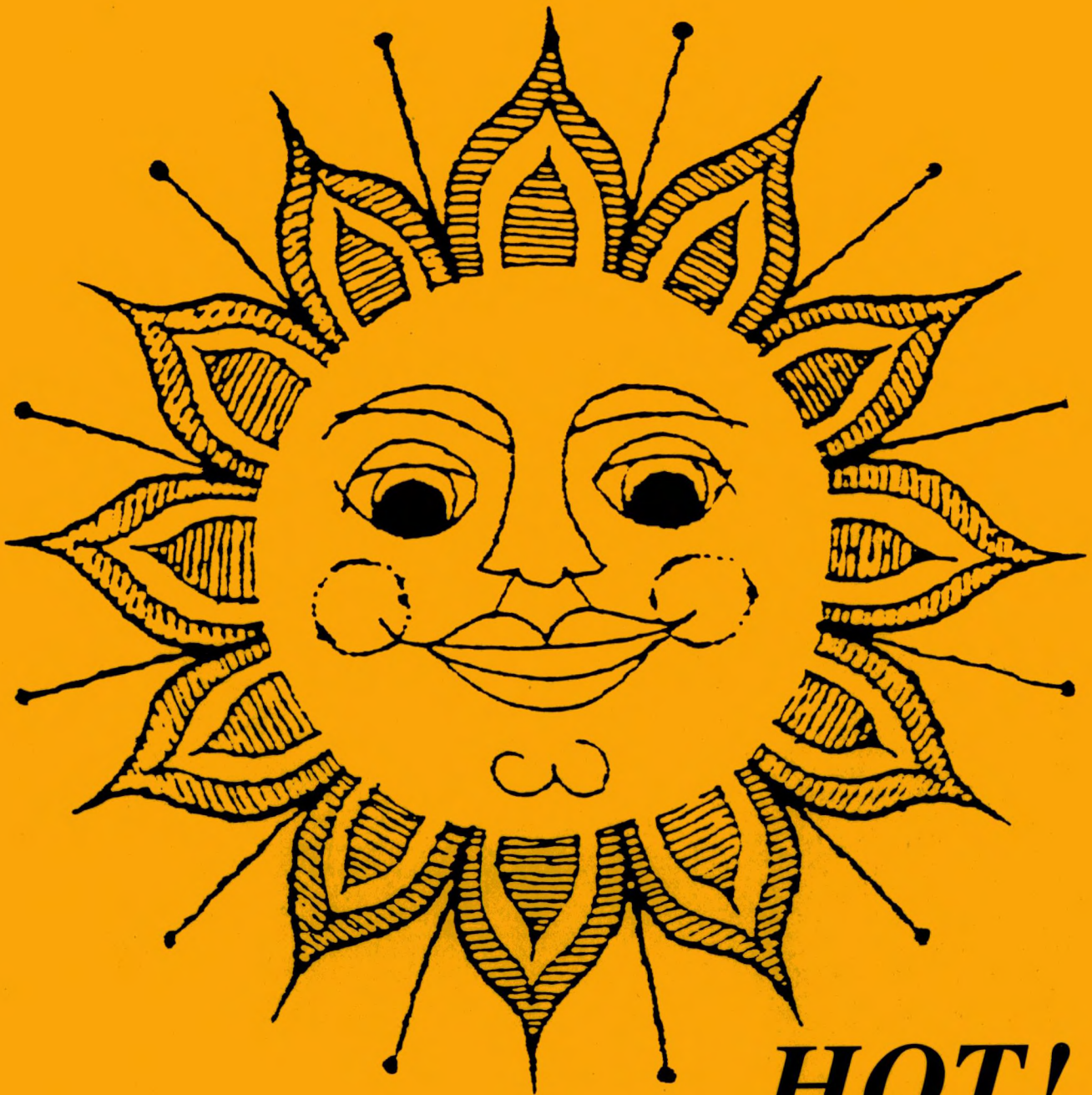


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**BCTLA**

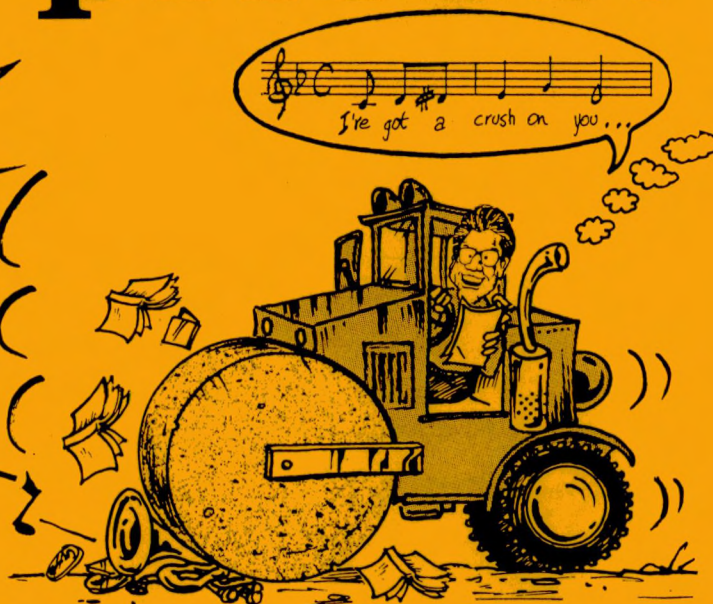
# THE BOOKMARK



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### STATEMENT OF PURPOSE

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

# IN CIRCULATION

by KRIS NELLIS, BCTLA President.

Thank you to the Chapter Councilors who met at the B. C. Forest Education Centre in Surrey on April 30, 1994. A special thank you to Marilyn Hannis and Patricia Finlay for facilitating the morning session that followed up on the Forum on Resource-Based Learning and Teaching. The Forum's recommendations for the B. C. Teacher-Librarians' Association were discussed at the Chapter Councilor's meeting and motions to support these recommendations were passed. It is hoped that others that were represented at the Forum will also support the recommendations that are being suggested for their groups. The final draft of the recommendations should be distributed to all the participants before the end of May. Marilyn and Patricia will be presenting the recommendations at Resources '94, the Ministry-sponsored forum for CAP coordinators and other district personnel. We await the feedback from this larger group.

One of the Forum recommendations, that was supported by the Chapter Councilors, directs the BCTLA to strike a committee to establish minimum academic/educational standard qualifications for teacher-librarians in British Columbia. Representation from the BCTF and the BCTLA will be required. **If you are interested in serving on this committee, please let me know.**

The thread that ran through the Chapter Councilor's meeting was information on the cutbacks in teacher-librarian staffing around the province. The Chapter Councilors unanimously passed a motion directing the BCTLA president to write a letter of concern, to the Chairperson of the school board, when a chapter identifies a need. I received information from two councilors at the meeting. If there are other chapters that want a letter sent to their trustees, please forward the pertinent information to myself. The protocol is for the letter to be approved by the president of the appropriate local teachers' association before being sent to the trustees. There are some devastating cuts being inflicted and the BCTLA will continue to write a letter of protest when it is requested by a chapter councilor or chapter president. Please keep us informed.

Thanks to Kirk Longpre for a copy of the most recent edition of "Added Entry", the Greater Victoria Teacher-Librarians' Association newsletter. In it

there was a reprint of an April 11, 1994 Vancouver Sun article by Stephen Hume. It was very supportive of the necessity for school libraries and the importance of public education. I hope that you had a chance to read it. Also in the newsletter, there were a number of e-mail messages from around North America and they expressed concern and outrage over the cuts to Victoria's teacher-librarians. I have added BCTLA's voice to the many out there that are shocked at the events that are unfolding.

Provincial bargaining was another hot topic at the councilors' meeting. At the May 6/7 PSA Council meeting Ray Worley also spoke on the subject. He still did not have any definitive information but stressed that the BCTF Executive is aware of the concerns surrounding local clauses and a major goal is to prevent contract stripping and to preserve local bargaining in as many areas as possible.

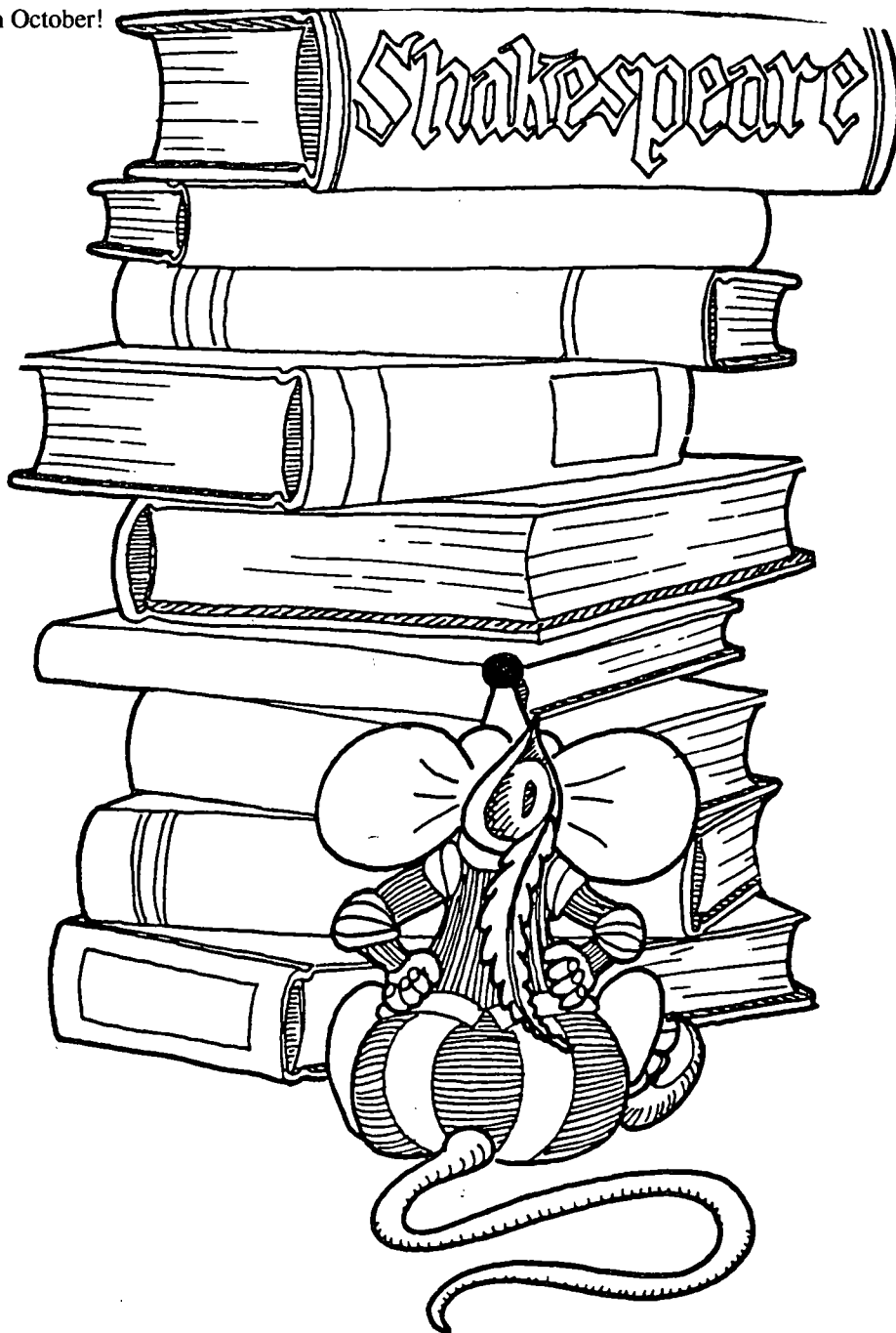
Congratulations to **Barbara Fitzpatrick** from **Richmond!** She was the Grand Prize winner of \$1150 in books from the vendors that donated to our membership drive contest. The second prize winner was **Dina Rumble** from **Williams Lake** and she will be receiving a copy of Print Shop Deluxe courtesy of Image Media. Third place, a copy of Kid Desk: First Desktop Especially for Children, was also provided by Image Media and was won by **Kim Carlson** from **Princeton**. Our membership has increased slightly from last year which, with more and more cutbacks occurring, is gratifying to see.

Congratulations again to Kay Treadgold, the 1994 winner of the BCTLA's Award of Merit, and to Art Tindill, the 1994 winner of the BCTLA's Distinguished Service Award. They were both present at the AGM to accept their awards and it gave us all a few uplifting moments. The details of Kay and Art's accomplishments are inside this issue. Also at the AGM, Angela Thacker was awarded an Honourary Life Membership in the BCTLA. Angela was away at an ATLC meeting and could not join us but will be present at the Chapter Councilor's meeting in the fall to receive recognition.

On May 7, 1994, Willa Walsh (Senior Editor), Jim Holgate (Editorial Board), Patricia Finlay (Past President) and myself attended the B. C. Book Prizes gala dinner at the Robson Centre. It was a very enjoyable evening and the 400+ people in attendance were appreciative of the organizational efforts of Alan Twigg and his Board of Directors, of which Willa is a member. Thanks, Willa, for a fun time!

Our final executive meeting, a joint one with old and new members, will be held at the new BCTF building on 6th Avenue. I paid it a quick visit when I was last in Vancouver and found it to be bright and spacious. The security is tight, especially on Saturday, so I hope that I can remember all the details so that we don't become temporarily trapped in an elevator, which is what happened to one of the executive from the Business Education PSA!

Thank you for your support over the past two years and I wish Judith Kootte the best of luck next year! See you in Burnaby in October!





The end of the school year is once again upon us and the HOT summer months beckon. You will, hopefully, find some interesting articles in this issue of *The Bookmark* to start your summer off right. I recently attended the BC Book Prizes Awards Dinner and realized how many great BC authors we have. So many books—so little time! The dinner was followed by a gala reception in honour of George Woodcock at the Vancouver Law Courts. George is possibly the author most responsible for the present Renaissance of writing in BC. He was honoured at the reception by the mayor dedicating May 7th as George Woodcock Day and by a display of his literary works—over one hundred titles! The last forty years has seen our province progress from a cultural wasteland to a sumptuous literary feast. Many of the literary elite were in attendance at this dinner and reception and your association, the BCTLA, was well represented with an entire table of persons attending. We enjoyed a first class meal, the awarding of the prizes hosted by a jovial Pierre Berton, and follow-up reception with a special speech by Margaret Atwood. We were also delighted with the hilarious appearance of Double Exposure who not only presented one of the prizes but also entertained us with their own special satirical vignettes of Pierre Trudeau, Jean Chretien, Barbara McDougal and our own Grace McCarthy!

The winners of this year's prizes in each category are as follows: The Roderick Haig-Brown Regional Prize for the best book contributing to the understanding and appreciation of the province went to *Nisga'a* (Nisga'a Tribal Council/Douglas & McIntyre) edited by Alex Rose. This portrayal of a rich and flourishing culture features photography by Gary Fiegehen, and a foreword by Thomas R. Berger. The Hubert Evans Non-Fiction Prize went to *Some Become Flowers* (Harbour) by Sharon Brown. This family memoir recalls the pains and rewards of caring for the author's terminally ill mother at home. The Dorothy Livesay Poetry Prize (supported by the BCTF) went to *The Gathering: Stones For The Medicine Wheel* (Polestar) by Gregory Scofield. The author applied the teaching of the Medicine Wheel to find spiritual renewal and self-acceptance. The Sheila Egoff Children's Literature Prize (supported by BCLA) went to *White Jade Tiger* (Beach Holme) by Julie Lawson. A girl named Jasmine accidentally passes through a half-hidden door and finds herself in Victoria's Chinatown of the 1880s where she and a new friend must find a lost tiger amulet. The Ethel Wilson Fiction Prize (presented by Margaret Atwood) went to *Bad Imaginings* (Porcupine's Quill) by Caroline Adderson. These short stories were also shortlisted for the 1993 Governor-General's Award for English Fiction. And The Bill Duthie Booksellers Choice Award went to *Fishing For A Living* (Harbour) by Alan Haig-Brown. These are the HOT writers in our literate province. I now have an immense stack of reading for what I hope will be a long, languid summer.

There will be some changes to the *Bookmark's* Editorial Board for next year. I am sad to say that Val Hamilton will no longer be co-ordinating the BCTLA Reviews. We have been fortunate indeed to have Val doing the job for so long and doing it so well. She will be hard to replace! We are looking for someone to help out. If you are interested please give me a call. One benefit of the job is that you get to see all the new BC books! With our active publishing industry we are kept busy reviewing. We wish Val all the best and hope to see her back on the Board in the near future if at all possible.

Have a great summer!

*Willa*

# LETTERS TO THE EDITOR

## What's Hot With UBC Student Teachers?

Any materials that provide student teachers with lesson and unit planning ideas are hot! One of the most useful BCTF publications for our student teachers is the *Bookmark* and the features that are most popular are the units, BC author portraits, and bibliographies. The information in the *Bookmark* is timely and most importantly relevant to the BC curricula. Student teachers gravitate to those materials that include teaching topics they will encounter on their practica.

As well, an invaluable reference tool for our students has been the *Subject Author & Title Indexes to Cooperative Units* which we have photocopied and placed in a separate binder for quick and easy reference. In addition several BCTLA publications continue to be hot items and these are *Contemporary Books Reflecting Canada's Cultural Diversity*, *Imagination or Reality* and *Links to Literature*.

Special thanks to the teachers and teacher-librarians who have contributed to these publications and to the *Bookmark* editorial board for all their hard work. Please know that the role of the *Bookmark* in teacher education is significant and is living proof of resource based teaching practiced in British Columbia schools. When faced with the question do all teacher-librarians cooperatively plan and teach, I find it very useful to refer to the many units in the *Bookmark*. When student teachers refer to cooperatively planned and taught units, they not only learn about a wide variety of learning resources and effective teaching strategies, they also learn about information literacy skills and the role of the teacher-librarian. This is advocacy of the strongest kind.

Jo-Anne Naslund  
Education Library

## Editor *The Bookmark*:

We piloted a library security system in January, 1994. The system is marketed by National E.A.S. and is commonly used in commercial outlets. The system is exceptionally reasonable in price (\$5500 Can.) and runs on radio signals rather than electromagnetic waves (apparently safer). We purchased the system after a three-month pilot project.

If any of your readers wants more information please call me at the school (996-7126) or you could contact the National E.A.S. representative in Vancouver, Elizabeth Catto, at 940-9996.

Mary Huffman, Fort St. James Secondary School,  
Box 307, Fort St. James, BC, V0J 1P0 Phone 996-7126.



# BCTLA EXECUTIVE BOARD, 1994-1995

(elected by acclamation)

## PRESIDENT

Judith Kootte  
Teacher Consultant  
Richmond School District

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Judith has been an elementary teacher-librarian and teacher in Richmond School District since 1976. She is currently a Master of Arts Candidate studying at UBC. In 1991 she was Chapter Councilor for Richmond and is finishing her first year on the BCTLA executive board as treasurer. She has also contributed to BCTLA through her award-winning articles in *The Bookmark* and as a representative on several advisory committees.

"I believe in a community of learners. It is as a community that we can develop the capacity to think critically and creatively and adapt to change. By working together collaboratively with a strong sense of personal and social responsibility we will engage, enable and empower ourselves to increase our depth of knowledge and connectedness to the world beyond our classrooms and resource centres. Whereas my first community was comprised of my students and myself and bounded by my classroom walls, as a teacher-librarian I came to see my working community as including an entire school of students, teachers, parents, and support staff as well as individuals and groups in the community at large. As president of BCTLA, I am excited by the challenge of working and learning in, yet again, a broader community context. As a teacher and a learner, I believe in confronting my own professional knowledge through reflection, research, collegial discussion and participation.

Last year as treasurer I wrote that we have been successful in defining and legitimizing our role for ourselves but we have been less successful in forging new and creative partnerships with other educational stakeholders. As we meet the challenges of global education, reduced budgets, provincial bargaining and face the ever increasing information and instructional demands of new media and new paradigms, I continue to believe we have much work to do. We must remain vigilant advocates for our students and ourselves. We must also become both partners and leaders in the quest for change. Michael Fullan in his new book, *Change Forces*, writes that "change is ubiquitous and relentless, forcing itself on us at every turn. At the same time, the secret of growth and development is learning how to contend with the forces of change — turning positive forces to our advantage, while blunting negative ones. The future of the world is a learning future." As teacher-librarians we have an important role to play."

## VICE-PRESIDENT

Gerald Soon  
Teacher-librarian  
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Gerald is currently working at Burnsvieview Jr. Secondary in Delta and has also worked as an elementary teacher-librarian and teacher. He has his Masters of Education from UBC and has been teaching courses in the Teacher-librarianship program in the summer. He was senior editor of *The Bookmark* from 1985-1987 and has served on the BCTLA executive board for two years as recording secretary.

"BC teacher-librarians continue to be targets of cutbacks and suffer from a lack of support at the local level and within the BCTF. It is imperative that the BCTLA be a strong advocate for its members with the government, within the BCTF and with school boards."

## TREASURER

Jim Gillett  
Teacher-librarian  
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Jim is relatively new to BC, having moved to Kelowna in 1992 after a four year stint with DND in Germany. Prior to that he taught in both Alberta and Saskatchewan. Jim has an extensive educational background and over the past twenty years has worked in a variety of educational situations (elementary and secondary teacher-librarian, English teacher, ESL lecturer and reference librarian at post-secondary levels). During the past school year Jim worked for the Central Okanagan board and hopes to land another temporary contract in that district.

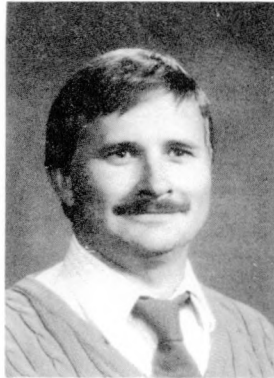
"I look forward to my new job as BCTLA treasurer. I feel that I have a broad perspective on many issues and that my strengths in organizational, writing and computer skills will be an asset to the executive. In my own way I hope to contribute to shaping the direction of teacher-librarianship in BC."

## COMMUNICATIONS OFFICER

Mark Roberts  
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Mark is currently teacher-librarian at David Livingstone Elementary in Vancouver. He has worked as an elementary teacher-librarian and teacher in Vancouver and Prince Rupert. He has been president of both the Vancouver and the Prince Rupert chapters and has served one year on the BCTLA executive board as communications officer. He is also a steering committee member of the Vancouver Childrens' Literature Roundtable.

"I am pleased to be serving on the BCTLA executive as the communications officer for a second term. The opportunity to be in contact with many teacher-librarians throughout the province is an interesting experience. I will continue to work, on your behalf, to ensure that teacher-librarians and their important role in a school's instructional program are understood by all educational stakeholders."

## RECORDING SECRETARY

Carol Hilland  
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Carol is currently the teacher-librarian at Ecole Phoenix Middle School in Campbell River. She has been a teacher-librarian and a teacher at both the elementary and secondary levels. Carol has her MA in Education from San Diego State University. For the past two years she has represented the Campbell River Teacher-Librarians' Association as a Chapter Councilor.

"I'm concerned about the future of teacher-librarianship in BC, with provincial bargaining and precedents set in other school districts (e.g., Courtenay S. D. has no elementary teacher-librarians). I believe that by joining the BCTLA executive as recording secretary I will be directly taking a pro-active stance in helping to maintain our positions."

## WORKING AND LEARNING CONDITIONS CHAIR

Roslyn Heide  
Teacher-librarian  
Surrey School District

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Roz is a teacher-librarian at Brookside Elementary in Surrey. She has worked in Surrey for twenty years after arriving in BC from Manitoba. Roz has her M. A. in Education Administration from San Diego State University. She has served for three years on the executive of the Surrey Teacher-Librarians' Association.

"The role of the teacher-librarian might well be considered an endangered specialty in these times of severe budget cutbacks. I believe all BCTLA chapters need to be actively involved in some form of Advocacy/Public Relations projects. The annual fall survey is a very valuable resource for statistics. All teacher-librarians can facilitate its effectiveness by doing their part to ensure an early return of the surveys for the report in the December issue of *The Bookmark*."

## PAST PRESIDENT

Kristina Nellis  
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Kris has worked at Duchess Park Secondary for the past four years. She has experience as a teacher-librarian and teacher at both the elementary and secondary levels. Kris has been an active member of the Prince George chapter, serving in a number of positions on their executive. She has just completed her second year as President of the BCTLA — thank you, Kris, for a job well done!!

"As past president of the BCTLA, I hope to be able to provide advice and continuity for the incoming executive and Judith Kootte, the incoming president. The difficult times for our profession continue. It has strengthened the resolve of some chapters while frustrated and demoralized others. I continue to hope that the proposed education changes will bring additional funding that will enable districts and individual schools to increase the staffing levels for teacher-librarians, a vital link in ensuring the success of the philosophy of life-long learning."

## PUBLICATIONS COORDINATOR

Barbara Smith  
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Barbara has taught 32 years, 31 of them in North Vancouver District, and 25 as a teacher-librarian. She has a B. Ed. Elem. from UBC with a library major, and is working on her sixth year there. She has served as chapter councillor, and executive board member for *The Bookmark*, as well as in various executive positions in her local chapter. She has also been part of the North Vancouver Teachers' Association Bargaining Committee, and served as a delegate to the BCTF annual general meeting.

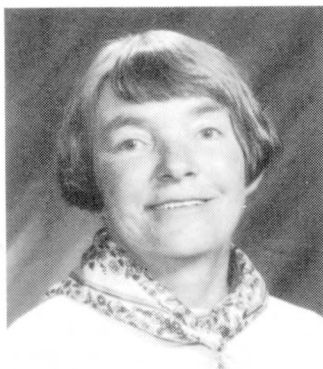
"The BCTLA must become a strong voice for student learners by bringing forward to all stake-holders the importance of resource-based learning and the key role of teacher-librarians. BCTLA publications can help get our message across to the educational community."

## CONTINUING EDUCATION CHAIR

Mary Huffman  
Teacher-librarian  
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Since 1984 Mary has been the teacher-librarian at Fort St. James Secondary. She has a wide range of experience in elementary and secondary schools, both large and very small. Mary has initiated and coordinated several "technology" projects in her district. She is also the Chairperson of Nechako's Professional Development Committee.

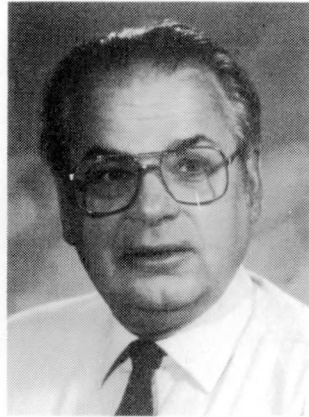
"I am somewhat hesitant about accepting this position due to my rather isolated situation. On the other hand, the new university in Prince George offers exciting possibilities, which I may be able to connect to our established educational communities in the south. I thoroughly agree with Marilyn Hannis' assessment of our situation in the March 1994 *Bookmark* and hope that I can, 'continue the evolution of information technology and continued emphasis on resource-based learning and teaching'. Thank you for the opportunity to work at the provincial level and gain a much broader perspective of the excellent work the BCTLA has done, and continues to do, for the schools of our province."

## LIAISON CHAIR

Patrick Romaine  
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Patrick is the teacher-librarian at A. L. Fortune Secondary in Enderby. He has taught a variety of subjects at the secondary level in places ranging from Hay River to Radcliffe-on-Trent, England. He has his Masters of Education from the University of Victoria. Patrick has served on school district and BCTF Learning Conditions committees and on the executive of the Shuswap-Revelstoke chapter.

"The BCTLA has impressed me as an organization. Its members work very hard at the local and the provincial levels. It is a PSA composed of both elementary and secondary teachers working together on a wide variety of projects. The importance of libraries is recognized by many and while this often does not translate into money for more resources or staff, those making decisions always maintain libraries are important. It is only by our organization maintaining a high profile that we can be certain that our libraries remain. For an organization to be successful it is important that all members contribute as much as they can. It is now my turn to do what I can to help our organization continue to be the active PSA that it has been over the years."

## CONFERENCE CHAIR

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After 25 years as a teacher-librarian at elementary and secondary schools, Barb is now working at the District Resource Centre for Prince George School District. She has been active on the executive of the Prince George chapter and is a past president of BCTLA, 1986-1988. Barb has taught several teacher-librarianship courses at Prince George as part of UBC's distance education program.

"As we face budget reductions and educational restructuring, I am confident that teacher-librarian leadership and advocacy will play an active role in change. I'm proud to be involved with a strong provincial body which will continue to lobby for student informational literacy."

## SENIOR EDITOR

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"The job of the Senior Editor of *The Bookmark* can certainly expand to take up a large chunk of time, but it is the most rewarding job I have as yet done on any executive. I joined the staff of *The Bookmark* some six or seven years ago — my, how time flies! At first I just listened and tried to figure out how the whole thing worked. Then I attempted to write up some units, and to phone people around the province to drum up articles. I got lots of practice editing at the Paste-Up days and slowly became more confident at both writing and editing. I enjoyed selecting the graphics and arranging the pages and improved my computer skills. One day I left the room at the wrong time and returned to find that I had been selected to become Senior Editor!

The greatest experience for me on the Board has been the association with so many energetic, original and sometimes bizarre people! This is one committee that really works. It is a real team effort — and everyone contributes what they can — each selecting areas of work they are most comfortable with and enjoy. There is never any conflict, no power struggles, and no working at cross-purposes — a rather unique situation. Dedication is what really sets this group apart. I sometimes wonder if we are not all a little crazy. We do believe *The Bookmark* contributes to the professional development of teacher-librarians in BC and we do know that BCTLA members are very appreciative of their journal."



# BCTLA AGM REPORTS

## PRESIDENT'S ANNUAL REPORT, 1993-1994

Many members of the BCTLA are struggling to meet the needs of students, in the wake of last year's cuts, and many face cutbacks again. Numerous members at the elementary level have also become a preparation time teacher in their school. This means that they now may have scheduled classes in the resource centre for a large portion of their allotted time in the library. No one is happy with the regressive move away from cooperative planning and teaching and flexible scheduling. If elementary prep time and class size clauses were not in contract would teacher-librarians and other support personnel have more time allocated? Possibly, but the BCTLA certainly does not advocate that we relinquish these important gains. We must move forward from where we are. We must continue to support classroom teachers and, in return, ask for their support. The devastating effects on support personnel are now being felt and many classroom teachers do not want to see further erosions. I hope that they will begin to verbalize this message loud and clear. If others are also advocating for the necessity of support for students and classroom teachers, the message should have more impact.

The feedback from November's Ministry-funded Provincial Forum on Resource-Based Learning and Teaching, organized by Marilyn Hannis and her Continuing Education Committee, has been very positive. New contacts were made within the Learning Resources branch of the Ministry and other groups outside our association and the issues raised should give us a focus for the future of the BCTLA. These issues were discussed prior to the Chapter Councilor's meeting on April 30, 1994 and we now have a clearer picture of the possibilities and can begin to formulate new policy. Thank you again to Marilyn and her committee for planning this forum. Also, many thanks to Patricia Finlay and Marilyn for the hours of work put into the follow-up recommendations and for presenting them to the Chapter Councilors.

The Curriculum Branch of the Ministry of Education also values our expertise. Having the opportunity to attend a Ministry-sponsored session for PSA Presidents, to respond the draft Intermediate and

Graduation Program documents, was a valuable experience and an opportunity to reinforce the need for support services if these new programs are going to be successfully implemented. Also, numerous stakeholder groups, including PSA Presidents, were brought together by the Ministry to make suggestions for the forthcoming Curriculum Program Guides. This was an opportunity to make contact with other groups and to raise the profile of the role of the teacher-librarian. The Library Book Purchase Plan continues to be supported by the Ministry of Education. Thank you to Carole Eyles and Mary Huffman, who have completed their term on the committee, and to Mel Maglio and Lee Inkster, who will continue one more year. The two new committee members will be chosen on May 5, 1994 and I will be assisting with the selection process. The two new members will meet with the two continuing members once before the summer.

Gerald Soon and Pat Parungao have trained a number of people from around the province that are now available to present the workshop that is a follow-up to BCTLA's publication *Contemporary Books Reflecting Canada's Cultural Diversity*. A display of the books found in the bibliography accompanies this workshop which can be booked through the BCTF. Thanks again to Gerald and Pat for all of their efforts.

*The Bookmark* continues to be an outstanding publication under the watchful eye of Willa Walsh, Senior Editor. Thank you to all of the members of the Editorial Board for the many hours spent turning out such an excellent journal. I was able to spend some time watching them at work, late one afternoon last fall, when paste-up day coincided with a weekend that I was attending a PSA Council Meeting. I watched Jim Crook and Jim Holgate work wonders with the computer in Liz Austrom's dining room as Barbara Smith assisted with formatting and high-speed inputting. I watched Liz create an article at a computer upstairs and saw all the editing, organizational and graphic work that goes on in the basement. I am glad that I had the opportunity to meet everyone and to see them in action.

This year, all of the members of the Executive Board were elected by acclamation. There will be several new faces next year. Welcome to newly

elected Jim Gillett, Carol Hilland and Roz Heide and to Mary Huffman and Pat Romaine who are filling appointed positions. Thank you to Bonnie McComb for the three years that she has spent on the executive, the last two as Vice-President. She has been instrumental in maintaining contact with Chapter Councilors and in arranging the details for the Council meetings. Her enthusiasm will be greatly missed. Ray Walker has served two years as the Working and Learning Conditions Chairperson and chose not to run for another position. Ray made some valuable changes to the Working and Learning Conditions survey and has maintained close contact with the Bargaining Division of the BCTF. Thank you, Ray, for providing advice and important statistical information to Chapters as they continue to face cutbacks. Marilyn Hannis resigned as Continuing Education Chairperson in January but continues to work on the follow-up to the Provincial Forum on Resource-Based Learning and Teaching so she is still partly with us. Thank you Marilyn for coordinating the numerous projects that your committee has undertaken. Carole Eyles has been the Liaison Chairperson for three years and has maintained contact with numerous organizations. Thank you, Carole, for all your efforts. Thanks also, to all of the Executive members who will continue to serve – Judith Kootte, Gerald Soon, Mark Roberts, Barbara Smith, Barb Hall and Willa Walsh. I look forward to taking on the supporting role of Past-President and hope that I can be of assistance to the Executive and to Judith, the BCTLA's incoming President.

Finally, a very special thank you to Patricia Finlay who has served on the BCTLA Executive for the past eight years; two as Corresponding Secretary, two as Vice-President, two as President and two as Past-President. She has devoted an incredible amount of time to this organization and is currently hard at work organizing our conference in October, which we thank the Burnaby chapter for hosting. I have relied on Patricia's advice many times during the last two years and I really don't know how I would have managed without her guidance. On behalf of myself, the Executive and all the members of the BCTLA thank you very, very much Patricia. We wish you all the best.

Submitted by Kristina Nellis, President

## MEMBERSHIP REPORT

As of April 12, 1994 the total membership of the BCTLA was 1033. The membership is broken down as follows:

BCTF Active members	848
BCTF Associate members	24
Student members	22
Honorary Life Members	10
Subscriptions	129

Our current membership is virtually identical to April, 1993 when it was 1037. There are four more active members and eight fewer subscribers. Our grant from the BCTF is based on the number of BCTF members we have in May.

Over \$1000 in gift certificates and software were donated by **Educare, National Book Services, Jim Elder, MacNeill Library Services, Vancouver Kidsbooks and Image Media** to be used as prizes in a membership drive this spring. It is hoped that there will be increased membership during the next month to reflect the visibility of the flyer advertising the prizes available to all current members. Thank you to the executive members who assisted in obtaining these prizes and thank you to all of the businesses for their generous donations. The draw for the prize winners was made at the Chapter Council meeting on April 30, 1994. Thanks also, to Chapter Councilors for continuing to promote and encourage membership in the BCTLA.

Submitted by Kristina Nellis, President

## LIAISON REPORT

This year has seen a closer contact with CSLA and ATLC as we share information back and forth on a fairly regular basis. We now have reciprocal memberships with these two organizations. We have been approached by IASL to join them and will be offering them the same arrangement. I have attempted to reestablish a connection with the library technician courses at both Langara and Fraser Valley Community colleges. Fraser Valley has been very positive in their response and we are still hoping to hear from Langara.

We have endorsed the major CLA/CSLA conference in to be held in Vancouver this June and some of our members have been active on the organizing committees. We have also endorsed in principle the CLA/NLC Library Statistics Project aiming to collect data about library resources and services. School libraries will be included in the data collection in 1995. We are supporting the School Library Collection at the National Library of Canada by ensuring that they receive copies of all our publications. This collection is housed at the Library Development Centre and is for our use. A bibliography is being prepared and will be widely distributed when ready.

The position of Liaison Chairperson is an interesting way to keep in touch with teacher-librarians across the country. I have enjoyed my three years and wish Pat Romaine every success as he takes over the position in June.

Submitted by Carole Eyles, Liaison Chairperson

## ARCHIVES REPORT

Mention has been made in previous reports of the efforts of the Archives Committee to find a permanent base for the Archives. So far, these efforts have not met with success. However, we now have concrete proposals for the future which will be submitted to the President for consideration by the Executive Committee. In brief, we are suggesting that some items in the Archive Collection be given to the Education Library at UBC where they would be catalogued and be readily available for the use of students or researchers.

There are two reasons for this proposal. One is the physical size of the collection—the fact that in spite of careful weeding, it is becoming larger and more unwieldy every year. Another reason is the much greater accessibility of materials if they are in a library rather than in a private home. For the time being the Archives will continue to function as before, and anyone needing to consult an item will be able to do so.

Submitted by Gordon Stubbs for members of the Standing committee:

Gordon Stubbs, Glen Pinch, Daphne Buchanan

## CONFERENCE REPORT

Changing the date of our provincial conferences seems to have attracted a larger audience as experienced by the successful conference organized by the Central Okanagan chapter in Kelowna, October 1993.

The Burnaby chapter has formed a partnership with the Science Teachers' Association to host the October, 1994 conference. We look forward to "The BEST" which will centre around a science and technology theme and give members a chance to see Burnaby South, a new "high tech" school.

The Prince George chapter will host the conference in October, 1995 with a tie-in to the new northern university, UNBC. The Saanich chapter has agreed to host the fall 1996 conference and BCTLA will join with CSLA, ATLC and UBC's School of Library, Archival and Information Studies to hold the International School Librarians' Association conference in Vancouver in July, 1997.

Submitted by Barb Hall, Conference Chairperson

## CHAPTER RELATIONS REPORT

Thank you to all Chapter Councilors for the work that you have done this year. Your job is so important to the communication, functioning and strength of the BCTLA. Especially in the challenging times we are facing, our mutual support and collective voice are essential.

On October 17, 1993, the Chapter Councilors met at the Capri Hotel in Kelowna. Our feature speaker was Delee Cowan, a representative of the Provincial Bargaining Committee and a Local Bargaining Chairperson, who presented suggestions about effective bargaining strategies for teacher-librarians. At this meeting, we also addressed our concerns about dropping membership. As a result of these concerns, we organized a major membership drive. Educare, National Book Services, Jim Elder, MacNeill Library Services, Vancouver Kidsbooks and Image Media generously donated gift certificates so that we could offer a grand prize of over \$1000 in books and second and third prizes of software.

On April 30, 1994 the Chapter Councilors met at the B.C. Forest Education Centre for our spring

Chapter Councilor Meeting and AGM. Marilyn Hannis and Patricia Finlay presented information on the Provincial Forum on Resource-Based Learning and Teaching that was held at Dunsmuir Lodge in November. At this meeting we also drew the names of the winners of our membership drive.

In June, each chapter will submit, to the Vice-President, two copies of a report highlighting their year's activities. The reports will be published throughout the year in *The Bookmark*. As soon as elections are held, each Chapter Councilor must also submit, to the Vice-President, the names of the chapter's 1994-1995 president and councilor.

As this is my last year as Vice-President and as I am stepping down from the executive, I would like to thank all the hard-working, wonderful people that I have met and worked with over the past three years. You have been a part of the best professional experience I have had. I give the new executive members my best wishes and support. Thank you.

Submitted by Bonnie McComb, Vice-President

## CONTINUING EDUCATION COMMITTEE REPORT

Committee Members: Bernice Betts (Burnaby), Valerie Dare (Vancouver), Patricia Finlay (Burnaby), Rod Hermsmeier (Merritt), Jan Roberts (Campbell River), Don Hamilton (U. Vic.), Joan Harper (UBC)

This year saw completion of several projects. The lists of schools and teacher-librarians willing to share their expertise were compiled in the Visitation Booklet and each Chapter Councilor received a copy. Contact with faculty advisors responsible for pre-service teachers was increased and information was distributed prior to practicums. Articles in *The Bookmark* also informed members of how to obtain Distance Education courses or become an instructor. Through Distance Education, UBC will be piloting a correspondence course this fall in response to our survey.

The Forum on Resource-Based Learning and Teaching has certainly been a major accomplishment of the CEC team. Recommendations will be published this spring for distribution to all the partners who participated in the Forum: the Ministry of

Education; BC School Superintendents Association; BC Principals' and Vice-Principals' Association; Capital Allocation Plan (CAP) Coordinators; Faculties of Education at UBC, UVic and SFU; BCTF's Provincial Specialists' Association (PSA) Council; BC Teacher-Librarians' Association. The forum focused on the relationship of teacher-librarians to the implementation of resource-based learning and teaching. The recommendations which came out of the forum address the philosophical, personnel, funding, selection and management requirements which are needed to support resource-based learning and teaching.

It has been a pleasure for me to work with the CEC team. It is a group whose support and dedication is exemplary. I would like to thank them for their support during the past two years.

Submitted by Marilyn Hannis, Chairperson

## WORKING AND LEARNING CONDITIONS REPORT

We had a good plan but they changed the rules of the game...or are we in a different ball game altogether? Throughout last year and early this year, we encouraged locals to become involved in bargaining in order to protect library services in contract. The annual survey assisted in documenting the needs from district to district. We had an executive meeting with Al Cornes (BCTF Bargaining Chairperson,) in September, and a Council session with representatives of the Bargaining Division, in October, to help formulate a bargaining strategy. It was our hope that utilizing the Bargaining Division and having grassroots involvement may have resulted in additional locals having contract language in the area of library services.

Now the issue of provincial bargaining means the possibility of a master agreement and we have no idea where locals with strong library clauses, or those without any contract language, will end up. Our energies might now have to be focused on influencing the negotiations for a provincial contract to include library staffing and related clauses. This effort is of vital importance so that we do not witness a province-wide gutting of school library services. It

is not the time to let someone else do it; all of us must make our voices heard in order to be included as an educational service that is as important as class-size, mainstreaming, ESL, etc.

The 1993-1994 Working and Learning Conditions survey results confirmed that a further deterioration of library services is taking place around the province. Some districts have been devastated, a fact which makes it vitally important that we continue to document the situation.

We made further improvements to the survey procedures, allowing submission of the data on disk. The switch to service levels (exclusion of T-L preparation time), rather than staffing levels, resulted in a more precise measurement of actual service offered to students and a more realistic target to aim for in negotiations (i.e., providing for coverage during our preparation times). In attempting to improve the relevance of the budget information, this data was accepted and published on a rolling basis throughout the year. Further improvements in this area are being looked at.

The special question, on available technological services around the province, generated a lot of interest and prompted the Learning Resources Branch to contact us inquiring about the possibility of sharing similar data in the future. The issue of technological information services, and how adaptive we are in accepting them, may be a compelling argument for teacher-librarians to use when discussing the future of resource centres within our schools.

Thank you to everyone who contributed to the generation of the survey. We are aware of the time required to collect and compile the data. Your help in greatly appreciated. Thank you all.

Submitted by Ray Walker, Working and Learning Conditions Chairperson

## PUBLICATIONS REPORT

When I agreed to take on the job of Publications Coordinator, the job description was fairly broad. I now know why. There are many unexpected and knotty problems to deal with and myriad details to keep track of. Fortunately, Willa Walsh, last year's Publications Coordinator and continuing Senior Editor of *The Bookmark*, has been able to tell me what to do while continuing to handle much of the work that relates directly to *The Bookmark*.

Our award-winning journal, *The Bookmark*, is our major publication. I want to extend my sincere thanks to the editorial team which labours long and hard to produce this excellent resource for teacher-librarians in B. C. and elsewhere. Their professionalism and dedication make them a joy to work with, not to mention their humour (usually good) and the wine (always good, thanks to the art and skill of Liz and Sid Austrom).

We were hoping to have the second edition of *Fuel for Change* ready for this spring, but the fates were against us. Work is going forward and we hope that it will be complete sometime in 1994/1995.

Many BCTLA publications are now available from BCTF Lesson Aids, including *Contemporary Books Reflecting Canada's Cultural Diversity*; *Imagination or Reality: Science Fiction and Fantasy Booktalks*; *Literature Connections: The Teacher and Teacher-Librarian Partnership*; *Whole-Language Bibliographies in French for Primary*; and *Implementing Change: a Cooperative Approach to Initiating, Implementing and Sustaining Library Resource Centre Programs*. There are also eleven different back issues of *The Bookmark* available. From September 1993 to April 11, 1994, total sales through BCTF Lesson Aids were \$1706.50. For the information of our out-of-province readers, BCTF Lesson Aids can be reached at their new address:

BCTF Lesson Aids  
100-550 W. 6th Ave.  
Vancouver, B.C. V5Z 4P2  
Phone 1-800-663-9163  
FAX (604) 871-2292

As Publications Coordinator, it has been my privilege to answer requests for reprint rights for items in *The Bookmark*. Several requests have come in from other provinces, indicating that our journal is being used to promote library resource centre programs all across the country.

Richmond teacher-librarians, in association with BCTLA, have produced a video outlining the role of the library resource centre and of the teacher-librarian. Final production details are being completed.

As Publications Coordinator, I attend BCTLA Executive Board meetings. It is understood by the Executive that a major reason for joining BCTLA is to receive the excellent publications. It is our continued goal to provide worthwhile resources to promote and support the role of library resource centres and teacher-librarians. I am always pleased to hear comments and suggestions.

Submitted by Barbara Smith, Publications Coordinator

## BOOKMARK ANNUAL REPORT

This has been another busy but productive year for *The Bookmark* Editorial Board. Monumental hours were devoted to the *Ten Year Cumulative Index* by the diligent MAC mice—Jim Holgate, Liz Austrom and Barb Smith. Jim designed a new way of producing the index using Hypercard and this proved very handy but required a lot of inputting. The result was a wonderfully useful hard copy (mailed with the December issue of *The Bookmark*) for all members and a disk version which will be distributed to Chapter Councillors, and will be available through them to members who wish to have the index on MAC disk. This timely index will boost *The Bookmark's* accessibility and enhance our image as a serious journal.

The September issue "Does this Count?" was a popular theme with a variety of articles on assessment. The December issue entitled "Live it Up!" included articles and bibliographies on the Learning for Living curriculum and also featured the Kelowna Conference held in October, 1993. March saw us addressing the theme of a "Brave New World" concentrating on the new information technologies used in resource centres. The last issue—"HOT!" appears in June and, hopefully, will include hot new fiction, trends in reading, pop culture, etc. There are some wonderful themes for next year—so watch for the Theme Page in the next issue. We hope to receive more units. Although these are always the most difficult contributions to get, they are the most useful for members.

The BCTLA Book Reviews staff of Val Hamilton, Alwynn Pollard, and Judy Giles are still handling a plethora of new titles from the BC publishing industry. Thanks to these people for the many hours devoted to these reviews. Sometimes ours is the only review done for a BC title, and it is a very helpful service to teacher-librarians purchasing local materials. We have revised the reviewing guidelines (in the December issue of *The Bookmark*, green section) and changed to a more compact format for printing—designed by Jim Crook. We have also reduced the length of the reviews because of the large number of reviews appearing in each issue. Some problems with the Reviews have been addressed. There is now an initial "culling" of the titles which are obviously not appropriate for BC school libraries, but we need to work on selection guidelines for this culling. It would be good to have feedback from members as to how useful they find the reviews. *BC Bookworld* will use our reviews for their educational column starting with their Fall 1994 issue and they will credit our publication. This will increase our audience to persons outside our membership, and even beyond those in the educational field.

Due to an immense increase in our mailing costs (Canada Post's decision) *The Bookmark* is again including paid advertising. Alwynn Pollard, who did such a fine job in the past, will become the Advertising Manager again. We need all the paid ads we can get to offset the increased mailing costs. So encourage your suppliers to consider an ad in our journal.

The vital people on your Editorial Board are: Judy Giles—"Artistic Director," Ruth Allman—"Editing Chief," Lina D'Onofrio—"Culinary Consultant," Barb Smith—"Fastest Fingers in the West," Ellen Rothstein—"Portrait Person," Liz Austrom—"Fountain of all Knowledge," Jim Holgate—"Technology Whiz," Jim Crook—"Mastermind of Formatting," Alwynn Pollard—"Theme Designer par excellence," Val Hamilton—"Best Book reviews," and Willa Walsh—"Senior (that means *old*) Editor."

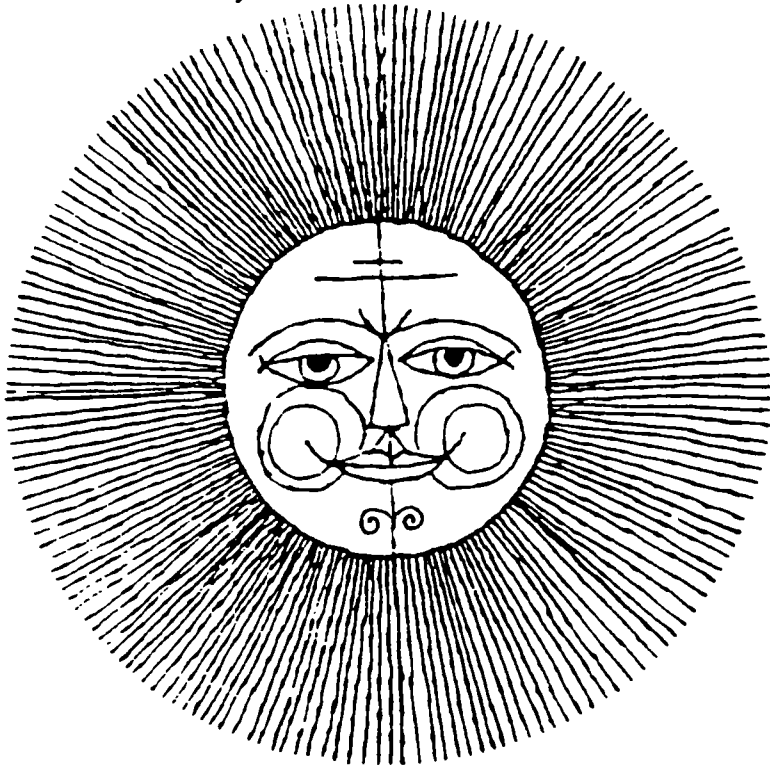
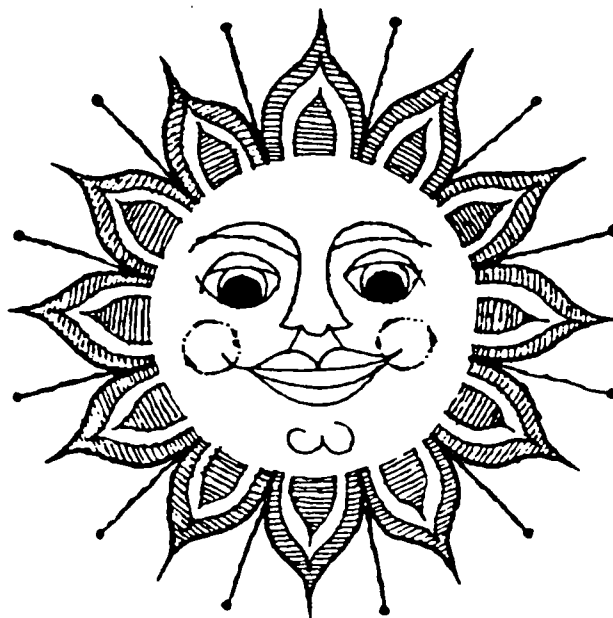
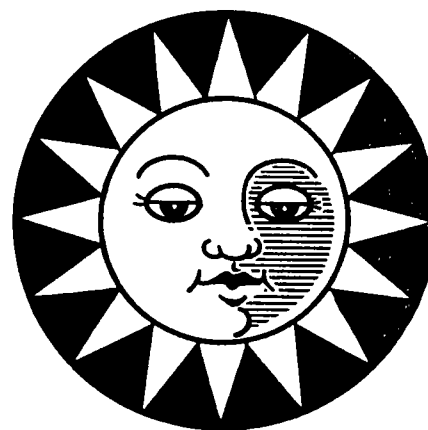
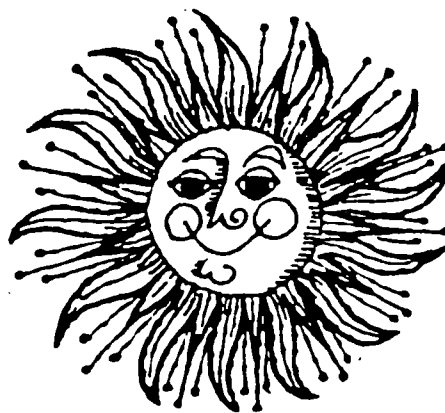
Don Hamilton continues to go off "The Deep End" each issue; Chuck Heath and Jan Clemson provide "Celluloid Spare" for alternate issues; Harold Berson does his zany *Bookmark* bookmarks, and we have a new regular contributor—John Goldsmith who keeps us up to date on "The Information Highway."

On the production side we have had a difficult situation with printing costs since the BCTF changed

to using external printers. We received a \$1542 subsidy for the September issue. Since then the BCTF has found a new external printer at a very reduced cost to the BCTLA. Therefore, printing subsidies have been discontinued. The product still looks good and we are very pleased with this change.

The cost of your publication has been a focus of executive attention for two years now and hopefully, with the paid ads and the reduced printing costs, some of the troubles may be over. A balanced budget is necessary. *The Bookmark* does need equipment each year—this year it was a replacement two-page monitor, a Quadra Mac for more memory, storage capacity and speed, and updated software. Upgrading is constant for any production and our camera-ready *Bookmark* is the envy of other PSAs! The BCTF is committed to helping us. They realize that our membership is tied very closely to the publication. We really know that the members support the journal—I receive letters and phone calls and have been involved in many discussions which corroborate this fact. We need to be strong in BC right now, to hold our profession together and move ahead in difficult times, and our journal is a vital link in this process. It is the members' appreciation which makes it all worthwhile from the Editorial Board's point of view. That is why they donate so much time, expertise, and energy to your publication.

Submitted by Willa Walsh, Senior Editor



# **BCTLA ADVOCACY COMMITTEE REPORT**

submitted by **PATRICIA FINLAY**

Members: **ROSEMARY BOLAND, HEATHER PURVES-RYAN, SHELDON MITCHELL, ODIE KAPLAN** and **ANN BUSAY**. Liaison to BCTLA Executive Board: **PATRICIA FINLAY**

The committee held several meetings in the Fall of 1993 and early Spring of 1994. The role of the Advocacy committee was discussed. The following recommendations were submitted to the Executive Board:

1. That a position on the Executive Board be responsible for "Advocacy" issues including the organization and implementation of projects that would carry out the objectives of Advocacy policy.

That an ad-hoc "Advocacy" committee would be formed to complete definitive projects.

2. That these objectives for Advocacy be added to BCTLA policy:
  - to design and complete projects which demonstrate that teacher-librarians and school library resource centres are integral to educational programs. These projects will be focused on communication to colleagues, administrators, parents and the community at large.
  - to compile and make available a portfolio of articles and research that support the role of the teacher-librarian and the school library resource centre program.

## **CURRENT PROJECTS**

- A. Article in *BCTF Teacher* magazine

An article, written by Debra Simmons, will be published in the June (?) issue of *Teacher* magazine. This article will outline the role of teacher-librarians in teaching information literacy.

- B. Provincial conference

Judith Coffin will be presenting a workshop at the BCTLA conference on the topic of Advocacy.

- C. Advocacy materials

The committee is investigating various media formats that could be part of an advocacy presentation to parents, school board trustees and administrators.

# TREASURER'S REPORT

## BRITISH COLUMBIA TEACHER-LIBRARIANS' ASSOCIATION

Data for this report is provided by the B.C.T.F. Accounting System From March 1994 Printout

### MARCH 1994 TREASURER'S REPORT: BUDGET 1993-94

CODE	INCOME	ADOPTED BUDGET 93/94	YEAR TO DATE	
901	Balance 30 JUNE 93	\$52,732.81	<b>Balance</b>	\$41835.71
902	Outside accounts		<b>7 April 94</b>	
903	BCTF Grant			
	Membership as of May 15/93 872@ \$16.70	\$14,562.40	Fixed	\$14562.40
	Learning Resources Forum Grant			
	Curric Assess Framework Grant			
904	Fees	\$43,240.00	To Date	\$32746.60
	a. BCTF member: 878@\$40	\$35,120.00		
	b. Student member: 17@\$15	\$255.00		
	c. Publications only: 143@\$55	\$7,865.00		
905	Other	\$9,825.00		
	a. Grants Framework assess.	\$1,325.00	Framework	\$1325.00
	b. Contracts			
	c. Resource materials	\$2,000.00	<b>Other</b>	\$1968.58
	d. Advertising			
	e. Conference (Kelowna - seed +)	\$5,000.00	Kelowna	\$9049.58
	f. Misc. (Interest, etc.) Interest	\$1,500.00	Interest	\$1108.04

### EXPENDITURES

906	Executive Board Meetings	\$8,500.00		\$7890.58
907	Table officers			
908	PSA Council delegate	\$500.00		
909	Subcommittees	\$500.00	NLC/Cont.Educ	\$27.21
910	Annual General Meeting	\$500.00		
911	Journal: Bookmark	\$48,000.00	Mailing extra \$	\$36040.29
912	Newsletter (Bookmark)			
913	Other Publications	\$19,000.00	Fuel/PR Video	\$2423.55
914	Conferences			
	a. Delegates to Conferences	\$250.00		
	b. Conference Expenses	\$2,500.00		\$17.88
915	Chapter Support	\$16,700.00		\$9874.15
916	Affiliate fees & meetings			
917	Operating Expenses	\$2685.21		\$1716.67
918	Curriculum projects			
919	Other Projects	\$20,325.00	Frmewrk/Forum	\$13666.97
920	Miscellaneous			
	a. Scholarships			
	i. Ken Haycock	\$300.00		
	ii. Alan Knight	\$100.00		
	iii. Bill Scott	\$500.00		
	b. Special Projects			
	i. Developing countries support			
	c. Honoraria			

**BALANCE 30 JUNE 1993**

\$2431.81

**Balance**

\$41835.71

## **BCTLA AWARD OF MERIT - 1994**

**Presentation speech by BCTLA president Kris Nellis, at the Chapter Council, April 30, 1994**

The winner of the BC Teacher-Librarians' Association Award of Merit for 1994 is Kay Treadgold, the teacher-librarian at Okanagan Mission Secondary School in Kelowna. She was nominated by Sharon Bede, the teacher-librarian at Mount Boucherie Secondary School, also in Kelowna. For the ten years that Sharon has worked in Kelowna, Kay has consistently and unselfishly given her "the support, guidance and vision that inspires and refreshes all of us in times of stress and change". Kay is appreciative of all her colleagues and provides the best support, instruction and service to her students to make sure that they are prepared for the future. She is tireless in her efforts to promote and seek support for the resource centre which she believes is the central force of the school.

Kay has been a leader at the school level in many areas. She planned a state of the art facility and piloted an automation program. She helped organize such events as a Self-Esteem day, a Self-Awareness day featuring Rick Hansen and a Constitutional debate featuring Ed Broadbent. She obtained a Stay in School Grant to develop integrated Humanities units in the area of Native studies. She is the chairperson of her school's Partnership in Education Committee which established a very successful partnership with CKOV/CKLZ radio station.

Kay has been a leader at the district level, giving workshops on library technology and automation and on integrating curriculum in a technology-based library. She was a member of the Library Technology Liaison Committee which developed a plan for the district and a vision for the future of technology in school libraries. She serviced students in the Education program at Okanagan University College on the role of the teacher-librarian and the merits of a planned resource centre program. She organized three "Environment and You" conferences at Okanagan Mission Secondary for all the schools in the district. Along with four other teachers, she developed an "Environment" CD, in conjunction with Southam News, as part of a joint Southern Interior Telecommunications Project and Education Technology Centre initiative. She obtained a Green Gold Grant to sponsor a speaking tour of local schools, on environmental issues, by Dr. Hamish Kimmins from UBC.

Kay has been involved beyond her district. She was on the planning committee for the BCTLA Fall Conference in 1993 and presented a workshop at the conference. She was instrumental in developing a video dealing with the topic of library technologies that has been requested by universities and other districts. She has given workshops for members of the Okanagan Regional Library, which covers an area from Revelstoke to Princeton.

Kay is dedicated to building a bridge between the school and the community and has gained respect and admiration from all who work with her. On behalf of the British Columbia Teacher-Librarians' Association, it gives me great pleasure in presenting the 1994 Award of Merit to Kay Treadgold.

## **BCTLA DISTINGUISHED SERVICE AWARD - 1994**

### **Presentation speech by BCTLA President Kris Nellis, at the April 30, 1994 BCTLA Chapter Council**

The 1994 winner of the BC Teacher-Librarians' Association Distinguished Service Award is Dr. Art Tindill, Assistant Superintendent of Surrey School District. This award is presented to a person who is an advocate for teacher-librarians but is working in some other capacity. Art was nominated by the Surrey Chapter of the BCTLA.

For the past several years, Art has had school libraries as one of his areas of responsibility. He demonstrates a keen knowledge of the role of the teacher-librarian and continually promotes the importance of resource centres in the schools. He is enthusiastic about the schools' library programs, he has expertise in current educational practices and he is concerned that the students in Surrey School District receive a quality education.

In the area of program support, Art is involved with presentations, to secondary student teachers in Surrey, on cooperative planning and resource-based teaching. He has also spoken to school staffs within the district and to teacher-librarians in other districts about cooperative planning and other issues. He has spoken to school administrators regarding the role of the teacher-librarian and the need for adequate clerical staffing. He ensures that teacher-librarians are represented on appropriate district committees. While school libraries have been Art's area of responsibility, resource budgets have increased.

In the area of staffing, Art has done his utmost to assist with extra funds when new schools grow faster than anticipated. He has arranged release time so that elementary and secondary core collections could be developed. He was instrumental in gaining additional teacher-librarian staffing for large secondary schools.

Art is a driving force in the push for automated libraries. The district is changing automation systems and Art is taking the funding proposal to the Board.

Art is a frequent speaker at conferences and workshops and is recognized as a leader in professional development. He was the keynote speaker at the BCTLA Conference in Harrison Hot Springs. Each year in the district, he teaches at least one university credit course on current education practices. He regularly speaks to parent groups on educational concerns. He has written many articles in educational journals and is part of the Research and Development Committee for the journal "Research Forum".

Art has consistently supported and provided some funding for professional development for teacher-librarians. He is always available to meet, if needed, with the Surrey Chapter's Executive and to be a guest at Chapter meetings. He has also encouraged the Chapter to be political advocates for teacher-librarianship.

Art has consistently kept the spotlight on school resource centres and learning resources. He is a strong advocate for teacher-librarians and, on behalf of the British Columbia Teacher-Librarians' Association, I am very pleased to present the 1994 Distinguished Service Award to Dr. Art Tindill.



Art Tindill — Distinguished Service Award



Kay Treadgold — Award of Merit

# Now Is The Time!

Submit an article, unit or bibliography to

## ***THE BOOKMARK***

### COMING THEMES FOR 1994-1995 ARE:

#### **SEPTEMBER 1994: LIGHT THE CANDLES! BEAT THE DRUMS!**

Let's celebrate what is great in education! What makes life happy, and why do people need to enjoy the world around them. Let's look at celebrations from every culture and time. In this issue we examine the "party" side of life. Bibliographies, units of study, special resources, remembrances of special experiences, opinion surveys and articles are all welcome. **Deadline: July 25**

#### **DECEMBER 1994: POINTS OF THE COMPASS**

Culture around the world is the focus of this issue — including art, music, pop culture and any other aspect you are interested in. Have your students studied children in other countries? Have you implemented an effective unit on exploration (past, present or future)? Consider as well whether or not we have really lost our compass. Do we really know where we are going as a profession, as a society, and as a culture? Please share your thoughts with our readers. **Deadline: October 25**

#### **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**

***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.***

## HONOURARY LIFE MEMBERSHIP

It is with great pleasure that the BCTLA announces that **Angela Thacker** has been granted an Honorary Life Membership .

From the time she arrived in BC in 1963 to take up a teaching post at Crofton House School to the time of her resignation in 1993 from her position as Coordinator of Learning Resources for SD#45 (West Vancouver), Angela contributed much to the quality of education in this province with special emphasis on the place of teacher-librarianship in the school system.

Angela earned her Teacher's diploma and her BSc in England and her BLS at UBC. During her tenure in West Vancouver, she undertook many roles. Initially, she was an elementary teacher-librarian at Westcot and Chartwell schools. Following that she established a district Instructional Materials Centre.

From 1981 to 1984 Angela was seconded to the BC Ministry of Education as Coordinator with the Program Implementation Branch and the Modern Language Services Branch. At that time she established the Provincial Curriculum Resources Centre and the Modern Languages Resources Centre. As part of her mandate with the Modern Languages Resources Centre she started the publication *Selections*, a reviewing service in English for French Immersion teacher-librarians.

Upon her return to West Vancouver in 1984, Angela was Coordinator of Learning Resources for West Vancouver.

Throughout the years Angela was always deeply involved with professional activities. She was Editor of *The Bookmark* for BCTLA (1970-73) and *School Libraries in Canada* for CSLA (1980-82). She served as President of BCTLA (1974-76) and CSLA (1988-89). She was a founding member (1989) of the Association of Teacher-Librarianship in Canada (ATLC) in 1989 and served as President (1991-92). As well, she was Co-Chairperson of Bridging the Millenium, the inaugural conference of ATLC, co-sponsored with BCTLA. Her publishing credits include being Chairperson of the Library Manual Revision Committee that produced *Sources and Resources* (BC Ministry of Education, 1978) and starting *BCTLA Reviews* with Doug Trounce, Mel Rainey and Grace Funk. In the past Angela has also been the K-12 Director for the Pacific Instructional Media Association (PIMA).

Angela's superior work was previously recognized by BCTLA in 1985 when she was the recipient of the BCTLA's Distinguished Service Award for "outstanding contributions in support of school librarianship in the Province of British Columbia including the development of library services for bilingual school resource centres and the establishment of the Provincial Curriculum Resource Centre."

Those who have worked with Angela at the local, provincial and national levels can attest to her unflagging enthusiasm and her zeal to advance the cause of teacher-librarianship. Her efforts have never abated and she is still very involved, as a private individual, with professional development and networking. It is very fitting that the BCTLA should continue to recognize Angela with this Honorary Lifetime Membership.

# BCTLA POLICY CHANGES

The following are changes to the BCTLA *Members' Guide*, approved at Chapter Council meeting, April 30, 1994. Refer to pages 94 and 95 of the December 1993 issue of *The Bookmark*.

## PART II: POLICIES OF THE BCTLA

### C. *Change title to* **TEACHER-LIBRARIANSHIP/TEACHER EDUCATION**

*Changes in wording:*

1. Faculties of Education should provide pre-service teachers with information about the role of the school library resource centre and ensure that pre-service teachers have practical experience in cooperative program planning and teaching.
3. The BCTLA Executive Board, in consultation with the Continuing Education Committee Chair, will be the reaction group to proposals for improved education for teacher-librarianship at the universities.
7. The BCTLA encourages the development of Faculty of Education programs which focus on resource-based learning and teaching and which are based on the philosophy of school library resource centre programs as outlined in *Developing Independent Learners*.
9. UBC should continue its commitment to offer fall and winter courses off-campus in the Lower Mainland and elsewhere in the province.

### G. **ADVOCACY**

*New objectives*

1. The BCTLA will design and complete projects which demonstrate that teacher-librarians and school library resource centres are integral to educational programs. These projects will be focused on communication to colleagues, administrators, parents and the community at large.
2. The BCTLA will compile and make available a bibliography of articles and research that support the role of the teacher-librarian and the school library resource centre program.

# BCTLA EXECUTIVE RESPONSE TO THE INTERMEDIATE PROGRAM POLICY

APRIL 29, 1994

prepared by BCTLA president KRIS NELLIS from suggestions by teacher-librarians in several school districts.

The following was submitted to the BC Ministry of Education in response to the draft of the *Intermediate Program Policy* document released late last year. A copy of the document can be obtained from the Ministry of Education in Victoria, BC.

## Message from the Minister

The 'Message from the Minister' states that "...high levels of achievement are only reached if students are challenged."

Access to a wide range of resources will be of significant importance in challenging students. It is understood that the Ministry will continue to provide funds for the selection of a wide range of learning resources but some coordination is needed so that these funds are spent wisely. Teacher-librarians should be viewed as one source of expertise to assist in selecting resources and in the effective utilization of these resources. It will be difficult, however, for teacher-librarians to be able to offer assistance if they are not provided with adequate staffing allocations.

## Page 2

"Intellectual development is the prime goal of the Intermediate Program."

The program in a school library resource centre can play a key part in enabling students to:

- learn to access, evaluate and use information
- acquire the ability to think critically about ideas and issues
- develop the ability to pursue questions and investigate problems
- develop a capacity to make and justify decisions
- develop a capacity to appreciate the value of learning"

If these goals are of **prime** importance, then the availability of a professionally-staffed school library resource centre is also of **prime** importance.

Through the many different experiences and resources that teacher-librarians provide and deliver to students, in a school library resource program, the goals of the Intermediate Program are supported and enhanced.

## Page 3

"...flexibility in school organizations and teaching practices will provide an environment that accommodates students' differing ways and rates of learning."

This is the philosophy behind resource-based learning and developing cooperatively planned units in a flexibly scheduled school library resource centre. The school library resource centre can meet the needs of students' "differing ways and rates of learning."

## Page 4

Teacher-librarians with expertise in selecting materials, can be of assistance in ensuring that teaching materials "promote cross-cultural understanding and positive race relations."

## Page 5

"...basics will be expanded to include problem solving and the use of computer technology."

The availability of information technology in a central location, such as the school library resource centre, would seem logical where it can be utilized as one source of information (e.g., CD-ROM, CLN, word processing).

"Funds are provided to enable personnel in schools and district offices to determine at the local level which learning resources can best meet the needs of students."

Again, the expertise of teacher-librarians could be utilized when selecting resources and it is possible that some of these resources would be most effectively utilized if part of the school library resource centre collection.

The resource-based learning and teaching that can occur with the guidance and expertise of teacher-librarians assists in "promoting positive attitudes toward life-long learning and...the development of students' abilities to learn as individuals and as members of a team."

#### Page 8

In order to advise students and assist them in developing Student Learning Plans it would be beneficial if groups smaller than the normal class size were placed with each adult that is to guide them. Where non-enrolling teachers are more than a token part of a staff, they can be an integral part of advisement programs.

#### Page 11

"To promote high standards of learning for all students, the Intermediate Program provides schools with the flexibility to design programs and employ teaching strategies that are sensitive to the broad range of learners and communities."

The support available from teacher-librarians and the library resource centres in schools can ensure that flexibility exists when programs are designed. This support also expands the range of teaching strategies that can be utilized to meet the needs of students.

Teacher-librarians can assist classroom teachers with curriculum integration since they are familiar with resources, instructional strategies and curriculum ideas.

The B.C. Teacher-Librarians' Association has witnessed an erosion of services in school library resource centres around the province as a result of the current levels of provincial funding at the district level. The 1993-94 BCTLA Working and Learning Conditions Survey of 47 school districts and approximately 1100 schools indicated some very disturbing trends.

The elementary professional staffing decreased from the 1992/93 average of 2.27 FTE per 1000 students to 2.07 FTE. The 1991/92 average was 2.28 FTE and the 1990/91 level was 2.33 FTE. There have been steady declines over the last few years but this year's drop of 0.2 FTE per 1000 students was dramatic. The secondary level dropped from 1.51 FTE in 1992/93 to 1.39 FTE in 1993/94. The 1991/92 average was 1.62 FTE and the 1990/91 level was

1.57 FTE. Again, a drop of 0.12 FTE per 1000 students is significant considering the trend over the last few years.

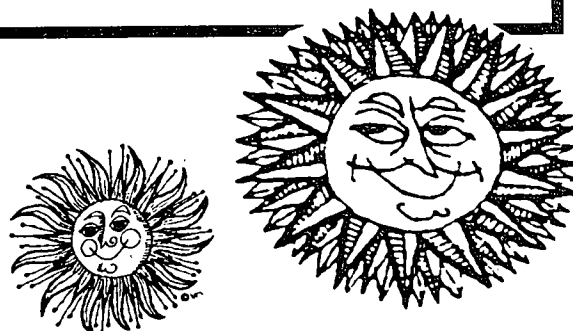
For the implementation of the Intermediate Program Policy to be successful, professional support personnel is essential. The flexibility needed to meet individual needs cannot be obtained with a teacher in a room with 25-30 students that have wide-ranging abilities and needs. If there is no longer support available from people such as enrichment teachers, learning assistance teachers and teacher-librarians, the success of students cannot be ensured no matter how "committed" the Intermediate Program is "to ensuring that girls and boys succeed in the school system" p.3). It would be beneficial to earmark funds to ensure that professional support personnel is available to assist with the implementation of the Intermediate Program Policy.

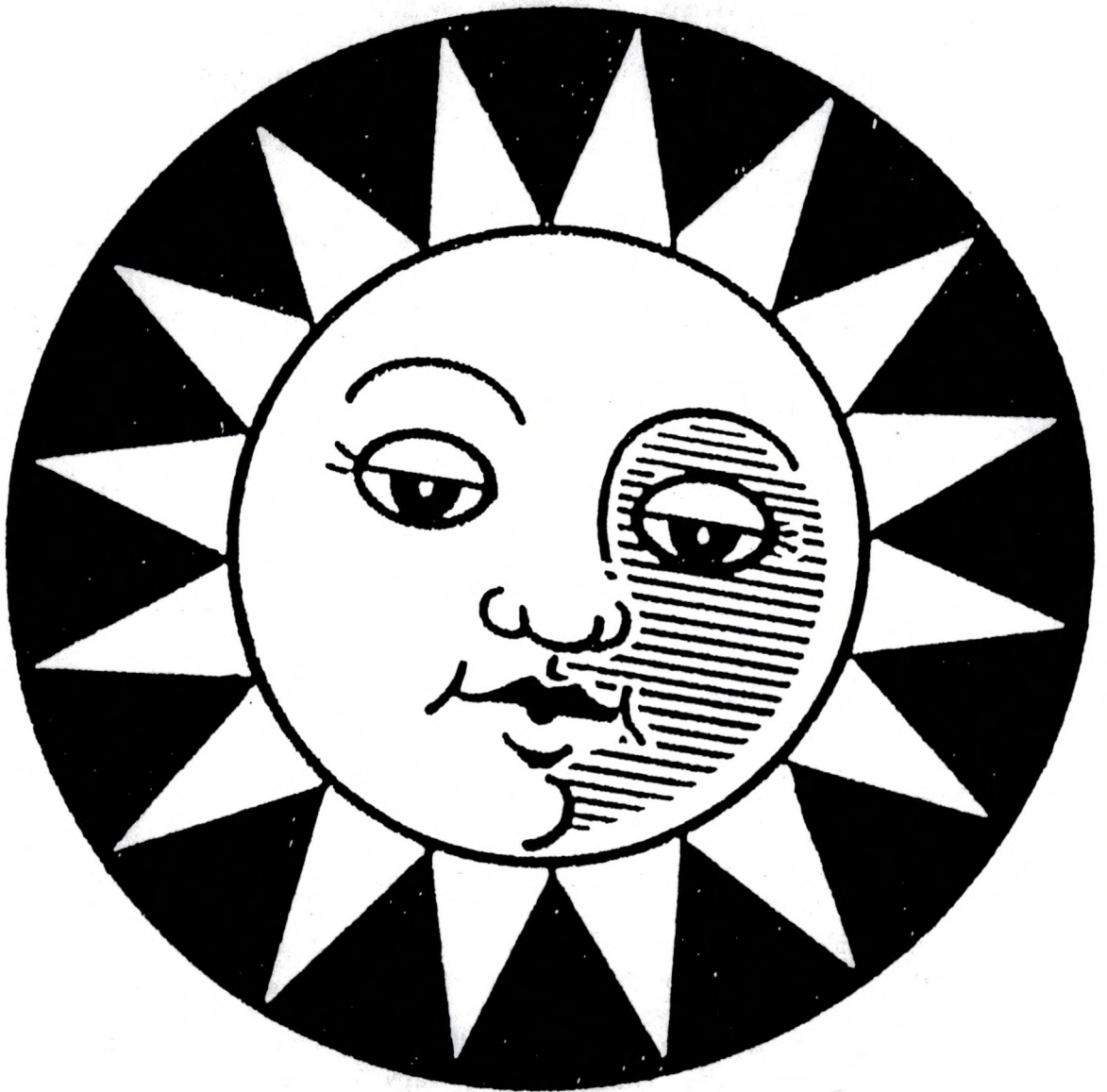
#### DID YOU KNOW?

According to the Wall Street Journal, the average book store browser who picks up a book spends 8 seconds reading the front cover and 15 second reading the back. And this assumes that the spine stood out enough in the first place enticing him to pick up the book in the first place. Every word on the outside of the book must be used to sell what is inside. In the mass market (small size, high volume) paperback, this "hype" consists of about 12 words on the front cover and 75 on the back.

Poynter, Dan. *The Self Publishing Manual*. Para Publishing, 1993, p. 104.

HOW DO YOUR STUDENTS SELECT A PAPERBACK BOOK?





THEME SECTION

# CANADIAN SCHOOL LIBRARY ASSOCIATION

## AWARD WINNERS

### **Margaret B. Scott Award of Merit**

To honour an individual who has contributed significantly to school librarianship at the national level

- **Dianne Oberg**, University of Alberta

### **National Book Service Teacher-Librarian of the Year Award**

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

- **Marilynne Earl**, Saskatoon Public Board of Education

### **The Canadian School Executive Award for Distinguished Service to School Libraries**

To honour an administrator who has provided leadership and support for the development and implementation of school library programs

- **E. A. (Ric) Hodgson**, Principal, Oakridge Secondary School, London, ON
- **Gary Parkinson**, Superintendent of Planning and Plant, Etobicoke (ON) Board of Education

### **CANEBSO School Library Media Periodical Award**

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

- *School Library News*, the newsletter of the School Library Curriculum Consultant, Manitoba Education and Training; Editor, **Barb Poustie**

### **Grolier Award for Research in School Librarianship in Canada**

To support research in school librarianship

- **Ray Doiron**, Sherwood, PEI

*The Relationship Between Primary and Intermediate Classroom Collections and the School Library Resource Centre*

# IS EDUCATION TOO HOT TO HANDLE?

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

My assignment for this issue was to consider which topics are currently "hot" in the field of educational philosophy and practice, and which topics, once hot, are now no longer even warm. I saw my task as compiling something like an academic "Button, button, who's got the button?" article.

The research process seemed obvious — scan the tables of contents of several years of two or three quality educational journals to determine frequency over time and recency of specific topics. Since most "hot" topics in this area generally seem to teachers to be of the drop from the sky variety (i.e., they descend from the heavens of educational leadership), it seemed appropriate to consult such journals as *Phi Delta Kappan*, *The Canadian School Executive*, and *Educational Leadership*. I proceeded to do so.

So much for a good idea! After looking over innumerable tables of contents I decided categorically that I was not going to compile a frequency tally. It seemed to me that an analogy might be a better way to address this topic, and that I could be true to the "drop from the sky" concept simply by using our solar system as the model.

It all seemed to fit. Postulating the SUN as the centre of the educational process (i.e., the student), I mapped out a sky chart with several relatively regularly orbiting bodies which are sometimes closer to the sun and sometimes farther away. These I named after major educational concepts, such as accountability (with its twin moons, assessment and merit pay), education as job preparation (a planet surrounded by impenetrable gaseous fog), and "back to the basics" (a planet whose gravitational pull is so strong that its orbit is more elliptical than most).

On a roll, I swept on to delineate less regular celestial events like comets. In education, these are usually comprised of a conglomeration of various management theories that apply better to commercial products than to kids. Effective Schools, Total Quality Management, and site-based management are but a few of the comets that have swept by the student with little or no effect. Perhaps one day, one of these will be caught in the pull of the sun and actually implode on

contact. The most noteworthy comet — Halley's — gains its notoriety from the fact that it keeps coming back over and over again, each time threatening the demise of public education with lack of public funding and philosophical support for schools. Earlier visitations were accompanied by public panic that the world would end, but recent visitations reveal a public reaction that is blasé and uncaring.

Unlike the comet, which arouses wide-spread interest in a general population which is always interested in "improving" schools, meteor showers are passing fancies — often beautiful in their pyrotechnics, but never meaningful in any way to the public at large. The public pays them no heed except to decry them as a waste of time, so usually these showers remain an idealized, beautiful memory in the minds of a few educators who were captured by their beauty and their cosmic logic. Visual literacy, curriculum integration, and cooperative learning seem destined for this fate. Perhaps cooperative program planning and teaching will join them as well. Despite the transitory nature of these phenomena, they cause educators to look heavenward, searching for the next glorious illumination, so their impact on education can be broader than first thought.

Earth, however, holds the boundaries of most basic educational practices. The concept of the learner as "vessel to be filled" and of teacher as "expert" circle the learner endlessly. The burning rays emitted by the student, who is after all central to existence, periodically toast, and sometimes even char these twin beliefs. But then educational winter comes, cool soothing balm drifts lightly over fevered thoughts and brows, and sunburns fade. The comfort of snuggling around the safe familiarity of a tame hearth becomes more attractive than paying notice to the hot fire of the sky.

The sun remains on high. The student under pressure emits strong messages of distress and unhappiness. Solar flares and sun spots are symptoms that not all is well educationally. Irrelevant curricula, inequitable treatment, impoverished experiences and lack of individual recognition all diminish the student's self-esteem and create the hot flare of anger and dark

spots of despair. Whatever is "done" to the student impacts the hot heart and mind at the sun's centre, but the results are often unpredictable.

In the meantime, educators proceed onwards, sometimes even forgetting the student entirely. At these times, the moon drifts across the face of the sun and a solar eclipse occurs. The sudden fear of loss of light and warmth and the jolting light of the corona have been known to push educators in new directions. Some merely go blind from looking at the solar event, but other more judicious observers take energy and enthusiasm forward with an expanded view of possibilities.

Short of waiting for interplanetary visitors to arrive with solutions, or for the gradual dispersal of the universe to make all problems more and more distant, there appears to be no relief from the circularity of educational life. The analogy presented here may appear overly pessimistic to many, but that is the same as saying that the solar system is dying, therefore we should despair. The reality is that education is a cyclical thing which gives us too great an opportunity for despair if we forget about the eternal beauty and logic that we can find everywhere in life. Impacting on the system seems beyond most teachers, but impacting on individual students does not. It is on students that we must focus our attention if we are to maintain our own optimism and creativity.

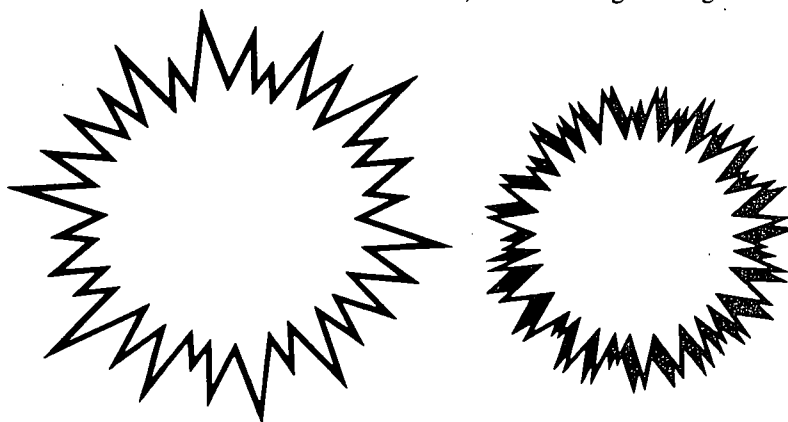
If we believe that we can change the system significantly within the small temporal space we are allotted, then I believe we are mistaken. The old "hot" topics will return and the current ones will inexorably cool. The dynamics of existence in human society focus on maintaining equilibrium, so the circle continues. Changes happen, but the thrust for equilibrium remains.

As educators we need, therefore, to focus on those "hot" topics that we believe are helpful in preparing individual students to deal with the realities they will face as adults. If we believe resource-based learning is the key, then we will focus on that no matter what the current rage is. If we can accomplish resource-based learning through cooperative planning and teaching, we will put our best efforts into that approach, despite all the barriers that are placed before us.

Take comfort from the fact that somewhere far, far out in space there is an educational black hole. In it are concentrated all the energies foolishly committed to innumerable ill-considered innovations developed by people trying to make their name and move up the educational ladder at the expense of real education. Stephen Hawking reassures us that, as the gravity of a dying star intensifies, no light escapes and so we will not see these follies again. They are no longer part of our cosmic experience, although they were once "hot" ideas.

Despite this, mathematically the possibility still exists that the concentrated force of the black hole's energy may result in the Big Bang creation of another universe in another dimension. Will it be a better one than ours? Who knows? We leave that question to the science fiction writers and scientific theorists.

What is currently "hot"? Let's hope it is independent critical thought by educators rather than the latest fashionable craze. Walt Werner advises his students in the Curriculum and Instructional Studies department at UBC to judge each new innovation against both practical and theoretical criteria before adopting it in practice. If we do so, then our practice will be based on what is most effective in reaching our goals for students. If our solar system is centred on kids, how can we go wrong?



# EIGHT HOT PERIODICALS

by **JIM HOLGATE**, teacher-librarian, A. H. P. Matthew Elementary School, SD #39 (Surrey).

## WHAT IS HOT?

"Hot" is a subjective adjective. A space enthusiast would choose a different set of magazines than a gardening enthusiast. For this list, I chose magazines that were concerned with information, media, and media technology. I have to warn you, you may not like all of these magazines. I do not like all of these magazines. But I think you should know about them because they are defining the values of the emerging information culture. They do not flee from controversy. Read them with care. You just might end up changing your point of view!

## MEDIA JAMMING

Adbusters Quarterly  
The Media Foundation  
1243 West 7th Avenue  
Vancouver, BC V6H 1B7  
(e-mail [adbusters@mindlink.bc.ca](mailto:adbusters@mindlink.bc.ca))

[ISSN 0847-9097. Subscriptions for individuals \$18 per year; for institutions \$32 per year]

At first glance, Adbusters appears to be a slick magazine with glossy advertisements. Closer examination reveals that it uses the medium of the glossy magazine to raise awareness of advertising techniques through anti-commercials, spoof ads, and exposés. In an article entitled "From advertising to subvertising," Kono Matsu (1994) points out parallels to the environmental movement.

Like the first environmentalists 20 years before, who challenged the whaling ships and logging companies, culture jammers today find themselves at the forefront of a growing movement to save our most precious resource — the clarity of our own minds.

Adbusters encourages what they call "cultural jamming", which is an attempt to raise awareness of the effects of advertising which may include civil disobedience. The Winter 1994 issue includes McDonald's logos cleverly arranged to spell out the word "grease". The accompanying article instructs readers to take the originals to a colour copy shop and

have them reproduced on sticky paper. The reader's mission is to "shove your idea under people's noses."

The magazine gives mixed messages. It denounces advertising, yet includes ads for books, calendars, magazines, and video tapes. It purports to advance the cause of environmentalism, yet the magazine is printed on slick, hard to recycle paper. And while the magazine purports to subvert advertising, by producing advertisements that are as slick as "real" advertising, they communicate an underlying message that advertising is fun and "sexy".

You can get more information via modem from the Media Activist electronic bulletin board at (604)737-8537. You can also order video anti-advertisements "banned by the CBC" 24 hours a day at 1-800-663-1243.

## CANADIAN POSTMODERNISM

Shift  
174 Spadina Avenue  
Suite 407  
Toronto, ON M5T 2C2  
(e-mail [70324.51@compuserve.com](mailto:70324.51@compuserve.com))

[ISSN 1188-973X. Subscriptions for individuals \$15 per year; for institutions \$23 per year]

This magazine is about new media and culture from a Canadian perspective. The magazine is decidedly less slick than *Mondo 2000* or *Wired*, its American counterparts. The inside is black and white, and the graphics, although in the style of *Wired*, are not state-of-the-art. However, *Shift's* Canadian perspective on post-modernist culture and technology is quite interesting.

The Spring 1994 issue includes a brief review of *The Canadian Internet Handbook* by Jim Carroll and Rick Broadhead, a profile of Douglas Coupland, the Vancouver author of *Life after God*, *Shampoo Planet*, and *Generation X*, and an interview conducted via Internet e-mail with Louis Rosetto, publisher of *Wired* magazine.

## PLUGGED IN

Wired  
544 Second Street  
San Francisco, CA 94107-1427  
(e-mail info@wired.com)

[ISSN 1059-1028. Canadian subscriptions for individuals \$64 USD per year; for institutions \$103 USD per year]

Wired is one of the hottest and most exciting new information magazine to come out of California. The magazine explores communication technology, computers, popular culture and the future of society. The text of the magazine is available on Internet shortly after being published on paper, but the actual paper copy is gorgeous. The pages preceding each table of contents usually consists of a collage of digital art and pithy quotes. Recent features have included fiction by Douglas Coupland, an article about how the Amish are adopting and adapting digital technology, the redefinition of copyrights and patents in the digital age, and, of course, virtual sex on the Internet. The guide for prospective contributors tells them to "amaze us".

The April 1994 *Wired* has a sticker proclaiming that it contains content that was banned in Canada. The banned section is part of a 400 word article pointing out that some Canadians had overcome the media ban on information on the Teale-Homolka murder case by accessing US public information sources on the Internet and through creating e-mail subscription lists with day to day updates on the trial. *Wired* put a little sticker on the offending section, reprinted the full text of the article on the Internet and issued a press release outlining why they thought Canadian law was wrong and stupid.

"Banning of publications is behavior we normally associate with Third World dictatorships," said *Wired* publisher Louis Rossetto. "This an ominous indication that the violation of human rights is becoming Canadian policy."

Canadian censors allowed information that would let Canadians access the banned information via Internet, but banned two sentences summarizing the progress of the trial and how the principals were expected to plea. *Wired* is of interest to senior secondary students and adults interested in new media, culture, and communications.

## WRATH IN OTTAWA

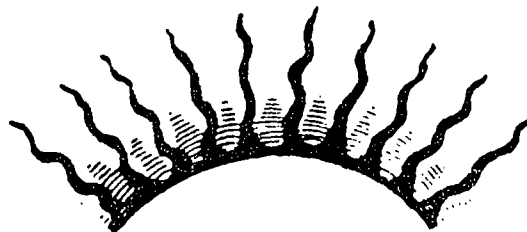
Frank  
Great Central Publishing Ltd.  
Box 2462, Station D, Ottawa, ON K1P 5W6  
(e-mail ag419@freenet.carleton.ca)

[Subscriptions are \$45 per year for 26 issues]

*Frank* publishes two tabloids, one in Ottawa and one in Halifax. The tabloids include political news, gossip and satire. The magazine has incurred the wrath of people of all political stripes. In 1990 it attracted the attention of CBC lawyers when it published a pasted up picture of Brian and Mila Mulroney with CBC anchor Peter Mansbridge and spouse Wendy in a picture suggestive of the movie "Bob and Ted and Carol and Alice". In March, 1992 the Prime Minister's family and women's groups were incensed when *Frank* advertised a mock contest asking male readers to come forward to prove that they had had sex with Prime Minister Brian Mulroney's seventeen year old daughter. *Frank* hit a new depth when it included in the report of an MP's automobile accident that blinded him in one eye the comment that now he would legitimately be able to turn a blind eye to graft. In another widely reported prank *Frank* printed fake Canadian postage stamps that were realistic enough to "lick the system."

There are many people who would like to see *Frank* disappear. But for all it's poor taste, political incorrectness and sophomoric humour, it is a force to be reckoned with. *Frank* reports on corruption in high places that other media won't touch. The "news" articles are based on tips from political pundits and politicians. *Frank's* knack for offending people of all political persuasions forces individuals and political advocates to define and articulate what they really believe. Anyone could legitimately disagree with *Frank's* politics and attitude, but the true test of your belief in intellectual freedom is the degree to which you are prepared to accept the publication of views that are offensive to you. *Frank* can provide fodder for frank discussion and hot debate.

*Frank* is most suitable for adults who are interested in political gossip and insider information.



## THE WORLD AT THE MILLENNIUM

Mondo 2000  
Fun City MegaMedia  
P. O. Box 10171, Berkley, CA 94709-0171  
(e-mail mondo@well.sf.ca.us)

[ISSN 74470 77997. Canadian subscriptions are \$27 USD per year for 4 issues]

*Mondo 2000* is the voice of the inheritors of Sixties California counterculture. The concerns include underground radio, computer-hacking, telecommunicating, "smart drugs", television, communication networks, video games, new music, new fashion, post-modern literature, and virtual reality. Much debate is devoted to the question of whether new technology liberates people from centralized technocracy or enslaves them to it. The magazine is very futuristic in appearance, but there is also an odd sense of déjà vu. The Greatful Dead, Timothy Leary and Marshall McLuhan figure prominently as seminal influences on the "new" consciousness of the nineties.

The Winter 1993-1994 issue includes an interview with self-proclaimed successor to Marshal McLuhan, Arthur Kroker from Concordia University in Montréal. Kroker decrys North America's abandonment of memory and sense of self. He blames it on the power and status of technocratic specialists who "manage to engross themselves so much in data work that they lose sight of the ability to think deeply about what it means to be a human being and to engage in social relationships outside of the imperatives of the technostructure." *Mondo 2000* also features lots of interesting news about marketing trends using new technology. One article describes "Kid's place", a new sort of mall that will incorporate virtual reality and heightened security to provide an interactive theme park-shopping experience "to stimulate shopper's endurance and stimulate mental awareness..." The magazine features a review of William Gibson's *Virtual Light*. Previous editions have included articles on all sorts of interesting things— Global New Breed culture and the changing philosophy of science, issues of sexuality and sexual difference around technology, privacy, crop circles and cyberpunks are but a few examples.

The magazine would be of interest to adults and possibly senior secondary students interested in freedom issues, new media and alternative popular culture.

## BACK TO THE FUTURE

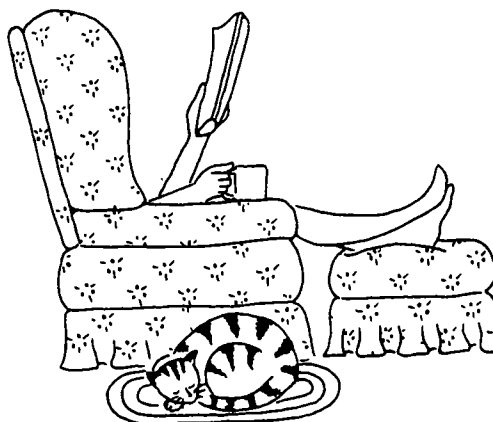
Whole Earth Review  
27 Gate Five Road  
Sausalito, CA 94965, USA  
(email wer@well.sf.ca.us)

[ISSN 0749-5056. Canadian subscriptions are \$35 USD per year for individuals and \$43 USD for institutions for 4 issues]

*The Whole Earth Catalog* was originally published in the late sixties and early seventies. It was and is an eclectic mix of fiction, religious advice, art, and addresses of firms that provide tools for living with an alternative lifestyle. Selected articles are available through Internet gopher (the Internet menu system) at gopher.well.sf.ca.us.

We are dedicated to demystification, to self-teaching, and to encouraging people to think for themselves. Thus our motto: 'ACCESS TO TOOLS AND IDEAS.' Tools in the Whole Earth sense include hammers, books, and computer conferencing systems. Our readers are a community of tool-users who share information with one another. The ideas we make accessible have not often been found in university courses, but are becoming recognized as part of what you need to know to be truly educated. Our readers contribute to the editorial content as well, with both reviews and articles.

The "Tools" that the *Whole Earth Magazine* offers now include computers, video and telecommunications. Articles have included such topics as artificial life, electronic participatory democracy, the status of women, and ecology. The audience is adult.



## NEW "INTERNAUTS" TAKE NOTE!

Internet World  
Mecklermedia  
11 Ferry Lane West  
Westport, CT 06880  
(email meckler@jvc.net)

[Canadian subscriptions are \$42.95 USD per year for 12 issues]

Using the Internet is hard. There are many unstated rules and habits of etiquette that you only seem to find out about by unknowingly violating them and then being educated via antipathetic electronic mail from system operators. Since Internet connects virtually all kinds of computers, connecting up to a different computer system can have very unexpected results. Some servers on the system provide menus in coded form for written Chinese!

Another difficulty comes from the size of the system. With several million users and over two million files scattered randomly over the system, it is no surprise that beginning users find the Internet difficult to navigate. An added complexity is that the commands you use may change depending on the series of computers you are connected to, and what software is running.

*Internet World* takes on the task of explaining this complex entity to "newbies". There are not many splashy graphics or existential ponderings here, but there is simple, practical advice that will help you to avoid committing too many embarrassing mistakes. Recent issues have included installments of "The Internet Driver's Test", Quick tips, Internet news, and lists of interesting news groups and file servers.

The magazine allows the new user to build on knowledge gained through reading a general text such as Ed Kroll's *The Whole Internet User's Guide & Catalog*. With the incredible growth of the Internet in the past two years, *Internet World* is HOT simply because it provides the basic information that people want in a straight forward fashion. The magazine is appropriate to junior secondary and up.

## THE NEW PERSUASION INDUSTRY

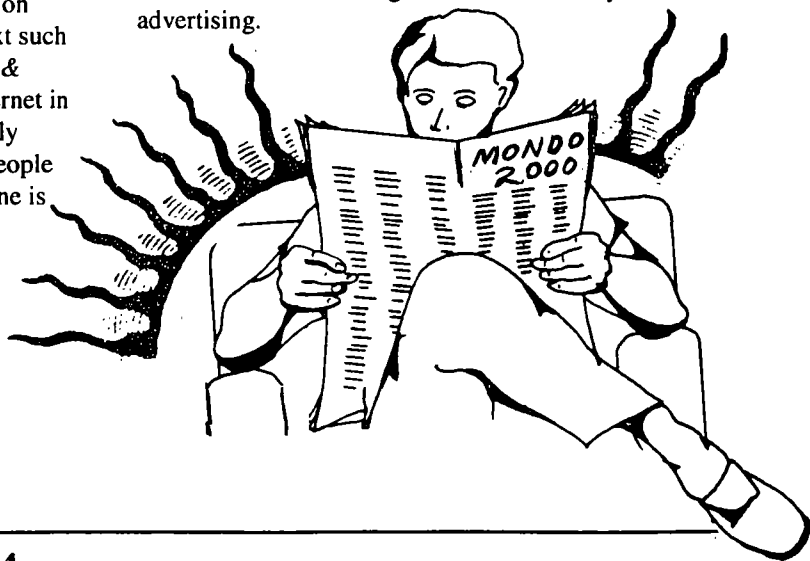
Media West  
MW Publishing Inc.  
300 - 1497 Marine Drive  
West Vancouver, BC V7T 1B8  
(email sniffy@mindlink.bc.ca)

[ISSN: 0228-1544. Subscriptions are \$25 per year for 6 issues]

*Media West* reports on emerging trends in the media industry in British Columbia. Media has undergone profound changes in the last twenty years, and undoubtedly will undergo at least as many changes in the next twenty. According to *Media West*, the number of North American adults who read papers daily declined from 67% to 21% in the years between 1973 and 1993.

Articles are generally short and often humorous. The February/March issue includes an interview with Howard Rheingold, author of *Virtual Reality* and publisher of *Whole Earth Review* magazine. It includes an article speculating on the ways broadband communications media (interactive cable television and fibre-optics networks) will affect how media producers create and distribute material. There is a column about hot trends by "Dr. Tomorrow", contributing editor Frank Ogden, who produces his articles from his floating electronic cottage in Vancouver harbour.

The magazine might be an appropriate reference for senior students considering a career in communications or advertising, or as a counterpoint to *Adbusters*, which is openly critical of these industries. *Media West* does not shy away from pointing out "bad" advertising. They sponsor the "Sniffys", a light-hearted awards show celebrating creative mediocrity in advertising.



# JOBS IN THE 90S: WHAT'S HOT, WHAT'S NOT

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

The BC employment facts are from *Job Futures : British Columbia Occupational Outlooks, 1993 Edition*, co-published by Immigration Canada and the BC Ministry of Advanced Education and Job Training and Ministry Responsible for Science and Technology and Employment. ISSN: 0843-5359. This information is in the public domain and may be freely copied if the original source is credited.

It is interesting to note that many of the skills in the highly paying jobs involve the core of skills identified in the U. S. Department of Labor Secretary's Commission's *What Work Requires of Schools: A SCANS Report for America 2000*. (The highlights are cited in Haycock, Ken. "Notebook." *Emergency Librarian*, January-February, 1993, 7.) The SCANS report cites the following broad areas:

Resources: Identifies, organizes, plans, and allocates resources.

Interpersonal: Works with others.

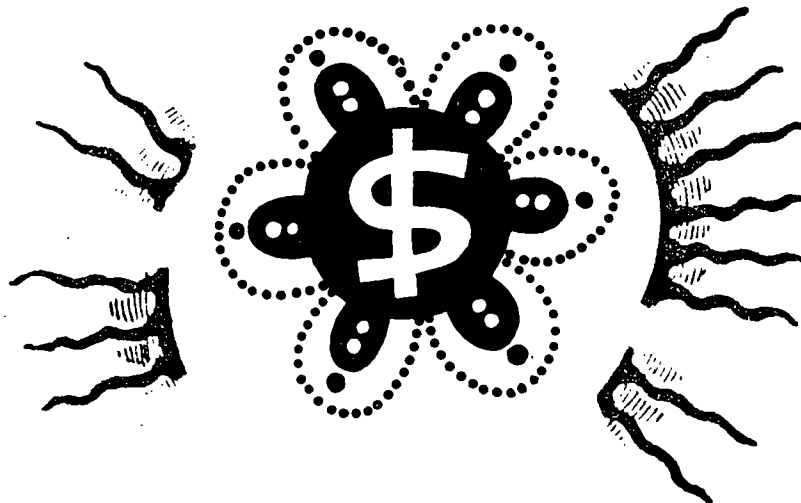
Information: Acquires and uses information. Systems:  
Understands complex relationships.

Technology: Works with a variety of technologies.

It is interesting to note how closely these employment skills match the skills taught in most school library resource centre programs, whether elementary or secondary.

## HIGHEST AND LOWEST PAYING JOBS IN BC

The advice to "stay in school" has never been more appropriate than today. The ten highest paying jobs in the list average \$51,088 annually. The lowest ten jobs on the list average \$11,320.



Highest paying jobs	Median earnings	Lowest paying jobs	Median earnings
Judges and magistrates	\$67,491	Musicians and singers	\$15,826
Air pilots and navigators	\$58,669	Bartenders	\$15,761
Managers: Engineering, computer & natural sciences	\$51,399	Supervisors: accommodation	\$15,613
Forepersons: pulp & paper	\$49,347	Shoemaking & repairing	\$15,431
Executives & general managers	\$48,593	Lodging cleaners	\$15,172
Chemical engineers	\$48,060	Labourers: plastic products manufacturing	\$15,067
Administrators in teaching	\$47,844	Chefs & cooks	\$14,927
Forepersons: mineral ore treating	\$47,154	Labourers: misc. services (bus cleaner, kitchen worker)	\$14,924
Forepersons: mining	\$46,483	Livestock farm workers	\$14,335
University teachers	\$45,841	Taxi drivers	\$14,334
Metallurgical engineers	\$45,443	Furriers	\$13,843
Geologists	\$44,514	Tailors & dressmakers	\$13,824
Mining engineers	\$43,868	Laundry pressing occupations	\$13,143
Physicists	\$42,927	Hairdressers & estheticians	\$13,075
Physicians & surgeons	\$42,906	Sewing machine operators	\$12,950
Forepersons: stationery engine & utilities operating	\$42,140	Labourers: textile & leather products	\$12,738
Forepersons: electrical power, lighting & wire equipment installation	\$42,140	Farmers	\$12,018
Deck officers (e. g. Ferryboat captain)	\$41,996	Dancers & choreographers	\$11,549
Forepersons: wood processing	\$41,628	Crop farm workers	\$11,416
Locomotive operators	\$41,554	Service station attendants	\$11,174
Power station operators	\$41,330	Waiters & waitresses	\$11,097
Community college teachers	\$41,289	Domestic servants	\$9,203
Mechanical engineers	\$41,211	Child-care workers	\$7,982



## BC'S HIRED OR FIRED LIST

Jobs in BC which show strong growth or often have a shortage of qualified applicants	Jobs in BC which offer the most openings in the '90s	Jobs in BC in fastest decline in the '90s
<ul style="list-style-type: none"> <li>• Management jobs, especially in health and education</li> <li>• Electronic, electrical and software engineers</li> <li>• Chemical, biological and environmental scientists</li> <li>• Electronics, environmental, forest technicians</li> <li>• Social workers</li> <li>• Physiotherapists, occupational and speech therapists</li> <li>• Dental technicians</li> <li>• Technicians in radiology, respiratory, dental fields</li> <li>• Home care workers</li> <li>• Horticulturists / Technicians for biotech, organic and greenhouse farming</li> <li>• Forestry conservation, tree planting</li> <li>• Bakers</li> <li>• Machinists with computer related skills</li> <li>• Electronics repairers: Computer, video, TV, sound equipment, avionics</li> <li>• Auto mechanics/technicians with technical skills</li> <li>• Auto body repairers</li> <li>• Industrial mechanics</li> <li>• Electricians</li> <li>• Plumbers/pipe fitters</li> <li>• Other construction jobs related to housing renovation</li> <li>• Video &amp; sound equipment technicians &amp; operators</li> </ul>	<ul style="list-style-type: none"> <li>• Registered nurses in specialist fields and with bachelor's degree</li> <li>• Secretaries with specialized skills — legal, administrative, desktop publishing</li> <li>• Bookkeepers with computer skills</li> <li>• Salespersons, especially in services</li> <li>• Sales managers</li> <li>• Cashiers and tellers</li> <li>• Chefs and cooks</li> <li>• Waiters and waitresses</li> <li>• Child-care workers</li> <li>• Accountants and financial managers</li> <li>• Computer operators</li> <li>• Receptionists</li> <li>• Janitors</li> <li>• Executives and general managers</li> <li>• Elementary school teachers</li> <li>• Jobs in welfare and community services</li> <li>• Managers in services</li> <li>• Computer programmers and systems analysts</li> <li>• General office clerks</li> <li>• Restaurant and hotel supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Government administrators</li> <li>• Government inspectors</li> <li>• Middle/lower managers</li> <li>• Drafting-unless computer oriented</li> <li>• Various office workers: typists, file clerks</li> <li>• Inventory clerks</li> <li>• Telephone operators</li> <li>• Traveling salespersons</li> <li>• Buyers</li> <li>• Farmers</li> <li>• Fishing occupations</li> <li>• Processing inspectors &amp; equipment operators in manufacturing</li> <li>• Processing labour: sawmill, plywood, food processing labour</li> <li>• Shoe repairers</li> <li>• Furriers</li> <li>• Railway conductors, operators, repairers</li> <li>• Deck crew, officers</li> <li>• Route drivers</li> <li>• Packaging &amp; material handling labour, longshore workers</li> <li>• Projectionists</li> </ul>

## KATE'S FAVES (OF THE LAST TWO YEARS OR SO)

by KATE SOOKOCHEFF, English teacher, McNair Senior Secondary School, SD#38 (Richmond).

The following titles are some HOT adult fiction titles which you might consider reading during the HOT summer months!

Allende, Isabel	<i>The Infinite Plan</i> (1991) <i>The Stories of Eva Luna</i> (1989) <i>Eva Luna</i> (1987) <i>Of Love and Shadows</i> (1984) <i>The House of the Spirits</i> (1982)
Barrett, Andrea	<i>Secret Harmonies</i> (1989)
Coupland, Douglas	<i>Shampoo Planet</i> (1992)
Dorris, Michael	<i>A Yellow Raft in Blue Water</i> (1987)
Doyle, Roddy	<i>Paddy Clarke Ha Ha Ha</i> (1993)
Erdrich, Louise	<i>Tracks</i> (1988) <i>Beet Queen</i> (1986) <i>Love Medicine</i>
Erdrich/Dorris band writing team	<i>The Crown of Columbus</i> (1991) - wife and hus-
Kingsolver, Barbara	<i>Pigs in Heaven</i> (1993) <i>Animal Dreams</i> (1990) <i>The Bean Trees</i> (1988)
Lee, Sky	<i>The Disappearing Moon Cafe</i> (1990)
Mo, Timothy	<i>Sour Sweet</i> (1982)
Mukherjee, Bharati	<i>Jasmine</i> (1989)
Pelletier, Cathie	<i>Once Upon a Time on the Banks</i> (1989)
Smiley, Jane	<i>A Thousand Acres</i> (1991)
Urquhart Jane	<i>Away</i> (1993) <i>The Whirlpool</i> (1986)

# WOMEN OF INVENTION

by **JUDITH COFFIN**, teacher-librarian, Elgin Park Secondary School, SD#36 (Surrey),  
**MARLOWE IRVINE**, Interdisciplinary Studies Teacher, Semiahmoo Secondary SD#36  
(Surrey) **CHIPS KLEIN**, Co-director, Women Inventors Project

Name one female inventor. Invention and discovery are usually seen as male activities. Yet Kevlar, the Jolly Jumper, the Phantom Cube, and Liquid Paper were all invented by women. Women inventors do exist, and Science World will host an exhibition of 44 inventions by women in September 1994. The activities in this unit examine both the achievements of women inventors as well as the barriers they faced. There are many reasons why history ignores or omits the names and achievements of women inventors. Conventional history, found in Social Studies textbooks, encyclopedias and most library books, focuses on industrial inventions. In doing so, it records men's achievements and inventions. Because society relentlessly assigns women to the domestic sphere, women's inventions are omitted or overlooked. Only recently has evidence revealed the contributions of women inventors. Unfortunately, the few books that have been written are highly academic and too advanced for high school students. To fill the void, this unit was designed for the early and late intermediate level.

Activities one, two, four and six are recommended for use in a Social Studies unit on Inventors of the Industrial Revolution. Activities one, three, five, and seven through ten are suggested for use in early and late intermediate Science classes. This unit description includes suggested resources and an evaluation as well as the following components:

- Activity One: Invent an Inventor,
- Activity Two: Researching the Inventor of the Cotton Gin,
- Activity Three: Researching the Inventor of the Vaccination,
- Activity Four: Who Invented the Cotton Gin? — A Case Study,
- Activity Five: Irène's Story: A Case Study,
- Activity Six: Barriers to Women Inventors,
- Activity Seven: Categorizing Inventors and Inventions,
- Activity Eight: Developing an Invention,
- Activity Nine: Marketing Your Invention,
- Activity Ten: Patenting Your Invention,

All activities were developed to support the study of women inventors in preparation for a field trip to the Science World Exhibition. Workshops on women inventors are available by contacting:

Judith Coffin  
Elgin Park Secondary School  
13484 - 24th Avenue,  
Surrey, B. C. V4A 2G5  
1-604-538-6678.

Many thanks to Chips Klein, Co-director of the Women Inventors Project, for her support and enthusiasm.

## ACTIVITY ONE: INVENT AN INVENTOR

**GOAL:** To explore gender stereotypes and images of inventors.

**LENGTH OF ACTIVITY:** 55 minutes

**MATERIALS NEEDED:**

Construction paper in a variety of sizes and colours  
Crayons and felt pens in a variety of colours  
Large white poster paper  
Scissors  
Glue stick  
Handout 1A

**TEACHER PREPARATION:**

- Gather materials.
- Photocopy Handout 1A for groups.

**PROCEDURE:**

1. Divide the class into groups of four.
2. Using the coloured construction paper, felt pens and crayons, ask each group of students to create and draw an inventor on a large sheet of white poster paper, then give the inventor a name. Use Handout 1A.
3. Ask each group to discuss and show not only the physical and the personality characteristics but also the lifestyle (style of dress, home and family) that an inventor would have.
4. Ask each group to select a reporter to present their inventor to the class.
5. Teacher leads class discussion. The following questions can be used as a guide:
  - Is your inventor a male or female?
  - Ask and poll how many groups created a male inventor? A female inventor?
  - Were there any common physical characteristics?
  - Were there any common personality characteristics?
  - Were there any common lifestyle characteristics?
  - Why did you choose a male inventor?
  - Why did you choose a female inventor?
  - Where do you get your images of inventors?
  - Name a movie with an inventor.

Adapted from: *From Idea to Invention*, by Susan Barker. Etobicoke, Ontario: Women Inventors Project, 1992.

**SUGGESTIONS FOR EVALUATION:**

Participation in the discussion will indicate the level of the students' acquired knowledge, understanding and interest.

1. In a paragraph, describe your inventor. On what images or information did you base your inventor?
2. Describe the personality, characteristics, style of dress, home and family of a woman inventor. Give her a name.
3. Write a letter to the writer/director of *Back to the Future* challenging/supporting his choice in casting a male as an inventor.

## INVENT AN INVENTOR

**Date** \_\_\_\_\_  
**Names** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
**Block** \_\_\_\_\_

Using coloured construction paper, felt pens and crayons, draw an inventor.

Please include any physical or personality characteristics as well as style of dress, home and family.

Give the inventor a name.

### ACTIVITY TWO: RESEARCHING THE INVENTOR OF THE COTTON GIN

**GOAL** To examine the gender bias in encyclopedias and books.

**MATERIALS NEEDED:**

Handouts 2A - 2M

Chart paper

Large felt pens

Masking tape

The following general encyclopedias found in most school library reference collections:

— *The World Book Encyclopedia*

— *Collier's Encyclopedia*

— *Compton's Encyclopedia*

— *Encyclopedia Americana*

— *The New Encyclopedia Britannica*

— *New Book of Knowledge*

Handout 2I or the book *Mothers of Invention*, pp. 204-206, by Ethlie Ann Vare, and Greg

Ptacek. New York: Quill William Morrow, 1987. \$15.95.

ISBN 0688089070.

Handout 2K or 2M or the book *Feminine Ingenuity* pp XX-XXIV, by Anne MacDonald,

New York: Ballantine Books, 1992. \$28.95.

ISBN 0345358112.

### **TEACHER PREPARATION:**

- Reserve the library for one period and alert the teacher librarian of the assignment.
- Photocopy one copy of Handouts 2A-2M.
- Photocopy two copies of Handout 2I.
- Gather chart paper, large felt pens and masking tape.

### **PROCEDURE:**

1. Divide the class into triads.
2. Send Triads 1-6 to the appropriate encyclopedia in the library to answer the questions on the sheet.
3. Triads 7 and 8 use either the book *Mothers of Invention*, pp. 204-206, or Handout 2I to answer the questions on the sheet.
4. Triads 9 and 10 use either the book *Feminine Ingenuity*, pp. XX-XXIV, or Handouts 2K and 2M to answer the questions on the sheets.
5. Each triad records on big chart paper their answers to the following three questions found on the back of their Handout.
  - Whose idea was the cotton gin?
  - Who helped with the invention of the cotton gin?
  - Who received the credit for the invention of the cotton gin?
6. When students are finished, post the charts around the classroom.
7. Each triad chooses a reporter who will report their findings to the class.
8. Go through Questions 5A, 5B and 5C with groups and discuss the conflicting information of who invented the cotton gin.

The following questions can be used as a guide:

- According to your encyclopedias, who discovered the cotton gin?
- How is the inventor described?
- According to your book or the summary of your book, who discovered the cotton gin?
- How is the inventor described?
- Why do you think the encyclopedias, books or summaries of books differ in the information they provide?
- Who writes history?
- Who wrote the articles in the encyclopedias?
- Who wrote the books?
- Who can you believe?
- Why would some sources omit the contributions of Catherine Littlefield Greene?

### **SUGGESTIONS FOR EVALUATION:**

1. Write a paragraph discussing why you think the information differed in the books and encyclopedias?
2. Rewrite the encyclopedia article the way you think it should be written.
3. Rewrite the book/summary the way you think it should be written.

## STUDENT HANDOUTS

### EDITOR'S NOTE:

The following pages present the handouts 2A for Triad # 1, 2G for Triad # 7 and 2J for Triad # 9 with complete formatting. The other handouts ask students to perform the same tasks but with different resources. To save publication space, only samples 2A, 2G and 2J are given, with the different resources used by the Triads indicated below.

Resource handouts 2I, 2K and 2M are also included in this article. Each of these was originally printed in larger typeface on individual sheets of paper.

**Text for Handouts 2A to 2F is identical except for the following resources:**

Triad # 1	2A	<i>The World Book Encyclopedia</i>
Triad # 2	2B	<i>Collier's Encyclopedia</i>
Triad # 3	2C	<i>Compton's Encyclopedia</i>
Triad # 4	2D	<i>Encyclopedia Americana</i>
Triad # 5	2E	<i>The New Encyclopedia Britannica</i>
Triad # 6	2F	<i>New Book of Knowledge ]</i>

**Text for Handouts 2G and 2H is identical:**

Triad # 7	2G	<i>Mothers of Invention</i> or Handout 2I
Triad # 8	2H	<i>Mothers of Invention</i> or Handout 2I

**Text for Handouts 2J and 2L is identical except for the following resources:**

Triad # 9	2J	<i>Feminine Ingenuity</i> , p. XX-XXIV, or Handout 2K
Triad # 10	2L	<i>Feminine Ingenuity</i> , p. XX-XXIV, or Handout 2M

**RESEARCHING THE INVENTOR**

**TRIAD #1**

Please look up **Eli Whitney** in the *World Book Encyclopedia* and answer the following questions:

1. What was Eli Whitney's first invention?

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2. What did this invention do?

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3. According to this encyclopedia article, did anyone help Whitney with the invention?

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4. List any adjectives used to describe Eli Whitney in this encyclopedia article.

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5. Who wrote the encyclopedia article? \_\_\_\_\_

Note: At the end of the encyclopedia article, the author's name will be listed.

**RESEARCHING THE INVENTOR****TRIAD #7**

Using either the book *Mothers of Invention*, pp. 204-206 or Handout 2I please answer the following questions:

1. Who was **Catherine Littlefield Greene**?

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---

2. What problem existed on her cotton plantation?

---

---

3. What suggestion did she make to Eli Whitney to solve the problem?

---

---

4. What difficulty did Whitney have with his invention?

---

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5. How did Greene suggest he solve it?

---

---

6. How did Whitney support himself?

---

---

7. Who wrote this book?

---

---

## HANDOUT 2I

Catherine Littlefield Greene was born in 1755 to a prominent colonial family. She married Nathaniel Greene, thirteen years her senior, who was a military aid to General George Washington. In 1776, the Greens settled down to plantation life on Mulberry Grove in Georgia. Within a year Nathaniel died, leaving Catherine the house, the land and five children.

Catherine hired Phineas Miller, a Connecticut teacher to tutor her children. He would eventually become her second husband. Phineas befriended a penniless tinker named Eli Whitney who moved next door to the Greene home.

Eli made himself useful around the house, helping with the children as well as repairing the house. One evening, Catherine expressed her frustration with the delay of the cotton harvest. She suggested the invention of a machine which would separate seeds from short staple cotton would be useful on the plantation. Mrs. Greene may have given him a complete set of diagrams showing what the machine should be like. Eli retired to her basement to construct the device that Catherine suggested. Catherine supported Eli Whitney for six months, providing him with space, tools, food and ideas. When he couldn't get the machine to work with wooden teeth, she showed him wire would solve the problem. When the cotton gin was completed she promoted it to the neighboring plantation owners. Although her name is not on the patent, Catherine Littlefield Greene was, along with Eli Whitney, the inventor of the cotton gin.

Summary of pp. 204-206 of the book *Mothers of Invention*, by Ethlie Ann Vare and Greg Ptacek. New York: Quill William Morrow, 1987.

## HANDOUT 2K

Catherine Littlefield Greene was the widow of one of General George Washington's highest ranking military advisors. With her new husband, Phineas Miller, Catherine urged Eli Whitney, a newly hired Yale educated skilled mechanic at her Georgian plantation to try and perfect what all planters wanted, a machine to separate seed from cotton. Greene allowed Whitney to work in her basement, use her husband's tools and supported him financially while he worked on the model. Based on her suggestion, Whitney built a model but progress ground to a halt when the cotton clogged the wooden teeth instead of slipping between them and passing through the shade of the rollers. Catherine surveyed the problem and suggested the solution. "Why don't you use wire instead of wooden teeth?". He did and it worked. Catherine Littlefield Greene's name never appeared on the patent and Eli Whitney has always been given the sole credit for the invention of the cotton gin.

Summary of pp. XX - XXIV of the book *Feminine Ingenuity*, by Anne L. MacDonald. New York: Ballantine, 1992.

**RESEARCHING THE INVENTOR****TRIAD #9**

Using either the book *Feminine Ingenuity*, p. XX-XXIV, or Handout 2K, please answer the following questions:

1. Who was **Catherine Littlefield Greene**?

---

---

---

2. What did she urge Eli Whitney to invent?

---

---

---

3. What did Catherine suggest when the device didn't work?

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4. According to this book/summary, what should Catherine Littlefield Greene be remembered for?

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5. Who wrote this book?

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<b>HANDOUT 2M</b>
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Catherine Littlefield Greene was born in 1775 into a leading colonial family. She married Nathaniel Greene, one of General George Washington's highest ranking military advisors. When he died, she married Phineas Miller, a Connecticut teacher she had hired to tutor her children. Phineas befriended a neighbour named Eli Whitney. One evening Catherine suggested the plantation could use a machine to separate the cotton seed. With Catherine's support, Eli Whitney began working on the invention. When the cotton clogged the wooden teeth of Whitney's machine, rendering the machine useless, Greene seized a wire hearth brush and suggested to Whitney that he use it to comb through the cotton. Whitney gallantly replied "Thank you for the hint, I think I have it now", and repaired the machine with wire teeth. Catherine Littlefield Greene and Eli Whitney created the cotton gin, although her name never appeared on the patent.

Summary of the 1932 letter from George Scarborough of Georgia to the magazine *Southern Agriculturalist*. September, 1932, p. 468. From *Feminine Ingenuity*, by Anne L. MacDonald, New York: Ballantine Books, 1992.

[Group discussion guide]

### WHO INVENTED THE COTTON GIN?

<b>Date</b>	_____
<b>Names</b>	_____
	_____
	_____
<b>Block</b>	_____

According to your book, article or encyclopedia, please answer the following questions.

1. Whose idea was the cotton gin? [3 lines provided for answers]
  
2. Who helped with the invention of the cotton gin? [3 lines provided for answers]
  
3. Who received the credit for the invention of the cotton gin? [3 lines provided for answers]

## **ACTIVITY THREE: RESEARCHING THE INVENTOR OF THE VACCINATION**

**GOAL** To examine the gender bias in encyclopedias and books.

**LENGTH OF ACTIVITY:** 55 minutes

**MATERIALS NEEDED:**

Handouts 3A - 3K

Chart paper

Large felt pens

Masking tape

The following encyclopedias found in most school library reference collections:

— *The World Book Encyclopedia*

— *Collier's Encyclopedia*

— *Merit Students Encyclopedia*

— *The New Encyclopedia Britannica*

— *Compton's Encyclopedia*

— *New Book of Knowledge*

— *Encyclopedia Americana*

Handout 3L or the book *Mothers of Invention*, pp. 206 - 209, by Ethlie Ann Vare and Greg Ptacek  
New York: Quill William Morrow, 1987. \$15.95. ISBN 0688089070.

**TEACHER PREPARATION:**

- Teacher reserves the library for one period and alerts the teacher librarian of the assignment.
- Photocopy one copy each of Handouts 3A to 3K.
- Gather chart paper, large felt pens and masking tape.

**PROCEDURE:**

1. Divide the class into triads.
2. Send Triads 1-5 to the appropriate encyclopedia in the library to answer the questions on the Handout about Edward Jenner.
3. Send Triads 6-10 to the appropriate encyclopedia in the library to answer the questions on the Handout about Lady Mary Montagu.
4. Instruct Triad 11 to use Handout L or the book *Mothers of Invention*, pp. 204 - 206, to answer the questions on Handout K.
5. Instruct each triad to record their answers on big chart paper.
6. When students are finished, charts are posted around the classroom.
7. Each triad chooses a reporter who will report their findings to the class.
8. Reporters share their answers with the class.
9. After all groups have reported, guide a discussion of the conflicting information about who invented the vaccination.

**The following questions can be used as a guide:**

Direct the following questions to Triads 1-6.

- According to your encyclopedia article, who was responsible for the discovery of the vaccination?
- Does the encyclopedia article mention Lady Mary Montagu?
- When did the discovery take place?

Direct the following questions to Triads 6-10.

- According to your encyclopedia article, what was the historical contribution of Lady Mary Montagu?
- Will she be remembered as a writer or discoverer?
- When did she make her discovery of inoculation?

Direct the following questions to Triad 11.

- According to the book or summary, what did Lady Mary Montagu discover?
- When did she make her discovery?

Direct the following questions to the class.

- How many encyclopedias credited Edward Jenner as the discoverer?
- How many encyclopedias credited Lady Mary Montagu with the discovery?
- Why do you think the encyclopedias and books differ in the information they provided?
- Who wrote the articles in the encyclopedias?
- Who wrote the book?
- Whom can you believe?
- Why would some encyclopedias omit the contributions of Lady Mary Montagu?
- Who writes history?

#### **SUGGESTIONS FOR EVALUATION:**

1. Write a paragraph, discussing why you think the information differed in the books and encyclopedias.
2. Rewrite the encyclopedia article the way you think it should be written.
3. Interview Edward Jenner or Lady Mary Montagu about their discovery.

#### **STUDENT HANDOUTS:**

[EDITOR'S NOTE: The pattern for publishing the handouts that was used for Activity One has also been used in this section.]

**Text for Handouts 3A to 3F is identical except for the following resources:**

<b>Triad # 1</b>	<b>3A</b>	<i>Collier's Encyclopedia</i>
<b>Triad # 2</b>	<b>3B</b>	<i>Encyclopedia Americana</i>
<b>Triad # 3</b>	<b>3C</b>	<i>The World Book Encyclopedia</i>
<b>Triad # 4</b>	<b>3D</b>	<i>New Book of Knowledge</i>
<b>Triad # 5</b>	<b>3E</b>	<i>Compton's Encyclopedia</i>

**Text for Handouts 3G to 3J is identical except for the following resources:**

<b>Triad # 6</b>	<b>3F</b>	<i>Collier's Encyclopedia</i> ]
<b>Triad # 7</b>	<b>3G</b>	<i>Encyclopedia Americana</i>
<b>Triad # 8</b>	<b>3H</b>	<i>The World Book Encyclopedia</i>
<b>Triad # 9</b>	<b>3I</b>	<i>Merit Student Encyclopedia</i>
<b>Triad # 10</b>	<b>3J</b>	<i>The New Encyclopedia Britannica</i>

**Text for Handouts 3K is unique.**

<b>Triad # 11</b>	<b>3K</b>	pp. 206-209 of <i>Mothers of Invention</i> , or Summary Handout 3L
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## RESEARCHING THE DISCOVERY OF THE VACCINATION

### TRIAD #1

Please look up **Edward Jenner** in *Collier's Encyclopedia* and answer the following questions.

1. What did Edward Jenner discover?  
 \_\_\_\_\_  
 \_\_\_\_\_
2. In what year was his discovery?  
 \_\_\_\_\_  
 \_\_\_\_\_
3. According to this encyclopedia article, was any other person previously credited with the discovery of the vaccination?  
 \_\_\_\_\_  
 \_\_\_\_\_
4. Who wrote the encyclopedia article?  
 \_\_\_\_\_  
 \_\_\_\_\_

**Note:** At the end of the encyclopedia article, the author's name will be listed.

3F

## RESEARCHING THE DISCOVERY OF THE VACCINATION

### TRIAD #6

Please look up **Lady Mary Montagu** in *Collier's Encyclopedia* and answer the following questions.

1. What did Lady Mary Montagu discover in Constantinople?  
 \_\_\_\_\_  
 \_\_\_\_\_

2. In what year was her discovery?

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3. According to this article, was any other person connected to the discovery?

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4. Who wrote the encyclopedia article?

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**Note:** At the end of the encyclopedia article, the author's name will be listed.

**3 K**

## **RESEARCHING THE DISCOVERY OF THE VACCINATION**

### **TRIAD #11**

Please read pp 206 - 209 of the book *Mothers of Invention* or the summary on Handout 3L and answer the following questions.

1. What did **Lady Mary Montagu** discover?

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2. In what year was the discovery made?

---

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3. According to the encyclopedia article, was any other person connected to the discovery?

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4. Who wrote the book or summary of the book?

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## LADY MARY MONTAGU

In 1717, Lady Mary Montagu and her husband, the British ambassador at Constantinople, traveled to Turkey. There she saw a local custom called Ingrafting. Old women performed the operation every autumn when they injected a tiny amount of small-pox into the veins of patients. The inoculated patients would get sick for several days, but within a week they would recover and display an immunity from small-pox.

Since Lady Mary had the small-pox as a child, she saw the potential for this procedure. In the British Isles, 45,000 people died of small-pox every year. When she returned to England, she had her daughter inoculated against small-pox. She convinced the Princess of Wales to allow her to experiment on orphans and convicts. When these tests proved successful, the Princess's own daughter was inoculated.

Despite vehement opposition from the medical establishment and the church, small-pox vaccinations were introduced in England. Lady Mary Montagu published anonymously, an article titled "Plain Account of the Inoculating of the Small-pox by a Turkish Merchant" and lived to see the death rate from small-pox reduced from 30% to 2%. Lady Mary Montagu was responsible for the discovery of the idea of vaccination for small-pox.

Summary of pp. 206 - 209 of the book *Mothers of Invention*, by Ethlie Ann Vare and Greg Ptacek.

<b>ACTIVITY FOUR: WHO INVENTED THE COTTON GIN? — A CASE STUDY</b>
-----------------------------------------------------------------------

**GOAL** To examine the invention and patenting of the cotton gin.

**LENGTH OF ACTIVITY:** 55 minutes

**MATERIALS NEEDED:**

Handouts 4A and 4B

**TEACHER PREPARATION:**

- Photocopy a class set of Handouts 4A and 4B.

**PROCEDURE:**

1. Distribute Handout 4A to each student.
2. Students read Handout 4A.
3. Distribute Handout 4B to each student.
4. Arrange students in groups.
5. Students in groups discuss Handout 4A by answering the questions on Handout 4B.
6. When students have completed questions on Handout 4B, teacher leads class discussion.

**SUGGESTIONS FOR EVALUATION:**

1. In a paragraph, discuss Chief Justice Cari Adair's decision.
2. Rewrite an encyclopedia article to credit or include Greene's contribution.
3. In a paragraph, describe who should be given credit for inventing the cotton gin.

The BIG IDEA is —

men and women can be limited by cultural attitudes and economic conditions.

Important concepts that flow from this big idea are:

- a) Conventional history ignores the inventions of women.
- b) Cultural attitudes and economic conditions prevented many women from patenting their inventions.
- c) The decision of who receives credit for a patent is a complex philosophical question.

4A

### WHO INVENTED THE COTTON GIN?

What was Supreme Court Chief Justice Cari Adair going to do? She reviewed the evidence before her and wrestled with her decision. Paul Greene, a direct descendant of Catherine Littlefield Greene, had brought a suit against the US Patent Office to reclaim Catherine's place in history. Paul wanted no remuneration. Rather, he wanted the name of Catherine Littlefield Greene placed on the patent of the cotton gin. But Eli Whitney had been given credit for inventing the cotton gin and patented the machine in 1794. Now Paul Greene wanted the world to know that Catherine, not Eli, was the real inventor and deserved her place in history. Cari had searched and searched but she found no legal precedent.

Catherine "Kitty" Littlefield was born in 1755 to a leading colonial family in Georgia. She married Nathaniel Greene, thirteen years her senior, who was the trusted aide of General George Washington. Courageous and dedicated, during the revolutionary war she followed her husband to Valley Forge to spend the winter at his side.

After the war, Kitty and Nathaniel settled down on their cotton plantation in Mulberry Grove, Georgia. Within the year, tragedy struck. Nathaniel died, leaving Catherine the house, the land and five children. Now Catherine would have the formidable job of managing the 900 workers and servants on the 400 acre plantation.

When the children needed a tutor, Catherine hired Phineas Miller, a Connecticut native. Within a year he became her second husband and introduced Catherine to his friend, a penniless teacher named Eli Whitney. When Eli lost his job, Phineas brought Eli home to live on the plantation. To pay for his room and board Eli began fixing things around the plantation.

One evening at dinner, Catherine, frustrated by the delay in harvesting the cotton, mentioned how useful a device which separated the seed from the cotton would be. Of course, Eli never had so much as seen a raw cotton boll but the idea piqued his interest.

"Could you build such a device?" queried Catherine.

"I'd like to try," replied Eli, "but I haven't any tools or a place to work and build a model."

"There are tools in my basement. Why don't you work down there?" she offered. "I will support you."

For six months, Eli laboured on his model but progress ground to a halt when the cotton clogged in the wooden teeth. Frustrated, Eli called Catherine down to the basement to show her the problem. "It just keeps clogging," he said.

Catherine examined the rollers and suggested that he substitute wire teeth for the wooden teeth. Her suggestion worked and Eli built his model of the cotton gin.

Catherine was happy with her new machine and showed it to other plantation owners. Eli patented the invention because Catherine felt uncomfortable patenting the device in her name. Catherine felt that as a female inventor in 1794 she would be ridiculed and would lose respect in the community. She didn't mind promoting the machine but patenting the machine in her name would create unwanted gossip. So Eli registered the cotton gin at the US Patent Office on March 14, 1794, and Catherine lost her place in history as the inventor of the cotton gin.

Now Chief Justice Cari Adair had to decide who should receive credit for the invention of the cotton gin. She reviewed the case playing the arguments back and forth in her mind. It was Catherine's idea. She supplied the money, the tools and the workplace. But Eli had created and built the model. He was also penniless and would have been unable to build the model without Catherine's support. Legally she could have patented the cotton gin but she was afraid of the gossip and ridicule. Catherine never complained when Eli registered the patent. She had suggested using wire instead of wood when Eli's first model didn't work. Cari knew her decision could change history. Should a patent 200 years old be changed to include Catherine's name? Should she leave well enough alone? What would her decision be?

## WHO INVENTED THE COTTON GIN?

Date \_\_\_\_\_

Name \_\_\_\_\_

Block \_\_\_\_\_

**Please discuss and answer the following questions:**

1. What do you see as Eli's contribution to the invention? [answer space = 2 inches]
2. What do you see as Catherine's contribution to the invention? [answer space = 2 inches]
3. Have you ever been in a situation where someone took credit for something you did? If you feel comfortable, can you tell other people? [answer space = 2 inches]
4. In your opinion, who would you give credit for the invention of the cotton gin? [answer space = 2 inches]

<b>ACTIVITY FIVE: IRÈNE'S STORY — A CASE STUDY</b>
----------------------------------------------------

**GOAL:** To examine the effect of gender on the recognition of achievement in science.

**LENGTH OF ACTIVITY:** 55 minutes

**MATERIALS NEEDED:**

Handout 5A and 5B

**TEACHER PREPARATION:**

- Photocopy a class set of Handout 5A.
- Photocopy a class set of Handout 5B.

**PROCEDURE:**

1. Distribute Handout 5A.
2. Students read the case study and ask any questions they need for clarification of concepts.
3. Divide the class into groups of three or four and distribute Handout 5B.
4. Class discussion may follow.

**SUGGESTIONS FOR EVALUATION:**

1. Research the life of Marie Curie, Irène Joliet-Curie, or another famous woman scientist or discoverer. Write a series of seven diary entries describing one week in their lives.
2. Make a poster for a university recruitment featuring Marie Curie as a graduate.
3. With a group, produce and perform a short play based on Irène's discussion with her mother.

## IRÈNE'S STORY

Irène sat anxiously on the bench outside the meeting room where the Institute's board was meeting. She twisted her handkerchief into a tight coil, untwisted it, and started again. This was the most nerve-wracking experience she had ever been through. There were so many things to consider. What should she say if they offered her a position? What should she say if they did not? What would they expect of her? What more could she have done to ensure her own success? Having a famous mother was one thing. Being expected to be as good as her mother was something else.

Irène Curie had heard the arguments before in reference to other women. "Yes, she has done well in her studies, but look at Marie Curie." "Marie Curie's marks were much higher. We have young men anxious for a position in this lab who have done just as well." "Does a woman who can look to the rewards of a husband and children really need a research position?" It seemed as though women seeking placements in science labs had to be at least as good as Irène's mother had been, even to be considered. Not all could measure up to those standards, even those women who were clearly more qualified than the men who did get the jobs.

Irène knew that she could do the job. She and her husband had received the Nobel prize ten years before and no one doubted her contribution. She knew that for her husband, such a position would have been assured. For her, though, there was uncertainty. She knew that she had to show that she was more qualified than any other male applicant to be assured the directorship.

As she waited nervously for the university board to decide her fate, Irène remembered a time when, at fifteen, she asked her mother whether she should go to university as her mother had.

"Certainly, I want you to go to university, dear," Marie Curie had told her daughter. "I certainly hope, though, that you don't go there the way I did."

"What do you mean, Mama? Papa told me you were a wonderful student. That's what the newspapers said last year when you got your second Nobel Prize. They had a whole column about the wonderful work you had done there."

"They aren't talking about the university I am thinking of, but even the one they meant looked very different to me, from the inside," Irène's mother had explained. "When I grew up in Poland, it was illegal for girls to go on studying after they had left school. Poland was completely under Russian influence and they had very oppressive laws about women as well as about education. The Russian police were always on the lookout for people who might be getting too educated. Men would often get beaten up for letting their wives or daughters read too much. A woman could be sent away to prison camp to die if anyone found out she was well educated or teaching others too much."

"How did you go to university, then?" Irène wanted to know.

"We had a secret university. It was very dangerous, but there was so much to know and so many new and exciting things going on in the rest of Europe that a number of us, young men and women, would meet in a room somewhere. One of us would stand guard and the rest would discuss what we had read since the last meeting."

Irène had been amazed. "How could you ever learn like that? Weren't you scared?"

Her mother had smiled. "Yes, often I was scared, but the discussions with all of those talented young minds prepared me for persuading others about the discoveries your father and I made."

Irène couldn't help smiling as she remembered her mother's next remark and how well it paralleled her own present situation.

"Besides," Marie Curie had whispered, "it prepared me for persuading the Sorbonne to let me in."

"What do you mean?" Irène had asked.

"During my secret university days, I worked as a governess and at night I studied everything I could about science and saved everything I possibly could for university fees. Of course, I was also the only lab assistant my dear father could afford and learned much about chemistry in his lab. I tried to teach myself the same things I would have learned for a bachelor's degree as well as perfect my French so that I could come to the Sorbonne to study. As now it was the finest university in the world and it was far enough away from Poland to seem absolutely free of Russian influence. I didn't know that no other woman had before even been admitted to the Sorbonne. To us, you see, with so little news from the outside, the assumption that the rest of Europe was free with equality for all, men and women, peasant and noble, was universal."

"But you were admitted to the university. Things were more free," Irène remembered pointing out.

"Yes, I was admitted. Society was more free, but there wasn't perfect equality. Perhaps, if I had known that I was going to a school that had never admitted a woman, or how skilled they would require that I be in order to stay, I would have been intimidated. In some ways my ignorance of how I would be thought of gave me the courage to go ahead."

"Mama, Papa said you were the most brilliant university student. He said that you graduated at the top of the class in science and one year later received a second degree in mathematics, third in your class. I could never do that," Irène had lamented.

"Of course you can do anything you put your mind to," was her mother's response. "I had to convince all of the older men, and many of my own age, that women could do just as good a job at research and study. Things are changing for women, now. You will have an easier time of it. You will see."

But Irène had not had an easier time of it in some ways. Women had gained many more rights and freedoms in the years since her mother had studied but it was still difficult to convince them of your ability to contribute if you were a woman. Having a mother who was the only person in history to win two Nobel prizes didn't seem to make much difference. Many university boards and professors felt that you had to be as smart as Marie Curie if you were a woman. Men were still judged on how well they had done themselves. Now Irène was being considered for a challenging and exciting position as director of the Radium Institute that her mother had founded. She wondered if, after all the successes she and her mother had enjoyed, she would still have the same opportunity a man would have had.

The door opened and a clerk said, "Madame Joliet-Curie, would you step this way please."

**STUDY QUESTIONS:**

1. As you understand it, what is Irène's largest concern in obtaining the position she is seeking? What things prevent a person from getting a job they want? What kinds of things help a person get the things they want?
2. How do you think things were different for a woman of Irène's mother's time as compared with Irène? How are things different for women today as compared with either of these?
3. Irène grew up with a famous mother. What is your understanding of the effect of a parent's fame on their children?
4. How would you explain your society's evaluation of people's abilities based on their gender? On their race? On their age?
5. What is your understanding of the process by which scientists receive recognition for their efforts, discoveries and inventions? What data supports your ideas?

[EDITOR'S NOTE: On the original worksheet, approximately 3 inches of workspace are provided for each answer.]

**ACTIVITY SIX: BARRIERS TO WOMEN INVENTORS**

**GOAL** To examine the barriers that women inventors faced.

**LENGTH OF ACTIVITY:** 55 minutes

**MATERIALS NEEDED:**

Handouts 6A - 6K  
 8 1/2" X 11" paper  
 Felt pens  
 Masking tape

**TEACHER PREPARATION:**

- Gather paper and pens.
- Photocopy one copy of Handouts 6A - 6J.

**Teacher Note:** These scenarios are created to reflect historical situations which women faced as inventors: It is suggested that an explanation of patents precede this activity.

**PROCEDURE:**

1. Divide the class into ten groups.
2. Give each group one scenario.

3. Each group discusses the scenario and on paper records the barriers that prevented women from securing a patent.
4. Each group chooses a student to report to the class.
5. He or she summarizes the scenario, describes the barrier and posts it on the wall.
6. All students record the list of barriers in their notebooks.
7. Teacher summarizes the lesson by reading appropriate passages from Handout 6K to the class.

#### **SUGGESTIONS FOR EVALUATION:**

1. Write a story in which the main character is a man who faces one or more of these barriers.
2. Rewrite one of the scenarios so that the woman inventor overcomes the barrier and receives credit for the invention.
3. Write a newspaper headline and article announcing a woman's invention.

**6A**

### **SCENARIO #1**

In 1876, George Hibbard submitted his new method for processing formerly discarded turkey wing and tail feathers into usable feather dusters. When a competitor alleged that he had the idea first and hauled Hibbard before the patent examiners, George confessed that the idea was his wife Susan's.

"My wife suggested the idea. If the one who suggested the splitting of the feathers is the inventor, then I am not the one." Fortunately for Susan, she had careful records of her experiments and she won the case. Later, Susan revealed why she let George have all the credit.

"I didn't understand the patent laws. I have no particular occupation but I know a lot about feathers. I did the experiments myself."

*From Feminine Ingenuity*

What barrier prevented Susan from receiving a patent for her invention?

**6B**

### **SCENARIO #2**

Elizabeth Adams developed a new corset for pregnant women. When she attempted to patent her invention she found one obstacle was the Patent Office. The Patent Office had reinstated the requirement for models and ruled that applicants must furnish an extra set of drawings in case one should be destroyed by fire. Since women relied upon professional assistance to prepare these models and drawings, fees for model makers and draftsmen added still another expense to the daunting problem of raising investment capital.

*From Feminine Ingenuity*

What barrier prevented Elizabeth from receiving a patent for her invention?

**SCENARIO #3**

Catherine Deiner lived in the country, five hundred miles from the nearest city. She was a widow with three children to support. She wanted to patent her invention which she called a rolling pin.

To patent her invention, she had to rely on other expert help. The help was available but cost money. Catherine had to rely on agents to act as go-betweens in her dealings with the Patent Office. She could easily locate such agents through city directories and through advertisements in magazines about inventions but most agents offered a policy of no money, no patent.

From *Feminine Ingenuity*

What barrier would prevent Catherine from getting her rolling pin patented?

**SCENARIO #4**

In 1899, Frank and Elizabeth Ball met at university. They both became chemists and worked together in the mining industry. Elizabeth discovered an improvement in the process of desulpherizing ore. Although the Patent Act of 1870 recognized patents for women, in all states the situation for married women was quite different. Most states had laws that transferred ownership of a married woman's property to her husband and outright empowered him to make decisions about its disposition.

From *Feminine Ingenuity*

What barrier prevented Elizabeth from receiving a patent for her discovery?

## SCENARIO #5

Letitia Geer always dreamed of being a medical doctor. In 1895, Letitia graduated from medical school and decided to specialize in medical research. In 1899, she invented and successfully patented the medical syringe. In 1902, another challenged her patent and maintained that he had invented the syringe. Letitia needed a lawyer to represent her in the lengthy court battle that would follow but she didn't have enough money.

From *Feminine Ingenuity*

What barrier is preventing Letitia from maintaining her right to her patent?

## SCENARIO #6

One rainy night in 1935 Eva Landman darted across the street and collided with a truck. Seriously injured, she spent three months recovering in the hospital. There, she incubated her concept of a windowed umbrella and told her husband Max about an umbrella with a built-in transparent "windshield" to deflect rain and wind while still providing the carrier a clear view of the potential hazards. He developed her idea and patented it under his name. He didn't feel he was robbing his wife; he felt that because he brought the idea to the patent stage, he inherited it.

From *Feminine Ingenuity*

What barrier prevented Eva from receiving the patent?

## SCENARIO #7

Catherine Littlefield Greene suggested to her neighbour Eli Whitney that he create a machine that separated the cotton seed from the stalk. Catherine supported Eli Whitney with space, tools, food and ideas as he perfected the machine. Catherine Littlefield Greene never received credit because had she done so, the ridicule and scorn of every man and woman who knew her name would have been heaped on her. She would have been looked upon as a monstrosity of unwomanliness and presumption.

From *Feminine Ingenuity*

What barrier prevented Catherine from receiving her patent?

## SCENARIO #8

Elias Howe described his fourteen years of trying to develop a sewing machine as unsuccessful until his wife took over. She realized that her family would starve to death if a successful invention was not developed immediately. So in two hours she invented the sewing machine. Elias Howe took out the patent in his name because if it had been known that the invention was a woman's, it wouldn't have been taken seriously.

From *Feminine Ingenuity*

What barrier prevented Sara Howe from receiving a patent?

## SCENARIO #9

Marsha Coston had never been a shrinking violet. Having fallen in love with a dashing young inventor at sixteen, she eloped with him in defiance of her parents' wishes. Less than five years after the wedding her husband's sudden death left her with four small children. Her husband had first tested different coloured flares and left his wife only a rough chart of the invention. Marsha worked out his concept into practice and could have obtained the patent in her name. But she deferred to her deceased husband because his well established reputation would give her special credibility and respectability.

From *Feminine Ingenuity*

What barrier prevented Marsha from patenting this invention in her name?

## SCENARIO #10

Betsy Metcalf never even applied for a patent that made her employer and many other local industries a great deal of money. In fact she totally revitalized local industry. Why was she satisfied with earning just one dollar a day when her invention made so much money? She had an explanation. She knew that a patent had to be approved by the United States Congress. If the Congress knew who she was, then, soon so would the newspapers and her neighbours. The last thing Betsy wanted was to be a celebrity.

From *Feminine Ingenuity*

What barrier prevented Betsy from patenting the invention in her name?

## WOMEN: THE HIDDEN INVENTORS

by Rachelle Beauchamp

Is "inventor" a male word?

The classic images — if you close your eyes and try to picture an inventor — are almost certain to be male: Thomas Edison, Benjamin Franklin or Alexander Graham Bell. Most people find it impossible to name even one woman inventor.

Yet women inventors do exist, and their contributions have been important if often overlooked. Prof. Fred Amram of the University of Minnesota, who spent several years pouring over United States Patent Office records, uncovered a number of important devices invented by women.

The very first patent issued to a resident of North America was British patent No. 401 issued to Thomas Masters of Pennsylvania in 1715. It was entitled: "A new invention found out by Sybilla, his wife, for cleaning and curing the Indian corn growing in the several colonies in America."

Thomas Masters built a mill incorporating his wife's invention while she, typical of successful inventors, proceeded to innovate further. Amram points out that through the years women inventors have continued to make a significant, though often unrecognized contribution to society in a variety of fields.

It turns out that even the inventor of the famous cotton gin was not Eli Whitney but his landlady, Catherine L. Greene.

Later, women were able to profit from their inventions.

Marsha Coston invented a flare that earned her 30,000 pounds during the American Civil War (a huge sum of money at the time). More recently, Mary Ollides Weaver and several colleagues received the 1977 National Inventor of the Year award in the United States for a starch-graft polymer known as the "super slurper."

In 1977 also, Barbara S. Askins was the first woman to win the title in her own right, for a method of obtaining clear pictures from old or faint negatives.

Overall however, the percentage of female patentees is very small. Among current United States patents, only about 1.7 per cent have a woman's name attached. The proportion may be even lower in Canada; in the period from 1951 to 1965 the average was only 0.67 per cent. However, one study found that profits received by women patentees were, on average, higher than for men.

There are doubtless a number of factors which account for these low numbers, including many women's lack of financial resources, time and technical and business expertise. Because many women inventors are "invisible," other women and men view inventing as a masculine activity — one at which women have little chance for success.

Though many patented inventions are not in fact highly technical, women may not regard the devices or tools they develop as truly inventive and may not therefore seek to patent them.

Another reason for the small proportion of women patentees is that the majority of patents are issued to "corporate" inventors and until very recently the pool of potential female corporate inventors — that is, the number of women in industry or in research organizations — has been minuscule.

Certainly, the experience of the Canadian Industrial Innovation Centre/Waterloo is that women constitute a far greater proportion of independent inventors than the patent statistics (note above) would indicate. Women constitute about five per cent of the independent inventors who have benefited from our services.

Other organizations dealing with independent inventors report similar percentages.

Moreover, our experience is that by and large, the women who make use of CIIC's Inventors Assistance Program (which provides, at modest cost, expert evaluation as to whether a new idea is technically feasible and whether there is likely to be a market for it) are similar to their male counterparts.

They are equally as firm believers in the importance of their pet ideas, equally concerned about secrecy, and equally anxious to proceed quickly.

Their inventions tend to be solutions to problems they face day to day at home or at work. The major barrier for male and female inventors seems to be a lack of financial resources.

There are, however, some differences.

A review of 825 inventions logged in the centre's in-house database over the past two years shows that all of them bear the name of at least one woman inventor. The review also shows:

- A majority (67.5 per cent) of inventions by women were in the "personal/household" area, while only 18 per cent of the total number of inventions were so classified.
- Women are less likely than men to want to "do it all themselves."
- Women are more likely to learn about the innovation centre through friends and relatives or through reports in the news media, whereas men are more often apt to have learned about the centre through referrals from government sources, lawyers or business associates.
- Women's inventions are less likely to receive "poor" or "excellent" ratings and more likely to receive "average" scores.
- Women appear to spend less money on their inventions than men.

The ideas that have been submitted to the CIIC by women range from novel toothbrushes to fermenters, from bicycle trailers to baby bottles. Some are patented; most are not.

The inventors are also a diverse group, representing all ages, most provinces and a variety of professions.

One of them, Patricia Maretto, a Toronto-area housewife, has patented the "Mufflemit," an arm warmer which incorporates fold-up mittens and a scarf. She sold almost 10,000 of them, in kit form, at the 1984 Canadian National Exhibition. She is looking for a Canadian license to manufacture the Mufflemit. Like most successful inventors, she has a number of other good ideas.

She reports her primary obstacles as a lack of time to pursue her ideas and the high cost of obtaining a patent protection in Canada and the United States.

Mary Jane Curtis of Toronto is a jigsaw-puzzle fan. Years ago, she designed a game board and had it built for her own use. Two years ago she submitted her idea to the CIIC, at the urging of a friend. The centre judged the board attractive and novel and recommended that Curtis proceed with a patent search and market study.

However, Curtis reports that limited personal funds have precluded further development. She has found new product development to be time-consuming and expensive and suggests that additional government assistance, including seminars and counseling, be made available.

Mary Anne White, a chemistry professor at Dalhousie University in Halifax, is the inventor of a novel class of heat storage chemicals, which CIIC is developing further.

At 31, Dr. White exemplifies a new generation of young women inventors. She combines a demanding career in a technical and traditionally male-dominated field (physical chemistry) with the more conventional female roles of wife and mother.

As is the case with many women in non-traditional occupations, Dr. White reports she was strongly influenced, in her desire to invent, by her dentist father. He himself had been a "frustrated" inventor who loved gadgets and who treated Dr. White, who has two older brothers, as a third son.

Individual inventors and small companies have been responsible for more than two-thirds of the inventions developed in the last 100 years. In as much as Canada's competitive position in the world is vitally dependent on continued technological innovation, it has become crucial to try to nourish and encourage these creative individuals.

Yet, when one looks at the numbers, it is obvious that 50 per cent of our population are scarcely represented. As the Science Council of Canada recently pointed out: "Developing this resource should not be seen as a token or goodwill gesture towards women....it is, instead, essential to our economic survival."

Canada should ensure that our young girls and women are given the necessary skills and, above all, the confidence needed if they are to succeed as inventors.

Reprinted from *Daughters of Invention: an invention workshop for girls*, Waterloo: Women Inventors Project, 1992 p. 51.

## ACTIVITY SEVEN: CATEGORIZING INVENTORS AND INVENTIONS

**GOAL** To examine the relationship between the gender of the inventor and the invention.

**LENGTH OF ACTIVITY:** 55 minutes

**MATERIALS NEEDED:**

Chart paper

Felt pens

Social Studies nine textbook

Library books on inventions

The book *Mothers of Invention*, by Ethlie Ann Vare and Greg Ptacek.

New York: Quill William Morrow, 1987. ISBN 0688 089070 \$15.95.

The book *Feminine Ingenuity*, by Anne L. MacDonald.

New York: Ballantine Books, 1992. ISBN 0345 358112 \$28.95.

The book *Inventing Women: Profiles of Women Inventors*, by Jan Panabaker.

Waterloo: Women Inventors Project, 1991. \$10.00.

Handout 7A

**TEACHER PREPARATION:**

- Photocopy a class set of Handout 7A.
- Gather books.
- Teacher reserves library for one period and alerts the teacher librarian of the assignment.
- Gather chart paper and felt pens.

**PROCEDURE**

1. Divide the class into groups.
2. Using Handout 7A, ask each group to list fifteen inventors, their genders and inventions, and to designate whether the invention is a domestic or an industrial invention. Post chart paper around the room.
3. Ask each group to transfer their information onto the board or chart paper. The room will be covered with names of inventors, their genders, inventions and types of inventions.
4. Ask students to draw conclusions based on the following questions:
  - a) What type of inventions do women generally invent? What types of inventions do men generally invent?
  - b) Who is responsible for the majority of domestic inventions? Industrial inventions?
  - c) What inventions do the library books and textbooks choose to include?
  - d) Why do you think this happens?

**SUGGESTIONS FOR EVALUATION:**

1. In a paragraph, discuss whether an industrial invention like the cotton gin is more important than a domestic invention like ice cream.
2. Create a pamphlet recruiting women into a school for women inventors.
3. Write a set of laws that ensure that women get equal access and equal opportunity to invent and receive credit for inventions.

<b>CATEGORIZING INVENTORS AND INVENTIONS</b>
----------------------------------------------

Please complete the following sheet, using the books, *Mothers of Invention*, *Feminine Ingenuity*, and *Inventing Women*, as well as your Social Studies nine textbook and library books on inventions with Dewey decimal number 608.

Date \_\_\_\_\_

Names \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Block \_\_\_\_\_

NAME OF INVENTOR	GENDER MALE OR FEMALE M OR F	INVENTION	DOMESTIC OR INDUSTRIAL D OR I
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			

## ACTIVITY EIGHT: DEVELOPING AN INVENTION

**GOAL:** To create an invention

**LENGTH OF ACTIVITY:** 165 minutes

**MATERIALS NEEDED:**

Handouts 8A, 8B, 8C, 8D, 8E  
Paper  
Crayons  
Paper clips  
Wool  
Felt pens

**TEACHER PREPARATION:**

- Photocopy a class set of Handouts 8A, 8B, 8C, 8D, 8E.
- Gather materials for models and illustrations.

**PROCEDURE:**

1. Distribute Handout 8A.
2. Distribute Handout 8B.
3. Have students share their answers to Handout 8A and 8B with a partner. Give students the option of working alone or with a partner.
4. Distribute Handout 8C. Give students the option of working alone or with a partner.
5. Distribute Handout 8D. Students, working alone or with partners, complete Handout 8D.
6. Distribute Handout 8E.
7. Students work on Inventions.

**SUGGESTIONS FOR EVALUATION:**

1. Handouts can be evaluated.
2. Model can be evaluated.
3. Illustrations and drawings can be evaluated.

Adapted from *The Inventive Thinking Curriculum Project*  
Washington, D.C. : U.S. Patent Office, 1990.

### INVENTIONS IDEA SURVEY

Date \_\_\_\_\_  
 Name \_\_\_\_\_  
 Block \_\_\_\_\_

1. What does not work as well as you would like it to work?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. What is the most annoying problem  
 at home? \_\_\_\_\_  
 at school? \_\_\_\_\_  
 at work? \_\_\_\_\_  
 at the airport? \_\_\_\_\_  
 on the road? \_\_\_\_\_  
 at the supermarket? \_\_\_\_\_  
 at the bank? \_\_\_\_\_

3. If you could invent something to make your life easier, what would you invent?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### DEVELOPING AN INVENTION

EDITOR'S NOTE: This worksheet follows the same pattern as 8A

1. Select one problem to solve.
2. Think of many varied and unusual ways of solving the problem. [5 spaces are provided]
3. Select one possible solution.
4. Improve or refine your idea.

## INVENTORY OF INVENTIVE THINKING

EDITOR'S NOTE: This worksheet follows the same pattern as 8A

1. Is my idea practical?
2. Can it be made easily?
3. Is it safe?
4. Will it cost too much to make or use?
5. Is my idea really new?
6. Will it withstand use or will it break easily?
7. Will people really use my invention?

## PLAN FOR COMPLETING AN INVENTION

**Date** \_\_\_\_\_  
**Name** \_\_\_\_\_  
**Block** \_\_\_\_\_

1. Identify the problem and possible solution.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. List the materials needed to illustrate and make a model of your invention.

paper _____	plastic _____	paper clips _____
pencil _____	wood _____	felts _____
yarn _____	glue _____	crayons _____

### Steps to completion:

1. Gather the material.
2. Build the model.
3. Draw the illustrations or drawings.
4. Label the illustrations or drawings.
5. Label the model.

## YOU ARE TO CREATE AN INVENTION

Date \_\_\_\_\_  
Name \_\_\_\_\_  
Block \_\_\_\_\_

Your invention should include the following:

- a) A model.  
Your model should be clearly labeled.
- b) A drawing.  
Your drawing should be clearly labeled.

### Evaluation:

Model	25 marks
Drawing	25 marks
Organization	25 marks
Creativity	25 marks
	100 marks

## ACTIVITY NINE: MARKETING YOUR INVENTION

**GOAL:** To have students name and create a slogan or jingle for their invention.

**LENGTH OF ACTIVITY:** 55 minutes

**MATERIALS NEEDED:** Handouts 9A, 9B, 9C

**TEACHER PREPARATION:** Photocopy a class set of Handouts 9A, 9B and 9C

### PROCEDURE:

1. Divide students into small groups.
2. Each student receives a copy of Handout 9A.
3. Instruct students using Handout 9A.
4. Students in groups complete Handout 9A.
5. When students complete Handout 9A, groups share their answers with the class.
6. Each student receives a copy of Handout 9B.

7. Ask students to define the words "slogan" and "jingle" as well as discuss the purpose of having a slogan.
8. Instruct students using Handout 9B.
9. Students return to their small groups.
10. Students in groups complete Handout 9B.
11. When students have completed Handout 9B, groups share their answers with the class.
12. Assign Handout 9C as homework.

**SUGGESTIONS FOR EVALUATION:**

1. Handout 9A can be evaluated.
2. Handout 9B can be evaluated.
3. Handout 9C can be evaluated.

Adapted from *The Inventive Thinking Curriculum Project*  
 Washington, DC: U.S. Patent Office, 1990.

9A

**NAMING AN INVENTION**

Date \_\_\_\_\_  
 Name \_\_\_\_\_  
 Block \_\_\_\_\_

An invention can be named in one of the following ways. Please suggest other inventions in the spaces below.

1. Using the Inventor's name:

e.g.,	1.	Levi Strauss	Levi's jeans
	2.	_____	_____
	3.	_____	_____
	4.	_____	_____
	5.	_____	_____

2. Using the components or ingredients of the invention:

e.g.,	1.	Root Beer	_____
	2.	Peanut Butter	_____
	3.	_____	_____
	4.	_____	_____
	5.	_____	_____

3. Using initials or acronyms:

- e.g., 1. I.B.M.  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

4. Using word combinations (rhyming words or repeated consonant sounds):

- e.g., 1. Kit Kat  
2. Cap'n Crunch  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

5. Using the product's function:

- e.g., 1. Dust Buster  
2. Ear Muffs  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

9B

## SLOGANS AND JINGLES

Date \_\_\_\_\_  
Name \_\_\_\_\_  
Block \_\_\_\_\_

1. Please define the following words:

a) Jingle

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b) Slogan

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2. What do you think is the purpose of having a slogan?

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3. Recall a slogan or jingle. In your opinion, why is it effective?

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9C

### SLOGANS AND JINGLES

Date \_\_\_\_\_  
Name \_\_\_\_\_  
Block \_\_\_\_\_

You are to name your invention and create a slogan or jingle for it.

1. The name of my invention is:

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2. My slogan or jingle is:

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## ACTIVITY TEN: PATENTING YOUR INVENTION

**GOAL :** To understand what a patent is.  
To understand the necessity of a patent.

**LENGTH OF ACTIVITY :** 110 minutes

**MATERIALS NEEDED:**

Handouts 10A, 10B, 10C, 10D, 10E  
100 straws and 30 straight pens  
6 or 7 paper bags

**TEACHER PREPARATION:**

- Photocopy a class set of Handouts 10A, 10B, 10C, 10D, 10E.
- Sort straws and pens into bags (15 straws and 6 pens per bag).
- Gather small prizes (OPTIONAL).

**Teacher's Note:** Included are two examples of patents labeled 10D.

- The first example is a Canadian patent for the PACIFINDER and would be appropriate for a Science class
- The second example is for Catherine Littlefield Greene/Eli Whitney's cotton gin and was included for a Social Studies class.

**PROCEDURE:**

1. Distribute Handout 10A and instruct students.
2. Divide class into groups.
3. Give each group a bag of straws and pens.
4. After 15 minutes, stop the activity, and collect Handout 10A from each group.
5. When evaluating the structure,
  - a) do not praise the group effort
  - b) verbally praise the outstanding work of the one student in each group whose name is on Handout 10A.
6. Stop and debrief the simulation using the following questions:
  - a) To the students who did not receive the credit, ask: How did you feel when you didn't receive credit for your contribution?
  - b) To the class, direct the following questions:
    - Describe a situation where you felt that someone stole an idea that you had and then took credit for your idea.
    - How did you feel?
    - What can a person do to legally protect an idea or an invention that they develop?
    - When is it necessary to have legal protection for an idea or invention?
    - Can you think of any examples of ideas or inventions that are protected in this way?
7. Distribute Handout 10B and 10C.
8. Students return to groups and answer question on 10C, using Handout 10B.
9. When students have completed Handout 10C, students share answers as a class.
10. Distribute Handout 10D to each student.
11. Instruct students using Handout 10D.
12. Students create a patent for their invention using Handout 10E.

**SUGGESTIONS FOR EVALUATION:**

1. Create a collage of examples of items that are patented, copyrighted, trademarked or have an industrial design.
2. Patent assignment can be evaluated.
3. In a paragraph, describe an incident in your life where you did not receive credit for something you did.

**10A**

**BUILDING A STRUCTURE**

**Date** \_\_\_\_\_

**Names** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Block** \_\_\_\_\_

**Please follow the directions carefully.**

Your group will receive a bag of straws and straight pens.

As a group:

1. Build as large a structure as possible using only these items.
2. Write the name of the student in your group with the last name that would appear first in the phone book.
3. Write only that student's name in the top right hand of Handout 10A.

**EVALUATION MARKS** \_\_\_\_\_

50

## LEGAL PROTECTION FOR INVENTIONS

There are five main types of protection for ideas and inventions. They are:

- a) **PATENT**  
A patent is a document received from the Canadian government which gives an inventor protection for twenty years from someone else making or selling her or his invention without permission.
- b) **TRADE SECRET**  
A trade secret protects a process or recipe from competitors. The recipe for COCA COLA is an example of a trade secret.
- c) **INDUSTRIAL DESIGN**  
An industrial design provides legal protection against the imitation of the shape, pattern or ornamentation of an industrially produced object. The golden arches of McDonald's is an example of an industrial design.
- d) **COPYRIGHT**  
A copyright provides legal protection for books, computer software, paintings and videotapes. The symbol © is short for copyright.
- e) **TRADEMARK**  
A trademark protects the name of the product. The symbol for trademark is ® or TM next to the product's name. Kleenex would be an example of a trademark.



[EDITOR'S NOTE: blanks for students' names omitted to save space]

Using the information in Handout 10B, decide which form of legal protection the following items have:

- |                                                |       |
|------------------------------------------------|-------|
| 1. Liquid Paper ®                              | _____ |
| 2. A new name of scissors called SNIPPERS      | _____ |
| 3. The video <i>Home Alone 2</i>               | _____ |
| 4. The shape of the HEINZ ketchup bottle       | _____ |
| 5. BIC ® pen                                   | _____ |
| 6. The recipe for Paul Newman's salad dressing | _____ |
| 7. Stephen King's book <i>Needful Things</i>   | _____ |
| 8. A new mousetrap design                      | _____ |
| 9. The ingredients or recipe for PEPSI         | _____ |
| 10. A new lamp design                          | _____ |
| 11. INSULIN                                    | _____ |
| 12. ZIPPER ®                                   | _____ |
| 13. VELCRO                                     | _____ |
| 14. TRIVIAL PURSUIT                            | _____ |
| 15. SNOWMOBILE ™                               | _____ |

## CREATE YOUR PATENT

[EDITOR'S NOTE: blanks for students' names omitted to save space]

Using the patent information on Handout 10D, create a patent for your invention. The patent should have:

- a) A title page with your name, the name of your invention, the date and a big red seal.
- b) A written description of the background of your invention and of the "prior art" or similar items that have been patented recently. Please include the following information in your written description.
  - Why is this item / product needed?
  - What similar products are available?
  - What is wrong with them?
  - Why is your product better?
  - How is your product different?

- c) A clearly labeled drawing and written description of your invention.
- d) A claims section which describes the specific features of your invention that are new.

Your patent will be evaluated on the following criteria:

Organization	10
Creativity	10
Attention to detail	5
Appearance	10

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35 marks

## RESOURCES

### VIDEOS, FILMS & KITS

1. *What If?* 16 minutes, 1/2" VHS, colour, 1990. Cost: \$49.95.  
 Summary: Seven successful female inventors are profiled in their workplaces.  
 Recommendation: This video is recommended for early and late Intermediate Social Studies and Science courses.  
 Available from: Women Inventors Project Inc., 1 Greensboro Drive, Suite 302, Etobicoke, Ontario, M9W 1C8  
 Telephone: 1-416-243-0668; Fax: 1-416-243-0688
  
2. *Women Inventors.* 15 minutes, 1/2" VHS, colour, 1988. Cost: \$34.50.  
 Summary: Successful women inventors are interviewed about their inventions.  
 Recommendation: This video is recommended for late Intermediate Science and Marketing courses.  
 Available from: Women Inventors Project Inc., 1 Greensboro Drive, Suite 302, Etobicoke, Ontario, M9W 1C8  
 Telephone: 1-416-243-0668; Fax: 1-416-243-0688
  
3. *Thingumajigs (Trouvailles ou bizarreries).* 6 min., 16 mm. sound film without words, 1976.  
 Summary: This film is about creations, and the inventors who ride them, drive them, row them, and look at them. Unpredictable, the creations sometimes develop minds of their own.  
 Available from: National Film Board, 1045 Howe Street, Suite 100, Vancouver, B. C., V6Z 2B1  
 Telephone: 1-604-666-0716; Fax: 1-604-666-4647
  
4. *This is My Invention.* 22 min., 16 mm. film, 1967.  
 Summary: An entertaining history of invention, showing how Canadian inventors protect their brain children through Canada's Patent and Trade Mark Institute. The film illustrates what a patentable invention is, and how it is investigated to ensure that it is really new. Some recent Canadian inventions that have found world

markets are shown. A film for all who invent things and all whose lives are improved by new inventions.

Available from: National Film Board, 1045 Howe Street, Suite 100, Vancouver, B. C. V6Z 2B1  
Telephone: 1-604-666-0716; Fax: 1-604-666-4647

5. *Canadian Women: Risktakers and Changemakers* (Kit). 1993. Poster, interactive computer database game and book. Cost: \$39.95
- Summary of Kit: This kit celebrates the lives and achievements of 158 Canadian Women Inventors.
- Recommendation: This kit is recommended for early and late intermediate Social Studies and Science courses.
- Available from: Women Inventors Project Inc., 1 Greensboro Drive, Suite 302, Etobicoke, Ontario, M9W 1C8  
Telephone: 1-416-243-0668; Fax: 1-416-242-0688

## BOOKS FOR STUDENTS

1. *Marie Curie*, by Ibi Lepscky. New York: Barron's, 1990. \$5.95. ISBN 0 8120 6340 6  
Summary: This book describes the childhood of Marie Curie, discoverer of radium.
2. *Inventing Women : Profiles of Women Inventors*, by Janet Panabaker. Waterloo: Women Inventors Project, 1991. Cost: \$10.70.  
Summary: This book profiles modern women inventors.  
Available from: Women Inventors Project Inc., 1 Greensboro Drive, Suite 302, Etobicoke, Ontario, M9W 1C8  
Telephone: 1-416-243-0668; Fax: 1-416-243-0688
3. *Mothers of Invention : From the Bra to the Bomb, Forgotten Women and Their Unforgettable Ideas*, by Ethlie Ann Vare and Greg Ptacek. New York: Quill William Morrow, 1987. Cost: \$15.95. ISBN 0 6880 8907 0  
Summary: This book describes past and present women inventors.

## BOOKS FOR TEACHERS

1. *From Idea to Invention : Course Material For Teaching Invention and Inventors*, Susan Barker and Shelley and James Beauchamp, Eds. Etobicoke, Ontario: Women Inventors Project, 1992. Cost: \$32.10. ISBN 0 9218 0806 2  
Available from: Women Inventors Project Inc., 1 Greensboro Drive, Suite 302, Etobicoke, Ontario, M9W 1C8  
Telephone: 1-416-243-0668; Fax: 1-416-243-0688  
Summary: From idea to invention, contains ideas and activities about inventing and inventors.
2. *Daughters of Invention : An Invention Workshop for Girls*. Etobicoke, Ontario: Women Inventors Project, 1988. Cost: \$10.70.  
Available from: Women Inventors Project Inc., 1 Greensboro Drive, Suite 302, Etobicoke, Ontario, M9W 1C8  
Telephone: 1-416-243-0668; Fax: 1-416-243-0688  
Summary: *Daughters of Invention* is a handbook for planning an inventor's workshop for girls.

3. *Feminine Ingenuity : Women and Invention in America*, by Anne L. MacDonald. New York: Ballantine, 1992. Cost: \$28.95. ISBN 0 3453 5811 2  
Summary: *Feminine Ingenuity* is a historical achievement of American women inventors and the barriers they faced.
4. *A Guide to Patents*.  
Available from: Consumer and Corporate Affairs, 800 Burrard Street, Suite 1400, Vancouver, B. C. FREE on request.  
Telephone: 1-604-666-5007  
Summary : This book outlines the procedures for obtaining a patent.

<b>WOMEN OF INVENTION EVALUATION FORM</b>
-----------------------------------------------

1. What did you like about this unit?

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2. What would you revise or change?

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3. What activities were the most or least successful?

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4. In what other areas of the curriculum would you like to see the contributions of women developed?

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Please mail to:  
Judith Coffin, Teacher Librarian  
Elgin Park Secondary School  
13484 - 24th Avenue  
Surrey, B. C. V4A 2G5

## WOMEN OF INVENTION

The preceding unit by JUDE COFFIN was planned to coincide with an exciting exhibition at **SCIENCE WORLD**. From September 24 to November 27, 1994 this exhibition entitled *Women of Invention* will be open for educational field trips at the Science World Centre on 1455 Quebec Street in Vancouver, BC. Telephone (604) 433-7440 for more information, or Fax: (604) 682-2923.

### Can Women be Inventors? Why Not?

Liquid Paper, the Jolly Jumper, Kevlar, the Sandflea. Women have patented some significant inventions. But throughout history, the overwhelming majority of inventors have been men.

Social and economic barriers discouraged women from inventing in the past. Women's inventions were sometimes patented in their husband's or father's name, and usually they did not have enough money to undertake the expensive process of patenting an idea, building a prototype and bringing a product to market.

Today, only about 1% of Canadian patents are issued to women. Are women less creative and inventive than men? Or do economic and social barriers against women inventors still exist?

This exhibit was produced by the Women Inventor's Project and the National Museum of Science and Technology.

The exhibition will include these subject areas: Women as Agents of Technological Change, By Women For Women, Specially for Babies, and Inventions for Everyone.

Here is one example of the ideas and inventions to be displayed:

### **Kevlar: From Tires to Spacecraft.**

Stephanie Kwolek invented Kevlar—a fibre five times stronger than steel. Originally developed to reinforce rubber in radial tires, Kevlar's use quickly spread to use in airplanes, spacecraft, canoes, bullet-proof vests, and oil rig cables. Born and raised in

Pennsylvania, Ms Kwolek studied chemistry, then became a research chemist with Dupont. She gained national recognition in 1960 for creating long chain molecules at low temperatures. She went on to invent Kevlar, and a new multi-million dollar industry was born. When Ms Kwolek took out her first patent, she used the name "S. L. Kwolek," to hide her identity as a woman.

**This unit and this exhibition provide an excellent opportunity to start next year off with an exciting learning experience for your students.**



# R. L. STINE: THE CONTROVERSY

reported by **WILLA WALSH**, editor

On CBC Prime Time News on February 23, 1994 there was an interesting discussion concerning Teen Horror Books. This is a timely and relevant topic because several challenges concerning books by R. L. Stine have been received recently in some BC districts. This very author was involved in the discussion on Prime Time News along with some publishers, other authors, teachers, a librarian, and several unidentified teenagers.

Carol Off presented a feature report on the topic that evening and many interesting viewpoints were shared. It was agreed that many teens are staying up late at night **READING!** They are hooked on the latest craze—teen horror books. One of these popular horror writers right now is, in fact, R. L. Stine. He has tapped into a growing market for this type of fiction and makes no apologies for his prolific list of titles totaling up to tens of millions in sales. Young teens claim his titles are exciting and addictive.

Other publishers are joining the bandwagon and sales are soaring. It is a **HOT** and fast-growing genre! The authors do recognize limitations and steer clear of four letter words and some forms of graphic violence. Their settings are commonplace surroundings familiar to all teenagers. But suddenly there is an element of fear, of terror or of the unknown. The cover of the paperback provides the allure and a whole industry is devoted to producing the most engaging illustrations—replete with the “special effects” which grab the attention of prospective readers.

Some teachers are using the novels of R. L. Stine and Christopher Pike to encourage reading—especially with reluctant readers. They agree that these books “hook” the reader quickly and keep their attention with a fast-paced story. Many students who found books boring are enthusiastic about these authors and are reading much more than in the past. Public libraries cannot keep these titles on their shelves and are seeing new clients in their facility.

Others feel that these books are pure schlock and portray only the negative characteristics of characters. They say they show society in a bad light, are

poorly written and lack any moral consciousness. Of course, this makes the books even more popular as they are now “forbidden fruit”! How could a teenager resist partaking of such a **NO-NO?**

The controversy boils down to whether a person thinks that **ANY** reading is better than **NO** reading, or whether they think that reading should be enlightening and teenagers should only read well written books. Several Canadian authors are flourishing because of this **HOT** genre and they feel their titles are well-written as well! They also feel that their characters are recognizable by teenagers and reveal some of the same emotions and dilemmas experienced by any normal teen. They also feel that entertainment is a viable goal for reading and that all books need not be solely devoted to educating the reader. Perhaps some teens will turn away from the TV and Nintendo and find real enjoyment in reading instead, they say. And the real fascination of guts and gore is there to be capitalized upon. Others hope that once teens are reading they will discover other books of a more enlightening nature. What is your opinion?

Due to the current controversy about this popular genre, we are reprinting the BCTLA's views on Intellectual Freedom. If you face problems in your school libraries due to books of this nature, you could refer to the following statements.



# THE BCTLA'S INTELLECTUAL FREEDOM STATEMENT

Taken from the BCTLA's Policy booklet.

## Section H. INTELLECTUAL FREEDOM

1. The BCTLA affirms that all school library resource centres (Fall Council, 1989) are forums for information and ideas.

2. School library resource centres (Fall Council, 1989) should:

- a. provide books and other library resources for the interest, information and enlightenment of all individuals served. Materials should not be excluded solely because of their origin or background, nor because of the views of those contributing to their creation.
- b. provide materials and information presenting all points of view on current and historical issues. Materials should not be prescribed or removed because of partisan or doctrinal disapproval.

3. Teacher-librarians should:

- a. be aware of the Ministry of Education's document *Selection and Challenge of Learning Materials* (1991) (Fall Council, 1993)
- b. be aware of their district's policies on the selection and reconsideration of learning resources which were established according to Ministry of Education Schools Department Circular #50 (1978-04-07) "New Regulations and Procedures re: Curriculum Responsibility."
- c. challenge censorship in the fulfillment of their responsibility to provide information and enlightenment
- d. cooperate with all persons and groups concerned with resisting abridgement of free expression and free access to ideas
- e. inform the local BCTLA Chapter Councilor when learning resources are challenged and formal reconsideration processes are being followed. The BCTLA Chapter Councilor should contact the BCTLA President who will facilitate the compilation of relevant reviews and literary criticism and pursue the matter through appropriate BCTF channels. (Fall Council, 1986)



# AFRICAN/BLACK IMAGING IN FICTION AND NON-FICTION K-12

by **RICHARD MOORE** and **YVONNE BROWN**, Faculty of Education, UBC.

It's bedtime and time for the time-honored tradition of "bedtime story". I open the first of two books to read this night to my kindergarten age daughter.

"Hey, that little girl looks just like me!" she exclaims. Our first book is *Corduroy*. At first glance the story is about a little teddy bear and his toy friends at a department store hoping to be bought and taken home. The little girl who eventually buys the bear is African-American. My daughter beams during the rest of the story. She can hardly wait for the next book and so it goes almost every night. She has now been transported into the story. She has become a participant, not just an observer.

As for myself, I am an African-American from California and a Canadian citizen since 1972. I've worked in the UBC Library system at various library locations since December of 1969. Back then I was seventeen, had Afro hair and an attitude, since I had just left one of the most racially turbulent eras in US history. Eleven years ago I married a woman of Scottish decent from Princeton, BC and have had two daughters. I currently work at the Education Library as a Library Assistant 4 as the Office Administrator and one of a team, composed mostly of librarians, working at the information desk.

This bibliography was born from a project for Black history month, which is every February. Yvonne Brown, a program advisor in the Teacher Education Office at UBC and Vancouver School Board trustee, approached me with the idea of this project. Yvonne and I decided to divide up our interests, mine, of course, being positive African imaging for children from K-6 and Yvonne's being African literature for students in grades 7-12 as well as those in higher education. We called our project, "Literature of Africa and the African Diaspora." We refer to it as an ongoing scope and sequence project.

Since the mid-1960's, with the development in Black awareness, I promised myself that if I had children, they would not suffer the derogatory stereotypes that I endured during the 50's, 60's and even the 70's. African-Americans do more than just sing, play sports, and clean other people's homes. They do everyday North American things like having biking adventures or taking ballet lessons or going on picnics. Further to my aim, I have been able to influence the choices of children's literature acquired by the Education Library. It is my hope that reading this bibliography will encourage others to do the same in their school libraries.

## **Black Authors and Subjects: a Bibliography**

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# [TC]2 announces

## The First Annual Summer Institute on Critical Think- ing

The Critical Thinking Cooperative is a partnership of educators representing school districts, Provincial Specialist Associations of the BCTF, the BCPVPA, the BCSSA, and colleges and universities who share a common interest in promoting critical thinking in the curriculum from kindergarten through post-secondary education.

### When

August 23-26, 1994

7:00 - 9:00 Tuesday evening

8:30 - 4:00 Wednesday - Friday

### Where

The NEW Burnaby South Secondary School

5455 Rumble Street, Burnaby, BC V5G 2B7

*Tour this exciting new facility built for the future!*

### Who

Educators at all levels - generalists and specialists

### With whom

Experienced resource persons from [TC]2

### How

a.m. Understanding conceptions of critical thinking

p.m. Practical strategies and hands-on planning

### How much

\$150 including GST

(includes coffee, lunch, workshops and basic materials)

### If...

You are wondering

What is critical thinking?

How can I promote critical thinking in my educational work?

### Then...

Come for a professional development experience that incorporates experiential learning, starting points for planning and implementation, networking and follow-up opportunities as well as fun and recreation. Participants are encouraged to attend in department, school or district based learning teams. Time will be provided for collaborative planning.

For those interested in university credit, this summer institute provides an opportunity to complete 3 credit hours of study through Simon Fraser University. Call 291-3909 for further information about this opportunity.

### Registration deadline

July 22, 1994

### Refunds

30 days written notice 100%

15-29 days written notice, 50%

Less than 15 days written notice, NO refund

### Make cheque payable to:

BC Principals' and Vice-Principals' Association

[TC]2

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Vancouver, BC

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# SCHOOL TIME: TOP TEN CD-ROM TITLES FOR SCHOOL LIBRARIES

by **CATHERINE MURPHY**, assistant professor at the School of Library and Information Sciences at the University of North Texas at Denton.

Reprinted from *Computers in Libraries* and from *CD-ROM Librarian*, Nov/Dec. 1993, p. 37. Copyright 1993 Meckler Publishing. Reprinted with permission.

*Editor's Note: Only Table 1 is included in this issue of the Bookmark.*

About six months ago, I asked readers to participate in a survey to determine the most popular CD-ROM titles for school libraries. As Mary Kluver at the King Science Center in Omaha, Nebraska, wrote on her returned survey, "a list is right on target! The need for such a list is apparent as CD-ROM technology moves from being a technological innovation to a (hopefully soon) library staple."

I received a total of fifty-three surveys from twenty-three states in the United States from readers and from American Library Association members who picked them up at a recent conference. While this survey sample is small, the results offer some direction to readers looking for popular CD-ROM titles. Eighty-five percent of the respondents worked in schools with grades ranging from five through twelve, and most titles were recommended for intermediate through high school grade levels. Respondents suggested encyclopedias and multimedia discs, for example, *Mammals*, for primary grades. The average number of CD-ROM titles (6.8) for all schools was higher than I expected. See Table 1 for the results.

School library media specialists are quite enthusiastic about their use of CD-ROM. Table 2 notes some of their comments and suggestions about CD-ROM issues and development needs. NewsBank, the company marketing that CD-ROM title, expressed interest in replicating this *CD-ROM Librarian* survey with their users. The company has almost completed its telephone and mail survey of a much larger group, with perhaps even more concentration at the secondary grade level. NewsBank's results so far seem similar to our top-ten list.

I don't think we should consider any list exclusive of other CD programs on the market. A number of well-reviewed titles appeared close to the ninth and tenth point on the *CD-ROM Librarian* list. Also, this list does not include any of the excellent fiction discs available. Think of the list as a starting point when considering purchase of CD-ROM programs for school libraries!

## Table I. Top Ten CD-ROM Titles in School Libraries: A CD-ROM Librarian Survey

1. **Grolier Electronic Encyclopedia**
2. **SIRS**
3. **Mammals: A Multimedia Encyclopedia**
4. **Compton's MultiMedia Encyclopedia**
5. **World Atlas**
6. **CD NewsBank**
7. **The Presidents: It All Started with George**
8. **Readers' Guide**
9. **Microsoft Bookshelf**
10. **InfoTrac/Magazine Article Summaries (tie)**

\* It was not possible to distinguish in the survey returns between different editions, versions, etc. of the same title, e.g., InfoTrac may be the larger database or TOM.

# TEACHING IN THE '90s: REPORT NO. 3: TEACHER PERCEPTIONS OF VIOLENCE IN BC SCHOOLS

*Editor's Note: This is the third report in a series based on a survey of BC teachers conducted by the BCTF in May and June of 1993. The full report is available from the BCTF, Research Department.*

As this is a HOT topic right now in the BC educational community, and especially so at the secondary level, it is good to be aware of this research. Here are a few of the results of this survey, in brief.

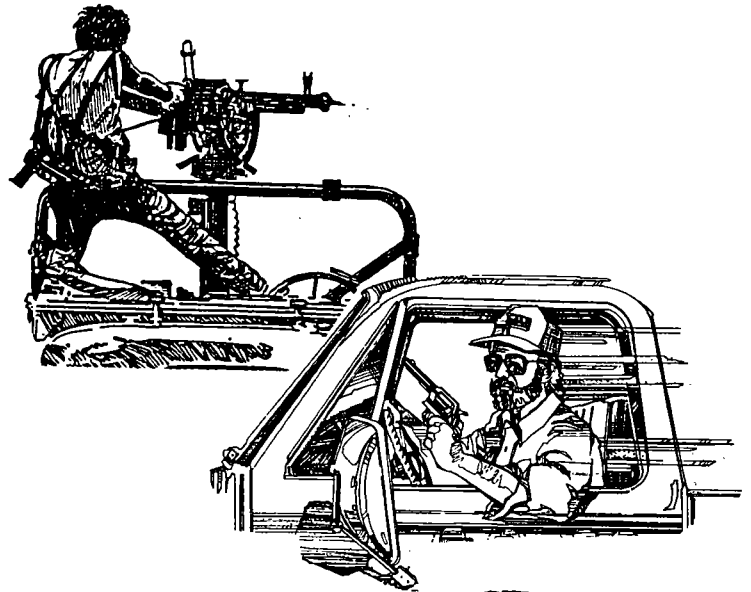
1. Teachers across the spectrum of the public school system attached a greater seriousness to the problem of family violence as it affects the school. Teachers tended to view the situation with a greater sense of seriousness the further up they were situated by school level. Female teachers were also more inclined to rate the problem more seriously than were male teachers.
2. Property Damage: Teachers saw this problem as being more serious. Primary and secondary teachers both had large blocks rating the problem as being at or near the "Very Serious" level.
3. Which factors are you aware of that play a part in the violence that has occurred in your school? A significant group of teachers believe that racism plays a role in violence that occurs at the school—at the secondary level, close to 60 per cent of all teachers—both male and female—saw racism as contributing to violence.
4. Other factors which were felt to effect the degree of violence in schools included gang behaviours, poverty, as well as alcohol and drugs. Factors of even more significance were: Free-floating anger, violence in the media, and abuse in the home.

## SOME CONCLUSIONS:

The data suggested that teachers see home-based violence contributing to widespread free-floating anger as the primary contributory cause of violent occurrences within the public school system. At the same time, teachers viewed media-based violence as playing a major role in perpetuating the overall syndrome.

The responses also showed that the problem is perceived as most serious by secondary and to some extent intermediate-level teachers. At the secondary level only a small majority (of teachers) felt that measures to date had been effective in countering or preventing violence at school.

At the same time, most (elementary and secondary together) teachers indicated a belief that their schools were dealing effectively with the problem. A clear majority of teachers indicated hope that we might avoid the US model of violence. The survey results indicated that teachers in BC viewed school violence to be a significant problem, particularly within the secondary system.



# COMPUTER BOOKS FOR THE MAC

By **DAVID BREAR**, Computer Support Teacher, Beaconsfield Elementary School, SD#39 (Vancouver), President of Cue BC, International Conference Presenter.

## HOT OFF THE PRESS

### 10 NEW PUBLICATIONS

- Andres, Clay. *The Little Mac Toolkit*. Peachpit Press, 1994 . [ISBN: 1-56609-042-3].
- Bennie Suzanne, Carrie Webster and Paul Webster. *Pagemaker 5 for Macintosh: Visual Quickstart Guide*. Peachpit Press, 1994. [ISBN:1-56609-035-0].
- Blatner, David and Eric Traub. *The QuarkXPress Book, 4th Edition for Macintosh*. Peachpit Press, 1994 . [ISBN: 1-56609-129-2].
- Grief, Adam. *Clarisworks 2.1 for Macintosh: Visual Quickstart Guide*. Peachpit Press, 1994. [ISBN: 1-5660-122-5].
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- Williams, Robin. *How to Boss your Fonts Around*. Peachpit Press, 1994 . [ISBN: 1-56609-102-0].

**The toll-free number for Peachpit Press is 1-800-283-9444**

## OLDIES

- Adler, Elizabeth W. *Everyone's Guide to Successful Publications*. Peachpit Press, 1993 [ISBN: 1-56609-027-X].
- Aukstakalis Steve and David Blatner., *Silicon Mirage: The art and science of virtual reality*. Peachpit Press, 1992. [ISBN: 0-938151-82-7].
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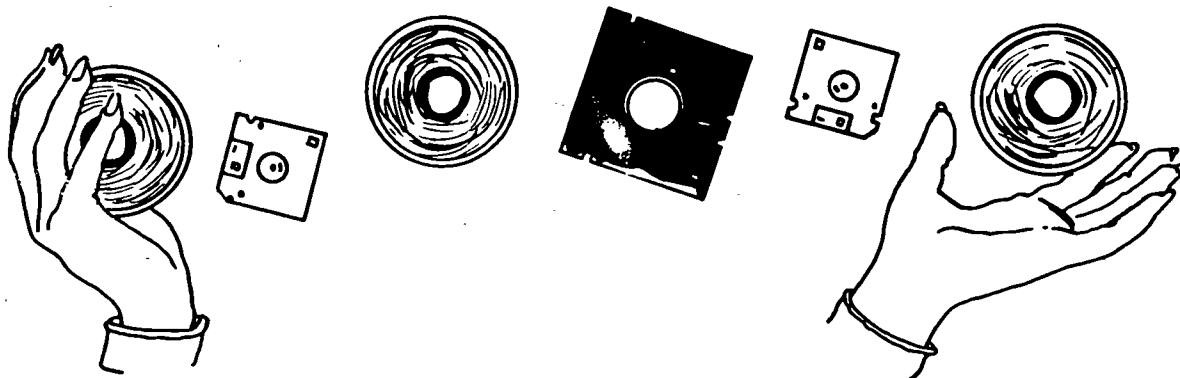
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## BOOKS TO ACCOMPANY SOFTWARE

- Bennett, Steve & Ruth. *The Official Kid Pix Activity Book*. Random House, 1993. [ISBN: 0-679-74685-4].
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- Chan, Barbara J. *Kid Pix Around the World. A Multicultural Activity Book*. Addison Wesley, 1993. [ISBN: 0-201-62226-2].
- Kinkoph, Sherry. *Kid Pix Creativity Kit*. Prentice Hall, 1993. [ISBN: 1-56761-120-6].

## TEN HOT CD ROMS (K-12)

1. *From Alice to Ocean*. Claris Clear Choice.  
Outstanding story of a twenty-seven year old woman's journey across the desolate Australian outback on foot. Purported to become a movie.
2. *How Computers Work CD*. Time Warner Interactive  
Become a computer expert with this fun guide.
3. *Living Book*. Broderbund software.  
*Grandma and Me*  
*Arthur's Teacher Troubles*  
*The New Kid on the Block*  
*Tortoise and the Hare*
4. *The Manhole, CD-ROM Masterpiece Edition*. CYAN, distributed by Broderbund  
A whimsical world for children of all ages.
5. *Microsoft Encarta*, Microsoft
6. *MYST*. Cyan, distributed by Broderbund Software.  
Surrealistic adventures that will become your world.
7. *1994 Grolier's Multimedia Encyclopedia*, Grolier
8. Scarry, Richard. *Busy Town*. Paramount Interactive.
9. *A Silly Noisy House*. Voyager Company.  
Children can exercise their imagination as they explore a bright and cheery home.
10. *Time Almanac 1993*. Compact distributed by Broderbund Software.

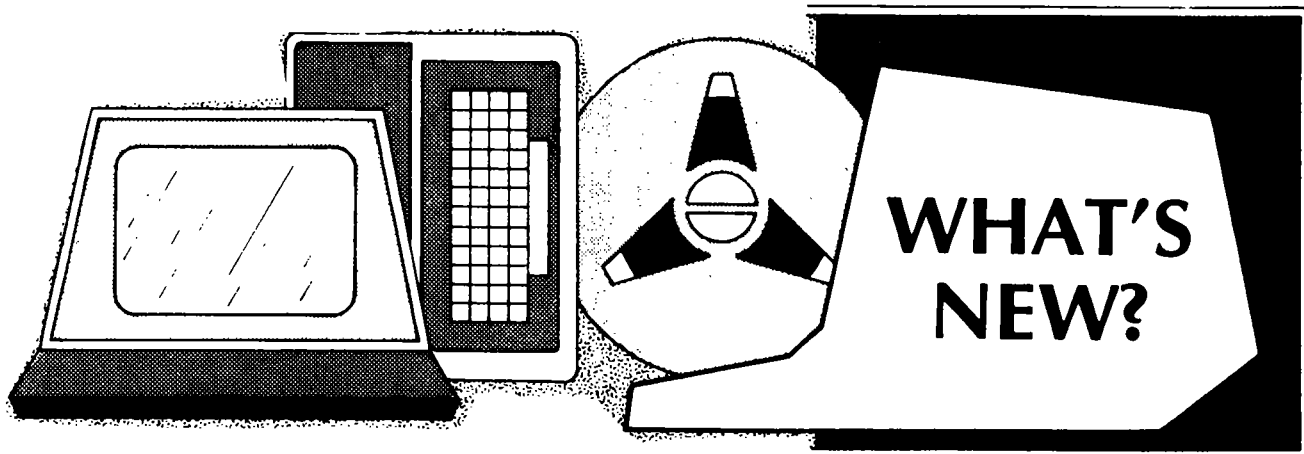


# HOT NEWS: CABLE TV GROUP OFFERS SCHOOLS FREE SERVICES

The *Ottawa Citizen* of March 22nd, 1994 ran an article which stated that the Canadian Cable in the Classroom Association, a new non-profit association in the process of forming, was offering to provide every primary and secondary school in the country a cable connection, television, VCR and programming at no cost to the school. Those interested in forming this new association are in the process of discussing this innovative concept with the Canadian Teachers Federation.

The plan is to wire every school in the country at no charge, and to be sure that schools also have the necessary televisions and VCRs. They are proposing that broadcast programs of interest to educators would be rebroadcast over the cable with commercials removed and with the understanding that they could be taped in the schools and used in classrooms! They realize there are copyright complications involved in this. It is reported that most of the cable companies are behind this plan as are many broadcasters such as CBC. The association expects this plan will take three to five years to develop and are only now at the stage of hiring someone to spearhead this momentous concept!

*Editor's Note: this could prove to be the answer to the problems we currently experience with teachers wanting to tape off-air and show a program to their classes immediately, often without checking copyright.*



# WHAT'S HOT? REAL LIFE TRAGEDY AND TRIUMPH!

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

The recent excitement over *Zlata's Diary: a Child's Life in Sarajevo*, reminded me how popular real-life stories are, especially among teenage readers. The more tragic the circumstances the better! It all began with *Anne Frank: The Diary of a Young Girl*, which has never been out of print; and it continues today with diaries, autobiographies and biographies featuring tragedy, heartache, and (sometimes) triumph over adversity.

At THSS, we have three copies of *Go Ask Alice* in circulation, and all three fly out of the library as soon as they are returned. This diary was published after being left behind by an anonymous drug addict and overdose victim in the 1960's. The second most popular diary is Evelyn Lau's *Runaway: Diary of a Street Kid*, especially since it was recently broadcast as a made-for-TV movie. The events took place close to home (greater Vancouver), and the protagonist's age is close to that of our readers. Another popular book about a teenage girl and the consequences of her questionable choices is *Riding in Cars with Boys: Confessions of a Bad Girl Who Makes Good*, by Beverly Donofrio. This is a memoir, rather than a diary, but it remains popular despite the different format.

A really tragic story is found in *My Father's House: a Memoir of Incest and Abuse*, by Sylvia Fraser. Readers who have graduated from the above diaries and memoirs find this an emotionally challenging but worthwhile read. Other students, especially if they are not strong readers, enjoy *Runaways in Their Own Words: Kids Talking about Living on the Streets*. This anthology features the transcribed words of real street kids. The tragedies of their lives are evident at the turn of every page. Students can dip into this book whenever they have the chance, which make it perfect for sustained, silent reading programs.

I have recently been promoting two books by famous mothers who have written about their daughters' tragedies. The first is becoming a "hot" item

because it deals with psychic phenomena, and because it is by a popular YA author. Lois Duncan has chronicled her family's search for truth in the murder of her daughter in *Who Killed my Daughter?*, and she explains in detail their reliance on numerous psychics. The events were also featured on an episode of *Unsolved Mysteries* in 1992, which also contributes to the book's popularity. In *The Moon is Broken*; a mother's true story, educator and author Eleanor Craig has written about her beautiful daughter's spiral into mental illness and anorexia. Student readers relate to the young woman's emotional and psychological fragility and to the changing mother-daughter relationship.

Books which feature real-life tragedy experienced by other teenagers are perennially popular. *Ryan White: My Own Story* chronicles the young man's struggle with AIDS and with AIDS-phobia. *Kaffir Boy: the True Story of a Black Youth's Coming of Age in Apartheid South Africa*, by Mark Mathabane, details the life of one young black African, as his nation struggles for political and social reform. These books allow readers to learn, while enjoying a well-written account of personal tragedy.

I must not forget the students who enjoy the outdoor life and wilderness survival. There are several choices in this popular genre. In *Woodson*, Gary Paulsen chronicles his adventure in the Arctic with a dog sled team. Kids report that knowing this is a true story makes it even more exciting than his popular fictional survival stories. Then there is the classic *The Other Side of the Mountain: the Story of Jill Kinmont*. Her struggle to continue an active outdoor life after her devastating paralysis is still inspirational to many young readers. Canadian adventurers Ian and Sandy Wilson have written several books about their travels, including *Wilderness Season: Life and Adventure in Canada's North*.

*Black Like Me* is a perennial favourite. Students respond with anger at the injustices experienced by John Howard Griffiths as he passes for an African-American during the era of the Civil Rights movement in the United States. This history lesson comes alive to students for whom Martin Luther King and Malcolm X are just poster images.

Several celebrities have written memoirs which are popular among teenage readers. The books' popularity seems to depend on the celebrities' popularity. Suzanne Somers has published her memoirs of growing up in a dysfunctional family with an alcoholic father in *Keeping Secrets*. The subject matter, as well as recognition of Somers as the "thigh-master lady", keep this title passing from hand to hand. *Bo Knows Bo* is still read, but it is now waning in popularity. After all, it was written in 1990, and Bo Jackson hasn't been very successful lately. Betty White and her friend Tom Sullivan tell a heart-warming story in *The Leading Lady: Dinah's Story*, which is about the life and retirement of Tom's amazing seeing-eye dog. She is seen daily on re-runs of her many television shows, and she remains popular even with young people. Celebrity hounds (pun intended) and dog lovers alike love this story.

Two books about Jim Morrison are current favourites. *Music by The Doors* has been enjoying a renaissance since the Oliver Stone movie and the recent release of a "boxed set" of their music. Now THSS students are anxious to read anything by and about this tragic poet/philosopher. Former group member John Densmore cut the first swath in 1990 with *Riders on the Storm: My Life with Jim Morrison*. The 1980 book *No One Gets Out of Here Alive* by Jerry Hopkins and Danny Sugarman has been re-issued in paperback, and it is quickly making the rounds. In addition, several volumes of Morrison's poetry have been reissued.

What makes real-life stories, diaries and memoirs so "hot" among teenage readers of both sexes? YA fiction allows teenage readers to experience the consequences of "bad choices" and tragic situations vicariously, and I believe the same motivation exists for reading non-fiction books like autobiographies. Also, teenagers like to read about "bad things which happen to good people": hence the interest in books about tragedy in the lives of Jim Morrison and other celebrities. Students are strangely comforted in the knowledge that fame and fortune cannot protect anyone from tragedy, and they can identify with the subject's heartache.

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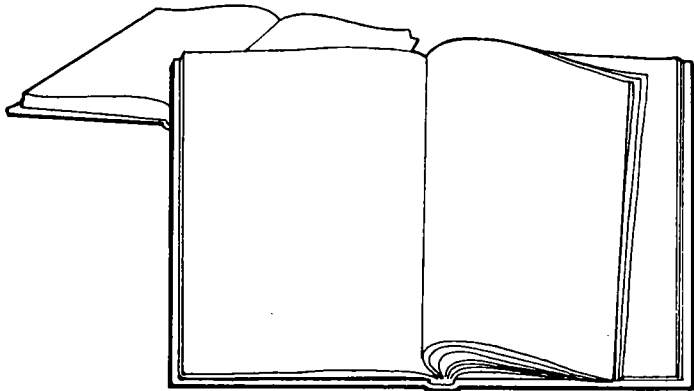
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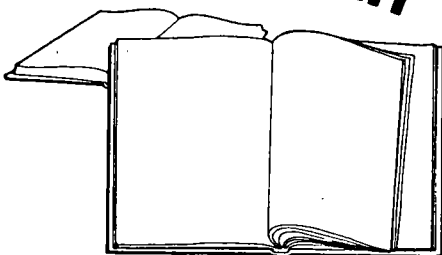
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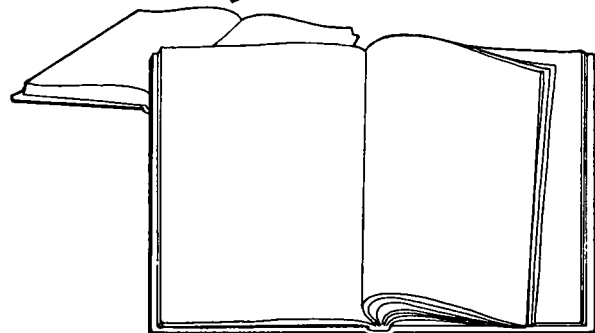


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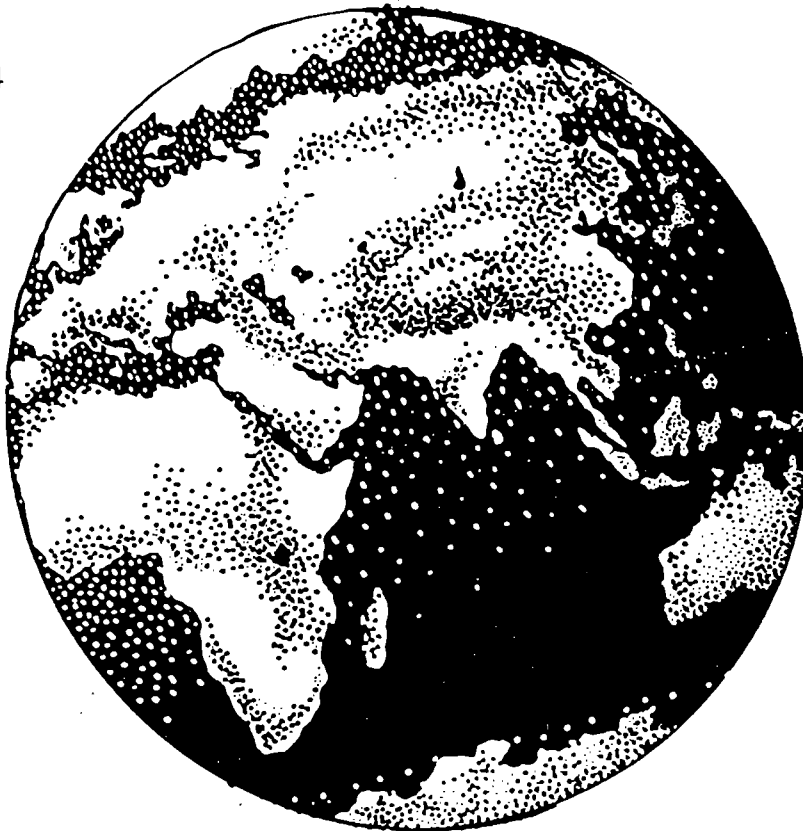
## HOT TIP: BC HISTORY IN EAST INDIAN CULTURAL MAGAZINE

by **JIM HOLGATE**, teacher-librarian, A. H. P. Matthew Elementary School, SD #39 (Surrey).

There are some interesting articles on the Komagatu Maru incident in 1914, in which East Asians were held in Vancouver harbour and ultimately denied access to Canada. It is in *Rungh*, vol. 2, number 1 & 2 (double issue). This so-called "Roots" issue chronicles the achievements and struggles of the East-Indian community since their beginnings in British Columbia. Detailed information of this sort is often hard to find.

*Rungh* is a magazine devoted to contemporary South-Asian cultural production in Canada. It includes art and theatre reviews as well as feature articles and short stories. The current article includes a discussion on cultural appropriation, "political correctness", and writer's freedom of expression. *Rungh* gives a very interesting perspective to the arts. The current issue is \$8. The regular subscription is \$20 per year for individuals and \$27 for institutions. For more information, contact:

Rungh Cultural Society  
Station F Box 66019  
Vancouver, BC V5N 5L4  
Phone: 876-2086  
Fax: 662-7466  
ISSN: 1188-9950



# WHAT'S IN

by **JUDY E. GILES**, teacher-librarian, Montgomery School, SD #43 (Coquiltam).

When I was contemplating writing this article, I **thought** that doing it was a good idea. I made up a survey, handed it to the English teachers and shipped copies to the other Teacher-Librarians in my district. Frankly, I thought most of them would file it in the garbage bin and tell me that our school district mail service had been remiss in bringing their mail that week. But, alas, T. L.'s being what they are, they actually fulfilled the task, and was left with a mountain of "not very scientific" survey sheets from which I needed to extrapolate some wise social pronouncement on the youth of today.

Well, in the process of wondering how to reduce the data to a manageable level, almost immediately I decided upon tossing out the surveys that had no books/authors in that preference area. That, fortunately, or perhaps unfortunately, eliminated a large percentage of students in various schools. After all, personal prejudices aside, what library journal needs to publish statistics from people who don't read? On a more encouraging note, the results that I did get back were voluminous and also ranging in grade levels from intermediate to senior high school. Even more delightful for a literature lover like I am, some of the preferences in the author/book category beacons of light in a sadly illiterate age. From one grade seven group, the consensus on a kind of favorite book was autobiography, an on authors was Eric Wilson and Walter Dean. The 6/7 classes at Cape Horn offered the authors Christopher Pike and R. L. Stine to the prepubescent choices. From Port Moody Senior, I was delighted to see names such as Herman Hesse, J. D. Salinger, Anne Rice, Margaret Atwood, C. S. Lewis, J. R. R. Tolkien, George Orwell, Maeve Binchy and even Ian Fleming amongst some readers' lists. However many readers at the junior high and late intermediate level chose Stephen King, Danielle Steele, V. C. Andrews and occasionally Judy Blume as the **HOT** authors. It was interesting to note the most limited readers, in many senses of the word, were at junior secondary schools. I'm sure some guru in educational theory might be able to publish a book on this phenomenon.

Magazines seemed to have a larger group of readers but the choices were "pop" type journals. Port Moody Senior added this category to my original survey and one of the junior secondaries asked why I hadn't included it... oversight on my part since I should have known that many magazine articles are unfortunately often written for the length of early teens' limited attention spans that I have observed since becoming a Teacher-Librarian. *Macleans*, *National Geographic*, *Road and Track*, *Canadian Living*, *Cosmopolitan*, *Road and Driver*, *People* and *Vanity Fair* amongst several others. After reading these surveys, not so curiously, there were no literary, politically analytical, socially analytical, nor scientific choices in the **HOT** category.

What was **HOT** with clothes? Boys' or girls' were invariably the currently trendy uniforms of youth "expressing their individuality... collectively" with items of apparel such as baggy jeans, Club Monaco sweats and t-shirts, underwear as outerwear, long skirts, but also, miniskirts, vests, Docs, and pierced anything!

Now what is **HOT** in the categories that *really matter*? In the **HOT** bands, there was a wide variety with an eclectic mix of types. It was the area where students seemed to display the most individuality of choice and most surveys included students' music preferences. Bands included Crash Test Dummies, Bare Naked Ladies, Tragically Hip, Bryan Adams, Roch Voisine, Nirvana, House of Pain, Snoop Doggie Dog and Cypress Hill. However, old groups like The Doors, U2 and Rolling Stones also hit the **HOT** charts. So, my conclusion was that music is quite an influential part of young people's lives. *Perhaps* that fact does give validity to the argument for warning labels on records.

Basketball, hockey, baseball and volleyball won out in favorite sports to do and watch although car racing and tennis frequently made the "To Watch" category as well.

What stars are **HOT** according to this survey? Michelle Pfeiffer, Sharon Stone, Whoopi Goldberg, Holly Hunter, Emma Thompson, Robin Williams, Arnold Swartzenegger, Demi Moore, Bruce Lee,

Stallone, Keano Reeves, River Phoenix, Tom Cruise, Meg Ryan and Van Damme showed up frequently amongst the favorite actors. *Star Wars*, *Home Alone*, *Boyz in the Hood*, *Mrs. Doubtfire*, *Jurassic Park*, *Lost Boys*, *Pretty Woman*, *Free Willy* and *Terminator* were not surprising movie choices, but I was pleased to see others with more symbolism and depth were not completely overlooked such as *Schindler's List*, *Jesus of Montreal*, *Dead Poet's Society*, *Aladdin* and *Black Robe* which showed up on the senior students' surveys. Television favorites included comedies such as *Home Improvement*, *Roseanne* and *Seinfeld*; and soaps such as *Melrose Place* and *Days of Our Lives*... isn't this a daytime soap? The cartoon shows still held a significant following.

Finally, what's **HOT** in fast food? Pizza, Macdonald's and Subway's fare came from the senior students who added yet another category to the survey.

Now what can I conclude from this survey? Scientifically... well, nothing. We've been though that already. However, what did I conclude anyway? I guess I confirmed some of the things that I have come to believe... that we have not produced a nation of readers, of book lovers who know the joys and sorrows of the world of books, and that is sad for those of us who love the written word. But, even so, there were some points of enlightenment from both the elementary students and the senior students. The wasteland seems to be glaringly evident in the junior secondaries. What can be done about this period of childhood development to change the alarmingly bleak literary picture? I have no idea... perhaps just bear with them until they grow up and go to senior secondary.

Signing off now, from the cynical, but yet, ever hopeful seat in a junior secondary library.

## WHAT'S IN AT MONTY?

Please list [according to you] "What's in." Your answers are for an article in an educational journal. This edition is called **HOT**.



### BANDS

- 1.
- 2.
- 3.

### GIRLS' CLOTHES

- 1.
- 2.
- 3.

### BOYS' CLOTHES

- 1.
- 2.
- 3.

### SPORTS TO PLAY

- 1.
- 2.
- 3.

### SPORTS TO WATCH

- 1.
- 2.
- 3.



### BOOKS AND AUTHORS

- 1.
- 2.
- 3.

### ACTORS

- 1.
- 2.
- 3.

### ACTRESSES

- 1.
- 2.
- 3.

### MOVIES [OF ALL TIME]

- 1.
- 2.
- 3.

### TELEVISION SHOWS

- 1.
- 2.
- 3.



# SPICE AND "STUFF" :

## A FOODS/ SOCIAL STUDIES RESEARCH UNIT

### FOR THE JUNIOR HIGH SCHOOL

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

This unit has been used by Montgomery Jr's Foods teacher, Jill Sandoe, in conjunction with the library. A Social Studies component is evident in the requirements, and the unit could involve integrated learning and assessment in these areas of the curriculum for teachers in schools involved in Integrated Studies. A focus on environmental issues could also be included in the learning possibilities using this unit.

Each student was required to select one item to research from each of the following categories:

1. a spice, e.g., cloves, poppy seed
2. a fruit, e.g., banana, grapefruit, apricots
3. a vegetable e.g., asparagus, peas
4. an herb e.g., thyme, rosemary, oregano

Research Requirements: [two class periods for this section]

A. Look up each of the items and write out important information...

Such as...      Where the item is grown naturally  
                    What countries grow it now  
                    What is it used for  
                    Which climate Zone does it grow best in  
                    What kind of plant it is  
                    Where the major production area closest to Coquitlam is.

Write a report incorporating a title page, answers to these questions and a picture of the item that you have researched. In addition to your research choices, include Sections B, C, D, E and F in this report. Submit the whole assignment in a duotang. Add a table of contents which includes all the sections of the assignment.

B. Photocopy two map blanks of the world from *Maps on File* in the library.

On Map #1 colour in the Temperate Zone of the world in one colour; the Sub-tropical Zone in a second colour and the Tropical Zone in a third colour. Provide a map legend.

On Map #2 indicate where the herb, fruit, vegetable and spice that you have researched grows naturally. Use a representative colour or icon for each of these items and provide a legend for this map also.

C. Make up a day's menu. Fill in your choices for a day. Look at the samples below. Include some of your research choices in your meal plan.

- Breakfast: Orange juice,  
Egg, muffin, sausages,  
Milk and tea or coffee
- Snack Apple
- Lunch Big Mac  
Fries  
Coke  
Vanilla ice cream
- Snack Candy bar, Chips or Fruit
- Dinner Choice of Pizza, spaghetti, or lasagna  
Green salad and choice of dressing  
Beverage of choice  
Dessert of choice



D. USING THE SAME FOODS THAT YOU USED IN YOUR MENU IN QUESTION C ANSWER THE FOLLOWING QUESTIONS.

1. When is each food item "in season"...available fresh, and in greatest quantity and quality?
2. Would this item be more, less, or equally expensive in Coquitlam in February as they are in season?
3. Would these items be available in the same or different forms in different seasons....i.e. frozen, dried, etc.?
4. Could these items be available in the same or different forms in different seasons, i.e. frozen, dried, etc.?

Example:

	1. In season	2. Cost	3. Nutrition	4. Available
1 Tomatoes	Aug/Sept.-BC	More Expensive	Vary by season	YES- canned/dried
2. Eggs	no season	same price	same	possible-powdered
3. Rice	N/A	same	same	Yes-dried usually
4.				
5.				
6.				
7. etc.,				

E. Using the foods from your sample menu, choose two foods from each of the four food groups — eight foods, one beverage, your dessert items and one snack.

Using these foods, plus the four foods you looked up in part A, you should have at least twenty-one different food items. List these foods under the following headings, depending upon where they grow naturally i.e.. without greenhouses etc. Use the library for any research that you require in this area.

**TROPICAL**

India/Hawaii

**SUBTROPICAL**

California/Florida

**TEMPERATE**

British Columbia

Lettuce  
Oil/Eggs  
Tomato

Bread / Sesame Seeds  
Lettuce  
Beef  
Tomato

**F. Critical Thinking Component**

You may use the library to help make decisions on what you wish to include in your answers.

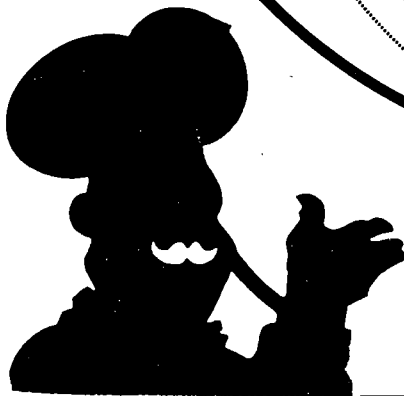
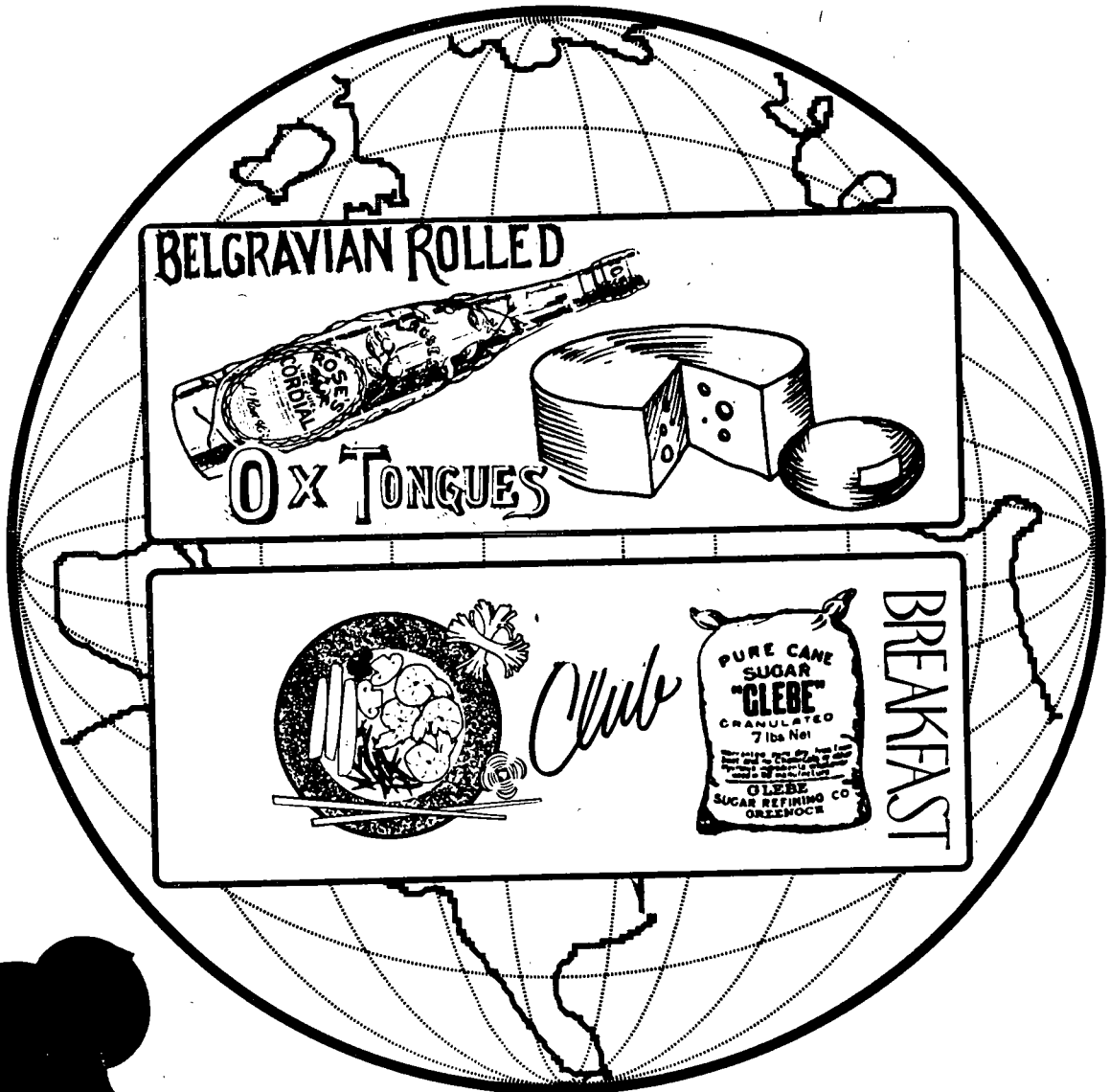
Questions must be answered with **TWO ideas [2 examples]** for each of questions 1 to 6.

**Nota Bene:** All answers are to be given as if Canada has to depend only on its own abilities to feed itself [with nothing from the rest of the world] In other words, all our trade relations have been severed.

1. What general changes would be made in Canadian Agriculture?
2. What changes would occur in the **GENERAL** eating habits of Canadians?
3. What changes, if any, in the general nutrition of Canadians could occur?
4. Would there be any changes in our sources of protein?
5. Would any or all of the changes resulting from the absence of trade make a difference one way or the other in general employment of Canadians?
6. What are you more aware of, now, after completing this unit of work than you were before you did it?

7. What is the difference between “false advertising” and “misleading advertising”? How do the terms apply to food advertising?

\*\*\*Students should leave with a greater knowledge of where our foods come from, of the issues of trade and how self sufficient we could be in circumstances of isolation of Canada from the rest of the world.



# GET ON TRACK: THERE WILL BE NO INFO HIGHWAY

by JOHN BROWNING, writer, *Wired* Magazine.

Hold that metaphor. The phrase "information highway" is a great way to describe a great idea. But it is also a lie - or wishful thinking at best. It may be, in twenty years time, that information will be as free as a convertible full of sophomores on spring break, and it would be wonderful if it were so. But in the meantime the networks that America is actually building more closely resemble another form of transport: the railroad.

In America, "highway" is pronounced with the accent firmly on the first syllable. Before the lips pucker into wuh for -way, the dream takes hold. There's wind in the hair, sun on the cheek, rock 'n' roll on the radio and baby-smooth blacktop all the way from home to wherever. You may drive in the comfort of your own car, but the road is free because the government built it.

Railroads, on the other hand, are less inspiring. They conjure images of traveling to inconvenient parts of town only to sit in cold, dilapidated stations, surrounded by derelicts, drug addicts, and out-of-work Damon Runyon characters; images of waiting for a train that would be late even if it didn't break down. Worse, railroads have spent much of the past century or so oscillating between unacceptable profiteering and equally unacceptable bankruptcy.

So into which category do information networks fall? Like any new technology, they don't precisely match any of their predecessors. But the parallels between networks and railroads seem a lot stronger than those between networks and highways — and so do the potential costs and benefits of building them. The comparisons that matter most concern infrastructure — tracks, roads, and wires.

The federal government built the highways and made them freely accessible to all. But America's government is not going to build information networks. It can't afford huge networks, nor could it administer them even if it could. Like railways, information networks are being built by people who hope to profit from them.

Like railroads, new information networks are increasingly being built in large, monolithic chunks — starting from the long-distance links and working down to local ones. Just as it was possible to travel from the Atlantic to the Pacific on the railway, long before spur lines branched out to the cattle centers and mining towns of the frontier, long-distance information links are today far better developed than local ones. Telecom companies, cable-television operators, and others have already installed several times more long-distance fiber-optic cable than they now need — though there are as yet few local networks to provide access.

By contrast, highways — and the Internet, the exception that may prove the rule about information networks — grew from the bottom up rather than the top down. By the time the National Highway Act of 1956 spurred the federal government's building of the interstates, motels and billboards already stretched from one end of America to the other. South Dakota's Wall Drug Store, patriarch of roadside attractions, was 25 years old. Unlike railway builders — or information-network builders for that matter — the creators of the interstates had a pretty good idea of where people wanted to drive and what they wanted to do when they got there.

But the biggest contrast between railways and highways is regulation. Regulation was the least of the worries of highway builders. Their problems lay largely in stimulating investment — how most efficiently to dispense taxpayers' money for construction. Railroads, by contrast, have been a regulatory nightmare for more than a century. On a variety of issues — including rates, access, and competition — regulators have found themselves caught between vehement, entrenched, and irreconcilable interests. Pleasing everyone is impossible; the best that railway regulators have been able to hope for is to annoy all equally.

Into just such a regulatory nightmare are about to stumble the builders of information networks. The proposed merger of Bell Atlantic and Tele-

Communications Inc. (TCI) brings home some of the dilemmas. First, it highlights the fact that the problem of building information networks is not stimulating investment but deciding what, if any, regulations are needed for the flood of investment entering the field. Second, and more important, it highlights how little thinking politicians have done about such regulation.

Knee-jerk political reaction condemns the size and power of the firm the merger would create. But this misses the point. Big-ness is a necessary evil in the network business. Combinations of big firms are required to make the huge investments needed to create information networks, even though they also create a real risk — that instead of information highways, America will get information railroads run by information robber barons.

The thankless job of regulators is to broker compromises that combine most of the benefits of big firms with as few as possible of the costs — while simultaneously working themselves out of a job over the longer term by laying the foundations for truly competitive markets. But in order to be effective, regulators need goals. And America's politicians seem to have been so focused on the appealing problems of information highways — stimulating investment and reaping the gratitude of constituents impressed with their foresight — that they have not thought much about what to do if someone should actually decide to start building.

The National Telecommunications and Information Administration recently published a report entitled "The National Information Infrastructure: Agenda for Action." Seven of the nine items on that agenda for action were gifts that politicians could bestow. The other two are mostly talk. The agency wants to set up a panel to discuss what access Americans should have to networks and another panel to discuss the government's role in setting standards to promote connectivity

They had better talk fast. The combination of telecommunications and entertainment firms now forming to build information networks poses all of the same regulatory dilemmas as railroads — plus a few new ones. The most familiar set of problems concerns access. Many, including Bell Atlantic and TCI, assume that there will eventually be only one information wire to each home and that through this wire will flow everything from grandma's phone call to the news. Unless they are wrong — for example if wireless communications can rival the wire —

ensuring that all forms of information can get access to that wire will depend on a free flow of information.

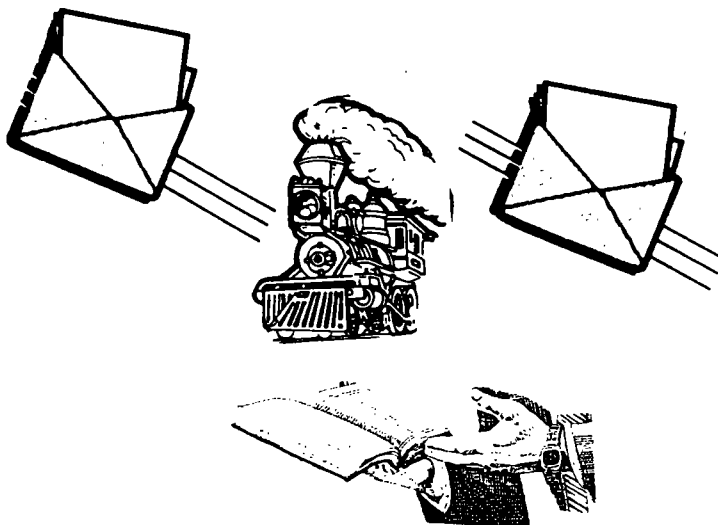
On access, regulators have made a start. The Federal Communications Commission has long managed regulations aimed at preventing telecom companies with wires to offer regulated 'basic' services from taking advantage of their position to sell more 'enhanced' services. But the combination of entertainment and communications creates new opportunities for messing up competition.

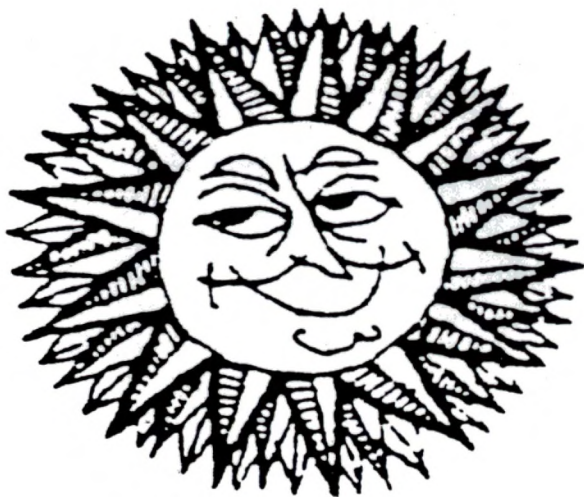
Entertainment can subsidize communications instead of vice versa. Some of America's biggest networks are already run entirely on the profits of entertainment. Should the entertainers find that selling subsidized communications helps to lure people into the market for the entertainment, they could kill any competitor without access to endless supplies of I Love Lucy and The Wheel of Fortune. The ability to use control of popular entertainment to gain clout in distribution — which in turn can be used to sign up exclusive rights to more popular entertainers — has crushed competition from the soft-shoe and shuffle of vaudeville to movie studios and television networks.

All aboard! The information express is now leaving.

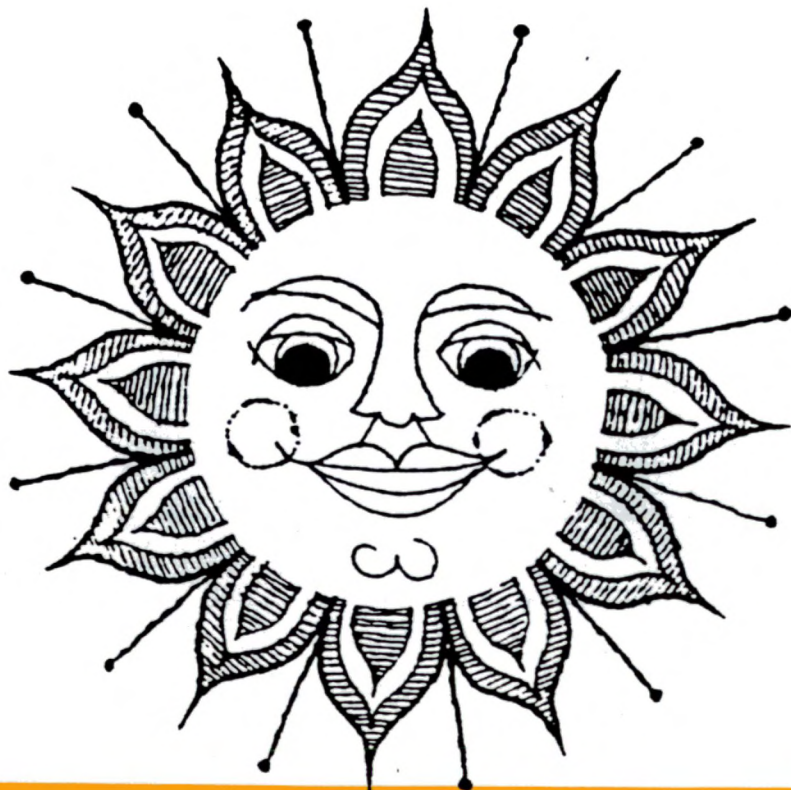
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FEATURED IN THIS ISSUE



**The University of British Columbia  
School of Library, Archival and Information Studies  
FOR IMMEDIATE RELEASE**

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**UBC School of Library, Archival and Information Studies Establishes  
Board of Visitors**

1994 April 22 -- The School of Library, Archival and Information Studies at the University of British Columbia has established its first Board of Visitors. The Board was established to advise the School on employment and industry trends and on raising the profile and visibility of the professions it serves.

Director Ken Haycock noted that this was the first time the School had established a Board to enhance connections with government, business and industry as well as the information professions. The Board comprises a legislative representative, senior executives from the for-profit and not-for-profit sectors, presidents of the professional associations and SLAIS faculty chairs.

Members of the first SLAIS Board of Visitors are Julie Backer, President, SLAIS Alumni Association; David Bond, Vice-President of Government & Public Affairs & Chief Economist, Hong Kong Bank of Canada; Alexandra (Sandie) Bradley, Harwood Information Associates; Joan Collins, Executive Director, B.C. School Superintendents' Association; Terry Eastwood, Chair, Archival Studies Program, School of Library, Archival and Information Studies, UBC; Frances Fournier, President-Elect, Archives Association of B.C.; Ken Haycock, Director, School of Library, Archival and Information Studies, UBC (Chair); Sharman King, President, Foreword Bookstores (Book Warehouse); Judith Kootte, President-Elect, B.C. Teacher-Librarians' Association; Lynne Lighthall, Chair, Faculty Development and External Relations, School of Library, Archival and Information Studies, UBC; David Mitchell, Member of the Legislative Assembly for West Vancouver-Garibaldi; Gordon Ray, President, B.C. Library Association; Merv Richter, President, Eloquent Systems Inc.; Peter Simmons, Chair, School Environment and Resources, School of Library, Archival and Information Studies, UBC.

At its first meeting the Board commended the School on its employment/placement record, the revised curriculum and new continuing education program and recommended that the School offer professional programs led by librarians, archivists and records managers for business executives and researchers. The first of these professional programs will be offered in September, 1994.

<b>NEWS RELEASE</b>
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# KOREA BIBLIOGRAPHY

by **BARBARA SMITH**, teacher-librarian,  
Larson Elementary School, SD#44 (North  
Vancouver).

*This bibliography was prepared for Ron Jobe's course in Multicultural Children's Literature, ENED 344, given at UBC, January to March, 1994. Critical assessments are Ron Jobe's shorthand way of 'rating' books out of a possible 5 (for one of the best books you have ever read).*

## FICTION

Choi, Sook Nyul. (1991). *Year of impossible good-byes*. New York : Dell. ISBN 0-440-40759-1  
Critical Assessment: 5  
Level: Gr. 4-9

Sookan survives the fall of the Japanese regime in Korea in 1945, only to fall victim to Russian coercive tactics in the spread of communism. She travels south from Pyongyang to Seoul with her young brother after being separated from her Mother, through terrific hardships.

This is a superb novel based on the author's experiences. Highly recommended.

Choi, Sook Nyul. (1993). *Echoes of the white giraffe*. Boston : Houghton. ISBN 0-395-64721-5  
Critical Assessment: 3  
Level: Gr. 4-9

A sequel to *Year of impossible good-byes*, Sookan is now fifteen. She is living as a refugee in Pusan with her Mother and younger brother, having fled Seoul during the bombing in 1953. While there she continues her education, meets a young man with whom she falls in love, continues her education, moves back to Seoul, continues her education, parts from the young man and moves to the US to continue her education. This doesn't have the same emotional drive that the first book had. Sookan is a young woman with an amazing drive to excel. However it takes greater insight than the author has shown to make this as compelling a theme as survival was in the earlier book.

McHugh, Elisabet. (1983). *Karen's sister*. New York : Greenwillow. ISBN 0-688-02472-6  
Critical Assessment: 3  
Level: Gr. 4-7

Karen is a Korean child adopted by a single Mum who is a veterinarian. A new sister is brought

from Korea, and Karen has some trouble adjusting to being an older sister. Tae Ji (soon renamed Meghan) causes lots of fun and the usual mischief. There are no Korean cultural markers — the family is thoroughly American. A sequel to *Raising a Mother Isn't Easy*.

McHugh, Elisabet. (1983). *Raising a mother isn't easy*. New York : Greenwillow. ISBN 0-688-01827  
Critical Assessment: 3  
Level Gr. 4-7

Karen (SEE *Karen's sister* above) is a responsible, independent almost-eleven-year-old, who takes a motherly interest in her single veterinarian mother's romantic life. She tries to match her up with various eligible men, but in the end Mum has merely made several very good male friends and Karen winds up with a horse and a riding teacher.

Karen is Korean by birth but there is nothing Korean about her apart from her appearance, which is never mentioned in the book. Asian children who have lost their birth heritage will be an audience for this book, as well as children of other genetic origins who might think that an Asian child is somehow essentially different. The book itself is pleasant and reads well. As a Canadian adult I must feel sorry that the child has lost something valuable — too bad the adoptive mother hasn't taken steps to help the child keep in touch with her heritage. But that's the "melting pot" for you.

## PICTURE BOOKS

Peik, Min. (1978). *Aekyung's dream*. San Francisco, CA : Children's Book Press. ISBN 0-89239-042-5  
Critical Assessment: 3

Aekyung, a young Korean girl, has been in the United States for only six months and is finding it hard to adjust. School children call her Chinese, and she feels lonely. She dreams about an ancient king from the 15th Century, whose good advice gives her courage. Eventually she finds friends through her art. The text is repeated in Korean on each page. Aspects of Korean culture are developed, as well as the immigrant experience.

## FOLK TALES

Ginsburg, Mirra. (1988). *The Chinese mirror*. Illustrated by Margot Zemach. San Diego : Harcourt. ISBN 0-15-200420-3

Critical Assessment: 4

Adapted from a Korean folk tale. A man travels to China and buys a mirror, something which no one in the village had ever seen. His wife, mother, father, neighbour and son all see different things and jump to conclusions with the result that the mirror is smashed. The story moves quickly, leading inevitably to disaster. Zemach's illustrations show aspects of Korean culture, including the distinctive house plan.

Rhee, Nami. (1993). *Magic spring*. Illustrated by the author. New York : Putnam's. ISBN 0-399-22420-3  
Critical Assessment: 5

A poor, childless old couple are mocked by a wealthy, greedy neighbour, until they find a spring, one sip of which makes them young and strong again. The neighbour is not content with a sip.— and becomes a baby, who is adopted by the couple. The illustrations are done on rice paper, with Korean ink and watercolor. Phrases in Korean script decorate each page. A charming and satisfying story.

Climo, Shirley. (1993). *The Korean Cinderella*. Illustrated by Ruth Heller. HarperCollins. ISBN 0-06-020433-8  
Critical Assessment: 5

Pear Blossom marries the handsome young magistrate, who is able to see her beauty through her rags, unlike the European girl who must have the right dress to catch his eye. Heller's colourful illustrations make this a spectacular addition to the collection.

*Korea's favorite tales and lyrics*. (1978). Edited by Peter Hyn. Illustrated by Dong-il Park. Seoul : Korean Overseas Information Service.  
Critical Assessment: 4

A collection of seven folk tales, nine poems and songs and three contemporary stories. This would be an excellent source for read-alouds. The stories are full of action and colour.

Schecter, Ellen. (1993). *Sim Chung and the river dragon*. Illustrated by June Otani. New York : Bantam. ISBN 0-553-09117-4  
Critical Assessment: 4

Sim Chung's beauty and virtue win over the dragon, attract a rich husband, and make her blind father see again. A moral tale, well told and beautifully illustrated.

O'Brien, Anne Sibley. (1993). *The princess and the beggar*. Illustrated by the author. New York : Scholastic. ISBN 0-590-46092-7

Critical Assessment: 5

A complex tale with many important ideas. A princess chooses to marry a poor beggar, so she will have more freedom than if she marries a wealthy courtier. They find happiness together, and she teaches him to read and write. Finally, she helps him show his true value to the king. A useful story with a strong, intelligent female protagonist, it also works as a folk tale with its use of threes and rags-to-riches elements.

## NON-FICTION

Ashy,. (1987). *A family in South Korea*. Minneapolis : Learner. ISBN 0-8225-1675-6  
Critical Assessment: 4  
Level: Gr. 4-7

Hun Yung Mee is eleven, and lives in a small farming town south of Seoul. This book describes many aspects of her life in a narrative style. There is no index and no chapters, so student researchers will have to dig for facts. But the text is readable and interesting. Coloured photos abound.

Farley, Carol. (1983). *Korea: a land divided*. Minneapolis : Dillon. ISBN 0-87518-244-5  
Critical Assessment: 4  
Level: Gr. 6-12

Some interesting ideas are found here, e.g. a chapter on "What the People Say" (proverbs and folklore) and information on important Korean customs such as how names are handed down, and the kinds of intriguing special ideas helpful to someone who might travel to Korea. Illustrations are meagre, mostly black and white. A chapter on Koreans in the US is a useful addition, as is a list of Korean consulates in the US and Canada. A pronunciation guide, a chart of Han'gul symbols and a glossary are also included.

Houghton, Graham. (1987). *North and South Korea*. South Melbourne, Australia : Macmillan. ISBN 0-333-45042-6  
Critical Assessment: 4  
Level: Gr. 6-10

This is a useful resource for young researchers. The text is simple and straightforward, — just the facts! A good contents page lists 21 sub-topics, including such things as agriculture, industry, education, the arts, and food and recreation. An index is also included, as well as two "gazetteer" pages (facts and statistics in tabular form), one on North Korea, and one on South Korea.

Kubota, Makoto. (1987). *South Korea*. Milwaukee : Gareth Stevens. ISBN 1-55532-168-2 63p (Children of the World Series).

Critical Assessment: 5

The text follows a young boy, whose hobby is martial arts, through various activities which lead the reader to investigate aspects of daily life. Excellent photographs are an important feature. At the end of the book is a section of more concentrated information, including history, religion, language, art & music, education, industry, geography, etc. as well as a good map and a final note on Koreans in North America. An excellent resource.

Lye, Keith. (1985). *Take a trip to South Korea*. London : Franklin Watts. ISBN 0-531-10012-X

Critical Assessment: 4

Level: Gr. 4-6

Very simple text gives facts in a well-organized style, although there are no headings to help with scanning. An index makes the information more accessible. The text is brief enough that most younger readers will find their way.

McNair, Sylvia. (1986). *Enchantment of the world: Korea*. Chicago : Children's. ISBN 0-516-02771-9

Critical Assessment: 3

Level: Gr. 4-10

This well-known series provides another useful resource. Chapters are well-organized, and are supplemented by a lengthy index. Chapters deal with history, geography, everyday life, religion, and "invention and creativity" The illustrations lack appeal, and the text is typical of these massive series — uninspired. Nevertheless, student researchers will find the information accessible.

Solberg, S. E. (1991). *The Land and people of Korea*. New York : HarperCollins. ISBN 0-397-32331-X

Critical Assessment: 5

Level: Gr. 7-12

At 216 pages, this resource is much more thorough than others in this bibliography. It begins with a geographical survey, then spends the next twelve chapters on history. A final chapter compares modern day city and village life in North and South Korea. In the proper historical context, Solberg describes the changes in Korean script, language, arts, religion, etc. The treatment is thorough, scholarly and readable. Black and white illustrations.

*Sunset in a spider web: Sijo poetry of ancient Korea*. (1974). Adapted by Virginia Olsen Baron. Illustrated by Minja Park Kim. New York : Holt. ISBN 0-03-012071-3

Critical Assessment: 4

Sijo poetry is an ancient form similar to haiku, but more flexible. It is in three lines, with the first stating a theme, the second elaborating on it, and the third, sometimes called the anti-theme, gives a twist on the theme, or a resolution. There are 41 to 49 syllables, with an average of forty-four. This makes each line rather long for printing, and unfamiliar to English readers, so in this edition the poems are set in six lines each. In the original there is no punctuation, but each line ends with a pause; as well, there is a stop after the second/fourth line, so the poem is in two parts. The poems were originally sung to drum accompaniment.

Peach and plum blossoms of spring,  
Tell me, why are you so proud and vain?  
Have you forgotten pine and bamboo,  
Green in coldest winter?

Always straight and strong,  
They don't come and go with the seasons.

by Kim Yu-Ki

## TEACHER REFERENCE

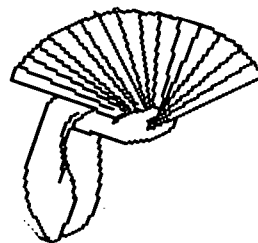
Tilke, Max. (1990). *Costume patterns and designs*. New York : Rizzoli. ISBN 0-8478-1209-X

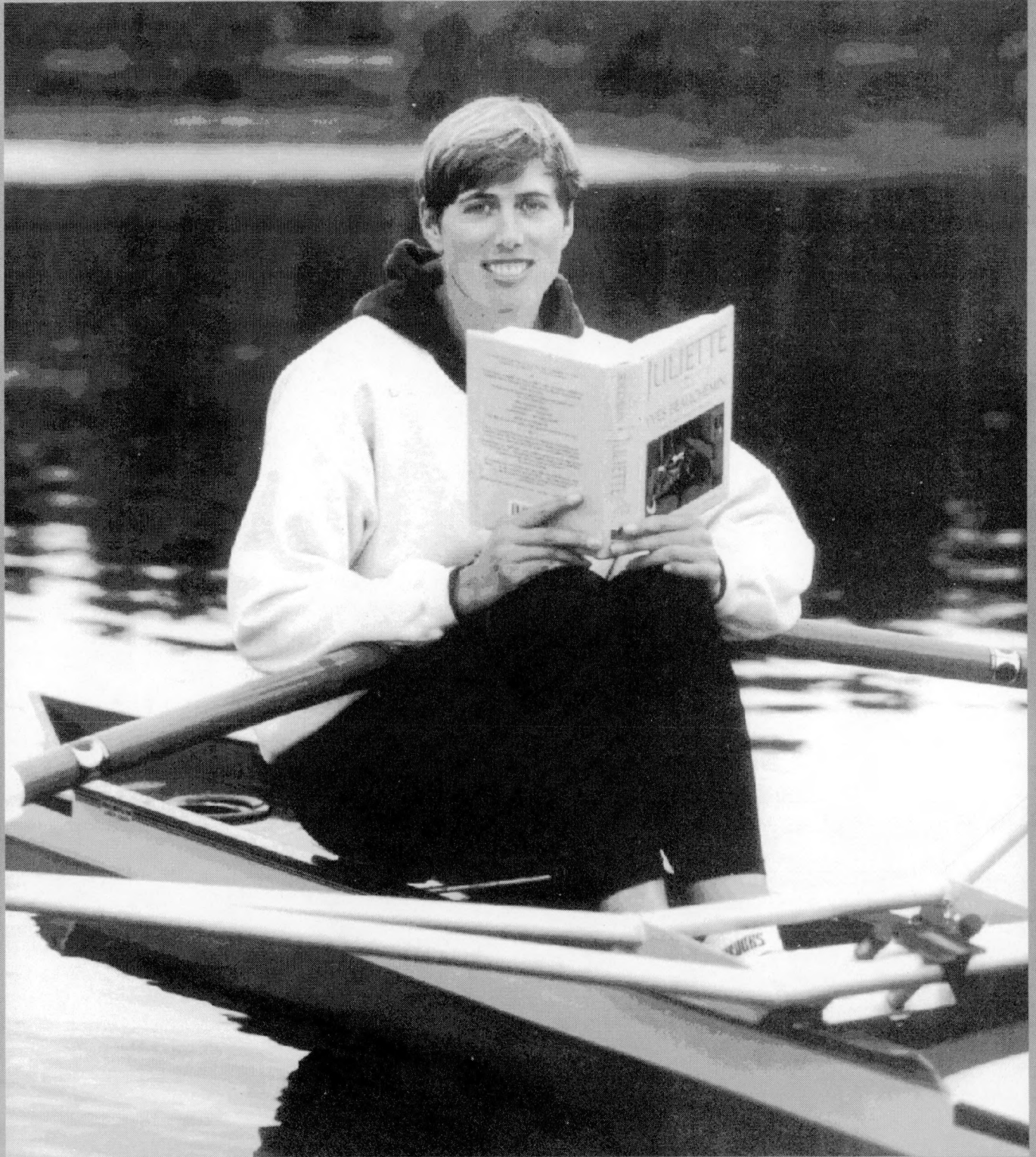
Critical Assessment: 4

This reference work gives detailed drawings of ethnic and historic costumes from around the world. Two pages are given to Korean costumes — an excellent resource for students who may want to make a Korean costume for a school play, or do authentic sketches for a presentation.

## ADDITIONAL INFORMATION:

Korean Consulate General  
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# WOLVES: A STATION STUDY FOR GRADE 4

by **SIGNE SALZBERG**, teacher-librarian, and **KEVIN BOWDEN**, teacher, Maplewood Elementary School, SD#44 (North Vancouver). Adapted by **BARBARA SMITH**, teacher-librarian, Larson Elementary School SD#44 (North Vancouver), and **CURRIE GRASS**, teacher, Larson Elementary School, SD#44 (North Vancouver).

*The following station study was prepared cooperatively by Salzberg and Bowden. In the original plan, one station was an art project using a plasticene medium to show a wolf in its environment. In this adaptation, we have divided one of the stations which our students found difficult to complete in an hour, and deleted the plasticene art station.*

*The full set of information sheets and worksheets can be obtained by writing Barbara Smith, c/o Larson Elementary School, 2605 Larson Road, North Vancouver, V7N 3W4, FAX (604)980-0770.*

**Schedule:** 7 one-hour sessions.

**Organization:** There are seven stations, so the class needs to be divided into seven groups. A chart may be prepared to show rotation.

**Materials:** Worksheets need to be photocopied. Although much of the work could be done in a student notebook, the children like to have a 'Wolves' booklet when they are finished. For this reason, it works well to have all work done on specially prepared student worksheets. In addition there is a "Stations Checklist" on which students will record their progress, as they work through the stations.

**Resources:** An audio cassette with facts about wolves will need to be prepared for use in station #2; Kevin Bowden read onto a tape the information sheets provided in the Ruth Solski unit from S&S, listed in the bibliography. Other stations require print resources, listed in the bibliography. It may be necessary to buy three or four copies of a book, or adjust the questions to match available resources, or the teacher and teacher-librarian may want to prepare special resource reference "Information Sheets" as Salzberg and Bowden did. The Roever title is especially useful. For station #5 it is useful to have a sample pop-up picture for students to use as a model. There is the risk that they will simply copy it, but as this was the first pop-up these children had ever done, we felt it best to give them a 'crutch.' For station #7, students will need an outline map of North America. Maps showing the reduction of wolf range world-wide can be found in the reference by Savage.

**Equipment:** Each student will need a folder to keep their work in. It works well to use a Duo-Tang or similar cover to prevent pages dropping out and being lost. Students need the usual tools: pencil, eraser, etc. The teacher-librarian may wish to have a supply of glue sticks, pencil crayons and scissors in the library resource centre for use at stations requiring them.

The teacher will arrange the following:

- Prepare students by introducing the wolf unit with videos, sharing books, etc. Introduce the concept of the “food chain.”
- Put students in seven groups. Prepare a plan for the rotation.
- Get all manila tag and cardboard for the pop-up station.
- See that students have all their equipment, including a folder.
- Bring all library resources on wolves to the library resource centre during station study periods.

The teacher-librarian will prepare the station folders, arrange for the student handouts to be photocopied, and see that all resources are in place.

## **SUBJECT INTEGRATION**

### Language Arts

- creative writing of stories and poems
- expository writing
- persuasive writing
- idiomatic expressions
- spelling
- note-taking skills
- keeping a cumulative information booklet
- "I know, I wonder" chart

### Art

- plasticene
- painting
- shoe box filmstrip
- print-making
- diorama
- Kwakiutl wolf design
- pop-up book
- drawing
- collage

### Science and Social Studies

- how to label a diagram
- how to label and colour a map
- make food web diagram

### Music

- "Peter and the Wolf"

**Mathematics**

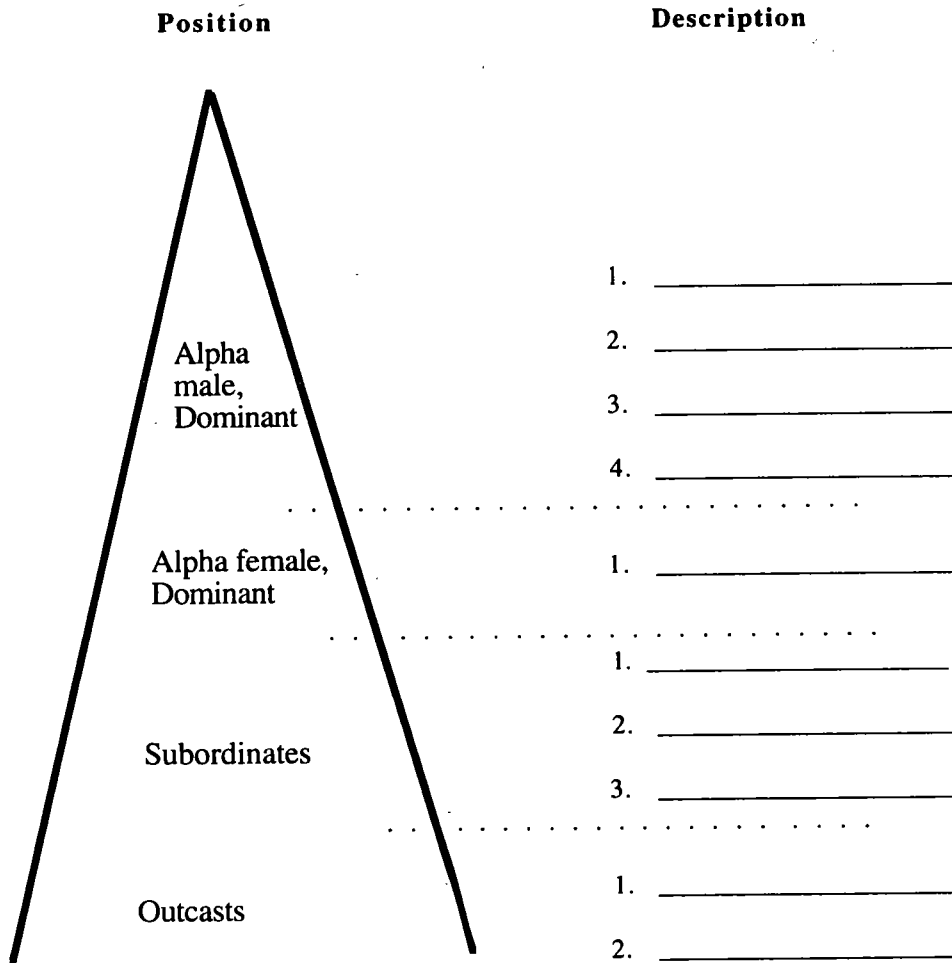
- calculations of population, weight, size
- graphing

**Drama**

- role play

**Station #1 - Who's Who?**

Read the information sheet called "Who's Who? The Wolf Pack" from *Wolves*, by Roever. Fill in the missing information on the right-hand side of the chart. Use short form notes — key words only, no sentences. When you have completed the chart you will have a detailed description of the social position, or rank, of each wolf in a pack.



Match the word with its correct meaning by drawing a line from the word to its meaning. Use a dictionary to help you.

- |             |                                                      |
|-------------|------------------------------------------------------|
| submit      | of a lesser, inferior position or rank               |
| subordinate | the power to enforce obedience, the right to command |
| authority   | social position                                      |
| rank        | yield to the power, control or authority of another  |
| order       | cast out from a group                                |
| outcast     | position in order of importance                      |

### Communication in the Pack: What is the Message?

Read the information sheet called "Communication in the Pack" from *Wolves*, by Roever. Use the clues on the right-hand side to fill in the matching message that the wolf is communicating.

- | Message or meaning | Description and clues                                                                   |
|--------------------|-----------------------------------------------------------------------------------------|
| 1. _____           | head held up, ears held high, eyes staring, body proud and tall, tail held high         |
| 2. _____           | head low, eyes narrow, tail down and fluttering, ears back, body crouched and wriggling |
| 3. _____           | mouth placed over muzzle of subordinate wolf                                            |
| 4. _____           | licks muzzle of dominant wolf                                                           |
| 5. _____           | front legs down, bum and tail up                                                        |
| 6. _____           | bared teeth, fur raised on mane and back, tail raised                                   |
| 7. _____           | rolls over on back, whimpers                                                            |
| 8. _____           | whining, whimpering                                                                     |
| 9. _____           | barking                                                                                 |
| 10. _____          | growling                                                                                |
| 11. _____          | howling alone                                                                           |

## Station #2 - Listening

Choose one person to operate the cassette recorder-player. That person will put the cassette in the recorder-player and press the PLAY button, and adjust the volume. Listen to all the tape. Rewind the tape. Each person take a note-taking chart page. Listen to the tape again. Make notes about the life and habits of wolves on your note-taking chart. Your notes should be short. Leave out extra words. Cut up your note chart with a pair of scissors. Sort the note facts into categories: Description, Food and Hunting, Habitat, Pups, and The Pack. Glue the notes onto a plain piece of paper. Print the category titles above each group of notes.

## Station #3 - Dictionary Skills

Match the words in the left column with the words in the right column that mean the same thing. Use *The Canadian Intermediate Dictionary*.

- (a) molar                    \_\_\_\_group of bones between lower leg bones and metatarsal
- (b) vertebra                \_\_\_\_one of the front teeth between the canine teeth
- (c) pelvis                    \_\_\_\_shoulder blade
- (d) scapula                 \_\_\_\_basin-shaped bone where hip and backbone meet
- (e) canine teeth            \_\_\_\_backbone
- (f) spinal column         \_\_\_\_tooth with a broad surface for grinding
- (g) incisor                 \_\_\_\_nose, mouth and jaw of a four-footed animal
- (h) muzzle                 \_\_\_\_four long pointed teeth next to the incisors
- (I) tarsus                  \_\_\_\_bones of the toes
- (j) metatarsus             \_\_\_\_one of the bones of the spinal column
- (k) phalanges              \_\_\_\_part of the foot between the ankle and the toes

## Paw Prints of a Wolf

1. Sketch the front and hind paw prints of a wolf. Be sure your sketch is life size.
2. Measurements:  
Front foot: length \_\_\_\_\_ cm, width \_\_\_\_\_ cm  
Hind foot: length \_\_\_\_\_ cm, width \_\_\_\_\_ cm

## The Wolf's Body

Read the information sheet called "The Wolf's Body." Answer the following questions. Your answers can be short.

1. What are three special ways that wolves can move their bodies?

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2. How far can wolves jump? \_\_\_\_\_

3. Why does a wolf's front paw print show only four toes?

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4. Which part of the foot does a wolf walk on? \_\_\_\_\_

5. What are incisors used for? \_\_\_\_\_

6. What are canines used for? \_\_\_\_\_

7. What are molars used for? \_\_\_\_\_

8. Explain why wolves are able to run easily on rocks, logs and other tricky surfaces.

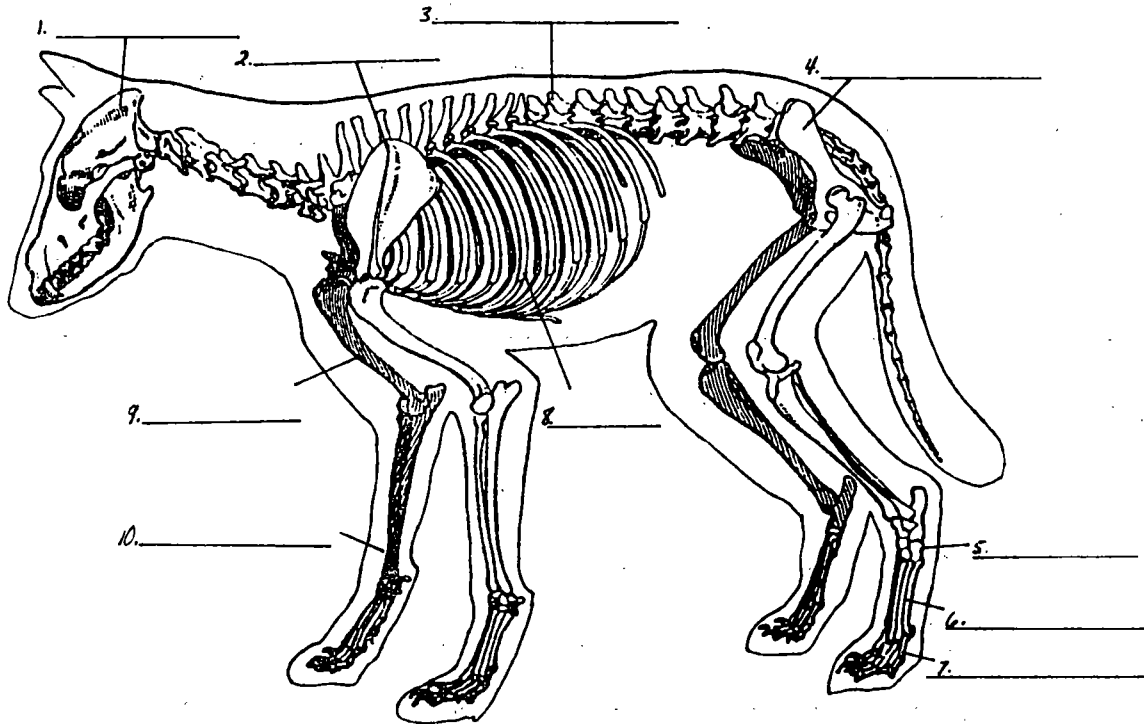
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Label the bones of a wolf's body, on the diagram provided.

## Skeletal Structure of a Wolf



### Station 4 - Prey of Wolves

1. Look in the library books provided. Look for information on the prey of wolves. List as many things as you can which are food for wolves. Put a star beside the ones you think wolves would eat most often.
2. Design a food chain involving the wolf and some of the animals you listed. Remember to add organisms such as bacteria, plants or other animals to make your food chain complete. Label and colour your food chain.



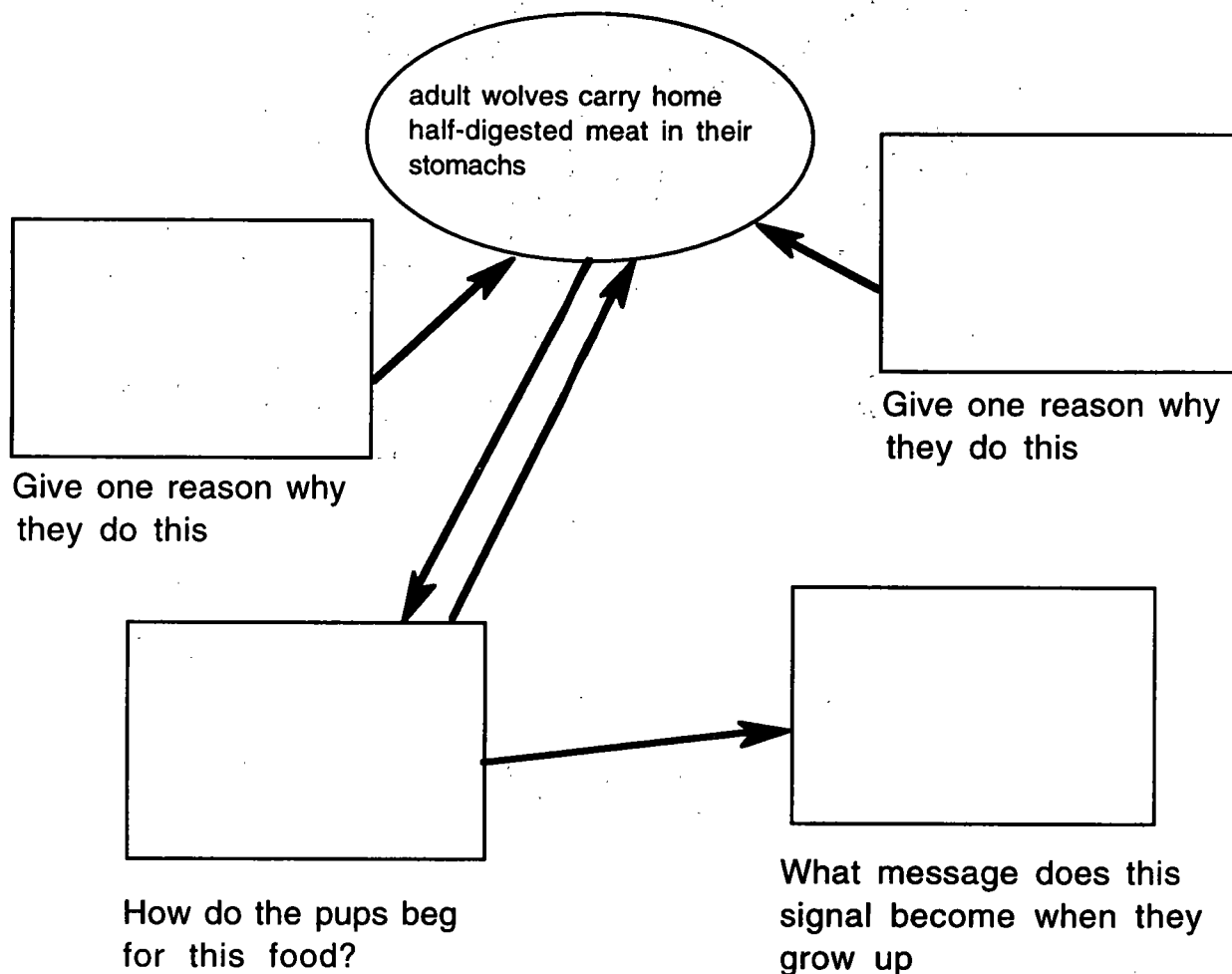
### Station #5

Make a pop-up picture showing wolves in their natural environment. Give your picture a title. Write a short description of your pop-up picture. Be sure to tell what your wolves are doing. Describe the surrounding scenery. Include any facts which will help someone understand your picture.

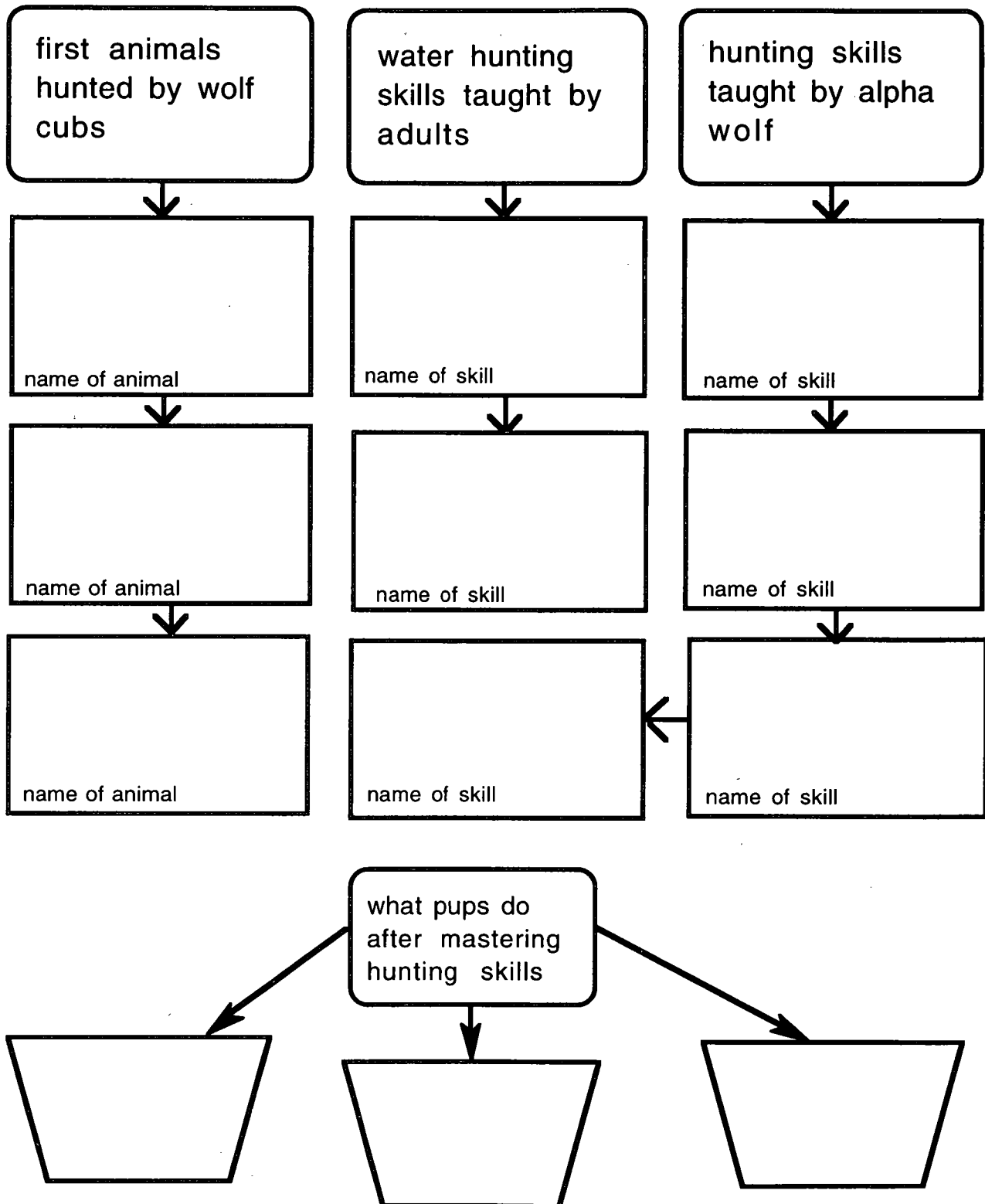
### Station #6 - Flow Charts

Read the information sheets provided: "How Pups Get Their Food" and "Learning to Hunt". Fill in each box with facts. Use key words only.

#### Training the Pups: How Pups Get Their Food



## Training the Pups: Learning to Hunt

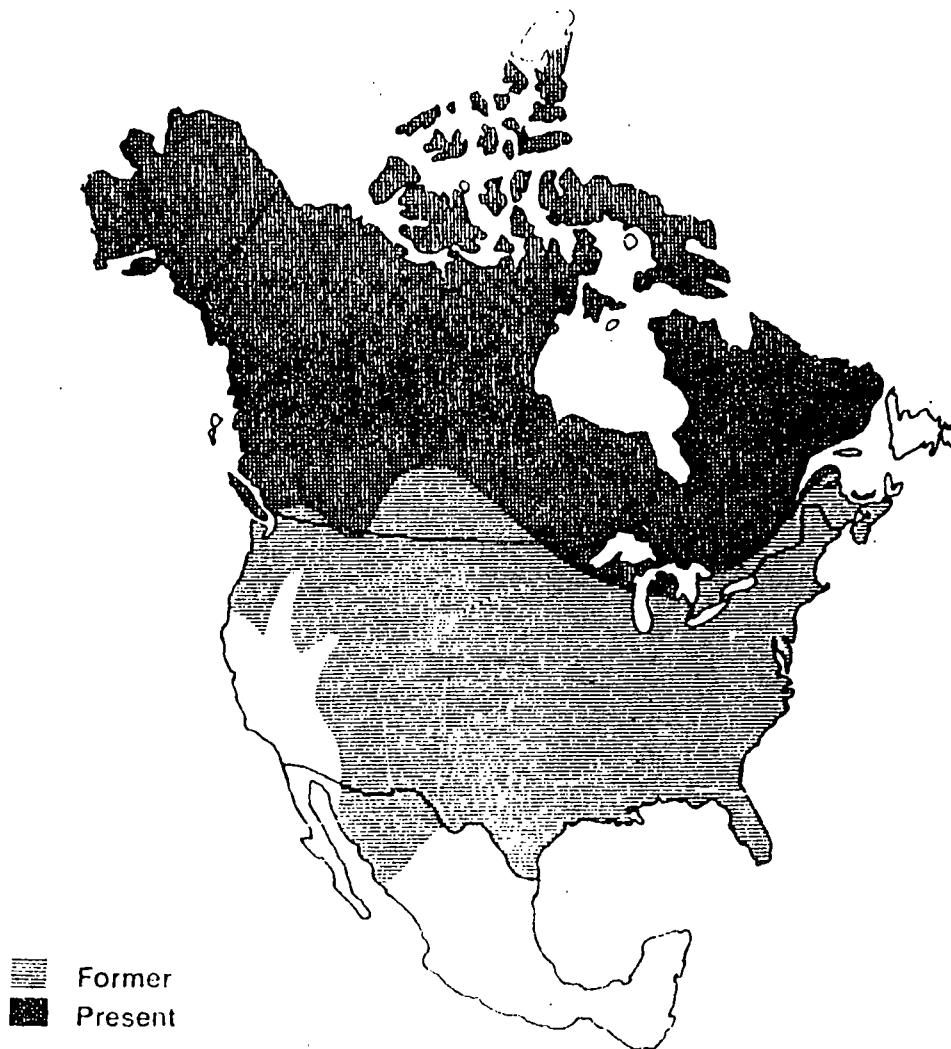


Write a short story about a young pup growing up in the pack. Include facts about how she or he would learn how to hunt. End your story with the pup's first 'kill'.

Write a short story about a young pup growing up in the pack. Include facts about how she or he would learn how to hunt. End your story with the pup's first 'kill'.

### Station 7 - Mapping

1. Study the map which shows the wolf range and how it has changed. Copy this map onto your own outline map. Be sure to use two different coloured pencil crayons. Make a legend. Print neatly a title on the map: "Range of Wolves"
2. Read the information sheet "Range of the Wolf", and look at the library book *Wildlife at Risk: Wolves*. Think about what you have read. Write a paragraph explaining why the range of wolves is so much smaller now than it used to be.



## **TOPICS FOR INQUIRY STRATEGIES: Problem Solving and Critical Thinking**

Could wolves ever be completely eliminated?

How would other animals be affected if wolves were eliminated?

Which is the greater threat to wolves: destroying their habitat or killing them by poison, traps and shooting?

Do wolves need real wilderness in order to survive?

What is the role of the wolf in the predator/prey balance of nature?

Are wolves a serious threat to cattle and other domestic animals?

Do big game hunters have a good reason for getting rid of wolves?

Why do wolves have such a bad reputation in fairy tales?

How has the pack system come about?

What makes wolves successful hunters?

What qualities must a wolf (both male and female) have to be an alpha animal?

How is mating for life an advantage?

Why aren't younger males jealous of their elders?

How do outsiders (aliens) survive?

How do wolves know when their population is too large?

What are the abilities or characteristics of wolves that allow for stories such as "Romulus and Remus" and "The She-Wolf of Tsla-a-Wat" to develop?

Could wolves be successfully re-introduced or transplanted back to some of their former areas?

What is the place of the wolf in the life of Northwest Coast Indians?

Why have people been afraid of wolves?

Is the wolf a bad animal? A good animal?

## **ANTICIPATION GUIDE**

To be used at the start of the unit to check background knowledge, and at the end of the unit to help students reflect on what they have learned.

Answer each question yes or no.

1. \_\_\_\_\_ There are too many wolves.
2. \_\_\_\_\_ Wolves will often attack humans.
3. \_\_\_\_\_ Wolves used to live all over North America.
4. \_\_\_\_\_ Most wolves now live in the north because they like ice and snow.
5. \_\_\_\_\_ Wolves usually eat only large animals such as deer.
6. \_\_\_\_\_ The wolf is "one of the most dangerous, vicious, wasteful and unrelenting killers in existence."

7. \_\_\_\_\_ Their stomachs can stretch to hold as much as 10 kilograms of meat in one meal.
8. \_\_\_\_\_ Wolves' noses are 100 times more sensitive than people's noses.
9. \_\_\_\_\_ Timber wolves shed their fur.
10. \_\_\_\_\_ When a wolf's tail is down and fluttering it means it is hungry.
11. \_\_\_\_\_ Wolves howl only at night when the moon is full.
12. \_\_\_\_\_ Wolves usually hunt alone.
13. \_\_\_\_\_ Wolves usually attack only weak or sick animals.
14. \_\_\_\_\_ Wolves with rabies will attack people.
15. \_\_\_\_\_ Wolves are good animals.
16. \_\_\_\_\_ Wolves kill too many moose, elk, deer and caribou.
17. \_\_\_\_\_ When they are starving wolves will also eat plants.
18. \_\_\_\_\_ Howling sessions usually last less than one minute.
19. \_\_\_\_\_ When wolf parents are hunting for food they often leave their pups alone and unprotected.
20. \_\_\_\_\_ The First Nations people of British Columbia were afraid of wolves.
21. \_\_\_\_\_ There really were such creatures as werewolves.

### **EXTENSION AND ENRICHMENT ACTIVITIES**

Students are asked to choose one question in each category. Their product must include a web or cluster, two or more paragraphs of text, and drawings or diagrams as appropriate.

### **MAKING DECISIONS & EVALUATING**

1. Tell whether or not a wolf would make a good house pet. Give reasons to support your answer.
2. Domestic dogs can be more of a threat to humans than wolves. Do you agree or disagree? Give reasons to support your answer.

3. Most fairy tales with the wolf as a character in them show it as bad, mean and wicked. The wolf is also usually on his own. Why do you think this is so? Is it fair to the wolf? Give reasons to support your answer.
4. Should big game hunters and ranchers have the final say about how many wolves are good for an area? Give reasons to support your answer.
5. If you were in charge of controlling the wolf population, what would you do and why?
6. Werewolf: myth or truth? What do you think? Give reasons to support your answer.
7. Is the wolf a good or a bad animal? Give reasons.

### **PREDICTING**

1. What would happen if the wolf population were completely wiped out of an area?
2. What would happen if wolves were totally protected and a wolf pack were brought into the Fraser Valley area?
3. Are people's attitudes towards the wolf changing? How might a positive image be created for the wolf?
4. What would happen if wolves could adapt to living in towns and cities the way raccoons do?
5. What changes would you expect to see if leading wolves shared the leadership between two or three rather than having one alpha wolf? How would pack life be different?

### **COMMUNICATING**

1. Write a legend or story of your own in which the wolf is a central character. Give it a good title. You may also draw pictures to go with your story.
2. Re-write a story such as: Little Red Riding Hood or The Three Little Pigs. You may change it in any way to give the wolf a better image. You may also draw pictures to go with your story.
3. Make a poster to support or to protest the wolf killing program in B.C.
4. Make up six to twelve good questions that you can use to interview friends, family, classmates and teachers to find out: what they know about wolves, and why they feel the way they do. Have a teacher check over your questions. Do the interview and show the results in a chart, graph, write-up or some other form.

## **CREATING IN THE VISUAL ARTS**

1. Create a picture of a werewolf. Tell how your werewolf came into being.
2. Make a mobile showing wolves in typical poses: howling, running, tracking, sleeping, eating, regurgitating, attacking, playing.
3. Design a cover for a story about wolves or for a book of information about wolves. The cover should have a good picture or design, colour, title, and author's name.
4. Make a pop-up to show a typical wolf activity. Use the book *How to make pop-ups* by Joan Irvine.

## **RESEARCHING A WRITTEN REPORT**

1. How do wolves hunt? What do wolf cubs have to learn for hunting? How do wolves find their prey? How do they catch and kill their prey? How do they help each other?
2. How is a wolf pack organized? Why are they organized that way? How is it helpful or not helpful?
3. Do wolves need real wilderness in order to survive?
4. How do wolves communicate with each other?
5. Give a complete physical description of a timber wolf. Tell about its size, shape, body structure, special features. Tell how these help it to survive.

## **RESEARCHING FOR VISUAL PRESENTATION**

Examples of visual presentations: chart, web, columns, graph, pictures with captions, diagrams

1. Compare a wolf with a domestic dog. How are they the same? How different? Compare and contrast appearance, habits, and habitat.
2. What are social animals? In what way are wolves social animals?
3. What is a 'lone wolf', and what would be its problems?
4. Are wolves needed in the balance of nature?
5. What makes wolves successful hunters?

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# I'M A TEACHER LIBRARIAN

By **ELIZABETH AGOSTI**, Templeton Secondary SD#39 (Vancouver), **JAN BERNEY**, Kerrisdale Elementary SD#39 (Vancouver) & **NANCY GELIN**, Lynn Valley Elementary SD#44 (North Vancouver).

The lyrics of this song were written as an introduction to an oral assignment on the Administration of a School Library Resource Center. (Libe 381) at the University of British Columbia, November, 1993. Sing to the Monty Python tune, *I'm a Lumberjack*.

## I'M A TEACHER LIBRARIAN

LEAD: *I'm a teacher-librarian and I'm o.k.  
I read all night and I work all day*

CHORUS: *She's a teacher-librarian and she's o.k.  
She reads all night and she works all day*

LEAD: I choose resources, I read the shelves  
I develop policies  
With teachers I plan units  
And prepare bibliographies

CHOR: She chooses resources, reads the shelves  
Develops policies  
With teachers she plans units  
And prepares bibliographies  
*Oh, she's a teacher-librarian and she's o.k.  
She reads all night and she works all day*

LEAD: I meet with staff  
And parents too and train the volunteers  
I manage the budget carefully  
And set goals with my peers

CHOR: She meets with staff  
And parents too and trains the volunteers

She manages the budget carefully  
And sets goals with her peers  
*She's a teacher-librarian and she's o.k.  
She reads all night and she works all day*

LEAD: I supervise the grounds and halls  
And go to book displays  
I weed the collection faithfully  
In many different ways

CHOR: She supervises grounds and halls  
And goes to book displays  
She weeds the collection faithfully  
In many different ways  
*She's a teacher-librarian and she's o.k.  
She reads all night and she works all day*

## I'M A STAFF ASSISTANT

LEAD: *I'm a staff assistant and I'm o.k.  
I sleep all night and I slave all day*

CHOR: *She's a staff assistant and she's o.k.  
She sleeps all night and she slaves all day*

LEAD: I type the cards, I do repairs  
And prepare the overdues  
I process new materials  
And check invoices too

CHOR: She types the cards, she does repairs  
Prepares the overdues  
Processes new materials  
And checks invoices too  
*She's a staff assistant and she's o.k.  
She sleeps all night and she slaves all day*

LEAD: I file the cards, I type reports  
Of budgets I hear tell  
I circulate the A.V.  
And train the monitors well

CHOR: She files the cards, she types reports  
Of budgets she's heard tell  
She circulates the A.V.  
And trains the monitors well  
*She's a staff assistant and she's o.k.  
She sleeps all night and she slaves all day*

## I'M A STUDENT MONITOR

LEAD: *I'm a student monitor and I'm o.k.  
I study all night and I think all day*

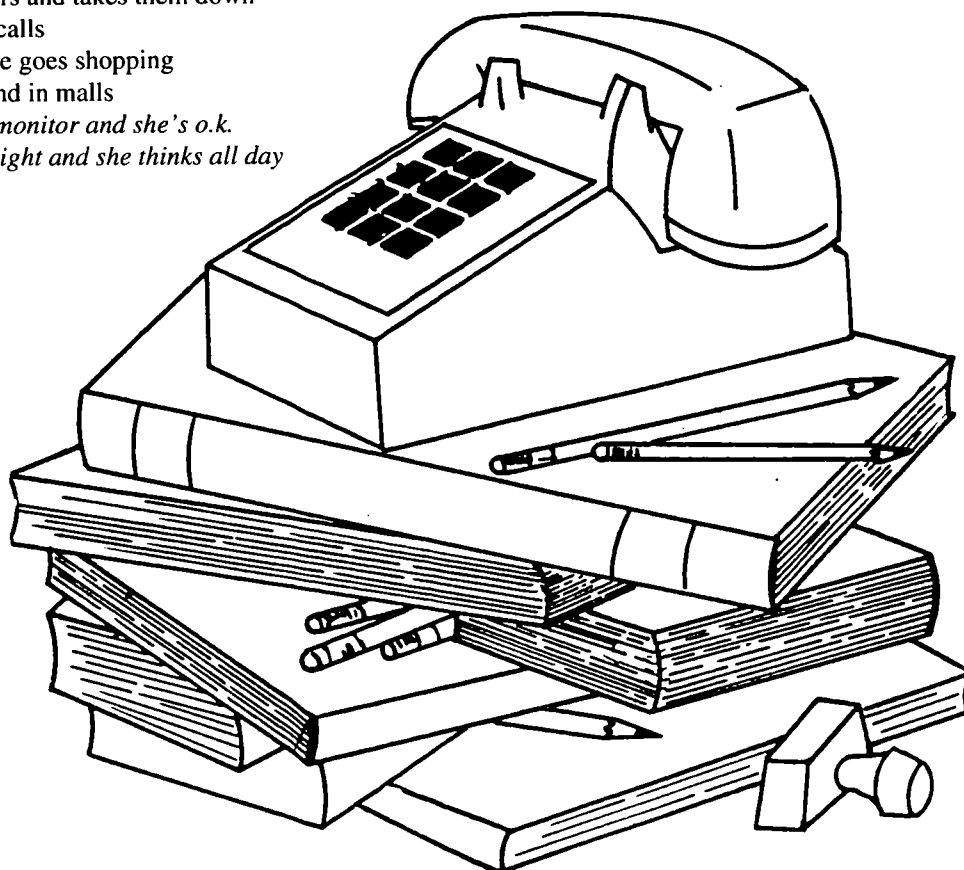
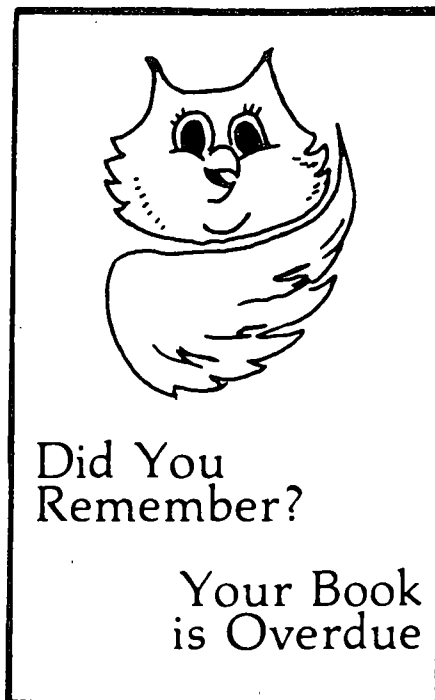
CHOR: *She's a student monitor and she's o.k.  
She studies all night and she thinks all day*

LEAD: I stamp due dates upon the cards  
At the circulation desk I lurk  
I decorate the bulletin boards  
And really enjoy my work

CHOR: She stamps due dates upon the cards  
At the circulation desk she lurks  
She decorates the bulletin boards  
And really enjoys her work  
*She's a student monitor and she's o.k.  
She studies all night and she thinks all day*

LEAD: I put up chairs and take them down  
Whenever duty calls  
On weekends I go shopping  
And hang around in malls

CHOR: She puts up chairs and takes them down  
Whenever duty calls  
On weekends she goes shopping  
And hangs around in malls  
*She's a student monitor and she's o.k.  
She studies all night and she thinks all day*



# CHILDREN'S WRITERS AND ILLUSTRATORS OF BRITISH COLUMBIA (CWILL BC) — LIST OF MEMBERS AVAILABLE FOR READINGS

The following list will introduce you to CWILL BC members who are currently available for readings and workshops. Fees should be arranged with each member individually.

## LINDA BAILEY

Author  
2059 West 8th Avenue  
Vancouver BC V6J 1W4  
Phone: 733-2689

Books include *How come best clues are always in the garbage*, *How can I be a detective if I have to baby-sit?* Author talks and readings for grades 3 to 6.

## MAUREEN BAYLESS

Author  
4349 Osler Street  
Vancouver BC V6H 2X6  
Phone: 736-3629

Books include *Howard's house is haunted*, *Abra Kadabra*. Author talks and readings for grades K to 3.

## JOAN BUCHANAN

Author  
3672 Rainbow Drive  
Prince George BC V2M 3W1  
Phone: 563-9979

Books include *Taking care of my cold*, *Nothing else but yams for supper! It's a good thing*. Story telling and writing process workshops, all levels.

## EVIE L. BUTLER

Author  
1801 – 69 Jamieson Court  
New Westminster BC V3L 5R3  
Phone: 522-4504, 522-4488

Author of *Remember the World Fair*, *Celebrate Valentine's Day*, *Celebrate Easter*, and *Celebrate Thanksgiving*. Author talks and readings for grades K to 7.

## NORMA CHARLES

Author  
1844 Acadia  
Vancouver BC V6T 1R3  
Phone: 222-1541

Books include *See you later*, *Alligator*, *No place for a horse*, *April Fool heroes*, *Darlene's Shadow*. Author talks, readings and writing workshops for grades K to 6.

## SONIA CRADDOCK

Author  
3811 West 14 Avenue  
Vancouver BC V6R 2X1  
Phone: 224-3724

Books include *The TV war and me*, *The treasure hunt*, *We can't take Mickey*, *The secret of the cards*, *Hal-the third class hero*. Author talks, reading and writing process workshops.

BARRY DAVIS  
Author  
PO Box 430  
Quathiaski Cove BC V0P 1N0  
Phone: 285-3242

Books include *You're allowed to be happy!* Author talks and readings for grades 2 to 6.

DOWD, JOHN  
Author  
PO Box 91323  
West Vancouver BC V7V 3N9  
Phone: 657-1308

Books include *Abalone Summer, Ring of tall trees, Sea kayaking*. Author talks and readings for grades 5 to 7.

FRANCES DUNCAN  
Author  
RR # 1, Site 9 C1  
Gabriola Island BC V0R 1X0  
Phone: 247-9752

Books include *Cariboo Runaway, The toothpaste genie, Kap-Sung Ferris*. Author talks, readings and writing process for grades 4 to adult.

SARAH ELLIS  
Author  
4432 Walden Street  
Vancouver BC V5V 3S3  
Phone: 874-6272

Books include *The baby project, Next door neighbours, Putting up with Michael, Pick up sticks*. Author talks and readings for grades 4 to 7 and presentations to teacher and parent groups.

DAYLE CAMPBELL GAETZ  
Author  
1150 North Beach Road  
RR #4  
Saltspring BC V8K 1B3

Books include *Grandfather Heron finds a friend* (read aloud), *Spoiled rotten, Tell me the truth, Heather, Come back, The call of the whale*. Author talks, readings and writing workshops for grades 4 to 6.

JAMES HENEGHAN  
Author  
1132 Haro Street #601  
Vancouver BC V6E 1C9  
Phone: 684-2247

Books include *Promises to come, Blue, The case of the marmalade cat, The trail of the chocolate thief, Torn away*. Author talks, readings and writing workshops for grades 4 to 12.

GERALD HOLT  
Author  
No. 1 The Peninsula  
15273 24th Avenue  
Surrey BC V4A 2H9  
Phone: 531-1819

Books include *The ghostly tales of Mr. Tooth, Ben and Jacky — and the missing diamond, The mountain bike mystery*. Author talks, readings, writing workshops and discussions for grades 3 to 7.

CONSTANCE E. HORNE  
Author  
3542 Cardiff Place  
Victoria BC V8P 4Z4  
Phone: 592-2156

Books include *Nykola and Granny, The Jo Boy deserts and other stories* Author talks and readings for grades 4 to 7.

**NANCY HUNDAL**

Author  
1517 West 58th Avenue  
Vancouver BC V6P 1W6  
Phone: 263-5970

Books include *I heard my mother call my name*, *November boots*. Author talks and readings for grades K to 4.

**ODETTE JOHNSON**

Author  
20 – 3851 Blundell Road  
Richmond BC V6C 4P7  
Phone: 274-9520

Books include *Alligators and also alphabets*, *One prickly porcupine*, *Rainbows under the sea*. Readings and demonstrations of art work for grades K to 6.

**HEATHER KELLERHALS-  
STEWART**

Author  
Box 250  
Heriot Bay BC V0P 1H0  
Phone: 285-3570, 738-7993

Books include *She shoots, she scores*, *Muktu, the backward muskox*, *Stuck fast in yesterday*, *The whales' way*, *Skookum Sam*, *spar tree man*. Readings and occasional story telling.

**C. SAM (JAZZBONES)  
LABRECQUE**

Author, performer, songwriter  
19873 37A Avenue  
Langley BC V3A 2S8  
Phone: 530-8798, 534-5353

Books include *Worms for sale*, *How big will it be?*, *Who's afraid of Slipp Sloop*. Recordings include *Bubble gum and other yummy kids' tunes*. Music and story telling concerts and workshops for grades K to 7. Creative Writing Workshops for grades 4 to 9.

**JULIE LAWSON**

Author  
6645 East Sooke Road  
RR # 1, Sooke BC V0S 1N0  
Phone: 642-3939

Books include *White jade tiger*, *The dragon's pearl*, *Kate's castle*, *A morning to polish and keep*, *My grandfather loved the stars*. Author talks and readings for grades K to 7.

**RON LIGHTBURN**

Illustrator  
803 – 1034 Johnson Street  
Victoria BC V8V 3N7  
Phone: 382-0043

Books include *Waiting for Whales*, *I can't sleep!* Readings, drawing demonstrations, presentations and slide shows for grades 4 and up.

**MARGE LIGHTFOOT**

Author  
45242 Balmoral Avenue  
Sardis BC V2R 2L7  
Phone: 858-3088

Books include *Cartooning for kids*. Directed drawings presentation and presentation of the complete process of book illustration.

**BERNIE LUCAS**

Author  
8091 Bradley Avenue  
Burnaby BC V5J 3T9  
Phone: 433-6715

Books include *Brewster Rooster*. Author talks, reading and writing process workshops for grades K to 5.

BRUCE MCBAY  
Author  
1897 West Second Avenue  
Vancouver BC V6J 1J1  
Phone: 664-8550

Books include *Puffin Rock*, *Good-bye Carlton High*.  
Author talks and readings for upper elementary.

LYNN MANUEL  
Author  
12367 22nd Avenue  
Surrey BC V4A 5L9  
Phone: 535-7349

Books include *Mystery at Cranberry Farm*, *Mystery of the ghostly riders*, *The ghost ships that didn't belong*, *Return to Cranberry Farm*. Story telling, writing process workshops for all levels.

AINSLIE MANSON  
Author  
4768 The Highway  
West Vancouver BC V7W 1J5  
Phone: 926-3825 Fax: 926-0358

Books include *Mr. McUmphie of Caulfeild Cove*, *Alexander Mackenzie*, *Simon Fraser*, *A dog came, too*, *Just like new*. Author talks, workshops and readings for grades K to 8

JENNIFER ANNE MITTON  
Author  
108 - 1922 West 7th Avenue  
Vancouver BC V6J 1T1  
Phone: 739-2808

Books include *Fadimater*, *Bonjour minuit*. Readings for grades 10 and up. Writing workshops for grades 4 and up.

NICOLA MORGAN  
Author, Illustrator  
1040 Aubeneau Crescent  
West Vancouver BC V7T 1T5  
Phone: 926-0859 Fax: 926-0853

Author and illustrator of *A pride of lions*, *Temper*, *temper*, *Louis and the night sky*, *Once in a blue moon*. Presentations and readings for grades K to 7 and writing and illustration workshops for grade 3.

KIT PEARSON  
Author  
3888 West 15th Avenue  
Vancouver BC V6R 2Z9  
Phone: 224-3260 Fax: 224-3261

Books include *The daring game*, *A handful of time*, *The sky is falling*, *Looking at the moon*, *The lights go on again*. Author talks and readings for grades 4 to 7 and adults.

MARY RAZZELL  
Author  
3993 West 36th Avenue  
Vancouver BC V6N 2S7  
Phone: 263-7260

Books include *Snow apples*, *The secret code of DNA*, *Salmonberry wine*, *Night fires*. Readings.

SANDRA RICHMOND  
Author  
1965 - 26th Street  
West Vancouver BC V7V 4K3  
Phone & Fax: 926-8786

Books include *Wheels for walking*. Talks about accessibility and acceptance of the disabled in society. Author talks and readings for grades 5 to 12.

**GINNY RUSSELL**

Author  
226 – 4955 River Road  
Delta BC V4K 4V9  
Phone: 940-1164

Books include *Voices on the bay*. Author talks and readings for grades 4 to 8.

**MARGRIET RUURS**

Author  
R3 Noble Road  
Armstrong BC V0E 1B0  
Phone: 546-2900

Books include *On the write track*, *Fireweed*, *Big little dog*. Author talks, readings, workshops on story writing and poetry for grades K to adult.

**GAIL RYBAR**

Author  
8105 Camino Drive  
Whistler BC V0N 1B8  
Phone: 932-6643

Author of *Danny's run*. Author talks and readings for grades 5 to 10.

**JUDITH SALTMAN**

Author  
3673 West Third Avenue  
Vancouver BC V6R 1M1  
Phone: 737-7257, 228-4448

Books include *Goldie and the sea*, *The new republic of childhood*, *Critical guide to Canadian children's literature in English* (with Sheila Egoff), *Modern Canadian children's books*, *The Riverside anthology of children's literature*. Readings for grades K to 3, and workshops on children's books for adults

**ELLEN SCHWARTZ**

Author  
6637 Emmerson Street  
Burnaby BC V5E 1W5  
Phone: 435-3108

Author of *Starshine*, *Born a woman*, *Dusty*. Author talks and readings for grades 4 to 12.

**JOAN SKOGAN**

Author  
488 East 41st Avenue  
Vancouver BC V5W 1P2  
Phone: 325-6645, 737-7229

Books include *The princess and the sea bear and other Tsimshian stories*, *Grey cat at sea*, *Voyages at sea with strangers*, *Skeena: a river remembered*. Author talks and readings for grades K to 12.

**HEATHER SMITH SISKA**

Author, editor  
1076 Davie Street  
Victoria BC V8S 4E3  
Phone: 598-1224

Author of *The Haida and the Inuit*, *People of the ice: how the Inuit lived*, *We are the Shuswap*, *Exploring the Yukon's past*, *People of the seasons*, *Substance abuse prevention, primary: teacher resource book*. Classroom or community presentations for children or adults.

**TERRY STAFFORD**

Author, Illustrator  
Box 438  
Fort Langley BC V0X 1J0  
Phone: 888-2766

Books include *Amie*, *Amie and Anika*, *Matt and Jennie in old Vancouver* and *Fort Langley, an historical activity book*. Illustrator of *Fiona and the prince of wheels*. Author talks and workshops.

**SHIRLEY STERLING**

Author  
100 – 2365 West Fifth  
Vancouver BC V6K 1S6  
Phone: 733-5893

Books include *My name is Seepeetza*. Readings, storytelling, writing process workshops, all levels.

**DIANE SWANSON**

Author  
4387 Torrington Place  
Victoria BC V8N 4T3  
Phone: 477-9398

Books include *Squirts and snails and skinny green tales*, *Seashore nature activities for kids*, *Why seals blow their noses: Canadian wildlife in fact and fiction*, *A toothy tongue and one long foot: nature activities for kids*. Author talks and presentations for grades 2 to 6.

**FLORIDA ANN TOWN**

Author  
1242 Ricard Place  
Port Coquitlam BC V3C 5H3  
Phone: 942-9822 Fax: 942-6048

Books published *Alexander Graham Bell*, *Simon Fraser: a voyage of discovery* (co-authored with Liz Allen). Peer editing workshops for grades 5 and up.

**DEBORAH TURNEY ZAGWYN**

Author, illustrator  
Box 472  
Harrison Hot Springs BC  
V0M 1K0  
Phone: 796-9779 Fax: 796-9689

Illustrator of *A winter's yarn*. Author and illustrator of *Mood pocket*, *Mud bucket and the pumpkin blanket*, *The pumpkin blanket*. Discussions and slide presentations for grades 1 to college level. Readings to grade 4.

**KATHLEEN COOK WALDRON**

Author  
Box 1143  
100 Mile House BC V0K 2E0  
Phone: 395-5140

Author of *A winter's yarn*. Author talks and readings with slide show for grades K to 6.

**BETTY WATERTON**

Author  
10135 Tsaykum Road  
Sidney BC V8L 3R9  
Phone: 656-5045

Books include *The dog who stopped the war*, *Morris Rumpel and the wings of Icarus*, *Mustard, Orff, 27 dragons (and a snarkel!)*, *Petranella*, *Plain noodles*, *Quincy Rumpel*, *Quincy Rumpel and the Sasquatch of Phantom Cove*, *Quincy Rumpel and the woolly chaps*, *Quincy Rumpel, P.I.*, *A salmon for Simon* and *Starring Quincy Rumpel*. Author talks and readings for grades K to 6.

**IRENE N. WATTS**

Author  
217 – 14834 North Bluff Road  
White Rock BC V4B 3E3  
Phone: 536-8668

Books and plays include *Making stories*, *Just a minute* [Plays with multicultural themes], *Tales from Tolstoy*, *The paperbag princess and other stories* [Stage adaptations], *Beyond belief* [a collage of the supernatural for high schools], *A chain of words*, [Japanese folk plays]. Story telling, creative writing, drama K-7. Play building, dialogue, drama, acting and story telling Grade 7 to 12. Readings for all ages.



# GRAND CONVERSATIONS: COOPERATIVE GROUPS AND THE READING PROCESS

by **NORMA CHARLES**, teacher-librarian,  
Henderson Annex, SD#39 (Vancouver).

This is a strategy using Cooperative Learning groups to study literature. The unit, cooperatively planned and taught by classroom teachers and the teacher-librarian, has been used at the early intermediate level (grades 4 to 7).

Since the students are familiar with Cooperative Learning as a teaching-learning strategy, and seem to derive pleasure from and ownership of group activities, using Cooperative Learning as a technique for studying literature seems like a natural step. The positive results of using this strategy are: (1) the honing of student leadership skills, (2) the opportunity for the more reticent students to participate and lead discussions, (3) a greater feeling of student "ownership" of the activity, and finally, (4) an enormously increased enthusiasm and appreciation for the literature both by students and by teachers.

## **METHOD:**

- A theme is identified by the classroom teacher and the teacher-librarian (e.g., Mysteries, Survival, Time Travel, Journeys).
- Novels with this theme are chosen for appropriate reading level of the students. It's a good idea to include some very easy as well as more challenging titles. Multiple copies of these titles are copied (5 copies of each title).
- The idea of using literature to promote discussion is introduced in the class. A short story (or several) is read to the class and the teacher models how questions are developed using Bloom's Taxonomy of Higher Level Learning.
- The class is divided by the teacher into cooperative homogeneous reading groups of four students per group.
- After a class review of the "rules" of Cooperative Learning groups, all the novels are introduced by a short booktalk given by the teacher-librarian.
- The students, using their cooperative decision-making skills, make a group decision about which title to choose. The choices can be directed by the teacher. The students are given the books which they "sign out" of the library or Language Arts Resources box.
- Each group then divides the chosen novel into approximately eight equal parts so each student is "responsible" for two parts. "Parts" can be chapters or pages.

Each group fills out a Group Planning Sheet (a copy of which follows) which identifies who will be responsible for conducting the group discussion and who will be the recorder each day. The teacher outlines for the students eight days, not necessarily consecutive, when they will meet for their "Grand Conversations."

- The students are given a few days to read their novels.

- Each member of the group is responsible for leading the group for two 20-30 minute discussions about his/her specific sections of the novel. As homework in preparation for leading one of these discussions, the student writes 10-15 questions about the section, using Bloom's Taxonomy as previously modeled by the teacher.
- The class meets in groups for the "Grand Conversations" which are monitored by the teacher and the teacher-librarian. During the discussions, the recorder records the group's responses to the leader's queries, in note form. Then he/she writes the answers based on the notes, and hands them in to the teacher to be marked. The leader also hands in the questions to be marked.

Each student is responsible for having read the whole book carefully and discussing it knowledgeably during the "Grand Conversations."

- At the end of each discussion period, the group members evaluate their leader and their own participation, using the evaluation form which follows.
- The teacher and the teacher-librarian give an oral group evaluation at the end of each session.

## EVALUATION

Student evaluation is based on the following aspects of the unit experience:

- speaking and listening in the group discussions, as a group leader and as a participant;
- peer evaluation and self-evaluation;
- written questions and answers;
- the culminating activity; and
- the student's learning log.

### Hints for evaluation:

- Have students hand in their work in folders.
- When planning the sessions don't have the student acting as recorder on the day before he/she has to prepare to be the leader. The workload would be too heavy.
- The teacher and teacher-librarian should have at least skimmed the novels so they can also participate in the discussions as they circulate.

# GRAND CONVERSATIONS

## GROUP PLANNING SHEET

NOVEL TITLE: \_\_\_\_\_

**Date**

1. \_\_\_\_\_ Leader: \_\_\_\_\_ p. \_\_\_\_\_  
Recorder: \_\_\_\_\_
2. \_\_\_\_\_ Leader: \_\_\_\_\_ p. \_\_\_\_\_  
Recorder: \_\_\_\_\_
3. \_\_\_\_\_ Leader: \_\_\_\_\_ p. \_\_\_\_\_  
Recorder: \_\_\_\_\_
4. \_\_\_\_\_ Leader: \_\_\_\_\_ p. \_\_\_\_\_  
Recorder: \_\_\_\_\_
5. \_\_\_\_\_ Leader: \_\_\_\_\_ p. \_\_\_\_\_  
Recorder: \_\_\_\_\_
6. \_\_\_\_\_ Leader: \_\_\_\_\_ p. \_\_\_\_\_  
Recorder: \_\_\_\_\_
7. \_\_\_\_\_ Leader: \_\_\_\_\_ p. \_\_\_\_\_  
Recorder: \_\_\_\_\_
8. \_\_\_\_\_ Leader: \_\_\_\_\_ p. \_\_\_\_\_  
Recorder: \_\_\_\_\_



GROUP NOVEL  
READING REVIEW  
EVALUATION

Div: 1  
Date: Oct. 16/91  
Name: Anson Chan  
Title: Crabbe  
Author: Williama Bell

Favourite Parts: My favourite parts were the discussions themselves, not the finished copies or theater. This is the part where you really learn something

I Liked: One of the things I also enjoyed were the readers theatre. There were fun to do and watch. I don't know why, but I like to work on group projects like this. What I didn't like was having to do the finished copies. I'll elaborate on that later.

I Learned: I learned to help other people in this group activity. There was a member of our group that didn't quite understand the concepts, and we enjoyed helping him understand.

What I would change: I would certainly not like more finished copies  
What I wouldn't change: I don't know. Most everything was fine with me.

GROUP NOVEL  
READING REVIEW  
EVALUATION

Div: 1  
Date: Nov. 1/91  
Name: Alicia  
Title: The Bear  
Author: James Oliver Curwood

Favourite Parts:

Discussing questions, reading the book,  
the Reader's Theater

I Liked:

I like discussing the questions  
because then I would know what  
other people think and other people  
would know what I think.

I liked reading the book because  
I saw the Bear movie and the  
book was describing more about some scene

I liked the Reader's Theater because I  
get to act and I could find out what the other g.  
read about the novel is about.

I Learned:

I learned to get along with  
others that I don't know that  
well.

What I would change:

I would change the order of the leaders.

What I wouldn't change:

I wouldn't want to change how the group worked together.

(Evaluation to be completed at the end of each session.)

## GRAND CONVERSATIONS

### GROUP EVALUATION

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

Novel: \_\_\_\_\_

Pages: \_\_\_\_\_

#### LEADER EVALUATION:

Questions well-prepared \_\_\_\_\_

encouraged equal participation \_\_\_\_\_

Encouraged on-task behaviour \_\_\_\_\_

Asked additional interesting questions \_\_\_\_\_

Good pacing so that all questions were answered \_\_\_\_\_

Total 25

#### GROUP EVALUATION:

10

#### TEACHER EVALUATION:

10



(Unit evaluation to be completed at the end of the unit.)

# TAKING STOCK

If I were running  
these sessions ...

I LIKED

and I ...

A problem  
I had which  
was solved ...

I DIDN'T LIKE...

I'll be able to follow up this  
session with ...

## FOR NEXT TIME...

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

# COMMUNICATION: A UNIT FOR GRADE 5 STUDENTS

by **DEBERAH GALLAGHER**, teacher-librarian, Lord Kitchener Elementary, and  
**LEONA RILEY**, ELC teacher, Norquay Elementary, SD#39 (Vancouver)

**PURPOSE:** To teach Communication as a Science unit, using a variety of library resources for information.

## FORMAT

- The library was divided into eight stations. The classroom teacher and the teacher-librarian each managed, supervised, and evaluated four of the stations.
- The students had two 40 minute periods in each station, and then they had to move on to the next one. One or two "catch-up" periods were allowed at the end of the unit.
- Students work in pairs at each station. They are free to discuss ideas and assist each other but must respond individually.
- Each student has a copy of each station's worksheet, which has spaces for the student to record answers as well as a space for the student to write his or her name.

**TIME FRAME:** This unit required 18 to 20 periods in the library, or about 6 weeks.

## MATERIALS REQUIRED

\*\* All students require a folder or some kind of binder for this unit.

### Station 1

- CD-ROM *Information Finder (World Book Encyclopedia)*.
- *World Book Encyclopedia*, 1993 edition.

### Station 2

- September 1983 issue of *National Geographic*.
- *Children's Magazine Guide*.

\*\* Part B will need to be revised each year to remain current with the *Children's Magazine Guide*.

### Station 3

- two library books listed on the worksheet: *Television and Video* by Manuel Alvarado, and *Television and Video* by Ian Graham.
- lined paper for the Glossary.

### Station 4

- plain white paper.
- various library books on the subject of communication.
- a sample title page.

### Station 5

- 4 or 5 books on cryptology or secret codes.
- lined paper.

### Station 6

- *Expectations* (free Braille book).
- video, *The Beginning American Sign Language Videocourse: Introducing the Bravo Family*.
- 4 or 5 library books on sign language.
- a teacher or other resource person who is associated with the hearing-impaired will enrich this station.

### Station 7

- daily newspapers.

### Station 8

- library books on the subject of signs and symbols (these should be left on the shelves for students to locate themselves).
- large, plain white paper.

## STATIONS

[Editor's note: The following student direction sheets have some of the work spaces provided for students deleted in order to compress the unit for publication. Only short work spaces and those with special formatting features are included in this article. In other instances, the number of answer lines provided is indicated within square brackets.]

### STATION 1 — FAX

"Fax it to me!" has become a common expression in the business world today. In this station, you will explore what Fax is and what it means.

#### **PART A — CD-ROM, INFORMATION FINDER**

1. To search for the word "FAX," follow the step-by-step instruction sheet, "To Access *Information Finder*." This sheet is located to the left of the computer.
2. You will need to print a copy of this article. Follow the instructions headed "To Print Your Information," also found to the left of the computer.
3. Now print a second copy so that you both have one.
4. Staple your FAX article to this worksheet.
5. With a pencil and a ruler, underline the **key words** in your FAX article.
6. Go back to the computer and read the notices on green cardboard. do you understand them? Discuss what the notices say and mean together.
7. If you have time, go back to the CD-ROM and search for information on a topic of interest to you.

\*\* Use the ESC key to start each new search.

## PART B — WORLD BOOK ENCYCLOPEDIA

1. Find *World Book Encyclopedia*, 1993 edition. How many volumes are there? \_\_\_\_\_ What is the last volume called? \_\_\_\_\_.
2. Look at the Index for a few minutes. How can the Index be useful? [2 lines]
3. Look up FAX in the encyclopedia. It tells you to "See \_\_\_\_\_."
4. Read this article together. Locate the paragraph that describes how to send a document using a FAX machine. Using a step-by-step approach, describe this process below. [10 lines]
5. At the end of this article, you are told to "See also \_\_\_\_\_ ." Look this up as well.
6. Read this article together. Tell how telephoto differs from FAX. [2 lines]
7. Please put all the volumes back where they belong. Thank you!

## STATION 2 — SATELLITES AND TELEVISION

In this station, you will learn how to use **magazines** for information. In order to locate information in magazines, you need to use a **guide** or an **index**.

### PART A — SATELLITES

Information on satellites can be found in the *National Geographic* magazine, but we have these magazines going back to 1961. Locate the Index to this magazine to the left of where they are kept.

1. First, discuss together what a satellite **is**. Check the dictionary if you're not sure.
2. Look up "Satellites" in the Index. You will find all the articles on this subject listed below it.
3. Find the article called "Satellites That Serve Us."  
— Who wrote it? \_\_\_\_\_  
— What month and year? \_\_\_\_\_ What pages? \_\_\_\_\_
4. Find this magazine and the article.
5. Skim the article, look at the pictures and their captions, and list 10 ways that satellites serve us today. [10 lines]
6. Put the magazine and the Index back where you found them.



### **STATION 3 — TELEVISION AND VIDEO**

Television and video are probably the most common methods of communication used today.

In this station you will learn how to use the **Index** and **Table of Contents** of a book to locate information.

1. Find these two books in the Book Catalogue and record their call numbers.  
— *Television and Video*, by Manuel Alvarado (Call number: \_\_\_\_\_)  
— *Television and Video*, by Ian Graham (Call number: \_\_\_\_\_)  
[Editor's note: Vancouver elementary schools have a book catalogue generated by a central computer cataloguing system.]
2. Take these two books to a table after finding them in the library.
3. Find the **Contents** page in each of these books. What is the purpose of this page? [2 lines]
4. Find the **Index** in each of these books. How is an Index useful? [3 lines]
5. A glossary is a special dictionary of words on a certain topic. Now you will make up your own glossary of terms important to the topic of television and video.

Do this glossary on the lined paper provided, and include the following words. (\*\*Remember to put the words in alphabetical order!) Use the Indexes in both books to make up the definitions.

serial  
camcorder  
drama  
current affairs  
laser disc  
VHS  
soap opera

series  
carrier wave  
satellite  
documentary  
fibre optic cable  
transmitter  
viewfinder

### **STATION 4 — TITLE PAGE**

At this station, you will make a title page for this unit.

1. Look at the sample title page on the bulletin board in the library. Notice the format.
2. Using the plain paper provided, design your own title page. The books at this station should provide you with illustration ideas.

3. Remember to include:
  - a ruler-drawn border.
  - the title, Communication, in easily-read letters.
  - an illustration which is coloured.
  - in the bottom right-hand corner, your full name, division, subject name, and teacher(s) name(s).

\*\* This title page should be your **neatest** and **best** work.

## **STATION 5 — CRYPTOLOGY:**

### **COMMUNICATION USING CIPHERS AND CODES**

Knowing how to communicate using a **secret code** can be very useful. Secret codes are often used during war time to communicate messages that the enemy must not know.

In this station, you are going to use a code to make up a message that is no more than 25 words long. You will then give the message to someone in your group to decipher. (Each person can only decipher **one** message.

1. Write the message in English first. [5 lines]
2. Now write the message using **cryptology**. Get your ideas from the books at this station. [6 lines]
3. Write the name of the person in your group who **has agreed** to decipher your message.  
Name: \_\_\_\_\_
4. On a separate piece of lined paper, first write the **formula** or **key** to your secret code. Then write the message in secret code (like #2 above) and give it to the person in your group to decipher underneath. Give both papers to the teacher.

## **STATION 6 — HOW THE IMPAIRED COMMUNICATE**

### **PART A — THE VISUALLY IMPAIRED**

People who are visually impaired can communicate the written word with a special language called **Braille**.

Look at the book, *Expectations*, to appreciate this language.

## PART B — THE HEARING IMPAIRED

People who are hearing impaired communicate in several ways. If they are not totally deaf, they may have a hearing aid. They may know how to lip-read, but to do this the person talking must be facing them so they can see the lips clearly. They may also use **sign language** to communicate. Sign language can involve three things:

1. spelling out the words letter-by-letter.
2. using signs that represent whole words.
3. making up signs to represent whole words, like people's names.

### 1. Video

Now you are going to watch a video called *The Beginning American Sign Language Videocourse: Introducing the Bravo Family*. This is a video for deaf children to learn new vocabulary. It is narrated by a deaf actor named Billy Seago. While you are watching, **do your best** to memorize the signs that Billy teaches, and answer the following questions.

1. What does ASL stand for? \_\_\_\_\_
2. Besides the hands, what other part of a deaf person's body is used to communicate?  
\_\_\_\_\_
3. Name 4 ways a deaf person communicates that they want you to pay attention: [4 spaces]
4. Name 2 ways a deaf person communicates a yes or no question: [2 spaces]
5. Name 2 ways a deaf person communicates a "wh" question: [2 spaces]
6. Do you find it easy to remember the words? \_\_\_\_\_ What helps? [1 line]
7. Words that have to do with feminine things are placed around the \_\_\_\_\_.  
Words that have to do with masculine things are placed around the \_\_\_\_\_.

### 2. Now it's your turn!

1. Using the books at this centre, learn how to spell out your first name using sign language. (Reminder: which hand do you use?)
2. "Sign" your name to someone in your group to practise.
3. Now "sign" your name to a teacher. \_\_\_\_\_ (Teacher's initials)
4. If you were hearing impaired, what might be 3 problems or difficulties you would experience? [3 lines]
5. At the end of this communications unit you will get a chance to interview a former teacher of hearing-impaired students. Use the rest of this space to write down any questions you might want to ask her. [half a page]

## STATION 7 — THE NEWSPAPER

The word news probably originated from the fact that news comes from many directions:

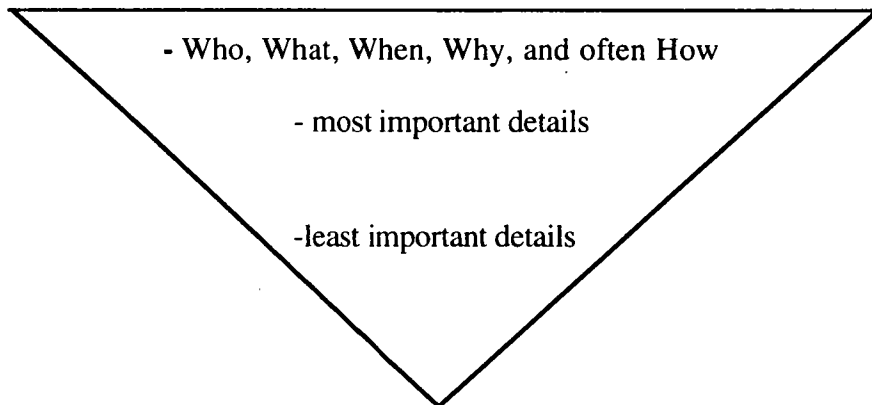
N — North  
E — East  
W — West  
S — South

The dictionary defines news as "information of a recent event, development, etc., especially as reported in a newspaper...." Our newspapers report things that interest the majority of community members.

### **PART A — NEWS WRITING STYLE**

A news story is organized so that the reader can read and know the most important facts first. The lead into the story usually reports the 5 W's and H (who, what, when, where, why, and sometimes how).

Details to the story are added in the following paragraphs, usually in order of most important to least important. This is called the inverted pyramid style of writing. This style makes it possible for the story to be cut at any length and it will still make sense.



#### Let's Practise

1. Select a fairy tale that you know. (Call number: 398.2)
2. On paper provided at this station, write it in the inverted pyramid style as a news story.

## PART B — LET'S EXAMINE THE NEWSPAPER

1. Find the Index. The Index is on page \_\_\_\_\_. According to the Index, what kind of information is contained in this newspaper? [4 lines]
2. Examine the front page of the newspaper. Fill in the blanks below.
  - name of the newspaper: \_\_\_\_\_
  - its volume number and issue number: \_\_\_\_\_
  - how many years it has been publishing: \_\_\_\_\_
  - the date today: \_\_\_\_\_
  - today's headline: \_\_\_\_\_
  - other information: [2 lines]
3. News stories generally report the **facts**. The Editorial page features **opinions** about issues, by the editor and by readers who have written or sent a FAX to the newspaper. Turn to the editorial page. Select one letter to the editor. Read it carefully. The topic is: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Look for signal words like: "I think ...," "In my opinion...," "I agree...," "I disagree...."  
Tell what the writer's opinion is on the topic of his or her letter. [4 lines]
4. Advertising is an important part of the newspaper. Sellers can tell the reader about their products. Buyers can get information about products, and can be alerted to sales. The newspaper earns money by printing advertisements for sellers. See how many different kinds of advertisements are in your copy of the newspaper.  
  
You want to sell your \_\_\_\_\_ to the public. Write an advertisement for it. You may include an illustration as well as words. [blank space approximately 1/3 of a page long]
5. When you have completed your work, you may enjoy the comic section.

## STATION 8 — PICTURE SIGNS AND SYMBOLS

At this station, you will learn about signs and symbols that mean the same thing everywhere in the world.

Find this topic in the Book Catalogue. Write down the call numbers and titles of the books on signs and symbols:

	<b>Titles</b>	<b>Call Numbers</b>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

Find the books above on the library shelves and bring them to your station. Scan these books for examples. Draw an example for each category. Tell what the symbol means.

1. The flag of a country	2. A map symbol
3. The sign of the cross (X of +)	4. A sign with a hand on it
5. A sign that means PEACE	6. Indian sign language
7. An Olympics event	8. An airport sign
9. A highway sign	10. An ecology sign

Now it's time to make an original picture sign. The Vancouver Aquarium needs signs to point the way to the various exhibits. Many visitors to the Aquarium do not understand English. Using a large piece of paper supplied at your station, create picture signs that indicate the way to **one** of the following exhibits:

Shark tank  
 Amazon gallery  
 Killer whale pool  
 Beluga whale pool  
 Octopus tank

**EVALUATION SHEET**

**COMMUNICATION UNIT**

NAME: \_\_\_\_\_  
 DIVISION: \_\_\_\_\_

STATION	SELF-EVALUATION	TEACHER'S INITIALS
<u>Station 1 — FAX</u> (Skill: Using the CD-ROM and the encyclopedia)		
<u>Station 2 — Satellites &amp; Television</u> (Skill: Using the Magazine Index)		
<u>Station 3 — Television &amp; Video</u> (Skill: Using Table of Contents and Index)		
<u>Station 4 — Title Page</u> (Skill: How to make a Title Page)		
<u>Station 5 — Cryptology</u> (Skill: Using books for ideas)		
<u>Station 6 — How the Impaired Communicate</u> (Skill: Using Visual Media for information)		
<u>Station 7 — Newspaper</u> (Skill: How the Newspaper communicates)		
<u>Station 8 — Signs &amp; Symbols</u> (Skill: How Signs & Symbols communicate)		

TEACHER'S COMMENTS:

PARENT'S SIGNATURE: \_\_\_\_\_

## 1994 YOUNG READER'S CHOICE AWARD

*Shiloh* by Phyllis Reynolds Naylor (Atheneum, 1991) has been selected as the 1994 Young Reader's Choice Award winner. Children in five Northwestern states: Alaska, Idaho, Montana, Oregon, and Washington, and two Canadian provinces: British Columbia and Alberta, have chosen Naylor's Newbery Award winning book as their favorite from a ballot of twelve titles. Nearly 72,000 students participated.

*Shiloh* is the story of eleven-year-old Marty who rescues a mistreated dog and discovers the joys and sorrows of keeping a secret pet. Marty becomes tangled in a web of lies while becoming more attached to the dog he names Shiloh. When Marty's father learns his secret he insists they return the dog even though he knows Shiloh will be abused again by his cruel owner. It's hard for Marty to come to grips with the fine line between what is right and what is wrong. This moving story won the Newbery Award in 1991 and obviously touched a nerve with the young readers in the Northwest.

A close second to *Shiloh* was *Jeremy Thatcher, Dragon Hatcher* by Bruce Coville (Harcourt). The third favorite book, *Cages*, is by Washington State author Peg Kehret.

The Young Reader's Choice Senior Division winner (grades nine through twelve) is *Wolf by the Ears* by Ann Rinaldi (Scholastic, 1990). This historical novel is about Harriet Hemmings who lived comfortably in the protected environment of Thomas Jefferson's Monticello estate. No one calls her a slave or mulatto. In fact, many think Harriet may be Jefferson's daughter. Promised her freedom when she turns twenty-one, Harriet cannot understand why her mother and others are so insistent about her leaving. Written in diary form, this portrayal of life and love during America's early days will continue to be a favorite book. Other Senior division titles receiving many notes are *Nothing But the Truth* by Avi (Orchard) and *Black Unicorn* by Tanith Lee (Atheneum).

The Young Reader's Choice award is sponsored by the Pacific Northwest Library Association and has been given since 1940. The 1995 ballot can be obtained by sending a stamped, self-addressed envelope to YRCA, Graduate School of Library and Information Science, FM-30, University of Washington, Seattle, WA 98195 OR to Bette Ammon, YRCA Chair, Missoula Public Library, 301 E. Main, Missoula MT 59802, tel: (406) 721-2665. If your students wish to participate and need more information, the British Columbia representative is Linda Lines, Vancouver Public Library/West Point Grey Branch, 4480 West 10th Avenue, Vancouver, BC V6R 2H9.

# 1995 YOUNG READER'S CHOICE AWARD BALLOT

## FOURTH THROUGH EIGHTH GRADE DIVISION

Avi	<i>Who was That Masked Man, Anyway?</i>	Orchard/Avon
Barron, T.A.	<i>The Ancient One</i>	Philomel
Dorris, Michael	<i>Morning Girl</i>	Hyperion/Little
Ellis, Sarah	<i>Pick-up Sticks</i>	M.K. McElderry/Puffin
Hendes, Kevin	<i>Words of Stone</i>	Greenwillow/Puffin
Howe, James	<i>Return to Howliday Inn</i>	Atheneum/Avon
Kehret, Peg	<i>Terror at the Zoo</i>	Cobblehill/Minstrel
Lowry, Lois	<i>Aitaboy, Sam!</i>	Houghton Mifflin/Dell
Namioka, Lensey	<i>Yang the Youngest and His Terrible Ear</i>	Joy Street Books/Dell
Peterson, P. J.	<i>Liars</i>	Simon & Schuster
Service, Pamela	<i>Weirdos of the Universe, Unite!</i>	Atheneum/Fawcett
Skurzynski, Gloria	<i>Good-bye, Billy Radish</i>	Bradbury

## SENIOR DIVISION

Duncan, Lois	<i>Who Killed My Daughter?</i>	Delacorte/Dell
Gould, Stephen	<i>Jumper</i>	TOR/TOR
Lipsyte, Robert	<i>Chemo Kid</i>	HarperCollins/Harper
Temple, Frances	<i>Taste of salt: a story of modern Haiti</i>	Orchard/HarperTrophy
Wallace, Bill	<i>Buffalo Gal</i>	Holiday/Pocket Books

# FABLES BY FAX: A JAPANESE MANAGEMENT TALE FOR YOUR ENJOYMENT

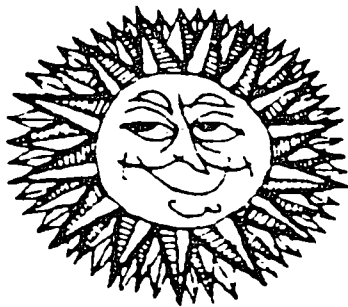
The School district number has been blocked out to protect the guilty! Fill in your school district number!

Once upon a time a Japanese school district and School District # [REDACTED] decided to have a boat race on the Fraser River. Both teams practised hard and long to reach their peak performance. On the big day of the race, the Japanese won by a mile.

Afterwards, the School District # [REDACTED] team became very discouraged and morale sagged. School District # [REDACTED] management decided the reason for this crushing defeat had to be found, so a School District # [REDACTED] management team was formed. They would investigate and recommend appropriate action.

Their conclusion: the Japanese school district team had eight people rowing and one person steering while the School District # [REDACTED] team had one person rowing and eight people steering. So School District # [REDACTED] management hired an American Efficiency Consulting Company and paid them incredible amounts of money. They advised that too many people are steering and not enough people are rowing. To prevent losing to the Japanese again the next year, the rowing team's management structure was totally reorganized to: four steering supervisors, three area steering supervisors and one assistant superintendent steering manager. They also implemented a "new performance system" that would give the one person rowing the boat greater incentive to work harder. It was called the "Rowing team first" program, with meetings and dinners and free pens for the rower. "We must give the rower Empowerment and Enrichment through this Quality First Program."

The next year, the Japanese won by two miles! Humiliated, the School District # [REDACTED] management laid off the rower for poor performance, halted development of the new boat, sold the paddles and cancelled all capital investment for new equipment. They the gave a "High Performance" award to the steering managers and distributed the money saved as bonuses to the senior executives.



## NEWS RELEASE

April 8, 1994

The Association for Teacher-Librarianship in Canada (ATLC) is pleased to announce the availability of two travel grants to support attendance at its next conference, to be held in St. John's, Newfoundland, October 13-15, 1994.

### THE CHANCELLOR GROUP CONFERENCE GRANT PROGRAM

provides these awards of \$250.00 each to assist younger teacher-librarians (under 35) to attend this national event. The impetus for this program was a substantial donation by Dr. Ken Haycock, to honour the founding members of the Association.

Grant Applications should be directed to: Angela Thacker, Past-President, Association for Teacher-Librarianship in Canada (ATLC), 2561 Western Avenue, North Vancouver, BC V7N 3L2 Tel: 604 987-4734 Fax: 604 986-3018

## CHANGE IS ON THE WAY—HELP!

The staff at Templeton Secondary School has voted to restructure the school day in September 1994 with a 2 by 8 timetable. Each day will consist of four 80 minute periods instead of the current five minute periods per day.

How to handle this change? That is the BIG question!. As we ponder the changes we will need to make in our programs in the library-resource center we would appreciate hearing how this new format has affected research programs and leisure reading in schools that have embarked on this new course.

Ruth Allman, Jim Clark Templeton Secondary  
SD#39 (Vancouver) Phone 255-9344  
FAX 255-1021

## *MEDIEVAL WOMEN UNIT*

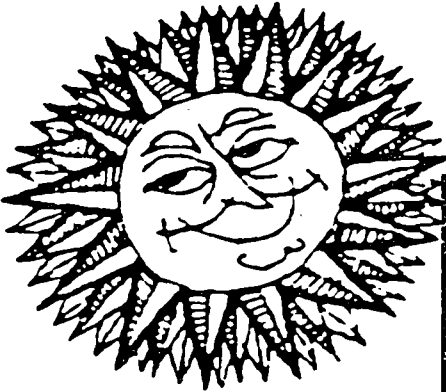
The following Legal Rights Spread Sheet was inadvertently omitted from the March issue of *The Bookmark*. We are including it here because it is essential to the unit and accompanies Activity Nine. We apologize for any inconvenience we may have caused.



## HOT: NOTETAKING TIP FOR STUDENTS

- First — Read the information.
- Then — Read the information a second time and make your notes.

This will help you see what is important.



### CD-ROM ALERT

CD-ROM is a hot format, but the information available on CD is not always all that hot! *North American Indians* produced by Quanta Press and distributed by Image Media is just such a CD-ROM. Based upon the description in the Image Media catalogue this program looked to be very good. We purchased it thinking it would be very useful and what a surprise it was to find out that it was not suitable for our students.

Some quick impressions of the *North American Indians* submitted by Ann Doyle of the UBC Library and a member of the BCLA First Nation's Interest Group included the following. "In my opinion, it is a vanity press product. It is in large part, derived from historical texts that communicate the various biases and misinformation of the day, and in part from sources whose reliability I question. It has little Canadian content and less B.C. content. It is racist, ponderous and self-indulgent. I do not recommend it for a university or college library, nor a public library and certainly not for any children."

We are returning our copy of *North American Indians* to Image Media and the staff at Image Media assured us that this CD-ROM has been withdrawn from the catalogue.

Jo-Anne Naslund  
Education Library



REGULAR FEATURES

## PROVINCIAL SPECIALIST ASSOCIATIONS 1993-94

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

Enclose your cheque or money order, made payable to the B.C. Teachers' Federation. DO NOT MAIL CASH.  
Print your name, address, etc., below. Check the appropriate association(s).

BCTF membership:  Active  Associate  Affiliate

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

Surname \_\_\_\_\_

Given Name(s) \_\_\_\_\_

Former Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Postal code \_\_\_\_\_

Home telephone \_\_\_\_\_ School district number \_\_\_\_\_

School telephone \_\_\_\_\_ Work telephone \_\_\_\_\_

*(if different from school)*

Name and address of school/institution/business \_\_\_\_\_

### PSA MEMBERSHIP

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

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

#### NON-BCTF MEMBERS

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

#### NON-BCTF MEMBERS

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

#### NON-BCTF MEMBERS

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

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

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

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



**ANSWER:** This is a hot topic! The information highway is getting a lot of ink, and educators are right in there.

This is a classic case of change being mandated from above. There are some philosophical questions which you must recognize, if not answer, as you get into this project.

Why should teachers get into on-line information sources? Teachers need to know how this activity can enhance their teaching and students' learning, before they will take the time to learn the ropes. For this you will need a network of teachers and teacher-librarians who are using telecommunications, to provide suggestions for on-line activities and sources which have proved useful. Ask around your district to find out who is using telecommunications. Identify specific curricular goals which can be met using telecommunications.

What level of involvement will satisfy your administrator? We know from experience that cooperative programme planning and teaching is more likely to be implemented successfully if the administrator is a fully involved partner in the process. From this precedent it is safe to assume that the administrator will have to take a more active part in this staff development activity than just handing it to the teacher-librarian. You might meet with the administrator to set up a plan for implementation together.

How will students be involved? There are security questions that need to be addressed, with potential costs assessed.

What in-service training will you, the teacher-librarian, need? If you are to take on this new role, adequate training must be provided.

BCTLA publication *Implementing Change* is just as relevant to this change as to any other in the educational community (available from BCTF Lesson Aids). You need to be particularly aware of the "Stages of Concern" section (pp. 41-50) and the "Levels of Use" section (pp. 51-61). At what level are teachers now? You will probably have to take into account vastly different levels of interest and experience, and plan staff development activities accordingly. In fact you may have to work with teachers one-on-one.

Finally, some practical suggestions. Try starting a newsletter with hot items available on-line. Identify one or two willing bel-wethers to work with first. Be



by **BARBARA SMITH**, teacher-librarian, Larson Elementary School, SD#44 (North Vancouver) and **JIM HOLGATE**, teacher-librarian, A. H. P. Matthew Elementary School, SD#36 (Surrey).

## CD-ROM IN A BIBLIOGRAPHY

**QUESTION:** How should I cite a CD-ROM information source in a bibliography?

**ANSWER:** The editors of *The Bookmark* recommend using the style guide published by the American Psychological Association (APA). Their style guide gives citations for new formats, but not CD-ROM. Several professional groups are working on this question, and we will give our readers information as it is available. The editors of *The Bookmark* suggest the following simplified format to be used in the interim.

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

## IMPLEMENTING CHANGE ON THE INFORMATION HIGHWAY

**QUESTION:** My principal has recently bought a modem for our school and wants me to take on the job of getting teachers on-line. What should I do to get them involved? (Overheard at the April Chapter Council Meeting)

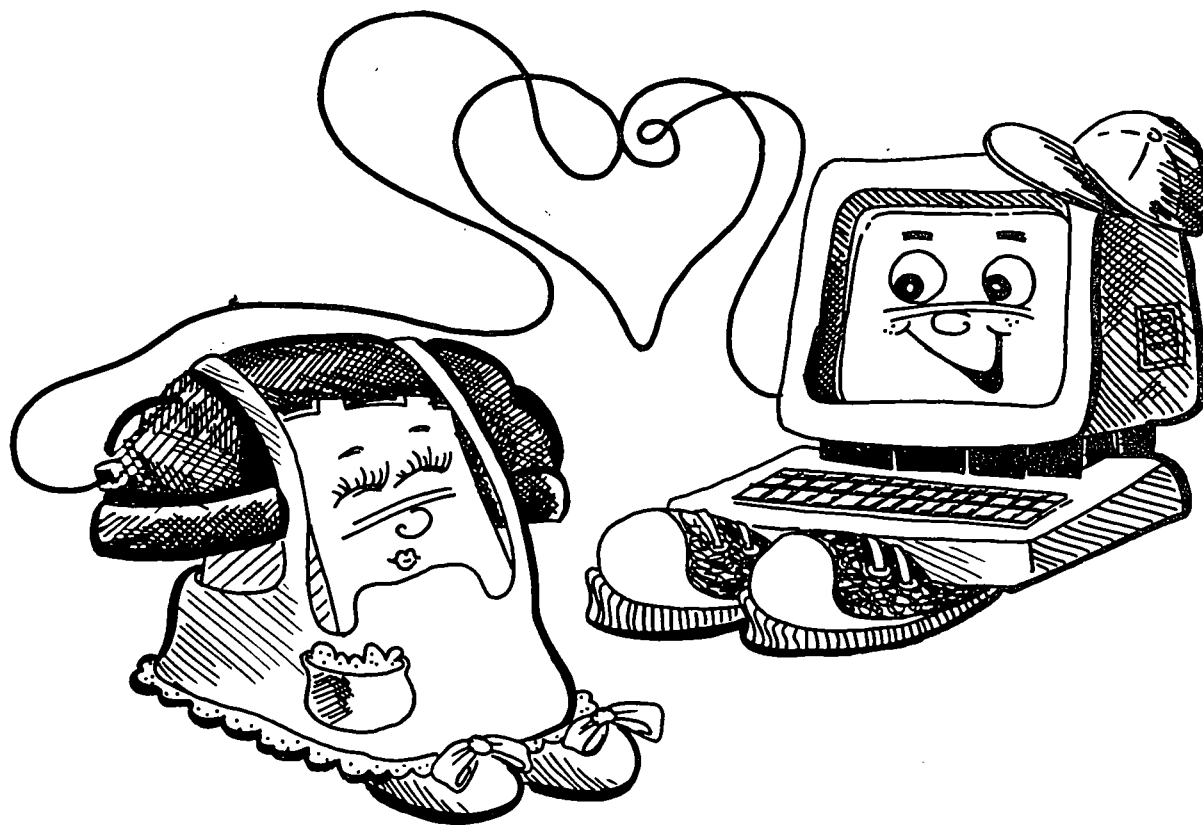
sure you have access to adequate technical support, so you can get help solving problems. Locate some students who can be a source of expertise and enthusiasm.

## COPYRIGHT OF POPULAR VIDEOS

**QUESTION:** I recently received, at my school, advertising from *Kidsworld* magazine in which they offered a teacher's guide and coupons for a reduced price on Warner Brothers' popular film and video *The Secret Garden*. Is this legal?

**ANSWER:** Good question. The answer turns upon the difference in American copyright law and Canadian. Strictly speaking, the video, sold in stores for about \$18.00 is not cleared for public performance in Canada, and can't legally be used in schools. The same video

sold in the U.S.A. for a similar price can be used in American schools, because American law permits "fair use" which includes schools. American video producers either don't know about the difference in law, or don't care, or both. Since the Canadian market is generally small, they don't bother with the legal right they have to charge the higher prices (usually \$75 to \$250) commonly associated with public performance rights in Canada. The problem schools have, then, is to ensure that the distributors really mean to give public performance rights at the lower rate, and won't come after the schools at some future date. Schools would be wise to get something in writing from the distributor before investing in this kind of program. More and more producers are granting these rights up front, but purchasers do need to check. In fact, when we checked into the case mentioned above, we learned that *Kidsworld* has not received legal clearance for Canadian school use of the video.



## THE PORTRAIT: AINSLIE MANSON

by ELLEN ROTHSTEIN, teacher-librarian, G.T. Cunningham Elementary, SD#39 (Vancouver).



“Long, long ago, two native guides, an explorer, and seven voyageurs set off to find a route across Canada to the Pacific Ocean.

A big brown dog traveled with them. He was not a pet. He was a working dog. All his life he had slept under the stars, not under a kitchen table.

He had never had his dinner served to him in a dog dish. He had never worn a collar or had a family to call his own.

The big brown dog didn't even have a name.”

Thus begins the journey of “Our Dog”, the travelling companion of Alexander Mackenzie, as written by BC author, Ainslie Manson, in her highly acclaimed book, *A Dog Came Too*. *A Dog Came Too* (Groundwood, 1992) was a 1993 finalist in both The Sheila A. Egoff Children's Prize and the Geoffrey Bilson Award for Historical Fiction for Young People.

Ainslie Manson's research on Alexander Mackenzie began while free-lance writing for the Vancouver Province newspaper's Education Page from

1980 to 1986. During this time, Manson produced a historical series that was used by social studies classes in the elementary schools. One section of the series, “Trans-Canada Canoe Route”, written in 1982, included the journey of Alexander Mackenzie. Mackenzie's own journal served as an important resource for historical information. In his journal, Mackenzie wrote of a big brown dog that accompanied him on his remarkable journey. In our interview Ainslie admitted she was intrigued by this dog and wanted to recount the journey through his eyes. However after her article appeared in the newspaper, she was asked by Grolier Publishers to write an entire junior biography of Alexander Mackenzie for their Canadian Pathfinders Series. The book, *Alexander Mackenzie* (Grolier, 1988) was followed by another biography for the same series, *Simon Fraser* (Grolier, 1991).

Finally, after several years, Manson wrote the story of “Our Dog”. She completed the manuscript in only ten days, but then waited a full year for Groundwood Books, a division of Douglas &

McIntyre, to accept the story for publication. In 1992, *A Dog Came Too* was published in picture-book format with illustrations by Ann Blades. It is also currently being published in the United States by Margaret K. McElderry Books, the children's division of Maxwell Macmillan.

During our visit Ainslie recounted some highlights in the course of her research on Mackenzie's life. One highlight was her trip to Bella Coola to see Mackenzie Rock where he had inscribed the words, "Alexander Mackenzie, from Canada, by land, the twenty-second of July, one thousand seven hundred and ninety-three." Another was participating in a horseback journey organized by the Alexander Mackenzie Heritage Trail Association. She was also active in last summer's Mackenzie Bicentennial celebrations which included a total re-enactment of Mackenzie's canoe journey by a group of students from Lakehead University. Her book, *Alexander Mackenzie* is part of a Bicentennial kit packaged by the Ministry of Education for BC schools. Ainslie is also putting the finishing touches on another picture book about a young girl who is a first-time wrangler for the Mackenzie trail ride. She stated that this book would be her last story associated with Alexander Mackenzie.

Ainslie told me her love for writing began at an early age. She was born in Montreal, Quebec in 1938 and spent her childhood in Hudson Heights, Quebec. She even remembered receiving a prize in school for story writing. However, at the time she was quite appalled that her exciting science fiction tale should take top honours in the humour category! But this misinterpretation of her story never deterred her interest in writing.

In 1962 Ainslie married Dr. David Manson and moved to the United States. She took several creative writing courses while living in Connecticut. She then attempted to write articles for adult periodicals, but with little success.

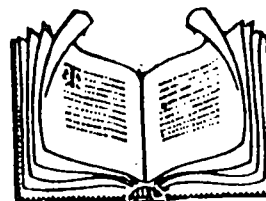
In 1970 she, her husband and their two young sons moved to British Columbia. It was while raising her family that Manson decided that writing for children rather than for adults was her preference. Her first success at being published was an article, "How Canada Got His Name" in *Canadian Children's Magazine*. This article grew into a series called "Place Names" in 1978-9.

*Mr. McUmphie of Caulfeild Cove* (Queenston House, 1981) was Manson's first novel. This adventure story for 7-11 year olds, set near her home in Caulfeild, West Vancouver, began as a tale to amuse her two older boys while she was busy taking care of her youngest son. The characters, Jillian and the twins (the Horrible Howlers) were actually based on her two sons. Manson was asked to do a sequel to the story but the publishing company went bankrupt before it was completed.

Manson's latest book, *Just Like New*, is reminiscent of Ainslie's own childhood at the end of World War II. The children attending a Sunday School in Canada were asked to donate Christmas presents to children in England. The war prevented many English children from receiving presents. In the story, the young Canadian girl sends one of her favourite dolls to a girl in England. The English girl loves the doll and the two girls become pen pals. The book, with illustrations by Karen Reczuch, is expected to be published by Groundwood this Christmas.

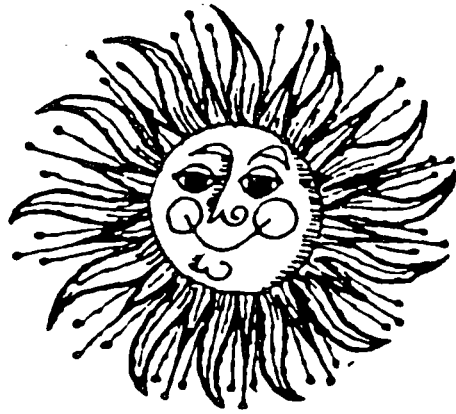
Ainslie has finished another junior novel, yet unpublished, called *The Listening Tree*, about ESL children in a North Vancouver school. She is also working on another picture book, *Ballerinas Don't Wear Glasses*, and is developing an idea for a story about her great-great-grandfather who was the first doctor in Peterborough, Ontario. Manson stated that she has found the picture book to be a satisfying format for her writing.

Ainslie is a member of QWILL and Canscaip and meets with other BC children's authors to critique each other's works. She tries to keep to a regime of writing every morning. Afternoons are reserved for family matters or doing research. She also enjoys visiting elementary schools and has given many school talks to early intermediate grades in BC, Ontario, and Quebec.



# READING CHECKLIST ✓

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



Over the past year I have had a number of requests from teacher-librarians who would like me to send articles to them or advise them on where to get the materials I discuss in this column. I regret that I am unable to provide this service, since the articles and books are usually borrowed from a library or from a friend. Often, I have no concrete remembrance of the physical location of the resource since the column is written over a period of time as I find resources that appeal to me. To assist readers, I do try to give as much information as is needed to find the item in a district or university professional collection. I regret that I am unable to give more assistance.

## ADVOCACY

The April 1994 issue of *The Canadian School Executive* includes another look at the importance of the school administrator to the success of the library program. In "Teacher-librarians Working with Principals," Susan Holland uses relatively recent articles and studies to support a presentation that argues:

1. The school principal is "in a unique position to influence the attitudes and the behaviours of teachers" and controls the allocation of resources necessary to support the program.
2. Most school administrators do not have background course work or deep understanding of the role of the school library in the school.
3. It is the task of the teacher-librarian to educate the school administrator about this role, so that the administrator can deliver effective support for the

program. If the teacher-librarian does not educate the school administrator, no one else will.

Ms. Holland goes on to suggest a number of strategies the teacher-librarian can use to develop good communication with the school administrator. None of these are new but the summary is succinctly and clearly stated.

Since this article appears in a journal that is read by many Canadian school administrators, it is also one that should be read by Canadian teacher-librarians. It could become the focus for useful discussion between many teacher-librarian and administrator partners. If nothing else, it is good to know what your administrator is reading about the role of the library and the teacher-librarian. You may find his or her expectations of you have changed!

## PUBLIC RELATIONS

Lesley S. J. Farmer, in "Reap What You Sow: PR Benefits of Advising Students" (*The Book Report*, May/June 1994), examines the many ways she provides an advisory service to students and the public relations advantages that accrue to the library program because of her work.

In the section "Advising Student Volunteers" Ms Farmer describes what is really a system which encourages student volunteers' ownership of the library. In essence, they become her advisors as much as she is theirs. As they understand the dynamics of her work and what it is that is necessary for effective service to students, they become public relations advocates with other students in the school.

Other briefer sections look at the teacher-librarian's advisory role with classes or small groups and with individual library users. In each, she emphasizes the value of taking advantage of the skills and talents of students. Through active involvement in the development of the library resource centre collection, technology and program, students in her school have become significant contributors to bettering the library resource centre for all.

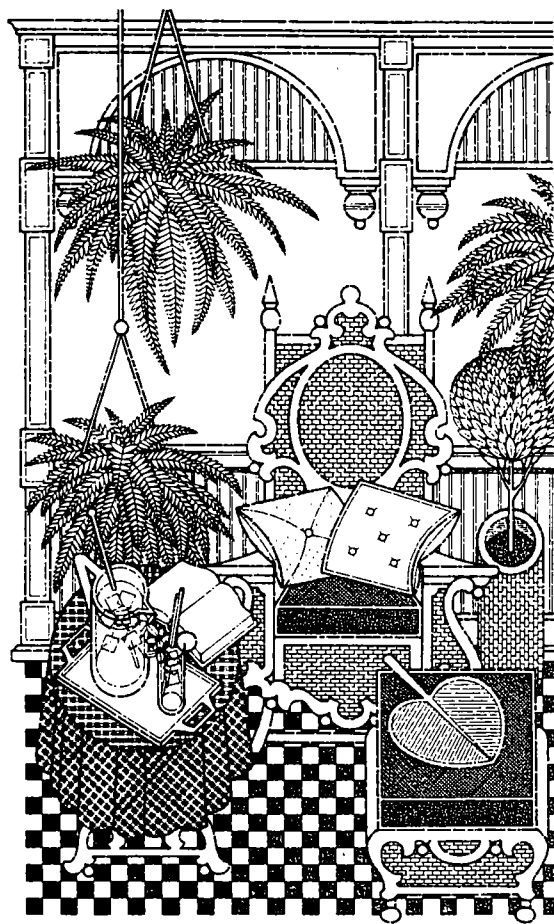
## STUDENT VOLUNTEERS

There is also a wonderful article on student volunteers in the May/June 1994 issue of *The Book Report*. The unique aspect of the article is that it is based on the premise that working in the library as a volunteer must serve the needs of students as well as the needs of the teacher-librarian.

Nancy Everhart ("Library Aides: If You Fulfill their Needs, They Will Come and Work") uses Maslow's hierarchy of human needs and motivations as the basis of her interactions with students. She describes how she tries to serve their physiological needs, their need to be safe, to belong to a group and to have status. She gives many practical suggestions under each of these. In addition, she provides a noteworthy list of "Tasks from A to Z that Library Aides Can Perform." She concludes by acknowledging the camaraderie that exists between her and the students, which is obviously something that she treasures as much as the students do.



Happy summer reading! If you have not already read *The Telling of Lies*, by Timothy Findley, try it. It is a very literary mystery with an exceptionally well delineated female voice. Layers and layers of revelations about "lies" are woven into a study of a time period and society now passing but somehow still alive. Great summer reading since all of the action happens at a posh summer resort!



## NOTES AND NEWS

by WILLA WALSH, editor

### BC PRIMARY TEACHERS' ASSOCIATION ANNUAL FALL CONFERENCE

"Anchors", the 1994 Annual Fall Conference of the Primary Teachers' Association will take place on October 21 and 22 at the Vancouver Trade and Convention Centre, Vancouver, BC. It will answer the questions: What are the anchors in education, what are the footholds for life-long learning, and what sets our sails for the future? Dr. Martin Collis, from the University of Victoria will be a keynote speaker. Greg and Steve will provide entertainment and motivation with the concert "Learning Can Be Fun." For conference inquiries: call or fax (604) 855-3511.

### HOUSE ON NINTH STREET

This publication by Cormorant Books has been withdrawn from the market due to a number of concerns about unauthorized quotations. They deeply regret any inconvenience resulting from this action.

### CANADIAN IMAGES VISIONS 1994

This conference will take place on October 21 to 23, 1994 in Winnipeg, MB. The Manitoba School Library Association is the proud sponsor of this unique conference. Featured presenters include William Bell, Roch Carrier, Martyn Godfrey, Kim LaFave, Jean Little, Tololwa Mollel, Kit Pearson, and Mary Razzell. For registration information contact: Joyce Birch, Registration, 2604 One Evergreen Place, Winnipeg MB R3L 0E9 or phone: (204) 453-1756. Deadline for registration is October 6th, 1994.

### BCTF RESEARCH DEPARTMENT

*Teachers-On-Call Report: Executive Summary* by Dr. John D. Malcolmson, research analyst, is available from the BCTF. There are some interesting findings about the "typical" Teacher on Call and some recommendations. Two other reports are: *School-Based Teams: Some Issues* and *Changes in Elementary Class sizes, 1982/83 to 1992/93*. Contact the BCTF for further information.

### BCTF PROGRAM AGAINST RACISM WORKSHOPS '93 - '94.

The following are some of the workshops available for staff development, school improvements or district-wide professional development: Name Calling, Racial Harassment; Creating Cultural Awareness about First Nations; Cultural Diversities—Literary Gifts; Count Everyone In, Heritage Language Programs, etc. To book a workshop you need to phone the BCTF Professional Development Division and ask for Marion Shukin.

### CANADIAN CHILDREN'S LITERATURE

The next edition of *Canadian Children's Literature* will be devoted to BC children's literature and will include articles by Christie Harris, Joan Weir and Sheila Egoff as well as a lengthy interview with Kit Pearson. There will also be a comprehensive bibliography of BC children's writers, illustrators and critics. Although the deadline for ordering a copy for yourself has passed, you may be able to borrow a copy from someone who has it.

### RECENT AWARD WINNERS

Governor General's Literary Awards for Children's Literature were awarded to: *Some of the Kinder Plants* by Tim Wynne Jones, *Sleep Tight, Mrs. Ming*, published by Annick, *La Route de Chlifa* by Michele Marineau, *Le Monde Selon Jean de ...* by Stephane Jorisch and the short story "The Rink" in *The Blue Jean Collection*.

The Carnegie Medal was awarded to *Flour Babies* by Anne Fine. The Guardian Children's Fiction Award went to *Low Tide* by William Mayne and the Kate Greenaway Medal went to *Zoo* by Anthony Browne, Douglas and McIntyre, 1992. The John Newberry Award went to *The Giver* by Lois Lowry and the Randolph Caldecott Medal went to *Grandfather's Journey* by Allen Say.

### MEDIAWATCH

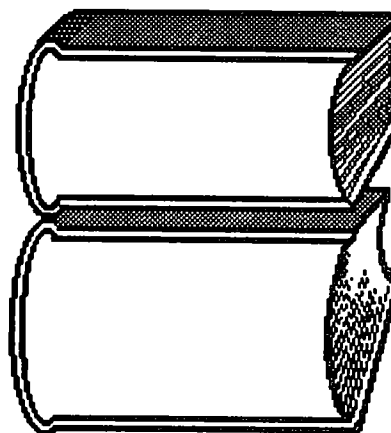
Local speakers for Media Watch are available to speak to school groups on media topics. Media Watch is a national, volunteer organization working to eliminate sexism in the media. They focus presentations on generating discussion about the portrayal of girls and boys, women and men, and the social

implications of gender stereotypes. There are trained volunteers based in Vancouver who are available for both elementary and secondary schools. For further information contact Josephine Mills at 688-4412 in Vancouver or Fax 988-2115.

## CANADIAN SCHOOL LIBRARY ASSOCIATION

*Systems for Automating School Libraries: A Comparative Study with Checklists* by Hal Thiessen is the latest publication in the CSLA Occasional Papers Series. It reports the result of a research study conducted by Thiessen while he was on educational leave from his position with the Edmonton Public Schools. The purposes of the study were to develop a checklist of tasks, functions, capabilities, and routines required in library automation programs, and to apply this checklist to twelve particular library automation programs. The results of the study led Thiessen to conclude that interested library-resource centre personnel can use the objective information provided by the study as an aid in the selection of library automation programs appropriate to their requirements and specific locations. To order a copy of the report, please send your name, address, and a cheque for \$10.00 payable to CSLA to Canadian School Library Association, 200 Elgin Street, Suite 602, Ottawa, ON K2P 1L5.

“Silken Reads and Rows”—a CSLA poster. CSLA is proud to announce that the first of its poster series promoting reading, literacy, and school libraries is now available. The 22 x 32 inch poster features Olympic medallist Silken Laumann sitting in her racing shell, oars at rest, and reading a book—a book she actually was reading at the time of the photo session. Laumann already has been a great Canadian inspiration especially to young people. This poster enhances that reputation! It deserves to be displayed proudly in every school library in Canada. “Silken Reads and Rows” posters can be yours for \$8.00 each (includes taxes and handling) from the CLA office in Ottawa, 200 Elgin Street, Suite 602, Ottawa, ON K2P 1L5. Make your cheque payable to the Canadian School Library Association and mark your envelope clearly with CSLA Poster.



# INTERNET INTEREST GROUPS: USING E-MAIL "LISTS" WITH "LISTSERV"

by JOHN GOLDSMITH, counsellor, technical support person (and former teacher librarian), Fraser Valley Regional Correspondence School, SD#33 (Chilliwack).

## "IF NO MAN IS AN ISLAND THEN WHY DO I FEEL LIKE GILLIGAN?"

*No man is an Island, entire of it self;  
every man is a piece of the Continent,  
a part of the main  
(John Donne, Meditation XVII )*

When the great English poet, John Donne penned these thoughts, he had obviously never worked as a teacher-librarian. Otherwise, he would have discovered what the rest of us already know — a teacher-librarian's job is often a solitary one. In most schools, there's simply no one else on staff who appreciates the problems and pressures of running a school library; no one else who comprehends the dilemma of overdue, library automation, challenged materials, etc., etc. While fellow teachers may be supportive, they just don't face the same sort of challenges. Most of the time, it's not a big deal however, there are occasions when having another teacher-librarian to talk to would be a real plus. Attending local PSA meetings often helps. So do publications like *The Bookmark*. And now, there's a high-tech alternative — LISTS and LISTSERVS, the E-mail way to meet friends and connect with colleagues.

## VIRTUAL COLLEAGUES

By now, you're probably aware of the globe spanning telecommunications network known as the "Internet". If not, you should be. It has been featured in almost every major news magazine across North America.

In addition to the vast number of databases and information sources available on this wondrous network, the Internet is also the meeting place for hundreds of special interest groups, associations and organizations who get together and communicate by E-mail. The *raison d'être* for these electronic discussion groups is usually a mutual interest in a particular topic. These topics can range from beer making to biochemistry, line dancing to linear physics. When you join a group you can instantly access a host of

knowledgeable and experienced people who are more than willing to share their skills and expertise. And believe me, there are times when this knowledge and experience can be invaluable. Having a problem with a CD-ROM unit? Ask the group members for help. Within days or hours you will have a solution. What about the merits of a library automation program? In no time you will receive candid comments from colleagues who use the product day in and day out and will give you their honest, straightforward assessment. This could be marvelous material for your next meeting with a sales representative or software vendor.

## WHAT YOU NEED

To become part of an electronic discussion group, a couple of items are required. First there's the equipment: a computer, modem, telephone line and a communications program, all of which allow you to communicate with other computers.

Secondly, you need an Internet E-mail account. (See 'Plugging In' To Internet *The Bookmark*, 35 (2), pp. 133-138.) If you do not have an account, there are a number of options available. The best person to talk to is probably your district computer resource person.

An E-mail account includes:

- an individual E-mail address
- access to an E-mail program on a mainframe computer to allow you to read and compose E-mail messages
- an E-mail "mail box". This is where E-mail messages are stored in the mainframe computer until you read them with your personal computer.

With the required computer equipment and E-mail account, you are ready to begin exploring electronic discussion groups.

## HOW DOES IT WORK?

Members of electronic discussion groups send E-mail questions, comments or opinions to a central E-mail address on a mainframe computer. The mainframe computer acts as a "HOST" or meeting place for the group. The mainframe computer distributes messages to every other group member on the group's mailing list. When another member responds, the response is also distributed to all members. Once a person joins a group and has their E-mail address added to the group mailing list, they get all the E-mail messages sent by every group member — automatically, without having to ask or do anything else.

For all this to happen, electronic discussion groups require two components: LISTSERVS and LISTS. A LISTSERV (Internet jargon for List Server) is a computer program on the group's host computer. The LISTSERV program looks after the administrative details for the group such as maintaining a list of E-mail addresses for all group members, distributing messages to members on the E-mail list, and adding and removing members. Think of the LISTSERV program as an automated secretary for the group.

The LIST, on the other hand, is the Internet term for the actual group members — the humans who belong to the group and send messages.

## LISTSERV MESSAGES

To join or leave a group or to get a list of members, you send an E-mail message to the LISTSERV computer program containing your command or request. Obviously, sending an E-mail message to a computer program is a little different than sending a message to a human. LISTSERV messages must be composed in a very exact and precise manner because the LISTSERV computer program only responds to specific command words located in a certain area of a message. If the LISTSERV program does not find the command or the command is not in the right place, LISTSERV either ignores the command or sends you an error message.

A few general rules to follow when sending a command or request to the LISTSERV Program are:

1. Leave the subject line blank.
2. Type your command or request in the "body" of the message, starting on the first line.
3. Type the command EXACTLY as given in an example, if you're following an example. (Note that some LISTSERV programs are case sensitive.)
4. Do not include a "signature". (An E-mail signature is a paragraph at the end of your message with your full name, work address, position and E-mail address.) If you are using an E-mail program which can automatically add a signature to your messages, turn the feature off.
5. The E-mail address of the LISTSERV is different from the E-mail address of the LIST.

To demonstrate how this works in practice, I will discuss the LM\_NET LIST, which is made up of teacher-librarians. The message base focuses on topics and issues relating to school libraries. It operates from a mainframe computer at the University of Syracuse in Syracuse, New York.

I'll assume that you know how to use an E-mail program to send and receive messages.

## JOINING A LIST

To join a discussion group or LIST, use your E-mail program to send a request to "SUBSCRIBE" to the LISTSERV E-mail address. For example, to join LM\_NET, send an E-mail message to:

**LISTSERV@suvvm.bitnet**

In the body of the message, type the sentence:

**SUB LM\_NET *FirstName LastName***

The word "SUB" is a computer E-mail command. It is short for *subscribe*. "LM\_NET" is the name of the group being joined or subscribed to. "*FirstName LastName*" is the actual name of the person who wants to join the group. Leave the "SUBJECT:" line of your E-mail program blank and do not include a signature.

Illustration #1 is an example of the actual "SUBSCRIBE" message composed on an E-mail program called PINE MAIL, which is found on the CLN Internet Service Provider.

```
PINE 3.05  COMPOSE MESSAGE  Folder:inbox 30 Messages
To       : LISTSERV@suvvm.bitnet
Cc       :
Attachmt:
Subject  :
----- Message Text -----
SUB LM_NET John Goldsmith

^G Get Help ^C Cancel ^R Read File ^Y Prev Pg ^K Del Line ^O Postpone
^X Send     ^J Justify ^W Where is ^V Next Pg ^U UnDel Lin ^T To Spell
```

ILLUSTRATION #1

## QUITTING A LIST

To leave or quit a discussion group, an "UNSUBSCRIBE" message is sent to the LISTSERV program (Illustration #2). To quit LM\_NET, send an E-mail message to

**LISTSERV@suvvm.bitnet**

In the body of the message type:

**UNSUB LM\_NET**

Notice that when unsubscribing, you do not include your name at all. Just type the command "UNSUB" and the name of the discussion group. Do not include any other information in the message. As with the "SUB" command described previously, the Subject line is left blank and no signature is included.

When composed on the PINE MAIL program, the UNSUBSCRIBE message should look like the example in Illustration #2.

```
PINE 3.05  COMPOSE MESSAGE  Folder:inbox 30 Messages
To       : LISTSERV@suvvm.bitnet
Cc       :
Attachmt:
Subject  :
----- Message Text -----
UNSUB LM_NET

^G Get Help ^C Cancel ^R Read File ^Y Prev Pg ^K Del Line ^O Postpone
^X Send     ^J Justify ^W Where is ^V Next Pg ^U UnDel Lin ^T To Spell
```

ILLUSTRATION #2

## OTHER LISTSERV COMMANDS

There are a number of other commands which the LISTSERV program responds to. These include commands to hold your E-mail for a period of time (while you're away for summer holidays), commands to access a list of frequently asked questions (FAQ's) or commands to access a list of member's names.

Different versions of the LISTSERV program also may have additional features and commands. Usually, when joining a LIST, you'll receive instructions about any other commands. If not, you can request the LISTSERV to E-mail them to you by sending a "HELP" message to the LISTSERV. For example, to get a list of the commands available on the LM\_NET LISTSERV, you send an E-mail message to:

**LISTSERV@suvvm.bitnet**

In the body of the message, type:

**HELP**

Leave the subject line and the rest of the message blank.

## MESSAGES TO MEMBERS OF THE LIST

Messages sent to members of a LIST or discussion group are for humans to read, not computer programs, so structure and format are not as important. There are, however, a few general guidelines to follow.

1. Include a subject on the subject line of your message.
2. Always include a signature. That is a paragraph at the end of your message with your real name, work address, position and E-mail address.
3. Remember, the LIST E-mail address is *different* from the LISTSERV address.

## SENDING A MESSAGE TO ALL THE PEOPLE ON THE LIST

The difference between sending a regular E-mail message to a friend or colleague and sending a message to a whole group of people in a LIST is that you address the message to a LIST address rather than an individual's address.

For example, to send a message to the members of the LM\_NET group, the E-mail message is addressed to:

**LM\_NET@suvv.bitnet**

Remember, the E-mail address of the LIST is different from the LISTSERV address. Many new users don't remember this until after they have caused themselves much embarrassment. Usually, the LIST address appears on items you receive from the server.

Illustration #3 is an example of a message which might be sent to LM\_NET.

```
PINE 3.05  COMPOSE MESSAGE  Folder:inbox 30 Messages
To      : LM_NET@suvv.bitnet
Cc      :
Attachm:
Subject : Grollier's CD-ROM Program
----- Message Text -----
Hello All,
Has anyone bought the new Grollier's CD-ROM encyclopedia program?
What do you think of it? Is it worth the extra money to up-grade from
the older version? Thanks in advance (TIA).

John Goldsmith
School District #33, Chilliwack, B.C. Canada
jgoldsmi@clin.etc.bc.ca

^G Get Help ^C Cancel ^R Read File ^Y Prev Pg ^K Del Line ^O Postpone
^X Send ^J Justify ^W Where Is ^V Next Pg ^U UnDel Lin ^T To Spell
```

### ILLUSTRATION #3

## RECEIVING MESSAGES FROM THE GROUP

Once you've joined a group, receiving messages is automatic. Just check your E-mail box from time to time. You don't have to do a thing. It's so easy, it makes getting "junk mail" seem difficult!

## MODERATED & UNMODERATED LISTS

There are basically two types of LISTS: moderated and unmoderated. On a moderated LIST, a moderator screens all messages before distributing them to LIST members. Messages that are incorrectly sent, off topic, vulgar or inappropriate are deleted. In an unmoderated LIST, all messages are distributed to all group members, regardless of content or appropriateness.

The issue of whether a discussion group should be moderated or unmoderated is the subject of heated debate. Some users want no intermediary between them and the group because they feel that moderated discussion groups limit freedom of expression. On the other hand, moderated discussion groups have fewer

trivial messages. Moderated discussion groups are usually far more useful because the discussions tend to be more focused and appropriate to the purpose of the group.

## LURKING

There's a tendency among new users, when first joining a group, to dive right in and fire off a barrage of questions or opinions. A word of advice, "DON'T"! Before jumping in with both feet, take some time to get to know the nature of the group and the types of interchanges taking place. "Lurking" means that you are a member of a group but have yet to take an active part in the discussion.

By lurking, you'll discover that certain topics or questions have already been discussed so often that most members are sick of them. This usually happens because new members ask these questions over and over again when they first join the LIST. By waiting a week or two before getting involved, you will avoid this mistake.

Many group members have considerable knowledge and experience. For example, an infrequent contributor to LM\_NET is Dr. Ken Haycock. More than one ill advised comment about program advocacy or flexible scheduling has been "corrected", on-line, by Dr. Haycock.

To assist new users, many groups have collected all their most frequently asked question into documents with frequently asked questions. These documents are known as FAQ's. When joining a group, you will usually receive instructions on how to obtain the FAQ document via E-mail. It's a good idea to get it. Not only will you know what questions not to ask but you'll also develop a sense of the group's evolution and character.

## SUMMARY

It is not necessary to understand the technology behind LIST and LISTSERV. The critical distinction is that to join or quit a LIST requires a message to a LISTSERV address while a message to people on the LIST requires a message to the LIST address. Once you understand and remember this distinction, the rest is easy.

Electronic discussions or LISTS can be extremely useful and professionally rewarding — especially if you suffer from the "Lonely Librarian" syndrome! LISTS combine the positive aspects of journals and magazines with the interactive nature of professional association meetings and conferences. For teacher-librarians they

provide an invaluable link to colleagues and professionals around the world and a window on trends in education.

## TOP "LISTS" FOR TEACHER-LIBRARIANS

Now that you are excited about this technology and can't wait to connect with like minded inhabitants of the "Global Village", here are some LISTS to consider. Like clubs, you can join as many LISTS as you wish, provided you have time and patience to read all the E-mail which will result. There are thousands of LISTS, so if you don't find one here that "grabs" you, there are a couple thousand others to choose from, with more being created every day.

### LM\_NET

LM\_NET is a LIST for teacher-librarians (or library media specialists). It focuses on issues and ideas relating to school libraries and school librarians. Membership recently exceeded 1000. Most members are from the United States, however, there is a surprising number from BC. The members are very kind, considerate and supportive. This is the perfect LIST for a novice to start with and gain experience on. To join LM\_NET send an E-mail message to:

**LISTSERV@SUVM.BITNET**

In the body of the message type:

**SUB LM\_NET *Firstname Lastname***

### EDTECH

Increasingly, teacher-librarians are having to contend with technologies for which they have no training and little experience. Networks, telecommunications, library automation, OPAC's and CD-ROM are but a few of the gizmos and gadgets which teacher-librarians must struggle with on a regular basis. If this sounds familiar, join EDTECH. The focus is Educational Technology in all its forms and membership is primarily educators. Questions are answered in a simple, straight forward manner with a minimum of jargon. To join EDTECH send an E-mail message to:

**LISTSERV@MSU.BITNET**

In the body of the message type:

**SUB EDTECH *Firstname LastName***

## KIDSPHERE

Don't be fooled by the name. This is a LIST for and about teachers focusing on educational issues. Membership is open to all educators. Students are not invited to join.

Although the LIST lacks any specific curricular focus, it is an important clearinghouse for education related activities such as pen-pal (now called "key-pal" as students now use keyboards instead of pens) exchanges, E-mail projects and other on-line activities.

Due to its large and active membership, this LIST can generate up to fifty or sixty messages a day at certain times of the year. To join KIDSPHERE, send an E-mail message to:

**LISTSERV@vms.cis.pitt.edu**

In the body of the message type:

**SUB KIDSPHERE *Firstname LastName***

## NETWORK NUGGETS

One of the toughest tasks for any Internet novice is simply trying to discover what is available. With over thirty million users and fourteen hundred separate networks, there is a lot happening, and most of it is missed by new users who don't know where to look. David Wighton and Elizabeth Wellburn, two dedicated members of the Educational Technology Consortium in Victoria, spend countless hours searching the Internet for items of interest to educators, which they distribute to members of Network Nuggets LIST. To join Network Nuggets, send an E-mail messages to:

**LISTSERV@cln.etc.bc.ca**

In the body of the message type:

**SUB network\_nuggets-1 *Firstname LastName***

## INTERNET INVITATIONS

The Education Technology Consortium also operates a LIST called Internet Invitations. Its purpose is to provide educators with information about E-mail projects, exchanges and pen-pal (key-pal) activities. To join Internet Invitations, send an E-mail message to:

**LISTSERV@cln.etc.bc.ca**

In the body of the message type:

**SUB internet\_invitations-1 *Firstname LastName***

## EDUCATION OR LIBRARY RELATED LISTS

Below are additional E-mail addresses for a number of LISTS which are connected in some way to educational topics. The tables are divided into three parts; the name of the LIST, the Internet address, and a brief description of the LIST. To join one (or more) of these LISTS, type the command **LISTSERV**, followed by the Internet address given in the address column. In the body of the message, type the command "SUB", the name of the LIST and your first and last name. To illustrate how this works, I will give an example of how I would join a LIST for Secondary Biology teachers with the information given in the table below.

Name	Address	Description
BIOPI-L	@ksuvm.bitnet	Secondary Biology Teacher's LIST

To join this list, I would send an E-mail message to:

**LISTSERV@ksuvm.bitnet**

In the body of the message I would type:

**SUB BIOPI-L John Goldsmith**

I would leave the subject line blank. I would not type anything else in the message body. Don't worry! If you make a mistake, the **LISTSERV** program will let you know!

## K-12 EDUCATION LISTS

Name	Address	Description
AETS-L	@uwf.bitnet	Improving the education of science teachers
BGEDU-L	@ukcc.bitnet	Forum for the quality of education
BIOPI-L	@ksuvm.bitnet	Secondary biology teacher enhancement
CESNEWS	@brownvm.bitnet	Coalition for essential schools list
CHATBACK	@sjuvm.bitnet	International education nets for disabled children
COSNDISC	@bitnic.bitnet	Consortium for school networking discussion
CSRNOT-L	@uiucvmd.bitnet	Center for the study of reading list
DTS-L	@iubvm.bitnet	Dead teachers' society discussion list
ECENET	@uiucvmd.bitnet	Early childhood education (0-8 years)
ELED-L	@ksuvm.bitnet	Elementary education list
K12ADMIN	@suvm.syr.edu	School administrators discussion group
K12STCTE	@bitnic.bitnet	Consortium for school networking (COSN)
KIDCAFE	@ndsuvml.bitnet	Youth dialog
KIDLINK	@ndsuvml.bitnet	Kidlink project list
KIDS-93	@ndsuvml.bitnet	Global dialog between 10-15 year old students
KIDS-ACT	@ndsuvml.bitnet	What can I do now?
KIDZMAIL	@asuacad.bitnet	Kids exploring interests and issues
KINDEX	@ndsuvml.bitnet	Kidlink subject summaries
KINDEXW	@ndsuvml.bitnet	Weekly Kidlink subject summaries
LIBER	@uvmvm.bitnet	Library/media services
LM_NET	@suvm.bitnet	School library/media services
MULTI-L	@barilvm.bitnet	Language and education in multi-lingual setting
NCPARSE-L	@ecuvml.bitnet	Reform discussion list for science education
PENPAL-L	@uncvcm.bitnet	Student pen pal discussion list
PHYSHARE	@psuvm.bitnet	Sharing resources for high school physics
SCHOOL-L	@irlearn.bitnet	Primary and post-primary schools list
SUSIG	@miamiu.bitnet	Discussion on teaching in the math
T321-L	@mizzou1.bitnet	Teaching science in elementary schools
TAG-L	@ndsuvml.bitnet	Discussion about education of talented and gifted children
TALKBACK	@sjuvm.bitnet	Kids forum for CHATBACK, disabled children
TECMAT-L	@ubvm.bitnet	Using technology in teaching secondary math
TESL-L	@cunyvm.bitnet	Teaching English as a second language

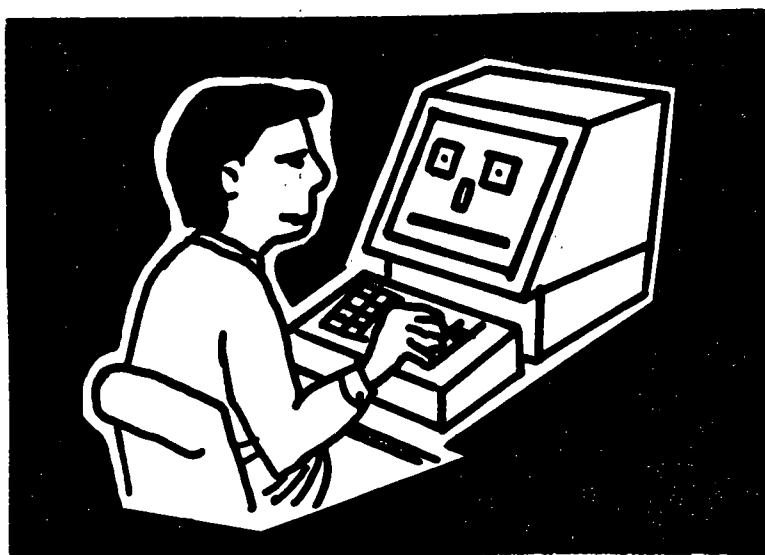
TESLEC-L	@cunyvm.bitnet	Electronic communication and pen pals
TESLFF-L	@cunyvm.bitnet	Fluency first and whole language list
UKERA-L	@ukcc.bitnet	Dialog on educational reform
VOCNET	@ucbmsa.bitnet	Forum for vocational teachers
Y-RIGHTS	@sjvm.bitnet	Children's rights
YOUTHNET	@indycms.bitnet	Youth net

## INSTRUCTIONAL MEDIA AND EDUCATION LISTS

Name	Address	Description
ACSOFT-L	@wuvmd.bitnet	All aspects of academic software development
ARACHNET	@uottawa.bitnet	Description of over 600 electronic journals
CALLCD	@siucvmb.bitnet	Computer assisted language learning.
CBEHIGH	@blekull1.bitnet	Computer based education in higher education
CGE	@marist.bitnet	Computer graphics education
CMC	@rpitsvm.bitnet	Computer mediated conferencing in education
CNEDUC-L	@unbvm1.bitnet	Computer networking education list
CSAS	@uvmvm.bitnet	Computing strategies across the curriculum
CTI-COMPLIT	@durham.ac.uk	Computer literacy in higher education
CTI-L	@irlearn.bitnet	Issues in teaching using computers
CUPLE-L	@ubvm.bitnet	Physics learning environment software
DEOSNEWS	@psvm.bitnet	Distance education on-line symposium
DISTED	@uwavm.bitnet	On-line journal of distance education and communication
E-COURSE	@wmvml.bitnet	E-mail course planning conference
EDNET	@nic.umass.edu	University - k12 education explore Internet
EDTECH	@ohstvma.bitnet	Educational technology forum
EDUCOM-W	@bitnic.bitnet	Technology and education issues of interest to women
EDUTEL	@rpitsvm.bitnet	Education and information technology
EJVC-L	@kentvm.bitnet	Electronic journal of virtual culture in K-12 education
ERUDITIO	@asuacad.bitnet	Knowledge through electronic communication
ETDIR-L	@ubvm.bitnet	Educational technical research & development
EUITLIST	@bitnic.bitnet	Educational uses of information technology (EDUCOM)
GTRTI-L	@gsuvm1.bitnet	Research & teaching in global information technology
HYPER93	@indycms.bitnet	Integrated technology and hypermedia conference
I-VIDTEK	@uiucvmd.bitnet	Video technology discussion list
INGRAFX	@psvm.bitnet	Information graphics
INTECH-L	@ulkyvm.bitnet	Instructional technology discussion
LLTI	@Dartcms1.bitnet	Language learning & technology
MMEDIA	@vmtecmex.bitnet	Description of all types of multimedia
NIS	@cerf.net	Net information services announcements
NREN-DISCUSS	@psi.com	Public policy issues - national research & education network
PAGEMAKR	@indycms.bitnet	Pagemaker desktop publishing list
REACH	@ucsbvm.bitnet	Research & education applications of computers
SIMEDU-L	@nmsuvm1.bitnet	Simulated applications in business education
VIDPRO-L	@ecnuxa.bitnet	Professional video production, all aspects
VPIEJ-L	@vtvm1.bitnet	Scholarly electronic journals descriptions
XCULTINS	@unmvma.bitnet	Effects of culture on instructional design

## ACADEMIC EDUCATION LISTS

Name	Address	Description
ABILITY	@asuacad.bitnet	Academically, artistically & athletically able
AASCU-L	@ubvm.bitnet	American association of state colleges
AERAMC-L	@uafsysb.bitnet	American educational research association
ANET-L	@ualtavm.bitnet	Post-secondary network - Alberta, Canada
ASSMNT-L	@ulkyvm.bitnet	Assessment discussion list
CACUSS-L	@uoguelph.bitnet	Canadian association of colleges & universities
CARR-L	@ulkyvm.bitnet	Computer assisted reporting & research
CATALYST	@vtvm1.bitnet	Community colleges refereed journal.
CBEHIGH	@blekul11.bitnet	Computer based education in higher education
CTI-COMPLIT	@durham.ac.uk	Computer literacy in higher education.
ECONED-L	@UTDallas.bitnet	Research in economics education
EDINFO-L	@iubvm.bitnet	Education information conference
EDLAW	@ukcc.bitnet	Law & education
EDPOLYAN	@asuacad.bitnet	Education policy analysis description
EDPOLYAR	@asuacad.bitnet	Educational policy analysis archives
EDUC	@UQuebec.bitnet	Chercheurs en education
EJVC-L	@kentvm.bitnet	Electronic journal of virtual culture in K-12 education
ERL-L	@tcsvm.bitnet	Education research list
HOTEL-L	@mizzou1.bitnet	Hotel & restaurant educators discussion
JTE-L	@vtvm1.bitnet	Journal of technology education (refereed).
L-EDUC	@psuvm.bitnet	College of education
NBEA-L	@akronvm.bitnet	National business education association
NEWEDU	@uscvm.bitnet	Exploration of the way we educate, kindergarten through post-graduate
PACS-L	@uhupvm1.bitnet	Academic & public librarians' discussion
PBL-IIST	@eng.monash.edu	Problem based learning
POLI-SCI	@rutvm1.bitnet	Political science digest
PSATC	@ubvm.bitnet	Problem solving across the curriculum
PSRT-L	@umcvmv.bitnet	Political science research & teaching
SOCORG-K	@utoronto.bitnet	Social organization of knowledge discussion
STLHE-L	@unbvm1.bitnet	Society of teaching and learning in higher education
TEACHEFT	@wcu.bitnet	Teaching effectiveness
VPIEJ-L	@vtvm1.bitnet	Scholarly electronic journals discussion



## OTHER INTERESTING LISTS

Name	Address	Description
AIRCRAFT	@grearn.bitnet	Fixed wing aircraft and helicopters
ATHTRN-L	@iubvm.bitnet	A discussion group for athletic trainers
BEER-L	@ualvm.bitnet	A discussion group for home brew beer makers
BICYCLE	@bitnic.bitnet	All about human powered cycling
CAMEL-L	@sakfuoo.bitnet	A discussion group on camels
CASLL	@unbvm1.bitnet	Teaching and learning reading and writing in Canada
CDROM-L	@uccvm1.bitnet	About the uses of CD-ROM
CHEMED-L	@psuvm.bitnet	Chemistry education at all grade levels
CREWRT-L	@mizzou1.bitnet	Creative writing in education for teachers & students
DIET	@ubvm.bitnet	Discussion group on weight loss & diet
DLDG-L	@iubvm.bitnet	For dance librarians and other scholars; students and teachers of dance
ECEOL-L	@maine.bitnet	Early childhood education discussion group
FEMINIST	@mitvma.bitnet	American library association feminist task force
FICTION	@psuvm.bitnet	Fiction writers workshop & discussion group
FOODWINE	@cmuvm.bitnet	A discussion group on food & wine
GARDENS	@ukcc.bitnet	A discussion group on gardening
GC-L	@uriacc.bitnet	Global classroom: discussion on student E-mail
GTRTI-L	@gsuvm1.bitnet	Research and teaching in global information technology
HONDA-L	@brownvm.bitnet	Honda & Acura cars
HYPERCRD	@msu.bitnet	Macintosh HyperCard software
INDIA-L	@ukcc.bitnet	Affairs of the Indian cont.
INFO-APP	@ndsuvml.bitnet	Apple ][ computers
INFO-MAC	@bndp11.bitnet	Macintosh computers
ITIG-L	@unbvm1.bitnet	Information technology in libraries, especially for members of the information technology group, Canadian Library Association
JCMST-L	@purccvm.bitnet	Journal of computers in math & science teaching
JEI-L	@umdd.bitnet	Journal of technology in education
KIDLIT-L	@bingvmb.bitnet	For teacher-librarians & teachers interested in kid's literature
MCJRNL	@ubvm.bitnet	Journal of academic media librarianship
MOUNT-L	@trmetu.bitnet	A discussion group on mountaineering
NEW-LIST	@ndsuvml.bitnet	Announcements of new LISTS on Internet
NOVELL	@suvm.bitnet	Novell computer networks
PCBUILD	@tscvm.bitnet	MS-DOS compatible computers
PHILOSED	@suvm.bitnet	Philosophy of education
QUAKE-L	@uiucvmd.bitnet	Earthquakes
RRA-L	@kentvm.bitnet	Romance (Harlequin) readers anonymous
SCTEAC-L	@brusvpm.bitnet	Discussion on teaching science in Brazil
SEDSNEWS	@tamvml.bitnet	Information on space related news items. NASA, European space agency and Russian space agency included.
SERIALST	@uvmvm.bitnet	Discussion about serials management in libraries
SLA-TECH	@ukcc.bitnet	Technical services in small and specialized libraries
SOCCER-L	@ukcc.bitnet	Discussion group on soccer scores posted by members
TIDBITS	@ricevml.bitnet	A newsletter for Apple Macintosh users
TOLKIEN	@jhuvml.bitnet	For fans of J. R. R. Tolkien's books
TQM-L	@ukanvm.bitnet	Discussion on total quality management in education
USMARC-L	@marine.edu	USMARC advisory group forum
WIN3-L	@uicvm.bitnet	MS Windows discussion group
ZINES-L	@uriacc.bitnet	Information on electronic magazines and publications

## WHERE DO WE GO FROM HERE?

The above lists of LISTS may seem extensive but they don't even begin to convey the enormity and variety of LISTS available on the Internet. If you'd like a more complete listing of LISTS you can use E-mail to obtain them. To get a list of academic and scholarly discussions send an E-mail message to:

**LISTSERV@KENTVM.KENT.EDU**

In the body of the message type:

```
GET ACADLIST README F=MAIL
GET ACADLIST FILE1 F=MAIL
GET ACADLIST FILE2 F=MAIL
GET ACADLIST FILE3 F=MAIL
GET ACADLIST FILE4 F=MAIL
GET ACADLIST FILE5 F=MAIL
GET ACADLIST FILE6 F=MAIL
GET ACADLIST FILE7 F=MAIL
GET ACADLIST FILE8 F=MAIL
```

A less extensive list of LISTS is available by sending an E-mail message to:

**LISTSERV@BITNIC.bitnet**

In the body of the message type:

**List Global**

Be aware that these lists are very big. Transferring them from your E-mail box to your computer could take over an hour.

If the whole notion of LISTS & LISTSERVS catches your interest then send an E-mail message to:

**LISTSERV@EARNCC.BITNET**

In the body of the message type:

**GET LSVGUIDE MEMO**

Within minutes you will receive a lengthy document containing everything you ever wanted to know about LISTSERVS. And if, even after reading this exhaustive tome, you still have a craving for more information about LISTSERVS, there is, of course, a LIST on the topic. To join, send an E-mail message to:

**LISTSERV@EARNCC.BITNET**

In the body of the message type:

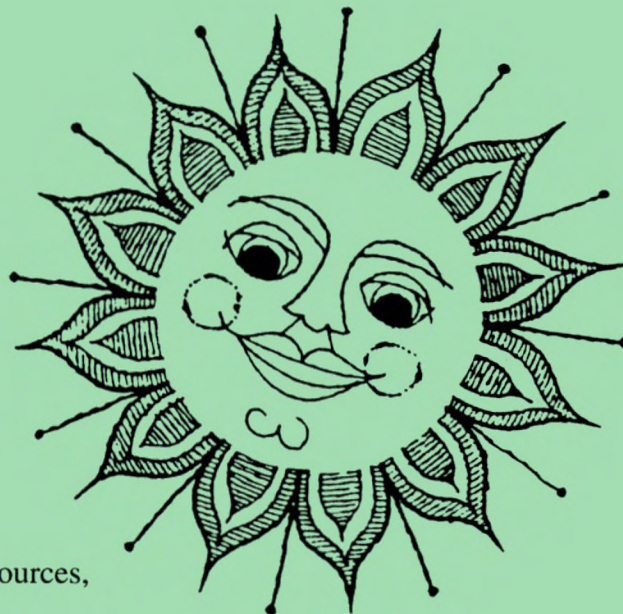
**SUB LSTSRV-L *FirstName LastName***

## AND FINALLY

Finally, what about us — you and I — the teacher-librarians of British Columbia? Would having our own E-mail discussion group with a focus on issues and ideas relating to B.C. school libraries and librarians be of interest to you? There's certainly no lack of topics or matters to discuss. The growing thickness of *The Bookmark* is proof of that. Perhaps, through the magic of telecommunications, we can forget that continent referred to by John Donne and leave our islands behind. If the idea appeals to you, let me know.

E-mail me at	jgoldsmi@cln.etc.bc.ca
Send me a letter at	45295 Stirling Ave., Sardis, B.C. V2R 2M7
Fax me at	795-8480
Call me at	793-7310/w 824-0175/h

# BCTLA REVIEWS



“BCTLA Reviews” is co-ordinated by:

Val Hamilton  
c/o Vancouver School Board Curriculum Resources,  
2530 East 43rd Avenue,  
Vancouver, BC V5R 2Y7

The co-ordinators send materials and reviewing guidelines to reviewers. Reviewers send their completed reviews to the “BCTLA Reviews” editor:

Judy Giles  
c/o Montgomery Junior Secondary,  
1900 Edgewood Place,  
Coquitlam, BC V3K 2Y1

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

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

Items reviewed include print and non-print materials. To be considered for inclusion items should have a significant association with the province of British Columbia through the author, performer, producer, publisher or subject matter; and should have been published within the last three years. Publishers are requested to send materials they wish to have reviewed to the Reviews coordinator c/o Vancouver School Board Curriculum Resources.

Ruurs, Margriet.  
On the write track! : a guide to writing, illustrating, and publishing stories. — Pacific Educational Press, 1993. — 87 p. : ill. — ISBN 0-88865-086-8. — \$14.95.

Pacific Educational Press  
Faculty of Education  
University of British Columbia  
Vancouver, B.C.  
V6T 1Z4

Reviewed by: Rosemary Anderson,  
teacher-librarian, W.L. McLeod  
Elementary School, SD#56  
(Nechako).

*On the Write Track!* is an attractive classroom resource book for guiding students in writing, illustrating, and publishing stories. It is written in a practical, lively manner. While current thinking about the teaching of writing to children is reflected in this guide, it is also a practical hands-on translation of the theories of teaching children writing skills. It can be used to teach creative writing from idea through to editing and illustration, or it can enhance language and literature programs already in place. Publishing procedures are included.

This soft-cover book has a table of contents and is divided into ten sections. Each section contains teaching ideas and student masters to help develop understanding of the concepts and skills related to each part. Story titles of related literature are also listed. The topics covered are: getting ideas, planning a plot, characterization, voice, first draft, editing, different kinds of books, illustrating, publishing, and poetry.

This book is written primarily for the grades 4, 5, and 6 level but can be adapted for both younger and older students. It is very clear and attractive, and would be a great asset to an intermediate teacher. I recommend this professional resource be purchased by elementary schools for teacher use.

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Nicol, C.W.  
The raven's tale. — Harbour, 1993.  
— 195p. : ill. — ISBN 1-55017-083-X. — \$26.95.

Reviewed by: Rosemary Anderson,  
teacher-librarian, W.L. McLeod  
Elementary School, SD#56  
(Nechako).

*The Raven's Tale* is a very interesting and intriguing book. The story is written in the first person by all the Arctic creatures the travellers contact. The main story teller is Gon, the raven. The old raven discovers a young fox caught in a leg-hold trap. While Gon the raven waits for the fox to die, the fox surprises Gon by chewing off its own front paw and escaping. The raven continues to follow the fox thinking that it will die soon from its injuries. The fox happens upon the only survivor of a wolf pack that has been killed by men in an aircraft. He cares for the injured wolf, and begins an unusual friendship. While the fox and wolf hunt for food, they are joined by other Arctic animals. All of the animals tell their own stories in their own words. The old raven watches over them in the capacity of touchstone, storyteller, and myth maker. It is a story with a happy/sad ending, like other survival stories. The fox and wolf reach their destination after overcoming great hardship and starvation.

This book gives authentic and reliable information about Arctic ecology in the format of a legend. This could be confusing to children. The content is suited to mid-elementary students, with a Fry reading level of 3.9. The short chapters would also appeal to this age level. This book has pen and ink drawings decorating the bottom corners of each page as well as larger drawings which enhance the lower corner of the beginning page of each chapter. The artist is Inuit.

This book could be used as a read-aloud book, as I don't think it would appeal to students as a book for individual silent reading. It could be useful for an Arctic theme study.

While I found this to be a very interesting book, I do not recommend this for general purchase by elementary school libraries, because of its high cost and limited audience.

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Johnstone, Bill.  
*Coal dust in my blood : the autobiography of a coal miner.* — 2nd ed. — Oolichan/Royal British Columbia Museum, 1993. — 181p. : ill. — ISBN 0-88982-128-3. — \$14.95.

Reviewed by: Anne M. Rowe,  
Teacher-librarian, Prince George  
Secondary School, SD#57(Prince  
George & District).

Bill Johnstone's grandfather and father both were coal miners and Bill himself began working at 'the pits' in the north of England in 1921. Because he was only thirteen at the time, he was not allowed to work underground. His first job was on the picking tables where he spent eight hours every day, six days a week, picking the pieces of shale out of the coal as it passed on a conveyor belt. He was paid ten pence a week.

Johnstone describes the miners' houses, the class structure which existed in the world of the miner, the different jobs in the mine and the customs of the miners and their families with a great deal of accuracy.

At fourteen, Bill was promoted to underground work and progressed through several different jobs. With the introduction of the early mechanical mining techniques, the coal companies realized that they had to provide some education for young miners who were willing to work and go to school at the time. Some of these students would eventually go on to University and become mining engineers. Bill took advantage of the opportunity offered and finished the three years at the miners' school.

After the miners' strike of 1926, Bill emigrated to Canada. At first he worked as a farmhand but the combination of the coal dust in his blood, and the depression led him to seek work at the mine at Wabamun, west of Edmonton. While there, he married and began studying for his first-class miner's certificate which, coupled with his extensive underground experience, eventually earned him the position of District Superintendent of the Cumberland Coal Mine Operations on Vancouver Island. By 1960, all the mines in the area had been closed and Bill ended his days in mining by supervising the closing out of Canadian Collieries Resources Limited.

*Coal Dust in My Blood* is literally a mine of information about coal mining on Vancouver Island, with details of how mines and mining equipment operated. The book is illustrated with archival photos. There is no index but there is a glossary of mining terms. I would recommend this book for secondary library collections for its usefulness in Economics 12 and BC history units.

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Blanchet, M. Wylie.

*The curve of time.* — 2nd Canadian ed. — Whitecap, 1990, c1968. — 170 p. : ill. — ISBN 1-895099-26-9. — \$14.95.

Reviewed by: Anne M. Rowe,  
teacher-librarian, Prince George  
Secondary School, SD#57, Prince  
George & District.

When the author's five children were "young enough and old enough to take on camping holidays up the coast of British Columbia," M. Wylie Blanchet, known to her friends as Capie, packed the boat and the children each summer and set off on another journey of adventure and discovery. One of the few books that they always had on board was Captain Vancouver's diary and, although they did not try to follow his explorations, they felt caught up with him. Every beach, every channel, every strait they visited or travelled through had been charted and named by Vancouver. They saw the coast through his eyes and those of his botanist, Menzies.

This book is the story of the Blanchet family's summers: when they saw bears, when the cougar almost got their dog and when their boat were overtaken by a playing pack of killer whales. The book evokes the feeling of being close to nature and even closer to the power of the sea. Blanchet's descriptions of the abandoned Indian villages they explored give the reader the eerie feeling of having been there. Her greatest legacy to her children was her interest in natural history and the ancient Haida culture. In her prose she creates sensitive, lyrical poetry.

*Curve of Time* has been called a minor Canadian classic and I think it has a place in any adult library collection. In a secondary school collection it will be discovered by some lucky readers. It is curriculum related because it is about the BC coast and for this reason deserves a place on the shelves. Highly and enthusiastically recommended.

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Swanson, Robert E.

*Whistle punks & widow-makers:*  
tales of the BC woods. — Harbour,  
1993. — 160p. : ill. — ISBN 1-  
55017-090-2. — \$29.95.

Reviewed by: L.R. Little, Assistant  
Director, Penticton Public Library.

Although *Whistle-punks and Widow-makers* was written for an adult audience, this does not diminish its value in a school library. It chronicles the history of west coast logging between the world wars. In an anecdotal format, the author documents the more personal stories of hookers, fallers, bull cooks and locomotive engineers. Swanson writes about the "working stiff, the Paul Bunyans of larger than life legends of the trade".

Complete with index and a large selection of black and white photographs, this fascinating title is relevant for senior secondary students. A whistle-punk was a person who relayed signals by blowing a whistle, and a widow-maker still is a dead tree which could fall and injure someone.



Byrne, Gregory.  
College— who am I & what am I  
doing here? — G. Byrne, 1993. —62  
p. : ill. — \$5.00

Gregory Byrne  
1941 Turner Street  
Vancouver, B.C.  
Canada  
V5L 1Z9

Reviewed by: Debra Simmons,  
teacher-librarian, Tupper Secondary  
School, SD#39 (Vancouver)

The idea behind this spiral-bound publication is a good one, but the mechanical and usage errors are so prominent that they overshadow the value that might be found in the pages.

Gregory Byrne, currently a student at Simon Fraser University, offers guidance, advice and exercises to heighten awareness. His intended audience is high school students interested in post-secondary education. There's a little philosophy, some useful information, practical suggestions and peer counselling. He covers a wide range of subjects from how to manage time to the need for meditation and a good diet. There are eight chapters plus an introduction and conclusion. The volume is written, so the author tells us, for students, based on his own experiences, "with perspectives that facilitate greater understanding of the more personal and societal factors that propel students into post-secondary education."

The above quotation is indicative of what's wrong with the publication. It is not written in comprehensible English. The book is full of ideas badly expressed, empty phrases, sentences that have no meaning, as well as imprecisions and inaccuracies. For example, Mr. Byrne makes no distinction between a college and an university. He begins his first chapter with a statement about sailing that is blatantly wrong. I won't belabour the shortcomings by quoting his numerous grammatical errors or giving examples of his verbosity, because I believe the author is well-intentioned and is attempting to offer guidance in an area he found lacking.

The publication sells for only \$5.00 and maybe students won't have as much difficulty as I did in getting through the pomposity and usage problems. So, if you want to give an aspiring student a break, purchase this. If you want quality, save your money.

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Mayse, Arthur.  
My father, my friend. — Harbour,  
1993. — 165p. : ill. — ISBN 1-  
55017-086-4. — \$14.95.

Reviewed by: Robert Whiteley,  
teacher, Woodbank Elementary  
School, SD#68 (Nanaimo).

*My Father, My Friend* is a wonderful book that recounts the relationship between Arthur Mayse (a reporter for *The Vancouver Province* and *Sun*, fiction editor for *Maclean's* magazine and columnist for *The Victoria Times Colonist*) and his father, a Baptist minister. This relationship spans a period of approximately seventy years and takes place in Nanaimo, East Vancouver, "back east" in Toronto and on the Oyster River, south of Campbell River. The tie that bonds father and son is the love for the Oyster River and the fishing opportunities it offers.

The book is a plea for preservation of a wild river, a semi autobiography of the author, and a recounting of how one man grew to love his father during their life together and how that love continued to grow after the older Mayse's death.

The reader gets to know both father and son in this book. The images created by the author are clear, and the anecdotes serve to create that special feeling of oneness with the Oyster river and the lands surrounding it. An interesting aspect of the book is the description of the use of early flyfishing equipment and technology.

The book's application to school curriculum is somewhat limited. It may be useful as an example of local biography in secondary schools.

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White, Howard.  
The ghost in the gears. — Harbour,  
1993. — 110 p. — ISBN 1-55017-  
065-1. — \$9.95.

Reviewed by: Murrie Redman,  
retired teacher-librarian.

In his introduction to *Ghosts In the Gears*, "about what makes poetry poetry," author White calls his poems a "motley collection," part of "the frontier where the battle for cultural survival must be renewed." BC, despite its recent cosmopolitan face, remains a frontier. West Coast culture still contains, in living memory, a time when the land was scraped off by ordinary folk to become the foundation for the expanding metropolis it is today. Howard White is one of those who observed the transition and makes it his contribution in poetic imagery.

Over fifty poems have a view that rarely wanders from the coastal perspective. They take us from White's experiences as garbage dump operator to pinstriped business man. We feel the muck of "loonshit," the excavator's vernacular for deep mud, the game of survival in the publishing trade, and share in the intimate family contentment of a man unspoiled by all of it. Thanks to Howard White for this refreshing...

glimpse of your life  
passing through some trees

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Glavin, Terry.  
Nemiah: the unconquered country.  
— New Star, 1992. — 153 p. : ill.  
— ISBN 0-921586-22-1. — \$24.95.

Reviewed by: Robert Whiteley,  
teacher, Woodbank Elementary  
School, SD#68 (Nanaimo).

*Nemiah, The Unconquered Country* was a finalist for the BC Book Prizes Bill Duthie Booksellers' Choice Award. It was written by the people of the Nemiah Valley Indian Band who reside in one of the last of the unlogged Chilcotin areas west of Williams Lake and south of Alexis Creek. The Nemiah "wanted to tell the world who they really were" so a formal "declaration to protect the land" was made and this book was written to tell their story and goals for their traditional territory.

The people of the Nemiah have taken a proactive stance by publicizing their aboriginal land claims case. The book contains events from an oral history of people such as the five Nemiah who were hanged in 1864 for their part in the Chilcotin War. The Nemiah contend that they never lost that war because they "never got beat." Today they are in another "war" with the Provincial and Federal governments to preserve and control their traditional lands.

The book is arranged in three sections which tell of the life around the community, Captain George Town, the "old timer" people of the Chilko and Taseko River valleys, and spiritual beliefs of the Tsilhqot'in. The book includes both colour and black and white photos that enhance the text with a taste of the magnificence of the land and the people. One particularly effective series of photographs includes the natural beauty of the Chilcotin juxtaposed with the effects of logging and clear cuts.

There is no index. The book has an attractive layout, a map of the traditional Nemiah area and a foreword that includes the explanation of the unusual orthography and pronunciation.

I recommend purchase of this book for secondary schools as a valuable inclusion in any collection of Native Indians and BC History.

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Dowd, John.  
Ring of tall trees. — Raincoast, 1992.  
— 126 p. : ill. — ISBN 0-920417-15-9. — \$16.95.

After a slow start, *Ring of Tall Trees* provides a suspenseful tale which manages to deal sensitively with current land claims and logging issues. Although the anti-clear-cut, native rights' side is clearly favoured, the presentation is balanced.

Reviewed by: K. Picha, teacher-librarian, SD#37 (Delta).

Dylan, age ten, moves with his family from Vancouver to a farm near Terrace, where an offshore logging company is attempting to enforce its right to log disputed land. Exciting story elements include a Great Pyrenees dog, a blockade, a ghost, and a spectacular ending where a bulldozer topples over a crumbling cliff. Interesting details of Native life and belief are also woven into the story.

Action predominates over characterization and there are no stereotypes. The Natives are presented sympathetically, but the loggers are not total villains. In addition, John Dowd has a nicely realistic view of schoolyard relationships.

I have three concerns with events in the story. These are: 1) the boys examine and sight through an air gun readily available in a cupboard in the house 2) the children take paint thinner to start a fire in the woods and 3) the six year old is allowed to carry a hatchet (even in the dark). The children seem at times to have more freedom to roam than their ages would suggest.

Fry reading level was determined to be Grade 6.

The book should find a place in elementary collections. Teachers could spark discussion by using the novel as a "read aloud."

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O'Keefe, Frank.  
Weekend at the Ritz. — Beach  
Holme, 1993. — 178 p. — ISBN 0-88878-342-6. — \$5.95.

Beach Holme Publishers  
4252 Commerce Circle  
Victoria, B.C.  
V8Z 4M2

Reviewed by: Deberah Gallagher,  
teacher-librarian, Lord Kitchener  
Elementary, SD#39 (Vancouver).

Bobby ("Spazz") Spezzactena entices his friend Kevin to the fancy Ritz Plaza Hotel for a mysterious weekend job. Both boys get caught in a zany adventure.

They disguise themselves as members of a rock band in order to allow the real members to leave the hotel incognito. However, they luxuriate in their good fortune and lavish surroundings.

Unfortunately, the weekend turns from a "fun" adventure to a kidnapping. Caught in the web with them are two friends from school, Lauren and Debbie. Together the friends must find a way to get out of their seemingly threatening predicament.

Written by Alberta author, Frank O'Keefe, this novel has its funny moments. However, it is very light reading, has little character development, and an unrealistic plot. It could be a useful addition to upper intermediate or junior high school libraries to add to their collection of "easy-read" fiction books.

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Moses, Daniel David.  
*Delicate bodies*. — Nightwood, 1992.  
— 53 p. — ISBN 0-88971-042-2. —  
\$9.95.

Nightwood Editions  
P.O. Box 2079  
Sechelt, B.C. Canada  
V0N 3A0

Reviewed by: Lucinda Lockwood,  
teacher-librarian, Thomas Haney  
Secondary School, SD#42 (Maple  
Ridge-Pitt Meadows).

Daniel David Moses has crafted a delightful collection of urban and rural poems. He discusses the personal feelings as well as secrets of a man walking through the busy streets and quiet corners of 20th century Canadian life. His eye misses no detail of that world, and his sparse verse creates vivid imagery of parties, leaves falling, jogging at night and canoeing. Smells, sounds, colours and sensations envelope the reader. Moses never misses a beat. The reader follows him on his travels through city and country, as city slicker and Native son. This is an excellent collection of poetry, most of which has previously appeared in such prestigious publications as *Quarry* and *The Tamarack Review*.

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Farrant, M.A.C.  
*Raw material*. — Arsenal Pulp, 1993.  
— 136 p. — ISBN 0-88978-262-8. —  
\$12.95.

Reviewed by: Ruby McBeth,  
teacher-librarian, Baldonnel Elementary  
School, SD #60 (Peace River  
North).

*Raw Material* is a fantasy style book which comments on urban and suburban adult life today. Ms. Farrant has real settings, but that reality is impaired by the actions of the characters.

Selections deal with a variety of topics including sex, environmentalism, hypochondria, and women's domesticity. The stories poke fun at the ways that adults take themselves seriously. Near the end of the book we see several somber pieces. In one entitled "Shed", the author says "life is bizarre, ... this is our natural condition" (p. 125). The stories are bizarre and fun for an adult to read. My 17 year old daughter did not find them interesting. Nevertheless, I would recommend this book for senior secondary libraries as representative of post modern fiction.

Not recommended for elementary or junior secondary collections.

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Miles, Victoria.  
*Sea otter pup*. — Orca, 1993. — 1 v.  
(unp.) : ill. — ISBN 1-55143-002-  
9. — \$6.95.

Reviewed by: Marv Worden, teacher,  
Cilaire Elementary School, SD #68  
(Nanaimo).

*Sea Otter Pup* by Victoria Miles is visually very attractive because of both the print and Elizabeth Gatt's wonderful illustrations.

The book is aimed at the pre-schooler, but the illustrations of the coastal North Pacific, showing the surface or underwater cross-sections, will awaken interest in all ages.

The text offers realistically portrayed information about the interaction between a sea otter pup and his mother. The language is quite effective and comfortable to the ear as a "read aloud" book. It is

perhaps a weakness, or possibly a strength, that the book leaves an adult reader wanting to know more about sea otter pups.

The book would be a valuable addition to a primary school library.

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Miles, Victoria.

Spotted owlets. — Orca, 1993. — 1 v. (unp.) : ill. — ISBN 1-55143-004-5. — \$6.95.

Reviewed by: G. Beenheimer, teacher-librarian, Laroad Elementary School, SD#36 (Surrey).

*Spotted Owlets* is a small picture book by Victoria Miles. It deals with a very short segment in the life of one of our endangered species - the spotted owl. This is a very factual book. The book explains in pictures and words how spotted owlets leap from their nests in old growth trees. They land on the ground or lower branches. Using their beaks and claws they climb back to safety. Other owlets at this stage are called branchers because this is where they live until they can fly. Owlets are watched by the mother, and fed by the father.

This very informative book presents an unbiased text. Only a notation in small print on the last page says "the future of the northern spotted owl depends heavily upon the preservation of sufficient tracts of the ancient forests..." makes a plea for preservation. The illustrations by Elizabeth Gott are very well done. The simple straight forward vocabulary could be used with a kindergarten class studying birds or to enhance a Grade 4 unit on owls. This book has been catalogued as non-fiction, but more children might use it as an easy picture book. A hard cover or durabound copy of this book rather than the paperback format might stand up better to library use.

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Jobe, Ron.

Cultural connections: using literature to explore world cultures with children. — Pembroke, 1993. — 155 p. — ISBN 1-55138-007-2. — \$14.95.

Pembroke Publishers Limited  
528 Hood Road  
Markham, Ontario  
L3R 3K9

Reviewed by: John J. Jackson, Professor, School of Public Administration, University of Victoria.

This book is designed for teachers of children aged nine to twelve and librarians who want to be challenged to think in new directions to achieve a heightened sensitivity to their own and others culture. The author is a Professor of Education at UBC and President of The International Board on Books for Young People.

The book is simply yet attractively designed and includes detailed summaries and bibliographies. It ranges widely through the potential perils of historical fiction, novels about children's experiences of war and immigration, stories by and about aboriginal people, and it explains how to link literature with other areas of the curriculum.

A worthy, long-term aim of the book is articulated by the author when he states, "only by being able to walk in a character's shoes and experience insights into another culture will we be able to realize true international understanding."

The book is not really for school students' use but it would certainly be a valuable resource for teachers and student teachers.

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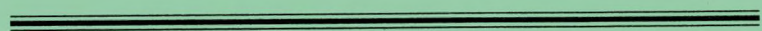
Thompson, Richard.  
Ice cream bucket effect. — Caitlin,  
1993. — 138 p. — ISBN 0-920576-  
44-3. — \$10.95.

Reviewed by: David M. Young,  
teacher-librarian, Royal Oak Middle  
School, SD#63 (Saanich School  
District)

As in Richard Thompson's previous *The Gas Tank of My Heart*, the Trotter family figures prominently in these entertaining short stories. I found myself chuckling over tall tales such as "Toad Spring" and laughing aloud with the play on words of "The Visiting Dignitary". Other stories such as "Epitaph for a Juggling Poet" induced a quiet smile. Hopefully readers will also enjoy a belly laugh over the recipes found in the "Trotter Family Cookbook".

Not all the stories are humorous. "Eggnog" has a poignancy to it that is very suitable to a Christmas tale, and "Crossing South" has a ghostly ambiance to it, suitable for a serious folk tale.

Richard Thompson has written many books for children. *The Ice Cream Bucket Effect*, his second venture into adult fiction, would be a worthwhile addition to the short story collection of school libraries for grades 8 to 12.



Trower, Peter.  
Grogan's cafe: a novel of the BC  
woods. — Harbour, 1993. — 238p.  
—ISBN 1-55017-071-6. — \$16.95.

Reviewed by: John D. Crawford,  
retired teacher -librarian.

This is an engrossing, informative novel about life in the logging camps of the 1950's. It describes a young man's coming of age, and his initiation into the unique way of life followed in the woods. The situations appear to be founded on actual experience and even the most dramatic of them have a clear ring of reality.

The story flows from one location to another; each producing its cast of original characters. A number of moral issues are confronted. Environmental concerns are implicit in many features of the text. The descriptions portray a working environment which demands considerable skill and is fraught with danger. The picture given of life in a camp stresses that the relations among the loggers are of great importance in determining the quality of life. However, the relative freedom of life in the woods is made clean. A sense of optimism prevails among the workers, in contrast to the clouds which overhang today's industrial environment. This optimism is also apparent in the belief that there are enough trees to provide work into the foreseeable future.

*Grogan's Cafe* shows every sign of being the first part of a *romans fleuve*, and it will be interesting to see how the series develops. The presence of a glossary underlines the educational aspect of this novel. A few sexually explicit sentences may require consideration before recommending it to particular students. But given that reservation, I would suggest that Peter Trower's book provides many important insights into life in a logging camp in the 1950's. It could be read with interest and value by students at the senior secondary level.



Raincoast chronicles fifteen : stories and history of the BC coast / edited by Howard White. — Harbour, 1993. — 80p. : ill. — ISBN 1-55017-091-0. — \$10.95.

Reviewed by: Karen Peplow, teacher-librarian, Centennial Secondary School, SD#43 (Coquitlam).

*Raincoast Chronicles Fifteen* is another in a series of short stories and local histories of the BC coast. In this issue is an eyewitness account of grizzly hunting, sasquatch encounters, stories about Paul Bunyan, and local histories of Saturna, Shawnigan Lake, and Dollarton. The stories and histories are charming and informative. Unfortunately, except for one writer, no biographical information is given about the authors of these articles. This is but a light weakness. However, of major concern is the fact that *Raincoast Chronicles* is not included in the Periodical Indexes, so students and teachers cannot easily gain access to the material. Otherwise, the local histories could easily be used for the unit on British Columbia at the secondary level.

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Bouchard, David.  
If you're not from the prairie / David Bouchard, story; Henry Ripplinger, images. — Raincoast/Summerwild, 1993. — 28p. : ill. — ISBN 0-9696097-4-4. — \$19.95.

Reviewed by: Corinne Parauantes, teacher-librarian, Henry Grube Education Center, SD #24(Kamloops)

David Bouchard and Henry Ripplinger have achieved a perfect collaboration in this nostalgic evocation of prairie life and landscape. *If you're not from the prairie...* is a work of both art and Canadian literature at their best. It is superbly presented. The left page cradles Bouchard's sparse, finely honed poetry that elicits the "particular beauty" and "the rhythm of life played by nature's hand" on the endless prairie.

Each right page is given to one of Ripplinger's magnificent landscapes, equally evocative of the prairie experience as the poetry it accompanies.

This memorable, unique book must be read several times before being presented to a group of children. The reader will want to capture the music and cadence the poetry deserves. Choose the right moment to share this book with a small group because children will want to linger over the paintings, feeling each blade of grass, watching the wind-blown clouds, enjoying each game and puddle, feeling the textures of fabric, of face and of rich, brown earth.

This is a book for all ages. Teacher-librarians could carry out a comparison of this title with William Kurelek's *A prairie boy's winter* and *A prairie boy's summer* (Tundra, 1973, 1975). English and Art teachers will find it a wonderful example for showing students how to combine their own art and poetry. *If you're not from the prairie...* is a special literary treasure not only to share with children; you will want to own, to hold, to linger over, and to enjoy it again and again.

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Choate, Chilco.  
Unfriendly neighbours. — Caitlin, 1993. — 413 p. : ill., maps. — ISBN 0-920576-42-7. — \$14.95.

Reviewed by: Ken Adsett, teacher-librarian, Oak Bay Secondary School, SD #61 (Greater Victoria).

*Unfriendly Neighbours* is a highly entertaining and very informative account of one man's struggle for survival in the shadow of one of North America's largest cattle ranches, the Gang Ranch of British Columbia. Chilco (Ted) Choate arrived in the Cariboo/Chilcotin area in 1952 at the age of 16. He spent his "apprenticeship" as a cowboy and hunting guide. At age 20, he was personally granted a huge hunting/guiding license which coincided very closely to much of the

grazing area claimed by the Gang Ranch. The fight was on over the use and control of the upper ranges.

Choate's diary chronicles his unending quest for the preservation of natural alpine pastures and bush land for indigenous wildlife from ill-managed overgrazing of the ranch and, more recently, ravenous clear cutting to feed the pulp mills at Williams Lake. More often than not, Choate also found himself either completely mystified by or in direct opposition to the bureaucracy of various government departments.

*Unfriendly Neighbours* is a fascinating diary of isolated, wilderness life in the Cariboo/Chilcotin during the 1950's - 1980's. It is also a first hand account of the uses and abuses of public lands by private enterprise and negligent government agencies willing to listen to the biggest "name". The book would be a useful resource in the study of BC industries, land use, and the environment at any level from intermediate through senior secondary. There is one line map which is adequate if used with an atlas or road map, and a good index is also provided. Although a number of black and white photographs are also included, they are unfortunately small and unclear and therefore of little value as an added resource. They could, of course, be supplemented by articles from *Beautiful British Columbia* magazine, or other such sources.

I would recommend *Unfriendly Neighbours* for purchase generally and say it is a *must* for schools of the Cariboo/Chilcotin region of BC.

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Pruissen, Catherine M.  
Start and run a profitable home day care : your step-by-step business plan. — Self-Counsel, 1993. — 196 p. — ISBN 0-88908-294-4. —\$14.95.

Reviewed by: J. Duhamel-Covover,  
Special Education Assistant, Sir  
Charles Tupper Secondary School,  
SD#39 (Vancouver)

This publication, like most from Self Counsel Press, is thorough and clearly written. The author systematically guides the reader through the necessary steps in opening a daycare business.

The book includes a thought provoking questionnaire to affirm, or to caution the reader against, opening a daycare. The author assists the reader in everything from licensing to planning programs for young clients. Also included are sample forms, questionnaires, budget sheets, and charts.

Chapters of special interest are: Health and Safety, Nutrition, Record Keeping, Child Abuse, and Children With Special Needs. An obvious omission (from any Canadian publication on child care) is a chapter focused on multiculturalism. Such a chapter might include different customs and beliefs that the child's family may practice. It might also include suggestions of activities to promote the understanding of other cultures.

The beginning of each chapter offers quick and easy recipes that children are sure to love, as well as instructions and/or words to various games and songs. Unfortunately, the games and songs provided are well known ones such as "Duck, Duck, Goose" and "Ring around the Rosy". It would have been helpful to have been given the resource of some novel activities for children.

Despite a few minor drawbacks, I would recommend this book to anyone.

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Morton, Alexandra.

*In the company of whales : from the diary of a whale watcher.* — Orca, 1993. — 63 p. : ill. — ISBN 1-55143-000-2. — \$16.95.

Reviewed by: Margaret Groen, teacher-librarian, Winfield Elementary School, SD#23 (Central Okanagan).

This is a delightful book about the habits and behaviours of killer whales off the coast of British Columbia. The text consists of diary excerpts from a single year, documenting her observations of whale families that she came to know by sight and by recording their "dialects". The text is complimented by beautiful colour photographs. Factual notes are included in easily located boxes. A wonderful "family tree" identifies the whales by alpha-numeric code, name and shape of the dorsal fins.

*In The Company of Whales* also provides a fascinating insight into the life of a research scientist.

This book is very readable at intermediate grade levels. It would be a good non-fiction book to read aloud to classes studying whales. No index. No Table of Contents. (Information is easily located by scanning headings in note sections.)

Recommended for purchase at the Elementary level. Librarians should consider *Siwiti - A Whale's Story* (1991) also by Alexandra Morton. It is a story of a killer whale's birth and first year of life. Winner of the 1991 Sheila A. Egoff Children's Book Prize, *Siwiti* is a Canadian Children's Book Centre Our Choice title.

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Zonailo, Carolyn.

*Nature's grace.* — Empyrean, 1993. — 64 p. — ISBN 0-921852-03-7. — \$10.00.

Reviewed by: Marilyn Clements, Teacher, Courtenay Junior School, SD#71 (Courtenay).

Carolyn Zonailo's latest poetry collection called "Nature's Grace" might be slim in appearance but it contains some powerful work. There are thirty-six poems, divided into three sections: State of the Earth, Portraits and Stanzas from the Zone of Silence.

The poems in the first section relate to real and recent incidents. In "Killer" she writes about the man who killed a swan in Stanley Park and in "Three Hand Guns" she deals with the growing issue of firearms in our midst and the reality of their purpose.

The familiarity of the settings adds to their appeal. The poet writes of Peggy's Cove, Lion's Gate Bridge, and Kits Point.

Portraits is my favourite section. Ms. Zonailo portrays unusual people in a clear, sympathetic and feeling manner. She describes them physically and then takes us inside them. She tells us how the pole vaulter feels making it over the bar. There is the tattooed man dying in the hospital, the skinhead riding a bike, an obese woman presiding over a salad bar and a blonde woman with Great Danes.

This is a fine collection of glances into humankind. I recommend it for senior school library resource centres.

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Perry, Robert.  
The ferryboat ride. — Nightwood,  
1993. — 1 v. (unp.) : ill. — ISBN 0-  
88971-155-0. — \$14.95

Nightwood Editions  
P.O. Box 2079  
Sechelt, B.C.  
Canada  
V0N 3A0

Reviewed by: P.L. Zidek, teacher-  
librarian, Renfrew Elementary  
School, SD# 39 (Vancouver).

This is a picture book about a ferryboat ride with a sequence of colourful miniature poems which show movement as the ferry sails through the world of islands, and whales.

It is sheer joy to read aloud to children! They can close their eyes and visualize what author Robert Perry projects so easily with his simple rhyming words. Robert Perry is a Vancouver poet who also teaches English.

What really makes this book are the illustrations. Greta Guzek paints the pictures in a child-like fashion. They are eye catching and most appealing for very young children.

Greta Guzek is a painter who is currently living on the Sunshine Coast. Her silk-screen prints have been shown at The Arts Council Gallery and The Shadow Baux in Sechelt, Show Piece Gallery in Gibsons; The Studio Shop and the Rembrandt Gallery in Vancouver.

I highly recommend this book for a school library, mainly the primary level, however every child who has ever been on a ferry can relate to this exhilarating picture book.

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McLaughlin, Paul.  
Family remembers : how to create a  
family memoir using video and tape  
recorders. — Self-counsel, 1993. —  
146 p. — ISBN 0-88908-293-6. —  
\$11.95

Reviewed by: Garth Harkess,  
teacher-librarian, Laurie Junior  
Secondary School, SD#2  
(Cranbrook).

The cover of this slim paperback won't win any design awards, but after browsing through the text, my mind was racing with ideas about how videos and cassettes could be used in any number of worthwhile school related projects.

The primary purpose of this book is to assist people who want to make a video or audio record of their family's history. Author Paul McLaughlin's introduction outlines his motives for starting to make video recordings of his father's memoirs, and how this process eventually led to his decision to write a "how to" book on effective video and audio interviewing.

Some excellent technical and interviewing tips are provided here. There are also a good number of sample questions to help students plan a productive interview. A wide variety of suggested uses for the video camera are presented – one being School Projects. Although only 6 lines in length, this small section should inspire some exciting oral history projects.

A student armed with this book and a video camera or tape recorder could produce an exciting and technically superior product. They would also be learning some great interviewing skills in the process.

There is no index, but the Table of Contents is extensive and will help readers find any specific information they may want.

Recommended for elementary and secondary school libraries.

Ward, Robin.  
Robin Ward's heritage West Coast.  
— Harbour, 1993. — 127 p. : ill.  
— ISBN 1-55017-095-3. — \$32.95.

Reviewed by: Roberta Kennard,  
teacher-librarian, University Hill  
Secondary School, SD#39 (Vancouver).

With the number of buildings bulldozed, or more recently imploded, it is timely to see another title which keeps Vancouver's architecture alive. Robin Ward's *Heritage West Coast* will delight collectors of the past. His clean and intricate drawings of Vancouver buildings, and those as far away as Seattle, make this a valuable addition to other titles which preserve the past. The wide margins and double page layout give both the renderings and the information on the buildings the attention that they deserve.

Many of the subjects are covered in Kluckner's *Vanishing Vancouver* or *Vancouver the Way It Was* or mentioned in Kloppenborg's *Vancouver's First Century*, but other newer sites such as Cathedral Place and the BC Hydro tower (built over The Del Mar hotel) which Mr. Ward calls "a bloated piece of post modernism" are included and critiqued.

Secondary teacher-librarians may find that students will not be attracted by the black and white renderings. Please note that there is no index and therefore, no way of cross checking buildings by the architects' names.

Recommended for purchase where there is a demand.

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Lewis, S.P.  
Grace : the life of Grace MacInnis.  
— Harbour, 1993. — 399 p. : ill. —  
ISBN 1-55017-94-5. — \$32.95.

Reviewed by: Marilyn Aldworth,  
District Librarian, Leo Marshall  
Curriculum Centre, SD#44 (North  
Vancouver).

This is a detailed and well-written biography of an extraordinary Canadian woman. Sunny Lewis has done a most thorough job of bringing Canadian political history to life, particularly the growth of the CCF - NDP.

Being the daughter of J.S. Woodsworth, who was a champion of the poor and down-trodden, and also founder of the Co-operative Commonwealth Federation, made it natural for Grace to grow up as a social and political activist herself. Born in 1905, before Canadian women even had the vote or were accorded legal status as persons, Grace MacInnis managed to make some important contributions to politics as well as becoming one of the first female members of the BC Legislature and an elected member of the federal parliament. She was active in politics her whole life and was curtailed only in her 80's when her arthritis became too crippling.

Lewis has done extensive research to reveal the many sides of Grace – the daughter, the wife, the sister and the politician. Readers will learn a great deal about the background of the NDP in British Columbia and get more historical perspective on the major players and their political struggles.

Feminists will also learn how Grace pushed forward the issues of family planning, equality for woman, and access to safe abortions. To balance the political side of Grace, Lewis has shown a very personal side of Grace also.

Black and white photographs complement the book nicely. The book is well-organized with a table of contents, appendix, notes on each chapter, primary sources and interviews, and comprehensive index.

The target audience for this book is adults. It could be used successfully at the senior secondary level. I would recommend this book be purchased for secondary, post-secondary and public libraries.

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Wenzel, Jan-Udo.

Ginter. — Caitlin, 1993. — 196 p. :  
ill. — ISBN 0-920576-35-4. —  
\$24.95.

Reviewed by: Betty Errington,  
retired teacher-librarian.

Ben Ginter was a mover and shaker in British Columbia during the sixties and seventies. His accomplishments included building highways, bridges, runways, pulp mills and the famous, but now almost forgotten, Tartan Brewery. He was a self made man who had to leave school in grade eight. His mother lent him the money to buy his first piece of construction machinery and from that modest start, he was on his way.

People either loved or hated Ben Ginter. Organized unions "hated his guts" but Phil Gaglardi, former Minister of Highways, always supported him. Said Jim Hubbard, an employee for many years, "I think Mr. Ginter was one of the few rich men who had time for a working man and I will always appreciate him for that". Driven to achieve, he made many enemies during his lifetime.

The author, newspaper reporter Jan-Udo Wenzel, knew Ginter in Prince George and interviewed many of Ginter's friends and enemies. His writing style is direct, factual and unembellished.

With its attractive cover, clear print, many photographs and a detailed index, this book should be a useful addition to the BC history section of the library.

Recommended for Junior and Senior Secondary.

Fry Readability - grade 8

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Bulam, T. Alex.

Kamloops cattlemen : one hundred  
years of trail dust. — Rev. — Sono  
Nis, 1993. — 183 p., [16] p. of  
plates, folded map. — ISBN 1 -  
55039-043-0. — \$12.95.

Reviewed by: Ken Adsett, teacher-  
librarian, Oak Bay Secondary School,  
SD#61 (Great Victoria)

*Kamloops Cattlemen* is the story of the development of cattle ranching in the Kamloops - Merritt area of British Columbia, from its beginning in the mid - 1800's to 1972. It is told by a man who was born to ranch life in 1911. He was the son of one of the area's earliest pioneer ranchers. It is really the history of the Bulman ranches, with limited reference to others in the area. The numerous anecdotes are often amusing and always illustrate a point.

The book will be of interest to upper intermediate and to secondary students of the area and could be a useful resource elsewhere in the study of one of BC's major industries. The single sketch map is adequate and many of the sixteen black and white photographs would be of interest and useful to students, especially if combined with larger colour pictures from *Beautiful British Columbia* magazines.

*Kamloops Cattleman* could be a useful supplementary resource for the ranching industry of British Columbia in grades where this is a Social Studies focus.

Russell, Ginny.  
Voices on the bay. — Beach Holme,  
1993. — 120 p. : ill., maps. —  
ISBN 0-88878-343-4. — \$8.95.  
Beach Home Publishers  
4252 Commerce Circle  
Victoria, BC  
V8Z 4M2

Reviewed by: Wendy L. Smith,  
teacher-librarian, W.D. Ferris El-  
ementary school, SD#38 (Richmond).

Dave is spending a week on Mayne Island with his grandparents prior to his moving to Chicago. In addition to his usual activities of fishing and sailing, he makes two new friends: Rick, who lives on Mayne Island, and THAA, WEN, an elderly member of the Saanich Native Band. Dave's curiosity is aroused after listening to THAA, WEN's stories of raiding parties sweeping down the west coast. He begins searching for the truth about what happened at Village Bay so long ago.

This is an interesting story with enough action to involve even reluctant readers at the Grade 4-5 level. The subject matter makes this book good fictional support for the Social Studies program. Teachers that I shared the book with, felt that they would use this book in their classrooms as the literature component of their native cultures' unit.

The author, Ginny Russell writes clearly and concisely and involves the reader in the story. The chapters are a good length for oral sharing. In addition, Mrs. Russell incorporates interesting information into her story such as the meanings and proper pronunciation of THAA, WEN's name and why the letters are capitalized.

The map of Mayne Island and the Outer Gulf Islands at the front of the book enables the reader to follow Dave. An attractive sketch by Anthony vanTulleken is included.

The book is worth purchasing for an elementary school library.

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Grizzlies & white guys : the stories of  
Clayton Mack/ compiled and edited  
by Harvey Thommasen. — Harbour,  
1993. — 239 p. : ill. — ISBN 1-  
55017-089-9. — \$26.95.

Reviewed by: Murrie Redman,  
teacher-librarian, SD#46 (Sunshine  
Coast).

Clayton Mack's accounts of his experiences as a Native Indian grizzly hunter guide gives the reader more than mere amusing stories. They offer a picture of a man and his people who wish to retain their unique native ways while existing alongside the white man with his seeming oddities. Mack shows how difficult this task can be. When he is made a folk hero after Hollywood discovers him as a media "collectors item", wining and dining him LA style, he tires of the glitz and yearns to return home to the bush and bears of the BC Coast. His version of the experience is hilarious, and full of natural common sense. In the bush, Mack is king. He is modest, accommodating even under pressure, and above all, a gentleman both with hunters and bears alike. One has the impression the he actually prefers the company of the latter! His respect for the wilderness strikes a true and clear note that idealistic students will not miss. Fortunately, the editors have not interfered with Clayton Mack's unique speaking dialect, a magical potion of backwoods bluntness and perceptive humour. His rambling tales are charming. He is a natural teller of tales because he loves to tell them. Reading his book is like a visit around an old stove with him in his cabin. Too bad, he is gone.

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