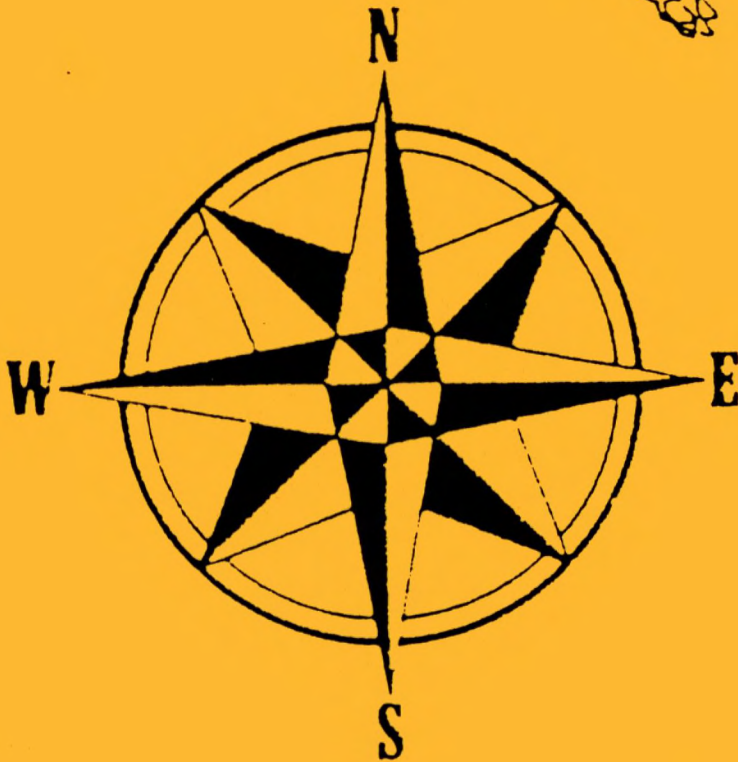


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BCTLA

THE BOOKMARK



*POINTS OF THE
COMPASS*

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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: WHICH DIRECTION ARE WE HEADING?

by JUDITH KOOTTE, BCTLA President

My calendar, a potent navigational aid, reads November the eighteenth. Past pages remind me of an already eventful fall for our association with future pages signaling a similar bearing. Coming at the beginning of my term of office, Points of the Compass, the theme of this volume, gave me some pause to think. As a navigational tool, the compass affirms the general direction of a destination. Within any chosen direction there exists the prospect of several destinations and so, I have chosen this occasion to indicate the direction of our association's compass not a destination.

So, in which direction are we heading? First, I must caution you that our association is not unlike a ship at sea. The magnetic deviation of the compass is influenced by the structure of the ship and the position of its motors. In other words, we, too, are affected by our location within the larger structure of education and our positions within our district and provincial organizations. Not only did I take careful note when I encountered the following quote in a recent *Pacific Yachting* magazine but I also suggest that it offers a handy disclaimer if you should wish to contest this direction.

"...sailing toward the cay's charted position, we found only empty ocean. Puzzled, we tried more sun sights, only to discover we'd stumbled across a partial eclipse of the sun. Wrong time, wrong place for a navigational exercise."

—Douglas, 1994

Three attributes, vision, authority and influence (Fenstermacher, 1992) have been selected to clarify this direction. Although vision suggests clarity and assurance of sight, often inferring speculation about the future perhaps in this situation, De Bono's (1978) perception of opportunity is more descriptive of my intended meaning. He defines opportunity as a possible action without high risk and worth pursuing because of its obvious benefits. It is my belief that we have an overabundance of opportunities at hand, examples of which will be addressed later in this column. Using the context of our work and not its artifacts as my reference

point to define authority, I see our authority coming from a clear understanding of our evolving role as teacher-librarians. Our efforts are grounded in the moral and intellectual foundations of good theory. Our values include inquiry, reflection, teaching and study. We know the consequences of the different forms of our work and we bring this hard data and evidence to bear on our practice. The third attribute of influence is perhaps better known to you as advocacy. Influence is what we do when we carry our vision and our authority forward to those who make the decisions and policies regarding the distinctiveness and purpose of our work. Influence is what we do when we take the time and create resources in order to be effective in our work with government, the Ministry of Education, school boards, professional associations, and the public at large. Our influence as teacher-librarians derives its intensity and effectiveness from the vision and authority we bring to these endeavors. Conversely, failure to exercise our influence dooms both our authority and our vision.

What might our world be like if our vision and our authority were brought to bear on policy and practice? The answer to this question is not forthcoming at this time as you and I are still developing this new school library order. While *Developing Independent Learners* currently serves as our guiding document we must also realize its static character. One compass reading does not provide direction and bearing for an entire trip. We can presume that we will encounter natural obstacles such as weather, current, and land forms, along with mechanical limitations and human errors and that many detours will occur in any course set. I have chosen to interpret our obstacles as opportunities. As a sailor I have experienced the results of complacency. Taking position, experience, knowledge of the territory or the handling of the boat for granted results, at the very least, in misfortune. In my particular situation the result was coming to rest for many anxious hours on a reef. Luckily, the boat incurred minimal damage. This circumstance could have had a very different ending. I believe the survival of teacher-librarianship is dependent on our anticipating our students' futures and adapting our roles and programs to meet their needs.

As teacher-librarians, we are well aware of the importance of the information skills curriculum. As we are confronted with the pervasiveness of electronic information, the convergence of information technologies and the proliferation of electronic delivery services the ramifications for survival on this horizon are daunting. The prerequisite navigation skills and the critical filtering and synthesizing skills required for

survival represent some of our many challenges ahead. Perhaps the most significant of challenges is the teaching of our students and cautioning of our teaching colleagues to verify the authority and accuracy of the information used to build their knowledge.

Maude Barlow and Heather-Jane Robertson's new book, *Class Warfare: The Assault on Canada's Schools*, debunks several predominant myths about the Canadian education system. One example that truly struck home was the myth that students in countries like Japan attend school longer and work harder than our students. The length of the Japanese school year has been reported as 243 days. The authors tracked down the origins of this popular myth to a 1990 article in the *Atlantic Monthly*. In Canada, the myth was perpetuated by premiers such as Frank McKenna to support their call for school reform, by journalists like Diane Francis of the *Financial Post*, and by business leaders like Tom D'Aquino from the Business Council on National Issues. The result of this high profile dissemination of misinformation is that the myth is now well entrenched in the public's knowledge bank and as such will likely remain there for more years than I have left in teaching. To debunk this myth the Canadian Teachers' Federation contacted the Japanese ministry of education yielding some additional information. It appears that the reported figure of 243 days is the maximum allowable days schools are permitted to be in session. The official number of school days in Japan includes non-instructional days used for sports and cultural celebrations. Another interesting fact to be obtained in this analysis is the length of the Japanese school day. It was found to be shorter than in Canada. On average Canadian high school students receive 952 hours of instruction per year as compared to 933 hours in Japan. The statement is made in *Class Warfare* that "...in every province and territory, at every grade level, Canadian students are exposed to more hours of instruction annually than are Japanese students."

I have included the example above to show the importance of the three attributes of vision, authority, and influence. Currently an integrated K-12 Information Technology Curriculum is being developed by the Vancouver School Board through a contract with the

Ministry of Education. The time-line is **extremely** short. The contract stipulates that they must complete the first draft by the end of the November. The third and final draft will be completed on January 6th. Pilots in other districts will follow. In the documentation notifying me of this project I received the following information which I am passing along to you. If you have an E-mail account in your district or on CLN you may receive information about this curriculum by sending an E-mail message to: **INFOTECH-REQUEST@EDNET.BC.CA**

In the body of your message text enter **SUBSCRIBE**. If you wish to send a message to the list, address it to: **INFOTECH@EDNET.BC.CA** By becoming involved in projects such as this we have the opportunity to influence others with our authority and vision.

In closing I invite you, once again, to contact me and members of the executive either personally or through your LSA to discuss any issues of concern to you or your chapter. I appreciate the contact I have with individuals and chapters.

How are your learning and working conditions affecting you? It is vital for the executive to know because we will use the information to advocate for change by bringing this information forward to the BCTF and to our provincial and national liaison groups.

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- Fenstermacher, Gary (1992). "Where are we going? Who will lead us there?" Presidential Address, American Association of Colleges for Teacher Education, San Antonio, Texas.

Now Is The Time!

Submit an article, unit or bibliography to

THE BOOKMARK

COMING THEMES ARE:

MARCH 1995: THROUGH THE LOOKING GLASS

Imagination is one of the things that makes life worth living. It offers both escape and inspiration, adds colour to our lives, suggests new directions and dimensions of life, helps us to understand ourselves and others, and enriches everything we do and are. How do we incorporate this important aspect of living into students' educational experience? Units will be particularly useful, but other submissions are also needed.

Deadline: January 25

JUNE 1995: CARPE DIEM!

In today's educational climate, we must indeed "Seize the Day!" We must become advocates for the library services and programs that are essential to our students. Share with our readers your advocacy ideas and programs. Help other teacher-librarians to build the support that will lead parents and decision-makers to become active advocates. Encourage non-teacher-librarians to send us their ideas and experiences as well.

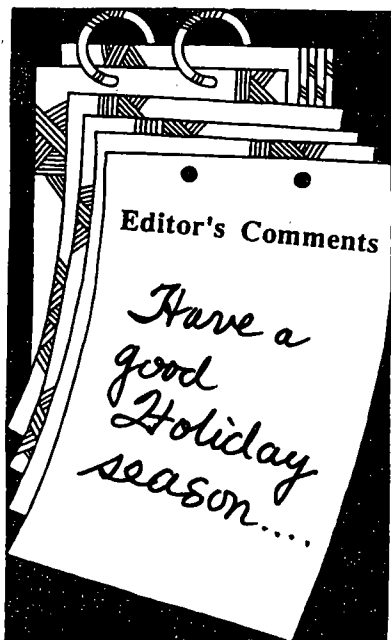
Deadline: April 25

SEPTEMBER 1995: CRAZY CANUCKS

Biography units, resource lists on Canadians as a people, Canadian sports heroes and other achievers of note — all of these and more are possible submissions. Canadians have been at the forefront of inventive genius, international diplomacy and peacekeeping, and the fine arts. We have hewn a modern country out of an immense raw land, and we have travelled to the stars! All this in a climate that captures all the extremes! Help us look at the people of this great land — the Crazy Canucks who have made it what it is.

Deadline: July 25

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



As usual the fall has been an incredibly busy time. The highlight of this season was the BCTLA annual conference—the BEST/CATALYST '94 conference held at the brand new Burnaby South Secondary School. This event proved to be an exciting one—combining two PSAs—the BCTLA and the Science Teachers Association in a co-sponsored event. Many of the sessions featured new and exciting technologies and these gave us a taste of the possibilities of multimedia, the information highway and the incredible proliferation of excellent, educational CD ROMs. I enjoyed a mind-boggling session on multimedia desktop publishing, and one on a truly versatile CD ROM anatomy/biology program called A.D.A.M. The interactive aspects of these media enhanced their usefulness as educational tools and showed me the directions learning will take in the not-too-distant future. Perhaps Santa will bring us all budgets to accommodate some of these attractive features!

There were so many sessions featured this year that the *Bookmark* could only try to report on a selected number of them. Our reporters have attempted to write longer resumes to give you a real flavour of the content of the presentations and they have included examples of the useful handouts they received at the sessions. How useful are these reports to our readers? Should we attempt to cover all the sessions with shorter reports, or just a few with more in-depth descriptions? Should we just cover the content or information presented in the sessions, or attempt to evaluate the presentation as well? Some

readers like to have an idea of how well the session went, so that they can engage the same presenters for other occasions. Others simply want to know what they missed if they could not attend the conference or certain sessions they were interested in but had chosen to attend another presentation at that time.

The format of this conference was quite different from the past, with some aspects offering more opportunity and other aspects resulting in some confusion. There was an availability of many more high-caliber keynote speakers, as two associations would be sharing the cost of these presenters. However, these keynotes were at times which conflicted with sessions some teacher-librarians had already signed up for. Since the times of some of the keynote sessions were only known when we picked up our registration packages, I could not ask people to report on them should they decide to attend. There were numerous sessions which featured hands-on demonstrations of techniques and products which were useful to know about, but difficult to report upon as they would turn out to be almost free advertising for the companies and products represented. These were some of the confusing aspects from the *Bookmark's* point of view.

The school itself was impressive—offering wide halls, well-equipped classrooms, a huge theatre with its own box-office and entrances, comfortable upholstered seating and state-of-the-art washrooms! Monitors were ubiquitous—mounted in every classroom and in the halls. Student guides escorted us and acted as proud ambassadors for their new school. It was a very comfortable setting even though over 1,000 persons representing both associations attended. The two keynote speakers I heard were both excellent—witty and wise presenters with impeccable backgrounds. It was a pleasure to hear them in the opulent comfort of the theatre. We will experience another new venue next fall when Prince George hosts the 1995 conference at their new University of the North. Plan to attend.

LETTERS TO THE EDITOR

We're back! It's not a legend or ancient history. Although we were on the endangered species list for awhile, thanks to a dedicated "environmental group" who feared the destruction of the TEACHER LIBRARIAN SPECIES, we have been resurrected and have been growing in numbers and strength in the elementary schools in the Courtenay School District. So I must refute your statement in the June *Bookmark* that "Courtenay S.D. has no elementary teacher-librarians." We do exist. We have been quiet provincially because we have been working so hard locally to establish credibility and gain support. The following is a brief window of our history and our accomplishments.

Four elementary teacher-librarians were hired in 1988 to cover sixteen schools which were divided among us. We faced an established history of competent clerks who were expected to run the libraries, plus provide teachers with prep time by reading stories to classes and teaching research skills in isolation. Many libraries required an enormous amount of weeding and collection development as well as convincing the staff about cooperative planning and teaching and flexible scheduling. An enormous task.

The first accomplishment was to get in contract that we could only be assigned to a maximum of two schools. The smaller schools fell victim and continue to be staffed with clerks. There are now seven elementary teacher-librarians and we cover ten out of the seventeen schools.

In an attempt to promote the development of library programs, I have presented with a teaching partner on professional days, a workshop for primary teachers entitled "Teachers and Teacher-Librarians Reading across Canada" and one for intermediate teachers entitled "Teachers and Teacher-Librarians Working Together on an Integrated Theme."

With the secondary teacher-librarians and members of the district administration, we have developed a teacher-librarian evaluation document for our district. We have also initiated a district plan to coordinate computer automation procedures for our libraries, with a number of schools undergoing the process this year.

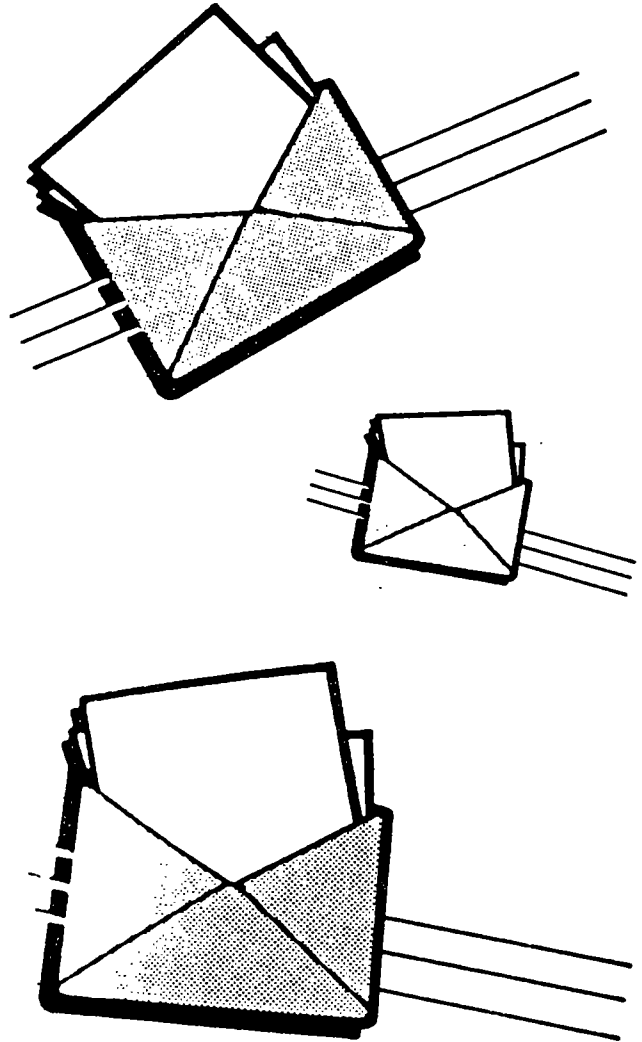
A brand new elementary school opens this fall which is staffed with a .5 teacher-librarian and 25 hours of clerical time and will be fully automated. This year, we welcome the new coordinator of our District Resource Center, who is a teacher-librarian and former district Resource Coordinator from Windermere, Bonnie Halvorson.

Some of us have burnt out, some of us just hide out, but most of us want to break out the news that we are alive and trying to stay well in Courtenay.

from Marty McCrick, CDTLA President.

Response:

Welcome back!



PROGRAM OF THE BC TEACHER-LIBRARIANS' ASSOCIATION FOR THE BUDGET YEAR 1994-95

Goals: Promote the crucial contributions of the teacher-librarian within the educational community by:

- affirming the essential role of the teacher-librarian in learning and educational change
- increasing the involvement of teacher-librarians in professional development and curriculum development
- encouraging the participation of teacher-librarians in BCTLA activities and publications
- improving the working and learning conditions in BC school library resource centres

Objective:

1. Promotion of the crucial role of the teacher-librarian and the school library resource centre program in the process of learning.

Activities:

- 1.1 Continue to promote the ministry policy document *Developing Independent Learners*.
- 1.2 Participate on Ministry curriculum committees.
- 1.3 Maintain a dialogue with the Ministry of Education.
- 1.4 Encourage chapters to be advocates for teacher-librarianship to superintendents, trustees, administrative officers, teacher colleagues, and the community.
- 1.5 Define policies and guidelines for the Advocacy Committee.
- 1.6 Recognize the outstanding contributions of an individual teacher-librarian through the Award of Merit.
- 1.7 Recognize the outstanding contributions of an individual associated with school library resource centre programs through the Distinguished Service Award.
- 1.8 Initiate the implementation of the recommendations proposal by the Provincial Forum on Resource-Based Learning.

Objective:

2. To provide a network for the sharing of ideas, trends, and new developments in education.

Activities:

- 2.1 Publish regular issues of the BCTLA journal, *The Bookmark*.
- 2.2 Maintain liaison with other library and educational associations and institutions.
- 2.3 Support the planning of the Fall BCTLA Conference.
- 2.4 Recognize an outstanding article published in *The Bookmark* through the Alan Knight Memorial Award.

Objective:

3. To maintain and improve communications within BCTLA.

Activities:

- 3.1 Have Chapter Relations Committee prepare and distribute a handbook for chapter councilors.
- 3.2 Work with chapters to communicate and share policies, concerns, and interests.
- 3.3 Have BCTLA Council meet twice a year to determine policy, ratify budget, and share ideas and concerns.
- 3.4 Have BCTLA Executive Board meet six times a year, possibly including one weekend retreat to establish goals, objectives and activities for the following year.
- 3.5 Recognize the need to support chapters through awarding of the William H. Scott Memorial Award.
- 3.6 Establish the use of telecommunications between BCTLA members and the Executive Board.

Objective:

4. To develop professional materials and programs.

Activities:

- 4.1 Facilitate district workshops.
- 4.2 Foster professional development.
- 4.3 Encourage members to gather materials and ideas for publication in *The Bookmark* and other publications.
- 4.4 Encourage members to participate in activities of other professional groups.

Objective:

5. To promote the role of the teacher-librarian as outlined in *Developing Independent Learners*.

Activities:

5.1 Continue liaison with the University of British Columbia, the University of Victoria and Simon Fraser University.

5.2 Encourage personal professional development in teacher-librarianship through the Ken Haycock Professional Development Award.

Objective:

6. Endeavor to improve learning and working conditions in school library resource centres.

Activities:

6.1 Survey learning and working conditions throughout the province.

6.2 Publish survey results.

6.3 (Executive Board) Monitor and report changes in learning and working conditions in the province's school library resource centres.

6.4 (Executive Board) Liaise with BCTF's Bargaining Division to improve teacher-librarian working and learning conditions.

6.5 (Chapters) Use survey results to initiate local actions as outlined in the BCTF's Bargaining Division to improve teacher-librarian working and learning conditions.

6.5 (Chapters) Use survey results to initiate local actions as outlined in the BCTF's policies.

Objective:

7. To promote teacher-librarian involvement in the evaluation, selection and management of learning resources.

Activities:

7.1 Evaluate print and non-print materials created in or about BC and publish the reviews in *The Bookmark*.

7.2 Maintain liaison with the Ministry of Education regarding the School Library Book Purchase Plan.

7.3 Encourage teacher-librarians to become evaluators of resource materials at the ministry level.

7.4 Promote teacher-librarian involvement in the selection and management of school resource materials.

Objective:

8. To increase membership.

Activities:

8.1 Conduct a membership drive.

8.2 Encourage chapters to promote BCTLA membership.

8.3 Promote subscriptions.

Evaluation Criteria:

1. Membership statistics from the BCTF.

2. Involvement of BCTLA members in local and provincial associations to the BCTLA.

3. Responses received from the BCTLA Working and Learning Conditions survey.

4. Evident support from educational associations, institutions, and the community.



YOUNG READER'S CHOICE AWARD

The June, 1994 issue of *The Bookmark* announced the 1994 winner of the Young Reader's Choice Award and listed the titles which are to be voted on for the 1995 award. Vancouver Kidsbooks can supply copies of the titles nominated for the 1995 award, although they are having some difficulty obtaining the YRCA materials—such as posters, seals, ballots, etc. Several titles are now available in paperback: *The Ancient One*, by T.A. Barron, Price: \$5.99; *Who Killed my Daughter?* by Lois Duncan, Price: \$7.50; *A Taste of Salt*, by Francis Temple, Price: \$5.25. Unfortunately *Liars*, by P. J. Peterson is simply not available. A record number of young people in British Columbia voted on their favourite titles last year. Let's all make a concerted effort to introduce an even greater number this year to the pleasures of reading!

Anyone in grades four through twelve in the Pacific Northwest who has read or has heard read at least two books from the list is eligible to vote. This vote takes place between MARCH 1 and MARCH 15th, 1995. Vote at school or public libraries. Ballots may be purchased or each participating institution may design its own ballot. Mail the total number of votes cast for each title by MARCH 20 to:

**Young Reader's Choice Award
Graduate School of Library and Information Science, FM-30
University of Washington
Seattle, WA 98195**

Additional information is available from the BC representative:

**Janet Wynne-Edwards
Strathcona Branch Library
592 East Pender Street
Vancouver, BC V6A 1V5
Tel: 665-3967**



THEME SECTION

INDIVIDUAL COUNTRY STUDY TRAVEL BROCHURE

by **DIANE QUINN**, teacher-librarian, and **NADINE CAMP**, grade 6-7 teacher, Nicola-Canford School, SD #31 (Merritt).

INTRODUCTION

The following unit was planned for use after spring break. Prior to this, the class completed many activities using the *PC Globe* computer program with the teacher-librarian, and then completed follow-up activities with the classroom teacher.

The unit is easily adapted to a study of Egypt to accommodate the grade seven curriculum.

CONTENT OBJECTIVES

Students learn factual information about individual countries and plan a trip.

INFORMATION SKILLS OBJECTIVES

Students practice using computer resources, note-taking, graphing, mapping, telephoning airline and travel companies, making comparisons, planning a menu, writing a budget and producing a bibliography

RESOURCES

Library: Multimedia resources including *Picture Atlas of the World* and *PC Globe*; cookbooks, black-line masters of country maps; and *National Geographic Atlas of the World* for monthly precipitation and temperature records.

Travel companies: Travel brochures and posters

Airlines

People in the community

District resource centre: Videos and pictures

EVALUATION

Final brochure is marked by both the teacher-librarian and the classroom teacher. Verbal presentations are marked by the classroom teacher and/or the teacher-librarian.

PRESENTATION FORMAT

Students work individually to produce a written travel brochure and a brief oral presentation.

TOPIC COUNTRIES

Students may not choose Canada or the United States. Preparation for this choice should be made approximately six weeks in advance. At this time, the teacher makes posters, books and travel brochures available in the classroom so students can make their choice. Students then write to different travel bureaus or embassies to obtain background information on their country of interest.

SCHEDULE

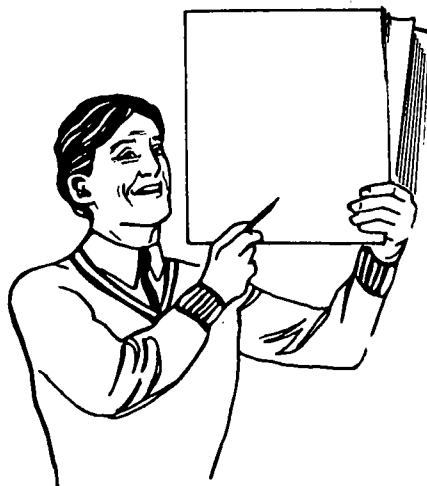
This unit takes approximately six to eight weeks.

Subject	Activity	Lessons (minutes)	Group	Place
Math	graphing	2 × 45	whole class	classroom
Socials	mapping	2 × 45	whole class	classroom
LA/Socials	topic research	4 × 45	whole class	library
LA/Socials	bibliography	1 × 30	whole class	library
Socials	picture atlas	1 × 30	3 to 4 students	library
Socials	<i>PC Globe</i>	1 × 30	3 to 4 students	library
LA/Math	compare/contrast sentences	1 × 20	whole class	library
Socials	menus	2 × 45	whole class	library
Math	budget	1 × 30	whole class	classroom
Socials	topic research	6 × 45	whole class	classroom/library
Language	oral presentation	2 × 45	whole class	classroom

Students are expected to work at home and during their unscheduled time at school on this project. Telephone calls and interviews are conducted at this time.

WORKSHEETS REQUIRED

1. Description of assignment
2. Note taking outline
3. *PC Globe* statistics collection form
4. Table of Contents
5. Menu sheet
6. Evaluation sheet



INDIVIDUAL COUNTRY TRAVEL BROCHURE

Plan a two week vacation! Complete a travel brochure!

You must complete a travel brochure for a country of your choice. Your travel brochure must include the following:

1. **Title page.** Include the name of your country, your name, the date and at least one picture.
2. **Average temperature graph.** The graph covers a twelve month period.
3. **Average precipitation graph.** The graph covers a twelve month period.
4. **Physical features map.** Label surrounding waters and countries. Include at least ten labels showing cities, rivers, lakes, deserts, other land forms, railways, highways and airports. Be sure to include a compass showing North, South, East and West. Label the country.
5. **Resource map.** Using symbols and a legend, note where at least five resources are found. Be sure to include a compass showing North, South, East and West. Label the country.
6. **Travel information.**
 - a. Is a visa needed to enter the country?
 - b. What is the currency?
 - c. Are you supposed to tip or is it an insult?
 - d. Is the water drinkable?
 - e. What is the main language?
 - f. In case of emergency, what is the number of the Canadian Embassy?
 - g. Should travellers take Canadian travellers' cheques, credit cards, or cash?
- 6a. **Bonus.** Translate this conversation into the language of your country.
 - a. Hello, my name is _____.
 - b. I would like to make a collect call to Canada.
 - c. The number is _____.
7. **Country information.** Write at least twenty points on at least four of the following topics in sentences. Use headings for each topic.

traditional clothing	religion	drama
traditions	music	historic events
government	housing	economy
art	sports	special celebrations
other...		
8. **PC Globe.** Find ten statistics on your country and write these in the chart provided. Find the same statistics for Canada. Write sentences comparing at least five of these statistics. Use words such as "greater than", "less than" and "equal to".
9. **Traditional menu.** Write a traditional menu of what you would expect to eat in your country. In your menu include three items for breakfast, three items for lunch and three items for dinner.

10. **Trip Itinerary.** Plan your Itinerary. Your trip is between ten and fourteen days. Include transportation to and from the airport, the departure and return dates, and flight information.
11. **Packing.** Write a list of things you are going to pack. Include clothing and other items such as cameras etc. (The items you pack will be greatly affected by the weather you will be expecting in your country.) You must include at least ten separate items.
12. **Budget.** Include all travel expenses. (Include airfare, insurance, transportation, accommodation, food, gift buying, tourist attractions etc.) What is the total cost of your trip going to be?
13. **Tour guide.** Plan your trip. Be sure to demonstrate knowledge of tourist activities and sights-to-see in your country. Write these in the future tense.

Day one

Today we are going to...

Day two

After a tasty breakfast at the _____ we are going to...

Continue day by day describing each activity. Write at least three sentences for each day. Remember to write these in the future tense.

14. **Photographs.** Include at least ten pictures of your country. They may be drawn or cut from your brochures. Write captions beneath each picture.
15. **Bibliography.** Include a minimum of three sources.

NOTE TAKING OUTLINE

The outline is arranged as a table filling two pages. Students complete the outline with brief notes.

Name of country	Drama, music and art
Travel information	Government
Visa	Special celebrations
Currency	Sports and games
Water	Traditions
Tipping	Education
Language	Historic events
Money	Housing
Emergency telephone numbers	Economy
Other	Other
Traditional clothing	
Religion	

MENU SHEET FORM

☆☆☆

★ TODAY'S SPECIAL ★

The menu sheet shows a traditional menu of what you would expect to eat in the country. Students complete it with three items of food from breakfast, three items from lunch, and three items from dinner.

DELI-CIOUS



TREATS

EVALUATION

Title Page. Labels, pictures, neatness.....	/10
Average temperature graph. Titles, labels, scale and colouring. One mark is removed for each spelling error	/20
Average precipitation graph. Titles, labels, scale and colouring. One mark is removed for each spelling error	/20
Country map 1 (Physical features map). Labels and colouring. One mark is removed for each spelling error	/20
Country map 2 (Resource map). Labels and colouring. One mark is removed for each spelling error	/10
Travel information.	/10
Country information.	/20
PC Globe statistics.	/10
Compare/contrast sentences.	/10
Traditional menu items. Neatness and detail. One mark is removed for each spelling error	/20
Trip itinerary	/5
Packing	/10
Budget	/10
Tour guide	/30
Photographs and captions One mark is removed for each spelling error	/10
Bibliography	/10
Presentation and overall organization	/25
TOTAL	/250

EMPERORS AND IMMIGRANTS: BOOKS THAT REFLECT CHINESE CULTURE AND PEOPLE

by **PAT PARUNGAO**, teacher-librarian, Sir William Van Horne Elementary School, SD #39 (Vancouver).

Recently, educator Yvonne Brown gave a professional development presentation on "The literature of Africa and the African diaspora" to our teacher-librarians' association. Something she said during her talk struck a chord within me. This was her realization that throughout her grade school and university experience, she had not read a single work written by a black person. When I thought about it, I could not recall any I had read about Chinese. At the end of her talk, she challenged us to initiate reading circles in order to gain knowledge about literature from different cultures. As a result, two reading circles which focus on books that reflect the Chinese culture and people have developed.

Many of the books available on this topic are folk tales or stories set in traditional China. These are listed in the "Traditional Tales" section of this bibliography. Recently, more diasporic literature, or works by writers of Chinese ancestry but not living in China has emerged. For these I've applied a term from Ron Jobe's *Cultural connections* — "Echoes of a culture." Included also are some non-fiction titles.

TRADITIONAL TALES

Chin, Charlie. 1993. *China's bravest girl: the legend of Hua Mu Lan*. Emeryville, California: Children's Book Press. Illus. by Tomie Arai.

This dual language story, written in verse, is based on a poem called "Mu Lan Ci," originally recorded in the Soong Dynasty (AD 960 - 1279). When Hua Mu Lan's father is called by the Emperor to fight in his army, she goes in his place. Although she becomes a general, no one knows that she is a woman.

Demi (author & illustrator). 1993. *Demi's dragons and fantastic creatures*. New York: Henry Holt.

Demi's mixed media collages are the major attraction in this book. Nine different types of dragons,

e.g. water, fire, heavenly, and several other animals are presented. Each dragon is presented on a colourful three-page pull out spread. Explanations about the colour, emotion and symbolism associated with each creature is provided.

Demi (author & illustrator). 1990. *The empty pot*. New York: Henry Holt.

Young Ping is blessed with the ability to make any plant blossom. When given a seed by the Emperor, however, it fails to bloom even though Ping tries several nurturing methods. After a year, an extremely disappointed Ping returns to the Emperor with his empty pot. His honesty is rewarded with the kingdom and a title. Nancy Fargey, a colleague in the Reading Circle pointed out that "a huge segment of Ping's society is portrayed as being deceitful and manipulative, including the Emperor himself."

Hodges, Margaret (reteller). 1963. *The voice of the great bell*. Boston: Little, Brown. Illus. by Ed Young (1989).

This story is taken from Lafcadio Hearn's *Some Chinese Ghosts*, published in 1887. A respected bell maker was ordered by the emperor to cast a huge bell that could be heard for a hundred miles. After two failed castings of the bell, the emperor would permit only one more chance at a successful casting or the bell maker would be killed. The bell maker's daughter saves her father by providing the bell with a soul. She sacrifices herself by leaping into the molten metals.

Another moving rendition of this story is provided in Su-Chong Lim's musical performance of "Jasmine and the Bell" on his video entitled *Golden Mountain* (Calgary: Su-Chong Lim Music).

Hong, Lily Toy. 1993. *Two of everything*. Morton Grove, Illinois: Albert Whitman & Co.

A humorous folk tale about how Mr. and Mrs. Haktak benefit from a magical brass pot discovered in their garden. Whatever goes into the pot is doubled, including people!

Hong, Lily Toy. 1991. *How the Ox Star fell from heaven*. Morton Grove, Illinois: Albert Whitman and Company.

The illustrations, done in gouache and airbrushed acrylics, provide a strong attraction to this book. The Emperor of All the Heavens took pity on the poor peasants and sent his most trusted messenger, the Ox Star, to tell them that they could depend on a meal once every three days. Ox Star, twisted the emperors words and said that the emperor decreed that they could eat three times a day instead. As a result, the Ox Star and all the other oxen were banished to earth to labor day after day in the fields. A fun story to keep in mind for the next year of the ox, 1997.

Rappaport, Doreen. 1991. *The journey of Meng*. New York: Dial Books for Young Readers. Illus. by Yang Ming-Yi.

After her scholar husband was taken to labour in building the Great Wall, Meng Jiangnu waited for his return, or at least some word from him. After hearing nothing for a year, she traveled through forests, barren plains, mountains, rivers, valleys and grasslands to find him. All she found were his bones. The emperor, seeing her beauty, offered her a choice — to give herself to him or be beheaded. She bargained to have the kingdom mourn her husband, to bury him as if he were a prince and to give him a public funeral. After he fulfilled these wishes, she renounced her vows because of his heartless cruelty in destroying millions of families. She committed suicide by jumping into the sea.

Tan, Amy. 1992. *The moon lady*. New York: Macmillan. Illus. by Gretchen Shields.

This picture book retells a segment of Tan's *Joy Luck Club*. Grandma Ying is telling her granddaughter about an adventure she experienced as a young girl in China preparing for, going on, and being rescued from a boat trip to see the Moon Lady during the Moon Festival.

Su, Li (adapter). 1985. *The beginnings of monkey*. Beijing: Foreign Languages Press.

There are many Monkey stories. Monkey is a famous character in China — mischievous, ambitious, generous and vain. Most people believe that the Monkey stories were originally written by Wu Cheng-en, a scholar-poet and civil servant during the sixteenth century.

This tale tells of the supernatural birth of monkey, explains how he became the Handsome Monkey King of the Water Curtain Cave on the Mountain of Flowers and Fruit, presents his training where he learned the 72 transformations and the art of flying and somersaulting sixty thousand miles on a cloud, and of his battle with the Demon King of Confusion.

Young, Ed (author & illustrator) 1993. *Red thread*. New York: Philomel.

Young has created more than fifty books for young people, including the 1990 Caldecott winner, *Lon Po Po: A Red Riding Hood story from China*.

In this story Wei Gu happens upon a celestial matchmaker who shows Wei Gu his future wife. Wei Gu is horrified and pays ten thousand coins to have the girl killed. Although the girl is stabbed, she did not die. They meet later in life and live happily together.

ECHOES OF A CULTURE

Fritz, Jean. 1982. *Homesick: my own story*. New York: G.P. Putnam's Sons. Illus. by Margot Tomes.

This is a fictionalized account of Jean's childhood in China during the 1920's, a period of revolution between Chiang Kai-Shek's Nationalist Party and Mao Tse-tung's Communist Party.

Jean, the daughter of an American YMCA administrator, lived in the privileged French concession in Hankow. She was homesick for the United States and corresponded with her grandmother in Pennsylvania regularly. Her life included attending British school, being attended to by a family cook and an amah with bound feet, being driven by rickshaws pulled by coolies and making friends with Chinese children. The journey of her family's return to the States and her experience of going to school for the first time there is recounted.

Another story that discusses the life of a girl affected by the Nationalist revolution is Yee's *The Curses of Third Uncle*.

Lawson, Julie. 1993. *White jade tiger*. Victoria, BC: Beach Holme Publishing.

When Jasmine's class goes on a field trip to Victoria's Chinatown, Jasmine travels back in time and finds herself in the same Chinatown of the 1880's. She meets Keung, a young man, who has come to Canada to find his father. They experience adventure along the Fraser Canyon, including being stalked by Blue-Scar Wong, while seeking the white jade tiger amulet and looking for Keung's father.

Further material on the theme of Chinese work camps along the railway can be found in Yee's *Saltwater City* and "Spirits of the Railway" from Yee's *Tales from Gold Mountain*.

Say, Allen. 1990. *El Chino*. Boston: Houghton Mifflin.

Illustrations for this story are made to look like photo album shots, starting from Billy's childhood through to adulthood. Although Billy wanted to be an athlete, he was too short to become a basketball star. He became an engineer. During a vacation to Spain, he decided to become a matador.

Yee, Paul. 1994. *Breakaway*. Toronto: Groundwood.

Kwok-ken Wong lives with his parents and sister on a pig and vegetable farm away from Vancouver's Chinatown in the depression-ridden 1930s. Although he is a good student and great soccer player, he does not feel accepted by his white teammates and although he regularly goes to Chinatown to pick up restaurant leftovers to feed the pigs, he does not feel like part of Chinatown either. His mother wants him to go to university and when he fails to get a scholarship, she plans to sacrifice / sell Kwok's sister in marriage to a well-to-do family to ensure this. Kwok faces institutionalized rejection from the university scholarship fund and personal rejection from his teammates who fail to speak out to say that he is on the Select team.

Kwok gets a chance to get his personal revenge by playing with the Chinatown Soccer club and winning against the Select team.

Yee, Paul. 1991. *Roses sing on new snow: a delicious tale*. Toronto: Groundwood Book. Illus. Harvey Chan.

Maylin exemplifies the traditional concept of filial piety and obedience by working every day in her father's restaurant and allowing her father to give her

brothers the credit for her wonderful cooking. The family secret is let out when the governor of China exposes the fraud. The governor accepts that Maylin's delicious dish is a creation of the new world that cannot be recreated in the old. After that Maylin is looked upon as a wise person and great cook.

Yee, Paul. 1989. *Tales from Gold Mountain*. Vancouver: Groundwood. Illus. by Simon Ng.

This is Paul's most popular book. It won the 1990 BC Book Prize, Sheila Egoff Award for Children's Literature and I.O.D.E. National Children's Book Award in 1990. In this collection of eight stories, Paul combines "the rough-and-tumble adventure of frontier life with the rich folk traditions that these immigrants brought from China."

When reading any of Paul's books, it would be useful to show the 1991 videocassette from the *Meet the Author* series entitled *Paul Yee* (Toronto: School Services of Canada).

NON-FICTION

Anonymous. 1982. *Chinese designs & symbols*. New York: Art Resources for Teachers & Students, Inc.

Each of the several motifs are illustrated by a single-colour illustration. A one to six sentence explanation is provided, but the lack of a Contents or Index limits its usefulness as a reference book.

Lee, Bennett and Jim Wong-Chu (eds.). 1991. *Many-mouthed birds: contemporary writing by Chinese Canadians*. Vancouver: Douglas and McIntyre.

This is a worthwhile anthology for secondary school. Among other offerings, it includes chapters from Sky Lee's *Disappearing Moon Cafe* and Denise Chong's *The Concubine's Children*, a short story by Paul Yee, and poetry by Jim Wong-Chu and Evelyn Lau. Notes about the contributors are included.

Stepanchuk, Carol. 1994. *Red eggs and dragon boats: celebrating chinese festivals*. Berkeley, CA: Pacific View Press.

This presentation of five festivals — Chinese Lunar New Year, Clear Brightness Festival, Full-Month Red Egg & Ginger Party, Dragon Boat Festival, and Moon Festival — is attractively illustrated by Chinese folk art.

The background for each festival, with accompanying story, drawings, poetry and recipes is clearly presented.

For more details or information about other festivals, see Stepanchuk's *Mooncakes and Hungry Ghosts: Festivals of China*. For a specific focus, see books such as Rachel Sing's *Chinese New Year's Dragon* or Waters and Slovenz-Low's *Lion Dancer: Ernie Wan's Chinese New Year*.

Tan, Jennifer. 1989. *Food in China*. Vero Beach, Florida: Rourke. (*International Food Library* series).

Colour photographs provide background about food in China, e.g., food stalls, rice, soybeans. Recipes are not too daunting. A glossary is included.

Tan, Tsu-wee. 1986. *Your Chinese roots: the overseas Chinese story*. Union City, CA: Heian.

This book would be useful when doing a study about Chinese emigration, immigration and surnames.

Wyndham, Robert (ed.). 1968. *Chinese Mother Goose rhymes*. Cleveland: World. Illus. by Ed Young.

The poems in this book are all traditional. Some are fun, e.g., a variation of "This little piggy" called "This little cow eats grass." At least one is uncomplimentary, e.g., the demeaned role of women in the poem "We keep a dog to guard the house."

Yee, Paul. 1988. *Saltwater city: an illustrated history of the Chinese in Vancouver*. Vancouver: Douglas and McIntyre.

This book should be in every school library in British Columbia. Provided is a "chronological portrait of the community from its earliest beginnings to the present." It includes two hundred photographs and many first-person recollections.

Young, Ed and Hilary Beckett. 1978. *The rooster's horns: a Chinese puppet play to make and perform*. New York: Collins & World. Illus. by Ed Young.

This funny folk tale, retold in "dialogue form for easy adaptation," features two characters from the Chinese zodiac, the rooster and the dragon. It tells of how the dragon tricks rooster into giving him his beautiful horns. Instructions and traceable pattern outlines are provided to perform a shadow puppet play. The next year of the dragon is 2000 and rooster is 2005.

Zhang, Song Nan (author. & illus.) 1993. *A little tiger in the Chinese night: an autobiography in art*. Montreal: Tundra.

This illustrated autobiography tells of Zhang's life and reflects his life over the past fifty years. He is accepted as one of fifteen students to study in the oil department in the prestigious Central Institute of Fine Arts in Beijing. During the revolution, Zhang experienced physical labor in dam building, coal mining, fishing and farming. He lived in Montreal during the Tiananmen Square demonstrations and recognized faces of students while watching television coverage. Eventually, his family was reunited in Canada. A two and one-half page historical background broadens the reader's perspective from a personal account. A map is provided.

Zheng, Zhensun and Alice Low. 1991. *A Young Painter: The life and paintings of Wang Yani — China's extraordinary young artist*. New York: Scholastic.

Wang Yani was born in 1975. When she was three, she amazed her father, an art educator and painter, with her pictures of cats and monkeys. At age four, she had a major art exhibition in Shanghai and had one of her pictures of monkeys used on a postage stamp. By age fourteen she had solo exhibitions in Japan, Hong Kong, Germany, Great Britain, and the USA — including the Smithsonian in Washington, D.C. This is a well-illustrated book. It includes an appendix of traditional Chinese painting, a glossary of Chinese terms, a map and an index.

CRUISING DOWN THE INTERNET WITH A GOPHER AS OUR GUIDE

by **JOHN GOLDSMITH**, counsellor, technical support person (and former teacher librarian), Fraser Valley Regional Correspondence School, SD#33 (Chilliwack) E-mail: jgoldsmi@cln.etc.bc.ca

*"New York, New York, a hell of a town.
The Bronx is up and The Battery's down.
The people ride in a hole in the ground.
New York, New York, it's a hell of a town."*

These are the opening lines from an old Broadway show tune. They have nothing to do with the Internet — NOT! Actually, New York City and the Internet have a lot in common. Both are great massive, sprawling entities which seem to defy description. Both are made up of numerous, separate and distinct parts yet both are so much more than the sum of those parts. And, despite overwhelming reason or rationale to the contrary, both continue to grow and thrive.

The tune also underscores the "Heaven & Hell" relationship most people have with New York. The hellish parts are almost legend — pollution, congestion, crime, urban decay, etc. — yet year after year this massive, marvellous place continues to attract and enchant both resident and visitor alike. For despite New York's many flaws, there is something almost Heavenly in standing on top of the Empire State Building or seeing the Statue of Liberty, or attending a live show on Broadway which no picture, text or video can ever hope to capture.

In its own way, the Internet shares many of these "Heaven & Hell" qualities. For example, its user unfriendliness can be pure hell for a non-technical user, yet there is something almost Heavenly in having a wealth of information available.

Put another way, the Internet user is much like a driver in New York. For the N.Y. driver, there's the immediate challenge of simply operating the vehicle in this hair-raising environment. Then there's the larger problem of navigating the immense maze of streets, roads and alley ways which make up America's largest city.

Perhaps that's why most New Yorkers deal with the driving problem in their own unique way. They don't! They take taxis instead. Taxis are quick, easy to use and a much less frustrating way to get around. While a determined few may persevere through

grinding gears and crunched fenders to become New York drivers, most prefer taxis.

Wouldn't it be great if an Internet "driver" could forget about the Unix or FTP or Telnet (the 'Net equivalent of grinding gears or crunching fenders) and take a taxi instead? They can! It's called a "GOPHER". Like a New York taxi, GOPHER makes getting around the 'Net a whole lot quicker, easier and less frustrating. So forget the mainframe stuff, grab a cab and let "GOPHER" lead the way.

GETTING TO KNOW GOPHER

Gopher — strange name for a taxi, Internet or otherwise. Gopher is actually the name of a program, usually found on a mainframe computer. It presents everything; information, commands, choices, etc., in a format near and dear to every Mac (the computer user's heart - MENUS. Thanks to Gopher, navigating the Internet is no more complicated than buying a burger at McDonalds (the other Mac). Instead of learning complex computer commands or other arcane instructions, simply choose an item from a Gopher menu. Up pops another menu. Choose again and another menu appears. After a number of selections, something useful or interesting is eventually reached. It might be a some text information, a computer program, a graphic, or the opportunity to search for a specific topic.

Like a taxi, Gopher may seem simple to use but don't be fooled, it is a very powerful program, allowing us, the non-technical user to explore the wonders of the Internet, in an easy to follow, simple to use, fashion.

At the moment (on the Internet, that means the exact day, hour and minute this was written) there are about 4000 Gophers, world-wide and that number is growing daily. In addition, almost every Gopher on the 'Net is linked in some way to every other Gopher which means that it's possible to begin an "info-quest" on a local Gopher program and end up finding something on a computer, half a world away. With Gopher, the whole Internet appears as one, easily accessible, homogeneous

whole. And, while not ever computer on the Internet has a Gopher connection, there is enough coverage to satisfy even the most intrepid 'Net explorer.

HAILING OUR GOPHER

Now that we know what a Gopher is and what it does, our next problem is finding one to use. Remember, Gopher is a program, usually found on a mainframe computer connected to the Internet. In order to use a Gopher, we'll need a user account with an Internet service provider. That's a person, group or organization which provides us with a connection to the Internet. Most Internet service providers such as CLN, Mindlink, or SFU have a Gopher program available for member's use. If you're service provider doesn't, ask if one can be installed.

```

COMMUNITY LEARNING NETWORK (CLN)
-----
<<< Main Menu >>>

1 INFORMATION FROM CLN ADMIN... (map, registration, what's new...)
2 POST OFFICE..... (email, search for CLN Users...)
3 LET'S TALK BC..... (Q&A, conferences, IRC...)
4 CLN CLASSROOM SUPPORT..... (projects, inservice, documents...)
5 MAILING LISTS..... (info, easy join...)
6 NEWSGROUPS..... (UseNet & Netiquette)
7 INTERNET SERVICES..... (Gophers, WWW, FTP, Telnet, Freenets...)
8 BC EDUCATIONAL PARTNERS..... (BC Ministry of Ed & others...)
9 STARTER SET..... (top resources and services)
10 TECHNICAL SERVICES..... (password, file transfer...)
11 Access to Old CLN Freeport Menu structure... (Edsel four sail:-)
-----
h=help, x=Exit, p=previous menu, m=main menu

```

SCREEN ONE
Community Learning Network Main Menu

The particular Gopher program I'll be using is found on the Community Learning Network (CLN) computer system, the province wide educational telecommunications network. For most B.C. teachers, CLN is probably the best known, most widely used Internet service provider in the province. If you're using a different one, don't worry. All Gopher programs have the same basic structure and format

In order to use the CLN Gopher, we must first connect with CLN (or the particular Internet service provider being used). If you're unsure as to how this is done, check with your service provider. Once we're connected, the CLN main menu (SCREEN ONE) appears. To get to the Gopher program, choose item 7, "Internet Services". This will bring up the next menu, Internet Services (SCREEN TWO).

From the Internet Services menu, choose item 3, "Gopher Access to the Internet". This will bring up the

next menu, (SCREEN THREE), "Community Learning Network Gopher Server" menu.

```

COMMUNITY LEARNING NETWORK (CLN)
-----
<<< Internet Services >>>                go Internet services

1 About Internet Services
2 General Information about Internet Services
3 Gopher Access to the Internet (documents, Freenets, services..)
4 Access to Telnet
5 Access to FTP
6 Access to Finger
7 Access to WWW (lynx)
-----
h=help, x=Exit, p=previous menu, m=main menu

Your Choice ==>

```

SCREEN TWO
INTERNET SERVICES

THE STREETS OF GOPHER SPACE

We're here - "GOPHER SPACE"! The Community Learning Network Gopher Server Menu (SCREEN THREE) indicates that we've left behind the main CLN program and are now using their Gopher program. Or, as the old 'Net hands would say, we have entered "Gopher Space". This fact is significant for at least two reasons. First, this menu will be our gateway or point of departure for exploring the Internet through other Gophers.

Secondly, there are various Gopher commands and parameters which work only in Gopher Space. A list of these commands can be found on SCREEN FOUR. We'll be using these commands to access and manipulate the resources we encounter as we explore Gopher Space.

```

Internet Gopher Information Client v2.0.11

Community Learning Network Gopher Server

--> 1. General Information on the CLN Gopher
2. CLN Initiatives and Archives/
3. CLN Inservice and Training Materials (On-line Course Information)/
4. CLN Other Partners and Resources/
5. Starter Set of Educational Gophers and Gateways/
6. B.C. and Canadian Government Gophers/
7. News, Sports and Weather/
8. Gateways to the Freenets/
9. Gateways to Commercial Information Providers/
10. Other Gopher Servers in the World/
11.
12. CLN Gopher Picks of the Month/
13.
14. Downloadable CLN Supported Software/
15.
16. JUDGEAD - Search the CLN Gopher by keyword <?>
17. Veronica: keyword search of all titles in world Gopher space/

Press ? for Help, q to Quit                                Page: 1/1

```

SCREEN THREE
Community Learning Network Gopher Server Menu

Before proceeding further, let's take a closer look at the Community Learning Network Gopher Server Menu (SCREEN THREE) and the various symbols used there.

Notice that most of the menu items end with a "/" symbol. This indicates that another set of menus lies beyond the item. On the other hand, Item 1, "General Information on the CLN Gopher doesn't. This means that instead of another menu, text or other information is available.

The other exception is Item 16., "JUGHEAD - Search the CLN Gopher by keyword <?>." The "<?>" symbol indicates that beyond this item lies a searchable database where we will have the opportunity to search for information using a key word or phrase.

```

GOPHER COMMANDS
-----

The following Gopher Commands are available whenever
connection is made to a Gopher Program or we are in
"GOPHER SPACE".

-----

Moving around Gopher space
-----
Press return to view a document

Use the Arrow Keys or vi/emacs equivalent to move around

Up .....: Move to previous line.
Down .....: Move to next line.
Right Return .....: "Enter"/Display current item.
Left, u .....: "Exit" current item/Go up a level.

>, +, Pgdn, space ...: View next page.
<, -, Pgup, b .....: View previous page.

0-9 .....: Go to a specific line.
m .....: Go back to the main menu.

Bookmarks
-----
a : Add current item to the bookmark list.
A : Add current directory/search to bookmark list.
v : View bookmark list.
d : Delete a bookmark/directory entry.

Other commands
-----
s : Save current item to a file.
D : Download a file.
q : Quit with prompt.
Q : Quit unconditionally.
- : Display Technical information about current item.
o : Open a new gopher server
O : Change Options
/ : Search for an item in the menu.
n : Find next search item.
!, $ : Shell Escape (Unix) or Spawn subprocess. (VMS)
f : Fax a gopher document (ETCiam)

```

SCREEN FOUR
GOPHER COMMANDS

MOVING AROUND GOPHER SPACE

Moving around Gopher Space that is, using the Gopher menus, is very simple.

To begin, there are two ways to select a item from a Gopher menu. The first is to type the **number** of the menu item, then hit the "Enter" or "Return" key.

The second is to use the keyboard **Arrow Keys** to move the indicator (--->) up or down the menu list until the desired item is reached, then hit the "Enter" or "Return" key.

NOTE: *Not all keyboard arrow keys work — that is, not all will move the indicator up or down. If your keys don't work, don't worry, we won't be using them at the moment.*

Selecting a menu item will usually cause another menu to appear. To move back to a previous menu, press the "u" key.

If a menu is more then one page long (an indicator at the bottom right of the menu tells us the number of pages, plus the particular page being displayed), press the **space bar** to move to the next page and the "b" key to move back to previous pages.

Finally, there's the "q" key. If at any time we want to leave Gopher Space and return to our point of departure, the Community Learning Network Gopher Server Menu (SCREEN THREE), the "q" is the one we press.

That's all there is to moving around a Gopher menu. With these few simple keys, we can literally wander the length and breath of the Internet.

WHERE TO, SIR?

Now that we know how to move around Gopher Space, let's use these skills to go somewhere. For our first foray, let's stay close to home and visit the B.C. Ministry of Education's Gopher.

Before starting, let's first ensure that we are at the Community Learning Network Gopher Server Menu (SCREEN THREE). From this menu, select item 6:

---> 6. B. C. and Canadian Government Gophers/

From the B.C. and Canadian Government Gopher menu (SCREEN FIVE), select item 1:

---> 1. Government of British Columbia/

From the B.C. and Government menu (SCREEN FIVE), select item 1:

--> 1. BC Ministry of Education/

```

B.C. and Canadian Government Gophers

--> 1. Government of British Columbia/
    2. Other Government Gopher Servers/

Press ? for Help, q to Quit, u to go up a menu           Page: 1/1
  
```

SCREEN FIVE
B.C. and Canadian Government Gophers Menu

We've now reached the B.C. Ministry of Education menu screen (SCREEN SIX). As we can see, there are a number of interesting items. We don't have time to look at them all right now, so let's select item 10:

--> 10. Public & Independent Schools Book (Directory) /

This is a directory of all public and most private schools in British Columbia. It can be very useful when trying to locate the phone number, fax number or address of an out-of-district school.

```

BC Ministry of Education (CLM.TDEB)

1. Ministry of Education (BC) Press Releases/
2. Ministry of Education Information Documents/
3. Provincial Advisory Committee on Education Technology/
4. Learning Resources Branch/
5. FaxNet (CLM.ETC)/
6. Directory of Developmental Sites /
7. General Information Items from Ministry of Education/
8. Accreditation Services Documentation /
9. Examinations Branch - Provincial Exam Keys (Under Development)/
--> 10. Public & Independent Schools Book (Directory) /
    11. Special Education Information (Under Development)/
    12. Distance Education/
    13. Aboriginal Education/

Press ? for Help, q to Quit, u to go up a menu           Page: 1/1
  
```

SCREEN SIX
BC Ministry of Education Menu

Selecting item 10. "Public & Independent Schools Book (Directory) /", brings up our final menu, the "Public & Independent Schools Book (Directory)" menu (SCREEN SEVEN). This is evident because none of these menu items end with the "/" symbol.

Notice too, that this particular menu is quite long, 5 pages, according to the indication at the bottom right hand corner of the menu. To view the remaining pages, use the space bar and "b" keys

```

Public & Independent Schools Book (Directory)

--> 1. School Facility Type and Grade Range
    2. District No. 1 Fernie
    3. District No. 2 Cranbrook
    4. District No. 3 Kimberley
    5. District No. 4 Windermere
    6. District No. 7 Nelson
    7. District No. 9 Castlegar
    8. District No.10 Arrow Lakes
    9. District No.11 Trail
   10. District No.12 Grand Forks
   11. District No.13 Kettle Valley
   12. District No.14 Southern Okanagan
   13. District No.15 Penticton
   14. District No.16 Keremeos
   15. District No.17 Princeton
   16. District No.18 Golden
   17. District No.19 Revelstoke
   18. District No.21 Armstrong-Spallumcheen

Press ? for Help, q to Quit, u to go up a menu           Page: 1/5
  
```

SCREEN SEVEN
Public & Independent Schools Book (Directory) Menu

For our final selection, let's choose item 2 from the Public & Independent Schools Book (Directory) menu:

-->2. District No. 1 Fernie

That brings up a text screen (SCREEN EIGHT). Notice that this screen is different from the preceding menus. It contains text information about the Fernie School District and the schools located there.

Before proceeding further, let's take a closer look at this text screen. Notice that instead of a page indicator in the bottom right hand corner, the size of the text file (4k, in this case) is displayed at the top left corner of the page. At the top right corner, the percent number (21% in this case) indicates the amount of the text file which is being displayed in SCREEN EIGHT.

That's it. There is no further information or menus under this heading. To view information about other school districts, we would have to exit (using the "u" key) or go back to the Public & Independent Schools Book (Directory) menu, then select another school district.

```

District No. 1 Fernie (4k)                                     21%
-----
DISTRICT NO. 1 FERNIE
PO Box 160, Fernie, V0B 1W0
Phone: 423-4631 Fax: 423-7277
Superintendent: Mr. Roy McLean
Secretary-Treasurer: Ms. Elaine Sabo
-----
Dist. No. / Grade / Enrol /Type / School Name
-----
00101013 PP-Sp 15 Baynes Lake Elementary
Group Box 2 Box 15
RR 1, Elko, V0B 1J0
Phone: 529-7636
Principal/Head Teacher:
Mr. Michael Webster

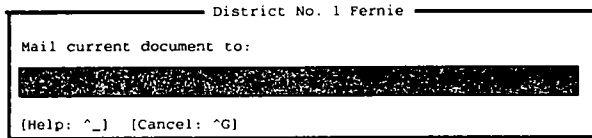
00101011 PP-07 296 C. L. Salvador Elementary
196 Ridgmont Cres,
Fernie, V0B 1M2
Phone: 423-4461
Principal/Head Teacher:
-----
[Help: ?] [Exit: u] [PageDown: Space]
  
```

SCREEN EIGHT
District No. 1 Fernie Text

GOPHER MAIL

Now that we've made our way through these many menus and actually reached something of interest, (SCREEN EIGHT), the next question is, how do we save it? There are a couple of options.

Many telecommunication programs (the program we use, in conjunction with our modem, to connect to CLN) have a feature called "Screen Capture". This feature allows all the information being displayed on the computer screen(s) to also be saved to disk and used later with a word processor. Check the program manual for more information

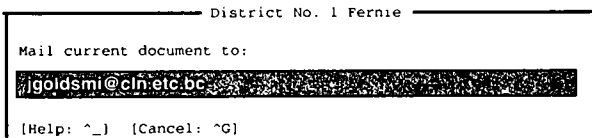


SCREEN NINE
Gopher Mail Dialogue Box

MS DOS computer users can also use their "PrintScreen" key to print out information being displayed on the computer screen.

Perhaps an easier way to save or retrieve this information is simply E-mail it to ourselves, using the Gopher Mail feature. To invoke this feature, press the "m" key. A dialogue box (SCREEN NINE) will appear.

Within the dialogue box, we enter our E-mail address (SCREEN ELEVEN) and press the "Enter" (or "return") key. That's it! We've just E-mailed a copy of this document (District No. 1 Fernie) to ourselves. Later, using our E-mail skills, we'll retrieve the information and save it on disk, print it, or delete it...



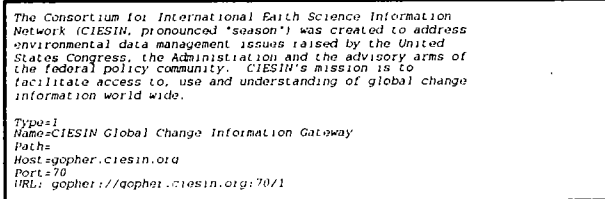
SCREEN NINE
Gopher Mail Dialogue Box

NOTE: Before E-mailing any document, be sure to check the size. Some, like the NAFTA Free Trade Agreement can be huge, 500 kilobytes or more in size. E-mailing a couple of these monsters will not only fill up your E-mail box space but cause other technical problems which will not endear you to the staff of CLN.

Now, using the "u" key, let's move back through the menus, retracing our steps until we arrive back at our starting point, the Community Learning Network Gopher Server Menu (SCREEN THREE). At this point, we can either leave Gopher Space, by pressing the "q" key and return to the main CLN menu or we can begin another journey into Gopher Space. Perhaps we might try returning to the Public & Independent Schools Book (Directory) menu (SCREEN SEVEN) and E-mailing ourselves more information.

FOLLOW THAT GOPHER!

So far, in our brief exploration of Gopher Space, we've basically wandered from menu to menu, allowing our interests and serendipity to lead the way. While this may be a very pleasant way to spend some leisure hours, it's certainly not a quick way to get to a specific Gopher, especially if we know the location. How would we know the location of a specific Gopher? Lately, numerous services, electronic discussion groups, organisations have and will continue to make available, the Internet addresses of Gophers which contain useful or appropriate information. Here's an example of a new GOPHER announcement which I received by E-mail not long ago (SCREEN ELEVEN).



SCREEN ELEVEN
Gopher Notification Screen

There are two ways we can reach this Gopher: we can either go through menu after Gopher menu until we finally reach our destination or we can use a Gopher command called "other" and go there directly.

To use the "other" command, press the "o" key. A dialogue box appears (SCREEN TWELVE).



SCREEN TWELVE
Connect to a new Gopher Server

In the "Hostname" box, we enter the Hostname or Gopher address of the Gopher given in the example above (SCREEN ELEVEN): "gopher.ciesin.org".

Most Gophers use Port 70. That's the number to which the "Connect to a new Gopher Server" dialogue

box defaults to. Most of the time that's the standard port number for most Gophers such as our example (SCREEN TWELVE), however there are instances where another value will have to be entered in this space. After entering the Hostname, press the "Enter" key and the number 70 will be accepted.

Unless specifically instructed from the Gopher notification, leave the last part. Selector, blank.

```

Connect to a new Gopher Server
-----
Hostname      gopher.ciesin.org
Port         70
Selector (Optional)
[Help: ^_] [Cancel: ^G]
  
```

SCREEN TWELVE
Connect to a new Gopher Server

The next menu you see should be the main menu of the gopher.ciesin.org Gopher (SCREEN FOURTEEN).

```

gopher.ciesin.org
---> 1. About CIESIN/
      2. Search the CIESIN Menu Tree <?>
      3. EDP - Human Dimensions Programme/
      4. Global Change Research Information Office (GCRIO)/
      5. CIESIN Human Dimensions Kiosk/
      6. CIESIN Electronic Bookshelf /
      7. Environmental Internet Catalog/
      8. Classroom Earth <TEL>
      9. Other Internet Resources /
      10. ts

Press ? for Help, q to Quit, u to go up a menu      Page: 1/1
  
```

SCREEN FOURTEEN
The gopher.ciesin.org Main Menu Screen

PULL OVER AT THE NEXT CORNER

It's as easy as that. Type in the Host name, press "Enter" and you're there. Of course, the Gopher site used in this example, "gopher.ciesin.org" and all other Gopher sites can also be reached by going through the regular series of menus, however it 's sometimes quicker and easier to simply "go" there directly. The choice is yours.

A TOUR AROUND THE TOWN?

To assist you in your exploration of Gopher Space, here's a list of five very interesting Gopher sites you might want to visit, besides our host CLN Gopher, that is.

THE ERIC GOPHER

The ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE; formerly called the ERIC Clearinghouse on Tests and Measurements), and the Department of Education at The Catholic University of

America, Washington, DC are please to announce that their new Gopher Service is now on-line and receiving over 200 calls per day.

The Service hopes to provide one-stop shopping for information about educational and psychological testing. It currently features:

- a comprehensive collection of full text articles about the latest in alternative assessment.
- the Educational Testing Service Test Collection (formerly available through BRS) as a searchable database. The ETSTC contains descriptions of 9,500 commercial and non commercial test-instruments, and the Buros Test Review Locator as a searchable database. The Locator provides an index to the Mental Measurement Yearbooks and Tests in Print.

The Gopher site can be reached directly at :

Hostsite=GOPHER.CUA.EDU
Port=70

We are under Special Resources. Please see what we have and give us your comments. Our e-mail address is ERIC_AE@CUA.EDU.

THE NATIONAL LIBRARY OF CANADA

The National Library of Canada now has a bilingual Gopher server on the Internet. If you have access to a Gopher client you can point your gopher to this site:

Host=GOPHER.NLC-BNC.CA.
Port=70

Our speciality is Canadian Internet resources and information about Canada which can be found on the Internet.

Assistance in further development of this Gopher is welcome. If you have suggestions about organisation of this Gopher or resources that should be added please e-mail:

Nancy.Brodie@nlc-bnc.ca, Chair, Gopher Editorial Committee or Lynn.Herbert@nlc-bnc.ca, Gopher Administrator

THE U.S. DEPARTMENT OF EDUCATION GOPHER

U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI) Gopher. Access Instructions - The ED,OERI Gopher server can be accessed by pointing your Gopher client software to:

Host= gopher.ed.gov
Port=70

The ED,OERI Gopher Server is continuously updated with new press releases, grant announcements, publication summaries, and statistical datasets. New material on GOALS 2000, School-to-Work, and ESEA Schoolwides is also added frequently.

NEW YORK STATE EDUCATIONAL GOPHER

There are many Educational resources on this server, especially in the English Selection. To get there:

Hostname= unix5.nysed.gov
Port=70

From the main menu, choose item 11:
----> 11. K-12 Resources

OISE GOPHER

The Ontario Institute for Studies in Education gopher contains many original documents that you won't find anywhere else. It also includes topics such as; Internet Resources for Education, Deaf Education, Diversity and Antiracism Resources for Education (DARE) Gender Issues, Global Education - Teaching Perspectives, Internet Resources for the Humanities, Science Teacher's Corner, Ethical Issues of secondary school access to the Internet, Future of the Internet, Gopherspace as Educational Media, Help on the Internet for beginners, Small-Rural Libraries and the Internet, The Usability of Gophers for Educational Purposes and many others.

To reach this gopher:

Hostname=porpoise.oise.on.ca
Port=70

THANKS FOR THE TIP!

There you have it - Gopher, the taxi cab of the "Information Highway". A quick and easy way to find resources, access information and generally roam the length and breadth of the Internet without so much as an electronically crunched fender or ground gear. A few times around the block in this vehicle and another well known New York tune may come to mind. That's the one made famous by Mr. Frank Sinatra with lyrics like:

*"King of the hill,
Top of the heap,
A-number one"*

Happy Gophering!



"user-friendly"
Awesome
NEWS
"user-friendly"

A NEW CONCEPTION OF CRITICAL THINKING

by SHARON BAILIN and LEROI DANIELS of TC² (The Critical Thinking Cooperative)

Eds. note: A group of educators, including representatives from the BC Teacher-Librarians' Association, has formed **The Critical Thinking Cooperative** to investigate and promote critical thinking in schools. Their logo, TC², symbolises "Thinking Critically about Thinking Critically." Sharon Bailin, Roland Case, Jerrold Coombs and LeRoi Daniels wrote *A conception of critical thinking for curriculum, instruction and assessment*, funded by the Ministry Examinations Branch and other government agencies, in May 1993. This document was subsequently adapted by the authors as *Operationalizing critical thinking: a curriculum instruction and assessment model*. Case and Daniels have also published *Developing and assessing the tools to think critically* (August 1994). The précis which follows was prepared by LeRoi Daniels and Sharon Bailin, from the latter document. A copy of the original can be obtained by permission of the authors, from Barbara Smith, c/o Larson Elementary School, 2605 Larson Road, North Vancouver V7N 3W4 FAX 980-0770 Phone 984-0447

In response to a request from the B.C. Ministry of Education, four BC professors of education have developed a new conception of critical thinking for use in the development of curricula, in teaching and in evaluation. The authors have continued to revise and extend the conception since that time. The conception is the basis for the formation of TC², an organization of school districts, colleges, PSAs (including BCTLA), universities and other education groups. The conception is applicable across all curriculum areas and as such will be of interest to teacher-librarians.

I What is critical thinking?

We hold that critical thinking involves:

- thinking through problematic situations
- about what to believe or how to act
- where the thinker makes reasoned judgments
- that embody the attributes of quality thinking

There are several aspects to note about this conception. First, critical thinking is not viewed as a generic skill or set of skills or processes that can be learned in isolation and then applied in a variety of areas. Rather, critical thinking is seen as highly contextual, taking place in response to problematic situations. Second, knowledge is central to critical thinking. It will always involve what we refer to as 'background knowledge.' Third, critical thinking is distinguishable not by the processes it employs, but rather by the quality of thinking. The heart of critical thinking is the use of standards to judge what we or others are doing or have done.

II Three dimensions of critical thinking

We characterize critical thinking as having three dimensions:

- **Critical challenges:** the tasks, questions or problems that provide the impetus and context for critical thinking
- **Intellectual resources:** the background knowledge and critical attributes that are drawn upon when responding to particular challenges
- **Critically thoughtful responses:** responses which embody the appropriate resources evidenced in response to particular challenges.

A Critical challenges

Critical thinking does not take place in a vacuum but is always in response to a particular task, question, problematic situation or challenge. These include solving problems, resolving dilemmas, evaluating theories, and making life decisions, but they also include creating and interpreting works of art, improving artistic performances or building good furniture. What makes a challenge a critical challenge is that the task requires reasoned judgment and assessment. Examples of critical challenges in the arts, for instance, might be creating a dance to convey a specific mood, deciding on and justifying an interpretation of a play, improving the performance of a piece of music, or creating a painting in a particular style.

B Intellectual resources

Critical thinking involves drawing on a complex array of intellectual resources, many of which will be specific to a particular area, such as physics, mathematics or history. The particular resources needed for any challenge will depend on the specific context. These intellectual resources are of two types: background knowledge and critical attributes.

1. Background Knowledge

Background knowledge in the relevant area is essential for critical thinking to take place. For example, if students are responding to a challenge to develop a better piece of furniture in a particular style, then knowledge about that style as well as knowledge of ergonomics, finishing and design is essential.

2. Critical Attributes

There are four attributes which are intellectual resources for a challenge.

a) Knowledge of the principles of quality thinking: Many of these will be embodied in the traditions of a particular area. For example, an understanding of the standards that govern the interpretation of written, oral and visual communication (e.g. that the interpretation fit the textual evidence), or an understanding of the standards for assessing a mathematical argument.

b) Knowledge of critical concepts: There are many concepts that facilitate thinking and judgment in particular areas, concepts which mark certain distinctions or pick out certain aspects which are central to the area.

c) Repertoire of strategies or heuristics: There are strategies or heuristics which are useful for guiding performance in certain tasks, and some have applicability in the arts, in technological planning and in the analysis of expertise.

d) Attitudes or habits of mind: Knowledge of standards and concepts is insufficient for critical thinking without accompanying habits, commitments and sensitivities. Some of the attitudes or habits of mind which have general importance are a respect for high quality products and performances, an inquiring attitude, commitment to the task at hand, and willing-

3. Critically thoughtful responses

What distinguishes critical from uncritical thinking is the quality of the thinking, and this can only be established by assessing the quality of the response to the critical challenge. A response may take many forms. It may be an answer to a question, or it may be a painting, a dramatic performance or a plan for carrying out a scientific experiment. A critically thoughtful response should indicate that the appropriate intellectual resources have been brought to bear in dealing with the challenge at hand.

To summarize, critical thinking is contextual and always takes place in response to certain challenges. The thinker must draw on a range of intellectual resources to respond to these challenges, including knowledge, strategies, and habits of mind. Assessing critical thinking involves evaluating the quality of the response to the challenge.



TOWN MEETING: A CRITICAL THINKING UNIT FOR GRADE 7 SOCIAL STUDIES

by **BOB MCCUBBIN**, teacher-librarian, Seal Cove Elementary School, SD#52 (Prince Rupert) and **BARBARA SMITH**, teacher-librarian, Larson Elementary School, SD#44 (North Vancouver).

This unit was prepared for a course at UBC, EDUC 396/564 "Critical Thinking", during summer school 1994. It has not been classroom tested, but is offered here as an attempt to work out the critical thinking model within the grade 7 social studies curriculum.

INTRODUCTION

This learning activity is appropriate for use in upper intermediate or junior secondary classes, to build on critical thinking abilities and dispositions, integrated with Social Studies and Language Arts. It meets the Gr. 7 Social Studies Curriculum Guide goal, to develop and explore issues in current events.

We are assuming that students have had prior experience with the critical thinking model (the critical attributes listed in part B below), research skills and cooperative learning. This unit applies critical thinking skills to an inquiry project. Over approximately three weeks students will conduct research and inquiry into supporting their cases, to be argued or presented in a form that simulates a town meeting.

We acknowledge our debt to the authors of the BC Hydro *Energy Education* teaching materials for the original concept of the Town Meeting.

UNIT PLAN

A SOURCE OF THE CHALLENGE

Students will take on roles to consider whether building a hydro dam is good for their community. Aspects of this challenge are: to avoid stereotyping the role; to develop a position consistent with the interests of the role; to present a valid argument for their position; to make judgments about values and among differing positions or to reconcile differing positions.

B CRITICAL ATTRIBUTES

Principles of good reasoning

- assessing credibility of statements
- acquiring awareness of point of view
- making judgments, constructing arguments in support of positions

- assessing the soundness or relative strength of arguments
- revising arguments and judgments in the light of new evidence or counter arguments

Critical concepts

- points of view
- necessary and sufficient conditions
- factual, value and conceptual statements
- inference, assumption, premise and conclusion
- validity, truth and soundness

Strategies

- Research strategies: using a library resource centre; identifying and locating resource people; identifying and locating resource agencies (e.g. chamber of commerce, economic development office, port authority)
- Argument analysis strategies: reasons assembly chart; argument mapping
- Cooperative group work

Attitudes

- open-mindedness
- fair-mindedness
- inquiring attitude
- independent-mindedness

C CRITICAL CHALLENGE OBJECTIVES

- To learn about an important issue in building a hydro dam — the consequences in a community.
- To model decision-making in a community.
- To model an active citizenship role.
- To analyze and assess value claims
- To develop students' dispositions and abilities in critical thinking.
- To work effectively in a cooperative group.

D CONTEXT AND MATERIALS

1. Resources: library resource centre, community resource people, industry publications, media
2. Background knowledge:
 - concepts of economy, environment, ecology
 - town council, democratic procedures, rules of order
 - specific background related to roles
 - basic proposal (height of dam, size of flooded area, impact studies, etc.)— data provided by teacher.
 - critical attributes (listed above)

E METHODOLOGY

1. Explain the project
 - State the critical challenge
 - Present critical attributes listed above to students in print form, with discussion of how they will apply to the task.
 - Explain evaluation: group cooperative behaviours, group critical thinking, group presentation, individual defense of voting decision.
 - Ask students to speculate on specific issues and stakeholders. "Let's assume there is a proposal to build a dam near your community. Who would care? Why would they care?" Students suggest stakeholders, probably including the following: Local factory owners; Company workers; First Nations people; Environmentalists; The Chamber of Commerce; Tourism Council; Service workers' association; and wildlife (animals and plants, represented by students). Note that only community members are invited to participate in the town meeting, not government agencies, nor the construction firms, nor representatives of the provincial utilities corporation.

2. Teachers model preparation of one role
The teachers will present a task analysis guide handout, outlining the following steps:

TOWN MEETING: GUIDE TO PREPARING YOUR PRESENTATION

1. How will we organize our cooperative group? Who will record?
2. Who exactly are we? Can we prepare a working definition of our roles?
3. What do we know about them already? (Group discussion, note-taking)
4. What do we need to know? (List inquiry questions)
5. How can we find out? (List strategies such as interviews, library research)
6. Who will do each of the above tasks? (Divide up the work.)
7. How do we organize the information into an argument? (Reasons assembly; premises, conclusion, assertions, logical construction)
8. How will we present our argument? (Visuals, emotional impact, etc.)

The teacher and the school's teacher-librarian will model the first part of the project, by taking the role of a student cooperative group whose topic and role is the local teachers' association's interest and position on the issue. The two teachers will discuss the handout, and begin with the first items, as far as step #6 above. Essentially their concern will be developed as: "If the project goes ahead without increased infra-structure (schools, recreation facilities, etc.) will the result be bad for the community?"

3. Students break into groups of three to research a role and prepare their presentation. The student groups will have about two weeks to prepare their arguments of about ten minutes in length. During this time the teacher and teacher-librarian will monitor progress and discuss with each group how their position is shaping up.
4. Presentation of arguments in a simulated town meeting
5. Rebuttals and questions

F REVIEW AND EVALUATION

1. Debrief the arguments, as class discussion.
2. Students vote on whether the project should go ahead or not.
3. Students write what their final vote was, and how they decided to vote that way in a two-page position analysis.

REASONS ASSEMBLY CHART

The local teachers' association considered the following issues:

PRO

more students in school - how many dam workers bring families?

Population may grow.

The hydro dam facility might become a worthwhile teaching tool.

Companies may make contributions, donations to the school.

CON

there may not be enough classrooms.

Will this be a long-term result?
There may be expense which will result in unused facilities later.

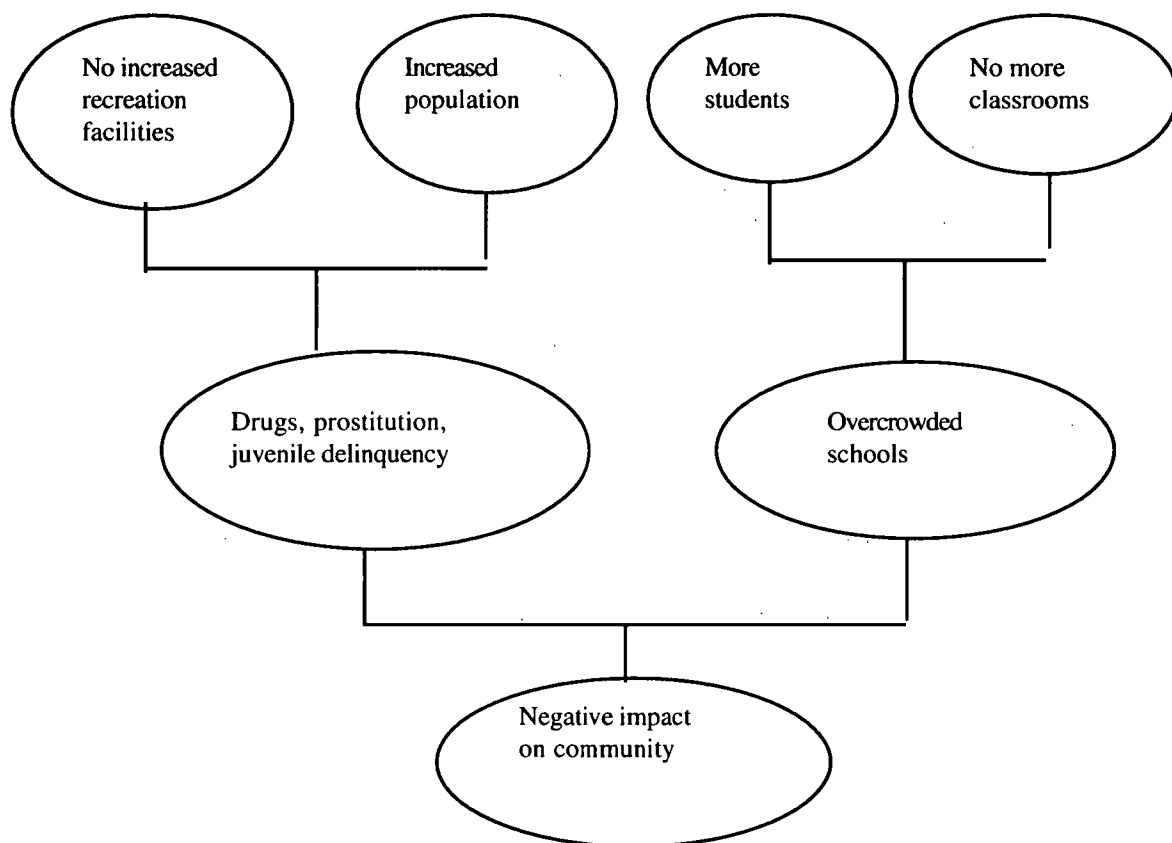
Transient workers and transient students sometimes create problems for a community
Negative social effects include: drugs, prostitution.

Companies might try to interfere with school autonomy.

School Board has little money to deal with projected needs.

Recreation Commission has little money to deal with projected needs.

The 'Teacher' presenters organized their argument as follows:

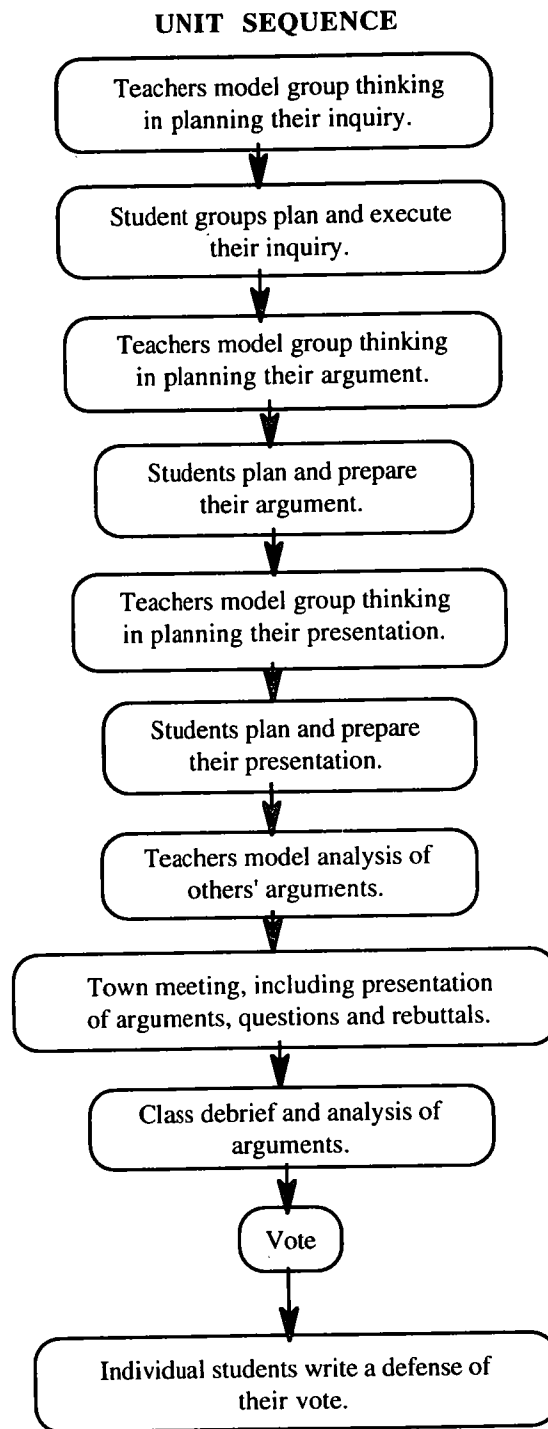


ARGUMENT ANALYSIS

In step seven of the unit sequence “Teachers model analysis of others’ arguments,” the classroom teacher and the teacher-librarian will present the completed argument as proposed by the simulated teachers’ association. With the guidance of the teacher, the class will map the argument and critique it.

1. The premises must be examined: Are they proven or in doubt? For example, it is proven that all the construction workers will bring families to the construction town site. How full are the schools now? Has the population been steady recently? Are there any empty classrooms now? What hard data is there as to the likely increase in school population under such conditions.
2. Vagueness and ambiguity in key terms: “overcrowded” schools. What does this mean? What standards are there for school class size?
3. Neglecting important considerations: What construction company funding will there be for increased recreational facilities and policing? Will taxes increase to cover these needs? Also, see queries in 1 (above).

4. Inference problems: The connection between drugs and prostitution in the construction workers' group on the one hand, and lack of recreational facilities on the other hand is not proven.



SEEKING ROOTS

by **J. E. GILES**, teacher-librarian, Montgomery Junior Secondary School, SD#43 (Coquitlam).

Ms. Cindi Seddon, a Social Studies teacher at Montgomery Junior Secondary, decided to put the rhetoric into practice and developed a fine resource based project connected to the Grade 9 Social Studies curriculum which focussed on the history of the students' own families. The purpose was to allow students to see how their own family contributed to the Canadian cultural mosaic. Students would be required to trace and record the pattern of immigration to Canada, by their own families, over the last three centuries.

There were a variety of library, general, and subject-specific skills that were taught and applied throughout the project. These skills included research in a variety of source materials, note taking and paragraph and essay writing. Students also were required to employ interview techniques which included questioning, recording, and decoding useful interview information to be used in their final document. Students learned how to compose reference lists from primary sources and learned how to do a formal bibliography using the more traditional sources. The time doing the research took over a month and classes were held primarily in the library-resource centre where there was easy access to materials in print and on CD-ROM.

In order to follow the route of their immigrant ancestors, mapping skills such as scale drawing, constructing two- and three-dimensional maps, interpretation and reading for comparison, reading latitude and longitude, and understanding population distribution and changes over time, were also taught. Interpretation and inferential skills dealing with historical and geographic information requiring understanding of comparing and contrasting data also figured prominently in the students' skill acquisition. Finally, students were required to summarize and apply their knowledge to different situations, thus completing the knowledge spectrum where skills and information are only really learned when they can be successfully applied in a new situation.

Regular quizzes were scheduled to check students' understanding and acquisition of factual knowledge.

Part 1 Family History – Where in the world are you from?

Students were to prepare for and conduct an interview of one or more of their family's senior members. Students were told to choose the side of their family that might provide the most information. Interviews were to elicit the following:

- country of origin
- date of immigration

- method of transportation to North America and eventually to Canada and British Columbia
- reason for immigration
- lifestyle of family in country of origin
- family make-up in country of origin (e.g., extended family? urban? rural?)
- a detailed day in the life of a person your age in the country of origin at the time of immigration
- occupation of parents at the time of immigration

Part 2 Formal Research — What was happening in the world when your family immigrated?

This section asks the student to do some secondary research to determine the geographic setting as well as the political and economic climate of the country of origin at the time of the family's immigration. Compare this to Canada at the same time.

Mapping Skills

- Draw and define the general region of the country of origin by latitude and longitude. Draw a larger scale map of the specific place of origin. Draw a map showing the topography of the country of origin and build a three dimensional model.
- **Show how one transposes two-dimensional information into a three-dimensional piece of work. Label all major landmarks. Scale work will be required.**
- On a world outline map label the following: Canada, ancestors' country of origin and the dates of immigration, method of transport, the length of the journey and all areas surrounding Canada and the country of origin
- Indicate the population distribution in Canada and in the country of origin at the time of immigration (written comparison to be included)

Economy and Industry

Answer the following questions in the research write-up:

What products came from the country of origin and what impact did they have on your ancestors?

Did your ancestors' occupations at the time of immigration support the home country's economy? Discuss.

Political influences

Compare the political organization of the country of origin with Canada's at the time of immigration.

Time line:

Make a time line of important dates in Canadian history up to 1815 (political, economic, cultural) and how this affected your ancestors' immigration.

Part 3 Interpretation of the Information Gathered

Here you will reflect on the information collected. Your task will be to interpret the collected knowledge and apply it to the real life living conditions of your ancestors and the growth of Canada as a nation. Compare the changes of lifestyle over time and determine what life would have been like for you in the country of origin at the time of immigration.

Include:

political, economic, cultural, and social make up of each country.

impact of the above on the decision to immigrate.

positive and negative factors affecting the family.

what Canada had to offer the new immigrants.

Prepare an oral presentation to give to the class on some aspect of your research. Confer with your teacher to be sure that you are on topic.

EVALUATION

Draft Work

Note-taking skills	5
Organization of notes into groups	10
Draft Writing from notes	10
Interview plan and results	5

Project Information

Content page and reference	5
Details included:	
Date of immigration	5
Method of travel	5
Reasons for immigration	10
Family lifestyle and history	10

Comparisons drawn between:

Student's life and teenage ancestor's life	20
Geography of Canada compared to country of origin and geographical impact on family changes.	15
Political, Cultural, and economic comparisons between country of origin and Canada at time of immigration	30

Time line of important dates	10
------------------------------	----

Mapping

All maps must be labelled with relevant information including latitude and longitude lines, important bodies of water, region; and capitals labelled etc.

Map of country of origin and Surrounding region	10
Map of Canada and surrounding region	10
Scale change	10
Three dimensional map	20
World map	10

Data interpretation

Student comments on the following:

How the student's life would be different/similar if one lived in the country of origin	10
Changes in lifestyle or family	10
How political, economic, and cultural factors have affected decision making	15
How immigration has moulded and shaped Canada	15

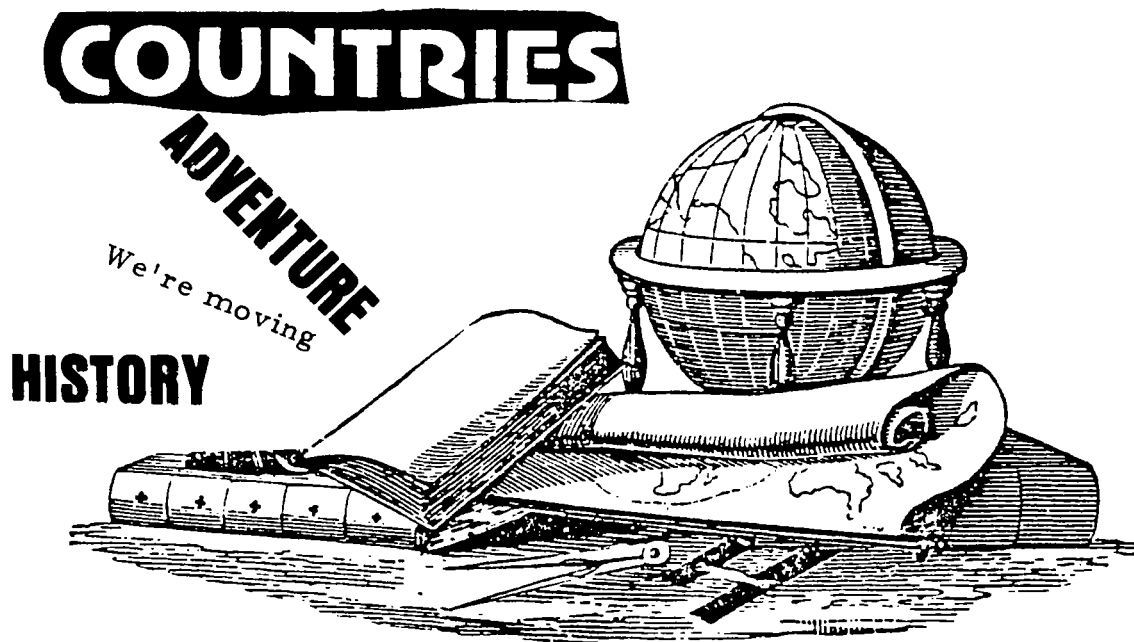
Oral Presentation

Five minute presentation.	20
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Self Evaluation

Evaluate your own work.

1. effort	10
2. presentatIon	10
3. detail	10



LIBRARIAN TRAVELLING THE SKY TRAIN

by **BETH BENNETT**, teacher-librarian, Holy Cross Regional High School, Surrey, BC.

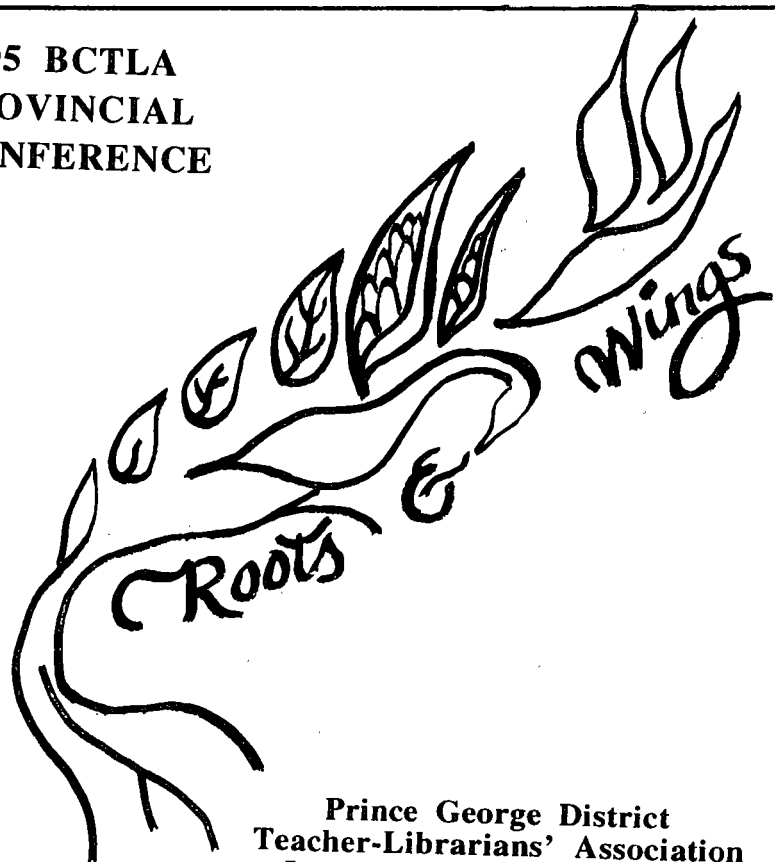
She boards the train at the first station
Selects a seat at the end of the car
In order to observe the profusion of passengers
In their short, neat rows.

As the sober businessman begins his daily study of *The Globe and Mail*,
She smiles.
When the workman, already looking like the end of a hard day, pulls out his paperback,
She smiles.
As the Asian mother's head bobs up and down over unfamiliar text,
She smiles.
At every face that reads, whatever age or race or station,
She smiles.

When she slowly leaves the train
She smiles at each one,
Wishing she knew their names
So that she could touch them and say,
"Almost done, Peter?"
"Are you enjoying the sequel, Surrinder?"
"That was one of my favourites, Rosa."

But they don't look up.
"Very good," she whispers.

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HURRICANE HUGO

by **NADINE CAMP**, teacher and **DIANE QUINN**, teacher-librarian at Nicola-Canford Elementary School, SD#31 (Merritt).

This unit encompasses the strands of Humanities, Sciences and Fine Arts and is based on the Hurricane Hugo CD Laser Disk program prepared by CNN. It is designed for the grade 6/7 level.

Introduction:

This unit uses the expertise of the teacher-librarian as a valuable resource. It is designed to enable small groups of students to work in the library under the direction of the teacher-librarian. Hurricane Hugo is an excellent program prepared by the CNN. This program has both great footage of Hurricane Hugo and clearly presented information about hurricanes. Its hands-on activated approach, made possible with the use of the computer, makes it very interesting for learners.

Materials Required:

- one question sheet per student
- paper (for definitions of terms)
- felts (writing the definitions)
- coloured manila paper (drawing the storms)
- coloured chalk (drawing the storms)
- cue cards (writing three points about the storms)
- stapler (stapling cue card to the picture)

Responsibilities of the teacher:

- show the introductory footage to the whole class. This part of the video is approximately 12 to 15 minutes. It takes the viewer through the preparation for the hurricane, experiencing the storm and the aftermath. During this presentation students should write two points under each heading in the introductory chart provided.
- prepare all materials to be left in the library
- reserve library time
- prepare a schedule for students to go the library and give a copy of this to the teacher-librarian
- allow class time for students to rehearse their skits and videotape them

Responsibilities of the teacher-librarian

- go to the teacher's classroom to notify students of their time in the library
- help students work through the question sheet, encouraging them with probing discussion questions along the way

Note: Students usually complete the question sheet in two thirty minute sessions in the library. Additional class time needs to be allotted for the introductory video, discussion of the question sheet and the presentation of the skits.

HURRICANE HUGO INTRODUCTION NOTES

Preparation for a Hurricane:

Characteristics of a Hurricane:

Effects of a Hurricane:

Other:

CONVERSION CHART

1 mph = 1.609 km/h	1 foot = .416 metres
74-95 mph = 119-153 km/h	4-5 ft = 1.2-1.5 m
96-110 mph = 154-177 km/h	6-8 ft = 1.8-2.4 m
111-130 mph = 179-209 km/h	9-12 ft = 2.7-3.7 m
131-155 mph = 210-249 km/h	13-18 ft = 4-5.5 m
155+ mph = 249+ km/h	18+ ft = 5.5+ m
2 miles = 3.2 km	
5-10 miles = 8-16 km	

Check off the terms your group has defined.

Barometer	Tropical Depression
Eye	Barometric Pressure
Hurricane Warning	Hurricane Watch
Landfall	Martial Law
Meteorologists	Saffir/Simpson Scale
Storm Surge	Tornado
Tropical Storm	

Check off the name of the storm your group has drawn.

Tropical Depression
Tropical Storm
Hurricane
Tornado
Thunderstorm
Typhoon

Check off which skit you are preparing

Checklist
Hurricane Watch
Hurricane Warning
Aftermath

HURRICANE HUGO QUESTION SHEET

Go to Hurricanes
Go to Ship
Go to Microscope
Go to Terms

1) In your own words, define:

Storm Surge

2) On the paper provided, define one other term in your own words. Be sure to check off the term you have defined. Each person in your group should define a different word. Write your name on the back of the paper.

Go to Computer
Go to Measuring

3) Fill in the following chart using kilometres and metres. Use the conversion chart provided.

Go to Ship
Go to Killer storms

- 4) Compare killer storms by filling in the chart. Begin with Hurricane Hugo on the left. As a group, choose any other two storms.
- 5) As a group, discuss: Why do you think fewer people died in Hurricane Hugo compared to the other two hurricanes?

Go to Names

- 6) Read this out loud.
- 7) If we had a hurricane last week named Hurricane Nadine, what would you name the next hurricane? _____

Go to Storms

- 8) Look at all the storms. Pick one storm that has not been checked off before. Carefully look at its picture. Using a coloured piece of paper and chalk, sketch this storm. Do not take more than three minutes. Each person must sketch this storm.
- 9) On a cue card, write down the name of the storm and underline it. Underneath the title, write down three facts about this storm in your own words. Staple this cue card to your drawing.

Go to People

Go to Aftermath or Preparation

- 10) Read over the information under each heading. Choose one of the following topics:
- Checklist
 - Hurricane Watch
 - Hurricane Warning
 - Aftermath

As a group, prepare a skit to represent the information on the topic you have chosen.

Your skit may be in the form of a/an:

- interview
- news report
- speech
- telephone call home
- family discussion

Your skit must include three main pieces of information about the topic. You will be presenting it to the class.

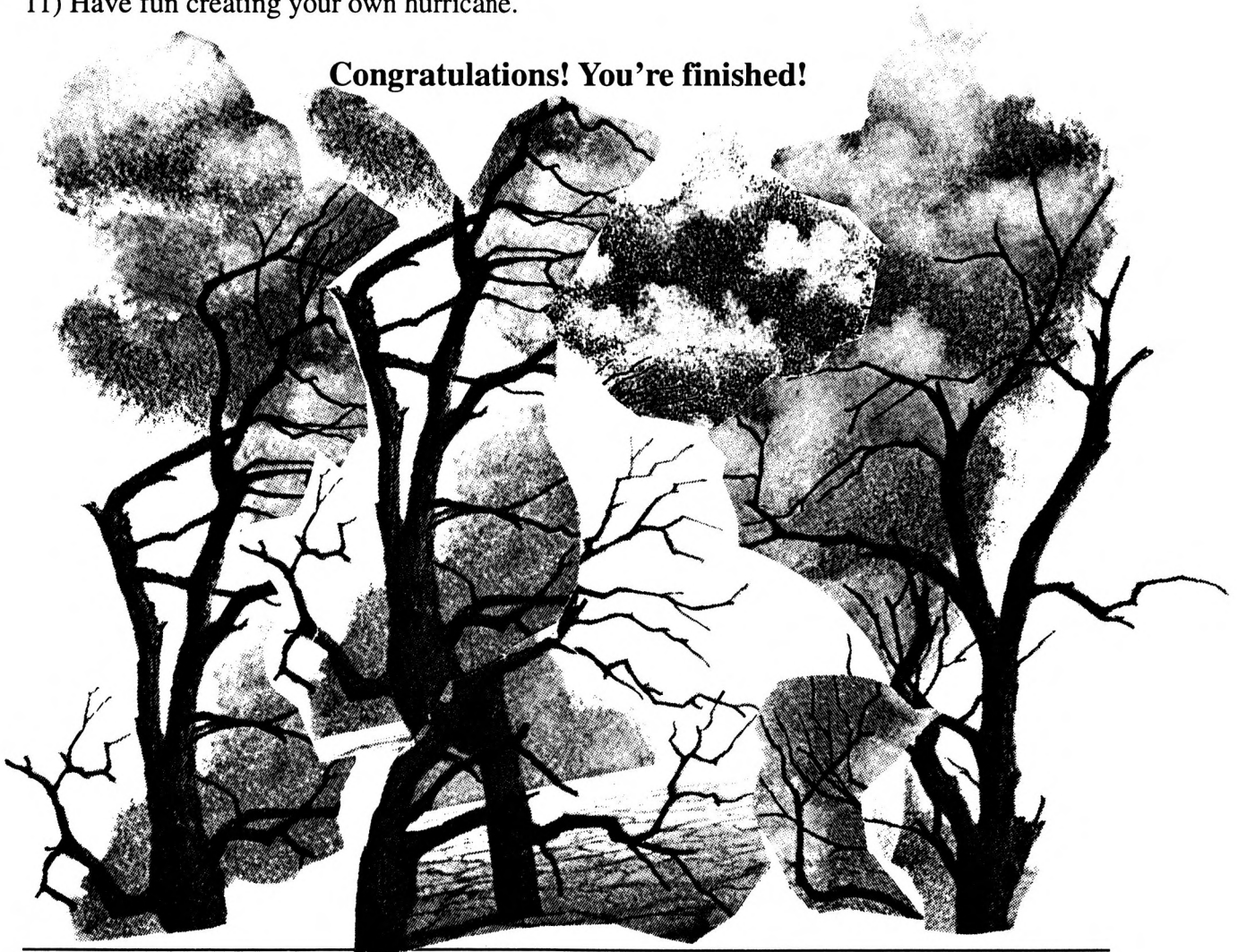
(For more information for your skit: **Go to Cross; Go to Hugo;** Choose any heading.)

Go to Cross

Go to Game

11) Have fun creating your own hurricane.

Congratulations! You're finished!



TOWNS IN BRITISH COLUMBIA

Answer the following with the name of a town in British Columbia

1. A cold slap _____
2. A fishy part of the body _____
3. Magnificent cutlery _____
4. A new England pub _____
5. A writing tool/clock sound/a weight _____
6. A great Queen _____
7. Half way between _____
8. A grove of trees _____
9. A watchful body of water _____
10. A feline carpet _____
11. A type of lock _____
12. A path in the woods _____
13. Raised level ground _____
14. Underground water supply _____
15. Unseasoned timber _____
16. A fresh cathedral _____
17. A monk's car _____
18. A praiseworthy feature _____
19. What a blacksmith needs _____
20. A maker of garments _____

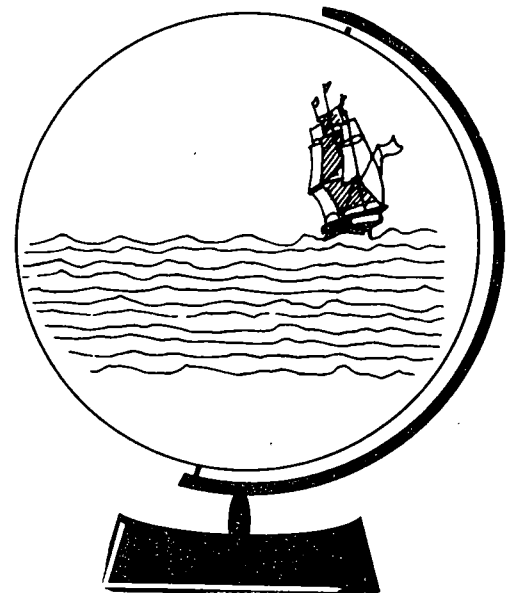
This is a good contest for students at the secondary level. They can consult atlases, maps and reference books on B. C. names.

AROUND THE WORLD WITH HUMANITIES 8

by **CAROL HILLAND**, teacher-librarian and **BARB PRESTON**, teacher, Phoenix Middle School, SD #72 (Campbell River).

INTRODUCTION

1. **General Goal** — To have students do a “fun” research project using maps and globes.
2. **Time allocation for unit** — Eleven days
3. **Introductory lesson / motivation** — The teacher and the teacher-librarian introduce the assignment, and briefly describe their own travels. Students brainstorm places to which they would like to travel. Suggest that the students visit travel agencies and collect pamphlets on their chosen countries as a source of pictures for their projects. Also challenge students to collect souvenirs from their selected countries which will be used in their oral presentations.
4. **Skill objectives** — Students will:
 - 4.1. Work cooperatively with a partner.
 - 4.2. Use references such as atlases, globes, almanacs, general and specialized encyclopedias, periodical indexes and CD-ROM disks containing geographical information.
 - 4.3. Skim and scan to locate relevant information on countries and cities.
 - 4.4. Locate countries and cities on a map and time-line.
 - 4.5. Use illustrations (such as graphs, charts and diagrams).
 - 4.6. Take notes using outlines.
 - 4.7. Write paragraphs from notes.
 - 4.8. Calculate a budget.
 - 4.9. Produce a written report in diary form.
 - 4.10. Make an oral presentation.
5. **Handouts**
 - Library Assignment — Maps and globes
 - Evaluation
 - Daily record Example
 - Globe Assignment — Expectations
 - Folder contents
 - Daily checklist
 - Budget Form
 - World map



LIBRARY ASSIGNMENT — MAPS AND GLOBES

1. Find a partner. (Make sure it is someone you can work with!)
2. You and your partner have each won a one year plane ticket around the world and \$12000 spending money each. (Congratulations!)
3. These tickets are one-way and you can't back-track. (If you are heading east you must continue east, southeast or northeast.)
4. You each get a blank world map and decide on your route and which countries and cities you plan to visit.
5. Make a big time-line of where you intend to be each month of the year. For example:

Vancouver	Tokyo	Hong Kong	Seoul	Thailand	New Delhi	→
	Jan.	Feb.	Mar.	Apr.	May	→

→ Continue for each month of the year (52 weeks) →

6. Each place on your timeline must be shown on your map.
7. Keep a diary of your year around the world. You must have one entry for every month (12 entries)! The dates and times in your diary must match your timeline. The entries in your diary include the following information on each country:
 - food
 - money
 - language
 - religions
 - government
 - famous places
 - famous people
 - highlights
8. You should include some anecdotes (stories that happened to you when you were there — chased by an elephant, arrested for speeding, etc.)
8. When you have finished your maps, your timelines and your diary, you and your partner will give an oral presentation of the famous places you visited on your journey. You can use a large world map, music, globes, post cards, souvenirs, books, costumes, posters, etc. It's up to you to present to the class where you went and what you did! Here is your chance to be creative!
9. Hand in your map, timeline, diary and daily work record.

Make use of the community. Go and check out a travel agent for brochures, maps, posters, pictures etc. Find someone who has traveled and ask questions — Where should I go? What should I see in Bangkok? The travel agent might be helpful too!

EVALUATION

- | | | |
|----|---|-----|
| 1. | Map with your route | /25 |
| 2. | Timeline with cities and countries | /25 |
| 3. | Diary with information on food, money, language, religion and famous places | /25 |
| 4. | Oral presentation (Be creative) | /25 |
| 5. | On-task work and daily work | /15 |
| 6. | Creativity | /10 |

DAILY RECORD EXAMPLE

Date	What I finished today	My mark for on-task work
Apr. 5	Researched Southeast Asia and labeled it on my maps. Found out the food and money used in Korea.	G, S, N

GLOBE ASSIGNMENT — EXPECTATIONS

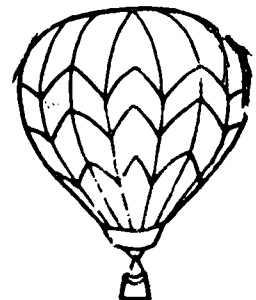
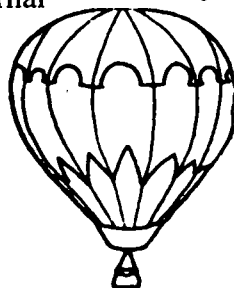
Here is what is expected from each partner. Each item will be the same, but you are each to hand in the following:

1. A completed colored map with your twelve locations clearly labeled. This must be completed before you begin working on your budget and diaries.
2. A timeline that shows where you are and when you are there.
3. A budget that shows where you spent your money and on what you spent it on. All transportation (such as airfare, ships, trains) to your destinations is already paid for. You are responsible for local transportation such as rental charges for cars, mopeds and bikes or taxis and sightseeing buses. Include the cost of souvenirs, food and anything else you would spend. If you have relatives in Portugal, why not visit them and save some money?
4. A diary that outlines what you did on your trip. Include anecdotes (interesting stories) of the "fun" activities you engaged in and the exciting sights you saw. This is where your research will come in. You will research what there is to do at specific locations and then tell about them. For example, if you go to Spain and you are in Pamplona in June, you could take part in the running of the bulls. You must also include information about the country — type of money used, languages spoken, religion, capital, government, size, population, and whatever else you want to include.

FOLDER CONTENTS

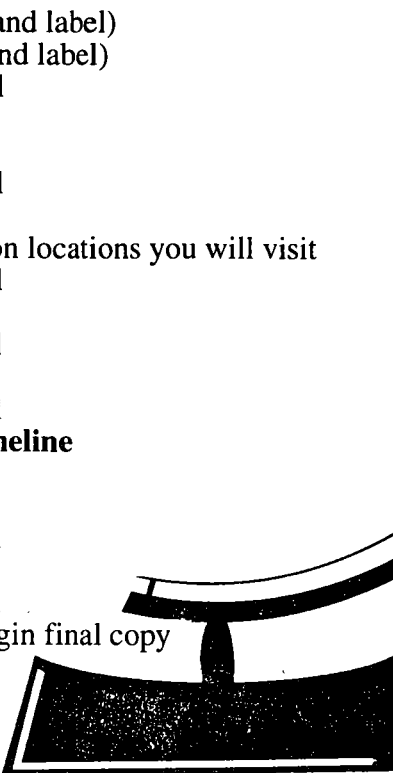
In your folder you must have:

- Maps
- Daily journal
- Timelines
- Notes for your diary
- Budget



DAILY CHECKLIST

Here is a checklist to help you keep track of the work you are completing.

- 
- Day 1
 - complete map (color and label)
 - begin timeline (date and label)
 - Day 2
 - complete daily journal
 - complete timeline
 - Day 3
 - begin budget
 - complete daily journal
 - complete budget
 - Day 4
 - begin research notes on locations you will visit
 - complete daily journal
 - Day 5
 - continue research
 - complete daily journal
 - Day 6
 - continue research
 - complete daily journal
 - **Hand in map and timeline**
 - Day 7
 - complete research
 - begin writing process
 - complete daily journal
 - Day 8
 - complete draft copy
 - complete daily journal
 - Day 9
 - edit draft copy and begin final copy
 - complete daily journal
 - Day 10
 - work on final copy
 - complete daily journal
 - Day 11
 - complete good copy
 - Finally...
 - finishing touches, drawings, and pictures assembling
 - begin working on your presentation
 - **Hand in budget and diary**
 - The presentations begin!

BUDGET FORM

The students each receive a budget form. It is a grid with the months of the year on the horizontal axis, and with approximately nine spaces for budget categories on the vertical axis. Students fill in the grid with the budget categories and the estimated spending on each category each month. The budget should total \$12000 for the year.

WORLD MAP

The students each receive an unlabeled world political map. They use it to show the route taken around the world.

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YOU CAN'T GET THERE FROM HERE or BOARD POLICY ON ADMINISTRATION TRAVELLING EXPENSES

Due to expected cutbacks the Board has issued the following memo to all administrators for immediate action.

LODGING

All administrators are encouraged to stay with relatives and friends while travelling on business. If weather permits, use public areas such as parks and parking lots for temporary lodging sites. Bridges may provide shelter in periods of inclement weather.

TRANSPORTATION

Instead of commercial transportation, administrators should hitchhike. We will issue luminescent safety vests to all administrators before they leave. Those administrators afraid to hitchhike (without nerves of steel, one can never hope to be a Superintendent) must use bus transportation whenever possible. Airline tickets will be authorized in extreme circumstances only and the lowest fare will be used. If for example, a meeting is scheduled for Vancouver but we can get a lower fare to Victoria, then travel to Victoria will be substituted for travel to Vancouver. The administrator will use the teleconference facilities available to complete the meeting. The use of this facility will be billed to the administrator's home number and will not be repaid by the Board.

MEALS

Payments for meals will be limited to an absolute minimum. We know certain grocery stores such as Overweatea and Safeway often provide free samples of promotional items. You can get entire meals in this manner. Administrators should also become familiar with indigenous roots, berries and other protein sources available along highways. Always be alert to culinary potential of road kills. If restaurants must be used, administrators should seek those offering "all you can eat" salad bars or buffets. This will be especially cost effective for administrators travelling together, as a single plate can be used to feed the entire staff. Administrators are also encouraged to bring their own food while travelling on business.

Tuna, Spam, Pork and beans, and SpaghettiOs can be consumed at leisure without the bother of heating or other costly preparation.

ENTERTAINMENT

Entertainment while travelling is strictly discouraged. If such extravagances are required, others should be encouraged to pick up the tab. The hospitality provided to visitors at our administration offices should be tasteful, yet cost effective. Weather permitting, take your guests to the picnic table at the rear of the building. As well you may use the garden hose for liquid refreshment.

MISCELLANEOUS

All administrators are encouraged to be innovative in our approach to saving money. One enterprising administrator (you can all guess who) has already suggested that money could be raised during layovers in airports. Therefore, in support of this idea, "Red Caps" will be issued to all administrators so they may earn tips for helping other travellers with their luggage.

Source: unknown—for very good reasons.



COMPARISON OF A FIRST AND THIRD WORLD COUNTRY

—for Social Studies 11 course, Geography component.

by **TERESA ROSS**, teacher, and **WILLA WALSH**, teacher-librarian, McNair Senior Secondary School, SD#38 (Richmond).

INTRODUCTION

This is a project that requires contrast/compare thinking skills. The students cannot just copy information out of sources and expect to get a good mark by that method. They are forced to think about what they are doing and make wise choices during the research process. Evaluation is based on how well they understand the concepts and how clear their comparisons are. It is better to give this assignment later on in the course after the students have acquired knowledge about economic measures and what constitutes a developed or developing country.

CONTENT GOALS

- to make abstract measures concrete (e.g. what does the statistic of one doctor per ten thousand population reveal about the economic conditions and standard of living for individuals living in the country)
- to learn the difference between developed and developing countries
- to be able to define the differences between first and third world countries using comparable statistics
- to identify the measures that are good indicators of economic conditions

INFORMATION SKILLS GOALS

- to learn how to compare and contrast information to illustrate differences
- to learn search techniques on the CD-ROM to retrieve information about countries (World Atlas 3.0 or one of many other recent sources of national statistics)
- to skim and scan many specialized reference sources to retrieve statistical data
- to review the essay format

SEQUENCE OF LESSONS

(Two important lessons precede this assignment—one on descriptive measures of standards of living and one on retrieving information from the textbook relating to first, second and developing countries)

- introduction of assignment by teacher at end of appropriate unit
- teacher-librarian introduces four stations in the library and gives a clear example using SWEDEN and SWAZILAND as strong contrasting countries
- the first period (75 minutes in length) the students choose their countries and decide on which measures they will use—they complete their WORK SHEET by the end of the period
- the second period (75 minutes) students clarify their economic measures being sure they are comparable (i.e. same statistic and in the same time period), record their sources of information and begin writing their essay
- students complete assignment in classroom or for homework

CLASSROOM LESSONS

A. The teacher reads the following selection asking students to try to identify the country being described. They are arranged in groups to come to a conclusion about which country it is, and then each group defends its choice. The teacher goes around to each group and looks at their answers. If a group has chosen the right answer, that group will report last. A class discussion and debate takes place when they realize the country is CANADA! The students then each read the selection and identify twenty measures of standards of living mentioned in the selection.

READING: Name The Savage Country

Can you identify this developing country? The following description gives the clues.

Education: Illiteracy is widespread; most children quit school before grade eight. They have to drop out to work on the land or at odd jobs. Children are economic units, essential to their families' survival. There is no time for them to go to school or to train for professions.

Disease and Health Care: The infant mortality rate is high. Death in childbirth is risked by every mother. The sanitation diseases—dysentery, typhus, typhoid, diarrhea—kill young and old alike. Children are afflicted with parasites and worms, the cures for which are few and difficult to obtain. Tuberculosis is another major killer. Hospitals are few and hard to reach.

Medicine is just emerging from its medieval traditions. There are no publicly funded medical plans; health care, even if it is available, is too expensive for the average person. Dental care consists mainly of extractions. By the time a person reaches thirty, chances are he has few teeth left. The 30-year-old has a life expectancy of 25 more years. Life is “solitary, poor, nasty, brutish and short.”

**Aren't you glad you don't live in this place?
What continent do you think these people inhabit?**

Birth Rate: People have many babies. Parents want to be taken care of when they get sick or too old to work, and they must have at least six children to ensure that one son will survive to adulthood. (There are no old age pensions, welfare benefits or extended care facilities for the elderly.)

Work: The majority of people are engaged in subsistence farming and fishing. Work is endless. Every hand is needed because there are so few machines. Conditions in the mining and logging industries are particularly harsh. In the cities, factory working conditions are terrible—low wages, long hours, no holidays, a six-day week, no employee benefits. The few mercantile and professional jobs are limited to those with advanced education and family connections.

These people are in poor shape!

Movement: Mobility is limited and expensive. True, there is a good national railway system, but it misses many communities. Beyond the railways, the only way to travel is by horse, by boat or on foot. Some trips that would take two hours by car take three days. Most people are born, grow up and die in the same village.

Money: Subsistence farmers and wage-earners can rarely acquire anything beyond the basics. Up-to-date consumer products are available, but most people have no money to purchase them.

Energy: Fuel is a precious commodity. Wood and coal are the primary fuels for heating, cooking and industry. Labour on farms is done mostly by muscles—animal and human. Precious coal oil is saved for the lamps at night.

You have just read a description of a nation thirty years after it achieved independence. Since independence day (the natives call it Dominion Day), these people have thrust aside colonial status—being ruled by another country—and now govern themselves. This country has a long way to go, but success is certainly possible. It takes a long time to improve health care, transportation, education and working conditions. Thirty years is not long at all!

Reprinted with the permission of the Canadian Red Cross Society, from *Tomorrow's World*; People: Activity Five.

The Red Cross suggests the following activity:

Go through the article again and identify the ways of judging whether the country is developed or not. For example, in paragraph 1, "Education," two measurements are used: literacy and the length of time a student stays in school. Make a list of all such measurements. Do you think it is valid to judge a country's level of development using these factors? What criteria would you add or subtract?

RESEARCH REPORT

MEASURES OF STANDARDS OF LIVING

1. _____
 2. _____
 3. _____
 4. _____
 11. _____ (etc.)
- (there are 20 in all)

B. Next, students are asked to retrieve information about the classification of countries from their textbooks. They list ten examples under the following categories:

RESEARCH REPORT - CLASSIFICATION OF COUNTRIES

LIBRARY RESEARCH STATIONS

- one study carrel has the three Facts on File encyclopedias of the First, Second and Third World countries
- one carrel has several economic dictionaries which define the statistical measures
- a third station has the Current Pamphlet files for the countries (mostly third world) and students use two encyclopedia sets as well (*World Book* and *Grolier* are good for brief facts and short descriptions)
- the fourth station is the CD-ROM and time will have to be arranged for each student to use (if not networked) World Atlas 3.0 is excellent.
- students may also search on the ON-LINE catalogue for books on their country—to use the chapters on economic conditions only

RESEARCH ASSIGNMENT

TOPIC: Compare the standard of living between a first world country and a third world country of your choice. Use a minimum of three measurements to write your comparison. (For example you might choose infant mortality, dental care and dependency ratio as your measurements)

FORMAT: All good essays consist of substantial content, are well written with an introduction, body and conclusion. Explain the measurements you have chosen to use and how they are an effective means of indicating standards of living.

LENGTH: Three pages double spaced. (Minimum)

GRADING: Essays will be marked out of twenty-five. They must be written in blue or black ink. They may be typed or word processed. There must be a title page.

REFERENCES: A bibliography must be included. See the Example. A minimum of two references per country must be used.

DUE DATE: _____

You will have two library periods to work on this project. Use your time wisely.

WORK SHEET

Name _____

Date _____

Block _____

Part A:

1) My choice for a FIRST world country is _____

2) My choice for a THIRD world country is _____

Part B:

I plan to compare the standard of living of these two countries by using the following measurements (at least three):

1. _____
 2. _____
 3. _____
- (etc.)

Choose from: per capita income, literacy rate, infant mortality rate, urban/rural population, hospital beds, life expectancy, population density, dependency ratio, number of doctors or dentists per capita, number of schools, etc., etc.

Part C:

I need to find out how these three measurements show what standard of living my two countries have:

1. Explain the measures (e.g., literacy rate means _____)
2. How do these measure show whether this country has a HIGH or LOW standard of living?
3. Economic conditions in my country (use a 1990s encyclopedia or current country pamphlet file) Write a half page of notes for each country.

Have this sheet checked by the teacher at the end of the first research period.

Signed by _____

HINT: Choose two countries with the same first letter (e.g., **S**weden, and **S**waziland) so that you need to take out only one volume in the encyclopedia sets.

EVALUATION

The essay is marked holistically. Some less able students may still just copy facts and present them, but they will get low marks for doing so. Those that grapple with interpreting the standard of living indicators are rewarded. This assignment sifts out the better students and reveals whether the concepts have been understood and integrated with raw factual knowledge. It requires a lot of assistance with interpreting facts but forces students to use higher level critical thinking skills. Review of the essay format is sometimes necessary. This project works best with more able classes.

BIBLIOGRAPHY

Obviously many sources can be used for this assignment. The ones listed here have proved to be the most useful to students.

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_____. *Encyclopedia of the Third World*. New York: Facts on File, 1987. ISBN 0-8160-1118-4 (3 vol. set).

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_____. *The New Book of World Rankings*. New York: Facts on File, 1991.

The McGraw-Hill Dictionary of Modern Economics. 3d. ed. New York: McGraw-Hill, 1983. ISBN 0-07-024376-X

Taylor, R. H. (Ed.) *Asia and the Pacific*. New York: Facts on File, 1991. ISBN 0-8160-1826-X (vol. 1) ISBN 0-8160-1827-8 (vol. 2).

Third World Guide 93/94. Montevideo, Uruguay: Instituto del Tercer Mondo, 1992. ISBN 0-920059-11-2.

Tremblay, H. *Families of the World: Family Life at the Close of the 20th Century*. Camden East, Ontario: Old Bridge Press, 1988. ISBN 0-920656-83-8 (vol. 1) ISBN 0-921820-28-3 (vol. 2).

PAMPHLET FILES

Barclays Bank. *ABECOR Country reports*. Available from Economics Dept., Barclays House, 1 Wimborne Road, Poole, Dorset, UK. BH152BB. Tel: (0202) 671212, Ext. 4124.

_____. Economics Dept. *Country Reports*. (over 100 are available)

CIDA. *Country Profiles*.

CIDA and NFB. *Media-Sphere Country Profiles*. Available from: Media-Sphere, Youth Editions, P.O. Box 1310, Postal Station B, Hull, Quebec. J8X 9Z9.

Hongkong and Shanghai Banking Corp. *Business Profile Series*. Available from: 1 Queen's Road Central, Hong Kong. Tel: 5-8221111.

CLA ELECTIONS & AWARDS 1995

Call for Nominations

AWARDS

CANADIAN SCHOOL LIBRARY ASSOCIATION AWARDS

The Canadian School Library Association makes the following awards annually. You are urged to nominate individuals now. Nomination forms and further information can be obtained from Brenda Shields, CLA Member Services, Canadian Library Association, 602-200 Elgin St., Ottawa, Ont., K2P 1L5; (613) 232-9625, Ext. 318. All applications and nominations for the 1994 awards must be received no later than December 31, 1994.

Margaret B. Scott Award of Merit

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

Canadian School Executive Award for Distinguished Service to School Libraries

The Distinguished Service Award for School Executives is presented annually to a school executive who has made an outstanding and sustained contribution toward the library program in the school(s) under his/her administration. For the purposes of this award, a school executive is defined as: a principal of a school or group of schools; superintendent of schools of a province, region, or district; or a director of instruction for a province, region, or district. This award is sponsored by *The Canadian School Executive*.

National Book Service

Teacher-Librarian of the Year Award

The Canadian School Library Association honours, through this award, a school-based teacher-librarian who has made an outstanding contribution to school librarianship within Canada through planning and implementing school library programs, based on a collaborative model which integrates library and classroom programs. The award is sponsored by National Book Service (formerly Maclean-Hunter Library Services).

CANEBSO School Library Media Periodical Award

The CANEBSO School Library Media Periodical Award recognizes a school library media periodical as a vehicle for the professional development of school library media personnel. To be eligible for consideration, the periodical must be published in Canada by a non-commercial enterprise, such as a provincial, territorial or district school library media association; a school district; or a department of education. Its primary audience must be school library media personnel. This year the award is for a special publication.

Grolier Award for Research in School Librarianship in Canada

Grolier Education Associates provide a grant or grants totalling \$1,000 to support theoretical and applied research that advances the field of school librarianship. Proposals will be judged using the following criteria: appropriateness of the proposed project to the goals and objectives of CSLA and CLA; originality of, or necessity for, the research; cost-effectiveness of the research in terms of the expected influence and ramifications of the results; timeliness of the research; appropriateness of the proposed research method and design; availability to the research of other funding; and assurance of project management and control.

Applicants must be personal members of CLA; preference will be given to members whose first division choice is CSLA.

Awards Chair: Lynne Lighthall, 4093 W. 14th Ave., Vancouver, B.C., V6R 2X3; (604) 822-2704; FAX: (604) 822-6006; Internet: lighthal@unixg.ubc.ca

THE ARMCHAIR TRAVELERS' GUIDE TO ON-LINE INTERNET TRAVEL INFORMATION

by **JIM HOLGATE**, teacher-librarian, A. H. P. Matthew Elementary School, SD #36 (Surrey).

INTRODUCTION

Interested in exploring other countries? The Internet contains a variety of resources that give valuable information for your trip, be it a real voyage or a Sunday drive on the Information Superhighway. Before you begin your trip, a few cautions are in order.

Since some resources are produced by individuals as an educational project or as a hobby, they are only as accurate or complete as the authors have had time to make them. These documents may include a plea to send corrections or more information via e-mail. Other resources are accurate, but edited to reflect the political views of the source.

Gophers organize information from different physical locations into one computer screen menu. If you try several different gophers you may find that you see the same documents over and over, even though the menu items have different titles on different gophers. A gopher in Singapore and another gopher in Australia may both point to a resource that is actually located in Michigan.

Since Internet resources are constantly changing, any information in this article could be out-of-date in a few months. If so, use on-line search tools like "Veronica" and "Archie" to find where the information is hiding. This article does not tell you how to use these Internet tools, but an Internet primer such as Ed Krol's *Whole Internet Catalogue* can.

BEST GOPHERS FOR TRAVEL

A gopher is a program that arranges Internet resources into a menu system. Check with your Internet service provider to find out how to use their gopher. Typically, you choose a menu item or type in a computer command like "gopher cwis.usc.edu". Several useful gophers are listed below. Since new services are always being added, and others taken away, it is best to snoop around on several different gophers to find what you want.

GOPHER JEWELS

Many of the items discussed are available through a collection of resources known as "Gopher Jewels". They are commonly used Internet resources that have been selected and organized in a more or less coherent manner using menus. The "Gopher Jewels" address is:

```
Type=1
Name=Gopher Jewels
Host=cwis.usc.edu
Port=70
```

If you are using a UNIX-based server, the command to connect with Gopher Jewels is:

```
gopher cwis.usc.edu
```

MARVEL

Marvel is a principal source of information about and for the United States Government. Travel tips, human rights documents and government information are only a small part of what is available.

```
Type=1
Name=Marvel
Host=marvel.loc.gov
Port=70
```

If you are using a UNIX-based server, the command to hook up to Marvel is:

```
gopher marvel.loc.gov
```

INSTITUTE FOR GLOBAL COMMUNICATIONS

The Institute for Global Communications in San Francisco is a source of a broad range of information about human rights, feminism, ecology, and global awareness. Their gopher address is:

```
Type=1
Name=Institute for Global
Communications
Host=igc.apc.org
Port=70
```



If you are interested in feminism, labour, the environment, or human rights worldwide, The Institute for Global Communications is worth a visit.

RESOURCES

WORLD FACTBOOK

Some information may be slanted little differently than you are used to. The *1993 World Factbook* contains a remarkable amount of information about the number of communists in a country and the availability of airstrips in Pacific archipelagos. This would seem a little strange unless you knew that the *1993 World Factbook* is produced by the United States Central Intelligence Agency.

The basic document is in the public domain and can be freely copied. While some of the information hints at its "cloak and dagger" heritage, classified information has been weeded out. The information includes data that a good almanac would provide, such as population, ethnicity, languages, currency, exports, imports, transportation, government structure, and a brief history. It is available in several formats from different sources, some of which are listed below.

- [gopher marvel.loc.gov](http://gopher.marvel.loc.gov)
Global electronic Library / Reference / CIA World Factbook 1993
- [gopher info.umd.edu](http://gopher.info.umd.edu)
901 / 11 / inforM / Educational_Resources / AcademicResourcesByTopic / UnitedStatesAndWorld / International / World Facts

HUMAN RIGHTS WORLDWIDE

There are several agencies on the Internet that can provide information about human rights in countries at all points of the globe. The Institute for Global Communications gopher is an excellent place to look.

The U. S. State department publishes reports on the Internet about human rights for most of the countries of the world. Each country's report includes information on the form of government; human rights abuses (extrajudicial killings, disappearances, arbitrary arrests, torture, denial of fair public trial, harassment; privacy, and use of excessive force) respect for civil liberties (freedom of speech and the press, freedom of association, freedom of religion, and freedom of movement), political rights, freedom from discrimination based on race, sex, religion, disability,

language, or social status, and the rights of workers to form and join unions.

Non-governmental organizations such as Amnesty International have made use of the Internet both to facilitate communication within the organization and to publish reports of human rights abuses. Institute for Global Communications also makes available official papers from governments and non-governmental advocacy organizations.

RECREATIONAL TRAVEL LIBRARY

Ever wonder where exactly to mail away for brochures for that dream vacation? A comprehensive source of travel information is kept at the University of Manitoba. The information comes from the *rec.travel* newsgroup. The document tells where to fax, phone or mail away for exciting tourist brochures for Algeria, Bulgaria, Cayman Islands or Zimbabwe. It is but one of many resources available from University of Manitoba. You can get the list via E-mail or FTP (File transfer protocol). E-mail is probably the simplest way. Start your Internet e-mail program. Send mail to: ftpmail@decwrl.dec.com. Leave the subject line blank. In the body of the message, type:

```
reply a.teacher@cln.etc.bc.ca
connect ftp.cc.umanitoba.ca
ascii
get /pub/rec-travel/tourism-offices
quit
```

In the message above, type your actual e-mail address instead of "a.teacher@cln.etc.bc.ca". The amount of time it takes for the automated server to respond will depend on how heavy e-mail traffic is when you log on. The document will be sent to you as an e-mail letter. You can also locate this and other travel documents via the Marvel gopher:

- [gopher marvel.loc.gov](http://gopher.marvel.loc.gov)
Internet resources / Listservs, Usenet & other discussion groups / Usenet / Usenet FAQ postings for many groups / *rec.travel* / directory of tourist info addresses worldwide.

To get detailed information about many countries right on the Internet, use the Marvel gopher.

- [gopher marvel.loc.gov](http://gopher.marvel.loc.gov)
Internet resources / Listservs, Usenet & other discussion groups / Usenet / Usenet archives / Usenet News Groups (Mercury newsreader at Mich State U) / *rec / soc.culture.Name of Country*.

To give you a taste of what is available, here is the table of contents from "soc.culture.FAQ.Canada" by Brian Lucas at the University of Manitoba:

INFORMATION FOR TRAVELLERS

- 6.1 How can I get travel information from government services?
- 6.2 What is to be visited in...
 - 6.2.1 Alberta?
 - 6.2.2 British Colombia?
 - 6.2.8 Ontario?
 - 6.2.12 Yukon?
- 6.3 What are the requirements to enter Canada as a tourist?
- 6.4 Do tourists in Canada get free health care?
- 6.5 How can tourists get reimbursed for taxes paid while in Canada?
- 6.6 U.S. State Department Travel Advisory (on Canada)
- 6.7 Canada-USA financial matters
 - 6.7.1 Where is the best place to exchange US currency in Canada and vice versa?
 - 6.7.2 What credit cards are accepted in Canada?
 - 6.7.3 Will I be able to pay my expenses in US dollars?
 - 6.7.4 May I cash or deposit US cheques (or checks) in Canada and vice versa?
 - 6.7.5 If I have an ATM card for my bank at home, can I make a withdrawal in Canada?
- 6.8 What is the weather like in Canada?
- 6.9 How can I use European electrical equipment in Canada?

IMMIGRATION, EMIGRATION, AND EMPLOYMENT

- 7.1 Who needs a Canadian passport and how do I go about getting one?
- 7.2 What are the addresses of some Canadian embassies and consulates?
- 7.3 Does the free trade agreement mean that an American can work in Canada and vice versa?
 - 7.3.1 OK, my profession is on the list. What do I (as a Canadian) need to do to work in the US?

- 7.3.2 What do I need to do (as an American) to be able to work in Canada?
- 7.4 How do I become a Canadian citizen?
- 7.5 Once I'm a landed immigrant, can I travel in and out of Canada whenever I want?
- 7.6 Can I be a dual Canadian-American citizen?
- 7.7 How will my credit rating in my country affect me in Canada?
- 7.8 Immigrating to Canada
 - 7.8.1 How can I immigrate to Canada as an independent class immigrant?
 - 7.8.2 According to the point system, what occupations are most needed in Canada?
 - 7.8.3 May I immigrate to Canada as a sponsored immigrant?
- 7.9 How do I import an automobile into Canada from the US?
- 7.10 Does a Canadian citizen need a visa to visit country X?

TAXATION

- 8.1 What kind of income taxes does one have to pay in Canada?
- 8.2 How can I contact Revenue Canada? The Canadian Tax Foundation?
- 8.3 How can tourists get reimbursed for taxes paid while in Canada?
- 8.4 Do I have to pay Canadian taxes if I work or live abroad?
- 8.5 What are the customs clearing fees of some couriers?

ECONOMICS AND BUSINESS

- 9.1 Where can I get information on Canadian industry and trade?
- 9.2 How can I start a business in Canada?
- 9.3 How can I contact economic development offices?
- 9.4 What are sources of venture capital?
- 9.5 What is Canada's foreign trade position?
- 9.6 What are the characteristics of the Canadian economy?

MEDIA

- 10.1 What Canadian television shows can I see from abroad?
- 10.2 What are some 50,000-watt AM radio stations originating from Canada?
- 10.3 How can I subscribe to some Canadian newspapers?
- 10.4 How can I subscribe to some Canadian magazines?
- 10.5 Comment puis-je m'abonner a certaines revues canadiennes?
- 10.6 How can I listen to Canadian radio while abroad?
- 10.7 What is the Radio Canada International schedule?

STATISTICAL INFORMATION

- 11.1 What is the population of Canada?
- 11.2 What is the census breakdown by language spoken?
- 11.3 How large are Canada's major and mid-sized cities?
- 11.4 How can I access data provided by Statistics Canada on the Internet?

ELECTRONIC SOURCES OF INFORMATION

- 12.1 How can I get Internet access in Canada?
- 12.2 What Canadian-interest newsgroups exist?
- 12.3 Is there anything about Canada in the World Wide Web?
- 12.4 What Internet-accessible libraries of Canadian interest exist?
- 12.5 How can I access documents by the Canadian government's Department of Industry and Science?

- 12.6 Where can I find e-mail addresses of government bodies?

GENERAL INFORMATION

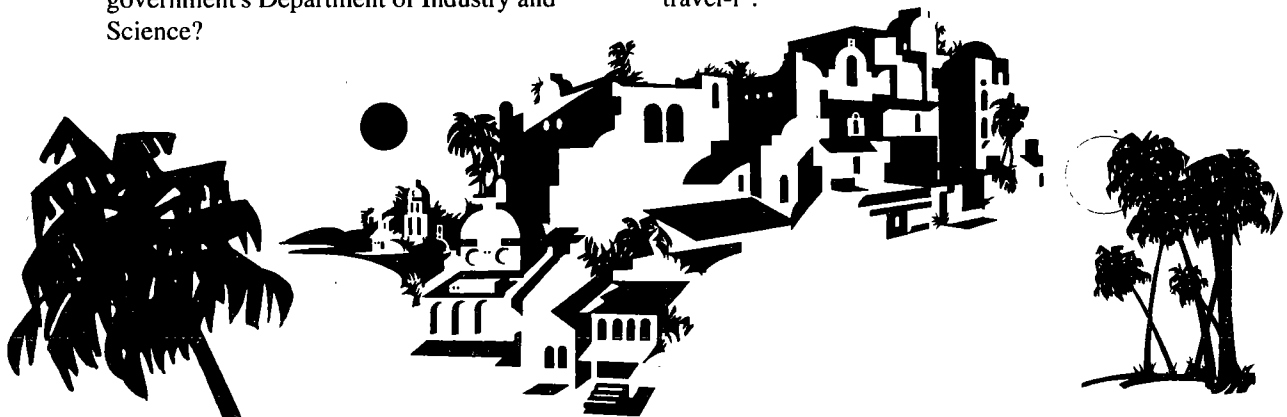
- 13.1 What are the time zones in Canada?
- 13.2 How can I, a Canadian resident, check my own credit record?
- 13.3 As a Canadian living abroad, how can I vote?
- 13.4 Where can I list my non-profit organization?
- 13.5 What is the geography of Canada like?
- 13.6 How does the postal system work in Canada?
- 13.7 How does the phone system work in Canada?

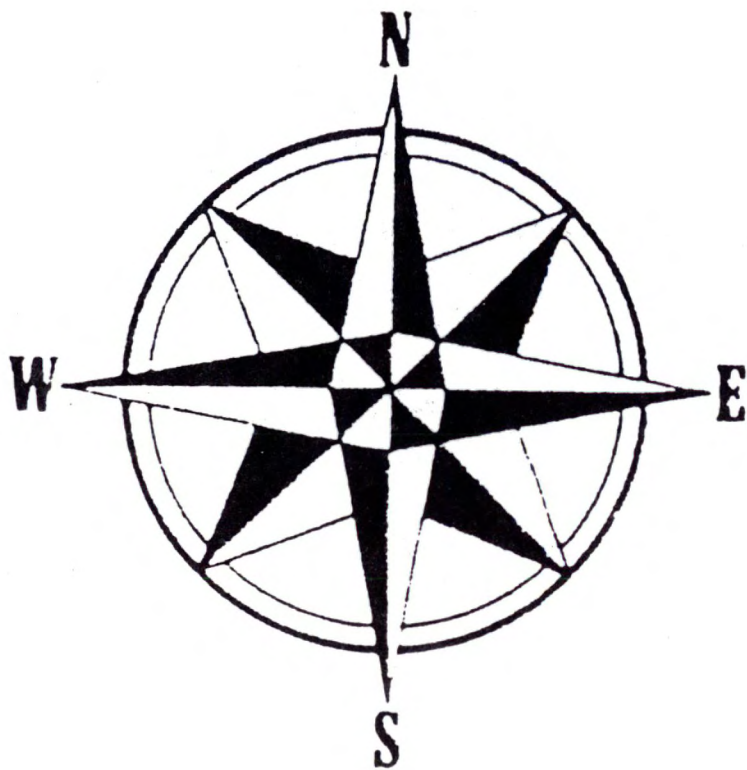
SAFE TRAVEL

Look in "Gopher jewels", described in the introduction., for US Secretary of State travel advisories. They are intended for American Citizens travelling abroad, and describe situations such as crime, war, political instability and potential legal problems. The travel advisories are designed to give useful information that can help to ensure a safe trip. Canadians will find most of the information helpful, even though the addresses of Canadian embassies and Canadian visa requirements are not given.

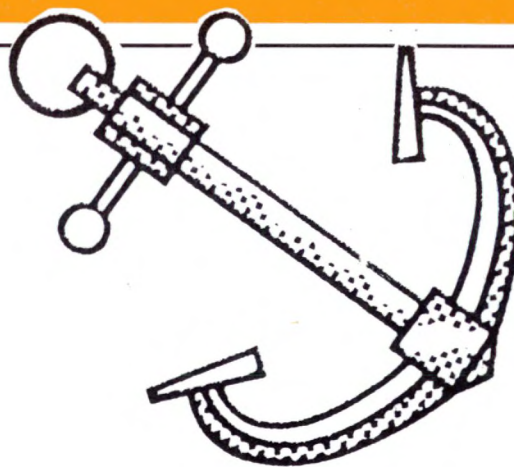
TRAVEL-L NEWSGROUP

Members of this newsgroup discuss travel questions. To subscribe, send electronic mail to listserv@trearn.bitnet with only the line "subscribe travel-l *Firstname Lastname*", substituting your own first and last names. Send the message "help" for more information on listserv commands. To quit the newsgroup, send electronic mail to listserv@trearn.bitnet with only the line "unsubscribe travel-l".





FEATURED IN THIS ISSUE



Now Available from Oxford University Press Canada!

Thinking it Through

Activities to Develop Good Thinking Skills

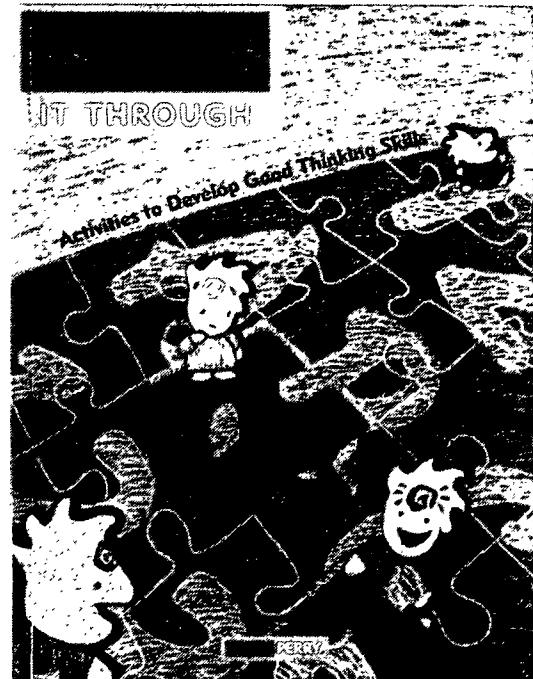
Chris Perry

Children who are good thinkers and problem-solvers are good learners. **Thinking it Through** will help students develop an awareness of their thinking and problem solving strategies through:

- discussion
- reasoning
- questioning
- interpreting
- exploration
- visualising
- memorizing
- linking mind & body

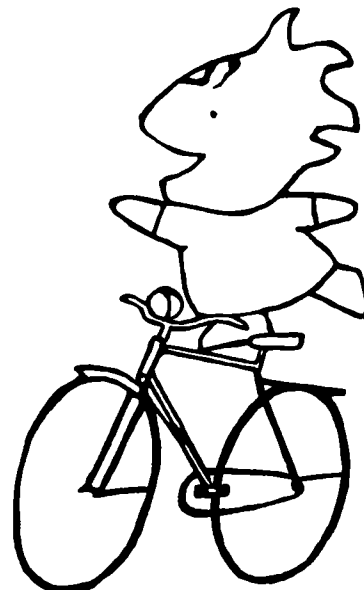
The book offers activities for teachers and children to explore together. It aims to encourage children to take control of their own learning and to be good problem-solvers – not only in the area of mathematics, but across the curriculum. Activities are grouped into seven sections: **Words, Numbers, Pictures, Questions, Memory, Perception, and Body Movement.** These are supported by extension ideas, reproducible pages, and examples of children's experiences expressed in their reflective journals.

Chris Perry combines classroom teaching with lecturing in the area of children's development at Deakin University, Australia. She has successfully tested all the activities presented in this book.



THINKING IT THROUGH
Softcover, 107 pp., \$26.00 net

19-5536061



WORKING AND LEARNING CONDITIONS SURVEY

SEPTEMBER 1994 SURVEY RESULTS

Collated and prepared by **ROSLYN HEIDE**, Working and Learning Conditions Chairperson. She may be contacted at school (596-8561 after 2:30 p.m.) or by Fax (599-7312) regarding the survey and other related concerns.

These are the results received to date of the fourteenth annual survey of working and learning conditions in the school library resource centres of British Columbia. Thank you very much to all the teacher-librarians who took the time to complete the survey and a special thanks to the chapter councilors who compiled the data and relayed it. Your efforts are very much appreciated. Only with widespread participation can we obtain the information necessary to address the very significant problems becoming evident in the lack of support for school library resource programs in many areas. Most of the districts not represented so far lack chapters but we look forward to receiving the data from district representatives, as well as that of tardy chapter councilors, and any new budget information. A full update plus the survey of electronic services will be published in the spring issue of *The Bookmark*.

USES OF THE SURVEY REPORT

- Locate the profile of your district and compare your own school with the district as a whole.
- Compare your school district with other districts of similar size and geographical location.
- Work closely with your local teachers' organization and its Bargaining Committee and Learning and Working Conditions Committee to improve conditions in your district. Draw to their attention not only the results of this survey, but also the BCTF criteria which relate to school library resource centres.
- Use this data in presenting a "brief" from your local chapter to your school board for improved conditions. A graph showing the position of your district in relation to the provincial high and median is recommended.
- Use this data in your presentation to your principal or staff committee for increased teacher-librarian time, clerical time, and budget in a school-based management situation.
- Use this data to prepare "press releases" to newspapers, school newsletters, and other forms of information media about conditions in the school libraries in your district.
- If you have not done so in the past, resolve to keep copies of the information sent to this survey from your own school and district and compare this data from year to year.

Strong contract language is the best security towards achieving the quality of library services our students require and the rewarding working conditions we deserve.

The statistics are presented in the same format as last year. In order to present a complete picture of each district the individual factors should be looked at in relation to one another. For example: a district with a high teacher-librarian allocation might appear very good until you look at the clerical time allocation which might be very low. The information for elementary and

secondary schools will be presented separately. The data has been sorted in different ways to highlight teacher-librarian service levels, clerical time allocation, and resource centre budgets. The data also reveals the number of teacher-librarians who have experienced library time cuts due to budget restraints and the number of teacher-librarians who are providing preparation time for their classroom colleagues. The district averages are also shown for both teacher-librarians providing preparation time and teacher-librarian qualifications.

NOTE: THE FOLLOWING SYMBOLS ARE USED IN THIS REPORT.

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

I = increased

D = decreased

S = same, no change

PROFESSIONAL STAFFING

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

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

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

The average professional staffing for elementary schools reporting this year is 2.04 FTE per 1000 students, a slight decrease (.03) from last year and a 11% decline from 1992. Very disturbing is the fact, that an additional 206 elementary teacher-librarians have had some part of their library time cut since last year, with 157 having been reduced last year. Equally upsetting is the fact that 44% of the school districts responding, use their teacher-librarian to provide preparation time for their classroom colleagues, for an average of 22% of the teacher-librarians time. This is a total disregard for the concepts of flexible scheduling and cooperative program planning. Clearly, in too many districts, teacher-librarians are being used to pay the price for contractual gains made in other areas. Again, only strong library clauses in contract will help guarantee against these reductions of library services to students. Unfortunately, even districts with solid contract language are being faced with an alteration to their job description and have had to adapt to a heavy teacher preparation time load.

The average professional staffing for secondary schools reporting is 1.29 FTE per 1000 students, a decrease of .10 and a 15% decline from 1992. Thirty-seven secondary teacher-librarians reported some part of their library time cut, as compared to an additional eleven last year. Again, the provision of preparation time does not seem to be nearly the problem here as it is for elementary levels but it is increasing. There were five districts (12% of the reporting districts) and ten secondary schools that had teacher-librarians providing preparation time for classroom colleagues.

The column headed “% T-L Trained” gives the district percentage of teacher-librarians who have the equivalent of 9.0 UBC units or 18 credits or more of library courses, OR a library

diploma, OR a library concentration plus a Masters in Arts, Education, or Science, OR a Masters of Library Science.

ELEMENTARY PROFESSIONAL STAFFING (ranked by T-L / 1000)

	District	Response	T-L/ 1000	T-L Cuts	Prep. # and	Prov. ... %	% T-L Trained
02	QUESNEL	12/14	2.97	0/12	11/12	33%	75%
81	FORT NELSON*	3/3	2.90	0/3	0/3	0%	0%
72	CAMPBELL RIVER	12/15	2.80	1/12	1/12	1%	58%
45	W. VANCOUVER	12/12	2.72	3/12	2/12	0%	50%
21	ARMSTRONG	3/3	2.65	0/3	0/15	0%	67%
65	COWICHAN*	15/18	2.61	0/15	0/18	0%	93%
74	MISSION*	10/16	2.58	4/10	10/10	77%	80%
4	WINDERMERE	6/6	2.52	1/6	2/6	55%	33%
54	BULKLEY VALLEY	7/7	2.50	2/7	3/7	0%	43%
18	GOLDEN	5/5	2.48	0/5	5/5	17%	60%
27	CARIBOO-CH'N	10/20	2.38	7/20	10/20	41%	70%
39	VANCOUVER	89/91	2.38	15/89	17/89	0%	97%
2	CRANBROOK	8/8	2.31	2/8	2/8	7%	63%
70	ALBERNI*	14/14	2.31	3/14	5/14	2%	93%
33	CHILLIWACK	19/21	2.28	6/19	4/19	4%	68%
23	CENT. OKANAGAN*	33/33	2.21	3/33	0/3	3	0%
38	RICHMOND	37/37	2.21	0/37	0/37	0%	84%
60	PEACE RIVER NO.*	10/10	2.20	9/10	5/10	24%	40%
19	REVELSTOKE	4/4	2.18	0/4	0/4	0%	25%
88	TERRACE*	9/13	2.17	1/9	1/9	0%	67%
57	PRINCE GEORGE*	46/46	2.16	14/46	7/46	0%	72%
44	N. VANCOUVER	33/33	2.15	0/33	5/33	4%	64%
89	SHUSWAP	17/20	2.05	1/17	8/17	34%	47%
1	FERNIE	7/7	2.02	5/7	7/7	86%	96%
36	SURREY	57/88	2.00	0/57	57/57	40%	57%
48	HOWE SOUND	9/9	1.93	2/9	2/9	0%	78%
37	DELTA	23/24	1.90	0/23	6/23	5%	96%
43	COQUITLAM*	48/49	1.86	10/48	0/48	34%	96%
40	NEW WESTMINSTER	6/9	1.83		6/9	69%	33%
41	BURNABY	38/38	1.84	0/38	0/38	0%	88%
22	VERNON	15/15	1.75	14/15	4/15	5%	65%
24	KAMLOOPS	35/39	1.70	8/35	7/35	7%	54%
64	GULF ISLANDS	6/7	1.69	3/6	3/6	3%	67%
42	MAPLE RIDGE	20/25	1.63	18/20	17/20	29%	80%
68	NANAIMO	34/34	1.60	34/34	34/34	64%	100%
69	QUALICUM	8/8	1.49	2/8	2/8	0%	40%
62	SOOKE	10/17	1.30	3/10	6/10	49%	40%
35	LANGLEY	25/3	1.13	8/25	8/25	55%	52%
34	ABBOTSFORD	32/33	.85	15/32	18/32	74%	78%
63	SAANICH	13/14	.74	0/13	0/13	0%	23%
47	POWELL RIVER	7/7	.70	6/7	6/7	62%	44%

* These districts have at least one school which meets BCTF minimum professional standards.

SECONDARY PROFESSIONAL STAFFING (ranked by T-L / 1000)

	District	Response	T-L/ 1000	T-L Cuts	Prep. # and	Prov. ... %	% T-L Trained
81	FORT NELSON	1/1	2.40	0/1	0/1	0%	0%
04	WINDERMERE	2/2	2.09	0/2	0/3	0%	50%
70	ALBERNI	5/5	1.87	0/5	0/5	0%	100%
88	TERRACE	6/6	1.80	1/6	0/6	0%	83%
01	FERNIE	4/4	1.78	1/4	1/4	0%	50%
54	BULKLEY VALLEY	3/3	1.76	1/3	0/3	0%	33%
18	GOLDEN	1/1	1.61	0/3	1/1	13%	0%
89	SHUSWAP	6/6	1.60	0/6	0/6	0%	100%
57	PRINCE GEORGE	11/11	1.58	0/11	0/11	0%	87%
64	GULF ISLANDS	1/1	1.49	0/1	0/1	0%	100%
02	CRANBROOK	3/3	1.47	2/3	1/3	0%	100%
69	QUALICUM	5/5	1.43	2/5	0/5	0%	71%
02	REVELSTOKE	1/1	1.40	0/1	0/1	0%	100%
63	SAANICH	6/6	1.33	1/6	0/6	0%	100%
72	CAMPBELL RIVER	3/7	1.50	1/3	0/3	0%	100%
27	CARIBOO-CH'N	3/5	1.16	1/3	0/7	0%	67%
33	CHILLIWACK	6/6	1.31	0/6	0/6	0%	100%
28	QUESNEL	3/3	1.46	0/3	0/3	0%	67%
65	COWICHAN	5/5	1.20	0/5	0/5	0%	30%
48	HOWE SOUND	3/3	1.31	0/3	0/3	0%	67%
60	PEACE RIVER NO.	6/6	1.25	2/6	2/6	8%	67%
43	COQUITLAM	14/14	1.24	0/14	0/12	0%	100%
22	VERNON	5/5	1.17	0/5	0/5	0%	100%
21	ARMSTRONG	5/5	1.17	0/5	1/1	0%	100%
24	KAMLOOPS	9/9	1.10	3/9	0/9	0%	89%
47	POWELL RIVER	4/4	1.08	1/4	0/4	16%	75%
40	NEW WESTMINSTER	1/1	1.03	0/1	0/1	0%	50%
34	ABBOTSFORD	6/6	1.03	0/6	1/1	0%	100%
44	N. VANCOUVER	8/8	1.02	1/8	1/8	3%	86%
62	SOOKE	5/5	1.00	3/5	0/5	0%	80%
39	VANCOUVER	16/18	0.99	4/16	0/16	0%	100%
38	NANAIMO	7/7	0.99	7/7	0/7	0%	100%
37	DELTA	7/7	0.97	0/7	0/7	0%	75%
36	SURREY	12/17	0.96	0/12	0/12	0%	82%
74	MISSION	2/2	0.95	2/2	0/2	0%	100%
45	W. VANCOUVER	3/3	0.95	0/3	0/3	0%	100%
38	RICHMOND	9/9	0.91	0/9	0/8	0%	100%
35	LANGLEY	8/8	0.87	0/8	2/8	2%	88%
41	BURNABY	6/6	0.74	0/6	0/6	0%	90%
42	MAPLE RIDGE	4/5	0.48	3/4	0/4	0%	57%

CLERICAL TIME

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

Students

200 or fewer
201 - 400
401 - 750
751 - 1000
Over 1000

Library Assistants/Technicians

0.5 FTE
1.0
1.5
2.0
2.5

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

The average for the reporting elementary school libraries is .99, a decrease from last year's 1.08 L-A FTE / 1000 and the average for secondary school libraries is .87, down considerably from last year's 1.09 L-A FTE / 1000 students and a loss of 26% over a two year period.

ELEMENTARY CLERICAL STAFFING (ranked by L-A / 1000)

#	District	Response	L-A /1000	# of Cuts	T-L/ 1000
60	PEACE RIVER NO.*	10/10	3.70	2/10	2.20
21	ARMSTRONG**	3/3	2.65	0/3	2.65
81	FORT NELSON*	3/3	2.60	1/3	2.90
19	REVELSTOKE	4/4	2.49	0/4	2.18
47	POWELL RIVER	7/7	2.20	0/7	0.70
23	CENT. OKANAGAN*	33/33	2.08	2/33	2.21
88	TERRACE*	9/13	1.67	0/9	2.17
24	KAMLOOPS	35/39	1.50	0/35	1.70
4	WINDERMERE	6/6	1.48	0/6	2.52
69	QUALICUM	8/8	1.48	0/8	1.30
40	NEW WESTMINSTER	6/9	1.39	0/6	1.83
64	GULF ISLANDS	6/7	1.36	0/6	1.69
22	VERNON	15/15	1.33	0/3	1.75
35	LANGLEY	25/32	1.31	5/25	1.13
63	SAANICH	13/14	1.17	13/14	0.74
89	SHUSWAP	17/20	1.08	0/17	2.05
18	GOLDEN	5/5	1.05	1/5	2.48
48	HOWE SOUND	9/9	1.03	0/9	1.93
1	FERNIE	7/7	1.02	3/7	2.02
54	BULKLEY VALLEY	7/7	0.93	2/7	2.50
27	CARIBOO-CHILCOTIN	10/20	0.90	0/10	2.38
57	PRINCE GEORGE	46/46	0.84	13/46	2.16
72	CAMPBELL RIVER	12/15	0.78	11/12	2.80
62	SOOKE	10/17	0.66	0/10	1.30
45	W. VANCOUVER	12/12	0.64	5/12	2.70
34	ABBOTSFORD	32/33	0.52	4/32	0.85
39	VANCOUVER	89/91	0.47	18/89	2.38
68	NANAIMO	33/33	0.36	0/34	1.60
36	SURREY	57/88	0.35	25/57	2.00

ELEMENTARY CLERICAL STAFFING (ranked by L-A / 1000) (continued)

70	ALBERNI	14/14	0.35	0/14	2.31
42	MAPLE RIDGE	20/25	0.34	5/20	1.63
43	COQUITLAM*	48/49	0.34	8/48	1.86
2	CRANBROOK	8/8	0.25	2/8	2.31
44	N. VANCOUVER	33/33	0.22	7/33	2.15
74	MISSION	10/15	0.22	6/10	2.58
41	BURNABY	38/38	0.17	3/38	1.84
28	QUESNEL	12/14	0.16	0/12	2.97
33	CHILLIWACK	19/21	0.00	7/19	2.28
37	DELTA	23/24	0.00	0/23	1.90
38	RICHMOND	37/37	0.00	0/37	2.21
65	COWICHAN	15/18	0.00	0/15	2.61

* These districts have at least one school meeting BCTF minimum clerical standards

** All schools in this district meet BCTF minimum clerical standards

SECONDARY CLERICAL STAFFING (ranked by L-A / 1000)

#	District	Response	L-A /1000	# of Cuts	T-L/ 1000
60	PEACE RIVER NO.	6/6	1.94	0/6	1.25
88	TERRACE	6/6	1.52	0/6	1.52
21	ARMSTRONG	5/5	1.38	0/1	1.38
4	WINDERMERE	2/2	1.34	0/1	1.96
54	BUCKLEY VALLEY	3/3	1.32	0/3	1.76
23	CENT. OKANAGAN	11/11	1.25	0/11	1.34
24	KAMLOOPS	9/9	1.20	1/9	1.33
19	REVELSTOKE	1/1	1.18	1/1	1.33
69	QUALICUM	5/5	1.17	1/5	1.43
57	PRINCE GEORGE	11/11	1.16	1/11	1.58
43	COQUITLAM	12/12	1.15	1/12	1.24
22	VERNON	5/5	1.13	0/5	1.17
63	SAANICH	6/6	1.12	0/6	1.33
89	SHUSWAP	6/6	0.97	0/6	1.60
34	ABBOTSFORD	6/6	0.93	1/6	1.03
45	WEST VANCOUVER	3/3	0.93	0/3	0.95
64	GULF ISLANDS	1/1	0.90	1/1	1.49
74	MISSION	2/2	0.89	0/2	0.95
62	SOOKE	5/5	0.88	0/5	1.00
35	LANGLEY	8/8	0.83		0.87
70	ALBERNI	5/5	0.83	0/5	1.87
27	CARIBOO-CHI'N	3/5	0.82		1.30
48	HOWE SOUND	3/3	0.73	0/3	1.27
41	BURNABY	6/6	0.72	0/6	0.74
37	DELTA	7/7	0.72	0/7	0.97
44	N. VANCOUVER	8/80	0.68	0/8	1.02
33	CHILLIWACK	6/6	0.59	4/6	1.29
39	VANCOUVER	16/18	0.59	9/16	0.99
40	NEW WESTMINSTER	1/1	0.57	0/1	1.03
42	MAPLE RIDGE	4/5	0.55	1/4	0.48

SECONDARY CLERICAL STAFFING (ranked by L-A / 1000) (continued)

47	POWELL RIVER	4/4	0.55	0/4	1.08
72	CAMPBELL RIVER	3/7	0.50	3/3	1.33
36	SURREY	12/17	0.46	6/12	0.96
2	CRANBROOK	3/3	0.42	3/3	1.47
28	QUESNEL	3/3	0.39	0/3	1.28
38	RICHMOND	9/9	0.31	3/9	0.91
65	COWICHAN	5/5	0.30	0/5	1.28
68	NANAIMO	7/7	0.30	0/7	0.99
1	FERNIE	4/4	0.24	2/4	1.78
18	GOLDEN	1/11	0.00	0/11	1.61

SCHOOL LIBRARY RESOURCE CENTRE BUDGETS

Budget figures are very difficult to compare since the composition varies. The figures given include monies allocated for student resources but may also include teacher resources, cataloguing and processing, supplies, and equipment. In this year's survey the last column indicated whether the budget was to include any two of the following, ie. equipment, processing, or supplies. We have continued to include only budget figures that are firm for the 1994-95 school year. As other districts' budgets become finalized, we will factor them in and update you in the March issue of *The Bookmark*.

The average elementary budget is \$15.21 per student, down from last year's amount of \$16.16 and a decrease (23%) since the 1991 budget of \$19.80. Secondary school library budgets average \$15.77 per student, reduced from the 1993 figure of \$17.80 and a steady decline (29%) from the 1991 budget of \$22.30. It appears the gap between secondary and elementary budgets is really narrowing. We are all faced with increased costs of materials and the demands for new technology support and consequently, the school library resource centres are not able to provide students and staff with the proper support.

ELEMENTARY BUDGETS (ranked by \$ / student)

#	District	Response	\$ / Student	I-D-S	Includes Supplies etc.
81	FORT NELSON	3/3	\$31.48	1-1-1	2/3
23	CENT. OKANAGAN	33/33	\$31.34	3-0-30	23/33
60	PEACE RIVER NORTH	10/10	\$25.17	0-4-4	10/10
21	ARMSTRONG	3/3	\$24.24	0-0-3	3/3
4	WINDERMERE	6/6	\$21.98	2-2-2	6/6
64	GULF ISLANDS	6/7	\$21.24	1-1-4	4/6
18	GOLDEN	5/5	\$20.43	1-2-2	5/5
19	REVELSTOKE	4/4	\$20.00	4-0-9	4/4
47	POWELL RIVER	7/7	\$20.00	0-0-7	7/7
70	ALBERNI	14/14	\$19.92	1-3-10	14/14
27	CARIBOO-CHILCOTIN	10/20	\$17.38	0-10-0	10/10
22	VERNON	15/15	\$17.22	4-1-5	15/15
28	QUESNEL	12/14	\$17.14	0-12-0	12/12
24	KAMLOOPS	35/39	\$16.49	0-2-33	35/35
72	CAMPBELL RIVER	12/15	\$16.32	0-0-12	4/12
45	WEST VANCOUVER	12/12	\$15.60	0-12-0	12/12

ELEMENTARY BUDGETS (ranked by \$ / student) (continued)

89	SHUSWAP	17/20	\$15.00	1-1-14	16/17
43	COQUITLAM	48/49	\$14.00	7-4-37	32/48
74	MISSION	10/15	\$13.83	0-8-2	8/10
54	BUCKLEY VALLEY	7/7	\$13.67	0-7-0	7/7
40	NEW WESTMINSTER	6/9	\$13.61	3-0-3	6/6
2	CRANBROOK	8/8	\$13.28	2-0-6	4/8
37	DELTA	23/24	\$13.20	13-2-8	
68	NANAIMO	34/34	\$12.44	0-0-34	34/34
41	BURNABY	38/38	\$11.90	38-0-0	38/38
1	FERNIE	7/7	\$10.50	0-57-0	52/55
36	SURREY	57/88	\$11.00	0-57-0	52/57
65	COWICHAN	15/18	\$10.43	0-0-15	14/15
39	VANCOUVER	89/91	\$10.19	0-0-89	89/89
34	ABBOTSFORD	32/33	\$ 9.61	0-6-9	15/15
63	SAANICH	13/14	\$ 9.46	2-3-7	6/13
35	LANGLEY	25/32	\$ 7.11	2-10-11	8/25
42	MAPLE RIDGE	20/25	\$ 6.92	2-4-14	20/20
62	SOOKE	10/17	\$ 0.00	0-10-0	10/10
44	NORTH VANCOUVER	33/33	\$ 0.00	0-33-0	33/33

SECONDARY BUDGETS (ranked by \$ / student)

#	District	Response	\$ / Student	I-D-S	Includes Supplies etc.
60	PEACE RIVER NORTH	6/6	\$30.04	0-0-4	6/6
23	CENT. OKANAGAN	11/11	\$29.20	1-0-10	8/16
21	ARMSTRONG	1/1	\$27.63	0-1-0	1/1
4	WINDERMERE	2/2	\$24.50	0-1-0	2/2
22	VERNON	5/5	\$21.67	3-0-2	5/5
18	GOLDEN	1/1	\$21.28	0-0-1	1/1
28	QUESNEL	3/3	\$20.53	0-2-1	3/6
19	REVELSTOKE	1/1	\$20.00	1-0-0	1/1
64	GULF ISLANDS	1/1	\$17.90	0-1-0	1/1
47	POWELL RIVER	4/4	\$17.52	0-1-0	1/1
40	NEW WESTMINSTER	1/1	\$17.14	1-0-0	1/1
70	ALBERNI	5/5	\$16.81	1-1-3	4/4
27	CARIBOO-CHILCOTIN	3/5	\$16.70	0-3-0	3/3
24	KAMLOOPS	9/9	\$16.66	0-3-0	9/9
72	CAMPBELL RIVER	3/7	\$16.13	0-0-3	3/3
81	FORT NELSON	1/1	\$15.96	0-0-1	1/1
43	COQUITLAM	14/14	\$15.64	6-0-8	0/14
45	WEST VANCOUVER	3/3	\$15.60	0-3-0	3/3
63	SAANICH	6/6	\$15.40	0-1-5	4/6
89	SHUSWAP	6/6	\$15.00	6-0-0	
1	FERNIE	4/4	\$14.65	0-1-3	4/4
36	SURREY	12/17	\$14.50	0-12-0	12/12
2	CRANBROOK	3/3	\$14.33	0-2-1	
37	DELTA	7/7	\$14.06	0-0-7	7/7
34	ABBOTSFORD	6/6	\$13.85	0-0-3	3/6

SECONDARY BUDGETS (ranked by \$ / student) (continued)

54	BUCKLEY VALLEY	3/3	\$13.67	0-3-0	3/3
39	VANCOUVER	16/18	\$13.03	0-18-0	18/18
65	COWICHAN	5/5	\$12.50	0-1-4	3/5
68	NANAIMO	7/7	\$12.44	0-0-7	7/7
74	MISSION	2/2	\$12.00	0-2-0	2/2
35	LANGLEY	8/8	\$11.46	1-3-1	6/6
38	RICHMOND	9/9	\$10.86	0-3-4	3/7
41	BURNABY	6/6	\$10.86	0-6-0	6/6
42	MAPLE RIDGE	4/5	\$8.31	1-2-1	4/5
62	SOOKE	5/5	\$0.00	0-0-5	5/5
44	NORTH VANCOUVER	8/8	\$0.00	0-8-0	8/8

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CONFERENCE REPORTS

INVENTING THE FUTURE: THE USE OF TECHNOLOGY IN TOMORROW'S CLASSROOM

Opening Keynote Address: **RICHARD WORZEL**, Canada's leading professional futurist and member of the World Future Society and Space Studies Institute.

Reporter: **WILLA WALSH**, teacher-librarian, McNair Senior Secondary School, SD#38 (Richmond).

This first-ever dual conference of two Provincial Specialist Associations, science teachers and teacher-librarians, was opened by Richard Worzel, a well-known futurist. He spoke to a near-capacity audience in Burnaby South's new, elegant school theatre. He presented us with a lively but sometimes chilling glimpse of the near future—mankind's entry into the Third Millennium. In this world only the creative will have jobs, automation will take care of most mundane tasks, and white, pink and blue-collar work will disappear. Education will be highly customized to the individual's own unique needs, abilities, and interests as learning will progress at each student's own pace. The speaker went on to outline his vision of the major change factors in the years ahead.

First of all, there will be a global economy with low paid jobs found only in the third world countries. Few will produce more. For example, there is now only three percent of Canadians working on farms, and yet they produce more than in the past when many more Canadians worked on farms. Automation and competition will keep prices down and many, many jobs will leave the workplace never to return!

Second of all, computers will further push ahead a great phase change in society. They will, of course, be smaller, faster and vastly cheaper. Twenty dollars should be all that's needed for a complete desktop publishing unit! Oral commands will free us from the keyboard—making keyboarding skills obsolete and allowing computers to get smaller and smaller—not being limited by the size of the human hand. Far more sophisticated programming will take place—even of the “do what I mean” type rather than following the exact word messages to the letter. Artificial intelligence will be a certainty with com-

puters having full ability to “interpret” commands by relating them to past experiences.

Whereas CD-ROMs and laser disks complement print materials now, they will be able to replace them in the future. We will, however, still have books—because we “like them”! These media are, nevertheless, static media and the new dynamic resources will offer better opportunities. Internet, which allows us to reach beyond our present boundaries and talk to people in an alive medium will prove superior to the static formats.

By the year 2015 a gigantic expansion will have taken place along the information highway and the problem will be to “broadcatch” the nuggets of vital information. Computers will be trained to retrieve the essential information we are looking for and it is at this point that educators and information specialists come into the picture. Access and selection will be everything!

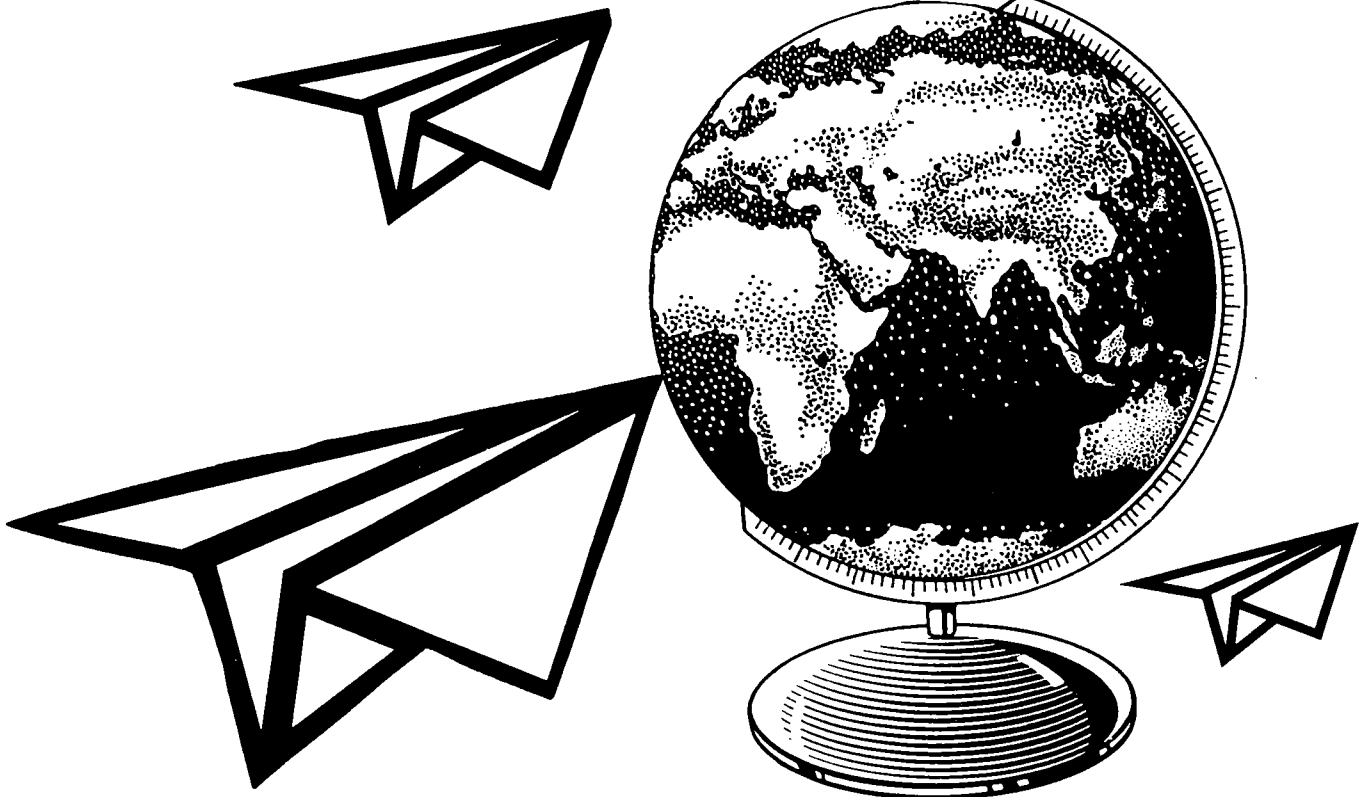
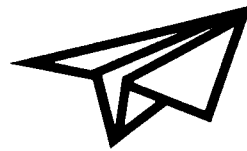
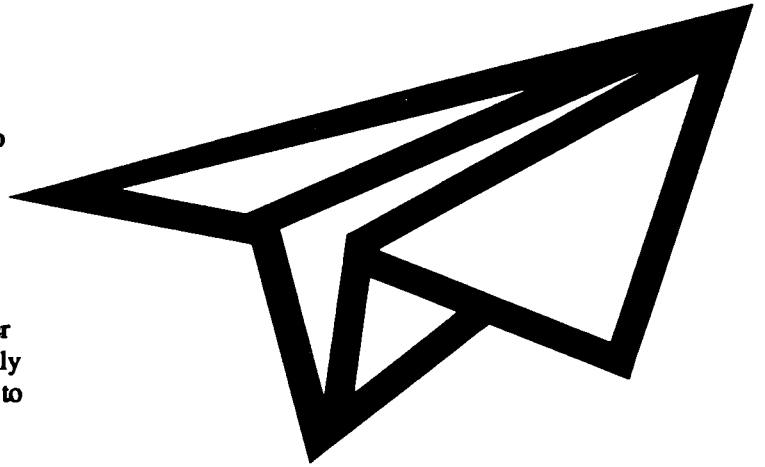
The third major force in the Third Millennium relates to population patterns. The over sixty-five segment of the population is growing due to the Baby Boomers. This will result in the Middle Aging of the Canadian population. We will continue to have huge classes with “portable cities” everywhere on school grounds. However, since the Baby Bust will follow, school boards will not build larger facilities as they know there will be no need for them after the high “peak” is over. There will also be a health care crisis due to the aging population, and a far greater tax burden is coming! Mr. Worzel foresees an eighty-five percent tax level!

In the educational field thinking skills will be valued along with the “entrepreneurial” spirit. Engineers will be greatly needed. High level math skills will be crucial along with logic. The “basics” will be nowhere near enough. Those students who see connections—subject crossovers and how other fields

are affected, will flourish. Specialists are out and generalists are in. Networking will replace the present trend of working in large corporations. Two classes will emerge—those who are creative and entrepreneurial in the top jobs and those making subsistence wages of eighteen cents an hour at the bottom!

The school child has changed dramatically over the years. Our society went from the extended family of the past, to the nuclear family of the recent past, to the single parent and dual-career family of the present. This has presented us with a generation of “neglected savages.” An increasing number of students are poorly trained as parents are failing to provide the necessary environment for effective child rearing. What will the future be?

All these factors bring us to a time of great peril and opportunity in our society. Teachers are purveyors of the knowledge industry and, therefore, we must expect a great deal of criticism as much is expected of us. The good news is that Canada will be a great place to be. You are forewarned!



NUMBERS TALK: MATHEMATICS IN STORY-TELLING AND CHILDREN'S LITERATURE

Presenters: JEANNINE ANSTEE and MIGNONNE WOOD, teacher-librarian and principal, SD#41 (Burnaby).

Reported by: MERCEDES SMITH, teacher-librarian, J. T. Brown Elementary School, SD#36 (Surrey).

This session opened with a recitation of the poem "Band-Aids" from the book *Where The Sidewalk Ends* by Shel Silverstein. We were then invited to "estimate" how many band-aids were used altogether. The presenters demonstrated how telling "number" stories could be used as a departure point for predicting, estimating, calculating and anticipating patterns in math work.

The first story we were treated to was *A Grain of Rice* by H. C. Pittman. As his reward, a clever Chinese peasant asks for a grain of rice, doubled every day for a year. At appropriate intervals, the story was stopped and together we tabulated on the overhead how much rice the peasant had accumulated. This was a good example to demonstrate the concept of exponential growth.

The next selection, *Grandfather Tang's Story* was "illustrated" by manipulating transparent tangram pieces on the overhead projector. As well, each of us had a matching set of paper pieces with which to "play along" while the story was being told.

We closed with *The Line and the Dot* by Norton Juster, which humourously showed the properties of a line, once again enhanced by the use of the overhead projector.

BIBLIOGRAPHY

Allen, P. (1986) *Mr. Archimedes' bath*. London: Hamish Hamilton.

An amusing story that can be used with a math unit on liquid measurement from grades 1 to 7. At the upper intermediate level, students can look at the concept of displacement and perhaps research the life story of Archimedes and the many contributions he made to the field of mathematics.

Anno, M. (1984). *Anno's mysterious multiplying jar*. New York: Philomel Books.

A story that can be used at the grade 3, 4 and 5 level when teaching the concept of multiplication. It can also be used with older students when exploring patterns in mathematics.

Birch, D. (1988). *The king's chessboard*. New York: Dial.

A story of pride and vanity that also provides a vehicle to examine the very common mathematical pattern of the powers of 2. Use as part of the problem solving unit when teaching the strategy of patterns. Appropriate for the intermediate levels. Also provides the opportunity of using calculators.

Clement, R. (1991). *Counting on Frank*. Milwaukee: Gareth Stevens.

The main character is a "measuring maniac." This story is a good way to introduce the mathematical concepts of measurement and estimation. The author has provided metric conversions at the end of the story along with some additional math activities. This story could be used throughout the year as children revisit the concepts of measurement and estimation.

Despain, P. (1993). *Thirty-three multicultural tales*. Little Rock: August House.

Two tales that can be related to mathematics are: "Rabbit's Last Race" and "The Goat and the Rock."

Juster, N. (1963). *The dot and the line: A romance in lower mathematics*. New York: Random House.

A delightful story to introduce the geometric concept of a line. Appropriate for use at the grade 7 level as it uses vocabulary expected for that level.

Juster, N. (1961). *The phantom tollbooth*. New York: Scholastic.

A classic read aloud that uses sophisticated mathematical concepts in a playful way to expand a student's understanding.

Matthews, L. (1978). *Bunches and bunches of bunnies*. New York: Scholastic.

A rhyming tale that tells a multiplication story for the facts: 1×1 ; 2×2 ; 3×3 ; ... 12×12 . Appropriate for grades 3 and 4.

Pinczes, E. J. (1993). *One hundred hungry ants*. Boston: Houghton Mifflin.

Filled with lively marching verses, this story tells of 100 hungry ants heading off to a picnic. Because they seem to be moving too slowly, one ant suggests various groupings to get them to the picnic faster: 2 rows of 50; 4 rows of 25, etc. A good introduction to the concept of division at the grade 2 and 3 level.

Pittman, H. C. (1986). *A gain of rice*. New York: Hasting House.

A story like *The King's Chessboard* that investigates the mathematical pattern of the powers of two.

Rand, T. (1993). *Carl Sandburg: Arithmetic*. San Diego: Harcourt Brace Jovanovich.

An old familiar poem retold as an anamorphic adventure. Could be used at the upper intermediate level when teaching the mathematical concepts of enlargement, reductions and distortions in geometry.

Schwartz, D. M. (1985). *How much is a million?* New York: Lothrop, Lee & Shepard.

A wonderful book for use at all grade levels. It introduces the idea of large numbers and gives children the opportunity

to estimate and predict what the size of the amount would actually be like. At the end of the book, he gives careful explanations as to how he arrived at his answers.

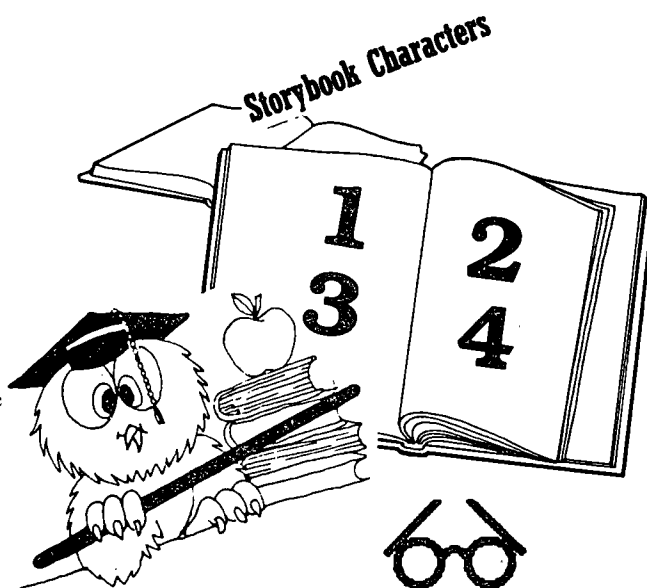
Tompert, A. (1990). *Grandfather Tang's story*. New York: Crown.

Tangrams, an ancient Chinese puzzle, has numerous possibilities in a mathematics classroom. They can be used, as in the story, to create pictures (informal geometry) or in problem solving; logical reasoning; areas and perimeter; fractions. They can be used across the grades.

MATH AND CHILDREN'S LITERATURE

Braddon, Kathryn L. (1993). *Math through children's literature: Making the NCTM standards come alive*. Englewood, Colorado: Teacher Ideas Press.

Burns, Marilyn. (1992). *Math and literature (K-3)*. Sausalito, California: Math Solutions Publications.



CATALYST '94 — BEST CONFERENCE
OCTOBER 20—22nd, 1994

Theme: Books and Educators
(the B and E of BEST)

REGISTRATION
HER - LIBRARIANS' ASSO



Odie Kaplan, Judith Kootte, Kris Nellis, Carol Hilland



Women of Invention



Theme: Science and Technology

CATALYST '94 — BEST CONFERENCE
(the S and T of BEST)



Burnaby South Secondary School



Exhibitors, Displays, Demonstrations

GETTING STARTED IN LIBRARY ADVOCACY

Presenter: **JUDE COFFIN**, teacher-librarian, Elgin Park Secondary School, SD#36 (Surrey).

Reporter: **LUCINDA LOCKWOOD**, teacher-librarian, Thomas Haney Secondary School, SD#42 (Maple Ridge).

Two years ago a group of teacher-librarians in Surrey formed a committee whose goal was to advocate for school libraries and library programs in their school district. They created a three-year plan, the culmination of which will coincide with the 1996 provincial and municipal elections. In her presentation at the BEST conference on Friday, October 21st, Jude described the process her committee has established, and helped other teacher-librarians in the audience to plan the initial steps in their own advocacy programs.

According to Jude, library advocacy is a "chess game" or "war," where teacher-librarians are trying to determine ways to change things for the long term. She encouraged the audience members to ensure that they do not go into library advocacy as martyrs; rather, to approach the process with long-term goals which will benefit school library programs overall.

In Year I (1993-94), Jude's committee determined two things: what school libraries are for, and what is happening in them. Then they took this information to parents, at school and district level Parent Advisory Council meetings. The committee also put on a workshop for members of the Board of Trustees. Next, the committee created an "advocacy kit" for teacher-librarians to use in presentations to staff and parents at their own schools. The advocacy kit includes posters and a presentation outline. Funding for release time to create the kit, as well as the materials included, came from Community Interaction Day funds. Jude suggested that funds for such endeavours are available, but it takes a bit of digging to find the sources.

In Year 2 (1994-95) the action committee has begun to put their Library Advocacy Program into place. Step one involved surveying elementary teacher-librarians about the impact of prep-time coverage. This information was used in a grievance, and for a presentation to the Board of Trustees. Next, teacher-librarians were encouraged to make presenta-

tions to their parent advisory groups, using the format and kit created in Year 1. Third, the local cable companies will be asked to show a video about school libraries.

Next, suppliers of library-related resources will be asked to place ads in local newspapers promoting school library programs. This step will be done in conjunction with the BCTLA. The advocacy committee will then make a presentation to the Board of Trustees and the five local MLAs on the underfunding of school library programs. Finally, a workshop on information technology will be given to the Board of Trustees in February or March, 1995. The committee has also created a draft postcard which can be duplicated and given to parents to send to Premier Mike Harcourt (see example).

Jude advised the audience that it is important to tap into our teaching colleagues' energy and anger about school library closures. She distributed examples of support for teacher-librarians, written by a school administrator and a classroom teacher, which were reprinted in the Surrey Teachers' Association "Presidents' Perspectives." According to Jude, tapping into the power structure in each school district is also integral. To do so, it is essential to ask, "Who wields the power and influence at the provincial level and in our own school districts?" Power might rest with certain local MLAs or cabinet ministers, perhaps parent groups, or even district administrators. Then, the correct manner of approaching each group or individual must be determined and put into practice.

Teacher-librarians were urged to ask, "Who are our allies? Are they our students, parents, public librarians, or even business owners?" Then we must tap into their energy as well. Jude summarized her presentation on library advocacy with a few words: **BE EFFECTIVE**. It is essential that advocates for school library programs prioritize their concerns and strategies. Finally, she urged everyone to **CREATE AN ADVOCACY PLAN**.

ADVOCACY KIT

The kit is housed at Elgin Park Secondary and contains the following material:

- 15 informational posters about libraries
- 1 video *Infotech* - 12 minutes
- 1 video - *Libraries of the Future* - 8 minutes
- 4 transparencies of classified job ads
- 1 transparency listing the job skills titled *Attributes from the Province Classifieds*
- 1 article from Jim Holgate titled: *Research Shows School Library Resource Centers at the Heart of Academic Success*
- 1 article by Margaret McIntyre titled: *Surrey Advocacy Committee Workshop - Conclusion*

FORMAT OF THE PRESENTATION TO THE PAC MEETING

Infotech: The Time is Right (12 minutes)

This upbeat video describes the Age of Information

Transparencies of job ads

In the kit there are transparencies of a variety of jobs advertised in the classified career section of the newspaper. Show these transparencies and focus on the skills the employers are wanting. They are highlighted.

Co-operatively Planned Unit

Describe your favourite or most successful cooperatively planned unit and show the students' work. Describe the skills the students learned and relate these skills to the ones on the classified ads. Use the transparency titled *Attributes from the Province Classifieds*. Summarize in your own words the article by Jim Holgate titled *Research Shows School Library Resource Centers at the Heart of Academic Success*.

Libraries of the Future (8 minutes)

Show the video *Libraries of the Future*

Conclusion

Summarize in your own words Margaret McIntyre's article titled *Surrey Advocacy Committee Workshop-Conclusion*.

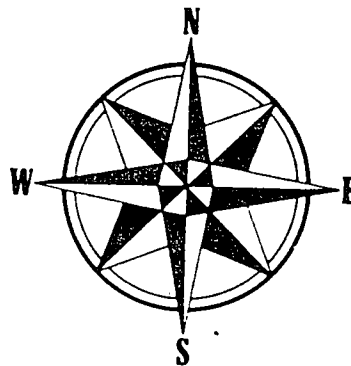
*** ASK YOUR PARENTS TO WRITE LETTERS TO THE SCHOOL TRUSTEES/MLAS AND SEND POSTCARDS TO MIKE HARCOURT. FOR SUPPORT OR ADVICE CALL:**

Please advise us if you want us to organize a workshop on the kit by phoning Jude Coffin at Elgin Park Secondary 536-6678.

THE FOLLOWING IS A DRAFT POSTCARD TO MIKE HARCOURT WHICH WILL BE INCLUDED IN THE KIT:

As a parent, I am concerned that my child can't get into the school library. The chronic underfunding of the _____ School District by the Provincial Government has forced our Board to change the role of the teacher-librarian. Now that teacher-librarians teach regularly scheduled classes my child's access to the library has been severely reduced. The teacher-librarian and the school library are essential to my child's education, and I want you to ensure that this situation is reversed before the next school year and certainly before the next provincial election.

Signed _____ (Parent)
_____ (School)



SPINNING INTO SCIENCE

presented by **JO-ANNE LAKE**, Durham Board of Education
workshop report by **BARBARA SMITH**, teacher-librarian, Larson Elementary School, SD#44 (North Vancouver)

Jo-Anne Lake is the author of *Imagine: a literature-based approach to science* (Pembroke, 1993). She brings her wide experience of teaching science to a presentation focussing on children's toy tops. Tops lead children to discover concepts related to energy, and Lake's marvellous collection of intriguing and unique tops even inspired some discovery among the adult workshop participants. She also showed many trade books which can be used to bring science concepts to children. A recurring theme in her presentation was the formula:

Literature + Hands-On Materials = Science

The role of imagination in science learning is key. She believes that "It's more important to spend time imagining than remembering," and that "We need to reclaim imagination as a name for the active mind, the mind in action, making meaning." An important outcome of science activities is student-generated questions. A learning log can be used to develop critical dialogue, and the following learning log entry points are suggested.

I learned that...
I noted that...
Yesterday I found out that...
I changed my mind about _____ because...
I like what _____ said, but I think...
I agree with _____ and can add to that...
I disagree with _____ because...
What surprised me was...
Three new things I learned are...
Three observations about our discussion are...
As I think about the ideas we discussed it reminds me...

Lake has prepared a lengthy bibliography which she will ship for \$5.00. The bibliography includes tips on how each book can be used to promote science learning.

Books which Lake suggests to support the tops unit are listed below.

Ardley, Neil. *The science book of gravity*. Doubleday, 1992.

Ardley, Neil. *Force and strength*. Watts, 1984.

Branley, Franklin. *Gravity is a mystery*. Harper & Row, 1986.

Cassidy, John. *Explorabook*. Klutz, 1991.

Lafferty, Peter. *Force and motion*. Stoddart, 1992.

Ollerenshaw, Chris and Pat Triggs. *Wind-ups*. Black, 1991.

Walpole, Brenda. *Movement*. Warwick, 1987.

Zubrowski, Bernie. *Tops*. Morrow, 1989.

Lake distinguishes between skills and attitudes in science learning. Skills are observing, classifying, sequencing, measuring, inferring, predicting, hypothesizing, making models, experimenting, communicating, controlling variables, interpreting, manipulating equipment and materials. Lake stresses the need to teach children to handle equipment and materials carefully and skillfully. Attitudes important to science learning are open-mindedness, accuracy, thoroughness, perseverance and curiosity.

Students who have Ms. Lake for their science teacher are fortunate indeed, and teacher-librarians who work with her will need to have their science collections in excellent shape. This workshop participant has a new respect for tops as a subject of human ingenuity, as well as some good tips for new books to order.

Jo-Anne Lake can be reached at 934 Wyldewood Dr., Oshawa, ON, L1G 4G1.

SECONDARY SCIENCE AND SCHOOL LIBRARIES : INTEGRATING TWO SOLITUDES

Presenter : **SANDY M. WOHL**, science teacher, Hugh Boyd Secondary School, SD#38 (Richmond).

Reporter: **KRIS NELLIS**, teacher-librarian, Duchess Park Secondary School, SD#57 (Prince George).

This workshop gave details of the cross-curricular activities at Hugh Boyd Junior Secondary School in Richmond. The Grade 9 Science teachers, English teachers, ESL teachers and the teacher-librarian meet on a regular basis to create these activities. The objectives for these activities are to:

1. extend student thinking and creativity in assignments and during project research
2. increase levels of student motivation and interest in their learning
3. assist students in assessing their own work in order to help students meet the requirements for their tasks, contributing to achievement and self-esteem
4. decrease the opportunities for students to copy from reference materials by requiring original, creative ideas

The aim was for students to exceed teachers' expectations because students enjoyed a project that allowed them to :

1. choose their own topic
2. write or illustrate their ideas in a creative manner
3. use humour in written or artistic formats
4. strive for a high mark value

At Hugh Boyd, the Grade 9 Science teachers provide their course outlines to the English teachers and the teacher-librarian. The English teachers teach story, poetry and other creative writing styles. The Science teachers assign projects which require the students to use poetry, writing in role or other techniques to report the Science facts that have been researched in the school resource centre.

The skills that are necessary to use the library resource centre effectively and to succeed in Science and English courses are listed in Table 1, taken from the handout provided at the workshop.

One project changed from basic research on an element of the periodic table into a project where the student told a story about the discovery of the element. The story required illustrations, a glossary of new terms and a bibliography. It was marked using the criteria that had been distributed to the students when the project was assigned. In their stories, the students could assume the role of the discoverer of the element (i.e., "I am Martin Klaaproth and this is the story of how I discovered uranium") or of the element (i.e., "I am uranium and this is my story..."). The project could take the form of a cartoon, children's book, scientist's journal, etc. The samples that Sandy showed us at the workshop were very impressive. Following is the beginning text from one of these projects:

NOBLE NEON by Grade 9 Student Vicki Peskett

"Hi! My name is neon. I am a gas element. I was found in 1898 by two best friends, Sir William Ramsay and Morris W. Travers. At one time I was known as "Nasty Neon"; but now I am known as "Noble Neon" because I am a noble gas. Do you want to hear my story of how I went from nasty to noble? Let's see. Where should I start...?"

Another project involved the students researching facts and creating a tourist brochure for a trip to one of the planets of the solar system. Speaking from the point of view of the planet helped students produce a creative project. A nutrition advertising project has also been developed and expanded the integration concept to Grade 10s. This has resulted in students researching and creatively reporting on a bacterial or viral disease.

Student guide sheets for these projects, including the criteria-reference evaluation, are available from Sandy Wohl upon request.

Sandy Wohl
 c/o Hugh Boyd Junior Secondary School
 9551 Pendleton Road
 Richmond, B. C. V7E 1G1
 Ph: 668-6615 Fax: 668-6569

An extension of these projects has been Hugh Boyd's Celebration of Learning program which is of longer duration. Students select or devise a science experiment and work on it both during class time and on their own over a period of four months. In 1994 the written presentation was done in magazine format and the visual portion was a poster. The project

presentation occurs in mid-April at an open house for parents, friends and special guests. Again both English and Science teachers are involved and the marks are accumulated in the second and third terms.

Sandy recommends that cross-curricular planning begin with smaller projects and more complex activities be undertaken when good working relationships have been established. With collegial support, a clear division of labour regarding the preparation of student hand-out sheets and a reciprocal policy of sharing, the process can be a valuable learning experience for teachers and students.

TABLE 1: AREAS FOR SUBJECT INTEGRATION (ENGLISH-SCIENCE) AND THE ASSOCIATED SKILLS AND ACTIVITIES THAT THEY INCLUDE

AREAS FOR SUBJECT INTEGRATION	SKILLS AND ACTIVITIES
thinking skills	observing classifying communicating inferring interpreting predicting identifying a problem recording information mind maps
reading skills	textbook reading newspaper articles making notes in a notebook library research dictionary use reading captions using a table of contents, a glossary and an index skimming and scanning
research skills	how to narrow down to a single topic how to discriminate relevant information using appropriate (grade level) language how to access information from the library how to access information in the community
listening skills	teacher-student student-student media-student (ex. videos) oral presentations
issues	separate fact from opinion obtain an adequate sample of opinions obtain a balance of opinions
language skills	vocabulary building using decoding and context to understand new words
expectations for attitude and behaviour	cooperative learning skills

HITCHING A RIDE ON THE INFORMATION HIGHWAY

Presenter: **JANICE SEXTON**, teacher, SD#61 (Victoria).

Reporter: **BARB HALL**, DRC librarian, SD#57 (Prince George).

This was a very good session on using CLN which even a "non-techie" and internet novice like myself found informative and stimulating. Janice worked for the Technology and Distance Education Branch of the Ministry last year travelling around the province training district facilitators for CLN and is now back in the classroom working with her students on-line.

CLN is now free to all districts. If you want to connect, find out who your district facilitator is or call the CLN Help Desk at 1-800-661-8008 or send a message to clnhelp@cin.etc.bc.ca. A series of inservice videos on technology has been distributed to every district facilitator and may be copied and distributed for educational purposes. Contact the Technology and Distance Education Branch (655-4846) for more information. The video programs range from NASA introducing how the Internet is being used in the classroom to students using National Geographic Kids Network to a demonstration on using Mosaic.

On-line mini training courses re "Telecommunications and the Classroom" are also beginning this fall. Each course will consist of eight lessons around a specific telecommunication topic and will be offered to interested teachers via e-mail (two lessons per week for one month). Several courses will be offered each month, with each individual course being offered several times over the course of the 1994-1995 school year. There is no charge for these courses and the information can be downloaded to your mailbox to print out for reference at a later date. The training is specifically designed for teachers who do not have very much technical experience. To register, go to the following place on CLN: Main Menu, 4. Classroom Support, 4. Inservice/Training, 4. On-line Training Courses. Here you will see a description and schedule of the courses.

Janice suggested that first time users "sort through the maze" by choosing the "9 starter set" from the main CLN menu which lists the resources and services that British Columbia teachers have

found most valuable. This menu gives you access to ERIC, Library Resources, General Educational Gophers, Ask a Scientist, CIA world factbooks, Ecogopher, Kidlink, NASA Spacelink, CNN newsroom, SchoolNet, SciLink Gopher Server, Geometry Forum Gopher, Victoria Free-Net. SchoolNet for example will help you connect to over 500 of Canada's most information intensive schools. The project is being developed by the Federal Government of Canada in association with the provincial Ministries of Education and Canada's telecommunications industry. This is a good source for Canadian materials and French Immersion schools as internet is very American. Kidlink is a service for students 10 to 15 years old to meet and converse with one another as pen pals across the world. CNN newsroom produces a daily teaching guide/ lesson plans to their special 15 minute program for schools aired each evening. The programs can be taped and used with students free of copyright restrictions.

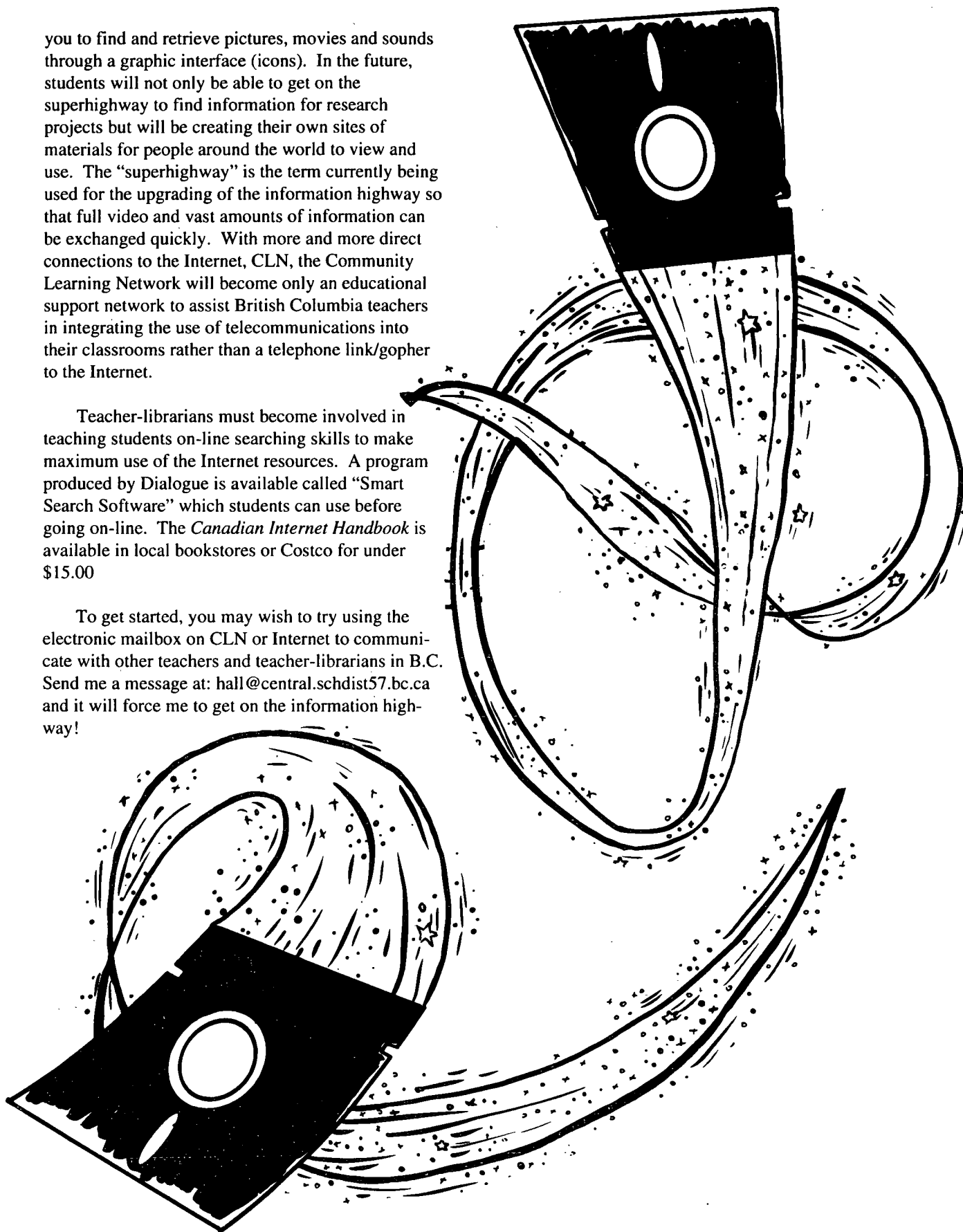
Other good resources for new users are the CLN Resource Guides and "Network Nuggets" (where to find the latest material) and "Internet Invitations" (classroom projects available). To access these resources choose: CLN Classroom Support/CLN Inservice Materials. Several resource guides on computer networking in specific subject areas are available under Classroom Support Documents.

Janice warned that the CLN system is overburdened and users must be patient as they may experience problems getting on-line through very slow telephone lines. Schools need to work toward a "direct" internet connection which will provide them with faster access. Some work is now being done on establishing PLN, a public learning network, which will connect all schools, universities, libraries and government agencies together to promote the sharing of resources. With a direct connection, teachers and students can make use of the World Wide Web via Mosaic which offers access in a "hypertext" environment. Hypertext differs from regular text in that it incorporates links to other documents through highlighted words and the Mosaic browser allows

you to find and retrieve pictures, movies and sounds through a graphic interface (icons). In the future, students will not only be able to get on the superhighway to find information for research projects but will be creating their own sites of materials for people around the world to view and use. The "superhighway" is the term currently being used for the upgrading of the information highway so that full video and vast amounts of information can be exchanged quickly. With more and more direct connections to the Internet, CLN, the Community Learning Network will become only an educational support network to assist British Columbia teachers in integrating the use of telecommunications into their classrooms rather than a telephone link/gopher to the Internet.

Teacher-librarians must become involved in teaching students on-line searching skills to make maximum use of the Internet resources. A program produced by Dialogue is available called "Smart Search Software" which students can use before going on-line. The *Canadian Internet Handbook* is available in local bookstores or Costco for under \$15.00

To get started, you may wish to try using the electronic mailbox on CLN or Internet to communicate with other teachers and teacher-librarians in B.C. Send me a message at: hall@central.schdist57.bc.ca and it will force me to get on the information highway!



MYTHS TO PROTOTYPE: FROM ICARUS TO ROBERTA BONDAR

presented by **DANIELLE CLERMONT**, teacher and **MARILYN MILLER**, teacher-librarian, Marlborough Elementary School, SD #41 (Burnaby).

reported by **JIM HOLGATE**, teacher-librarian, A. H. P. Matthew Elementary School, SD #36 (Surrey).

This unit about flight developed because some grade three and four French Immersion students showed a great deal of interest in constellations and flight. Students wielded electric glue guns and craft knives as well as pencils as they made flying machines such as hot air balloons, gliders and rockets with materials like paper, modeling clay, paper clips, pop bottles, cardboard and duct tape. The hands-on activities incorporated the scientific method of inquiry — prediction, testing, close observation, data collection, reasoning and re-testing. Students read and wrote myths, stories, poems, and reports about flight. They incorporated art into their models and drew fantastic flying machines.

The resulting unit takes approximately two to three months. Students explore the myths and history of manned flight in chronological order, and use hands-on experiments to explore the methods of scientific inquiry. They have many opportunities to make connections between different areas of knowledge, and to demonstrate that knowledge concretely.

Danielle emphasized that a technology teacher does not have to be an expert in the topic being studied. However, the teacher should understand the methods of scientific inquiry, be willing to learn with the kids and have a commitment to a “hands-on” approach to technology.

In their presentation, Danielle and Marilyn presented a rationale for technological education, explained the goals of the unit, and explained how the unit got underway. They showed resources in French and English that pertained to the theme. They shared brainstorm and mind mapping activities, and described an activity where students looked over books about myths and tried to generalize the characteristics of a myth.

Danielle explained that after students had completed a myth of creation, and of the creation of a constellation, they turned their attention to myths of the desire to fly, and created a timeline. Students read historical reports, and studied poems, maps, and pictures in their quest for information. They constructed models in small groups, and used the models to learn about the technological processes of design, observation, record keeping and problem solving. They made hot air balloons, paper helicopters, airplane wings, gliders and model rockets.

Workshop participants were given the opportunity to design a Styrofoam meat-tray glider that would fulfill pre-established design criteria (For example: a glider that would stay up in the air the longest). They were told they would have to “market” the glider after designing it. The experience showed that hands-on activities are highly motivating even for mature adults, who created everything from simple flying saucers to detailed three dimensional models. After participants had made, tested, and shown the models, it was noted that the whole process would normally take much longer, and would include vocabulary development, discussion, re-designing and re-testing the models.

Finally, the presenters showed off their two litre pop bottle engine rocket ships and launchers, and described how the air vessels were constructed. The rockets put on quite a show when they are launched. They release a stream of condensed water vapor as they accelerate out of the rocket launchers. The pop bottle engines can shoot out of the nose of the vessel if they are not securely attached to the body.

Attendees got a description of the project in English and bibliographies and worksheets in French and English. It was a fascinating and thought-provoking presentation.

EVERYTHING YOU WANTED TO KNOW ABOUT CLN AND WERE AFRAID TO ASK

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CLN "STARTER SET OF SERVICES"

The "Starter Set of Services" has been created to help teachers with their exploration of the many services that can be accessed through the CLN Gopher server. The purpose is to provide easy access to some of the services teachers have found most valuable. Following is a brief description of each of the Menu selections. More detailed information can be found on the page references to *Computer Networking in English and Social Studies*.

*ERIC Materials

Full text of ERIC (Educational Research Information Center) documents can be found here.

*Curriculum Related Software

In this area, software for both the Macintosh and the IBM can be downloaded to your personal computer.

*Library Resources in All Subjects

This area contains links to many different gopher servers around the world in subjects such as math, social science, history and technology.

*General Educational Gophers (Includes SFU)

This area is a grab bag of a number of different educational services that teachers around the world have found useful.

*Ask a Scientist

This service has over 55 scientists who will answer student questions on everything from "What is a black hole?" to "Why do people get ice-cream headaches?"

*CIA World Factbooks

This service provides factual information on over 200 countries and districts. You will find population statistics, geography information, economic data and much more. (p. 33)

*Ecogopher

Information and resources on the environment.

*KIDLINK

KIDLINK is a service for students 10 to 15 years old to meet and converse with one another. (p. 24)

*NASA Spacelink

Teachers can access NASA Press releases, lesson plans for teaching about space, and leave questions for astronauts. To register for video conferences: NASA VideoConference Site Registration, 300 North Cordell, Oklahoma State University, Stillwater, OK 75078-0422.

*CNN Newsroom

CNN produces a daily teaching guide to their special 15 minute program for schools called CNN Newsroom. (p. 6)

*SchoolNet

SchoolNet will interconnect over 500 of Canada's most information intensive schools during the 1993-94 school year. This project is being developed by the Federal Government of Canada in association with provincial and Territorial Ministries of Education and Canada's telecommunications industry.

*SciLink Gopher Server

This gopher provides problems of the week that students can solve and get recognition for their correct answers.

*Victoria Free-Net

This is a local community network located in Victoria, BC. Here you may find many resources for teachers. From here, you will be able to connect with other free-nets across the world. (p. 36)

CLN RESOURCE GUIDES

These materials are available on CLN. Choose:

- CLN Classroom Support/CLN Inservice Materials

- Computer Networking in English and Social Studies
- Computer Networking in Science and Math
- Computer Networking Grades 4-7
- Computer Networking in Business and Career Education
- Computer Networking in Second Languages
- CLN Winter Regionals Spotlight Speakers
- Network Nuggets for the English Classroom
- Internet Invitations for the English Classroom
- Network Nuggets for the Social Studies Classroom
- Internet Invitations for the Social Studies Classroom
- Network Nuggets for the Science Classroom
- Internet Invitations for the Science Classroom
- Computer Networking in Math
- Community Learning Network and School Administrators
- An introduction to listserves. Teachers will become familiar with the function of listserves (e.g., purpose of lists, how to subscribe) and will explore a variety of lists that have potential classroom value.
- An introduction to newsgroups. Teachers will become familiar with the function of newsgroups (e.g., purpose of newsgroups, how to post messages) and will explore a variety of newsgroups that have potential classroom value.
- An introduction to file transfer. Teachers will be introduced to file transfer procedures and software, including z-modem protocols, file compression tools, and various file types, including text, binary, graphic, and sound.
- An introduction to Mosaic. Teachers will become familiar with the operations of Mosaic and will explore a variety of World Wide Web (WWW) sites that have potential classroom value.

*Please note new pathway:

CLN Classroom Support
 CLN Inservice Materials
 CLN Training Materials
 CLN Classroom
 Support Documents

ON-LINE TRAINING COURSES

Starting in the fall of 1994, the Technology and Distance Education Branch will be offering a number of mini training courses in the area of "Telecommunications and the Classroom." Each course will consist of eight lessons around a specific telecommunication topic and will be offered to interested teachers via e-mail (two lessons per week for one month). Several courses will be offered each month, with each individual course being offered several times over the course of the school year.

A brief description of each course follows:

- An introduction to e-mail and its use in the classroom. Teachers will receive instruction in the use of a client e-mail package (Eudora for the Macintosh), as well as e-mail software resident on CLN (e.g., Pine).
- An introduction to gopher. Teachers will become familiar with the operation of the CLN gopher and will explore a variety of gopher sites that have classroom value.

- How to use telecommunications in the History classroom. Teachers will explore various ways in which telecommunications can be used in a History classroom. Resources used will include the Canadian National Archives, provincial archives, gopher and veronica, on-line libraries, newsgroups, e-mail, and downloading files.
- How to use telecommunications in the Science classroom. Teachers will explore various ways in which telecommunications can be used in a Science classroom. Resources covered will include NASA, Kids Weathermet, Ask a Scientist, Earthquakes, Discover Magazine, Ask a Young Scientist, and newsgroups.
- How to use telecommunications in the French as a Second Language classroom. Teachers will explore various ways in which telecommunications can be used in a French as a Second Language classroom. Resources/tools covered will include gophers, newsgroups, listserves, e-mail, and World Wide Web.

To Register: the easiest way to register for any of the on-line courses is to go to the following place on CLN:

Main menu

- 4. Classroom Support
 - 4. CLN Inservice/Training
 - 4. On-line Training Courses

Here you will see a description of our on-line courses and a schedule of when they are being offered. In addition, you will be able to register for any of the courses through a series of menu picks. If you have any questions, please telephone the CLN Help Desk (1-800-661-8008).

INSERVICE VIDEOS - COMMUNITY LEARNING NETWORK

* Both videos were created to assist teachers in giving CLN awareness presentations. District Facilitators in all districts have been given copies and all material is able to be copied and distributed for educational purposes. Contact the Technology and Distance Education Branch (655-4846) for more information.

INSERVICE VIDEO - 1993 (Total running time about 30 minutes)

Program 1: First Born (11 minutes)

This is a very slick production by Pacific Telesis which demonstrates the future possibilities of telecommunications technology and how it will impact on our daily activities at home and in the workplace. This is suitable for all groups but is especially appropriate for parents, administrators, and trustees.

Program 2: Teachers on Telecommunications (13 minutes)

Teachers talk about their experiences using telecommunications in Phase I of the Southern Interior Telecommunications Project. This program would be of particular interest to teachers especially those who have had very little experience with technology.

Program 3: Massachusetts LearnPike Project (10 minutes)

The LearnPike Project uses a variety of media to create open learning opportunities for students. The program demonstrates how students can learn from experts and share ideas with students in other geographic areas.

Program 4: Dr. Fish and the Salmonids Project (3 minutes)

Students talk about their telecommunications projects and how they organize their data. Dr. Fish (Kim Fulton) from the Salmonids Online project is interviewed.

INSERVICE VIDEO - 1994 (total running time about 40 minutes)

Program 1: Global Quest: The Internet in the Classroom (12 minutes)

Global Quest was produced by NASA to introduce how the Internet is being used in classrooms. All the applications mentioned by students and educators are possible on CLN and classrooms in B. C. are doing similar activities. This program introduces electronic mail and the resources of the Internet in very simple language. It focuses on the possibility to access experts and current information and how this technology is reducing the isolation of the classroom and changing how students learn. (Personal copies of this particular video can be purchased from NASA Core for \$15 plus \$6 (shipping) US. Call (216) 774-1051 ext. 293/294.)

Program 2: New Connections (10 minutes)

New Connections was produced by the Prodigy Corporation and presents a very nice human approach to using telecommunications in the classroom. The National Geographic Kids Network Acid Rain Project is introduced and how this project enables students to do authentic research. The program also focuses on the possibilities of this technology to link people and make personal contacts across age barriers.

Program 3: Mosaic Demonstration Video (20 minutes)

The video is a taped online demonstration of various WWW sites and comes with a printed script and explanation. The video format has been used to eliminate problems of demonstrating this technology with slow phone lines and non-coloured display.

GLOSSARY FOR INFORMATION HIGHWAY DISCUSSION PROMPTER

Alt.sex "Alt" is an abbreviation for "alternative" and

refers to a group of USENET Newsgroups (computer mediated conferences) that have topics that are not necessarily mainstream; Some of these groups discuss and/or distribute illegal or pornographic materials.

AskERIC ERIC is the abbreviation for Educational Resources Information Centre and provides a database of education-related resources. AskERIC provides an Internet-based question-answering service for teachers, library media specialists, and administrators. Anyone involved with K-12 education can send an email message to AskERIC.

CHAT Is an abbreviation for "Conversational Hypertext Access Technology"—a natural language information retrieval system developed by Communications Canada. You can ask questions in sentences form and the database will respond to your query in sentences as well.

Clipper This refers to the "clipper chip" which is an encryption device that is being proposed by the Federal U.S. government. It will mean that all electronic communications (phone, computer data, email, satellite feed, fax, cable programming, etc.) will be encrypted to protect the privacy of individual citizens and companies; however, the government will hold an "escrow key" that can be used to break the code for law enforcement or national security issues..

CMC An abbreviation for "Computer Mediated Conferencing." CMC requires communications software and access to a computer network that has conferencing software which will allow users to communicate (usually asynchronously) with groups of other people in various remote locations. The USENET Newsgroups consist of thousands of conferences on every topic imaginable.

Compujargon Refers to the jargon of computerphiles.

Curriculum Integration Mountains Refers to the difficulty of integrating telecommunications activities into classrooms.

Cyberpunk Refers to a recently created genre of fiction or film that occurs in the not-so-distant future. It generally occurs on earth, in a time when technology is prominent and revels in high-tech low-lives. Books such as Gibson's *Neuromancer* and the film *Blade Runner* fit into this category. However, its

followers generally refuse pat definitions.

Email An abbreviation for "electronic mail" or mail that is sent via computers over phone lines. Electronic mail can be one-to-one or one-to-many.

Gopher Gopher refers to a searching tool on the Internet (the electronic highway that links networks all over the world) that makes finding information much easier than it was before.

Grassroots Telecom Many of the networks that make up the Internet began as grassroots movements to facilitate communications between their members and groups with similar interests. The Internet has been free of government intervention and control up to now and many of the pioneer grassroots networks wish to keep it that way.

Information Highway Refers to the Internet and the electronic flow of information via computers.

Mosaic Mosaic is a WWW browser that allows you to traverse the Web (see WWW) using a graphical interface and therefore making networking much friendlier and less text based. Mosaic has taken the Internet world by storm and will be responsible for dramatic changes in the networking world.

PPP an abbreviation for Point-to-Point Protocol. This software allows people to use ordinary phone lines to take advantage of tools like Mosaic. Previously, expensive direct connections to the Internet were necessary.

Super Highway This is the term currently being used for the upgrading of the information highway so that full video and vast amounts of information can be exchanged quickly.

Technobabble Jargon of computerphiles.

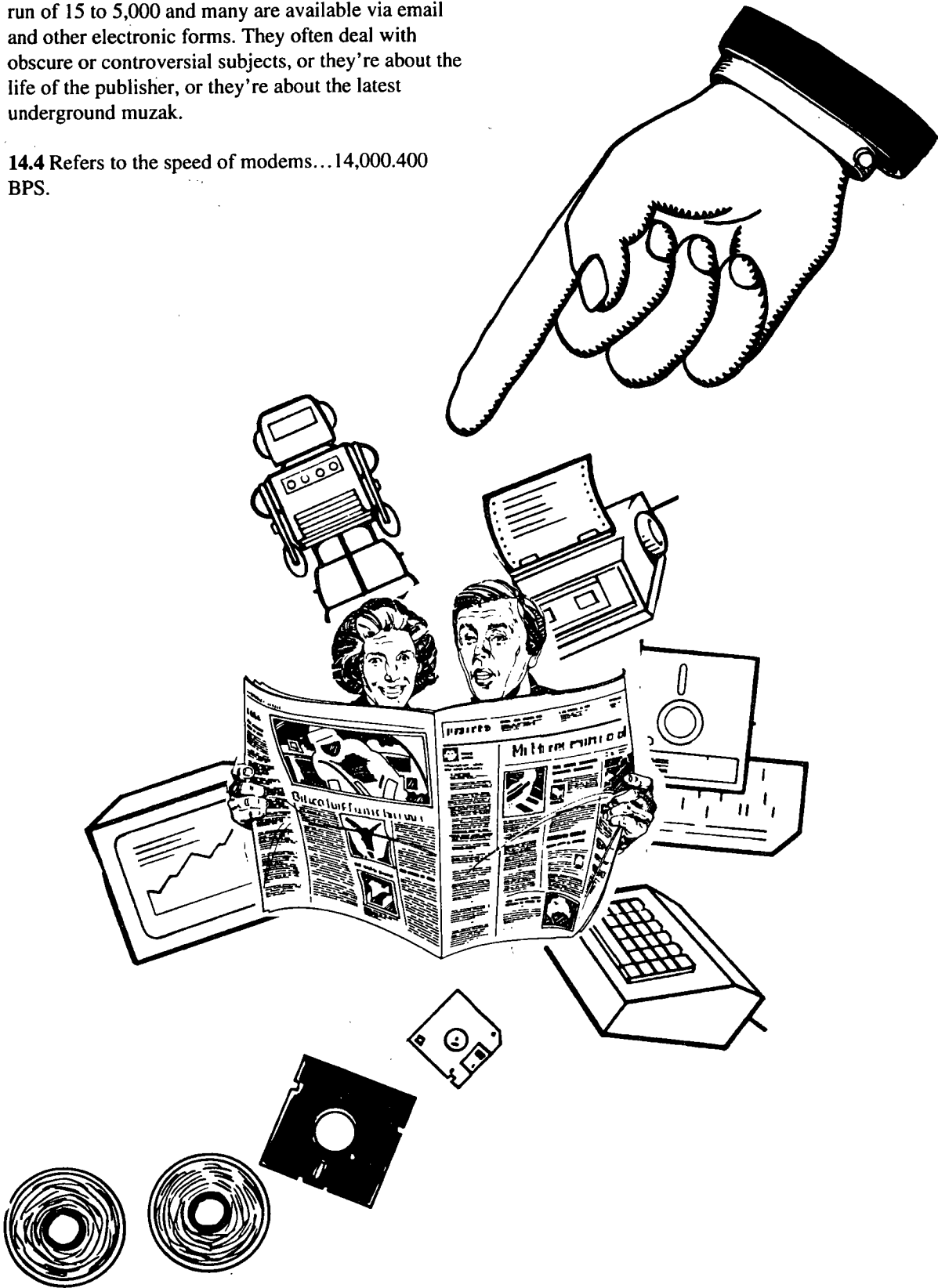
Technophobic Describes those who are fearful of new technologies.

Virtual Reality This is the much touted new technology that will allow people to have full dimensional experiences via their computer.

WWW An abbreviation for the World Wide Web. The WWW is a network of Internet sites based upon the idea of hypertext. Hypertext allows you to search out information by selecting highlighted material.

Zines Zines are small press publications with a press run of 15 to 5,000 and many are available via email and other electronic forms. They often deal with obscure or controversial subjects, or they're about the life of the publisher, or they're about the latest underground muzak.

14.4 Refers to the speed of modems... 14,000.400 BPS.



(NUMERACY + LITERACY) × LIBRARY = THE RESEARCH PROCESS

by CHRIS OTTAWA, teacher, Saint John's High School (Winnipeg) and JOANNE PETERS, teacher-librarian, Kelvin High School (Winnipeg). This article appeared in the *Manitoba Association of Mathematics Teachers Journal*, June 1994 and in the *Manitoba School Library Association Journal*, November, 1993.

Given: x = one mathematics teacher
 y = one teacher-librarian
 z = one Senior 2 mathematics class

Solve the following equation: $x + y + z = ?$

Traditionally, "x", "y", and "z" represent unknown variables in a mathematical equation. Place the above variables in the cooperative learning context of a school library, and what do you get?

Mathematics is one subject area in which students rarely undertake library research or writing across the curriculum activities. This became one of the reasons why we undertook this project with Chris's Senior 2 mathematics class. Admittedly, this class had a distinct advantage over many others in the school; as students in Sisler High School's pre-IB (International Baccalaureate) program, they had already finished their Math 100 course, and were now working on Math 200 and 300. Despite the pressures of fulfilling an accelerated course requirement, this group had the luxury of being able to spend the time necessary to work on a research project. Nevertheless, we believe that this project can be adapted to the needs and abilities of other grades and learning groups, and can offer students and teachers new perspectives on the experience of reading, thinking, reflecting and writing about mathematics.

WHY WE UNDERTOOK THE PROJECT

At first, our motivation stemmed from our observations of students who pursued the extended essay requirement — an important component for students completing the IB diploma. As coordinator of Sisler High School's IB program, Chris was aware that many of the students encountered difficulties in selecting a topic and maintaining focus. As the teacher-librarian working with IB students planning to write

extended essays, Joanne saw that their uncertainties with the process of finding and analyzing information resulted from hesitation in selecting a research question of genuine interest to them. Furthermore, students needed more practice with the critical thinking skills necessary to productive researching.

These problems with the research process are by no means unique to IB students. Teacher-librarians encounter students at all grade and ability levels facing the very same problems. At the same time, we knew that many of these students were highly interested in and talented at mathematics. How could we maximize this interest and ability while offering students a chance to develop and refine reading, writing and thinking skills?

We decided to design a project where students would explore some of the really interesting questions which lead mathematicians to do research and undertake their own investigations. (See *Appendix A* for examples.) We wanted students to realize that Sisler High School's library could be the starting point for their own explorations in the world of math. There is more to mathematics than working innumerable problem sets, and more to library research than copying out encyclopedia articles on famous mathematicians!

As we talked about how we might implement the project, we also decided that working in the library setting would offer students learning opportunities atypical for most senior high school mathematics courses. These included:

- a. working in pairs or small groups — a social experience which this largely female group relished.
- b. presenting their findings orally, through a practical demonstration or in an activity which involved audience participation. Students did have to submit a paper report, but we stressed the importance and value of presentations in non-traditional formats.

- c. participating in the development of evaluation criteria and the assessment process.
- d. realizing that learning is not narrowly compartmentalized by subject discipline, and that skills learned in one subject can be adapted and transferred to another.

The students were not the only ones who learned from the experience. Working together made us aware of each other's skills and strengths, and gave us new insights into the other's area of expertise — numeracy and literacy.

HOW WE IMPLEMENTED THE PROJECT

Joanne, the teacher-librarian, began by skimming through a large number of general books of mathematics, with the intention of looking for interesting areas of inquiry — puzzles, paradoxes, games of chance, mathematical coincidences etc. Joanne wanted to ensure that the students had plenty of options to choose from and developed a list of twenty “marvels, mysteries and mind-bogglers” from the realm of mathematics. (See *Appendix A* for examples.) As a self-confessed math phobic, she reasoned that if she found the questions interesting, they would appeal to these students.

Ideally, we would have liked students to have read widely and then chosen their own topics, but their unfamiliarity with mathematics as a vehicle for learning, as opposed to content to be learned, made this difficult. We structured the topics as questions to be answered, knowing that a question would focus their efforts more directly.

The cooperation of other senior high school libraries in the Winnipeg School Division ensured that there were plenty of books. Once all the inter-library loans arrived at Sisler, the project began. We budgeted fourteen forty minute sessions in the library. This proved to be adequate time to maintain focus and bring the project to completion.

During the first class, students were introduced to the concepts behind the project and the expectations we had for their participation. They began by perusing the topic list for areas of potential interest. They narrowed their choices to two or three possibilities and then browsed through the resources. We decided for the sake of efficiency to pre-select items and place them on a cart of non-circulating items, ensuring that materials were available for every class session.

At the end of the first session, we asked that each student, pair or group submit their potential topic choices and the names of two or three sources of information for these topic choices.

During the next session, Joanne presented a quick overview of taking notes and using research questions as a guide to selecting information to be noted. Students spent the rest of the time continuing to read and take notes. Both Chris and Joanne constantly encouraged students to look at sources beyond those already chosen and offered suggestions as to how to analyze a topic before pursuing further reading.

Over the next five days, students continued reading, reflecting and writing. We felt that it was important not to force early “closure” to the project so that students would realize that pursuing a question of genuine interest demands both attention and detachment. During this time, we also assessed the difficulties some students were facing and offered students strategies for re-focusing their efforts, whether on the topic itself, or in terms of their actual working process. A number of students had to change and re-shape their topics in order to fit their specific interests, and some students developed totally new ideas for investigation.

Once most students had enough material to begin compiling the written portion of their project, we asked them to suggest criteria for evaluation. Most of their criteria were similar to those which we had developed, and our final statement of evaluation criteria reflected a focus on both product and process. Interestingly, we found that delaying the presentation of the evaluation criteria and mark values helped to defuse the students' focus on how many marks the project was worth. Evaluation criteria were formatted as questions instead of statements to help students to assess their work themselves.

Joanne presented a short lesson on the format for listing references and presented general tips on written project conventions. Student spent several class sessions completing and polishing their written projects before submitting them for evaluation. Additionally, they began considering the format for the non-written presentation they would offer. They spent remaining class time developing these presentations.

WHAT THE STUDENTS AND TEACHERS GAINED FROM THE PROJECT

First and foremost, everyone emerged with knowledge of some very interesting aspects of mathematics — its puzzles and paradoxes; its marvels and mysteries. There was more to the subject of mathematics than “solving for” or “proving that”. During the course of this project, more was gained than mere new knowledge. The experience of working as members of collaborative partnerships and unions led us to see how the whole could really be greater than the sum of the individual parts. Students learned the value of approaching mathematics from a radical, yet complimentary perspective, and realized that mathematics is recursive and not necessarily confined to a straight line — or line segment! Students and teachers saw the process of researching as a means, rather than an end, where mathematics became the vehicle as well as the destination for answering their

questions. We observed student initiative, insight, enjoyment, excitement and confidence as students delved into the domain of mathematics. And, last but not least, we arrived at the solution to the equation posed at the beginning of this article.

Given: x = one mathematics teacher
 y = one teacher-librarian
 z = one Senior 2 mathematics class

Solve the following equation: $x + y + z = ?$

Answer: $x + y + z$ = the cooperative venture of a teacher librarian \cup a mathematics teacher \cup a mathematics class in the learning process.¹

¹ \cup is the mathematical symbol for union.
 $\{a, e\} \cup \{b, c, d\} = \{a, b, c, d, e\}$

APPENDIX A: TOPICS — MATHEMATICS PROJECTS

1. **Numbering systems.** The decimal system (base ten) is the basis for most mathematical functions. However, some of our measures (time and dates, for example) use systems derived from other bases. Describe some other number systems. Give a brief account of their source and indicate where they are used today.
2. **Magic squares.** Describe what they are and how they may be used.
3. **Napier's bones.** Describe how these early computing systems work, and construct a set for demonstration.
4. **Fibonacci Sequences.** Describe what Fibonacci sequences are and how they are applied in mathematics.
5. **Arabian contributions.** The Arabs contributed much to western mathematics. Describe some of the major Arabic contributions to western mathematics.
6. **Plato.** Plato was a great name in both philosophy and mathematics. One of his major contributions is the concept of Plato's solids. Describe these solids and why they are important.
7. **Dissection.** Any geometric figure can be dissected into other figures. What are some of the limits to dissection. For example, a square of paper can be folded (dissected) only so many times before it cannot be dissected further. Are there similar situations in geometry?
8. **Nature.** Mathematics is a natural world. Although mathematics is a human discovery, the world of nature is full of examples of mathematical symmetry. Shapes, number sequences and spirals are a few examples. Describe some of the examples of mathematical principles which nature provides.

APPENDIX B: MATHEMATICS PROJECT — EVALUATION CRITERIA

CONTENT AND ORGANIZATION

Each of the six areas is worth three marks for a total of eighteen marks.

1. Has your group focused on a main concept in your explorations of the topic?
2. Has your group used specific examples, clear descriptions and relevant material to develop and support your main concept?
3. Has your group attempted to present material in an informative and interesting fashion?
4. Has your group used diagrams and pictures which will enhance the reader's understanding of the topic?
5. Has your group taken care to restate information in your own words?
6. Does the material presented in your project have a logical structure to it? For example is there a beginning (introduction), a middle (main body of information) and an end (conclusion or summary)?

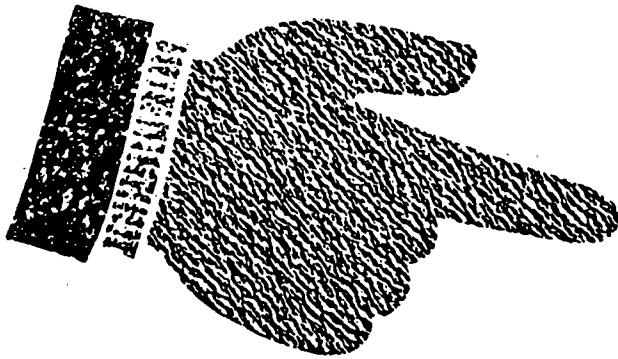
RESEARCH PROCESS, FORMAT AND PRESENTATION

The research process, format and presentation section is worth a total of seven marks.

1. Have you used a variety of sources to research your project?
2. Does your project have a separate page for the reference list?
3. Are the reference items presented in the correct sequence?
4. Is the list of references in alphabetical order?
5. Does the cover page state the project title, names of group members, the due date for the project and the name of teacher for whom it was prepared?
6. Is the project in appropriate format?
 - 8.5 inch by 11 inch white paper
 - double-spaced
 - adequate margins on top, bottom and sides (1.25 inches on the sides, 1 inch on the bottom and 1.5 inches on the top)
 - neatly typed, word processed or written in either blue or black ink
7. Are diagrams or drawings presented and labeled neatly to clearly indicate their relationship to other material in the project?

TOTAL AND DUE DATE

The total is 25 marks. The project is due at the beginning of class on _____



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FORESTRY

A UNIT OF STUDY FOR GRADE 5

by **KATHY BOYD**, teacher-librarian, Star of the Sea Elementary School, SD#36 (Surrey) and **RITA RAMBO**, teacher, Sayward Elementary Junior Secondary School SD#36 (Surrey).

GOALS AND OBJECTIVES:

- to learn about forestry and its history in BC
- to experience different viewpoints on forestry practices
- to gain an appreciation for the forest and knowledge of tree species

SKILLS:

- to access information from a variety of sources
- to identify main ideas and supporting details
- to critically view information to determine various view points

CENTRES: in the learning resource centre

1. Logging operations: tree to lumber
2. Forest appreciation: species identification
3. History: comparison of logging practices past and present
4. Vanishing forests
5. Points of view: newspapers and magazines
6. First Peoples in the forest
7. Tales of the forest

Visits to the library are scheduled for eight weeks, three times a week.

- Pre-teaching:
- use of the CD ROM and small video player
 - note taking using key words

INTRODUCTORY ACTIVITY:

Class brainstorm ideas on the forest. Two recorders print the words or phrases on flash cards. Following this the class decides how to group the ideas in categories. Relate these categories to the centres the children will be using in the library. Close the lesson with a picture book set in the forest, such as *Owl Moon*.

CONCLUDING ACTIVITY:

Visit a tree farm and take a seedling home to plant and raise.

CENTRE 1 Logging Operations

Watch the video, *Timber*. In this video you will see the sequence of jobs involved in producing a board of lumber. People are trained to do each of these different jobs. Using key

words record each job. e.g., "building road" would be your first entry.

TIMBER: key words

1. building road
2. _____
3. _____ etc.

Then make an accordion book showing the sequence of steps in producing lumber. Make a drawing or symbolic representation for each job and print the key words to go with each. Now imagine that you have been offered a job in the woods. Briefly describe the job you would like to have and tell why.

FOLLOW UP

YARDING OPERATIONS: After trees are cut down by the fallers, the yarding operations begin. Yarding is the process of bringing the logs into the landing to be loaded onto logging trucks. A yarder is set up at the landing. It has steel cables, like clothes lines radiating out from its tall steel spar. The chokerman attaches the steel cable to the log. Then the yarder operator pulls the log in. Often the chokerman is out of sight of the yarder operator. The rigging slinger watches the chokerman and signals the operator by using whistle signals.

Here are some signals to practise using the beeper:

- 1 short - stop
- 3 shorts - go ahead
- 1 long, 3 shorts - go ahead slowly
- 1 long, 2 shorts, 2 shorts - go back slowly
- 5 or more whistles - slack the mainline
- 1 long, 5 or more shorts - slack the mainline slowly.

Can you see a pattern to this code?

CENTRE 2 Forest Appreciation, Species Identification

Using the field guide

The samples of leaves, cones and bark, are grouped in sets by species. The names of the species are on cards. Using the guide, *Tree Book*, and careful observation, put the correct name card with each set.

Using the small booklets, make diagrams of the different items. Make notes of the details which helped you to identify each sample.

FOLLOW UP

Print making

Using water based printing ink and a roller, roll ink over a cedar branch. Then put the branch, face down, on a sheet of coloured paper. Put a scrap piece of newsprint over top and

rub gently to press the ink into the page. Then lift off the branch and re-ink and repeat the process. Take care to arrange the prints nicely on the page.

Using the card catalogue

Locate two other field guides, perhaps a bird book and one on insects. What do these guide books have in common? Fill in the sheet:

FIELD GUIDES

Titles: 1. *Tree Book*
 2.
 3.

Similarities:

Field Studies

Teachers will arrange for the class to go on a "Forest Walk" mid-way through the forestry unit. Have a forester or naturalist accompany you and help identify trees, wildflowers and other native plants. Late May is an ideal time for a walk in the woods.

CENTRE 3 History: Comparison of Logging Practices Past and Present

Books: *Early loggers and the sawmill*
 Logging: machines in the forest
 British Columbia's logging history

Picture file: Forestry photos of today and long ago.

- The industry of forestry or logging has changed over the years. After viewing the pictures and reading the books at this centre, decide how logging has changed and list some of the changes in:

- Machinery and tools used for logging
- Conditions in the logging camps and forest
- Safety

1. Fold a piece of blank paper in half and write the headings, "Long Ago" and "Today" as guides for your answers.
2. Answer the following questions on the back of your paper:
What changes do you think have made the biggest difference for loggers today and why?
What has remained the same in logging, long ago and today?

FOLLOW UP

Listen to the audio-tape of an interview with old-time loggers. What impressed you about their stories of logging long ago?

Design a tool or piece of machinery that would improve the safety conditions for loggers in the forest.

CENTRE 4 Vanishing Forests

Choose one of the following activities.

I Use the CD-ROM *ENCARTA* menu to look up “forestry”

1. Define forestry.
2. Why did the early settlers want to cut down the forests?
3. Using the photo and the text for information, tell about clear cutting.
4. Why is selection cutting a good logging method? What are the problems?

Use the category browser to read about forest fires and fire prevention.

Now use the list to get to the articles on acid rain and air pollution. Make up two questions on each article.

II Pretend you have been asked to write about Endangered Forests. Using the table of contents in *How Trees Help Me* and *Temperate Forests*, list the chapters in which you would expect to find some useful information.

Title:	Page:	Chapter heading:
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III After reading Sterling's *Acid rain* (Wayland, 1991) use your imagination and the information to plan a pollution free world. You might need to answer some of these questions:

- How would people travel?
- How would we get energy? (e.g., electricity)
- What changes would you make to factories?
- How could we make less garbage?

Money is no problem so be creative! You can represent your ideas in writing or in labelled diagrams.

CENTRE 5 Points ofView

The way someone feels and what they believe about a particular issue may be described as their POINT OF VIEW. A logger, a conservationist and a First Nations person may all have differing points of view about forestry practices in BC.

1. Study the following articles and excerpts:

“Will we save our own?” *National Geographic*, p. 106.

“Logging : No need for panic” and “A tale of two towns”, *Vancouver Sun*

“A sense of place” from *Wisdom of the elders*, pp. 89-104.

2. Determine the point of view of the writer of the article.
3. Choose one person in your group to be the interviewer for a local TV station. Each of the other three members of your group will choose a “Point of View” card describing an individual and the factors in a life situation which would influence that person’s point of view.
4. Using the video camera set up at your centre, record an interview with each person. If you have time change roles and try a different point of view.

Interviewer Questions	Point of View Card
<ul style="list-style-type: none"> • Why do you think logging should or should not be going on in BC's unlogged coast forest? • What are some of your concerns? • How would you be personally affected by a decision to log? • How would you be personally affected by a decision not to log? 	<p>#1 logger</p> <ul style="list-style-type: none"> • You are a logger who has lived and worked in a logging community for sixteen years. • You have young children to support and are not trained for any other kind of work. • Logging is a way of life to you and many others: jobs are important in BC.
<p>#2 Conservationist</p> <ul style="list-style-type: none"> • You enjoy outdoor recreation and wildlife viewing • You are concerned that the wildlife and wilderness areas might soon disappear • Your dream is that there will be wilderness areas left intact for future generations to enjoy. 	<p>#3 Native person</p> <ul style="list-style-type: none"> • You value the wilderness area as part of your Native identity and heritage. • You are concerned that current logging practices are unnecessarily wasteful • A sacred burial place is included in an area about to be logged. You know of culturally altered trees in the area which are proof of ancestral connection.

FOLLOW UP

Self Evaluation

Please answer with yes, no, not sure, or a little

1. Did you feel comfortable about being interviewed for your point of view?
2. Did you feel you understood enough about the background issues to argue your point of view?
3. Do you feel you were able to cover the main arguments for your point of view?
4. Would you respond differently if you had a chance to be interviewed again?

CENTRE 6 First Peoples and the Forest

Today's forest industry uses trees mainly for processing into pulp and paper as well as for cutting into lumber for further processing into a wide range of wood products.

1. Brainstorm with the other members of the group ways in which trees and wood are used today. Record your ideas.
2. Historically, the First Peoples used the cedar tree for most of their everyday needs. They used the tree in an efficient way; using the bark, withes (small branches), wood, and even the roots of the tree. Read *Sea and Cedar* and the magazine article, "Ozette" in the *National Geographic*. Don't forget the useful information to be found in pictures. Find the different uses of trees by the First Nations peoples and make a diagram to show your information.
3. Take a walk to observe local trees. Identify cedar trees and observe and compare their height, width and root size to several other trees common to the area. Feel and make rubbings of the bark and needles.
4. Invite a Native Person to visit the class and bring some cedar artifacts for display and discussion: e.g., basketwork, bent wood boxes, masks and cedar bark headrings.

CENTRE 7 Tales of the Forest

Books: *Paul Bunyan swings his axe*
 Skookum Sam : Spar tree man

Tall tales use exaggeration and absurd logic to make us laugh: "(The logging camp) was so big that when it was breakfast time in the kitchen, it was dinnertime in the blacksmith shop at the other end of camp." Read some of the stories. Choose a favourite story and re-read it

several times. Close the book, and make a tape recording while you tell the story to the others. Discuss techniques which make story-telling more effective. Include your tape in your project envelope.

EVALUATION

Student evaluation: Each student will be given a large brown envelope in which to collect work samples from each centre. A checklist with entries for each centre will be attached to the envelope. The envelope will be submitted at the end of the unit. Students will also be asked to fill out a "Thinking Back" page on completion of the unit.

Centre #	Something I learned:	How I learned:	Why I learned:
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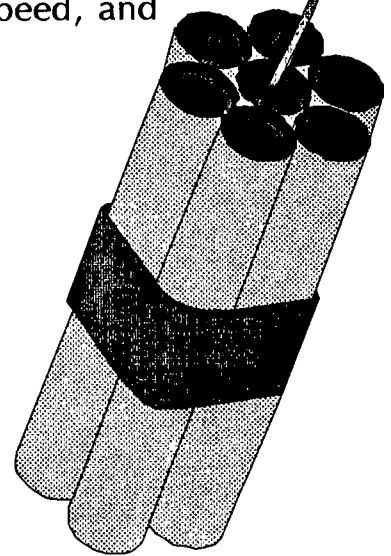
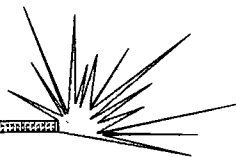
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CANADIAN IMAGES CANADIENNES 3

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

It was my pleasure to attend Canadian Images Canadiennes 3, the third national conference on Canadian children's literature in Winnipeg, Manitoba, from October 21 - 23, 1994, organized by the Manitoba School Library Association. This excellent conference inspired almost 400 delegates from many part of Canada, and from countries as far away as Australia and Japan.

Many of the presenters will be familiar to B C. teacher-librarians, like William Bell, Roch Carrier, Martyn Godfrey, Michael Arvaarluk Kusugak, Jean Little, Claire Mackay, Michael Martchenko, Kit Pearson, Mary Razzell, Ken Roberts, and many other fine authors and illustrators.

We were treated to thought-provoking plenary speakers: Jean Little, who through humorous anecdotes, poems, and readings of her writing demonstrated the importance of literature for children; Claire Mackay, who emphasized the importance of using correct words to portray meaning, and how vital this is to language and writing; Roch Carrier, who attributed his success as a writer to persistent hard work and his ability to observe, encouraged by his small village childhood; and Kit Pearson, who spoke about the importance of capturing the essence of locality in a novel, as she herself has always been obsessed by place.

The smaller workshops I attended were interesting and informative, as was the United Library Services book display featuring books by the presenters in attendance. Martyn Godfrey entertained us with stories about his former students, a good source of ideas for his own writing. (Have any of you heard Martyn's "raisin story"? This is not one to miss!) The importance of celebrating your cultural roots was the theme of Ricardo Keens-Douglas, story-teller and author of *The Nutmeg Princess*. Inuit author, Michael Kusugak, told us Inuit stories, partly in English, and partly in the Inuit language, using string to "illustrate" his stories. Michael Martchenko, who has illustrated many books by Robert Munsch, spoke about the art of illustration, using slides of his work to demonstrate certain points. William Bell said that he is moved to write about ordinary people caught in

dilemmas that cause pain and strife, situations that tear communities apart, like the subject in his new book *Speak to the Earth*. Claire Mackay, who describes herself (tongue-in-cheek) as being raised by "communists," read from, and talked about, her two non-fiction books, *Pay Cheques and Picket Lines: All About Unions in Canada* and *Touching All Bases: Baseball for Kids of all Ages*. After devoting about two years of research to each of these books, Claire has written information books which are interesting, informative, and often amusing.

Saturday night's banquet was the setting for awards. The recipient of the Elizabeth Mrazik-Cleaver Award was Leo Yerxa, and Kit Pearson received the Geoffrey Bilson Award. It really was an honour to be able to attend an out-of-province conference of this quality. I would like to thank the committee of the Ken Haycock Professional Development Award for making this opportunity possible for me.



YOUNG ADULT AUTHORS
Martyn Godfrey and Kit Pearson

LIBRARY AUTOMATION SURVEY

by LYNNE LIGHTHALL, assistant professor, School of Library, Archival and Information Studies, University of British Columbia.

The days of walking into a school library to search a wooden card catalogue for a book are fast disappearing for most Canadian students. With today's technology and the vast array of products designed for the rapid retrieval of information, it is almost a necessity, and certainly a benefit, to automate a school library resource centre.

The vendors of automated systems suitable for school libraries have acknowledged this need and recognized its potential. The automated school library system marketplace in Canada continues to experience significant growth: there is still room for new products and jockeying for position.

The primary purpose of this annual survey of the Canadian automated school library marketplace is to reveal what vendors and what products had an impact on this market sector. It is not a review or evaluation of the systems (see Thiessen, 1993) nor is it intended to promote any particular system(s).

The emphasis is on "small systems," i.e., those designed to run on IBM-PCs or compatible computers (under DOS or Windows) or those in the Macintosh family. These remain the hardware of choice for individual school libraries and all but the largest school districts.

The 1993 survey reports *separate installed sites*—at schools and/or various centralized school district sites, such as processing centres, teachers' professional libraries, or district resource centres—where an integrated system is in place and presumably in use. The systems included must also be capable of utilizing full MARC records.

THE 1993 QUESTIONNAIRE AND SURVEY

In June of 1994, 28 vendors representing 31 products — 21 Canadian and 10 American — received copies of the full questionnaire for 1993 installations: 24 (representing eighteen Canadian and nine American products) responded. Their names and addresses appear at the end of the article.

Three Canadian vendors and one American did not respond: they and their products are not included in the survey report and graphics, and the number of installations which existed prior to 1993 have been subtracted from the overall total. Likewise, Mac School Library and Library 4 are not included. Both Chancery Software Ltd. and Kelowna Software Ltd. returned the questionnaire but did not fill in the sections asking for numbers of installed sites.

THE RESPONSES

With these exclusions, responses to the 1993 survey questionnaire reported 3557 school library sites in Canada where automated systems were installed to the end of 1993: 961 of these occurred during 1993. These represent increases over the reported figures on the 1992 questionnaire of approximately 31 and 34 per cent respectively.

The top five systems in the rankings considering overall installations remained the same to the end of 1993. Familiar names also appear in the top ten with the exception of newcomer COBA's Library Management system in seventh place. However, had COBA been included in earlier surveys, it would consistently have ranked in the top ten. Thus, the top placements have remained remarkably stable over the five years of the survey. Market shares have changed, of course, as more vendors and products came onto the market and some vendors had "better" years than others. **Figure 1** shows the percentage of market share from year to year for the major vendors.

Table 1a shows the top ten systems installed in Canadian school libraries to the end of 1993, and during 1993; **Table 1b** shows the top ten vendors of automated systems to Canadian school libraries during 1993.

NEW TO THE SURVEY FOR 1993

School Series is the latest (introduced in 1992) addition to the Data Trek library automation family. Two Ontario school boards and one in Quebec make up School Series Canadian client base. It occupies sixth place in the systems' rankings for 1993 and fourteenth place overall.

Although included in the survey this year for the first time, COBA Inc. introduced its *Library Management* software in 1987 and installed its first school library sites in Quebec in 1988 and in Ontario in 1990. This vendor and its product are in seventh place overall, and in a three-way tie for seventh place for the year.

Introduced in 1992, the *Maplewood School Library* system was first installed at 22 Canadian school library sites during 1993 including four in B.C. It occupies fifteenth place in the rankings for 1993 and twentieth place overall.

ISM Library Information Services, reported the first-ever installations of *SLiMS* (Small Library Management System) in Canadian school libraries in 1993. The installed sites are at schools within five boards of education—four in Ontario and one in Alberta—ISM's traditional marketplace. All of these boards were existing ISM clients. *SLiMS* is in sixteenth place for the year and twenty-first overall.

THE MARKET LEADERS

Despite "de-installations," "repatriation" of databases, and "migrations" to other systems, ISM Library Information Services' *M/Series 10* was reported installed at more Canadian school library sites at the end of 1993 than any other system. It still had a very comfortable lead on Columbia, its nearest competitor. However, Columbia's yearly growth has surpassed that of *M/Series 10* for two years running. If this trend continues, ISM could see its overall supremacy in the Canadian school library automation marketplace challenged. Likewise, other vendors which are concentrating their marketing efforts in large school districts could upset the established order.

The 866 sites where *M/Series 10* was installed to the end of 1993 give this system a 24 per cent share of the overall market. When the *SLiMS* installations (see above) are added, the vendor's total overall is 886: ISM's share of the market increases to 25 per cent.

There were 57 new *M/Series 10* sites installed during 1993—a 50 per cent drop from 1992 and an even more significant decrease from its best year—191 in 1990. Some of the decrease is made up in new *SLiMS* installations and when they are factored in, ISM has an eight-per cent share of the 1993 market. By itself, *M/Series 10* has a six-per cent share. **Figure 2** shows the relative market shares for the systems based on reported numbers of installed sites to the end of 1993, and during 1993.

McGraw-Hill purchased from Macmillan its half-ownership of Macmillan/McGraw-Hill School Publishing Co. to form a new entity, wholly owned by McGraw-Hill. The *Columbia Library System* is now published by McGraw-Hill School Systems (MHSS). It is in second place overall and first place for the year with a 17 per cent and 18 per cent share of the market respectively based on 611 installed sites to the end of 1993 and 175 during the year.

MHSS made most of its gains with Columbia in Ontario, and there are more sites in Alberta, Saskatchewan, Newfoundland, and the Northwest Territories where Columbia is installed than any other system. Only Quebec, New Brunswick, and P.E.I. are not represented on the Columbia client list.

Once again *Eloquent* Systems Inc. is in third place overall. A total of 392 installed sites to the end of 1993 give it an eleven per cent share of the market. *Eloquent* is also in third place for the year with 73 new school library sites reported installed. Thus, this vendor/product had an eight per cent market share for the year, down somewhat from previous years and from its best year in 1991.

Fifty-three new installed sites in B.C. and thirteen in Nova Scotia gave *Eloquent* supremacy in these two provinces; four new installed sites in Newfoundland, two in Ontario, and one in Alberta allowed it to maintain a noticeable presence in these provinces. There were no new *Eloquent* installations in P.E.I. or the North during 1993.

The majority of new *Eloquent* clients start with a package consisting of the base module (cataloguing/OPAC) plus circulation, and have installed their systems in a multi-user LAN environment. *Eloquent* is installed at a mix of individual schools at various levels, the majority part of a larger school district, and centralized facilities like district resource and/or processing centres. At some of the latter a union catalogue-creation project is underway. This is an excellent way to exploit this useful feature of the software and utilize district staff wisely and well to build a district resource from which all schools will benefit. It makes good sense to coordinate and control database creation—the most time-consuming, labour-intensive, and important aspect of automating a school library—at the district level rather than leaving it to individual schools.

Follett Software Company was another of the major players reporting a "best" year for installations of its *Circulation Plus*, *Cataloging Plus*, and *Alliance Plus*

(MARC interface) software in Canadian school libraries. The 100 new sites installed during 1993 put Follett and its products clearly in second place (behind MHSS's Columbia), and give them just over ten per cent of the year's market.

The total of installed Follett sites in Canadian school libraries to the end of 1993 was 275, enough for fourth place and an eight per cent share of the overall market.

During 1993, Follett made its most significant impact in British Columbia and New Brunswick. It also made some gains in Manitoba installing five of eleven sites there in 1993. It managed to add to its client base in Ontario, Alberta, and Saskatchewan, but not in Quebec.

Some Follett clients continue to take advantage of the completely modular nature of the system and Follett's "crawl-walk-run" approach to library automation—starting with one function/module and building the system as needs dictate and funds allow.

The new Unison version of the software (introduced in January 1994) is also developed on this philosophy. All products under the unison design connect to a central database engine, creating an environment where modules can be installed separately and then are automatically linked to and share information with other modules as they are added.

Bibliofiche released version 2.60 of *Mandarin* in 1993. It incorporated more than 70 changes and new system features which expanded the system's capability to handle more full-text databases and to mount Mandarin databases on the Internet. Undoubtedly, these new features contributed to making 1993 a "best" year for Mandarin installations in Canada with a reported 60 new sites and an overall total of 210. Bibliofiche and Mandarin are solidly in fifth place overall for the third year in a row, and have approximately six per cent of total market share. Mandarin is in fourth place for the year, just ahead of M/Series 10 and with a little over six per cent of market share.

Good showings in B.C. and Manitoba accounted for much of Mandarin's 1993 success and reflected the "warmth" of the market in these two provinces. Even though Bibliofiche is based in Montreal, there were only six new Mandarin installations in Quebec in 1993. No new sites were added in Atlantic Canada, and one site in P.E.I. noted in earlier surveys has now been reported "abandoned." All 60 new clients in 1993 took the base-module-plus-circulation package: no new functions were added to existing sites.

THE REMAINDER OF THE TOP TEN

TKM Software Ltd. did well close to home during 1993 as 30 of its 41 new installations of *MicroCAT* were at school libraries in Manitoba. TKM and MicroCAT are in twelfth place for the year well down from their fifth-place ranking for 1992, but they retain their sixth-place ranking overall with a total of 174 installed Canadian sites.

CASPR Inc. continued to consolidate its strengths in Ontario and also made a notable gain in Manitoba. There were 39 new installations reported for *LibraryWorks* at school library sites in 1993 and 124 to the end of the year. These figures give CASPR and LibraryWorks eighth place overall and a thirteenth-place tie for 1993. This is in fairly dramatic contrast to the fourth-place ranking for 1992—a "best" year for this system and the first time for this survey a product designed specifically for the Macintosh platform had ranked so high.

With a steady performance just slightly surpassing that in 1992, Sunrise Software saw its *CHILDS* installed in 49 school libraries in 1993. The company and its product place seventh in the rankings for the year, the same position they held for 1992.

In contrast to previous years, there were more CHILDS installations in Ontario than in home-province Alberta. A total of 123 installed school library sites puts Sunrise and CHILDS in eighth place overall, down one from last year.

With its "best" year (46 new installed sites) accounted for, Nichols Advanced Technologies nearly doubled the number of sites at which *MOLLI* was installed to the end of 1993 compared to 1992. This puts Nichols and MOLLI in tenth place, both for the year and overall.

Sites coming online at a number of large school districts committed to district-wide automation accounted for MOLLI's success in Ontario. MOLLI continued to vie with Columbia for top position in Newfoundland and to make progress closer to home.

THE MIDDLE OF THE PACK

Winnebago Software Company responded to the survey by completing two questionnaires — one for Winnebago CIRC/CAT for IBM and compatible PCs and one for Winnebago CIRC/CAT for the Macintosh.

Winnebago software products were installed at a total of 104 Canadian school library sites to the end of 1993. This puts Winnebago in eleventh place overall.

Taken together, the reported figures — 30 for IBM and sixteen for Mac — give Winnebago a tie with MOLLI for tenth place. Ontario is Winnebago's major Canadian market.

Winnebago is the only vendor which has developed and marketed two separate products to meet the needs of teacher-librarians and others working in and for school libraries regardless of what computer line they prefer and/or already have installed.

Many Canadian teacher-librarians, teachers, and other school-based personnel are more familiar with Macintoshes and for a variety of reasons, including this familiarity, prefer to work with them. In addition, many computer labs and classrooms across the country are equipped with Macs. The students too are familiar with and enjoy using Macs. Is it any wonder then that school personnel would look to Macintosh-compatible products to automate their school libraries? Clearly, Winnebago has seen this demand and responded to it by marketing a version of the software specifically for Macs.

A number of other vendors are alert to this potential market and have modified or enhanced their software so it will run in the Mac environment. Likewise, the vendors have recognized the potential of Windows to make for a more appealing and user-friendly system, and they have either developed systems to run under Windows or announced plans to do so.

The Library Corporation's *BiblioFile* was reported installed at 39 new school library sites in Canada in 1993—the same number as LibraryWorks. With a total of 99 installed sites, BiblioFile is in twelfth place overall. And having reported its first-ever installed sites in Quebec and the Northwest Territories in 1993, BiblioFile is now represented in all regions of Canada except the Yukon and Prince Edward Island. The majority of BiblioFile's Canadian installations are in Ontario, with Saskatchewan a distant second.

To the end of 1993, *multiLIS* was installed at a total of 65 sites in five large school districts—two each in Saskatchewan and B.C. and one in Alberta. There were 49 new sites installed during 1993 making this the best year yet for multiLIS installations in Canadian school libraries. In addition, approximately 25 sites added the circulation function to their existing base module.

Sobeco Ernst & Young shares seventh place for 1993 with Sunrise Software (CHILDS) and COBA (Library Management), and is in thirteenth place overall.

COMPLETING THE PICTURE

The remaining overall market share—approximately 7.5 per cent—is spread among nine vendors, including Data Trek, ISM, and Maplewood as discussed above.

Lex Systems Inc. made a successful foray into Ontario in 1993 where it installed *Lexifile* at ten new sites—its first ever there. This vendor and its product are in sixteenth place overall and tied with Dynix in seventeenth place for 1993.

The Management Information Group added *LIRS* (Library Information Records System) to four new sites in Alberta during 1993, giving it seventeenth place in the overall standings and twenty-first for the year.

Quinte Computer Services's progress in automating school library functions in southern Ontario continued with six new sites added to the existing 20—enough for eighteenth place overall and twentieth for 1993.

Dynix came out of its doldrums somewhat in 1993 by installing its Scholar product at almost half of its total of Canadian school library sites during the year and making its first-ever installations outside of Ontario—one in B.C. and one in Alberta.

The Electronic Library, a product of Wil-Tech Software, was installed at three new sites in home-province Saskatchewan in 1993. COMPAnion Corp.'s *Alexandria*, an integrated library system for Macintosh computers, was installed at two new school library sites in B.C. in 1993.

GEOGRAPHIC DISTRIBUTION

Almost half of Canada's automated school libraries are in *Ontario*. With a reported total of 1710, Ontario has more installed sites overall than all the other provinces and territories combined. It is also the most populous and among the wealthiest regions of Canada, and has enjoyed good support for its teacher-librarians and school libraries. Ontario is also in first place for the year: 448 of these installations occurred in 1993.

As well, there are more systems represented in Ontario than anywhere else—20 compared to 17 in Alberta and 15 in B.C.

With 477 of Canada's automated school libraries, *Alberta* ranks second to Ontario and just ahead of B.C. among the provinces and territories when overall installed sites are counted. But things were slow in Alberta during the year and it slipped into fourth place with 83 new sites installed.

British Columbia is in third place overall with 453 installed sites and in second place for the year (158 new sites) significantly overtaking Alberta which enjoyed second place in this ranking last year. B.C.'s growth rate from 1992 to 1993 was a healthy 45 per cent.

There are fifteen systems represented in British Columbia (see **Table 2**), and three of their vendors did their best business there in 1993.

It remains true that no one comes close to Eloquent in terms of overall school library sites installed in B.C. It has almost triple the number of its nearest competitor—240 compared to Follett's 86. However, for the year, the latter reported 53 new sites installed, the same as Eloquent. It appears Follett made a major effort to consolidate its place in B.C.: the new sites represent over 60 per cent of its installations there. Likewise, Mandarin made a strong showing in B.C. It was installed at 23 out of 44 sites there and at more sites in B.C. than anywhere else.

Winnebago's two products taken together did just as well but on a much smaller scale—five new sites installed in 1993 for an overall total of eight.

Together Eloquent, Follett, and Mandarin share 82 per cent of the B.C. market to the end of 1993; the remaining 18 per cent is shared among 12 systems with Columbia (six per cent) and MicroCAT (four per cent) rounding out the top five rankings overall. However, the latter two systems' vendors were clearly targeting markets other than B.C. in 1993 as the Columbia Library System was installed at only two new sites and MicroCAT at one.

Beyond the top three systems, then, a very different picture emerges for the 1993 installations. After Eloquent, Follett, and Mandarin, the next best any system could do was Winnebago with five—one for the IBM product and four for the Mac. Newcomer Maplewood also reported four installations in B.C. school libraries during 1993. CHILDS and multiLIS were installed three sites each; Columbia, BiblioFile, and Alexandria at two each; and Dynix and MicroCAT at one each. Neither Lexifile nor LibraryWorks were added to any new sites.

Dynix's response to the questionnaire also included details which revealed a successful first half in 1994, including a sale to a large school district in B.C. Sobeco Ernst & Young has also targetted school districts rather than individual schools. Its client list shows two school districts in B.C. have purchased the multiLIS software. One of these is an existing client which now has two schools up and running. The other is a new-in-1993 client with a district resource centre where a union catalogue is in preparation counting as an installed site. Eventually six school will be "online" in this district. Likewise, there are approximately 120 school libraries in B.C. waiting to install and implement multiLIS. (Sales of the system occurred in 1991 and 1992.)

In addition, there are known to be installed sites in B.C. for Library 4 and Mac School Library, but since neither vendor provided figures as part of the completed questionnaire, they cannot be reported here. However, in a letter accompanying the questionnaire, Braden Messenger of Kelowna Software wrote: "Our company has at least doubled sales in each of the last three years. This year we are on track to double once again." Based on figures from 1990 (the last time Kelowna responded), this means Library 4 may be installed at over 200 sites.

Of all the systems surveyed, three are "homegrown" B.C. systems: Eloquent maintains its offices in North Vancouver, Kelowna Software (Library 4) in Kelowna, and Chancery Software (Mac School Library) in Burnaby. Columbia at one time maintained an office in Vancouver, but now does its business out of Monterey, California. The version of the Columbia Library System installed in B.C. school libraries in 1993 remains a "Canadian" system for purposes of this survey. Maplewood's head office is in London, Ontario and it has a regional office in North Vancouver. Of the remaining nine systems represented in B.C., five are Canadian and four are American.

With a total of 253 installed sites to the end of 1993 and 83 during 1993, *Saskatchewan* is in fourth place in the overall rankings and tied with Manitoba for fourth place for the year.

Manitoba was the "hot" market for 1993! There were 94 new school library sites installed there during the year bringing its total to 221. This represents an impressive 81 per cent increase in the total number of installed sites reported to the end of 1993 as compared to the end of 1992 and leaves Manitoba in fifth place (but gaining on Saskatchewan) in the overall rankings. It moved up to third place for the year.

There was a definite turnaround in the school library automation marketplace in *Atlantic Canada* during 1993. There are reasons for this, of course—a smaller population base, a poorer economy, and, particularly this past year, a distressing lack of support for school libraries from governments at all levels. Retrenchment is rampant, and closures of school libraries and cutbacks in teacher-librarian time are unfortunate realities.

Newfoundland has fared best among the Atlantic provinces. Its 129 installed sites overall and 31 new sites in 1993 are enough to give it sixth place in both rankings.

In *New Brunswick*, there were 21 new sites reported installed in 1993 and a total of 72, putting it in eighth place for the year and ninth overall.

Only Eloquent among the seven systems represented in *Nova Scotia* made any real gains there during 1993. And after reporting a "best" year for BiblioTrac in 1992, no one from Antogonish-based Novarra Software responded to the 1993 questionnaire.

TKM's MicroCAT is the software of choice in *Prince Edward Island* school libraries. There were 27 sites where it was installed to the end of 1993 and the only reported new sites added during the year were MicroCAT sites. P.E.I. is last among the provinces and territories for sites installed during 1993 and tenth out of eleven overall.

To the end of 1993, there were 119 school library sites in *Quebec* where an integrated system which qualifies for inclusion in this survey was installed: 24 of these occurred in 1993. This puts Quebec in seventh place in the province's rankings.

In contrast to the discouraging report about *the North* in 1992, the 1993 report is much more positive. There were seven new sites reported installed in the Northwest Territories during 1993 and sixteen as of December 31. There are no school library sites in the Yukon where automated systems are reported in place.

A noticeable tendency has been for most sites to get up and running as soon as they have purchased a system. This was evident again for 1993 as nearly all the respondents indicated they had nothing to report in the sold-in-1993-but-not-yet-installed category. Dynix Library Systems reported four such sales of the Dynix Scholar—one in B.C. and three in Ontario. There was also one reported sale of Lexifile in B.C. and five of multiLIS. In addition, multiLIS is still to be installed at

a number of client sites where it was purchased in 1991-92.

SALES AND INSTALLATIONS OUTSIDE CANADA

Mandarin, Columbia, and MOLLI continued to enjoy considerable success outside Canada, notably in the U.S. Although it is unlikely any other Canadian product will have a significant impact on this market in the immediate future, Sobeco Ernst & Young has announced a challenge with its sale of multiLIS to thirteen regional computer centres in Ohio. TKM's arrangement (initiated in 1992) with The Highsmith Company to market MicroCAT in the U.S. is proving a success. Newcomer Maplewood was reported installed at four U.S. sites. And there are still twelve American school library sites reported using M/Series 10 and ten using Eloquent. All told, there are now well over 2500 sites outside Canada where Canadian systems are installed.

NEW DEVELOPMENTS

As in previous years, the final section of the survey questionnaire gave the respondents a chance to comment on their company's accomplishments for the year and to announce improvements to their products and services. Some of the highlights are noted below.

Follett is introducing the Sneak Previews Plus system which is a new multimedia CD-ROM product designed to enhance the book selection process by enabling librarians to actually preview books before ordering.

Also from Follett is the new Union Catalog Plus system which allows libraries to share collection information with each other as well as ILL functions.

Winnebago Software Company released many new products in 1993: Multilingual CAT, Informational Databases (UMI and Facts on File), Advance Booking, Interlibrary Loan, and Local ACE. Future plans include Informational Databases on the Macintosh.

Eloquent clients will be able to configure the software into a Textbook Management System with which resource materials will be put into either (a) a separate database, or (b) interfiled with the library materials forming a single database.

McGraw-Hill School Systems announced that a new system, for Windows and the Macintosh, will be published in the summer of 1995—the McGraw-Hill

Library System. The Columbia Library System will continue to be supported and enhanced.

Nichols Advanced Technologies, the makers of MOLLI, have just released Athena. Athena is the first visual system (Windows-based) of its kind incorporating circulation, easy searching, and related functions. Athena has innovative features such as patron images, touch screen design, full text retrieval, customisable reports for laser printers, multilingual options (Spanish and French versions are planned for release in 1995), multimedia, and more. Users can also search for items on Macintosh computers with AthenaMac. Both the single-user and networked versions are very competitively priced, and upgrade incentives to Athena will be offered to MOLLI users and those using other vendors' programs.

WHAT'S PAST IS PROLOGUE?

Since this was the fifth annual survey, respondents were asked to comment on what they saw as being the significant trends in school library automation over the past five years and to come. Some highlights from these comments follow.

Harry Chan, Bibliofiche: "Over the past five years, we have experienced dramatic societal changes which have impacted on education and the school libraries that serve it. Information and technology changes run parallel to these new realities making it clear that when schools adopt technology, the prime reason for doing so should be instructional. The trends of the past five years dictate that libraries adopt sustainable solutions which will provide access to both traditional and digital information resources to support the curriculum."

The other vendors who responded to this question echoed Mr. Chan's sentiments regarding both past and future trends. Most acknowledged the "computer revolution" in school libraries in the recent past. The cumulative results of this survey point to this—if not "revolution" at least an—"evolution" as teacher-librarians and others working in and for school libraries recognize the potential of automated systems to integrate information handling and processing skills into the curriculum and thus turn information into knowledge.

Sadly, some also noted the downside in this movement—too many false starts and lack of

commitment and support from all levels of administration and government.

The emphasis for the future definitely focusses on systems with value-added features which will engage and empower students and involve them in more and more independent learning. Other important and noticeable changes will occur with the implementation of the National Information Superhighway and other networks.

If the 1980s were characterized as the age of the PC, the 1990s are the age of the network. Indeed, the whole issue of networking is moving out of the library and into the larger school community. Many schools are now setting up school-wide network access to the library server—reinforcing the fact that information handling and processing skills need not be taught or acquired in a particular *place* nor as a specific *subject*. In addition, wide-area and other types of networking to the larger information community are expanding our student's learning horizons even more.

Sobeco Ernst & Young's John Richardson sums it up: "With the Information Highway revolution, libraries have a short window in which to capture the emotion and energies (read commitment) of administration and government.... Pray for those who have the necessary resources to go forth and network properly."

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Note to readers: The complete survey results are reported in "Automated Systems in Canada's School Libraries: The Fifth Annual Survey" in the November/December 1994 issue of *Felicitier*. For additional information, please contact Mary Moore, editor, at the Canadian Library Association, 200 Elgin Street, Suite 602, Ottawa, ON K2P 1L5.

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Library Handbook: Organizing School, Public, and Professional Libraries (Toronto: McGraw-Hill Ryerson, 1993) and past president of the Canadian School Library Association.

Anyone wishing to photocopy this article for educational purposes may do so.

PRODUCTS AND VENDORS

Alexandria

COMPanion Corporation
1831 Fort Union Blvd
Salt Lake City, UT 84121 U.S.A.
P: 801-943-7277
F: 801-943-7752

BiblioFile

The Library Corporation
486 W. Christina Street
Sarnia, ON N7T 5W4
P: 800-347-5958
F: 519-332-8790

CHILDS

Sunrise Software, Inc.
805 Ormsby Close
Edmonton, AB T5T 5P3
P: 403-444-0785
F: 403-444-0785

Columbia Library System

McGraw-Hill School Systems
20 Ryan Ranch Road
Monterey, CA 93940 U.S.A.
P: 800-663-0544
E: mham@bix.com

Data Trek's Manager Series

Data Trek's School Series

Data Trek Inc.
5838 Edison Place
Carlsbad, CA 92008-6596 U.S.A.
P: 800-876-5484 or 619-431-8400
F: 619-431-8448
E: datatrek@cerf.net

Dynix Scholar

Dynix Automated Systems
1 Blue Springs Drive
Waterloo, ON N2J 2M1
P: 519-885-6040

F: 519-747-4262

The Electronic Library

Wil-Tech Software Ltd.
Box 88
Burstall, SK S0N 0H0
P: 306-679-2299
F: 306-679-2299

The Eloquent Librarian

Eloquent Systems Inc.
25-1501 Lonsdale Avenue
North Vancouver, BC V7M 2J2
P: 604-980-8358
F: 604-980-9537

Circulation Plus/Catalog Plus/Alliance Plus

Follett Software Company
809 N. Front Street
McHenry, IL 60050-5589 U.S.A.
P: 800-323-3397
F: 815-344-8774
E: janette@class.org

Lexifile

Lex Systems Inc.
Box 280
Lucky Lake, SK S0L 1Z0
P: 800-665-4828 in Canada
F: 306-858-2272

Library 4

Kelowna Software Ltd.
2515 Winnipeg Road
Kelowna, BC
P: 800-667-3634 or 604-769-3687
F: 604-769-3640

Library Management

COBA Inc.
290 rue Dupuis
Vanier, ON K1L 1A2
P: 613-747-4576
F: 613-747-8943

Library Works

CASPR, Inc.
635 Vaqueros Avenue
Sunnyvale, CA 94086 U.S.A.
P: 408-522-9806
F: 408-522-9806

Distributed in Canada by:

M.E. Phipps and Associates
143 Norfolk Street
Guelph, ON N1H 4J7
P: 519-836-9328
F: 519-836-2623

M/Series 10
ISM Library Information Services
3300 Bloor Street West, West Tower, 16th Floor
Etobicoke, ON M8X 2X2
P: 416-236-7171
F: 416-236-7489
E: shiu@lismail.ism.ca

Mac School Library
Chancery Software Ltd.
450-4170 Still Creek Drive
Burnaby, BC V5C 6C6
P: 604-294-1233
F: 604-294-2225

Mandarin
Bibliofiche
9620 Trans Canada Highway
Montreal, QB H4S 1V9
P: 514-336-4340
F: 514-336-8217

Maplewood School Library
Maplewood Computing Ltd.
165 Mallard Road
London, ON N0M 1Z0
P: 519-471-3388
F: 519-641-1265

MicroCAT
TKM Software Ltd.
839-18th Street
Brandon, MB R7A 5B8
P: 204-727-3873
F: 204-727-5219

E: bucat@tkm.brandonu.ca

MOLLI
Nichols Advanced Technologies Inc.
#1100, 10130-103 Street
Edmonton, AB T5J 3N9
P: 403-424-0091
F: 403-428-7644
E: molli@bix.com or 72203.3267@compuserve.com

multiLIS
Sobeco Ernst & Young Inc.
505 René-Lévesque Blvd West
Montreal, QB H2Z 1Y7
P: 514-392-7820
F: 514-875-2673
E: j.richardson@sobeco.ca

Quinte Library System
Quinte Computer Services Ltd.
141 William Street
P.O. Box 578
Belleville, ON K8N 5B2
P: 613-966-3070
F: 613-966-3095

SLiMS (Small Library Management System)
ISM Library Information Services
3300 Bloor Street West, West Tower, 16th Floor
Etobicoke, ON M8X 2X2
P: 416-236-7171
F: 416-236-7489
E: shiu@lismail.ism.ca

Winnebago CIRC/CAT [for IBM] [for Mac]
Winnebago Software Company
457 East South Street
Caledonia, MN 55921 U.S.A.
P: 507-724-5411
F: 507-724-5711
E: sales@winnebago.com

TABLE 1A: THE TOP TEN SYSTEMS IN CANADA

Overall Installations to the End of 1993		Installations During 1993	
1. (1) M/Series 10	866	1. (1) Columbia	175
2. (2) Columbia	611	2. (6) Follett	100
3. (3) Eloquent	392	3. (3) Eloquent	73
4. (4) Follett	275	4. (9) Mandarin	60
5. (5) Mandarin	210	5. (2) M/Series 10	57
6. (6) MicroCAT	174	6. (-) Data Trek School	52
7. (-) Library Management	125	7. (7) CHILDS	49
8. (7) LibraryWorks	124	7. (-) Library Management	49
9. (8) CHILDS	123	7. (11) multiLIS	49
10. (11) MOLLI	111	10. (10) MOLLI	46
		10. (8) Winnebago	46
() Position last year			

TABLE 1B: THE TOP TEN VENDORS IN CANADA

Installations During 1993	
1. McGraw-Hill School Systems (Columbia)	175
2. Follett	100
3. ISM (M/Series 10 + SLiMS)	77
4. Eloquent Systems	73
5. Bibliofiche (Mandarin)	60
Data Trek (Manager Series + School Series)	60
7. COBA (Library Management)	49
Sobeco Ernst & Young (multiLIS)	49
Sunrise Software (CHILDS)	49
10. Nichols Advanced Technologies (MOLLI)	46
Winnebago Software Company	46

TABLE 2: SYSTEMS REPRESENTED IN BRITISH COLUMBIA

SYSTEM	SITES INSTALLED	
	IN 1993	TOTAL
Alexandria (Mac)	2	3
BiblioFile (PC)	2	7
CHILDS (PC)	3	8
Columbia (PC)	2	26
Dynix* (PC)	1	1
Eloquent (PC)	53	240
Follett (PC)	53	86
Lexifile (PC)	0	3
Library 4 (Mac)	-	-
LibraryWorks (Mac)	0	1
Mac School Library	-	-
Mandarin (PC)	23	44
Maplewood* (PC)	4	4
MicroCAT (PC)	1	19
multiLIS*	3	3
Winnebago (PC) (Mac)	5	8
TOTALS	152	453
* First-ever B.C. installations in 1993 - Figures not reported		

FIGURE 1: MAJOR VENDOR'S MARKET SHARE

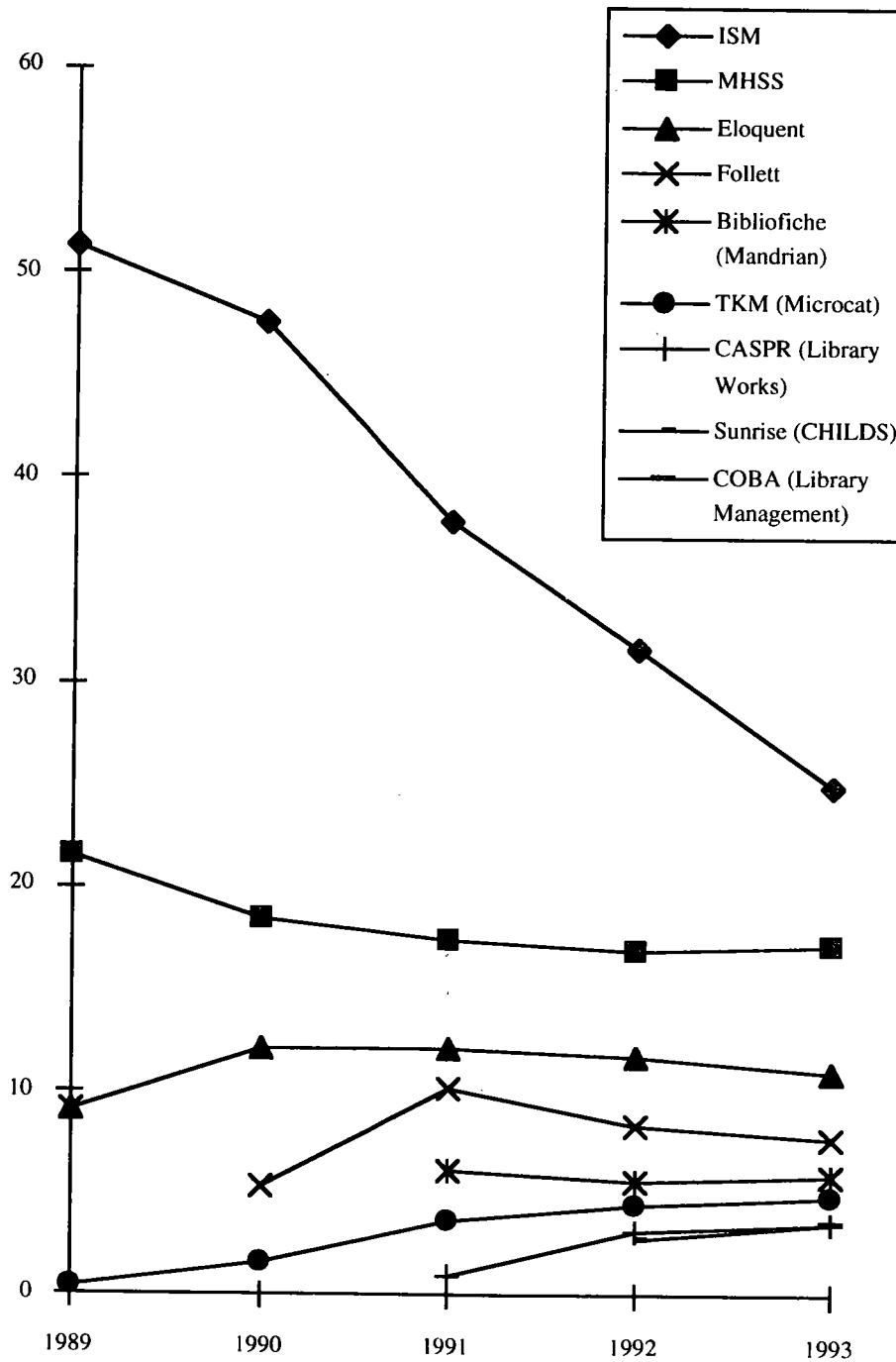


FIGURE 2: RELATIVE MARKET SHARES - TOTAL INSTALLATIONS

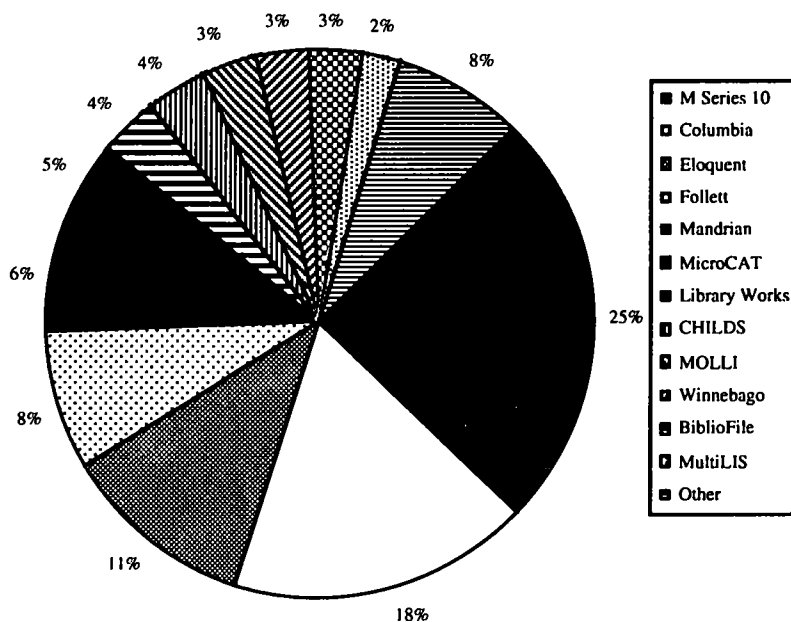
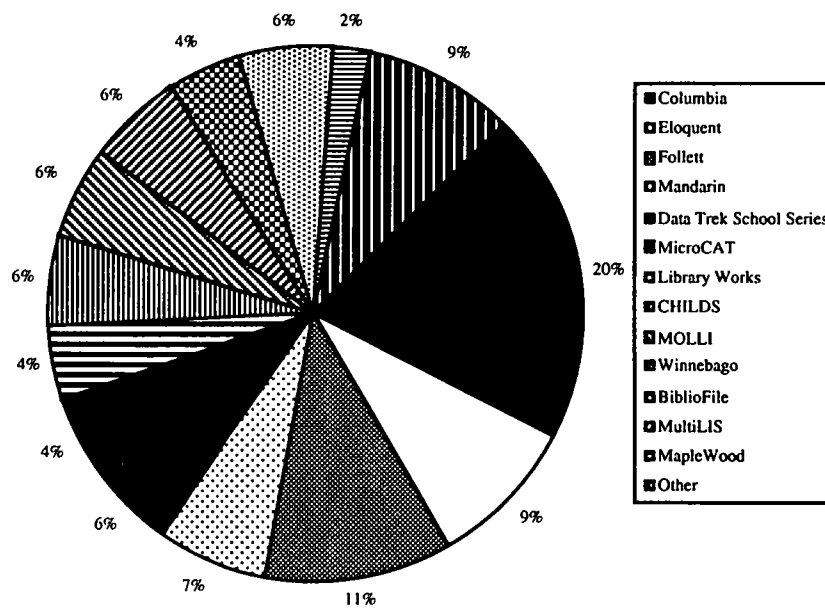


FIGURE 3: RELATIVE MARKET SHARES - 1993 INSTALLATIONS



**ASSOCIATION FOR TEACHER-LIBRARIANSHIP IN CANADA
& the
NEWFOUNDLAND & LABRADOR LEARNING RESOURCES
COUNCIL**



**NATIONAL CONFERENCE
St. John's, NF
October 13-15, 1994**

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

One of the most welcoming places to go to in Canada for a conference is Newfoundland. At a conference in Cornerbrook a few years ago, I was thrilled with the professionalism and enthusiasm of the participants as well as the hospitality everyone showed towards those of us who were visiting from outside the province. My experiences at the St. John's conference were very similar, so I've come to the conclusion that Newfoundlanders are naturally warm, sharing people.

I also learned a bit about myself on these two trips to Newfoundland. I have two Irish grandparents and was actually born on St. Patrick's Day, but never felt conscious of being "Irish." When I went to Cornerbrook, Angela Murphy, Learning Resources Consultant for the Catholic Board there, picked me up at the airport. Hearing her speak reminded me so keenly of my Irish grandmother that I was totally disconcerted for a few moments. I had a sense of closeness to my own heritage, even though my grandparents came from Ireland in 1901 and the Irish history in Newfoundland dates back much earlier.

On this trip I learned that Irish music is in my blood, and that Newfoundland music is infused with its rhythms and sounds. Music was an integral part of every social event at the conference. The Thursday night reception featured a trio of university students whose singing was so professional that listeners could not believe they were amateurs. Entertainment at the Banquet on Friday night included a high school singing group that sang traditional and more modern Newfoundland and Irish folk songs. A tall young man with a gloriously deep voice took the lead on "Sam Hall" and "Excursion Around the Bay" with the aplomb of a seasoned performer. Then there was the Saturday night party for the planning committee, presenters and various guests, where a four piece band led a singalong which proved what I had already come to believe — everybody sings in Newfoundland! People requested songs I had never heard of, then sang

along happily. Members of the conference planning team relaxed and enjoyed the fellowship and the music. Seeing Vicki Pennell sitting on the stairs, absorbed in the music and the moment, gave me that feeling of the oneness of experience that only comes at exceptional moments. That instant in time will be one of my most powerful memories of Newfoundland.

I returned to Vancouver with a few compact disks in my luggage, and now my hours in the kitchen are enlivened by the sounds of Newfoundland music. I now understand Irish folk dance, for it is impossible to listen to this music without my feet taking on a life of their own. The top of the body can be active peeling, mixing, and stirring, but those feet just have to dance!

My conference report follows, but it cannot do justice to the fellowship and excitement that were present in St. John's.

**KEYNOTE SPEAKER:
DR. ROBERT MOORE,
"PILLARS OF SALT OR TONGUES OF
FIRE?"**

Dr. Moore was one of the most challenging speakers I have ever tried to listen to and take notes from at the same time. Dr. Moore's speech was packed with allusions, metaphors, quotations and ideas. Consequently, this report can give some of the key points, but none of the richness of the address.

The initial metaphor explored the idea that, as a nation and a society, we are leaving an old culture and must not look back lest we be turned into "pillars of salt," and that we will be transformed by the "tongues of fire" into something greater than we are.

He spoke of a Canada bounded and symbolized by the points of the compass: the North indicating our connection with the cosmos; the East our history; the South our proximity to the forces of opportunism; and the West our links to the expanding importance of the Pacific Rim and its nations and cultures. Our future citizens of this land will need to keep their sense of wonder alive, maintain the roots and values of Canada, use those roots without being stuck in them, and look and move forward in a time of change and challenge.

Dr. Moore described our present world as one where "the rich in their greed and the poor in their need are both assaulting the planet," where obscenities like ethnic cleansing are increasing, and where there is so much information that we are in danger of floundering in the morass.

His central message was that we must reinvent the human. If we do, we will be able to manage technology instead of having it manage us, and we will be able to fulfill our roles as citizens of our country and our globe. Dr. Moore believes that Canada's role as international mediator and peacemaker is one to be proud of, and that it is an expression of Canadian culture that must be expanded.

The teacher-librarian's role is to manage information technology and deal with the human — our children. In doing so, we must emphasize the development of analytical and imaginative abilities in all of them. We must seek a balance of the statistical and the cosmic, of analysis and speculation, of facts and morality, of individual understanding and group interaction insights, and of cooperative and competitive experiences within groups. The teacher-librarian is crucial in keeping the balance between human values and the information that must be absorbed.

Dr. Moore stressed that information doesn't make people critical. We need to help students to take contrary information and use it critically. "Meaning is making connections." He went on to comment that he is opposed to separate disciplines which "lead us deeper and deeper along parallel lines that never meet." He said that teacher-librarians must stand on the boundaries and help make the connections.

His vision of a world where helpful and sustaining connections cross national boundaries follows logically from his views about education. Commenting that some people see Canadians as somewhat impractical do-gooders, he said "Don't believe it!" Canadian representatives have spent ten years saying that third world development depends on governments recognizing the importance of women. Now these governments are beginning to move in the direction that Canadians have espoused.

Dr. Moore believes that creativity will lead to individuals and governments "turning a principle upside down" to solve a problem. As an example, he talked about a Bank in Pakistan which lends only to the poor, giving them the chance to help themselves. Despite dire predictions of failure, this bank has few loan defaults because those who are waiting to get loans themselves, exert a powerful influence on borrowers. In his view, teacher-librarians can help students to envision alternatives to the current way they live their lives. From the small actions of many people will come the "reconstruction of the world."

Saying "Vision without political action is useless," Dr. Moore encouraged his audience to make their voices heard. He believes that Canada is sound evidence of the power of a vision. Quoting a source which I was not quick enough to record, he said, "Canada is a case of concocting the impossible out of the improbable and keeping it viable." Canadian values are part of the vision. The creators of Canada balanced order and enterprise, competition and cooperation, freedom of the individual and concern for the welfare of the less fortunate. This balance is what distinguishes us from American society. Dr. Moore stressed that another role for the teacher-librarian is to take students back to our history and roots so that they understand the balance that is Canada. He urged his listeners to follow Barbara Ward's example — to change the angle of our vision so that we understand the changing world rather than remaining tied to the passing world. Vision and political action will enable us to carry out our responsibilities to students.

Dr. Moore spoke with the "tongue of fire" and the group rose to his flame. Hopefully, many were not simply moths but actually experienced part of the transformation he spoke of so eloquently.

PRE-CONFERENCE INSTITUTES & KEYNOTE SPEAKERS

The conference featured four one day pre-conference institutes: Strategies for Teaching and Learning; New Competencies Needed to Travel the Information Superhighway and Not be Road-Killed!; Resource-Based Learning and Drama Processes; and School Library Automation in the 1990's. All were well attended and reports back from the sessions were uniformly positive. Unfortunately, I can't report on any of them because I was leading one. Readers will have to look in the next issue of ATLC's *Impact* to get reports on these sessions.

One item of interest came out of the "Competencies Needed ..." institute. Participants rejected the task of developing new competencies. Instead they felt that the existing CSLA statement expressed the role

of the teacher-librarian quite well, but needed to be extended by defining the new skills required to support the competencies, given the new information technologies and sources now available to us. A number of recommendations were given to the ATLC Executive Board for consideration and possible action.

Ken Haycock's Keynote Address continued on with an examination of "The Future of Teacher-Librarianship." Provocative questions were raised about teacher-librarianship in an era when teaching, learning and technology are converging. I don't know if listeners had a clearer idea at the end of the session of where they are going, but am sure they developed a keener sense of the road hazards in front of them.

Jane Thornley's address was titled, "After St. John's, What's Next?" She called for greater cooperation between teacher-librarians in order to meet coming challenges. Developments in Nova Scotia, where the Minister of Education targeted teacher-librarian positions for cuts, were obviously foremost in her mind. She and the audience were pleased to hear from Dr. Larry Amey that the Minister had responded to widely expressed concerns by establishing an advisory committee to examine the delivery of library services in Nova Scotia school libraries. Jane concluded her address with the hope that ATLC and CSLA would be able to pursue joint concerns cooperatively and profitably.

WORKSHOP SESSIONS

One of the absolutely horrible things about a conference is that you cannot possibly go to every event you wish to attend. The list of speakers I did not get a chance to hear included such notables as Kevin Major, Allister Dyke, Allison Mews, Shirley Lewis, Pauline Weber and Andrew Perry, to name but a few. I made my selections based on things I do not know and want to, and topics I'm currently exploring, resulting in a purely selfish selection made without *Bookmark* readers in mind!

Telecomputing: The Classroom Experience, with Philip Noel.

This session looked at one grade 8 teacher's experience with the AT&T Learning Circle Project. His project was one of six winners world-wide in the ISTE 1993 Telecomputing Contest. The process included setting up classes of students in schools located around the globe, each led by an interested teacher. Students used telecommunications to send questions to the other locations, gaining information that was then put into research packages they developed. In return, they answered questions coming from the other schools. It required a lot of coordination from Philip Noel as the Circle's leader.

His presentation included an outline of the process, hints to ensure success, a very honest assessment of the disparity between rosy expectations and reality (e.g., a school which signed on to the project then didn't communicate until the project was almost over), and the results as seen in the student packages. It was a very complete analysis of what he and his students had done and accomplished.

Metacognition: Making the connection, with Sandra Fowlow and Paula Evans.

This dynamic team established concise and practical criteria for building metacognition into units of study, then asked participants to apply their knowledge to a planning task related to a resource-based learning unit. They stressed the need to look critically at the concept of active learners, and at developing independent, discriminating learners who think about thinking.

Steps in solving an instructional problem are:

1. Task — decide about the difficulty level.
2. Plan — how to solve the problem (strategy).
3. Monitor — is it working? If not, go back to the Plan stage and decide on another strategy.
4. Evaluate — if not satisfied, go back to the Plan or Task stage.

Elements conducive to success are:

1. Skills are developmental in nature.
2. Skill and strategy instruction must permeate all areas of the curriculum.
3. Teacher awareness and commitment are essential.
4. Start small.

Sandra and Paula distributed a substantial package of helpful information, articles and forms, so participants went away with lots to think about.

Thinking about Learning: Learning Styles, with Chris Perry.

Chris Perry presented a formal paper on learning styles (which I hope to secure permission to have published in *Impact*), as well as showing us a practical publication designed for elementary teachers which combines thinking skills with different learning styles. She has used all of the activities in *Thinking it Through* with elementary children. These activities are designed to develop problem-solving skills. An ad for this publication may be found on page 68 in this issue of *The Bookmark*.

Chris was an entertaining speaker who obviously has a wealth of teaching experience to share. She is currently lecturing in child development at Deakin University, Australia.

CHILDREN'S WRITERS AND ILLUSTRATORS OF BRITISH COLUMBIA (CWILL BC) — LIST OF MEMBERS AVAILABLE FOR READINGS

The following is an update to a list which appeared in the June 1994 issue (p. 147-153). Each presenter is an author or illustrator who is a member of CWILL BC and who is currently available for readings and workshops. Fees should be arranged with each member individually.

ANN ALMA

Author
R.R. #1 S-8 C 5,
South Slocan V0G 2G0
Phone: 359 7936

Skateway to Freedom

Readings, author talks, creative writing workshops,
drumming workshops. K-9

MARON CROOK

Author
1680 Cornell Ave.,
Coquitlam
V3J 3A1
Phone 936-5760
FAX 936 6812

Looking Good; Teenagers and eating disorders; Teenagers talk about suicide; Island feud; Stone dead; Riptide; Hidden gold mystery; Crosscurrents.

Creative writing workshops: Gr. 4-7. Social issue
workshops: High school and adult.

BONNIE GOSSE

Author
314 E. 26th St.,
North Vancouver
V7N 1B1
Phone/Fax: 980 0741

Soapstone carving for children; Teaching soapstone carving for children; Keep it green: the environmental board game.

Author talks and soapstone workshops for grade 3 to
adult.

KATHY MEZEL

Author
304 North Delta Ave.,
Burnaby V5B 1E9
Phone: 299 9701

Cuthbert and the Mer people.

Author talks and readings. Gr. K-4

SHERYL MCFARLANE

Author
168 Beechwood Ave.,
Victoria V6J 3W5
Phone: 598 5645

Waiting for the whales; Jessie's Island; Moonsnail song; Eagle dreams.

Author talks, readings, workshops. Gr. K-7 and adult.

ROSEMARY NELSON
Author
3490 Fenton Rd.,
Westbank V4T 1V8
Phone: 768 2493

Dragon in the clouds.

Readings and author talks, creative writing workshops.
Gr. 3-7.

JOAN NEUDECKER
Author
11344 Chalet Rd.,
Sidney V8L 5L9
Phone: 656 3607

Adrift! Boating safety for children (Co-author Colleen Politano); *Max and Katy.*

Storytelling, writing process workshops. K-12.

ANDREA SPALDING
Author
1105 Ogden Rd., R.R.1,
Pender Island V0N 2M0
Phone: 629 2047

The most beautiful kite in the world; A world of stories; The flavours of Victoria.

Author and storytelling presentations for K-8. Writing workshops for children and teachers.

NAOMI WAKAN
Author
#302 130 East 15th Ave.,
Vancouver V5T 4L3
Phone: 872 7373/2622

Haiku: one breath poetry; Japanese: an appetizer; One day a stranger came; Images of Japan; Reading about Japan

Haiku and creative writing workshops. Gr. 4-6.

ANN WALSH
Author
411 Winger Road,
Williams Lake V2G 3S6
Phone: 392 5762

Your time, my time: Moses, me and murder!; The ghost of Soda Creek; Across the stillness [poetry]; Shabash!; Blue jean collection [anthology contributor].

Author talks and readings. Gr. 4-12. Critiquing of student writing.

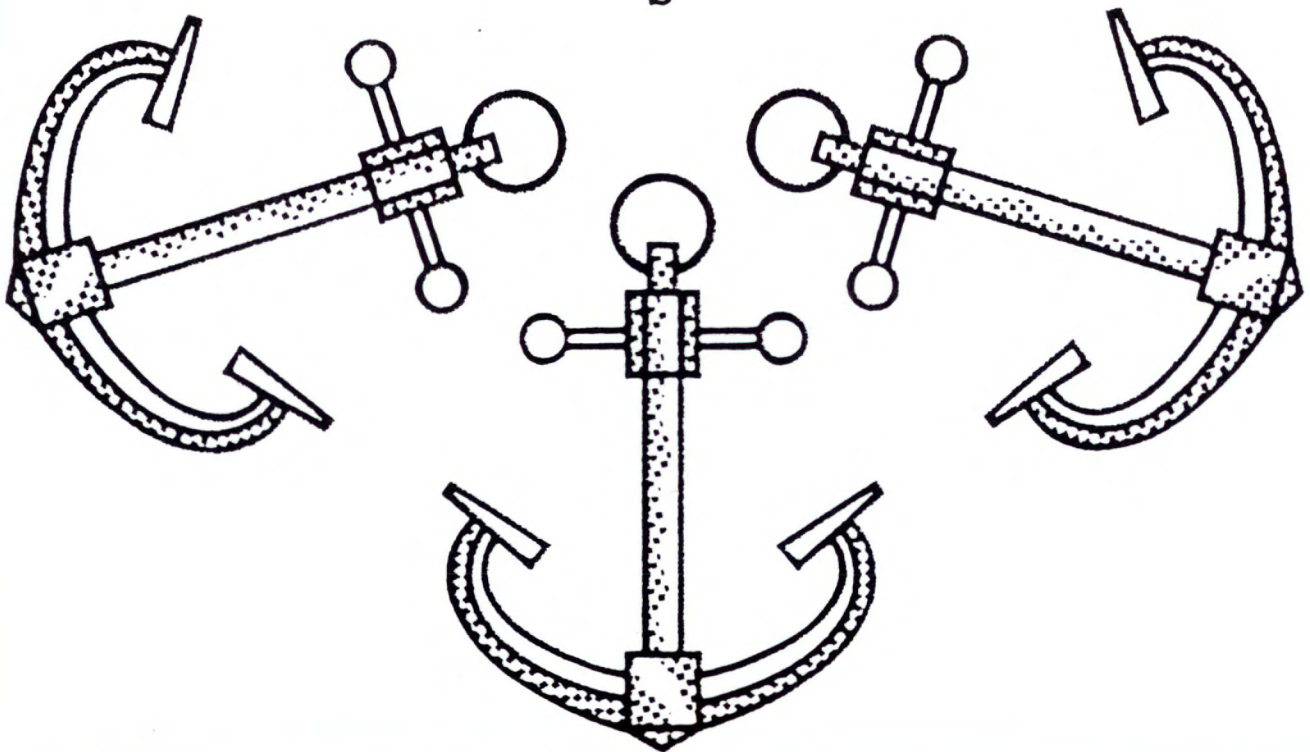
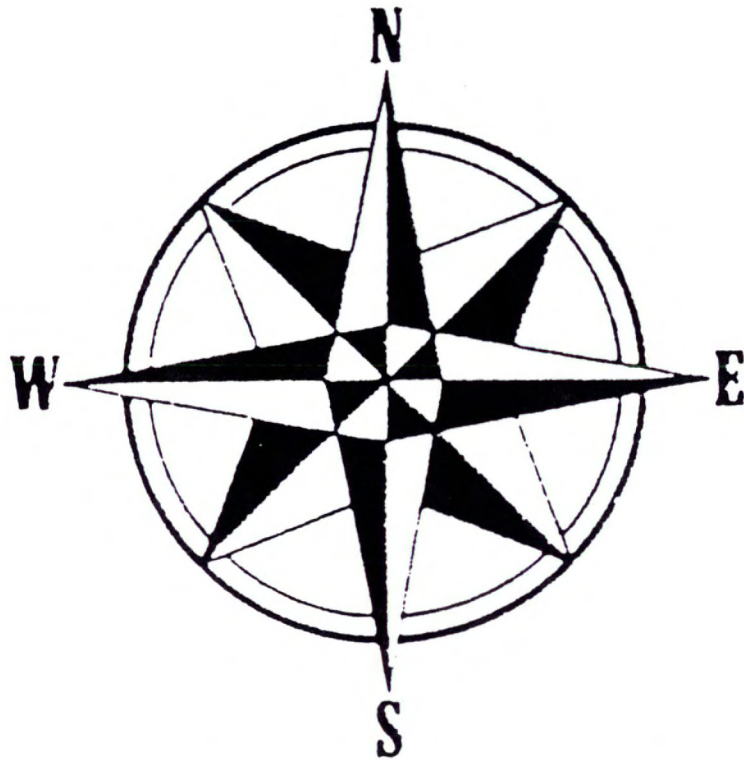
ERIC WILSON
Author
801 620 Toronto Street,
Victoria V8V 1P7
Phone: 380 9710

The St. Andrew's werewolf; The prairie dog conspiracy; Spirit in the rainforest; The unmasking of 'Ksan; The Kootenay kidnapper; Vancouver nightmare; etc.

Author talks, Gr. 4-6.



REGULAR FEATURES





ASK THE EXPERTS

SOURCES FOR MAPS

by **ALAN CHALA**, teacher-librarian, Argyle Secondary School, SD#44 (North Vancouver), **DIANE DUNNET**, teacher-librarian, Capilano Elementary School, SD#44 (North Vancouver), **PAT SHANNON**, teacher-librarian, Westview Elementary School, SD#44 (North Vancouver), and **BARBARA SMITH**, teacher-librarian, Larson Elementary School, SD#44 (North Vancouver).

QUESTION: Where can I get up-to-date maps for my library resource centre collection?

ANSWER:

The rapidly-changing world scene presents a challenge to teacher-librarians to keep up-to-date maps available to students and teachers. Some creative publishers have developed globes with magnetic or sticky portions which can be replaced as boundaries

change. Availability of replacement sections may be a problem as time passes, and children can be relied upon to discover ways to remove and lose parts, so this option seems to be iffy. Consider the following sources.

National Geographic publishes up-to-date maps of the world and a broad selection of countries and regions, including historical. Of course, their list includes many maps of the United States, both modern and historic, but they have useful maps of Asia and the Mediterranean in early times. All maps are clearly dated, and their price list includes copyright date of each map. Updated maps come out quickly, after boundary changes. Of course unstable boundaries mean that some maps can be only provisional.

Government maps are available at World Wide Books and Maps, located at 736A Granville Street, Vancouver. Phone 687 3320. Canadian government maps are available in a wide variety of scales, regions and topics. Call for a catalog.

With borders changing so quickly, you will want to spend as little as possible on atlases. Nystrom has a good, cheap atlas (\$5.00) suitable for elementary school use. Contact Ken Williams of E. F. William Ltd. - Nystrom, 4032 Ripple Road, West Vancouver V7V 3K9 Phone: 922 8409 for a catalog and ordering information.

BCTF Lesson Aids supplies black-line masters for student use. You need to watch for copyright date on geography or map-and-globe skills kits, to ensure that boundaries are current. Try Graphic Learning of Canada, P.O. Box 91818, West Vancouver V7V 4S1 for laminated individual maps for students to write on.

And what can be more current than a calendar? Reidmore Books Inc., 1200 Energy Square, 10109 - 106 Street, Edmonton, Alberta T5J 3L7 offers *Earth 1995: the world maps calendar* with 32 pages containing 65 full-colour maps for \$10.00 plus GST, shipping and handling. Phone (403) 424-4420 Fax (403) 441-9919 Toll-free 1-800-661-2859.

READING CHECKLIST ✓

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

I am looking forward to having some assistance with this column in future issues. As a teacher-librarian, I find that my access to professional journals is more limited than it was when I worked at the district office. In addition, I am now doing more reading in connection with cooperative units and adolescent fiction than I needed to do in my district role. Consequently, I have less time to do the professional reading that is at the heart of continuing professional development. It is the eternal dilemma for any teacher — the immediate need takes away energy and time that should be devoted to long term goals. Jo-Anne Naslund has agreed to be my reference librarian, finding professional articles and books which I should read and share with you. The next column will be a jointly produced one — and I am experiencing a great sense of relief.

This change does not mean that you cannot help us out. If you read articles or books, or see videos that others should know about, please let me know about them. The message is: "I need help!"

ADVOCACY

Two interesting articles appeared in the May 20, 1994 issue of *Education Leader*, the journal of the British Columbia School Trustees Association. Both articles were written by Jennifer Gray-Grant. In the "Budget Constraints Take Toll on School Libraries," the author presents information on the cuts that have occurred in school districts like Hope and Victoria. Quoting Ken Haycock and David Loertscher extensively, she also presents a considerable amount of information about the instructional value of the library staff, collection and program.

In "Elementary Teacher-Librarians Sliced from District Budget," Gray-Grant presents detailed information about the Victoria cuts. The only positive part about this article is that even the chair of the Greater Victoria School Board is disturbed by the

cuts. Carol James is quoted as saying, "Ultimately, in the school library, it may end up teachers will order their own resource materials . . . that's probably the worst way of doing it."

These articles are important reading for teacher-librarians because they are articles that your local school trustees have probably read already. It is always a good idea to know what to react to and what to promote before you approach decision-makers.

POLICY STATEMENTS

Manitoba's *Resource-Based Learning: An Educational Model* is the latest Ministerial statement published. The accompanying letter from Clayton Manness to Superintendents, Secretary-Treasurers, Principals, Coordinators, Teacher-librarians, Department Heads and Team Leaders, has a very supportive flavour. It reads, in part:

Resource-based learning is an educational model, which, by design, actively involves students, teachers and teacher-librarians in the meaningful use of a wide range of appropriate print, non-print and human resources. The ideas in this document will be both stimulating and challenging to the early, middle and senior years classroom teachers and administrators for whom it is written. *Resource-Based Learning* promotes the idea of Kindergarten to Senior 4 (Grade 12) students mastering independent learning skills as a means to handle their present-day information needs and those of the 21st century effectively and efficiently.

This document has been developed as both a theoretical and practical guide.

Daily, the global network of learning resources expands and beckons our young people to explore the world of knowledge in new and exciting ways. As their educators, I trust you will assist them to gain the necessary independent learning skills so that they can achieve success.

The document is composed of two major sections and eight appendices. Section A, Educational Model, includes a definition of resource-based learning, a rationale for it, how it fits with Manitoba curricula, a definition of independent learning skills, the benefits to students of having these skills, discussion of who is responsible for inculcating these skills,

and the supports that are necessary for resource-based learning.

Section B deals with implementation of the model. It examines how classroom teachers begin resource-based learning, the phases of cooperative program planning and teaching between teachers and teacher-librarians, how CPPT works, and the supports that are available from Manitoba Education and Training.

The Appendices are: A. Learning Goals for Young People; B. Glossary; C. Suggestions for Student Presentations; D. Locating Sample Resource-Based Learning Units; E. Resources for Classroom Teachers; F. Bibliography for the *Resource-Based Learning Document*, and G. Supplementary Reading.

This is a valuable resource for teacher-librarians both in Manitoba and in other provinces. It has ideas and excellent graphics that can be used in developing presentations, making comparisons from one part of the country to another, and basing logical arguments on the national role consensus that is obvious in this and other like documents. I recommend it for professional collections, and as gift copies (perhaps highlighted in glaring hues) to Ministers of Education and school trustees.

Resource-Based Learning is available from Manitoba Education and Training, Instructional Resources Branch, 1181 Portage Avenue, Winnipeg, Manitoba. R3G 0T3 (Code MG-3522). A French language version is available from the Direction des ressources éducatives françaises (DREF), 200 avenue de la Cathédrale, Winnipeg, Manitoba. R2H 0H7. Write for prices. I was fortunate to be given my copy by Barb Poustie, one of the members of the School Library Media Program Curriculum Committee which contributed to this document. They all should be congratulated for the work they have done.

STUDENT ASSESSMENT

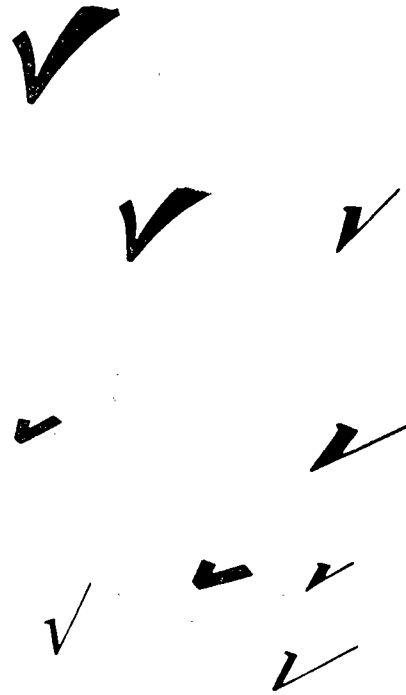
The October 1994 issue of *Educational Leadership* has two thought-provoking articles on the use of student portfolios as an assessment tool. In "Will Mandating Portfolios Undermine Their Value?", Susan H. Case looks at whether or not the institutionalization of mandated portfolios on a district or state level would destroy the control of their own learning that students currently experience with classroom-

based portfolio programs.

A much longer article, "Portfolio Research: A Slim Collection," examines the limited amount of research that exists on student portfolios. Joan L. Herman and Lynn Winters discuss the lack of attention to technical quality (reliability and validity) in the empirical research that has been done, then go on to discuss why technical quality is important, illustrating their major points by referring to actual research that has been done in American school districts.

The authors also examine the fairness of using portfolio assessment, the effects of using it, and feasibility issues related to the amount of time and planning teachers must allocate for successful implementation. All of these were informative to read. Particularly surprising was the very real impact that use of portfolios had on the way teachers taught and the increase in the amount of higher level thinking skills incorporated into units of study.

These two articles would be well worth sharing with teachers who are using portfolios already, and may be thinking about ways to refine their use.



THE PORTRAIT: ROSEMARY NEERING

by: ELLEN ROTHSTEIN, teacher-librarian, George T. Cunningham Elementary School, SD#39 (Vancouver).

Rosemary Neering is best known to educators as a writer of social studies textbooks and series of books for the intermediate grades. Neering co-authored *Exploring World Cultures* and *Exploring Our World*, both published by Douglas and McIntyre and *Other Places, Other Times* by Gage Publishing Ltd. These textbooks on world cultures and ancient civilizations are used at the grade six and seven level. Neering has also written many individual titles for book series that focus on Canadian history and famous Canadians. Some of these series are *Growth of a Nation*, *Canadians*, *Canadian Families*, and *Canadian Lives* all published by Fitzhenry and Whiteside Ltd. In our interview Rosemary admitted that she was a bit frustrated by the language restrictions for textbooks, but still enjoyed the thinking process involved in the work. For her, the impression that her books could have on young readers was always an interesting aspect of her writing. Rosemary told me that writing textbooks was the result of a chance introduction to a publisher, which has fortunately led to continued requests for additional titles. Textbook and educational writing, however, is only a small sample of Neering's written works. Rosemary Neering has had a successful free-lance career writing magazine articles and non-fiction for all ages.

Born in 1945, Rosemary Neering started her undergraduate work at McMaster University and received a Bachelor of Arts degree in English and History from the University of British Columbia. She worked as a general newspaper reporter for the *Vancouver Sun*, *Hamilton Spectator* and *The Brantford Expositor* and as a staff writer for *Western Living* magazine. Between 1975-1979 Neering was a writer and then associate editor for *Beautiful British Columbia* magazine and a public information officer for Tourism British Columbia. She wrote articles, planned content and edited special publications for BBC magazine and Tourism BC. Throughout these years Neering wrote for various publications and since 1980 has been working full-time as a free-lance writer. She did, however, take time to complete the French Language Diploma Program at the University of Victoria in 1986 and was a visiting lecturer in the Department of Creative Writing there in 1991-1992.

In our conversation, Neering informed me that writing has been her only paid occupation. Even as a child, she loved to write and never thought of doing anything else in her life. Rosemary stated that she enjoyed the variety of writing both books and magazine articles and would get bored if she concentrated on only one type of material. She said, "The mix makes it great." After finishing a book, she tries to incorporate the same topic into subsequent magazine articles. Rosemary pointed out that a non-fiction free-lance writer generally "queries" a potential publisher with an idea before writing. This is in contrast to a fiction writer who will usually write a book first and then attempt to get it published. Neering admitted she never consciously thought about writing non-fiction but her start as a reporter obviously had an influence on her work.

In 1991, Neering received the Hubert Evans Non-Fiction award given to the best non-fiction work by a BC writer for her book, *Down the Road: Journeys through Small-Town British Columbia*. The book is an intimate portrait of small-town life: the history, the people and their stories in many communities in British Columbia. Rosemary acknowledged this as one of her favourite books. She particularly enjoyed doing the research which involved a lot of travelling around BC. She also believed it was one of her best written adult works. Another book, *The Coast of British Columbia*, a collaboration with photographer, Bob Herger, was a finalist for the Bill Duthie award of the BC Book Prizes in 1989. Some of Neering's more recent adult titles are: *In the Path of Explorers: Tracing the Expeditions of Vancouver, Cook, Mackenzie, Fraser and Thompson* (Whitecap Books, 1992), *A Traveller's Guide to Historic British Columbia* (Whitecap Books, 1993), and *British Columbia* (Whitecap Books, 1994).

Pioneers (Fitzhenry and Whiteside, 1990), a title in the *Canadian Lives* series, is her most recent children's work. This book investigates the lives of different Canadian pioneers including colonist Louis Hébert and writer Catharine Parr Traill. Neering mentioned her biography, *Emily Carr* (Fitzhenry and Whiteside, 1975) written for the *Canadians* series, as

her favourite and best written work for children. Rosemary said she was intrigued by and felt an affinity for Emily Carr.

During our talk, Neering explained her approach to research and writing. Before writing she reads broadly and extensively on her subject but does not like to over-research at this stage. After this, she begins the actual writing and then does more specific research when she notices gaps or has questions about the material. Rosemary divulged that she likes writing for the grade five level; not necessarily that reading level, but the grade five mind, which she thinks has an intellectual curiosity that is not yet blasé. She often feels that she is still at that same level of curiosity. "I have an inquisitive mind." Neering also likes to read a lot and always has ideas to explore for her writing.

Neering's most recent works were the result of browsing in bookstores. She discovered many walking guide-books but they all seemed too big and not particularly useful. Thus she wrote three pocket-sized walking tour books on specific areas of Vancouver and Victoria. These small guides combine easy-to-follow maps with notes on local history, brief anecdotes, photographs, and key sights of the area. Rosemary said they were fun to write and she was happy to return to Vancouver for part of the research.

At present Neering lives in Victoria. She is a member and past president of the Periodical Writers Association of Canada and a member of the Writers' Union of Canada. Rosemary told me she enjoys all aspects of her career. She likes working with the publishers and editors on the business side and she has fun with the actual process of writing. This portrait only scratches the surface of Rosemary Neering's wide variety of written works spanning over twenty years. It was both encouraging and a pleasure to discover someone so enthusiastic and positive about her profession.



NOTES AND NEWS

by WILLA WALSH, editor

VSTA (VANCOUVER SECONDARY TEACHERS ASSOCIATION)

The *Vancouver Courier* of October 9, 1994 ran a short column about the recent cutbacks of teacher-librarian time in the Vancouver School District. It mentioned that high-school students would be sacrificing valuable study time and personal attention from teachers this year due to funding cuts. It reported that VSTA has asked the Vancouver School Board to reinstate funding that would return almost ten teacher-librarians and counsellors to their high school jobs. Funding cuts of 11% to libraries need to be restored, as these are on top of cuts of 48% last year! They mentioned that some libraries are closed for certain periods of time due to these cuts. This is all in the face of 1,100 new students being enrolled in the district this year.

MULTIMEDIA EXPOSITION AND FORUM '95

A huge multimedia conference will take place at the Metropolitan Toronto Convention Centre on May 31 to June 3, 1995 with a Trade Show running from June 1 to June 3, 1995. Expected audience is over 18,000. The program includes Virtual Reality World, Showcase On Production (for film and video), VICOM—North America's largest digital imaging photographic exposition, and Electronic Design featuring the latest in multimedia design. Detailed information is available from: Susan Blair, tel: (905) 660-2491; Fax: (905) 660-2492.

ATLC (ASSOCIATION FOR TEACHER-LIBRARIANSHIP IN CANADA)

ATLC's *Winners* project is nearing completion. ATLC would like to thank Micromedia Ltd. for their donation of funds to support this project. The Chancellor's Group Conference Grant Program awarded grants to three teacher-librarians to attend the ATLC National Conference held in Newfoundland in October, 1994. This year's recipients were: Margot Lindgren (Sundre, AB), Lynne Russell (Stettler, AB) and Annette Warford-King (Upper Gullies, NF).

The ATLC Board of Directors has decided to make the Association's discussion forum on the Internet available to non-members as well as to members. Although postings will continue to be of particular interest to ATLC members, the Board hopes that all those who join will enjoy the opportunity to network with colleagues. To join the forum, send the two word message, SUBSCRIBE ATLC, to mailserv@camosun.bc.ca. Are you interested in the type of information that ATLC send to its members? A free issue of *Impact*, the ATLC newsletter, is available to a limited number of non-members who ask for a copy. Send requests, including name and complete address, to Angela Thacker, ATLC Executive Assistant, 2561 Western Avenue, North Vancouver, BC V7N 3L2, tel: (604) 987-4734, fax: (604) 986-3018, e-mail: angela_thacker@mindlink.bc.ca.

BCTF ONLINE

BCTF On-line is the BCTF's new information service provided through a "gopher" accessible to anyone on the Internet. It is an inexpensive way of providing access to a great deal of information for a large audience, e.g. teachers throughout the province who are using Internet, student teachers, and anyone in the world on Internet who may have an interest in education. The ministry has made a commitment that all schools in the province will have access to the Internet within 18 months, and has commissioned some training packages to provide teachers with the background to use Internet tools. BCTF On-line will allow expanded information services to and from the PSAs. Information may include: information on the PSAs and how to join them, publication of the Table of Contents of PSA journals, and even some full-text articles. Each PSA will determine which, if any, of the articles they publish should be available on BCTF On-line. Increasingly, magazines are making portions of their publications available on-line as a way of interesting new subscribers. Or a PSA might be interested in having articles from the previous year available on-line, providing access to information that is otherwise lost to new teachers or teachers who were not subscribers. The terms of what is available, if anything, will be negotiated with each PSA. The Resource Exchange, another BCTF On-line service, might include lesson ideas that have been published in PSA publications, resources contributed by teachers especially for the Exchange, bibliographies to provide background for a new area of curriculum, information on a curriculum revision currently

underway, or any other type of information that the PSA wants to provide to teachers.

SCHOOL LIBRARIES WORLDWIDE

A new international journal for school librarianship has been established by IASL, the International Association for School Librarianship. It will be issued twice yearly in January and July, beginning in 1995. The journal will publish new scholarly works, such as research reports and literature reviews. It will also publish a wide range of other materials of interest to the profession, such as standards for facilities and advocacy materials developed around the world. Each journal will have a theme but will not be limited to that theme. January 1995 will be *Learning from Information* an issue which will focus on research related to using libraries and library resources for learning. The July, 1995 issue will be on *Resources for School Library Development* and will focus on documents developed around the world in the areas of school library policy, guidelines for practice, and education of school library personnel. Deadline for submission is February 28th, 1995. The January, 1996 issue will be on *Promoting a Reading Culture* and will focus on research and practice relating to such topics as providing access to reading materials, promoting the enjoyment of reading, and developing programs to enhance literacy. Deadline for submissions is September 30, 1995. The July, 1996 issue will be *Sharing the Vision: IASL's 25th Anniversary*. Subscriptions for non-members are available from the IASL Secretariat, PO Box 19586, Kalamazoo, MI, 49019 USA at a cost of \$25.00 per year (US). Submissions and suggestions for the journal should be sent to: Dr. Dianne Oberg, Department of Elementary Education, 551 Education South, University of Alberta, Edmonton, Alberta, Canada, T6G 2G5. Phone (403) 492-3669; Fax: (403) 492-7622. E-Mail: dianne_oberg@elem.educ.ualberta.ca.

CSLA (CANADIAN SCHOOL LIBRARY ASSOCIATION)

The new CSLA executive includes: Jane Thornley as president, from Dartmouth, NS; Shirley Lewis as vice-president, from Toronto, ON; with Anne Rowe from Prince George, BC as councillor, and Karin Paul, teacher-librarian, from Victoria, BC as SLIC editor. The poster series "Silken Reads and Rows" was a resounding success. The idea was thought up by Karin Paul and Don Hamilton, and spearheaded by Lynne Lighthall. Sales continue to be brisk and

the poster is available from the Canadian Library Association for \$8.00 plus appropriate taxes and shipping.

CSLA incoming President Jane Thornley feistily accepted the challenges facing teacher-librarians in the forthcoming year when she made her inaugural address. Ms Thornley is prepared to lead the national organization through the land mines facing all educators in 1994-95. She allowed that it was a daunting task, but the tenacious Nova Scotia leader took it in her stride. Ms Thornley included the intention to work with other national and provincial associations to present a united and vigorous front on basic issues.

STATISTICS CANADA: FOCUS ON CANADA

Several months ago Statistics Canada invited educators working in a variety of capacities to assist the review committees in evaluating 11 publications in the *Focus on Canada* series. They received comments from a great many teachers, university professors, lecturers and librarians. Wherever possible, their suggestions were taken into consideration when the manuscripts were finalized. They tackled the job with enthusiasm and dedication and Stats Canada appreciate their participation. The *Focus on Canada* series contains complete analyses of social indicators based on the 1991 Census data. Statistical results are explained in simple terms and are clearly illustrated in accompanying tables and charts. This series is intended for teachers who wish to supplement their basic curriculum materials, at a reasonable price. The Series is produced and distributed exclusively by Prentice Hall Canada. The publications can only be ordered directly from them. They offer educational institutions a significant discount. The titles are: Population Dynamics in Canada, Families in Canada, Canadians on the Move, Canada's Changing Immigrant Population, Profile of Canada's Seniors, Languages in Canada, Female Baby Boomers, The Self-Employed, Earnings of Canadians, Family Income in Canada, Children and Youth: An Overview. Mail order to Prentice Hall Canada Inc., 1870 Birchmount Road, Scarborough, Ontario, M1P 2J7. Tel: 1-800-567-3800 or Fax: 1-416-299-2529. Prices vary.

THE DEEP END: MISSION IN ACTION

by DON HAMILTON, Education Librarian, University of Victoria. Reprinted from *Quill and Quire*, Oct. 1994.

It is the best of times and the worst of times... for teacher-librarians in Canada. Just as the information highway, CD-ROM technology and the multimediated resource base comes into view, the economy and other factors conspire to move those who do not enroll a class back to the classroom. Teacher-librarians in every province have found their positions reduced or eliminated, their budgets slashed, their expectations dashed. It is ironic that the long-tested premise underlying the philosophy of the school library resource centre was under attack just as the schools began to embrace resource-based learning and teaching practices — approaches that demand the program that defines the school library. Suddenly the school library becomes a static, well-intentioned backwater without specific professional direction. Schools that previously failed to join the revolution are no longer pressured to improve. Private schools engage in happy competition as they expand their school library services and programs and advertise their bountiful resources as if they had inside information on quality. 'The University Boy's School now offers complete Internet connections for every student from its well-furnished, multimediated Resource Centre.' It all unfolds as it should.

In many situations the professional has been replaced with well-meaning clerical personnel who have little insight into the complexities of the school or its library resource centre. Much of that complexity can be applied to the task we call collection development. The school library collection is, after all, the stuff of the mission, the catalyst for the instructional expectations of the school, the raw material for the educational laboratory that is the school. Without an adequate collection of the right stuff it will be difficult to support and enhance the learning programs of the school and the children. Without an educator in place in the school library how will that collection be developed? Who will choose from all the choices? Who will confirm the validity of previous choices? Who will keep the garbage out? Who will search for the best?

Teacher-librarians have long acknowledged that building a good school library collection is not a science or an art. It is a measure of planning, of confidence in the future of the school and of the power

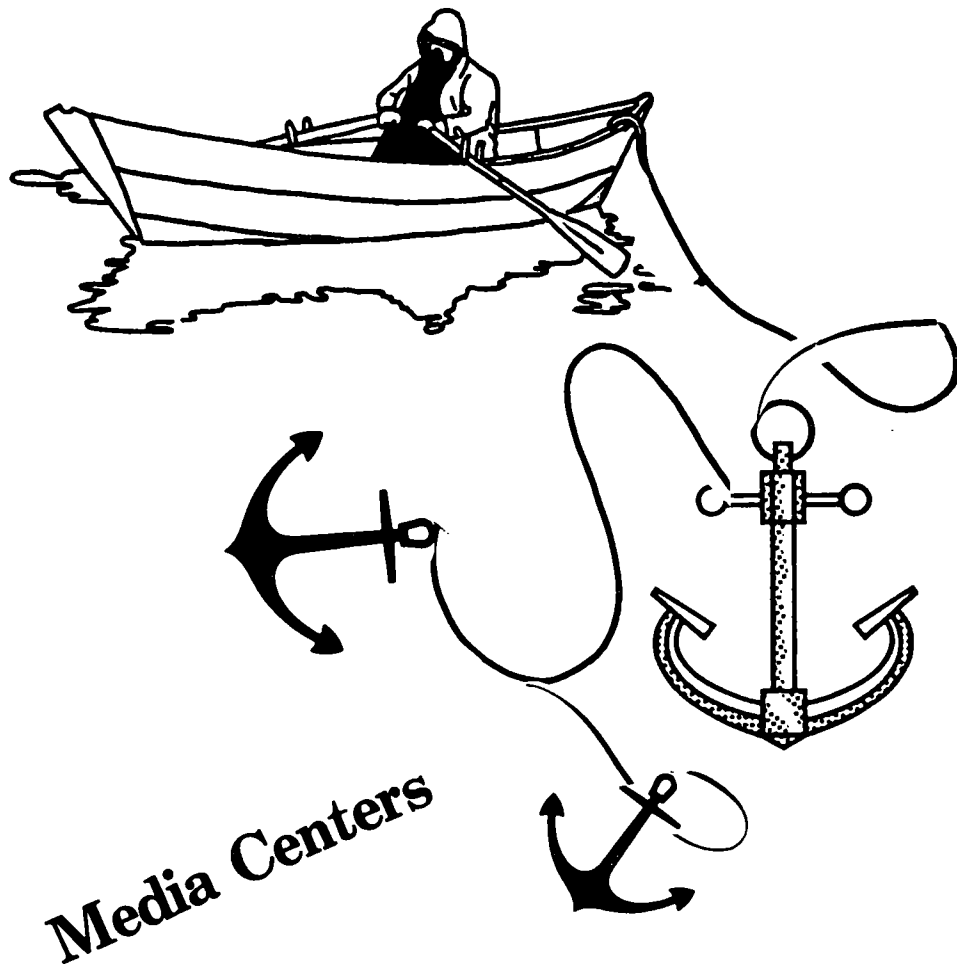
of information to inspire, enrich and enlarge the world. Building a school library resource centre collection is not just finding the right stuff for the right kid at the right time. Consider for a moment all the different participants in this enterprise and their role in that collection-building process. Shouldn't teachers be consulted to determine the dimensions of their programs so that their expectations may be met? Shouldn't the interests of the young people be considered when materials are selected? Will the principal be encouraged to increase the budget for materials if she is actively consulted about the dimensions of the collection? Shouldn't the continual pressures from the parents to provide a wide range of books to stimulate reading in the early grades be acknowledged? Can the reading interests of the young adults in the school be met when there are conflicting expressions of community standards pressed upon the boards and school? What measures can be applied to test the validity of the school library collection? How can the teacher-librarian ensure that the collection he or she develops will provide linkages to the public library? All these terrible questions!

Those confusions are further compounded by the marketplace. What are the tools that will help the teacher-librarian sort through all the complexities? Here are several important bibliographies that suggest selection criteria have been applied, although most of the items referred to are American, and even if citing the latest editions, provide information that may not have any relevance today, nor a relationship to the curriculum in my school. Here is a stack of publishers' catalogues, a pile of compilations of reviews, both Canadian and American, lists from the several associations I support, curriculum documents and recommended lists of learning resources from provincial education offices. In addition, there is a continuous parade of new and old materials provided by the suppliers, jobbers, publishers and producers at displays, conferences, shows and events. The media advises about important video programs. CD-ROMs are increasingly attractive. Software programs attract teachers and students. What distinction should I make between text, teacher materials and library materials?

And here are all those goodies in the bookstores that never seem to appear in the reviewing sources. Help!

The teacher-librarian may not be able to always select the best or even appreciate all the options. Given the range of tasks they should perform in providing meaningful learning opportunities, it is little wonder that many retreat to the 'librarian' part of their mandate, leaving the 'teacher' part to those who enroll classes. But those who understand their mission and are equipped to deliver programs of importance in their

schools cannot be replaced. They are the most important resource of all, by far the most costly, the hardest to replace and the most difficult to train. But the teacher-librarians who can help teachers and learners make that collection of stuff into wisdom command our attention. We used to talk about how the school library was the heart of the school, but the heart is not found in the books, the videos, the tapes, the software programs, the journals, the Internet. The teacher-librarian is the essential component. The teacher-librarian is the heart of the school.



BCTLA REVIEWS



BCTLA REVIEWS

The co-ordinators send materials and reviewing guidelines to reviewers. Reviewers send their completed reviews to the "BCTLA Reviews" editor:

Ruth Allman
c/o ,Templeton Secondary School
727 Templeton,
Vancouver, BC.

Reviews are edited by Ruth Allman.

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.

There is an opening for a teacher-librarian or a BCTLA chapter to co-ordinate *BCTLA Reviews*. If interested, please call Ruth Allman at 255-4321.

AIDS and human rights : sharing the challenge / edited by Ginette Dubé and Angela Smailes. — Vancouver World AIDS Group, 1992. — 48 p. : ill.

Reviewed by: D. M. W. Walsh, teacher-librarian, McNair Senior Secondary School, SD#38 (Richmond).

This large format paperback is published by the Vancouver World AIDS Group, a coalition of many community and government organizations working in the AIDS field. This particular publication concentrates on the human rights aspects of AIDS. It puts a human face to the statistics which bombard us from all forms of media. These abstract numbers become real people living in a global community which tolerates huge inequities in society and entrenches systemic prejudice and intolerance. The case is made that the North (first world countries) holds the economic purse strings that have ensured and will continue to ensure that the South (third world, or developing countries) will suffer the most devastation from this disease.

AIDS is looked at from the point of view of its political and social context both in North American societies and abroad in Asian, Latin American and African societies. The disadvantaged everywhere — the poor, women, and marginalized social groups such as gay men and lesbians — are experiencing not only the physical effects of this disease, but also the denial of their basic human rights, a double blow to already vulnerable segments of society. There are chapters on Women's Issues, Canadian Issues, and Latin American Issues. These document cases of denial of human rights and identify issues of concern to all humanitarians.

Canada is no exception to the prevalence of fear and ostracization which is inflicted upon many HIV positive persons or PWAs (Persons With AIDS).

Recently in Toronto, members of the Glendon College Gay, Lesbian and Bisexual Alliance made up posters announcing an upcoming meeting... the posters were torn down and facsimiles of them bearing violently homophobic messages were displayed in their place. [They] invited students to BYOB (bring our own bullets). . and bring bats, clubs, or any other weapons capable of severe mutilation. [They] went on to say that "these warped, perverted, immoral faggots must be stopped from contaminating society any further hurrah for AIDS."

Some interesting statements and opinions are made by the authors. Here are some to consider:

1. Experience in the United States and the Nordic countries, for example Sweden, lends validity to the hypothesis that the vulnerability of populations to AIDS is a function of unequal wealth and power.
2. an approach [which] emphasizes the provision of basic human needs and respect for individual worth [is] the precondition of a healthy society.
3. Women, where they are able to gain access to health care, will do so later than men, they will be diagnosed later, they will receive a lower standard of care than men, and they will die sooner....

Some examples of the infringement of human rights are:

1. CANADA - A senior manager of a credit union was fired after an insurance company representative revealed his positive test result to his employer. He was dismissed without warning, after having recently been promoted for his excellent work.
2. USA - Three HIV infected children were prohibited from going to school. Their house was fire-bombed by neighbors after a court ordered the children's re admission to school.
3. HONDURAS - In 1988, a Honduran person with AIDS was left lying on the pavement outside a hospital after being discharged because of the risk he supposedly posed to other patients and staff.

This publication could serve as a teacher reference source for courses dealing with the AIDS issue. It is an excellent choice for libraries as it offers information often ignored or minimized in other sources on AIDS. Most standard encyclopedias, for example, do not even mention the political, cultural, or social framework regarding AIDS. This book, therefore, fills a gap and offers many ideas for valuable discussions in Socials and Health classes. The material comes directly from front-line workers in the field and has the added credibility of first-hand knowledge and experience. Many addresses and phone numbers which are useful for acquiring more information are supplied throughout the articles.

Recommended for secondary school libraries, public libraries and citizens concerned with the AIDS crisis.

Aitken, Neil.
Island time: Gabriola, 1874-1879. —
Reflections, 1993. — 90 p. : ill. —
ISBN 0-9692570-5-8.

This paperback is an interesting mix of natural history with newspaper stories and items from the 1870s. It captures a wide variety of glimpses and vignettes of Gabriola Island at that time. Sketches by Paul Grignon enhance the natural history of sections of the text.

Reflections, P. O. Box 178, Gabriola
B.C. V0R 1X0.

This would be a worthwhile purchase for Nanaimo area school libraries.

Reviewed by: David M. Young, teacher-
librarian, Royal Oak Middle School,
SD#63 (Saanich).

Recommended for grades 4-12.

Bannatyne-Cugnet, Jo.
Estelle and the self-esteem machine. —
Red Deer College Press, 1993. — 1 v.
(unp.) : ill. — ISBN 0-88995-097-0. —
\$14.95.

Red Deer College Press
56 Avenue & 32 Street, Box 5005,
Red Deer, Alberta,
T4N 5H5

Reviewed by: Denise Gasbarri, teacher-
librarian, Douglas Road Elementary
School, SC#41 (Burnaby).

Excellent illustrations by Leslie Bell enhance *Estelle and the Self-Esteem Machine*. From the cover with its silhouette design of people waiting in line to have their self-esteem improved by a machine like cars going "to a body shop for a new coat of paint," to the cute little dog in a neckerchief who appears on each page in various poses, this new illustrator has done an impressive job. The silhouettes could be used for an art project while the cute little dog could be used to see if the children remember what he was doing on the last page or predict what he'll be doing on the next.

Jo Bannatyne-Cugnet has written two other books, *A Prairie Alphabet* (Tundra) and *Grampa's Alkalki* (Red Deer College Press). Her new book explores a topic that is important to us all — self-esteem. Estelle, the little girl in the story, has lost her self-esteem because she can't learn to tie up her shoelaces. Ms. Guided, her teacher, sends Estelle to the Self-Esteem Machine. It breaks down and the crowd are in a quandary as to how they can raise their self esteem without a machine until they decide to find an elderly gentleman who can remember how it was done in the olden days.

The premise of this book that people just need each other in order to raise their self-esteem is an important one for all to know, particularly children. Encouragement, praise and support of each other is all we really need. No machines are necessary.

The cover of this book bends and creases easily, but I would still add it to my primary collection. The story is well written, the topic is important and the illustrations are colourful and comical. I recommend this book for elementary school libraries.

Burns, Mary.
Centre/center. — Talonbooks, 1992. —
256 p. — ISBN 0-88922-309-2. —
\$15.95.

Reviewed by Katherine Picha, teacher-
librarian, Pebble Hill Elementary,
SD#37 (Delta).

Centre/Center unites three novellas. The first novella, "Moonwake," is set in 1969; the second, "Buster," in 1976; and the third, "Centre/ Centre," in 1989. The first and second sections deal with Eileen and Bobby Breen, a sister and brother who separately flee their constricting home in the American midwest. In the third section, Tranquillity, the daughter of Eileen's lover, tells her own story, laying to rest the mythology of the 1960's draft dodgers.

Although the book is about three people who come to Canada, its essence is American. It deals with the Vietnam War from the perspectives of a few drug taking protesters, a participant, and the child of someone who purportedly fled the draft. Charged references are made to the American experience — My Lai, John Birchers, the Kennedy assassinations, Reagan as governor. The middle section takes place totally in Canada, but the book's specifically Canadian references are the trivia noticed by Americans — spelling, interjections, coloured money, immigration points.

There is plenty of action, but the writing is generally reflective rather than immediate. In the second section, northern homesteader Bobby rethinks his war experiences from a distance of several years. The descriptive passages are evocatively handled and character delineations

clearly show the isolation of each individual.

The first section, "Moonwake," seems disjointed and somewhat inaccessible. The second and third sections, however, are particularly compelling.

This is an adult novel. It is recommended for senior secondary schools, colleges and public libraries.

Carruthers, Marion & Karen Roberts.
Our green earth: themes for integrated thought, book I. — 2nd edition.— SW Schoolworks, 1990. — 52 p. : ill.— ISBN 1-895807-11-5.

Reviewed by: Patricia Parker, teacher-librarian, Arthur Hatton Elementary School. SD#24 (Kamloops).

This book is intended for use by teachers of elementary age children. As the introduction to the teacher states, this book "is an example of how teachers might organize curricula so that an integrated topic can be effectively presented to students."

Our Green Earth contains five units of integrated study. They are: Colour, Ducks, Homes, Seeds, and Rocks. Each unit begins with stated objectives. There is also a list of materials, introductory activities, a grid of thirty-six varied activities and assignments, extension activities, and a multimedia bibliography.

It is a coil-bound 8 1/2" x 11" soft-cover book. There is an introduction, a table of contents and a page with suggestions for evaluation. Illustrations highlight each unit. Photocopying by the teacher for classroom use is permitted.

Our Green Earth would be a useful addition to an elementary teacher's private library or to the professional section of the school library.

Carruthers, Marion.
Our green Earth : themes for integrated thought, book III / Marion Carruthers, Karen Roberts. — SW SchoolWorks, 1993. — 44 p. : ill. — ISBN 1-895807-13-1.

Reviewed by Marv Worden, Intermediate teacher, Cilaire Elementary, SD#68 (Nanaimo).

This small booklet is intended to serve as a guide for teachers who wish to integrate the studies of Science, Mathematics, Environmental Studies, Language, Social Studies, and Fine/Practical Arts. It is quite effectively laid out and includes a list of films and media kits, as well as print references for students and teachers, on each of the three topics of The Sun, Volcanoes, and Paper.

The grid format provided for each topic intersects each of the "subject areas" with the skills of observing/comparing, classifying, imagining/hypothesizing, problem solving, and decision making. Then, suggestions are offered for extending learning in each subject area.

Although some statements such as "Examine a variety of resources on solar energy to find out more about it" seem too vague to be useful, the booklet should serve as a helpful guide for the topics covered, and offers a useful structure for further teacher-made units that integrate studies.

Recommended for elementary schools at both the Primary and Intermediate levels.

Clark, Adeline. *Prairie Dreams*. — Blue Nun, 1991. — 111 p. ill. — ISBN 0-9694191-1-2. — \$12.00.

Reviewed by: Ann Rowe, SD#57 (Prince George).

The publisher describes this paperback as “autobiographical reminiscence” and tells us that it is the “first in our ‘Lifewriting’ series.” It is Canadian history, but not history as we usually think of it. *Prairie Dreams* describes ordinary people and the kind of lives they led on the Canadian prairies in the early twentieth century, about the time of World War I.

Eight-year-old Ruth (really the author) lives with her parents and older brother on a farm near Oxbow, Saskatchewan. The vignettes, which centre around her world of school and farm life, describe things that happened to Ruth or some aspect of her everyday life. For example, she relates how she drove herself the three miles to school every day in a small cutter pulled by Queenie, and how she looked after Queenie while she spent the day in school. She tells us how she broke her leg, how her dog brought her father to her and how the doctor set her leg and had a wooden cast made. Plaster of Paris and other items were in short supply because the C.P.R. line had been blocked by a washout. Ruth describes her schoolmates and points out the differences between ‘farm’ and ‘town’ pupils. She also talks about the inevitable blizzards and describes threshing time when the crew came to the farm for a week.

This charming little book reminds us of times long past and lives very different from ours. In his introduction Bruce Hutchinson puts it this way “Perhaps best of all, the stories... have the power of truth, of authentic Canadian life in the first decades of this century. Today, in the last problem-plagued years of the twentieth century, we can never understand our nation if we lack a knowledge of the poor, proud, nameless folk who made Canada and willed it to us.”

I recommend this book for both elementary and secondary library collections. The stories could be read to elementary classes studying pioneer prairie life and read by older students for historical background material. The book lacks an index but since the stories are anecdotal folk history it does not really need one.

Cooke, Beatrice.
Hopping on the coloured squares of bright light. — Blue Nun, 1991. — 72 p. : ill. — ISBN 0-96949191-2-0.

Blue Nun Press
Site 346, C-14
Port Alberni, BC
V9Y 7L7

Reviewed by Corinne Paravantes,
teacher-librarian, Henry Grube Educa-
tion Centre, SD#24 (Kamloops).

The Sunday School picnic, music lessons at the convent, the Maypole, steak and kidney pie, food rationing, war effort, Victory Bonds, the school atlas with the red patches indicating the countries of the British Empire — if these stir memories from your childhood, you will identify with the feelings evoked in Beatrice Cooke’s book. The author was born in 1901, and she describes everyday, but yet significant, events and characters of a childhood shaped by the warmth, love and richness of an extended family. Her character sketches of family and neighbours are full of the delightful detail that only a child would notice, such as her grandfather’s squeaking shoes and Aunt Julia’s habit of leaving “a big smear of powder by her ear” because she could see too well.

These snatches from the memory of a young child are universal to those of the same generation as Mrs. Cooke. Joan Caldwell’s black and white illustrations capture the mood of the period, and support the simple writing style that suits the reminiscences of childhood. While the book may appeal to adults, it will not immediately appeal to most of the

elementary school children at whom the reading level is aimed. The text is clear, but terms such as "shod," "banty legs," "stuffed dolls" and "old maid" and the use of English dialect will require explanation whether read aloud or independently. There are some word processing errors that have been missed in the proofreading. Misplaced inverted commas appear on page 53. The spacing after periods is not uniform and there are discrepancies with hyphenated words.

As independent reading, this book should be recommended only to girls the teacher-librarian knows would enjoy it. In the classroom, it could be used in Grades 4-6 to support a study of the family. Interesting comparisons and conclusions could be deduced about the changes in family life that have occurred during this century, and the reasons for societal change. Because Mrs. Cooke gives the history of her family, chapters could be used to stimulate children's research into their own ethnic backgrounds. Chapters could be used to help children write their own character sketches of members of their own family and community.

For the adult, this is a delightful book, but its usefulness to the elementary school library needs careful assessment before its including in the collection. It will require very careful presentation to children with special interests, or in specific subject contexts, to ensure enjoyment.

Fairholm, Judi.

Dating violence prevention : overview and response, part III. — Canadian Red Cross Society, 1993. — 191 p. : ill. — ISBN 1-55104-011-5.

Reviewed by: D. M. Walsh, teacher-librarian, McNair Senior Secondary School, SD#38 (Vancouver).

This loose-leaf binder, large format publication is a thorough overview of a timely topic — dating violence. It contains useful information presented in a clear manner, including many pages which can be photocopied, made into overheads and used for presentations to classes and other groups. The writing is of a shorthand, note type, backed up by a plethora of statistics which are shocking. The information is presented as factual with references listed in an extensive bibliography. Some of these sources are, however, over ten years old and may be of varying authority and reliability. The content is of a wider scope than the title would indicate, covering rape, sexual abuse, and societal norms and attitudes towards relationships. There are chapters on dating in general, and the characteristics of adolescence as well.

The facts and information which are presented in an unbiased, objective manner are interspersed with direct personal quotes from teenagers who have experienced date violence, including gang rape. These are poignant responses which reveal all levels of interpretation and understanding of a horrifying experience. Violence against males is also covered and the quotes are from both female and male students in grades ten to twelve.

The program used by the Red Cross in educating teenagers about the prevention of dating violence is included. Over 35,000 teenagers in the last four years have participated in this program. An example of the booklet used in the program is included and evaluation sheets and questionnaires to be used by teens are provided as well.

Whole chapters could be used with Family Management and Peer Counselling classes. The diagrams and graphs are clear. This publication would be an invaluable resource for school counsellors at the secondary

level, as it gives information on how to deal with cases of dating violence. Some case studies would be helpful in starting classroom discussions on the topic and the suggested follow-up activities to the program offer a variety of learning strategies to teachers.

Recommended as a teacher reference resource for high school, especially for counsellors.

Grensing-Pophal, Lin. Developing a personnel manual: a step-by-step approach for your company. — Self-Counsel, 1993. — 103 p. : ill. — ISBN-0-88908-282-0. — \$12.95.

Reviewed by: Ann Rowe, SD#57
(Prince George).

Self-Counsel has produced another useful manual in its Business Series. As is usual with this publisher's books, everything is laid out step by step, problems are anticipated and addressed and questions are answered before the reader asks them.

The book begins by explaining that a personnel manual is an excellent way of informing employees of their place within the company and their rights and responsibilities. It then progresses in a logical way through exactly what should be included in such a manual, enabling the user to create a personnel manual precisely suited to a particular company. Everything is covered from working hours and money issues, benefits available, hiring and firing and general issues, to a plan for the parking lot. The author is careful to point out that conditions inside and outside the company may change and frequent revision of the manual is necessary. The format and presentation of the manual is discussed and sample forms and pages are provided. Once a personnel manual has been developed for a company, follow-up steps are important and these are also outlined. The table of contents is very detailed and takes the place of an index.

The growing emphasis in the secondary curriculum on career preparation and planning makes good books and manuals dealing with various aspects of the work place even more important than previously.

This book is recommended for secondary library collections where it will be used by both students and teachers.

False promises : the failure of conservative economics / edited by Robert C. Allen and Gideon Rosenbluth. — New Star, 1992. — 264 p. — ISBN 0-021586-20-5. — \$16.95.

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

Leonard Silk, a prominent economist for the New York Times, in his book *Economics in Plain English* called societies "the economist's good fortune" (p.17). Like astrologers or modern day weather forecasters, they are called out to help cure the ills of society and provide a "successful" path for the future. However, if it's true "that if all economists were laid end to end, they would never reach a conclusion," then perhaps this crystal ball gazing is an illusory one. For editors Allen and Rosenbluth, current conservative economic theory proposed by the likes of University of Chicago economist, Milton Friedman, is certainly found lacking.

Through this collection of essays, we look at past economic theory as well as current theory and the problems related to it. Without using "Economese," the authors have written about a number of topics related to economic policy including: Deficit phobia, Monetary and fiscal policy, Attack on labor unions, Women in the labour force, Trade policies and the fall of Communism and its implications on current economic theory.

Unlike liberal or progressive economics, which looks at the human factor in the equation and specifically the control of unemployment, conservative theory concentrates on price stability. The market place should be the determinant of economic policy. Public sectors need to be downsized and privatized, industries need to be deregulated, unions controlled and government should not generate revenue and fiscal policy should not be used in order re-distribution of wealth in the country. Conservative economists believe this is an unfair imposition on the wealthy. Friedman sees the family and charity institutions as the saviors for the poor and needy, although he does concede, that the state should step-in to care for "children and the insane."

According to the essayists in this book, the promises given by current economic theorists, have not been delivered. The fruits of free trade, including the expansion of "new markets," and higher productivity have not arisen. Instead factories have shut down, unemployment has increased, resulting in lower worker output, less investment, slow growth, a diminishing of worker skills and the subsequent lowering of wages. As a result, we have greater disparity in income levels, an increase in the gap between rich and the poor, and the expected social fallout that such an inhumane economic policy perpetrates — certainly not a result that noted economists John Maynard Keynes and John Kenneth Galbraith would have supported. Galbraith, early on, saw the weakness of this kind of economic approach. Writing in *The Age of Uncertainty*, "The problems of rich countries and poor cannot be solved, except by some redistribution of wealth."

For teachers at the Secondary level, this book offers students a chance to analyze the weakness of current economic theory, as well as explore alternative policy solutions. I recommend this book, however, it is one view of economic theory and, as such, should be examined alongside opposing economic theories.

Food scrapbook / edited by Andrew Gage and Sandy Ockenden. — Rev. — VIDEA, 1992. — 79 p. : ill. — ISBN 0-921783-15-9. — \$12.00.

Reviewed by: Marilyn Aldworth,
District Librarian, SD#44 (North
Vancouver).

This coil-bound "scrapbook" is filled with valuable and topical information. It is comprised of articles reprinted from over twenty-five magazines from Canada, Britain and the United States. These are not an everyday supermarket selection of magazines but have titles such as *Our planet*, *The ecologist*, *Canadian forum* and *Oxfam farmers' brigade*. Readers familiar with VIDEA's other publications or media will already be aware of their mandate to present a global perspective on development issues. *Food Scrapbook* is one of a series of five Global Issues Reading Kits.

Even though the articles describe awful situations, for example, the *New Internationalist* supplying reasons for giving meat and fish a miss from your diet, and the description of factory farms, there are also stories of hope, change and success. Some of the food-related issues covered are sustainable economics and resource management, community empowerment, respect for human rights and dignity, and the recognition of the role and status of women

There is a detailed table of contents which gives a brief overview of each article in the section. The Activities & Ideas section at the end of the book gives ideas for teachers, student activities relating to specific articles, and additional activities where the student can consolidate the information studied.

I would highly recommend this book for secondary schools.

Recommended grade level Grades 8-12.

Gieshardt, T. William.
Some very Aryan deaths. — Mayhem,
1993. — 217 p. — ISBN 0-9697121-
0-3. — \$9.95.

Mayhem Press
P.O Box 342
916 W. Broadway
Vancouver, B.C.
V5Z 1K7

Reviewed by Willa Walsh, teacher
librarian, McNair Senior Secondary
School, SD# (Richmond).

This book is totally inappropriate for any grade level. It is chock full of gratuitous violence, explicit sex and language that would shock a longshoreman. It is also poorly written.

Not recommended.

Give back. — Gallerie, 1992. — 93 p. :
ill. — ISBN 1-895640-02-4. — \$6.95.

Reviewed by Karen Peplow, teacher-
librarian, Centennial Secondary School,
SD#43 (Coquitlam).

Give Back: First Nations Perspectives on Cultural Practice is a collection of essays written by six professional women of native background. They write about their need to “make culture” as a way to overcome the pain of colonization and racism. The writers, Maria Campbell, Joy Asham Fedorick, and Jeannette Armstrong, along with artists Doreen Jensen and Jaune Quick-To-See Smith, describe their professions and their struggles to achieve personal and artistic growth in a society that has demeaned both women’s and natives’ achievements.

The language in this collection is quite academic. I would recommend this work for senior secondary libraries. It could be used in units that deal with the study of women’s issues, racism, and native achievements in today’s society. Please note that while there is no introduction, there are excellent biographies of the authors after each article.

Hacking, Norman. Captain William
Moore. — Heritage, 1993. — 63 p. :
ill., maps. — ISBN 1-895811-02-3. —
\$5.95.

Reviewed by: Garth Harkess, teacher-
librarian, Laurie Junior Secondary
School, SD#2 (Cranbrook).

One of the familiar series of books on BC history often sold at heritage and tourist sites, this paperback chronicles the life of Captain William Moore, an early BC pioneer.

A list of Captain Moore’s accomplishments includes the discovery of the White Pass to the Klondike goldfields, the first mail delivery to the Yukon, the founding of the town of Skagway, and pioneer steamboat operations on the Fraser and Stikine Rivers. If gold was discovered anywhere north of the 49th parallel, this man was there.

The author leaves no doubt that Moore, and his four sons who joined him on many adventures, had that incredible pioneer spirit needed to survive and prosper in the remote, rugged wilderness of 19th century BC.

This is a "white man's history"—very few of the many First Nations people who helped Moore in his travels and businesses are identified by name. Most of the whites are. Few women are even mentioned.

The usefulness of the book is hampered by the lack of an index and bibliography. It is well illustrated with black and white photographs. More detailed maps of the areas described would have been useful. A number of places mentioned are not found on the one map provided.

Reasonably well written and an easy read, some students will enjoy the flavour of this slim biography if directed to it. This is an inexpensive addition to the BC history section of secondary school libraries.

Recommended for grades 9-12.

Harvey, Rob L.
Practical incubation. — Rev. ed. —
Hancock, 1993. — 156 p. : ill. — ISBN
0-88839-310-5. — \$17.95.

Reviewed by Marv Worden, Intermedi-
ate teacher, Cilaire Elementary, SD#68
(Nanaimo).

This book apparently lives up to its title. It gives very readable and accessible information to those involved in the field, whether as students at the elementary, secondary, or post-secondary level, or as professionals.

Clear black and white graphs support the clearly stated text. Sixteen pages of colour photographs show the daily development of chicken embryos and techniques of sterilizing and turning eggs.

Chapter One includes quite a number of run-on sentences, and commas could improve the clarity of some sentences. Unfortunately, these weaknesses and a misuse of "there" for "their" may cast into doubt the accuracy of the information.

Included in the appendix is a table showing incubation periods for various species and varieties, a relative humidity table, a Centigrade/Fahrenheit conversion chart, a list of manufacturers of small incubators in the U.S. and Europe, and clear black and white photographs of daily development of domestic fowl embryos.

Recommended for secondary schools, and possibly for elementary schools.

Kalman, Harold.
*Exploring Vancouver : the essential
architectural guide* / text by Harold
Kalman, Ron Phillips, and Robin Ward.
— "Completely revised and updated" —
UBC Press, 1993. — 294 p. ill., maps.
— ISBN 0-7748-0410-6. — \$19.95.

Reviewed by: Lucinda Lockwood,
teacher-librarian, Thomas Haney
Secondary School, SD#
(Maple Ridge).

Exploring Vancouver really is an "essential architectural guide," as stated in the book's subtitle. One could use this book for a self-guided tour through a variety of Vancouver's most intriguing neighbourhoods, as well as those in North Vancouver, West Vancouver and the campuses of Simon Fraser University and University of British Columbia. This is not a stuffy discussion of Vancouver's architectural "ancient history" and heritage buildings. *Exploring Vancouver* includes buildings as new as the Waterfront Centre (1990-92) and the ubiquitous "monster houses." Buildings were chosen for their architectural merit or lack thereof, as well as for their cultural, historical or social significance.

Do not expect in-depth explanations of each building's numerous architectural features. Rather, the book is intended as a pocket introduction to the city's buildings, public and private, residential and commercial, beautiful and ugly. Vancouver is divided into fourteen areas for this book, beginning with Gastown, the oldest neighbourhood, and moving out from this central point. Each section begins with an historic overview of the neighbourhood or area, and is followed by up to forty-eight numbered black and white photographs with brief descriptions of the buildings. Many structures are cross-referenced for purposes of comparison or contrast.

At the end of the guidebook is a visual guide to architectural styles followed by an excellent glossary of architectural terms. There are also detailed maps on which each building is identified by number, making self guided driving or walking tours very simple to plan. The authors have also included an index of architects, designers and engineers, plus an index of buildings and other structures. The extensive bibliography includes general architectural reference sources, as well as books, reports and heritage surveys on the history of Vancouver and its environs, and even a few MA theses and doctoral dissertations.

The only drawback to this book could be the small black white illustrations; however, to have included large photographs would have made the book cumbersome. Given its intended purpose, *Exploring Vancouver* is an excellent resource. For extensive research, the titles listed in the bibliography should prove useful. Many titles listed are out of print, but remain available in public and academic libraries. Schools with art history, architecture or design courses, and even those schools in neighbourhoods discussed in *Exploring Vancouver*, will find this book a valuable addition to their library collections.

Kaufman, Brian.

Fragments from the big piece : a play in eight scenes. — Anvil, 1991. — 43 p. : ill. — ISBN 1-895636-02-7. — \$6.95.

Reviewed by John D. Crawford, retired teacher-librarian, Victoria, B.C.

This play was first produced at the 1989 Vancouver Fringe Festival. The action is centred upon a city drug scene where competition between suppliers is complicated by the relationships of other protagonists with more personal concerns. The story moves to a climax in which a number of deaths take place, although the edge is somewhat taken from this final denouement by a glimpse into the future given several scenes before the ending.

One feature of *Fragments* is the use of a character named the Storyteller, a version of Shakespeare's Chorus, who provides an introduction and a few explanatory interjections. The conversations among the characters tend to be confrontational, even staccato at times, providing a contrast with the Storyteller's measured monologues, which include observations such as "premature praise and compensation are not the best kindling for the flames of inspiration." The settings include a computer with printer and a television monitor, each making its presence felt, and contributing to what are rather bleak surroundings.

Fragments reads well, but, like any play, can be best judged on its performance. Without pointing to particular features, it seems to me that this play could present some difficulties on stage, and would perhaps

lend itself better to production for television. Performance by a senior secondary school drama group would require some of the expletives to be deleted, but otherwise could prove an interesting learning experience.

King, Thomas.

Coyote Columbus story. —

Groundwood, 1992. — unp. — ill. —

ISBN 0-88899-155-X. — \$13.95.

Reviewed by Gloria Reinheimer,
teacher-librarian, Laronde Elementary
School, SD#36 (Surrey).

A different view of Columbus

Coyote is the creator of all things in this story. When she thinks too hard, her nose falls off. Coyote is a free spirit who loves to play baseball, a truly North American sport. She creates animals and people to play baseball with her. Even though she is a “god-like” spirit, she changes the rules and cheats, so that no one will play with her.

Not everything Coyote creates is good. During one very hard think, she creates Columbus. Columbus has no time to play baseball. He wants gold and takes humans back to Spain as slaves. The animals berate Coyote who promises to make things better. She thinks and creates Jacques Cartier, who of course, will carry off the animals.

While I’m not sure the author and illustrator set out to show us that the early explorers were not really heroes but rather exploiters, Coyote Columbus is a silly book which I do not like. As a picture book, one would think it was intended for primary students, yet the concepts of slavery and the fur trade are above their level of understanding. “Differing views of Columbus” is a unit which is taught by a colleague to secondary students, who wouldn’t read this book.

Parts of this story sound as if they were written by an adolescent. Very poor English, such as “Yes, they says” and “those moose,” is frequently used.

One minute the story is aimed at children, then it switches to adult values. Columbus, his ship loaded with slaves, says he can now buy a bag of licorice jelly beans and a used Mercedes. Columbus sees no use for the animals — “They aren’t worth poop.” Try getting a primary class back after that one!

I also take exception to the illustrations. Every page has the same clashing pink, purple, orange and green. The guns carried by Columbus’s men are machine guns with musket barrels. One soldier, an “Elvis type,” has side burns, bare chest, gold jewelry and red high heels. Cartier, too, sports high heels, purple bell bottoms, a purse, golf clubs and a camera. These images are not aimed at children.

The story has no conclusion. Coyote tells the humans and animals she has everything under control, but they all leave for Penticton.

I would not recommend this book for an elementary library.

Langford, Ernest. *Rendezvous at Dieppe*. — Harbour, 1992. — 170 p. — ISBN 1-55017-076-7. — \$14.95.

Reviewed by: L. R. Little, Assistant Director, Penticton Public Library, Trustee, SD#15 (Penticton).

At its best, historical fiction gives an interpretation of a past era introducing characters and incidents that are plausible and consistent with known fact. Such is the case with Earnest Langford's *Rendezvous at Dieppe*. It is a book of courage, determination and friendship which pays tribute to the unquestionable bravery of Canadian soldiers in the face of insurmountable odds on that infamous August day in 1942.

The story's focus is on four BC volunteers from various backgrounds, as they struggle to put their lives and duty in perspective. The prose is vigorous, vividly describing the rigors of training and battle.

Although not a necessary purchase for school resource centres, public libraries will want to consider this memorable novel.

Recommended for senior secondary.

Langley, Rod.
Dunsmuir's : a promise kept. — Talonbooks, 1992. — 116 p. — ISBN 0-88922-304-1. — \$12.95.

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

Reading like a script from a very popular soap opera, but with more immediacy and realism, Rod Langley's *The Dunsmuir's: A Promise Kept* is a story not to be missed.

Written in two acts with eight characters, this play chronicles the lives and fortunes of coal magnate Robbie Dunsmuir, his wife Joan, and their family. Its scope is limited to the years 1878-1890, but these were important years for this family. Both parents were strong-willed individuals and were concerned about their fortunes, as well as the future for their children. A strong and relentless desire by Joan to control her children's lives leads to alcohol abuse, death and family break-up. Besides these events, there is also the meeting between Prime Minister Sir John A. Macdonald and Robby Dunsmuir. A deal is cut and both get something they want. MacDonald gets a railway between Victoria and Nanaimo, while Dunsmuir gets the land and monies derived from shares.

This play provides the theatre audience with an interesting insight into the lives of a very wealthy Vancouver Island family, near the turn of the century. It might be interesting to have a class view and discuss a popular "soap" and then view this play. Student viewers of "soaps" will likely find that *The Dunsmuir's*' characters and their inter-relationships and problems are similar to those seen on television. The play, in two acts with nineteen and thirteen scenes respectively, should prove fairly easy to stage. The scenes in many instances are very brief and should not involve a great deal of set changes. However, it would have been helpful to append information regarding set design and costumes.

I recommend purchase of this play for senior secondary drama programs.

Langston, Laura. *No such thing as far away*. — Orca, 1994. — unp. : ill. — ISBN 1-55143-010-X. — \$14.95.

Reviewed by Eleanor Elliot, teacher-librarian, Laurier Elementary School, SD#39 (Vancouver).

Laura Langston has written a delightful story about a young boy, which is happily rooted in Victoria's Chinatown. It will strike a chord of remembrance in many readers. The details of life in the boy's neighborhood are rich and feature interesting people who care for him. He is shattered when his mother tells him that they are going to move away from his familiar world. Young readers will be comforted to learn, as did Michael, that one can maintain friendships even when distance separates them.

Robert Amos has illustrated books on Victoria. This debut as an illustrator of children's books is a welcome one.

The text and the illustrations represent a world that will be familiar to many BC children. This book will join other picture books that deal with change in the lives of young people. I recommend this book as an addition to all elementary school library collections.

McEown, Margaret. *Images of Canada: a teacher's handbook*. — SW Schoolworks, 1992. — unp. : ill.

Reviewed by: David M. Young, teacher-librarian, Royal Oak Middle School, SD#63 (Saanich).

This teacher's handbook deals with imagery, the art of visualizing objects or events in the mind. It presents a novel approach to teaching about Canada that some teachers, particularly in elementary schools, may find useful as an inspirational approach to particular lessons. Drama teachers at any level could well adapt some of these imagery exercises for their classes.

If your staff has a need for this sort of handbook, then it would be a fairly worthwhile purchase for the professional library.

Recommended for grades 1-12.

McFarlane, Sheryl. *Moonsnail song*. — Orca, 1994. — unp. : ill. — ISBN 1-55143-008-8. — \$14.95.

Reviewed by: Donna Doerksen, teacher-librarian, Waverley Elementary School, SD#39 (Vancouver).

"April has a hidden treasure. It sings her to the sea." So begins the evocative poetry of McFarlane and Lott's third collaboration after *Jessie's Island* and *Walking for the whales*.

April "dreams the sea" and seashore as she goes through a typical school day.

Artwork and text are beautifully married. The illustrations blend with April's daydreams and the rhythm of the sea, "In and out. Out and in."

This book would be a valuable addition to seashore studies, poetry units, author studies and a variety of themes such as daydreams, patterns, watercolours and day-in-a-life.

Recommended for grades K-7.

MacKay, Donald. *The people's railway: a history of Canadian National*. — Douglas & McIntyre, 1992. — 328 p. : ill. — ISBN 1-55054-062-9. — \$29.95.

Reviewed by: Ann Rowe,
SD#57(Prince George).

This volume continues the history of the Canadian National Railway begun by the late G. R Stevens. It, along with the two earlier Stevens' books and some specialized monographs dealing with the CN, has been commissioned by the CN, but the author emphasizes the arm's length relationship between the writer and the railway. The contents and the interpretations of facts are the sole responsibility of the author.

The CN was actually formed in 1923, but this book begins further back. MacKay outlines the political history and the events that led to the amalgamation of the Grand Trunk Railway of Central Canada, the government's Intercolonial Railway in the Maritimes, the Great Northern Railway operating in the west and their various predecessors. CN was, in effect, Canada's first Crown Corporation.

MacKay deals with the history of the CN through to the eighties and then provides an epilogue which briefly chronicles events up to 1992. Much of this history is political and is provided in detail, particularly in the first part of the book. The story of the CN always was the story of a public company having to compete with a private company, the Canadian Pacific Railway. The CPR did not labour under government restrictions such as being unable to close down unprofitable lines. MacKay says, "The role of a government-owned railway in a mixed economy and a changing society had never been easy." In spite of this, the author points out that CN can claim some remarkable accomplishments.

The second half of the book, deals with the role of the CN during World War II and later, provides interesting reading and information which would be useful to secondary school students. In addition, there are a number of photographs of passengers and crew members, illustrating life inside and outside a steam train. Appendices give a chronology of the CN, graphs show operating income and revenue and numbers of employees and there are extensive notes and a bibliography. A detailed index is included.

Much has been written about the CPR but not very much about the CN and for this, and the foregoing reasons, I would recommend this book for large secondary school library collections.

Molyneux, Geoffrey. *British Columbia: an illustrated history*. — Polestar, 1992. — 135 p. : ill., maps. — ISBN 919591-18-3. — \$14.95.

Reviewed by: David M. Young,
teacher-librarian, Royal Oak Middle
School, SD#63 (Saanich).

Beginning with prehistory and ending in 1991, this history of BC is surprisingly full of rich and interesting detail that gives it life and relevance. It is further enhanced by being generously illustrated with many photographs and some clear maps that often have very informative captions. The book also has a chronology of events and a good index. Some readers may, however, be put off by the fictional recreations of historical moments that are interspersed throughout this history.

Generally this book would be a good purchase for grades 7-12.

Murray, Rona.
Journey back to Peshawar. — Sono Nis,
1993. — 304 p. : ill., map. — ISBN 1-
55039-034-1. — \$19.95.

Reviewed by Liz Austrom, teacher-
librarian, Magee Secondary School,
SD#39 (Vancouver)

Rona Murray spent her early childhood in British India, where her family on both her mother's and her father's sides had lived for four generations. School in England, World War II, and then the Indian struggle for Independence, all conspired to keep her away from the country which was central to her earliest memories. As one of the "children of the Raj," she experienced the sensation of being cut off from her roots.

In 1987, some fifty-five years after she left India, Rona Murray returned there with her husband, driven by a need to come to terms with the past by visiting the places of her childhood and resurrecting her memories. *Journey Back to Peshawar* is consequently a record of her mental journey through time as well as her physical journey through modern India.

The book is divided into two parts: "India Then" (pages 13-102) and "India Now" (pages 105-290). The first part details the life of her family from the limited background and understanding of a small child, with added details drawn from adult conversations with family and friends, and from old photographs and documents. In this section, the author raises many of the uncertainties that led her to make her journey. The second part is part quest for meaning, part observations of the details and absurdities of travel in India, and part social commentary. In the end, Rona Murray comes to a somewhat incomplete reconciliation with her past.

A glossary of Indian terms is most useful, as are the maps at the front and back of the book. A three and a half page index is included, but the book is not one that readers would turn to for research information. Having said this, it must be noted that there were details on the partition of India that this reviewer had not seen before — and these details were accessible through the index.

The writing style is both readable and entertaining, although the level of detail provided will daunt some readers. The book will be most popular in a public library, but it could be useful in autobiography and travel units in the secondary school, as well as in schools which have students with an East Indian heritage.

Recommended for senior secondary to adult.

Paulsen, Timothy R. *Collect those debts!*
: how to get your money and still keep
your customers. — 3rd ed. — Self-
Counsel, 1992. — 111 p. : ill. — ISBN
0-88908-541-2 — \$8.95.

Reviewed by Carol Eyles, teacher-
librarian, Fernwood School, SD#64
(Gulf Islands).

This title in the Self-Counsel Press series is a third revision of this author's work. Full of techniques and examples, this book addresses the issue of collecting money from people who are behind in their payments, whether it is a family member or a company client. The basic premise is to be firm, but polite, and to be prepared. One technique Paulsen has developed is a list of the fourteen most common excuses for non-payment of a debt and the further information the collector should seek according to each excuse. Sample letters are brief, direct and uncluttered by "mushy" unclear statements. The author also advocates role-playing, practicing, and using a tape recorder to develop interaction skills and an effective voice.

This book does not have an immediate curriculum connection but may be of interest to secondary schools with entrepreneurial programs.

Recommended for Senior Secondary.

Peterson, Jan.
Alberni, 1860-1922. — Oolichan,
1992. — 352 p. : ill., maps. — ISBN 0-
88982-119-4. ISBN O-88982-118-6
(pbk). — \$19.95.

Oolichan Books
Box 10
Lantzville, B.C.
VOR 2H0

Reviewed by: L. R. Little, assistant
director, Penticton Public Library/
trustee, SD#15 (Penticton).

Utilizing newspapers, diaries, journals and letters, Jan Peterson traces the growth of the Alberni valley from 1860-1922. Featuring a good table of contents arranged chronologically for easy access, the study reviews the impact that explorers, missionaries and early pioneers had on the region and on indigenous people. Specifically, the author documents the many mining booms, the rise of commercial forestry and the development of the fishing industry.

The book contains an assortment of black and white photos, index, appendices of distinguished residents, plus detailed chapter notes and bibliography. Larger public libraries will find the publication a valuable addition. Although a marginal purchase for school resource centres, the book is suitable for intermediate/senior secondary students examining the history of Vancouver Island.

Reid, Scott.
*Lament for a notion : the life and death
of Canada's bilingual dream.* —
Arsenal Pulp, 1993. — 320 p. — ISBN
0-88978-269-5. — \$18.95.

Lucinda Lockwood, teacher-librarian,
Thomas Haney Secondary School,
SD#42 (Maple Ridge).

Lament for a Notion is an extremely well-researched and scholarly work about Canada's great experiment: legislated bilingualism. The entire book is dedicated to a point-by-point argument in which Reid strips bare the political, social and ideological notion of official bilingualism. He traces the history of Canada's two official languages and "founding cultures." Then he breaks down his argument into eight themes including: "The Limits of Language Policy," "The Delivery of Official Language Services" and "Language and Education." For each theme, Reid provides historical detail and lots of political background.

According to Reid, the experiment has failed. Almost thirty years of government interference (at all levels) has resulted in disastrous policy. The key to his thesis is stated in the conclusion: "Political responsibility means admitting that the policies adopted in 1969 were sociologically and politically naive ... and that they have been twisted into incoherence by revisions that have been made to them since that date" (p. 253).

Lament for a Notion is well organized. Chapter summaries provide a concise explanation of each chapter's thesis. There are many good charts, particularly in the sections on assimilation and education. Interestingly, Reid discounts other people's use of statistics as "lies, damned lies...." There is a highly interesting appendix on the costs of translating all federal government materials, plus thirty-nine pages of footnotes, and a section of notes on his charts and figures.

Still, this book's ponderous tone and academic overkill render it virtually useless for all but the most keen researchers, government bashers and journalists. Secondary school students will find this pretty dry, as did this reviewer.

Rudolph, Gordon B

Introductory trigonometry : a triangular approach with applications. —

Vancouver Community College Press, 1993. — 72 p. : ill. — ISBN 0-921218-54-0. — \$11.95.

Reviewed by Marv Worden, teacher, Institution Cilaire Elementary, SD#68 (Nanaimo).

This text serves as an introduction to the principles of right and oblique triangular trigonometry, and provides practice through exercises (complete with answer keys) to meet, according to the preface, the requirements of the advanced mathematical level of Adult Basic Education of British Columbia.

The text is clearly laid out and offers a sense of progression in understanding as one works through the exercises. Headings are clear and consistent, and allow a student to scan for parallel sections while reviewing concepts or to search for examples or answer keys.

At least one typographical error caused "their" to be printed "theri", and one serious error occurs on page 4, in which an incorrect length undermines the understanding of the concept "similar."

Word problems have been written with adults in mind, and are contemporary in topic and generally use place names of British Columbia.

Recommended for secondary and Post Secondary.

Rychkun, E. A. *Guide to salmon fishing: the best fishing holes of Campbell River and Barkley Sound.* — Hancock, 1992. — 120 p. : ill., maps. — ISBN 0-88839-305-9. — \$8.95.

Reviewed by: John J. Jackson, professor, School of Public Administration, University of Victoria.

The authors clearly have a passion and enthusiasm for sport fishing, and each of them has thirty years of experience. Having noticed deficiencies in many extant books and maps, they set out to write a fishing guide that would provide quick and effective reference information. They succeed admirably by giving succinct information on basic equipment, salmon habits, lures, baits, hooks, rigging, line length, "reading and water," and precisely where to take the fishing boat.

The guide would certainly be a welcome addition to the recreation section of school libraries.

Sheedy, Edna.

Entrepreneur's guide to growing up ; taking your small company to the next level. — Self-Counsel, 1993. — 123 p. : ill. — ISBN 0-88908-549-8. — \$8.95.

Reviewed by: Howard Hurt, librarian, Education Library, UBC.

Like other offerings of Self-Counsel Press, this book is of notebook length, peppered with practical aids and is simple without being misleading. It was penned by a hands-on entrepreneur hardened by at least twenty years of experience in the world of business. It does not pretend to be a definitive guide but it should certainly provide an ambitious neophyte with at least \$9.00 worth of organized reflection. I believe most readers would quickly see its eight sections as really two useful divisions.

The first defines "smallness," suggests why lack of organization can blunt the effectiveness of even the most successful or ambitious beginner and outlines concrete examples of common problems when growth starts to take place.

Of course, the how-to-do-it portion following that introduction is what readers will want and the major portion of the book's 120 pages is devoted to a fairly obvious checklist of topics including goalsetting for oneself and the firm, the fundamental importance of a conscious organization complete with job descriptions, developing a positive working climate, dealing with the need for specialized information, and problems arising from personal friendships and family complications.

Embedded within these suggestions are eighteen worksheets that seem basic enough to support the simplest operations but are capable of providing the basis for more complex aids.

The final pages offer a list of "ratio calculations" and a bibliography of six more challenging text books that have undoubtedly been carefully selected from among the thousands that are available. It is interesting that publication dates stretch from the mid 1960s through the early 1990s.

Clearly, this guide provides nothing more than a starting point. However, it is well organized and clearly conceived by a practical author. Seen in that light, as working notes for a busy entrepreneur or student interested in the world of small business, it is well worth the price in terms of both cost and reading time. It should certainly be purchased by all Canadian public libraries and senior secondary schools.

Shimizu, Yon.
Exiles : an archival history of the World War II Japanese road camps in British Columbia and Ontario. — Shimizu Consulting and Publishing, 1993. — 609 p. : ill., maps. — ISBN 0-9697328-0-5. —\$29.95.

Shimizu Consulting and Publishing
303 Dora Drive
Wallaceburg, Ontario
N8A 2J9

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

Teachers and students alike should welcome Yon Shimizu's *The Exiles*, a much needed information source on one of the "darker" periods of Canadian history. Documenting the political climate and decision making which led to the internment of Japanese immigrants and Canadians of Japanese extraction, the author provides much for the reader to discuss and lament. While Shimizu was himself placed in a camp, this work is not autobiographical, but based on previously classified government archives. His sources include censored letters from internees and secret inter-governmental communiqués, such as secret letters from the R.C.M.P., M.P.'s, and various political decision-makers in Ottawa and British Columbia.

Examination of these documents reveals an apparent irony. While Canadians served overseas to protect democracy, this very ideal was being sacrificed at home. Prominent elected officials fanned the flames of fear so that individuals' lives could be controlled and their property taken. Another chronicler of this era, Ken Adachi, agrees. In *The Enemy that Never Was*, Adachi remarked, "The underlying motives for government action were based on race and economics." Charges of racism are difficult to refute. Classified documents refer to Canadians of Japanese origin as "enemy aliens." Yet equal suspicion and internment were not directed at Canadians of German or Italian extraction. Japanese Canadians recognized this discrepancy.

At a conference in 1942, thought was also given to internment of Canadians of Chinese and East Indian backgrounds, along with the seizure of their property. Ian Mackenzie, federal Minister of Pensions and National Health, chaired the conference and, together with conference members, rationalized the seizure of Japanese Canadians' property — including homes, lands, fishing boats — in light of the current "intense economic jealousy of the Japanese and wish in some quarters to appropriate their property." This procedure was recommended along with the confiscation of personal items such as cameras and radios. Newspapers reflecting Japanese social, political and cultural ideas were prevented from publishing, and communication by internees was severely restricted, including the reading and censorship of all mail. It would seem that, by law,

Canada approved and legitimized racism and theft.

Besides examining the political climate of the time, the book also explores the lives of victims in three of the internment camps in B.C. and one in Ontario. Finally, the book documents the opposition to internment by a group called NISEIS. This objection was based upon a rejection of an earlier recommendation by the Canadian government. This recommendation would have allowed male internees to live by or near their families. The breadth of topic coverage in this book should provide many hours of exploration and discussion for students and teachers.

On a personal note, the subsequent restitution to Japanese Canadians by Ottawa seems rather laughable. Nearly three decades ago, I was fortunate to work beside a very talented but unhappy man. Horittio had lost everything meaningful and was left with nothing but sadness and bitterness. Besides losing his job, he lost his home (located near the entrance to Stanley Park) and his family. He passed away long before the Canadian government had the courage to admit its injustice. Perhaps what Horittio would want most is for Canadian educators to discuss this dark part of our history with our students.

Grade Level: Senior Secondary.

Summers, Brenda.

Brenda Summers Writing Files. —
Didatech, 1991. — 96 p. — ISBN 1-
55030-230-2. — \$22.00.

Reviewed by: Wendy Wickland,
teacher-librarian/computer support
teacher, Fulford Elementary School,
SD#64 (Gulf Islands).

This collection of thirty-four files is a series of student exercises designed to be used by teachers in a writing program with a word processor. The files are listed in a table of contents, and there is also a chart that outlines the keyboarding lessons and keyboarding skills that correspond with each file. Each file states the objectives of the exercise and is illustrated by a sample screen display (Apple II). Many of the files also have ideas for extending the activity. A kit containing all *The Writing Files* on disk plus site duplication rights is available for \$79 for each site from Didatech Software Ltd., the publisher of the book and the mini-word processing software used in the book (*All The Right Type*). This kit is also available for other computers and word processors. The scope of the files extends from beginning cursor movements through using tabs, centering, writing stories, letters, reports, reviews and ballads.

The author has taught elementary school, and worked as the District Curriculum Consultant, Computer Education for the Vancouver School Board. Although the author states in the introduction that only "slight modification" would be necessary to use these files with other word processors, in many cases, all of the directions illustrated in the sample screens in the book would have to be changed to be useful to teachers and students who did not use an Apple II computer and the mini word processor in *All the Right Type*.

Thompson, Richard. *Cold night, brittle light*. — Orca, 1994. — unp. : ill. — ISBN-1-55143-009-6. — \$5.95.

Reviewed by: Leslie A. Davidson, kindergarten teacher, Hutton Elementary School, SD#12 (Grand Forks).

I am a Richard Thompson fan and for years have enjoyed sharing his gentle, funny books both with my own children and with those I teach. His latest, *Cold night, brittle light* from Orca Books doesn't disappoint. It is another in the "tall tale" genre, following on the heels of *Thistlebroth*, and is just as much fun. Chrissy's grandpa entertains with stories of cold winters past in order to pass the time as the family waits for Father's return from town on a bitter winter night. He tells of times when it was so cold that blown kisses froze solid but kept right on travelling — giving new meaning to "a great big smack"; when frozen breath had to be melted with Tabasco sauce creating wonderful springtime mayhem, and when gingerbread men refused to leave the warmth of the oven. The illustrations by Richard Fernandes are bold and bright with comic touches inviting to young readers.

Cold night, brittle light is a wonderful read aloud story and a perfect beginning for story telling in the classroom. It should receive enthusiastic response from both early and late primary children. Beginning readers will be able to cope with the simple clear text and can rely on the very strong context clues in the illustrations.

Recommended for grades K-3.

Tickner, Florence. *Fish hooks & caulk boots*. Raincoast chronicles, #14 — Harbour, 1992. — 80 p. : ill. — ISBN 1-55017-078-3.

Reviewed by: K.A. Picha, teacher-librarian, Pebble Hill School, SD#37 (Delta)

Fish Hooks and Caulk Boots collects Florence Tickner's reminiscences of her first eleven years spent in loggers' floathouses on the BC coast. Florence, her sisters, and her brother lived a life so different from that of the modern child that, although the book relates events of the 1930s, it could be called a pioneer tale. Jim Spilsbury's cover painting shows just how different a floathouse is from modern accommodation.

Tickner recaptures her childhood in short episodic sections. The writing is simple, almost naive, and at times reads as if transcribed directly from conversation with a child. In fresh, immediate text, Tickner tells of her family members, friends and logging acquaintances, and illustrates the book with black and white photographs. The book is rich in the detail of personal life and also contains information about logging methods, coastal shipping, plants, animals, and the former abundance of salmon and trout.

Because the Fry reading level is grade 7, this book probably would be difficult for elementary school children. It is a gem of a teacher resource for elementary classes studying pioneers. Many sections cry out to be read aloud, e.g., thirteen people celebrating Christmas in a three room house with no turkey (just each diner's personal duck); and a picnic with its aftermath of fish eyes ironed into overall pockets.

This book is recommended for all schools in communities on the coast, and for interior schools where logging history may be of interest.

Trenhoim, Hayden. *A circle of birds*.
Anvil, 1993 — 99 p. — ISBN 1-
894535-03-5. — \$9.95.

Reviewed by: John P. Crawford
(retired), Victoria, BC.

This short novel was the grand winner of a three day novel writing contest. Such a concept may not appeal to the literary purist, but in defence of the contest it should be considered that while the writing had to take place within a very brief time the content of the resulting novels may have germinated in the writer's mind over a much longer period of time. Such would seem to have been the case with *A circle of birds*.

The story is told in the first person and describes the protagonists descent into madness. There is a measure of lust and violence in the narrative, which takes place in a variety of locations in North America and elsewhere. The developing insanity in one of its facets takes the form of extreme introversion, with the narrator's perception that he is separate from the real world, and that the other characters in the story merely provide a backdrop against which the action takes place. It is an impressionistic tale with no distinct message, unless it be that we are all alone within our individual minds, and that the essence of individuality begins to develop in childhood and is the product of our life experiences. The constant movement from place to place and from relationship to relationship emphasises the general rootlessness of the narrator's life.

Despite the confinements of three day time limit, the book is well written, even in a purely technical sense with spelling, grammar, etc. being satisfactory. This, of course, begs the question of how much editing took place between writing and publication. *A circle of birds* is an engrossing read. Given the nature of the theme and content it may not be appropriate for every senior secondary student, but teachers at that level might consider recommending it to their more mature students.

Urbanization scrapbook / edited by
Andrew Gage and Sandy Ockenden. —
Rev. — VIDEA, 1992. — 61 p. : ill. —
ISBN 0-932783-17-5. — \$12.00.

Reviewed by: Howard Hurt, Librarian
Education Library, University of BC.

The scrapbook Series is another inexpensive offering from one of the few established producers of lesson aids in British Columbia. As usual, the materials avoid the expense of a glossy appearance. This is a collection of articles from publications eager to have their ideas used in classrooms. Of course, all the essays could be gathered by individual teachers but only with an outlay of considerable time and effort. Naturally, it would be better if well known journals or newspapers could be mined but, unfortunately, most are playing a copyright game even though statistics and current affairs date quickly and are unlikely to generate many profits from reprints.

The articles are simply offered as a collection with a cohesive nature. Teachers are clearly expected to devise their own strategies. The last five pages are devoted to a few fairly obvious "student activities" that should be viewed as typical ideas for the five major sections focusing on growth, widespread problems, homelessness, slums and planning.

It is interesting that, for at least the urban aspects of modern world geography, most readings are so depressing and overwhelming as to "disempower" some serious pupils. If these articles are a reflection of reality, it is clear that population growth, created by modern medicine, and pollution, driven by higher living standards, are the obvious culprits. On the other hand, could anyone claim that societies should support higher death rates, old-fashioned poverty or even fewer automobiles? It is interesting that teachers and politicians are immersed in facts that seem

to point to directions that should be controversial for both legislatures and classrooms.

Every Canadian senior secondary Social Studies department should obtain a set of these reprints. With careful preparation they could create a unique chance to make at least some students really change their focus on the problems of modern society. If that reasonable expense proves too much, a couple of copies should be on reserve in the library to support individual assignments.

Wakan, Naomi. *One day a stranger came*. — Annick, 1994. — unp. : ill — ISBN 1-55037-354-4. — ISBN 1-55037-353-6 (pbk.).

Reviewed by: Jane Roberts, teacher-librarian, Pinecrest Elementary School, SD#72 (Campbell River).

The stranger in this story is a man from the government who dictates rules which disturb and destroy the harmony of three families. Each of his dictates breaks apart this little farming community's bonds of sharing and caring for each other — everyone becomes quarrelsome and isolated. It takes one of the small children to remind the families of their former ways and the story ends happily.

This story is similar to Alexander's *The King's Fountain* and can be used to compare and contrast themes and presentation. Full page illustrations by Tatjana Krizmanic Volz are colorful.

Naomi Wakan, her husband, and their publishing business, Pacific Rim Publishers, are probably well known to teacher-librarians. They have produced a number of teaching aides based on Pacific Rim countries. This book is Mrs. Wakan's first children's fiction book.

This title can be an additional purchase for libraries needing more material on themes of cooperation and community.

Recommended for grades 1-3.

Waterton, Betty.
Quincy Rumpel and the mystifying experience. — Greenwood/Douglas & McIntyre, 1994. — 85 p. — ISBN 0-88899-199-1. — \$5.95.

Reviewed by Ruby McBeth, Bert Bowes Jr. Secondary School, SD# (Fort St. John).

The new Quincy Rumpel book is a welcome addition to the small number of short novels suitable for the early intermediate level. In *Quincy Rumpel and the mystifying experience*, the Rumpel family travels across Canada to attend the 91st birthday party of Quincy's great grandmother. The elderly Mrs. Thwistle turns out to be somewhat of a "supergran." Her relatives arrive in Toronto only to find that great-grandma is missing. After much searching it is discovered that she has left with her friend, Mr. Panagopolous, on a little trip in his yellow mustang. Following the seniors' trail takes the Rumpels first on a hot air balloon ride to a bed and breakfast place in the country, and from there to Niagara Falls. If all this sounds a bit improbable, it is. Nevertheless, the book does work for the intended audience. In contrast to the action of the story which is pretty silly, Quincy's soliloquies are simple and profound. This is where the book shows its quality. There are not many thought sequences given, but enough to develop Quincy as a credible preteen. Using italics to show the girl's thoughts works well.

This is the seventh book in the Quincy series but the main character has not aged. If anything, the book is aimed at a younger crowd than earlier books. The chapters are shorter than usual. The Rumpels travel together,

keeping the story completely family centred.

Recommended for elementary school libraries. Because of the content, this book would be especially well suited to precocious readers in the primary grades and to any student whose parents are sensitive about what their child reads.

Wayman, Tom. *Did I miss anything? : selected poems 1973-1993*. — Harbour, 1993. — 222 p. — ISBN 1-55017-092-91. — \$14.95.

Reviewed by: Margaret Montgomery, teacher-librarian, West Vernon Elementary School, SD#22 (Vernon).

This worthwhile anthology is a selection from two decades of Wayman's poems and a few new poems. His poetry has illuminated social issues and the world of work for twenty years.

When Wayman was 28, back in 1973, his first book of poems was published. This anthology celebrates that event, twenty years later. The poet says that he has selected "the best writing I have done to date, most from the first six books and a few samples from the last two." In his introduction, Wayman sadly says that he has watched helplessly as poetry has diminished in value and importance. However, he hopes that he has helped bring the work-a-day world into poetry and other art forms.

In his poem "Life on the Land Grant Review" (p. 22-23), Wayman dreams of editing a magazine and rejecting, rejecting, rejecting. He writes about unemployment and the endless pots of coffee — you can tell he has been there. He also writes about working: "After eighteen years of education Wayman is out cleaning bricks." "Forty feet over the floor, on a shaking scaffold/Wayman is in the workforce." "What are the wages to pay my poor hands?" "What should an hour of my life be worth?" (p. 32).

Secondary school students will find much laughter and food for thought in these pages as well as plenty of quotable quotes. Highly recommended.

Woodcock, George. *Ravens and prophet*. — new ed. — Sono Nis, 1993. — 239 p. (16) p. of plates: ill., maps. — ISBN 1-55039-042-2. — \$12.95.

Reviewed by: Ann Rowe, SD#57 (Prince George).

First published in 1952 and re-issued with a new introduction in 1993, *Ravens and Prophets* deserves attention because it is the only book published between the 1930s and 1960s which looks at British Columbia. Born in Winnipeg but brought up in England, Woodcock is now known as "Canada's pre-eminent man of letters in the 20th century" but when he wrote this first-person travel documentary he was unknown here.

The book's four sections record the first four long trips taken through BC by Woodcock and his wife. The first was an auto trip taken with friends from Vancouver through to Kispiox and back to Vancouver via Highway 97. Next, the Woodcocks headed east on the now extinct Kettle Valley Rail Line from Vancouver to Calgary, returning to Vancouver on the Canadian Pacific Railway through Golden and Kamloops. Their third trip took them from Vancouver up the coast by steamship to Ketchikan, back to Prince Rupert and Prince George and on to Squamish by rail and then to Vancouver by steamer. The last trip was again east from Vancouver to Gilpin in the Kootenays. This time they travelled by rail and road, encountering some hair-raising winter travel conditions.

Woodcock's writing is stilted and pedantic and his attitude toward most of the places they visited negative. This anti-colonial bias can be explained by the fact that he had recently lived in London and frequently makes comparisons between this great city and places in the BC interior. His comments about Prince George are unusually positive considering his overall superior attitude. It is a pleasant surprise to discover his general high regard for Native Canadians. Perhaps in anticipation of his English readership, he translates prices and costs into British pounds and talks about the primitive accommodations in auto courts.

Written just before the long awaited and much discussed BC boom took place, Woodcock's fortuitous timing transforms *Ravens and Prophets* into an important historical document describing BC before industrialization. This perspective makes the book fascinating and enjoyable reading.

The book belongs in every public library in the province. It has a place in large secondary school libraries if a collection of BC material is being developed, although the sophistication of Woodcock's writing style places it above the ability and interest level of many secondary school students.

Woodcock, George. *Letters from Khyber Pass and other travel writing*. edited by Jim Christy. — Douglas & McIntyre, 1993. — 213 p. — ISBN 1-55054-083-1.

Reviewed by: Marilyn Aldworth,
District Librarian, SD#44 (North
Vancouver).

This book does not disappoint. It is filled with insights and descriptions by a man who has a lifetime of wide ranging experiences which include being a compatriot of George Orwell and Bertrand Russell as well as an acquaintance of the Dalai Lama. It is easy to be in awe of this writer before even opening the book. The travel excerpts, which are chronologically arranged, start in Mexico in 1955 and end up in 1993 with the final essay called "First Foreign Lands." This final one is the only one Woodcock wrote for this book. Most of the articles and essays in this collection were originally published in journals and magazines, and some of these articles have been expanded upon in his previous books on travel.

Woodcock expresses, very simply and eloquently, some experiences with unconventional people and places. For example, he goes from describing Cambodian air hostesses as "delectable" (rather old-fashioned and politically incorrect these days), to calling Chittagong, Burma, the "rectum mundi."

All of the accounts of the places are fascinating especially when the time and place are considered. I could well relate to the Northern Journal article which he wrote in 1969. So many changes and yet so few in 1994 for the native people of Churchill, Manitoba.

This collection gives the impression that Woodcock is deeply concerned with the way people live in the countries where he travels, and the essays are of value for their historical perspective.

Recommended for high school and public libraries

Woodward, Caroline.
Alaska Highway two-step. Polestar,
1993. — 176 p. : ill. — ISBN 0-919591-
72-8. — \$14.95.

Reviewed by: Carole Eyles, teacher-
librarian, Fernwood School, SD#64
(Gulf Islands).

Alaska Highway two-step is a lively, entertaining first novel. The main character, photo-journalist Mercy Brown, is subject to pre-cognitive dreams and visions which she reports via computer modem to a central registry. She and her dog, Sadie, travel on assignment to the Alaska Highway, taking with them the recently discovered journals of Mercy's Aunt Ginger. These journals provide a fascinating glimpse into the life of a dancer in Canada in the 1920s and 30s, and illuminate the character of Aunt Ginger. Later events in the journals and Mercy's premonitions converge on the northern ranching community of Watson Lake where a disaster is averted and Mercy may have discovered a new cousin.

Mercy is an engaging, independent character whose occasional moments of self-doubt serve to amplify her genuineness. Overall there is nice attention to detail, including how to deal with a diabetic dog on an overnight ferry. The immediacy of the first person narrative, the short chapters and chatty, journalistic style make this a novel that may appeal to less committed readers at the secondary level. The book is larger than conventional paperback size with a glossy cover and appears to be well bound. Excerpts from the novel appeared in the author's collection of short fiction, *Disturbing the Peace*.

Yardley, Joyce
Crazy cooks and gold miners. —
Hancock, 1993. — 224 p. : 111., maps.
— ISBN 0-88839-294-X. — \$22.95.

Reviewed by: Betty Errington (retired),
Burnaby, BC.

This is an entertaining story about the author's life in the Yukon, an area unfamiliar to many of us. Joyce Yardley has been postmistress, rancher, cook and manager of the family owned Dazadeash Lodge, and gold miner, as well as wife and mother. Now living on Vancouver Island, she still spends the summers in the Yukon, mining with her husband.

The covers of this paperback have several brightly coloured photographs attractively laid out. The text is large and clear with photos and maps are interspersed throughout the text.

Joyce Yardley tells the story of her life from the day she met her future husband at age 15. She went through the booming war years when the Alaska Highway was being built and the opening up of the Yukon began. As she says, this is a "human interest story" about the experiences she and her husband have had over almost fifty years of marriage.

Crazy cooks and gold miners is similar to books by and about Ralph Edwards, "the Crusoe of Lonesome Lake," and *Grass beyond the mountains* by Richard Hobson. If your library circulates these books then you'll want to add this to your collection.
Fry readability level is grade 9.

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Home telephone _____ School district number _____

School telephone _____ Work telephone _____

(if different from school)

Name and address of school/institution/business _____

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| 45 <input type="checkbox"/> \$25.00 Immersion/Cadre | <input type="checkbox"/> \$15.00 |
| 46 <input type="checkbox"/> \$35.00 English | <input type="checkbox"/> \$15.00 |
| 47 <input type="checkbox"/> \$30.00 Home Economics | <input type="checkbox"/> \$16.00 |
| 48 <input type="checkbox"/> \$30.00 Intermediate | <input type="checkbox"/> \$15.00 |
| 49 <input type="checkbox"/> \$40.00 Teacher-Librarians | <input type="checkbox"/> \$15.00 |
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| 51 <input type="checkbox"/> \$25.00 Modern Languages | <input type="checkbox"/> \$15.00 |

B.C. EDUCATION STUDENTS

BCTF MEMBERS

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| 53 <input type="checkbox"/> \$30.00 Learning Assistance | <input type="checkbox"/> \$10.00 |
| 54 <input type="checkbox"/> \$30.00 Physical Education | <input type="checkbox"/> \$15.00 |
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| 58 <input type="checkbox"/> \$30.00 Technology | <input type="checkbox"/> \$ 5.00 |
| 59 <input type="checkbox"/> \$25.00 Social Studies | <input type="checkbox"/> \$10.00 |
| 60 <input type="checkbox"/> \$30.00 Special Ed | <input type="checkbox"/> \$15.00 |
| 62 <input type="checkbox"/> \$30.00 Drama | <input type="checkbox"/> \$20.00 |
| 63 <input type="checkbox"/> \$35.00 Gifted | <input type="checkbox"/> \$18.00 |

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| 66 <input type="checkbox"/> \$25.00 Environmental Ed | <input type="checkbox"/> \$12.00 |
| 67 <input type="checkbox"/> \$20.00 Rural | <input type="checkbox"/> \$10.00 |
| 68 <input type="checkbox"/> \$25.00 Peace & Global Ed | <input type="checkbox"/> \$20.00 |
| 69 <input type="checkbox"/> \$25.00 ESL PSA | <input type="checkbox"/> \$15.00 |
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| 45 <input type="checkbox"/> \$44.62 Immersion/Cadre |
| 46 <input type="checkbox"/> \$55.32 English |
| 47 <input type="checkbox"/> \$49.97 Home Economics |
| 48 <input type="checkbox"/> \$49.97 Intermediate |
| 49 <input type="checkbox"/> \$60.67 Teacher-Librarians |
| 50 <input type="checkbox"/> \$49.97 Mathematics |
| 51 <input type="checkbox"/> \$44.62 Modern Languages |

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| 53 <input type="checkbox"/> \$49.97 Learning Assistance |
| 54 <input type="checkbox"/> \$49.97 Physical Education |
| 55 <input type="checkbox"/> \$55.32 Primary |
| 57 <input type="checkbox"/> \$53.50 Science |
| 58 <input type="checkbox"/> \$49.97 Technology |
| 59 <input type="checkbox"/> \$44.62 Social Studies |
| 60 <input type="checkbox"/> \$49.97 Special Ed |
| 62 <input type="checkbox"/> \$53.50 Drama |
| 63 <input type="checkbox"/> \$55.32 Gifted |

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| 69 <input type="checkbox"/> \$44.62 ESL PSA |
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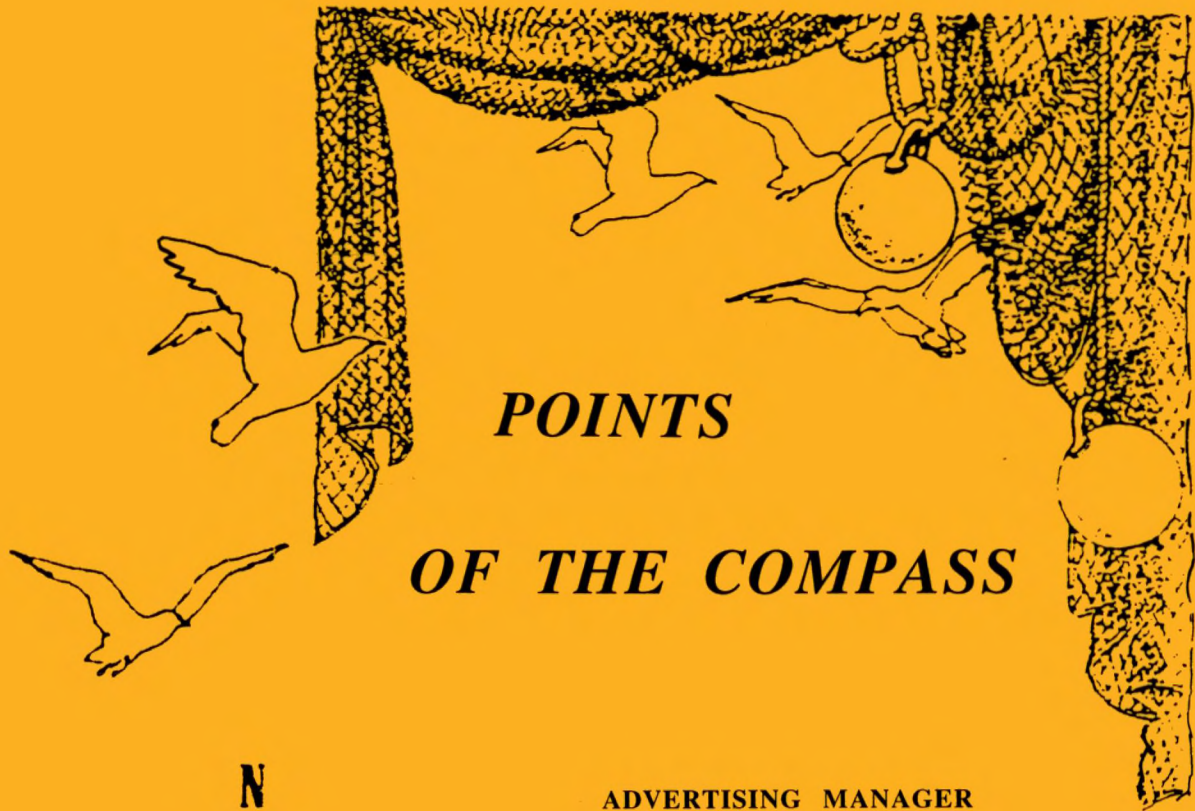
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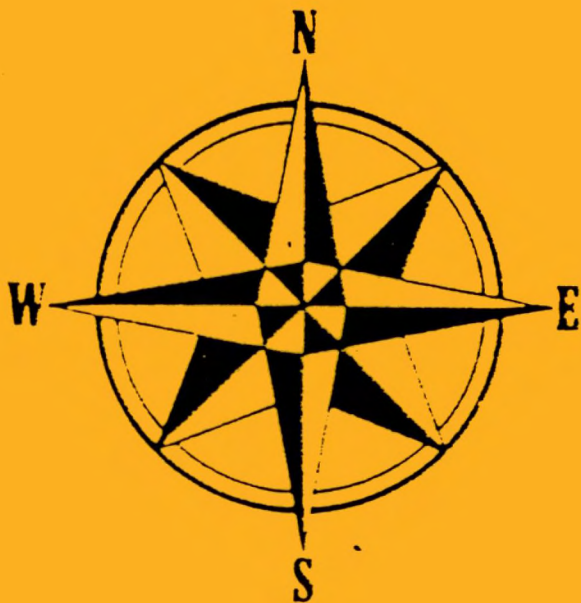
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