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BCTLA

THE BOOKMARK



**EVERYTHING YOU
EVER WANTED TO
KNOW**

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BOOKMARK EDITORIAL BOARD: SEE INSIDE BACK COVER

TABLE OF CONTENTS

In Circulation	3
Editor's Comments	6
Letters to the Editor	7
Election Results: Executive Board for 1993-1994	8
1993 AGM Reports	12
President's Annual Report 1992-1993	12
Membership Report	13
Liaison Committee Report	13
Archives Report	14
Conference Report	14
Chapter Relations Report	14
Continuing Education Report	15
Nominations Report: 1993 Elections	15
Working and Learning Conditions Report	16
Publications Report	17
<i>The Bookmark</i> Annual Report	17
Treasurer's Report: April 30, 1993	19
Distinguished Service Award 1993: LAWRENCE LAVENDER	20
The 1993 Alan Knight Memorial Award: JUDITH KOOTTE	21
The 1993 William H. Scott Memorial Award: THE NORTHERN LIGHTS CHAPTER	22
Award of Merit 1993: JOAN WILBY	23
Multicultural Workshop: Cultural Diversity	24
BCTLA's Developing Country Grant	25

THEME SECTION — EVERYTHING YOU EVER WANTED TO KNOW

Everything You Ever Wanted to Know about BUTTERFLIES but were afraid to ask	29
Everything You Ever Wanted to Know about MESSY SHELVES but were afraid to ask	30
Everything You Ever Wanted to Know about LIBRARY RENOVATION but were afraid to ask	30
Everything You Ever Wanted to Know about WEEDING but were afraid to ask	31
Humour from the "Great Excuses" Category	32
Everything You Ever Wanted to Know about YEAR 2000 but were afraid to ask	33
Everything You Ever Wanted to Know about OVERDUES but were afraid to ask	35
Everything You Ever Wanted to Know about BIBLIOGRAPHIES but were afraid to ask	35
Medley of Questions and Answers: Some to be Taken with a Grain of Salt	37
Everything You Ever Wanted to Know about COPYRIGHT but were afraid to ask	41
The Internet: A Bibliography for Teacher-Librarians	46
Freenet at the Vancouver Public Library: Get into Cyberspace!	48

FEATURED IN THIS ISSUE

Looking Back and Thinking Ahead: The Realities of a Five-Year Plan in Action	51
Information Literacy ... Soaring with Change: ATLC & SSLA Conference	54
India: Land of Cultural Diversity — A Unit for Grades 6 to 9	57
National Book Festival	74
Young Readers' Choice Award	77

REGULAR FEATURES	81
Selecting New Recommended Resources for Late Intermediate	83
Ask the Experts	86
The Portrait: PAULETTE BOURGEOIS.	89
Notes and News	90
Reading Checklist	92
The Deep End	95
The Celluloid Spare	97
BCTLA Reviews.	101
BCTLA Membership Form.	118
1993-94 BCTLA Executive: Directory	inside front cover
<i>The Bookmark</i> Editorial Board: Directory	inside back cover

ANNOUNCEMENTS

Conference '93: Libraries of Tomorrow — Kelowna, Oct. 14-16	5
BCTLA Publications for Sale	11
Coming Themes	28
The Tale Continues ... The Relevance of Folk Tales in our Multicultural World	36
Eleventh Annual Festival of the Written Arts: The Ultimate Literary Experience.	40
ATLC (Association for Teacher-Librarianship in Canada) Membership.	50
Wanted! BCTLA Reviewers.	82
Winners Announced for 1993 B.C. Book Prizes.	85
Summer Institute: Teaching with Cases.	96

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

Everything you wanted to know about... the Chapter Councillor's Meeting and the AGM! Thank you to all the Councillors that attended our meeting on May 1st on a rainy Saturday in Surrey at the BC Forest Education Centre and a hearty welcome to our newest chapter, Fort Nelson!

I hope you enjoyed the sneak preview of the *Contemporary Books Reflecting Canada's Cultural Diversity* workshop that will be presented in its entirety at the conference in Kelowna. Thank you again to Pat Parungao and Gerald Soon for developing the workshop. I just received confirmation from Sam Filipoff at the BCTF that a training session for Teacher Associates who will deliver and facilitate this and other similar workshops throughout the province is tentatively scheduled for August 18-20, 1993. All expenses for training will be paid by the BCTF. We are to assist by providing names of members that would be interested in receiving this training. **Please try to find one member from your area and forward the name to me before June 25th.** Thank you for helping to make this and other workshops available province-wide.

I will meet with Judith Blakeston from the BCTF on June 10th to select two new members of the Library Book Purchase Plan committee. I apologise again for the short notice— a bit of forgetfulness by several people, including myself. I hope everyone that was interested heard about the vacancies from their Chapter Councillor and had the opportunity to apply.

Waiting for me upon my return from the councillor's meeting and AGM was a fax inviting all PSA Presidents to a Ministry sponsored focus group on the Intermediate Program to be held prior to May's PSA Council meeting. There have been a number of opportunities for us to provide feedback on the new curriculum this year and I will try to effectively represent our association's point of view at this one. The grant that we will receive from the BCTF via the Ministry to respond to the Social Studies, the Visual Arts and the Drama Curriculum/Assessment Frameworks will be distributed to several chapters as \$100 grants for their contributions to our compiled response. Thank you to the Terrace Chapter for agreeing to respond to the Social Studies Framework and to Vancouver for agreeing to respond to the Visual Arts document. I will be rounding up some other volunteers

and I'm sure I will find other enthusiastic participants. I certainly received wholehearted support from the first five chapters that I contacted when we responded to the Learning for Living, Language Arts/English and Science Frameworks. I was gratified by everyone's willingness to help out.

Congratulations again to Ray Walker, Working and Learning Conditions Chairperson, on being appointed to the Provincial Advisory Committee on Education Technology. Ray was returning to Terrace after our AGM only to fly back to Vancouver the following Wednesday for the first meeting of this new committee. I know Ray will represent the teacher-librarian viewpoint extremely well and that he plans to keep us posted on developments. Thank you, Ray, for agreeing to serve on this committee. We know how busy you are and appreciate this increased involvement in the profession.

I heard from Eila George, a half-time teacher-librarian at Cassie Hall School and a half-time teacher at the North Coast Regional Correspondence School, about her committee involvement at the Provincial level. She is on the Advisory Review Committee for the Provincial Communication Assessment that is presently underway in selected schools. It will continue in the fall. She encourages other teacher-librarians to apply for positions on provincial committees. Thank you, Eila, for bringing the teacher-librarian perspective to this committee.

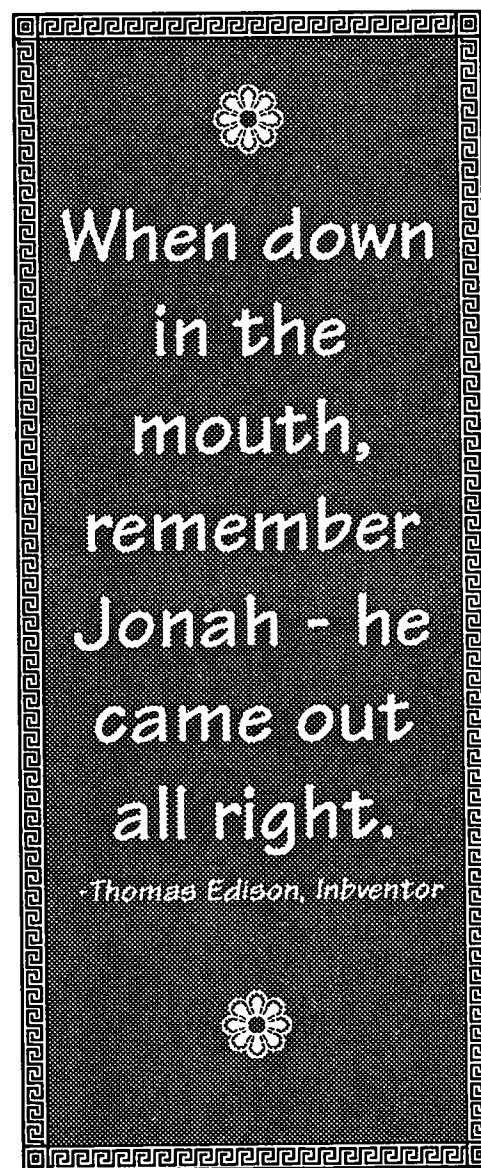
Congratulations also to the 1993 BCTLA award winners. Joan Wilby, a teacher-librarian in Coquitlam, was thrilled when her staff and several parents were on hand to see her receive the Award of Merit for her outstanding contribution to teacher-librarianship in BC. After the presentation they took Joan out to dinner. Thank you to her principal, Gerald Sieben, for his remarks during the presentation. It was unfortunate that the 1993 Distinguished Service Award winner, Lawrence Lavender from Creston, was unable to attend the AGM. Hopefully, he will make it to the Kelowna Conference where we can present his award in person. Judith Kootte, from Richmond, is a second time winner of the Alan Knight Memorial Award for another outstanding contribution to *The Bookmark* and I imagine that she and Willa Walsh will once again be enjoying dinner at a fancy restaurant with the \$100 award. (That's been the tradition— Judith won two years ago and took Willa to dinner and Willa won last year and took Judith to dinner.) Enjoy yourselves! The Northern Lights Chapter is the recipient of the first

William H. Scott Memorial Award which provides \$500.00 to help a local chapter provide inservice, workshops or a guest speaker for its members. Northern Lights plans to bring in Adrienne Betty from Calgary for a presentation on the document she helped to write, entitled *The School Library Program: Teacher-Librarian Resource Manual*, that won the CANEBSCO award for special publications in 1992. Adrienne made a presentation at Update '92 at UBC and I know that the Northern Lights Chapter will enjoy this practical session. It is unfortunate that there were no applications for the Ken Haycock Professional Development Award. This is a \$500 award that is available to assist a member to take a course, attend a workshop or go to conference. Please keep this award in mind for next year.

The motion passed by the Chapter Councillors to form an advocacy committee will be topic for discussion at our June Executive meeting. **If you are remotely interested in serving on this committee, please let me know by the end of June.** We hope to have it operational in the fall with the details worked out on how it will function. This is an important area that we need to expend more energy on if we are to publicize our valuable contributions to education.

The registration brochure is out for the "Libraries of Tomorrow" BCTLA Conference in Kelowna on October 14-16, 1993. The hardworking Kelowna committee headed by Marjorie Buckham at Rutland Jr. Secondary has arranged an exciting line-up of workshops and speakers. Contact Joan Eaton at 766-2381 if you still need a brochure. She will not be mailing them to every BCTLA member. As well as the multicultural workshop, the gender equity workshop entitled "Bias in Books", developed through a Ministry grant by Carole Eyles, Wendy Wickland and Linda Mills, is ready to roll. It will be previewed at the Conference and then will be available to other groups. There are numerous other excellent offerings as well. Thank you to the committee for your efforts on behalf of the BCTLA. I hope everyone took advantage of the early-bird registration opportunity and I will see you there!

Thank you for your support this past year. Have a wonderful summer!

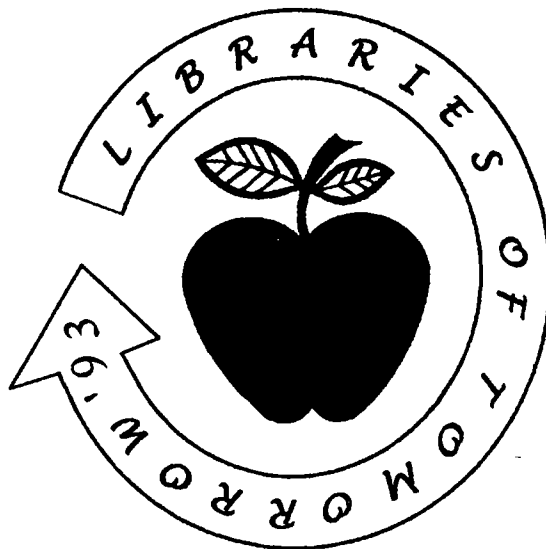


CENTRAL OKANAGAN TEACHER-LIBRARIANS' ASSOCIATION

CONFERENCE '93

KELOWNA, B.C.

OCT.14,15,16



VICKI GABEREAU, ALAN MACDONALD, MONICA HUGHES, JEANNETTE ARMSTRONG, RON JOBE,
CANDACE SAVAGE, SUSAN CLOSE, SUSAN VAN BLARCOM, TOLOLWA MOLLEL, DR. FISH...

THEME:

**Bringing together the
environment, multiculturalism,
technology and the Year 2000.**

COST:

\$150 Registration

(Fee does not include BCTLA membership or
gala dinner)

PLEASE FORWARD A 'LIBRARIES OF TOMORROW' REGISTRATION KIT

NAME: _____

HOME TEL. _____

MAILING
ADDRESS: _____

WORK TEL. _____

REGISTRAR: JOAN EATON
RR 1, S16, C44,
WINFIELD, B.C.
V0H 2C0

PROVINCE _____

POSTAL CODE _____

W. (604) 766-2381 FAX (604) 766-2350 H. (604) 766-0619

PLEASE DUPLICATE FOR DISPLAY AND ADDITIONAL REGISTRATION REQUESTS



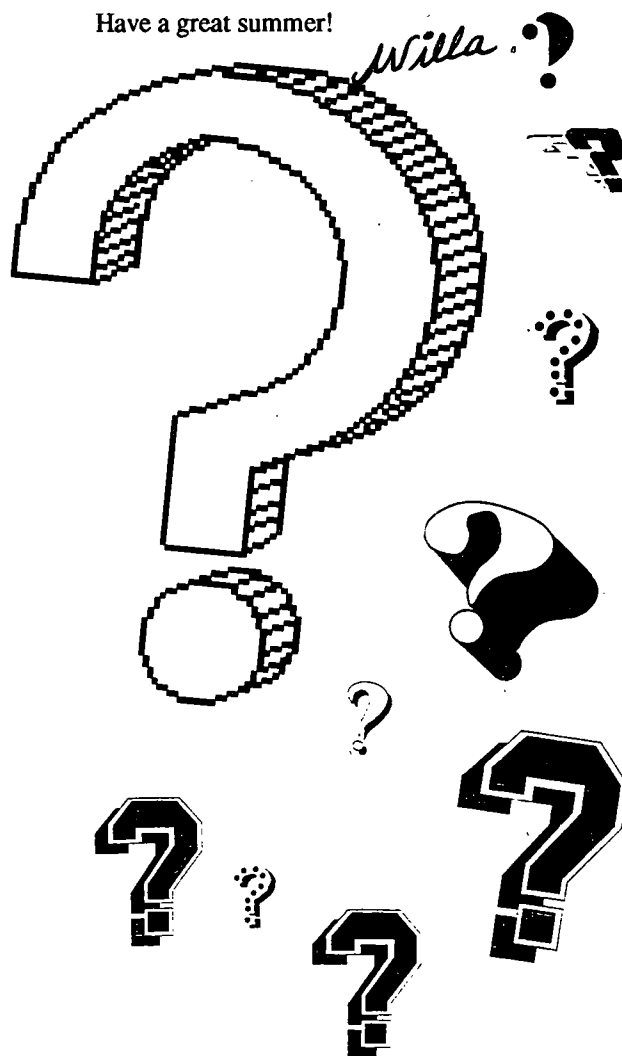
Thank you to all the people who sent in questions for us to address in this special question and answer issue of the *Bookmark*. We have attempted to answer them all—except those which have already been extensively covered in recent issues. Many questions focused on the management aspects of the teacher-librarian's role, and we were quite surprised by this as we had expected to get more questions concerning our role as teachers and about the future changes in regards to Year 2000 and information technology. Several questions seemed perfect candidates for a humorous response and we have tried to give answers in this vein. Some were concerned with teacher-librarians as an "endangered species" and others referred to the many diverse responsibilities of our jobs and wanted to know how to prioritize these functions. There was certainly quite a range of questions—from the very specific to the very broad—from the daily concerns of overdues, storage, special collections, etc., to the concerns about the look and arrangement of Year 2000 resource centres encompassing new technology and delivery of electronic information programs.

As the year winds down we will be looking for new themes for the school year beginning in September and would welcome suggestions from the membership. Some themes seem to elicit more teaching units than others and we are again looking for a popular unit theme issue for March of 1994. All aspects of evaluation will be dealt with in the September, 1993 issue—new teacher/peer evaluation

techniques, evaluation of programs, and evaluation measures for resource centres in general. The place of evaluation in general in the school system will also be addressed.

We hope that the December theme title of "Live it Up!" will attract submissions on the Learning for Living curriculum specifically and more generally on all forms of life—Biology and Life Science units and research assignments, Peer Counseling projects and activities, and books which enhance self-esteem and help students to lead effective and fulfilling lives. The social and emotional aspects of the learning experience will be emphasized in contrast to the usual concentration on intellectual growth. What teaching strategies encourage these often neglected aspects of our students? What experiences can we provide to see that this emphasis of the Year 2000 program is realized? If you have units or projects which fit these themes please submit them. We look forward to all contributions.

Have a great summer!



LETTERS TO THE EDITOR

from Howard White, Harbour Publishing, Madeira Park, BC.

I'm disappointed by the review of my book in the March, 1992 issue, not just because Churchill Secondary librarian Janet McKinlay give *Patrick and the Backhoe* a "not recommended" rating, but because she gave no sign of having understood its purpose.

Described by the *Globe and Mail* as a story about "guts and decency triumphing over arrogance and greed as a little boy saves a town," *Patrick and the Backhoe* is an attempt to give rural BC children a book about their own world that will make them feel at home in the realm of reading—especially primary and late primary boys.

Although this point was passed over by Ms. McKinlay, perhaps because she works in a large city teaching much older students, it was not lost on the professional critics. The *Victoria Times-Colonist* praised *Patrick* for "being such a boy's tale...the result is a child enthused about reading." Morningside host Peter Gzowski devoted a lengthy program on national CBC radio to discussing its uniqueness and the gap it fills in Canadian children's literature. Journalism professor and children's author Barbara Novak hailed it in the *London Free Press* as "an adventure story that is likely to become a classic in its own right."

Given such a positive response from the professional review media, I can't help but feel the almost complete negativity of Ms. McKinlay's report points to a lack of balanced judgement.

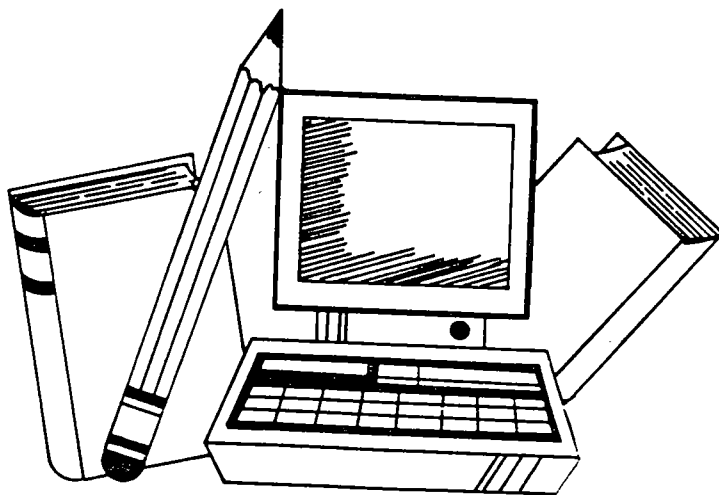
RESPONSE:

Several months ago, I noticed two reviews of the same book published in *Canadian Materials: a Reviewing Journal of Canadian Materials for Young People*. One review was extremely negative and suggested that the book would be a poor purchase—it was not recommended. Another reviewer, whose review was published alongside the first one, highly praised the book and recommended it as a first choice for a school library! I admired the editorial policy which allowed this conflict of views and had quite a chuckle as I read the reviews— one being written by a

male reviewer and the other by a female—the book having been written by a feminist. This might have partly accounted for the different opinions! It made me want to run out and get the book that could occasion such disparate views! In any case, a second review seemed to be a fair policy.

The BCTLA Reviews service does not guarantee a positive review of any of the materials submitted, nor should it, as many books do not meet the criteria used for selecting materials for school libraries. Some materials are simply not well-written. Others, while well-written, do not meet established criteria for school library book selection. Teacher-librarians take university courses in school library materials selection and are engaged daily in the selection process. In spite of professional training, different reviewers will have different opinions. No two people will regard a book in exactly the same light, and it is certainly possible that varied opinions could be valid. We *do* expect that any reviewer will support their views with reference to the criteria used. Ms. McKinlay did this in her review and she is entitled to her informed opinion.

In cases where it appears, in our judgement, that different professionals might disagree, the Editorial Board has elected to print a second review written by a different reviewer. We request that writers who would like to have a letter of reply to a negative review printed in *The Bookmark* restrict themselves to discussing the points of contention, and avoid commenting on the professionalism of our reviewers.



ELECTION RESULTS EXECUTIVE BOARD for 1993 - 1994

Voting for election to the Executive Board closed on May 14, 1993. Thank you to the 174 members who sent in their ballots. Following are the members of the elected 1993 - 1994 executive.

President Elected by acclamation



Kristina Nellis

Current Position

Teacher-librarian
Duchess Park Secondary
Prince George School District

Address

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

This past year has been a busy but satisfying one and I am interested in continuing to serve as President for another year. I appreciate the support and assistance that I have received from the Executive and I thank all the Chapter Councilors for their efforts on behalf of our association.

Concern continues to grow over teacher-librarian staffing and budget reductions. The 1992 Working and Learning Conditions survey confirms the erosion in these areas around the province. We must continue to lobby and maintain a high profile within individual districts and as a PSA.

I am encouraged by the continuing support of the BCTF staff and the cooperation of the Learning Resources branch and others at the Ministry of

Education on various projects we have proposed. I believe that we are an organization that will continue to strengthen as the "Year 2000" approaches. Our advice and expertise is now being sought more and more. I hope to be able to assist in strengthening our already vital and enthusiastic association.

Vice-President Elected by acclamation



Bonnie McComb

Current Position

Teacher-librarian
Parkland Secondary
Saanich School District

Address

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

The B. C. Teacher-Librarians' Association is an important link between teacher-librarians throughout the province. In a second term as Vice-President, I will continue to work as a liaison between chapters and strive to provide strong support to chapters.

Treasurer Elected by acclamation



Judith Kootte

Current Position

Teacher-Librarian
Lord Byng Elementary
Richmond School District

Address

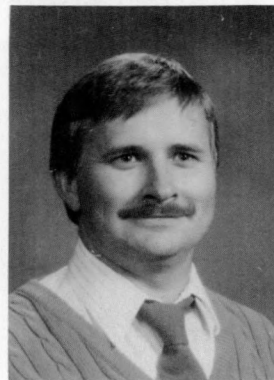
#214 2250 SE Marine Dr.
Vancouver, B. C.
V5P 2S2
Home: 321-6256
School: 668-6649

A serendipitous meeting and plane ride with a rather convincing Diana Poole led to my initial involvement with the BCTLA. My work on Bridging the Millennium conference and my continuing association with the BCTLA have fostered a desire to seek a position on the executive in order that I may repay some of the support and service I have received.

I believe that teacher-librarians have a pivotal role to play in the successful restructuring of schools. My practice has been influenced by the issues inherent in information and resource access. Our access to information will affect the depth and breadth of what we teach and how we teach with direct and implicit consequences for our students' futures.

We have been successful in defining and legitimizing our role for ourselves. We have been less successful in forging new and creative partnerships with other educational stakeholders. As we enter the era of global education and face ever increasing information and instructional demands we will have to become vigilant advocates for our students and ourselves. We must also become both partners and leaders in the quest for change.

Communications Officer Elected



Mark C. Roberts

Current position

Teacher-librarian
David Livingstone Elementary
Vancouver School District

Address

1582 St. Albert Avenue
Port Coquitlam, B. C.
V3B 5E7
Home: 941-0488
School: 874-1161

With the diverse tasks and teaching roles teacher-librarians are consistently involved in on a daily basis, we are important, integral members of the school instructional team. All members of the school population rely on our teaching abilities, our knowledge of resource materials, and our endless abilities to be cooperative, flexible and spontaneous. As schools throughout British Columbia face the many challenges of change, with implementation of the Intermediate Program, the Year 2000 initiatives, and new Curriculum Frameworks, teacher-librarians and library resource centres are essential.

If elected to the BCTLA executive, I will work hard, on your behalf, towards ensuring teacher-librarians and their important roles in school instructional programs are understood by all educational stakeholders. As well, by contributing my ideas and by providing my input towards the issues that challenge and confront all teacher-librarians, I can hopefully be a voice for all teacher-librarians in the province.

Recording Secretary Elected



Gerald Soon

Current Position

Teacher-Librarian
Burnsview Junior Secondary
Delta School District

Address

8662 162A Street
Surrey, B. C.
V4N 1B7
Home: 572-4427
School: 594-0491

Working and learning conditions for teacher-librarians are subject to cutbacks unless they are protected in contract language. The BCTLA should lobby the BCTF Bargaining division and continue to encourage chapter councilors to lobby their locals for the inclusion of teacher-librarian staffing and school library resource centre standards in local contracts.

The BCTLA should also continue to lobby the universities to establish and require as part of the education degree program a course on resource based learning.

Working and Learning Conditions Chairperson Elected by acclamation

Ray Walker

Current Position

Teacher-librarian
Skeena Junior Secondary
Terrace School District

Address

Fosberry Drive, RR 3
Terrace, B. C.
V8G 4R6
Home: 635-4776
School: 635-9136

I would like to have the opportunity to serve a second year at the position of Working and Learning Conditions Chairperson. Much of my time this year has been spent in learning about the problems associated with the annual survey. I believe I can now take advantage of that learning experience and hopefully am in a position to streamline and make more timely and relevant the process. Possibilities include providing a spreadsheet template, on disk, along with the usual tally form. We also have to find a way to make the budget information more useful at the appropriate time of the year.

Obviously our number one priority will be to continue to develop a strategy for reversing the reductions in library service that more and more of our districts are experiencing. There are no easy answers but we must prepare ourselves for the next round of bargaining. We must make our colleagues aware of the equal importance of what we do as professionals and be prepared to involve ourselves in the political and bargaining process. I believe our strategy must include actions at different levels including impacting on bargaining objectives through the Federation as well as from the grassroots at each local.

BCTLA PUBLICATIONS FOR SALE

Inquires about and orders for the following publications of the British Columbia Teacher-Librarians' Association should now be directed to the BCTF Lesson Aids Service.

Prices in effect until August 31, 1993.

All orders must be prepaid. To order, please enclose a cheque or money order to:
BCTF Lesson Aids Service, 2235 Burrard Street, Vancouver, BC, V6J 3H9.
Phone: (604) 731-8121 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 - \$16.50, Non-BCTF Member - \$19.80
- 9024 Literature Connections: The Teacher and Teacher Librarian Partnership**
Price: BCTF Member - \$10.00, Non-BCTF Member - \$12.00
- F8011 Whole-Language Bibliographies in French for Primary/Bibliographies en Français pour l'approche Communicative**
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 - \$27.50, Non-BCTF Member - \$33.00

*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 - \$9.25, Non-BCTF Member - \$11.10
- 9081 Sharing the Land** March 1992 Bookmark, 247 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
- 9083 Survival** September 1992 Bookmark, 232p.
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



PRESIDENT'S ANNUAL REPORT 1992-1993

submitted by **KRISTINA NELLIS**,
president.

This has been another challenging year for the BCTLA as contract negotiations and budget discussions with school boards threaten to have significant impact on a number of chapters. Working and Learning Conditions were focused upon at our Fall Council meeting and a number of suggestions were generated to assist chapters. As the struggle continues just to maintain existing conditions, monitoring the situation and offering support to chapters is of critical importance to members of the association.

So many chapters are facing difficult situations but there are also positive events to report. My contact with the Learning Resources Branch of the Ministry has been positive and cooperative. The Library Book Purchase Plan was implemented again this year and information was collected to compile a teacher-librarian directory for the province. The Ministry has agreed to input the information for the directory onto a disk and make it available to us. Thank you to the Library Book Purchase Plan committee members, Ian MacSween and Donna Doerksen who have completed their term and Mary Huffman and Carole Eyles who will continue on the committee next year. The BCTF will soon put out a call for applications from those interested in filling the two vacancies on this committee and, hopefully, the two new members will meet with the two continuing members once before the summer.

Another positive event was the Ministry gender equity grant that BCTLA received to develop the workshop on Bias in Books which is now ready for presentation. Thanks again to Carol Eyles, Wendy Wickland and Linda Mills from the Gulf Islands chapter for preparing this workshop. Our PSA also received a grant, via the BCTF, from the Ministry in order to respond to various Curriculum/Assessment Framework documents. Thank you once more to the Coquitlam, Howe Sound, Prince George, West Kootenay and Nanaimo chapters for their input into our response. We will have an opportunity to respond to the Social Studies and Fine Arts documents next. Also, the BCTF forwarded a revised funding proposal to the Learning Resources Branch, on our behalf, for a Provincial Forum on Resource-Based Learning and Teaching in B.C. Schools. This project proposal was accepted and the planning for this forum is underway with Marilyn Hannis, the Continuing Education Committee Chairperson, coordinating. The Ministry funding provided to the BCTF, to develop workshops on multicultural issues, enabled the BCTLA to develop a workshop as a follow-up to our publication, *Contemporary Books Reflecting Canada's Cultural Diversity*, and accompanying book display. Gerald Soon and Pat Parungao were given training and release time to prepare two half-day sessions that can either stand alone or be combined into a full day workshop. This workshop will be available in the Fall and can be requested through the BCTF. Thank you to Gerald and Pat for agreeing to present one of the sessions at our Spring Council Meeting/AGM.

The Senior Editor of *The Bookmark*, Willa Walsh, again took on extra responsibilities by also acting as Publications Coordinator. She and Patricia Finlay negotiated with the BCTF and they have now taken over the sale of our publications and the back issues of *The Bookmark*, but Willa has still carried a heavy load for most of this year. Her work as Senior Editor, coordinating the work of the Editorial Board and organizing the articles, units and regular features of each issue has resulted in *The Bookmark* receiving the CANEBSCO award from CSLA for the third time. This demanding position does not require anything else to fill the time and, fortunately, Barb Smith has agreed to take on the Publications Coordinator position for next year. I welcome her to the executive. A special thank you to the other members of the Editorial Board for all the hours spent turning out an award winning journal that is the envy of other PSAs. I hope that I have the opportunity to thank these hard-working individuals in person one day.

The result of the election for two executive members, Communications Officer and Recording Secretary, will not be known until the middle of May. At this time, I would just like to thank all of the executive for their dedication and hard work this year - Patricia Finlay, Bonnie McComb, Teresa Brinton, Karen Davidson, Gerald Soon, Ray Walker, Marilyn Hannis, Carole Eyles, Willa Walsh and Barb Hall. A special thanks to Patricia Finlay for her personal assistance so often this year and I look forward to her continued guidance next year. A fond farewell and heartfelt thank you to Teresa Brinton, who has completed her second year as treasurer and chose not to run for another position. We will see her at the conference in October, which we thank the Kelowna chapter for agreeing to host, and all the best until then, Teresa.

Thank you for your support this past year and I look forward to another busy but rewarding year in 1993/1994.

MEMBERSHIP REPORT

submitted by **KRISTINA NELLIS**,
president

As of April 13, 1993 the total membership of the BCTLA was 1037. The membership is broken down as follows:

BCTF Active members	844
BCTF Associate members	25
Student members	21
Honorary Life Members	10
Subscriptions	137

Our grant from the BCTF is based on the number of BCTF members we have in May.

Our current membership has decreased by 92 members from April, 1992 which puts our PSA back to the same membership level as April, 1991. This is likely due to the lapsing of the memberships obtained at the Whistler Conference with some of the conference participants choosing not to remain BCTLA members. Membership brochures continue to be available and the executive and chapter councilors promote and encourage membership in the BCTLA.

LIAISON COMMITTEE REPORT

submitted by **CAROL EYLES**, liaison chairperson.

This year I have established a database of contact people in other provincial, national and international library organizations. I have made contact with most of them and continue to keep them up-to-date on our activities.

We had a specific request from CLA to have our major conference in combination with theirs in June 1994. The Executive declined this offer as June, with year end and graduation activities, is not a good time for our members to be actively involved in producing a national conference. We will be offering them a list of potential speakers and workshop presenters.

ATLC offered a \$250 grant for a representative of our association to attend their conference in Lloydminster, Alberta, April 21-24, 1993. Geri Rae from Stelly School in Saanich was asked to be our representative.

We have also been involved this year in the B.C. Information Policy Conference, and Judith Kootte prepared a submission on our behalf to the National Summit on Information Policy. We have also exchanged submissions with the BCLA.

Press releases to other organizations this year have concerned the publication of the Multicultural Bibliography and the transfer of all publication sales to BCTF Lesson Aids. We are currently in contact with IASL and CSLA with regard to applications for our School Libraries in Developing Countries Grant.

Liaison with the Ministry of Education this year have taken the form of a brief on the proposed Social Studies Curriculum/Assessment Framework submitted by Linda Coupal on our behalf and the successful application for a gender equity grant by three Gulf Islands teacher-librarians who are preparing a workshop on Bias in Books.

Within our own organization I have attempted to respond to a question on selection policy from Trail teacher-librarians, and am happy to facilitate the exchange of information between chapters at any time. The job continues to grow and I continue to enjoy the opportunities to exchange ideas with so many different people.

ARCHIVES REPORT

submitted by **GORDON STUBBS** for the members of the Standing Committee: Gordon Stubbs, Glen Pinch, Daphne Buchanan.

The Archives continue to expand. Minutes of Executive Board meetings are filed as they are received, and copies of the *The Bookmark* join the already considerable collection of periodicals and other published items.

The purpose of the Archives is to keep a permanent record of the activities of the BCTLA, and at the same time to form a resource for students (BCTLA members and others) who are interested in the history and development of teacher-librarianship in British Columbia. During the past year there have been a number of requests for information, though not as many as in the previous year. The location of the Archives in a private home, rather than in a library, almost certainly limits the value of the collection as a resource. The Standing Committee would like once again to emphasize the importance of trying to secure a permanent base for the Archives

Work on the picture collection of BCTLA historical material has progressed. Most of the pictures have now been dated and arranged in chronological sequence in an album. This project has been carried out by Daphne Buchanan, with assistance from Glen Pinch in the identification of the people and places represented in the pictures. Much of the material comes from Workshops, Executive Meetings and Annual General Meetings.

CONFERENCE REPORT

submitted by **BARB HALL**, conference chairperson.

"Updates" on current trends in teacher-librarianship, held in Duncan and Vancouver last October and sponsored by the University of Victoria and the University of British Columbia, were in place of a provincial conference this year. On October 14, 15 and 16, 1993, the Central Okanagan Teacher-Librarians' Association will host Libraries of Tomorrow, a provincial conference in Kelowna. The central theme will be the bringing together of the environment, multiculturalism, technology and the Year 2000. Registration kits are available now from:

Joan Eaton
RR1, S16, C44
Winfield, BC, V0H 2C0

The Burnaby Teacher-Librarians' Association will host a provincial conference in October, 1994 and hope to use the new "high tech" school, Burnaby South. The Prince George District Teacher-Librarians' Association will host the conference in October, 1995 and plans to include tours and/or sessions at the new University of Northern British Columbia.

The BCTLA is also investigating the possibility of co-hosting a provincial conference with another PSA, a public library association or another teacher-librarian group in the Pacific Northwest.

CHAPTER RELATIONS REPORT

submitted by **BONNIE MCCOMB**, vice-president.

Thank you to all Chapter councilors for the work you have done this year linking your chapter to the BCTLA and all the other chapters in the province. Your job is vital to the communication and functioning of our PSA. We are only as strong as our connection and support for each other.

On October 17, 1992, the chapter councilors met at UBC. Cindy Williams from the Learning and Resources Branch made a presentation on the Learning Resources Catalogue, budget allocations, regional displays, and available ministry workshops. Our breakout group discussion gave us a considerable list of chapter concerns and strategies to meet the challenges we face this year with cutbacks, automation, and staffing. At this time, chapter councilors also received an updated copy of the Chapter Councilor's Handbook.

On May 1, 1993, the chapter councilors met at Green Timbers Forestry Centre for our Spring Councilor Meeting and AGM. Gerald Soon and Pat Parungao field-tested part of their new multicultural workshop in the morning.

At the end of this year, each chapter will submit two copies of a report highlighting their year's activities and a list of their 1993-1994 executive. The reports will be published in *The Bookmark*.

CONTINUING EDUCATION REPORT

submitted by **MARILYN HANNIS**, continuing education chairperson.

This year the members of the Continuing Education Committee have taken key roles in coordinating specific projects. This allowed us to address several different aspects of education as it relates to teacher-librarians. Two projects focus on teacher-librarians helping each other: The Visitation Booklet and The Networking Booklet. Another project focuses on advancing the accessibility of university courses and yet another focuses on broadening the information available to other educators about teacher-librarians: Pre-service Teacher packages, the insertion of articles in professional journals and encouraging teacher-librarians to participate in projects with other PSAs. We believe these projects taken together form a comprehensive approach to supporting teacher-librarians.

While the first two projects will be completed this Spring, the other projects are in the continuing or expansion stage. The survey of correspondence courses has been completed and we will now be working with Distance Education (UBC) on the most-requested course. The response to this survey has been extremely high and provides BCTLA and UBC with excellent information regarding the top two requested courses, where most people live who take correspondence courses and the route for acquiring information. Correspondence courses take considerable time and money to produce but the fact that we have concise information may encourage Distance Education to move quickly in developing a course.

Continuing Education will submit some articles to professional journals and we encourage every teacher-librarian to promote the profession through participation in workshops, projects with other educators, and through submitting their own articles for publication.

A project in the infancy stage this year was assessing the feasibility of providing information to pre-service teachers regarding teaching in collaboration with teacher-librarians. This will be studied in more detail in the coming year.

The request to the Ministry of Education, Learning Resources Branch for a "Forum on Re-

source-Based Teaching and Learning in B. C." has been approved and this will be the focus of the Committee for the rest of 1993.

I wish to compliment the committee members: Bernice Betts, Valerie Dare, Patricia Finlay, Don Hamilton, Joan Harper, Rod Hermsmeir, Colin Naslund, and Jane Roberts for the excellent contributions they are making to teacher-librarianship in B. C.

NOMINATIONS REPORT: 1993 ELECTIONS

submitted by **PATRICIA FINLAY**, past president.

Thank you to all those people who allowed their name to stand. A ballot for Communications Officer and Recording Secretary will be mailed to all members. The results of the elections will be published in the June issue of *The Bookmark*.

PRESIDENT, elected by acclamation-Kristina Nellis, Duchess Park Secondary School, Prince George.

VICE-PRESIDENT, elected by acclamation-Bonnie McComb, Parkland Secondary School, Saanich.

TREASURER, elected by acclamation-Judith Kootte, Lord Byng Elementary, Richmond.

COMMUNICATIONS OFFICER, three nominations: Rosemary Boland, Crofton Elementary School, Cowichan; Karen Davidson, Betty Huff Elementary School, Surrey; Mark C. Roberts, David Livingston Elementary School, Vancouver.

RECORDING SECRETARY, two nominations: Gerald Soon, Burnsvew Junior Secondary School, Delta; Marta Williamson, Alberni District Senior Secondary School, Port Alberni.

WORKING AND LEARNING CONDITIONS CHAIRPERSON, elected by acclamation-Ray Walker, Skeena Junior Secondary School, Terrace.

WORKING AND LEARNING CONDITIONS REPORT

submitted by R. WALKER, Working and Learning Conditions Chairperson

I would first like to thank the local chapters, and in particular the chapter councilors, for their hard work and cooperation in compiling the 1992-93 Working and Learning Conditions Survey. This task was a learning experience for me and would not have been possible without the help of the councilors. The hours I spent in collating and organizing the data was matched locally by each chapter that contributed information.

The survey was indispensable in documenting the erosion of working and learning conditions that have taken place in districts around our province and will serve us well in presenting our case for the next round of bargaining. It also demonstrated that the only protection our library services have is when service levels are in contract.

Changes that we made this year included the conversion of Library Assistant staffing to an FTE (full-time equivalent) basis to make it more comparable to Teacher-Librarian data. Another change was the calculation of Teacher-Librarian time as being a "service level" (exclusive of contractual T-L preparation time) in order to produce a more finely-tuned expression of the in-the-library service we are able to provide our clients. Councilors were very patient in accepting and making these changes and I believe it was worth the effort to produce a more realistic profile.

Improvements we are considering for next year include the sending of surveys to local teachers' union presidents instead of superintendents for those areas that are not organized into chapters. I think this will result in a better return and a more complete survey. We are also working on the provision of template disks, with formulas built in, for councilors to use for entering data, rather than the traditional tally sheets. This might be done on a limited basis initially to determine its workability. We are also considering options for the reporting of budget data, to make it more timely to the year.

I won't restate here the instances of library cutbacks as they are documented in the survey but it is obvious that we all have hard work ahead of us to reverse the trend of erosion of services and, in too many cases, the subsidization of class size clauses by library staffing reductions.

An activity was organized at the last Council meeting to focus on working and learning conditions reductions and what could be done to counteract that situation. We have maintained liaison with the BCTF Bargaining Division and they are well aware of our concerns. Sample clauses were collected from around the province and distributed to local councilors. We were limited this past year by having the round of negotiations already underway along with objectives and language already having been tabled. Our strategic thrust now is to impact on the next round of negotiations both provincially and locally. We hope to have Federation bargaining people involved in both our Fall Executive retreat and our Fall Council meeting. We will make representation at the expanded bargaining conference next year for the inclusion of library language and will work to encourage BCTF expectations for local negotiation of library clauses. The real power, however, resides at the local level and the most important thing we can do is to become active participants on local bargaining committees and to lobby locally for inclusion of library concerns in bargaining objectives.



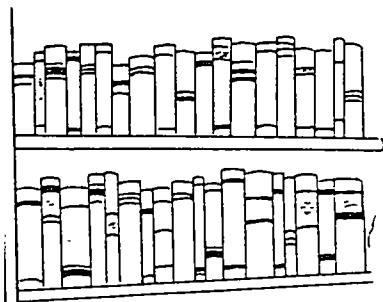
PUBLICATIONS REPORT

submitted by WILLA WALSH, Publications Coordinator.

This year began with the timely release of the Multicultural Bibliography along with a full schedule for the Travelling Book Display - the titles selected for this bibliography and which complement this Special Publication. *Fuel for Change Two* is well along in its progress and should appear before the end of the year - it will reflect the Year 2000 philosophy and offer many, many useful units which incorporate current teaching strategies. Watch for this - it will be a winner!

Past publications, those to come, and back issues of *The Bookmark* are all now available from BCTF Lesson Aids. This means that there will be the one central source for our publications. This system will be easier for purchasers and for the BCTLA as well, as it is one-stop shopping. Prices have been established with the Lesson Aids staff and a delivery system is set up. Prices and availability have been publicized by the BCTLA and the BCTF. Wider coverage - through the Lesson Aids flyers and catalogue has resulted in brisk sales. I already have requests for more supplies of *Bookmark* back issues and I hope this may mean that my attic bedroom will soon be more accessible! We hope this system will be fast and efficient when all the "kinks" have been worked out. More detailed financial information will be reported in the future when the new system is fully functional. Thank you to all the volunteers who so ably dealt with the orders in the past - a job well done!

A unique "publication" is in the planning stages for next year - and more information about this will be forthcoming. Certainly members of our PSA are well served by their executive with many publications to assist them in their jobs as teacher-librarians.



THE BOOKMARK ANNUAL REPORT

submitted by WILLA WALSH, Senior Editor

There have been many challenges and frustrations this year as I have struggled to juggle being both Senior Editor for *The Bookmark* and Publications Coordinator. Fortunately, Barb Smith of the Editorial Board will be taking over as Publications Coordinator and this will improve the situation a great deal.

Our September issue on the theme "Survival" was an immensely popular one and resulted in a record 232 page issue. Diverse contributions from many levels, subject areas, and parts of the province resulted in a truly fine issue. Unfortunately, there was a short print run and there are very few copies left. The huge job of completing a Cumulative Index was finally achieved and printed in the December issue. I've found it useful already - it really saves time when trying to locate a particular unit or article. Soon the Index will also be available in disk format. All of this is due to the tireless efforts of Liz Austrom, Jim Holgate and Barb Smith.

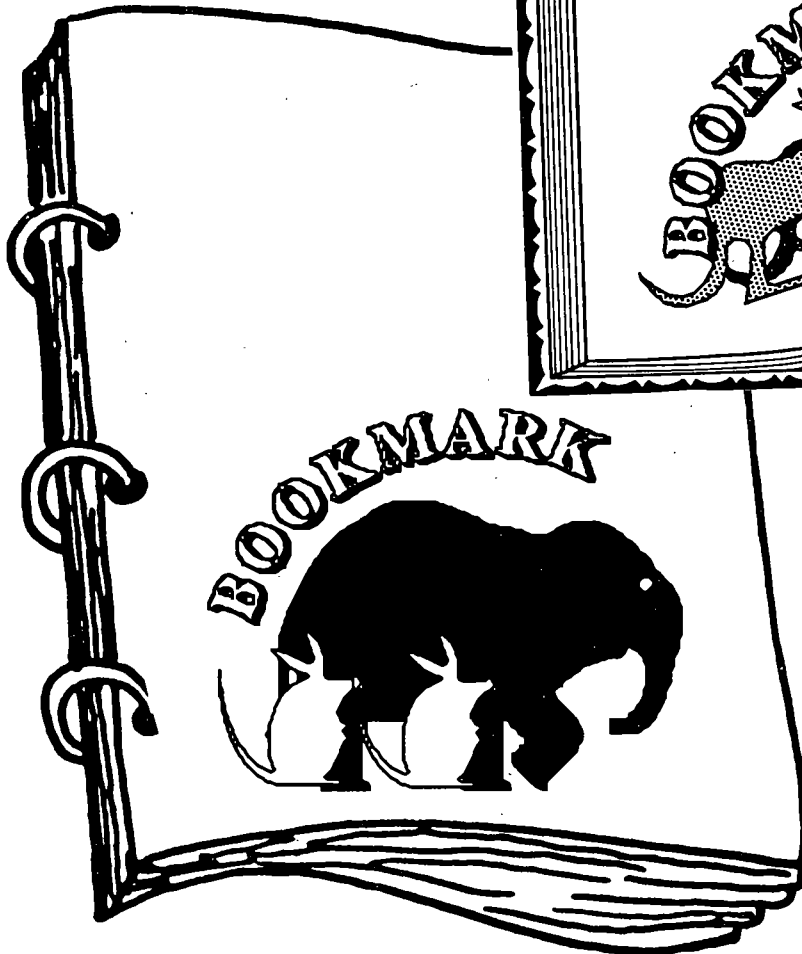
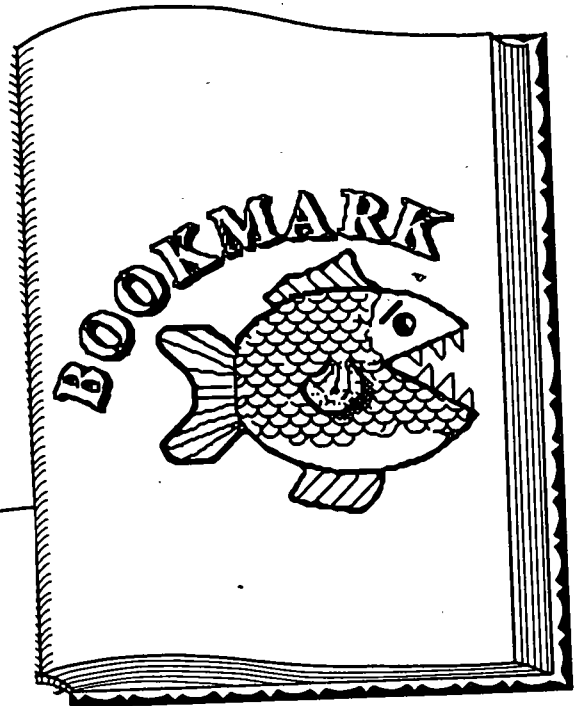
There were many responses to our request for questions on the theme "Everything you ever wanted to know.." and they will be addressed in the upcoming June issue. Thank you to the respondents who sent in their queries and comments - it's nice to know you are out there!

The biggest problem this year has been the BCTF's decision to use outside printers for some PSA publications. This has resulted in an enormous extra cost in our printing prices - approximately \$4000 each issue! The BCTF pledged to help us with any extra costs for this transition year, and they have done so. Next year still remains a question and a BCTF ad hoc committee is looking into the matter at the present time. A positive aspect of the outside printing is that each issue of *The Bookmark* is ready on time and members receive it during the month they are meant to!

The real pleasure of serving on the Editorial Board comes from the people - they are devoted beyond the call of duty and always there when they are needed. The BCTLA Reviews section has expanded and has been valiantly kept under control

by Judy Giles and Alwynn Pollard along with Val Hamilton, Penny Haggerty and Debra Simmons. It's quite an immense task. Our formatting is under the skillful responsibility of Jim Crook - the Mac wizard who devotes endless hours on Pagemaker to make *The Bookmark* look like the professional publication it is.

The highlight of the year came when *The Bookmark* won the CANEBSCO award for the best school library journal in Canada! It was the occasion for a little "bubbly" on paste-up day! Another reward comes from the membership - appreciation is demonstrated by our high PSA membership and the many words of encouragement from teacher-librarians in the field.



BOOKMARK

BOOKMARK

BRITISH COLUMBIA TEACHER-LIBRARIANS' ASSOCIATION				
TREASURER'S REPORT: APRIL 30, 1993.				
INCOME				
CODE			BUDGET 1992/93	CURRENT YTD
901	Balance 1 JULY 92		\$33,017.09	\$33,017.09
903	BCTF Grant			
	Membership May 15/92: 946@\$16.35		\$15,467.10	\$16,467.10
904	Fees		\$44,260.00	\$34,973.85
	a. BCTF member: 900@\$40	\$36,000.00		
	b. Student member: 8@\$15	\$120.00		
	c. Publications only: 148@\$55	\$8,140.00		
905	Other		\$21,025.00	\$29,135.24
	a. Resource Materials	\$1,000.00		
	b. Conference	\$19,000.00		
	c. Misc.	\$1,025.00		
	TOTAL INCOME		\$113,769.19	\$113,593.28
EXPENDITURES				
906	Executive Board Meetings		\$12,000.00	\$5,516.51
908	PSA Council Delegate		\$500.00	\$0.00
909	Subcommittees		\$1,000.00	\$1,243.71
910	Annual General Meeting		\$500.00	\$73.56
911	Journal: Bookmark		\$50,000.00	\$19,300.88
913	Other Publications		\$20,000.00	\$11,395.77
914	Conferences		\$3,000.00	\$2,351.25
	a. Delegates to Conferences	\$500.00		
	b. Conference Expenses	\$2,500.00		
915	Chapter Support		\$18,000.00	\$7,267.98
917	Operating Expenses		\$7,169.19	\$2,177.94
919	Other Projects:Gender Equ/CurricAsses			\$2,218.66
920	Miscellaneous		\$1,600.00	\$1,600.00
	a. Scholarships	\$1,100.00		
	b. Special Projects	\$500.00		
	c. Honoraria			
	TOTAL EXPENDITURES		\$113,769.19	\$53,146.26
	BALANCE (BCTF printout to 03 April 93)			\$60,447.02

DISTINGUISHED SERVICE AWARD

1993

LAWRENCE LAVENDER, Director of Instruction/Director of District Resource Centre, SD#86, (Creston-Kaslo) is the 1993 recipient of the BCTLA's Distinguished Service Award. This award recognizes the efforts of an individual other than a practicing teacher-librarian who has given outstanding support to school library resource centres. Lawrence has spearheaded the district-wide automation of school libraries, and has combined the acquisition of technology with in-service for all librarians and library aide staff involved in the automation project. He has negotiated significant district-wide increases in library funding, developing a formula to establish base levels of equality of resources despite size of school. Creston-Kaslo District has the highest per capita library budgets, at both the secondary and the elementary levels—largely due to Lawrence's vigorous advocacy. This is accompanied by the highest library clerical staffing in the province as well. He is a driving force behind implementation of Year 2000 initiatives, supporting teachers with in-service funds and time.

As Resource Centre Coordinator he maintains communications and library services throughout a widely-dispersed district. This has meant great hardships and time commitments both in the past and at the present time. He is responsible for the daily inter-school mail delivery system which is the vital link between our vast district. He provides evaluation of the new directions in library technology and services.

Lawrence Lavender is universally respected by his colleagues and by the community for his enthusiastic, supportive and forward-thinking contributions to library service throughout District 86 since 1967. Lawrence will be presented with his award at the BCTLA Conference in Kelowna, October, 1993.



Congratulations to Lawrence Lavender!

THE 1993 ALAN KNIGHT MEMORIAL AWARD

Judith Kootte
Teacher-Librarian
Lord Byng Elementary School
SD#38 (Richmond)

“User Access and the Impact Of Technology On Practice” *The Bookmark*,
Vol. 33 Number 4 (June 1992), p. 83 - 89.

The Alan Knight Memorial Award is presented annually to the BCTLA member who submitted the most outstanding article to *The Bookmark* in the previous year (1992 issues). It recognizes the contribution to professional growth in teacher-librarianship that is made by the sharing of ideas, practical or theoretical, in our journal.

Judith Kootte’s article asks us to re-examine our current approach to collection development and selection in light of the growing access to information from electronic databases and multi-media interactive information delivery systems. The pivotal issue is equity and freedom of access to information. This timely article stimulates all teacher-librarians to reflect on their current collection policies and to adapt to incorporate the information technologies now available.



THE 1993 WILLIAM H. SCOTT MEMORIAL AWARD

**The Northern Lights Chapter
SD#60 (Peace River North)
Sheri Lichtenstein, Chapter Councilor**

This Award recognizes the need to encourage professional development within chapters of the BCTLA. The local chapter may use the \$500.00 for inservice, workshops or guest speakers in the field of teacher-librarianship to provide a program of maximum benefit for all members.

The Northern Lights chapter, with the cooperation of their school board, has planned a professional development day. They intend to use the Award money to bring in a guest speaker, Adrienne Betty. Best wishes for a successful day!





Congratulations to Joan Wilby, the winner of the BCTLA's 1993 Award of Merit!

Joan began her career in Saskatchewan where, in 1956, she became the first elementary school librarian in Lloydminster where she was given one day a week to order and process books for five schools. Over the years she took library courses at the University of Minnesota and the University of Saskatchewan and she completed her B.Ed. at the University of Alberta. After a number of years raising her family, Joan returned to teaching in 1975 and for seventeen years she has been a teacher-librarian in Coquitlam.

Joan has also served seventeen years on the executive of the Coquitlam chapter of the BCTLA and twice has been the chapter's President. She has been Coquitlam's Chapter Councilor for six years. Joan's other professional contributions include a puppetry unit that she submitted for publication in *The Bookmark*, assistance in writing BCTLA's 1986 publication *Fuel for Change* and participation in planning the joint BCTLA/ATLC Whistler Conference. She is also her school's chief delegate to the Coquitlam Teachers' Association.

According to her colleagues, Joan cooperatively plans and teaches with her staff and is enthusiastic in her assistance to students. She and two other teachers received an Intermediate Site Development Grant to develop a cooperatively planned and taught novel study program for intermediate students. They have also given workshops on the program they developed. She has also established a Mom-and-tot preschool weekly reading program.

Joan has made the school resource centre a focal point for children, teachers and parents. According to her principal, Gerald Sieben, she is an educational leader on her staff as well as an enthusiastic and supportive mentor to everyone, including her principal. He also indicates that Joan is a "strong advocate for the role of the teacher-librarian. Her work with staff, both in the library and in the classroom, is living testimony to this new role that should be free of too many encumbrances of scheduled classes and the constraints of providing relief time to teachers."

MULTICULTURAL WORKSHOP: CULTURAL DIVERSITY

presented by **Gerald Soon**, teacher-librarian, Burnsvew Jr. Secondary School, SD#37 (Delta), and **Patricia Parungao**, teacher-librarian, Van Horne Elementary School, SD#39 (Vancouver).

In order to extend the influence of the BCTLA's special bibliography *Contemporary Books Reflecting Canada's Cultural Diversity* which appeared last autumn, the BCTLA has developed a Multicultural Workshop which can be used in conjunction with the bibliography and the Traveling Treasure Chest of books which accompany the bibliography. All three elements provide teachers and teacher-librarians with a good introduction to multicultural materials and their use in the curriculum. Gerald and Pat presented one half of their workshop for the councillors at the AGM on May 1st, 1993. This gave councillors an idea of what the full workshop would be like, provided them with some skills for evaluating multicultural materials, and encouraged them to see if their chapters or districts would like to have such a workshop presented in the districts around the province. The Traveling Treasure Chest of multicultural titles was available at the meeting also and many participants took the opportunity to peruse the many titles displayed.

Pat and Gerald introduced the workshop with a reflection exercise on our own personal views of what constitutes multicultural literature and the various problems associated with stereotyped and dated views which are reflected in literature collections—past and present. This was followed by a lively discussion of these ideas and of how teacher-librarians could handle sensitive situations. The need for students to develop critical reading skills was emphasized. A short "sort and predict" exercise revealed "loaded" and "neutral" words and could be used as a strategy in reading and predicting the story from these words. Criteria for examining multicultural resources were examined using a carousel brainstorming approach with various lists for evaluating multicultural materials.

The workshop is structured in various segments which can be combined to accommodate a half day or whole day session, and thus is very versatile for staffs and groups wishing to schedule such a workshop. This presentation was an introduction of the workshop, and a more extensive presentation will take place at the BCTLA Fall Conference in Kelowna "Libraries of Tomorrow '93." At that time Pat and Gerald will offer a session entitled: Cultural Diversity—Literary Gifts—a three hour workshop presented in two one and a half hour sessions. This would be a great opportunity to experience this well-developed workshop. Other presenters will be trained and this will give local chapters a great opportunity to avail themselves of this resource. Think about working it into your in-service program for next year.



BCTLA's DEVELOPING COUNTRY GRANT

from MEL RAINEY, Co-ordinator of the Library/Information Studies, University of the South Pacific, Suva, Fiji.

Background: The BCTLA has established a Developing Country Grant to be awarded to a deserving library in a developing country. This year's recipient is St. Joseph's Secondary School in Suva. We received this communication from Mel Rainey in regards to the presentation of this grant.

As I mentioned to Diana Poole when she first wrote to me, I think BCTLA should give some simple guidelines to follow in choosing the eventual winner of this grant. If you know someone in the country you choose to support with the yearly gift it will make it much easier and you can be reasonably sure the money will be spent in the manner you suggest.

I am so proud of BCTLA for giving assistance to schools in developing countries. I realize that schools in Canada face financial problems too but they have much to be thankful for, believe me. One has to witness conditions in a developing country to really understand the hardships they face. I'm amazed schools produce as well as they do. In many respects schools remind me of my early years in schools in Saskatchewan in the late 1930s and early 40s. I have included some pictures for the *Bookmark* and you may want to include them. You will notice I've become a typical islander with my sulu. It is the most sensible wearing apparel here in such a hot climate.

On February I spoke to the Parent Teacher Association executive of St. Joseph's Secondary School in Suva. It was on this occasion that I presented the \$500.00 cheque from the BCTLA. Here is the text of my talk:

Sister Genevieve, Sisters, Ladies and Gentlemen:

It is indeed a pleasure to be able to meet with you this evening. I know that you are all busy people and that you have a full agenda ahead of you this evening so I shall keep my remarks brief. I would, however, like to take a few minutes to speak to you about the school library and its role in the education of young people.

In the past ten years the school library has gone through very dramatic changes in many developed countries. These changes are now beginning to make an appearance in Fiji. The greatest change has been that school libraries have become the pulse of the school. Libraries are no longer looked upon as just a place where students go when they have a spare period, nor are they just a place to do homework or read. They have moved from a passive role to an active role where they are heavily involved in teaching.

In many parts of the world classroom teachers and teacher-librarians are actively involved in cooperatively planning units of work where the library must be used by students and teachers.

Assignments are planned to include both content and skills. These skills cover many areas, some of them are: making an outline, summarizing, making bibliographies, making choices about selecting the best type of materials to use as well as organizing the content and finally being able to draw conclusions about the subject. These skills along with many others are life skills that will be used on a regular basis upon leaving school. Research has shown that when these skills are taught in conjunction with what is being taught in the classroom they are retained by a much greater number of students than when they are taught in isolation in the library.

Thus the role of both the teacher-librarian and the classroom teacher must change—both must become facilitators in the learning and teaching process. With the tremendous amount of information being generated in the world today it is beyond any of us to know all the answers. What we as teachers and teacher-librarians can do is help young people to learn how to find, choose, organize and reach conclusions based on what they have found. The standard textbook and the lecture method alone will not accomplish this task.

These changes I have mentioned have some important implications for our schools which are:

The school will have a centralized library facility with a good collection of materials that will meet the needs of the curriculum.

The collection will be more than just books. Newspapers, magazines, videos, films, pictures, computers along with software, and educational games are but a few of the kinds of materials required to meet student needs.

The school will have a trained teacher-librarian, one who has classroom experience, as well as specialized training in library/information studies.

The principal will make it his/her business to understand the role of the library and the teacher-librarian in the educational process and he/she will act as a facilitator to bring about desired change among the staff members.

The teaching staff will be willing to consider changes or at least adapt their teaching methods to bring about desired changes and thus give learning a new meaning.

It is a difficult job which faces any school that desires to make these kinds of changes, but these changes are in the winds. The Permanent Secretary of Education along with the previous and present Minister of Education have spoken about these changes and now is the time for you to begin to take them seriously.

It is my opinion that St. Joseph's Secondary School is on the verge of making some of these changes and that is why I suggested your school be awarded this gift from the British Columbia Teacher-Librarians' Association. As a life member of the Association I am very proud of the concern they have shown for schools, teachers and students in other parts of the world. The only stipulation they have attached to the gift is that it be spent on library materials to support the curriculum.

Sister Genevieve and Mrs. Sing, it is with great pleasure that I present this cheque to your school on behalf of the British Columbia Teacher-Librarians' Association.



THEME 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:

SEPTEMBER 1993: "DOES THIS COUNT?"

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

Deadline: July 25

DECEMBER 1993: LIVE IT UP!

The new *Learning for Living* curriculum is designed to assist students to live happily and successfully in an increasingly complicated world. Its focus on the social, emotional and health needs of students of all ages provides ample opportunities for cooperatively planned and taught units of study. Units, bibliographies, speakers, display ideas and articles are all welcome. If you have a way to build students' self-esteem, or if you have found the perfect resource for classroom teachers to use, please share it.

Deadline: October 25

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

*SUBMIT MATERIALS TO AN EDITORIAL BOARD MEMBER AS SOON AS POSSIBLE.
WE ACCEPT MATERIAL MONTHS IN ADVANCE AS WELL AS UP TO THE DEADLINE DATE.*

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

QUESTION: People have skin; animals have fur; birds have feathers... What is the stuff that makes up butterfly wings called?

—a primary student at Ferndale Elementary School, Mission, BC.

ANSWER: Butterflies and moths are members of the order LEPIDOPTERA. There are more than 112,000 known species of butterflies and moths found all over the earth.

Butterfly wings are made up of a colourless, see-through (like glass) membrane. It is covered above and below with very small scales, like overlapping shingles. Their bodies and legs are also covered with scales which sometimes take the form of hairs. These scales are the dust you get on your hand when you touch a moth.

The scales contain either pigments or prisms. The pigments absorb certain wavelengths of light and reflect others so that different colours are seen. Prismatic scales bend light waves (refraction) and the bright colours of the spectrum emerge. Some areas of the wings lack scales and these look like “windows.”

Answer provided by **ELIZABETH HANCOCK**, science teacher, Templeton Secondary School, SD#39 (Vancouver).



EVERYTHING YOU EVER WANTED TO KNOW ABOUT MESSY SHELVES but were afraid to ask.

QUESTION: I am forever straightening books on shelves. I've switched to the large size of metal bookends which help somewhat, tried the yellow plastic clip-on types — these help a little, but nothing outside of fixed shelving with dividers every 8 or 9 inches, makes a big difference. Any suggestions?

— Daryl Sturdy, teacher-librarian,
Sexsmith Elementary School, Vancouver.

ANSWER: We have found no definitive answer to this question, but there are some good ideas floating around. The basic problem is that the shelves are too slippery, and when weight is placed against the book end it moves along the shelf, causing the books to fall over. There are two types of solutions that are possible.

The first is to make the book supports fixed ones such as is found in standard picture book shelving with its fixed dividers. Stephanie Robb, when she was the teacher-librarian at Quilchena Elementary in Vancouver, had her school engineer drill holes in the base of metal book supports and bolt them to the book shelves at regular intervals. In effect, they made their own picture book shelving, and it worked extremely well.

The second solution is to make the shelf less slippery. The following solutions have been tried with varying degrees of success:

1. Buy commercially prepared ribbed plastic tape and affix it to the shelves. Two hints are essential here. First, this tape is quite expensive, so save it for the disaster shelves which disintegrate continually (e.g., hockey, cartoon books, and diseases). Second, make certain you apply it so the ribs are facing in the direction that will increase the friction on the base of the book support. A search of the library supply catalogues will turn up a source (e.g., 3-M makes one version).
2. Use some fine grade sandpaper to lightly abrade the surface of the shelf. Care must be taken not to destroy its appearance.
3. Put some powdered pumice (available in paint stores) in varathane, and paint a strip down the centre of the shelves where the book support rests.

EVERYTHING YOU EVER WANTED TO KNOW ABOUT LIBRARY RENOVATION but were afraid to ask.

QUESTION: We have a small school library in a K-10 school. Our library has rapidly grown into a resource centre. As the growth has occurred in spurts and without previous planning, our library is no longer organized in the most efficient manner. We now have an opportunity to remodel and would like some planning advice from people who have been in the same situation.

Part of the remodeling includes the introduction of a computer and CD-ROM into the library. Our hope is to computerize our system and collection during the next few years.

— Jan B. Walsh, teacher-librarian,
Agnes L. Mathers Elementary Junior Secondary
School, Sandspit.

ANSWER: One of the most important facets of planning is to consider the atmosphere that is established by the facility. If the view from the entrance way is a restricted one, students will feel unwelcome, while if it gives the impression of openness, of space, students will feel welcome. At the same time, establishing logical work flows and easy supervision are essential for the happiness of library staff members. Facilities must support the needs of both users and staff.

Whether the library is large or small, the problem remains the same. You need to decide what you like and don't like about the current facility, what the program needs are and are likely to become, and what you can logically incorporate in the space you have assigned to you. The old thinking skills technique of developing a "Pro's and Con's" list is a good one to use. One thing to remember is that the first design completed, is not usually the best one. Like any creative task, facility planning requires idea generation time, so it is best to give yourself lots of lead time.

The following articles will be useful to you as you undertake the process of defining your own needs. As you read them, make a checklist of ideas you must incorporate into your own plan, then check them off later when you see they have been successfully built into the final plan.

Austrom, Liz. "Designing Library Resource Centre Facilities that Support Educational Programs for the 21st Century." *The Bookmark*, March, 1993, pp. 33-48.

Brown, Robert A. "Students as Partners in Library Design." *School Library Journal*, February, 1992.

Hofstetter, Janet. "Best Laid Plans & Pitfalls." *The Book Report*, January/February, 1993, pp. 13-19.

Lambert, Linda Stern. "How to Survive Library Renovation." *School Library Journal*, February, 1992.

In planning for automation and electronic information sources, try to persuade the powers that be to install dedicated electrical outlets and communication ports during the renovation, since it is much more costly to do a second renovation later. One caution, CD-ROMs are like peanuts — once you have one, you will want more! Plan for rapid expansion in this area. You will also want to consider communication via computer modem to a wide range of external information sources, so make certain space and outlets will support future development. The message is clear to all library planners: don't plan for today — it is already obsolete — plan for the future!

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

QUESTION: I work in a K-10 library that is in the process of computerizing the card catalogue using MacSchool Library. I would like to know how far back (e.g., 1980-1985?) you would go to discard materials.

— Barbara Emery, teacher-librarian,
Kitwanga Elementary-Secondary School, Kitwanga.

ANSWER: This is a complicated question. Often teacher-librarians don't wish to throw out materials they really should get rid of, simply because if they do they won't have enough resources on specific topics. Consequently, they keep poor materials on

the shelves and teachers and administrators think there is a plentiful supply of good materials available for students. Rather ruthless weeding is needed at all times, but when you are faced with all the data entry work involved in computerizing the card catalogue it becomes a critical need. Questions to ask yourself include:

1. If I enter this item now, will I be deleting it next year? If you have any doubts that you will still want it next year, discard the item. It's not worth the time of entering it.
2. If I enter this item now, will students borrow it next year? If the circulation card indicates a low probability, why waste your time? Maybe the item is physically unattractive and will never circulate.
3. If I enter this item now, will it meet a specific student's needs next year? If your answer is yes and you can think of a student or students it will help, don't discard the item even if the previous circulation is low. Sometimes circulation is low because we have not managed to build a cooperatively planned unit that the resource will support. One of the benefits of doing an inventory is to identify the unused areas of the library.
4. If I enter this item now, am I validating outdated information in the eyes of staff and students? If so, the library will become increasingly irrelevant in the educational program. The question of what date(s) to use is a complex one. For example, dates for materials on countries will vary depending on what has been happening in the country. The break-up of the Soviet Union is a good example for it has resulted in almost all of the material in this area being out-of-date. It may be appropriate to keep good historical titles, but they must be over-balanced by new, up-to-date titles.

The best general article on weeding is one developed in the Calgary Board of Education. It was printed in *School Libraries in Canada* a number of years ago, and is reprinted in *Administering the Library Resource Centre: A Handbook of Policies & Procedures* (Vancouver School Board, Program Publications, 1992). It is well worth searching out and reading.

HUMOUR FROM THE "GREAT EXCUSES" CATEGORY

Submitted by **ROBERTA KENNARD**,
teacher-librarian, University Hill Secondary
School, SD#39 (Vancouver)

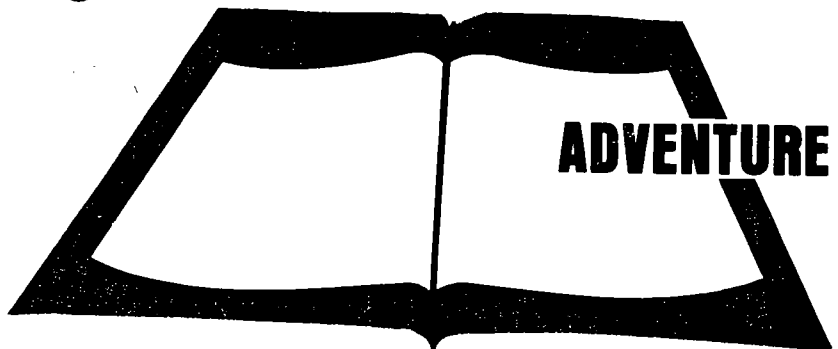
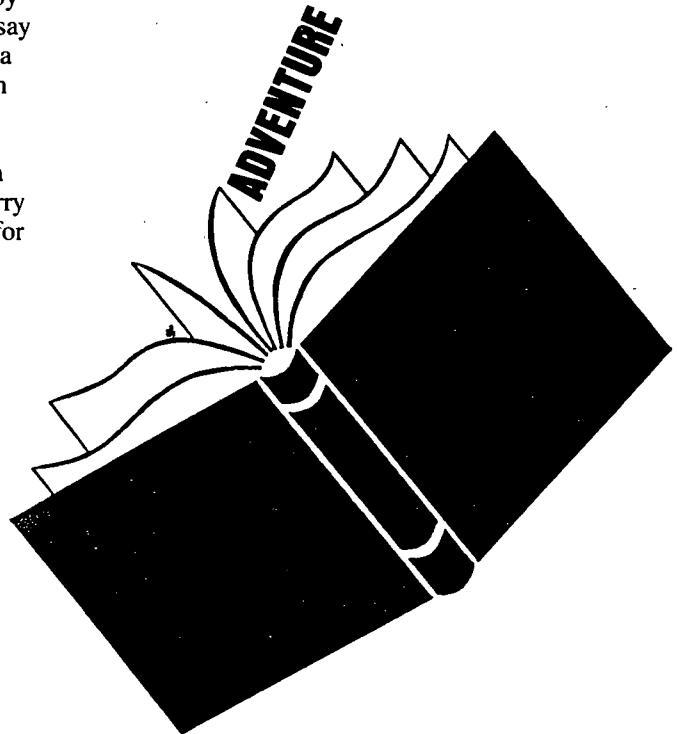
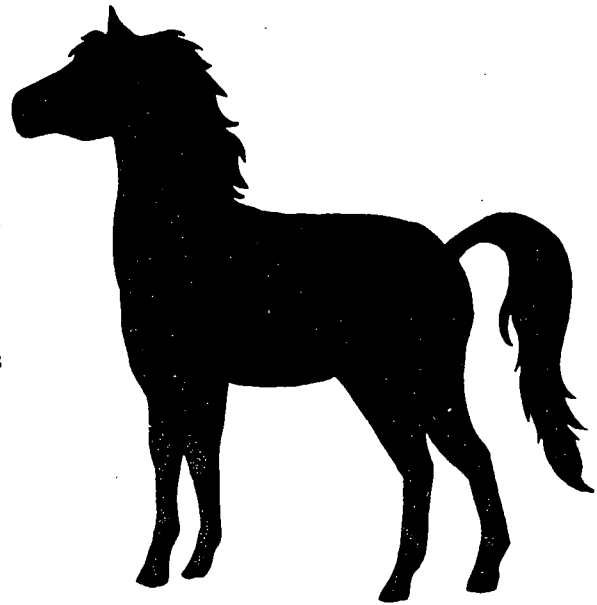
This missive gave me a chuckle. Heaven knows
we need to laugh these days.

April 17th/93

Dear Mrs. Kennard,

I took out a book last week called, "The Red
Pony" — a story by John Steinbeck — but retold by
another person for younger children. I'm sorry to say
that one day, I dropped it, cover and all, right into a
huge gaping puddle. It slipped from under my arm
and fell with a "plop" and a "splash." As I am a
"book-crazy" person, here is another copy of the
original "The Red Pony" by John Steinbeck (not a
retold) to replace the one I dropped — for I am sorry
to say that one is all withered like a prune. Sorry for
the inconvenience.

Yours Truly,
Prairie Chiu



EVERYTHING YOU EVER WANTED TO KNOW ABOUT YEAR 2000 but were afraid to ask.

QUESTION: "Please provide in numerical point form, the list of duties past and future expected of your average Year 2000 teacher-librarian."

—From Mike Moscovitz
Sechelt, Davis Bay Elementary, Sechelt, BC

ANSWER: A list of duties- mmmm- well, you can always consult our Ministry guidelines for resource centres or, as an example, what the Vancouver School Board has outlined as their expectations for teacher-librarians. However, another way of handling this question may be not to list the duties, but to indicate how we can further hyphenate "teacher-librarian" in order to achieve a more accurate indication of what our past, present and future roles actually were, are and will be.

TEACHER:

A drum roll for- yes, you guessed it- YEEAAAR 2000! That wonderful, marvellous approach to education that is now achieving a moribund state of under financing. They say the three most important words in real estate are location, location, and location. But for education, the teacher and Year 2000, it is integrate, integrate, and integrate because how else can you handle the various curriculum strands, multicultural education, ecology and environmental education, gender issues, literature-based reading, family life education, co-operative student learning, computers, programs that address behaviour like "Second Step", if you don't integrate?

LIBRARIAN:

The administration of resource centres will probably be carried on with fewer or no staff assistants to help you. Sorry about that Mike, but the debt load of the Western world- both government *and* consumer- is growing at such gigantic proportions that the taxpayers (of whom many are joining a growing number of unemployed), will probably consider financing mundane basics such as food, shelter and clothing. Books? ha! Non-print materials such as inter-active laser video disks, software for computers, CD-ROM

disks containing huge amounts of information and computers to operate them? Ha! One might suspect that budgets will increase for things like bookbinding tape, staples and other such materials in order to repair library materials. (Some districts have seen their budgets for resource centre books and non-print materials drop by as much as 60 to 70% over the last few years while cost of materials continue to rise!)

ADMINISTRATOR:

It is true that we administer our resource centres, but we foresee a future scenario where there will be fewer administrators at all levels- at the board offices and in the schools. The pecking order dictates that everybody down the line will be pecked- meaning that the role of a teacher-librarian will include more administrative duties yet to be ascertained.

MOTHER:

As the quality of life deteriorates (statistics galore indicate that real expendable income for Canadians today, is less that some years in the 40s and 50s). This creates greater stress on families; more kids will come to us from dysfunctional homes- kids who don't, won't and can't pick up after themselves. The pecking order has/will decree that their classroom teachers will already have a greater load on their plate, meaning that we, teacher-librarians, will have to hone our mothering skills by pleading, begging, cajoling, sweet-talking our students.

SOCIAL WORKER AND/OR PSYCHOLOGIST:

See mothering because after pleading, begging, cajoling and sweet-talking fails, somebody has to talk to the families in the hope that we can teach them (both single parent and double parent families) to be less dysfunctional. You may think that this is the role of the classroom teacher and/or the administrator and/or the psychologist and/or counsellors and/or other enrolling teachers. Unfortunately or fortunately- depending on your point of view, most teacher-librarians have a sense of compassion and if they see individual students (or stray cats) who need help, the teacher-librarian will be there.

CLAIRVOYANT:

This will probably be the most important role-description for the 21st century teacher-librarian. We have been clairvoyants for quite some time- what with

estimating, guessing, anticipating the needs of students and classroom teachers- but now we will have to second-guess school boards, school trustees, the provincial ministry of education. Our courses in curriculum design will be subjected to the wiles of a complex variety of stimuli. So, Mike, dust off that old Ouija board that your parents or grandparents hid in that attic. (Mike, I suspect that both of us will probably resort to the Kabala as our clairvoyance aid.)

COMPUTERER:

A worker, works; a teacher, teaches; a computerer, computes. Needless to say, computers will continue to be a significant and growing "adjunct" to resource centres both for administrative and curriculum support services. In fact, if teacher-librarians are not well-versed, or computer-literate (is a person who is able to "use" a book, book-literate?), in a wide variety of ways such as being able to turn the thing on and off, know how to program in HyperCard or hypertext and teach students to do the same, handle video laser discs and supporting equipment, use CD-ROM disks and drives, know and teach their students how to communicate with a modem to access more amounts of information that any of our resource centres can possible hold, communicate by E-mail with other teacher-librarians and student in almost every conceivable location on our planet- and possibly beyond- and this list can go on and on. Many obvious administrative uses of computer technology- or whatever is down the road that will eventually replace computers as we know them today- includes ordering, cataloguing, processing, circulation desk procedures- are and will continue to be done in the future.

SCIENTIST:

HISTORIAN:

SOCIOLOGIST:

ANTHROPOLOGIST

IST:

After having painted a rather bleak picture, it becomes necessary for teacher-librarians to maintain a certain amount of perspective. It could be argued that events are moving at such a rapid pace that we no longer enjoy or inherit any sense of perspective from one generation to the next. Yet, as you have probably heard, the Chinese pictogram for the word "crisis"

indicates that such a period of time also holds the seeds of rediscovery, of opportunity- a sort of yin/yang relationship. We must not lose our sense of humanity, of respect for the human mind and condition, of our mandate to save, protect and enlighten- does it sound like "Fahrenheit 451"? That is why we must have a perspective that takes us beyond the increasing negativity that many feel is surrounding us; that is why we must possess the skills of the historian, the scientist, the sociologist, the anthropologist and many other ...ists.

AN APPRECIATOR OF CREATIVITY:

Our sense of humanity, of being united in a common bond with all that lives and inhabits our globe, must be mirrored in the eyes of our soul. Without compassion and concern, how can we have the motivation to instil an appreciation for visual and aural beauty as represented in song, music, dance, literature, paintings, pictures; an appreciation of the wonders of the mind that is capable of seeking creative solutions (and many times, destructive solutions) in our quest for a better world?

BOTTOM LINE:

Whenever my four male siblings would try to sweet talk me, I'd ask, "Okay, what's the bottom line?" Like, let's cut to the quick.

Four key words:

**INTEGRATE
ECLECTIC
INTUITIVE
RETRIEVAL**

The first three, I hope, are explained in the above. Retrieval- a somewhat mundane word, indicates that after you put everything together, it isn't worth very much if you cannot organise in such a way that students and teachers can get easy access to you and your resource centre materials.

And that, Mike, is how I view what "your average Year 2000 *teacher-administrator-mother-social worker-psychologist-clairvoyant-computerer-scientist-historian-sociologist-anthropologist-...ist-appreciator of creativity-librarian*" will have to be.

Answer contributed by **HAROLD BERSON**, teacher-librarian, Champlain Heights Community School, SD#39 (Vancouver).

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

QUESTION: How do you get students to return overdue books without charging them money and without discouraging them from using the library?

—Randy Dygon
Lillooet Secondary School, Lillooet.

ANSWER: There are many approaches to this problem. However nothing, alas, is foolproof.

In the Junior Secondary Library Resource Centre in which I am the teacher-librarian, we hold a pizza contest. We select a block that will be used for the collection and tabulation of overdues, e.g., teachers will receive an overdue list every Tuesday in B block. The students who are then in their B block and have overdue books will have their names highlighted on the overdue list which is supplied to the teacher by the library. Students will then have until Thursday 3:00 PM to return the books. At that time each teacher's pizza points will be calculated. If their B block has no overdues by Thursday 3:00 PM, the class receives 1/4 of a paper pizza on a chart next to their teacher's name. The chart is displayed in the library resource centre. At the end of each term, the school administration pays for a pizza lunch for the teacher and class with the most pieces of pizza on the chart.

In a senior secondary school in the district where I worked, students could not get their marks or their books for the next semester if they had any outstanding fees or library books.

Another teacher-librarian told me that she offered "kisses" for the return of overdues. At first the students were somewhat wary, but when they discovered that the kisses were the candy variety, the books rolled into the overdue bin. Students were even scouring the classrooms for their teachers' overdues. It's amazing what an incentive food is!

Answer contributed by Judith E. Giles, teacher-librarian, Montgomery Junior. Secondary, Coquitlam, BC.

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

QUESTION: What bibliographic format is in vogue right now and how do we cite new information technology resources?

ANSWER: As your question implies, bibliographic styles are far from standard in schools. At present the most commonly used style in the humanities is the APA (American Psychological Association) style. The chief feature is that the publication or copyright date of the citation comes immediately after the author's name. This causes the citations for any one author in a bibliography to be sorted chronologically rather than alphabetically by title. The full style guide can be obtained from the APA, or copies can be viewed in the university libraries and public libraries. APA declined to allow *The Bookmark* to reprint their style sheet. However *The Bookmark* has used this style wherever possible for the last several issues, and readers can find examples of bibliographies in APA style there. For example, in this issue the article titled "India: Land of Cultural Diversity" has a bibliography done in correct APA style, although the city/place is missing from most entries.

For bibliographic citation of new informational technology sources, we suggest the following, which may provide interim help until you can buy a copy of APA.

FILM

Jailhouse, John. (Producer). (1989). *Criminal court process* [Film]. National Film Board of Canada.

MACHINE-READABLE DATA FILE

Art, Medieval. (1990). *The new electronic encyclopedia* [Machine-readable data file]. Grolier Electronic Publishing.



The Vancouver Children's Literature Roundtable presents, in cooperation with IBBY Canada, an IBBY Regional Conference to celebrate the importance of folk tales, the 40th anniversary of the International Board on Books for Young People and the work of 2 internationally acclaimed writers and illustrators,
VIRGINIA HAMILTON direct from Yellow Springs!
LISBETH ZWERGER direct from Vienna!

September 25th

Preconference activities Sept. 24th

UBC Graduate Student Centre
Co-Chairs: Ronald Jobe (822-5233) & Wendy Sutton (822-5229)
Registrar: Sally Clinton 822-5368

MEDLEY OF QUESTIONS AND ANSWERS: SOME TO BE TAKEN WITH A GRAIN OF SALT!

from Prince George Chapter of the BCTLA

Question: Now that we have a scope and sequence of information skills, I'm unsure of what approach to use. Should they be referred to on a needs basis or should I be systematically trying to put each grade through the sequence?

Suggestions: Coordinate library skill activities with the teacher's content and end product by planning cooperatively. Follow a sequential plan and refer to the scope and sequence as you organize the unit being sure to build on previous skills and reviewing them at appropriate times—i.e. review bibliographies when a research report is planned. Try to cover them all and enlist the teacher's help in doing so.

Question: How do you convince your Administrative Officer that you need clerical help or more clerical time for your library?

Suggestions: Use your BCTLA Working and Learning Conditions survey—establish where your library ranks in the province. Publicize your program with parents, principal and teachers. Speak to your Parent Advisory Council. And if all else fails, encourage the administrator to marry a teacher-librarian!

Question: How do I convince my staff the modem should be in the library rather than the staff room?

Suggestions: Become an expert in the use of the modem and explain to staff and administration the many ways that students could use this resource as well as teachers.

Question: How do I cope with the requests to borrow chairs from the library? How do you hang onto them?

Suggestions: Label them with large black felt pen LIBRARY and have chairs all the same colour or a different style for the library—easily recognizable! Offer a reward for returned chairs, and if all else fails, SUE!

Question: How do teacher-librarians solve the question of prep time?

Suggestions: Mark the time on a posted library schedule. If you are in the library put up a humorous sign "Prep TimeEnter at Your own Risk!" on the door, wear a hat to signify whether you are "on or off," or turn your library lights out and leave only the workroom lights on. Visit another school, the DRC or go to the staff room—anywhere but the library.

Question: How do I keep my vertical file and picture file current and useful?

Suggestions: WEED, WEED, and WEED!! Throw out anything that is out of date—Vertical Files are supposed to be current materials. Photocopy magazine articles and provide newspaper clippings. Get on mailing lists for free materials from many government agencies. Subscribe to *Free Materials*, a great source for free materials in Canada and the United States. Their address is : *Free Materials for Schools and Libraries*, Box 349, 810 West Broadway, Vancouver, B. C., V5Z 4C9, Tel: (604) 876-3377, Fax: (604) 876-3377. Try Day Media, a vertical file newspaper clipping service, if you are a high school—they will tailor the topics to your needs and you can share the service with another school to keep the price down. Their address is: Day Media Update Limited, P.O. Box 571, Waterloo, Ontario, N2J 4B8, Tel: (519) 893-9014, Fax: (519) 893-7643. A high school cannot function without current sources of information. Be sure DATES are on the materials and that full source information is given so that students can include this in their bibliographies. Maps from National Geographic are excellent and could be laminated. Good sources for picture files are: Documentary Photo Aids, P.O. Box 956, 1040 Camp Street, Mount Dora, Florida, 32757; TEL: (904) 383-8435; FAX (904) 383-5679. Argus posters are also great. Buy study prints from: Encyclopedia Britannica, SVE, Fitzhenry and Whiteside, and Coronet.

Question: How do school libraries organize professional collections, guidebooks, teachers' manuals, etc.?

Suggestions: Professional collections are organized differently in every school according to the administration, the teacher-librarian, the housing available, etc. Many elementary teacher-librarians house their Teacher Reference collection in a separate part of their library—usually organized by Dewey number. This could be several shelves in the workroom, or ideally, a separate room where teachers can come and browse and work. In automated libraries at the secondary level the collection can be shelved with the general collection and accessed through the on-line catalogue. Most teachers, however, like the collection to be in one separate place and readily accessible. The topics are very specific to education—i.e., critical thinking, cooperative learning, teaching strategies, response-based literature, etc. and do not lend themselves well to standard subject headings, thus making it time-consuming to locate through card catalogues or on-line searches. Teachers want materials readily at hand, so that long term loans can be arranged and they can keep them near their desks in their classrooms. Promotion of this collection is often needed to get maximum use, because teachers tend to forget the library has such materials.

Question: How do you get teachers with classroom libraries to return them in a month to the library?

Suggestions: When the teacher signs out the materials make up a box for them and attach a pocket with a date due stamped so that they can quickly see how long they have had the materials. Ask them to switch classroom sets with another teacher so all can benefit. Explain that no new classroom sets can be booked until the previous one is returned. Put a humorous

entry in the daily memo asking for certain books—no names mentioned! Ask nicely, cajole, raid the room, and finally SCUD MISSILE!

Question: The magazine BREAKAWAY for boys and BRIO for girls are excellent publications—great contemporary stories, information, with problems directed towards Grades 6 to 8. They have a subtle (but definite) religious slant. Should I order them?

Suggestions: Generally speaking these materials pose many problems—if one promotes a certain religious point of view, perhaps all points of view would have to be represented. How would you defend purchase of one but not another? Perhaps these publications could be recommended to parents in a newsletter. If the slant is very subtle then the titles might be acceptable. You would have to avoid seeming to support a particular religious point of view.

Question: How do I maintain the interest of student monitors?

Suggestions: Have rewards for your monitors—picnics, parties, lunches, outings, bookmarks, stickers, etc. Have regular meetings and get a more experienced monitor to “buddy” with the new ones. This is a valuable experience and helps students to learn responsibility. There are problems at the secondary level as older students have jobs, are busy studying, and are less reliable, etc.

Question: OVERDUES!! What methods are successful for reducing overdues?

Suggestions: Have a consistent plan—e.g., use part of every Wednesday morning to track down books. Get to know the children, be friendly, use humour, and constant reminders. Get the teachers on your side and have them deliver notices. Lists look more important on computers and automation vastly reduces time to do notices, lists, and ultimately, bills home to the parents (at the secondary level). The circulation computer will give a warning ring when there is an overdue, and you can just stand there while the student panics! Often they will rush to their locker and retrieve the books. Offer a reward—chocolate type! Have frequent locker cleanouts and go through the halls with a cart. Dress as a policeman and go to the classes to collect overdues. Only purchase library materials with built in homing pigeon devices!





ELEVENTH ANNUAL FESTIVAL OF THE WRITTEN ARTS: THE ULTIMATE LITERARY EXPERIENCE

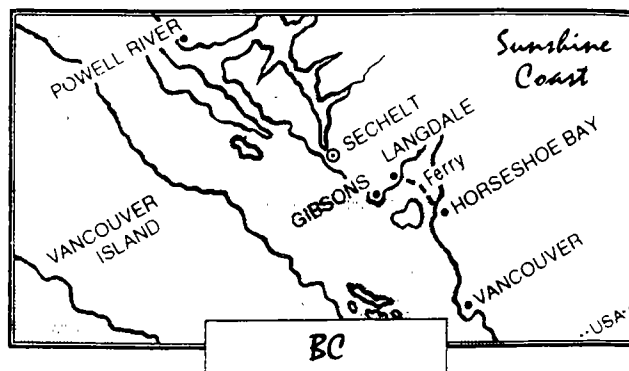
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AUGUST 12 to 15, 1993

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EVERYTHING YOU EVER WANTED TO KNOW ABOUT COPYRIGHT...AND WERE AFRAID TO ASK!

WHEN GOOD TEACHERS BREAK THE LAW: UNDERSTANDING COPYRIGHT:

First two parts of a Three Part Series

by LYNN NEWMANN McDOWELL,
Vanden Brink & Company, Red Deer,
Alberta.

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COPYRIGHT IN PERSPECTIVE

No one was more surprised than the music department staff of an Ontario high school when their production of "The Phantom of the Opera" was abruptly put on hold by a court injunction prohibiting the school's performance. Someone forgot to get the proper license for the performance, and the owners of the copyright in the famous score were not in the mood to let it pass. Despite the old show biz adage, the show didn't go on, and it didn't go on because the teachers had broken Canada's copyright laws.

Fact Number 1:

The Copyright Act applies to everybody, and there is no exemption at the moment for well-intentioned teachers. This can be frustrating. Teachers need to have as much and as complete a body of information as possible. They need a variety of teaching tools, and usually they need it all 15 minutes ago. The "Teachable Moment" a high school social studies teacher sees when she turns on the TV to find a democracy demonstration in Tienanmin Square will have passed for her students if the teacher is unable to immediately capture the clip on video, copy the morning paper's article, and read with fervour the Fundamental Freedoms section of the Canadian Charter of Rights and Freedoms and the Charter's stirring guarantee of a free and democratic society. Yet this potentially "most exciting lesson plan of the year" could bring the teacher into conflict with the law for producing the video and photocopy.

The Copyright Act has been part of Canada's law since 1924, but it is the advent of photocopiers,

video recorders, audio cassettes and computers, together with educators' realization that modern relevance is key to teaching the "basics" that have brought copyright law into focus.

Fact Number 2:

The Copyright Act has changed. The 1988 amendments recognize some of the technological changes and evolving needs of Canadian society, and a further amendment, "Phase 2," has been tabled for passage in the Fall 1992 sitting of Parliament. The law now recognizes in a more forceful way the value of intellectual property and the efforts required to create this kind of property. Accordingly, in 1988 penalties for using such property without permission ("infringement") were increased to a maximum of \$1,000,000 or five years imprisonment, or both. Numerous groups are working to make it easier for teachers to comply with copyright law. After the 1988 amendments to the Copyright Act, CanCopy, a collective representing numerous English language writers and publishers, was formed to provide "one stop shopping" for people and institutions wishing to copy printed materials. Agreements ("licenses") are already in place with CanCopy for schools in Ontario and Manitoba which allow teachers to use any materials covered by CanCopy's numerous agreements with producers and publishers of English language print materials. Negotiations are in progress for Alberta schools with the expectation that Alberta teachers will also be able to copy, within certain bounds, during the 1992-1993 school year.

Fact Number 3:

Even with the copying license, teachers will need to be familiar with the basic concepts of copyright in order to stay within the bounds of the license and to avoid breaching copyright in non-print areas such as musical performances, broadcasts, videotaped materials, and computer programs. Copyright concepts are also important in dealing with student-produced material. Students, as creators of essays, artworks, and anything else they produce hold the

copyright in those items. It can also be important to the works that you as a teacher create outside the course of your employment. So let's look at some basics:

BASICS OF COPYRIGHT LAW

What is Copyright?

Copyright is the right to reproduce a "work," something that has been given tangible expression, not mere ideas. Copyright is many faceted consisting of a bundle of rights rather than a single right. The bundle includes the umbrella right to license, requiring people to obtain permission for any uses of the work. These uses may range from publication to adaptation, translation, performance, reprinting and reproduction/photocopying of the work, to broadcasting or exhibition of the work. Copyright also includes "moral rights."

Moral rights include the right to be recognized as the author. Plagiarism has always been considered reprehensible and the Copyright Act makes it illegal as well. Moral rights also include the right to use a pseudonym, the right to remain anonymous and the right to maintain the integrity of the work by prohibiting its distortion or use in association with products, causes, services or institutions that will damage the creator's reputation. Copyright extends beyond the creator's life. It passes to the creator's estate and lasts for 50 years after the creator's death.

Where and How Do You Get a License?

The creator or person to whom the right to license has been assigned in writing is the only source for permission to use the work (i.e. a license). Filmmakers, writers, artists, software designers and musicians may hold this right or may assign it to a publisher or collective such as CanCopy. As a teacher you must obtain permission to use works created by anyone other than yourself, which is why a broad license covering many works comes in very handy. The license must be and usually is given in writing. Care should be taken to ensure that the material teachers wish to use is covered in the CanCopy agreement. For example this publication is not. However, subscribers are given permission to copy it for internal use only.

Are There Any Exceptions to the Licensing Requirement?

Yes, Those most likely to be of interest to teachers are:

1. The Fair Use Exemption:

This does not mean that you can use anything as long as you treat it in an intelligent and reasonable manner. It allows the reproduction of material without permission a) for private study; b) for research; c) in a critique or review; and d) in a newspaper summary. The U.S. concept of "fair use" is similar but broader, which has contributed to the misconception among Canadian teachers that they may make multiple copies for the personal use of their students.

2. Works in the Public Domain:

A work that is still around 50 years after the creator dies is not protected by copyright, thus you may use it without permission (fortunately for Shakespearean theatre groups).

3. Solo Readings of Extracts:

The reading or recitation in public by one person of a reasonable extract from a published work is not infringement.

4. The Software Exceptions:

Because of the practical reality that programs can be wiped out, you can legally make one backup copy and may translate the program into another computer language if the reproduction is essential for compatibility purposes.

There is a further "Educational Music" exception: Schools (as well as churches, religious, charitable or fraternal organizations) are not liable to pay compensation for the public performance of a musical work executed "in furtherance of a religious, educational or charitable object." This doesn't mean, however, that you don't have to get a license. It just means the school can't be charged for it if the performance fits into one or more of these categories.

These copyright principles are simple in the abstract, perhaps deceptively so. They become more difficult in application. In the next issue we will look at the practical mechanisms for complying with copyright law as you prepare that exciting and timely lesson.

A PRACTICAL GUIDE TO COPYRIGHT COMPLIANCE: PART 2

The single most significant innovation in copyright law as far as users are concerned is the establishment of centralized bodies that users can contact for information and licenses for use, in a word, collectives.

SOCAN's predecessors, the recording industry collectives, for years enjoyed the Copyright Act's specific recognition of musical recording technology, recognition not accorded to other creative forms, as mass reproduction technology was not available when the original act was passed in 1924. But by 1988, it was crystal clear that without a central body for users of other creative works to contact, there was in reality no efficient way of tracking down a creator to get a license or to pay royalties, and that the loss of this revenue to creators was significant.

When the 1988 amendments passed, voluntary membership collectives began to take off. The "one-stop-shopping" provided by collectives makes it practical for educators to get the permission they need in a timely way for a wide range of printed, audio, film, and artistic materials. However, material will not be available at the price a school board may automatically approve (i.e. free). Below are the collectives and other brokers of materials teachers are most likely to be concerned with.

Printed Matter

CanCopy is the English language collective that negotiates on behalf of a large number of English language writers and licenses uses of their works. It has a reciprocal agreement with the Quebec collective, UnEq, which enables it to offer UnEq's repertoire as well.

CanCopy does not cover all writers, as each writer must specifically agree to join the collective,

but as it is realistically the only way for writers to keep tabs on who is using their materials, for collecting reprography royalties and monitoring their moral rights, the number is growing.

Several provincial government bodies have negotiated or are in the process of negotiating licenses for elementary and secondary schools within their jurisdiction with CanCopy (post-secondary institutions tend to be holding back to see what the province can do before negotiating for their licenses). Ontario obtained a license with CanCopy in August, 1991 for public but not private schools. Since then, Manitoba has signed an agreement covering public and supported independent schools, and Alberta and Saskatchewan expect to have licenses in place for the fall 1992 year. Alberta's license will cover public, private, and independent institutions on the ECS, elementary and secondary level that are recognized by the Department of Education.

The license, based on a \$1 per student fee with a sampling follow-up to see if actual use justifies the rate for future license negotiations, does not give educators the right to copy every work in its entirety.

Detailed guidelines will no doubt be available from your local Department of Education, but in summary, the licenses are structured so that teachers may copy 10% of a published work, or an entire

- short story, play, essay, article, poem, artistic work, or item of print music from a book or periodical containing other works;
- newspaper article or page;
- entry from an encyclopedia, dictionary, annotated bibliography or similar reference work;
- chapter of a work;
- damaged or missing pages; and
- out of print works.

The license doesn't apply to works on CanCopy's exclusions list, nor to unpublished works, "consumable" published works such as workbooks, assignment sheets and exam papers, nor to published materials with restricted circulation such as newsletters, original artworks, including photographs, printed music published for use by group and individual performers, and publications containing a prominent notice prohibiting copy under license from a collective.

The number of copies allowed is also restricted to one copy for each student's personal study, two for the teacher, an unfixed number where they are required for administrative purposes, including information to parents and the community, and reasonable numbers of library copies for reference or loan. Alternate format copies of printed materials are also allowed for the visually impaired if the materials have been published in Canada or Australia.

Film, Video and TV

While not every popular or literary movie is available for classroom use, many are. The Visual Education Centre/Criterion Pictures (VEC) is, according to its literature, the exclusive Canadian distributor for feature films on videocassettes providing Canadian public performance licenses (as distinct from the home licenses of the corner video store which permit you to show them only to family and friends) for several studios. You, as educator, or your school would be responsible for the licensing fee collected by VEC. For more information, contact VEC in Vancouver at (604) 940-9541 or in Toronto (416) 252-5907, fax (416) 251-3720, 75 Horner Avenue, Unit 1, Toronto, Ontario M8Z 4X5.

Less commercial films and video sources include the provincial education production houses, such as Access in Alberta, and professional foundations. While the provincial production house resources are probably well-known among educators through their catalogues, professional foundations such as the Legal Resource Centre in Edmonton (phone 492-5732, or 1-800-232-1961; fax 492-6180), offer a wealth of creative resources, both printed and video taped, on a wide range of topics. As their mandate is public education, the materials are often loaned free or at a nominal fee.

The CBC has the same public educational spirit as the professional foundations. As long as its productions are used in an educational setting without an admission or seminar fee being collected or any financial gain to anyone from the use of the production the CBC does not require educators to obtain permission or licenses. There may come a day when it will market a daily news package as does CNN in the US, but until then, the CBC's unwritten policy is to allow reproduction for purely educational purposes.

Audio Recording and Public Musical Performances

Though the Act prohibits charging licensing fees for purely educational performances of music, background music in halls, some dance functions, and various other school-sponsored activities do not fit within the educational performance exemption. SOCAN licenses the use of recorded music in schools, and also scores performed by schools for the public, i.e.: non-students, where an admission is charged. The fee tariff can be obtained from the Toronto head office (416) 445-8700, fax (416) 366-1780, 56 Esplanade, Suite 311, Toronto, Ontario M5E 1A7 or your local SOCAN office (in Alberta, (403) 468-0905).

Visual Art

The CARFAC Copyright Collective (CCC) licenses uses of the works of its members, which range from print makers and sculptor to photographers. Any use of member works, including slides or other reproductions, must be licensed by this collective. The exception is photocopies of work in publications, which is administered by CanCopy and covered in their blanket licensing agreements. Direct questions to the national office at (613) 235-6277, fax (613) 235-7425 or write the CCC at 189 Laurier Avenue East, Ottawa, K1N 6P1.

Implications and Applications

The collectives are all young and growing; even SOCAN is newly-reorganized from two predecessor collectives. Educators are not alone in learning some of the new rules that will govern relations between users and creators, such as what royalty tariffs will be approved by the new Copyright Board which came into being with the 1988 amendments.

Though the basics of copyright are unlikely to change, the government has announced its intent to table a new bill this fall ("Phase 2") that is intended to clarify some definitions and create further limited exceptions that were not included in the Phase 1 amendments passed in 1988. Phase 2 may not contain much that will affect educators, but only time and the passage of the bill will tell for certain.

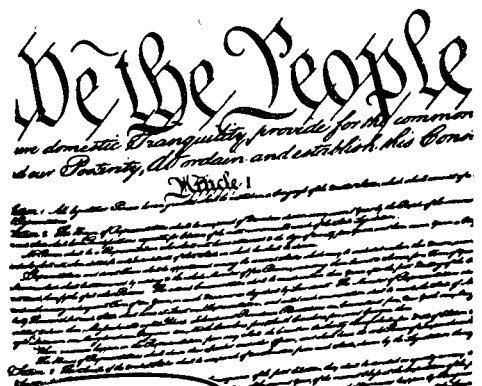
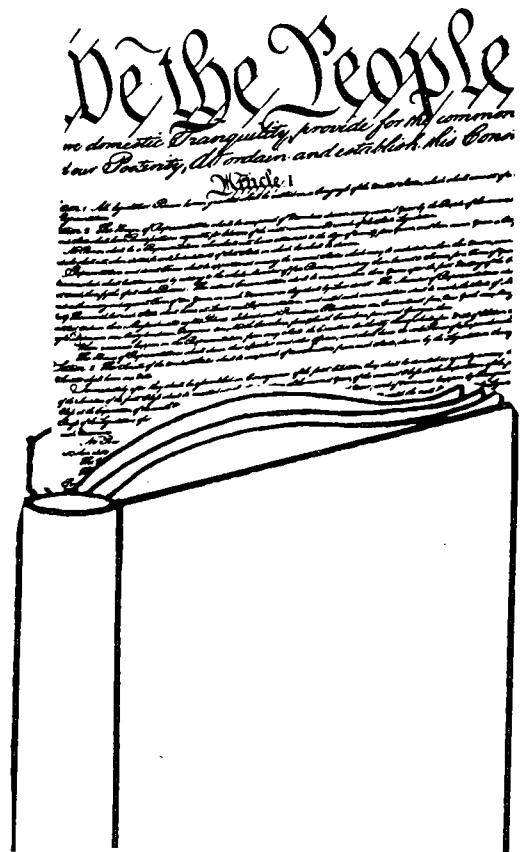
Whatever Phase 2 may or may not bring, one thing is clear: Schools and educators will be held increasingly accountable for the observance of copyright law. Many institutions have already drawn up and circulated policy guidelines for their employees, something which will no doubt stand them in good stead. There will always be situations that policy doesn't clearly define and which are questions for a legal professional, but a well-drafted policy can cut down on a lot of confusion.

As awareness of copyright grows, more attention may be directed at the use of student works, which have so often in the past been viewed as belonging to the school, and to work created by teachers that is not created in the course of their employment.

It's an exciting time for creators. At last there are practical avenues for affirming the value of creativity in our society. In addition, reasonable opportunities for use of creative works in that exciting lesson plan are gradually developing.

N.B. Part 3 of this series is not ready yet—the author is waiting for the passing of Phase 2 amendments.

The *EduLaw School Newsletter* is published in Canada, ten times a year and is available from: EduLaw Corporation, 58 Willow Park Green S.E., Calgary, Alberta, T2J 3L1; (403) 278-2243, fax: (403) 271-7388. Basic subscription with copyright for in-house use is \$95.00, group subscriptions (ten or more schools) each \$55.00. Add 7% GST.



THE INTERNET: A BIBLIOGRAPHY FOR TEACHER LIBRARIANS

by LAUREL A. CLYDE, associate professor, Library and Information Science Programme, Faculty of Social Sciences, The University of Iceland.

INTRODUCTION

With the increasing use of online information services and electronic mail in schools has come an interest in the Internet, a global network of linked local, regional, and national computer networks. The Internet provides access to computer-based resources, services, databases, electronic discussion groups, electronic conferences, news magazines, electronic reference works, and files of computer programs or documents. Amongst all this, there will be much that is of interest to teacher librarians and the people who use school libraries, including schoolchildren (of all ages), teachers (of all subjects), school administrators, parent groups. There is material related to the curriculum, to current events, and to leisure interests.

For teacher librarians, LM_NET is an "electronic community" on the Internet, a large discussion group (more than 600 members as of March 1993) and information exchange, where people seek answers to questions ("Has anyone evaluated SIRS on CD-ROM?", "Where can I buy books in Spanish for very young children?", "What should go into an annual report?", "Has anyone automated their library using MOLLI and has it met your expectations?"), collect information, trade bibliographies and curriculum materials, and generally support each other. KIDSPHERE was established on the Internet in 1989 to serve the needs of a different group, but it is also of interest to teacher librarians. It is a listserv or discussion group designed "to stimulate the development of an international computer network for the use of children and their teachers". NASA Spacelink is an Internet resource of interest to schools worldwide; it is provided by the United States Aeronautics and Space Administration (NASA) educational service, from Huntsville, Alabama. And there are many, many others.

People in British Columbia have access to the Internet through the provincial network, BC-NET, or through commercial services in British Columbia, such as Mind-Link. For schools, the most popular way of getting access to services on the Internet has been through Simon Fraser University's X-Change system, and Simon Fraser University has made passwords available to teacher librarians in the province through the professional association for a very reasonable \$20 per year. These passwords provide access to services, not only on the Simon Fraser University computer systems, but on computers across Canada, in the United States, and in other countries.

The bibliography below lists books, journal articles, and local newspaper articles, that will help both those who are new to the idea of the Internet, and those who have made their first forays into this electronic world and want to know more. Two helpful books for beginners are Brendan Kehoe's *Zen and the Art of the Internet*, and Ed Krol's *The Whole Internet*. Articles about the Internet have been appearing in many computing journals, and in education journals and journals of the various curriculum associations. During 1992 and into 1993, the international journal *The Computing Teacher* has been running a series of articles by Judi Harris, under the series title "Mining the Internet". For teacher librarians, the first 1993 issue of the journal *Information Searcher* (a journal devoted to "CD-ROM and on-line searching in schools") has a cover article by Michael Eisenberg and Peter Milbury about LM_NET. Even daily newspapers like *The Vancouver Sun* are publishing articles about the Internet. Clearly, interest in this topic is growing, as more and more people become aware of the extent of the resources "out there" in what has become known as cyberspace.

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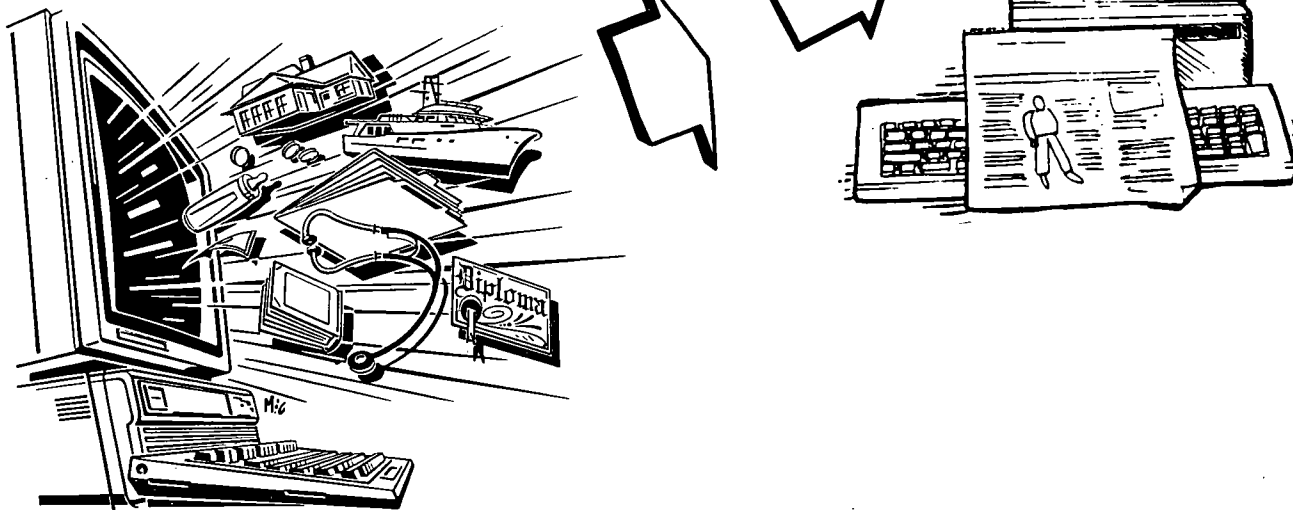
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FREENET at the Vancouver Public Library: get into CYBERSPACE!

as reported in *The Vancouver Sun*, Saturday, May 8th, 1993

In the "On the Line" column on page C3 in the above edition of *The Vancouver Sun*, it was reported that the Vancouver Public Library is in the process of creating a public information utility—an operation called a freenet. This will provide a "...publicly accessible community computer utility in the Lower Mainland...providing the broadest possible range of information and possibilities for the exchange of experience, ideas and wisdom." It will provide services at low or no cost, and will be similar to the first freenet set up in Cleveland in the mid-1980s. The first freenet in Canada is in Victoria—the Victoria Free-Net Association (or VIFA) and it began last November. If you are interested in the Vancouver version, there will be a founding meeting **June 10th, at 7:30 pm at the BC Teachers' Federation offices**. Anyone interested is welcome to attend. VPL is hoping the freenet will be up and running by Christmas this year. For more information on the Vancouver Regional FreeNet Association contact **Brian Campbell (VPL) at 665-3495**.





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LOOKING BACK AND THINKING AHEAD: THE REALITIES OF A FIVE-YEAR PLAN IN ACTION

by HEIDI GRECO, teacher-librarian,
Johnston Heights Secondary School, SD#36
(Surrey)

Eds. note: The Bookmark regrets that in our last issue this article was printed with the last section omitted. We reprint it here in its entirety, with our apologies to our readers and to the author.

When I was growing up, I lived near a shopping mall where Santa and his elves would come parachuting in just before Christmas. This September, when I was assigned to the new facility at Johnston Heights Secondary School, I felt a little bit like those elves—arriving on a scene that had already been prepared—landing in the midst of a Christmas where all the work had already been done. I walked into a dream of a library resource centre—equipped with computer library management, security, and information access systems. But naturally, it wasn't always that way.

My partner, Karen Barden, had been working as teacher-librarian at Johnston Heights since September of 1989. When she arrived, she walked into the library resource centre of one of the dingier of Surrey's old schools. The room was small and dark, and to make matters worse, a third of the area had been delegated to Learning Assistance. But Karen is not a person to be daunted by challenge—she set about preparing to actualize a dream. However, as anyone who's had the responsibility of "making Christmas" knows, it's a long haul from the dream to the reality.

Her arrival in the district was well-timed, as plans were underway to introduce computerized management systems into all of the school district's libraries. Under the leadership of Assistant Superintendent Art Tindill, Surrey had committed to a plan for technology in education. One other junior secondary library was already operational, running Library 4, a Macintosh management program. With the plan in place for all school libraries to be automated, Johnston Heights found itself near the top of the queue.

Year One

When Karen arrived at Johnston Heights, it was still a junior secondary school, serving grades eight, nine and ten. She faced a population of 940 students, and had only 8500 titles to offer them, but she began nonetheless with ruthless weeding. By the end of October she had thrown out forty boxes of materials that were either outdated or falling apart. Then came the job of bar coding what remained in the collection. This task took from October through January, combined as it was with the usual roster of duties in any teacher-librarian's busy day.

February through July saw data entry taking place, with much of it done at the district's Curriculum and Instructional Services Centre. Much of the data entry also took place at the school, specifically paperbacks, filmstrips and picture sets. Unfortunately, as of this writing, central data entry is no longer an option available to teacher-librarians in Surrey—yet another in the constant stream of cutbacks.

During this first year, Karen also had the responsibility of meeting with various members of the district's planning crew, as the old school was about to be replaced by a new building. Her role was to help design the media centre for the new facility. This meant taking time to brainstorm with the Architect, the District Planner and the District Architectural Consultant to ensure that a workable people space would be the end result of their efforts.

Year Two

As is so often the case for teacher-librarians, this school year began before September. August saw downloading of the computer records for the circulation system, and this was when the errors started to rear their ugly heads. Of adjustments required to call numbers alone (that's right, that means new spine labels), there were initially 4500 changes. The job of cleaning the database and stabilizing the catalogue authority was a long haul that took the better part of the year.

A major change in the hardware configuration meant retraining every student in the school—Grade Eight Orientation suddenly boomed into a school-wide one. That autumn forty-five classes took part in intensive instruction in using the automated catalogue.

January saw another leap to a high-tech environment—the district's first CD-ROM access station. The first disk that was installed was Grolier's Encyclopedia, one of the few student systems that was available back in those dark days at the beginning of the nineties. The computer that was used was a castoff—one of the old dinosaurs from the school office.

Besides all of this another change was in sight. The school would soon be adding Grades Eleven and Twelve, incrementally over the following two years. This meant that the collection would have to be supplemented to meet curricular needs. While \$90,000 sounds like it would be a lot of fun to spend, we all know that this represents a massive amount of work. And as if this didn't seem like enough to fill the day, preparations for the installation of the 3M security system were going on steadily from October through February. The size of this accomplishment mushrooms when one considers that no extra clerical help beyond the regular allotment of ten hours per week was available for this task, and no parent volunteers were part of the project. Luckily, Karen is really efficient at the intricacies of time management, and wasn't afraid to use every possible minute, including many lunch hours, to strip books.

Another step forward in technology also was made that year with the installation of the school's own satellite dish. This provided staff and students at Johnston Heights Secondary with greatly enhanced communications access. Besides providing up-to-the-minute information through news wire services, it enabled staff and students to participate in opportunities for videoconferencing and other global link-ups.

Year Three

With the addition of grade eleven, the school's population was now up to 1450, with twenty-five portables on site. Unfortunately there was still only one teacher-librarian; fortunately it was the right one. But things in the library had improved quite a bit. Learning Assistance had even moved out to their own portable.

A HyperCard research station and a laser disk system were part of the steady progress to high tech. Two more Macintosh servers were also acquired, bringing the total of student catalogue terminals up to a usable six.

More variety was suddenly available in CD-ROM format, and several new access stations were acquired over the course of the year. MAS (Magazine Article Summaries) was one of the first of these additions, along with World Book's Information Finder. That magazine indexing service was replaced within a year by Academic Abstracts, which contained more articles. Further additions to the CD-ROMs available have been The Canadian Encyclopedia, McGraw-Hill Encyclopedia of Science and Technology, National Geographic's Mammals, and Books in Print.

By December, the security system for the library was activated, good timing considering the arrival of that \$90,000 order. Somehow these new books were processed and entered into the database—quite a feat, especially as there was no clerical help in the library, at least not until the beginning of November, when it always seemed the annual secretarial allotment finally fell into place.

Steady development of an up-to-date vertical file was yet another of Karen's projects. Between clipping and mailing and begging for file cabinets, she managed to establish quite a sound one. Acquisition of a number of volumes from SIRS (Social Issues Resource Series) rounded out the base of current articles available. Complemented by the influx of newly-ordered books, students began to discover that there were materials in the library on topics that they actually wished to research. This success rate gave new reason for teachers to bring their classes in. Earlier this year a science class informed us that there was more on Biosphere II in the school resource centre than in both of the local public libraries combined.

So now Karen had a library that was no longer dysfunctional, a busy one she had every right to feel proud of. But the end of this year also meant the end of an era; it was time to move from the old building into the new one.

The district provided boxes and a packing crew of four, although they were assigned to help pack the entire school, not just the books from the library. All

but the videocassettes were placed into the boxes, with every carton carefully marked and numbered. The videos stayed out until the very last minute so that staff would still have access to indispensable teaching materials.

There were still many problems to be solved, among them decisions regarding furniture and equipment. Endless specs on tables and chairs: glides, backs, legs and surfaces, had to be studied and commitments made.

Year Four

August '92 rolled around and the new building was open, built around its centrepiece, the Library, Media and Technology Centre. However, there were still some problems, such as no furniture and no shelves.

Due to a shipping error, black shelving was delivered instead of the gray that had been ordered. Even though black shows dust, they accepted the shelving rather than waiting four more months for the right ones. So the books went into their places, and by the middle of September the resource centre was open, even though the clientele had to sit on the floor. In October the furniture finally arrived as well as yet another CD-ROM station, bringing the total up to four, including one multi-disk unit.

Karen attributes many of the library's high-tech acquisitions to efforts on the part of Johnston Heights' principal, Ted Baxter. He trusted Karen's advice, and took it to heart when she said that she needed a security system, and also when she told him that she needed more access terminals. Ted managed to find ways to allocate school funds to hardware for the media centre.

She also credits her colleagues for their patience and support as they tolerated the changes that went on during transformation of the resource centre. She still claims that some of them would occasionally book the library for research, and then mysteriously manage to not show up. I believe that she convinced them with the strength of her own commitment that revamping the library would be worth all the sacrifice and waiting.

The Library, Media and Technology Centre at Johnston Heights Secondary School may have a long name to roll around in the mouth, but believe me, it needs that much to begin to describe it. Large

enough to accommodate two normal classes, in a school of 1650 students, grades eight through twelve, this is a necessity of life. It is a place where students are able to do meaningful research on topics that they want to learn about. Not only is it a facility which lives up to the promise of all that Year 2000 thinking implies, it contains the kinds of materials that students want. From the most current of social issues to such classical topics as Greek mythology, there is something available for everyone.

From a crowded, dark room with dusty burlap on the walls, decorated in technicolor avocado, mustard and pumpkin with orange and blue plastic chairs, yet (that'll keep them awake!) to an airy, open room with high ceilings and muted colours—this is the result of a whole lot of work.

And if all continues to go according to plan, things, at least from the tech side, will only get better. Hardware acquisitions which are anticipated for the near future include a coin-operated photocopier and a microfiche reader/printer. In addition, MultiLis will be replacing the Library 4 management system and will allow students and staff to access the automated catalogue from classrooms. This should be up and running before June of '93.

We still have no indication of what professional or clerical staffing levels will be in the coming years. Since this year's relative abundance of teacher-librarian and clerical allotments are only the result of successful grievance procedures, they are tenuous arrangements. While we can certainly hope for the best, we cannot count on anything yet.

I consider myself really lucky to have been able to stroll in here this September, with everything up and running and in place. Sometimes it makes me feel tired just thinking about all that Karen had to do to make this library the showplace that it is. But you know, it really is a pretty great place to be; in fact, on some days, it feels a whole lot like Christmas.

INFORMATION LITERACY ... SOARING WITH CHANGE ATLC & SSLA CONFERENCE

Lloydminster, Alberta, 1993 April 21-24

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

The conference was an outstanding success owing to the efforts of what seemed like an army of volunteers, and the very active support of the educational community. The collaborative atmosphere was captured in a moment at the close of the conference when the principal of Lloydminster's secondary school cycled to the home of conference co-convenor, Brian Laing, to present him with a celebratory bottle of wine. This was the same administrator who cheerfully ran errands when things got too hectic, and who provided two release days for Brian to pull final details together in the week before the conference. All of the committee participants, and particularly Brian and his co-convenor, Donna Des Roches, deserve accolades for their work.

The ATLC sponsored two very well attended Pre-Conference Institutes: Library Automation, with Lynne Lighthall; and Education for Teacher-Librarianship, with Jean Brown and Don Hamilton. I attended the latter institute, which turned out to be an intense look at competency statements and how they will serve us in the coming years. The group ended their session with a series of resolutions that were then sent forward to the ATLC Annual General Meeting. The resolutions were:

Resolution 1: That ATLC develop a comprehensive "Student Bill of Rights" for quality school library programs.

Resolution 2: That ATLC establish an Information Technology Interest Group.

Resolution 3: That ATLC provide support to ETLIC for the development of a regular listing of educational opportunities for teacher-librarians.

Resolution 4: That ATLC work with other concerned associations to provide a definitive list of competencies required of the teacher-librarian in Canada. This could involve the formation of a Task Force with representation from several groups.

Resolution 5: That ATLC formulate position papers on the definition and the role of the teacher-librarian in Canadian schools.

Resolution 6: That once the position papers are completed, that ATLC distribute them widely, to all the agencies and interested groups involved (examples include: Ministries, parents, trustees, administrators, faculties of education).

Resolution 7: That ATLC work with the provincial associations to ensure that there is follow-up on these matters through sessions, institutes, meetings, etc., at future conferences.

Resolution 8: That ATLC encourage research in teacher-librarianship in Canada.

The subsequent AGM received the recommendations, which were referred to the Board of Directors for consideration and action.

THE KEYNOTE ADDRESS

Lorna Crozier was a delight to hear. Asked to speak on the connections between poetry and technology, Crozier demonstrated the intellect and command of language which won her the Governor-General's Award for *Inventing the Hawk*, her most recent work. Throughout her presentation she integrated poems which expressed her main points very effectively, proving that poetry provides an effective voice in a technological world.

Lorna Crozier stressed the need for us to question technology's role in our world, to be critical. She called it an urban fairy tale, with our friendly neighbour offering us everything along with the technology, while we ignore the warnings of Grimm that things are often not what they seem.

The quotes interspersed through her talk were wonderful. On the difficulty of developing critical thinking with television, a medium designed for advertising, she quoted Marshall McLuhan's advice, "Pull the plug!" On the low level of the programming available, she chuckled over Frank Lloyd Wright's assessment that "Television is the chewing gum of the masses."

She also recommended a number of worthwhile books to read, including *The Perfect Machine*, by Joyce Nelson, which looks at the psychology behind television advertising, and what viewing does to us physiologically.

Critiquing computers as not being "user-friendly," Lorna said that the benefits of technology are not being equally distributed. She quoted Dr. Franklin as saying that the technological mind set makes society compliant. Prescriptive technology takes work out of the control of workers and into the hands of managers. She used Helen Potrebenko's poem "The Typist" to illustrate a worker's resentment at lack of control. The result is a higher standard of living but a reduced level of individual responsibility. In her assessment, "There's no room for morality in the production mode of thought."

In contrast, poetry provides emotional context, the tie to the past that is the stuff of "information literacy." New information has immediacy but lacks the context that poetry has.

We live in information glut, in a world where computers value one kind of information over another. Converting facts into figures and problems into equations, computers do not deal with common sense, intuition and serendipitous chance.

When the world pours into our television and computer screens, we lose our sense of place and region, and so we lose our sense of our own identity. Marshall McLuhan's question "Who am I?" is in danger of being rephrased into the more frightening question, "Where is here?"

Lorna Crozier emphasized that we need to focus

on emotion as human, saying that "soul and spirit are the antithesis of technology, and are the essence of what it is to be human."

She concluded by saying, "People are more complicated than mere information storage. Knowledge, feeling, and spirit outlast any technology."

INFORMATION LITERACY

David Loertscher looked at "New Information Skills: Re-examining the Role of Libraries in the Information Age." In doing so, he made some interesting statements that teacher-librarians would do well to consider, including:

- "Rather than teaching students specific skills, we need to teach generic skills which will last a lifetime (e.g. parts of a book, critical evaluation).
- We should teach "navigating information systems — how to get in, get around and get out with what you want." He says that this works with Nintendo games, books and databases. He emphasizes that students must be able to use their imagination to be a success.
- When students use "blind" sources (e.g., databases), they need to be taught search strategies such as Boolean logic.
- Teacher-librarians should be concerned about students' attitudes, their work ethic, resilience and flexibility, for these are related to successful information searching.
- He believes that "Finding skills are not as important as what happens next," and he quotes Amy Irving, who said, "Draw out, don't pour in."
- One of the major errors we make is to give kids too much responsibility (no direction) and this leads to little success. At the other extreme, if we give kids too little responsibility they never learn.

David Loertscher favours a process which initially gives students lots of help, then gradually gives them more responsibility. He connects this to the teacher having an ideal model of an information literate youngster in his or her mind. With this model

in place, the teacher or teacher-librarian analyzes the group for where they are on the continuum of development and works toward the ideal from where the student is.

The ultimate goal is that if the students have an information need, they will remember the skills. Loertscher says, "Always teach generic skills. Use questions that generalize learning." For example, ask, "What do these codes mean?"

In a strong conclusion, David Loertscher said, "If you can't make a difference in your school, change your job. Find a new job in education where you can find satisfaction."

OTHER CONFERENCE EVENTS

Too much happened at the conference to record with any level of coherence. I found myself doing several things at once since I am the ATLC secretary and membership person, as well as a conference attendee who couldn't attend everything, and a workshop presenter who was so stunned by the quality of the speakers that presentation anxiety became a big thing!

There were wonderful social events, a hilarious husband and wife team playing flute and violin, and a fast moving student production of a Shakespearean "experience." There was the worst breakfast I've ever eaten in a hotel, and there was the best banquet I've eaten at a conference (in fact, I only remember two or three better dinners anywhere).

Most of all, the discussion and sharing with teacher-librarians and other individuals from all over Canada, made the conference a very positive experience. If my flight plans had allowed for a shopping stopover at West Edmonton Mall, it would have been a perfect Conference.

David Loertscher —

"Free voluntary reading is the only thing that increases reading comprehension. It is also the most powerful predictor of vocabulary and understanding of grammar. We also learn to write by reading."

INDIA: LAND OF CULTURAL DIVERSITY

A UNIT FOR GRADES 6 TO 9.

by **JANIE SPINKS**, teacher, Dorothy Lynas Elementary School, SD#44 (North Vancouver), **DIANA JOHNSON**, teacher, John Henderson Elementary School, SD#37 (Vancouver), **HUGH MCKINNON** teacher, Cedar Hills Elementary School, SD#36 (Surrey), **FRAN PREVOST**, teacher, Dorothy Lynas Elementary School, SD#44 (North Vancouver), **MONTE MCLACHLAN**, teacher-librarian, Dorothy Lynas Elementary School, SD#44 (North Vancouver), **CHUCK HEATH**, teacher-librarian, Ridgeway Elementary School, SD#44 (North Vancouver), and **MARGARET BOWYER-SMYTHE**, teacher-librarian, Carisbrooke Elementary School, SD#44 (North Vancouver).

The following is a literature-based unit incorporating many resources from the school library resource centre. The teachers developed the bibliography and focus questions as part of a UBC course in the spring of 1993. Teacher-librarians Monte McLachlan and Margaret Bowyer-Smythe assisted with locating and selecting resources, including print and non-print.

UNIT OVERVIEW

The class will develop areas of independent interest arising from discussion sessions, cooperative activities, film and video viewing, and browsing through the resources available.

INTRODUCTORY ACTIVITIES

- The classroom teacher will lead a brainstorming session in which students will share what they know or think they know about India.
- The students will view two videos of Kipling's *The jungle book*, the Disney version and the 1942 film version, and compare.
- The teacher-librarian will present some of the main resources available, and share some favorites.
- The teacher-librarian will demonstrate the CD-ROM unit and how to search the Grolier Encyclopedia articles for information.

THE INQUIRY

Students will select as many areas of inquiry as they can cover adequately in the time allowed. They can select formats of products as appropriate to the kind of information being presented, such as a booklet, a chart, a travel folder, a mobile, a diorama, a short play, etc.

The students are expected to include inquiries under the following main subject areas:

Climate and Geography

Religion

History

Economics

Politics

Fine Arts

The People and Language

Some inquiry focus questions which may be used are listed below.

Climate and Geography

- If you were going to travel throughout India, from North to South and East to West, you would have to take clothes for summer and winter. Why?
- Where are the jungles and rain forests located in India?
- What Indian jungle animals and other animals are endangered species?
- Why are the rivers in India so important?
- Why are the monsoons so important?
- How would you travel on a trip through India: from city to city/ from region to region? in a small village in the country? on the desert?

Religion - Hinduism

- Why do the Hindus consider the cow sacred?
- Do you think the caste system is fair?
- How would you feel if your parents arranged your marriage and you had nothing to say about it?
- Do you agree with the Hindu belief in rebirth?

Religion - Islam

- Could you fit five prayer sessions a day into your life?
- Why do Moslems not eat pork?
- Why do some Moslem women wear a veil or chador?

Religion - Sikhism

- Why do Sikhs carry swords, not cut their hair, wear turbans and wear a bracelet?
- Why is Sikhism not as widespread as Hinduism and Islam?

Religion - Buddhism

- What is 'enlightenment', in Buddhist belief?
- What is special about Buddhist temples and sculptures?
- Buddha was a prince who gave up his throne because he wanted to help people who were suffering. What are some of the ways people suffer in India? How does Buddhism help them?

Religion - Jainism

- Why do the Jains wear masks that cover their mouths and noses?
- Why don't they eat root vegetables or anything red?
- What are the main things that Jains believe?

History

- Why did the British call India "The Jewel in the Crown"?
- How did the British help the Indians? How did they harm the Indians?
- Pakistan used to be part of India. Why is it separate now?

Economics

- Why do many poor parents in India have so many children?
- What is a slum? Why are there so many in India?
- How would a family be able to live on a sidewalk?
- Education is considered very important in India, but about 25% of workers in India are between the ages of 5 and 14. Explain what this means.
- Why is health more of a problem in India than it is here?
- What things do you buy here that are made in India?

Politics

- India is a democracy, but there is a lot of political unrest. Explain.
- What Indian politicians have been assassinated? Why?
- Sri Lanka has experienced civil war in the past few years. Explain.

Fine Arts

- Why does Indian music sound different from traditional western music.
- What is significant about the positions of the hands, feet and body in Indian dance?
- What are some handicrafts that India is famous for?
- How are Indian carpets made? Who makes them?
- Sculpture is an important part of a Hindu temple. Describe and explain.
- What is the importance of jewelry to Indian people?

The People and Language

- If there are over 1,000 dialects in India, how can people communicate?
- People from different regions in India look different, for example their skin colour, and facial features. Why would this be?
- Why would different states have different music, dance, festivals and folklore? Give some examples.
- What do village children do in their spare time?
- Why are boys considered to be more worthy than girls in India?

ACTIVITIES

The Fine Arts: Dance

- Compare and contrast ritual poses of hands, feet and facial gestures of the nine Basic Rasas (dance forms) to North American “voguing” through watching *Dance in India* and *Paris is Burning*.
- Explore folk dances of India from different regions and states, e.g., the Punjab, Kashmir, Kerala.

The Fine Arts: Drama and Theatre

- Mime a folk tale from *The Jataka Tales*.
- Prepare and perform a reader/s theatre selection, using a passage from a novel or story-book such as *The Jungle Book*.
- Combine dance and drama to illustrate scenes from the Ramayana.

The Fine Arts: Music

- Sing Indian folk songs, e.g., “Chundari: the long silk scarf” from MusiCanada 5.
- Compare and contrast the use of raga (melody) and tala (rhythm) only to the use of harmony, melody and rhythm in European music.
- Listen to classical Indian music by sitar masters such as Ravi Shankar and compare to violin soloists of the western world.
- Make stringed and percussion instruments like those of India.

The Fine Arts: Visual Arts

- Create miniature two-dimensional paintings in the Moghul style to illustrate fairy tales and myths. Outline with gilt.
- Create models of gods, goddesses, animals and architecture from media such as salt and flour dough or plasticene.
- Create a large mural to illustrate the story of Buddha as in temple friezes.
- Explore cut paper technique to represent scroll and lattice work embellishments of Moslem architecture.
- Create your own folk-art design in Indian style, using oil pastels or chalk.

Practical Arts

- Prepare a vegetarian curry meal: rice, dhal, and condiments.
- Make some types of Indian bread: chapati, roti, papadam.
- String tiny beads to make necklaces, earrings, bracelets.
- Make boxes from paper maché; paint with designs, and lacquer.
- Play Indian games: Kabbadi, Gulidanda, Pithoo

Humanities - Written Language Arts

- Venn diagram comparison of characters in novels, e.g., Shabanu, in *Shabanu* and Lila in *The red scarf*.
- Letters to or from characters in novels such as *Village by the sea*, *Monsoon*, *The singing bowl*.
- Make brochures and posters advertising India as the land of diversity.
- Rewrite some of the Jataka Tales with new endings.
- Use the pattern of a Jataka Tale to write your own story.
- Write a news report on recent happenings in India.
- Write a report on an aspect of life in India.
- Prepare a story map for a novel such as *Village by the Sea*, and *The road to Agra*.
- Write an advice column for people in India, reflecting some of the problems there, such as overpopulation, poverty, unemployment, child labour, lack of education.

Humanities - Oral Language Arts

- Hold a debate on a topic such as: birth control, child labour, migration to cities from villages, arranged marriages, the caste system, or the dowry system.
- Interview a character from a novel about India.
- Learn an Indian fairy tale or fable, and retell it to a small group.

Humanities - Social Studies

- Make a time line of Indian history.
- Compare and contrast life in a small village in a large city.
- What is the Five Year Economic Plan? When did it start? Is it working?

Humanities - Learning for Living

- What problems does India have, and what can we in Canada do to help?
- What was important about Gandhi, for people around the world?
- What responsibilities do children have in India?
- Visit the World Sikh Organization Canada temple at 8079 Ross Street, Vancouver, and the Dharmadhatu Buddhist Meditation Centre, 3272 Heather St., Vancouver.

Sciences

- Collect and identify as many Indian spices as you can. Use your five senses to categorize them.
- Grind spices to make curry powder, using a mortar and pestle.
- Plant and grow rice.
- Compare and contrast different types of rice.
- Investigate the Chipko movement in the Himalayas and compare to Greenpeace and other Canadian ecological movements.
- Research the Bhopal Chemical Plant explosion.
- Research the monsoons and how they affect life in India.
- Investigate the water supply in India, and compare to Canada.

BIBLIOGRAPHY

Because of the lack of current resources about India, especially fiction, we included books on Pakistan and Sri Lanka. The number which appears at the end of the bibliographic citation is a simple rating scale. A rating of 5 indicates a resource which is highly recommended, while a book with a rating of 1 or 2 is not recommended.

NOVELS

Ballard, John. (1985). *Monsoon*. Toronto: N.C. Press. 4

Excellent feel for the monsoon season, the dependence on the monsoons. "Get acquainted" section at end of book is a helpful resource.

Bothwell, Jean. (1962). *The Red Scarf*. New York: Harcourt, Brace and World. 4

Takes place in Rajasthan, near New Delhi. An independent young woman is the secret leader of a band of dacoits (robbers). Excellent information on the Hindu caste system, the Hindu culture and the traditional role of women.

- Desai, Anita. (1984). *The Village by the Sea*. Puffin. 5
 Modern novel based on fact. Two children in a tiny fishing village near Bombay are faced with adult responsibilities when their parents become victims of illness. They survive and learn to change and adapt. Detailed contrast of tiny village and city of Bombay, vivid descriptions of flora and fauna and changing technology in India. Excellent.
- DuBois, Theodora. (1968). *Tiger Burning Bright*. Ariel Books, Farrar, Straus and Giroux. Historical fiction set in North India during Sepoy rebellion. Strong liberated American heroine learns about the real India vs-the British Colonial view. Fine development of setting, plot and characterization.
- Gavin, Jamila. (1989). *The Singing Bowls*. Teens, Mandarin. 5
 A half-Indian boy travels from England to India to search for his father, after his grandfather dies. Good detailed description of the contrasts in India, and boy's search for identity. Very vivid picture of the real India with the India that tourists see.
- Kipling, Rudyard. (1991). *The Jungle Book*. London: Pavilion Books Limited. 4
 Wonderful new edition of one of the classics. Animal stories related to the Buddhist Jataka stories; all deal with India except one. Also contains some poems.
- Kipling, Rudyard. (1895). *The Second Jungle Book*. Doubleday. 2
 Also great for the setting of the jungle, but would not recommend this edition. Need to have a much newer edition. Print too small, words stilted, very old-fashioned.
- Kipling, Rudyard. (1985). *Kim*. MacMillan. 2
 This would be a wonderful book if we could have found a newer edition with less difficult grammar. The story of a poor white boy in British India, who becomes a spy for the British.
- Mehta, Rama. (1966). *Ramu: A Story of of India*. McGraw-Hill. 3.5
 A charming tale of a boy and his daily adventures near Udaipur. Lots of detail about family life and customs and values.
- Mukerji, Dhan Gopal. (1927). *GayNeck: The Story of a Pigeon*. E.P. Dutton. 5
 Newberry Award winning tale as seen through the eyes of a carrier-pigeon in WW II.
- Mukerji, Dhan Gopal. (1965). *Kari the Elephant*. E.P. Dutton. (first printed 1922). 5
 A nine year old boy is given a young elephant to care for. The boy recounts his friendship and adventures with Kari, until one day the elephant disappears into the jungle. Very well written. Excellent animal and training description, useful facts about elephants and their habits and habitat.

- Rankin, Louise. (1963). *Daughter of the Mountains*. Viking Press (first ed. 1948). 5
Momo, a young girl who lives in the Himalayas, receives a Lhasa terrier who is stolen by traders. She journeys alone to Calcutta in order to get him back. Detailed description of Northern Mountains, the valleys, and the river plains of Calcutta. Good character development and fast-paced plot.
- Singh, R. Lal, and Eloise Lownsberry. (1967). *Gift of the Forest*. David McKay. 5
An Indian boy in a northern village finds a tiger cub in the forest. He keeps it as a pet, and when the Maharaja demands possession of the tiger, the boy returns it to the forest. Great description of the Hindu culture in daily life, the historical aspect of the villagers and the ruling caste, great setting. Appealing and enjoyable Indian point of view of colonial rule.
- Sommerfelt, Aimee. (1961). *The Road to Agra*. Criterion Books. 5
A poor village boy whose sister is becoming blind, sets out to take her to the famous eye hospital in Agra. Fast-paced plot, great description of setting and of the difficulties and hardships of the villagers in India.
- Staples, Suzanne Fisher. (1989). *Shabanu, Daughter of the Wind*. Alfred A. Knopf. 5+
A fabulous story with a strong, independent heroine. Authentic and realistically written, set in Cholistan Desert. Conflict between woman's role in conventional nomadic Pakistani society and desire to make own decisions. Wonderfully accurate description of the beauty and harshness of desert life. Good, distinctive character development. We included *Shabanu* because the nomadic life in the Cholistan Desert is very similar to the life and climate of the Thar Desert in India, which borders it. The people of Pakistan and the desert nomads of Thar are also Moslems, and many references are made to India in the book.

PICTURE BOOKS

- Barker, Carol. (1985). *Ananda in Sri Lanka*. Hamish Hamilton. 5
A story of Buddhism. Colourful paintings, appealing text - includes historic story of Buddha's life as well as everyday life in a Sri Lankan Buddhist village. Detailed information on the importance of the tank and the growing of rice.
- Barker, Carol. (1979). *Arjun and His Village in India*. Oxford Press. 5
Wonderful, bright detailed paintings as in *Ananda*. Extensive information on the region of Rajasthan, the herders and the farmers. Arjun and his village are Hindus. Lots of information about Hindu customs and village life.
- Bond, Ruskin. (1991). *The Cherry Tree*. Caroline House. 5
Set in the Malayan foothills. A young girl plants a cherry tree and as it grows, so does she.

- Bonnici, Peter. (1984). *The Festival*. Mantra Publishing. 4
Primary level, but good illustrations and shows humour in the "lungi" ceremony of a little boy's initiation into English.
- Bonnici, Peter. (1984). *The First Rains*. Bell and Hyman. 4
Primary text but great illustrations - shows "anticipation of monsoons".
- Bonnici, Peter. (1988). *Lost in Town*. Hodder and Stoughton. 3
Shows as Indian family in India, Auntie comes to visit. Great illustrations.
- Bonnici, Peter. (1988). *The Present*. Hodder and Stoughton. 4
Excellent illustrations of city life. Shows the luxury of a block of ice for a family which doesn't usually have it.
- Dasgupta, Dagmar. (1988). *My Indian Home*. MacDonald. 5+
A wonderful book about a little girl who has returned to her village after visiting Calcutta. Great wealth of info on social life and customs in a farming village. Pen and ink sketches, as well as beautiful full page water-colour paintings.
- Fischer, Barbara and Eberbard. (1986). *Gita Will Be A Dancer*. Unicef. 5
Shows an 8 year old girl's enchantment with the orissa style of classical dance. Parallel text in Hindi and English. Wonderful illustrations show contrast between life in a village and in Calcutta. Good to read aloud.
- Ganly, Melen. (1986). *Jyoti's Journey*. Andre Deutsch. 5
Most unusual and fascinating, due to torn wallpaper technique of collage. Shows colourful contrast between Jyoti's India and the sombre feeling when she has to move with her mother to join her father in England. Great for art activities as well as mood of story.
- Heart of Gold: A Jataka Tale*. (1989). Dharma. 1
Garish colour combinations with gold outlining - one of many books in a series. Story was so-so, total effect was weird. Wouldn't use unless had whole series and then would compare and contrast to other illustrated books.
- Lindsay, Zaidee. (1977). *India*. Adam and Charles Black. 5
Wonderful because the whole book is illustrated by children from the different areas of India, and contains a variety of art techniques which are very effective in showing the culture. All techniques and names and ages of children are listed at the back. Deals with different facets of culture of the 4 nations of the Indian subcontinent—India, Pakistan, Bangladesh, and Sri Lanka.
- Mehta, Lila. (1985). *The Enchanted Anklet*. Lilmur. 4
The Indian version of Cinderella. Translated and adapted by author. Great to compare to other Cinderella tales from other cultures.

- Papas, William. (1968). *A Letter From India*. Oxford University Press. 5
Fascinating book, written in form of a narrative letter from both a father and his daughter, to the son at home. Gorgeous, appealing pen and ink coloured sketches and a wealth of interesting detail. A varied picture of different parts of India.
- Rodanas, Kristina. (1988). *The Story of Wali Dad*. Lothrop, Lee and Sheppard. 5+
Fabulous, detailed colour pictures. Fairy tale from Andrew Long retold as a charming folk tale. A "circle" story about a bracelet.
- Serage, Nancy. (1966). *The Prince Who Gave Up a Throne: A Story About the Buddha*. Thomas Crowell. 2
Not colourful, but simple, realistic illustrations reproduced from real Buddhist temple friezes. Great for art techniques, and learning about the frieze, but otherwise, so-so.
- Shepard, Aaron. (1992). *Savitri - A Tale of Ancient India*. Albert, Whitman. 5
Excellent illustrations, motifs and use of colour. Some look almost sci-fi. A beautiful princess cannot be swayed from love of her husband even in his death. Well written. Based on Hindu beliefs.

FOLK AND FAIRY TALES

- Asian Centre for UNESCO (sponsor). (1975). *Folk Tales From Asia*. Wetherhill Heibonsha, Volume 1, 1975, Volume 4, 1976, Volume 5, 1977 5
The series of six books contains tales from different Asian countries, those from India are "The Brahmin and the Ghost", "The White Elephant", and "The Royal Journey to Heaven." Each country's tale is written by an author from that country and is enjoyable and captivatingly illustrated. Great to compare and contrast themes and art and motif styles of different Asian countries.
- Foreman, Michael. (1990). *Michael Foreman's World of Fairy Tales*. Pavilion. 3+
Fabulous colour illustrations. Contains only two tales from India but great for comparing them to other world tales.
- Gaer, Joseph. (1955). *The Fables of India*. Little, Brown. 3+
Would be a good read aloud. Dull from an artistic view but an excellent source book from ancient Buddhist and Hindu collections.
- Gavin, Jamila. (1986). *Stories from the Hindu World*. MacDonald. 3
Very colourful and appealing. Illustrations surround the text which is a compilation of Hindu myths and legends. Would be good style to use in making and illustrating folk tales.
- Hazeltine, Alice (comp.) (1961). *Hero Tales from Many Lands*. Abingdon Press. 3
Contains versions of two of the oldest Indian Epics -the Mahabarata and the Ramayana. Good for read aloud.

- Haviland, Virginia. (1973). *Favourite Fairy Tales Told in India*. Little, Brown. 4
Not really colourful, but well written. Very good stylized and detailed illustrations. Typical representation of demons and architecture.
- Jacobs, Joseph. (1969). *Indian Fairy Tales*. Dover. 4
Higher readability level than the book by Virginia Haviland. Pen and ink, no colour, but shows a lot of detail in illustrations. A good comprehensive collection of about 30 tales, including some of the oldest recorded. Reference notes on each tale and origin at back.
- Jaffrey, Madhur. (1985). *Seasons of Splendour*. Pavilion. 5+
Superlative book in all aspects with fabulous illustrations by Michael Foreman. Tales, myths and legends told in the storytelling tradition. One of our best choices.
- Reed, Gwendolyn. (1969). *The Talkative Beasts*. Lothrop, Lee and Shephard. 4
Wonderful photos, although black and white, of real sculpture, architecture and freizes which offset text beautifully. One of few books that had a selection of poetry.
- Seeger, Elizabeth. (1969). *The Ramayana*. William R. Scott. 4
We liked this a lot. An epic poem translated in the style of a novel. Interesting illustrations, not too colourful but appealing nonetheless.
- Singh, Rani. (1984). *The Indian Storybook*. Heinemann. 4.5
Kids will love the illustrations. The author tells stories within stories. Stresses the importance and history of the ancient oral tradition.
- Steel, Flora Annie. (1973). *Tales of the Punjab*. The Bodley Head. (1st published 1894) 4
The book was written almost 100 years ago. Although some words and phrases are dated, it is highly readable. An oldie but a goodie.
- Wyatt, Isabel. (1962). *The Golden Stag, and Other Folk Tales*. David McKay. 1
The print and illustrations look dated. Nothing is really appealing about it. Not recommended.

INFORMATIONAL AND RESOURCE BOOKS

- Amin, Mohamed. (1985). *We Live in Pakistan*. Living Here Ser. Franklin Watts. 4+
People with different occupations tell about their job, family and education or lack thereof and also gives a viewpoint on social, political, and religious issues. Women talk about traditional roles. Political conflicts and concerns are dealt with. General facts, a glossary, and an index are included. Good photographs. This book relates to setting of *Shabanu*.

- Arora, Ranjit. (1986). *Religions of the World: Sikhism*. Wayland. 5
A succinct and concise version of the Sikh religion. Good combination of photos and illustrations. Easy to read and appealing. There are six books in the series, covering Buddhism, Christianity, Hinduism, Islam and Judaism as well.
- Bahree, Patricia. (1982). *Religions of the World: The Hindu World*. MacDonald. 4
Well-set up with pictures, charts, graphs. Comprehensive and interesting source of information. Colourful and appealing, does not compare to Christianity, which is a plus.
- Bennett, Gay. (1985). *A family in Sri Lanka*. Lerner. Families the World Over Ser.
Colourful photo-essay style. Life of a boy in a Buddhist farming community in a major cinnamon-growing area. Emphasis on work and family life. Does not mention Sinhalese/Tamil conflict, so therefore is not really current, but is interesting and appealing.
- Cumming, David. (1989). *India*. Countries of the World Ser. Franklin Watts. 4
Appealing to a wide range of reading levels. A good introduction to many aspects of Indian culture; not too detailed but covers most areas briefly.
- Das, Prodepta. (1990). *Inside India*. Inside India Ser. Franklin Watts. 4
Very similar in format to David Cumming's book, but more generalized. Good colour photos. Has a clearer map than *India*, and has a good "facts about India" page.
- Deneck, Marguerite Marie. (1967). *Indian Art*. The Colour Library of Art. Paul Hamlyn. 4
A good volume with full colour photos of sculpture, jewelry, and painting. Shows a wide variety of art styles including those peculiar to each religion, and gives a detailed paragraph on each one.
- Doherty, Katherine M. and Craig. (1990). *Benazir Bhutto*. Franklin Watts. 4
Political history of Pakistan shown through the Bhutto family's participation in government affairs. Very good presentation of Bhutto's career, but nothing after 1990, so would need supplement.
- Faber, Doris. (1985). *Mahatma Gandhi*. Julian Messner. 5
Very readable, covers Gandhi's entire life and relates his ideas to other struggles for freedom. Writers stress the importance of accuracy of sources when doing biography.
- Finck, Lila and John P. Kayes. (1987). *Jawaharlal Nehru*. World Leaders Ser. Chelsea House. 4
A complete description of Nehru's life, and India's struggle for Independence. The importance of the link between Nehru and Gandhi is shown.

- Gidal, Sonia and Tim. (1956). *My Village in India*. Pantheon. 3
A lot of information in the text, written from a child's point of view. Although photos are only black and white, and some text is stilted, gives a lot of information on everything about village life - family, customs, food, flora, fauna.
- Giff, Patricia Reilly. (1986). *Mother Teresa: Sister to the Poor*. Women of Our Time Ser. Viking. 4
Appealing presentation of the life of Mother Teresa. Easy to read but enjoyable. Very good view of the appalling conditions of the poor of Calcutta. Detailed pen and ink and wash illustrations.
- Gulbock, Shirley. (1969). *The Art of India*. MacMillan. 2
Text and Illustrations combine history, religion and art to show why people of this region created the sculptures, structures, and paintings they did. No colour. Good basis but painting need to be seen in full colour. Needs to be supplemented with adult books on Indian art.
- Greene, Carol. (1985). *Indira Nehru Gandhi: Ruler of India*. Picture-Story Bibliographies Ser. Children's. 3+
An introductory biography. Easy to read, lots of black and white photos, but a dated look. Presents positive and negative aspects.
- Hunter, Nigel. (1986). *Gandhi*. Great Lives Ser. Franklin Watts. 3
Very basic text, illustrations mixed with historic photos. Highlights of Gandhi's life, but lack of depth overall. Chronology, glossary and bibliography are included.
- Jacobsen, Peter and Kristensen Preben. (1984). *A Family in India*. Families Around the World Ser. Franklin Watts. 3.5
The family farmers in a small village near New Delhi, , speaks directly to the two European authors. The father wants his children to become educated so that they can have better jobs. Sometimes the authors' experiences override the subject of the book.
- Kalman, Bobbie. (1990). *India: The Land*. Crabtree. 5+
- Kalman, Bobbie. (1990). *India: The People*. Crabtree. 5+
- Kalman, Bobbie. (1990). *India: The Culture*. Crabtree. 5+
In-depth coverage of almost all aspects of the sub-continent, and excellent current photos.
- Kanitkar, V.P. (1986). *Indian Food and Drink*. Wayland. 4.5
A very comprehensive but enjoyable read—tells about climate, agriculture, processing, distribution and preparation of food in different regions. Colourful and varied. Contains easy to follow recipes.

- Mitter, Swasti. (1980). *Living in Calcutta*. Wayland. 3.5
Although photos are all black and white, book covers a wide scope of subjects about Calcutta and shows a lot of contrasts. A very good representation of the big city and urban life.
- Sandal, Veenu. (1981). *We Live in India*. Wayland. 5+
Photo-essay collection of 29 Indian people - telling in their own words their occupations, ages and feelings about life. Good colour photos, a great resource as it is from the point of view of the people of India. Interesting and diverse.
- Scarsbrook, Alisa and Alan. (1985). *A Family in Pakistan*. Families the World Over Ser. Lerner. 4
Detailed photo-essay of a 14 year old boy's life in a Pakistani village in the North. Not much information on leisure or recreational activities, but otherwise very good.
- Sucksdorff, Astrid Berman. (1970). *Tooni the Elephant Boy*. Harcourt, Brace, Jovanovich 5
Extremely colourful, large photos give clear info on raising and working with elephants and life in the jungle area. Fascinating, and not dated.
- Sumio, Uchiyama. *India*. Children of the World Ser. Children's Press. 4
Contemporary story of an atypical Indian boy in Jodhpur. He is the son of a wealthy Maharaja's personal secretary and a member of India's small upper class. Colourful photos; small attempt to show a poor child's life in a short chapter, but overall is weak. More information needed to be given on caste system and historical events leading up to partition of India and Pakistan. Use only in conjunction with books on the typically poor child.
- Talyarkhan, Natasha. (1975). *India - The Land and its People*. MacDonald Educational. 4
Not much text but what there is is good. Magazine type format. Although there is a lack of current information, kids would really like the format. Colourful and varied.
- Tigwell, Tony. (1985). *A Family in India*. Lerner.
Excellent photo-essay about a 10 year old girl and her family who live in a village not far from Benares on the Indo-Gangetic Plains. Shows family and village life, their lack of luxury and their daily struggle.
- Weber, Thomas. (1989). *Hugging the Trees: The Story of the Chipko Movement*. Penguin. 5+++++
A wonderful discovery—tells how the people of the Chipko Movement save trees in the Himalayas from destruction by hugging them. They work toward the prevention of the felling and the long-term goal of reforestation and saving the environment. Gives the development of Chipko, and the contribution of women to the programmes, as well as its ideals.

Zolotow, Charolette. (1970). *A Week in Lateef's World: India*. Crowell Collier. 3
A Moslem boy and his family in Kashmir live by renting out their houseboat.
Interesting information, good basic photo-essay presentation, not too much detail.

SUPPLEMENTARY RESOURCES

SLIDES

Young in India. 28 slides.

A day in the life of a 13 year old Indian girl. Shows village life in India. Available from Unicef, Ontario.

FILMS

Patal Ganga, 1971.

A Unicef well-drilling team enables an Indian village to experience clean water for the first time. Available from Unicef, Ontario.

Islam. Great Religions Series. NFB 106B 0162 028

Islam. Converging Lines Series. NFB 106C 0177 284

River. (Planet Earth). NFB 106C 0177 519

A Sense of Family. (Indo-Canadian Life). NFB 106C 0176 175

Shakti - She is Vital Energy. (women of rural India). NFB 106C 0176 175

Threads. (Artisans of India and other countries). NFB 106C 0376 088

Buddhism. The Great Religions Series. NFB 106B 0162 029

Challenge to Mankind. (Overpopulation - problems and solutions). NFB 106B 1061 066

Handselling the Monsoons. (Partnership between old and new technology). NFB 106C
0182 101

Hinduism. Great Religions Ser. NFB 106B 0162 030

How Death Came to Earth. (A legend from India). NFB 106C 0171 051

In Praise of Hands. (A tribute to craftsmen). NFB 106C 0374 109

The Todas. Nature of Things Ser. (Mountain tribes of South India). NFB 106C 1078 023

A Tale of Two Mosques. Toronto Ababeel Productions

Gurdeep Singh Bains. Children of Canada Series

VIDEOS

A Passage to India

Heat and Dust

Gandhi

Mississippi Marsala

Salaam Bombay

Walt Disney's - The Jungle Book

Two Women

Nayak

Pather Panchali

Aparajito

Paras Panthar

Jakaghar

Devi

** and any videos produced by Satyajit Ray.*



POSTERS AND BROCHURES

Try local travel agents, and write to the following:

India Cultural Centre of Canada, 8600 No. 5 Rd., Richmond, BC

Indian Government Tourist Office, 60 Bloor Street West, Toronto, ON

APPROPRIATE ADULT REFERENCES AND LEARNING RESOURCES WHICH WOULD ENHANCE THE LITERARY EXPERIENCE

Bailey, Cindy. (1991). *Startup Multiculturalism*. Pembroke.

Integrates the Canadian cultural reality in your classroom. A wealth of resources and curriculum ideas on the different cultures, India included, which makes up the Canadian mosaic.

Madryga, Roxanne and David Osborne. (1986). *Sourcebook of India: A Multicultural Perspective*. Pacific Educational Press, U.B.C., Faculty of Education, Vancouver,

BC 5 This book gives a very comprehensive cultural approach to the understanding and study of India. It includes a wealth of background material and a wide and varied selection of activities.

Miller, Lynn, Lachman, R.R. Bouker. (1992). *Our Family, Our Friends, Our World, An Annotated Guide to Significant Multicultural Books for Children and Teenagers. Children's Literature: Springboard to Understanding and the Developing World.* Unicef, Ontario. A curriculum guide intended for Gr. 3-8.

New Larousse Encyclopedia of Mythology. (1973). Prometheus. 3
Detailed information on various religious myths.

Schulberg, Lucille and the Editors of Time Life Books. (1968). *Historic India - Great Ages of Man.* 4-5
A wealth of information on a great many areas, presented in a variety of ways.
Excellent pictures and photos.

WRITERS ABOUT INDIA FOR ADULTS

Forester, E.M. *A Passage to India*

Jhabrala, Ruth. *Heat and Dust*, and *Out of India*. Collected stories

Kaye, M.M. *The Far Pavilions*, and *Mountains of the Moon*.

Markandaya, Kamala. *Nectar in a Sieve*.

Traditional woman's role in rural India

Mehta, Gita. *Raj*.

The story of an Indian Princess during time of India's struggle for democracy

Mehta, Ved. *Portrait of India*, and *Walking the Indian Streets*.

Naipaul, V.S. *India: A Million Mutinies*, and *India: A Wounded Civilization*. Non-fiction

Narayan, R.K. *Painter of Signs*. Fiction

Rushdie, Salman. *Midnight's Children*.

Scott, Paul. *The Raj Quartet*, and *Staying on*.

Singh, Khuswant. *Train to Pakistan*. The India/Pakistan partition

PERIODICALS

Conde Nast Traveller magazine.

National Geographic. Many excellent articles.

New Internationalist magazine. Deals with the people, the ideas, the action in the fight for world development

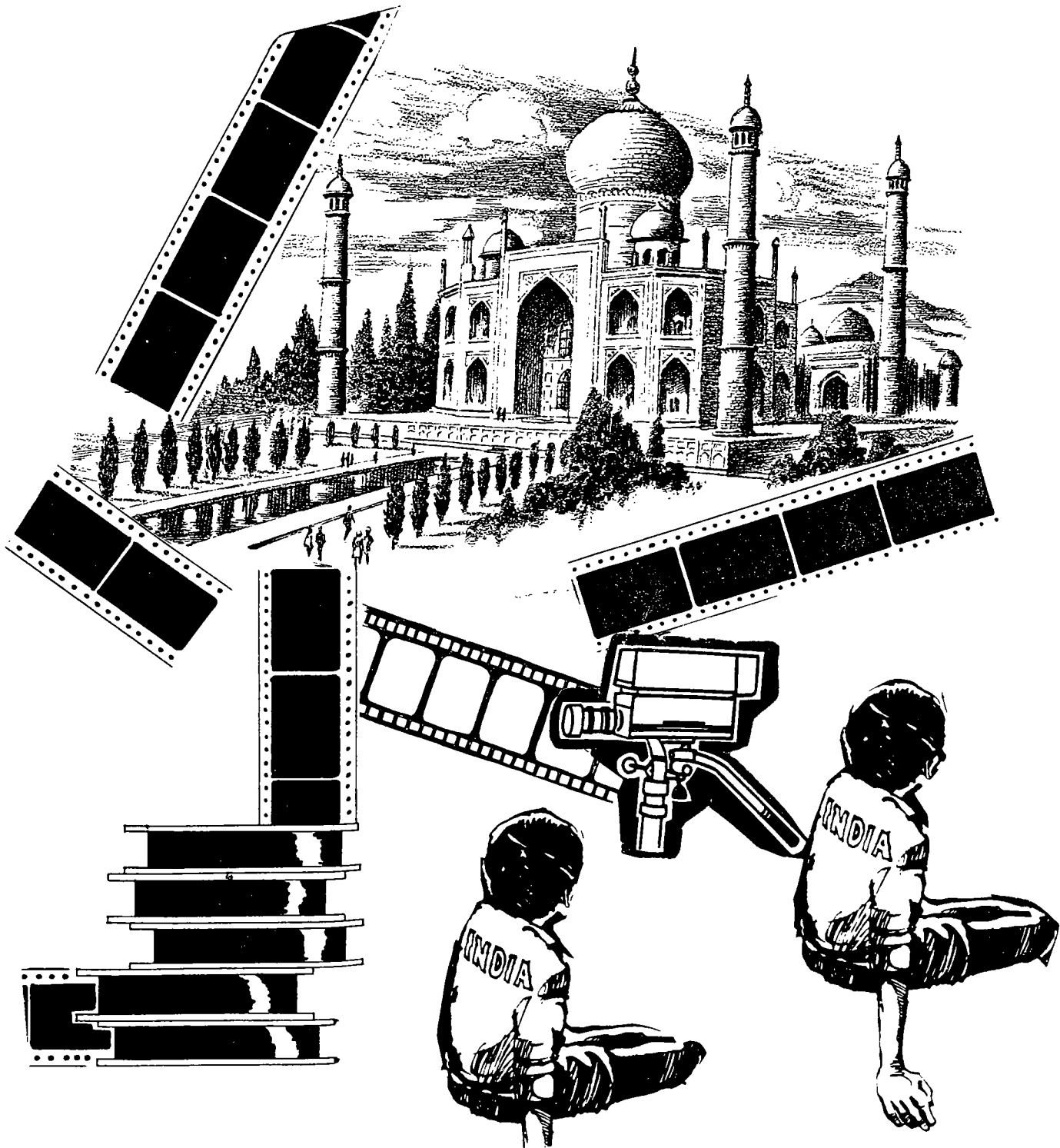
issue #239, Jan., 1993, *Girls and Girlhood*

issue #240, Feb., 1993, *Girls' roles in society in developing countries*

issue #241, Mar., 1993, *Paradox in Paradise*, and *Kerala: India's Radical Success*.

VANCOUVER MUSEUM OF ANTHROPOLOGY

The Museum of Anthropology, located on the grounds of the University of British Columbia has a display of Indian artifacts including instruments and utensils, containers, dress and adornments, records (and objects used to keep them), furnishings and architectural features, dress and adornments, and toys and games.



NATIONAL BOOK FESTIVAL

March 29/93

Dear Friends,

Probably by now you have heard of the recent budget cuts that have been imposed on the Canada Council by the Minister of Communications. The fifteenth National Book Festival that will take place between April 24 and May 1, 1993, will be the last.

In the past, National Book Festival has supported a wide range of locally organized events celebrating authors and publishers. Events have taken place in virtually every region of our province and in the Yukon. Year after year the network has grown to include facets of the diverse book culture that has manifest itself in so many directions.

The management of the Canada Council, headed by director Paule Leduc has been forced by government cutbacks to trim major amounts from its overall budget. The Writing and Publishing Section has taken the hardest hit (14%). In most cases this is three times greater than the cuts imposed on other Council sections. National Book Festival was deemed expendable.

This decision is lamentable for many reasons. Ninety-two percent of the National Book Festival project budget goes directly to Canadian authors in the form of honoraria and travel allowances. The financial support provided by the Festival is often matched or exceeded by funds raised locally. In some communities, especially those more remote, the National Book Festival has been a major event. NBF has been an "equalizer" allowing rural Canadians to participate as readily as urban residents.

The theme of this year's Festival is "Words to Share." If there is any hope of saving this program we must speak up. I encourage you and members of your community to write to the people listed on the attached sheet. If you wish to protest by phone, call Dr. Leduc at (613) 598-4365.

A National Book Festival is a necessity not a luxury. Time is of the essence. I urge you to act now. Let us save the National Book Festival.

Sincerely,

Allan Safarik



The Canada Council
Conseil des Arts du Canada

SAMPLE LETTER

Dr. Paule Leduc, Director
The Canada Council
P.O. Box 1047
99 Metcalfe Street
Ottawa, Ontario
K1P 5V8

Dear Madame Leduc,

I am writing to express my extreme disappointment in the decision to cancel the National Book Festival. In a time when Canadian literature and publishing are struggling to survive and literacy has become such an important issue, it seems counter-productive to eliminate a program designed to expose and celebrate these very things. Surely the necessary budget cuts can be made in some other areas which do not so directly benefit local communities from coast to coast. I urge you to reconsider and restore funding to the National Book Festival.

cc The Honorable Perrin Beatty
Minister of Communications
Room 312, West Block
House of Commons
Ottawa, Ontario
K1A 0A6

YOUNG READERS' CHOICE AWARD

**A GREAT WAY TO GET STUDENTS READING GOOD LITERATURE
A SIMPLE, EASY AND EFFECTIVE PROGRAM**

WHAT IS IT?

The Young Readers' Choice Award, established in 1940, is chosen by children in grades four through eight from a preselected list. In 1990, grades nine to twelve were added. Voting is conducted in Alaska, Alberta, British Columbia, Idaho, Montana, Oregon, and Washington. The award is presented to the author at the Annual Pacific Northwest Library Association Conference.

HOW ARE THE TITLES SELECTED?

Children, teachers, and librarians may recommend to their state or provincial representative titles for their next year's ballot.

WHO IS B.C.'S REPRESENTATIVE?

Linda Lines, Children's Librarian
West Point Grey Branch
Vancouver Public Library
4480 West 10th Avenue
Vancouver, B.C.
V6R 2H9
Telephone: 655-3982



WHO MAY VOTE?

Anyone in grades four through twelve in the Pacific Northwest who has read (or has heard read) at least two titles from the list.

WHEN TO VOTE? Between March 1 and March 15

WHERE TO VOTE? School Library or Public Library.

HOW TO VOTE AND PROMOTE?

Ballots and promotional material may be purchased or you may design your own.

HOW TO ORDER THE BALLOTS & PROMOTIONAL MATERIAL?

Vancouver Kidsbooks is the official distributor of YRCA materials for British Columbia
Write, phone or fax:

Vancouver Kidsbooks
3083 West Broadway
Vancouver, B.C.
V6K 2G9
Telephone: 738-5335
Fax: 228-9040

Vancouver Kidsbooks stocks the ballots, posters, information brochures, the YRCA medallions, and the books on the YRCA ballot.

WHERE ARE THE BALLOTING RESULTS SUBMITTED?

Mail the total number of votes cast for each title by March 20 to either:

Your provincial representative, Linda Lines (see above), or

Young Readers' Choice Award
Graduate School of Library & Information Science, FM-30
University of Washington
Seattle, WA 98195

For more information, please contact Linda Lines and please send in your suggestions of titles published in 1992, for the next ballot (1995).

ANNOUNCING THE YOUNG READERS' CHOICE AWARD ... 1994 BALLOT — IN PLENTY OF TIME TO ORDER FOR SEPTEMBER!

Fourth through Eighth Grade Division

Colville, Bruce. *Jeremy Thatcher, Dragon Hatcher*. HBJ/Jane Yolen.

Hahn, Mary Downing. *Stepping on the Cracks*. Clarion.

Ho, Minfong. *The Clay Marble*. Farrar.

Kehret, Peg. *Cages*. Cobblehill: Dutton.

Mikaelsen, Ben. *Rescue Josh McGuire*. Hyperion.

Naylor, Phillis Reynolds. *Shiloh*. Atheneum.

Paterson, Katherine. *Lyddie*. Lodestar.

Roberts, Willo Davis. *Scared Stiff*. Atheneum/Jean Karl.

Ryan, Mary. *Me Two*. Little, Brown.

Slote, Alfred. *Finding Buck McHenry*. HarperCollins.

Smith, Doris. *The Pennywhistle Tree*. Putnam.

Turner, Ann. *Rosemary's Witch*. HarperCollins.

Senior Division

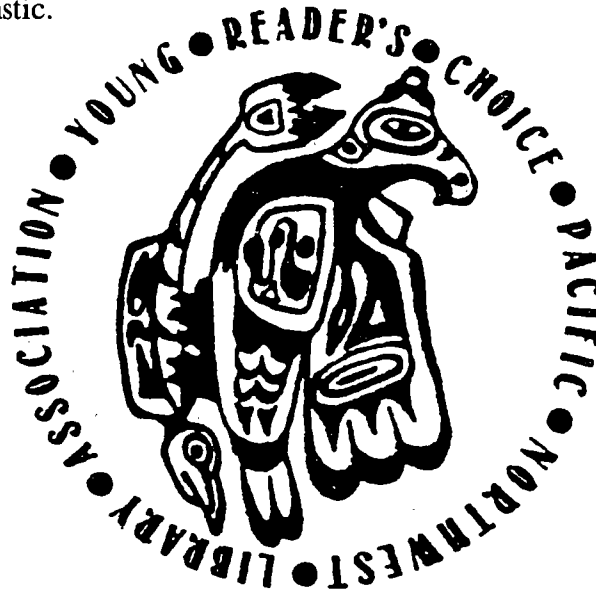
Avi. *Nothing But the Truth: A Documentary Novel*. Watts/Orchard

Brooks, Martha. *Two Moons in August*. Little, Brown.

Cormier, Robert. *We All Fall Down*. Delacorte.

Lee, Tanith. *Black Unicorn*. Atheneum.

Rinaldi, Ann. *Wolf by the Ears*. Scholastic.



YOUNG READER'S CHOICE AWARD

Maniac Magee by Jerry Spinelli (Little, Brown, 1990) has been selected as the 1993 Young Reader's Choice Award. Children in five Northwestern states: Alaska, Idaho, Montana, Oregon, and Washington, and two Canadian provinces: British Columbia and Alberta, have chosen Spinelli's Newberry Award winning book as their favourite from a ballot of twelve titles. Over 75,000 students participated.

Published in 1990 by Little, Brown and Co., *Maniac Magee* is the story of a boy who became legend. Maniac Magee can run faster, kick farther, and untie knots better than anyone. Homeless, Maniac lives for a while with the kindly Beale family, but he leaves when his white presence in their all-black neighbourhood becomes a problem. His next home is the bandshell near the zoo where Maniac lives with Grayson, an old minor league baseball player who never learned to read. Maniac teaches him, and though their time together is short, it is full of discovery and love. On the move again, Maniac continues to touch the lives of all who know him. A rich story filled with energy, creativity, and hope for the future, *Maniac Magee* obviously touched a nerve with the young readers in the Northwest.

A close second to *Maniac Magee* was *The Dead Man in Indian Creek* by Mary Downing Hahn (Clarion). Other titles receiving large numbers of votes include *Weasel* by Cynthia DeFelice (Macmillan), *The True Confessions of Charlotte Doyle* by Avi (Orchard), and *Dealing With Dragons* by Patricia Wrede (HBJ).

The Young Reader's Choice Senior Division winner (grades nine through twelve) is *The Face on the Milk Carton* by Caroline B. Cooney (Bantam, 1990). In this contemporary and mysterious title the main character, Janie Johnson, thinks her life is great until she sees a milk carton featuring a picture of a three-year-old missing child. Suddenly Janie's life becomes very confused as she has flashbacks of her early childhood. After some investigation, Janie finds a locked trunk with a dress just like the milk carton child is wearing. Is Janie's mother really her mother? This exciting mystery will continue to be popular with teen readers. Other Senior division titles receiving many votes are *Silver Kiss* by Annette Curtis Klause (Delacorte) and *Losing Joe's Place* by Gordon Korman (Scholastic).

The Young Reader's Choice Award is sponsored by the Pacific Northwest Library Association and has been given since 1940. The project was proposed by the late Harry Hartman, a Seattle bookseller, who believed children should have an opportunity to select a book that gave them pleasure. Similar projects have been adopted by many states, but the Young Reader's Choice Award is the oldest, and the only regional award chosen by children in two countries.

The 1994 ballot can be obtained by sending a stamped, self-addressed envelope to YRCA, Graduate School of Library and Information Science, FM-30, University of Washington, Seattle, WA 98195. Bette Ammon, YRCA Chair, Missoula Public Library, 301 E. Main, Missoula, MT 59802.

British Columbia representative for Young Reader's Choice Award:

**Linda Lines, Vancouver Public Library
West Point Grey Branch
4480 West 10th Avenue
Vancouver, B. C. V6R 2H9
Tel: 665-3982**



REGULAR FEATURES

WANTED! BCTLA REVIEWERS

BCTLA REVIEWS
C/O LIBRARY SERVICES
2530 EAST 43RD AVENUE
VANCOUVER, B. C. V1T 7Z3

Once again, the BCTLA REVIEWS is asking for reviewers.

- If you are interested in reviewing materials for this publication, please fill out the form below.
- If you are already a reviewer, and wish to revise your data, also send in the form below.

One of the problems with matching an item with a reviewer is the brevity of the list of interests that some of the volunteers have submitted. In going over past records, I find that the reviewers who have listed hobbies and interests have received more material to review. It is easier to send a book on sailing to someone who sails than to someone who wants to review everything.

If you have not been receiving many books to review, the problem might be that your list of interests is too narrow and that there are not many books on your indicated interests at your grade preferences.

.....
NAME _____ DATE _____

MAILING ADDRESS _____ HOME PHONE _____

SCHOOL _____ DISTRICT _____ POSITION _____

1. Level: Primary _____ Intermediate _____ Jr. Sec _____ Sr. Sec _____

2. Media Type: Print _____ Non-Print _____ Both _____

3. Subjects: (Please check)

Fiction _ Science Fiction _ Mysteries _ Humour _ Picture Books _ Drama _ Poetry _ Folklore _

Art _ Music _ Handicrafts _ Hobbies _ Photography _ Gardening _

Geography _ History _ Local Histories _ Biography _ Native Indians _ Travel Guides _ Farming _

Science (Specify)

Biology _ Chemistry _ Physics _ Archeology _ Astronomy _ Outdoor education _ Nature _ Ecology _

Social Sciences (specify)

Psychology _ Sociology _ Economics _ Law _ Political science _ Education _ Women's Issues _

Multiculturalism _ Consumerism _ Health _ Handicapped _ Bibliotherapy _

Home Economics _ Cookbooks _ Industrial Arts _ Business Education _ Computers _ French Immersion _

Religion _ Architecture _ Antiques _ P.E. _ Sports _ Aviation _ Boating _ Skiing _

4. Special interests, hobbies, previous experience, qualifications, etc.:

SELECTING NEW RECOMMENDED RESOURCES FOR LATE INTERMEDIATE

by **WAYNE GROUTAGE**, President,
Image Media Services.

A new video program produced by the Learning Resources Branch of the Ministry of Education suggests a key role for teacher librarians and the school library resource centre in helping with the selection process for recommended learning resources. The video is entitled "You Can Get There From Here". Copies will be sent by the Branch to each school in the province.

The program has very good production values. It uses a humorous approach to follow a teacher as she tries to find her way through the bureaucratic maze to bring new learning resources into her classroom. In a take-off of "Alice in Wonderland", the teacher learns about the Ministry "Calls for Resources", the evaluation process, the lists of "Recommended" resources, and the funding that is available to purchase new books, videos and software.

The program highlights a key role for the teacher librarian and the library resource centre. To make wise choices about which of the new recommended resources should be purchased, it is suggested that a School Resource Selection Committee should be formed. The teacher librarian should be a key member of this Committee.

Using information from the Ministry and from suppliers, as well as looking at the actual resources, the school committee can make choices about which learning resources to buy. The newly recommended resources are made available for preview to each district by the Learning Resources Branch and by the suppliers. They are displayed at 10 regional sites around the province, and then are made available to each district. This allows teachers and teacher librarians to look and compare before making their choices. The preview sets will be kept for a period of time to allow for a thorough evaluation.

The regional preview centres for 1993 were Burnaby, Abbotsford, Delta, Victoria, Campbell River, Prince George, Terrace, Kelowna, Kamloops, and Creston. The Resource Centre Coordinator in each of those districts can tell you where the display is, and when it is coming to your district.

Most of the new resources for 1993 are for Late Intermediate (Grades 8, 9 and 10) language arts, learning for living and French. Image has sent out flyers to all schools highlighting the new videos.

For language arts, film versions of 14 of the recommended novels are now available. The Zeffereilli version of "Romeo and Juliet", and the classic Alastair Sim version of "A Christmas Carol" are both featured. Also available are "20,000 Leagues Under the Sea", "A Raisin in the Sun", "Charly", "Diary of Anne Frank", "In the Heat of the Night", "Moby Dick", "My Fair Lady", "Shane", "The Miracle Worker", "The Outsiders", "Watership Down", and "White Fang".

As well as these features, Image has approximately 45 other new video titles to support the late intermediate language arts program. Highlighted are "The Cremation of Sam McGee", "Cowboys Don't Cry", and "The Wave".

For learning for living, over 30 new titles are offered, dealing with such topics as date rape, unplanned teen pregnancy, eating disorders, and alcohol abuse.

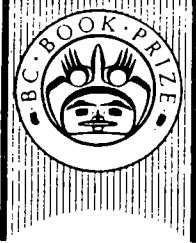
As noted in the December issue of *The Bookmark*, all of the videos are cleared by the Learning Resources Branch for distribution at low cost through Image Media. Most of the titles are \$10 to \$20 each to allow school library resource centres to build collections for teacher and student use. At the secondary level, videos can become a valuable research tool for students working on assignments.

For a complete listing of all of the new recommended videos, contact Image Media at 150-12140 Horseshoe Way, Richmond, BC, V7A 4V5 or phone 272-7797.

In the next issue, Image will provide details on an interesting project with the teacher librarians in the Saanich school district.



Lorna Adams of Image Media checks each tape copy made on a “dubbing run”. Image Media can make up to 100 copies of a video program at one time..

BC BOOK PRIZES

The B.C. Book Prizes, established in 1985, celebrate the achievements of British Columbia writers and publishers.

The Prizes are administered and awarded by members of a non-profit society who represent all facets of the publishing and writing community.

West Coast
Book Prize Society
#700
1033 Davie Street
Vancouver B.C.
V6E 1M7

Telephone/Fax
(604) 687-2405

April 25, 1993

News Release Communiqué

Winners announced for 1993 B.C. Book Prizes

PENTICTON -- The 9th annual B.C. Book Prizes were presented April 24 in Penticton before a sold-out audience of 450 people. This year's ceremonies, hosted by B.C. writer/publisher Howard White, marked the first time two books by Natives -- rather than books about them by non-Natives -- were recipients of the province's most prestigious literary awards. The late Harry Robinson's **Nature Power** and Shirley Sterling's **My Name is Seepeetza** were awarded the Haig-Brown and Egoff Prizes respectively.

Roderick Haig-Brown Prize (for contributing to British Columbia, supported by the Government of B.C. and presented by Hon. Darlene Marzari)

WINNER: Harry Robinson's **Nature Power: In The Spirit of an Okanagan Storyteller** (Douglas & McIntyre), compiled and edited by Wendy Wickwire.
FINALISTS: Vickie Jensen: **Where the People Gather** (Douglas & McIntyre)
Bruce Macdonald: **Vancouver A Visual History** (Talonbooks)

Dorothy Livesay Poetry Prize

WINNER: bill bissett's **inkorrek thots** (Talonbooks)
FINALISTS: Kirsten Emmott: **How Do You Feel?** (Sono Nis)
Diana Hartog: **Polite to Bees: A Bestiary** (Coach House)

Hubert Evans Non-Fiction Prize

WINNER: Lynne Bowen's **Muddling Through** (Douglas & McIntyre)
FINALISTS: Irene Howard: **The Struggle for Social Justice in B.C.** (UBC)
Rolf Knight and Homer Stevens: **Homer Stevens** (Harbour)

Bill Duthie Booksellers' Choice Award (supported by the B.C. Booksellers Assn. and Duthie Books)

WINNER: Nick Bantock's **Sabine's Notebook** (Raincoast)
FINALISTS: Bruce Macdonald: **Vancouver, A Visual History** (Talonbooks)
Terry Glavin and The People of Nemiah Valley: **Nemiah: The Unconquered Country** (New Star)

Ethel Wilson Fiction Prize (supported by Best Gagne & Friesen Printers)

WINNER: W.D. Valgardson's **The Girl with the Botticelli Face** (D&M)
FINALISTS: J.A. Hamilton: **July Nights** (Douglas & McIntyre)
Linda Svendsen: **Marine Life** (HarperCollins)

Sheila A. Egoff Children's Literature Prize

WINNER: Shirley Sterling's **My Name is Seepeetza** (Groundwood)
FINALISTS: Sue Ann Alderson: **Sure as Strawberries** (Red Deer College)
Ainslie Manson: **A Dog Came Too** (Groundwood)

For more information and photos, please contact 736-4011 or 687-2405.

ASK THE EXPERTS

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

QUESTION:

Does anyone have a good supplier for book fairs at the secondary level? (Grades 9-12) I can find a number of companies that cater to elementary and middle schools who wish to run book fairs. What about secondary?

ANSWER:

As an alternative to a "packaged" book fair, you might consider getting the business education department or the student council behind the project. At senior level, students have access to a wide range of popular books in book stores and even some supermarkets. To sell books successfully, you would do well to offer something they do not. Any successful marketing plan involves research. Ask students what they would buy, and what would motivate them to buy at the school rather than at a store. Involving students in the planning and implementation of a project like this is an excellent opportunity to develop responsibility and to use student creativity.

Book fair companies may offer a discount if you ask for one. The discount that your school gets depends on when you book the fair, the remoteness of the area and the level of service provided.

Great Pacific News (2500 Vauxhall Place, Richmond, BC V6V 1Y8 278-5642) will allow you to browse in their warehouse and select titles. Your school would pay what book sellers do. Phone Shari Hocking at Great Pacific News before coming.

Scholastic Book Fairs (108-17941 Roan Place, Cloverdale, BC V3S 5K1 576-8285) did provide books for secondary book fairs last year. The return varies, but you get a higher return if you take books rather than cash.

QUESTION:

What do you recommend I do regarding a teacher who takes books from the library without signing out and stamping the books? (She takes both

the card and the book.) I've already talked to her, but she feels I'm questioning her professionalism. She is taking teacher-librarianship courses at the university.

ANSWER:

In working relationships, we too often assume that other people share our expectations. This is a not a good assumption to make. Teachers and teacher-librarians see the role of the teacher-librarian quite differently from each other. As Covey (1990) points out in *The seven habits of highly effective people: Restoring the character ethic*, "We create many negative situations by simply assuming that our expectations are self-evident and that they are clearly understood and shared by other people." (p. 195)

There is very little in a working relationship that is "self-evident." We continually have to clarify our expectations. We need to listen to others closely to try to understand what their unexpressed expectations are. People will vary in their accommodation and flexibility because of stress in other areas of their life. Your colleague's resistance to a "reasonable request" may be a reflection of the stress of taking courses and working at the same time.

If you have a written school library "Lending procedures" policy, refer the teacher to it. A written policy shows that you are trying to act consistently. If you do not have a policy, you might want to involve the staff in developing one. Involving a third party helps to separate the people from the problem and communicates that everyone has an interest in having the library operate predictably and fairly.

In *Getting to Yes* (1981), Roger Fisher and William Ury recommend you try the "One-text procedure" as one method of achieving consensus with minimum conflict, time and effort (p. 122). The first step is have a draft of the text developed. Interested parties are instructed to annotate the draft for revision. A new draft is prepared and circulated as many times as necessary to get the best possible version. It may take several cycles, but everyone involved will have a better understanding of what everybody else wants. People will be more likely to commit to policies they have had a hand in making. Once you have made the effort to get staff involved in helping to develop policy, you can legitimately say that the way that you are running the library is the "will of the people."

We need to take the time to build relationships that are strong enough to tolerate friction and misunderstanding. We need to accept that whatever you do, there will always be some people that want you to act differently. You may have to accept working with someone who does not like you. However, if you feel that a teacher's actions violate the BC Teachers' Federation code of ethics you should consult with your BCTF representative.

QUESTION:

How often should student overdue notices be sent to teachers in elementary school?

ANSWER:

It depends on your situation. If you have a computer circulation system and an abundance of clerical help, you can afford to send out overdue notices more often than if you are writing each one out manually.

Use your creativity to think up ways to make overdue "advertising campaigns" that will allow you to get back as many books as you can with little effort. As a Valentine's Day promotion, one teacher-librarian advertised that she would give out a "kiss" for each library book returned. The first couple of students came in rather gingerly until word got out that the "kisses" were the foil wrapped chocolate variety. After that, books were returned with considerable efficiency. Other teacher-librarians have announced congratulations or given prizes to students in classes who have no overdue books.

Overdue notices directed to parents can go out at report card time. If the notices are packaged with the report cards, you can be reasonably assured that the notices will reach the parents. These notes should include the name of the book and the price. Be specific in what you want the parent to do. (For example: "Please return the book, or make a cheque payable to our school clearly marked on the front, 'Lost library book.' Attach the cheque to this letter and return it to the school office.") To minimize your work, make up a standard letter and attach a list of overdue books and prices to it.

Effectiveness is more important than frequency. If you have a computer data base program, post the list of overdue books where students can see them when they sign out books. Students' natural curiosity

may stimulate them to look over the list to see which of their friends have library books overdue.

Use the students as a source of ideas. While many of the ideas may be difficult to implement, their creative problem solving can give you a new perspective on the problem. Kids know what works with kids.

QUESTION:

Should elementary students sign out and stamp their own books and other resources? The answer could be presented in point/counterpoint form.

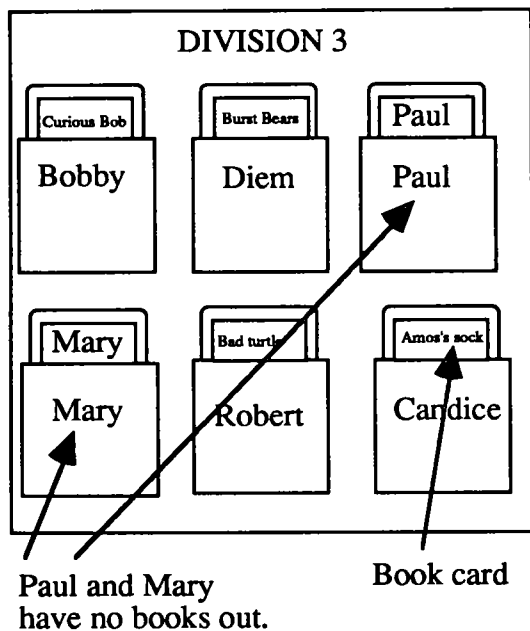
ANSWER:

Most students should learn to circulate their own books. Students in the primary grades sign out a prodigious quantity of books. If you signed them out that task alone would represent a monumental quantity of work. Because student ability levels vary widely, some students will have to be monitored more closely than others.

Circulating out books teaches children to take responsibility and to keep track of things. If you do the job for the children, you lose a teaching opportunity. Since this is a skill that the children are learning, you cannot expect perfection. Any teaching you do is based on the assumption that children are learners. Time that you invest in teaching kids how to do the library routines themselves pays off every time they sign out a book. If teaching students to assume responsibilities is part of your educational philosophy, use it in whatever context you can. Problems are true opportunities for learning.

Much of the frustration of having primary students sign out their own books has to do with difficulty decoding the children's brave but sometimes flawed attempts at printing. If you have students stamp their own cards, the stamp pad or the ink pad will go missing, and some of the stamp impressions will be unreadable. Pocket charts are one method of dealing with these problems. They provide a degree of redundancy that helps you to match books to names. When designing the system, consider what your students are capable of, the population of the school, and how to display and store the pocket charts most effectively. They could be hung on a line like clothes, put on a flip chart stand, or hung on the wall.

In any pocket chart system, each class has one pocket chart:



Before school, library monitors stamp date due cards for students to use throughout the day. They make sure the area is stocked with pencils or pens. Consider updating the date due weekly instead of daily. The books will always be due on the same day of the week, so students may find it easier to keep track of them.

When students take books, they take the card from the book and print their name and division on it. They put the book card in the pocket chart behind their name (and/or picture). They take a date due card and put it in the book. For primary grades, you can keep tighter control by restricting the number of books that students have at any one time. You require that they put a name card from the pocket chart in the pocket of the book they want. When they run out of name cards, they can't take out any more books until they return one. Since stray books will have a clearly printed name card in them, the corresponding cards will be easier to find in the pocket charts. You could reward students who help out or who consistently keep their affairs in order by giving them a different colour card set and one or two more

cards. You might wish to allow teachers to take charts into the classroom so that they can do a book exchange within the classroom.

To return books, students remove the circulation card from the pocket chart and return it to the book. Students remove the date due card from the book and put it in a receptacle by the book return container. If you have supplied primary students with coloured name-cards, they remove it and use it to sign out another book, or return it to the pocket chart. Some schools have "reading buddies", intermediate students who read with primary students. One of the responsibilities of a "reading buddy" could be to accompany primary students to the library to help them learn to sign out and return books.

At the end of the school day, the library volunteers check the charts for the right number of cards, and stamp the book cards in the pocket chart with the date due. An adult should check student work.

The general system of organization for pocket charts can be applied to charge trays or ring binders. Strive for simplicity. Set up the system so that students learn responsibility. No system is perfect for any circumstance. Be prepared to critically evaluate and fine tune the system you decide on.



THE PORTRAIT: PAULETTE BOURGEOIS

by LINA D'ONOFRIO, *The Bookmark* Editorial Board

Paulette Bourgeois is a popular children's writer who is best known for her books about Franklin, a charming and lovable turtle. Bourgeois was born in Winnipeg of a Mennonite mother and a francophone father, and lived a happy life filled with Brownies, swimming, baseball and skiing. She and her sister Cheryl had the usual sibling rivalries but today are the best of friends. She dedicated her book *Big Sarah's Little Boots* to her sister. When Bourgeois was eight years old her family moved to Calgary for a year and then to a suburb of Ottawa. She spent her teenage years in Beaconsfield, near Montreal. Bourgeois was an avid reader, and found that reading and writing in her journal helped her to survive the difficult teenage years.

Bourgeois graduated from the University of Western Ontario in 1974 with a BSc in Occupational Therapy. She worked in this field for a short time before deciding to go on to Carleton University to study journalism, after which she worked briefly for a newspaper and then as a TV reporter. In 1980 she married journalist Ian Urquhart and moved to Washington where Urquhart was stationed for a year. While there she wrote articles for *Maclean's* magazine and *Reader's Digest*. The couple moved back to Toronto where her two children, Natalie and Gordon, were born. Bourgeois admits that even though she read a lot as a child, it wasn't until she started writing children's books that she read some of the great children's classics and found that having children and writing children's books went hand in hand.

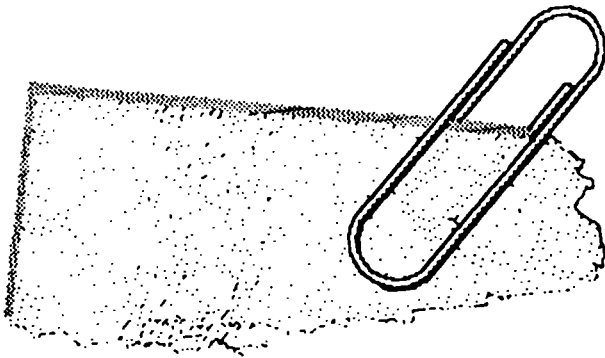
Bourgeois published her first book *Franklin in the Dark* in 1986 with Kids Can Press, and has continued to publish exclusively with them. She got her inspiration for the character of Franklin the turtle after watching M*A*S*H on TV and hearing a claustrophobic Hawkeye Pierce say, "If I were a turtle, I'd be afraid of my own shell." However getting her first book published took a lot of perseverance and resulted in numerous rejection letters before Kids Can showed interest in Franklin, whose story then went through six revisions. Brenda Clark's bright and colorful illustrations helped bring the likable turtle to life for young readers. Bourgeois

has added three more to the Franklin series: *Hurry Up Franklin* (1989), *Franklin Fibs* (1991), and *Franklin is Lost* (1992). One reason the stories are so popular is because the character has problems that children can relate to, whether it is being afraid of the dark, telling a fib, or getting lost. She starts on a positive note with all the things that Franklin can do, before going on to discuss the problem that the young turtle has. "Although the stories impart important information or subtle lessons, they always contain a satisfying blend of humour with plot."

Also very popular is *Big Sarah's Little Boots* (1987), a colorfully illustrated tale about a little girl who wonders why her yellow boots have shrunk. She does all she can to make them grow but in the end learns that it was really her feet that grew. *Grandma's Secret* (1989) is about a young boy whose grandma tells him that there is a bear in the basement. He eventually overcomes his fear and learns what his Grandma's secret really was. Non-fiction books by Paulette Bourgeois include *The Amazing Apple Book* (1987), *The Amazing Paper Book* (1989), and *The Amazing Dirt Book* (1990). Bourgeois also wrote a series of four books about community workers, including garbage collectors, fire fighters, police officers and postal workers. Illustrated by Kim LaFave, they inform young readers in a humorous, accessible style. Two of her books, *Grandma's Secret*, and *Too Many Chickens* have been translated into French.

When children ask Bourgeois how she writes her books, she tells them that most of the stories are already completed inside her head before she starts to put them down in print. She used to write her final draft on a typewriter, but once she overcame her fear of computers found that they made the editing of her work much easier and saved time. She does add, however, that writing non-fiction books is different because she has to not only do research but work the text through a preliminary stage before writing the final draft.

Paulette Bourgeois has received the Canada Council grant and a Children's Choice Award. Her advice to young writers is to read as many books as they can and to write, write, write. She says not to be discouraged by mistakes because that's how we learn. Her readers will be happy to know that she has a new book coming out called *Franklin is Bossy*.



NOTES AND NEWS

UBC SUMMER SESSION 1993 - INSTRUCTORS

- LIBE 381 (Administration of the School Library Resource Centre) Dr. A. Clyde
LIBE 382 (School Library Resource Centre Programs) Ms. M. Haines
LIBE 383 (Selection of Learning Resources I) Ms. J. Hinchcliffe
LIBE 385 (Organization of Learning Resources) Ms. N. Tattersall
LIBE 387 (Information Services I) Mr. Gerald Soon
LIBE 389 (Resource-based Teaching) Ms. Janet McKinlay
LIBE 527 (Seminar in Teacher Librarianship) Dr. A. Clyde
To obtain a full calendar, call (604) 822-2844. For more specific information on a particular course call (604) 822-5788.

CUEBC FALL CONFERENCE

The Computer Using Educators of British Columbia are holding their fall conference November 5 & 6, 1993. The theme is "Don't leave the 20th century without IT". IT stands for information technology. CUEBC Program Committee, #101-9250-120th Street, Surrey, B.C. V3V 4B7 Phone 582-8902 FAX 266-9916 E-Mail: skoshman@cue.bc.ca

ALBERTA EDUCATION SIGNS CanCopy AGREEMENT

Teachers and teacher-librarians in Alberta will soon join those in Ontario and Manitoba in making legal copies of copyrighted material. The licence will

allow copying of 10 percent of a published work, an entire chapter, short story, play, essay, article, poem or item of print music from a book of periodical, or an entire entry from an encyclopedia, dictionary or similar reference work. For more information, call Eunice Easton, Education Consultant, Alberta Education, 427-2952.

KIDS WORLD MAGAZINE

This glossy publication is offered free of charge to students in grades four, five and six. The articles in the 16-page sample issue reflect hot topics of interest to the age group, but are strongly American in flavour, despite the publishers' assurance of Canadian content. It is paid for by large ads from such companies as Nintendo and Pepsi. Nevertheless teacher-librarians and classroom teachers may be able to make use of it. Write to *Kids World Magazine* c/o MIR Communications Inc. 309 - 93 Lombard Place, Winnipeg, Manitoba R3B 3B1 Phone (204) 942-2214 FAX (204) 943-8991

EDUCATIONAL TRAVEL '93

The publishers of the above title have asked *The Bookmark* to notify readers of this offering which they call *The Canadian guide to learning vacations around the world*. It lists study tours offered by Canadian universities and colleges. In addition it provides descriptions of language schools around the world, Third World travel, eco tours, and other educational vacations. This notice will be a little late for this summer's planning for our readers, but perhaps for next year? Write: Marketing and Communications, Athabasca University, Athabasca, AB T0G 2R0 Phone (403) 675-5864 FAX (403) 675-3420 \$16.26 includes postage, handling and GST.

PITA FALL CONFERENCE

The Provincial Intermediate Teachers' Association annual fall conference theme is "The ABCs in '93," October 14, 15 & 16, 1993, in Richmond, B.C. Keynote speaker: Robert Reasoner: "Self esteem - who you are makes a difference." Carrol Whitwell, 7500 Cunliffe Road, Vernon, B.C. V1B 1T3

ULTRA HIGH-TECH SCHOOL OPENS

The new Burnaby South high school has: no clocks (call up the time on a television screen); 185 video monitors in classrooms and hallways throughout the school; 300 IBM computers; a 220-metre indoor

running track; a recording studio; a 620-seat theatre; and a "head room" in the library resource centre. The head room is the school's communication headquarters. It's a room full of VCRs and fibre optics linking each classroom in the school to communication networks around the world. The school opened in February in Burnaby, one of the municipalities in the Vancouver metropolitan area.

According to Blair Brown, a teacher-librarian from Burnaby, the original plans for the high-tech library resource centre didn't include much space for books. It seems the architects thought books would be unnecessary, probably outdated. The teacher-librarians were able to convince them otherwise, a wall was moved, and shelving provided. BCTLA is hoping to arrange a future conference at this site.

BC PRIMARY TEACHERS' ASSOCIATION FALL CONFERENCE

This is the 30th Annual Fall Conference for this organization. "Let's Lighten Up" will be held in Victoria at the Victoria Conference Centre, October 15-16.

CSLA ASSOCIATE MEMBERSHIP

"A special category of Associate membership in the Canadian School Library Association (CSLA), a division of the Canadian Library Association, is now available exclusively to teacher-librarians in Canada who are members of both a provincial school library association and a professional organization affiliated with the Canadian Teachers' Federation or other professional groups as approved by CLA. This new membership option, with annual dues of just \$50.00, is especially designed for those who are both educators and library professionals, offering alternative choices of services and member privileges that reflect the dual responsibilities of the teacher-librarian." Contact Canadian Library Association, Membership Department, 200 Elgin Street, Suite 602, Ottawa, Ontario K2P 1L5 Phone (613) 232-9625 FAX (613) 563-9895

PROGRAM AGAINST RACISM

The BCTF, the Ministry of Education and the Ministry Responsible for Multiculturalism and Human Rights have collaborated to sponsor workshops focusing on multicultural and antiracist concepts and content. The workshops have been

designed and field tested. Now the BCTF is calling for volunteers to be trained to deliver and facilitate these workshops through BC. Of special note to teacher-librarians is the workshop "Contemporary Books Reflecting Canada's Cultural Diversity", developed by BCTLA members Pat Parungao and Gerald Soon. PAR Associate training will be held August 18-20, 1993, at UBC. Workshop delivery training will be also be held in August at UBC. Contact the BCTF for details.

PEARSON-ON-THE-PRAIRIES

This event has been cancelled for this summer due to a lack of registrations. Convenors Arne Handley and Don Hamilton will announce other options, locations, etc. for a future session.



READING CHECKLIST^v

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

Special thanks for assistance is due to *Bookmark* editor Ruth Allman, who suggested several very interesting articles that are included in this column.

EDUCATION AND TECHNOLOGY

In the January 1993 issue of *Computing Now!*, David Jones-Delcorde discusses "The Fusion of the Future: Where Education Meets Technology." In his view, changing information technology will change the nature of work, thus necessitating a significant change in education.

Education in the future will be different in a number of key areas:

1. There will be more non-traditional education such as distance-learning, television courses, and company seminars.
2. More in-house company courses will become part of college diploma and degree work.
3. Theory in university coursework will be supplemented by increased emphasis on practical applications. The line between formal university work and company training programs will blur as a result.
4. Education will become more international in scope as students use worldwide information sources to find solutions to international problems.
5. "The increased access to information will require that the education system teaches students to manage it: sifting through the quantity for the quality and the relevant, and then applying the information to the problem at hand."
6. Students will have to learn to think geometrically, using such methods as case analysis.
7. Intergroup and intragroup communication skills and techniques will become necessary as students are expected to resolve complex issues and problems.

Jones-Delcorde believes that some of the necessary changes are already well under way. He cites River Oaks Public School in Oakville, Ontario, as an example of a school which is moving in the right direction. For those who are afraid that emphasis on technology will mean a loss of humanities programs, his description of the curriculum in River Oaks will be reassuring.

One wonders what Jones-Delcorde would say about "Burnaby South 2000" (*Teach*, February/March, 1993, pp. 14-16). Will the "learner-centred" approach, the "community of learners" philosophy, and the wealth of information technology included in this Year 2000 school result in the type of educational change that is needed? Author Dave Cunningham seems impressed by the technology, but not entirely convinced that the whole BC experiment will prove fruitful. This is particularly so because a technological retrofit of the province's schools is an expensive task we are unlikely to achieve in today's economic climate.

INSTRUCTIONAL STRATEGIES

The Saskatchewan Teachers' Federation has developed a number of worthwhile booklets which each cover a strategy in a concise, graphic manner. They are particularly appropriate for a teacher or teacher-librarian wishing to try a new strategy, for they give the essence of the approach and provide a bibliography of additional resources.

The only weakness of the series is that the connection to resource-based learning and library programs is not made in most of the booklets. Still, these professional resources can be effectively used within the context of planning library units of study. In addition, teacher-librarians who wish to hone their own teaching skills will find these to be practical aids.

In the following list of titles available at this time, I have marked with an asterisk those that I found most useful, based on my current needs. Others will undoubtedly have different preferences. The titles are:

- *Practical Guide to Peer Coaching.*
- *This is a Yes: Concept Attainment..* * This strategy is not used as much as it should be by teacher-librarians, yet the resources in the library offer many possibilities.
- *What Would You Do? Inquiry in the Classroom.*
- *Planning Adventures: Synectics.*
- *Glad You Asked That! Questioning in the Classroom.*
- *Opening the Door to Cooperative Learning.*
- *Think About It! Critical and Creative Thinking.* * There is nothing really new in this booklet, but it is an excellent summary.
- *Where Did You Get That? Resource-Based Learning.* * This is a handy title to show to teachers who are new to cooperative planning and teaching, or to the use of a wide range of resources.
- *Something for Every One: Ideas for Individualizing in the Classroom.*
- *Can We Talk? Effective Lecturing in the Classroom.* * This title really fits the "activating prior knowledge" mode that is so evident in the Primary and Intermediate programs.
- *Picture Peer Partner Learning.*
- *Reflective Teaching.*
- *F.Y.I. — For Your Imagination — Focused Imaging.* * The neat part of this booklet is that imaging is applied to secondary content areas that would not be most people's first choice for using this strategy.

Each of the titles sells for \$10.00, plus postage, handling and GST. To order, or for brochures giving more information about the booklets, write to:

Saskatchewan Professional Development Unit
P.O. Box 1108
Saskatoon, Saskatchewan
S7K 3N3

LEARNING STYLES

Rita Dunn's work on learning styles is well-known to most teachers. In the March-April 1993 issue of *Emergency Librarian*, she turns her attention to the "Learning Styles of the Multiculturally Diverse."

As one of those disadvantaged learners who is turned off by educational jargon, particularly when it is accompanied by statistics, I was a little discouraged at the beginning of this article. However, I was persistent, and was rewarded by discovering that this character trait is more typical of females than males, and that research indicates that females' more padded posteriors give them an advantage in that they are more comfortable sitting for long periods of time. Well, with an information tidbit like that to hold onto, my motivation to find out more was considerably heightened!

The article offered some comparisons of what learning conditions best suit different ethnic or cultural groups, low and high performance groups, males and females, and gifted and non-gifted students. The low number of students (of all categories) who prefer learning by listening is a signal that all teachers should heed. There is real meat in the discussion presented, not just tidbits!

Dunn concludes her article with a list of questions about learning styles that still need to be answered through further research. An extensive bibliography is included.

ON-LINE SEARCHING

Joyce Kasman Valenza describes the program she has developed to teach grade nine science classes and economics classes about the "The Joy of Searching" (*The Book Report*, September/October, 1992, pp. 26-27). This concise article presents a lesson outline on utilizing Dialog databases, and demonstrates how to increase students' interest in the on-line search process. In Valenza's view, "Searching

can be fun if it is presented as a challenge with time and money constraints." Critical evaluation of the search strategies attempted is an important part of her program.

PROFESSIONAL DEVELOPMENT

One of the continuing cries of teacher-librarians is that teachers simply do not read, and so end up using old familiar titles with students instead of the many exciting books that continue to be published. In "Turning Teachers into Readers" (*School Library Journal*, January, 1993, pp. 31-33), Mary Sue Dillingofski offers one possible solution to this problem.

In the United States, the Association of American Publishers Reading Initiative project has been successful in establishing Teachers as Readers groups. Now the American Association of School Librarians and the International Reading Association are also becoming involved. Some of the reader groups described are school based, while others are not, but all feature teachers reading children's books, sharing them with other teachers, and discussing their reactions to books. The books in the library resource centre become the focus of the teachers' exploration of literature, and often the teacher-librarian serves as a group facilitator.

Book budgets have been positively affected in those schools where the principal has become involved in the Teachers as Readers group. Exposure to the literature builds an understanding of what it can offer to the students and the teachers. Buying more books is the obvious sequel.

This article is valuable for its ideas about how to get such a project started. It includes sources for further information.

PROGRAM EVALUATION

Loucks' and Hall's Concerns-Based Adoption Model is the centrepiece of an article by Linda Rafuse and Ruth Law which is titled "Evaluation: The Key to Growth" (*Emergency Librarian*, January-February, 1993, pp. 25-29). Each of the "Critical Components" of cooperative program planning and teaching are examined in a four stage "Imple-

mentation Profile":

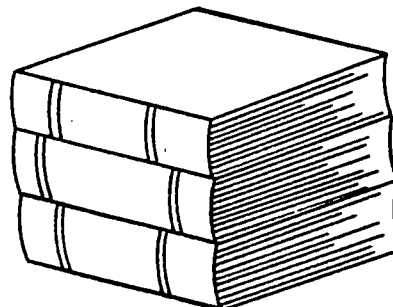
1. Awareness;
2. Mechanical Use;
3. Routine Use;
4. Refined Use.

The well organized chart format enhances the clarity of the direct statements of what the teacher-librarian does at each stage with each of the components. It provides another sample that can be used in conjunction with the model in *Developing Independent Learners*.

THINKING SKILLS

I have been reading a lot of books and articles about thinking skills lately. They range from the "cute" but creative approach through the earnest but deadly dull to the occasionally stimulating. I seemed to be doing a lot of reading for little impact. Then, browsing through my bookshelves at home, I rediscovered *Teaching for Thinking: Theory, Strategies, & Activities for the Classroom*. This classic is full of good ideas for both elementary and secondary education, as well as offering brief theoretical descriptions that establish the framework for the ideas and activities described.

Although originally published in 1986, this title by Louis E. Rath, Selma Wasserman, Arthur Jonas, and Arnold Rothstein (Teachers' College Press; ISBN: 0-8077-2814-4) still holds its own. I recommend it as an "oldie but a goodie."



THE DEEP END

Asking some very important questions

by DONALD HAMILTON, Education Librarian, University of Victoria.

A couple of months ago I had the good fortune to find myself at a dinner table in a private dining room with most of the principals of a small school district in B.C. I relished the banter and small talk that ricocheted around and across the table during dinner. The group had its regular meeting prior to my arrival and had completed their serious business for the evening. I was the dessert, now that cigars are out of fashion. I was not their idea, but the result of overtures made on my behalf by teacher-librarians in that District. I have chosen to be oblique about the District, not to protect anyone but rather to provide some objectivity to this exercise.

I asked these principals many questions about the school library in general, about the school libraries and resource allocation in that District. The major questions were presented to them in print as I began my "entertainment". They were as unprepared for my questions as I was for their answers. It was a useful exercise for me and I believe for them.

I believe that there are many key issues that must be squarely addressed if the teacher-librarian and the school library resource centre are to advance in this hotbed of perilous priority setting. Remember that we only need about \$250 per student (in a school of 400) to provide an exceptional educational structure that would give substance to the words "resource based learning and teaching". That money would allow for a full-time qualified teacher-librarian to deliver the program, a trained experienced library technician to organize and maintain the library resource centre, and a decent materials budget that would allow the development of a collection that could make the school itself into the library. The scarcity of resources that so limits our ability to deliver the learner-centred program we want would be undone.

Ask the questions! Find the mechanism in the District that will allow the dialogue to begin! Add all the supplementary issues you can find! Search for great solutions in the programs you have and the programs you want!

We all believe that it will be impossible to achieve the goals of this (or any curriculum) without quality learning materials (in all media formats) and the skills to use them well. We simply have to come to realize that we will never be successful without the active support and understanding of our teaching colleagues.

Whether clear or garbled, tumultuous or silent, deliberate or fatally inadvertent, communication is the ground of meeting. ...It is in short, the essential human connection. Ashley Montagu & Floyd Matson

Considering the School Library Resource Centre: Some Questions for Principals in BC Schools

1. *Developing Independent Learners: The Role of the School Library Resource Centre* is a Ministry of Education publication produced in 1991. Has this document been discussed in your schools? Has every teacher been encouraged to read and consider its import to teaching and learning in the school and district?
2. Has the teacher-librarian's role in your school been defined by the teaching staff? Is there a clear understanding of that role in relation to the new curriculum thrusts? Is there a clear distinction between the "school library" and the "school library program"? Do all the teachers in the school engage their pupils in the school's library program?
3. Is the school library program in your school measured in terms of the curriculum objectives the staff has set for itself? Do you expect to see evidence of that program as you evaluate teachers and learning programs in the school?
4. Is the school library budget in your school determined by the teaching staff as they plan their instructional programs? Are the holdings of the District Resource Centre related to the holdings of the school libraries? Does the DRC act as a primary support for the school library?

5. Is there a clear expectation from the District that the school library program will be evaluated against District goals and policies? Has the District developed instruments to assist in this process?
6. Is there a need for in-service training for teachers on the role of the school library in teaching and learning?
7. Has the school (and District) been able to find a balance between "school learning resources" and "school library resources"? Will the school library and the teacher-librarian play a larger part in meeting learning resource needs of the school and classroom?
8. Has the District established a mechanism (Task Force, Standing Committee, Council?) to ensure that learning resource provision is a system-wide priority with many participants and needs?

Donald Hamilton, Education Librarian, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2
 (604) 721-7899, FAX 721-7767, email:
 ldivref@uvvm.uvic.bc.ca

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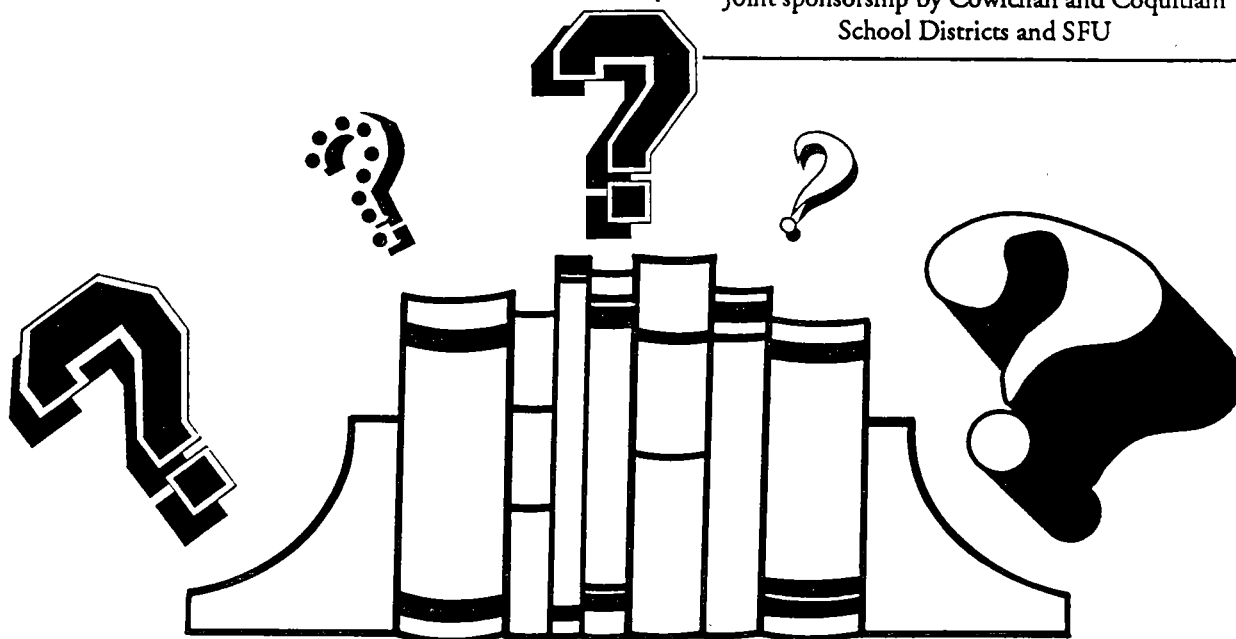
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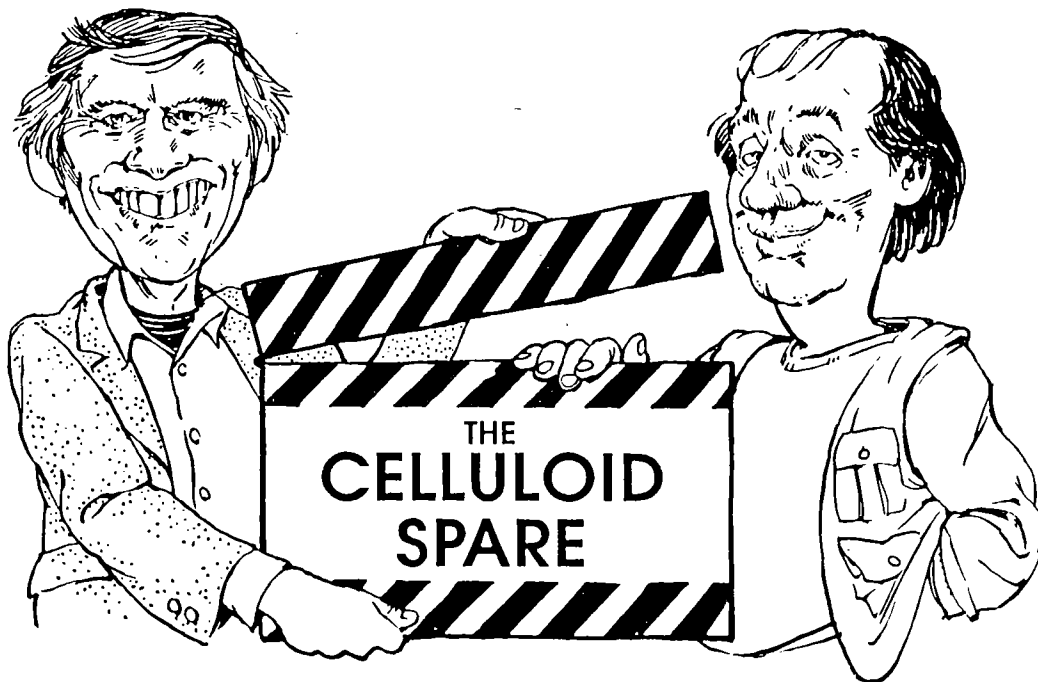
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Diane Austin, phone (604) 748-0321
 Fax 748-6591

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JAN CLEMSON, National Film Board, and CHUCK HEATH, Teacher-Librarian

NEW RELEASES— FOR THE ENVIRONMENT

PROTECTING OUR PLANET
N. F. B. and International Council for
Educational Media
1991

This seven-part video series (on two cassettes) from seven countries explores ecological issues suitable for elementary classes. Each story depicts children taking action to make a positive change in their immediate environment. The seven stories come from Austria, Canada, Catalonia, France, Iceland, Portugal and Sweden. They are approximately thirteen minutes each and have English dialogue. Canada's story, *Logging with Patience*, comes from near Quesnel. Patience is the name of a horse, and the subject of the story is a teenage girl who works with her father in a horse-logging operation, a striking alternative to clear-cutting. Each of the two cassettes comes with a unique teacher guide/video jacket providing background information and suggested teaching activities. The package is available from the National Film Board for \$49.95 plus taxes.

**PRAIRIE GRASSLANDS— WIND
COUNTRY**
N. F. B.
48 min, 1992

For those who appreciate exquisite photography, this production is a real feast for the eyes. At the same time it is a carefully crafted examination of the ecology of the prairie grasslands. This wind-swept land is a magical blend of grassy, sculptured badlands, wooded coolies and water-filled sloughs, each with its distinctive community of characters. The description of the interrelationship of flora, fauna, and climate gives a clearer understanding and appreciation of this unique ecosystem. This film is ideal for upper elementary and secondary classes in geography, science, environmental studies, biology and ecology.



AN ABSOLUTE MUST

FIRST NATIONS: THE CIRCLE UNBROKEN

N. F. B. and Face to Face Media
1993

A trio of First Nations educators, Lorna Williams, Geraldine Bob and Deanna Nyce, has collaborated with Face to Face Media director Gary Marcuse and the National Film Board Pacific Studio to create a comprehensive study package on First Nations issues. This dedicated crew previewed over 150 productions to select the best excerpts for this unique teaching package.

Along with the help of many classroom teachers, materials for the Teacher's Guide were developed and edited into useful and practical strategies to get the most use from these 20-minute programmes suitable for ages nine to adult.

The thirteen programmes cover the following areas and issues: Low flying bombers in Labrador, Quebec hydro dams, epidemics, cultural genocide, the environment, spirituality, and Aboriginal title to the land. The study excerpts came from such award-winning films as *Potlatch*, *As Long as the River Flows* series and *Standing Alone*.

The series come on four videocassettes with four copies of the 56-page Teacher's Guide. Because the Aboriginal Education Branch of the B. C. Ministry of Education was one of the major funders of this production, B. C. schools can obtain this series at a special price of \$99.00 (plus handling and taxes) from Image Media Services Ltd., your regular suppliers of approved educational materials. The complete kit can be rented from the National Film Board in Vancouver for \$12.00 per day. Telephone: 1-800-661-9687 or 666-0716.



NEW RELEASES— FOR THE ARTS

PIERRE LEFÈVRE ON ACTING

N. F. B.

39 min., 1992

Drama folk will warm to this new video about this extraordinary internationally renowned drama teacher who uses masks to guide his students through explorations of the physical, vocal and inner life of a character. Pierre Lefèvre is shown with his students at the National Theatre School and follows their development over a five week period. This video would also be an ideal resource for professional development and staff meetings as it shows a master teacher at work revealing his talents as students react with pure joy at their new-found skills.

SEURAT: THE REALM OF LIGHT

N. F. B.

23 min., 1992

In Paris in 1880 when the Impressionists dominated the art scene, a brilliant new talent was about to emerge. George Pierre Seurat was passionate about light. He painted with neat specks of pigment arranged with clinical orderliness to yield a work of translucent beauty. Although his work was vilified by the art establishment and the impressionists dismissed him as “the notary,” he went on to become the father of Pointillism, creating a style that was so revolutionary that it anticipated, over 100 years ago, modern colour technologies used today in television and digital imagery.

**THE COLOURS OF MY FATHER— A
PORTRAIT OF SAM BORENSTEIN**

N. F. B.

29 min., 1991

An Oscar nomination and a Genie award are only two of the many honours that this beautifully created film has received. Joyce Borenstein, animator-director,

has woven together a loving, yet probing story of the life of her father, a Lithuanian immigrant who escaped war and persecution from his homeland and came to Montreal, where painting became his passion. Twenty years after his death, his daughter Joyce skilfully integrates archival materials, filmed sequences, the paintings themselves, and reminiscences of friends and family, to bring Sam's work to life.



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
#1006—2060 Bellwood Avenue
Burnaby, BC V5B 4V2

Reviews are edited by Judy Giles and input by Alwyn Pollard.

The Canadian Education Index regularly scans and indexes “BCTLA Reviews” which is published in *The Bookmark*.

Items reviewed include print and non-print materials. To be considered for inclusion items should have a significant association with the province of British Columbia through the author, performer, producer, publisher or subject matter; and should have been published within the last three years.

NON-FICTION

299

Ridington, Robin.

Little bit know something : stories in a language of anthropology. —

Douglas & McIntyre, 1990. — 281 p. : ill. — ISBN 0-88894-681-3.

Tsattine Indians - Religion // Indians of North America - British Columbia - Religion // Anthropology - Philosophy.

The stories referred to in the title are those of the Dunne-za or Beaver Indians of northeast British Columbia. The author spent many years with these people and his book provides a sympathetic view of their culture and personalities.

It is quite remarkable how stories from different cultures enjoy many common elements. For example, Chinese literature has its own Cinderella, and many of the fairy tales from various parts of Europe have similarities which cannot be simply explained. So it is with the stories of the Dunne-za, where elements of Aesop and the Brothers Grimm appear to be present. Robin Ridington accompanies these stories with a detailed analysis of their meaning and how they relate to the Dunne-za background. I must admit that my knowledge of anthropology is such that I had to accept much of the author's observations at face value, but it is clear that Ridington's observations are the result of much consideration and knowledge. He also has the gift of encouraging the reader to go beyond the written work and think deeply about the society, and the people, who form the heart of his book.

The content is clearly most appropriate to post-secondary students of anthropology, which is a pity because it offers many insights into the fascinating world of the Dunne-za, a world which is less materialistic and more spiritual and closer to the earth than that of the average urban Canadian. This book can be read with advantage by any teachers seeking insights into the character and customs of our native people.

John D. Crawford, Marigold School,
SD#61 (Victoria).

327.1

Goldberg, Kim.

Submarine dead ahead! : waging peace in America's nuclear colony. — Harbour, 1991. — 159 p. : ill., maps. — ISBN 1-55017-053-8.

Nuclear submarines - Testing // Nuclear weapons - Testing // Antinuclear movement - British Columbia // Canada - Military policy.

Harbour Publishing
PO Box 219
Madeira Park, BC
V0N 2H0

This is the story of the Nanoose Conversion Campaign, a group which, in the mid-1980's, led the public opposition to the testing of anti-submarine missiles at the Vancouver Island base in Nanoose Bay. The Campaign, numbering as it did Victoria's Raging Grannies among its more public supporters, had a distinctly amateurish flavour, which must be expected in any truly grass-roots movement. However, the nature of its campaign, was and remains deadly serious. The end of the Cold War has removed much of the immediacy behind many activities in the Peace movement; however, the recent Gulf War, the never ending hostilities in the Middle East, and the killing which has followed the geographical realignment of certain of the countries of Eastern Europe, shows the continuing need for action to promote negotiation as an alternative to violence.

The heart of this book is a detailed narrative about the activities of the campaign. The members of the group are shown as sincere, committed people, with a genuine abhorrence of war and all of its accoutrements. Their opponents at the local level are shown as people with economic security as their motivation, those at the national and international level as having less human agendas. One danger faced by Kim Goldberg is that in having a cause which is so obviously right, she could express herself in terms which appear self-righteous, and there are certain points in the text which suggest that

she has been unable fully to avoid that danger. Nevertheless, she has provided a cogent picture of the local activities of the peace movement of the time.

The plea for a new road in Canadian politics which ends this book, comes from the heart of the writer. The problem lies in providing the political clout to bring about the necessary change in direction. There is an underlying sense in this book that it will be necessary to effect profound changes in the system, and in the minds of a population long steeped in materialistic values before these changes in direction will take place.

The book contains several interesting photographs and map diagrams. The narrative has a sound chronological flow, and my chief difficulty with the text lay in the prevalence of acronyms. This book can be recommended for secondary schools, particularly in British Columbia, where many students may be unaware of the Nanoose Bay episode.

John D. Crawford, Marigold School,
SD#61 (Victoria).

810.8

InVersions : writings by dykes,
queers & lesbians / edited by Betsy
Warland. — Press Gang, 1991. —
273 p. — ISBN 0-88974-036-4. —
\$15.95.

Gay women - Addresses and essays //
Gay women - Literary collections //
Women authors.

This volume contains very mature subject matter. It provides amazing insights into the process, context and inspiration of writing which is intimately linked to the homosexuality of the authors. This unique publication offers us a window of observation into the way writers develop and how one aspect of their personality, their sexual orientation, informs, nurtures and causes many painful obstacles in the path of their writing careers. This is not a book about writers who just happen to be lesbian-but a book by lesbian writers which expresses how their sexuality has influenced them as writers.

There is a rich array of essays by very diverse personalities—each adding their own particular voice to the choir—some producing harmony and others discord. These are revealing and articulate essays forming an unvarnished and even “raw” exchange—making a teacher-librarian think about how often we might censor by omission simply to avoid the inevitable parent who will dun us and everyone who will listen with self-righteous outrage against some lifestyle they find ‘abnormal’ or offensive, thus rendering some written works “unsuitable for children.” This anthology is difficult to read for emotional reasons. Two writers, Anne Cameron and Chrystos, ripped layers of my skin off as I read their contributions. Recommended for a professional collection in a senior secondary library as an unflinching look at a serious topic. It asks and answers all the big questions about writing and writers.

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

UNCLASSIFIED

Alderson, Sue Ann.
Sure as strawberries. — Red Deer
College, 1992. — unp. : ill. — ISBN
0-88995-087-3. — \$14.95.

This is a delightful children's pattern book that takes place around the 1930's in rural North America. Every summer, Mattie loves to visit her Uncle George and his family of twenty-eight goats. Uncle George has a special gift, he is a water diviner, and Mattie accompanies him whenever he goes to locate a new well. One summer, Uncle George falls and breaks his arm. At the same time his own well dries up and he is unable to locate the divining gift.

This is a story about the love, caring and commitment that Mattie and George have for each other and the family of goats. It is also about the strong ties formed in small rural communities and the necessity for all to work together.

The author, Sue Ann Alderson, explores the themes of personal uniqueness and self-empowerment through Mattie's efforts to find the gift within herself, and to help her uncle all on her own. The illustrations are beautifully done and enhance the story.

A good addition to any primary collection. Ages 4 - 6.

Janet McKinlay, Teacher-librarian,
Churchill Secondary School, SD #39
(Vancouver).

Armstrong, Jeannette.
Breath tracks. — Williams-Wallace/
Theytus, 1991. — 112p. — ISBN 0-
88795-096-5.

Jeannette Armstrong, an Okanagan Indian, is a novelist, poet, children's story writer, and educator who lives in Penticton, BC. The sixty-two poems that comprise *Breath Tracks* are divided into four categories: From the Landscape of Grandmother, History Lesson, Fire Madness, and Wind Woman. Armstrong's style is sparse and clean and steeped in Okanagan symbolism. She writes of native pain and loss of history in an elegant, refined manner. Non-native readers will enjoy the beauty of her words and images but may have difficulty understanding their meanings. This collection is highly recommended for heavily used Canadian poetry collections. Suitable for secondary school libraries.

Karen Peplow, Teacher-librarian,
Centennial Senior Secondary School,
SD#43 (Coquitlam).

Bowen, John.
Canadian guide to international
adoptions : how to find, adopt, and
bring home your child. — Self-
Counsel, 1992. — 214p. — ISBN 0-
88908-538-2. — \$11.95.

A Canadian Guide to International Adoptions is another succinct and useful addition to the Self-Counsel line of self-help books on legal and other related topics. Typically, it offers questionable durability, but it is at a price which, by today's standards that is probably quite reasonable. Also typical is the detailed table of contents, which at eight and a half pages, more than adequately makes up for the lack of an index.

The text is well organized and detailed, and ranges from ethical issues (why adopt abroad?) to very practical matters (how many diapers should you carry?) Samples of Canadian government forms are shown, filled in, and there are many relevant addresses throughout the text. Additional addresses are listed in an appendix.

Adoption procedures in all countries that belong to National Adoption Desk programs are described under nine headings, followed by a further sample of ten non-program countries. Provincial governments' involvement in international adoptions is also described.

Robert Jackson, Teacher, J.Lloyd
Crowe Secondary School, SD#11
(Trail).

Although the topic of international adoptions is too esoteric to be dealt with in a course such as Law, this book might very well be a useful resource in a Family Management course or another similar course. Its purchase is recommended where such a course is offered, for use as a student and teacher reference.

Charles, Daphne.
Moonjewel. — Daffodil Book
Production, 1992? — 28p. : ill.

This slight book in just four chapters is the story of a young girl whose father was a white surveyor and mother was a Matanekee Indian. Upon the death of the mother, Sweetsong, the child, Moonjewel, is sent back to her mother's camp. The child must find her own way through the forest to a place that she has never been. Not only was this plot unconvincing, also were the rather contrived names of the characters.

Eleanor Elliott, Teacher-Librarian,
Laurier Elementary School, SD#39
(Vancouver).

The intended audience is unclear. The soft cover chapter format, with three black and white drawings would not appeal to young children, the story line would not attract older children. I would not recommend purchase of this book.

Conkin, Jake.
Silver 'n Silver and other things too!
— Spur Graphics, 1991. — 56 p. : ill.
— ISBN 0-9695300-0-5. — \$9.95.

This slim volume of "cowboy poetry" would best be appreciated by cowboys themselves. Its subject matter and style do not lend themselves well to many school libraries, especially those in urban areas. Schools in the Cariboo area of British Columbia might consider this book because it provides an authentic view of the life of the cowboy with all its pains and joys. It does reflect an aspect of life in BC and Alberta which is often neglected in fiction, and is noticeably absent in poetry collections. There seems to be a growing interest in this genre and groups have formed to hold readings and organize Gatherings in BC, Alberta and Montana.

I personally did not find this title engaging and felt that there was a sameness about the poems—the same four stanzas with a similar rhyme and rhythm in each poem. There are some lovely descriptive lines:

The Big Dipper pours out
Its last cup of starlight
The moon - a silver concho
Mellows an early mornin' bite.

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

Respect for nature predominates but it is not portrayed powerfully enough to have an impact. The main characters are horses, reflecting their crucial importance in the cowboy lifestyle. Sentimental, even corny at times, and liberally sprinkled with slang expressions, these poems are just too lightweight for serious consideration and are more appropriate for the Gatherings for which they were written.

Colombo, John Robert.
Worlds in small: an anthology of
miniature literary compositions. —
Cacanadadada, 1992. — 96p. —
ISBN 0-921870-14-0. — \$12.95.

Cacanadadada Press Ltd.
3350 West 21st Avenue
Vancouver, BC, Canada
V6S 1G7

Jim Duncan, Media Librarian, East
Kootenay Community College,
Cranbrook, BC

Drushka, Ken.
Working in the woods : a history of
logging on the west coast. — Har-
bour, 1992. — 304 p. : ill. — ISBN
1-55017-072-4. — \$39.95.

Harbour Publishing
PO Box 219
Madeira Park, BC
V0N 2H0

L.R. Little, Assistant Director,
Penticton Public Library

Worlds in Small is the largest anthology of the shortest literary compositions ever published. None of the miniatures exceeds fifty words in length.

The preface devotes much of its essence to defining minification in relation to other forms of literature and art. Many artists have played with the notion the brevity is the jacket of purity. Minification rests on an author's singular inspiration as a quest for truth through a medium approaching silence.

John Colombo presents the miniatures in seven groups:

1. Short forms
2. Gimmicks
3. Circularities
4. Contradictories
5. Allusions
6. Illusions
7. Hyper realisms.

Each of the miniatures is accompanied with citations and contextual anecdotes.

This slim volume is a very good read. Recommended for all Secondary, Public, and Post Secondary libraries.

Ken Drushka has worked as a reporter for the *Globe and Mail*, spent 16 years in the forest business, has written three books, co-authored another, as well as contributing numerous articles and essays on the topic of forestry.

From the days when Captain Cook replaced rotting spars to the present, the author chronicles the growth of forestry on the west coast. There are several books dealing with aspects of the forestry industry, but according to Drushka, no description of the evolution of logging exists.

The reader will find no mention of sawmills, pulp plants or the social life in the camps, namely the bunkhouse. Rather, Drushka documents the systems which replaced rail and steam; specifically, the advent of trucking and the development of new tools and machines. Unique to this book are the oral accounts detailing the tough, demanding, often hazardous occupation of the logger.

Working in the Woods is an easy to read, meticulously researched publication that is a welcome addition to the existing literature. Complete with index, oral history sources, bibliography and a diverse assortment of black/white photos, the study is a recommended purchase for secondary school and public libraries.

Gatto, John Taylor.
Dumbing us down: the hidden
curriculum of compulsory schooling.
— New Society, 1992. — 104p. —
ISBN1-155092-174-6. ISBN1-55092-
175-4(pbk.). — 9.95.

New Society Publishers
PO Box 189
Gabriola Island
VOR 1X0

John Taylor Gatto has written a very interesting book on education in the United States. Canadian educators will also want to read this work, since our schools and society often mirror much of what occurs in the United States. The author calls into question the philosophy of public education and the very tenets from which it has been formed. According to the author, seven lessons are always taught and have detrimental effects on school children.

1. *Confusion—Teaching of “disconnected facts,” and the “unrelating of everything.” “I teach you how to accept confusion as your destiny.”*
2. *Class Position—Know your place!* [Teachers interested in the concept of “multi-aged teaching groups,” will find this interesting].
3. *Indifference—“Students never have a complete experience, except on the installment plan.” Through the system of bells, students are conditioned that a task undone, well, is a task undone. “Bells destroy the past and future, rendering every interval, the same as the other.”*
4. *Emotional Dependency—Through a system of rewards, punishments, etc., kids are conditioned to “surrender their will,” to the appropriate authorities*
5. *Intellectual Dependency—Experts controlling the thinking of students.*
6. *Provisional Self-Esteem—The student accepts a profile of themselves, based upon the casual observance of others. Evaluation by parents or themselves is secondary in importance.*
7. *One Can't Hide—Surveillance of students is constant—even at home. homework is given to preoccupy the minds, while away from school.*

Schools have become the conveyors of national unity. Schools are our new religious institutions—a doctrine accepted on faith. Year round schooling would:

“Serve dinner, provide evening recreation, offer therapy, medical attention and a whole range of other services, which would convert the institution into a true synthetic family for children, better than the original one for many poor kids, it is said: and this will level the playing field for the sons and daughters of weak families.”

Solutions to the present dilemma, can only be found if the institutions are torn asunder. Teachers need to be decertified, kids can learn at home, or just by moving about in their communities. Community education is the key for self knowledge and self teaching. Schools should be less “global” in outlook and more “local” in their educational perspective. The generating of parochial attitudes in students and subsequent discrimination and prejudice would, through the power of the individual in the community, correct itself.

“We might be able to see, that if we regained a hold on a philosophy that locates meaning where meaning is genuinely to be found—in families, in friends, in the passage of seasons, in nature, in simple ceremonies and rituals, in curiosity, generosity, compassion and service to others, in a decent independence and privacy all the free and inexpensive things out of which real families, real friends, and real communities are built.”

Ken Knutson, Teacher-librarian, Dr.
D.A. Perley Elementary School,
SD#12 (Grand Forks).

Johanson, Patricia.
Art and survival: creative solutions
to environmental problems. —
Gallerie, 1992. — 35p. : ill., maps. —
ISBN 0-9693361-9-5. — \$3.95.

Ruby McBeth, Teacher-librarian,
Baldonnel Elementary School, SD#
60 (Peace River North).

Jones, Laurie.
Nootka Sound explored : a westcoast
history / Laurie Jones. — Ptarmigan,
1991. — 236 p. : ill., maps. — ISBN
0-919537-24-3.

The author makes many compelling arguments for a change to education. However, what is offered in place of the present system is unclear. Throughout this work, the writer seems preoccupied with the school system in pre-Civil War America. What occurred then, is some sort of panacea and solution to the problems troubling the present school system. Mention is made of the poor showing in various disciplines compared with students in other countries. Mr. Gatto forgets, that most of these school systems are more rigorous in their pursuit toward traditional education practices, those same practices that the author rebukes. Would the “de-volition” of education produce happier and better qualified individuals than the present school system? I recommend this book to all educators. Questions asked in this book should be pursued and discussed with faculty—as well as with students.

The subtitle to this book: *Creative Solutions to Environmental Problems* tells us the approach which Ms. Johanson has taken to her art. Although she began by learning art in a traditional way, she was impatient with the irrelevance of art to the common man. She studied architecture, and now tries to tie her art to structures in the modern city. She begins with drawings from nature: snakes, flowers, microscopic plants and then uses the patterns she obtains to plan gardens, parking garages and sewer systems. She attempts to bring nature into the urban world. In her successful enterprises she has worked with the engineers from the planning stages. Her art is nothing if it is not an integral part of the project. The photos, drawings and diagrams in the book add interest and help us to understand what it is that Johanson has done.

This book is small and inexpensive, but it presents clearly the work of an artist who chose a different path and created it as she walked. Recommended for high school library collections and for the personal reading of art teachers.

For many British Columbians, including this writer, knowledge and/or experience of Nootka Sound is extremely limited; it is just a name learned in an elementary Social Studies class that had something to do with Captain Cook and some Spaniards. Reading *Nootka Sound Explored* by Laurie Jones changes things considerably. Using various archival material and personal interviews, Ms. Jones has produced a readable, informative, and comprehensive history of the Nootka Sound region.

The nine chapters - two hundred and thirty-six pages, of this coffee-table style publication covers a wide range and variety of topics which provide the reader with a view and understanding of the Nootka region. A description is given of the complex geography of the area which separates and isolates the various communities that have a common environment and history; as well as similar experiences and values. There is a chapter devoted to the civilization of the first inhabitants. These peoples did not see themselves as being discovered by the English or Spanish but they were amazed at the people with their strange boats who were “obviously lost”.

In many ways the Nootka Sound Region is a microcosm of British Columbia. The natural resources have been important to the development and economy of the area. The economy has also been subject to foreign companies. In many ways what has happened in Nootka has been the "crystal ball" for the rest of British Columbia; such as the first European contact or the importance of the Asian markets. Was the disappearance of the pilchards in the 1920's a view of what might happen to our salmon in the 1990's? The publicity of Clayoquot Sound logging also began much of the controversy surrounding our logging practices in this province.

Nootka Sound Explored is well illustrated with maps and photos, averaging at least one illustration per page. In addition to an extensive bibliography it is also well indexed. Social Studies students doing research on the history of first peoples, the fishing/whaling/fur trading industries, mining, forestry, or transportation in British Columbia would find this book useful. *Nootka Sound Explored* received the British Columbia Historical Federation's *Writer's Award* for 1991. It is also on the Ministry of Education's Book Purchase Plan list. This title is highly recommended for secondary school libraries.

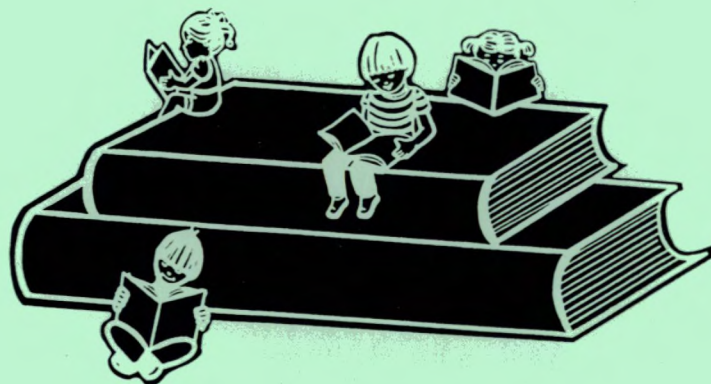
J. Patrick Romaine; Teacher-librarian;
A.L. Fortune Secondary School,
SD#89 (Shuswap).

Klonsky, Ken.
Songs of aging children. — Arsenal
Pulp, 1992. — 132 p. — ISBN 0-
88978-253-9. — \$11.95.

Arsenal Pulp Press
100 - 1062 Homer Street
Vancouver, BC
V6B 2W9

Karen Peplow, Teacher-Librarian,
Centennial Senior Secondary School,
SD#43 (Coquitlam).

Songs of Aging Children is a collection of ten short stories written by Ken Klonsky, a behavioural resource teacher. Now based in Vancouver, he has worked with adolescents in the Toronto area since 1982. This collection depicts the very difficult problems some teens face because of their own dark side, or due to sexual abuse, an inability to accept responsibility for their lives, or to racist acts and cruel fate. This work would only be suitable for the senior secondary level as the sexual encounters between father and daughter are described, although not in detail. This book is also recommended for teacher-training collections. Student teachers might gain an understanding of some of the various personalities and consequent problems they might encounter in the classroom.



Kluckner, Michael.
Paving paradise : is British Columbia losing its heritage? — Whitecap, 1991. — 217 p. : ill. — ISBN 1-895099-90-0. — \$22.95.

Once, a long time ago, Vancouver had a jester. It was the responsibility of this person to speak for the city of Vancouver and to make sure that politicians didn't take themselves too seriously. Likewise, Michael Kluckner deserves an honorary position in the city because he speaks for the cultural heritage and aesthetics of the city and makes sure that politicians DO take seriously the demise of what is good and beautiful about our space. He speaks for those who see the destruction of the very things that make British Columbia the attractive and liveable place it was.

Paving Paradise is not only about Vancouver. It speaks more to those cities that are not learning from the mistakes of Vancouver and Victoria. Included in this book are references to locations in the Okanagan Valley, the Fraser Valley, the Gulf Islands, and on Vancouver Island. Mr. Kluckner, although primarily concerned with conservation of heritage buildings, extrapolates from the loss of our past architecturally, to view attitudes towards history in general, and looks at the impact these attitudes have on cities, farmland, the natural environment and open space. He draws from specifics and deals generally with the cost of urban sprawl, automobile dominated planning, and real estate development on the choices available to individuals now and in the future.

Michael Kluckner approaches the problem of "livability" from the perspective of an artist, an historian, a member of the heritage committee of Vancouver, an educator, a taxpayer and a father. He brings to bear all of these points of view in presenting a picture of what is happening in the province of British Columbia, as well as what might be done. The book is readable, perceptive, and timely. My only criticism is that the ideas presented deserve better photographs.

The book would make a welcome addition to library resource centres. It presents current and local information about urban development and urban planning. It deals with issues of environment, conservation, land use, and BC history; all matters relevant to the secondary school curriculum.

Debra Simmons, Teacher-librarian,
Sir Charles Tupper Secondary
School, SD#39 (Vancouver).

Highly recommended.

Macdonald, Bruce.
Vancouver : a visual history. — Talonbooks, 1992. — 84 P. : ill., maps. — ISBN 0-889122-311-4. — \$45.00.

This delightful publication is a must for every school library. It chronicles the history of our city from the earliest inhabitants, the First Nations, to the 1980's and welds the disciplines of geography and history into a fascinating representation of the growth of one of the most beautiful and culturally diverse cities of the world. It encompasses an amazing amount of detailed research and expert historical documentation which the reader can see at a glance as time brought changes to our city. The section on the 1920's includes an overview of the time period, a large and clear map of the land use with explanatory notes, several pages of historical detail, and eight photographs of important people of the times, accompanied by short biographies. Smaller maps and charts deal with building permits, urban development, industrial output, and political representation.

Gender and ethnic equity have been respected with regard to choosing which personalities to highlight, and documentary photographs add authority and interest. I really cannot give enough praise for this publication! I found it entirely enthralling to read, and a vast storehouse of relevant information.

The organization of this publication deserves some mention—each decade from the 1850's to the 1980's forms a four page segment. By using a uniform format such as this, the author allows the reader to compare similar information decade by decade—seeing the changes in the maps and graphs, and following the historic story by comparing the characteristics of each decade. The maps are “state of the art” computer cartography. The authority of the work is impeccable—all three B. C. universities had professors in history and geography involved to form a prestigious Editorial Board. The author, Bruce Macdonald has expertise in the field, is a former high school teacher, writes well and has made this project his passion for eight years. He and Talonbooks, a highly respected Vancouver publisher, deserve accolades for this excellent publication—especially for the beautiful layout and print quality as well as the wealth of information. A teacher's guide is available written by high school subject specialists. Complimentary copies of this title have been distributed to the Social Studies Coordinator and the Learning Resource Coordinator in each of BC's seventy-five school districts, courtesy of the Vancouver Historical Society the project sponsor.

A complete list of sources is given both for the text and for the maps. These sources are also broken down by decade so that we can see which sources were used for each decade portrait. The last section of the text includes five sets of social maps—Politics, Gender, Ethnic Heritage, Religion and Consumer Culture. A detailed index affords quick and accurate access to the wealth of data available in this book.

Willa Walsh, Teacher-librarian,
McNair Secondary School, SD#38
(Richmond).

Highly recommended for every school library and a great choice for every citizen's home library. Go out and buy it right now!

Mackay, Ellen.
Places of worship— in the Cowichan
and Chemainus valleys. — Sono Nis,
1991. — 318 p. : ill., maps. — ISBN
1-55039-021-X.

This would obviously be a good reference work for anyone interested in the history of church buildings and congregations in the Chemainus and Cowichan valleys. The author briefly outlines the major beliefs, and local history of each of the many religions represented. There are black and white photos of most of the ninety plus buildings described in the book, and three double page maps indicate their locations. The text is lively and readable, although occasional long sentences (up to 116 words) can lead to confusion. There is a table of contents, a bibliography, and an index. Fry readability is about grade 9.

Garth Harkess, Teacher-librarian,
Laurie Junior Secondary School,
SD#2 (Cranbrook).

This book would probably not be of much interest to students outside of the Cowichan and Chemainus valleys.

Neering, Rosemary.
Down the road : journeys through a
small-town British Columbia —
Whitecap, 1991. — 204p. — ISBN 1-
895099-94-3 — 15.95.

I was reminded of the tremendous allure of books, after reading Rosemary Neering's *Down the Road*. The author takes us down the highways and byways of British Columbia, where we encounter the many diversified and talented people in the small towns of this province. As we visit each community, we are given a physical description of its geography and through interviews, we come to understand the essence of those who inhabit these regions. In an age where the trend has been to move to the larger cities, it's interesting that the problems now in those urban areas, have caused many to look for more peaceful and cleaner places to live. There is no question, that this book will stir the gypsy in the souls of many urbanites. The author's very personal writing style is comfortable and like a cold lemonade on a hot summer day, very refreshing. The author's intent is to provide the reader with a glimpse of small town BC, from the perspective of those who live there. In doing so, she avoided interviews with local Chamber of Commerce personnel and concentrated on talking to those who frequent many of the public places in these communities. The history of each region is provided, and various cultural groups—whether Native Indian, or Doukhobor are also dealt with, providing readers with greater insight of the customs, beliefs and the problems which impinge on their lives.

The inclusion of conversations with the many people she encountered and their "folksy" descriptions of their communities past and present, add to the flavor of this book. The author takes us down many roads and to many places, hence this book would be a great companion for the BC. traveller. This aspect of the work, would have been enhanced by the inclusion of pictures and maps in each of the chapters. Physically this book is very appealing and its type size is large enough to be easy on the reader's eyes. The book was winner of the BC Book Prize, and it should be in every school and public library. The book is not indexed, therefore its use for research purposes is limited. However, the table of contents does provide the reader with the region of the province covered in each chapter, which should assist those students involved in research. It would also be a good source to read to students, particularly those involved in "Community" or "BC Studies" units.

Ken Knutson, Teacher-librarian, Dr.
D.A. Perley Elementary School,
SD#12 (Grand Forks).

Robinson, L. Bolton.
Teaching literature through drama —
Macbeth / L. Bolton Robinson & E.
Morrison. — Creative Curriculum,
1991. — 36p. : ill. — \$14.00.

Creative Curriculum Incorporated
#815 - 456 Moberly Road
Vancouver, BC
V5Z 4L7

Teaching Literature Through Drama: Macbeth was produced in British Columbia. It provides high school English and Drama teachers with an approach to the play which is compatible with the Year 2000 philosophy.

The book consists of ten lesson plans which are meant to provide a starting point for the study of *Macbeth*. Each of the lessons includes an objective, activities, materials, explanation, procedure, reflection, and enrichment activities. Before the lessons begin the authors provide a Rationale page. In this introduction to the book, we are told that the dramatic activities include "dramatic playing" and "performance mode." These terms are explained in the glossary at the end of the book. The Rationale also tells us that in the book "participants are introduced to the history and background of the play,

the main characters, the atmosphere of the supernatural, the developing plot, as well as the language and imagery of the play." Selections from the play are chosen to encourage students to think about the question, "To what extent are our decisions our own?"

At the end of the book are an appendix (giving a list of text excerpts), the glossary, two pages on evaluation, and a short bibliography of books on teaching drama. The evaluation pages allow space for comments as well as marks. Social and emotional learning as well as intellectual learning are addressed.

The English teacher who checked out this book commented that it was definitely a drama approach to the play. He also noted that there was a heavy emphasis on the witches.

Ruby McBeth, Teacher-librarian,
Baldonnel Elementary School, SD#60
(Peace River North).

Recommended for senior secondary school English and Drama department collections. Highly recommended as an introduction for groups that will be producing the play in its entirety.

Ryga, George.
Athabasca Ryga. — Talonbooks,
1990. — 218 p. : ill. — ISBN 0-
88922-276-2.

The Athabasca Ryga, a "must purchase" for senior secondary schools, colleges and universities in Alberta, will also be of interest to B. C. schools, colleges and universities with Canadian studies programmes.

This is a scholar's collection rather than a general reader's. Those of us who know Ryga through *The Ecstasy of Rita Joe*, or even *The Ballad of a Stone-Picker*, will find the elements too fragmented to make a comfortably pleasing whole. Although united by reference to Ryga's beginnings in northern Alberta, *The Athabasca Ryga* contains diverse and not completely compatible elements—an extensive biography by E. David Gregory, a bibliography, a selected chronology, essays about life in northern Alberta, plays, short stories and novel fragments.

As a student's text, *The Athabasca Ryga* succeeds in that it presents facts about Ryga's career development along with his reactions to and reflections on a raw and unforgiving environment. However, there is less unity in Ryga's responses than might be supposed. The land and the cities are unfriendly, but two of the essays look rationally and sympathetically at the immigrant experience, while the stories, plays and novel fragments vary in tone from wry - "Love by Parcel Post" - to stark - "The Meek Shall Inherit." The harshness of life predominates, but not all the stories depress. Leavening themes include the compassion of the oppressed and the conversion of the oppressor.

We cannot know what photographs were available for this publication; however the cover, and the one in the book, seem strange choices. They depict Ryga as mocking, superior and even seductive. In contrast, Ryga's writing seems objective and spare.

The bibliography includes all Ryga's published works, but the selected chronology (comprising both published and unpublished

works) does not indicate where any of the stories or poems which are published, may be found.

Katharine Picha, Teacher-librarian,
Cliff Drive Elementary School,
SD#37 (Delta).

This book surely represents only a steppingstone in the publication of Ryga's work. The University of Calgary owns Ryga's papers—let us hope that scholars there are hard at work!

Shaffer, Jack J.
Keeping track : an organizer for your
legal, business, and personal records /
Jack J. Shaffer, Martin Zlotnik. —
Self-Counsel, 1991. — 97 p. : ill. —
ISBN 0-88908-990-6. — \$12.95.

This excellent 'hands on' workbook allows the user to keep all business and personal information and records in an orderly and accessible format. The material is organized under various chapter headings covering such topics as personal information, assets, debts and liabilities, planning for disabilities and death, as well as storing and organizing essential documents. The material is written in layman's terms and is easily understood.

Each section begins with an overview of the subject as well as a discussion of some of the legal and tax implications that are involved. Blank forms on which to record the data follow the explanatory notes.

The user must keep in mind that information and laws change and records must be updated as necessary.

Barbara Stepney, Teacher-librarian,
Gladstone Secondary School, SD#39
(Vancouver).

I would highly recommend this publication for secondary school students especially those in business courses.

Skelton, Robin.
Devious dictionary. —
Cacanadadada, 1991. — 123 p. : ill.
— ISBN 0-921870-07-8. — \$12.95.

I realize Robin Skelton's work is meant to be devious, but I did not find it impressive. A few of his definitions have a contrived wit but overall they are not profound and many are rather absurd or mundane; i.e. "Bridges - Never burn your bridges before you have built them."?

Cacanadadada Press
3350 West 21st Avenue
Vancouver, BC
V6S 1G7

This book is set up in dictionary format with the definitions indented after each capitalized entry. There are no more than six defined words to a page. They are surrounded by a great deal of white space and many fully blank pages are interspersed amongst them. The "highbrow" vocabulary is overdone to the point of needing a dictionary to understand his definitions.

The thirteen collages by Ludwig Zeller are bizarre and distorted and, in my opinion, do not add anything positive to the book. There are no captions on these collages and therefore no inklings of his thoughts in written form.

Barbara E. Stepney, Teacher-librarian,
Gladstone Secondary School,
SD#39 (Vancouver).

I would not recommend this publication for secondary schools because I do not feel it offers anything to the greater understanding of our English language.

Steele, Louise.
Media messages : using video, print,
radio and mixed media. — Creative
Curriculum, 1992. — 31 p. : ill. —
\$15.00.

Creative Curriculum Incorporated
#815 - 456 Moberly Road
Vancouver, BC
V5Z 4L7

Ken Knutson, Teacher-librarian, Dr.
D.A. Perley Elementary School,
SD#12(Grand Forks).

Louise Steele is a recognized writer and producer of teaching materials in British Columbia. Her "hands-on" publications contain activities synonymous with practical needs of teachers in schools today. Her latest venture is no exception. *Media Messages* is a handy booklet, providing teachers of Marketing and Communications with twenty activities for students. Through the use of video, print and radio, students create advertisements for various products. While role playing, students learn the skills involved in marketing products, diagnosing purchasing decisions, and relating them to needs of society and government. Students also learn valuable problem solving skills in group related activities. While in those groups demonstrating creativity, flexible thinking, accommodation skills and synthesis. Assessment forms are available, whether based upon the audience's evaluation or, the individual or group performing. Activities are clearly laid out and the book's large format and easy to use table of contents, make this a very accessible resource. Teacher-librarians in the Elementary, as well as Secondary schools, should consider purchasing this valuable teaching tool.

Wedmann, Wilf.
Soccer — instructor's resource
manual / Wilf Wedmann, Bryna
Kopelow. — BC Ministry of Tour-
ism, Recreation and Culture, 1988. —
81 p.: ill. — ISBN 0-7726-0364-2.

This resource manual for soccer skills is one of nine. Each covers one sport of basketball, orienteering, softball, field hockey, ice skating, track and field, gymnastics, and volleyball. It clearly describes the procedures through which a teacher, coach, or instructor in any of these sports can use the Premier's Sports Awards Program sponsored by the provincial government, to support the development of basic skills.

Sections of the manual include a checklist of soccer skills, a clear explanation of the eight basic components of fitness, clearly stated rules of soccer, especially modified as mini-soccer and two pages designed to help meet the special needs of some participants.

Besides the seventeen very thorough lesson plans, each focusing on one individual skill but also including warm-ups, a fitness component, and a review of skills, the manual has comprehensive sections for drills and another for small sided or lead up games.

Material is well organized, and easy to understand. Drawings and diagrams are well planned and presented and should help even a novice instructor. This manual is highly recommended for the professional collection in any elementary or junior secondary school, although it would be of immense help to young people acting as camp leaders or community soccer coaches/assistants.

Marv Worden, Teacher, Cilaire
Elementary School, SD#68
(Nanaimo).

Wilson, James E.
Full line, full away : a towboat
master's story / James E. "Ted"
Wilson & S.C. Heal. — Cordillera,
1991. — 168 p. ill. — ISBN 1-
895590-00-0.

Cordillera Publishing Company
8415 Granville Street
Dept 46
Vancouver, BC
V6P 4Z9

This account of life on the sea was written by a career towboat captain with the help of S. C. Heal, a marine writer. Wilson spent 50 years on ships and boats, working up from his first job as a deck boy to the position of master. He spent most of those fifty years working for various companies but enjoyed his eleven years running his own company, Dola Towing Ltd. He was working for Island Tug and Barge Ltd. when it amalgamated with Vancouver Tug Boat to become Seaspan International Ltd.

Wilson was born into a Victoria family with connections to the sea. It was easy for the young boy to spend a lot of time at the harbour and on the docks, and he became enamoured of the sea. His family wanted him to choose a career in the family business, Crystal Spring Sodawater. However, Ted had his heart set on going to sea, and the parents finally gave in when he was 14 years old. He certainly was not interested in school! So he sailed first on a Norwegian ship, which was well run and clean. He learned a great deal from the fussy captain and crew of that ship.

Basically, the book consists of a methodical review of the ships, cargoes and ports, (in chronological order) which were involved in Wilson's career. There is a little leavening consisting of interesting incidents or sights—for example, he tells the story of a captain who had to save a man's life by performing an appendectomy at sea, with the help of a doctor miles away on another ship.

The language tends to be stilted. I noticed several examples of poor writing such as "another cadet and myself fancied..." I found numerous examples of incorrect spelling such as "accommodation," "ambivalent," and "captains" in the possessive with no apostrophe. In other words, this book could have used the services of an editor with a long blue pencil.

If there is considerable interest in the sea, this book might well be of interest, but it is not a first purchase.

Secondary level, but only for a few schools.

Margaret Montgomery, Teacher-
librarian, West Vernon Elementary
School, SD#22 (Vernon).

Zieroth, Dale.
The weight of my raggedy skin. —
Polestar, 1991. — 78 p. — ISBN 0-
919591-67-1. — \$11.95.

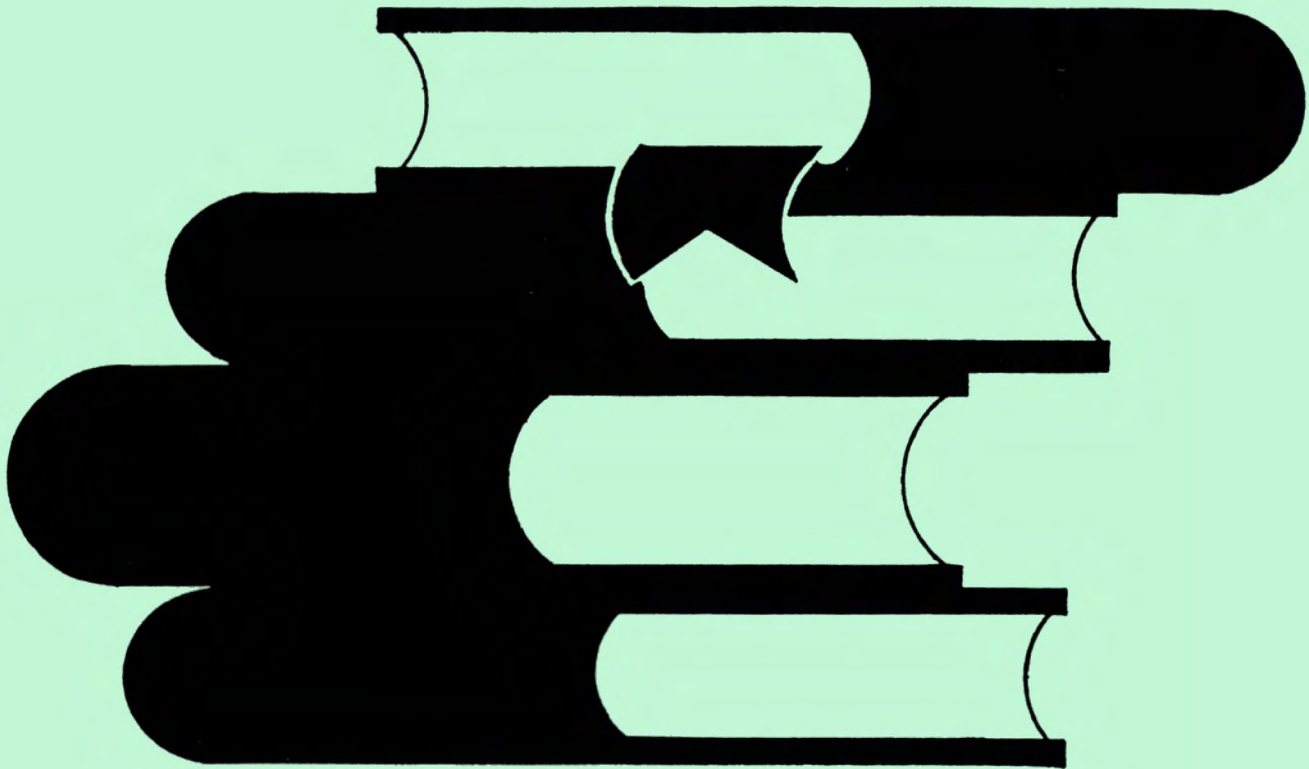
Everyday family life is the theme of this fourth volume of poetry by North Vancouver poet Dale Zieroth. The drama and meaning of common occurrences in the daily routine of a "typical" 90s family are explored—a daughter coming home late at night alone, a family dispute over the division of labour, broken washing machines and recalcitrant vacuum cleaners are mixed with the perennial cycle of life—infancy, adolescence, adulthood and old age.

The male voice in this collection is that of the "new age" man—sensitive to the changing roles of men and women, a caregiver in his own family unit, in tune with his feelings, psychologically aware and finding meaning through relationships. Some of the interpretations are far from obvious and the reader needs to bring a willingness to dig beneath the surface of the poem to find the vein of universality

which is buried under the weight of the trivial details which plague us flesh-creatures each and every day. Perhaps it is not a theme of any immediacy to young adult readers—they have not experienced enough of life yet to be familiar with much of the content of these poems. Adult readers, on the other hand, will recognize the disappointments and delights of parenthood in many of the poems—the sadness when a talented child gives up their music lessons in “Death of the Violin,” the nostalgia when the long distance daughter calls from California and you realize that “only a teenager can swallow the world and dance all night,” and the stress of labour disturbances when you have a family to feed as in “Strike Pay.”

Recommended for a collection of Canadiana in a senior secondary school and most appropriate for Creative Writing classes at this level. Dale Zieroth is one of the most noted of British Columbia’s poets and his voice is a unique one. The West coast atmosphere and lifestyle permeates these poems and adds that intimacy which is the character of poetry.

Willa Walsh, Teacher-librarian,
McNair Secondary School, SD#38
(Richmond).





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47	<input type="checkbox"/> \$30.00 Home Economics (8-12)	<input type="checkbox"/> \$16.00	58	<input type="checkbox"/> \$30.00 Technology (8-12)	<input type="checkbox"/> \$ 5.00	68	<input type="checkbox"/> \$25.00 Peace & Global Ed (K-12)	<input type="checkbox"/> \$20.00
48	<input type="checkbox"/> \$30.00 Intermediate (4-7)	<input type="checkbox"/> \$15.00	59	<input type="checkbox"/> \$25.00 Social Studies (K-12)	<input type="checkbox"/> \$10.00	69	<input type="checkbox"/> \$25.00 ESL PSA (K-12)	<input type="checkbox"/> \$15.00
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50	<input type="checkbox"/> \$30.00 Mathematics (K-12)	<input type="checkbox"/> \$15.00	62	<input type="checkbox"/> \$30.00 Drama (K-12)	<input type="checkbox"/> \$20.00	71	<input type="checkbox"/> \$25.00 First Nations	<input type="checkbox"/> \$15.00
51	<input type="checkbox"/> \$20.00 Modern Languages (K-12)	<input type="checkbox"/> \$10.00				72	<input type="checkbox"/> \$20.00 Co-operative Learning	<input type="checkbox"/> \$10.00

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49	<input type="checkbox"/> \$60.29 Teacher-Librarians (K-12)	60	<input type="checkbox"/> \$49.59 Special Ed (K-12)	70	<input type="checkbox"/> \$49.59 Alternate Ed (K-12)
50	<input type="checkbox"/> \$49.59 Mathematics (K-12)	62	<input type="checkbox"/> \$53.50 Drama (K-12)	71	<input type="checkbox"/> \$44.24 First Nations
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