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S. Scott ✓

BCTLA

THE BOOKMARK



**THINKING
AHEAD**

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TABLE OF CONTENTS

In Circulation	3
Editor's Comments	5
In Memoriam: Blair Greenwood, 1933-1992	6
Letters to the Editor	7
THEME SECTION — A DIFFERENT DRUMMER	9
Looking Back and Thinking Ahead: The Realities of a Five-Year Plan in Action.	11
Faxon Canada: Questions and Answers on Faxon Research Services, FC-Finder and Faxon XPress.	15
The Role of the Teacher-Librarian in British Columbia Secondary Schools: A Shared Vision?	18
Our Global Community: An Integrated Unit.	25
Designing Library Resource Centre Facilities That Support Educational Programs for the 21st Century.	33
School Library Resource Centre: Connections Today for the Future.	49
Teacher-Librarians: The Link Between University and Teaching for Preservice Teachers.	51
FEATURED IN THIS ISSUE	53
Automated Systems in Canada's School Libraries: A Third Annual Survey	55
Education for Teacher-Librarianship in BC — Realities and Practicalities.	66
How to Access the Public Library With a Modem.	69
ATLC: What's In it For You?	75
References for Science and Environment	77
A Trip to Thailand.	87
Annotated List of General Music Books for the Elementary School Library Resource Centre	91
Response to Curriculum/Assessment Frameworks.	98
Response to Language Arts English	98
Response to Learning for Living	99
Response to Science.	100
<u>Creation Mythology</u>	<u>103</u>
Chapter Reports	114
Political Action:	114
Curriculum or Program Development	116
Meeting Ideas	117
Public Relations	118
Automation	118
Challenged Materials.	119
Learning and Working Conditions Survey: January 1993 Survey Update	121
Professional Staffing	121
Clerical Time	122
School Library Resource Centre Budgets.	123
Learning Resources Branch Workshop Menu	126

REGULAR FEATURES	131
The Portrait: KIM LAFAVE	133
Notes and News	135
Ask the Experts	139
Continuing Education Exchange	141
Reading Checklist	143
The Deep End	148
BCTLA Reviews	151
1992-93 BCTLA Executive: Directory	inside front cover
<i>The Bookmark</i> Editorial Board: Directory	inside back cover

ANNOUNCEMENTS

Canadian School Library Association Award Winners 1993	8
Association for Teacher-Librarianship in Canada	10
BCTLA Publications for Sale	24
LIBE 527: Seminar in Teacher Librarianship	32
Coming Themes	50
The School Library Resource Centre: Developing Independent Readers and Learners	54
B.C. Book Prizes Pledge Form	102
Wanted! BCTLA Reviewers	120
UBC Teacher Librarianship Courses Summer 1993	125
UVIC Teacher-Librarianship Summer 1993	130
Conference 93: Libraries of Tomorrow	132
Provincial Specialist Associations 1992-93 membership form	140
Pearson on the Prairies	146

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.

Thinking ahead is a concept that I have become very familiar with this year. My year was mapped out in September and I have flights booked until June as I plan my life around my monthly trips to Vancouver. The six BCTLA executive meetings and four PSA council meetings are space out evenly over the year and my mother has been on the receiving end of these frequent visits. The BCTF provides me with five release days during the year to work on BCTLA business and using them to prepare agendas and write this column have helped reduce my stress level as deadlines approach. The widespread use of Fax machines is the technological advance that has been my greatest ally this year. I receive and send several each week and it certainly does speed up communication. If your school does not have one you should recommend it as a priority.

Since the Councilors' meeting in October, various executive members have been involved in several projects. Bonnie McComb, vice-president, traveled to the Kootenays in November to present a workshop on *Developing Independent Learners* to teacher-librarians, administrators, district personnel and classroom teachers in that area. Bonnie was impressed that so many groups were given an opportunity to participate. Carol Westmacott, who works at the district level in Nelson (telephone 354-4378 or Fax 354-4833) was involved in the organization of this session.

Willa Walsh, senior editor of *The Bookmark* has agreed to represent the BCTLA on the BC Book Prize committee which Alan Twigg of *BC Bookworld* is coordinating. The committee's work culminates in a gala dinner and award presentation which this year will be held in Penticton on Saturday, April 24. Willa will be unable to attend so Teresa Brinton, treasurer, has agreed to attend on behalf of the BCTLA. It is an event which other members may wish to attend as well.

From December 3-5, Patricia Finlay and Willa Walsh hosted Ruth Buchanan, a visitor from Australia who had faxed me about arranging school visitations for her while she was on a month's tour of North America. She had received a grant to study automation and technology in school libraries. She was scheduled for three days in Vancouver en route

to Montreal, Ottawa, New York, London, England, and Ireland (for Christmas), Williamsburg, Washington, DC (during Inauguration week) and San Francisco. Patricia kindly offered to have Ruth stay with her and she also arranged for her to visit three schools in Burnaby on December 3. Willa agreed to have Ruth visit her school, McNair Secondary the next day. Then, on Saturday, Patricia and her husband, Larry, took Ruth to Whistler with them. Thanks to Patricia, Larry and Willa for their generous hospitality. We hope to hear more from Ruth as she may write an article for *The Bookmark*.

Carole Eyles, liaison chairperson, applied on behalf of the BCTLA for a Ministry grant to develop a workshop on the selection and evaluation of learning resources with particular reference to gender equity issues. In November, a grant of \$3750 was approved and now Carol, Wendy Wickland (Chapter councilor from Gulf Islands) and Linda Mills (president of the Gulf Islands chapter) are in the process of planning this workshop. It is hoped that it will be ready for the Fall Conference in Kelowna and it will also be made known that it is available to conferences held by other organizations and PSAs. Thanks to Carol, Wendy and Linda for their efforts on our behalf.

Patricia Finlay and Odie Kaplan will be presenting workshop on teacher and teacher-librarian partnerships at Westcast '93, a conference sponsored by the Western Canadian Association for Student Teaching that is to be held in Vancouver from March 3-6. Thanks to Patricia and Odie for making this presentation which will raise the profile of teacher-librarians with future teachers.

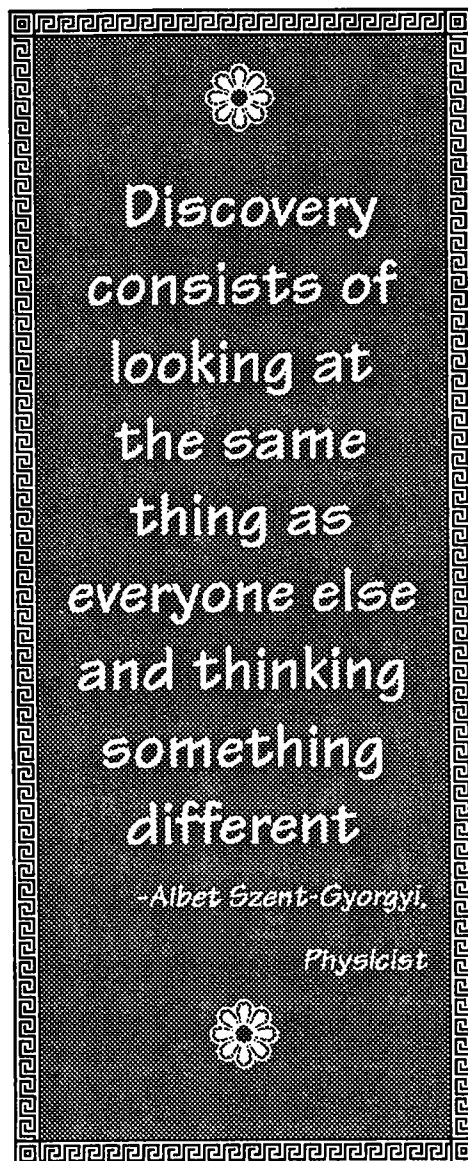
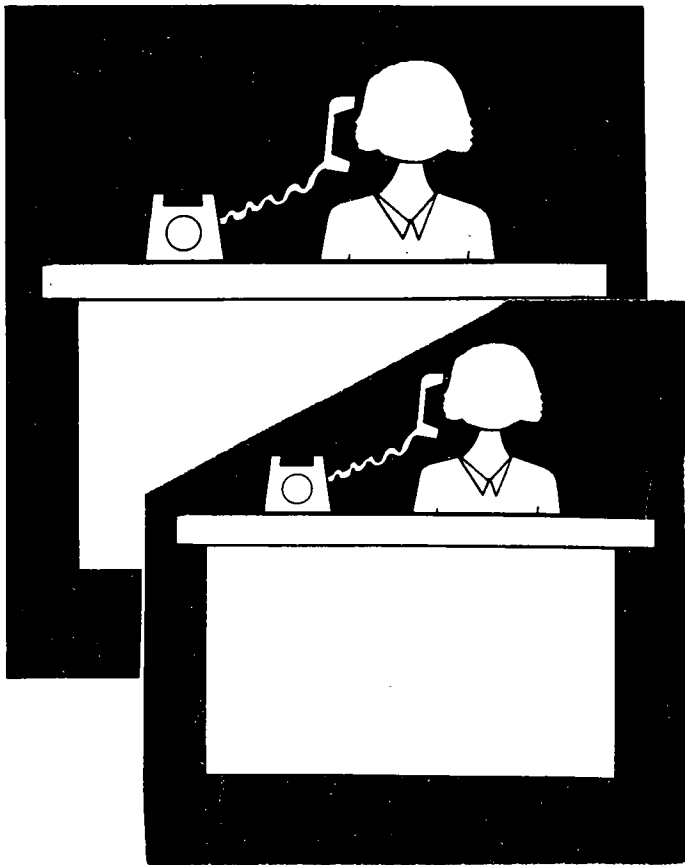
BCTLA's proposal to the BCTF to develop a workshop as a follow-up to our publication, *Contemporary Books Reflecting Canada's Cultural Diversity*, has been accepted. We have asked Gerald Soon, recording secretary, and Pat Parungao to work with the BCTF in the development of this workshop. The BCTF also plans to provide funding to train people next summer who will become available to present this workshop when requested.

I hope you enjoy reading Teresa Brinton's article on her trip to Thailand which fulfills her requirement to the BCTLA as last year's winner of the Ken Haycock Professional Development Award. The Executive go an advance copy at our last meeting and I enjoyed this vicarious journey. Thailand is an area of the world that my husband and I hope to visit in

the summer of 1994 so I was particularly interested in her comments. Congratulations, Teresa.

BCTLA's first annual \$500 Developing Countries Award has been granted to St. Joseph's Secondary School in Fiji. Mel Rainey, who is currently working at the University of the South Pacific, recommended this school. In the school's thank you letter it said that this year they have "built a new library to cater to the introduction of Form 7 in the school" and that they "need a lot of resources in order to upgrade the library to meet the needs of the senior students in the school." We wish them all the best in their endeavours. Thanks to Mel for his recommendations.

Bonnie McComb is in the beginning stages of planning for the Chapter Councilors' meeting to take place May 1. It will be held at the Forestry Education Centre (formerly known as Green Timbers) in Surrey. There is accommodation for twenty people who may wish to stay on the site. It is near Guildford Shopping Centre so it is not as isolated as it sounds. You will be hearing more from Bonnie about the meeting and I look forward to seeing you there.





One of the most pressing concerns in library resource centres today is the impact of information technology. I identify this as a "concern" because the advent of new technologies has caused many teacher-librarians, including myself, to reassess their jobs and their priorities in the light of these burgeoning technological advancements. It's a bit like the invention of the printing press in the fifteenth century and all the vast implications its invention meant for the dissemination of information and knowledge and subsequent changes to the society of that epoch. We are all aware of the new and exciting technologies, but where is the time to integrate them all into the school curriculum and resource-based learning in a meaningful way? No sooner do we get one advance under control when a new one appears on the horizon. How can the teacher-librarian think ahead and plan for the accelerated speed of change in both hardware and software? Where do we jump into the fast-moving stream of CD ROMS, on-line products, automation systems, copyright changes and faxed photocopies? The fear of obsolescence looms large in our minds as we wonder if we purchase some hardware or software whether it will not be outdated as soon as we install it and shortly after we have created assignments and units which incorporate the new technology.

And where is the money coming from to provide all these new and costly changes? Do teacher-librarians have a "technology budget"? Not that I have discovered! Many are told to buy the hardware out of their already stretched book budgets. And how much time and energy do we devote to the new technologies in comparison to cooperative units with teachers and students? Often, in order to incorporate

automation into the resource centre many programs have to go "on hold" until the project is completed—or at least class bookings and new projects are reduced as the teacher-librarian focuses on the automation project and all its attendant time-consuming tasks.

Researching the right technology and new software is very time-consuming and mistakes could be very costly. Unless you have the units and assignments which emphasize magazine research in place already, how practical is it to buy the indexing, summaries, full text, full image products on CD ROMs? I would want to think and plan ahead units and projects which made these attractive information technologies cost-effective. And how many of 1,200 senior high school students (my school) could learn to access information by these methods before they graduate? Certainly, without cooperative projects integrated into the curriculum only a few dedicated researchers will be accessing these vital sources of information and only on an individual interest basis.

When we have to choose between magazines in full print on CD ROM or hardcopies on our shelves it puts the teacher-librarian in a tight spot. We need both, of course, as improved access will promote greater circulation of the hardcopy magazines. But who pays and which budget provides for these wonderful technologies and how much time do we devote to student instruction? Anyone who has gone through the process of automation knows that programs suffer while everyone focuses on implementing the new on-line catalogue. I suspect we have a long way to go to fully integrate and make the best use of these information technologies so that all students, not just the "interested" ones learn access techniques—how to narrow and broaden their topics, choose relevant and authoritative sources of information for their projects and assignments and interpret information in a meaningful way. I worry about the "elite" nature of a stand-alone CD ROM station, and on-line services which need to be monitored by personnel. Networks will certainly help us solve the access problem—but this is a very costly proposition and needs school and district vision to implement. If any area of educational change needs thinking ahead about, this is it! We either solve these issues, or we turn out students with inadequate information skills into a competitive world where it will be like shoving them overboard without a lifejacket!

In Memoriam
BLAIR GREENWOOD, 1933-1992

Blair Greenwood's family, many friends and colleagues were saddened by his passing away on December 24, 1992. He was president of the B.C. Teacher-Librarians' Association in 1976-77. His contributions to the Association were valued over many years.

His love of travel led him to visit Europe many times, and his appreciation of the arts and of antiques were shared with all who knew him. He loved to entertain, and his colleagues recall many enjoyable occasions at his home. He earned two masters degrees, one in History and one in Library Science.

Blair was, for a number of years, North Vancouver School District's Coordinator of Instructional Media and Manager of the Leo Marshall Curriculum Centre. Colleagues in North Vancouver and around the province will remember workshops given by Blair on a wide variety of media-related topics.

Blair retired in June, 1988. Since his retirement he wrote a book, co-authored with Edward Haywood, called *Rome: Ancient Power* (Creative Curriculum, 1992), a selection of teaching ideas and resource material.

LETTERS TO THE EDITOR

from **ROBERT BROWN**, member of the Arthur Ransome Society and Past President of the BCSLA, 2327 Kilmarnock Crescent, North Vancouver, B.C., V7J 2Z3.

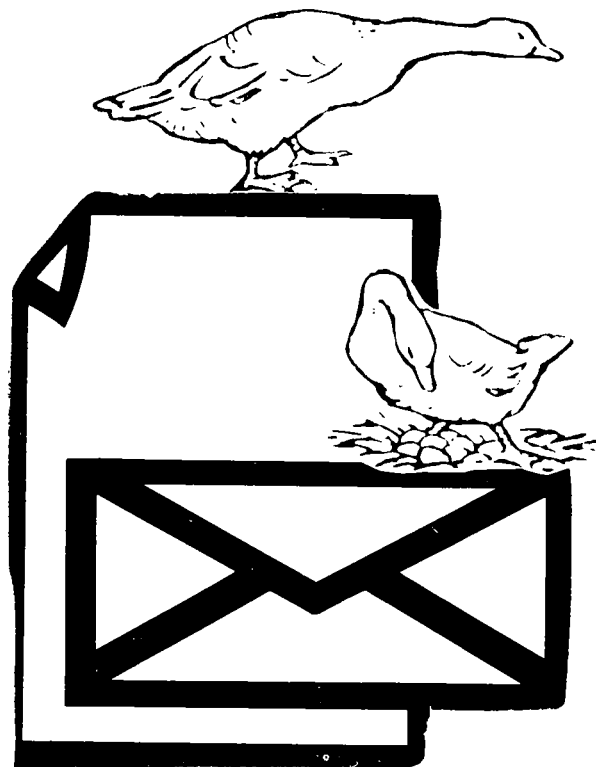
I am writing with reference to the Arthur Ransome Society which was formed in the spring of 1990. I have been an enthusiastic reader of his books since 1932 and as a school librarian for many years had the pleasure of introducing Ransome's books to many readers, some of whom are now passing them on to their children.

There has been a new interest, particularly in Britain, in Arthur Ransome and his books, and I would be interested in hearing from others who might be "Ransomeites."

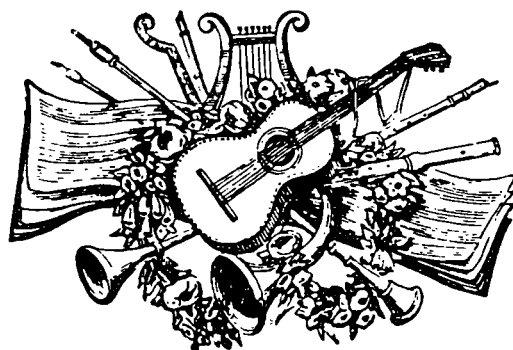
The address of the society in Britain is: The Arthur Ransome Society, Abbot Hall, Kendal, Cumbria, LA9 5AL or you could contact me at: Robert W. Brown, 2327 Kilmarnock Crescent, North Vancouver, B.C., V7J 2Z3.

I was president of the BCSLA in prehistoric times, but I see that you are still struggling for more recognition.

RESPONSE: It is wonderful to hear from such a "voice from the past." And, yes we are still struggling! Hopefully you may receive some interest in the Society, and we wish you all the best in this endeavour.



LOOKING for SOMETHING
NEW?



CANADIAN SCHOOL LIBRARY ASSOCIATION AWARD WINNERS 1993

CANEBSO SCHOOL LIBRARY MEDIA PERIODICAL AWARD

To honour a publication, its editor and sponsoring body for its contribution to the professional development of the school library field

The Bookmark, the professional journal of the British Columbia Teacher-Librarians' Association, Senior Editor: Willa Walsh

GROLIER AWARD FOR RESEARCH IN SCHOOL LIBRARIANSHIP IN CANADA

To support research in school librarianship

Joy McGregor for "Cognitive Processes and the Uses of Information"

NATIONAL BOOK SERVICE TEACHER-LIBRARIAN OF THE YEAR AWARD

To honour a school-based teacher-librarian who has planned and implemented an exemplary school library program

Reese Cohen, Dr. D. W. Penner School, St. Vital School Division No. 6,
Winnipeg, Manitoba

A stylized, high-contrast illustration of a clock face. The clock is white with black outlines and features a large, bold number '12' at the top. The hands are simple black lines, and the dial is marked with small black triangles. The entire clock is set against a white background with a thick orange border.

THEME SECTION



Association for Teacher-Librarianship
in Canada

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

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

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

YES! I'm joining!

Name _____

Institution _____

Address _____

City _____

Province _____ Postal Code _____

\$40 cheque enclosed

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)

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 — equipped with computer library management, security, and information access systems. However, 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 had found herself walking into the library of one of the dingier of Surrey's old schools. The room was small and it was 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 actually well-timed, as plans were well underway towards introducing computerized management systems into all of the school district's libraries. Under the leadership of Assistant Superintendent Art Tindill, Surrey had committed itself 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 being in place for all district libraries to come on line, 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 by 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 which would eventually exist in the new facility. This meant taking time to brainstorm with the Architect, the District Planner and the District Architectural Consultant in the interests of ensuring 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. Forty-five classes took part that autumn in intensive instruction in using the on-line catalogue.

In January there was 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 utilized to serve this need was a castoff — one of the old dinosaurs from the school office.

Despite all of this, conversion 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 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 all the way from October through February. The size of this accomplishment mushrooms when one considers that no extra clerical help (beyond her regular allotment of ten hours per week) was available for this task, and also that 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 for technology also took place that year with the installation of the school's own satellite dish. This provided staff and students at Johnston Heights Secondary with nearly unlimited potential for 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 Elevens, 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 new additions, along with World Book's Information Finder. That particular magazine indexing service was replaced within a year by Academic Abstracts, which contained more articles than the other source. 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 conversion 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.

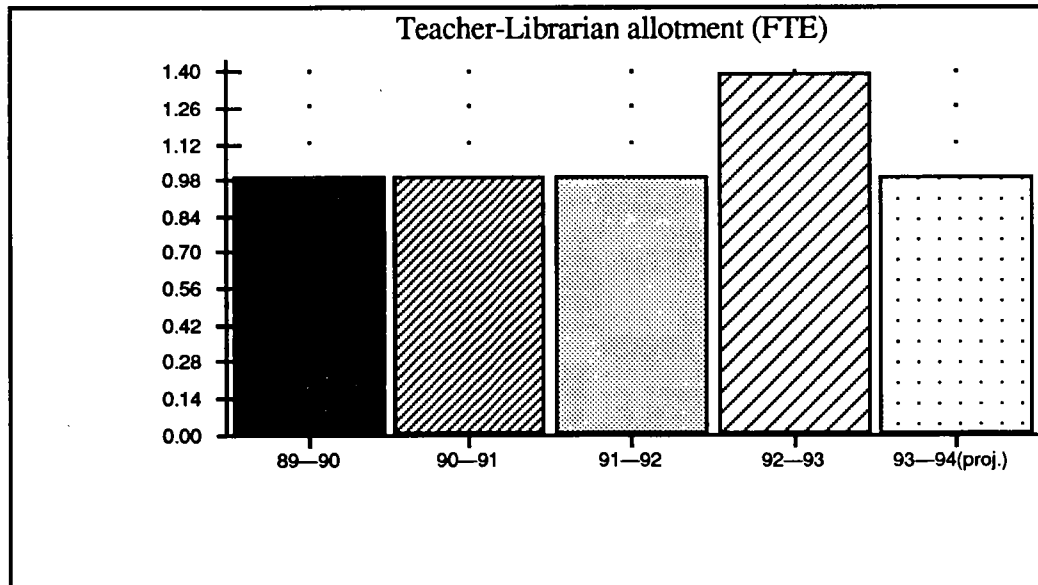
The district provided boxes and a packing crew of four, although they were assigned to help pack the entire school, not just the books from the library. All but the videocassettes were placed into the boxes, with every carton carefully marked and numbered. The videos stayed out until the very last minute so that staff would still have access to the teaching materials which had become so indispensable.

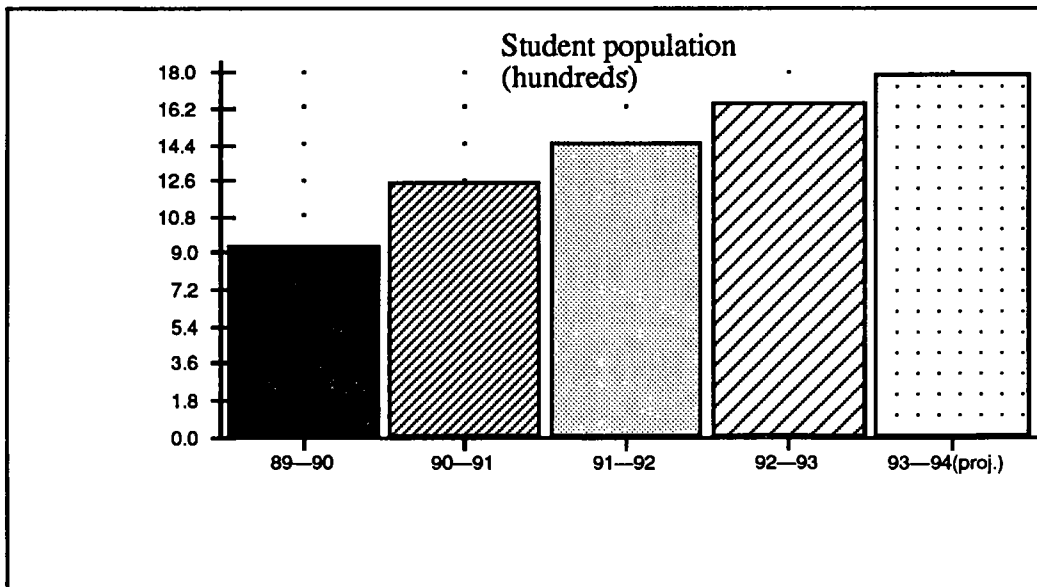
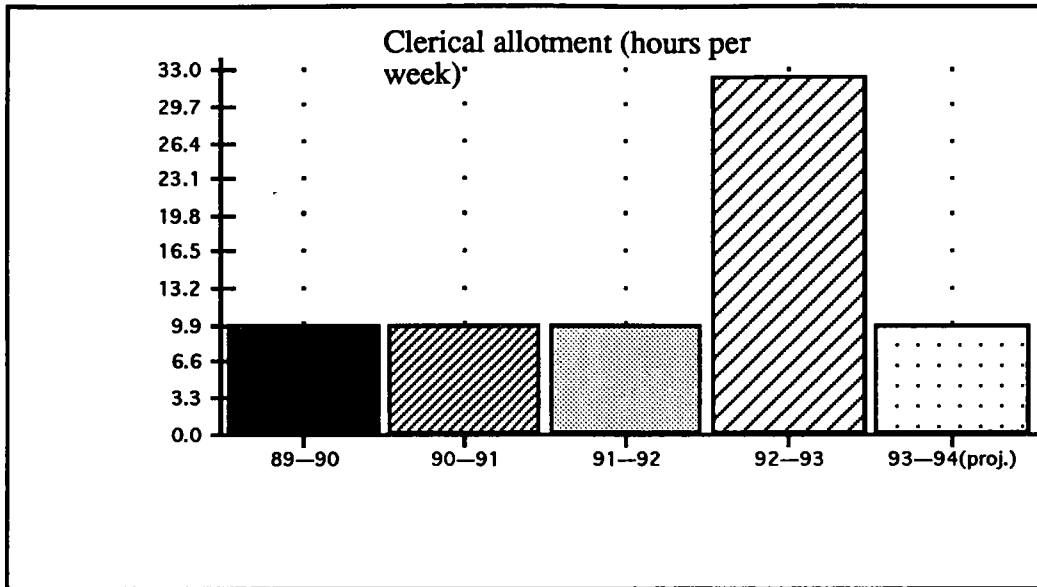
LIBRARY HOLDINGS 1989 & 1990

Number of items in collection	8500	14,000
Teacher-Librarian allotment (FTE)	4	80
Clerical allotment (hours per week)	1	36
Student population (in hundreds)	6	56

STAFFING RATIOS

	89-90	90-91	91-92	92-93	93-94 (proj.)
Teacher-Librarian allotment (FTE)	1.0	1.0	1.0	1.4	1.0
Clerical allotment (hours per week)	10.0	10.0	10.0	32.5	10.0
Student population (in hundreds)	9.4	12.5	14.5	16.5	18.0





FAXON CANADA: QUESTIONS AND ANSWERS ON FAXON RESEARCH SERVICES, INC., FC-FINDER AND FAXON XPRESS

The following was provided to The Bookmark by Faxon Canada and is printed here for the information of teacher-librarians.

FRS, FC-Finder and Faxon Xpress

1. What is Faxon Research Services?

Faxon Research Services, inc. (FRS) is an information services company established in August of 1991. We are committed to developing just-in-time information services for all types of libraries and individual users in academic, government, business, and medical and public communities.

2. What are the services that Faxon Canada and FRS have developed?

Currently, there are two primary services brought to market: FC-Finder, which is a table of contents service of over 11,000 journal and other serial titles; and Faxon Xpress, which is a document delivery service.

The Finder Database

3. How do you select titles to be included in the Faxon Finder database?

It is our philosophy that the Finder database should reflect the major indexing and retrieval tools. We base selection of individual titles on three major inputs: usage of the title—which we are able to determine based on an analysis of the most frequently ordered subscriptions in the database of Faxon; input from Faxon Canada clients and the reputable authority of the standard indexing and retrieval tools and lists.

4. What titles are included in the Finder database?

A listing on diskette of the titles included in FC-Finder is currently available from Faxon Canada. It is important to remember that titles are constantly being added to the Finder database. We are insuring that the relevant journals which have been published since January of 1990 are reviewed for inclusion as

well as any important titles which we missed in the initial candidate list. As with the disciplines it represents, the Finder database is a living database and will continue to grow and change over time.

5. How does the Finder list of titles compare to the standard abstracting and indexing services?

Finder compares quite favourably with the major A&I services. In fact, we are in the process of preparing an analysis which compares the database to a number of the major tools and will make the results available when completed.

6. How do you decide to add a title to the database? How is a user notified that a title has been added?

Titles are added based on their relevance and usage. We plan to notify users of new titles in two ways: a regular newsletter to users which will include information on any new titles, and we hope to make the information available through some sort of on-line bulletin board.

7. How do I suggest titles for Finder?

FRS welcomes suggestions for new titles. Please send your recommendations to Melissa Shaffer, Director of Information Services at FRS, or to Stuart Silcox at Faxon Canada.

8. Is there a way for me to compare the titles in Finder with my library's holdings?

Yes, Faxon Canada is able to provide several reports, specific to your account, that analyze titles available on FC-Finder.

9. Do you include ALL of the table of contents in Finder?

Yes. All the citable references which are included as a part of the table of contents are incorporated into the Finder database. Our goal is to be as complete as possible. While other table of contents databases may include only research articles from journals, we

include citations for some 13 different types of articles ranging from news stories and conference proceedings to editorials, commentaries and obituaries. We take great pride in the comprehensiveness of the database the care which goes into creating its contents.

10. What do you do with foreign language titles?

Foreign language titles which have subject relevancy are included in Faxon Finder. We indicate the original language of the article in the citation and index both the original language title and the English translation (if available). Both of these titles are searchable by the user. The language field can also be used to limit searching.

The Quality of Finder

11. What is the process for actually converting the table of contents to machine readable form? There are three major steps in creating the machine readable TOC:

1. First, the table of contents is reviewed by a trained FRS editor who, following strict editing guidelines, outlines the contents of the TOC to be included in the database. This step insures the completeness of the TOC entry.

2. Second, the tables of contents are entered into machine readable form by trained entry staff. To insure the highest possible accuracy, all entries are double keyed and subsequently machine compared. Any discrepancies from this comparison result in a human review and correction of text.

3. Finally, machine editing is performed to insure the accuracy of the entry. If necessary, additional editing by trained FRS staff is also performed. Upon completion of these three steps, the entry is complete and can be entered directly into the database.

12. How is the quality and accuracy of the data assured?

As we indicated above, trained FRS editorial staff review each issue for content. In addition, the double keying which we do for data entry results in extraordinary accuracy. Finally, review of any problems is also done by trained staff prior to including the citation in the database.

13. How frequently is the database updated? Currently, FRS is providing updates on a weekly basis. We expect to increase the frequency of

updating in the future.

14. Are abstracts included in the database?

Yes, if they appear on the table of contents. However, it is important to remember that very few journals include true abstracts on the table of contents pages, although some have summaries or annotations of the articles. FRS has recently added Christine Lamb as Vice President for Publisher Relations and she will begin working with publishers to gain rights to fuller abstracts for inclusion in the TOC database.

15. What plans do you have for expanding or improving the database?

We will certainly continue to add titles to the database as they become available. Also, as we indicated above, we expect to include more and more abstracts from publishers. As well, we are planning to introduce a descriptive database on the serials titles themselves which will include the subject scope of the title, its frequency of publication, author instructions, abstracting sources, editorial information, price and information on ordering—including the ability for a user to place a subscription on-line. Finally, we will continue to look at ways to include information from a table of contents which is not easily citable.

16. How can I access the FC-Finder?

FC-Finder as well as the Faxon Xpress document delivery service are available by connection to Faxon Canada via the Datapac network, or the Internet.

17. What types of searching capabilities are available with FC-Finder?

FC-Finder contains various types of search capabilities. Searching by title, author, subject area, article title and journal may be accomplished using either key word access or closest match.

18. Will I have to do a new search every time I connect to FC-Finder?

FC-Finder has the ability to save Search Profiles on behalf of the user. The search profiles are defined by the user, and enable FC-Finder to perform user's searches each night. An "Alert" advises users of newly published material, each time they log on.

Faxon Xpress Document Delivery Service

19. What do I do to order a document with Faxon Xpress?

FRS has developed an ordering module which includes a special interface for the user to enter the necessary ordering information for document delivery. This ordering capability is available as part of FC-Finder.

20. How long will the delivery of a document take?

All orders within Canada will be faxed within 24 hours. Most articles will be faxed by 6:00 am the next morning, if ordered by 5:00 pm the evening before.

21. What are the costs for document delivery?

Article delivery costs are \$8.25 CDN (plus royalties) for articles up to 20 pages. This price is in effect through June 1993. At that time, Faxon Canada will review our pricing schedule, and make adjustments if necessary.

22. What elements go into the price for document delivery?

FRS has formal arrangements with the Canada Institute for Scientific and Technical Information (CISTI) as well as other libraries and institutions which provide access to their collections for document delivery. We are careful to provide these suppliers with fair compensation for their work in order to insure the quickest and highest quality turnaround in document delivery. Also, FRS believes that it is important not to be dependent on a single supplier for a document. FRS is working on developing and maintaining relationships with secondary suppliers for all our titles. Document delivery costs must also include the necessary telecommunications charges, overhead for the document delivery staff and software, and amortization of setup costs.

23. Is the royalty fee included in the cost?

Yes. Christine Lamb, the V.P. for Publisher Relations for FRS, works closely with publishers to develop agreements for the provision of documents and for the full payment of all royalties in complete compliance with copyright law.

24. Why is the royalty fee specified separately?

We show the royalty fee separately because it varies from publisher to publisher and we want to insure the user is aware of this component of the cost of document delivery.

25. How is a user billed for the cost of document delivery?

Faxon Canada and FRS offer a number of different billing options. A full explanation may be obtained by contacting Faxon Canada Marketing Division (1-800-26-FAXON).

26. Does FRS have plans to store the full documents electronically to facilitate quick document delivery rather than relying on document scanning?

We believe that electronic storage of the document without the explicit permission of the owner of the copyright is inconsistent with current intellectual property and copyright laws. Therefore, we have no current plans to store documents electronically. We keep the bit-mapped image of a document only long enough to insure the successful transmission and completion of the order.

27. How can you assure the delivery of documents in the absence of final agreements with the publishers?

We will provide the royalty payments through the Copyright Clearance Center, whose agreements provide for broad coverage.

28. What kind of reports will you provide to libraries?

Faxon Canada has full reporting capabilities, including lists that show which titles in your collection are titles available on FC-Finder.

29. Will you be introducing other databases?

FRS and Faxon Canada are always interested in new ideas and we expect that the reception of FC-Finder and Faxon Xpress in the market will spur us to offer additional products and services. In particular, we have just finished development of a TOC delivery service, called TOCSS. This service will provide Table of Contents for selected journals, on a regular basis to FC-Finder clients.

For more information or to sign up for a one week free trial, call Faxon Canada at 1-800-263-2966.

THE ROLE OF THE TEACHER-LIBRARIAN IN BRITISH COLUMBIA SECONDARY SCHOOLS: A SHARED VISION?

by **BERNICE BETTS**, teacher-librarian,
Parkcrest Elementary School, SD#41
(Burnaby).

As a longtime classroom teacher who metamorphosed into a teacher-librarian three years ago, I came to the library filled with excitement and grand ideas about my new role as a collaborative educator. Studies in library education had taught me that cooperative program planning and teaching was the way of modern school libraries. The success of projects planned with Odie Kaplan, a dynamic teacher-librarian who introduced me to CPPT, had convinced me that cooperative program planning and teaching really did work.

Once having donned the TL hat, however, I quickly discovered that CPPT did not come automatically with the new role. It had to be worked at, indeed struggled for. There were countless pulls and pushes on my TL day! There was so much to do and to learn, particularly at a time when changing technologies left me feeling as though I was charging down a track after a runaway train. Then there were colleagues' expectations, weighed down by long tradition, which sometimes ran counter to any goals for CPPT. In spite of some units where a wonderful synergy led to the kinds of magical learning moments every teacher/teacher-librarian team strives for, I sensed there was so much more that could happen. But how?

It was the difficulties inherent in bringing a large secondary school staff on board to an "evolved" view of the teacher-librarian's role—bringing colleagues to a real understanding of CPPT and to an acceptance of it as the *modus operandi* of the school library program—that fueled the inquiry I undertook during a study leave last year. I had so many questions about my new role, not least of which was the "Emperor's New Clothes" question: Do teacher-librarians—other than those who submit units to *Bookmark* and other professional journals—actually do CPPT? This question is not as cheeky as it might first appear; it arose only after one TL—not

to be cited—confided that TLs in her district "only pay lip service to cooperative planning and teaching." At U.Vic, while trying to find out what was happening beyond my limited circle of contacts, I discovered that recent survey research regarding the role of BC teacher-librarians did not exist. Thus a thesis topic was born.

My research on the teacher-librarian's role was also motivated by a personal ambivalence to the other pressing "must do" of modern teacher-librarianship: the TL's responsibility to expand expertise and provide leadership in promoting an ever wider range of computer-based information services. Given the finite nature of a week, could TLs take on this huge new area of responsibility without sacrificing other important aspects of their role?

Consistencies and Ambiguities

An examination of professional literature revealed that the development of the teacher-librarian's role contains consistent themes about what TLs do theoretically, and many ambiguities regarding attitudes, perceptions and actual practice. Consistency has been evident in North American national standards for school library programs; every set of standards of the last five decades has pointed to the teacher/teacher-librarian partnership, with that partnership becoming increasingly emphasized. Provincial Ministry of Education documents beginning with *Partners in Action* (Ontario, 1982) have expanded the teacher/teacher-librarian partnership to the point where cooperative program planning and teaching is the focal point of the school library program. National standards and provincial documents have also been consistent in their advocacy of the teacher-librarian's responsibility for multimedia collections, which, in the past decade, have come to include electronic information systems as an important component.

The ambiguities become evident when one moves from standards and documents to teacher-librarian role studies. Many role studies have found that principals, teachers, and TLs perceive the teacher-librarian's role in disparate ways (Rainforth, 1981; Hambleton, 1982; Dekker, 1989; Edwards, 1989). Studies have often

revealed that these players, all of whom are crucial to the effectiveness of collaborative school library programs, do not hold perceptions of the TL's role which present an easy pathway toward cooperative program planning and teaching. There has also been little enthusiasm for the teacher-librarian's role expanding to include extensive computer-based information services (Hauck and Schieman, 1985).

The Study

What of the vision of partners in resource-based learning in British Columbia? Does a shared vision of collaborative library programs exist in B.C. secondary schools? Is one likely to exist in the future? If one examines Year 2000 curriculum documents and the new Ministry document for libraries, *Developing Independent Learners* (1991), one gains the impression that collaborative, information age libraries are, or will soon be, the norm. Yet my own experiences, conversations and observations made me wonder if the library program partnership outlined in *Developing Independent Learners* was just so many words or dreams for many teacher-librarians, and for the colleagues and administrators with whom they interact.

My study looked for answers to these questions about shared vision. Questionnaires were designed to determine: 1) if teacher-librarians had already incorporated an expanded role (i.e. one centred on cooperative program planning and teaching which also incorporated

computer-based information technologies) into the structuring of their jobs, or whether they wished or expected to restructure their jobs in future; 2) if principals and teachers perceived tasks associated with the expanded role to be as important as traditional tasks for both current and future roles; 3) if particular priorities for the teacher-librarian's role were associated with background characteristics such as district support levels or respondents' professional training and experience. TL colleagues at 44 schools in four British Columbia school districts received questionnaires, as did principals and most academic department heads in the same schools.

Findings

Responses from 34 teacher-librarians, 25 administrators and 73 teachers raised doubts about the existence of a shared vision of the secondary teacher-librarian's role in British Columbia in 1992, either within or between the sub-groups. The study's findings, based on data collected from only four districts, cannot be considered conclusive; however, they do suggest that the TL's role continues to be idiosyncratic—even elusive—in spite of the strides made toward casting off the "keeper of the books" image of an earlier era.

Teacher-librarians structured their current jobs in highly divergent ways. Wide ranges (24% average in the current role) and sizable standard deviations (7.0% average in the current role) in the times respondents apportioned to various task areas of their jobs indicated that there were many styles of teacher-librarianship.

TABLE 1
Teacher-Librarians' Job Structuring
- Current, Ideal and Year 2000 Expectations -

<u>Task area</u>	<u>Current</u> %	<u>Ideal</u> %	<u>Year 2000</u> %
Management/promotion	9	8	8
Traditional resources mgmt.	11	8 *	8 *
Computer-based info. services	6	7	7
Traditional info. services	12	12	12
Working with class groups	28	32 *	29
Collaboration - materials	6	8 *	9 *
Collaboration - curriculum	8	15 *	16 *
Professional development	8	8	7
Collection processing	6	1 *	2 *
Misc. clerical/supervisory	5	1 *	1 *
N =	(29)	(25)	(24)

* = Significantly different from current structuring, based on 2-tailed t-tests where $p < .05$

TLs' aspirations and expectations for future job structuring were somewhat less divergent. The greatest cohesiveness was shown in their rejection of subprofessional tasks such as collection processing, clerical duties and supervision of students. (See Table 1.)

Most teacher-librarians stated that the most important aspects of their jobs were task areas associated with cooperative program planning and teaching. However, time devoted to curricular collaboration and working with class groups in their current role did not always reflect these priorities. The time they wished to apportion to working with

class groups, and collaborating with teachers regarding materials and curriculum was significantly greater in their ideal job than in current time allocations.

There was little indication from teacher-librarians in this study that they wished to increase the amount of time they spent offering computer-based information services. In their subjective rating of task areas, most of them confirmed that they did not consider this area to be very important.

Principals and particularly teachers held a wide range of views about which aspects of the teacher-

TABLE 2 Perceived Relative Importance of Task Areas of the Current Role - Comparison of Three Groups -			
<u>Task area</u>	<u>Principals</u>	<u>Teachers</u>	<u>Teacher- Librarians</u>
Management/promotion	4	2	5
Traditional resources mgmt.	3	3	7
Computer-based info. services	7	5	8
Traditional info. services	8	8	3
Working with class groups	5	4	2
Collaboration - materials	1	1	4
Collaboration - curriculum	6	9	1
Professional development	2	6	6
Collection processing	9	7	9
Misc. clerical/supervisory	10	10	10
N =	(21)	(63)	(30)

librarian's role were most important. Principals' responses ranged from "Not applicable" (0) to "Very important" (5) for 33% of the task statements, while teachers' responses covered the full 0 - 5 range for 86% of the statements. Although averaged ratings indicated that teachers and principals shared many views on the teacher-librarian's role, the two groups differed in some respects. (See Table 2.)

Principals placed more emphasis on teacher-librarians being collaborative partners with teachers to plan and teach resource-based units. Principals also wanted teacher-librarians to provide professional development leadership. They rated subprofessional tasks and computer-based services lower than teachers did. Teachers

seemed to favour the teacher-librarian as a provider of services and resources for them and their students, rather than as a full partner in the instructional program.

In comparing teacher-librarians' priorities for their current role with principals' and teachers' priorities for the role (Table 2), the areas of greatest divergence were traditional information services and collaboration regarding curriculum, where teacher-librarians' ratings were considerably higher, and traditional resources management, where teacher-librarians' ratings were considerably lower. Most disconcerting for any teacher-librarian who is attempting to expand CPPT was the resistance teachers showed, both through ratings and comments, to current role tasks associated with curricu-

lar collaboration. Divergences lessened for the Year 2000 role, except between teachers and teacher-librarians in the areas of traditional resources management and computer-based services. Teachers perceived both areas to be increasingly important in the future, while responding TLs did not.

Principals' and teachers' future priorities for the teacher-librarian increased the emphasis on both cooperative program planning and teaching, and computer-based information services. Ratings also pointed to a decreasing importance for subprofessional activities, which they already rated quite low.

District policies for school library programs appeared to relate to distinctive "shapes" for the teacher-librarian's role. A district focus on cooperative planning and teaching or information technology was reflected in teacher-librarians' job structuring. Teacher-librarians in the two districts with less clearly defined library policies and fewer centralized services were more reluctant to take on aspects of the expanded role. Teachers' and principals' perceptions of the teacher-librarian's role also seemed to reflect each district's orientation, although there were hints of a teacher backlash against a strong stance on curricular collaboration. In the district where CPPT had received the most central support and was most widely practiced, the combined principals' and teachers' ratings of statements about curricular collaboration were among the lowest. The only critical comments about the teacher-librarian's curricular role also came from this district. It would seem that TLs walk a thin line between advocating CPPT and creating resentment among colleagues!

Teacher-librarians' professional training and library experience correlated positively with task areas associated with cooperative program planning and teaching. Years of classroom experience before becoming a TL correlated negatively with CPPT, but other factors such as lower levels of professional training and professional involvement may lie behind some longtime classroom teachers' tradition-bound approach to their library role. Not surprisingly, teacher-librarians who spent more time offering computer-based services were those who had more types of technology in their libraries, but this group had no greater wish than others to devote time to computers in future.

Teachers and principals who were most favourable toward the teacher-librarian's expanded, more professional role had also devoted more time to learning about library programs, or had incorporated the library extensively into their own teaching programs. These re-

spondents formed a conspicuous minority; few teachers had attended four or more hours of courses or workshops dealing with the school library program throughout their training and careers (12%), and even fewer (10%) considered the library to be a major component of their teaching program. Respondents who had the most extensive exposure and involvement with libraries—and the most "evolved" view of the TL's role—were primarily English specialists.

Implications

While sifting through more than 13,000 wee bits of data and peering at them from many different angles, I was still hoping to find answers to the "how" question that had propelled me into my research. No easy formulae for bringing a secondary school staff into a CPPT-based library program were forthcoming, yet new understandings of the TL's role did present themselves.

First and foremost, questionnaire responses showed me that I am definitely not alone in my wishes and efforts to overcome resistance to cooperative program planning and teaching. There are many other teacher-librarians out there whose favouring of curricular collaboration is not currently being reciprocated by teacher enthusiasm, particularly when it is the TL rather than the teacher who initiates collaboration.

Out there as well are teacher-librarians whose preferences for their role seems to work *against* the creation of a shared vision for resource-based learning. These are the TLs whose current and ideal job structuring reveals minimal interest in working with classes or with teachers. It is difficult already for TLs to overcome the collegial resistance to CPPT which stems from a collaborative approach's affront to the teacher norms (Werner, 1991) of "privatism" (considering one's classroom and students as one's private domain) and "presentism" (an aversion to planning ahead). When one must also overcome a vision of library programs which is tinted by other TLs' perpetuation of the "keeper of the books" image, the quest for a CPPT-based program becomes doubly challenging.

Some of the failure of teachers and administrators to appreciate the benefits of a collaboratively planned, resource-based curriculum may have little to do either with their own norms or with their exposure to tradition-bound TLs. Rather, it may have to do with many teacher-librarians' need to communicate more effectively about how the library—and the TL—can enhance the school's instructional program. The present study's finding that 44% of the principals and 77% of the

teachers did not know what types of information technology were available in their own school libraries hints at a serious communication gap between TLs and their colleagues. This communication gap is probably not limited to information technology.

If teacher-librarians wish to alter colleagues' perceptions about the importance of CPPT, they will have to pay more attention to many change theorists' insistence on the importance of communicating the vision (e.g., Kanter, 1987). In doing so, they must ensure that their school's vision of CPPT is collaboratively created, based on a sensitive "tuning in" (Kanter) to their particular school environment and to colleagues' particular styles and needs. If the vision of CPPT is based on the TL's insistence that collaborative endeavours should unfold in a particular way, it is flawed. According to Fullan (1991):

The extent to which proposals for change are defined according to only one person's or one group's reality...is the extent to which they will encounter problems in implementation.... (p.36)

In the district where there appeared to be a backlash against the teacher-librarian's collaborative curricular role, one might wonder whether the teachers' or principals' reality had been incorporated into the vision of CPPT.

Fortunately, TLs seem to be coming to a better understanding of the need for a type of communication which incorporates transformational leadership strategies into the quest for change (Oberg, 1990; Brown, 1991). This shift from earlier styles of promoting CPPT may assist in the move toward genuine collaboration in library programming. The general trend in education toward collaborative school climates may also help.

There is reason for cautious optimism about some of the directions our role is taking in British Columbia. Compared to role studies carried out in other parts of North America in recent years, the present study provides a better prognosis for teacher-librarians to be able to take on the expanded cooperative role. Not only are some teacher-librarians already structuring their jobs to reflect the expanded role, but many others are keen to increase their collaborative curricular involvement in future. The Ministry's promotion of more collaborative school climates (echoing the voices of individual teacher-librarians and the BCTLA over many years!) seems to be leading many principals and teachers toward an openness to increases in our curricular role in the coming years. Principals' and teachers'

growing awareness of the inappropriateness of sub-professional tasks for our role is also a positive change from some earlier studies.

There is less reason for optimism when one looks at teacher-librarians' preparedness to meet the information challenges of the coming years, however. Our vision of desirable change to our role generally does not encompass increased involvement with computer-based information systems. The study's findings (an average 7% of time allocated to computer-based services in an *ideal* TL job) suggest that many teacher-librarians continue to see their role as one in which electronic information systems should remain peripheral.

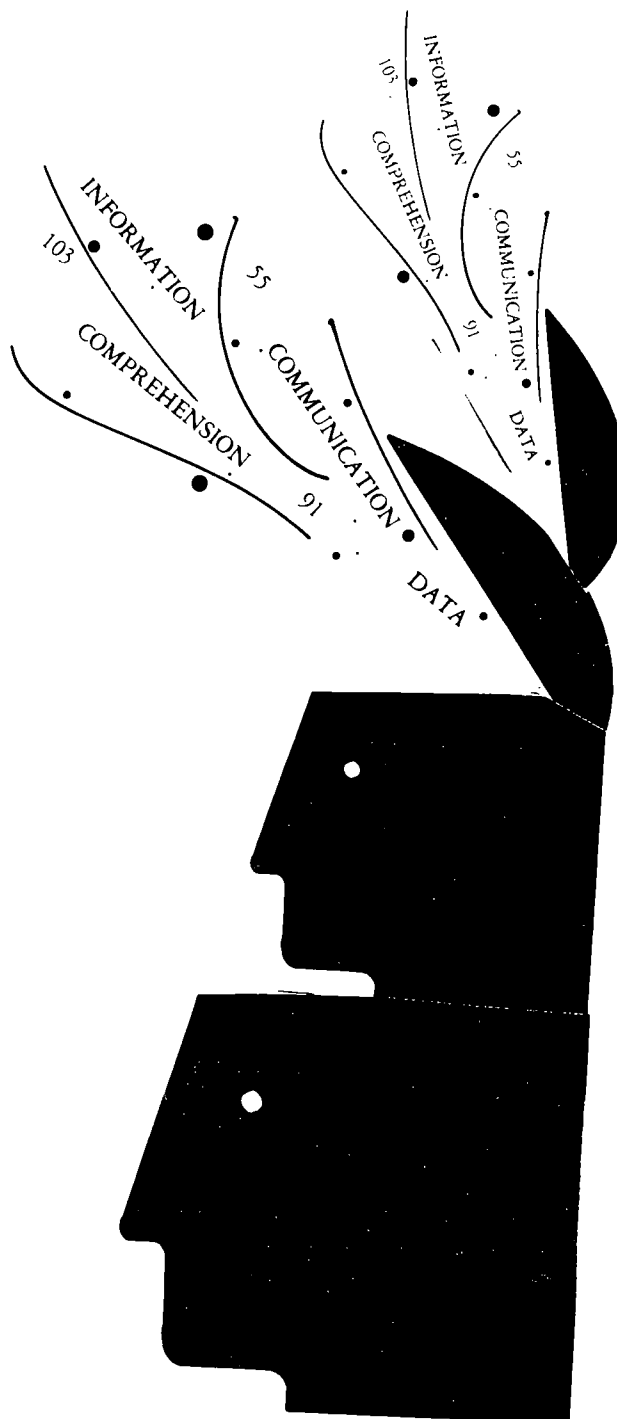
At first comforted by the discovery that I was not alone in my ambivalence about going "hi-tech," I was soon shaken from this complacency. Particularly teachers, and to some extent principals, indicated in their responses that they not only value the TL's involvement with computer-based information services, but also consider such services to be of increasing importance. Can TLs afford to ignore colleagues' wishes regarding provision of these services? Additionally, can we pass off recent changes to TL staffing levels in districts which formed part of my study as mere coincidences* to TLs' attitudes toward changing technology? The 1992/3 school year has seen decreases in school library staffing in the two districts where TLs expressed the least interest in offering computer-based services. There has been an increase in TL staffing only in the district where the greatest TL receptivity toward information technology was evident.

Should we choose to ignore the changing landscape of learning resources, we risk a great deal, cautions Austrom (1991, p.7): "The greatest danger lies in ignoring information technology, for someone else will fill the void...."

Teacher-librarians who do not accept the challenge of an electronically rich information world lose an opportunity to increase their value to colleagues and students during tough economic times—times when our professional survival may well depend on being considered valuable by colleagues, students and the community. As school districts expand computer technology positions and reduce TL staffing, the message should be clear to each and every one of us.

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*N.B. Older back issues are available from Willa Walsh, 3800 Raymond Avenue, Richmond, BC, V7E 1B1; tel: (604)274-9705

OUR GLOBAL COMMUNITY: AN INTEGRATED UNIT

by **JUNE METCALFE**, teacher-librarian, and **WENDY PATTISON**, teacher, Tsawwassen Junior Secondary, SD#37 (Delta)

UNIT DESCRIPTION

Students will demonstrate an understanding of current events, geography and journalistic writing by using a modified writer's workshop approach to compiling a newspaper. Emphasis will be placed on process, and work time is allotted accordingly. Mini-lessons will focus student attention on specific issues of writing and research skills. The final product will be a newspaper written by and for students. A follow-up activity may include a student-produced News Video.

UNIT OBJECTIVES

Students will be integrating and developing many skills in this project. Students will be evaluated in a holistic manner for their grasp of the following content and process:

- uses time wisely - time management
- library research skills - orientation workshop
- teamwork/social skills - cooperation
- research and note taking skills
- demonstrates an understanding of regional geography
 - topography
 - climate
 - culture and sociology
 - political structures
 - economy
 - environment
 - sports teams - athletics
 - creative presentation of region
- writes a journalistic article
 - strong lead
 - explains issues clearly
 - evidence to back up ideas
 - cites sources used
 - connects ideas
 - precise word choice
 - convincing conclusion
 - evidence of proof-reading and editing skills
- conference skills
 - identifies issues for conference

- articulates strengths and weaknesses of paper
- understands and demonstrates quality workmanship
- oral skills
 - makes a creative oral presentation of article

CONTENT SPECIFIC GOALS

1. To explore the physical and cultural geography of selected regions
2. To investigate current issues through a variety of media.
3. To create imaginative and interesting forms of presenting information.
4. To develop goal oriented team skills.

RESPONSIBILITIES

1. Teacher and teacher-librarian:
 - plan unit cooperatively
 - draw up time line
 - decide on evaluation/assessment process
2. Teacher:
 - introduces/leads discussion with class
 - teachers mini lessons
 - directs workshop on media studies
 - evaluates presentations
3. Teacher-librarian:
 - gives Library Resource Centre orientation workshop, focusing on card catalogue, clipping file and periodical index
 - sets up info files of regions with examples of articles from various newspapers and magazines
 - invites journalist speaker

ASSESSMENT

A plan for assessment must be decided upon prior to beginning this unit, giving weight to the process as well as the products, for a holistic evaluation of student growth.

INDEPENDENT LEARNING SKILLS

1. Acquire, organize, interpret, present and critically evaluate information.
2. Access material from technological sources.
3. Develop and express thoughtful opinions.

LEARNING ACTIVITIES

A. Our Global Community: Introduction (1-2 lessons)

1. **Class discussion:** using a globe and a poster-sized photograph of the planet, allow students to explore previous knowledge of the planet. Discussion may include topics such as space, origins, the environment, poverty and our common future.
2. **Learning log:** set students up for ongoing personal interaction with the learning skills objectives/ (SEE handout)
3. **Introduce unit:** discuss unit objectives and timeline.

B. Travel Brochure (12 lessons)

1. **Introduction:** students sign up for one of seven regions (SEE handout for regional assignments).
2. **Library orientation:** students are introduced to card catalogue, clipping file, and periodical index through two library workshops.
3. **Geographical regions are organized into “Expert” teams in order to produce a travel brochure (SEE handout).** Ten minute mini-lessons at the beginning of each class will deal with one of the following topics:
 - cooperative group skills
 - note taking
 - summarizing main idea
 - constructs: maps and the media
 - mapping skills
 - climate, economy, government, culture, and topography
 - the remaining time is used for team projects
4. **Team presentations**

C. Current Events in the media

1. **News viewing log:** homework for one week. Students take notes on three events in the news each night.
2. **CBC Journal:** the class will view an episode of “The Journal” about a controversial issue (e.g. the environment)
 - take notes from the video
 - choose a side
 - use notes to support your side
 - write an opinion paper
 - class debates on issue

3. Reader response to news article: students write a personal response to an article from the newspapers distributed in class.
4. Speaker: students learn first-hand about the job of a journalist by meeting a local newspaper reporter and hearing what they have to say regarding the process of investigative journalism.
5. Analyze news articles for:
 - bias content
 - persuasive writing techniques
 - sentence structure, grammar, usage
6. Survey: gather and graph primary data from personal interviews: (see handout)

D. Newspaper Project (10 lessons)

1. Newspaper project introduction: students sign up for a specific reporting assignment
2. Library mini-lesson: provide students with examples of specific assignments in info files. Explore articles with students in small groups, helping them to develop their own focus.
3. Research and write news articles
4. Teacher conferencing, peer editing and revising of articles
5. Computer time for typing articles
6. Lay out articles by region, working in groups
7. Publish and distribute class newspaper
8. Reader response to each others' articles

HANDOUTS

LEARNING LOG

- A. Our Global Community
How did I feel about the issues which were raised in the class discussion? What issue do I feel is the most important and why?
Personal response:

- B. Travel Brochure
How did I feel about my group's final product? What role did I play in my group?

Why? How can I improve my group working skills?

Personal response:

C. Current Events

What did I learn about the process a reporter uses when investigating and presenting a news story?

Personal response:

D. Newspaper

How has my writing improved through this unit? How can I continue to improve my writing?

Personal response:

REGIONAL ASSIGNMENTS

1. Soviet Region

Political correspondent:

Economic/social correspondent:

Environment correspondent:

Sports correspondent:

Artist/cartographer:

2. Canadian Region

Political correspondent:

Aboriginal issues correspondent:

Environmental correspondent:

Sports correspondent:

Artist/cartographer:

3. South East Asian Region

Political correspondent:

Economic correspondent:

Sports correspondent:

Environmental correspondent:

Artist/cartographer:

4. South African Region

Political correspondent:

Economic/social correspondent:

Artist/cartographer:

5. Middle East Region

Political correspondent:

Economic/social correspondent:
Environmental correspondent:
Artist/cartographer:

6. American Region
Political correspondent:
Economic/social correspondent:
Environmental correspondent:
Sports correspondent:
Artist/cartographer:

7. European Region
Political correspondent:
Economic/social correspondent:
Environmental correspondent:
Sports correspondent:
Artist/cartographer:

TRAVEL BROCHURE GEOGRAPHY MINI-ASSIGNMENT

Region: _____

Group Members: _____

Product: A travel brochure to “sell” your region.

Process: Your group will work together in gathering research on your geographic region.
Together you will then design an attractive travel brochure.

Assessment: You will be graded as a group on the following criteria:

/5 teamwork

/5 use of time

/5 number of books and article researched

/15 information on geographic region, climate, topography, culture, government,
economy

/5 creativity

/15 neatness

Total /50

NEWS VIEWS

1. What in the world is happening? Label your map with the information you discovered and hand in your neatly labeled map for 10 marks.
2. Choose one news story and write a one page summary and response to it for 10 marks - 5 for summary and 5 for response.

The Department of Language Education
University of British Columbia



LIBE 527: Seminar in Teacher Librarianship (3 credits)

Instructor: Dr. Anne Clyde

Time: Afternoons
Summer Session Term II, 1993

The focus of this course is on research and its applications for school library resource centres. Seminars will be based on recent research in the field of teacher librarianship, education, learning theory, library and information science, information skills and information technology and on the potential applications of this research in school libraries and in relation to the provision of library and information services in schools. Course participants will undertake literature searches, read and evaluate research reports, and analyse those reports in terms of their implications for library and information services in schools. The emphasis will be on recent research of national and international significance.

This course can be taken for three credits in the master's programmes (M.A. or M.Ed.) in teacher librarianship. It will be offered in the summer session 1993, subject to sufficient demand.

DESIGNING LIBRARY RESOURCE CENTRE FACILITIES THAT SUPPORT EDUCATIONAL PROGRAMS FOR THE 21ST CENTURY

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

[Editor's Note: The following article is adapted by the author from a section in *Administering the Library Resource Centre: A Handbook of Procedures*. Vancouver School Board, 1992.]

Probably the most daunting, time-consuming and important planning task the teacher-librarian can engage in is the design of a new or renovated library resource centre. In both cases, there is a strong need to think ahead about what is needed, to consult with colleagues, to persuade and cajole, in order that the library resource centre facility will facilitate resource-based learning programs. At the same time, it is essential to recognize that securing the best possible for the library should not mean that other needs in the school are not addressed. When funds are tight, the planning tightrope is a very thin one.

The following information and opinions are presented with the intent of focusing the deliberation and planning processes on the future instead of the past. I have found that a strong document presented to the planning committee at the outset of the planning process is a very effective way to influence the ultimate results. Teacher-librarians are free to use the following information liberally in putting together their own presentation packages, but are asked to cite this article as a source.

YEAR 2000 DIRECTIONS

The British Columbia Ministry of Education, in the program documents associated with the Year 2000 policy directions, envisions an educational system which focuses on the needs of every learner, and which prepares our youth for successful citizenship and economic participation in a world very different from the one we are living in today. The specific directions established by the Ministry in *Year 2000: A Framework for Learning* include the following key principles:

- Learning requires the active participation of the learner.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a social process.

The implications of these simple statements are enormous. Learning is seen to be dependent upon the learner as much as, or more than, on the teacher. Motivation to learn, active involvement and the need for independence and decision-making skills are all built into this single sentence. The variations in the way people learn are recognized, with the result that single resources, limited numbers of teaching strategies and comparative evaluation procedures

will no longer be considered adequate. Finally, students will be more frequently engaged in group learning processes than they have been in the past. These three principles are based on research that has been tested and validated over the past two decades, so that even if the directions established by the Ministry should dissipate through a lack of political will or funding, these principles would still form a powerful framework for education for the twenty-first century.

THE LIBRARY RESOURCE CENTRE PROGRAM

The library resource centre program is developed and implemented within the framework for education established by the Ministry of Education, the district and the school. The intent of the resource centre program is to support the classroom program, enrich and extend Ministry and district curricula, and, in conjunction with other teachers, to cooperatively develop and implement school-based curricula and curriculum units which meet the individual and group needs of the students.

The characteristics of an Educated Citizen that are specific to the library resource centre program are the ability to:

- access, evaluate, organize and apply information effectively (i.e., **information processing skills**);
- select and use information to develop solutions to problems (i.e. **problem solving skills**);
- use appropriate criteria to select from possible alternatives and make decisions (i.e. **decision making skills**)... (*Year 2000: 14*).

In addition, the Knowledge learning dimension is dependent upon the resources that are housed in the library resource centre collection or accessible through the electronic resources that are managed there. Resource-based learning is the central focus of the program.

The Ministry of Education has also established Principles of Program Development specific to school library programs. These principles should also be considered carefully when the facility is being planned for they direct the functions that the facility must accommodate.

Principle 1: All children in our schools should have the opportunity to obtain the knowledge, skills, and dispositions which will enable them to become skillful, thoughtful users of information in an information era.

Therefore, an effective school library resource centre program will be designed to

1. provide sequential, developmental instruction in and application of skills such as critical thinking and problem-solving, which are essential to the successful completion of assignments. Skills experiences are integrated into subject content.
2. assist students to develop their conceptual structure of knowledge, their facility with information skills, and a positive disposition toward learning. All of these are essential for the development of rational thought and successful citizenship.

3. develop in students a positive disposition toward reading, and a knowledge and appreciation of their cultural heritage.

Principle 2: Students learn best when they are actively involved in their own learning, and when the instructional program is adapted to their individual needs, learning styles, and interests.

Therefore, an effective school library resource centre program will be designed to

1. actively involve students in a wide range of learning activities using a variety of learning resources of differing media formats and appropriate difficulty levels.
2. provide repeated opportunities for the development of students' decision-making abilities, with the intent of moving students from dependence on the teacher(s) and/or teacher-librarian(s) to independence.

Principle 3: An integrated, articulated education for students is provided when educators collaborate to ensure that they share common beliefs, goals, and objectives, and design an educational program that is meaningful, well-considered, and related to student needs.

Therefore, an effective school library resource centre program will be designed to

1. foster collaboration on the part of administrators and teachers, including those working at the district level, in the classroom and in specialist functions in the school.
2. incorporate the differing skills and knowledge backgrounds of the classroom teacher(s) and teacher-librarian(s) into the program, in order to deliver to all students the best educational experiences possible.
3. support, enrich, and implement the curricula of the school through cooperatively planned and taught units of study that address student needs.

(Developing Independent Learners, pp. 4-5)

In addition to Ministry policy statements such as Year 2000, Developing Independent Learners, and the primary, intermediate and graduation program documents, existing statements about the philosophy and goals of the individual school and its library resource centre should frame and inform the planning process.

CURRICULUM RESOURCES

Resource-based learning, with the student both developing the skill to use resources and the ability to make choices about topics to be studied and the resources to be used, is central to the *Year 2000* program documents. The impact of this thrust on library resource centres will be significant, since the resources to support this type of program are not as predictable as was the case when all students in a class studied one topic designated by the curriculum or selected by the teacher. The consequence of resource-based learning is that the collection of available learning resources must be more all encompassing than in the past.

While the *Year 2000* identified the need to use a greater variety of media in instructional programs, in library resource centres collection sizes and parameters had already changed significantly with the changing needs of students. Fifteen years ago, collections began a major shift to audio-visual media to serve the different learning styles of students. Some of these students had learning disabilities, others simply preferred non-print media to print media. It is no longer enough to provide only books and magazines for students.

In the last decade we have seen a rapid increase in the numbers of children with special needs who are integrated into regular classrooms, and a phenomenal rise in the number of English as a Second Language students. Both these groups of students require very specialized, difficult to order and manage resources. Nonetheless, the library resource centre must serve all students' information needs if all students are to learn.

In the recent past, the rule of thumb for collection development was that any one grade would have students working at a range roughly equivalent to the grade designation. For example, in any grade eight class, students would range from grades four to twelve in their level of achievement. In Vancouver schools, that guideline has become increasingly inappropriate. A grade eight class now has a range from "old" grade two to university level for some courses. Library resource centre collections must now provide information on each topic in the curriculum at many levels of difficulty. The old days of selecting resources on the development of the Canadian Pacific Railway at a grade 10 level because "that is when it is taught" are now gone forever. The addition of the "student choice" factor makes current collections even less satisfactory.

The most recent factor is that electronic information sources undreamed of even three years ago are now available in the business world, at universities, and at the local public library. The search strategies necessary to use these sources are different than those required to access information in a traditional manual system. Students must be taught these new skills if they are to incorporate electronically stored information into their own ideas and products. Success in higher education and adult life will depend in large measure upon facility in using information technology. Electronic information systems are being added to the range of resources already housed in the school resource centre in order to provide students with the necessary experiences and skills. Their impact will become greater as more equipment is secured for library resource centres and the value of these sources is recognized fully.

In summary, the breadth of resources and the number of formats required will continue to increase. While one might predict that the total number of resources will decline as electronic information sources become available, this is unlikely to have significant impact in the next two decades due to factors such as cost of both hardware and software, the practice of targeting technology to adult user groups, and leisure preferences.

TECHNOLOGICAL DEVELOPMENTS

Electronic information storage and retrieval systems have changed the way that we think about information, the way that we manipulate it, and the education that we must offer our children. In the school of the future, computers in each classroom will be tools for learning that are networked to a central bank of electronic resources in the library resource centre. The teacher-librarian will be responsible for locating, selecting, managing and updating

these resources on a continuing basis, much as is done for other resources. The instructional program in the resource centre will focus on accessing, evaluating and using the information so acquired as well as the information found in more traditional resources, while the instructional program in computer studies courses will focus on other aspects of the technology. It will be essential for the teacher-librarian, the computer specialist in the school, and other teachers to work together to ensure that all students acquire necessary skills.

The addition of information technology to the resource centre requires that a significant amount of consideration be given to the impact of technology on functions, furniture and space. Questions to be answered include:

1. Does the security of expensive hardware and software come before functional considerations?
2. Should an open-access computer lab be located beside the library resource centre so that students can easily incorporate information from other sources with that obtained from electronic sources, or should pods of computers for student use be included within the library resource centre?
3. Should the library resource centre be networked with other sites in the school? If this is likely to occur in the near future, it should be planned for when the new building or major renovation is in the design stage.
4. Would it be best to cluster technological tools or to integrate them with companion traditional tools and resources (e.g., CD-ROM periodical index station with magazine display and storage areas)?
5. What types of equipment and furniture are now obsolete, and with what should they be replaced?
6. Will space needs be reduced or expanded, and will such changes be temporary or permanent?

Some of the answers to these questions are being formulated in the library literature, but as yet there is no strong consensus on all points. Much depends on levels of funding and practical questions like training of professionals. We can expect that the reality of school funding shortfalls will mean that changes in information technologies will be slower to appear in schools than in public libraries and the business world. Consequently, print resources are unlikely to be replaced in a major way, yet planning for current and future information technology must take place.

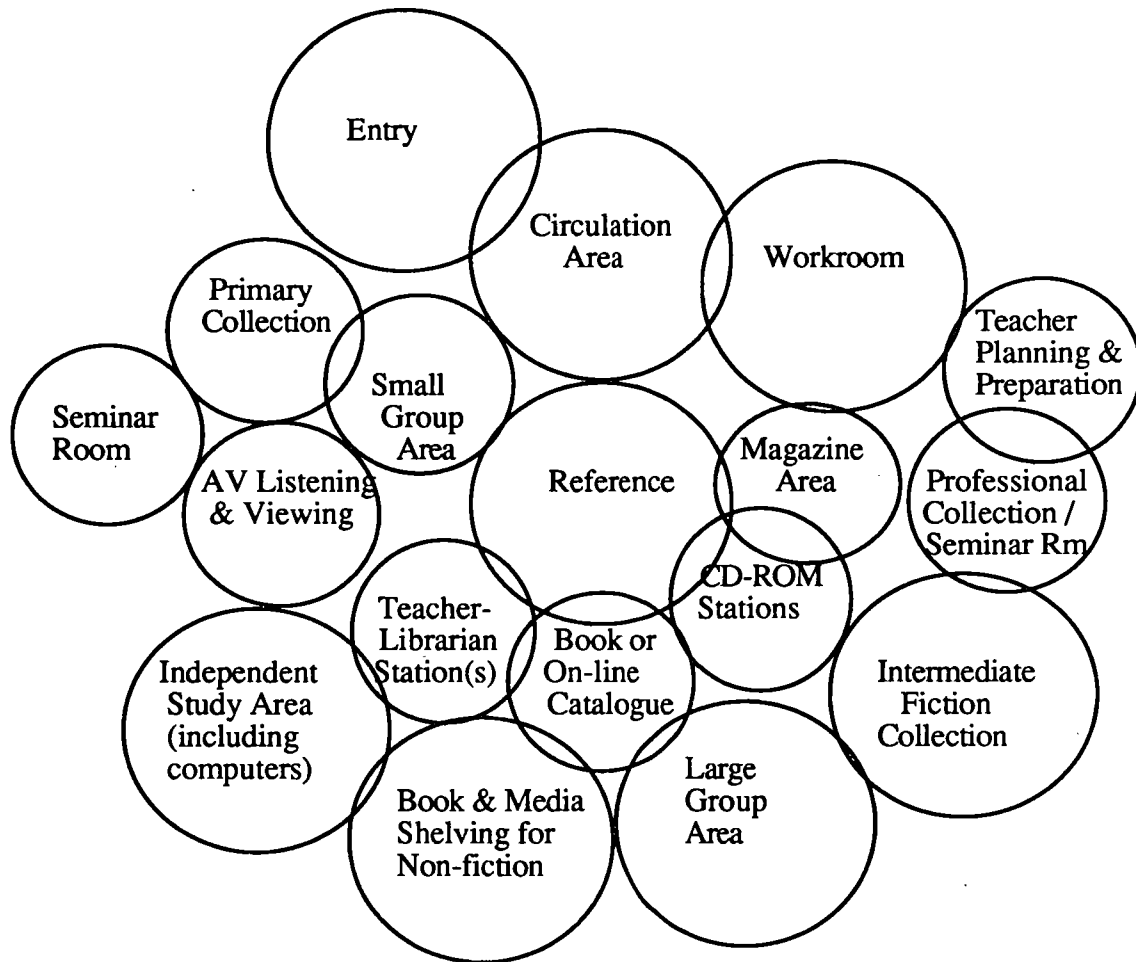
DESIGN COMPONENTS

In the best of all possible worlds, function should determine the directions taken. The resource centre is an organism which supports a wide variety of functions: teacher-librarian work station(s), staff work area, circulation area, reference area, index area, resources storage areas (books, media, periodicals, professional collection, etc.), AV viewing/listening area, instructional areas (small group, large group), seminar rooms, independent study area, leisure reading area. While no attempt is made to indicate relative sizes, these functions are captured

graphically in the following diagrams developed for elementary and secondary library resource centre design purposes.

- Key: Bubbles not touching = no functional relationship
 Bubbles touching = adjacency required
 Bubbles overlapping = functions require direct access

ELEMENTARY LIBRARY RESOURCE CENTRE FUNCTIONAL AREAS



Specific Components of Functional Areas:

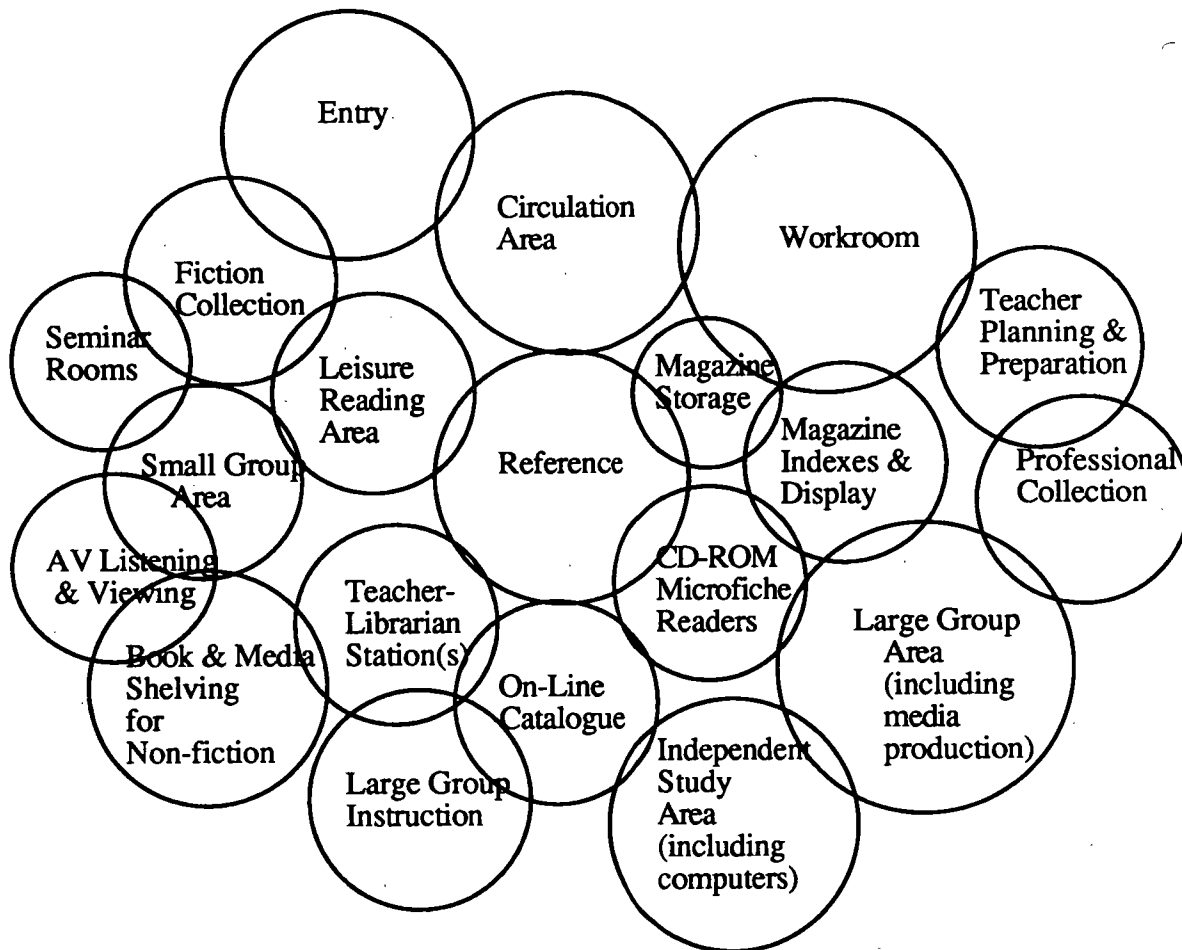
- Teacher-Librarian Work Station(s) — computer(s) with telephone and modem (on-line reference, instructional preparation, administration), desk(s), filing cabinet(s), shelving units (desk reference and planning resources).

- **Staff Work Area** — tables, shelving and counters (reception and processing of resources), computer(s) with telephone and modem (technical and clerical services, administration), desks, filing cabinets, sink, lockable cupboards (personal belongings of staff), unit materials preparation area, desk to accommodate volunteer(s).
- **Circulation Area** — circulation desk, dedicated circulation computer, large patron area to accommodate line-ups, space for reshelving trolleys and for a large number of student and adult volunteers.
- **Reference Area** — reference collection, 6-10 on-line terminals to the collection's database, CD-ROM stations, table seating.
- **Magazine Area** — display shelving for current magazines, newspaper racks, comfortable lounge seating, magazine indexes, storage for back issues of magazines and pamphlets.
- **Professional Collection Area** — closed shelving area for curriculum guides, professional journals, instructional strategies materials, etc. This area may double as a seminar area for student use. Video player and other necessary equipment should be available for previewing resources. A meeting room for collaborative planning should be located next to this area. It should include a computer for staff use, as well as more whiteboard, tackboard and large table area.
- **Book & Media Shelving Areas** (including Primary, Intermediate Fiction and Non-Fiction Collections) — options include separate shelving, integrated shelving, or integrated shelving for some media and not others. Sufficient shelving for future growth is essential. Fiction shelving should be separate from non-fiction since usage patterns are frequently in opposition, and primary materials should be separate from intermediate in order to accommodate both levels at the same time. Wall space should be largely windowless in order to accommodate the maximum number of resources and prevent sun damage to books. If windows are in "people" areas (e.g., leisure reading area), storage for reserve collections and assignment materials should be provided in under-window fitments, but windows should be a major priority. Overhead skylights are an attractive architectural feature, but the resulting heat and light will damage books and cause call labels to fade. Special glass should be installed in skylights to eliminate these problems.
- **Audio-Visual Viewing/Listening Area** — equipment should be set-up permanently for individual student use, and a small area established for small group use. Discussions related to media can occur in the nearby seminar room, and large group presentations in the large group area.
- **Instructional Areas** (small group, large group) — small group areas accommodate up to 10 students, large group areas accommodate up to 40 students. Carpeting throughout the resource centre reduces noise and facilitates study. The large group area requires pull-down screens and black-out curtains for easy viewing, on-line computer with CD-ROM and overhead projection capability, controlled area lighting, and media production area with light table, etc.
- **Seminar Room(s)** — one or more rooms to accommodate 6 to 10 students, each having table, chairs, whiteboard, tackboard, electrical outlets for media use, and windows opening on the library resource centre. Flexible use of this space could be maximized by using one

seminar room to house the Professional Collection. Further flexibility is possible if a moveable wall divides a large seminar room for up to 20 students into two smaller rooms.

- Independent Study Area — hot carrels, computer pods, plants and background music.
- Leisure Reading Area — comfortable seating, paperback spinners, aesthetic elements such as plants, display cases, bulletin boards, visual arts and background music should be incorporated into the Primary Collection Area and the Intermediate Fiction Area.

SECONDARY LIBRARY RESOURCE CENTRE FUNCTIONAL AREAS



Specific Components of Functional Areas:

- Teacher-Librarian Work Station(s) — computer(s) with telephone and modem (on-line reference, instructional preparation, administration), desk(s), filing cabinet(s), shelving units (desk reference and planning resources).
- Staff Work Area — tables, shelving and counters (reception and processing of resources), computer(s) with telephone and modem (technical and clerical services, administration),

desk(s), filing cabinets, sink, lockable cupboards (personal belongings of staff), unit materials preparation area, desk to accommodate volunteer(s).

- **Circulation Area** — circulation desk, dedicated circulation computer, security system, large patron area to accommodate line-ups, space for reshelving trolleys and for a large number of student and adult volunteers.
- **Reference Area** — reference collection, 10-15 on-line terminals to the collection's database, CD-ROM stations, table seating.
- **Index Area** — CD-ROM stations with magazine index and/or summary packages, other magazine and newspaper indexes, indexes for poetry, essays, recipes and a wide number of other resources.
- **Magazine Area** — display shelving for current magazines, newspaper racks, microfiche/film readers and/or reader-printers, comfortable lounge seating, and storage for back issues of magazines and newspapers, both in print and microfiche.
- **Professional Collection Area** — closed shelving area for curriculum guides, professional journals, instructional strategies materials, etc. Video player and other necessary equipment should be available for previewing resources. A meeting room for collaborative planning should be located next to this area. It should include a computer for staff use, as well as more whiteboard, tackboard and large table area. Teachers may also use the media preparation area in the large group section of the resource centre.
- **Book/Media Shelving Area** — options include separate shelving, integrated shelving, or integrated shelving for some media and not others. Sufficient shelving for future growth is essential. Fiction shelving should be separate from non-fiction since usage patterns are frequently in opposition. Wall space should be largely windowless in order to accommodate the maximum number of resources and prevent sun damage to books. In "people" areas, (e.g., leisure reading area) storage for reserve collections and assignment materials should be provided in under-window fitments, but windows should be a major priority. Overhead skylights are an attractive architectural feature, but the resulting heat and light will damage books and cause call labels to fade. Special glass should be installed in skylights to eliminate these problems.
- **Audio-Visual Viewing/Listening Area** — equipment should be set-up permanently for individual student use, and a small area established for small group use. Discussions related to media can occur in the nearby seminar rooms, and large group presentations in the large group area.
- **Instructional Areas (small group, large group)** — small group areas accommodate up to 10 students, large group areas accommodate up to 40 students. Carpeting throughout the resource centre reduces noise and facilitates study. At least one of the large group areas requires pull-down screens and black-out curtains for easy viewing, on-line computer with CD-ROM and overhead projection capability, controlled area lighting, and media production area with light table, etc.
- **Seminar Rooms** — several rooms to accommodate 10 to 15 students, each having table, chairs, whiteboard, tackboard, electrical outlets for media use, and windows opening on

the library resource centre. Flexible use of this space could be maximized by having external, lockable corridor doors as well as doors into the library resource centre.

- **Independent Study Area** — hot carrels, computer pods, plants and background music. Since secondary students' study preferences have shifted to group work rather than individual study, this section should not comprise the majority of the available seating. Ratios will vary according to the preferences of the students and the program of the school.
- **Leisure Reading Area** — comfortable seating, paperback spinners, aesthetic elements such as plants, display cases, bulletin boards, visual arts and background music. A shelving area for catalogued fiction materials should be adjacent.
- * It should be noted that the functional area descriptions include more technology than is currently found in many libraries. These descriptions are a statement of what is desirable.

FURNITURE, EQUIPMENT & SPACE

Instructional strategies emphasizing more learning in pairs and in groups present us with a need for different, more adaptable furniture and more flexibility in use of space. However, there should still be well-defined spaces for a wide variety of instructional uses, as well as independent use by students. These should include seminar rooms, small group study areas, whole class instruction area(s), independent quiet study area, and media preparation area. Instructional areas should include whiteboards and tackboards, and be arranged to facilitate the use of such instructional tools as computers, overhead projectors and video equipment.

Seating needs vary with the size of the school and the type of program being offered. Commonly accepted standards include seating for 15% of the student body, but this level of seating is connected to traditional patterns of resource centre programming. With resource-based learning the need to accommodate more students will develop. One flexible space use that might be considered is to locate additional seminar facilities beside the library resource centre.

An increased emphasis on staff collaboration and interdisciplinary studies will mean that a teachers' planning and preparation area is needed. This should be situated near, or as part of, the library resource centre so that materials are available to be used during planning sessions. It seems obvious that professional collections should be housed near this staff planning area or as part of it.

Resources have also undergone substantial change in the past decade. Information technology already in use in library resource centres includes: information databases, both on site and on-line; CD-ROM encyclopedias, dictionaries, periodical indexes and text files, and picture and text resources such as the catalogue of the Metropolitan Museum of Art; video cassette players, either stand alone or attached to computers; laser video discs and compact disk recordings. The number and variety of programs and packages increases with each month. Reference materials which are used daily in libraries are now available in electronic formats. Other services are available through various on-line databases. These changes require that fresh consideration be given to resource usage patterns, storage and special requirements. The most important furniture, equipment and space considerations are:

- Securing the equipment to use these resources is of prime importance. Equipment requires adequate space, electrical outlets and telephone connections.
- Increased varieties of resources require different shelving, storage and equipment to make information easily accessible. In general, resources should be shelved near the equipment with which they are used.
- Appropriate furniture for work stations is essential, both for ease and comfort of use and for the health of staff and students.
- Unwanted or unused equipment and furniture should be traded or discarded.

It must be recognized that the space standards established by the Ministry of Education are insufficient to provide resource-based learning experiences as outlined in the *Year 2000* program documents. Teacher-librarians, working with their school administration, Teachers' Advisory Council and school district staff, must develop and present a strong case for incorporating architect "design space" into the library resource centre space. The case is best supported by statements dealing with the impact on all students of the services and programs offered by the library resource centre and the teacher-librarian. Surveys of what the students like about the current facility and program, and what they would like to see added, will offer support that has great influence on other staff members.

CRITERIA TO MEET THE NEEDS OF THE FUTURE

1. The goals and objectives for the library resource centre program should provide the organizing focus for the design of new and renovated facilities. Learner-centred education must be as important in the resource centre as in the classroom. Therefore, the *Year 2000* criteria become the first criteria to be considered.
2. Flexibility is the key to meeting future needs. Changes in technology and electronic information sources will be more extensive in the next decade than they have been in the past fifty years. Consequently, the experiences and instruction offered to students will also continue to change and decisions made today must be adaptable. The only thing we can really be sure of is that building electronic communication capacity and electrical outlets into the facility is a must.
3. The diverse nature of our learners will continue. Wheelchair accessibility is a necessity, as is consideration for other access questions. Space to move around easily can only be obtained if space allocations for various functions are increased beyond current Ministry standards.
4. The location of the library resource centre should be central, so that students and teachers can comfortably use the facility and resources. It should be near the school office, have direct access to the delivery area (either on the same floor or by elevator), and be close to other support services, such as the Learning Assistance Centre/Skills Development Centre, computer laboratory, and Learning Enrichment Centre.

5. The library resource centre should be located on one floor only, since coverage of a multi-level facility is extremely difficult during lunch breaks, and when staff members are ill and no substitutes are provided. A multi-level facility also presents access barriers for students in wheelchairs or with other physical challenges.
6. Security of resources should be a major consideration, but it should not overwhelm the more central issues of functions, work patterns and traffic patterns. Security is facilitated when the maximum supervision is possible with the minimum amount of effort. This presupposes a relatively open floor plan. In secondary schools, it is often essential to have a security system installed at the main exit, with other exits having alarms, in order to prevent theft of resources.
7. The library resource centre of the future will be more informal than in the past, and more attention will be paid to human factors like the need for an attractive environment. These include a welcoming entry area which gives the impression of extending out into the rest of the facility, of drawing people into the other areas. There should be good circulation and heating, natural light and clear sight lines, with space for displays and attractive artwork. While informality will increase, the needs of students who require more formal learning situations must also be considered.
8. Seating should offer a number of options from independent study spaces, to comfortable conversation areas, to small group work spaces, and large group instructional spaces. The student's right to select a space appropriate to his or her current needs is but one factor in developing independence and decision-making
9. A well designed and organized work environment is essential if resource centre staff are to develop programs and services to meet the needs of all students. To this end, an open work space with enough room to establish effective work flow patterns is a necessary element, not a luxury. At the same time, it is necessary to have a small out-of-view area where library staff can install security tapes and do other such tasks.

DESIGNING THE PHYSICAL ARRANGEMENT

Usually, the architect will have no experience designing a school library, or any type of library. As soon as the size and shape of the facility is established, the astute teacher-librarian will begin thinking about how the space will be arranged to include all identified functions and the furniture, equipment and seating components that support those functions.

One of the first steps is to secure a scale drawing of the allocated space. Even if the space is not totally finalized, it is a good idea to pursue this and get started. The school administrator may be able to assist in getting at least a draft from the architect. Another item that is useful is any scale drawing of the current floor plan, particularly if it includes scale drawings of the furniture and shelving. If the scales on the current plan and the prospective plan are the same the task is simplified considerably.

If the scales are the same, photocopy the furniture and equipment drawings on the old plan, and cut them out. Previous experience with cutout paper dolls as a child is an asset here, but not a necessity. If extra furniture and shelving are being added, make additional copies of specific items. In pencil, draw functional areas on the new plan, then begin to place the

necessary items on the plan. Use the current plan as a guide for the distance between items. Do not tape any pieces down until you are certain you have the most functional design you can find. Then, tape down lightly. Let the whole design sit for a week or two, then go back to it. Review the functional areas and the "Criteria to Meet the Needs of the Future" and make any changes necessary. Then tape the pieces down securely, or glue them.

If the scales are different, it is necessary to convert the furniture to the same scale as the plan that the architect has provided. Doing it the other way around will not impress the architect since it will not fit as neatly into the work he or she has already done. Often, reducing or enlarging the items on the photocopier will produce items that are accurate enough, but sometimes redrawing pieces to scale and making multiple copies of them is the best way.

One of the dangers of going to all this work is that if someone has a good idea that will improve the design, it is hard to give up one's own work. The positive aspect to thinking the physical arrangement out in detail is that the teacher-librarian really knows what is essential for a facility that will support the kind of program that is in place and that will be fostered in the future. This will become the benchmark against which all other possibilities are measured.

STORING MATERIALS DURING RENOVATIONS

Unfortunately, the planning task is not completed when approval for the project to begin is finally given. The euphoria of achievement soon breaks upon the rocks of reality — packing everything up, then unpacking it again. The following suggestions may help.

1. All materials must be boxed for storage during major renovations and minor renovations such as painting and recarpeting. In the case of recarpeting, only freestanding shelving and storage units will be affected. Major renovations may require storing every stick of furniture and all workroom supplies, as well as all learning resources.
2. Secure the required number of boxes you need as soon as you are advised that approval has been given. Do not wait until the workmen arrive. Estimate the number of boxes by loading the contents of a typical shelf into a box (or boxes), then multiply by the number of shelves.
3. Number the current shelves in sequence (1, 2, 3, etc.).
3. Label all boxes carefully so that easy replacement on shelves is facilitated. Key the box number to the shelf number, and number the shelves on the new floor plan clearly. Do not put materials from more than one shelf in the same box, if at all possible. As well as the shelf number (e.g., 32), label the box with the Dewey # sequence contained within (e.g., 398.2 FAR to 398.2 SNO).
4. Try to ensure that the boxes are stored in some kind of number sequence. If the renovation is not completed on schedule, you may be faced with delivering a library resource centre program out of those boxes. Plan to have reference materials, paperback fiction, and operating supplies stored in a specific spot in case your worst nightmares become a reality.
5. When the renovation is completed and the shelving is finally in place, put numbers on each shelf (1, 2, 3, etc.) to accord with the numbers on your new floor plan. If there are more

shelves in the new arrangement than there were in the old one, leave unnumbered shelves in the sections of the Dewey order where they will be needed.

6. Unpack the boxes onto the correct shelves. With this system, students can unpack boxes and put them on the shelves without worrying about doing boxes in any kind of sequence.
7. Shelf read the collection. When the shelf-reading has been completed it is a good time to spread out the the collection, if unnumbered shelves were left for that purpose.

When all of this has been completed, the only thing left to plan is a party! Include everyone who has contributed to the positive changes that have happened, give everyone a bit of glory and ownership, and sit back and enjoy your joint achievement together.

CONCLUSION

Any teacher-librarian who has worked in a number of under-sized, poorly designed libraries knows what an impact there is on efficiency and morale. I have personally worked in facilities that were exhausting because the low ceilings magnified the noise, and one relatively new library where the extremely high ceilings meant that no heat ever remained down where my feet were. That was also the library with eleven exits — a design gem! I have visited libraries where no fresh air ever visited, and I have sat in dungeons with no natural lighting. Then there was the library with one electrical outlet in the workroom, and none anywhere else. One Vancouver teacher-librarian thought her vision was deteriorating because the call numbers on the spine labels were fading; instead, the sun coming through the skylight was bleaching the type. Each one of us knows of horror stories that either we or our colleagues have experienced. Most of us want something better in the future.

Unfortunately, there are no shortcuts. Planning for the future takes time, effort and the negotiating skill of the Secretary-General of the United Nations. This document is intended only to raise some of the issues to be considered, and to give teacher-librarians a head start on the architect. I conclude with the fervent wish to anyone beginning the planning process, "May the sun never shine on your labels, and may your architect never propose round walls to house rectangular shelves."

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APPENDIX 1: FACILITY RENOVATION WORKING WITH THE ARCHITECT: A PLANNING GUIDE

The teacher-librarian has certain responsibilities in conjunction with the design of a new school resource centre or the renovation of an existing library.

To communicate effectively with the architect, the teacher-librarian must be very clear on the long- and short-range educational objectives of the school and what is required to reach these, and also the nature of the curriculum. Changing concepts in education should be anticipated. It is central to planning that *form follows function* — the planning of the library is closely related to its purposes and its role in the educational program.

TEN COMMANDMENTS FOR RESOURCE CENTRE PLANNERS

1. Program predetermines plan.
2. Form follows function.
3. Pragmatics supercede aesthetics.
4. Quality is true economy.
5. Users participate in planning.
6. Maximum control and minimum supervision.
7. Accessibility invites use.
8. Multiple use avoids space abuse.
9. Shelving outranks windows.
10. One wall leads to the future (walls should be removable and allow for expansion).

APPENDIX 2: INFORMATION THE TEACHER-LIBRARIAN SHOULD SUPPLY TO THE ARCHITECT

It is advisable to provide the architect with a clear picture of the current library resource centre operation. If a clear picture is not provided it is likely that the resulting design will not meet the needs of the users of the facility. In advance of the first meeting with the architect, prepare a package of materials to give to him or her. The package should include:

- Purposes of the library and types of services and program offered.
- The basic guiding philosophy of the services and program.
- Ideas from students and staff about what features they believe are essential or desirable.
- Materials (kinds and quantities of print, non-print, arrangement of materials).
- Number and size of shelves currently used to store materials (include separate breakdowns by functional areas, and even by Dewey 100's), and the number estimated as needed to accommodate anticipated growth.
- Need for flexibility — should be designed by providing spaces supporting different-sized groups and activities — may be achieved in several ways (e.g., folding or free-standing, movable partitions, partial walls, demountable or relocatable walls).

REQUIREMENTS DEFINED IN FUNCTIONAL TERMS

- SPACE**
- Identify areas needs and the spatial relationships between them.
 - Consider expansion possibilities.
 - Consider traffic flow.
 - Establish accessibility for all resources and patrons.
 - Plan for easy supervision.
- ACTIVITIES**
- Briefly describe what is involved in library activities (reading, browsing, study, reference work, reading guidance, instruction, use of audio-visual material, processing).
- USERS**
- Consider the people to be accommodated.
 - Examine the needs of staff, teachers, students.
 - Include options for individual and group use.
- EQUIPMENT**
- Identify the quantity and type of items which will be used in each of the activity areas and support facilities.
 - Identify utility requirements (e.g., electrical outlets, data lines).
- FURNITURE**
- Decide on items required and the quantity and type (flexible, durable, comfortable, attractive) needed.
- ENVIRONMENTAL VARIABLES**
- Consider acoustics, lighting, visual factors, thermal factors, carpeting.
 - Establish special requirements (e.g., storytelling area).
- STORAGE**
- Describe materials to be stored.
 - Decide on the kinds of shelving, storage, and cupboard space needed.
- DISPLAY**
- Identify requirements.

SCHOOL LIBRARY RESOURCE CENTRE: CONNECTIONS TODAY FOR THE FUTURE

by GERALD SOON, teacher-librarian, Burnsvew Junior Secondary School, SD#37 (Delta)

As a result of the accreditation process, Burnsvew Junior Secondary identified a number of key goals that the school staff would pursue. As the new teacher-librarian, I was interested in how the goals of the school would impact on the school library resource centre immediately and in the future.

One area that the staff is developing is a vision of Outcomes Based Education. We are presently at the stage where a committee has looked at a number of models, identified the strands of each one, and tried to design a model that will be specific to our school situation.

When I was first introduced to the concept of Outcomes Based Education by my principal, I tried to get a flavour of what it all meant. It was necessary to think beyond the present view of a developmental scope and sequence of research and study skills which is upward driven. At Year One students do this, then because of that they do this in year Two, and so on. In an outcomes based view, one would have to determine what the next school expects students to be able to do in the way of research and study skills, and then tailor instruction to meet the desired expectations. At the same time, the teacher-librarian would have to identify the school's expectations of elementary students that they would be receiving from their feeder schools, and communicate these expectations to the elementary school teacher-librarians. In this sense, curriculum becomes downward driven.

A natural place for me to begin was to contact the teacher-librarian at the senior secondary to arrange a meeting to find out what research and study skills the senior secondary expected junior high school students to have. We agreed that it would probably be beneficial for all of the junior high school teacher-librarians to get together to discuss the concept and indeed, to find out what was expected of our students when they left junior high.

When the secondary teacher-librarians met and talked, we mutually discovered that networking was positive for all of us. It was interesting to find out what others were doing and how they approached

various topics. Connections were made, and we all found additional sources of assistance in each other.

The next logical step will be to arrange to meet the teacher-librarians of the elementary feeder schools, and identify the skills that the junior high school teachers would like the elementary students to possess when they come to the junior high school level.

A downward driven model such as this would assist teacher-librarians in encouraging teachers to become involved in cooperatively planned units of instruction. The reality is that not every teacher will plan with the teacher-librarian. In an elementary school with a traditional scope and sequence of research and study skills, this would mean that at a certain grade level, the students of a resistant teacher would not necessarily be involved with cooperatively planned resource-based learning. The teacher-librarian would be able to approach the resistant staff member with a different angle: "The receiving teachers expect our students to be able to do the following...perhaps we can plan a unit that will cover this expectation?"

I believe that using a downward driven model to agree upon research and study skills would be more effective with resistant teachers than the usual school-based scope and sequence of study skills. Teachers may respond if they know that a colleague expects that they would have taught certain research and study skills to their students. Using a traditional scope and sequence, it is easy for a resistant teacher to stay that way, because they are rejecting involvement with a document rather than resisting *someone's* expectations.

The implementation of this downward driven model is beneficial to teacher-librarians since a line of communication opens between teacher-librarians and a networking structure becomes established. Teacher-librarians may decide to stay with a traditional scope and sequence of research and study skills approach, and form a networking group to share ideas or information. Our networking group heartily recommends that others model our experience. Your future will be brighter if you do!

Now Is The Time!

Submit an article, unit or bibliography to

THE BOOKMARK —
the winner of the 1993 CANEBSCO Award

COMING THEMES FOR 1993 ARE:

JUNE 1993: EVERYTHING YOU EVER WANTED TO KNOW

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

Deadline: April 25

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.

Deadline: October 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.*

TEACHER-LIBRARIANS: THE LINK BETWEEN UNIVERSITY AND TEACHING FOR PRESERVICE TEACHERS

by **MARILYN HANNIS**, Teacher-librarian,
Maple Grove Elementary School, SD#39
(Vancouver)

Ah! Preservice teachers! Each year we have these wonderful enthusiastic people arrive in our school. They enrich our classrooms with their ideas and ideals. They connect us to the universities and remind us of our undergraduate days. We, in turn, share with them our experience and knowledge of the changing face of education. Teacher-librarians are the link to life on campus because we provide the materials for resource-based learning and extend classroom activities, but most of all we exemplify the cooperative planning and teaching model. All the universities are adapting their programs to recognize the reality of the Year 2000 program. Teacher-librarians must also meet the challenge by helping preservice teachers transpose academic knowledge into practical learning experiences for elementary and secondary students.

Kit Grauer, Coordinator of the Principles of Teaching courses at UBC, says that there is a strong emphasis on cooperative planning and teaching in this course and students work collaboratively on assignments and expect to continue to do so during and after their practicum. The role of the teacher-librarian is explained and several teacher-librarians have voluntarily visited Principles of Teaching classes or invited classes into their Library Resource Centres for hands-on activities and discussions. At the University of Victoria, Don Hamilton, the Education Librarian, speaks to all the preservice teachers about the role of the teacher-librarian and practicing teacher-librarians also present workshops for preservice teachers. These contacts benefit both the preservice teachers and the profession as a whole by demonstrating the commitment teacher-librarians have to cooperative program planning and teaching and to resource-based learning.

When students from the University of Victoria go into the schools for their initial observations they are expected to make contact with the teacher-

librarian and fill in a checklist which includes a survey of the resources in the Library Resource Centre. Aldonia Kloster, Campus coordinator of Student Teachers at Simon Fraser University, says their students are encouraged to establish a rapport with the teacher-librarian and become familiar with the Library Resource Centre. It is reassuring for both the preservice teachers and the university supervisors to know that the school's leader in cooperative program planning and teaching is a part of the school's support team.

Once in the schools, preservice teachers are expected to use the same resources as other teachers. While the obvious choice is the teacher-librarian and the school Library Resource Centre the responsibility for organizing how this will occur is left up to the teacher-librarian and the supervising classroom teacher. The university supervisor will not interfere in the normal interactions within the school.

All of the universities indicated that they are most anxious to have their students experience some aspect of cooperative program planning and teaching in the Library Resource Centre. The university supervisor will be happy to discuss the types of interaction possible for his/her students. They may also wish to observe a cooperative planning session or schedule evaluation time during a cooperative teaching experience.

The ideal situation would be for the teacher-librarian to be formally introduced to the students and schedule an orientation session with them. Preservice teachers usually arrive at the orientation with their notebooks and pens. This serious desire to learn about the role and the way it affects them gives the teacher-librarian an opportunity to talk about the philosophical, as well as the practical aspects of the job. *Developing Independent Learners* is a good starting point to use when describing the interactions between the teacher-librarian and other professionals in the school. This naturally leads into a discussion of the partnership between the teacher-librarian and the classroom teacher. At this point the teacher-librarian could discuss how he/she intends to work with the

preservice teachers. While it may not always be possible to plan and teach with preservice teachers, this discussion alerts them to the fact that collaboration with the teacher-librarian is something they will be expected to do in the future as a classroom teacher. The orientation session makes them comfortable in the Library Resource Centre and establishes the teacher-librarian as a resource.

Planning with preservice teachers takes longer. This is their first experience, so the teacher-librarian must be both partner and teacher, guiding them through the process of planning goals, activities and evaluation. The division of responsibilities is the same as with an experienced teacher. A focus on possible strategies for integrating resource-based skills into content will make them aware that different teaching and learning options exist for the same material. This process may or may not be done in conjunction with the classroom teacher, or other preservice teachers. Occasionally it happens that the same unit may be done with two or three preservice teachers. This is an ideal situation from a time-management point of view.

For many years the BCTLA has worked diligently to foster the kind of recognition teacher-librarians are now receiving at the university level. The universities are promoting awareness that the activities done in the school with the teacher-librarian are vitally important. These interactions reinforce the cooperative teaching strategies that underlie resource-based learning and establish a working relationship that will carry over in the future as these preservice teachers become our colleagues.

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FEATURED IN THIS ISSUE



THE SCHOOL LIBRARY RESOURCE CENTRE: DEVELOPING INDEPENDENT READERS AND LEARNERS

The Delta Teacher-Librarians' Association has produced a very professional booklet to use as a public relations promotional device. The booklet bears the title listed above and is composed of seven full pages of information published on paper in varying soft pastel colours which blend with each other. The pages are stapled in such a way as to provide a ready index to the information in the booklet. This document is adapted from *Developing Independent Learners: The Role of the School Library Resource Centre*. It is intended for use as a planning document in developing a district vision for school Library Resource Centres. The Delta Association is now in the process of trying to have some of its content accepted as district policy. This is a very effective device to provide quick but comprehensive information about the role of library resource centres and teacher-librarians to school trustees, school board officials, and other interested parties. It would also be excellent for workshop presenters who are addressing non-teacher-librarians. This group has certainly shown the benefit of planning ahead and being prepared for further influence at the district level.

THE SCHOOL LIBRARY RESOURCE CENTRE:

Developing Independent Readers and Learners

DELTA TEACHER-LIBRARIANS' ASSOCIATION - Local Specialist Association of the Delta Teachers' Association

DELTA MISSION STATEMENT

TASK FORCE MEMBERS

GOAL: DEVELOPING INDEPENDENT READERS AND LEARNERS

RESOURCE-BASED LEARNING

WHAT DOES RESOURCE-BASED LEARNING LOOK LIKE?

BENEFITS TO STUDENTS

RATIONALE

ROLE: CLASSROOM TEACHER

CHALLENGES

ROLE: TEACHER-LIBRARIAN

COOPERATIVE PLANNING AND LEADERSHIP

LEARNING RESOURCES - SELECTION, ETC.

REFERENCE AND ADMINISTRATION

ROLE: SCHOOL ADMINISTRATION

ROLE: SUPPORT STAFF

ROLE: SCHOOL DISTRICT

ROLE: COMMUNITY

AUTOMATED SYSTEMS IN CANADA'S SCHOOL LIBRARIES: A THIRD ANNUAL SURVEY

by LYNNE LIGHTHALL, Assistant Professor, School of Library, Archival and Information Studies at the University of British Columbia, Vice-President of CSLA, and a member of *Canadian Library Journal*' Editorial Board.

Abridged and reprinted with permission of the author and the Canadian Library Association. The article first appeared in Canadian Library Journal, October, 1992.

In this third annual survey, more vendors and more products were surveyed, and more responses were received. Seven of the vendors are responding to this survey for the first time; three are reporting their first ever installations in Canadian school libraries. But the major players remain relatively unchanged, both in terms of market share and geographic distribution. Four of the top five vendors overall are Canadian, and among them they have three-quarters of the market.

Referring to his decision to concentrate more on "little system" vendors in his annual *Library Journal* report on the automated system marketplace, Frank Bridge states: "there are more small libraries than larger ones [and] this market is for real—growing and demanding." (Bridge, 1992)

This is also true of school libraries. There are more school libraries than any other type of library in Canada, and more and more teacher-librarians and others working in and for school libraries are recognizing the benefits of automation. The primary purpose of this third annual report on automation in Canada's school libraries is to reveal what vendors, and which products, had an impact on the market in 1991. A secondary purpose is to inform the marketplace about systems suitable for automating school library functions.

MEETING THE NEEDS OF THE SCHOOL LIBRARY

Almost all the respondents to this year's survey questionnaire stated that their system was specifically designed for, or substantially modified to meet the needs of, a school library. Some commented further: "the Follett system was designed specifically for school users on limited budgets." "Mediafile was specifically designed for libraries with limited funds and limited computer skills." "Most of the enhancements in the MOLLI system have been in direct and specific response to the needs of school library users."

Three respondents indicated that their systems were not specifically developed for school libraries. Even so, 40 percent of Library Works clients are educational institutions. The Dynix Scholar software is essentially the same as that used by many large public libraries in Canada. The Mandarin system was developed with "a flexible structure to allow configuration of elements to conform to a specific library's requirements."

The emphasis in this and previous surveys on small systems is deliberate. By a "small system" is meant one which is designed to run on a personal computer (PC)—one of the IBM types or compatibles, or one of the Macintosh family. All the vendors responding to the 1991 survey reported that their systems run on PCs. The vast majority require an IBM PC or compatible machine. Of these, two (Data Trek and Winnebago) also run on the Macintosh family of computers, and four, (Biblio Trac, Data Trek, Dynix Scholar, and multiLIS) also run on large computers. Library Works and the Mac School Library stand alone as running only on Macs.

These small systems are in contrast to "large" systems which run on minicomputers or mainframes. Individual school libraries and many school districts

do not require large systems to automate their library functions. The power, speed, and attractive price of a PC makes it the hardware of choice for school libraries. The setup may be as simple as one where a single task is accomplished on a single workstation, or as complicated as a multi-user, multi-task, multi-workstation arrangement, as space, networking capabilities and funds allow.

A characteristic of the majority of small system vendors is that they sell software only, or software and support. Only four systems—Biblio Trac, Data Trek, Dynix Scholar, and the Quinte Library System—can also be purchased as turnkey systems, i.e. hardware, software, and support as a package. Conversations with a number of vendors indicated that some clients are opting out of support agreements. Whether this is a positive comment on the general reliability and user-friendliness of the systems, or a negative comment on the level of funding available for school libraries and their programs, is not clear.

THIS YEAR'S SURVEY RESPONDENTS

A total of 37 vendors were sent the survey questionnaire at the end of June 1992. These 37 vendors represent 35 products—17 Canadian 17 American, and one originally British. Seventeen of the 18 respondents to the 1990 survey were sent questionnaires; the other, International Library Systems Corp., was excluded as it was confirmed last year that this company is not targeting the school library market.

The six vendors not responding for 1990 were again sent questionnaires, as were 14 (two of them distributors for another's product) new to the survey for 1991. These new vendors and products were identified 1) by checking for ads and announcements in the school library and library automation press, 2) through contacts from vendors in response to last year's survey article, and 3) through information from colleagues.

All respondents who identified their product as "Canadian" appear to be justified in doing so. A "Canadian" product is defined as one developed in Canada, most likely by a Canadian or a Canadian company, and marketed and supported from a Canadian location. Thus, Dynix Scholar qualifies as a Canadian product for purposes of this survey. Craig

Mann, Automation Specialist for Dynix, explains: "originally developed in Utah, we have modified the software for the Canadian marketplace, and all support is done from our Waterloo (Ontario) location."

INTEGRATED SYSTEMS

For purposes of this survey an "integrated" system is defined as one which combines, using a single database, at least three of the usual six library functions—cataloguing, on-line catalogue (OPAC), and circulation. Acquisitions, serials control, and media management are the other three. All except one of the respondents to the 1991 survey claimed their systems to be "fully integrated" in the sense just described. The respondent for Data Trek identified the Data Trek's Manager Series software as "partially integrated" in that "relevant bibliographic data are shared between modules, e.g., acquisitions information can be transferred to the cataloging and/or serials modules."

UTLAS M/SERIES 10

Utlas' M/Series 10 does not qualify in this sense as an integrated system since it does not allow clients to do their own cataloguing. Brian Morrell, respondent for Utlas, explains: "cataloguing is done on our central cataloguing facility, CATSS. Records for individual sites are downloaded via diskette." He also points out that Utlas is actively seeking another vendor to supply a replacement system for M/Series 10. Perhaps this new version of the software will integrate cataloguing as well as circulation information and OPAC functions, bringing the Utlas product more in line with others in this survey.

QUESTIONNAIRE RESPONSES

Completed questionnaires came back from 26 of the 37 vendors, representing 25 products—13 Canadian, 11 America, and one British. Of the 26 respondents, eight reported no installations (for nine products) in Canadian school libraries in 1991.

No reply was received from 11 vendors representing 11 products—four Canadian, six America, and one British. Of these, one Canadian vendor who had taken part in earlier surveys declined to respond for 1991. The Assistant, acquired by INLEX, Inc. of Monterey, California in 1991, was mentioned in last year's survey but also did not respond; reports

elsewhere confirm that the company had no Canadian school library installations (Bridge, 1992; Merilees, 1992). It is assumed the remaining nine vendors, particularly those that did not respond to earlier surveys as well, had no installations in Canadian school libraries.

In the final analysis for this year's report and graphics, 15 products are included—11 Canadian and four American. The names and addresses of the vendors which responded to the 1991 survey and reported Canadian installations appear at the end of this article. The same four American products represented in last year's survey are represented in this one. No new American systems were installed in 1991. The American vendors have a 15.5 percent share of the Canadian school library automation marketplace overall, and 18 percent for 1991.

THE QUESTIONNAIRE

The survey questionnaire was redesigned for 1991. The questions relating to numbers were simplified, asking respondents to concentrate on the total number of Canadian school library sites where their software was installed in 1991, and the overall total to the end of 1991. A breakdown by type of module installed was also requested, as was a breakdown by province, in contrast to previous surveys which requested a geographic breakdown on a regional basis.

Respondents were not asked in 1991 to differentiate between installations at individual schools, school districts, and district resource centres (DRCs). This question was poorly understood in previous surveys and led to the most anomalies in reporting, making meaningful comparisons very difficult. The distinctions can usually be made easily enough during analysis of the responses when the numbers are verified on a client list. This is the purpose of client lists—to verify numbers, locations, dates, types of installations, etc.—all of which remain confidential. No clients are specifically identified or contacted without permission.

Respondents were also asked to report on numbers of systems sold but not installed in 1991 and, for Canadian products, numbers of installations outside Canada. In addition, they were asked a number of questions about their systems (e.g. capabilities, special features, etc.) and given lots of opportunities to comment—opportunities which most took!

The 1991 survey reports separate sites installed, regardless of whether they are independent schools, schools part of a district/board/division, or centralized school district sites such as a processing centre or DRC. This remains the most straightforward method of reporting and comparing figures.

THE RESPONSES

The responses to the 1991 questionnaire show a total of at least 2002 sites where automated systems are installed in Canadian school libraries. At least 501 of these installations were in 1991.

A meaningful comparison of sites installed in 1991 to those in 1990 is difficult because some figures are missing for both years. However, looking at total installations to the end of 1991 compared to the end of 1990, there is a notable increase. This ties in with comments from eight vendors, which, despite the continuing recession, reported that 1991 was their "best" year, with most averaging over 50 percent of their total installations in 1991.

The figures for both 1991 and overall cannot be regarded as completely accurate. Some vendors did not respond to the 1991 survey questionnaire. One did not provide figures for 1991 installations, citing a company policy which did not allow the release of such information. Another did not have the 1991 figures at hand when completing the questionnaire. Some vendors (although gratifyingly fewer than previous years) refused to supply client lists or other information which would allow reported figures to be verified. However, the figures are useful in that they give a capsule picture of the Canadian school library automation marketplace to the end of 1991, and perhaps give some indication of what to expect in 1992.

MARKET LEADERS IN 1991

There was some shifting in market share among the front-runners for 1991 (compared to 1990) but most of the major players remained the same. None could truly challenge Utlas' supremacy as the 1991 and overall market leader, despite a 32 percent drop in M/Series 10 installations between 1990 and 1991, but CTB/Columbia, Eloquent Systems and TKM Software all showed very well for 1991, the latter more than doubling the number of sites where MicroCAT is installed. Follett reported a drop in its 1991 installations of Circulation/Catalog Plus, putting it in fifth place for 1991.

Follett dropped to fourth place overall for total installations until the end of 1991, behind Utlas, CTB/Columbia, and Eloquent. Bibliofiche, producer of Mandarin, is in fifth place for total installations. Figure 1 shows relative market shares, based on numbers of installed sites for 1991, and for total installations.

THE TOP SIX IN 1991 AND OVERALL

1. Utlas' M/Series 10: With 759 installed sites overall (129 in 1991) Utlas has more than double the number of installations of CTB/Columbia, its nearest competitor. Sites within 27 school boards and at one independent school make up this total. Utlas added no new school boards to its client list in 1991; the new installations were with 21 boards which were existing clients. Utlas has a 27 percent share of the 1991 market and 38 percent overall.

M/Series 10 is partly modular. The OPAC must be purchased and installed as a base module; circulation can be added later. This is the approach most Utlas clients take. The figures show that 65 circulation modules were installed in 1991—approximately half the total of OPAC installations (129). Overall, approximately two-thirds of M/Series 10 users have added the circulation module.

2. CTB/Columbia: Displacing Follett from second place is CTB/Columbia with a 21 percent share of the 1991 market and 17.5 percent overall. A careful page-by-page check of CTB/Columbia's client list and a telephone conversation with Karen Pudwell, Supervisor of Product Service, confirmed an impressive 105 sites installed in 1991 and 349 sites overall, corroborating the (then unverified) figure of 244 sites installed prior to 1991 reported in last year's survey. The Columbia Library System is installed at a mix of schools within school boards, independent schools, and centralized school district sites. A more cursory check of the client list revealed that slightly more of the 1991 installations were for completely new clients rather than at new sites for an existing client.

CTB/Columbia describes its product as a completely modular system, meaning the modules can be purchased one at a time and in any order. Many clients have taken advantage of this by first installing the cataloguing/OPAC module along with the MARC module to build a quality database—the recommended approach. Many also opt to install the circulation module at the same time in order to begin working with an integrated system right away. A very

few start with circulation only; others install circulation later, typically within a year or two. Those sites which merely “upgraded” by adding a module in 1991 are not counted as new installations. Almost 90 percent of Columbia's current clients have a cataloguing/OPAC/circulation arrangement.

3. Eloquent Systems: Eloquent Systems moves from fourth place in 1990 to third with a 17 percent share of the 1991 market and 12 percent overall. To the end of 1991 The Eloquent Librarian was installed at 243 sites (86 in 1991)—mostly individual schools, including a number of independent schools, as well as those part of a school board. Centralized school board sites also feature on Eloquent's client list, particularly district resource centres, which are capitalizing on The Eloquent Librarian's media management capabilities.

Like Columbia, Eloquent is now a completely modular system, but most clients have opted first to install cataloguing/OPAC as a base module and then to add circulation. Over 70 percent of Eloquent clients have taken this route.

4. TKM Software Limited: MicroCAT must be regarded as the success story of 1991. President and C.E.O., Ross Eastley writes, “the increase during the past 12 months has been approximately 100 percent.” With 54 installations of MicroCAT at various school sites, TKM is clearly in fourth place for 1991 and in sixth place overall. TKM approximately tripled its total number of installed sites between 1990 and 1991. The company has an 11 percent share of the 1991 market and 4 percent overall. There is no doubt that 1991 was TKM's best year.

TKM's client list shows installations at a mix of independent schools and schools within school boards. It also shows a mix of Novell and XENIX multi-user versions. Most 1991 installations were at new clients' sites. MicroCAT is a fully integrated, completely modular system. Most clients install cataloguing first, then the OPAC, and finally circulation.

5. Follett Software Company: Follett reported 46 installations of its Circulation/Catalog Plus software in Canadian school libraries in 1991, and a total of 204 sites. But it became evident that something was amiss since last year's reported total was 71. When Michele Wleklinski, Inside Sales Representative, was contacted to explain she responded: “Follett has been in the process of updating our customer records and

database over the last year. Recently, we obtained customer information from our Canadian vendors, such as Bibliofiche. These customers were not originally in Follett's database, which is why the statistics from last year do not really compare to this year's." This seems a reasonable explanation as Bibliofiche did not respond to the 1990 questionnaire, even regarding its Mandarin installations.

Follett's showing in Canada last year may therefore have been even better than reported. However, it is Follett's policy not to give out client information so that figures for other than British Columbia could not be verified. Trinity Educational Resources (authorized western Canadian representative for Follett) provided a list of clients in BC showing installations at a total of 37 schools—35 within 11 school districts and two independent—the same total as reported by Wleklinski. It therefore seems fair to conclude that the reported figures are accurate enough to give Follett a nine percent share of the 1991 market and 10 percent overall.

Circulation is the base module for Follett's system, unlike other modular or partly modular systems which clients tend to purchase and install in the cataloguing/OPAC-first-and-then-circulation order. Many, many more of its clients have installed only Circulation Plus than have installed Catalog Plus or the integrated package. Starting an automation project with the circulation function has some advantages: it is fairly convenient and it is usually inexpensive compared to other functions or a full-scale conversion. Even so, it is not the recommended approach for reasons outlined in last year's article and elsewhere (see *Canadian Library Journal*, August 1991).

6. Bibliofiche: Included in the group of vendors which have over 100 sites across Canada to the end of 1991 is Bibliofiche, which has installed Mandarin at 123 sites. Harry Chan, President of Bibliofiche, explains the company's success: "we spent 1991 internally reorganizing the firm, and did not actively market for much of the early part of the year. We are very pleased with the results of that strategy which positioned our firm to market aggressively in both Canada and the US." Unfortunately, no figures were included for 1991, nor for 1990, and the promised client list did not arrive before the deadline for submission of this report. The reported total figure appears reasonable (Mandarin was installed at 76 sites to the end of 1989), but it is unverified.

Mandarin is a partly modular system. The cataloguing/OPAC module and then the circulation module must be purchased and installed—in that order. The figures for all three functions are the same, indicating that Mandarin clients have opted for a "package" of functions from the outset.

Table 1 shows the various functions/modules available for the systems reporting Canadian installations. With the exception just noted, the purchasers of completely modular and partly modular systems tend to build up to an integrated cataloguing/OPAC/circulation system very quickly, if not immediately.

Elizabeth Erdmer, Manager, Marketing and Support of Nichols Advanced Technologies Inc., ever an advocate in this regard writes: "since most libraries require circulation, cataloguing, MARC import/export, and inventory functions, the MOLLI system incorporating all of these is cheaper than comparable systems which sell each of these 'modules' separately." According to Erdmer, "the benefits of being a truly integrated system are not clear enough to librarians evaluating systems." These benefits include being easier to install, easier to use, consistent, cheaper, more efficient on networks, and providing more comprehensive support.

THE MIDDLE OF THE PACK

Six products reported installations of between 20 and 100 systems to the end of 1991. These (and their reporting vendors) are:

1. MicroCAT (TKM Software Limited)
2. Data Trek's Manager Series, formerly Card Datalog (Avec Technical Services Inc.)
3. MOLLI (Nichols Advanced Technologies Inc.)
4. Winnebago CIRC/CAT (Winnebago Software Company)
5. Lexifile (Lex Systems Inc. & CAE Custom Software)
6. Library Works, formerly the Mac Library System (M.E. Phipps & Associates Inc.)

THE NEWCOMERS

Newcomers to the survey are Novara Software's Biblio Trac (eight in 1991, 10 overall), the Quinte Library System (seven in 1991, 11 overall), and Dynix Scholar (six in 1991, 11 overall).

GEOGRAPHICAL DISTRIBUTION

There were few surprises in the geographical distribution of sites installed in 1991. Almost all vendors continue to make the majority of their installations close to their home base, but the trend noted last year of making inroads into markets further-afield also continues.

Ontario and the West, particularly BC and Alberta, remain the most automated regions with 90 percent of total installed sites. The fastest growth was again in Atlantic Canada, due primarily to a good showing by CTB/Columbia in Newfoundland, and TKM in PEI.

Utlas' supremacy in Ontario remains mostly unchallenged with M/Series 10 software installed at 696 sites (129 in 1991). Though still a distant second to Utlas, CTB/Columbia continues to consolidate its strengths in Ontario, where it is installed in 112 sites, one more than in Alberta where the system was originally developed. In 1991, the company made a serious move away from its traditional market base in the Prairies, with 58 installations in Ontario versus 25 in Alberta, three in Saskatchewan, and four in Manitoba. Some recent corporate changes at Columbia, including new personnel and shifts in responsibility, may help to explain this trend.

The survey results indicate that the vendors see Ontario school libraries as an attractive market. In the case of three vendors (Dynix, Silverdale, Quinte) their only installations are in Ontario, and six others (Utlas and CTB/Columbia, as well as Follett, Data Trek, M. E. Phipps and Nichols) the *majority* of 1991 installations are in Ontario. Even with all this jockeying for position, Utlas still has a 67 percent share of the Ontario market (down from 78 percent last year). CTB/Columbia has 11 percent, up from nine percent.

Installed in at least one site in every region of Canada, except Newfoundland, Mandarin shows the most geographical diversity. Other vendors are represented in Newfoundland to a total of 45 installed sites. Last year was a good year for installations of the Columbia Library System in Newfoundland (14 out of 17). MOLLI and The Eloquent Librarian share second place overall in Newfoundland, being installed at 14 sites each. Eloquent takes the edge for 1991 with eight sites installed to MOLLI's five.

Nova Scotia now has a total of 53 installed sites (23 in 1991). Over 60 percent of these are Eloquent sites, making this company the clear leader among the six vendors represented there. Eloquent is also far and away the leader in BC with 60 percent market share overall and 58 percent for 1991 with 147 and 40 installations respectively. Six other vendors share the remaining BC market.

As with Utlas in Ontario, and Eloquent in British Columbia and the Atlantic provinces, the role of market leader goes to CTB/Columbia in the prairie provinces, particularly Alberta and Saskatchewan. Overall in the prairies, the Columbia Library System is installed at 20 percent of the sites and at 41.5 percent in Alberta and 53.5 percent in Saskatchewan. TKM consolidated its position in Manitoba, with 19 installations in 1991. Mandarin is in a comfortable second place overall in Manitoba, with 24 installations. MicroCAT is installed at more sites (31 out of 78) in Manitoba than any other system. Utlas is almost neck and neck with Follett for second place in the prairies. Each company has approximately 14 percent of the market share.

Bibliofiche retains its traditional strength in Quebec with a total of 23 sites installing the Mandarin software. Data Trek made a valiant attempt to break into this market with six of its seven installations there taking place in 1991, to bring the total of installed sites up to 35. This is not an impressive figure given the province's population and number of schools. Software vendors and other concerned individuals have some work to do in convincing teacher-librarians, administrators, and school board personnel in this province of the benefits of automating functions in their school libraries.

TKM really came on strong in PEI in 1991 with a 13 new installations of MicroCAT in Island schools. One installed site each for Eloquent (also in 1991) and for Mandarin brings the total to 15.

New Brunswick has a total of 50 installed sites, but most of them are pre-1991. The recession continues to take its toll here, as it has in Saskatchewan and Manitoba.

The market leader in New Brunswick is Follett with 40 installed sites (13 in 1991). **Figure 2** shows the major vendors' shares of the market in the various geographic regions of Canada.

PLANS FOR LANs

Vendors were not specifically asked this time to indicate which (or even if) sites were set up as a local area network(LAN). This was an oversight. It is important information which helps put the numbers of installations in perspective. A question to elicit this information will be included in next year's survey.

As for this year, vendors were asked to indicate the usual configuration for those sites at which more than one terminal/workstation is installed. All except two reported that a setup with multi-task terminals in a LAN was the norm. A much wider variety of networking software than before was mentioned as having been used to set up the LAN. Even so, Novell was mentioned most frequently as the preferred software.

The respondents for Utlas' M/Series 10 and MediaFile both indicated (for sites where more than one terminal is installed) single-task terminals with different modules of the software installed at each.

UNION CATALOGUE

A union catalogue capability is an important one for those Boards taking the recommended district-wide approach to school library automation. Vendors which want to be major players in this market will now, or very soon, have to develop a true union catalogue capability with perhaps some extra or special features.

Most of what appeared in last year's survey article about union catalogues remains true for 1991, particularly for those vendors whose products already had some type of union catalogue capability. Michael Ham, respondent for CTB/Columbia, clarifies: "the catalogue module can, when installed, be configured with up to 120 sites. The union catalogue is bi-directional: adds, deletes, changes can be sent from Union to sites or from sites to Union." This bi-directional capability was a major enhancement to Columbia's system in 1991, prompted partly, no doubt, because the system was adopted by several major school districts for district-wide installation.

Of the four systems reported last year as not having a union catalogue capability, one (Mac School Library) remains in this category, two did not reply for 1991, and one (Library Works) indicates that a type of union catalogue capability is possible by

"combining libraries through MARC record importing." Follett's respondent stated this year that a union catalogue capability was not currently available, but one of the Canadian distributors said: "Many new products, including Union Catalog with remote search access will soon be available from Follett and Trinity." Silverdale appears to have dropped the idea of a file merging fee and reports: "records from any MediaFile at various locations can be combined into a 'Master MediaFile'."

The three systems new to the survey this year—Biblio Trac, Dynix Scholar, and the Quinte Library System—all report a union catalogue capability. Table 2 shows those products for which their vendors report a union catalogue capability. This is another aspect of school library automation where there can be a great variation in capabilities. Those making decisions about union catalogues must be very certain of exactly what they think a union catalogue is and what they want it to do. They must be equally certain of what each system can do. The best way is to observe a union catalogue which is already in operation and talk to those who have set it up and are responsible for operating it.

FRENCH LANGUAGE CAPABILITY

Systems which allow the input, storing and display of records in languages other than English, particularly French, are useful in the Canadian school library context. Although almost any system is capable of accepting and storing records containing words with accents and diacritics, the methods of displaying them are sometimes far from elegant, and what appears on the screen or printout can be confusing for system users to decipher. For schools which offer classes in French Immersion, Program-cadre de francais, or schools where the entire curriculum is in French, a system with a French-language interface is mandatory. Menus, prompts, help messages, and anything else which appears on the screen must be in French.

When asked if theirs was a "multi-lingual" system, six vendors replied that it was not. The respondent for Winnebago added the qualification that a Spanish version of the software would be released in early 1993 and a French version in the third quarter of 1993. Of those who responded "yes" to the question, most indicated a bilingual system with user interfaces available in both English and French. They added clarifications such as: "the

student can toggle on the OPAC for French or English." "A single keystroke provides instantaneous switching between languages."

CTB/Columbia reports that up to four languages can be selected. At present, OPAC messages are available in English, French, and Spanish. Bibliofiche claims Mandarin can accommodate up to 10 languages, with French and English available now and Spanish projected for the winter of 1992.

WHAT'S NEW?

Vendors were asked what version of their system they were reporting on for 1991, whether this was the same as 1990, and when they anticipated a new version.

Almost all vendors reported the 1991 version was not the same as 1990, and that a new version of the software would be released in 1992, or early 1993. As one respondent put it, "we provide one (and sometimes two) new releases each year. They are automatically sent to all customers on support." Another explained that the new version was the "usual summer upgrade as a result of client feedback;" and another: "we have released a new version with a significant improvement to the module."

The vendors *are* listening. Witness the following comment from Harry Chan, President of Bibliofiche: "additional programming staff in 1991 made it possible to introduce Version 2.51 of Mandarin which incorporated and expanded many customer-requested enhancements." He continues: "in the summer of 1992 the company plans to introduce full-text indexing and searching. It will be possible to load databases such as 'News Digest' from Facts on File on a hard drive in a Mandarin-driven database and search them along with the standard catalogue database. Because Mandarin can store up to 100 databases, clients can offer a variety of databases to search without using expensive and slow access (in networks) CDs... Other database vendors have already approached us to import their data to Mandarin databases." This sounds like the kind of "one-stop shopping" many teacher-librarians would like to have in their libraries. We will await developments and perhaps lower prices for massive hard disks which now cost approximately \$2,000.

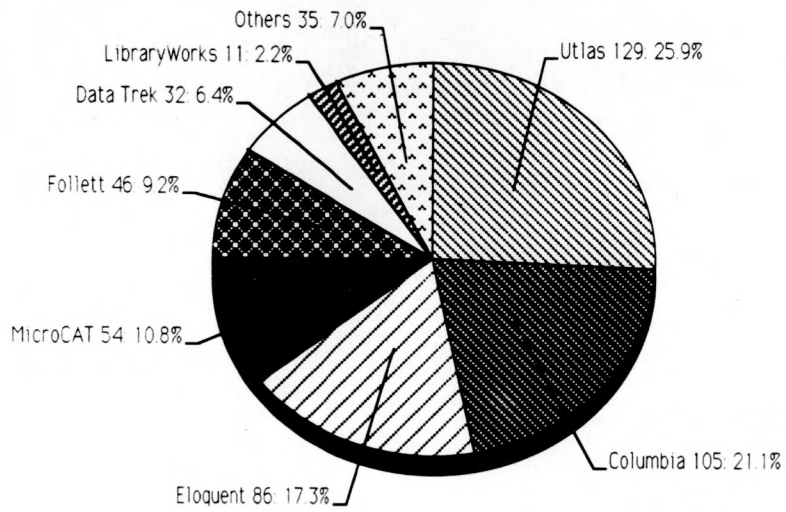
The version on which Eloquent reported was essentially the same as in 1990, because the company

was planning a major new release of all its software in 1992—Version 3.2 of the base and MARC modules in June, and the others before the end of the year. Utlas reported on Version 4.2 of its M/Series 10 software in both years because "Utlas plans to replace M/Series 10 with a new product in late '92/early '93." It appears now as though this will be the big news in the school library automation marketplace in the next little while. But it will not be the only news as we continue to live in "interesting" times.

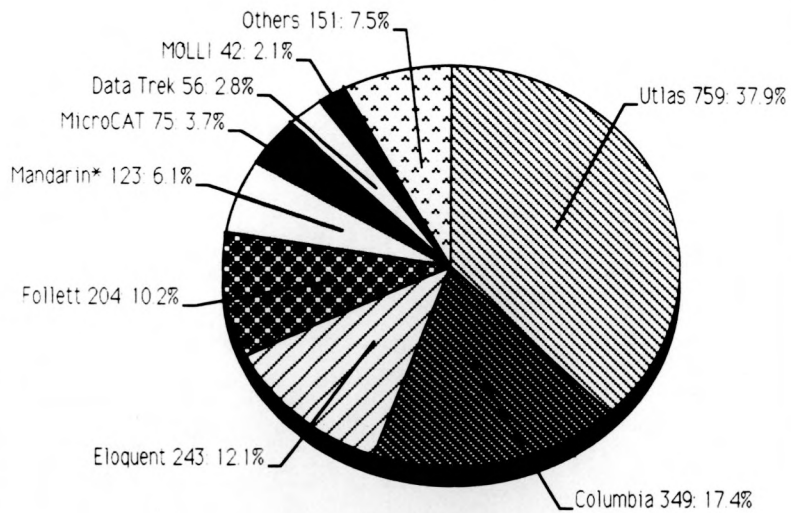
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FIGURE 1
1991 Reported Installations



Total Installations



* Did not report 1991 figures

TABLE 1
Functions/Modules Available

	CAT	OPAC	CIRC	ACQ	SER	AV	OTHER
BiblioTrac	✓	✓	✓	-	-	-	
Circ/Cat Plus	✓	✓	✓	-	-	-	(1)
Columbia	✓	✓	✓	**	**	-	(2)
Data Trek	✓	✓	✓	✓	✓	✓	(2) (3) (4)
Dynix	✓	✓	✓	✓	✓	✓	(2) (5)
Eloquent	✓	✓	✓	✓	✓	✓	(6)
Lexifile	✓	✓	✓	-	-	*****	
LibraryWorks	✓	*	✓	✓	✓	-	
M/Series 10	-	✓	✓	-	-	-	(7) (8)
Mandarin	✓	✓	✓	***	-	***	(4)
MediaFile	✓	✓	✓	-	✓	✓	(4) (6)
MicroCAT	✓	✓	✓	-	-	-	(9)
MOLLI	✓	✓	✓	****	****	-	(4) (7)
Quinte	✓	✓	✓	-	-	-	(2)
Winnebago	✓	✓	✓	✓	-	-	

- * Available as separate product LibraryBrowser
- ** Major rewrites are planned
- *** Planned for fall 1992
- **** Planned for release in 1992
- ***** Can interface with CAE software

Other functions/modules include:

- (1) AlliancePlus CD-ROM product for reconversion
- (2) Student data import
- (3) CIRSELF (self-service circulation); GoPAC (graphical OPAC)
- (4) Report generator
- (5) "Gateways" module to access external databases and CD-ROMs
- (6) Processing, e.g. spine labels, barcodes
- (7) Inventory
- (8) Citation writer
- (9) InterLEND module for interlibrary loan

FIGURE 2
Geographical Distribution

	Utlas	Columbia	Eloquent	Circ/Cat	Mandarin	MicroCAT	Others	Total
BC	x	20	147	37	16	14	47	281
AB	49	111	31	52	7	5	17	272
SK	14	68	x	6	16	10	16	130
MB	x	13	x	7	24	31	3	78
ON	696	112	18	59	23	1	125	1034
QB	x	x	x	3	23	x	9	35
NB	x	x	x	40	10	x	x	50
NS	x	2	32	x	1	1	17	53
PEI	x	x	1	1	x	13	x	15
NF	x	17	14	x	x	x	14	45
YK/NWT	x	6	x	2	x	x	1	9

2002

SCHOOL LIBRARY AUTOMATION SYSTEMS

<i>System Name</i>	<i>Vendor/Representative</i>	<i>System Name</i>	<i>Vendor/Representative</i>
BiblioTrac	Novara Software 95 College Street Antigonish, Nova Scotia B2G 1X6 (902) 863-3361	M/Series	Utias International Canada 3300 Bloor Street West, 16th Floor Etobicoke, Ontario M8X 2X2 (416) 236-7171
Circulation/Catalog Plus	Follett Software Company 809 North Front Street McHenry, IL 60050-5589 (815) 344-8700	Mandarin	Bibliofiche 9620 Trans Canada Highway Montreal, Quebec H4S 1V9 (514) 336-4340
Columbia Library System	Columbia Computing Services Ltd. 1338 West Broadway, Ste. 200 Vancouver, B.C. V6H 1H2 (604) 739-5700	Mediafile	Silverdale Computers Inc. 2304 Silverdale Road St. Anns, Ontario L0R 1Y0 (416) 957-7538
Data Trek's Manager Series (Data Trek, Inc.)	Avec Technical Services Inc. 2261-A Royal Windsor Drive Mississauga, Ontario L5J 1K5 (416) 855-2924	MicroCAT	TKM Software Limited 839 18th Street, PO Box 1525 Brandon, Manitoba R7A 6N3 (800) 565-6272
Dynix Scholar	Dynix Library Systems Inc. 1 Blue Springs Drive Waterloo, Ontario N2J 2M1 (519) 885-6040	MOLLI	Nichols Advanced Technologies Inc. 1100 Royal LePage Bldg., 10130-103 Street Edmonton, Alberta T4J 3N9 (403) 424-0091
The Eloquent Librarian	Eloquent Systems 25-1501 Lonsdale Avenue North Vancouver, B.C. V7M 2J2 (604) 980-8358	Quinte Library System	Quinte Computer Services Ltd. 141 William Street, PO Box 578 Belleville, Ontario K8N 5B2 (613) 966-3070
Lexifile	Lex Systems Inc. 10622 129th Street Edmonton, Alberta T5N 1X3 (403) 455-7942	Winnebago CIRC/CAT	Winnebago Software Company 457 East South Street, PO Box 430 Caledonia, MN 55921 (507) 724-5411
LibraryWorks/LibraryBrowser (Caspr Inc.)	M.E. Phipps & Associates 143 Norfolk Street Guelph, Ontario N1H 4J7 (519) 836-9328		

EDUCATION FOR TEACHER-LIBRARIANSHIP IN BC—REALITIES AND PRACTICALITIES

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

In British Columbia there are two institutions that offer training for teacher-librarianship: The University of British Columbia and The University of Victoria. Both offer a specialized diploma and admit only trained teachers with at least two years of successful classroom experience. The diploma requires the completion of 30 credits, 18 of which are in required courses and 12 of which are approved electives. Diploma courses are transferable between the two universities. The required courses are as follows:

U. VIC	UBC	COURSE DESCRIPTION
TL 433	LIBE 381	Management of the SLRC
TL 432	LIBE 382	Cooperative Planning and Teaching
TL 434 a or b	LIBE 383	Selection of SLRC Materials
TL 435	LIBE 385	Organization of Materials
TL 437	LIBE 387	Reference Materials
TL 438	LIBE 389	Resource Based Teaching

Issues for Tls

In addition 12 units of approved electives are required and all courses must be completed within a five year time frame. The University of Victoria offers courses during July and August only while University of British Columbia offers a winter evening program (4:40 - 7:00 PM) as well as a summer program.

NOTE: The LIBE prefix for courses at UBC is in the process of being changed to LANE.

In addition to on-campus courses, UBC attempts to satisfy the demand in other centers around the province through its Distance Education Department. (In future we look forward to cooperating with University of Victoria to assist in meeting the demand for these courses and to help make them financially feasible.) UBC will offer a course any place in the province as long as 20 fully paid registrations are obtained and the Distance Education Office can find a qualified instructor willing to teach the course. Typically, to satisfy the 30 hours of lecture time required for a 3 credit course and yet keep it cost effective, a distance course is taught on five or six Saturdays over a time span of two to three months. Currently, courses are being offered in:

Mission -	course assistant, Leslie Drown
Kelowna -	course assistant, Rhonda Davidson
Pr. George -	course assistant, Don Bassermann
Nelson -	course assistant, Carol Westmacott

The course assistant is a person who acts as on-site coordinator by advertising the course to those who may be interested, distributing registration packages, ensuring a minimum of 20 are returned and arranging for suitable class space and audio-visual equipment. Often the district's school board office assists in these arrangements. He or she acts as the communicator between the district in which the course is being offered and Distance Education at UBC. In return, he or she receives compensation in the form of a 60% rebate on the cost of his or her registration.

*****NOTE:** Anyone interested in information on distance courses that may be offered in a center near them, or in acting as a course assistant to begin a program in a school district should contact Distance Education at 604-822-4139.

Filling the need for qualified instructors for both summer and distance courses is an ongoing problem. The qualifications a university demands before hiring an instructor are:

- a master's degree from a recognized university
- a curriculum vitae indicating wide experience in the field

In addition, consideration is given to academic excellence, teaching evaluations by former students (SCET) and the ability to bring a broad, scholarly viewpoint to the field. To assist in satisfying the last demand UBC funds a Noted Scholars Program to enable outstanding scholars in various fields from other provinces and countries to lecture at UBC during the summer school session.

Filling the need for instructors is not easy but is fundamental to the success of summer programs or distance courses and, in turn, these courses determine the quality of teacher-librarianship in British Columbia's schools. Trained teacher-librarians are essential to our profession. It is relatively easy to find instructors for LIBE 382 or LIBE 389 (or their equivalent at U Vic.) especially if they are scheduled during the first three weeks of July. For this reason, vacancies in these courses are often filled by instructors who previously have taught at least one distance course and have received good SCET ratings. Instructors for other courses are much more difficult to find. Qualified people who are dedicated enough to the profession to give up five Saturdays and/or part of their summer vacation are not plentiful. If any reader meets the qualifications described above and will give up personal time to teach courses, please drop a note along with a C.V. indicating the course in which you are interested in teaching, addressed to:

Coordinator of the School Library Diploma Program
University of British Columbia
Faculty of Education
Department of Language Education
2125 Main Mall
Vancouver, BC, V5T 1Z4
or FAX (604) 822-3154

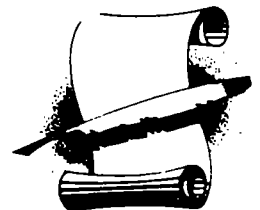
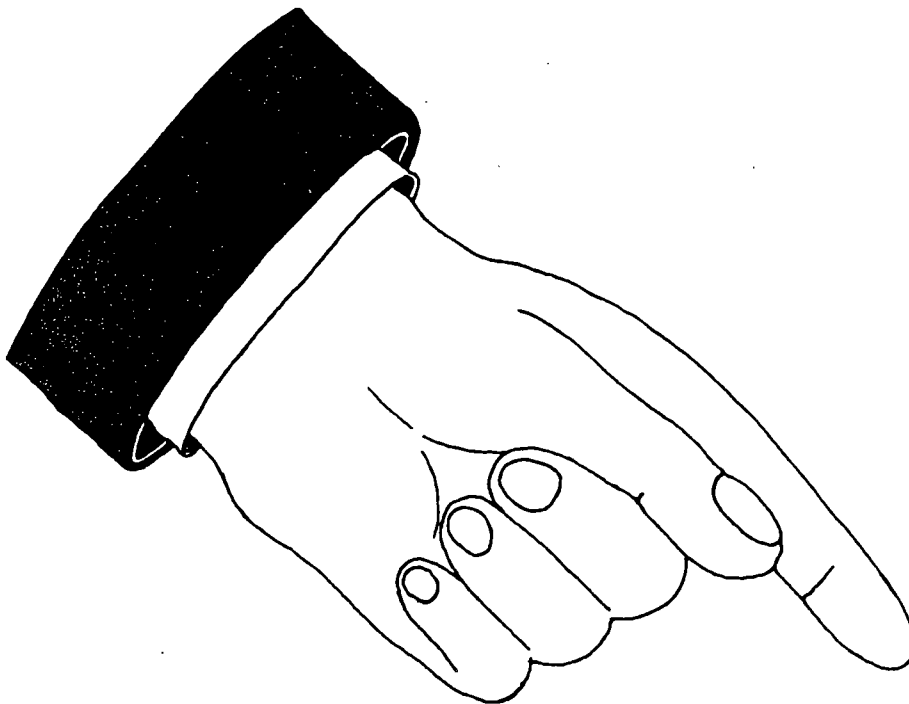
OR

Don Hamilton
Faculty of Education
University of Victoria
PO Box 1700
V8W 2Y2
or FAX (604) 721-7767

(Alternately persuade someone else who is qualified to apply)

Both universities are interested in compiling a file of qualified people willing to teach courses.

Many thanks to all those who have so generously contributed their time and efforts to teaching courses in The School Library Diploma Program in the past.



HOW TO ACCESS THE PUBLIC LIBRARY WITH A MODEM

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

INTRODUCTION

Did you know that there are over four million library books between Bowen Island and Boston Bar? Many of these books are on computer catalogues that you can access with a computer, a communications program and a modem. Some library systems even allow you to reserve books or to see if you have any books overdue. Teacher-librarians using public library catalogue access can keep up to date with the information skills that public library patrons use daily.

It used to be quite complicated to set up a communications system because of the incredible variety of programs, computers, and modems that were available. The situation has improved considerably in recent years because manufacturers have agreed on standard communication methods. It is still possible to buy parts that will not work together, but this is harder to do than it was a few years ago.

If you are new to communicating by computer and modem, you will benefit by joining a district or school based computer interest group. Many school districts offer computer courses that can help you to use your computer equipment more effectively. If several teacher-librarians are interested in learning more about telecommunicating with the public library, you could arrange a meeting with a librarian willing to demonstrate features of the library computer system to the whole group.

You will need a computer, a modem and access to a standard telephone jack and an electrical outlet. It is best to put the computer in a highly visible spot so that students know where it is and so that you can easily monitor it. Some teacher-librarians put the communications computer on a pedestal and provide no seating. This discourages individuals from monopolizing the station

CHOOSE A PROGRAM

You may have already installed an "integrated" program like *Microsoft Works* or *Claris Works*. Although these programs lack some sophisticated features of a specialized communications program, they will allow you to communicate with a public library computer. If you have already learned how to use the word processor and the database in the integrated program you can learn how to use the communications tools more quickly than you could learn to use a whole new communication program.

If security concerns you, be aware that most integrated programs allow users to modify or delete computer files without a password. Utility programs such as *Norton Utilities* can discourage electronic vandalism by hiding or protecting important files. These utility programs can often "undelete" obliterated computer files. If electronic vandalism is a serious concern, you should consider installing a secure menu system with a communications program that does not allow deletion of files while the program is running.

You might need a sophisticated single purpose communications program if you have an old computer or a modem that does not use standard commands. With a specialized communication program like *Procomm* for PC computers, your computer can offer more communications flexibility than an integrated package like *Microsoft Works*.

If you are using an integrated program and cannot get the computer to show legible words on the screen for a library's dial-in service, you may need to use a more sophisticated communications program that can mimic several different types of terminal. It is worth noting that some fully featured communications programs can be difficult to use.

CHOOSE A MODEM

A modem converts digital computer information to audio information that a telephone line can transmit. The modem at the other end reverses the process. Most current modems will also dial a phone number when the communication program issues a modem command.

An internal modem is a circuit board connected to the main circuit board inside the computer. Internal modems allow you to plug a cable from the back of the computer directly into the phone line. An external modem is a box with lights on it and cables going to the computer, the telephone line and a power supply. There are benefits and disadvantages to each type. However, an internal modem does not cause as much clutter as an external modem does since there are fewer wires and no external power supplies to deal with. An external modem has the advantage that you can connect it to different computers quite easily. With appropriate cables, you can switch the same external modem from a PC to a Macintosh computer. Another advantage of an external modem is that if you have problems with the modem, you can often "clear" the problem by turning the modem off then on again. You cannot do this with an internal modem, since it gets electricity directly from the main power supply of the computer.

Hayes Corporation developed the most common modem communication standard. "Hayes compatible" modems are generally ready to use by most personal computers straight out of the box. If you shop carefully, you can get a 2400 baud modem for \$135 or less. Look for a modem that uses robust, high quality components, carries a Canadian Standards Association (CSA) sticker and is approved for connection to telephone lines by Communications Canada. The media services department of your school board can probably recommend a top quality modem.

A modem with a speed of 2400 baud is currently the best choice for most school libraries. A 1200 baud modem costs a few dollars less but only has half the speed. Faster modems are much more expensive, and may become obsolete when telephone and cable companies offer high speed fiber optic data transmission. Most public libraries use 2400 baud modems, limiting you to 2400 baud even if you have a faster modem. Consider a faster modem only if it is available inexpensively or if you anticipate transferring enormous computer files over telephone lines.

CHOOSE A COMPUTER

Your computer must have a modem "port", the outlet to connect the modem to. You do not require an expensive color monitor, since libraries present information only in text form. You do not require large amounts of computer memory, since all a communications program has to do is route signals between the modem, the screen and the keyboard.

A hard drive, a high speed high capacity data storage device, simplifies starting the computer and loading the communications program. Large programs need a hard drive to run properly. If your computer does not have a hard drive, you can probably buy a separate one that a technician can plug in. If you have to pay for getting the hard drive installed, check whether it is cheaper to buy a new computer that comes with its own hard drive. A compact communications program will probably not require a hard drive, but with one it will start up faster.

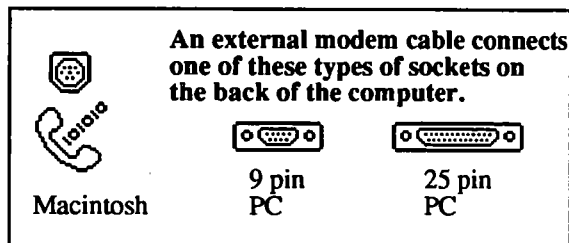
SETTING UP

CONNECT THE MODEM TO THE COMPUTER

To install an internal modem you have to take the top off the computer and insert the modem circuit board in the correct slot inside the computer. Check the modem and the computer manual for instructions.

If you are installing an external modem, your tasks are to identify the correct socket at the back of the computer, get the right size of adapter cable, and connect the modem. Make sure you have turned off the computer and the modem. Look for an unused communications socket on the back of the computer. It may be hard to find. Computer installers use the communications sockets to connect all sorts of external devices like laser printers, mice and network connectors. On some computers, you may have to remove the mouse, the serial printer or the network connector in order to use the modem.

On a Macintosh computer, look for a picture of a telephone hand set on the back to identify the modem socket. On a PC computer, look for the labels "COM 1", "COM 2", "Modem", "Serial Port" or "RS-232-C". PC computers usually use a 9 pin or a 25 pin connector for the modem. If you are not sure what you need, check with technical support staff before buying the modem cable.

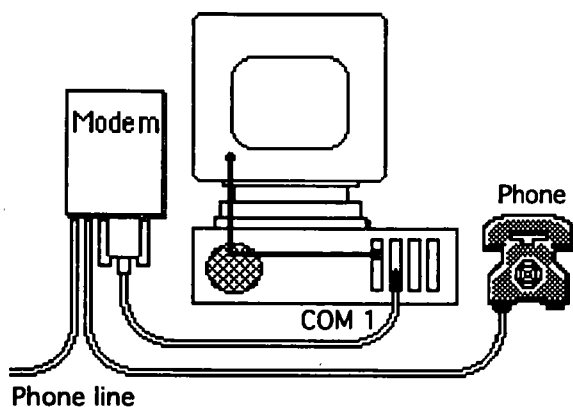


If the computer already has an internal modem there will be a standard telephone mini socket instead of a communications socket. You can use a standard phone cable to plug an internal modem directly into the phone outlet.

CONNECT THE MODEM TO THE TELEPHONE LINE

DIRECT CONNECTION

If you have a direct telephone line, the modem connection is reasonably straightforward. An external modem should have two telephone outlets and a single computer outlet on it. The computer connector, which is much larger than the other two, goes to the computer. The outlet labeled "Phone" connects to the telephone and the outlet labeled "Line" connects to the phone outlet on the wall. With a direct line connection, you can use your phone normally unless you are using your modem. Most modems can simulate a regular dial ("pulse") phone or a push button ("touch-tone") phone, depending on the instructions the computer program sends.



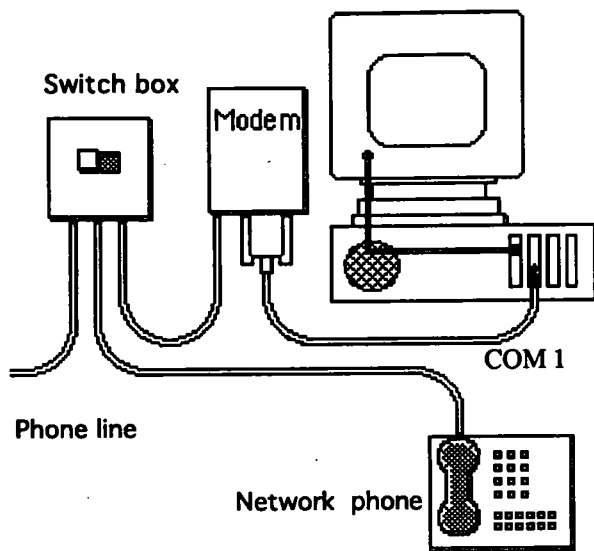
"Call waiting", the service that signals you when a second caller phones, can cause problems when you are communicating with a modem. The "beep" tone that signals the second call can cause your modem or the other computer's modem to hang up without warning. If you have "call waiting", check with the phone company to see how you can suspend it while you are working with the modem.

CONNECTING YOUR MODEM IF YOUR PHONE IS ON A SIMPLE NETWORK

Most modems can simulate a simple multi-line phone. They can dial 9, wait for a dial tone and then dial a telephone number. If your network is the type where you dial 9 for an outside line and you have a Hayes compatible modem, you should have no problem. Just add the code "9W" to the beginning of each telephone number in your communications program. The "W" must be a capital letter. If all goes well, the modem will dial 9 and wait for a dial tone before dialing the number.

CONNECTING YOUR MODEM IF YOUR PHONE IS ON AN ADVANCED NETWORK

If you need to press a special key on your phone to get a dial tone, it might be a little more difficult to connect and use your modem. The problem is that your modem is probably not able to provide the special signal necessary to get an outside line. Check with the company that installed the phone system to see if you can get a phone modem switch box that lets you start the call on your normal phone and then switch over to the modem. The particular phone system determines the switching equipment you need and the procedure to follow.



Before you buy a phone switch box, consider whether you should get a direct outside line instead. The steps for using a modem on a phone network may be simple enough for you to do if you use the modem infrequently and may even be simple enough for some library monitors to follow. However, if you intend to have every student learn to use the modem, the steps could be unnecessarily difficult to follow. You can find more information about how to connect modems to "troublesome" phone systems by referring to *The complete laptop computer guide* by David H. Rothman (1990) or *The modem reference: the complete guide to selection, installation, and applications* by Michael A. Banks (1990).

SET UP THE COMMUNICATIONS FILE FOR YOUR COMPUTER

Use a template (sometimes referred to as "stationery") to set up the program settings that will not change often. For example, if you have a modem with a speed of 2400 baud, you will probably want the program to suggest a speed of 2400 baud every time you create a new communication file. You may need to experiment with some settings to get the computer to operate properly. In *Works 2.0* for PC DOS computers, the communication settings are visible in the "Options" drop down menu when you are working on a communications file. In *Works 2.0e* for Macintosh computers, the program asks you to set the options when you open a new file. In *Works 3.0* for the Macintosh, the communications settings are visible in the "Settings" drop down menu.

Start by setting the terminal type. Many library public access catalogues use terminal codes to speed up the display of information and to highlight certain parts of the screen. American National Standards Institute developed the "ANSI" standard, which has become one of the most popular terminal types in Canada and the United States. VT 100 and VT 52 are other popular types that most communications programs can use. Check the library table at the end of this article to see which setting is shared between both your program and the library you will be calling.

The next step is to set the Communication options. This is where you set the speed that the modem will use and the "protocol", or common procedures, for communication. If you have a 2400 baud modem, enter "2400" in the "Baud rate" box. Set the "Data bits" to the number shown in the library table. If the data bits are set to 7, the two computers can send up to 2^7 or 128 distinct characters. If the data bits are set to 8, the computers can send up to 2^8 or 256 distinct characters. Some computer systems use the extra 128 characters to show line graphics and accented characters. If your computer can only show 7 data bits, some of the graphic characters may look peculiar, although the normal letters will be readable. Stop bits are extra bits sent to help make sure the two computers are synchronized. Set the "Stop bits" to "1". Parity is a method for checking each letter as it is transmitted. It is only available if your computer and the other computer both use 7 data bits and the same type of parity checking. The table at the end of the article shows the correct parity checking for each library.

If you connected the modem to the jack labeled "COM 1", or if the computer only has one communication jack, set the "Port" to "COM 1". Macintosh programs use the symbols of a telephone and a printer to show the communications port.

The next step is to set up the phone options. These are dialing commands that the computer sends to the modem every time it attempts to connect. Depending on the modem, you can get it to wait for a second dial tone or to dial without waiting for a dial tone at all. See the modem manual for details of what is available.

Enter the phone number in the phone number box.

TO SIMPLIFY LOADING A COMMUNICATIONS FILE FOR PC DOS COMPUTERS

A batch file has the extension ".bat". It is a plain text file listing DOS system commands that the computer performs as if the commands were typed at the keyboard. Menu programs use a similar file for running DOS computer instructions. These computer instructions can make programs much easier for students to start.

To set up the computer to load and run a PC *Works* communications file automatically, the computer needs an ordered list of commands that will set up *Works* to load and run the communications file in one step. As soon as *Works* is ready, it will tell the user to press any key to connect. One batch file to open a communication file named *vanlib.wcm* for a PC computer looks like this:

```
:NAME THIS FILE V.BAT. IT IS A PLAIN TEXT
:BATCH FILE TO LOAD VANLIB.WCM USING WORKS
:ENTER "V" AT THE DOS PROMPT TO START
echo off
cls
c:
cd \
cd works
cd library
c:\works\works c:\works\library\vanlib.wcm
cd \
echo on
```

Use a word processor to save the file as *plain text*. To use this batch file, type "V" at the DOS prompt and press the "Return" key.

CONNECT TO THE LIBRARY

Once you have set up your program, connecting is easy. Once you have set up the communications program so that it runs, you will not have to change the settings for a long time.

When you choose "Dial" or "Connect", the modem will start dialing. If the modem does not connect, check that you have set up the dialing correctly. If you have a "rotary pulse" telephone line, and you try to use "touch-tone" dialing, the connection will not be successful.

If you get a busy signal, disconnect or close the file and try again later.

USE THE LIBRARY'S COMPUTER.

When you have successfully connected to the public library modem, the library's computer may ask you to select a number from a menu to tell what kind of terminal you have, and then show you a test screen. If you are not sure which terminal to select, try "ANSI" or "VT 52" first before trying them all.

On many systems, help is available at any time by typing a question mark or the word "HELP". Some systems can use sophisticated search techniques that are not obvious to the casual user. Using on line help will guide you with these advanced features.

Have students keep their searches short and to the point, especially during busy periods after school. When students finish, end the communication session with the remote computer using the method described in the library's leaflet. Getting the remote computer to hang up and getting your own computer to hang up are two separate steps.

You must instruct the remote computer to hang up. This may seem like an unnecessary step, but it is an important courtesy. On some systems, if you do not use the proper procedure, the next person to use the system will face a blank screen. If this happens to you, try using the command that exits to the library's main menu (i. e. "SO", "CAT", "START", "END", "QUIT" or "EXIT"), and start again from there.

To hang up your own computer, you can choose the "Hang Up" command from your communications program, or you can simply close the communications file to let the program take care of hanging up and resetting the modem. See the program's manual to tell you how.

LIBRARY MODEM CHART

The following table gives the phone numbers and some basic operating information for library modems in British Columbia's lower mainland. The table only includes services operating in January 1993. Since phone numbers and operating instructions change from time to time be sure to check with your public library for current information about dial in access.

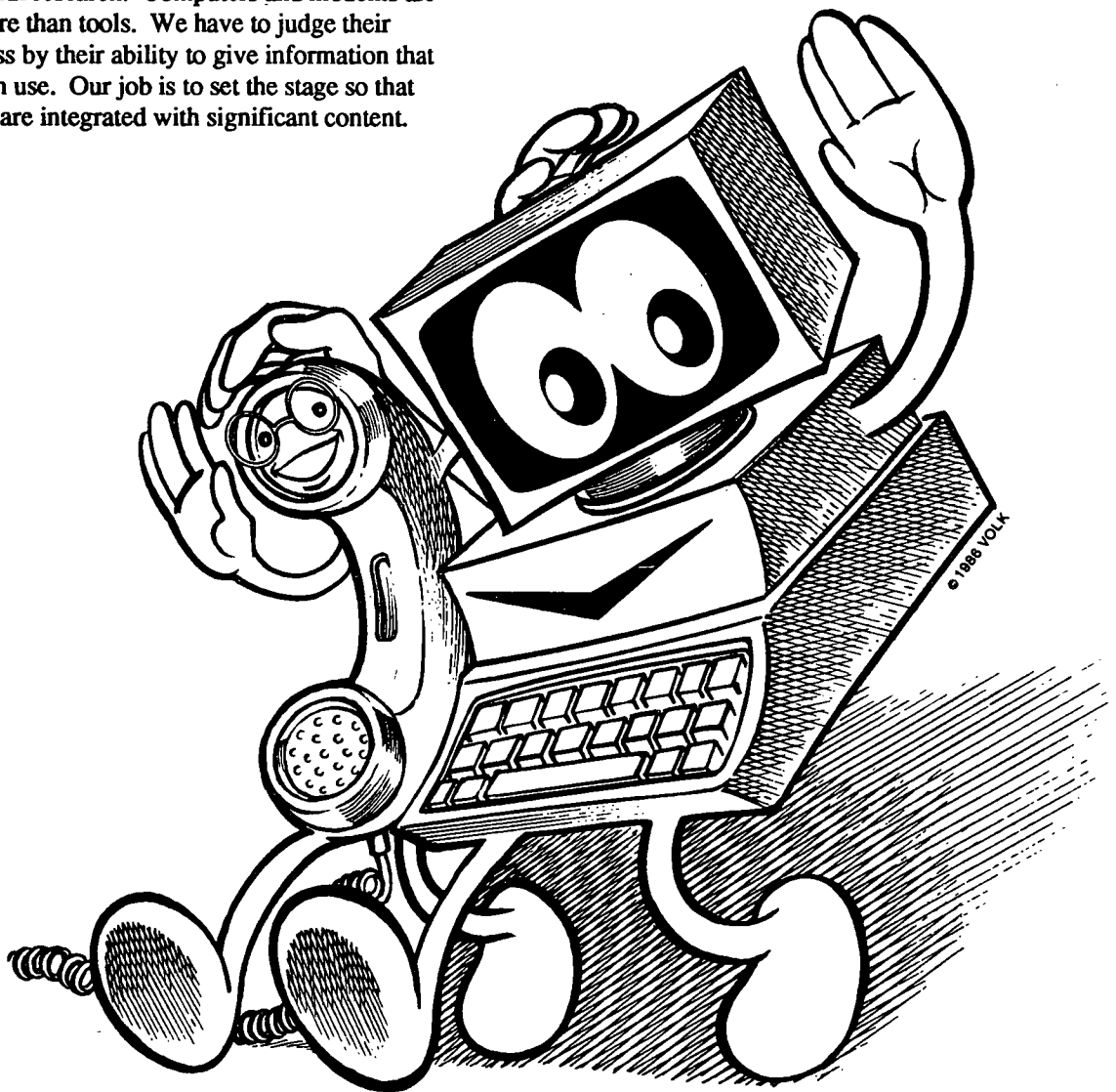
You only need to set the phone number, data bits, parity, stop bits and terminal type when you create and save the communication computer file.

The other columns in the chart can be used as often as necessary to tell how to log on and log off the library computer systems.

CONCLUSION

The new skills students have to learn to gain access to remote resources relate directly to the skills we have always been teaching them. Computers and modems give a larger forum within which to exercise those skills. We need to ask the questions that we have always asked. How do we make these information skills relevant? How do we manage limited resources? How do we know that students are learning?

Information skills are best taught in the context of meaningful research. Computers and modems are nothing more than tools. We have to judge their effectiveness by their ability to give information that students can use. Our job is to set the stage so that these skills are integrated with significant content.



ATLC: WHAT'S IN IT FOR YOU?

by VICKI PENNELL, President, ATLC.

WHAT IS ATLC?

ATLC is the Association for Teacher-Librarianship in Canada. It is a new organization which represents the needs and concerns of the Teacher-Librarians of Canada at the national level. The idea for such an organization was planted by a small group of visionary and committed Teacher-Librarians who met in Edmonton in 1989 and articulated the need for such a national organization. The advent of the Information Age and Resource-Based Learning combined with the educational cutbacks resulting from a weakening economy necessitated a strong advocacy program with respect to the vital role of the Teacher-Librarian in the emerging educational setting. This group worked very diligently over the next two years to draft a Constitution and an Organizational Plan on which to found such an organization. In September of 1990 an Interim Board was established with members from coast to coast in Canada to begin to build ATLC. In September of 1991 ATLC was incorporated as an official organization and the members of the Interim Board became the first official officers of the organization.

WHAT ARE THE GOALS OF ATLC?

THE GOALS OF ATLC ARE:

1. To promote the profession of Teacher-Librarianship.
2. To provide Teacher-Librarians with a national voice in the education and library communities.
3. To provide Teacher-Librarians with opportunities for professional growth.
4. To provide Teacher-Librarians with programs, services and publications that are most effectively delivered at the national level.
5. To provide Teacher-Librarians with vehicles for communication and interaction with one another.
6. To facilitate the dissemination of provincial/territorial information and publications of a national interest and local value.
7. To foster special interest groups and networks for those with common concerns.

WHAT HAS ATLC DONE TO ACHIEVE THESE GOALS?

Since the formation of the Interim Board in September of 1991, ATLC has been very busy in attempting to fulfill its goals. Some of the accomplishments which it has realized are:

1. The publication of a newsletter - IMPACT - four times per year, which features articles, news items, reviews, etc. which are of interest to Teacher-Librarians throughout the country.
2. The publication - twice per year - of a membership directory which assists in networking with other Teacher-Librarians in similar positions.
3. The publication of a School Library Coordinators Directory, including names of all school districts in Canada who requested inclusion.
4. The publication of a "Hire a TL" poster to promote the profession.

5. The co-sponsoring of the first ATLC Conference in conjunction with the British Columbia Teacher-Librarians Association in Whistler, B.C. in October of 1991. It is the aim of ATLC to hold all national Conferences in conjunction with one of the provincial School Library Associations at different locations across Canada. Plans are currently underway for the Second Conference to be held in Lloydminster, Alberta, in conjunction with the Saskatchewan School Library Association April 21 - 24, 1993, and preliminary discussions have taken place with Newfoundland and Ontario with respect to co-hosting Conferences in 1994 and 1996.
6. In light of cutbacks in Teacher-Librarian positions in many areas of the country last spring, ATLC composed a letter of concern which was sent to a number of school districts at the request of various personnel. This letter encouraged districts to take a serious look at the role of the Teacher-Librarian in light of the present educational setting and to reassess the impact of their decisions.
7. In June, 1991, ATLC made a substantial submission to the National Summit on Information Policy which was held in Ottawa, December 6 - 8, 1992.
8. Four ATLC Special Interest Groups have been established based on the needs expressed by the membership. These groups are:

French Immersion
Laser Learning
Library Automation
Education for Teacher-Librarianship

Each group has to date published at least one newsletter or similar publication which has been distributed to its members. The purpose of these Special Interest Groups is to provide a forum for people with similar interests, ideas, or problems, to be able to interact with one another. Each of the special Interest Groups will be sponsoring a Pre-Conference Institute at the 1993 Conference in Lloydminster.

9. ATLC has taken out membership in all the Provincial School Library associations and has invited each Association to appoint a liaison person to communicate with the ATLC Board to ensure that we are aware of what is happening across the country and that the provinces are informed of what ATLC is doing.

WHY SHOULD YOU JOIN?

ATLC's major aim is to give a strong national voice to the Teacher-Librarians of this vast country, particularly the people who are struggling from day-to-day at the school level. The present Board of Directors has six members, as well as the Editor and the Advertising Manager who are school-based people—which is very encouraging and should help to foster the accomplishment of that goal. If we are to truly represent the needs and concerns of all Teacher-Librarians, we must know what those needs and concerns are. It is only through the support and input of the membership that any organization can accomplish its objectives and develop a strong voice. By becoming a member of ATLC, you can contribute to that strength and you will benefit from the input of others through, for example, the publications, the Special Interest Groups, and the Conferences. I would ask you seriously to consider becoming a member of ATLC in the belief that ATLC has something to offer each of us, and each of us has something to offer ATLC.

Join ATLC today and contribute to a new and growing organization which we feel can make a difference!

REFERENCES FOR SCIENCE AND ENVIRONMENT

by **JUDY SHIPLEY**, teacher-librarian, Raft River Elementary, SD#26 (North Thompson), **SUSAN GALL**, teacher on call, SD#37 (Delta) and **DARLENE ROSS BARRETT**, SD#60 (Peace River North).

Although some of the titles are not marked with a star, they may still be available in libraries and book stores.

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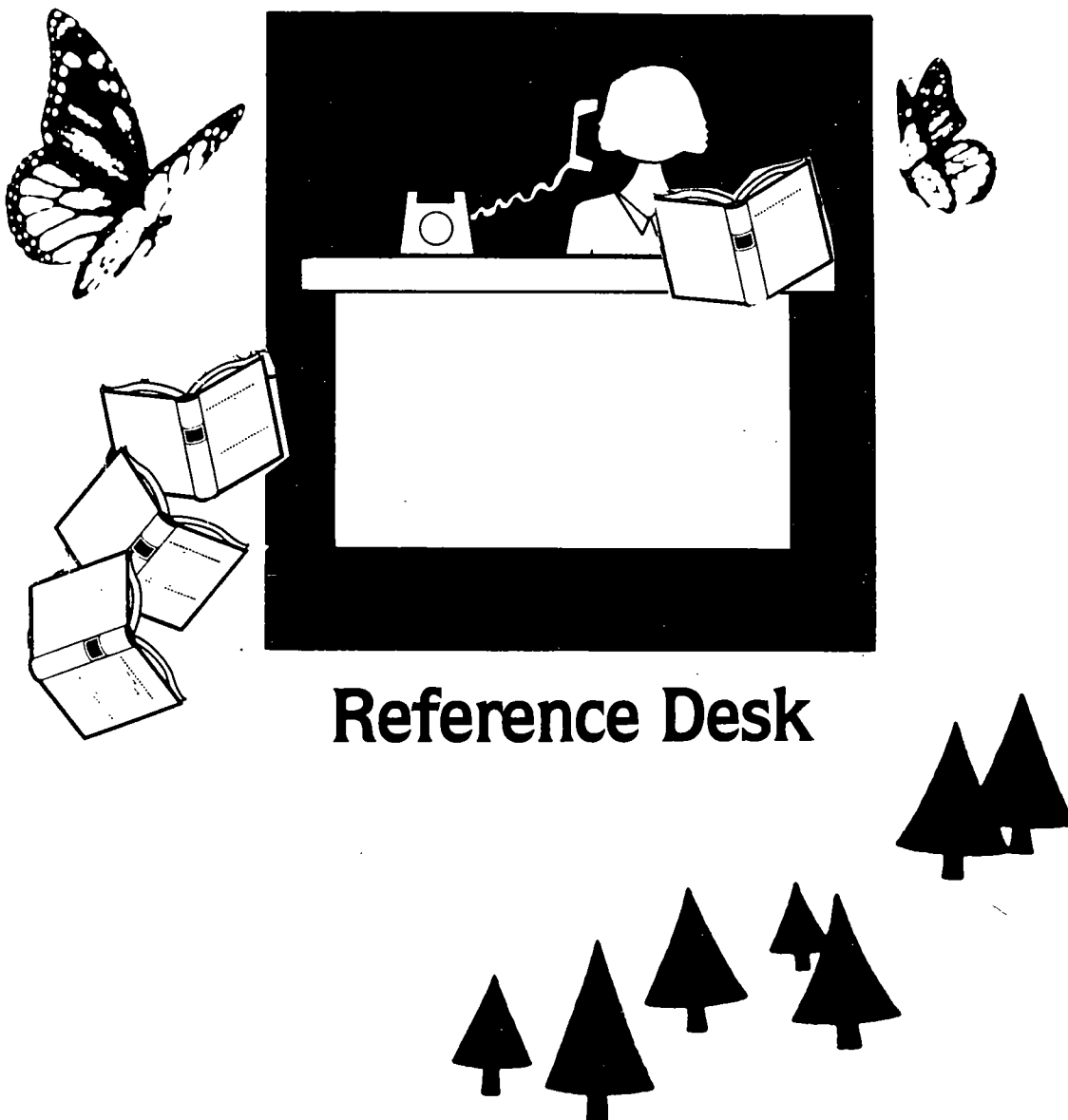
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Reference Desk

A TRIP TO THAILAND

by **TERESA BRINTON**, teacher, Bellevue Creek Elementary, SD#23 (Central Okanagan).

This article is, in part, a thank you to the members of BCTLA for your financial support through the Ken Haycock Award. My journey to Thailand this past summer to attend university in Bangkok was such a marvelous experience that I hope all of you will take advantage of every opportunity to explore another culture first hand.

My adventure started Saturday, the 4th of July, at the Vancouver airport as I met the twenty "new" members of our group of twenty-five. After weeks of reading and asking pesky questions of everyone who had travelled anywhere near Thailand, it was now REALLY too late to repack my bag! Yes, I went over with one, very small suitcase and a box crammed with books. Don't ask what I came back with.

Some of the group were seasoned travellers, some escapees from a lifetime of safety and some blissfully unaware souls who knew not what awaited them at the end of eighteen hours confined to a seat. I would liken an international flight of that length to a sensory deprivation experiment. The flight crew controlled our sleeping and eating by the flick of a light switch. You are suddenly eating watery eggs and croissants when your stomach really wants a hamburger. Just when your body thinks it is ready to sleep the lights are turned up and cocktails are offered—dare one refuse? I saved mine for a celebration when we crossed the International Dateline but my seatmates were sound asleep! A fourteen hour time difference and the long flight put us into Bangkok Sunday, July 5th, about 9 pm, Thai time. In Thailand "about" is a very key word when referring to time.

Our dazed and bedraggled group was met at the airport by two wonderful people from the university, "Thai" Patty and Lek. Patty was the director of the summer school and our high energy "babysitter." Lek was the antithesis of Patty—a complimentary pair. Even the warmth of their welcome was no preparation for the soggy wall of heat that accosted me as I stepped outside and took my first breath of true Bangkok air. Thirty degrees Celsius, 99% humidity

and it was 9:30 at night! I quickly realized my neglect in truly appreciating the air-conditioned cocoon I had been encased in for the last twenty hours. A forty minute bus ride was thankfully air-conditioned. With the sights and sounds of Bangkok whirling around us — we'd made it!

Our accommodation was ideal—air-conditioned and right in the middle of the city. It was ten sweaty minutes' walk from the university, two minutes from a seven story shopping centre called MBK, across the street from the national sports stadium and close to some of the most heavenly restaurants I have ever encountered. The down side was that it was on an eight lane thoroughfare that was used as an unofficial, all-night race track for motorcycles... motorcycles with no mufflers! Even the drone of the air-conditioning could not drown out the high pitched whine of 150cc's being pushed to the max.

Many people recall the smells of Bangkok, the exotic and not so exotic. I found the noise an overwhelming factor. It wasn't the voices of the six million inhabitants because, to call out or to yell across an open area is considered very impolite. However, the Thais express themselves with their vehicles. Without a fully functioning horn on your vehicle it is not safe to venture onto a road.

Still a very important part of the transportation network of Bangkok are the klongs or canals. It was along these that we saw the widest variety of living conditions ranging from opulent mansions to the most basic of stick houses perched precariously on stilts. The children swam in the polluted water and smiled broadly as we zipped by in our water taxi. They swam as we discreetly tried to avoid having any of the water even touch our face or hands. Pollution is an uncontrolled menace in Thailand. The air pollution in Bangkok is unbelievable and many of us wore masks when riding (or sitting still as was very often the case) in the traffic.

Traffic is a big part of Bangkok because there are so many people compacted into the very small area of the Chao Phraya River delta. There are very few peddle bikes in the city. Many people have a motorcycle and the well-off have a car. Mercedes seems to be the favourite. Public transportation is very inex-

pensive. The bus is two Baht or ten cents, double that for the air-conditioned buses. A motorcycle taxi is not for the faint of heart—no helmets and women ride side saddle. I didn't discover the cost of a ride because I value my life. The most fun form of transportation is the "tuk tuk," a three wheeled motorcycle with a bench and a little canopy. Forty Baht (\$2.00) would get you where you wanted to go—and sometimes where you didn't want to go!

The Thai smile is known around the world. They are a friendly people and you can't help but smile back. The smile is genuine but it can mean many different things. They are too polite to contradict you or to give a negative response to a direct question so they smile. They will smile and nod their head even though they really mean no. Only "farang" or foreigners are so uncouth as to ask a direct question and put the recipient in such an awkward position. When they are embarrassed they smile. We learned very quickly to always smile. We certainly had lots of practice!

Your age and your job or wealth is very important to the respect you are accorded. Within the first few minutes of meeting someone new they will have determined how old you are and your job or wealth. It is important because the words they use to address you and the way they treat you is based on this information. There was so much to learn in our "Culture through Language" classes: who to "wai" or bow to, how to give and receive a gift, merit making, how to treat the monks, etc. Many of us tried very hard to be more than just a tourist, to be considerate of their culture and to do things their way. Our sincere blunders were met, as always, with the Thai smile...

Politics, women's issues, education, economics, history, art, architecture, the monarchy, food, literature, culture, language - it was all covered in lectures and/or field trips. We had some of the top lecturers at the University of Chulalongkorn and our fieldtrips were led by the curators or owners of the museums, or by people directly related to the projects. We visited schools, banks, the Foreign Ministry, the royal palace, a slum, temples, ruins and on and on. The university packed a lot into our four short weeks and there was still so much we wanted to experience or learn about.

Tears run down my cheeks when I think of Thailand - not from sadness but from thinking about the food! Hot chilis and jalapeno are used as we

might use parsley. A wonderful gastronomical adventure is the only way to describe the abundance of seafood, unique tastes and methods of preparation. Rice is eaten at every meal and utensils are a fork and spoon; chopsticks are only used with noodle dishes. The Thais are really very practical in that the fork is used to push the food onto the spoon and they eat using the spoon - nothing falls off or through! At the two and half week point, when we couldn't look at another bowl of rice, we needed a quick fix of western food. In Bangkok it was easy enough to get that fix if we wanted fast food from Burger King, Pizza Hut or MacDonalds. Prices were reasonable and these were the places where many of the young Thais hung out. We even managed to have a decent cup of coffee at the Hardrock Cafe.

Politically, Thailand is heavily controlled by the military. To say that is to oversimplify the situation, but Thais are aware of the problems and they are working slowly toward building a better system. The May 1992 democracy demonstration was so out of character for the Thais because they are not a people who form groups easily; they are very individualistic and they believe that a person creates his own fate. It was interesting to compare our wrangling over the constitution in Canada and the discussions on their political problems in Thailand. Thailand is moving slowly toward the establishment of a democracy within the framework of a constitutional monarchy.

Politically aware people talk about trying to get rid of "paid votes" where the candidate comes and does something like putting in a septic system in an area and the people then feel obliged to vote for him. In the city the votes are actually bought with cash. One speaker told us that he had considered running for office but since he did not agree with the military, he feared for his life if he let his name stand for public office.

Outside of the Bangkok area politics are not of major importance. Each village has its headman and the village votes with him. They are more concerned with their basic needs being met. Another complication in Thailand's reform is that the present ruling party's push towards capitalism conflicts with the general populace's belief in Buddhism and animism.

In the international arena, Thailand's foreign policy is "to be like a blade of grass in the wind." This philosophy has served them well over hundreds of years of invasion from the multitude of countries which surround them. Their culture has basically

stayed intact even while they have chosen to integrate some of their invaders' culture. As I see it, it is a form of passive resistance. They do not destroy themselves by fighting a losing battle. They let the invaders use their land for what they need and then wait them out. This, again, is an oversimplification but it is my understanding of the situation in Thailand.

An overnight train trip to Chaing Mai in the northwest of the country was like a trip into a different world. It was quiet, had little traffic and you could breathe the air! Because we only had three short days in Chaing Mai we opted for the "tourist" package. It was designed to take tourists to a variety of the local factories/craft shops and then into the jungle for elephant, oxcart and river-raft rides juggled between an orchid farm and a butterfly farm. The highlight of the whole trip was escaping the confines of the hard wooden bench perched atop the elephant I was assigned and actually riding on its neck. The mahout was reluctant to trade places with me but my Thai smile had been perfected. What a surprise I got! It was like riding on a huge scrub brush because the elephant's neck was covered with short bristly hairs! Even my excellent bargains of musical instruments and clothing at the night market could not compare with the thrill of that ride.

Just to make sure I could still survive in the Canadian wilderness when I returned home, I spent three days in a little grass shack on the tiny island of Kho Samed. It is southeast of Bangkok in the Gulf of Siam and has yet to be discovered by hoards of tourists. This was the first time I'd had to use mosquito netting during the trip. The netting worked well at keeping the mosquitoes out. But one night I found myself in the role of Little Miss Muffet when a large, hairy spider found itself trapped inside my netting with me! Because screaming would have wakened everyone for miles around I chose, instead, to beat it senseless with my ever present Kleenex box. "Have Kleenex, will travel" was never more true than that night. Needless to say, I spent the rest of the night on guard duty and caught up on my sleep at the beach the next morning.

With the thought of returning home drawing nearer, I reflected on the contrast in education between Thailand and Canada. We had visited a variety of schools—two high schools, a slum school, a teachers' college and, of course, the university we were attending. Since the early 1900's education has been a focus of the monarchy. Realizing that an

educated civil service was needed to modernize Thailand, King Rama V began laying the foundation for a training school in the late 1800's. This school became Chulalongkorn University, the most prestigious of Thailand's forty-three universities. Temples provided basic education for boys until 1921 when nationwide primary education (four years of schooling) became compulsory. Six years of compulsory education is the law now but there are still areas of Thailand where schooling is not easily accessible. They have been working very hard at upgrading the education system and claim a literacy rate of 93.3%. Generally the schools we visited had large classes (40 to 50 students) and very little technology. In one high school of 3,500 students there were 30 computers! This is not so surprising when you consider the fact that they have minimal financing from the government for salaries and the initial building and that the rest of the money needed for supplies, maintenance, etc. must be raised by the staff and students.

Constantly on my mind during my visits to the schools or touring was, "What about books?" Perhaps the best way to explain what I observed is to address the proposal I submitted for the Ken Haycock Award.

My proposal was to explore:

1. Thai attitudes toward children's literature.
2. a child's means of acquiring or having access to print material.
3. the way in which "Western" culture is depicted in Thai children's literature.
4. ways of sharing examples of our Canadian culture, as depicted in our children's literature.
5. ways of becoming a small piece in the circle of global education by establishing a link between my district teacher-librarians' association and its counterpart in Thailand for the purpose of professional conferencing and inspiring the teachers and students that our lives touch.
6. the possibility of developing with Thai teachers a cooperatively planned unit about Canada and a collection of materials to support this unit for Thai classroom use.
7. ways to bring back with me a reciprocal unit on Thailand and enough materials to develop a storybox based on Thai literature.

I realized shortly after I arrived that I had set myself an almost impossible task. Several things contributed to my frustration; I could not speak or read the language and I was not able to locate a person who had any real knowledge of children's literature. I did connect with one librarian at a large high school who spoke limited English and another at the Teachers' College who was very interested in receiving English phrase books related to the hotel and service industry.

The usual response to my questions about children and books was "children don't really like to read much." There are children's books but they are fairly expensive in relation to Thai wages. Many of the books are classic tales from the Ramakien, an ancient tale of mythological creatures, or adaptations of folktales, both Thai and western. I purchased both "modern" and classic Thai stories and had many of them translated for me. Bookstores usually do have a small children's section and I spent many hours poring over books "reading the pictures."

Schools that we visited were perhaps not all that typical in that these were selected to show off their education system. The primary schools did have books in a separate room but the books were for the most part very old and unattractive. The few English books we saw were Walt Disney "Golden Book" types. The high schools and Teachers' College had libraries that were very impressive physically but again, the materials were unattractive and relatively sparse in contrast to our Canadian resource centres. Where there was a librarian that person had a teaching assignment as well as the responsibility for the library program. Running the library also included rebinding books, both texts and resources. Thai librarians made the same comment heard in our libraries: "too much to do and not enough time."

I did not see or find anyone who could direct me to a public library so I have no idea if they even exist. I don't know how or if the general public has access to books, other than buying them. From my general observations outside the university sphere I saw very few adults reading, even a newspaper. Teenagers might be seen reading a comic book but more often than not they were engrossed in a hand-held electronic game.

Western culture is absorbed at the movies—we are what Hollywood makes us. If I could look like some of the Hollywood starlets I wouldn't mind but... Material depicting true western culture is in English

but very few Thais read or speak more than a few basic English phrases. I took over a large selection of books representing a good cross-section of Canadian children's fiction and non-fiction material. I had hoped to discuss the books with the recipients and perhaps help them build some lessons around them. Thai etiquette is that a gift is graciously received but never opened or talked about in the presence of the giver—end of my great plans! Discussing the books would probably have been next to impossible anyway given the problems with communication.

I did bring back with me a very large suitcase jammed with musical instruments, shadow puppets, takraw balls, hats, shells, books, tapes and many wonderful memories.

The excitement and pleasure I find bubbling up inside whenever I think of Thailand makes me want to go back and learn more about the people, see so many of the things we didn't get to see or do or talk about. To have the opportunity to travel to a country and to learn about it in the depth to which we were exposed is so superior to the superficial travel I have done in the past. I found the people of this emerging country anxious to learn from the West while still maintaining their culture. They want us to learn who they are and to take that knowledge to our children so that we may all better understand each other. They will play a pivotal role in Asian markets in the very near future and it is to our advantage to understand who they are.



ANNOTATED LIST OF GENERAL MUSIC BOOKS FOR THE ELEMENTARY SCHOOL LIBRARY RESOURCE CENTRE

by **BRENDA E. WALLACE**,
administrator, BC Music
Educators' Association.

This bibliography is reprinted, with permission, from The B.C. Music Educator, Volume 35, Number 1, Winter 1993. ISBNs, where available, were added by The Bookmark from Books in Print, 1992.

The bibliography was based upon the collections found in the following libraries: Maplewood Community School, North Vancouver; Upper Lynn Elementary School, North Vancouver; Ross Road Elementary School, North Vancouver; Lynn Valley Elementary School, North Vancouver; Ridgeway Elementary School, North Vancouver; Larson Elementary School, North Vancouver; Columbia Park Elementary School, Revelstoke; Burnaby Public Library; Vancouver Public Library; Surrey Public Library; University of Victoria Library; University of British Columbia Library.

Special thanks to Dr. Dale McIntosh, Chair, Department of Arts in Education, University of Victoria; and Lauren Bacon, summer student of B.C. Choral Federation.

The following is not intended as a comprehensive list but rather as a guide to some of the more recent general music books which would enhance your elementary school library collection.

GENERAL

Ackerman, Karen. *Song & Dance Man*. New York: Scholastic Inc., 1988.
Set contains 1 paperback, 1 cassette. ISBN 0-394-99330-6 \$13.99

This is the story of a grandfather who invites his grandchildren on a visit to the attic where, stored in a trunk, he keeps his tap shoes, bowler hat, vest, and cane from his days as a vaudeville performer. [Grade 4]

Alfaenger, Peter K. *Make Your Own Music*. Toronto: Groundwood Books, 1981. ISBN 0-88899-010-3 \$6.95
Musical instruments to construct.

Anstey, David and Jennings, Terry (ill). *Making Sounds*. New York: Gloucester Press, 1992. 24 p. ISBN 0-531-17212-0 \$10.90
Explains sound waves. Gives ideas for experiments to produce various types of sounds.

Ardley, Neil. *Music, An Illustrated Encyclopedia*. New York: Facts on File, Inc., 1986. 192 p. ISBN 0-8160-1543-0 \$18.95
Includes information on instruments, opera, ballet, popular and classical music, and music history and mechanics.

Ardley, Neil. *Music*. (Eyewitness Ser.) Toronto: Stoddart Publishing Co. Ltd., 1989. 64 p. ISBN 0-394-92259-X \$14.99
Discover how music is made close-up, from the most primitive to the most modern instruments.

Ardley, Neil. *Sound & Music*. New York: Franklin Watts, 1984. ISBN 0-531-03776-2 \$11.90

Activities to help understand how sound is made, by making simple musical instruments.

- Arnold, Caroline. *Music Lessons for Alex*. New York: Clarion Books, 1985. 64 p.
Text and photographs follow eight-year-old Alex through the process of learning to play a musical instrument from selection of a violin to the first solo recital.
- Ashley, Rosemary. *Twenty Names in Pop Music*. East Sussex, England: Wayland (Publishers) Limited, 1987. 48 p.
Lives of 20 pop stars whose talents have influenced the development of modern pop music.
[also: *Twenty Names in Classical Music*. Presents brief biographies of 20 classical composers.]
- Axelrod, Alan (Commentary), Fox, Dan (Arrangements). *Songs of the Wild West*. New York: Simon and Schuster Books for Young Readers. The Metropolitan Museum of Art in association with the Buffalo Bill Historical Center, 1991. 128 p.
- Baer, Gene. *Thump, thump, rat-a-tat-tat*. Singapore: Harper & Row, Publishers, 1989. ISBN 0-690-04647-2 (Paper) \$4.95
A distant marching band grows larger and louder as it nears, and then softer and smaller as it goes away again. Graphic shapes and brilliant colours combine with rhythmic words to create an exciting and fun book. Ages 2-6.
- Berger, Melvin. *The Science of Music*. New York: Thomas Y. Crowell, 1989. 153 p. ISBN 0-690-04647-2 \$13.89
Discusses the physics of musical sound and explains how the various instruments produce sound, how records, tapes and disks are made, and how the playback equipment for them generates sound waves. Grades 5-9.
- Blackwood, Alan. *Beethoven*. E. Sussex: Wayland (Publishers) Limited, 1987. 32 p. ISBN 0-531-18131-6 \$11.90
Juvenile literature, biography. Many colour and b & w illustrations. Great Lives Series.
- Blackwood, Alan. *20th Century Music*. Austin, Texas: Steck-Vaughn Library: Wayland, 1990. ISBN 0-8114-2358-1 \$17.28
Upper intermediate resource discussing a variety of styles of music.
- Brighton, Catherine. *Mozart: Scenes from the Childhood of the Great Composer*. New York: Doubleday, 1990. ISBN 0-385-41538-9 \$15.99
A biography concentrating on the childhood experiences of the great 18th century composer. Juvenile literature.
- Broekel, Ray. *Sound Experiments*. Chicago: Children's Press, 1983. 48 p. ISBN 0-516-01686-5 \$14.60
Science. Briefly discusses sound, pitch, sound travel, sound waves, vibration, frequency, length, and thickness, with simple experiments to demonstrate each concept.
- Carlin, Richard. *The World of Music: European Classical Music 1600-1825*. New York: Facts on File Publications, 1988. 132 p. ISBN 0-8160-1382-9 \$17.95
Discusses classical music, basic theory, instruments and several famous European composers.
Also: *Rock and Roll: 1955 - 1970*. ISBN 0-516-01686-5 \$14.60
- Causley, Charles. *Early in the Morning: A Collection of New Poems* (with music by Anthony Castro). Markham: Penguin Books Canada Limited, 1986. 64 p.
- Davies, Kay and Oldfield, Wendy. *Sound and Music*. Hove, England: Wayland (Publishers) Ltd., 1992. 32 p. ISBN 0-8114-3003-0 \$15.96
Experiments in music: building instruments, telephones, etc.
- Davies, Sandra. *The Chinese People*. UBC: Wedge, 1982. 64 p.
Music, Chinese, instruments, folklore.

- Delacre, Lulu. *Arroz Con Leche: Popular Songs and Rhymes from Latin America*. New York: Scholastic Inc., 1989. 32 p. ISBN 0-590-41887-4 \$13.95
A collection of traditional Latin-American songs and rhymes in Spanish and English, with the music included.
- Downing, Julie. *Mozart Tonight*. New York: Bradbury press, 1991. ISBN 0-02-732881-3 \$15.95
On the eve of his great operatic triumph Don Giovanni, Mozart looks back on the events of his life that led to this moment.
- Dunbar-Hall, P. and Hodge, G. *More Aspects of Music*. Marrickville NSW: Science Press, 1989. 151 p.
Information about some famous rock groups, ethnic music, periods of music history, instruments, vocal music, music theory and styles of twentieth century music.
- East, Helen. *The Singing Sack*. London: A & C Black (Publishers) Ltd., 1989. 80 p. ISBN 0-7136-3115-5 \$16.95
[also from A & C Black: Phantasmagoria, Sing-a-Story, Birds and Beasts, Sing for Your Life, Christmas Tinderbox, Abracadabra Cello.]
- English, Betty Lou. *You Can't Be Timid with a Trumpet: Notes from the Orchestra*. New York: Lothrop, Lee & Shepard Books, 1980. 80 p.
A conductor and 17 men and women from nine well-known orchestras discuss their relationship with music and their individual instruments.
- Fornatale, Pete. *The Story of Rock 'n' Roll*. New York: William Morrow & Company Inc., 1987. 210 p. ISBN 0-688-06276-8 \$13.95
Traces the history of rock and roll music from the 1950's to the present day and discusses its changing styles and leading personalities.
- Fowke, Edith. *Ring Around the Moon*. Toronto: NC Press Ltd., 1987. ISBN 1-55021-006-8 (Paper) \$12.95
A collection of different types of lore, riddles, rounds, tongue twisters, charms and omens.
- Fox, Dan. *We Wish You A Merry Christmas*. Metropolitan Museum of Art: Little, Brown & Co., 1989. ISBN 1-55970-043-2 \$16.95
A collection of 25 classic songs with accompaniment for piano, guitar, violin, flute and recorder, for beginner to intermediate musicians.
- Fox, Dan (Ed.) and Marks, Claude (Commentary). *Go In and Out the Window*. New York: The Metropolitan Museum of Art, 1987.
An illustrated collection of sixty-one traditional songs.
- Greene, Carol. *Ludwig van Beethoven: Musical Pioneer*. Chicago: Children's Press, 1989. 48 p. ISBN 1-55970-043-2 \$15.93
Includes index. Juvenile literature.
- Hayes, Ann. *Meet the Orchestra*. San Diego: Harcourt Brace Jovanovich Publishers, 1991. ISBN 0-15-200526-9 \$13.95
Describes the features, sounds, and role of each musical instrument in the orchestra.
- Isherwood, Millicent. *The Guitar*. Oxford: Oxford University Press, 1984. 48 p. ISBN 0-19-321334-6 (Paper) \$9.95
An illustrated information book about the guitar: its history, how it is made, folk music, famous composers and performers, and some basic instructional information.
- Kerrod, Robin and Atkinson, Mike. *Sounds and Music*. New York, N.Y.: Marshall Cavendish, Cherrytree Books, 1991. ISBN 1-85435-270-9 \$9.95
The science of sound. Intermediate.
- Kherdian, David and Hogrogian, Nonny. *The Cat's Midsummer Jamboree*. New York: Philomel Books, 1990.
A whimsical story of a joyous jamboree that all started with a cat who loved to sing.

- Krementz, Jill. *A Very Young Musician*. New York: Simon and Schuster Books for Young Readers, 1991.
Text and photographs feature a boy who is learning to play the trumpet.
- Lillegard, Dee. *Strings: An Introduction to Musical Instruments*. Chicago: Children's Press, 1988. 32 p.
A brief introduction to the musical instruments of the strings family.
[also: *Brass*. A brief introduction to each of the brass instruments, *Percussion*, *Woodwinds*.]
- McCracken, Marlene and Robert. *Themes: Celebrations*. Winnipeg: Peguis, 1988. ISBN 0-920541-72-0 \$11.95
Themes Series for the primary grades.
Hanukkah, Christmas, Chinese New Year.
- MacLachlan, Patricia. *The Facts and Fictions of Mina Pratt*. New York: Harper & Row, Publishers, 1988. 136 p. ISBN 0-06-024117-9 \$11.89
Fiction. An eleven-year old cellist learns about life from her eccentric family, her first boyfriend and Mozart.
- McLeish, Kenneth and Valerie. *The Oxford First Companion to Music*. London: Oxford University Press, 1982. ISBN 0-19-314303-8 \$29.95
Offers an introduction to instruments and orchestras, composers, singing and dance, and the history, structure and types of music. (Illustrations [part col.]).
- Meyrick, Kathryn. *The musical life of Gustav Mole*. Swindon, England: Child's Play, 1989. ISBN 0-85953-303-4 \$11.95
Beautifully illustrated story book for primary children. Focuses on string instruments and orchestra.
- Mitchell, Janis. *The Hamster Opera Company*. London: Thames and Hudson Ltd., 1988. ISBN 0-500-01434-5 \$12.95
- Mozart, Wolfgang Amadeus. *The Magic Flute*. London: Pagoda Books/Simon & Schuster, 1987. 95 p.
Fully illustrated libretti, published in association with The Royal Opera House, Covent Garden. [out of print - look in used bookstores - it's excellent!]
- Neale, J. M. *Good King Wenceslas*. Toronto: Fitzhenry & Whiteside Limited, 1988.
English carol beautifully illustrated by Jamichael Henterly.
- Nelson, Esther L. *The Great Rounds Songbook*. New York: Sterling Publishing Co., Inc., 1985. 96 p.
An illustrated collection of 116 rounds from around the world, with lyrics, melody lines, background information and instructions for singing.
- Newman, Frederick R. *Zounds! The Kid's Guide to Sound Making*. Toronto: Random House of Canada Limited, 1983. 56 p. ISBN 0-891480-128-7
Explains how to utilize the mouth and voice in forming and imitating animal, musical instrument and environmental sounds.
- Oishi, Makoto (Ed.) *E.H. Grieg's Peer Gynt*. New Jersey: Silver Burdett Company.
[also in Fantasia Pictorial Series:
Herring, Ann King. *Sergey S. Prokofiev's Peter and the Wolf*.
Sato, Satoru. *M.P. Mussorgsky's A Night on Bare Mountain*.
Oishi, Makoto. *P. Dukas' The Sorcerer's Apprentice*.
Tsutsui, Keisuke. *Saint-Saen's Carnival of the Animals*
Swan Lake, Hansel & Gretel, The Nutcracker, William Tell, Joey the Clown, Invitation to the Dance, Coppelia.]
Based on well-known masterpieces of music. Stories and illustrations designed to help young readers expand their musical imagination.

- Prokofiev, Sergei. *Peter and the Wolf*. Penguin Books Canada Limited.
In 3-dimensional moving pictures, each page folds down to reveal another enchanting old Russian scene with movable illustrations that let the reader share in Peter's grand adventure.
- Raffi. *Songs to Read*. New York: Crown Publishers, Inc., 1987.
"Shake My Sillies Out," a song in which the singer declares, "Gotta shake my sillies out, clap my crazies out, and wiggle my waggles away". 1987.
"Tingalayo," while his master is not looking, Tingalayo the donkey sneaks off to dance and sing at the fair. 1989.
"Five Little Ducks," when her 5 little ducks disappear one by one, Mother Duck sets out to find them. 1989.
"One Light, One Sun," 3 families discover that despite outward differences, they are really very much alike.
- Spruyt, E. Lee. *Behind the Golden Curtain: Hansel and Gretel at the Great Opera House*. New York: Four Winds Press, 1986.
Describes both onstage and backstage preparations for the opening of an opera production.
- Storms, Laura. *Careers with an Orchestra*. Blumenfeld, Minneapolis: Lerner Publications Company, 1983. 34 p. ISBN 0-8225-0344-1 \$7.95
Describes fifteen different career possibilities with a professional orchestra, including musician, concertmaster, graphic designer, program annotator, piano tuner, conductor, and librarian.
- Tames, Richard. *Frédéric Chopin*. Toronto: Franklin Watts, Inc., 1991. 32 p. ISBN 0-531-14179-9 \$12.40
Discusses the life and achievements of Chopin in the context of his historical period.
[also: *Mozart, Wolfgang Amadeus*. ISBN 0-531-14107-1 \$12.40]
- Van Kampen, Vlasten. *Orchestranimals*. Richmond Hill, Ontario: Scholastic, 1989. 41 p. ISBN 0-590-73161-0 \$13.95
Tape avail. from Scholastic.
- Ventura, Piera. *Great Composers*. New York: G.P. Putnam's Sons, 1989. 124 p. ISBN 0-399-21746-0 \$20.95
Briefly introduces the greatest composers over the centuries and the contributions they made to the development of music.
- Wallis, Matt and Fiona. *Inside Story: Pop Music*. Sussex: Wayland (Publishers) Limited, 1989. 32 p.
- Weil, Lisl. *The Magic of Music*. New York: Holiday House, 1989. 32 p. ISBN 0-8234-0735-7 \$13.95
A simple introduction to music and how it is made. Includes index.
- Weil, Lisl. *Wolferl: The First Six Years in the Life of Wolfgang Amadeus Mozart*. New York: Holiday House, 1991. ISBN 0-8234-0876-0 \$14.95
A portrait of the great composer as a child prodigy who astounded the courts of Europe with his musical genius.
- Willson, Robina Beckles. *Music Maker*. Markham, Ontario: Penguin Books Canada Ltd., 1986. 64 p.
Instruments to make, songs to sing, musical games to play, music to compose.
- Yolen, Jane (Ed.) *The Lullaby Songbook*. San Diego: Harcourt Brace Jovanovich, Publishers, 1986. 32 p. ISBN 0-15-249903-2 \$13.95
A collection of 15 lullabies, each with a historic note and a musical arrangement.
- Young, Percy M. *Mozart*. E. Sussex: Wayland (Publishers) Limited, 1987. 32 p.
Beautifully illustrated. Great Lives Series.

CANADIAN

Bierhorst, John. *A Cry From the Earth: Music of the North American Indians*. New York: Four Winds Press, 1979. 113 p.

An overview of Indian music and dance which includes a discussion of their instruments, the structure of their music, and the uses of music in Indian life.

Campbell, David. *Man of Many Colours*. Toronto: Elliott Chapin, Publisher, 1985.

For voice and guitar with chord symbols.

Cass-Beggs, Barbara (Ed.). *Canadian Folk Songs for the Young*. Vancouver: J.J. Douglas Ltd., 1975. 48 p. ISBN 0-88894-847-6 \$12.95

Unaccom. melodies with texts underlaid; words also printed as poems following each melody.

de Frece, Robert. *Canada: Its Music*. Don Mills, Ontario: Collier MacMillan Canada, Inc., 1989. 112 p. Student edition ISBN 0-02-953530-1 \$14.95 Teacher edition ISBN 0-02-953531-X \$19.95

A collection of Canadian music for solo or duet voice. Each song is accompanied by historical or biographical text.

Fowke, Edith Margaret. *Canadian Vibrations*. Toronto: The MacMillan Company of Canada Limited, 1972. 153 p.

70 of the most popular and singable chosen for this collection. Each song includes melody line, words, chords for guitar and auto harp accomp. and an historical or biographical notes.

Fowke, Edith and Mills, Alan. *Singing our History*. Toronto: Doubleday Canada Ltd., 1984. 249 p.

A collection of Canadian folk songs that seeks to present Canada's story as it had been reflected in song.

Middleton, J.E. *The Huron Carol*. Toronto: Lester & Orpen Dennys Publishers.

Beautifully illustrated book on Canada's Christmas carol.

Miller, Paul. *Sir Ernest MacMillan*. Agincourt, Ontario: GLC Publishers Ltd., 1981. 26 p.

A picture book covering the life and times of Sir Ernest MacMillan, one of Canada's most famous musicians.

O'Hara, Jane. *Bryan Adams*. Markham: Fitzhenry & Whiteside Limited, 1989. 48 p. ISBN 0-88902-861-3 \$8.95

Canadian Rock musician.

Provincial Educational Media Centre. *Songs and Stories of Canada*. Richmond: The Provincial Educational Media Centre, 1981. 127 p. Intermediate/junior. Audio tape kits (XSO-3) PEMC avail.

Sharon, Lois & Bram's *Mother Goose*. Vancouver: Douglas & McIntyre, 1987. (Paper) ISBN 0-88894-487-X \$12.95

A collection of nursery songs and rhythms, includes piano arr. music and guitar chords.

Thomas, Philip J. *Songs of the Pacific Northwest*. Saanichton: Hancock House Publishers Ltd, 1979. 176 p.

Popular folk song collection.

Zola, Melanie and Meguido. *Sharon, Lois and Bram*. Toronto: Grolier Limited, 1983. 48 p.

Biography of Canada's most famous children's music trio. Includes music for some of their songs.

FRENCH

Abbado, Claudio. *Je serai chef d'orchestre*. Milano: Editions Francis Van de Velde/Hachette, 1986. Ardley, Neil. *Instruments de musique*. Londres: Dorling Kindersley Limited, 1989. 64 p.

Bimberg, Guide. *La musique en activité* Paris: Editions du Sorbier, 1985.

Boudreault, Micha. *Chantons avec Edouard & Micha: Livret de l'élève*. Toronto: Editions Edouard & Micha, CAPAC, 1980. 52 p. [also in series: *Chantons avec Edouard & Micha: Cahier d'activités.*]

Brett, Jan. *Les beaux jours de Noel*. Paris: Editions des Deux Coqs d'Or, 1987.

Dutfoy, Serge (Dessin) *Histoire du Rock*. Paris: Editions Hachette, 1985. 107 p.

Faynot, Michel. *La Vie de Jean Sebastien Bach*. Toulouse: Editions Daniel Briand/Robert Laffont, 1985. 46 p.

Gillet, Colin (ill.) and Nadaud, Claire. *Mon premier livre de musique*. Paris: Editions Epigones, 1988. 47 p.
Vocabulary suitable for Cadre or early immersion programs, grades IV and up. History, instruments, basic notation and rhythm are all included in this book.

LeBel, Louise. *Contes, Comptines et Chansons pour toi*. Montréal: Les Editions Ville-Marie, 1983. 55 p.

Poitevin, Jean Louis. *Mozart: Biographie*. Italy: Editions Gallimard, 1986. 80 p.

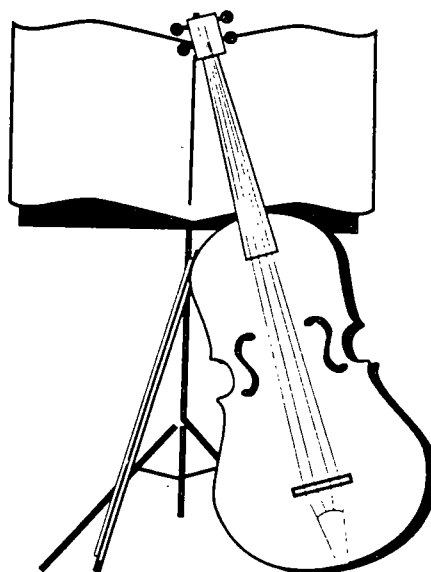
Pressling, Robert and Viroux, Marc (trans.) and White, Ben (ill). *Les Sons et la musique*. Editions Hemma, 1983. 40 p.
Scientific exploration of musical sounds through experiments.

Russeil-Rido, Annick. *mon instrument de musique: La Guitare*. Paris: Editions Epigones, 1985. 46 p.
Same series: *Le Violon, La Percussion*

Sabatier, Claudine et Roland. *Le livre des instruments de musique*. Editions Gallimard, 1988. 93 p.

For more suggestions refer to *The Reading Teacher*, a Journal of the International Reading Association, Volume 44, #4, "Exploring the World of Music Through Picture Books". December, 1990. ISSN 0034-0561.

Lists of music books also available from Vancouver Kidsbooks, 3083 West Broadway, Vancouver, B.C. (604) 738-5335 and Education Unlimited.



RESPONSE TO CURRICULUM/ASSESSMENT FRAMEWORKS

The BCTLA sent its responses to the Language Arts/English, Learning For Living, and Science Curriculum /Assessment Frameworks to the Curriculum Development Branch Of the Ministry of Education in January. All three responses contained an identical first page followed by comments relating to the focus questions supplied by the Ministry. Thanks to the Coquitlam, Howe Sound, Nanaimo, Prince George, and West Kootenay chapters for their work in developing these responses.

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

In preparing a response to the Curriculum/Assessment Framework documents, the executive board of the BCTLA selected five chapters in different areas of the province. Each chapter was asked to discuss the documents in general terms, respond to the focus questions and comment on the impact these frameworks might have on school library resource centres and the role of the teacher-librarian. The chapter response drafts were reviewed and reformatted by members of the executive board to prepare a BCTLA submission to the Ministry of Education. Copies of the BCTLA response will be sent to the BCTF and published in the BCTLA journal *The Bookmark*.

General Comments

Although chapters discussed different curriculum/assessment framework documents some commonalities were noted by each group. They saw the documents as expressing a philosophy that would

be supported by most educators. The aims and curriculum intentions of each subject area promoted critical thinking, problem-solving, process learning and provided for cross-curricular integration. The language used is meant to be "inclusive" so that all learners have opportunities to participate in a student-centered "curriculum".

The BCTLA realizes that the frameworks were a first step in rethinking curriculum, however, teachers and teacher-librarians were expecting more substance in these documents. The aims and curriculum intentions were viewed as "motherhood statements". The frameworks were seen as being vague, general and lacking concreteness. It also was not clear if the curriculum intentions were listed in any priority order. Each chapter thought a more defined and detailed curriculum in a single, comprehensive volume is needed for day to day teaching. This should include sample units, lists of resources and assessment/evaluation techniques.

The school library resource centre program is integral to educational programs which incorporate resource-based learning. The curriculum intentions can not occur without the involvement of the teacher-librarian. Teacher-librarians see themselves as being a critical partner in the planning and implementation of the curriculum intentions, however, there is no recognition of their role in the framework documents. **It is not enough for that role to be implied, it must be stated.**

RESPONSE TO LANGUAGE ARTS ENGLISH CURRICULUM/ASSESSMENT FRAMEWORK

Focus Questions

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

• see general comments

- #2 Is the framework valid and clear?
- the aim and curriculum intentions fit with the aim and program goals of the Language Arts English (P-G) Curriculum Guide (1990)
 - most of the language is understandable but some clarification is needed for specific terms used in the Implications for Observing section. Does “demonstrate”, “show” and “explore” imply levels of mastery?
- #3 What areas of the framework do you consider to be positive?
- emphasis on critical thinking skills
 - includes forms of communication other than print
 - emphasis on Canadian Literature
 - recognizes the importance of language arts skills in other subject areas (in Appendix)
 - shows how curriculum intentions relate to Intermediate Program Goals (in Appendix)
- #4 What concerns are there about the framework?
- see general comments
 - the school library resource centre and the teacher-librarian were not referred to in this document despite being a crucial part of the Language Arts English program
 - information about curriculum outcomes must be written in a manner that can be easily understood by parents
 - do the curriculum intentions have different levels of importance? Communication skills (mechanics of language use) do not seem to be sufficiently emphasized.
- #5 What specific curriculum and assessment material is needed to support teachers?
- resource-based learning demands extensive materials (print and non-print) to support a wide

variety of teaching and learning styles with an emphasis on Canadian material

- will technology as a learning resource and for student use be provided?
- more specific signposts of learning need to be provided particularly for observations that are very subjective (e.g., demonstrate appreciation of the power and beauty of language)
- a scope and sequence of learning outcomes
- sample units with suggestions for subject integration and instructional strategies

#6 What commonalities are apparent among the frameworks?

- see general comments

What opportunities are there for cross-curricular integration?

- there are many opportunities and the appendix outlines some obvious connections

RESPONSE TO LEARNING FOR LIVING CURRICULUM/ASSESSMENT FRAMEWORK

Focus Questions

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

- see general comments
- provides a focus on the whole person, specifically the social/emotional context, which is necessary when planning all learning experiences

#2 Is the framework valid and clear?

- language is understandable, aim and curriculum intentions are general

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

- creates a climate where learners can experience and acquire the knowledge, skills and attitudes to become healthy, responsible, well-informed citizens
- focus on the whole person, one's social/emotional health, and life skills
- encourages teacher autonomy to design learner-centered activities
- endorses the concept of life-long learning as outlined in *Developing Independent Learners* (Ministry of Education, 1991)
- Learning For Living interconnects with all curriculum areas

#4 What concerns are there about the framework?

- see general comments
- Is Learning For Living a curriculum or an attitude? How does one assess and evaluate these curriculum intentions?
- the aim and curriculum intentions do not articulate the connections between the home, the community and the school.
- it does not outline the importance of the school climate and its link to the classroom environment
- there needs to be information about the nature of teacher collaboration and how that facilitates curricular integration
- the school library resource centre and the teacher-librarian were not referred to in this document despite the current emphasis on collaboration amongst teachers in order to provide learning experiences and resources which meet the needs of all learners

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

- access to staff with specialized training to assist classroom teachers

- access to community resource people
- funds for programs that take students into the community
- examples of collaboratively planned learning experiences
- examples of authentic and documented assessment techniques including student self-assessment
- resources must reflect all aspects of society as well as relate to all curriculum areas

#6 What commonalities are apparent among the frameworks?

- see general comments

What opportunities are there for cross-curricular integration?

- Learning For Living extends into all aspects of the curriculum as it seeks to empower students with positive attitudes towards themselves and their role in society

RESPONSE TO SCIENCE CURRICULUM/ASSESSMENT FRAMEWORK

Focus Questions

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

- see general comments

#2 Is the framework valid and clear?

- gives a broad overview

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

- focus on process and attitudes as well as content

- curriculum intentions correspond to the goals of the school library resource centre program as outlined in Developing Independent Learners (Ministry of Education, 1991)

- flexibility to choose from a broad range of topics

- learner-centered

- linking of Science to goals of the Intermediate Program (Appendix)

- opportunities for cross-curricular integration (Appendix)

#4 What concerns are there about the framework?

- see general comments

- the school library resource centre and the teacher-librarian were not referred to in this document despite the change to resource-based learning and investigative science

- no links to the Primary and Graduation program

- lack of suggested developmentally appropriate topics from the various scientific fields

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

- resource-based learning demands extensive, current materials (print and non-print) which cover broad and specific scientific topics as well as social issues related to science

- need sample units

- need examples of different types of assessment including student self-evaluation

- provision of scientific apparatus and technology for student use

#6 What commonalities are apparent among the frameworks?

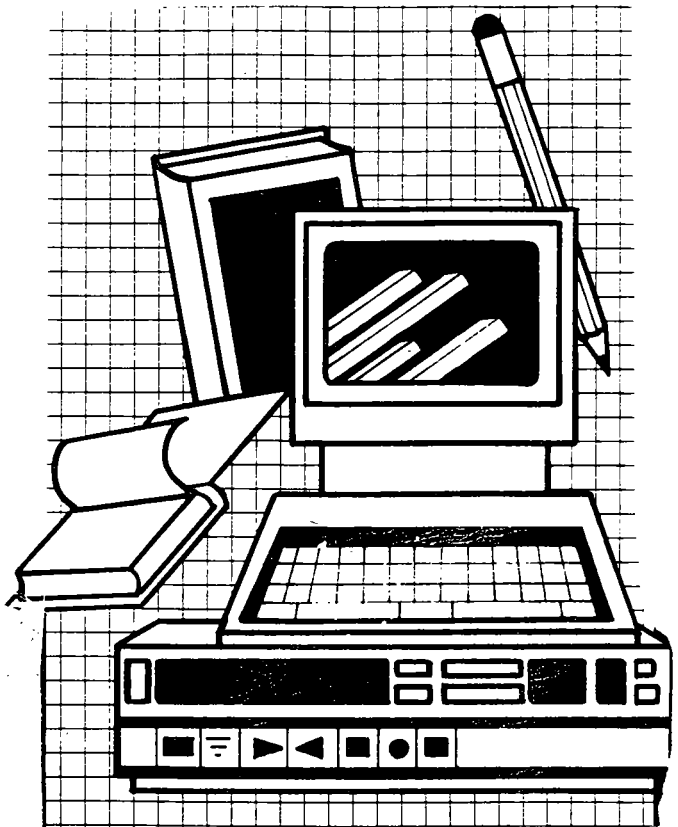
- see general comments

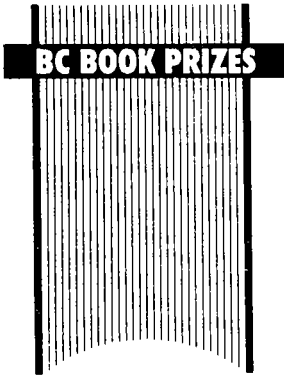
What opportunities are there for cross-curricular integration?

- there are many opportunities and the Appendix outlines some connections

Closing Comment

The British Columbia Teacher-Librarians' Association view the Curriculum/Assessment Frameworks as a beginning to the curriculum development process. They outline a philosophical base for the subject areas grounded in the Year 2000 program and the description of the Educated Citizen. If the detailed curriculum follows the direction indicated in these frameworks then the school library resource centre program will become even more essential for the successful implementation of each curriculum. It will be imperative that all teachers and students have access to an extensive resource collection and the expertise of a qualified teacher-librarian.





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CREATION MYTHOLOGY

by **MARILYN CARGNELLI**, classroom teacher and **MARILYN HANNIS**, teacher-librarian, Maple Grove Elementary School, SD#39 (Vancouver).

OVERVIEW

This Creation Mythology unit was taught in two parts: *Creation Mythology Around the World* and *Greek Myths*. Each part can stand alone and can be used separately. The complete unit took three months to complete.

AIM AND RATIONALE

Through exposure to myths from different cultures and religious backgrounds, students will come to a better understanding of universal and cultural beliefs, and their own ancestral backgrounds.

CONTENT OBJECTIVES

The students will:

1. learn to define and identify themes that run through myths.
2. learn that myths are part of the oral tradition of many cultures.
3. develop skills in giving constructive criticism and in self-evaluation by becoming an author, an editor and a publisher.
4. develop higher level thinking and reasoning skills by evaluating themes and issues.

INFORMATION SKILLS OBJECTIVES:

MAPPING

The students will:

1. link the place of the myth's origin with an area on a world map (displayed in the Library Resource Centre, LRC).
2. draw maps to accompany their own myths.

STORYTELLING

The students will:

1. retell a creation myth in oral story form to another student and/or groups of students.
2. tell a Greek myth in written story form.
3. create an original Greek myth in written story form.

LISTENING

The students will:

1. extend their skills through discussion in pairs, groups, or the whole class.

REPORTING

The students will:

1. take notes using class charts and overheads, sociogram and venn diagrams
2. report in writing, connecting myth and culture, by
 - answering questions
 - using appropriate vocabulary
 - plot lines and flow charts
 - retelling the Creation story
 - outlining
 - creating and writing their own Greek myths

EVALUATING

The students will:

1. accept and respond to constructive criticism by and from peers and teachers.
2. mark assignments by themselves, with their peers and teachers.

INTRODUCTION—BACKGROUND TO MYTHS IN GENERAL

This introduction is given by the teacher in the classroom prior to the activities in the library resource centre.

BRAINSTORMING QUESTIONS AND RECORDING RESPONSES ON CHARTS

All responses to the following questions are accepted with no comments.

1. What is a myth?
2. Why did ancient people develop myths?
3. Are myths, fairy tales, legends, folk tales, and fables the same? Why/why not?

Display charts in the classroom.

Evaluate and discuss ideas throughout the unit.

PROVIDING BACKGROUND CONNECTIONS USING STORIES FROM BASIC READERS AND ANTHOLOGIES

Stories were read from *Measure Me Sky* (Ginn)

- | | |
|-------------------------|-----------------------|
| 1. Arachne | 4. Contest of Wit |
| 2. Phaeton | 5. The Apples of Idun |
| 3. The Story of Perseus | 6. Poetry Selections |

CHARTING AND DISPLAYING CONCEPTS

An emphasis was placed on class exploration and discussion of:

- vocabulary —word origins and explanations of meaning
- ancient/modern explanations for characters and events
- “human” qualities of gods and “god-like” qualities of humans
- good/evil in behaviour (characters and why)
- situations
- cause and effect
- plot lines
- comparison of Greek and Roman gods and goddesses

The teacher marked student work where appropriate.

DEVELOPING IDEAS ABOUT MYTHS

The reasons why myths developed are examined, including:

- human curiosity
- people’s attempts to explain origins, natural phenomena and behaviour codes
- people’s explanations for the universe and his part in it

PART I—CREATION MYTHS FROM AROUND THE WORLD

This section is taught by the teacher and teacher-librarian in the LRC

OBJECTIVES

Students will realize that:

1. different people viewed creation in different ways.
2. there are no “right” or “wrong” views.
3. creation myths reveal what was important to the people of the area (e.g., plants and animals).
4. myths were a part of their culture.

The teacher-librarian and the classroom teacher read and chose creation myths, dividing them into varying levels of difficulty (E=easy, M= moderate, D =difficult). (See the “Creation Mythology References” and the list of “Myths by Origin.”)

Each student was given a folder to store the story and materials.

ACTIVITIES

Each student:

1. was assigned a story that he or she could easily read and comprehend from the list of “Myths by Origin.”
2. located the myth’s country of origin on a large wall map in the LRC and indicated the country and name of the myth on the map with a small “post-it” note. (Skill: Identifying the setting.)
3. brainstormed and created a web of characteristics that make up a group culture: food, clothing, shelter, environmental influences. (Skill: Brainstorming/webbing.)
- 4a. researched, webbed or took notes on the cultural group’s characteristics.(Skill: Research)
The teacher marked the students’ work.
- 4b wrote a short essay connecting myth and culture. (Skill: Drawing conclusions/making inferences.) The teacher-librarian markedthe essay.

- 5a. made a flow chart of the creation myth. (Skill: Sequencing.) (teacher marked)
- 5b. discussed ways of wording positive and negative criticisms. The teacher directed the large group discussion. (Skill: Evaluating.)
- 5c. practiced "telling" his/her myth, than retold the myth to a buddy using the flow chart; some students later related their myths to the whole class. (Skill: Storytelling.) Peer evaluation was used in this activity.
6. produced compare/contrast charts (abridged Venn diagrams) with buddies on creation myths.
See Student Handout #2. (Skill: Evaluating/information/making comparisons.) The teacher marked the charts.
7. class compiled information on charts to show ancient and modern explanation of two specific topics; Sun and People. (Skill: Evaluation/making inferences.)

Example

Culture	Ancient Explanation	Modern Explanation
India	Gichnaraji, the large worm, vomited up people (21 times)	Man evolved from the apes – common body features and stance

8. discussed similar elements in myths (e.g., eff, water, clay). (skill: Evaluation/grouping information.)
9. discussed the current scientific explanation of man. Pretended we were university professors or scientists at a symposium and presented our arguments as "Dr. ___ from _____ University". The teacher-librarian acted as moderator and recorded the information as an information tree.

Note: Our students were very involved in this discussion and responded well, with comments such as: "In response to Dr. _____ I would like to counter his/her comments about ____"
We feel it is very important to know your students well and be comfortable, yourself, with a discussion on various theories of evolution. A key element is for the teachers to only moderate and record the ideas, then pull the responses together at the end of the discussion in a non-judgmental manner.

CREATION MYTHS BY ORIGIN

<i>E = Easy</i>	<i>M = Medium</i>	<i>D = Difficult</i>	
ORIGIN	TITLE	LEVEL	ANTHOLOGY
Australian	The Birth of the Sun	E	<i>Creation stories</i>
Australian	The Creation of Bandicoots & People	E	<i>Creation stories</i>
Australian	Bandicoots come from his Body	D	<i>In the Beginning</i>
Babylonian	Marduk, God of Gods	M	<i>In the Beginning</i>
Babylonian	Mesopotamian: Enuma elish	D	<i>World of Myth</i>
Bantu/Congo	Bumba Creates the World	E	<i>Creation stories</i>
Benin-W.Africa	Moon and Sun	M	<i>In the Beginning</i>
Bible/Hebrew	In the Beginning...	E	<i>Creation stories</i>
Biblical/Hebrew	First Man, First Woman	M	<i>In the Beginning</i>
Biblical/Hebrew	In the Beginning	M	<i>In the Beginning</i>
Biblical/Hebrew	Genesis	E	<i>World of Myth</i>
Blackfoot	How the Land of the Blackfoot	E	<i>A World of Stories</i>
Blackfoot	Traveling To Form the World	E	<i>In the Beginning</i>
Cherokee	How the World was Made	E	<i>Creation stories</i>
China	How Pangu Created the World	E	<i>Creation stories</i>
China	Gods from the Dawn of Time	M	<i>Dragons, Gods & Spirits</i>
China	Bursting from the Hen's Egg	M	<i>In the Beginning</i>
China	Pangu Opens the Universe	E	<i>Magic Pears</i>
China	Nuwa, The Mother of Humankind	E	<i>Magic Pears</i>
East India	How People were Created from an Egg	E	<i>Creation stories</i>
East Indian	Hindu Mythology	D	<i>Bulfinch's Mythology</i>
East Indian	How Earth and Sky were Created	E	<i>Creation stories</i>
East Indian	Separation of Earth and Sky	M	<i>In the Beginning</i>
East Indian	The Rig Veda and the Brhadaranyaka	D	<i>World of Myth</i>
Upanishad			
Egyptian	The Sun God and the Dragon	M	<i>In the Beginning</i>
Egyptian	The Beginnings	D	<i>World of Myth</i>
Greek	Eurynome and the Universal Egg	E	<i>Creation stories</i>
Greek	The Coming of all Things	D	<i>In the Beginning</i>
Guatemalan	Four Creations to Make Man	D	<i>In the Beginning</i>
Guinea	An Endless Sea of Mud	M	<i>In the Beginning</i>
Hawaiian	Blind Builders of the Sea	M	<i>Comparative Mythology</i>
Hawaiian	The Surprising Things Maui Did	M	<i>Surprising Things Maui Did</i>
Huron	The Woman who Fell from the Sky	M	<i>In the Beginning</i>
Huron/Iroquois	How the World Began	D	<i>When the Morning Stars Sang</i>
Hurons/ Iroquois	The Creation Myth of the Hurons	D	<i>Indian Legends of Canada</i>

Icelandic	The Frost Giant	D	<i>In the Beginning</i>
Inuit	The Pea-Pod Man	E	<i>In the Beginning</i>
Japanese	A Gree Sprout and a Rainbow	E	<i>About us</i>
Japanese	Izanagi and Izanami	D	<i>Japanese Mythology</i>
Maidu-Calf.	Turtle Dives to the Bottom...	M	<i>In the Beginning</i>
Maoris	Rangi and Papa	E	<i>Creation stories</i>
Marshal/ Micronesia	Sun, Life, Wind, and Death	E	<i>In the Beginning</i>
Melanesia	Finding Night	E	<i>In the Beginning</i>
Mexico/Aztecs	The Formation of the Universe	E	<i>Creation stories</i>
Mexico/Aztecs	The Birth of the Plants	E	<i>Creation stories</i>
Mexico/Aztecs	The Birth of the Sun & Moon	E	<i>Creation stories</i>
Mexico/Inca	The First Incas	E	<i>Warriors, Gods & Spirits</i>
Mexico/Maya	The First People	M	<i>Warriors, Gods & Spirits</i>
Modern	The Big Bang	E	<i>Big Bang</i>
Modern	The Big Bang	M	<i>World of Myth</i>
N. W. Coast by Indian	In The Beginning	E	<i>Tales from the Longhouse Children of B.C</i>
N.W. Coast/Haida	The Beginning of the Haida World	M	<i>Indian Legends of Canada</i>
N.W. Coast/ Kwakiutl	Two-Headed Serpent	E	<i>Kwakiutl Legends</i>
Navajo/Dine	4 Worlds:The Dine Story of Creation	M	<i>Keepers of the Earth</i>
NE Woodlands/ Abenaki	The Coming of Gluscabi	E	<i>Keepers of the Earth</i>
NE Woodlands/ Onondaga	The Earth on Turtle's Back	E	<i>Keepers of the Earth</i>
Nigerian	Owner of the Sky	M	<i>In the Beginning</i>
Norse/Viking & Legends	The Creation	D	<i>Lib. of the World's Myths</i>
Norse/Vikings	The Creation of the World	E	<i>Creation stories</i>
Norse/Vikings Giants	The Creation of the World	D	<i>D'Aulaire's Norse Gods &</i>
Persian/Iranian &	The Myth of Creation	D	<i>Lib. of the World's Myths Legends</i>
Persian Pueblo Sang	The Creation of the World	D	<i>When the Morning Stars</i>
Russian	First Man Becomes the Devil	M	<i>In the Beginning</i>
Tahiation	The Angry Gods	M	<i>In the Beginning</i>
Togo-W. Africa	Spider Ananse Finds Something	M	<i>In the Beginning</i>
Zambia	Man Copies God	D	<i>In the Beginning</i>

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PART II GREEK MYTHS

The teacher and teacher-librarian used sets of books in the Learning Resource Center—See Bibliography—Greek Myths

ACTIVITIES

1. The class viewed a filmstrip about the Roman Myth *Seasonal Myth: Ceres and Proserpine*. Later we would use the story of *Demeter and Persephone* in a class discussion for an outlining exercise.
2. Groups of 4 or 5 children read the stories from the sets provided. Individuals made plot lines and did character studies in note form. We stressed the use of **antagonist** and **protagonist**.
3. The class produced a sociogram from a simple familiar story modelled on an overhead (e.g., *Little Red Riding Hood*).
4. Groups:
 - produced sociograms for their common myths. (Reference: *Literacy through Literature* by Johnson and Louis.)brainstormed characters and relationships (used information from original notes).
 - decided on major and minor characters we provided coloured circles—large for major,

- small for minor).
 - moved circles around on large sheets of plain paper, establishing relationships before glueing them on.
 - drew lines and printed relationships between characters. The teacher marked these. (Skill: Decision making/evaluation.)
5. Each student chose two more Greek myths to read and:
- took notes on each story The teacher and teacher-librarian marked stories for content and the ability to write notes.
 - retold one story in rough copy from notes. These were marked by peers.
 - wrote a good copy.
 - painted a picture of the main character in a scene from his/her story (An art lesson was given in the classroom).
 - displayed individual stories and pictures in the hallways and stairwell. (teacher marked).

WRITING MYTHS (3 class lessons)

1. The teacher and teacher-librarian taught outlining by:
 - reading the story of Demeter and Persephone (could be any story with which the whole class is familiar.)
 - discussing the formal outline format.
 - providing an outline on chart paper and eliciting information to complete an outline on Demeter and Persephone

Students responses were recorded on an overhead projector.
 Students copied this outline into their notebooks:
 Students developed an outline for an original myth involving Greek gods, heroes, humans and an explanation of something in nature—see Student Handout #1. (This was checked by the teacher.)
2. Students wrote stories using their outlines (These were peer edited.).
3. The teacher, teacher-librarian and students developed the criteria for peer editing. (one period)
4. The teacher and teacher-librarian presented an informal lesson on how to “age” paper by using tea, coffee, and burning. The importance of safety in this exercise was stressed. Students aged papers at home.
5. Students printed good copies on aged paper, accompanied by maps and pictures. (Self evaluation and teacher evaluation were used.)

Students’ work was displayed in hallway under heading **DON’T MYTH THYTH** and in the classroom under **RESOLVED MYTHTERIES**.

CONCLUDING ACTIVITIES (in the classroom)

1. The three original questions completed in the **Introduction—Background to Myths in General** were discussed again and charted.
2. The new charts were compared with the old ones. Students discovered some of the answers were the same, but they also learned many new facts and differences between the types of stories.

This was one of the most exciting units we have done. Students were astounded to learn about the many different beliefs regarding creation. In the second part of the unit they developed a greater understanding of the Greek myths and new respect for “ancient storytellers.”

STUDENT HANDOUT 1

MYTH ASSIGNMENT

NAME _____

Your myth must take place in ancient Greece, and must explain something in nature.

You must include:

1. an outline
2. a 500-700 word rough copy of your story. Proofread it yourself. Then have a classmate proofread it and sign his/her name with a coloured pencil or pen.
3. a good copy of your story that is printed by hand. We will discuss ways of making your paper look old.
4. drawings, charts and maps to accompany your story.

DUE DATES:

Outline _____

Rough Copy _____

Good Copy _____

Your good copy must be accompanied by the marks sheet with your part completed.

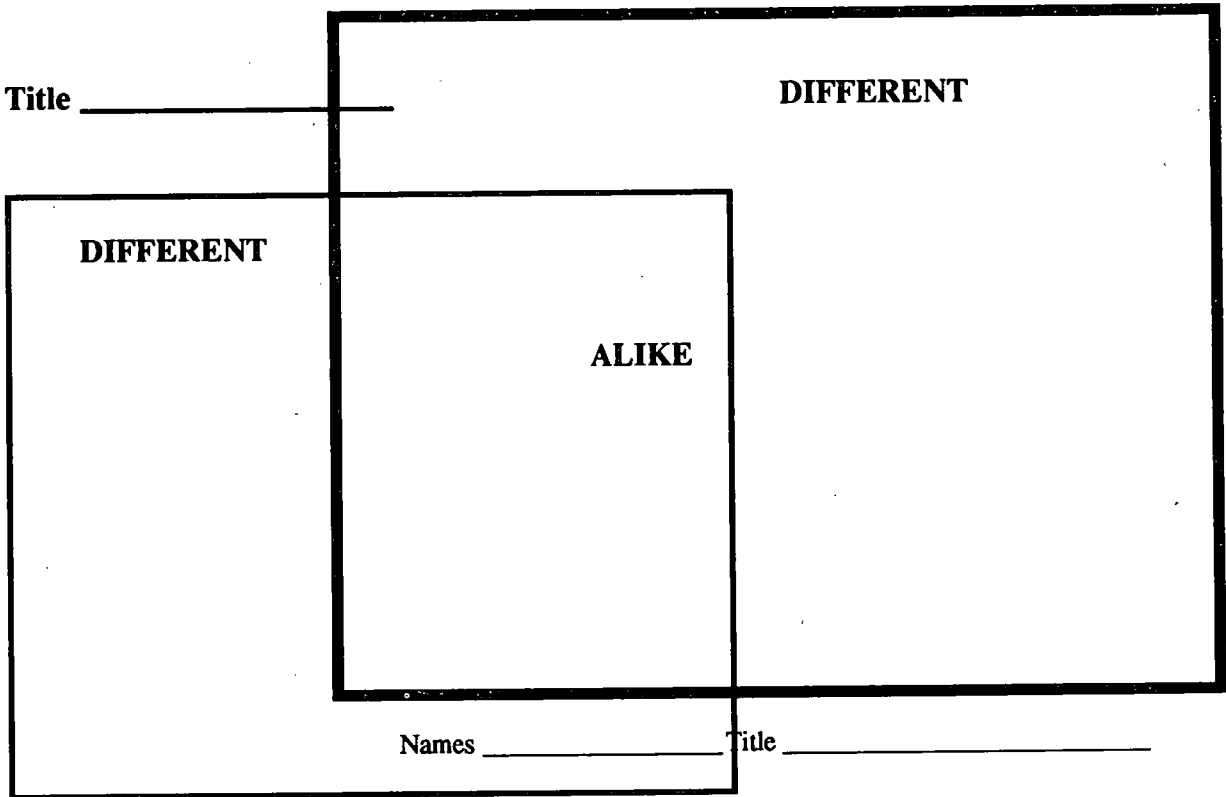
MARK SHEET

Name	Possible Mark	Student	Teacher
1. Originality and creativity	20		
2. Manner of expression (clear, concise)	20		
3. Manner of construction (or form)	20		
4. Pictures, charts, maps (labelled & explained)	20		
5. Neatness in printing	10		
6. Accuracy in spelling	10		
TOTAL	100		

COMMENTS: _____

**STUDENT HANDOUT 2
VENN DIAGRAM**

Student layout for abridged Venn as suggested in her handout.



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CHAPTER REPORTS

POLITICAL ACTION

Victoria

Members of the executive met with the district Superintendent of Schools on a continuing basis to discuss the role of teacher-librarians and of school library resource centres within this district. The Association provided the Superintendent with a report on human resources in District school library resource centres. As well, the Association made presentations to the Board of School Trustees on the topics of staffing school library resource centres and automation. The executive also worked with Kathleen Forsythe to conduct an evaluation of school library resource centres in the District.

The Association provided each School Trustee and the Superintendent with a copy of the Ministry document *Developing Independent Learners, Phi Delta Kappan* articles dealing with school library resource centres in the 1990s, and a list of references relating to the provision of school library resource centres and student achievement. The Superintendent was also provided with a copy of the *Calgary School Library Program: a Teacher Library Resource Manual*.

Alan Jones, the BCTLA councilor, surveyed the membership on four occasions, covering the following topics: contract concerns; working and learning conditions; preparation time; and 1992-1993 staffing allocation.

New Westminster

A library resource centre policy listing the teacher-librarian's responsibilities was adopted by the Board in September, 1991. They did not include any staffing, aide time, or working conditions in this policy.

Mission

In the fall representatives from the Mission Teacher-Librarians' Association met with the local CUPE representatives to develop a job description for library assistants. This was submitted to the Board. The teacher-librarians also submitted a proposal to the District regarding Mission's hiring policy for teacher-librarians. Suggestions have been implemented.

Budget cuts in the spring caused the Board to require all elementary teacher-librarians to use 30% of their time to cover prep time for other staff. Our Association tried to ensure that there was a teacher-librarian on most District committees. Through the Language Arts committee the teacher-librarians played a key role in the selection of materials for the Intermediate Language Arts novel orders.

Mount Arrowsmith

After twelve years of lobbying and the presentation of several briefs to the Board by teacher-librarians, a significant breakthrough on staffing was made in 1992. A full-time library technician was hired to catalogue materials and produce a catalogue of district resource centre holdings. This position will begin in September 1992, under the supervision of a teacher-librarian. This should produce our first ever district resource centre catalogue and hopefully be the beginning of a fully functioning facility.

Burnaby

A secondary teacher-librarian committee reviewed job specifications for library resource centre assistants and library technicians from several other districts and developed a composite for presentation to the Board staff working on a revision of the 1974 job specifications currently used for the hiring of secondary library assistants. Burnaby does not have such a position in elementary schools.

All teacher-librarians participated in developing the priority list for Burnaby Teachers' Association negotiations regarding the collective agreement with the Board. The major thrust is to increase the staffing ratio for teacher-librarians and secondary library resource centre assistants, and attempt to get library resource centre assistants into the elementary schools. As a minority group in the district, we had to speak at the general meeting to urge inclusion of our issues.

An application was also prepared for the Burnaby Teachers' Association annual presentation to the school board regarding budgets. We sought an increase in materials budgets, detection systems for all secondary library resource centres as well as additional library resource centre assistants.

Concern was expressed to the Board regarding noon hour supervision since our current contract provides for a duty free lunch hour for all teachers.

This causes difficulty for those expected to keep their library resource centres open at lunch time and also be on hand to work with classes while school is in session.

Coquitlam

Our goals for the 1991-92 year involved professional development, in-service and bargaining issues. The survey of working and learning conditions showed a decline in Coquitlam's standing in the province. A bargaining committee was struck to prepare a brief on staffing guidelines. This was presented to the local bargaining committee with the expectation that the guidelines would become part of the next collective agreement. Negotiations are underway and hopefully will be successful.

Contact was made with an assistant superintendent and district principal regarding qualifications of teacher-librarians, with the view of getting some District support for in-service. To date this has not been forthcoming.

We did however receive support for a joint meeting of administrators and teacher-librarians. For an afternoon, under the leadership of Lynn Lighthall, UBC Associate Professor, using *Developing Independent Learners*, administrators and teacher-librarians discussed the expectations we have of each other. Major focus was on cooperative planning and teaching.

Kamloops

Our chapter has proceeded with its action plan to become more politically involved. Three teacher-librarians are now active in the local teacher association: one as member at large on the executive, one on the bargaining team and one on the advisory committee to the bargaining team. Each has as one of their purposes the objective of raising teacher-librarian concerns with the Association, particularly to getting a decent teacher-librarian staffing formula into contract. To further that awareness, a letter was sent to the Assistant Superintendent in the spring, expressing our serious concern with the staffing formula adopted by the Kamloops District, and making use of the BCTLA working and learning conditions survey results, to point out weaknesses at the elementary level especially. A copy of the letter was given to the bargaining team as well. Hopefully some progress will come in the next round of bargaining.

Alberni

Our two major projects this year were: a major reworking of our district's teacher-librarian evaluation form; and an updating of the Board's policy and regulations for school library resource centres, including selection of learning resources and challenging learning resources to reflect BC Ministry of Education *Selection and Challenge of Learning Resources*. Both of these documents have been presented to the Alberni District Teachers' Association for approval and input before being presented to the Board. The 17 members of our chapter are also active individually in many capacities including: four staff reps; two bargaining committee members; five in school and/or District ProD; six members of staff committees and five serving on Year 2000 District committees.

Bulkley Valley

The BVTLA brought recommendations to the attention of the Teachers' Association president, that a trained teacher-librarian is needed in the District Resource Centre, and library resource centre aides should be classified as secretaries. The chapter revised the school library resource centre policy for the District and presented it to the Board.

Abbotsford

Liz Austrom's presentation on implementing the Ministry documents was the highlight of 1992-92 for the Abbotsford Teacher-Librarians' Association. We had people attend from as far away as Whistler. Many teacher-librarians were accompanied by their administrators. One vice-principal remarked, "I had no idea your expertise covered such a variety of areas. Do you really do all that? Of course you do! I've seen you." What reassurance.

I wish the assurance had lasted. The year ended in chaos, a dark cloud that shadows my review of the year. The local teachers' association was instrumental in having a class size clause written into the contract. As a result, many of the schools could no longer afford teachers who did not enroll a class. Administrators were forced to reassess their school-based budgets and consequently to make difficult staffing decisions. To complicate the process, the Board protected the Learning Assistance programs and with the best of intentions, they protected a minimum of 0.1 teacher-librarian in every school.

Understandably, many teacher-librarians chose to accept classroom positions. Those of us remaining

have redefined our role to "Collaborative Resource Teacher", which combines teacher-librarian, learning assistance, and gifted and talented. Others travel between several schools, providing preparation time and wearing so many hats DeBono's head would spin.

The secondary teacher-librarians have not been affected as dramatically. Their time has not been cut but their student population continues to increase to such an extent that two new secondary schools will open in September of 1993. Meanwhile their budget and clerical support are at a standstill.

The library policy? We assume it is well dusted as it sits on someone's desk.

Elementary music specialists were caught in the same budget crunch. As a result their music program was virtually eliminated. This September many music teachers, relocated in classrooms, requested cancellation of Christmas concerts in protest against these cuts. I wonder if teacher-librarians could request students stop reading good literature and teachers stop encouraging lifelong learning?

West Vancouver

West Vancouver teacher-librarians met on a regular monthly basis during the academic year 1991-1992. Many topics were dealt with during these meetings, concerns associated with library aide time allocation and supervision expectations. Elementary library resource centres gained a small percentage of clerical aide time from October to February due to one of our district resource centre personnel being on leave of absence. This was of some help but as it was only due to temporary leave it was very short-lived and only whetted our appetite.

Our main thrust during the last year was directed toward concerns over our impending new job description. Due to budget cuts the 0.1 position of computer coordinator in each school was to be eliminated, and the responsibilities taken over by teacher-librarians. Our chapter was concerned about this as it would take away valuable library resource centre time and also because many of our teacher-librarians were not trained in the necessary computer skills.

We prepared a document *Developing Independent Learners: The Role of the School Library Program in SD#45 (West Vancouver)* using the following publications: *Developing Independent Learners: The Role of the School Library Resource Centre* (Victoria: BC Ministry of Education, 1991), *The Intermediate Program: Response Draft* (Victoria: BC Ministry of Education, 1990), *Partners in Action: The Library*

Resource Centre in the School Curriculum (Toronto: Ontario Ministry of Education, 1982), *Policy Book* (West Vancouver, BC: SD#45, 1991).

This document included a statement of philosophy, a statement of responsibility and seven recommendations for the school library resource centre program. Many of these recommendations were agreed to by our Superintendent and at the present time, October 1992, are being put into practice. Elementary teacher-librarians are receiving five hours of teacher assistant time per week and are actively involved in planning in-service sessions to meet their needs. Our teacher-librarians met the challenge of the expanded role with a positive attitude and made some distinct gains with the presentation of this paper. Three of our elementary teacher-librarians followed up during a summer course on technology at UBC by preparing a joint proposal for an information technology plan for the elementary school library resource centres in our district. We are working with this report at the present time.

CURRICULUM OR PROGRAM DEVELOPMENT

Victoria

The GVTLA published *Added Entry*, a monthly professional journal, as well as circulating *Booklist* and *School Library Journal* to its members. Ken Adsett published a periodical union list.

New Westminster

The afternoon session of a professional development day was devoted to exploration and discussion of the following Ministry manuals: *Developing Independent Learners*, *Selection and Challenge of Learning Resources*, and *Literature Connections*.

Nechako

The District sponsors a Library Resources Advisory Committee, consisting of the teacher-librarians, the library assistants, District Resource Centre Staff, and an Assistant Superintendent. This committee meets one afternoon approximately every other month. Each year we try to sponsor an author tour. Last spring, BC poet Joe Rosenblatt visited our district for a week to give presentations to our secondary students. These activities, along with offering viable library resource centre programs, in-servicing staff to our technologies and collections, and nearly keeping up with Year 2000 seem to keep us dancing as fast as we can!

Mission

In December, the District provided an afternoon for the teacher-librarians to work on role clarification using *Developing Independent Learners*. Presentations were made to the Principals' Association and the Board by Liz Shirreff and Liz Pallmann on the changing role of the teacher-librarian. Several of the elementary teacher-librarians worked with their staff to develop an information continuum.

Burnaby

Elementary teacher-librarians shared units and popular titles at their meetings and made joint application for bulk purchases to the purchasing department. Secondary teacher-librarians had hands-on experience with automation during the district professional day.

Coquitlam

At our district professional day, two sessions for intermediate teachers were offered on *A Literature Based Individualized Reading Program*, a unit prepared by a district teacher-librarian with teacher partners. A session on ways to study the novel was sponsored by our chapter. Activities for School Library Week were school-based.

Kamloops

Curriculum development and cooperative teaching continued as a focus this year. A very successful series of zone workshops was held with teacher-librarians and cooperating teachers from their staffs working in groups with other schools on commonly used themes. The process was guided by a teacher-librarian in each workshop and the response was excellent. Another session is in the works for 1992.

MEETING IDEAS

Victoria

Upon her retirement, Margaret Toakley of the Grater Victoria Public Library, was made a honorary lifetime member of the GVTLA. Programs conducted at our general meetings covered the topics of telecommunications, book displays by Nelson Canada Ltd., Curriculum Lab at UVIC, and a tour of Rogers School. Workshops on Greater Victoria

Public Library services and Dialog database are to be rescheduled next year. We have book sharing at most meetings.

Nechako

BCTLA chapter business is conducted by members at the end of District Library Resources Advisory Committee meetings, to cut down on the number of times we have to travel to meet. As our schools are as far as 100 miles apart, this is always a consideration.

Mission

Adrian Forsythe visited several schools in October. He discussed his past and future work in the rain forests of South America. Kady Macdonald Denton also visited two local elementary schools. Several teacher-librarians attended Liz Austrom's workshops in Abbotsford as well as the BCTLA/ATLC conference in Whistler.

Burnaby

We arranged an early dismissal as usual for the September meeting and had a guests the Assistant Superintendent in charge of library resource centres as well as the Purchasing Director.

Other meetings:

- a guest speaker was the District ESL Coordinator. She provided copies of bibliographies on special days, folk tales of other lands, pleasure reading for ESL, and the Vancouver School Board list of easy units designed for ESL.
- the video *Cranberry Bounce* was previewed at the meeting, and orders taken for purchase.
- one teacher-librarian presented information on library advocacy from the perspective of teacher-librarian, parent and school board member.
- secondary teacher-librarians reviewed progress of the district Secondary Automation Program at their meetings and viewed current CD-ROM technology available in the host library.
- Patricia Finlay led a discussion and profile-raising session on *Developing Independent Learners*.
- we discussed the implications of the copyright laws and how this will impact upon our collections, especially the vertical files.

A request was made of the School Board to provide a bulk purchase of the Burnaby Public

Library subject index of picture books. Several publishers provided displays at our meetings but we have decided to forgo these and instead have urged all reps to participate in the annual publishers' display which we organize for 1.5 days each year around the beginning of October. This has now become so successful that we have had to cut back display space for each company due to limited space. The elementary teacher-librarians find this most useful since they are able to take away their purchases while the secondary teacher-librarians are able to peruse samples.

Kamloops

One idea which has been well received this year was the sharing of new quality materials. At the end of each meeting teacher-librarians share new material on a previously agreed curriculum area, or quality fiction or picture books particularly related to themes.

Alberni

Our chapter has well-attended monthly meetings where the emphasis is always on sharing of ideas, information and resources. On our professional development day, Hugh Morrison, teacher-librarian at A.W. Neill Secondary, presented an electronic workshop which included a variety of multi-media and a demonstration of the Eloquent system. The majority of our members attended the fall convention at Whistler and judged it a great success.

PUBLIC RELATIONS

Victoria

This chapter was asked to develop a brochure to distribute to parents and the community explaining the role of teacher-librarians and the school library resource centre. This is being completed by Ken Adsett and Scott Clazie.

Burnaby

One teacher-librarian organized an application for a Canada Council grant for Francophone authors for National Book Festival Week. One secondary teacher-librarian worked with an English department head to organize an application for a Canada Council grant for three authors to speak at the secondary schools.

AUTOMATION

New Westminster

A library resource centre automation proposal, including all costs for hardware, set-up, staffing, etc., was given to the Assistant Superintendent in January, 1992. In May, 1992, we were told money was not available at this time, but a \$50,000 fund was being put aside for elementary school library resource centre automation, which would be added to over a period of time.

Nechako

Enhancing the use of technology is a district priority, and our library resource centres, especially at the secondary schools, are generally well supplied with computers, CD-ROM systems, satellite reception, and modems. Our members try to keep abreast of technological developments through ProD, technology projects, or site development projects. The big project for our members this year and for the next year or two is the automation of our library resource centres. Currently the District Resource Centre, two secondary schools and two elementary schools have been converted to Eloquent Librarian using LaserQuest, and two or three more schools are expected to be converted over the 1992-93 school year. As each school is automated, the District Union Catalog is updated to include its collection, and inter-library usage is enhanced.

Mission

Our district Library Automation Committee resubmitted a proposal that would see all Mission library resource centres automated with Mac School Library within the next three years. Unfortunately budget cuts caused the proposal to be rejected once again. However, a newly built elementary school, and one secondary school have begun to automate as the funding was provided through new school budgets. Representatives from three schools attended a workshop on Mac School Library at Chancery Software in June.

Mount Arrowsmith

Teacher-librarians and administrators supported a district proposal to help fund the development of library resource centre automation software suitable for school libraries by the Victoria School District. The product was to be made available to our district

at a very reasonable cost upon completion. Unfortunately with cutbacks in Victoria School District, the developer of the software is no longer working there.

CHALLENGED MATERIALS

Mission

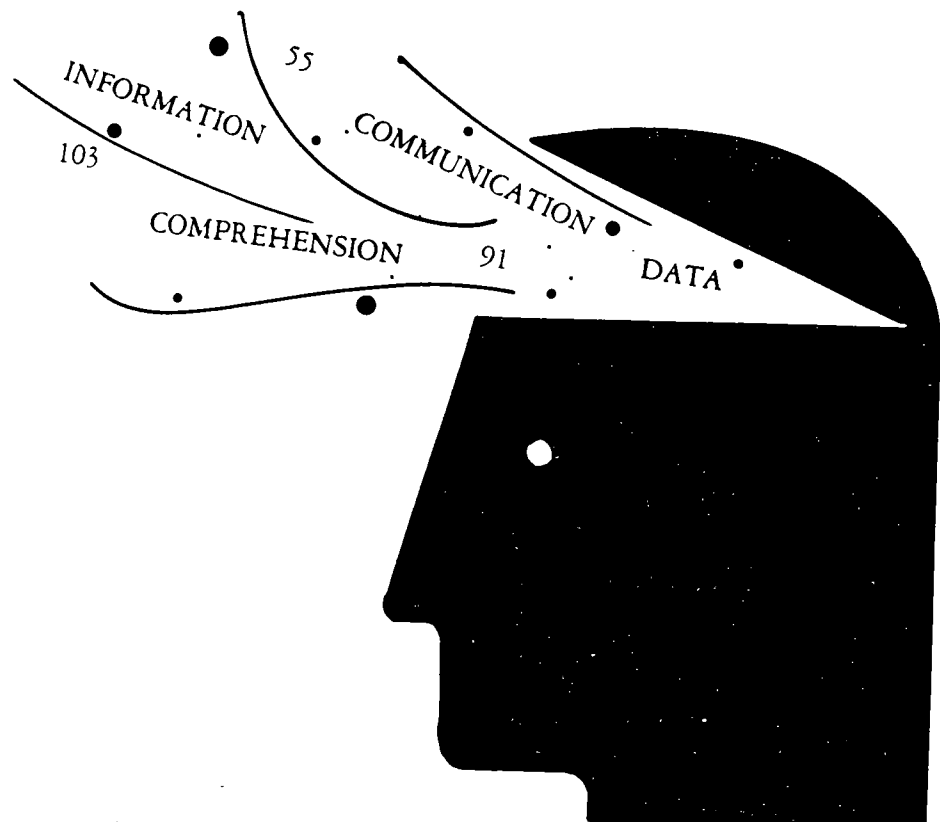
This past year our selection policy was tested when the book *Halloween ABC* was challenged.

Kamloops

Two books were challenged by the Native Education Coordinator for our district. *The Indian in the Cupboard* and *Sign of the Beaver*. These books were reviewed and deemed to have literary merit and are retained on library resource centre shelves.

Bulkley Valley

One book was challenged by a parent. *The Witches*, by Roald Dahl was chosen as a read-aloud by a grade three classroom teacher. Following the complaint by a parent, the teacher-librarian thoroughly researched the book and was involved in a reconsideration hearing. The book was not removed from the shelf.



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.:

LEARNING AND WORKING CONDITIONS SURVEY

JANUARY 1993 SURVEY UPDATE

Five additional chapters have submitted results for the annual survey. Their figures can be compared with the provincial averages as published in *The Bookmark* of December, 1992. In addition, some professional staffing results were inadvertently left out of the earlier report. I have included these Central Okanagan figures here.

NOTE: THE FOLLOWING SYMBOLS ARE USED IN THIS REPORT.

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

I = increased

D = decreased

S = same, no change

PROFESSIONAL STAFFING

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

Students	Teacher-Librarians
200 or fewer	0.6 FTE
201-400	1.0
401-750	1.5
751-1000	2.0
Over 1000	2.5

Plus 0.5 teacher-librarian for each full 400 students above 1000.

The average professional staffing for elementary schools reporting this year is 2.27 FTE per 1000 students. This year we asked teacher-librarians not to include in their calculations any contractual preparation time they might have, so as to arrive at a more realistic professional "service level" available to their students. Very disturbing is the fact that 191 elementary teacher-librarians have had some part of their library time cut since last year. Equally upsetting is the fact that, on average, 14.7% of elementary teacher-library time is being used to provide preparation time for classroom colleagues, flying in the face of the concepts of flexible scheduling and cooperative program planning. Clearly in too many districts teacher-librarians are being used to pay the price for contractual gains made in other areas. Again, only strong library clauses in contract will guarantee against these reductions of library services to students.

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

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

ELEMENTARY PROFESSIONAL STAFFING

District	Response	T-L/ 1000	T-L Cuts	Prep. #	Prov. and . . %	L-A FTE /1000	% T-L Trained
21 ARMSTRONG	3/3	2.71	0	0	0	2.71	33.0
85 VANC. IS. NORTH	13/13	2.68	0	0/13	0	1.92	
23 CENT. OKANAGAN	29/32	2.12	14	0/29	0	2.06	100.0
22 VERNON	15/15	2.09	2	0	0	1.30	80.0
46 SUNSHINE COAST	6/7	1.46	2	5/6	42	1.44	33.0
63 SAANICH	11/13	0.82	4	0/11	0	1.05	11.0

SECONDARY PROFESSIONAL STAFFING

District	Response	T-L/ 1000	T-L Cuts	Prep. #	Prov. and . . %	L-A FTE /1000	% T-L Trained
85 VANC. ISLAND N.	3/3	2.19	0	0	0.00	1.90	
46 SUNSHINE COAST	2/3	1.87	0		0.00	1.36	100
22 VERNON	5/5	1.47	1	0	0.00	1.45	75
21 ARMSTRONG	1/1	1.45	0	0	0.00	1.45	100
63 SAANICH	6/6	1.30	0		0.00	1.08	100

CLERICAL TIME

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

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

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

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

ELEMENTARY CLERICAL STAFFING

	District	Response	L-A	FTE/1000	BCTF Min?	T-L / 1000
21	ARMSTRONG	3/3		2.71	3/3	2.71
85	VANC. IS. NORTH	13/13		1.92	0/13	2.68
46	SUNSHINE COAST	6/7		1.44	0/6	1.46
22	VERNON	15/15		1.30	0/15	2.09
63	SAANICH	11/13		1.05	0/11	0.82

SECONDARY CLERICAL STAFFING

	District	Response	L-A	FTE/1000	BCTF Min?	T-L / 1000
85	VANC. IS. NORTH	3/3		1.90	1/3	2.19
21	ARMSTRONG	1/1		1.45	0/1	1.45
22	VERNON	5/5		1.45	0/5	1.47
46	SUNSHINE COAST	2/3		1.36	0/2	1.87
63	SAANICH	6/6		1.08	0/6	1.30

SCHOOL LIBRARY RESOURCE CENTRE BUDGETS

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

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

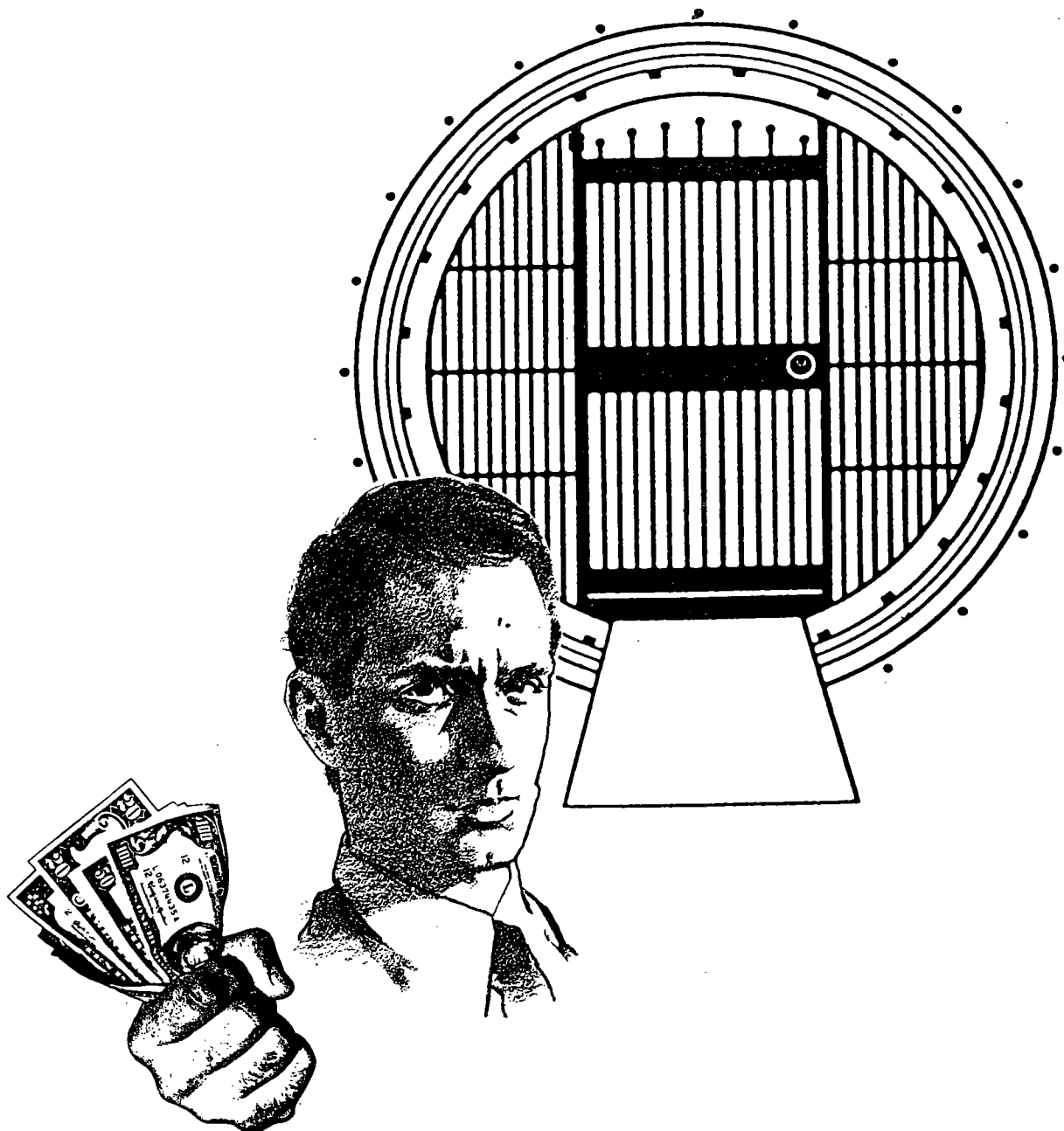
The average elementary budget was \$18.25 as compared to \$19.62 for secondary school libraries. These figures represent a \$1.55 decrease for elementary and a \$2.68 decrease for secondary.

ELEMENTARY BUDGETS

	District	Response	\$ / student	I-D-S	Non-Media?
46	SUNSHINE COAST	6/7	\$34.95	0-2-5	
21	ARMSTRONG	3/3	\$26.32	2-1-0	3/3
85	VANC. IS. NORTH	13/13	\$22.00	0-0-13	13/13
22	VERNON	15/15	\$19.12	9-0-6	13/15
63	SAANICH	11/13	\$10.22	0-3-8	5/11

SECONDARY BUDGETS

	District	Response	\$ / student	I-D-S	Non-Media?
21	ARMSTRONG	1/1	\$30.00	0-0-1	1/1
22	VERNON	5/5	\$23.81	3-1-1	5/5
46	SUNSHINE COAST	2/3	\$23.00	0-2-0	2/2
85	VANC. ISLAND N.	3/3	\$22.00	0-0-3	
63	SAANICH	6/6	\$15.59	2-1-3	5/6



The Department of Language Education
University of British Columbia



TEACHER LIBRARIANSHIP COURSES

SUMMER 1993

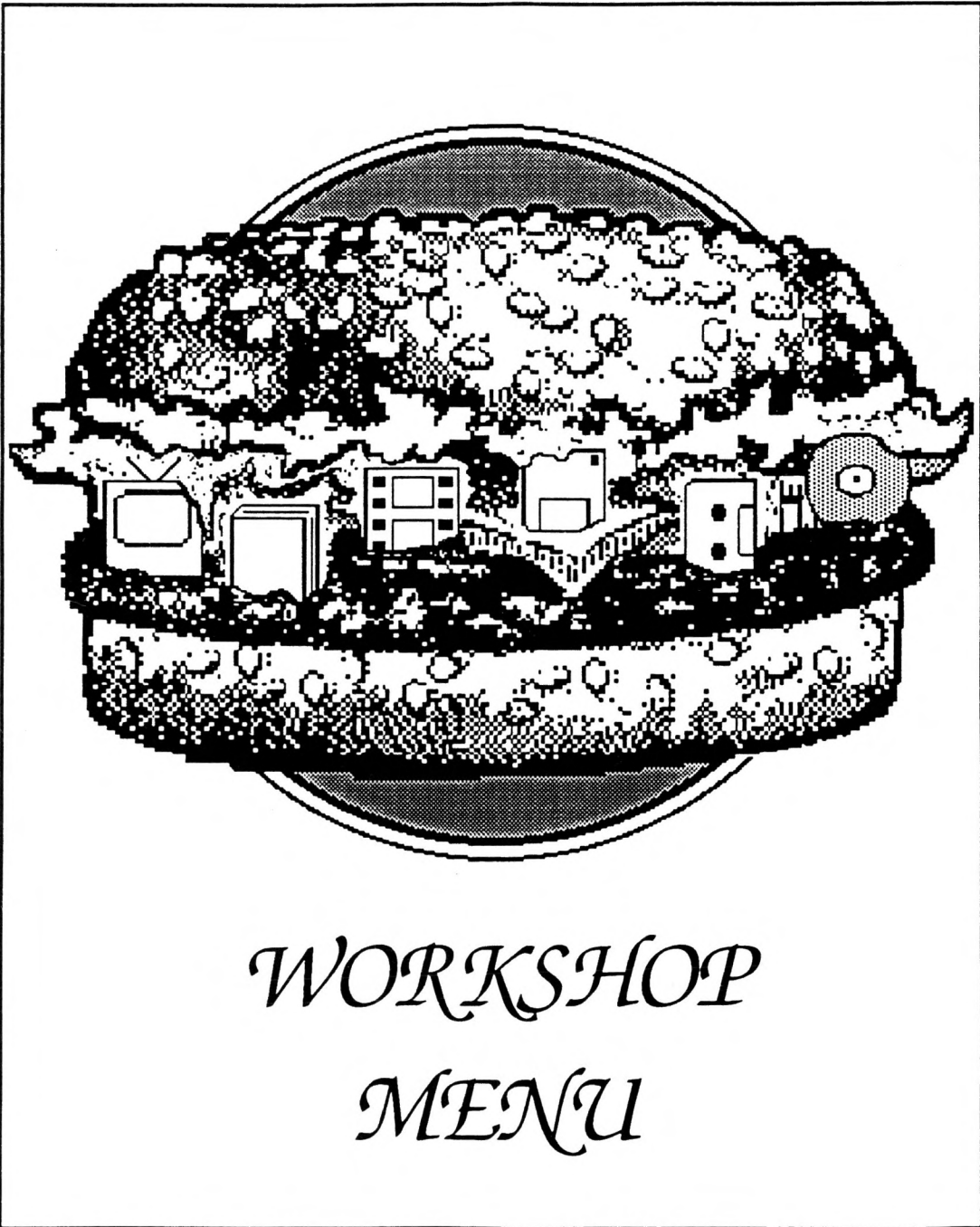
FIRST HALF, JULY 5-23, 1993

- LIBE 382** *School Library Resource Centre Programmes.* Cooperative programme planning, workshop strategies, and communication techniques.
- LIBE 387** *Information Services I.* Basic principles of reference and information service, and types of reference resources used in school library resource centres.
- LIBE 389** *Resource Based Teaching.* Principles and strategies for teachers and teacher librarians cooperatively planning and teaching in the context of the curriculum.

SECOND HALF, JULY 26 - AUGUST 14, 1993

- LIBE 381** *Administration of the School Library Resource Centre.* The role, philosophy, and management of school library resource centres in elementary and secondary schools.
- LIBE 383** *Selection of Learning Resources I.* The basic principles of selecting learning resources to support the educational programs of the school.
- LIBE 385** *Organization of Learning Resources.* The organization, classification, and cataloguing of school library resource centre materials.
- LIBE 527** *Seminar in Teacher Librarianship.* Recent research in the fields of teacher librarianship, education, learning theory, library and information science, information skills, and information technology, and the applications of this research in the provision of library and information services in schools. This course can be taken for three credits in the masters programmes in teacher librarianship.

LEARNING RESOURCES BRANCH



• MINISTRY OF EDUCATION AND MINISTRY RESPONSIBLE FOR MULTICULTURALISM AND HUMAN RIGHTS •



Province of
British Columbia

Food for Thought



1

Learning Resources in B.C.: an Overview

Purpose: to provide an overview of the key elements in the evaluation of learning resources, their selection and funding.

Audience: district staff, administrators, teachers

Minimum attendance: 30 **Length:** 60 min.

The workshop will provide an overview including such topics as the evaluation process, the catalogue, annotations, the CD ROM, block funding, targeted funds, and suggested funding allocations.

2

Evaluation of Learning Resources

Purpose: to provide an overview of the provincial process for the evaluation of appropriate resources in support of the curriculum.

Audience: district staff, teacher-librarians, teachers

Minimum attendance: 30 **Length:** 60 min.

The workshop will address:

- changes between old and new approaches to education
- the use of multiple resources and various types of media
- evaluation criteria and their application
- selection tools resulting from evaluation
- resources funding mechanisms

3

Local Selection of Learning Resources

Purpose: to provide an overview of resource selection models at the school level.

Audience: teachers, librarians, principals

Minimum attendance: 30 **Length:** 60 min.

The workshop will include:

- Year 2000 principles promoting "Multiple Resourcing"
- the relationship between curriculum and resources
- local selection options
- various district/group/school selection approaches

4

Changing Resources and Buying Options: an Industry Perspective

Purpose: present options for ordering resources and raise awareness of industry issues that affect learning resources.

Audience: district consultants, administrators, teachers

Minimum attendance: no minimum **Length:** 40-60 min.

BCALMER would like to offer educators insight into the industry issues that affect the kind of educational resources available to B.C., and the ordering options for teachers and districts. Topics will include: funding, recommended vs. non-recommended, and the ordering process. A panel presentation will be followed by a question period.

5

Teaching, Learning, and Technology: Planning for the Use of Educational Technology

Purpose: to encourage teachers and administrators to make more use of educational technology in the classroom, and to provide information on how to plan for the incorporation of technology into the teaching and learning process.

Audience: administrators, teachers

Minimum attendance: 30 **Length:** 1 to 2 hrs.

Using the multimedia kit, "Teaching, Learning, and Technology", this workshop will provide attendees with a way of planning for the integration and use of technology.

6

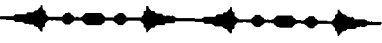
Video as a Student Resource

Purpose: to promote the effective use of video in the classroom and the development of school-based video collections.

Audience: administrators, teacher-librarians, teachers

Minimum attendance: 30 **Length:** 1 to 2 hrs.

Video is an important educational tool. This workshop will provide helpful suggestions for the effective use of this medium. Concrete examples using Ministry-recommended programs will be given. The workshop will also address several related topics such as: the provincial duplication service, copyright issues, and school-based collections.



Specials

7 Inclusive Strategies for Science, Mathematics, & Technology in Elementary Classrooms

Purpose: to present gender inclusive strategies and activities.

Audience: teachers, administrators, district staff

Minimum attendance: 15 **Length:** approx. 1/2 day

Several studies, including the recent Provincial Science Assessment have recommended support for this topic. This workshop will present gender inclusive strategies and activities for dealing with science, mathematics, and technology. The workshop can be customized to focus on specific needs or levels.

8 Integrated Science Teaching in Primary and Early Intermediate Classrooms

Purpose: to support and encourage innovative hands-on science teaching that engages students in problem solving and creative thinking.

Audience: teachers, coordinators, and directors of instruction

Minimum attendance: 15 **Length:** approx. 1/2 day

Two different workshops are available. One is directed to teachers "timid about science". A second workshop will expand the horizons of teachers already comfortable with hands-on science strategies. Both workshops require participants to make an action commitment to using new strategies.

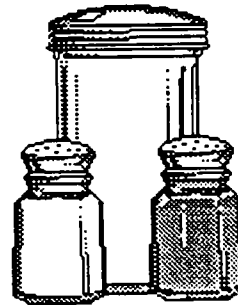
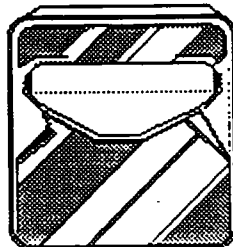
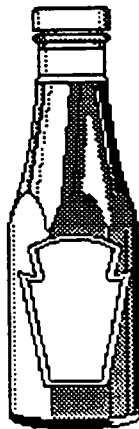
9 Using Media & Technology in Primary and Intermediate Classrooms

Purpose: to present practical strategies for using one or more technologies such as CD-ROM, digital video, telecommunications, and computers.

Audience: teachers, administrators, district staff, students

Minimum attendance: 15 **Length:** approx. 1/2 day

Hands-on strategies for the effective use of technologies such as CD-ROM, video, telecommunications, and computers will be the focus of this workshop. The workshop can be customized to focus on specific needs, problems, or levels.



Learning Resources Branch Workshop Request Form

Name: _____	Date: _____
District: _____	School: _____
Phone #: _____	Fax: _____

Workshop #: _____	Date desired: _____	Time: _____
	Alternate date: _____	Alternate Time: _____
Location: _____		

Number of participants: _____		
Type (admin., teachers, etc.): _____		

Workshop #: _____	Date desired: _____	Time: _____
	Alternate date: _____	Alternate Time: _____
Location: _____		

Number of participants: _____		
Type (admin., teachers, etc.): _____		

Workshop #: _____	Date desired: _____	Time: _____
	Alternate date: _____	Alternate Time: _____
Location: _____		

Number of participants: _____		
Type (admin., teachers, etc.): _____		

Workshop #: _____	Date desired: _____	Time: _____
	Alternate date: _____	Alternate Time: _____
Location: _____		

Number of participants: _____		
Type (admin., teachers, etc.): _____		

Please submit your request for a workshop as early as possible, but at least six weeks prior to the date desired to:

Ken Norton, Coordinator
Learning Resources Branch
Ministry of Education and
Ministry Responsible for Multiculturalism
and Human Rights
878 Viewfield Road
Victoria, B.C.
Phone: 387-4560

Teacher-Librarianship



Summer 1993

First Half: July 5 - 27, 1993

TL 432 (1.5) THE SCHOOL LIBRARY RESOURCE CENTRE AND THE TEACHER

The school library resource centre as a vital part of the teacher's program, its philosophy and services. For all teachers - elementary and secondary.

Instructor: John Caldwell, Coordinator of Library Services, School District #65, Duncan, B.C.

TL 433 (1.5) THE TEACHER-LIBRARIAN

The role of the teacher-librarian, administration of the school library resource centre, staffing supervision. (Prerequisite: professional year)

Instructor: Gerry Rea, Teacher-Librarian, Stelly's Secondary School, Saanich, B.C.

TL 434 (1.5) SCHOOL LIBRARY RESOURCE CENTRE MATERIALS

The evaluation, selection and acquisition of learning materials in all media formats. (A: Elementary emphasis; B: Secondary emphasis) (Prerequisite: professional year)

Instructor: Jean Anne Lewis, Teacher-Librarian, J. Lloyd Crowe Secondary School, Trail, B.C.

TL 435 (1.5) CATALOGUING AND CLASSIFICATION FOR SCHOOL LIBRARY RESOURCE CENTRES The principles and practice of basic classification systems and cataloguing rules applied to the needs of the school library resource centre. (Prerequisite: professional year).

Instructor: Donald Hamilton, University of Victoria

TL 438 (1.5) PROBLEMS AND ISSUES IN TEACHER-LIBRARIANSHIP

Addresses current problems and issues facing teacher-librarianship. (Prerequisite: professional year) (May be repeated for credit).

Instructor: T.B.A.

Second Half: July 28 - August 20, 1993

TL 432 (1.5) THE SCHOOL LIBRARY RESOURCE CENTRE AND THE TEACHER

The school library resource centre as a vital part of the teacher's program, its philosophy and services. For all teachers - elementary and secondary.

Instructor: T.B.A.

Note: Teacher-Librarianship (TL) replaces Library Education (LE)

Special Summer Institutes:

August 3 - 12, 1993

These courses will involve intensive work over a eight day period. Only one course may be taken in the period.

TL 437 (1.5) REFERENCE SERVICES FOR SCHOOL LIBRARY RESOURCE CENTRES, or Information Skills: Selection and Utilization of Information Sources

The role of reference materials in meeting students' and teachers' needs. The course will focus on the selection of suitable print, nonprint and electronic sources of information to meet information needs, and analysis of the nature of the information sources selected. Information theory will be used as a foundation for the practical application of information skills. (A: Elementary emphasis; B: Secondary emphasis) (Prerequisite: professional year).

Instructor: Lillian Carefoot, Director of Instruction, Library Services, School District #68, Nanaimo, B.C.

TL 438 (1.5) PROBLEMS AND ISSUES IN TEACHER-LIBRARIANSHIP: Automating the School Library Resource Centre.

The course will offer an examination of the issues and conditions involved in implementing an IBM (or compatible) based library automation program. Other automation approaches including online, CD-ROM, etc. will be considered. Students will be expected to evaluate several commercial programs. The course will not cover on-line reference services. Pre-requisite: TL 435 or permission of the Department. Students are expected to have a basic understanding of MS-DOS computers.

Instructor: Cheryl Oke, School Library Consultant, Pender Island, B. C.

TL 438 (1.5) PROBLEMS AND ISSUES IN TEACHER-LIBRARIANSHIP: Invitations, Celebrations: Young Adult Literature and the Teacher-Librarian.

This course is based on the premise that the primary value of literature is to explore human experience. Students will examine the connections that revitalize and initiate responses to adolescent literature in the schools. Related topics will be considered: fiction in curriculum, censorship, the non-reader, challenges of the 90's. A reading list will be assigned in advance of the course.

Instructor: Fay Blostein, Associate Professor, University of Toronto, Ontario

For more information:

On the Diploma Program: Contact- Donald Hamilton, Area Advisor, Department of Communication and Social Foundations, Faculty of Education, (604) 721-7899 Fax (604) 721-7767

On your credentials and standing for entry into the Diploma Program: Contact- Education Advising Centre, Faculty of Education. (604) 721-7877

On Admission to the University and to Summer Session: Contact-Director of Admission Services (604) 721-7211

On the Summer Studies program: (604) 721-8471

REGULAR FEATURES

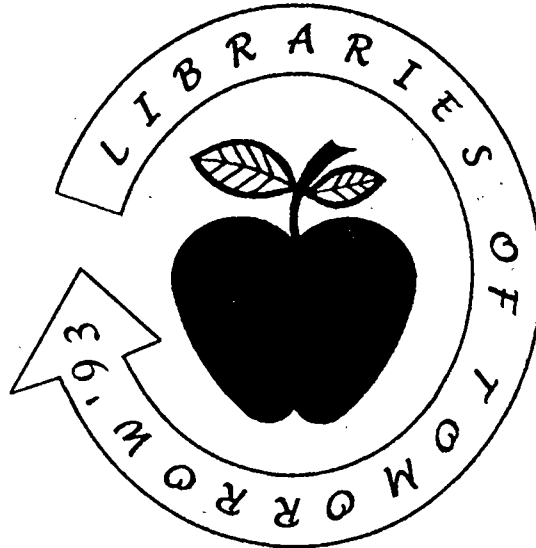


CENTRAL OKANAGAN TEACHER-LIBRARIANS' ASSOCIATION

CONFERENCE '93

KELOWNA, B.C.

OCT. 14, 15, 16



VICKY GABAREUX, 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:

\$135 Early Registration
(Postmarked by May 31, 1993)
\$150 after May 31, 1993
(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

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PLEASE DUPLICATE FOR DISPLAY AND ADDITIONAL REGISTRATION REQUESTS

THE PORTRAIT: KIM LAFAVE

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

Kim LaFave, illustrator of the award winning picture book *Amos's Sweater*, claims that he has always been interested in drawing. Born in Vancouver, the youngest of four children, LaFave says he started drawing to help pass the time when his brothers and sister started attending school. All of his family is creative so he grew up being encouraged to draw. After completing high-school he attended Capilano College for a year, to study art, and later transferred to the Alberta College of Art where he graduated in 1976. That summer he attended a six week illustrators' workshop in New York. It was at this time that he first met other illustrators from throughout North America and began to consider the possibility of illustrating children's books. Though inspired by the workshop, LaFave returned to Vancouver and worked for several years as an artist in several commercial studios. LaFave feels that it was good training for the work he eventually wanted to do—illustrate children's books. In 1978 he and his wife packed all their belongings and drove across Canada to Toronto. LaFave felt that since he was just beginning his career as an illustrator he would have greater opportunities if he lived closer to the major publishers. During the dozen years that LaFave lived in Toronto he illustrated for several publishers and advertisers.

The first book that Kim LaFave illustrated was *The Mare's Egg*, a folk tale retold by Carol Spray. Though this book differs from his later familiar style his characteristic sense of humour and playfulness are in evidence. LaFave's third book, Judith Saltman's *Goldie and the Sea* (Groundwood), was his first experience in working closely with the author. He realized that the author has certain images of what the characters should look like and what the background scenes should depict. LaFave says that he tries to make his drawings reflect the author's vision.

Amos's Sweater (Groundwood) which was published in 1988 won numerous awards: the Governor General's Award, the Canadian Booksellers Award and the Canadian Booksellers Association's Ruth Schwartz Award. LaFave said that he worked

very closely with the author Janet Lunn and she was able to give him many ideas as well as insight about the story. He said that this helped him to have a better understanding of the characters and their personalities. *Amos's Sweater* is a humorous tale about a sheep that is tired of giving up its wool. Though Aunt Hattie insists on shearing Amos, the clever sheep finds ways to regain his woolly coat. Kim LaFave's illustrations in pastel watercolor and ink capture the humour of the story as well as depicting "a feeling for farm life by including a steaming cup of tea, that familiar soother of the back kitchen, in more than one picture, along with wrinkled rugs, work hats, and suspenders." LaFave has illustrated another book by Janet Lunn, *Duck Cakes for Sale* (Groundwood).

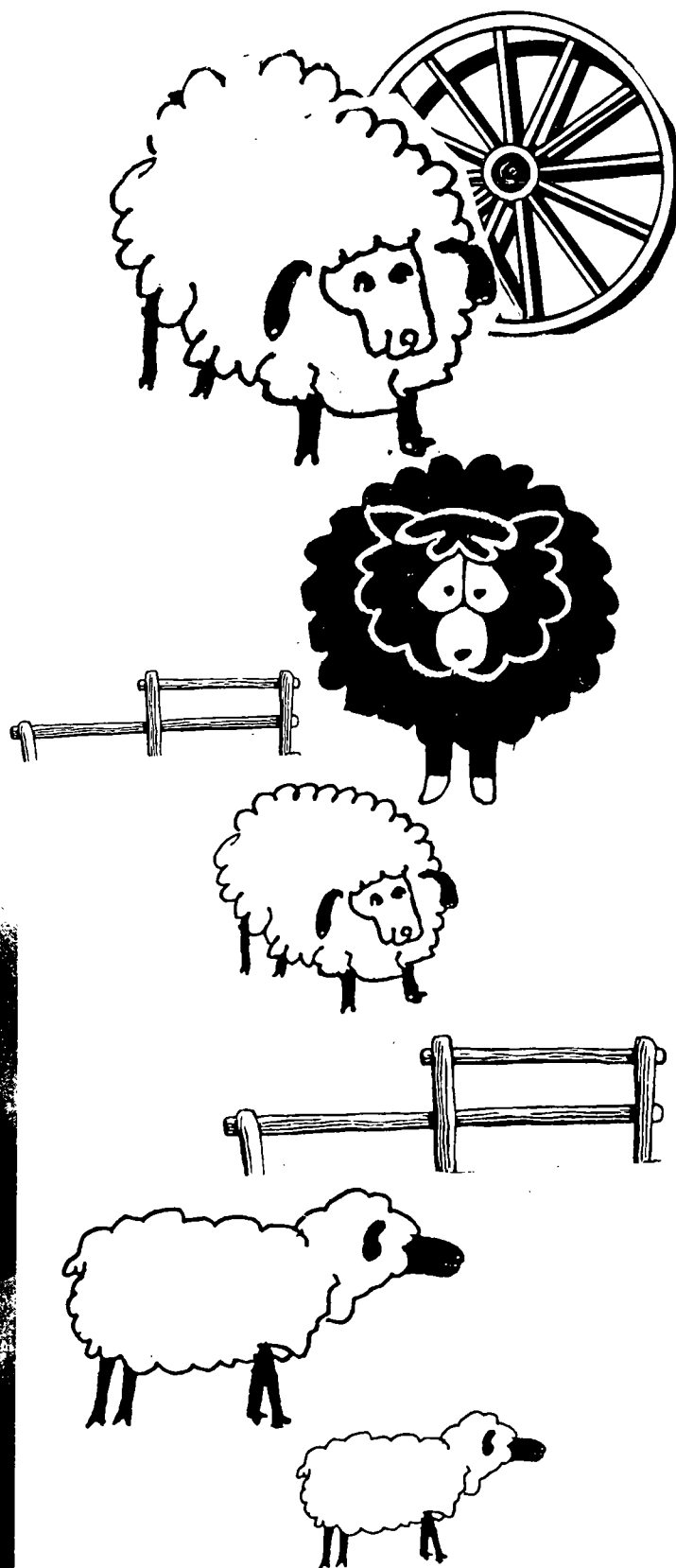
Kim LaFave has also illustrated five non-fiction books: *The Bones Book*, *Skeleton*, and the series *In My Neighbourhood* for Kids Can Press. LaFave has needed to do considerable research for the non-fiction books, to ensure that the illustrations he did were accurate. For *The Neighbourhood* series on community helpers, he researched firefighters by taking photographs of the fire stations to ensure that he had good knowledge of all the latest equipment used.

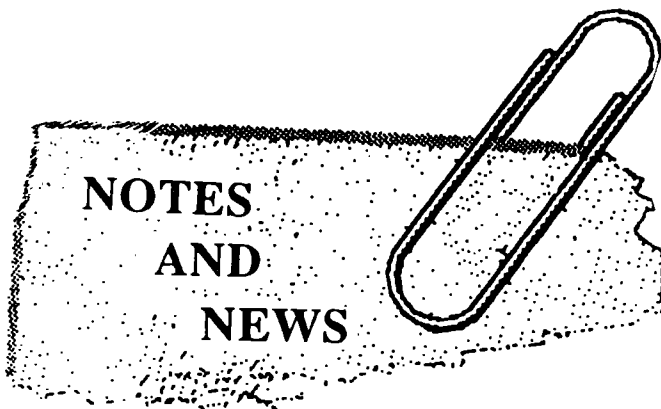
LaFave has also completed *Sharon, Lois and Bram Sing A-Z* (Groundwood). He felt this book was more difficult and took longer to complete than a picture book because he had to take into account not only the verse and banners with letters, but also the music. The latest book LaFave published was *Puccini and the Prowlers* which came out just before Christmas. He worked closely with Adele Wiseman and said that he was happy that she was able to see all of the completed version except for the final publication, before she died from an illness.

LaFave says that the process he follows for all the books he illustrates is the same. After working closely with the author and getting ideas and images he quickly scribbles them down so he can remember the feeling or expression he wishes to portray. Eventually these scribbles become sketches. Next he decides what the background will be for these sketches. Once the words of the author have been typeset on the double-page spread, he continues to sketch around the words. After the publishers have

approved the drawings he begins to work on the final art with pen and ink before adding watercolour to the background, and then painting the main details of the illustrations.

Today Kim LaFave and his family live in Roberts Creek, British Columbia. In the summer of 1991 he and his family decided to move back to BC to be closer to his family. LaFave said that before the move back he received a phone call from Howard White asking him to become part owner of Nightwood Editions. After some consideration LaFave decided to accept the proposal since he felt it would be a good opportunity to work directly with many of the local artists and authors. He wanted to give Nightwood a real west coast focus and include authors and artists that reflected the images of the environment—the mountains, the forest, and the ocean. LaFave is kept busy with his work at Nightwood Press. He admits that at first he was nervous about the risk involved in the move west, since most of his work was based in Toronto. However, he has found that with the FAX machine there isn't much difference in the amount of work he is offered. He continues to do advertising and design work for Toronto clients. LaFave is working on a book for Kids Can Press as well as a variety of projects for Nightwood Press. He was recently a guest speaker at a Children's Literature Round Table event at UBC.





NOTES AND NEWS

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

CHOICES FOR CHILDREN: PICTURE BOOKS PRESENTING FEMALES AND MALES IN A VARIETY OF ROLES

Prepared by an elementary school teacher and a secondary teacher-librarian, this bibliography identifies primary literature which presents females and males in a variety of roles and situations. The list is organized by the themes reflected in the primary curriculum. The publication was made possible by funding from the Ministry of Education and the Ministry Responsible for Multiculturalism and Human Rights-Gender Equity Program. The authors, Laurie Tighe, a teacher at Glen Lake Elementary School (Sooke) and Brenda Watson, teacher-librarian at Dunsmuir Junior Secondary School (Sooke) are both members of the Status of Women Committee. The twenty page booklet lists approximately one hundred of the best titles published between 1976 and 1992. The main characters open the readers' minds to possibilities beyond traditional female and male roles and the pictures represent both females and males engaged in a variety of activities. Many Canadian titles are included and themes are clearly identified. The publication was compiled for the BC Teachers' Federation and is available through Lesson Aids, at a cost of \$4.95. (Catalogue number 8071.)

MAPS AND GLOBES

The 1988 Royal Commission on Education showed that, at that date, the maps and globes being used in the schools throughout BC were, on average, fourteen years old! Recent global political changes in Europe and Asia make maps and globes even more completely out-of-date. Therefore, Nystrom and E.F. Williams Ltd. are offering a free World Map with every order of a map of Canada, Europe or Asia and a globe. And Nystrom will deduct \$24.00 from the price of the globe as well just for ordering. If the World Map goes out of date within one year Nystrom will replace it free of charge. For more information call Ken Williams at (604) 922-8409 collect, Fax: 926-3727. The address is: E. F. Williams Ltd. - Nystrom Co., 4032 Ripple Road, West Vancouver, BC. V7V 3K9.

GROLIER LIBRARY DIVISION

Nelson Canada has been granted exclusive distribution rights to Canadian schools and libraries for the Childrens Press, Franklin Watts, Grolier Educational Corporation and Grolier Limited product lines plus other selected titles currently represented by Grolier. Nelson will create a new group called the "Grolier Library Division" to represent product lines formerly run by Grolier Educational Corporation. Grolier's publishing will benefit from Nelson's marketing and service capability and the new arrangement should speed up orders and result in superior service. Staff from both companies are working together to minimize any disruption in service to schools and libraries in Canada. The transition took place October 5, 1992, and customers should now contact Nelson Canada.

LIBRARY BOOK PURCHASE PLAN

Teacher-librarians should have submitted their orders by January 22, 1993 for this year's titles. The Plan offers you a great opportunity to acquire the titles you select free of charge for your library. Unfortunately not everyone takes advantage of this great offer! Last year 1,359 book orders were received by the Ministry—two of which had no names on them! There were 121 late orders, and 330 schools did not participate in the Plan. Efforts have been made to ensure that the teacher-librarian receives the forms and that they do not get "lost" on someone else's desk in the school. The plan has the dual aim of providing titles to school libraries for free and of encouraging and supporting British Columbia's publishing industry.

Teacher-librarians serve on the selection committee as well as a Ministry of Education member and the President of the Association of Book Publishers of BC—at present, Margaret Reynolds. Fully annotated lists appear each year and teacher-librarians can choose the titles they wish to receive from these lists. All we need to do is fill out the list, mail it to the address on the form, and do so BEFORE THE DEADLINE. Over four hundred and fifty schools lost out on free books because they did not respond last year. Hopefully, this year's record will be better!

VANCOUVER SCHOOL BOARD RESOURCES

Vancouver School Board has published some outstanding resources:

- 1) *The Haida of Queen Charlotte Islands*—\$30.00
- 2) *A Palette of Possibilities: Integrating the Visual and Literary Arts through Picture Books*.
- 3) *Novel Treasures. Multi-sensory activity formats*—\$20.00
- 4) *Research Style Guide*—\$12.00

Call the Vancouver Processing Centre at 438-6626 to request Vancouver's Program Publications List as well as prices.

ASIA PACIFIC FOUNDATION: CURRICULUM RESOURCES DATABASE

This database is now available free of charge to all primary to college level instructors in British Columbia. It is designed for use by intermediate and secondary school systems and community colleges in Canada. The BC government provided the Foundation with a grant to initiate this project and deliver the databases to Pacific Rim educators in BC. The purpose of the database is to assist teachers and curriculum experts in planning courses with Asia Pacific content. The Database suggests good resource materials on the Asia Pacific region. New material is added regularly to keep the database current. It contains descriptive evaluations of books, films, videotapes, audiotapes, maps, multi-media kits and periodicals. The grade levels are given, the item's strengths and weaknesses are described, and cost and availability are included. Students may also use the database to select material for use in their research projects. It also contains descriptions of existing and

proposed courses prepared by educators, school boards, and provincial ministries of education across Canada which could serve as a model to aid teachers in developing curriculum.

The Curriculum Resources Database is available by direct dial-in to a dedicated computer at the David Lam Centre at Simon Fraser University, Harbour Centre. It is available twenty-four hours a day, seven days a week. There is a built-in electronic mail facility which allows users to contact the Asia Pacific Foundation Curriculum Resources Database Administrator to send in comments, suggestions and questions. Hardware requirements are an IBM compatible or Macintosh computer and a 1200 or 2400 baud modem. To order your free copy of the communications software necessary to access the database, please indicate your name, school, address, telephone and fax. Also indicate which type of computer you will be using: IBM Compatible, Disk Size: 3.5 or 5.25 or Macintosh Computer. Mail information or fax it to: The David Lam Centre of International Communication, Curriculum Resources Database Project, 515 W. Hastings, Vancouver, BC, V6B 5K3; Fax (604) 291-5112. A copy of the communication software, installation instructions and user manual will be mailed to you. Technical support is available during business hours, through SFU David Lam Centre and contact information is provided in the installation instructions.

KOOTENAY BIBLIO DATA

This company offers complete current cataloguing and RECON services by a qualified librarian (MLS). KBD provides fast, accurate and affordable cataloguing for the busy teacher-librarian. When libraries purchase cataloguing from a single source they avoid the inconsistency that occurs when they buy cataloguing from a variety of book jobbers. KBD will conform to the cataloguing practices already established by a library. If a library is about to automate, KBD can complete the Retrospective Conversion of the collection quickly and economically. If you are not ready to automate, KBD will maintain a storage file of your library's MARC records, free of charge. This service provides audiovisual materials cataloguing, choice of LC or Sears subject headings, and choice of Dewey or Abridged Dewey. For prices of catalogue card sets and kits, machine-readable cataloguing, and retrospective conversion, please call or contact: Kootenay Biblio Data, Anne Verkerk, Tel./Fax: (604) 354-1413. Address is: 816 Ninth Street, Nelson, BC, V1L 3B9.

MEDIA LITERACY SOUND PERFORMANCE

This performance is available to elementary schools in the Lower Mainland. It provides the key to understanding the workings of the media. Techniques used to create films and television are demonstrated in order to create a better understanding of these media. The performance promotes media literacy to allow students to view TV with discernment and critical thinking. In an entertaining format using a sound sampling device, students create their own sound effects. They analyze how sound creates moods. They begin to understand the use of technology in the media. The performance is roughly forty-five minutes long with an average group two or three classes). The cost is \$100. For more information contact Donna Lytle at 940-1790 or 946-2064.

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 or periodical, or an entire entry from an encyclopedia, dictionary or similar reference work. Currently much of the copying that teachers may want to do for their classes is not permitted by the Copyright Act. The license agreement with CanCopy allows them to copy most of the material needed for their classes. CanCopy will use the fee paid for the license to reimburse authors and publishers for copying their material. In December 1990 the deputy minister invited the stakeholder groups to send representatives to the Alberta Education Advisory Committee on Copyright Issues. The license will cost \$1.00 per student and will be based on the official count from September 30, 1991. It will be approximately \$523,000 if all boards, private schools and private operators participate and it will be in force from September 1, 1992 to August 31, 1993. During the first year of the license, a random survey will be carried out by CanCopy to determine the numbers of copies being made. The second license will be based on that number on a per page cost which Alberta Education will then translate into a per student cost. Alberta Education is preparing a package of information for teachers as well as a poster to be displayed on or over the photocopying machine that will clearly state what can and cannot

be photocopied and how much of it. The license will cover all schools in the province up to Grade 12 if they choose to participate. (Information taken from: LRC Newsletter: the Learning Resources Council of the Alberta Teachers' Association)

EDUCATION FOR TEACHER-LIBRARIANS IN CANADA: A NATIONAL STUDY

This document written by Larry Amey and published by the Canadian School Library Association as an occasional paper outlines the requirements and practices of each Canadian province in regards to the training and employing of teacher-librarians in their school system. Some of the questions this document answers are: What qualifications are required to be certified or recognized as a teacher-librarian? What programs of education for teacher-librarians exist in each province? What is the current situation in each province in regard to the actual hiring and employment of teacher-librarians in the schools? Opportunities for continuing education are also included. This work could prove useful for practitioners, administrators, academics and prospective teacher-librarians. A substantial number of correspondents contributed to the section on British Columbia—Patricia Finlay, Warren Grabinsky, Don Hamilton, Joan Harper, Ken Haycock, Lynne Lighthall, Marilyn Ming, Pat Sifton, Basil Stuart-Stubbs, and Angela Thacker. This work may be purchased through: L. J. Amey, School of Library & Information Studies, Dalhousie University, Halifax, N.S. Canada, B3H 4H8 for \$14.00 (including postage and GST). Full payment must accompany all orders.

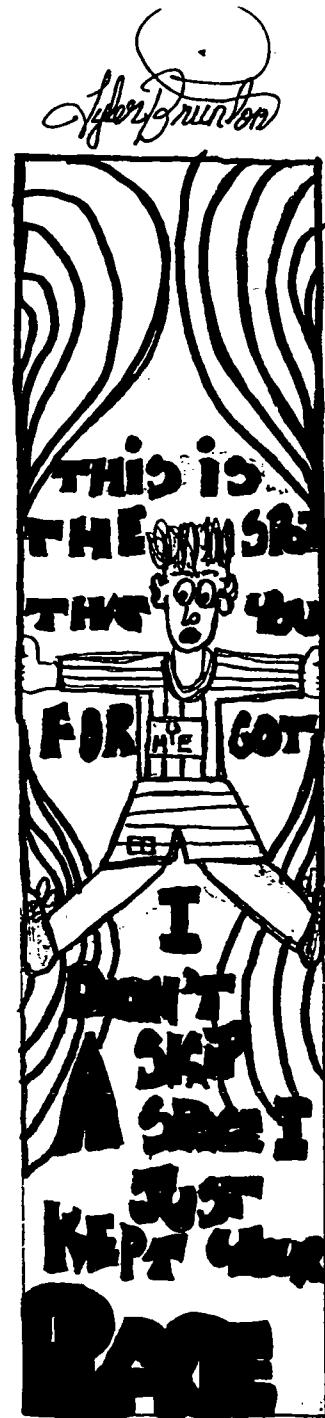
ESL DATABASE

The Research Division of the BCTF is currently developing a database of information concerning ESL policy and implementation in BC schools. This will include papers on district policies, journal articles, unpublished papers, teacher research reports, graduate dissertations and theses, undergraduate papers and conference papers which relate to the policy or implementation of ESL in BC. To contribute the BCTF would prefer to obtain both a hard copy of a report/paper and an entry describing the report that could be quickly entered into the database. Contact Charlie Naylor at the BCTF, Research and Technology Division, for further information about this worthwhile project. Some other ESL research projects are also underway and proposals are invited

from BCTF members to undertake this research. Phase One is in the process now but other projects will be initiated in the near future so watch out for these opportunities if you are interested in doing an ESL research project. For application Curriculum Vitae Forms are available from the BCTF.

NATIONAL LIBRARY OF CANADA: LIBRARY DEVELOPMENT CENTRE

The Canadian School Library Association and the Liaison of Provincial Associations Committee have requested that the Library Development Centre of the National Library of Canada establish a collection of materials on school libraries pertinent to school library programs and to teacher-librarians and their work, and make it available for research, reference, and study. The collection will include monographs, serials, policies, and curricular items. All formats will be collected—print, kits, videos, etc., and will have a “Canadian connection”—i.e. will be about Canadian school libraries, be created by Canadians, or have been developed in Canada. Associations will contribute to the collection. One copy of the item will be placed in the preservation collection and a second copy will be available for on-site consultation or interlibrary loan. LDC will compile a retrospective bibliography and do updates. The updates will be available free to the associations on paper or disk. LDC will also provide reference services to support access to the collection and the information in it. The associations will send the materials in a timely fashion, and promote the program to its members, ensure that its members receive copies of the annual update of the bibliography—usually by re-publishing it in their journals and newsletters. By this method teacher-librarians throughout Canada will become aware of the program, will make use of it, and promote it. Teacher-librarians, students and researchers will not have to “re-invent the wheel,” but will be better able to draw upon the work of colleagues from across the country. What a great idea!





ASK THE EXPERTS by BARBARA SMITH

ON-LINE AND FAX PERIODICAL ACCESS

Question: Has any LSA ever tried to initiate a small schools periodical holding centre whereby small secondary schools could access periodicals housed in a central location by fax? Such a service would save lots of \$ for small school library-resource centres and increase their holdings.

*submitted by Lou Guest, teacher-librarian,
Chatelech Secondary School, SD#46 (Sunshine
Coast)*

Answer:

Copyright restrictions and the staffing required to make such a service work are such that industry has undertaken to provide the service. There are many on-line databases which can be accessed directly, though at considerable cost. Users can download articles which are selected by various indexing systems. CARL's UnCover2 and Faxon Canada's FC-Finder, and Faxon Xpress are two services that readers might wish to explore.

The Colorado Alliance of Research Libraries (CARL) provides a service called UnCover, which allows access to CARL System libraries—nine members. The index database includes information found on the contents page of over 12,000 multidisciplinary journals. About 3,500 articles are added per day. Articles are indexed overnight, so the database is current within 24 hours of receipt.

UnCover2 adds document delivery to the system. Using optical scanning, and FAX, CARL can supply copies of articles within 24 hours of receipt by the member libraries, and often sooner. Copyright

royalties are tracked and paid to publishers. Fees can be charged to VISA or MasterCard, or deposit accounts can be set up.

Password access with unlimited 24 hour/day access is \$900 (US) per year, plus user charges. Gateway access is more costly, depending on options chosen. Weekly access can be arranged for tighter budgets.

CARL SYSTEMS, INC.
3801 E. Florida Ave.,
Bldg. D. Suite 300
Denver, CO 80222
VOICE: (303) 758-3030
FAX: (303) 758-0606

Faxon Canada Ltd. is a cheaper option and has more Canadian content. It began operations in August of 1991, and offers two services: FC-Finder, and Faxon Xpress. FC-Finder is a table of contents database of over 11,000 journal and other serial titles. Faxon Xpress is a document delivery service. The service is available on the datapac network, and plans are to expand into the Internet network as well.

The user will search the database for an article and place the order for the hard copy through a special interface. All orders within Canada which are received by 6:00 pm will be shipped out or faxed by 6:00 am the following day. Users can expect the document delivery to cost \$10.00 to \$12.00 per article plus the royalty fees which are payable to the publisher, by Faxon Research Services.

Faxon Canada Inc.
P.O. Box 2382
London, Ontario
N6A 5A7
Phone: (517) 472-1005
FAX: (519) 472-1072

Also printed in this issue is an article from Faxon Canada that describes their service in detail.

Write "Ask the Experts" care of *The Bookmark*, with your questions about any aspect of library resource centre programs and services, or FAX Barbara Smith (604) 980-0770.

PROVINCIAL SPECIALIST ASSOCIATIONS 1992-93

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

(See reverse)

FORM VOID AFTER JUNE 30, 1993

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

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

DO NOT MAIL CASH.

BCTF membership: Active Associate Affiliate

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

Surname

Given name(s)

Former name

Address

City Postal code

Home telephone School district number

School telephone Work telephone
(if different from school)

Name and address of school/institution/business

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

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

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

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

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

Retain a photocopy of your completed application for your records.

CONTINUING EDUCATION EXCHANGE

by **MARILYN HANNIS**, teacher-librarian,
Maple Grove Elementary School, SD#39
(Vancouver)

It is always a pleasure to communicate with you through this medium and this issue is no exception. This will be a long report because I wish to bring you up to date on your committee's projects—those that are complete and those that are "in the works." We appreciate the time members take to respond to the requests we make because the direction for this committee comes from the membership—either directly by telephone or post, or via your Chapter Councillors and the BCTLA executive. The tasks of the Continuing Education Committee are multi-faceted as we approach education related to teacher-librarianship from a variety of angles.

TREASURE CHEST MULTI-CULTURAL

BIBLIOGRAPHY: The boxes of books are moving around the province. The schedule for this year is full as a result of the wonderful response we received from you last year. Watch *The Bookmark* for information on how you can receive the Treasure Chest during the next school year.

WESTCAST '93: TEACHER EDUCATION:

THE STATE OF OUR ART: (March 3—6) We are pleased to announce that Patricia Finlay and Odie Kaplan's proposal for a workshop based on *Developing Independent Learners* was accepted. Participants at this workshop will include: student teachers, teachers and teacher educators. It is, therefore, a wonderful opportunity to share information about our job with fellow educators.

FACULTY ADVISORS AND TEACHER-

LIBRARIANS: Patricia Finlay and Rod Hermsmeier are the contacts for this project. The BCTF has approved our request to send a form letter to Faculty Advisors addressing the role teacher-librarians can play in the student teacher's school experience. Please see the article in this *Bookmark* on student teachers and the teacher-librarian.

PROFESSIONAL MAGAZINE SUBMISSIONS:

Patricia Finlay and Rod Hermsmeier are your contacts. Rod is researching articles in *The Bookmark* which they will evaluate for possible submissions to professional publications.

NETWORKING BOOKLET: Valerie Dare is the contact person for this project. We have decided to put this project on hold until the Spring Chapter Councilors meeting. Very few responses to the request for presenters have been received. Therefore, a survey will be taken at this meeting to determine our course of action. Please note how often you use the present Networking Booklet so you will be prepared to respond at this meeting.

VISITATION BOOKLET: Jane Robert is the contact person for this project. Your committee did some creative thinking on this endeavour. As a result, letters have been sent to School District Superintendents asking them to recommend Library Resource Centres in their district. We hope this will raise awareness at the district level as well as provide us with schools for you to visit.

DEVELOPING INDEPENDENT LEARNERS:

Marilyn Hannis is your contact. Many of you have inquired about a prepared workshop format on this topic. At the Spring '92 Chapter Councilors meeting Bernice Betts and Bonnie McComb presented a workshop on DIL. Your Chapter Councilor will be able to provide you with ideas and strategies as a result of their participation in this workshop. Let me know if you have done a presentation on this topic and I can act as a clearinghouse for people who are seeking information on what worked or just general ideas related to *Developing Independent Learners*.

DISTANCE EDUCATION—UBC: The contact person is Marilyn Hannis. Anne Clyde has taken a year's leave of absence to work on research in Iceland. While she is away Joan Harper will sit on the Continuing Education Committee as UBC's representative.

DISTANCE EDUCATION COURSES—UBC:

1. OFF CAMPUS COURSES: We have become aware that a problem exists regarding information about where off-campus courses are taking place. It seems the information is often limited to the district where the course is offered. People in surrounding districts are often close enough to participate but do

not know about the course. Joan Harper is discussing possible solutions to this problem with UBC's Distance Education Department. Our goal is to inform people within a 200 km radius of the district where a course is offered. Unfortunately, there is often very little time between the decision to offer a course and the starting date. Therefore, it is not possible to advertise the information through *The Bookmark*. We will keep you informed, but in the meantime, develop your network of contacts with surrounding districts. To those of you within driving distance of Prince George—UBC has made a commitment to offer teacher-librarianship courses there. Please call Joan Harper at UBC at 822-5335 for more information. In another section of this issue you will find information from Joan on the requirements for getting an off-campus course in your district.

2. CORRESPONDENCE COURSES: UBC's Distance Education is open to the idea of developing correspondence courses and we wish to assist them in the decision-making. A multi-media correspondence course package costs approximately \$20,000. Therefore, it is important that the course developed fits our needs. To this end your Chapter Councilors have received an information-gathering survey which they will copy and send to you. You may copy it and collect data from colleagues. Your Chapter Councilors will send me the completed surveys and I will compile the data. Once again, we will keep you informed about progress. Do not get excited—this project will take some time to complete!

UBC INSTRUCTORS: In response to questions regarding applications for instructor positions at UBC Joan Harper has written an article which you will find elsewhere in this issue.

At the Fall Chapter Councilors' meeting, we were asked to develop strategies which would lead to a fuller understanding by other teachers and administrators of the role of the school resource centre and the teacher-librarian. (Item 7.33/Motion by Jones/Walker) I'm sure you noted that the major thrusts throughout this update have been pro-active items designed to reach a broad range of educators. Your Continuing Education Committee will do all it can to disseminate information about teacher-librarianship, but you are really the most important ambassador for your profession. Many of you have contributed as presenters at other PSA's conferences or in workshops to your non-teacher-librarian colleagues. These two activities are the best contribution you can make to raising awareness within your own school and

district. Teacher-librarians and non-enrolling teachers are "endangered species"—do not underestimate the power of budget cuts! The only way we can survive as educators is to have the support of our colleagues and the public. So every time you do something with another teacher—writing an article, presenting a workshop—you are contributing to the survival of teacher-librarianship, cooperative program planning and teaching and resource-based learning. You are thus contributing to this generation of lifelong learners. Do not wait to be asked—offer to participate. Best of luck and good CPPT.



READING CHECKLIST

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

One of my New Year's resolutions was to write this column a month before paste-up day. Of course, writing comes after reading and thinking, so to have the column written for the beginning of February, I needed to have all my reading done almost before I made my ill-fated resolution. Ah, well, there is always next year.

In the meantime, I want to thank Ruth Allman for sharing with me some readings she found useful. If anyone else out there in the great beyond wishes to do the same I would be very grateful.

CENSORSHIP

Mary Jo Godwin presents an interesting look at the controversy surrounding primary level books which portray children living in families with two male or two female parents in "Conservative Groups Continue their Fight to ban *Daddy's Roommate*" (*American Libraries*, December 1992, pp. 917, 968).

The furor over Michael Willhoite's book has resulted in nineteen challenges being reported to ALA's Office for Intellectual Freedom, and other titles have also been attacked, including Leslea Newman's delightful book, *Heather Has Two Mommies*. The political weight of community pressure groups, of whatever end of the spectrum, can have an enormous impact on school and public libraries. The value of having a well written selection policy is becoming ever more evident. Do libraries serve only one community, or do they serve a multitude of communities within the larger community? This is a question educators need to consider before objections are lodged.

CHILDREN'S LITERATURE

A recent publication of the Vancouver School Board brings together the talents of teacher-librarians and visual education specialists. *A Palette of Possibilities: Integrating the Visual and Literary Arts through Picture Books* is a useful title for elementary school staffs to use and add to as they identify additional titles. It might also be useful for secondary art teachers who want to get their students engaged in a joint book-making project with elementary student authors.

The book includes sections on: Line, Pattern and Texture; Colour, Tone, and Intensity; Shape and Form; and a 110 page annotated bibliography of picture books which can be used to teach visual arts concepts. Supporting appendices are: List of Illustrators; Title Index; Border Design; Alphabet Books; Literary Subjects and Themes; Artistic Elements, Techniques and Themes; and Bibliography of Resource Materials. Information on purchase may be obtained from Vancouver School Board, Program Publications, 2530 East 43rd Avenue, Vancouver, BC V5R 2Y7.

COOPERATIVE PLANNING AND TEACHING

Teacher-librarians have read many articles about administrators' and teacher-librarians' perceptions of the changes needed to effectively implement resource-based learning and cooperative program planning and teaching. Now you can read "Teachers' Views of the Implementation of Resource-Based Learning" (*Emergency Librarian*, November-December, 1992, pp. 13-18).

Jeanette Meyer and Early Newton describe a study conducted in four schools in the same Saskatchewan school district. Questions, observations and interviews were used, and the results are presented in text and table formats. The central findings focus on the need for visible administrative support, shared leadership to ensure continuation, and a combination of pressure and support to teachers. The implications for teacher-librarians, briefly stated, are:

1. "Provide leadership at all levels in terms of expectations, professional development, and monetary support."
2. "Expect administrators to support the system innovations in their schools...."
3. "Encourage teachers to implement the innovation and share their ideas and successes with other teachers in the school."
4. "Address concerns about lack of time for planning, working rapport with the teacher-librarian and covering the curriculum."

5. "Guard against threats to implementation such as the loss of advocates and staff changes by sharing leadership, monitoring impact on students and providing orientation for new staff members, including administration."

Shades of *Implementing Change*!! This small study supports and is supported by the ideas expressed in the BCTLA's publication. Use them in tandem and they will pull your program along with vigour.

INFORMATION SKILLS

"Rx: Task Analysis; Or, Relief for the Major Discomforts of Research Assignments" (School Library Journal, November 1992, pp. 29-32), examines research as a thinking process. The author, Virginia Rankin, is a teacher-librarian in a middle school in Bellevue, Washington, who has applied task analysis to the thorny problem of what skills should be taught at what stage of the research process. She addresses four stages of research, but wisely points out that the stages are not always tidily sequential.

Accompanying an interesting discussion are four figures which summarize "Research as a Thinking Process," "Judging Suitability," "Understanding/Comprehending," and "Evaluating and Extracting." These figures could be used as teaching charts with students since they feature questions students could ask of themselves.

This article is noteworthy as a peek into the mind of a teacher who is actively exploring ideas which will improve instruction and assist in student learning. Elements of the article clearly connect with and support Year 2000 concepts. It will be of help to elementary and secondary teacher-librarians.

Virginia Rankin has also written a worthwhile article for the November-December 1992 issue of *Emergency Librarian*. In "A Wonderful Idea for the Library Resource Center: Piagetian Theories Applied to Library Research," Ms. Rankin used observation of students to explore the question "Why are low achievers less likely to ask the teacher-librarian's help when working on a research project?" Her discoveries and theories will be interesting reading for all teacher-librarians, whatever the level they teach.

INFORMATION TECHNOLOGY

I found it very difficult to find an article that looked at some aspect of planning, yet it does seem desirable to have at least one article that supports the

theme of the issue. When Ruth Allman sent me this article I was overjoyed. This is it! This is my contribution to the theme.

John See's "Ten Criteria for Effective Technology Plans" (*The Computing Teacher*, May 1992, pp. 14-15) is a concise, but thoughtful, framework for planning for implementation of information technology. All of his criteria are no-cost or low-cost, but will make a great difference in the success of implementation. The ten criteria are listed below, but readers should go to the original for John See's comments.

1. Call for a yearly review of the plan.
2. Focus on applications, not technology.
3. Go beyond buying technology to teach about technology.
4. Technology is more than computers.
5. Stress the integration of technology into the curriculum.
6. Tie technology plans to staff development plans.
7. Make technology part of the daily cost of doing business.
8. Effective technology plans have critical attributes based upon research. They are:
 - on-site technical support,
 - access to adequate hardware,
 - access to appropriate types and amounts of software,
 - long-term, sustained staff development and in service.
9. Effective technology plans are developed by the staff members that will implement the plan.
10. Effective technology plans focus on a vision of the future.

These ten commandments will be particularly useful for teacher-librarians who are just beginning to become involved in information technology. For many of the rest of us, they may become a sad reminder of where we went wrong, or a means of changing direction.

LEADERSHIP

Jean Brown has written an exceptional article on transformational leadership and educational change in

the January-February issue of *Emergency Librarian* (pp. 9-20). Quoting extensively from writers and researchers in the field, she presents a vision of positive, forward-thinking leadership which is people oriented.

While much of the literature on educational leadership has focused on school administrators, Jean Brown includes the view that school improvement is only achieved through a collective will and commitment. There is a place for all members of a school team to use their leadership talents and to contribute to the success of the whole. Teacher-librarians will find many kernels of truth to chew on in this article. In addition, it is worth reading just to have a copy of the Stromberg poem about "the head goose — the leader of the V."

TECHNOLOGY REVIEWS

Computers in School Libraries is a small newsletter which features reviews by teacher-

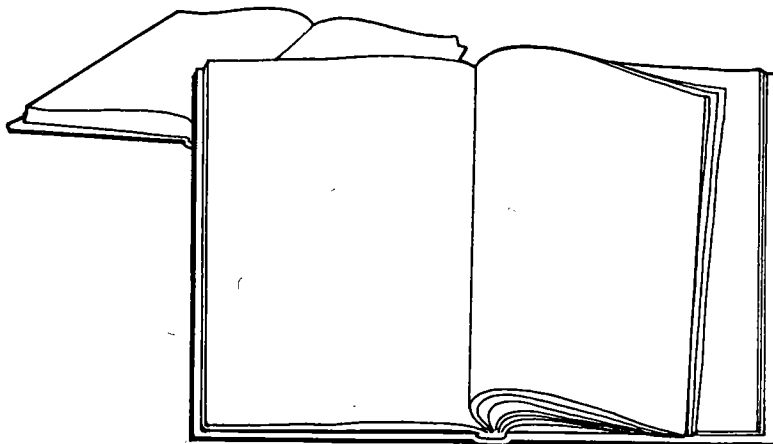
librarians of various software titles, including CD-ROM sources. Reviews focus on how the item works and what it contains. Sources are also indicated, complete with contact names. My only quibble is the number of typos in the issue I reviewed.

Publisher Bruce Winter states, "The purpose of CISL is for teacher-librarians to contribute and share their experiences, knowledge, and expertise so that others may learn the basics, learn of a good software program (or a bad one for that matter), learn of a person to contact, learn from the successes of others, etc." Teacher-librarians with the funds to expand their information technology sources and services will find this a useful title.

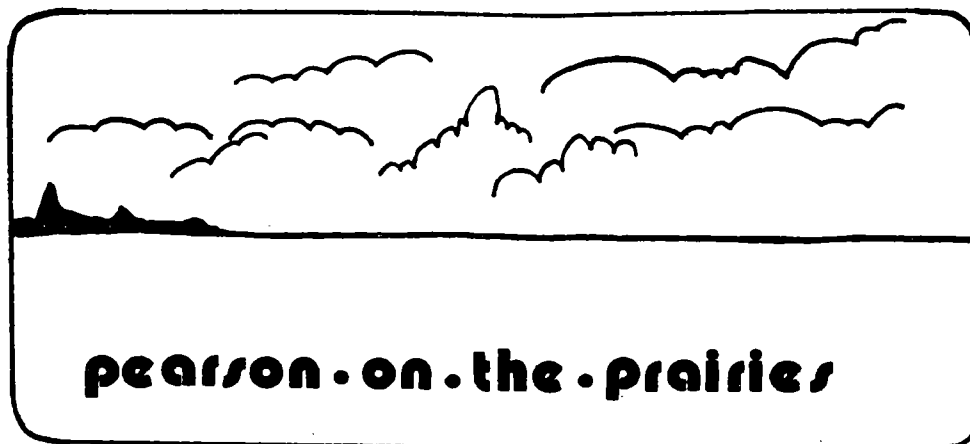
This thin newsletter (February 1993 issue = 10 pages) comes out four times per year and costs \$13.00. Write to: Computers in School Libraries, 1075 Red Pine Crescent, Mississauga, ON L5H 4E4.

Once again, if you have recently read an article or discovered a book that has given you a new insight or idea, or reaffirmed or upset some of your fondest beliefs, please share them with your colleagues by sending publication information to:

Liz Austrom
3675 West 39th Avenue
Vancouver, BC
V6N 3A6



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THE DEEP END

by DONALD HAMILTON, Education Librarian & Adjunct Assistant Professor (Teacher-Librarianship) University of Victoria.

Hold the horses!

There is a story about "change" and the Spanish army. A general noticed that the gunners always moved into a special stance prior to firing the cannon. This position was not defensive, but actually quite exposed. The answer was that the men were "holding the horses" to prevent them bolting from the sudden report. But these cannons were self propelled...there were no horses!

Could we (the school library community) be holding on to something that no longer has the same value? Has something changed that will require a fundamental shift in the way in which we embrace the school and learning and teaching?

It is time to begin a new discussion on the nature of the school library resource centre and the role of the teacher-librarian. Some of the conditions that exist today make me think that we have to re-think just about everything for which we once stood. It is time to do some lateral thinking about all the things that are conspiring to frustrate the things we used to hold as self evident truths, or at least pretty good guesses.

Point. The recession did not reduce our numbers, time, clerical support, materials budgets, or clout in the schools. Things have simply changed around us. It is not merely a matter of articulating our mission in the school as much as it is a recognition that the school needs something very different than what we are offering. There are symbols and signs of the profound changes that now affect us everywhere. How many elementary schools have lost teacher-librarian time this year? How many schools use the teacher-librarian to provide relief or coverage for "preparation time" so that obligations in the contract may be met? How could anyone suggest that "preparation time" had something important to do with the role of the library in the school! How many new

teacher-librarians are emerging from our universities? How many are finding work in their chosen field? How can we build the resource centres that are essential to the new curriculum without trained, excited teacher-librarians equipped with adequate material budgets, plentiful clerical support and fully literate teachers able to see the differences we could make?

Point. Can we as "learning resource specialists" justify the attention we give to overdue and other things that rightly belong to staff people? How can it be that we have no staff people who could do this work?

Point. Is it not odd that the MARC record we are so busy embracing at incredible cost and sacrifice, is a machine-readable cataloguing record built on the card catalogue and not on a computer. Do Library of Congress Subject Headings make any sense when the computer can access a number of key words in the flash of an electron? Does the Library of Congress in Washington, D.C. have anything to do with the school library in Pretty Acres, British Columbia? Are we only holding horses? Is there a gun?

Point. Is it possible that our concern for the place (the school library resource centre, or any of its other names) has led to the school embracing a different view of "learning resources" than we ever considered? Is it not odd that the "learning resource allocations" have little relationship to the "library resources" we so require? Did you realize that the Ministry is spending over \$30 million dollars a year on learning resources while we give the resource centres in our schools only \$9 million. (I use the estimate of \$18 per student for 500,000 students). Are we on the right course? Can you hear the gun?

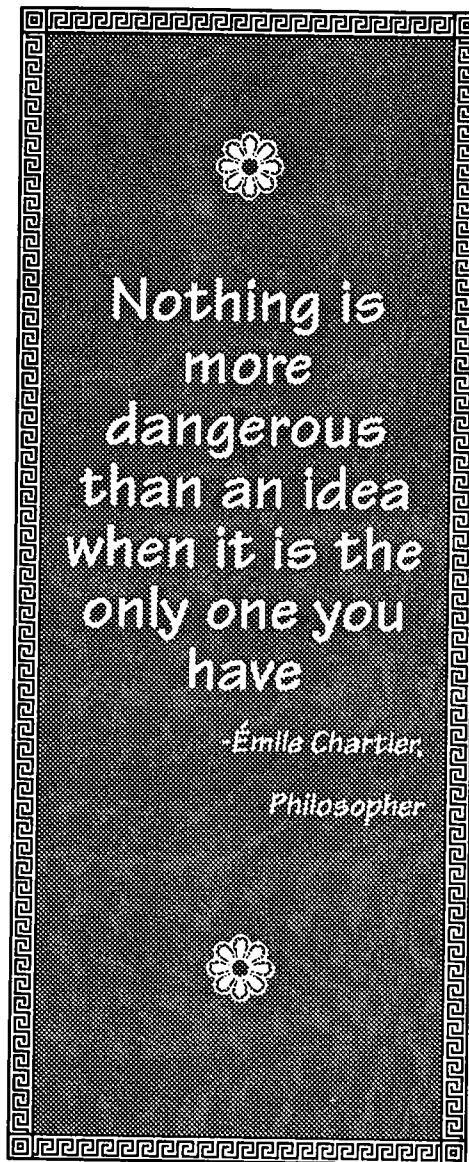
Point. To create a resource centre, one should assemble a collection of resources. Given the extent of the changes envisaged by the new curriculum it is little wonder that many teachers and administrators wonder about our reality. We have few resources. Some have fewer than others. Few among us are able to reach out to the world through the Internet and Dialog. How many elementary school libraries have 20 current periodicals? How many school libraries have a telephone line, a fax machine, a copier, a CD-ROM unit, a security system, an on-line catalogue, a decent collection? Are these the new symbols of success?

I think that we must recognize that many things have changed. I do not think that we will be able to go back to those heady days when one teacher-librarian for 400 students was actually a standard in some schools. Why even Calgary has had severe cutbacks! I think that we must stop holding our horses and reconsider our strengths and opportunities. It may mean that we shall have to give up some notions that we once held dear. We may have to face some truths that have never been self-evident.

"If schools are to become effective, they must be transformed, and if schools are to be transformed, there has to be a transformation of the working lives of everyone connected with the schools."

"Transforming the schools cannot be accomplished painlessly, or without disturbing some of those involved. Everyone has to be ready to adjust to change, or has to be ready to go."

John Murphy and Jeffrey Schiller: *Transforming America's Schools*



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
974 Mayfair Court,
Coquitlam, B.C. V3J 5X6

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.

635

Tarrant, David.

David Tarrant's Pacific gardening guide.
— Whitecap, 1990. — 180p. : ill. —
ISBN 0-921061-77-3. — \$14.95.

Gardening - Pacific Coast (Canada).

David Tarrant is the co-host of CBC's weekly television program *The Canadian Gardener* as well as being on staff at the UBC Botanical Garden. He has previously written two other gardening books for the west coast: *A Year in Your Garden* and *Highrise Horticulture*.

In his introduction, the author notes the profusion of gardening books being written today and wonders why another one was needed. His solution was that newcomers to the west coast could benefit from "little local tips that can really help when you start to garden in our part of the world."

The topics covered are soils and fertilizers, lawns, bulbs and their ilk, annuals, perennials, shrubs, trees and climbers, berries and canes, fruit trees, vegetables, greenhouses, weeds, and pests and diseases. The author makes frequent references to local growing conditions and horticultural points of interest. The tone of the text is informal and conversational; the author's opinions are frequently given and are noted as such.

The page layout is clear and uncluttered. The line drawings enhance the text and are easy to understand.

As a gardener, I found this book enjoyable and informative. It could possibly have curriculum relevance in a school that has classes that undertake gardening projects and has need of background material that is written for the coastal area of BC.

Linda Rehlinger, Teacher-Librarian, Parksville Elementary School, SD#69 (Qualicum).

814

Iglauer, Edith

The strangers next door. — Harbour,
1991. — 303 p. : ill. — ISBN 1-55017-
054-6.—\$26.95.

American essays

NOTA BENE: Oops, our mistake!

The editorial staff regrets that a portion of a review of *The Strangers Next Door*, was inadvertently omitted when the review was printed in the September 1992 issue of *The Bookmark*. The complete review has been reprinted. Our sincere apologies for this error go to the reviewer, Ann M. Rowe.

Edith Iglauer is the author of best sellers, *Fishing with John* and *Denison's Ice Road*. She has written numerous articles on a wide range of topics for different magazines, including *The New Yorker*, *Saturday Night*, and *Harper's*.

The Strangers Next Door is a collection of articles she has written about Canada and Canadians during the past fifty or more years. It also includes an excerpt from each of *Denison's Ice Road* and *Seven Stones: A Portrait of Arthur Erickson, Architect*. Each article is introduced by the author, who puts things in context for us by describing when and how she came to write that particular piece. The title of this book actually comes from an article she wrote for *The Atlantic Monthly* in 1973 in which she describes Canada and the Canadian character for Americans. This particular article made

me smile while I was reading it. Here we are in a nutshell! She has a careful and caring style and a very good eye. Another of the pieces is about Trudeau, written just after he became, as she puts it, "the improbable fifteenth Prime Minister of Canada." Iglauer has spent considerable time in Canada's North and has written a number of articles about her experiences. Her obvious interest in and liking for that part of the world shine through her writing. She says that she is fascinated by architecture and three of her pieces on that topic are included. One story is about the building of the UN Headquarters in New York and one is on the construction of the foundation of the World Trade Centre. These make interesting reading and are also technically correct because, as her son said, she has a "rampant curiosity." The third architectural article included is her portrait of Arthur Erickson.

Iglauer has a remarkable ability to balance and combine diverse chunks of information and quotes and then present her readers with an insightful, thoughtfully constructed portrait or analysis. This book could be used to advantage in a senior journalism class. Other than that, it will be read by "good" readers because it is well written and because of the author's choice of articles on interesting people and things. Recommended for secondary libraries where material of this nature is needed.

Ann M. Rowe, Teacher-librarian, Prince George Secondary School,
SD#57 (Prince George)

819.1

Turner, Michael.

Company town. — Pulp Press, 1991.

— 132 p. : ill., maps. — ISBN 0-88978-235-0. — \$10.95.

Canadian poetry - British Columbia //
Cities and towns - Poetry // Salmon
canning industry - Poetry.

Pulp Press

Arsenal Pulp Press Ltd.

100 - 1062 Homer Street

Vancouver, B.C.

V6B 2W9

This is a book of 77 poems which make up one whole. The combination of the small parts, each contributing a tidbit of information, tells the story of the last year in the life of a salmon cannery in the fictional town of Raspaco on the northern coast of British Columbia. One of the nice touches in that there is a map which places Raspaco near the mouth of the Skeena River not far from Cassiar.

Michael Turner was born in North Vancouver in 1962. As a teenager, he spent his summers working in a fish cannery on the Skeena River. After he graduated from UVic with a degree in anthropology, he helped found a hillbilly band! He has published poems in many periodicals but this is his first book. I hope that it is not his last.

There is a four page introduction telling of the salmon canning industry along the coast of British Columbia and putting "Raspaco" into context.

In the narrative poem itself (if I may refer to the whole book as one long poem, like a novel with chapters), we meet all the characters who work at the cannery as they break in a new worker and give him the low-down on the boss, on the Red Cross lady, and on how to get away with things behind the boss's back.

"There's a number of ways/ to fillet a fish./ You can start at both ends./ I start at the tail./ Now press the knife flat/ 'til you fell out the backbone./ Gently saw in/ where the skin bulges over./ Follow the bone right up to the neck./ Good./ Good./ STOP./ You're losing the meat./ Here./ There./ Flip it again./ Now do it all over./ Okay./

Three pieces./ Two of meat,/ one of bone." From "Cannery cut" page 75-76.

The new hand hears opinions on everyone from each of the others: Dean Reardon, Doing what Dean Says, What Joe says, Lunch on the Charge-hand, Art Sakic on Dean, Read Cross Lady on Art Sakic, Dean on the Red Cross Lady, Art on the Charge-Hand.

Margaret Montgomery, Teacher-librarian, West Vernon Elementary School, SD#22 (Vernon).

929

Rosenbluth, Vera.

Keeping family stories alive : a creative guide to taping your family life & lore.

— Hartley & Marks, 1990. — 175p. :

ill. — ISBN 0-88179-026-5. — \$14.95.

Genealogy // Oral biography // Sound
- Recording and reproducing.

Hartley & Marks, Ltd.

3663 West Broadway

Vancouver, B.C.

V6R 2B8

This paperback book gives both a rationale of the importance of preserving family vignettes and histories and some down-to-earth practical advice on how to plan and carry out both audio and video interviews. Topics covered include the preparations necessary for the interviewer and the story teller, interviewing techniques, as well as the type of equipment needed and how to use it. Other types of interviews, such as seniors' peer interviews, interviews with elders of ethnic groups, and oral histories as school projects are also briefly discussed. Suggested interview questions are given, and excerpts from actual recorded interviews are included.

The author is a writer-broadcaster who has produced a number of radio documentaries and has experience in recording family interviews both personally and professionally.

This book would be useful as a teacher-reference at the elementary level; it could be used independently by secondary students.

Linda Rehlinger, teacher-librarian, Parksville Elementary School , SD#69 (Qualicum).

F

Ahmad, Iqbal.

The opium eater and other stories. —

Cormorant, 1992. — 166p. — ISBN 0-920953-74-3. — \$12.95 (pbk.).

The Opium Eater is a collection of short stories about India: family life, college life, customs and people. The author has taught English literature in India, Pakistan and Canada.

The fourteen stories portray characters as diverse as Sanki, the opium eater of the title story; Grandma, the deserted wife, on her prayer carpet, absent-minded Professor Rameal, Vimla, the young prostitute and Kesho, who yearned for a bicycle. Comedy, tragedy and farce...these stories run the gamut of human emotions and situations.

The book has an attractive cover, a strong binding, and clear good sized print.

I enjoyed the stories in this book. They gave me a strong sense of Indian culture, customs and everyday life. This collection would be excellent for a public or university library. It might also be useful for multicultural studies or literature classes in a senior secondary school, or perhaps, just for a good read!

Recommended for senior secondary.

Betty Errington, Retired teacher-librarian.

F

Andrews, Jancis M.
Rapunzel, Rapunzel, let down your hair,
and other stories. — Cacanadadada,
1992. — 142 p. — ISBN 0921870-13-2.
— \$12.95.

Short stories.

Cacanadadada Press Ltd.
3350 West 21st Avenue
Vancouver, B.C.
V6S 1G7

Jancis Andrews touches nerves with her stories of modern life. Her characters—dysfunctional family members, abusive parents, deserted wives, evacuated children (the ineffective, the failed, the abandoned)—are ourselves, the apparently normal. Through the vehicle of Andrews' sparing and fluid prose we live through their pain.

Not afraid of symbol and metaphor, Andrews contrives, nevertheless, to move us with straightforward prose. Her situations are simple, within the experience of ordinary people. Many of the settings are local.

Andrews' strength is in her depiction of feelings. Usually precise in her simplicity, she reinforces the reader's feelings by understating the characters' emotions and emphasizing the minutiae of situations. Thus, we suffer in anticipation of Robert's rejection of Rapunzel, because we know so much of Rapunzel's detailed preparations throughout the day.

Although social ills are integral to several of the stories, the heart of the book is character. Andrews' characters express bewilderment, indifference, or revulsion. They suffer abuse, rejection, or misunderstanding. However, several, while they could never be called "happy," achieve in the end, a form of self preservation.

Both moving and skillfully crafted, this book is advised for purchase for all senior secondary school collections. English teachers and teacher-librarians should read it and recommend it to students.

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

F

Fromm, Garfield S.
The legend of Li'l Ogie. — G.S.
Fromm, 1991. — unpaginated : ill. — ISBN 0-
9695360-0-3.

G.S. Fromm, of Penticton, BC, uses the myth of Okanagan Lake's Opopogo as the basis for the story, *The Legend of Li'l Ogie*.

The Legend of Li'l Ogie is a fantasy about a sea creature that yearns to become a "Guardian" of the sea when he reaches maturity. Unfortunately Li'l Ogie's warm smile and disposition thwart his attempts at becoming a "Guardian." Late in the book Li'l Ogie is given the challenge of ridding a large lake of an iceberg that is threatening the fish population. Of course Li'l Ogie's warm smile is just what is needed. Li'l Ogie is named a "Guardian," and the valley remains a "warm and beautiful place from that day forward."

Li'l Ogie offers a plausible yet somewhat predictable and dry fantasy about Okanagan Lake's Opopogo. The illustrations are bright and simple and would appeal to preschool children. However, they are too lifeless for children seven to nine years of age, which, is the readability level of the text.

Li'l Ogie could enhance the library shelves of Okanagan Schools due to the proximity of its setting. Teachers looking for books of fantasy for young readers may find their money better spent elsewhere.

Dale Bentley, Teacher, Elementary School, SD#72 (Campbell River).

Holdstock, Pauline.
The burial ground : a novella. — New Star Books, 1991. — 96 p. — ISBN 0-021586-25-6. — \$9.95.

Indians of North America - British Columbia - Fiction.

Set in the year 1860, this book

recreates the collision between two cultures: that of the Native Indians living in a village on the coast of British Columbia, and that of the priest who has arrived as a missionary. The author, Pauline Holdstock, born in England and a graduate of London University, England, uses multiple viewpoints to tell the story. This device works well and the novella has the same haunting quality as her first book, *The Blackbird's Song*.

High school students should find this book readable, and it could be used in comparison with *I Heard the Owl Call My Name*. There is, however, always the concern that is frequently raised by the First Nations: to what extent can an outsider truly represent the thoughts and feelings of a different culture? Having said that, it should be said that Holdstock is a history major, and a good creative writer. Her characters certainly ring true to my ear.

Avril Warren, Teacher-librarian, Esquimalt High School, SD# 61 (Victoria).

F

Leger, Diane Carmel.
Rosette and the muddy river. — Orca, 1991. — 1 v. [unp.] : ill. — ISBN 0-920501-65-6. — \$8.95.

Cleanliness - Fiction // Fathers and daughters - Fiction.

The best part of this book is its setting which is New Brunswick's Petitcodiac River with its daily tidal bore. Both text and illustrations give quite a lot of detail of the area when the tide is out. The special nature of the tides is not actually explained for the children reading this as a story. The bilingual community is evidenced by the use of many French terms, particularly with reference to food. Unfortunately, only one of these terms is explained and an appended recipe is also included. For children of an age to enjoy this story, much of the background would need explanation. The story itself concerns a little girl who insists on dressing in frilly pink clothes even when she goes fishing with her father. She gets covered in mud and discovers that playing in mud can be fun until she is caught on a point by the incoming tide. Her father, of course, appears just in the nick of time to save her. The illustrations are somewhat reminiscent of Ann Blades, and they suit the text.

This is a useful book to enhance knowledge of our diverse country and culture. It nevertheless would need teacher interpretation for most students. I would have liked to have seen some explanation of locale and vocabulary for those not familiar with the Maritimes. In terms of literary value, there are inconsistencies in details and the basic story line is quite lightweight.

Carole Eyles, Teacher-librarian, Fernwood Elementary School, SD#64 (Gulf Islands).

F

Rubinsky, Holley.
Rapid transits and other stories. —
Polestar, 1990. — 190 p. — ISBN 0-
919591-56-6. — \$12.95.

Short stories, Canadian.

Polestar Press Ltd.
R.R. 1
Winlaw, B.C.
VOG 2JO

The series of stories in this book can each stand alone but they present parts of a complete story. A first person narrative style is used.

Rubinsky relates events in the life of a woman who, as a child, was abused by her father. The relationship between herself and a daughter, conceived during gang rape, is one that depicts both affection and resentment. The daughter's efforts to obtain peace of mind and wipe out the influence of her father's tormenting actions are forcefully presented.

The stories are disturbingly real. The writing holds the reader's interest with its vivid descriptive style. The nature of the content is such that librarians should be ready to use the quality of writing as a defense for having the book in a school library. Conservative patrons may object to the explicitness of the language and the content.

Recommended with reservations.

Elaine Scherer, Teacher-librarian, Dorothea Walker Elementary School, SD#23 (Kelowna).

Stewart, H.E.
The porcelain doll. — Tudor House,
1990. — 32 p. : ill. — ISBN 0-
9693852-1-8.

Tudor House Press
2875 Tudor Avenue
Victoria, B.C.
V8N 1L6

The Porcelain Doll is a gentle, delicate old-fashioned story of a porcelain doll. The story of Elizabeth, a wood and porcelain doll, dressed in a knit undershirt, flannel petticoat and long, white dress and covered with a little white quilt, is based on a true story. The actual photographs of the doll and some of her friends are shown on the back cover.

Given to the great-grandmother of the author-illustrator in 1852, the story of this German doll and her quiet participation in tea parties and buggy rides, is told through several generations. She is forgotten, broken, and repaired.

This book, with its pastel colours and lovely quilt pattern end papers, is a quiet story which could be used, preferably with a similar doll as a prop, in a Primary Pioneer unit, but would probably have more appeal for middle-aged, female doll collectors.

E. Rita Ourom, Teacher-librarian, Lord Nelson Elementary School, SD#39 (Vancouver, B.C.).

F

Waterton, Betty.
Mustard. — Scholastic Canada, 1992.
— 30 p. : ill. — ISBN 0-590-74048-2.
— \$5.95.

A new edition of *Mustard* (Betty Waterton, 1992) has been published giving us a chance to replace old, tattered and lost copies. The story is about Miss Goldfinch who lives by the sea, and suddenly finds herself in charge of seven puppies. The new edition, a paperback like the first (Scholastic, 1983) is in a larger format, sports full colour illustrations, and has a few minor editorial changes. Most of the text revisions try to eliminate wordy passages. However, some seem to come at the expense of the story line:

"A boy named Peter was there, watching the waves pound the shore." (1992)

“ A boy named Peter had recently moved to the village, and that morning he too had felt the wind and gone to the beach.”
(1983)

The most striking change between the two editions is the illustrations. The original illustrations by Barbara Reid were published in black, white and mustard. The new, full colour illustrations are by Barbara Spurrll, who also illustrated *Rhinos for Lunch* and *Elephants for Supper*. Spurrll has chosen to depict Miss Goldfinch as a slim, young woman. I prefer the humour in Reid's older, somewhat plump and wrinkled Miss Goldfinch.

I checked four libraries before I was able to find a copy of the older edition. Check your stacks—if your copy is worn or missing, you'll welcome this opportunity to replace it.

Susan D. Tickson, Teacher-librarian, Lochdale Community School,
SD# (Burnaby)

Alsager, Dale.
Incredible Gang Ranch / Dale Alsager.
— Hancock House, 1990. — 448 p. : ill.
— ISBN 0-88839-211-7. — \$17.95.

The Incredible Gang Ranch tells the story of what was once the largest ranch in North America from its origins in the early 1860s to its ignominious sale in 1984. Throughout, it is a roller coaster of growth and good times, mismanagement and depression. The origins of the ranch and its early growth and development are described in the first 50 - 60 pages. In the remaining portions of the book, Dale Alsager, author and one time owner of the ranch, describes his attempts to finance and rejuvenate the ranch which finally ended in his personal bankruptcy and the sale of the ranch. Alsager defends his actions, blaming mainly the bank and the courts for his financial downfall.

Throughout the book are a number of anecdotal accounts of specific events in the life of the ranch and it is these that will appeal to students and lend colour to local history and geography curricula. The overall reading and interest level is high school, but teachers can effectively use specific excerpts at much lower levels, for example in a “station” exercise.

Physically, the paperback is well bound and should stand up to library use. A number of photographs are included. They are small but many depict ranch activities. Two maps included are adequate but small in scale. There is a list of significant names appearing in the story but they are not indexed and there is no general index.

[Footnote: *British Columbia Report* published a lengthy review and comment in its April 29, 1991 issue (Vol.2, No.35, p34-37) in which reviewer Dave Cunningham extends the story of the ranch and the Alsagers to 1991. He counters some of Dale Alsager's comments and defenses concerning the charges which have dragged the family through the courts into financial ruin and internal dissension.]

Ken Adsett, Teacher-librarian, Oak Bay Secondary School, SD#61
(Victoria).

Blackwood, Margaret.
Gravity and light : poems / by
Margaret Blackwood, Anne M. Kelly,
Kerry Slavens. — Cacanadadada,
1991. — 165 p. — ISBN 0-921870-
09-4. — \$12.95.

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

Gravity and light : poems contains three brief collections of effective poetry that would be of interest to adult readers. Content ranges from reality to fantasy. Much is very serious although there is a little humour. A few senior students may choose this book, but the sensibility is too refined for the average teenager and I think it would have little use even in a secondary English program. It is not recommended for school libraries.

Evelyn Hoffman, Teacher-librarian, Arthur Hatton Elementary School, SD#24 (Kamloops).

Buday, Grant.
Exploring sea life in British Columbia:
a fun, educational activity book /
written and illustrated by Grant Buday,
Michael Volker, Stu Mckenzie. —
Wonder World, 1990. — 36 p. : ill. —
ISBN 1-895167-04-3.

This attractive activity book should be a useful tool for teachers from K - 7 doing "Sea Life" units with their classes. Some activities, such as colouring pictures of sea creatures, are simple enough for primary classes to do. Other activities, such as some of the word finds and the crossword puzzle, have vocabulary more suitable for upper grade levels.

The utility of this book as a library book or teaching tool is very limited. On the page on salmon, names of different types of BC salmon would have been a great addition to the reference capabilities of the book. On the mollusk page, the oyster, so common in BC waters, should have been included in the diagram. The food chain chart is confusing. I found the puzzle on killer whales impossible to solve. The pictures of plankton could confuse because they are described as microscopic, but are shown larger than the anemones on the preceding page. Two pages to colour the same star fish were unnecessary. Sand dollars and oysters would have added variety.

The book will have some merit for parents to purchase for their own children. It might fit into the vertical file of a school library, but would be useless after one circulation. Teachers may wish to use some of the activities as busy work but copyrights would not allow duplication for a class.

E.R. Ourom, Teacher-librarian, Lord Nelson Elementary School, School District #39 (Vancouver).

Burke, M.R.
Social studies through drama / M.R.
Burke & C.L. Malczewski. — Rev. ed.
— Learning Through Drama, 1992 —
20 p. : ill. + 1 slide.

This teacher reference provides lesson plans for drama activities that are integrated into a unit on Ancient Greece. The authors state that it is "designed for teachers who want to do drama...but don't know how."

Each of the four sections include clearly defined educational objectives, materials needed, approximate coverage time, dramatic context with strategies and procedures to follow. The lessons are based on a gravestone marker, the stele of Hegeso, which was dug up in 1870 in Kerameikos. Students explore the function of statues and how they relate to a culture through such activities as discussion and role playing. These activities should lead to an awareness of some of the major attributes of Ancient Greek culture and the initial influence

of the Romans on this culture.

Besides the very easy-to-follow lesson plans, the book includes a slide of the stele Hegeso, a glossary, and a bibliography of Roman and Greek Resources. The bibliography has not been updated for the 1992 revised edition.

The coil binding and paper cover will not stand up well to heavy use.

Recommended for intermediate and secondary schools.

B. Elaine Scherer, Teacher-librarian, Dorothea Walker Elementary School, SD#23 (Central Okanagan).

Cameron, Anne.
Escape to Beulah. — Harbour, 1990. —
235 p. — ISBN 1-55017-029-5.

Harbour Publishing
P.O. Box 219
Madeira Park, B.C.
V0N 2H0

This is the sixth novel by Anne Cameron; *Dreamspeaker* is one of the others she has written, along with numerous screenplays, poems, short stories and several books for children.

Beulah is the land of peace in *Pilgrim's Progress*. It is another name for Israel in the Bible. *Escape to Beulah* is a sweeping saga, a feminist feast, a bawdy paean to life and lust, a rollicking roll in the hay.

Well, not to be carried away—this is the story of a group of women (including black slaves and white concubines) who rebel against Cassidy, a “merciless plantation owner.”

The story is set in the American south in the beginning but it gallops across the plains and over the mountains, coming to “Beulah” or peace in what might be Sooke(?) The group of women, blacks and whites together, run away from Cassidy, robbing him in the process. They set off on a journey to freedom, away from slavery of various kinds, away from women’s oppression, but always pursued by vengeful “Man” in the person of Cassidy. A couple of the women discover that it is much more comfortable without a lot of the clothing they have always worn. They also discover that they can do anything the men can do.

Along the way, the women meet some wonderful people who are swept into the group for shorter or longer periods of time. Many people help the women along the way, notably several groups of native Americans, including the Salish of Vancouver Island. The real heroine is Molly, the whore’s daughter and her lover, Lila. Then there are Lucy Peral, Reba, and Matty...

This is a book which should manage to offend a great many people. The language is earthy, the people are bawdy, and the sex comes in every variety. But the story! The story is a wonderful epic of courage, of determination, of overcoming all odds and in the end, defeating Cassidy in a female way. I doubt that it would get past the censors but it is a great read!

Margaret Montgomery, Teacher-librarian, West Vernon Elementary School, SD#23 (Vernon).

Cameron, Anne.
Kick the can : a novel / Anne
Cameron. — Harbour, 1991. — 159p.
— ISBN 1-55017-039-2.

Rowan Hanson's mother dies shortly after Rowan's birth in a small village on Northern Vancouver Island. Rowan spends her first few years with the people of the village. When the Welfare authorities learn of her existence they send her to the city where her grandmother lives. Bounced from foster home to foster home, Rowan has only her hard drinking, hard living grandmother, Mary as the one stable influence in her life. In danger of losing her granddaughter because of her lifestyle, Mary cleans up her act in order to get full custody of Rowan. Together they live in a variety of logging camps up and down the coast of Vancouver Island. When Mary dies, she leaves Rowan an inheritance. Rowan purchases a home and starts a life of her own. A loner, she doesn't mix much with people; she loves her home and her dogs. One day, along comes Jim. Divorced and broke, he eventually moves in with Rowan. However, Rowan remains inside her protective shell in an attempt to avoid commitment, involvement and deep feeling. It is not until she meets Sue that her life really begins.

Through her descriptions, language, and characterizations, Anne Cameron helps readers to understand the small towns and isolated areas of Vancouver Island. She writes powerfully, succinctly and clearly, taking the reader through the joys and pains of the everyday lives of her characters.

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

Candelaria, Fred
Preludes & fugues : poems. —
Cacanadadada, 1992. — 71p. — ISBN
0-921870-19-1. — \$10.95.

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

Candelaria's Preludes & Fugues

is a paperback book of mostly short poems that would be useful for teaching poetry to secondary school students. It contains a prologue, an epilogue and six sections in between. While the individual poems can stand alone, within each section there are elements woven from poem to poem in the manner of the fugue suggested by the book's title. The first section uses the sea as its major image, although not its main subject. There is a series of poems which trace the progress of the seasons. Some poems mimic the style of other poets, e.g., William Carlos Williams and Baudelaire. Other topics range from art to fashion models. Unsophisticated readers will find poems that appeal because of their imagery—“blue light lifts black glass & glows through the window.” Others have literary illusions that will only be appreciated by sophisticated readers. This is Candelaria's seventh volume of poetry. It is recommended for secondary schools where books of poetry by individual poets are in demand.

Evelyn Hoffman, Teacher-librarian, Arthur Hatton Elementary
School, SD#24 (Kamloops).

Cardinal, Douglas.
The Native creative process / Douglas
Cardinal and Jeannette Armstrong. —
Theytus, 1991. — 127 p. : ill. — ISBN
0-919441-26-2. — \$24.95.

Theytus Books
P.O. Box 218
Penticton, B.C.
V2A 6K3

Douglas J. Cardinal is a Métis architect with "An International Reputation." His most significant contribution is the Canadian Museum of Civilization, in Hull, Quebec. Jeannette Armstrong is an Okanagan Indian from the Penticton Indian Reserve. She is a writer, sculptor, artist, teacher, and an outspoken Aboriginal Rights' activist. A graduate of the University of Victoria's Fine Arts Department, Ms. Armstrong is the founder of the En'owkin Centre and is currently the Director of the En'owkin International Writing School. Together, Armstrong and Cardinal have created a "book of sayings" on the native creative process.

The format of this work is simple yet impressive. There is a stunning colour photograph on every second page. Facing it is a "saying" from either Armstrong or Douglas. Their philosophical opinions alternate throughout this "collaborative discourse". They speak of the life principles involved in and articulated through the unique "creative process" used by native peoples; a creative process "which could make a necessary contribution to the thinking of many peoples." Ms. Armstrong, in particular, tries to imagine a world in which no culture dominates. In effect, both writers are attempting to bring to the general public's notice the timely relevance of both native beliefs and native creative processes.

High school students will find the language difficult and the text philosophical in nature. Students, in particular, will need to reflect, at length, upon these discourses. Photography classes, however, might find this book of particular interest.

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

Clutesi, George.
Stand tall, my son. — Newport Bay,
1990.— 176 p. : ill. — ISBN 0-921513-
03-8.

Newport Bay Publishing Limited
356 Cyril Owen Place
R.R. 3
Victoria, B.C.
V8X 3X1

Stand Tall, My Son is Clutesi's way of "hitting back" as he calls it. His weapons are truth and history. His methods are stories as sermons. Near the end of his book, he appeals to Native Indian youth by asking them to "know your roots" and "walk with pride, endowed with compassion." He advises them to "change, carrying with you the best of your own culture." Along with his wishes for native young people, he explains the North American Indian culture to others. His message is one of strength and hope for the future: for youth to respect a healthy body and mind, to honor one's background and to retain it despite all of the technological and sociological advancements taking place. It is a passionate, sincere entreaty. Colourful art works of Clutesi in his peculiar primitive style adorn the pages. Replete throughout, in great detail and feeling, are close-ups of native lifestyle, language and cultural examples along with troubling questions about living in a modern world while keeping the remnants of a once magnificent past. This is George Clutesi's last word. He died in 1988. His last words are worth reading and remembering.

Murrie Redman, Retired Teacher-librarian.

Cole, Trevor.
Travel guide to high school / by Trevor
Cole & Maurice Gibbons. — Personal
Power Press International, 1992. —
48p. : ill. — ISBN 1-895453-03-8.

Personal Power Press Interna-
tional Inc.
V-49, RR #1
Bowen Island, B.C.
V0N 1G0

This is a good idea - a handbook designed to allay the fears and answer the questions that all students who are just entering high school have. The authors state that students who work their way through the handbook might still be tense about leaving elementary school and beginning high school, but they will know what to expect and how to handle anything that comes their way.

The handbook is organized around two main topics: the first deals with personal things such as feeling like a stranger, getting around, getting involved and dealing with anxieties; the second part is concerned with the demands that high school courses place on students. Readers of the handbook are given techniques for organizing their time, for developing good study habits, for getting assignments done on time and for handling tests and other forms of evaluation. The general tone of the handbook is that high school is different and requires new strategies for handling one's life. The writing is very positive - students are urged to look upon the changes that are occurring as opportunities to seize and challenges to meet.

The layout is inviting and attention grabbing. Many of the topics are introduced with Ann Landers type letters from students to 'Dr. Friendly'. There is a lot of white space and sections are clearly set out in study skills format (for those of you who are familiar with this format.) Clearly the handbook is meant to be used by a single person - there are blanks to be filled in and spaces left for inserting personal information. The numerous illustrations are cartoons done by two art students and their teachers from Cowichan Secondary School (Duncan).

Many topics covered in the handbook require discussion with peers and with teachers. I do think that the authors have a good idea but I don't see very many prospective students sitting down by themselves with the handbook and getting much comfort or help. I can certainly see counselors using it with groups of students - perhaps as a starter for a life skills course. It also would fit very well into the Student Advisement component of the Year 2000 program, especially if this concept is expanded to include the Year 2000 Intermediate Program. I don't think this is a library purchase. The handbook begs to be used as a discussion tool with every member of whatever group using it having a personal copy. The authors and publisher need to direct their publicity in this direction and make sure that counselors and classroom teachers are aware of *A Travel Guide to High School*.

Anne M. Rowe, Teacher-librarian, Prince George Secondary School,
SD#57 (Prince George).

Croil, Marianne. Families are all alike — or are they? — Creative Curriculum, 1990. — 70p. : ill.

Creative Curriculum Incorporated
5210 Malaspina Place
North Vancouver, B.C.
V7R 4M1

Families Are All Alike....Or Are They? is a teacher's guide for a unit which investigates the many components and problems of a family. It contains 45 enrichment activities that focus on the internal and external relationships and patterns of the family system.' There are approximately 373 student activities.

This guide is wide ranging both in concepts introduced and in the way it is organized around eight strands. These are : physiology, kinship, impressions and expressions, sociology, shelter, service systems, patterns and fantasy. Occasionally I found this approach somewhat contrived. However, there is a wealth of material from which a teacher might wish to pick and choose. The unit certainly relates to the BC Ministry of Education's Learning For Living and Family Life curriculum. Non-enrolling teachers and school counselors might also find it useful. The introduction implies that the resource is for use with primary children. I would think it more likely to be used with early intermediate students, although some of the activities are applicable to younger children. I would recommend this book as an addition to the teachers professional collection.

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

Cutter, Donald C.
Malaspina & Galiano : Spanish voyages to the Northwest Coast, 1791 & 1792 / Donald C. Cutter. Douglas & McIntyre/ University of Washington Press, 1991. — 160 p. : ill., maps. — ISBN 0-88894-715-1.

This book by D. Cutter makes an interesting contrast to B. Gulespie's biography of George Vancouver. Although both are written for adults and both are about the exploration of the same area during the same period of time, *Malaspina and Galiano* is full of specific details about the voyage of exploration by the Spanish to the northwest coast of North America. Ms. Gulespie's book is big on emotion, smaller on details. Cutter uses primary sources to complete his story. Gulespie interprets primary sources, diluting their effect. Cutter's is the better book.

Malaspina and Galiano is the joint effort of Douglas & McIntyre and the University of Washington Press. These two organizations have worked in tandem previously to produce scholarly, beautiful and readable volumes. This one is no exception and maintains the high standard of production and editing expected from this union. The book is well bound, full of detailed drawings and photographs of the period, including many sketches and drawings done by the scientific members of the crew. They show life as it was before contact with Europeans and are interesting if only for a view of the native peoples of the coast two hundred years ago. In addition, the maps and sketches of the coast will be recognizable to anyone familiar with the coast of British Columbia. Scenes of Knight Inlet, Toba Inlet, the Arran Rapids, Galiano Island, and more are depicted.

Donald Cutter tells the story of the voyage of "enlightenment" in 1791-92 by the Spanish under the leadership of Malaspina and Bustamante, and later, by their junior officers, Galiano and Valdes. Their commission was to explore, make scientific observations, map and claim sovereignty for the king. They met with many local

peoples as well as Vancouver and his ship during the year they were here. Cutter tells their story as part narrative, part primary sources. The narrative is precise yet human, with some interpretations provided. For instance, he writes of the Spanish being "taken aback" by the size and skill of the Tlingit canoes and then gives an excerpt from the journals written by the men on board. The interpretation of the primary source to follow, sets the mood for the more difficult language of the 18th century and makes it easier for the reader to follow the citation.

The book, in addition to being handsome and readable, is full of interesting bits and pieces of information. It answers questions that come to mind when one thinks about small ships exploring unknown waters for long periods of time. It gives some insight into what life on board was like by providing specifics about provisioning, clothing, and ship construction. There are diary entries that speak of impressions of native groups and individuals, as well as details about native life and customs. The book notes discrepancies between the Spanish version of events and the English version, the one that we have accepted.

The reading level would make this book difficult for children in elementary schools to use, but with guidance the drawings, maps and photographs of artifacts would provide information at any level. It is recommended.

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

De Cosmos, Andrea.

The mother tree. — Beach Holme, 1992. — 40 p. : ill. — ISBN 0-88878-317-5. — \$14.95.

Beach Holme Publishers Limited
4252 Commerce Circle
Victoria, B.C.
V8Z 4M2

The Mother Tree is a short novel (40 pages) about a girl on the threshold of adolescence. Her problems and needs are expressed to a tree in the backyard of her home. The tree had been a favorite spot of her mother who had died some years previously. In response to Coraan, the mother tree talks to her and gives her a gold covered "wishing leaf." For the wish to work she "must do something that will benefit someone other than yourself." In doing this for three others, all who have some physical problem, she gains for herself friendship, musical opportunities, and the suggestion of a first romance.

The author, Andrea de Cosmos, herself physically challenged, has written this brief chapter book that introduces to young readers the problems of others faced with something that physically sets them apart. This book could be an effective vehicle for dealing with the topic of lending support and tolerance for those that are different from oneself by virtue of physical differences, such as the little girl in the story with a large birth mark or the boy who was a paraplegic and in a wheelchair. It would be a useful addition to a Family Life bibliography.

I am uncertain as to whether or not children would select this book without teacher guidance. Grade four students could read it on their own. I doubt that it would appeal to upper intermediate students. I would recommend *The Mother Tree* for school library collections because it offers a story dealing with subject matter about which there is little material.

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

Diamond, Charlotte.
Diamonds and dragons. — Hug Bug
Music, 1989. — 1 videocassette (30
min.) : sd., col.

In this glitzy, colourful music video, Charlotte Diamond invites the viewer up to Grandma's attic where she finds a top hat, a toque, a scarf, a glass unicorn and other objects, each of which serves as an introduction to a song. Each musical selection is lavishly costumed and choreographed to show off Diamond's versatility as singer and dancer. Technical direction is accurate and sophisticated. The songs, chosen from her well known recordings, are presented in a variety of settings such as the nightclub ("Slimy the Slug"), the classroom ("Hug Bug"), and the pet store ("Animals Have Personality"). She is variously backed by the four member Hug Bug Band or by a children's chorus, and the quality of the music is excellent.

Curriculum applications include two lively dances, "Le Bastringue" and "La Bamba", which could accompany a multicultural theme. "Competition" sings out the dangers of competition and the benefits of cooperation. "Dicky Dicky Dinosaur" is a rap children will want to add to a dinosaur theme.

Whilst one cannot question the suitability of Charlotte Diamond's music for the primary classroom, one is prompted to question her wisdom in choosing the music video as a medium. What sounds bright and lively on a sound recording becomes exaggerated and almost corny when presented visually. She is just too bright, too smiling, too cute and almost condescending towards her young audience. This is not a video to be played from start to finish. A teacher will want to select certain songs for specific purposes but this is made difficult because there is no listing of songs and running times on the video or the slipcase. Such a listing will have to be added by the user.

Charlotte Diamond tells the viewer to "Remember your imagination can take you anywhere you want to go." Ironically, unlike her sound recordings, the pace and visual impact of this video eliminates the need to use the imagination at all. Whilst this video cannot be considered a high priority purchase, it could be used as a supplementary resource in the primary classroom.

Corinne Paravantes, Teacher-librarian, Henry Grube Education
Centre, SD#24 (Kamloops).

Downs, Art.
British Columbia - Yukon sternwheel
days. — Heritage, 1992. — 160 p. : ill.,
maps. — ISBN 0-919214-63-0. —
\$14.95.

"I didn't know there were so many sternwheelers in so many parts of BC." *Sternwheel Days* is a very comprehensive look at 120 years of BC history. Over 300 paddle wheelers, boats usually associated with the Mississippi River, plied the rivers of BC. Art Downs says they were a successful form of transportation because their flat bottoms made them bob like a duck, being made of wood they could be easily repaired and their paddle wheels needed only shallow water to work, a boon on rivers with numerous sand bars.

For his history, Downs has divided BC into nine geographic regions. He has included numerous pictures, diaries, and anecdotes for each region. Even though some paddle wheelers were as elegantly appointed as ocean liners, passengers were still called upon to chop wood for the furnaces and load cargo, especially livestock, as the need arose.

This book will appeal to armchair history buffs. It is a book that needs to be read at numerous sittings. This book will find a place in the public and maybe some senior high school libraries. It has few applications to the curriculum. The print is also very small. An adult will enjoy this book for its historical value but students would do little more than look at the well produced pictures.

Gloria Reinheimer, Teacher-librarian, Laronde Elementary School, SD#36 (Surrey).

Education in the third age : Canadian and Japanese perspectives / edited by James E. Thornton, Sharon A. Harold. — Pacific Educational, 1992. — 228 p. — ISBN 0-88865-078-7.

The impetus for this book is that, demographically, Canada and Japan have aging populations and they are both changing rapidly from industrial into post-industrial or information societies. Each is becoming an aging society and a learning society. So as to overcome the possible waste of human resources, the principle thesis in the volume is that the societies must anticipate a future aging society in which education and learning are featured across the life span.

There are eighteen chapters in the book written by people who had been brought together in a symposium whose purpose was to discuss these broad issues. The papers deal with education in the "Third Age" and education for the "Third Age." Each author explores in some depth one or two broad topics which has significance for both Japan and Canada. Topics include: lifelong learning, successful and productive aging, intergenerational understanding, retraining, preparation for retirement, leisure planning, and social policy considerations. Following the papers, there is a most useful annotated bibliography.

The editors, members of the Faculty of Education at UBC, are to be complimented on addressing such important concerns and then presenting their findings in a concise yet relatively substantial fashion.

Though the book has merit, it is debatable whether or not it has a place in school libraries. However, the social and educational issues it reveals probably do make it worthy for inclusion in such collections.

John J. Jackson, Associate Vice-President, University of Victoria.

Enrico, Harold.
Dog star : poems. — Cacanadadada,
1990 — 77 p. — ISBN 0-921870-10-8.

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

Dog Star is a great collection of forty-nine poems by Harold Enrico. There is much power, motion, and imagery in these poems but their greatest appeal lies in their variety. Some poems are short and deal with simple pleasures such as picking morel mushrooms in springtime. Then there is "Cansos", a long poem with images of winter, death, and atrocities. Here the writer changes his style from stanza to stanza. The poems vary in length, mood and topic. Many deal with images of nature and are written from a personal view.

Even though I didn't entirely understand all parts of the poems, I enjoyed reading them. I found them polished and the language flowed. They are even nicer on second and third readings. I liked how Mr. Enrico interspersed his work with lines from other languages, and how the italics acted as asides to the reader.

Unfortunately, this book would not be suitable for Elementary or Junior High level schools, but I would recommend it for Senior English and college classes.

Marilyn Clements, Teacher, Courtenay Junior School, SD#71
(Courtenay).

Evans, Hubert.
Siversides : the life of a sockeye. —
Nightwood, 1991. — 1 v. [unp.] : ill. —
ISBN 0-88971-152-6.

Nightwood Editions
P.O. Box 411
Madeira Park, B.C.
V0N 2H0

This is one of those "hybrids" that crop up every so often, written for elementary school age children — the non-fiction book that is written in narrative style. The frontispiece notes that the author, an outdoorsman and a prolific writer, wrote his stories in the 1920s.

The story traces the life of a sockeye salmon from egg to spawning. The narration flows easily and would be suitable to be read aloud to primary age children. It has some occurrences of anthropomorphism (e.g., "But learning to swim was good fun, and when he really could go where he wanted to go, he thought himself a very fine fish indeed.") Such statements can be troublesome when a student is using a book as a factual reference. In general, however, the "facts" of the life cycle of the salmon seem to be accurate and, indeed, the style does lend itself to giving one the "feel" of what it would be like to be a salmon fry.

The black and white illustrations, which appear to be lino cuts, are by Kim LaFave, a well-known Canadian illustrator of children's books. The text and the illustrations are attractively interspersed on the pages while retaining the clarity of both.

This book could be used as a story with primary children in an interdisciplinary approach to the study of salmon. Its format makes it less useful as a non-fiction source for research.

Linda Rehlinger, Teacher-librarian, Parksville Elementary School,
SD#69 (Qualicum).

Foster, Chris.
One heart, one way : the life and
legacy of Martin Exeter. — Founda-
tion House, 1989. — 281 p. : ill.—
ISBN 0-921790-00-7.

Exeter, Martin // Pioneers - British
Columbia // Emissaries of Divine
Light - Biography // 100 Mile House
(B.C.) - History.

Martin Exeter was the second son of the fifth Marquess of Exeter - a direct descendant of Elizabeth I's famous advisor, William Cecil. He moved to 100 Mile House in 1930 to take over the management of Bridge Creek Ranch, which his father had bought in 1912.

In the late 1930s, he became involved with Lloyd Arthur Meeker, an American who had undergone an intense experience in 1932 where he "found himself ushered, as it were, into a vivid recognition of humankind's true identity in spirit." Meeker incorporated his program of physical and spiritual healing as a church under the name Emissaries of Divine Light.

Exeter's lodge at 100 Mile House soon became an Emissary community, and when Meeker died, Martin Exeter became the leader of this alternate church group worldwide. Much of this biography, written by a long time member of the Emissary community, chronicles the expansion and expounds the beliefs of the Emissaries.

Not recommended for purchase by school libraries.

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

Farmer, Patti.
I can't sleep! — Orca, 1992. — unp. :
ill. — ISBN 0-920501-84-2. — \$6.95.

It is 3:00 am and Zoey, the youngest of a mouse family of four, cannot sleep. She tries to explain her predicament to each of the family members but due to the time of night they are unresponsive and furnish her with the reason before she can finish talking. Finally, after she has rudely awakened all of them, they gather in the kitchen and only then does she get them to listen to her. The bathroom door is stuck and she needs to use it. The problem is solved when she relieves herself accidentally on the kitchen floor and then 'stepping over the puddle', she goes back to bed.

This 24 page paperback is colourfully illustrated and printed on good quality paper. The expressions on the faces of the mice are suitable for that time of night and the frustrations of Zoey are obvious.

If there is a problem with this book it is in that Zoey's frustrations lead her to be rude, and the illustrations show her being mean to the rest of the family (e.g., pulling an ear, tearing a comic book, clawing at eyes).

I would recommend this book if a teacher or parent were looking for an opener to lead to discussion on situations where young children are ignored by adults and what to do about it.

Liz Salle, Teacher-librarian, Mountview Elementary School, SD#27
(Cariboo-Chilcoten)

Filipino pioneers in British Columbia. —
Fil-Can Society of Elders, 1990. — 38p.:
ill.

This book was written by the Filipino Society to document the economic and social problems that they encountered upon immigration. It is also to serve as a memento of their experiences for future generations.

“Canada is a land of immigrants”. Filipino trials and successes are not very different from any other immigrant group. Most immigrants leave their homes for political, social or religious freedoms. Some leave just because they are adventurous. Some of the immigrants described in this book, like the majority of newcomers to Canada, were willing to start at the bottom of the economic ladder and work their way up. A number of families described in this book are not typical of most immigrants because they were diplomats and attaches. When diplomatic duties were terminated, they elected to stay in Canada. Filled with pictures, family names, and dates of arrival, this book would be of interest mainly to the Filipino community. It might also be used in a school with a majority multicultural population. It might also be used in the immigration unit of the intermediate curriculum.

This book was done to foster pride in the Filipino heritage and it has accomplished its goal. This book could be purchased by any library, with extra funds or to serve its multicultural needs.

Gloria Reinheimer, Teacher-librarian, Laronde Elementary School, SD#36 (Surrey).

Gibbons, Maurice.
Conferencing with individual students.
— Personal Power Press International,
1992. — 24 p. : ill. — ISBN 1-895453-
04-6.

Personal Power Press International
Inc.
V-49, RR #1
Bowen Island, B.C.

This pamphlet describes the important role played by teachers in helping students to manage their self directed learning activities. The emphasis is on how to conduct conferences with individual students so skillfully that they are guided to success in projects they have designed for themselves.

Teachers focus on teaching students the process of teaching themselves, by helping students to focus on a field of study or interest.

The ‘Conferencing’ process is outlined in a series of elements and steps, designed around self directed learning principles. Conferencing skills, i.e. Listening and Questioning, Negotiating and Challenging, Teaching and Training, Counseling and Problem Solving, Evaluating and Celebrating, are written in short, concise, point form, with pertinent examples. Variations of Conferencing patterns are illustrated. Suggestions for setting up support groups for helping and encouraging individual work, and also how to include parents in some conferences, help teachers aim for “class as family, rather than classroom as marketplace”.

A section on “student led parent-teacher” conferences provides important points directed at student ownership of their own learning.

In summary, this is an excellent resource on conferencing and self-directed learning. It is to the point, quick to read, and is full of good ideas. It is generic for Elementary and Secondary schools and has a particularly strong skills section.

I would highly recommend this pamphlet for all school staff reference libraries.

Dorothy Dodge, Librarian, Kumsheen Secondary School, SD#30 (South Cariboo).

Glanville, Alice.
Schools of the Boundary : 1891 to
1991. — Sonotek, 1991. — 144 p. :
ill., maps. — ISBN 0-929069-03-X. —
\$12.95.

The lure of gold and land brought

people to the Boundary District (Anarchist Mountain on the West; Paulson on the east). When the boom subsided these intrepid pioneers stayed and with this permanence of settlement, the first schools were constructed. So the story goes, as described by historian and teacher, Alice Glanville. This is a delightful, easy to read account of 100 years of education

The book is more than a mere documentation of a century of reading, writing, and arithmetic. Rather, it is a social history of an era long gone, where one room log buildings in isolated areas served as the centre of the community: the meeting place, polling booth, dance hall, church, and of course, the school.

Complete with an assortment of black and white photos, index, bibliography, detailed table of contents plus a map, Glanville's publication is a must purchase for public libraries in the south-central region of British Columbia. Although written for the adult market, Boundary senior secondary students studying local history may find the title useful.

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

Gordon, Sarah.
The jade dragon. — Stoneberry Books,
1990. — p.111 — ISBN 0-88894-809-
3.

If plausibility were to be regarded as mandatory for a children's book to be successful and appealing, the *Nancy Drew*, *Hardy Boys*, and *Sweet Valley High* series would remain untouched in their places on the shelves. We are not talking of great literature here, we are talking about books boys and girls will read. *The Jade Dragon*, number 3 in the *Stoneberry Mystery Series*, by Sarah Gordon, is such a book.

In this mystery adventure, the eighteen year old, self-appointed detective, Julie Dare, and her friends, Lorna and Kelly, have come to Vancouver from Toronto to stay with Julie's grandfather, Angus Cameron, a retired sea captain. The discovery of a small jade dragon leads Julie to investigate the business operation of Kelly's uncle, Henry Wu. Is he using his business as a front for an international drug smuggling ring or are criminals using the House of Wu as a cover for their activities?

The mystery is well paced and will keep the ten to thirteen-year-old reader interested. The reading level and print size are appropriate. The writing style is somewhat studied, as if the writer is striving to achieve an elevated literary style but it is doubtful this feature will bother the book's intended audience and a beneficial side effect is some exposure to some good vocabulary. Many well known land marks and tourist attractions in Vancouver are mentioned throughout the story to give the setting authenticity.

The Jade Dragon is a light, well paced story that will be enjoyed by a wide range of readers. Viewed simply as recreational reading, it is neither outstanding nor questionable; it is, quite simply, adequate.

Corinne Paravantes, Teacher-librarian, Henry Grube Education Centre, SD#24 (Kamloops).

Gordon, Sarah.
The Wailing House. —Stoneberry,
1990. — 120 p. — (Julie Dare). — ISBN
0-88894-820-4.

Mystery and detective stories.

Stoneberry Books
1615 Venables Street
Vancouver, B.C.
V5L 2H1

Julie Dare mysteries are among the many 'soaps' for adventure- and romance-loving ten to fourteen-year-olds. Readers may vicariously enjoy sailing Lake Ontario, meeting and romancing new friends, following mysterious strangers, and solving unusual problems.

Chapter titles like 'A Weird Spectacle', 'Eyes in the Mirror', and 'Ghost Trail' are indicative of the book's style. The bulk of the text consists of stilted conversation. Characters are preoccupied with sailing, riding, and driving fast cars. A doctor, an architect, and an actress are among the cast of small town Canada jet setters.

Children who become addicted to such mysteries will collect them or swap them with friends. School libraries can find better literature and more realistic and honest stories to encourage young people to enjoy reading.

Not recommended.

Natasha Fiket, Teacher, Cilaire School, School District #68
(Nanaimo).

Gillespie, B. Guild.
On stormy seas: the triumphs and
torments of Captain George Vancouver.
— Horsdal & Schubart, 1992. — 298p. :
ill. — ISBN 0-920663-12-3.

When Captain George Vancouver surveyed the coast of British Columbia, "he completed a survey of a magnitude and accuracy unequaled in all history". Even today, there is no other area in the world with as much uncharted coastline as exists in British Columbia. The difficulty and extent of his work is far greater than has hitherto been appreciated.

The life of George Vancouver is one of great accomplishments, will over travail and hatred. His life's work has gone unrecognized due to the animosity of influential lords and their minions, who systematically stole his work and his reputation to leave George Vancouver a broken, sick and poor man. The hostility of Thomas Pitt, second Lord Camelford and Baron of Boconnoc, continued from the time Pitt was a midshipman on Vancouver's *Discovery* and was flogged, through Vancouver's death until Pitt, himself, was killed in a duel.

The story of George Vancouver's life is fascinating reading. Ms. Gillespie does a fine job of introducing intrigue and danger into the story, and many fascinating characters pepper the plot: the dishonest Neames, the dedicated Cook, the reliable Baker, the honourable Quadra. The book, itself, is a carefully crafted object with high quality paper, a good binding, and drawings to mark each chapter.

Unfortunately, the book was written for adults. It is told by George's elder brother John in the manner of the time. As a result, the English is frequently convoluted and distracts from the story of Vancouver's life. Sentences such as this one are common, "...the sibling reliance fostered within our home was tempered and annealed by our mutual support in the larger sphere". The story is told not from the point of view of events, but with an emphasis on characters and their influence on George Vancouver. As a result,

important events are frequently glossed over because John feels that they are "so well known that there is no call for me to expand." The later parts of the book are far more interesting than the first parts were for me, because the story finally gets into the exploration of the coast. However here there is a certain lack of accuracy. At one point, the exploration of the inlet on which Alexander Mackenzie ended his cross-continental exploration is mentioned, along with an historical note of Mackenzie's accomplishments. In the very next paragraph, mention is made of the death of Seaman Carter due to paralytic shellfish poisoning. There is a considerable distance between these two locations, one that would have taken the survey parties many days to cross. It is suggested by the proximity of the paragraphs that these two locations were geographically close in distance. There are other instances where the reports of the coast are not quite accurate.

There is no doubt that Ms. Guildship does an admirable job of making George Vancouver's life real and in speculating about his health and his enemies, but the book would be difficult for school children to read because of the affectation of the prose. It is a pity because much of what she reports is new and very interesting.

Recommended with reservations.

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

Soapstone carving for children : out of a stone a bird was born / Bonnie Gosse. — Penumbra, 1991. — 46 p. : ill. — ISBN 0-921254-318.

Although there are books showing

existing soapstone carvings, it is difficult to find any which describe the procedure of soapstone carving. *Soapstone Carving for Children* fills that niche. It lives up to the press release promises of being a family oriented book which combines the history of carving with the process of carving and gives projects and working drawings. Although directed and written to children, there is an assumption that an adult is there to interpret and assist the young carver.

The step-by-step approach is clear and the black and white photographs and drawings greatly assist the beginner. Both the author and illustrator have done an admirable job of this publication. This 21.5 cm by 19.5 cm paperback is sturdy and should last a long time. The cover photograph invites the browser to try this form of carving.

The inclusion of safety procedures throughout the instructions, a list of shops where one can purchase soapstone in Canada, a list of rock and gem clubs, and a short bibliography of other books on soapstone carvings, make this a must for the arts and crafts section in all public and school libraries. The reviewer found one error (on the page 8 diagram 2 cm should read 20 cm).

Highly recommended for purchase.

Roberta Kennard, teacher-librarian and Nicholas Maloff, Acting vice-principal / carver, University Hill Secondary School, SD#39 (Vancouver).

Griffiths, Bus.
Now you're logging. — Harbour, 1978.
— 119 p. : ill. — ISBN 1-55017-033-3.

Set in a small west coast logging camp in the 1930s, *Now You're Logging* is a story, told in comic book form, of the exploits of the loggers of the day. With art and dialogue that is lively and authentic, Bus Griffiths, a retired logger, has carefully and lovingly created a nostalgic picture of a by gone era.

Al Richards and his sidekick, Red Harris, are the fictional heroes of the story. Their youth, enthusiasm and skills soon earn them better and better jobs in the camp. Romance also blossoms in the plot, and the story ends with Al and Debbie, in the sunset, planning their wedding.

Though the story is fictional, the reader is also informed about the daily operation of logging from hand falling and bucking timber to the making of log booms. Logging terms used in the dialogue are explained at the bottom of the page. By the end of the story the reader is well informed about the logging practices of the 1930s and he or she has also been exposed to the special jargon used by loggers.

Some readers may be offended by the obscene words, others by the card board characters and rather trite plot, others by the glorification of loggers and logging, others by the passive role of females and still others by the macho image of males; however, even though I registered all these concerns as I read the book, I consider *Now You're Logging* to be a delightful example of west coast folk art that would be a colourful addition to school libraries, Grades 8 to 12.

David M. Young, Teacher-librarian, Royal Oak Middle School,
SD#63 (Saanich).

Hume, Mark.
The run of the river. — New Star, 1992.
— 215 p. : maps. — ISBN 0-921586-00-0. — \$14.95.

As the population of the world approaches six billion and the population of B.C. rises, environmentalists and authors such as Mark Hume have cause for alarm. B.C. power, lumber, minerals and other natural resources are in great demand. But, at what cost?

Mark Hume, a writer for the Vancouver Sun portrays eleven rivers - the Columbia, Peace, Nechako, Thompson, Deadman, Salmon and Adams, Stikine, Tatshenshini, Khutzeymateen, Cowichan and Megin. Each River merits a chapter of its own. Each story includes the effects that political, industrial and economic decisions have had on the river in question. For example, for the Columbia, it is the rising mercury levels in fish, damage inflicted on the habitat when dam levels are increased in a short period of time, and the disappearance of certain fish once popular to an area.

The cost of jobs is weighed against the cost of habitat and species of animals. We have heard it all before. The strength and fresh approach of this book lies in the personal accounts included in Mr. Hume's first person narrative. He interviewed people who live near these rivers and who have seen changes in the river. An outing with an old timer to his favorite fishing spot and the joys of fly fishing, shows what can be lost if the rivers are not clean.

An extensive bibliography, outline maps of the rivers and an index are included.

Recommended for purchase for all schools and libraries.

Roberta Kennard, Teacher-librarian, University Hill Secondary,
SD#39 (Vancouver).

Hungry Wolf, Adolf.
Children of the circle / by Adolf
Hungry Wolf and Star Hungry Wolf.
— Good Medicine, 1992. — 160 p. :
ill. — ISBN 0-913990-89-2. — \$9.95.

Good Medicine Books
Box 844
Skookumchuck, B.C.
V0B 2E0

This small paperback presents a photographic history of Native American children from the late 1800's to 1920. The tribes pictured in this book are geographically located in a circle around Western North America - thus, the title, *Children of the Circle*. The circle is an important spiritual and cultural symbol to life - the circle of the sun, the moon, and the seasons.

The book contains both a table of contents and an index. The index is arranged by tribe and is not alphabetical, a rather unusual presentation.

The book consists of a series of black and white photographs of native children, accompanied by brief commentaries. Each photograph is identified as to name, and to tribe and date, wherever possible. The authors, Adolf and Star Hungry Wolf, Have written brief vignettes from the post to go with each picture. These vignettes point out details and meanings; costumes, housing and customs are explained, however, the authors stress that the pictures speak for themselves. The commentaries are not all factual; opinions, thoughts and personal comments are also included.

The book is interesting for browsing because you can start and stop anywhere. The book would be suitable for intermediate libraries as an additional resource for Native People's Studies.

S. Darnbrough, Teacher-librarian, Quigley Elementary, SD#23
(Central Okanagan).

Hunter, Tom.
The Royal Canadian Mounted Police
activity book. — Heritage, 1992. — 1
v. (unp.) : ill. — ISBN 0-919214-67-3.
— \$4.95.

This activity book contains a range of activities designed to present information about the RCMP in a manner attractive to young children. The activities are generally of a kind found popular and successful in similar activity books of this kind, with perhaps a greater emphasis upon visual activities rather than those involving vocabulary or calculation. The information dealt with in the various activities is not always particularly relevant, and even when relevant, is occasionally esoteric. For example, how valuable is it to know the names of eleven former commissioners of the RCMP? However, in general, the book provides a range of interesting activities to supplement the social studies lessons of lower intermediate students, and is worthy of a place in the teacher's arsenal of lesson aids.

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

Hynes, William G.
Start and run a profitable craft business :
a step-by-step business plan. — 4th ed.
— International Self-counsel, 1992. —
108 p. : ill. — ISBN 0-88908-974-4.

This is another typical publication from the productive Self-Counsel Press.

Written by William Hynes, a Canadian craft business owner and small business consultant, this book covers a range of topics of interest to those in the home craft industry such as how to get started, how to make things that will sell, retailing, wholesaling and marketing, management, employee training and record keeping.

It is easy to read, but appears to be somewhat superficial in its coverage.

There is an appendix with a list of Canadian and American Craft Show Directories, craft organizations and agencies, as well as a list of Government Development Agencies.

The book could be used in Marketing and in Art classes.

For \$12.95 it is recommended for schools with a strong Marketing program.

Mary Louise Guest, Teacher-librarian, Chatelech Secondary School, SD# 46 (Sunshine Coast).

Island cookery II : more all-time favourites from Quadra Island. — Quadra Island Child Care Society, 1991. — 219 p. : ill. — ISBN 0-9694729-0-0.

Cookery, Canadian - British Columbia.

Quadra Island Child Care Society
Box 302
Heriot Bay, B.C.
V0P 1H0

Produced by the residents of Quadra Island in support of the Quadra Island Child Care Society, this cookbook contains 250 of their favourite recipes. The recipes cover the entire range of cookery from appetizers to desserts, and include a section on meatless entrees. They are clearly presented, with illustrations done by local artists to add interest. The majority are quick and simple to prepare, with a minimum of fuss which is greatly appreciated by working parents. This aspect also makes the book useful to Home Economics classes where time is usually at a premium. There is a focus on using local products and so the cook will find such recipes as Venison Meatballs, Smoked Salmon Pate, Grilled Skewered Halibut and a multitude of fresh salmon recipes. This book could be purchased by a secondary school resource centre seeking local recipes, however, although simple to assemble, the recipes are frequently for the sophisticated. This book would make a great gift item of local interest.

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

Keay, Bill.
The wild life of Bill Keay. — Summer Wild ; Distributed by Raincoast, 1992 — 156 p. : ill. — ISBN 0-9692807-7-7. ISBN 0-9696097-0-1 (pbk.). — \$45.00.

The Wild Life of Bill Keay is photographer Bill Keay's first book—one hundred and fifty-six glossy pages of his photographs, his wife Wanda's "adventure stories", and biologist Jeff Morgan's "eco-sketches".

The photographs themselves are skillfully composed images of North American wildlife, often exhibiting "extraordinary" behaviour, which allow readers to glimpse aspects of animal life that are usually not seen by humans.

Keay, a photojournalist and staff photographer at *The Vancouver Sun*, has succeeded in capturing images of which readers will not easily tire, and the photographs in this publication have been reproduced very well.

Unfortunately, the wide coloured borders surrounding each photograph tend to distract the eyes, calling more attention to their clashing colours than to Keay's images.

Wanda Keay's "adventure stories" describe the background of each photograph such as where she and Bill went to find the animals that Bill has captured on film, what he had to do to "get the shot," and various mishaps that occurred while they were on their photography trips. The accounts are interesting, but not particularly gripping.

Similarly, Morgan's "eco-sketches," while informative, suffer from his frequent use of the passive voice in his prose. And while the language Wanda uses in her "adventure stories" would be suitable for intermediate level students, the language used in the "eco-sketches" is more complex and would be better suited to high school level students.

The Wild Life of Bill Keay is recommended, not for its uninspired text, but for its incredible, beautifully reproduced wildlife photographs.

Cheryl Niamath, Interlibrary Loans, UBC.

Kennedy, Des. Living things we love to hate : facts, fantasies & fallacies. — Whitecap, 1992. — 216p. : ill. — ISBN 1-55110-019-3. — \$14.95.

Snakes, bats, slugs, rats, weeds - living things that we love to hate! Des Kennedy's book is a delightful collection of anecdotes and information on a variety of living things that humanity tends to despise and regard as only harmful or useless. Moving from the city to a small acreage on Denman Island, Mr. Kennedy arrived with all sorts of preconceived notions and prejudices about certain living things frequently classified as pests or vermin. But being endowed with much natural curiosity, and a rare ability to take a fresh look at unpleasant things, including his own prejudices, he decided to learn more about those hated objects and the reasons for humanity's aversion to certain living things. Each section is filled with factual information, a brief historical explanation of humanity's view on the subject, and personal anecdotes from his experiences with each specific creature or plant. His writing is informal, very entertaining and, most importantly, leads the reader painlessly to a different and more open perspective. Particularly interesting and amusing is the chapter on ravens. Those noisy, troublesome birds are found to make entertaining pets because of their uncanny intelligence. The lowly alder, despised by BC foresters as a weed, has proven itself environmentally essential in keeping our forests stable and healthy. Mr. Kennedy focuses on the value of all living creatures and provides the reader with a more gentle perspective, not only on the living things he discusses but on all living things.

Highly recommended for intermediate and senior school resource centre collections. This book would also make a wonderful gift for just about anyone!

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

Kulich, Birthe.
Friendly Bear's song book : songs and music activities for young children, their families, and teachers. — Empire Music, 1989. — 179 p : ill., Jmusic.

Friendly Bear's Song Book is a superb book. It is first of all a picture book for young children. It has a sturdy coil binding and a plasticized wipeable cover. Highly entertaining black and white pictures by MIYE accompany every song. The book is for parents, too. It provides many opportunities to share singing and musical activities with their small children. Teachers of pre-school through primary years will find *Friendly Bear* immensely useful. The introduction gives a very clear explanation of how to use the book, how the book has evolved and how young children learn through songs and musical activities.

This song book is organized by the seasons and every song has one or more extension activities. They are extremely creative and include movement, rhythm, body shapes dramatizations, high and low and many more. The variety in the book is amazing. There are songs in French and songs and activities for Hanukkah and Christmas. I found the animal songs delightful.

There are five handy appendices; for extending rhythms, the terms, musical instruments (pictures), books for each lesson and a bibliography.

Friendly Bear contains all the old favorites....nursery rhymes plus new songs. Overall, it is a charming songbook. I think it would make music a wonderful time in any early childhood classroom.

Marilyn Clements, Teacher, Courtenay Junior School, SD#71 (Courtenay).

Laternus, Ted.
Ted & Tony's new car guide / Ted Laternus & Tony Whitney. — Harbour, 1992. — 107p. : ill. — ISBN 1-55017-061-9. — \$9.95.

Anyone who watches the television program, "Driver's Seat" will recognize this guide immediately. Not only are the co-hosts/co-authors familiar personalities, but also the format and style of the book follow those of the program. In reading the reviews, one can easily hear the authors speaking.

For those not familiar with Ted and Tony, they give brief, objective reviews of new cars as they come on the market and offer personal opinions (not always in agreement with each other) of the good and the bad features of each car, from engine power and handling characteristics to the quality of the upholstery and the position of the knobs on the dashboard. These are not as highly technical reviews as one might find in one of the popular motoring magazines but rather include those features that the average motorist driving to work is likely to brag to fellow workers about or to find annoying after paying the price on the tag. However, some basic data is always included, such as engine size, fuel economy, price, competitive makes and models, etc.. The fifty reviews range from the Volkswagen Fox @ \$8600.00 to the Mercedes 500SEL @ \$124,000.00 and include a sampling of vans and other recreational vehicles. Each review is two pages in length, including two black-and-white illustrations.

Most male high school students enjoy reading about new cars (and probably a number of staff will actually find the reviews useful) but even a few years down the road, the cars reviewed in this volume will be the used cars students will be buying, so the book should retain its value for some time.

At \$9.95, the price is right and the book should provide some enjoyable discussion among both students and staff at the secondary level.

Ken Adsett, Teacher-librarian, Oak Bay Secondary School, SD#61 (Greater Victoria).

Martinez, Ruth.

Mrs. McDockerty's knitting. — Douglas & McIntyre, 1990. — 32 p. : ill. — ISBN 0-88894-821-2. — \$13.95.

Clickety Clack went Mrs. McDockerty, busily knitting a sweater for Jack. Along came cat, dog and pig, resulting in Mrs. McDockerty going to great heights to escape her meddlesome pets. In the end resourceful Jack puts an end to the dilemma.

Ruth Martinez has published two children's books. A chiropractor by profession, the author also enjoys knitting and playing with words. The watercolour illustrations by Catharine O'Neill are delightful, adding a light whimsical touch to the tale. If you have not purchased yet, do so. This zany, bouncy rhyme is a must read aloud story guaranteed to enchant the listener.

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

Learning for life : education for an economically competitive and socially responsive North America / (edited by Dobell and Michael Neufeld). — Oolichan, 1992. — 134 p. — ISBN 0-88982-123-2. — \$10.95.

Oolichan Books
Box 10
Lantzville, B.C
V0R 2H0

Learning for Life : education for an economically competitive and socially responsive North America is made up of the proceedings of the North American Institute's conference entitled "Live and Learn, Learn and Live", held in Ottawa May 22-24, 1992. The speakers at this convention came from a variety of backgrounds including academia, business, government and industry. The same message was repeated through out their speeches and discussions...the world is changing...thus, the way we learn and work has to change also.

This volume presents snippets of information about numerous small steps being taken in such places as the factory floor in Mexico and the cooperative program at Waterloo University. Many of the speeches point in the same direction: our educational institutions must be modernized in order to help future workers acquire both the "hard" (technological) and "soft" (interpersonal) skills they will need in our new society. As well, mutually beneficial links between education, business and government must be forged.

All educators, politicians and business leaders in British Columbia should read this book, and they will come away believing that we are moving in the right direction with our Year 2000 education initiatives. Other initiatives are being taken in industry, trade and business, in post-secondary academic institutions, and even in governments throughout Canada, the United States, and Mexico. We are experiencing a 21st century Renaissance, and publications such as this one help articulate which horizons we need to explore.

Lucinda Lockwood, Teacher-librarian, Thomas Haney Secondary School, SD#42 (Maple Ridge-Pitt Meadows).

Lindberg, Ted.
A portrait of Myfanwy. — Morriss,
1991. — 1 v. (unp.) : ill. — ISBN 1-
55039-025-2.

A Portrait of Myfanwy takes the reader inside the portrait painting process. In this particular case, it was the painting of Pierre Trudeau's portrait for the National Gallery. Included in this pamphlet is the history of the process, showing the work in progress, and the methodology used to select imagery for the final process.

Myfanwy uses two techniques to develop her subject's portrait. She begins by spending an intense two or three days familiarizing herself with the subject: sketching, wash drawing, photographing, and videotaping. As these images merge into a portrait, she then employs a unique approach to filling her canvas. Her book illustrates stages that include a canvas covered with colorful confusion which was created by leftover paint from other works in progress, charcoal sketching over the abstract colour composition, and blocking to determine background.

It was a delight to receive this pamphlet for review. It opened my eyes to the process of portrait painting as one with methodology - and the subject of the portrait was certainly worthy content to illustrate the techniques of Myfanwy. We are left with the image of the Rt. Honourable Pierre Trudeau, a man on a journey, who stopped a while to be Prime Minister of Canada. Recommended for High School Library Collection.

Phyllis Schwartz, English Dept. Head, Lord Byng Secondary School, SD#39 (Vancouver).

Madsen, Ken.
Tatshenshini wilderness quest and other
river adventures. — Western Canada
Wilderness Committee, 1991. — 159 p. :
ill., maps. — ISBN 1-895123-22-4. —
\$14.95.

In most parts of North America we have already lost the battle to protect the environment. In Northern British Columbia, the Yukon and Alaska, however, there are still land and rivers which are relatively untouched. Ken Madsen in his book *Tatshenshini Wilderness Quest and Other River Adventures* takes us through some of these areas and down the rivers by kayak and canoe. He shares his philosophy with us by telling about his life and his activities to protect the environment. By the end of the book, we feel as though we know him. Although this book could have been conveyed with more "punch", it does portray honestly the struggle between environmentalists and developers in the North.

The first half of this book tells about the Tatshenshini River, its tributary, the Alsek, and the Chilkat which is nearby. Madsen explains why he needs to protect the Tatshenshini area from the proposed Windy Craggy copper mine. This part of the book has suspense and purpose. The rivers being navigated are treacherous and the struggle with the mining company is clearly discussed. The second half of the book has a completely different tone from the first half. It completes the picture by giving some northern history, showing more of the northern landscape and telling us of the effect of development on the native people. However, the book is more like a series of magazine articles than a continuation of the book. Each chapter in its own lowkey way is interesting, but together the chapters do not add up to a coherent book.

The two maps at the beginning add value to the book. The first map shows the whole of the Yukon Territory and a part of the surrounding land with the main rivers marked. The second map, entitled "Tatshenshini Quest Map" shows in detail the area of the

Yukon south of the Alaska Highway and down to the Pacific Coast at the Gulf of Alaska.

The black and white photographs show the land, the rivers as well as kayaking and canoeing. The occasional use of vulgar language makes this book questionable for Junior Secondary Schools. I would, however, recommend the book for Senior Secondary Schools.

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

McKervill, Hugh W.
The salmon people. — 25th anniversary special ed. — Whitecap, 1992. — 198p. — ISBN 1-55110-017-7. — \$15.95.

This new edition of *The Salmon People* marks the 25th anniversary of its first publication in 1967, when McKervill received wide acclaim as well as some negative criticism for his outspoken comments. It is an extremely readable history of the salmon fishing industry, beginning in the days before the appearance of Europeans along the BC Coast and ending with the book's initial publication in 1967. He describes the dangers and hardships faced by early fishermen and the initial stages and development of the canning industry without bogging down in unnecessary detail. In the course of his narrative, McKervill makes his own point of view very clear when he talks of the reasons for the devastating depletion of the salmon run over a very short space of time by greedy exploitation by white men. And again, when he reviews the increasing persecution of the Japanese living on the Coast which culminated in their displacement in 1942.

Writing in 1967, McKervill was well aware of the problems facing the salmon fishing industry and threatening its survival—international over-fishing, competition for spawning grounds by forestry, mining and hydro-electric operations, demands of the fishermen, themselves—and all of these factors are still with us after 25 years!

I would highly recommend *The Salmon People* for every school library, for all grades. The first chapter, which describes an Indian ceremony to greet the first salmon of the season could even be used effectively with primary children.

Some brief end-notes are included as well as a bibliography. However, there are no illustrations and no index which, in this case, is not a real draw-back. Physically, the book is well-bound on good quality paper.

Ken Adsett, Teacher-librarian, Oak Bay Secondary School, SD#61 (Greater Victoria).

Miller, Saul.
A little relaxation. — Harley & Marks,
1990. — 93 p. — ISBN 0-88179-052-7. -
- \$8.95
Rest // Stress (Psychology).

Hartley & Marks Ltd.
3363 West Broadway
Vancouver, B.C.
V6R 2B8

A Little Relaxation is subtitled *On Being More Alive & at Ease..* Especially at the beginning, Dr. Miller makes the reader feel relaxed and alive while he describes methods for achieving both states. The author, a psychologist whose clients have included athletes, actors, and musicians, speaks directly to the reader and stresses, "You deserve to feel good. You control the switch." The content is fairly standard relaxation material. Its presentation is very effective: the simplicity, the repetition, and the presentation on the page, using lots of space instead of dense type, make the content very accessible. Although there is no index or table of contents, the five main divisions of the book, "Why relax?" "Relax the mind", "Relax the body", "Three ways to relax", and "A dynamic relaxation lifestyle" make particular topics fairly easy to find. Probably its appeal would be mainly to adults, but it would be useful to students, too, if any were looking for such material. This book is recommended for professional collections and secondary schools.

Evelyn Hoffman, Teacher-librarian, Arthur Hutton Elementary School, SD#24 (Kamloops).

Murphy, Jill.
Piece of cake. — Douglas & McIntyre,
1989. — unp. : ill. — ISBN 0-88894-
818-2.

"Mommy's got wobbly bits," said the baby. Mrs. Large agrees, and so the whole family goes onto her diet and exercise regime. They start by throwing all the junk food into the garbage can. No more TV—it's a healthy jog around the park followed by watercress soup for supper.

The elephant family are typical suburbanites in their jogging suits. The whole family suffers, and they don't even lose weight! Luke says that 'Perhaps elephants are meant to be fat!'

Grandma is their undoing—she mails them a cake. Everyone in the family thinks about the cake constantly, but of course it is forbidden. When Mrs. Large succumbs at midnight, she finds that there is only one piece left! There is a delicious illustration of Mrs. Large, knife in trunk, ready to attack the cake, while the whole family watches her from under the kitchen table. In the end, they all agree with Luke.

Large bright illustrations opposite every few lines of print make the book special. The print is large.

Some children will certainly recognize their families, and most adults will see themselves.

The story was originally published in Britain. The British post office must be different from the Canadian one—delivering a layer cake in good condition through the mail!!

Murphy should have done her dietetics homework—the family threw out bread and bananas along with all the junk food. Also, one of the diet meals consisting of fish and carrots was obviously drawn by someone who hates both—the meal looks absolutely disgusting.

Although the total effect is humourous, there is certainly a lack of thought evident in such scenes. Children can pick up a lot of misinformation from their picture books.

Recommended with those reservations.

Margaret Montgomery, Teacher-librarian, West Vernon Elementary School, SD#22 (Vernon).

Native writers and Canadian writing / edited by W.H. New. — UBC Press, 1990. — Canadian literature, special issue. — 306 p. — ISBN 0-7748-0370-3(cloth). ISBN 0-7748-0371-1(paper).

Canadian literature - Canadian Indian authors - History and criticism / Canadian literature - Inuit authors - History and criticism // Canadian literature - History and criticism // Canadian poetry - Canadian Indian authors // Canadian poetry - Inuit authors // Indians in literature.

Editor W.H. New apologizes that previous to his work, there has not been a valid critical collection of Native writing included in Canadian Literature studies. In seeking to amend the oversight he puts together an authoritative mixture of articles, reviews and poems by more than thirty-five contributors, both Native and non-Native. The depth and scope of the selections provide research material for amateur and serious proponents of aboriginal writing. Unfortunately, no index is provided, but adequate bibliographies in some pieces offer opportunity for further investigation. Perhaps a reprinting or revision will include this useful addition.

As to recommending *Native Writers and Canadian Writing*, I must say, that despite its obvious importance, it would be used in Secondary Schools by staff more than by the general student body. Scholars, however, will find it a fine basic source.

Murrie Redman, retired Teacher-librarian.

Oppel, Kenneth.
Cosimo cat / Kenneth Oppel, Regolo Ricci. — Scholastic Canada, 1990. — 22 p. : ill. — ISBN 0-590-73650- — \$4.95.

My primary class and I thoroughly enjoyed Kenneth Oppel's gentle mystery of a missing cat. The wonderfully intricate and interestingly detailed illustrations by Regolo Ricci kept several children poring over the book for long periods. As a teacher I appreciated the quality of the descriptive language and the scenes of life in urban Toronto. The children enjoyed the whimsy of the 'cat detectoir', the suspense in following the ever disappearing cat, and the inevitable reward of one of Cosimo's kittens for Rowan. Certainly this picture book would appeal to all young cat fanciers, and it was refreshing that the hero is a boy. However, I feel that the book's real value lies in the wonderfully 'photographic' watercolor illustrations which would be inspiration to any budding artists interested in people, plants, architecture, or cats.

Excellent value for any elementary school library or high school art class.

Natasha Fiket, Teacher, Cilaire Elementary School, SD#68 (Nanaimo).

Pearon, Kit.
The singing basket. — Douglas & McIntyre, 1990. — unp. : ill. — ISBN 0-88899-104-5.

Kit Pearson's retelling of this old tale uses illustrations created by Ann Blades for an earlier version of the story (now out of print) by Michael Macklam. Unfortunately, the combination just doesn't work.

Person tells of a capricious, naive wife, a greedy seigneur, and a rather gullible husband. The bright, watercolour illustrations by Blades however, tell the tale of a deceitful wife, a lecherous and leering seigneur, and a trusting husband.

Children will find the discrepancy between the illustrations and the text confusing. Why doesn't the wife confide her loneliness to her husband? Why is she pleased by the visits of the gluttonous and leering seigneur? Why is she so easily persuaded to deceive her caring husband? If the wife is so lonely, why is the visit of the pedlar unwelcome? I think children who are unable to grasp the roots of the story of a "cuckolded" husband, will have these questions and more, and will leave the book perplexed and dissatisfied.

Susan Tickson, Teacher-librarian, Lochdale Community School, SD#41 (Burnaby).

Pocock, David E.
Complete guide to being your own home contractor — planning, financing, managing, scheduling, sub-contracting, supervising. — International Self-Counsel, 1984. — 251p. : ill. — ISBN 0-88908-592-7. — \$19.95.

A Complete Guide to Being Your Own Home Contractor is a book of advice for home builders which may be a useful reference in the school library or construction shop. It covers most of the basic information that a home builder would need, including finding land on which to build, financing construction, and getting the house built. Its main message is "get organized," and it shows how, with forms, checklists, and sample contracts. As is typical of "Self-Counsel" publications, there is no index, but there is a detailed table of contents which should allow the reader to find the required information quite easily. Indeed, in this book, with its myriad forms and tables, the table of contents may be more useful than an index would have been.

The book was published in 1984 and reprinted, but apparently not revised, in 1986. This may limit its usefulness somewhat, although a builder using conventional construction techniques will probably not be hampered. However, newer construction standards, such as R-2000, are not mentioned except for token reference to passive solar heating. One would hope for a new edition that would take these standards into account.

The *Complete Guide...* is for reference rather than for reading. Unfortunately, it is a typically flimsy, newsprint paperback which may disintegrate long before the house is finished if it is used as intended.

Recommended for senior secondary, but not as a high priority item.

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

Putting power in its place: creative community control! / edited by Christopher Plant & Judith Plant. — New Society, 1992. — 137p. — ISBN 1-55092-158-4. ISBN 1-55092-159-2 (pbk.). — \$9.95(pbk.).

New Society Publishers/New
Catalyst
P.O. Box 189
Gabriola Island, B.C.
V0R 1X0

This is a collection of essays on a number of topics related to the decentralization of political power. A central theme appears to be the dangers to local environments resulting from the economic pressures engendered by transnational companies powerful enough to exert their influence upon national governments. This situation in turn, creates an atmosphere in which local groups have little say in many of the decisions affecting them or about the places in which they live. This sense of futility can only be removed by the transfer of power to that local level.

All of the essays carry conviction, most of them appear to be practical, yet it is impossible to refrain from using the adjective 'Utopian' to describe them in general. This comment is not meant to be denigrating, but rather to underline the idealism which permeates the book.

The process by which decentralization can happen is not described in any relevant detail and the balance of benefits to be derived from decentralization remains unclear. While it is accepted that the present system is highly unsatisfactory, that system has, in large part, evolved from such circumstances as exponential population growth and innovative technology which continue to have a tremendous effect on the nature and form of political power. Any change in the political system must take into account such circumstances and pressures they exercise in favour of a world economic community. It would be interesting to consider the economic

impact of the decentralizing features which have followed the downfall of the monolithic governments which previously ruled Yugoslavia and the Soviet Union in this context.

The greatest value of this fine collection of well expressed ideas is in pointing to the need for greater local input and power over decisions concerning the distinctive problems faced by individual communities. There is also present in much of the thinking which inspired this collection, the implication that the present world political system is dangerous, not simply because of its size and remoteness, but because it is based on "laissez-faire" economics, which are inappropriate given the ecological and related problems of the modern world. It is also interesting to note that several of the pieces use examples of the native people's reaction to federal authority, and we must agree that in their activities aimed at the protection of their local environment, the native people have shown the way to others in the ecological movement.

The essays combine to supply a compelling argument in favour of a decentralization of many of the powers which presently reside in the capitals of nations and the boardrooms of gigantic companies. They also provide a general indication of the direction in which reform should take. Particular essays are of significance in providing more specific route maps. Perhaps the greatest value to be found in this book is that it is impossible to read it without questioning the status quo. Most people are dissatisfied with the existing regime and seek beneficial change. The key to such change could well be found somewhere in this extremely literate and thought provoking book.

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

Reid, Bill.

Bill Reid— all the gallant beasts and monsters. — Buschlen Mowatt, 1992. — 47 p. — ill. — ISBN 1-895183-05-7. — \$55.00.

Buschlen Mowatt Fine Arts Ltd.
1445 West Georgia Street
Vancouver, B.C.
V6G 2T3

This beautiful book is an autobiography of a master Haida artist. It is a hard cover limited edition collectors' book. The text and black and white photographs are printed on handmade textured cream colored paper with red deckle edge. The color photographs are printed on heavy glossy paper. It has a bright red jacket with a picture of a gold Dogfish woman pendant designed by Bill Reid on it.

This book focuses on the art of a great Haida artist. It also contains writings and essays by the artist himself. It includes pictures of Reid working, and also some of his native designs with explanations. It contains a chronology of his achievements and lists of his awards.

Gallant Beasts and Monsters is written at a secondary/adult reading level. The print is all upper case, which is unusual in books, and may present some reading difficulty. Elementary students would be interested in his native designs. While it is a beautiful and informative book, it is rather expensive.

I recommend purchase at the secondary level. Serious consideration should be given at the elementary level, remembering however that the readability and subject matter are secondary.

Rosemary Anderson, Teacher-librarian, W.L. McLeod School, SD#56 (Nechako).

Thompson, Richard
Tell me one good thing : bedtime stories.
— Annick, 1992. — 48p. : ill. — ISBN
1-550-37215-7. ISBN 1- 55037-212-
2(pbk.). — \$15.95; \$7.95(pbk.).

Distributed in Canada by
Firefly Books Ltd.
250 Sparks Avenue
Willowdale, Ontario
M2H 2S4

This collection of six bedtime stories alternated with six bedtime poems will give to all young children who hear them or read them a strong sense of the warmth and tenderness of parental love. Richard Thompson, popular author and storyteller from Prince George, BC displays an intimate knowledge of how small children think and feel, and most especially what they care about the most, being loved - for always. This book is like a security blanket cuddled around each child who reads it or hears it. Here is a special excerpt from a poem called "Rock-a-bye":

"Rock-a-bye, baby, in the tree top...
Hey! that's not a good place to be.
Rock-a-bye baby, but
Rock-a-bye, baby,
Snuggled up warm here with me.
And when the wind blows,
Don't worry at all;
I'll hold you real tight,
I won't let you fall."

The stories are equally as sensitive and heart warming as the poems. Very young children tend to take everything quite literally. In the story "Lullaby Lost" the father tells little Emily that her mother can't sing a lullaby to her that night because she has lost her voice. Immediately the child thinks "I have to get it and bring it back." So in her dreams she hears her mother's song, "Hush little baby, don't say a word, mommy's gonna buy you a mockingbird..." and goes in search of her mother. The problem is that when she finds each singer "It was her mother's song, but it wasn't her mother's voice." This repetitive refrain and lines from the lullaby, are woven throughout this beautiful story. Children love to repeat such refrains with their reader, be it mommy, daddy, or your friendly neighbourhood teacher/librarian.

The colourful art work by Eugenie Fernandes has a soft, warm, dreamlike appearance. I would even say "magical". It is perfect for this book. There is a First Nations style piece of art complete with border motif that is very impressive. It goes with a poem called "A House." The words of the poem are carefully captured by this artist. Here are a few of those words:

"Make windows from star light,
The door from a song.

As big as you want it,
and butterfly strong."

The cover illustration is immediately appealing. It shows a large, but cuddly, dragon (of the stuffed toy variety) holding a sleeping little girl securely in his arms as he flies through the starlit night.

The artist has also provided artistic portraits of the author and herself to accompany brief biographical sketches on the back cover

A listing of some of Richard Thompson's other books is found on the last page of this new book

Richard Thompson's latest book for young children, *Tell Me One Good Thing - Bedtime—Stories*, is a very special contribution to Canadian literature and I have no hesitation in recommending it very highly for inclusion in all elementary school libraries.

Denise Gasbarri, Teacher-librarian, Douglas Road Elementary School, SD#41 (Burnaby).

Tyssen, Theodore G. *The first-time manager : a survival guide.* — Self-Counsel, 1992. — 123p.: ill. — ISBN 0-88908-993-0. — \$7.95.

Self-Counsel Press's new publication examines procedures for enhancing employee performance by focusing on the leadership skills of the manager. The author, Theodore Tyssen, advocates a people centered, participatory management style. Examples and worksheets help the new manager to put the ideas into practice.

Tyssen draws from the work of many current writers in the field such as Christopher Alexander, Roger Fritz, Ferdinand Fourmier, and Stephen Covey. Unfortunately not all sources are listed in the brief bibliography. The journalistic style is easy to read and the detailed table of contents and concise chapter summaries make it easy to find your way around the text. Possibly useful in Business Education classes, the book might also be discreetly passed along to some school and district administrators!

Carole Eyles, Teacher-librarian, Fernwood School, SD#64 (Gulf Islands).

Waiters, Tony.
Soccer is fun / by Tony Waiters and Jane Cowan. — *World of Soccer :* Distributed by Raincoast Books, 1991. — 48 p. : ill. — ISBN 0920417-09-4. — \$6.95.

The two authors are Tony Waiters, coach of Canada's Olympic soccer team and Jane Cowan, an elementary teacher with fifteen years' experience.

The subtitle of the book is "A workbook for 6, 7, and 8 year olds." The activities included in the workbook include colouring, counting, logic games, word searches, letter scrambles, printing, graphing, mazes; the names of the continents and the names and shapes of simple geometric shapes are included in the exercises.

The activities vary in difficulty and challenge from very simple to about eight year level. However I think that 9 or 10 year olds might enjoy the crossword puzzles and word searches.

There is some nutritional information included.

Note that you would need a class set for use in class soccer instruction, and that the workbook is copyrighted.

The workbook would be a good gift for a beginning young soccer player, especially for the drills and the information on uniforms, rules, and the terms used in the game.

If your school or town is soccer-mad, this workbook would simply be a useful classroom tool to teach various skills in a different and relevant way.

Margaret Montgomery, Teacher-librarian, West Vernon Elementary School, SD#22 (Vernon).

Wakan, Naomi.
Hurrah for Crow Boy!! — Pacific-Rim,
1992. — 30 p. : ill. — ISBN 0-921358-
15-6.

Pacific-Rim Publishers
Box 5204, Station B
Victoria, B.C.
V8R 6N4

Some picture books are timeless, but because so many wonderful new books are on the market, many teachers forget about the "oldies but goodies." I hope that the publication of this study guide for Taro Yashima's *Crow Boy*, by a Victoria publishing house, will renew teacher and teacher-librarian interest in this classic.

Crow Boy tells the story of the classroom experiences of a poor Japanese boy, ostracized by his classmates because of his shyness and queer ways. Although author Naomi Wakan does not connect her study guide with BC curricular objectives, many of her suggestions for activities fit *Learning for Living* goals.

Crow Boy, with study guide, is also recommended for Grade Six classes learning about Japan. Wakan includes a wealth of interesting facts about life in Japan, yesterday and today. Many activities invite comparison between our culture and the Japanese culture. A list of regulations, currently enforced in Japanese schools, will certainly stimulate discussion in a Grade Six class in BC ("#4. Students must be quiet and write down everything the teacher says."!!!)

The format of the guide interprets *Crow Boy* double-page by double-page. Suggested activities arise out of each spread, with Ideas for art, social studies, science, and language arts. The guide is applicable from early primary through to Grade Six.

Hurrah! for "Crow Boy" "It is one of the *Storybook Notes* series, produced by Pacific-Rim Publishers. Study guides to *Little Fingerling*, *Mouse's Marriage*, and *Some Sumo* are others in the series.

Lorraine Kelley, Substitute teacher, School Districts #12 and #13 (Grand forks and Kettle Valley).

Wakan, Naomi.
Reading about Japan : an annotated
bibliography of children's and young
people's literature. — Pacific-Rim, 1992.
— 30 p. : ill. — ISBN 0-921358-17-2. —
\$13.95.

Reading About Japan is an annotated bibliography of "200 English language children's books with Japanese people or their culture as a central theme". The entries are divided into sections for young readers in the primary grades (106 titles), early intermediate grades (36 titles), young adults readers (44 titles), teacher guides (6 titles) and reference books (8 titles). A guide to titles related to 14 particular themes ("Circular Tales", "Internment Camps", "Samurai") is included as well as an index of the titles.

Entries are critically annotated and include some negative reviews, for example *Birds, Frogs and Moonlight* by Cassedy. "Yasuko Makino, the authority on Japanese children's literature, describes this book as "inaccurate and carelessly compiled" and names several errors. In spite of this, the strong haiku images, the Japanese calligraphy, the *romaji* (Japanese in Roman letters), and the fine illustrations are bound to inspire the reader to attempt to write some haiku themselves."

Wakan also notes whether each title is in print. Unfortunately more than half are no longer in print, although the author notes all titles can be obtained from public or university libraries.

I recommend *Reading About Japan* as a highly useful tool for teacher-librarians and teachers of Japanese and multicultural studies.

Susan Tickson, Teacher-librarian, Lochdale Community School,
SD#41 (Burnaby).

Watson, Jane.
The minute taker's handbook : taking minutes at any meeting with confidence. — Self-Counsel, 1992. — 120p. — ISBN 0-88908-994-9. — \$8.95.

This 120 page self counsel press book is a great little resource for student councils, school staffs, committees and any other organization that requires practical knowledge on how to run formal and informal meetings effectively.

Topics covered are: types of meetings, setting objectives, how to write minutes, ledgers, and other records, parliamentary procedures, facilitation, agendas and the logistics of setting up equipment and meeting rooms.

Examples of 20 various meeting artifacts such as minutes, agenda headings and recorder's notebooks are provided.

Recommended for purchase at all levels.

Mary Louise Guest, Teacher-librarian, Chatelech Secondary School, SD#46 (Sunshine Coast).

Watson, Sandy.
Fiona & the prince of wheels. — Orca, 1992. — ISBN 0-920501-77-X. — \$7.95(pbk.).

Orca Book Publishers Ltd.
P.O. Box 5626, Stn. B
Victoria, B.C.
V8R 6S4

Fiona needs a new bike more than anything else in the whole world. Jealousy rears its ugly head when her best friend Taralin gets a new hot-pink mountain bike. But Taralin is a real friend — she lets Fiona have the first ride on her new bike. But the ride ends in disaster because Fiona crashes the new bike into a boy in a wheelchair. Taralin is understandably extremely angry and refuses to speak to Fiona. Fortunately, P.C. (the boy in the wheelchair) gets his father to fix Taralin's bicycle. Fiona delivers the freshly repaired bike to Taralin's yard. Before Taralin gets home to claim her bike, it is stolen from her yard. P.C. and Fiona work together to solve the mystery of Taralin's and other stolen bicycles, including some from the Transportation Museum.

This book is a sensitively written novel about the true value of friendship and how physically challenged people can cope successfully against great obstacles. This book would appeal to intermediate children. It could be used in the Learning for living Curriculum in the areas of friendship, and developing tolerance and acceptance toward others, especially those who are different.

The author is a British Columbia writer, and in the acknowledgments at the back of the book, she indicates that she has had several experiences in dealing with people who are physically challenged, as well as having done a considerable amount of research into the problems faced by persons in wheelchairs. She has also researched the history of movement and transportation.

Rosemary Anderson, Teacher-librarian, W.L. McLeod Elementary School, SD#56 (Nechako).

Webster, Jack.
Webster! : an autobiography. — Douglas
& McIntyre, 1990. — 247 p. : ill. —
ISBN 0-88894-706-2. — \$22.95.

Jack Webster is a pioneer of Talk Radio and Television in BC. In his autobiography, he discusses his early life in Glasgow, where his father worked as an iron turner on the Clyde River. By his late teens Jack was employed at three jobs for three Glasgow newspapers before moving to Fleet Street, where he shared a desk with Ian Fleming, creator of James Bond.

After serving in World War II, Jack and his young family immigrated to Vancouver where he covered the labour beat for the Vancouver Sun and exposed communist influence in the trade unions. By the early 1950's he established his reputation broadcasting on radio shorthand transcripts of testimony made during the Mulligan probe into corruption on Vancouver's police force. He eventually became known as the champion of the "little guy". Because of this reputation, he was asked to mediate a hostage-taking incident at the "Pen", which Jack describes in detail in his book. Much later, Jack took his popular broadcast program to television where he sparred with Pierre Trudeau and flirted with Shirley MacLaine.

Interspersed throughout this autobiography, Jack recounts not only his love for his wife Margaret, but also his feelings of pain and guilt. Margaret was obsessed with a child that she and Jack had given up for adoption, and she became chronically depressive. Even a reunion with her lost daughter could not undo the damage done by years of drug therapy, electroshock treatments, and psychosurgery. In part, this book is Jack's attempt to understand mental illness.

This book is an entertaining look at Vancouver's past and Jack touches upon some of the most dramatic events and people with whom he has been involved. However, he does not go into any depth in his analysis of Vancouver's history and consequently renders this book not really applicable for Social Studies projects. Journalist students may well enjoy it. However, it was written for Jack Webster's huge audience, a generation, older, and with different concerns than today's youth, and it more properly belongs in a Public Library.

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

Wright, Jeni.
Dinosaurs and all that rubbish [sound
recording]. — Dinosaur Productions,
1991. — 1 sound cassette + 1 guide.

Jeni & The Dinosaur Revival Band
P.O. Box 46566
Station "G"
Vancouver, B.C.
V6R 4G8

Rockysaurus and Friends is a collection of songs at the primary-interest level. Songs about dinosaurs, teddy bears, running shoes, and the environment are sung in various folk styles with lively, catchy, rhythms and tunes. These song subjects fit well with primary theme units and tunes.

The piano and guitar accompaniment is by Jeni Wright and Robert Campbell, both of whom have elementary school teaching experience.

Tested with classes from K - 2, this tape is recommended for use in Primary Classes.

E. Rita Ourom, Teacher-librarian, Lord Nelson Elementary School, SD#39 (Vancouver).

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