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**BCTLA**

# THE BOOKMARK



## BRAVE NEW WORLD?

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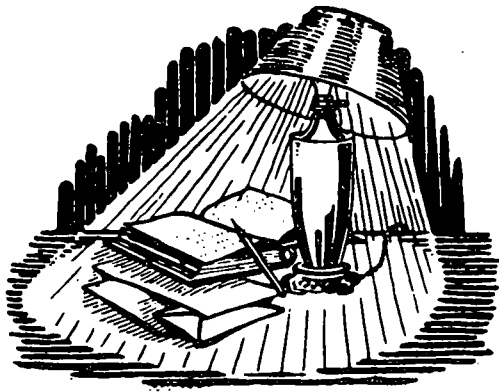
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### STATEMENT OF PURPOSE

*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**, BC Teacher-Librarians' Association President

In November, I attended the Forum on Resource-Based Learning and Teaching at Dunsmuir Lodge in Victoria. The grant that the BCTLA received to hold this forum was used to bring representatives from various groups together. For two days we discussed many of the dilemmas resulting from new rules for using the money allocated for learning resources. Thank you again to Marilyn Hannis and members of the Continuing Education committee (Patricia Finlay, Bernice Betts, Rod Hermsmeier, and Valerie Dare) for organizing this very timely session and to Don Hamilton and Joan Harper for their added support. This is also a critical issue for the Learning Resources Branch of the Ministry and a number of people from the Branch were also in attendance. Numerous valuable contacts were made and it was an impressive beginning as we come to grips with a more diverse view of resources. What role do you see for teacher-librarians now that the scope for curriculum-related resource selection has been broadened and the decisions are now school-based? How involved do we become in this BRAVE NEW WORLD?

At the April 30, 1994 Chapter Councilor's meeting we will spend time in the morning following up on some of the issues raised at the Forum on Resource-Based Learning and we will attempt to set directions for the BCTLA. It would be valuable if the questions posed above were discussed at a chapter meeting prior to April 30. I look forward to seeing a representative

from each Chapter at the Spring Council meeting which will be held in Surrey at the BC Forest Education Centre (the same location as last year). If your Chapter Councilor cannot attend, please find an alternate. Travel funding is provided as well as some assistance with accommodation. Bonnie McComb will be providing the details.

In early February I went to a one day Ministry session for all Provincial Specialist Association (PSA) Presidents, to provide feedback on the revised Intermediate and Graduation Program Policy documents. For the most part, the PSAs supported the new directions, or the "what" of the programs, but there were concerns over the "how". We were asked to focus on the ideas presented and, for those that were deemed worthy of consideration, the "how" would have to be worked out in the near future. Organizing the structures needed to implement some of the proposed changes will be a challenge but most PSAs support the overall philosophy of the new documents. Individuals and groups have until April 30, 1994 to respond to these documents and I hope that you will take advantage of this opportunity.

At the end of February, I will be attending a two and a half day working session to assist with developing a model for the upcoming Curriculum Planning Guides. This is another session sponsored by the Ministry and it includes PSA Presidents, members of the Professional Development Advisory Committee and members of the various steering committees. It is a follow up to a session that was held last January which Patricia Finlay attended on our behalf. The positive feedback that I received from various sources about last year's curriculum session has me anticipating that this year's follow-up will be very worthwhile. Prince George will certainly be well represented, if those invited to attend are all able to make it. The Primary PSA President (Liz Scott), the Drama PSA President (Linda Riches), a member of the Primary steering committee (D. Stuart), a member of PDAC (Robin Dielssen) and myself are all from Prince George. As well, the President of the Intermediate PSA (Janice Tapp) lives in nearby Fraser Lake. It is terrific to have the northern half of the province so involved in providing input on the BRAVE NEW WORLD of education.

Speaking of BRAVE NEW WORLD, the BCTLA executive has decided to hold a teleconference in March instead of meeting face-to-face. In order for us to work through, in three hours, an agenda that normally takes us nine hours I provided massive amounts of background information for everyone to read ahead of

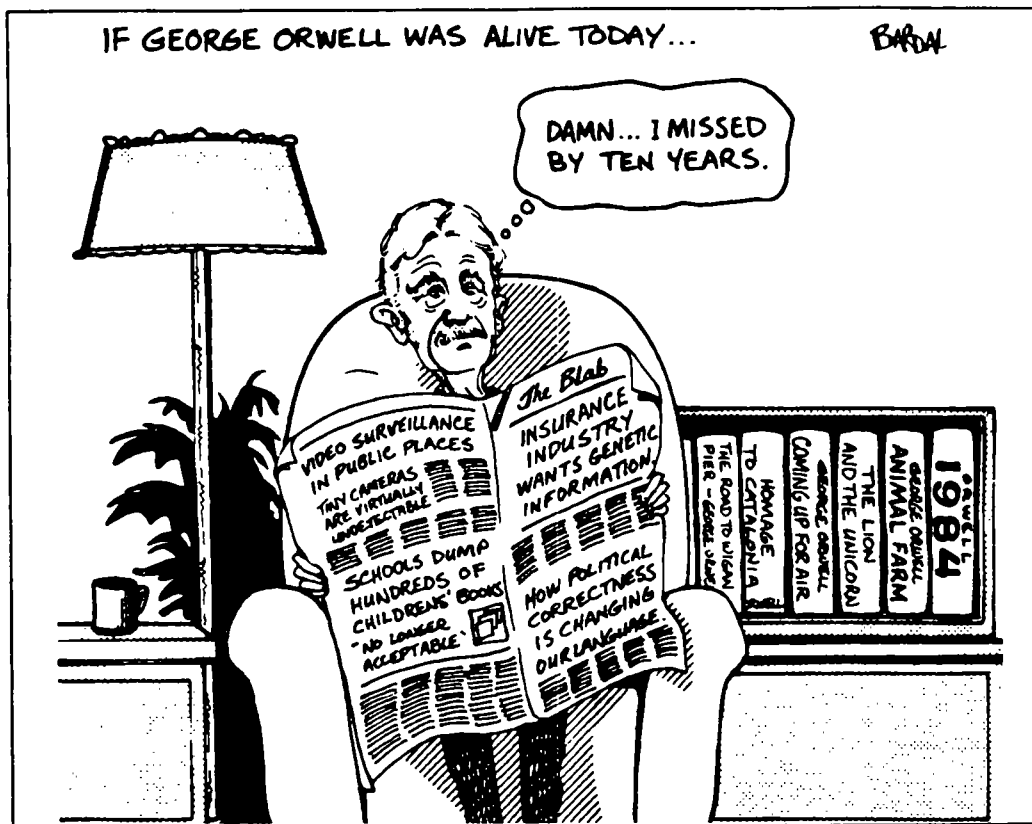
time. It took me three times longer to write the agenda, so it is certainly time consuming to prepare for, but it will be an interesting experiment for us. Wish us luck!

If you're in the Vancouver area, don't forget to get tickets to the BC Book Prizes dinner on May 7, 1994 (for further information see the ad in this issue) and keep in mind that the CLA/CSLA Conference is in Vancouver from June 14 to 18, 1994.

It is hard to believe that my two years as president will soon be coming to a close. Initially, I was nervous

about taking on the job but I have not regretted it and the time has certainly flown by. It's been a boost for my frequent flyer points, as well!

I hope to see all the Chapter Councilor's at the April 30, 1994 Spring Council meeting and the Annual General Meeting. Until then, all the best!



Courtesy of *Richmond Review*

Cartoon by **ERIC BARDAL**

## LETTERS TO THE EDITOR

from **LAWRENCE C. LAVENDER**,  
Director of Instruction, Creston-Kaslo  
District Resource Centre.

First, my apology for not writing to you sooner. The formal presentation of the Distinguished Service Award at your Fall Meeting in Kelowna is truly appreciated. It was a great atmosphere in which to receive the award. The Ted Harrison picture is "super." On behalf of my wife and myself "thank you"—also for the lunch.

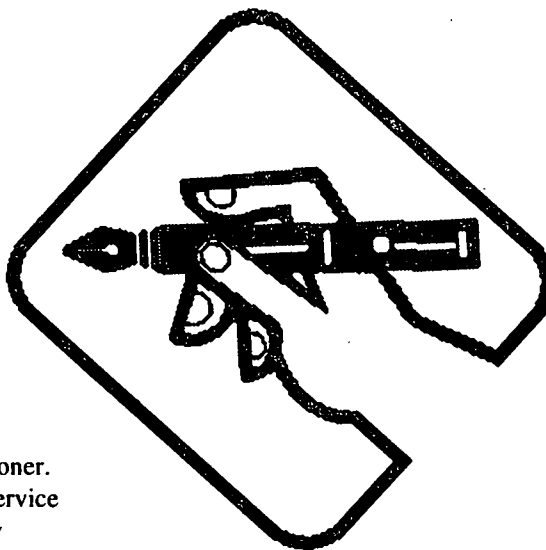
As mentioned at the presentation, I feel it is truly a district award, as it is due to a wide range of support from all partners in education that real gains are accomplished. I have been fortunate enough to work in a district, and with a staff, where that has been possible.

The picture is hung in a prominent place in our District Resource Centre. It will be a constant reminder to keep striving for better service and resources for our staff and students. Thank you again for your kindness. Cheers!

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

The IASL Committee on Instructional Materials for Teaching School Librarianship would like to thank your association and the many districts and individuals who contributed to the display collection of over one hundred items, which I was able to take to the IASL conference (in Australia). While the suitcase was heavy, the response was enthusiastic. I brought back an equivalent amount of material from "down under" which I will be pleased to show at conferences in the near future.

The bibliography of the materials from the past three years will be compiled and made available for sale in the new year. Please let me know if you have new items that should be publicized. Thanks for sharing. We can all learn from each other.



### **FREE GVRD EDUCATION PROGRAMS**

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Submit an article, unit or bibliography to

## ***THE BOOKMARK*** —

the winner of the 1993 CANEBSCO Award

### COMING THEMES FOR 1993-1994 ARE:

#### **JUNE 1994: "HOT!"**

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

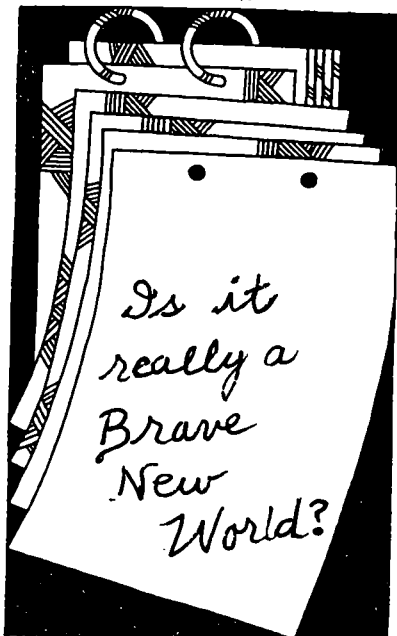
#### **SEPTEMBER 1994: "LIGHT THE CANDLES, BEAT THE DRUM"**

Everyone loves a celebration. In this issue we hope to celebrate exceptional achievements of all kinds. Library users are musicians, athletes, scholars, story tellers... Help us celebrate all kinds of successes by submitting an article or unit on any kind of festival, theme day or other celebration that your school has undertaken. Music, whether popular, classical or ethnic, dance, multicultural celebrations, and drama of all kinds are some of the things that help make life worthwhile. Have some fun, be creative. Units on the theme will be especially welcome. **Deadline: July 25**

***SUBMIT MATERIALS TO AN EDITORIAL BOARD MEMBER  
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## Editor's Comments

As we approach the new millennium, the infamous Year 2000, prophecies about the future are again in vogue. Just as dire predictions characterized the first millennium, 1000 AD, so today we have the "prophets of doom" engaging in a flood of speculation about our imminent future. Such dramatic dates as 1000 AD and 2000 AD serve as metaphors of change and humans are fascinated by their mysterious implications. The Black Death, the Seventh Seal, a world breathlessly awaiting the first millennium since the birth of Christ (the Bible is also full of prophecies and 1,000 year epochs) all make for a time period parallel to our own. We are experiencing the same expectant air of fear and exhilaration as characterized the first millennium milestone. The very character and survival of man as a species is now again in question. What a great theme for this issue of *The Bookmark* and for teaching units!

Some of the noted prophets and their works addressing the future of our generation include George Orwell and his spine-chillingly accurate predictions from 1984, Aldous Huxley with his *Brave New World*, set far in the future but fulfilling itself right now, and H. G. Wells with his novel *Things to Come*. These prophets have been characterized as the Rational Prophets of our century—their predictions were based on trends and observable developments already present in their culture at the time of writing. These authors concentrated on technological and social predictions and they used the literary form of the novel to express their views.

Wells was best at predicting technological changes. He foresaw the splitting of the atom and the dropping of the Atomic Bomb. In his novel *The Shape of Things to Come* (1933) he predicted war in 1939, and the establishment of a world state afterward. In a later novel *The Fate of Homo Sapiens* (1939) he expressed a very bleak view of the human future—civilization would collapse in an apocalypse! Aldous Huxley wrote the book after which this issue of *The Bookmark* is named in 1932. Although his predictions were set to take place 600 years in the future, in his 1946 preface to *Brave New World* he said that "the horror" was taking place right now in the Twentieth century. His predictions concerning reproductive techniques certainly are in evidence today—surrogate parents, test-tube babies, frozen eggs and sperm, cloning nearing perfection. Sexual love and the traditional family play a far less important role in the reproduction of our species than they have formerly just as Huxley predicted! Other prophecies concerning the loss of privacy and the simulation of experiences through technology are also well observed in our generation.

George Orwell's Big Brother and the Thought Police characterize our society more and more—just think of the computer super spies watching workers' every move through electronic surveillance, and the spreading vogue of Political Correctness, along with efforts to purge language of dangerous words (1984).

On the other hand, we have the Inspired Prophets. In this category we can include Edgar Cayce, Jeanne Dixon and probably the most noted of all inspired prophets Nostradamus (Sixteenth century). These prophets are characterized by their sense of vision, by their relying on inspiration and spiritual powers to see into the future. Jeanne Dixon accurately predicted the assassinations of both President Kennedy and Martin Luther King. She predicts a tremendous war in 1999, drastic changes to the Catholic Church, peace in Ireland, the Chinese invading the Middle East, Russian again becoming Christian and a woman president of the United States.

Nostradamus is perhaps the most interesting example of a prophet of the inspired type. Famous in his own time and just as relevant today he has prevailed over five hundred years of human history. His predictions, in the form of poetic quatrains, have been applied to events taking place recently and in the Twenty-first century. There are quatrains which seem to describe the Gulf War with immense accuracy, which refer to the rule of two great ideologies in the Twentieth

century and to the Middle East being the hotbed of a Third World War. When he addresses the Twenty-first century it is with the gloom and doom which heralded the first millennium. We face a dreadful future full of images of an apocalypse just as the year 2000 approaches. Human life does survive, however, so do not despair!

Today there are just as many prophets about the land, and some of them are currently giving us a glimpse of the Post Human Era. Two recent publications provide a vision of the near future. The authors follow in the same traditions as previous visionaries—they enunciate predictions for us to contemplate with shock or delight. Gregory Stock in *Metaman: The merging of Humans and Machines into a Global Superorganism* provides a daring look at the future where technology will unify the world, humans will become more interdependent, and a global intelligence will emerge transcending borders, creeds and even individual identities! This book is well documented and full of statistics as it presents the human race moving towards a higher evolutionary stage—one in which everyone will be connected to everything. Man will leave nature behind, meld with machines and form a single consciousness! This theme reminds me of the science fiction novel *Childhood's End*, one of the scariest books I ever read.

Frank Ogden, a local futurist living on a boat in Vancouver harbour, has written *The Last Book You'll Ever Read and Other Lessons from the Future*. He claims that print is outdated, information is power, and that only those espousing the information revolution and its technology whole-heartedly will survive. The technological feast is laid out and we get on board or starve. He supplies some practical insights into how to deal with catastrophic change and also emphasizes that individual consciousness is at stake. These two contemporary prophets share a similar vision of the Post Human Age. "Both books tilt slightly toward dreaminess, and both at times unconsciously verge on a nightmare." (*Globe and Mail*, Dec. 24th, 1993, p. C8)

This dynamic time period in human history furnishes a great opportunity for dramatic teaching units of a cross-disciplinary type. Prophecy works well in many subject areas and adds an excitement to research and inquiry. I visualize a theme study on students' views of their own Brave New World. Teachers and teacher-librarians could incorporate creative writing into units by having students write their own prophetic quatrains (modeled on those of Nostradamus), science research could be done concerning genetic engineering,

media studies would involve the effects of the new mass media, literature would be incorporated through science fiction novel studies, and art by means of having students visualize the Brave New World—both what humans will look like and what their habitat will be like, climate changes would involve geography and science, and aspects of Family Studies would be dealt with as students study the effects of reproductive technologies on society along with issues of gender. Two of the units in this issue demonstrate ways to handle this theme of the Brave New World. Hopefully you will get some ideas for discussions, units and resources from this special theme issue of *The Bookmark*. Man's fascination with his own future is a powerful vehicle to tap into for rich teaching and learning experiences for students. Don't miss out on this opportunity—remember there are only SIX YEARS LEFT to the next millennium!

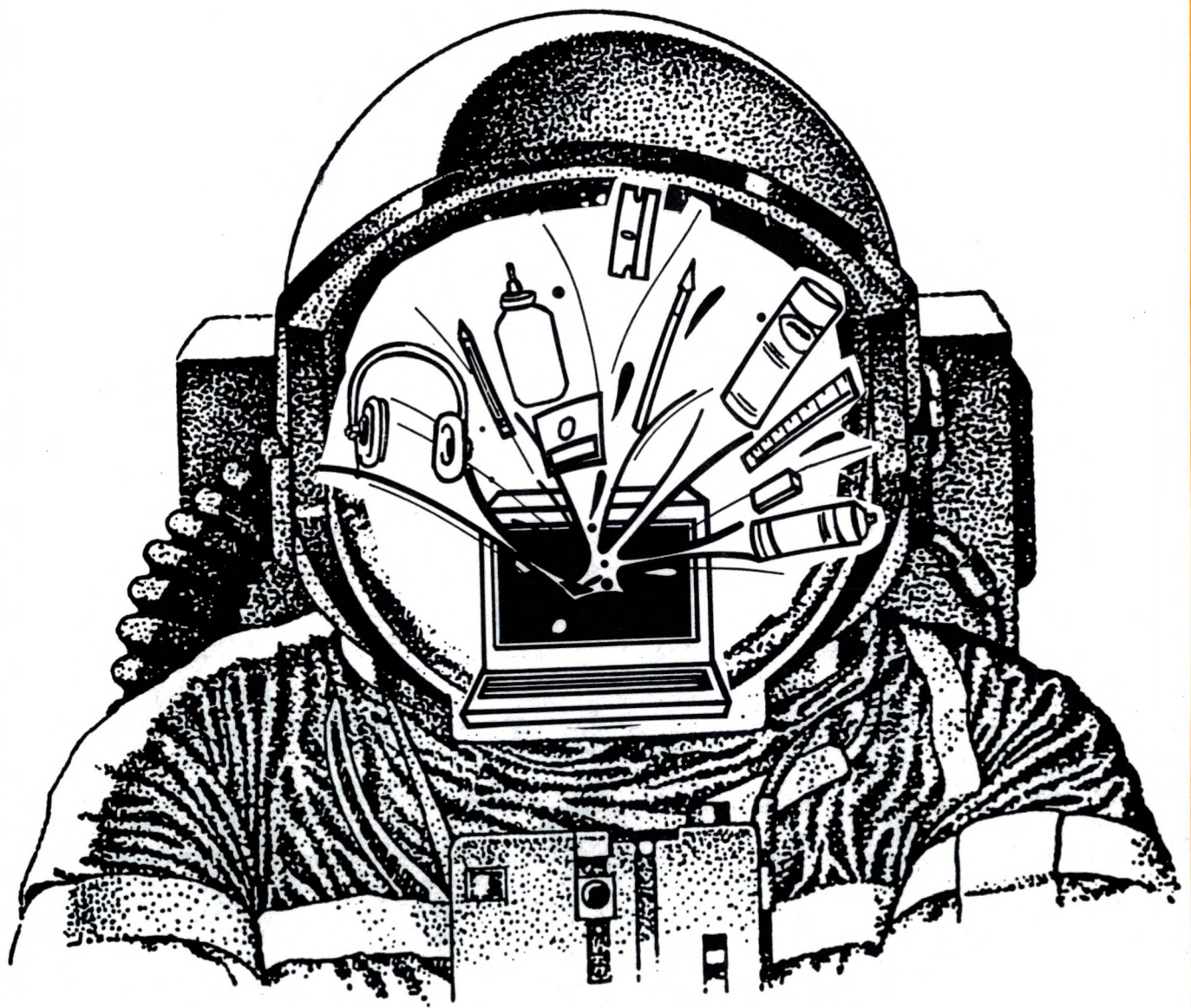
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Ogden, Frank. *The Last Book You'll Ever Read and Other Lessons from the Future*. Macfarlane, Walter & Ross; plus IBM disk in ASCH format.

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Stock, Gregory. *Metaman: the Merging of Humans and Machines into a Global Superorganism*. Doubleday.

# THEME SECTION





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# FORMING THE NEW GLOBAL LANGUAGE: ENGLISH OVER EASY

by ALEXANDER BESHER.

Reprinted with permission from *Times Columnist*  
(Victoria, BC) November 27, 1993.

There is little question that English has become the unifying language of the world—of commerce, international politics, science and technology. In the past French was known the world over as the language of diplomacy, German as the language of science, and now English has been accepted as the lingua franca of the interconnected world.

Having said that, it is worth noting that language is not a static thing. It still keeps evolving, as surely as the world keeps interconnecting. The English language of the future is not likely to be Anglocentric. And it is not likely that “cultural homogenization” will be the fate of the world, as some nations fear.

As proof of that, I'd like to cite the following analysis and prognosis of the shape of English to come in the 21st century. It's culled from an unattributed posting on Internet, the global communications network. And it speaks, I am sure, for many of us.

## Euro-English

Having chosen English as the preferred language in the European Community, the European Parliament has commissioned a feasibility study in ways of improving efficiency in communications between government departments.

European officials have often pointed out that English spelling is unnecessarily difficult. For example, cough, plough, rough, through and thorough. What is clearly needed is a phased program of changes to iron out these anomalies. The program would, of course, be administered by a committee staff at top level by participating nations.

In the first year, for example, the committee would suggest using 's' instead of the soft 'c.' Certainly, sivil servants in all sities would resieve this news with joy. Then the hard 'c' could be replased by the 'k' sinse both letters are pronounsed alike. Not only would this klear up konfursion in the minds of klerikal workers, but typewriters could be made with one less letter.

There would be growing enthusiasm when in the sekond year it was announsed that the troublesome 'ph' would henseforth be written 'f.' This would make words like 'fotograf' twenty persent shorter in print.

In the third year, publik akseptanse of the new spelling kan be expektd to reach the stage where more komplikated tshanges are possible. Governments would enkourage the removal of double letters which have always been a deterrent to akurate speling.

We would al agre that the horrible mes of silent 'e's in the language is disgrasful. Therefor we kould drop thes and kontinu to read and writ as though nothing had hapend. By this tim it would be four years sins the skem began and peopl would be reseptiv to steps sutsh as replasing 'th' by 'z.' Perhaps zen ze funktion of 'w' kould be takn on by 'v,' vitsh is, after al, half a 'w.'

Shortly after zis, ze unesesary 'o' kould be drpd from words kontaining 'ou.' Similar arguments vud of kors be aplid to ozer kombinations of leters.

Kontinuing zis proses yer after yer, ve vud eventuli hav a reli sensibl riten styl. After tventi yers zer vud be no mor trubls, difikultis and evrivun vud fin it ezi to understand ech ozer. Ze drems of Mr. Orvel vud finali hav kum tru.

\* \* \*

Meanwhile, in Asia, we are witnessing similar developments in the lexicon of the region.

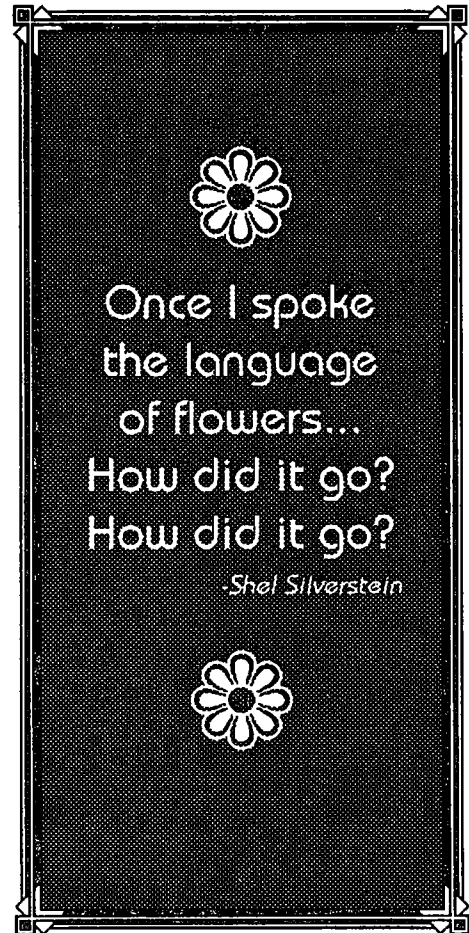
For one of the finest transliterations of Rim English, I must cite the American humorist Shelly Berman's artful reconstruction of a conversation between an English-speaking guest and the room service operator at a hotel somewhere in Southeast Asia.

Room service: Morny, rune sore-bees.  
Guest: I though I dialled room service.  
Room service: Tye, rune sore-bees. Jewish to orrder sunteen?  
Guest: Yes. This is room 13-05  
Room service: Okay, torino-fie. Ye plea?  
Guest: I'd like some bacon and eggs.

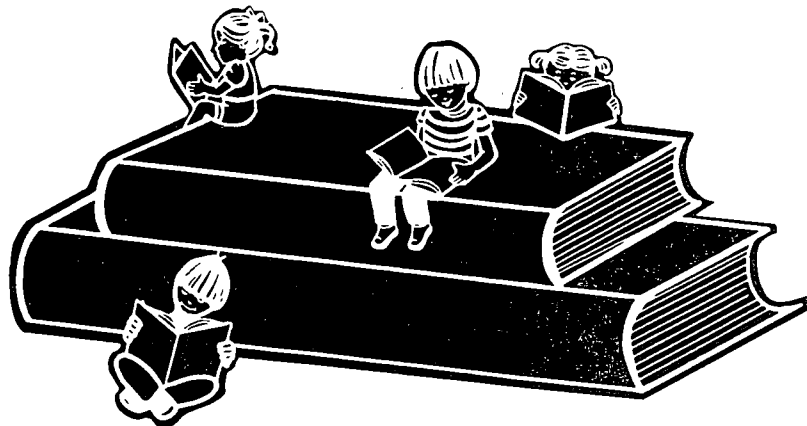
Room service: Ow july then?  
 Guest: What?  
 Room service: Aches. Ow july then? Pry, boy, pooch?  
 Guest: Oh, the eggs. Scrambled.  
 Room service: Ow july thee baycome? Crease?  
 Guest: Crisp will be fine.  
 Room service: Santos.  
 Guest: What?  
 Room service: July santos?  
 Guest: Er, I don't think so.  
 Room service: No? Jew don juan toes?  
 Guest: I don't understand.  
 Room service: Toes. Toes. Why jew don juan toes? Ow bow eenglish moppin we bother?  
 Guest: Toast! Ah. An English muffin with butter will be fine.  
 Room service: Copy?  
 Guest: Hmm?  
 Room service: Copy? Tea, mill?  
 Guest: Yes, pot of copy for one, please.  
 Room service: One minnie. Ass rue torino-fie: stangle aches, crease baycome, tosy eenglish moppin we bother and copy. Rye?  
 Guest: Whatever you say.  
 Room service: Tenjewberrymud.  
 Guest: You're welcome.

\*\*\*

Syndicated columnist Alexander Beshar is the author of *The Pacific Rim Almanac* (HarperCollins, 1991, 865 pages cloth and paper). His first novel *Rim* will be published by Harper Collins West in the summer of 1994.



## Dic-tio-nary Day



## Dic-tio-nary Day

# A UNIT ON ISSUES

by **LIZ ORME** and **KRISTA KOVEROLA**, teachers, and **LIZ SHIRREFF**, teacher-librarian, SD#1 (Mission).

## BACKGROUND

Our school has six teams of two teachers who teach the Humanities curriculum to grade 8 and 9 students. One teacher is an English specialist and the other is a Social Studies specialist. Their classes are scheduled in two consecutive blocks so that the two classes of students can be regrouped if desired, taught as one large group over a two hour time period. This year two of the teachers have forty-eight heterogeneously grouped students in blocks F and G and fifty-six students in blocks H and A. They have been working with their students on a unit on values which included reading a variety of novels such as S. E. Hinton's *The Outsiders* and were now ready to do a research assignment as a culmination to this unit (each Humanities class is encouraged to complete at least two cooperatively planned units per year). Each Humanities group studies four themes per year. The teacher-librarian plans units with one team and then the unit is used by other teams throughout the year.

## UNIT OVERVIEW

The students will research one of the following issues as an extension project to their study of the unit on values. This project will be in the form of a station study so that they can be introduced to a variety of resources and areas of the library in a highly organized way. They will use the materials at each station for one period only unless they choose to come in on their own time to do more. The materials will be selected by the teacher-librarian who will attempt to provide as many magazine articles as possible on the topics. The articles selected will be of varying lengths and reading difficulty so that all students will have a choice of information that is suitable to both their reading and interest levels. The following are the topics:

1. Gender Equity
2. Young Offenders/Juvenile Delinquency
3. Animal Rights
4. Euthanasia
5. AIDS
6. Homeless
7. Capital Punishment

The students will work in groups of four and will be given one topic to study over the five hours in the library at the following six stations:

1. Catalog - Electronic and card
2. Encyclopedias and Reference Collection

3. CD-ROM/Single Reference Volume Resources
4. Infotrac "TOM" Magazine Index
5. Basic Canadian Index
6. Vertical Files

Stations 5 and 6 will be done in one class period.

### **STUDENT DIRECTIONS:**

1. You will be put in groups of 4 as assigned by your teachers.
2. Each group will be given a topic before you go to the library.
3. You will have 5 periods in the library to gather as much information as you can on your topic. You should take your information down in notes only.
4. The teacher-librarian will have the materials set up in 6 stations with grade twelve peer tutors assisting at some.
5. You will receive instructions at each station and then be given time to take notes and do a bibliography for that station. The peer tutors, your teacher and the teacher librarian will assist you as needed.
6. You will have only 1 class period per station and on one day you will be expected to do 2 stations (Vertical files and Basic Canadian Index Station (Hard Copy Magazine Station #5)
7. After all your notes have been gathered your group will decide how to present what you learned to the rest of the class. You must present the information orally with an accompanied visual of some sort. You and your partner/s will be given 3 class periods to prepare. You may work in pairs or as a group of four but you may not present individually. The following are some ideas that you can use or you can think up a different presentation as long as your teachers approve of your plans. Each presentation will be followed by an audience question period of 5 - 10 minutes on your topic.

### **POSSIBLE PRESENTATIONS:**

1. A newscast which includes interviews with a variety of people affected by your issue.
2. Write a skit or play that presents what you learned and then perform it for the class.
3. Set up a debate around an issue relating to your topic.
4. A panel discussion with each of you taking on the role of someone affected by the issue.
5. Arrange for a guest speaker to attend class and then interview him/her.

### **RESEARCH BOOK**

Each student will be provided with a Research Book that introduces each station, provides directions for the station and gives a sample of a bibliography for the resources used at that station, followed by a note taking sheet.

## GOALS OF THE PROJECT

### ANALYZING AND ACQUIRING INFORMATION

To introduce the students to the following areas of the library and the skills needed to adequately extract the information contained at each station.

1. Card Catalog
  - old card catalog
  - new electronic card catalog
2. Reference Encyclopedias
  - general encyclopedia
  - specialized encyclopedia such as *Human Development* and medical encyclopedias
  - indexes and their value
3. CD-ROM Database Centre
  - *Bookshelf* CD-ROM
  - almanacs and yearbooks in print format and how to use them
4. INFOTRAC "TOM" DATA BASE
  - to learn how to use the program
  - how to sign out microfiche and use the readers
5. Vertical Files
  - how to use red duotang on top of filing cabinet
  - materials organized alphabetically
6. Magazine Back Issues / Hard Copies
  - introduce how to use *Basic Canadian Index*

### RECORDING, CLASSIFYING AND ORGANIZING INFORMATION

- note taking at each of the stations
- selects materials at the appropriate reading level

### COMMUNICATING INFORMATION

- oral presentations of information
- visuals used to enhance presentation

## STUDENT AFFECTIVE GOALS

- to involve grade 12 students in a positive library experience through a peer tutoring approach. Getting the grade 12s into the library is difficult because of time pressures with government exams. Consequently they are often unaware of some of our new programs.
- for all students - 8s, 9s and 12s - a positive library experience

## CONCLUSIONS

The unit went very smoothly for all concerned. Students were on task most of the time. They listened well to the student instructors and were very positive about the whole experience. They were very comfortable in the library and used the new technology with very little fear or trepidation. Several grade 12 students are now interested in helping in the library.

## ORGANIZATION OF RESPONSIBILITIES

### 1. TEACHER

In class prior to coming to library

- Introduce assignment
- Assign students to working groups
- Have groups choose topics before coming to library
- Teach two forms of note taking so that students can choose their note taking method - point form/webbing

In Library resource centre

- Assist with teaching stations 5 and 6 - *Basic Canadian Index* and vertical files.
- Assist students individually as they work at each station and generally troubleshoot

In classroom following library research

- Introduce and supervise culminating oral presentation of research
- Teach the skills of good oral reporting
- Mark note taking booklets for note taking skills
- Mark cooperative group work
- Mark orals

### 2. TEACHER-LIBRARIAN

- Prepares library stations
- Trains leadership/peer counsellors/peer tutors for stations.
- Prepares hard copies of microfiche articles longer than 2 pages.
- Pulls microfiche articles of 1 and 2 page length to be used during the period at the microfiche readers.

- Pulls vertical file articles relating to all the topic areas.
- Makes sure there are materials at all the stations so there will be no frustration.
- Prepares student research booklet.
- Introduces library research booklet/process to students
- Marks bibliographies
- Teaches Station 1 - Card Catalog.
- Visits each station during the period to reinforce new learnings at each of the stations
- Assists individuals throughout period as needed.
- Assists in marking oral presentations if time permits.

## **ASSESSMENT**

Assessment will take many forms - teacher, peer and self. You will be presented with the criteria being assessed prior to each task. There will be no surprises.

<b>1. CO-OPERATIVE GROUP WORK</b>		<b>25</b>
1.1	Teacher Assessment (based on library work as well as classroom group work - 3 groups will be randomly assessed each day ( 3 times during their time in the library ) by both the teacher and the teacher-librarian during the 5 periods in the library and 2 groups will be assessed per class period by the teacher during the 3 follow-up periods. Mark out of 25 will be assigned)	
1.2	Individual student assessment (Using the Student Self-Evaluation Form students will rate themselves and their group members - average scores will be totalled.)	25
<b>2. RESEARCH BOOK</b>		
-	see accompanying Research Book Evaluation Sheet	125
-	use sheet to assess your own performance in each area before handing in for marking	
<b>3. ORAL PRESENTATION</b>		
3.1	Teacher evaluation based on accompanying handout - Oral Presentation Evaluation	100
3.2	Individual Assessment (Use Self-Rating Scale for Oral Presentations)	70
3.3	Peer Evaluation (Use Speech Evaluation Form #5) - average score will be used	80
<b>TOTAL</b>		<b><u>425</u></b>

NAME \_\_\_\_\_ DATE \_\_\_\_\_

### RESEARCH BOOK EVALUATION SHEET

Below are seven areas for which your note cards have been evaluated. This breakdown of your final score, which is at the bottom of the sheet, indicates the area where improvement is needed and where you have done well. Use the first column to assess each area yourself. The second column will be used by the teacher. The results will be weighted.

	Powerful (10 points)	Competent (7 -9 points)	Developing (4 - 6 points)	Not Evident (0 - 3 points)
1. Bibliography	 —	 —	 —	 —
2. Facts brief/ understandable	 —	 —	 —	 —
3. Information accurate	 —	 —	 —	 —
4. Information meaningful	 —	 —	 —	 —
5. Neat	 —	 —	 —	 —
6. Spelling	 —	 —	 —	 —
7. Quantity	 —	 —	 —	 —

FINAL SCORE =  $\frac{\text{YOUR MARK}}{2} + \text{TEACHER MARK}$        $\frac{\quad}{70} = \quad$

+ TEACHER ASSESSMENT OF ACCURACY OF  
STUDENT MARK OUT OF 20 =  $\frac{\quad}{20} = \text{TOTAL OF } \frac{\quad}{125}$

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
STATION 1 CARD CAT	CAP. PUN/ HOMELESS	ANIMAL/ YOUNG OFF.	AIDS	GENDER	EUTHANASIA
STATION 2	EUTHANASIA	CAP. PUN/ HOMELESS	ANIMAL/ YOUNG OFF.	AIDS	GENDER
STATION 3	GENDER	EUTHANASIA	CAP. PUN/ HOMELESS	ANIMAL/ YOUNG OFF.	AIDS
STATION 4	AIDS	GENDER	EUTHANASIA	CAP. PUN/ HOMELESS	ANIMAL/ YOUNG OFF.
STATION 5	ANIMAL/ YOUNG OFF.	AIDS	GENDER	EUTHANASIA	CAP. PUN/ HOMELESS



# MEANDERINGS OF A DEMENTED WANNABE TECHNOCRAT or THE INFORMATION HIGHWAY

by **HAROLD BERSON**, teacher-librarian,  
SD#39, Vancouver (On one year personal  
leave)

Technology? Theology? Is there a difference? If you have either, or both on your side, the chances are, that you can win the race; reach the highest pinnacle; conquer or take over any multi-national, multi-media conglomerate and/or corporation - who knows, maybe even a country or two.

Theology is equated with Godliness; technology with *godlessness* and so folks, there we have it - the Ying and the Yang of our march to the next millennium (were any of you around for the last millennium?). We will march along hand-in-hand, with the God of High Technology, to that super high speed fibre-optics roadway in the sky as we bounce from one satellite to the next. Who can foretell where the next laser beam will take us? By changing the colour of the laser beam, we can, so we are told, crowd in a gigabyte or more at speeds so fast that it will knock your socks off.

\* \* \*

Hello! Hello! Is anybody there? Does anybody want to talk to me - a live human being or am I destined to be placed on hold and/or be called back by somebody that I can get even with and place *him/her* on hold. Why I will just hook up my super-speed modem to my computer wrist watch and/or thumbtop computer (My God! How small can they make those darn things - my first UNIVAC computer with almost no memory [it was memory handicapped] filled a plane hanger; my next computer filled a room, then one covered my desk, covered my lap, then my palm. Just when I thought I would start wearing an earring, they tell me they are going to upgrade my thumbtop computer to an earlobetop one) and see what's happening on the Internet Highway.

\* \* \*

Just when I have become interested - albeit late - in the electronic game and think I might want to buy a CB (Citizen Band) radio so that I can talk to my buddy in his eighteen wheeler bombing down the

Asphalt Highway, I'm told that they are hard to come by. They don't even have a separate section in Buy-and-Sell for CB radio! But my trucker buddy tells me that everybody's into E-mail. E-Mail?

Gad Zooks! There's a whole new set of words out there to handle and I'm still having trouble remembering my 100-word Dolch list! "So what's E-mail all about," I ask my trucker buddy.

"Why it's the greatest way to meet people. You don't see or hear what they are like - why you're dealing here with pure intellect! You get yourself a computer, a modem, a telephone outlet and you do the same thing with E-mail that you did with CB radio. With all this equipment, I can stay up to all hours of the night sending messages or "talking" with people - halfway around the world."

"But what do you talk - er -write about?"

"Anything you want! You can "listen" in to people ranting and raving about the advantages of fascism or socialism or any "ism" - all the way through to math professors creating new number theories *while they're inputting!!*

"Inputting?" I ask.

"That's just technobabble for "jabber" or "talk" typing on the screen of your computer. Listen to me a moment and forget all this mumbo jumbo. Do you remember when we met?"

"Mmmm - let me think," I pondered. "Yes! It was the summer of '62 and we met at that "Love-in" down by the beach . Wow you were terrific. They just kicked you out of university because you were trying to make the world a better place for....."

"Right! The 60s - what a wonderful time - at least what I can remember. But that's it!! We were all on some sort of trip ... sort of like the hunt for Red October - or whatever they called it. It was a hunt, a search, a trip along some ethereal highway in the sky. We wanted to be free of any societal constraint."

"So what happened to you?" I asked.

“Well, they wouldn’t let me back into university and my “ethereal highway” in the sky never panned out - so I met this guy who was a trucker and I took another highway but this time it was asphalt. Beautiful, haunting trips across the deserts of North America. It was .....

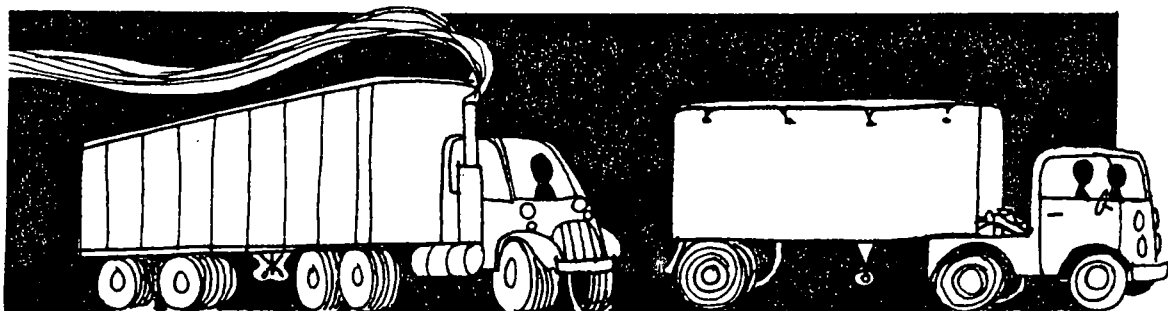
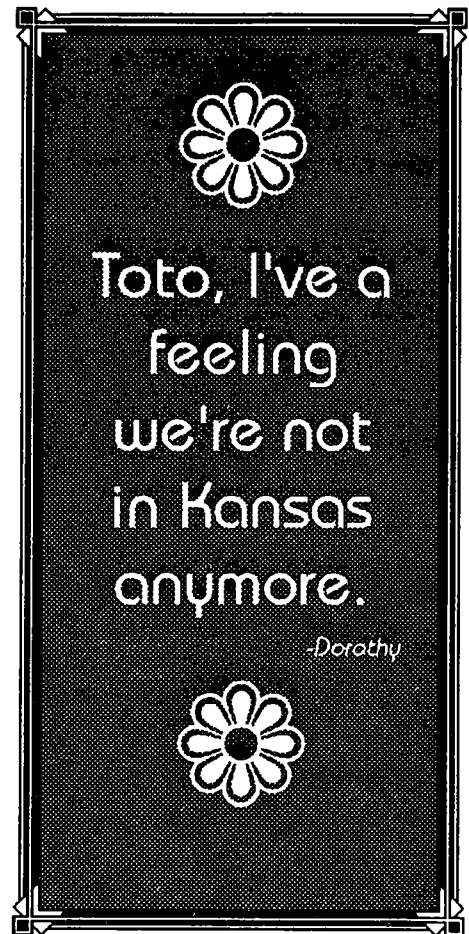
“But what has this got to do with your modem, your computer...”

“I’m almost there - wait! There’s this new highway - and it’s free! It can be Ednet or Fidonet or Internet or any network of electronic highways where we can start all over - that quest for freedom, for change! First it was the 60s and now it’s the 90s! This time we’re going to make it!

\* \* \*

(Of interest to our readers: Joichi Ito, born in 1966 was recently interviewed by John Markoff of the *New York Times*. He says of Ito: “If there is such a thing as being a citizen of cyberspace, the global computer network, (he) is an excellent candidate.” Ito is president of Mac Zone Japan and has lived in both Japan and the United States and is comfortable in both cultures. Ito says, “In Japan people have an image of anyone who sits in front of a work station [fancy computer] for long periods as a hacker, but they never criticize a Buddhist monk in prayer .... a bad hacker is to a good hacker as a drunk is to a monk ...cyberspace is my spiritual environment ...”

(P.S. The preceding tale has nothing to do with Mr. Ito.)



# **BRAVE NEW WORLD: ARE WE THERE YET?**

## **A Group Research Project For English 12**

by **CHARLENE WALKER**, teacher-librarian, Caledonia Sr. Secondary School, SD#88 (Terrace) and **IAN JORDAN**, English teacher, Caledonia Sr. Secondary School, SD#88 (Terrace)

**UNIT OVERVIEW:** Students will investigate the possibility that our current culture is becoming similar in many ways to the one depicted in the novel *Brave New World*.

### **PREREQUISITES**

Prior to beginning this unit, students will have:

- completed reading *Brave New World* by Aldous Huxley
- discussed the philosophies and prognostications in that novel
- discussed the elements in the culture in *Brave New World*, e.g. soma
- read some brief commentaries and related literature on *Brave New World*

### **OBJECTIVES**

Students will:

- work successfully in small groups
- do an individual and small group oral presentation
- produce a group activity
- provide a written summary
- do individual and group research on topics of choice
- draw conclusions and make comparisons between research findings and analysis of *Brave New World*
- critically analyze their own late 20th Century industrialized society
- study related literary genres, e.g. satire, utopian literature, etc.

### **RESPONSIBILITIES**

Teacher

- direct the study and student reading of *Brave New World*
- discuss the philosophies in the novel
- discuss the culture in *Brave New World* and some specifics, e.g., soma,
- evaluate written summaries

Teacher-librarian

- provide commentaries on *Brave New World* to teacher for class distribution
- provide recommendations of general research sources to class

- review periodical searching strategies, especially *MAS-Select* CD-ROM program
- work with groups on specific research sources for their topic
- evaluate group activities

Teacher and Teacher-librarian jointly

- discuss *Brave New World* commentaries with class
- discuss with class related literary genres and specific related literature, e.g. *1984*, other science fiction
- introduce *Brave New World* Group Research Project
- explain expectations of oral presentation and activities, and provide examples of past activities
- evaluate oral presentations
- determine final mark for each group/individual

## EVALUATION

The teacher-librarian and classroom teacher share equally in the evaluation and marking of student performance. See "Brave New World - Evaluation" for greater detail.

## THE UNIT

### **BRAVE NEW WORLD: ARE WE THERE YET? GROUP RESEARCH PROJECT - ENGLISH 12**

#### ASSIGNMENT:

During the next ten hours of class time, you will be working on an evaluation of our own culture as compared to that in Huxley's *Brave New World*. You will be working in groups of four. Each group will produce an oral presentation, which will include an activity, and a written summary. You will find more detail under evaluation.

#### TOPICS:

Your group findings will be based on library research, and in some cases your group's activity results. Your research should be aimed at supporting or refuting the following statement:

**"OUR CULTURE IS MOVING TOWARDS BECOMING A *BRAVE NEW WORLD* CULTURE AS EVIDENCED BY. . ."**

Select one of the topic areas listed below. Bracketed information includes suggestions only for your research purposes.

- 1) Reproductive Technology (genetic engineering, test tube babies, DNA, surrogate mothers, artificial insemination, cloning...)
- 2) Popular Entertainment Forms (synthesized music, videos, walkmans, CDs, television, virtual reality...)

- 3) Consumerism (advertising, packaging, shopping malls, fashions...)
- 4) The Sexual Revolution (birth control, AIDS, changing family structures, changes in roles of men and women...)
- 5) Conditioning/Psychology (mass communications, subliminal advertising, see other topics under 2, 3 and 4...)
- 6) Religion/Spirituality (changes in church attendance, materialism, the "hippie" movement, "new age" spirituality, the "me decade," drug use...)
- 7) Bureaucracy/Organization (the "welfare state," organized leisure time, institutionalization of the aged or dying, socio-economic or educational class systems...)
- 8) Youth, Health and Aging (cosmetic surgery, irradiated food, cosmetics, fitness clubs...)
- 9) Family Models (blended families, attitudes toward aging, mobility, extension or loss of the extended family...)
- 10) Area Of Your Choice (must be approved by your teachers)

**TIME ALLOCATION:**

You will have 10 hours class time to complete this assignment.  
Additional out-of-class time should be planned.

- |            |   |
|------------|---|
| Hour 1     | • Explanation of assignment, group organization, topic selection, activity selection. Begin library research                          |
| Hours 2-6  | • Library research and activity organization. At this time your group should plan on additional outside time. Plan oral presentation. |
| Hour 7     | • Write summaries; rehearse oral presentation.  |
| Hours 8-10 | • Oral presentation and class discussion.   |

## BRAVE NEW WORLD - EVALUATION

- 40 Marks A 15 to 20 minute oral presentation. Each member of your group must do some speaking. Your group activity will also be discussed. Each person will receive a mark out of 10, for a group total of 40.
- 30 Marks A written summary of your research and conclusions. Different members of your group should take on different tasks; for instance, one person could organize the research, a second could write a first draft, a third could edit that draft, etc. Hand in any notes, rough draft, and outline. Indicate how the tasks were allotted. A portion of your mark out of 30 will be based on the degree to which the work was shared by all members of the group.
- 30 Marks A display or activity of some sort that illustrates the points your group is making in your oral presentation and written summary. Some possibilities include; a video/audio tape, role-playing, a survey, a collage, etc. Quality of display, pertinence to topic, and presentation and explanation of display will be considered in the mark.
- 
- 100 Marks Total

## RESOURCES

The importance of periodical research cannot be overemphasized for this project. The topics are very current and offer a good opportunity for students to practice their periodical researching skills. *Magazine Article Summaries: Full Text Select.*, CD-ROM Program (CANESCO) is used extensively by students in doing this unit. Although this CD-ROM program is expensive, it is a positive marvel to use! Other periodical indexes can also be used.

*Adbusters.* (Periodical). 1243 W. 7th Ave., Vancouver, B.C. V6H 1B7

*Canada Year Book.* (Most recent edition) Statistics Canada.

Huxley, Aldous. *Brave New World.* Class set (responsibility of the English Dept.)

Magill, Frank, ed. *Masterplots: British Fiction Series.* "Brave New World." Salem Press. There are numerous versions of this set; any of those which include the 2-3 page "Critical Evaluation" is acceptable.

Postman, Neil. *Amusing Ourselves To Death.* "The Huxleyian Warning." New York: Viking, 1985.

*Media Literacy Bibliography,* Jesuit Communication Project, 47 Ranleigh Ave., Suite 300, Toronto, Ontario, M4N 1X2. An excellent bibliography on many related topics for this project.

# BRAVE NEW WORLD OF INFORMATION SKILLS

by **BILL BOYD**, teacher-librarian, Nanaimo District Secondary School, **HEATHER BRONSON**, Vice-Principal, Uplands Park Elementary School, **LILLIAN CAREFOOT**, Director of Instruction: Learning Resources, Curriculum Resources Centre, **VAL COOKE**, Vice-Principal, Rutherford Elementary School, **LEILA GUEST**, teacher-librarian, Rock City Elementary School, **PATRICIA JOLY**, Resource teacher: Enrichment/Gifted, Student Support Services, **ADELLA KRALL**, teacher-librarian, Uplands Park Elementary School, SD#69 (Nanaimo).

## INTRODUCTION

This project was funded through a British Columbia Ministry of Education Intermediate Development Site Project.

The document is intended to be a theoretical framework which integrates information, critical thinking, media literacy, technology, and library skills. Schools can use it to develop their own more specific continuum. No year levels have been assigned as the committee felt this is best done at the school level. It is intended to be developmental and to be used in any curricular context from kindergarten to grade twelve.

The learning of the many skills listed in the document is dependent upon the accessibility of adequate resources and a commitment to resource-based learning. Ideally, teachers and teacher-librarians will work collaboratively to develop the information skills needed for lifelong learning.

It is hoped that this document will be a living one which will change and grow. Additions or supplements will be made later in the form of teaching units on specific skills and concepts.

## RATIONALE

Educators have long been concerned with the origins, nature and limits inherent in knowledge and the learning process. The current revision of the BC school program and curriculum expands the traditional view of knowing from recall-based experiences to include a revised view of what it means to know in an educational context. Technology has made large quantities of information more accessible. Dealing with this avalanche of material in a responsible reflective manner will become a major concern of those charged with directing, guiding and implementing the educational program which will meet the needs of the students of the province in the years

ahead. Declarative knowledge, concepts, and relationships are no longer the end point in the educational process. Procedural knowledge, which focuses on the way in which information is used in developing and synthesizing higher order conclusions is the area of emphasis. Lifelong learning can only happen when students move beyond surface understandings and recognize meaning and significance in problem seeking and solving information-based learning activities.

“What is called for is not a new information skills curriculum, but rather a restructuring of the learning process. Such a learning process would actively involve students in recognizing the need for information, evaluating it, organizing it, and using it effectively to address the problem or need at hand. Such a restructuring of the learning process will not only enhance the critical thinking of students, but will empower them for lifelong learning and the effective performance of professional and civic responsibilities.”  
Brevick (1991)

Barnes (1989) identified seven criteria for active learning. The first four criteria pertain to the student's participation in learning activities. The latter three are concerned with authentic experiences. The criteria can be summarized as follows:

- Learning must be purposeful.
- Purposeful learning is often reflective.
- Learning ought to challenge students with complex problem-solving and decision-making dilemmas.
- Learning is situation-driven; what is learned, and when something is learned, depend upon the student's immediate requirements.
- Students are engaged in and by their learning. This means that what students are learning about is of real interest to them and that they have opportunities to be actively involved in the community beyond the school.

Less emphasis on:

More emphasis on:

- Teacher centered
- Learner centered
- One primary information source
- Resource based learning
- Content skills
- Process skills
- Library skills
- Information/thinking skills
- Isolated skills
- Skills in context
- Print sources
- Multiple information formats
- Grade appropriateness
- Developmental appropriateness
- Drill and practice
- Authentic experiences and real problems
- Resources selected for a body of
- Resources selected for specific learning subject matter outcomes
- Resource using a one-way
- Resources using an interactive model instruction model

## **INFORMATION SKILLS FRAMEWORK**

### **LOCATE INFORMATION**

*Eds note: the complete document includes at this point an extensive treatment of the information skill of "Location" including as subheadings: understand the variety of information sources; analyze the information need; and asses and evaluate the location process.*

### **SELECT INFORMATION**

I Understand the appropriateness of the information sources

- Understand the significance of information sources

II Analyze the accuracy of the information sources

- Analyze the information sources for bias
- Analyze the information sources for credibility

III Analyze the information sources for completeness of information

- Overview
- Detail

- Omission
- Verification

IV Design and use appropriate means of obtaining information when needed

- Survey
- Original research
- Plebiscite
- Oral history
- Questionnaire
- Interview
- Questioning
- Video/sound recording
- Experiment
- Field work
- Photography
- Brainstorming
- Computer database program

V Establish bias of the person selecting the information sources

- Experience
- Environment

VI Establish whether the information need has been met

- Appropriateness of information
- Completeness of information

VII Assess and evaluate the selection process

- Efficiency of the process
- Effectiveness of the process

### **ANALYZING INFORMATION SOURCES FOR BIAS**

The following are examples of techniques used by authors, producers and editors to emphasize a particular point of view. The reader, viewer or listener should recognize these techniques.

- Faulty arguments - "If you work hard, you are sure to succeed."
- Generalizations - "Everyone who goes to Switzerland loves it."
- Appeal to ignorance - "If we don't stop logging now, we won't have any forests for the future."
- Emotional appeal - "Show her you care by giving her diamonds."
- Faulty use of statistics - "Four out of five dentists recommend this toothpaste."
- Exaggeration - "Thousands of people consider this the sale of the century."

- Quoting out of context - where the quote given does not fully explain the intent of the author or speaker.
- Bandwagon - "Every child should have a pet."
- Testimonials - "This reading series has been recommended by the reading specialists of this district."
- Stereotyping - "Italians are the best pizza makers."
- Prejudice - judging unfairly.

## USE INFORMATION

- I Understand the characteristics of the media product
- Understand that all media products are representations of reality.
  - Understand that each media product has its own way of communicating.
  - Understand that media products are influenced by the people that use them.
  - Understand that people are influenced by media products.
- II Understand that the way a media product is structured influences the message
- Identify media products.
  - Understand the purpose of media products.
- III Understand the characteristics of media hardware.
- IV Analyze media products
- Analyze the visual elements of a media product.
  - Analyze the sound elements of a media product.
  - Analyze the print elements of a media product.
  - Interpret how the elements of a media product combine to communicate.
  - Analyze how the message is influenced by the media format used to communicate the message.
- V Produce a media product
- Use the production process to produce a print media product.
  - Use the production process to produce a non print media product.
  - Use the production process to produce an electronic media product.
  - Use the production process to produce a multimedia product.

- VI Evaluate personal response to media products
- by using external criteria;
  - by submitting personal media products for feedback from others;
  - by relating evaluation criteria for a media product to the attributes of an excellent example of that product;
  - by appreciating standards of excellence and effectiveness;
  - by using the codes and conventions of a genre media product to judge the product;
  - by recognizing personal standards of evaluation;
  - by comparing personal standards of evaluation against other standards of evaluation and recognizing the differences;
  - by expressing and defending personal responses to media products;
  - by recognizing personal esthetic values;
  - by comparing personal esthetic values to others' esthetic values and recognizing the differences; and
  - by expressing and defending personal esthetic values.

- VII Assess and evaluate the use of information
- Efficiency
  - Effectiveness

The following are extensions of a few of the above points, for teachers and students to use in implementing these learning goals.

### CREATING A MEDIA PRODUCT: THE PROCESS (From Part V, above)

1. Select the appropriate media product.
2. Within conventions for the medium, select appropriate image or group of images.
3. Within conventions for the medium, select appropriate sounds.
4. Within conventions for the medium, select appropriate language/text.
5. Conduct research for media production.
6. Gather and/or compose elements for the product.
7. Construct the product.
8. Use media equipment to create the product.
9. Edit the media product.
10. Present the media product.

### MEDIA PRODUCTS

A lesson	Dance
A letter	Data bank
Abstract	Database
Acrostic	Debate
Activity book	Definition
Adventure map	Demonstration
Advertisement	Detailed illustration
Advice column	Diagram
Ammonia imprint	Dialogue
Animated film	Diary
Annotated bibliography	Dictionary
Annotated reference list	Diorama
Argumentative essay	Discussion
Art gallery	Display
Audio tape	Ditto master
Autobiography	Dramatization
Ballad	Drawing
Banner	Editorial
Bibliography	Epitaph
Big book	Essay
Biography	Etching
Block picture story	Eulogy
Blueprint	Exhibition
Book	Experiment
Book jacket	Expository essay
Book review	Fact tile
Booklet	Fairy tale
Brochure	Family tree
Bulletin board of display	Film
Campaign	Filmstrip
Card game	Flip book
Cartoon	Flip chart
Case study	Flowchart
Chant	Folding screen
Character report cards	Folk or native dance
Chart	Food
Choral reading	Game
Choral speaking	Graph
Classified ad	Group discussion
Clay sculpture	Handbook
Collage (2 or 3 dimensional)	Hidden book
Collection	Illustrated story
Comic book or strip	Impersonation (body or puppet)
Computer art program or game	Informed opinion
Computer design	Instruction
Computer drawing	Intercom message
Computer program	Interest centre
Construction	Interview
Cooking demonstration	Invention
Costume	Itinerary
Court trial	Job description
Critique	Journal
Crossword puzzle	Kit
Cube report	Labeled diagram

Large-scale drawing	Plaster of Paris
Last will and testament	Play
Learning centre	Poem
Lecture	Poetry
Lesson	Political anthology
Letter	Political cartoon
Letter editor	Pop-up book
Limerick	Position paper
List	Postcard or stamp
Logbook	Poster
Logo	Press conference
Magazine	Project cube
Mandala	Puppet
Manual	Puzzle
Map with legend	Questionnaire
Mapping	Quiz
Map	Quotation collage
Mask	Radio program
Menu	Rap rebus story
Mime	Rap song
Mind map	Reader's theatre
Mini gallery	Rebus
Mini-centre	Recipe
Mobile	Record cover
Model	Reference list
Model parliament	Report
Monologue	Research report
Mosaic	Resumé
Mural	Rhythm instrument
Museum	Riddle
Museum exhibit	Role drama
Music	Role play
Musical instrument	Round table discussion
Myth	Rubbing
Needlework	Science fiction story
Newspaper article	Scrapbook
Newspaper display ad	Scrapbook/album
Obituary	Script
Oral imitation	Scroll
Oral report	Sculpture
Outline	Self-report
Painting	Sequence chart
Pamphlet	Simulation
Panel discussion	Skit
Pantomime essay or study	Slide show
Paper	Slide tape
Paper-maché	Slogan
Paragraph	Sociogram
Parody	Song
Petition	Sound recording
Photo essay	Speech
Photograph	Spreadsheet
Picture	Stitchery
Picture story for children	Story board

Storytelling  
 Story theatre  
 Story writing  
 Summary  
 Survey  
 Tableau  
 Table  
 Talk in small group  
 Tape  
 Teach a lesson  
 Telegram  
 Television program  
 Terrarium  
 Time capsule  
 Timeline  
 Tongue twister  
 Transparency  
 Travel brochure  
 Treasure hunt  
 Tri-fold  
 Video film  
 Video snippet  
 Visual journal  
 Vivarium  
 Want ad  
 Weaving  
 Web  
 Word search  
 Wordless book  
 Write a new law

### IDENTIFY ATTRIBUTES OF EXCELLENCE

(From Part VI, above)

- List
- Brainstorm carousel:
  - Put question or topic at top of large chart paper;
  - Put chart paper up around the room;
  - Form small groups;
  - Start each group at one chart;
  - Give participants 1-3 minutes to brainstorm and record on the chart paper;
  - Have the groups move until they have worked on each question or topic;
  - Allow the groups time to revisit each chart;
  - Follow the rules of brainstorming.
- Brainstorm graffiti:
  - Same as above, with chart papers spread around on tables.
- Webbing
- Arrive at consensus (no voting)
- Prioritizing (voting)
- Negotiation
  - Characteristics of successful negotiation (negotiation on the merits):

- Deals with the issue and with the method of dealing with the issue.
- Reaches agreement when two parties share common interests some of which are opposing.
- Produces agreement efficiently and improves the relationship between the two parties, for mutual benefit.
- Tries to avoid assuming entrenched positions during negotiation;
- Distinguishes between the issue and the people debating the issue;
- Centers on each party's interests, not the positions they have taken;
- Develops and considers many possibilities for solution;
- Sets objective criteria for the outcome (a fair standard of laws, customs, expert opinions).

Based on *Getting to yes: negotiating agreement without giving in* by Roger Risher and William Ury.

### RECOGNIZE PERSONAL STANDARDS OF EVALUATION

- Experience a wide variety of media products.
- Look at parts of media products as well as the whole.
- Deconstruct and understand the artistic and technical aspects of a media product.

### EXPRESS AND DEFEND PERSONAL RESPONSES TO MEDIA PRODUCTS

- Letter
- Telegram
- Editorial
- Critical review
- Verbal and written debate
- Role play
- Argument
- Cartoon

Feedback on this document is welcome. Please contact Lillian Carefoot c/o SD#68 (Nanaimo), 430 Selby St., Nanaimo, BC V9R 2R7 Phone (604)755-2110 Fax (604) 754-7869. The complete document is available, as well as information regarding workshops based on this program

**INFORMATION SKILLS CONTINUUM THEORETICAL FRAMEWORK**

<b>LOCATE INFORMATION</b>	<u><b>UNDERSTAND</b></u> <ul style="list-style-type: none"> <li>• Understand the variety of information sources</li> </ul>	<u><b>ANALYZE</b></u> <ul style="list-style-type: none"> <li>• Analyze the information need</li> </ul>	<u><b>SYNTHESIZE</b></u>	<u><b>EVALUATE</b></u> <ul style="list-style-type: none"> <li>• Assess and evaluate the location process</li> </ul>
<b>SELECT INFORMATION</b>	<ul style="list-style-type: none"> <li>• Understand the appropriateness of the information sources</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the accuracy of the information sources</li> <li>• Analyze the information sources for completeness of information</li> </ul>	<ul style="list-style-type: none"> <li>• Create appropriate means of obtaining information when information in an appropriate format is unavailable</li> </ul>	<ul style="list-style-type: none"> <li>• Establish bias of the person selecting the information sources</li> <li>• Evaluate whether the information need has been met</li> <li>• Assess and evaluate the selection process</li> </ul>
<b>RECORD INFORMATION</b>	<ul style="list-style-type: none"> <li>• Understand appropriate ways of recording information</li> <li>• Understand copyright and plagiarism</li> <li>• Understand how to acknowledge various sources of information</li> </ul>		<ul style="list-style-type: none"> <li>• Restructure information as a means of recording</li> </ul>	<ul style="list-style-type: none"> <li>• Assess and evaluate the appropriateness of the recording process</li> </ul>
<b>USE INFORMATION</b>	<ul style="list-style-type: none"> <li>• Understand the characteristics of the media product</li> <li>• Understand that the way a media product is structured influences the message</li> <li>• Understand the characteristics of media hardware</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze media products</li> </ul>	<ul style="list-style-type: none"> <li>• Produce a media product</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate personal response to media products</li> <li>• Assess and evaluate the use of information</li> </ul>

# PREDICTIONS FOR THE 21ST CENTURY

by **NOSTRADAMUS THE SECOND**

Here are some visions of the future—whimsical, humorous, semi-serious—extrapolated from current trends in the educational community and highly influenced by the prophetic writings of Nostradamus The First, and his twentieth century cohort Aldous Huxley of *Brave New World* fame.

## PREDICTION #1

Speech Codes instead of Dress Codes will be entrenched in all schools as a backlash against the present level of profanity and hip jargon. Walking down the halls of learning will no longer be the assault on the ears that it presently is. Speech Police will monitor the student body rooting out all vocabulary of a politically incorrect nature, thus drastically diminishing Freedom of Speech. Students themselves will be encouraged to report offenses to the authorities who will look up any suspect words in their portable electronic dictionaries of Perfectly Correct Speech (PCs). This will result in schools becoming more serious places and the World will thus be made Safe for Dullness!

## PREDICTION # 2

Print resources will dwindle as the Electronic Age reaches its height. The educational status symbols of this New Age will be computers, modems, high-tech TV monitors, the ubiquitous Cellular Phone, CD ROM and CDI disks, Virtual Reality and Interactive Everything. Books will be quaint relics of a barely remembered past—nostalgic items kept in one's attic. This will result in the saving of a lot of trees!

## PREDICTION # 3

Teacher-librarians will become “info-techies” (ITs) and will scurry about feeding vast banks of hardware with the appropriate software as a veritable “info feeding frenzy” takes place at the Centres of Learning. This will result in roller-blades being a necessary part of the IT's attire!

## PREDICTION # 4

Virtual Reality Rooms will replace the use of films and videos in classrooms. It will be the ultimate experience of really being there—all five senses being involved in the Learning Experience. This will drastically reduce the tourist trade to many foreign countries, with the result that the transportation industry (including all Canadian airlines of any nature) will VIRTUALLY collapse!

## PREDICTION # 5

Gender references will be eradicated from all learning resources (e.g. male/female, mother/father, his/her, etc.) and will be replaced by neutral terms such as “Gingerbread Persons” and “Fairy Godparent.” In fact all references to sexual differences will be scorned upon. This will cause plumbers severe mental breakdowns and confusion as they strive to rename all their parts!

## PREDICTION # 6

Person of Size will invade the classrooms via two-way closed-circuit TV. Monitors will relay what you are doing in the classroom or Information Centre at all times to a central receiver in the AOs offices. Perfectly Correct Behaviour will have to be maintained at all times. Eccentric teachers beware!

## PREDICTION # 7

The Classics and all literature will be electronically rewritten replacing all the past biases and Incorrect Thoughts with the current age's biases and incorrect thoughts. Anything that offends any group or individual will be rigorously edited out. This will result in a rather large increase in writers going “underground” where they will indulge in “incorrect word” orgies!

## PREDICTION # 8

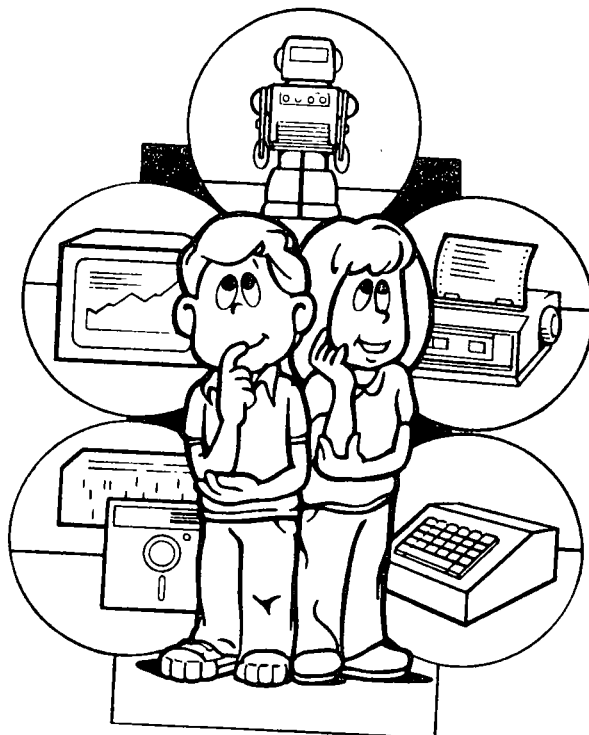
The Perfect Student will be cloned in large numbers in vats at the Ministry of Education's laboratories and shipped out at a ripe age to Learning Centres. This will result in the Bell Curve experiencing a quick demise and the Learning Curve will become a Straight Line! In fact all forms of marking and evaluation will be thus eliminated, saving teachers much time and worry. No one will ever have to wonder what parents think about Report Cards again!

## **PREDICTION # 9**

The Year 3000 will become the focus of much educational speculation and pundits will again establish Think Tanks at strategic locations throughout British Columbia. As soon as one system is implemented it will be replaced by its Direct Opposite—in keeping with the long tradition of Educational Schizophrenia (ES). This will result in a Post-modern Tower of Babel better known as the Department of Education!

## **PREDICTION # 10**

Fae Leung will become the new Prime Minister and will immediately sell off the House of Commons along with the Ministry of Education to the highest bidder—causing the ultimate in Educational Decentralization. School boards will enter a Provincial Lottery in order to “win” their budgets. This will be seen as a much fairer system to the one presently in place and has the benefit of adding an element of excitement to the whole process of financial planning.



# BRAVE NEW TOPICS IN THE FIELD OF EDUCATIONAL LEADERSHIP

These themes have been chosen for the 1994-1995 issues of the *Educational Leadership* journal—one of the front-runner publications in the educational field in the United States. Writers might consider submitting an article so the deadlines for submission are included along with some guidelines for writers. These topics indicate the trends of the future in education. Themes relating exclusively to the United States have been omitted.

## SEPTEMBER 1994 THE NEW ALTERNATIVE SCHOOLS

More and more alternative schools are springing up these days. We're looking for examples of schools with specialized missions and modes of operating, including charter schools, business-operated schools, core curriculum schools, and futuristic schools. In addition, we invite authors to write about such issues as home schooling, the choice agenda, and how the move toward alternative education is affecting public schools. Deadline: March 1, 1994.

## OCTOBER 1994 REPORTING WHAT STUDENTS ARE LEARNING

Grades and report cards rarely tell the whole story. What new reporting processes are schools using as they attempt to define outcomes and assess student performances? We are looking for descriptions of better ways to evaluate, record, and describe what students have learned. Also of interest, what is the best way to communicate with parents about assessment? What effect, if any, are new reporting processes having on college entrance requirements? Deadline: April 1, 1994.

## NOVEMBER 1994 STRATEGIES FOR SUCCESS

Which practices motivate students to want to learn? Articles should describe classrooms and schools where students engage in worthwhile intellectual activity and learn to use their minds well. We're looking for evidence that strategies such as peer

tutoring and problem-based learning motivate students and help them learn well. Deadline: May 1, 1994.

## DECEMBER 1994/JANUARY 1995 THE INCLUSIVE SCHOOL

Schools today must provide for a wide range of student backgrounds and abilities. Which plans promote equity as well as foster understanding and acceptance of differences? We will examine such topics as inclusion of students with disabilities, provisions for educating the gifted and talented, and programs for limited-English students. Deadline: July 1, 1994.

## MAY 1995 - CONNECTING WITH THE COMMUNITY AND THE WORLD OF WORK

The boundaries between school and the outside world continue to blur as schools strive to make education relevant to students. We're seeking articles that describe how to link curriculum with real-life roles, how to demonstrate to students what successful adults do, and how to prepare students to make the transition to higher education and employment. Also of interest, reports of collaborative efforts between schools and community agencies. Deadline: December 1, 1994.

## GUIDELINES FOR WRITERS

The editors look for brief (1500-2500 words) manuscripts that are helpful to practicing K-12 educators. We prefer articles in which the writer speaks directly to the readers in an informal conversational style about a topic he or she knows from experience. We are not looking for term papers, reviews of literature, or conventional essays. Authors should use examples from classroom experience to illustrate key points. When reporting their own research, they should emphasize implications of the results, rather than the methodology. For more information about how to submit an article for publication, write for our "Guidelines for Writers" brochure. Send manuscripts to: Dr. Rouald Brandt, Executive Editor, ASCD, 1250 N. Pitt Street, Alexandria VA 22314-1453.

# THE INTERNET: A BIBLIOGRAPHY FOR TEACHER LIBRARIANS PART 2

by LAUREL A. CLYDE

## INTRODUCTION

The June 1993 issue of *The Bookmark* included a bibliography of mine on "The Internet", a bibliography that was prepared at the beginning of 1993. Since then, Internet usage has increased more than one hundred per cent, both in terms of the number of users, and in terms of the amount of use made of the resources and services on the Internet. Professional journals in the fields of education, librarianship, and the various curriculum subjects, are now publishing articles and even regular columns about the Internet. In addition, the publishing of Internet guides and manuals in print form has become something of a growth industry. This bibliography provides an update on the previous one; the two should be used together for better coverage. Most of the books, articles, and reports listed below were published during 1993; there are, however, a few items that date from before that.

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### SOME USEFUL JOURNALS AND NEWSLETTERS

*Computers in Libraries*, a long-standing international journal formerly known as *Small Computers in Libraries*, has a regular feature in each issue on the Internet in libraries. The address is Meckler Corporation, 11 Ferry Lane West, Westport, CT 06880, USA.

*The Computing Teacher*, the monthly journal of the International Society for Technology in Education, has a regular series of articles by Judi Harris on "Mining the Internet". The address is The Computing Teacher, International Society for Technology in Education, 1787 Agate Street, Eugene, OR 97403-1923, USA.

*Information Searcher*, a quarterly newsletter for teachers, teacher-librarians, and others interested in applications of online searching, CD-ROM, and the

Internet in elementary and secondary schools. It is published by Pam Berger, Datasearch Group, 14 Hadden Road, Scarsdale, NY 10583, USA.

*Internet World*, a monthly journal, covers all kinds of issues related to the Internet, and provides current information on Internet resources and services. It is published by Meckler Corporation, 11 Ferry Lane West, Westport, CT 06880, USA.

*NetTEACH News*, a "newsletter for pioneer networking K-12 teachers", is published ten times each year. It is available in a print version and an online version. The address is NetTEACH News, 13102 Weather Vane Way, Herndon, VA 22071, USA.

*Wired* is a monthly magazine dealing with all aspects of the Internet and online communications. The address is Wired, 544 2nd Street, San Francisco, CA 94107, USA.



# LEAVE MY SOUL ALONE: A TALK FOR THE NATIONAL CONFERENCE OF SCHOOL LIBRARIANS; APRIL 23, 1993, Lloydminster, Saskatchewan.

*This speech is reprinted with the permission of the Saskatchewan School Library Association. It originally appeared in the Fall/Winter 1993 issue of The Medium, Vol. 33, No. 2.*

by LORNA CROZIER

I want to begin with a hypothetical story, an urban fairy tale. One day a man moves into your neighbourhood. You see him on the street, nod to him over the fence. He becomes a familiar presence on the block. On the morning you're cleaning out your flower beds, getting them ready for spring, he walks over and introduces himself. He shakes your hand says he wants to be your friend. He'll always be around for you, he'll remove many of your burdens, as a good friend should, but he will do even more. He'll make your work easier, he'll entertain you with stories and song, he'll lengthen your life and the lives of your children. He speaks so intensely, his whole being emanates such honesty and goodwill that you don't doubt his claims. He will bring you all these blessings. What a friend! Who could refuse him?

But you're not naive. There's got to be some hitch. When you ask "What must I give in return for such a friendship?" he replies, "Very little." All that he requires is that you don't ask such questions. You must accept his help without asking what effect his generosity will have on you and your children. If you accept that condition, he will be a true and loyal friend, staying by your side for the rest of your life—and indeed, in so many ways making your tasks easier.

Knowing how fairy tales like this end, most of us would be smart enough to understand that there has to be an ulterior motive for such beneficence. The man will transform into a troll, a witch, a devil; he will devour your children, he will turn you into a frog, a pig, a Braun hand-held blender. No you say, no! But in actuality, we've all ignored the lessons of the Grimm brothers and Hans Christian Anderson.

We've all said yes to this friend, who is of course technology. We've opened our doors and let him into our lives, spending very little time worrying about the burdens this friendship brings along with its many blessings. Yet there have been warnings—haven't there?

I want to emphasize that I am not anti-technology—I watch television, I own a VCR, a car, a microwave, a Braun held-held blender. I wrote my last four books on a computer and I have two of them, one at my office and one at home. But I'm part of a growing population of educators, feminists and artists who feel a need to pull back and begin asking questions about what has been called "the information age," "the computer revolution," "the global village." I've been taking a second look at the implications of the dominant role technology has assumed in my lifetime.

This is something none of us has been encouraged to do. Rather than question technology's role and the hegemony of information over other forms of knowing, most of us, when we are moved to be critical, nip away at smaller things. When we talk about TV, for instance, we tend to criticize the kind of programming and the amount of advertising. We say we want less violence, more programs like "Cheers" and "Nature," more people of colour in the sitcoms and more liberated women in the commercials. We teach our students to be better critics of television dramas, to be aware of what the advertisers are selling and the methods they use to do it, but few of us talk about the more insidious effects of TV.

I've just read a brilliant and chilling book called *The Perfect Machine*, by the Canadian cultural critic Joyce Nelson. I want to spend a moment telling you about one of her conclusions because Nelson takes media criticism to a new level that nudges even the most starchy couch potato out of complacency.

Educators have been saying for years that TV has helped to lower the attention span of our children. It has led us to view the world as disconnected and

fragmented, has anesthetized many of us to violence, has made us look for the kind of quick and easy solutions we find in television sitcoms and cop shows. But Nelson alerted me to something I'd not heard discussed before—the way our brains handle TV viewing.

Here's a quick summary of what she has to say. We all know that television is in the hands of corporations who want to lure us into buying products. The kind of audience they want is an uncritical one, in other words, a perfect buyer. How do they create this? For one thing, they devise and sponsor shows that will attract mass audiences without unduly offending members of those audiences or encouraging them to think. We can all name countless programs that do that, but television itself is a machine that turns off our critical faculties. This is where Nelson gets very interesting.

In 1969, a researcher discovered what goes on physiologically in the brain of a person watching TV by monitoring the brain waves of a viewer. "What he found through repeated trials was that within about thirty seconds, the brain switched from predominantly beta waves, indicating alert and conscious attention, to predominantly alpha waves, indicating an unfocused, but receptive lack of attention" typical of aimless fantasy and daydreaming below the threshold of consciousness. "When the ...subject switched to reading a magazine, the beta waves reappeared..." (Nelson, 69).

In other words, when we watch TV, the brain's left hemisphere, which processes information logically and analytically, tunes out. This blanking-out allows the right hemisphere, which processes information emotionally and non critically, to function unimpeded. "It appears," wrote the researcher, "that the mode of response to television is more of less constant and very different from the response to print. That is, the basic electrical response of the brain is clearly to the medium and not to content differences. Television is a communication medium that effortlessly transmits huge quantities of information not thought about at the time of exposure." (70)

Nelson points out that the key words here are **not thought about at the time of exposure**. This absence of thought is an advertiser's dream, for television disengages the information-processing area of our brain, freeing the right hemisphere to accept and act upon suggestions and commands, even nonsensical ones like "Drink Labatts," and you'll be

twenty years old and sexy. "Wash your hair with Pert Shampoo," and you'll be built like Victoria Principal. The implications of this researcher's findings are tremendous when we keep in mind that the average viewer will have seen over two million television ads by the time he or she is 65, and that by graduation day, high school students will have spent more hours watching television than sitting in their classrooms.

It is a very difficult task to handle this medium's message, to achieve information literacy with a machine which works **against** conscious attentiveness and logical acumen. No wonder at the end of his life, the media guru Marshall McLuhan's final bit of advice to his followers was "Pull the plug." I haven't quite done that, but after reading Nelson's book, I've cut down my viewing time and when I do watch, I can't get one particular image out of my head.

The architect Frank Lloyd Wright defined TV as the chewing gum of the masses. Now when I watch TV and look across the street and see the blue light flickering through all my neighbours' windows, I imagine hidden microphones picking up the sound of hundreds of us chewing gum all across the city, a terrible saliva-filled smacking that hurts the ears. When I pick up a book, it goes away.

Embroiled in our own busy lives, how many of us question who benefits from a new technology and the information it brings, and who loses? Perhaps most of us are compliant because the winners do an excellent job of convincing the losers that everything is wonderful, essential, just what we need. Remember what they promised us with the advent of computers? First we would have more leisure time because computers would lessen the number of hours it takes us to do our tasks, and therefore would shorten our working day. We'd have so much leisure time we'd have to take courses to learn how to deal with it. How have you been dealing with yours? It seems that every year I say to the man I live with "I don't know when I've been so busy!"

Another promise was that computers would add to our society's efficiency. How many of us accept that when we're standing in line at the airport and can't get our seat booked because the computer has broken down? When the scanner at the grocery store isn't working and the cashier has no list of the prices? When we hear, much to our frustration for the tenth time in one day, "This is a recording"? It doesn't make my life feel more efficient when I have to start the car on a cold day and drive fifteen minutes to the

closest Pharmasave to pick up a fax rather than wait for an envelope to be dropped in my mailbox.

And finally the sales pitch of all sales-pitches. The computer is user-friendly. This statement has as much credence as the dentist's "This will only hurt a little," or the pit-bull owner's "Don't worry, he won't bite."

Even the subtitle of this conference "Soaring with Change" contains a rhetorical bias and sounds like something from an ad promoting a new product. It's a statement resonant with optimism. Should we always *soar* with change, or should we take the time before we strap on our wings to pull this new-fangled thing down to earth. Let's take a good hard look at who is instigating the change, who is in control, who are the winners and who are the losers. The benefits and deficits of any technology have never been distributed equally; change is never colour-blind, gender-blind, class-blind. In other words, never neutral.

In his book *Technopoly*, Neil Postman illustrates technology's lack of neutrality through one device most of us take for granted. "Who would have imagined," Postman asks, "whose interests and what world-view would be ultimately advanced by the invention of the mechanical clock?" (*Technopoly*, 14) Who, indeed? The clock had its origins relatively recently in Benedictine monasteries of the twelfth and thirteenth centuries. Someone thought of it because seven times a day the brothers had to be called together from whatever corners of the monasteries for their regular worship. The hours given voice by the ringing of bells ensured the rituals of devotion were precisely observed. What the monks could not have foreseen was that along with keeping track of time so they could worship communally, the clock became an instrument to keep track of men and women so they could work more efficiently. As an instrument to control and synchronize actions, it moved outside of the monastery and into the lives of workers and merchants. It made possible the idea of regular working hours, a standardized product, a measured production time, an assembly line. "In short," Neil Postman concludes, "without the clock, capitalism would have been quite impossible" (*Technopoly*, 15).

I think there's something very insidious about technological change. When a new technology becomes part of our world, very quickly we cannot imagine life without it. And as I mentioned earlier,

few of us pause to question its effects; we just wait for the price to go down so we can afford to buy it. The infrastructure and advertising are in place to convince us of its wonders, to foster our dependency and to ensure our compliance. The machines themselves, as Nelson has pointed out in her critique of television, are **designs for compliance**. Dr. Ursula Franklyn, an experimental physicist from the University of Toronto, claims that not only the machines but the technological **mindset** that goes along with them have made us a dangerously compliant society.

In order to make her point, Dr. Franklyn distinguishes between two different kinds of technology: holistic and prescriptive. In the former, the worker is in control of the manufacturing process from beginning to end. If the job is to make pots, for instance, the potter performs every task necessary, from throwing the clay, to glazing and firing.

In the opposite kind of technology, what Dr. Franklyn calls **prescriptive**, the work is divided into steps performed by separate workers who specialize in one skill. To go back to pots: someone gathers the clay, another forms the basic shape, another makes and affixes the handles, another fires it, and so on. We've become used to this way of doing things—it's been part of the workplace and factories since the Industrial Revolution, and it has been responsible for a huge social change. Because someone has to coordinate individual actions, prescriptive technology takes control out of the workers' hands and puts it in the hands of managers. In accepting this kind of technology and allowing it to have dominance over the other, we've become a society that accepts that external control is both necessary and normal.

When successful, prescriptive technologies have brought into the world a wealth of important products and a body of information that has raised our standard of living. But they've also created a loss of individual significance and control. This loss, both Franklin and Postman warn us, can lead, among other things, to the Eichmann effect.

When Eichmann was on trial, remember he argued that he had no part in planning the murder of millions of Jews; he was innocent because he dealt only with the technical problems of moving vast numbers of people from one place to another. He could have been moving them from a park to a shopping mall, from their houses to a spring fair, from our conference hotel to this school auditorium. It was not his role to question but to perform his

specialist's task without any thoughts of the consequences of his actions. How often have you heard when you've complained to a bank teller, a waitress, a mechanic, your elected member of parliament—"I'm not responsible." When you are only one cog in a very big wheel, it's easy to abnegate personal responsibility and to blame the boss, the general, the company director for things gone wrong. There's no room for morality in the production mode of thought. And there's little room for feelings of self-worth.

The poet Helen Potrebenko parodies the meaninglessness that often accompanies work characterized by mechanization and fragmentation in a poem called "Another Silly Typing Error." (As quoted in Franklyn, 110, 111)

The nature of typing is such that  
there are none but silly errors to make:  
renowned only for pettiness  
and an appearance of stupidity.  
I don't want to make silly little errors;  
I want to make big important errors.  
I want to make at least one error  
which fills my supervisor with such horror  
she blanches and almost faints  
and then runs to the manager's office.  
The manager turns pale and stares out the window  
then resolutely picks up the phone  
to page the boss at his golf game.  
Then the big boss comes running into the office  
and the manager closes his door  
and hours go by.  
The other women don't talk  
or talk only in whispers,  
pale as ghosts but relieved it isn't them.  
An emergency stockholders' meeting has to be called  
about which we only hear rumours.  
To make sure I don't accidentally get a job  
with a subsidiary, allied company, or supplier,  
I am offered a choice of either  
fourteen years severance pay or early retirement.  
A question is asked in Parliament  
to which the Prime Minister replies by assuring the  
House  
most typists only make silly typing errors  
which only rarely affect the balance of trade.  
The only time I get to talk about it  
is when I am interviewed (anonymously) for an  
article  
about the effect of typing errors on the economy.

Unfortunately the dominance of prescriptive technology is not restricted to the production of

things like automobiles. It has been transported into several incompatible spheres like education. Its characteristics and vocabulary have crept into our schools, hospitals, libraries. I'm sure you've all heard schools called factories, resulting in our students being subjected to an assembly-line mentality when learning has been fragmented into narrowly defined subjects, when numbers crunchers consider the mass more important than the individual, when evaluation is almost entirely numerical, and when strict scheduling destroys any flexibility. Many teachers feel a demoralizing loss of control and personal worth because factors relating to growth and learning are imposed externally, rarely from within. What's most disturbing, in Dr. Franklyn's view, is our society's acceptance of production-based models in inappropriate fields like education. She claims these models are already so deeply rooted in our social and emotional fabric that it becomes sacrilege to question them. But question we must.

So question, we will. I'd like to return to the title of this conference, "Information Literacy: Soaring with Change" by reading a poem I wrote about literacy—the learning-how-to-read kind.

### Mary is Reading Recipes

Mary is reading recipes:  
*cinnamon* she says again and again,  
then sprinkles some from the can  
on her fingertips, holds them  
to her nose, licks them clean.

This is what she knew before,  
the taste and smell, but now  
there's this, *cinnamon*  
written in her mother's hand  
on the index card and I t-s-p.

Surely her is the story of a life, she  
thinks, the titles of the recipes  
making her see again  
her mother's hands  
buried in dough, red from beets,

Smelling of vinegar and garlic  
or apples and peach. She has saved  
this box since her mother's death  
and opened it at night,  
her husband and the kids in bed.

For years she ran her fingers  
over a butter smudge, a smear of

molasses that dripped from a spoon.  
These she could read,  
but now there are the words!  
and it's as if her mother were here  
again beside her in the kitchen  
measuring *cinnamon*,  
that most beautiful of sounds,  
while Mary reads out loud  
what is needed next  
and finds it  
newly labelled on the shelf.

This is a poem about continuity, family, a moment of quiet epiphany in a domestic situation. I read it because it's got absolutely nothing to do with the current buzzwords—"information literacy," does it? This poem, in fact, gives you very little information, but I hope it gives you emotional resonance, context and a tie with the past. The new information that is pouring through our electrical power lines works against these qualities. Its emphasis is on the present, it's aimed indiscriminately at anyone with the right equipment, it's removed from any context, any sense of the time and place. The phrase "information literacy" almost seems an oxymoron, like English gourmet cooking or the Canadian summer.

We've all been told that information is doubling, tripling at almost the speed of light. Does that make any of us feel good? The technocrats, to borrow a term from Neil Postman, who tell us this say it with glee. But how much information can we cope with? How much do we need? What current problems do we have as a nation that will be solved by more information? What personal problems whose solution lies in knowing more facts?

It's been a long-time government trick to pretend nothing can be done until a committee collects more information about whatever problem is currently bothering the nation. For instance, a group of Conservative backbenchers has set up a new committee to determine how to define poverty in Canada. The Statistics Canada definition is not enough, the Health and Welfare definition is not enough. They need to gather more information, they say, before they can put into place any new programs so the money will go to the right people. Meanwhile the right people, the ones we all know fall far below the poverty line however you define it—single mothers with children—continue to go hungry at the end of every month.

We are now living in an age of information glut—there's junk information pouring in our doors

just as there's junk mail. One of the results of information overload is that there's a tendency to place all information at the same level of importance. The statistic that 6 out of 10 girls are sexually abused sits side by side with, "Since 1964, the Montreal Canadiens have won only two games in which they were four goals ahead at the end of the first period." *Harper's* parodies this trivializing of information every month in its "Harper's Index." Here are just two things we "need to know" from the March issue: "Average life span of a bra, in days of wear: 180; average life span of an NBA basketball, in bounces: 10,000."

From millions of sources all over the globe, including satellites that navigate far above us, information is pouring in unprecedented amounts. And it is aided by the two most powerful technologies—television and the computer. Most of us can barely keep up with the former, let alone the latter. Remember the blond jokes that were going around the school yard about a year ago? Sometimes I feel like the blond in this one—why should you never give a blond a computer? She'll spend too much time trying to get the white-out off the screen.

Though many of us are at her level of understanding about the computer, we've jumped on the machine's bandwagon—buying our own PCs and championing its introduction into schools and libraries. I'm not silly enough to say that our enthusiasm is wrong—there are countless benefits of the computer I would hate to live without—but I think we have to begin to examine the broader implications of this invasive information technology.

Postman suggests that we go beyond thinking of machines such as the computer as tools isolated to a limited sphere of human activity. Instead we should think of technological change as *ecological*. A new device does not simply become added to a society and an out-moded one become subtracted. One significant change generates total change. There are all kinds of examples of course in the environmental field. Starlings, for instance, were introduced to New York by a well-meaning literary group who wanted to bring from the Old World all the birds Shakespeare had ever referred to in his plays and poems. Sounds harmless, doesn't it? But we know what effect the introduction of starlings has had on our indigenous songbirds—an effect that those early Shakespeare lovers had not predicted. That, in turn, has had an effect on insect populations, on infestations in our forests, etc., etc.

What conclusions do we come up with if we consider the ecology of the computer? Rather than simply claiming that yes, computers can assist in tracking library books, can increase math skills, should we not also be asking: In what ways is the computer (and the information it brings) altering our conception of learning and our relationship with the world? This is the central question Postman raises in his erudite examinations of the new technologies.

In the classroom, in libraries and in our homes, computers allow us to work at our own speed and to work independently. These are certainly advantages in some kinds of learning situations, but they both lead to isolation. You work alone at a computer screen.

If computers pushed teachers further to the back of the room, one of the losses would be the oral exchanges that go on in good classrooms. For two years I was an electronic-writer-in-residence, responding on my computer to high school students who would enter their poems and stories on their schools' terminals in places as far away from me as Baffin Island, Vernon, Owen Sound. It was an efficient and inexpensive way of letting students communicate with "real" writers and I support such a program. But what was missing was the kind of interaction that occurs in face-to-face encounters. In a strange way I sometimes felt disembodied, as if I were sending out my comments to miles and miles of empty air and no one could hear me.

Computers privilege not only a certain method of learning but also one kind of knowledge over another. To illustrate this, let me read a poem by the Czechoslovakian poet/physicist Miroslav Holob.

### Zito, the Magician

To amuse His Royal Majesty he will change water into wine. Frogs into footmen. Beetles into bailiffs. And make a Minister out of a rat. He bows, and daisies grow from his finger-tips. And a talking bird sits on his shoulder.  
There.  
Think up something else, demands His Royal Majesty.  
Think up a black star. So he thinks up a black star.  
Think up dry water. So he thinks up dry water.  
Think up a river bound with straw-bands. So he does.  
There.

Then along comes a student and asks: Think up sine alpha greater than one.

And Zito grows pale and sad: Terribly sorry.  
Sine is between plus one and minus one. Nothing you can do about that.  
And he leaves the great royal empire, quietly weaves his way through the throng of courtiers, to his home in a nutshell.

Translated from Czech by Ian Milne and George Thermies: (*Songs from Unsung Worlds: Science in Poetry*.) Bonnie Bilyea Gordon ed. 1985, Birkhauser.

What the computer excels at is converting facts into statistics and problems into equations. Its ability to store and quickly retrieve information certainly has value, but there are problems and tasks that do not benefit from such technology. Instead they require common sense, intuition, face-to-face discussion, perhaps, magic. Postman quotes Sir Bernard Lovell, the well-respected British astronomer, who claims that "literal-minded, narrowly focused computerized research is proving antithetical to the free exercise of that happy faculty known as serendipity—that is, the knack of achieving favourable results more or less by chance." (*Technopoly*, 121) Would Newton, for instance, have articulated the concept of gravity had he been sitting in front of a computer rather than under an apple tree?

In learning computer skills, what other skills are we losing? Postman answers this question with a vivid and frightening example. A recent American study of airplane pilots expressed the concern that pilots have become so dependent on technology in flying their planes that their creative ability to handle an emergency without the use of their computers has contributed to a loss of the ability to remember—because the machine's capacity to store and retrieve information has lessened the need for that skill.

Along with television, the computer has hastened what McLuhan called the global village by making us electronic neighbours of Timbuktu and Bangladesh, by giving us access to information storage systems around the world. Again there are benefits we can all list, but what are the deficits? I think we're becoming blinded about the uniqueness and importance of the place where we actually live. When the world pours into your television (and we're being promised over 600 channels) and through your computer screen, of

what importance is your block, your town, your own country? There's a danger of destroying one's sense of place and regional pride.

Northrop Frye once said that the question "Who am I?" in a Canadian context should be rephrased as "Where is here?" That question is becoming increasingly difficult to answer in the new information age.

Computers and their unlimited capacity to store and retrieve information have created a huge gap between the users and the specialists; they've created a new kind of priesthood. People like me and many of you, I presume, feel stupid around computers; we know there are whizzes, some of them kids, who know a lot more than we do about this technology. Some of us have even been lead to believe that we aren't as smart as the machine. When one of the pioneers of computer technology, A. Turing was asked if machines can think, he dismissed the question as too meaningless to discuss. A better question, he said, was "Can people?"

Turing's attitude reflects what I perceive to be one of the biggest dangers of the new technology and information glut—a loss in confidence in human judgment and subjectivity. Postman writes, "We have devalued the singular human capacity to see things whole in all their psychic, emotional and moral dimensions, and we have replaced this with faith in the powers of technical calculation" (*Technopoly*, 120). To go one step further, we have devalued human emotions, period.

A recent speaker at the University of Victoria, Marvin Minsky, who runs the artificial intelligence lab at MIT, made this amazing statement: "Emotions are really the least human of our properties. Fear, anger and so forth, these can be seen in even the lowest levels of mammals." He goes on. "Emotions are not profound. They are the products of relatively simple processes, which can be learned, and ultimately programmed into computers." I find his comments blood-chilling. Not only do they reveal the old hierarchy of human over other animals that has allowed us to pollute and scare our world, but they also denigrate that part of us that loves, grieves, feels compassion, anger, joy.

His statement also reflects the materialist vision of the world that seems to go hand in hand with machines. Perhaps that is what is most dangerous about the ideology surrounding computers and the infinite information so readily available at our

fingertips. We have to remember there are areas of our lives where technology has no place, where more information doesn't help. The poet John Newlove makes this abundantly clear in an early poem called "It Just Lay There." (from *A Sudden Radiance*)

The disassembled thing lay on the ground  
shining with grease, gears all around it—  
I was unable to put it together.

But my friend could, he could do anything,  
just about. He was the one  
who could shove the axle home or whatever

You call it, or said he could do it.  
But when he dismembered the fresh-killed cat  
with his sweet jack-knife, it just lay there  
pieces intact, and even he couldn't make it  
run again; damn the oil on his dirty hands.

Recently I attended a workshop on teaching where one of the professors, a woman from the Department of Computer Sciences, asked the guest speaker how she could convince her class that every problem did not have a factual, black and white solution. She said the deification of the machine was so accepted in her area of study, that one of her students said, "I can't design a computer program for God; ergo, there is no God." This is an acceptable statement in her department. If we go to the next logical step, there is also no love, no forgiveness, no soul, for none of these can be programmed.

The antithesis of technology, it seems to me, is the word *soul*. The English poet Daniel Abse brings these two together in a poem about a medical operation. The poem comes from a true incident reported by Abse's father. He was involved as a dresser for the physician Lambert Rogers during an operation to remove a brain tumor. The patient was given only a local anesthetic because he had a problem with high blood pressure. Abse's father says, "in those days (it was 1938)...they could not locate a brain tumor with precision. Too much normal brain tissue was destroyed as the surgeon crudely searched for it, before he felt the resistance of it...somewhat hit and miss. One operation I shall never forget."

Sister saying—"Soon you'll be back in the ward," sister thinking—"Only two more on the list," the patient saying—"Thank you, I feel fine"; small voices, small lies, nothing untoward, though, soon, he would blink again and again because of the fingers of Lambert Rogers,

rash as a blind man's, inside his soft brain.

If items of horror can make a man laugh then laugh at this: one hour later, the growth still undiscovered, ticking its own wild time; more brain mashed because of the probe's Braille path; Lambert Rogers desperate, fingering still; his dresser thinking "Christ! Two more on the list, a cisternal puncture and a neural cyst."

Then, suddenly, the cracked record in the brain, a ventriloquist voice that cried, "You sod, leave my soul alone, leave my soul alone,"— the patient's dummy lips moving to that refrain, the patient's eyes too wide. And, shocked, Lambert Rogers drawing out the probe with nurses, students, sister, petrified.

"Leave my soul alone, leave my soul alone." that voice so arctic and that cry so odd had nowhere else to go—till the antique gramophone wound down and the words began to blur and slow, "...leave...my...soul... alone..." to cease at last when something other died. And silence matched the silence under snow.

"In the theatre" by Daniel Abse. *Norton Anthology of Modern Poetry*, The. Richard Ellman and Robert O'Clair. eds. (2ed) 1988. W. W. Norton Co.

What we can't forget is that there are many valuable fields of human endeavor which are not translatable into the language or mind-set of technology. We, and other animals, are more complicated, more interesting, more varied than our most sophisticated machines. As critics of technology remind us, many of our ways of relating to the world have nothing to do with information storage or retrieval, and we are in danger if we confuse information with understanding. Though computer whizzes cannot design a program that illustrates the qualities of soul, the possibility that some kind of undefinable spirit exists and has a voice, will outlive any technology that is invented in the future. Let's keep technology in its place, and let's ensure there is room for other kinds of knowing to help us understand and live responsibly in our world.

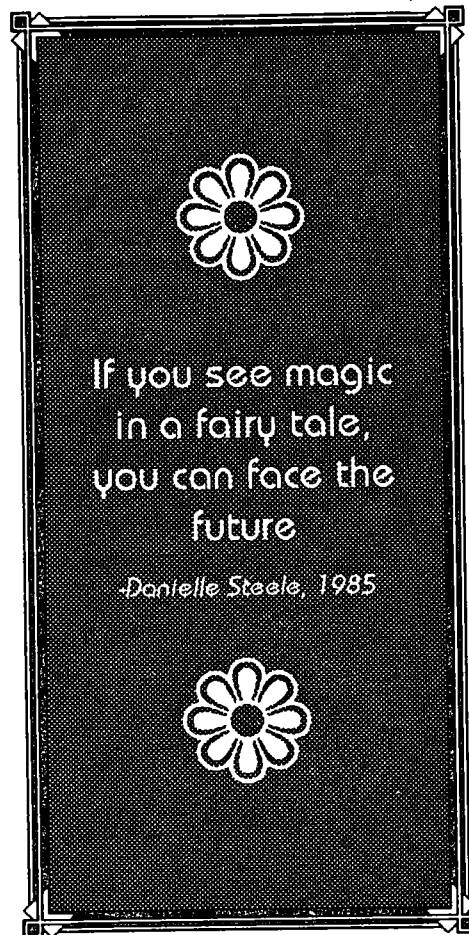
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# **AUTOMATING THE SCHOOL LIBRARY RESOURCE CENTRE: YES VIRGINIA, THERE IS A BETTER WAY...**

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

Are you working in a school library resource centre that is not automated yet? Are you in a school district that is considering embarking on automation? Have you heard horror stories of schools that have purchased programs and computers years before that are still "waiting their turn" to have their collection added into a central database? Are you working with an automated system that requires you to constantly refer to the system manual in order to function on a daily basis? Do you need to have formal training in order to discover how to change the loan period? Are you a techno-peasant?

Fear not...there is a better way! I first read about Alexandria in the October 1992 Apple Library User's Group Newsletter. Jacque Burkhalter, of Anacortes, Washington had researched a number of library programs firsthand, and it seemed that much of the necessary preliminary work had been done. I spoke at length with Ms Burkhalter, and then contacted the COMPanion Corporation. In addition to my request for a sample diskette, I asked for a list of reference sites. I received the telephone numbers and addresses of users across the United States. I contacted just about everyone on the list, and in addition to general questions about the ease of the program, I asked about the support that was given, if there had been any problems, and the BIG question—if they were to automate again, would Alexandria be the program that was chosen? It was unanimous. Everyone had had success with Alexandria, and every one would automate with the program again.

## **THE NEEDS OF OUR SCHOOL LIBRARY RESOURCE CENTRE**

I needed a program that was totally integrated. I had no wish to purchase "add-ons" in the future. My basic need was circulation control and on-line catalogue. The acquisitions, serials control and direct access to Brodart's Precision One CD (for retrospective conversion) were icing on the cake! I could automate "on the fly," and build up the database as

books were circulated. In this way, circulation and resource management was featured first. All we had to do was attach a barcode, scan it and add basic skeletal information: author, title, ISBN or LC number.

I was attracted to the Multiuser version of Alexandria. Students and staff access the library resource centre's catalogue and know whether or not items are available for checkout!

I was convinced. However, the proof would be in the daily use of the program and an analysis of our automation project. There would be no additional labour costs. I have ten hours of clerical assistance a week, and I trained my assistant on the basics of Alexandria. This is an extremely user-friendly software package, and there was no need to have a training session from the company. Even so, if there was a problem, or we didn't know how to do something, the toll free help line was available 24 hours a day.

## **SO...HOW DID I BEGIN?**

Once the program was purchased, I had to enter in my patron records. Names, addresses, telephone numbers, contacts at home, and so on were all necessary. I thought that my clerk would take a few days to input the 800 or so records. The support staff of COMPanion recommended that I look into importing the student records. All I had to do was have the Board send me one diskette from the Board's IBM mainframe computer. All I had to do was ask for the data in tab delimited form. COMPanion offers 24 hour technical support via a toll free number, and when I had a question, COMPanion (a perfect name!) "walked" me through the importing process. In minutes, I had my patron data installed! Alexandria allowed me to print barcodes for our student population, and we attached them to a set of student picture cards.

We began inputting the fiction collection first, and then continued through the non-fiction. Also, at the same time, materials that were borrowed had a barcode attached and the basic information was added to the catalogue at that time. From day one of

our project our circulation was up and running. Alexandria allowed me to customize the loan periods and conditions to my own preferences. I could specify the end of a loan period if I wanted, or automatically generate fines (if my school system allowed fines to be received). If there was a professional day or a holiday where students were not to be in session, all I had to do was click onto a date on the calendar and Alexandria would automatically skip that date as a due date. I could decide how many days grace there would be for overdues (if any), and key in a limit to overdues. A warning would sound to alert if a patron had a number of overdues and I could decide whether or not to allow a check-out to continue.

With so many reports and options, one might wonder if students could change some selections of the program. There are multiple levels of security which would allow me to decide exactly what my student assistants would be able to do at the computer.

#### **WHAT DID WE DISCOVER ON OUR ROAD TO COMPLETION?**

Our inputting continued and I was able to generate numerous types of reports or notices. What used to take hours of inputting (the dreaded overdue list!) now took literally minutes to generate! I could even specify how detailed I wanted the list to be.

Backing up the system, with item and patron records now takes a bit longer than it did when I first began. With over 10,000 items in the catalogue and the records for about 800 patrons including staff and students, it takes about a minute and a half to save onto an external hard drive that I use strictly for this purpose. Other methods of backing up, including tape and floppy disks are mentioned in Alexandria's documentation.

Daily operation using Alexandria is wonderful. My student assistants use the system with ease, and as students check out materials, they can check to see what materials they have out, or whether or not they have overdues. Students can put holds on items that are currently on loan at the circulation desk or directly through the OPAC or patron work station. If there are a number of students who wish the same item, Alexandria will remember which student requested the material first. I also have the ability to adjust the hold list. When the item actually comes in, a message to put the item aside for a student is displayed.

Over the course of the first year, I received updates to Alexandria. With each version, there were additional features. My serial publications can now be handled by Alexandria. Book orders and my accounts can be organized. As materials are ordered and received, Alexandria will keep track and even add items to the catalogue as they are received!

As teachers request materials for units that we have worked on or for course reading materials, I can generate keywords and students are able to see what materials are recommended reading or what resources are suitable for a unit assignment. Keyword searches for subjects, authors, titles, or any keyword related to the material led to items that were in the collection. Students understand that the process is on-going, and that until the automation is complete, they can refer to the old card catalogue. The stress is on the utilization of the computer catalogue, however.

#### **SO WHAT DOES ALL THIS MEAN TO THE TEACHER-LIBRARIAN'S LIFE?**

As a teacher-librarian, having Alexandria in my school library resource centre means that I will always have an accurate catalogue at my fingertips. The management of resources is simplified, and at any given time, the teacher-librarian can find out who has an item, when it is due back, and whether or not a hold has been placed on it. When planning a unit of instruction, it is simple to pull a list of appropriate resources.

Time devoted in the past to the management of the card catalogue, the filing or borrower's cards, and the typing of overdue lists is now time available for planning and teaching cooperative units of instruction.

#### **WHAT'S NEW AND UPCOMING?**

The new version of Alexandria will have a feature that allows our students to access INFOTRAC's Tom Jr., a magazine articles CD-ROM disk.

#### **THE BIG QUESTION...IF I WERE TO BEGIN AUTOMATING AGAIN, WOULD I USE ALEXANDRIA?**

Yes, yes, yes, a thousand times YES! The features of this automation program and the service of this company, are both outstanding. I highly

recommend automating with Alexandria. If you are interested in seeing Alexandria in action, you are welcome to contact me and come for a demonstration.

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# IS CENSORSHIP ACCEPTABLE IN THE ELEMENTARY SCHOOL?

by AMANDA HUFTON, teacher-librarian,  
Lee Elementary School, SD#38 (Richmond).

Whenever censorship becomes a topic of discussion, whether amongst teachers, teacher-librarians, parents and/or other interested parties, there is a realization amongst broadminded individuals that questions related to the censoring of materials are not easily answered. To discuss the question of the degree to which censorship is acceptable at the elementary school it is first necessary to define censorship and to recognize who the censors are and what types of materials they censor. Arguments against censorship, at any level, can then be recognized and valued. The question then becomes one of preparedness in the event of a challenge to material in the elementary school. It also becomes one of recognition of the need for a well-defined selection policy. By examining the issue of censorship, and by being prepared for challenges and having a well-defined selection policy, the teacher, the teacher-librarian and/or the administration can work collaboratively with their community to "...enable learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy" (*The Intermediate Program: Foundations*, Spring 1992, p. 19).

Censorship can be defined as "the removal, suppression, or restricted circulation of literary, artistic, or educational images, ideas and/or information on the grounds that they are morally or otherwise objectionable" (Booth 1992, p. 9). In the more overt form, a complaint is made against some particular material, and this material, after either a great deal of discussion or very little, is removed. Frequently, unfortunately, violence has been known to play a role in these situations. For example, in Manning, Alberta, in September 1991, parents "stormed their children's school, held the principal captive in his office, and then cleared the classrooms of allegedly satanic materials. The offending literature it turned out was a decade old series of school readers called *Impressions* which contained handsomely illustrated selected stories, poems and scripts (*The Globe and Mail*, 26 February 1992 in Booth 1992, page 73). In

addition, there are cases where teachers have had cars vandalized and their lives threatened.

Censorship also occurs when materials are suppressed at publication. What are the publisher's reasons for such a decision and how many materials have been omitted that were examples of literary merit? These are justifiable questions. Another covert form of censorship occurs by individuals when materials are not purchased because of potential conflict. While it is possible to empathize with the avoidance of possible conflict, the question of the intellectual freedom of the teacher and teacher-librarian is a concern, as well as the professional integrity of the individual. Is avoidance a satisfactory solution? The answer has to be "no."

People who feel they have the right to restrict the reading of other individuals, and thus infringe upon other's rights, fall into two main groups. On the right wing or conservative side censors feel that certain materials will influence their child negatively and move them in a direction that contradicts the values that they are trying to instill. They do not recognize that a wide selection of high-quality books will widen their child's experiences and help them to develop into critical thinkers. Instead, they take the view that children should only be exposed to materials that demonstrate "good" values, so that the children will develop these "good" values. Books should reflect perfect pictures of perfect families. They feel that witchcraft or the occult promote unacceptable religious beliefs, and scary stories such as Maurice Sendak's *Where the Wild Things Are* are too full of violence and therefore, too frightening for children. Inappropriate language is also unacceptable, as are themes concerning sexuality. Children should not be exposed to these examples because they are condoning and supporting unacceptable behavior and values is their argument.

On the left or more liberal side of the censorship argument there is equal concern. Here, materials are censored because they are believed to be reflective of a negative or one-sided bias. Should *Little House on the Prairie* be removed because it shows women in a demeaning role? Should *Huckleberry Finn* be banned forever, because it contains racist views and characters? Recently, in British Columbia, the International Woodworkers' Union attempted to

remove the book *Maxine's Tree*. They claimed that the book presented a one-sided argument against clear-cutting. All three of the above examples typify the justifications of liberals who wish to censor materials that are biased.

In both the left and right wing arguments, there are several common underlying beliefs. First, children are corrupted by what they read. Second, children should not be given the opportunity for thinking critically. Third, there is a lack of perception that one goal of education is promoting "intellectual development by providing learning opportunities that enable children to think critically, creatively, and reflectively...to pursue questions, seek responses, and investigate problems." (*The Intermediate Program: Foundations*, Spring 1992 Draft, p. 28) What both parties have either neglected to recognize or have incorrectly solved with a "back to the basics" approach is that society has changed. No longer do people accept ideas just because someone in "authority" said so. Children no longer accept ideas because someone in "authority," either teacher or parent, said so. Thoughts cannot be controlled.

Children are bombarded constantly with the same "negative" messages outside of books that censors are fighting against in books. Have there been cases where television shows have been censored? Are videos or movies censored? Even worse, while books provide opportunity for interaction, watching television is a passive activity. It is often a "baby sitter" or a "killer" of time. Teaching children to think critically has to be acknowledged as an important goal by both parents and educators. And to think critically issues have to be discussed. Literature provides an excellent background for this. Children learn how to read and decipher materials, to reflect upon the issues discussed, and to internalize values that are acceptable to society. In order to develop their own rational thoughts children need to be presented with both sides of issues. To recognize "good" one has to acknowledge "bad." Consequences of actions, when recognized, strengthen desired values. Instead of focusing on the bias of some materials as a negative influence, it should be recognized as a valuable opportunity to discuss with children issues brought out in the material.

For example, in reading *Cinderella* students have the dilemma of choosing to be kind or to be selfish. Discussion can extend to an examination of the ultimate goal in life for women. Is it to marry well and find a prince if possible? At this point, it should

be noted, that while biased materials should not be censored because there is value in their reading, those materials that do reflect a bias should sit beside materials reflecting opposing views. As well, it is the responsibility of the educator to ensure that biased materials used in the classroom should be discussed openly and from all perspectives. Instead of concentrating on why a resource should or should not be removed, the issue becomes focused on a "policy which actively seeks to incorporate racist and sexist materials into a teaching program, [as well as other biased materials...]. This will avoid endless rounds of debate as to what makes a book sufficiently objectionable to warrant removal" (Taxel 1978-79, p. 74). The change in focus accepts that someone will always be able to find a bias, either overt or covert, in a resource, and promotes the idea of educating the reader at any age to be a critical and autonomous evaluator of resources.

Finally, Canada is a multicultural society. With the celebration of the diversity of our nation should come the tolerance and respect for the rights of others. For one individual or group to decide to pull material off the shelf is to deny this right. While a parent has the legal right to prevent their own child from reading a particular book they do not have the right to decide what someone else's child can read. This would deny democracy. Is not "the freedom to read ... essential to the democratic way of life" (Books and Periodical Development Council) and, therefore, in being told what not to read, people are being dictated to as to what they can read?

In gaining this understanding of censorship, the answer to the question whether censorship is acceptable at the elementary school is evident. It is not. Yet, it happens. Parents question the book on the shelf titled *The Stupids*, but accept their children watching *The Simpsons*. Teacher-librarians are advised to avoid books dealing with issues such as drug use, and thus avoid conflict. Magazines previously acceptable are removed because a particular issue has the answers to fifty questions its readers asked about sex. Many educators and parents agree with all of the arguments against censorship that have been mentioned. While agreeing, however, with the principles at the high school level many educators and parents take the view that the elementary school must be considered a special case. The children are younger and are not emotionally or intellectually ready for some materials. Choosing a book that is too difficult to read for the majority would be considered a waste of an already stretched book

budget. To deny children the freedom to read, however, in order to avoid conflict is unacceptable. To deny twelve year old children books that interest them and meet their needs because there are younger students in the school is also unacceptable. Girls are becoming pregnant at younger and younger ages. It is questionable that "the literature is responsible." To censor "leaves students with an inadequate and distorted picture of ideals, values, and problems in society" (Doyle 1982, p. 9). Exposure to literature dealing with current issues provides opportunity to think critically, evaluate critically and, perhaps, prevent poor judgments. It allows children to confront choices they might not experience or have not experienced yet. If an author provides this reality for children they should be applauded not have their works removed from the shelves!

Despite the arguments against censorship the censors will not go away. It is the responsibility of the educator, therefore, to make professional judgments for their program. There are only two solutions for educators who do not want to either self-censor or have unnecessary conflict. First, a selection policy needs to be developed. Selection is the opposite of censoring. "Those engaged in the process of selection look for ways to include the widest possible variety of textbooks, library materials, and curricular supplements within the context of a well-defined curriculum with clearly articulated goals" (Reichman 1988, p. 5). While the selection policy can be easily formed by the teacher-librarian or in collaboration with the other members of the staff, for additional commitment, it should ideally be formed with collaboration of the entire school community. This takes a lot more time and effort and probably more compromise. All parties have opportunity for input though, and should material be challenged, the reasons for selection, reinforced by the selection policy, strengthen the argument for the material to remain in the school.

Second, procedures need to be in place to be followed in the event of an attempt at censorship. Again, collaboration with the school community provides for greater support. Usually censors are the minority. They are, however, known to be frequently backed by groups that are well organized. To counter this educators need to be equally prepared. Repeatedly, throughout the research, suggestions are made to effectively counter attempts at censorship. These include going public to make the majority aware of the issues at stake, insisting that everyone involved has read the material from cover to cover (individual

censors usually have not), having complaints in writing, perhaps on an official form where the objections are clearly stated, and getting additional support from the school, school board or professional groups such as the Canadian Library Association and the Writer's Union of Canada.

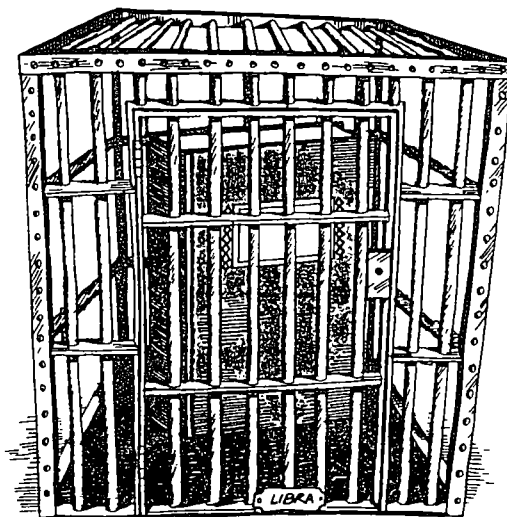
At this point it should also be noted that the rights of the individual to make a request to remove a resource or to review the way in which a resource is represented must be acknowledged and respected. If someone has taken the time to question a resource the resource should be reviewed as part of the censorship procedure. The process should be open and honest. There should not be a feeling that afterwards, as was indicated by Hayne Wai, (*B.C.M.E.S. Newsletter*, April 1986, p. 4), that the Vancouver School Board failed to consult with important, appropriate resource people; failed to represent the group depicted in the resource; failed to consider the criticisms submitted; and failed to provide reasonable support for keeping the resource. The examination procedure to decide whether the resource continues to meet the selection policy guidelines should reflect professional concern and the response should reflect the professional answer.

In conclusion, it is evident that there is no place for censorship in the elementary school. It is important, however, that educators and parents recognize this and support the goals of education for our society. Literature needs to be valued for its strengths and its weaknesses. All people, including children, need to have the freedom to read, to think critically, and to make value judgments that will continue to develop and support our changing world.

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# TEACHING IN THE 90s: A NOT-SO-BRAVE NEW WORLD

Teaching in the 90s is a series of reports based on a survey of BC teachers conducted in May and June of 1993 by the BCTF. It constitutes a culture map of BC teachers, looking at teacher practices and a range of current issues in education. 2,000 questionnaires were mailed to a random sample of BCTF members. 735 responses were entered into a Teaching in the '90s database, and form the basis of the reports.

## Report No. 1: Changing Teaching Practice: Teachers' Aspirations meet School Realities

by LARRY KUEHN, Director, Research and Technology, BCTF.

*Editor's comment: for brevity this report has been shortened, the full report is available from the BCTF.*

The "Teaching in the '90s" survey included questions on seventeen of what were called "aspects of teaching." These seventeen areas were organized into Paradigm A and Paradigm B. The items in Paradigm A might be characterized as traditional schooling practices and those in Paradigm B might be characterized as progressive schooling practices. However, these content labels were intentionally not included in the questions to avoid the emotive weight that might accompany them. The descriptions in Paradigm B are generally concepts on which the Year 2000 programs are based.

Those filling out the questionnaire were not asked to choose one paradigm or the other but rather to choose a place on a continuum between 1 and 7. For each of the seventeen areas they were asked to identify placement on the continuum three times: once for where they would prefer to be in their own teaching practice, once for where they actually are in their teaching practice and once for where they perceive practice to be in their school. Examples of these pairs included: Letter grades/anecdotal reporting, direct instruction/active learning, content/process, competition/cooperative learning, etc.

What does this survey suggest about teaching practice in BC schools? (results of the survey)

1. On most of the seventeen items surveyed, teachers' ideals for practice tend toward the progressive paradigm.
2. At all levels of the system, teacher support for progressive approaches is not matched by the reality of practice. Teachers identified their own teaching practice as falling short of their ideal. Practices in their school are perceived as even more toward the traditional than the teacher's own practice. The desire for change, in other words, has been much stronger than the reality of change. Institutional practices in the school impede change.
3. Significant similarities exist between primary and secondary teachers. A common pattern of responses emerged. Teachers preferred practices toward the progressive at all levels.
4. Significant differences exist between primary and secondary teachers. Primary teachers and schools are further toward the progressive on all questions. The training and experience of primary teachers over the past fifteen years, along with the stamp of official approval from the government, have moved primary teachers further and faster than secondary teachers.
5. Single-grade grouping is preferred over multi-grade grouping. A possible explanation for support of single-grade grouping may be that other factors are already creating too much of a breakdown of the classroom as a working social system: students with special needs are being integrated into the regular classroom; the social, cultural, and first-language makeup of the student body is becoming more diverse. Adding a wider range of student ages to the classroom may increase the difficulties in a system already experiencing challenges to maintaining stability.
6. Primary and Secondary teachers have very different views on anecdotal reporting and letter grades. Not surprisingly, anecdotal reporting has substantial support at the primary level, while secondary teachers are more favorable to letter grades.

7. The greatest gap between teacher preferences and actual school practice is in the area of professional relationships. Teachers identified a preference for professional/collegial relationships, but find that actual practice in the school is more toward the hierarchical administrative structures end of the continuum. This gap was more pronounced at the secondary level than at the primary level. On no other item was there as wide a gap between teacher preferences and the reality in their schools.

survey of members in 1986, and then again in the spring of 1993.

- Composition of class and mainstreaming of students with special needs are more significant causes of stress now than in 1986.
- Decreasing real salary was a high stressor in 1986—after four years of wage controls imposed by the Social Credit government of the day.
- Bargaining success after achieving union status moved salary issues out of the top eleven factors of stress to teachers.
- Bargaining success since 1986 also knocked “lack of preparation time” out of the top eleven. Most teachers now have preparation time in contracts.

## Report No. 2: Changing Sources of Stress

Feeling job-related stress? You are not alone. The pressures on teachers reflect societal and system changes that have intensified the work of teaching. The top causes of stress, as identified by teachers, have changed in recent years—based on the BCTF

- The top stressor is seeing the “unmet needs of students.” This is the student-focused view. Close behind is the teacher-focused side of the same phenomenon—“size of workload.”

## TOP ELEVEN CAUSES OF STRESS AMONG BC TEACHERS

### 1986

1. Attitude/actions of provincial gov't
2. Unmet needs of students
3. Decreasing real salary
4. Size of workload
5. Attitude of public
6. Size of class
7. Lack of prep time
8. Composition of class
9. Attitude/action of school board
10. Mainstreaming of special needs
11. Lack of control of work environment

### 1993

1. Unmet needs of students
2. Composition of class
3. Size of workload
4. Attitude/actions of gov't.
5. Inclusion of special needs
6. Media attacks on teachers
7. Attitudes/actions of school board
8. Size of class too large
9. Attitude of public
10. Rapid change in programs and curriculum
11. Lack of control of work environment

*Editor's Note: this information was taken from the RESEARCH REPORT, prepared by the BCTF Research Department, Section XII, 93-El-05, and Section III, 93-WLC-06.*



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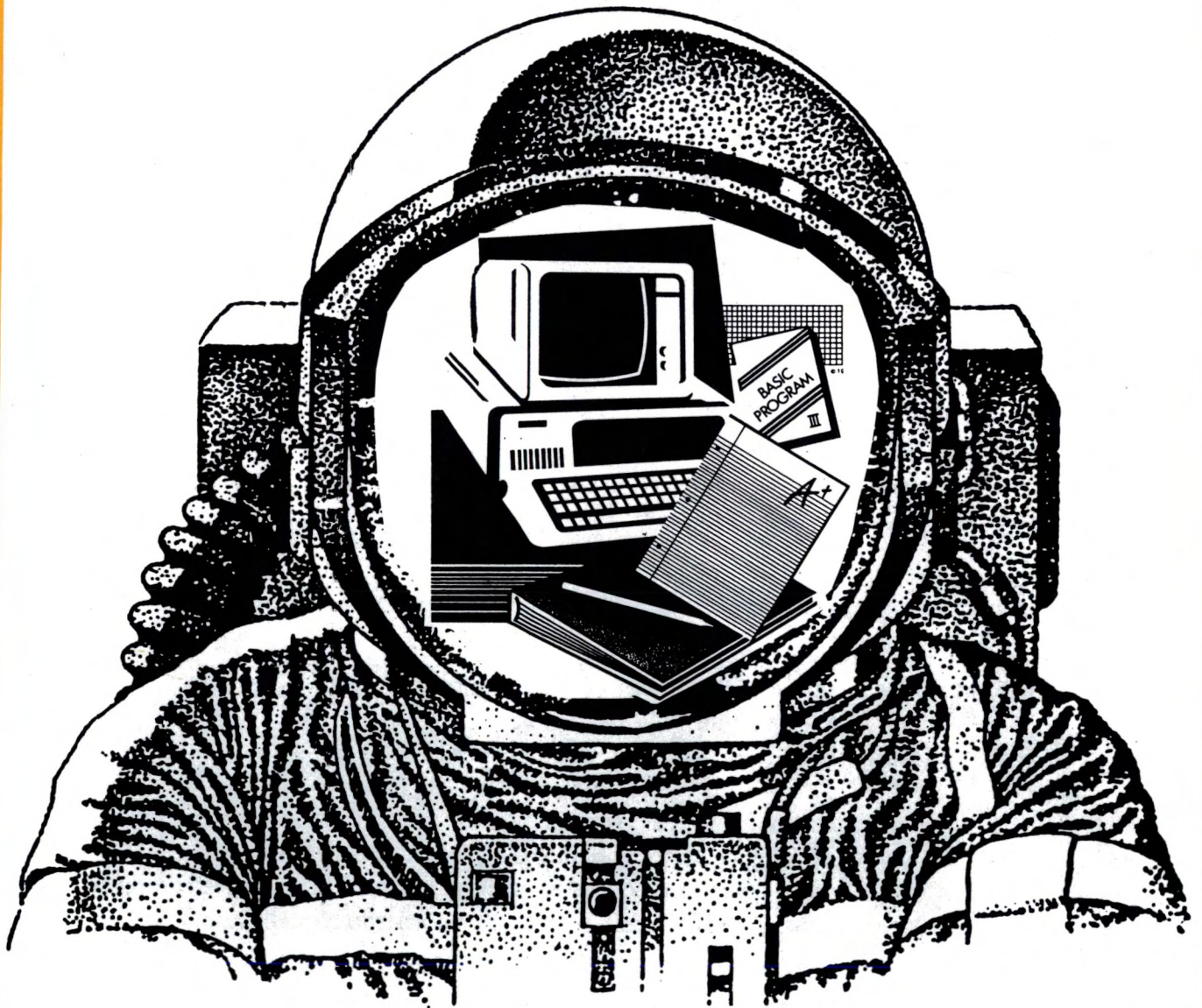
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# FEATURED IN THIS ISSUE



# U.B.C. COURSES IN TEACHER-LIBRARIANSHIP 1994-95

## SUMMER, 1994

On Campus - Register through Telereg

July 4 - July 22

LIBE 383 - Selection of Resources 1 - Jenny Hinchcliffe

LIBE 385 - Organization of Resources - Penny Haggerty

LIBE 387 - Information Services 1 - Gerald Soon

July 4 - July 15 - Register through Distance Education

LIBE 477 - Summer Institute in the School Library Resource Centre Program and  
The Intermediate Grades

Instructors: Joan ~~CANCELLED~~ and Marg Haines

Starting July 25 - Register through Distance Education

ENED 416B - Storytelling - Mary Love May

July 25 - August 12 - Register through Telereg

LIBE 389 - Resource-Based Teaching - Pat Parungao

## FALL, 1994

On Campus - Register through Telereg

LIBE 381 - Administration of the SLRC - Joan Harper

LIBE 382 - SLRC Programs - Joan Harper

LIBE 383 - Selection of Resources 1 - Joan Harper

## WINTER, 1995

On Campus - Register through Telereg

LIBE 385 - Organization of Resources - Lynne Lighthall

LIBE 387 - Information Services 1 - Joan Harper

LIBE 389 - Resources-Based Teaching - Joan Harper

**Note:** Due to budget cutbacks all courses are subject to enrollment. Please advertise LIBE 382 and LIBE 389 to your colleagues as both are designed for classroom teachers and teacher-librarians. As well, they count as electives in other programs. These courses are in the process of being changed to LANE 382 and LANE 389 in order to attract more enrollment.

**Also Note:** Teacher-librarians registering for the Diploma in School Librarianship should plan their courses carefully to ensure they will complete all courses within a five year time span. If cutbacks become more severe it could result in fewer courses being offered in any one year and necessitate a higher degree of planning. The outline above should assist in this matter.

# OBJECTIVE: ACHIEVEMENT SOLUTION: SCHOOL LIBRARIES

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by **DAVID V. LOERTSCHER**

David V. Loertscher has been a school library media specialist in elementary and secondary schools and a library educator. He is now Vice President of Libraries Unlimited, Inc.

*Two reports show a strong link between school libraries and high student achievement.*

During the 19th and 20th centuries, each generation in the United States sacrificed to educate the next as its contribution to the perpetuation of the American Dream. But as the 1990's roll on toward a new century, the nation is questioning the quality of our schools and their ability to provide the intended boost. So much bad press about the inadequacies of the school system has been ingested by the nation in the past 10 years that parents, educators, and government officials are asking how to repair or restructure it. Some view the problem as unsolvable.

What are the basic elements that must exist to provide a quality education? What are the enriching elements (the ones that are nice to have if you can afford them)? What are the extraneous elements (those that probably don't make a difference one way or another)? Is the teacher with 20 students and a few textbooks the basic element with every other aspect of the modern school a frill? Are the "add-ons" of art, music, physical education, vocational education, counseling, technology, and libraries really needed, or are these needed, or are these expensive features frills? or worse, are these additional elements a drag on both the pocketbook and the job a single teacher can accomplish alone?

Such questions might be easy to answer if basic literacy were targeted at a single, achievable level, such as, "every student will exit school with a reading level of at least 6.2." But, the requirements of a complex society, an information society, a technological society, an economic giant demand more. On the one hand, many accept the premise that we must provide more, but when questions of quality arise, when it seems that nothing is working, then one begins to wonder again if a basic approach might be a good idea.

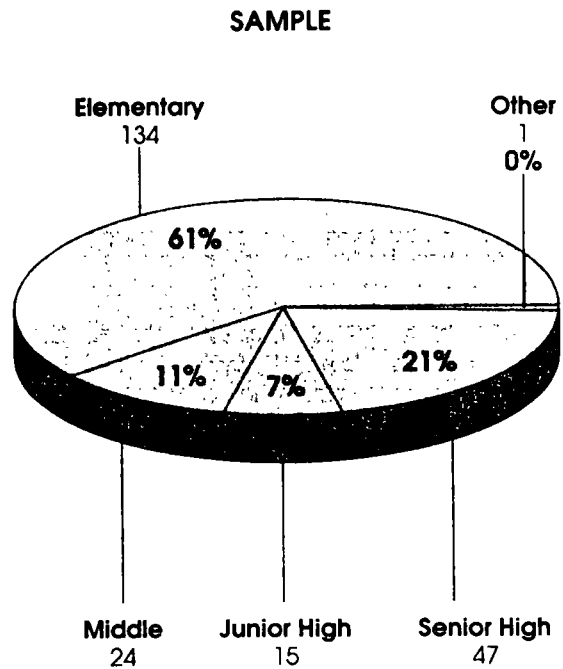
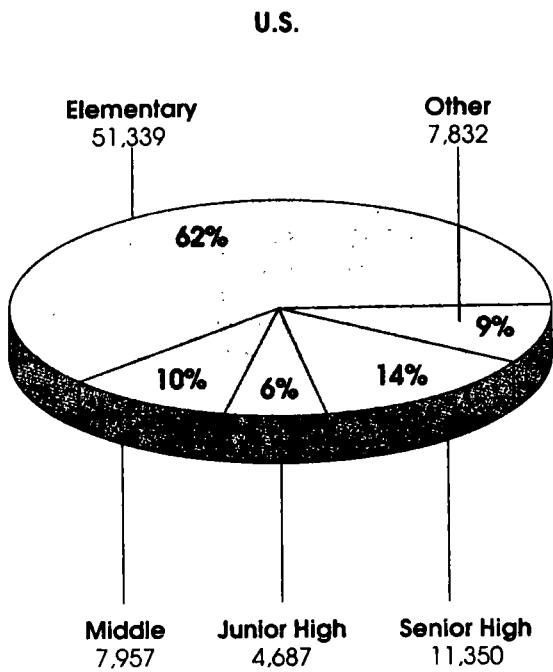
Two important studies, both published at the beginning of 1993, directly address the question of basics in education. One explores the contribution of the school library media center (SLMC) to achievement<sup>1</sup>; the other looks at the value of free voluntary reading.<sup>2</sup> Added together, these two studies provide clues about what's really essential in American education. They provide guidelines for program planning, action, and necessary expenditures to communities as they streamline or redesign their schools. Best of all, the research findings make sense.

In the 30 years that SLMCs have been a widespread part of schools in the United States, at least \$80 billion have been spent on them if you count facilities, materials, technologies and personnel. Any time a budget crisis looms on the horizon, SLMCs come under scrutiny because they represent a substantial cost over and above the investment in a single teacher armed with a few textbooks. Has this investment paid off? The Colorado Department of Education study *The Impact of school library media centers on Academic Achievement* and the report *The Power of Reading* by Stephen Krashen answer a thunderous *yes* to that question. But the answer must be tempered with a *yes...if* qualification, since a simple expenditure for space, materials, and technology is only a tool. It is easy to go to the store and buy a shovel, but that doesn't guarantee that a hole will get dug.

## **The Colorado Study**

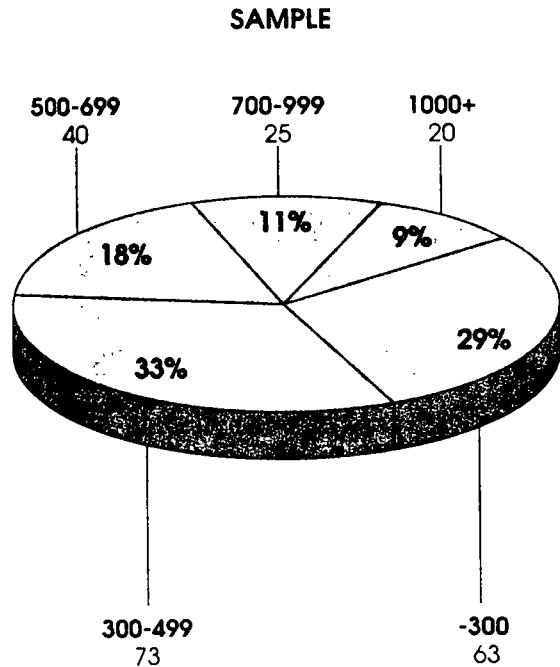
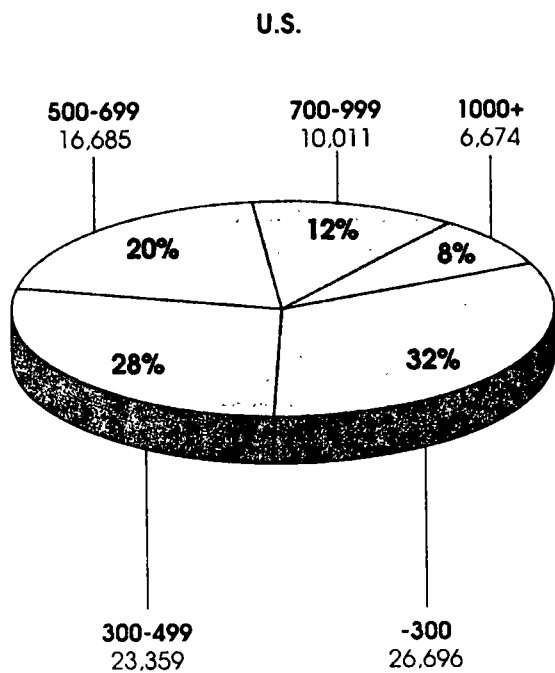
In 1978, School Match, a company helping business executives choose schools for their children as they relocate, reported that the strongest predictor of test performance for young children is school library media expenditures. Keith, Lance, one of the authors of the Colorado study, was interested in

Figure 1  
 U.S. & sample schools by level, 1988-89



Source: Library Research Service

Figure 2  
 U.S. & sample schools by enrollment range, Fall 1988



Source: Library Research Service

**Figure 3**

**Summary of conclusions from Colorado study**

- The size of the SLMC's staff and collection is the best school predictor of academic achievement.
- Among school *and* community predictors, the size of the SLMC staff and collection is second only to the absence of at-risk conditions, particularly poverty and low educational attainment among adults.
- Students who score higher on standardized tests tend to come from schools with more SLMC staff and more books, periodicals and videos—regardless of other factors, including economic ones.
- The instructional role of the school library media specialist shapes the collection and, in turn, academic achievement.
- School library media expenditures affect SLMC staff and collection size and, in turn, academic achievement.

confirming this finding for Colorado. He was also interested in identifying intervening variables that explain this relationship. Using a grant for the U.S. Department of Education, the Colorado study was planned and carried out in 1991-92 using data collected by the Colorado Department of Education during the 1988-89 school year.

Of the 1,331 schools in Colorado, 221 had sufficient comparable data to be included in the study. Comparing these sample schools to all schools in the state, the research team found them sufficiently representative. Then, comparing the Colorado sample to the schools of the nation, the Colorado schools again seemed typical with regard to composition by grade level and enrollment size. (See Figures 1 and 2.)

Data collected from state Department of Education files about the school in the study included information about:

- the community and the size of the at-risk student population;
- the teacher-pupil ration in the school;
- the salaries, years of experience, and degree levels of the teaching staff;
- the total expenditures per student for the entire school.

Data studied specific to school library media centers included:

- the size of the SLMC collection including books, periodicals, and audiovisual materials;
- the amount of involvement of the SLMC staff in assisting students and teachers to use the SLMC facilities and collection;
- the amount of use the SLMC received;
- the use of microcomputers in the school;
- the total expenditures for the SLMC in each school.

Using a variety of statistical techniques including factor and correlation analyses, the Colorado researchers studied the influence of these community, school, and media center variables on standardized test scores in reading, language, and information skills. For grades one, two, four, five, and seven, *Iowa Tests of Basic Skills* (ITBS) scores were used; for grade ten, scores on the *tests of Achievement and Proficiency* (TAP) were studied.

**Findings of the Study**

The Colorado study shows that the strength of the SLMC's is a clear predictor of academic achievement. At every grade level studied, as an SLMC's staff and collection increased, test scores increased. The only other factor in the study to show such a strong effect on achievement was the presence of student at-risk conditions, such as poverty and low educational attainment among adults in the community. In fact, when the negative force of these factors is pitted against the strength of the SLMC factors, an interesting tug of war occurs. Academic achievement is being dragged down by at-risk factors in students' backgrounds at the same time that SLMC staff and collection size are pushing academic achievement up.

**Figure 4**

**Findings from *The Power of Reading***

- Voluntary reading is the best predictor of reading comprehension, vocabulary growth, spelling ability, grammatical usage, and writing style.
- Access to SLMCs results in more voluntary reading by students.
- Having a school library media specialist makes a difference in the amount of voluntary reading done.
- Larger school library collections and longer hours increase both circulation and amount read.

Supporting evidence of this relationship further, the study found that even among communities with similar economic conditions, those with better SLMC funding fostered higher student achievement: "Students at schools with better funded SLMCs tend to achieve higher average test scores, whether their school and communities are rich or poor and whether adults in the community are well or poorly educated."

When combined, these two factors, at-risk conditions and the SLMCs, account for a great deal of the variance in reading scores across the grade levels. (By tenth grade, they account for more than three-quarters of this variance.)

Two additional factors associated with the SLMCs were also found to help predict academic achievement in a more indirect way: the size of the SLMC budget and the role of the library staff in the school. The study concludes that, in the case of

school library media materials, "you get what you pay for" in student achievement. Also, when the school library media specialist joins the teacher to exploit the resources of the library media collection, this kind of cooperative effort pays off in better test scores.

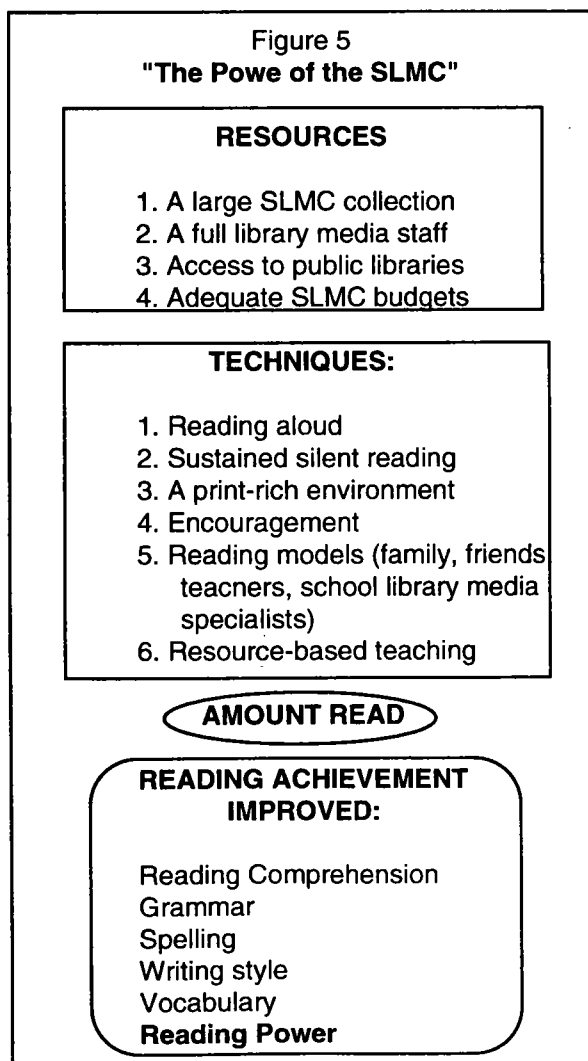
A summary of conclusions from the Colorado study appears in Figure 3.

What could account for the power of the SLMC to predict academic achievement? In one sense, we could theorize that administrators of school districts who care enough to have strong school library media programs also care enough to set an entire program in place that affects academic achievement. In this view, the library media program is a symptom of other good things happening.

The research review done by Stephen Krashen in his book *The Power of Reading* provides another logical explanation. Krashen reviews hundreds of research studies done in the 19th and 20th centuries that explore the power of free voluntary reading—the kind of reading a young person is not assigned to do, but rather chooses to do. Krashen's summary is not only insightful, but when possible, he has reanalyzed experimental data with current statistical tools to recheck the results of previous studies.

Krashen makes an utterly startling conclusion (with tongue in cheek): we learn to read by reading! If we are to learn a second language, the best results happen if we read in that language (good advice for all students in our schools who must learn English). But Krashen found even better and more powerful results: that free voluntary reading is also the best predictor of reading comprehension, vocabulary growth, spelling ability, grammatical usage, and writing style.

Given all these benefits, it follows that a major goal of education should be to make sure that children do as much of this kind of reading as possible. The best way, according to Krashen, is to ensure access: "The research supports the commonsense view that Krashen books are readily available, when the print environment is rich, more reading is being done." Krashen goes on to cite ways in which children's access to books is increased, this affecting the amount read and language ability. These include having more resources available at home, larger collections of books in classrooms, and—of course bigger and better school and public libraries.



For a summary of the findings from Krashen's report relating to school library media collections and their effect on reading, see Figure 4.

### Combining Both Studies

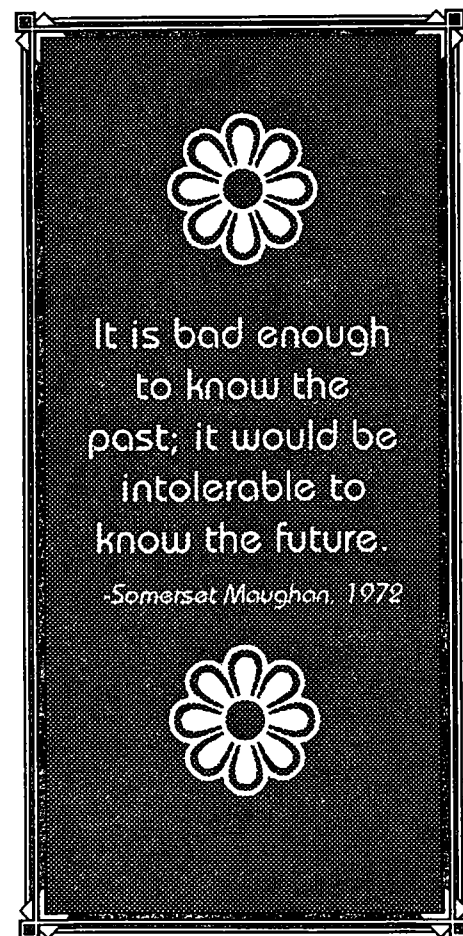
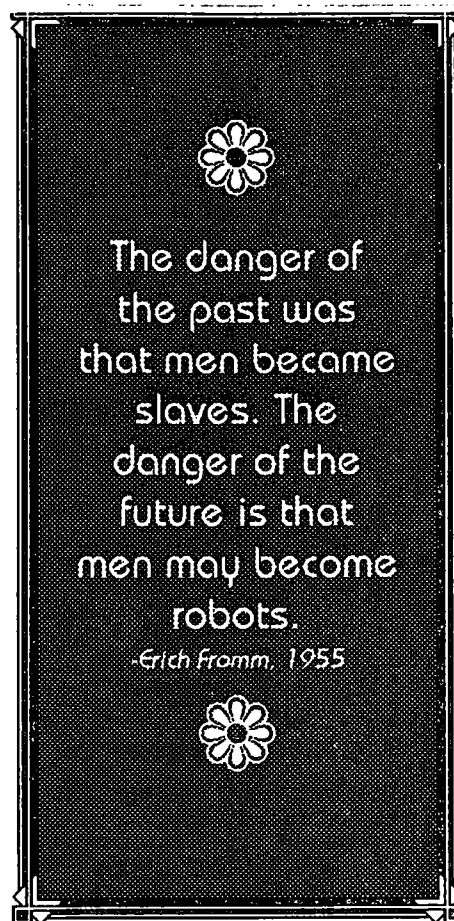
When we combine the Colorado study and the Krashen review of research, a powerful model appears that can become the basis of a solid reading program for schools. (see Figure 5.) Simply put, adequate SLMC budgets, materials, and staffing, as well as techniques that encourage the effective use of library resources, lead to higher student achievement.

Not only are the two studies a powerful argument for the support of strong library media programs as an essential component in every school, but they put the burden of proof back on those who claim the contrary. It is doubtful that any evidence can be mounted to show that good library media programs don't make a difference.

### References

1. Lance, Keith Curry, Lynda Welborn, and Christine Hamilton-Pennell. *The Impact of School Library Media Centers on Academic Achievement*. Hi Willow Research and Publishing (1993; ISBN 0-931510-48-1; \$25), P.O. Box 266, Castle Rock, CO 80104.
2. Krashen, Stephen. *The Power of Reading*. Libraries Unlimited, Inc. (1993; ISBN 1-56308-006-0; \$13.50), P.O. Box 6633, Englewood, CO 80155-6633.

**Editor's note:** *This article has been excerpted from an appendix The Impact of School Library Media Centers on Academic Achievement by Keith Curry Lance, Lynda Welborn, and Christine Hamilton-Pennell. The author encourages school library media specialists to share this information with administrators, teachers, parents, and other school decision-makers. The survey report contains a set of 14 full-page illustrations to support an oral presentation of this material. For the purposes of this article, a sampling of these figures has been included. Before presenting this data either orally or in written form, however, it is important to read the full text of both studies cited. This will enable you to answer any questions that may arise and to provide any requested follow-up information.*



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# **REPORT ON THE FORUM ON RESOURCE-BASED LEARNING AND TEACHING: A JOINT VENTURE BY THE BCTLA AND THE MINISTRY OF EDUCATION NOVEMBER 21 - 23, 1993**

by **MARILYN HANNIS**, Continuing Education Chairperson

The thirty-one representatives to this forum were selected by the following groups: Association of School Superintendents, Principals and Vice-Principals Association, Provincial Specialist Association, District Credit Allocation Plan Coordinators, U.B.C., Simon Fraser University, University of Victoria, Learning Resources Branch, Ministry of Education and the BCTLA. The goal of the forum was to provide an opportunity to discuss and comment on the changes occurring due to the implementation of resource-based learning and teaching.

## **THE FORUM OBJECTIVES**

1. To explore and clarify the role of the Ministry of Education, the Learning Resources Branch, the school library resource centre, and the school district resource centre.
2. To initiate and stimulate an open inquiry on resource-based learning and teaching amongst the education community.
3. To provide an opportunity for participants to deepen their understanding about the challenges and opportunities of resource-based learning and teaching.
4. To identify and explore the impact of technology on learning resources.
5. To influence, in a timely fashion, the future directions related to resource-based learning and teaching.
6. To develop processes and recommendations for follow-up actions related to resource-based learning and teaching.

The sessions began Sunday afternoon with activities which would facilitate group discussion and interaction. Valerie Dare (BCTLA) presented an overview of learning resources used in "Music of Resistance" a secondary unit focusing on South Africa. Learning resources included: CD-ROM program, video, books, magazines, maps, fabric, and instruments. Themba Tana, an Artist-in-Residence at Britannia Secondary (Vancouver), led the group in gum-boot dancing. Following the activities Dave Williams (Director, Learning Resources Branch) led a discussion on "What is a learning resource?" (objective 2)

There was no agreement regarding the inclusion of people as resources. The main argument, put forth by Joe Coelho, (Assistant Director, Learning Resources Branch) for not including people

is that the response of a person depends on too many variables, whereas the response of a non-living resource is always consistent. This provided us with some "food-for-thought."

Funding provided by the Ministry may be spent on the following designated learning resources.

**DEFINITION OF LEARNING RESOURCES: FOR THE PURPOSE OF EXPENDING THESE FUNDS, LEARNING RESOURCES SHALL BE DEFINED AS:**

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

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

<b>Video:</b>	including quick time, compressed video, and traditional formats (VHS).
<b>Optical Formats:</b>	e.g., CD-ROM, CD-Interactive, Laser Discs
<b>Information Services:</b>	e.g., network services such as the Community Learning Network available through the Education Technology Centre, school technology and information services, news, information, videoconferencing services, or other on-line services (CompuServe, Southam News, Infoglode and many others) None of these services should include costs for staffing
<b>Print:</b>	e.g., dictionaries, tradebooks, anthologies, atlases, traditional textbooks and others
<b>Manipulatives:</b>	usually associated with mathematics, but also applicable to concepts and skills such as colour and classification

The goal of Monday morning's activities was to stimulate discussion about the way learning resources are currently being used, and to look at ways technology will be incorporated into schools in the future. (objectives 2 and 3)

Dr. Ken Haycock, (Dean of Library, Archival and Information Studies, UBC) spoke on "Resource-Based Learning... The Role of the Teacher-Librarian." After completing individual surveys we found that there was general agreement on most aspects of this role. Dr. Haycock also spoke about current trends and issues. Top issues have to do with role definition, professional development and educational training, the philosophy of resource-based learning not being widely accepted, the concern over funding, staffing standards, and school autonomy.

Celina Mau (Vice-Principal, Vancouver) addressed the issue of learning styles and teaching styles. Using a hands-on small group activity, she challenged us to identify the different learning styles being addressed in a variety of units.

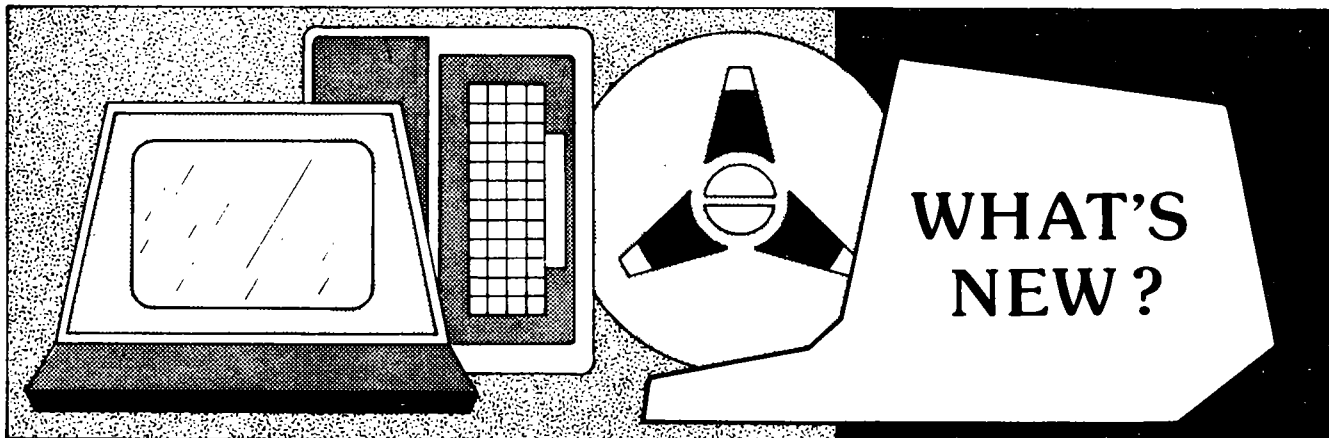
Dr. Michael Hobel, Susan Chandler and Rick Withers from the Education Technology Centre made two presentations in the afternoon. One presentation featured CD-ROMs and how they can be used by students and teachers. The other program was a look into the future at how schools, businesses and the home will all be using computer technology. (objective 4)

Unfortunately, Art Charbonneau was unable to attend the evening session but Robyn Syme (Director, Curriculum Branch) spoke to the group on his behalf. The discussion focused on the need for the government to strongly support the resource-based learning and teaching philosophy in curriculum development at the provincial, district and schools levels.

On Tuesday the final two objectives were addressed. Dr. Roland Case (Assistant Professor of Education, SFU), directed the group to identify issues of concern under either provincial, district or school levels. Schools and districts were fairly easy but Provincial covered all the institutions and associations which work at the provincial level—the Ministry of Education, the universities, College of Teachers, BCTF, BCTLA, and PSAs.

Dr. Case moderated a panel which presented views from the Ministry of Education—Joe Coelho, school districts—Pat Williams (Victoria), schools—Wayne Spencer (Salmon Arm), and teacher-librarians—Patricia Finlay (Burnaby). These people described how they perceive resource-based learning and teaching to be working in their area, and the connections between learning resources and personnel. Following the panel, we reformed into three groups to rank the issues we had identified earlier. This was followed by a sharing and full group discussion.

A report is currently being prepared by Patricia Finlay and Marilyn Hannis. A summary of the issues was sent to the participants for comments and input. A set of recommendations is being prepared and a copy of this will appear in the next issue of *The Bookmark*.



# HAVE YOU USED THE LIBRARY LATELY? THE BENEFITS AND IMPORTANCE OF WORKING WITH YOUR TEACHER-LIBRARIAN AS A TEACHING COLLEAGUE

by **JUDITH COFFIN**, teacher-librarian,  
Elgin Park Secondary School, SD#36 (Surrey).

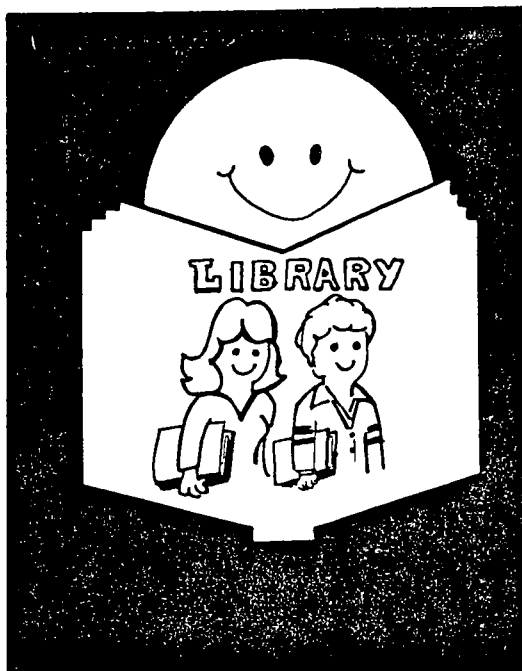
On January 20, seventy-five secondary student teachers from UBC and SFU attended a workshop on the benefits and importance of cooperative planning as an instructional methodology.

The three hour workshop began with a presentation of many of the most effective cooperatively planned units developed by Surrey teachers and teacher-librarians. Wayne Carlaw, Surrey's Science Helping teacher, Ramona Sousa, a Humanities teacher at North Surrey Secondary, Michele McManus, a teacher-librarian at Semiahmoo Secondary and Judith Coffin, a teacher-librarian at Elgin Park Secondary described a wide range of projects using the library as well as showing examples of their students' work.

After the student teachers were exposed to the variety of library projects resulting from a collaborative effort between the teacher and the teacher-librarian, the two teacher-librarians role played how a teacher and teacher-librarian would plan a cooperatively planned library unit.

The final speaker was Dr. Art Tindill, the Assistant Superintendent responsible for library programs in the Surrey School District. Always an entertaining and dynamic speaker, Dr. Tindill, as a former English teacher, presented the educational reasons for and research supporting the benefits to students of library use.

The evaluation showed that the student teachers found the workshop to be both practical and valuable. Hopefully, this pilot initiative by the Education faculties at SFU and UBC and the Surrey School District will be repeated next year and expanded so that all student teachers are exposed to the value to students of teachers working with their teacher-librarian.



# IASL CONFERENCE REPORT, ADELAIDE, SOUTH AUSTRALIA, SEPTEMBER 26-30, 1993.

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

"Dreams and Dynamics" was the theme of the joint conference of the International Association of School Librarianship (IASL) and the Australian School Librarians Association (ASLA) in Adelaide, South Australia, September 26-30, 1993.

Delegates from twenty-four countries were extended a gracious welcome by Her Excellency the Honorable Dame Roma Mitchell, Governor of South Australia. She stressed the importance of the school library in education in Australia and around the world, as well as the need for recognition and support from government and school communities.

At the opening session, Dianne Oberg, Associate Professor in the Faculty of Education, University of Alberta, Edmonton, Canada, spoke on realizing library dreams through curriculum development. Each conference day was concerned with a specific theme: society, literature, education and technology. Topics under discussion included children's freedom to choose books to foster a love of literature, education's need for a national curriculum with key competencies, and technology connecting resources to expand information to the user.

At the annual IASL meeting, Mel Rainey of Fiji and Mieko Nagakura of Japan were elected as Directors to the IASL Board. The Leadership Development Grant was presented to Humish Prasad of Fiji to enable him to attend the conference. The IASL/SIRS Commendation Award was given to the School Library Association of Queensland for a program in which parents assisted their children in learning library skills.

IASL President Lucille Thomas presented the IASL flag to Dr. Blanche Woolls from the University of Pittsburgh, which will be the site of the 1994 conference in July 17-22, 1994. An auction of gifts from delegates from various countries netted approximately \$1,200 US for the IASL/UNESCO Book Development Program, which places book collections in school libraries in developing countries.

The post-conference Study Tour of Australian schools in the Outback included the presentation of the International Book Exhibit to Ruth Jones, Director of the Alice Springs Education Centre (ASEC). "The ASEC library provides resources for over sixty schools in the Central Australian region—a very large area covering the southern half of the Northern Territory," said Jones. "These schools include government, non-government, primary, secondary, urban and rural schools. Many are small, remote schools for Aboriginal students who have very limited resources on site."

Other schools visited by the tour group included the School of the Air, which features an excellent distance-learning program, and the Coober Peedy School/Community Library serving students and adults speaking fourteen different languages.

Consider attending the 23rd Annual IASL Conference on July 17 to 22, 1994 entitled Literacy: Traditional, Cultural, Technological—at the School of Library and Information Science, University of Pittsburgh, Pittsburgh, Pennsylvania, USA.



# CONFERENCE REPORTS

## THE GREENING OF THE BOOKS: ENVIRONMENTAL ISSUES IN CURRENT PUBLISHING: ELEMENTARY FOCUS

Presented by **VIRGINIA DAVIS**, National Book Service's consultant for collection development, and current President of IBBY - Canada.

reported by **PATRICIA FINLAY**, teacher-librarian, SD#41 (Burnaby).

Virginia's knowledge of and enthusiasm for children's books was very evident in her presentation. She had selected a wide range of fiction and non-fiction books that explored environmental issues. The importance of reading aloud both fiction and non-fiction was illustrated in her choice of books. There were many exciting and interesting books to hear about and view.

Two picture books which conceptualize elapsed time are *The Paddock: A Story In Praise of the Earth* by Lilith Norman and *In My Backyard* by John Collier. *The Paddock* moves from the beginnings of the planet through the geological time periods, the historical time periods and into the future. *In My Backyard* begins in the present time and moves backwards. Together these books put the human experience into a time perspective.

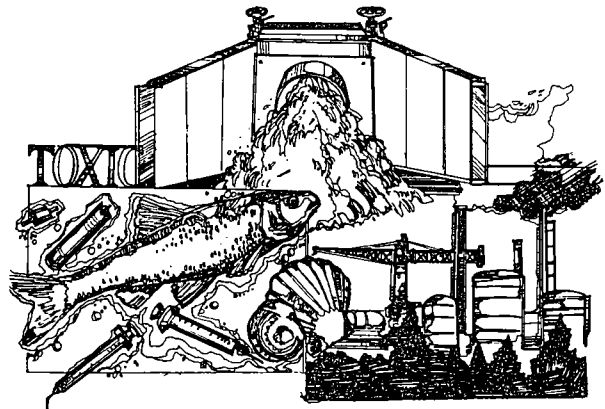
An author that is certainly well known for her environmental writing is Jean Craighead George. Two of her picture books are *Dear Rebecca, Winter Is Here* and *First Thanksgiving*. Virginia recommended as read alouds titles from two series by George, the "One Day ...." series and the "Moon" series. The "Moon" series has been reprinted with new illustrations. The thirteen titles include *Moon of the Gray Wolves* and *Moon of the Mountain Lions*.

Titles from several popular non-fiction series were discussed. Kids Can Press has the "Amazing" series including *The Amazing Water Book*. From the "Earth Care" series is *Green Giants: Rainforests of the Pacific*. Crabtree Publishers has a series on endangered animals and an ecology series including

*How Trees Help Me*. Of course there are many titles in the *Eyewitness*, *Look Closer* and *Let's Explore Science* series that fit the environmental theme.

Several individual non-fiction titles were highlighted. As *The Crow Flies* gives a good introduction to maps. Animals describe their own territories and at the end of the book we see how each animal's map intersects and combines to form a map of a larger area. Seymour Simon is well known for his non-fiction writing. His book, *Wolves* would make an excellent read aloud and a good companion to *Wolf Island*. Isadore Seltzer has done *The House I Live In* which shows how houses all over the United States reflect their ecological and historical communities.

Virginia had compiled a three page bibliography of titles. This bibliography and ordering information for the titles mentioned above are available from Ren Speer, Sales Representative for National Book Service, (604) 985-5392.



# I'D RATHER READ A BOOK II: CHILDREN RESPOND TO LITERATURE

Presented by **SUSAN VAN BLARCOM**, teacher, Crofton House School, Vancouver.

Reported by **PATRICIA FINLAY**, teacher-librarian, SD#41 (Burnaby).

Susan Van Blarcom is an experienced intermediate teacher and elementary teacher-librarian. Currently she is teaching Grade 5 at Crofton House School. Her afternoon session continued from the morning session with the presentation of practical strategies to encourage children to get the most out of what they read. These strategies focused on Reader Response activities. To show how her strategies fit into the larger context Susan outlined her plan in developing a literature-based reading program.

1. Determine a focus
2. Identify core and extended literature
3. Design program
4. Plan reading and response activities (She had 3 categories of activities)

<b>Reader Response</b>	<b>Critical</b>	<b>Interactive</b>
-reading literature -personal involvement and connection to text -use responses to build more interpretive responses	-teaching literature e.g. literary elements genres, authors	-teaching reading strategies for constructing meaning e.g. using prior knowledge, predicting, retelling

5. Organize classroom / time schedules  
 Record keeping and assessment

One example of a Reader Response activity is "What I've Read.....What I'm Thinking." Choose several passages from various pieces of literature. Make an overhead of each one. Read aloud the passages. The students will pick one of the passages to comment on - one to which they feel they can relate. The teacher models his/her own response. "When I read this part it made me (wonder, realize, notice, hope, think, remember) ... " Students give their own comments.

After this introduction, students can be asked to use this strategy with their individual reading. Ask students to divide their page into two columns. In the first column they record what they read or saw. This may be a direct quotation, a summary, a problem or a word, phrase or sentence. In the second column the students record what they are thinking about. Some starters are: I wonder..., I realize..., I notice..., I hope..., I think..., I remember... Students can be asked to elaborate on these comments to stimulate further discussion.

All the strategies presented were very practical and enjoyable.

# CHALLENGING THE CHANGING WORLD: WHAT ATTRIBUTES DO WE NEED TO HIGHLY DEVELOP? HOW WILL WE DEVELOP THOSE ATTRIBUTES? HOW WILL WE KNOW HOW WELL THE ATTRIBUTES ARE DEVELOPING?

presented by **SUSAN CLOSE**, coordinator of Special Projects, Langley and co-author of many professional books for teachers.

reported by **WILLA WALSH**, teacher-librarian, McNair Senior Secondary, SD#38 (Richmond).

The very successful Kelowna conference ended on a high note with a dynamic presentation by Susan Close. She stressed that we are in the midst of a time of great educational change. During this time we, as teacher-librarians, need to take ownership of what we do and believe in it. We need to promote these beliefs so that the public will understand and assist us in this process of change. If we neglect to do this, we will not be understood by the very community we serve.

Susan stated that many changes have taken place in the workplace over the past few years, and the new skills needed to succeed in this arena are different from those of the past. Work is now a very complex and demanding situation and higher level thinking skills are needed to deal with this new reality. Even the United States SAT exams have recently reflected this change by testing the ability to make sophisticated comparisons, to employ critical thinking, and to reveal independent and creative problem solving techniques. Questions on the SAT now address these abilities. We, as teacher-librarians, can work closely with classroom teachers to help promote these independent learning skills so essential for today's students.

We must all clearly define the attributes of an educated student and then develop a plan to guarantee the development of these attributes in learners. Susan emphasized that these attributes can be arrived at through a process of negotiating—involving all the major stakeholders—parents, kids, business people, teachers, trustees and administrators. A consensus can be arrived at and has already been achieved in the

districts of Langley and Mission. Some of the identified attributes are:

1. Literacy—in language, numbers, technology and visual areas.
2. Critical Thinking—arriving at decisions, evaluating, comparing, etc.
3. Healthy Lifestyle—fitness, nutrition, emotional stability, etc.
4. Creativity—seeing in new ways, producing, etc.
5. Social Conscience - a co-operative member of society, aware of issues, etc.
6. Self Esteem and Risk Taking - qualities which advance the learner.

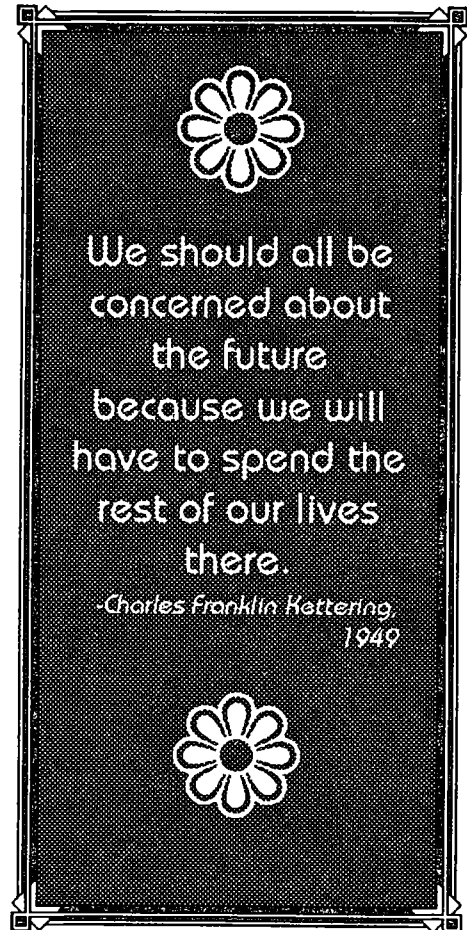
Susan led us through a collaborative activity which simulated the general process used to arrive at a consensus in the various districts. The process of consensus is being used all over North America at the present time, and there is a high degree of agreement about the necessary attributes which learners need for this age and beyond.

When these attributes have been agreed upon, and the process to instill them put in place, we still need some means of evaluating how well these goals are being met. Anecdotal evaluation, according to Susan and the research she has consulted, has not been popular with the majority of parents. They really want to know precisely where their child stands in relationship to norms and other students. Several terms can be used to communicate this message. Susan suggested words such as “powerful,” “competent” and “needing work,” or a numerical assessment of 4 for exceptional competence, etc., or a letter grade such as an A, etc. All of these descriptors communicate the idea of how the learner is function-

ing in the school environment and their standing in relationship to their peers.

To demonstrate the ability which reveals our mastery of the necessary attributes of successful learners, Susan walked us through THE STORY BEHIND experience. She chose a poem by Robert Frost entitled "The Pasture" as an example of a piece of poetry which has a "story behind" it and asked us to predict what is really happening behind this poem. Several interpretations were discussed at the various tables around the room, and some of these were offered orally. We were amazed at the diversity of the responses, at the richness of meaning which this poem, so seemingly simple on the surface, could elicit. One "story behind" stood out as it interpreted the poem in the context of the learning environment. The metaphor of natural growth (pastures, plants, and calves) took on new meaning. We awarded this group's effort a "powerful" evaluation! Because participants were actively engaged in this process and collaboration allowed for different learning styles, there was full participation and a high level of retention—all essential features of the learning process.

This presentation empowered us all to go back to our schools and resource centres with more vigour and more vision. The perfect end to a great conference. Well done, Kelowna!



# INSECT THEME: AN ANNOTATED BIBLIOGRAPHY

## Reference Material for Upper Primary and Lower Intermediate

Compiled by **CAROL-ANN CARLSON**,  
teacher, Windebank Elementary School,  
SD#75 (Mission).

Ames, J. (1991). *Draw 50 Creepy Crawlies*. New York: Doubleday. ISBN 0-385-41189-8

A "how to" sketch book of insects. This book illustrates how to begin drawing fifty insects using eight different sketching progressions from the first line to the finished "insect." The sketches are done on separate pages making them easy for young children to follow.

Chinery, M. (1991). *Life Story—Butterfly*. New Jersey: Troll. ISBN 0-8167-2101-7

Using simple language and color illustrations, this book looks at the similarities and differences between butterflies and moths. Included are facts about their wings, feeding habits, mating, life cycle, enemies, and an interesting comparison of a butterfly's day and a moth's night.

Fischer-Nagel, H. & Fischer-Nagel, A. (1986). *Life of the Honeybee*. Minneapolis: Carolrhoda. ISBN 0-87614-470

Discusses in detail honeybee hives, the queen bee, eggs, stages of development, roles of honeybees, food gathering, honey making, bee dances, and new bee colonies. The photographs are beautiful and illustrate well what is being discussed. The text is suitable for lower intermediate and up, but would be useful for younger readers because of the photographs. This book contains a glossary only.

Fowler, A. (1990). *It's a Good Thing There are Insects*. Chicago: Children's Press. ISBN 0-516-44905-2

This book uses large print and describes in very simple terms and language the different places bugs are found, how they are harmful (bite, sting, eat crops) and how they are useful. A picture glossary and index is included.

Goor, N., & Goor, R. (1990). *Insect Metamorphosis from Egg to Adult*. New York: Atheneum. ISBN 0-689-31445-0

Using close-up colorful photographs of insects such as butterflies, wasps, mosquitoes, dragonflies, and cicadas, the concept of both the incomplete and complete metamorphosis is shown. The photographs show each stage in the insects' growth, from egg to larva to pupa to adult. The text is simple and carefully explains the stages. The book includes a table of contents and an index.

Hapai, M. & Burton, L. (1990). *Bugplay: Activities with Insects for Young Children*. California: Addison-Wesley. (includes cassette) ISBN 0-201-21541-1

This is a thorough activity guide for the general study of insects by early elementary students. The guide is designed to be used by teachers. It provides a variety of activities that enable children to learn about the major orders and several minor orders of insects. For each order there is a reproducible black-line master of a representative species. The diagrams are clearly drawn and basic structures are labeled. On the page following the diagram, information about the order is presented. Size, shape, metamorphosis, color, habitat, food, special characteristics, and ability to bite are briefly mentioned. The cassette is a recording of songs about most of the insect orders presented in the guide. The music is lively and easy to listen to. The guide contains a glossary.

Hickman, P. (1990). *Bugwise*. (Federation of Ontario Naturalists) Toronto: Kids Can Press. ISBN 0-921103-91-3

Black and white pencil drawing are used to enhance this information and activity book about insects. Chapters in the book are "Aquatic Insects, Insects in Winter and Investigation Insects, Some Insects Up Close, Insect Survival and Insect Impostors." Many activities and "how to's" are also demonstrated throughout the book—such as how to build a terrarium, how to save the insects (The Bug Club), making a waterscope to check on insects under water, making a live lantern with fireflies and more. A good resource for students and teachers.

Owen, J. (1991). *Insect Life*. Usborne, Burlington: Hayes. ISBN 185123-052-1

Brilliantly illustrated, this book provides an introduction to the behavior, habitat and way of life of the huge variety of species found in the insect natural world. Suitable for readers in upper primary to lower intermediate.

Parker, S. (1992). *Insects*. (Eyewitness Explorers Series) Toronto: Stoddart. ISBN 0-7737-2589-6

This book uses animation, illustrations and close-up photography of real life insects to discuss topics such as legs and leaping, insect eye view, insects in the desert, water, dangerous insects, hunting insects and an ant society. The text is simple to read, has regular print around the pictures and larger print in the general discussion paragraphs. A lot of information in a small book. A table of contents and an index is included.

Parker, S. (1992). *Inside the Whale and Other Animals*. Ontario: Scholastic. ISBN 0-590-73869-0

This book shows the cross-section of the inside of twenty-one animals. Insects discussed are the mosquito and the honey bee. Another "creepy crawler" but not an insect shown in the book is a Web Spider. Illustrations cover two pages for each animal and give detailed information about each part of the animal's anatomy. In some instances the text might be too difficult for young readers, but the illustrations are very informative. Other animals discussed are the Great White Shark, the Nile Crocodile, the Scorpion and Triceratops.

Rowan, J. (1983). *Butterflies and Moths*. (A New True Book) Canada: Children's Press. ISBN 0-516-41692-8

Using large print and simple to read text, this book discusses butterflies' and moths' life cycles, camouflage, migration and hibernation, collecting and collectors of butterfly and moth species. The book uses color photographs and has a table of contents, glossary, and index.

Rowan, J. (1993). *Ants*. (Discovery Library of Insects Series) Florida: The Rourke Corporation, Inc. ISBN 0-86593-289-1

\_\_\_\_\_ *Dragonflies*. ISBN 0-86593-287-5

\_\_\_\_\_ *Grasshoppers* ISBN 0-86593-286-7

\_\_\_\_\_ *Honey bees* . ISBN 0-86593-290-5

\_\_\_\_\_ *Ladybugs* . ISBN 0-86593-291-3

Stone, Lynn M. *Butterflies* . ISBN 0-86593-288-3

This series provides an introduction to the physical characteristics, habits, and behaviors of insects. The language is simple for early readers and the books include color close-up photographs, table of contents, glossary, and index. Information is categorized in terms often used in beginning research reports such as Where They Live, Enemies, Habits, and What They Eat.

Royston, A. (1992) *Insects*. (What's Inside Series) Toronto: Grolier. ISBN 0-7172-2903-3

This book has colorful illustrations of several insects across a two page spread. One page shows the outside of the insect with a short paragraph about the insect as well as a detailed diagram of the insect's parts and an explanation of how they are used. The adjoining page shows the insect with its outer area peeled back and the "inside" is discussed and described. The insects discussed in easy-to-understand language are the beetle, honeybee, caterpillar, fly, cricket, ladybug, butterfly and stick insect.

Stidworthy, J. (1989) *Insects*. (Through the Microscope Series). Toronto: Gloucester. ISBN 0-531-17184-1

This book contains photographs of insects taken through microscopes or with close-up camera lenses. Next to each picture, a symbol indicates how each photo was made to give the reader an idea of the number of times each picture has been enlarged or magnified. Illustrations are included to help the reader understand what is being shown. Various body systems and aspects of insects such as insect senses, the breathing system, sucking mouth parts, and legs and feet are shown to help the student see the complexity and beauty of the structures that make up the bodies of these small creatures. The book includes an index, table of contents, and glossary, as well as a discussion page on microphotography. *The Body* is another title in this series.

Still, J. (1991). *Amazing Butterflies and Moths*. (Amazing Worlds Series) Toronto: Stoddart. ISBN 0-7737-2475-3

This book uses an easy-to-understand text layout, illustrations and close-up photographs to discuss

information about butterflies and moths. Topic in the table of contents include Senses, Amazing Shapes and Sizes, Poisonous Butterflies, and Wings that Wink. Questions such as "Why do butterflies look like dead leaves?" How do moths find each other in the dark?" and "Which butterfly is as big as a black-bird?" are answered. A table of contents and index is included.

Suzuki, D. (1986). *Looking at Insects*. Toronto: Stoddart. ISBN 0-7737-5062-2

This paperback book uses black and white pencil sketches to discuss chapters on the "World of Insects, Insect Orders, and Spiders: insects' Relatives." Each chapter contains detailed activities outlining what is needed and gives step-by-step directions of what to do. Some activities are "mother some meal worms", "the cricket weather report", and "collecting cocoons" A great resource for teachers as well as for students' independent use. The text is more suited to beginning to upper intermediate readers. An index and table of contents is included.

Taylor, K. (1992). *Butterfly*. (See How They Grow series) Ontario: Scholastic. ISBN 0-590-74400-3

The book is beautiful for the young reader or a non-reader. The close-up color photographs span both pages. A small border around the full page illustrates the topic being discussed. The text is written from the caterpillar's point of view. The last two pages titled "See How I Grow" recap the life cycle with smaller versions of the same of the same photographs used earlier in the book. They show the life cycle from "one week old" to a beautiful butterfly "eight weeks old." Other titles in this series are *Puppy, Kitten, Frog, Duck, Rabbit, Chick, Mouse, Lamb, Owl, Fox, and Foal*.

Whalley, P. (1988). *Butterfly and Moth*. (Eyewitness Books) Toronto: Stoddart. ISBN 0-7737-2182-7

Diagrams, illustration, close-up and blown-up photographs are used to discuss butterfly and moth topics. Topics include exotic butterflies and moths, mimicry and unusual behavior, endangered species, watching butterflies and moths and the equipment to do so, and rearing butterflies and moths. Each section has a paragraph discussing the topic generally and the rest of the two page spread shows pictures with captions discussing what is being shown. A table of contents and index is included.

Watts, B. (1991). *Caterpillars*. (Keeping Minibeasts Series). Toronto: Franklin Watts. ISBN 0-531-15620-5

*Beetles*. ISBN 0-531-15619-2

*Ladybugs*. ISBN 0-531-15616-8

A series that shows in close-up color photographs and simple text how to care for small insects. All the insects are easy to find in a child's environment. Each book shows how to find, house, feed, care for and observe a particular insect. Other insect titles in the series include *Ants, Butterflies and Moths, Grasshoppers and Crickets*.

Wexo, J. (1991) *Insects*. (Zoo Books Series). Minnesota: Creative Education. ISBN 0-88628-335-8

This book discusses an overview of insects in general. Topics include the body of an insect, variety of insects, how insects grow, move, fly and how and why they are colored. The book uses diagrams, illustrations, and real life photographs, a short text to explain the pictures and a general discussion paragraph on each topic. A table of contents and index is included.

Whayne, s. (1990). *The World of Insects*. Toronto: Simon & Schuster. ISBN 0-671-69018-3

A slender large format text suitable for browsing or scanning for general information. This book is suitable for primary readers and gives comprehensive summaries of several different types of insects.



# GRADE 8'S LOCK HORNS OVER GHOSTS, THE U. N. AND OTHER THORNY ISSUES

by GAVIN CONNER, teacher-librarian and MARION LOWERY, English teacher, West Whalley Junior Secondary School, SD #36 (Surrey)

## INTRODUCTION

Marion Lowery, a grade eight English teacher, and I sat down after our December staff meeting looking for a topic her class could research in the library. There were nine days remaining before Christmas break, and we wanted something that would grab the attention of her grade eights in those crazy days before the break.

I suggested to Marion that we could perhaps look at some issues concerning the real world. We decided to mix some very serious themes like the Homeless and Marriage Breakup with some lighter topics like ESP, UFO's and the Loch Ness Monster.

In recent years I had purchased books from issues oriented series such as *Great Mysteries*, *Understanding Social Issues* and *Coping*, which deal with heavy topics like Death, Discrimination, Drugs and Sex Abuse. These books were to be the main focus of student research.

We decided the research would culminate in speeches rather than debates with two students taking opposite sides of an issue. Each period was 75 minutes long.

## THE UNIT

### DAY ONE- LIBRARY

We discussed the format and goals of the project with the students, and reviewed the topics using handouts one and two. Students spent the rest of the period looking at books before choosing their topics.

### DAY TWO- LIBRARY

We held a lottery to choose the topics. I had anticipated some conflict between students doing the same topic also wanting to take the same side. Fortunately, this did not occur as the pairs settled down to research their individual argument on each issue.

### DAY THREE AND FOUR- LIBRARY

Students spent these periods researching and taking notes using a note taking form. The note taking forms help keep grade eight students organized and makes it much easier to read and correct the notes.

### DAY FIVE AND SIX- LIBRARY AND CLASS

These periods were dedicated to writing rough copies of speeches. Half the class came to the library and half stayed in the classroom. We divided the students based on their issue and kept the opponents apart. On the sixth day, we switched the groups and students further polished the speeches.

### DAY SEVEN- LIBRARY AND ELSEWHERE IN THE SCHOOL

We were able to secure six tape recorders and blank tapes. We then sent the students all over the school to quiet corners with different partners to time and record their speeches.

### DAY EIGHT- LIBRARY

We set up the library in a formal manner. An official timer sat at a table between the two debaters. Each student had two minutes. Points were deducted if the speech went over time.

Each member of the audience used an evaluation form to assess the individual speeches. This activity gave the audience a focus. The reports were read avidly by all participants on the final day.

### DAY NINE- CLASSROOM

On the last day, teachers shared their comments on each speech with the entire class. In the last 15 minutes, the students had the opportunity to look over the peer assessment forms.

## CONCLUSION

The unit interested and captivated the students. During the note-taking periods, we were free to roam and coach the students where needed. Because we were in the library, students were able to use the CD ROM and other library resources.

Some of the students decided to augment their presentations with pictures, illustrations and props. It required a good deal of skill to refer to the prop or illustration while making the speech. Overall, the presentations were excellent.

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## HANDOUT ONE — ORIENTATION

### GRADE EIGHT ENGLISH

*"It is better to debate a question without settling it than to settle a question without debating it."*

Joseph Joubert, 1754

The following is a list of issues which you may or may not have an opinion on. Your job is to choose an issue and then decide whether or not you want to be for or against the issue, question or point.

First you should choose the topic. Then you have to decide what side you want to take on the issue. Sometimes it will be a simple "for or against" argument. Other times you will be arguing a point of view. For example:

*"World hunger should not exist."*

*"Magazine advertisements are sexist."*

*"The drinking age should be raised to 21."*

Once you have chosen your topic you must research the issue. When you research you have to look at both sides of the issue. For example, the best way to argue against the legalization of marijuana is to know the arguments for the legalization of marijuana.

A person making a speech for marijuana legalization might argue that there is no medical evidence to prove that marijuana is harmful to your health. You can best argue against this by anticipating this argument and then citing some medical evidence which shows why it is harmful. For example:

*"15% of the people who smoke marijuana develop a smoker's cough after five years."*

While you research your topic, you should come up with between 15 and 20 points to support your argument. You will then take these points and use them in the writing of a speech on your topic. Your speech should be no more than two minutes in length.

## HANDOUT TWO — ISSUES

We need two people for each issue.

1. Water monsters like the Loch Ness Monster exist.  
Water monsters like the Loch Ness Monster do not exist.
2. UFO's are real.  
UFO's are not real.
3. Children of working parents thrive.  
Children of working parents suffer.
4. Homeless people should be made to live in shelters.  
Homeless people should be left alone.
5. The world needs the United Nations.  
The world does not need the United Nations.
6. ESP is fact.  
ESP is myth.
7. Ghosts are real.  
Ghosts are not real.
8. Overpopulation threatens humanity's future.  
Overpopulation does not threaten our future.
9. The legal drinking age should be raised to 21.  
The legal drinking age should stay at 19.
10. Divorce hurts children.  
Divorce does not hurt children.
11. Steroids help athletes.  
Steroids hurt athletes.
12. Teenagers are old enough to be parents.  
Teenagers are too young to be parents.
13. Capital punishment is necessary.  
Capital punishment is not needed.
14. Advertising helps consumers.  
Advertising hurts consumers.
15. Space exploration is worth the cost.  
Space exploration costs more than its worth.

## HANDOUT THREE — STUDENT NOTETAKING FORM

Name \_\_\_\_\_ Division \_\_\_\_\_ Grade \_\_\_\_\_

Put your notes neatly on this sheet.

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## HANDOUT FOUR — PEER EVALUATIONS

Please circle for each person:

G=Good S=Satisfactory N=Not Satisfactory

<p>Name _____</p> <p>Voice                    G     S     N</p> <p>Eye contact            G     S     N</p> <p>Level of interest    G     S     N</p> <p>How convincing      G     S     N</p>	<p>Name _____</p> <p>Voice                    G     S     N</p> <p>Eye contact            G     S     N</p> <p>Level of interest    G     S     N</p> <p>How convincing      G     S     N</p>
<p>Name _____</p> <p>Voice                    G     S     N</p> <p>Eye contact            G     S     N</p> <p>Level of interest    G     S     N</p> <p>How convincing      G     S     N</p>	<p>Name _____</p> <p>Voice                    G     S     N</p> <p>Eye contact            G     S     N</p> <p>Level of interest    G     S     N</p> <p>How convincing      G     S     N</p>

# VIDEO WINNERS: Grade 4 - 8 Recommended Videos for School Collections

by **LINDA COUPAL**, Consultant,  
District Learning Resource Centre and  
Services, SD#63 (Saanich).

Video format learning resources have successfully moved from the home television set into the school classroom, and now video is making a transition from district level resource centres to the School Library Resource Centre. The transition has not always been a smooth one. The arguments which have been raised against the inclusion of video materials in school-based collections are often the same arguments which were used to justify the continued existence of district resource centres. I am sure you are very familiar with the litany of concerns:

1. Videos are too costly for a school to afford.
2. They will be stolen and used for duplicating Top Gun.
3. If videos are placed in the circulating collection, they will be unavailable to teachers just when they are most needed.
4. Can't you keep a master copy hidden and put a copy on the shelf?
5. The students might watch the video before the teacher wants to show it in the classroom.
6. Television (video) is endangering children's minds.

These concerns are rapidly losing their validity in all but the most traditional of schools. The Ministry of Education's Learning Resources Branch Catalogue of Learning Resources includes recommendations for approximately 300 video titles deemed appropriate for early and mid-intermediate level students (grade 4 - 8). These titles are available for purchase through Image Media at the minimal cost of \$10.00 - \$20.00 each. This means that for as little as \$500.00 an elementary school can purchase a core collection of up to 50 titles.

Locating these videos in a School Library Resource Centre in order to make them directly accessible to students helps to reinforce the philosophy of a student-centered environment in the school. Students should be encouraged to make their own choices regarding their viewing needs, and information skills instruction should include a media literacy program which is designed to give students the ability to make their own evaluation of these re-

sources. Endangered minds can not be protected by creating an environment that hides resources. Students need to experience learning opportunities that develop their understanding of the resources available.

This can be accomplished far more easily if those resources are readily available in the school. When a school has adopted a philosophy of student-centered resource-based learning, the management concerns listed above can be subjected to a problem-solving process and solutions that satisfy the teaching staff can be found.

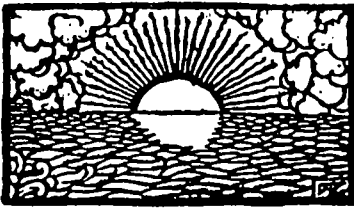
Recently, the elementary and middle schools in the Saanich school district participated in a project designed to facilitate the development of video collections in our district's School Learning Resource Centres. All of the early and mid-intermediate level videos which are listed as recommended resources by the Learning Resources Branch of the Ministry of Education were made available to the schools for reviewing purposes. The teacher-librarians in the schools then organized a reviewing process that included students and teachers.

The purpose of this process was to identify a core collection of video titles that could be considered 'winners'. 'Winners' are those titles that teachers and students found to be so useful and entertaining that they wished to have them permanently located in their school Learning Resource Centre. The list of the titles selected through this process may be useful to other teacher-librarians as they undertake the transition from videos that are centrally housed in district media resource centres to schools that have video collections readily available for student-centered resource-based learning.

Note from Image Media

Linda provided Image Media with 2 lists - 86 titles for grades 4 and 5, and 71 titles for grades 6 and 7. Image has sent flyers to all schools to advertise these collections. If you did not receive a list, and wish to have a copy, contact Image at 272-7797 or 1-800-665-6636.

Image has also recently published a catalogue with all of the 900 or so recommended video titles. Call Image for your copy.



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THE CANADIAN SCHOOL LIBRARY ASSOCIATION (CSLA) invites your renewal in an exciting new membership program designed especially for the members of the school library community, who are members of both a provincial school library association AND a professional organization affiliated with the Canadian Teachers' Federation or other professional groups as approved by CLA.

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- ◆ And, combined with three issues of *CM*:  
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# MEDIEVAL WOMEN

by **JUDITH COFFIN**, teacher-librarian,  
Elgin Park Secondary School, SD#36 (Surrey)

The role of women in medieval history has been either omitted, ignored, reduced to a few page references or consigned to the margins of medieval manuscripts. Because there has been little historical evidence or documentation that reveals the role of medieval women or because conventional history is political history, concerned with men in power and the consequences of their power, women are left invisible during the Middle Ages. Medieval women had a rich, varied and interesting social history. They contributed to the arts as writers, artists and musicians. They were silkwormers, surgeons, midwives, nurses, apothecaries and tailors. Peasant women undertook all the traditional farm tasks including running the dairy, growing the food and spinning and weaving. Noble women, because their husbands were often absent on military campaigns, managed large tracts of land, numerous tenant farmers and servants as well as defended the castles from enemies.

This unit attempts to present a glimpse of the lives of peasant, middle class and aristocratic medieval women. A prototype kit containing the necessary videos, books and illuminations is available for loan to Surrey teachers from Central Library. Workshops on medieval women are available by phoning Judith Coffin at Elgin Park Secondary School, 1-604-538-6678.

We wish to thank the following medievalists for their support, enthusiasm and generosity in sharing their knowledge; Naomi Gadbois, DeLloyd Guth and John Klassen.

The components below are included in the unit description that follows. Also included are a bibliography and a unit evaluation.

## Activity One: A GALLERY WALK

Handout 1A: Illuminations for the Gallery Walk

Handout 1B: Questions for the Gallery Walk

Handout 1C: Descriptions of Illuminations

*(Editor's note: Only a sample of the descriptions have been included in this article for reasons of brevity. The original descriptions were laminated to the back of the illuminations in the kit.)*

Handout 1D: Definition of an Illumination

## Activity Two: MEDIEVAL WOMEN VIDEO

Handout 2A: Illumination Information Guide

Handout 2B: Chores To Do Tomorrow

## Activity Three: IMAGE vs REALITY DISCUSSION

Handout 3A: Illuminated Lives Discussion Questions

## Activity Four: MEDIEVAL WOMEN SKITS

Handout 4A: Medieval Women Skit Planning Guide

## Activity Five: EXTRAORDINARY MEDIEVAL WOMEN

Handout 5A: Biographies of Extraordinary Medieval Women

Handout 5B: Biography Activities

- Activity Six: POETRY WRITING
- Activity Seven: DOMESTIC WORK SURVEY ACTIVITY  
 Handout 7A: Division of Medieval Domestic Work  
 Handout 7B: Division of Modern Domestic Work  
 Handout 7C: Domestic Work Questions  
 Handout 7D: Domestic Work Analysis  
 Handout 7E: Newspaper Article  
 Handout 7F: Newspaper Article
- Activity Eight: SUMPTUARY LAW SIMULATION  
 Handout 8A: Sumptuary Laws  
 Handout 8B: Sumptuary Law Groups  
 Handout 8C: Medieval Sumptuary Laws  
 Handout 8D: Brentwood Dress Code
- Activity Nine: LEGAL RIGHTS SPREADSHEET ACTIVITY  
 Handout 9A: Legal Rights Spreadsheet  
 Handout 9B: Legal Rights Questions
- Activity Ten: JOAN of ARC: A CASE STUDY  
 Handout 10A: Joan's Betrayal  
 Handout 10B: Case Study Questions

## ACTIVITY ONE: A GALLERY WALK

**GOAL:** To examine the lives, work and occupations of medieval women using illuminations.

**LENGTH OF ACTIVITY:** 55 minutes

### MATERIALS NEEDED:

Handouts, 1A, 1B, and 1C  
 large poster paper  
 coloured felt pens  
 illuminations from the following books:

*The Medieval Woman: An Illustrated Book of Days* (annual publication). Sally Fox, Editor. Toronto: Key Porter Books, 1985. ISBN 919 493 610 \$12.95

*The Medieval Woman: An Illuminated Book of Post Cards* (annual publication). Toronto: Bulfinch Press Book, Little, Brown and Company, 1991. ISBN 0 821 218 476 \$10.95

*Medieval Woman: An Illuminated Calendar* (annual publication). New York: Workman Publication Co., 1992. ISBN 1563051 702 \$14.95

NOTE: All three resources are available at the Women's Bookstore, 315 Cambie Street, Vancouver, British Columbia, V6B 2N4 (TEL: 1-604-684-0523)

### TEACHER PREPARATION:

- Arrange the illuminations according to the categories in Handout 1A.
- Mount the illuminations in each category on different coloured pieces of construction paper (e.g., Noble Women illuminations on black construction paper, Rural Work illuminations on

brown construction paper, and Occupations in Medicine illuminations on red construction paper).

- Glue the description of each illumination in Handout 1C to the back of the illumination in preparation for Activity Two.
- Laminate the illuminations.
- Create a station for each category.
- Provide each station with large poster paper underneath or adjacent to the illuminations.
- Photocopy 7 copies of Handout 1B and place them adjacent to or underneath the illuminations.

### **PROCEDURE:**

1. Divide the class into 7 groups.
2. Assign each group a different coloured felt pen.
3. Assign each group of students to a station.
4. At the teacher's signal, the groups rotate to a station and answer the questions on the poster paper with the coloured felt pen. (Handout 1B)
5. Each group keeps the coloured felt pen as they move through the 7 stations.
6. When the activity is completed, the following questions may help stimulate discussion.
  - What work did medieval women do in the home?
  - What occupations employed women in the town?
  - What medical occupations did women do?
  - What non-traditional occupations did you see?
  - What kinds of jobs did women have on the farm?
  - What kinds of artistic activities did medieval women enjoy?
  - Describe the clothes of peasant women?
  - Describe the clothes of noble women?
  - What similar tasks did peasant and noble women share?
  - What other kinds of work do you think medieval women could have done?

**NOTE:** Handout 1C will familiarize the teacher with the content of the illuminations.

### **SUGGESTIONS FOR EVALUATION:**

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

1. Based on your Gallery Walk experience, describe in detail a day in the life of a peasant woman or noble woman.
2. As a reporter for "Lifestyles of Rich and Famous Women", describe a day in the life of a noble woman.
3. As a teenage girl in the Middle Ages, write a letter to your aunt telling her what you want to be when you grow up.

Thanks to Jill Wight, Social Studies teacher at Aldergrove Secondary, for suggesting the Gallery Walk.

## ILLUMINATIONS FOR THE GALLERY WALK

The following is a list of the illuminations of medieval women found in the books recommended in Activity One. They are arranged in seven categories for the Gallery Walk. Several illuminations from each category can be chosen for each station. An asterisk beside the title indicates the most appropriate illumination for use in the Gallery Walk.

### Category #1: RURAL WORK

1A

- Breaking flax for linen
- Shearing sheep
- Haying
- Selling leeks
- Woman with distaff carrying a basket of spinach
- Carrying a sack of wheat to the mill
- Farm chores
- Dairy scene
- Picking cabbages
- Selling butter
- Milking a cow
- Milking and churning butter
- Collecting chicken eggs
- Feeding chickens
- Gathering apples
- Picking grapes
- Peasant dancing
- Transporting salt
- Making a net

### Category #2: NON-WAGED DOMESTIC WORK

- Spinning
- Sweeping
- Drawing water
- Preparing and cooking tripe
- Shoveling ashes
- Frying bread
- Preparing noodles
- Making a bed
- Drawing vinegar from a keg

### Category #3: NOBLE WOMEN

- Manor lady supervising a woman gardener
- Spinning with a distaff
- Spinning, carding, weaving
- Diana, the hunter
- Hunting with falcons
- Hunting for deer
- Hunter using crossbow
- Spinning, carding, weaving
- Woman warrior
- Women defending castle with bow and crossbow
- Defending the castle

Feeding peacocks  
Playing chess  
Snowball fight  
Penelope writing her fifth letter  
Courting  
Emily making a garland  
Bath house  
Magdalen reading  
Wedding celebration  
Isis travels from Greece to Egypt

1A

**Category #4: OCCUPATION IN THE ARTS**

- Woman entertainer
- Musician
- Christine de Pisan, writer
- Artist designing fresco
- Artist with male apprentice
- Playing a harp
- Writer
- Writing a letter
- Writing a letter
- Writing in bed
- Sculptor
- Artist in her atelier
- Artist painting a self portrait on panel
- Artist painting a self portrait
- Lay artist painting Madonna and child
- Playing a dulcimer

**Category #5: NON-TRADITIONAL OCCUPATIONS**

- Women builders
- Miner
- Woman at forge
- Masons constructing city wall

**Category #6: OCCUPATIONS IN THE TOWNS**

- Preparing and cutting linen
- Collecting cocoons and weaving silk
- Woman teaching
- Waiting on table
- Selling jewelry and silver
- Selling fish
- Selling bread
- Woman tailor cutting out a pattern
- Collecting cocoons and breeding silkworms
- Weaving tapestry
- Woman selling in a shop
- Family scene, wife spinning with distaff
- Carding and spinning
- Moneylending

### **Category #7: OCCUPATIONS IN MEDICINE**

- Midwife attending at birth
  - Attending a birth
  - Woman surgeon performing caesarean section
  - Nuns treating patients in a hospital
  - Nurse feeding sick man
  - Lay sister preparing medications
  - Woman apothecary preparing medicine in pharmacy
- Birth of Alexander

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1B

- a) Describe what these illuminations show about the lives of medieval women?**
- b) What can you tell about the lives of medieval women from these illuminations?**
- c) What are your thoughts and feelings about the lives of medieval women based on these illuminations?**
- d) What questions come to mind when you study these illuminations of medieval women?**

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1C

### **DESCRIPTIONS OF ILLUMINATIONS**

The following is a list of the most common illuminations of medieval women found in library books or in the books recommended in Activity One. The illuminations have been divided into seven categories. Each illumination is described in detail and the information in these descriptions can be used by the teacher for the debriefing after the Gallery Walk and in Activity Two. An asterisk beside the title means the illumination appears in the video *Medieval Women*. The illuminations in this activity are found in the books *The Medieval Woman: An Illuminated Book of Days*, *Medieval Woman: An Illuminated Book of Post Cards* and *Medieval Woman: An Illuminated Calendar*. The titles of the illuminations are found in these books under or adjacent to the illumination.

## **CATEGORY #1: RURAL WORK**

### **INTRODUCTION**

Peasant life was very hard and harder for women because, besides working side by side with their husbands in the fields, they had the added responsibility of taking care of the home, children, and food preparation. 95% of the medieval population lived as peasants in rural areas. As long as women worked in the home, their labour was respected and valued. However, when they moved outside the home and worked for wages for someone else, they were paid less than men for the same tasks.

### **•BREAKING FLAX FOR LINEN**

In this illumination, two women are breaking flax into linen. Flax was grown in England, Ireland and countries of Northern Europe. Linen cloth was prized and could be sold to merchants for export. Flax seed was used in cooking and as animal food. The seeds could also be pressed to make oil. It was very hard work to pound the plants into fibres which could be spun into linen.

### **•SHEARING SHEEP**

Women worked in all aspects of farm life including shearing the sheep. Sheep were important to the medieval economy. The wool was spun into thread which was woven into cloth to make clothes for the family or to sell or trade. Different kinds of cloth were traded throughout Europe. Sheep could also be milked and eaten.

*(Editor's note: The rest of the descriptions have been omitted in this article for reasons of brevity. The original descriptions were laminated to the back of the illuminations in the kit.)*

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1D

## **ILLUMINATION**

An illumination is a picture, design or decoration drawn on a manuscript page.

In the Middle Ages, some illuminators were monks, others were professional painters, both women and men. Their miniature pictures added interest, and they were helpful in telling the story. Often illuminators embellished their handwritten texts with gold, silver, and colours.

## **ACTIVITY TWO: MEDIEVAL WOMEN VIDEO**

**GOAL:** To examine the lives, work and occupations of medieval women.

**LENGTH OF ACTIVITY:** 55 minutes

### **MATERIALS NEEDED:**

*Medieval Women.* 1/2" VHS colour, 23 minutes. 1987. Cost \$350.00

(The illuminations of medieval women listed in Handout 1C with an asterisk beside the title appear in this video.)

Available from: Marlin Motion Pictures Ltd., 211 Watline Avenue, Mississauga, Ontario, L4Z 1P3

Telephone: 1-416-890-1500; Fax: 1-416-890-6550

Summary: Illuminations are used to show the contributions of medieval women in households, on farms, as surgeons, nurses, artists, musicians, merchants, writers and teachers.

### **TEACHER PREPARATION:**

- Preview the video.
- Photocopy a class set of Handout 2A and 2B.

### **PROCEDURE:**

1. Distribute an illumination to each student in the class.
2. Instruct students that, while watching the video, they are to note any information about their illumination. Use Handout 2A.
3. Show the video to the class.
4. Instruct students to stand up and shout "STOP" when they recognize their illumination.
5. Show the video a second time.
6. When the students shout "STOP," the teacher will pause and ask the student to describe or share the information about their illumination.

### **For Homework:**

Ask each student to create a list of chores reminding a peasant woman what she had to do the next day around the house and farm. The list might be titled "Chores To Do Tomorrow". Use Handout 2B.

### **SUGGESTIONS FOR EVALUATION:**

1. Write a want ad for the job in your illumination. Include a description of the job, tasks, responsibilities, salary and skills required.
2. Write a diary entry for a woman that discusses the things she does daily. Write a separate diary entry for a man. Compare the two diaries.
3. Draw an illumination of a modern woman at work.

### ILLUMINATION INFORMATION GUIDE

Date \_\_\_\_\_

Name \_\_\_\_\_

Block \_\_\_\_\_

Title of illumination \_\_\_\_\_

Describe the picture \_\_\_\_\_

[7 answer lines are provided]

List additional information from the video *Medieval Women* \_\_\_\_\_

[7 answer lines are provided]

### REMINDER

### CHORES TO DO TOMORROW

Date \_\_\_\_\_

Name \_\_\_\_\_

Block \_\_\_\_\_

Please list the chores a peasant woman has to do around the house and farm the next day.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

[EDITOR'S NOTE: 16 numbered lines are provided for student answers.]

## ACTIVITY THREE: IMAGE VS REALITY DISCUSSION

**GOAL:** To examine and compare the images of medieval women with the reality of the lives of the majority of medieval women.

**LENGTH OF ACTIVITY:** 55 minutes

### MATERIALS NEEDED:

Handout 3A

Handout 2B (student's list of chores from Activity Two)

*Illuminated Lives: a brief history of women's work in the Middle Ages.* (video) 1/2" VHS, colour, 6 minutes. 1989. 113C 0189 023. Cost: \$23.49

Available from: National Film Board of Canada, 300 — 1045 Howe Street,  
Vancouver, B.C.

Telephone: 1-604-666-3838; Fax: 1-604-666-1569

Summary: This animated video dispels the romantic image of medieval women and recreates a realistic portrayal of the lives, work and occupations of women in the Middle Ages.

### TEACHER PREPARATION:

1. Preview the video.
2. Photocopy Handout 3A for groups.

### PROCEDURE:

1. Students report the list of chores (homework assignment from Activity Two) and teacher records the list on the board.
2. Show the video *Illuminated Lives*.
3. Have students describe the images of women in the Middle Ages under two headings Reality and Myth as the teacher records on the board.
4. Divide students into groups of 4 or 5 and have each group choose a recorder and reporter.
5. Students in groups discuss the following questions on Handout 3A:
  - What are the images of women today?
  - Where do these images come from?
  - Can these perceptions be harmful to women?
  - Can these perceptions be harmful to men?
6. Reporters share group discussion with the class (class discussion may follow).

### SUGGESTIONS FOR EVALUATION:

1. In a paragraph, discuss how the images and perceptions of modern women are different from the reality?
2. Choose a female character from a television show. Describe how this character is portrayed. Is this character different from reality?
3. Write down the lyrics from a song which describes a woman (e.g., "Lady in Red"). In a paragraph, discuss whether this is a realistic image of a woman.

## ILLUMINATED LIVES DISCUSSION QUESTIONS

Date \_\_\_\_\_

Name \_\_\_\_\_

Block \_\_\_\_\_

1. What are the images of women today?

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2. Where do these images come from?

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---

3. Can these perceptions be harmful to women?

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4. Can these perceptions be harmful to men?

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## **ACTIVITY FOUR: MEDIEVAL WOMEN SKITS**

**GOAL:** To create skits about the lives of medieval women using illuminations.

**LENGTH OF ACTIVITY:** 110 minutes

### **MATERIALS NEEDED:**

- Handout 4A
- Illuminations of medieval women listed below
- Library books

### **TEACHER PREPARATION:**

- Photocopy Handout 4A for groups.
- Teacher reserves the library for 1 period and alerts the teacher librarian of the assignment.

### **PROCEDURE:**

1. Students in groups select one of the following illuminations:
  - Selecting Jewelry and Silver
  - Spinning, Carding, Weaving
  - Preparing and Cooking Tripe
  - Dairy Scene
  - Artist with Male Apprentice
  - Woman Teaching
  - Lay Sisters Preparing Medications
  - Selling Fish
  - Making a Bed
  - Preparing and Cutting Linen
  - Nuns Treating Patients in a Hospital
  - Preparing Noodles
  - Farm Chores
  - Woman Apothecary Preparing Medicine in Pharmacy
  - Waiting on Table
2. Go through Handout 4A entitled: Medieval Women Skit Planning Guide.

### **SUGGESTIONS FOR EVALUATION:**

- Plan for Medieval Women Skit
- Library Research 10
- Writing of Dialogue 10
- Costumes and Props 10
- Performance 15
- Creativity 5
- 50 marks

## MEDIEVAL WOMEN SKIT PLANNING GUIDE

Date \_\_\_\_\_

Name \_\_\_\_\_

Block \_\_\_\_\_

You are to create a 2-3 minute skit using the attached illumination.

### PLAN

1. Decide what is going on in the illumination?

---

2. Go to the library and research the scene in the illumination. What topics do you need to research?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. Decide who will play each character.

\_\_\_\_\_ will play \_\_\_\_\_

\_\_\_\_\_ will play \_\_\_\_\_

\_\_\_\_\_ will play \_\_\_\_\_

\_\_\_\_\_ will play \_\_\_\_\_

\_\_\_\_\_ will play \_\_\_\_\_

4. Discuss and decide what you will wear?

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5. What props will you use?

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6. What will be the title of your skit?

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7. What will your skit be about?

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8. What will be said? (Dialogue)

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9. Our skit will be performed on:

Day: \_\_\_\_\_

Date: \_\_\_\_\_

Block: \_\_\_\_\_

Time: \_\_\_\_\_

## **ACTIVITY FIVE: EXTRAORDINARY MEDIEVAL WOMEN**

**GOAL:** To examine the lives of extraordinary medieval women.

**LENGTH OF ACTIVITY:** 110-165 minutes

**MATERIALS NEEDED:**

Handouts 5A and 5B

**TEACHER PREPARATION:**

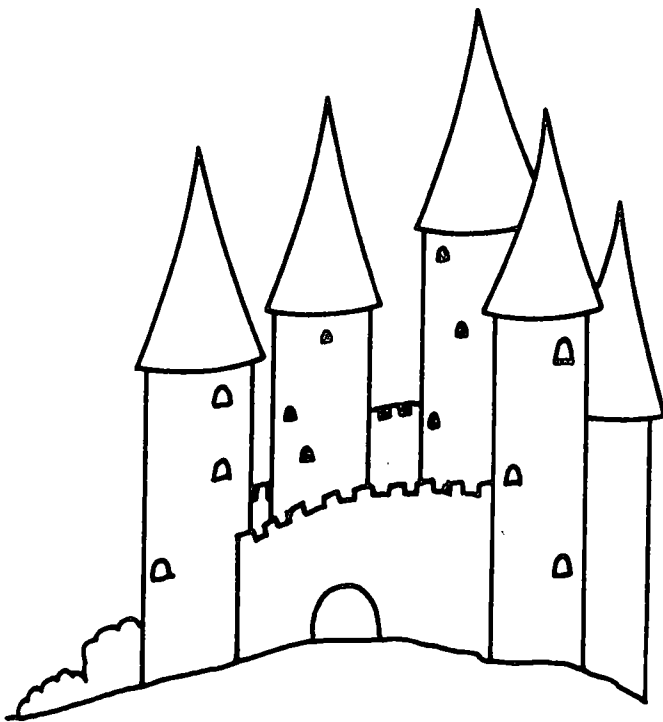
- Photocopy a class set of Handouts 5A and 5B.
- Teacher reserves the library for 1 period and alerts the teacher librarian of the assignment.

**PROCEDURE:**

1. Distribute copies of Handouts 5A and 5B.
2. Students choose three activities on at least two different extraordinary medieval women.

**SUGGESTIONS FOR EVALUATION:**

1. Each activity may be evaluated separately or students can be encouraged to present their work to the class.



## BIOGRAPHIES OF EXTRAORDINARY MEDIEVAL WOMEN

### MARGARET PASTON

### WOOL MERCHANT

1432 - 1476

Margaret Paston was the wife of John Paston, a very wealthy and prominent English businessman. The wool from their sheep farm in England was spun in factories in Holland and exported all over the medieval world. The business made the Pastons very wealthy. However, business affairs kept John away from home and Margaret was left in charge of the business. She arranged to grease, repair and buy new carts. She bought wine and shoes. She hired messengers to carry letters to her husband. She hired labourers, settled disputes among tenants, marketed crops, sold timber, bought weapons and arranged to borrow money. Margaret more or less ran the family's estate.

### MARIE DE FRANCE

### PROFESSIONAL WRITER

1160 - 1215

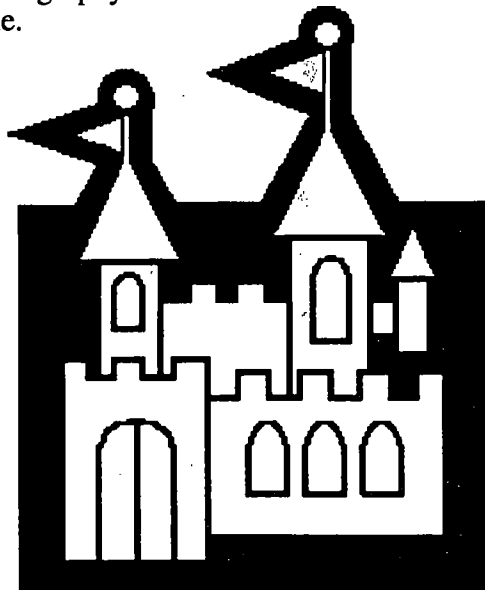
Marie de France was the daughter of a landed Norman family and lived in the court of Henry II of England. Marie wrote both in English and French when most writers were writing in Latin. Marie wrote lyric poems or naughty short stories about love, lovemaking and adultery. Her stories showed a sympathy for women treated unfairly and called for women to be treated equally and fairly. Marie de France was the Danielle Steele of the Middle Ages.

### MARGERIE KEMPE

### WRITER/WORLD TRAVELER

1373 - 1438

Margery Kempe, the daughter of the Mayor of Lynne, married a successful townsman at twenty. After fourteen children, Margery decided that was enough. She convinced her husband to allow her to take a vow of chastity as well as make pilgrimages to get closer to God. Margery traveled all over England and to Rome, Spain, Poland and Jerusalem. As she traveled, she wrote a history of her travels describing what she saw and who she met. She also recorded thoughts about her life and family in an autobiography. Since medieval women didn't write autobiographies, Margery was quite remarkable.



**JOAN OF ARC****VISIONARY SOLDIER  
1412 - 1431**

Joan D'arc was born in Domrémy in 1412 to a poor peasant family. Joan had a normal childhood. At the age of eleven she began to hear voices speaking about God. At first, the village priest thought she was possessed by the devil. Joan convinced him that not only was the voice real but that of a saint. The saint told Joan to find the king of France and tell him that if she led the army, France would be victorious over England. The king gave her the army and she was victorious. However, she was caught by the English who put her on trial for heresy. Heresy is a crime against God and the English thought because she was a woman who refused to wear women's clothing or behave in a womanly way, she was evil. Joan was burned at the stake as a witch. Today Joan is a saint.

**ISABELLA OF CASTILE****QUEEN  
1451 - 1504**

Isabella wondered if she would ever be a Spanish queen and able to unite Spain. Born in 1451, she was the eldest child of John II, King of Castile. When her half brother Henry IV became king, Isabella and her younger brother Alfonso grew up with their mother away from the court. Alfonso and Henry died leaving Isabella to rule. Isabella proclaimed herself queen with her husband Ferdinand of Aragon as king. By uniting the kingdoms of Castile and Aragon, Isabella fulfilled her dream of uniting Spain. Isabella will be remembered as a strong queen who, even in marriage, always maintained full control over Castile and never shared her power with Ferdinand. Isabella will also be remembered as a ruthless ruler as she was responsible for persecuting non-christians during the Spanish Inquisition.

**ELEANOR OF ACQUITAINE****QUEEN  
1122 - 1204**

Eleanor wondered what the epitaph on her grave would read; unfaithful wife, traitor, witch, powerful landholder, respected patron of the arts. As a queen, she knew she had astounded her contemporaries by coolly leaving Louis VII of France to marry Henry II of England. After the death of her father, William, she was promised in marriage to Louis VII and became Queen of France. When she accompanied her husband on a Crusade, they quarrelled and she left him asking for an annulment of their marriage. She then married Henry II of England who was twelve years younger. During her reign, she owned and administered lands equal to 1/3 of present day France. She also helped many artists and poets. When she died, she asked to be buried beside her son, the beloved Richard the Lionhearted.

**BLANCHE OF CASTILE****QUEEN OF FRANCE  
1188 - 1252**

On January 23, 1200, her father, Alfonso of Castile and her mother, Eleanor of England, announced the betrothal of their 12 year old daughter Blanche, a Spanish princess, to 13 year old Prince Louis VIII, heir to the French crown. Twelve and thirteen were by no means early ages for royal or noble marriages as the legal age for marrying was twelve for girls and fourteen for boys. Blanche found happiness in her marriage to Louis and over the next twenty-six years had twelve children, five of whom survived childhood diseases. In 1226, Louis VIII died of dysentery. On his deathbed, he chose the strong and intelligent Blanche to be regent. Until her son Louis IX was old enough to become king, Blanche ruled France skillfully, handing out rewards for loyalty, negotiating treaties and promises to keep the peace. She also governed ruthlessly, attacking and

invading castles of enemies. When Louis became king in 1234, he relied on her assistance to rule France until she died in 1252.

5A

## **HELOISE**

**ABBESS**  
**1101 - 1164**

From an early age, Heloise, the niece of Fulbert, one of the most powerful members of the Parisian church, showed keen interest in studying and learning. She was a brilliant student and Peter Abelard, a well known teacher, became her private tutor. Abelard and Heloise fell in love and began an affair. When Heloise became pregnant, they fled Paris and were secretly married. After their son Astrolabe was born, Abelard left Heloise. In revenge, Fulbert had Abelard attacked and castrated. Heloise became a nun and with the country retreat Abelard left her, founded a nunnery. In 1131, the Pope made her a Prioress. Heloise was seen much like Mary Magdalene, a woman fallen into sin who found virtue through repentance.

## **HILDEGARD OF BINGEN**

**ABBESS AND VISIONARY**  
**1098 - 1179**

For forty years, from the age of three, Hildegard successfully hid the secret that she now was about to reveal. Hildegard was the tenth child of the Count of Spanherm from South West Germany. As her aunt was an abbess and her brother an abbot, it was no surprise when, at fourteen, she made her vow of virginity and became a nun. Hildegard proved to be a brilliant student and eventually became an abbess. At forty, Hildegard revealed that God commanded her to record her visions. She began writing interpretations of twenty-six visions ranging from world harmony to functions of the body.

## **MATILDA OF TUSCANY**

**COUNTESS OF TUSCANY**  
**1046 - 1115**

Who would she support, the King or the Pope? Matilda was eight years old when her father was murdered. Her mother, Margrave Boniface, married Geoffrey of Lotharingia. Then Matilda fell in love and married his son, Geoffrey. She became the Countess of Tuscany. As a Countess, she became a great friend and supporter of the Pope. In 1077, the Pope visited and stayed at her castle. When King Henry IV and Pope Gregory VII fought, Matilda supported the Pope with money and knights.

## **CHRISTINE DE PISAN**

**FRENCH WRITER/POET**  
**1364 - 1430**

His death was a shock for it came suddenly without warning. They had only been married eleven years. Married at fifteen to Etienne Castel, a French nobleman, at twenty-six, Christine de Pisan was left a widow with three children to support. She was well educated, the daughter of the royal physician to Charles V of France. Although her mother wanted her to spend her time spinning, her father encouraged and supported her love of learning and writing. To support her children, Christine began writing poems of grief at her husband's death. Then she began writing poems for a number of noble patrons. She became a famous poet and writer writing books defending women from the accusations that they were evil, cheats, murderers and thieves.

## EXTRAORDINARY MEDIEVAL WOMEN BIOGRAPHY ACTIVITIES

Date \_\_\_\_\_

Name \_\_\_\_\_

Block \_\_\_\_\_

Please choose **three** of the following activities on at least **two** different Extraordinary Medieval Women.

1. Design a costume.
2. Write a professional resumé.
3. Recreate a talk show interview.
4. Write a high school report card.
5. Create a photo album.
6. Create a graduation capsule and grad picture.
7. Design a political cartoon.
8. Write an obituary or epitaph.
9. Design a comic strip.
10. Write and perform a song.
11. Create a television newscast.
12. Other approved by teacher.

### ACTIVITY SIX: POETRY WRITING

**GOAL** To examine how the world would be if women were in charge.

**LENGTH OF ACTIVITY:** 55 minutes

**MATERIALS NEEDED:**

*If I Were in Charge of the World and Other Worries: Poems for Children and their Parents*, by Judith Viorst, illustrated by Lynne Cherry. New York: Aladdin Books, 1991. ISBN 0 689 707 703 \$10.00

**TEACHER PREPARATION:**

1. Read the poem: "If I Were in Charge of the World."

**PROCEDURE:**

1. Teacher reads aloud the poem: "If I Were in Charge of the World."
2. Students brainstorm the ways the world might be different today if women had been in charge of their world.
3. Students alone, write a poem "If Women Were in Charge of the World."

**SUGGESTIONS FOR EVALUATION:**

1. Students present poem to the class.
2. Students illustrate the poem and post it.

3. Students write a poem describing the way the world might be if they were in charge of the world.

Thanks to Melanie Grant, English teacher, North Surrey Secondary for suggesting the activity.

## **ACTIVITY SEVEN: DOMESTIC WORK SURVEY ACTIVITY**

**GOAL** To examine the division of domestic work in medieval times with present day.

**LENGTH OF ACTIVITY:** 55 minutes

**MATERIALS NEEDED:**

Handout 7A, 7B, 7C and 7D.

**PREPARATION:**

Photocopy a class set of 7A, 7B, 7C and 7D.

**PROCEDURE:**

1. Teacher distributes a copy of Handout 7A and 7C to each student.
2. In groups, students answer and discuss the questions on Handout 7C in the column designated "Medieval".
3. Class discusses answers to Handout 7C.
4. Teacher distributes a copy of Handout 7B for each student to complete individually.
5. Students return to groups, and complete the "Present Day" column in Handout 7C based on information from Handout 7B.
6. On completion, students individually answer Handout 7D.

**SUGGESTIONS FOR EVALUATION:**

1. In a paragraph, refute or support the following statement:

In medieval times, when women worked in the home and men worked in the fields, women's work was valued and respected. Today, this has not changed.

2. Devise a present day pay scale for domestic work.
3. Debate the following: Be it resolved that women in the home should be paid.

**DIVISION OF  
MEDIEVAL DOMESTIC WORK**

**HERS****HOUSEWORK****HIS**

X  
X  
X  
X  
X  
X  
X  
X

Cleaning the kitchen  
Sweeping the floor  
Changing the rushes on the floor  
Making the bed  
Sweeping the bed of fleas  
Sweeping the ashes from the hearth  
Gathering kindling

**FOOD**

X  
X  
X  
X  
X  
X  
X  
X  
X  
X  
X  
X  
X  
X  
X  
X  
X  
X

Starting the fire  
Growing food in the garden  
Going to market  
Preparing the meal  
Cooking the meal  
Fishing  
Cleaning the dishes  
Buying the fish  
Gathering the eggs  
Churning the butter  
Feeding the chickens  
Brewing ale  
Hunting and snaring animals  
Making bread and noodles  
Buying bread

X

X

**CHILDCARE**

X  
X  
X

Sewing children's clothes  
Supervising children's work/play  
Arranging babysitting

**LAUNDRY**

X  
X  
X  
X  
X

Taking clothes to the stream  
Washing clothes with soap  
Mending clothes  
Hanging clothes to dry  
Making the soap

HERS

**TRANSPORTATION**

HIS

Feeding and tending the ox/horse  
Maintenance on wagon

X  
X

**HOME MAINTENANCE**

Maintain thatched roof  
Patch mud walls/weatherproofing

X  
X

**FINANCES**

Trading to pay the bills  
Paying the tithe to the church  
Paying the taxes to the lord of the manor

X  
X  
X

**ANIMAL CARE**

Purchasing farm animals  
Feeding animals  
Cleaning the animals  
Cleaning the stables

X  
X  
X  
X

X

**ENTERTAINMENT**

Planning feasts and festivals

X

**CLOTH PRODUCTION**

Shearing the sheep  
Buying the flax  
Spinning, weaving, carding  
Buying the flax fibre  
Growing the flax fibre  
Beating the flax  
Knitting clothes  
Sewing clothes  
Mending clothes  
Needle work

X

X  
X  
X  
X  
X  
X  
X  
X  
X  
X

Please designate who is responsible  
for the domestic work in your home.

**DIVISION OF PRESENT DAY  
DOMESTIC WORK**

HERS

**HOUSEWORK**

HIS

Tidying the kitchen  
Scrubbing the kitchen  
Vacuuming the living room  
Dusting and polishing furniture  
Cleaning the toilet  
Making the bed  
Major cleaning of fridge and oven  
Watering the house plants  
Cleaning the garage  
Taking out the garbage

**FOOD**

Major grocery shopping  
Planning meals  
Making lunches  
Cooking  
Doing the dishes  
Hunting as a supplementary source of food

**CHILDCARE**

Shopping for children's clothes  
Getting kids ready for school  
Contact with school  
Arranging lessons  
Helping with homework  
Staying home with sick child  
Arranging babysitter/childcare  
Taking kids to the doctor/dentist  
Buying birthday/Christmas presents

**LAUNDRY**

Machine washing and drying  
Folding the clothes  
Ironing  
Sewing on buttons, hemming pants  
Dry cleaning drop-off/pick-up

**HERS**

**CAR**

**7B**

**HIS**

Arranging maintenance and repairs  
Doing minor repairs  
Cleaning inside and out  
Making sure there's gas in the tank

**HOME IMPROVEMENT**

Painting  
Renovating  
Plumbing repairs  
Electrical repairs  
Dealing with tradespersons  
Lawn care  
General gardening  
Raking leaves  
Seasonal clean-up

**FINANCES**

Paying the bills  
Handling the investments  
Income tax returns  
Buying cars and major appliances  
Follow-up on problem purchases

**ANIMAL CARE**

Feeding the animals  
Walking the dogs  
Cleaning the cat's litter box  
Trips to the vet

**ENTERTAINMENT**

Planning holidays  
Returning videos  
Programming the VCR  
Driving home from a social event  
Planning get-togethers  
Maintaining bicycles, boats

## DOMESTIC WORK QUESTIONS

Date \_\_\_\_\_

Name \_\_\_\_\_

Block \_\_\_\_\_

Please look through the Handout and answer the following questions in the appropriate column.

	Medieval	Present Day
1. Who was responsible for the housework?	1.	1.
2. Who looked after the children?	2.	2.
3. What jobs did men do in food preparation?	3.	3.
4. Who did the laundry?	4.	4.
5. Who cooked and prepared the meals?	5.	5.
6. Who hunted animals for food?	6.	6.
7. Who cared for domestic animals?	7.	7.
8. Who organized the entertainment?	8.	8.
9. Who made the clothes?	9.	9.
10. What work is outside work?	10.	10.
11. Who tended to do outside work?	11.	11.
12. What work is inside work?	12.	12.
13. Who tended to do inside work?	13.	13.
14. What tasks did men and women share?	14.	14.
15. How did men's work differ from women's work?	15.	15.

16. Which ten jobs were most important?	
<b>Medieval</b>	<b>Present Day</b>
17. Which ten jobs are the hardest?	
<b>Medieval</b>	<b>Present Day</b>
18. Which ten jobs are the least important?	
<b>Medieval</b>	<b>Present Day</b>
19. Which jobs listed in #18 could be left undone & the family could still function?	
<b>Medieval</b>	<b>Present Day</b>

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

### DOMESTIC WORK ANALYSIS

Compare the division of domestic work in medieval times with present day.

List the similarities:

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---

---

---

---

---

---

List the differences:

---

---

---

Is the work equally distributed?

---

---

---

---

What are alternative arrangements?

---

---

---

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## **ACTIVITY EIGHT: SUMPTUARY LAW SIMULATION**

**GOAL:** To examine the sumptuary laws of the Middle Ages.

**LENGTH OF ACTIVITY:** 110 minutes

**MATERIALS NEEDED:**

Handout 8A, 8B, 8C and 8D

**TEACHER PREPARATION:**

1. Photocopy a class set of Handout 8A.
2. Photocopy and cut one copy of Handout 8B.
3. Photocopy a class set of Handout 8C.
4. Photocopy a class set of Handout 8D.

**PROCEDURE:**

Note to teachers:

This is a discovery activity and an explanation of sumptuary laws will occur after the simulation.

**Period One:**

1. Teacher distributes Handout 8A to each student .
2. Teacher divides class into 11 groups.
3. Assign each group a role from Handout 8B.
4. Teacher instructs students to prepare a presentation.

**Period Two:**

1. Groups present and discussion is encouraged.
2. Teacher debriefs simulation game and introduces the medieval sumptuary laws in Handout 8C and a current example of a dress code in Handout 8D.
3. Discussion or assignment may follow.

Questions for discussion:

- Who likes the new sumptuary laws?
- Who didn't like the laws?
- Why did you like the laws?
- Why didn't you like the laws?
- Who loses by these laws?
- Who wins by these laws?
- How did your group feel?
- What do these laws do?
- What is the purpose of the laws?
- What kind of a society would have developed if these laws had never been passed?

**SUGGESTIONS FOR EVALUATION:**

1. Presentations could be evaluated.
2. Describe how you might organize your friends to resist these laws.
3. Write a dialogue between yourself and the judge, after you've been charged with breaking these laws.

## Sumptuary Laws

The student council has enacted the following regulations in the Canadian Act of Apparel.

### FINES

- |       |  |
|-------|--|
| \$250 | 1. A woman's dress must respect modesty and begin one inch above her Adam's apple and end two inches below her ankle. Sleeves must extend to the knuckle on her third finger and no further. |
| \$200 | 2. Women are not to wear pants, shorts, or slacks.   |
| \$ 50 | 3. Men are not to wear baseball caps at any time.  |
| \$ 50 | 4. All men and women are prohibited from wearing clothing made of denim.   |
| \$150 | 5. Only students with a Grade Point Average of 3.5 can wear Nike running shoes and Doc Martens.  |
| \$150 | 6. Only male students on the basketball, football and volleyball teams can wear T-shirts.  |
| \$400 | 7. Men and women are prohibited from wearing clothes made or purchased from the United States. Teachers and their families are exempted.   |
| \$100 | 8. Women and men are prohibited from eating fries and hamburgers in the same meal. Only one of the following condiments can be used: ketchup, vinegar or salt.                               |
| \$250 | 9. Only student council members can bring walkmans to school.  |
| \$250 | 10. Only teachers can wear gold or silver rings or chains.   |

## Sumptuary Law Groups

### Group #1

In your group please read through all of the new sumptuary laws and prepare a 2-3 minute presentation supporting or opposing these laws.

You are a group of students who want girls to have the right to wear what they want.

### Group #2

In your group, please read through all of the new sumptuary laws and prepare a 2-3 minute presentation supporting or opposing these laws.

You are a group of students who love to wear jeans.

### Group #3

In your group, please read through all of the new sumptuary laws and prepare a 2-3 minute presentation supporting or opposing these laws.

You are a group of students who love to wear baseball caps.

### Group #4

In your group, please read through all of the new sumptuary laws and prepare a 2-3 minute presentation supporting or opposing these laws.

You are a group of students who love to buy the clothes at the American owned store Club Monaco.

### Group #5

In your group, please read through all of the new sumptuary laws and prepare a 2-3 minute presentation supporting or opposing these laws.

You are a group of students who not only love to wear jeans, but only own jeans.

### Group #6

In your group, please read through all of the new sumptuary laws and prepare a 2-3 minute presentation supporting or opposing these laws.

You are members of the student council who like listening to music on your walkmans.

**Group #7**

In your group, please read through all of the new sumptuary laws and prepare a 2-3 minute presentation supporting or opposing these laws.

You are a group of students who have hamburgers and fries for lunch every day. You like salt, ketchup and vinegar on your fries.

**Group #8**

In your group, please read through all of the new sumptuary laws and prepare a 2-3 minute presentation supporting or opposing these laws.

You are members of the band who wants to wear your band T-shirts.

**Group #9**

In your group, please read through all of the new sumptuary laws and prepare a 2-3 minute presentation supporting or opposing these laws.

You are members of the football team who enjoy the privilege of wearing T-shirts.

**Group #10**

In your group, please read through all of the new sumptuary laws and prepare a 2-3 minute presentation supporting or opposing these laws.

You are honour students who enjoy the privilege of wearing Nikes and Doc Martens.

**Group #11**

In your group, please read through all of the new sumptuary laws and prepare a 2-3 minute presentation supporting or opposing these laws.

You are students failing this course who own 3 pairs of Nike running shoes.

## MEDIEVAL SUMPTUARY LAWS

Sumptuary laws regulated private life on moral, religious and economic grounds.

As towns developed, middle class medieval men and women had the opportunity to earn and accumulate money. With this money, they were able to purchase food, clothing and entertainment that until then only the nobility had been able to afford. Medieval women who accumulated money gained an independence to purchase personal items without their husbands' approval. Simultaneously, old prejudices towards women reappeared. It was thought that women were poor managers of money and would incur huge debts, or that women would rob or trick men out of their jewels and property. To protect men from women, as well as to curtail the expansion of the gentry, sumptuary laws were passed by kings and town councils to restrict expenditure and regulate the freedom of dress, entertainment and food.

These sumptuary laws were passed in England between 1300-1600.

1. Only the Royal Family could wear clothing mined or embroidered with silver and gold.
2. Only the Royal Family could wear the colour purple.
3. Only the aristocracy could wear velvet.
4. Only the gentry could wear silk.
5. Townswomen had to dress modestly.
6. Women were not to wear men's clothing.
7. The neckline of a woman's dress had to respect modesty.
8. Women servants could not wear headdresses or shoes of a quality above their class.
9. Only noble women could wear ermine collars or headdresses with long veils.
10. Prostitutes should wear yellow cloaks with blue trim, a yellow handkerchief, no hat but a short veil.
11. Town councilors could wear velvet and satin.
12. Gentry were restricted to meals with no more than two courses and no course had more than two sorts of food with sauce.
13. All English men and women except the king, queen and their children were prohibited from wearing cloth imported from outside England, Wales, Ireland and Scotland.

IS THIS AN EXAMPLE OF A MODERN SUMPTUARY LAW?

## BRENTWOOD GIRLS' DRESS CODE 1992-1993

STUDENT DRESS AT ALL TIMES MUST BE  
CLEAN AND PRESSED, AND CONSIDERED BY STAFF  
TO BE TIDY, APPROPRIATE, IN GOOD CONDITION,  
AND IN GOOD TASTE.

### SCHOOL UNIFORM

(ALL ITEMS, EXCEPT SHOES, MUST BE PURCHASED AT THE SCHOOL)

#### FOR USE AS DIRECTED BY THE SCHOOL

- \* School blazer with crest.
- \* Long-sleeved white Oxford blouse with button-down collar.
- \* Mackenzie tartan kilt.
- \* Navy socks or navy tights (not nylons).
- \* Black leather low-heeled shoes.

#### FOR ACADEMIC CLASSES (UNIFORM DAYS EXCEPTED)

- \* Dressy co-ordinated tops.
  - \* Smart skirts OR pressed walking shorts OR dress pants.
  - \* Dress footwear with appropriate hosiery.
- Optional:** dresses instead of coordinated outfits.

#### FOR AFTERNOON PROGRAMMES, FREE TIME, DINNER

Morning choices are expanded to include:

T-shirts, casual cotton sweaters and pants, casual footwear,  
and **Brentwood athletic gear**. A **Brentwood track suit** must always  
be worn over athletic gear for dinner.

**Jeans** may be worn **ONLY** after 6:40 pm weekdays, after 5 pm Saturday,  
and all day Sunday.

**Caps** may be worn **OUTSIDE ONLY**; **ONLY** in appropriate weather conditions.

W. T. Ross, September 1992  
Principal

## **ACTIVITY NINE: LEGAL RIGHTS SPREADSHEET ACTIVITY**

**GOAL:** To examine and compare the legal rights of men and women in both medieval and present day.

**LENGTH OF ACTIVITY:** 55 minutes

**MATERIALS NEEDED:**

Handout 9A and 9B

**TEACHER PREPARATION:**

- Photocopy a class set of Handout 9A and 9B.

**PROCEDURE:**

1. Distribute Handout 9A to each student.
2. Arrange students into groups.
3. Instruct groups to answer the questions on Handout 9B.
4. Students are to report back to the class .

**SUGGESTIONS FOR EVALUATION:**

1. Questions can be marked.
2. Imagine you are Margherita and have just woken up in the year 1993. Describe how you feel about present day laws.
3. The majority of medieval society couldn't read or write. Choose ten rights and create a poster using symbols to explain the law.

## LEGAL RIGHTS QUESTIONS

Date \_\_\_\_\_

Name \_\_\_\_\_

Block \_\_\_\_\_

Analyze the chart by answering the following questions.

1. Which category had the legal right to own personal property?
2. Who could own land?
3. Who could learn to read and write?
4. Who couldn't choose their mate?
5. Who could choose their mate?
6. Who could obtain a divorce?
7. Who couldn't obtain a divorce?
8. Who was paid equally?
9. Who wasn't paid equally?
10. Who could give the sacraments?
11. Could a queen be legally raped by her husband?
12. Could a peasant women be legally beaten by her husband?
13. In your group, rank the people from most rights to least rights.
14. Which rights did all groups share?
15. Who couldn't go to university?
16. What right did a peasant woman have that a queen didn't?
17. What rights did a peasant woman and queen share?
18. What rights do men have now that women still have to gain?

## **ACTIVITY TEN: JOAN'S BETRAYAL: A CASE STUDY**

**GOAL:** To examine the social attitudes towards medieval women.

**LENGTH OF ACTIVITY:** 55 minutes

**MATERIALS NEEDED:**

Handout 10A and 10B

**TEACHER PREPARATION:**

- Photocopy a class set of Handouts 10A and 10B.

**PROCEDURE:**

1. Teacher distributes Handout 10A.
2. Students read Handout 10A.
3. Teacher arranges students in groups.
4. Teacher distributes Handout 10B.
5. Students in groups discuss questions in Handout 10B.
6. Teacher leads class discussion.

**SUGGESTIONS FOR EVALUATION:**

1. Write a skit in which the jury discusses Joan's verdict.
2. Interview Joan.
3. Joan was limited in what she could accomplish because she was a woman in medieval times. In a paragraph, discuss whether a Canadian female Prime Minister would be limited today.

The big idea is

men and women can be limited by cultural attitudes and expectations.

Important concepts that flow from this big idea are:

- a) Many medieval women's abilities were limited because they were expected to fulfill the traditional role of the women.
- b) Many of those medieval women who disobeyed the cultural rules were charged with witchcraft or heresy.

## JOAN'S BETRAYAL

Was she a witch? The English courtroom was still as the jurors filed into their seats. Their faces were expressionless. The charge was practising witchcraft. The long hours of deliberation and the tremendous pressure for conviction had left each juror emotionally exhausted. The English people were demanding revenge for the humiliation Joan brought upon them. But would a guilty verdict bring an invasion from Charles, King of France, to save the peasant girl who had risked her life for her country? Guilty or not guilty? What would the verdict be?

With heavy chains around her ankles and wrists, Joan languished in her dark, damp cell. She closed her eyes and remembered the simple life on her family's farm where she helped her family tend the cattle and hoe the fields. Often she loved to sit alone with God in the village church listening to the sound of the church bells.

She remembered when the voices first began speaking to her. "Always go to church," they said. Only thirteen, she was frightened until she realized the voices were friendly and kind.

One day, while playing in her father's garden, a great white light appeared speaking directly to her. "Joan, you will save your country." Startled, she replied, "But I'm just a poor peasant girl. I can't even read or write let alone save France." She tried to ignore the angels but they were too powerful to ignore. "You will lead the French army to victory and drive the English into the sea," repeated the angels. "Go to the King and convince him," they urged.

Joan knew the town of Orléans was being besieged by an English army of 10,000 men. If they captured it, the way would be open for the conquest of the whole of southern France.

Joan told her father of her visions. He laughed, telling her she was silly and stupid. When he realized she was serious, he angrily shouted, "No daughter of mine is going to lead an army. I need you to work on the farm. I am your father. I won't allow you to go." Disobeying her father, Joan went to the local priest, Jean Colin, and told him of her visions. "Good Catholic girls don't lead armies. Purge those wicked thoughts from your soul with prayer," he told her. Joan persisted and went to see the local nobleman, Robert de Baudricourt. He was shocked that a poor peasant girl would approach a lord and refused to have anything to do with her. "Now Joan, go home, you have more important things to do with your life. Find a man, get married and have many children," he advised.

Undaunted, Joan set out on horseback to find the king. She reached the Dauphin, Charles, heir to the French throne, and declared passionately, "I am God's messenger to tell you that you are to be the true king of France. I can lead the French army to victory." Charles didn't believe a word she said but he knew his kingdom was at risk in this superstitious age. People believed in witches and direct signs from heaven. He gambled that the French soldiers would believe Joan was sent by Heaven to lead them to victory. "I am going to give you 6,000 men to defend the town of Orléans against the British."

Joan rode at the head of the army to Orléans. To impress the French soldiers, she wore a suit of armour with a surcoat of white and scarlet. When she arrived at the Loire river, at the entrance to Orléans, strong winds prevented her from crossing the river. Suddenly, the winds changed in her favour and Joan, with food and arms, crossed the river to the sound of the cheering townspeople and the ringing of church bells. The English believed Joan used witchcraft to change the direction of the wind. When they heard the cheers and church bells, they were struck with superstitious fears. The next morning when the French soldiers entered the town, the English

were too frightened to stop them. With Joan leading the army, the battle was won and the French town of Orléans was saved.

After the first few victories the French knew they had a special messenger from God to lead them to victory. The French people now believed Joan had been sent to save the country. She became the heroine of France. All the common people loved her and knelt for her blessings everywhere she went. Soldiers cheered as she passed. They didn't care that she was a seventeen year old girl dressed in a man's tunic.

But Joan was unhappy. The clergy continually criticized the way she dressed. She remembered when the voices first told her to cut her hair short and dress in men's clothing. She did it even though she knew it was against the rules of the church. It had antagonized the clergy and cast suspicion on her character. But she wasn't going to change now because her clothes were a symbol of her strength and unwavering faith. The French commanders also criticized her. They were jealous and resented the support the soldiers gave her. They knew without Joan inspiring the soldiers to fight, they would meet certain defeat. And the nobility was contemptuous that Joan, a poor peasant girl, was leading the army. "How could an illiterate peasant girl in men's clothing command such adoration by the people?" they gossiped throughout the court of Charles VII. She'd defended France. She'd saved the French throne. Yet Charles remained silent during their attacks on her and Joan felt betrayed.

Joan heard the town of Compiègne was under attack by the Duke of Burgundy who had been fighting on the side of the English. "There is great danger and English treachery if you go to Compiègne" warned the angels. Joan knew the English were scornful of her. They regarded her as a witch who had cast a spell on the French king. They were convinced she had used her witchcraft to defeat them at Orléans. Nevertheless, with a detachment of French soldiers, she led the attack to defend the town. As the angels forewarned, she was captured by Burgundy. Although he knew he was condemning her to certain death, he sold her to the British. She was handed over to her bitter enemies and put on trial for witchcraft.

Joan was startled by the guard at the cell door. He informed her that she was to appear in court immediately. As she was led down the hall and into the courtroom, thoughts raced through her mind. Would Charles lead the French army to rescue her? Would the angels save her? Would the English convict her for being a witch?

Bishop Cauchon rose and turned to the crowded courtroom. The hush reflected the seriousness of the outcome. After all, witches were burned at the stake. He began to read the verdict.

## JOAN'S BETRAYAL

Date \_\_\_\_\_

Name \_\_\_\_\_

Block \_\_\_\_\_

Please discuss and answer the following questions in groups. [EDITOR'S NOTE: The original worksheet include one inch long answer spaces under each question.]

1. As you see it, what was Joan expected to do with her life?
2. In your opinion, what kind of a person was Joan?
3. In your opinion, what cultural rules did Joan disobey?
4. As you see it, what crime would you charge Joan with?
5. As you see it, what would be your verdict?
6. How does our culture restrict the things we do or what we think? What examples can you give?

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ISBN 019 91 3347 6 \$20.00

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ISBN 1563 051 702 \$14.95

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ISBN 0689 707703 \$10.00

# MEDIEVAL WOMEN

## EVALUATION FORM

1. What did you like about this unit?

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2. What would you revise or change in this unit?

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3. What activities were the most or least successful?

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4. In what 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

This is a fifteen unit program leading to a Diploma in Teacher-Librarianship, designed to prepare teachers to function as teacher-librarians in either elementary or secondary schools. The program was developed in response to a call from the Canadian School Library Association in 1981 for a post-baccalaureate diploma that would offer specialty preparation in this unique field.

Admission to the program normally requires certification and at least one year's successful teaching experience. For those teachers who have completed all or part of the former elementary program, i.e. Library Education Teaching Area within the faculty, it may be possible to replace those courses with other approved electives and complete the requirements of the Diploma. It must be noted however that courses taken for which the Diploma is awarded may not be applied towards a degree.

Normally students must complete the entire program at the University of Victoria.

The Diploma program is intended to be offered in summer sessions although some courses may be offered during the winter session both on and off campus and through other agencies. While it is hoped that all courses will be offered over a three year cycle, it is not possible to assure students that they can complete all the requirements within that period. The program is subject to minimum enrolments and that condition may adversely affect plans to complete within a specific time period.

## The Program

**Elementary** (All courses 1.5 units, unless noted)

TL 432  
TL 433  
TL 434A  
TL 435  
TL 437A  
TL 438  
ED-B 494Q  
ED-B 360  
ED-B 361 or approved elective  
ED-B 430 or 431

**Complete program**

15 Units

**Pre- or corequisites:**

ED-B 341(3 units)  
ED-B 342  
ED-B 343A or B.

**Secondary** (All courses 1.5 units, unless noted)

TL 432  
TL 433  
TL 434B  
TL 435  
TL 437B  
TL 438  
ED-B 494Q  
ED-B 360  
ED-B 361 or approved elective  
ED-B 430 or 431

**Complete program**

15 Units

**Pre- or corequisites:**

ED-B 342  
ED-B 343C  
ED-B 371(3 units)

## The Courses

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

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

### **TL 433 (1.5) THE TEACHER-LIBRARIAN**

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

### **TL 434 (1.5) SCHOOL LIBRARY RESOURCE CENTRE MATERIALS**

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

# Teacher-Librarianship



Summer 1994

**First Half:  
July 4 - 22, 1994**

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

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

Instructor: Karin Paul, Teacher-Librarian, St. Andrew's Regional High School, Victoria, B.C.

**TL 433 (1.5) THE TEACHER-LIBRARIAN**

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

Instructor: Dalelene Yelland, Saskatoon, Sask.

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

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

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

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

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

Instructor: Barbara (Dekker) Strachan, Vice-Principal, Parkview Elementary School, Victoria County, Ontario

**Summer Institute in Nanaimo:  
July 25 - August 5, 1994**

**TL 438 (1.5) PROBLEMS AND ISSUES IN TEACHER-LIBRARIANSHIP: AUTOMATING THE SCHOOL LIBRARY RESOURCE CENTRE**

The course will offer an examination of the issues and conditions involved in implementing an IBM (or compatible) based library automation program. Other automation approaches including online, CD-ROM, etc. will be considered. Students will be expected to evaluate several commercial programs.

The course will not cover on-line reference services. Pre-requisite: TL 435 or permission of the Department. Students are expected to have a basic understanding of MS-DOS computers.

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

**Summer Institute in Trail:  
July 5 - 15, 1994**

**ED-B 480 (1.5) CONTEMPORARY ISSUES IN EDUCATION: RESOURCE-BASED LEARNING AND TEACHING**

Current topics and developments in education, with particular consideration of their relevance to the schools of British Columbia.

The term "resource-based learning and teaching" has become part of the new curriculum thrust for the schools of British Columbia. This course will provide classroom teachers with an opportunity to consider the implications of that approach and the relationship of the school library resource centre and teacher-librarian to the student's and teacher's program.

Instructor: Jean Anne Lewis, Teacher-Librarian, School District #11 (Trail)

**For more information:**

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

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

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

**On the Summer Studies program:** (604) 721-8471 **On the Summer Institute Courses:** (604) 721-7874

**TL 435 (1.5) CATALOGUING AND CLASSIFICATION FOR SCHOOL LIBRARY RESOURCE CENTRES**

The principles and practice of basic classification systems and cataloguing rules applied to the needs of the school library resource centre. (Prerequisite: prof. year)

**TL 437 (1.5) REFERENCE SERVICES FOR SCHOOL LIBRARY RESOURCE CENTRES**

The role of reference materials in meeting students' and teachers' needs. (A: Elementary emphasis; B: Secondary emphasis) (Prerequisite: professional year)

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

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

**ED-B 341 (3) LITERATURE IN THE ELEMENTARY SCHOOL**

Survey of children's literature; selection of books for children; scope and sequence in the development of a literature program in the primary and intermediate grades. (Program may permit substitution of other approved children's literature course (3 units))

**ED-B 342 (1.5) FOUNDATIONS OF READING**

Consideration of the processes and psychology of reading.

**ED-B 343 (1.5) READING IN THE SCHOOL**

Components of a total reading program: examination, evaluation, and construction of instructional materials; curricular organization. A: Elementary emphasis; B: Intermediate Emphasis; C: Secondary emphasis.

**ED-B 360 (1.5) EDUCATIONAL TECHNOLOGY**

The use of communications media in education. Practical experience in the operation of audio visual and computing equipment and the utilization of instructional materials. Basic production skills in photography, audio and video taping.

**ED-B 361(1.5) ADVANCED EDUCATIONAL TECHNOLOGY**

The theoretical and practical elements of educational technology: comparative study of contemporary theories of communication: in depth practical skills in one of television production, film making, photography, graphics, microcomputing, or audio production.

**ED-B 430 (1.5) THE ORGANIZATION AND ADMINISTRATION OF EDUCATION IN B. C.**

Introduction to structure and process of the B.C. School System. Teacher-administration relationships. Emerging trends and controversial issues in school organization and practice. Value problems in the profession. School law and legal requirements. Public and professional relationships. Classroom management.

**ED-B 431 (1.5) INTRODUCTION TO EDUCATIONAL ADMINISTRATION**

The meaning and purpose of educational administration. Concepts related to the theory, tasks, authority, processes of educational administration. The Administrator - characteristics, qualifications, selection, preparation. (Prerequisite: professional year)

**ED-B 371 (3) LITERATURE FOR YOUNG ADULTS**

Survey of standard, classic and current books for the adolescent. Stimulation of reading through appropriate books for young adults.

**ED-B 494g (1.5) DIRECTED STUDIES IN LIBRARY EDUCATION**

This course will involve the development of an approved project over a winter session following extensive bibliographical work.

**More Information**

**Summer Session 1994:** July 4-22, 1994

These courses will be offered on Campus:  
TL 432, TL 433, TL 437, TL 438.

**Summer Institute in Nanaimo:  
July 25 - August 5, 1994**

**TL 438 (1.5) PROBLEMS AND ISSUES IN TEACHER-LIBRARIANSHIP: AUTOMATING THE SCHOOL LIBRARY RESOURCE CENTRE**

The course will offer an examination of the issues and conditions involved in implementing an IBM (or compatible) based library automation program. Other automation approaches including online, CD-ROM, etc. will be considered. Students will be expected to evaluate several commercial programs. The course will not cover on-line reference services. Pre-requisite: TL 435 or permission of the Department. Students are expected to have a basic understanding of MS-DOS computers. Instructor: Lillian Carefoot, Director of Instruction, Library Services, School District #68, Nanaimo, B.C.

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Current topics and developments in education, with particular consideration of their relevance to the schools of British Columbia.

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Instructor: Jean Anne Lewis, Teacher-Librarian, School District #11 (Trail)

**For more information:**

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*On the Institute Courses:* Continuing Studies in Education (604) 721-7874

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

**University of Victoria  
P.O. Box 1700,  
Victoria, B.C. V8W 2Y2**

## TEACHER-LIBRARIANS . . .

### WHAT DOES CONFERENCE '94 HAVE FOR YOU?

- **Keynote speeches by noted futurist John Kettle & Professor Tom Childers**
- **Stimulating & fast-paced sessions covering timely & relevant topics**

... censorship, partnering with parents, TQM for TLs, heritage language collections, critical reading in a multicultural climate, creating knowledge from information, advocacy, group learning and teaching strategies, critical thinking

- **CM "Notables"**
- **SLIC and CM Editorial Board Meetings**
- **The CSLA AGM and Reception**
- **The CSLA Awards Luncheon**
- **An all-day pre-conference bus tour visiting five notable school libraries in the Greater Vancouver area. Includes a gourmet lunch.**

ALL THIS, PLUS STANLEY PARK, GRANVILLE ISLAND, GROUSE MOUNTAIN, AND CHINATOWN ... JUST MINUTES AWAY FROM THE CONVENTION CENTRE!

**Why not come to Vancouver in June?!**

For a conference program and registration information:  
Canadian Library Association, 200 Elgin St., Ste. 602, Ottawa, ON K2P 1L5  
Telephone: 613-232-9625 Fax: 613-563-9895

◆

# **DELIVERING QUALITY IN TOUGH TIMES: CSLA CONFERENCE 1994**

## **TOURS AND SESSIONS OF INTEREST TO TEACHER- LIBRARIANS**

### **REFLECTING CHANGE IN POPULATION, PROGRAMS, AND TECHNOLOGY**

This tour, which is limited to 30 participants, takes place as a pre-conference events on Tuesday, June 14th, from 8:30 am to approx. 4:00 PM. The tour will feature visits to McNeely Elementary School in Richmond, a brand new school library automated with the Eloquent Library system and stand-alone CD-ROM workstations. A choice of either South Slope Elementary or Burnaby South Secondary follows. Burnaby's newest secondary school features automation with Columbia Library System, CD-ROM workstations, networked software, and laser disk technology. Sumptuous lunch is at Hart House on Deer Lake. A choice of Lord Strathcona Elementary School or Britannia School follows. These are schools in ethnic neighborhoods and multi-cultural programs will be featured.

### **BROUGHT TO BOOK: CENSORSHIP AND SCHOOL LIBRARIES IN AUSTRALIA AND CANADA.**

Wednesday, June 15th, at 10:45 am to noon. The presenters are Ken Dillon from Australia, and Dave Jenkinson from Manitoba. Is censorship in school libraries more widespread now? The researchers report the results of their recent studies and offer help with censorship questions.

### **GRAND CONVERSATIONS: THE "LIT CLUB"**

Wednesday, June 15, at 2 PM to 5 PM. Lee Shult is the presenter from California. What program brings parents out of their offices and homes and into your classroom? Find out about a highly successful program that has brought in thirty-five parents weekly for the last ten years.

### **MIRROR IMAGE: DUAL LANGUAGE BOOKS IN A HERITAGE LANGUAGE COLLECTION**

Thursday, June 16 at 9 am to 10:15 am. Presenter is Melodie Brandon from Surrey. This teacher-librarian uses books in both languages to captivate culturally diverse students.

### **THE TEAM WORKS: TOTAL QUALITY MANAGEMENT FOR TEACHER- LIBRARIANS**

Thursday, June 16, at 9 am to noon. Presenter is Ken Haycock from BC. Total quality management, a specific process, will transform you and your work culture.

## **THE TRAVELING TREASURE CHEST: CRITICAL READING IN A MULTICULTURAL CLIMATE**

Thursday, June 16 at 2 PM to 5 PM. Presenters are Gerald Soon and Pat Parungao from BC. Renovate your multicultural library with these contemporary guides. The bibliography lists the books and the teacher-librarians provide the colour commentary and insight into other cultures.

## **SIFTING SANDS: CREATING KNOWLEDGE FROM INFORMATION**

Friday, June 17 at 9 am to 10:15 am. Presenter is Dr. Milton McClaren, SFU. Popular literature uses the terms "information explosion" and "knowledge explosion" interchangeably. Milt McClaren shows that the two are not the same. Sift through the mass of information, electronic and otherwise, to construct knowledge.

## **ADVOCACY...THATCHING OUR ROOFS BEFORE THE STORM**

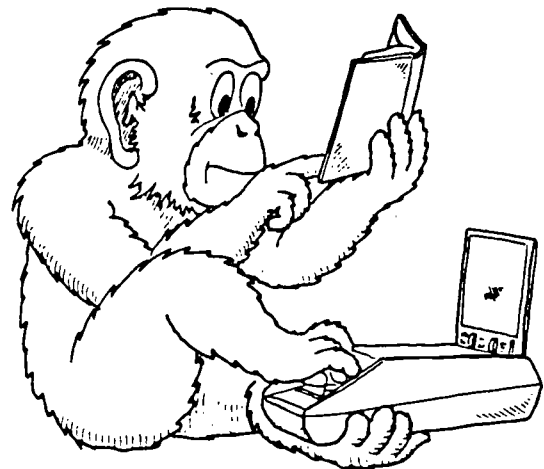
Friday, June 17 at 10:45 am to noon. Presenter is Reesa Cohen, winner of the 1993 Teacher-Librarian of the Year Award. If libraries and their programs are to survive in a budget-cutting world, librarians will need to build a coalition of supporters, become politically alert, and be leaders in a technological age.

## **ALL TOGETHER NOW: STRATEGIES FOR GROUP TEACHING AND LEARNING**

Saturday, June 18, at 9 am to 10:15 am. Presenters are Liz Austrom, and Michelle Farquharson of BC. Find out why several heads and many resources are better than one. Take part in this group learning exercise with two new authors who demonstrate the effectiveness of planning and teaching cooperatively with a variety of resources.

## **ONE THINK LEADS TO ANOTHER**

Saturday, June 18th, at 10:45 am to noon. Presenter is Joy McGregor, Texas. What is the connection between thinking and information? Why is the school library the best place to develop critical thinking skills? This researcher's study impressed the judges so much that she won the 1993 Grolier Award for Research in School Librarianship.



# LEARNING AND WORKING CONDITIONS SURVEY

## JANUARY 1994 SURVEY UPDATE

Four additional chapters have submitted results for the annual survey. Their figures can be compared with the provincial averages as published in the December, 1993 *Bookmark*. In addition, Richmond elementary data was not included in the December issue and has been added here.

**NOTE: THE FOLLOWING SYMBOLS ARE USED IN THIS REPORT.**

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

**I = increased                      D = decreased                      S = same, no change**

### PROFESSIONAL STAFFING

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

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

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

\*\*\*\*\*

This year we again asked teacher-librarians to not include in their calculations any contractual preparation time they might have, so as to arrive at a more realistic professional "service level" available to their students. Clearly in too many districts teacher-librarians are being used to pay the price for contractual gains made in other areas. Again, only strong library clauses in contract will guarantee against these reductions of library services to students.

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

### ELEMENTARY PROFESSIONAL STAFFING

District	Response	T-L/ 1000	T-L Cuts	Prep.Prov. # and . . . %	L-A FTE /1000	% T-L Trained
80 Kitimat	5 of 5	2.73	0	3      11%	2.71	60%
38 Richmond	29 of 37	2.33	0			
42 Maple Ridge - Pitt Meadows	22 of 24	2.25	14	19      23%	0.34	61%
61 Greater Victoria	27 of 37	1.11	10	17      66%	0.35	33%
62 Sooke	7 of 15	0.90	3	1      13%	0.70	57%

## SECONDARY PROFESSIONAL STAFFING

District	Response	T-L/ 1000	T-L Cuts	Prep.Prov. # and . . %	L-A FTE /1000	% T-L Trained
62 Sooke	5 of 5	1.20	1	0 0.00%	0.9	100%
42 Maple Ridge - Pitt Meadows	5 of 5	0.99	2	0 0.00%	0.81	86%
80 Kitimat	1 of 1	0.93	0	0 0.00%	1.87	100%
61 Greater Victoria	12 of 14	0.92	4	1 0.20%	0.87	75%

## CLERICAL TIME

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

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

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

## ELEMENTARY CLERICAL STAFFING

District	Response	L-A FTE/1000	L-A Cuts	T-L / 1000
80 Kitimat	5 of 5	2.71	0	2.73
62 Sooke	7 of 15	0.70	0	0.90
61 Greater Victoria	27 of 37	0.35	9	1.11
42 Maple Ridge - Pitt Meadows	22 of 24	0.34	4	2.25

## SECONDARY CLERICAL STAFFING

District	Response	L-A FTE/1000	L-A Cuts	T-L / 1000
80 Kitimat	1 of 1	1.87	0	0.93
62 Sooke	5 of 5	0.9	0	1.20
61 Greater Victoria	12 of 14	0.87	3	0.92
42 Maple Ridge - Pitt Meadows	5 of 5	0.81	0	0.99

## SCHOOL LIBRARY RESOURCE CENTRE BUDGETS

Budget figures are very difficult to compare since there are a variety of ways that budgets are determined. The figures given include monies allocated for student resources but may also include teacher resources, cataloguing and processing, supplies, and equipment.

The data below are ranked by \$ / Student and represents the most current information available, whether submitted in October or updated since.

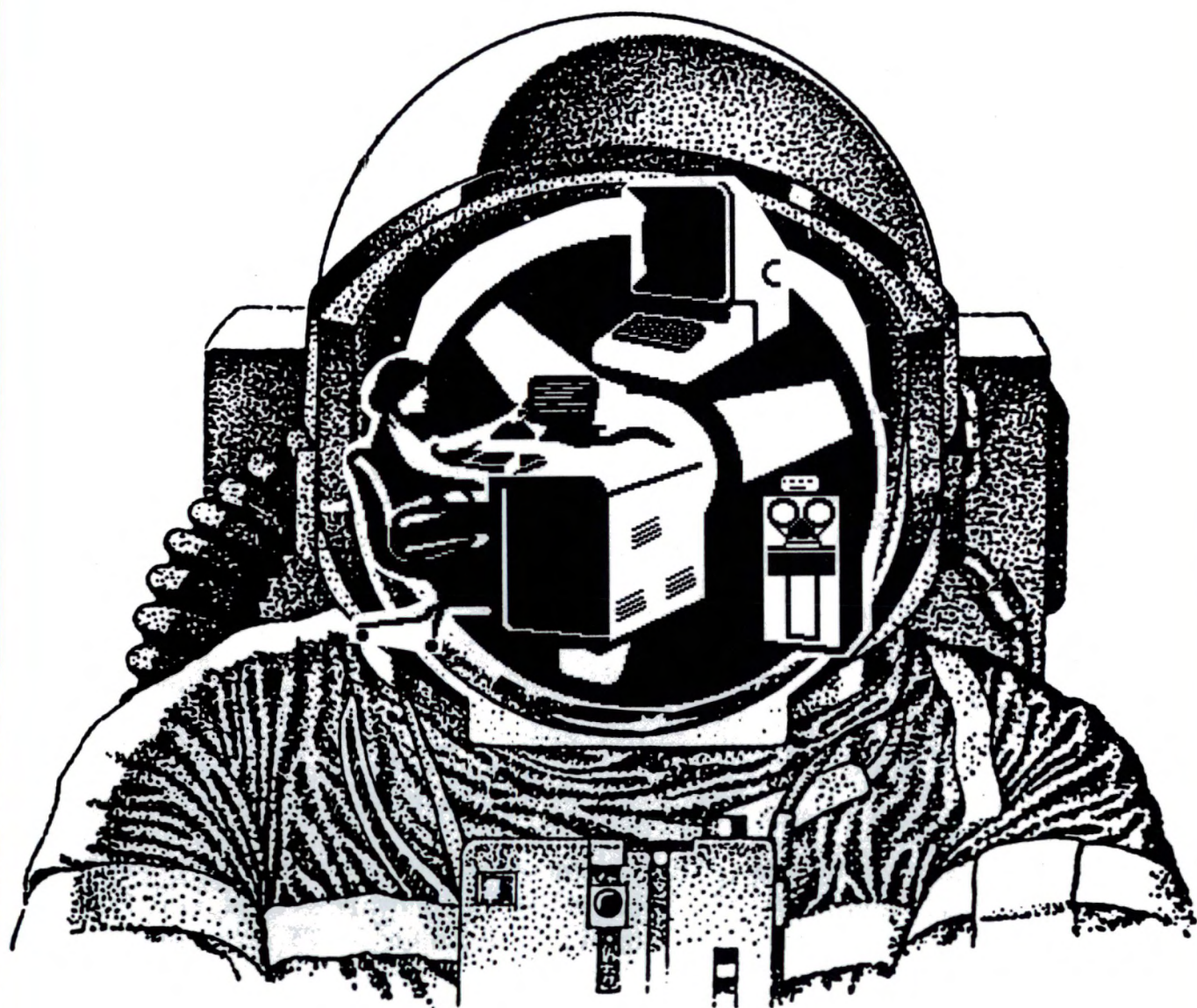
### ELEMENTARY BUDGETS

	District	\$ / Student	I-D-S
23	CENT. OKANAGAN	\$32.35	18-1-8
59	PEACE RIVER SO.	\$30.79	3-0-8
81	FORT NELSON	\$26.94	1-0-2
21	ARMSTRONG	\$24.89	
4	WINDERMERE	\$23.97	1-2-3
80	KITIMAT	\$23.74	
10	ARROW LAKES	\$23.00	0-0-4
56	NECHAKO	\$21.00	0-0-8
47	POWELL RIVER	\$20.68	0-0-7
27	CARIBOO-CHILCOTIN	\$19.25	0-26-0
28	QUESNEL	\$18.15	5-5-1
24	KAMLOOPS	\$17.00	
72	CAMPBELL RIVER	\$16.20	0-0-16
75	MISSION	\$15.25	0-16-0
22	VERNON	\$15.04	
31	MERRITT	\$14.92	
57	PRINCE GEORGE	\$14.74	
89	SHUSWAP	\$14.00	0-0-19
88	TERRACE	\$13.78	
2	CRANBROOK	\$13.46	0-6-2
11	TRAIL	\$12.97	0-3-1
37	DELTA	\$12.84	0-11-8
68	NANAIMO	\$12.44	0-33-0
43	COQUITLAM	\$12.38	0-49-0
61	GREATER VICTORIA	\$12.37	
69	QUALICUM	\$11.39	
39	VANCOUVER	\$11.33	
36	SURREY	\$11.00	0-0-66
1	FERNIE	\$10.70	0-7-0
35	LANGLEY	\$10.30	
44	N. VANCOUVER	\$10.30	0-33-0
65	COWICHAN	\$10.19	
46	SUNSHINE COAST	\$8.70	
63	SAANICH	\$7.52	
19	REVELSTOKE	\$0.00	0-5-0
	Average:	\$15.82	

## SECONDARY BUDGETS

	District	\$ / Student	I-D-S
21	ARMSTRONG	\$30.00	0-0-1
52	PRINCE RUPERT	\$30.00	
4	WINDERMERE	\$28.30	0-2-0
23	CENT. OKANAGAN	\$28.22	9-1-1
10	ARROW LAKES	\$24.31	0-2-0
59	PEACE RIVER SO.	\$24.25	1-1-2
88	TERRACE	\$22.70	2-3-1
28	QUESNEL	\$22.32	0-2-0
15	PENTICTON	\$22.14	1-0-1
22	VERNON	\$21.69	0-3-2
56	NECHAKO	\$21.00	0-0-3
31	MERRITT	\$20.58	
47	POWELL RIVER	\$20.23	
9	CASTLEGAR	\$19.86	0-1-0
27	CARIBOO-CHILCOTIN	\$19.25	0-7-0
57	PRINCE GEORGE	\$18.56	
80	KITIMAT	\$18.16	
7	NELSON	\$18.00	3-0-2
33	CHILLIWACK	\$17.96	1-2-1
43	COQUITLAM	\$17.21	0-12-0
11	TRAIL	\$16.90	0-0-1
46	SUNSHINE COAST	\$16.90	0-3-0
72	CAMPBELL RIVER	\$16.20	0-0-6
81	FORT NELSON	\$16.12	0-1-0
36	SURREY	\$15.00	0-0-12
75	MISSION	\$15.00	0-2-0
1	FERNIE	\$14.99	0-4-0
63	SAANICH	\$14.76	1-0-5
65	COWICHAN	\$14.48	0-1-1
24	KAMLOOPS	\$14.43	0-3-5
39	VANCOUVER	\$14.25	0-18-0
37	DELTA	\$14.07	0-5-2
89	SHUSWAP	\$14.00	0-0-5
69	QUALICUM	\$13.48	
35	LANGLEY	\$13.43	0-3-0
2	CRANBROOK	\$13.14	0-3-0
68	NANAIMO	\$12.44	
34	ABBOTSFORD	\$12.40	1-1-1
44	N. VANCOUVER	\$12.20	0-8-0
38	RICHMOND	\$12.12	2-2-2
61	GREATER VICTORIA	\$11.99	
19	REVELSTOKE	\$0.00	0-1-0
	Average:	\$17.69	

# REGULAR FEATURES



# BCTLA 1994 MEMBERSHIP DRIVE

Teacher-Librarians, Teachers, Student Teachers,  
Administrators

WIN OVER \$1,000  
IN BOOKS AND SOFTWARE  
TO SUPPORT YOUR EDUCATIONAL PROGRAM

Join or renew your membership to the British Columbia Teacher-Librarian's Association to be eligible for the following prizes!

## FIRST PRIZE (\$1150.00)

Educare	\$300.00
Jim Elder	\$250.00
MacNeill Library Services (Gift Certificate to Duthie's)	\$200.00
National Book Service	\$200.00
Vancouver Kid's Books	\$200.00

## SECOND PRIZE

Image Media Software	<i>Print Shop Deluxe</i>
----------------------	--------------------------

## THIRD PRIZE

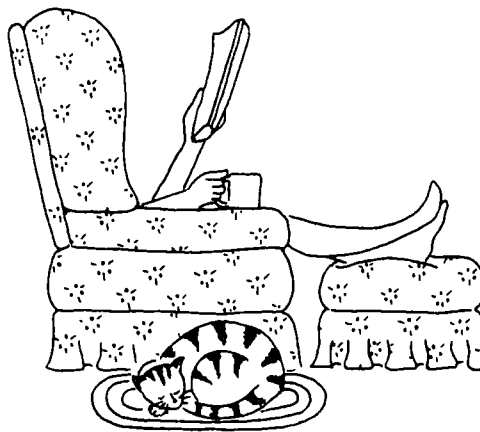
Image Media Software	<i>Kid Desk: First Desktop</i> especially for children
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Contest winners will be selected during the April 30, 1994 at the BCTLA Spring Chapter Councilors' Meeting. Prizes will be awarded to personal members (not institutions) whose names appear on the BCTF membership list.

BCTLA membership includes a subscription to our prize-winning 200 page journal THE BOOKMARK.

# READING CHECKLIST ✓

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



In keeping with the theme "Brave New World," this column focuses on resources to help us deal with an increasingly technological future.

## ADVOCACY

"It's a Wonderful Library" (*School Library Journal*, December 1993, p. 50) is a wonderful article. Angela Page asks readers to "imagine what life at your school would be like if you didn't exist." She then proceeds to examine six typical school library scenarios from the perspective of what they would be like without a librarian and what they would be like with a librarian. All examples actually occurred in her school during one week. Her scenario approach illuminates the value of the teacher-librarian even though her examples do not deal with all facets of the role. She does include technological examples as well as ones focused on traditional library services, but her instructional program examples are not strong ones. There is one censorship example.

Ms Page recommends trying this approach with school administrators if the teacher-librarian's position is threatened. School trustees might also benefit from this type of case study information. Another idea would be to prepare a number of positive scenarios to put into a package for new teachers on staff, or student teachers. The concrete example approach might well be an effective one for many audiences. This is an excellent idea upon which to build a powerful presentation.

## COMPUTERS

If you are a Macintosh user there is no excuse for not belonging to the Apple Library Users Group and getting their free newsletter. The newsletter is going

into its 12th year of publication and keeps getting better and better. It is interesting to watch both its content and its format evolve as the technology and the publishing software available change and improve. The content in the journal ranges from software and book reviews to the ethical use of Internet (Fall, 1983, pp. 88-92). Naturally, much stress is placed on the use of the Macintosh to perform traditional library functions. There is a strong flavour of exultation whenever a new machine with greater speed or memory is introduced. This bias doesn't matter since most of the readers feel the same! This is a key resource for teacher-librarians with Macintosh computers. To get on the mailing list for *ALUG Newsletter*, contact:

Apple Library Users Group  
4 Infinite Loop MS 304-2A  
Cupertino, CA 95014

## COPYRIGHT

The January/February 1994 issue of *Teaching Today* has a very good article titled "Copyright Limbo." Mary A. Unrau outlines the current situation in two succinct pages that are easily read and understood. This is ideal material for teachers to read. In the spirit of the article, I cut the pages out and posted them on the staff bulletin board (with a large computer produced headline to attract attention).

Since there is no sign of an agreement ever being reached between the Ministry of Education and CANCOPY, this article may help teachers come to grips with the issue. Is no one excited about this problem but all varieties of librarians?

## FUTURE LIFE

Looking for an article to use with Consumer 11/12 students who are about to undertake a career study assignment they are not really interested in? A lively discussion will ensue when students read "Jobs and Infotech" by Andy Hines (*Futurist*, January/February, 1994, pp. 9-13). Not all students will agree with the predictions made in this article, but it should make them really consider the importance of mastering information technology and skills for the sake of their future careers. Even if you do not use the entire article, there is a 2/3 page boxed section headed "Scenarios for Infotech Workers, 2010" which includes thought-provoking descriptions of events in the lives of a farmer, a police officer, a scientist and a teacher.

Andy Hines concludes his article by saying, "There are four primary conclusions that can be drawn about the effects of infotech on workers:

- Practically no one will be exempt.
- Technologies will compete against each other.
- The "Big Four" information technologies — computer networks, imaging technology, massive data storage, and artificial intelligence — will have revolutionary effects.
- Implementation strategies will determine whether information technologies are a boon or a bane to workers."

All of these effects will impact on educators and on students.



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# E-MAIL INTRODUCTION: YOUR WINDOW ON THE WORLD OF INTERNET

by **JOHN GOLDSMITH**, counsellor, technical support person (and former teacher librarian), Fraser Valley Regional Correspondence School, SD#33 (Chilliwack)

## WELCOME TO THE WORLD OF E-MAIL

Remember the old 60's song, "Stop The World, I Want To Get Off"? Well, it's now the 90's. Time to sing a new song, "Hold On World, I Want To Get On"! The "World" to which I'm musically referring is known by many names: telecommunications, the Information Highway, the Internet. The way to get on is E-mail.

E-mail, or Electronic Mail, is used to send and receive messages between computers. It is a simple idea when compared with the really impressive things computers can do like multimedia, library automation or desktop publishing. While E-mail may seem simple, it is anything but unimpressive, especially when combined with the vast reach, scope and power of the global telecommunications network. There are many large telecommunications networks accessible via E-mail but Internet is the most interesting to educators.

For those unfamiliar with the term, "Internet", let me explain. It's a global telecommunication network with links to virtually every region and country on earth. With Internet E-mail, an electronic message can be sent to almost any place on earth instantaneously! So, while the concept is simple, the impact on education can be incredibly powerful.

## EDUCATIONAL APPLICATIONS

What can you as a teacher-librarian actually do with E-mail and Internet? A LOT, as I hope this article will demonstrate. The educational applications are as limitless and exciting as the vision of educators using it. Imagine, for example, a group of students finishing a research project on Japan by using E-mail to correspond with a group of students from Japan. Do the Japanese REALLY eat raw fish? Are Japanese schools REALLY that tough? Do Japanese kids listen to "Pearl Jam"? What a terrific way to apply some of the knowledge gained during a research project as well as to dispel a few popular myths.

Imagine a group of students participating in a world wide project on water pollution. Students might begin by researching the various aspects of water quality, water pollution and water testing methods. They would follow up this research by sampling the water from a near by stream or river. Then they might share their findings with students from around the world. In return, the students might study the results submitted by other global groups. Are there global trends, patterns? What are they?

Now imagine the above project as a lead-in activity for a comprehensive environment unit, the closing activity of which might be an E-mail message to President Clinton, Prime Minister Chretien, the Provincial Forestry Ministry or another person or agency that should be concerned with the environment. Replies could take, not weeks or months, but days or even hours. Imagine what that might then lead to!

## WHY E-MAIL?

While there are many ways and many methods to utilize the power and resources of the Internet, the many positive aspects of E-mail make it a natural starting point for teacher-librarians and a welcome addition to most library programs.

E-mail is easy to use. The software needed to compose, edit, send and receive E-mail resembles a simple word processor program with a few added features, all of which are easily mastered by most novice users.

E-mail is economical. One computer, one modem and one telephone line are all that are needed. In fact, E-mail is one of the few applications which doesn't require the latest and most modern computer equipment to operate — a refreshing change from the usual demands of technology. Typically, it costs little (if anything) to send an E-mail message on Internet. Usually, the only expenses are the service provider membership fees and, if the host computer is not in your free dialling area, the long distance phone charge.

E-mail is quick. Messages travel at the speed of light to their destination, often half a world away, arriving seconds after being sent. However, unlike the telephone, E-mail is a text based medium which allows opportunity for contemplation, composition and correction before transmission. These skills are more in tune with the aims of library programs.

E-mail is convenient. Messages are composed and sent when suitable for the sender; read and responded to when convenient for the recipient. In addition, messages may be sent immediately or composed before hand and sent later, depending on the situation and schedule of the teacher-librarian. In other words, E-mail is adaptable to the circumstances of the educator, not the other way around, which is often the case with new technology.

E-mail is a pure form of communication. For the most part, the reader is not influenced by external factors such as the writer's gender, physical appearance, handicaps, dress, or speech. These external factors can often colour or cloud our perception of information and ideas.

In short, E-mail has a lot to offer teacher-librarians and library programs.

## GETTING STARTED

You need to connect and configure a computer with a communications program, a modem and a telephone line. You also need a user account with an organization or group which makes it's computer system available for connection to the Internet network. You use your computer and modem to connect with the Internet service provider through a telephone line. Once linked, the Internet service provider acts in much the same capacity as a post office, providing a place where messages can be sent and received.

Internet service providers include universities, commercial organizations, school boards, non-profit groups and educational organizations such as the Ministry of Education's Community Learning Network (CLN). Each Internet service provider has a different procedure for issuing new users with an account. Some charge a nominal fee for an account while others, especially the commercial organizations, can require a substantial yearly fee.

While there is a wide diversity in the range and quality of service, all Internet service providers support a basic level of E-mail service. You are issued with a user name and password to gain access to the service provider's system. In addition, you are given an Internet

address - your home on the "Net". You use an E-mail program on the service provider's computer to compose, edit, send, receive, delete, and forward E-mail messages. Your messages are stored in an E-mail "mail box", much like a post office box. These are actually files on the host computer's hard drive where messages are stored until you read them with the E-mail program.

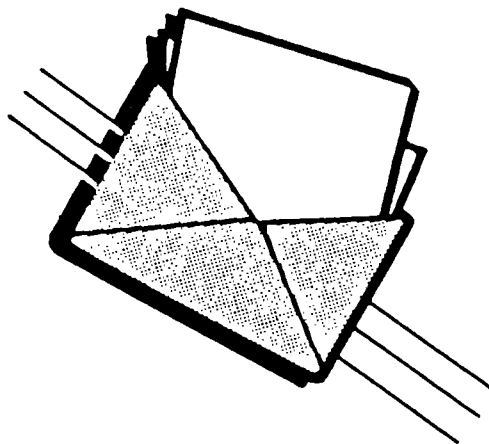
## E-MAIL ADDRESSES

An E-mail address usually consists of two parts, the user name, the user's unique identification assigned by the service provider, and the E-mail address of the service provider. Below is my E-mail address.

jgoldsmi@cln.etc.bc.ca

The "jgoldsmi" is my user name, assigned by CLN (my Internet service provider) and "cln.etc.bc.ca" is CLN's Internet address. The "@" separates the two parts. All Internet E-mail addresses follow this format.

By now, you've probably realised that there are a lot of similarities between E-mail and regular mail. The primary difference is there is no automatic home delivery with E-mail. You have to connect to the service provider to check your mail. E-mail messages are actually sent and received between mainframe or mini-mainframe type computers which are physically connected to the Internet. So, in the above example above, any messages sent to me actually go to the mainframe maintained by CLN and reside there until I connect with CLN with my personal computer and read them. In the same manner, I use an E-mail program located on CLN's computer to compose and send messages to others who have Internet accounts.



## E-MAIL PROGRAMS

To compose, edit, send, receive, save and forward a message over the Internet you use the E-mail program on the Internet computer. It is like a basic word processor with a few extra features. While there are many types and kinds of E-mail programs, most have the same basic structure and format.

Because E-mail is an important part of the service provided by all Internet service providers, the E-mail program is typically listed on the main menu of the service provider's computer system. For example, here's the main menu screen from CLN (SCREEN #1). The E-mail program is located under option #2 (2 Post Office)

```
COMMUNITY LEARNING NETWORK (CLN)

<<< Main Menu >>>

1 CLN Administration
2 Post Office
3 Technical Services
4 CLN Curriculum Support
5 Mailing Lists
6 USENET News
7 Internet Services
8 BC Educational Information
9 Starter Set of Services
-----
h=help, x=Exit, p=previous menu, m=main menu
```

### SCREEN #1 - CLN MAIN MENU

When item #2 POST OFFICE is selected, the POST OFFICE menu (SCREEN #2) is displayed. Within this menu are two E-mail programs, Elm Mail and Pine Mail. CLN is unusual in that it provides two E-mail programs. Most other Internet service providers supply only one. As my personal favourite is "Pine Mail", I'll be using it as an example of what an E-mail program looks and functions like.

```
COMMUNITY LEARNING NETWORK (CLN)

<<< Post Office >>>

1 About Post Office
2 Check the size of your mailbox
3 Pine Mail (read and send)
4 Elm Mail (read and send)
5 Edit your personal .signature file
6 Edit your personal .aliases file
7 Edit your .forward file (Have your mail forwarded)
8 Remove your .forward file (Do not forward your mail)
9 CLN Directory (Quick Search)
10 CLN Directory (Complex Search)
-----
h=help, x=Exit, p=previous menu, m=main menu
```

### SCREEN #2 - E-MAIL PROGRAM SELECTION

Screen #3 is the MAIN MENU of Pine Mail E-mail program. Of the available menu choices, the two most often used are "Compose" and "Index". Compose allows the creation of a new E-mail message. The Index command lists all E-mail messages found in a users E-mail message box. All commands are invoked by typing the letter preceding the command name.

```

PINE 3.05  MAIN MENU  Folder:inbox 4 Messages

? HELP          - Get help using Pine
C COMPOSE       - Compose and send a message
I MAIL INDEX    - Read mail in current folder
F FOLDERS       - Open a different mail folder
A ADDRESSES     - Update your address book
O OTHER         - Use other functions
Q QUIT          - Exit the Pine mail program

                [Folder "inbox" opened with 4 messages]
? Help          Q Quit          F Folders          O Other
C Compose       I Mail Index    A Addresses

```

**SCREEN #3 - PINE MAIL, MAIN MENU**

When the INDEX command is used, the MAIL INDEX Menu (SCREEN #4) is displayed. The example shows the index from my personal E-mail box. I have four messages stored there, three that are new and one which has been read already but not deleted.

To decipher the index information, let's look at message no. 1. The first letter of the Index line, "N", indicates that the message is new. No letter means the message has been read but no action has been taken. A "D" would indicate that the message had been marked for deletion, an "F" means the message was being forwarded to another E-mail address. These letters tend to be standard for all E-mail programs.

Next is the date the message was received. Beside it is the name or E-mail address of the message sender, depending on the E-mail program used. In brackets is the size of the message, measured in bytes, followed by the subject line which is usually a two to six word synopsis of the message. It's becoming common E-Mail courtesy to include a subject line with every message. This allows the recipient to quickly scan down the subject column and spot those messages which are important or which require immediate attention.

```

PINE 3.05 MAIL INDEX          Folder:inbox Message 1 of 4

N 1  Nov 14 John Danek        (3,111) TARGET: k-5 shared decision making
N 2  Nov 14 Lorna McCloud     (1,549) McAfee Virus detector programs
N 3  Nov 14 Lorna McCloud     (2,280) Help from MD and PA school librarians
 4  Nov 14 goldsmit@sfu.ca    (843) Test Message

```

**SCREEN #4 - MAIL INDEX MENU**

To view the contents of a message from the Index Menu (SCREEN #4), I would move up or down the list using the keyboard arrow keys until reaching the desired message then press the enter or return key and the message content is displayed. Let's look at the contents of message no. 4. (SCREEN #5)

```

PINE 3.05                VIEW MAIL                Folder:inbox Message 4 of 4 100%

Date: Sun, 14 Nov 93 16:27:47 PST
From: goldsmit@sfu.ca
To: jgoldsmi@CLN.etc.bc.ca
Subject: Test Message

Hello All,
This is a test message from John Goldsmith to John Goldsmith to demonstrate
the effectiveness of E-mail. It's really very simple once you've tried it
a time or two

Cheers,
John Goldsmith
School District #33, Chilliwack, B.C. Canada
Internet Address jgoldsmi@CLN.etc.bc.ca

? Help          M Main Menu  P Prev Msg    - Prev Page    F Forward      D Delete
O OTHER CMDS   I Mail Index  N Next Msg    SPACE Next Page R Reply        S Save

```

#### SCREEN #5 - PINE MAIL, TEXT VIEWER SCREEN

Again, much of the information here may seem cryptic but with a little practice, it soon becomes easy to read. For this example, the data in the upper left corner is the date and time the message was received, the E-mail address of the sender, the message receiver and the message subject. Below that is the body of the message. Along the bottom of the screen are additional available commands. To use these commands, the letter in front of the command is pressed. For example, to see the next message, the letter "N" is pressed. The message is deleted by pressing "D".

Finally, to reply or begin a new message, the word processor portion of the E-mail program is invoked. This is done by returning to the Main Menu of Pine Mail and choosing the Compose Command.

```

To:
CC:
Attachment:
Subject:
—Message Text—

^G Get Help      ^C Cancel      ^R Rich Hdr    ^K Del Line    ^O Postpone
^X Send          ^D Del Char    ^J Attach      ^U UnDel Lin   ^T To AddrBk

```

#### SCREEN #6 - WORD PROCESSOR SCREEN

Above is an example of the word processor screen of Pine Mail (SCREEN #6). The "To:" line at the top of the screen refers to the E-Mail address of the person or organization to whom the message will be sent. The "cc:" line is the addresses of other people or groups to whom a copy of the message will be sent. On the "Subject:" line, a short description of the message content is entered. Along the bottom of the screen are other available commands. They're accessed by holding down the "COMMAND" key (which is represented by the "^" character) and striking the appropriate letter key. For example, to send a message, hold down the "COMMAND" key and strike the "X" key.

## E-MAIL ETIQUETTE

Though E-mail is relatively new, various customs and practices have evolved which all users, expert and novice alike, are expected to follow. For example, most E-mail messages are brief and informal. Most E-mail word processors are somewhat primitive and clumsy when compared to popular word processors such as "Claris Works" or "Microsoft Word" and do not encourage the creation of long compositions. Long messages take up considerable space and time on the Internet telecommunications lines. While message size is not a significant problem at the moment, as the volume continues to grow, excessive verbosity may soon become a problem. Since some users have to pay computer connection time costs or long distance charges to access their E-mail, messages should be kept short and succinct in consideration of their pocket-books.

It is considered bad manners to point out spelling and grammar mistakes in someone else's message. To show strong emotion when writing an E-mail message, capital letters are used. "Flaming", the excessive expression of strong negative emotions, is generally frowned upon when used too liberally in favour of more moderate, rational communication as befits the academic and scholarly nature of Internet. Remember that when you write, there is a person at the other end with feelings and emotions, worthy of respect and consideration.

All messages should contain a signature area at the bottom of the text message. The signature area should contain your real name, position, address (either school or home) and Internet address. While at first, E-mail programs may seem complex and difficult to use, you will gain proficiency quickly with a few hours of experience.

## WHO TO WRITE

Once the computer, modem, and telephone connection has been set-up, there's one final ingredient still required to conclude our Internet E-mail introduction - someone to write to!

For your first message, you can E-mail me. My address is:

jgoldsmi@cln.etc.bc.ca

I promise to answer every message with a warm, congratulatory reply and to provide as much support and assistance as possible for your questions or comments. You can E-mail me as many times as you

wish, until you feel comfortable using the E-mail program.

When you are ready to start exploring, here's a few interesting people and places you might want to connect with.

## FAMOUS PEOPLE

President Clinton's E-mail address:

president@whitehouse.gov

Vice President Gore's E-mail address:

vice.president@whitehouse.gov

Both the President and Vice President (or more likely their staff members) promise to answer all E-mail messages. The President and Vice President have recognised the importance of telecommunications to the future of America. Vice President Gore is the principle author of a bill, soon to be tabled in Congress which calls for the creation of a vastly improved and expanded Internet telecommunications network called the National Research and Education Network (NREN). In addition, through the efforts of both men, approximately 100 government departments are making information and data available through Internet. If you would like more information about the U. S. government, send an E-mail message to:

info@ace.esusda.gov

## ASK MR. SCIENCE

You may remember my earlier comment regarding that educational uses and applications of E-mail and Internet being limited only by the vision of the educators using it. The sheer volume of education related projects and activities is ample proof that teachers and teacher-librarians have vision aplenty when it comes to this technology. There are literally countless teacher - student generated projects and programs on Internet. They come in all shapes and sizes, with a wide variety of themes and objectives. A science teacher in Pennsylvania, looking for something unique and different to challenge his Grade 12 advanced placement science students, has begun a project called "Ask Mr. Science". Students (and Staff) from all over North America are invited to send in questions on any science related topic. His students will research the problem and supply an answer within 48 hours - guaranteed!. If you or your students would like to put this service to the test, send your science related questions to:

apscichs@radford.vak12ed.edu

## **KIDS WEATHERNET**

This is another example of the sharing projects currently underway in classrooms and libraries around the world. While the theme of this project may seem deceptively simple, the world wide scope gives it great power and impact. This is the project description given by teacher, Bill Wallace:

“Kids WeatherNet is about to begin for its second year. Kids WeatherNet is a world-wide network of schools sharing weather data each week. Each week the participating schools send their data to my class in Albuquerque. Then the data is compiled and sent out to each school. The project surpassed expectations as we had schools from the Czech Republic to Tasmania participating.”

If you wish to join WeatherNet or receive further information, send an E-mail message to:

Bill Wallace  
Manzano Day School  
Albuquerque, NM

echo@triton.unm.edu

## **WYN - A NEWS AGENCY FOR STUDENTS**

The “World Youth Network” (WYN) was begun by a group of educators in Finland. The project is open to any student, from kindergarten to grade 12, anywhere in the world. Students are encouraged to submit news stories from their local communities and districts, which are edited and collated to form an electronic newsmagazine which is distributed via E-mail to everyone on the electronic mailing list. For more information on the WYN, E-mail to:

wyn@freenet.hut.fi

## **GUTENBURG PROJECT**

The Gutenberg project is an endeavour which may someday change the very nature of libraries. The project's intent is to convert as many books as possible to electronic format so that anyone (with a computer) may receive a copy. To obtain a copy of their catalogue listing the volumes which are available, as well as the procedure for downloading one or more volumes to a home or school computer, send an E-mail message to:

almanac@oes.orst.edu

Leave the subject line blank and in the body of the message write:

send gutenber catalog

Do not write any other text or include any signature information. The catalogue contains not only a list of book in electronic format but instructions on how to have them sent to you by E-mail.

## **ASK ERIC**

Anyone familiar with educational research knows about the ERIC database - a huge periodical index of education related material. While comprehensive in scope, ERIC is often a challenge to use. In addition, the actual index is usually located at major university libraries. To simplify and facilitate the use of the ERIC, The University of Syracuse makes available through E-mail an ERIC research service. E-mail your research question and they will attempt to find all pertinent references and citations. For more information, send an E-mail message to:

eric@suvvm.syr.edu

## **GLOBAL QUEST - THE INTERNET IN THE CLASSROOM**

In case you still have lingering doubts about the benefits of Internet and E-mail in the library/classroom, NASA has produced an 11 minute video called “Global Quest - The Internet in the Classroom”. Available for \$18.50 (US currency), with unlimited copying rights, this film presents the many educational uses and benefits of Internet in an educational setting. For more information, E-mail Jennifer Sellers, NASA K-12 Education Manager at:

sellers@quest.arc.nasa.gov

## **FOLLETT SOFTWARE TECHNICAL SUPPORT**

A growing number of businesses are getting connected to the “Net” for two main reasons: as a way to promote themselves and their product and as an additional way to communicate with customers. One of many examples is the Follett Software company, well known in the field of library software. They have recently established a technical support E-mail service for their software users. While emergency situations will still require a call to the 1-800 support line, less serious problems, concerns, questions and suggestions can easily be handled with an E-mail message. Follett promises to respond within 24 hours. If you're a Follett user and have a question or comment, E-mail them to:

fscinfo@cedar.cic.net.

## E-MAIL MAGAZINES

Another trend which may ultimately have a profound effect on libraries and the way they operate is the growing number of periodicals and journals available in electronic format. Currently, most are special interest newsletters. Some examples of "E-Journals", which might be of interest to teacher-librarians and are available at no cost, include:

**Acquisitions Librarians Electronic Newsletter (ACQNET).** A newsletter for library professionals in acquisitions, serial management, collection development and administration for more information E-mail Christian H. Boissonnas at:

cri@cornellc.cit.cornell.edu

**Chaos Corner.** A small irregular newsletter in which the author describes interesting items and addresses he has found while wandering around the Internet. For more information, E-mail the author, Bob Cowles at:

rdc@cornella.cit.cornell.edu

**Current Cites.** Contains articles on the use of technology in libraries, covering such things as optical disk technology, computer networks, information transfer, expert systems, hypermedia and multimedia. For more information E-mail:

cites@library.berkeley.edu

**Edupage.** A summary of the week's news items regarding information technology, published by EDUCOM. For more information, E-mail:

edupage@educom.edu

**Hot Off the Tree (HOTT).** UCSD Library's Technology Watch Information Group newsletter. It contains excerpts and abstracts of articles from trade journals, popular periodicals and on-line sources, on developments and issues in computing technology, networking, information transfer and retrieval as it pertains to libraries. For more information, E-mail Susan Jurist at:

sjurist@ucsd.edu

**Kidlink.** An informative newsletter for teachers, students, sponsors, mediators and others. Its primary focus is to encourage children ten to fifteen to become involved in global dialogue. For more information E-mail Odd de Presno at:

opresno@extern.uio.no

**Library of Congress Cataloguing Newslite.** The focus is the cataloguing activities of the Library of Congress, including new or revised policy decisions, technological developments, new publications and employment opportunities in cataloguing. For more information E-mail Robert M. Hiatt at:

hiatt@mail.loc.gov

**Radio Havana Cuba Newscast.** A selection of the top news stories from Radio Havana newscasts. Datelines are mainly from Cuba, the Caribbean, Latin America and Africa. Provides an interesting contrast to news items found in local newspapers or national magazines. For more information, E-mail to:

radiohc@tinored.cu

## CONCLUSION

I hope this article has given you a brief glimpse into the vast and boundless world of Internet E-mail and its unlimited educational potential. With over forty million users world wide and thousands of discussion groups, electronic periodicals, E-mail sites and information sources accessible via E-mail, there's no lack of things to do or resources to access, not to mention the currency and relevancy this technology will bring to your library program.

So, if your curiosity has been whetted and your desire to explore has been excited, then what are you waiting for? There's no time like the present and no better way to explore the wonderful world of Internet than E-mail. Soon you'll be singing, "Hold On World, I Want To Get On!"

# NOTES AND NEWS

by WILLA WALSH, editor

## IBBY—CANADA HONOUR LIST

The Canadian Section of the International Board of Books for Young People (IBBY) has selected the following titles for the 1994 IBBY Honour List: *Le gros problème du petit Marcus* by Gilles Gauthier of Longueuil, Quebec for the French-language text, *Ticket to Curlew* by Celia Barker Lottridge of Toronto, Ontario for the English-language text, and *Un Voyage pour deux* by Stéphane Poulin of Montreal, Quebec for the illustration title. The English version of the last title is entitled *Travels for Two*. The Honour List selections from around the world will be celebrated at the entitled Travels Congress of IBBY in Seville, Spain. Our own Dr. Ron Jobe of UBC is the current President of IBBY.

## HANS CHRISTIAN ANDERSEN AWARD NOMINEES—CANADA 1994

IBBY presents these awards every other year to a living author and illustrator whose complete works have made an important contribution to children's literature. The Author's Award has been given since 1956, and the Illustrator's Award since 1966. These awards are the highest international recognition given to an author and an illustrator of children's books. The Canadian nominees for 1994 are Jean Little for her body of work during four decades, and Ian Wallace in recognition of a distinguished career that has resulted in international success as an illustrator of award winning children's books. The Awards will be presented at the IBBY World Congress in Seville, Spain, October 11-15, 1994.

## OFFICER OF THE ORDER OF CANADA—SHEILA A. EGOFF

The School of Library, Archival and Information Studies at UBC is pleased to announce that Sheila A. Egoft, Professor Emerita, has been awarded this prestigious Order. Teacher-librarians will know Sheila Egoft as the author of many titles in the field of children's literature. *The Republic of Childhood*, *Thursday's Child: Trends and Patterns in Contemporary Children's Literature* and *Worlds Within: Children's Fantasy from the Middle Ages to Today* are amongst her many works. She is considered one

of North America's most critical and sound voices in the field of children's literature and well deserves this recognition.

## CONFERENCE FOR L'APPIPC AT SIMON FRASER UNIVERSITY

April 29 and 30, 1994 are the dates for the L'APPIPC convention which will celebrate twenty-five years of Immersion and fifteen years of Cadre at this time. If you wish to register for this event, you should write to: Guylaine Pouliot, 747 Winnipeg St., Prince George, BC, V2L 2V3.

## ATLC NEWS

The Association for Teacher-Librarianship in Canada is pleased to announce that the New Member Promotion winner of a free airline ticket to anywhere in Canada that Air Canada flies to is Linda Masney of Kingston, Ontario.

The two new co-convenors of the Information Technology Special Interest Group are Rob Stewart and Rene Wicks, both of Newfoundland. Anyone wishing to join this Special Interest Group should contact Liz Austrom, Membership Director, 3675 W. 39th Avenue, Vancouver, BC, V6N 3A6; Fax: 604-263-5268. The following directories have been recently published: School Board Library Contact Directory, Provincial School Library Associations 1993-94 Executive Members' Directory, and the Association of Teacher-Librarianship in Canada Membership Directory, 6th, ed., January, 1994. ATLC is pleased to announce the name of its 500th member and to extend a warm welcome to Catherine Wolch from Pickering, Ontario.

GRAND DRAW for "100 Books That No Library Should Be Without" will take place on May 31, 1994. All ATLC members who are members at that time will be eligible for this excellent prize! The titles are donated by Shirley Lewis Information Services, Inc. If you wish to become a member of ATLC just write or fax Liz Austrom.

ATLC is also pleased to announce the appointment of Gerald R. Brown as archivist of ATLC's records, including all publications.

## GVRD EDUCATION PROGRAMS

Two new education programs are available from the GVRD: *From Source to Sea* and *Let's Clear the Air*. Schools are invited to book now for free teacher workshops on these new programs. *From Source to Sea* gives students opportunities to participate actively in information-gathering, to apply critical and creative thinking skills to solve problems and to view drinking water and waste water issues from different perspectives and to practice their roles as global citizens. *Let's Clear the Air* gives the same opportunities to students on the topics of air quality and transportation issues. Further information on any of the free GVRD programs, materials or workshops is available by calling 432-6339, FAX 432-6399 or write: Greater Vancouver Regional District, Communications and Education, 19th floor, 4330 Kingsway, Burnaby, BC, V5H 4G8.

## SAGE FOUNDATION'S DESTINATION CONSERVATION PROGRAM

Destination Conservation is a practical, activity-based program that brings environmental education alive in our schools. It not only combines hands-on learning with resource conservation, it saves school district money! The Sage Foundation is licensed to implement this innovative program in BC and has the support of BC Hydro Power Smart, and the provincial ministries of Environment, Lands and Parks, and Energy, Mines and Petroleum Resources. It is a three-year program involving both technical and curricular activities. Effective implementation will result in a 10-15 % reduction in the school's utility bill by the end of the first year! The Foundation is a non profit environmental organization. The program is designed to improve the energy, waste and water management of schools. There is a teaching manual and the educational materials can be used in single subject areas or in integrated units. Peace River South school district is the first district to participate in the program in BC. For further information write: The Sage Foundation, Suite 410, 744 West Hastings St., Vancouver, BC V6C 1A5; tel: (604) 669-6298, FAX: (604) 669-6222.

## OPEN LEARNING AGENCY

The Open Learning Agency is proud to offer a new three-credit university course on the history of British Columbia. This is a challenging course that examines the principal themes in the history of the province

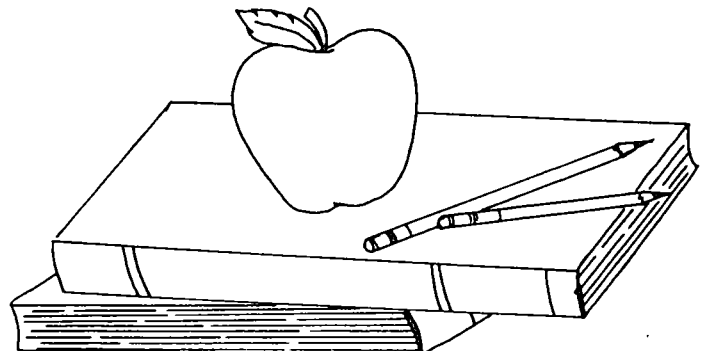
from the time of the first European contact to the present day. The course has no prerequisites, and it is conducted entirely through distance education. Course packages contain everything needed. Please call Dr. Sharon Meen, Director, Academic Studies, Open Learning Agency at 431-3218 if you would like to discuss HIST 225 The History of British Columbia course.

## WINNER OF THE MANITOBA YOUNG READER'S CHOICE AWARD

The 1993 winner of the Manitoba Young Reader's Choice Award is Martyn Godfrey's *Can You Teach me To Pick My Nose?* This novel is a comical story about Jordy Shepherd, the new kid in seventh grade who becomes famous when he agrees to a skateboard face-off against ninth-grader Steve, king of the skaters. The only trouble Jordy has is that he has never been on a skateboard in his life! Children vote annually on the award from a list of Canadian books and the award is given to the author of their favourite book. The award is presented to the author in a special ceremony.

## MAX TELL—WRITER/STORY-TELLER/WORKSHOP LEADER

Max Tell, aka Robert Stelmach, is available for storytelling sessions and workshops which feature stories, poems and songs of interest to young students. He has a theatre arts background as well as being a creative writer and teaching creative writing. He has programs and performances for K-Jr. High school students, and workshops for adults and students. Booking arrangements can be made by FAX: (604) 531-7154, Pager: (604) 290-0333. Max has toured much of BC and Pacific Rim countries and been enthusiastically received everywhere. Programs can be modified for specific age groups, interests, and abilities.



# CONTINUING EDUCATION EXCHANGE

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

**Committee Members:** Bernice Betts—Burnaby,  
Valerie Dare—Vancouver, Patricia Finlay—Burnaby,  
Don Hamilton—University of Victoria Liaison, Joan  
Harper—UBC Liaison, Rod Hermsmeier—Merritt,  
Jan Roberts—Campbell River.

This is my final report to you as Continuing Education Chairperson. I have arrived at the point in my master's program where I must devote myself to writing my thesis. It is rather exciting to think that I may finish someday. On the other hand, I am leaving the Continuing Education Committee and my direct contact with teacher-librarians all over BC—an experience that I have enjoyed very much.

Working at the provincial level has been exciting. I have had an opportunity to gain a broader perspective of our association and am truly impressed by the recognition and respect our association receives from other institutions and associations. It is a credit to the professionalism of each and every one of you.

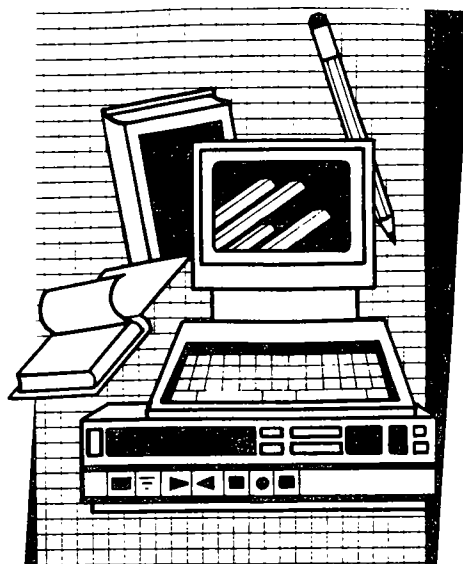
During the past two years, the CEC updated the information file on presenters and speakers. This information is available to you through Barb Hall, the Conference Chairperson. Lists of schools and teacher-librarians willing to share their expertise was compiled in the Visitation Booklet and your chapter councilor received a copy of this List at the Fall meeting. Contact with faculty advisors responsible for pre-service teachers was increased and information distributed prior to practicums. Articles in *The Bookmark* informed you of how to obtain Distance Education courses or become an instructor yourself. Through Distance Education, UBC will be piloting a correspondence course this Fall in response to our survey and we continue to try to place articles on the expertise of teacher-librarians in publications which reach the broader educational community.

The Forum on Resource-Based Learning and Teaching has certainly been a major accomplishment

of our CEC team. It was possible because of the wonderful interaction and commitment of the team. A report on this Forum is located elsewhere in this issue of *The Bookmark*.

We are entering a difficult time in our profession. We must respond to the major changes that are occurring within the educational realm and keep pace with the technological revolution. As the job of the teacher-librarian moves beyond the physical walls of the Library Resource Centre, we must likewise mentally and often physically move out of the LAC in order to access the pathways of the technological world. We clearly demonstrated our capability to be lifelong learners when we learned the skills necessary to support cooperative program planning and teaching. Now we must learn new skills to keep on the leading edge of information technology and support resource-based learning and teaching. The evolution continues.

Supporting and encouraging this development will be the challenge of the future Chairperson. It will be an exciting time. Work has to be done with all student teachers at the university level to ensure that they are provided with instruction in resource-based learning. New emphasis will be placed on non-book materials. Teacher-librarians will continue to evaluate their programs and an understanding of the evolving role of the teacher-librarian must be spread throughout the educational community. I think it will be a challenging and fun time to be involved in Continuing Education. I guarantee an interesting and rewarding experience with a wonderful team of people. If you are interested in being on the committee or being Chairperson, please contact Patricia Finlay.



## THE PORTRAIT: WILLIAM GIBSON

by ELLEN ROTHSTEIN, teacher-librarian, G.T. Cunningham Elementary School, SD#39 (Vancouver).

"Science fiction writers who think they are futuristic are naive. Good SF tends to be about aspects of where we are now that we don't like to think about."

William Gibson's statement in an interview at Toronto Harbourfront's International Festival of Authors in October of 1985 is verified by the unprecedented success of his first novel, *Neuromancer* (1984). *Neuromancer* won all three major science fiction awards for the year: the Hugo, the Nebula, and the Philip K. Dick. Gibson's writing is far removed from the *Star Trek* model of science fiction where lessons are learned from past mistakes and high standards of morality are employed in the exploration of other worlds. Rather, his future is more of the gritty reality of *Blade Runner*, the dark seedy side of life; the bleak visions of today growing even more pervasive in the world of tomorrow. Another local science-fiction writer, Crawford Kilian, pointed out in an article in the *Georgia Straight* newspaper, "Any jerk can predict the automobile. It takes a science-fiction writer to predict the traffic jam and making out in the back seat. We had plenty of people doing heavy breathing about the wonders of computer telecommunications and all that jazz. What Gibson is doing is showing us the casualties of that revolution."

*Neuromancer* explores a future where the key to power is technology and multinational corporations and underworld organizations vie for control. Computers are linked worldwide through "cyberspace"—an artificial three-dimensional reality containing all data. Free-lance or hired computer hackers, known as "cowboys", continually try to access cyberspace for profit and gain. However, the power players remain anonymous or shadowy and Gibson's attention is focused on the subculture, the outcasts barely surviving in their hostile environment. These people commonly break out of their hopelessness through the use of "simstims"—electronic drugs that allow for vicarious experiences. Two more novels, *Count*

*Zero* (1986) and *Mona Lisa Overdrive* (1988) complete his cyberspace trilogy.

While the actual plots of these novels read like fast-paced mystery thrillers, it is really the atmosphere that Gibson creates that captures the reader. In interviews, he has readily admitted to a lack of knowledge about computer technology. It is the language of this high-tech world—the buzzwords and jargon of the computer-literate that hold the fascination for him. His hip, visual style of writing has been given the sub-genre label, "cyberpunk" and Gibson, although not liking the categorization, is recognized as its leader. "Cyberpunk" has a large following among science fiction readers. As well, many rock stars such as Billy Idol, U2, and David Bowie are acknowledged fans.

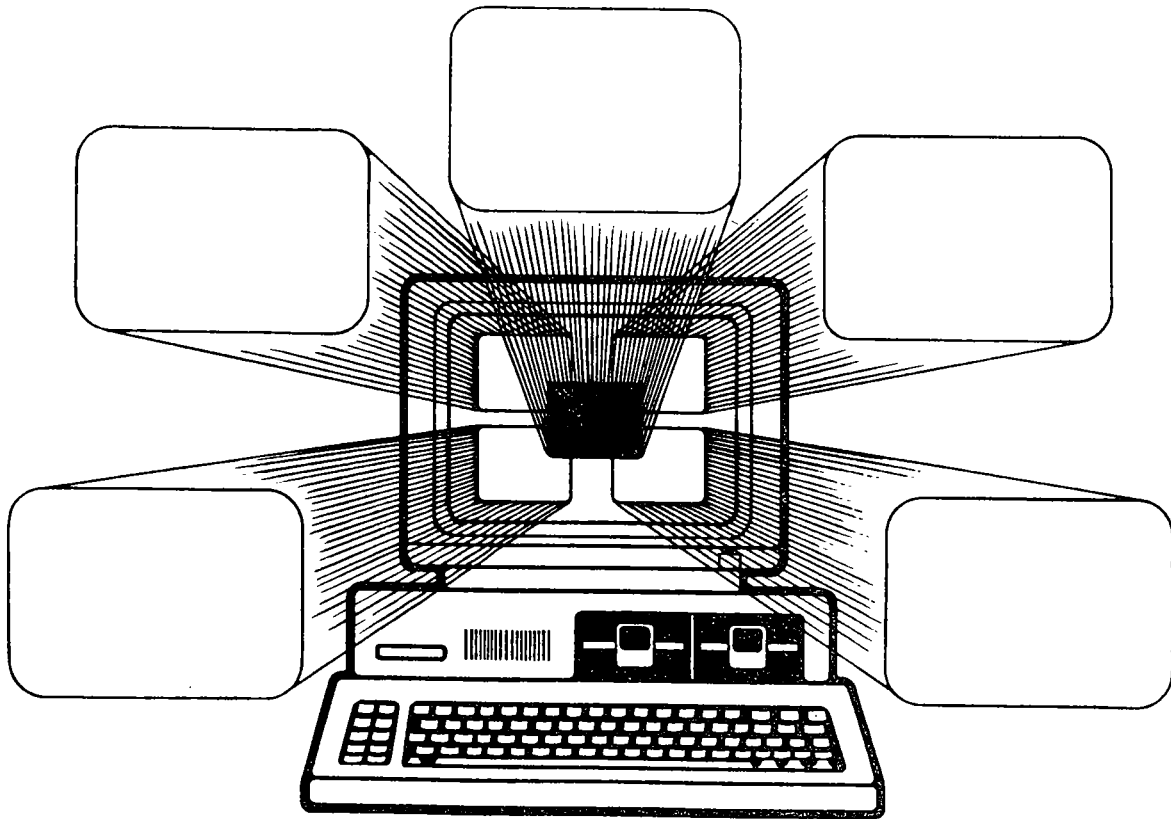
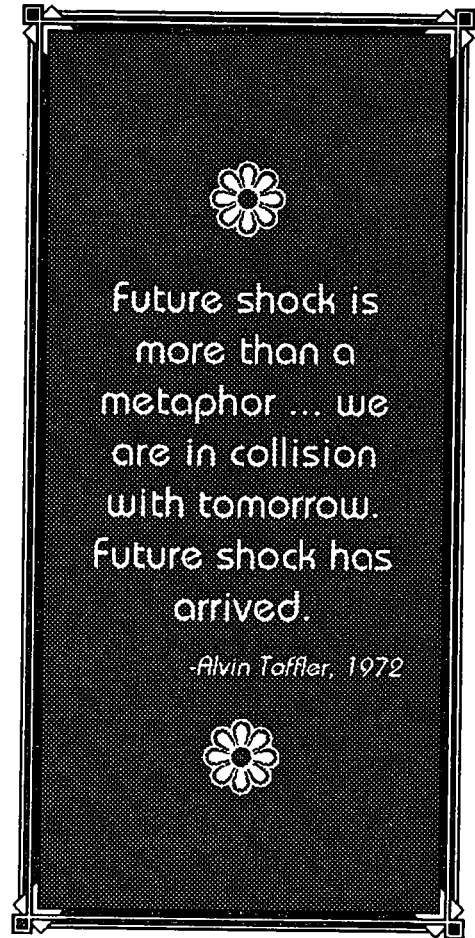
William Gibson was born in Conway, South Carolina on March 17, 1948. He was raised in Virginia and attended boarding school in Arizona. To avoid being drafted during the Vietnam War he moved to Toronto in 1967 where he met his future wife, Deborah. In 1972 they settled in his wife's hometown of Vancouver where she completed her teaching degree at U.B.C. and began teaching English as a Second Language. Gibson also enrolled at U.B.C. to complete his B.A. in English. For a course assignment he wrote a short story, *Fragments of a Hologram Rose* (1977), and subsequently sold it to *UnEarth* magazine. *Omni* magazine bought Gibson's next story, "Johnny Mnemonic" (1981) and his career as a science fiction writer began. His interest in science fiction dates back to his childhood and thus seemed the natural genre for Gibson's writing talents.

Other main works by Gibson include a collection of short stories, *Burning Chrome* (1986), and another novel, *The Different Engine* (1991). This novel, a collaboration with author Bruce Sterling, is a 19th-century science fiction tale that examines the possible history alterations if a steam-driven computer was successfully invented during the early Industrial Revolution.

The setting for Gibson's latest novel, *Virtual Light* (1993), is a degenerated California wasteland in the year 2005. The action revolves around the theft of a pair of virtual reality sunglasses, a very valuable commodity of the time. The plot of mystery and espionage is frequently interspersed with many 20th-century references. As Gibson stated in *Publishers Weekly*, "One thing I tried to do was use as much

real stuff—existing today—as possible, but by presenting it out of context in a science fiction novel, make it seem quite strange and creepy.” This book has received positive reviews and is said to be his most accessible work. It should be noted that Gibson’s books are classed as adult reading level and are not generally suitable for readers younger than senior secondary age.

Today, Gibson still lives in Kitsilano with his wife and two children. His current writing accomplishments include screenplays submitted for films. *Neuromancer* had been sold for movie rights, but his first film, produced by Val Kilmer and starring Dolph Lundgren, will be based on his short story, “Johnny Mneumonic”.





## BRAVE NEW WORLD OF VIDEO SELECTION

by **BARBARA SMITH**, *The Bookmark*  
Editorial Board.

- Q. Do you have any tips on how to evaluate video software? I want to select some for my library resource centre and don't know how to begin.
- A. Video productions have similar criteria for evaluation as for 16mm film, but not identical. Criteria in common with 16mm film include the following.

### Assess your library resource centre collection needs.

1. Philosophy: Why are you including film/video in the collection? What are you going to use them for?
2. Who will use the films/videos? Teachers? Students?
3. How much money do you have to spend? Is there funding for repair?
4. Current holdings: what areas of the collection will be highlighted?

### Assess films/videos.

1. Content: Does it have something to say, and know how to say it?
2. Authenticity: Is it truthful? Accurate?
3. Objectivity: Is it biased or prejudiced? Does it present propaganda, or is it selling something?
4. Subjectivity: Does it let the audience "get close" to the story?
5. Relevance: Does the film have any relevance to the patron?
6. Specificity: Does the film make a point and get to it? Is the film the proper medium (e.g. could it be better done in another medium)?
7. Technical quality: How good is the photography, color, sound, lighting, continuity and organization of scenes, and camera technique? Is the audio component obtrusive (the visual should be primary)? What is the rate of development or sequencing?

### Considerations special to video are:

1. Is the video available to the patron from other sources?
2. Video uses close-up shots and tight, full-length shots. Are they effectively used? Are transitions smooth? Jumpy?
3. Are there one-to-one shots (performer looking at the viewer), or looking slightly off-camera, as if speaking to someone else in the studio? This gets the viewer personally involved.
4. Is there sufficient motion, freshness and pace of action to hold the viewer's attention? Viewers are more easily distracted than in film, because the material is viewed in a lighted room.
5. Are special effects well integrated? Do they heighten the interest of the information presented, or are they merely distracting and confusing.

You may want to develop an evaluation form which can be used by other staff or students to help you make decisions. Your form might be a checklist and include items such as the following.

**Content:**

- Authentic
- Biased
- Accurate
- Propaganda
- Up to date
- Enough information
- Length

**Technical quality:**

- Photography
- Editing
- Continuity
- Sound
- Cinematic Technique

**Uses:**

- Introduction
- Overview
- Stimulation
- Review
- Demonstration
- In-Depth study

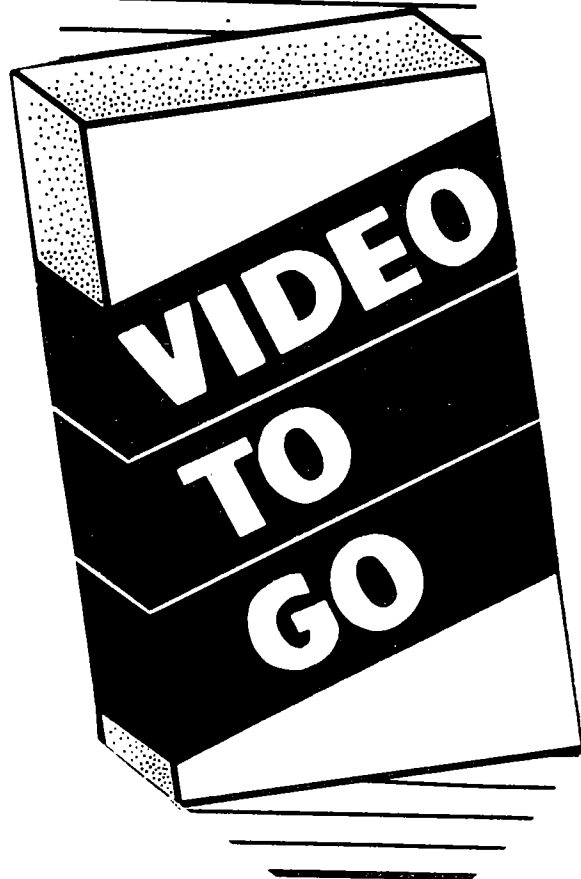
**Audience (Grade level):**

**Does film:**

- Achieve its objective?
- Keep viewer's interest?
- Tell its story successfully?
- Have cross-discipline use?

Ideas taken from *The multimedia library: materials selection and use*, by James Cabeceiras.

# WE'RE VCREADY!



# THE DEEP END

## Life at the BROADMOOR

by DONALD HAMILTON, Education Librarian & Adjunct Assistant Professor (Teacher-Librarianship) University of Victoria.

I just got back from the 1994 Colorado Educational Media Association Conference in Colorado Springs! I learned many things and while the images are still fresh in my little head, I shall attempt to relate some of those that are still luminous after four days.

The first impression is, of course, the most important and in this case it must be BROADMOOR. No, I have not committed an error in typing...the A is smaller and superscripted into the trademarked name for this infamous resort five miles south of Colorado Springs. I asked if it was a former railroad hotel like the Banff Springs or the Empress but some learned that the resort was developed in 1918 as a grand hotel and it has remained such since that time. And it is here that 500 school media specialists gather each year for an annual conference. It is a grand hotel complete with several golf courses, pools, beautiful rooms and views, its own lake with Olympic Training Skating Rink (yes, Tanya and others), a mini conference centre, etc. Cheyenne Mountain with the NORAD Command Center burrowed into its flank is the object of the western view with the prairie (desert?) stretching out in the sunshine to the East.

The Conference started at noon on Thursday and faded out like so many others at noon on Saturday. Given the size of Colorado, almost everyone came by car. There is always much discussion on whether the Conference should move to a different site next year with the main vote returning to the BROADMOOR. It is an expensive site considering the salaries of the membership. I met a secondary teacher-librarian with a Master's degree and twelve years of experience who earned \$36,000 per year (about \$44,000 Can) in her school with 2000 students. That salary has been the same for the past three years as all state service salaries have been frozen.

The program was very ambitious. It was guaranteed to exhaust even the hardest conference devotee. For instance, the Friday program began at 8:00 AM with a had hitting dialogue between a strong minded liberal newspaper editor from Oklahoma and an official from a right wing religious group concerned with family values. The crowd was huge and the issues profound. It was real theatre in the real world. No one could not but be affected by the issues raised and explored. Then followed a two hour opportunity to visit the 101 commercial displays that covered the entire educational spectrum. There is a reason why they call themselves "media specialists". The hall was filled with books and videotapes, computers, circulation and opac systems, audiovisual hardware and CD-ROMs. It was a veritable showcase of the Colorado "learning materials" establishment. Then we began a series of workshops, not that different from what we would expect, except that they were not repeated and didn't end until at 5:45 PM. Just enough time remained for dinner before the Reception at 8:00 PM. For many participants, this was the only conference day they would get this year.

I discovered many things along the way at the BROADMOOR:

\*That the 1994 ALA awards are: Newbery: *The Giver* by Lois Lowry and Caldecott: *Grandfather's Journey* by Allen Say (author / illustrator)

\* That *The Medium* is the name of the CEMA's Newsletter. Did they have it before the Saskatchewan School Library Association?

\* That there are several manufacturers of portable video projectors that will carry a computer image to a large screen. The Video Projectors from Eiki and Sharp were impressive! While there are also several producers of LCD Panels for overhead image production from computers I am still not impressed.

\* That EBSCO's *Primary Search* and *Middle Search* CD-ROM programs are exceptional examples of the new technology responding to real needs in the school. These products offer full text access

(10 in Primary and 30 Middle) plus extensive indexing for many journal titles (90 Primary and 125 Middle).

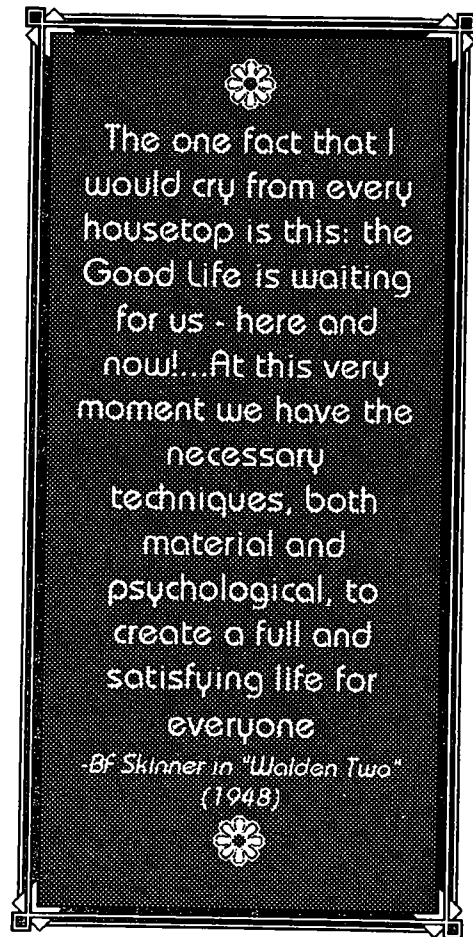
\* That a "Students as Staff" program in Doherty High School in Colorado Springs employs several students to manage the Macintosh Network, conduct Dialog training classes, utilise the Internet, and generally assist in delivering the media program. A highly successful co-op education program!

\* That Copyright Concerns are very much alive in American schools in spite of what seems to us much less restrictive rules. I was able to sit in on a session delivered by Janis Bruwelheide of Montana State University to discover that the exclusive rights of copyright holders are very similar to ours and that "fair use" involves the non-profit educational purposes we so much wish to emulate. There are other limits to fair use including the extent of the portion used and the effect of the use on the potential market for the work. The major issue for us is the use of videotapes in the classroom. This is Dr. Bruwelheide's statement on "classroom exemption for performance and display" in US Schools:  
...performance or display of a work by instructors or pupils in the course of face-to-face teaching activities of a nonprofit educational institution, in a classroom or similar place devoted to instruction, unless in the case of a motion picture or other audiovisual work, the performance or the display of individual images, is by means of a copy that was not lawfully made...and that the person responsible for the performance knew or had reason to believe was not lawfully made...(is not an infringement). I came away from the session convinced that we must make every effort to secure a "fair use" provision for nonprofit use of video in the schools in the proposed amendments to our Copyright Law that will soon come back to Parliament.

\* That problems in the schools in America are as pervasive and complex as here. They fear the introduction of school based budgeting, the growth of the religious right as it moves to change the schools back to biblical basics, the lack of direction for so many disaffected youth, the growing gap in socio-economic terms so visible in hungry, ill clad, ill kept children.

It is strange to attend a conference and not know anyone except my host. But then I was thinking about our schools and our libraries and our conferences and you, as I moved through this experience.

I hope that I left behind a reasonably positive impression of you and your schools with this audience.



## B.C. Book Prizes to honour Woodcock

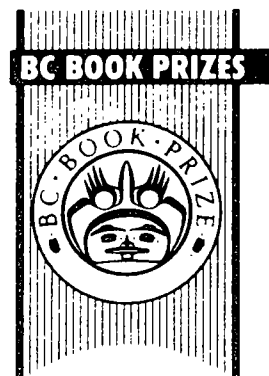
Pierre Berton will host the 10th annual B.C. Book Prizes, May 7th, 6-9 pm, in Vancouver, and the general public is invited to attend. Tickets for the gala dinner at the Robson Square Ballroom are \$40. (Attendance is limited to 400; more than half of the tickets have already been accounted for by mid-February.)

This year's festivities will also include 'the largest gathering of Canadian authors in history' for a post-gala reception to honour writer and social activist George Woodcock. In addition to this May 7th gathering at the Vancouver Law Courts, 9 pm to midnight, there will be a May 6-7 SFU symposium about Woodcock's work and a Bau-Xi art exhibit in his honour, opening May 8.

In conjunction with its agenda to promote B.C. books and authors, the West Coast Book Prize Society has established a fund for donations to help create a George Woodcock Centre for the Arts and Intellectual Freedom. "Most major cities across Canada already have a building set aside for the literary arts," says executive director Alan Twigg, "George Woodcock has graciously consented to allow his name to be attached to the project. As a symbol of the importance of maintaining independence of mind, George Woodcock is unparalleled."

Core supporters for the initiatives to honour George Woodcock include Peter Gzwoski, Margaret Atwood, Hon. Thomas Berger, Allan Fotheringham, David Suzuki, Toni Onley, Jack Shadbolt, VPL director Madge Aalto and more than 100 others in B.C.

Separate invitations for the Woodcock reception are available. For Book Prize tickets, Woodcock reception invitations or donations to the Woodcock Centre Fund, call or FAX the B.C. Book Prizes at 687-2405. Or write to B.C. Book Prizes, #700 - 1033 Davie, Vancouver, B.C. V6E 1M7.



**BC BOOK PRIZES**



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

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

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

Telephone/Fax  
(604) 687-2405

**B.C. Book Prizes — 1994 ticket order form**

**Yes!** I want to attend the Book Prizes Gala Dinner and Awards Ceremony at the Robson Square Banquet Room, Saturday, May 7, 1994 at 5.30 pm.

Please send me \_\_\_\_\_ ticket(s) @ \$40 each.

I have enclosed my  cheque  money order for \$ \_\_\_\_\_ made payable to the West Coast Book Prizes Society.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Postal Code \_\_\_\_\_

Phone No. \_\_\_\_\_

Your Book Prizes ticket admits you to the **George Woodcock Gathering** to be held in the Great Hall of the Law Courts, across Robson Street, immediately following the Book Prize dinner and awards. Tickets will be mailed to you by mid-April. Everyone attending this event will also be eligible for a \$1,000 door prize.

Sponsors and organizations affiliated with the B.C. Book Prizes include: Association of Book Publishers of B.C., B.C. Booksellers Association, Writers Union of Canada, Federation of B.C. Writers, B.C. Library Association, B.C. Teacher-Librarians, B.C. English Teachers Association, Western Book Reps, Periodical Writers Association, Freelance Editors Association, CWILL, B.C. Cultural Services, City of Vancouver, Canada Council, B.C. Library Services, B.C. Teachers Federation, B. C. BookWorld, Quill & Quire, Tourism Vancouver, Canadian Airlines International, Pacific Press Ltd., WIC, Save On/Overwaitea, Duthie Books, The Book Warehouse, Friesen Printers, Hignell Printers, Benwell-Atkins, Koerner Foundation, D&F Graphics, Munro's Books, Labatt's.

# **CANADA COMMITTEE FOR THE INTERNATIONAL YEAR OF THE FAMILY**

The United Nations has proclaimed 1994 as the International Year of the Family—based on the principle that “families constitute the basic unit of society and therefore warrant special attention and care.” BCTLA is invited to participate in the celebration of this theme. The mission is to promote an understanding and acceptance of the role of the family in Canadian society. The committee would like us to promote the year by creating meaningful activities and programs ranging from celebrations to serious debate, with reflection and dialogue on families and family related matters. They have background materials about families, camera ready articles for publications, posters and a promotional video.

## **Here is an idea Check List of suggested activities for schools to help us celebrate the International Year of the Family (IYF).**

- have students place markers on a world map that identify where their relatives and ancestors lived (this would make a great bulletin board)
- invite a panel of parents and professionals to listen and respond to presentations from the classroom on a series of topics related to family life
- develop resource kits for teachers, highlighting ideas for IYF and incorporating some activities from this list
- bring community role models such as sports, business and political figures, into the classroom or resource centre to speak to students about the impact of their families on their current positions
- incorporate articles of interest to families in the school newspaper
- hold an essay, poster, poetry or art contest on aspects of family life—e.g. “How I see family life in the future.” Display work at school.
- hold forums on topics of interest to parents/family members
- share a meal at your school with family members—consider a multicultural orientation (you could work with your ESL department on this)
- plan assignments which focus on family traditions, values, or relationships
- create a mural in your school where every child contributes something that depicts his or her family
- develop a “Book of Family Treasures,” where students could submit pictures, photographs, favourite family recipes, etc. which illustrate treasures that have special meaning for their families, etc.

**For more information please feel free to contact the Canada Committee  
IYF 1994 at (613) 230-7556.**

# BCTLA REVIEWS

“BCTLA Reviews” is co-ordinated by:

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The co-ordinators send materials and reviewing guidelines to reviewers. Reviewers send their completed reviews to the “BCTLA Reviews” editor:

Judy Giles  
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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 coordinators c/o Vancouver School Board Curriculum Resources.

Alma, Ann.  
Skateway to freedom. — Orca, 1993.  
— 150 p. — ISBN 0-920501-89-3. —  
\$6.95.

Reviewed by: Margaret Groen,  
teacher-librarian, Winfield Elementary  
School, SD # 23 (Central  
Okanagan)

Eleven-year old Josie is quite content with life in her little town in East Germany. She has friends, a loving mother, father, and grandmother and, most importantly her skating. Josie wants nothing more than to skate like Katarina Witt, the Olympic star.

However, one night in 1989, her world falls apart. Her father, fearful of being arrested by the communist party, announces that they are going to the West. Josie must leave everyone and everything that has ever mattered to her.

This book should appeal to young readers in grades 4 to 6, particularly if read aloud to a class. It will offer opportunities to discuss the challenges facing refugees, the difficulty of learning a new language and customs from the point of view of an 11 year old. The Berlin Wall, communism, and the current political upheaval in Europe are also discussion points.

The attention to figure skating and references to Katarina Witt, Elizabeth Manley, and the Calgary Olympics are also timely.

Students will find the book humorous and moving.

Recommended for purchase for Elementary Media Centers.

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Dockstader, Mary Houghton.  
Melanie and the magic bubble. —  
Polestar, 1993. — 1 v. (unp.) : ill. —  
ISBN 0-919591-66-3. — \$16.95.

Reviewed by: Dorothy Dodge,  
retired teacher-librarian, SD#30  
(South Cariboo).

Melanie is 'feeling mummy' - bored, with nothing to do. Sound familiar? Well, that is where familiarity ends. Along comes Mrs. Huggins and supplies Melanie with a small bottle of bubble juice. While blowing bubbles, Melanie suddenly finds herself inside a huge bubble, floating above her world. Everything is so beautiful. The bubble returns her gently to the ground. She runs home to tell mother all about her trip. Her mother's reaction, of course, is a remark about 'imagination'. Ever after, Melanie is curious about everything in the world around her..."nothing was ever quite the same."

The first sentence in this story is ..."Melanie was feeling mummy." Right away the story has the child's attention. What child has never claimed to be bored? This is a wonderful story about imagination, magic and the fascinating, everyday things around us that usually go unnoticed. The illustrations are excellent. They are black and white and so detailed it is as though one is looking through a window into the story. Small children can retell the story just by looking at the pictures.

This book is a hard cover edition with heavy paper stock and very sturdily bound. It would be useful in the elementary curriculum in the areas of feelings, creative writing, and for explaining 'imagination'.

Ms. Dockstader is to be congratulated on an excellent piece of work. I definitely recommend this book to all children's libraries as well as parents who enjoy sharing books with their little ones. The reading level is approximately Gr. 3/4 level, but the illustrations make it a story for all ages.

Birch-Jones, Sonia.  
Klee Wyck's magic quest. —  
Oolichan, 1993. — 1 v. (unp.) : ill. —  
ISBN 0-88982-127-5. —\$9.95.

Reviewed by: Wies DeVries,  
teacher-librarian, Christian Elemen-  
tary School, SD#34 (Abbotsford).

Klee Wyck, a young Orca, is the official mascot of the XV Commonwealth Games to be held in Victoria, B.C. from Aug. 18-28, 1994. In this West coast fairy tale, Klee Wyck's gold medal is snatched away by Hagem, the evil sea witch. In an attempt to retrieve the medal, Klee Wyck's younger brother, Kia, also gets caught in Hagem's cave. The sea witch is willing to free Kia and return the medal if Klee Wyck will bring her three magic things: the silver telescope from Rave the Sly, the gold clam shell from Diablo the Demon Octopus and the book of Ocean Spells from Skara the Giant Troll of the North. With the help of the Good Witch of the Sea and her friends, the Great Eagle, and Otty the Sea otter, Klee Wyck manages to fulfill her quest. In the end, good triumphs over evil. The evil witch Hagem is destroyed. Kia is set free, and Klee Wyck is able to proudly present her medal on the opening day of the Commonwealth Games.

The author has lived in Victoria for almost 36 years and is familiar with the west coast. The story moves along at a quick pace and children will enjoy following Klee Wyck on her adventurous quest. The concepts of friendship and courage could be more developed, and the characters could have been given a little more depth. The writing style gives a somewhat childish impression.

The colourful illustrations are wonderful. some are spread over a double page. The sea witch is truly horrendous looking in her cloak made from the arms of a dead octopus! This book could be used as an additional fictional offering when doing an unit on whales. For that reason and because of the illustrations, I would recommend this book.

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Brown, Sharon.  
Some become flowers : living with  
dying at home. — Harbour, 1993. —  
214 p. — ISBN 1-55017-087-2. —  
\$14.95.

Reviewed by: Mary Louise Guest,  
teacher-librarian, Chatelech Second-  
ary School, SD#46 (Sunshine Coast).

This book is the journey of Ms. Brown and her terminally ill mother, through the bureaucracy and business of institutionalized cancer care to the last months of her mother's life in her home. It describes the juggling act needed to handle family, siblings, and her mother's needs. Brown avoids self-indulgence and presents an intimate and compelling story of community, friends and family during a time of illness and loss. The terrible and the wonderful are shared with both warmth and humour in an informal and readable style.

Sharon Brown is also writing a book on the history of parenting in Canada.

This work would be useful for family caregivers or for those working in hospice care.

Circles of strength : community alternatives to alienation / edited by Helen Forsey. — New Society, 1993. — 126 p. — ISBN 1-55092-203-3 (pbk.). — \$11.95 (pbk.). — \$11.95 (pbk.).

New Society Publishers  
P.O. Box 189  
Gabriola Island, B.C.  
VOR 1X0

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

*Circles of Strength. Community Alternatives to Alienation* is a New Catalyst Bioregional Series publication. This series aims to “act as a catalyst among diverse strands of alternative movement.” It tries to promote healthy dialogue, to inspire and to stimulate the building of new ecologically sustainable cultures and communities, and to work toward progressive global change. *Circles of Strength*, edited by Helen Forsey, is comprised of a series of articles written by various members of different ‘alternative’ communities. These communities include feminists, First Nations groups, religious orders as well as community and environmental activists. The articles offer practical advice, personal experiences, inspiring visions, and poetry designed to promote the building of healing ‘circles of mutual caring and support’. The articles are short and well presented. They challenge the reader to analyze and to think. This item would have limited use for standard student research projects, but it would be useful as a teacher resource. Senior students interested in alternate lifestyles would find this book both interesting and inspiring. It is more appropriate as a public library item.

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Clark, Edith Ilse Victoria.  
The sardine eater. — Moonstone, 1992. — unpaginated : ill. — ISBN 0-920259-40-5. — \$7.95.

Moonstone Press  
175 Brock Street  
Goderich, Ontario  
N7A 1R4

Reviewed by: Denise Gasbarri,  
teacher-librarian, Douglas Road School, SD#41 (Burnaby).

Who ever heard of a sardine eating monster? I haven't. It's a very original idea. Moreover, this monster can transform himself from small enough to fit into a sardine can to “bigger than the biggest dog Pietro has ever seen.” Pietro is the hero of Edith I.V. Clark's 1992 story for primary grade children. At the beginning of the story Pietro loves sardines for breakfast, lunch, and supper. “He ate them for bedtime snacks. He put them in his soup, and on his spaghetti. He even tried them with cookies and ice cream.” After meeting the scary (but not too scary) sardine-eater, however, and having to hide him in a baby carriage and feed him in several supermarkets and a sardine factory, Pietro now prefers to eat “anything but sardines.”

The illustrations by Brenda Shelley Clark are delightful, particularly when the monster grows so big, and looks exactly like a scaly overweight ballet dancer leaping across the floor.

Edith I.V. Clark is currently a freelance writer and music teacher in Richmond, B.C. Brenda Shelley Clark, also from Richmond, practices architecture, writes poetry, and does illustrations.

I enjoyed this story very much. I am pleased to recommend this book for inclusion in all elementary school libraries.

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Coltman, Michael M.  
Understanding and managing financial information : the non-financial manager's guide. — Self-Counsel, 1993. — 218 p. — ISBN 0-88908-297-9. — \$9.95.

Reviewed by: Carole Eyles, teacher-librarian, Fernwood Elementary School, SD#64 (Gulf Islands).

As a Self Counsel Press publication, one would probably expect the book *Understanding and Managing Financial Information* to be a succinct guide for the non-expert. Chapter one, however, is not on financial information but is a very cursory overview of small business. The next chapters on “Accounting” and “Financial Statement,” do seem to give a fairly good but simple overview of these topics. They are very much for the non-expert and assume little financial background.

The next chapter is a fairly quick leap into depreciation, income and balance sheet analysis. These topics are complex, and although the few pages devoted to them begin to give an idea of the intricacies involved, the non-expert will probably go running for an accountant or at the very least, a lot more.

The chapters on "Cost Management" and "Internal Control" are good overviews but perhaps, as with much of this book, they try to go too far. The chapter on "Leasing" is another example of this approach. There is some consideration of related financial information, but then it leaps beyond this to the pros and cons of leasing.

The final quarter of the book is about financing. Again it goes much beyond financial information. The different aspects of how money may be acquired seem comprehensive and well presented.

The businessperson reading this book may be pleasantly surprised at the additional information which is not purely of a financial nature. Other readers, however, may be frustrated that more of these pages were not used to provide what the book actually aspires to be about. Business Ed. teachers should assess carefully whether this book will meet their requirements.

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Croil, Marianne.

Balls bouncing into science. —  
Creative Curriculum, 1991. — 45 p. :  
ill. — \$12.50.

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

Reviewed by: Susan Tickson,  
teacher-librarian, Lochdale Commu-  
nity School, SD#41 (Burnaby)

*Balls Bouncing into Science* is a coil bound 45 page book of activities that are "science-focused and curriculum-integrated". Aimed at Grades 4-7, the activities introduce six concepts including "Balls are objects of motion"; "Friction can affect motion"; and "Force is an influence causing change". Each activity asks children to work cooperatively to experiment in exploring an aspect of physics associated with spheres. The hands-on, inductive activities are interesting and challenging. A set of enrichment activities integrate the unit into the Language Arts, Music, Art, Physical Education and Mathematics curricula. However, the ideas presented in this section are uneven. Two student self-assessment checklists, and a teacher evaluation form are included. The bibliography of suggested readings is a list of fiction books with titles dating back to 1959.

*Balls Bouncing Into Science* is a useful resource for intermediate teachers who are looking for interesting ways to introduce the physical sciences to students.

Curran, Anne.

*Importing : a practical guide to an exciting and rewarding business / Anne Curran, Glen Mullett.* — 3rd ed. — Self-Counsel, 1993. — 186 p. — ISBN 0-88908-533-1. — \$24.95.

Reviewed by: J. Patrick Romaine, teacher-librarian, A.L Fortune Secondary, SD#89 (Shuswap).

*Importing* is another practical “how

to” guide produced by Self-Counsel Press. It is intended to be a guide for individuals planning to establish their own importing business. Information is provided on a variety of items that prospective importers need to know such as getting started, choosing products, placing orders, foreign exchange, brokers, tariffs, taxes. The easy to read and understand text provides suggestions for calculating costs and import duties. One chapter is devoted to the rules of Canada Customs and how to observe them. Regulations regarding the labelling and marking of products are given. Sample forms that can be used in an individual’s own business, plus official ones required by government agencies, are reproduced. Several pages that make up the ten appendices list the Canada Customs offices, Government ministries, office codes, countries, currencies, U.S. trade zones, U.S ports of exit codes, and measurement units. This book also contains a glossary of trading terms, and a bibliography.

While the material in this publication is well presented it would only be of limited use in only some secondary schools. Business education teachers may find it useful for some projects. Schools that have co-op type programmes or entrepreneurial courses might also be able to make use of this publication. It could be the right book for the right school with the right courses.

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Danilov, Dan P.

*Immigrating to the U.S.A. : who is allowed? what is required? how to do it / Dan P. Danilov, Howard David Deutsch.* — 6th ed. — Self-Counsel, 1993. — 172 p. — ISBN 0-88908-934-5. — \$14.95.

Reviewed by: Robert Jackson, teacher-librarian, J.L. Crowe Secondary School, SD#11 (Trail).

Anybody contemplating a move south, might be well advised first to consult this book. Its thorough treatment of the admission and citizenship process, fees, sample forms, difficulties that can be encountered, and appeal procedures may be enough to change one’s mind. Prospective emigrants who are undaunted will find that, in typical Self-Counsel Press fashion, there is no index. However, the logical organization of the book and its detailed table of contents provide easy access to every topic. The only problem is that the page numbers in the table of contents and the list of sample forms are wrong, by one page only. Forms, and there are many, are shown filled in, and there are blank samples, presumably for practice. There is also a list of addresses and even a set of exam questions for citizenship candidates. Readers are cautioned that some information, especially regarding fees, tends to become outdated fairly quickly. In spite of its virtues, this book is not recommended for purchase by school libraries, even those close to the 49th parallel, because it is largely irrelevant to the school curriculum.

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Diamond, Charlotte.

*My bear Gruff* [sound recording]. — Charlotte Diamond Music : Distributed by Hug Bug Records, 1992. — 1 sound cassette.

Reviewed by: E.R. Ourom, teacher-librarian, Lord Nelson Elementary School, SD#39 (Vancouver).

This is another of the Charlotte Diamond tapes. Most of the songs have original lyrics. They cover a broad range of topics, many of which will fit nicely with Primary theme units, such as bears (*My Bear Gruff*) or making bread (Bats Ta Pate). It also works in with French programs; weather (It’s a Rainy Day); and forestry or ecology (The Forest is Calling). The pleasant tunes are suitable for early primary. One teacher commented “The music is not unpleasant to listen to. It’s tolerable even after playing three times in a row.” Recommended.

Ferber, Elizabeth.

*Once I was very small.* — Annick, 1993. — 1 v. (unp.) : ill. — ISBN 1-55037-318-8(pbk.). — \$4.95.

Reviewed by: P.L. Zidek, teacher-librarian, Renfrew Elementary School, SD#39 (Vancouver).

*Once I was Very Small* is a humorous look at growing up from an unusual perspective.

Vanessa invites us to take a look in her photo album. It begins with the fact that she was so small she could fit in a shoe box. There are lots of good things about growing up, she says, "like birthdays and friends to share them with."

Elizabeth Ferber, the author and illustrator, was born in Vancouver. Her favourite subjects in school were art and literature, but she could be found cartooning in most classes. After high school she attended the Vancouver School of Art. Since that time, she has been a freelance illustrator.

This simple story told in the first person guides the reader through an amusing mini-documentary of a small child. It would appear to be appropriate for younger children (2 and up) or as a gift for a new baby. Not recommended for an Elementary School Library.

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Greising-Pophal, Lin.

*Developing a personnel manual : a step-by-step approach for your company.* — Self-Counsel, 1993. — 103 p. — ISBN 0-88908-282-0. — \$12.95.

Reviewed by: Barbara Stepney, teacher-librarian, Gladstone Secondary School, SD#39 (Vancouver).

In an easy-to-read format, this book describes the information required to compile a comprehensive and very usable outline of a company's policies and procedures. A review of the table of contents shows clearly the extensively covered subject areas and sets out the order which might be followed to accomplish this task. Main topics include: reasons for a company personnel manual; creating and working with a company manual team; company policies and procedures such as issues of money and hours of work, hiring, firing, benefits, and legal considerations; designing and organizing this document; handbook administration and follow-up. Useful sample forms and charts are interspersed throughout the book giving examples of items such as a time sheet, an application form, and a request for a quotation.

The writers feel that the exercise of creating and using such a manual is very worthwhile because both employers and employees in any business situation should be fully aware of their rights and responsibilities. The final section of the book emphasizes the importance of not just creating the handbook, but continually putting it to use and also offers very specific suggestions for maintaining the manual as a viable tool.

Some topics which I would add to this publication would be a unit on the use of the telephone, manners and communication, and simplified technical instructions for using the Fax machine, photocopier, and other such technologies.

This is a well organized, informative book, which I would recommend for use as a supplementary reference source in a secondary school. Teaching the principles involved here should not be limited to business education classes. All students should understand the relevance of this information to any job information to any job situation.

Gryn, Goldie Olszynko.  
Grandma's birthday wish. —  
Polestar, 1993. — 1 v. (unp.) : ill. —  
ISBN 0-919591-51-5. — \$16.95.

Reviewed by: Valerie Jones, teacher-  
librarian, Cloverdale School, SD#61  
(Victoria).

This is a bright, cheerful book with a sunny yellow cover. The overall impression that it makes is that of a picture book which will be fun to look at and read.

The story is slight. Grandma is told by her granddaughter that she will grant Grandma one wish instead of giving her a birthday present. Grandma wishes to be a small girl again for a day. Then she and her granddaughter play together as children, doing what she used to enjoy as a child.

The text is written in rhyming couplets which flow smoothly and make sense most of the time. A few sacrifice meaning for the sake of rhyme. Considering that this is a book which would appear to appeal to children in the primary grades, there are difficult words on several pages. Such as "expire," "traipse," "debonair," "savour," and "sojourn."

The illustrations are large, comical and free of clutter. Young children will note that they match the text well.

I think that this will become a popular choice for reading aloud by both teachers and parents.

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Lee, Todd.  
Snoring log mystery : wilderness  
adventures of a young naturalist. —  
Polestar : Distributed by Raincoast,  
1993. — 96 p. : ill. — ISBN 0-  
919591-76-0. — \$10.95.

Reviewed by: Carole Eyles, teacher-  
librarian, Fernwood School, SD#64  
(Gulf Islands)

This is an attractive collection of natural history anecdotes based on the author's own experiences growing up in northern BC. The chapters are fairly short and either tell one story, or contain a collection of stories within a theme. The first person narrative lends an attractive immediacy to the adventures, however it does present some minor problems. There is no real guide as to the time that passes. The California greenhorns of the first chapter become wildlife experts in short order, and occasionally an adult exhortation intrudes. The author clearly has a conservationist bias and the two boys are careful not to intrude more than necessary on the lives of the wild creatures around them.

The book is nicely presented with clear print, attractive sketches, and a fairly secure binding. Recommended for collections where Owl Magazine and books by Janet Foster are popular.

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Little blonde book of Kim Campbell /  
compiled & annotated by Mary  
Schendlinger. — Arsenal Pulp Press,  
1993. — 91 p. — ISBN 0-88978-272-  
5. — \$4.95.

Reviewed by: Karen Peplow, teacher-  
librarian, Centennial Secondary  
School, SD#43 (Coquitlam).

Mary Schendlinger has been writing for publication since 1988. She won a creative non-fiction award for one of her works. This *Little Blonde Book* is comprised of a series of quotes made by Kim herself, Campbell friends, and political observers. These remarks have come from newspaper and magazine articles as well as from personal interviews. What emerges is an unflattering portrait of an ambitious, patronizing woman who appears to have more style than substance. Campbell's political philosophy appears to be composed of Twentieth century feminist views superimposed upon political theorist Edmund Burke's Eighteenth century, anti-democratic beliefs. In fairness to Ms. Campbell, it should be mentioned that the quotes in this book may have been taken out of context. However, the book raises some serious questions about the political agenda of our Prime Minister. This work is recommended for secondary school libraries but it should be balanced by more academic studies of Ms. Campbell's political career.

Little greenish-brown book of slugs/ compiled, annotated & illustrated by Eve Corbel. — Arsenal Pulp, 1993. — 92 p. : ill. — ISBN 0-88978-267-9. — \$4.95.

Reviewed by: Dale Bentley, teacher, Pinecrest School, SD#72 (Campbell River).

*The Little Greenish-Brown Book of Slugs* provides the reader with a humorous and enlightening overview of the world of slugs. As with other publications from the *Little Red Book* series, the text in *The Little Greenish Brown Book of Slugs* is a collection of quotations and facts about slugs. A variety of sources are quoted which cover topics from eating habits to mating. Included in this publication is a smattering of primitive black and white drawings, that depending on one's sense of humor, serve to provide a distraction from the written comments.

Eve Corbel's writings and cartoons appear regularly in "Gerst and the Moyneliner." Eve is a Vancouver backyard gardener who has done years of research on slugs. Her anecdotes are amusing and provide a simple, inexpensive form of entertainment for adults and junior high students. The readability level of this book is suitable for early intermediate.

Although this writer found this publication interesting, it has little value as a reference. Because of the book's physical size, it would present a shelving problem for most school libraries.

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Munsil, Janet.  
Where there's smoke. — Annick, 1993. — unp. : ill. — ISBN 1-55037-291-2. ISBN 1-55037-290-4(pbk.).

Reviewed by Corinne Paravantes, Teacher-Librarian, Henry Grube Education Centre, SD #24 (Kamloops)

Children in Primary 2 to 4 will probably be attracted to, and sit still for, this "Michael Martchenko clone." His illustrations follow the same bright, crazy formula that children will recognize. Author Janet Munsil's two themes are, without question, worthwhile. They are that smoking is bad; and that families can work cooperatively together to solve problems. Daisy badly bites her nails and her father is trying to stop smoking. They agree to help each other try to break their bad habits.

These two themes relate to the "Learning for Living Curriculum." The style, presentation and vocabulary are appropriate for primary children. However, the book lacks any real power and the treatment of the themes remain trite. It leaves no emotional or intellectual impact on the reader.

At best, *Where There's Smoke* will do no harm. It will contribute only marginally to the thematic areas for which the author has intended her book. It could be used, however, as a springboard for more serious discussions about smoking and cooperative problem solving. Recommended as supplementary read aloud material only.

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Nelson, Jenny.  
Island rhymes. — Gage, 1992. — 30 p. : ill. — ISBN 0-7715-6952-1.

Reviewed by Wendy Smith, Teacher librarian, W.D. Ferris Elementary, SD #38 (Richmond)

"Island Rhymes" by Jenny Nelson is a slim volume containing eighteen poems.

The poems face full page illustrations by Herb Larsen. They reflect his interest in Native peoples and their art. The author's life on the Queen Charlotte Islands is evident in her poetry. She talks about eagles, wild mushrooms and cockles.

Jenny Nelson's poems encompass a variety of forms which make the volume very useful at the elementary school level. The Grade Three teacher to whom I showed the book was most enthusiastic in her response, and felt that she could certainly use it in her classroom. The

only drawback to the book is the paperback binding. I do not think it would stand up well to frequent usage. However, I would certainly still recommend it for purchase at the elementary school level.'

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O'Kiely, Elizabeth.  
Gentleman air ace : the Duncan Bell-  
Irving story. — Harbour, 1992. —  
216 p. : ill. — ISBN 1-55017-077-5.  
— \$29.95.

Harbour Publishing  
P.O. Box 219  
Madeira Park, B.C.  
V0N 2H0

Reviewed by: Robert Jackson,  
teacher, J.L. Crowe Secondary  
School, SD#11 (Trail).

*Gentleman Air Ace: The Duncan Bell-Irving Story* gives a perspective on World War I, which is at odds with the more usual picture of mud and misery. Perhaps the privileged position of the Bell-Irvings in Vancouver society, where they maintained an upper class, British way of life, in a colonial outpost, carried over into their military service. Although a sense of duty led them to volunteer, the war seems to have been regarded as "jolly good fun," a little more risky than rugby, and a bit more Spartan than boarding school. However, one should not be put off by these attitudes.

This book makes an interesting and useful contribution to aviation history. The author focuses on Duncan Bell-Irving because he was her father, but also because he was a leader in the development of wartime flying skills and in the encouragement of post-war civil and military Canadian flying. O'Kiely takes us back to the days before and during the war, when aviators were learning about flying as they learned to fly. Fundamental skills such as spin recovery were unknown in 1914. There was no organized system of flight instruction anywhere in the British Empire. Airframe and engine technology were at the same level of development as pilot skills. The casualty rate among combat and non-combat air crew, was astonishingly high even by the standards of World War I. The development of the Gosport system of flight training, in which Duncan played a leading role, as well as improvements in aircraft design, helped improve the situation.

This is a good read, although not a gripping one. I would recommend it for secondary school. It could be useful in Social Studies 11, for instance. Consider it a desirable, rather than necessary, purchase.

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Reid, Suzan.  
Follow that bus. — Orca Book, 1993.  
— unp. : ill. — ISBN 0-920501-88-5.  
— \$7.95.

Reviewed by: E. Rita Ourom,  
teacher-librarian, Lord Nelson  
Elementary School, SD#39 (Vancouver).

This is a hilarious story (with an obviously Vancouver setting) of a teacher who organizes a field trip to an island.

While Mrs. Tardy is checking the washroom for a student, the class, parent volunteers, and the bus leave without her. She tries to catch up with them using every means available to her including her own car, which runs out of gas, a skateboard, and a fishing boat. She finally catches up to the class on the island, only to see them all get onto the bus for the return to school.

She again catches up to the bus after a ride in a garbage truck, only to find the class leaving school for the day. No one had noticed her absence.

A **MUST** for every primary class!

Reynolds, Marilyn.  
Belle's journey. — Orca Book, 1993.  
— unp. : ill. — ISBN 0-920501-90-  
7. — \$14.95.

Reviewed by: Susan Tickson,  
teacher-librarian, Lochdale Commu-  
nity School, SD#41 (Burnaby).

This BC children's book is delightful. The warm story is set in the Canadian prairies during the depression. It is an encouraging story of devotion and loyalty. Molly rides the old mare, Belle, eight miles to her piano lesson every Saturday. The promise of a newer, younger pony to replace the aging Belle is, at first, appealing to Molly. However, when Belle successfully brings Molly home through a raging blizzard, there is no further question of replacing her with a younger horse.

Stephen MacCallum is a BC artist who has worked in film. He has another children's book to his credit (*The Potter*, 1992). The realistic, rather childlike, illustrations use a full palette of muted colours to amplify the story line. Two page spreads alternate with full page illustrations. In the coloured pencil drawings, we can clearly recognize Belle's age in her drooping head and heavy plodding steps. The final picture of her, receiving an offering of flowers from Molly has an understated and engaging humour.

This book is a recommended purchase for all elementary library collections.

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Robinson, Harry.  
Write it on your heart : the epic world  
of an Okanagan storyteller / Harry  
Robinson ; compiled and edited by  
Wendy Wickwire. — Talonbooks/  
Theytus, 1989. — 319 p. : ill. —  
ISBN 0-88922-273-8.

Reviewed by Corinne Paravantes,  
Teacher-Librarian, Henry Grube  
Education Centre, SD #24  
(Kamloops)

*Write it on Your Heart* is a work of monumental importance not only because it records a part of the oral tradition of North America's First Nations but also because it is an entertaining and useful educational tool. Wendy Wickwire's superb introduction to Harry Robinson, one of the great storytellers of the Interior Salish, reveals Mr. Robinson's charm, gentleness, intellect, and passion to see his people's literacy heritage preserved.

Harry was 77 years old when Ms. Wickwire met him and fell under his spell. This first experience of a traditional storyteller drew her back to Harry year after year and resulted in her recording this treasure trove of native literature. She has faithfully recorded the legends in Harry's own words. Her careful arrangement of line and paragraph in the text carries the cadence and flow of the original storyteller. The 23 stories have been organized into four chapters entitled "Beginnings: the age of the animal people; The native world: the age of the human people; Stories of power; and World unsettled: the coming of the white man". Teachers will find this arrangement very convenient. The nonnative teacher or senior secondary student will find Wickwire's brief overview of the mythology itself very useful and instructive.

This book is appropriate for Intermediate 4 and up for general Native Studies, a multicultural unit, a survey of Canadian literature or a study of comparative mythology. A word of warning is necessary here—when one remembers the much publicized reaction of a small group of athletes at the Canada Games to a performance by a First Nations dance group, it is essential that teachers be sensitive to the level of cultural awareness of their students before these legends are presented by being read orally. The legends must be presented with sufficient background and preparation. A First Nations teachers could be of considerable help to non-native teachers in this regard.

Nevertheless, *Write it on Your Heart* is relevant to both the native and non-native world because its great strength lies in the magic of storytelling that is a common tradition of all world cultures. Harry Robinson's legacy remains with us forever. Recommended.

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Shaw, Ron W.  
Black light : ten stories and a novella.  
— Cacanadadada, 1993. — 174 p. —  
ISBN 0-921870-17-5. —\$12.95.

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

Reviewed by: Betty Errington,  
retired teacher-librarian.

*Black light* is a collection of ten short stories and a novella, which are set in Africa. The writing is powerful and evocative. It moves the reader to empathize with a wide range of characters. These characters include a pilot who is set down in a remote village by an emergency landing; Armand, a construction worker, who succumbs to the worst of African life; and Liengu, who is slowly losing her determination to be an independent woman in her male dominated society.

The novella is a despairing tale about a young man who is trying and failing to become a writer. Is Bouquet, his unfathomable mistress, the problem, or is it within himself?

The author has worked as a photographer, advisor, and food-aid consultant in several African Countries. He is able to create very vividly, the way of life that he has experienced in Africa since 1974.

This is a well produced, strongly bound paperback, though the print is a trifle small.

These wonderfully written short stories should be in every university and public library. However, most secondary school students would not likely appreciate or be interested in this adult collection.

Not recommended for secondary school libraries.

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Skelton, Robin.  
Skelton  
Popping fuchsias, poems 1987-1992.  
— Cacanadadada, 1992. — 161 p. —  
ISBN 0-921870-20-5. — \$12.95.

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

Reviewed by: Willa Walsh, teacher-  
librarian, McNair Senior Secondary  
School, SD#38 (Richmond)

Every time I begin to read a book by Robin Skelton, I again realize the appreciable gap between his level of writing and that of many other authors. *Popping Fuchsias* is no exception to this experience and he again demonstrates his superior talent and insight. This title is a showcase volume from a writer of great skill and ingenuity. Sophisticated in thought, complex in poetic form, and emotionally true to life, these poems could be well studied by a senior Creative Writing class. The book encompasses an array of poetic forms—some little known ones—such as Interlocking Rubaiyat, Villanelle, Catena Rondo, and many others as well as Free Verse. Some life experiences are necessary to fully appreciate the poems as philosophy informs the poetic content, but senior students would find a wealth of poetic forms to study and experiment with and would also have the background to realize the depth of the thoughts expressed in them. I disliked the title and the visual on the cover of this book, but the image is appropriate as these poems are like a verdant and exotic garden. Skelton reveals a compassionate and wise humanity as well as an impeccable eye for imagery. Margaret Atwood has the last word—"Floreat Skeltonus"!

Smith, Jean.  
*I can hear me fine.* — Get to the Point  
Publishing, 1993. — 103 p. — ISBN  
0-9697112-0-4. — \$9.95.

Reviewed by: Mary Louise Guest,  
teacher-librarian, Chatelech Second-  
ary School, SD#46 (Sunshine Coast).

Jean Smith, lead singer of the Punk Rock band Mecca Normal and author of *I Can Hear Me Fine*, has been described as an inspiration to the Teen Feminist movement Riot Girls and by the New York Times as “the confrontational avant-gardist”. Both the epithets are evident in this novel, but not to the degree suggested by the publicists. There is a Feminist tone but the book is not a polemic. Feminist rage is not expressed as violence but as self-assertion.

The novel begins with a series of vivid evocative images. This strong visionary and suggestive style of writing continues throughout the book as the life of Joelle/Claudine unwinds. Plot is nonexistent and the memories and dreams of the heroine are the main substance.

A grade 12 reader of this novel stated that it is an “awesome book” and that she had never read anything like it. She gave it high praise for a 90’s punk James Joyce style. And style is about all you get.

The novel is a quick read. Give it consideration for extension use in Creative Writing courses in Senior Grades.

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Southwestern British Columbia  
recreational atlas. — B.C. Ministry of  
Environment/ Infomap, 1992. — 36  
p. : maps. — ISBN 0-9693607-5-4.  
— \$7.95.

Reviewed by: L.R. Little, Assistant  
Director, Penticton Public Library,

In cooperation with the Ministry of the Environment, P.T.C. Photo-  
type Composing of Victoria has compiled a useful and up-to-date  
guide providing hunters, campers and hikers with the necessary  
information for safe, adventurous outdoor experiences.

This single volume includes details on BC forest sites, fish hatcheries, wildlife reserves, parks services, hints for back road explorers, as well as a gazetteer and distance chart. The region covered ranges from Ocean Falls and Williams Lake to Princeton and Victoria. The topographical maps are scaled to 1:600,000 where one centimeter equals 6 kilometers. The legend features population indicators, boundaries, roads (divided highways to trails), plus train/ferry locations and hospitals.

The title is a good companion to the definitive *B.C. Recreational Atlas* which is also produced by P.T.C.. Recommended for school libraries in Southwest BC whose schools have and active outdoor education program.

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Thompson, Richard.  
*Who.* — Orca, 1993. — 1 v. (unp.) :  
ill. — ISBN 0-920501-98-2. —  
\$14.95.

Reviewed by: Eleanor Elliott,  
teacher-librarian, Laurier Elementary  
School, SD#39 (Vancouver).

*Who* is a “new” or original myth. It is a tale that has the elements of its older predecessors, yet with a fresh approach. The text and illustrations set this story deep in an evergreen forest, reminiscent of those in our province. Children often take a keen interest in owls, and the owls in this story display characteristics that children will recognize. “Beware the owl called Night,” warned Squirrel. “She hunts on silent wings.”

The owlets were named for and favoured by the gods of the forest, Night, Moon and Tomorrow. However, the owls’ pride and boastfulness leads to a time of reckoning and obscurity. This story is a lovely introduction to myths. Its familiar setting and characters will make for an easier, more intuitive access to this genre. It would be a

nice companion to the other myths or legends that tell "how things came to be," such as *How Raven Brought Light to People* by Ann Dixon. I would recommend this book as an addition to elementary library collections.

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Turner, Michael.

*Hard core logo*. — Arsenal Pulp, 1993. — 197 p. : ill. — ISBN 0-88978-265-2. — \$13.95.

Reviewed by: Marilyn Clements, grade 7 teacher, Courtenay Junior School, SD #71 (Courtenay).

*Hard core logo* has a very different format. It consists of black and white photos, letters, conversations, answering machine messages, songs, posters, contracts, and invoices. The book is very readable because the format keeps it moving so well. It tells the story of Joe Dick, the leader of hard rock band "Hard Core Logo." Joe has been asked by an old fan to reunite the group for an environmental benefit. The band uses this reunion as an opportunity to tour Western Canada. The reunion and the tour are not very successful. However, the book provides a very interesting picture of what life on the road is like. It also reveals the hopes, spirit, and importance of the music, to the now ex-band members.

*Hard Core Logo* would only be appropriate at the senior secondary level.

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Van Deusen, Kira.

*Gamal the camel and the elephant's tusk*. — Polestar, 1992. — unp. : ill. — ISBN 0-919591-6. — \$16.95.

Reviewed by: P.C. Zidek, teacher-librarian, Renfrew Elementary School, SD #39 (Vancouver).

*Gamel the camel* is part of a camel cargo train which follows the Sahara trade routes. It carries loads of traditional trade goods.

All the camels sing when they are by themselves. *Gamel* is no exception. He is never without a song. However, his song is a bit different. One day he meets *Rhumba*, the elephant, who helps him out of a difficult situation. In Cairo, *Gamel* meets a promoter by the name of *Seymour Money* who entices him to go on the stage (to become a rock star). *Gamel* enjoys fame and fortune until one day he is presented with an ivory necklace. Suddenly he remembers *Rhumba*, the elephant, who helped him while he was on the desert in the camel train. *Gamel* realizes that elephants are in grave danger from people and governments who want their ivory tusks. With the help of *Jezanna*, an African school girl, thousands of her classmates and five hundred elephants, a successful rally for the rights of elephants is held.

The author, Kira Van Deusen, is a musician and story teller from Hornby Island, British Columbia. She became concerned about the fate of African elephants after reading about the problems of imposing an ivory ban. The illustrations by Anne DeGrace are soft pencil sketches, some in black and white and some in full colour.

There is also an afterword by Joyce Poole of the Kenya Wildlife Service. It contains some factual information about elephants and the ongoing problems of ivory poaching. A portion of this book's revenue is donated to the Kenya Wildlife Fund. Praiseworthy as the intent of this book is, the story is not very believable. Elephants migrate over huge tracts of land. The Sahara is not part of the area.

Younger children found the text too long and a bit confusing and the older ones found it a bit silly although they enjoyed the play on words.

I would recommend it with reservations as an optional purchase.

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Wakan, Naomi.

Haiku : one breath poetry. — Pacific-Rim, 1993. — 71 p. : ill. — ISBN 0-921358-18-0. — \$16.95.

Pacific-Rim Publishers  
#302-130 East 15th Avenue  
Vancouver, B.C.  
V5T 4L3

Reviewed by: Roberta Kennard,  
teacher-librarian, University Hill  
School, SD #39 (Vancouver).

This small (15x22 cm), easy-to-shelve paperback is for the collection lacking a quick reference for haiku writing. Naomi Wakan is well known as a reputable supplier of Pacific Rim materials to schools and libraries. She speaks directly, taking us through the process, history, and English adaptations of this form of poetry writing.

A glossary of terms and Japanese words would have been helpful although there are some words listed in the one page index. The bibliography is segregated into "Young Readers", "Intermediate Readers" and "Adult" sections which is helpful to teachers.

Recommended without reservations.

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Whispered art history : twenty years  
at the Western Front / edited by Keith  
Wallace. — Arsenal Pulp, 1993 —  
226 p. : ill. — ISBN 0-88978-261-X.

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

Reviewed by: Willa Walsh, teacher-  
librarian, McNair Sr. Secondary  
School, SD#38 (Richmond).

This book is primarily a twenty year chronology of very off-beat artistic events which were organized at the Western Front, an artistic centre, located at 303 East 8th Avenue, in Vancouver. Although I have a great interest in the arts, I was totally unaware of this establishment. However, I did recognize the names of the artists and was surprised that I knew a half dozen of them. It was fascinating for me to browse through the kaleidoscope of events listed, but I believe the book has limited appeal and it does not fit the school curriculum. Needless to say the photograph on the title page would pose a problem in a school — full frontal nudity of the authors, male and female. It gave me quite a chuckle and set the tone for what was to follow.

*Whispered Art History* is really about the cutting edge of a multitude of art forms, mostly of hybrid, mixed-media nature and many involving telecommunications. This is anti-establishment art at its most creative, and has the flavour of art-for-art's sake. Many of the artists lived, worked, and performed in this same building as well as in installations throughout North America and internationally. This association and building maintain a haven for artists who find the established art scene too conservative and politically correct and they nurture a group of avant-garde artists whose influence has been felt in Canada as well as abroad. Public and specialized libraries should purchase this title.

Doman, Don.  
Look before you leap : market  
research made easy / Don Doman,  
Dell Dennison, Margaret Doman. —  
Self-Counsel, 1993. — 125 p. —  
ISBN 0-88908-292-8. — \$12.95.

Reviewed by: Barbara Stepney,  
teacher-librarian, Gladstone Second-  
ary School, SD#39 (Vancouver).

Small and midsize businesses are the success story of the 90s and are definitely challenging the large corporations on many fronts. However the new entrepreneurs must know their markets before beginning and investing in a business venture. Important questions need to be answered such as the how, when, where, and what of a service or product as well as how profitable it's projected to be for the investor. This publication explains in a clear and concise format every detail in order to compile this information, therefore saving money for the proposed business person who otherwise might have to seek professional services for this data.

The book follows an imaginary business through each step of market research and expands on various points with case studies. The table of contents is extensive and includes subjects such as: the purpose of market research, sources of data, who and what will give you this information, survey and questionnaire methods, analyzing and interpreting your data, as well as how to formulate this information into a plan.

Appendix 1 provides a list of some market research publications available in both the United States and Canada. These include national resources such as pertinent government documents and statistics, names of library reference manuals and directories, newspaper articles, periodical sources, as well as a comprehensive outline of regional and local information outlets. Appendix 2 details the most up-to-date computer on-line sources currently available. The two Canadian services, Info Globe and Infomart, cater to the Canadian market and both offer news, business, and financial information.

I highly recommend this book for senior business education courses. Each student could follow through the steps of a proposed business venture and develop enough data to create a viable business plan. An understanding of these concepts could prove to be invaluable to any learner.



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