

Sharon Scott ✓

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BCTLA

THE BOOKMARK



**“DOES THIS
COUNT?”**

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STATEMENT OF PURPOSE

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

IN CIRCULATION

by KRIS NELLIS, BCTLA President

I hope that everyone had a rejuvenating summer! I have talked to a few of the Executive, in preparation for our first meeting on September 10-12th, and discovered that Gerald Soon, BCTLA's Recording Secretary, has not spent the summer relaxing. For three weeks, he taught a course at UBC. He also trained, along with Pat Parungao, the people that will now be available to deliver the workshop to accompany *Contemporary Books Reflecting Canada's Cultural Diversity*. They are Carol Hilland (Campbell River), Fran Pirie (Duncan), Bosco Chang (Victoria), Elizabeth Johnston (Vancouver), Roz Johns (Richmond), Winsome LeBlanc (Maple Ridge), Parmjit Parmar (Maple Ridge), Margaret Montgomery (Vernon), Patrick Romaine (Armstrong), Chiara Anselmo (Kamloops), Iris Cooper (Williams Lake), Brenda Logelin (Quesnel), Sindy Ho (Chetwynd) and Lynn Turner (Terrace). As well, Gerald wrote publishers asking for additional copies of the books that are included in the bibliography so that there will be additional sets available for the workshops. Thank you, Gerald, Pat and all the trained workshop presenters for your dedication to the profession.

There are two new members of the Library Book Purchase Plan Committee joining the two continuing members, Carole Eyles and Mary Huffman. They are Lee Inkster from Port Coquitlam and Mel Maglio from Vernon. Thank you to all those members who submitted their names for consideration. The committee's next meeting is scheduled for October and it is anticipated that we will receive the book annotations early in the new year.

Thank you to Patricia Finlay for assisting me at the end of June with the preparation of the BCTLA's response to the Visual Arts and the Drama Curriculum/Assessment Frameworks. We were greatly assisted by the response submitted by the Vancouver Chapter. We thank them for this input. The deadline for responding to the Social Studies Framework was extended to September 30th. As expected, I received offers of assistance and the Northern Lights, Kamloops, Cariboo-Chilcotin and Terrace Chapters will submit responses which Karen Davidson and Mark Roberts have agreed to compile. Thank you to all of the chapters that have assisted with this project.

The BCTLA's newly formed Advocacy Committee will have met for the first time during the Executive Retreat in September. Thank you to Sheldon Mitchell of Vancouver, Rosemary Boland of Cowichan, Judith Coffin of Surrey and Ann Busay of West Vancouver for agreeing to be involved in the initial stages of this committee and help to set its course for the future. I am sure that the members of this committee would welcome suggestions from the membership which can be forwarded through Bonnie McComb, Vice-President.

On October 4th, I will be participating in a symposium on Information Literacy that all secondary teacher-librarians on Vancouver Island will also have the opportunity of attending. This symposium was made possible with the Ministry of Education "Partnerships Initiatives" grant received by John Caldwell, the Coordinator of Library Services in Cowichan. Congratulations on your "initiative," John!

Then, on October 14-16th, I will be at the BCTLA Conference in Kelowna and it promises to be another uplifting professional experience. It is an excellent opportunity to commiserate with others from around the province and to participate in what we all so strongly advocate, life-long learning. I hope that your school district participated in the Provincial Specialist Day so that you had an opportunity to attend.

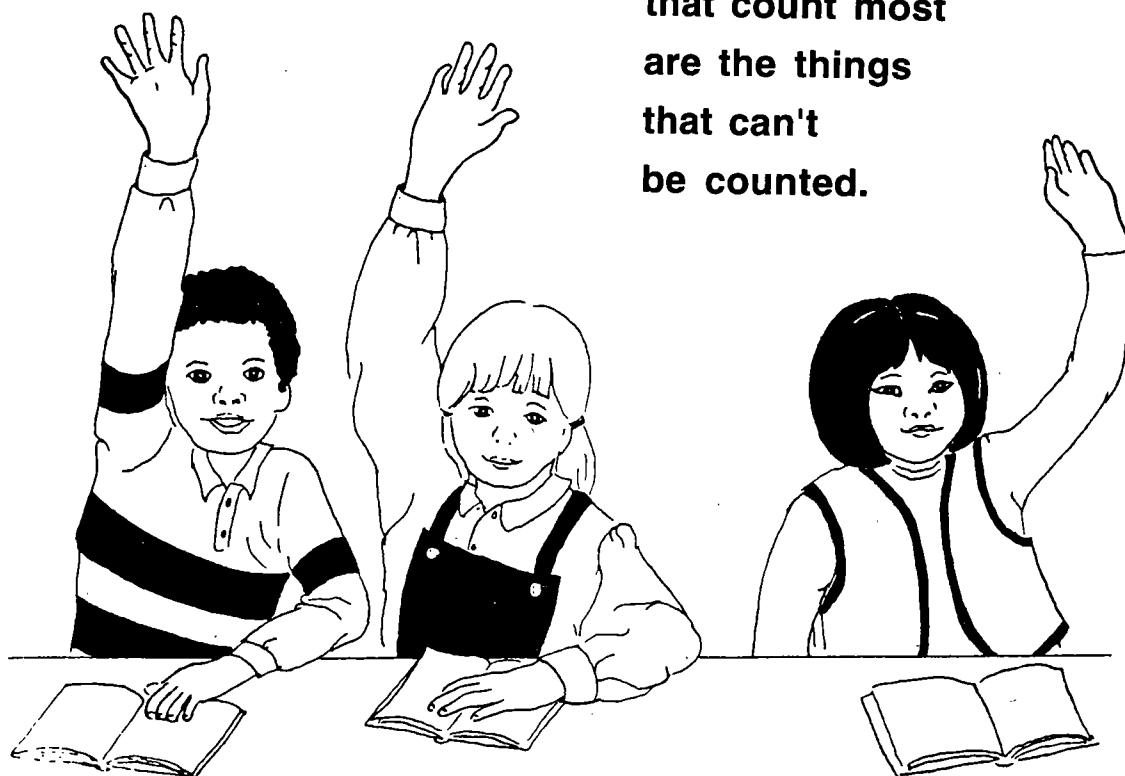
To round out the fall, I will be attending the Provincial Forum on Resource-Based Learning and Teaching which will be held at Dunsmuir Lodge, near Victoria, from November 21-23rd. This forum was also made possible with a Ministry of Education grant. It is being organised by the Continuing Education Committee and plans are well underway. This forum will be by invitation only and participants will include superintendents, administrators, district personnel, classroom teachers, university professors. Teacher-librarians will be represented by myself and the hard-working members of the Continuing Education Committee. Thank you to Marilyn Hannis and the committee for the hours spent planning and arranging this forum.

These three events are examples of professional highs but, unfortunately, there are also the bargaining and budget lows. At the provincial level, there are increased opportunities for professional development, increased acknowledgement of our expertise and increased recognition of our role during this period of Education Change but this is combined with the reality that when money is tight, teacher-librarians

are one of the first groups affected at the district and school level. I may be naive, but I am still hopeful that our increased visibility at the provincial level will begin to trickle down. It remains vital, of course, for each individual and chapter to continue to be an advocate for teacher-librarians. To that end, I hope that everyone sent their Working and Learning Conditions Survey back to their Chapter Councillor. A high return is needed so that we have an accurate picture of the situation around the province. So many districts experienced difficulties last spring. What will we see when the dust settles? I sincerely hope that the tide turns soon.

All the best to everyone. I hope your year proves to be a professional high rather than a bargaining and budget low.

**The things in life
that count most
are the things
that can't
be counted.**



FREEDOM TO READ WEEK

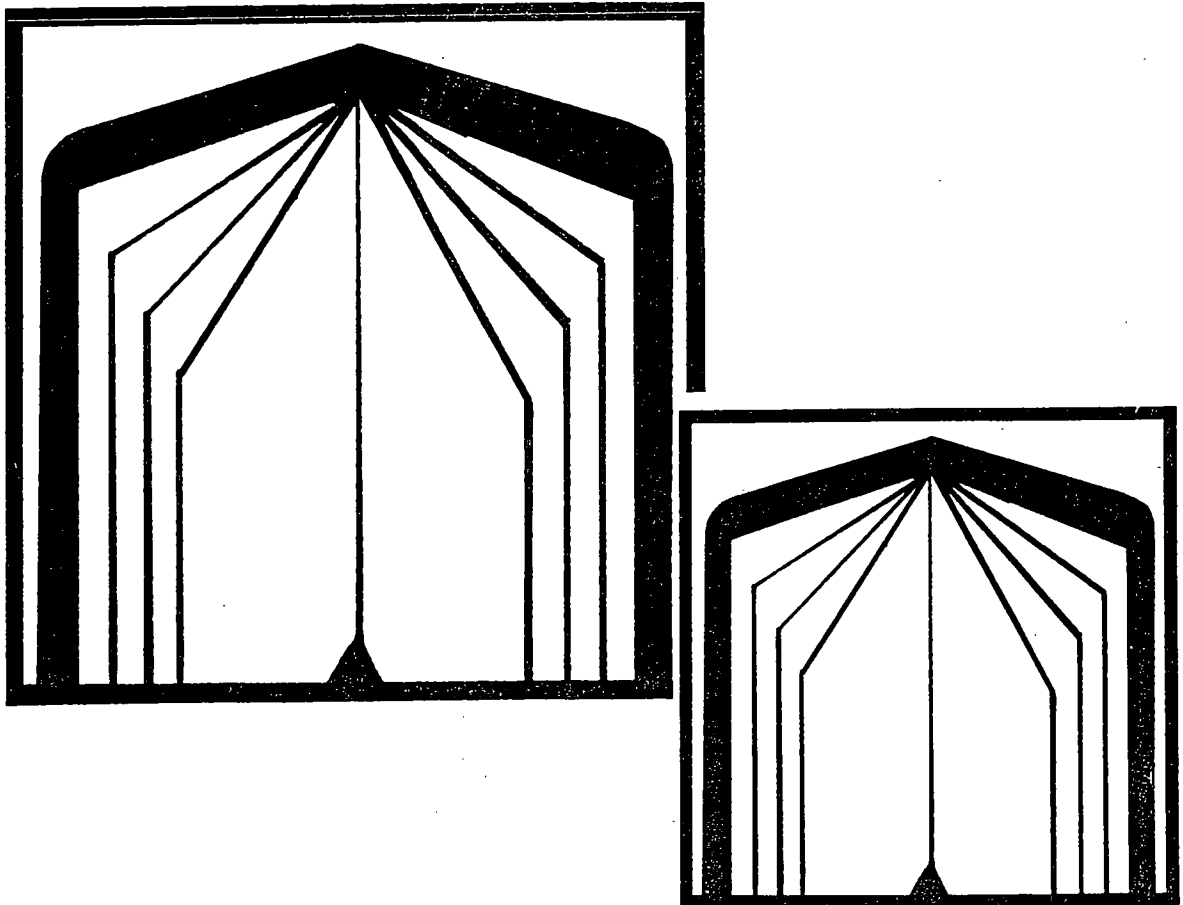
10TH ANNUAL CAMPAIGN DATES ANNOUNCED

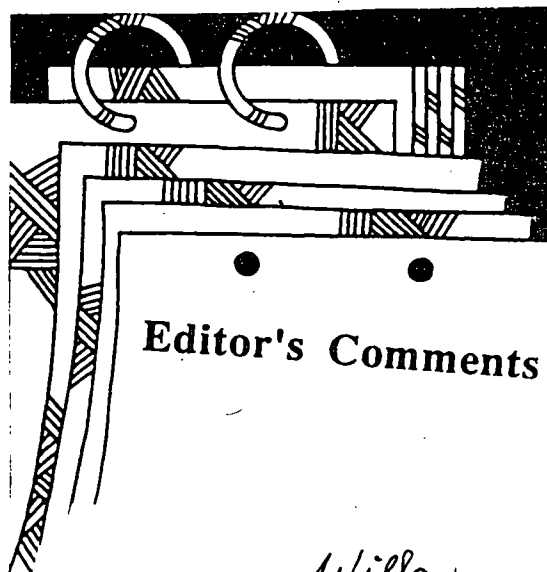
Canada's writers, educators, librarians, and booksellers are invited to show their support for freedom of expression by taking part in Freedom to Read Week 1994. February 28th to March 7th, 1994 will mark the 10th anniversary of this Canada-wide campaign, organized by the Freedom of Expression Committee of the Book and Periodical Council.

In announcing the 1994 dates, Les Fowlie, Chair of the BPC's Freedom of Expression Committee, expressed concern over recent actions by federal, provincial and local governments to deny citizens the right to decide for themselves what they choose to read. The attempts of special interest groups to deny others access to the widest possible range of reading materials is of equal concern.

Associations and community organizations are encouraged to work together to champion this fundamental right during Freedom to Read Week. Public readings and debate, and classroom discussion provide unique opportunities for communities to fully appreciate the principles at stake.

The 1994 Freedom to Read Kit will be available at the end of September 1993. It includes provocative articles, suggested activities and topics for discussion, and an updated list of books and other reading materials banned or challenged in Canada. The Kit, including the 1994 Freedom to Read Week poster, is priced at \$12.00, plus .84 GST. For more information please contact: Book and Periodical Council at 416-975-9366.





Does this count? How many times have we, as teachers, heard this plaintive question from our students? They obviously believe that some learning experiences count and others do not and, realistically, they want to put effort only into those experiences that count! Although we would like to think that education is getting away from a mark-driven model, there is no evidence that this is so—especially at the secondary level of the educational system. We would be just fooling ourselves to believe that marks do not count since they are becoming even more essential as a way of assessing students as they ascend through their learning career. Colleges and universities are relying more and more on raw, uninterpreted numerical assessments of students applying to enter their institutions and to gain access to popular programs. Grade Point Average (GPA) is the be-all and end-all of the higher educational system—this value is often the sole evaluative measure of a student's worth—a hard fact of life as many students have learned by bitter experience. Unwilling to consider any other methods of evaluating students, the institutions of post-secondary learning look only at marks—the measure that really counts!

I recently learned that Simon Fraser University's Department of Education, which trains future teachers, only accepts straight A students into its program. Other institutions look at grades as far back as junior high school and if the student has slipped anywhere below the required GPA or below a certain mark in any one course, they will be denied entrance to highly subscribed programs. No other factors are

considered by these ruthless assessors as they seal the fate of many worthy and talented students. Furthermore, I have heard of numerous cases lately where good, motivated students were told, in a rough and insensitive way, to not even bother applying for certain programs—that they would never achieve a high enough mark to gain entrance! Simon Fraser University refused a student who received one C plus on their report card from high school—all other marks were As or Bs! This student slipped up once—the year she had major surgery for a sports injury—a sport engaged in for the school's team!

What does this do to students? It makes them depressed, lose self-esteem, and eventually adopt a fatalistic attitude towards their future. The fallout is monumental and the effects of this cutthroat competition for marks that count ripples down throughout the whole educational system. Students in high school are repeating courses in droves to finally acquire the necessary standard. Teachers can have up to a half dozen students repeating their course—some for more than the first time! Students entering college are forced to take courses they have no interest in whatsoever just to get a registration number and a foot into the door of the system. They hope to get into the courses and programs they really want in their second or even third year of college. The courses fill up so quickly in the colleges and there is no room for many deserving students. Next, they must acquire the GPA to transfer to a university. Some programs, such as nursing, look at students' marks for every year of their entire high school life, including any college courses they have taken, and if they have failed or received low grades AT ANY TIME in their entire educational history, they will be history!

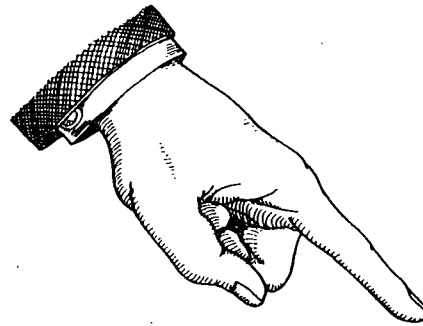
Numerical measures are the measure of a student's worth and the ONLY measure when it comes to higher education. A bad year can close the doors for the rest of your life! This is why students must seriously consider whether they can chance being involved in extra-curricular activities in their high school years. Being in the school play, performing on a sports team, or participating in a music program can easily take up much time and effort and reduce the GPA! Competition is forcing other students to lie, cheat and steal exam papers in order to get ahead. The pressure is unbelievable, especially because the Canadian economy offers fewer and fewer good jobs to young people, and no opportunities for those with only a high school education.

Factors such as personality, community service and all-roundedness are no longer considered by educational institutions. References, awards won, talents, or experience count for NOTHING anymore. Students who have won SCHOLARSHIPS to further their education are being denied entrance to our BC universities! No wonder students want to know if what they are doing "counts"!

You will read about a variety of ideas on evaluation in this theme issue of the Bookmark, but I will ask you to consider the reality of life in the 90s in BC. Something is drastically amiss in our province—the Year 2000 documents stress a learner-focussed approach to evaluation, the Learning of Living curriculum stresses nurturing children's self-esteem, and we as teachers are asked to do anecdotal report cards, student-lead conferences at assessment times, and use cooperative learning methods of evaluation, BUT do institutions of higher learning care about well-rounded students? NO they do not! They want the marks and ONLY the marks. Read A. Shalani's article about what it is like to be caught in this crucible of educational duplicity.

I believe we have never experienced such a level of confusion and two-facedness in education as we now do in this province. The Ministry of Education documents babble about enlightened methods of evaluation while the Ministry itself turns around and imposes rigid external evaluation measures which stifle all the qualities they claim to foster! Projects and learning experiences which extend students' knowledge are dropped and anything that might not appear on the test is cut from the curriculum. If external tests are introduced for grade elevens as well there will be even less opportunity for diversity in the school system. Teachers, ever since the external provincial exams came into effect, have "taught to the test." This means they cover only the content that will appear on these exams; they spend a great deal of time actually studying the past test papers, drilling students on how to gain the highest marks on these exams, and offering extra "study sessions" immediately before the provincial exam schedule. If a student is sick at the time of the exam the results could be disastrous.

Maybe you think this is a harsh view to take, but I see and hear of cases of disgruntled students every day at my high school. The topic of evaluation is always a controversial one and, in no time that I can remember, does the Ministry of Education indulge in more double-speak than they do right now!



Now Is The Time!

Submit an article, unit or bibliography to

THE BOOKMARK —

the winner of the 1993 CANEBSCO Award

COMING THEMES FOR 1993-1994 ARE:

DECEMBER 1993: LIVE IT UP!

The new *Learning for Living* curriculum is designed to assist students to live happily and successfully in an increasingly complicated world. Its focus on the social, emotional and health needs of students of all ages provides ample opportunities for cooperatively planned and taught units of study. Units, bibliographies, speakers, display ideas and articles are all welcome. If you have a way to build students' self-esteem, or if you have found the perfect resource for classroom teachers to use, please share it. **Deadline: October 25**

MARCH 1994: BRAVE NEW WORLD!

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

JUNE 1994: "HOT!"

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

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

THEME SECTION



Win an Air Ticket to *Anywhere* in Canada

JOIN the Association for Teacher-Librarianship in Canada
and become eligible for a draw for one economy class
Air Canada ticket.



The ticket must be used by April 30, 1994, and is limited to Canadian destinations on Air Canada routes. The DEADLINE for receipt of prepaid membership applications is Friday, November 19, 1993. The winner will be notified on Saturday, November 20th. Current ATLC members are not eligible for this offer.

ATLC MEMBERSHIP APPLICATION

Name: _____

Preferred mailing address (please include POSTAL CODE): _____

Work: () _____ Home: () _____ Fax: () _____ E-Mail: _____

Basic membership cost is \$40.00. Membership in one Special Interest Group is free. Additional Groups are \$5.00 each. Please check below the Special Interest Group(s) you want to join:

- Education For Teacher-librarianship
- French Immersion
- Information Technology (includes library automation & laser learning)

TO JOIN ATLC, SEND THIS FORM WITH YOUR CHEQUE TO:
THE ASSOCIATION FOR TEACHER-LIBRARIANSHIP IN CANADA
3675 West 39th Avenue, Vancouver, BC V6N 3A6

LEARNER-FOCUSSED ASSESSMENT: HELPING STUDENTS GROW

by SHARON JEROSKI

Sharon Jeroski, Ed.D., is a speaker, a consultant, a researcher, and an author with special interests in evaluation, English language arts, and teacher research. Currently the research director at Horizon Research, she works with teachers and school districts throughout British Columbia as well as with the Ministry of Education. Her publications include Reading and Responding, Evaluation Resources for Your Classroom, Speak for Yourself (an oral communication text), and Tapestries (an anthology of contemporary fiction from the Asia Pacific).

Reprinted with permission from *Research Forum* (A Journal Devoted to Educational Practice and Theory). Number 9, Spring 1992. SD 36, Surrey and Ministry of Education, pp. 27-33 and the author.

The emphasis of assessment and evaluation today is shifting from monitoring outcomes to enhancing students' development. Monitoring is a system-driven activity; enhancing development focusses on the learner. While it is difficult to argue with the notion that an educational system ought to monitor what is learned and to exert some form of quality control (in today's parlance, "accountability"), it is even more difficult to defend assessment practices that regard learners simply as receptacles of what has been learned. Surely assessment and evaluation ought to have positive effects on learners and learning.

Traditionally, the education system used evaluation to maintain "quality control," monitoring what had been learned and informing participants of the results. Theoretically, evaluation supported instruction; by monitoring development, teachers and students could make informed decisions about teaching and learning. In practice, however, evaluation and assessment all too often were cultural rituals—mysterious, inevitable, unquestioned, and

without purpose. Results, expressed as numbers, carried the mystery, power, and precision our 20th-century society has come to associate with science and mathematics. Natural scientist Stephen Jay Gould considered the power we have ascribed to quantitative test data:

The mystique of science proclaims that numbers are the ultimate test of objectivity...If ranks are displayed in hard numbers obtained by rigorous and standardized procedures, then they must reflect reality, even if they confirm what we wanted to believe from the start...If—as I believe I have shown—quantitative data are as subject to cultural constraints as any other aspect of science, then they have no special claim upon final truth. (Gould, 1981, p. 26)

We are now fundamentally changing the way we view assessment and evaluation. As more and more teachers adopt student-centred approaches, the traditional forms and functions of evaluation (teach/test/re-teach) are irrelevant at best. We now talk about "learner-focussed" assessment that is "contextualized." But what do we really mean? How will our assessment and evaluation practices differ from those we traditionally used? How can we ensure that we are learner-focussed in our approach? And most important of all, how can assessment and evaluation support learning?

In a learner-focussed community, teachers and students continually assess and make judgments that support their thinking and learning. Assessment and evaluation are dynamic, purposeful, and sensible—everything that happens is designed to support students in their learning and development. Teachers focus on collecting information that will help them to work more effectively with their students. At the same time, the process of assessment and evaluation supports students in becoming more powerful thinkers and learners by helping them to:

- focus their efforts
- make connections with existing knowledge and experience
- explore their thinking and learning

- deepen their understanding
- risk going beyond what they already know and can do
- persevere and be resilient in their learning
- learn about themselves.

Learner-focussed assessment helps students to explore some important questions about their learning.

Focussing: why is this important? What am I supposed to do?

“Schools should be places where people demonstrate the things they value.” (Smith, 1990, p. 131)

Evaluation can help students to focus on important aspects of their learning. Many of the students in our schools today have trouble focussing their attention and their efforts. Most often, this lack of focus is caused by factors outside school—vicarious and real experiences that consume attention and concentration. Recently, for example, many of our children watched a war live on television for two or more hours before they came to school each morning. Others come to school hungry, fearful, fatigued—or simply excited. The result is all too apparent in our classrooms, where some children seem to go through the day with little or no idea about what is going on, what is valued, what is expected of them, or how to address expectations. Some persist in a state of confusion; others simply “drop out.” Even many of our most able learners are often unclear about expectations.

One of the most important functions of learner-focussed assessment is to help all children focus their attention and their efforts on behaviours that are valued. Evaluation is the single most powerful way teachers communicate their values and beliefs to students, parents, and colleagues. Students logically assume that the behaviors or qualities that are evaluated and therefore “count” are the most important outcomes of their educational experiences.

When my son was in Grade 7, we spent one particularly frustrating evening trying to build and wallpaper a cardboard house, an assignment related to a novel his class was studying. The project did not go well: the walls were crooked; the wallpaper (why was there wallpaper?) did not stick; the house did not stand alone; the furniture was still a figment of his

imagination; and I had forgotten to buy green fabric (our home does not offer the “remnant” bag of my childhood). My general incompetence was increasingly apparent. Finally, in a fit of pique, Mike threw the entire mess on the floor, proclaiming, “It’s not fair. You’re no good at anything that counts at school.” I had just defended my doctoral dissertation; I read voraciously; I write both professionally and for pleasure; I compute with ease; I can even partition the sum of squares if it needs doing. And Mike’s eight years of experience in school had convinced him that these did not “count.” He wanted a mother who could draw, build a cardboard house, make a clay castle, construct a sugar-cube pyramid, design a poster—in short, a mother who could help with projects. More important, he wanted to be “good” at those activities himself. In his eyes, they were infinitely more important than the stories he read and wrote.

I do not mean to denigrate the importance and value of the visual arts—I, too, would like to be good at projects. And I know that Mike’s teacher did value his literacy skills. But Mike did not know that. In his eyes, most of the currency of the classroom (marks, praise, display, report-card comments) was used to reward artistic and aesthetically pleasing projects; so he focussed his efforts on learning to draw. He spent less time writing. Of course, his grades did not improve.

What can teachers do to ensure that their assessment and evaluation activities result in a shared focus? Teachers whose classrooms I visit help students make sense of their learning experiences through activities such as:

- talking frequently with the students about their values and about the purpose behind the activities they choose. For example, in a primary classroom, the teacher and children frequently talk about why thinking is important, about what makes a powerful thinker, and about evidence that they are all becoming powerful thinkers.
- collaborating with students to develop and select the criteria by which particular assignments or activities will be evaluated. For example, Brownlie, Close & Wingren (1990) describe a process for “editing without agony” (pp. 100-111); young children develop strategies and criteria for persuasive writing through reading, imagery, discussion, role-playing, writing, and reflection.
- posting or distributing rating scales or other sets

of criteria they plan to use in assessing students' work. For example, the following rating scale has helped intermediate students focus on key aspects of their responses to literary selections:

Powerful: The response is personalized and thoughtful. The student integrates previous experiences and includes specific references to the text. The ideas expressed go beyond the text and indicate a relatively deep or sophisticated understanding of the selection.

Competent: The response is consistent and logical and features some integration of previous experiences and includes text references. The student may focus on one aspect of the poem or deal with the ideas on a surface level.

Partial: Some inconsistencies are apparent, suggesting a partial or incomplete understanding of the poem. Typically, the student makes less frequent use of images, emotions, and specific text references.

Undeveloped: The student may offer broad general statements without explanation. If any text references are included, they may be inappropriate or illogical (Jeroski, Brownlie, & Kaser, 1990, pp. 40-41).

Making connections: How does this fit with what I know and care about?

"We learn best when we are engaged in an activity that is interesting and meaningful to us, where our past experience is relevant." (Smith, 1990, p.40)

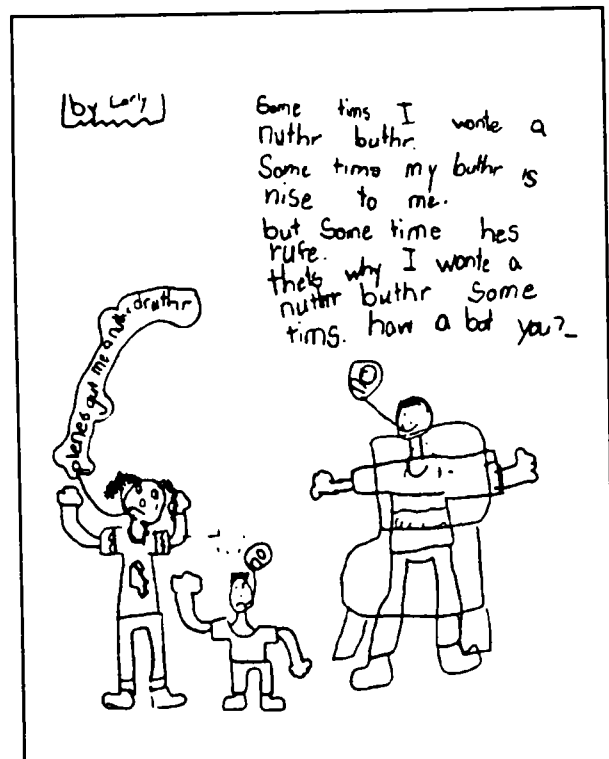
"When we think, we try to make connections and see patterns, which will lead us to interpret the significance of whatever it is that we are thinking about in ways that had not occurred to us before." (D'Arcy, 1989, p. 12)

A learner-focussed approach to assessment encourages students to see their experience and interests as relevant and to seek connections.

In Kim Ondrik's primary classroom, the children continually monitor and talk about their learning in terms of connections—new connections, old connections, connections with books, with their experiences, with their feelings and ideas. They value connections. Ondrik believes that helping students make connec-

tions will help them to become more independent and powerful thinkers. She began with concrete representations, with extensive modelling and discussion, and now, they explain, "We can connect anything!" They evaluate their own development in terms of their connections. For example, Eric, who is six, described his learning: "My connections are together for dinosaurs and space. They're almost together for diplodocus, for writing, and for reading. But my connections for math are not together yet." Assessment has helped the children in this classroom to value and extend their connections.

In the classrooms I visit, teachers are trying to design assessment tasks that explicitly invite students to make connections; we also collaborate with the students to develop criteria that reflect this focus. For example, to assess secondary school students' responses and understanding of short stories, we sometimes ask them to create and share a web of connections (personal, socio-cultural, literary, content). Younger children are asked to offer "words, memories, feelings, questions" in a web or list. Open-ended assignments as "Use your ideas, feelings and images to show your understanding" also encourage students to focus on the connections they are making. After reading a poem about a "bother of a brother," seven-year-old Carly provided the following response, illustrating her own two brothers and offering her views:



Exploring: Do I need the “right” answer or should I keep wondering?

Learner-focussed assessment helps to convince students that exploration is valued—that ambiguity and complexity ought to be welcomed. Evaluation that emphasizes learners and learning, rather than what has been learned, supports students’ development as constructive, creative thinkers and powerful users of language. Brown and Marshall each emphasize the importance of ambiguity and exploration.

“Consider the optimal conditions for making a person think hard or creatively about something. An air of mystery will do it; a lot of us instinctively try to solve mysteries or puzzles. Uncertainty causes us to think. So do ambiguity and unpredictability and open-endedness... Most helpful, of course, are opportunities to read and write at length and argue with people about what we’re discovering.” (Brown, 1988, pages unnumbered)

“Students initial reading of texts—especially texts that are difficult—are bound to be tentative, are bound to raise more questions than the students can confidently answer. Recognizing this fact, we have two options. We can give students the answers (this is what the story means) and then ask for formal written reports of what we have told them. Or we can initiate and support their own process of discovery through writing, knowing that they may arrive at readings different from and perhaps less informed than our own.” (Marshall, 1988, p. 56)

Contemporary society often seems to value the “quick fix” and rewards instant success with instant gratification. As Shekerjian (1990) notes, “many of the success stories we prize underemphasize—and often omit entirely—the long period of uncertainty that precedes the magic moment of epiphany.” (p. 32)

What assessment activities not only tolerate but encourage students to explore their thinking? Students of all ages need frequent opportunities to make choices about what they will read or write and about how they will respond or represent their thinking. For example, to assess children’s independent understanding of written information, we provided a selection of articles about natural science topics and a variety of response tasks (Brownlie, Jeroski, Brownlie & Kaser, 1991).

- “Reading and Learning” invited the children to “Tell all the things you learned. Tell your own ideas, too. You could make a list, a web, or write about it.”
- “Reading and Drawing” asked the children to “Draw a picture or cartoon that shows your ideas and what you learned. You can use words, too. Then tell about your picture.”
- “Answers and Questions” directed the children to “Tell two things you learned. Next, try to think of two questions you could ask the author.”
- “Tell me about it” invited the children to “Write a note to someone in your family. Tell your ideas and what you learned. You can put a picture in your note if you want.”

For all these response tasks, the children participated in a shared prereading activity, teachers read and clarified the instructions, and children had opportunities to talk about their responses. (Children’s responses were evaluated using a modification of the rating scale presented earlier and described as “powerful,” “developing,” or “supported.”) The following samples from Louise Zappitello’s primary classroom illustrate how children who read the same selection can explore their ideas in ways that are meaningful to them:

ANSWERS AND QUESTIONS

1. What did you read about?
the moon

2. Tell two things you learned.

1. it gets light from the sun
it is like a mirror

2. it makes one trip in 4 weeks
the moon is much darker than earth
it is colder than the sun that's why
it has no life on it

3. What questions do you have about it? Try to think of two questions you could ask the author.

1. how did you get all this
vitallins or mass on it

2. how many times does the moon
travell around the earth in a year

SAMPLE STINA

READING AND DRAWING

Name: Stephen
Date: _____

1. What did you read about?
The moon

2. Draw a picture or cartoon that shows your ideas and what you learned. You can use words too.

3. Tell about your picture.
The sun is bigger than the moon and the earth. The earth is bigger than the moon. It is cold and rocky on the moon. The earth, moon go around the sun.

Inviting responses in the form of questions is a particularly effective way of convincing students that there is no one "right" answer. Students can respond to literary selections by jotting down questions as they read or listen, or by formulating questions for the author or one of the characters. Teacher and students can collaborate to develop criteria for evaluating the questions. Self-evaluation prompts, such as, the following also help students to value openness in their thinking while at the same time documenting their learning:

I used to think

but now I think

because

Deepening Understanding: How is my thinking changing?

Students deepen and extend their thinking and learning when assessment tasks invite them to construct meaning. And as Frank Smith has noted, "We learn the world we create." (1990, p. 47) The act of responding helps readers and writers to develop meaning.

TELL ALL ABOUT IT

1. What did you read about?
the moon

2. Write a note to someone in your family. Tell them your ideas and what you learned. You can get a picture in your note if you want.

Dear Lucas

I learned a lot
the moon. it is
smaller than the
Earth. the moon
is made of rock

SAMPLE STEPHANIE

"Students are now charged not with acquiring and remembering knowledge, but with making it, with crafting it out of the raw material of their experience, the texts, and their discourse with other students, teachers, and writers." (Probst, 1990, pp. 29-30)

"The minute we begin to articulate our feelings, ideas, and judgments about a piece of literature, it begins to take another shape." (Nelms, 1988, p. 7)

If we want students to become powerful, independent thinkers and learners, we must talk to them about their learning and their achievements in ways that are meaningful to them. If we want parents to support and extend their children's learning and development, we must talk to them about their children in ways that are meaningful to them. By focussing our evaluation on real (authentic) accomplishments—achievements that a student can take pride in—rather than on signs or indicators that only an expert can understand, we can help children, parents, (and ourselves) to make sense of learning and development (Harman, 1991; Jeroski, 1989).

Portfolios, files, scrapbooks, and other student collections can be particularly helpful in documenting achievement in a way that makes sense to students. (See, for example, Archibald & Newmann, 1988; Chittenden & Courtney, 1989; Ministry of Education, in press; Murphy & Smith, 1990; Taylor, 1990; Valencia, McGinley & Pearson, 1990.)

This emphasis on creating, constructing, negotiating, and sharing meaning has not always occupied centre stage in assessment and evaluation. In the past, we've sometimes fallen into the trap of deliberately obscuring meaning, thinking that our expertise and thoughtfulness can best be demonstrated in a special language only the initiated can understand—that somehow education will be more “scientific” (and thus, our work more valued) if every word carries a special meaning. The most expert person, then, will be the one whom the fewest people understand. Of course, when only “experts” can share and understand the language, only “experts” can make decisions and judgments about learning. So the special meaning we've assigned to terms like “reading achievement” has ultimately served to mystify students and placate parents, rather than involve and inform them.

Risk: Should I go beyond what I know and can do?

“Risk makes people nervous—which might explain why so many of us have trouble reaching the full length of our creative potential.” (Shekerjian, 1990, p. 160)

Learner-focussed assessment encourages students to take risks. Learning depends on risk taking. Students who will not take risks cannot learn anything new—they can only perfect the things they already know and know how to do. We can never make it safe for students to take risks—safety implies that nothing is being risked—but we can help students to see that risk-taking is valued to support them when they seek to go beyond what they already know and can do. Many students see evaluation as a barrier to risk-taking. And when we penalize them for mistakes—rather than reward accomplishments—we increase the danger.

When I was in secondary school, one of the English teachers was particularly proud of his complex marking system, designed to ensure that we developed respect for the conventions of written

English. He assigned an overall mark out of 50 to each paper. Then he began subtracting: one mark for each spelling error except to/too/two, and there/their/they're, which carried two-mark penalties; one mark for each error in punctuation or usage; two marks for run-on sentences and sentence fragments, and so on. How did this deficit model affect our writing? We learned to avoid risk. Rather than focus on ideas, accuracy, or rhetorical purpose, we concentrated on brevity and simplicity—as short as possible with few attempts at sophisticated vocabulary or syntax so as to avoid mistakes and the resulting deductions.

How can we encourage students to take risks? Open-ended tasks can help (for example, see Stina's response to “Questions and Answers”). Working with the students to ensure that they understand the criteria by which they will be assessed also helps, as, of course, do criteria that recognize and value divergence. For example, eight-year-old Brad and Tracey, who knew that their responses would be evaluated using the rating scale outlined earlier, risked sharing their feelings and their personal images about a poem they had read.

“When I read the poem it made me think of a boy eating rocky road ice-cream and getting himself all stuck up in it. Also it made me think of a boy feeling all slimy and sticky. I hate it when I get all slimy because everybody starts staring at you. And if you are with one of your friends they could start laughing at you. And I think he keeps on eating them because they taste so good, and once you start eating them it's hard to stop. I think that he is eating rocky road because in the poem it said that the ice cream was sticky and rocky road is the stickiest ice cream flavour I know of!” (Brad)

Brad integrated his own personal experience to move beyond a literal retelling of the events of the poem. He empathizes with the boy eating an ice cream cone and risks a personal view, “I hate it when I get all slimy because everybody starts staring at you.” Clearly, this assessment task supports Brad's thinking and learning.

“This poem makes me feel like it's summer time. The first part of the poem made me think about a person eating ice cream and it's dripping all over the place. The second part made me think about Mickey turning into an ice cream cone. To me Mickey seems like a red head and he has lots of freckles and that's what makes him mischevious.” (Tracey)

Tracey also goes beyond the “safe” details of the poem to offer her imagined picture of Mickey, complete with red hair and freckles (not mentioned in the poem).

Inviting students to state their own goals and concerns whenever they share a piece of work provides a safety net for the risks they take. Students often worry that their efforts will go unrecognized—that their teachers will think they “didn’t try” or that their work “might not look like much.” When evaluation is collaborative and constructive, it enhances rather than inhibits students’ learning (Jeroski, in press). For example, we often ask What were you trying to do? How do you feel about it? How could I (or someone else) help you? or What would you like me to notice about your work today? Thirteen-year-old Tracey and 10-year-old Amy guided their teachers through their work:

“Something that I want you to notice about my paragraph about the sixties is that this may not look like much but I worked hard to get the information. My printing is quite small and I can fit a lot of words on one line so it looks like I haven’t done much. If I had to do this again I would like to try to do it a little bit neater.” (Tracey, age 13) Kathy Coleman’s classroom, Sooke.

“Dear Reader,
This book was made of all the creative writing and thinking. For me this book is a memorabilia of my progress of writing in my grade 5 year. I’d like you to look at everything in this book but I would especially like you to look at the collage of what I like and how I feel about it. It will give you a good idea of what kind of person I am. I would also like you to see my fairy tale. Its a take-off on the three little pigs. It will show you my sense of humor. Compare both of my thinking inventories—look at the way I thought of my thinking then and now. I love writing its definitely one of my biggest hobbies or the only hobby I have. Ever since I was in Mrs. Hoffman’s class I have had better self-esteem and I can think clearly and more efficiently.” (From Amy the writer) Linda Hoffman’s classroom, Nelson S.D.

Persevere: Should I keep going—try this again?

“We should not expect students to arrive without having travelled.” (Barnes, 1990, p. 50)

“Bach wrote a cantata every week. Some weeks he was tired, and others he was sick. But every week he wrote a cantata. Sometimes he didn’t have much time so he copied stuff he wrote before. And they’re not all as good as the others, but the point is this: he put it out.” (Stephen Jay Gould, quoted in Shekerjian, 1990, p. 30)

Learner-focussed assessment offers continual encouragement and direction for renewed efforts. When students perceive that they have failed, they logically withdraw their efforts. Success, too, can inhibit effort if students believe that they are “finished.” Typically, once a teacher has assigned a mark, the activity—and the learning—is over for most students. On the other hand, when students are able to view their learning as part of a journey, sometimes fast, sometimes slow, that moves them toward their goals, they are encouraged to persevere in their learning.

In Kim Ondrik’s primary classroom, the children frequently talk about their learning journeys. Recently, they have been developing a chart showing the journeys toward walking and talking that they made as infants. Their chart includes a number of important conclusions: “Everyone journeyed to walking differently but we all got there.” “It took a lot of tries and a lot of things happened on the way.” Their focus on making connections also helps them to persevere as Alli explained to me,

“On a learning journey, when it’s hard, you’ve just got to keep thinking for the connections—like I did with regrouping.”

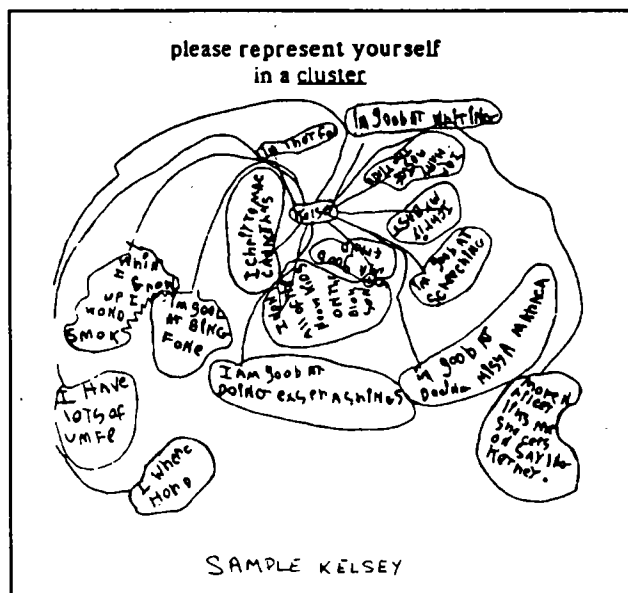
Self-knowledge: What can you already do? What works best for you?

“You can go looking for things even if you don’t know what you’re looking for, just by setting up the conditions you know yourself to favor.” (Shekerjian, 1990)

Learner-focussed assessment helps students to learn about themselves and the conditions that work best for them. Students, like “Amy the writer” who

are able to reflect on and understand their own learning can become lifelong, independent learners. On the other hand, students who need their teachers to validate all their learning and their accomplishment, can only learn what they have been taught. And their learning “ends” when a mark is assigned. When teachers assess and evaluate student development, they provide models for students to emulate in their journey toward independent self-evaluation. Of course, as in other instruction, modelling alone is insufficient: students need repeated opportunities for guided practice, for collaboration, and for reflection in order to become independent.

For most students, the first step is awareness. The teachers in a study group I belong to are working to encourage children’s understanding of their learning. Ann Staforelli, Lorraine Hanson, and Caroline Thomas invite their primary children to draw pictures of themselves learning, and explain what is going on in the picture. This first step has increased the children’s awareness of themselves as learners and helps them learn to talk about their own thinking and learning. In another primary classroom Gladys Rosencranz and Noreen Bremner asked the children to draw 10 pictures of themselves learning something at school; then to paste the pictures in a row from easiest to hardest. Their conversations helped both teachers and children gain insights into their learning. In another classroom, six-year-old Kelsey shared her knowledge of herself when she was asked to represent herself in a web as part of her report card.



Conclusion

No area of education offers more promises and pitfalls than assessment and evaluation. One of the most encouraging trends in education today is a growing insistence on making sense. As we emerge from what Harman has called “a 50-year testing detour...a forced march to a dead end” (1991, p. 50) how can we ensure that we keep our focus clearly on the learner? Briefly, we can strive toward assessment that does help students to become more powerful thinkers and learners who are focussed, able to make connections and explore their thinking and learning to deepen their understanding, who risk, persevere, and come to know themselves. I use six questions to help me evaluate my own assessment plans and activities:

1. Am I focussing on the learner and the learning (rather than on what has been learned)?
2. Are my assessment practices helping me to be a “better” teacher—to work more effectively in enhancing students’ development (rather than satisfying external, system-monitoring requirements)?
3. Are my assessment activities meaningful to the students and contextualized within our classroom community (rather than trivial, artificial tasks)?
4. Does what I am doing make sense to students, to parents, and to me (rather than involve mysterious rituals and results that only experts can interpret)?
5. Is assessment a dynamic, integral part of all classroom activities (rather than something that happens at the “end” when the learning is over)?
6. Is assessment a shared, collaborative activity in a community of discovery (rather than the sole right and responsibility of the teacher)?

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THE ADMINISTRATOR'S GUIDE TO EVALUATING SCHOOL LIBRARY PROGRAMS: A COLLABORATIVE APPROACH

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[Editor's Note: This document was originally submitted as a Masters' project in Education Administration. It has been shortened for publication, necessitating the omission of some sections and the inclusion of text only for forms which originally included response scales and spaces for comments. Many assessment tools gathered from school districts by John Caldwell have been omitted entirely. Notes are provided to indicate the most significant changes.]

THE ADMINISTRATOR'S ROLE

PURPOSE OF THE PROCESS

Principals and district administrators with supervisory and evaluative responsibilities are well aware of the challenges inherent in those responsibilities. As educators, we are supportive of the need for consistent and reliable evaluation techniques when assessing the progress of our students. It may be quite difficult, however, to remain as confident or as detached when evaluating the performance of our colleagues or the educational programs that have been developed in our own schools.

There are a number of encumbrances related to program and personnel evaluation which have limited their effectiveness. Time constraints, reluctant participants, contractual and professional restrictions, each can have a detrimental effect on the purpose of evaluation. Evaluation, if carried out in the proper context, has one major purpose and that is to improve the educational program being evaluated and ultimately to improve the overall learning environment for students. This article provides strategies which will assist educators to identify the strengths and

weaknesses in school library programs and establishes indicators of an effective program. A basic intent is to structure the evaluation process, the tools used in the evaluation and the methods for presenting the recommendations so that there is a constant focus on how these will assist in the improvement of school library programs for students.

It is necessary to distinguish constantly between program evaluation and personnel evaluation, which in this instance involves an evaluation of the teacher-librarian. Although these are two separate processes, it is very difficult to consider one without reflecting directly on the other. Baker (1984) recognized this and described the situation as follows:

... circumstance and tradition require that personnel be treated separately in nearly all instances. However, it is difficult if not impossible to completely separate the evaluation of personnel from the evaluation of program. Since programs are people, inevitably they reflect the attitudes, behaviours, habits, prejudices, and whatever else one brings to the job (p. 74).

Although distinctions between program and personnel evaluations are necessary, the role of the teacher librarian is so intertwined with the program that many of the instruments designed for program evaluation could be used in personnel evaluation. Administrators should be very careful, however, that they do not interpret program limitations (e.g., an inadequate budget) as a reflection on the competency of the teacher-librarian. For that reason, two separate processes should be followed and these should not occur simultaneously.

The aim of this document is also to address some of the constraints and the problems associated with program evaluation as these apply specifically to school library programs. School library programs and the role of the teacher-librarian have often presented

significant problems for even the most experienced administrator. The difficulty for many school administrators is that they have little or no knowledge of what constitutes an effective library program. By conducting an evaluation that misses the essential elements of the program, even the most well-meaning administrator can have a detrimental impact on both the school library program and the teacher-librarian who is responsible for that program.

Even administrators who are not familiar nor comfortable with the purposes of the program, are still responsible for the supervision of the program and for conducting an effective evaluation that adequately reflects its quality. This need not be a solitary exercise. Indeed, this guide is based on the premise that the process of evaluation must be a collaborative one and does not require a single "evaluation expert" to conduct the review. However, those administrators who are fortunate enough to have the services of a library coordinator or consultant would do well to involve this person in several aspects of the evaluation.

It is not the purpose of this article to deal with the question of why there is a lack of knowledge and understanding about library programs and the role of the teacher-librarian. It is hoped however, that by working through the process of evaluation that is outlined in the handbook, administrators and classroom teachers will become more conversant with and more supportive of these programs and the people who are responsible for them.

CHANGING CURRICULUM AND THE UNIQUE ROLE OF THE LIBRARY PROGRAM

Our entire educational system is presently faced with a transformation that has resulted from pressures both external and internal. The internal forces, those primarily resulting from the demands and expectations of teachers and administrators, have involved some soul searching and some well deserved self-criticism. Educational studies such as the Sullivan Commission in British Columbia have helped to reinforce what most knowledgeable educators have known all along — there is a definite need for an extensive renewal of our curriculum. This renewal must include additional emphasis on strategies that place the onus on the learner. Although a great many teachers are already engaged in curriculum renewal, there is no question that for many other educators the process will be a demanding one.

Visionary educational leaders will take up this challenge by using curriculum renewal as a focus for improving the quality of teaching and educational programs within their schools:

Curriculum development is a powerful and visible means for breathing new life into the profession. It is through the curriculum development process that educators can fashion for themselves and their constituents an understanding of who we are, and where we want to go. It provides a one-of-a-kind opportunity for educators to give expression to a new understanding of learning and of what constitutes good teaching; to new ways to enrich the profession; to new ways of forging school and community partnerships; and to a new view of schools as thoughtful, forward-looking organizations unwilling to settle for anything but the best practice based on the most reliable and current information.

Educators today have an unusual opportunity not only to revitalize programs, but also to give new definition, new visions, and new value to the profession (Monroe, p. 61).

The school library resource centre may be the ideal place to introduce or reinforce this "new understanding of learning." The existence of adequately stocked library resource centres, well trained and enthusiastic teacher librarians and well planned library programs provide our educational systems with the opportunity to address the teaching and learning strategies that are the key elements in recently developed curricula. Active learning, life-long learning, cooperative and independent learning, all require programs, teacher expertise and facilities in order to be successful.

There is one additional and important consideration that may make the evaluation of library programs a priority for administrators. Substantial evidence now exists which supports the notion that library programs can have an impact on student achievement. Didier (1988) has provided a survey of the literature on library programs and student achievement. Two significant studies in the U.S. have shown that there is a direct, positive correlation between academic achievement and the level of library services (Greve, 1974, and Barrilleaux, 1965).

The latter conducted an investigation that dealt with the effect of using textbooks as opposed to library resources on student performance in science. Barrilleaux found that although "growth in science achievement was approximately the same for both groups... the experimental (library/nontext) group scored significantly higher mean ratings than did the control (textbook) group in critical thinking, science attitudes, writing in science, elective science reading, and library utilization" (1985, p.29).

The challenges that face our educational systems are outlined in the document, *Implementing Change: A Cooperative Approach* (Naslund, 1989) with particular reference to the role of the library program:

All educators, particularly teacher-librarians, are affected by the changing nature of education. The very concept of a school library resource centre program came about as a direct result of changes in education. Proponents of school improvement such as John Goodlad and Mortimer Adler, present ample evidence which shows that much classroom instruction focuses primarily on teaching students what to think, rather than how to think; and engages them in little more than recall of information. They advocate major reforms in teaching and learning so that the educational system can better meet the needs of all students and prepare them for an increasingly complex society (p. 14).

Thus, the library resource centre may provide a model for teachers and students as they are introduced to the new strategies and may in fact be the area most perfectly suited to the implementation of many of the recommendations outlined in the new curriculum. Therefore, administrators must assess the ability of the library program and the teacher-librarian to meet this mandate. A thorough evaluation of the library program provides an excellent starting point for staff involvement in an alternative to a teacher-centered classroom environment. The library resource centre facilities, a knowledgeable, creative teacher-librarian and an innovative program can support and motivate classroom teachers who are faced with curriculum renewal.

STRATEGIES FOR EVALUATING LIBRARY PROGRAMS

DEVELOPING A MODEL FOR A SUCCESSFUL EVALUATION

A number of models have been developed which systematize program evaluation by providing a step-by-step process. Although there is no question that evaluation must be planned, it is difficult to adopt and follow a model which does not take into account local, school-based needs. For this reason, any reasonable evaluation design will consider not only the instruments which will be used and their applicability to the local setting, but also the matter of who will be involved in and responsible for conducting the evaluation.

In the case of the model proposed in this document, an evaluation team would be identified by the administrator. It might consist of both school staff and district and outside experts, but in all cases they will be cognizant of school-based needs and supportive of the goal of improving the program through the evaluation process. This is not a summative evaluation model, but one that recognizes that change in educational programs is gradual with identifiable improvements and periodic setbacks. In many ways, what is suggested in this model is closer to formative supervision than summative evaluation. Many of the recommended strategies, especially those which include observation as an evaluative technique, would be part of a principal's responsibility on a regular basis.

Kunkel and Tucker (1977) propose five "Qualities" which may be used by school administrators and/or evaluators when evaluating an educational program. These qualities relate very closely to the process recommended here and they may serve to provide a philosophical framework for the evaluation:

Quality 1. Holism — The evaluation should avoid distortion of the total reality being evaluated by an undue emphasis on quantification or on only a few variables. Toward this end both statistical and existential forms of inference should be used.

Quality 2. Helpfulness toward program improvement — This is really the key to formative evaluation, and what distinguishes it from summative evaluation. The primary purpose of formative evaluation is to assist the

one responsible for the curriculum program. It looks to growth, improvement, increased effectiveness, rather than to ranking, judging, categorizing, criticizing.

Quality 3. Acceptance of hard and soft data

— In order to reduce distortion through methodological rigidity or theoretical bias . . . the reality of being evaluated should be described by both empirical and intuitive methodologies. The qualities of the phenomena as well as the quantitative properties deserve attention.

Quality 4. Evaluation vulnerability — The process of evaluation requires dialogue between the evaluator and the evaluated in which the theory and methodology of the evaluator are open to question. Rather than assuming an elitist posture, the evaluator must enter a shared experience with the evaluated in which perceptions are discussed and conclusions negotiated. The evaluator has to be as vulnerable as the evaluated.

Quality 5. Vision of the future — Since the purpose of the evaluation is the improvement of the program or the behavior being evaluated, the evaluator ought to be able and willing to disclose his view of the future context in which such improved programs or behaviors will function better. In this way, evaluation is seen as dynamic, as creative, and as open to the future, as in fact that essential activity that keeps an action system in a process of self renewal (pp. 2-4).

These qualities will be evident not only in the process recommended for evaluation, but also in the number of evaluation instruments and strategies included. Examples of both "hard" (objective, quantitative analysis) and "soft" (subjective, qualitative analysis) evaluation methodologies are included in the sections which follow.

Criteria for the evaluation must be consistent with the requirements of the person(s) responsible for initiating the evaluation and with those of the evaluation team. Even if there are contractual considerations, it is still possible to include many of the evaluation strategies suggested. If the purpose of the evaluation is to improve the program for students, then the review should be conducted by a reasonable cross-section of those people who can do most to

improve the program. There are several advantages to involving a broad representation of stakeholders in the program evaluation:

- i) The library program is a cross-curricular program and as such it affects all members of the school community;
- ii) There are a number of areas to consider when conducting a library evaluation and the process will be more effective if conducted by a team which can be organized to be responsible for evaluation of specific areas of the program and services;
- iii) It is important that all teaching staff develop a sense of ownership in the library program and one way to ensure this is to involve several of them in the evaluation.
- iv) In most cases there is no one person who is capable of conducting an extensive review or evaluation. It demands far more expertise about library programs than normally can be expected of one person.

The importance of a collaborative approach to evaluation is also evident in the process of evaluating the teacher-librarian. although the principal is ultimately responsible for personnel evaluation, the teacher-librarian's role is such that those classroom teachers who work directly with him or her should be actively involved in the evaluation. The evaluation process and tools presented in this guide are intended for use by a team of people under the supervision of the principal.

STAGES IN EVALUATING THE LIBRARY PROGRAM

It is important that the evaluation be conducted effectively in an organized, structured manner. The authors of *Evaluator's Handbook* (Herman et al, 1987) recognize the need for a "conceptual framework" for the evaluation:

Well conceived, well designed, and thoughtfully analyzed evaluations can provide valuable insights into how programs are operating, the extent to which they are serving their intended beneficiaries, their strengths and weaknesses, their cost effectiveness, and potentially productive directions for the future (p. 11).

Figure 1 provides a simplified outline of the stages that are recommended in the development of a collaborative evaluation model. These are expanded upon in Figure 2 which also includes reference to specific strategies that might be used during the evaluation process. Samples of each of these strategies are provided in the section that follows, but evaluators should be aware that since terminology

and program expectations vary from district to district, some instruments should be adapted to make them more appropriate for the setting that is being evaluated. The role of the administrator will change during the evaluation process from providing the impetus for the evaluation, to selecting the evaluation team.

Figure 1

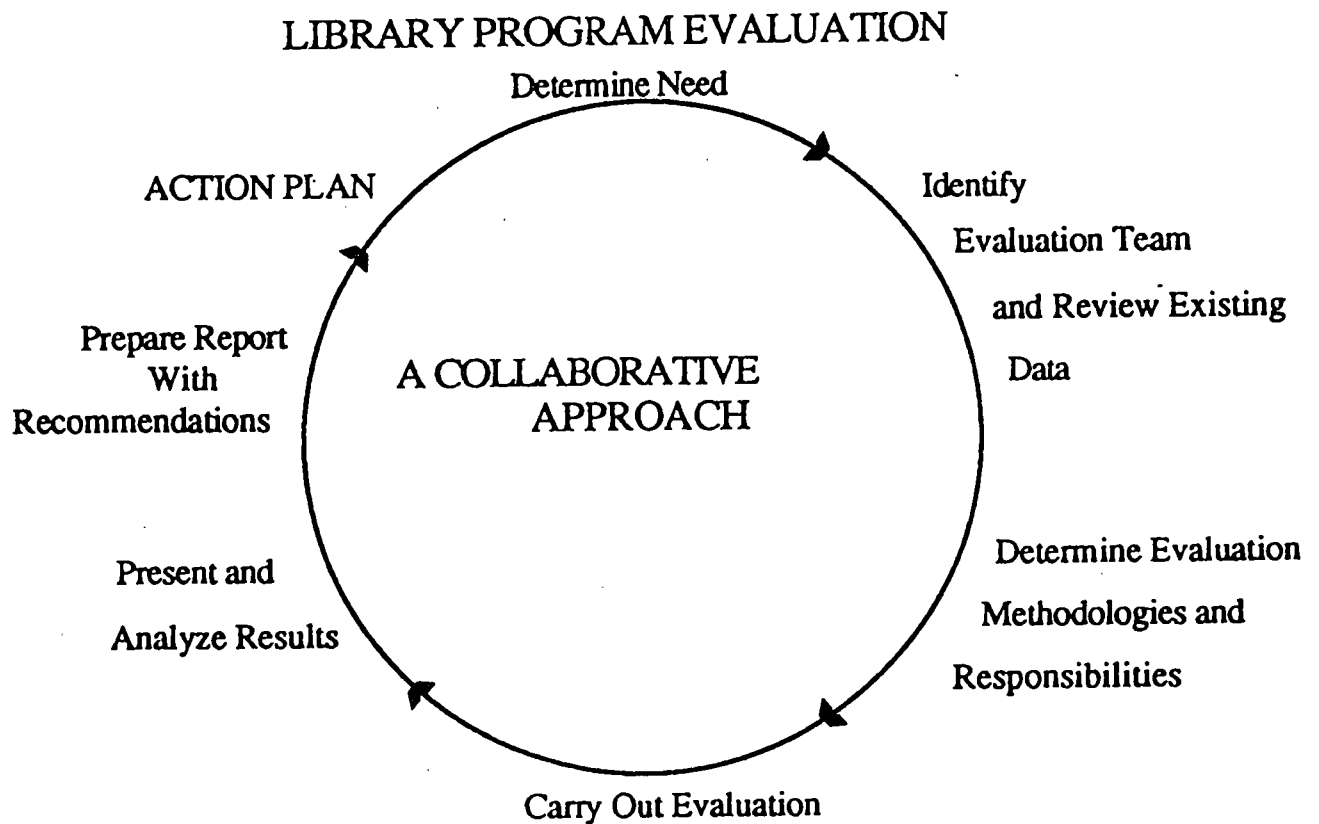


Figure 2

STAGES IN DEVELOPING A COLLABORATIVE PROGRAM EVALUATION FOR THE LIBRARY RESOURCE CENTRE PROGRAM

<u>MEETINGS</u>	<u>COMPONENTS</u>	<u>STRATEGIES</u>
1	Determine need for Evaluation <u>Responsibility:</u> Administrator, teacher-librarian, district staff.	Conduct Gap Analysis and Prepare Program Objectives.
	Identify Evaluation Team <u>Responsibility:</u> Administrator, teacher-librarian.	Consists of: Staff members, students, parents, other teacher-librarians, district staff.
2	Present to Committee: <ul style="list-style-type: none">• Library objectives• Results of needs assessment• Possible models for evaluation <u>Responsibility:</u> Administrator, teacher-librarian and team.	
3	Select and/or design Evaluation Methods and Select People Responsible. Determine timeline for evaluation.	Evaluation Strategies: <ul style="list-style-type: none">• Analyzing objectives• Questionnaires (student/parent)• Interviews• Observations• Indicators of an effective program• Statistical analysis of collection & circulation, etc.• Facilities assessment

CARRY OUT EVALUATION

4. **Present results and findings and prepare for analysis. Select format for presentation of final report.**
Responsibility:
Administrator and team. Analyze data with the ultimate goal of improving the library program.

 - 5 **Prepare draft report and develop recommendations. Present draft for discussion.**
Responsibility
Administrator and teacher-librarian

 - 6 **Present final report to team. Prepare action plan with time-line. → ACTION PLAN**
-

CONDUCTING A NEEDS ASSESSMENT

One of the most difficult aspects of the teacher-librarians' role is that the library program is cross-curricular and therefore the teacher-librarian and the program itself are open to criticism or praise from the entire teaching staff in a school. It is important to involve a cross-section of the staff in the evaluation of the library program, and it is essential that the evaluation team solicit the opinions of the entire teaching staff. A needs assessment can provide a general idea about overall impressions of the library program. Although these impressions must be carefully analyzed, they are indicators of the state of many aspects of the program, including:

- staff attitudes about the library program;
- knowledge of activities in the library resource centre;
- communication between teacher-librarian(s) and classroom teachers;
- effectiveness of programs and services;
- willingness to become involved in cooperative planning;
- impressions of the quality of the resource collection.

The assessment instruments included in this document separate the program and services areas of

a library resource centre. This is necessary in order to answer the question of whether the library program is being conducted as effectively as possible despite limited resources and to emphasize to classroom teachers that this is a complex area. In order to gather the most reliable data from the needs assessment, the evaluation team should consider conducting the assessment in the following manner:

- Conduct the assessment at a staff meeting to ensure that all or most staff complete it;
- Have the principal introduce the assessment and outline the importance of the entire library program evaluation;
- Provide enough time to complete the assessment (1/2 hour).

The needs assessment can also be tied into the development of the school library program's goals and objectives as it is much easier to rationalize changes and expenditures if these have been recommended by a majority of staff in a school.

* * * * *

[EDITOR'S NOTE: The following evaluation tools all use the same pattern with a five point grid being provided on which participants record their responses.]

LIBRARY RESOURCE CENTRE ASSESSMENT FOR STAFF

You can help us to improve our library program and services by answering the following questions as they relate specifically to your subject and classroom area. Each question should be answered based on a range of importance from "EXTREMELY IMPORTANT" (5) to "NOT IMPORTANT" (1) and the level of effectiveness from "EXTREMELY EFFECTIVE" (5) to "NOT EFFECTIVE" (1). There is a space to make additional comments if you wish to do so.

Library Program — Importance to Classroom Programs

WHAT IS IMPORTANT?

1. Incorporating research unit(s) into subject program.
2. Working with the teacher-librarian to plan and develop research units.
3. Helping students to learn research and study skills through the library program.
4. Involving the teacher-librarian in large and small group instruction when classes use the library.
5. Providing before school, after school and lunchtime supervision and instruction for students working on assignments in the library resource centre.
6. Sending individual and small groups of students to the library resource centre for research.
7. Being involved in the planning and priorities of the library program.
8. Involving the teacher-librarian in decisions related to curriculum development in my subject area.
9. Having the teacher-librarian provide reading guidance.

[EDITOR'S NOTE: The above evaluation tool is repeated with the heading "Library Program—Effectiveness for Classroom Programs" replacing "Library Program—Importance to Classroom Programs" The gap analysis, or needs assessment, thus focuses on the differences between what is important to the staff and their perceptions of current effectiveness of the program.]

Library Resource Centre — Services to Students & Teachers

WHAT IS IMPORTANT?

1. Circulating and distributing material (books, magazines, A.V.).
2. Organizing and circulating audio-visual equipment.

3. Ordering and distributing film/video from I.M.C.
4. Preparing bibliographies and resource list.
5. Promoting new materials available in the library resource centre.
6. Supervising students writing make-up tests.
7. Selecting and promoting professional materials for teacher use.
8. Providing facilities for after-school meetings and special events.
9. Communicating with students about overdues and library policies.
10. Supporting the use of computers and new technologies.

[EDITOR'S NOTE: The above evaluation tool is repeated with the heading "HOW ARE WE DOING?" replacing "WHAT IS IMPORTANT?" The gap analysis, or needs assessment, thus focuses on the differences between what services are important to the staff and what they perceive the actual current situation to be.]

Library Resource Centre Facilities

HOW ARE WE DOING?

1. Providing a suitable environment for student activities, including:
 - A. Homework;
 - B. Quiet study;
 - C. Small group study;
 - D. Whole class instruction;
 - E. Previewing video and audio-visuals.
2. Providing an atmosphere which is welcoming to students.
3. Displaying student materials and artwork.
4. Ensuring ease of access to all areas and materials.

Comments: _____

* * * * *

THE SCHOOL LIBRARY PROGRAM'S GOALS & OBJECTIVES

It seems that lately when a group of teacher-librarians get together, conversation starts with the latest and best materials or with a successfully implemented curriculum unit, but it inevitably reverts to a discussion about the sorry state of school libraries. Even the most positive person finds it difficult not to reflect upon the negative impact of budget cutbacks and restraint measures and, despite our best efforts and constant lobbying, the library budget and the teacher-librarian are among the most vulnerable

areas when school administrators or school trustees start to pare down anything that is considered less than essential. Educators involved in school libraries have continually argued that library programs *are* in fact essential. Although we have defended library programs with what we think are credible arguments, obviously our defense must be lacking. Many of our classroom-based colleagues and school administrators agree vehemently with the importance of library programs, but when the crunch comes there is often a quiet, sympathetic retreat. After all, they too are affected by the current changes and many of them will not escape the retrenchment that may be with us for a few more years.

Teacher-librarians have a great deal of work and soul searching ahead. It is time to regroup and identify how we can avoid similar situations in the future.

There are many questions surrounding the area of school library programs, but there is no question that teacher-librarians will have to look more closely at their role both in terms of its relevance to today's students and present day curricula, and also how school library programs in general may affect future students, schools and curricula. It is difficult to admire a distant shoreline when the ship appears to be sinking, but that is exactly what teacher-librarians must do. Especially during these times of change teacher-librarian must be clear and vocal about what they have to offer and how and when they are going provide the program and service functions that are so important to students. The challenge then is to plan for the future in spite of present realities.

The arguments against preparing extensive and long term plans are obvious. "I'm too busy to plan. I have more important things to do than plan my next few years." Or, "Why plan when there is no money and no one will listen anyway." Or, better still, "Why should I plan for next year when I don't know whether I will have a job." These arguments, and many similar ones, express in some ways what is wrong with the state of library programs and the lack of protection there is against redundancy or cutback. Statements such as the following illustrate this:

- **STATEMENT** — We do not have an "authorized" curriculum for our library programs and although we profess to be curriculum experts we normally do not have a stated course outline. If this is the case, the question may be "How will we be missed if we were to disappear and, in

fact, what will be the impact on the school if the entire library program disappears? Will it merely be an inconvenience for teachers or will there be specific, measurable differences in and how students learn and teachers teach?

RESPONSE — Unless administrators know what we plan to offer now and in the future there may appear to be little loss if the library program is curtailed. It is human nature to ask, "What have you done for me lately?" but considering the emphasis that many senior administrators place on the importance of a future state, a more important question may be, "What will you do for me tomorrow?"

- **STATEMENT** — It is difficult to plan and to set a library program agenda or timetable as we must work cooperatively with teachers and, of course, there are many teachers who do not take advantage of our program.

RESPONSE — It would be retrogressive to argue for timetabled "library classes" but interestingly enough these may have saved many teacher-librarian jobs. However, we should be very clear about the important role we play in teaching students the research and learning skills that are essential to success in a complex, information rich world. How we intend to do this must be formalized and the plans must be made public both to teachers, principals and to parents.

In order to establish a basis for the evaluation, teacher-librarians should prepare yearly objectives which outline the plans for the program in several areas. The areas recommended are: program and instruction, resource management and educational leadership.

Planning and implementing objectives should be second nature to teachers who are constantly involved in developing lesson plans, preparing schedules and determining expectations for learning outcomes. However, the reality is that in too many instances there is a cynical view about the relevance of serious long-term planning. Other problems related to strategic, organized planning involve such issues as whether all individuals are ready and/or able to assume the commitment needed for effective planning. This refers not only to the person who is developing the plans or objectives, but also to the person to whom these are directed (e.g., principals, trustees). There is also the claim that goals in education are ambiguous and abstract and can't be quantitatively measured (Hoy and Miskel, p. 205).

However, in addition to being the basis for program evaluation, sound planning can have a positive affect in several areas:

1. Preparing objectives can be a productive and personally satisfying process for teacher-librarians.
2. The premises of Management by Objectives (M.B.O.) can give additional credibility to library programs and the concept of M.B.O. can be as relevant to educational systems as it is to business, with qualitative objectives in many instances replacing quantitative objectives.
3. The most effective and productive objectives will be those that result from a consensus within the school community and involve the stakeholders who will be affected by them.
4. In order to develop objectives, the participants or the key participant must have a vision for the future of the library resource centre and the program. This vision often becomes clearer as a result of the process of developing objectives.
5. Objectives should take into account both the external and internal environments and should be student-centred.
6. The advantages of building and implementing objectives are not limited to the success attributed to fulfilling these objectives. The process itself and the strategies used to attain objectives are often as important as the specific objectives themselves.
7. Objectives should be limited, realistic and obtainable.
8. Formats for presenting objectives may vary, but any format chosen should allow for clear articulation of objectives, strategies and timelines.

[Editor's Note: The Sample Objectives that were originally included have been omitted. A four page list titled "Parkland Secondary School: Two Year Plan for Library Resource Centre" included 10 central considerations for long range plans, as well as three to five objectives under the headings: Program and Instruction; Resource Management; and Educational Leadership. Each objective was accompanied by one or more strategies for achieving it, and a timeline for action.]

A TAXONOMY — TRANSITIONAL STAGES IN PROGRAM DEVELOPMENT

A taxonomy provides an evaluation team with an additional way of assessing the library program. The present state of the program can be placed on a philosophical and service hierarchy which outlines phases of library programming from the most basic to the most effective. One example is presented in *Partners in Action* (Ontario Ministry of Education, 1981, pp. 32-33), which identifies three phases that are evident in the transition from a school library which provides basic, isolated services to a library resource centre which is involved across the entire school program.

The evaluation team can use the taxonomy to identify where on the hierarchy their program presently exists and from this analysis determine what is needed to reach the next level. The taxonomy also provides a model which illustrates that improvement in school library programs is a transitional process involving attitudinal changes as well as additional personnel and resources. This process can take time to complete and often must be carried out in cumulative steps. In all instances it involves the total support of the school principal.

INDICATORS OF AN EFFECTIVE LIBRARY PROGRAM

During the review of the library program, those involved in the review should visit the library resource centre several times to observe the program in action. The library program involves a number of activities which reflect the diversity of the program and evaluators should make every attempt to identify these as they affect students and staff.

The following indicators are not meant to provide a simple checklist for the evaluator and therefore a space should be included at the end of each indicator so that the evaluator can comment on the activities observed. This should be expanded upon where necessary.

INDICATORS:

- The library resource centre is an open, accessible facility which is inviting to both students and staff and arranged so that it encourages a variety of teaching and learning styles.
- Students are working at several types of mean-

ingful activities in the library resource centre including: group work, independent study, reading, listening/viewing, whole class instruction.

- Students are using a variety of current resources (print, non-print and electronic) for curriculum support, individual interest, literature enrichment and recreational reading.
- Students recognize that the library resource centre in an integral part of their learning experience and this is indicated by student displays, activity centres, art work, etc.
- There is evidence of well organized systems for circulating materials and students appear comfortable with these.
- Continuous short and long term planning between the classroom teacher and the teacher-librarian is evident in the student assignments being carried out in the library resource centre.
- A large percentage of both staff and students are active participants in the library program on a regular basis.
- The collection in the library resource centre is current and reflects the specific needs of the school and of the community.
- Students appear to be knowledgeable about tools for information retrieval such as the catalogue, periodical indexes, etc.
- The library resource centre provides a welcome, attractive environment which encourages students to explore and question information for personal and academic reasons.

ACCESS AND USE OF THE LIBRARY RESOURCE CENTRE — A STATISTICAL ANALYSIS

Most teacher-librarian will keep data and statistics that can be used during the evaluation of the program. Although much of this data is not valuable on its own, it can be compared to data from other schools or districts, or compared to existing standards. Standards on size of collection, staffing, facilities, etc. are available from library associations and from provincial or national sources.

It should be remembered that quantitative data alone is not a measure of success or failure in terms of the effectiveness of the program. However, as with all of the information collected during the evaluation, this data can be analyzed to assess its impact on the program. Statistical data can also be used in the recommendations that are developed to

provide quantitative objectives such as increasing circulation by a certain percentage or increasing the size of the collection.

Data that would be useful in the evaluation includes:

- Number of cooperatively planned units developed in the year.
- Number of students/staff using the library resource centre.
- Number and types of materials circulated over a specific period.
- Size of collection.
- Materials added to the collection over the past one, two or three years.
- Types of materials available.
- Currency and relevancy of the collection.
- Size of the library resource centre.
- Seating available for students.
- Audio-visual equipment available.
- Computers available for students.

THE FACILITIES — ARRANGING FOR THE MOST EFFECTIVE USE

Limited facilities are often a major hindrance to providing a full and effective library program. They also may be one of the easiest or the most difficult area of change depending on the budget, the size of the school, and student enrollment. There is no question that in order to implement a resource-based program, space, furnishings and equipment must be openly available to students.

The teacher-librarian is the person most able, and probably most willing to discuss limitations in facilities. Although a checklist can provide a quick assessment of the facilities, quite often an architect specializing in library interiors, or other teacher-librarians, can make suggestions on how to alter facilities or rearrange furnishings to make more effective use of the available space. This should be done prior to considering costly renovations.

When looking at the suitability of library facilities, there are a number of areas which must be included in the assessment:

- Traffic flow.
- Ease of access for all students, including those with special needs.
- Specific areas for a variety of student activities and student learning styles.
- Supervision of students and security of materials.

- Access to materials and equipment.
- Display areas.
- Library work room.
- Storage.
- Carpeting.
- Lighting and air circulation.
- Wiring and suitability for new technology, including computers.

EVALUATING THE COLLECTION AND THE POLICY FOR COLLECTION DEVELOPMENT

The library resource centre requires one of the largest budgets in the school in order to operate effectively and a large percentage of this expenditure goes toward the purchase of library materials for the collection. In order to evaluate the effectiveness of the collection and of the policy on collection development (the purchase of materials to support and extend the curriculum), it is necessary for the evaluators to discuss with the teacher-librarian the rationale on which material is purchased for the collection. As well, the school staff and students should be questioned regarding their attitudes toward the size and relevancy of the collection, and about the appropriateness of the materials.

When evaluating the collection, the evaluation team should keep in mind that numbers alone are not accurate indicators of whether a collection is adequate. Some very complex systems of analyzing collections have been developed such as Loertscher's "collection mapping" a computerized approach to collection analysis (1988). Although this system would be appropriate for an in-depth analysis by the teacher-librarian, it is extremely difficult for an evaluation team which is not totally familiar with the collection. Loertscher does recommend six principles related to collection development which could be used by evaluators (pp. 97-98). Following are summaries of these principles and some additional indicators:

Indicators of Effective Collection Development —

- 1) The collection supports the school curriculum and that of individual departments.
- 2) A collection development policy is available which recognizes the following:
 - a collegial approach to selecting materials;
 - procedures for addressing school level and Ministry curriculum;
 - a process for collection renewal (weeding

- outdated materials);
 - the need to purchase various types of materials including print, non-print and computer resources; and
 - emphasis on materials which address special needs and cultural diversity.
- 3) Purchasing for the collection is based on specific program requirements.
 - 4) The collection is relevant to the individual needs of its users (see questionnaires).
 - 5) The collection is attractive and in reasonably good condition so that students and teachers will want to use the materials.
 - 6) The materials in the collection are suitable for all grade levels and all ability levels within the school.
 - 7) All materials are easily accessible and catalogued where possible.

[Editor's Note: The following assessment tools have been omitted: 1) Elementary Library Monitoring Survey: Teachers (Langley School District), 2) Elementary Library Monitoring Survey: Teacher-Librarians (Langley School District), 3) Elementary Library Monitoring Survey: Principals (Langley School District), 4) Library Resource Centre Evaluation: Student Questionnaire, Grades K-3 (Burnaby), 5) Library Resource Centre Evaluation: Student Questionnaire, Grades 4-7 (Burnaby), 6) Library Resource Centre Evaluation: Student Questionnaire, Grades 7-12 (Burnaby), 7) Library Resource Centre Evaluation: Parent Questionnaire (Burnaby), 8) School Accreditation: Dimension Two: Curricular Support — Library (Ministry of Education).]

QUESTIONS FOR STAFF INTERVIEWS DURING EVALUATION OF THE LIBRARY PROGRAM

The following questions are not in any specific order and the wording may be changed if the interviewer desires a less formal interview. The answers that these questions are meant to elicit are important insofar as they are impressions that the interviewee has about the program. Interviewers should be prepared to guide, interpret, define and analyze during and after the interview.

The interview itself should take place at a prearranged time in a quiet area and preferably not in the library resource centre.

INTERVIEW QUESTIONS

1. What role do you think the library resource centre/teacher-librarian plays in your school/in your department in terms of the following:
 - curriculum development?
 - promoting the library program?
 - promoting resources?
2. What is your philosophy about the role of the library resource centre/teacher-librarian as it applies to your class/subject area?
Is this consistent with the role as it exists?
3. What percentage of your course/classroom work involves use of the library resource centre?
4. How do you plan your research assignments in your subject area/class?
What is the involvement of the teacher-librarian in the development of a research assignment? In the evaluation of the assignment?
5. Is there a skills continuum in your school/department?
Is there a skills continuum in place within the library program?
If so, what has been the library resource centre's/teacher-librarian's role in the development and implementation of these skills?
6. In your opinion, is the library resource centre addressing the changes that are evident in the area of information retrieval? (i.e., computerization, on-line data access)
7. What, in your opinion, is the prevailing atmosphere in the library resource centre as it applies to students and teachers?
Is this consistent with the atmosphere in the entire school?
8. What involvement have you had in the selection of materials for the library resource centre?
9. Have you been involved in the development of objectives for the library resource centre?
Are you aware of what the priorities are for the library resource centre in terms of the program, the collection, the facilities, etc.?

CONDUCTING A SYSTEM-WIDE REVIEW

There are a number of very sound reasons for conducting a review and evaluation of library programs across an entire school district. These reasons may include any or all of the following as they apply to library resource centres and school library programs in a district:

- evaluate equality of opportunity for students across the district with regard to library facilities and resources;
- determine the level of professionalism and training of teacher-librarians in the district;
- analyze the support and direction provided by teacher-librarians toward the development and implementation of district and ministry curriculum;
- evaluate the level of support for a continuum of library/research skills;
- determine what the prevailing attitudes are towards library programs, including those of students, parents, teachers, and administrators;
- analyze the effectiveness of centralized support including consultative support and media services provided by the district;
- evaluate district level policies that deal with library programs and teacher-librarians.

A district-wide evaluation can be initiated by any of the stakeholders but most often it comes about as a result of an administrative directive or on the urging of a group of teacher-librarians. It is important to remember, however, that in order for the evaluation and the resultant recommendations to be effective, the process must be as objective and as thorough as possible. As well, teacher-librarians and administrators must be prepared for results and recommendations that may require substantial financial and policy commitments and/or major shifts in attitudes.

In order to succeed in the evaluation, good intentions by the participants and a pre-determination that library programs deserve additional staff and more funding must be counterbalanced by the legitimacy and objectivity of the evaluation process. For that reason, the model chosen for the evaluation must incorporate the elements that will make the results credible. There are at least three basic models that would be suitable for a district-wide evaluation and these should be analyzed and adapted so that the final process is consistent with the requirements of the review.

These three models are based on processes

that have been used in program evaluation in a number of curricular areas. The models consist of varying degrees of participation by evaluators who may be considered internal (those from the same district) and external (experts from outside the district). The model that is recommended is a hybrid of both internal and external evaluators. This is referred to as the "Collaborative Approach" and a process for conducting a system-wide evaluation according to this model is included (Figure 3).

MODEL 1 — THE IN-HOUSE MODEL

COMPONENTS — The in-house model consists of an individual or an evaluation team composed of employees of the district. These people may have expertise in program evaluation and may be familiar with library programs. The in-house model may include representatives from the following groups: teacher-librarians' association, administrative group, district research department, library/media consultant, classroom teachers, students, parents, and trustees.

ADVANTAGES — This is one of the most popular evaluation models and often is based on the premise that there is enough expertise in a district to conduct an effective review. As well, there may be some hesitation in involving outsiders who are not cognizant of local concerns and needs. There are a number of advantages to this approach to program evaluation:

- The evaluation is usually relatively inexpensive.
- There is a sense of ownership among the participants in the evaluation process and in the implementation of the recommendations.
- It may be easier to outline the general parameters of the evaluation.
- Local expertise can be recognized and rewarded.
- It can involve a wide cross-section of evaluators with a range of relevant research questions.
- It may be easier to organize timelines, meeting dates, etc.

DISADVANTAGES — If a district selects this approach to program evaluation it should be aware of several shortcomings that may be inherent in restricting the evaluation team to district employees. Although these disadvantages may occur in the other models discussed, the In-House model is particularly vulnerable. The disadvantages include:

- The evaluation may be considered subjective and limited.
- Frustrations may arise among interest groups if

their demands aren't being met.

- Since the results of the evaluation are interpreted by "insiders" the interpretation may appear to support a cause or group thus raising questions about the credibility of the evaluation.
- The size and diversity of the group may cause organizational problems and difficulties in focusing the evaluation.

MODEL 2 — THE OUTSIDE EVALUATOR

COMPONENTS — This model involves "contracting out" the evaluation to an expert in the area of teacher-librarianship or to a research expert. Quite often this is done at the last minute as a result of an emergency situation or an impasse in negotiations. It can be initiated by a district administrator, a teacher-librarians' group or by school board trustees. There may be a degree of urgency with this type of evaluation and the evaluation may deal with a more limited range of questions than those raised by the larger committee outlined in Model 1.

Although the outside expert does not work in total isolation during the review, there is not a concerted effort to involve interest groups in the development of research questions or in the development of the research process. This person may be considered a "hired gun" who has been brought in to resolve a conflict that can't be resolved within the district.

ADVANTAGES — An outside evaluator can provide a district with a relatively quick and easy evaluation which under some circumstances is necessary. The question of competence in terms of the evaluator chosen may be an issue, but often the mere fact that the evaluator is from outside of the district may result in an agreement that the evaluation will be more objective as the evaluator will not be directly affected by the recommendations. Most of the advantages of this approach to evaluation is related to its apparent objectivity:

- Assuming that outside experts are available, there should be a greater degree of efficiency and speed of process.
- The outside evaluator may base recommendations on expert comparison with library programs in other districts.
- An outside evaluator may have credibility in the school library field.
- There may be a greater degree of objectivity in the evaluation than if it were limited to district employees.

DISADVANTAGES — The fact that this evaluation process involves contracting a person from outside of the district may also pose some serious problems related to the way the evaluation is conducted and to the recommendations that result. Although the evaluator may be allowed to be objective and vocal during the evaluation due to the fact that he or she is not a permanent employee of the district, there are nonetheless problems associated with what some might consider lack of ownership or responsibility for the results of the evaluation. After all, once the outside evaluator completes the evaluation, is paid and leaves the district there is no longer any tangible responsibility in terms of how the recommendations are addressed. Some of the disadvantages are related to this situation:

- The outside evaluator has a lower degree of ownership in recommendations that result from the review.
- Although the outside evaluator may be an expert in certain aspects of the school library field, he or she may have a limited perspective in specific areas or in dealing with a district of the size or composition similar to the one where the evaluation is taking place.
- The stakeholders in the district may not “buy into the results” of an evaluation and the implementation of recommendations that have been developed by an outsider.
- The evaluation may be costly and funds go outside of the district.
- An evaluation conducted by an outside expert may not recognize local expertise in program evaluation.

MODEL 3 — THE COLLABORATIVE APPROACH

COMPONENTS — This approach to library program evaluation provides a hybrid model combining several aspects of Models 1 and 2. It involves an outside expert who would be responsible for the final report and for ensuring the validity of the evaluation instruments. This would provide more objectivity than was evident in Model 1, the In-House Model. At the same time, a committee consisting of representatives from interest groups in the district would be directly involved in several areas of the evaluation.

The responsibilities of the district committee in Model 3 would include setting the parameters of the

evaluation and assisting with the actual evaluation itself by administering some of the instruments. As well, the district committee would be involved in the draft stage of the report in order to verify that the original research questions have been adequately addressed. (The attached outline provides a step-by-step process for implementing Model 3.)

ADVANTAGES — This approach to evaluating the library program combines the advantages of both of the other models and it attempts to cover all bases. Although it can involve a more complex process, as is apparent in the suggested outline, it does help to ensure a greater degree of success both in terms of the process and the implementation of the recommendations:

- The collaborative model allows for shared expertise from outside and inside the district.
- Due to the presence of an outside expert it helps to provide opportunities for ensuring reliability in the evaluation instruments and in the interpretation of the results.
- This approach allows for district level involvement and ownership in the evaluation process.
- Wider involvement should provide for wider acceptance of results and recommendations.

DISADVANTAGES — The disadvantages to the collaborative approach to evaluating library programs have much to do with the added complexities of the process. It may involve more time and more money, but hopefully these will be justified by the results.

The problems with such an approach include:

- Due to the size of the evaluation committee and the inclusion of an outside evaluator there may be extra costs involved.
- The sheer size of the committee may cause organizational difficulties related to such areas as arranging meeting times.
- The size of the committee may also cause some concern about ensuring the total commitment of all the participants on the evaluation committee to the tasks at hand.
- There may be a problem reaching a consensus since the committee consists of a variety of stakeholders from the district.

SEE OUTLINE WHICH FOLLOWS FOR A MORE DETAILED ANALYSIS OF THE COLLABORATIVE PROCESS OF EVALUATING THE LIBRARY PROGRAM

Figure 3
PROCESS FOR CONDUCTING A SYSTEM-WIDE REVIEW OF SCHOOL LIBRARY PROGRAMS

1. Senior district administrator appoints district committee consisting of representatives from the following areas:
 - Teacher-Librarians (Elementary and Secondary)
 - Classroom Teachers
 - Principals/Vice-principals
 - District Administrator(s)
 - Trustees
 - District Library and/or Curriculum Consultant
 - Students
 - Parents
2. Appointment of External Evaluator. Background should include experience and skills in the following areas:
 - School Library Resource Centres
 - Program evaluation
 - Ministry/School Board policies
 - Writing/Presenting major reports
 - Communication with all levels of the educational system
3. Develop Parameters of evaluation. Areas may include any or all of the following:
 - General state of school library programs
 - Policies available to support programs
 - District resource services available to schools
 - Attitudes of clients including students, teachers, parents
 - State of library facilities
 - Adequacy of funding
 - Training of teacher-librarians
 - District support for school library programs
 - Technology (computers)
 - Staffing — Professional, Secretarial and Para-professional
 - On-line library catalogues
 - Other
4. Format for final report is determined by committee and district administrator
5. External Evaluator and committee select and develop evaluation strategies. These may include:
 - Interviews
 - Questionnaires
 - Statistical analysis
 - Analyzing objectives, policies, etc.

- Observations
6. Responsibilities determined for committee members
 7. EVALUATION TAKES PLACE
 8. Committee and External Evaluator meet to discuss results and to reach general consensus on state of library programs.
 9. External Evaluator develops draft report providing summary of findings and recommendations.
 10. Draft report reviewed by district administrator and committee and edited if necessary. Additional data may be collected if required.
 11. Final report and recommendations developed by external evaluator and submitted to district administrator for approval.
 12. Committee, district administrator and External Evaluator review recommendations and discuss timelines.
 13. Implementation Team selected to support and monitor recommendations.
 14. IMPLEMENTATION OF RECOMMENDATIONS.
 15. Review of recommendations and reassessment of timelines.

[Editor's Note: Questionnaires used at the district level have been omitted.]

**ADDRESSING THE RECOMMENDATIONS:
 A PROCESS**

Once the evaluation of the library program has been concluded, a set of recommendations should be developed based on a thorough analysis of data collected during the evaluation. It is essential that all of those involved in the review are fully aware that the task of improving the library program does not end with the development of recommendations. The implementation plan which addresses the final recommendations and an active implementation team is the key to ensuring that as many recommendations

as possible can be fully or partially addressed within a limited time period.

If a collaborative approach to evaluating the library program has taken place, the original team that was involved may remain intact in order to develop an implementation plan for addressing the recommendations. However, it may be advisable to select others who have expertise in specific areas that have been outlined as needing improvement.

The teacher-librarian, as the person most directly involved in the library program, should take a very active role during the implementation of the recommendations and may be the person most able to evaluate whether the recommendations are being met.

Following is a suggested process for dealing with recommendations arising from the library program review. As with the actual review itself, this process should be adapted to suit the particular school or school district. Although recommendations should not be "watered down" so that they are ineffective, realities such as budget, staffing and facilities must be taken into account when determining a timeline and strategies for addressing the recommendations.

A concerted effort should be made to meet and perhaps surpass the recommendations; however, if this does not occur, it should not be an indication that the implementation plan or a person responsible for a part of the plan has failed. In fact, the plan itself must constantly be analyzed with the knowledge that situations and political climates can change as well as technology and personnel.

Addressing the Recommendations- A Process

Step 1: Principal or superintendent selects a team to assist with and monitor the implementation of the recommendations.

Rationale:

- This may consist of individuals in the school or district who have enthusiasm and/or expertise to offer during the implementation.
- Each participant should realize that this is a long term commitment and that his/her involvement is important in terms of the success of the implementation.
- The size of the team should be dependent on the size and complexity of the recommendations.

Step 2: Group and consolidate recommendations so that they can be addressed under two or more general areas such as the following:

- A) **Program and Instruction** (cooperative planning, collection development, curriculum involvement of teacher-librarian, communication etc.)
- B) **Resource Management** (materials, circulation, selection, etc.)
- C) **Facilities and Furnishings**
- D) **Technology** (computers, audio-visual, automation etc.)

Rationale:

- Should make recommendations appear more manageable.
- Helps to emphasize the program and service roles of the library resource centre, each of which requires different strategies.
- Allows members of implementation team to select areas related to their own expertise.
- Helps to separate those recommendations which may require additional budget to be implemented (e.g., technology) and proposals can be developed for financing from district or outside sources.

Step 3: Develop strategies for addressing recommendations.

Rationale:

- Consider alternatives to present practice by brainstorming ideas.
- Identify sources of assistance from both inside and outside the school.
- Call in outside expert to share ideas on how it is done in other districts or regions.
- Be aware of political and financial realities, but don't let these limit what the team considers to be appropriate and reasonable strategies.

Step 4: Select indicators that will provide identifiable measures of success.

Rationale:

- Indicators help to provide proof that something is being accomplished.
- Show that this process is ongoing and measurable.
- Provide rationale for continuing support from staff, parents and other interest groups.

Step 5: Identify resources that will be needed to support recommendations.

Rationale:

- What is needed in the way of personnel, budget, professional development, administrative

support, etc.?

- Limited resources should not be a reason for abandoning a recommendation.
- Search for creative solutions.

Step 6: Develop a timelines for fulfilling recommendations.

Rationale:

- Timelines should vary for each recommendation.
- They should be limited to a maximum two or three year span if possible.
- Take into account the costs and complexity of addressing recommendations.

Step 7: Select the person(s) responsible for monitoring implementation of each recommendation.

Rationale:

- Ongoing analysis of implementation is necessary.
- Meet regularly with implementation team (Step 1) to ensure that strategies and indicators are being carried out and assessed .

Step 8: Revise and update strategies, resources, timelines etc.

Step 9: At the conclusion of the implementation — CELEBRATE YOUR SUCCESSES.

Step 10: Decide on a timeline for a future evaluation of the library program.

Rationale:

- Evaluating library programs and services, as with the evaluation and supervision of any educational program, should be an ongoing process.

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Yesner, Bernice L., & Jay, Hilda L. (1987). *The school administrator's guide to evaluating media programs*. Hamden, Connecticut: The Shoe String Press.

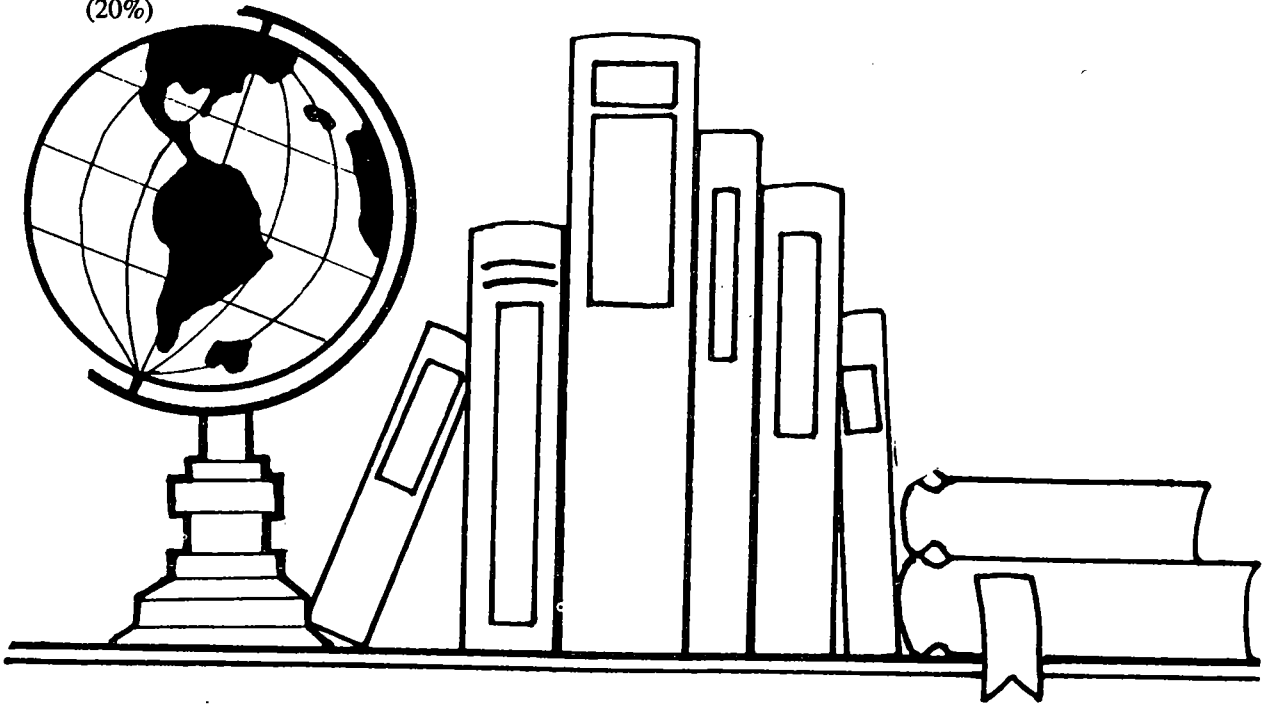


SURVEY RESULTS

A letter was circulated to the 75 school districts in British Columbia requesting policies that had been developed in each district dealing with library program evaluation and teacher-librarian evaluation. Thirty districts (40%) replied. The results of that survey are as follows:

OF THOSE DISTRICTS RESPONDING:

- Districts with library program evaluation criteria in place — 3 (10%)
- Districts with teacher-librarian evaluation in place — 14 (47%)
- Districts which have been involved in a district-wide evaluation of library programs — 6 (20%)



COUNTING AND NUMBER BOOKS FOR PRIMARY CHILDREN

Compiled by **BARBARA SMITH**, teacher-librarian, Larson, SD#44 (North Vancouver) from suggestions by the following North Vancouver teachers: **MARIA AGOSTINI**, teacher-librarian, Cove Cliff, **SUSAN WILLIAMSON**, administrator, Ridgeway Annex, **JUDY FORD**, teacher-librarian, Lynnmour, **MARY CRUM**, teacher-librarian, Lonsdale, **BEV DUNPHY**, teacher-librarian, Sherwood Park, **PAT SHANNON**, teacher-librarian, Westview, **ANDREW WIET**, teacher, Ridgeway, **CHUCK HEATH**, teacher-librarian, Ridgeway, **BEV LONDON**, teacher-librarian, Westover, **JUDY JACKSON**, teacher-librarian, Fromme and **ALISON HAUPT**, Coordinator of Children's and Young Adult Services, North Vancouver District Public Library.

The following counting and number books are recommended by one or more of the teachers and teacher-librarians listed above. Annotations have been included where available. Thanks to Alison Haupt for her generous assistance with many of the annotations. Unfortunately, a number of our favourites were not listed in the current *Books in Print* and have been reluctantly left off. ISBN for Publisher's Library Binding has been used if available, otherwise the number may be assumed to be for trade binding. Paperback editions, big books and cassettes are noted. Three excellent bibliographies can be found in *The Arithmetic Teacher*, Vol. 40 (5), p258-261, *Book Links* (Nov. 1991), pp. 32-37, and *School Library Journal*, Aug 1992 (Vol. 38, No. 8) pp 24-28—thank you to Chuck Heath, Susan Williamson and Alison Haupt for noting these. Prices have been omitted, as they are notoriously unreliable. Consult publishers' catalogs for current pricing.

Adams, Pam. (1974). *This old man*. Child's Play. Pap 0-85953-026-4

Adams, Pam. (1979). *There were ten in the bed*. Playspaces/Child's Play. 0-85953-095-7

Anno, Mitsumasa. (1977). *Anno's counting book*. New York: HarpC. PLB 0-690-01288-8. Also available as paperback and big book.

Anno's intriguing surrealist illustrations are good to pore over. Be sure to have this and a few of the titles below.

_____ (1982). *Anno's counting house*. New York: Philomel. 0-399-20896-8

_____ (1983). *Anno's mysterious multiplying jar*. New York: Philomel. 0-399-20951-4

_____ (1987). *Anno's math games*. New

York: Philomel. 0-399-21151-9

_____ (1989). *Anno's math games II*. New

York: Philomel. 0-399-21615-4

_____ (1991). *Anno's math games III*. New

York: Philomel. 0-399-22274-X

Aylesworth, Jim. (1988). *One crow: a counting rhyme*. New York: Harper. PLB 0-397-32175-9
Pap 0-06-443242-4

Bang, Molly. (1989). *Ten, nine, eight*. New York: Greenwillow. PLB 0-688-00907-7 Pap 0-06-443242-4
Gentle going-to-bed book. Counting down to bedtime.

Blumenthal, Nancy. (1989). *Count-a-saurus*. New York: Four Winds. 0-02-74939-1 Pap 0-689-71633-8 (Macmillan)
Lots of prehistoric beasts are featured. If you're a purist about brontosaurus, don't buy—he's here.

Bogart, Jo Ellen. (1989). *10 for dinner*. New York: Scholastic.

Brighton, Catherine. (1987). *Five secrets in a box*. Fitzhenry & Whiteside. 1-55005-028-1

Carle, Eric. (1990). *1, 2, 3 to the zoo: a counting book*. New York: Putnam. 0-399-61172-X Pap 0-399-20847-X
Animals in a train on the way to the zoo. Carle's unbeatable illustrations.

- Christelow, Eileen. (1991). *Five little monkeys jumping on the bed*. New York: Clarion. Pap 0-395-55701-1 Cassette 0-394-60115-0
Traditional counting song. Counting down finger rhyme.
- Clement, Rod. (1991). *Counting on Frank*. Gareth Stevens. 0-8368-0358-2
Amusing treatment of estimation. Colourful illustrations add to the child-appeal.
- Coombs, Betty and L. Harcourt. (1987). *Ted is my friend: a mathematics activity book*. Don Mills: Addison-Wesley. Pap 0-201-19115-6
- Crews, Donald. (1986). *Ten black dots*. New York: Greenwillow. Revised. PLB 0-688-06068-4
Beautifully designed. Very simple.
- Down they rolled*. (1988). McDougal-Littell. Big book 0-8123-6400-7 Tiny book 0-8123-6401-5
- Ehlert, Lois. (1990). *Fish eyes: a book you can count on*. New York: Harcourt. 0-15-2228050-2
Bold, simple illustrations, highly appealing, with cutouts for fun. Counting and adding.
- Eichenberg, Fritz. (1955). *Dancing in the moon: counting rhymes*. Orlando, FLA: Harcourt. Pap 0-15-623811-X
A variety of animals engaged in many different activities introduce numbers from one to twenty.
- Feelings, Muriel. (1987). *Moja means one: Swahili counting book*. New York: Dial. PLB 0-8037-5777-8 Pap 0-8037-5711-5
This is useful for its multicultural connection, but stands on its own. Pleasant half-tone watercolours show life in East Africa.
- Friskey, Margaret. (1946). *Chicken little count-to-ten*. Children's. PLB 0-516-03431-6
- Gag, Wanda. (1977). *Millions of cats*. New York: Coward. 0-698-20091-8
Gag's black and white drawings are perfect in this classic. An old couple have too many cats, and how they end up with only one is poetic justice, or perhaps a cautionary tale?
- Galdone, Paul. (1979). *The three little pigs*. Houghton Mifflin. 0-395-28813-4 Pap 0-89919-275-0 Cassette 0-317-64579-X
Must have. Not a counting book, of course, but good to help build the important 'three' concept.
- Giganti, Paul. (1988). *How many snails?* New York: Greenwillow. Illus. by Donald Crews. Lib bdg 0-688-06370-5
- Giganti, Paul. (1992). *Each orange had 8 slices: a counting book*. Greenwillow. PLB 0-688-10429-0
Counting and simple addition. Stunning photographs.
- Graeme, Jocelyn and M. Henderson. (1990). *One nose, two hands*. Don Mills: Addison-Wesley. Pap 0-201-54659-0
- Gretz, Susanna. (1986). *Teddy bears 1 to 10*. New York: MacMillan. 0-02-738140-4
Charming teddy bears are washed, dried, take the bus, have tea...
- Grossman, Virginia. (1991). *Ten little rabbits*. San Francisco: Chronicle. 0-87701-552-X
- Hammond, Franklin. (1989). *Ten little ducks*. Vancouver: Groundwood/Douglas & McIntyre. Pap 0-88899-153-3
Counting up with busy ducks. Bright illustrations.
- Haskins, Jim. *Count your way through Canada*. Minneapolis: Carolrhoda. Illus. by Steve Michaels. 0-87614-350-8 Pap 0-87614-515-2
This is one of an uneven series. The Canada title received some criticism for its peculiar choice of topics to cover. However each title gives the numbers one to ten in the language of the country, and a brief paragraph on an aspect of the culture. Attractive illustrations. Suitable for levels K-6.
- Hoban, Tana. (1972). *Count and see*. New York: Macmillan. 0-02-744800-2
Black and white photographs of common objects, one to one hundred.
- Hulme, Joy N. (1990). *Sea squares*. Hyperion. PLB 1-56282-080-X
Rhyming text introduces 1 to 10 and multiplication (squaring). Superb illustrations of sea creatures.
- Hutchins, Pat. (1982). *One hunter*. New York: Greenwillow. PLB 0-688-00615-9 Pap 0-688-06522-8 (Morrow)
Brilliant colours give a jungle-feel to the tale of a hunter and the increasing numbers of his prey.

- _____ (1986). *The doorbell rang*. New York: Greenwillow. PLB 0-688-05252-5 Pap 0-688-09234-9 (Morrow).
Mama made 12 cookies, so guests up to 12 can share, but what will happen when the doorbell rings for the 13th guest?
- Hynard, Julia. (1983). *Percival's party*. Chicago: Children's. PLB 0-516-08941-2
- Ivimey, John W. (1987). *The complete story of the three blind mice*. Houghton. 0-89919-481-8 Pap 0-395-51585-8
A classic. More than you really want to know about the famous mice—but fun. Excellent Rojankovsky illustrations.
- Kitchen, Bert. (1987). *Animal numbers*. Cambridge: Lutterworth. 0-8037-0459-3 Pap 0-8037-0910-2
Counting book, animals with their babies.
- Langstaff, John. (1992). *Over in the meadow*. HarbraceJ. Pap 0-15-258853-1
Another classic. The folk song beautifully illustrated.
- Lottridge, Celia Marker. (1986). *One watermelon seed*. Toronto: Oxford. Pap 0-19-540473-4.
Illus. by Karen Patkau.
Collage illustrations of children planting seeds in a garden.
- MacCarthy, Patricia. (1990). *Ocean parade: a counting book*. New York: Dial. 0-8037-0780-0
Silk batik illustrations show brilliant fish increasing from one to one hundred.
- McMillan, Bruce. (1991). *Eating fractions*. New York: Scholastic. 0-590-43770-4
Cooking and eating—what could be better? Shows fractions (halves/thirds/quarters) in mouth-watering colour photos. Simple text. Recipes included.
- Mahy, Margaret. (1987). *17 kings and 42 elephants*. Dial. 0-8037-0458-5 Pap 0-8037-0781-9
Whimsical rhyming, rollicking story. Not about counting, but uses number with fun.
- Manushkin, Fran. (1991). *Walt Disney's 101 dalmatians: a counting book*. Disney Press. PLB 1-56282-032-X
- My first look at numbers*. (1990). McKay. 0-679-80533-8
- Noll, Sally. (1984). *Off and counting*. Puffin. Pap 0-14-050502-4
Bold graphic style. A windup frog bumps into other toys. Simple.
- Pragoff, Fiona. (1987). *How many? from zero to twenty*. Doubleday. Pap 0-385-24172-0
- Reid, Barbara. (1992). *Two by two*. Scholastic. 0-590-73656-6
Noah's ark, with Reid's colourful plasticine illustrations.
- Reiss, John J. (1982). *Numbers*. MacMillan. 0-02-776150-9 Pap 0-689-71120-4
_____ (1982). *Shapes*. MacMillan. 0-02-776190-8
Both titles in the series are very simple, with bold, bright, hard-edge illustrations.
- Sendak, Maurice. (1962). *One was Johnny: a counting book*. HarpC. PLB 0-06-025540-4 Pap 0-06-443251-3
About queer creatures infesting Johnny's house and how he got rid of them.
- Sis, Peter. (1988). *Waving*. Greenwillow. Lib bdg 0-688-07160-0
A child walks down the street with her mother, waving at increasing numbers of people.
- Schade, Susan. (1991). *Hello! Hello!* New York: Simon & Schuster. Pap 0-671-70848-1
Pat Shannon's favourite. This rhyming book is of a pretend telephone conversation between a mother and her young daughter. The daughter asks mother "When am I?" She is given ten guesses. "The kindergarten teacher and I act it out using pretend telephones. The children catch on very quickly and are soon able to act it out as a math center. They use the pictures in the book as clues."
- Schwartz, David M. (1985). *How much is a million?* New York: Scholastic. Illus. by Steven Kellogg.
A concept book with more imagination than most. This is a first purchase.

Sheppard, Jeff. (1990). *Combien te faut-il d'éléphants?* Richmond Hill: Scholastic. Pap 0-590-74406-2
Note below.

Sheppard, Jeff. (1990). *The right number of elephants.* Richmond Hill: Scholastic. Pap 0-590-44839-0
Counting down from ten. How many elephants is the right number? Answer: depends on what you want to do. Lively illustrations and good humour.

Sloat, Teri. (1991). *From one to one hundred.* New York: Dutton. 0-525-44764-4
Useful as few books go to 100. People and animals illustrated one to ten, then counting by tens to 100.

Stoddart, Gabriel. (1982). *One two number zoo.* Toronto: Hodder & Stoughton.

Testa, Fulvio. (1985). *If you take a pencil.* Dial. Pap 0-8037-0165-9
How to use a pencil to draw things from 2 to 12. Intricate line drawings.

Thaler, Mike. (1991). *Seven little hippos.* New York: Simon & Schuster. Pap 0-671-72964-0

Thornhill, Jan. (1989). *The wildlife 123: a nature counting book.* Toronto: Owl/Greey de Pencier. 0-920775-39-X
Exquisite scratchboard technique illustrates animals one to twenty, then 25, 500, 100 and 1000. The picture borders are a special feature.

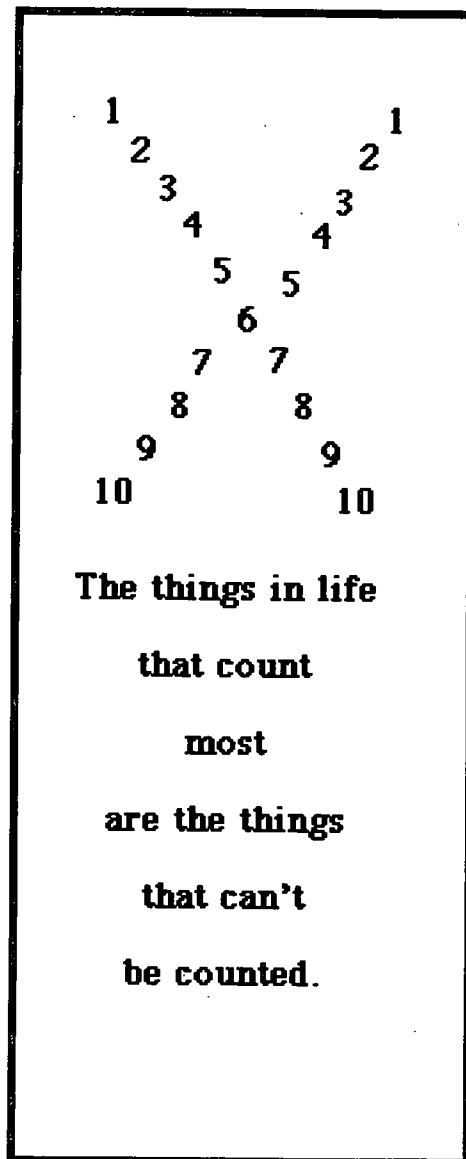
Viorst, Judith. (1971). *The tenth good thing about Barney.* New York: Macmillan. Pap 0-689-71203-0
Barney is a pet bird who has died. Not a counting book, but includes number concept.

Walsh, Ellen Stoll. (1991). *Mouse count.* San Diego: Harcourt Brace Jovanovich. 0-15-256023-8
A hungry snake counts ten mice for dinner, but there's safety in numbers. Appealing illustrations in mixed media.

Wildsmith, Brian. (1987). *One, two, three.* Oxford. 0-19-279613-5.
Laminated boards. Wildsmith's trademark style.

Wilkes, Angela and C. Zeff. (1982). *The first book of numbers.* Usborne-Hayes. 0-86020-665-3
A more complex treatment of number concepts for the child who really wants to know.

Yolen, Jane. (1991). *An invitation to the butterfly ball: a counting rhyme.* Boyds Mills. 1-878093-61-4
Animals search for something to wear to the great event. More text than in most of the above.



COOPERATIVE LEARNING EVALUATION: A STUDENT'S PERSPECTIVE

by A. SHALANI, grade 11 student, McNair Senior Secondary School, SD#38 (Richmond)

Educational facilities are constantly seeking innovative and more effective methods of teaching. Many teachers have decided that simply providing students with the material they are expected to learn and expecting them to teach themselves is an ineffective method of teaching. Cooperative learning is a method of teaching wherein students of different levels are grouped together and expected to help each other. This has become a very popular method of teaching, but it is the principal way in which my formal education has failed me thus far. Cooperative learning is based on the principle that stronger students can strengthen the weaker students, but it ends up weakening both.

Under cooperative learning, students' individual learning capacities must be determined first. This way, those students requiring the most help will be grouped with those students who seem to be able to offer most assistance. In order to inspire cooperative learners to indeed work and learn together, the group will be assigned projects where there is one mark for the supposed compilation of each group member's contribution, or there is a test that only one member of the group writes and their mark is assigned to all members. This, however, is an utterly futile method of inspiration because students who do not care about their own work will certainly not take a sudden interest in that of others, while those students who do place genuine importance on their scholastic achievement are now at risk of being pulled down because of the disinterest of others.

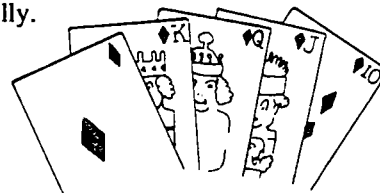
I am the kind of student who has always taken great care and pride in my schoolwork. Fortunately I have consistently proven myself to be a successful student. Unfortunately, this success has labeled me as one of the stronger students and, under cooperative learning, this renders me as the one who must be grouped with the weakest and most disinterested students. This made the majority of my junior high school years very stressful and unrewarding. I was often the only one in a group of four people who contributed anything to large projects. I would do four times the reasonable amount of work and my hard-earned grade would also be given to three other people who had done nothing. I would often take

hours to study and prepare myself for a test only to learn the next day that my fellow group member, who did not study, would be writing the test on my behalf and I would have to accept their failing grade. If I was lucky enough to be chosen to write the test, I would earn myself a good mark which I then had to share with three other people.

Cooperative learning not only affected by grades, but it arrested my learning development. I spent much of my class time teaching and repeating material I was already familiar with instead of expanding my knowledge. Furthermore, cooperative learning does not only slow down the faster students, it does not help the weaker students at all! I was not given the chance to be challenged or to extend my knowledge, but at least I attained something. Weaker students, who are intended to benefit most under this system, learned nothing. Instead, they were given passing and even exceptional grades for doing nothing and, consequently, learning less. It is these students who will suffer the most when, one day, they must prove their individual knowledge and find that they have acquired none.

The popular theory of cooperative learning is a very ineffective method of teaching. Instead of aiding weaker students by the strength of others, it actually impedes the learning of both. Stronger students are given no opportunity to expand their schooling and are heavily relied upon to individually achieve high grades for a number of people. Weaker students are hindered more because they can delude themselves for a period of time that they are being successful, but this delusion must end when these students no longer have group members to earn their good grades for them. Even under cooperative learning, the learning capacity of individuals must be determined first and this individual capacity must be relied on later in life, either in higher schools of learning or in the workplace. Therefore, successful learning can only be achieved individually.

Beware



THE SCHOOL LIBRARY BOOK PURCHASE PLAN: THE PUBLISHERS' PERSPECTIVE

by MARGARET REYNOLDS, Executive Director, Association of Book Publishers of B.C.

"We have a book on Chinese characters, should I submit it for the Library Book Purchase Plan?" asked one of our member publishers. "It seems an unlikely choice." As administrators of the School Library Book Purchase Plan (SLBPP), the Association of Book Publishers of B.C. (ABPBC) advised the publisher to submit the book as we never can be sure what librarians will be looking for to support the curriculum or augment their collections. This year the diversity of submissions included a book on marine weather hazards, haiku poetry, a comprehensive history of the Fraser Valley, an exhaustive exploration of linen, the latest offering from Brian Doyle as well as the BC histories and native studies titles on which many BC publishers have built their lists.

One of the joys of administering this program has been the discovery of the variety of curriculum matches to be found in books published in this province and the very real enthusiasm teacher-librarians have for our indigenous titles. To be honest, though, many BC publishers have, in the past, looked on the SLBPP as a well-meaning but totally arbitrary program. Why they might ask would a guide to BC's golf courses be selected when a fiction title by an important Canadian writer isn't? This is still a valid question but the ABPBC now has a clearer idea of the integrity of the evaluation process as well as the frustrating constraints on the program. So what is this curious program, the School Library Book Purchase Plan (SLBPP), and why is it important to both teacher-librarians and BC publishers?

The School Library Book Purchase Plan is an initiative of the Ministry of Education and the Ministry Responsible for Multiculturalism and Human Rights to provide quality library books to schools in British Columbia and to support the BC publishing industry. The SLBPP has been in existence since the 1970's and is what publishers call an "industrial" program. It supports the publishing industry by purchasing the products we produce as opposed to a "cultural" program which supports the publication of cultural titles which would not be published without financial assistance. SLBPP eligible books are those which have not been previously submitted to the plan, are not more than three years old and are published in BC.

Each spring the ABPBC calls for title submissions by contacting all publishers in the province. We try to keep our mailing list as up-to-date as possible so that professional publishers as well as self-publishers, organizations and individuals have access to the program. Many interesting books have surfaced as a result of this broad approach (you might remember a cookbook by immigrant women or a book on Filipino culture which were recommended last year). All submitted titles are entered on a database and the ABPBC does an initial check to confirm that books are indeed eligible for the program.

All eligible titles are brought before what we call the Ministry of Education sub-committee, comprised of two elementary and two secondary teacher-librarians representing different geographic regions of the province. In addition to ruling on difficult questions of title eligibility, this committee's primary job is to do the first cut on the over 230 titles submitted each year. The Ministry does not impose an absolute number of titles to be short-listed, but the list of titles which will go on to be read in full is constrained by practical concerns of time and money available to evaluate the titles as well as limits on the size of the finished annotations document which should not be too daunting. This does mean, however, that many suitable titles do not make it on the Plan. The original list is usually cut in half. The Ministry committee is looking for titles which support/supplement the BC curriculum, appeal to a wide audience; will not date quickly; have unique qualities; are written at an appropriate reading level for school use; contain material which is not considered offensive for reason of bias or prejudice, inappropriate language or illustrations; and will stand up to library use. You can imagine how difficult this task is for, as some titles will be obviously unsuitable but many others cannot be easily accepted or rejected. Can two teacher-librarians identify all possible curriculum matches? Is a book on Vancouver limited in scope or does it have wide appeal because over half of the school population resides there? Does a history of Kamloops have limited appeal or does it have "unique" qualities? Can an anti-logging book be considered offensive or should it be recommended with a warning? Because this committee does not actually read all the titles, many questionable books

will go on to be read in full by the teacher-librarian evaluator committee.

After undergoing Ministry training, members of the teacher-librarian evaluator committee read in their own time, over the summer period, all the short-listed titles and prepare annotations of recommended titles which are brought to the entire committee at meetings held at regular intervals throughout the summer. These informal meetings are lively and informative with a free discussion of the contents and uses of the books. Sometimes they are contentious and grueling. The object is to come to consensus on recommendations. The ABPBC facilitates these meetings, perhaps the most enjoyable part of the process for us. It is very satisfying to observe the enthusiasm for our members' titles and the practical application of them. It is also here that we are afforded an opportunity to see what factors go into determining a book's suitability: the importance of an index in a particular title, the accessibility of the information, the organization of visuals and text, suitability of format for library use, attractiveness of material or availability of information in other sources. Most of our members are trade publishers who have not previously been exposed to some of the vagaries of providing material to schools. Through these meetings the ABPBC has learned of the value for young students in seeing a picture of the author or illustrator on the cover with an accompanying biography, the lack of young adult novels for boys, the merit of a young adult novel being over but as close to 100 pages as possible (this is a magic number apparently only understood by teachers assigning book reports!), the preference for non-fiction in hardcover and the importance of Canadian content. Time is also spent by the evaluators making additions to the annotations in the form of constructive suggestions for curriculum tie-ins and audience. The level of professionalism and commitment presented in this committee is infectious; the process is taken extremely seriously leading evaluators to go beyond the call of duty. One evaluator undertook the construction of an origami piece presented in a submitted title and found that an important instruction was missing! Another took a field guide to wildflowers on her holiday and found that it was impossible to follow the identification system. Another took a field trip as a result of reading a title about carving a totem pole.

By the end of the summer the original list of submissions has been whittled down to approximately 80 titles which are then returned to the Ministry's committee for approval at another meeting

in October. Each title's annotation is thoroughly read and the excruciating process of editing by committee is undertaken. Contentious titles may be re-examined at this time. A final annotations document is then produced by the ABPBC and prices and distributors are checked. The Ministry mails the document to librarians before the Christmas break. Each school is allocated a budget and may order books in that amount. These orders are then collated by the Ministry and books are ordered from the publishers. Library orders are processed by the end of the Ministry's fiscal year.

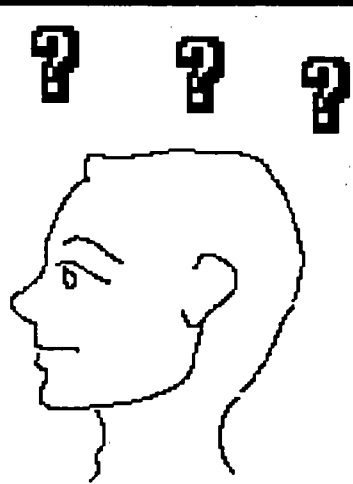
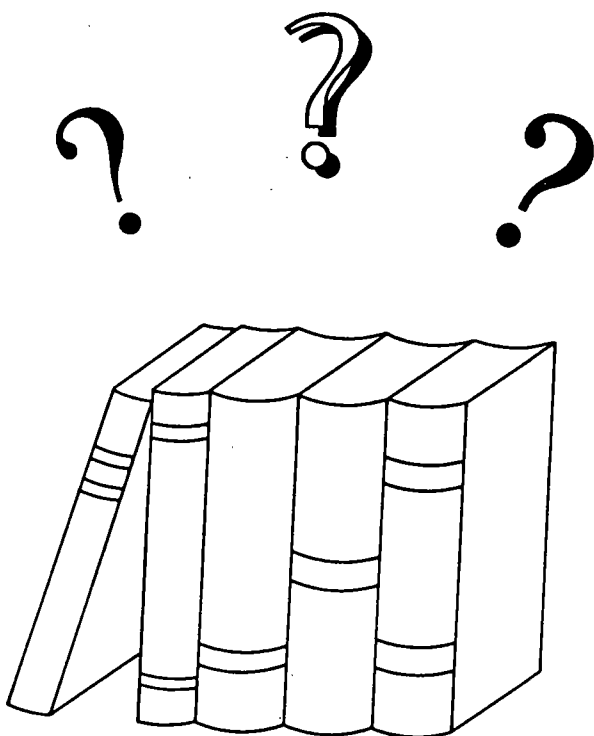
This rather elaborate process yields many benefits for both publishers and librarians. Librarians have access to BC published titles some of which they would not have access to otherwise. The selected titles come with Ministry approval, the annotations document provides clear descriptions of the titles as well as curriculum matches and suggested classroom use. For publishers, the SLBPP provides entry to a market which is difficult for trade publishers with limited resources to penetrate. The SLBPP budget of \$150,000 for the purchase of books, though arguably inadequate, does go directly to the fragile BC book industry. Ministry approval may be used to promote titles in publishers' catalogues and other promotional material.

Being directly involved in the SLBPP process has allowed the ABPBC to see other ways in which it can be useful in promoting BC books. For example, this year the ABPBC will circulate a list of the selected titles to bookstores and wholesalers throughout the province to raise awareness in that community of the suitability of our publishers' titles for the education market. Last year we initiated a listing of the publishers and distributors whose titles were included in the annotations document to facilitate the ordering of titles outside the plan by teacher-librarians. We trust these initiatives have extended the usefulness of the program and we are open to suggestions for improvements.

Lastly, our entire membership benefits from a greater understanding of the program and the education market. Considerations and suggestions arising from the committee meetings are passed on to the membership which we hope will result in even better books for use in schools. Administering this program has, in part, resulted in an initiative to undertake a marketing project to the education sector to be piloted this fall.

The School Library Book Purchase Plan is a *win-win* program of the Ministry of Education. Continued meetings between the ABPBC, the BCTLA and the Ministry will ensure that it improves each year while remaining relevant and useful.

Now, what became of the "The Spirit of the Chinese Character"(Raincoast Books)? The committee praised the high quality of the book, its content and curriculum match in fine arts, social studies and multiculturalism, but also raised concerns about the use of archaic Chinese spelling, romanized spelling now being standard in schools and endorsed by the Ministry of Education. You decide if it should be in your collection!



**A Sense of values
is the most
important single
element in
human
personality.**

COLLECTION EVALUATION: FOR APPLICATION COMPARATIVELY OR INDIVIDUALLY

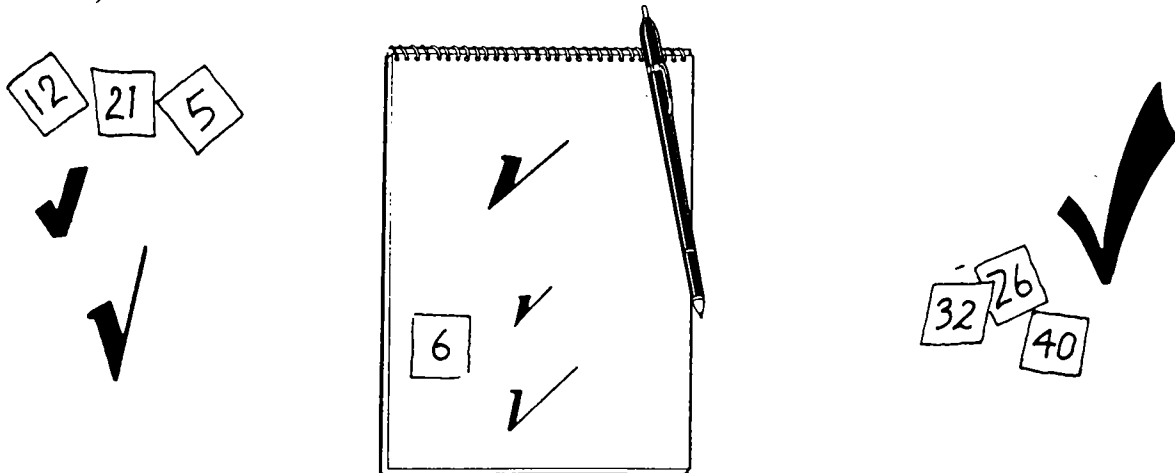
by **LIZ AUSTROM**, teacher-librarian,
Tupper Secondary School, SD#39 (Vancouver)

In the 1991-1992 school year, the automation of Vancouver school libraries seemed imminent. Consequently, an evaluation process to choose which schools would be converted first was undertaken by me in my then capacity of District Principal of Curriculum Resources. Penny Haggarty, Manager of Curriculum Resources, and Sharon Scott and Pat Parungao, both working as Cooperative Planning and Teaching Resource Teachers, assisted in the evaluation design and implementation.

The evaluation of the condition of the collection was one component of the total evaluation project. Despite the fact that the automation project was put on hold, this component was a worthwhile process on its own for it gave teacher-librarians a concrete way to look at their school's collection of curriculum resources. Although we undertook a comparative evaluation, the consensus of teacher-librarians and administrators who were involved was that the process should be shared with other schools because of its individual value to each school.

The following document shows sections of the form that was used, followed by comments about the implementation and evaluation of each, as well as a circled code which connects to the summary evaluation of all schools in the project. Seven elementary and two secondary schools which had applied for conversion participated. I have written up the article in this manner because it is easier to understand with the section of the form and the comments underneath it. You can reconstitute the form if you wish by copying and pasting, or you are free to modify it in any way you see as useful.

Scoring of the form was done by a committee of three people. The best score on any given criterion is 1, the second best is 2, and so on. When there was a tie score in the elementary school group, both received the same score (e.g., 3). Since there were only 2 secondary schools involved, tie scores there were simply given a T since there was no possibility of their affecting the overall outcome. In the elementary schools, sometimes a number was not assigned because there was such an enormous gap between schools (e.g., item 9.b has no score of 2 because the school scoring 1 was so much better than the next schools).



1. FICTION

- Evaluate 25 books beginning at Ce. Indicate the number of books which fall into each of the following categories.

CIRCULATION	#	%
circulated this year:		
has not circulated this year:		
can't tell		

1.a

SHELF LIST COMPARISON	#	%
books checked on shelf	25	
SL indicates <u>?</u> in same alpha range		100%

1.b

IMPLEMENTATION: The teacher-librarian was responsible for filling in this section of the form

EVALUATION: Together, 1.a and 1.b evaluate whether or not fiction materials are circulating well, and what percentage sits dead on the shelves.

- Evaluate 25 books beginning at Mo. Indicate the number of books which fall into each of the following categories.

CONDITION	#	%
very good (as new)		
good (still attractive)		
acceptable (books well used, but not damages)		
poor (some apparent damage)		
very poor (appearance discourages use)		

1.c

IMPLEMENTATION: To obtain consistency of interpretation of qualitative criteria across the participating schools, one of the Resource Teachers evaluated this section.

EVALUATION: Section 1.c evaluates the physical appearance of the resources.

2. REFERENCE

Check the date of publication for all general encyclopedia. Indicate the number of sets which fall into each of the following categories.

CURRENCY	#	%
pre-1982		
1983-1987		
1988-1992		

(2)

IMPLEMENTATION: The teacher-librarian was responsible for filling in this section of the form

EVALUATION: Responses were accorded the following scores: 1988-1992 = 1; 1983-1987 = 2; pre-1982 = 3. This section evaluates currency of the reference materials available to students.

3. COMPUTERS

Check the numbers 004 and 001.6 and fill in the form below. If there are more than 25 titles in a number series, check only the first 25.

CURRENCY		
001.6		
pre-1988	#	%
1988-1992		
004	#	%
pre-1988		
1988-1992		

(3.a)

(3.b)

IMPLEMENTATION: The teacher-librarian was responsible for filling in this section of the form.

EVALUATION: Responses were accorded the following scores: 1988-1992 = 1; pre-1988 = 2. This section evaluates currency in an area of the collection where it is particularly important.

4. FOLKLORE

Check the titles in 398.2 to determine the representation of a variety of cultures as indicated below.

CULTURAL REPRESENTATION	#	%	
African			4.a
Asia			4.b
Australian aboriginal			4.c
European			
First Nation of N. America			4.d
Middle Eastern			4.e
South Americans			4.f
... other			
combined (anthologies)			
TOTAL =		100%	

IMPLEMENTATION: One of the Resource Teachers was responsible for filling in this section of the form since it required considerable handling of resources.

EVALUATION: While all titles were to be recorded on the form, only those coded above gained credit, since the intent was to determine if the focus was ethnocentric or multicultural.

5. SCIENCE

Check the numbers 523.2 and 629.45 and fill in the form below. If there are more than 25 titles in a number series, check only the first 25.

CURRENCY			
523.2		#	%
pre-1982			
1983-1987			5. a
1988-1992			5. b
629.45		#	%
pre-1982			
1983-1987			5. c
1988-1992			5. d

IMPLEMENTATION: The teacher-librarian was responsible for filling in this section of the form.

EVALUATION: Responses were accorded the following scores: 1988-1992 = 1; 1983-1987 = 2; pre-1982 = 3. This section evaluates currency in an area of the collection where it is particularly important.



6. GEOGRAPHY & HISTORY

- Record the number of titles on the following countries.

CURRENCY	#
915.493 and 954.93	
Ceylon	
Sri Lanka	
916.89 and 968.9	
Rhodesia	
Zimbabwe	

(6.a)

(6.b)

IMPLEMENTATION: The teacher-librarian was responsible for filling in this section of the form.

EVALUATION: This section is really a very conservative evaluation for currency, since the two countries' name changes occurred some time ago. We were shocked to discover some books still on the shelves!

- Check atlases on the regular shelves at 912 (do not check reference shelves). Indicate the number of titles which fall into each of the following categories.

CURRENCY	#	%
pre-1988		
1988-1992		

(6.c)

IMPLEMENTATION: The teacher-librarian was responsible for filling in this section of the form.

EVALUATION: We postulated that the most recent atlases would be housed in the reference area, and that older volumes might be moved into the circulating section, despite their outdated information. This proved to be the case in some schools. Responses were accorded the following scores: 1988-1992 = 1; pre-1988 = 2.

7. BIOGRAPHY

Beginning at Ho and Re record the names of the subjects of the first 25 biographies in each section. If there are several titles about a person, indicate the number (in brackets) after that person's name.

BIOGRAPHY SUBJECTS	
Ho	Re

Canadian
 (7.a)
 Popular
 (7.b)

IMPLEMENTATION: The teacher-librarian was responsible for filling in this section of the form.

EVALUATION: The list of subjects was scanned by the committee to determine the number of Canadian subjects and the number who might be termed "of popular interest." Some subjects fit into both categories. The intent was to evaluate Canadian content and relevance to students. The schools with the highest number in each category scored a 1, etc.

8. GEOGRAPHY OF CANADA

Check the first 25 titles in 971, indicating how many have the following access features.

ORGANIZATION FOR ACCESS	#YES	%YES
Table of Contents		
Index		
Glossary		

8.a
8.b
8.c

IMPLEMENTATION: The teacher-librarian was responsible for filling in this section of the form.

EVALUATION: Resources which do not provide access features are not useful in teaching research skills. This section looks at usability of resources for the key educational role of the library program. The schools with the highest number in each category scored a 1, etc.

9. MAMMALS

Check the first 25 titles in 599, examining the appropriateness of visuals and language for ESL students. Indicate the number of titles in each category.

ESL APPROPRIATENESS				
	Very Easy	Easy	Difficult	Very Difficult
Language				
	Excellent	Good	Fair	Poor
Visuals				

9.a
9.b

IMPLEMENTATION: To obtain consistency of interpretation of qualitative criteria across the participating schools, one of the Resource Teachers evaluated this section.

EVALUATION: While nominally evaluating appropriateness to ESL students, we also discovered we were evaluation appropriateness to all learners. Quality visuals and clear language make for better resources. "Canada" was chosen as one of the topics commonly studied in ESL classes.

10. CANADA

Check the first 25 titles in 917, examining the appropriateness of visuals and language for ESL students. Indicate the number of titles in each category.

ESL APPROPRIATENESS					
Language	Very Easy	Easy	Difficult	Very Difficult	10. a
Visuals	Excellent	Good	Fair	Poor	10. b

IMPLEMENTATION: To obtain consistency of interpretation of qualitative criteria across the participating schools, one of the Resource Teachers evaluated this section.

EVALUATION: "Mammals" was chosen as one of the topics commonly studied in ESL classes. Materials are not as good as one might expect.

By the time we had finished the evaluation assessment and had presented it to the committee making the final selection of schools, we felt we had an extremely good picture of the state of the collections. We had not evaluated entire collections, but we had a snapshot of areas which reveal a great deal about the collection as a whole. One of the school principals on the selection committee — a former teacher-librarian — commented that the form and process gave a practical way to look at the collection in a critical manner.

The process may also be used by individual teacher-librarians to look at a single collection. In this instance the scoring process is not necessary, but it is essential to establish criteria in advance. I recommend going through each of the ten sections and establishing benchmarks. For example, what percentage of the encyclopedias do you think should fit into each of the three time periods identified? If you establish criteria in advance, without looking at the collection first, then your evaluation will assist you to weed, will guide collection development, and will enable you to make plans for future directions. You might even get the ammunition needed to make funding proposals to your administration or the district.

Another alternative is to get several teacher-librarians together who establish criteria jointly, then evaluate their own or each other's collections. There are a lot of possibilities. The process we followed really worked for use, but the form has also been used successfully by individual teacher-librarians. We hope you find it useful.

NOTES:

1. 0 = no valid discrimination
2. T = Tie

AUTOMATION PROJECT Collection Evaluation

Low Number = Best Score on Given Criteria

ELEM. SCHOOL	1.a	1.b	1.c	2..	3a	3b	4.a	4.b	4.c	4.d	4.e	4.f	5.a	5.b	
School 1	6	6	1	3	0	0	2	5	2	2	4	2	6	5	
School 2	2	2	5	5	0	0	3	1	2	6	3	3	4	2	
School 3	4	5	8	4	0	0	1	7	1	1	2	3	5	1	
School 4	7	3	3	1	0	0	1	4	2	5	6	3	2	4	
School 5	5	5	6	3	0	0	3	8	2	3	5	3	4	5	
School 6	1	1	2	5	0	0	3	2	1	3	5	1	3	1	
School 7	4	4	4	2	0	0	3	3	1	2	3	3	4	5	
	5.c	5.d	6.a	6.b	6.c	7.a	7.b	8.a	8.b	8.c	9.a	9.b	10.a	10.b	TOTAL
School 1	2	6	2	2	2	2	4	2	6	1	3	4	3	5	88
School 2	1	1	2	2	5	3	5	1	5	2	6	4	1	5	81
School 3	6	3	2	1	1	3	3	2	3	4	2	1	4	3	79
School 4	4	2	1	2	7	4	4	3	4	2	3	3	6	6	100
School 5	2	4	2	2	6	6	6	1	2	4	7	3	2	7	104
School 6	6	6	2	2	4	1	2	3	3	1	1	3	1	1	64
School 7	3	6	2	2	3	3	1	3	3	3	4	1	4	4	79
SEC. SCHOOL	1.a	1.b	1.c	2..	3a	3b	4.a	4.b	4.c	4.d	4.e	4.f	5.a	5.b	
School 1	0	0	2	1	T	1	2	2	0	1	2	0	1	1	
School 2	0	0	1	2	T	2	1	1	0	2	1	0	2	2	
	5.c	5.d	6.a	6.b	6.c	7.a	7.b	8.a	8.b	8.c	9.a	9.b	10.a	10.b	TOTAL
School 1	1	1	T	1	1	2	T	1	T	T	1	T	2	2	25
School 2	2	2	T	2	2	1	T	1	T	T	2	T	1	1	28

EVALUATION: THE KEY TO GROWTH

by LINDA RAFUSE, vice-principal, Rolling Meadows Public School, Burlington, ON, and RUTH LAW, teacher-librarian, George Kennedy Public School, Georgetown, ON.

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Although school libraries have operated for many years, their role has changed dramatically. From keepers of books, teacher-librarians have evolved into specialists who have expertise in a number of areas. The role has expanded from providing services for curriculum support to being involved in curriculum development and implementation. The teacher-librarian is a partner in the planning and execution of educational programs.

With the increased significance of school library resource centers and the current emphasis on effective schools, evaluation of the school library resource center program assumes new importance and serves several purposes. In general, such an evaluation is a means of measuring the degree to which objectives have been achieved and setting further goals. It increases the visibility of the library and the teacher-librarian and gives direction for professional development programs. Evaluation tools give hard facts to support the philosophy of the cooperative planning and teaching of resource-based programs.

In many jurisdictions policy guidelines have been developed which outline the responsibilities of the teacher-librarian. Examples include Ontario's *Partners in action*, Alberta's *Focus on learning*, Saskatchewan's *Resource based learning*, AASL's *Information Power* and British Columbia's *Developing Independent learners*.

From these policy statements, evaluation tools can be developed. The implementation profile described below is adapted from *Implementing Innovations in schools: A concerns-based approach* and *Partners in action*.

For each critical component of the library program there are four levels of implementation. These levels are defined as follows:

Awareness

The teacher may be aware of the requirements of the innovation but demonstrates few of the desired behaviors.

Mechanical

The teacher is using parts of the innovation but in a disjointed fashion. Some changes have been made but these tend to benefit the teacher rather than the student.

Routine

All parts of the innovation are in place, the teacher is able to anticipate short-term problems. Very few changes are being planned.

Refined

The innovation is working well. The teacher is beginning to make changes which have impact on the students. Integration between subjects with other teachers is taking place.

Teacher-librarian, and administrators use the school library resource center program checklist to record the school's stage of implementation for each component of the program. This profile is then used to assess the degree to which the various components of an ideal program has been implemented. An invaluable by-product of using such a device is the communication that occurs between the administration and teacher-librarian. With their differing experience and perspectives, a more comprehensive plan to equip students with the needed skills for the future is possible.

Resources

Partners in action: the resource centre in the school curriculum (1982). Toronto: Ministry of Education.

Implementing innovation in schools. A concerns-based approach. Loucks, S. & Hall, G. Austin: Research & Development Center for Teacher Education. University of Texas.

Cooperative Program

IMPLEMENTATION

CRITICAL COMPONENTS

1. AWARENESS

2. MECHANICAL

ADVOCACY AND PHILOSOPHY

	1. AWARENESS	2. MECHANICAL
1. Concept	The teacher-librarian and/or principal is cognizant of the concept of cooperative program planning and teaching	The teacher librarian and principal are beginning to informally promote the concept of cooperative program planning and teaching with some teachers
2. Communication	and/or principal is beginning to provide information about cooperative program planning and teaching	with the support of the principal, is beginning to provide information about cooperative program planning and teaching and demonstrates some strategies for its implementation
3. Professional Development	is aware of Professional Development opportunities in Librarianship and participates in available activities	often participates in library and cross-curricular Professional Development activities

CURRICULUM

	1. AWARENESS	2. MECHANICAL
1. Cooperative Planning	The teacher-librarian independently plans information in some available activities which may or may not relate to classroom objectives	The teacher librarian occasionally plans with some teachers, units which integrate library activities with classroom objectives
2. Curriculum Development	houses curriculum documents in the library and provides resource lists for teachers	occasionally works with teachers to develop a unit of study

SELECTION OF RESOURCES

	1. AWARENESS	2. MECHANICAL
1. Policy	The teacher librarian is aware that the board has a policy for selection of learning resources	The teacher librarian begins to use the criteria in the board policy when selecting of developing a rationale for learning resources.
2. Consideration	is aware that a variety of selection aids could be accessed to assist in selection of materials i.e. displays, curriculum, inservice, periodicals, reviews, Ministry of Education publications, teachers and resource staff	makes some use of available selection aids to review, evaluate and select learning resources
3. Acquisition	provides learning resources after informal consultation with staff	increases the range of learning resources following consultation with staff

Planning and Teaching

PROFILE

3. ROUTINE

The teacher-librarian

and principal utilize staff and department meetings to develop a positive image of the concept of cooperative program planning and teaching

with the support of the principal, regularly communicates with teachers, encouraging implementation of cooperative program planning and teaching

regularly uses the SC&E process of self-assessment to select appropriate Professional Development experiences. Joins professional organizations

The teacher librarian

regularly meets with the majority of teachers to cooperatively plan units of study which integrate information skills with the classroom program

often participates with staff as a team in the development, implementation, and evaluation of school curricula

The teacher librarian

with in-put from staff and students, regularly selects learning resources appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social environment of the students

regularly uses a consideration file, arranges in-school displays, and relies on a variety selection aids to maintain a relevant, date collection

provides a wide range of learning resources to reflect needs of current curricula, individual students and staff

4. REFINED

The teacher librarian

and the principal regularly utilize staff meetings, formal and informal communication channels to develop a positive image of the cooperative program planning and teaching concept

with the support of the principal provides on-going inservice for teachers. Articulates to parents and community the role of the library resource center in the school program

frequently seeks opportunities for profession growth in Librarianship and assumes a leadership role at the school, area, and regional levels.

The teacher librarian

meets with the majority of teachers to cooperatively review and refine specific learning outcomes and related information skills

always participates as a valued member of the school curricular team. Seeks opportunities to be involved in regional curriculum activities

The teacher librarian

involves staff in developing school policy for for selection of learning resources

in consultation with the principal and staff, develops a long-range plan for building an up-to-date collection relevant to the school's curriculum directions and ensuring the most cost-efficient use of the allocated budget

in consultation with staff and students, provides a wide variety of resources to support cooperatively planned curricula and to meet student's individual learning needs

Cooperative Program

IMPLEMENTATION

CRITICAL COMPONENTS

1. AWARENESS

2. MECHANICAL

CONSULTATION

The teacher-librarian

The teacher-librarian

1. Implementation Support

lends some support to curriculum development

collaborates with teachers and support staff in the implementation of curricula

MANAGEMENT

The teacher librarian

The teacher-librarian

1. Organization of Learning Resources

has developed a system of organizing and circulating learning materials and audio visual equipment without communicating procedures to staff

communicates library resource policies and procedures regarding organization and circulation to staff and students on request

2. Human Resources

makes limited use of clerical staff as well as student and adult volunteers where available

recruits volunteer help and uses clerical and technical help when available

3. Budget

spends the allocated budget with little concern for its appropriate distribution

begins to consider the needs of the library resource center and tries to distribute the funds accordingly

4. Timetabling

specifies a fixed schedule for each class to have access to the library resource center

schedules some class visits, leaving some periods open for planning and group work

INSTRUCTION

The teacher librarian

The teacher-librarian

1. Finding and Using Information

teaches information skills independently from classroom programs

teaches some information skills as part of cooperatively planned learning activities

2. Appreciation of Literature

- (a) exposes student to a variety of literature, print and non-print
- (b) provides books that are appropriate to the age and interest of the students

begins to offer opportunities for students to hear and respond to a range of literature occasionally provides and recommends resources which expand the students' spectrum of literature

3. Media Literacy

suggests some media resources and new technology to staff

begins to provide some inservice to staff on the use of new learning resources and technology

Planning and Teaching

PROFILE continued

3. ROUTINE

The teacher-librarian

suggests a variety of learning strategies to support implementation of curricular

The teacher librarian

ensures that all learning materials as well as audio visual equipment are processed, filed and organized for efficient access and maximum circulation. Policies and procedures are disseminated to staff and students as needed

expands the effective use of support staff, including clerical and volunteer assistants and professional media and library personnel

regularly assesses the needs of the library resource centre, sets priorities, and allocates appropriate budget

regularly operate the library resource center on an open, flexible schedule

The teacher librarian

regularly collaborates with teachers to develop information skills as part of cooperatively planned learning activities

collaborates with the teacher to provide opportunities for students to hear and respond critically to a variety of literary experiences

regularly recommends to students and teachers relevant, theme-related literature to encourage personal reading

with staff, provides opportunities for students to use, appreciate, and critically respond to a variety of media

4. REFINED

The teacher librarian

functions as an in-school resource person for curriculum implementation and modification

The teacher librarian

seeks and utilized input from staff and students to maintain an effective, organized system which reflects the changing needs of the school

Plans for the efficient utilization of all support staff

depending on the availability of funds, consistently manages a library resource center budget which provides for curriculum needs of students and staff, reflecting the educational goals of the school

in on-going consultation with staff, arranges an open, flexible library timetable to meet the learning needs of all students and the planning needs of the staff

The teacher librarian

and the teachers provide frequent opportunities or students to develop skills characteristic of the independent learner

with staff, fosters the appreciation of literature by providing a variety of enriching experiences, (i.e. author's visits, publishing and recognizing student authors, young authors' conferences, etc.)

ongoing with the classroom teacher, provides a variety of literature for everyone to continue to grow as literate, thinking people

with staff, demonstrates expertise in developing appreciation and modeling effective use of media resources

MINISTRY OF EDUCATION

LEARNING RESOURCES BRANCH

The following information is printed for teachers and teacher-librarians who may not have encountered the Learning Resources Branch's new definition of learning resources, and what purchases are legitimate for their schools. The definition and method of accounting should be useful for personnel who may wish to acquire learning resources with allocated funds.

Definition of Learning Resources: For the purposes of expending these funds, learning resources shall be defined as:

Information, represented or stored in a variety of media and formats, which assists student learning as defined by provincial or local curricula.

Learning resources should be selected to support all learners and a wide range of learning styles. Districts may wish to ensure that the local acquisition of learning resources includes Provincially Recommended or locally evaluated titles from several of the following formats:

Software: e.g., computer assisted instruction (CAI), computer assisted learning (CAL), integrated learning systems (ILS), computer managed learning (CML) systems, computer based learning (CBL), productivity software, and others.

Video: including quick time, compressed video, and traditional formats (VHS).

Optical Formats: e.g., CD-ROM, CD-Interactive, Laser Discs.

Information Services: e.g., network services such as the Community Learning Network available through the Education Technology Centre, school technology and information services, news, information, videoconferencing services, or other on-line services (Compuserve, Southam News, Infoglobe and many others). None of these services should include costs for staffing.

Print: including dictionaries, tradebooks, anthologies, atlases, traditional textbooks and others.

Manipulatives: usually associated with mathematics, but also applicable to concepts and skills such as colour and classification.

Trust Accounts: It is recommended that districts establish a separate trust account exclusively for learning resources funds if this has not already been done. Learning resources funds are intended to provide direct support to learners and teachers in the classroom. The fiscal framework provides service levels for expenses such as staffing and capital equipment, (as well as a total of \$10.2 million included in the 1993/94 block funding for technology support), thus none of these should be funded from the learning resources trust account monies.

Recommended Allocations of Targeted Funds: The allocation of targeted funds for the acquisition of provincially recommended or locally evaluated learning resources is the responsibility of the school district. The Learning Resources Branch will not be providing a specific annual breakdown suggesting "how to spend" learning resources funding. However, we will provide regular and timely updates following each evaluation session as a means of reporting the newest provincially recommended resources.



THE ENVIRONMENT COUNTS! YOUNG ADULT TITLES ABOUT THE ENVIRONMENTAL MOVEMENT



by **BARBARA WITT**, teacher-on-call,
SD #41 (Burnaby).

Our generation faces the first truly global environmental crisis in recorded history. This is why it is important to introduce young people to books about people who are making a difference in the battle to save the environment. It is important that books do more than entertain; books should make us rethink our values and the way we live and should motivate us to action. These books do that.

Eco-heroes: twelve tales of environmental victory profiles twelve activists from around the world who prove that environmental victories are possible and that they begin within ourselves and in our own backyards. This book tells us about Samuel LaBudde, a San Francisco biologist who became a spy in order to document the indiscriminate slaughter of dolphins on tuna fishing boats; about Lois Gibbs, who led efforts which resulted in the relocation of more than eight hundred families living on toxic waste dumps at the Love Canal; about Eha Kern and Roland Tiensuu, Swedish elementary school teachers, who organised a children's crusade that raised 2.5 million dollars to save 23,000 acres of Costa Rican rain forest; and about Wangari Maathai, a Kenyan woman, who began by planting seven trees in her own backyard on World Environment Day in 1977, and went on to organise the Green Belt Movement in Kenya, which resulted in the planting of over 10 million trees! These are absorbing and inspirational life-stories.

A book in a similar vein is *The rhino-man and other uncommon environmentalists*. The authors, Winthrop Carty and Elizabeth Lee, chatted with winners of the United Nations Global 500 Roll of Honour for Environmental Achievement, and these conversations form the basis of the book. The winners included Mark Edwards, one of the world's leading environmental photographers; Michael Werkhe of Kenya, who walks across countries in order to raise awareness of the endangered rhinoceros; Katie and Andy Lipkis, a husband-and-wife team who started an urban tree-planting project in southern California; and Chandi Prasad Bhatt, co-founder of the tree-hugger

movement in India that stopped heavy logging practises in parts of the Himalayas. The book itself is produced with environmental concerns in mind—it is printed with soybean-based ink on acid-free, recycled paper.

Paul Watson is a vocal and controversial British Columbian environmentalist who leads high profile expeditions against sealing and whaling. He has written an action-packed stimulating book called *The Sea Shepherd: my fight for whales and seals* that will appeal to many young people.

Confessions of an eco-warrior by David Foreman, one of America's more radical proponents of wilderness preservation and restoration, is also very thought provoking. "Ours is the last generation that will have the choice of wilderness, clean air, abundant wildlife and expansive forests," he writes. His book includes a thoughtful discussion on the ethics of tree-spiking.

The Greenpeace story is the most comprehensive account yet of the controversial organisation that has grown from a handful of determined people into an international network with a membership of more than three million.

An excellent book that discusses the issues behind the environmental movement in easy-to-understand language is Helen Caldicott's *If you love this planet: a plan to heal the earth*. She describes the scientific and medical consequences of the greenhouse effect, ozone destruction, species extinction and pollution. She shocks us into action with statements like "every 16 minutes a rain forest equal to the size of Stanley Park is destroyed." Her book is compelling.

There are many books published which suggest the specific choices and lifestyle changes we can all make to help our dying planet. One of the best is the *Green lifestyle handbook*. The book is filled with thought-provoking quotations such as, "Can you imagine growing up and finding the first rabbit you encounter is a Volkswagen?" or, did you know that automobile accidents have slain far more North Americans than all the wars of the twentieth century combined? Included in

the book is a list of companies to boycott due to practices which are detrimental to the environment.

There are also some excellent novels written for young adults that have the environmental crisis as their theme. In *The hostage*, by Theodore Taylor, 14-year old Jamie and his father capture a whale near Vancouver. Jamie has second thoughts about plans to sell the whale to an amusement park after an uproar from environmentalists. In *The bleeding* by Nadia Wheatley, Col is torn between his attraction for Jade, a fellow student who is involved in protests against logging, and his family and friends who depend completely on logging for their livelihood.

These titles could lead to some lively discussions about environmental issues!

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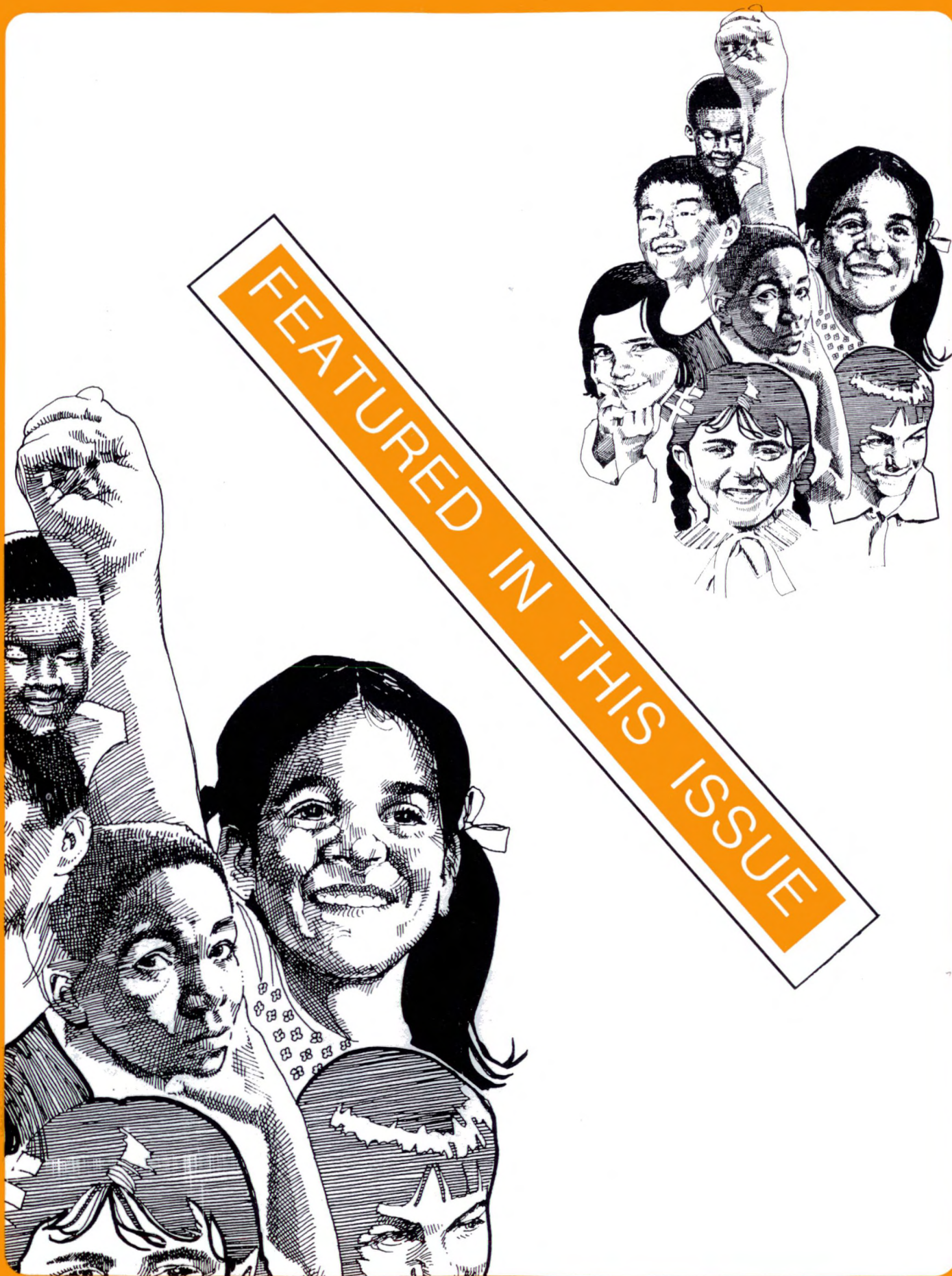
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FEATURED IN THIS ISSUE





**Nuts about
books!**

THE REPORT WRITING PROCESS: A PLAN FOR A UNIT OF STUDY

by **PATRICIA WALACH**, teacher-librarian, Kathleen McNeely Elementary School, SD#38 (Richmond).

Editor's note: This method has been adapted and adopted in many schools in North Vancouver. Watch for a report on their Effective Report Writing Process (ERWP) next issue. Essentially it involves standardizing a reporting process within the school (or school district) and helping students learn to use it enough times so they can be independent in reporting assignments. Obviously basic skills must be in place or students and teachers become frustrated by open-ended reporting projects. The following is a successful program involving pre-teaching of these basic skills, leading to presentation of a simple but effective reporting process consisting of five clear steps.

Two prime objectives of any teacher-librarian are to improve children's organizational skills and to provide them with the skills necessary to work independently with print and non-print material. The following outline will show one method of teaching research and report writing skills. This method provides children with a specific process for report writing and works from the concrete to the abstract with manipulatives. I have found it to be most useful with lower intermediate students but it can be modified for any level. The structure provided by this Report Writing Process allows children of all abilities to master these skills regardless of their fluency in English.

This outline is also available in French. Both versions would be valuable in bilingual schools where, even if the teacher-librarian is unilingual, he or she can work cooperatively with the classroom teacher on these important skills.

If the teacher and teacher-librarian plan the unit together and reinforce each other's teaching at each stage of the process every child will have a chance for successful report writing.

INTERMEDIATE PROGRAM RESEARCH AND STUDY SKILLS

The following skills are introduced and reinforced throughout with group and individual instruction.

I LOCATION SKILLS

- A. locate information within a reference using
 1. title page
 2. table of contents
 3. preface or introduction
 4. illustrations

- 5. index
- 6. glossary and appendices

- B. use special references
 - 1. dictionaries
 - 2. encyclopaedias
 - 3. atlases
 - 4. other library resources

- C. use skills of
 - 1. map reading
 - 2. graph and table reading
 - 3. accessing information

II EVALUATION SKILLS

- A. identify author's
 - 1. purpose
 - 2. viewpoint

- B. evaluate reference material using criteria
 - 1. relevance to need
 - 2. accuracy/date
 - 3. completeness
 - 4. personal experience/prior knowledge

III ORGANIZATIONAL SKILLS

- A. note taking
 - 1. summarize facts and main ideas
 - 2. classify information under specific headings
 - 3. arrange 2 or 3 main ideas and a series of details in a logical order

- B. write a formal outline
 - 1. select main ideas and sub-headings for an outline
 - 2. write an outline on one topic from two or more sources
 - 3. write a bibliography

GETTING TO KNOW THE LIBRARY PROGRAM

- 1. Fiction Books

- 2. Non-Fiction Books
 - a. classifications/Dewey Decimal System

- b. locating information - index, table of contents
3. Other Library Resources
- a. vertical file
 - b. picture/poster file
 - c. filmstrips and kits
 - d. videos
 - e. outside resources - District Resource Centre
4. Special Reference Books
- a. dictionaries
 - b. almanacs
 - c. biographical encyclopedias
 - d. atlases
 - e. encyclopedias
 - i. locating information for research/report writing
 - ii. using an index
 - iii. cross references
 - iv. yearbooks
 - v. bibliographies and other sources
 - vi. main heads and subheads
 - vii. illustrations/diagrams/graphs
5. Using the Library Resource Centre computer system
- a. sign-out and check-in screens
 - b. F 10 to search for books on specific topics using keywords, title, author, or subject
 - c. properties of the other F keys

Students will have had introductory experiences in the above skills in the primary grades. The skills are developed further in a series of activities in the first months of the Intermediate program, to prepare learners for the longer Report Writing Process assignments. Typically, a class would have structured experiences with note taking, for example, before undertaking the more open-ended assignment described later.

In the Intermediate Year 1 Program (Grade 4), sections 1, 2, 3, and 5 above will be taught. Each lesson will consist of a short period of instruction followed by hands-on experiences using library resources to complete short assigned activities. The teacher works most effectively with half the class as learners need extensive resources, individual instruction and immediate feedback on their progress.

In the Intermediate Year 2 Program (Grade 5), sections 1, 2, 3, and 5 will be quickly reviewed. Section 4 will be studied in detail using the resource booklet, *Investigating reference books*, as well as many hands-on activities to reinforce the lessons. Suggested re-

source—*Reference books: tools for the independent investigator*. Field Enterprises, 1975.

In my library resource centre these programs are taught in two six-week sections before Christmas. One half of each class has computer lab instruction from the regular classroom teacher while I instruct the other half of the class.

REPORT WRITING PROCESS : A PRELIMINARY STUDY

1. Classifying
2. Sequencing
3. Outlining
 - Using provided main headings and facts
 - Sort, classify and sequence facts.
4. Note taking
 - Using provided text select key words
 - Using provided text and outline format, complete the outline
 - Using provided text construct an outline

The skills involved in 1 and 2 above are taught throughout the primary grades. Intermediate Year 1 students will review these skills and then work on activities involving outlining and note taking. Following this practice the students will be prepared for the Report Writing Process.

Intermediate Year 2 students will review outlining and note taking through classroom practice as planned by the teacher and teacher-librarian cooperatively.

Evaluation of students' progress for the "Getting to Know the Library" programs and the "Preliminary Report Writing" program will be ongoing. Findings from hands-on activities will be recorded in each student's notebook and marked daily. Weekly or bi-weekly quizzes are based on discussions and activities that take place during that time.

Suggested Resource—*Research: Organizes Information*, (Grades 4, 5, 6, 7) SD#37 (Delta).

THE REPORT WRITING PROCESS: STEPS TO REPORT WRITING

Students are instructed and assisted in each step of the work. They are encouraged to reflect upon the process, so they can internalize it and be able to use the process independently. It is important to note that the process is stressed at all times, so students are constantly aware of it. This unit of work is done in approximately 16 40-minute sessions.

The teacher and teacher-librarian provide blank forms for bibliographies and a sheet reviewing correct bibliographic style, blank grid sheets for notes (fact sheets), materials for making a work folder, and evaluation blank sheets.

1. SELECT YOUR TOPIC

- Choose a topic which interests you
- Refine your topic
- Make your work folder
- Write entries in a bibliography
- Think about your subheadings (brainstorm). What do you want to know about your topic?
- Find out how to use the fact sheet.
- Look at what is expected on the evaluation sheet
- Discuss and answer questions.

2. COLLECT YOUR INFORMATION

- Review locations of information
 - library books/home collections
 - pictures, magazines, vertical file
 - resource people
 - own ideas and experiences
- Fill in at least one "FACT SHEET"
- Gather more facts than you need for the topic
- Record every resource used on the outside of the work folder.

3. ORGANIZE YOUR FACTS

- Cut up your facts
- Decide on the subheadings to be used and record them inside the work folder
- Sort the facts under each classification subheading
- Sequence them
- Have a friend, parent or teacher proofread them
- Glue them down in your work folder.

4. WRITE YOUR REPORT

- Follow your subheadings
- Use your facts in sentences about your topic
- Begin a new paragraph or page with each subheading
- Use diagrams, pictures and drawings to add interest and to explain what you have written
- Design and create an attractive title page.
- Write the bibliography page using the information on the outside of your folder
- Number each page and write the table of contents.

5. EVALUATE YOUR WORK

- Look at the "EVALUATION SHEET"
- How well did you fulfill these expectations?
- Could any pages or illustrations be improved?
- Is your report something you can be proud of?

OUTLINE SAMPLES

Since preparing an outline is one of the most challenging parts of the above process, the following outline samples give an idea of standards which might be expected. The teacher and teacher-librarian may provide an outline for younger learners to use. Sample outlines such as these can be used as a teaching tool.

WRITING A REPORT ON AN ANIMAL

TITLE PAGE—attracts people's attention

TABLE OF CONTENTS—tells what's inside your report

INTRODUCTION

What is your animal?

Why did you choose that topic?

Where is it found?

Does it have other names or a scientific name?

APPEARANCE

What does the adult animal look like?

YOUNG ANIMAL

What does it look like?

Are its parents with it when it's born?

How is it born? Who looks after it?

Where does it live?

What does it eat?

GROWN-UP ANIMAL

Where does it live?

What does it eat?

How does it get its food?

Does it have enemies? How does it protect itself?

CONCLUSION

How is your animal useful to man?

How is it harmful to man?

Tell at least two things you have learned.

BIBLIOGRAPHY

List the books and authors you used in your research.

Follow the directions for writing a bibliography.

WRITING A REPORT ON AN INVENTOR: A BIOGRAPHY

TITLE PAGE—attracts people’s attention

TABLE OF CONTENTS—tells what’s inside

INTRODUCTION

Why is this person famous?
Which country does he or she represent?
What did he or she do to become famous?
Why should we know about this person?

CHILDHOOD AND FAMILY BACKGROUND

Where was this person born?
When was he or she born?
Tell about the people in his or her family.
Tell about this person’s education.
What important training did this person have?
Did someone help him/her to become famous?

THE INVENTION

How did the inventor get the idea?
How was the idea developed? Tell the stages.
Was there practice involved?
How long did the idea take to be developed?
How did the inventor get money to work and pay for the invention?
Was training important? How?

TESTING

How was the invention tested?
Who tested it? How much testing was done?
What were the results?
What happened after the testing?

CONCLUSION

Is the invention useful? How?
How has this invention changed our lives?
What new developments are happening to the invention today?
Compare the original invention with the modern adaptation.

BIBLIOGRAPHY

List the books and authors you used in your research.
Follow the directions for writing a bibliography.

EVALUATING YOUR REPORT (Primary, Intermediate Year 1)

Name _____

Div. _____ Teacher _____

	student	teacher
A. Report Body		
° introduction		
° interesting information		
° conclusion	10	10
B. Illustrations		
° title page		
° two diagrams, pictures or drawings		
° proper labels	10	10
C. Written Work		
° spelling		
° neatness of written work		
° proper sentences	10	10
D. General		
° underline with a ruler		
° use ruler guidelines for all labels		
° use an eraser		
° colour neatly	10	10

PLEASE NOTE - All reports must be handed in by _____.

Please hand it in as soon as you have checked it over. Take care! Be proud of your report!!

TEACHER'S COMMENTS:

TOTAL

	40	40
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EVALUATING YOUR REPORT (Intermediate Year 1 and 2)

Name _____ Div. _____ Teacher _____

	student	teacher
A. Report Body		
° introduction	—	—
° interesting information		
° conclusion	10	10
B. Illustrations		
° title page		
° two diagrams, pictures or drawings		
° proper labels	10	10
C. Bibliography		
° at least two references	—	—
° proper notation in alphabetical order	10	10
D. Table of Contents		
° follows order of the subheadings	—	—
° includes page numbers	10	10
E. Written Work		
° spelling —	—	
° neatness of written work	10	10
° proper sentences		
G. General		
° underline with a ruler		
° use ruler guidelines for all labels		
° use an eraser		
° colour neatly	10	10

PLEASE NOTE - All reports must be handed in by _____.

Please hand it in as soon as you have checked it over. Take care! Be proud of your report!!

TEACHER'S COMMENTS:

TOTAL

—
60

—
60

EVALUATING YOUR REPORT (Intermediate)

Name _____ Div. _____ Teacher _____

	student	teacher
A. File Folder/Fact Sheet		
◦ at least five facts for each sub-heading		
◦ facts properly classified	—	—
◦ facts properly sequenced	15	15
B. Report Body		
◦ introduction		
◦ interesting, factual information	—	—
◦ information is complete and in order	10	10
◦ conclusion		
C. Illustrations		
◦ title page		
◦ diagrams, pictures, drawings (at least 2 plus a title page)	—	—
◦ proper labels	10	10
D. Bibliography		
◦ at least two references (Gr.5 - at least 3)		
◦ only 1 of the 3 is an encyclopedia	—	—
◦ proper notation in alphabetical order	10	10
E. Table of Contents		
◦ follows order of the subheadings		
◦ lists all subheadings including illustrations	—	—
◦ includes page numbers	10	10
F. Written Work		
◦ spelling		
◦ sentence order and structure	—	—
◦ neatness of written work	10	10
◦ computer skills		
G. General		
◦ underline subheads with a ruler		
◦ use ruler guidelines for all labels		
◦ use an eraser	—	—
◦ colour neatly	10	10
◦ care in organization and presentation		
TEACHER'S COMMENTS:		
TOTAL	—	—
	75	75

ALL THE STORIES SCATTERED TO THE CORNERS OF THE WORLD

by JUDITH SALTMAN, Associate Professor,
School of Library, Archival & Information Studies, University of British Columbia

[Editor's Note: This speech was presented at the symposium, "Bunka No Kizuna: Cultural Bonds Through Japanese Children's Literature and Illustrations." We thank Judith Saltman for sharing it with us, and Vancouver teacher-librarian Laura Mousseau for bringing it to our attention.]

We have gathered here for a night and a day in celebration of Japanese children's literature and illustration. Through the ancient voice of the storyteller and through the exhibit of original children's book illustrations, we have experienced the power of the visual image and narrative mode of thought within Japanese culture. Through the thoughtful panel discussions and speakers, we have gained insight into children's stories as vehicles for the transmission of beliefs, values, traditions, and truths intergenerationally and crossculturally. Through the texts and images of Japanese and Canadian stories, we have explored the differences, but more profoundly the similarities, between our two cultures. Joy Kogawa spoke passionately of the need to read other cultures' mythologies in infancy, in childhood, so that we can move beyond our ethnocentricity and begin to identify our commonalities.

As several of the speakers today told us, story, in words and pictures, is indispensable to childhood and to human life. The narrative mode of thought gives shape to, and makes sense of, human experience. Meguido Zola told us that the shortest distance between truth and a child (or, for that matter, any human being) is a story. He joins the writers and illustrators in recognizing the primacy of narrative, that story is our human-formed vehicle to achieve meaning.

Our symposium guests also examined how generations and cultures share stories to give meaning, structure, and memory to our lives. They spoke of the global transmission of stories, the creation and sharing of stories among all peoples of the world.

Last night we experienced that sharing of story first-hand. Our symposium began at the beginning — with traditional, oral storytelling. Nan Gregory and Kazuko Furuya created a magical experience of bilingual storytelling in Japanese and English, multilingual, really, with the third universal language of the visual image projected hugely behind them, laminating us all into the oral tradition. We felt as an audience that through the living power of the storytellers' voices, we were welcomed into these warm, humorous, and poignant tales of Japanese culture. The very music and expressive intonation of Kazuko's voice made it possible for those of us listening who could not understand Japanese to nonetheless understand the rhythms, structure, and intent of the story. It was truly a dance of true translation and cross-cultural communication.

And the wonderfully creative artifice of "The Lonely Ogre" story where we listened to the delicate balance of Nan and Kazuko's voices out of the dark as the brilliant orange image of the ogre dominated the screen. I could not have been the only one who thought of the early peoples of all cultures sitting in darkness around the orange fire, finding visual images in the flames, while the storyteller's voice wove in and out of the darkness.

We have been reminded today that children's stories link generations and cultures, that the molding of text and illustration in children's books results in a new entity — one which shares the impact of the older, oral tale to bring us together as human beings, not divided by age, gender, race, or ethnicity, but bonded by the commonalities of human life shaped by story.

Kaoru Ono helped us see the development of just such a new form in children's literature out of an older one. In last night's slide lecture, she looked at the development of the Japanese picture book, tracing the genre through its long history from picture scrolls of the seventh century to books and magazines of the Second World War. The influence of such diverse sources as art nouveau, Kate Greenaway, and Paul

Klee upon Japanese illustrators demonstrated that the creation of text and illustration for children never exists in isolation but is continuously influenced by cross fertilization from other cultures.

Children's stories are always intergenerational — a serious gift from one generation to another. Author and illustrator are both storytellers in the tradition of the ancient oral tale-teller. They transmit imaginative truths, cultural and societal beliefs, and personal values to the young with the hope that, after the last pages of a book, the child will be more aware of the emotional realm, more developed in imagination, and more responsive to art as an element of life.

Many speakers discussed experiences from their own childhoods or with their own children and grandchildren and how they see story as intergenerational transmission. Nan Gregory spoke of the values she learned from stories she was told as a child by her father — that she was loved by her family, that God loved the world, that the ideal is often higher than the values of society. Her father, she said, was a man who had a nose for good stories and she learned from him to make a story her own. She learned stories through his love, his physical presence. His was the voice of God; his was the Androcles hand that pulled the thorn out of the child Nan's lion paw. As Nan said, as a child she was disenfranchised from nature, but she grew up in a magical world.

Nan's connection to stories is deeply rooted in her childhood and her parents. Dennis Maracle's experience of stories as a native child was painfully different. Nan felt disenfranchised from nature, Dennis from his culture. As he told us, when native culture went underground, not all native children could hear and benefit from the stories of their elders. This big generational break has enormous implications to the continuity and survival of a culture. Dennis said, "Story is the means of translating from generation to generation who we are." For him, it has been a constant fight through life to recover and retain those stories, dragging them out of his shadowy memories of stories told to him by his great-grandmother.

Kaoru Ono commented on the intergenerational transmission of ideas. She told us that when she was in kindergarten, she would have received a mixture of military, fascist images, and literary stories. She reminded us of the responsibility of writers and illustrators to think carefully of how they are going to write and illustrate for children.

Mandy Richmond, Meguido Zola, and Yoshiko Takenaka also spoke of the power of stories when placed in the hands of children in an educational setting. Speaking as mediators of children and their books, they considered intergenerational communication and expressed concerns and shared successful experiences of the connection of child and book. Yoshiko gave us a frightening account of Japanese children who, although literate at an increasingly early age, are aliterate — that is, they choose not to read, they are unable to enjoy stories for pleasure or hold deep story images in their minds. Meguido's point that children can have literacy without having meaning ties into Yoshiko's observation that literacy skills used in compulsive study have nothing to do with the ability to enjoy and appreciate good books.

In Canada, children also experience the pressure from oversensory stimulation, overscheduling, and overeducation which results in defensive detachment from the power of story. Creative, imaginative ideas were share with us — not to try to merely compete for the child's time with television and other activities, but to deal with lack of openness to story by more welcoming strategies.

The Grade Six class from Brooksbank Elementary School presented, in the panel on Classroom Applications, their dramatic and video-animation interpretations of picture books. Mandy Richmond suggests absorbing children in their own language development which is seminal in bringing stories to life and continuing to introduce them to the very best stories. Meguido and Yoshiko believe another key to renewed love of story lies in the involvement of the parent in the education of children. The parent's role is to read aloud, to create the love of story in the heart so that the rest of the child will follow.

As the deepest-felt perceptions and truths are passed from generation to generation in a non-didactic way through story, so too the transmission of messages from culture to culture may be experienced through the comparative reading of cross-cultural literature. This affords an understanding of individual cultural characteristics and traditions and a growing sense of the elements that are universal to the human mind.

The best children's books do not teach; they show, they empathetically draw the reader into the experience. Just so, the development in children of an unbiased, respectful, and appreciative vision of the world and its peoples cannot be actually taught. It must grow naturally through the extension of the

child's empathy and life experience. The best stories for children have a common element that facilitates this cognitive and emotional growth and the development of an empathetic, unbiased human being. They speak with a personal voice, a voice that engages the child on a deep emotional level so that the particular story is transformed into the universal story, the story of a specific character, place, culture, time becomes a story of what it is like to be a member of the human family.

Yoshiko Takenaka, Nan Gregory, and Dennis Maracle spoke of cross-cultural transmission through children's stories. Yoshiko showed us the phenomenon in Japan of the numbers of translations of foreign books. Translated books have often inspired child readers to become writers themselves and foreign children's literature has contributed to Japanese children's literature. She feels the universal fundamentals of children's literature help create child readers without prejudice who can accept the images and experiences of difference cultures.

She reminded us how the prosperity of cross-cultural transmission in children's literature owes much to translation, that a good translation depends not just on language ability but on good literary sense. Ronald Jobe spoke of the power of the translator, of translation as a performance that involves linguistic ability, literary astuteness, awareness of the audience, and hard work.

Translations, as experienced by the author and translator, was addressed by authors Joy Kogawa and Kit Pearson and translator Michiko Asami. Steven Forth raised the question of whether a grounding in international children's literature is necessary before international adult literature can be compelling.

Translator Michiko Asami explained the profound differences in text between the English and Japanese versions of Joy Kogawa's *Naomi's Road* because the English was considered too simple. Joy Kogawa spoke of her experiences as an author who has been translated into many languages. She became what she calls a hands-off author regarding translation, learning to let go of her stories and trust them to the translator.

Kit Pearson discussed the question of translation into Japanese of her novel *A Handful of Time*, of how illustrations from different countries affect the tone of the book, of her frustration in not being able to read the Japanese translation which stands as a locked door to her.

She read a poignant comment from a Japanese child reader who said that she was touched by the Canadian protagonist in Kit's novel and that she wanted to become friends with her. That is true cross-culturalism.

In the panel on translation, there also surfaces the astonishing difference between the Japanese children's book publishing industry and that of Canada, Britain, and the United States. Over 85% of the publishing in Japan is foreign literature in translation; as Yoshiko said, "The Japanese are a very curious people." By contrast, except for picture books with their universal images, English-language publishers translate few books from Japan and few worldwide. Is this a market-driven problem or one of ethnocentricity?

The power of illustration in children's literature and the place it holds, especially in cross-cultural communication, was examined in the panel on storytelling and illustration. Kaoru Ono showed illustrations from many of her picture books, explaining media and technique, and discussing the editor's involvement in text and pictures. Dennis Smith also mentioned the illustrator as a visual storyteller. The panel on translation also considered the impact of illustration and the fact that pictures in books travel across cultural barriers in a manner that text cannot.

Discussing the thorny question of cultural differences as possibly presenting a hindrance to communication through children's books, Dennis stated that even in a mono-cultural society, each member of an audience — whether for theatre or print — will never perceive story in exactly the same way. His advice is not to be overwhelmed by conveying the message or by its reception, for that can stifle and silence the creative process. And Yoshiko informed us that in Japan children don't have trouble accepting ideas and images from different cultures. All people can successfully understand stories without having lived the details in their own lives if the story is strong enough to carry cultural differences.

Our speakers have shown us how the child's experience of literature is complex and subtle. Meguido Zola mentioned that one of story's great powers is its ambiguity, its ability to mean different things to different people at different times, its magical packing of so much meaning into only a few words.

A final thank-you to all our speakers and to the members of the planning committee who worked so hard to bring us Bunka No Kizuna. Our commitment to the creation, study, and growth of children's literature and its transmission across cultures has been celebrated and strengthened by our participation in today's symposium. We come away with fresh perspectives, new ideas, and renewed determination to share the words and pictures in children's books with the children — and adults — in our professional and personal lives.

I would like to end with the words of an African folk tale — "A Story, A Story," an Ananse tale retold by Gail Haley — that tells of the divine origin of story, its global ebb and flow, and the human need to exchange stories among generations and cultures:

So Ananse took the golden box of stories back to earth, to the people of his village. And when he opened the box all the stories scattered to the corners of the world, including this one. This is my story which I have related. If it be sweet, or if it not be sweet, take some elsewhere, and let some come back to me.



PIGS: A PRIMARY UNIT

by GIL SMITH, 3rd year Primary teacher, and GAYLE MILLIKEN, teacher-librarian,
Errington Elementary School, SD#38 (Richmond).

Major Objectives:

- 1) to foster enjoyment of literature
- 2) to develop further understanding of literature through discussion and extension activities
- 3) to differentiate between pigs in fantasy and non-fiction
- 4) to extend factual knowledge
- 5) to introduce the research process
- 6) to integrate subject areas

Responsibilities of Team members:

- 1) Planning—all activities planned together
- 2) Literature Component—taught by classroom teacher
- 3) Research Component—taught by teacher-librarian
- 4) Art, Music, Story Drama and Culminating Day activities taught by both teachers

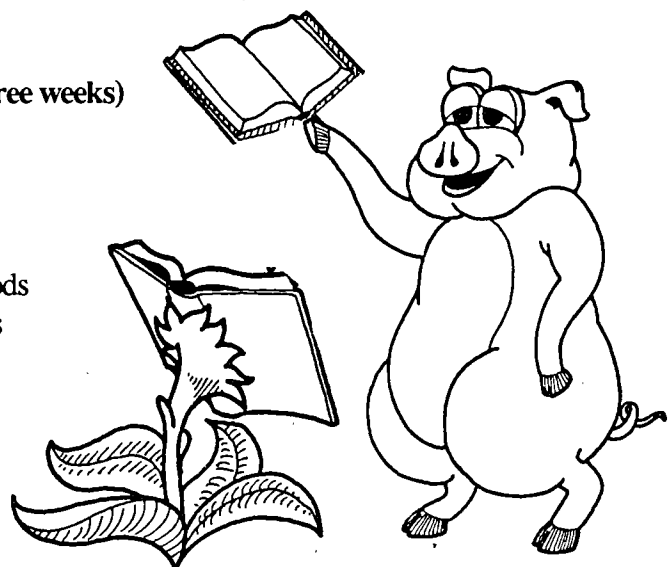
Time Allotted:

This unit needs to have four, forty minute periods per week for six weeks for literature and research. Teachers teach half the class for three weeks and then switch groups. There are also one or two periods per week for art and music activities. The seventh week, students work on story dramas, on their "Pig" booklets and take part in a culminating "Pig Day"

Activities:

1) Literature Component (one half class for three weeks)

- a) *Perfect Pig* - two to three periods
- story map (five settings)
- b) *Pig Pig Gets A Job* - one to two periods
- Pattern writing about different jobs
- c) *Piggy book* - three periods
- Listen, Sketch, Draft
- Sequence sentence strips
- d) *Swine Snafu* - one period



- T-chart to compare two families

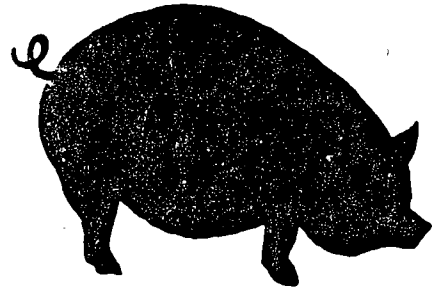
e) *Three Little Pigs* (two versions) - one to two periods
- Venn diagram and pictures (differences and similarities)

f) Additional pig books shared during most periods
- for example—*Geraldine's Blanket*

2) Factual Component (one half class for three weeks)

Students:

- a) found books using the computer
- b) chose books by studying text and pictures
- c) read together and collected facts (key words)
- d) categorized and sequenced facts with partners
- e) composed original sentences with partners
- f) illustrated sentences
- g) sequenced pages to put together their own "Pig Big Book"



3) Art Activities:

- a) Pig noses from egg cartons (viewed film "Pigs")
- b) Plasticene Pigs in dioramas
- c) Three Little Pigs (paper cutting) dressed up as characters after reading "Pigs of Jillian Jiggs"
- d) Pig masks from paper plates
- e) Piggy banks from bleach bottles
- f) Pop-up Pigs for booklet covers

4) Other Activities:

- a) Song "I Wanna Be A Pig," written by students patterned after "I Wanna Be A Dog" by Charlotte Diamond
- b) Pig jokes and riddles
- c) Story Drama - in small groups based on picture books studied

5) "Pig Day" Activities (final day of the unit)

- a) Videotaped story dramas
- b) Fun Pages - Recipe for Pig Slop
- Ways to Get Dirty
- Funny Things Pigs Say
- c) Interview Linda Reid and Arnold Becker (the pig) in person
- d) Singing "Pig" song
- e) Pig Snorting Contest

- f) Close-up study of a live pig and written Cloze procedure sheet (one half class)
- g) Cook "piggies in a blanket" and compose a written procedure

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BIBLIOGRAPHY - NON-FICTION BOOKS

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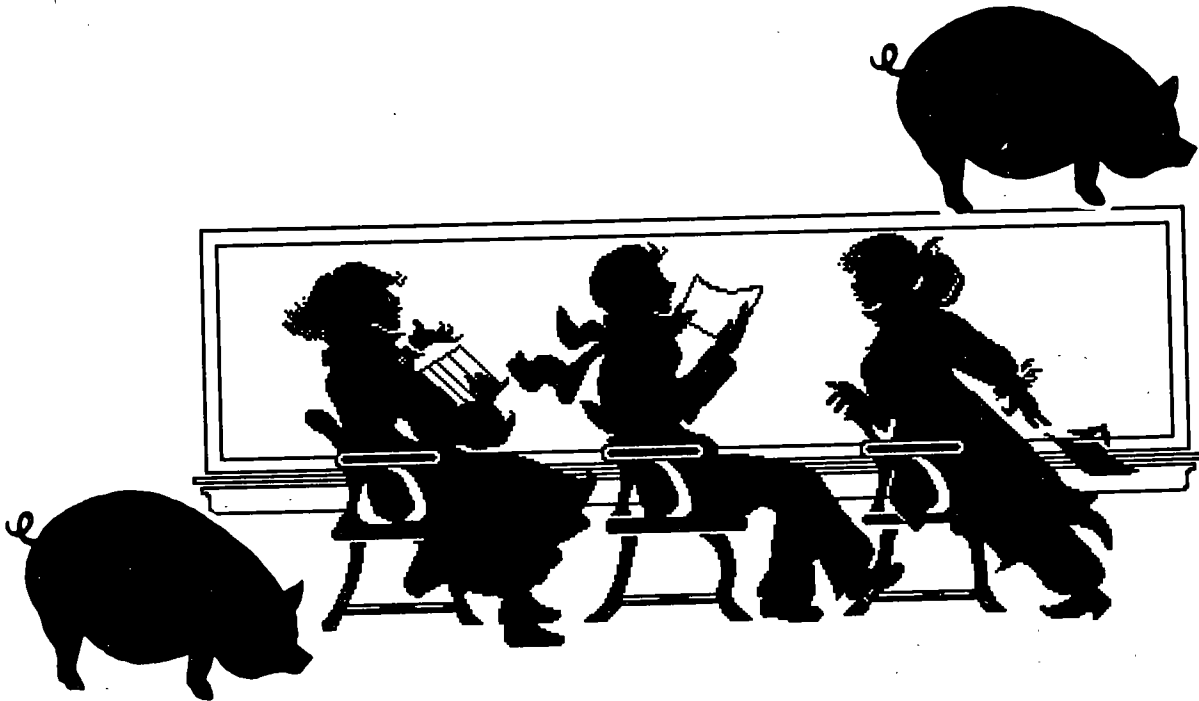
Freedman, Russell. *Farm Babies*. Holiday House, 1981.

Hart, Angela. *Farm Animals*. Franklin Watts, 1982.

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Moon, Cliff. *Pigs on the Farm*. Wayland, 1983.

Thomson, Ruth. *Understanding Farm Animals*. 1978.



ROAMIN' AROUND ANCIENT ROME

by JACK SAUNDERS, Grade 7 teacher, ROSEMARY BOLAND, teacher-librarian, Crofton Elementary School, SD#65 (Cowichan) and CORINNE McCASKY, student teacher, Malaspina College.

A. UNIT BACKGROUND

As a continuation of the Grade 7 program of studies of Ancient Civilizations, the student teacher was asked to assume responsibility for developing a unit on Ancient Rome based on the novel, *Word to Caesar*. Ms McCasky wanted to address the topics of inventions, myths, army, architecture, government and entertainment as they arose during the study of this novel.



B. PROCESS OF PLANNING

1. Initiation:

The student teacher was asked by the regular classroom teacher to develop, with the teacher-librarian, a unit on Ancient Rome.

2. Skill Objectives:

Students will be able to:

- demonstrate an understanding of cooperative group processes
- use tables of contents, indexes and skimming strategies to locate specific information
- use CD ROM to locate appropriate information (new skill)
- use research skills to locate information and record it in note form
- present information in visual and oral formats
- rewrite a myth in the form of a play to be presented as Reader's Theatre

C. ACTUAL UNIT - SEQUENCE OF LESSONS

Classroom: Novel introduction (*Word to Caesar*) and discussion of the Roman Empire. Students were assigned groups (four students in each) and were asked to choose one of the following topics: inventions, myths, army, architecture, government and entertainment. Students then generated at least ten questions which they wanted answered. These were collected and the student teacher, teacher and teacher-librarian met to approve and, if necessary, improve the level of questioning. For the most part, students did an excellent job of generating appropriate questions.

Students were divided into three large groups: one group conducted research in the Library Resource Centre with the teacher-librarian, one group worked in the classroom with the student teacher and the third group worked with the classroom teacher on the rewriting of myths into Reader's Theatre.

Students worked on their questions and Reader's Theatre for three weeks. Because the services of the teacher-librarian were limited (a 0.4 assignment), students worked on their research and presentations three times a week for one hour each time. With the help of the teachers involved, suggestions were made regarding methods of sharing their research.

LESSON ONE: Classroom (Week One)

- Timeline of the assignments and unit were presented
- Expectations of cooperation in groups was explained
- Student evaluation methods were explained
- Students were assigned to small groups
- Students brainstormed questions
- Students began their file of questions

LESSONS TWO, THREE AND FOUR: Library/Classroom

- Students decided on responsibilities of group members
- Research strategies were discussed and research began
- Different sources of information were reviewed - including the use of the CD-ROM
- Students were encouraged to skim resources to find the best ones for their topic

READER'S THEATRE

- Students were asked to select a myth
- They read it silently
- Students discussed possibilities of presenting the myth—Reader's Theatre, Video or Audio presentations
- They began to rewrite the myth

LESSONS FIVE, SIX AND SEVEN: Library/Classroom (Week Two)

- Students decided on the best method of sharing information
- They continued their research
- They began to organize materials and began to plan the visuals for their presentation

READER'S THEATRE

- Students finished the rewrite of the myth
- They wrote the final copy and photocopied it

LESSONS EIGHT AND NINE: Classroom/Library (Week Three)

- Students continue work on their visuals for the presentation
- final preparations and rehearsals for oral presentations

READER'S THEATRE

- Students practice presentation
- They organize props, costumes, etc.

LESSON TEN: Student presentations.

D. EVALUATION AND REVISION OF THE UNIT

Students were evaluated in the following manner:

Research

Students completed a self-evaluation based on their group performance as well as their individual performance in the group.

Reader's Theatre

Students completed a self-evaluation There was also a teacher evaluation of the presentation

This unit worked well with our students. Over the last year they had many opportunities to practice their research skills and had written several formal reports. This project gave them the opportunity to present their knowledge in a less formal way. Students presented in a variety of ways, from traditional oral reporting to a group that became reporters of AD BC "the oldest station in the nation," reporting on sporting events from different venues around Ancient Rome—i.e. the Coliseum and Circus Maximus. Another group chose to share their information through a talk show format with students assuming the role of historians who are experts on the governments of Ancient Rome. "Marleen's Talk Show" continues to run due to popular request!

Great visuals were developed to enhance presentations. Students were involved in full-size reproductions of Roman centurions, weapons and wall maps. Venn diagrams were used to show similarities and differences between Roman and Greek mythology.

Our largest problem was time. The student teacher was on a fixed timeline, the teacher-librarian and classroom teacher both work only part-time. Making a schedule that sited everyone was the biggest difficulty.

QUESTIONS DEVELOPED FOR THE VARIOUS TOPICS CONCERNING ANCIENT ROME AS A GUIDE TO STUDENT RESEARCH

Roman Army

1. What was the structure of the army? i.e. size, etc. What was Caesar's rank?
2. How widespread was the Roman army?
3. Who were their main enemies? How did they conquer their enemies? Describe some of their tactics.
4. How long did their wars last?
5. Based on your knowledge of the Ancient Romans, were they bloodthirsty for war? Support your answer.
6. What kind of armour did they use?

You may best be able to share this information through:

- a hierarchy poster
- a map
- a newspaper article, e.g., Roman Invaders
- a timeline
- an editorial
- illustrations and diagrams

Roman Architecture

1. How old are most remaining Roman structures?
2. What types of materials did they use for construction?
3. How were they built? Who built them? What size were they?
4. Were there any differences between royal and civilian buildings? Describe them.
5. What are the most famous structures? Where are they found?
6. Did they make models beforehand?

You may be able to present the above information by:



- a timeline
- diagrams
- contrasting and comparing—using a poster or diorama
- illustrations
- maps
- real estate ads
- dramatization of an interview with an architect

Roman Myths

1. How many gods did the Romans believe in? Tell about some of them.
2. Did the Romans steal the Greek gods and just change their names? Based on your knowledge of these people why do you think they may have done this?
3. Who first recorded the Roman myths? Tell about him.
4. How were the gods created according to myth?
5. How were myths founded?
6. Were the myths just about gods?

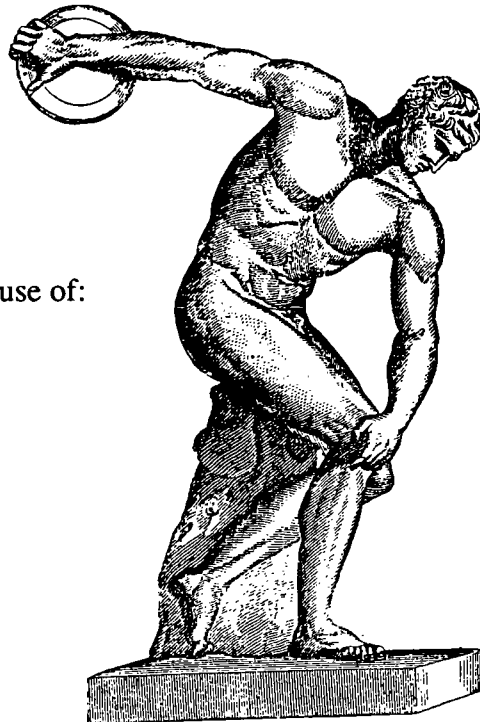
You may want to share your information through the use of:

- a primary Big Book
- a chart showing the gods and their hierarchy
- illustrations

Roman Government

1. Who were the powerful leaders of ancient Rome?
2. What was the leader called?
3. Who was the first Roman leader? Who was the last? Describe them.
4. When was the first government of Rome established?
5. What form of government did they have?
6. Did everyone have the vote? Who decided? What form of executions were most often used?

You may want to share your information using:



- illustrations
- a hierarchy chart
- a courtroom dramatization

Roman Entertainment

1. What are chariot races? Why were they held?
2. Where were these chariot races held?
3. When were they held?
4. What were the consequences of losing? Winning?
5. What were gladiators? Describe what they did.
6. Why were they so popular?
7. Did any sports have their origins in Ancient Rome? i.e.—wrestling/sports at the baths.
8. How did the ancient Romans entertain themselves?



You may want to share your information by:

- staging a chariot race
- reporting via a newspaper sports page
- being the sports desk of a TV station
- advertisements for upcoming events



Roman Inventions

1. For which inventions were the Romans chiefly responsible?
2. Are any of these inventions still used today?
3. How did these inventions change life for the Romans and others?
4. Did the Romans invent for profit or to improve life? Based on what you know, what do you think? Support your answer.
5. What tools did they invent and use?
6. Who were the main inventors? Did they get credit for their inventions? What did they get?

7. Were the inventors considered higher class?

You may want to share your information through the use of:

- illustrations, e.g., diagram of an aqueduct
- models
- comparing and contrasting today's technology to the past



Self-Evaluation: Roamin' Around Ancient Rome

Name: _____ Date: _____

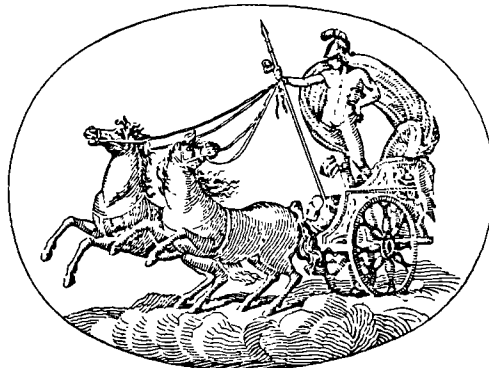
The main thing I was trying to accomplish with this project was

What I enjoyed most about working on this project was

What I would do differently another time is

New information/ideas I discovered were

New skills I learned were



I could do further work on this project by

(format taken from: *Evaluation Techniques and Resources Book II*. B. C. Primary Teachers' Association, 1992.

Self-Evaluation for Reader's Theatre - Roamin' Around Ancient Rome

Name _____ Date _____

How did I work with other group members?

Explain how your group shared the work.

I could have done a better job in my group by

Teacher Evaluation for Reader's Theatre

Individual Effort

Group Cooperation

Enthusiasm in Presentation

Props, Costumes, Extra Effort

Reading and Vocal Strength

BARBECUED BILLYGOATS AND SQUASHED-FLY BISCUITS

by **ROBERT W. BROWN**, retired teacher-librarian, North Vancouver.

In the summer of 1932, when I was seven years old, my sister brought home from the Fort William Public Library a book with a dark green cloth cover by Arthur Ransome. It was *Swallowdale*. Sitting in the glassed-in porch of the house, I began to read and was soon engrossed in the adventures of the Walker and Blackett children in the Lake District of England. There was no electric light in the porch and I continued to read until I could no longer make out the letters on the page.

Thus began my life-long relationship with Arthur Ransome and the characters of the twelve novels which make the *Swallows and Amazons* series. I eagerly awaited the next volume each year and by 1936, when *Pigeon Post* was published, I had reached the advanced age of twelve and retired Ransome's books to the memory sections of my brain. I did not discover the other books in the series until I was older. When I became a school librarian in the early 1950s, I renewed my acquaintance with Ransome and introduced many boys and girls to the adventures of the Swallows and Amazons, the members of the Bird Protection Society on the Norfolk Broads, and with Chinese Pirates on the coast of China. I had never visited England and it had always been a dream to visit the settings of the books. Also I wanted to know more about Arthur Ransome himself. Then a few years ago Ransome's autobiography was published to be followed by Hugh Brogan's more complete biography in 1984.

In 1990, before I was to make a trip to England, I discovered Christina Hardyment's *Arthur Ransome and Captain Flint's Trunk* in which she visited the Lake District and the Norfolk Broads and tracked down the location of many of the places about which Ransome had written. My trip to Norfolk and the Cumbria was like returning to places I had known from childhood. The Lake in the books was based on features of both Windermere and Coniston and what a thrill it was to see Windermere and the rivers and broads of Norfolk.

While in Norfolk I re-read *Winter Holiday* and on my return I went through the other eleven books

and I became aware of how much they had become a part of me. My knowledge of the sea and small boats I learned from Arthur Ransome. My appreciation of the environment I received from him. Those of you who, like myself, are fans of AR will understand what is meant by the title of this article!

My passion for Ransome has not dwindled through the years. I was successful in passing it on to my own children as well as to many of the students in the schools where I was teacher-librarian. It seems to me that readers, both young and old, who become "hooked" on Ransome are rather a special breed and there exists an immediate bond of friendship among them, which I had proved to me by the events of last Spring. In April I wrote to the Vancouver Sun and expressed my feelings for Ransome and I was overwhelmed with the response. Over twenty people replied, ranging from a school librarian who had just discovered Swallows and Amazons to a woman in Kelowna who had actually known the Altounyan children, on whom the Walker children of the story are based. In her letter she explained to me what answer she received on asking why Titty Altounyan was so called!

When Christina Hardyment replied to my letter in the Spring of 1990 she told me of the formation of the Arthur Ransome Society, and enclosed a copy of *Despatches*, the newsletter of the Society. I passed this on to Kit Pearson, who was going to be in England at the time of the Celebratory Launch of the Society and she became a charter member. I am willing to share my enthusiasm for Ransome's books with others and in September there will be an "evening with Arthur Ransome" hosted by the North Vancouver District Library in the Capilano Branch.

Recently I received a call from a person whom I had as a pupil over thirty-five years ago. He reminded me that it was I who had introduced him to Ransome and thereby changed his life! What a thrill it was to renew acquaintances with him and to learn that I had been the catalyst to bring him and Ransome together. Also, Mr. Norman Brown, whose grandmother was first cousin of the Ransomes and lived in British

Columbia, will likely be present to tell us about the "B. C. connection" at the September meeting. I hope that some of you librarians who have already discovered "squashed-fly Biscuits" for yourselves will pass them on. To those of you who have not, I urge you to try Ransome. I know you will not be disappointed, and you and your students will have an enriching experience. I would enjoy hearing from any of you. For information about the Society call me at 987-2441.

The following is a list of the twelve books of the series. The Swallows appear in all but three. They were and are published by Jonathan Cape in hard-cover and are available in paperback from Penguin.

Swallows and Amazons
Swallowdale
Peter Duck
Winter Holiday
Coot Club
Pigeon Post
We Didn't Mean to Go to Sea
Secret Water
The Big Six
Missee Lee
The Picts and the Martyrs
Great Northern?

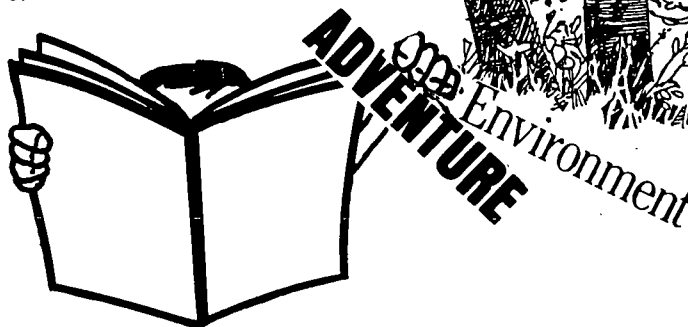
The following are books which give biographical and background information. For more titles of books by and about Ransome, see Peter Hunt's *Approaching Arthur Ransome*.

Brogan, Hugh. *The Life of Arthur Ransome*. Jonathan Cape, 1984.

Hardyment, Christian. *Arthur Ransome and Captain Flint's Trunk*. Jonathan Cape, 1984.

Hunt, Peter. *Approaching Arthur Ransome*. Jonathan Cape, 1992.

Ransome, Arthur. *The Autobiography of Arthur Ransome*. Jonathan Cape, 1976.



BIBLIOGRAPHY OF CURRENT MATERIALS RELATING TO SCHOOL LIBRARIES AND TEACHER-LIBRARIANS

by **GERALD R. BROWN**, Library Media Services Consultant, Winnipeg, Manitoba.

The objective of this bibliography is to identify currently available learning resource materials which could be used to develop an understanding of the basic principles of school library organizations and program development. The following materials have been acquired during the past year, and are presented for your consideration and evaluation. The list is neither inclusive nor exclusive; it represents only what I have been able to find to date. If you wish a copy of any item, please write directly to the individual or agency identified in the citation. If there are materials which you would like to have represented or publicized in forthcoming bibliographies, please send one copy to: Gerald R. Brown, Committee Chairman, IASL Director for North America, 3403 - 55 Nassau Street North, Winnipeg, Manitoba, R3L 2G8, Canada, or Fax (204) 284-5620.

Editor's Note: The bibliography which follows was originally developed for the IASL conference in Adelaide, Australia, September 1993, and is edited for this publication. The items listed here were chosen from a longer list for their appropriateness, recentness, and modest cost for Canadian teacher-librarians.

CIRCULATION MANUAL: A guide for school libraries. 1992. Winnipeg: Manitoba Education and Training, Instructional Resources Branch, Box 6, 1181 Portage Avenue, Winnipeg, Manitoba, R3G 0T3. 14 p

COMMUNICATING THE LIBRARY MESSAGE: materials prepared for the Seminar on "Marketing the School Library," prepared by Reesa Cohen, Teacher-Librarian, Private School Library Consultant, Winnipeg, Manitoba. Various pages 1993 \$ 5.00

COOPERATIVELY PLANNED AND TAUGHT UNITS OF STUDY.

Elementary, K-6, 1993 115 p
Secondary, Grades 7 -12; 1993 85 p

Prepared by the teacher and teacher-librarians of

Saskatchewan Valley School Division #49, and compiled for presentation at the annual learning materials display each Spring for all teachers in the district. Copies are available at \$ 5.00 per volume from Dalelene Yelland, Program Consultant - Curriculum and Resources, Sask Valley School Division No. 49, 121 Klassen Street W., Warman, Saskatchewan S0K 4S0

DEVELOPMENT OF A 256 ITEM CHECKLIST AND ITS APPLICATION TO 12 LIBRARY AUTOMATION PROGRAMS, by Hal Thiessen, on leave from Edmonton Public School, 5207 - 39 A Avenue, Edmonton, Alberta T6L 2E3 38 p \$5.00

FOCUS ON RESEARCH: a guide to developing students' research skills. 1990 86 p. ISBN 1-55006-246-8 Alberta Education, Curriculum Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 (A French language edition is also available)

The 4th R: RESOURCE BASED LEARNING: The Library Resource Centre in the School Curriculum, developed by the Saskatchewan Association of Educational Media Specialists, a Special Subject Council of the Saskatchewan Teachers' Federation, 1986. Available from the S T F, 2317 Arlington Avenue, Saskatoon, Saskatchewan S7K 3N3. \$ 5.00

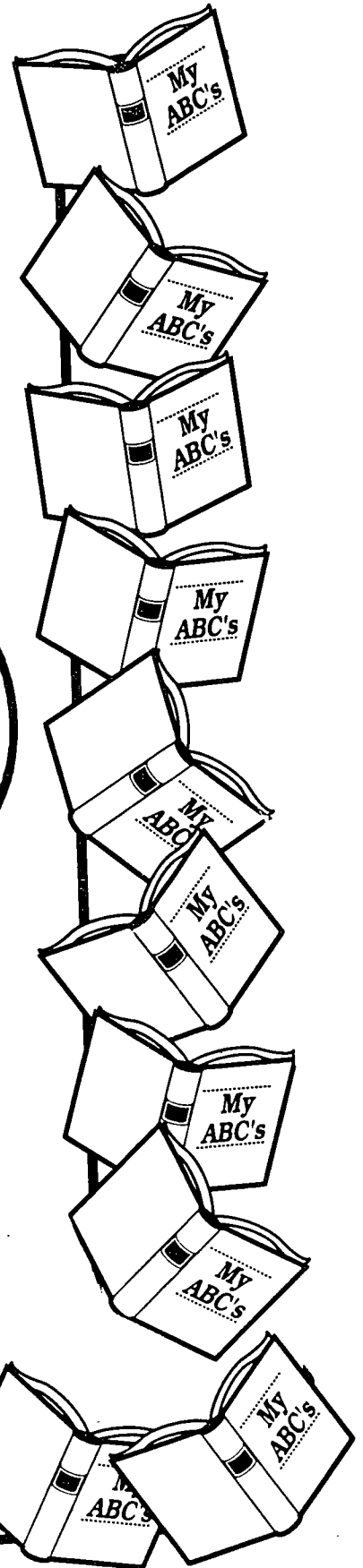
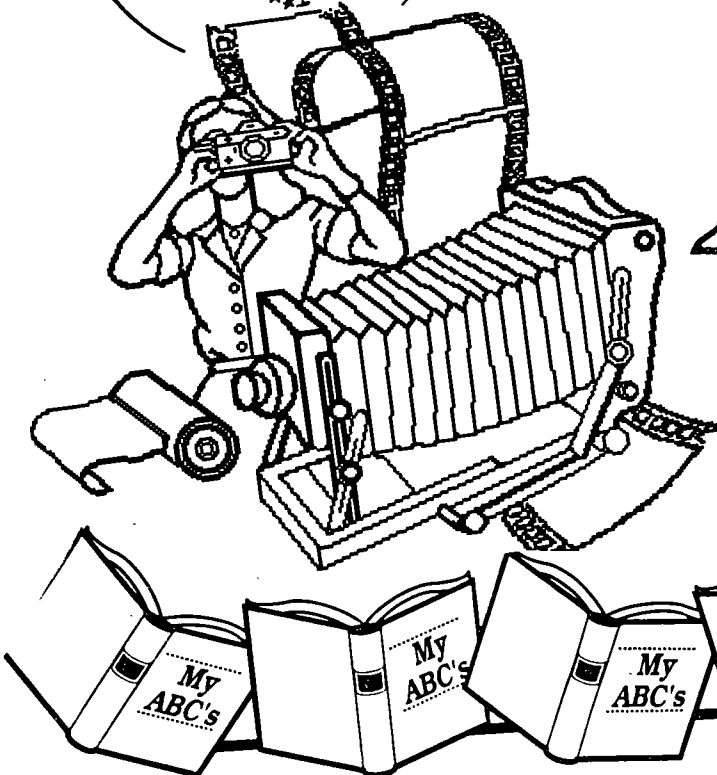
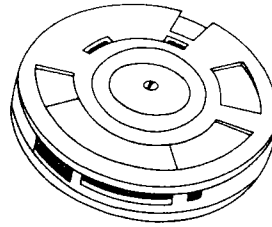
GLOBAL EDUCATION: Entry points into the curriculum, a guide for teacher-librarians. Prepared by Elaine Blakey, Gerry Maguire, and Kaye Steward for the Learning Resources Council of the Alberta Teachers' Association and the Alberta Global Education Project. 1992, 48 p. Distributed by the Alberta Global Education Project, c/o Alberta Teachers' Association, 11010 - 142 Street, Edmonton, Alberta T5N 2R1 \$ 15.00

- GUIDELINES FOR MULTICULTURAL SCHOOL LIBRARY SERVICES**, 1992 Manitoba Education and Training, Instructional Resources Branch, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3 ISBN 0 - 7711 - 1017 - 0 24 p (A French language edition is also available)
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- LEARNING TO LEARN: Policies and Guidelines for the implementation of Resource-based Learning in Newfoundland and Labrador Schools**, 1991. Department of Education, Division of Program Development, Government of Newfoundland and Labrador, St. John's, Newfoundland, A1B 4J6. 60 p
- LIBRARY DESIGN COMMITTEE. FINAL REPORT**. 1992 Nova Scotia School Library Association, c/o Nova Scotia Teachers' Federation, Halifax, Nova Scotia. 64 p \$ 10.00
- LIBRARY VOLUNTEERS...A Winning Team**. 1991 12 sheets. Available from Media Services, The Board of Education for the City of Hamilton, P.O. Box 2558, Hamilton, Ontario L8N 3L1 \$ 5.00
- PARTNERS IN ACTION: Levels of Use Chart**, June 1990. Prepared by Kirk Biljetina et al, for Media Services, The Board of Education for the City of Hamilton, P. O. Box 2558, Hamilton, Ontario L8N 3L1 6 p \$ 5.00
- PARTNERSHIPS: Developing an integrated school library**, written by Wendy Young. Wellington County Board of Education, Office of the Educational Media Consultant for Libraries, 500 Victoria Road North, Guelph, Ontario, N1E 6K2 97 p. \$ 15.00
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- TOWARDS THE YEAR 2000: THE ROLE OF THE SCHOOL-LIBRARY RESOURCE-CENTRE**, a presentation by the Members of the Prince Edward Island School Library Association and Teacher-Librarians from Regional School Units 1 to 4, for the Government Task Force on Educational Reform, North River, P.E.I., 14

December 1991. Richard Baker, Judy Davies and Ray Doiron, Committee members. 24 p \$ 5.00

TRANSFORMATIONAL LEADERSHIP AND THE TEACHER-LIBRARIAN, by Jean Brown 1993. Ontario School Library Association Perspective no. 2. Ontario Library Association Publications, Suite 303, 100 Lombard Street, Toronto, Ontario M5C 1M3 12 p \$ 3.00

WHERE DID YOU FIND THAT? Resource-Based Learning Instructional Strategies Series No. 8, Prepared for the Saskatchewan Instructional Development and Research Unit (SIRDU) and the Saskatchewan Professional Development Unit, by Alixe Hambleton, Pat Meadley, and Elizabeth Roberts of the Saskatchewan School Library Association 1992. SIRDU, University of Regina, Regina, Saskatchewan, S4S 0A2 ISBN-0-7731-0233-7 36 p \$ 5.00



SURVEYING TEACHER PERCEPTIONS OF THE ROLE OF THE TEACHER-LIBRARIAN

by THE TEACHER-LIBRARIANS, S D#19 (Revelstoke).

During the latest round of budget talks the teacher-librarians of School District #19 began to realize that we needed to raise our profile. We became aware that some groups eyed our time as a way to generate preparation time while saving money on other prep-time teachers. We sat down as a group (4 teacher-librarians) to try to increase our presence and find out what school staffs perceived our role to be - what they considered we should and should not be doing.

We decided that the best way to achieve this was to prepare a survey to give to all staffs. We did not want to reinvent the wheel so we asked for copies of other surveys to use as a starting point. We contacted Bernice Betts in Burnaby for a copy of the survey she had prepared for her Masters thesis research. We basically have used Bernice's survey with some rearrangement, adaptation and additions.

We are also working on an introduction to the survey to define the role of teacher-librarians in BC schools as laid out in *Developing Independent Learners*. We want to use this introduction to highlight the role of the teacher-librarian as a partner in resource-based learning in the Year 2000 program.

We have finished preparing our survey and plan to send copies to the Superintendent and the Revelstoke Teachers' Association President for response. The survey should go out to all staffs in September.

Following is the preface and a sample of the survey format and questions. If anyone would like a copy of this survey they can contact Allison In't Veld at Revelstoke Secondary School, Telephone 837-2173 or Fax 837-2174.

Preface to Survey

The role of the teacher-librarian and the goals of the school library program have been changing dramatically in the last decade. The 1991 Ministry document *Developing Independent Learners: The Role of the School Library Resource Centre* identifies

a shift away from the "keeper of the books and provider of services" image of the past. Teacher-librarians are to be seen as partners, directly involved in the planning and execution of educational programs. Cooperation and teamwork are the major strategies for implementing resource-based learning.

The role of each of the participants (student, classroom teacher, teacher-librarian, administrator, etc.) is briefly described in the manual as well as each of the components of the school library resource centre program. Each school has copies of this publication. Please ask for it from your teacher-librarian if you feel unsure about your role or the role of others in the library program.

Bernice Betts, a teacher-librarian in Burnaby, produced a survey which she used in several school districts in the province for her Master's thesis research. The teacher-librarians of S. D. #19 would like to administer this same survey as a means of measuring the degree to which some of the goals and objectives, as set out in the Ministry document, have been achieved to date. We believe that the data collected from the survey will help us to provide a more comprehensive school library program in our district.

"As part of an ongoing, cyclical process, the intent of evaluation is to be constructive and to provide direction for attainment of short-term and long-term goals" B. C. Ministry of Education, *Developing Independent Learners*, p. 38

Background Information

Survey participants answer multiple choice questions dealing with:

1. Teaching assignment
2. Number of hours of courses, workshops, etc. taken which deal with role of library
3. Use of the library in teaching program
4. Level of information technology in library
5. Number of times cooperatively planned and taught with teacher-librarian

6. When was time found to meet and plan unit with teacher-librarian
7. Reasons for not planning with teacher-librarian

Survey Questions

Survey participants rank 45 statements about the role of the teacher-librarian on a scale from 1 (not important) to 5 (very important). The statements are grouped under these headings: Instruction, Selection of Resources, Consultation, Curriculum, Professional Involvement, and Library Management.

Examples of statements:

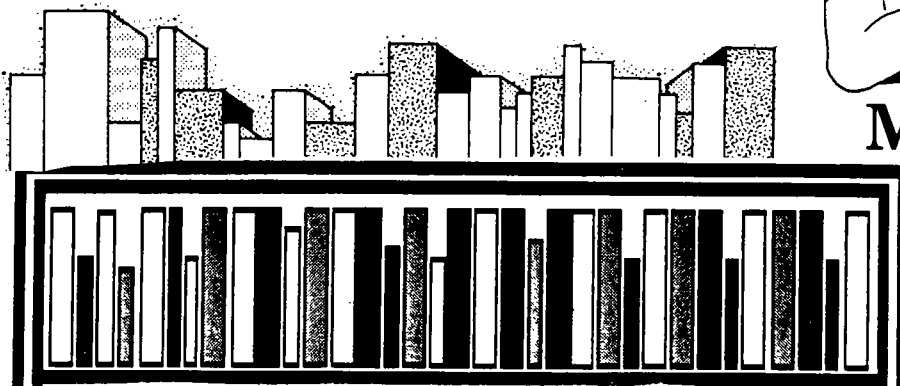
3. Assist students with information searches using traditional sources (books, encyclopedia, reference books).
11. Assist in evaluating student research projects.
17. Locate resources from outside the school for teachers and students.
19. Participate with teachers in planning resource-based units.
25. Serve on school curriculum committees.
27. Hold workshops for staff on cooperative planning and teaching.
31. Keep an open and flexible timetable to ensure maximum library use.
38. Contact students about overdue material.

The last 4 questions ask the teachers to evaluate the students' use and perceptions of the school library, using a ranking scale of high/moderate/low/not aware.

46. Students' opinion of the quality and quantity of the library collection.
47. Current level of student relationship (comfort with) library staff.
48. Current level of your class students' use of library resources as individuals and in small groups.
49. Current level of your class students' use of library resources during out of class hours.



Media Center



“LEARNING IN THE FINE ARTS” FORUM

by VALERIE DARE, teacher-librarian,
Britannia Secondary School,
SD#39 (Vancouver).

As BCTLA representative to the May 18 forum “Learning in the Fine Arts,” I am reporting on the structure and intent of the meeting, which was sponsored by the Curriculum Development Branch. The three main purposes were:

1. Disseminate the draft Dance, Drama, Music and Visual Arts Curriculum/Assessment Frameworks
2. Facilitate understanding of the directions for education in the fine arts as described in the draft frameworks
3. Facilitate discussion of the opportunities to co-operatively support the directions for education in the fine arts as described in the draft frameworks

Participants in the forum included fine arts teachers and co-ordinators, representatives from the Ministry of Education, the Faculties of Education from the University of British Columbia and the University of Victoria and arts administrators from various cultural organisations.

Following the presentation of background information on the draft documents of the Fine Arts strand curriculum, a keynote panel gave perspectives on the topic, “Enabling Arts Education through Community Partnerships.” Dr. Ron MacGregor from the University of British Columbia and Corole Miller from University of Victoria spoke of the roles of the education community in disseminating the fine arts,

including the Ministry, teacher training institutions, and teachers in the field. Marlin Clapson, director of The Dance Centre, spoke of the collaborative role of the arts community with schools. Small group discussions then identified concerns about the future of fine arts education in light of budget constraints and Year 2000 programme demands. These concerns included reductions in the number of fine arts specialists due to cutbacks to non-enrolling teachers as contract demands are met, a loss of fine arts teaching space as more, smaller classes take up existing space, and the failure of facilities in most districts to reflect the organisation of the Year 2000 curriculum strands into Primary, Intermediate and Graduation levels.

A number of recommendations resulted from the afternoon sessions, including making arts education a mandatory part of teacher training, ensuring professional development opportunities in the fine arts for generalist teachers and providing adequate Ministry funding for implementation of the fine arts curriculum at the intermediate and graduate levels. As well, it was recommended that artists from the community be brought into schools to work on a more integrated basis with students and that they be funded with recognition of their valuable contributions to fine arts programmes. Although “contracting out” was perceived as a potential problem, the consensus was that students should be given greater opportunities for direct involvement with professional artists. Possible sources of funding for this purpose were not identified.

Teacher-Librarians interested in examining and/or responding to the draft frameworks for the fine arts can obtain copies from their school or the Curriculum Development Branch.



LA FERME

A STATION STUDY UNIT FOR EARLY FRENCH IMMERSION, YEAR 3

by **SHIRLEY HAYES**, teacher-librarian (retired), Larson Elementary School, SD#44 (North Vancouver), and **LARRY AMUNDSEN**, teacher, Larson Elementary School, SD#44 (North Vancouver) with adaptation by **BARBARA SMITH**, teacher-librarian, Larson Elementary School, SD#44 (North Vancouver).

Objectives:

- to introduce and review vocabulary related to the farm
- to develop concepts about farm animals
- to introduce and review specific research and study skills

Before the Station Study begins:

The classroom teacher will present and develop French vocabulary words. Students will view films, pictures, videos and filmstrips to help build vocabulary. The teacher-librarian and the teacher will prepare the materials for each station and discuss how evaluation will be arranged. The teacher-librarian will pull all suitable French language books and nonprint media on the topic. Often there are not enough materials at a simple level. We created our own materials in some cases, such as making our own cassette to accompany the filmstrip, which was only available in English.

Station #1 Les séquences

A brief story in French is selected and typed onto cards. Students work as a group to arrange the story into a sensible order. They must reach consensus. They then choose parts of the story, and practise reading their part. When they are ready, they can read it aloud to the teacher, the principal, or another group of students. A suggested story follows. The story could be typed onto a suitable number of separate sheets with space for an illustration. Each student could illustrate his/her part of the story, and put the pages together in order, with a title page and covers, to make one group booklet for the class library.

Au printemps, les poules sont dans un enclos.
Avant l'école, Sylvie et Gerald vont à l'enclos.
Sylvie porte du grain aux poules.
Gerald porte de la moulée aux lapins.

Pendant les vacances d'été, les deux enfants ramassent de l'herbe.
Ils ramassent du trèfle dans les champs.
Sylvie et Gerald donnent aussi des légumes.
Ils cueillent des salades pour les poules.
Ils donnent des carottes aux lapins.

En automne, Julien s'occupe du bois.
Il coupe les vieux arbres.
Il coupe les branches.
Il vend ce bois à quelques voisins.
Le bois servira à chauffer les maisons.

Avant la mauvaise saison d'hiver, Julien fait des réparations.
Il repare les clôtures brisées.
Il repare les bâtiments.
Julien est toujours occupé.

Station #2 Le dictionnaire

A variety of French dictionaries is provided. Pictures of farm animals are glued to cards and laminated. Pictures of farm habitats are also glued to cards, with the French word for that 'home' printed on, and then laminated. For example, a rabbit hutch is labelled 'clapier'. Students work together to match up buildings with animals. They must then check in the dictionaries to see if they are right. A worksheet is provided to record definitions. They may share answers, but each must write up their own. The worksheet must show the title of the dictionary used for each definition, as well as the page number on which the definition is found.

Station #3 La composition de Mère L'Oie.

Students have a choice of imaginative stories to write, from five story starters.

1. Dessine un jument et son poulain. Donne-leur des noms. Ecris une histoire à propos de ces animaux.
2. Dessine un agneau. Donne-lui un nom. Ton agneau e'est trouvé coincé dans la clôture, et le troupeau est parti. Ecris son histoire.
3. Imagine un animal fait avec d'autres parties d'animaux de ferme, ex. un animal avec le corps d'une vache, la tête d'un coq et les pattes d'un canard. Ça serait bizarre! Dessine un animal composé de parties d'autres animaux. Donne-lui un nom. Ecris une histoire au sujet de ton drôle d'animal.
4. Dans la porcherie habite une petite truie, bien grasse. C'est l'heure de manger. Donne-lui un nom et écris ton histoire.
5. Fais le croquis d'une ferme. N'oublie pas les différent batiments de la ferme. Ecris une histoire au sujet de la ferme.

Station #4 Ecouter

Students listen to a taped story and then complete a worksheet based on the story.

Station #5 Les animaux et leurs bébés

Word cards for male, female and baby farm animals are prepared, and pictures of animals also, on separate cards. Students work as a group to match words with pictures. When they feel they have matched them correctly, an answer key is provided to check. Blank sheets are provided (identical to the answer key) for students to record the names, for future reference (writing the words can help students remember them). Students can then turn all the cards face down, and play a matching memory game.

Station #6 Recherche des livres

A selection of suitable simple books about farm animals is available. Outline shapes of farm animals are prepared, with lines for story writing, and photocopied. Blank sheets for illustrations and for covers are also provided. Students choose an animal to write about. They then cut out the shape, trace it to make a page for an illustration, another blank page for a title page, and two for covers, and staple the whole together for a mini book about a farm animal. A sample booklet is provided at the station as a guide. To avoid a panic at the end of the period, or worse still, bits of incomplete booklets floating around, suggest that students make up their booklet first, and print the sentences after. If time seems to be a problem, children could make up a blank booklet in spare time in class, to be filled in during the station study period.

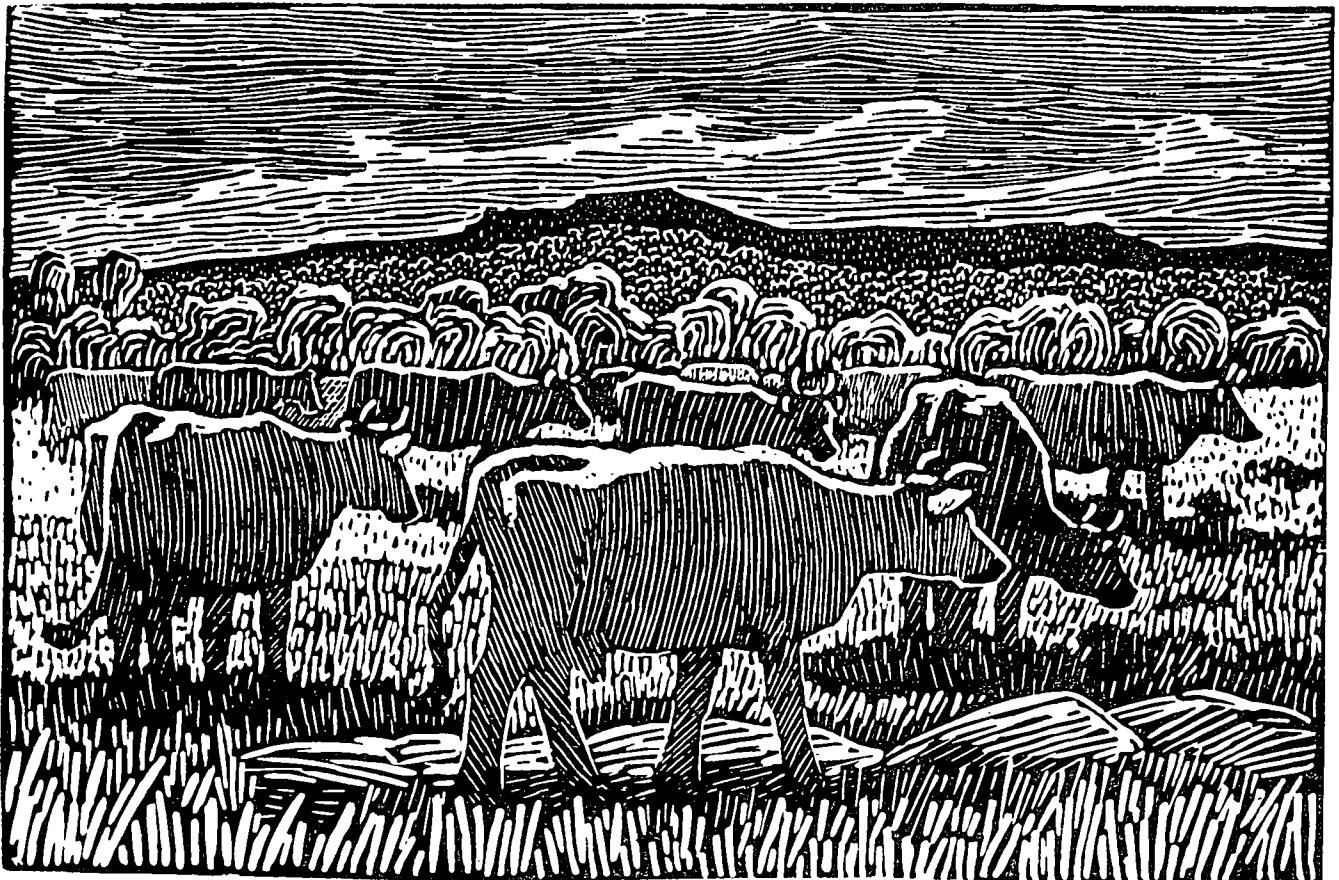
Station #7 Visionner

Students study a sheet with key phrases explained, for example: "broutent l'herbe" or "un mélange de grains." They practice saying the phrases. They then view a filmstrip and listen to the accompanying cassette, about farm animals. The key phrases are used in the text of

the filmstrip. The students then use the key phrases in a full sentence, and illustrate the sentence, on a large chart provided, one chart for each station-study group. They are challenged to make their visual presentation different from the groups which have gone before.

Station #8 Des jeux

A selection of games is provided. The most popular are memory matching games. In one game, pairs of pictures of farm animals have been glued to cards and laminated. The cards are scattered face down on the table. Students take turns turning two face up. If the two are the same animal, **AND THE STUDENT CAN CORRECTLY NAME THE ANIMAL**, the student takes the pair of cards and that counts as one point. In another game, word cards with farm animal mothers' names and babies' names are used in a similar way. Alternatively, students may create their own game using the cards, or be challenged to create a board game with farm words and concepts.



CANADIAN IMAGES CANADIENNES 8

VISIONS 1994

October 21, 22, 23, 1994

Holiday Inn Crowne Plaza
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What do Roch Carrier, William Bell, Brenda Clark, Kit Pearson and Budge Wilson have in common? Yes, they are involved in producing books for children and young adults in Canada. And, yes, they are all newcomers to the Canadian Images Canadiennes program to take place in Winnipeg in October of 1994. Plan now to be there!

CONFIRMED PRESENTERS INCLUDE:

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Martha Brooks	Roch Carrier ^B	Brenda Clark
Kady MacDonald Denton	Sheree Fitch	Martyn Godfrey
Michael Kusugak	Louise Lalonde	Michèle Lemleux
Jean Little ^K	Claire Mackay ^P	Joe McLellan
Michael Martchenko	Tololwa Mollel	Paul Morin
Kit Pearson	Pierre Pigeon	Mary Razzell
Ken Roberts	Kathy Stinson	Budge Wilson
Valerie Wyatt		

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THE LEGACY OF APARTHEID IN SOUTH AFRICA: A CO-OPERATIVELY PLANNED UNIT FOR LATE INTERMEDIATE ON RACISM, IMPERIALISM AND GOVERNMENT

by **ROXANNE CAVE**, Co-ordinator, Oxfam Canada **PAT CLARKE**, Co-ordinator, B.C. Global Education Project **JUDITH COFFIN**, Teacher-Librarian, Elgin Park Secondary and **WENDY LAURENCE**, Social Studies Teacher, Semiahmoo Secondary

OVERVIEW

The following is a nine period co-operatively planned unit for late intermediate on imperialism, racism and government. Methods include simulation games, video studies and library research. Goals of the unit are:

- Students will gain an understanding of the system of apartheid and the concept of human rights.
- Students will be able to identify the countries of Southern Africa.
- Students will develop an awareness of current affairs in South Africa.
- Students will develop a vocabulary of words needed to understand the political situation in South Africa.
- Students will learn that film images are used to convey a point of view.
- Students will develop an understanding of the parallels between human rights issues in South Africa and Canada.

THE LEGACY OF APARTHEID IN SOUTH AFRICA: UNIT OVERVIEW

EVALUATION

Vocabulary Quiz	20
Paragraph - <i>Girls Apart</i> [video]	10
Film Study - <i>A World Apart</i>	25
Research Poster	35
Participation	10
	<hr/>
	100 marks

OUTLINE OF PROJECT

PERIOD 1	Smarties simulation Debriefing using Fact Sheet on South Africa Video: <i>South Africa: A Time for Change</i> Mnemonics game
PERIOD 2	Library research to develop vocabulary list
PERIOD 3	Video: <i>Girls Apart</i> Discussion of <i>Girls Apart</i> Paragraph on <i>Girls Apart</i>
PERIOD 4	Video: <i>A World Apart</i>
PERIOD 5	Video: <i>A World Apart</i>
PERIOD 6	Discussion of film guide to <i>A World Apart</i> Library research for poster
PERIOD 7	Library research for poster
PERIOD 8	Guest speaker to discuss: South Africa Today—Legacy of Apartheid Violence In South Africa Which Road to Democracy
PERIOD 9	Vocabulary test Library research for poster

SMARTIES SIMULATION

[25 minutes]

GOAL: Students will gain a visceral understanding of the system of apartheid.

MATERIALS NEEDED: Masking tape; Smarties & baggies; environmentally safe and friendly cleaning products; small pieces of paper; cleaning cloths, buckets

PROCEDURE:

1. Mark out a large rectangle on the floor with masking tape. Within the rectangle, mark off several small areas with masking tape. Combined, these small areas should total 14% of the rectangle.
2. Squeeze approximately 86% of the class (25 out of a class of 30) into the small areas. They are the underprivileged.

Their goal is to obtain one Smartie. They are to compete for the one Smartie. They are to address the privileged as Boss. They must do menial chores like dusting, picking up paper, waxing desks, and cleaning blackboards to secure the one Smartie. They cannot leave the marked areas without permission of the Boss.

The remaining 14% of the class (5 out of a class of 30) are the privileged or Bosses.

They have 2 bags of Smarties each: one bag has 7 times as many Smarties as the other bag. The privileged order the underprivileged to do work and pay them with one Smartie. The privileged conspicuously eat 7 Smarties each time one of the underprivileged completes a task. They demand to be called Boss.

When you feel the students have adequately experienced the simulation, stop.

(Adapted from *Strangers in their own land*, Africa World Press, 1989.)

DEBRIEFING

To the underprivileged ask:

How did this simulation feel? Was it fun?

To the privileged ask the same questions.

Who would have liked to change the situation? Who likes it the way it was? Was it fair?
What might have made our simulation more fair?

To the privileged ask:

If you knew that the others were dissatisfied why didn't you try to make the situation more fair?

To the underprivileged ask:

Do you think the privileged liked things the way they were? Why?

Explain the large area represented the land allocated to white South Africans and the smaller areas represented the homelands where black South Africans live. The Smarties represent the wage differential that exists between white and black South Africans.

Go through the sheet titled *Facts on South Africa* comparing the standards for white coloured, Indian and black South Africans. Students are to keep this informational sheet for future reference and research.

QUESTIONS

What are the consequences of these inequities? What are the most serious (unfair) in their view?

FACT SHEET ON SOUTH AFRICA

AREA:

South Africa	472,359 square miles
Canada	3,849,674 square miles
British Columbia	365,900 square miles

LAND DISTRIBUTION:

86% of South Africa's land is reserved for whites, and 14% for Africans

POPULATION:

Africans	Whites	Coloureds	Indians	TOTAL
26,974,500	4,949,000	3,127,000	928,000	35,975,500
74.9%	13.8%	8.7%	2.6%	100.0%

EDUCATION:

<i>Per capita spending on education (1987-88)</i>				
Africans	Whites	Coloureds	Indians	
\$292	\$1,334	\$739	\$987	

<i>Teacher/pupil ratio</i>				
Africans	Whites	Coloureds	Indians	
1/48	1/18	1/27	1/24	

HEALTH:

<i>Infant mortality rate per 1000</i>				
Africans	Whites	Coloureds	Indians	
69 (urban)	13	62	24	
282 (rural)				

<i>Doctors available</i>				
Africans	Whites	Coloureds	Indians	
1:90,000	1:400	1:12,000	1:730	

<i>Wages in selected industries</i>				
	Africans	Whites	Coloureds	Indians
Mining	220	1,320	430	690
Manufacturing	346	1,206	365	460
Agriculture	76	652	N/A	N/A

Source: Africa Fund, *Statemen's Yearbook 1991-92*

**VIDEO: SOUTH AFRICA: A TIME FOR
CHANGE**
[21 minutes]

GOAL: Students are to gain basic information about the history of South Africa and apartheid.

MATERIALS: *South Africa: A Time for Change* introduces the history of South Africa and the system of apartheid. Although parts of the video are out of date, the information gives students a basic understanding of the history of South Africa and apartheid. The teacher will have to correct the outdated information including that Nelson Mandela has been released and many of the laws (for example, Pass Laws, the Separate Amenities Act, and the Internal Security Act) have been repealed. Students should be made aware that the statistics in the Fact Sheet on South Africa in Lesson One are more up to date. As of July 1993, sanctions are still in effect. However, they soon may be repealed.

South Africa: A Time for Change is available for loan from Pat Clarke at BC Global Education Project: 1-800-663-9163 or 731-8121.

PROCEDURE: Teacher shows the video after a discussion of the simulation game and before the mnemonics exercises.

MNEMONICS GAME

developed by Judith Coffin, Gary McLaughlin and Peter Otten North Surrey Secondary School, 1990. 5-10 minutes.

GOAL: To familiarize students with the countries in Southern Africa.

MATERIALS An overhead projector, transparencies of a labelled and an unlabeled map of Africa, a transparency listing the words used for mnemonics and the countries being remembered, and overhead transparencies showing pictures of mnemonics of the countries in Southern Africa

PROCEDURE:

1. Using a transparency of a labeled map of Africa, point out the countries of Southern Africa including Angola, Zambia, Namibia, Botswana, Zimbabwe, Mozambique, South Africa, Swaziland and Lesotho.
2. Using a transparency of a blank map of Africa, ask students to name the countries of Southern Africa. If they are unable to name the countries, introduce the mnemonics game to help them.
3. Using a transparency illustrating the countries and the mnemonics of African countries begin in rhythmic unison.

TEACHER SAYS: (and points to the appropriate country) CLASS REPLIES:

ANNIE	ANGOLA
AND THE ZALM	ZAMBIA
NABBED	NAMIBIA
THE BOTTLE	BOTSWANA

4. Repeat, then continue with the next transparency:

FROM THE BABY	ZIMBABWE
AND MOSEYED DOWN	MOZAMBIQUE
TO THE SALLY ANN	SOUTH AFRICA
TO SWAY	SWAZILAND
THE OTHERS	LESOTHO

5 Repeat with the second mnemonic transparency.

6. Repeat using both transparencies, two times..

7. Using the first transparency:

TEACHER POINTS TO:	CLASS SAYS:
Angola and says ANNIE	ANGOLA
Zambia and says AND THE ZALM	ZAMBIA
Namibia and says NABBED	NAMIBIA
Botswana and says THE BOTTLE	BOTSWANA
Zimbabwe and says FROM THE BABY	ZIMBABWE
Mozambique and says AND MOSEYED DOWN	MOZAMBIQUE
South Africa and says TO THE SALLY ANN	SOUTH AFRICA
Swaziland and says TO SWAY	SWAZILAND
Lesotho and says THE OTHERS	LESOTHO

8. Using the second overhead transparency, point to countries in previous order and ask students to identify the countries.
9. Point to countries randomly and ask students to identify the countries.
10. Ask any student to volunteer to name all countries while teacher points on transparency.

EXTENSION ACTIVITY:

Divide the class in groups of four.

Give each group a section of Africa.

Ask them to create their mnemonics game and teach the class.

KEY TO MNEMONICS GAME

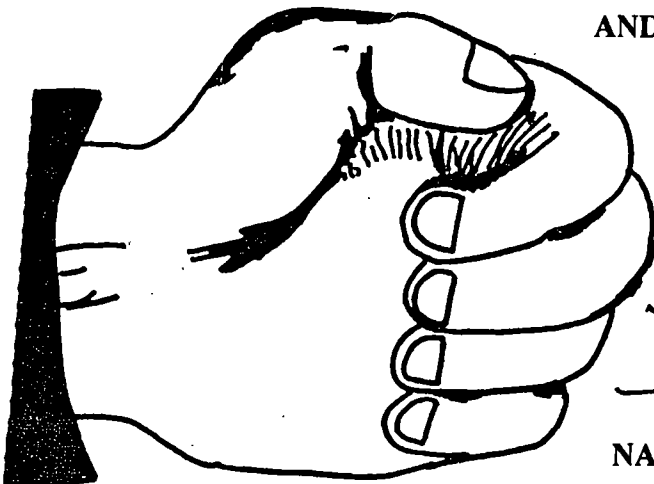
Annie and the Zalm nabbed the bottle from the baby and moseyed down to the Sally Ann to sway the others.



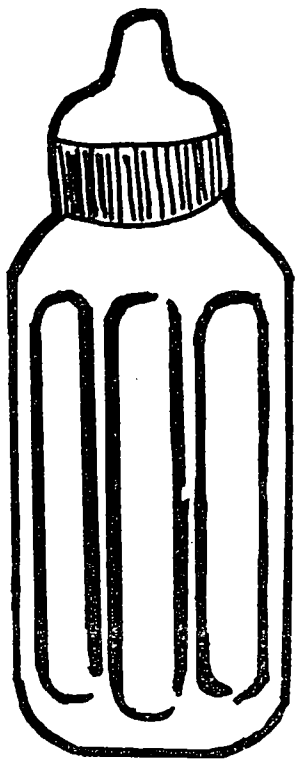
ANNIE- ANGOLA



AND THE ZALM- ZAMBIA



NABBED- NAMBIA



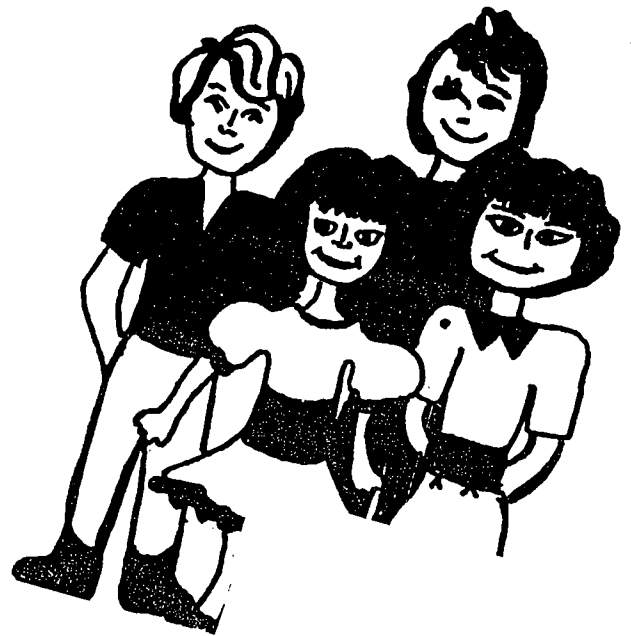
THE BOTTLE- BOTSWANA



FROM THE BABY- ZIMBABWE



AND MOSSIED DOWN- MOZAMBIQUE



THE OTHER- LESOTHO

VOCABULARY LIST

Students work in pairs and then present and explain definitions to the class. Each student will compile their own vocabulary list from the presentations.

African, African National Congress (ANC), Afrikaner, Apartheid, Bantustans or Homelands, Stephen Biko, Mangosuthu Buthelezi, Coloured, F. W. De Klerk, Front Line States, Group Areas, Indian, Inkatha, Nelson Mandela, National Party, Sharpeville Massacre 1960, Soweto uprising.

GLOSSARY OF TERMS

AFRICAN	The majority of the black population denied participation in the government and assigned to the Bantustan system.
ANC	African National Congress—a left-wing liberal political party of all races founded in 1912 which opposes Apartheid and aims to establish a multiracial society.
AFRIKANER	The Afrikaan-speaking South Africans who are descendants of the Dutch colonizers.
APARTHEID	Literally means separateness. It refers to the organization of South African society which is based on racial segregation, excluding the majority from participation on the basis of colour.
BANTUSTANS OR HOMELANDS	Parcels of land allocated to the African population representing 13% of the South African land and housing 75% of the South African people.
STEPHEN BIKO	A black South African who became a popular hero in the struggle for human rights in South Africa. In 1976, he was killed by South African police. The movie "Cry Freedom" tells his story.
MANGOSUTHU (GATSHA) BUTHELEZI	Leader of Inkatha.
COLOURED	South Africans of mixed race.
F. W. DE KLERK	Leader of the National Party and president of South Africa.
FRONT LINE STATES	Countries bordering on South Africa including Angola, Botswana, Mozambique, Tanzania, Zambia and Zimbabwe.
GROUP AREAS	Segregated zones in towns and cities set aside for residence, commercial activities for members of white, coloured and Asian groups.
INDIAN	South Africans who belong to communities originating in India, China and other Asian countries.

INKATHA FREEDOM PARTY

A multiracial right wing political party led by Buthelezi originally formed with Zulu support as an African liberation movement. More recently Inkatha has close ties to the National Party.

NELSON MANDELA

Black lawyer who is the president of the African National Congress. He spent over 20 years in prison and is considered the father of the nation.

NATIONAL PARTY

A political party supported by Afrikaner workers, farmers and industrialists.

SHARPEVILLE MASSACRE 1960

During demonstrations against Pass Laws, 69 Black South Africans were killed.

SOWETO UPRISING

During a demonstration against compulsory use of the Afrikaans language in Black schools, 1000 young Black South Africans were killed.

VIDEO: GIRLS APART
[40 minutes]

GOAL: Students will be able to recognize the wide disparities in standard of living that exist in South Africa.

MATERIALS *Girls Apart* is available to loan from Pat Clarke of the B.C. Global Education Project, 731-8121 or 1-800-663-9163. It is the story of two 16-year-old girls, one black, one white. Sylvia lives in Soweto, the sprawling black "township": which services the neighbouring white city. Cisca lives just 15 miles away in one of Johannesburg's exclusively white suburbs. Sylvia and Cisca take turns explaining their contrasting views of South Africa.

PROCEDURE:

Students complete a Venn Diagram(a diagram of two partially overlapping circles), comparing and contrast the lives of Sylvia and Cisco, including family, home, school, religion, social activities, political activities, ideas about apartheid, interests and experiences. Differences are placed in the large part of the circles (to the right and left) and common points are placed in the centre (overlapping) parts of the circles.

HOMEWORK:

In a paragraph, describe the differences and similarities between the lives of Sylvia and Cisca.

If Sylvia and Cisca are typical of the similarities and differences between South Africans, what do you think can be done to bridge the differences so they could live together as equals? (10 marks)

VIDEO: A WORLD APART

[114 minutes]

GOAL: Students will learn how film images are used to convey a point of view.

MATERIALS Set in 1963, *A World Apart* tells the story of Ruth First, the first white South African woman detained under the laws of apartheid, particularly the "90-day law" which allowed the South African government to detain any person for 90 days without charge, trial or legal counsel.

Filmed in Zimbabwe, based on a screenplay by Ruth First's daughter, Shawn Slovo, *A World Apart* won the prestigious Jury prize at the Cannes Film Festival in 1988. The same year, in Cannes, Barbara Hershey, Jodhi May and Linda Mvusi won a three-way tie for Best Actress.

A World Apart is the first film directed by Chris Menges, who previously won academy awards for his cinematography in the movies *The Killing Fields* and *The Mission*.

A World Apart is available to loan from Pat Clarke at B.C. Global Education Project, 731-8121 or 1-800-663-9163 or from Criterion Pictures, Unit 7, 7218 Progress Way, Delta, BC, V4G 1H9. The cost of the video is \$300 including the public performances rights for 5 years.

PROCEDURE:

1. Before showing the video *A World Apart*, the teacher previews questions 1 through 9 alerting students as to what they should be watching for. Use the introductory teacher's note. Question 1 should be answered before the film begins. Questions 2-5 should be answered while watching the film. Questions 6-9 should be done for homework.
2. After the film, teacher discusses each question.

STUDENT INSTRUCTIONS FOR QUESTION SHEET BEFORE VIEWING VIDEO

The question sheet is worth 25 marks

- QUESTION 1:** In the introduction to the film, supply the following information.
- QUESTION 2:** A picture is worth a thousand words. Film-making is about creating images that convey the words that writers use. An example of how *A World Apart* shows how black South Africans are treated appears three minutes into the film. A white motorist hits a black cyclist who is visibly hurt. Traffic keeps moving; witnesses don't get involved. That image conveys the low regard in which black South Africans are held.
- QUESTION 3:** Watch carefully throughout the film for the lifestyles of the Roths and their maid Elsie. Fill in the chart with one or two words. Include house, clothes, ability to travel, abundance of food and number of people living in the house.
- QUESTION 4:** There are two parties in the film. Fill in the chart with one or two words. Include dress style, type of music, dancing partners and availability of liquor.
- QUESTION 5:** What the South African police do and what they say will describe their powers.
- QUESTION 6:** Do you agree or disagree with her decision? Substantiate your opinion.
- QUESTION 7:** You will know how to describe a character by observing what she does, listening to what she says and listening to what other say about her.
- QUESTION 8:** A freeze frame is where the director freezes the image to convey a message. What do you think Chris Menges is suggesting with the image he chooses to freeze frame?
- QUESTION 9:** For homework, place the title of the law beside the character affected by the law.

FILM GUIDE TO A WORLD APART

25 marks

Question 1 should be answered before the film begins.

Questions 2-5 should be answered while watching the film.

Questions 6-9 should be done for homework.

1. Answer the following questions from the credits. (5 marks)

Who is the director?

Who plays Diana Roth?

Who plays Molly?

Who plays Elsie?

What award did the film win?

Answer while viewing

2. Name 5 scenes which show how black South Africans are treated. (5 marks)

Answer while viewing

3. Compare and contrast the lifestyle of the Roths with the lifestyle of their maid Elsie. (10 marks)

	Roth's Lifestyle	Elsie's Lifestyle
Type of house		
Type of clothes		
Method of travel		
Type and amount of food		
Number of people living in the house		

Answer while viewing

4. Compare and contrast the party at Diana's and the party at Molly's friend's parents' house. Include music, black and white relationships, dancing. (10 marks)

	Diana's Party	Friend's Party
Could they drink liquor?		
What type of dancing?		
Who danced together?		
What kind of clothes did they wear?		
What type of music was played?		

Answer while viewing

5. Describe the powers of the South Africa police. Which scenes show their power? (5 marks)

For homework

6. Diana Roth abandoned her family to fight against apartheid. What do you think of her decision? (5 marks)

For homework

7. Give adjectives to describe the character of Diana Roth. Substantiate your choice by describing the scene, her dialogue or her actions. (5 marks)

Adjective

Substantiation

For homework

8. The last image is a freeze frame. What is the frozen image telling you? (5 marks)

For homework

9. Which one of the following laws affected Diana, Gus, Elsie or Solomon? (5 marks)

Race Classification Act classifies every South African as a member of one of four official racial groups—white, black, coloured and Asian (Indian).

Mixed Marriages Act makes it a crime for any marriage to take place between a white person and a person of any other racial group.

Immorality Act makes it a crime for any sexual act to be committed between a white person and a person of any other racial group.

Group Areas Act proclaims the racial zoning of South Africa. Each group must live only in its own area. No black may own property in a white area. No black may even live on white land without permission.

Pass Laws make it compulsory for blacks to carry passport-sized booklets at all times, containing documentary permission to be in any white area for a prescribed amount of time.

Bantu Education Act segregates all educational institutions.

Separate Amenities Act legislates for the strict segregation of all public facilities such as parks, beaches, bus stops, swimming pools, theatres and sports grounds.

Riotous Assemblies Act allows judges to ban any or all private or public gatherings (including prayer services) of two or more people if public peace was endangered.

Unlawful Organization Act bans two black resistance movements in South Africa, the African National Congress and the Pan Africanist Congress.

Internal Security Act allows arrest and detention without trial. Individuals charged under this law are guilty until proven innocent. Individuals can be detained for 90 days without legal counsel or without charges. Minister of Justice may ban or expel an individual from South Africa.

For Diana, Gus, Elsie and Solomon, describe one law that affected each.

LIBRARY RESEARCH POSTER

35 marks

1. Using the magazines, pamphlets, statistical reference books and books on South Africa in your library, create a visual presentation of the education system in South Africa. Compare standards for education for black, white, coloured and Indian South Africans. Describe the system of education. Include statistical information.
2. Using the magazines, pamphlets, statistical reference books and books on South Africa in your library, create a visual presentation of the health care system in South Africa. Compare standards of health care for black, white, coloured and Indian South Africans. Describe the system of health care. Include statistical information.
3. Create a visual presentation of the life of:
 - a) Nelson Mandela
 - b) Stephen Biko
 - c) F. W. deKlerk
 - d) Nadine Gordimer

Include place of birth, childhood, family background, early education, post-secondary education, as well as political activities.
4. Create a visual presentation of:
 - a) Soweto Uprising
 - b) Sharpeville Massacre

Describe what happened, who was involved, where, when and why the event happened.
5. Create a visual presentation of the violence in South Africa. Who is fighting? Where in South Africa is the violence happening?
6. Create a visual presentation of the political spectrum of South Africa. Include main political parties as well as fringe parties.
7. Using encyclopedias, books, magazines in your library, create a visual historical timeline of South Africa from a white South African point of view. (April 1992 CBC *TV News in Review*)
8. Using encyclopedias, books, magazines create a visual historical timeline of South Africa from a black South African point of view. (April 1992 CBC *TV News in Review*)
9. Create a visual presentation of the South African police. Include their powers, reputation, and membership.
10. Create a visual timeline of the history of apartheid.

VOCABULARY QUIZ - SOUTH AFRICA

NAME: _____ DATE: _____ TOTAL MARKS /20

A. MATCHING: /6

1. African () A left-wing liberal political party of all races which opposes apartheid and aims to establish a multiracial society.
2. Coloured () Party which represents the white Afrikaners
3. Indian () South Africans of mixed race.
4. ANC () A multiracial right wing political party led by Buthelezi originally formed with Zulu support as an African Liberation movement with current ties to National Party.
5. Inkatha Freedom Party () The majority of the black population denied participation in the government and assigned to the bantustan system.
6. National Party () South Africans who belong to communities originating in India, China and other Asian communities.

B. FILL IN THE BLANKS: /8

1. The front line states are _____, Botswana, _____, Tanzania, Zambia, and Zimbabwe.
2. The black lawyer who is president of the ANC is _____.
3. The leader of the National Party and leader of South Africa is _____.
4. Demonstration against compulsory Afrikaans language in Black schools: _____
5. Demonstration against Pass laws: _____.
6. Black South African killed in 1976: _____.
7. Segregated zones in towns and cities set aside for residence, commercial activities for members of white, coloured and Asian groups: _____.

C. DEFINE THE FOLLOWING TERMS IN COMPLETE SENTENCES: /6

1. Bantustans/Homelands:
2. Apartheid:
3. Afrikaner:

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Manitoba Young Reader's Choice Award

NOMINEES 1993-1994

- ALEXANDER, Wilma.** *And the Boats Go Up and Down.* RL: 5; IL: 4-6
General 1991. ISBN 0-7736-7344-X (paper).
- BROOKS, Martha.** *Two Moons In August.* RL: & IL: 7-12
Groundwood, 1991. ISBN 0-88899-123-1 (hardcover) 0-88899-170-3 (paper).
- CHOYCE, Lesley.** *Wrong Time Wrong Place.* RL: 5; IL: 5-8
Formac Publishing. ISBN 0-88780-099-8 (hardcover) 0-88780-098-X (paper).
- ELLIS, Sarah.** *Pick Up Sticks.* RL: 5; IL: 6 and up
Groundwood, 1991. ISBN 0-88899-146-0 (hardcover) 0-88899-162-2 (paper).
- GODFREY, Martyn, and Frank O'KEEFE.** *There's a Cow In My Swimming Pool.*
RL: 5; IL: 4-6. Scholastic, 1991. ISBN 0-590-74045-8 (paper).
- HALVORSON, Marilyn.** *Brothers and Strangers.* RL: 6; IL: 5-12
Stoddart, 1991. ISBN 0-7737-5369-9 (paper).
- HENEGHAN, James.** *The Case of the Marmalade Cat.* RL: 4; IL: 3-5
Scholastic, 1991. ISBN 0-590-73824-0 (paper).
- HUTCHINS, Hazel.** *A Cat of Artimus Pride.* RL: 5; IL: 3-5
Annick Press, 1991. ISBN 1-55037-199-1 (paper).
- IBBITSON, John.** *1812: Jeremy and the General.* RL: 6; IL: 6-12
Maxwell Macmillan Canada, 1991. ISBN 0-02-954085-2 (paper).
- KORMAN, Gordon.** *Macdonald Hall Goes Hollywood.* RL: 5; IL: 5-10
Scholastic, 1991. ISBN 0-590-43940-5 (hardcover) 0-590-43941-3 (paper).
- PEARSON, Kit.** *Looking at the Moon.* RL: 5; IL: 5-8
Viking, 1991. ISBN 0-670-8497-1 (hardcover) 0-14034-852-2 (paper).
- REYNOLDS, Susan Lynn.** *Strandia.* RL: 6; IL: 6 and up
HarperCollins, 1991. ISBN 0-00-223590-0 (hardcover) 0-00-647409-8 (paper).
- WEIS, Lyle.** *No Problem, We'll Fix It.* RL: 5; IL: 6-8
General, 1991. ISBN 0-7736-7297-4 (paper).
- WILSON, Budge.** *Lorinda's Diary.* RL: 5; IL: 6-8
General, 1991. ISBN 0-7736-7348-2 (paper).



THE BEST AND THE BRIGHTEST

New Books for Intermediate Students

A Workshop for Teachers and Teacher-librarians

November 6, 1993
9:00 a.m. – 4:30 p.m.



University Golf Club
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Are you tired of reading the same books aloud every year? Are you looking for new authors, new titles and new ways of promoting reading in your classroom? Do you want your students to read something other than Christopher Pike, R.L. Stine, Babysitters Clubs or comic books?

This one day workshop will focus on some of the best and the brightest new publications for children in Grades 4 through 7 that have been published since 1990. We'll discuss new novels for booktalking, great books for reading aloud, fascinating new informational titles, beautiful contemporary art works of interest to intermediate students and contemporary trends and issues in publishing for children. Special attention will be given to Canadian authors and titles with whole language application. Booktalking, storytelling, using A.V. to your advantage, and other ways of promoting literature in the classroom will be highlighted. Reading is so critically important to a child's success, both individually and scholastically that we need to do everything we can to encourage and promote the pleasurable aspects of reading in today's media driven society.



**Sponsored by the University Of British Columbia
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THE BEST AND THE BRIGHTEST

New Books for Intermediate Students



Presenter

Allison Haupt has been a children's librarian working in Lower Mainland libraries for the past twelve years and is currently Co-ordinator of Children's and Young Adult Services for the North Vancouver District Public Library. One of the most satisfying and challenging parts of her job is reviewing and examining the thousands of new children's books published every year in order to purchase the "best" of what is available internationally for her three branch libraries. For the past five years Allison has taught Children's Literature and Services at Langara campus for the Library Technician program and during that time has also taught several courses at the University of British Columbia, including Children's Literature, Contemporary Children's Literature, Children's Services and Young Adult Literature. She looks forward to meeting you and talking about her favourite topics - Kids and Books!

Registration Now!

To register, an applicant must fill out the attached form and send it with a cheque payable to the University of British Columbia.

The official workshop receipt will be available at the workshop registration desk. Fees of over \$100 are eligible for income tax deductions

Confirmation and Refund

Registration will not be confirmed. Those concerned about confirmation may call the School's office at (604) 822-2404. You will be advised by October 22, 1993 if for any reason the workshop has to be cancelled. No workshop refunds after October 29, 1993. Substitutions are allowed. A \$20.00 administration fee will be deducted for refunds before that date. Processing of refund cheques by the University requires a few weeks.

For Further Information:

Alice Bacon, Coordinator of Continuing Education,
The University of British Columbia,
School of Library, Archival and Information Studies,
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Envoy: UBC.SLAIS.

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An open letter to BCTLA members...

KIMBERLEY CAMBODIAN SUPPORT GROUP

135 Thompson Street,
Kimberley, B.C.
V1A 1T9
Phone & FAX 604-427-2159

Dear B.C. Teacher-Librarians:

Cambodia has been much in the news lately, struggling toward stability after decades of devastation. The Khmer Rouge (Cambodian Communists) murdered millions and wrecked their country during the 1970s. Among many other horrors, they slaughtered teachers and students, burned all the books in the National Library and made it a pig sty, and destroyed schools and universities or used them as arms depots or death camps. Since their defeat in 1979, continued strife and deprivation have further drained the education system.

Schooling in Cambodia now faces a crippling shortage of facilities, materials, and trained teachers. Yet quality education is among the *most important* long-term needs there.

Food for the Hungry International (FHI) works in many third world countries on health care and community development, with care and respect for the cultures, traditions and abilities of indigenous peoples. During two recent visits to Cambodia, I studied its operations there and was highly impressed by all aspects of its work.

Our support group, formed ten years ago to sponsor Cambodian refugees, now manages 'The Cambodia Fund' to assist relief and development work in Cambodia. Canadian teachers and students have asked about supporting education too. Based largely on this show of interest, FHI is now adding school construction and repair, teacher training, and provision of supplies to its mandate.

I understand that the Year 2000 program in BC schools includes a social outreach component. We ask you and your schools to support education projects in Cambodia. Funds so far have come from student fund-raising, donations by teacher and student groups, and personal gifts. For instance, Selkirk Secondary Student Council in Kimberley gave a large donation to be repeated annually and Southview Community School in Medicine Hat, Alberta, gave the proceeds from a student play. Our support group, a registered charity, issues tax receipts for all donations.

Please contact me if you have further questions. For classes studying Southeast Asia or anyone wanting to learn about Cambodia, I have a great deal of information including news articles, agency documents, and video documentaries about my recent trips and the work of reconstruction.

We thank you very much for considering this request.

Yours sincerely,
Arne Sahlén, President



REGULAR FEATURES

THE PORTRAIT: LORNA CROZIER

by LINA D'ONOFRIO, teacher-librarian, Champlain Heights Elementary School, SD#39 (Vancouver).

Lorna Crozier is one of Canada's most respected contemporary poets. Her most recent book of poetry, *Inventing the Hawk* (McClelland & Stewart, 1992) received the Governor General's Award for poetry, the Pat Lowther Award for the best book of poetry by a Canadian woman, and the Canadian Authors' Association Award for the best poetry of the year.

Born and raised in Swift Current, Saskatchewan, Lorna received her B.A. from the University of Saskatchewan in 1969. She returned to Swift Current after graduating and taught English in a high school until 1977. It was after completing her Master's degree at the University of Alberta in 1980 that Lorna decided to quit teaching and devote herself to writing poetry full time. Crozier said that though she started writing as a teenager she did not begin to seriously write poetry until her mid-twenties, after she completed a two week creative writing course. It was there that she learned a lot about the craft of writing and where she met people who actually wrote poetry. Crozier said that the writings of Sinclair Ross had the most influence on her work at the beginning of her career. Because his work was set in the same area that she grew up in, southwestern Saskatchewan, she said that "it made me realize that someone from my area could actually be a writer and it gave me courage to try." (*Contemporary Authors*, Vol. 32).

By the time Lorna Crozier had decided to devote herself to writing poetry full time she had already published two books, *Inside the sky* (1975), and *Crow's black joy* (1978). She published *Humans and other beasts* (1980) and co-wrote a book of poetry *No longer two people* (1981) with her live-in companion Patrick Lane. Other books of poetry Crozier has published include *The weather* (1983) and *The gardening going on without us* (1985). Crozier's seventh book of poems, *Angel of flesh, angel of silence* (1988) contains poems that reflect her childhood and describe the landscape where she grew up. "They are poems of mourning and celebration, of poignancy and good humour." The poems from the *Angel of silence* section won the CBC Literary Competition Prize for Poetry in 1988 and she and Patrick Lane shared an award for *Chile*, a script of poems included in the book.



Crozier's eighth offering, the award winning book *Inventing the hawk*, is a wonderful new collection of poems that are "playful and provocative, witty and intimate." She writes of growing up in Saskatchewan, of her mother and father and "translates love and the experience of loss into a language resonant with desire and longing."

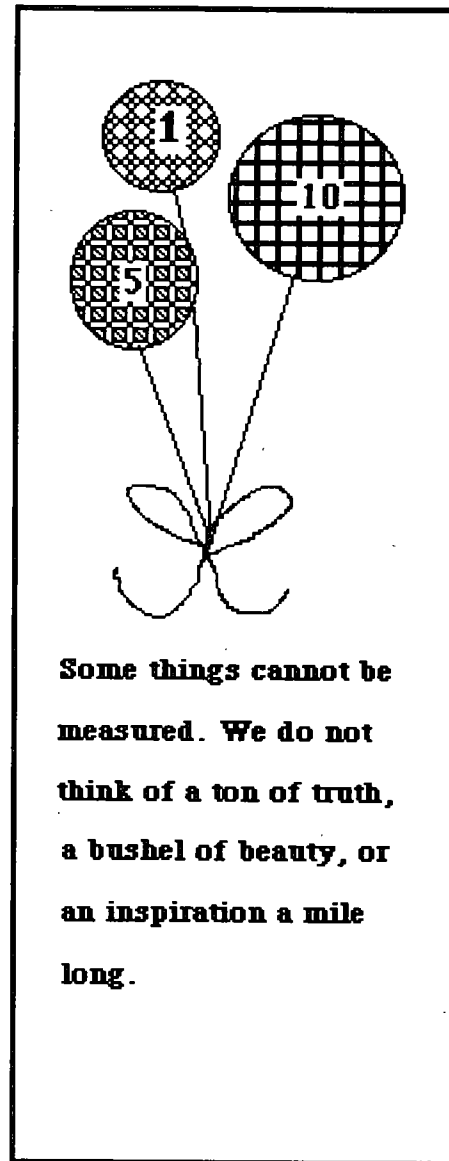
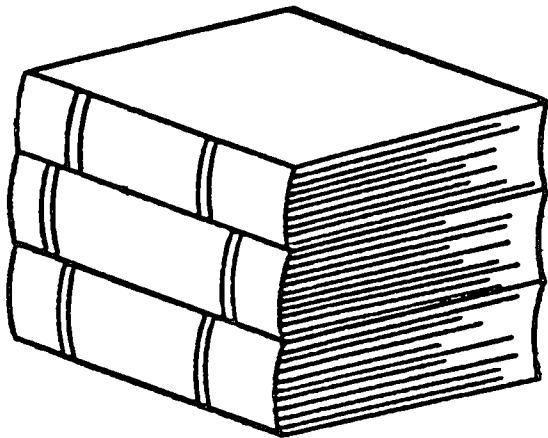
Lorna Crozier has found that like most writers in Canada it is difficult to support herself financially only through her writing. She has taught creative writing at the University of Saskatchewan and was a writer-in-residence at the University of Toronto. For the last three years Crozier has been teaching creative writing at the University of Victoria. She admits that at times it is a struggle to juggle the duties of a job and to continue to write her poetry. She always tries to write a few hours daily and it usually takes her about three hours to complete a poem. This doesn't include the numerous revisions before the final draft is ready to be published in literary magazines. Every three years or so she compiles her poems into a book.

Crozier complains that it “seems to be a prevalent attitude that writers graduate from poetry to novels.” She claims that she doesn’t write fiction of any kind. “I am holding out, although I may be one of the last poets in Canada to just write poetry.” (*Globe & Mail*, March 31/90).

Besides teaching creative writing at the University of Victoria and writing poetry Crozier travels all over Canada and other countries of the world giving readings of her poems. This fall she will be reading and discussing her work at the Vancouver Public Library. In the year ahead she has readings in the Okanagan, Toronto and Oxford, England. She admits that though it involves a lot of travel and time, she enjoys giving readings of her work and meeting people from different countries.

Crozier says that she has enjoyed working and living in British Columbia and though she finds the scenery spectacular she finds that she misses Saskatchewan. What she misses most are the different seasons.

Crozier’s poems are witty, sensual and intelligent. You cannot read them and remain untouched. Crozier says, “My poems, I think express the fearful hope I feel for the human, for our capability to return to love through pain and for our journey towards that sense of unity with all things...if the magic that is poetry can’t lead us to that oneness, then I hope it at least can make us feel less alone.” (*Contemporary Authors*, Vol. 32).



WANTED! BCTLA REVIEWERS

BCTLA REVIEWS
C/O LIBRARY SERVICES
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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.

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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.:

NOTES AND NEWS

by WILLA WALSH, editor

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

CANADIAN ASSOCIATION FOR MEDIA EDUCATION AND THE BCFT

These two associations are sponsoring a series of lectures on television. All lectures take place at Pacific Cinematheque, 1131 Howe Street, Vancouver and the admission cost is \$5.00 per session. The first in the series is: Kids and TV: How to Cope? with Leon Bibb, entertainer, Rick Drew, Creative Producer of CBC's Northwood, Dr. Steven Line, author/Professor, SFU, Ramona Mar, Broadcaster/host of parenting show, Carole Young, Children's Programming, Knowledge Network on TUESDAY, OCTOBER 19th, at 7:30 pm. The second lecture is TV Advertising: The Bottom Line, on TUESDAY, NOVEMBER 2nd, at 7:30 pm with Yvonne Brown, Educator, Race Relations Consultant, Shari Graydon, President MediaWatch, Dr. Yasmin Jiwani, Communication Critic, Michael Maser, Adbusters, and Alvin Wasserman, award winning Creative Director. The third lecture is TV News: Who Decides, and How? on TUESDAY, DECEMBER 7th, at 7:30 pm., with Dr. Bob Hackett, Author/Associate Professor, SFU, Ian Hanamansing, Broadcaster Journalist, CBC, Clement So, Executive Editor, *Ming Pao Daily News*, TBC Michael Valpy, Columnist, *The Globe & Mail*, TBC Cecilia Walters, Broadcast Journalist, CBC.

BC ENGLISH TEACHERS' FALL CONFERENCE

Entitled "A Dialogical Feast" this conference takes place on Friday, October 15th, 1993 at The Delta Vancouver Airport Hotel, 3500 Cessna Drive, Richmond, B. C. Program highlights include: Key-note Speaker Dr. Suzanne de Castell, SFU, and Luncheon Speaker Marg Meikle. Sessions include: Home and Homeland: The Literature of Immigration, Integrating English: Is Humanities the Way? and The

Live Poet's Society along with many more. If interested in attending write to Registration Secretary, 970 Gilroy Crescent, Coquitlam, B. C. V3J 3T1.

THE COMPUTER-USING EDUCATORS OF BC

Journal articles are needed for their publication—especially those with B. C. content. CUEBC is now offering a \$25.00 honorarium to authors, so this may be some incentive to contribute! They appreciate electronic submissions on disk. Manuscripts and disks should be sent to the editor David Brear, at 3049 Chaucer Avenue, North Vancouver, BC, V7K 2C1.

HORIZONS '93

The Fall Conference of the Computer Using Educators of British Columbia is on November 5th and 6th, 1993. It is entitled "Don't leave the 20th Century without IT." The venue is the Hyatt Regency Hotel, 655 Burrard Street, Vancouver, BC. Some of the over 80 interesting sessions include: Children's Writing and Publishing, Collaborative Group Project via Telecomputing Networks, and Future Possibilities - Present Realities: Special Ed and Computers. Key-note speakers include Julie Payette, astronaut, Canadian Space Agency and Bob Hughes, Corporate Director of Education Relations, The Boeing Company. Registration is through the conference office at #101-9250-120 Street, Surrey, B.C. V3V 4B7, Phone: 582-8902.

EDUCATORS' UPDATE FROM STATISTICS CANADA

This handy little newsletter will be produced three times per year and will contain articles on products from Statistics Canada of interest to Canadian educators. Some of these products are free while others are priced. One of the products available which was mentioned in the Spring/Summer, 1993 issue was the *Canada Yearbook 1992* which is available for \$38.50 plus 7% GST by calling toll free 1-800-267-6677 or by contacting the Regional Reference Centre nearest you, the BC one being at 666-3691 in Vancouver. If you do not already receive the newsletter you can request copies at: Census Communications Project, Statistics Canada, 10-B, R. H. Coats Building, Tunney's Pasture, Ottawa, Ontario, K1A 0T6, Phone: 613-951-1982; Fax 613-951-0930.

REPORT ON A BCTF RESEARCH THINK TANK ON HUMANITIES, May 1993

The BCTF Research Department was contacted about definitions, objectives, and evaluations of humanities programs in B.C. schools. A one day Think Tank was held with many participants from all areas of the educational community. The Research Report, 93-SSR-01, outlines the results of this exercise and gives examples of existing programs at Moscrop Secondary in Burnaby, Frank Hurt Secondary in Surrey, Johnston Heights in Surrey, Delta School District, and Burnaby North Secondary. Some issues raised during the discussion are reported upon and recommendations/suggestions were made to the BCTF. The report included many arguments both FOR and AGAINST curriculum integration and included an excellent bibliography and ordering information for integrated curriculum materials. Judith Kootte's article entitled "Curricular Integration in the Intermediate Program" which appeared in the September, 1991 *Bookmark* was included in this bibliography. These materials would be very useful to anyone involved in discussing, planning, or implementing curriculum integration in the Humanities area.

UBC SCHOOL OF LIBRARY, ARCHIVAL AND INFORMATION STUDIES

On May 24, 1993, the SLAIS appointed Alice Bacon as adjunct professor and coordinator of continuing education. Director Ken Haycock noted that this was the first time in its thirty year history that the School had mounted an autonomous continuing education program for archivists and librarians. The program will take two distinct directions: one for information professionals (for example, electronic options for extending information access and marketing information services and agencies) and one to demonstrate the expertise of archivist and librarians to other groups (for example, children's literature for teachers, using the Internet for academics and the implications of freedom of information and privacy legislation for departmental records managers). The continuing education program begins with six short courses in the summer and fall of 1993 with further programs planned for 1993 and 1994.

PROVINCIAL INTERMEDIATE TEACHERS' ASSOCIATION (PITA)

"The ABCs in 93" is the title of the Fall conference held by PITA at the Delta Pacific Resort, Richmond, BC, on October 14, 15 and 16th, 1993. If you are interested in attending registration and payment will only be available at the conference site after October 1st.

CANADIAN PULP AND PAPER ASSO- CIATIONS NEW RELEASE

A new publication is available highlighting recent progress in paper and paperboard recycling activities. It is called *Paper Recycling in Canada - 1992* and it describes in detail a number of the technical limitations and challenges that accompany this issue. The information is of interest to the general public and copies are available in both English and French from: Communications Department, Canadian Pulp and Paper Association, 19th Floor, 1155 Metcalfe Street, Montreal, Quebec, Canada H3B 4T6, Tel: (514) 866-6621; Fax: (514) 866-3035.

THE CLAREMONT REVIEW

This is Canada's only national literary journal for young adult writers. They publish the best of Canadian short fiction, poetry, plays, as well as interviews with established writers. The issues appear twice each year, March and September. Canada's future writers from B.C., Alberta, Manitoba, Ontario and New Brunswick have appeared in their journal. A year's subscription costs \$10.00. They encourage student submissions and read manuscripts throughout the year except for July and August. Writers should be aged 13 to 19 years or in grades 8 to 12. They give preference to works that reveal something of the human condition. All work submitted should be neatly typed and carefully edited with the name of the author at the top of each page. All submissions should be accompanied by a self-addressed, stamped envelope and the contributor should include a brief biography. Contributors who are published in *The Claremont Review* will receive one copy of the magazine. Payment is possible, depending on whether grants are available. Editors: *The Claremont Review*, 4980 Wesley Road, Victoria, B.C., V8Y 1Y9. This is a great opportunity for creative writing students.

DID YOU KNOW THAT...?

In Tokyo, Japan, there is a four-story building that holds 504 bowling alleys, the most in one place in the world. Pluto may once have been a moon of Neptune that broke away and began to orbit the sun on its own. In the 18th century, marbles were made from marble chips—that's how they got their name. All this and more is included in *The Fabulous Ball Book* by Kathy Stinson, Oxford University Press, available this Fall, 1993, paperback format, at a modest cost of \$9.95. Information abounds, but just enough to tickle the fancy and spark the imaginations, and each page is generously illustrated with clear, lively drawings. It includes lots of experiments, activity suggestions and even recipes.

COMPUTERS IN SCHOOL LIBRARIES: SERVING SECONDARY SCHOOLS

This valuable newsletter keeps teacher-librarians up-to-date on the latest software materials by providing reviews of these programs highlighting their possible usefulness to secondary school libraries. For example, the February issue dealt with the Home Medical Advisor, and AutoMap programs. CD Rom materials are also featured. To subscribe contact: *Computers in School Libraries*, 1075 Red Pine Cr., Mississauga, ON L5H 4E4. (Approximately \$13.00 a year for four issues)

VOLUNTARY ACTION NEWS

This is the newsletter for people working in the volunteer community. Past issues have included articles on fund raising, motivating and recruiting volunteers, networking, training and other topics. The annual subscription is \$10.00 for four issues and it is available from: Volunteer Vancouver, #301, 3102 Main Street, Vancouver, B. C., V5T 3G7. This group also has a Book List of useful materials for anyone dealing with volunteers.

DEVELOPING WITH PHOTOWORKS

A new book entitled *Photoworks* by Carla Evans, Lugus Publishers, is now available. It contains much useful information about the use of creative photography with children. Numerous exercises are provided which help develop the child's awareness of photographic techniques geared to express certain ideas

and feelings. "...learning situations can be used with groups, and there is much opportunity to use the objectives and approaches on a cooperative basis between teachers, counsellors, learning assistants, special education teachers, ESL teachers, and teacher-librarians. Further information is available from the publisher: Lugus Publications, 48 Falcon Street, Toronto, Ontario, M4S 2P5, Tel: (416) 322-5113; Fax: 416-484-9512.

ASSOCIATION OF BOOK PUBLISHERS OF BC

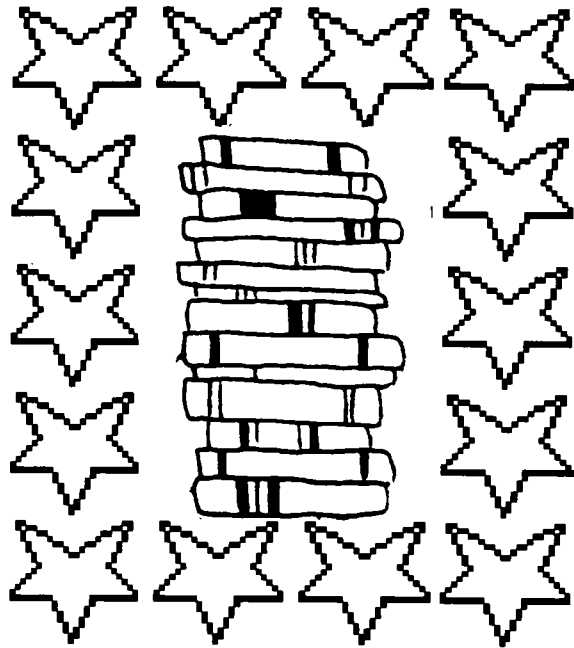
Many teacher-librarians may not be aware of the existence of the office of the Association of Book Publishers of B. C. (ABPBC) or the services that it offers to librarians. The ABPBC has a membership of over fifty B. C. book publishers whose books are on display in the office. The ABPBC also keeps copies of publishers' catalogues as well as a directory of its membership which are available on request. In the Fall the ABPBC hopes to launch a pilot project to cooperatively market members' books to the education sector. A database of B.C. titles with curriculum match and audience will be available as well as a series of thematic catalogues including one identifying books suitable for a B. C. core collection. The ABPBC office is located in the Sun Tower Building at Suite 107 - 100 West Pender Street, Vancouver, B. C. V6B 1R8 and is open from 9:00 a.m. to 5:50 p.m. daily. For more information on services, requests for catalogues or details on our education marketing project contact Peggy Graham, Executive Assistant or Margaret Reynolds, Executive Director at 684-0228, Fax: 684-5788.

THE STEPHEN COVEY SEMINAR

Stephen Covey, the author of *The 7 Habits of Highly Effective People*, will be presenting a workshop in Vancouver, on OCTOBER 27th, 1993. This unique, one-day workshop will teach you how to lead and truly communicate to reach your full potential by revolutionizing your approach to yourself, your job, and your organization. You can register by telephoning (604) 685-1771, or faxing (604) 681-1722, or by mail requesting a registration form—Mica Management Resources, Suite 1980, 1066 West Hastings Street, Vancouver, BC, V6E 3X1.


THE CANADIAN CHILDREN'S BOOK CENTRE GEOFFREY BILSON AWARD

On the shortlist for The Geoffrey Bilson Award for Historical Fiction for Young People for 1993 are these titles: *1812: Jeremy and the General* by John Ibbitson, Maxwell Macmillan, 1991; *A Dog Came Too* by Ainslie Manson, Groundwood Books, 1992; *Ticket to Curlew* by Celia Lottridge, Groundwood Books, 1992; and *Yesterday's Children* by Joyce Barkhouse, Lancelot Press, 1992. The Bilson Award was established in 1988 in memory of Geoffrey Bilson, a respected historian and children's author. This annual prize of \$1,000 has been made possible to a Canadian author for an outstanding work of historical fiction for young people. The winner of the 1991 award was Marianne Brandis for *The Sign of the Scales* published by Porcupine's Quill, 1990. There was no award given in 1992. The 1993 winner will be announced this fall in conjunction with Canadian Children's Book Week.




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**Don't call it education
unless it has
taught you
life's true values.**

THE DEEP END

by DONALD HAMILTON, Education Librarian & Adjunct Assistant Professor (Teacher-Librarianship) University of Victoria.

This piece originally appeared in School Libraries in Canada in May 1993. It is reprinted here with the permission of the Editor, Karin Paul, St. Andrew's Regional High School, Victoria.

Part of the Problem

I am not really sure what led me to attend the 10th Annual International Conference on Technology and Education held this year in Boston at MIT in March. I thought that I would discover the extent to which technology (in all its manifestations) had infiltrated education, and perhaps glimpse how it applied (at least in the minds of the participants) to the library media centre in the school. I met so many ideas and issues in the jumble of the presentations and papers, to say nothing of my reactions to the East, to snow, and to Boston. I was reminded forcibly that academic conferences do not cater to the "adult learner", that phantom individual who brings his wealth of real world experience with him and longs to tell others about it. This conference did not make it easy for participants (no that is the wrong word—better: listeners). But in spite of all these confusions I was pleased that I attended. I am able to provide these tentative observations and comments as a result of that decision:

1. The computer, with all of its potential power, is seen by many to be a tool for fundamental change in the way in which teaching is done; the way in which learning is encouraged. The computer will change schools and schooling.
2. Information is an important part of learning. It is both pervasive and real. The idea that kids will be able to get information from and about the whole world through connections to computers and terminals seems fundamental for many individuals caught up in this new technology. That the information may require modulation and manipulation by editors and experts seems irrelevant to

many as does the problems of quantity. I was fascinated by those who believe that once every kid is connected to every other kid in America something terrific is going to happen. I was not happy about the student who conducted a search on the gray whale without recourse to the library or a book. He did not need those "old things" for the Internet took him deep into the bowels of the universities and provided him with more information than he could ever use. Yes that last part is very important. No one asked why the student needed that information.

3. It is only a matter of time before technology will come into its own. The book is an artifact that will disappear when technology advances and the technocrats can find the resources necessary to replace it. We all have heard this before. Believe it now or soon.
4. Programming (using and working in a machine language), will be given the same emphasis as a foreign language. Yet few districts in the USA and Canada require even basic keyboard skills from their children.
5. The school library is only a minor part of the information base. Only libraries that have acquired the latest symbols of success—CD-ROM's, computerized catalogues and circulation systems, on-line search services, microform reader-printers, etc. are really providing important services for students. It may be that the library as we know it now will evolve into services, with or without specific quarters, linked to the student at his or her terminal.
6. Packages of computer linked curriculum material will replace the textbook (and perhaps some of the teacher) while improving the process of assimilation and evaluation.
7. Given the high cost of establishing and maintaining the necessary structures for computerized education systems (including equipment, software and competent teachers), there will be more industry-driven cooperative ventures complete, perhaps, with advertisements, or at the very least, brand identification.

I met people at the Conference from all over the world. Many were delighted to tell me how advanced their particular facility had become, how wondrous they thought the new mission for the

school library in the electric machine age. They were very quiet when I would ask if they had evidence of increased use of materials in the library since the installation of computerized access tools. Were teachers actively using the screens to pinpoint needed materials for their own and their student's needs? Were they changing the way in which they taught to fully utilize the increased efficiency and effectiveness of these new tools? Were students becoming creative in their searches for meaningful responses to curriculum driven enquiries and was the installation of these high tech tools bringing correspondingly creative solutions? Did technology in the library make a difference to the students using it? Did anybody know? Did anybody care?

I visited two school library media centers in a "prize winning school district" near Boston. The leadership was very concerned about those new things. They apologized for the lack of a CD-ROM network, the old 286 computers, the black and white monitors, the lack of laser printing equipment, the shortage of money for additional tools. They did not tell us about the benefits of the space, the strengths of the library program, the million victories with children. There was active disappointment over the slowness of computerizing the catalogue. "If only we could find the funds". At the Junior High School, I glimpsed the extent of the problem. A huge collection of books lined an incredibly long wall. For a school of fewer than 600 students they were blessed with an exceptionally large collection of what appeared to be new books. There were perhaps 25,000 fairly recent books on those shelves. But my original enthusiasms paled when I performed a cursory non-scientific analysis of the use of that collection. Nothing circulated! It did not seem that anything moved! Why would anyone expect that pouring all those bibliographic records into a machine readable format would change the way in which they would be used? This school had electronic linkages to the public and university libraries in the area! So who used them? Did anyone require these students to use resources in their learning? Were they going to begin? Our hosts did not express joy over the excellent quarters, the exceptional staffing levels, or the quality of their program. They were afraid they were not keeping up in a world where keeping up seems more important than doing something.

Relating technology to education is a far larger issue for teacher-librarians than merely changing the card catalogue. The teacher-librarian has long been

the "audio-visual" person in the school. That role curiously or naturally did not necessarily include the computers in the school. The computer often became a course, complete with a new or revised teacher who began to shake the structure. The school library has often slipped away from the technology through choice as the technology led to increased complexity and intense time consumption. I have long claimed that the computer has come into the school at the expense of the school library! I am everywhere presented with reduced spending on books and periodicals and other "library" things, while the computer in the school grows.

The "school library" was not represented at this Conference. Those who organised it never thought about us. They are a new group of specialists in the university, the college and in the school. They intend to change the way in which we work. It seems to me that they have compelling technological power to command. We have no choice but to join in their mission. I think that we could make a difference by asking the hard questions about the effect and value of these changes. I think that we must become part of the changes they represent or end up as part of their problem.



CONTINUING EDUCATION EXCHANGE

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

Committee Members: Bernice Betts—Burnaby, Valerie Dare—Vancouver, Patricia Finlay—Burnaby, Don Hamilton—University of Victoria Liaison, Marilyn Hannis—Vancouver, Joan Harper—University of B.C Liaison, Rod Hermsmeier—Merritt, Jane Roberts—Campbell River.

We welcome you back and hope you had a restful and fun-filled summer. The coming year will likely involve some changes for all of us as budget cuts come into effect. Our position as teacher-librarians also continues to evolve due to the expansion of the sources of information. Does anyone know the statistics on how quickly information is doubling? In 1989, it was every five years but I am sure that the margin has narrowed. What does that mean for us? For me personally, it means that I need to increase my knowledge of computer-generated information sources. I do not know yet if I will take some formal courses or do self-study but I certainly must broaden my experience or I feel I will lose credibility as a teacher-librarian. This, therefore, is my personal continuing education goal.

As teacher-librarians, I think we have an obligation to demonstrate competency and leadership in the use of computerized information. If your Library Resource Centre does not have new technologies, use the Working and Learning Conditions Survey to lobby your administration or school district for these essential tools. I am sure the newly formed Advocacy Committee will also be providing us with information on what works and also what pitfalls to avoid.

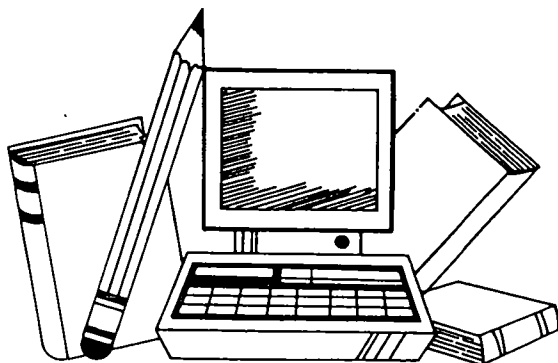
The results of the survey you completed on correspondence courses pointed out some new trends in learning interests. A large majority of respondents were from the urban areas. The course that was selected by the highest number was Resource-Based Teaching (389). Joan Harper presented our statistics to Distance Education and we will keep you posted on the results. The cost of production is \$20,000 plus, and the time-line for production is approximately one

LIBRARY OF TOMORROW

year. Do not expect anything until 1994 or 1995. The course that came second in popularity was School Library Resource Centre Programs (382) but it received only half as many votes as the first choice. You can find course descriptions in the UBC calendar.

Planning for the Provincial Forum on Resource-Based Teaching and Learning in British Columbia will be the main focus of the committee until November. This forum will address the philosophy and processes surrounding the selection and management of Recommended Resources. BCTLA is working with the Ministry of Education—Learning Resources Branch and the Education Technology Centre of British Columbia to provide a broad scope of information to the participants regarding resource-based teaching and learning. Dr. Ken Haycock and Patricia Shields (administrator, former teacher-librarian) will address this topic and Dr. Mike Hoebel will address the impact of technology on information acquisition. While the number of participants will be extremely limited, we are inviting people whose influence spreads throughout the broader educational community and who will be responsible for reporting back to their organizations.

We wish you a wonderful start to your school year and may the excitement of those first days in September set the tone for the entire year.



READING CHECKLIST

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

INFORMATION TECHNOLOGY

Feeling overwhelmed by the recalcitrant computer that resides in your library but refuses to do exactly what you want it to do? Maybe you won't want to read "The Plug-In School" but you should. This article by David Pesanelli (*Futurist*, September-October 1993) explores new integrated technologies and proposes a physical environment for learning that seems futuristic in the extreme, but really is probably possible right now.

Unlike some futurist predictions, Pesanelli's still sees a role for the school, but it would be a school that is really connected to the entire community and its resources through the magic of technology. Considering the changes already in place in schools, this prediction seems likely to come true sooner than many of us will be comfortable with. Teacher-librarians need to be leaders in the change, so that valuable components of the resource centre program will not be lost in the glare of the glamorous light from the beacon of technology. Read this article!

LEARNING STRATEGIES

The April 1993 issue of *Educational Leadership* focuses on the theme of "authentic learning." While I have trouble with the jargon — after all, can any type of learning not be authentic? — the issue does have a number of articles that are thought-provoking and applicable in most schools.

One article, "Designing an Authentic Assessment" by Sandra Schnitzer, blends improved assessment with a process of students synthesizing information to make decisions about interesting topics (e.g., changes to laws governing organ donation; solving a hostage-taking situation). I found the information given on the decision-making matrix just as valuable as the sample assessment criteria that were given.

"Involving Students in Authentic Research" was a bit of a shock. Gina D. Schack involves her students in primary research, and while the initial stages of settling on a topic and focusing it so it is doable are the same ones used in library resource centre research projects, the article makes it clear that "authentic research" uses the "data-gathering techniques of primary research: observations, surveys, interviews, and document analysis" rather than using secondary sources such as are found in libraries. Many of the primary source ideas could be combined with more traditional library research approaches to make the research experience more complete and more vibrant.

Other articles are equally interesting. This is a great issue. I loved "When Students Write Home" — what a wonderful way to involve parents! Even though I don't think many teacher-librarians will use the idea of students writing to their parents about their own achievement (or lack of it!) and having the parent write back, it is an idea that could be passed on to other teachers. Both students and parents responded very favourably to the idea, saying that it was easier to say things that needed to be said through a letter rather than face-to-face, and stating that they had learned more about their parent or child.

LITERACY

The greatest literary allies that teachers can have are parents who read to their children. Often, parents don't think they have the impact on their children that they really do have. An article in the July 1993 issue of *School Library Journal* may prove useful for teachers and teacher-librarians who want to stimulate more parental involvement in literacy programs.

Barbara Kupetz states a strong case for "A Shared Responsibility: Nurturing Literacy in the Very Young." She looks at what parents of preschoolers and librarians (read public librarians) can do to prepare kids for learning to read. She includes "Reading to Infants and Toddlers: 10 Tips to Share with Parents." The emphasis is on joint action to ensure that children come to school ready to read.

This article could be a useful one for teacher-librarians to share with individual parents or a parents' committee, either in full or in part. None of the content is new to educators, but it is succinctly stated and lends itself to sharing.

Since many pre-schoolers have older siblings already in school, it is possible for the school to impact on prospective students through this already established contact. If a Home Reading program is already in place, the addition of information to parents about what to do with pre-schoolers to foster literacy might well be accepted by parents with enthusiasm.

MULTICULTURAL EDUCATION

"Understanding Must Begin with Us" by Charlotte Higuchi (*Educational Leadership*, May 1993) is an article by a Grade 2 teacher that deserves a wide audience. Born in a relocation camp, Ms Higuchi recognizes that racism causes personal hurt and that educators must take personal, direct action to make students understand that fact.

The article discusses the approach she took with her East Los Angeles classes, including a series of multicultural units as well as instances of taking advantage of current events to further students' understanding. She concludes the article with a strong statement of the personal philosophy and goals for her students that have led her to take action. Seldom do we see such an articulate and cohesive example of educational philosophy driving practice.

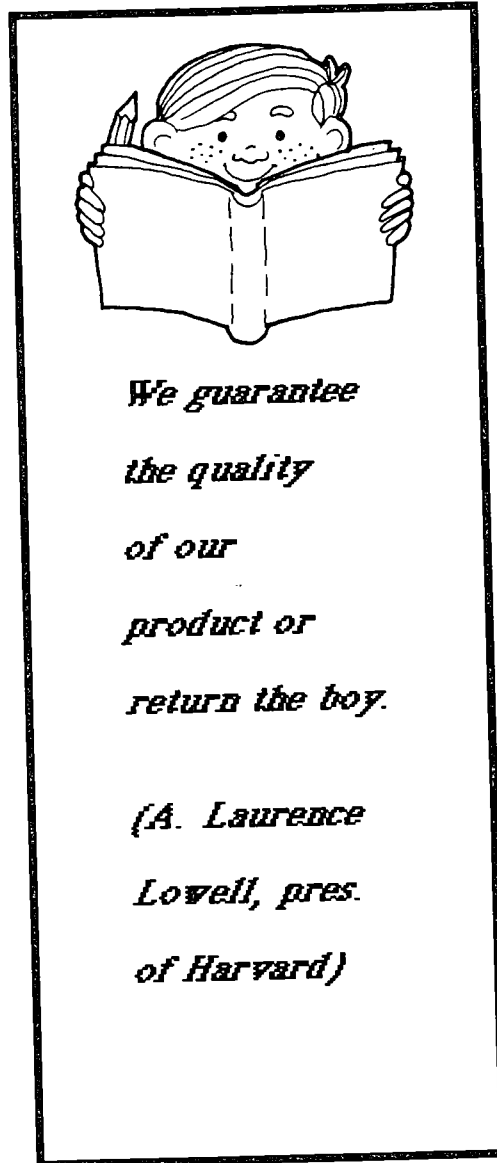
Teacher-librarians at all levels will find this article useful or will know teachers who will respond to it with imaginative action.

TEACHER-LIBRARIANSHIP

Teacher-librarians must be the most role-concerned group in education. We are always keen to analyze ourselves, agonize over how others see us, and worry about whether or not anyone values us as we should be valued.

C. Herbert Carson has added another tool for analysis in "The Development of a Scale to Measure the Self-Efficacy of School Library Media Specialists" (*School Library Media Quarterly*, Spring 1993). The scale was based on the view of teacher-librarianship expressed in *Information Power*, and is a five stage Likert-type scale. The article describes its development, testing, tentative findings, and likely revisions.

The instrument is designed to look at three roles of the teacher-librarian: the information specialist, teacher, and instructional consultant. Not surprisingly, test participants viewed their role as complex, and attributed their success partially to effort and partially to luck. Carson states, "... even though they may be confident of their abilities, successful library media specialists will probably not attribute success to fixed factors." That would likely be tempting Fate!



CHAPTER REPORTS

POLITICAL ACTION

Greater Victoria

- forwarded contract language to GVTA
- boycotted catalogue demonstration at a school library resource centre which was staffed by a principal and an aide.

Powell River

- members serve on numerous district committees, as advocates for change
- district library resource centre coordinator attends monthly meetings and supports programs at the Board
- preparing a presentation to the Board for early fall
- through negotiation with the Board were able to end noon hour supervision at the secondary level.

Central Okanagan

- continued our lobby for computerization of school libraries in this district. (See notes under "Automation" heading, below)
- continued our lobby for language in the contract and were somewhat successful: a letter of understanding with the Board stating that the total FTE of non-enrolling staff would remain at 1992-93 levels. This applies to all support staff district-wide, so while teacher-librarians may be reduced in time, LATs may increase, as long as the total time is kept the same. Not the best but better than nothing.

Prince Rupert

- membership down to four members at the end of June...a great effort will be made in September to encourage all teacher-librarians to send in their applications.
- ongoing concerns have been with the shrinking times of teacher-librarians in the elementary school, and with the tendency to put relatively untrained teachers into these positions.
- We are investigating the possibility of offering a course here in Prince Rupert next year, possibly with a local instructor, or the community college might come up with some appropriate offering.

Howe Sound

- requested a staffing formula for teacher-librarians but we were turned down.
- requested that aide time remain the same (12 hours per school). This was accepted.

- Teacher-librarians were asked to provide 18% preparation time out of their library time during the 1992-93 school year. This has been rescinded.
- ongoing communication with our local association and they realize the importance of addressing our needs to the Board.
- administrative district staff continues to be supportive of our goals which includes providing us with adequate funding to conduct our workshops, complete our Research-Literature Handbook, and provide inservice for ourselves and district teachers.

Cowichan

- a letter was written to the Board in May regarding possible cuts to the library resource centre program.
- suggestions were given by our LSA to the local working and learning conditions committee to assist in developing a survey of library collections, staffing, and programs to be used in the fall; support services will be a priority for this committee in the 1993-94 school year.
- proposals regarding professional staffing which our LSA presented to our local bargaining committee have been bargaining objectives this year; our district still doesn't have a contract.
- problems: professional staffing is not in contract; no clerical assistance in elementary library resource centres; only one secondary school (out of five) has a library clerk; low budgets (Cowichan is #51 for elementary schools, #40 for secondary schools, according to BCTLA statistics).

Quesnel

During negotiations this year the Quesnel Teacher Librarians Association attempted to have the contract language dealing with the staffing of library resource centres changes. Our staffing is tied to the school enrollment. We did not manage to change the language or the percentages. We hope that this concern can be addressed through the new LRC policy that is currently being developed.

In September of 1992 a Learning Resources Committee was formed. There are 14 members. There is representation from all (teachers, parents, teacher-librarians, administration, trustees). The only group left out, unfortunately, is students. This committee used the Vancouver and Calgary models as guides to draft a Learning Resources Centre Program for Quesnel. We have modified these models to fit our situation and needs. This program is currently at the draft stage. Copies of the philosophy, rationale, principles, and contents are available.

Northern Lights

- invited the president of Peace River North Teachers' Association to attend our first meeting in September 1993
- goal to attain teacher-librarian staffing formula similar to the BCTF guidelines, and for teacher-librarians to have a substitute teacher on days when they are absent.
- teacher-librarian issues often not considered a priority.

Prince George

- several PGDTLA members serve as Staff Representatives on our local teachers' association executive
- six teacher-librarians served on the Learning Resources Advisory Committee, which has as its mandate the articulation of concerns and issues which affect teacher-librarianship. In this capacity the committee investigated the issues of censorship, automation, budget, and professional development. A joint project between the PGDTLA and this committee saw the development of a comprehensive profile of the beliefs, the actions and the necessary support of teacher-librarianship in Prince George. This profile will be refined and presented to the management committee of the Board in the fall.
- Representatives from the PGDTLA intervened in a school where the principal was considering closing the library resource centre and opting for a circulating collection from the district resource centre. A letter explaining the folly of this action was drafted by the PGDTLA and forwarded to the local teachers' association. The principal's decision has been postponed for another year.
- After an active year of publicizing and promoting library automation, the Board maintained the budget for the continuation of the retrospective conversion data entry clerks and allocated a sum for the purchase of hardware.

Mount Arrowsmith

This LSA made two presentations to the school district's Educational Advisory Committee. One presentation dealt with staffing levels in school library resource centres, the other with budget levels. Both presentations made extensive use of the survey results in *The Bookmark*. Results—a Board recommendation of an additional \$3.50 per student for library resources.

Gulf Islands

This has been a difficult year for teacher-librarians in the Gulf Islands as it has been elsewhere. Service

was eroded at all our schools in spite of, in some cases, increased student enrollment. Our group lobbied hard with the school board and district administration. One situation did improve during the year. Also resulting from the lobbying was a directive from the Board that there should be no more cuts in teacher-librarian time for the next year. It remains to be seen whether this can be adhered to in light of budget restrictions.

Windermere

- one teacher-librarian was a member of the bargaining team.
- teacher-librarians were asked to meet with other non-enrolling teachers to give input and guidance to the bargaining team.
- bargaining went very smoothly this year with an amicable and speedy settlement.
- strong representation is still needed in schools to prevent eroding of time for teacher-librarians and aides.
- teacher-librarians members of the district Computer, Technology, Learning Assistance, Implementation, Learning Resources Selection, CFIER and Advanced Learner committees.

Cranbrook

Cranbrook teacher-librarians and library programs have suffered major cuts effective September 1993. The cuts range from reduced teacher-librarian time, loss of cooperative teaching programs (classroom teachers will have to do their own student support in some schools) and the loss of library classes taught by a teacher-librarian in one school. Teachers will teach their own library classes in that case.

Cranbrook teacher-librarians were once again involved in a labor dispute which resulted in withdrawal of extracurricular services for a three month period. Library resource centres were closed at lunch, recess, and before and after school.

Mission

- continued our campaign by writing letters and having private meetings with school principals, the district administration and our local teachers' union.
- had one of our members elected to the Mission Teachers' Union executive so that we had a voice with this group.
- sent frequent letters to our bargaining committee with facts and statistics from other districts which we gleaned from *The Bookmark*.
- brought our concerns to the attention of the newly elected MTU executive.

- so far our lobbying has resulted in no further cuts, but our contract is not yet signed.

Columbia-Shuswap

In the Shuswap district, presentations have been made to the Board and the STA regarding the assignment of library time in the schools. A request has been made for library staffing to be made on the basis of the school's population. A brief has also been submitted on the issue of aide time. In some schools, the school secretary is also the library aide, so when there is a 'crunch' at the office, library time will be used. It has been requested that the two positions be filled by different people as much as possible. In the Revelstoke district, a submission was made protesting the cutting of hours per week worked by the Library Assistant at the Revelstoke Secondary School.

Delta

- president of the DTA met with the bargaining team to discuss teacher-librarians' needs. Prep time and clerical help were stressed
- a presentation to the Board was made during the budget process promoting increasing the operating budget of the automation program
- a presentation of the booklet *Developing independent readers and learners* to elementary and secondary principals and the school board
- a teacher-librarian was on the bargaining team

Nanaimo

- significant cuts over this year
- two schools reduction in teacher-librarian time at Christmas
- chapter wrote all the trustees, senior management and the Minister of Education deploring this situation
- further cuts announced in May, and real concern that there may be more drastic cuts in September
- met with Superintendent to discuss cuts, and the inequality of cuts in one school, resulting in an agreement that if cuts are made they will be done equitably throughout the district
- announcement of cuts brought support by Thora Howell, owner of The Bookstore on Bastion; She wanted to do something to raise the public's awareness of the situation; Several teacher-librarians met with her and developed a strategy to contact key parents in each school to start a letter writing campaign to trustees and senior management.
- brainstormed ideas...to let the Board know how important library resource centres are to schools

Fort Nelson

- year of changes and upgrading
- budgets have remained the same
- assessed sites and planned and implemented changes with assistant superintendent, Anne Cooper
- CD-ROMs and laser printers installed in each library resource centre
- furniture upgraded, such as new couches, tables, chairs, book exchange counters, and computer desks
- next year renovations at the Angus Library, including the addition of a teaching wing to hold a class and the reference section, freeing the rest of the library resource centre to accommodate another class for searches
- minor modifications to the other library resource centres include painting and upgrading of cabinets will be completed this summer

Fernie

- in recently settled contract there have been no apparent bargaining gains for teacher-librarians
- exodus of families from the Elk Valley's coal mining communities is resulting in a need for staff reductions, but library programs have so far remained
- library assignments in many schools will be reduced, with teacher-librarians assuming additional teaching duties—the final impact will be seen in September 1993.
- we can expect reductions in clerical assistance
- bargaining concern—no items specifically about library resource centres or teacher-librarians were brought to the bargaining table by the Fernie District Teachers' Association team, although the prior survey questionnaire had included such items
- another concern...some teachers filling teacher-librarian positions temporarily, have been required to attend summer school sessions for library training in order to continue in their position, others have not. It was thought that this inconsistency should be eliminated by making such training a mandatory condition, within the contract, for continuation of a teacher-librarian assignment.

North Vancouver

We seem to have become a very active group politically over the past two years. Our executive and members believe that we must be pro-active in this time of restraint and cuts if we are to survive intact as a professional group. To this end we have worked on a Joint Committee with Administration and Library Services to improve our cataloguing and processing operations. One teacher-librarian was on the bargaining committee. A group made a presentation to the bargaining committee on our concerns. Language was developed by the bargaining committee on

staffing for all non-enrolling teachers, but it was given up at the table. We retained language maintaining staffing at the 1990-91 level.

Surrey

- liaison with a teacher-librarians' contact member of the STA bargaining team
- passed recommendations regarding transfer procedures and staffing for proposed contract language....success not yet known.

Sunshine Coast

- teacher-librarians wrote a letter to their administrator stating the inappropriateness of assignments (giving classroom teachers release time, to fulfill the contract).
- one hour meeting with the Superintendent and a presentation to district administrators in which the Year 2000 mandate was stressed
- Chapter President gave a vivid presentation to the Board protesting the 50% reduction in funding to school library resource centres in the district

Southern Okanagan

- membership decreased to four, but we are hoping two half-time teachers filling a library vacancy will join
- all have been involved on a district library committee, which was created due to a grievance about library noon-hour supervision duties, to make recommendations about the role and duties of teacher-librarians
- above committee concentrated on technology improvements and library resource centre automation, resulting in \$7 500 to each school for CD-ROM technology, and one school received an additional \$2 400 for a pilot project on laser disk
- Board approved about \$100 000 over three years for library automation
- training on multiLIS, the automation program chosen, begins June 1993.
- extra funds (approximately \$8 000 per school) for books
- requested the bargaining committee look into contract language related to staffing allocations of teacher-librarians; bargaining committee unable to introduce such language into negotiations

Chilliwack

- requested that the Board review policy of not providing a teacher on call for the first three days

of a teacher-librarian absence. Unfortunately this was unsuccessful.

- requested that teacher-librarian staffing levels be put into contract. The bargaining committee was unable to achieve this but we did get a letter of intent stating that current staffing levels will be maintained
- preparing a presentation to the Board about the changing role of the teacher-librarian in the light of the Year 2000 concept of resource-based learning

CURRICULUM OR PROGRAM DEVELOPMENT

Powell River

- Flexible scheduling now being implemented in some library resource centres
- many members provided inservice for their staffs
- workshops held in the fall and spring, to discuss library concerns and share ideas
- Don Hamilton presented a workshop on cooperative librarianship to administrators, and a similar workshop to teacher-librarians, who invited one or two staff members to attend.
- one junior secondary school was a site for Community Learning Network (CLN).

Central Okanagan

- involvement continues in the Intermediate program of Year 2000

Howe Sound

- Research strand of our district handbook is complete with ongoing revisions.
- focus for 1992-93 was the literature strand. We've worked through the theoretical aspects of this component and anticipate using and studying practical applications in 1993-94.

Cowichan

- "Update '92 - The elders are speaking" was held in Duncan in October, and members of our LSA set up displays of materials on First Nation peoples.
- several members attended "Update 92" at UBC.
- members attended workshops by Jon Stott and Peggy Sharp, as well as local Children's Literature Roundtable sessions.

Northern Lights

Northern Lights chapter is honoured to receive the first William H. Scott Memorial Award of \$500

for curriculum development. Plans have been made with permission of Pache Dennis, our Director of Instruction, to arrange a day in the fall when Adrienne Betty from Calgary Board of Education will come to this district to promote "The School Library Program" with an emphasis on cooperative program planning. Our director has matched the \$500 award. We wish to have teachers and teacher-librarians in attendance so we can promote cooperative program planning even further in the district.

In January 1994 we will have Joan Harper from Vancouver as an instructor in a credit course from UBC—Resource-Based Teaching, Ed. 389.

We had two all-day ProD days devoted to teacher-librarians. These are valuable because many teacher-librarians from outlying areas are unable to attend after school meetings. November 20...was shared by eight presenters....a major focus was on *Literature Connections*, and how it fit into *Developing independent learners* and cooperative planning and teaching...by Joan Low and Paula Kearns. An excellent novel unit with many literature connection ideas was presented by Donna Holland, and a cooperatively planned art unit was shared by Jeanne Eyre. The afternoon was devoted to "The Eloquent Librarian", and presentations were made by Pat Wicharuk-Hunter, Dave Ross and Linda Vopectka.

Our inservice day in February featured...June Volz...on the role of the teacher-librarian, Kim Boettcher on "Alternative Fairy Tales" and Kathy Scheck who talked about her independent teacher-librarian's course. We all brought ten of our favourite illustrated books and shared them following the viewing of *The elders are watching...* Jeanne Eyre presented her Masters paper on "Daily Book Exchange."

Prince George and District

- PGDTL members serve on numerous district program committees including the Primary, Intermediate and Graduate Year 2000 implementation committees, the school library automation advisory committee, the technology advisory committee, the learning resources advisory committee, and the challenged materials committee.
- Kris Nellis and Val Kilbey prepared and submitted a response to the Assessment Framework, for the Learning for Living curriculum.

Gulf Islands

Three of our members applied for and received a grant on behalf of BCTLA to prepare a workshop on gender equity in learning resources. This workshop has been field tested in our district and will be presented at the fall conference in Kelowna. It will then be available for presentation to any other district. Members of our chapter have been involved in intermediate site development grants in at least three different areas. For a small group—there are only eight teachers in the district working in library resource centres, none of whom are full time—we feel we are having quite an impact.

Cranbrook

Cranbrook teacher-librarians along with teacher reps from each school attended a day-long cross-cultural workshop at the local Ktunaxa Indian Reserve. Together with members of the band we did a carousel activity where we looked at eight different issues related to the education of native students.

They included:

- ways to enhance Native students' identity
 - ways to promote an awareness of Native history
 - ways to promote an awareness of current Native issues, e.g., land claims, treaties, relationships with non-native governments
 - ways to better facilitate the transition between the Aqamnik Primary School and the public school system
 - ways to enhance communication between Native parents and the public school system
 - ways to promote visibility of Natives within the public school system
 - ways to improve communication of teacher expectations of students to Native parents, e.g., homework, assignments
 - ways to improve attendance of Native students
- The teachers enjoyed a traditional Native lunch hosted by members of the band, listened to some very moving testimonials by Natives about their experiences in the education system, and got to know some Native personally. The workshop was excellent and gave us insight into many of the issues facing Natives in our culture.

Mission

Many teacher-librarians attended UBC update in the fall. As an association we also sponsored UBC Library Education 389 (Resource Based Learning) taught by Joanne Naslund. It was excellent. We have a commitment from UBC to offer Library Education 387 (Information Services) in the fall of 1993. Many of our experienced teacher-librarians also attend summer school to upgrade.

Columbia-Shuswap

- Revelstoke teacher-librarians put on a half day workshop for their library assistants on computer programs and resources in the library resource centre
- a Shuswap elementary school is working on a community learning project
- the multicultural resource collection was in the district for two weeks and the material was viewed by a number of teachers
- more experienced teacher-librarians work with recently appointed colleagues in order to help them maintain and improve library resource centre programs in the district
- Shuswap teacher-librarians jointly subscribe to a number of professional journals (coordinated through the district resource centre) and these are circulated among the members

Delta

Delta teacher-librarians applied for and received an intermediate developmental site grant. The focus of the project will be strategic utilization of teacher-librarians and the school library resource centre in the areas of curriculum integration, resource-based learning and collaborative planning. The project will involve teachers and teacher-librarians from both elementary and secondary schools. Delta teacher-librarians intend to develop a project that will facilitate changes in instructional practices as mandated by the Intermediate Program. If the principles of learning apply to student learners, they also apply to adult learners striving to internalize change. Therefore it is our intent, within the "Teacher as Researcher Model" to apply the principles of the intermediate program to teachers and teacher-librarians.

Nanaimo

- responded to the Draft Curriculum and Assessment Framework on Language Arts for the BCTLA
- participated in a goal setting day organized by Library Services
- organized a workshop in Internet given by the District Computer Resource Teacher
- in conjunction with Library Services organized a full day ProD day concerning technology. Two workshops were presented by the Learning Resources Branch: "Video as a Student Resource", and "Using Media and Technology in Primary and Intermediate Classrooms."

Fort Nelson

- all four Fort Nelson teacher-librarians travelled to the ATLC conference at Lloydminster Alta/Sask to learn about library resource centre automation—our 1993 concern.
- attended ProD at the district level concerning new strategies in teaching, working on units with our partner teachers. Our district is small so it is easy to take advantage of this common knowledge.
- reviewed concerns about CTBS testing in our district, and planned to present some suggestions to our principals

Fernie

- attended a session presented by a senior district administrator who explained implications of the Year 2000 for SD #1 (Fernie).
- members have kept in touch but have met only once, formally, because of the negative political and economic climate in the district. In particular, the month-long lockout of teachers by the Board throughout January has resulted in a change of focus for many PSA members
- at least one teacher-librarian brings curriculum or program ideas to share at each meeting. This consists of reporting on a conference or workshop, a unit theme, or any number of interesting topics—a favourite and rewarding part of our group's activities

North Vancouver

Many of our members have become interested in promoting school-wide skill development programs. One of these projects has been referred to as ERWP, CHERWP, MERWP or BERWP, depending on the name of the school teaching the program. The acronym stands for Effective Research Writing Process, and involves a scope and sequence of skills from Kindergarten to Grade 7. (*Eds. note: Please see article in this issue on the seminal program from Richmond, and next issue an article on North Vancouver's use of this program.*) Another area of interest has been in developing thematic literature kits for use in the classrooms or for cooperatively planned units.

Chilliwack

Chilliwack teacher-librarians formed part of an advisory committee to assist the technology coordinator in the selection of CD-ROMs which will be available for preview at the district resource centre.

MEETING OR SPECIAL PROGRAM IDEAS

Greater Victoria

- published monthly periodical *Added entry*.
- liaison with Greater Victoria Public Library and University of Victoria
- purchased and circulated two professional periodicals no longer supplied by the district.

Powell River

- Christmas and June home dinner meetings with spouses and retired teacher-librarians continue to be well attended and enjoyable.
- specific time for sharing a regular part of our monthly meetings.

Central Okanagan

- session on CD-ROMs and continued our sharing sessions on a limited basis, but since Christmas much of our time has been spent in planning the BCTLA conference.

Howe Sound

- focus has been the literature strand of our district handbook.
- share new ideas, books, units
- enthusiastic response from one of our teacher-librarians who attended the Learning Resources Management conference.
- Martyn Godfrey, Deborah Turney Zagwyn, Jean Little, Ainslie Manson, Sonia Craddock and Abigail FisherLang are all recommended.
- storytelling by junior high school students to some elementary school classes.

Cowichan

- we invited senior administration as well as a representative from the school board to attend a dinner meeting in March; Don Hamilton was our guest speaker and talked about the external library evaluation process and the future of school library resource centres.
- in May, Lillian Carefoot, District Principal from Nanaimo, attended one of our LSA meetings to talk about the Information Skills Continuum developed in Nanaimo and to talk about the state of school library resource centres in that district.
- in June, at our last meeting of the year, our new superintendent gave a presentation on educational change; the meeting was followed by a social.

Northern Lights

- yearly social get-togethers with clerks at Christmas and in June with special entertainment, games, songs, Christmas goodies and potluck dinners
- after school inservice meetings including "Selection and Challenge of Learning Resources" by Ruby McBeth in October, and a follow-up "Selection" workshop in April where teacher-librarians shared their selection-aids and ideas.
- ordered the Shari Lewis videos for our district and previewed one of the videos at the April meeting.
- included the public librarian, the teacher-librarian from the Catholic school, and on three occasions had the honor of Board members and the Peace River North Teacher Association president visiting our meetings, socials or inservice days.
- made presentations at Board meetings to keep the Board aware of our inservice.

Prince George and District

Patricia Appavoo, head librarian of the new University of Northern British Columbia, spoke to us of the challenges and adventure of preparing a facility and a collection for the new institution.

Our two district resource centre librarians, Barb Hall and Carrie Yuen-Lo, brought automation home to us with a comprehensive tour and explanation of the cataloguing and CD-ROM facilities and the centre.

Maria Weisgarber, a junior secondary teacher-librarian, gave an informative view of the Community Learning Network, an online database which has the potential to communicate throughout the world.

One of our local history teachers, Keith Gordon, presented a dynamic, fascinating presentation on the bicentenary of Alexander Mackenzie.

On our March 5 district professional day, Dr. Jon Stott presented a day-long workshop on his "Spiral Curriculum using Children's Literature." It was a highly entertaining and informative presentation.

Mount Arrowsmith

- tour of A.W. Neill school library resource centre in Port Alberni and its use of Eloquent and the Checkpoint security system.
- Virginia Davis of National Book Service pre-

sented a display of materials and a very entertaining book talk.

Windermere

- organized a dinner meeting and professional evening including the library aides, resulting in the library aides forming their own group and engaging in professional development of their own.
- inservice on FileMaker Pro for all library aides, given by one of the teacher-librarians.
- shared technological expertise and programs demonstrating a variety of software programs as well as online access through the Community Learning Network.
- Bonnie Halvorson (Windermere #4) is a good resource person for demonstration of setting up a small local catalogue using FileMaker Pro.

Cranbrook

Eric Wilson, author of several mysteries including *The Kootenay kidnapper*, which has a local setting, held the attention of a group of 400 students for an hour and a half at our new theatre. We strongly recommend Mr. Wilson to other districts.

Mission

- meet regularly through the year and try to have a featured topic
- CD-ROM demonstration and invited district personnel to join us
- representative from CANEBSCO came to present their services, and as a district have switched our magazine subscriptions to their company
- several teacher-librarians teamed up with teachers on their staff and presented successful units
- members bring new materials to share informally at each meeting
- author Mitzi Dale, sponsored by the Fraser Valley Library, talked to students

Columbia-Shuswap

- meet once a month in a different school in the two districts—encourages most teacher-librarians to attend at least some of the meetings
- book displays with representatives from companies
- an author gave a presentation on her work as well as an explanation of the writing workshops she conducts in schools
- liaison with the Children's Round Table, and a representative is often present at the meetings

Delta

- November meeting—held at a school—began at 2:00 pm and focussed on technical aspects of the library resource centre. It was a hands-on demonstration of CD-ROM, laser disks, Ed-Net, etc. Parents and administration were invited to attend.
- next year we are going to try zonal meetings every second month, with all Delta teacher-librarians meeting together on the alternate month. This should improve communication, create more focus and allow for more flexibility.

North Vancouver

- Theme "Developing Professionalism" continued from last year
- September meeting an orientation and social sessions; purchasing, accounting and cataloguing and processing personnel presented
- October met with Paula Hart of UBC, co-author with Ron Jobe of *Canadian Connections*, on strategies for promoting literature through Canadian characters, and guest appearance of Mrs. O'Driscoll from *Easy Avenue*
- *BCTLA Multi-cultural Treasure Chest* visited us
- Christmas dinner and social with Phyllis Simon of Vancouver Kidsbooks presenting "the best of holiday reading"
- January—visited Jim Crook, *The Bookmark* editorial staff, at his library resource centre in Hillside Middle School, West Vancouver, to view CD-ROM and laser disk technologies.
- March was "Family of Schools Meeting Month" when secondary teacher-librarians met with their feeder school teacher-librarians to share ideas. This was very popular and will be done earlier next year.
- May—Hazel Clark of Balmoral Junior Secondary demonstrated her laser disk system, and two Grade 7 students showed how to teach students to use the CD-ROM.
- June—a gala dinner at a local restaurant

Surrey

As part of the district convention, we arranged to have a session on media literacy given by Dr. Charles Ungerleiter. It was directed mainly to teacher-librarians. Chapter activities were somewhat limited this past school year because of job action which was in effect from December until early June.

Sunshine Coast

- District Computer Coordinator gave a useful

inservice on CD-ROM, cataloguing, costs and brands of CD drives.

- visit to elementary schools and the district resource centre in Richmond, to observe Laser Quest
- theme for the year "Heritage"
- produce a district library resource centre newsletter for distribution to all schools

Southern Okanagan

- sponsored a workshop on the topic of publishing children's work—attendance less than expected, but workshop interesting and successful

Chilliwack

- involved in two automation projects. Please see below in AUTOMATION section.
- hosted a workshop for teacher-librarians on "Becoming researchers: thinking and writing in the research mode" presented by Ruth Wiebe of Abbotsford, joint winner of the Hilroy Fellowship with Linda Wingren—innovative and valuable. The process appears in *Tomorrow's classroom today*, by F. Brownlie, S. Close and L. Wingren.

PUBLIC RELATIONS ACTIVITIES

Powell River

- Book fairs and sales were held throughout the year
- parents are encouraged to actively participate in library resource centres.
- A district-wide bookmark contest was organized by our members. Winning entries were chosen by a panel of judges. First, second and third prizes were gift certificates for a local bookstore. The three winning bookmarks were scanned by computer, the graphics touched up, and a good copy sent to a printer. Sufficient copies for each school were provided. For more details, contact the Powell River Teacher-Librarians' Association.

Central Okanagan

- For the first time we had a Public Relations Chairperson. She worked extremely hard on our behalf. She wrote articles for the District Newsletters, wrote letters to the editor of the newspaper, gave a workshop on the International Reading Assoc., worked with the Communications Officer from the school district to make sure news about teacher-librarians was being given to the media, worked with same to create

ads for the local newspaper and was involved in the making of a reference video to show how a literacy centre is set up and operated.

Howe Sound

- book fairs and book blitzes in the district.
- sub-committee responded to the English Language Arts Curriculum/Assessment section of the Intermediate Draft document.
- book displays by Nelson Canada.
- multicultural book displays at our February district professional day.

Northern Lights

- Julie Lawson (*The dragon's pearl* and *Kate's castle*) visited our schools and the public library during Children's Book Week. We feel very lucky to work with the public library and our district Cultural Events Chairperson to arrange author visits that we couldn't afford otherwise.
- Duncan Cran Elementary held a book fair in conjunction with the school carnival....funds have been used to purchase a new couch and chairs. An evening art show was a result of a cooperatively planned unit on art appreciation; guests were invited to select their ten favourite student paintings—the winners of which were framed and hung in the school library resource centre, office and hallways.

Prince George and District

The automation profile committee of the PGDTLA maintained a project to raise the public profile of library automation. Letters were sent to all district LSAs offering the two automated library resource centres as sites for meetings and/or a presentation on the software system. Five LSAs accepted the invitation. An open house was held for the administrators' association, and numerous schools brought students to view the systems.

In May the PGDTLA executive travelled to the sub-local of Mackenzie to hold our executive meeting. We received a very hospitable reception from the Mackenzie teacher-librarians and visited each of their libraries. They appreciated the opportunity to have a closer contact with the association and share ideas.

Windermere

- book fairs
- visit by author Deborah Turney Zagwyn
- teacher-librarians include articles in school newsletters

- one school hosts a Celebrity Readathon
- district sponsors a newspaper supplement every spring in which students supply all the writing and assist with publishing. Student written book reviews are always popular.

Cranbrook

- donated books to the pediatric ward of the hospital again this year—an annual event for many years.
- participate in a cooperative venture with the public library to promote the summer reading program. This includes organizing tours of the public library as well as bringing in a staff member from the public library to discuss the summer reading program.

Delta

- travelling display of forty original children's book illustrations from CANSCAIP for October 1993, to be displayed at the new Delta Municipal Hall
- Delta Cable TV will air six 3-5 minute segments about school library resource centres on Newswatch

Fort Nelson

- Books for Babies program
- many teacher-librarians published articles with news and information concerning the function of the school library resource centres in Parent Advisory Council newsletters
- plans are to bring more information about our school library resource centres to the public

North Vancouver

This spring we produced a public relations pamphlet outlining our role and value in the school community. We hope to continue to heighten our profile in the district next school year.

Chilliwack

Teacher-librarians took part in a workshop sponsored by the Fraser Valley Regional Library where we were able to review all the titles nominated for the 1992 Amelia Howard Gibbon Award for illustrators.

CENSORSHIP OR CHALLENGED MATERIALS

Central Okanagan

Toward the end of this year a formal challenge to the book *The Goats* by Brock Cole was launched. There will not be time to deal with the challenge this school year but it will be dealt with early in September. The book was used as a novel study in a grade six class. The challenger would like it removed from all library resource centres in the district.

Howe Sound

The baby project by Sarah Ellis was formally reconsidered. The outcome was that the book was to remain on the shelf with an explanation by the teacher-librarian when necessary.

Quesnel

We are beginning to feel the pressure from special interest groups at a district level. This pressure has led to a formal reconsideration. *Risky sex*, 2nd edition, by Dr. John Genius, M.D. (Keg Publishing) was donated by a special interest group to a principal. They wanted it to be included in the library resource centre collection. The principal questioned it, and sent it for reconsideration. The book was rejected on the basis of questionable information accuracy.

Three other books are going or have gone through reconsideration. The series *The valor and the horror* 3 VHF tapes (NFB) is currently being reviewed. *The Indian in the cupboard* by Lynne Reid Banks was reviewed. Teacher-librarians have been cautioned that this book may be sensitive in this community and should review its value in the collection. No district-wide decision was enforced. A reading series *Read with me* has been withdrawn from district resources because of violent language.

Prince George and District

There has been a challenge to *Sex stuff for kids, 7-17: a book of practical information & ideas for kids, parents & teachers* by Carole S. Marsh (Gallopade). This issue is under investigation at the school level.

Surrey

A parent group at one school challenged several books which they felt contained too much violence, i.e. Alvin Schwartz's *Scary stories to tell in the dark*, *More scary stories to tell in the dark*, and Daniel Cohen's *UFOs the third wave*, among others. As a

result of this challenge, the Board decided to form a committee to review existing policy and establish new policy with regard to book selection and any other matters pertaining to resources; representation on the committee will include parent advisory members and two teacher-librarians appointed from the district.

Sunshine Coast

A collection of Canadian Poetry was challenged by a parent on the basis of one poet's use of offensive language. The district policy went into effect and the PAC committee has reviewed the material. The material is still on the shelf, although a final decision has not been made.

Chilliwack

There have been a few incidents over the past year where the district policy for dealing with challenged materials was not followed. As a consequence teacher-librarians discussed the policy at a professional development day and decided it would be appropriate to meet with district administrators in September in order to review the policy with them.

AUTOMATION

Central Okanagan

The Joint committee struck by the Board made several decisions. One is to go with the Mandarin Program piloted at several schools in the district. The second is that schools may begin computerization as soon as they wish but will have to be responsible for conversion, hardware and a portion of the site license out of their own school and/or library resource centre budget. We were hoping for a team that would go around from school to school but that doesn't look very promising.

Howe Sound

Three high schools are automated through district initiatives. Most elementary schools have begun the process but as a school-based decision.

Cowichan

- two small elementary schools have begun to automate using MacLibrary; volunteers are entering data from the shelf lists, but no decision has been made regarding automating the circulation system.
- most schools, both elementary and secondary, have CD-ROM equipment.
- automation of the collection at the district resource center using Eloquent is well underway.

- one of our middle schools is trying the Community Learning Network.

Quesnel

- new LRC policy addresses central cataloguing...a decision yet to be made.
- schools are using CIRC-CATALOGUE PLUS.
- currently two secondary schools are automated; a third will be online in September.
- first elementary school will be online this September and other elementary library resource centres will be beginning the process.
- the district resource centre is using LEX-FILE, a stand-alone system; all schools will have the catalogue on their library resource centre computers in September; we are hoping to update it monthly.

Northern Lights

Our district is committed to having all schools on Eloquent Librarian in the next three years. Six schools are already on the system due to our very dedicated staff and our fearless expert, Bill Harlos from the resource centre. It is a feat to be proud of!

Mount Arrowsmith

- one school has been using Eloquent for a few years
- district resource centre converted to Eloquent during 1992-93
- two new schools opening in the fall of 1993 will be using Eloquent
- one school is beginning its conversion
- four schools out of twelve will be in various stages of automation by September 1993
- there has been no district funding—schools are proceeding individually.
- Library Automation Committee submitted a report to the district's Wide Area Network Study Team.

Gulf Islands

Our focus this year has been on automation. One elementary school has been running with the library component of MacSchool for two years. Two more schools became operational this year, one in September, one in January. Data entry is about 50% complete in the next school. The three existing databases have also been merged to provide a union catalogue. Unfortunately the most recent school to automate has also had devastating problems with data corruption. We are currently in communication with Chancery, the program developer, but have not reached a satisfactory conclusion. Anyone considering using

this program for automation is welcome to give us a call for more information.

Windermere

The teacher centre has a computer catalogue with the program installed on a hard drive in each school in the district. It is regularly updated by disk. Three of the seven schools in the district have a computer catalogue while others are in the process of converting. Most of the schools are members of the Community Learning Network and have access to online data bases as well as online access for e-mail to other schools.

Mission

Mission area continues to experience population increases which have resulted in the renovation of some older schools and the building of several new schools. As a result of budgets for this purpose, many of the schools have decided to automate. Seven new schools will begin next year using MacSchool Library. The teacher-librarians in those schools will be attending a district sponsored three-day MacSchool Library course in August.

A new high school/University College of the Fraser Valley school is being planned and we had a representative working with the teacher-librarians from UCFV regarding input into the new facilities. Although they wanted to have one facility, we have successfully convinced them that two facilities are necessary to accommodate their very different roles.

Southern Okanagan

Please see notes under POLITICAL ACTION section, above

- using multiLIS
- \$100 000 over three years committed by Board

Chilliwack

- helping to establish a district bulletin board for students and staff, with a special section available to teacher-librarians
- CD-ROM unit will be attached to a computer to allow access to shareware such as Nautilus via modem



Hear Ye

BCTLA REVIEWS

"BCTLA Reviews" is co-ordinated by:

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The co-ordinators send materials and reviewing guidelines to reviewers. Reviewers send their completed reviews to the "BCTLA Reviews" editor:

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

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

Items reviewed include print and non-print materials. To be considered for inclusion items should have a significant association with the province of British Columbia through the author, performer, producer, publisher or subject matter; and should have been published within the last three years. Publishers are requested to send materials they wish to have reviewed to the Reviews coordinators c/o Vancouver School Board Curriculum Resources.



Alec, Stuart.

The blue dinosaur. — Developing Our Resources Curriculum Project, 1990. — 12 p. : ill. — ISBN 0-9693638-04.

Reviewed by: Valerie Jones, teacher-librarian, Cloverdale School, SD#61 (Greater Victoria).

The Blue Dinosaur is a story written by a child who had difficulty learning to read but who learned to do so through phonetic, whole word and language experience teaching strategies.

There is plenty of action on each page. The illustrations done by the author are carefully drawn and coloured to match the text. There is a definite though simple story line which contains a climax. The vocabulary is predictably that of a young child. The moral of the story is clear, "Don't judge someone by how they look."

This slim volume will be popular with beginning readers. I wish we were told, however, the age of the writer.

Batdorf, Carol.

Power quest : the journey into manhood. — Hancock, 1990. — 224 p. : ill., maps. — ISBN 0-88839-240-0. — \$12.95.

Reviewed by: D.M. Young, teacher-librarian, Royal Oak Middle School, SD#63 (Saanich).

I received this book just after rereading Christie Harris' *Raven's Cry* with the marvelous Bill Reid illustrations. Although *Power Quest* suffers by comparison, it still is a fine contribution to the growing number of novels dealing with Native culture. In this case, the Coast Salish people of Washington and British Columbia are the protagonists of the story. It is a sequel to the author's *Spirit Quest*, but can be read independently without knowledge of the first novel.

Both novels have the same main character, Cha it zit, who in *Power Quest* is growing into manhood and becoming a full member of the community. The background to the plot of the novel centres around the daily life of the Salish, particularly their quest for food. Throughout the narration a fascinating richness of native life, from Shamanism and slavery to crafts and a variety of other aspects of native culture is revealed. Some people may question the portrayal of sex, slavery and the treatment of women in the story, but I found the novel to be a realistic and vivid picture of the Salish people at the initial time of their contact with white society. *Power Quest* is a thought provoking and worthwhile book, suitable for grades 8 to 12.

Bayless, Maureen.

Howard's house is haunted. — Scholastic Canada, 1993. — 78 p. : ill. — ISBN 0-590-74559-X. — \$3.95.

Reviewed by: Gloria Reinheimer, teacher-librarian, Laronde School.

Howard is a very unlikely hero. He is afraid of ghosts, spiders, creaky noises, slithery snakes, bullies, basements and the dark. The first chapter is even entitled "Howard the Coward." Howard's problems begin when his parents buy an old, neglected house that everyone in the neighbourhood knows is haunted. To make things worse the family moves in just before Halloween.

Once they are settled in the new, old house, food disappears, his mother's typewriter goes by itself and Howard hears footsteps in the attic above him. He must rid the house of this pesky ghost.

This is a very gentle story. Howard, with his round spectacles and clutching his scruffy monkey for courage, turns out to be more fearless than Punch McLaredy, the class bully. Punch and his boa, Chokey, will help scare away the ghost, only if Howard does Punch's homework forever more.

This story would be easily managed by both early and lower level readers.

Part of Scholastic's "Shooting Star" series, it has short crisp sentences, simple vocabulary, and lots of dialogue. Maureen Bayless has also used lots of detail and short chapters. *Howard's House is Haunted* will appeal to boys because of Chokey, the snake, and the ghost. The most delightful part of this story is that Punch, the stereotype bully, becomes Howard's friend and the old house that Howard thinks is so unsuitable becomes home for three generations of his family and the "ghost."

Beebe, Frank L.
The compleat falconer. —Hancock,
1992. — 334 p. : ill. — ISBN 0-
88839-253-2.

Reviewed by: Garth Harkess, teacher-
librarian, Laurie Junior. Secondary
School, SD#2 (Cranbrook).

Falconry is not a sport for the masses. It is a specialized form of hunting that many of us associate more with the Middle Ages than the 1990's. But, as with any sport or hobby, there are some people who are keenly devoted to the pursuit. One of them is BC author and artist Frank L. Beebe.

The Compleat Falconer is a beautifully illustrated and exhaustive volume that does indeed provide complete coverage on all aspects of the art of falconry.

The first two sections deal with historical falconry and the birds of falconry. As well as describing in great detail the falcons, hawks, and eagles used in the sport, Beebe has included 32 full page colour paintings showing the birds in action. Chapter titles in the section 'The Art of Falconry' include Falconry Equipment, Catching Wild Raptors, The Falconer's First bird, Care of Raptors, Training and Field Falconry. Beebe describes his personal experiences with the sport, mostly in BC, in a section titled 'My Falconry'.

A glossary, index, annotated bibliography and equipment and bird suppliers list are included. There are numerous black and white drawings and diagrams throughout the book.

Fry readability is grade ten.

Secondary school teacher-librarians will have to decide if this exceptional manual on the art of falconry will be of sufficient interest to their school populations to justify purchase.

Boyd, Laura M.
'Atsoo and I = Si 'ink'ez 'Atsoo. —
L. Boyd, 1990. — 12 p. : ill. — ISBN
0-9693638-05.

Reviewed by: Susanna Miyake,
Reference-librarian, Curriculum Lab.,
University of Victoria.

This is a pleasant little book, featuring a small native child and her grandmother, or 'Atso. They make "luwu" (Indian ice-cream) out of berries and sugar, and the little girl hopes she will grow old, full of wisdom like her grandmother. A recipe is included. Boyd's illustrations are definitely amateurish, but they are also warm and humorous. The book is bilingual, English and Dakelh (Carrier), which of course adds to its interest and usefulness. Recommended for Primary.

Clenman, Donia Blumenfeld.
The moon and the oyster. — Orca,
1992. — unp. : ill. — ISBN 0-
920501-83-4. — \$17.95.

Reviewed by: Valerie Jones, teacher-
librarian, Cloverdale School, SD#61
(Greater Victoria).

This is a tale of beauty and pain, of magic and fantasy. A little oyster who finds beauty in everything, however common place, admires the moon and is inspired by its light on the ocean where he lives. He longs to have a little moon inside him despite being warned that a speck of sand or a pebble will bring him pain. He wishes to create a drop pearl for the moon to wear. He suffers gladly to form a blue pearl and then sinks to the bottom of the ocean, happy that his wish has been fulfilled.

The author writes poetically and touchingly of the oyster's love of the moon. The many descriptive words create a mood of quiet reflection. This is a book for children who will enjoy its gentle beauty of word and image because the story line is simple and there is little action. Each page has a wonderful painting of life below the sea. The artist has captured the spirit of the story in glowing colours and shapes and expressed it in pictures that compliment the text.

This book will appeal to older intermediate readers of fantasy and fairy tales. Sensitive younger children will enjoy this story as it is being read to them.

Dale, Mitzi.
On my own. — Greenwood/
Douglas & McIntyre, 1991. —
158 p. — ISBN 0-88899-145-2. —
\$7.95.

Reviewed by: Marilyn Clements,
teacher, Courtenay Junior High
School, SD#71 (Courtenay).

The book *On My Own* by Mitzi Dale, is a teen novel about a seventeen year old girl named Kim, who persuades her parents to let her drop out of school on a one year trial basis to become a comedian.

She moves from the family home in Hamilton to a dumpy rental room in Toronto. Her parents give her \$1,000.00 to start out her life. She finds that being on her own is harder than she thought it would be. She has a horrible time finding a job and when she finally does, it is working at a spaghetti factory. There she meets Silvy who teaches her a lot about show business. She does her act on the streets, she lands work in small night clubs but that doesn't work out. Finally, Kim meets an agent Susan, and her theatrical career begins to improve.

The grade 7 student who read this novel reported that the story was okay, it was easy to read but that it was predictable, not very exciting, and certainly did not keep her on the edge of her seat.

Decter, Ann.
Paper, scissors, rock. — Press Gang,
1992. — 181 p. — ISBN 0-88974-
040-2. \$12.95.

Reviewed by: Mary Louise Guest,
teacher-librarian, Chatelech Second-
ary School, SD#46 (Sunshine Coast).

Paper, Scissors, Rock is a first novel by feminist writer Ann Decter. This novel deserves a look not only for its vivid personal descriptions of historical events but also for its lyric, almost poetic, prose.

It is the story of Jane and her Irish-Jewish extended family, her relationship to them, and to their times, in their Canadian context.

Realistic dialogue and fast paced writing evoke the scenes of her Grandfather's immigration across the Atlantic, The Winnipeg General Strike of 1919, the Manitoba Aboriginal Justice Inquiry and J.J. Harper, the genocide of the Beothuks and the family's Free Irish Grandfather Eugene, on the run from the British Army.

The theme which binds the whole novel is embodied in the contemporary idea of the search for the true self. In this case, the search takes place through a tangle of personal reminiscences and family history wrapped in the notion that "history is a collective memory."

I found the book engrossing and absorbing, a consideration for purchase for Grade 11 and 12 Canadian Literature not only for its style and lyric prose but also for its "real" Canadian flavour.

Dueck, Lynnette.
Sing me no more. — Press Gang,
1992. — 125 p. — ISBN 0-88974-
046-1. \$12.95.

Press Gang Publishers
603 Powell Street
Vancouver, BC Canada
V6A 1H2

Reviewed by: John D. Crawford,
teacher-librarian, SD#61 (Greater
Victoria).

This is the story of a young woman's descent into a life of increasing emotional, physical and sexual abuse, aggravated by addiction to alcohol and drugs, and her subsequent recovery. The background to her story is necessarily sordid, and the narrative shows how the importance attached to such matters as cleanliness and comfort, warmth and security is driven out by the need to satisfy more compelling needs. Two further strands in the story are those of escapism and masochism. The escape from abuse into addiction, and the subconscious masochism which enables the most repellent actions to be accepted.

It is clear that personal experience has injected this novel with much of its power. The imagination can create scenes of extreme suffering, but lacks the abject realism which pervades the pages of Ms Dueck's book. The reader will learn much about the environment of degradation and abuse in which too many of our fellows live. As to how our heroine is able to escape from that environment: setting psychiatrists and others aside, the answer seems to be that she summoned up the power from within herself. However, for everyone who escapes, many more are condemned to spend their entire lives in their own variety of hell, and the means of escape is only available to those who have the necessary intelligence of, more importantly, strength of character.

I did not detect the overtly feminist emphasis in this book which advance reviews had led me to expect. To me it seemed an intensely human story, speaking to the inhumanity of our species. Our society is one in which the struggle for power extends from boardroom to bedroom, and where competition rather than cooperation has created some winners and many losers. It is always a joy to read a story in which the potential loser eventually wins.

Sing Me No More is a novel of considerable merit and power. However, it must be stated that it contains scenes which make it unsuitable for a place on the shelves of a secondary school library. For example, Cunnilingual vampirism might be considered a concept too mature for most teenage readers. However, their teachers could learn much about the environment of abuse from this remarkable novel, and may care to recommend it to some of their students.

Elias, David H.
Crossing the line. — Orca, 1992. —
147p. — ISBN 0-920501-86-9. —
\$16.95.

Reviewed by: Betty Errington, retired
teacher-librarian.

With spare, unadorned prose, David Elias tells stories based on his childhood in a Manitoba Mennonite farming community during the 1960's. They are simple rather unsettling tales, often leaving the outcome to the reader's imagination. Many feature the young boy, Steven, playing with his daredevil best friend, encouraging his polio stricken sister, overhearing his blind uncle's rendezvous with a former sweetheart. The hard, driven life of his father and bleak existence of his mother create problems for the son as he grows up. The stories form an almost episodic novel, as they follow Steven from boyhood to young manhood.

The author is a Winnipeg teacher who has had several stories published in literary magazines. This is his first collection of fiction.

The paperback is well produced, with the painting of a young man on the cover, and sturdy pages.

If the English teachers in your school like additional material for teaching the short story, this collection might prove useful. Whether the casual high school reader would choose this book is doubtful.

Recommended, with reservations, for senior secondary. Frye readability - grade 7.

Holt, Gerald.
The ghostly tales of Mr. Tooth. —
Riverwood, 1992. —104 p. : ill. —
ISBN 1-895121-13-2.

Riverwood Publishers Ltd.
6 Donlands Avenue
P.O. Box 70
Sharon, Ontario
L0G 1V0

Reviewed by: Donna Doerksen,
teacher-librarian, Waverley Elementary
School, SD#39 (Vancouver).

Hal, a new student at an elementary school, was entertained on several occasions by the ghost stories of Mr. Tooth while waiting for his tardy father to pick him up after classes.

Mr. Tooth inspires Hal's costume idea for Halloween. After a hair raising incident Hal discovers some eerie information regarding Mr. Tooth's existence.

The illustrations are simple b/w line drawings and appear to be done by an amateur.

The book may have some appeal, particularly those readers interested in ghost stories around Halloween. Appropriate for early intermediate readers.

Kaner, Etta.
I am not Jenny. — Groundwood/
Douglas & McIntyre, 1991. — unp. :
ill. — ISBN 0-88899-142-8.

Reviewed by: Dale Bentley, Teacher,
Pinecrest Elementary School, SD#72
(Campbell River).

I Am Not Jenny is a colorful and well illustrated short story with a late primary readability level. The illustrations include very animated character expressions and lively exaggerated story scenes.

There is no real plot to *I Am Not Jenny*. Rather, the text is a collection of encounters or situations enabling Jenny to change into a variety of characters. As readers progress through the book they see Jenny meet a new acquaintance on every left page. She turns into an imagined character on the right hand or opposing page. When the young reader flips the page Jenny is once again her true character.

The story ends with Jenny getting caught in a calamity where she no longer wants to turn into her imaginary characters. There is a slightly humorous twist at the end that this reader found slightly over the head of most late primary students.

This book could be used to involve young children in discussions of imaginary characters they would like to be or imaginary places they would like to visit. It also might be used as a model for simple prediction stories.

This reader thought the potential for vocabulary development presented in *I AM Not Jenny* was good. Students would be tempted to read to find out what Jenny will become next and young children should find the animation in the illustrations delightful.

I would recommend that librarians purchase this book!

Kellerhals - Stewart, Heather.
Skookum Sam, spar tree man. —
Polestar, 1992. — unp.: ill. — ISBN
0-919591-16-7. — \$12.95.

Reviewed by: Rosemary Anderson,
teacher-librarian, W.L.McLeod
Elementary School. SD#56
(Nechako).

Skookum Sam was a wild west coast logger. He loved to get up in the morning, eat an enormous breakfast, then grab his chainsaw and hard hat and head off into the woods for a hard day's work. He is horrified when his boss tells him that he is being replaced by a machine, and sets out to prove that he can work as well as any machine. As Sam is finishing, he is struck by a bolt of lightning and, as local legend will have it, Sam may have ended up as a constellation in the sky, or landed and become a famous trapeze artist. Some say that when a southeaster is blowing, you can hear Skookum Sam, Spar Tree Man, stomping through the woods.

This book is a whimsical tribute to a forgotten breed. In some ways, it is a quiet British Columbian version of Paul Bunyan. Besides being an enjoyable story, this book would be very useful in a theme unit on Forestry because it includes a glossary of logging terms, full lyrics, and music for a traditional loggers' song. The text seems very appealing, yet accurate, and the attractive watercolour illustrations greatly enhance the story. It is a sturdy hardcover book.

I found this to be a very enjoyable book that would also be useful in all elementary school libraries in Canada. I recommend purchase of this delightful book for elementary school libraries.

Thompson, Richard.
Thistle broth. — Orca, 1992. — unp.
: ill. — ISBN 0-920501-85-0. —
\$8.95.

Reviewed by: P.L.Zidek, teacher-
librarian, Renfrew Elementary
School, SD#39 (Vancouver).

Old Thomas and young Tom lived in a small cottage at the foot of a high and rocky mountain. One day in the fall, the two were raking leaves when a brisk wind started to blow and the rain began to fall. They gathered their tools and rushed into their cottage. Young Tom liked to please his father, so when old Thomas told him to fetch some bread and cheese for his lunch, he wanted to comply.

“But father I am busy lighting the fire, I can do only one thing at a time.”

“Then do the most important thing first, Son!” declared old Thomas.

At first it all seems perfectly reasonable to young Tom. But the imaginative old man soon has his son hopping from task to task, each one more absurd and more impossible than the last. Eventually young Tom is forced to stop and think for himself. What is the most important thing?

Children will sympathize with young Tom’s struggle to please his father even as they enjoy the ridiculous request thought up by the old man. This book would appeal to youngsters from age five and over. A good read-aloud book with students offering much discussion on how this story might compare to required chores in their family.

The author, Richard Thompson is a former daycare and nursery school teacher from Prince George, BC, who “retired” to go on the road as a storyteller. Titles of books to his credit include: *Foo*, *Sky Full of Babies*, *Jessie on the Night Train*, *Effie’s Bath*, and *Tell Me One Good Thing*.

Tremblay, Michel.
Les belles-soeurs. — Talonbooks,
1992. — 111 p. — ISBN 0-88922-
302-5.

Reviewed by: Murrie Redman,
teacher-librarian, Sunshine Coast #46
(Sechelt)

Seldom is it wise to NOT recommend a book for purchase, but in this case, I am. It isn’t just the sexual references or foul language that force me to say the play isn’t suitable for the secondary school shelves. It is more that few adolescents are much interested in a bunch of middle-aged, labour class women griping at each other over a box of trading stamps. However, this is not to say that *Les Belles Soeurs* isn’t a wealth of emotions for the reader to experience, a study of the violence of words in a family setting, and a voyage of the stormy seas over which the French Canadian Catholic woman must travel on her way to finding a place among her sisters.

I was charmed and alarmed by the script. Like a Roseanne North, reality in the play abounds. The characters discuss their personal lives, their unlikely philosophies and their dreams. But being there with the sisters is an uncomfortable place. The sniping at one another, the petty jealousies, and the complaints, sound all too familiar somehow. It isn’t an easy visit. When the wailing Germaine, left alone with all of her stamps pilfered by the other women, looks into the empty box, and now, her equally empty life, we must howl with her.

When you get to be forty and you realize you've got nothing behind you and nothing ahead of you, it makes you want to dump everything and start all over. But women—women can't do that. They get grabbed by the throat, and they stay that way, right to the end!

Perhaps not for the average high school student?

Van Sandwyck, Charles.
Parade to Paradise. — Raincoast,
1992. — 42p.: ill. — ISBN 0-
9692807-8-5. — \$19.95.

Reviewed by: P.L. Zidek, teacher-
librarian, Renfrew Elementary
School, SD#39 (Vancouver).

Charles Van Sandwyk, was born in South Africa. As a young boy he emigrated with his family to Vancouver, British Columbia, where he developed a desire to become a painter. He travelled to the south Pacific where he discovered the Fiji Islands Archipelago. For the past several years he has been living half of his life on a remote island in this fascinating part of the world and the other half in North Vancouver. The lifestyle on this island where time advances slowly and the tropical setting with its exotic birds and lush panorama have provided the inspiration for this, his first book — *The Parade to Paradise*.

It is a whimsical and charming fable of a flock of birds - some cantankerous and some most amiable - who share their frustrations with life and set out to find a better existence in paradise - where"

We will all be so happy. Just wait and you'll see. There'll be no aches and pains. We'll have plenty of Ted!" "Where is it" they cried. "Please show us this minute." "I can't," said the Booby. "I've never been in it."

After much searching, and a small disaster where the birds must work together to survive, they discover that paradise may not be a place one can travel to, but rather something found in their own hearts. The old adage continues to apply; the grass is always greener on the other side of the fence, even if you are a bird!

A wonderfully written fable with richly sophisticated old-world style illustrations. A joy to read aloud to students young and old. I would highly recommend this book. It would be a splendid addition to an elementary school library resource centre. I.L. grades 1 to 7.

Wallace, Ian.
Mr. Kneebone's new digs. —
Groundwood/Douglas & McIntyre,
1991. — unp. : ill. — ISBN 0-88899-
143-6.

Reviewed by: Katharine Picha,
teacher-librarian, Cliff Drive Element-
ary School, SD#37 (Delta).

In Mr. Kneebone's New Digs, April Moth and her dog, Mr. Kneebone, become so fed up with their rat-infested tenement that they decide to find new lodgings. After two disastrous attempts, they joyfully move into a cave in the park.

The p-4 children who helped me review the book felt uncomfortable with it, characterizing it as "not funny," "not exciting," "weird," and "too realistic." Although I might dispute some of their comments, I generally have to agree with them. This is not a picture book for elementary school collections. The situation—that of a bag lady struggling with the realities of the inner city—is one which could speak to primary children, if it were presented with sensitivity.

However, the sadness of this situation is both trivialized and made grotesque by the humour attached to the proliferation of rats, the building full of cats, and the "spaced out" landlord. Readers will see racism in the scene where April Moth puts the rat on the black landlady's dinner.

By Canadian standards, *Mr. Kneebone's New Digs* contains lavish illustration, with full page muted pastels on each second page, and vignette drawings on the pages which contain text. The illustrations range from almost realistic (April Moth and Mr. Kneebone in the first room) to surrealistic (April Moth apparently being attacked by cats). Some of them are frankly disturbing.

Although the ending is meant to present a resolution to the problem, this adult reviewer found it inconclusively flat, and the child reviewers rejected its validity in the context of the story, calling it "not possible."

Wiseman, Adele.
Puccini and the prowlers. —
Nightwood Editions, 1992. — unp. :
ill. — ISBN 0-88971-154-2. —
\$14.95.

Nightwood Editions
P.O. Box 2079
Sechelt, BC
V0N 3A0

Reviewed by: Valerie Jones, Teacher-
librarian, Cloverdale Elementary
School, SD#61 (Greater Victoria).

This is a straightforward story that states at the outset which way the author intends the story to unravel. One understands that Puccini is going to face prowlers and either succeed or fail in protecting his house. The plot develops predictably, and with whimsical humour.

Puccini is very much a dog with doggy ideas, likes, dislikes and, as it turns out, misconceptions. He does not know what a prowler is so he chases cats, postmen, milkmen, butchers and even sparrows off his property. When a prowler does visit his house, he does nothing to discourage him.

The illustrations are pen and ink drawings with bright splashes of colour. I do not think that they will attract young readers who tend to like their illustrations to be taken seriously by the artist and who find particular satisfaction in looking at pictures that have been drawn with care and attention to detail in a realistic way.

All in all, an amusing and entertainingly easy book.

UNCLASSIFIED

Chomsky, Noam.
Chronicles of dissent. — New Star,
1992. — 293 p. — ISBN 0-921586-
24-8. — \$16.95.

Reviewed by: Rail Peschiua.

Noam Chomsky's *Chronicles of Dissent* is a collection of sixteen radio interviews with Chomsky recorded between 1984 and 1991, and covers topics such as the use of language in propaganda, the Gulf War, Palestine and Israel, the breaking up of the Soviet Union, and many other very crucial contemporary issues. This soft-covered edition is 293 pages with index, is of a good size and the binding is of high quality cardboard, although the pages within are a little thin.

In a world where language is closely scrutinized and the mass media is big business, it is becoming increasingly difficult to decipher what is really happening in our ever changing environment. This book

would serve as a very useful tool to media studies and the studies of contemporary history especially those concerning U.S. foreign policy. Although the subject matter may seem dry and academic, the book's informal conversational style makes for accessible and fascinating reading. This book would well suit high-school level readers, and would fit very well into any history or mass media class curriculum.

Noam Chomsky is an accomplished writer, political activist, and Institute Professor of Linguistics at the Massachusetts institute of technology. *Chronicles of Dissent* is well documented and sheds light on Chomsky's desire to expose the truth behind the mass media and much of contemporary history.

Chronicles of Dissent comes highly recommended and should be recommended reading for any school curriculum covering contemporary issues.

Logger's digest, vol. 1 — from horses to helicopters. — MCB Communications, 1992. — 163. p. : ill. — ISBN 0-9695896-0-3. — \$18.95.

Reviewed by: Ken Adsett, teacher-librarian, Oak Bay Secondary School, SD#61 (Greater Victoria).

The Logger's Digest is one man's collection of anecdotes and yarns from his own logging experience and form a number of "real characters" met in the camps of the West Coast. The stories span the early days of horse-logging to modern helicopter operations but center mainly on the heydays of the 1950's and 1960's, and range from off hours entertainment to the deadly serious dangers of the various jobs on a logging site. This is not a textbook on logging but much can be learned about the actual operations from the loggers' tales and from the many excellent black and white photographs.

One shortcoming, I felt, is the lack of adequate captions for the photographs. While many are self explanatory, and a few are captioned, a brief comment or identification of the subject would make them more useful. An extensive glossary of terms is helpful but a youngster or novice will need additional explanations for some items such as the operation of a spar tree and all its components.

The author does not attempt to make a statement for or against the forest industry, but one does sense a very real appreciation for the total environment. The stories, themselves, and the several instances of genuine "loggers' language" would place the book at the secondary level. However, teachers of lower grades will find the photographs very useful and they might pick out certain stories and edit others for class use.

Physically, the book seems well bound and should stand up to normal library use. I would recommend it for secondary schools (e.g., SS. 10, 11) and, with teacher guidance, for upper elementary grades.

NON-FICTION

333

Harrington, Robert F.

To heal the Earth : the case for an earth ethic. — Hancock, 1990. — 303 p. — ISBN 0-88839-242-7. — \$16.95.

Reviewed by: Mary Louise Guest, teacher-librarian, Chatelech Secondary School, SD#46 (Sunshine Coast).

Robert Harrington is highly qualified to write this book. He works as an Environmental Consultant and has a fellowship in Ecology, a B.A. in Geology, and a Masters in Education. Previously he co-authored *Learning About Environment* and he has also written articles for the *Canadian Geographic Journal*.

His latest effort reflects the depth and diversity of the author's background. It contains a history of some of man's assaults on the earth: Fire, Deforestation and Soil Degradation from Biblical timesthrough to the present in Europe, India, Afghanistan, Africa and South America.

He focuses most heavily on modern North America, citing the same manmade environmental holocausts. He names pesticides, soil erosion, water and forest crises as well as species extinction.

Interestingly, he includes environmental ideas of philosophers and poets such as Thoreau, G.P Marsh, Albert Schweitzer, Wordsworth, Oliver Goldsmith, Marcus Aurelius and Aldous Huxley.

Two of the chapters in this book give ideas on how to overcome the negative effects of human assaults on Nature.

This well researched book has extensive footnotes, bibliography and index. It is an integrated work which melds environmental history, economic theory, statistics and philosophy into a readable and informative whole.

The reading level is Senior High School.

It would be a recommended purchase for school having a strong Environmental program but may be beyond students who are after simpler issues-oriented information.

370

Gibbons, Maurice.

Slashing a pathway to Education 2000. — Personal Power, 1991. — 152 p. : ill. — ISBN 1-895453-02-X.

Reviewed by: John J. Jackson, Professor, University of Victoria.

This book began as a handout at a conference on "The Year 2000" held in Duncan and was then developed into a book with the assistance of several parents, teachers, administrators, and university faculty members. It describes one way to implement the basic features of the YEAR 2000 educational initiative developed by the Ministry of Education in BC.

This most innovative proposed program is a logical development from the report of the Sullivan Commission and prescribes a form of schooling appropriate for the present time and the near future. In particular, it requires a change from directed teaching and learning to self-directed learning and coaching—the cultivation of the learner as well as the learning and the making of the school into the training centre for a healthy society as well as for successful individuals. It is certainly a daunting challenge for teachers given the social and economic climate within which they have to work.

This book, then, offers helpful suggestions on aspects of self-directed learning, integrated programs, and developing a challenge graduation program. As the curriculum becomes clearer, the contents of this book could be most helpful to practising teachers and to those people training to become teachers. Thus, the book would be useful in university and college libraries but less appropriate for school libraries except where there may be resource sections reserved for teachers.

371

Haycock, Ken.

What works : research about teaching and learning through the school's library resource center. — Rockland, 1992. — 232. p. — ISBN 0-920175-06-6. — \$25.00.

Rockland Press
284 - 810 West Broadway
Vancouver, BC
V5Z 4C9

Reviewed by: John J. Jackson,
Professor, University of Victoria.

Many informed educators have known for a long time that teacher-librarian and library media specialists provide most important and valuable services in school library resource centres. However, it is not always easy for them to secure political support for their activities and the contents of this book will certainly help to make the case for them with principals, teachers, senior education officials, and school board trustees.

The book displays the results of research in school librarianship in a manner that is easy to use by school librarians, and for them to share with colleagues and decision-makers. The research base was limited to doctoral dissertations with the intent to ensure some confidence in the research designs, and the validity of the findings and conclusions.

What Works is divided into three sections. The first provides twenty-eight research findings which simply demonstrate the value of teacher-librarians and library resource centres in the educational enterprise. The remainder of the book contains an annotated bibliography of five hundred and eighty-six doctoral dissertations in teacher-librarianship and then three indexes for ease of use.

Although this book will be of interest to those people already mentioned, it is not recommended for general use in school libraries.

371.2

Together is better: collaborative assessment, evaluation & reporting / Anne Davies [and others]. — Peguis, 1992. — 108p. : ill. — ISBN 1-895411-54-8. — \$13.95.

Reviewed by: Donald Hamilton,
Education Librarian, University of
Victoria

Every so often a volume passes by that strikes that perfect note.. Now that is just the answer to my problem! *Together is Better* is such a document! Here, in a quality package, are answers and suggestions for "collaborative assessment, evaluation and reporting". The volume is a neatly designed package of examples, ideas, techniques and strategies that may be adapted or redesigned by the teacher as he or she changes assessment and reporting practices to more closely reflect the learner centered direction that the curriculum has taken. The authors are all active participants in the field and engaged in the schools. They are teachers, consultants and leaders in schools. This "package" is a fine distillation of their philosophies and practice that will be important to every teacher searching for appropriate models and realistic ideas. Built around a three-way reporting model that emphasizes communication at every level, the package provides ample discussion and examples to implement the concept. This is not an academic tome. It is a thoughtful guide towards improving learning in the classroom and school!

The volume itself is a well designed work reflecting the way in which it may be used in the school. The designer has used the "computer desktop" approach with sample forms, cards, student work and letter to provide clear elements of each idea or approach. It is clean, clear, interesting and useful. Even the cover of this large paperback is plastic coated for durability.

This book should be part of every elementary and intermediate teacher's repertoire. Less useful in the school library, it should be part of the teachers' or teaching collection in the school.

374

Cheung, Winnie L.
Survival English for New Canadians
[kit] / Winnie L. Cheung & Betty
Horodezky. — Bauhinea, 1990. — 4
sound cassettes + 66 cards. — ISBN
1-895253-00-4.

Reviewed by: Patricia Parungao,
teacher-librarian, Van Horne Element-
ary School, SD#39 (Vancouver).

The focus of this kit is on speaking and listening to English for daily living. Sixty-six "real-life situations" that an immigrant or visitor would likely experience are grouped under ten "survival" unites: Arriving in Canada, Money Matters, Food, Shopping, Accommodation, Utilities and Other Services, Health Matters, Education, Transportation, and Getting Help. Each unit has the following components: a collection of situational dialogues, boxes of key words and idiomatic expressions and their definitions, vocabulary words boxed by theme, an exercise, and survival hints or Canadian background information about the topic.

The intended audience is adults who have acquired basic English in an academic setting, but secondary ESL students may also benefit from hearing the situational dialogues and related vocabulary words, especially if their parents depend on them to translate for them. Although academic application is not the focus of this kit, some of the vocabulary and situations are studied in Consumer Education. A separate workbook includes "cloze" exercises for each of the situational dialogues. The full scripts are provided in the main (142 page) book. It would be helpful to have a dual language dictionary available for reference when using this kit.

Cheung, a teacher, writer, and New Canadian, was brought up in a bilingual environment in Hong Kong. Horodezky has a Ph.D in Reading and Language Arts. At the time of publication she was the director of an English-learning service for New Canadians in Vancouver, BC.

This kit would be most useful for an adult ESL class which focuses on conversational English. It is not a priority purchase for school libraries. Fry's 7.5.

398.2

Turner, Dolby.
When the rains came and other
legends of the Salish people. — Orca,
1992. — 108 p. : ill. — ISBN 0-
920501-87-7. — \$19.95.

Reviewed by: Wendy Smith, teacher-
librarian, W.D. Ferris Elementary
School, SD#38 (Richmond).

The story collection *When the Rains Came* is a useful addition to any library collection. Dolby Turner's eloquent retelling of five Salish legends is straight-forward, uncomplicated, and easily understood by elementary students. Before each of the legends, a profile of the elder who shared the story and the circumstances under which the author heard it is included. There is also a photograph of an elder taken from the author's own personal collection. These elements serve to draw the reader even more into the story that is being recounted. Delmar Johnnie Seletze's drawings at the start of each legend add to the spirit of the book. Turner states that she has recorded as closely as possible

the elders' own words, in order to keep intact the spirit of the stories. In addition, she was careful to wait until she could get the approval and permission of the elders of the band before publishing these stories. Dolby Turner's book raises awareness of some of the Salish people's beliefs and their similarity to myths and legends of other peoples in our world.

574.92

The Straitkeeper's handbook : a teacher's guide to Discovering the ecology of Georgia Strait / researched, written and edited by Denise Mitchell ... (and others).— Save Georgia Strait Alliance, 1993. —130 p. : ill., map. — ISBN 0-9695485-2-4.

Save Georgia Strait Alliance
Box 122
Gabriola, BC
V0R 1X0

Reviewed by: Mary Louise Guest, teacher-librarian, Chatelech Secondary School, SD#46 (Sunshine Coast).

The Straitkeeper's Handbook is a product of activities of the Save Georgia Strait Alliance during June 1992 Quadrant Studies of Intertidal Species. Aimed at Intermediate students and teachers it incorporates some of the principles of the Year 2000, mainly those that make learning relevant to the personal lives of students.

The topics covered are: beach etiquette, seashore habitat, sewage, litter, oil, acid rain, fish farms, pulp mills, ocean dumping, how to do quadrant studies and ozone depletion.

Each section is structured with background information, objectives for student learning, activities, and a vocabulary, as well as a list of additional resources and references.

This is both a teacher and a student friendly handbook, made so by the very good drawings of West Coast Marine Life and the accompanying descriptions, as well as by very well done cartoons, diagrams, maps and a glossary. The book also contains a Straitkeepers certificate, forms for data keeping, a list of resource people, and a long list of resource materials.

This is a recommended purchase in schools that have beach study excursions as well as for those where books on the environment are in demand.

591

Swanson, Diane.
Why seals blow their noses : Canadian wildlife in fact & fiction. — Whitecap, 1992. — 70 p. : ill. — ISBN 1-55110-038-X. — \$10.95.

Reviewed by: Marilyn Clements, teacher-librarian, Court Junior School, SD#71 (Courtenay).

The title, *Why Seals Bow Their Noses*, really intrigued me and this book, about Canadian animals, certainly lives up to its interesting name.

The book is a nice combination of fact, fiction and humour. Each of the ten animals is given a catchy subtitle. For example, Eagles are "Wind Riders", Whales are "Cloud Spouters" and Beavers are "Bark Munchers". Each section contains factual material about the creature and in separate boxes on the same pages are myths and legends about that animal. These stories are from all over the world, some are native in origin, some are well known fables. It is these stories that make the book so special. The factual material is perfect for intermediate level students, but the stories are what keep them reading. I asked two Grade Seven students of varying abilities to peruse the book and they both liked the legends best.

The book is also very well illustrated in soft black and white pencil drawings. Doug Penhale has managed to show the hairy, feathered and furry texture of the animals. Each page is also margined with

abstract symbols that add an overall decorative touch to the book.

The thirty-three stories and page numbers are listed alphabetically in the back of the book so that they're easy to locate. There is an index.

This soft cover book, priced at \$10.95, is a bargain for any elementary school library. I recommend it particularly for grades 5-7.

599.74

Evans, Hubert.

Bear stories. — Nightwood, 1991. —
1 v. [unp.] : ill. — (Forest friends).—
ISBN 0-88971-153-4. — \$5.95(pbk).

Bears

Nightwood Editions
P.O. Box 411
Madeira Park, BC
VON 2H0

Reviewed by: Donna Doerksen,
teacher-librarian, Waverley Elementary
School, SD#39 (Vancouver).

This book contains six short bear tales. Two of the stories are about Fussy, told from his vantage point as a cub, learning from his mother how to fish.

One tale is about a bear and hunter both aiming to climb the same tree in attempting to escape from each other.

The other stories are about a short sighted man, a missed photo opportunity, and the last one about a pair of hungry, playful bear cubs.

The stories are sparsely told, a bit on the dull side but brought to life thanks to the humorous and detailed illustrations of Kim LaFane.

The stories could be read aloud or told to young listeners and read independently by late primary/early intermediate readers. The stories could enhance a unit on bears, particularly at the primary levels.

616.8

Katz, Alice.

Eating without guilt : overcoming
compulsive eating. — 2nd ed. —
Self-Counsel, 1991. —91 p.—ISBN
0-88908-978-7. — \$7.95.

Reviewed by: Rosemary Anderson,
teacher-librarian, W.L.McLeod
Elementary School, SD#56
(Nechako).

This book is written by a cognitive therapist who is a practicing counsellor specializing in helping people deal with compulsive eating, self-esteem, and anger. Compulsive eating is defined as eating in response to your mind, instead of your body. Overeating is usually a symptom of a problem, not the problem itself. Dieting can control overeating, but because one is attacking the symptom rather than the problem, diets usually fail. This book is a very practical guide that can help one learn what lies behind compulsive eating, so that one can address the real problem and get eating habits into a healthy, normal, balance. Topics addressed in the book are: defining compulsive eating, planning for change, understanding eating patterns and hunger, the relationship between emotions and eating habits, body image, taking charge of one's life, making changes and, finally, eating without guilt.

Eating Without Guilt is a well laid out softcover book with a table of contents, appendix of other recommended reading, twenty-four exercises, and eight charts. There are no illustrations. It is printed in reasonably sized clear type on nonglare paper, with the headings in boldface upper case letters. The important points are emphasized by indentation and black dots at the beginning. Cryptic encouraging points conclude each chapter. The reader is led thoughtfully through the text. Explanations, practical solutions, and counselling help to make this a particularly useful self-help book.

The reading level of this book is late intermediate/secondary, and the target audience is adult. However, this book could be used successfully at the senior secondary level. I would recommend this book be purchased for secondary libraries and high school counsellors, as well as public libraries.

629.13

Corley-Smith, Peter.

Barnstorming to bush flying: British Columbia's aviation pioneers, 1910-1930. — Sono Nis, 1989. — 242p.: ill. — ISBN 0-55039-020-1.

Aeronautics - British Columbia - History

Reviewed by: Jim Duncan, Media librarian, East Kootenay College, Cranbrook, BC

Peter Corley-Smith's book is a comprehensive narrative history of the development of aviation in British Columbia from 1910 to 1930. He weaves primary sources with interpretive anecdotes in a very enjoyable and readable volume.

The book begins with the first demonstrated flight in BC, a Curtiss biplane flown by Charles Hamilton, and takes the reader through stages of the development of the British Columbia aircraft industry. These stages include:

- *First flights and exhibitions
- *Significant hallmarks of distance flights
- *Impact of the World Wars
- *Development of the bush pilot service

The body text weaves through many prime source documents, which serve as illustrations in the margins, while explanations occur in subscript immediately below the body text that needs clarification. The layout of the book lends itself beautifully to research because it allows the reader to zero in on specific events in the complex and very rich history of aviation in BC. Intermediate to post secondary students will find this book easy to use for research and interesting to browse.

Highly recommended for all libraries in British Columbia. Secondary and post secondary libraries across Canada and in the Pacific Northwest of USA will find this a useful holding.

641.5

Richardson, Noel.

Winter pleasures. — Whitecap, 1990. — 131 p. — ISBN 1-895099-25-0. — \$12.95.

Cookery - Herbs // Herbs - Preservation.

Reviewed by: Patricia Parungao, teacher-librarian, Van Horne Elementary School, SD#39 (Vancouver).

This is Richardson's third herb cookbook. She and her husband supply herbs to restaurants from their Ravenhill Farm on the Saanich Peninsula, Vancouver Island. She also conducts herbal cooking classes.

As well as recipes for using herbs when cooking meat, poultry, seafood, soups, vegetables and winter salads, specific chapters are included which provide information for preserving or baking herbs and for "Christmas Pleasures". A few of the interesting recipes include Basil oil ice cubes, Fennel salad and Onion jam.

This book, most suitable for home use, might be suitable for a Home Economics unit on herbs. Instructions provided in recipes are clear and straight forward. Recipes call for familiar herbs such as basil, parsley and ginger as well as more exotic sounding ingredients such as arugula leaves, celeriac, landcress greens and lemon thyme. Occasionally ingredients not likely to be found in schools, such as

rum, sherry and vermouth are called for in a recipe.

Photographs, especially color photos, of the individual herbs and of the completed recipes would be a useful addition. Also, a binding which would allow the book to lie flat would make this book more suitable for student use. Richardson has included a list of seed and plant sources, a bibliography and an index. Recommended for schools that teach herb preservation and cooking with herbs.

647

Taylor, Monica.

Start and run a profitable bed and breakfast : your step-by-step business plan / Monica Taylor and Richard Taylor. — Self-Counsel, 1992. — 206 p. : ill. — ISBN 0-88908-989-2.

Reviewed by: Barbara Stepney, teacher-librarian, Gladstone Secondary School, SD#39 (Vancouver).

Tourism is fast becoming one of the largest and most profitable industries in Canada today. This book analyzes nearly every aspect of the Bed and Breakfast business, an up and coming facet of tourism, the lucrative endeavour. The writers, Monica and Richard Taylor of Niagara-on-the-Lake, have taken their personal experiences and organized them in to a comprehensive, step-by-step, business plan.

Some of the topics covered include the pros and cons of the business, personal characteristics, market research, legalities encountered, planning food services and setting housekeeping standards, financial records and planning, and advertising and promotion. There are numerous charts throughout the book showing examples of the various business papers necessary to run this business successfully. The appendix worksheets are blank copies of these business forms and do not have any copyright limitations on them. The recipes printed at the beginning of each chapter appear to be simple to prepare, nutritious, and could be used to add variety to a breakfast menu.

I have very few criticisms of this work but visuals such as photographs, diagrams, examples of floorplans and advertising brochures, and pictures of finished recipe products would be most helpful and would add a great deal of interest.

I would definitely recommend this book for secondary libraries. It would especially augment the Hospitality and Tourism programs.

657

Dickson, Colleen.

Simply accounting for DOS (formerly Bedford) : a practical approach to set-up and use. — Specialized Computer Services, 1992. — 1 v. (various pagings) : ill.

Specialized Computer Services
#207 - 1470 St. Paul Street
Keowna, BC
V1Y2E6

Reviewed by: Barbara Stepney, teacher-librarian, Gladstone Secondary School, SD#39 (Vancouver).

This manual assumes the reader is a skilled computer operator and has a comprehensive understanding of accounting principles. This guide must be used in conjunction with *Accpac Simply Accounting for Dos* in a hands-on situation, in order to gain the most benefit from the material.

The information is organized into fourteen chapters covering every aspect of the program. Each chapter explains a particular topic in simple language, although the reader must be familiar with the terminology. There are also exercises in each section to help the student better understand the principles studied. Various sizes and styles of print are used throughout the book, and there is an abundance of white space. Exercises can easily be located on pages with shaded backgrounds, and important computer screens are boxed. The spiral binding allows the book to lie flat for ease of use while work-

ing however, this type of binding does not lend itself well to hard use in a classroom situation.

I would definitely recommend this publication for senior accounting students.

658

No time to waste — reduce, reuse, recycle / Greater Vancouver Regional District. — Solid Waste Education Program, GVRD, 1990? — 80 p. : ill.

Reviewed by: Donna Doerksen, teacher-librarian, Waverley Elementary School, SD#39 (Vancouver).

This educational package prepared by the Greater Vancouver Regional District contains five themes : solid waste, resources, packaging, composting and global concerns. Each theme has stated objectives, resource lists, vocabulary lists, and some background information followed by a variety of activities for primary and intermediate students. The background information is most useful. The package consists of a table of contents, glossary, overhead transparencies, resources list, school program ideas, and a 3R home activity.

The GVRD, provincial, and federal governments, have set a goal for 50% reduction in solid waste by the year 2000. This package was developed to increase awareness of solid waste issues, to challenge and to change waste habits of young people to realize GVRD's waste reduction goals. The material needs to be used sensitively so that students do not feel the sole responsibility for the achievement of this goal.

The illustrations and graphics support the text. Cartoon kids from different cultures are depicted throughout but some are stereotypical and insensitively drawn.

All schools in the GVRD have been sent a copy. Copies are available for purchase from GVRD (Solid Waste Education Program, 19th floor, 4330 Kingsway, Burnaby, BC V5H 4G8) *No time to waste* materials and workshops are available at no charge to teachers in the greater Vancouver region.

659

Fletcher, Tana.

Getting publicity : a do-it-yourself guide for small business and non-profit groups / Tana Fletcher, Julia Rockler. — Self-Counsel, 1990. — 127 p. : ill. — ISBN 0-88908-890-X. — \$12.95.

Publicity // Small business - Handbooks, manuals, etc. // Non-profit associations - Handbooks, manuals, etc.

Reviewed by: Patricia Parungao, teacher-librarian, Van Horne Elementary School, SD#39 (Vancouver).

This combination instructional manual and reference guide is an addition to the Self-counsel business series. One of the authors, Tana Fletcher, conducts workshops and has published over one thousand articles on "getting publicity." Co-author, Julia Rockler, is an award winning television journalist. The authors' goal for this book is to demonstrate that any publicity seeker "can learn the skills necessary to profit from free publicity" (p. xv).

First the reader's knowledge of publicity practices and procedures is evaluated. Then the importance and components to consider when putting together a long term, permanent publicity program are presented. The subsequent thirteen chapters explain the four remaining components of publicity: what, how, where, and when to publicize. Coverage of the topics, for example, preparation of a press release and preparation of photographs and illustrations is well organized, comprehensive, and the language is suitable for the lay reader. A bibliography of media guides is included but there is no glossary or index.

The scope of this book is broader than *The Canadian News Release Handbook*. Presented here, for example, are the permanent publicity planner, the role and contents of a media kit, and information on public speaking, the media interview and polishing a television image. Also, this book would take longer than one lunch hour to read.

Although the intended audience are business owners, entrepreneurs, and publicity seekers, it is recommended for Business Education students studying Marketing or Consumer Education and English students studying creative or persuasive writing. Fry's 10.

659.2

Reilley, David.

The Canadian news release handbook. — Rev. and enlarged ed. — Integrate, 1991. — 23 p. : ill. — ISBN 0-9692723-3-2. — \$16.00.

Press releases - Handbooks, manuals, etc. // Publicity - Handbooks, manuals, etc. // Public relations - Handbooks, manuals, etc. // Reporters and reporting - Handbooks, manuals, etc.

Reviewed by: Patricia Parungao, teacher-librarian, Van Horne Elementary School, SD#39 (Vancouver).

David Reilley is the president of a communications consulting firm and also teaches media relations writing across Canada to business, government and educational institutions. This book "was written to take the mystery out of issuing news releases" (page i). It was deliberately kept short in order to be read during a long lunch hour, then used as a reference book when needed. School applications include creative writing, marketing, or promotion of school events such as School Library Week or the National Book Festival to the local media. Teacher groups wanting to implement a media advocacy program may also find this book useful.

The organization, a series of nine thoughtful and concise one or two page lessons, starts with a definition and three major steps "to encourage the media to use your material" (page one): preparation, writing, presentation. A handy one-page checklist is provided as are a sample news release, a news release worksheet, community event public service announcement form and sample pages from *Bowdens Media Directory* and *Matthews List*. Numerous headings, key words in bold ink, some main ideas in red ink and a coil binding, so that the book opens flat, offer a 'user friendly' presentation. Reilley includes a brief annotated bibliography and glossary. Fry's: College level. Recommended for creative writing or marketing classes, for teacher-librarians to promote special events and for teacher advocacy.

670

Seven modern wonders of the world. — Raincoast, [1992]. — unp. : ill. — ISBN 0-920417-84-1. — \$11.95.

Reviewed by: Gloria Reinheimer, teacher-librarian, Laronde Elementary School, SD#36 (Surrey).

Seven Modern Wonders of the World is a small compact book with compact facts, and compact pop-up pictures. This book deals with manmade wonders from 1851 to 1937. Six of these seven wonders; the Eiffel Tower, Panama Canal and Golden Gate Bridge, still exist today. These creations were called wonders because they required engineering techniques which were innovations in their time.

The pop-up format, which takes up two pages, seems to justify the short text. The pop-ups themselves are quite simplistic, unlike many other pop-ups which have more than one moving part.

This book is quite interesting, but it has a fairly high reading level which makes it unsuitable for small children, which the pop-up format seems to denote. However "Adults like pop-up books too," says a colleague. The pop-up format makes it unsuitable for library collections.

728

Ward, Robin.

Robin Ward's Vancouver. — Harbour, 1990. — 144. p. : ill. — ISBN 1-55017-030-9. — \$29.95.

Reviewed by: Eleanor Elliott,
teacher-librarian, Laurier Elementary
School, SD#39 (Vancouver).

Robin Ward's Vancouver contains a variety of his intricate pen and ink drawings of Vancouver's heritage buildings. They represent different decades from the late 1800's to 1940's with reference made to more recent renovation and restoration projects. Although the drawings speak for themselves the text that accompanies them is fascinating. Together they give a glimpse of the city's history through the eyes of an artist and historian.

The structures are described in context, of the function of the building and those who worked in them. For example, on p.17 re: the Customs Building, "its presence is still as stern as the examining officers worked there." The author's preference for saving buildings is evident in his comments on the Sinclair Centre. On p. 17 "The resulting architectural medley (each restored facade preserves a different style) is an inspired example of historical preservation, demonstrating the potential for reusing, rather than destroying historic buildings." Many historical vignettes are shared, such as the one on p. 21 re: Post Office building which was occupied in 1938 for four weeks by the unemployed.

The book includes a glossary which explains architectural terms. The many drawings of mostly "public" buildings would be useful to the student examining Vancouver's history from an architectural point of view. It also yields a gold mine of historical anecdotes which is not only useful but also fascinating. I would recommend this book for both elementary and secondary school libraries.

796.5

McLean, Celia.

Hiking in the Rockies with kids. — Orca, 1992. — 215 p. : ill., maps. — ISBN 0-920501-72-9. — \$16.95.

Reviewed by: Lucinda Lockwood,
teacher-librarian, Thomas Haney
Secondary School, S.D. # 42(Maple
Ridge-Pitt Meadows)

Elementary and secondary school teachers, parents and caregivers will find this book a valuable resource for outdoor adventures in the Rocky Mountains (specifically in Jasper, Banff, Yoho and Kootenay National Parks). It is also a handy guide for hiking and adventuring in the Rockies, with or without children.

McLean discusses every aspect of the sport of hiking: from trip planning through environmental considerations to First Aid and nutrition, as well as geology and history. She even includes a chapter entitled "Rainy Days and Relaxation: Town Activities", featuring Banff, Jasper, Radium and Golden.

The most valuable parts of the book, however, are the 65 excellent day hikes she describes in detail, "allowing families to delight in hikes that combine beauty with modest effort." She keeps every taste and ability level in mind, and provides insightful tidbits of information to share with other hikers along the trail. There are even a few black and white photos and numerous small, useful maps.

Bring this book to the attention of your Outdoor Education teachers and club sponsors, and buy copies for any adventurous families you know. And don't forget to slip a copy in your own backpack when you head to the Rockies this summer!

796.5

Austen, Peter

Everest Canada : the climb for Hope.

— Caitlin, 1992. — 135p. : ill. —

ISBN 0-920576-33-8. — \$14.95.

Reviewed by: Lucinda Lockwood,
teacher-librarian, Thomas Haney
Secondary School, SD#42 (Maple
Ridge-Pitt Meadows)

In this book, Peter Austen, a Prince George author and mountaineer, chronicles the 1991 attempt by a group of Canadians to reach the peak of Mount Everest. For the first time in history, the expedition was underwritten by a charitable organization, the Rett Syndrome Association, which achieved important publicity as a result of its participation in the climb.

Everest Canada: the Climb for Hope provides interesting reading, from Sir Edmund Hillary's foreword to the epilogue. Author Peter Austen describes every aspect of the climb, beginning with the confusing manner in which the Chinese government grants permission for Everest attempts. The following six chapters are devoted to discussions of such details as fundraising and team selection. Finally, the difficult autumn climb begins, using the route George Mallory established in 1924. For six chapters, the group struggles every step of the way—food, altitude acclimatization, boredom, injuries even mistakes—yet no team members succeed in making it past 26,000 feet above sea level. The fact that climbers even made it to that altitude is amazing, especially when one considers the highest settlement in the world is at 17,00 feet.

Because these mountaineers are Canadian, and because of the skill with which Austen describes this adventure, this book belongs in every school library. It would also be valuable for booktalks on heroism and outdoor adventure.

808

Delany, Sheila

Telling hours : journal stories. —

New Star, 1991. — 120 p. — ISBN

0-921586-11 -6

Reviewed by: Ruby McBeth.

Sheila Delany gives us in *Telling Hours*, a book for adults which both illustrates and explains journal writing. The book begins with five short writings varying from obviously biographical to fiction, written in journal form. The point of view is that of both a liberal and intelligent, mature woman. Delany is frank about sexual imaginings and activities.

The middle of the book contains "Telling Hours: A Convent Journal". Delany, who is a literature professor at Simon Fraser University, took two weeks of her holidays and went into retreat at a convent. She writes what happens each day as a journal entry. The convent provided a private place at a time when Delany was coming to terms with the end of one stage of her life and looking ahead to another stage. In this writing we see the therapeutic side of journal writing.

The final writing in the book is a scholarly essay called "Journals and Fiction". It looks at the history of journals analyzing the possibilities and variety in the genre. This piece was originally published in the *Queen's Quarterly*.

Choosing a change time in life as the time to write a journal gives the writing significance. The meaning, however, is more likely to be there for middle aged people than for adolescents.

Telling Hours : Journal Stories is recommended for college and university libraries.

Not recommended for school library collections.

811

Baker, Winona.

Beyond the lighthouse. — Oolichan, 1992. — 55 p. — ISBN 0-88982-114-3.

Reviewed by: Don Hamilton, Education-librarian, University of Victoria.

Here is a BC voice in poetry that is fresh, alive, and vibrant. If only every high school student could hear these brief pieces of wit and purity. She makes one think and think again, yet the images are not obscure or terribly complex. There is a simplicity that is startling as in these opening words from "Hunting Dark":

In an old tree
owl waits for night
the scent of blood

This thin little volume deserves more attention than just a place on the shelves of our secondary schools. Everyone should read it.

811

Zieroth, Dale.

The weight of my raggedy skin. — Polestar, 1991. — 78 p. — ISBN 0-919591-67-1. — \$11.95.

Everyday family life is the theme of this fourth volume of poetry by North Vancouver poet Dale Zieroth. The drama and meaning of common occurrences in the daily routine of a "typical" nineties family are explored—a daughter coming home late at night alone, a family dispute over the division of labour, broken washing machines and recalcitrant vacuum cleaners are mixed with the perennial cycle of life—infancy, adolescence, adulthood and old age.

The male voice in this collection is that of the "new age" man—sensitive to the changing roles of men and women, a caregiver in his own family unit, in tune with his feelings, psychologically aware and finding meaning through relationships. Some of the interpretations are far from obvious and the reader needs to bring a willingness to dig beneath the surface of the poem to find the vein of universality which is buried under the weight of the trivial details which plague us flesh-creatures each and every day. Perhaps it is not a theme of any immediacy to young adult readers—they have not experienced enough of life yet to be familiar with much of the content of these poems. Adult readers, on the other hand, will recognize the disappointments and delights of parenthood in many of the poems—the sadness when a talented child gives up their music lessons in "Death of the Violin," the nostalgia when the long-distanced daughter calls from California and you realize that "only a teenager can swallow the world and dance all night," and the stress of labour disturbances when you have a family to feed as in "Strike Pay."

Recommended for a collection of Canadiana in a senior secondary school and most appropriate for Creative Writing classes at this level. Dale Zieroth is one of the most noted of British Columbia poets and his voice is a unique one. The West coast atmosphere and lifestyle permeates these poems and adds that intimacy which is the character of poetry.

812

Derman, Lauraine.

Kids have the power. — Eco-Earth Enterprises, 1992. — 33p.: ill. — ISBN 0-9696221-0-4. — \$5.95.

Reviewed by: Rosemary Anderson, teacher-librarian, W.L.McLeod Elementary School, SD#56 (Nechako).

Young school aged children are very concerned about their environment, and like to get information about it. They also insist on expressing their own views. In the play, *Kids Have the Power*, "Part 1" and "Introduction" identify, through song, poetry, and accompanying skits, seven major problems that face the earth today. "Part 2" and "Solutions" personally involve the students as script writers. They can substitute the "solo" examples in the play with their own accounts describing their personal resolutions of environmental problems. Resolution of the seven major problems is presented in the five concluding skits and chorus participation. There are many opportunities throughout the play for young performers to adapt scenes or scenarios to apply directly to their own home, school, and local environment.

This 20 minute play has been written specifically for primary children aged 5-9 years. Easy to preform and direct, the production requires simple (if any) set design and costumes. Every participant has a visible "high profile" part within the play as a dramatic actor, narrator, member of the chorus, or solo speaker within the chorus. It can be staged by a small or very large group, and it is suitable for a multi-aged class or several classes. The dialogue and chorus verses are written in simplified language and line memorization is kept to a minimum. Many of the skits are mimed, while descriptions in poetic rhyme and song are recited by the chorus.

This environmental docudrama for primary children includes a teacher's script, a reproducible chorus script, costume descriptions, complete staging directions, parent program and invitation, and student activity pages. The student materials may be reproduced for classroom use. The play may be produced by amateur and school groups without payment of a royalty fee.

I would recommend purchase of this play script for use in primary classes. It integrates environmental studies with drama very well.

812

Lill, Wendy.

Sisters : a play. — Talonbooks, 1991. — 95p. — ISBN 0-88922-289-4.

Reviewed by: Ruby McBeth.

The play *Sisters* begins with a nun watching a residential school burn. The nun, Sister Mary, has set the match to the school herself. The play drifts between settings and times from Mary's life. When Mary is thinking about the past in her life before entering the convent, we see her talking to her boyfriend Louis. Her life in the convent is shown by conversations with other nuns.

In the present, Mary is seen talking to a young lawyer. It is his attempts to get her story and to understand her that move the play forward. His questioning triggers her thoughts which the dramatist shows as flashbacks.

Mary, the central character, appears at the beginning as a broken woman but by the end of the play, we understand her motivation. In fact the author has used this disturbed character to make us think.

A play about Catholic Indian residential schools would seem to invite

a negative reaction to the Catholic Church and to convent life. Instead the writer uses the setting to have us look at human relations with empathy.

The sexuality of the characters is included in a sensitive manner.

Recommended for secondary school drama and English classes.

812

Women on the Canadian stage : the legacy of Hrotsvit. — Blizzard, 1992. — 133 p. — ISBN 0-921368-26-7.

This collection of essays celebrates and supports women's insistence on their own place in Canadian theatre. Feminist playwrights, directors, and critics examine the impact of strong, independent women on this male-dominated realm.

Reviewed by: Carole Eyles

Subtitled "The Legacy of Hrotsvit", these writings carry the tradition of the first known woman playwright, a tenth century Saxon nun, into twentieth century Canada. "Hrotsvit" meaning "strong voice", is a suitable metaphor for the women who challenge a male hegemony and proffer "an alternative woman-centred dramatic ethos to the old androcentric order."

The work is often dense and scholarly, requiring familiarity with the plays discussed. However the relating of personal experiences does add immediacy and power. Enlightening for senior secondary or post secondary drama and women's studies programs.

817

Donovan, Paul.
Paint cans. — New Star, 1992. — 256 p. — ISBN 0-925186-18-3. — \$14.95.

Paint Cans is a sometimes amusing satire of Canadian government bureaucracy, and more specifically, of the Canadian film industry. I suppose to anyone on the "inside," it might be a witty, biting satire. Without the benefit of such insights, it is still amusing and well written but lacks an element of zest. Only the main character is more than two dimensional and while one hopes to see some development and change, he reverts to form which, I suppose, is one of the messages in the novel. This is an adult book. I cannot see even senior students finding much real interest in the story line or the characters. Some readers may object to the "not infrequent" use of the "F-Word," but seen in context as an expletive, it is not unduly distracting.

Reviewed by: Ken Adsett, teacher-librarian, Oak Bay Secondary School, SD#61 (Greater Victoria).

Get it for yourself from the public library or buy it at a garage sale, but don't spend school funds on it.

818

Persky, Stan.
Mixed media, mixed messages. — New Star, 1991. — 206 p. — ISBN 0-921586-23-X. — \$13.95.

This book comprises a selection of newspaper columns written by Stan Persky for *The Vancouver Sun* covering the period May 1990 until May 1991. Before opening the book, my view was that the content was almost certain to be rather stale, as yesterday's news tends to become. This was reinforced by my knowledge of Persky's previous works on the Socredits and their time in office, and I was reconciled to a rehash of that kind of material. However, I was soon disabused of this preconceived opinion, as many of the essays in the book were concerned with more reflective issues, and held up very well to the passage of time; not only reminding us of events and

Reviewed by: John D. Crawford, teacher-librarian, SD#61 (Greater Victoria).

issues of the recent past, but offering insights which remain relevant in the present.

These columns offer a summary of how various events were depicted by the media, and an explanation for the particular treatment of the events. There is a sense that the media is limited in several directions: not only by the laws of libel, but by the influences of corporate and political authority, and by the mores of society at the time. Persky conveys such restraint well, and one feels that he would have liked to have made his pieces more challenging. In particular, those columns which comment on aspects of homophobia, are written in a muted key.

The various essays are written in an engaging style, less racy and more thoughtful than much of the journalese to which we have become accustomed. One difficulty with short pieces is that the reader often would like to know more about the subject. Persky does add some comments to his original pieces, but additions, perhaps in the form of brief epilogues, might have been appropriate. I found most of the columns which reappear in the book to be of continuing interest. This can be attributed to Persky's attractive writing style and the human concern expressed throughout the pieces.

It was a pleasant surprise to find an index.

The book should find a place in most secondary school libraries, where it will provide fuel for the discussion of some of our contemporary problems.

819.8

Howe, Leonard.

Drolleries and impertinences, volume III : more nostalgias. — Purse and Pocket, 1990. — 125 p. : ill. — ISBN 0-9693802-4-0.

Canadian prose literature // Canadian wit and humor.

Purse and Pocket Press
RR2, Site 27, Comp 1,
Castlegar, BC
V1N 3L4

Reviewed by: Jim Duncan, Media
librarian, East Kootenay College,
Cranbrook, BC

Drolleries and Impertinences is a rather disjointed collection of thoughts comprised of four short stories, ten humorous essays, two historical pieces, two tall tales, two shaggy stories, and heart stock and one poem.

Much of the work is disjointed because it fails to ascend from the realm of personal muttering of singular interest. The fact that Howe did not weave the pieces around a discernable theme leaves the reader grinding through writing that stutter-jumps through time and space with no connection. He switches from a perspective of first person to third person randomly—further disjointing the reader.

I see little redeeming features in this work. Not recommended for school or post secondary libraries.

919.8
Steel, Louise.
Of Inuit, Arctic and wildlife. —
Creative Curriculum, 1992. — 20 p. :
ill. — \$9.50.

Reviewed by: Denise Gasbarri,
teacher-librarian, Douglas Road
Elementary School, SD#41
(Burnaby).

This short teacher unit to be used for student creative writing on an Arctic theme has some useful features. For example, the idea of setting up a computer lab as an Arctic landscape by placing white sheets over each computer, chair, and student is an innovative idea. The students are to imagine themselves as working under "Arctic hummocks - mounds of snow."

A similar idea given would be to set up a domed tent in the library or classroom to serve as an igloo reading or writing centre. It could be lit with a blue Christmas light for effect.

The glossary of Arctic words on the inside back cover is a valuable resource for creative story writing on this theme at the Early Intermediate (Grade 4) level. The reproducible checklists entitled "Author's Check List, Self-Assessment of Final Copy, Editor's Notes and From the Editor's Desk" are all useful.

The major part of this thin, paperback volume (expensive at \$9.50 for 20 pages) gives students 126 sentences to be used as "story starters" on Arctic themes. Although I personally disagree with giving students teacher-made "lead-in" or beginning sentences, perhaps the ideas could be elicited from the children in brainstorming sessions before creative story writing begins.

920
Twigg, Alan.
Twigg's directory of 1001 BC
writers. — Crown, 1992. — 194 p. :
ill. — ISBN 0-9696417-0-2. —
\$24.95.

Reviewed by: John D. Crawford,
teacher-librarian, SD#61 (Greater
Victoria).

The first impression on seeing the title of this book is one of surprise. With the proliferation of television, compact discs and the like, a listing of 1001 BC readers would appear more likely. However, casting levity aside, it is encouraging to know that there is such a large foundation of creative individuals within the print medium of our province.

The format of the book is simple. A selection is made of 1001 BC writers, and they are listed in a biographical dictionary. The entries for some of the individual authors suggest that, as with *Who's Who*, much, although not all, of the information is supplied by the authors themselves. I first checked through the list to assure myself that the writers with whom I was familiar had been included, and then did a more leisurely reading. The individual entries provided much information, although some did not indicate such facts as age or marital status, presumably considering such information of little relevance. The writers seem to be drawn from three main sources; first, as can be expected, the academic establishment; secondly, members of what can be termed 'the media'; and finally, those who derive personal satisfaction from the art of writing. Within each category there can be found writers of distinction, and in total it becomes clear that BC is rich in writing talent.

My father has offered me the advice that I should always buy from the local store, and it is in that same sense that I recommend school librarians, more particularly those at the secondary level, have a copy of this book in their library. Beverly Cleary and V.C. Andrews may be the more popular choice of our students, but an introduction to some of BC's fine authors could provide a means to break the 'best-seller' mentality which our young readers develop.

921

Livesay, Dorothy.
Journey with myself : a memoir, 1909-1963. — Douglas & McIntyre, 1991. — 222p. : ill. — ISBN 0-88894-714-3. — \$16.95.

Reviewed by: Lucinda Lockwood,
teacher-librarian, Thomas Haney
Secondary School, SD#42 (Maple
Ridge-Pitt Meadows)

The autobiography of Dorothy Livesay's first 54 years of life is a challenging read. It is an odd, stilted memoir from one of Canada's great twentieth-century poets. The language seems forced and the memories are cluttered with stiffly constructed sentences and a challenging vocabulary, as if couching her recollections in appropriate prose were a challenge to the author.

Livesay begins her memoir in a lively enough manner, with descriptions of her early childhood in Winnipeg and Toronto, growing up as the eldest daughter of two journalists. The next chapters concern the lives of her parents, their courtship and late marriage — using quotations from their own letters, diaries and writings. (Oddly, she refers to her parents by their initials: JFB and FRL.) She goes on to recount her adolescence in a somewhat dysfunctional home. Following the "early years", the chapters are arranged in thematic, somewhat chronological order, further revealing the development of Dorothy-Livesay-the-writer, as Dorothy-Livesay-the -woman matures through experience, relationships, and age.

Throughout the memoir, Livesay attempts to explain her psychological makeup, and that of her friends and family members. It is an attempt which falls flat — ultimately revealing nothing startling nor controversial, despite the hints of such revelation. In the final chapter, entitled "After Words", Livesay explains that she concludes her memoir in 1963, with her return to Canada from Zambia, because many of the people she would write about are still living and vulnerable to her recollections.

This memoir would be a challenging read for a secondary school researcher. It could be recommended to an avid poetry reader, or included in a guided study of memoirs and autobiographies. It would best be added to a collection of autobiographies in a public library.

921

Lunny, June Cruickshank.
Spirit of the Yukon. — Caitlin, 1992.
— 151 p. : ill. — ISBN 0-920576-39-7

The Caitlin Press
P.O. Box 2387, Station B
Prince George, BC
V2N 2S6

Reviewed by: Robert Jackson,
Teacher, J. Lloyd Crowe Secondary
School, S.D #11 (Trail).

This excellent biography will probably not get the readership it the aviation community. In fact, while it is, in part, a history of bush flying in Canada from an individual pioneer's perspective, it is also a social history of western and north Canada in the 1920s.

The subject, Andrew Cruickshank, was an immigrant from England and veteran of the Royal Flying Corps, who became, in turn, a farmhand in Saskatchewan, a police constable in the Yukon, and a bush pilot in the west and north. The author, Cruickshank's daughter, was only a year old when her father was killed in an airplane crash. She has wisely allowed Cruickshank to tell his own story by publishing, at length, his own letters home. With enthusiasm, poetry, and hardly a word of complaint, he details the long hours of back breaking work on the farm, the hardships and rewards of police patrols by dogsled in his beloved Yukon, and the difficulties of setting up a new airline in a region where few people had even seen an airplane. His accounts give an insight into life and society of the day, which it is hard for the author of a more general history, writing at second or third hand, to reflect.

Both Cruickshank and June Lunny write prose that is highly readable. It is informative and credible without being formal and stuffy. Personal photographs rather than standard archival fare accompany the text and add to the interest

Highly recommended for secondary schools.

971

Reid, Scott.

Canada remapped : how the Partition of Quebec will reshape the nation. — Pulp, 1992. — 184 p. : maps. — ISBN 0-88978-249-0. — \$14.95.

Reviewed by: Phyllis Schwartz, English Department Head, Lord Byng Secondary School, SD#39 (Vancouver).

From a global perspective, Quebec's multi-lingual and multi-cultural issues have much in common with countries such as Switzerland, Yugoslavia and Northern Ireland. Scott Reid's *Canada Remapped*, which asserts that the partition of Quebec will reshape the nation, believes that Canadians do not know what they want when they envision a nation.

Geography complicates the concept of Canada as a country with two official languages. Scott Reid presents case histories of other countries that have partitioned groups of nationalities geographically. Most of these countries have banked years of resentment about injustice caused by the partition model. Applying the partition solution to Quebec alone would create a map of Quebec that looked like Swiss cheese and create another set of co-existence problems. Reid concludes that a partitioned approach to preserving both English and French cultures would be an unfeasible one. Further, a closer look at the peoples of Quebec reveals that Quebec's native peoples, their language, cultures and indigenous rights, are also a consideration when deriving a just solution.

Though the partition proposal is not the solution for Quebec or Canada, the information about other countries organized on a partition model is valuable and accessible to students in upper high school grades. Scott Reid's *Canada Remapped* is a title worth shelving in the library.

971.1

Cherrington, John A.

The Fraser Valley : a history. — Harbour, 1992.— 391 p. : ill. — ISBN 1-55017-068-6. — \$44.95.

Harbour Publishing
P.O. Box 219
Madeira Park, BC
V0N 2H0

Reviewed by: Wendy L. Smith, teacher-librarian, W.D. Ferris Elementary School, #38 (Richmond).

John Cherrington has written a comprehensive, detailed history of the Fraser Valley. He starts with the eighteenth century and Stalo-Yaculta native conflict, through the Victorian era which saw settlers dealing with harsh winters and floods, to the twentieth century with two world wars up to the present day. Sasquatches, steamships, fur traders, fishermen, prospectors, and the impact of the automobile are described. The influence of the mighty Fraser River bringing life and death to the valley is clearly delineated.

The format of the book is clear and easy to read, even for some upper intermediate elementary students. It is full of interesting bits and pieces of information. There are over two hundred photographs, maps, and illustrations, which add to the interest of the book. It is always interesting and fun to see how things looked in "the olden days." Cherrington's section of chapter notes combined with a detailed index, combine to make this book's information easily accessible to the student doing research. A bibliography lists many of the sources the author used and a list of photograph credits is included.

This book would be useful for elementary and secondary schools, particularly those situated in the Fraser Valley. As more people from the Lower Mainland and other parts of the world move further into the Fraser Valley, interest in its history will increase, providing a greater need for books such as this one.

971.1
Heal, S.C.
West Coast maritime memories. —
Cordillera, 1992. — 181 p. : ill. —
ISBN 1-895590-02-7.

Cordillera Publishing Company
8415 Granville Street
Dept. 46
Vancouver, BC
V6P 4Z9

Reviewed by: Roberta Kennard,
teacher-librarian, University Hill
Secondary School, SD#39 (Vancouver).

Volume I of *The Maple Leaf Afloat* contains 17 chapters, each a separate story of some aspect of shipping or an industry associated with the coast of BC. Some of the stories are strictly of local interest (Seaspan, Georgia Shipping) while others have an international basis (Ioannis Daskalelis, Anglo-Australian) with a Canadian link at some point in the story. (The Anglo-Australian carried lumber from BC)

The author's interest in maritime history is obvious from his attention to detail but he often sidetracks with a tidbit of information which, while interesting, often distracts the reader from the story. Such an incidence occurs on page 18 of the Seaspan story in the following sentence: "The entire shipbuilding, repair and office facility of Seaspan is now located at the Vancouver Shipyards property in North Vancouver where it will become the biggest yard in Vancouver following the announced closure of the former historic Burrard Dry Dock shipyard, now known as Versatile Pacific shipyard, which plans to consolidate its operations at its Victoria yard." In fact, the writing is at times so awkward that it seems in need of further editing. Other errors occurred in spelling, punctuation and sentence structure.

Unfortunately there is no index or bibliography. Photo credits are included on page 181, and on that page, credit is given to the Vancouver Maritime Museum "for valuable access to shipping registers and library material."

The strength of the volume lies in the profuse photographs seen throughout the book. Also included are statistics on various vessels and much information about companies, people and events in BC's maritime history. Hopefully the future volumes will avoid the errors seen in the first volume.

Recommended with reservation to libraries and other collectors of local history.

971.1
Macdonald, Bruce.
Vancouver: a visual history. —
Talonbooks, 1992. — 84p. : ill.,
maps. — ISBN 0-889122-311-4. —
\$45.00.

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

biographies. Smaller maps and charts deal with building permits, urban development, industrial output, and political representation. Gender and ethnic equity have been respected with regard to choosing which personalities to highlight, and documentary photographs add authority and interest. I really cannot give enough praise for this publication! I found it entirely enthralling to read and a vast storehouse of relevant information.

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

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

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

971.1

Mandy, E. Madge.

Our trail led northwest : true tale of romance and adventure in British Columbia. — Heritage, 1992. — 224 p. : ill. — ISBN 0-919214-91-6. — \$14.95.

Reviewed by: Barbara Stepney, teacher-librarian, Gladstone Secondary School, SD#39 (Vancouver).

This highly readable travelogue is a first hand account of Madge Jones, a college teacher from Kansas, and her husband, Joe Mandy, true pioneers of British Columbia. Joe's position as an engineer with BC's Department of Mines took him and Madge to the most remote areas of BC in search of gold and other minerals. They travelled by coastal steamer, canoe, river boat, on foot, and by float plane in a style which could only be endured by the hearty. She tells of "dramatic and amusing incidents on the trail, in mining camps and isolated settlements or lone cabins" and their encounters with "prospectors, hardy pioneers and Indians of the wild." The material is very well written, contains great detail of their adventures, and has an added flavour of true romance.

There is an abundance of black and white photographs throughout the book which really add authenticity to the story. A black and

white line map is included but I would have very much appreciated a more detailed one outlining their various routes.

I commend the author, who now resides in Burnaby, for her wonderful account. This book is definitely recommended reading for secondary students, especially those studying British Columbia.

971.1

Miles, Fraser.

Slow Boat on Rum Row. — Harbour,
1992. — 270 p. : ill. — ISBN 1-
55017-069-4. — \$26.95.

Harbour Publishing
P.O. Box 219
Madeira Park, BC
V0N 2H0

Reviewed by: Janet Mckinlay,
teacher-librarian, Churchill Second-
ary School, SD#39 (Vancouver).

In December 1931, while living in Vancouver, nineteen year old Fraser Miles received a phone call from a friend that promised him a much sought after job during hard times. Little did he know at the time that he would spend the next two years as a West Coast rum runner. Debunking the myth of the exciting, romantic, and dangerous life of the rum runner, Fraser Miles talks of the boredom, the repetitious tasks, the confinement and the natural danger. This danger came not from rum running itself, but from life on the open seas.

Fraser Miles grew up in the 1920's in Mission, BC and begins his two part narrative by describing his childhood during the depression years. Writing of the intimate details of the life of a West Coast rum runner, Fraser Miles provides us with little known facts — available publications on rum running focus on the violent life of the gangsters in Eastern Canada and the U.S and tell little of the ordinary people involved in the day-to-day business of making a living smuggling alcohol on the West Coast. He writes very informally, very conversationally, at times to the detriment of both clarity and grammatical correctness. Not only was life repetitious but also, unfortunately, are the chapters. Mr. Miles has interspersed his narrative with numerous photographs of various rum running boats and their crews.

However, the tone of this book is often unnecessarily offensive. Mr. Miles writes in retrospect, yet makes no attempt to update language or ideas or ideas 'accepted' in the 1920's and 1930's but not acceptable today. For example, the fact that his black cat's name is "Nigger" is incidental to the story, yet emphasized. He refers to the Chinese railway workers as "Chinamen", abusive female teachers are labelled "bitches", while most other women are described in terms of their cooking ability, except for the prostitutes "Celestine and her little kittens". Other accounts contain disturbing and insensitive references. For example, he refers to a youth who regularly sodomizes others as having an "awful dirty habit" and describes a boy with a muscular affliction as running with "legs and arms jerking like a puppet on a string," albeit "fantastically gutsy". He makes frequent evaluative comments looking back at the events of his youth, but allows his racist, sexist, insensitive comments and overtones to stand as 'acceptable'. The cumulative effect of these 'minor' incidents is disturbing. It is no longer appropriate to allow such ideas to be presented under the guise of historical accuracy, particularly when the author does nothing to counteract the destructive nature of such attitudes. For these reasons, I will not recommend this book for purchase.

971.1

Spilsbury, Jim

Spilsbury's album: photographs and reminiscences of the BC coast. —

Harbour, 1990. — 176p. : ill. —

ISBN 1-55017-034-1.

Harbour Publishing

P.O. Box 219

Madeira Park, BC

V0N 2H0

Reviewed by: Betty Errington, retired teacher-librarian.

Spilsbury's Album: Photographs and Reminiscences of the BC Coast is a sequel to Jim Spilsbury's two earlier books, *Spilsbury's Coast* and *The Accidental Airline* (the story of Queen Charlotte Airlines). For anyone interested in the 20th century history of our coastline, it provides a rich feast — for the eyes and the imagination.

The author writes in the introduction:

The book still follows the haphazard method of the family album, and the photographs...record the great changes which have taken place on the coast since I first came here as a child.

This is a large, though not coffee table sized hardback, with evocative paintings by the author on the front and back covers. The inside covers provide clear and detailed maps of various sections of the coast. There is a useful index at the back. The photographs are both clear and well-captioned.

Jim Spilsbury has lived nearly all his life on the BC coast, working as a logger, radio operator and repair man, pilot and airline boss. He is a prime source for the history of the area and he recounts it with humour, candor and enthusiasm.

I highly recommend this most attractive book to BC coastal history buffs. I think it would also be useful as a classroom source for BC history. Fry Readability level is grade six.



BCTLA PUBLICATIONS FOR SALE

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

Prices in effect until August 31, 1993.

All orders must be prepaid. To order, please enclose a cheque or money order to:
BCTF Lesson Aids Service, 2235 Burrard Street, Vancouver, BC, V6J 3H9.
Phone: (604) 731-8121 Fax: (604) 737-9593

- 2538 Contemporary Books Reflecting Canada's Cultural Diversity**
Price: BCTF Member - \$12.00, Non-BCTF Member - \$14.40
- 9003 Imagination or Reality: Science Fiction and Fantasy Booktalks**
Price: BCTF Member - \$16.50, Non-BCTF Member - \$19.80
- 9024 Literature Connections: The Teacher and Teacher Librarian Partnership**
Price: BCTF Member - \$10.00, Non-BCTF Member - \$12.00
- F8011 Whole-Language Bibliographies in French for Primary/Bibliographies en Français pour l'approche Communicative**
Price: BCTF Member - \$6.50, Non-BCTF Member - \$7.80
- PD112 Implementing Change: A Cooperative Approach to Initiating, Implementing and Sustaining Library Resource Centre Programs**
Price: BCTF Member - \$27.50, Non-BCTF Member - \$33.00

*Back Issues of the Bookmark:

- 9079 Weaving the Strands** March 1991 Bookmark, 182 p.
Price: BCTF Member - \$12.50, Non-BCTF Member - \$15.00
- 9080 The Chips are Down** June 1991 Bookmark, 150 p.
Price: BCTF Member - \$12.50, Non-BCTF Member - \$15.00
- 9078 "Fangs A Lot!"** September 1991 Bookmark, 230 p.
Price: BCTF Member - \$9.25, Non-BCTF Member - \$11.10
- 9081 Sharing the Land** March 1992 Bookmark, 247 p.
Price: BCTF Member - \$12.50, Non-BCTF Member - \$15.00
- 9082 Kaleidoscope** June 1992 Bookmark, 207 p.
Price: BCTF Member - \$12.50, Non-BCTF Member - \$15.00
- 9083 Survival** September 1992 Bookmark, 232p.
Price: BCTF Member - \$12.50, Non-BCTF Member - \$15.00

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

THE BOOKMARK

Index to Volume 34

September 1992 - June 1993

Indexes for vol. 34 compiled by **LIZ AUSTROM**, teacher-librarian, Tupper Secondary School, SD#39 (Vancouver), **JIM HOLGATE** teacher-librarian, L. A. Matheson Junior Secondary School, SD#36 (Surrey), **BARBARA SMITH** teacher-librarian, Larson Elementary School, SD#44 (North Vancouver).

The Bookmark is published by the British Columbia Teacher-Librarians' Association in September, December, March and June of each school year.

This index does not include the regular features "In Circulation," "Editor's Comments" and "Letters to the Editor." Other regular features (e.g., "Chapter Reports" and "Reading Checklist") are indexed to the journal issues they are found in, but not to the pages on which they are located.

Annual reports of the Officers of the Association are located through the "Annual Reports" listing. Reports on conferences, workshops and seminars will be found together under "Conferences."

To assist readers searching for bibliographies for book selection or research, bibliographies are listed under the heading "Bibliographies" and articles and units which include substantive bibliographies are so indicated in the citations.

Cooperative units include or imply a role for the teacher-librarian in planning and teaching. These units have the potential to be modified to fit the model of planning and teaching suggested in Part I of *Fuel for Change*. Units are listed under the course, level or program indicated by the author, or, failing specific information, under the "best guess" of the indexers. They are often adaptable to other courses, levels and programs.

Canadian Education Index regularly scans and indexes *The Bookmark*.

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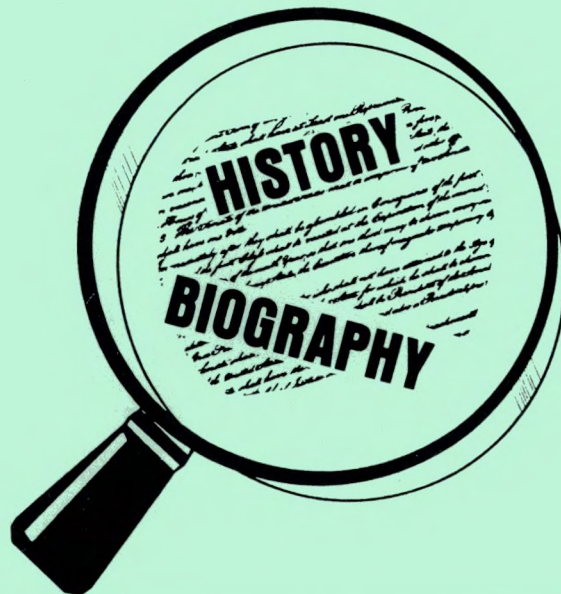


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