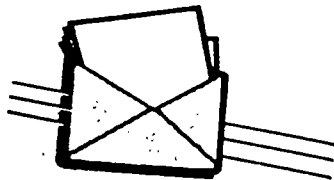
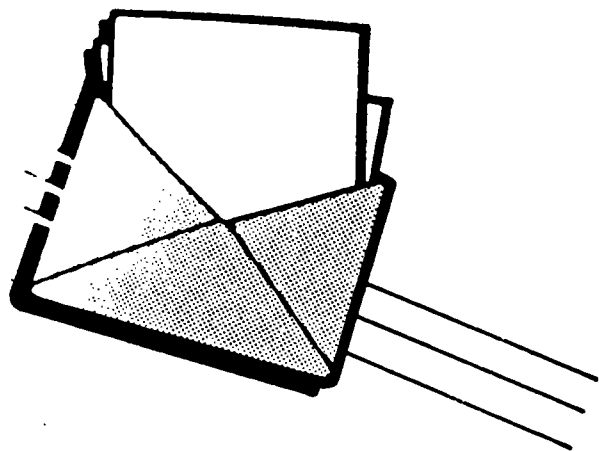
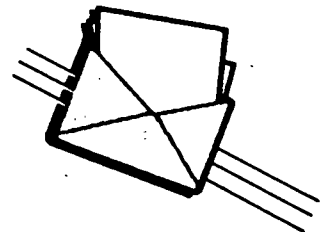
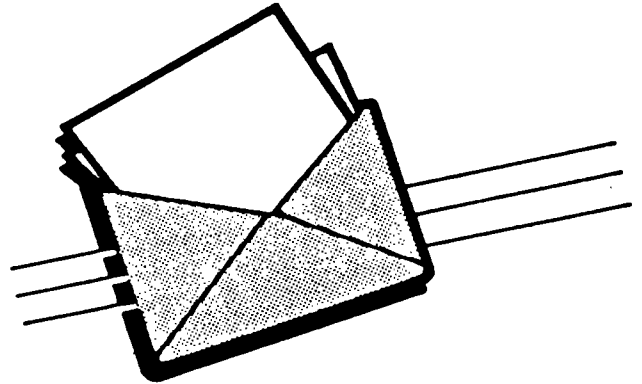
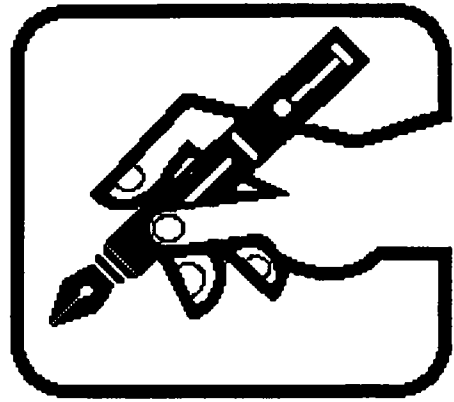
This copyright license would allow us to better serve the research, information and learning needs of our students. It would give us the freedom to copy, to cut, to paste, and to use sections of books and articles in a variety of learning situations. It is a time consuming job to contact CANCOPY and individual publishers to receive copyright permission, not to mention filling in the forms, arranging fees and having a long lead time to accomplish all of this.

Only by expressing our educational and professional needs for this license and pressing the Ministry to negotiate with CANCOPY will we receive this valuable service.

## ADDRESSES

Art Charbonneau  
Minister of Education  
#337 Parliament Building  
Victoria, BC, V8V 1X4

Peter Donkers, Manager  
Learning Resources Branch  
878 Viewfield Road  
Victoria, BC, V9A 4V1

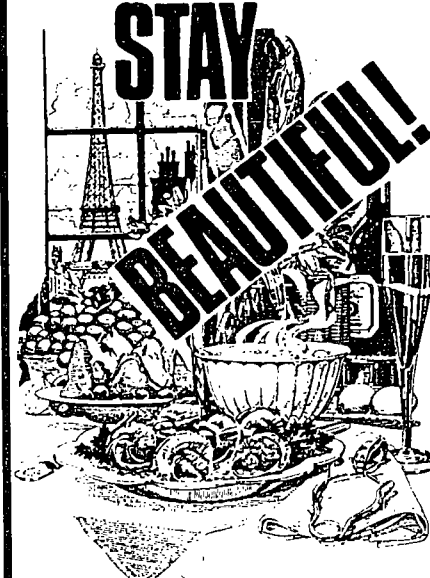




## Editor's Comments

I would like to dedicate this issue of the *Bookmark* to the Kelowna Chapter for their excellent work on the conference **Libraries of Tomorrow**. Their enthusiasm and hard work produced a wonderful conference, full of useful and inspiring sessions, varied displays and a great banquet! The keynote speeches were well done and engaging—and told us all to get out there and “toot our own horns” if we want to survive as teacher-librarians! Our advocacy role was certainly pointed out as we face some tough times ahead. There was a feast of sessions to choose from, the arrangements for the off-site events went off without a hitch and there was a good feeling about the whole event. I especially enjoyed the Authors' Panel on the opening Thursday evening and thought that Dr. Ron Jobe moderated the discussion with the aplomb of a diplomat.

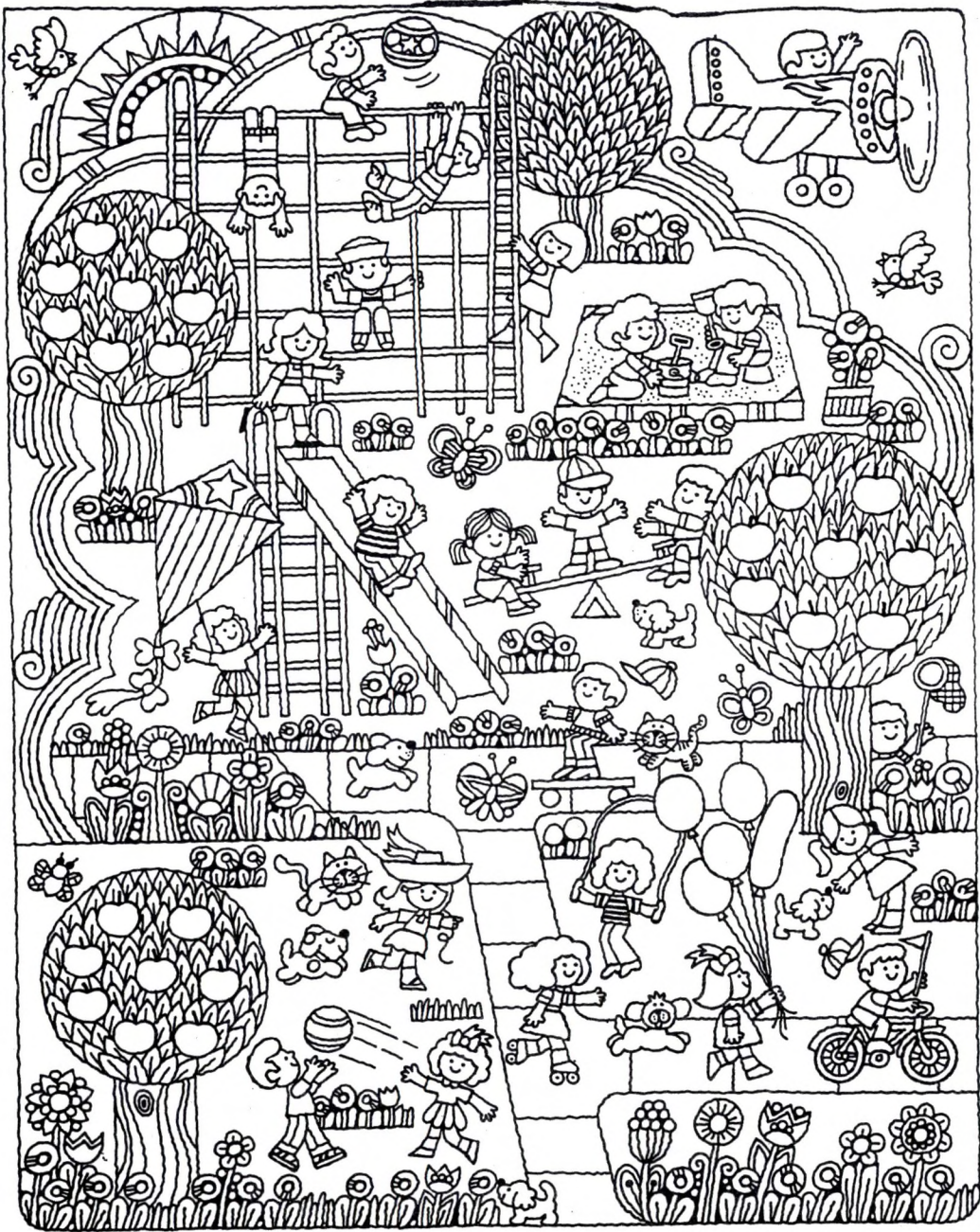
This issue features reports and photographs from the conference in order to give you a flavour of what it was like—but nothing could replace the atmosphere of camaraderie and learning that was exhibited at the real event. I thoroughly enjoyed the drive up to Kelowna over the Coquihalla Highway—a first for me—and a side-trip to the wineries on the Sunday after the conference did not do me any harm either. I now have a full wine rack! The poem from the Prince George Chapter captures the highlights very well and even mentions the rather riotous dinner at a usually sedate restaurant which some of the PG group (and others) participated in. After such a successful get-together, we will all be looking forward to the October 1994 conference in Burnaby.



**STAY  
BEAUTIFUL!**

**Living  
well  
is the  
Best  
Revenge!**

(Calvin Thomas, American  
writer)



THEME SECTION



# YOUNG ADULT LITERATURE AND ITS USE IN BIBLIOTHERAPY

by J. PATRICK ROMAINE, teacher- librarian, A.L.Fortune Secondary School, SD# Enderby.

## INTRODUCTION

Young Adult Literature is a relatively recent arrival on the literary scene. Originally, anything that was written was written for whoever would read it and the audience was mainly adults. During the Victorian era books by such writers such as Beatrix Potter and Lewis Carroll began to appear; books written with children in mind. For approximately one hundred years there were two types of literature: children's and adults'. During the 1920s and 1930s publishers started dividing some of their offerings into adult and juvenile categories. Until recently an author, given a choice, would have opted for a book to be classified as adult rather than juvenile because being an "adult" writer generally brought greater respect, acclaim, and financial rewards. In the area of financial rewards that situation is less true today. Young adult books are the popular choices for general audiences and movies and television specials. Teenagers also have a large disposable income and are willing to spend their money on books (especially paperbacks) in mall bookstores.

Young Adult Literature is a phenomenon resulting from changes in our society and physiology. Until the 1940s people were generally regarded as children until they left school and went to work or got married. Leaving school at the end of Grade Eight was not uncommon. At the present time young people are maturing earlier. *Alice in Wonderland* was written for a fourteen year old girl; today that same girl would probably not be interested in stories about talking rabbits or Mad Hatters and their tea parties.

Since World War II our society and the world has undergone a number of different changes. The electronic and nuclear ages have come into being. Old values have come into question. The father figure who "knows best" no longer exists in many households. Women are playing a greater role in the labour force. Women and minority groups have demanded, and in some areas have achieved, equality. All these factors have contributed to the creation of the Young Adult, a person who is considered too old to be a child, but too young to be an adult. Members of this

new "breed/tribe" have their worries, fears, and insecurities. All these factors have resulted in the development of Young Adult Literature, defined in this article as literature written for readers between the approximate ages of twelve to twenty.

Smith (1989) defines bibliotherapy simply as healing through books. *The Oxford Dictionary* (1989) defines bibliotherapy as "the use of reading material for therapeutic purposes in the treatment of nervous disorders" (p. 170). *Webster's Third New International Dictionary* (1966) defines bibliotherapy as:

the use of selected reading materials as therapeutic adjuncts in medicine and in psychiatry, guidance in the solution of personal problems through directed reading (p. 212)

In this article bibliotherapy is defined as the use of selected reading material to help an individual cope with his/her problems.

Bibliotherapy, has been used since the turn of the century. Some hospitals and libraries recognized the therapeutic value that books could provide mental patients. One of the first write-ups of this method occurred in the *Atlantic Monthly* of August 1916.

The word "bibliotherapy" has its origin in the little known novel, *The Haunted Bookshop*, written by Christopher Morley (1920). A character in this book, Roger Mifflin, who is described as "...the practitioner of bibliotherapy" (p.10), owns and runs a bookstore. He believes he can help people through books.

A doctor is advertised by the bodies he cures.  
My business is advertised by the minds I  
stimulate...A book is 'good' only when it  
meets some human hunger...There is no one so  
grateful as the man to whom you have given  
just the book his soul needed... (pp. 7-9).

Over the years various articles and papers on bibliotherapy have been presented to various groups—teachers, librarians, counselors, psychologists, psychiatrists. It was not until 1950 when Russell and Shrodes published two articles in the

September and October issues of *The School Review* that educators started to consider the use of bibliotherapy in Language Arts/English classes or with school counselling programs. Since that time a small amount of research that has been conducted on the effectiveness of bibliotherapy. It is an area that has not been extensively explored.

### HOW BIBLIOTHERAPY MAY BE USED

Bibliotherapy may be used in a variety of ways and with a variety of people, making it complicated to discuss. Bibliotherapy can be used by professionals who work with young people including psychologists, psychiatrists, doctors, ministers, school counselors, librarians, teacher-librarians, and classroom teachers. It may be used with entire classes, small groups, individuals, parents or parents and children. Fiction or non-fiction self-help books may be used since it is the most popular form being used for bibliotherapy.

There are a variety of novels dealing with the problems that many young adults face. Some book topics are terminal illness, alcoholic parents, sexual relationships, death, dying, disabilities, handicaps, sibling rivalry, school problems, racial differences, peer pressure, and personal development. In bibliotherapy an effort is made by professionals to match a book as closely as possible to the young adult's situation. After the individual has read the novel, the professional will discuss the book with the individual, find out his/her impressions, and answer any questions. In order for the process to work it is important that the professionals involved are well acquainted with the student and with the books that are used.

Bibliotherapy does not need to be an individual activity. It can be used in the classroom with the entire class. The material can be discussed soliciting either or both individual and group responses. Again, it is necessary that the professionals be well acquainted with the materials. They should also be sensitive to their students' individual needs. There may also be situations when it is necessary to really know the parents.

Bibliotherapy may be used with an individual and his/her parents. A title is selected that closely resembles a given situation. Afterwards, there could be discussions between professional(s) and young adult, between professional(s) and parent(s), between young adult and parent(s) or among all the parties. This process may help the student appreciate that

others have had similar problems, and see other ways of coping with such problems. The process may help parents learn how a young person may be seeing things. It may offer them alternatives for handling their own situations. The parents and the young person may be more comfortable discussing/criticizing others and their situations rather than their own.

Coleman and Lawrence (1990) suggest there are three major steps that should be followed when using bibliotherapy. Step one is to PLAN. The individual's needs must be identified and the appropriate material selected. Questions should be prepared that might be presented to the individual before or during the reading experience. Questions that would encourage the individual to read the book should also be developed. The second step is to MOTIVATE. In this stage the material is presented to the individual to encourage him/her to read the selection. At this stage the reader could be told what will be done following the reading of the book. Follow-up reading activities could include summarizing, alternative endings, parallels with the reader's life or a number of other scenarios. The third stage is the FOLLOW-UP. A number of activities could be undertaken. Speculating what the main character will be doing five years down the road, retelling the story from another's viewpoint, discussing the positives in the story, role playing of scenes, writing "Dear Abby" letters for characters in the story, or drawing scenes from the story are some of the suggested possible follow-up activities. The follow-up stage is the most important one.

In looking over the literature one can see that bibliotherapy is used in a variety of ways with a variety of situations. Most of the articles tend to focus on a particular group— senior citizens in rest homes, step family situations, potential suicide candidates, low self-esteem individuals, special students, and inter racial situations. The greater percentage of articles are on step-family situations. Several factors account for this being the case. The step-family situation is one that has been in literature for a long time and the publicity has been negative, from *Snow White* and *Hansel and Gretel* to *Pippin* *Great Expectations*. The bad press has also focused on the "evil" female. The majority of people feel safer discussing step-family situations than some other problems such as abuse, suicide, or sexual activity. People are more willing to accept the existence of some problems more than others. Whichever group one selects for bibliotherapy does not really matter, the methods are basically the same.

A professional attempts to match literature with an individual and hopefully the book will have therapeutic value for the individual(s) concerned. In all cases follow-up discussion is an important component. However, there is no definitive way or set format for using bibliotherapy. It is not like changing a tire or counting the number of dollars in a till. One cannot offer a procedure that would probably work in all cases. One can only say, "Here are some techniques that can be tried."

### **ADVANTAGES OF BIBLIOTHERAPY**

There are many advantages to using bibliotherapy with a student or students. A character in a novel may provide a scapegoat which enables an individual to vent feelings about a chosen character(s) and release the strong emotions felt from a personal experience. It may stimulate the reader to discuss problems ordinarily avoided because of fear, shame or guilt. Russell and Shrodes (1950) suggest bibliotherapy can help the individual in six ways:

(1) to acquire information and knowledge about the psychology and physiology of human behaviour; (2) to live up to the injunction, "Know thyself"; (3) to become more extroverted and find interest in something outside himself; (4) to effect a controlled release of unconscious difficulties; (5) to use the opportunity for identification and compensation; and (6) to clarify difficulties and to acquire insight into his own behaviour (pp. 337-338).

Russell and Shrodes also refer to Rosenblatt who believes that prolonged contact with personalities in books may have such social effects as:

(1) leading to increased social sensitivity, enabling the reader to put himself in another's place; (2) developing the habit of interpreting the interactions of temperament upon temperament; (3) enabling one to feel the needs, sufferings, and aspirations of other people; (4) helping an individual to assimilate the cultural pattern by acquainting him with the attitudes and expectancies of his group; and (5) releasing the adolescent from provincialism by extending awareness beyond his own family, community, and national background (pp. 238-239).

Bibliotherapy may help young adults learn new coping skills and behaviour. From literature they may observe role models who offer solutions to certain

problems. Ways to deal with physical tension or ways to release emotions may also be shown.

Another advantage of using bibliotherapy is its non-confrontational aspect. The reader is able to rant and rave at characters in the book. The reader can even offer solutions and the characters will not reject the individual. In discussing a fictional character's problem with another person(s) the young adult is able to use a technique that many young children use. It is fairly common for children to blame their imaginary friends or their favourite stuffed toys for taking a cookie or breaking a glass. It is the imaginary friend or toy that is "rejected" or bawled out. The same option is not available to the young adult. Can a sixteen year old boy talk to his mother/father/teacher/counselor about the imaginary friend who put the dent in the new family car or his fears about his father's cancer? Bibliotherapy is one way of discussing a subject that might bring out fear, guilt or shame.

When a professional is using this non-confrontational method, a greater understanding of the variety of concerns that the individual may have can be gained. The same could apply to parents. Reading the appropriate young adult novel could provide parents with insights they would not have otherwise realized or it could provide solutions they might not have otherwise considered. Bibliotherapy offers a number of options or techniques the adolescent can use to help solve personal problems. The experience can provide the individual with the realization that others have had the same or similar problems.

Two objectives or goals that most educators and educational authorities have is to provide information to inform, to stimulate personal growth and to promote thinking. Bibliotherapy can help educators achieve these objectives. Bibliotherapy through the use of assigned and shared readings can convey information which includes new facts, different ways of approaching problems and alternate ways of thinking about problems.

### **PROBLEMS OF USING BIBLIOTHERAPY**

Bibliotherapy is a technique that appeals to most educators for a number of reasons. The technique promotes reading literature. It is non-confrontational and aims to help the individual, and promote personal growth and understanding of people and situations. For many, bibliotherapy is the same as Mom, Apple Pie, the Bible, Whole Language, or the Year 2000. You are not supposed to question it or find fault with it. This is one problem with bibliotherapy. Some

individuals become "converted" and it is seen as the answer to all problems. For divorce read this, for death read that, and for pregnancy read those. Life is not that simple!

As the word bibliotherapy suggests, therapy is involved. Most teachers, teacher-librarians, and librarians are not trained therapists. They could get "over their heads" into areas they cannot handle. There could be emotional outbursts or similar situations where a trained therapist is needed. On the other side many therapists, while very knowledgeable and well trained in their field, have really very little knowledge of the fictional literature available.

Lenowsky (1987) believes that one of the big problems with bibliotherapy is that research into its effectiveness is difficult. Smith (1989) points out that differences exist between helping youth to enjoy reading and actually doing bibliotherapy. There are vast, delicate, and cautionary differences that have to be taken into account when books are chosen and, if used in class, how groups are chosen. Do teachers have the time or skills to really work out the difficulties?

Choosing the correct title, especially fiction, can be a real problem. Coleman (1990) believes it is important that quality not be sacrificed for relevance. A book that does not qualify as good literature should not be used. It is also important that the material selected offer positive solutions. What point is there in reading about ineffective coping techniques unless good, and perhaps new, coping techniques are also presented? The object of bibliotherapy is not to leave the reader despairing and depressed. Novels selected for therapeutic reasons must offer or suggest realistic solutions. A girl experiencing difficulty with a stepmother or stepsisters cannot expect all of her problems to be solved by the arrival of a fairy godmother and a prince with a glass slipper.

Nicholai-Mays (1987) points out a problem that may occur for the professional attempting to use bibliotherapy to "solve" a problem. It is important that the young adult recognize that he or she has a problem. Reading is also very personal. The professional must know the student very well before selecting a book that will be of benefit and of interest. A piece of literature that has a profound effect on one person may leave another utterly unmoved.

In matching literature to the student, the professional must also match the readability of the book to

the reading level of the student. Quite often those with a variety of social or psychological problems may also be those who experience reading/learning difficulties, making the task of matching book to student extremely difficult.

KNOWLEDGE and TIME are two elements that cause problems in using bibliotherapy. Professionals using bibliotherapy need to have a terrific amount of knowledge. Knowledge of their students' fears, problems, reading ability, home background. Knowledge on how to access students in order to determine what they need. Knowledge of the plots, summaries and readability of the vast amount of young adult fiction available, and knowledge of therapy in order to deal with problems that may occur.

Professionals using bibliotherapy also need time; time to gather and digest all the knowledge mentioned in the previous paragraph. Time to keep up to date on the new techniques and the new fiction coming out. Time to keep up to date on the student's progress and time to plan and discuss situations and materials.

## CONCLUSIONS

In summarizing, it is difficult to come to a definite conclusion. The jury is still out. Brown (1974) concludes that

No one would claim that bibliotherapy is a panacea for all ills, that it has magic powers to straighten out the thinking of a student whose mind has become badly warped. But used in conjunction with economic, physical, and mental aids society now has available, it can be an added factor in reconditioning the student's emotional make-up and completing his developmental needs. (P.186)

Lenowsky states that the majority of authors "feel" that bibliotherapy helps the clients it serves and they are advocates of the technique. He believes that the available objective evidence is unclear and unconvincing when it comes to benefits. He concludes his article, "...bibliotherapy may best be considered as a possible instructional and values clarification system, but not as a truly validated counselling intervention for special education" (p.128). Forrest, Hamblin and Beuter (1987) are more positive. They concluded that "Bibliotherapy programs may be a viable alternative or adjunct to the traditional services for a variety of problems..." (p. 387).

From personal experience the writer recently had a very positive outcome using this technique. A fifteen year old experienced a difficult time coping with his father having cancer. When the student returned to school after the father's funeral, the writer offered his condolences and in the following discussion offered him Jean Little's *Momma is going to buy you a Mockingbird*. He looked at it and said "I don't think I can handle it right now." Two days later he came back, "Sir, I think I will take that book" Four days later he returned to the library, "Sir, I really enjoyed the book. Everything that I've gone through that kid has gone through—it's exactly my situation. Of course, I can't say anything about the Christmas part yet. I haven't had my first Christmas without Dad." A lengthy discussion between the writer and the student then took place.

Bibliotherapy appears to work in some cases. There is not much research on this topic and some of the research indicates that practicing bibliotherapy has no effect or is inconclusive. Bibliotherapy is a tool that can be used in conjunction with other therapy. Young Adult Literature and its use as Bibliotherapy is a field that has promise and potential, but it requires time and knowledge from a number of professionals.

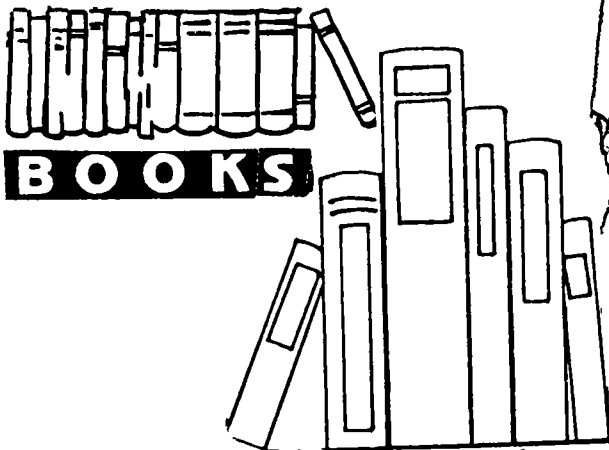
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on



# AGAINST ALL ODDS

## FAMOUS PEOPLE: BIOGRAPHY PAIRS

By **GAILENE FENWICK**, teacher & **DONNA DESROCHES**, teacher-librarian, North Battleford Comprehensive High School, North Battleford, SK.

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### Objectives

#### Communication:

Students will

- be able to communicate their information in a written (final draft completed on the computer) or oral interview or in a role play situation (video or audio taped).

#### Personal and Social Values and Skills

Students will

- acquire and internalize knowledge and understanding of famous individual's life, work, and passions.
- become familiar with a pair of individuals who have overcome obstacles in their pursuit of excellence in areas such as music, literature, the visual arts, science, medicine, politics, women's rights, exploration, and sports.
- broaden their general knowledge.

#### Critical and Creative Thinking

Students will

- select the appropriate information which highlights the similarities of their two individuals (analysis).
- in their interview or role play, demonstrate an understanding of the similarities of their individuals (synthesis).

#### Independent Learning

Students will

- research in detail one famous individual.
- read from a general source to acquire an overview about his/her partner's individual.
- demonstrate the following skills:
  - use of a general source to gain an overview and help in the development of research questions.
  - selection of appropriate information from resources provided.
  - categorization and note taking.
  - development and use of interview questions.

### Technological Literacy

Students will

- effectively use audio, video equipment, or a word processing program.

### Procedure

#### Responsibilities

This unit is entirely cooperatively taught and there is no division between the responsibilities of the classroom teacher or the teacher-librarian.

Together they:

- select appropriate resources (place on reserve).
- introduce the unit.
- outline the process to the students.
- explain the evaluation.
- assist students in locating information.
- teach each step of the process: overview/focus/research questions; categorization and notetaking; select and demonstrate examples of written and television interviews; assist students in the editing process; demonstrate the use of audio and video equipment; evaluate both the process and the product.

### Timeline

Nine class periods were used for all students to complete the assignment. Students tend to move at their own pace after the first day, each step of the research process is taught to individuals or to small groups who are at the same step.

## Student Handout #1

### Procedure

1. Select a topic/partner.
2. Complete a *preliminary reading* worksheet.
3. Develop four specific questions about things you would like to know about this individual—check your questions with the teacher or teacher-librarian.
4. Find one source that will answer your questions.
5. Fold one page of paper in half and write your questions, two on each page.
6. Answer each question in detail, in your own words and in point form.
7. Complete the final product (choose one of the following)
  - a) **written interview**—This will involve doing some brief reading about your partner's famous person; developing some interview questions; taking notes during the interview; writing a final draft of the interview on the computer (from notes only).
  - b) **oral interview**—This will involve doing some brief reading about your partner's famous person; developing some interview questions; taking notes during the interview; writing a final draft of the interview on the computer (notes only).

- c) **role play** (either audio or video taped) this will involve getting into your famous person's character enough to hold a conversation with your partner which will demonstrate your knowledge and understanding of your famous person's life, work and passions. You will also need to do some reading about your partner's famous person in order to discuss how your lives are similar. (Conversation from memory—no notes allowed.)

### Evaluation

#### Research

Overview/ 5	
Questions	/10
Notes	/20

#### Product

a) <b>Written Interview</b>	
Interview questions	/10
Notes from interview	/20
Interview	/20
b) <b>Oral interview</b>	
Interview questions	/10
Interview	/40
c) <b>Role Play</b>	
Conversation	/40
Presentation	/10
<b>Total</b>	<b>/100</b>

## Student Handout #2

### Preliminary Reading—get an overview of your topic

Using a general encyclopedia such as *Britannica*, *World Book* or the *Electronic Encyclopedia* or *Current Biography* read for an overview of your topic.

Name of Encyclopedia (or source used) \_\_\_\_\_

Title of Article: \_\_\_\_\_

Author: \_\_\_\_\_

Place of Publication: \_\_\_\_\_

Publisher: \_\_\_\_\_

Date: \_\_\_\_\_

Page Used: \_\_\_\_\_

**WHO** is your famous person? Describe briefly. **WHO** were some of the people who influenced him/her?

**WHAT** did he or she do that made him/her famous? **HOW** did your individual achieve fame?

Describe the places **WHERE** he or she lived or accomplished great deed.

What were some of the special events in your famous person's life. **WHEN** did they happen?

**WHY** is your individual still famous today?

### Student Handout #3

#### Music and the Arts

Johann Sebastian Bach and Ludwig van Beethoven  
Wolfgang Amadeus Mozart and Felix Mendelssohn  
Michelangelo and Pablo Picasso  
William Shakespeare and Laurence Olivier  
Charlie Chaplin and Woody Allen  
Alan Sapp and Vincent van Gogh

#### Writers

Edgar Allan Poe and Sir Arthur Conan Doyle  
Lewis Carrol and Ray Bradbury  
Jules Verne and Isaac Asimov  
Helen Keller and Stephen Hawking  
Anne Frank and Maya Angelou  
Margaret Laurence and Lucy Maud Montgomery

#### Science, Medicine, and Inventions

Nicolaus Copernicus and Carl Sagan  
Galileo and Albert Einstein  
Sir Isaac Newton and Charles Darwin  
Louis Pasteur and Alexander Fleming  
Benjamin Franklin and Thomas Alva Edison

#### World Leaders and Politics

Cleopatra and Margaret Thatcher  
Julius Caesar and Benito Mussolini

#### Adventures

Christopher Columbus and Neil A. Armstrong  
Wilbur and Orville Wright and Alan B. Shepard  
Amelia Earhart and Roberta Bondar

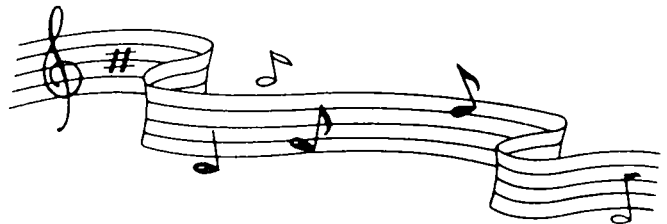
#### Women's Rights

Nellie McClung and Agnes Macphail

#### Sports

Terry Fox and Magic Johnson  
Wayne Gretzky and Babe Ruth  
Elizabeth Manly and Nancy Green

## HISTORY



## ADVENTURE BIOGRAPHY

# AN ANNOTATED BIBLIOGRAPHY OF SELECTED CHILDREN'S LITERATURE ON THE TOPIC OF SELF-ESTEEM

by ANN BAKER, teacher, Mary Jane Shannon Elementary School, SD#36 (Surrey).

## 1 - SUMMARY AND CONCLUSIONS

The opportunity for children to make developmentally appropriate choices and decisions adds to their self-esteem. It allows them to see how their behaviour relates to cause and effect and to behavioural consequences. Through a careful choice of literature, the teacher can successfully expose students to issues which address those problems that are relevant to their experience. This exposure enables students to explore situations and relationships from a safe and secure position and provides an opportunity to make appropriate choices and decisions.

Children vary widely and have highly personalized styles when facing new and challenging situations. There are those children who have confidence to accept a new task, or enter a new situation. Others are more hesitant and require a great deal of encouragement and support from an adult. Decisions taken, and solutions found, provide the student with the opportunity to internalize the experience.

## 2 - DISCUSSION

Children can discover that they have many choices in situations and relationships and that the individual's actions and reactions are of prime importance. By providing the students with an opportunity to explore a given situation through literature, the teacher enables the student to exercise control over the situation and consequently feel more competent to succeed.

One of the main aims of the teacher is "...to help each child gain a positive self-concept, greater self-esteem and a more developed sense of competency...." Sheridan (1991), continues, "...there are key facets of personality development [which] are crucial to children's attitudes concerning learning and their sense of motivation for applying their skills in

learning situations throughout life...."

While self-concept refers to the child's personal image of self which includes perceived personal abilities and future expectations, Coppersmith, (Sheridan 1991), defines self-esteem as the way children evaluate themselves. He queries, "...do they approve of themselves and think of themselves as both worthy and important?"

Sheridan (1991), states, "... self-concept and self-esteem have a direct impact on the child's sense of competency...." and belief that they will succeed at a particular task. "Belief in one's own competency is the result of past experiences of being effective and being able to master new skills." A child's self-esteem and feelings of competency increase the sense of personal control which is the key component of an internal locus of control. Sheridan continues "... in the [North] American culture a sense of internal locus of control has a positive impact on a child's self-esteem."

Wassermann (1987), emphasizes the importance of the role of the teacher in contributing to the empowerment of children. Together with the importance of building self-respect, where teachers are respectful with children, lies the promotion of children's higher order thinking capabilities.

Engel (1976), writes, "...literature becomes an influence in the child's life as soon as others are willing to share it and the child responds...." and, "...the contributions of literature vary depending upon the age...."

It was Marni Schwartz (1987) who, in a family story-telling circle, discovered that her five year old nephew had successfully internalized Maurice Sendak's "Where the Wild Things Are". It was a story his mother related she had read to him only twice, a year previously, but acknowledged "...how much the story reflected Billy's struggle with behaviour and need for approval."

"A positive sense of self-esteem will not change innate ability, but will allow people to function in a

way that reflects more of their maximum potential....” Sheridan, (1991).

## ANNOTATED BIBLIOGRAPHY

The following children’s books have been selected to cover the theme of self-esteem. For convenience, these books have been grouped under three categories:

- picture story books,
- beginning chapter books, and
- chapter books.

**PICTURE STORY BOOKS** - Where the pictures are of equal or more importance than the text. Eighteen examples are given.

Baker, Keith. *The Magic Fan*. Illus. by Keith Baker. 1989. (ISBN: 0-15-250750-7). 32p.-unpaged. Harcourt, Brace Jovanovitch, New York.

Gr. 2-4. A young Japanese boy Yoshi, who loves to build things, finds a magic fan which provides ideas for him as he peers between its folds. The villagers accept his visions and the things that he builds until he constructs a bridge over the village. They protest, but before taking down the bridge, it saves the villagers from a disaster. Although Yoshi loses the magic fan, he realizes that it was his ideas alone that helped his village.

Brown, Margaret Wise. *The Important Book*. Illus. by Leonard Wisegard. 1949. (ISBN: 0-06-020720-5). 20p.-unpaged. Harper & Row, Publishers, New York.

Gr. 1-4. Using a story frame, this book examines the attributes of different objects and their unique qualities; ultimately focusing on the reader and the uniqueness of the individual. An excellent book for class discussions and individual writing.

Cohen, Miriam. *So What?* Illus. by Lillian Hoban. 1982. (ISBN 0-688-01202-7/ISBN 0-688-01203-5). 32p.-unpaged. Greenwillow Books (Div. William Morrow & Company, Inc.), New York.

Gr. 1-3. Jim, a first-grader, finds that he cannot do things the way other children of his age can. He is not as tall, agile, or as popular. With the help of Elinor, he learns to accept himself for his own accomplishments - just the way he is. A matter of personal

perception - so what, as Elinor says.

dePaola, Tomie. *The Art Lesson*. Illus. by Tomie dePaola. 1989. (ISBN 0-339-21688-X). 32p.-unpaged. G.P.Putnam’s Sons, New York.

Gr. 2-3. Having learned to be creative with his art at home, Tommy wanted to be a true artist. But art at school was much more regimented. He discovers that he has to be patient and persistent if he wants to achieve his ambition.

Hadithi, Mwenye. *Crafty Chameleon*. Illus. by Adrienne Kennaway. 1987. (ISBN 0-316-33723-4), 32p.-unpaged. Little, Brown and Company, Boston.

Gr. 2-4. A small creature, a chameleon, often taunted and bedeviled by two larger animals, a leopard and a crocodile, makes the decision that size must not be the ruling factor. He uses his wits to get them to leave him alone, by getting them to use their size against each other.

Hutchins, Pat. *Titch*. Illus. by Pat Hutchins. 1971. (ISBN: 0-02-745880-6), 32p.-unpaged. Macmillan Publishing Company Inc., New York.

Gr. 1-2. A small boy, the youngest in the family, always seems to have the least significant role in any situation. He finds that although his last contribution is once again the smallest, it now has the most significance. He comes to terms with the notions of size and growth, as his esteem is boosted and he realizes that he too will grow.

Joose, Barbara M. Mamma, *Do You Love Me?* Illus. by Barbara Lavalley. 1991. (ISBN: 0-87701-759-X). 28p.-unpaged. Chronicle Books, San Francisco.

Gr. 2-3. A young Inuit girl, living in the Arctic, is uncertain of the extent of her mother’s love. She questions her mother’s responses in a number of hypothetical situations. She learns that although her mother may express different emotions toward her, such as; anger, sorrow and fear, she would never cease to be loved. Her mother’s love is unconditional.

Kraus, Robert. *Leo the Late Bloomer*. Illus. by Jose Aruego. 1971. (ISBN: 0-87807-043-5). 32p.-unpaged, Windmill Books Inc., New York.

Gr. 1-2. Father leopard is concerned that his son Leo cannot do those things which others of his age have already mastered, such as; reading, writing, drawing, eating and speaking. Mother leopard reassures them that Leo is a late bloomer and needs patience and time. The mother assures the father and nurtures Leo, who in good time is able to achieve all that he should.

Lionni, Leo. *Swimmy*. Illus. by Leo Lionni. 1968. (ISBN 394-81713-1/ISBN 394-91713-3). 32p.-unpaged. Pantheon Books (Div. Random House, Inc.), New York.

Gr. 2-3. Small fish fall prey to larger ones and Swimmy loses his friends. A school of tiny fish is afraid to venture out into the open ocean for fear of attack from larger predators. Swimmy shows them that they can unite and stand against their adversaries and succeed.

Pinkwater, Daniel Manus. *The Big Orange Splot*. Illus. 1987. (ISBN 0-8038-0777-5). 32p. Hastings House, New York.

Gr. 2-3. Mr. Plumbean conforms in a very conservative, suburban neighbourhood, until one day the appearance of his house is changed by a chance happening. Rather than revert to the norm, he takes this opportunity to express his individuality by repainting the remainder of his house. Initially outraged, his neighbours are slowly converted and express themselves by creating a street of individuality and dreams.

Piper, Watty. *The Little Engine that Could*. Illus. by George & Doris Hauman. 1976. (ISBN: 0-448-40520-2). 42p.-unpaged. Platt & Munk, Div. of Grosset & Dunlap Inc. New York.

Gr. 2-3. A retelling of the Mabel C. Bragg children's classic. A steam engine is unable to pull its load over a mountain. Large capable engines turn down requests for help. The challenge is accepted by a very small steam engine which "thinks it can." Small steps lead to larger ones.

Roe, Eileen. *All I Am*. Illus. by Helen Cogancherry. 1990. (ISBN: 0-02-777372-8) 24p.-unpaged. Bradbury Press, Division of Macmillan, Inc. New York.

Gr. 2-3. A pre-school boy names all the qualities, activities and relationships that help define him. He is a friend, neighbour, helper, painter, dancer, day-

dreamer, and stargazer. The story can become a springboard for discussion on self-esteem.

Sharmat, Marjorie Weinman. *I'm Terrific*. Illus. by Kay Choro. 1977. (ISBN: 0-8234-0282-7). 32p.-unpaged. Holiday House, New York.

Gr. 2-4. This book deals with pride and vanity. Jason Everell Bear thought himself terrific and bragged to his friends. They rejected him. In order to curry favour, he determines to be a most pleasant bear but eventually realizes he can only accept himself when he is true to his own nature and behaves as himself.

Stren, Patti. *Hug Me*. Illus. by Patti Stren. 1977. (ISBN 0-06-026080-7/ISBN 0-06-0026081-5). 32p. Harper & Row, Publishers Inc., New York.

Gr. 2-5. Elliot porcupine is lonely and needs someone to hug him. His friends do not share his needs. He tries to console himself with inanimate objects and even trickery. Feelings of total denial give rise to abject despair and isolation from the group. Then he finds another who seeks the same solace as himself.

Waterton, Betty. *A Salmon for Simon*. Illus. by Ann Blades. 1978. (ISBN 0-88894-168-4). 32p.-unpaged. Hunter Rose, Canada.

Gr. 3-4. Simon is given a fishing pole of his own and over the summer is determined to catch a salmon. But, he is disappointed with his inability and is filled with self-doubt and feelings of inadequacy. A salmon from a surprise source gives Simon the opportunity to admire and ultimately help this fish survive. This episode adds to Simon's growing self-esteem.

Wells, Rosemary. *Shy Charles*. Illus. by Rosemary Wells. 1988. (ISBN 0-8037-0563-8/ISBN 0-8037-0564-6). 32p.-unpaged. Dial Books for Young Readers, Div. of NAL Penguin Inc., New York.

Gr. 2-3. A timid and bashful young mouse, Charles, would rather play alone than join with others. Parental attempts to involve him in group activities fail. However, his shy nature does not prevent him from coping with an emergency situation and rescuing his baby sitter when she has an accident.

Wells, Rosemary. *Timothy Goes to School*. Illus. by Rosemary Wells. 1981. (ISBN: 0-8037-8948-3/ISBN: 0-8037-8949-1). 32p.-unpaged. The Dial Press, New York.

Gr. 2-3. Beginning school, Timothy finds that he does not fit in, no matter how hard he tries. He perceives others as perfect and himself as inadequate. Eventually he discovers Violet and finds that he is not alone. He learns about being accepted and making friends.

Wilhelm, Hans. *A Cool Kid -Like me!* Illus. by Hans Wilhelm. 1990. (ISBN 0-517-57821-2/ISBN 0-517-57822-0). 32p.-unpaged. Crown Books, Div. of Random House, New York.

Gr. 2-3. A young boy who appears outwardly "cool" has some hidden fears that he can only share with an empathetic friend. His grandmother fulfills this role, but when she leaves on vacation the problem arises. Understanding his needs completely, his Grandmother has left him a teddy bear, which proves to be his friend in her absence. So, to all outsiders, even other family members, he continues to appear as Mr. Cool, totally in control of his life.

**BEGINNING CHAPTER BOOKS** - Where the pictures or illustrations, are secondary to the text. Seven examples are given.

Christopher, Matt. *Jackrabbit Goalie*. Illus. by Ed Parker. 1978. (ISBN: 0-316-13975-0). 48p. Little, Brown & Company, Boston.

Gr. 3-4. A young boy, Pepper Pride, anxious to make friends in a new town lies about his ability as a goalie in order to get on the team. He has doubts but suffers no more than minor bruising. However, his nerve begins to fail when the team is due to face a strong rival, the Giants. He fakes an injury to miss practice and goes fishing instead. To his delight, he reels in a very big fish and realises that he can also play the bigger stronger team.

Christopher, Matt. *Johnny No Hit*. Illus. by Ray Burns. 1977. (ISBN: 0-316-13974-2). 44p. Little, Brown & Company, Boston.

Gr. 3-4. Threatened with a beating by a bully if he hits against a star pitcher, Johnny Webb curbs his batting expertise. When he meets this player on an opposing team, he succumbs to the threats, but eventually calls the bully's bluff.

Greene, Laura. *I am Somebody*. Illus. by Gerald Cross. 1980. (ISBN: 0-516-01476-5). 32p. Childrens Press, Chicago.

Gr. 3-4. Nathan and Brian are friends who play on different teams in the same local baseball league. Although they both enjoy playing, they are not the best players and are envious of others' success. More often than not they "feel like nobody" on their sports teams. Riding their bikes home after one particular game, where both of them had missed opportunities to stand-out, they discuss what makes them feel important. Nathan and Brian decide that just being themselves is more important.

Hall, Malcolm. *The Friends of Charlie Ant Bear*. Illus. by Alexandra Wallner. 1980. (ISBN: 0-698-30711-9). 64p. Coward, McCann & Geoghegan, Inc., New York.

Gr. 2-4. Charlie Ant Bear is jealous and downcast over his trick-playing friend's popularity. He resolves to be more like his friend but with disastrous results because Charlie's tricks backfire. This prompts a visit from Wild Bob, who points out that people like Charlie because he is such a good friend. Wild Bob suggests a picnic at which Charlie Ant Bear's friends surprise him.

Kidd, Bruce. *Who's a Soccer Player?* Illus. by Jerrard Smith. 1980. (ISBN 0-88862-253-8 bd/ ISBN: 0-88862-254-6 pa) 32p.-unpaged. James Lorimer & Company, Toronto.

Gr. 3-4. When Louise is persuaded by her new friend Isabel to join a soccer team, she finds that the coach, June Kennedy, thinks winning is everything. Even the best players are intimidated by her. Not everyone gets an opportunity to play. However in an important game, the team shows the coach that she has been unfair, they all like to win, but letting everyone play is just as important.

Lopshire, Robert. *I Am Better Than You!* Illus. by Robert Lopshire. 1968 (no ISBN number given). 64p. Harper & Row Publishers, Inc., New York.

Gr. 2-3. When the two lizards, Sam and Pete, first meet, Sam boasts that he is the best lizard that ever was. Pete disputes this and they compete evenly with each other until Sam attempts something impossible for lizards and fails. He agrees not to boast anymore and to stick to enjoying the sorts of things lizards can do.

Marzollo, Jean. *Cannonball Chris*. Illus by Blanche Sims. 1987. (ISBN: 0-394-88512-0/ISBN: 0-394-98512-5). 48p. Random House, Inc. New York.

Gr. 2-3. A young boy tries to overcome his fear of jumping into deep water before the second-grade swimming party. He discusses the problem with his father, who explains that he too had similar boyhood fears. His father teaches him how to jump into the pool and ensure that he rises to the surface. He shows him how to identify a fear and conquer it.

**CHAPTER BOOKS** - Where there may not even be any illustrations, or pictures, to assist with comprehension of the story. Nine examples of these novels for children are given. Also included is a review of a VHS videorecording of one of these novels.

Byars, Betsy. *The Pinballs*. 1977. (ISBN: 0-06-020917-8/ISBN: 0-06-020918-6). 136p. Harper & Row, Publishers, New York.

Gr. 4-7. This novel relates the life experiences of three disturbed children, two boys and a girl, who are placed in a foster home. Under the guidance of the Masons, two very experienced and skillful foster parents; Thomas J., Harvey, and Carlie learn to care about themselves and each other. Carlie, initially very cynical, in her mid-teens and the eldest, is perhaps the least traumatized of the three and is the catalyst who bonds the three together.

This is a multi-faceted book, with appeal to a wide age range which provides much material for classroom discussion.

Conrad, Pam. *Staying Nine*. Illus. by Mike Wimmer. 1988. (ISBN: 0-06-021319-1/ISBN: 0-06021320-5). 70p. Harper & Row, Publishers Inc., New York.

Gr. 4-5. Heather, a nine-year old does not want to turn ten. She wants to retain the security of childhood. She is concerned that growing older will prevent her from physically doing and enjoying a number of things. However, a wacky twenty-three year old family friend, Rosa shows her that growing-up is not so bad and that the importance one places on abilities and achievements changes with maturity.

Greenwald, Sheila. *Give Us a Great Big Smile, Rosy Cole*. Illus. by Sheila Greenwald. 1981. (ISBN: 0-440-42923-4) 76p. Dell Publishing Co., Inc., New York.

Gr. 3-4. Rosy the youngest of three sisters has reached her tenth birthday. She, like her sisters, is

about to be featured in a book by her photographer uncle. But what are her real strengths? Certainly not those projected by the parents. With verbal support from her sisters, she is able to impress on her parents the error of trying to live vicariously through their children.

Hurwitz, Johanna. *Rip-Roaring Russell*. Illus. by Lillian Hoban. 1983. (ISBN: 0-688-02347-9/ ISBN: 0-688-02348-7). 80p. William Morrow & Company, Inc. New York.

Gr. 3-4. Four-year-old Russell has to come to terms with growing up and not being a baby anymore. The book tells of his adventures which involve his nursery school, his baby sister, and his apartment building friends.

Little, Jean. *Hey World, Here I Am!* Illus. by Barara Di Lella. 1986. (ISBN: 0-921103-14-X/ISBN: 0-919964-0). 64p. Kids Can Press, Toronto.

Gr. 3-5 This book is a collection of poems and short stories that appear to be written by Kate Bloomfield, a young teen-ager, who is a friend of Emily Blair, the central character in earlier books by Miss Little.

Kate's writings cover a range of topic and emotions readily identifiable to pre- and early-teenage children. All of them can be readily used as a "read-aloud" and springboard for classroom discussions.

Moore, Emily R. *Something to Count On*. 1980. (ISBN: 0-525-39595-4). 104p. Unicorn Books, Div of E.P. Dutton, New York.

Gr. 5-7. A ten-year old's behaviour problems at school are aggravated by her family situation. Lorraine, enters the fifth grade with a newly found friend Rhonda, but this year things are very different. Her new teacher is neither mean nor crusty and Lorraine's problems are eased by her teacher's warm blend of discipline and understanding. Her parents separate and her father fails to keep his promises. But things become more peaceful and Lorraine slowly becomes happier.

Smith, Doris Buchanan. *Last Was Lloyd*. 1981. (ISBN: 0-670-41921-4). 124p. The Viking Press, New York.

Gr. 4-6. The story traces the emotional growth of Lloyd, a friendless overweight 12-year old, who has an overprotective mother. He begins to take control of and change the monotonous pattern of his life, both at home and at school. Eventually with the positive encouragement of three friends, Lloyd begins to develop his own identity, learns to help others and enjoy life.

This book is a very good "read-aloud" and provides much opportunity for class discussion.

Rawls, Wilson. *Where the Red Fern Grows*. 1961. (ISBN: 0-38-502059-7). 212p. Garden City Books, Div. of Doubleday, New York.

Gr. 4-6 In the 1930's, a poor farming family in the Ozarks have a dream of owning their own store. But these are hard times, hard to make ends meet, let alone save money. Through determination and hard work a twelve-year old boy earns enough money to buy and train two hunting dogs. There is tragedy and he loses the hounds, but he is able to make his parents dream of a better life in Oklahoma come true.

see also - VHS Videorecording, *Where the Red Fern Grows*, by Thompson Productions, Los Angeles, 100 min. 1987?

This is a movie for all ages and closely follows Wilson Rawls' book. It shows how, in very hard times, the boy's self esteem was influenced by having two hounds to train and how eventually he was able to help his family financially. The video can be used in conjunction with book study or independently.

Smucker, Barbara. *Jacob's Little Giant*. 1987. (ISBN 0-14-032326-0). 102p. Puffin Books, Penguin Books Canada Ltd., Toronto.

Gr. 4-6. Seven-year old Jacob Snyder is the youngest in the family of four children. He hates the nickname "Little Jakie" and always being the youngest and smallest. Nothing seems to go right for him, on the farm or at school. He is the smallest in his class and is not selected for sports teams. However, his father involves him in his own attempts to breed giant Canada geese. Jacob becomes deeply involved in this venture and takes a very particular interest in the frailest of five goslings. Eventually, his dedication is recognised by his family and the local Natural Resources office.

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# EVALUATION OF STUDENT ACHIEVEMENT: ADDRESSING THE BANE OF THE TEACHER'S EXISTENCE

by VALERIE OVERGAARD, Assistant to the Dean, Faculty of Education, UBC

If you were to ask a random sample of teachers what they consider to be the most challenging aspect of their practice, most would answer it is the evaluation of student achievement. While evaluation has generally been considered the bane of a teacher's existence, new programs have introduced even greater demands in this area, leaving teachers quite overwhelmed by the amount of time taken up with required assessment, evaluation and reporting procedures. Although the time required is a problem worth considering on its own, even more problematic is the fact that evaluation is fraught with uncertainty, hence anxiety. This is especially true in the case of evaluation of educational achievements that cannot clearly be considered either right or wrong in the way spelling can be correct, addition and subtraction accurate, or factual responses appropriate. Teachers worry that their evaluation of a student's essay or artwork, for example, is too subjective and that their opinions may be, at best, arbitrary. Partially related to this latter problem is one concerning the effects of evaluation on the student. Teachers are concerned that their evaluation of the student's work may be damaging to the student's self-concept. They attempt to avoid evaluations that are judgmental lest the student be damaged by the results.

Under the circumstances, then, it is reasonable that teachers would seek resources for evaluating student achievement that save time and that provide more certainty or add a measure of objectivity to the exercise. Instruments and materials that purport to assist in this way abound: teacher-made scales, commercial check lists and observation charts, Ministry marking schemes, electronically accessible lists of descriptors and the like, can be found for any grade level or subject area.

The problem, as I see it, is that this search is frequently misguided. Its goal, though generally disguised, is to find an alternative to the exercise of a teacher's judgement. This is not only problematic, but futile as well. Evaluation is the judgement of

worth; judgement is something that can neither be avoided nor substituted. Why are we not prepared to accept this? It appears that some people think we can trust technological aids or commercial check lists, but not the reasoned judgement of a teacher. They seem to believe that a teacher's judgment will necessarily be arbitrary while technology offers a fool-proof form of objectivity. Others feel that a teacher not only can, but ought to avoid making judgements of student achievement because this is necessarily unethical and damaging for a student's self concept.

I would like to persuade those who hold these beliefs that evaluating student work is logically a kind of judgement, that this cannot be avoided, but that it can (and ought to) be done ethically. In the next section I will briefly consider what judgement means and what it involves, analyse the concept and its implications for student evaluation. I will then turn to a short discussion of ethics in student evaluation. I will conclude by indicating that consideration of what judgement entails and how it ought to be applied in ethical terms might redirect the search for evaluation instruments.

## Judgement

Green (1971) provides a useful discussion of the concept of judgement for my purposes. He points out that judgment is not like guessing, nor is it synonymous with knowing. Consideration of a horse race provides an illustration of the differences among guessing, knowing and judging. If I were asked to look at a field of horses and **guess** which would come in first, I might arbitrarily say the black horse. If asked to provide a reason for this, I would only be able to say it was a mere guess. But, say the race was being shown on television, and I had seen the actual race earlier in the day. Now, if someone were to ask me which horse wins the race, I would be able to say with certainty, that I **know** the chestnut horse wins. If asked to provide a reason for this, I would be able to say that I had conclusive evidence, having wit-

nessed the race when it was run. If, however, I was asked instead to **judge**, prior to the race, which horse would win, I would not be able to merely guess; nor would I have conclusive evidence. What I might do instead is consider the condition of the track and the length of the race and see how the horses had run in similar races in the past. I might examine each horse, consider their relative strengths and their current conditions. I might look up the record of the jockeys to find out which had won recently. Then, I would determine what it would take to win the race, and given what I judge to be the quality of the horses, suggest which horse would likely win. If asked to, I would be able to refer to my reasons, talk about my grounds, or the standards that allowed me to make this reasoned judgement. In other words, unlike guess work, judgment is based on good reasons, or standards. Unlike knowledge, judgements are made in the absence of absolute or conclusive evidence.

Whether we articulate it or not, we refer to a set of standards every time we judge something: he's a good friend, she sings beautifully, he did a great job of painting the house, she is the best player on the team, the movie was excellent, etc. In the absence of standards we are either guessing about the value of something or failing to evaluate it altogether.

To illustrate this point another way, I'd like to relate an anecdote. I remember taking home economics as a student in high school. One day in cooking class we made muffins. For some reason this memory has remained particularly vivid for me. I can't make muffins to this day without hearing the enthusiasm in Miss Jefferson's voice as she looked at a muffin coming out of the pan. "Look at the shape," she said "see the uniformly rounded top, the slightly browned bottom. Now, break the muffin open. Look at the texture. See those little air holes running through. That is the result of your having lightly mixed the liquid into the dry ingredients. Now taste the muffin. Notice the moistness, the slightly sweet flavour....." And so on she went.

Miss Jefferson was clearly making a judgment of the worth of that muffin, in other words, evaluating it. I think there is much to be learned from her remarks, and not just about muffins. The important point is that what Miss Jefferson did was refer to clear standards in her judgement of the muffins. Good muffins, muffins properly made, are identifiable by these standards: uniform shape, slightly brown coloring on the outside, light, moist texture, good flavour.

Of course, all educational achievements do not involve products like muffins that can be directly examined or horses in races that can be observed. But, educational achievements should nonetheless be judged by standards and these, of course, vary as do the achievements. Uniform shape may be a good standard for judging a muffin or even handwriting, but would not be appropriate for judging an essay on history. Speed would be a good standard for judging horse racing and typing, but not for judging the results of creative writing. There are, however, standards that do apply to judging history essays, and the results of creative writing. The evaluation of such achievements involves the careful and explicit articulation of such standards. The development and use of clear standards is the most crucial aspect of evaluation, and the one that, oddly, is often neglected. An entire package of resource materials distributed to teachers by the Ministry of Education for use in the primary grades provides a good example of such neglect. Called *Assessment and Evaluation Resource Package* (1992) it includes so-called assessment and evaluation tips for use in five different areas of student achievement. Not once in the more than hundred page document is the concept of standards mentioned. There is no sense provided of what basis teachers might use to make reasonable judgments.

In a Ministry of Education (1992) discussion paper on the reform of assessment, evaluation and reporting, however, standards are discussed and carefully explained. The authors rightly suggest that standards not only allow students, teachers and others (parents, for example) to judge the extent to which achievements meet varying standards, but also help students and teachers set goals for their work in the initial instance. Standards provide a frame of reference to which teachers and students can refer when making judgements about achievements. They allow teachers and students to understand expectations and in light of these, to compare their own achievements. Ultimately standards can be used for the purposes of credentialling as would be the case, for example, in evaluating whether a student had successfully completed graduation requirements.

Evaluation, the idea of assessing the worth or value of something, includes the notion of judgement. To think of the exercise in any other way is to entirely misconstrue its nature. Judgement is not logically an arbitrary matter, as some would have it, but rather refers to the use of good reason or standards. Any time teachers engage in evaluation, they

are either implicitly or explicitly making use of standards. Clearly, any discussion of evaluation must include a discussion of standards.

### **Ethical Considerations of Evaluation**

Potentially, judgments about students' achievement and progress can damage their confidence, which can affect their ability to continue to progress. Ultimately, a teacher's judgement can affect a student's possible career opportunities and thus their earning potential in the future. This need not lead one to the conclusion that we should not be making judgements about students, however. Rather it means that we ought to be very careful to do so with deep concern and respect for the student as a person within a social context. This ethical principle, of respecting and treating others as persons, not merely as means to ends, is one that needs careful consideration when teachers evaluate students' work.

The explicit and consistent use of standards in evaluation can assist in terms of treating students ethically in at least two ways. First, if standards are consistently applied to students' work, regardless of who the student is (class, gender, etc.), or what the teacher's personal feelings about the student might be (affinity, antipathy, etc.), there is reason to believe the evaluation is fair. This is one area where teachers are sometimes accused of being unethical, assigning marks as favours, rather than on the basis of some solid criteria. Secondly, standards can be clearly communicated to all. Then, students are in a position to work conscientiously to meet the standards, or perhaps to question their reasonableness. Students often criticize teachers for being unfair when they feel they are working in the dark, not knowing what exactly the teacher is looking for in their work.

Standards, however, do not in themselves offer answers to other important and difficult ethical questions in evaluation. For example, are there times when it is more ethical to account for student differences by applying the standards differently for different students? On the one hand, it seems that fairness can be achieved by consistency, but on the other, differences in students (say, students who have English as a second language) may warrant different treatment. Is it always important to be honest with students when evaluating their work, or might there be an occasion where it would be more ethical to be somewhat evasive? As with all these difficult questions, there is no pat answer for this, of course.

There would certainly be occasions where it would be quite unethical to mislead students about their achievements. To put it the other way around, there are occasions when it would be more ethical to advise students clearly when they have failed to meet the standards. The questions raised are not easily dealt with, but these, and others like these, should be in the minds of teachers when they are evaluating students' work.

It is the responsibility of the teacher first to make every attempt to provide the optimum educational opportunities for each student so they may learn to understand more about themselves and the world around them, to learn greater competencies in a variety of areas, and to develop positive attitudes about learning and about themselves. It is also the responsibility of the teacher to offer praise where it is genuinely warranted, and to offer assistance where it is needed. Evaluation, making judgements about a students' progress in their understanding and competencies, ought to be fair. It need not be unkind. The teacher must maintain his or her own integrity and honour the principle of respect for the student as a person. The point here is not to explain in detail ethical principles for evaluation, but simply to claim that making judgements about student achievement need not, and certainly ought not to have damaging consequences.

Some issues which have ethical implications can be more readily stated unequivocally. For example, students ought to be given the opportunity to demonstrate their achievements in a range of ways: paper and pencil demonstrations are limited and might deny some students the chance to demonstrate a high level of performance of another kind. Students ought to have a chance to be involved in the evaluation of their own work. Not only does this make sense logically in that it will help students see where they need to direct their attention, but it also respects them as persons. Public comparison of students' achievements where clearly some students would be made to feel ashamed or embarrassed (which occurs in any case I can presently think of) would not be ethical. Finally, evaluation should be ongoing and directed towards assisting students in their learning, allowing them to improve, to come closer to meeting the standards.

## Conclusion

If developing careful and explicit standards and sound ethical principles are the important issues for evaluation, as I suggest they are, then resources developed to assist teachers in the task should attend to such matters. It is clear to me that most check lists and observation grids offer little in the way of suggestions about standards. In some cases they do list criteria for performance, or descriptors of achievements. These might be intended to serve as standards for evaluation, but most often they are not clearly developed for this purpose.

In the case of standards, recent work at the Ministry of Education appears to be aimed in this direction. What have been called Reference Sets are being developed to assist teachers in evaluating areas of student work. So far, these are ready in a draft form for the evaluation of student writing. Others are planned for distribution later this year. The Ministry's (1992) discussion paper, referred to earlier, suggests these are meant to provide teachers with explicit standards, richly and comprehensively exemplified, based on authentic assessment practices, to be used as a common frame of reference for evaluating student performance. If the Reference Sets do this, then teachers will have at least one set of useful resources to assist with the complex job of evaluation.

In terms of the ethical principles one ought to consider in evaluation, I have seen very little written; certainly no resources directed to teachers even mention the issue. It seems to me that this is an area that teachers might want to pursue together in their schools. The point of a thoughtful discussion would not be to come up with a list of set rules to follow, but rather to exchange ideas on problems faced and directions teachers think one ought reasonably and ethically to follow; to consider what it means to respect students as persons and to look at how this principle might be followed in a variety of situations; to attempt to address some of the thorny questions posed in this short discussion.

Evaluation is often associated with measurement. Discussions centre on the validity of instruments and reliability of scores. These seem not to be the issues that most affect teachers. I have attempted to identify those issues I believe teachers are most concerned about. I think resources (print and electronic resources such as the planned Reference Sets, as well as methodical discussions about the ethics of evalua-

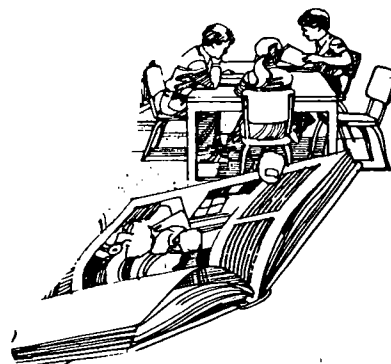
tion) will place some of the overwhelming demands for evaluation in perspective. I realize that none of my suggestions are likely to deal with the problem of the time-consuming nature of student evaluation. Perhaps, however, the suggestions will mean that there will be less anxiety attached to the exercise and that the time will be considered more profitably spent.

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<sup>1</sup> I use the word standards throughout this article. Criteria may be used similarly. What is important is that both criterion and standard refer to a point or principle a thing is judged by.

<sup>2</sup> This is not to say that the achievement, or lack of achievement, will not have varying consequences, but only that the teacher's fair and kind evaluation of the achievement will not in itself have damaging consequences. This is an important distinction. Teachers have control over the fairness and kindness of evaluation, but not (except in the filling of their responsibilities to teach well) control over the student's achievement.



# SCI-FI NOVELS TO GROW UP ON!

by **LIZ AUSTROM**, teacher-librarian, Magee Secondary,  
SD #39 (Vancouver)

In 1989, the BCTLA published a very useful annotated book titled *Imagination of Reality? Science Fiction and Fantasy Booktalks for Children and Young Adults*. Teacher-librarians from all over British Columbia contributed to it, and a committee from Terrace put in many hours coordinating the project and editing the submissions. The project became a labour of love for me in its final stages as I did the final edit and prepared the indexes. The science fiction section was of particular interest to me since so many of the titles were ones that students would relate to because they dealt with the timeless realities and problems of growing up.

When the theme was established for this issue, I thought it would be a good time to remind our readers about this outstanding publication. Listed below are some of the subjects covered in *Imagination and Reality*, with the science fiction authors and titles listed below them. If you want to use the booktalks, you'll have to track them down in your old copy of the book, or purchase a copy from the BCTF Lesson Aids Service. There are great Fantasy titles in it as well — I just happen to like science fiction!

## ACCEPTANCE OF DIFFERENCES

Clarke: 2001: A Space Odyssey  
Dickson: Hour of the Horde  
Godfrey: Alien War Games  
Niven: Ringworld  
Simak: Shakespeare's Planet

Bova: The Exiles Trilogy  
Forrester: Bestiary Mountain  
Gibson: Burning Chrome  
Hughes: Guardian of Isis  
Herbert: The Eyes of Heisenberg  
Martel: The City Under Ground

## ALIENATION

Bradbury: R is for Rocket

## COOPERATION

Chalker: Mask of the Martyrs  
Dickson: Hour of the Horde  
Martel: The City Under Ground  
Saberhagen: Octagon  
Sargent: Earthseed

## ALTRUISM

Hughes: Devil on my Back  
Kilian: Brother Jonathan  
Le Guin: The Left Hand of Darkness

## COURAGE

Nelson: The Girl Who Owned a City  
Simak: Shakespeare's Planet

## CANCER

Lynn: A Different Light

## COMPETITION

Saberhagen: Octagon  
Sargent: Earthseed  
Sleator: Singularity

## CRUELTY TO ALIENS

Forrester: Bestiary Mountain  
Le Guin: The Word for World is Forest

## CONFLICT BETWEEN CULTURES

Godfrey: Alien War Games  
Le Guin: The Word for World is Forest  
Panshin: Rite of Passage

## CULTURAL DIFFERENCES

Le Guin: The Word for World is Forest  
Roberson: Sword-Singer \*

## CONFORMITY

Asimov: Foundation

## DEATH

Lynn: A Different Light

**DRUGS**

Gibson: Burning Chrome  
 Le Guin: The Lathe of Heaven  
 Moorcock: Elric of Melnibone \*

**EMPATHY**

Dickson: Hour of the Horde

**EQUALITY**

Chalker: Mask of the Martyrs  
 Heinlein: Have Space Suit — Will Travel  
 Hoover: The Shepherd Moon  
 Kilian: Brother Jonathan  
 Nelson: The Girl Who Owned a City

**ETHICS**

Lynn: A Different Light

**FAMILY RELATIONSHIPS**

Danziger: This Place Has No Atmosphere  
 Forrester: Bestiary Mountain  
 Gipe: Back to the Future  
 Hoover: The Shepherd Moon  
 Kilian: Singularity  
 Martel: The City Under Ground  
 Panshin: Rite of Passage  
 Zebrowski: The Stars Will Speak

**FREEDOM OF THE INDIVIDUAL**

Herbert: The Eyes of Heisenberg  
 Hughes: Devil on my Back  
 Kilian: Brother Jonathan  
 Le Guin: The Lathe of Heaven  
 Lynn: A Different Light  
 Nelson: The Girl Who Owned a City  
 Orwell: 1984

**FRIENDSHIP**

Anthony: Omnivore  
 Danziger: This Place Has No Atmosphere  
 Greer: Max and Me and the Time  
 Machine  
 Heinlein: Have Space Suit — Will Travel

**GOOD AND EVIL**

Heinlein: Have Space Suit — Will Travel  
 Herbert: The Eyes of Heisenberg  
 Herbert: Whipping Star  
 Miller: A Canticle for Leibowitz  
 Simak: Shakespeare's Planet

**GREED**

Heinlein: Citizen of the Galaxy  
 Le Guin: The Word for World is Forest

**GUILT AND INNOCENCE**

Le Guin: The Word for World is Forest

**IMMORTALITY**

Herbert: The Eyes of Heisenberg  
 Simak: Way Station

**INDIVIDUALITY**

Forrester: Bestiary Mountain  
 Gibson: Burning Chrome  
 Hughes: Guardian of Isis  
 Kilian: Brother Jonathan  
 Sleator: Singularity

**JUSTICE AND INJUSTICE**

Godfrey: Alien War Games  
 Heinlein: Citizen of the Galaxy

**KNOWLEDGE AND LEARNING**

Clarke: 2001  
 Heinlein: Citizen of the Galaxy  
 Heinlein: Have Space Suit — Will Travel  
 Hoover: The Delikon  
 Hoover: The Shepherd Moon  
 Hughes: Devil on my Back  
 Orwell: 1984  
 Panshin: Rite of Passage  
 Sleator: Singularity

**LEADERSHIP**

Nelson: The Girl Who Owned a City

**LONELINESS**

Bradbury: R is for Rocket  
 Dickson: Hour of the Horde  
 Danziger: This Place Has No Atmosphere  
 Hoover: The Shepherd Moon  
 Le Guin: The Left Hand of Darkness  
 Simak: Way Station

**LOVE**

Anthony: Omnivore  
 Card: Songmaster  
 Heinlein: Citizen of the Galaxy  
 Hughes: Devil on my Back  
 Vinge: Psion  
 Zebrowski: The Stars Will Speak

**LOYALTY**

Anthony: Omnivore  
 Dickson: Hour of the Horde

## **MATURATION**

Asimov: The Stars Like Dust  
Heinlein: Citizen of the Galaxy  
Heinlein: Have Space Suit — Will Travel  
Nelson: The Girl Who Owned a City  
Panshin: Rite of Passage  
Sargent: Earthseed  
Sleator: Singularity  
Zebrowski: The Stars Will Speak

## **MORALITY**

Panshin: Rite of Passage

## **PARENT/CHILD CONFLICT**

Danziger: This Place Has No Atmosphere  
Hoover: The Shepherd Moon

## **PEACE**

Hoover: The Delikon  
Le Guin: The Left Hand of Darkness  
Simak: Shakespeare's Planet  
Simak: Way Station  
Tilley: Fade-Out

## **POWER**

Asimov: The Stars Like Dust  
Card: Songmaster  
Heinlein: Citizen of the Galaxy  
Herbert: The Eyes of Heisenberg  
Herbert: Whipping Star  
Hoover: The Delikon  
Hoover: The Shepherd Moon  
Kilian: Brother Jonathan  
Le Guin: The Lathe of Heaven  
Moorcock: Elric of Melnibone \*  
Orwell: 1984  
Panshin: Rite of Passage  
Vinge: Psion

## **PREJUDICE**

Anthony: Omnivore  
Danziger: This Place Has No Atmosphere  
Godfrey: Alien War Games  
Le Guin: The Left Hand of Darkness  
Le Guin: The Word for World is Forest

## **SELF-CONCEPT**

Card: Songmaster  
Gipe: Back to the Future  
Heinlein: Citizen of the Galaxy  
Sleator: Singularity  
Zebrowski: The Stars Will Speak

## **SEXISM**

Bova: The Exiles Trilogy

## **SURVIVAL**

Asimov: The Stars Like Dust  
Bradbury: R is for Rocket  
Clarke: 2001  
Herbert: The Eyes of Heisenberg  
Hughes: Devil on my Back  
Hughes: Crisis on Conshelf Ten  
Le Guin: The Left Hand of Darkness  
Lynn: A Different Light  
Nelson: The Girl Who Owned a City  
Panshin: Rite of Passage  
Sargent: Earthseed

## **TRUTH**

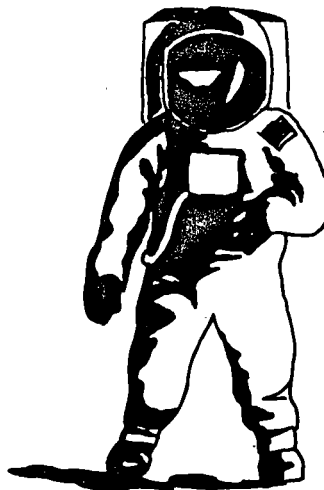
Robinson: Telepath

## **TWINS**

Forrester: Bestiary Mountain  
Sleator: Singularity

## **WISH FULFILLMENT**

Le Guin: The Lathe of Heaven



# LEARNING FOR LIVING IN BUSINESS EDUCATION: A CAREER EXPLORATION UNIT

By **J. E. GILES**, Teacher- Librarian & **D. THOMPSON**, Business Education Coordinator,  
Montgomery Junior Secondary School, Coquitlam, SD #43.

Miss Thompson and I decided that the use of Library research techniques was definitely a valuable part of the business education programme and "Careers" was a logical topic to pursue. Exploration into career choices is a very interesting section of the Business Education course and students seemed to enjoy seeing and finding out about future careers possibilities. Miss Thompson is our staff expert in Business Education and I was teaching a section of the course last year and my class also engaged in this library-associated unit. The unit has been very successful in the past and we will continue to use it this year and in future years.

Miss Thompson suggests to her students that the Public Library is a natural research extension for this project. When I was doing the unit with my class, I arranged a field trip to the Coquitlam Public Library with their "youth" Librarian for an afternoon. My students received an orientation and were introduced to the collection and research possibilities.

The students were given three research classes in the school library, or in the case of my Business Education class, two classes in the school library and one class at the Public Library to research primarily "print" sources. Students were also given two classes to learn how to use the "Mac Lab" and the "Choices" programme to explore careers for the purpose of this assignment. The Mac Lab, an extension of our school library, is equipped with 30 Macintosh Classic computers and two printers.

The following assignment involves many truly usable "lifetime learning" skills and student reports have been most satisfactory.

## **BUSINESS EDUCATION 10** **EXPLORING CAREER OPPORTUNITIES**

Due Date: \_\_\_\_\_

### **I. GOALS**

- to research a career of interest to the student.
- to prepare and write a report outlining the research results.
- to prepare the student for some of the decision-making problems involved in choosing a career.

### **II. ASSIGNMENT**

- A. Choose a career that interests you.  
(We found that it worked best if only two students reported on any one career and they were restricted in terms of materials, etc.)

- B. Write a report based on your research findings. The report is to be presented in a duotang cover. Include an introduction, a conclusion, a title page, a table of contents, and a list of resources (bibliography). Double-space the report, using only one side of the page and either type or (preferably) use a word-processor in the Mac lab in the library. Underline titles and headings. The suggested length for the report is five to ten pages.
- C. Contents: The report should answer many questions one might have about a prospective career.
1. Job Description
    - a. What are the duties and responsibilities involved?
    - b. What is the typical work environment?
    - c. What are the typical hours of work?
    - d. What are the prospective earnings, entry level and potential?
  2. Career Preparation
    - a. What education/training is required?
    - b. Where is this education offered?
    - c. What costs are involved?
    - d. What personal qualities are required?
  3. Advantages and Disadvantages of the Career
  4. Employment Opportunities
    - a. Who are your prospective employers?
    - b. Where are you likely to find employment?
    - c. What is the employment outlook in this field?

### III. RESOURCES

- A. School Library.
1. Subject Catalogue (see Vocational Guidance)
  2. Pamphlets
  3. Periodicals
  4. University and college calendars
  5. "Choices" computer program
- B. Public Library
- C. Canada Employment Centres
- D. Local Businesses
- E. People in the profession

# **Vancouver Youth Theatre** *Presents 3 Powerful Plays for Young Audiences in the 1993-94 Season.*



## **CANADIAN STORIES** (ELEMENTARY AND SECONDARY)

Already seen by more than 60,000 people, the demand for **Canadian Stories** continues. Based on the experiences of young immigrants to Canada, the play is a moving and powerful statement of Canada's multiculturalism. It portrays the struggles and joys of E.S.L. students as they learn English and adjust to Canadian culture.

**Lower Mainland School Tour dates:** Late October & November 1993, Spring 1994 T.B.A.  
**Free Teachers' Workshop date:** October 20, 1993  
**Performance fee:** \$500

## **TEEN PARENTS** (UPPER ELEMENTARY AND SECONDARY)

In British Columbia, 2,500 teenagers became pregnant this year. How do these young people cope, and what are the implications for their lives? Using teen parents as our resource, Vancouver Youth Theatre has created a vital and informative play which supplements the Learning for Living Curriculum in an exciting and innovative way.

**Lower Mainland School Tour dates:** Late February through May 1994  
**Free Teachers' Workshop date:** February 17, 1994  
**Performance fee:** \$400

## **KIDS' WRITES '94** (ELEMENTARY ONLY)

This show honours students' writing and adds sparkle to school writing programmes! Working from stories and poems sent to us from young writers in your school, VYT brings their words to life and provides new audiences for them.

**Lower Mainland School Tour dates:** April & May 1994  
**Performance fee:** \$375

**To book a performance,  
please call us at  
877-0678**



*More details inside...*

# **How to book a Vancouver Youth Theatre performance for your school.**

To book a performance,  
call **Judith Hogan** at VYT, **877-0678**,  
or write us at:

**Vancouver Youth Theatre**  
**#200 - 275 East Eighth Avenue, Vancouver, B.C., V5T 1R9.**

## **TOUR DATES ARE:**

### **CANADIAN STORIES:**

One morning performance and one afternoon performance on,  
October, 25, 26, & 27, 1993  
November 1, 2, 3, 8, 9, 10, 15, 16, 17, 22, 23, & 24, 1993  
Spring 1994, dates to be announced.

Mandatory **TEACHERS' WORKSHOP** for schools booking **CANADIAN STORIES** will be held on  
**October 20, 1993 4 - 8pm, at Vancouver Youth Theatre.**  
At least one teacher from the school must attend; more are welcome.

### **TEEN PARENTS:**

One morning performance and one afternoon performance on,  
February 21, & 24, 1994  
March 1, 2, 15, 17, & 30, 1994  
April 8, 13, 21, 26, & 28, 1994  
May 2, 6, & 18, 1994

**TEACHERS' WORKSHOP**  
for schools booking **TEEN PARENTS** will be held on  
**February 17, 1994, 4 - 8pm, at Vancouver Youth Theatre.**

### **KIDS' WRITES '94**

Two morning performances and one afternoon performance on,  
April 27, 28, & 29, 1994  
May 4, 5, 12, 13, 18, 19, & 20, 1994

Deadline for receipt of young writers' material: December 17, 1993

*Bookings are made on a first come, first serve basis.  
For logistical reasons, schools near one another are usually scheduled for the same day.*

## **Vancouver Youth Theatre Society**

#200 - 275 East Eighth Avenue, Vancouver, B.C., V5T 1R9  
Telephone (604) 877-0678 Facsimile (604) 876-7100

# TEEN PARENTS

Using teen parents as resources, the Vancouver Youth Theatre has created a play with original music and songs— which explores the realities facing adolescents as they move from dependance to independence. VYT's young actors dramatize the concerns and complications of being a teenage parent— from pregnancy to parenting.

This project uses theatre as an innovative medium to help young people explore some of the important decisions facing them as they mature. By presenting real life situations with which young people can identify, **Teen Parents** teaches young people the importance of making responsible choices for their futures.

In 1992 and 1993, Judith Hogan (VYT's Assistant Artistic Director) directed a drama workshop with the Y.W.C.A. and a group of teenage mothers at Tupper Mini School, building simple plays about being a teenage mother. The completed plays had several high school performances. A question and answer period followed each performance, and the teen moms discussed points openly and honestly with their audiences. It was striking how attentive the audience members were and how thoughtful their questions, as their preconceived stereotyping gave way to empathy and understanding.

The response was extremely positive, and emphasized the need for a more extensive project:

*"Your play helped me find a way into talking about real issues with my students"*

—Vancouver Teacher

By handling sensitive issues through the medium of theatre, students in the audience can relate their own situations to those of characters in the play, and can discuss these issues with relation to the characters without fear of embarrassment or ridicule:

*"In the guidance class I had that followed your little play, my students were able to talk openly about sexual decision making for the first time."*

—High School Counsellor

**Young people talking face to face with their peers has enormous impact in the right setting, and much learning can take place:**

*"I've never seen my students so attentive... kids talking to kids makes for real honesty."*

—Vancouver Teacher

VYT's initial discussions with Jeff Jopson, Head of Counselling at the Vancouver School Board, and with high school counsellors, have indicated that **there is an urgent need for innovative materials in the area of Family Life Curriculum**. Carol Matusicky, of the B.C. Council of the Family, stressed the need to model a healthy, responsible lifestyle to young people, emphasizing prevention of a problem rather than a cure for it. Cathy Johns, Manager of Young Parent Services at Y.W.C.A., has discussed with Vancouver Youth Theatre the need for a way to teach values to teenagers. A recent survey done in the Toronto area has indicated that **teenagers feel they have no clear choices in their lives, and that they are not responsible for what happens to them.**

Theatre is a powerful teacher, and letting audiences experience, through drama, the challenges and changes in a teen parent's life is a forceful method of opening minds to realities that Family Life education cannot provide in a regular classroom setting. **This play will make young people— in the cast, research group, and audiences— aware of the choices which face them and the importance of taking responsibility for those choices.**

## UNIQUE OPPORTUNITY FOR TEACHERS AND COUNSELLORS

### TEACHERS' WORKSHOP

Since we at VYT believe strongly in the importance of Theatre as a teaching device, we offer a **free workshop to teachers on THURS., FEBRUARY 17, 1994**, with a preview of the play. In the workshop, teachers are given materials, & shown how they can use the play to examine critical issues & help their students to make socially responsible decisions.

### TECHNICAL INFORMATION

SPACE	Can be played on a gym floor or in a theatre. A space of 35 feet (wide) by 25 feet (deep) is required.
ELECTRICAL	Electrical outlet
SET UP TIME	60 minutes
STRIKE TIME	15 minutes
RUNNING TIME	45 Minutes, plus a 15 minute question and answer period
FEE	\$400
SUITABLE FOR	Grades 6 through 12

# PROVINCIAL SPECIALIST ASSOCIATIONS 1993-94

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

FORM VOID AFTER December 31, 1993

Enclose your cheque or money order, made payable to the B.C. Teachers' Federation. DO NOT MAIL CASH.

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

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

- 41  \$25.00 Art
- 42  \$35.00 Business Education
- 44  \$35.00 Counsellors
- 45  \$25.00 Immersion/Cadre
- 46  \$35.00 English
- 47  \$30.00 Home Economics
- 48  \$30.00 Intermediate
- 49  \$40.00 Teacher-Librarians
- 50  \$30.00 Mathematics
- 51  \$25.00 Modern Languages

### B.C. EDUCATION STUDENTS

- \$15.00
- \$23.00
- \$25.00
- \$15.00
- \$15.00
- \$16.00
- \$15.00
- \$15.00
- \$15.00
- \$15.00

### BCTF MEMBERS

- 52  \$25.00 Music
- 53  \$30.00 Learning Assistance
- 54  \$30.00 Physical Education
- 55  \$35.00 Primary
- 57  \$25.00 Science
- 58  \$30.00 Technology
- 59  \$25.00 Social Studies
- 60  \$30.00 Special Ed
- 62  \$30.00 Drama
- 63  \$35.00 Gifted

### B.C. EDUCATION STUDENTS

- \$12.00
- \$10.00
- \$15.00
- \$17.50
- \$10.00
- \$ 5.00
- \$10.00
- \$15.00
- \$20.00
- \$18.00

### BCTF MEMBERS

- 64  \$30.00 Hospital/Homebound
- 65  \$35.00 Computer
- 66  \$25.00 Environmental Ed
- 67  \$20.00 Rural
- 68  \$25.00 Peace & Global Ed
- 69  \$25.00 ESL PSA
- 70  \$30.00 Alternate Ed
- 71  \$25.00 First Nations
- 72  \$20.00 Co-operative Learning

### B.C. EDUCATION STUDENTS

- \$10.00
- \$25.00
- \$12.00
- \$10.00
- \$20.00
- \$15.00
- \$15.00
- \$15.00
- \$10.00

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

### NON-BCTF MEMBERS

- 41  \$44.62 Art
- 42  \$56.71 Business Education
- 44  \$55.32 Counsellors
- 45  \$44.62 Immersion/Cadre
- 46  \$55.32 English
- 47  \$49.97 Home Economics
- 48  \$49.97 Intermediate
- 49  \$60.67 Teacher-Librarians
- 50  \$49.97 Mathematics
- 51  \$44.62 Modern Languages

### NON-BCTF MEMBERS

- 52  \$53.50 Music
- 53  \$49.97 Learning Assistance
- 54  \$49.97 Physical Education
- 55  \$55.32 Primary
- 57  \$53.50 Science
- 58  \$49.97 Technology
- 59  \$44.62 Social Studies
- 60  \$49.97 Special Ed
- 62  \$53.50 Drama
- 63  \$55.32 Gifted

### NON-BCTF MEMBERS

- 64  \$49.97 Hospital/Homebound
- 65  \$55.32 Computer
- 66  \$44.62 Environmental Ed
- 67  \$39.27 Rural
- 68  \$44.62 Peace & Global Ed
- 69  \$44.62 ESL PSA
- 70  \$49.97 Alternate Ed
- 71  \$44.62 First Nations
- 72  \$39.27 Co-operative Learning

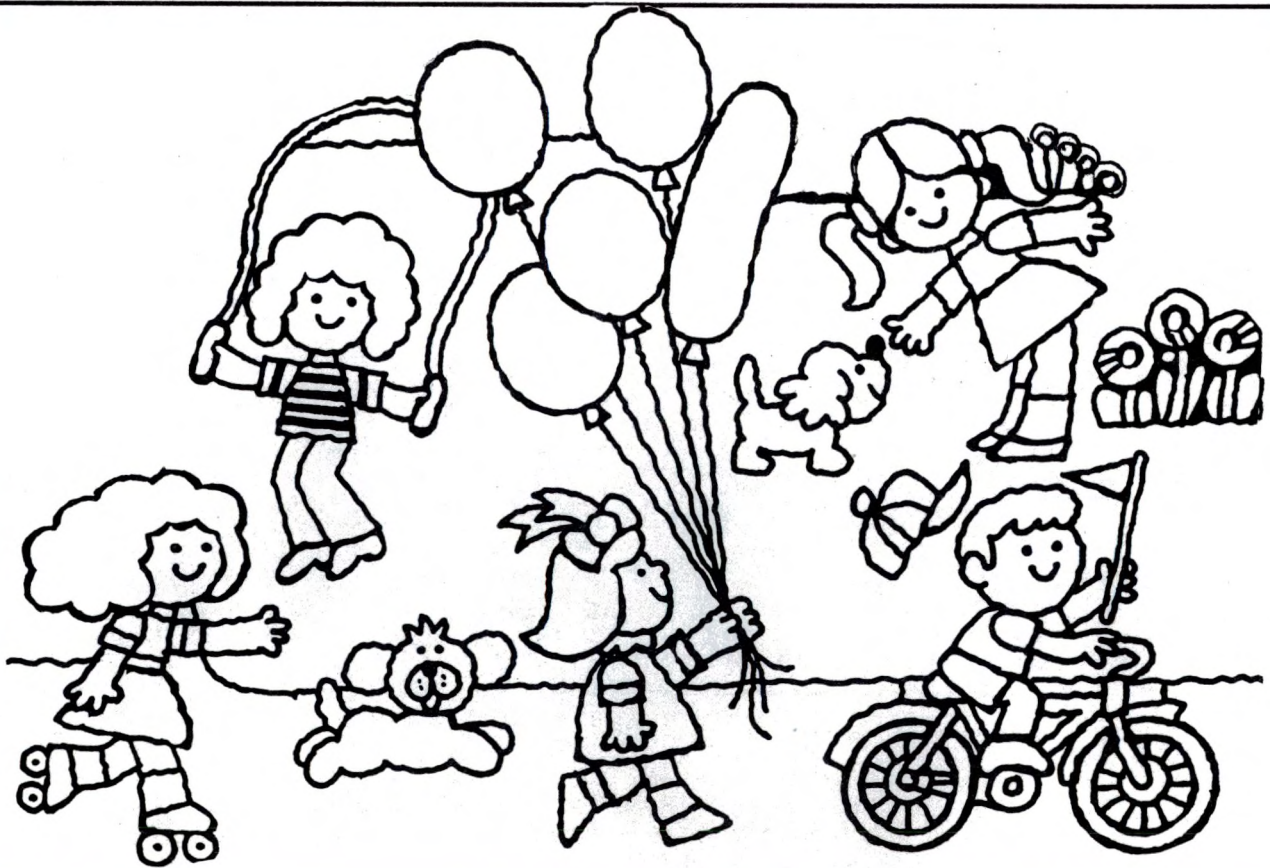
Total number of associations \_\_\_\_\_ R 106779291 Total fees enclosed \_\_\_\_\_

Your membership/subscription will run for one year from the date this form is processed. Six weeks before expiry of membership/subscription, 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.** Retain a photocopy of your completed application for your records.

**B.C. Teachers' Federation, 2235 Burrard Street, Vancouver, BC V6J 3H9  
731-8121 or 1-800-663-9163**



FEATURED IN THIS ISSUE





# RECOMMENDED PRIMARY VIDEO TITLES FOR A SCHOOL COLLECTION

by **JOHN CALDWELL**, District Resource Centre Coordinator, SD#65 (Cowichan).

In cooperation with Image Media Services, several teacher-librarians in Cowichan pre-viewed all of the Ministry of Education "Recommended" Primary video tape programs. Their goal was to identify those titles that they thought should become part of their school collection, and those which should be held at the District Resource Center.

With the introduction and implementation of a student-centered curriculum, teachers and teacher-librarians are taking on a new role. One of the challenges that we face in this role is that we must now become facilitators of learning. This involves assisting our students in the selection and use of appropriate learning resources **immediately**, as their needs and/or interests arise. The information that students now seek is quite often very current and topical and students must have access to a wide range of resources which will, among other things, help them to problem solve, answer research questions and provide them with reliable background information.

A greater demand has been placed on classroom teachers and teacher librarians to become information strategists so that we can teach students where to find information and, perhaps more important, teach them how to use it. In order to support this process we require well stocked library resource centres, classrooms, and district resource centres, as well as on-line access to information. Traditionally, we may have had the luxury of time to plan major curriculum units and therefore we could take the time to find resources and plan for their use. However, due to the student-centred nature of curriculum and the immediacy with which we must provide support for student queries, we now find that more and more often, we must have many learning resources available at our finger tips.

The Ministry of Education's Learning Resources Branch is conducting an extensive review process for identifying learning resources that support the curriculum and, judging by the time and effort placed on this review, there is a recognition of the importance of learning resources. The process involves teachers from across the province and what becomes very clear when we visit a display of these materials or look at the Learning Resources Catalogue is the number of videos that have been selected. Although many district resource centres have extensive video collections and video programs have been well used in the past, the assurance that those selected are relevant to the curriculum and the cost (often \$10 or \$15 each) has made them a valuable and very inexpensive resource for school purchase. Add to this the ease of ordering through Image Media Services and many schools are now including larger collections of videos in their library resource centres and videos have taken their place on the shelves with other learning resources.

In School District #65 (Cowichan), we involved our teacher-librarians in a process to identify specific video programs listed at the Primary level which should be purchased by schools for their in-school/library collections. Out of the approximately 300 Primary videos that have been selected by the Learning Resources Branch, the teacher-librarians and the teachers involved in

our process chose almost half of these as being valuable learning resources which should be available at the school level. The rest would be made available to all schools through the District Resource Centre.

Copies of the Primary programs were circulated to eight of our schools (approximately 35 programs per school) where our teacher-librarians organized teams of reviewers who filled out review forms which became the basis of our selection. Judging by the comments of our reviewers, there was a great deal of enthusiasm about the quality of the videos available in the Primary area and despite some tight budgets, all of our schools plan to add to their school-based video collections. Following are the criteria we used to select appropriate video and a list of those selected:

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## **SELECTING PRIMARY VIDEOS FOR SCHOOL LIBRARIES**

We have negotiated an agreement with Image Media Services to evaluate several Primary level video programs which may be suitable for purchase by schools.

As you are previewing the videos, please remember that all of these have been previously previewed and recommended through the Ministry's learning resources evaluation process. The District Resource Centre has a copy of each of these programs.

These videos are very inexpensive (\$10 - \$20) and come packaged in a plastic case with a description of the program included and sometimes with a teacher's guide. The District Resource Centre staff will prepare labels and catalogue cards so that the videos are "shelf ready" for teachers and students.

**OUR TASK:** We want to identify the videos which should be available at the school level and be kept in the library resource centre for distribution to staff and students on a regular basis.

### **CONSIDER THE FOLLOWING WHEN IDENTIFYING VIDEO PROGRAMS WHICH SHOULD BE AVAILABLE AT THE SCHOOL LEVEL:**

- We should think of some videos as reference materials and these should be presented to students and/or used by groups of students as reliable sources of specific information. In other words, when students are viewing some video programs they should be recording the information presented, discussing it and using it along with other print and non-print resources for assignments, projects etc. Viewing a video should not be a passive activity.
- Identify those programs which teachers might need to show students more than twice over the school year.
- Video programs which are needed by several teachers on a regular year-to-year basis may be considered for inclusion in the library resource centre's collection.

- If programs are seasonal, e.g., Spring, the District Resource Centre copy may be booked. A copy should be available in the school.
- Many programs should be available for students to borrow from the library resource centre for home use. This is perfectly legal. Remember, our cost for a video is often less expensive than a library book. Lending our students good video programs is a way in which we can help to counteract the poor viewing habits they may have established from watching commercial television. It is worth promoting the availability of videos through your parents' group.
- Videos often support reading and these can be used regularly as a motivational tool so that students will seek out specific authors, titles or a genre. Videos should be in the school if they are going to be used on an ongoing basis for this purpose.
- Videos may also be integrated into a learning centre along with other learning resources. Consider video for school purchase if they are going to be needed for an extended length of time in these centres.
- If a video supports a major theme unit and will be used for an extended period or on a regular basis it should be available in the school.
- Those videos considered "classic" children's stories should be considered for the school library collection.
- If there is a short segment of a longer video that could be used in a classroom as an effective motivator for discussion or thinking, you may wish to keep the video cued on that segment for use on an ongoing basis. Perhaps, you should consider this for school purchase.
- If there is an excellent series which contains a few episodes which may not be appropriate (i.e. Reading Rainbow), you should consider selecting the best programs from the series as long as the episodes are not sequential and do not depend on one another. In some cases the entire series should be available in the school.

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The following titles are those recommended by the teacher-librarians in S. D. #65 for placement in a school based collection. Included are Image Media's order number and price. Contact Image Media for descriptions of the programs.

Image Media Services Ltd.,  
 Unit 150, 12140 Horseshoe Way,  
 Richmond, B.C., V7A 4V5

Telephone: 272-7797 or  
 1-800-665-6636

## TITLES

ORDER #	VIDEO TITLE	COST
PLL025	Aids: A Different Kind of Germ	10.00
PRO503	Alexander And The Terrible, Horrible, No Good, Very Bad Day	10.00
PLL016	Alexander, Who Used To Be Rich Last Sunday	10.00
PLA020	An Alphabet Of Space	10.00
PR0387	Animal Babies	10.00
PR0463	Animal Cafe	15.00
LS0772	Autumn	10.00
PR0504	Bell On A Deer	10.00
PLA028	Blackberry Subway Jam	10.00
PLA032	Brave Irene	10.00
PR0528	Butt It Out	10.00
PLL031	Buy Me That	15.00
PR0515	Canterville Ghost	15.00
PR0505	Christmas Every Day	10.00
PR0506	Cinderella	10.00
PLL028	Clean Club	10.00
PR0500	A Pocket For Corduroy	10.00
PR0495	Courtesy Is Caring	10.00
PSC024	Crayons And Markers	10.00
E00106	The Cricket In Times Square	15.00
E00162	The Cuckoo Clock That Wouldn't Cuckoo	10.00
PR0507	Curious George	10.00
PR0508	Curious George Goes To The Hospital	10.00
PR0516	The Elephant Who Couldn't Forget	10.00
G00160	The Fight	10.00
PR0509	Freckle Juice	10.00
PR0409	A Firefly Name Torchy	10.00
PR0510	Freddie And The Magic Fiddle	10.00
PR0512	Frog Goes to Dinner	10.00
PSC021	Garbage Tale	10.00
PLA024	Great Snake	10.00
PLA025	The Greedy Frog	10.00
PLA030	Guinea Pigs Is Pigs	10.00
PLA033	The Happy Lion	10.00
PLL029	Human And Animal Beginnings	10.00
A00254	I Know An Old Lady Who Swallowed A Fly	10.00
SE0349	I'm No Fool Having Fun	10.00
SE0336	I'm No Fool In Water	10.00

<b>ORDER #</b>	<b>VIDEO TITLE</b>	<b>COST</b>
PR0395	Indian Food Fishing	15.00
PR0375	Insects: Cycles Of Life	10.00
PR0396	Insects: Defense Against Enemies	10.00
PR0496	It's Me, Claudia	10.00
PR0533	Kylie's Song	10.00
PR0498	Leave It Alone	10.00
PLA031	Legend Of Blue Bonnet	10.00
PLL015	The Library	10.00
PLA029	Log Driver's Waltz	10.00
LS0952	Looking At Birds	10.00
E00616	Lorax	15.00
SE0019	Lost In The Woods	15.00
PLL021	McGruff On Hallowe'en	10.00
PLA034	Madeline's Rescue	10.00
PSC010	Magical Field Trip To The Dinosaur Museum	10.00
PLA023	The Marzipan Pig	15.00
PLL010	Mickey's Safety Club	10.00
PR0393	Minnie's Science Field Trips: San Diego Zoo	10.00
PR0517	The Mouse And The Motorcycle	20.00
PR0530	Minou	10.00
G00272	The Naturalist	10.00
PLL023	Poisonality	10.00
PLL026	The Quarrelling Book	10.00
PLL007	Rachel And Maria	15.00
PLA026	Ralph S. Mouse	20.00
E00657	Rosie's Walk	10.00
PLA027	Ruth Heller's Nature Stories	15.00
PSC011	Spiders And How They Live	10.00
G00304	Standing Up For Yourself	10.00
E00642	Strega Nona	10.00
PLA010	Summer Legend	10.00
PLL022	The Tenth Good Thing About Barney	10.00
PLL027	That's Stealing	10.00
E00787	Through Grandpa's Eyes	10.00
PR0526	Tillie The Unhappy Hippo	10.00
PSC035	Tunnels	10.00
PPO492	Two Kinds Of Touch	10.00
E00661	The Ugly Duckling	10.00
PR0527	Urashina Taro	10.00
E00189	Velveteen Rabbit	10.00
PSC012	The Water Cycle	10.00
PR0494	When Parents Divorce	15.00
PR0385	When The Wind Stops	10.00

<b>ORDER #</b>	<b>VIDEO TITLE</b>	<b>COST</b>
PR0534	Where Does Sand Come From	10.00
PR0534	Where The Forest Meets The Sea	10.00
E00662	Where The Wild Things Are	10.00
E00094	The Wild Swans	10.00

### SERIES

<b>ORDER #'S</b>	<b>SERIES TITLES</b>	<b>PRICE</b>
PR0397-428	Animal Family Series	10.00 ea.
PR0429-438	The Big "A" Teacher's Art Series	10.00 ea.
PR0482-484	Children And The Visual Arts Series	10.00 ea.
PR0545-547	Connecting Through Art Series	20.00 ea.
PR0472-481	Encounters Series	15.00 ea.
PSC022-041	Here's How Series	10.00 ea.
SO0136-141, SO0296-297, SO0417, SO0831, SO0812-821	Let's Visit Series " " " " " " " " "	10.00 ea.
PR0468-470	Magic World Of Art Series	10.00 ea.
PSC013-16	Matter And Energy For Beginners Series	10.00 ea.
PR0439-467, PR0379, 382,384	Reading Rainbow Series " " "	15.00 ea.
PL007, 009, PLL024, PLL032-39	Safe Child Program Series " " " "	20.00 ea.
PR0389-391	Science Walk With David Suzuki Series	10.00 ea.
PR0487-491	Taking Responsibility Series	10.00 ea.
PLA012-014	Tales Of The Wesakechak Series	10.00 ea.
PR0520-525	Wild World Series	10.00 ea.
PR0535-537	Wilton Art Appreciation 100 Series	15.00 ea.
PLL012-015	Your Town Series	10.00 ea.

# EFFECTIVE REPORT WRITING PROCESS

by **HAZEL STARLING**, teacher-librarian, retired, SD#44(North Vancouver) and **SONJA FOWLES**, teacher, Canyon Heights Elementary, SD#44 (North Vancouver) with **BARBARA SMITH**, teacher-librarian, Larson Elementary, SD#44 (North Vancouver).

*Eds. note: in our September issue we printed a report by Pat Walach of SD#38(Richmond) in which she outlined a program for teaching the skills of report writing to elementary students.*

Early in 1988, North Vancouver LAC teacher Sonja Fowles attended a workshop presented by Jane Hunter of Richmond School District. At the workshop Sonja learned about Richmond's report writing process. Sonja thought the process would be useful to her students, and approached Hazel Starling, the teacher-librarian at her school, Upper Lynn Elementary, with a suggestion that they work as a team. Hazel was enthusiastic about the method and about the idea of working cooperatively.

Hazel had had difficulty getting the teachers at her school to participate in cooperatively planned and taught units. The station study approach didn't meet the needs of most of the teachers. She was open to a new approach.

Hazel and Sonja went to their principal, Ken James, and presented their plan to him. He was encouraging and made several suggestions: that they ask the teachers for a three year commitment; that they contact assistant superintendent Tom Carlile requesting assistance from the district; that they draw up and make a formal proposal to the staff and to the district superintendent; and that Sonja and Hazel visit Richmond to meet with Jane Hunter to see the program in action. These suggestions were followed, with the result that funds for release days for both teachers were provided. The visit to Richmond took place in June 1988.

Sonja and Hazel set up plans for a workshop on a professional day in September 1988. The whole day workshop was presented by Jane Hunter to the staff of Upper Lynn Elementary, and concluded with a three-year commitment from the teachers, a proposal for organizing by grade teams, a time line for the year, and a schedule for teacher visits to Richmond.

Principal Ken James was very supportive throughout the planning procedure and in each stage of the program's development—an important factor in its success. Another essential ingredient was the

cooperation of the teachers. Parents were included by presenting a mini-workshop to them in February 1989. It was well received, and enthusiastic support from parents was continuous.

In the third year, Hazel and Sonja gave two workshops for district teachers and teacher-librarians. At time of writing at least ten out of the thirty elementary schools in North Vancouver are using some form of the ERWP system. A teacher's guide has been translated into French and is available from SD#44.

Starling and Fowles found that the program meets LAC and ESL teachers' needs. These teachers often feel dissatisfied with project assignments which frustrate their students. The ERWP program gives students a process which they can follow to have success. Also, the LAC teacher becomes better known, reducing somewhat the stigma attaching to students going to LAC or receiving help from the LAC teacher in the classroom. The teachers found that student attitude to the LAC was much improved. While ESL was not a large part of Upper Lynn's program, other schools have found that the ESL teachers and students were similarly benefitted.

The Upper Lynn program is delivered by a triad of teachers: the teacher-librarian, the classroom teacher, and the LAC or ESL teacher. However many schools do very well with a cooperative team of classroom teacher and teacher-librarian, if it is not possible to schedule in the helping teacher.

The presentation of the skill steps always took the form of modelling role-play by two teachers pretending to be students. This was very entertaining to all, as well as a proven technique for communicating with LAC and ESL students. It is hard to overstate the importance of this technique. As much as possible, every part of the activity was modelled.

Below is a collection of materials developed by Hazel and Sonja as part of their workshop.

# PROPOSAL FOR EFFECTIVE REPORT WRITING IN THE CONTENT AREAS K-7

## 1. Goals

- to link a report-writing process with a problem-solving process
- to demonstrate specific strategies for teaching report writing skills
- to demonstrate the role of the teacher-librarian and LAC teacher in planning cooperatively with teachers
- to establish a scope and sequence for report writing for each grade

## 2. Suggested time line:

Sept. 30, 1988 all day workshop with Jane Hunter

Oct. 15, 1988 visits to schools in Richmond (1 team member, 2 students)

Oct. 15-Nov. 15 first two classes:

### Week 1 Planning

- planning in grade teams with LAC teacher and teacher-librarian, with release time provided for teachers.
- time frame for implementation
- plan how to present ERWP to students

### Week 2,3,4 Implementation

- three teaching periods per week in the library resource centre with classroom teacher, LAC teacher and teacher-librarian (total of nine LRC periods, plus class time).
- week 4 concludes with an evaluation and recommendation session.

Nov. 15-Dec. 15 second two classes, as above.

## BACKGROUND MATERIALS

### A Rationale

- to improve higher-level thinking skills
- to teach a report-writing process to the students that would be a life-long skill
- to improve research and information-retrieval skills of the students
- to increase student ownership of projects and decrease the amount of assistance required from parents—empower the student.
- to provide a vehicle for cooperative planning and teaching

- to assist with the theme approach being used in classrooms
- to provide an opportunity for the LA teacher to work more closely with all students
- to provide an opportunity for the teacher-librarian and LA teacher to work more closely together

### B Goals

- to link a report-writing process to a problem-solving process
- to demonstrate specific strategies for teaching report-writing skills
- to demonstrate the role of the teacher-librarian and LA teacher in planning and teaching cooperatively with classroom teachers
- to establish a uniform, cross-grade, K-7 report-writing program

### C How to Get Started!

I Talk to the principal

II Make a proposal to teachers for a commitment of time, 3 years recommended.

III Work with principal on detailed plan for implementation

a) grade teams

b) teacher and student visits to other schools

c) parent presentation

d) ERWP update every staff meeting

IV Arrange a professional day to introduce the report-writing program

a) learn the process

b) arrange planning teams

c) set up a schedule for the year

V Contact superintendent for provision of release days for planning, implementation and visits.

VI Plan for year-end evaluation for teachers and students

### D Planning Process

I Meet in grade teams at least one week before report-writing program begins.

Planning time suggested is one afternoon.

II Work through cooperative planning outline, timeline and lesson plan guide.

III Schedule time: three 40-minute periods per week per class for three weeks.

IV Use a variety of subjects and topics: Social Studies, Science, Language Arts—follow the theme of the classroom.

## ERWP COOPERATIVE PLANNING OUTLINE

Class/grade: \_\_\_\_\_

Date: \_\_\_\_\_

Timetable: \_\_\_\_\_

Project Title: \_\_\_\_\_

1. Objectives:
2. ERWP skills:
3. Library skills:
4. Format of product: (layout, size, illustrations, etc.)
5. Resources:
6. In-class preparation:
7. Teacher preparation:
8. Evaluation:

### STUDENT REPORT EVALUATION

1. Variety of facts selected	<u>15</u>
2. Categories and facts effectively sequenced	<u>15</u>
3. Rough draft	<u>10</u>
4. Editing - effective topic sentences - rich vocabulary - variety of sentence styles - logical information - strong conclusion	<u>15</u>
5. Proofreading - spelling - punctuation - capitalization - proper usage - proper verb tense	<u>10</u>
6. Publishing - easy to read - attractively displayed - imaginative artwork - interesting lettering - interesting title - effective use of colour	<u>15</u>
Total	<u>80</u>

## ERWP STUDENT PLANNING SHEET

Name:

Topic:

Major question to be researched:

What I already know about my topic:

Questions I need to answer:

Where I can look for information:

Print sources

Non-print sources

People sources

How am I going to present my information?

Written report

Chart/maps

Media

Oral report

Illustrations

Real things

### THE ERWP PROCESS

#### 1. Define the problem

- decide on the question you want to answer
- in a split class, teach the process allowing for different content
- student choice/teacher choice: teacher sets guidelines
- student feels ownership
- expectation for each student's writing is variable
- "I know/I wonder" activity
- help students refine a broad topic by skimming or previewing
- help collect material from books, films, newspaper articles, pictures, interviews, library resources.

#### 2. Gather facts

- model the note taking process for students, using an overhead projector, chalkboard or chart paper
- pick key words and phrases by underlining in source material. This can be modelled by making an overhead transparency of a selected reading portion.
- resource material may be specially prepared and photocopied, if readable resources are scarce or unavailable
- use a partially filled-in fact sheet
- use blank fact sheets (lined in suitably-sized boxes)
- encourage a variety of facts
- younger classes may place the facts on a large chart as a whole class
- students may fill in the facts in pairs or small groups; note that any project may be done cooperatively from start to finish, however it works well to photocopy the notes at this stage and give a copy to each student, so they can work independently from this point onward.
- students may work individually

3. Sort Facts (Analyse)
  - recognize the relationship between headings and facts
    - i) cut up fact sheets to separate each fact
    - ii) sort the facts into categories
    - iii) sort the categories into a logical sequence (e.g., describe the animal before you tell about its enemies)
    - iv) select headings for categories
    - v) add more facts or discard categories with insufficient facts
  - start with just two categories
  - with older students, limit the number of categories
  - teacher may name them, or student may develop own
  - model the process using a sample with facts cut up into strips—an overhead transparency or a pocket chart
  - provide envelopes to hold the facts during the sorting process (file folders with five or six book pockets glued in work well)
  - five to ten facts per category is usually enough for a first ERWP project
  - the bibliography is the final category—treat bibliographic citations as facts
4. Sequence facts
  - use logical order in written work: sort facts within each category to make a sensible sequence
  - demonstrate, using a pocket chart or overhead projector
  - important that a teacher check the students' work before it is glued
  - glue the facts and category headings on a backing sheet to form a working set of notes
5. Rough draft, part 1
  - direct teaching: teacher models writing of one paragraph (using facts from one category) to establish criteria
  - review concepts: topic sentence, full sentences, combining two facts into one sentence, use of joining words, interesting sentences, use of supporting facts
  - write so as to capture the reader's interest
  - in the model, include a 'stray' fact which does not fit in the category/paragraph and see if students pick it up
  - double space draft copies
  - write another paragraph as a class activity
  - students do a practice paragraph individually, following the model
  - have these samples available for students to refer to
6. Rough draft, part 2
  - Demonstrate an opening and a closing paragraph
  - Opening: suggests main text content, leads reader into the text
  - Closing: a conclusion, a summation
  - Write opening and conclusion on separate sheets of paper, so they can be added to the existing rough draft in sequence
  - double space; line through discarded facts
  - do author's mumble of the draft (read it over quietly to yourself, to see if it sounds right)

## 7. Editing

- prepare an error-filled paragraph, e.g. short choppy sentences, no descriptive words, unnecessary repetition, and put it on an overhead transparency or chart
- refer students to the report evaluation sheet, for editing criteria
- teachers model the roles of author and editor: author reads her rough draft, editor listens and suggests changes, author chooses whether or not to accept the suggested change, only the author actually writes on the draft copy, editor offers positive suggestions and comments
- form new pairs for the editing process; students reverse roles after one draft has been edited.

## 8. Proofreading

- establish criteria, according to students' skill level
- teacher or competent student can do this step
- second draft may be indicated, if many errors
- may do this step after each fact category is written into draft form
- demonstrate COPS strategy: Capital letters—Omitted words—Punctuation—Spelling
- groups of three work well: the strongest speller can be responsible for the spelling part of the COPS strategy, etc.
- provide a copy of the COPS checklist form, so students can record who checked what
- develop a proofreading code, or use standard marks

## 9. Publishing

- may take several periods, depending on type of project
- write out a good copy
- go over evaluation sheet to focus on what aspects of the work will be evaluated, what elements are required
- students may use computer word processor (parent helpers can be very useful)
- plan oral presentation: balanced body position; eye contact; waits for audience; projects voice and varies tone, etc.
- teacher shows samples of finished projects
- discuss layout (in a chart product), sequence of pages such as title page, outline/contents, bibliography (in a booklet project)
- students prepare a rough sketch of layout

## 10. Evaluation

- process and product
- refer to criteria throughout the process
- keep checklists for editing, proofreading and presenting
- use "I know/I wonder" sheets
- learning logs, rating scales work well
- student evaluation activity such as "The most important thing about..."

## UNIT EVALUATION FORM

Teacher's name \_\_\_\_\_

1. Were there enough sessions in the library resource centre?  
Comments:
2. Was the scheduled time of year appropriate?  
Comments:
3. Were the cooperative planning sessions effective?  
Comments:
4. Were the specific skills for teaching report-writing demonstrated effectively?  
Comments:
5. Was the method for identifying and finalizing each student's topic effective? (i.e. brainstorming, I know/I wonder, etc.)  
Comments:
6. Were the methods for fact gathering, categorizing, and sequencing effective?  
Comments:
7. Were the editing and proof-reading methods effective?  
Comments:
10. Were the publishing and presenting methods effective?  
Comments:
11. Did the ERWP help students develop problem-solving skills?  
Comments:
12. What area of ERWP was most difficult?  
For you as a teacher:  
For your students:
13. What changes would you make next time?
14. What aspects of ERWP do you think should be part of a ProD session?
15. What did we forget?

## STUDENT EVALUATION

Student name: \_\_\_\_\_ Grade: \_\_\_\_\_

1. The project I liked best was:
2. What I liked about ERWP:
3. What I didn't like about ERWP:
4. Comments and suggestions:

The ERWP program has evolved in each school which adopts it. A few additional materials which may be of help to teacher-librarians are included below.

(Enlarge the following and make into an overhead transparency, or a chart. Refer to it often in order to help students develop good work habits.)

### ERWP - HOW TO BE COOL

1. Have your tools: good pencil, good eraser, scissors, glue stick
2. Remember active listening
3. Keep on task—don't waste time
4. Cooperate with others, they'll cooperate with you

### ACTIVE LISTENING IS...

- Encouraging the speaker
  - have empty hands
  - look at the speaker
  - use positive body language
- Reflecting
  - pay attention
  - think
- Questioning
  - ask about what you heard
- Reframing
  - say it in your own words

### ERWP STEPS TO SUCCESS

Step 1 - Get ready

Think about your topic; do "I know, I wonder" or brainstorm what you know already; scan the resources available; finalize your topic; get your tools and work folder.

## Step 2 - Gather facts

Take notes carefully; use key words; write clearly; record every resource on your bibliography.

## Step 3 - Sort and Sequence

Cut your fact notes apart; sort them in categories; sequence each fact and each category logically; glue each fact note onto a backing sheet.

## Step 4 - Rough draft

Write your facts up into good sentences; group the sentences into paragraphs; write a preface or foreword, and a conclusion, if necessary.

## Step 5 - Editing and proofreading

Read over your work and correct anything you need to; work with a partner to do COPS strategy; have a teacher double-check, if necessary.

## Step 6 - Publishing

Write your good copy; use attractive arrangements of paper; prepare illustrations, diagrams and charts; prepare a title page including title, your name, and the date; rewrite your bibliography with authors' names in alphabetical order; put it all together in a cover or other form your teacher has requested.

## TIPS FOR GOOD NOTES

### 1. Short

Use key words

### 2. Think

Use your brain

### 3. Select

Use your outline

### 4. Spell

Use your eyes

The following may be given as a handout, or used as an overhead transparency or chart, to remind students of the elements of a written report.

## **FINISHING YOUR BOOKLET**

Put your work in this order:

1. Front cover (include the title, your name, and a design)
2. Title page (include the title, your name, the date, and a design)
3. Dedication page
4. An outline (list the main parts of your report)
5. The pages of your report, in order
6. The bibliography
7. The back cover (you may want to put a note about the author—yourself!)

Students should complete the self-evaluation form below in steps, as each part of the report is finished.

## **ERWP - STUDENT SELF-EVALUATION**

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

Y= yes N=no M=maybe

### **Step 1 - Selection of topic**

1. I chose a topic which is not too large and not too small. Y N M
2. I cooperated with my partner in choosing the topic. Y N M
3. I am sure that there are enough books and other resources to do this topic.  
Y N M

### **Step 2 - Gathering facts**

4. I cooperated with my partner in gathering the facts. Y N M
5. I did my share of thinking, talking and writing. Y N M
6. I can read and understand the notes. Y N M
7. I have at least one page of facts. Y N M

### **Step 3 - Sorting the facts**

8. I cooperated with my partner in sorting the facts. Y N M

9. I have my own set of facts in four or five groups. Y N M
10. I have at least five facts in each group. Y N M
11. I have the groups of facts in a sensible order. Y N M
12. Each fact is in a sensible order. Y N M

**Step 4 - Rough draft**

13. I have written the facts in good, clear sentences. Y N M
14. I have put the sentences in paragraphs. Y N M
15. I have read over my rough draft to check for mistakes. Y N M
16. I have used my time well and finished on time. Y N M

**Step 5 - Editing and proofreading**

17. I cooperated with the group in editing and proofreading my work. Y N M
18. When it was my turn to edit and proofread other people's work, I did my share. Y N M
19. I feel responsible for my own work and for the work of the others whose work I edited and proofread. Y N M
20. I think I did a good job editing and proofreading other people's work; I found some errors and I knew what to do to fix them. Y N M

**Step 6 - Publishing**

21. I made good use of my time while rewriting to make my good copy. Y N M
22. I am proud of the careful job I did in finishing the writing, the illustrating and the bibliography. Y N M
23. I encouraged others with helpful suggestions and a positive attitude. Y N M
24. I respected the materials and didn't use more than I needed. Y N M
25. I arranged the parts of my work carefully to be easily understood by the audience. Y N M
26. I included all the rough copies and working notes, so the teacher can see what I did. Y N M

# HOW TO USE A PREFACE/FORWARD AND AN INTRODUCTION

## Notes to teachers:

### TABLE OF CONTENTS

A table of contents is usually only used if the report is written in chapters. A table of contents lists chapter headings and any appendices. It should include page numbers for the first page of each chapter. A foreword or preface is not listed on the table of contents. An introduction is listed before chapter one, or, if it is very long, may actually *be* chapter one.

### OUTLINE

An outline is recommended in preference to a table of contents, for most student work at the elementary school level. An outline is a key to the author's organization of ideas, and should be in proper outline form. Major details are listed with upper case Roman numerals, minor details with capital letters, then lower case Roman numerals, and the smallest subdivisions using Arabic numerals. The major details are at the left margin, and all others are indented appropriately. An outline does not include page numbers. The major details are sometimes included in the main part of the report as headings of paragraphs or parts of the report, although the report may be a continuous text with no divisions, except paragraphs. A preface or foreword is not included in the outline. An introduction is either the first major detail of the outline, or listed on the outline before the first major detail. For younger students, only major details would be included.

#### BEARS

- I Description
  - A Species
  - B Colour
  - C Size
- II Food
- III Habitat
  - A Range
  - B Climate
- IV Reproduction
  - A Prenatal
  - B Postnatal

#### BEARS

- 1 Description
  - 1.1 Species
  - 1.2 Colour
  - 1.3 Size
- 2 Food
- 3 Habitat
  - 3.1 Range
  - 3.2 Climate
- 4 Reproduction
  - 4.1 Prenatal
  - 4.2 Postnatal

### PREFACE OR FOREWORD

Brief remarks to the reader concerning the purpose, limits, background, etc. of the report or essay, an explanation of resources, or techniques used, and a short list of abbreviations used in the footnotes, and acknowledgments. It should be centered on the page. Do not list the preface or foreword in the table of contents or on the outline.

\*adapted from Seeber, E. (1967). A style manual for students. Bloomington: Indiana University Press.

“Your preface, following the title page, should contain any preliminary remarks, acknowledgments of indebtedness, and the like that you wish to make about your thesis. If of more than one page, the preface should be numbered in small roman numerals because it is assumed that this is not written until the rest of the work is complete. A preface will not ordinarily be necessary and a long one may be pretentious.”

The MLA style sheet. Second edition. (1970). Modern Language Association of America.

## **INTRODUCTION**

Could be the first chapter or section of the report. It gives the reader an idea of what the author is assuming the reader needs to know in order to understand the rest of the report. It might be a brief history of the subject being reported on.

“An introduction, properly considered, is a part of the text and not a substitute for the preface. In some studies, such as critical editions, introductions are justified, but in many theses they can be dispensed with in favor of a more direct beginning in Chapter 1. If preliminary matter is so treated, a suitable heading can be devised such as “The Historical Setting.” A historical or review-of-previous-studies approach must, of course, be confined within sensible limits.

If “Introduction” is used along with numbered headings, number it also and treat it as Chapter 1.” Seeber, E.D.

## **CONCLUSION**

The standard style manuals do not include information on conclusions as commonly used in elementary schools. Generally it is best not to require a conclusion unless the content of the report suggests one. If the report is arguing a point, such as an environmental issue, or a political point of view, then a conclusion is necessary. However in a regular report offering data on some aspect of geography or natural history, a conclusion forces the student into banalities. The following are useful guidelines.

The conclusion should:

- give the last step in a process;
- summarize the main points of the argument; or
- offer one final, important point.

A conclusion should not:

- be a personal note to the one who will mark the report;
- include the author’s favourite facts; or
- express the author’s best wishes to the reader.

Instead of a conclusion, to effect a sense of closure, suggest:

- a brief reflection on the material presented;
- a speculation as to future developments in the field; or
- an author's biographical note.

The following may be given as a handout, or enlarged to make an overhead transparency or chart.

## **ERWP - STYLE GUIDE**

### **PREFACE OR FOREWORD**

- explains the purpose of the report
- gives an explanation of resources used
- is centred on the page
- is not listed on outline or table of contents

### **INTRODUCTION**

- is the first chapter or section
- gives background information
- gives a history of scholarship on the subject

### **CONCLUSION**

- gives the last step in a process, or
- summarizes the main points of the argument, or
- offers one final, important point.

### **TABLE OF CONTENTS**

- lists chapter headings
- gives the page each chapter starts on
- lists appendices and special features

### **OUTLINE**

- shows the author's thinking process
- shows the relation between main points and minor points
- is numbered and/or lettered according to a system
- does not include page numbers
- does not include the preface or foreword

---

## EDITING FORM

Name of student author: \_\_\_\_\_

Report name: \_\_\_\_\_

Date: \_\_\_\_\_

Editors please initial each step.

Unnecessary repetition	
Sentence sense	
Vivid words	
Sentence length and variety	

Editors' names: \_\_\_\_\_

---

## PROOFREADING FORM

Name of student author: \_\_\_\_\_

Report name \_\_\_\_\_

Date: \_\_\_\_\_

Proofreaders please initial each step.

C	Capital letters	
O	Omitted words or letters	
P	Punctuation	
S	Spelling	

Proofreaders' names: \_\_\_\_\_

# RESPONSE TO DRAMA CURRICULUM/ASSESSMENT FRAMEWORK

The British Columbia Teacher-Librarians' Association is the third largest Provincial Specialist Association in B. C. Our membership includes teacher-librarians from all school districts in the province and is representative of elementary, secondary and district levels. Teacher-librarians have a global view of the learning process. We are in a unique position to support the educational program as we work with teachers, administrators, ancillary staff and the community. Teacher-librarians have expertise in a variety of instructional strategies and knowledge of the diverse resources available to support all areas of the curriculum.

## Questions

#1 How do you see the Curriculum/Assessment frameworks, in conjunction with other support materials, assisting in planning learning experiences?

The British Columbia Teacher-Librarians' Association views the Drama Curriculum/Assessment Framework as a beginning to the curriculum development process. It outlines a philosophical base for the subject area grounded in the Year 2000 program and the description of the Educated Citizen. If the detailed curriculum follows the direction indicated in this framework then the school library resource centre program will become even more essential for the successful implementation of the Drama curriculum. It will be imperative that all teachers and students have access to an extensive resource collection and the expertise of a qualified teacher-librarian. Additional resource documents will be needed for teachers and teacher-librarians to plan specific learning experiences. This should include sample units, lists of resources, and assessment/ evaluation techniques.

#2 Is the Framework valid and clear?

Yes, it gives a broad overview.

#3 What areas of the Framework do you consider to be a positive "step in the right direction"?

The development of a curriculum/assessment framework for Drama, Primary through Graduation,

recognizes the integrity of this subject area as well as the numerous opportunities for integration. Drama is another form of communicating knowledge, skills and attitudes in a wide range of curricular areas. The new emphasis on "process-centered drama" will make drama more meaningful to students. They will draw on their own experiences and be able to create in a risk-free environment.

In the section "Drama and the Educated Citizen" the concept of the life-long learner is discussed which mirrors the Statement of Philosophy outlined in *Developing Independent Learners: the Role of the School Library Resource Centre* (Ministry of Education, 1991).

#4 Are there any particular aspects of the Framework that are of concern to you?

It is clear that the School Library Resource Centre plays a vital role in implementing the Drama program at the Primary, Intermediate and Graduation levels. Therefore resource-based learning opportunities should be identified in the "Implications For Planning". Many teacher-librarians, especially at the Elementary level, incorporate a range of drama forms into the library resource centre program. The support available from the library resource centre and teacher-librarians should also be recognized within the "Implications For Planning".

Elaboration of "script work" under Curriculum Intention 1 could include Reader's Theatre and oral reading.

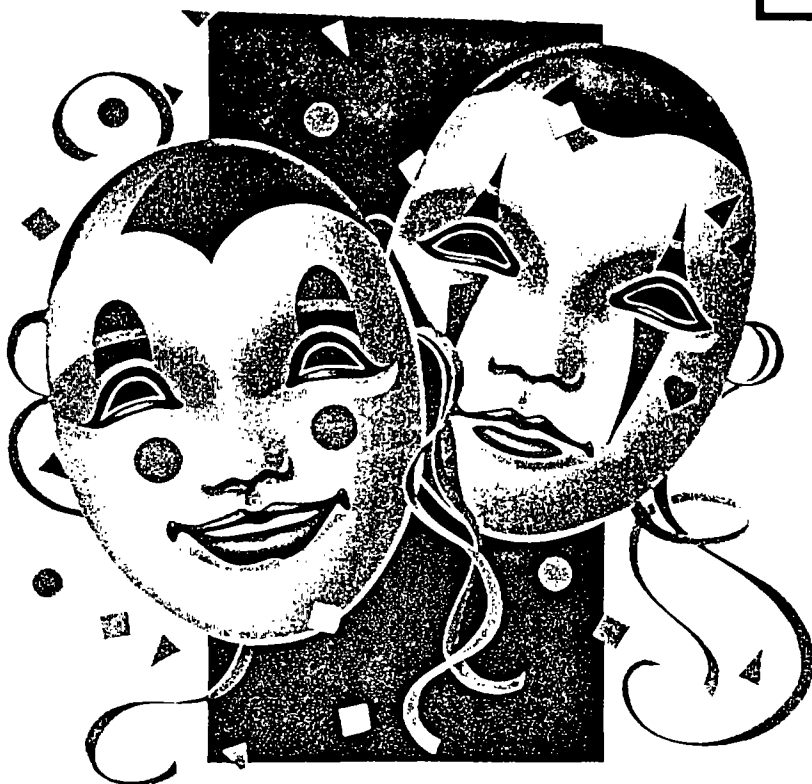
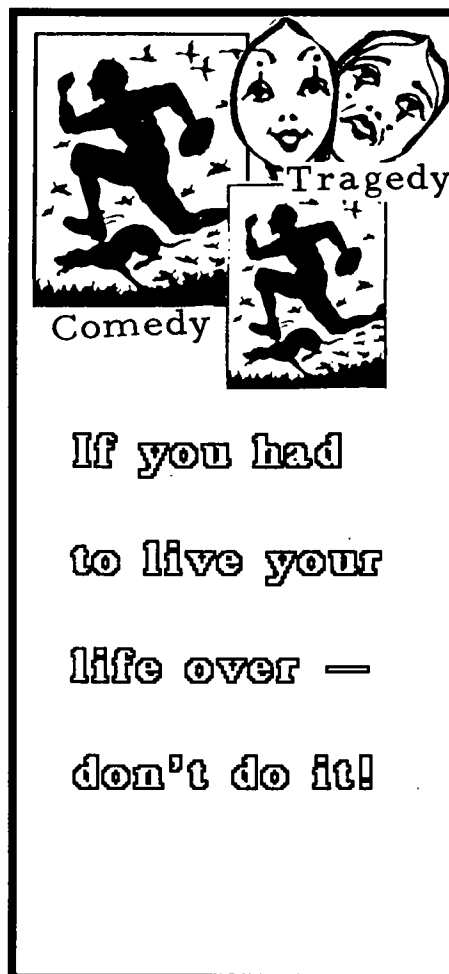
#5 What more specific curriculum and assessment material is needed to support teachers in classrooms?

The teacher resource material developed from this framework must be useful to non-specialist teachers. Samples of successful resource-based learning activities which use an integrated approach are needed from Primary to Graduation. The school library resource centre should have a collection of print and non-print materials that facilitates the development of a drama curriculum.

#6 What opportunities do you see for cross-curricular integration?

As stated earlier, drama is another form of communicating knowledge, skills and attitudes in a wide range of curricular areas. An awareness of the connections between subject/strand areas will be enhanced when drama is incorporated into students' learning activities. Opportunities for these activities can be designed into the cooperatively planned project work undertaken in the school library resource centre.

It was noted that an Appendix discussing Drama and Curriculum Integration has not yet been developed. It would be appropriate for the role of the school library resource centre to be mentioned in this section.



# Now Is The Time!

Submit an article, unit or bibliography to

## ***THE BOOKMARK*** —

the winner of the 1993 CANEBSCO Award

### COMING THEMES FOR 1993-1994 ARE:

#### **MARCH 1994: BRAVE NEW WORLD!**

Genetic engineering, robotics, artificial intelligence, virtual reality — each day a new and confusing term appears. Each year the possibilities for change in the way we, as human beings, live and experience our world are greater. The ethical, cultural and personal dilemmas posed by these changes will impact on all of our students. What will the Brave New World be like, and what are we doing to prepare students for it? **Deadline: January 25**

#### **JUNE 1994: "HOT!"**

This is our attempt to define popular culture. Each day teachers and teacher-librarians are bombarded by the "If it's Hot, it's Cool" perspective of our students. Do we know what's hot? Let's find out. Get your students to participate. What's hot and what's not? What's new and current in fashions, food, future jobs? What makes something popular? Who are the individuals coming on the scene now who will be the ikons of next year? Does popularity mean lasting quality? Who are the hot authors and why does the public like them? Units on popular culture and lists of hot summer reading are also needed. **Deadline: April 25**

***SUBMIT MATERIALS TO AN EDITORIAL BOARD MEMBER  
AS SOON AS POSSIBLE.  
WE ACCEPT MATERIAL MONTHS IN ADVANCE AS WELL  
AS RIGHT UP TO THE DEADLINE DATE.  
INVOLVE YOUR CHAPTER IN SPONSORING AN ISSUE.***

# RESPONSE TO SOCIAL STUDIES CURRICULUM / ASSESSMENT FRAMEWORK

The British Columbia Teacher-Librarians' Association is the third largest Provincial Specialist Association in BC. Our membership includes teacher-librarians from all school districts in the province and is representative of elementary, secondary and district levels. Teacher-librarians have a global view of the learning process. We are in a unique position to support the educational program because we work with teachers, administrators, ancillary staff and the community. Teacher-librarians have expertise in a variety of instructional strategies and knowledge of the diverse resources available to support all areas of the curriculum.

In preparing a response to the Social Studies Curriculum / Assessment Framework document, the executive board of the BCTLA asked each of four chapters in different areas of the province to discuss the document in general terms, respond to the focus questions and comment on the impact the social studies framework might have on school library resource centres and the role of the teacher-librarian. Chapter response drafts were reviewed and reformatted by members of the executive board to prepare a BCTLA submission to the Ministry of Education. Copies of the BCTLA response will be sent to the BCTF as well as being published here in *The Bookmark*.

## General Comments

Four chapters (Cariboo-Chilcotin, Kamloops, Northern Lights, Terrace) reviewed the Social Studies Curriculum / Assessment Framework. Some commonalities were noted by each group. A common focus of all the Curriculum / Assessment Frameworks is the inclusion of critical thinking, problem solving and process learning. The document is not intended to be used by itself, but in conjunction with other recent curricular resources (e.g. - Primary Program, Intermediate Program Foundation Documents). Social Studies is viewed as an important curriculum area emphasizing life long learning. Teacher-librarians recognize a need for a more defined and detailed curriculum document that includes philosophy, theory, specific learning expectations (aims, intentions, outcomes), suggested units, lists of resources and evaluation strategies / techniques.

The curriculum intentions of the Social Studies Curriculum / Assessment Framework cannot be effectively attained without the active involvement of the teacher-librarian. Teacher-librarians and the school library resource centre are essential, integral components for educational programs that incorporate and implement resource-based learning. Teacher-librarians view themselves as critical partners in the planning and implementation of all curricular areas of the school instructional program. However, there is no recognition of this role in this framework document. It is not enough for this role to be implied, it must be stated.

## Rationale

The rationale of the Social Studies Curriculum / Assessment Framework identifies the many disciplines which encompass the social studies and its distinctive "ways of seeing." The Framework addresses the challenge of providing integrated learning experiences to promote social and global awareness for today's learners. This document recognizes the importance of resource-based learning and the use of diverse teaching strategies to accommodate individual and group learning.

## Focus Questions

### #1 How do you see the curriculum / assessment frameworks, in conjunction with other Ministry support materials, assisting in planning learning experiences?

- provides good philosophical base, but additional curriculum resources must also be consulted and examined
- supports specific goals of the Primary Foundation and Intermediate (Draft) Documents
- emphasizes the development of individual social responsibility
- supports what educators already know about learners, learning and active participation

### #2 Is the framework valid and clear?

- language is clear and understandable, although the document needs to be read more than once

- requires page-referencing and a glossary of terms (critical reflection, ways of seeing)
- new terminology needs clearer definitions - is it really necessary to redefine established concepts with new jargon?
- provides a good definition of Social Studies, inclusive of all disciplines
- recognizes integrative link between different subject areas

### **#3 What areas of the framework do you consider to be positive?**

- emphasizes the development of individual social responsibility
- encourages learning through active participation
- suggests a variety of learning styles
- recognizes the importance of an educated citizen
- promotes the use of Canadian content
- supports the use of current resources
- encourages using diverse information sources, print and non-print
- encourages great possibilities for integration
- Implications for Observation are open-ended
- involves students in decision-making at an early age
- stresses a variety of ways of looking at specific information or subjects
- clarifies the role of Social Studies in a period of educational change
- provides learners opportunities to develop and use life-long learning skills (i.e. - critical reflection)
- emphasizes independent thinking
- corresponds Implications for Observing and Curriculum Intentions to goals of Developing Independent Learners: The Role of the Library Resource Centre (B.C. Ministry of Education, 1991)
- links the past with the present and projects to the future
- explores current issues

### **#4 What concerns are there about the framework?**

- school library resource centres and teacher-librarians are not referred to, despite the emphasis on gathering, evaluating and selecting materials and the close correlation of this document's goals and the goals of *Developing Independent Learners: The Role of the School Library Resource Centre* (B.C. Ministry of Education, 1991)
- does not promote collaboration between the

- classroom and the library resource centre, teachers and teacher-librarians
- lack of developmental perspective (content, skills, concepts, at particular age levels)
- reference to other current curriculum guides and resources needs to be clearer
- open-endedness could lead to a lack of resource material problems
- user needs to know, at the beginning of the document, that this should not be used in isolation
- dramatic shift from skills-based instruction to process learning
- evaluation / assessment needs to be more specifically addressed to ensure teacher accountability
- some learning opportunities may be difficult to accomplish (i.e. - learners becoming actively involved in current local, national and international events and issues)
- some learning outcomes may be difficult to evaluate (i.e. - take action to effect change)
- Implications for Observing component does not always correspond to the Implications for Planning element
- provides too few examples of social studies integration
- vague descriptions of learning opportunities for each Curriculum Intention
- provides little guidance and direction to inexperienced professionals

### **#5 What specific curriculum and assessment material is needed to support teachers?**

- resource units using various instructional strategies and methodologies for each age level
- explanation of the disciplines included within Social Studies
- constantly updated, extensive and available curriculum resource materials (print, non-print, software)
- more literature connections
- more examples of curricular integration (i.e. - what are the links between different disciplines and Social Studies?)
- current, available resource bibliographies

### **#6 What commonalities are apparent among the frameworks?**

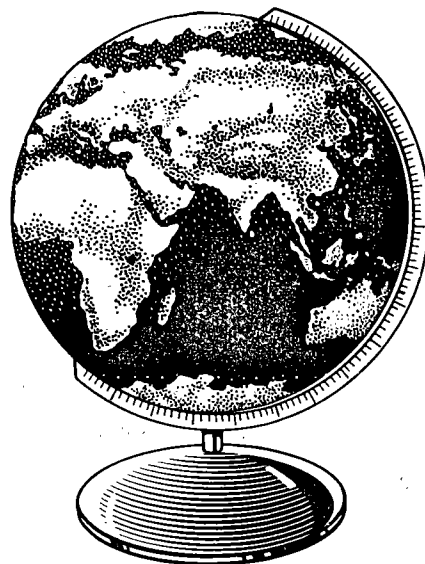
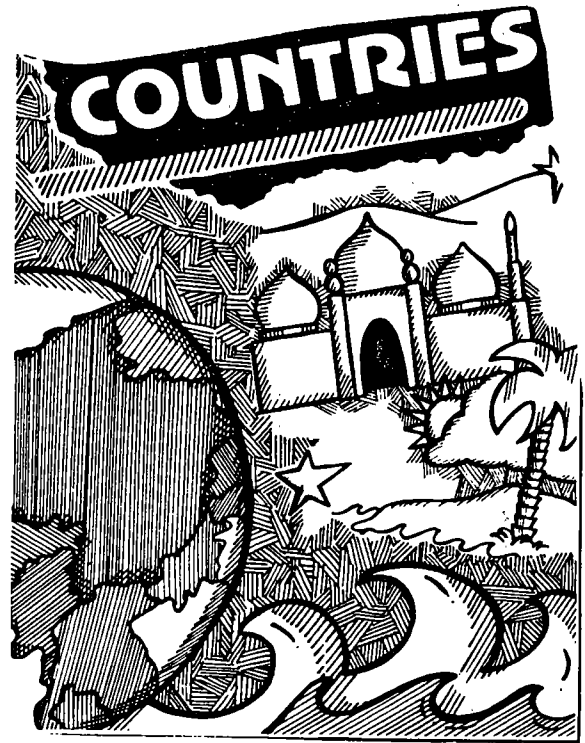
#### **What opportunities do you see for cross-curricular integration?**

- commonalities and relationships apparent

- Social Studies easily integrated across the curriculum
- opportunities exist via literature, drama and music
- provides too few examples, if Social Studies is emphasized as an integrative subject
- teacher-librarians should be mentioned as key participants in integration
- cooperative program planning between the classroom teacher and the teacher-librarian results in a strong, integrated resource-based learner-focused program

**Closing Comment**

The British Columbia Teacher-Librarians' Association views the Social Studies Curriculum / Assessment Framework as a part of the curriculum development process. The draft document outlines a philosophical base, and rationalizes the importance of Social Studies as an important discipline that prepares students to be socially responsible, informed citizens. The final curriculum document must provide more guidance and direction for educators, to ensure a cohesive instructional program for students. Critical reflection, as mentioned in the document, requires access and availability to a variety of resource materials. Thus, teacher-librarians, with their global awareness of curriculum and their expertise in working collaboratively with colleagues and students at different levels in various learning situations, are essential, integral components of the learning process in the Social Studies / Humanities Framework.



# CONFERENCE REPORTS

## WHY DINNER PLATES ARE ROUND

presented by **CANDACE SAVAGE**, writer.

reported by **BARB STEBBINGS**, teacher-librarian, SD#36 (Surrey).

Candace Savage is an author of non-fiction books for children and is presently living in Saskatoon, Saskatchewan with her fourteen-year-old daughter.

Candace strongly supports environmental education and through her books and workshops she hopes to create an awareness of the frightening and complex issues facing our world today. Yet, Candace also wants us to “maintain hope within ourselves” and she wants to give us ideas to use to improve our present state.

Candace began this workshop by giving an account of the depressing statistics affecting the 5.3 billion people on earth. One such statistic was the fact that by 2010, two billion people will be added to our population—two more Chinas—and twenty percent will not get fed! How much land do we have to support and feed this population? Candace demonstrated this dire situation by using an apple to represent the earth. There are 13 billion hectares of ice-free land represented by the apple. She cut away one third of the apple to represent wasteland and urban areas. She then cut away one third to represent forest areas. After cutting away another two-ninths to represent pasture and range land, the remainder is one-ninth of the apple left to be cultivated!

It was a shock to see just how little land is available to feed our world population, but then Candace went on to discuss the actual soil condition of the remaining one-ninth and the fact that part of that is contaminated by pesticides. Students would dramatically see the point!! A recommended book by Candace is *Soil at Risk* available through Soil Conservation Canada or The Senate of Canada.

What can we do about this situation? Candace led us into a discussion to arrive at the following suggestions as to how we can begin to develop an awareness of the very fragile condition of the planet earth in our students:

- keep a variety of opinions open—do not censor books (e.g. *Maxine's Tree*) but allow children choices and enable them to shape their own perspectives of the world
- bring in resource people from the local community or other locales—using opposite viewpoints to spark ideas
- present all sides of an issue using debates (e.g. loggers versus environmentalists)
- teach conflict resolution—this may be a backdoor to dealing with these thorny issues
- use role playing through music, drama, etc. This is often a fun activity!

To end the session, Candace presented a demonstration which she uses with school groups. It involved students deciding what was needed to make paper, clothes, and food and to realize how a lot of it comes back to the soil. We looked at a sample of soil—worms, leaf compost, and cow manure. The importance of good soil was emphasized. This was a great demonstration and Candace was fun to listen to and to work with!

Why are dinner plates round?? The earth is round and everything in life—life itself—completes a full circle.

This was an informative and well presented session. I feel it is time to pull the environmental issues off the back burner and get them cooking again in our schools! Candace will do book talks to a large group or demonstrations to small groups (two class size) for \$200.00 per half day. She will also discuss non-fiction writing with students. Call her at (306) 653-4599, Fax (306) 653-3819. Several schools could share the cost of travel. Candace's books include the “Earth Care” titles *Trash Attack!* and *Get Growing!*, as well as the “Discovery” books.

# DIFFERING VIEWS OF COLUMBUS: A COOPERATIVELY PLANNED HUMANITIES UNIT FOR GRADE 5, 8, or 9.

presented by **JUDITH COFFIN**, teacher-librarian, Elgin Park Secondary, SD#36 (Surrey).

reported by **FAWN KNOX**, teacher-librarian, David Thompson Elementary, SD#24 (Kamloops).

Teacher-librarian Judith Coffin presented a differing view of a well-known historical account—Christopher Columbus's discovery of America. This unit is designed to challenge the students to question the "facts" that are documented in encyclopedias and textbooks. Through a series of strategies that were presented by Judith and her two co-presenters, Grade nine students Paul Lescisin and Martin Salovsky, we were able to discern for ourselves the unscrupulous motives and violent acts of behaviour perpetrated by a man who has been revered as a great explorer and conquering hero.

Judith, Paul, and Martin walked us through the unit. Initially we compared the current view of Columbus portrayed in the American published encyclopedias to a more revealing view of Columbus found in historical documents, journals, articles and diaries. We discussed the omissions from the encyclopedia articles, the denouncement of the native beliefs, taking possession of the native land and the physical abuse endured by the native peoples.

Following this presentation of the differing views found in print material, we viewed a video *The Columbus Controversy* in which academics presented their views of Columbus. Some defended Columbus's approach and others denounced the barbaric methods used to not only conquer but also to extinguish a group of defenceless people—the Arawaks. Slides followed the video interviews. The slides reaffirmed the view that Columbus was brutal in his takeover of this gentle race of people. The slides were taken from texts that supported the non-conventional view by which Columbus was portrayed as having selfish motives and using unethical tactics to take possession of the land.

With each presentation—be it print material, videos or slides—Judith provided us with the outline of the lessons and follow-up material.

We were given time to examine the print material that revealed quite a different perspective. This created an opportunity to question "How should this event be remembered?" and to re-evaluate an historical account from a different point of view. This not only provided us with a better understanding of the past but also allowed us to build ideas and methods to deal with the future.

Judith concluded with a unique strategy in which opposing views of Columbus were expressed by the students. She patterned her activity after Paul Fleischman's book *Joyful Noise: Poems for Two Voices*. She included a sample poem "The First Encounter" written by one of the high school students.

Judith has put together a unit that embraces Year 2000 philosophy, cultivates meaningful learning, and is learner-focused. Critical thinking processes were exercised along with making choices and constructing one's own view of the truth. The presence of adequate material made the task easier. The responsibility was largely put on the student to become involved and create their own meaning from the material presented.

All the materials can be readily obtained. There is no copyright protection on the slides. These can be obtained for reproduction from Judith at her new school Elgin Park in Surrey. These materials could be put together as a district kit to be shared with Grades 5, 8 and 9 Social Studies classes.

Using other unique approaches, Judith is presently completing two cooperative Humanities Units—one on Medieval Women and the other on Women Inventors. Through the Global Education Project monies are available for Judith to present these workshops. They would be an excellent choice for district inservice days.

# TECHNOLOGY, THE ENVIRONMENT AND THE LIBRARY

presented by **DR. FISH (KIM FULTON)** teacher-librarian, involved with the Community Learning Network and **CHRIS McMAHEN**, teacher, (Armstrong) involved with the Water Stewardship Project,

reported by **VIVIAN RYAN**, teacher-librarian, Mount Pleasant School, SD#39 (Vancouver).

This workshop was given at the Kelowna site of the Simon Fraser University Campus. It did manage to

combine all three of the topics in one session using Macintosh computers. The theme was the care of our environment with the focus on the Salmon Enhancement Program.

The presenters had worked together on their MAs at SFU. They were an entertaining group, almost outnumbering the attendees! Their motto was to "Think globally, apply locally." They set about the daunting task of "taking a superficial look at a lot of things." Their goal was to show how to fit technology into the curriculum without getting lost in the dreaded "epistemological chasm."

The equipment they used were: two Macintosh computers, two big screens with overhead projections of the computer screen, plus a television with a laser disk, CD ROM and video player. Anyone who has ever relied on this much equipment for a presentation will be impressed to hear that it all worked!

One of the highlights of the presentation was when Dr. Fish and Chris McMahan demonstrated "Salmonids on Line." This telecommunication conferencing line was started as part of their MA thesis. Students in classrooms with salmon hatcheries could discuss their problems with each other and get Dr. Fish's help. Dr Fish told us that he had time to do his own research before responding to the students' queries. The students were motivated to talk to each other on their computers. Out of the on-line discussions came solutions to problems—for example, weekend and holiday feeding problems were solved with an alarm clock feeder. You can contact Dr. Fish at CLN (Community Learning Network) 1-800-661-8008 and join the network—for a price. (an old Mac will work just fine as your server)

Another highlight was the demonstration of the hypercard base, again using the salmon unit, developed by enriched Grade Seven students in Victoria. It

included a computer activated laser disk presentation. A program called Tool Book will produce a hypercard equivalent on the IBM platform. Before embarking on a hypercard stack, be aware that it is a "huge gobble of time" but, we were told, it was easy to teach. The students planned the stacks on paper or on file cards before they entered the data. Both students and teachers learned together as they went along. A mini lab was set up in the library where students could work on their stacks with the teacher-librarian available to troubleshoot and be on call.

The Community Learning Network was demonstrated by Enid Kristjanson, newly appointed Project Manager at SFU. Enid demonstrated the use of a "gopher" service which provides users with access to library services, bibliographic databases, sources of full text information and connections or gateways to a variety of local and international services. If you have ideas for Social Studies projects for telecommunication Enid will be happy to facilitate their production.

In summary, I would like to say that it is a huge challenge to get telecommunication so that it is workable in classrooms. There is a growing need for accessible curriculum projects. The important lesson taught at this workshop was to explore. Explore the network at home first, if possible, for it takes a great deal of TIME. Check articles on the Internet for bias of information, just as books would be checked before being placed on the shelf, and teach students to do the same. Most of all, explore telecommunications to find out how much fun it can be!

# HANDS ON HYPERCARD IN A HURRY

presented by **CLIFF RECHEL**, teacher, Dr. Knox Secondary, SD#23 (Kelowna).  
reported by **LOUISE BIGGAR**, teacher-librarian, Crofton House School, Vancouver.

Hypercard is a multimedia authoring program produced by Apple which allows students to create interactive slide shows with sound, animation, graphics and text. The flexibility of this unique program was expertly demonstrated by Cliff Rechel, the reputed "guru of Hypercard" in Kelowna.

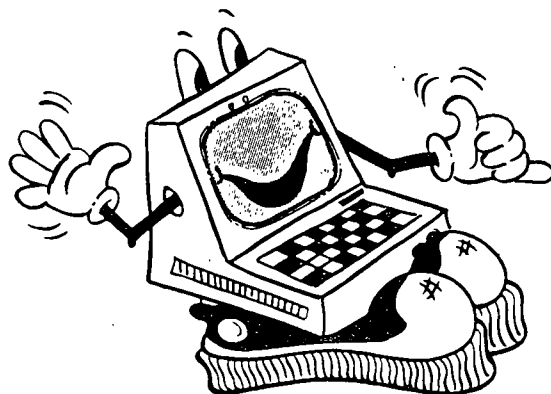
Hypercard is organized by stacks of cards (one screen each) on which the user creates a sequential production including sound, graphics and text. "Buttons" may be added to activate a series of cards or to allow the author to create a divergent path into a subtopic. Individual cards are customized through a set of tools on a pull-down menu while the stacks are manipulated through a set of programming commands.

Examples of student work showed that Hypercard is easily adaptable to many academic assignments and, in the hands of a creative student, can be used to produce brilliant work. One such example on pyramids incorporated dramatic sound effects and witty text to create a truly humorous and

effective project. Another project done for a grade seven mythology unit incorporated animation and text in a creative writing exercise which was both entertaining and interesting. Hypercard requires students to use critical thinking skills to predict the consequences of their programming instructions.

Hypercard is flexible, fun and very user friendly. Through a hands-on demonstration, Cliff guided us through sections of a five part lesson plan he uses with students learning the program. Icons and pull down-menus enable the user to navigate easily the commands and options available. More sophisticated users can then manipulate the tools to create a professional look. The end result is that Hypercard, being adaptable for students at many levels of computer knowledge, enables them to create a quality multimedia production.

Reference sources to use with Hypercard include the *Hypercard User's Guide*, *The Complete Hypercard 2.0 Handbook* by Danny Goodman and *Hypertalk 2.0: The Book* by Dan Winkler and Scott Kamins (for experienced users).



# YOU DON'T NEED TO BE A SCIENCE WHIZ TO MAKE YOUR LIBRARY A TECHNOLOGY AND ENVIRONMENT CENTRE

presented by VALERIE WYATT, writer, who helped launch Kids Can Press's non-fiction book program

reported by THORIE WHYTE, teacher-librarian, Handsworth Secondary, SD #44 (North Vancouver)

This session was intended to get across to students the idea of an association between science and the library. Simple experiments using materials easy to find and assemble were demonstrated. The materials for the experiments and the relevant science books could be assembled into kits by parent volunteers and made available for student loan. Or, actual experiments could be set up in the library and could be changed weekly with a sign "THE SCIENCE DETECTIVE: WHAT'S GOING ON HERE?" in order to have students attempt to explain the science principle being demonstrated.

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Hickman, Pamela. *Habitats: an activity book*. Toronto: Kids Can Press. ISBN 1-55074-066-9.

Hickman, Pamela. *Plant Wise*. Toronto: Kids Can Press. ISBN 1-55074-044-X. Also available *Bug Wise* and *Bird Wise*.

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\*Kaner, Etta. *Balloon Science*. Toronto: Kids Can Press. ISBN 0-921103-61-1.

\*Kaner, Etta. *Sound Science*. Toronto: Kids Can Press. ISBN 1-55074-054-7.

Love, Anne and Jane Drake. *Take Action*. World

Wild Life Fund. ISBN 0-921103-43-3.

Mason, Adrienne. *Green Classroom: 101 practical ways to involve students in environmental issues*. Pembroke Pub. ISBN 0-921217-60-9.

\*Ross, Catherine. *Circles*. Toronto: Kids Can Press. ISBN 1-55074-064-4.

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

Weyland, Jack. *Megapowers*. Toronto: Kids Can Press. ISBN 1-55074-051-2.

Wyatt, Valerie. *Science Books for Girls*. Toronto: Kids Can Press.

\* means that a science experiment was demonstrated from this book.

## OTHER SCIENCE SOURCES

Canadian Children's Book Centre, 35 Spadina Rd., Toronto, M5R 2S9. Publishes a science activity book and booklist divided by seasons.

World Wild Life Fund, 90 Eglinton Ave. E., Suite 504, Toronto, M4P 2Z7. Publishes a teacher's guide on endangered species, a quarterly newsletter and excellent fact sheets on endangered species.

APASE: Promoting and Advancing Science Education, Suite 305-1140 Homer St., Vancouver, B.C., V6B 2X6. Produces an excellent newsletter called *Prism*.

Great Explorations in Math and Science—Laurence Hall of Science. University of California at Berkeley, CA, 94720. Publishes *Involving—*

*Dissolving* with teacher's guide. ISBN 0-912511-50-8 for grades 1 to 3 and *Crime Lab Chemistry* for grades 4 to 8.

Ministry of Education. Program Development Division. Publishes Primary and Intermediate Science Experiments.

Teacher-librarians in elementary schools will find useful, simple, easy-to-assemble experiments in these books that can be used as ideas for the promotion of science and the creation of activity centres in the school resource centre.

## **SELECTED TOPICS IN VIDEO PRODUCTION FOR TEACHER-LIBRARIANS AND CLASSROOM TEACHERS**

presented by **MIKE MINIONS**, AV Production Technician for SD # 23 (Kelowna)

reported by **LINDA OLSON**, SD#37 (Delta).

This session was so full of ideas that a short report can hardly do justice to the presentation. With this in mind I shall simply give a brief summary or outline and highly recommend that all districts consider having Mr. Minions as a presenter on their district professional days.

**Technical Aspects:** we had a demonstration of repairing damaged tapes and then learned about different types of videotape formats.

**Operational Aspects:** we learned about the video camera set-up, and received many practical suggestions on the "how-to" aspects involving the use of the camera tripod, monitor, audio and lights. Many tips were given on the actual shooting techniques so that the work would become a quality production.

**Organizational Aspects:** we received many suggestions on how to organize the paperwork part of

video production and discussed what kind of graphics work best. There were also many tips on editing techniques.

This session made video production seem so simple. The suggestions were practical and easy to employ even if you have only the most basic of equipment. The presentation was definitely designed to enable the video camera to be used as an effective teaching and learning resource. I now feel confident enough to tackle another video project—with much more polished results! This is a must session for all school districts.

## **BIAS IN BOOKS**

presented by **CAROL EYLES**, teacher-librarian, **WENDY WICKLAND**, teacher-librarian, both of SD # 64 (Saltspring Island) and **LINDA MILLS**, teacher-librarian and music specialist, Gulf Islands.

reported by **RUTH JENNER**, teacher-librarian, SD#77 (Summerland).

This session started with a carousel activity in which the participants discussed four statements and commented upon them. This technique was used as a consciousness-raising activity. The statements were:

1. Good books are good for you—bad books are bad for you.
2. Is society improved by encouraging boys to act like girls and girls to act like boys?
3. Do you believe that children's literature reflects social values? Does it help to form them?
4. What specifics could you look at to determine bias in learning resources?

After much discussion we divided into two groups and examined five or six books. We then came to a group decision as to their being acceptability or unacceptability on the aspect of bias—specifically gender bias. I found that going through this process with a group was beneficial. Participants received the handout "Ten Quick Ways to Analyze Books for Bias."

# FUTURE TECHNOLOGIES AND THE SCHOOL LIBRARY RESOURCE CENTRE

presented by **MARK McKINNEY**, Technology Support Person, SD#23 (Kelowna).  
reported by **ELLEN COATES**, teacher-librarian, SD#69 (Qualicum).

The trends in technology indicate the following:

1. Technology will be cheaper and smaller but have more megabytes for the dollar.
2. Technology will be faster and easier to access.
3. We will see the merging of telecommunications, computers and video. Interactive capabilities will be built in.
4. The most used media in the 21st century will be electronic information—not books.
5. There will be an increased need to teach people how to access information.
6. Keyboards will disappear—computers with voice recognition will replace them.
4. There will be a tendency for greater remote access.
5. The library will be a temporary centre for video conferencing and a broadcast point for video, communications and data.
6. Librarians will become the centre point for information and will deal extensively with electronic communications. They will need to have knowledge of information organizations.

CDs will revolutionize the library system. Their storage capacity will increase 10,000 times. Videos will soon be stored on CD (120 minute capacity is coming). Read/Write CD technology is on the way.

There was one question which kept bothering me during this presentation—who is going to pay for all of this? Will British Columbia really be able to accumulate all this technology and have it available for students?

This session ended with the controversial prediction that in twenty years time there will be no fixed libraries. People will have the technology in their homes or classrooms to access the information they need.

Technology support will be needed in every school to keep our electronic information systems functioning. The school library, in ten years time, will be a multi-media extravaganza.

1. Encyclopedias and periodicals will be on CD-ROM.
2. Video cassettes, laser disks, telecommunications, satellite links will all be commonplace.
3. Wide area networks (worldwide) will be in place.

# CULTURAL DIVERSITY - LITERARY GIFTS

presented by **PATRICIA PARUNGAO**, teacher-librarian, Van Horne Elementary, SD#39 (Vancouver) and **GERALD SOON**, teacher-librarian, Burnsvew Jr. Secondary, SD#36 (Delta).

reported by **ISLA TASKER**, teacher, A. S. Matheson Elementary, SD#23 (Kelowna).

This session provided an introduction to the BCTLA's multicultural bibliography *Contemporary Books Reflecting Canada's Cultural Diversity* and to teaching strategies using multicultural literature. The morning workshop began with the distribution of an Agenda Map which was simply laid out and followed by the presenters. Displayed around the room for viewing was the entire collection of books selected for the bibliography. It is an impressive collection, with all but a few books being Canadian in content or production. A diversity of cultures is represented in this collection.

Gerald and Pat worked through some methods of appreciating literature. In a Sort and Predict Strategy we were issued with vocabulary to group and classify. When we had reached our predictions the real stories were divulged—they were *Roses Sing On New Snow* by Paul Yee and *Camels Can Make You Homesick* by Nazneen Sadiq. The next strategy, Literary Sociograms, had us draw arrows from each

character in the stories to another and describe the relationship or the feelings involved on the line linking the pairs of relationships. The third strategy was called Deep Processing and we were asked to generate the mental pictures, sensations, and linguistic information about the stories we had just read. Tastes, smells and feelings were all relevant. To remember and reinforce what we had just learned we used the Boggle Strategy which is virtually the game of Boggle. We wrote down all we could recall, then compared our list with a partner, starring the points that we had in common. Pat then gathered the points and kept a tally of the numbers of groups recalling the same points. The premise is that, if you reflect upon your learning, you will learn more and retain it longer.

This session was well-paced, easy-going and informative. We came away with a comprehensive book list and easy-to-follow handouts suitable for studying any novel, multicultural or otherwise.



# SCIENCE FICTION: TECHNOLOGY AND THE HUMAN EXPERIENCE

presented by **MONICA HUGHES**, Canadian author of young adult fiction.  
reported by **WILLA WALSH**, teacher-librarian, McNair Senior Secondary, SD#38  
(Richmond)

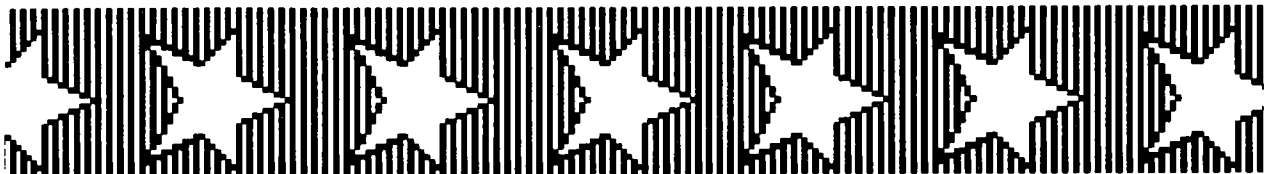
I have always wanted to meet the author of the many Young Adult titles I have in my school library with Monica Hughes's name on the title page. I cannot count the number of students I have encouraged to read these titles and they are the only science fiction books I read with relish! This session gave me a glimpse into the sources of inspiration, the methods of research, and the convictions which inform all of Monica Hughes's well-crafted books.

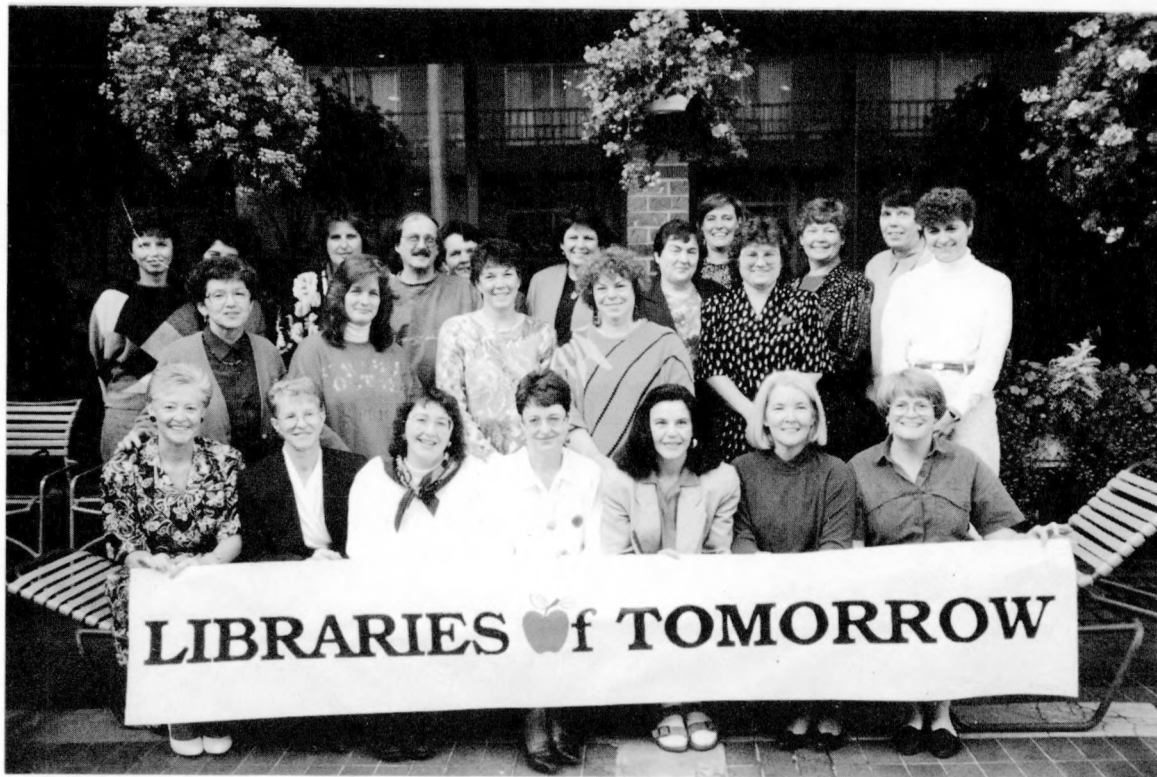
As a child, she was fascinated with Jules Verne, but later felt that the impact of inventions and technology had not been adequately addressed in the science fiction genre. She also felt that the plot of these novels dominated the books leaving little room for strong character development.

During the 1950s great advances were made in home technology with many labour-saving devices being invented. Their impact on society was astonishing and Monica became intrigued with how technological change shapes the lives of humans beings. She reflected that some technology, which had so much promise at the beginning, turned into a nightmare for the human race. Atomic power resulted in bombs which decimated whole cities of sentient beings. The profit aspect of invention can also lead humans down the garden path to destruction. So, we need to ask "What is technology for?" Fiction, especially science fiction, can give us some of these answers. It can help us ask important questions about our possible futures. It can help us turn knowledge into wisdom. It does this in a mythic way by the use of stories.

Adult science fiction can have a very bleak outlook, and can point out a dark future for mankind. Monica, however, feels that young adult fiction should have a hopeful voice—it should not "turn out the light" on young readers. Many of her novels were created as a result of her interest in human problems—such as ocean pollution. This concern forms the "understory" of two of her books—specifically *Conshelf 3* and *Earthdark*. The amazing story of the "boy in the bubble," the child who lived in a self-contained unit protecting him from the infections which would kill him, became the idea behind *The Keeper of the Isis Light*. The theme of loneliness was well portrayed in this very popular science fiction title and reflected how the boy must have felt being cut off from the normal activities and friends which are the focus of youth.

Other stories were influenced by Monica's interest in the Greenhouse Effect and Tom Berger's reports on the rights of indigenous people when their environment is disrupted by technology—huge hydroelectric dams which flood their habitat, etc. The depleting of the earth's fossil fuels formed another theme. Monica is a writer with a social conscience and her stories subtly reveal her convictions. The story element is primary to engaging the readers, but there is a depth of meaning behind the plot and characters. This is probably what attracted me to her works in the first place! Monica Hughes is a very thoughtful writer with the magic ability to entrance young readers—a winning combination!





### KELOWNA CONFERENCE PLANNERS

Heather Karabelas, Carol Brooks, Betty Sigurdson, Teresa Brinton, Rhonda Davidson, Margaret Manning, Joan Eaton, Elaine Scherer, John Pendray, Joanne Carmichael, Carol Ludbrook, Ordie Towhey, Mau Réveyrand, Sharon Bede, Ev Monteleone, Kay Treadgold, Carol Thomson, Jackie Loyd, Dyann Niehaus, Hilda Mitchell, Susan Darnbrough, Brenda Catherall, Marilyn Brown, Larry Gradin, Kathy Shave, Colleen Knox, Janice Reid, Rosemary Nelson, Laurie Desautels, Judy Akins, Roberta Mulhern, Jan MacCrimmon, Marjorie Buckham, Gabi Byers, Jean Christensen, Pat Kirby.

*Alan Mac Donald*



*Lawrence  
Lavender ↓*

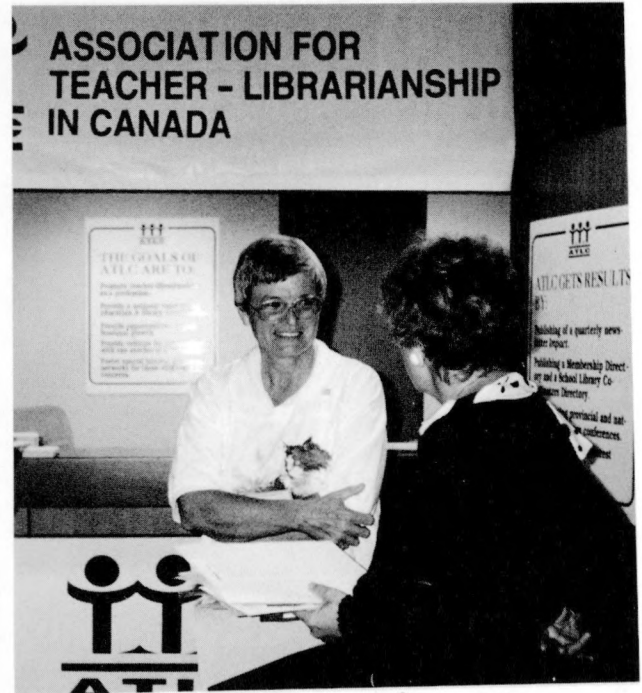


*Dr. Ron Gobe*



*Liz Austrom  
Michelle Farquharson*

*Display Area*



*Angela Thacker*



*Registration*

# TEACHING AND LEARNING STRATEGIES

## ONE: STUDENTS IN GROUPS

Presenters: **LIZ AUSTROM**, teacher-librarian, Magee Secondary School, SD#39 (Vancouver) and member of *The Bookmark* editorial board and **MICHELLE FARQUHARSON**, teacher-librarian, Walter Moberly Elementary School, SD#39 (Vancouver) and editor of *Emergency Librarian*..

Reported by **BARB HALL**, District Resource Centre Librarian, SD#57 (Prince George).

There are many ways to approach resource based learning. Teachers typically have only 3 to 5 strategies that they are comfortable with which may or may not help all children learn. Teaching styles affect the strategies used. You cannot change the teacher's style but can build on it. Thus, teacher-librarians should take a leadership role in the school by encouraging the use of a diversity of teaching and learning strategies.

Strategies are only one of the components of cooperative program planning and teaching as demonstrated in a diagram. Liz and Michelle led us through some of the group strategies that encourage active learning and the use of higher order thinking skills.

### Shared Personal Experiences:

Michelle demonstrated how she uses the personal experience of a university "swamp slugs" biology experiment to motivate students to learn, heighten their powers of observation and encourage risk-taking. After trying to get the audience to taste the slugs as an alternate "protein" source, Michelle finally admitted that the jar contained raisins and water. This certainly demonstrated the value of using humour as a teaching and learning strategy.

### Sort and Predict:

The audience was divided into groups of six and taken through a slip storming exercise. They were asked to classify teaching and learning strategies typed on slips of paper into group, individual or group and individual strategies. The exercise illustrated the technique of using an advanced organizer. Each group was then asked to examine their sorted group strategies and develop characteristics of group activities. The ideas generated by each group were shared as a demonstration of the strategy of students building evaluation criteria for further judgement.

### Expert Jigsaw:

Each group of six was numbered to designate the experts in one area. The experts from each group moved to stations which gave detailed information on such group strategies as : Debates, Games, Sort and Predict, Buzz Session, Reader's Theatre. Each expert had a limited amount of time to learn the information and then were asked to report back to the original group to explain the strategy.

The workshop leaders are in the process of writing a book on teaching and learning strategies within the context of cooperative program planning and teaching. Watch for this publication in the near future . . . and quickly add it to your professional collection!



# THOUGHTFUL INTERACTIONS

Presenter: **SUSAN CLOSE**, Special Projects Coordinator, SD#35 (Langley) and coordinator of developmental site project, *Learning for Success*.

Reported by **BARB HALL**, District Resource Centre Librarian, SD#57 (Prince George).

Susan shared the draft documents compiled by the "Learning for Success" project now being undertaken by teams of teachers in Langley, Maple Ridge, Kamloops and Trail, B.C. This multi-district, multi-partner learning and assessment project has developed a *Portrait of Knowledge and Skills* necessary for learners to be successful people. The "portrait" will become the criteria for authentic assessment/evaluation with performance or understanding levels outlined under the following key competencies: Knowledgeable Person, Skilled Information Processor, Effective Communicator, Self-directed Learner, Cooperative and Collaborative Learner, Complex Thinker.

These competencies were determined by hundreds of meetings with parents, teacher and students in each district. Each competency uses an evaluation scale of numbers and language rather than letter grades and "written" reporting is encouraged:

4	powerful	A
3	capable	B
2	developing	C
1	underdeveloped	IP

Emphasis is placed on guiding students in the development of their own assessment criteria for specific tasks.

Assessment criteria are also being developed for the reasoning skills of classification, comparison, constructing a hypothesis, constructing a position, decision making, drawing conclusions, error analysis,

extending, inquiry through experimentation, invention, problem solving, structural analysis, synthesis and systems analysis. The performance criteria of each complex thinking process is adapted from a new book by Marzano, et al. *Authentic Assessment* (in process).

The development of effective teaching and learning strategies to promote the use of each reasoning process is another offshoot of the project. A teacher's planning guide has been drafted to assist in recording strategies, product and criteria used for building connections, processing new content and transforming understanding. This part of the project is based on the work done by Faye Brownlie, Susan Close and Linda Wingren in *Reaching for Higher Thought* (1988), *Tomorrow's Classroom Today* (1990), *Beyond Chalk and Talk* (1992) and *Thoughtful Interactions* (in process).

Susan had us actively participate in using two of the strategies from the forthcoming book *Thoughtful Interactions*: "talk about" and "windows of understanding". Each strategy included elements of brainstorming, cooperative interaction, building self-assessment criteria and personal reflective goal setting. Although group work is emphasized, Susan maintains that group work is a "pit stop" in the car race and only an aid to personal understanding and learning.

I would highly recommend Susan as a workshop leader and would encourage every teacher-librarian to add the titles mentioned above to their professional collection.



# LIBRARIES OF TOMORROW

Reflections by **DIANE SALES**, teacher-librarian, Westwood Elementary, SD#57 (Prince George)

On October fourteenth, 1993  
Ten t-ls set out from old P. G.  
Six (who were funded) in an airplane flew,  
Four others drove with baby, too.

To Kelowna in the OK Valley  
With other t-ls, we did rally.  
“Libraries of Tomorrow” was the conference theme  
To attend was every librarian’s dream.

Publishers’ displays, a wine and cheese taste  
Started off Thursday at quite a fast pace.  
An author’s panel, chaired by Ron Jobe,  
About writers and reading Thursday’s discussion did probe.

Alan McDonald gave Friday’s keynote address  
Take some risks, he did impress  
Then off to the first session streamed the whole bunch  
To learn and discuss, all before lunch.

Lunch brought calories and more laughter, too.  
We compared and shared like all t/l’s do!  
Our afternoon classes ended at three  
Then off to Orchard Park for a wild shopping spree.

Our gala dinner—What! Eating again!  
A birthday to celebrate, wine glasses to drain.  
Our best “dessert”—Vicky Gabareau do speak!  
Laughed so heartily that we all felt weak!

“Naked with your hair on fire”, we’ll not forget!  
Also “Have you had a REAL job yet?”  
Vicky’s patter was fast and her lines were witty.  
She brought down the house in fair Kelowna city!

Saturday morning, our last day together  
Started with breakfast and sunnier weather!  
On educational projects, Susan Close did speak  
With poetry, we tried some revised technique.

Become information specialists and for competence strive  
Education in B.C. is well and alive!  
Our president, Kris, thanked our local hosts  
This conference was terrific, the organizer’s boast.

It’s over except for the councilor’s meeting  
Our time together seemed all too fleeting!  
Learning and laughing, we had great fun!  
We shopped and talked when the sessions were done!

The P.G. group, plus and minus a few,  
Met at Guisichan House where we dined anew!  
Joined by Gabi and Liz, of ex P.G. fame  
That fancy restaurant won’t be the same!

We met friends, old and new,  
Downed some cocktails (more than a few)  
Burnaby’s the site for Conference 1994  
We’ll be there—all ten of us or more!



# U.B.C. COURSES IN TEACHER-LIBRARIANSHIP 1994-95

## WINTER, 1994

On Campus - Register through Telereg

LIBE 382 - School Library Resource Centre Programs - Instructor to be decided

LIBE 387 - Information Services 1 - Instructor to be decided

Distance - Register with Distance Education

LIBE 382 - School Library Centre Programs - Marg Haines - Nelson

Joan Harper - Fort St. John

LIBE 385 - Organization of Resources - Naida Tattersal - Pr. George

## SUMMER, 1994

On Campus - Register through Telereg

July 4 - July 22

LIBE 383 - Selection of Resources 1 - Jenny Hinchcliffe

LIBE 385 - Organization of Resources - Lynn Lighthall

LIBE 387 - Information Services 1 - Gerald Soon

July 4 - July 15 - Register through Distance Education

LIBE 477 - Summer Institute on the School Library Resource Centre Program and The Intermediate Grades

Instructors: Joan Harper and Marg Haines

Starting July 25 - Register through Distance Education

ENED 416B - Storytelling

July 25 - August 12 - Register through Telereg

LIBE 389 - Resource-Based Teaching - Pat Parungao

## FALL, 1994

On Campus - Register through Telereg

LIBE 381 - Administration of the SLRC - Instructor to be decided

LIBE 382 - SLRC Programs - Instructor to be decided

LIBE 383 - Selection of Resources 1 - Instructor to be decided

## WINTER, 1995

On Campus - Register through Telereg

LIBE 385 - Organization of Resources - Lynne Lighthall

LIBE 387 - Information Services 1 - Instructor to be decided

LIBE 389 - Resource-Based Teaching - Joan Harper

**Note:** Due to budget cutbacks all courses are subject to enrollment. Please advertise LIBE 382 and LIBE 389 to your colleagues as both are designed for classroom teachers and teacher-librarians. As well, they count as electives in other programs.

**Also Note:** Teacher-librarians registering for the Diploma in School Librarianship should plan their courses carefully to ensure they will complete all courses within a five year time span. If cutbacks become more severe it could result in fewer courses being offered in any one year and necessitate a higher degree of planning. The outline above should assist in this matter.

# INFORMATION PATHFINDERS: A FUTURE IN DIFFICULT TIMES FOR THE TEACHER-LIBRARIAN.

by ALAN H. MACDONALD, Director of Information Services, The University of Calgary,  
Calgary, AB.

*Alan H. MacDonald has been Director of Information Services at the University of Calgary since 1988. He has institutional responsibilities for computing, media, libraries, archives and the University Press.*

*He served as Director of Libraries at the University of Calgary from 1979 to 1992 and as Director of its University Press from 1985 to 1989. Previously he served in a variety of capacities at Dalhousie University from 1964 to 1978 including Law Librarian, Health Sciences Librarian and Lecturer in the School of Library Service.*

*He has been President of the Canadian Association for Information Science and the Canadian Library Association and has served as Vice-President of the Canadian Association of Research Libraries. He is currently Vice-President of the Canadian Institute for Historical Microreproductions.*

*He was selected as a Council on Library Resources Fellow in 1975, was the first Executive Fellow at University Microfilms International, Ann Arbor, Michigan in 1976 and in 1988 was named Canadian Academic Librarian of the Year by the Canadian Association of College and University Libraries. In 1992 he received the President's Award of the Library Association of Alberta for his contributions to libraries in Alberta.*

It is a pleasure to be here in Kelowna today to be with you and to speak with you. As a librarian, a former teacher of librarians and as a parent of elementary school children, I salute you all for your efforts in our schools.

As you would gather from the introduction, I no longer practise as a librarian. Some might say I never did and that my greatest contribution to the profession was to leave it. These friends aside, I still say "librarian" when someone asks me my occupation and I am regularly influenced by the principles of librarianship in my wider duties.

When we talked about the possibility of my being one of your speakers, it was made clear that what was being sought was someone who might speak about a vision of libraries in the future, particularly addressing the impact of technology. The organizers clearly wanted a view with a positive outlook that could send you away feeling good even though they mused that might be too much to ask!

As I commence this *oration*, I stand mindful of the dictum of John Kenneth Galbraith that:

In our culture, speeches are the vacuum that fills the vacuum.

In Canada today we are reminded almost daily, in the confusing cacophony of electoral rhetoric, that we who serve in the public sector live a great paradox. Because we are funded almost entirely through taxation we are painted as part of "the problem" of too much public expenditure. At the same time, as a portion of the community of education, we are perceived as being a significant part of the educational "solution" to that which ails the nation. My focus today is mainly on the solution role, although we will face significant problems as we transform ourselves into being part of the solution.

When I begin to prepare for a presentations such as this, I begin (usually not that many days before) to pour my random, nocturnal thoughts into my trusty notebook. While the topic is "our information future", my first thoughts turned not to the usual technological litany that one often hears from people such as me at gatherings such as this.

What comes first to mind is:

"It was the best of times, it was the worst of times,  
it was the age of wisdom, it was the age of foolishness, ...  
it was the season of light, it was the season of darkness,

it was the spring of hope, it was the winter  
of despair  
we had everything before us, we had nothing  
before us..."

As a citizen in the new age of the young Victoria, Charles Dickens was looking back upon the chaos of the late 18th Century. He might just as well have been writing about the revolutionary age of technology and the challenging times of Canada in this late 20th Century.

As with so many things these days, any consideration of "Libraries of Tomorrow" brings a good news message and a bad news message. The good news is that we can be part of the solution. The bad news (which I also believe is good news) is that we who serve in the world of information and libraries will change and be changed very, very significantly as we move towards achievement of being truly part of the solution.

In the next forty-five minutes or so we will gaze upon part of the marvelous parade of new and not-so-new technologies that are relevant to the library function. Then in this technological context, I will offer comment on the users, the creature we call library and then us, librarians and fellow travellers, as players in that environment. Then in conclusion I will suggest some strategies for coping with change, for I am now convinced that we no longer have the luxury of simply choosing among the smorgasbord of interesting technologies as we chug along doing those things we have always done.

The issue is no longer if we will change significantly, the question is how significantly will we change.

### **Information Technology**

The challenging alliance of humans with machines is not an invention of the computer age. That alliance began with the lever and the inclined plane and the wheel.

The special feature of the information age iteration of the alliance is that it is an alliance not so much to relieve and extend our muscles as it is to reinforce and extend our minds.

The cornerstone information technology for library service over the last century has been information prepared and distributed in pre-packaged storage

formats usually in the bound, printed format we call the book and its cousin, the periodical.

Authors, editors and publishers have sought and continue to seek to create and manufacture, in multiples, those packages which they believed the "public" would want to use in sufficient numbers to certainly cover the cost of design, manufacture, inventory and distribution.

There is no doubt it has been a very successful technology, having continued to develop and thrive for over 500 years using evolving but consistent technologies. One need only walk among the exhibits today to see that authors still write and publishers have continued to pay homage to the genius of Herr Gutenberg.

Marshal McLuhan is alleged to have said the book was dead. We know that because he wrote thirteen of them. The book isn't dead, but he is, even though his life's work continues to live on in – that's right – in books and periodicals. Don't count it out. Books will be with us for many generations yet to come.

However, the book must now share the stage with another cornerstone - the modest and marvelous computer chip - the most impressive use of sand ever devised. This enabled the invention of the personal computer and the subsequent development of telecommunications networks linking these computers.

In considering the computerized technology of the day I suggest you look behind the excitement of the bright lights, of brand names and new whiz bangs to see the exciting and parallel paths by which the technologies extend our raw mental capacity. I speak particularly of magnitude of storage, speed of retrieval, complexity of communication and portability of use.

### **Storage**

In the area of storage or packaging, the size and cost of the packages are in rapid descent. As most of you know the usual measure of storage is a byte – eight binary bits that can be equated to a letter or symbol. Ordinary computer hard disk drives now available provide significant storage in the range of a billion bytes for a few thousand dollars and many millions of bytes for a few hundred dollars. Before becoming too impressed you should know that it has been estimated that the storage capacity of the human

being is reckoned to be a pectabit or ten to the fifteenth power. And it's portable! And it doesn't need batteries!

Computer capabilities to deal with these volumes of data are now measured in millions or billions of instructions processed per second. (Billions and billions served.)

What this means to us is that we have affordable access to tools that can readily store and recall massive amounts of information and process them at incredible speeds. Take as an example an image of the quality of a 35mm slide can be stored, depending on compression techniques, in one to five million bytes of storage and can be retrieved and displayed in colour on a computer screen almost instantaneously.

Far from being laboratory stuff, you can buy this technology from your friendly Kodak dealer. They need the business now because the recent decision of Associated Press and others to convert the world of newspaper wire photos to digital transmission has meant that the newspapers of the world will be buying billions and billions fewer sheets of photographic paper.

These two characteristics of storage and speed are the common elements of all of the digitized tools that we use and will use in our roller coaster ride of Information Innovation.

We now use the CD-ROM widely as a portable repository for bibliographic data such as indexes or for raw data such as statistics. Obviously it can be used to store digitized sound. Like its more complex cousin the larger laser disk, it can be used to store complex images of all types including animation, photographs, graphics, full text in simple digital or facsimile form, and even clips of video movement. Video compression software is now available to store theatrical length releases on a single CD. The storage and retrieval of multiple forms of image is becoming known by the recycling of that well known bit of educational jargon – multimedia.

Because of the capability of storage devices such as the CD-ROM, we have been liberated from the prohibitive costs of on-line searching of large bibliographic data bases at a distance, thus empowering ordinary users to obtain access to information at little or no direct cost. In universities, for example, this has meant that information retrieval is no longer the private preserve of the scientist with a research

grant but is now wide open to the rank and file undergraduate. Resources can be placed at the disposal of your students that were unthinkable only a few years ago.

These storage technologies, taken with networking developments, have significant ramifications for large scale utilities such as ISM (formerly UTLAS) and OCLC. They have been recognized by these businesses as being potentially fatal and are leading to significant corporate re-engineering efforts.

In spite of its marvelous properties, I believe that the CD-ROM will be relegated to the consumer world and will probably not be a significant library tool for many more years. At both the institutional and individual levels, I believe we will be replacing those services with computer storage devices in the multiple gigabyte range for costs less than a current single contemporary CD-ROM drive.

### Retrieval

The binary partner to storage is the retrieval process. The measure of value is basically how quickly can one extract comprehensible information from the mass of storage and present it in a manner that is useful to human beings.

The early generations of information retrieval in libraries were basically the digital conversion and automation of paper-based systems such as catalogues or the conversion of printed bibliographic indexes to on-line data bases. We took surprising efforts to configure these electronic products as unevolved clones of their paper parents. Some early OPACs went so far as to represent the data in the form of a 3"x5" card on the screen – complete with hole at the bottom!

To a large extent these electronic systems, like their paper predecessors, tended to be primarily sources of information about information sources – telling us that a book or an article existed and occasionally, if we were lucky, telling us where we might go to get it.

The first part of the current generation has paid much more attention to the source itself although, significantly, often as surrogates to paper products. I am thinking of full text newspapers and reference works on line or on disk products such as directories, guide books, compendia, etc. In the personal market, products such as PC-Globe begin to actually take the

place of the reference book clones, particularly when they add dynamic capability to pull together and map data or when they support "what-if" interrogations.

The next generation of products is moving further away from the concept of library or reference work by allowing interactivity. Some music software not only explains an instrument and its scientific basis but combines and interacts text, images and sounds to demonstrate its capability. The concept of electronic encyclopedia is evolving to establish this dynamic as the norm for static text and illustration will no longer be deemed acceptable. Even at this level of multimedia sophistication, it is still easy to discern the connection to the concepts of the printed reference work.

A new phase is now beginning to dawn that will bring a profound change not only in the nature of the information product offered but the manner in which the information product is delivered to the end user. I would characterize this phase as being the compound or relational phase in which information which has not traditionally ever been published or packaged is combined, often with print surrogate material, to produce an entirely new information output.

The best example I can think of to illustrate is the exploding areas of GIS (Geographical Information Systems). In a GIS, raw data and occasionally information relating to a particular location (longitude and latitude) are brought together and then layered in a dynamic fashion to interact to produce a possibly unique result that may never again be recreated in quite that way.

Of particular note in the evolving concepts of compound and dynamic information tools is the freedom and ability for individuals to manage their own inquiry. I should also note that most of the information that is required for compound reference tools is currently available through public agencies.

We are also beginning to see many kinds of public services being relegated or more accurately delegated to delivery through Automatic Teller Machine, ATM-like kiosks where citizens with smart card identification could pay taxes, buy licenses, obtain extracts, etc. at almost any hour of the day or night, 365 days a year.

### **Communications**

The final part of the triad of tools for information innovation is communications or networking. This is

the topic of much discussion these days, taking on the phony aroma of a panacea in some instances.

The web of communication is quite simply the ability of a user of one computer to make contact with other computers in the next room or the next building or the next province or the next country. The availability of such networks will permit the user to decide what masses of storage will be accessed, when, and from where.

The library has always been, in the first instance, a place—a place of resources and of comfort, a place of assistance and of contemplation, but still a place. The laws of physics say we can only be in one place at a time.

In these technologies, particularly communications, we can foresee the liberation of the user from the restrictions of place. We can perceive the potential to reshape the library as less of a place and more of a communal resource—a communal resource that, in effect, goes to the patron rather than vice versa—a communal resource in an environment where every desktop is a major computer centre and every home or office or school can emulate many of the characteristics of a major library.

The ordinary telephone system is still the base network for most network support, although the cable television system, which has such wide penetration in this country, is fast becoming a potential alternative. In the past three or four months, billions have been spent to bring these two worlds together. The delivery of network services to schools is on all lists of potential activity of all those who seek to profit from the evolution of the public channels of communication.

The most exciting evolution in network technology has been the evolution of the Internet. The Internet is actually a large network of networks created by the linking of hundreds of regional and specialized networks such as CA\*Net in Canada and BC\*Net in Alberta. The Internet is **not** a single network. The thousands of networks associated in the Internet come together as one dynamic entity, carrying communications between computers at substantial speeds in a real time environment by sharing a common addressing protocol.

At this point virtually every university in North America, most in Europe, Australia and Japan and many in other countries throughout the world are

participants in the Internet. It is becoming one of the principal tools of communication between scholars and between universities. Through a variety of mechanisms including FreeNets such as those in Ottawa and Victoria schools are gaining access to "the net" often through the agency of the school library.

Once the network connection is established one can connect to any of the host computers on the network in 150 countries to send and receive electronic mail, to transfer files (anonymous FTP or file transfer protocol) or to "Telnet" or to a computer in another organization to carry out permitted activities such as using library catalogues or to search the incredible diversity of factual information being made available on local Campus-Wide Information Services (CWIS) through which one can be told "everything" from library hours to train schedules to procedures for registration to the locations of polls for an election.

Two public domain products have become very important to this process. The first is Gopher. Gopher is an ingenious piece of software developed at the University of Minnesota to provide users of its campus network with the tools to navigate the Internet primarily by constructing a simple template or cluster of mechanisms that allow one to simply pick one's destination from lists and menus and to connect to those sites without detailed knowledge of the necessary communications protocols and mechanisms which have been imbedded in Gopher.

Other similar tools include Archie and, appropriately, Veronica which allow users to send out queries to the network to ascertain if files are available in accessible computer archives that address a particular topic. It is sort of a network-wide search engine that is quite powerful and, like Gopher, it's free!

### **Portability**

A few words about the last technological marker – portability. An underlying feature of all the technologies that we might apply is miniaturization – the compacting of all of the internals of a device to allow it to become smaller and smaller. The driving imperative is portability. The first electronic computer which was built in my lifetime (well, just) was about the size of this room and had far less capability than the old notebook computer which contains my text for today. Obviously, to be truly portable it must not need wires for electricity – thus its large battery which is half its weight and it should not need wires

to access network services. This does, but cellular access to computer network services is now available and fully secure cellular data is very near.

Last fall I attended a conference addressed by Nicholas Negroponte, Director of the MIT Media lab. He spoke at length about the liberation of portability, particularly when keyboards become supplanted by voice actuated mechanisms. Most interesting was an observation that there was a tremendous technological inversion under way that would drive the portability question. He suggested that those services which we had traditionally received by wire (e.g., telecommunications) were migrating to the ether while many things such as television which we received from the ether were migrating to wires.

Indicative of this change is the recent decision of the American government to reallocate 200 Mhz of reserve public broadcast frequencies for use in support of portable devices such as cellular phones, pagers, etc. An indication of the seriousness of this evolution is the belief that the government's optimistic view that auctioning this capacity might produce as much as 10 billion dollars might understate final prices by up to 1000%.

Portability is the final liberating factor but these opportunities notwithstanding, I do not see the library as place disappearing. Libraries evolved as communal places where resources that could not be owned could still be shared. This must not change. While many in society will have the powerful desktops, the portability and the network access just alluded to, many others will not have those kind of assets just as they don't own their more mundane equivalents today. Unless our society totally abandons humane considerations, we will need communal services to give the ordinary person a window on the bright new information world. The tools will be different but the imperative of equity of access must remain the same.

There is a great danger when we focus on the wide array of flashing lights and marvelous technological tools that we might forget that, vendor blandishments and techno-enthusiast cheering notwithstanding, these tools are not the main event. They are **not** the main event! They are merely appendages to the real job of educating that we have to do, which brings us next to the users of these technologies and of our services – our users.

What does the availability of these new technologies along side our old technologies mean for our

users, for our libraries and for us as service providers?

### **Information users**

The users of libraries, like our children, truly love us but eventually they yearn to be free of us. They yearn, or should yearn, to hold the power of access to the wealth of knowledge whenever possible, without dependence on intermediaries such as us, or places of mediation such as libraries.

That liberation, that independence will come as each user acquires a personal competence that is higher than that of many users now. But it is possible.

A significant survival role for those who understand information will be the training and education of others to give them the skills of independence and self-sufficiency and to give them the opportunity to maintain those skills in the face of constant change. Since it is likely our species will continue to reproduce, we can assume that there will continue to be a steady parade off new learners who will need to be introduced to the exciting and joyful skills of knowledge.

Arthur C. Clarke recently commented:

It has been rightly said that the best classroom consists of a log with a teacher at one end and a student at the other.

There is now a great shortage of funding for teachers, not to mention logs, so we need to multiply their effectiveness in every way we can.

### **Libraries**

Both libraries and librarianship will suffer (or enjoy) significant transmogrification during the rest of the decade. The Library as place will be partially supplanted by the virtual library or whatever we will eventually call the pervasive mechanisms for individual control and access to information in diverse formats.

Self-navigation, once learned, will be the primary mode of the sophisticated user. The unsophisticated user and the inexperienced user will continue to need some help from intermediaries such as librarians and intermediary organizations such as

libraries. The concept of the school library should be one of the great survivors in the coming upheaval.

### **Librarians and other Information Professionals**

Significant opportunities will be created for those who are able to harness and manage this volatile and evolving information infrastructure which is insinuating itself into most aspects of contemporary life.

Saying "leave me alone and let me get on with my work" is no longer an option. There is nowhere to hide.

Many activities and skills currently considered to be the preserve of librarian will disappear from the duties of librarians and in some cases from the realm of libraries completely. In some cases users will be achieving increasing levels of sophistication in self-help both through their own training and experience and through the imbedding of more and more skills, techniques and information into software. In other cases we will realize that neither a business case nor a sound professional case can be made for doing much of what we do the way we do it.

### **Adaptation**

Rarely have libraries developed technology for themselves. However, there are numerous cases of our adaptation of inventions and innovations made by others for other fields of endeavour.

Stereotypes, cartoons, jokes, myths, preconceptions, misconceptions and self-conceptions notwithstanding, few other professions have excelled at adaptation, in synthesis or in exploitation as well as the profession of librarianship.

Look at some of these examples.

Microfilm: developed for espionage and adapted as a facsimile creator that was the ideal, second-best, choice for obtaining the unobtainable and later for preserving the brittle and the fragile.

The phonograph record and the audio tape were adapted from media of entertainment to preserve voice and sound for retrieval long after the makers of the sound had ceased to be.

The plain paper photocopier was developed for offices yet was quickly adapted to revolutionize inter-library loan and become our first line of collection security.

Data processing was adapted early in its life to drive cumbersome yet effective circulation systems and serials lists and KWIC/KWOC indexing.

On-line bibliographic searching was the creation of the library market which saw tremendous possibilities in the efforts of publishers of printed indexes to apply computerized typesetting as a technique for speeding up the publication of printed indexes.

I believe that adaptation of the CD-ROM as a retrievable bibliographic data source probably owes its success in the first instance to librarians.

From this short trip through our history, we can learn that we should look for information tools for libraries in the tools developed by and for others for other purposes. They will seldom be delivered to us on a silicon platter.

## **Change**

That conclusion notwithstanding, one of the features of the 1990s has been the gradual recognition that our success and our survival will take us well beyond identification and intelligent application or adaptation of new technologies for our libraries and beyond.

To use the jargon of the marketplace, our critical success factors also include the necessity for significant adaptation of the way we do our business and apply these technologies.

Aldous Huxley suggested that most humans dislike and even dread notions with which they are not familiar. Fortunately, it appears to be in the particular make up of many of those who find their challenges in libraries to find comfort and inspiration in such unfamiliar notions. I hope so, because we will see many unfamiliar notions in the coming years that will change us as much as we have ever been changed before.

A significant by-product of the convergence of the technologies of text and image and sound will inevitably be the convergence of the professions and occupations that relate to each. This convergence

undermines the traditional methods of organization and delivery of services even though some of those traditions are less than a decade old. Few institutions or organizations of any size have adequately reacted to this fundamental undermining of the established organizational order.

What do I mean by convergence?

The Oxford definition points to the biological tendency to become similar while adapting to the same environment or the psychological tendency to reach only the most rational result.

The evolution of the technologies and the services we provide taken with the continuing prospect for a less than ideal fiscal environment have created a compelling inclination to bring those technologies and services together.

The rapid decline in cost for technical performance has empowered many individuals and smaller organizations to the point that their dependence on centralized service agencies such as libraries has declined significantly.

As more and more skills and knowledge bases become imbedded in technologies and software, the more we must be prepared to change to take on new roles. As more tasks move beyond our immediate purview the more we must change in order to survive.

There are many occupational cultures under the umbrella of information. As with other cases of desegregation, there are significant stresses and conflicts as persons raised in one culture are called on to work productively with persons with different backgrounds and perspectives. This is at a time when the philosophical and professional underpinning of all groups are undergoing significant and stressful transformation.

## **The People**

Until recent years, these specialists have provided service through the various elements of the support infrastructure operating in unconnected states of splendid isolation, mutual ignorance and enthusiastic hostility. For many reasons, electronic, economic, political and pedagogical, this long standing balkanization is being superseded by a more communal perspective.

We must recognize that all of these information or knowledge services are embarked upon a common voyage of convergence, a voyage fraught with perils and from which not all the crew will return unscathed. I fear some will not return at all.

Our organizational structures are simply tools to assist people just as our technologies and, as with our technologies, they can suffer from breakdown, dysfunction and obsolescence. When a technology starts to become obsolete we initially try to repair it. At a certain point the spare parts disappear and the chewing gum and baling wire approach lets us down and we scrap it, seeking innovative ways to replace it. It appears that we are coming to that stage with many of our organizational structures as well as with some of our professional structures.

Some years ago, a masochistic Federal Royal Commissioner named Robert Fowler, who reviewed the Canadian Broadcasting Corporation not once but twice over a decade, said the only thing that really mattered for the CBC is broadcast programming. All the rest was just housekeeping.

So, to paraphrase, the only things that really matter for libraries are the creation of knowledge and the transfer of knowledge throughout society and on to the next generation. All the rest is "just housekeeping." That which we do which is housekeeping will be most susceptible to change even in the near term.

We should be warned that these winds of change will not be deflected simply by putting more appealing names on our occupations or our libraries – a rose by any other name would smell as bad. Such window dressing has been dubious in the past and will be counterproductive in our future.

It seems evident to me that one element of the evolution will be some shedding of the protective blanket of accredited credentialism in order to assure that the right talent is brought into the realm of collective information services. It seems inevitable that there will and must be a convergence with other parallel occupational streams such as technology support, instructional design, media development and teaching itself to create new, more flexible, more adaptive occupations and professions.

In school libraries I believe this can take the form of re-skilling and redefining the teacher librarian to take on the overall role as information evange-

list and technological resource person if, and it is a very big if, we can restructure various other duties to liberate you and others from the burden of housekeeping that consumes so much of the time and so little of the intellect. Over the years we have seen the obsolescence and disappearance of many craft and industrial skills as needs or technology or methodology changed. It would be unrealistic to assume that information skills would be exempt from that evolutionary process.

As we deal with those who are younger in our professions, we must realize that the future visionaries, leaders and managers of the library sector or its successor will not look very much like those of us who have defined the nature of their training, education and encouragement. But then this may be as it has always been – just as we do not look much like the generation that preceded us and which had so much influence on our formation.

The individuals who will successfully make the transition to the next paradigm of information service will not simply be the *techies*, for the single most valuable transitional skill will be the ability to wield a screwdriver. It will be the calling to teach persons to thrive in the maelstrom of change that will surround them.

I would suggest that the characteristics of leadership and success which we must find in ourselves and in our successors will include risk taking, clear philosophy, instincts for innovation, hard work, self-confidence and the ability to continuously adapt and learn from mistakes and failure. (If you are not making any mistakes, you are not trying anything new.)

We need those who understand the need to comprehend the past, both events and traditions, without being smothered by it; who understand and become involved in life beyond the particular library or work place; who can develop and enhance instincts for risk taking and creativity.

We will require the ability to pick and choose among the steady stream of new "flavour of the month" methodologies for management and organization, the ability to put technological toys and solutions in perspective, those with a calculated "just do it" attitude.

We will adapt by further "de-skilling" of many of our functions. We will seek alternate methods of

doing business. We will continue to seek strategic alliances with our suppliers and many non-traditional participants in the information marketplace. We will continually be called on to react positively to changing *rules*. We will change ourselves and react to changes in others and to technological change.

## THE DUTY TO CHANGE

One of the most difficult skills in mastering change is to see in ways we have not seen before even though that which we view is not itself changed. In a recent book, *Mathematics and the Unexpected*, the author, Evar Ekeland, described the phenomenon in the context of Copernicus, Kepler and the evolution of solar centricity in astronomy. He notes that:

... Copernicus, and all astronomers up to the time of Kepler, did not see the problem as it was: they saw it through the eyes of their predecessors. The circle, and circular motion, were too firmly ingrained in their minds by years of training, and had shown themselves to be too successful in the past. There was no room left for any alternative.

The question was no longer how to describe planetary movements, using whatever mathematical tools were available, but rather how to approximate planetary movements by sophisticated combinations of circular motions. By setting the problem in this way, the astronomers were unwittingly depriving themselves of any possibility of finding its true solution, the elliptical orbit.

They had drawn a magic circle around themselves, and were searching inside the circle for something that simply wasn't there. Kepler's genius was to break the circle, reach for available tools that were lying around unused, and look in the right place.

In our age, we do not have the luxury of blaming the dominance and ignorance of our predecessor generation for that which is wrong and seeking only once in our lives to put something right. In the oft-quoted words of that great teacher-librarian, Pogo Possum,

"We have seen the enemy and they is us!"

For those who might like to turn their backs or deny the necessity of change, I offer an 1828 quote from the British First Lord of the Admiralty which I have posted on my office door.

Their Lordships feel it their bounden duty upon national and professional grounds to discourage to the utmost of their ability the employment of steam vessels as they consider the introduction of steam is calculated to strike a fatal blow at the naval supremacy of the Empire.

Those in power quite often not only don't have the right answers, they are prepared to fight vigorously to deflect new answers that just might be right because they are out of step with the conventional wisdom of the moment.

As for us as individuals, we do not have the luxury of puddling along just to pass the profession and its environment on to our successors. The elements of change are so prevalent and the rate of their change such that, by not acting to change continuously, we will repudiate our professional duty to maintain competence. Therefore, much in the legal sense of the word, **we have a duty to change**. It is a duty that can never be fully discharged.

With failure as the only outcome of passivity or just going through the motions, it is therefore incumbent upon those who serve the schools and education to craft new methods and new techniques to gain understanding of and access to the information that will meet those needs. It is their duty.

It will not be easy. Most of us work in large organizations that surprisingly may not view themselves as information organizations. We must work around that even to the extent of productive subversion. I have always been a proponent of the view later expressed by that marvelous American, Admiral Grace Hopper, the developer of the COBOL programming language, who counselled that it was always easier to apologize than to ask for permission. Our evolving world will not be without risk but the taking of risk is becoming a normal part of our service imperative.

An essential part of servicing that duty to change is knowing what is going on —to know what the options are — to seek the high ground to see what is ahead on the road and where the next forks in the road will be.

While we can never easily know that which we do not know, this association and this conference is one of the keys to obtaining the knowledge of what is going on in the general and particular contexts. I hope you will continue to participate in your Association. Attend conferences. Challenge the speakers. Keep your bozo detectors turned on.

Only you have the responsibility for your own competence. The expectation of competence is a moving target. Only you can keep you moving along the road to competence. While colleagues will help and will be supportive you cannot delegate this responsibility.

Let me return somewhat to my earlier parade analogy. The French Foreign Legion was never an organization to be particularly sensitive to change but it did know its mission and its duty. Its motto was an expression of pride and a threat:

“March or die!”

Keep going or be left aside.

Our lives are not at stake in the march to information independence. But – our careers and our professional integrity are at stake. Either we are part of the solution or we will be discarded for being part of the problem. We will change or be changed. We can look at these challenges with fear-filled eyes and a knot in our bellies or we can discover the pleasures of riding the whirlwind that blows into the future.

Let me conclude with a story I heard last year that demonstrates that challenges and opportunities are so much in the eyes of the beholder. This story was told by a popular American business commentator, Harvey MacKay, who lives in Minneapolis and had to get to a meeting in New York. His friend and mentor, Curt Carlson, an entrepreneur of legendary wealth, offered to fly him to New York in his private jet. Just prior to departure a ferocious blizzard blew in with such fury that the Minneapolis-St.Paul airport was closed for the first time in many years.

After several hours, the airport inexplicably provided a short grace period and opened a single runway for small aircraft only. While MacKay was beginning to think his meeting was not all that important, Carlson, who was piloting the jet, was not concerned and, as luck would have it, was the first to receive clearance to take off.

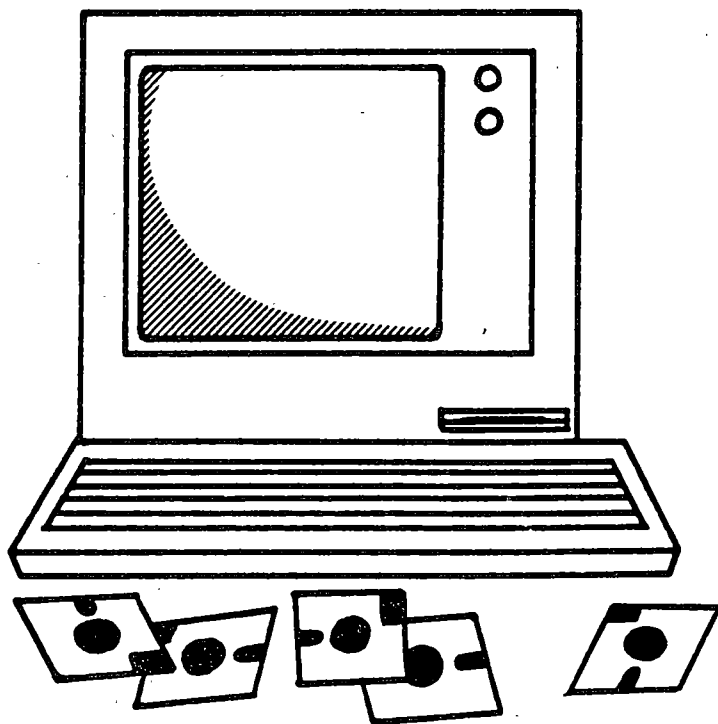
As they lined up at the end of the runway with their lights piercing the snow, Carlson turned to his passenger and said with great glee:

“Look Harvey, no tracks in the snow!”

Carlson, successful beyond anyone’s dreams, could still sparkle with excitement over being the first to make fresh tracks in newly fallen snow.

It is always the best of times when we get to make fresh tracks in the snow for this is the path to the spring of light and the season of hope. While it may now be a duty to change, if you try a bit every day, you’ll love it, for in it you will find the power to be part of the solution!

Thank you.



# BCTLA PROGRAM

## 1993 - 1994

### GOALS

1. Continue the promotion of the crucial role of the teacher-librarian and the school library resource centre in the process of life-long learning.
2. Affirm the crucial role of the teacher-librarian in educational change.
3. Increase involvement of teacher-librarians in professional development and curriculum development.
4. Encourage participation of teacher-librarians in BCTLA activities and publications.
5. Improve the working and learning conditions in B.C. school library resource centres.

### OBJECTIVES AND ACTIVITIES

1. Promotion of the crucial role of the teacher-librarian and school library resource centre program in the process of life-long learning.
  - 1.1 Continue to promote the ministry policy document *Developing Independent Learners*.
  - 1.2 Continue the participation of teacher-librarians on ministry curriculum development committees.
  - 1.3 Maintain a dialogue with the Ministry of Education.
  - 1.4 Encourage chapters to be active advocates for teacher-librarianship to superintendents, trustees, administrative officers, teacher colleagues and the community.
  - 1.5 (Executive Board) Establish an Advocacy Committee.
  - 1.6 Recognize the outstanding contributions of an individual teacher-librarian through the Award of Merit.

- 1.7 Recognize the outstanding contributions of an individual associated with school library resource centre programs through the Distinguished Service Award.
- 1.8 Organize and participate in the Provincial Forum on Resource-Based Learning
- 1.9 Present the workshops "Cultural Diversities: Literary Gifts" and "Bias in Books", developed with grants received in 1992/93.
2. To provide a network for the sharing of ideas, trends, and new developments in education.
  - 2.1 Publish four issues of the BCTLA journal *The Bookmark*.
  - 2.2 Maintain liaison with library and educational associations and institutions.
  - 2.3 Support the planning of the October 1994 Conference.
  - 2.4 Recognize an outstanding article published in *The Bookmark* through the Alan Knight Memorial Award.
3. Maintain and improve communications within BCTLA.
  - 3.1 Have Chapter Relations Committee prepare and distribute a handbook for Chapter Councilors.
  - 3.2 Work with chapters to communicate and share policies, concerns, and interests.
  - 3.3 Have BCTLA Council meet twice a year to determine policy, ratify budget, and share ideas and concerns.
  - 3.4 Have BCTLA Executive Board meet six times a year, including one weekend retreat, to establish goals, objectives, and activities for the year.
  - 3.5 Recognize the need to support chapters through the William H. Scott Memorial Award.

4. Develop professional materials and programs.
  - 4.1 Facilitate district workshops.
  - 4.2 Foster professional development through the Continuing Education Committee's publication School Library Resource Centre Visitation Sites.
  - 4.3 Encourage members to gather materials and ideas for publication in *The Bookmark* and other PSA publications.
  - 4.4 Encourage members to participate in activities of other PSA groups.
  - 4.5 Develop and promote special publications of the BCTLA.
5. Promote the role of the teacher-librarian as outlined in *Developing Independent Learners*.
  - 5.1 Continue liaison with the University of British Columbia and the University of Victoria.
  - 5.2 Promote the involvement of a Simon Fraser University liaison person on the Continuing Education Committee.
  - 5.3 Encourage personal professional development in the area of teacher-librarianship through the Ken Haycock Professional Development Award.
6. Improve learning and working conditions in school library resource centres.
  - 6.1 Survey learning and working conditions throughout the province.
  - 6.2 Publish survey results.
  - 6.3 (Executive Board) Monitor change in learning and working conditions in the province's school library resource centres.
  - 6.4 (Executive Board) Lobby the BCTF's Bargaining Division for assistance in improving teacher-librarian learning and working conditions through bargaining.
- 6.4 (Chapters) Use survey results to initiate local actions as outlined in the BCTF's policies.
7. Promote teacher-librarian involvement in the evaluation, selection, and management of learning resources.
  - 7.1 Evaluate print and non-print materials created in or about British Columbia and publish the reviews in *The Bookmark*.
  - 7.2 Maintain liaison with the Ministry of Education regarding the School Library Book Purchase Plan.
  - 7.3 Encourage teacher-librarians to become evaluators of resource materials at the ministry level.
  - 7.4 Encourage teacher-librarian involvement in the selection and management of school resource materials.
8. Increase membership.
  - 8.1 Conduct a membership drive.
  - 8.2 Promote subscriptions.

#### EVALUATION CRITERIA

1. Membership statistics from the BCTF.
2. Involvement of BCTLA members in local and provincial association.
3. Number of school library resource centres meeting minimum standards of BCTF learning and working conditions
4. Evident support from educational associations, institutions, and the community.

# BCTLA HANDBOOK REVISIONS

At the September BCTLA executive retreat, Friday evening was spent revising the policies section from the *BCTLA Handbook*. This had not been done for several years and there were some glaring inconsistencies between what was written in policy and what we were actually practicing. The revisions were adopted by the chapter councilors at the fall council meeting in Kelowna on October 16. These policies will be sent to each chapter councilor for inclusion in their copy of the *BCTLA Handbook*. If you are a chapter councilor and do not have this handbook please contact Patricia Finlay for a copy.

## PART II: POLICIES OF THE BCTLA

(An addendum to BCTF Policies and Procedures in the current *Members' Guide to the BCTF*)

### A. ADVERTISING

1. All advertising in *The Bookmark* will be subject to Editorial Board approval.
2. Inclusion of advertising and publicity materials within *The Bookmark* does not mean that these items have received BCTLA approval.

### B. CHAPTER RELATIONS

1. The BCTLA will accept the constitution of a new chapter if it does not conflict with the constitution of an existing chapter, the BCTLA constitution or BCTF policies.
2. Chapter councilors are encouraged to recruit new and renewal memberships.
3. Chapters are required to submit a written report of the year's activities and concerns to the Vice President and to the Senior Editor of *The Bookmark* at the BCTLA AGM or by June 15 at the latest.
4. A local chapter of the BCTLA must have five or more members to be considered eligible to receive funding to send its chapter councilor to the council meetings. Chapters with fewer than 5 members may apply to the Executive Board for funding. (Fall Council, 1993)

5. The BCTLA membership list will be available for professional purposes only at the discretion of the Executive Board.

### C. EDUCATION FOR TEACHER-LIBRARIANSHIP

1. More attention should be paid in all our teacher-training institutions to providing practical experience in the giving of library assignments and to helping the teacher-in-training to become better acquainted with school library resource centres (Fall Council, 1989) and hence to become a better user of them.
2. The BCTLA endorses the report of the Education for School Librarianship Committee. (The competencies for teacher-librarians and guiding principles for education for teacher-librarianship (Fall Council, 1989) listed in this report are found in Appendix A.)
3. The BCTLA Executive Board, in consultation with the committee chairperson will be the reaction group to proposals for improved education for teacher-librarianship at the universities.
4. The BCTLA should examine existing opportunities for continuing education for teacher-librarians and work with the College of Teachers, universities and related associations to recommend a comprehensive and unified approach.
5. The BCTLA should request that each university make available to the BCTLA, to course instructors and to candidates, its written philosophy of teacher-librarianship and the role of the teacher-librarian. Further, these same groups and individuals should receive an outline of course offerings, a statement of intended learning outcomes for each course, and a description of how these fit within the university's written philosophy, role description and priorities of teacher-librarians.
6. Appropriate programs/courses should be designed with faculty at Simon Fraser University to take advantage of general course numbers and professional in-service practicum possibilities.
7. The BCTLA should continue to encourage the development of programs which accu-

rately reflect the recommended curriculum on education for teacher-librarianship.

8. The basic UBC courses in administration (LIBE 381) and programs (LIBE 382/404) should be offered at different times so that they can both be completed in one summer.
9. UBC should renew its commitment to offer fall and winter courses off-campus in the Lower Mainland and elsewhere in the province.
10. Instructors in teacher-librarianship should (a) reflect the philosophy outlined in the recommended curriculum for education for teacher-librarianship, and (b) have successful experience as a teacher-librarian and a Master's Degree.
11. Instructor positions for extra-sessional and summer school courses should be posted at least in *The Bookmark* and open for application by interested individuals.

#### D. CONTINUING EDUCATION

1. A BCTLA conference will be held in conjunction with the Provincial PSA Day in the fall. (Fall Council, 1993)
2. The BCTLA will give assistance to chapters that host provincial workshops or conferences.
3. If a profit results, 60% of the amount shall be retained by the local chapter and 40% returned to the BCTLA. The BCTLA will be responsible for any deficit arising from a co-sponsored conference. (Fall Council, 1993)
4. BCTLA members who give workshops at the BCTLA provincial conference will have their conference fees waived and will be eligible for honoraria. (Fall Council, 1986)
5. BCTLA representation to out-of-province conferences will be at the discretion of the Executive Board.
6. The Executive Board is empowered to determine the basis upon which grants are given for out-of-province conferences.
7. Out-of-province conference guidelines:
  - a. the conference delegate must be a member of BCTLA.
  - b. one conference per member per year.
  - c. the potential delegate must apply to the Communications Officer at least two months in advance of the conference.
  - d. the Executive Board will determine the

potential value to the BCTLA of the conference for which application is made.

- e. a written report to *The Bookmark* is required.
- f. maximum grant per conference is \$100.00.
8. The BCTLA favors using release time from regular duties for professional development activities and workshops within individual districts or at the provincial level.

#### E. CURRICULUM DEVELOPMENT

1. Teacher-librarians should be included on any Ministry, BCTF, or local district curriculum committees and learning resource evaluation committees. (Fall Council, 1989, 1993)

#### F. BCTLA PUBLICATIONS

1. The BCTLA will publish a journal (Fall Council, 1987) titled *The Bookmark*.
2. The BCTLA will publish stand alone publications in addition to *The Bookmark*. Stand alone publications address a particular area or topic in depth, e.g. *Fuel for Change*, or can be used as a tool by a teacher-librarian in a practical application apart from a theoretical approach. (Spring Council, 1987)
3. Current BCTLA members will receive all BCTLA publications. Subscriptions to BCTLA publications will be offered for sale to non-members. (Fall Council, 1988, 1993)
4. Stand alone publications to be offered for sale will be determined by the Executive Board. (Fall Council, 1989) and sold and distributed by BCTF Lesson Aids. (Fall Council, 1993)
5. The BCTLA accepts the offer of the Vancouver School Board Library Services Department to provide full cataloguing information for the BCTLA Reviewing Service.

#### G. ADVOCACY

(New objectives will come to the Spring Council)

## H. INTELLECTUAL FREEDOM

1. The BCTLA affirms that all school library resource centres (Fall Council, 1989) are forums for information and ideas.
2. School library resource centres ( Fall Council, 1989) should:
  - a. provide books and other library resources for the interest, information and enlightenment of all individuals served. Materials should not be excluded solely because of their origin or background, nor because of the views of those contributing to their creation.
  - b. provide materials and information presenting all points of view on current and historical issues. Materials should not be prescribed or removed because of partisan or doctrinal disapproval.
3. Teacher-librarians should:
  - a. be aware of the Ministry of Education's document *Selection and Challenge of Learning Materials* (1991) (Fall Council, 1993)
  - b. be aware of their district's policies on the selection and reconsideration of learning resources which were established according to Ministry of Education Schools Department Circular #50 (1978-04-07) "New Regulations and Procedures re: Curriculum Responsibility."
  - c. challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
  - d. cooperate with all persons and groups concerned with resisting abridgement of free expression and free access to ideas.
  - e. inform the local BCTLA Chapter Councilor when learning resources are challenged and formal reconsideration processes are being followed. The BCTLA Chapter Councilor should contact the BCTLA President who will facilitate the compilation of relevant reviews and literary criticism and pursue the matter through appropriate BCTF channels. (Fall Council, 1986)

## I. WORKING AND LEARNING CONDITIONS

1. The BCTLA will work to incorporate teacher-librarians' concerns about working and learning conditions into BCTF working and learning condition actions and BCTF policies and procedures. Teacher-librarians should consult the *Member's Guide to the BCTF* for these statements.
2. Each fall the BCTLA will conduct an assessment of working and learning conditions in school library resource centers throughout BC, and publish the findings in *The Bookmark*.
3. Resource Centre Staffing
  - a. The BCTLA endorses the CSLA statement on teacher-librarian qualifications. (See Appendix A. The complete report is reprinted in *Fuel for Change*, BCTLA, 1986.)
  - b. A primary responsibility of teacher-librarians is to work with teachers to provide curricular support and information skills instruction to students in the school library resource centre (Fall Council, 1989) during regular school hours. To fulfill this responsibility, a school library resource centre (Fall Council, 1989) should be staffed throughout the school day by a qualified teacher-librarian.
  - c. The first priority of a teacher-librarian assigned to a part-time position in a school library resource centre (Fall Council, 1989), where he/she is the only teacher-librarian in the school library resource centre (Fall Council, 1989), should be active participation in a cooperative planning and teaching program. Technical and administrative tasks essential to the day-to-day operation of the school library resource centre (Fall Council, 1989) should be maintained, however, technical tasks should be secondary to the school library resource centre (Fall Council, 1989) instructional program and should be delegated wherever possible by the supervising teacher-librarian. (Spring Council, 1988)

- d. The BCTLA opposes the appointment of teachers without the recommended professional training to teacher-librarian positions.
  - e. Auxiliary personnel, performing clerical and technical tasks, are required in school library resource centres (Fall Council, 1989) so teacher-librarians can perform their professional duties.
4. Resource Centre Facilities
- a. The space, equipment and design of the facility should support the expanding role of the school library resource centre. (Fall Council, 1993)
  - b. Teacher-librarians should be involved in the design and equipping of school library resource centre facilities. (Fall Council, 1993)
5. Resource Centre Collection
- a. The capital equipment basic grant for new schools should include monies to establish a basic learning resources collection.
  - b. When new programs, courses or additional grade levels are introduced into the school, a capital grant should be given to provide the necessary basic collection.
  - c. New learning material formats should be added to the school library resource centre (Fall Council, 1989) collection as they become significant to the educational program.
  - d. The selection of school learning resources should be the joint responsibility of the professional staff in the school. (Fall Council, 1993)

#### J. PROFESSIONAL AFFILIATIONS

- 1. International, National and Provincial Teacher-Librarian Associations
  - a. The BCTLA will work closely with other teacher-librarian associations to promote teacher-librarianship. (Fall Council, 1993)
- 2. British Columbia Library Association
  - a. The BCTLA will work closely with the BCLA on the subject of school library resource centre development and school/public library relations.
- 3. Colleges and Universities
  - a. Teacher-training institutions will be asked to work closely with the associa-

- tion and send a representative to the annual general meeting. (Fall Council, 1989)
  - b. Library Technician educational institutions and associations will be asked to work closely with the association. (Fall Council, 1989, 1993)
4. Educational Organizations
- a. The BCTLA will communicate and work with other PSAs to promote teacher-librarianship. (Fall Council, 1993)

#### K. MINISTRY OF EDUCATION

- 1. Provincial Consultant
  - a. The BCTLA should work with the Ministry of Education to explore the need for a school library resource centre consultant. (Fall Council, 1993)
- 2. School Library Resource Centre (Fall Council, 1989) Policy
  - a. The BCTLA supports the policies outlined in the Ministry of Education's publication, *Developing Independent Learners*. (Fall Council, 1993)
  - b. The BCTLA supports the inclusion of statements regarding the school library resource centres in the Ministry's booklet on accreditation and assessment. (Fall Council, 1993)
- 3. Curriculum Documents
  - a. The Learning Resources Branch should supply to school library resource centres (Fall Council, 1989), copies of all curriculum and resource guides.
- 4. School Library Book Purchase Plan
  - a. The BCTLA shall work with the BCTF to ensure that members of the BCTLA are included on the Ministry School Library Book Purchase Plan Committee. (Fall Council, 1989)
- 5. Ministry Committees
  - a. The BCTLA shall work with the BCTF to ensure that members of the BCTLA are included on all Ministry Committees. (Fall Council, 1989)

#### L. AWARDS

- 1. The BCTLA Award of Merit
  - a. Introduction

The British Columbia Teacher-Librarians' Association honors practising teacher-librarians who are making an outstanding contribution to teacher-librarianship at and beyond the school level in British Columbia. (Fall Council, 1989, 1993)

b. Criteria

Individuals nominated for the award should be demonstrating the planning and implementation of a school library resource centre program of such exemplary quality that it is serving as a model for others. They must also be involved in one or more of the following areas:

- i. Service to the profession through the BCTLA and related organizations.
- ii. Commitment to professional growth through continuing education, research, or participation in national organizations.
- iii. Sharing of ideas and resources through such means as workshops and publications.

c. Rules

- i. This award may be given annually by the BCTLA Executive Board and, if given, is to be presented at the AGM.
- ii. Nominees must be practicing school-level teacher-librarians and members of the BCTLA.
- iii. Nominations, following the approved format, may be forwarded to the BCTLA Executive Board by local chapters or by individual members of the BCTLA.
- iv. Nominations should be sent to the Communications Officer by February 28.
- v. Nominations shall be considered for only the year in which they are received.

2. The BCTLA Distinguished Service Award

a. Introduction

The British Columbia Teacher-Librarians' Association recognizes the efforts of individuals other than practicing teacher-librarians who have made an outstanding contribution in support of effective school library resource centre

programs in British Columbia.

b. Criteria

The award may be presented annually by the BCTLA for outstanding service in support of teacher-librarianship. (Fall Council, 1989). The contribution made by the recipient of the award should be: (a) outstanding in its own field, (b) altruistic, and (c) significant in terms of the continuing history of school library service. Consideration will be given to projects which have been completed in the previous year; or to a continuum of activities extending over a longer period of time and which have, currently, a positive impact on school library services at a local, provincial, or national level.

c. Rules

- i. This award may be given annually by the BCTLA and, if given, is to be presented at the AGM
- ii. Nominees must not be teacher-librarians.
- iii. Nominations should be forwarded to the BCTLA Communications Officer by local chapters or by individual members of the BCTLA.
- iv. Nominations must be submitted by February 28th.
- v. Nominations shall be considered for only the year in which they are received.
- vi. The BCTLA Executive Board shall establish an independent jury of three BCTLA members to adjudicate the award. ( Fall Council, 1988)

3. The Ken Haycock Professional Development Award

a. Introduction

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

b. Eligibility

To be eligible for the Ken Haycock Award an applicant must be:

- i. A Canadian citizen.
  - ii. A resident of British Columbia.
  - iii. A member of the BCTLA
  - iv. A holder of a valid B.C. Teaching Certificate.
- c. Terms of the award:  
The recipient shall:
- i. Use the award monies within 12 months of presentation,
  - ii. Provide proof of registration for the course, workshop, conference or program.
  - iii. Submit an article to *The Bookmark*
  - iv. Receive payment of the award monies upon proof of completion of the course, workshop, conference, or program; and submission of the article to *The Bookmark*.
- d. Applications  
A complete application shall consist of:
- i. An application form.
  - ii. A statement of purpose for taking the course, workshop, conference or program.
  - iii. Two letters of reference.
  - iv. An outline of the course, workshop, conference or program.
  - v. Application forms are available from the Communications Officer of the BCTLA.
  - vi. Forms must be submitted by April 1.
  - vii. Prospective applicants who are not BCTLA members may obtain membership by contacting the BCTF.
- e. Selection Process:
- i. The recipient of the award shall be selected by a special committee appointed by the Executive Board.
  - ii. The Selection Committee shall consist of one member of the Executive Board and two chapter councilors.
  - iii. The Selection Committee shall meet in conjunction with a BCTLA Council meeting for consideration of applications. If an award is given the decision will be made by May 15, and all applicants will be notified. (Fall Council, 1988)
4. The Alan Knight Memorial Award
- a. Introduction  
The British Columbia Teacher-Librarians' Association and the editorial board of *The Bookmark* recognize the contribution to communication in teacher-librarianship made by the submission of outstanding articles to *The Bookmark*.
  - b. Criteria  
This award will be presented annually by the BCTLA for the most outstanding original article submitted to *The Bookmark* during the past year. The article may be either practical or theoretical in nature but must be significant in terms of the continuing history of school library resource centre service in British Columbia, contribute to the professional growth of teacher-librarianship and reflect the generosity of sharing ideas with others.
  - c. Rules
    - i. This award may be given annually by the BCTLA and, if given, will be presented at the AGM.
    - ii. The senior editor of *The Bookmark* shall make the presentation at the AGM.
    - iii. The recipient of the award shall be a BCTLA member and shall be selected by members of a local chapter of the BCTLA.
5. The William H. Scott Memorial Award
- a. Introduction  
The British Columbia Teacher-Librarians' Association recognizes the need to encourage professional development within chapters of the BCTLA. Each year the William H. Scott Memorial Award will provide \$500.00 to a local chapter for inservice, workshops or guest speakers in the field of teacher-librarianship.
  - b. Eligibility  
To be eligible for an award, a chapter must be:
    - i. An active, registered chapter within the BCTLA.
    - ii. An active participant in the Council meetings.

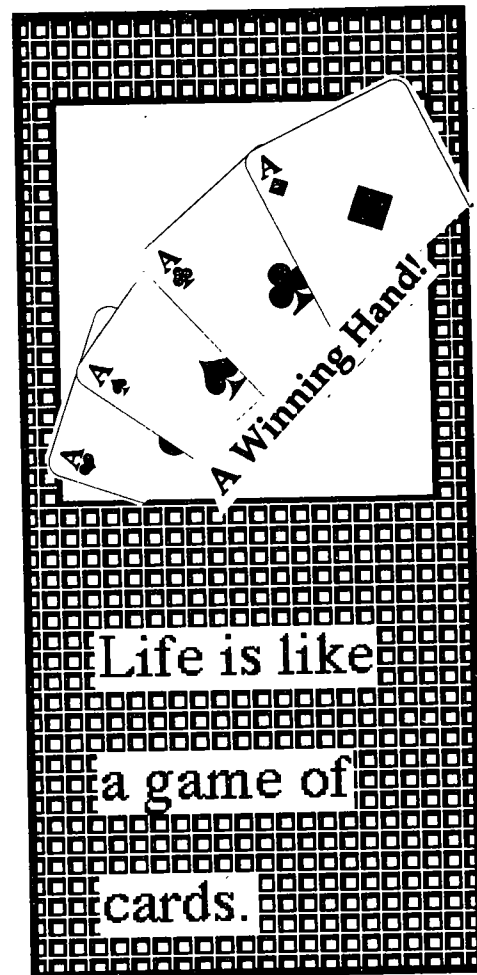
- iii. Up-to-date with chapter reports and all required documentation for the BCTLA.
- c. Terms of the award
 

The recipient chapter shall:

  - i. Use the \$500.00 award money for the upcoming school year.
  - ii. Ensure that the suggested program is of maximum benefit to all its members.
  - iii. Provide copies of receipts to the Treasurer of the BCTLA as proof of appropriate use of the award.
  - iv. Provide a written report of the professional development which may be reproduced in *The Bookmark*.
- d. Applications
 

A complete application shall consist of:

  - i. An application form which is available in the Chapter Councilors' Handbook or from the BCTLA Communications Officer, completed and signed by the Chapter President and Chapter Councilor.
  - ii. A statement of purpose.
  - iii. The proposed professional development plan for the year.
  - iv. Receipt by the Communications Officer of the BCTLA on or before the deadline of March 31.
- e. Selection Process
  - i. The recipient chapter shall be selected by a special committee within the BCTLA Executive Board.
  - ii. The committee shall consist of the Vice President and two other members of the Executive.
  - iii. The selection committee shall meet to consider the applications. The decision shall be announced at the BCTLA Spring Council Meeting at which time the Award will be presented.



# SCOPE AND SEQUENCE FOR INFORMATION PROCESSING K - 7 CHECK-OFF LIST OF SKILLS

by **JULIE LEE**, teacher-librarian, Meadowbrook Elementary School, SD#43 (Coquitlam)

## **Background:**

Julie Lee has taken Coquitlam's *Scope and Sequence for Information Skills* and organized it into a convenient check-off list so that teachers and teacher-librarians can easily record which skills have been covered over the year and by whom. Each grade or level (e.g. Grade Two or Third Year Primary) has three parts to the process—those skills which are being **maintained** at this level, those skills which are being **developed** (they have the basic skill but it needs refinement) and those skills which are being **introduced** (for the first time, i.e. a "new" skill). The skills themselves are grouped into four categories thus ensuring that all aspects of the research and information skill continuum is being addressed. These four categories are:

**Locating and selecting information**

**Analyzing and acquiring information**

**Recording, classifying and organizing information**

**Communicating information**

Specific skills are grouped under their appropriate category and all groups are repeated at each level. This results in a very comprehensive list covering all the skills.

Because Julie found it difficult to remember and record which skills she or the teacher had taught in any given year at each grade level, she devised this easy-to-use check-off list. The two columns at the far right allow the teacher and teacher-librarian to record (by using a checkmark, etc.) which skill has been addressed. At the end of the year, anyone using this method could easily see whether they had covered all the necessary components of the skill continuum. What a great idea! One could easily see whether Grade Ones had been introduced to the on-line catalogue or not that year.

Just to make things even easier Julie then reproduced the sheets in different colours for each level. The Grade One section is on white paper, Grade Two on green, etc. These sections could then be three-hole punched and put in a binder, left on your desk and easily referred to during the year. The colour coding also helps if a page should become separated from its section—you will immediately know where to replace it!

The circle symbol used beside some skills means that both the teacher and the teacher-librarian are responsible for teaching those skills. This is a reminder that information skills are the responsibility of both classroom teachers and the teacher-librarian.

Since we could not reproduce the entire *Scope and Sequence* in this issue of the *Bookmark*, we have decided to print two levels, so that you can see the general format. This plan is a good idea to make our work easier and to ensure consistency of teaching. It builds on past knowledge, reinforces learning and avoids the hit-and-miss approach which inevitably leaves gaps in the students' learning.

If you are interested in obtaining the checklists for Levels K to Grade 7 you may fax your request to (604) 936-0292, attention: Audio-Visual Technology Department, L. Edwards, Winslow Resource Centre, 1100 Winslow B Avenue, Coquitlam, BC V3J 2G3. Cost is \$12.00 (includes GST) **DO NOT SEND YOUR PAYMENT.** You will be billed by the Coquitlam School Board. Shipping will be courier-collect to the purchaser.



## GRADE 2 - THIRD YEAR PRIMARY

Development of Informational Processing  
Skills and Research Strategies



### Processing Skills

(A) LOCATING AND SELECTING INFORMATION:

(Skills to enable the student to use a simple search strategy to locate and select a variety of relevant resources on a specific topic)

(B) ANALYZING AND ACQUIRING INFORMATION:

Skills and techniques to enable the student to analyze and extract information from a variety of relevant resources - a fine tuning of the selection process.

(C) RECORDING, CLASSIFYING AND ORGANIZING INFORMATION:

Skills to enable the student to extend critical thinking, analysis, and evaluation in the organizing of acquired information

(D) COMMUNICATING INFORMATION:

Skills to enable the student to present information in written, oral and audio-visual formats





## Maintenance of Skills



### Locating and Selecting Information


1.	ORIENTATION		
	a) locates the library resource centre		
	b) knows the personnel		
	c) observes library rules and respects materials		
	d) knows procedures for circulation of resources		





## Development of Skills







### Locating and Selecting Information




1.	USES CALL NUMBER TO LOCATE MATERIALS AND THEREFORE:		
	a) understands that material in the library has a specific arrangement or location		
	b) understands that information on the spine label tells where the material is placed in the library		
	c) locates "EASY" fiction by identifying the first letter of the author's surname		
	d) locates "EASY" fiction by identifying letters on the spine label as being the first three letters of an author's surname		
	e) locates fiction and non-fiction (informational and imaginative - fairy and folktales) and distinguishes between the two types of books		
2.	IDENTIFIES A BOOK'S		
	a) author, title and illustrator		
3.	USES PARTS OF A BOOK TO		
	a) select for personal interest (labels: holidays, easy reader for beginning chapter books, red dot for read alouds)		

4.	UNDERSTANDS THAT INFORMATION CAN COME IN MANY DIFFERENT FORMATS BESIDES BOOKS AND KNOWS THE LOCATION OF THAT INFORMATION WHEN IT IS FOUND IN			
	a) magazines and newspapers			
	b) audio-visual software			
5.	CHOOSES APPROPRIATE COMPUTER AND AUDIO-VISUAL EQUIPMENT. LOCATES AND OPERATES			
	a) a computer terminal			
6.	SEEKS INFORMATION OUTSIDE THE SCHOOL LIBRARY SUCH AS personal interviews			





**Analyzing and Acquiring Information**

1.	LISTENS, OBSERVES AND/OR READS WITH A PURPOSE			
2.	SELECTS MATERIALS AT THE APPROPRIATE READING/ LISTENING LEVEL			
3.	EVALUATES MATERIALS TO			
	a) distinguish between fact and fiction			
4.	ACQUIRES INFORMATION FROM A VARIETY OF SOURCES:			
	a) pictures, photographs, cartoons			
	b) audio-visual software			
	c) magazines			
	d) computer databases e.g. "Eloquent Librarian"			
	e) field trips and interviews			
	f) exchange of ideas through discussion			

**Recording, Classifying and Organizing Information**

1.	COMPOSES TITLE FOR STORY, PICTURE, ETC.			
2.	TAKES NOTES			
	a) using a given format (fact or grid) and records a picture or key word			
3.	SEQUENCES AND OUTLINES BY			
	a) sorting facts or pictures into categories (main headings)			

## Communicating Information




1.	COMPILES BIBLIOGRAPHIES			
	a) List references used in a modified format (author & title)			
2.	COMMUNICATES INFORMATION ORALLY			
	a) gives an informal presentation			
3.	USES A VARIETY OF AUDIO-VISUAL MATERIALS TO COMMUNICATE INFORMATION (e.g. pictures, models, cartoons, maps, charts, graphs, tables, transparencies, audiotapes, slides, videos, films, filmstrips, multi-media kits)			
4.	PRESENTS INFORMATION USING STUDENT-PREPARED MATERIALS			



### Introduction of Skills



## Locating and Selecting Information

1.	IDENTIFIES A BOOK'S			
	a) title page, verso and fly leaves			
2.	UNDERSTANDS THAT INFORMATION CAN COME IN MANY DIFFERENT FORMATS BESIDES BOOKS AND KNOWS THE LOCATION OF THAT INFORMATION WHEN IT IS FOUND IN			
	a) picture file			
3.	CHOOSES APPROPRIATE COMPUTER AND AUDIO-VISUAL EQUIPMENT. LOCATES AND OPERATES			
	a) record player, cassette tape recorder, listening station			
	b) filmstrip previewer, projector and slide previewer			
4.	SEEKS INFORMATION OUTSIDE THE SCHOOL LIBRARY SUCH AS			
	a) personal interviews			

## Analyzing and acquiring information

No skills introduced in this section.

## Recording, Classifying and Organizing Information

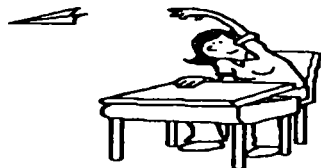
1.	Composes title for graphs, maps or charts	☯		
2.	Sequences and outlines by			
a)	arranging facts and/or information in sequence; Prioritize within categories and selecting only those that are important (paste-up)	☯		
b)	arranging categories in logical order such as conceptual, sequential, or thematic	☯		

## Communicating Information

1.	PREPARES A FIRST DRAFT USING NOTES AND OUTLINES	☯		
a)	keeps to the point			
b)	uses vocabulary related to the subject			
c)	reports information in sentences			
d)	reports information in paragraph form with a clearly stated subject and key words			
2.	REVISES, EDITS AND PROOFREADS FIRST DRAFT	☯		
3.	PUBLISHES AND PRESENTS THE WRITTEN REPORT	☯		



indicates skills which are taught by the classroom teacher and the teacher-librarian. When this symbol appears beside the skill which is numbered and capitalized, it indicates that all the specific skills in that particular section are covered by the teacher-librarian and the classroom teacher.





# GRADE 6 - THIRD YEAR INTERMEDIATE

Development of Information Processing  
Skills and Research Strategies



## Processing Skills

(A) LOCATING AND SELECTING INFORMATION:

(Skills to enable the student to use a simple search strategy to locate and select a variety of relevant resources on a specific topic)

(B) ANALYZING AND ACQUIRING INFORMATION:

Skills and techniques to enable the student to analyze and extract information from a variety of relevant resources - a fine tuning of the selection process.

(C) RECORDING, CLASSIFYING AND ORGANIZING INFORMATION:

Skills to enable the student to extend critical thinking, analysis, and evaluation in the organizing of acquired information

(D) COMMUNICATING INFORMATION:

Skills to enable the student to present information in written, oral and audio-visual formats




Maintenance of Skills





## Locating and Selecting Information

		Teacher	
1.	<b>ORIENTATION:</b>		
a)	locates the library resource centre		
b)	knows the personnel		
c)	observes the library rules and respects materials		
d)	knows procedures for circulation of resources		



2.	USES CALL NUMBER TO LOCATE MATERIALS AND THEREFORE:		
a)	Understands that a call number may indicate that the material is located in a special section of the library eg. "R" for reference "SC" for story collections		
3.	RECOGNIZES THAT NON-FICTION MATERIALS ARE ORGANIZED BY THE DEWEY DECIMAL SYSTEM AND:		
a)	understands the purpose of the system		
b)	knows that there are ten main classes		
4.	LOCATES THE CARD CATALOG AND:		
a)	recognizes and understands the purpose of special cards (eg. cross-reference cards, "additional material" cards)		
b)	applies the alphabetizing rules to locate the catalog drawer and then the specific card. These rules are needed to perform many other skills in this continuum (eg. indexes) but are only included here. (word by word)		
c)	special cases eg. titles beginning with "the, an, an" and beginning with numbers		
d)	interprets descriptive information on catalog cards as: PUBLISHER, COPYRIGHT DATE		
e)	understands that cart catalogs may be in card, microfiche, computer print-out (book), or computer online (screen)		
5.	IDENTIFIES A BOOK'S		
a)	title page, verso and fly leaves		
b)	copyright date, publisher		
6.	USES PARTS OF A BOOK TO select for personal interest		
7.	UNDERSTANDS THAT INFORMATION CAN COME IN MANY DIFFERENT FORMATS BESIDES BOOKS AND KNOWS THE LOCATION OF THAT INFORMATION WHEN IT IS FOUND IN		
a)	picture file		
b)	pamphlet file		
8.	USES AND THEREBY DISTINGUISHES THE CHARACTERISTICS OF EACH REFERENCE. SELECTS THE ONE MOST APPROPRIATE REFERENCE FOR A SPECIFIC PURPOSE:		
a)	magazine indexes:		
(i)	index to one magazine (eg. Ranger Rick)		
(ii)	subject guide to children's magazine		

b)	understands that reference source are meant to be referred to - not read through			
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### Analyzing and Acquiring Information

1.	SELECTS MATERIALS AT THE APPROPRIATE READING/LISTENING LEVEL			
2.	SCANS FOR headings			

### Recording, Classifying and Organizing Information

1.	Composes titles for story, picture, etc.			
2.	SEQUENCES AND OUTLINES BY sorting facts or pictures into categories			

### Communicating Information

1.	PREPARES A FIRST DRAFT USING NOTES & OUTLINE: reports the information in sentences			
2.	REVISES, EDITS AND PROOFREADS FIRST DRAFT			
3.	COMMUNICATES INFORMATION ORALLY by giving an informal presentation			



## Development of Skills









### Locating and Selecting Information

1.	RECOGNIZES THAT NON-FICTION MATERIALS ARE ORGANIZED BY THE DEWEY DECIMAL SYSTEM AND:		
a)	understands that the ten main classes can be divided and subdivided into more specific subjects		



2.	LOCATES THE CARD CATALOG AND:			
	a) understands what resources are indexed in the card catalog			
	b) recognizes and understands the purpose of the author, title and subject cards			
	c) uses strategies to generate a variety of subject headings that may help locate information on a specific topic			
3.	IDENTIFIES A BOOK'S glossary, appendixes and bibliography	☯		
4.	USES PARTS OF A BOOK TO:	☯		
	a) determine scope, format and timeliness			
	b) locate information using Table of Contents and index			
	c) locate the correct volume and/or page by using guide words			
	d) locate information using appendixes, lists, tables, graphs, charts, maps, preface and chapter headings			
5.	UNDERSTANDS THAT INFORMATION CAN COME IN MANY DIFFERENT FORMATS BESIDES BOOKS AND KNOWS THE LOCATION OF THAT INFORMATION WHEN IT IS FOUND IN:	☯		
	a) magazines and newspapers			
	b) audio-visual software			
6.	CHOOSES APPROPRIATE COMPUTER AND AUDIO-VISUAL EQUIPMENT. LOCATES AND OPERATES a computer terminal	☯		
7.	LOCATES AND UNDERSTANDS THE PURPOSE OF THE REFERENCE COLLECTION			
8.	USES AND THEREBY DISTINGUISHES THE CHARACTERISTICS OF EACH REFERENCE. SELECTS THE ONE MOST APPROPRIATE REFERENCE FOR A SPECIFIC PURPOSE:			
	a) general dictionaries and encyclopedias			
	b) general atlases			
	c) thesaurus, French/English			
	d) specialized encyclopedias (eg. by subject areas)			
9.	SEEKS INFORMATION OUTSIDE THE SCHOOL LIBRARY SUCH AS:	☯		
	a) public and university library resources			
	b) personal interviews			
	c) television and radio			



### Analyzing and Acquiring Information

1.	LISTENS, OBSERVES AND/OR READS WITH A PURPOSE	☯		
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2.	SCANS FOR topic sentences and summary sentences			
3.	SKIMS TO IDENTIFY KEY WORDS AND PHRASES			
4.	IDENTIFIES MAIN IDEAS AND SUPPORTING DETAILS			
5.	RECOGNIZES RELATIONSHIPS (eg. SEQUENCE, CAUSE & EFFECT)			
6.	EVALUATES MATERIALS TO:			
	a) distinguish between fact and opinion, fact and theory			
	b) draw inferences and make generalizations from evidence (pictures, maps, charts, prints)			
	c) determine appropriateness to purpose: relevance & currency			
	d) relate, compare and evaluate information from book and non-book sources			
7.	RESERVES JUDGEMENT UNTIL A PRESENTATION HAS BEEN HEARD AND OBSERVED			
8.	ACQUIRES INFORMATION FROM A VARIETY OF SOURCES:			
	a) encyclopedias for background information as a starting point for research and as an overview			
	b) magazine and newspaper indexes to identify specific topical items			
	c) other materials:			
	(i) pictures, photographs, cartoons,			
	(ii) pamphlets			
	(iii) graphs, charts, maps			
	(iv) audio-visual software,			
	(v) magazines,			
	(vi) computer databases			
	d) field trips and interviews			
	e) exchange of ideas through discussion			

### Recording, Classifying and Organizing Information

1.	COMPOSES TITLES FOR GRAPHS, MAPS OR CHARTS			
2.	TAKES NOTES			
	a) using a given format (fact sheet or grid) and records a picture or key word			
	b) while listening and observing (eg. lecture, interview, field trip)			

3	COMPILES A WORKING BIBLIOGRAPHY AS FACTS ARE GATHERED			
4.	SEQUENCES AND OUTLINES BY			
	a) arranging facts and/or information in sequence (prioritize) within categories and selecting only those that are important (paste-up)			
	b) arranging categories in logical order such as conceptual, sequential or thematic			

### Communicating Information


1.	PREPARES A FIRST DRAFT USING NOTES AND OUTLINES			
	a) keeps to the point			
	b) uses vocabulary related to the subject			
	c) reports information in multi-paragraph form which:			
	(i) develops a subject clearly stated in the opening paragraph			
	(ii) concludes with a summary paragraph			
2.	PUBLISHES AND PRESENTS THE WRITTEN REPORT			
3.	COMMUNICATES INFORMATION ORALLY			
	a) presents a report using notes			
	b) communicates information in a variety of forms (eg. role play, dramatization, interview, panel discussion, debate)			
4.	USES A VARIETY OF AUDIO-VISUAL MATERIALS TO COMMUNICATE INFORMATION (pictures, models, cartoons, maps, charts, graphs, tables, transparencies, audiotapes, slides, videos, films, filmstrips, multi-media kits)			
5.	PRESENTS INFORMATION USING STUDENT PREPARED MATERIALS			





### Introduction of Skills




### Locating and Selecting Information



1.	USES PARTS OF A BOOK TO:			
	a) locate information using codes (eg. asterisks, abbreviations, footnotes)			

2.	USES AND THEREBY DISTINGUISHES THE CHARACTERISTICS OF EACH REFERENCE. SELECTS THE ONE MOST APPROPRIATE REFERENCE FOR A SPECIFIC PURPOSE:			
a)	specialized dictionaries - unabridged, antonym, biographical, spelling, subject (eg. science dictionary)			
b)	special references: almanacs, yearbooks, directories (eg. telephone)			
3.	SEEKS INFORMATION OUTSIDE THE SCHOOL LIBRARY SUCH AS: community and government resources			


### Analyzing and Acquiring Information


1.	ACQUIRES INFORMATION FROM A VARIETY OF SOURCES:			
a)	reference sources for up-to-date information statistics			

### Recording, Classifying and Organizing Information

1.	TAKES NOTES: Using simple procedures - paraphrases, summarizes or synthesizes information			
2.	PREPARES:			
(i)	a plan for an audio-visual presentation			
(ii)	a storyboard for an audio-visual presentation (eg. slide set, film, video, audiotape)			

### Communicating Information

	COMPILES BIBLIOGRAPHIES: Uses a standardized format for books, encyclopedias, magazines			
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 indicates skills which are taught by the classroom teacher and the teacher-librarian. When this symbol appears beside the skill which is numbered and capitalized, it indicates that all the specific skills in that particular section are covered by the teacher-librarian and the classroom teacher.

# **HOW TO ORGANIZE A CHILDREN'S LITERATURE ROUNDTABLE IN YOUR COMMUNITY**

by **LINDA HENDERSON**, Chairperson of the Okanagan Children's Literature Roundtable

## **REASON FOR ROUNDTABLE:**

- to promote good Canadian children's literature

## **WHO JOINS THE ROUNDTABLE:**

- anyone interested in children's books, such as parents, teachers, teacher-librarians, authors, illustrators, professors, booksellers and university students

## **SPECIAL ACTIVITIES PRESENTED:**

- introduce good authors and illustrators of children's books to the community
- have author dinner parties
- create theme parties such as at Christmas
- conduct book fairs
- choose Information Book of the Year Award Winners for Canada

## **BENEFITS OF STARTING A ROUNDTABLE:**

- able to meet famous Canadian authors and illustrators
- networking with other Roundtables and schools to get people involved

## **HOW TO ORGANIZE A ROUNDTABLE:**

- have four to six enthusiastic people become the Steering Committee to plan the year's activities and share different duties
- Steering Committees should plan the year's events in the Spring to meet Canada Council author tour deadlines
- hold usually five to eight meetings of Steering Committee per year

## **TIPS WHEN PLANNING EVENTS:**

- decrease cost of postage by having steering committee members use free mailing system as in the schools
- use schools, public libraries and bookstores for publicity handout locations
- utilize free public service announcements on all forms of media

- as Roundtables must pay lodging and meals for guest speakers (Canada Council will only pay transportation and honorarium), money from memberships helps to cover this—cost could also be shared by schools having author
- when deciding the location of the events, consider the ease of location, free rental and having someone at that location available to make arrangements such as coffee, etc.
- most readings are done in schools, universities, churches, etc.

#### **MEMBERSHIPS:**

- covers the cost of mailing flyers, hotel expenses, door prizes, refreshments, and other miscellaneous expenses
- usually \$10 per year

**TO OBTAIN A FREE BOOKLET ENTITLED “ORGANIZING A CHILDREN’S  
LITERATURE ROUNDTABLE” OR FOR MORE INFORMATION  
PLEASE CONTACT:**

Dr. Ron Jobe  
Department of Language Education  
Faculty of Education  
University of British Columbia  
Vancouver, BC, V6T 1Z5  
Tel: (office) 822-5233 (home) 683-1808

There are eight Children’s Literature Roundtables already organized throughout the province of British Columbia, and Dr. Ron Jobe is the Co-ordinator for across Canada.

#### **INFORMATION BOOK AWARD WINNERS**

The award, a \$500 cheque and a personally designed certificate, is given for the most outstanding information/non-fiction book published in Canada during the previous year by a Canadian writer. All Children’s Literature Roundtables are given the opportunity to nominate titles and to vote on the final nominees.

- 1987 **LOOKING AT INSECTS.** David Suzuki and Barbara Hehner (Stoddart)
- 1988 **LET’S CELEBRATE.** Caroline Parry (Kids Can Press)
- 1989 **EXPLORING THE SKY BY DAY.** Terence Dickinson (Camden House)
- 1990 **WOLF ISLAND.** Celia Godkin (Fitzhenry & Whiteside)
- 1991 **HANDS ON, THUMBS UP.** Camilla Gryski (Kids Can Press)
- 1992 **A TREE IN THE FOREST.** Jan Thornhill (Key Porter)

## SHORT LIST FOR 1993 AWARD

BURIED IN ICE: THE MYSTERY OF A LOST ARCTIC EXPEDITION

Owen Beattie and John Geiger (Random House)

O CANADA

Ted Harrison (Kids Can Press)

WRITING: A FACT AND FUN BOOK

Amanda Lewis (Kids Can Press)

THE STORY OF CANADA

Janet Lunn and Christopher Moore (Key Porter)

DISCOVER DINOSAURS

Chris McCowan (Kids Can Press)

CIRCLES: SHAPES IN MATH, SCIENCE AND NATURE

Catherine Ross (Kids Can Press)

WHY SEALS BLOW THEIR NOSES: CANADIAN WILDLIFE IN FACT AND FICTION

Diane Swanson (Whitecap)



## AN INVITATION

Is technology taking over your life?

Have you ceased being a novel lover?

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Please phone Michele McManus (536-2131) or Judith Coffin (538-6678)

# LEARNING AND WORKING CONDITIONS SURVEY

## SEPTEMBER 1993 SURVEY RESULTS

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

These are the results received to date of the Thirteenth annual survey of learning and working conditions in the school library resource centres of British Columbia. Thank you very much to all the teacher-librarians who took the time to complete the survey and a special thanks to the chapter councilors and district representatives who compiled the data and sent it in. Your efforts are very much appreciated! Only with wide-spread participation can we obtain the information necessary to address the very significant problems becoming evident in the lack of support for school library resource programs in many areas. Those districts not represented so far should submit their completed forms as soon as possible so that an up-date can be published in the spring issue of *The Bookmark*.

### USE THE SURVEY REPORT:

- \* Locate the profile of your district and compare your own school with the district as a whole.
- \* Compare your school district with other districts of similar size and geographical location.
- \* Work closely with your local teachers' organization and its Bargaining Committee and Learning and Working Conditions Committee to improve conditions in your district. Draw to their attention not only the results of this survey, but also the BCTF criteria which relate to school library resource centres.
- \* Use this data in presenting a "brief" from your local chapter to your school board for improved conditions.
- \* Use this data in your presentation to your principal or staff committee for increased teacher-librarian time, clerical time, and budget in a school-based management situation.
- \* Use this data to prepare "press releases" to newspapers, school newsletters, and other forms of information media about conditions in the school libraries in your district.
- \* If you haven't done so in the past, resolve to keep copies of the information sent to this survey from your own school and district and compare this data from year to year.

Above all keep your eye on the prize: only through strong contract language can we secure the quality of library services our students require and the rewarding working conditions we deserve. If you haven't become involved in the bargaining process yet, begin now to lay the groundwork for convincing your local that the quality of library services are a responsibility of all teaching colleagues, classroom as well as teacher-librarian. Teacher-librarians have fully supported class-size and mainstreaming objectives and might well remind their colleagues that we have had to pay the price in staffing reductions and the imposed provision of preparation time. We now need their support.

The statistics from this year's survey are presented here in the same format as last year. In order to present a "snapshot" picture of each district the individual factors should be looked at in relation to one another. For example: a district with a high teacher-librarian allocation might appear very good until you look at the clerical time allocation which might be very low. The information for elementary and secondary schools will be presented separately. The data has been sorted in different ways to highlight teacher-librarian service levels, clerical time allocation, and resource centre budgets. We have also tabulated data on the number of teacher-librarians who have their library time cut due to budget restraints and the numbers of teacher-librarians who are providing preparation time for their classroom colleagues. Additionally we have calculated the average district amount of teacher-librarian time spent providing preparation time and the district average teacher-librarian qualification level, using the 9 unit/18 credit library training criteria.

**NOTE: THE FOLLOWING SYMBOLS ARE USED IN THIS REPORT.**

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

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

**PROFESSIONAL STAFFING**

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

<u>Students</u>	<u>Teacher-Librarians</u>
200 or fewer	0.6 FTE
201-400	1.0
401-750	1.5
751-1000	2.0
Over 1000	2.5

Plus 0.5 teacher-librarian for each full 400 students above 1000.

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The average professional staffing for elementary schools reporting this year is 2.07 FTE per 1000 students, down from 2.27 FTE last year.

This year we asked teacher-librarians to not include in their calculations any contractual preparation time they might have, so as to arrive at a more realistic professional "service level" available to their students. Very disturbing is the fact that an additional 157 elementary teacher-librarians have had some part of their library time cut since last year; 169 had been reduced last year! Equally upsetting is the fact that 248 out of 872 schools responding (28%!), use their teacher-librarian to provide preparation time for their classroom colleagues, or approximately 15% of all elementary teacher-library time, flying in the face of the concepts of flexible scheduling and cooperative program planning. Clearly in too many districts teacher-librarians are being used to pay the price for contractual gains made in other areas. Again, only strong library clauses in contract will guarantee against these reductions of library services to students.

The average professional staffing for secondary schools reporting is 1.39 FTE per 1000 students, down again from 1.51 FTE last year. Forty-eight secondary teacher-librarians reported some part of their library time cut, as compared to an additional thirty-nine last year. Again, the provision of preparation time does not seem to be nearly the problem here as it is for elementary levels.

The column headed "% T-L Trained" gives the district percentage of teacher-librarians who have the equivalent of 9.0 UBC units or 18 credits or more, a library diploma, or a Master's degree in Education or Library Science.

#### ELEMENTARY PROFESSIONAL STAFFING (sorted by T-L / 1000)

	District	Response	T-L/ 1000	T-L Cuts	Prep. # and ...	Prov. %	% T-L Trained
81	FORT NELSON	3/3	3.20	0/3	1/3	6%	0.00
28	QUESNEL	11/14	3.03	0/11	11/11	38%	0.73
72	CAMPBELL RIVER	6/16	2.81	1/16	1/16		0.27
21	ARMSTRONG	3/4	2.75		0/3	0%	
31	MERRITT	5/5	2.70	0/5	1/5	7%	0.60
75	MISSION	16/16	2.57	0/16	15/16	26%	0.63
10	ARROW LAKES	4/5	2.50	2/4	4/4	27%	0.50
60	PEACE RIVER NO.	10/10	2.50	1/10	1/10	1%	0.35
65	COWICHAN	18/18	2.50	0/18	0/18	0%	0.56
1	FERNIE	7/7	2.48	4/7	7/7	72%	
39	VANCOUVER	89/91	2.42	9/89	2/89	0%	0.96
33	CHILLIWACK	14/20	2.40	3/14	2/14	0%	0.73
70	ALBERNI	14/14	2.40	3/14	3/14	3%	
19	REVELSTOKE	5/5	2.30	0/5	0/5	0%	0.40
27	CARIBOO-CHILCOTIN	26/27	2.30	6/26	12/26	41%	0.31
52	PRINCE RUPERT	6/8	2.30	1/6	3/6	8%	0.66
2	CRANBROOK	8/8	2.28	6/8	3/8	7%	0.71
57	PRINCE GEORGE	46/46	2.23	9/46	7/46	3%	0.76
56	NECHAKO	8/10	2.19	2/8	1/8		0.25
22	VERNON	15/20	2.17		0/15	0%	
4	WINDERMERE	6/6	2.16	1/6	1/6		0.75
88	TERRACE	13/13	2.15	1/13	0/13	0%	0.53
23	CENT. OKANAGAN	33/33	2.14	4/33	2/33	1%	0.96
44	N. VANCOUVER	33/33	2.12	0/33	4/33	2%	0.30
7	NELSON	11/11	2.10	4/11	8/11	44%	0.27
40	NEW WESTMINSTER	9/9	2.06	2/9	9/9	53%	0.44
59	PEACE RIVER SO.	12/12	2.05	0	1/12		0.75
68	NANAIMO	33/33	2.03	9/33	33/33	38%	0.97
11	TRAIL	8/10	2.00	0/8	0/8	0%	0.30
89	SHUSWAP	19/19	1.96	2/19	12/19	17%	0.37
15	PENTICTON	10/12	1.94	5/10	10/10	52%	0.67
64	GULF ISLANDS	5/5	1.93	2/5	1/5	9%	0.60
36	SURREY	66/88	1.90	0/66	0/66	0%	0.88
37	DELTA	23/24	1.90	6/23	8/23	5%	0.86
48	HOWE SOUND	9/9	1.84	5/9	3/9	4%	0.50
9	CASTLEGAR	6/8	1.82	6/6	4/6	30%	
24	KAMLOOPS	30/39	1.82	6/30	2/30	2%	0.53
46	SUNSHINE COAST	7/9	1.80	2/8	2/8	21%	0.66

### ELEMENTARY PROFESSIONAL STAFFING (continued)

41	BURNABY	37/37	1.79	17/37	0/37	0%	0.88
47	POWELL RIVER	7/7	1.78	3/7	7/7	45%	0.85
43	COQUITLAM	49/49	1.70	0/49	37/49	31%	0.69
69	QUALICUM	8/8	1.49	5/8	1/8		0.44
35	LANGLEY	29/33	1.20	14/29	16/29	55%	0.56
34	ABBOTSFORD	21/33	1.07	11/21	13/21	61%	0.74
63	SAANICH	12/12	0.97	4/12	0/12		0.16
45	W. VANCOUVER	10/12	0.78	0/10	0/10	0%	0.40
71	COURTENAY	12/16	0.75	1/12	0/12		0.42

### SECONDARY PROFESSIONAL STAFFING (sorted by T-L / 1000)

	District	Response	T-L/ 1000	T-L Cuts	Prep. # and ...	Prov. %	% T-L Trained
10	ARROW LAKES	2/2	2.50	0/2	0/2	0%	0.25
81	FORT NELSON	1/1	2.48	0/1	0/1	0%	0.00
60	PEACE RIVER NORTH	7/7	1.99	0/7	2/7	11%	0.14
4	WINDERMERE	2/2	1.96	0/3	0/3	0%	1.00
56	NECHAKO	3/4	1.95	0/3	0/3	0%	1.00
70	ALBERNI	5/5	1.89	0/5	0/5	0%	
88	TERRACE	6/6	1.86	0/6	0/6	0%	0.71
31	MERRITT	2/2	1.76	0/2	0/2	0%	0.50
1	FERNIE	4/4	1.75	2/4	0/4	0%	
89	SHUSWAP	5/5	1.73	0/5	0/5	0%	1.00
57	PRINCE GEORGE	11/11	1.64	2/11	0/11	0%	0.73
64	GULF ISLANDS	3/3	1.61	1/3	0/3	0%	0.66
46	SUNSHINE COAST	3/3	1.60	3/3	0/3	0%	0.66
69	QUALICUM	5/5	1.60	1/5	0/5	0%	0.83
59	PEACE RIVER SO.	4/4	1.59	1/4	0/4	0%	0.80
21	ARMSTRONG	1/1	1.50		0/1	0%	
72	CAMPBELL RIVER	6/6	1.50	2/6	1/6		0.57
28	QUESNEL	2/3	1.46	1/2	0/2	0%	0.50
19	REVELSTOKE	1/1	1.40	0/1	0/1	0%	1.00
23	CENT. OKANAGAN	11/11	1.38	1/11	0/11	0%	1.00
52	PRINCE RUPERT	2/5	1.38	0/2	0/2	0%	0.00
9	CASTLEGAR	2/2	1.33	1/2	0/2	0%	0.00
24	KAMLOOPS	8/10	1.33	3/8	0/8	0%	0.88
63	SAANICH	6/6	1.33	0/6	0/6	0%	1.00
33	CHILLIWACK	6/6	1.31	0/6	0/6	0%	0.83
48	HOWE SOUND	3/3	1.31	2/3	0/3	0%	0.66
2	CRANBROOK	3/3	1.26	3/3	0/3	0%	1.00
43	COQUITLAM	12/12	1.21	0/12	0/12	0%	1.00
65	COWICHAN	4/5	1.20	0/4	0/4	0%	1.00
22	VERNON	5/5	1.19		0/5	0%	
47	POWELL RIVER	4/4	1.19	2/4	1/4	16%	0.75
36	SURREY	12/16	1.18	0/12	0/12	0%	1.00
27	CARIBOO-CH'N	7/9	1.16	3/7	0/7	0%	0.57
15	PENTICTON	2/3	1.15	1/2	0/2	0%	1.00
7	NELSON	5/5	1.14	2/5	0/5	0%	0.42

## SECONDARY PROFESSIONAL STAFFING (continued)

11	TRAIL	1/3	1.13	0/3	0/3	0%	1.00
39	VANCOUVER	18/18	1.10	3/18	0/18	0%	1.00
68	NANAIMO	7/7	1.10	7/7	0/0	0%	1.00
44	N. VANCOUVER	8/8	1.04	1/8	0/8	0%	0.75
34	ABBOTSFORD	4/6	0.98		0/4	0%	
75	MISSION	2/2	0.98	0/2	0/2	0%	0.67
37	DELTA	7/7	0.97	0/7	0/7	0%	0.71
35	LANGLEY	8/8	0.93	2/8	2/8	1%	0.87
71	COURTENAY	5/6	0.93	1/5	0/5	0%	0.80
38	RICHMOND	8/9	0.92	0/8	0/8	0%	0.77
40	NEW WESTMINSTER	1/1	0.91	1/1	0/1	0%	0.50
41	BURNABY	6/6	0.71	2/6	0/6	0%	1.00

## CLERICAL TIME

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

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

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

The average for the reporting elementary school libraries is 1.08, down a bit from last year's 1.1 L-A FTE / 1000 and the average for secondary school libraries is 1.09, down considerably from last year's 1.18 L-A FTE / 1000 students.

## ELEMENTARY CLERICAL STAFFING (sorted by L-A / 1000)

#	District	Response	L-A/ 1000	# of Cuts	T-L/ 1000
59	PEACE RIVER SO.	12/12	3.18	1/12	2.05
81	FORT NELSON	3/3	2.90	0	3.20
21	ARMSTRONG	3/4	2.75		2.75
19	REVELSTOKE	5/5	2.70	0/5	2.30
71	COURTENAY	12/16	2.63	0	0.75
52	PRINCE RUPERT	6/8	2.30	0	2.30
56	NECHAKO	8/10	2.28	0	2.19
60	PEACE RIVER NO.	10/10	2.22		2.50
23	CENT. OKANAGAN	33/33	2.08	1/33	2.14
4	WINDERMERE	6/6	1.62	0/6	2.16
69	QUALICUM	8/8	1.62	0	1.49
11	TRAIL	8/10	1.60	0/8	2.00
27	CARIBOO-CHILCOTIN	26/27	1.60	0/26	2.30
24	KAMLOOPS	30/39	1.56		1.82

**ELEMENTARY CLERICAL STAFFING (continued)**

88	TERRACE	13/13	1.56	0	2.15
10	ARROW LAKES	4/5	1.50	0/4	2.50
35	LANGLEY	29/33	1.45	5/29	1.20
64	GULF ISLANDS	5/5	1.36		1.93
46	SUNSHINE COAST	7/9	1.35	0/7	1.80
22	VERNON	15/20	1.31		2.17
89	SHUSWAP	19/19	1.15	0	1.96
48	HOWE SOUND	9/9	1.07	0	1.84
57	PRINCE GEORGE	46/46	0.88	16	2.23
72	CAMPBELL RIVER	6/16	0.87	1/16	2.81
15	PENTICTON	10/12	0.84	2/10	1.94
40	NEW WESTMINSTER	9/9	0.84	0/9	2.06
7	NELSON	11/11	0.80	3/11	2.10
45	W. VANCOUVER	10/12	0.78	1/10	0.78
34	ABBOTSFORD	21/33	0.65	5/21	1.07
1	FERNIE	7/7	0.64		2.48
9	CASTLEGAR	6/8	0.64	0/6	1.82
39	VANCOUVER	89/91	0.58	18/89	2.42
36	SURREY	66/88	0.43	0/66	1.90
70	ALBERNI	14/14	0.37	3/14	2.40
68	NANAIMO	33/33	0.36	0/33	2.03
44	N. VANCOUVER	33/33	0.31	3/33	2.12
43	COQUITLAM	49/49	0.28		1.70
33	CHILLIWACK	14/20	0.25	0	2.40
28	QUESNEL	11/14	0.19	0/11	3.03
2	CRANBROOK	8/8	0.16	8/8	2.28
41	BURNABY	37/37	0.13	N/A	1.79
75	MISSION	16/16	0.11	2/16	2.57
63	SAANICH	12/12	0.11	4/12	0.97
31	MERRITT	5/5	0.00	N/A	2.70
37	DELTA	23/24	0.00	N/A	1.90
38	RICHMOND	29/37	0.00	N/A	
47	POWELL RIVER	7/7	0.00	N/A	1.78
65	COWICHAN	18/18	0.00	N/A	2.50

**SECONDARY CLERICAL STAFFING (sorted by L-A / 1000)**

#	District	Response	L-A/ 1000	# of Cuts	T-L/ 1000
81	FORT NELSON	1/1	2.48	0/1	2.48
60	PEACE RIVER NO.	7/7	2.41	0/7	1.99
10	ARROW LAKES	2/2	2.40	0/2	2.50
59	PEACE RIVER SO.	4/4	2.05	1/4	1.59
7	NELSON	5/5	1.86	0/5	1.14
56	NECHAKO	3/4	1.75	0/3	1.95
4	WINDERMERE	2/2	1.50	0/3	1.96
21	ARMSTRONG	1/1	1.50		1.50
88	TERRACE	6/6	1.44	0/6	1.86
71	COURTENAY	5/6	1.42	0/5	0.93

## SECONDARY CLERICAL STAFFING (continued)

9	CASTLEGAR	2/2	1.38	0/2	1.33
24	KAMLOOPS	8/10	1.36		1.33
52	PRINCE RUPERT	2/5	1.34	0/2	1.38
57	PRINCE GEORGE	11/11	1.34	2/11	1.64
33	CHILLIWACK	6/6	1.28	0/6	1.31
23	CENT. OKANAGAN	11/11	1.25	1/11	1.38
43	COQUITLAM	12/12	1.24	1/12	1.21
19	REVELSTOKE	1/1	1.19	0/1	1.40
46	SUNSHINE COAST	3/3	1.18	0/3	1.60
27	CARIBOO-CHILCOTIN	7/9	1.17	0/7	1.16
22	VERNON	5/5	1.15		1.19
11	TRAIL	1/3	1.13	0/3	1.13
63	SAANICH	6/6	1.10	0/6	1.33
89	SHUSWAP	5/5	1.09	0/5	1.73
69	QUALICUM	5/5	1.03	1/5	1.60
72	CAMPBELL RIVER	6/6	0.98	2/6	1.50
34	ABBOTSFORD	4/6	0.95		0.98
15	PENTICTON	2/3	0.94	1/2	1.15
70	ALBERNI	5/5	0.93	0/5	1.89
75	MISSION	2/2	0.92	0/2	0.98
35	LANGLEY	8/8	0.89	1/8	0.93
64	GULF ISLANDS	3/3	0.87	1/3	1.61
48	HOWE SOUND	3/3	0.74	0/3	1.31
37	DELTA	7/7	0.72	1/7	0.97
44	N. VANCOUVER	8/8	0.72		1.04
41	BURNABY	6/6	0.71	0/6	0.71
39	VANCOUVER	18/18	0.68	9/18	1.10
31	MERRITT	2/2	0.66	0/2	1.76
40	NEW WESTMINSTER	1/1	0.61	0/1	0.91
28	QUESNEL	2/3	0.50	0/2	1.46
47	POWELL RIVER	4/4	0.50	0/4	1.19
36	SURREY	12/16	0.44	0/12	1.18
2	CRANBROOK	3/3	0.38	2/3	1.26
38	RICHMOND	8/9	0.37	0/8	0.92
68	NANAIMO	7/7	0.35	0/7	1.10
65	COWICHAN	4/5	0.30	0/4	1.20
1	FERNIE	4/4	0.29		1.75

## SCHOOL LIBRARY RESOURCE CENTRE BUDGETS

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

As decided at last year's Council meeting, we have only asked for and recorded current budget figures for the 1993-94 school year. As other districts' budgets become finalized, we will factor them in and inform you by executive minutes or in the March *Bookmark*.

The average elementary budget is \$16.16, down from last year's \$18.25 which itself had been reduced by \$1.55 from the previous year. Secondary school library budgets average \$17.80/student, down from last year's \$19.62 figure which had itself been reduced \$2.68 from the previous year.

**ELEMENTARY BUDGETS (sorted by \$ / student)**

#	District	Response	\$ / Student	I-D-S	Include Non-Media
23	CENT. OKANAGAN	33/33	\$32.35	18-1-8	27/27
59	PEACE RIVER SO.	12/12	\$30.79	3-0-8	
81	FORT NELSON	3/3	\$26.94	1-0-2	3/3
21	ARMSTRONG	3/4	\$24.89	1-2-0	
4	WINDERMERE	6/6	\$23.97	1-2-3	4/6
10	ARROW LAKES	4/5	\$23.00	0-0-4	4/4
56	NECHAKO	8/10	\$21.00	0-0-8	1/8
47	POWELL RIVER	7/7	\$20.68	0-0-7	7/7
27	CARIBOO-CHILCOTIN	26/27	\$19.25	0-26-0	21/26
28	QUESNEL	11/14	\$18.15	5-5-1	11/11
24	KAMLOOPS	30/39	\$17.00	1-5-24	30/30
72	CAMPBELL RIVER	6/16	\$16.20	0-0-16	16/16
75	MISSION	16/16	\$15.25	0-16-0	16/16
22	VERNON	15/20	\$15.04	2-8-4	
89	SHUSWAP	19/19	\$14.00	0-0-19	19/19
2	CRANBROOK	8/8	\$13.46	0-6-2	8/8
11	TRAIL	8/10	\$12.97	0-3-1	3/4
37	DELTA	23/24	\$12.84	0-11-8	15/19
68	NANAIMO	33/33	\$12.44	0-33-0	33/33
43	COQUITLAM	49/49	\$12.38	0-49-0	0/49
39	VANCOUVER	89/91	\$11.33		89/89
36	SURREY	66/88	\$11.00	0-0-66	66/66
1	FERNIE	7/7	\$10.70	0-7-0	
35	LANGLEY	29/33	\$10.30	2-14-5	8/29
44	N. VANCOUVER	33/33	\$10.30	0-33-0	33/33
46	SUNSHINE COAST	7/9	\$8.70	1-6-0	1/7
63	SAANICH	12/12	\$7.52	4-3-5	0/12
19	REVELSTOKE	5/5	\$0.00	0-5-0	

**SECONDARY BUDGETS (sorted by \$ / student)**

#	District	Response	\$ / Student	I-D-S	Include Non-Media
21	ARMSTRONG	1/1	\$30.00	0-0-1	
52	PRINCE RUPERT	2/5	\$30.00		2/2
4	WINDERMERE	2/2	\$28.30	0-2-0	1/2
23	CENT. OKANAGAN	11/11	\$28.22	9-1-1	11/11
10	ARROW LAKES	2/2	\$24.31	0-2-0	1/2
59	PEACE RIVER SO.	4/4	\$24.25	1-1-2	1/4
28	QUESNEL	2/3	\$22.32	0-2-0	2/2

**SECONDARY BUDGETS (continued)**

15	PENTICTON	2/3	\$22.14	1-0-1	1/2
22	VERNON	5/5	\$21.69	0-3-2	
56	NECHAKO	3/4	\$21.00	0-0-3	3/3
47	POWELL RIVER	4/4	\$20.23	2-2-0	4/4
9	CASTLEGAR	2/2	\$19.86	0-1-0	1/1
27	CARIBOO-CHILCOTIN	7/9	\$19.25	0-7-0	7/7
7	NELSON	5/5	\$18.00	3-0-2	2/5
33	CHILLIWACK	6/6	\$17.96	1-2-1	5/6
43	COQUITLAM	12/12	\$17.21	0-12-0	0/12
11	TRAIL	1/3	\$16.90	0-0-1	1/1
46	SUNSHINE COAST	3/3	\$16.90	0-3-0	0/3
72	CAMPBELL RIVER	6/6	\$16.20	0-0-6	6/6
81	FORT NELSON	1/1	\$16.12	0-1-0	1/1
36	SURREY	12/16	\$15.00	0-0-12	12/12
75	MISSION	2/2	\$15.00	0-2-0	2/2
1	FERNIE	4/4	\$14.99	0-4-0	
63	SAANICH	6/6	\$14.76	1-0-5	0/6
24	KAMLOOPS	8/10	\$14.43	0-3-5	8/8
39	VANCOUVER	18/18	\$14.25	0-18-0	18/18
37	DELTA	7/7	\$14.07	0-5-2	6/7
89	SHUSWAP	5/5	\$14.00	0-0-5	5/5
35	LANGLEY	8/8	\$13.43	0-3-0	4/8
2	CRANBROOK	3/3	\$13.14	0-3-0	3/3
68	NANAIMO	7/7	\$12.44		7/7
34	ABBOTSFORD	4/6	\$12.40	1-1-1	
44	N. VANCOUVER	8/8	\$12.20	0-8-0	8/8
38	RICHMOND	8/9	\$12.12	2-2-2	0/8
19	REVELSTOKE	1/1	\$0.00	0-1-0	N/A

**ELECTRONIC SERVICES, ELEMENTARY (not sorted)**

#	District	CD-ROM?	Modem?	Fax?	Laser Disk?	Comp. Cat/Circ
1	FERNIE	6/7	0/7	0/7		
2	CRANBROOK	8/8	2/8	1/8	2/8	0/8
3	KIMBERLEY					
4	WINDERMERE	4/6	4/6	0/6	0/6	2/6
7	NELSON					
9	CASTLEGAR					
10	ARROW LAKES	2/4				
11	TRAIL					
12	GRAND FORKS					
13	KETTLE VALLEY					
14	SO. OKANAGAN					
15	PENTICTON	10/10	9/10	0/10	1/10	0/10
16	KEREMEOS					
17	PRINCETON					
18	GOLDEN					

**ELECTRONIC SERVICES, ELEMENTARY (continued)**

19	REVELSTOKE	5/5	3/5	0/5	0/5	3/5
21	ARMSTRONG					
22	VERNON					
23	CENT. OKANAGAN	20/27	9/27	0/27	0/27	3/27
24	KAMLOOPS	21/30	0/30	0/30	0/30	25/30
26	N. THOMPSON					
27	CARIBOO-CHILCOTIN	7/26	4/26	0/26	0/26	9/26
28	QUESNEL	11/11	2/11	0/11	1/11	1/11
29	LILLOOET					
30	SO. CARIBOO					
31	MERRITT	5/5	0/5	0/5	0/5	5/5
32	HOPE					
33	CHILLIWACK	10/14	5/14	0/14	1/14	0/14
34	ABBOTSFORD	8/21	11/21	0/21	1/21	16/21
35	LANGLEY	19/29	7/29	0/29	0/29	17/29
36	SURREY	28/66	3/66	1/66	1/66	11/66
37	DELTA	19/23	7/23	2/23	1/23	3/23
38	RICHMOND	29/29	4/29	3/29	1/29	11/29
39	VANCOUVER	34/89	22/89	1/89	0/89	91 cat, 2 circ
40	NEW WESTMINSTER	3/9	2/9	2/9	0/9	2/9
41	BURNABY	10/37	15/37	0/37	2/37	1/37
42	MAPLE RIDGE					
43	COQUITLAM	10/49	1/49	4/49	1/49	11/49
44	N. VANCOUVER	17/33	9/33	0/33	1/33	0/33
45	W. VANCOUVER	8/10	10/10	10/10	1/10	3/10
46	SUNSHINE COAST	3/7	0/7	0/7	0/7	2/7
47	POWELL RIVER	5/7	3/7	0/7	3/7	7/7
48	HOWE SOUND	5/9	2/9	2/9	1/9	4/9
49	CENTRAL COAST					
50	QUEEN CHARLOTTE IS.					
52	PRINCE RUPERT	6/6	3/6	2/6	2/6	1/6
54	BULKLEY VALLEY					
55	BURNS LAKE					
56	NECHAKO	5/8	4/8	4/8	1/8	3/8
57	PRINCE GEORGE	20	40	7	0	1
59	PEACE RIVER SO.	4/12	2/12	0/12	0/12	12/12
60	PEACE RIVER NO.	2/10	0/10	3/10	1/10	4/10
61	GREATER VICTORIA					
62	SOOKE					
63	SAANICH	1/12	2/12	0/12	0/12	2/12
64	GULF ISLANDS	4/5	2/5	1/5	1/5	3/5
65	COWICHAN	9/18	2/18	0/18	0/18	0/18
66	LAKE COWICHAN					
68	NANAIMO	28/33	2/33	0/33	0/33	1/33
69	QUALICUM	5/8	3/8	1/8	0/8	2/8
70	ALBERNI					
71	COURTENAY	8/12	0/12	0/12	0/12	1/12
72	CAMPBELL RIVER	15/16	6/16	2/16	0/16	1/16
75	MISSION	3/16	1/16	1/16	0/16	4/16
76	AGASSIZ-HARRISON					
77	SUMMERLAND					
80	KITIMAT					

**ELECTRONIC SERVICES, ELEMENTARY (continued)**

81	FORT NELSON	3/3	1/3	3/3	0/3	0/3
84	VANCOUVER IS. WEST					
85	VANC. IS. NORTH					
86	CRESTON-KASLO					
87	STIKINE					
88	TERRACE	7/13	1/13	0/13	1/13	1/13
89	SHUSWAP	2/19	3/19	0/19	0/19	4/19
92	NISGHA					

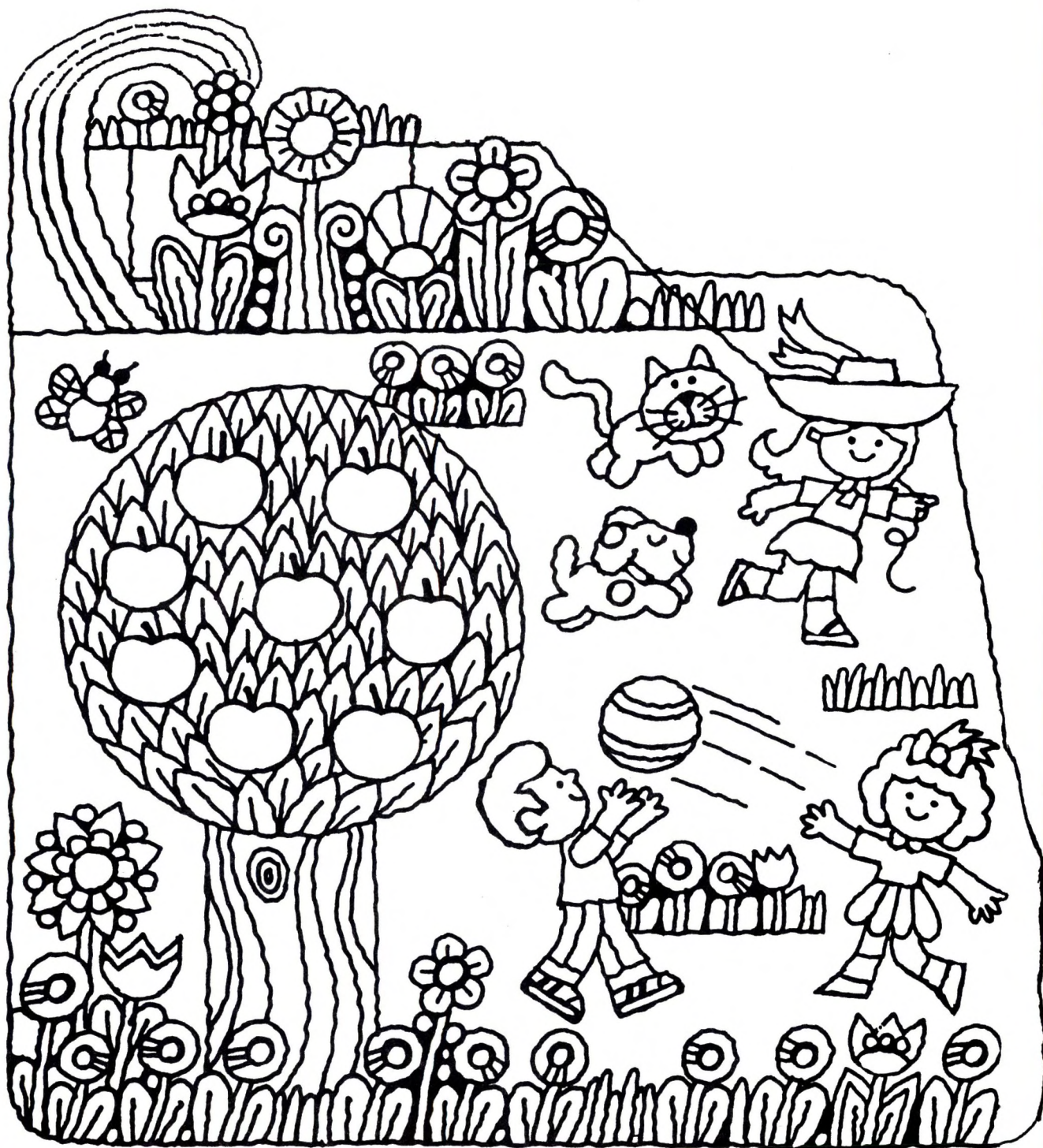
**ELECTRONIC SERVICES, SECONDARY (not sorted)**

#	District	CD-ROM?	Modem?	Fax?	Laser Disk?	Comp. Cat/Circ
1	FERNIE		2/4			
2	CRANBROOK	1/3	1/3	0/3	0/3	1/3
3	KIMBERLEY					
4	WINDERMERE	2/2	2/2	1/2	0/2	0/2
7	NELSON	5/5	2/5	1/5	1/5	4/5
9	CASTLEGAR	1/2	0/2	0/2	0/2	1/2
10	ARROW LAKES	2/2	1/2	0/2	0/2	1/2
11	TRAIL	1/3	0/3	0/3	0/3	1/3
12	GRAND FORKS					
13	KETTLE VALLEY					
14	SO. OKANAGAN					
15	PENTICTON	2/2	2/2	0/2	0/2	1/2
16	KEREMEOS					
17	PRINCETON					
18	GOLDEN					
19	REVELSTOKE	1/1	1/1	0/1	0/1	1/1
21	ARMSTRONG					
22	VERNON					
23	CENT. OKANAGAN	10/11	7/11	2/11	3/11	3/11
24	KAMLOOPS	8/8	5/8	1/8	0/8	5/8
26	N. THOMPSON					
27	CARIBOO-CHILCOTIN	7/7	3/7	1/7	2/7	2/7
28	QUESNEL	2/2	1/2	0/2	1/2	2/2
29	LILLOOET					
30	SO. CARIBOO					
31	MERRITT	2/2	1/2	0/2	0/2	2/2
32	HOPE					
33	CHILLIWACK	6/6	2/6	1/6	1/6	1/6
34	ABBOTSFORD					
35	LANGLEY	4/8	2/8	0/8	1/8	3/8
36	SURREY	10/12	5/12	0/12	2/12	4/12
37	DELTA	7/7	4/7	1/7	3/7	6/7
38	RICHMOND	8/8	1/8	0/8	1/8	7/8
39	VANCOUVER	16/18	7/18	1/18	0/18	1/18
40	NEW WESTMINSTER	1/1	1/1	0/1	0/1	1/1

## ELECTRONIC SERVICES, SECONDARY

41	BURNABY	6/6	5/6	0/6	2/6	4/6
42	MAPLE RIDGE					
43	COQUITLAM	6/12	4/12	0/12	1/12	3/12
44	N. VANCOUVER	6/8	7/8	1/8	2/8	
45	W. VANCOUVER					
46	SUNSHINE COAST	3/3	2/3	3/3	0/3	2/3
47	POWELL RIVER	4/4	3/4	0/4	1/4	4/4
48	HOWE SOUND	3/3	1/3	1/3	2/3	3/3
49	CENTRAL COAST					
50	QUEEN CHARLOTTE IS.					
52	PRINCE RUPERT	2/2	2/2	1/2	1/2	2/2
54	BULKLEY VALLEY					
55	BURNS LAKE					
56	NECHAKO	3/3	2/3	3/3	1/3	3/3
57	PRINCE GEORGE	9/11	9/11	0/11	0/11	1/11
59	PEACE RIVER SO.	3/4	1/4	1/4	1/4	4/4
60	PEACE RIVER NO.	3/7	3/7	4/7	1/7	5/7
61	GREATER VICTORIA					
62	SOOKE					
63	SAANICH	6/6	2/6	0/6	2/6	4/6
64	GULF ISLANDS	2/3	0/3	0/3	0/3	0/3
65	COWICHAN	4/4	3/4	1/4	0/4	0/4
66	LAKE COWICHAN					
68	NANAIMO	7/7	5/7	6/7	2/7	1/7
69	QUALICUM	4/5	0/5	0/5	0/5	2/5
70	ALBERNI					
71	COURTENAY	4/5	0/5	0/5	0/5	1/5
72	CAMPBELL RIVER	6/6	3/6	0/6	0/6	0/6
75	MISSION	2/2	0/2	2/2	0/2	1/2
76	AGASSIZ-HARRISON					
77	SUMMERLAND					
80	KITIMAT					
81	FORT NELSON	1/1	0/1	1/1	0/1	0/1
84	VANCOUVER IS. WEST					
85	VANC. IS. NORTH					
86	CRESTON-KASLO					
87	STIKINE					
88	TERRACE	5/6	2/6	1/6	2/6	4/6
89	SHUSWAP	5/5	5/5	4/5	1/5	3/5
92	NISGHA					

# REGULAR FEATURES



# CANADIAN IMAGES CANADIENNES 8

## VISIONS 1994

October 21, 22, 23, 1994

Holiday Inn Crowne Plaza  
Winnipeg, Manitoba

What do Roch Carrier, William Bell, Brenda Clark, Kit Pearson and Budge Wilson have in common? Yes, they are involved in producing books for children and young adults in Canada. And, yes, they are all newcomers to the Canadian Images Canadiennes program to take place in Winnipeg in October of 1994. Plan now to be there!

### CONFIRMED PRESENTERS INCLUDE:

Irene Aubrey <sup>P</sup>  
Martha Brooks  
Kady MacDonald Denton  
Michael Kusugak  
Jean Little <sup>K</sup>  
Michael Martchenko  
Kit Pearson  
Ken Roberts  
Valerie Wyatt

Eric Beddows  
Roch Carrier <sup>B</sup>  
Sheree Fitch  
Louise Lalonde  
Claire Mackay <sup>P</sup>  
Tololwa Mollel  
Pierre Pigeon  
Kathy Stinson

William Bell  
Brenda Clark  
Martyn Godfrey  
Michèle Lemieux  
Joe McLellan  
Paul Morin  
Mary Razzell  
Budge Wilson

K - Keynote speaker

P - Plenary speaker

B - Banquet speaker

To be on our mailing list write to:

Joyce Birch, Registration  
2604 One Evergreen Place  
Winnipeg, MB  
R3L 0E9

or

☎ Phone: (204) 453-1756

Conference fee approximately \$170.00 Cdn.

Sponsored by the Manitoba School Library Audio Visual Association

# CONTINUING EDUCATION EXCHANGE

by **MARILYN HANNIS**, teacher-librarian, Maple Grove Elementary School, SD#39 (Vancouver).

**Committee Members:** Bernice Betts, Burnaby; Valerie Dare, Vancouver; Patricia Finlay, Burnaby; Marilyn Hannis, Vancouver; Rod Hermsmeier, Merritt; Jane Roberts, Campbell River; University Liaisons: UBC -Joan Harper; University of Victoria - Don Hamilton.

## PROVINCIAL FORUM ON RESOURCE-BASED TEACHING AND LEARNING

The organization of this forum has been the main focus of the committee since last Spring when we received a \$20,000 grant from the Ministry. The purpose of the forum is to bring together members of the educational community to examine the implications of using a variety of resources to facilitate learning and teaching in B.C. schools. The forum will provide an opportunity for participants to discuss the developing issues, challenges and opportunities regarding the changing role and nature of learning resources. The thirty-one participants will develop recommendations around the equitable and efficient access to resources.

Participants were selected by provincial associations representing superintendents (BCSSA), school and district administrators (BCPVPA), and classroom teachers (PSAs). Participants also include representatives from the University of Victoria, University of British Columbia, Simon Fraser University, the Ministry of Education, and the BCTLA. Each person is responsible for reporting recommendations back to their respective associations.

### The objectives of the forum are:

1. To explore and clarify the role of the Ministry of Education, the Learning Resources Branch, the school library resource centre, and the school district resource centre.
2. To initiate and stimulate an open inquiry on resource-based learning and teaching among the education community.
3. To provide an opportunity for participants to deepen their understanding about the challenges and opportunities of resource-based learning and teaching.
4. To identify and explore the impact of technology on learning resources.
5. To influence, in a timely fashion, the future directions related to resource-based learning and teaching.
6. To develop processes and recommendations for follow-up actions related to resource-based learning and teaching.

## VISITATION BOOKLET

This booklet lists library resource centres throughout B.C. which you may visit to see how the teacher-librarian is pursuing some unique program or dealing with some interesting design feature. Your Chapter Councillor has a copy of the booklet. Many thanks to Jane Roberts for all the time she has committed to the preparation of this booklet.

## PRE-SERVICE TEACHER LIAISON

A letter has been sent to the faculty advisor coordinators of the three universities. We have asked them to distribute a letter to faculty advisors outlining the contributions and support teacher-librarians can provide to pre-service teachers during their practicum. Thanks to Rod and Patricia for preparing the letters.

## DISTANCE EDUCATION

UBC will produce LIBE 389 as a distance education course. The statistics collected by our survey last Spring indicated that this course was the one most desired by teacher-librarians.

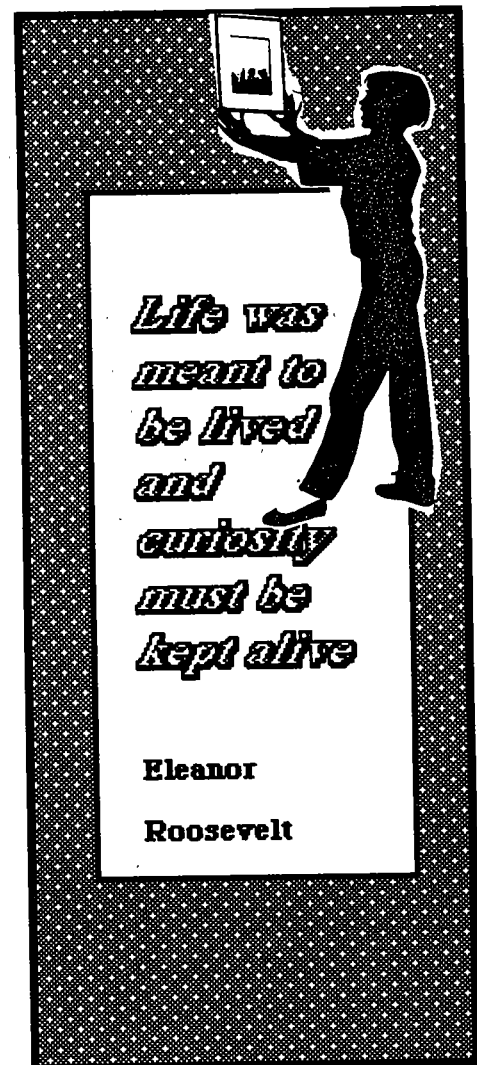
The course will be a combination of home study and video conference and will likely include some small group work. Research has demonstrated that

students who have a few interactive sessions achieve a higher success rate than those who work in isolation. Students will also be able to hand in assignments using FAX or E-MAIL. Distance Education is planning to pilot the course in September, 1994. I am excited and impressed that our survey produced such rapid results. Many thanks to Joan Harper for her diligent work on our behalf, and to UBC's Distance Education personnel for their strong support.

## **COPYRIGHT**

In a recent conversation with Peter Donkers, Manager at the Learning Resources Branch, he stated that breaking copyright could cost as much as \$25,000.00 per page!! Unless you have won the LOTTO ...

It is a pleasure serving you as Continuing Education Chairperson.



# “PLUGGING IN” TO INTERNET

by **JOHN GOLDSMITH**, Technical Coordinator and Program Advisor, Fraser Valley Regional Correspondence School, School District #33 (Chilliwack).

By now, most teacher-librarians are aware of the Internet global telecommunications network. Those who aren't soon will be! The wide variety of information related resources and activities on the “Net” makes it ideal for teacher-librarians interested in investigating a new and exciting technology and in integrating electronic research skills within a library program.

While many teacher-librarians are interested in Internet, many do not know how to get access. Fortunately, there are many ways to plug in to Internet. In this article, many of those options are briefly presented so that teacher-librarians can take the opportunity to become more familiar with this important technology.

There are many ways to access Internet. The most common method is via personal computer, a modem and a standard telephone line (located in the library, classroom or home). This local system connects over the telephone system to another computer, usually a larger mini or mainframe computer, which is itself connected to Internet via a dedicated, high speed, telecommunications link. In Internet jargon, the home or library computer is called the “Client” or “Remote” computer. The larger computer that the library or home computer connects to is called a “Host” computer. The host computer then acts as a gateway (a computer system that connects between computers), allowing the home or school user to access Internet.

The organisation which operates the host computer is called a “service provider”. Besides supplying an Internet gateway, the service provider may also provide locally developed databases, information sources and discussion forums on the local host computer. Usually items are presented as a series of menus from which the user makes selections.

Each system has a unique layout and distinctive mix of locally developed information services and

Internet resources. Internet resources are customarily integrated with the host system as selections on a menu, with the user being unaware that the actual file or database may come from a computer thousands of miles away. The user is relieved of many confusing commands and tedious tasks that used to be associated with accessing information on Internet.

The level of access to Internet varies among service providers. While all provide their users with Internet E-mail accounts, only a few allow unrestricted access to all Internet services including *Usenet* (news and discussion groups), *Telnet* (telecommunication with a remote computer on the net) and *FTP* (file transfer over Internet).

E-mail is used to send and receive electronic messages to other people on Internet. Messages sent by E-mail often arrive at a destination seconds after being sent, even though the destination may be half a world away. E-mail also facilitates “bulk mailing” to people who are interested in a topic or are part of a group. Internet E-mail offers educators a wide variety of opportunities for sharing through discussions, projects and exchanges.

Usenet news groups are public discussion groups which anyone with Usenet access can read and respond to. There are literally hundreds of topics such as teaching and teachers, environment, business matters and entertainment available for participation. Some topics are not suitable for children. Most service providers carry at least some of the Usenet news groups.

Telnet allows a home or library computer to connect with a distant computer or computer system and operate as a workstation on that system. Through Telnet, users in Fort St. John can connect with the Library of Congress and use their computers with the ability to search databases and access information as if their workstations were actually located in the library itself. There are literally hundreds of Telnet sites accessible through Internet.

FTP stands for “File Transfer Protocol”. This is the method Internet uses to transfer files and programs from a remote computer to a home or library computer,

or vice versa. As with Telnet, there are hundreds of FTP sites from which programs, data and information can be copied.

While the prospect of downloading a copy of the North American Free Trade Agreement from a computer thousands of miles away or "wandering around" inside the Library of Congress's mainframe may sound attractive and exciting, a word of warning is necessary. When users connect to one of these distant systems, they leave behind the comfort and familiarity of their own computer and enter the vastly different world of the mainframe computing with its strange command structures and operating systems. Without some knowledge of the different operating environments, users can quickly become lost and frustrated. This is one of the reasons why most service providers limit the amount of direct Internet access available to the user and instead make popular Internet resources and databases available as menu options on the host system.

## INTERNET SERVICE PROVIDERS

### CLN

For most teacher librarians, especially those who live outside the lower mainland, the system of choice is CLN. CLN (Community Learning Network) is a province wide educational telecommunication network, conceived and developed by ETC (Education Technology Consortium) a branch of the Ministry of Education. It is the vehicle by which ETC hopes to promote and encourage the use of telecommunications within BC classrooms. At present, seventy school districts have access to CLN and within the near future, most of the remaining districts should be connected.

*The System:* ETC has done an excellent job in creating a telecommunication system to meet the needs of BC educators. While still in the evolutionary stage, the system is user friendly with menu structure that is simple, logical and easy to follow. Available databases and information resources are a blend of locally developed assets (BC road and weather reports, ferry schedules, school law) and remote Internet resources (NASA, ERIC, Dialog, Southam Infomart and education related Usenet news discussion groups). The inclusion of Dialog and Infomart is especially important for teacher librarians as it provides quick and easy access to two important on-line commercial database services.

ETC also includes a number of education related discussion groups: Usenet News Groups and Listservs. Of particular interest to teacher-librarians is an international forum called LM\_Net, dedicated to libraries and teacher-librarians.

*Access:* Access to CLN is arranged at the district level. School districts contract ETC to provide local telephone access, user accounts, technical support, software and training. The school district is then responsible for issuing accounts to staff and students.

To access CLN, a user must have a CLN account. This is usually issued by the district technology facilitator or coordinator. Within each of the seventy connected districts, there should be at least one teacher-librarian with a CLN account who was or is participating in a pilot project to assess the usefulness of available information services within a school library setting.

*Internet:* All CLN users receive E-mail access. Limited Internet access through menu options is also available.

For more information on CLN, call Rick Withers of ETC at 655-4846.

### LEARNING LINKS

For several years, KCTS TV, the Public Broadcasting station in Seattle, Washington has offered a subscription service to schools in the Lower Mainland and Southern Vancouver Island viewing areas. Subscribing schools have been permitted to tape selected PBS programs.

Recently, KCTS has added a telecommunication service called Learning Links. Initially its purpose was to provide more up-to-date programming information. It has grown and developed into a sophisticated entity in its own right.

*The System:* As with CLN, Learning Links was developed primarily for educators. The menu system is very clean, uncluttered and easy to follow. While most of the resources are devoted in some way to supporting KCTS programming, there are a few locally developed information services and active teacher discussion groups. Although most of users are from Washington State, many of the discussion topics tend to be universal in nature (overworked teacher-librarians, ways to promote library programs, etc.).

Because Learning Links does not have a direct connection to Internet, there are no Internet related databases or resources.

**Access:** Access to Learning Links is free to staff members of schools which have purchased the KCTS subscription service. This is usually arranged at a district level. However, it is possible for individual schools to subscribe on a trial basis. Once subscription arrangements have been completed, staff members may obtain user accounts by contacting the system manager in Seattle.

Access to Learning Links is via a 1-800 number which is usable in the Lower Mainland and Southern Vancouver Island areas and in any other area where its broadcasts are available. At present, there are twenty-four toll-free phone lines.

**Internet:** E-mail access only.

For more information on Learning Links call Bruce Wynn or Shabbir Ramsan at (206) 443-4853.

## **SIMON FRASER UNIVERSITY**

Perhaps more than any other institution, SFU deserves credit for its pioneering efforts in the field of educational telecommunication within BC. Back in the late 1980's, SFU actively promoted the use of its X-Change educator network by allowing teachers free access from virtually anywhere in the province. As a result, thousands of educators, especially those living "up-country", received their first taste of telecommunications on the SFU system. Sadly, toll free access was terminated in December, 1991 due to budget cuts. The number of people using the system shrunk dramatically.

**The System:** The X-Change system has undergone substantial changes since its first days back in the late 80's. Initially, user comments were positive. However, the system isn't as easy to use as it once was. A particular irritant is the discussion group section called "PARTI" (short for Participate) which now operates with a bizarre and difficult set of commands.

Most of the resources and projects which once attracted teachers to this system have either been transferred to CLN or dropped. While there remains a few items of interest, X-Change has lost much of its vitality and interest.

The Simon Fraser University system still retains one redeeming feature which, for many users, is more important than databases or local discussion groups—unlimited Internet access which includes the ability to use Telnet and FTP without the need for special permission or expensive user accounts.

**Access:** Access is via a dial-up telephone connection, through SFU's Burnaby number. Residents outside the Lower Mainland can still call in by calling long distance, at their own expense.

Access is open to any educator with an SFU user account, purchased for \$25.00.

**Internet:** Full Internet access is available to all account holders.

For more information contact David Bell, Director, The Centre for Educational Technology, Faculty of Education, Simon Fraser University at 291-4259 or Pat McDonald at 291-3808.

## **UNIVERSITY OF BRITISH COLUMBIA**

In an effort to off-set the high cost of computing and telecommunications, UBC has made many of its computing resources and facilities including Internet available to "outsiders" for a price.

**The System:** The UBC computer system is intended primarily for faculty members and commercial users who need off-campus access to the statistic and technical programs. In addition, full and unlimited Internet access is also provided. This system has very few locally developed databases or information resources.

**Access:** Teacher-librarians applying for a UBC account must first supply documentation verifying their employment in a school district, otherwise they are classed as commercial users. Secondly, they must prepay \$20.00 into a user account. From that account, UBC deducts the cost of computer usage. Internet access does not require much computer usage and is relatively inexpensive. When the account is depleted, another payment must be sent.

**Internet:** Unrestricted access to all account holders.

For more information, contact Joyce Wong at UBC Computer Services, 822-6443

## DEEP COVE BBS

Deep Cove BBS is a commercial bulletin board system begun by owner Wayne Duvall as a hobby in 1985. It has become one of the largest electronic bulletin boards in the Lower Mainland with thousands of members, over 33 phone lines and a gigabytes of files and programs available for sharing.

*The System:* Deep Cove's target audience seems to be the telecommunications enthusiast. This is particularly evident in the menu structure which is designed for an IBM user with graphics capability. A non-IBM user is treated to a screen filled with squiggly lines and indecipherable characters which can make the menus difficult to read. The system is filled with on-line games and discussions but there is little of particular interest to teacher-librarians.

*Access:* Access to Deep Cove BBS is by membership at a cost of \$50.00 per year. The BBS is located in White Rock so anyone within that calling area pays no long distance charges. For North and West Vancouver residents, a call forwarding system as been introduced to save long distance charges.

*Internet:* Internet E-mail access included in membership, but users who want full Internet access pay a connect charge of \$3.60 per hour.

For more information call Wayne Duvall at 536-5885

## MINDLINK BBS

Mindlink is perhaps the best known BBS in the Lower Mainland. Mindlink was the first commercial service to recognise the importance of Internet and integrate its resources. Today, besides having one of the most comprehensive systems in Western Canada, Mindlink is the only BBS with its own dedicated Internet link.

*The System:* Connect to Mindlink and there is no doubt you're connected to a serious, no-nonsense telecommunications system. Despite numerous menus, guides and help prompts, a user can quickly become lost within this vast, complex system. With a little experience however, the system becomes easier to navigate. Mindlink includes databases, information resources, discussion groups and gigabytes of files and programs (mostly DOS) available for downloading. Files come from both local sources and Internet. While

most of resources are general or business-oriented, there are resources which may interest educators, such as the stock market section, news section or environmental areas.

*Access:* Access to Mindlink is through membership. Mindlink maintains local dial-up access from North and West Vancouver, Vancouver, Langley and Abbotsford.

*Internet:* A basic membership with Internet E-mail access costs \$105.25 per year. Annual membership with full Internet access costs \$247.56.

For more information call Mindlink at 534-5663.

## FREENETS

An interesting development in telecommunications has been the recent growth of Freenets. Freenets are the electronic equivalent of Co-ops or credit unions: member owned and operated electronic bulletin boards with Internet access. Membership is usually free. Money for the system is gathered through corporate sponsorship, fund raising and donations.

While most Freenets generally don't allow direct Internet access, they do provide their members with E-mail access, Usenet news groups and selected Internet on-line databases, similar to their commercial and educational cousins.

In BC, Victoria Freenet is currently in operation. Trail Freenet will be in operational soon and Vancouver Freenet and Fort St. John Freenet are under development.

## VICTORIA FREENET

Victoria Freenet was begun by a group of dedicated telecommunications enthusiasts. It is BC's first Freenet and has been in operation for about a year.

*The System:* The Victoria Freenet uses a Freenet menu system developed by Case Western University which has become known for its simplicity and ease of use (the same freenet software is also used by CLN). The Victoria Freenet is a blend of local and Internet related resources. It's proximity to the legislature has resulted in a number of government ministry databases being made available, such as the Environment Ministry's list of polluters, Highways Ministry information and government economic information.

Victoria Freenet users are very active. At present there are 14 lines into the system. Even with this number of lines, it is often impossible to connect because all lines are busy.

**Access:** Access is open to anyone who wants a user account. While donations are encouraged, there is no charge for a user account.

**Internet:** All users receive E-mail access. In addition, limited Internet access is available through Gopher (An experimental Internet menu system).

For more information call the Victoria Free-Net Association at 389-6026.

## CIOA (TRAIL FREENET)

What happens when the primary industry of a one industry town has trouble supporting that community into the information age of the twenty-first Century? CIAO! CIAO is an acronym for Community Information Access Organisation and the name of the Trail Freenet. What makes the Trail system so completely different is total community involvement. Initiated by members of the Trail School District, the project has grown and evolved to include business, labour, education, industry, tourism, Cominco, local and regional government, volunteer groups—the whole community! With a potential Internet audience of 20 million plus users world-wide, each of these groups hopes to benefit from the Freenet. For example, the Chamber of Commerce intends to post commercial information of interest to entrepreneurs. The Tourist Bureau intends to post tourist information. Cominco has even been asked to make its vast store of mining information available in the form of a searchable database.

Membership is open to anyone in the community and the participation of community groups and members is encouraged. In addition, a number of surrounding school districts have also expressed an interest in becoming involved.

At present, the system is in the final stages of completion. It should be a very interesting project.

For more information call Ken McLean at 368-6434

## SCHOOL DISTRICTS

Many school districts have established some sort of local electronic bulletin board system. While most are usually simple affairs consisting of a personal computer, one or two telephone lines and an enthusiastic teacher who looks after the system in her/his spare time, a few district electronic bulletin boards have evolved into very elaborate systems, rivalling the best of the commercial world. Besides offering a wide variety of locally developed resources and education related items, many also offer Internet access.

### VANCOUVER SCHOOL DISTRICT EDNET

This is Vancouver School Board's educational bulletin board. Begun in 1982 as a vehicle to promote and encourage the use of telecommunication and technology within the Vancouver school district, it has steadily grown and developed to become one of the largest systems in BC with 5200 members, most of whom are active users.

**The System:** Designed by and for educators, the system is very straightforward and easy to use. However, beneath the simple exterior lies a vast and sophisticated system with many educational resources of interest to teachers. There's even an on-line dictionary to translate English into Gaelic.

**Access:** Access is free to any student or staff member in the Vancouver School District. Access has also been extended to other Lower Mainland districts who have purchased partnership arrangements. At present these include Langley, Burnaby, Richmond, North and West Vancouver School Districts.

**Internet:** E-mail access is available for all members. Limited Internet FTP and Telnet access (Gopher access) is available through a UBC link.

For more information, call Barry MacDonald at 731-1131

### NORTH VANCOUVER SCHOOL DISTRICT COMPULINK-44

This is North Vancouver School District's electronic mail and conference system.

**The System:** Unlike most other electronic bulletin boards described in this article, Compulink-44 employs a new type of menu system called FirstClass which allows Mac and DOS Windows users to maintain their graphic user interface when connecting to the host computer. Instead of using menus to make selections, FirstClass users use their mouse and click on icons to make their choices. Macintosh users especially will feel at home with this system.

The FirstClass software has become very popular and many Lower Mainland districts are using it for local conferences and E-mail. The North Vancouver system is unique in that it has an Internet link.

Besides the usual local discussion groups and conference areas, a number of Internet discussions of interest to teachers such as Ed Tech, L-M Net and K12 discussions have also been included.

**Access:** Access is free and open to any student or staff member of the North Vancouver School District.

**Internet:** E-mail access only.

For more information contact Mr. Stewart Lynch at 987-8141

## COMMUNITY COLLEGES

A province wide initiative is underway to assist regional and community colleges in establishing an Internet link. Almost all the colleges in the Lower Mainland have an Internet connection as do Caribou and Okanagan College in the Interior. More colleges will become connected in the future.

At present, it is impossible to predict the extent to which individual colleges will allow outsiders to access Internet through their systems. In many communities, the relationship between college and school district is close and harmonious and the possibility of outside access may exist once internal college needs have been met. Some communities college and school district are investigating the possibility of partnerships in which both parties would share the cost of an Internet connection.

## NANAIMO SCHOOL DISTRICT/MALASPINA COLLEGE

In what may become a model for future community college-school district partnerships, the Nanaimo School District and Malaspina College have established a dedicated, high speed Internet link. Both partners enjoy the benefits of an Internet connection and each partner shares a portion of the cost.

**The System:** The Nanaimo School District system is rich with Internet resources. It includes Internet databases that are not usually found on this type of system such as the Michigan weather database and the Library of Congress. Menus serve as the principal means of selection, making the system simple and easy to use for anyone with a little experience.

**Access:** User accounts are free and available to any educator, not just to employees of School District #68. Users from outside the Nanaimo calling area must pay long distance charges.

**Internet:** Internet E-mail access is provided for all users, plus limited Internet access through menu options. Unrestricted Internet access is available in special circumstances.

For more information call Mike Silverton or Brian Kuhn at 745-5521

## CONCLUSION

Hopefully, one of these systems will fit your needs and allow you to explore this fantastic information tool. The vast amount of knowledge and information accessible through Internet makes it an invaluable treasure for every library program. As electronic information technology becomes more prevalent, teacher-librarians will need to take the lead in modelling the information skills necessary to successfully utilise this important resource.

With the decline in library budgets and cost increases in library-related materials, telecommunications and Internet resources may be one of the few ways left to maintain information currency and breadth of coverage in a cost efficient manner.

# NOTES AND NEWS

by WILLA WALSH, editor

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

## BC REHAB

This association has published a useful document entitled *Integration in the School Setting: an Outcome Based Health Support Program*, by J. P. Bard et al. It is written for health professionals and is intended to benefit nurse clinicians, physicians, therapists, administrators, and educators who are providing or who are planning community services to facilitate integration of people with disabilities. There are useful chapters relating to teachers and teacher-aides, and it gives a comprehensive outline of the services required to successfully integrate students with disabilities—both physical and mental. For information about this book, or if you wish to purchase this document, please contact: Marie Rogan, Education Services, BC Rehab, 700 West 57th Avenue, Vancouver, BC, V6P 1S1, Tel: (604) 321-3231.

## LESSON AIDS: LEARNING FOR LIVING

There is a new Lesson Aid available for the Learning For Living curriculum — *Self Esteem Literature Activities*, by Janet Shannon, a thirteen page document produced in 1993. It is an annotated bibliography regarding the issues of self-confidence, motivation and self esteem. Over twenty-five books categorized as picture books, first readers or novels are listed. Also provided are teaching suggestions and possible extensions for each reference. K-3 is the level and the price is \$3.85. Contact BCTF Lesson Aids Service. The catalogue number is 2394.

## NATIONAL BOOK SERVICE

NBS now has two representatives in BC: Ren Speer, Tel: 985-5392; Fax: 985-5391, and Andy Mills, Tel:

833-0551; Fax: 833-0552. Centred in Salmon Arm, Andy will work with Ren to further the commitment of providing excellent personal service to customers. Andy has worked with National Book Service for over two years and is thrilled about his move to BC. There is a new fall collection of titles from over 150 different publishers.

## GREATER VANCOUVER REGIONAL DISTRICT

The GVRD has two new teaching resources available. *From Source To Sea* is a free Drinking Water and Wastewater Education Program, available January, 1994. Its purpose is to give students opportunities to participate actively in information gathering, to apply critical and creative thinking skills, to solve problems, to view drinking water and wastewater issues from different perspectives and to practice their roles as global citizens. Theme units include: The Earth's Water, Drinking Water Quality and Supply, Water Conservation and Source Control, Wastewater, Fraser River and Connections. The program components include: Intermediate teachers' manual, poster, cassette, and Critical Choices video. Teacher workshops are also available. They are in-school, one-hour workshops with up-to-date information, suggestions for using the manual, and they provide an opportunity to ask questions.

The second resource is *Let's Clear the Air*, a free Air Quality Education Program, also available January, 1994. Its purpose is similar to the above. The program components are: Upper Intermediate Teachers' Manual, Critical Choices video, along with theme units on The Earth's Air, Air Quality Concerns, Air Quality Solutions, and Connections. Teacher workshops are also available and follow the format described above. For FURTHER INFORMATION on any of the free GVRD education programs, materials or workshops, call 432-6339, fax 432-6399 or write to GVRD, Communications and Education, 19th floor, 4330 Kingsway, Burnaby, BC V5H 4G8.

## ATLC

The Association for Teacher-librarianship in Canada is pleased to announce that the members of its Board of Directors for the year September 1, 1993 to August 31, 1994 are as follows: President, Vicki Pennell, Coordinator of Learning Resources, Avalon Consolidated School Board, St. John's, Newfoundland; Past President, Angela Thacker, North Vancouver.

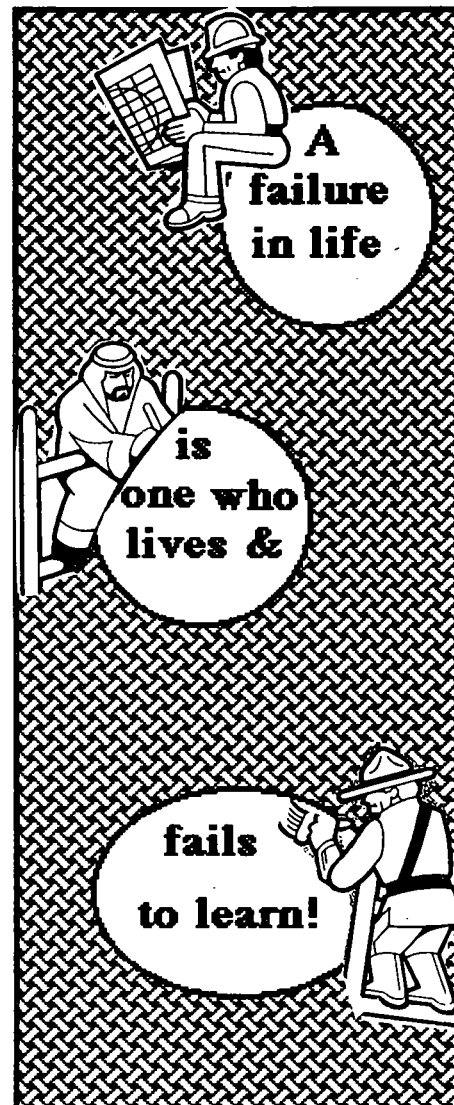
ver, B. C.; Secretary, Alexis Little, teacher-librarian, Halifax County-Bedford District School Board, Nova Scotia; Director of Membership, Liz Austrom, teacher-librarian, SD#39, Vancouver, BC; Treasurer, Judy Abel, teacher-librarian, Calgary Board of Education, Alberta; Editor, Linda Knight, teacher-librarian, York Region Board of Education, ON; Information Officer, Brian Laing, teacher-librarian, Lloydminster Public School Division No. 99, SK; Director, Marlene Turkington, teacher-librarian, Oxford County Board of Education, ON.

The ATLC is pleased to announce the amalgamation of two of its Special Interest Groups. Effective immediately, the Laser Learning Special Interest Group and the Library Automation Special Interest Group will now be known as the Information Technology Special Interest Group and will encompass all the areas of the two previous groups. The new group will be publishing a newsletter during the school year targeted for the months of November, February and May.

For further information, contact, Brian Laing, Information Officer, 5615 - 42nd Street, Lloydminster, Alberta, T9V 2L1. Tel: (bus) 403-875-5513, (home) 403-875-9033; Fax: 403-875-5548; e-mail:blaing@holonet.net.

### **VANCOUVER YOUTH THEATRE: LEARNING FOR LIVING**

The Vancouver Youth Theatre is preparing a one-hour play dealing with the experience of teen mothers. It supports the objectives of the Learning for Living curriculum. There will be a Teachers' Workshop to introduce the play and support materials for schools on February 17 from 4:00pm to 8:00 pm at the Vancouver Youth Theatre. The play will tour from February through May. It is intended for an audience of up to 500 youth and requires no special facilities. The cost is \$400 per performance. For more information contact Judith Hogan at the VYT (877-0678) and see full page information page in this issue of *The Bookmark*.



# BCTLA PUBLICATIONS FOR SALE

Inquires about and orders for any publication of the British Columbia Teacher-Librarians' Association should be directed to the BCTF Lesson Aids Service.

Prices in effect until August 31, 1994.

To order, please enclose a cheque, money order or authorized purchase order (over \$10.00) to:  
BCTF Lesson Aids Service, 2235 Burrard Street, Vancouver, BC, V6J 3H9  
Phone: (604) 737-9562 Fax: (604) 737-9593

- 2538 *Contemporary Books Reflecting Canada's Cultural Diversity*  
Price: BCTF Member - \$12.00, Non-BCTF Member - \$14.40
- 9003 *Imagination or Reality: Science Fiction and Fantasy Booktalks*  
Price: BCTF Member - \$8.25, Non-BCTF Member - \$9.90
- 9024 *Literature Connections: The Teacher and Teacher Librarian Partnership*  
Price: BCTF Member - \$12.00, Non-BCTF Member - \$14.40
- F8011 *Whole-Language Bibliographies in French for Primary/Biblio-graphies en  
Francais pour l'approche Communicatibe*  
Price: BCTF Member - \$6.50, Non-BCTF Member - \$7.80
- PD112 *Implementing Change: A Cooperative Approach to Initiating, Implementing  
and Sustaining Library Resource Centre Programs*  
Price: BCTF Member - \$25.00, Non-BCTF Member - \$30.00

## \*Back Issues of the *Bookmark*:

- 9079 Weaving the Strands March 1991 *Bookmark*, 182 p.  
Price: BCTF Member - \$12.50, Non-BCTF Member - \$15.00
- 9080 The Chips are Down June 1991 *Bookmark*, 150 p.  
Price: BCTF Member - \$12.50, Non-BCTF Member - \$15.00
- 9078 "Fangs A Lot!" September 1991 *Bookmark*, 230 p.  
Price: BCTF Member - \$12.50, Non-BCTF Member - \$15.00
- 9082 Kaleidoscope June 1992 *Bookmark*, 207 p.  
Price: BCTF Member - \$12.50, Non-BCTF Member - \$15.00
- 9049 A Different Drummer December 1992 *Bookmark*, 200 p.  
Price: BCTF Member - \$12.50, Non-BCTF Member - \$15.00
- 9050 Thinking Ahead March 1993 *Bookmark*, 200 p.  
Price: BCTF Member - \$12.50, Non-BCTF Member - \$15.00
- 9051 Everything You Ever Wanted to Know June 1993 *Bookmark*, 118 p.  
Price: BCTF Member - \$12.50, Non-BCTF Member - \$15.00
- 9052 "Does This Count?" September 1993 *Bookmark*, 208 p.  
Price: BCTF Member - \$12.50, Non-BCTF Member - \$15.00

\*N.B. Older back issues are available from:

Willa Walsh, 3800 Raymond Avenue, Richmond, BC V7E 1B1; tel: (604)274-9705

# THE PORTRAIT: NORMA CHARLES

by ELLEN ROTHSTEIN, teacher-librarian, G.T. Cunningham Elementary, SD#39 (Vancouver).

Norma Charles was born into a Francophone family in St. Boniface, Manitoba in 1940. In 1948 her family moved to the small community of Maillardville, BC, where she attended a French-speaking school. Charles also spent one year of her schooling, grade 11, at a southern Manitoba convent school. She later attended UBC, graduating with a BA and teacher's certificate. Her parents were both teachers and Charles viewed teaching as a natural career choice. In our interview, she related one of her first teaching experiences in an amusing anecdote from her childhood. During first grade, she taught her younger brother to read. Because he could read, her brother was permitted to start private school a year early. Norma and Charles were in the same second grade class at the public school. This would have been fine, she recalled, except that her brother's reading was complimented in comparison to her own. She remembered thinking, "Everything he knows, I taught him."

Norma Charles began her professional career teaching primary grades for one year in a two-room school in a small northern B.C. town. After that she taught secondary level French and English in Maple Ridge for four years. When the first of her four children was born, Norma left teaching to raise her family. It was during that time that she began her writing career. She enrolled in a night school creative writing course as "something to do for me." Although she said the course was not very inspiring, she did act on the instructor's advice, "Write what you know." This resulted in her first picture book, *See You Later, Alligator* (Illus. Carol Moran, Scholastic Canada, 1974), which was destined to become a worldwide best-seller.

The book is about two friends, an alligator and a crocodile, engaging in one-upmanship over new clothes. The story was based on her observation of an incident involving her youngest son, the next door neighbour's child, and the latter's new toy truck. *See You Later, Alligator* has now reached a printing of 200,000 copies and has been distributed in Canada, Britain, Australia, and New Zealand. It also has been translated into French under the title *A Bientot, Croco*. An illustrated English version (Illus. Yvonne Cathcart) was released by Scholastic in 1991.

"Write what you know" has been the basis for all of Charles' writing. Her subsequent books have all been influenced by events, observations or relationships in her life. She recalled that the idea for her second picture book, *Amanda Grows Up* (Illus. Carol Moran, Scholastic Canada, 1976), the story about the life of a hazelnut, came to her because of a park outing with her children's preschool group. She remembered the children seemed fascinated by the hazelnuts and their "fuzzy matching hats," and thus the story of Amanda was developed.

In 1978, Charles returned to teaching in Vancouver. She taught grade three and four at Mount Pleasant Elementary and was an itinerant French teacher at Kerrisdale Elementary. After taking a year's educational leave to study French Immersion teacher-librarianship she became the teacher-librarian at Van Horne Elementary School in 1986.

Charles continued to write but her interest was now in short novels rather than picture books. She attributed this transition to the growth of her children; "As her children grew older, her writing grew older."

Her next book, *No Place for a Horse* (Grolier, 1988) is a novel geared toward an early intermediate audience. The story, set in southern Alberta during a snowstorm, is about the difficulties two sisters encounter while trying to protect their pet pony. Their many humorous problems are finally resolved. This book was enjoyed by 90% or more of the readers as reviewed in the *Children's Choices of Canadian Books* (Vol. 6, Number 2). In our interview, Norma said the two sisters' characters were inspired by her two daughters.

*April Fool Heroes* (Nelson Canada, 1989) is a novel in the Nelson Series Reading Programme. The small town setting is based on Charles' first teaching job, referred to earlier here. This suspenseful story is about a girl, Lee Sam, who finds herself in the position of having to save a train from a fatal crash. In the original version of this novel, Charles had created Lee Sam as a boy, but the publisher asked her to change the main character to a girl. This was particularly difficult to rewrite, she stated, because

her attachment to her characters, once created, became real for her.

Norma Charles' latest novel is based on the character Lee Sam's younger sister, Darlene. *Darlene's Shadow* (General, 1991) tells about Darlene's dismay when a new girl in her class, a Cambodian refugee, becomes very attached to Darlene. Again, many events in this story were influenced by students and incidents from the author's teaching career.

Right now Norma is working on a new novel based on her experiences at a convent school. Called, *Dancing on the Outside*, it outlines the main character's feeling of alienation and her eventual growth in personal strength and responsibility. The book is written for a grade six or seven reading level.

Although Charles' writing has more recently been aimed toward older audiences she does not envision the transition to writing for adults. In fact, now that her children are grown and she is a grandmother, she stated her interest in picture books has returned. A new picture book titled *My Momma Always Lets Me*, has just been sent to Orca publishers for possible publication. This book is about a child's

conversation with his grandmother after she picks him up at a daycare centre.

Charles also has eight other books presently being reviewed by publishers. She tries to focus her writing on friendship and believes strongly in providing characters that are positive role-models. Norma admires the writings of other children's literature authors such as Nina Bawden, Penelope Lively, Margaret Mahy, and Jean Little.

Currently, Norma Charles works two days a week as the teacher-librarian at Henderson Elementary Annex in Vancouver. The other three days of the work-week she devotes to writing. She looks at writing as a way of "making contact with her inner self" and eventually hopes to be able to write full-time. She recently bought a trailer that is kept in her backyard as her writing studio.

Norma belongs to the Writers Union of Canada and CWILL B.C. (Children's Writers & Illustrators of B.C.) Two of her friends, BC authors Sonia Craddock and Jim Heneghan act as her writing partners and help critique her work. Charles has been a guest author at various schools in the lower mainland and she still enjoys giving booktalks to children.



## BCTLA ADVOCACY COMMITTEE

**We are looking for a suitable slogan or motto which captures and expresses the importance of school libraries as well as the challenges faced by them. Get your students and staff involved!**

**Winner will receive a gift certificate to a mainland bookstore.  
Send submissions to:**

**Bookmark, Senior Editor  
Willa Walsh  
3800 Raymond Ave.  
Richmond, BC  
V7E 1B1**



## ASK THE EXPERTS

### COOPERATIVE PROGRAMME PLANNING AND TEACHING APPROACHES

by BARBARA SMITH

**Question:** Using the stations approach for library cooperative projects is useful. But I would like ideas for other formats that facilitate independent, self-paced student activities. Any successes or failures with other formats? Submitted by Lou Guest, teacher-librarian, Chatelech Secondary School, SD#46 (Sunshine Coast).

**Answer:**

The teacher and the teacher-librarian can plan many other approaches than station studies. Any successful methodology used in the classroom can involve the library resource centre and the teacher-librarian, or be translated into a cooperatively taught unit.

Often cooperative units can be very successful if the library resource centre part is selected based on the both professionals' assessment of an identified skill requirement. For example, one teacher-librarian worked with a teacher who wanted to improve her students' bibliographies. This was made a key part of the student assignment. The students used, among other things, a resource book which was a collection of articles under an editor. The teacher-librarian taught the students how to cite books of this type. Many teacher-librarians have cooperatively planned and taught research and study skills strands focussing on notetaking, where the students were required to submit their notes on small cards for a mark; a finished connected text is not required.

In this model, an element of the learning unit is a particular research and study skill, or small group of skills. The skill is closely linked to classroom content and a student assignment or activity. The skill is directly taught to the whole class or a small group. The teacher-librarian and teacher then assist students to practise the skill as a *part* of the total student requirement.

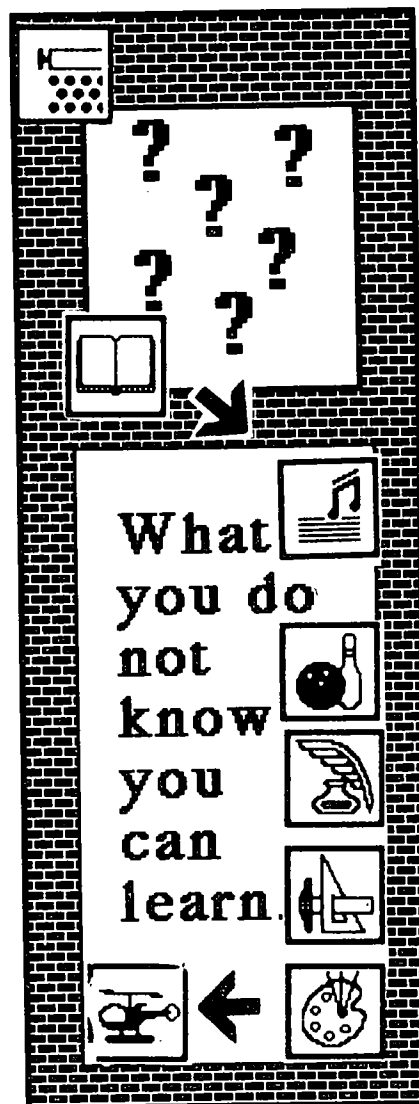
For another working model, readers should look at the article in this issue, *Effective report writing process*, by H. Starling, S. Fowles and B. Smith, and the related article in the Sept. 1993 issue, *The report writing process: a plan for a unit of study*, by P. Wallach. In this approach, the whole school identifies a preferred systematic reporting process, including standards for bibliography, note-taking, outlining, etc., and students are regularly given open-ended assignments in which they work through the process, so they become expert in using it. The process is designed to provide students with a set of strategies which they can use to prepare most kinds of written or oral reports. Some of the advantages for the teacher-librarian are that all teachers expect the same format in written reports, preparation time is much less than for a station study, the products can be very individualized, and students are typically involved with a wide range of resources. A disadvantage of any "mass report" approach is that resources may not be adequate, either in quantity or quality. Teachers may alleviate this problem by providing a range of related topics for students to choose from.

Secondary students need practice in preparing for other kinds of output, such as debates and simulations. In this kind of activity, the students will often focus on periodicals, and perhaps special materials selected because they show bias. Students may work in cooperative groups to present a point of view on an issue, and to defend that point of view. Debate protocols are well known. In a simulation students choose or are assigned a role to play. They must research their role so they can present a convincing representation of a point of view. The teacher-librarian must provide a wide variety of resources on current issues.

Key visuals such as mind mapping and Venn diagrams can be excellent products to show student thinking. Activities which focus on organization and interpretation of information need to be emphasized. Teacher-librarians need to become more aware of these graphic organizers, and become expert in their

use, so they can recommend appropriate ones to teachers who come to them to plan cooperatively.

Media projects can be fun and rewarding. Students can pick a topic of interest, or from the course content (hopefully it's of interest too!) and produce a photo essay, video, poster, HyperMedia presentation, etc. In this case teacher-librarians will help the teacher supervise and evaluate the projects, and help the students research their topics. Students will likely make heavy use of periodical indexes, and be directed to other sources, such as online databases, public library resources, and experts in the community. Teacher-librarians who have become knowledgeable about media production can show leadership in their schools in varying the educational experiences of the students.





The Association for Teacher-Librarianship in Canada  
announces

# WINNERS

**WINNERS** is a book containing a selection of outstanding teaching ideas, cooperatively planned, taught, and evaluated by teacher librarians and classroom teachers. Whose ideas? YOURS. Send us your best unit. If we include it in the book, you will receive an ATLC award.

## GUIDELINES FOR SUBMISSIONS

- Units must have been cooperatively planned, taught, and evaluated.
- Units may suit any grade level, and any subject area, in any type of school.
- Previously published material is acceptable; include reprinting permission.
- Please double space, and keep wide margins.
- If possible, include photographs, samples of student work, or other illustrative material appropriate to the unit.

## COMPONENTS

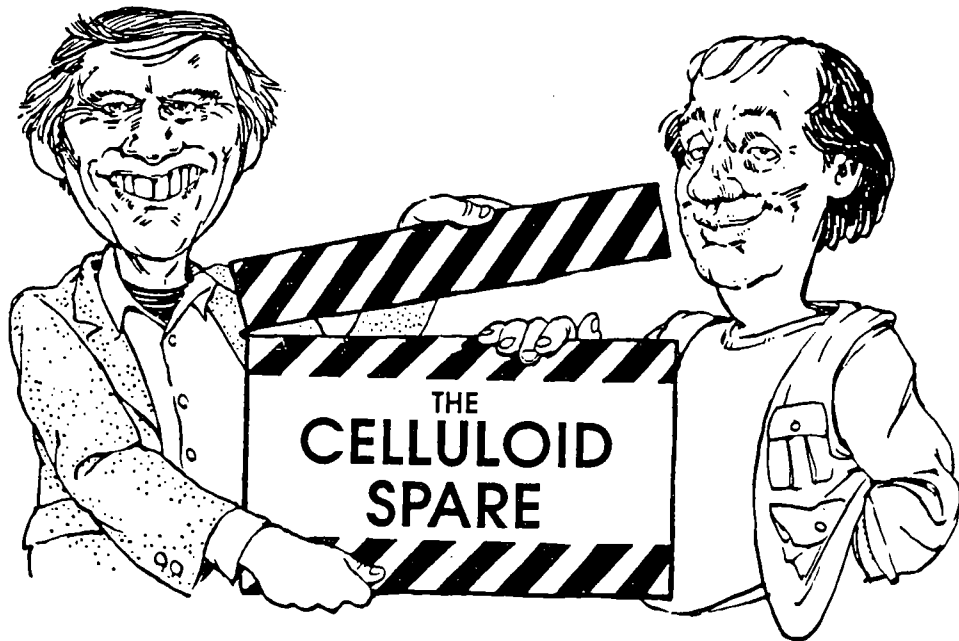
1. Introduction. Name of unit/topic. Subject area(s). Grade level. Overview/background.
2. Planning process, and the preparation, teaching, and evaluating responsibilities of the teacher and teacher-librarian.
3. General goal.
4. Specific objectives, or learning outcomes. Emphasize key information skills.
5. Instructional strategies. Student assignments, if appropriate, or description of activities. Lesson plan(s), if appropriate. Time frame.
6. Resources and materials. Specific items if integral to the unit. Samples of materials prepared by teacher and/or teacher-librarian (learning stations, task cards, activity sheets).
7. Evaluation. Assessment and evaluation techniques which check for student achievement of objectives or learning outcomes.
8. Revision and evaluation, if any, of unit by teacher and teacher-librarian.

## SEND SUBMISSIONS TO:

Linda Knight, ATLC Publications Editor,  
24 Linda Way, Unionville, Ont. L3R 2P9

## DEADLINE:

January 31, 1994.



## LEARNING FOR LIVING: TWO PROVEN PROGRAMMES

Over the years many NFB productions have found their way into school library resource centres to address various concerns raised under this topic. Two recent productions have been lauded by educators all across the country and have become standard fare in many classrooms. They are *Feeling yes, feeling no* and the *Growing up* series.

*Feeling yes, feeling no* 1984 Educational Version, Four videos: Part I - 14 min., Part II - 14 min., Part III - 16 min. and Part IV, the adult video - 27 min. Available by purchase or rental from the NFB, or by purchase from Image Media Services.

This highly acclaimed sex abuse prevention series for young children was developed by the NFB's BC studio in collaboration with Green Thumb Theatre in Vancouver. This series is now used world-wide and considered by many to be the best of its kind. It was filmed on location at Ridgeway Elementary School in North Vancouver with actors from Green Thumb Theatre and children and staff from the school. The series comes with a comprehensive user's guide.

*Growing up* series 1989 Educational Version, 3 videos: *Head full of questions* - 20 min., *Changes* - 19 min. and *Especially you* - 17 min. Available by purchase or rental from NFB or by purchase from Image Media Services.

This three-part series was developed by the same filmmaking crew as *Feeling yes, feeling no* at the request of sexuality education professionals. In a lively combination of drama and animation, these three videos explore the complex social and physiological issues surrounding growing up. The series is designed for children ages 9 to 12 and was filmed at MacCorkindale Elementary School in Vancouver.

The direct no-nonsense approach makes this series an ideal tool for teachers dealing with the many questions asked by children, who deserve honest and direct answers. A real alternative to the stork or ostrich approach to sex-ed. A 25 page teacher's guide comes with the videos. It contains many illustrations, an extensive glossary and photocopiable handouts.





*Especially you*



## FOUR VIDEOS ON CONTEMPORARY ISSUES

### AGING

*George and Rosemary* 1987 9 min. NFB

A wonderful fast-moving video to show that old people have passion and romantic tendencies. This award-winning video is appropriate for all ages and sensitizes students, with humour and wit, to the basic human needs of older people.

### JUVENILE PROSTITUTION

*Street kids* 1985 22 min. NFB

A gritty and realistic look at the unglamorous life of kids on the street. A great discussion starter for a teenage audience as it reveals many reasons why young people end up in juvenile prostitution. It shows how childcare workers work with street kids to help them develop self-esteem and learn ways to lead less dangerous and more fulfilling lives. Particularly suitable for use in rural areas where children may have glamorous images of prostitution but no idea of the dangers and dehumanizing effects of this lifestyle. Resource guide available.

### TEENAGE PREGNANCY

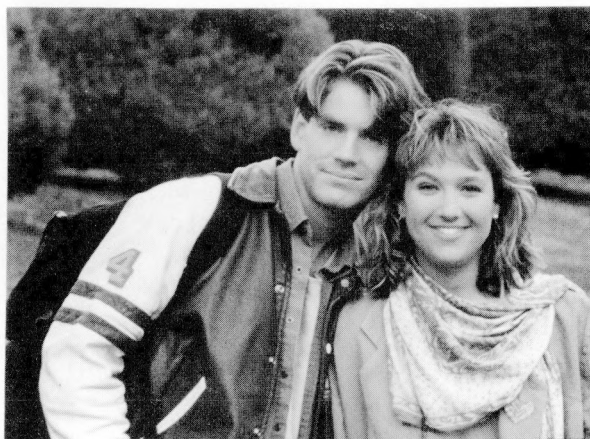
*Baby blues* 1990 25 min. NFB

A fast paced drama made especially for teenage viewers. A compelling discussion starter on the topics of sex, responsibility and contraception. Two bright, popular teenagers suddenly find themselves faced with an unwanted pregnancy. What are their choices? This open-ended video invites the audience to find solutions to their dilemma and to discuss the consequences of engaging in unprotected sexual activity. Resource guide available.

### FAMILY VIOLENCE

*The crown prince* 1988 38 min. NFB

A tense drama about a boy on the verge of adulthood who lives in a home where he witnesses his father's physical and verbal abuse of his mother. His relationship with others begins to mirror that of his abusive father and we see how behaviour patterns are transferred from one abusive family member to another—in this case from father to son. This provocative video will help teachers explore with their students this complex and serious social problem. Teacher's guide available.



**NEW RELEASE—AN ABSOLUTE MUST**

*Talk 16* 1992 115 min. (in 6 parts) NFB

This remarkable documentary that set the movie-festival circuit all a-buzz is now available for school use. This version is specially designed for classroom use being structured into six chronological parts.

*Talk 16* is the story of five teenage girls from widely different social and economic background filmed over a year in their homes, at their work, at school and with their friends. The girls openly share their secrets, frustrations and dreams—and their innermost thoughts about boys, drugs, peer pressure, and self-esteem.

For information about renting or purchasing NFB productions write, phone or Fax to.

National Film Board

Suite 100, 1045 Howe Street

Vancouver, BC

V6Z 2B1

Tel: 666-0716

Fax: 666-4647

For free specialized catalogues and listings

Tel: 666-3838

Fax: 666-1569



# READING CHECKLIST ✓

by **LIZ AUSTROM**, teacher-librarian,  
Magee Secondary School, S.D. #39  
(Vancouver)

At this time in the school year, the thought of professional reading is a bit daunting. I have transferred to Magee Secondary, where staff are currently in the throes of planning a whole new building and undergoing accreditation. The answer is to build up a stack of "must reads" in the hope of eventually getting the time to read some of them. Here are some of the items I have actually found time to read.

## CHANGE

Once in a while I drift into a slight coma where I dream that the world isn't really changing as fast as I know it is so perhaps I can sit back and not change as much as I know I should. My comfort for this retrogressive behaviour is the knowledge that most of us are like this now and again. There is, after all, great comfort in the familiar.

The May-June 1993 issue of *The Futurist* blows such thinking cobwebs entirely away.

First of all, there is an article by Lester R. Brown, president of the Worldwatch Institute, describing the drastic economic, population and energy changes that must be made throughout the world if the environment is to sustain us in the future. Brown concludes, "If we fail to convert our self-destructing economy into one that is environmentally sustainable, future generations will be overwhelmed by environmental degradation and social disintegration." Curricula must be changed if we are to prepare students for the difficult decisions that will face them.

Then, there is a review by Edward Cornish of a book titled *Today Then: America's Best Minds Look 100 Years into the Future on the Occasion of the 1893 World's Columbian Exposition* (pp. 41-42). Some of the great minds of 1893 predicted totally bizarre things (e.g., "The government would set up colleges to train servants," and "Houses and cities would be built of aluminium." Cornish points out that most of the erroneous predictions occurred because the person didn't have all of the data that was needed. This article and a copy of The Futurist Poll

on the following page would form a wonderful kick-off for an intriguing senior secondary unit on the future.

In the same issue of *The Futurist*, there are articles on future cities and renewable energy sources that make clear the extent of the changes that are accelerating so rapidly our minds want to shut them out. If we think educational change is too rapid, too radical, and too confusing, then we probably should read about the wider changes that are already affecting us. Maybe this shock treatment would help educators to deal with needed changes to the structures and programs in schools.

For a companion piece, look at the October 1993 issue of *Educational Leadership*. This issue looks at the roles of all the educational players — teachers, administrators, students, parents, consultants, and school boards — and discusses how they must change to make education more appropriate for today's students. One of my favourite articles was "Becoming the 'Guide on the Side.'" This article describes the work of two senior secondary teachers who applied the principles of the negotiated curriculum to their interdisciplinary American Studies course. Another one is "Working Smarter Together," by Gordon A. Donaldson. He discusses the issues surrounding collaborative work quite frankly, examining the need for teachers to take responsibility despite the fact that they have been culturally conditioned to wait for decisions from administrators, and looking at the leader's role in changing school cultures.

## INFORMATION SKILLS

The March 1993 issue of *Access*, the Australian School Library Association's journal, includes a very interesting report on a piece of Action Research undertaken by a team in New South Wales. "Information Skills and Learning: Some Research Findings," by Ross J. Todd, Liz Lamb and Celeste McNicholas, describes a wide range of benefits that students felt they gained from having information skills instruction integrated into the curriculum.

Data was collected from 110 students in Years 7, 9, and 11, as well as from the teachers who worked with them. The intent was to determine whether or not there was verification for the intuitive opinion that saw "information skills as a means of personal and national advancement and an essential competency for lifelong learning."

Students responded with greater confidence in themselves as learners, stating that they understood

better how to go about learning because they had a structure with which to learn, they had a broader view of what "information" was, they were better thinkers than before, and they understood the collaborative roles of the teacher, teacher-librarian and student in the learning process. Two interesting quotes were: If we had started earlier, it wouldn't be a shock now to make decisions. We should be thankful you gave it to us now"; and, "If we were more equipped with these skills from a younger age, we could more easily deal with personalities."

One of the unstated benefits of such Action Research is the reinforcement it gave to the participating teachers that collaboration was worth the time spent. Interestingly, these teachers felt they actually saved time because students were better equipped to learn efficiently.

## INFORMATION TECHNOLOGY

Elementary teachers and their secondary colleagues will likely be interested in trying out teleconferencing after reading the ideas in "Teleconferencing: An Overlooked Technological Approach to Learning" (*Emergency Librarian*, November-December, 1993). Rosemary Chance gives a non-technical, very practical description of how one goes about arranging, preparing for and setting up an author teleconference. She also states very clearly the value of such events, based upon her own and others' experiences using the strategy with intermediate and junior secondary students in a variety of subject areas. A brief bibliography of other resources is included.

You've heard of *The Joy of Cooking* and *The Joy of Chocolate* (my personal favourite!). Now there is "The Joy of Searching" by Joyce Kasman Valenza (*The Book Report*, Sept./Oct. 1992). Using Dialog, Valenza has developed a program that involves grade 9 to 12 students in on-line searching activities that demonstrate the searching techniques, the value of the resources that are available, and the application of on-line searching in various occupations. This is worthwhile reading for secondary teacher-librarians.

## STORYTELLING

"Children as Storytellers" (*School Library Journal*, April 1993) is an article that both elementary and secondary teachers and teacher-librarians should read. The affective value of speaking in front of peers and the intellectual task of learning and structuring a story are both covered well by the authors, Martha Hamilton and Mitch Weiss.

Although they describe a program for elementary students, the hints they give can easily be adapted for secondary students.

## THINKING SKILLS

*The Nurturing Classroom* is not new (ITA Publications, 1989), but it is a very good resource for teachers and teacher-librarians looking for techniques that will foster effective group work, build self-esteem and develop thinking skills. Margaret E. McCabe and Jacqueline Rhoades have integrated cooperative learning and the thinking skills movement into a very useful package.

There are many excellent sections in this 357 page book. Chapter 4 includes problem solving, brainstorming and decision making models. Chapter 9 looks at such things as higher level questioning and infusing thinking skills into the instructional program. The text is very practical and simply written. Sometimes it is too detailed, but in general it is written concisely, and it is certainly organized so that you can dip into whatever part best suits the immediate need.

Appendices are extensive and include lesson plans, forms and strategies. There is an extensive bibliography and a good index. Highly recommended.

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Holiday reading should be fun, not functional, so my short term reading plan is to find as many good mysteries and feminist novels as possible. If you have a recent favourite, please drop me a note.

# BCTLA REVIEWS

"BCTLA Reviews" is co-ordinated by:

Val Hamilton, Penny Haggerty, and Debra Simmons  
c/o Vancouver School Board Curriculum Resources,  
2530 East 43rd Avenue,  
Vancouver, BC V5R 2Y7

The co-ordinators send materials and reviewing guidelines to reviewers. Reviewers send their completed reviews to the "BCTLA Reviews" editor:

Judy Giles  
c/o Montgomery Junior Secondary,  
1900 Edgewood Place,  
Coquitlam, BC V3K 2Y1

Reviews are edited by Judy Giles and input by Alwyn Pollard.

*The Canadian Education Index* regularly scans and indexes "BCTLA Reviews" which is published in *The Bookmark*..

Items reviewed include print and non-print materials. To be considered for inclusion items should have a significant association with the province of British Columbia through the author, performer, producer, publisher or subject matter; and should have been published within the last three years. Publishers are requested to send materials they wish to have reviewed to the Reviews coordinators c/o Vancouver School Board Curriculum Resources.

Heinrich, Linda.

The magic of linen : flax seed to woven cloth. — Orca, 1992. — 230 p. : ill. — ISBN 0-920501-67-2. — \$41.95.

Reviewed by: Roberta Kennard, teacher-librarian, University Hill Secondary School, SD#39 (Vancouver).

From the detailed table of contents, to the last entry of the index, *The Magic of Linen* comes close to being a definitive work. Ms. Heinrich holds a Master Weaver's certificate and has taught linen weaving workshops throughout Canada and the USA.

She begins her text with a history of the flax plant, carries on into its cultivation and harvesting, processing and spinning, but Ms. Heinrich doesn't stop there. She continues with information on dyeing, properties of the yarn, weaving equipment, designing weaving and finishing the cloth. Included in this volume are fifteen projects for weavers. Of additional interest are the final chapters - "A History of Irish Linen," "Ancient Egyptian Cloth," and "The Linen Industry" as it is today. Several appendices, a glossary, a list of suppliers, museums and a lengthy bibliography conclude the volume.

This book has an attractive soft cover and appears to have a strong, reinforced binding. It is 21.5 cm. x 28 cm. in size. The print is dense; however, the many colour, as well as black and white illustrations are positioned to break up the text.

Highly recommended for any library with a need for information on this topic. Note that there is a disclaimer on the verso of the title page for any disasters which may befall the weaver who follows directions given in the book.

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Marchessault, Jovette.

The magnificent voyage of Emily Carr. — Talonbooks, 1992. — 104 p. — ISBN 0-88922-314-9. — \$11.95.

Reviewed by: Evelyn Hoffman, teacher-librarian, Arthur Hatton Elementary School, SD#24 (Kamloops).

This play, translated from the French by Linda Gaboriau, consists of ten "tableaux" and three "voyages in the old world," which practically speaking are just three more "tableaux" or scenes. The play explores the life of Emily Carr, but concentrates more on her feelings, attitudes and eccentricity. Her embrace of American Indian culture, especially its spirituality and her loneliness which was relieved slightly by her relationship with the Group of Seven, particularly Lawren Harris are also revealed. It is more philosophical than dramatic. It discusses death at some length, and explores artists' uses of colour and perspective. Much of the talk is in difficult, unnatural language: "Can one possibly paint the regenerative powers of this green?...but what good is personal approbation if it isn't corroborated by the better part of the world?"

The play may be of philosophical interest to some senior art students. Because it has a small cast of three women to one man, it may be useful for scene work, or as a festival piece for drama classes. Because it is not relevant to the concerns of most young people, and as it is not easily accessible, it would appear to be of only very specialized use in a senior secondary school library.

Murphy, Christopher L.  
Vendor quality management. — C.L.  
Murphy, 1992. — 158 p. : ill.

Christopher L. Murphy  
Dept. 291 - 720 6th Street  
New Westminster, B.C.  
V3L 3C5

Reviewed by: Barbara Stepney,  
teacher-librarian, Gladstone Second-  
ary School, SD#39 (Vancouver).

'Vendor quality' is defined by the author as 'the degree to which vendors meet a company's (customer's) requirements.' 'Vendor quality initiatives' which the writer feels keeps 'quality on top' are explored in this book.

This work is well written and carefully organized. Topics such as vendor quality evaluation, evaluation mathematics, evaluation reports, evaluation priorities and time cycles, and the use of vendor statistics are dealt with in great depth. The final section of the book contains pages and pages of graphs, charts, examples, and tables, discussed in the previous sections.

I have no challenge with the information or the expertise of the author. My main criticism is the format and the tone of this work. It needs some 'colour' - a sense of humor - visuals - something to give it some spark so that the reader is drawn to reading about the writer's ideas. The cover is every bit as dull as the text.

The business world and teachers would most likely find this book useful, but I would not recommend it for a high school library collection.

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Israel, Inge.  
Unmarked doors. — Cacanadadada,  
1992. — 87 p. — ISBN 0-921870-16-  
7. — \$10.95.

Cacanadadada Press Ltd.  
3350 West 21st Avenue  
Vancouver, B.C. Canada  
V6S 1G7

Reviewed by: Ruby McBeth,  
teacher-librarian, Baldonnel Elemen-  
tary School, SD#60 (Peace River  
North).

*Unmarked doors* is a collection of free verse poetry. Although the writer includes poems on heavy topics such as Jewish survivors of the holocaust and husband-wife relations, she does it without the angst which plagues so many modern poets. Ms. Israel writes with refinement and simplicity on a variety of topics all suitable for the adolescent reader.

*Unmarked Doors* is divided into seven parts. The first part is a single poem prologue called "Cape Spear". The examples of metaphor and personification in this poem as well as its shortness would make it suitable for use in teaching poetry. The second part of the book is a sixteen page poem entitled "Clean Breast". In this poem Ms. Israel pretends that she is James Joyce's wife confessing to a priest after the death of her husband. It gives us an inside view of a writer's mind and shows the relationship between a husband and wife. Part 3: "Russian Diary" includes five short poems related to a trip to Russia. Part 4 is a nine page piece called "The Course". Part 5: "Album" is made up of eleven short poems. This is slightly more experimental than the other poems. One of the special interest is "Hiding Angles" dedicated to Douglas Cardinal, a Canadian architect. Three other poems in this section deal with Jewish individuals and the holocaust. These poems are not sentimental; they face the atrocities of the war years "head on". "Whirl is King" and "Northern Journey" - the last two sections of the book - deal with Canada in the present day. In some of these poems an interesting attempt is made to integrate science with the arts.

Highly recommended for secondary schools.

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Wood, Rob.  
Towards the unknown mountains. —  
Ptarmigan, 1991. — 124 p. : ill.,  
maps.—  
ISBN 0-919537-18-9.

Reviewed by: J. Patrick Romaine,  
teacher-librarian, A. L. Fortune  
Secondary School, SD#89  
(Shuswap).

*Towards the Unknown Mountains* contains the subtitle "An autobiography from the Canadian Wilderness Frontier." A look at the Canadian Cataloguing in Publication Data and the reader sees - "2. Mountaineers - British Columbia - Biography. 3. Outdoor life - British Columbia. 4. British Columbia - Description and travel - 1981 - ." Having looked at the cover and the C.C.I.P. data before starting to read the book, this reviewer was surprised to be reading about the author's adventures in the British Lake District, Yosemite, and Baffin Island for the first three of the book's eight chapters. However, this is perhaps more of a criticism of the "surface packaging" than the book itself.

The author, Rob Wood, teaches mountaineering at the Strathcona Park Lodge Outdoor Education Centre. In this autobiography of his mountain climbing and outdoor experiences, he shares his love and enthusiasm of nature and the outdoors. His accounts are both informative and entertaining. Mr. Wood also brings up some of the problems our wilderness areas face, such as Westmin's mine in Stathcona Park.

This book will appeal to those interested in mountain climbing and the outdoors. It would have its place in the sports and recreation section of secondary school libraries. Students doing a report on recreation in a variety of disciplines such as social studies, biology, or even career prep, might find this a useful reference. However, its rate of circulation will probably be low. Teacher-librarians will probably see this title as a "nice to have in the 790s section" but not as a high priority purchase item.

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Lee, Todd.  
He saw with other eyes : stories from  
the Cariboo. — Caitlin, 1992. — 128  
p. : ill. — ISBN 0-920576-37-0.

The Caitlin Press  
P.O. Box 2387, Station B  
Prince George, B.C.  
V2N 2S6

Reviewed by: Garth Harkess, teacher-  
librarian, Laurie Junior Secondary  
School, SD#2 (Cranbrook).

This collection of stories is based on Todd Lee's experiences as a United Church minister in Williams Lake in the 1950's. The joys and the hardships of life in the Cariboo, and the character of the people who lived there during those boom years, are captured in these simple tales. Most of the 19 stories are short (5 or 6 pages in length) and easy to read. Fry readability is about grade 7.

Older readers, particularly those acquainted with the Cariboo, would enjoy these well written, and sometimes inspiring personal anecdotes, but I doubt that their quiet themes would hold much appeal for teenage readers outside of the Williams Lake area. A better purchase for public libraries than secondary schools.

**BRITISH COLUMBIA  
TEACHER-LIBRARIANS' ASSOCIATION**

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**REVIEWING SERVICE FOR  
BRITISH COLUMBIA MATERIALS**

**GUIDELINES FOR REVIEWERS**

**INTRODUCTION**

These guidelines were originally developed by Grace Funk and authorized for use in the BCSLA Reviewing Service by the Table Officers on February 14, 1976. Further revisions were made by Val Hamilton and Penny Haggarty. The current revision was done by Liz Austrom and Val Hamilton. It is intended to simplify the document and to make the guidelines applicable to more types of resources.

## **A. PREPARATION OF REVIEWS**

1. Use "Criteria For Reviewing Print" and "Criteria for Reviewing Non-Print" as guidelines, recognizing that not all criteria will apply to each item.
2. For examples of good reviews, consult the "Sample Reviews" section.

## **B. REVIEW OUTLINE**

Each review should have three parts in addition to the bibliographic description.

### **For Print Resources:**

1. A brief description of the contents and scope; the organization of the contents and parts (e.g., indexes, glossaries, chapters); and a physical description of the resource (e.g., design, format).

### **For Non-Book Resources:**

1. A brief description of the contents and scope; contents of the parts; organization of the contents and the relationship between the parts; physical description; and packaging.

### **For BOTH Print and Non-Print Resources:**

2. An evaluation (see "Criteria For Reviewing Print Resources" or "Criteria For Reviewing Non-Print Resources").
3. A recommendation. In the body of the review state whether the resource is simply recommended, or recommended with reservations, or not recommended at all. In particular, indicate for whom it is intended.

## **C. SUBMISSION OF REVIEWS**

When you are sent material to be reviewed you will also be supplied with a form on which to submit your review. Note the following directions:

1. Reviews should be typed, double spaced, and should be between 150 to 250 words long.
2. Reviews may be submitted on a 3.5" disk which will be returned to you. In this case, the unused form must be returned as well.
3. Add your position, institution and school district (number and name) to your signature at the bottom of the form.
4. One copy of the review should be forwarded to the BCTLA Reviewing Service Editor, as listed on the review sheet.
5. Your review will be edited by the BCTLA Reviewing Service Editor.

Please feel free to ask questions and contribute suggestions in order to make this service as helpful as possible.

## CRITERIA FOR REVIEWING PRINT RESOURCES

1. AUTHOR
  - Who is the author?
  - What are the author's qualifications and background?
  - What is the author's purpose in writing?
  - How successfully has this purpose been achieved?
2. POINT OF VIEW
  - Is the author biased in any way?
  - Is the presentation true-to-life or unrealistic?
  - Is the presentation restricted to information only, or are opinions also included?
3. STYLE AND PRESENTATION
  - Is the prose well-written, in clear, concise sentences, with no grammatical errors.
  - In fiction, is the characterization three-dimensional, the plot well constructed, the background vivid?
  - In non-fiction, is the approach scholarly, technical or popular?
  - Is the information presented accurate and current?
  - Is the development orderly and clear, or confusing?
  - Is the presentation dull, or lively and interesting?
4. ILLUSTRATIONS
  - Are the illustrations aesthetically pleasing?
  - Are the illustrations accurate? (e.g., faithful rendering of the author's text, and/or technical and scientific accuracy).
  - Do the illustrations add to the presentation, or are they merely decorative?
  - Are the illustrations compatible with the text in style?
  - Are the illustrations properly placed on the pages, relative to the text?
  - Do graphic aides such as charts, graphs and timelines act as concept organizers that will assist readers to understand the content.
5. PHYSICAL MAKE-UP
  - How is the resource organized and designed?
  - Do features such as headings, indexes, bibliographies and glossaries contribute to ease of use.
  - Are the binding, type and page design appropriate?
6. SUITABILITY FOR SCHOOL USE
  - Are the subject, scope and presentation of use at the level for which the resource is intended?
  - Are there any drawbacks for school use.
  - Does the item have particular value in any curriculum area?
  - To what group would it appeal?
  - What is the reading level? Use the Fry Scale below to determine this.
  - What is the interest level?
  - How does the resource compare with other materials serving the same purpose?  
(When citing another title for comparison, note the publisher and date of publication in parentheses after the title.)

## Graph for Estimating Readability

by Edward Fry, Rutgers University Reading Centre, New Jersey

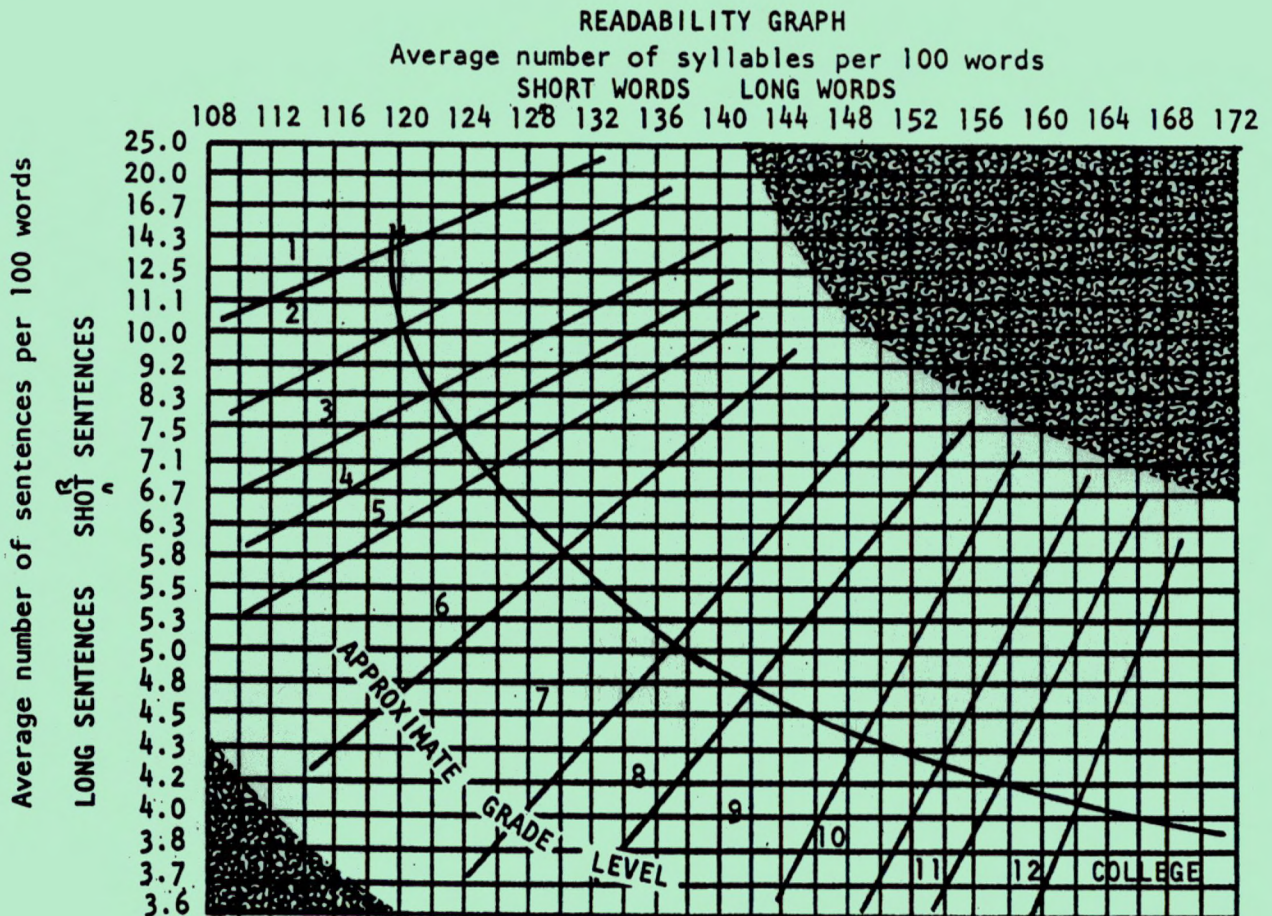
### DIRECTIONS:

Randomly select 3 one hundred word passages from a book or an article. Plot the number of syllables per 100 words (horizontally) against the number of sentences per 100 words (vertically) and read the grade level where the dot lies. A few factors that may distort the reading on the graph are unfamiliar names and many-syllabled proper nouns. Choose more passages per book if great variability is observed and conclude that the book has uneven readability. Few books will fall in the gray area but when they do grade level scores are invalid.

### EXAMPLE:

	Syllables	Sentences
1st Hundred words	124	6.6
2nd Hundred words	141	5.5
3rd Hundred words	158	6.8
AVERAGE	141	6.3

READABILITY = 7TH grade (see dot plotted on graph below)



## **CRITERIA FOR REVIEWING NON-PRINT RESOURCES**

1. **AUTHOR / PRODUCER**
  - Who is the author or producer?
  - What are the author's qualifications and background?
  - What is the purpose in producing this material?
  - How successfully has this purpose been achieved?
2. **AUDIENCE**
  - Is the material intended for:
    - large groups?
    - small groups?
    - individuals?
  - Can it be used independently by students or must it be presented by a teacher?
3. **POINT OF VIEW**
  - Is there evidence of any bias in the presentation?
  - Does the material stimulate ideas and the imagination, promote discussion and arouse emotion, or does it simply inform?
4. **PRESENTATION**
  - Is the presentation lively or dull?
  - Is the organization clear or confusing?
  - Are the concepts fully developed?
  - Is the information presented accurate and up-to-date?
  - Is the rate of presentation, and the amount of information given, appropriate for the purpose and for the intended audience?
  - Does the printed material meet the criteria suggested for print resources?
  - Are the visual images of poor, acceptable, good, or excellent quality?
  - Is the sound clear and intelligible?
  - Are background music and sound effects helpful or distracting?
  - Is colour used effectively?
  - If the production is adapted from a literary source, is the item faithful to the original in text, illustration and intent?
5. **MEDIUM**
  - Is the medium chosen suitable for the purpose, or would some other medium serve as well, or better?
6. **PHYSICAL MAKE-UP**
  - Is the organization of the information easy to follow?
  - Are titles, captions, and graphics well used?
  - Are the various components well labelled and easy to use together?
  - Is the packaging durable and the item easy to shelve?
7. **SUITABILITY FOR SCHOOL USE**
  - Are the subject, scope and presentation of use at the level for which the resource is intended?
  - Does the item have particular value in any curriculum area?
  - To what group would it appeal?
  - Are there any drawbacks for school use.

- How does the resource compare with other materials serving the same purpose, or in the same field? (When citing another title for comparison, note the producer and date of publication in parentheses after the title.)

## SAMPLE REVIEWS

### FICTION

Bayless, Maureen.

Howard's house is haunted. — Scholastic Canada, 1993. — 78 p. : ill. — ISBN 0-590-74559-X. — \$3.95.

### GHOST STORIES

Reviewed by: Gloria Reinheimer, teacher-librarian, Laronde School.

Howard is a very unlikely hero. He is afraid of ghosts, spiders, creaky noises, slithery snakes, bullies, basements and the dark. The first chapter is even entitled "Howard the Coward." Howard's problems begin when his parents buy an old, neglected house that everyone in the neighbourhood knows is haunted. To make things worse the family moves in just before Halloween.

Once they are settled in the new, old house, food disappears, his mother's typewriter goes by itself and Howard hears footsteps in the attic above him. He must rid the house of this pesky ghost.

This is a very gentle story. Howard, with his round spectacles and clutching his scruffy monkey for courage, turns out to be more fearless than Punch McLaredy, the class bully. Punch and his boa, Chokey, will help scare away the ghost, only if Howard does Punch's homework forever more.

This story would be easily managed by both early and lower level readers.

Part of Scholastic's "Shooting Star" series, it has short crisp sentences, simple vocabulary, and lots of dialogue. Maureen Bayless has also used lots of detail and short chapters. *Howard's House is Haunted* will appeal to boys because of Chokey, the snake, and the ghost. The most delightful part of this story is that Punch, the stereotype bully, becomes Howard's friend and the old house that Howard thinks is so unsuitable becomes home for three generations of his family and the "ghost."

### NON FICTION

616.8

Katz, Alice.

Eating without guilt : overcoming compulsive eating. — 2nd ed. — Self-Counsel, 1991. —91 p.—ISBN 0-88908-978-7. — \$7.95.

### COMPULSIVE EATING // FOOD HABITS // REDUCING — PSYCHOLOGICAL ASPECTS

Reviewed by: Rosemary Anderson, teacher-librarian, W.L.McLeod Elementary School, SD#56 (Nechako).

This book is written by a cognitive therapist who is a practising counsellor specialising in helping people deal with compulsive eating, self-esteem, and anger. Compulsive eating is defined as eating in response to your mind, instead of your body. Overeating is usually a symptom of a problem, not the problem itself. Dieting can control overeating, but because one is attacking the symptom rather than the problem, diets usually fail. This book is a very practical guide that can help one learn what lies behind compulsive eating, so that one can address the real problem and get eating habits into a healthy, normal, balance. Topics addressed in the book are: defining compulsive eating, planning for change, understanding eating patterns and hunger, the relationship between emotions and eating habits, body image, taking charge of one's life, making changes and, finally, eating without guilt.

*Eating Without Guilt* is a well laid out soft cover book with a table of contents, appendix of other recommended reading, twenty-four exercises, and eight charts. There are no illustrations. It is printed in reasonably sized clear type on non glare paper, with the headings in boldface upper case letters. The important points are emphasised by indentation and black dots at the beginning. Cryptic encouraging points conclude each chapter. The reader is led thoughtfully through the text. Explanations, practical solutions, and counselling help to make this a particularly useful self-help book.

The reading level of this book is late intermediate/secondary, and the target audience is adult. However, this book could be used successfully at the senior secondary level. I would recommend this book be purchased for secondary libraries and high school counsellors, as well as public libraries.

## NON FICTION

670

Seven modern wonders of the world. — Raincoast, [1992]. — unpaginated : illustrations. — ISBN 0-920417-84-1. — \$11.95.

## CURIOSITIES AND WONDERS — JUVENILE LITERATURE // HISTORIC BUILDINGS — MISCELLANEA — JUVENILE LITERATURE

Reviewed by: Gloria Reinheimer, teacher-librarian, Laronde Elementary School, SD#36 (Surrey).

*Seven Modern Wonders of the World* is a small compact book with compact facts, and compact pop-up pictures. This book deals with manmade wonders from 1851 to 1937. Six of these seven wonders; the Eiffel Tower, Panama Canal and Golden Gate Bridge, still exist today. These creations were called wonders because they required engineering techniques which were innovations in their time.

The pop-up format, which takes up two pages, seems to justify the short text. The pop-ups themselves are quite simplistic, unlike many other pop-ups which have more than one moving part.

This book is quite interesting, but it has a fairly high reading level which makes it unsuitable for small children, which the pop-up format seems to denote. However "Adults like pop-up books too," says a colleague. The pop-up format makes it unsuitable for library collections.

## NON FICTION

971.1

Miles, Fraser.

Slow Boat on Rum Row. — Harbour, 1992. — 270 p. : ill. — ISBN 1-55017-069-4. — \$26.95.

SMUGGLING — BRITISH COLUMBIA — PACIFIC COAST — HISTORY // SMUGGLERS  
— BRITISH COLUMBIA — BIOGRAPHY // MISSION (B. C.) — HISTORY

Harbour Publishing

P. O. Box 219

Madeira Park, BC

V0N 2H0

Reviewed by: Janet McKinlay, teacher-librarian, Churchill Secondary School, SD#39  
(Vancouver).

In December 1931, while living in Vancouver, nineteen year old Fraser Miles received a phone call from a friend that promised him a much sought after job during hard times. Little did he know at the time that he would spend the next two years as a West Coast rum runner. Debunking the myth of the exciting, romantic, and dangerous life of the rum runner, Fraser Miles talks of the boredom, the repetitious tasks, the confinement and the natural danger. This danger came not from rum running itself, but from life on the open seas.

Fraser Miles grew up in the 1920's in Mission, BC and begins his two part narrative by describing his childhood during the depression years. Writing of the intimate details of the life of a West Coast rum runner, Fraser Miles provides us with little known facts — available publications on rum running focus on the violent life of the gangsters in Eastern Canada and the U.S and tell little of the ordinary people involved in the day-to-day business of making a living smuggling alcohol on the West Coast. He writes very informally, very conversationally, at times to the detriment of both clarity and grammatical correctness. Not only was life repetitious but also, unfortunately, are the chapters. Mr. Miles has interspersed his narrative with numerous photographs of various rum running boats and their crews.

However, the tone of this book is often unnecessarily offensive. Mr. Miles writes in retrospect, yet makes no attempt to update language or ideas or ideas 'accepted' in the 1920's and 1930's but not acceptable today. For example, the fact that his black cat's name is "Nigger" is incidental to the story, yet emphasised. He refers to the Chinese railway workers as "Chinamen", abusive female teachers are labelled "bitches", while most other women are described in terms of their cooking ability, except for the prostitutes "Celestine and her little kittens". Other accounts contain disturbing and insensitive references. For example, he refers to a youth who regularly sodomizes others as having an "awful dirty habit" and describes a boy with a muscular affliction as running with "legs and arms jerking like a puppet on a string," albeit "fantastically gutsy". He makes frequent evaluative comments looking back at the events of his youth, but allows his racist, sexist, insensitive comments and overtones to stand as 'acceptable'. The cumulative effect of these 'minor' incidents is disturbing. It is no longer appropriate to allow such ideas to be presented under the guise of historical accuracy, particularly when the author does nothing to counteract the destructive nature of such attitudes. For these reasons, I will not recommend this book for purchase.

## **NON PRINT MEDIA**

574.971

Enviro-Canada Series 1 [picture]. — J & L MacPherson, 1990. — 7 study prints : col. + 1 teacher's guide with student worksheets (100 p.)

### **NATURAL HISTORY — CANADA // ECOLOGY // CANADA — CLIMATE**

J. & L. MacPherson Educational Service Ltd.  
3030 Collens Hill Road  
Kelowna, BC V1Z 1P5

Reviewed by Hilda Mitchell, Teacher-librarian, Pearson Road Elementary School, School District #23 (Central Okanagan).

The posters portray seven representative Canadian ecosystem ranging from the Arctic Tundra to the Grand Banks of Newfoundland. Each ecosystem is approached in an identical manner. Water colour illustrations and accompanying captions are organised under the heading of atmosphere, animals, plants and soil. Additional information regarding the above topics is given in paragraph form at the bottom of each poster.

An accompanying teacher's guide consists of teacher information and keys, student references and worksheets, as well as research suggestions. While the majority of units in the guide serve to complement the posters, additional units deal with an introduction to the environment, studies of climate and atmosphere in the world, including specific regions of Canada, with particular emphasis on British Columbia weather patterns. The concluding unit deals with a short diagram history depicting the evolution of environmental changes.

Information and worksheets are presented at three levels — grades four to seven, grades eight to ten and grades ten to adult. Several informative charts and diagrams are included which could be reproduced on an overhead for class use. Various levels of Bloom's taxonomy are represented in the questions posed at each level.

This package provides a starting point to the general study of ecosystems, with particular emphasis on Canadian ecosystems. Several improvements could be made to this kit to improve its usefulness to educators. The teacher's guide needs an introduction containing a clear statement of goals and objectives to be met with the use of these materials. Also a list of references should be included in order to substantiate and acknowledge sources, as well as to serve as further study guide to students and teachers.

The set of four posters are sold separately for \$30.00. The sale of photocopying rights for the teacher's guide and student worksheets for five years starts at 50 cents per student, based on total enrolment of the school. The price decreases to 25 cents per registered student if the package is purchased for district use.

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