

# THE BOOKMARK



*LIGHT THE CANDLES,  
BEAT THE DRUMS!!*

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# TABLE OF CONTENTS

In Circulation . . . . .	3
Editor's Comments . . . . .	5
BCTLA Executive Contacts . . . . .	6
Letters to the Editor . . . . .	7

## **THEME SECTION — LIGHT THE CANDLES, BEAT THE DRUMS! 9**

Light the Candles: Beat the Drums: Holidays — Festivals — Special Days . . . . .	11
Quebec Carnaval: A School-Wide Celebration . . . . .	13
Go West Young Reader! Go West! . . . . .	18
Opening up the West: Social Studies 10 Research Project . . . . .	21
Cultural Diversity: Social Studies 11 Research Project . . . . .	28
Library Club Parties: Celebrating Volunteerism in Secondary Schools . . . . .	31
The Holocaust and Remembrance: A Mini Conference . . . . .	35
Music Report . . . . .	46
Celebration of the Arts: K-7 . . . . .	48
Chinese Tales: A Literature Unit . . . . .	58

## **FEATURED IN THIS ISSUE 61**

Ambassadors Against Racism: An Anti-racism Program . . . . .	63
First Nations: Changing Times, Changing Resources . . . . .	81
Save Time Evaluating Resources (STEP). . . . .	89
Recommendations from the Provincial Forum on Resource-based Learning and Teaching. . . . .	91
"I Saw it on TV": A Guide to Broadcast Programming Sources. . . . .	98
Using <i>The Bookmark</i> Index Database: Instructions for MacIntosh and PC DOS computers . . . . .	107

## **REGULAR FEATURES 111**

Notes and News . . . . .	113
The Portrait: KIM SOO GOODTRACK . . . . .	116
BCTLA Membership Form. . . . .	118
Tapping into the Resources of the Internet. . . . .	119
Chapter Reports . . . . .	127
Political Action . . . . .	127
Curriculum and Program Development . . . . .	130
Meeting or Special Program Ideas . . . . .	131
Public Relations . . . . .	133
Censorship and Challenged Materials . . . . .	134
Automation . . . . .	135
BCTLA Reviews. . . . .	139
<i>The Bookmark</i> Index to Volume 35. . . . .	147
Title Index. . . . .	148
Author Index. . . . .	152
Subject Index. . . . .	156

## REGULAR FEATURES (continued . . . )

BCTLA Reviews Index . . . . .	167
Title Index. . . . .	167
Author Index. . . . .	170
1994-95 BCTLA Executive: Directory . . . . .	173
<i>The Bookmark</i> Editorial Board: Directory . . . . .	174

## ANNOUNCEMENTS & ADVERTISEMENTS

Book Warehouse . . . . .	inside front cover
Coming Themes. . . . .	4
In Memoriam: Jim Elder . . . . .	8
Advanced Searching (UBC: SLAIS). . . . .	8
Summary of <i>Charting Change</i> : Review of the Primary Program in British Columbia — Report II . . . . .	20
Freedom to Read — The Next Decade . . . . .	80
Keep Them Reading: Reluctant Readers and Hi/lo Vocab Books (BCLA). . . . .	88
Association for Teacher-Librarianship in Canada . . . . .	126
Picture Books You Can't Live Without (UBC: SLAIS) . . . . .	137

### 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 JUDITH KOOTTE, BCTLA President

Watching sushi chefs at work provided the impetus for writing this column. The combination of historical traditions and the infusion of ingenuity resulted in a certain satisfaction at the dining table. Our first Executive Board meeting was not unlike watching the sushi chefs at work for at our table sat the reassuring and seasoned veterans with their wisdom and knowledge of BCTLA traditions and the neophytes with their enterprising talents and visions. The combination was energizing. As a result, my first year as president no longer looms so dauntingly with this group by my side!

This school year will bring many as yet unknown entities— Fifteen Ministry documents... Provincial Bargaining... New initiatives... Erosion of flexible scheduling and teacher-librarian positions... The demands of information technology...

It is a world where we will need generative concepts and capacities. What will be needed is the individual as inquirer and learner, mastery and know-how as prime strategies, the leader who expresses but also extends what is valued enabling others to do the same, team work and shared purpose which accepts both individualism and collectivism as essential to organizational learning, and the organization which is dynamically connected to its environment because that is necessary to avoid extinction as environments are always changing.

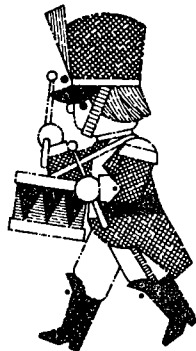
—Fullan (1993), *Change Forces*, p. viii

Yes, we do live in “interesting” times. The good news is that we do have provincial and local

associations and teacher colleagues, with the capacity to assist and support us as we move through this process of change. I know you have heard it before, but I cannot help but repeat it, it is the generosity and actions of people who will make a difference. You are invited to contact your executive members (and each other) by phone, fax, E-mail and of course, regular mail. The Executive has decided to take up the challenge of going on-line through the Community Learning Network (CLN) this year. Watch for our individual E-mail addresses in future issues. When you do sign on send me a message at [jkootte@cln.etc.bc.ca](mailto:jkootte@cln.etc.bc.ca) so that I can respond and begin to make use of this speedy (and human) communication network. Also I ask you to remember *The Bookmark* as another effective means of communication. Your articles, units and comments are always welcome.

Alliances, partnerships, consortia and various collaborations are a few of the essential ingredients of our successful association. The BEST... Catalyst '94 Conference is a jointly planned BCTLA and British Columbia Science Teachers' Association serves as an example of our belief in collaboration. I do hope that you are planning to attend as I look forward to meeting many of you in person. We are also pleased to continue our liaisons with the ATLC, CSLA, ISLA, BCLA, CLA, SLAIS and [TC]<sup>2</sup> not to mention UBC, UVic, SFU, and the Ministries of Education and Forestry.

As I end this column it is the beginning of the second weekend of a new school year. Already I have seen some weary faces around me. I know that we will be called to contribute our energies to our students, our schools and our associations. It is my hope that each of you is granted the energy you will need. If my wishing and hoping does not succeed in energizing you, perhaps you will remember to recharge by scheduling time for yourself and family. Onward to a successful year!



# Now Is The Time!

Submit an article, unit or bibliography to

## ***THE BOOKMARK***

### COMING THEMES FOR 1994-1995 ARE:

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

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

**Deadline: October 25**

#### **MARCH 1995: THROUGH THE LOOKING GLASS**

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

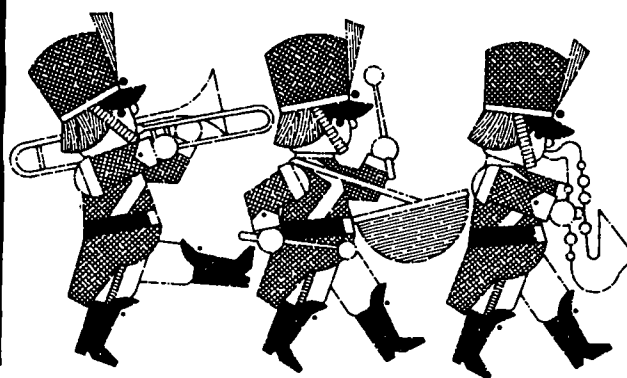
**Deadline: January 25**

#### **JUNE 1995: CARPE DIEM!**

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

**Deadline: April 25**

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



## EDITOR'S COMMENTS

I would like to welcome you all back from an extraordinary summer—one of long, hot days and bright skies. Hopefully, you are well rested and ready to begin the school year with renewed zest. As always there will be many educational changes to face this year. New Ministry documents will already have arrived at your schools even as you read this issue of *The Bookmark*. No doubt there will be philosophical and practical changes facing all of us. Certainly, the provincial bargaining procedure will directly affect us all—and who knows in what ways? One thing remains clear—it is a time for advocacy of our role in the school system. We will need to **LIGHT THE CANDLES** to celebrate past gains and successes, but will more crucially need to **BEAT**

**THE DRUMS** for the future. We will need to find effective ways to convince the educational community of the essential place of school resource centres in the development of the well-educated student. Consider the ways in which you might add your voice to the chorus to promote libraries. The BCTLA has created a position on the executive to address this need for advocacy, and a committee will be examining ways to get our message out before the public. Ideas for this endeavour are very welcome—especially innovative and attention-getting ones! If you know of a unique and effective way to promote school resource centres, their collections and teacher-librarians' dedication to information skills, get in contact with members of this BCTLA committee. We need some new ways to "beat the drums." Have a great year!

# BCTLA EXECUTIVE CONTACTS

by **GERALD SOON**, BCTLA Vice-President.

The executive of the BCTLA would like to keep the lines of communication open. Our members are spread throughout British Columbia, and although the two general meetings that Chapter Councilors attend offer some opportunity for chapter concerns, the executive feels that some structure for closer contact is necessary.

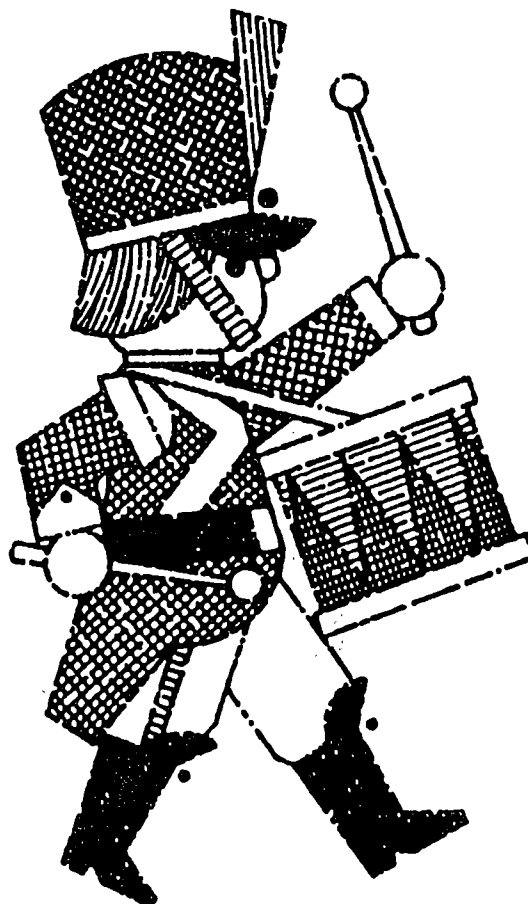
Various chapters of the BCTLA have been assigned to each executive member. Chapter Councilors may be contacted to see if there are urgent concerns that may be brought to an executive meeting.

Chapter Councilors are reminded that they may also contact the Vice-President if there are pressing needs that need to be expressed: Vice President, Gerald Soon, 8662 - 162A Street, Surrey, BC, V4N 1B7; Voice (604) 572-4427, Work (604) 594-0491, Fax: (604) 594-6352.

Executive and chapters assigned for liaison:

- PATRICK ROMAINE - Fernie, Cranbrook, Windermere, West Kootenay, Shuswap-Revelstoke
- JIM GILLET - South Okanagan, Penticton-Summerland, Armstrong-Vernon, Central Okanagan
- KRIS NELLIS - Kamloops, Cariboo-Chilcotin, Quesnel, Bulkley Valley
- MARY HUFFMAN - Burns Lake, Nechako, Prince Rupert, Terrace, Kitimat
- BARB HALL - Golden, Prince George, Peace River South, Northern Lights, Fort Nelson
- MARK ROBERTS - Merritt, Hope-Agassiz, Chilliwack, Abbotsford
- GERALD SOON - Langley, Surrey, Delta, Mission
- WILLA WALSH - Richmond, Vancouver, New Westminster, Burnaby, Maple Ridge

- BARB SMITH - Coquitlam, North Vancouver, West Vancouver, Sunshine Coast, Howe Sound
- ROSLYN HEIDE - Victoria, Saanich, Gulf Islands, Cowichan, Nanaimo, Mt. Arrowsmith
- CAROL HILLAND - Sooke, Alberni, Courtenay, Campbell River, Vancouver Island North, Powell River



# LETTERS TO THE EDITOR

*This is a reprint of a letter sent to Mrs. Donna Michaels, Superintendent of Schools, School District #61 (Greater Victoria) It is reprinted here as it expresses BCTLA's concerns about recent cutbacks to teacher-librarians in the province in general and in Victoria in particular.*

Dear Mrs. Michaels:

Even the most cursory attention to the news media reveals the distressing fact that education in Canada is in trouble. For me, the most disheartening of all this news is that which speaks of school library closures and cutbacks in spending for school library collections and teacher-librarian time. What has happened to our commitment to the ideal of lifelong learning? What has happened to our commitment to a school system capable of producing the independent learners and critical thinkers who can reach their potential as active and responsible members of society—who can not only survive but thrive in the twenty-first century? What has happened to our commitment?

The school library resource centre is an essential component of the educational process. The stand-alone classroom cannot meet the varied needs, interests and abilities of today's students: they require the breadth and number of resources available in the school library and the combined talents of the classroom teacher and teacher-librarian.

The classroom alone is not enough. Specific subject skills are not enough. Today's (and tomorrow's) students must possess information management skills—skills which will lead to critical thinking, to effective problem solving and decision making.

Our students must know more than how to locate information. Technicians and clerical staff, no matter how well trained in accessing information sources, are therefore not enough. Our students must also know how to analyze information critically and use it wisely. They ultimately must be capable of creating and communicating new information, even new knowledge. The guidance of a professionally-educated information manager—the teacher-librarian—is crucial.

Research shows that there is a positive relationship between levels of school library service and support and student scholastic achievement. Research also shows that development of student competence in information skills is most effective when such skills are integrated with classroom instruction through cooperative program planning and teaching. In other words, there is minimal gain in the development of either content skills or information skills when they are taught in isolation.

We also know that support for school library programs and for cooperative program planning and teaching is important to the success of these programs—support from the provincial ministry of education, from the school district, and from the individual school's teaching staff and administrators. Such support will lead to the kind of exemplary school library programs which will ultimately produce more successful students—and a better future for all Canadians.

Yet almost everywhere we turn today we see “the three Rs” of modern education—restraint, recession, and restructuring. The negative impact for teacher-librarians and school library programs is a real and present danger. In fact, much restructuring has already occurred. And although it may be too late to reverse such misguided decisions for the upcoming school year, I don't believe such decisions are irrevocable.

I want to add my voice and that of the Canadian School Library Association to those who strongly protest those cutbacks in Victoria which strike at the very heart of your educational system. We too want to make it clear that we care about the future and are committed to continue to speak up and speak out. Our voices will be heard!

Yours sincerely,

Lynne Lighthall  
President, Canadian School Library Association,  
1993-94.

## RESPONSE

We all must speak out and write letters demonstrating our concerns about disastrous cutbacks. Advocacy is imperative—NOW! If we do not BEAT THE DRUMS, who will?



**IN MEMORIAM**  
**JIM ELDER**

We were all saddened by the loss of Jim Elder in May of this year. Jim, with his wife Meryl, was the owner of Elder Publishing and more recently CSM. Jim was known for his keen interest in children's books and for his personal approach to business. He was always ready with a smile to assist teachers and teacher-librarians in selecting the right materials to fill their needs. He will be missed by his many colleagues and friends.

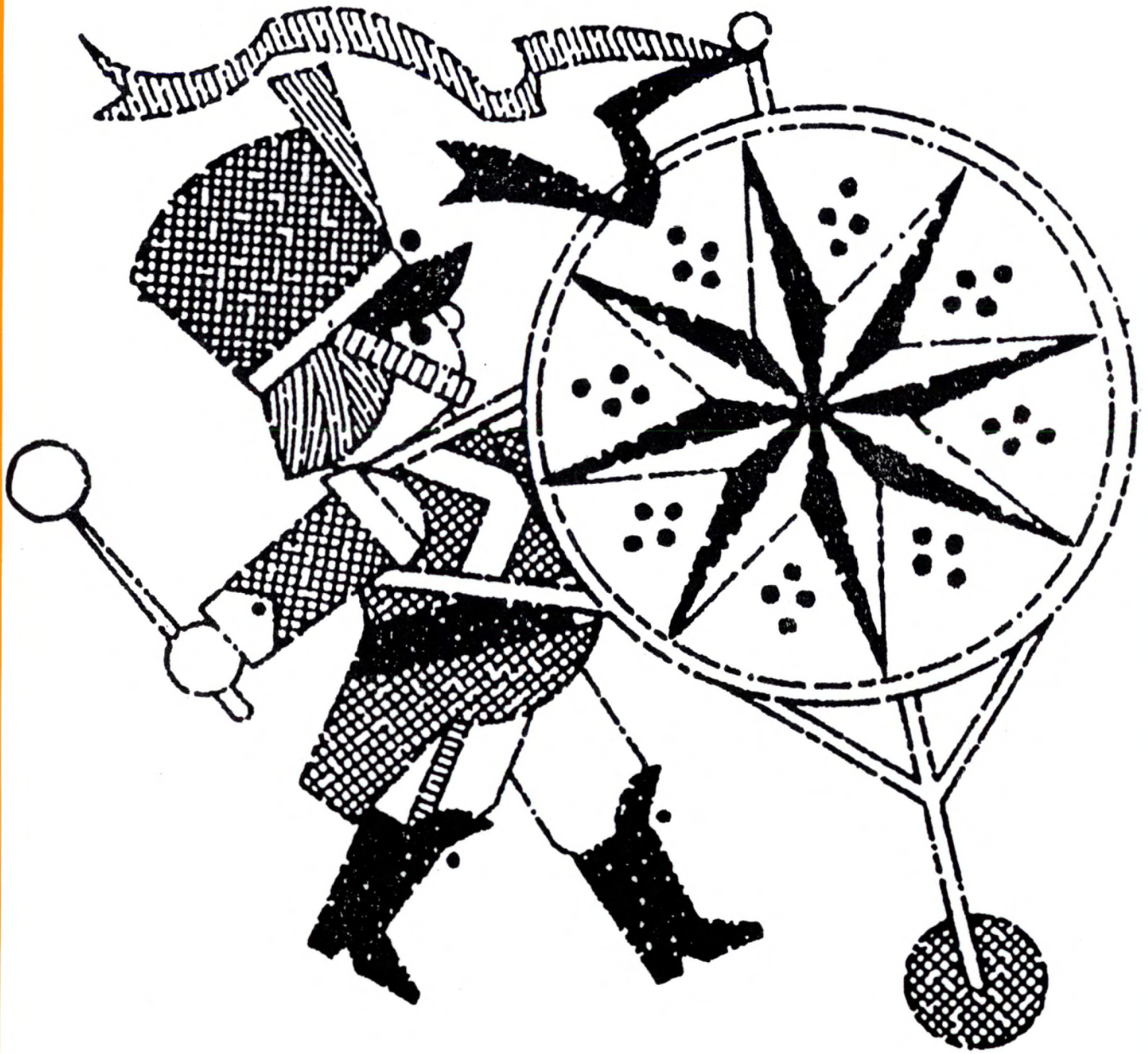
**ADVANCED SEARCHING**

**OCTOBER 22nd, 1994; 9:00 am to 4:00 pm**

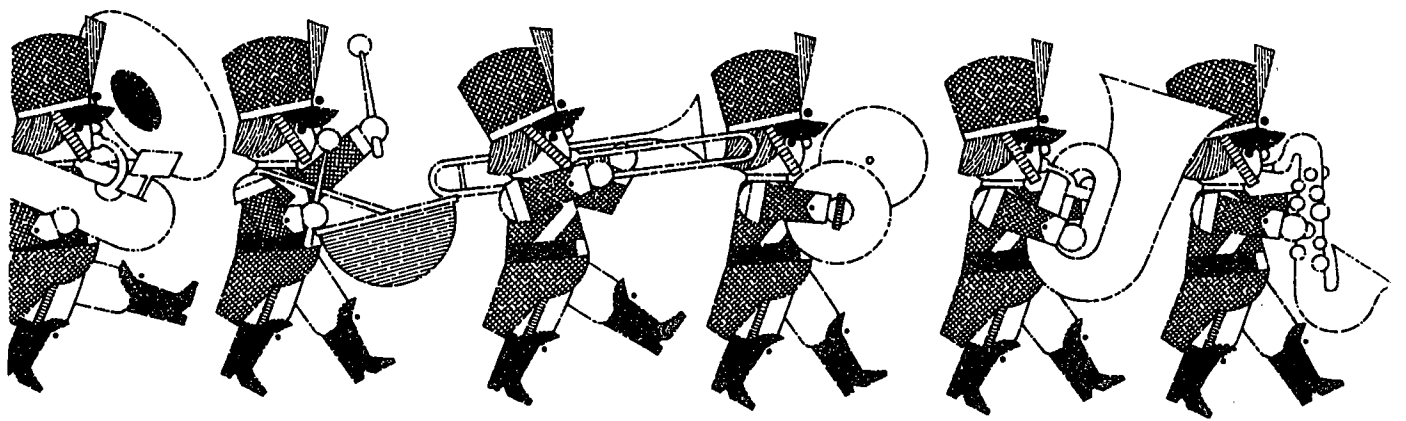
**University of BC, School of Library, Archival and Information Studies  
(SLAIS) 8th floor, UBC Main Library Building**

This workshop focuses on methods for diagnosing database indexing, determining the difference between one strategy and another, professional and value added presentation of search results. The workshop will give you a blueprint for adding values to the on-line/CD work you do for your users, students or faculty. Instructor: Ulla de Stricker has managed DIALOG seminars across Canada, and conducted many workshops on on-line searching. Handouts, refreshments and lunch are included in the cost of the workshop. For further information, call UBC, SLAIS, (604) 822-2404; Fax: (604) 822-6006, Envoy: UBC.SLAIS.

Sponsored by: The University of BC, School of Library, Archival and Information Studies. Fee after September 28th, is \$135. Please make cheque payable to UBC. The official workshop receipt will be available at the workshop registration desk. Fees of over \$100 are eligible for income tax deductions. Send to UBC, SLAIS, Room 831, 1956 Main Mall, Vancouver, BC, V6T 1Z1.



THEME SECTION



# LIGHT THE CANDLES: BEAT THE DRUMS

## HOLIDAYS—FESTIVALS—SPECIAL DAYS

### SEPTEMBER 1994 - JUNE 1995

by **RUTH ALLMAN**, teacher- librarian,  
Templeton Secondary School, SD#39 (Van-  
couver).

Here is a short list of events, birthdays, and special days which lend themselves well to observance or celebration. Some of the dates and events have been taken from the 1988 issue of *The Bookmark* entitled "Time Marches On". Other dates have been selected from *The Calendar of Holidays & Festivals* submitted by Jim Clark, publisher of *Free Materials* and *The Multifaith Calendar*.

The events chosen relate to ethnic celebration, holidays, and days of note which may be celebrated in Canada, and the birthdays of a few Canadian authors and illustrators. Obviously, there is a wealth of special events to choose from and you are invited submit additions, corrections to *The Bookmark*.

The following occur over this fall and the months ahead and would lend themselves well for spiritual units or festivals planned by teachers and teacher-librarians

#### SEPTEMBER

- 1 Barbara Smucker (author)
- 1 James Reaney (author)
- 3 Doug Tait (illustrator)
- 5 Labor Day
- 6 Rosh Hashanah (New Year) (2 days)  
Jewish
- 8 International Literacy Day (UN)
- 12 Kevin Major (author)
- 15 Yom Kippur (Atonement) Jewish
- 15 National Hispanic Heritage Month (30 days)
- 20 Thanksgiving (Korean)—Buddhist  
Sukkot (Tabernacles (First Day) —Jewish  
International Day of Peace (UN)
- 27 Shemini' Azeret (End of Sukkot)—Jewish  
Captain James Cook
- 28. Simchat Torah—Jewish

#### OCTOBER

- 3 Universal Children's Day—(UN)
- 10 Thanksgiving
- 12 International Day for Natural Disaster Reduction—(UN)
- 13 Dusserah (Good over Evil)—Hindu
- 16 World Food Day (UN)
- 20 Birth of the Bab—Buddhist
- 22 Louis Riel
- 23 Gordon Korman (author)
- 24 United Nations Day  
Disarmament Week (UN)  
World Development Information Day (UN)
- 26 Installation of Granth Sahib Ji as Guru—Sikh
- 30 Daylight Saving Time ends
- 31 Reformation Day—Protestant  
Halloween

#### NOVEMBER

##### National American Indian Heritage Month

- 1 All Saints Day—Roman Catholic/Protestant
- 3 Diwali or Dipavali (Feast of Lights)—Hindu/  
Jain/Sikh  
Monica Hughes (Author)
- 6 Bob Munsch (Author)
- 11 Remembrance Day (World War I ended)  
International Week of Science and Peace (UN)
- 12 Baha'u'llah's Birthday—Bahá'i
- 16 Anne Blades (Author, Illustrator)
- 18 Guru Nanak's Birthday—Sikh  
Margaret Atwood (Author)
- 21 Christie Harris (Author)
- 24 Eric Wilson (Author)
- 25 UN Declaration of the elimination of all forms of  
discrimination based on religion or belief (1981)
- 27 First Sunday of Advent—Christian
- 28 Hanukkah (feast of Lights) 8 days —Jewish

#### DECEMBER

- 1 World AIDS Day (UN)
- 5 Last day of Hanukkah
- 6 Saint Nicholas Day—Catholic  
Stephane Poulin (author)
- 7 Martyrdom of Guru Teg Bahadur—Jain/Sikh

- 8 Feast of the Immaculate Conception—Roman Catholic
- 10 Human Rights Day (UN)
- 12 Festival of our Lady of Guadeloupe (Mexico)—Roman Catholic
- 24 Emily Carr (Artist and Author)
- 25 Christmas
- 26 Boxing Day
- 30 Stephen Leacock (Author)

### JANUARY

- 1 New Year's Day
- Feast of St. Basil—Eastern Orthodox Christian
- 6 Epiphany—Catholic
- Festival of the Three Kings (Latino)—Catholic
- 7 Birthday of Guru Gobind Singh Ji—Sikh
- The Nativity of Jesus Christ—Eastern Orthodox Christian
- 14 Maghi—Sikh
- 16 Martin Luther King, Jr's Birthday
- 17 Benjamin Franklin's Birthday
- 27 Bodhi Day (Enlightenment)—Buddhist
- 31 Ramadan (30 Days)—Islamic
- New Year - Korea, China, Japan
- Buddhist Year of the Pig

### FEBRUARY

#### Black History Month

- 8 Scout Day
- 14 St. Valentine's Day

### MARCH

#### Women's History Month

- 1 Ash Wednesday—Roman Catholic/Protestant
- 2 Idul—Fitre(End of Ramadan—Islamic)
- 5 Purim—Jewish
- 6 Eastern Orthodox Lent begins—Eastern Orthodox Christian
- 8 Nirvana Day (Korean)—Buddhist
- 17 St. Patrick's Day
- Holi (Spring Festival)—Hindu
- 21 Naw-Ruz (Bahá'i & Iranian New Year)—Bahá'i
- 25 Annunciation—Christian

### APRIL

- 1 Bikaramajit (New Year)—Hindu
- 9 Palm Sunday—Roman Catholic/Protestant
- Ramavani (Birth of Rama)—Hindu
- 13 Maundy Thursday—Roman Catholic/Protestant
- 14 Good Friday—Catholic/Protestant
- Vaisakhi (New Year)—Sikh
- 15/16 First and Second Day of Passover (8 days)—Jewish
- 16 Easter—Roman Catholic/Protestant

- Palm Sunday—Eastern Orthodox Christian
- 21 Holy Friday—Eastern Orthodox Christian
- Ridvan (Declaration of Baha'u'lluh) (12 days)—Bahá'i
- 23 Easter
- 24 Armenian Martyr's Day
- 27 Yom Hashoah (Holocaust Remembrance Day)

### MAY

- 5 Cinco de Mayo
- 7 Birth of Buddha—Buddhist
- 9 'Idul-Adha (Day of Sacrifice—Islam)
- 24 Shavuot (Weeks)—Jewish
- 31 Muharram (Islamic New Year)—Islam

### JUNE

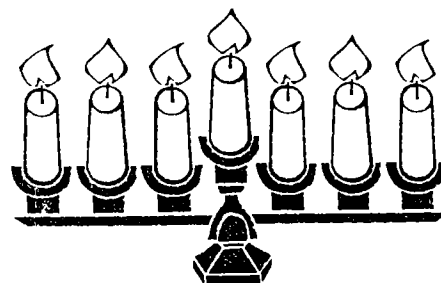
- 1 Ascension Day—Eastern Orthodox Christian
- 2 Martyrdom of Guru Arjan Dev Ji—Sikh
- 4 Pentecost—Roman Catholic/Protestant
- 11 Pentecost—Eastern Orthodox Christian
- 12 Anne Frank Day
- Vesak—Buddhist
- 24 Nativity of St. John the Baptist—Roman Catholic/Protestant

### SOURCES

*The Multifaith Calendar.* \$11:00 includes shipping and handling (taxes extra) available from Wood Lake Books, PO Box 700, Winfield BC, V6H 2C0 (1-800) 663-2775 or A.M.S.S.A., 1254 West 7th Avenue, Vancouver, B. C. V6H 1B6 (604) 738-2724

*Calendar of Holidays & Festivals (September 1994 to August 1996).* Send a self-addressed stamped business size envelope to The National Conference, 71 Fifth Avenue, New York, NY 10003 (courtesy of *Free Materials*)

The Children's Book Centre, 229 College Street, 5th floor, Toronto Ontario M5T 1R4 (416) 597-1331. The Children's Book Centre will forward birthday cards to authors and illustrators, but only if you enclose separate stamped envelopes with the author's or illustrator's name clearly written on the outside of the envelope.



# QUEBEC CARNAVAL: A SCHOOL-WIDE CELEBRATION



by **DOROTHY WATTERS**, vice-principal, and **BARBARA SMITH**, teacher-librarian, Larson Elementary School, SD#44 (North Vancouver).

We decided to do a school-wide theme on Québec Carnaval to celebrate the 25th anniversary of French Immersion in BC, to support the cultural component of the French Immersion curriculum, and to celebrate the spirit of a Canadian winter festival.

## RATIONALE

- To create an awareness for French Canadian culture
- To focus on the cultural Carnaval celebrations of French communities in Canada
- To celebrate the 25th anniversary of French Immersion in BC
- To provide a learning event centered around a winter festival
- To provide an opportunity for partnerships between students, teachers and parents.
- To further strengthen the liaison between the community and school

## PARENT LETTER

Parents were an important component of the celebration. The following letter was sent to each home.

Dear Parents:

We are celebrating 25 years of French Immersion in British Columbia! In order to make this a memorable occasion we, at Larson, are going to have a **FRENCH CARNAVAL!**

The word "Carnaval" comes from the Latin word "carnevale," a leaving-off of meat. It has now come to refer to a time of festivities and merry-making. Carnaval, as celebrated by Roman Catholic communities, is a day of feasting before Lent begins, the forty days before Easter. The day is called Mardi Gras or Fat Tuesday.

Carnaval has lost its religious meaning over the years, and in Québec it is now a time of feasting and partying to soften the hardships of the harsh winter. The Québec Winter Carnaval has gained in popularity and now attracts over half a million visitors annually for the duration of its two week celebration.

We are going to celebrate the spirit of a winter festival and during this week there are events and activities planned to present a happy, fun, energetic cultural learning experience.

## **BUDGET**

We received funding from the Canadian Parents for French. There was funding available from the Ministry to promote the 25th anniversary of French Immersion through Irene Wright, coordinator of French Immersion programs. In addition our PAC donated funds.

## **PREPARATION**

The idea began with the vice-principal, Dorothy Watters, and two French Immersion teachers, Sylvie Raymond and Agnès Zizzy. Dorothy and Agnès visited a parent at Marlborough School in New Westminster, where Carnaval is celebrated every year. A presentation was made to the teachers, who gave the idea their support. A larger committee was formed with two additional teachers, Pat Fong and Currie Grass, to finalize plans. The committee prepared a timeline and a package of materials. The committee booked presenters and performance groups and got PAC support and parent volunteers.

A set of slides was available through the LRC. A backgrounder paper was prepared for teachers giving the history and highlights of Carnaval with vocabulary. Word searches, crosswords, typical food recipes, and photocopyable pictures were included in the information package.

The teacher-librarian prepared a bibliography and display of library resources, including storybooks, folk tales and reference materials. The library club prepared two readers' theatre presentations, one French and one English, of French-Canadian folktales.

We held an assembly to explain the program to the whole school. Each class was asked to elect a Duc and a Duchesse. These students would have special tasks all week, assisting with running the events.

In music classes, the music teacher taught Carnaval songs. A student designed a special badge with Bonhomme's face, and one was made for each student on a badge-maker machine. The Ducs and Duchesses had badges with a red felt ribbon. Each Duc and Duchesse also designed their own name badge on the badge-maker.

Display cases and bulletin boards were coordinated. A frog theme was carried throughout. Winter art activities were planned and executed.

On "plaid shirt day" everyone dressed up like a voyageur or reasonable facsimile. Sign-up schedules were prepared for events which required them, so teachers could select times which were convenient for their classes. Letters of invitation were sent to the local newspaper and Board personnel.

Parents were asked to help prepare for the sugaring-off event by making wooden frames to hold the snow. Two frames were needed, made from 2X4s, the frame to be two

feet wide and six feet long, with no bottom or top. The frames would sit on a table and be filled with snow. Parents were asked to lend camp stoves and pots, as well as assist in the process.

Families were warned to freeze 2-litre milk cartons of water, to help build an ice castle.

## **CARNAVAL WEEK**

### **Monday**

A French Immersion teacher gave a presentation with a video and slides of Quebec Carnaval from the Library Resource Centre. She dressed as Bonhomme and helped the students develop vocabulary specific to Carnaval. On this day the French Immersion classes attended a French language film festival, so the carnival celebration was set to start in earnest on Tuesday.

### **Tuesday**

Ice castle! For each block of ice brought, students received a ticket for a draw on a pizza lunch, to be delivered to school. We set up tables outside, starting at 8:00 am. The students brought unwrapped blocks of ice and received their ticket, and then added their block of ice to the castle, which was mostly completed by 9:00 am.

We had made arrangements with the North Vancouver fire department and our school liaison RCMP officer to escort Bonhomme to the school. Bonhomme was a (tall) parent. The costume was rented from Marlborough School. M. Grenouille was his assistant. A beautiful frog costume was rented from La Maison de la Francophonie (736-6979). At 9:45 the classes were called outside. They were told that they were going to view the completed ice castle, but a surprise awaited them. The fire truck arrived with sirens going, and the police car with lights flashing, and Bonhomme and M. Grenouille waving from the fire truck.

The classes returned to the gym with Bonhomme and M. Grenouille for the opening ceremony. The Ducs and Duchesses were presented. Bonhomme was given the key (1 m long and silver) to the school. The principal explained to the students what it means to receive the key to the school. The events of the week were reviewed. A male teacher was dressed as a voyageur, and his costume was explained to the students. Bonhomme's costume was also explained. The students learned that Bonhomme doesn't talk. They sang Carnaval songs. The winning ticket for the free pizza lunch was drawn. Official pictures were taken.

After the assembly, the principal and Bonhomme visited all classes.

### **Wednesday**

In the morning a parent from Marlborough School, Dianne Stevenson, spoke to classes in the library resource centre about maple sugar and sugaring off. The teacher-librarian had prepared books and pictures, as well as a backdrop for the speaker. Dianne brought materials and objects which she has collected, to illustrate her talk.

In the afternoon there was an assembly with a musical group called Ad Vieille que Pourra, from Quebec. We got them because they were visiting the Maillardville Carnaval, and booked them through Festival Concert Society, (604) 736-3737. The group demonstrated French Canadian dances, traditional instruments and performed French songs.

### **Thursday**

Sugaring-off! Raymond Bounneau came to the school, and each student got to watch the process, and make a maple sugar lollipop. Snow was trucked in by parents, from Seymour Mountain, and spread in the frames prepared. The school provided butter, maple syrup and lollipop sticks. Children could also purchase hot chocolate.

In the afternoon the gym was set up for indoor events modelled after Carnaval activities. The classes came through on a schedule, and groups rotated through the events using a stations approach.

- Dog sled race/relay: One student pulls on a burlap sack while another is sitting on it.
- Bobsled race/relay: Students kneel in a cardboard box, and pull themselves around a course.
- Frog race/relay: Origami frogs were prepared. These frogs would hop if their 'tail' was pressed. Students take turns making a frog hop to a line.
- Canoe race/relay: Small paper canoes were prepared. Students put on a backpack (the voyageur's load) and blow the canoe along a wooden bench.
- Snowshoe race/relay: Students take turns wearing two shoe boxes, and shuffling to a marker cone and back.

### **Friday**

Madeleine Mulaire (Dondaine la Ridaine 604-469-2248) came to the school and gave a demonstration and practice session using rhythm spoons, and taught a French Canadian folk dance to intermediate classes. The primary classes participated in a similar presentation by Agnès Zizzy, one of our primary teachers.

Lunch was scheduled early — a French Canadian feast — consisting of tortière, quiche, hash browns, pancakes, maple sugar cookies, and juices, which students had pre-ordered. Parents were invited to join their children in the classrooms. In the afternoon, classes formed a Carnaval parade with costumes and floats using the gym as marshalling area. Bonhomme and M. Grenouille returned to lead the parade, and the classes marched around a pre-arranged route outside. Despite a heavy rainfall, everyone had a good time.

### **AFTERWARD**

We wrote individual thank-you letters to parents. Their assistance was essential and much appreciated. The staff did an informal evaluation of the event, with suggestions for the future. Honoraria were provided to presenters — dinner for two at Cafe Norte, a popular North Vancouver Mexican-style restaurant, owned and operated by parents of Larson students.

## RESOURCES - FRENCH LANGUAGE

Barbeau, Marius. (1976). *Il était une fois*. Montréal, PQ : Editions Heritage. ISBN 0-7773-4403-3

*Le carnaval de Québec* [slides] (1977). Desbarats, ON : Yale Book Company.  
A set of slides with accompanying photocopyable teaching materials.

Chénard, Madeleine. (1980). *La chasse galerie*. Sillery, PQ : Ovale. ISBN 2-89186-003-9

Fréchette, Louis. *Les marionnettes*. Montréal, PQ : Editions Le Tamanoir. ISBN 0-88570-010-4  
A folktale for older students.

McConnell, G. Robert. (1979). *Visages du Carnaval*. Montreal : Editions aquila.

Mora, Françoise. (1980). *Contes du Saint-Laurent*. Paris : Hatier. ISBN 2-218-05177-X

Nadeau, Kim. (1986). *Carnaval de Québec - Festival*. Oshawa, ON : KGR Teaching Aids.  
ISBN 1-55010-126-9  
A French language teaching unit for grade 3.

Nadeau, Kim. (1987). *Vive le carnaval!* Oshawa, ON: KGR Teaching Aids.  
A French language teaching unit for grades 4 to 6.

Parramon, J. M. (1989). *Joyeux carnaval!*. Paris : Bordas. ISBN 2-04-019067-8

*Le temps des sucres*. (1978). Toronto: OISE.  
Kit containing audio cassette, filmstrip, photocopyable student materials and teacher's guide.

## RESOURCES - ENGLISH LANGUAGE

Fowke, Edith. (1982). *Folktales of French Canada*. Toronto : NC Press. ISBN 0-919601-61-8

Gray, Alice. (1985). *The magic of origami*. New York: Japan Publications.  
Contains instructions on how to fold a paper jumping frog.

Linton, Marilyn. *The maple syrup book*. Toronto: Kids Can. ISBN 0-919964-52-4  
Also available in French.

McLeish, Kenneth. (1985). *Celebrations: Carnival*. Aylesbury, GB : Ginn. ISBN 0-602-22688-0

# GO WEST YOUNG READER! GO WEST!

by KAREN DAY, University College of the Cariboo, Kamloops, BC.

Celebrating life in the West comes naturally. Every day the view from my window here in Kamloops reveals snow-clad mountains and foothills inhabited by a variety of colourful birds and wild flowers. Celebrating the West in classrooms can bring students together to share something we all have in common—a sense of belonging to a land that is rich in heritage and lore.

Focusing on the theme of the Wild West allows teachers to integrate all of the curriculum subjects. Here are just a few ideas. Begin with a research study of the West. Depending on the children's experience with research methods this can be done by students in pairs, small groups or as individuals. The choice of topics is as endless as the vast landscape itself. Search in the encyclopedia for cowboy chores, brands, horses, heroes, outlaws, women in the West, explorers such as Alexander Mackenzie, Simon Fraser and David Thompson, etc. In case you are a city-slicker, you will find in your library the dictionary of *Western Words* to help you distinguish a "buckaroo" from a "buckboard." *Cowboy: A Kid's Album* provides young researchers with more ideas for topics and is a rich source of general information. Use these resource books for spelling lists, word studies, or vocabulary lists. Post these word lists on the classroom wall to aid young writers.

In science classrooms nature studies seem most appropriate for a study of the West and many of us can take nature walks to experience at least one flora/fauna zone. In British Columbia there are mountain areas with alpine meadows as well as arid desert areas with sage and sand. Visit local ponds to view ducks and watch bald eagles soar over playgrounds and rivers. Teach students to use nature guides such as *Peterson's Guide to Western Birds*, plus wildflower guides and guides to western trees. Learning to use these books is a science lesson that can lead to life-long learning. *Cactus Hotel* for young readers or *The Bonaparte Plateau* for older readers shows the interdependence of plants and animals.

Sing well-known campfire songs with students in music classes. The Smithsonian has published a colourful book called *Songs of the Wild West* which has old favourites such as "Git Along, Little Dogie," "Home on the Range" and "Bury Me Not on the Lone Prairie." This book features art and artists of the West

in addition to songs. Charles Sullivan's book, *Cowboys*, combines cowboy poetry with photographs of western art by such artists as Remington. All of this western music may inspire you to square dance in physical education classes.

Language Arts classes can supply students with books at several levels and of many genres. Students can learn storytelling techniques in order to tell traditional tall tales or learn to write one of their own. Try traditional tales about Pecos Bill or *Cut From the Same Cloth: American Women of Myth, Legend, and Tall Tale*. For helping students to write tall tales, a helpful unit is suggested in *Teaching Language Arts: An Integrated Approach* by Suzanne Barchers. She emphasizes the importance of hyperbole and suggests ways to study tall tales in order that readers can figure out what writers are doing to create their effects. She describes the tall tale as "a story with outrageous characters and realistic details, focusing on the working folk."

Some biographies focus on Wild West heroes and outlaws. Do not forget the women such as Calamity Jane and Annie Oakley. We are lucky to have some fine historical fiction written about the Cariboo region. Ann Walsh's *Your Time, My Time* and *Cariboo Runaway* bring Barkerville and characters like Judge Begbie, the Hangin' Judge, and Billy Miner to life. If you cannot take your students to Barkerville, why not stage your own vaudeville?

Native legends and stories suggest to students that each of us has a responsibility for caring for this land. Jeannette Armstrong's book *Neekna and Chemai* reminds us of the importance of story and the need to respect our landscape. A most useful anthology of stories is *A Thousand Years of American Indian Storytelling*. The Native stories remind us that we are caretakers of our earth rather than inheritors of the land. The many books of Joseph Bruchac, including his *Keepers of the Earth* series, and those of Paul Goble share traditional Native perspectives with their readers.

For younger readers, Dayal Khalsa's *Cowboy Dreams* relates the desire of a city child to be a cowboy. *Rosie and the Rustlers* is a tale of outlaws who learn not to take advantage of Rosie Jones, the boss of the ranch. Many of the books for young readers treat western themes in a popular, comical manner.

For advanced readers, western themes are more serious and emphasize the coming of age of young protagonists as they learn to respect nature and themselves. Gary Paulsen, a prolific writer, has used this theme in several of his immensely popular books. In *Haymeadow*, a young boy learns to deal with loneliness and to stay alert as he shepherds sheep for the summer months. Paulsen's *The River* and *Canyons* are also suggested coming of age stories with western settings. In *Crystal Drop* by Alberta's Monica Hughes, a sister and brother suffer the consequences of past generations' disrespect for the land in a story that takes place in the future. BC writer Joan Weir tells of a city boy who comes to grips with the hard work on a ranch in *Sixteen is Spelled O-U-C-H*.

Celebrating the West through literature can be fun for all ages. Just as important is the opportunity to remind children of the need for caring for this land that we all love. The Native stories and an awareness of nature though science studies can help to create an interest that heightens our feelings of value and respect.

When the walls of your classroom are covered with brands, western words and murals of western animals and flowers, it is time to read *I'm in Charge of Celebrations*. Students might then write what they feel is particularly worth celebrating in the West. End your study with an old fashioned Western barbecue for the whole group. Have fun, pardner!

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### REFERENCE

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Baylor, B. (1986). *I'm in Charge of Celebrations*. New York: Charles Scribner's & Sons.

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Guiberson, Brenda A. (1991). *Cactus Hotel*. New York: Henry Holt.

Henry, J. and Costo, R. (1981). *A Thousand Years of American Indian Storytelling*. Indian Historian Press.

Metropolitan Museum of Art in Association with the Buffalo Bill Historical Center. *Songs of the Wild West*. New York: Simon & Schuster.

Sullivan, Charles. (1993). *Cowboys*. (An Adventure in Art Book). New York: Rizzole.

Youds, R. A. (1993). *The Bonaparte Plateau: An Access Guide*. Merritt, BC: Sonotek.

### EASY READING

Gerrard, Roy. (1989). *Rosie and the Rustlers*. New York: Sunburst Book.

Hooker, Ruth. (1990). *Matthew The Cowboy*. New York: Albert Whitman.

Khalsa, Dayal K. (1990). *Cowboy Dreams*. New York: C. N. Potter.

Martin, Jr., Bill. (1989). *White Dynamite and Curly Kidd*. New York: Henry Holt.

Reed, L. R. (1990). *Rattlesnake Stew*. New York: Farrar, Straus & Giroux.

Waterton, Betty. (1992). *Quincy Rumpel and the Woolly Chaps*. Toronto: Groundwood Book.

### ADVANCED

Bruchac, Joseph. (1993) *Flying with the Eagle, racing the Great Bear: Stories from Native North America*. New York: Bridge Water Books.

Hughes, Monica. (1992). *Crystal Drop*. Toronto: Harper Collins.

Paulsen, Gary. (1992). *Haymeadow*. New York: Delacorte.

\_\_\_\_\_. (1990) *Canyons*. New York: Delacorte.

\_\_\_\_\_. (1994) *Mr. Tucket*. New York: Delacorte.

Walsh, Ann. (1984). *Your Time, My Time*. Victoria: Press Porcepic.

Weir, Joan. (1988). *Sixteen is Spelled O-U-C-H*. Toronto: General Paperbacks.

**Summary of *Charting Change***  
**Review of the Primary Program in British Columbia—Report II**

A summary of the second yearly report (*Charting Change*) on Primary Program Review was distributed to superintendents and education partners in early July 1994. Distribution to schools occurred in August.

The second year of Primary Program Review, conducted in 1992/93, examined the processes through which the Primary Program was being implemented and supported, as well as the perceptions of educators and parents about the Program and its implementation. The intent of this review is to inform the Ministry and its partners, and to assist them in making decisions around further implementation needs.

As described in *Framework for Primary Program Review* (1991), future reviews will examine Program effects on students and on the education system. In addition to the yearly technical reports, short Progress Bulletins will be produced as information becomes available.

Primary Program Review is an ongoing Ministry accountability initiative and has been carried out by the Assessment and Evaluation Branch since 1991. The first technical report, *Building Firm Foundations*, was released in 1992.

**To obtain copies of the summary of *Charting Change*, please submit a CA2 form signed by your CAP coordinator (i.e., where required ) and contact:**

Customer Service  
Learning Resources Branch  
Ministry of Education  
878 Viewfield Road  
Victoria, B.C. V9A 4V1  
or FAX: 387-1527

Should you wish a copy of the technical report (*Charting Change*) on which the summary is based, please contact:

Ms. Carolyn O. Chodeck or Dr. Adrienne O'Henly  
Program Evaluation Unit  
Assessment and Evaluation Branch  
Ministry of Education  
356-9025 or FAX 356-0407

# OPENING UP THE WEST: SOCIAL STUDIES 10 RESEARCH PROJECT

by **PATRICK LIHOU**, intern teacher, **BENSON YOUNG**, intern teacher, and **BONNIE MCCOMB**, teacher-librarian, Parkland Secondary School, SD#63 (Saanich).

## OVERVIEW

This Social Studies 10 unit was taught at the same time to two different classes so that we had two sets of posters for each topic. The students spent three classes in the library researching and preparing their posters, one class doing the poster walk and filling out the note taking grid, 1 class discussing the grid and essay, and one class writing the essay. In the future we would leave a few days or a weekend between the completion of the posters and the poster walk so that all students would get their posters finished.

## SOCIAL STUDIES CURRICULUM CONTENT GOALS

### 10.2 Development of the West to 1914

- The students should describe the initial exploration of the West
- The student should describe the impact of the fur trade on the West

## INFORMATION SKILLS OBJECTIVES

- The student will use a variety of sources such as books, vertical files, Canadian encyclopedias, specialty encyclopedias, etc.
- Students will take notes related to research questions
- Students will take notes using a given format (grid)
- Students will organize their information and visuals into a poster format
- Students will synthesize their notes in a formal five paragraph essay

## COOPERATIVE GROUP SKILLS

- Students will work toward the achievement of group goals
- Students will contribute to group progress

## OUTLINE OF ACTIVITIES

Class 1-3	Teacher and teacher-librarian introduce the unit. Students take notes from resources at stations. Students start collecting and organizing visuals for their posters.
Class 4	Students develop questions and answer keys for the visuals and complete the posters
Class 5-6	Student "Poster Walk" - students rotate and answer the questions that the students generated about the visuals using an 11 x 17 inch note taking grid. At the end of the "Poster Walk", partners use answer keys to check their answers
Class 7	The whole class discusses the grids. Students create mind-maps of four main topics and their roles: Forts, First Nations, Fur Companies, and Explorers.
Class 8	Students write an in-class synthesis essay.

# OPENING UP THE WEST: EXPLORATION AND EXPLOITATION

## EXPLORERS

Alexander Mackenzie  
Anthony Henday  
George Vancouver  
Voyageurs

Simon Fraser  
Henry Kelsey  
James Cook

David Thompson  
Louis Joseph La Verendrei  
Galiano/Quadra

## FIRST NATIONS PEOPLE

Maquinna, Chief of the Nootka  
Northwest Coast First Nations people (Nootka)  
Plains First Nations people

## FORTS

Fort William  
Fort Langley

Louisberg

York Factory

## FUR COMPANIES AND SETTLERS

Hudson Bay Company

North West Company

Selkirk/Red River Colony

## BIG QUESTION

What was the role of the person, organization, or place in opening up the West?

## ASSIGNMENT OVERVIEW

**Part One:** With a partner, you will be creating an 11x17 inch page for a Canadiana Scrapbook (see samples) You will include a paragraph addressing EACH of the five questions related to your topic below.

**Part Two:** To illustrate your topic, include a variety of the following: pictures, graphs, copies of original documents, background, quotations from historical documents, lists, obituary, etc. based on your research. Write five questions about your visuals to help the class focus on what you would like them to know. Attach these question to the bottom of the scrapbook page. Hand in an answer key to the teacher.

## DIRECTIONS

1. Use the resources provided in the library for your topic. Find more in the public library if possible.
2. With your partner, take notes which will help you explore and explain the outline questions provided below. These notes will form the *basis* of your paragraph summaries.
3. Photocopy or draw pictures to make your scrapbook attractive and interesting. Write a question for five of the visuals to encourage students to examine what you have included.
4. When everyone is finished, the class will use these scrapbook pages to answer the questions on an information grid in preparation for an in-class essay.

## QUESTIONS FOR EACH TOPIC

### EXPLORERS

1. Who is this person (biographical information)
2. When was he exploring?
3. Where was he exploring?
4. What was he looking for?
5. Why is this person significant in opening up the West?

### FIRST NATIONS PEOPLE

1. What was their role in the fur trade?
2. What was their geographical area of influence?
3. Why were they involved in the fur trade?
4. What effect did the fur trade have on their culture?
5. What was the role of First Nations People in opening up the West?

### FORTS

1. What was the purpose of this fort?
2. What was the location?
3. What was the physical structure and appearance?
4. What was the social, economic, and cultural impact of the fort?
5. What was the role of forts in opening up the West?

### FUR COMPANIES AND SETTLERS

1. What were the origins of the company (who was involved, who created it, when was it formed, etc.)?
2. What were the geographical areas of influence?
3. Trade practices (How did they treat their employees? How did they treat the people they traded with? How did this change over time?)
4. What happened to the company? Is it still in existence?
5. What was the role of the company in opening up the West?

## EVALUATION

### CANADIANA SCRAPBOOK PAGE

<b>Content</b>	Five questions above have been well covered Evidence of research	10 points
<b>Format</b>	Layout / Presentation Illustrations, graphs, etc.	5 points
<b>Student developed questions</b>	Five questions focus on the visuals Answer key provided	5 points

### POSTER WALK

<b>Note taking Grid completed</b>	Focus on the big question	5 points
<b>In-class Synthesis Essay (using note taking grid)</b>	Four paragraphs discussing the role of explorers, forts, First Nations People and trading companies in the "Opening up of the West."	20 points

## POSTER WALK INFORMATION GRID

	Question 1	Question 2	Question 3	Question 4	Question 5: What was their role in "Opening up the West?"
Explorer					
Explorer					
First Nations					
Fort					
Fort					
Hudson Bay Company					
Northwest Company					

# OPENING UP THE WEST: IN CLASS SYNTHESIS ESSAY

## DIRECTIONS

1. You may use any notes you have taken on your note taking grid. Take your notes out of your binder and place them on your desk. Close all other books and place on the floor.
2. Copy out the introduction provided below on foolscap.
3. Write four supporting paragraphs using examples from the work done in class. Make sure each paragraph has a topic sentence.
4. Write a final paragraph which sums up the main ideas in the essay.

## ESSAY FRAMEWORK

**Essay Introduction:** Use (or adapt) the following introduction to start your essay

Some historians believe that the Canadian West was opened up not by people who were interested in building a new society, but rather by two large companies whose only interest was the exploitation of an untouched wilderness. Whether or not this is true or only partly true, explorers, First Nations people, the forts and the two fur companies each played an important part.

**Essay Supporting Paragraphs:** Use (or adapt) each of the following topic sentences. Support with examples or evidence.

1. "The explorers played an important part in opening up the West."
2. "The First Nations people not only played an important part but were also greatly affected by the fur trade."
3. "The forts played a significant role linking and settling communities as well as opening up the West."
4. "Finally, the two fur companies and their competition played a vital role in opening up the West."

## Essay Conclusion

Summarize the points you have made in a way that answers the BIG QUESTION — "What was the role of the person, organization or place in opening up the West?"



## RESOURCE LIST

### ALCALA-GALIANO

*Dictionary of Canadian Biography.* REF 920.003  
DIC:Vol. V, pp. 11-12

### COOK, JAMES

*Age of Exploration.* 910.9 HAL:pp. 136-159  
*Canadian Encyclopedia.* VOL. 3:p. 512  
*Great Voyages of Discovery.* 910.9 BRO:pp. 34-63  
*Horizon Canada.* REF 971 HOR:pp. 387-88, 896-97  
*Making Canadian History.* 971 SUT:p. 118-123  
(Account)  
*Vertical File.*  
*World Atlas of Exploration.* 910.9 RAN:pp. 136-145

### FORT LANGLEY

*Canadian Encyclopedia.*  
*Horizon Canada.* REF 971 HOR:Vol. 7, p. 1736-41

### FORT WILLIAM

*Canada: The Heroic Beginnings.* 971 CRE:p. 45  
*Canadian Encyclopedia.*  
*Fur Trade in Canada.* 971 WIL:Illus. p. 50  
*Historical Atlas of Canada.* ATLAS STAND  
*Horizon Canada.* REF 971 HOR:pp. 124-45, 627-28,  
1889-90  
*Social History of Canada.* 971 WOO:pp. 122-24, 126,  
254, 265

### FORTS

*Fur Trade in Canada.* 971.01 WIL

### FRASER, SIMON

*Canada: The Heroic Beginnings.* 971 CRE:pp. 84-86  
*Canadian Encyclopedia.* VOL. 3  
*Dictionary of Canadian Biography.* REF 920.003  
DIC:Vol. 9, pp. 282-86  
*Footprints in Time.* 971 SMI:p. 86 (Account)  
*Horizon Canada.* REF 971 HOR:pp. 200-204, 721-22  
*Simon Fraser.* 921.2009 FRA

### HENDAY, ANTHONY

*The Canadian Encyclopedia.* VOL. 2:p. 977  
*Dictionary of Canadian Biography.* REF 920.003  
DIC:Vol. III, p. 285-287  
*Forming A Nation.* 971 STE:pp. 197-98

*Making Canadian History.* 971 SUT:p. 99-101  
(Account)

*The Prairies.* 971.2 OSB:pp. 21-22

### HUDSON BAY COMPANY

*1670 Historical Paintings.* KIT:Box  
*Canada: Immigrants and Settlers.* 971 HUN:p. 324 For  
Listings  
*Canada: The Heroic Beginnings.* 971 CRE:pp. 75-99,  
154-158  
*Fur Trade in Canada.* 971 WIL  
*Fur Trade.* 971.01 INN:Ch. 7, pp. 149-165  
*Fur Trade.* VERTICAL FILE  
*The Great Fur Land.* 971.2 ROB:pp. pp. 56-87  
*Historical Atlas of Canada.* ATLAS STAND:p. 14  
*Hudson Bay Co.* VERTICAL FILE  
*Hudson Bay Company.* 971 PAM BOX 4  
*National Geographic.* August 1987:pp. 192-228  
*Pioneer Settlement in Canada 1763-1895.* 971 PAM  
(Canadian Scrapbook):pp. 8-9  
*A Visual History of Canada.* 971 KER:pp. 16-17, 26-  
27

### KELSEY, HENRY

*The Canadian Encyclopedia.*  
*The Centennial History of Manitoba.* 971.27 JAC:pp.  
12-13  
*Dictionary of Canadian Biography.* REF 920.003  
DIC:Vol. II, p. 307-314  
*Manitoba.* 971.27 HOC:p. 9  
*Manitoba: A History.* 971.27  
MOR:pp.16-17-18-19-22-24-28  
*The Prairies.* 971.2 OSB:p. 17

### LA VERENDRYE

*The Centennial History of Manitoba.* 971.27 JAC:pp.  
12-16

### LA VERENDRYES

*Footprints in Time.* 971 SMI:p. 29-31

### LOUISBERG

*A Visual History of Canada.* 971 KER:pp. 18-19

### MACKENZIE, ALEXANDER

*Alexander Mackenzie Bicentennial.* KIT 971.9 ALEQ  
*Alexander Mackenzie: Explorer.* 921 MACK SMI  
*Canada: Immigrants and Settlers.* 971 HUN:pp. 256-8,  
259, 268  
*Canadian Geographic Magazine.* INDEX

*Challenge and Survival: History of Canada.* 971  
HER:pp. 142-145 (Good Map)  
*Dictionary of Canadian Biography.* REF 920.003  
DIC:Vol. Vi, p. 466  
*Footprints in Time.* 971 SMI:p. 84 (Account)  
*Fur Trade in Canada.* 971 WIL  
*Horizon Canada.* REF 971 HOR:pp. 201-3, 629-30  
*Journals and Letters of Sir A. Mackenzie.* 921 MACK  
*Making Canadian History.* 971 SUT:p. 103-105  
(Account)

## **NORTHWEST COMPANY**

*Canada: The Heroic Beginnings.* 971 CRE:pp. 80-90  
*Fur Trade.* 971.01 INN:pp. 166-262  
*Fur Trade.* VERTICAL FILE  
*Horizon Canada.* REF 971 HOR:pp. 626-31, 722-23,  
746-48,  
*Hudson Bay Company.* 971 PAM BOX 6  
*A Visual History of Canada.* 971 KER:pp. 26-29

## **QUADRA, BODEGO**

*Dictionary of Canadian Biography.* REF 920.003  
DIC:Vol. Iv, pp. 72-74

## **RED RIVER COLONY**

*Challenge and Survival: History of Canada.* 971  
HER:pp. 145-150  
*Horizon Canada.* REF 971 HOR:pp. 630-31,745-  
51,1133-34,1345-51  
*Red River Settlement.* 971.27 WIL  
*The Story of Canada.* 971 LUN:pp. 125-126

## **RED RIVER SETTLEMENT**

*Canada: Immigrants and Settlers.* 971 HUN:pp. 268-  
276, 278-80, 288, 289, 295, 296

## **ROLE OF FIRST NATIONS**

*Making Canadian History.* 971 SUT:pp. 21-22, 101  
*Pioneer Settlement in Canada 1763-1895.* 971 PAM  
(Canadian Scrapbook):pp. 12-13

## **ROLE OF NOOTKA**

*Canadian Indian.* 970.004 IND  
*Footprints in Time.* 971 SMI:p. 83 (Account)  
*Horizon Canada.* REF 971 HOR:pp. 390-91, 896-97  
*The Indian History of British Columbia.* 970.004  
DUF:pp. 54-59  
*The Land of Maquinna.* 970.004 MAH  
*Maquinna.* 970.004 HAN

*The Nootka Connection.* 970.3 PET  
*Nootka.* VERTICAL FILE

## **ROLE OF PLAINS INDIANS**

*Forming A Nation.* 971 STE:pp. 38-41  
*They Shared To Survive.* 970.471 DEW

## **THOMPSON, DAVID**

*David Thompson.* 921 THO SMI  
*David Thompson.* 921 CAN  
*Dictionary of Canadian Biography.* REF 920.003  
DIC:Vol. Viii, p. 878  
*Horizon Canada.* REF 971 HOR:pp. 202-5, 1761-63,  
1931-33, 2386-87

## **VANCOUVER, GEORGE**

*Age of Exploration.* 910.9 HAL  
*Canadian Encyclopedia.* VOL. 4:pp. 2242-43  
*Canadian Geographic.* SEE INDEX  
*Dictionary of Canadian Biography.* REF 920.003  
DIC:Vol Iv, p.743-  
*Horizon Canada.* REF 971 HOR:pp. 389-91, 1352,  
1357  
*Junior Encyclopedia of Canada.* VOL. 5:p. 206  
*A Visual History of Canada.* 971 KER:p. 28 (Illus)

## **VOYAGEURS**

*Les Canadiens: The French in Canada.* 971  
PAM:Canadiana Scrapbook  
*The French Canadians.* 971 WAR  
*Fur Trade Canoe Routes of Canada.* 971.01 MOR  
*Fur Trade in Canada.* 971.01 WIL:pp. 28-31  
*Fur Trade.* VERTICAL FILE  
*The Fur Trade.* 971.01 MAR  
*The Great Fur Land.* 971.2 ROB:pp. 106-1134  
*Making Canadian History.* 971 SUT:p. 40 (Account)  
*National Geographic.* August 1987:pp. 192-228  
*The Story of Canada.* 971 LUN:pp. 61-65

## **YORK FACTORY**

*Canada: Immigrants and Settlers.* 971 HUN:pp. 124,  
269, 271, 272  
*Canada: The Heroic Beginnings.* 971 CRE:pp. 76,79-  
80  
*Horizon Canada.* REF 971 HOR:pp. 488-93  
*National Geographic.* August 1987:pp. 192-228  
*Social History of Canada.* 971 WOO:p. 123-24, 127,  
129, 255

# **CULTURAL DIVERSITY: SOCIAL STUDIES 11 RESEARCH PROJECT**

by **BONNIE MCCOMB**, teacher-librarian, and **STEW KIRKPATRICK**, teacher, Parkland Secondary School, SD#63 (Saanich).

## **SOCIAL STUDIES 11 GLOBAL VILLAGE CURRICULUM GOALS:**

**Students should know and understand the diverse patterns of human activity in the world**

1. The social and cultural diversity of the peoples of the world and the factors which contribute to their diversity
2. How the peoples of the world interact with their physical environment

### **Social Studies Focus: The Global Environmental-Social and Economic Perspectives**

1. The student should understand the wide disparities in standards of living and quality of life that exist in various parts of the world.
2. The student should recognize basic human needs and the nature of human dignity.

## **INFORMATION / RESEARCH SKILLS**

1. Students will use a variety of sources (books, vertical files, encyclopedias, almanacs, etc.)
2. Students will use parts of books to find information (indexes, table of contents, etc.)
3. Students will collect bibliographic data
4. Students will take notes
5. Students will organize notes into a formal report, a mini-poster and an oral presentation
6. Students will record their bibliographic data using APA format

## **SEQUENCE OF ACTIVITIES**

### **Day 1: Introduction**

1. Teacher introduces assignment to the class. Students select a country and sign up.
2. Teacher-Librarian introduces the resources.
3. Students search for material, collect resources and begin to read.

### **Day 2: Research and note taking**

### **Day 3: Research and note taking. Preparation of one page poster handout.**

### **Day 4: Oral Presentation**

1. Teacher takes half the class. Teacher-Librarian takes the other half.
2. Students do 3-4 minute presentations on their chosen country.
3. Students provide members of their seminar group with a handout.

## EVALUATION

Students receive a completed evaluation	Formal report	40 marks
	One page handout	10 marks
	Oral presentation	10 marks
	Presentation outline	5 marks
	Bibliography	<u>5 marks</u>

## WORLD CULTURES: LIBRARY RESEARCH ASSIGNMENT

### PURPOSE:

To become aware of the social and cultural diversity of peoples of the world

### CHOOSE A COUNTRY (ONE STUDENT PER TOPIC):

Algeria	Argentina	Bolivia	Brazil	Bulgaria	China
Chile	Columbia	Costa Rica	Czechoslovakia	Egypt	Ethiopia
Fiji	Ecuador	El Salvador	Ghana	Guatemala	Honduras
Hungary	Hong Kong	India	Indonesia	Iran	Israel
Japan	Jordan	Kenya	Korea, South	Lebanon	Lesotho
Malaysia	Mexico	Nicaragua	Nigeria	Northern Ireland	Pakistan
Panama	Paraguay	Peru	Philippines	Poland	Portugal
Puerto Rico	Romania	Samoa	Saudi Arabia	Singapore	South Africa
Sri Lanka	Sudan	Syria	Tahiti	Taiwan	Tanzania
Thailand	Tonga	Turkey	Uruguay	Venezuela	Zaire
Zimbabwe	Your choice				

### TOPICS TO INCLUDE, IF AVAILABLE

Family and child rearing	Social customs	Health	Attitudes toward women
Dating/Marriage	Education	Language	Religion
Cultural contributions	Food/diet	Economy (earning a living, feeding themselves)	Holidays (reasons)
			Other interesting information

### THE BIG QUESTION

What factors, conditions, traditions, or customs have an impact on this culture?

### LIBRARY RESOURCES

<i>Illustrated Encyclopedia of Mankind</i> (REF 306.03 III)	Almanacs (REF 310)
<i>Culturgrams</i> (REF 390 CUL)	Travel Guides (914 to 917 area)
<i>New Statesman Yearbook</i> (REF 031)	Vertical File (Index in blue binder)
<i>Families of the world</i> (306.85 TRE)	<i>National Geographic Index</i> (near computers)

## EVALUATION

Product	Criteria		Date due
Written report	Four pages (1000 words) Title page APA bibliography with a minimum of three resources	50 marks	
One page handout for class	Use dark red, blue, or black ink for photocopying Use white space and note format	10 marks	
Oral presentation	Seminar style to half the class Submit presentation notes with handout	10 marks	

## EVALUATION OF HANDOUTS PREPARED BY STUDENTS

Student: \_\_\_\_\_

Topic: \_\_\_\_\_

How it is done	Needs Work	Fair	Good	Excellent
Neatness				
Format (white space/style)				
Creativity				

What it includes	Needs Work	Fair	Good	Excellent
Visuals				
Content				
Other				

### MARKING SCALE:

10	A+
9	A
8	B+
7.5	B
7	C+
6	C
5	Pass

# LIBRARY CLUB PARTIES — CELEBRATING VOLUNTEERISM IN SECONDARY SCHOOLS

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

Creating an atmosphere of fun and a little bit of foolishness is vital to building a successful library club. Teaching kids how to do library tasks and procedures accurately is necessary, but fun is essential. Otherwise, your club withers and dies, and the tasks don't get done as easily.

I have been fortunate enough to work with several outstanding teacher-librarians and staff assistants who understood this fact, and to have the opportunity to talk to many other teacher-librarians who shared their ideas with me. This article is based on my ideas and their ideas. It is all mixed up in my brain in such a *mélange* that I simply cannot say where any of it came from originally. I particularly want to credit Ruth Allman, Gwen Blunt, Pat Parungao and Dorothy Whittaker, but there are many other people whose brainwaves stimulated mine. I take sole responsibility, however, for the somewhat flippant, arbitrary tone of the following advice column.

As teachers participating in professional development programs, or as teacher-librarians hosting welcome sessions for new teachers or student teachers, we all understand that **FOOD IS IMPORTANT**. It is even more important with adolescent stomachs — feed them well and they will keep coming. I have food at parties at Hallowe'en, before the Christmas holidays, Valentine's Day, Spring Break and the last week of regular classes in June. When I surveyed Magee's Library Club members this September, there was unanimous interest in having parties, and those parties must include games and food.

If you have enough money (perhaps through grants from the Students' Council, the parents' group, or your school administration), you can provide all the food at each party. If you don't have that much money, provide drinks and a smashing dessert. If your club is a small one you may be able to cover all costs easily, especially if you can bake! However, if your club is like the one we have currently at Magee (75 members out of 895 students in the school), you won't be able to provide all the food you need. Pat Parungao solved the problem for me several years ago. She asked the

students to bring their own sandwiches, and then requested the Monday workers to bring snacks to the first party, the Tuesday workers to bring them to the second party, etcetera. Floods of chips, ethnic treats and a few carrot sticks are the usual outcome. To this the library staff adds drinks, dessert and special treats (e.g., candy canes and Mandarin oranges at Christmas). We used to have six parties per year so that each day's workers got to bring treats to one party and the library staff did it for the final party.

Something about the food should be special. I remember talking to library club members at Hamber who remembered June Curley's strawberry shortcake celebration in June with such enthusiasm that you could almost see the juices running (saliva, not berry!). I've had great success with fruit flans, and quality slab cakes from a bakery. One of my favourite June offerings is fresh strawberries with hulls attached and sour cream and Demarra sugar to dip each berry into gently. The three tastes together are outstanding. At Tupper Secondary, popcorn is a big thing. Trips to the local popcorn specialty store for black and orange popcorn at Hallowe'en or red and green at Christmas give a special look to the food table that says, "We appreciate you and we are willing to go to a little trouble for you." Unfortunately for me now, I've discovered that the kids at Magee aren't turned on by popcorn — whatever its colour! Like balloons, coloured popcorn fills up a lot of space on a table at limited cost. Oh, well . . .

**TIMING IS EVERYTHING** and the best time to have a party will vary from school to school. In general, a short noon hour party with about two weeks notice and regular reminders will work better than an after school party. (A sign-up is essential if you don't want to have buckets of food left over.) Students have too many things to attend these days and are frequently as heavily timetabled as their parents. In addition, some parents pick up their sons and daughters and simply do not want them to stay after school, or to walk home alone. If you care whether or not the majority of the club members will attend, you have to experiment and find the best time. In the past we took students out

for pizza, or to the beach or a bowling alley. Those options have become less viable in Vancouver, but may still be good ideas elsewhere. Transportation issues, liability and family preferences have changed things drastically for us.

At Magee, we close the library at noon hour and have a party that is approximately 55 minutes long. In that time period we have an active introductory activity to keep those who arrived on time happy while we wait about 10 minutes for the latecomers to arrive. This activity must have a number of prizes in order to encourage all members to come on time to subsequent parties! (At Spring Break an Easter egg hunt using small wrapped chocolate eggs is popular even with grade 12 students.) Next we all have lunch together, perhaps beginning a quiet game during the dessert. One or two games are usually all that can be included during a 55 minute party.

It is best to make certain that **EVERYONE WINS** something. This is not as hard as it seems. You simply act like you are a game show host and behave arbitrarily, making everyone laugh. For example, a during-the-dessert activity at a year-end party might be for groups of four or five students to make a list of all the things they can do for fun during their summer holidays. You make them laugh by declaring in a big game show host voice that "There is only one limitation — all the things on your list must be legal!" I have had a group list 74 things in 5 minutes. They won the prize for most items, but I gave out prizes to each group at the party for such things as "Most unique thing to do", "Activity that needs the most equipment" and "Activity most likely to cause you trouble at home." The idea is to award prizes that make the groups howl with laughter as much as possible. Prizes can be loose in a box so club members can pick their own, they can be wrapped individually, or they can be group prizes to be divided (candy!!). In June, I always have an assortment of paperback books for each student to choose a book. It is important to have at least ten extra books so that even the last student to win has a sense of having a choice. The leftover books can go into the library collection. Books are expensive but you can collect them all year, or buy them at sales. Students who have put in 50 to 60 hours working in the library deserve some kind of tangible reward at the end of the year. Certificates are also a good idea, particularly if you can get the principal, a school trustee or the president of the parents' advisory group to do the presenting. Recognition = winning, and everyone can be recognized. It's a good idea to end the year on a real high.

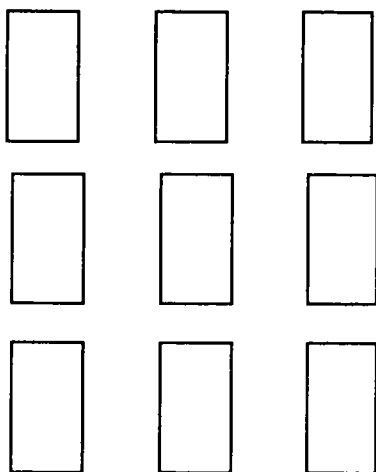
The library club party is the time to use all those games you played as kids that are now never used because somehow we believe that today's young people are so much more sophisticated that we were. Adolescents are the same now as they have always been. Some are mature for their years, some are incredibly young, and the majority manage to be both of these within the shortest imaginable time spans. That is the joy of working with them and it is what makes them enjoy far more things than we would ever predict. In addition, if we act a little zany and model enjoying ourselves, they will follow our lead because they will understand it is O.K. to be a little silly sometimes.

The simple rule to follow is: **STUPID GAMES ARE BEST.** Two of my favourite game adaptations follow:

- For Valentine's Day: "Pin the Heart on the Rock Star" (modified pin the tail on the donkey) — Buy a very large picture of a current rock star. Make glittery red hearts. Hang the picture on a wall in an area where there is not a lot of furniture to trip over. Have the group form a large semi-circle around the picture. Blindfold a volunteer. Place the heart, with a large tack through it, carefully in the hands of the volunteer. Turn the student around 3 times, then direct him/her to place the heart on the chest of the rock star. Incorrect placement will get some very raucous comments, but everyone likes this game. No prizes are necessary and you will get lots of volunteers.
- For any party: "Poker Chip Hunt" (modified button, button, who's got the button?) — Hide a complete set of poker chips all over the library, excluding areas where you don't want students to hunt, including the workroom. Form the students into groups of three or four. Give them a maximum of 5 minutes to collect chips. Circulate, saying things like "You're getting warmer," or "Your hair is warm, but your feet are cold." When the time is up, have students count the number of blue, red and white chips they have. Groups earn 10 points for each blue chip, 5 points for each red chip and 1 point for each white chip. Usually it is not the group with the most chips which wins so the game has an unexpected element to it. You can handle the prize-giving a number of ways. For example, have students use their points to bid for wrapped prizes. Generally, students with a high point count will bid very aggressively, and at the end other students will be able to get very good prizes for few points. Remember to collect all the chips, then, if a count reveals that there are still chips missing, offer a prize of a wrapped candy for

each additional chip returned. Students will be looking for them weeks later! One caution — you can't play this game every year without changing the rules, because some students will remember the value of the chips and only look for red and blue ones.

A quick check of party games books will bring scores of games and parlour tricks rolling back into your mind. I befuddled a group of library club members for 20 minutes using the old parlour trick of placing 9 magazines on the floor in a pattern like this:



Working with an adult, or with a student who can keep a secret, you introduce the trick by saying that you have the ability to read minds and that you will demonstrate it. You leave the room while the students select one magazine that will be "it." When you come back you ask your partner to concentrate and try to project the image of the magazine into your mind. Your partner then uses a pointer to point at the magazines, saying "Is it this one? . . . Is it this one?" The trick is that the first time he or she points at a magazine, the pointer indicates a position on the magazine that corresponds to the selected magazine's position within the grid of 9. This is a parlour trick many adults have seen done, but few students. It is best if you can ham it up a bit — pressing your fingers to your temples, frowning, hesitating, and saying things like, "It's a little foggy, please concentrate on the image. Send it to me again."

Some party games need no adaptation. Hallowe'en is a case in point. Bobbing for apples and biting apples hung from the ceiling are both games that many secondary students have never played. Musical chairs

done to rock music is terrific. At Christmas time, try wrapping up a gift in twenty different layers of paper, then passing it while holiday music plays. When the music stops the person holding the package can try to unwrap it. When the music starts again, they must pass the package on around the circle of participants. The person who does the final unwrapping gets to keep the present. This present should be a nice one that is worth all the excitement and effort. Other games like blind man's bluff and charades also work well. Remember that you can modify the rules of any game to fit your own situation and the students you have.

Commercial games are also great and offer the advantage of not involving a lot of preparation.

- When I was at Killarney, Dorothy Whittaker suggested bingo and we discovered that bingo with prizes could take care of an entire program for a party. Students love it if you can call the numbers like a carry. For this game, the funniest way is to have some serious prizes like a book, magazine or a funny pen, and other prizes that no-one would possibly want. Of course, what you discover is that someone actually does like that stuffed fluorescent green and pink earthworm that you found at the school rummage sale. There is no accounting for taste.
- If you are lucky enough to have Clunk-a-Glunk, Twister, crokinole, chinese checkers and other such games you can stage an Olympic Games around the time that the next Summer Olympics is held. Prizes can be gold foil covered chocolate coins hung on a ribbon. Divide the library club into teams of 10 representing countries, and allow them to only enter 1 participant in each event. The non-participants in each event become the spectators cheering on their team. Modify the games as necessary (e.g., reduce the number of marbles in chinese checkers so it doesn't take so long to play) and encourage cheers. Country results can be posted. Serve hot dogs and pop with this one because it will take more time than other parties and the food needs to be portable. If you want to do this in a non-Olympic year, this idea can be the Commonwealth Games, the Pan-American Games, or simply Library Sports Day.

**COMPETITION AND COOPERATION** can be built into most games. If students are in a group having fun together they will enjoy the party and it won't matter if their group wasn't the fastest or the smartest. One of the reasons students belong to the library club is that it is a place where they feel part of a group. When they work with their before-school, noon hour or after-

school team they build a sense of cooperation. You can keep the teams together for some parties and you can put them into different groups for others, or you can just let them socialize with friends, as long as everyone feels part of some group. If you get this type of happy atmosphere established, any competition between the groups will be light, unstressful and non-threatening to those students who do not react well to heavy duty competition.

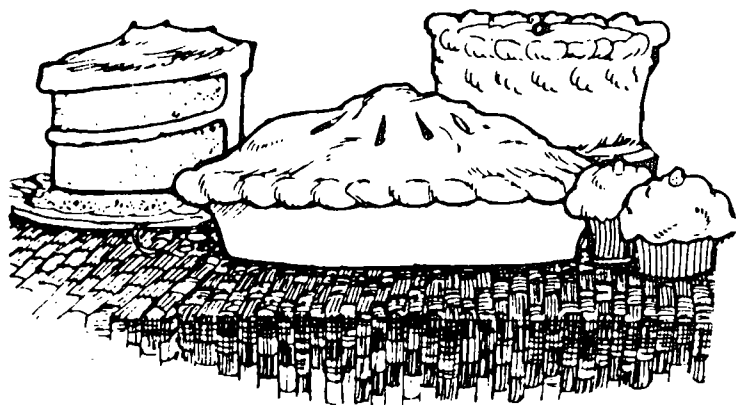
The problem with us as adults is that we are afraid to lose our dignity. This makes us incredibly serious people to be around. What we need to do is to **MODEL INNOCENT FUN** — the kind of fun that does not require sophistication, serious effort or real competition, but does require risk-taking of adults. Life may be earnest, but it should still look lively. In medieval times, the fool or court jester made people laugh, but today there are few innocent amusements left. As adults, we have forgotten the pleasure of many of the simple things of life, and we are too self-conscious to take risks.

If the idea of making a fool of yourself makes you nervous, then you need another one of my simple rules: **DRESSING UP IS ALWAYS A GOOD IDEA!** When you dress up, you simply pretend to be someone else, and then it is not you that is foolish — it is someone else. In my time I have been such various creatures as a robot; a creature from another planet with an immense head (the make-up took me 45 minutes in the morning and I'm a firm believer in the 20 minute take-off, including hair wash!); a convict with mustache, five o'clock shadow, and a ball and chain; Emily Carr; and a cat. My favourite was the convict. It was great because the striped suit was made from a pyjama pattern and was very comfy — unlike the enormous head and the green face make-up.

I've always been a shy person, and a fairly conservative person, but I find costumes to be a liberating experience. People don't expect you to be normal when you are in a costume. One of my favourite memories is of my principal's face at a Department Heads' meeting with me wearing my convict outfit. He literally could not deal with it. Students are also thrown out of their usual attitudes toward you. They can no longer see you as that stereotype of the librarian. Instead, they suspect that you are a little weirder than they thought and they want to find out more about you. In short, you have become an interesting person to them. Everyone should dress up at Hallowe'en. Try telling ghost stories in a witch costume. It is good fun.

I'm a person who lives for today and the future. I never worry about the past, but neither do I treasure it the way I should. My husband has made me aware of the importance of providing memories for our own families and for the children we work with every day. Sid has such wonderful memories of small things from his childhood, and he will go to any lengths to make small and large happy memories for the children in his life. He has made me realize that happy memories can change the way we approach life. I firmly believe that wonderful library club parties not only build a strong club, but also **MAKE HAPPY MEMORIES** that will stay with individual students for many years. When a grade 12 student said to me after the graduation ceremony last June, "You have the best parties, Mrs. Austrom, I'm going to miss them" I knew that she would remember her time in Magee Library Club and feel good about it. Maybe she will even try to pass on some of her happiness.

It seems to me that wonderful memories of good times in the library are an appropriate companion to the information skills that an effective library program should deliver to our students. Library parties are one way to provide these memories — and they keep the Library Club vibrant and growing. When you have a waiting list to get into the club you will know you have been successful!



# **THE HOLOCAUST AND REMEMBRANCE: A MINI CONFERENCE**

by **JUDITH COFFIN**, teacher-librarian, Elgin Park Secondary School, SD#36 (Surrey), **ODIE KAPLAN**, teacher-librarian, Burnaby Central Secondary School, SD#41 (Burnaby), **ERNEST (KIT) KRIEGER**, social studies teacher, Sentinel Secondary School, SD#45 (West Vancouver), **SCOTT PARKER**, social studies teacher, Burnaby Central Secondary School, SD#41 (Burnaby), **AVNER SEGALL**, graduate student, University of British Columbia.

## **BACKGROUND:**

On November 7, 1994, the new Vancouver Holocaust Centre Society for Education and Remembrance Education Centre will open at 950 West 41st Avenue, Vancouver, BC, V5Z 2N7 Telephone: (604) 264-0499 or telephone/fax: (604)264-0497.

The following cooperatively planned unit can be used in conjunction with the Centre's resources which include a large selection of books, artifacts and videotapes on the Holocaust. Arrangements can be made through the Centre to have a Holocaust survivor visit your school or to talk to your class while they are visiting the Centre.

**GOAL:** To develop an understanding of anti-semitism and the holocaust.

**OBJECTIVE:** Students will participate in a group presentation as part of a mini conference on the Holocaust.

**LEVEL:** Social Studies 11 or History 12

**TIME REQUIRED:** 210 to 280 minutes  
two 70 minute periods for library research  
one or two 70 minute periods for presentations

## **TEACHER PREPARATION:**

1. Teacher reserves the school library resource center for two periods and alerts the teacher-librarian of the project.
2. Teacher-librarian lists the available appropriate resources under the section "Library resources" on each handout.
3. Teacher duplicates copies of handouts 1 through 11 for groups.

## **CLASS PROCEDURE:**

Periods 1 & 2

1. Divide the class into eleven groups.
2. Assign each group one of the following topics.

THE RISE OF HITLER  
THE HISTORY OF ANTI-SEMITISM  
FASCISM IN CANADA  
RESISTANCE TO NAZI POLICIES  
PRE-WAR JEWISH LIFE  
NEO-NAZISM  
THE NUREMBERG TRIALS  
THE FINAL SOLUTION  
THE RESCUERS  
THE RESPONSE OF THE CHURCHES  
REFUGEES AND IMMIGRATION POLICIES

Periods 3 & 4

Student groups make their 5-10 minute presentations.

Twenty minute videotapes of Holocaust survivors testimonies are available from the Vancouver Holocaust Centre Society and can be used at the beginning of each mini-conference day as the opening activity to set an appropriate tone.

## **SUGGESTIONS FOR EVALUATION:**

1. The presentation can be evaluated.
2. The poster can be evaluated.
3. Students can be encouraged to take notes from each presentation and a test can be given on the information contained in all the presentations.

## **THE RISE OF HITLER**

Using resource material available in the library create either an oral presentation or a 22 by 28 inch informational poster. Please include clearly labelled photocopies, quotes, maps and charts with your well written summaries of information.

Information on the following could be included in your poster or presentation:

Research Hitler's early years.

Describe the influence of living Vienna on Hitler.

Describe Hitler's activities in World War I.

Describe Hitler's involvement in the birth of the Nazi party.

Describe the effect of the Treaty of Versailles on Hitler and Germany.

Describe 1923 Inflation, Occupation and Putsch.

Describe the effect of 1929 World Depression on Hitler's rise to power

Research how Hitler became Chancellor.

Give reasons why the Nazis came to power.

Library resources:

- 1.
- 2.
- 3.

Following are the eleven topics for the eleven groups. The format for each is identical, with the heading followed by a first paragraph that is common to each topic. The space for "library resources" is also common to each topic. The first topic is printed in full as a sample. For the other ten topics only the instructions specific to the topic are printed.

## **THE HISTORY OF ANTI-SEMITISM**

Using resource material available in the library create either an oral presentation or a 22 by 28 inch informational poster. Please include clearly labelled photocopies, quotes, maps and charts with your well written summaries of the information.

Information on the following could be included in your poster or presentation:

Identify some of the major actions taken against Jews prior to the Holocaust including the Crusades, Pogroms, Spanish Inquisition, expulsion of Jews from Britain, Alfred Dreyfus, and the Protocol of the Elders of Zion.

Research several famous anti Semites including Voltaire, Charles Lindbergh, Henry Ford and Henry VIII.

In the 19th century, anti-semitism became rooted in racial theory rather than in religious belief. What were the beliefs of the racial theory anti Semites?

## **FASCISM IN CANADA**

Why did fascism have an appeal to some Canadians?

Where and why in Canada were fascist parties most successful?

What were the links between the Canadian fascists and the fascists in Italy and Germany?

Who were the leading Canadian fascists?

What happened to the Canadian fascists after the war?

## **RESISTANCE TO NAZI POLICIES**

Distinguish between the various forms of resistance: spiritual, armed and unarmed.

Provide examples of resistance in the ghettos including the Warsaw Ghetto.

Define the partisans and describe their activities.

Describe the resistance that took place in the Auschwitz and Sobibor concentration camps.

What factors made resistance difficult?

Describe the White Rose movement?

## **PRE WAR JEWISH LIFE**

How many Jews lived in Europe before the Holocaust?

Where did they live?

How were the Jews of Eastern and Western Europe different?

What were the signposts of Jewish culture in pre-Holocaust Europe?

Who were some of the prominent Jews who fled Europe in the years immediately before the Holocaust?

Was anti-semitism commonplace in pre-Holocaust Europe?

## **NEO-NAZISM**

What were the beliefs and goals of the Neo-Nazis?

Why has Neo-Nazism become more widespread in recent years in Europe and North America?

What kind of people are attracted by Neo-Nazi ideas?

What laws exist in Canada to protect people from extreme racism?

What rights should Neo-Nazis have under Canada's Charter of Rights and Freedoms?

Describe the philosophy and activities of the Skin head gangs in North America.

## **THE NUREMBERG TRIALS**

Who were tried at the first Nuremberg War Crimes Tribunals in 1946?

With what crimes were the defendants charged?

Who served as judges at the tribunals?

What defence arguments were given by the defence?

What verdicts were handed down by the tribunals?

What other Nazis were charged at subsequent war-crimes tribunals?

Why did the war-crimes tribunals come to an end?

What has been the legacy of the Nuremberg Tribunals? Did they serve to establish effective precedents?

## **THE FINAL SOLUTION**

Describe the Nuremberg Laws and Kristallnacht.

Describe the Special Action Groups or Einsatzgruppen.

Describe the Mobile killing Vans.

Describe the Wannsee Conference.

Define and name the concentration and extermination camps.

How was it possible for a modern state to carry out the systematic murder of a whole people simply because they were Jews?

How was it possible for the Jewish people allow itself to be destroyed?

How was it possible for the world to stand by without halting this destruction?

## **THE RESCUERS**

Define a Righteous Gentile.

Describe the ways Jews were rescued.

Research individuals who rescued Jews like Oskar Schindler, Raoul Wallenberg or Hannah Senesh.

Research groups or countries who rescued Jews like the villagers of Chambon or the Danish boat rescuers.

What were the characteristics of individuals who rescued Jews during the Holocaust?

## **THE RESPONSE OF THE CHURCHES**

Describe the attitude of the churches towards Jews in the early years including the Crusades?

Describe Martin Luther's attitude towards Jews.

Describe the attitude of the Vatican and Catholic churches to what was happening to the Jews in Europe from 1933-1945.

Describe the response of the Protestant churches to what was happening to the Jews in Europe from 1933-1945.

Provide any current statements by the Vatican about church policies during WW II.

Who was Pastor Martin Niemoller? What other examples can you find of church leaders resisting Nazi persecution of the Jews?

## **REFUGEES AND IMMIGRATION POLICIES**

Research the number of European Jewish refugees from 1933-1938.

Describe the immigration policies of the United States, Britain and Canada from 1922 to 1939. What items were needed to immigrate?

Why did many countries tighten their immigration policies towards Jews.

List the countries who accepted refugees between 1933-1945.

Research the voyages of the Pentcho, Saint Louis or Struma.

Describe the Evian and Bermuda Conferences.

What was the British policy towards Jewish immigration to Palestine prior to, during and after the Holocaust?

### **Suggested Bibliography:**

#### **THE RISE OF HITLER**

##### **Books:**

Altshuler, David A. *Hitler's war against the Jews*. New Jersey: Behrman House, 1978.

ISBN 0874412226

Elliot, Brendan John. *Hitler and Germany*. New York: Longman, 1992.

ISBN 058203793X

Gray, Ronald D. *Hitler and the Germans*. Cambridge: Lerner, 1983.

Schirer, William. *The Rise and Fall of the Third Reich*. New York: Random House:

1961. ISBN 0394905474

Snyder, Louis L. *Hitler and Nazism*. New York: Franklin Watts, 1961.

##### **Video:**

*The Rise and Fall of the Third Reich*.

## THE HISTORY OF ANTI-SEMITISM

### Books:

- Arnold, Caroline. *Anti-Semitism: a Modern Perspective*. New York: Julian Messner, 1985. ISBN 0671498509
- Dolan Edward F. *Anti-Semitism..* Toronto: Franklin Watts, 1985. ISBN 0531100685
- Rogasky, Barbara. *Smoke and Ashes: The Story of the Holocaust*. New York: Holiday House, 1988. ISBN 0823406970
- Rossel, Seymour. *The Holocaust: The World and the Jews 1939-1945*. New Jersey, Behrman House, 1992. ISBN 0874415268

### Video:

- The Longest Hatred: The History of Anti-semitism. Volume 1: From the Cross to the Swastika*. New Jersey: Films for the Humanities, 1993. (Available from the Vancouver Holocaust Centre Society.) (VHCS)

## FASCISM IN CANADA

### Books:

- Betcherman, Lita-Rose, *The Swastika and the Maple Leaf: Fascist Movements in Canada in the Thirties*. Toronto: Fitzhenry and Whiteside, 1975. ISBN 0889020221
- Horizons Canada*. Centre for the Study of Teaching Canada, Education Tower, Laval University, Quebec, Canada.

## RESISTANCE

### Books:

- Gutman, Yisrael. *Fighters Among the Ruins: The Story of Jewish Heroism during World War II*. Washington: B'nai Brith Books, 1988. ISBN 910250146
- Hilberg, Raul. *Documents of Destruction: Germany and Jewry 1933-1945*. London: W.H. Allen, 1975. ISBN 0491008023
- Meltzer, Milton. *Never to Forget*. New York: Dell, 1976. ISBN 0440960703
- Miller, Russell. *The Resistance*. New York: Time Life, 1979. ISBN 0809425238
- Purnell's History of the 20 h Century*. London: New Caxton Library Service Limited, 1971.

### Videos:

- Escape from Sobibor*
- Partisans of Vilna* (Available from the Vancouver Holocaust Society Centre.)
- The White Rose*

## PRE-WAR JEWISH LIFE

### Books:

- Ausubel, Nathan. *A Pictorial History of the Jewish People*. New York: Crown Publishers, 1984. ISBN 0517552833
- Bezale, Narkiss. *A Picture History of Jewish Civilisation*. New York: Tutor, 1974. ISBN 0814805876A
- Rothschild, Sylvia. *Voices from the Holocaust*. New York: New American Library, 1981. ISBN 0453003966

Vishniac, Roman. *The Vanished World*. New York: Farrar, Straus & Giroux, 1983. ISBN 0374282471

**Video:**

*Image Before My Eyes* (Available from the Vancouver Holocaust Society Centre.)

**NEO-NAZISM**

**Magazines:**

*Canada and the World: Racism* (Backgrounder)

*Maclean's* December 7 1992  
*Maclean's* December 14, 1992.  
*Maclean's* November 23, 1992.  
*Newsweek* June 14, 1993.  
*Newsweek* February 15, 1993.  
*Newsweek* December 12, 1993.  
*Newsweek* September 28, 1992.  
*Newsweek* July 29, 1991.  
*Time* November 23, 1992.  
*Time* December 14, 1992.  
*Time* September 7, 1992  
*U.S News* December 7, 1992.  
*U.S. News* December 14, 1992.  
*U.S. News* June 15, 1992.

**Video:**

*The California Reich*.

**THE NUREMBURG TRIALS**

**Books:**

*Chronicles of the 20th Century*. New York: Chronicle Publications, 1987. ISBN 0942191013

*Israel Pocket Library Holocaust* Jerusalem: Keter Publishing House, 1974. ISBN 0706513282

*Purnell's History of the 20th Century*. London: New Caxton Library Service Limited, 1971, 20 volumes.

Shapiro, William. E. *Trial at Nuremberg*. New York: Franklin Watts, 1967. ISBN 531011372

**Video:**

*Judgement at Nuremberg*

**THE FINAL SOLUTION**

**Books:**

Hilberg, Raul. *The Destruction of the European Jews*. New York: Holmes & Meier, 1985. ISBN 084190910-5

Meltzer, Milton. *Never to Forget*. New York: Dell, 1976. ISBN 0440960703  
Rogasky, Barbara. *Smoke and Ashes: The Story of the Holocaust*. New York: Holiday House, 1988. ISBN 0823406970

**Video:**

*Witness to the Holocaust*. (Available from the Vancouver Holocaust Society Centre.)

## REFUGEES AND IMMIGRATION

**Books:**

Berenbaum, Michael. *The World Must Know: The History of the Holocaust as told in the United States Holocaust Memorial Museum*. Toronto: Little, Brown, 1978. ISBN 0295965062

*Great Events of the 20th Century: Volume 3*. Pasadena, California: Salem Press, 1992. ISBN 0893567965

Rossel, Seymour. *The Holocaust: The World and the Jews, 1939-1945*. New Jersey: Behrman House, 1992. ISBN 0874115268

**Video:**

*Voyage of the Damned*

## THE RESPONSE OF THE CHURCHES

**Books:**

"Christian Churches." *Encyclopedia of the Holocaust*. New York: Macmillan, 1982. ISBN 0706513282 (Available from the Vancouver Holocaust Society Centre.)

Elliott, Brendan John. *Hitler and Germany*. New York: Longman, 1992. ISBN 058203793X

Rossel, Seymour. *The Holocaust: The World and the Jews 1939-1945*. New Jersey: Behrman House, 1992. ISBN 0874415268

## RESCUERS

**Books:**

Bierman, John. *The Righteous Gentile: the Story of Roal Wallenberg, Missing Hero of the Holocaust*. London: Penguin, 1981. ISBN 0140061169

Drucker, Malka. *Rescuers: Portraits of Moral Courage in the Holocaust*. New York: Holmes & Meier, 1992. ISBN 084191322

Keneally, Thomas. *Schindler's List*. Toronto: Simon and Schuster, 1982. ISBN 0671880314

Meltzer, Milton. *Rescue*. New York: Harper and Row, 1988.

Rittner, Carol and Myers, Sondra. *The Courage to Care: Rescuers of Jews During the Holocaust*. New York: New York University Press, 1986.

Silver, Eric. *The Book of the Just*. London: Weidenfeld and Nicolson, 1992. ISBN 0297812459

**Videos:**

*Schindler's List*

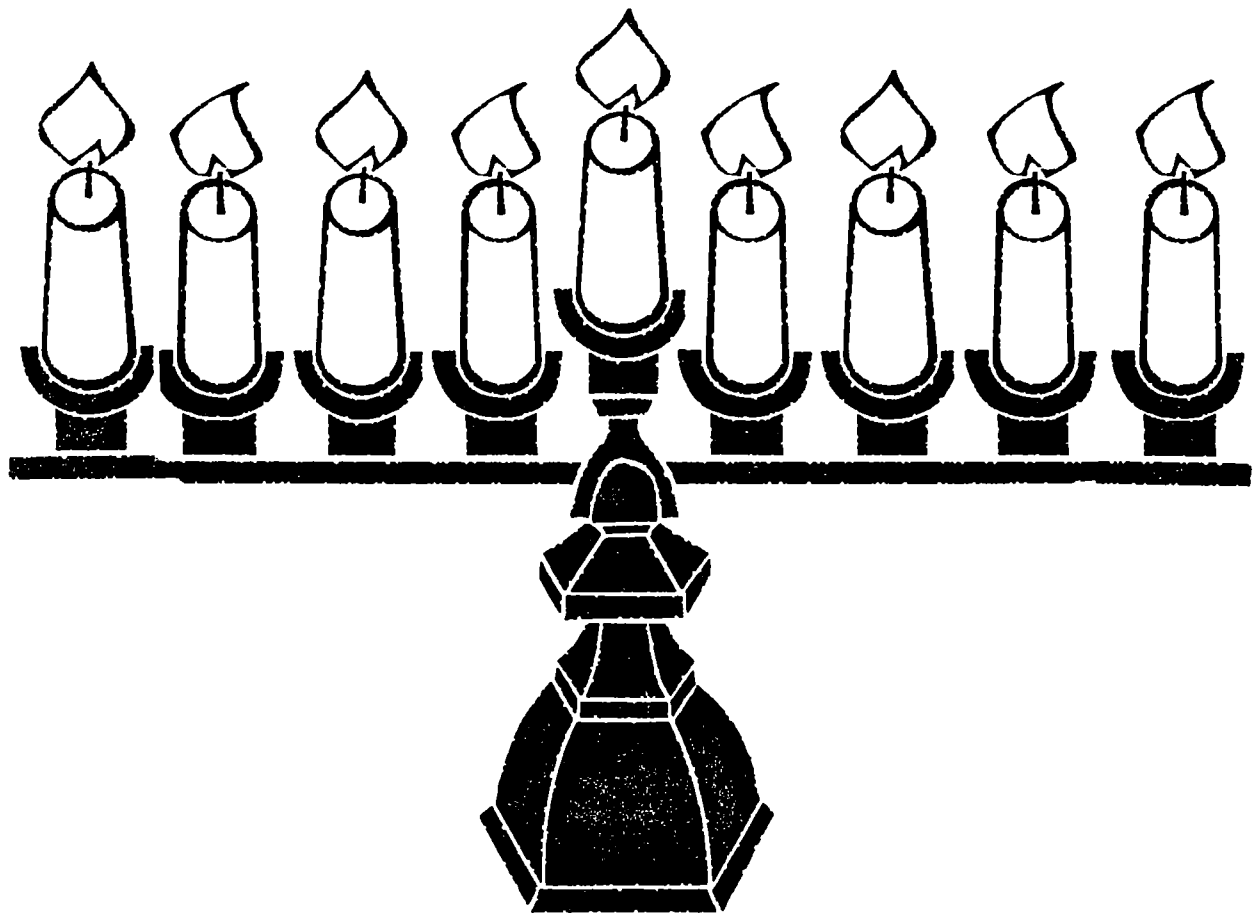
*Wallenberg*

For additional assistance locating resources please feel free to phone or fax

Odie Kaplan, Burnaby Central Secondary School P:664-8542 F:664-8314

Ronnie Tessler, Vancouver Holocaust Society Centre P:734-5325 F:734-1182

Judith Coffin, Elgin Park Secondary School P:538-6678 F:538-6491



# MUSIC REPORT

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

*M. Tuytens and I worked on a music/library **Resource Based Unit** for five of her Band 9/10 students, while the others went on a Band Trip to Edmonton. We decided that we would do this unit on a wider scale next year, after the Library has added to its collection of music resources so that a greater number of students could retrieve information at the same time.*

This assignment is about famous composers. You will be assigned one composer on whom you will do your report and presentation. The report must be word processed in the Mac Lab adjacent to the library. You will be assigned one of the following composers: Mozart, Beethoven, Tchaikovsky, Bach or Haydn.

## **A. Written Report:**

### **CONTENT**

**Section #1:** Your composer's biography [250 - 300 words]

**Section #2:** A list of **six** of the composer's most famous works. You will need to consult more than one source of information to determine that there is agreement on the most famous works.

**Section #3:** Find a picture of the composer to include in the report. Trace, draw or copy it. [copyright free only]

**Section #4.** Include also a brief description of the country and society in which this composer lived. [100 words]

**\*\*THREE** direct supporting quotes with proper acknowledgment are required.

You must use at least **FOUR** different kinds of source material for this report, e.g., CD-ROM, a book, an encyclopedia, and a specialized encyclopedia.

Both footnotes and a bibliography are required.

Correct footnote and bibliography leaflets, as well as card catalogue instructions are available in the library for you to use and keep in your notes for future consultation. There is also a pamphlet on 'How to read Periodical Indexes' which may be useful to you in this project if you wish to use magazine references.

Library time will be two class hours. If you need more time you will need to use the library during non-instructional time.

## FORMAT

Submit the assignment in a duo-tang cover.

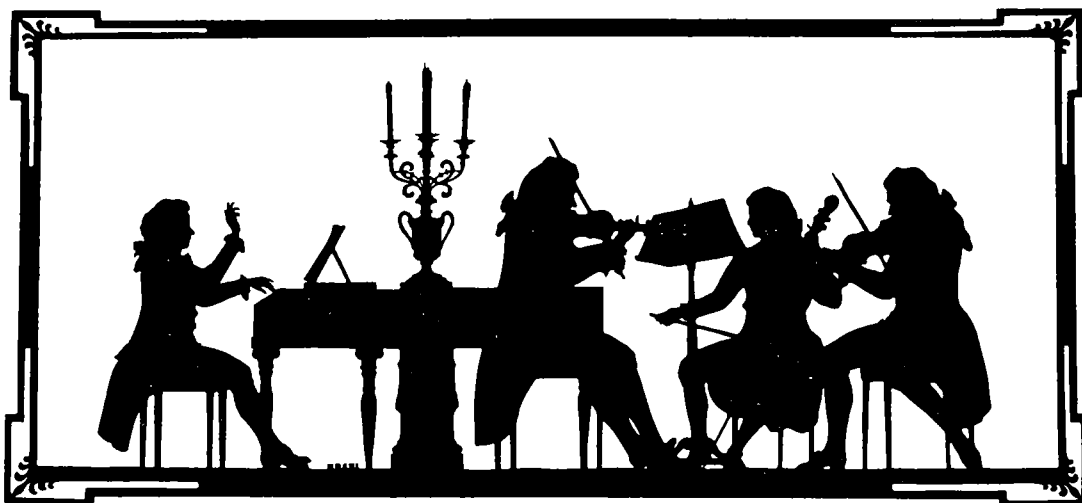
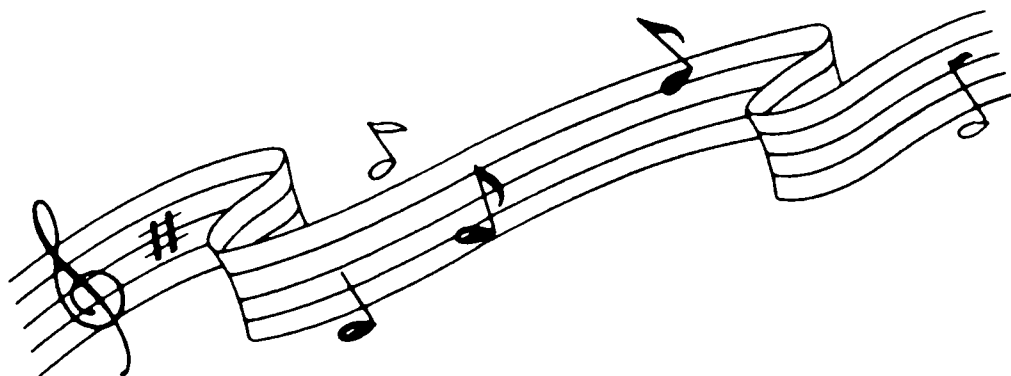
Double space and use one side of the page only.

A title page is required. It must include: title of the report, your name, the instructor's name, the subject, your grade and block. Illustrations are not mandatory but can be included.

Include a separate page with a bibliography of the sources that you used. Footnote any direct quotations appropriately at the bottom of the page on which they occur.

### B. Oral Project:

Be prepared to give your report orally to the class. Along with your presentation, you should play some selections of your composer's music [parts of several selections or one or two complete works. Pictures, slides or other artifacts that exemplify the musician or his age should also be included. {Check the library for slides, videos, audio tapes or records.} Submit your written report following your oral presentation.



# CELEBRATION OF THE ARTS: K - 7

by **MARGARET HAINES**, teacher-librarian, **GRACE TAYLOR**, learning assistance teacher, and the teaching staff of Kingsford-Smith Elementary, SD#39 (Vancouver)

## UNIT OVERVIEW

This nine month school-wide program was designed:

1. to follow-up the previous year's Book Blitz — a reading promotion that had successfully integrated school, home and community resources.
2. with monthly themes chosen to highlight various aspects of literature that could be interwoven with social studies programs and expressed through selected fine arts activities.
3. to culminate in a Celebration of the Arts performance to which students invited parents to share their participation in one or more areas of the fine arts.

**LANGUAGE STRANDS INCLUDED:** Reading, viewing, listening, writing, representing.

**CURRICULUM AREAS INTEGRATED:** Social studies, art, music, P.E., language arts.

## GOALS:

1. to integrate classroom curricula in language arts and social studies with the fine arts within a given framework.
2. to facilitate cooperative development of team-planned programs in the following areas: music, drama, art, computers, French, library and LAC.
3. to expose the students to professionals active in various fields of the expressive arts — writers, painters, script-writers, illustrators, puppeteers, story-tellers, actors, etc.

**OBJECTIVES:** Theme months.

1. *Outside the Frame* — looking at art, sequencing and mood.
2. *We're a Bad Lot at KSM* — villains, character description.
3. *Scenestealers* — scene design, setting.
4. *Celebrations* — winter fests, styles of story-telling.
5. *Too Good to be True* — heroes/heroines, character.
6. *Jabberwocky and Silly Stuff* — humour, idioms, riddles.
7. *Chart your Course* — maps, charts, plot development.
8. *Straight from the Horse's Mouth* — biographies, perspective.
9. *The Play's the Thing* — sharing, performing.

## RESPONSIBILITIES OF TEAM MEMBERS:

1. Teaching responsibilities — teacher:
  - Participate at individual comfort levels, depending on interest and capabilities.
  - Participate in sharing finale — low-key to intensive, depending upon the individual teacher.
2. Teaching responsibilities — teacher-librarian and LAC teacher:
  - Prepare monthly theme suggestions with supporting resources.
  - Work cooperatively with classes to support integration.
  - Provide leadership and suggestions to classroom teachers.

- Arrange and organize Celebration of the Arts finale.
- Contact professionals and schedule school visits.
- Set up bulletin board displays.

**SCHEDULING:**

1. Classroom teachers planned their own activities according to their own timetables and interests.
2. Visiting professionals chose the grade level they felt most comfortable with and the classroom teachers accommodated their needs as to time of visit.

**EVALUATION OF STUDENT ACHIEVEMENT:** Determined within the content areas.

**GENRE:** Concentration at each grade level with consideration of the Social Studies curriculum.

Grade 7 —	Greek Roman Egyptian	{ mythology stories biographies
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Grade 6 —	Japanese tales African (Nigeria) South American (Peru)
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Grade 5 —	French Canadian tales Tall tales Historical novels Biographies
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Grade 4 —	Indian legends
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Grade 3 —	Canadian children
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Grade 2 —	Animal tales (communities)
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Grade 1 —	Fairy tales (families)
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Kindergarten —	Rhymes & rhythms
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**EXPRESSIONS:**

Writing —	journals or diaries (1st person) journals with a buddy narrative (3rd person) writing within limits (telegrams, etc.) cartoons and comic strips riddles limericks, poems scripts letters advertisements newspaper articles
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interviews  
penpals  
book reports  
maps, graphs, charts  
rapping

Illustration — masks  
scenes  
characters  
maps, charts, graphs  
art in genre (e.g., Egyptian frieze)  
art “classics” or masterpieces  
art in the style of ...

Drama — masks  
puppets/shadow puppets  
role playing  
plays (English & French)  
tableaux  
radio  
video  
interviews  
game shows

Music — songs in theme area  
musical accompaniment to plays, poetry, puppets  
instruments (make and explore sounds)  
music in the style of ...

**SKILLS:** Oral  
Listening  
Organizational      brainstorm, cluster, model  
Expressive          create, write, edit  
Sharing              buddy, or perform



## **MONTH'S THEME: OUTSIDE THE FRAME**

**FOCUS: LOOKING AT ART, IMAGES**

### **SUGGESTED ACTIVITIES:**

**A. Writing:**

- Read a story to group or class, stop, students write what happens next.
- Students write a sequel to story they have heard or read.
- Students describe a supporting character more fully.
- Students develop the main character more (or favourite TV show, food, game or future job).

**B. Art:**

- Read a story to class or group, stop, students draw next event.
  - Read story to class or group, have students create their own character (e.g., Own Wild Thing).
  - Using art prints, discuss then draw, paint what happened previous to or after the image was created (e.g., Who lived in the house? Where were the people walking to?).
  - Cut out a portion of a magazine picture, students create their own versions of the rest of the shape, scene, etc.
- C. Music:
- Compose another verse to a song.
  - Compose new words to a known tune.
  - Translate a song into French.
- D. Drama:
- Act out what happens next in story, song, print.
  - Tableau — freeze action only.
    - act (freeze what happened before).
    - act (freeze what happened after).

### SUGGESTED RESOURCES:

Isadora, Rachel. *The pirates of Bedford Street*.  
 Khalsa, Dayal Kaur. *I want a dog*.  
 Rylant, Cynthia. *All I see*.  
 Sendak, Maurice. *Where the wild things are*.  
 Serfozo, Mary. *Who said red?*  
 Steffler, John. *Flights of magic*.  
 Takihara, Koji. *Rolli*.  
 Van Allsburg, Chris. *The wreck of the Zephyr*.  
 Wynne-Jones, Tim. *Zoom away*.  
 Wynne-Jones, Tim. *Zoom at sea*.  
 Yorinks, Arthur. *Hey, Al*.

### SUGGESTED PROFESSIONAL RESOURCES:

DRAMA — *Springboards*.  
*Offstage*.  
 Drama guidelines

WRITING — *Pattern books*. Vancouver School Board, Curriculum Resources #74. A springboard for children's creative writing and bookmaking.  
 Roberts, Ken. *Freedom within boundaries*. Vancouver School Board, Curriculum Resources. A scrapbook of ideas for fostering story creation skills in young people.  
 Stott, Jon C. *Canadian books for children*. Part II, pp. 198-220.





e.g., LITTLE RED RIDING HOOD IS A STAR TO ME  
BECAUSE she saved her grandmother from the wolf.

Use to suit your program. All contributions accepted at the Library Resource Centre. Please have students cut out the stars so they can be quickly displayed.



## MONTH'S THEME: JABBERWOCKY AND OTHER SILLY STUFF

### FOCUS: HUMOUR

#### SUGGESTED ACTIVITIES:

- A. Writing:
  - Write 'n recite! riddles, poetry (limericks, nonsense verse) and mini joke books.
  - My favourite funny ... (book, character, cartoon, comic, movie, TV show).
  - Create a wanted poster for the hero or heroine you have chosen.
  - Brainstorm: What makes characters funny?... Personality, actions or situations?
- B. Art:
  - Cartoons.
  - Comic strips — book report, content area topic?
  - Illustrate idioms or puns.
- C. Music:
  - "Carnival of the Animals."
  - Music mad by odd instruments (e.g., jug bands, Spike Jones).
  - Music used in cartoons or funny movies.
- D. Drama:
  - Silly skits — summer camp style.
  - Charades: idioms, titles.
  - Read aloud with sound effects or punctuation (à la Victor Borge).

#### SUGGESTED RESOURCES:

##### Stories:

- Allard, Harry. *The stupids series.*  
*Miss Nelson series.*
- Blume Judy. *Tales of a fourth grade nothing.*  
*Superfudge.*
- Korman, Gordon. Any titles.
- Morgan, Allen. *Matthew and the midnight turkey series.*
- Parish, Peggy. *Amelia Bedelia series.*

##### Poetry, Riddles & Rhymes

- Dennis Lee's poetry books.
- Carroll, Lewis. *The Walrus and the carpenter* and other poems.
- Keller, Charles. *Still Going Bananas.*
- Lear, Edward. *Owl and the pussycat* and other titles.
- Wood, Audrey. *King Bidgood's in the Bathtub (K-7).*



Name \_\_\_\_\_  
Div. \_\_\_\_\_

Name \_\_\_\_\_  
Div. \_\_\_\_\_



## MONTH'S THEME: THE PLAY'S THE THING

**FOCUS:** PERFORMANCE, SHARING, SCENE AND SET DESIGN

### SUGGESTED ACTIVITIES:

A. Writing:

This is the time for sharing the interesting things we have been doing or have built up during the year.

B. Art:

Use theme artwork to decorate the halls or to make backdrops for a performance.

Sing, play or dance to music that has been part of a theme you have enjoyed.

C. Music:

Prepare, practice, and perform for another class. Get ready for the Celebration of the Arts concert.

D. Drama:

Intermediates may want to make a "big book" for Kindergartens and grade ones, or create a book for the library about Kingsford-Smith.

## VISITS BY PROFESSIONALS

### DRAMA

Kaleidoscope theatre  
Kode puppets  
Gumboot Lollipop  
Junkyard Jungle

### MUSIC

Talking drums  
Bellingham High Strings  
Killarney Strings

### ARTISTS

Jamie Evard  
Stephanie Poulin (children's book illustrator)

### OTHERS

Colin Yardley (Scriptwriter)  
Frances Hill (Storyteller)

## EVALUATION

Participation was enthusiastic and evident in classes where literature-based programs were in operation.

Staff cooperation and participation was found to be highest among primary classes and in the Art department. The theme and integrated approach encouraged some staff to take risks although others were reluctant to move away from well-established traditional programs.

The LAC, ESL and Special Education classes were all able to participate fully in this school-wide program as it provided many opportunities for integration in regular classroom programs as well as individual group activities.

# CHINESE TALES: A LITERATURE UNIT FOR GRADE 5

by **DEBORAH DAVY**, teacher, and **MARGARET HAINES**, teacher-librarian, Kingsford-Smith Elementary School, SD#39 (Vancouver).

## OVERVIEW AND RATIONALE

This unit was planned as an introduction to and a preparation for the Chinese New Year celebration. A large percentage of our school's population is of Asian descent and this is a popular festival event. To heighten the celebration, we wished to introduce the students to some folk tales from China. We wanted the children to experience these tales being read aloud or by reading a tale of their own choice with a fellow student. We wanted them to discover and develop a knowledge of the common elements found in these tales and then apply this knowledge to writing their own Chinese folktale. The unit started in the first week in January and concluded at Chinese New Year. The class generally met three periods each week.

## INTRODUCTION

The whole class met in the Learning Resource Centre where the unit was introduced by the teacher-librarian reading aloud the Chinese version of "Little Red Riding Hood," *Lon PoPo*.

After a general discussion about the events in the story and viewing the illustrations, the students completed a written response by comparing and contrasting *Lon PoPo* with the European "Little Red Riding Hood" tale—using the Venn diagram format.

## SEQUENCE OF LESSONS

### Part 1: Reading of the Chinese tales and analyzing them

The class was divided into two groups. The teacher-librarian and the classroom teacher worked with each group for three periods and then exchanged groups. Three tales were read to each group and three written response strategies were taught by each teacher. The tales were selected to enable these strategies to be taught and for the students to practice these particular forms of response.

**Tales chosen were:** *Journey of Meng*, *Seven Chinese brothers*, *Nightingale*, *The Emperor and the Kite*, *Mei Ming and the dragon's daughter*, and *The Empty Pot*.

**Strategies chosen were:** Character map, Sextet, and Story Grammar.

The class then met as a whole group in pairs with each partner in the pair reading *The Enchanted tapestry*. The teacher-librarian had used the interschool library loan system to amass enough copies of this title for each pair to share a book. The partners together wrote a written response using the Story Pyramid strategy.

In groups of four the students brainstormed to create a list of common elements that they had noticed in the folktales from China. A master checklist was then compiled and written up by the teachers for the students to use with future stories.

Student partners then re-examined *The Enchanted tapestry* for elements of Chinese tales and checked off common traits on their checklist.

Depending on the time available, pairs then chose one or more Chinese stories to read. They first checked off common elements found in the stories and then responded using a strategy that had been previously taught.

To conclude this phase and to introduce the next one, the teacher-librarian read aloud *The Dragon's Pearl* by Julie Lawson.

## **PART 2: Writing a Chinese Tale**

Using the Common Elements sheet as a starting point the students planned their own Chinese tale. The classroom teacher conferenced with each student about their framework—offering support and suggestions.

Students wrote their first draft which they then shared in an authors' circle. Positive feedback and further suggestions were offered to the author by other members of the group.

After writing a second draft, another authors' circle was convened. The final draft was completed using a computer; illustrations were added and coloured. This completed the publication stage.

## **CONCLUSION**

Students' stories were displayed at a Writers' Fair. In the future, the stories could be included as part of the exhibits at an "Artifacts from China" display that could be assembled to help usher in Chinese New Year.

## **GUNG HAY FAT CHOI!**

**Note:** Most of the strategies used in this unit are from *Responses to Literature* by James M. Macon, Diane Bewell and MaryEllen Vogt— an International Reading Association publication. Sextet is the creation of Dr. Terry Johnson and was presented in his handout to Vancouver teachers entitled *Reaching up, reaching out: Literacy in the middle years: Literature-based approach*.

# COMMON ELEMENTS IN CHINESE TALES

**Does the story ...**

Take place in **China**?

Happen a **long time ago**?

Have characters who are:

**family members?**  
**royalty?**  
**brave and persistent heroes?**  
**evil person(s)?**

Have **animals/birds**?

Teach a **lesson or moral**?

Include a **quest or test for the hero**?

Mention some **treasure**?

Have a **happy ending**?



## BIBLIOGRAPHY

Bailey, Lydia. (1990). *Mei Ming and the dragon's daughter*. Richmond Hill: Scholastic.

Bedard, Michael. (1991). *Nightingale*. Don Mills: Oxford University Press.

Demi. (1990). *The Empty Pot*. New York: Henry Holt.

Lawson, Julie. (1992). *The Dragon's pearl*. Don Mills: Oxford University Press.

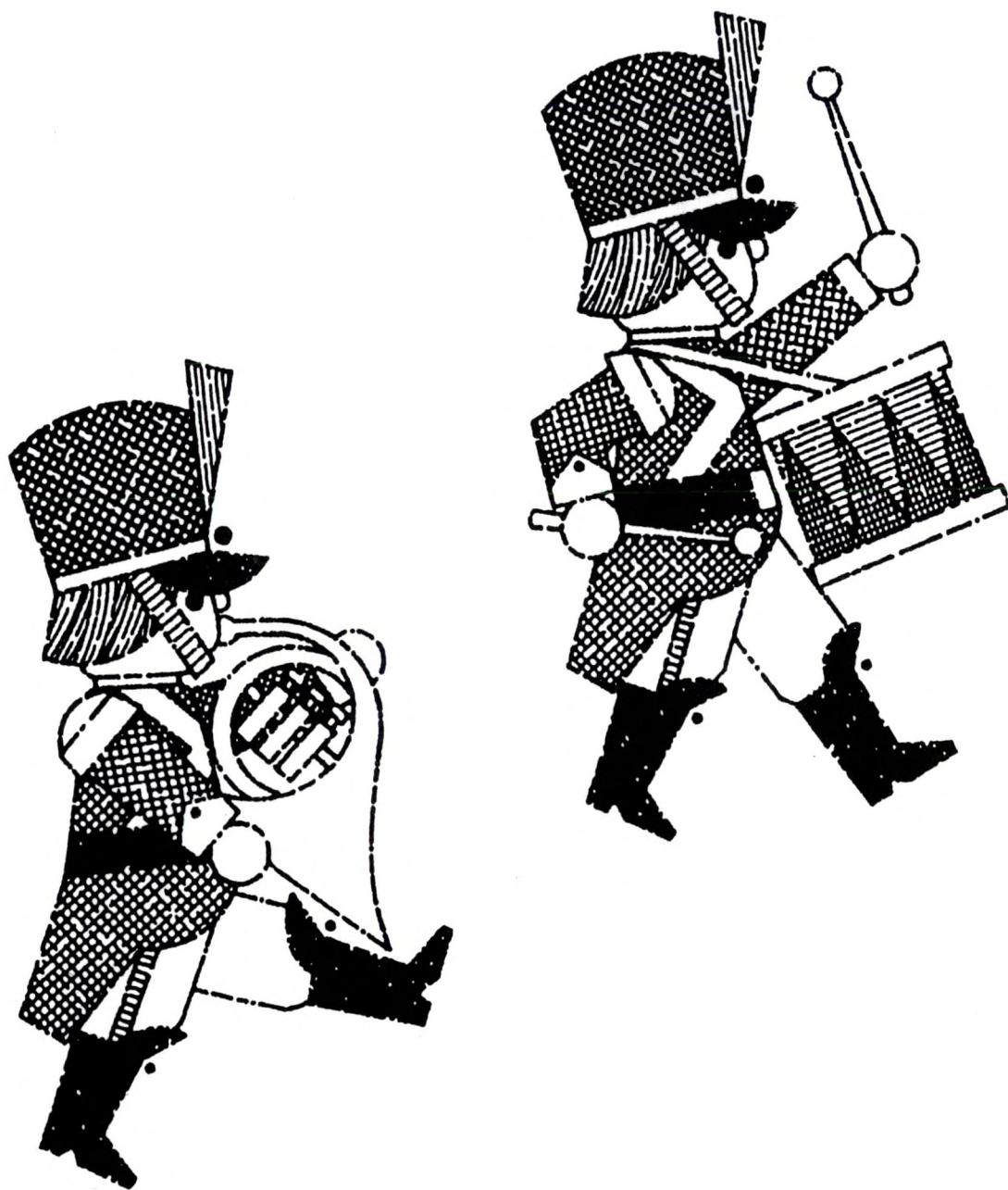
Mahy, Margaret. (1990). *The Seven Chinese brothers*. Richmond Hill: Scholastic.

Rappaport, Doreen. (1991). *Journey of Meng*. New York: Dial.

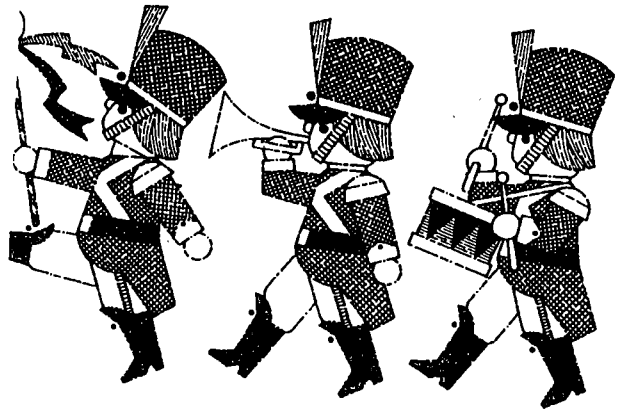
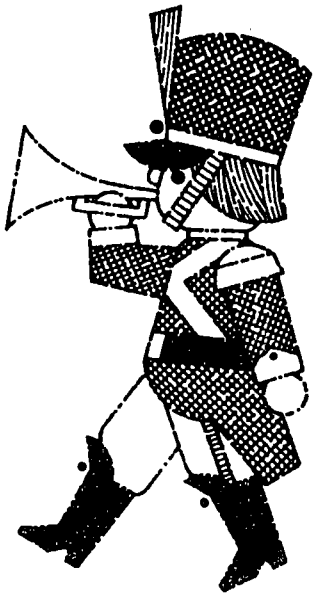
San Souci, Robert D. (1987). *The enchanted tapestry: a Chinese folk tale retold*. Vancouver, Douglas & McIntyre.

Yolen, Jane. (1988). *The Emperor and the Kite*. New York: Philomel.

Young, Ed. (1989). *Lon PoPo*. New York: Philomel.



FEATURED IN THIS ISSUE



# AMBASSADORS AGAINST RACISM: AN ANTI-RACISM PROGRAM

by LYNN ARCHER, English helping teacher; DAN BLAKE, teacher, North Surrey Secondary; JUDITH COFFIN, teacher-librarian, Elgin Park Secondary; MARLOWE IRVINE, teacher, Semiahmoo Secondary; ROBERT KOLPIN, social studies helping teacher; CHRIS MCKUEN, teacher, Princess Margaret Secondary; BARBARA MANSON, teacher, Elgin Park Secondary; VICTORIA LEE, teacher, West Whalley Junior Secondary; PETER THOMSON, teacher, Guildford Secondary, SD#36 (Surrey).

## Background:

On May 3, 1994, students from six secondary schools met as part of an anti-racism conference entitled "Ambassadors Against Racism." Each class had studied either the novel *To kill a mockingbird* or *In the heat of the night*. In small groups, these students designed an anti-racism lesson which they taught to classes in the local elementary schools. The following material, developed for that program, includes film guides and cooperatively planned library units for the novels. Novel packages are available from Lynn Archer at CISC 590-2255.

## Unit I

### Afro-American Dictionary

#### Goals

- to increase awareness of the contributions of Afro-Americans to North American culture.
- to promote respect for all racial groups in a diverse culture.

**Time required:** 150 minutes

#### Materials needed:

Hudson, Wade and Valerie Wilson Wesley  
*Book of black heroes: From A to Z.*  
Afro-Bets Books. ISBN 0940975025

Igus, Toyomi and Veronica Freeman Ellis.  
*Book of black heroes: Great women in the struggle.*  
Afro-Bets Books. ISBN 0940975262

Library resources: encyclopedias, magazine articles,  
and books.

### **Teacher Preparation:**

1. Photocopy a class set of the assignment.
2. Reserve library for appropriate times and consult with the teacher-librarian regarding materials necessary for the assignment.

**Class procedure:** Introduce the assignment to the class

### **Evaluation**

The dictionary will be evaluated as follows:

Research 20 marks  
Creativity 10 marks  
Format 20 marks  
50 total

### **ASSIGNMENT**

You are to create an illustrated dictionary of the contributions of Afro-Americans to North American culture. You are to find one Afro-American for each letter of the alphabet using each person's last name. Include people with a variety of occupations or contributions. You can use encyclopedias, magazines or books in the library. **Twenty** of your choices must be researched from magazines books and encyclopedias in the library. **Two** of your choices must be **Canadian**.

### **FORMAT**

- Your dictionary can be any size, any shape, any colour and made of any material.
- Each letter must have its own page. The dictionary must have 26 pages.

### **On each page please include:**

- the letter
- the last name of the person associated with the letter
- the contribution of the Afro-American.
- a picture that illustrates her or his contribution.
- any obstacle which the person faced and overcame
- a quote (if possible)
- your source of information

**The following is a partial list of Afro-American heroes:**

Aldridge, Ira	Ingram, Rex
Ali, Muhammed	Jackson, Jesse
Anderson, Marian	Jerome, Harry
Angelou, Maya	Joyner, Jackie
Ashe, Arthur	Jordon, Michael
Banneker, Benjamin	Johnson, Earvin (Magic)
Barnes, Emery	Jamison, Judith
Bethune, Mary McLeod	Jerome, Harry
Burke, Evonne	King, Martin Luther Jr.
Brooks, Gwendolyn	Marshall, Thurgood
Brown, Rosemary	McDaniel, Hattie
Baker, Ella	Morrison, Toni
Baker, Josephine	Mays, Willie
Baldwin, James	Nkrumah, Kwame
Cinque, Joseph	Owens, Jesse
Collins, Marva	Parks, Rosa
Craft, Ellen	Peterson, Oscar
Coppin, Frannie	Powell, Adam Clayton
Clark, Septima P.	Quaries, Benjamin
Childress, Alice	Robeson, Paul
Chisholm, Shirley	Rudolph, Wilma
Cosby, Bill	Smith, Bessie
Coleman, Bessie	Still, William
Douglas, Frederick	Tyson, Cicely
DuBois, William	Turth, Sojourner
DuSable, Jean	Tubman, Harriet
Dunham, Katherine	Uggams, Leslie
Dee, Ruby	Vesey, Denmark
Davis, Angela	Vaughn, Sarah
Ellington, Duke	Washington, Denzel
Franklin, Aretha	Winfrey, Oprah
Fitzgerald, Ella	X, Malcolm
Garvey, Marcus	Young, Whitney
Gibson, Aretha	Zulu, Shaka
Hughes, Langston	

# *H...is for Hughes, Langston*

*a great Afro-American poet who*

*wrote many poems about the racism*

*he encountered in the United States.*

*In his poem "Let America Be America*

*Again" he poignantly states "I am*

*the Negro bearing slavery's scars."*

*Source: A People's history of the United States*

## **Unit II**

### **Black Americans**

#### **Goals**

- To examine both the conditions and the problems faced by black Americans between 1945 and 1975.
- To promote healthy attitudes towards all racial and ethnic groups.

**Time Required:** 120 minutes

#### **Resources**

The video, *Eyes on the Prize II: America at the Crossroads: 1965-1985: the Keys to the Kingdom (1974-1980)* Blackside, Inc., Boston, MA. 1989.

Available from: Visual Education Centre Ltd.,

41 Horner, Avenue.,

Unit 3, Toronto, Ontario,

M8Z 4X4

Phone: 1-416-252-5907

Fax: 1-416-251-3720

\$ 85.00

Summary of video: This video shows the reaction of the white community in Boston when black parents organize to improve their children's education through court-ordered integration.

#### **Teacher Preparation**

1. Preview the video
2. Review vocabulary in the film
3. Photocopy sufficient copies of the video guide
4. Photocopy sufficient copies of the guide to legal ways to protest.
5. Photocopy one copy of each scenario.

#### **Class Procedure**

##### **Period 1**

1. Introduce the vocabulary used in the video.
2. Show the section of the video that focuses on the Boston school strike.
3. As students watch the video, ask them to list the educational conditions for black Americans and the white response to the those conditions.
4. List on the board the conditions for blacks and the white response.

## Period 2

1. Introduce the concept of legitimate ways of changing society in a democracy.
2. Divide the class into groups of three.
3. Ask each triad to rank the effectiveness of a variety of forms of protest.
4. Ask each group to report back to the class.
5. Give each triad a scenario to discuss.
6. Ask a reporter from each group to briefly describe the scenario, the dilemma and their resolution incorporating information from the ranking activity.

## Evaluation

1. Evaluate the viewing guide to the video.
2. Write a poem about your response to a racial incident.
3. Describe a situation in our school and how you could change it.

## Video Vocabulary

Segregation \_\_\_\_\_ 2marks

Integration \_\_\_\_\_ 2marks

Desegregation \_\_\_\_\_ 2marks

School segregation \_\_\_\_\_ 2marks

Boycott \_\_\_\_\_ 2marks

Class action suit \_\_\_\_\_ 3marks

Busing \_\_\_\_\_ 2marks

NAACP \_\_\_\_\_ 3marks

Parochial \_\_\_\_\_ 2marks

**Guide to the video, *Eyes on the prize II: The Keys to the kingdom (1974-1980)***

**Please list the conditions for black children in the schools in Boston and the white response to those conditions:**

<b>Conditions for blacks</b>	<b>Responses of whites</b>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Rank the following actions from most effective to least effective according to their effectiveness in bringing about change. (1 is most effective; 11, least effective)

- \_\_\_ letter writing
- \_\_\_ organising a meeting
- \_\_\_ lobbying
- \_\_\_ organising a strike
- \_\_\_ passive resistance
- \_\_\_ voting
- \_\_\_ running for office
- \_\_\_ advertisements in newspapers
- \_\_\_ economic boycotts
- \_\_\_ petitions
- \_\_\_ posters

## **Scenarios:**

There are nine scenarios which should each be printed in larger print on a single sheet of paper. In order to save space the scenarios are printed here in smaller print.

### **Scenario # 1**

Arthur Ashe was raised in Arlington, West Virginia. At an early age Arthur showed an exceptional ability in the sport of tennis.

The tennis courts in West Virginia were segregated and Arthur had to play on tennis courts reserved for blacks.

As Arthur excelled and began to win tournaments, the laws of the clubs were relaxed to allow him to compete with white tennis players.

Arthur went on to become the first black man to win Wimbledon. A year after Wimbledon he travelled to a tournament in Houston, Texas where he was allowed to play on the tennis courts but was refused entry to the adjacent golf course in the club.

If Arthur refuses to play in the tournament he will lose \$200,000. Should Arthur play in the tournament?

If you were Arthur's friend should you continue to play at the golf course? If you leave the club you will lose your \$20,000 membership.

What could be done by Arthur's friends to desegregate the golf course?

### **Scenario #2**

Beverly Simms is a black teenager in Little Rock, Arkansas.

The public school system in Arkansas is based on the concept of separate but equal.

Schools are segregated by Arkansas state law. Black students go to black high schools and white students go to white schools. The School Board is all white. The superintendent is also white. They both support the concept of separate but equal.

Beverly studied the Declaration of Independence which states that men and women are created equal.

Because funds are allocated in an unequal way, in the schools where the black children attend there is a shortage of books and equipment; the classes are bigger and the buildings are in need of repair.

What can Beverly do ensure that she gets the same educational opportunities as a white person in Arkansas?

### Scenario # 3

In 1967 the movie *In the heat of the night* had just released and received excellent reviews.

Sarah Washington and Halle Duncan are long-time friends who grew up together in Jackson, Mississippi.

Sarah is white; Halle is black.

The movie theatres in Jackson are segregated by Mississippi state law. In segregated theatres, black and white Americans go to separate theatres to watch the same movie. Moreover, black Americans are not allowed in “white” movie theatres.

The Declaration of Independence states that all men and women are created equal. Halle and Sarah want to go to the movie together.

What could Halle and Sarah do to ensure that they might go to the movie together?

### Scenario # 4

Regina was a black high school student in Atlanta, Georgia.

Her teacher assigned her a major research paper on the Second World War.

The public library system is segregated by Georgian state law which has separate libraries for blacks and whites.

Black Americans are not allowed to borrow books from “white” libraries. The books Regina needs are in the “white” library system.

Regina knows the Declaration of Independence states the all men and women are created equal.

What can she do to gain access to those books?

### Scenario #5

Rosa Parks was a 43 year old seamstress who worked in Montgomery, Alabama and used the public bus system to get to work every day.

In Montgomery, black people were forced to sit in the back of the bus while white people sat in the front of the bus. If the bus was full, black people had to give up their seats to white people and stand.

One day, on her way home after a long hard day at work, Rosa refused to give up her seat to a white person when the bus became full. She was arrested and put in jail because she broke one of the state's segregation laws. However, the Declaration of Independence states that all men and women are created equal.

What could Rosa's friends do to change the policy of blacks at the back of the bus?

### **Scenario #6**

George Washington Elementary School in Arlington, West Virginia, has 96 children in grade seven.

The Principal has decided to make three classes of 32. However, she has decided to create a cluster of white children in one class. The result is two classes of 32 black children and one class of 8 white children and 24 black children.

The black parents are picketing the school saying the policy is racist. The white parents are also picketing the school saying they don't want their children separated.

How would you resolve this situation?

### **Scenario #7**

Lenore Sazer is a teacher in a predominantly black district in South Central Los Angeles.

In her grade five class, 26 out of 35 children are black Americans. Every year at Thanksgiving, the third week of November, the curriculum mandates they study the Pilgrims coming to America on the Mayflower. The Pilgrims were all white.

They are studying the white man's immigration to this country. The history of black immigration to America is never mentioned.

Celebrating Thanksgiving excludes two-thirds of her class and leaves the black children without a sense of their place in history.

What should Lenore do?

### **Scenario #8**

Baltimore, Illinois, has a population of 3,000,000. Two million are whites and a million are blacks. At present, the Baltimore fire department is predominately white. In fact, 90% are white and 10% are black.

Before 1960, blacks were seldom considered for jobs as firefighters. The new Baltimore City Council wants to create a balance of blacks and whites in the fire department that reflects the

community demographics. They have decided to rectify the imbalance by introducing an affirmative action program. An affirmative action program tries to address the discrimination of the past by giving preferential hiring to minorities with equal qualifications. That would mean eight of the next ten fire fighting positions would be reserved for blacks.

Black community leaders would argue that this is the only way the racial imbalance will be corrected by the year 2000. White community leaders argue that this is reverse discrimination.

What would you do?

### Scenario #9

Leon Bass was a black American raised in Philadelphia, Pennsylvania. In 1942, when the Japanese bombed Pearl Harbour, Leon enlisted in the army. Segregation within the army meant that there were separate divisions for black and white Americans.

Leon went to Montgomery, Alabama for his basic training. After six weeks, Leon left the base to see the sights in the city of Montgomery. He went to a local restaurant but they didn't serve blacks. He went to drink at a water fountain but the sign stated "WHITES ONLY." He went to ride the bus and had to sit at the back.

Should Leon risk his life and fight for his country when his country treats him so poorly?

Some people would argue that integrating blacks would lower the morale of the predominantly white military and America would lose the war.

Should the military be integrated?

## Unit III

### Novel Study - *In the heat of the night*

#### Goal

To examine and compare how setting, mood, character and tension are created in the novel and film, *In the heat of the night*.

**Time required: 180 minutes**

#### Resources

The video *In the heat of the night*. [VHS, 1/2 inch, colour, 109 minutes.]

Available from: Image Media, Unit 150, 12140 Horseshoe Bay, Richmond, BC, V7A 4V5

Phone: 1-604-272-7797. Fax: 1-604-272-7798. \$40.00 ILA 060

This 1967 drama explores the racism of the deep south in the early sixties. A black detective, on his way home to Philadelphia, is mistakenly arrested for the murder of a wealthy, white

industrialist. After being cleared of the charges he is persuaded to assist in the ensuing murder investigation where he encounters the bigotry of the sheriff Bill Gillespie and the town of Sparta.

**Teacher Preparation**

1. Preview the film.
2. Read the Teacher's Film Guide.
3. Photocopy a class set of the Student's Film Guide Questions.

**Class Procedure**

1. Distribute the Student's Film Guide.
2. Introduce the questions on the Student's Film Guide.
3. Class watches the film.
4. Class completes the questions and hands in the Film Guide to the teacher.
5. Teacher reviews the questions with the class.

**Evaluation**

Evaluate the Film Guide.

## Student Film Guide

### *In the heat of the night*

**Answer while viewing:**

1. Describe **five** scenes in which tension is created. How is the tension created?(10 marks)

Scene	How is tension created?
Scene #1 _____ _____	_____ _____
Scene #2 _____ _____	_____ _____
Scene #3 _____ _____	_____ _____
Scene #4 _____ _____	_____ _____
Scene #5 _____ _____	_____ _____

2. Describe five scenes that show how black Americans are treated in the United States.  
(5 marks)

Scene	Treatment
Scene #1 _____ _____ _____	_____ _____ _____
Scene #2 _____ _____ _____	_____ _____ _____
Scene #3 _____ _____ _____	_____ _____ _____
Scene #4 _____ _____ _____	_____ _____ _____
Scene #5 _____ _____ _____	_____ _____ _____

3. Describe five visual symbols used to emphasise the theme of integration.(5 marks)

- Symbol #1  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Symbol #2  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Symbol #3  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Symbol #4  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Symbol #5  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**For homework:**

3. In a short paragraph, compare and contrast the opening of the film with the opening of the novel.(5 marks)

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4. Compare the character of Sam in the novel with the character in the novel. Why is he different? (5 marks)

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5. Compare the closing scene of the film with the closing episode in the novel. ( 5 marks)

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6. Describe the film techniques used to show the relationship between Tibbs and Gillespie throughout the film. (5 marks)

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## **Unit IV**

### **Novel Study - To kill a mockingbird**

#### **Goal**

To examine and compare how setting, mood, character and tension are created in the novel and film , *To kill a mockingbird*.

**Time Required:** 180 minutes

#### **Resources**

*To kill a mockingbird*. [VHS 1/2 inch, black and white, 131 minutes.] Available from Universal Films Vancouver, V5P 2S2. Telephone 322-5600. \$175 for one year (school or district license) \$275 for five years (district license)

In a dusty southern town during the Depression, racial relations are examined when a compassionate lawyer defends a black man accused of raping a white woman.

#### **Teacher Preparation**

1. Preview the film.
2. Read the Teacher's Film Guide.
3. Photocopy a class set of the Student's Film Guide Questions.

#### **Class procedure:**

1. Distribute the Student's Film Guide.
2. Introduce the questions on the Student's Film Guide to the class.
3. Class watches the film.
4. Class completes the questions and hands in the Film Guide to the teacher.
5. Teacher reviews the questions with the class.

#### **Evaluation**

Evaluate the Film Guide Questions.

# Student Film Guide

## *To kill a mockingbird*

### Answer while viewing:

1. How is the beginning of the novel different from or similar to the film? Whose point of view is established in the beginning of the film? How is that point of view established?
2. Name five scenes in the film that show how Afro-Americans are treated in the southern United States?

Scene	Treatment
Scene #1 _____ _____	_____ _____
Scene #2 _____ _____	_____ _____
Scene #3 _____ _____	_____ _____
Scene #4 _____ _____	_____ _____
Scene #5 _____ _____	_____ _____

3. Describe five ways tension is created in the film.

Scene	Tension
Scene #1 _____ _____	_____ _____
Scene #2 _____ _____	_____ _____
Scene #3 _____ _____	_____ _____

Scene #4 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Scene #5 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**For Homework**

4. In a paragraph defend or refute the director's use of black and white photography.

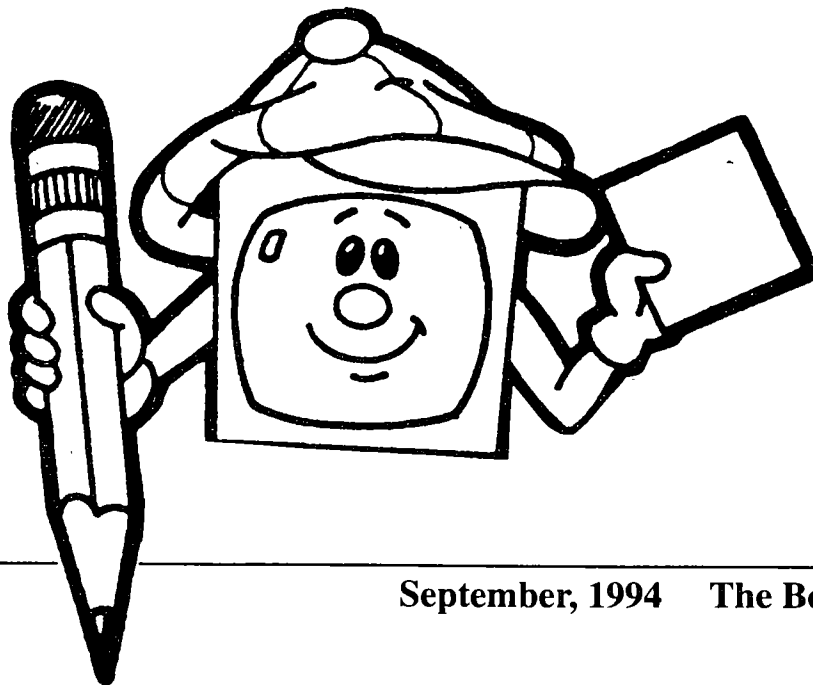
\_\_\_\_\_  
\_\_\_\_\_

5. Describe three scenes and explain how music is used to emphasise the scene.

Scene	Use of music
Scene #1 _____ _____ _____	_____ _____ _____
Scene #2 _____ _____ _____	_____ _____ _____
Scene #3 _____ _____ _____	_____ _____ _____

6. Compare the character of Dill in the film and in the novel.

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



# Book and Periodical Council

## FREEDOM TO READ - THE NEXT DECADE

In announcing the 11th annual Freedom to Read Week, February 28 - March 5, 1995, the members of the Book and Periodical Council's Freedom of Expression Committee reaffirmed their support for intellectual freedom, guaranteed under the Charter of Rights and Freedoms.

The FOE Committee acknowledged the ongoing commitment of Canadian writers, publishers, librarians, educators, and booksellers to support intellectual freedom, and committed themselves to a new decade of vigilance.

"Tight times, tightened restrictions at the border, and tight budgets face all sectors of the community that values freedom of expression.", said Les Fowlie, Chair of the Freedom of Expression Committee. "As restricting as they might be, we cannot allow these concerns to narrow our focus. The freedom to choose and the freedom to read for all Canadians must be maintained."

The Freedom of Expression Committee produces the Freedom to Read Week Kit. It is updated annually and includes recent articles about freedom to read, a list of books banned or challenged in Canada, library and school activities and a new Freedom to Read Week poster.

The Kit will be available at the end of September 1994. The price is \$12.00 plus \$2.00 postage and GST for a total of \$14.98, prepaid.

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### FREEDOM TO READ KIT ORDER FORM

Kits may be ordered directly from the Book and Periodical Council, **prepaid**, at \$12.00 plus \$2.00 postage and handling, plus \$.98 GST. Total: \$14.98. Orders for ten kits or more, shipped to a single address, receive a 20% discount and may be accompanied by a purchase order. Mail your completed order form to: **Freedom to Read Kit, Book and Periodical Council, 35 Spadina Road, Toronto, ON M5R 2S9.**

Name: \_\_\_\_\_

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GST No. R106801889

# FIRST NATIONS: CHANGING TIMES, CHANGING RESOURCES.

by **BEV PRICE**, teacher-librarian, Selkirk Elementary School, and **DEBRA SIMMONS**, teacher-librarian, Sir Charles Tupper Secondary School, SD #39 (Vancouver).

## BACKGROUND

In 1993, the Vancouver School Board, in compliance with the procedures established in *Selection of Learning Resources*, accepted a district challenge of the book *Copper Sunrise* by Bryan Buchan. The challenge and the title were reviewed. Many recommendations ensued from the challenge. One of the recommendations was that an article or editorial be written expressing the views of the committee and that a bibliography of materials accompany the article. The following article is the opinion piece.

Times change! Opinions held, ideas accepted, clothing worn have changed in the past twenty years. Look around you and see the results of changed attitudes, changed expectations. It should, therefore, come as no surprise that some books, once regarded exemplary, are no longer held in high regard. They have been left behind by the changing times. Books, like other carriers of ideas, need to be periodically re-examined in the light of changing attitudes, changing sensibilities and the changing market. Which brings us to the story of *Copper Sunrise* by Bryan Buchan.

*Copper Sunrise* is the story of a young boy who learns the meaning of the world "savage." When Jamie and his family moved to Newfoundland in the late eighteenth century, he was warned about the savages who lived in the wild surrounding the European community. He was befriended by a Beothuk boy and was eventually accepted by the Beothuk people. He learned about their music, family life and gentle ways. In contrast, he experienced thoughtless cruelty, disregard for life and nature and the ugliness of his own white community. In a needless slaughter of the Beothuk peoples, Jamie discovered that the term savage best described his own people and not the natives.

The book, written in 1972, was one of the first books for young people, set in Canada, that showed sympathy for the "Indians." The ironic ending which calls upon the reader to re-evaluate "civilized" and "savage" in the light of actions by the two communities presented in the book, was praised. But times have

changed and it is now time to re-examine this book, and others, in the light of our increased awareness of First Nations sensibilities and in the light of the appearance of other novels that are equally sympathetic, more accurate historically, better written and less painful to members of our multicultural community.

It is difficult to step into another's shoes and see the world as another person. We empathize, we sympathize, but our background filters experiences. For this reason, we rely on guidelines that suggest clues that might make the seeing easier in order to judge the worth and presentation of materials. And when people of a different orientation object to a particular item, we, as librarians and especially as teacher-librarians who select materials, must listen. That does not mean censorship! It does not mean knee-jerk reflexive weeding! It means listening and evaluating and making choices between items to select the very best available. Today, we have many other, far better books that better reflect the changing attitudes and expectations of First Nations peoples and better express the feelings and points of view of First Nations peoples.

The development of a library collection requires constant re-appraisal of materials. Items praised twenty years ago need to be re-evaluated against current perspectives, newer materials and newly identified needs. Attached are bibliographies of items that, today, are judged more appropriate for library resource centres. These are not final or ultimate lists, for as times change, as they will, so must bibliographies change. So, too, must collections keep pace, by replacing the poorer materials, such as *Copper Sunrise*, with the best that is currently available.

*Editor's Note: The accompanying bibliography was assembled for a First Nations Learning Resources Workshop and Book Display. The Vancouver School Board has the full package available upon request; the titles listed here are just part of the resources available. ISBNs and cost have been added to all IN PRINT titles.*

## SECONDARY SOURCES - FICTION

Blake, Michael. (1988). *Dances with Wolves*. New York: Fawcett. ISBN 0-449-13448-2, \$5.59, pb.

This story is of a young lieutenant in the Union Army who goes West and encounters a Comanche camp. As he becomes involved in their lives he grows to appreciate their culture. Eventually, he returns to the white world to try and win support for the protection of his Comanche friends. Blake is a non-aboriginal author and has presented the Comanche in a romantic manner. American history, 1862. Movie available. Senior reading level.

Collura, Mary-Ellen. (1992). *Winners*. Vancouver: Douglas & McIntyre. ISBN 1-55054-223-0, \$7.95, pb.

Well written poignant story of a sixteen year old Native boy who, after many foster homes, returns to the reserve to live with his grandfather. Non-aboriginal author, movie available. Award winner. Alberta, rural and contemporary. Grades 6 to 9.

Culleton, Beatrice. (1992). *In Search of April Raintree*. Winnipeg: Peguis Publishers. ISBN 1-895411-46-7, \$6.95, pb.

This is the story of two Métis sisters who were separated while in foster care. It tells of the different paths they take and the tragic consequences of their lives. Urban, contemporary, ISBN. Two editions available, one abridged in order to make it appropriate for school-aged children. Senior level.

Erdrich, Louise. (1989). *Tracks*. New York: HarperCollins. ISBN 0-06-097245-9, \$10.00, pb.

*Tracks* tells the story of a number of Native and Mixed blood characters living in North Dakota during the first quarter of this century. It is a suspenseful, exciting and human story. Part of a trilogy. Mixed blood, rural, American, 1912 - 1924. Senior level.

Hale, Janet Campbell. (1976). *The Owl's Song*. New York: Avon Books. ISBN 0-380-00605-7, \$2.50, pb.

A fourteen year old Native boy decides to leave his reserve only to find violence, tragedy, hostility and prejudice. His journey takes him to the threshold of manhood. American and contemporary. Grades 7 to 9.

Highwater, Jamake. (1977). *Anpao: An American*

*Odyssey*. New York: Harper Collins. ISBN 0-397-31750-6, \$14.00.

Traditional tales from North America are woven into a story that tells the adventures of a boy as he grows into manhood. Interesting illustrations. Award winner. American history, Blackfeet. Grades 6 to 9.

Houston, James. (1983). *Eagle Song*. Toronto: McClelland and Stewart. ISBN 0-7710-4258-2, \$22.95.

Entertaining story about an American man's capture and prolonged stay in a Nootka village in the early 1880s. The author's point of view and accuracy of content must be taken into consideration. BC history, 1803. Non-aboriginal author. Senior level.

Houston, James. (1980). *Spirit Wrestler*. Toronto: McClelland and Stewart.

This is a powerful story set in the high arctic. Suspenseful, mysterious and exciting, *Spirit Wrestler* tells the story of a small "Eskimo" community. It relates the harsh living conditions, the effects of contact with whites, and the influence of tradition and mythology. The author's point of view and the accuracy of cultural interpretations must be considered. Inuit, recent past. Non-aboriginal author. Senior level.

Hubert, Cam. (1992). *Dreamspeaker*. General Publishing. ISBN 0-7736-7384-9, \$5.95, pb.

This is the hauntingly tragic story of a delinquent Anglo boy who is adopted by a Native elder and his companion. Together, they form a family of sorts until tragedy overwhelms them. Although the central character is a child, the themes are adult. Contemporary. Non-aboriginal author. Highly controversial (cultural appropriation and a suicide). Award winner; movie available. Senior level.

Hudson, Jan. (1984). *Sweetgrass*. Edmonton: Tree Frog Press. ISBN 0-88967-076-5, \$8.95, pb.

This is the coming of age story of a fifteen year old Blood girl and the trials she must overcome before being allowed to marry. Beautifully written. Non-aboriginal author. Award winner. History—Plains. Grades 6 to 9.

Katz, Welwyn Wilton. (1987). *False Face*. Greenwood. ISBN 0-88899-063-4, \$12.95.

This is the story of two thirteen year olds who find ancient Indian masks. The masks open a mystery for them. Also deals with family dynamics. Contemporary. Mystery. Non-aboriginal author. Point of view and cultural accuracy need to be considered. Also suitable for Intermediate elementary. Grades 6 to 8.

King, Thomas. (1991). *Medicine River*. New York: Viking Penguin. ISBN 0-14-012603-1, \$5.95, pb.

This is the story of a man's attempt to integrate into the small Alberta town where his mother grew up. He must reconcile his past in order to come to terms with his traditions and his future. This book beautifully demonstrates the warmth, humour and poignancy of modern Native life. Contemporary, rural setting. Senior level.

King, Thomas. (1993). *One Good Story, That One*. Toronto: Harper Collins. ISBN 0-00-224000-9, \$14.95, pb.

A collection of short stories combining elements of Native mythology, history, politics and the Bible tell about contemporary Native life. Humorous; senior level.

Major, Kevin. (1989). *Blood Red Ochre*. Toronto: Doubleday Canada. ISBN 0-385-29794-7, \$15.95.

This book tells the story of the Beothuk using flashbacks from the present time to the past. Contemporary and historical; urban. Award winner. Author is non-aboriginal. Genocide. Senior level.

Maracle, Lee. (1993). *Raven's Song*. Vancouver: Press Gang Publishers. ISBN 0-88974-044-5, \$12.95, pb.

This story relates the devastation of a flu epidemic on an urban Native community. Contemporary, urban BC, 1950s. Senior level.

Maracle, Lee. (1990). *Sojourner's Truth*. Vancouver: Press Gang. ISBN 0-88974-023-2, \$10.95, pb.

A collection of short stories describing the struggles and triumphs of modern life from a feminine Native point of view. Canadian and contemporary. Not all stories suitable for school age students; senior level.

Maracle, Lee. (1992). *Sundogs*. Penticton: Thytus Books.

*Sundogs* tells the story of a young woman and her

familial relationships. She finally enters into womanhood by confronting and accepting her heritage and by understanding what it means to inherit the legacy of Native womanhood. Contemporary, urban and BC. Senior level.

Mowatt, Farley. (1987). *Lost in the Barrens*. Toronto: McClelland and Stewart. ISBN 0-7710-6681-3, \$5.99, pb.

*Lost in the Barrens* is a story of two young boys—one Cree and the other Anglo and their struggle to find their way out of the frozen North. Canada, far north and contemporary. Non-aboriginal author. Movie available. Award winner. Also suitable for Intermediate elementary. Grades 7 to 9.

O'Dell, Scott. (1992). *Sing Down the Moon*. New York: Dell Publishing. ISBN 0-440-40673-0, \$3.50, pb.

This is the account of the invasion by the U. S. Army headed by Kit Carson of the Navahos at Canyon de Chelly. The Navahos were captured at Ft. Summer where 1,500 died. A favourite book of many students. Non-aboriginal author. American Navaho history, 1860s. Grades 6 to 9.

Ryga, George. (1970). *The Ecstasy of Rita Joe*. Vancouver: Talonbooks. ISBN 0-88922-000-X, \$12.95, pb.

This play chronicles the tragic plight of a young Native woman who comes to the city and tries to find her way through the intricacies and brutality of modern urban life. Very tragic and may lead to stereotyping Native people as victims. Contemporary and urban. Violence; senior level.

Sawyer, Don. (1988). *Where the Rivers Meet*. Winnipeg: Pemmican Publications. ISBN 0-921827-06-7, \$12.95, pb.

The story of Nancy Antoine, a First Nations teenager who must grapple with the effects of the suicide of a close friend. Non-aboriginal author. Sensitive topic—suicide. BC contemporary, rural. Grades 7 to 10.

Seals, David. (1979). *Pow Wow Highway*. Markham: Penguin Books Canada.

This is the story of a modern visionquest for Philbert. He travels with this friend, Buddy. Their journey takes them back to their early friendship and their roots. American, contemporary; movie available. Senior level.

Adult content in the language.

Slipperjack, Ruby. (1987). *Honour the Sun*. Winnipeg: Pemmican Publications. ISBN 0-919143-44-X, \$12.95, pb.

Contemporary story of a young rural girl from age ten to sixteen. Beautifully describes the ebb and flow of life in a Native community in Northern Ontario. Grades 7 to 9.

Slipperjack, Ruby. (1992). *Silent Words*. Saskatoon: Fifth House Publishers. ISBN 0-920079-93-8, \$12.95, pb.

This novel tells the story of a young Ojibway boy who runs away from a deteriorating family situation. On his quest to find his mother he spends time with various individuals and families who teach him who he is. Excellent portrayal of the culture and some of the dilemmas facing Native youth. Northern Ontario in the rural, recent past. Grades 6 to 9.

Taylor, Drew Hayden. (1990). *Toronto at Dreamer's Rock and Education is Our Right, Two One-Act Plays*. Saskatoon: Fifth House Publishing. ISBN 0-920079-64-4, \$10.95, pb.

Both plays travel through time, exploring the past, present, and future of First Nations. The first play, *Toronto at Dreamer's Rock*, finds Rusty comparing his 90s lifestyle with that of Keesic's (past) and Michael's (future). Alcohol is one issue presented in their meetings. The second play, *Education is Our Right*, finds a conservative Minister of Indian Affairs visiting the past, present, and future. He is forced to look more closely at his decisions in regards to First Nations education. This play borrows from Charles Dickens' *A Christmas Carol*. Ojibway author who has written First Nations themes for "Beachcombers" and "Street Legal." Both plays toured extensively to schools in Ontario and Quebec. Grades 8 to 12.

Welch, James. (1987). *The Death of Jim Loney*. New York: Viking Penguin. ISBN 0-14-010291-4, \$8.00, pb.

This is the story of a half-white, half-Native man living in a small town in the northwestern U.S.A. He uses alcohol to cope with the alienation and despair he feels as he travels down the road to self-destruction. Contemporary, urban North American. Suicide, alcoholism; senior level.

Welch, James, (1987). *Fools Crow*. New York: Viking Penguin. ISBN 0-14-008937-3, \$10.00, pb.

This novel shows the traditional life of a band of Blackfeet Indians and what happens as they are forced to deal with the ever-increasing imposition of the white man. Excellent comparison to *Dances With Wolves*. Interesting illustrations. USA history, 1870. Some sex. Grades 9 to 12.

Wheeler, Jordan. (1989). *Brothers in Arms*. Winnipeg: Pemmican Publications. ISBN 0-921827-07-5, \$6.95, pb.

Three short stories, each dealing with the relationships between brothers who must overcome feelings of resentment. Ojibway author. Grades 8 to 10.

#### NON-FICTION

Ahenakew, Freda; Gardipy, Brenda and Lafond, Barbara, eds. (1993). *Native Voices*. Toronto: McGraw-Hill Ryerson. ISBN 0-07-551448-6, \$11.70.

An anthology of poems, stories, plays and articles. Some of the First Nations writers write about traditional ceremonies. Many write about their own experiences and some write poems, stories, and plays about First Nations culture and the preservation of it.

Ahenakew, Freda. Gardipy, Brenda. Lafond, Barbara, and Leitenberg, Gilda. (1993). *Native Voices: Teacher's Guide*. Toronto: McGraw-Hill Ryerson.

Teachers of Language Arts/English, integrated Arts/English and Social Studies, or Humanities would be able to use this guide. It lends itself nicely to cross-curricular exploration. Lesson plans, designed for grades 7 to 9, include short profiles of the authors, connecting questions of the literature, an experiential exercise, and a choice of subject area exercises. The lessons provide an exploring section with leads to related works. This guide also includes student worksheets.

Allen, Paula Gunn, ed. (1990). *Spider Woman's Granddaughters: Traditional Tales and Contemporary Writing by Native American Women*. New York: Fawcett Columbine. ISBN 0-449-90508-X, \$12.00, pb.

This book presents feminine and feminist perspectives on Native experience in North America. Pre-contact to

the present day. Represents many American Indian Nations. Excellent source for transmission of culture and history. Sections: The Warriors, The Casualties, The Resistance. The introduction explains First Nation women's roles in Native society—past and present. Notes on authors and glossary. Senior level.

Campbell, Maria. (1982). *Halfbreed*. University of Nebraska Press. ISBN 0-8032-6311-2, \$6.95, pb.

*Halfbreed* tells the life story of Maria Campbell, a Métis who grew up in Western Canada. It includes her descent into alcoholism and despair. With the support of her Cree great grandmother, Maria is able to come to appreciate her heritage and overcome alienation and self-destruction. Autobiography. Contemporary, Métis in Alberta. Senior level.

Feldman, Susan. (1991). *The Story-telling Stone: Traditional Native American Myths and Tales*. New York: Dell Publishing. ISBN 0-440-38314-5, \$5.99, pb.

American anthology. Myths and tales. Senior level.

Fiddler, Don, ed. (1993). *Gatherings: The En'owkin Journal of First North American Peoples, Volume IV*. Penticton: Theytus Books. ISBN 0-919441-48-3, \$12.95, pb. (Annual)

This is a journal of Indigenous peoples' writing. En'owkin is an International School of Writing located in the Okanogan. The courses are taught by established First Nations writers and authors. This is a collection of professional and student work. Contemporary and a useful sourcebook. Suitable for Intermediate elementary, and Junior Secondary.

French, Alice. (1991). *The Restless Nomad*. Winnipeg: Pemmican Publications. ISBN 0-921827-16-4, \$9.95, pb.

This book tells the story of a fourteen year old girl who, upon leaving residential school, is returned to her family and a traditional lifestyle. The story follows her through her struggle to adapt to this lifestyle, through her marriage, her eventual divorce and remarriage to when she leaves the community. Autobiography, Inuit. Recent history, 1946; senior level.

Gooderham, Kent. (1969). *I am An Indian*. Toronto: J. M. Dent and Sons (Canada).

This anthology is a collection of works by Native

writers representative of many of the First Nations of Canada. The pieces range from pre-contact settings to recent times. Canadian and historical with various genres represented. Suitable for Intermediate elementary and Junior Secondary.

Grant, Agnes, ed. (1990). *Our Bit of Truth: An Anthology of Canadian Native Literature*. Winnipeg: Pemmican Publications. ISBN 0-921827-10-5, \$19.95, pb.

Representative of all Nations including the Métis. Pre-contact to the present day. Genres include myths and legends, traditional poetry, and memoirs. Includes biography and autobiography, short stories, novels, and contemporary poetry. Notes on authors. Introduction explains use of non-European writers and the value in education as literature and as a key to understanding the culture of First Nations people. Humour, spiritualism, sense of community, value of sharing and caring, influence of the oral tradition, and the significance of visions and dreams are emphasized. Canadian source. Junior and Senior Level.

Hilts, Lea. (1987). *Warrior for Freedom, Ambassador for Peace: Quanah Parker*. Florida: Harcourt Brace Jovanovich.

This is the account of the life of Quanah Parker, a half Comanche and half white man who fought to preserve the Comanche way of life. Biography. American history, 1850 to 1911. Also suitable for Intermediate elementary. Grades 6 to 9.

King, Thomas, ed. (1990). *All My Relations: An Anthology of Contemporary Canadian Native Writing*. Toronto: McClelland Stewart. ISBN 0-7710-6706-2, \$16.99, pb.

A collection of short stories representative of the work of contemporary Native authors. Notes on authors. Not all pieces suitable for all age groups. Senior level.

Kroeber, Theodora. (1973). *Ishi: Last of the Tribe*. New York: Bantam. ISBN 0-553-24898-7, \$3.50, pb.

The true story of Ishi, last of the Yahi tribe. Biography, early 1900s. American, and non-aboriginal writer. Senior level.

Moses, Daniel David and Goldie, Terry, eds. (1992). *An Anthology of Canadian Native Literature in English*. Toronto: Oxford University Press. ISBN 0-19-540819-5, \$19.95, pb.

Representative of all Nations including Métis. From pre-contact times to the present day. Genres include traditional stories, oration, letters, speeches, memoirs and essays. There are also excerpts from novels, plays, short stories, poetry, lyrics, myths and legends. Notes on authors. Introduction is a dialogue between the editors—one Anglo, the other Native. They discuss parallels between European and First Nations writers, the transmission of First Nations culture and values and cultural appropriation. Canadian; Junior and Senior, adult level.

Mowat, Farley. (1980). *The Desperate People*. Seal. ISBN 0-7704-2323-X, \$5.95, pb.

This is the tragic chronicle of the genocide of the Ihalmuit, a band of Inland Eskimo who were forced from their traditional grounds and lifestyle. Recent history—1940 to 1960. Canadian North. Genocide topic needs a lot of follow up. Senior level.

New, W. H., ed. (1990). *Native Writers and Canadian Writing*. Vancouver: UBC Press. ISBN 0-7748-0371-1; \$21.95, pb.

This is an excellent reference book for teachers or for those interested in literature. Although it is an anthology, what makes it particularly valuable is that it is also a literary criticism of a wide range of First Nations work. Teacher reference source. Senior level.

Perreault, Jeanne and Vance, Sylvia, eds. (1993). *Writing the Circle: Native Women of Western Canada*. Norman: University of Oklahoma Press. ISBN 0-920897-88-6.

This is a compilation of Western contemporary female Métis and Native authors. Introduction and preface discuss the role and state of womanhood in contemporary society and how powerful the circle of feminine influence is. Also discussed are Native writings as literature, Native authorship and voice and the prevailing themes to be found in this anthology. Varied topics, themes and genres. Canadian source. Senior level. (new)

Petrone, Penny, ed. (1983). *First People, First Voices*. Toronto: University of Toronto Press. ISBN 0-8020-6562-7, \$20.95, pb.

A collection of speeches, letters, diaries, journals, petitions, prayers, songs, poems, drama and stories which provide an historical and contemporary perspec-

tive on First Nations history, culture and viewpoints. Canadian. Senior level.

Scott, Lalla Karnee. (1966). *A Paiute Narrative*. Reno: University of Nebraska Press.

This book relates the lifestyle of the Paiute and the personal life of Annie Lawry, a Paiute/Caucasian woman. Recent history—1930s. Senior Level.

Silman, Janet. (1987). *Enough is Enough: Aboriginal Women Speak Out*. Toronto: The Women's Press. ISBN 0-88961-119-X, \$13.95, pb.

The Women of Tobique Reserve in New Brunswick discuss the events leading up to their political activism. Maritimes; senior level.

Sterling, Shirley. (1992). *My Name is Sepeetza*. Groundwood. ISBN 0-88899-165-7, \$7.95, pb.

This book chronicles the experience of a young girl, half white and half Salish, who must attend residential school and of the brief, yet poignant times she spends with her loving family. Autobiography, 1950s in BC. Grades 6 to 9.

Thrasher, Anthony Arakark. (1976). *The Three Lives of Thrasher...Skid Row Eskimo*. Toronto: Griffen Pres Ltd.

This is the chronicle of Thrasher. It traces his life from age six when he enters residential school, through his conviction and incarceration for murder and his struggle with poverty and alcoholism. It ends with Thrasher entering the hospital for the criminally insane. Contemporary, Eskimo. Senior level.

Turner, Frederick, ed. (1977). *The Portable North American Indian Reader*. New York: Viking Penguin. ISBN 0-14-015077-3, \$9.95, pb.

This book is representative of many American Indian Nations. Pre-contact to the present day. Genres include: myths and legends, poetry, oratory, cultural contact, images and anti-images, prose, excerpts from novels and short stories. American reference source. Senior level.

Tyman, James. (1990). *Inside Out: An Autobiography by a native Canadian*. Saskatoon: Fifth House Publishers. ISBN 0-920079-58-X, \$12.95, pb.

This is the story of young boy who is adopted into a

white family. He discusses the racism and alienation he experiences. Eventually he turns to alcohol and drug abuse and crime as a way to deal with his anger. After spending time in jail, he discovers his spiritual roots and begins the road to recovery. Autobiography. Canadian and urban contemporary. Swearing and violence. Senior level.

Velie, Alan R. (1991). *The Lightning Within: An Anthology of Contemporary American Indian Fiction*. Lincoln: University of Nebraska Press. ISBN 0-8032-4659-5, \$19.95.

Contemporary short stories. American. Senior level.

Editor's Note: There is an elementary list to accompany this secondary one. It is available through the Vancouver School Board.





# SAVE TIME EVALUATING RESOURCES (STER)

by **KRIS NELLIS**, Past President BCTLA.

## WHAT IS STER?

STER has been a district project in Prince George for more than twenty years. Each year most teacher-librarians in Prince George volunteer to take one professional journal and condense the book reviews in each issue. These are compiled by the District Resource Centre into elementary and secondary versions of STER and sent out three times per year.

## WHY MENTION IT NOW?

Prince George teacher-librarians that have moved to other areas of the province often continued to request copies of STER from the DRC. Other teacher-librarians heard of it and requested it also. More recently, it has not been available outside of Prince George due to accounting and other coordination difficulties within the district office. I was asked, by Fred Robertson in Port Hardy, to investigate the possibility of again making it available outside Prince George. After talking to Carrie Yuen-Lo at the District Resource Centre, a solution has been found.

## HOW CAN YOU ORDER STER?

I have agreed to compile the orders for STER and forward them to the DRC in one batch immediately following the ordering deadline. They will then supply the copies needed to fill the orders three times throughout the school year. In order to ease the accounting procedures and to ensure that the money ends up in the District Resource Centre account, payment **must** be by cheque. I will handle the transfer of the money.

Please make the cheque for \$30.00 payable to **Library - Duchess Park Secondary**. Include the mailing address for the three issues (Fall, Winter and Spring) and indicate whether you wish to receive the **elementary** or **secondary** version. Send your order to:

Ms. Kris Nellis  
c/o Duchess Park Secondary School  
2371 Ross Crescent  
Prince George, B. C. V2M 1Y8

The deadline for your 1994/95 order is **November 15, 1994**.

A sample page from STER follows. Due to staff cuts at the DRC, the cards that the teacher-librarians fill in are no longer being retyped. They are now being photocopied directly so the print quality may vary but we will all endeavor to make it legible!

Title: Chernobyl: the ongoing story of the world's deadliest nuclear disaster

Author (Surname First): Cheney, Glenn Alan

Illus. by: \_\_\_\_\_ Index:  Pages: 128

Publisher: Macmillan/New Discovery Edition: \_\_\_\_\_ Year: 1993

Binding:	ISBN:	Price:
Trade	<u>0-02-718305-X</u>	<u>13.95</u>
LB (PLB. Reinforced)		
PBK		
Other		

Classification #			
E +	E	F	Dewey #
			<u>363.17</u>

Selection Aid: Booklist  
Date of Issue: Jan. 15/94

Grade suitability: 7-12  
Curric. Support: \_\_\_\_\_

USE REVERSE SIDE FOR ANNOTATION

SAMPLES OF STER

A concise, understandable, and well-balanced account of the worst man-made disaster of all time. Illus. with b/w photographs. A truly frightening book.

Title: The Chief

Author (Surname First): Lipsyte Robert

Illus. by: \_\_\_\_\_ Index: \_\_\_\_\_ Pages: 226

Publisher: Harper Edition: \_\_\_\_\_ Year: 1993

Binding:	ISBN:	Price:
Trade	<u>0-060-21064-8</u>	<u>15.00</u>
LB (PLB. Reinforced)		
PBK		
Other		

Classification #			
E +	E	F	Dewey #
		<input checked="" type="checkbox"/>	

Selection Aid: English Journal  
Date of Issue: Jan '94

Grade suitability: 8-12  
Curric. Support: Gen Int

USE REVERSE SIDE FOR ANNOTATION

A continuation of The Broue, but told from a different point of view & beginning at the apparent end of Sonny's career. As in Lipsyte's other works, the strength in The Chief lies in the personal resolve of the characters under challenging circumstances.

# **RECOMMENDATIONS FROM THE PROVINCIAL FORUM ON RESOURCE-BASED LEARNING AND TEACHING**

by **MARILYN HANNIS**, Co-ordinator for the Recommendations from the Provincial Forum

The expertise of teacher-librarians is recognized as crucial to the success of resource-based learning. On the following pages you will find the Recommendations from the Forum on Resource-Based Learning and Teaching. Integral to the recommendations is an acknowledgment of the unique skills and knowledge of teacher-librarians and the role they can play in making the best use of learning resources. Following the report you will find specific recommendations for the educational partners. The sections which are of most interest to teacher-librarians are the recommendations for school districts, schools, and the BCTLA/BCTF.

The report outlines the interconnectedness of specific areas within each topic - Philosophy, Participants, Funding and Selection and Management of Resources. You can use these recommendations as a reference when speaking with parents, teachers and administrators.

This Forum was a joint project of the BCTLA and the Learning Resources Branch. The official release was at the Resources '94 Conference in May. All superintendents in the province received a copy of these Recommendations in August, 1994.

You are encouraged to photocopy, distribute and discuss the recommendations.

## **BRITISH COLUMBIA TEACHER- LIBRARIANS' ASSOCIATION (BCTLA) AND THE LEARNING RESOURCES BRANCH, MINISTRY OF EDUCATION**

### **RECOMMENDATIONS FROM THE PROVINCIAL FORUM—On Resource-Based Learning and Teaching, May, 1994.**

#### **Implementation of resource-based learning and teaching requires:**

1. An understanding of the philosophical foundations
2. Clarification of the roles of the educational partners
3. Financial support
4. Management support system

## INTRODUCTION

The British Columbia Teacher-Librarians' Association (BCTLA) and the Ministry of Education are working together to ensure the successful implementation of resource-based learning and teaching. Resource-based learning and teaching is "a planned educational program that actively involves students in the effective use of a wide range of appropriate print, non-print and human resources" (*Partners in Action*, Ontario, 1982). The use of multiple learning resources necessitates a restructuring of the learning environment and changes in teaching strategies. Multiple learning resources enable educators to meet individual student learning styles, needs and interests. A further challenge is the process of selection, organization and management of the learning resources in each school.

Teachers, teacher-librarians, and administrators have raised concerns regarding the implementation of resource-based learning and teaching.

The concerns include:

- Understanding the philosophical foundations of resource-based learning and teaching
- Obtaining adequate financial support
- Clarifying the roles of the participants
- Establishing systems for selecting, organizing and managing learning resources

The Forum on Resource-Based Learning and Teaching was co-sponsored by the Ministry of Education and BCTLA.

Representatives attended from the following:

- B. C. Principals' and Vice-Principals' Association
- B. C. School Superintendents' Association
- BCTF:
  - B. C. Teacher-Librarians' Association
  - Provincial Specialists' Association
- Capital Allocation Plan Coordinators
- Faculties of Education:
  - Simon Fraser University
  - University of British Columbia
  - University of Victoria
- Ministry of Education, Learning Resources Branch

Over the three days of the Forum, the participants discussed the issues around Resource-based Learning and Teaching. At the final session, lists of recommendations were developed. A draft report was compiled by BCTLA and sent to all participants for further comments. This final report presents the recommendations which had strong support.

## DEFINITIONS

**INFORMATION LITERACY** is the ability to acquire, critically examine, and use knowledge effectively. All other forms of literacy are inherent within this context.

**RESOURCE-BASED LEARNING** occurs when students are actively involved in their own learning using a wide variety of resources.

**RESOURCE-BASED TEACHING** is a planned educational program where teachers demonstrate and model the use of resources, facilitate and actively guide students in the process of learning and continually assess and chart students' progress as they acquire skills in using learning resources.

**LEARNING RESOURCES** includes all curriculum resources in print, visual, tactile, auditory or integrated formats.

## **THREE PRINCIPLES FOR THE SUCCESSFUL IMPLEMENTATION OF A RESOURCE-BASED LEARNING PROGRAM**

### **Principle 1**

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

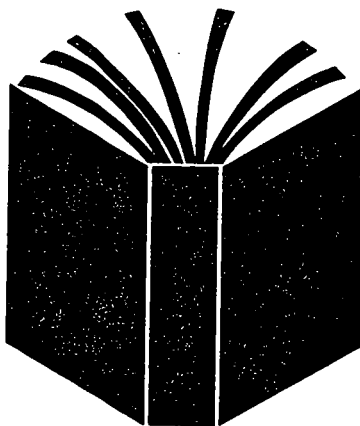
### **Principle 2**

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

### **Principle 3**

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

from: British Columbia Ministry of Education, (1991). *Developing Independent Learners: The Role of the Library Resource Centre*. p. 4, 5.



# COMPLETE REPORT

## PHILOSOPHY OF RESOURCE-BASED LEARNING AND TEACHING

The recommendations in this section pertain to the establishment of the philosophy of Resource-based learning and teaching as a foundation for educational practice that meets the needs of today's students.

1. That the Ministry of Education endorse the philosophy of resource-based learning. This may be accomplished through the following approaches:
  - A. Statements supporting the philosophy of resource-based learning and teaching be incorporated into curriculum documents.
  - B. Statements explaining the role of the teacher-librarian and the library resource centre be included in all curriculum support documents.
  - C. Sample teaching units and ideas reflecting the philosophy of resource-based learning and teaching be included in all curriculum support documents.
  - D. Evaluation criteria related to resource-based learning concepts be identified as part of the accreditation process (specific questions related to the availability and use of learning resources).
2. That the Ministry of Education utilize the expertise of teacher-librarians as staff members to support the implementation of resource-based learning and teaching.
3. That the Faculties of Education ensure that resource-based learning and teaching concepts are part of all methods instruction for new teachers.
4. That the British Columbia Teachers' Federation develop a policy statement endorsing resource-based learning and teaching.
5. That the British Columbia Teacher-Librarians' Association be included in the selection process for choosing British Columbia Teachers' Federation representatives on curriculum committees.
6. That school districts establish policy on resource-based learning and teaching and ensure that the selection and management systems needed to support this philosophy are in place.
7. That school districts provide professional development for administrators, teachers and teacher-librarians to support the implementation of resource-based learning and teaching.
8. That each school establish resource-based learning and teaching goals and objectives as part of its educational philosophy. The school plan will include how these will be implemented and evaluated.

## PARTICIPANTS IN RESOURCE-BASED LEARNING AND TEACHING

The recommendations in this section pertain to the roles of all educational partners in the establishment of resource-based learning and teaching, in particular, the teacher-librarian. Teacher-librarians, who are teachers with expertise in information literacy, act as a catalyst to implement resource-based learning and teaching. It is important that the teacher-librarian has the academic and practical background to fulfil this role.

The discussion of qualifications for teacher-librarians brought up many issues:

- A. The first issue is what is adequate professional training to fulfill the role of the teacher-librarian.
  - B. The second issue is who will establish the qualifications.
  - C. The third issue is who will recognize the qualifications. At present each district has its own policy/contractual obligations regarding qualifications.
9. That the British Columbia Teacher-Librarians' Association strike a committee which includes representation from the Faculties of Education and the British Columbia Teachers' Federation to establish minimum academic/educational standard qualifications for teacher-librarians in B. C.
  10. That the College of Teachers recognize the established minimum standard qualifications for teacher-librarians in B. C.
  11. That the British Columbia Teachers' Federation and the British Columbia Teacher-Librarians' Association will communicate to the educational community that the teacher-librarian is a key facilitator of resource-based learning and teaching.
  12. That the British Columbia Teacher-Librarians' Association encourage teacher-librarians to actively take up a leadership role in the school as they use a variety of strategies and techniques to implement resource-based learning and teaching.
  13. That school districts clarify the roles of administrators, district resource centre staff, support staff, teachers and teacher-librarians in the implementation of resource-based learning and teaching.
  14. That school districts acknowledge the role of the qualified teacher-librarian in delivering resource-based learning and teaching programs through policy statements.
  15. That school districts hire qualified teacher-librarians.

## **FUNDING FOR RESOURCE-BASED LEARNING AND TEACHING**

The recommendations in this section pertain to the allocation and use of funds to establish resource-based teaching and learning. Forum participants reflected on the issue of centralized decision-making versus decentralized decision-making.

Unresolved questions were:

- Does targeted funding threaten district and school autonomy?
  - Should funds for library resources be included as part of the learning resources grant?
  - Should minimum standards be established for the provision of staffing, resources, facilities and technology for all school library resource centres?
16. That the Ministry of Education clarify the funding structure regarding the provision for "learning resources," "library resources," technology and staffing of the school library resource centres to teachers, teacher-librarians and administrators.
  17. That the Ministry of Education allocate funds for school district and school initiatives to establish selection and management systems of learning resources (software and hardware for master database).

18. That the Ministry of Education provide leadership to educators on the matter of copyright.
19. That school districts provide release time and clerical support for district and school based committees to select and manage resources.
20. That each school staff ensure that funding is allocated to support the selection and management of resources (i.e. technological support, release time, and trained clerical personnel).

## **SELECTION AND MANAGEMENT OF LEARNING RESOURCES**

The recommendations in this section pertain to the development of systems to support resource-based learning and teaching. There must be an on-going process to evaluate, review and select resources to support all curricula. Then, learning resources must be distributed equitably to all teachers and students.

21. That the Ministry of Education, Learning Resources Branch assess the current process to evaluate learning resources for the recommended listings to attempt to incorporate existing evaluative services that could provide additional information.
22. That the Ministry of Education, Learning Resources Branch continue to work towards providing appropriate cost effective technology to disseminate information in a timely manner.
23. That the Ministry of Education, Learning Resources Branch continue to assist school districts and school committees to identify and evaluate appropriate materials for their students by collecting and making available sample models of "selection and challenge" criteria, and "selection and management" systems.
24. That the Ministry of Education, Learning Resources Branch, assist school districts in developing master databases for all learning resources in every school by recommending software that may be used on several platforms.
25. That school districts ensure that all schools have access to database systems which list all learning resources in each school and in district resource centres.
26. That school districts establish in-service training programs to ensure quality learning resource selection and management processes are implemented throughout the district. These programs would take advantage of the provincially-trained teacher evaluators throughout B. C.
27. That each school staff establish a committee to select learning resources and to establish management procedures for those resources.
28. That each school staff acknowledge that the management of learning resources is a priority and utilize an efficient management system which includes a database listing all learning resources in the school.

## CONCLUSION

“An effective school library resource centre program promotes the development of independent lifelong learners. It emphasizes the collaboration of all participants in education and focuses on resource-based learning, using a wide variety of sources, as essential to education.”

*Statement of philosophy - British Columbia Ministry of Education. (1991).*

*Developing Independent Learners: The Role of the Library Resource Centre. p. 2.*

- This report recognizes that the teacher-librarian acts as a catalyst to facilitate resource-based learning and teaching.
- Teacher-Librarians have the expertise to provide programs that emphasize the acquisition of information literacy skills.
- Teacher-Librarians have the expertise to collaborate with colleagues in selecting learning resources.
- Teacher-Librarians have the expertise to help design management systems to organize learning resources.

The recommendations in the report recognize that teacher-librarians are valuable partners for the successful implementation of resource-based learning and teaching.



# "I SAW IT ON TV:" A GUIDE TO BROADCAST PROGRAMMING SOURCES

compiled by **CORINNE H. SMITH**, Media Services Coordinator, Penn State University Audio-Visual Services and **MARK RITCHIE**, University of Waterloo, July 1994.

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This document is also available via anonymous ftp at two sites:

ftp.cac.psu.edu and

ftp.std.com.

Log in as anonymous and give your e-mail address as the password. The guide is in the directory /pub/tv-networks/broadcast-sources.txt or simply under /tv-networks/. To access this document via gopher or telnet, use thorplus.lib.purdue.edu and choose the pathway: Library Catalogs and Gophers/ Instructional Media Centers (film & video)/ Resources for Film & Video (Reviews, Bibliographies etc.).

## TABLE OF CONTENTS

- 1.0 U.S. Networks: The Big Three
- 2.0 U.S. Networks: Public Broadcasting
- 3.0 U.S. Networks: The Others
- 4.0 Canadian Networks and Sources
  - 4.1 Canadian TV
  - 4.2 Canadian Pay TV
  - 4.3 Canadian Specialty Services
  - 4.4 Canadian Representatives of Foreign TV Companies
  - 4.5 Canadian Publications
- 5.0 Commercials
- 6.0 Transcripts
- 7.0 Miscellaneous
- 8.0 Production Companies
- 9.0 Distributor Information
- 10.0 Made-for-TV Movies
- 11.0 International Programming
- 12.0 As Advertised on TV or Radio

### 1.0 U.S. NETWORKS: THE BIG THREE

A B C, 77 West 66th St, New York NY 10023;  
telephone (212) 456-7477.

ABC News segments can be obtained by calling (212) 456-1731; you must know the broadcast date and the segment title. ABC News archives, 47 W 66 St, 6th Floor, New York NY 10023; telephone (212) 456-3749.

"Nightline with Ted Koppel" episodes are available by calling (800) ABC-7500. You must know the broadcast date and the segment title.

"20/20," "Primetime Live," "Day One," and "Turning Point" videos are available by calling (800) 913-3434. You must know the broadcast date and the segment title. Some episodes of the first two series may be available through Journal Graphics, where per episode price is \$34.95 for home use and \$84.95 for school or institutional use.

"Peter Jennings Reporting" videos are available for \$19.98 plus \$3.95 s&h by calling (800) 222-7500.

"Good Morning America" can be contacted by writing to the executive producer (Jack Reilly) at 147 Columbus Ave, 6th Floor, New York NY 10023; phone (212) 456-5987. Call (800) 543-4GMA to subscribe to this show's newsletter.

Some public affairs and news programs are available through A B C Distribution Company, ATTN: Video Sales, 825 7th Ave, New York NY 10019; telephone (212) 456-1725.

Some ABC programs are distributed through Resolution Company, telephone (800) 862-8900.

"The Fairer Sex," a "Primetime Live" episode about discrimination between the sexes, is available from corVision, 1359 Barclay Blvd, Buffalo Grove IL 60089; phone (800) 537-3130 or (708) 537-3100 or fax (708) 537-3353.

From the Past: "Schoolhouse Rock" segments, educational shorts which aired in the 1970s between regular Saturday morning cartoons, are available in four volumes (History, Math, Science, Grammar) for \$12.95 each from Golden Book, phone number (800) 236-7123.

C B S, 51 W 52nd St, New York NY 10019; phone (212) 975-1556 or fax (212) 975-7452. CBS News Archives, Tony Gavin, 524 W 57 St, New York NY 10019; phone (212) 975-7260. CBS Sports, phone (212) 975-4321.

"Eye to Eye with Connie Chung" videos are available for \$29.95 each by calling (800) 762-9990. Transcripts, call (800) 777-TEXT.

"48 Hours" videos, phone (800) 338-4847 or call Ambrose Video.

"Street Stories" videos are available through Ambrose Video.

"60 Minutes" programs beginning from 1991 to the present are available on home video from CBS Video, P O Box 2054, South Burlington VT 05407; phone (800) 848-3256 or fax (802) 864-9846. For videos with public performance rights (at \$69.95 each), call Ambrose Video. Pre-1991 shows which are not available from Ambrose Video Publishing must be special ordered from Neal Waldheim in the CBS Archives at the address above. He doesn't take phone orders, but messages may be left at (212) 975-2875.

"Northern Exposure," five episodes available for \$14.95 each from MCA-Universal Home Video, 70 Universal City Plaza, Universal City CA 91608-9955; phone (818) 777-4300.

"Oprah Winfrey" shows are \*not\* available for purchase on video.

A highlight tape of the 1994 Winter Olympics is available for \$39.98 by calling (800) 747-7999.

N B C, 30 Rockefeller Plaza, New York NY 10112; phone (212) 664-2074 or fax (212) 664-7541.

NBC News Video Archive, same address as above; phone (212) 664-3797 or fax (212) 957-8917. NBC Nightly News can be contacted via e-mail at [nightly@nbc.ge.com](mailto:nightly@nbc.ge.com).

Dateline NBC videos are available for \$24.95 plus \$3.95 s&h by calling (800) 420-2626.

For permission to retain videos of events such as the inaugural address, contact Marcie Kinoo-Smith at (212) 664-3289 or fax (212) 664-6572.

## 2.0 U.S. NETWORKS: PUBLIC BROADCASTING

P B S, 1320 Braddock Place, Alexandria VA 22314-1698. For distribution information on programs, call (800) 328-7271. To order items, call (800) 344-3337 or fax (703) 739-5269.

Many PBS affiliates publish their own program guides, which are good resources for correct titling information. Others may cooperate with local publications. Check with your local station!

"Frontline" programs are distributed by PBS Video. But if you are unsure of the segment title, you can try calling Journal Graphics first, as their search capability is sometimes better.

Some programs, especially BBC productions, are available on video through one of the following catalogs. Indexes for the videos listed in the current editions of the first two catalogs below are available via e-mail from the author of this document. *\_Signals\_*, WGBH Educational Foundation, P O Box 64428, St. Paul MN 55164-0428; phone (800) 669-9696 or fax (612) 659-4320. *\_Wireless\_*, Minnesota Public Radio, P O Box 64422, St. Paul MN 55164-0422; telephone (800) 669-9999 or fax (612) 659-4320. *\_The Video Catalog\_*, P O Box 64267, St. Paul MN 55164-0428; phone (800) 733-2232 or fax (612) 659-4320.

PBS broadcasts that are \*not\* distributed by PBS Video:

"American Playhouse" series information can be obtained by calling Michael Poe at (212) 582-1111; video information is available at (212) 757-6134.

BBC's Shakespeare Plays series. Each play is available for \$99 on video from Ambrose Video Publishing.

BBC productions. Call (212) 373-4199 to hear a detailed set of recordings offering suggestions for contacting possible distributors of BBC productions.

"Bradshaw on the Family" and "Bradshaw on Homecoming" are distributed by KUHT-TV, 4513 Cullen Blvd, Houston TX 77004; phone (713) 749-2304. For "Bradshaw on Creating Love," call (800) 358-3000.

"Charlie Rose" programs are available for \$29.95 each from Infosource, 322 8th Ave, New York NY 10001; phone (212) 727-3856 or (800) 825-5746.

"Firing Line" programs are available from Producers Inc., 2700 Cypress St, Columbia SC 29205; phone (803) 799-3449.

"Frugal Gourmet" tapes available from MPI Home Video, 15825 Rob Roy Dr, Oak Forest IL 60452; phone (800) 323-0442.

"Hometime" videos are available by calling (800) 531-5599.

"Infinite Voyage" is now distributed by Intellimation, 2040 Alameda Padre Sierra, Santa Barbara CA 93103; phone (800) 532-7637.

"Masterpiece Theatre" video availability can be determined by calling WGBH at (617) 492-2777.

"National Geographic" videos are available from National Geographic Society, Educational Services, P O Box 98019, Washington DC 20090; phone (800) 368-2728 or fax (301) 921-1575.

"Nature" series tapes (just selected programs) are available by calling (800) 345-9638.

"NOVA" programs are usually produced by WGBH in Boston, \*but don't call there!\* Programs are usually available for sale in video format for just the first three years after the initial show dates. Episodes produced before September 1993 are available from Films for the Humanities & Sciences, PO Box 2053, Princeton NJ 08540; phone (800) 257-5126 or fax (609) 275-3767. Episodes produced after September 1993 are available from WGBH, PO Box 2284, South Burlington VT 05407; phone (800) 255-9424.

Physics Demonstrations with Julius Sumner Miller, 60 programs of 15 minutes duration, are available from Western Instructional Television, 1438 North Gower St, Los Angeles CA 90028; phone (213) 466-8601.

"P.O.V." programs are initially handled by the American Documentary Consortium, Inc., phone (212) 989-8121. (Often they are later picked up by a variety of traditional distributors.)

"Stuff of Dreams" series is available from Council for Chemical Research, Inc., 1620 L St NW, Ste 825, Washington DC 20036; phone (202) 429-3971.

"Tony Brown's Journal" videos, phone (800) 223-1796.

William Alexander art videos, Magic Art Supplies, Inc., PO Box 17129, Salem OR 97305; phone (503) 393-7320 or fax (503) 390-0193; orders only to (800) 547-8747.

WNET-TV produced videos are often available from them directly; call (800) 336-1917. The 10-part series "Behind the Scenes" is available for \$108.95 by calling (800) 345-2690 or writing PO Box 2284, South Burlington VT 05407.

WQED-TV produced videos are often available from them directly. Write to QED Enterprises, 4802 Fifth Ave, Pittsburgh PA 15213, or call (412) 622-1307.

"Wonderworks" videos, American Passage Video Collection, 215 W Harrison, Seattle WA 98119. Also available from Films Incorporated, 5547 N Ravenswood Ave, Chicago IL 60640-1199; phone (800) 323-4222. Also available for \$29.94 each from Viewfinders, Inc.

### 3.0 U.S. NETWORKS: THE OTHERS

AMERICAN MOVIE CLASSICS, 150 Crossways Park West, Woodbury NY 11797; phone (516) 364-2222 or fax (516) 364-8924.

Subscriptions to the AMC Magazine are \$11.95/year; call (800) 535-7700 or write to AMC Magazine, P O Box 2065, Marion OH 43305.

ARTS & ENTERTAINMENT NETWORK, 235 East 45th St, New York NY 10017; phone (212) 661-4500.

Educational information is available from A&E Classroom, Arts & Entertainment

Network, P O Box 1610, Grand Central Station, New York NY 10163; telephone (212) 661-4500. Subscriptions to the Arts & Entertainment program guide are \$18/year; call (800) 238-2800 or write to Program Guide, P O Box 2071, Knoxville IA 50197-2071. "Biography" series programs are available from Coronet/MTI Film & Video, 108 Wilmot Road, Deerfield IL 60015; telephone (800) 621-2131. "Race for the Double Helix" is \*not\* currently available for purchase, and A&E's contract with the BBC to broadcast that program expires in September 1994; check with them after that date to see if it's been renewed and if they will ever broadcast it again. Some additional programs are available from A&E Home Video, PO Box 2284, South Burlington VT 05407-2284; phone (800) 828-6565 ext. 10 or (800) 423-1212.

**BLACK ENTERTAINMENT TELEVISION**, 1899 9th St N E, Washington DC 20018; phone (202) 636-2403 or fax (202) 529-4009.

Educational information is available from Black Entertainment Television, 1212 New York Ave N W, Ste 430, Washington DC 20005; telephone (202) 408-5480.

**BRAVO**, 150 Crossways Park West, Woodbury, NY 11797; telephone (516) 364-2222.

**C-SPAN**, 400 N Capitol St N W, Ste 650, Washington DC 20001; telephone (800) 523-7586.

Director of Educational Services is Linda Heller at (202) 737-3220. Off-air taping rights are extremely liberal; check with her for more information. Videos of programs are available for \$49.95 from Public Affairs Video Archives, Purdue University, 1025 Stewart Center, West Lafayette IN 47907-1025; telephone (800) 423-9630, FAX (317) 494-3421, or send e-mail to pava@purccvm.bitnet or browning@pava.purdue.edu. To ask e-mail questions about viewer services, write to cspanviewr@aol.com.

**CABLE NEWS NETWORK (CNN)**, One CNN Center, P O Box 105366, Atlanta GA 30348; telephone (800) 344-6219 for CNN Multi-Media.

Public information (comments, suggestions, info requests) should be directed to (404) 827-1500. Inquiries for purchase information of

CNN programs should be directed to (404) 827-1335. Information about the CNN VideoLink program can be acquired by writing to CNN VideoLink Education Director, 3565 Evans Rd, Atlanta GA 30340, or by calling (800) 367-3170 or (404) 493-1115. CNN News Chronolog and Science Chronolog are each available for \$239 each for a one-year (12 issue) subscription; call Bob Moore at (800) 742-1096 for more information.

**CARTOON NETWORK**, 1050 Techwood Dr NW, Atlanta GA 30315; phone (404) 827-1500.

**CINEMAX**, 1100 Avenue of the Americas, New York NY 10036; phone (212) 512-1000.

**CNBC**, 2200 Fletcher Ave, Fort Lee NJ 07024; phone (313) 643-9033 or fax (810) 643-8962.

**COMEDY CENTRAL**, 1775 Broadway, New York NY 10019; phone (212) 767-8600.

**COUNTRY MUSIC TV**, 2806 Opryland Dr, Nashville TN 37213; phone (212) 916-1000.

**COURT TV**, 600 Third Ave, New York NY 10016; phone (212) 973-3383.

**THE DISCOVERY CHANNEL**, 7700 Wisconsin Ave, Bethesda MD 20814-3522; telephone (301) 986-0444 ext. 294.

Educational information is available from Assignment Discovery, The Discovery Channel, at the above address; telephone (301) 986-1999. Or call (800) 321-1832 for a free educator's guide. Subscriptions to Destination Discovery are \$19.97/year; call (800) 769-5908 or write to Destination Discovery, PO Box 631, Mount Morris IL 61054. Some programs are available for purchase from Public Media Video (Films Inc.); call (800) 826-3456. Other programs are available for purchase from Ingram Entertainment Inc., 2 Ingram Blvd, P O Box 7006, La Vergne TN 37086-7006. Still other programs are available for purchase on VHS; call (800) 592-0600.

**THE DISNEY CHANNEL**, 3800 W Alameda Ave, Burbank CA 91505; phone (818) 569-7897.

Subscriptions to the Disney Channel magazine are \$12/year; write to the above address.

**E! ENTERTAINMENT TELEVISION**, 10 Columbus Blvd, Hartford CT 06106; phone (203) 249-3700.

ENCORE, 5445 DTC Pkwy, Ste 600, Englewood CO 80111; phone (303) 267-4000.

ESPN, ESPN Plaza, 935 Middle St, Bristol CT 06010; phone (203) 585- 2236 or fax (203) 584-5890.

ESPN Home Video, telephone (800) 533-1800 or (800) 841-8900. Sports related information: The Complete Guide to Exercise Videos is available free by calling (800) 356-8100; this catalog lists almost every fitness and aerobic tape on the market today. Also, NFL Films, 330 Fellowship Rd, Mount Laurel NJ 08054; phone 778-1600.

ETERNAL WORLD TELEVISION NETWORK (EWTN), phone (205) 956- 9537.

THE FAMILY CHANNEL, 1000 Centerville Turnpike, PO Box 64549, Virginia Beach VA 23467-4549; phone (804) 523-7301 or fax (804) 523-7880.

FINANCIAL NEWS NETWORK, 600 3rd Ave, New York NY 10022; phone (212) 922-9320.

FOX BROADCASTING COMPANY, P O Box 900, Beverly Hills CA 90213; phone (310) 277-2211. Contact via e-mail at: foxnet@delphi.com.

HOME BOX OFFICE (HBO), 1100 Avenue of the Americas, New York NY 10036; phone (212) 512-1000.

KBL, Trimont Plaza, Ste 300, 1301 Grandview Ave, Pittsburgh PA 15211; phone (412) 339-4806.

THE LEARNING CHANNEL, 7700 Wisconsin Ave, Bethesda MD 20814; phone (301) 986-1999.

Subscriptions to TLC Monthly are \$11.97/year; call (800) 326-4275 or write to TLC Monthly, PO Box 631, Mount Morris IL 61054.

LIFETIME, 3612 35th Ave, Astoria NY 11106; phone (718) 482-4000.

MIND EXTENSION UNIVERSITY (ME/U), Dept PF, 9697 E Mineral Ave, P O Box 3309, Englewood CA 80155-3309; phone (800) 777- MIND.

Subscriptions to the ME/U program guide are \$15/year; write to the above address.

THE MOVIE CHANNEL, 1633 Broadway, New York NY 10019; phone (212) 708-1600.

MTV, 1515 Broadway, 23rd Floor, New York NY 10036; phone (212) 713-6400 or (212) 258-8560

"Rapumentories," a 2-volume set of rap music videos, is available by writing to the above address on college letterhead. Explain your usage plans, and a price will be sent to you.

THE NASHVILLE NETWORK, 2806 Opryland Dr, Nashville TN 37214; phone (615) 883-7000.

NICKELODEON, 1515 Broadway, New York NY 10036; phone (212) 713-7010.

Subscriptions to Nickelodeon Magazine, a children's publication, can be ordered by calling (800) 358-6700; price is \$9.97 for six issues.

NOSTALGIA TELEVISION, 75 James Way, Southampton PA 18966; phone (215) 364-7550.

OUTDOOR CHANNEL, 43445 Business Park Dr, Ste 113, Temecula CA 92590; phone (909) 699-4749.

PRISM, 225 City Line Ave, Bala Cynwyd PA 19004; phone (610) 668- 2210.

SCI-FI CHANNEL, 1230 Avenue of the Americas, New York NY 10020 phone (212) 408-9100.

Subscriptions to the Sci-Fi Channel magazine are \$14.95/year; write to P O Box 58162, Boulder CO 80322, or call (800) SCI-FI94. Up-to-date broadcast schedules for this network are available via electronic mail by writing to Max Lansing at pjev@mindvox.phantom.com.

SHOWTIME, 1633 Broadway, New York NY 10019; phone (212) 708- 1600.

SPORTSCHANNEL, 225 City Line Ave, Bala Cynwyd PA 19004.

STARZ! , 5445 DTC Pkwy, Ste 600, Englewood CO 80111; phone (303) 267-4000.

TBS SUPERSTATION, One CNN Center, P O Box 105366, Atlanta GA 30348; phone (404) 827-1500. For TBS Video Sales, call (404) 885-4488.

"The Heart of Healing" series is available for \$59.95 plus \$4.95 shipping from Turner Home Entertainment, P O Box 2203, South Burlington VT 05407; phone (800) 887-3737. "Century of Women" is available as a three-part video set from the same source for \$49.95 plus s&h, but the phone number is (800) 946-7171. Fax number for Turner Home Entertainment is (802) 864-9846.

TRAVEL CHANNEL, 1370 Avenue of the Americas,  
New York NY 10019; phone (212) 603-4500.

TURNER NETWORK TELEVISION (TNT), One  
CNN Center, P O Box 105366, Atlanta GA 30348;  
phone (404) 827-2599 or (404) 827- 1700.

U S A NETWORK, 1230 Avenue of the Americas,  
New York NY 10020; phone (212) 408-9100.

UNIVISION (SPANISH INTERNATIONAL  
NETWORK), 460 W 42nd St, New York NY  
10036; phone (212) 502-1300.

VIDEO HITS ONE (VH-1), 1515 Broadway, New  
York NY 10036; phone (212) 713-6458.

VISION INTERFAITH SATELLITE NETWORK  
(VISN), National Interfaith Cable Coalition; phone  
(800) 841-8476.

THE WEATHER CHANNEL, 2600 Cumberland  
Pkwy, Atlanta GA 30339; phone (404) 434-6800  
or (404) 801-2149.

W G N, One Technology Plaza, 7142 S Lewis Ave,  
Tulsa OK 74136- 5422; phone (312) 528-2311.

W P I X, 11 WPIX Plaza, New York NY 10017; phone  
(212) 210-2721.

W W O R, 112 Northern Concourse, P O Box 4872,  
Syracuse NY 13221; phone (800) 448-3322.

## 4.0 CANADIAN NETWORKS AND SOURCES

This section was compiled by W. Mark Ritchie,  
Media Library, Audio Visual Centre, University of  
Waterloo. Please send additions or corrections for this  
section to

avfilm@watserv1.uwaterloo.ca.

### 4.1 CANADIAN TV

Access Network, 11230 - 110 St, Edmonton, Alberta  
T5G 3G8 Phone: (403) 491-3272; Fax: (403) 491-  
3201 Province of Alberta Educational public  
broadcasting system.

Canadian Broadcasting Corporation, PO Box 500,  
Terminal A, Toronto, Ontario M5W 1E6. Phone  
(416) 975-6384.

Canwest Broadcasting, 603 St Mary's Road, Winnipeg,  
Manitoba R2M 3L8 Phone: (204) 233-3304; Fax:  
(204) 233-5616

Channel 47, CFMT-TV/Cable Four, 545 Lakeshore  
Blvd West, Toronto, Ontario M5V 1A3 Phone:  
(416) 593-4747; Fax: (416) 595-1503 Multilingual  
television, covers 21 ethnic groups

CHJS-TV, 335 Union St, Saint John, New Brunswick  
E2L 3T4 Phone: (506) 632-2222; Fax: (506) 632-  
3485

CITY-TV, 299 Queen St West, Toronto, Ontario M5V  
2Z5 Phone: (416) 591-5757; Fax: (416) 340-7005  
Fax : (416) 593-6397 (News); Fax: (416) 593-  
7792 (Sales) One of Canada's most innovative  
stations.

CTV Television Network, Ste 1800, 250 Yonge St,  
Toronto, Ontario M5B 2N8 Phone: (416) 595-  
4100; Fax: (416) 595-0917.

Global Communications, Global Television Network,  
81 Barber Greene Road, Don Mills, Ontario M3C  
2A2 Phone: (416) 446-5311; Fax: (416) 446-  
5371.

Independent Television for the Maritimes (MITV), 335  
Union St, Saint John, New Brunswick E2L 3T4  
Phone: (506) 632-2222; Fax: (506) 632-3485.

ITV, Westcom TV Group, 5325 Allard Way,  
Edmonton, Alberta T6H 5B8 Phone: (403) 436-  
1250; Fax: (403) 438-8448.

Knowledge Network / Open Learning Agency, PO Box  
82080, Burnaby, British Columbia V5C 9Z9  
Phone: (604) 431-3000; Fax: (604) 431-3333.  
Province of British Columbia Educational public  
broadcasting system.

Radio Canada International, 1055 Rene Levesque Blvd  
East, PO Box 6000, Montreal, Quebec H3C 3A8  
Phone: (514) 597-7555

Saskatchewan Communications Network, 800 - 1920  
Broad St, Regina, Saskatchewan S4P 3V7 Phone:  
(306) 787-0490; Fax: (306) 787-0496. Province of  
Saskatchewan Educational public broadcasting  
system.

TVOntario, 2180 Yonge St, Toronto, Ontario M4S 2B9  
Phone: (416) 484-2600; Fax: (416) 484-2725  
Province of Ontario Educational public  
broadcasting system.

### 4.2 CANADIAN PAY TV

Allarcom Pay Television, 5324 Calgary Trail South,  
Suite 200, Edmonton, Alberta T6H 5B8 Phone:  
(403) 437-3188; Fax: (403) 437-7744

### 4.3 CANADIAN SPECIALTY SERVICES

Cathay International Television, 494 West 39th Ave, Vancouver, British Columbia V5Y 2P7 Phone: (604) 321-5266; Fax: (604) 321-9625 Specialty service Chinese, Vietnamese. Handle TVB/Hong Kong, International Audio & Visual, CCTV/China and CKVU.

ChinaVision Canada, 160 Duncan Mill Road, Don Mills, Ontario M3B 1Z5 Phone: (416) 510-2850; Fax: (416) 510-2849 Specialty service 90% Cantonese, 10% Mandarin

Family Channel, 3 Mutual St, Toronto, Ontario M5B 2A7 Phone: (416) 867-8866; Fax: (416) 867-1870 Specialty service 60% Disney Channel.

MuchMusic Network, 299 Queen St West, Toronto, Ontario M5V 2Z5 Phone: (416) 591-5757; Fax: (416) 593-6824 (Studio) Fax : (416) 340-7005 Specialty service devoted to music.

TeleLatino Network, 5125 Steeles Ave West, Weston, Ontario M9L 1R5 Phone: (416) 744-8200; Fax: (416) 744-0966 Specialty service devoted to Spanish and Italian.

Vision TV, 315 Queen St East, Toronto, Ontario M5A 1S7 Phone: (416) 368-3194; Fax: (416) 368-9774 Specialty service devoted to multicultural and multifaith.

YTV Canada, 64 Jefferson Ave, Unit 18, Toronto, Ontario M6K 3H3 Phone: (416) 534-1191; Fax: (416) 533-0346 Specialty service devoted to young people.

### 4.4 CANADIAN REPRESENTATIVES OF FOREIGN TV COMPANIES

International Telefilm Enterprises, 5090 Explorer Dr, Ste 301, Mississauga, Ontario L4W 4T9 Phone: (800) 561-4300 or (416) 629-3133; Fax: (416) 629-1211 Handles British Broadcasting Corporation.

T.H.A. Media Distributors Ltd., #307 - 1200 Pender St., Vancouver, British Columbia V6E 2S9. Phone: (800) 661-4919 or (604) 687-4215. Fax: (604) 688-8349 E-mail: THAMedia@Wimsey.com Handle Australian Broadcasting Corporation, Channel Four International, Thames Television, Anglia Television, Granada Television.

Omega Films, 70 Milner Ave, Unit 5A, Scarborough, Ontario M1S 3P8 Phone: (416) 291-4733 Handles London Television Services.

### 4.5 CANADIAN PUBLICATIONS

Avison, Liz. *The Distribution Guide for Non-theatrical 16mm Film and Video in Canada*. 9th ed, 1992/93. Distributed by Liz Avison, Library Consultant, 61 Mann Ave, Toronto, Ontario M4S 2Y2.

*Film Canada Yearbook*. Distributed by Cine-Communications, Box 152, Station R, Toronto, Ontario M4G 3Z3.

*Film/Video Canadiana*. Available on CD-ROM from The National Film Board of Canada, P O Box 6100, Station A, Montreal, Quebec H3C 3H5; telephone (514) 283-9000 or fax (514) 283-7564.

*The Canadian Catalogue of Media Resources (CCMR)*. Available on CD-ROM from TVOntario. After the next edition, future editions will be published from WatMedia.

### 5.0 COMMERCIALS

One source for video compilations of commercials, past and present, is

Adweek's Best Spots, 49 E 21 St, New York NY 10010; phone (212) 979-4634.

Additionally, a two-video set called "Classic Commercials" is available for \$19.95 plus \$3.95 shipping by calling (800) 532-7100 or writing to

Classic Commercials, P O Box 3925, Milford CT 06460.

### 6.0 TRANSCRIPTS

Two online sources for obtaining fulltext network transcripts are Burrelle's Broadcast Database [(800) 631-1160] and Lexis/Nexis [(800) 227-4908]. Burrelle's offers transcripts for a price and by phone order; call (800) 777-TEXT. Journal Graphics offers transcripts for a price and by phone order. Their electronic database contains records that refer to broadcasts that appeared on CNN, ABC, CBS, PBS, and National Public Radio since 1981. Telnet to pac.carl.org, account PAC, and choose "Information Databases." (It's on the CARL network, so there are various ways of accessing it.) Or call or write to Journal Graphics, 1535 Grant St, Denver CO 80203; phone (800) TALK-SHO / (800) 825-5746 or (303) 831-9000.

### 7.0 MISCELLANEOUS

Some "Donahue" videos, are available from Films for the Humanities and Sciences, P.O. Box 2053, Princeton NJ 08540; telephone (800) 257-5126. Talk show videos: For individual programs from Phil

Donahue, Jenny Jones, Rush Limbaugh, Sally Jessie Raphael, Jerry Springer, and Jane Whitney contact Video Archives, 41 Paoli Plaza, #3D, Paoli PA 19301; phone (800) 367-8433. Individual programs may be ordered over the telephone with a credit card; otherwise, requests must be pre-paid. Use a separate sheet for each tape ordered and containing your institution's name, address, and phone number; the name of the host; the air date of the show; and the topic or show name. For a "700 Club" viewer guide, call (800) 333-CLUB.

Arbitron, the TV ratings company, can be contacted by calling (800) 638-7091.

Vanderbilt University has a Television News Archive which has taped the big three's network nightly news since August 5, 1968, as well as every CNN evening broadcast since 1989. Copies of videotapes from the Archive's collection are loaned to individuals throughout the world for reference, study, classroom instruction, and research. The Archive produces a monthly publication, "Television News Index and Abstracts," that is a guide to the collection. To access this information, gopher to tvnews.vanderbilt.edu or through thorplus.lib.purdue.edu (following the same pathway instructions listed at the beginning of this document).

The Television News Archive, Vanderbilt University, 110 21st Ave S, Suite 704, Nashville, TN 37203; phone (615) 322-2927.

Video Monitoring Service, (212) 613-2121, records everything from selected TV networks and keeps it for thirty days. Some network shows are available only from this service.

National Public Radio in Washington DC can be reached at (202) 822-2323 between 10am-5pm for audience information.

## **8.0 PRODUCTION COMPANIES**

American Indian Television Network, P O Box 58, Brandywine MD 20613.

BBC/Lionheart, 630 Fifth Ave, Ste 2220, New York NY 10111; phone (212) 373-4000 or fax (212) 956-2399. Dianne Busby is the manager for educational sales. Kirsten Lambertson at (212) 373-4135 handles educational rights.

Belisarius Productions, 100 Universal City Plaza, Universal City CA 91608; phone (818) 777-3381.

Columbia, Sony Pictures Studios, Culver City CA 90232.

Columbia Pictures Television, 1438 N Gower St, Los Angeles CA 90028-8394.; phone (213) 460-7200.

Culver Studios, 9336 W Washington Blvd, Bldg C, Room 209, Culver City CA 90232.

Harpo Productions, (Oprah Winfrey's production company) phone (312) 633-1000.

Lorimar Television, 10202 W Washington Blvd, Culver City CA 90232.

MGM Studios, 10000 W Washington Blvd, Culver City CA 90232; phone (310) 280-6000.

MTM Productions, 4024 Radford Ave, Studio City CA 91604; phone (818) 760-5000.

NBC-TV, 3000 W Alameda Ave, Burbank CA 91523.

Paramount Pictures, 5555 Melrose Ave, Hollywood CA 90038.

Touchstone Television, 500 S Buena Vista Blvd, Burbank CA 91521.

Turner Pictures, 1888 Century Park East, Los Angeles CA 90067.

20th Century-Fox, Box 900, Beverly Hills CA 90213.

Universal Studios, Universal City CA 91608.

Warner Brothers, 4000 Warner Blvd, Burbank CA 91522; phone (818) 954-6000.

## **9.0 DISTRIBUTOR INFORMATION**

Ambrose Video Publishing, Dept 392SS, 1290 Avenue of the Americas, New York NY 10104; phone (800) 526-4663 or fax (212) 265- 8088.

\*Columbia House Video, 1400 N Fruitledge Ave, Terre Haute IN 47804; phone (800) 733-9600.

\*Critic's Choice Video, P O Box 749, Itasca IL 60143; telephone inquiries (800) 544-9852; orders to (800) 367-7765 or fax (708) 775-3355.

Journal Graphics, 1535 Grant St, Denver CO 80203; phone (800) 825- 5746.

\*Time-Life Video, 1450 E Parham Rd, Richmond VA 23280; phone (804) 266-6330. Toll-free numbers vary for television ads.

The Video Catalog, P O Box 64267, St Paul MN 55164-0428; phone (800) 733-2232 or fax (612) 659-4320.

Viewfinders, Inc., P O Box 1665, Evanston IL 60204-1665; phone (800) 342-3342 or fax (708) 869-1710.

\*NOTE: Columbia House, Critic's Choice, and Time-Life all carry a number of old network television series on video.

## 10.0 MADE-FOR-TV MOVIES

Some good sources for determining whether or not a made-for-TV movie was released on video are:

*Bowker's Complete Video Directory 1993*. New Providence, N.J.: R.R. Bowker, 1993.

Furtaw, Julia C., ed. *The Video Source Book 1994*. 15th ed. Detroit: Gale Research Inc., 1993.

Maltin, Leonard, ed. *Leonard Maltin's Movie and Video Guide*. 1994 ed. New York: Penguin Books, 1993.

Martin, Mick and Porter, Marsha. *Video Movie Guide*. 1994 ed. New York: Ballentine Books, 1993.

## 11.0 INTERNATIONAL PROGRAMMING

AUSTRALIAN BROADCASTING COMPANY,  
Harris St, Ultimo, N.S.W. Australia.

AUSTRALIAN FILM INSTITUTE, 49 Eastern Rd,  
South Melbourne, Victoria 3205, Australia; fax 66-3-696-7972.

DEUTSCHE WELLE TELEVISION, P O Box 50641,  
Washington DC 20091-0641; phone (202) 393-7427; fax (202) 393-7434. A free monthly program guide, "Ihre Welle TV," will be sent to you by writing to Deutsche Welle, Horerpost, P O Box 100444, D-5000 Koln 1 (West) Germany. Phone number there is 011-49-221-3890.

INTERNATIONAL CHANNEL, 12401 W Olympic Blvd, Los Angeles CA 90064; phone (213) 826-2429 or fax (213) 447-7916.

SCOLA, P O Box 619, McClelland IA 51548-0619; phone (712) 566-2202 or fax (712) 566-2502.

UNIVISION (SPANISH INTERNATIONAL NETWORK), 460 W 42nd St, New York NY 10036; phone (212) 502-1300.

## 12.0 AS ADVERTISED ON TV OR RADIO (AND NOT NORMALLY LISTED IN TRADITIONAL REFERENCE SOURCES)

"Barney & Friends" videos, call (800) 634-3500 or write to Barney Videos, P O Box 11066, Chicago IL 60611.

"Family First" is a free video available from the Church of Jesus Christ of Latter Day Saints, call (800) 554-4242.

"Hooked on Phonics" audiotapes, phone (800) 222-3334. Cost is \$199.

"The Human Calculator," P O Box 4823, Syracuse NY 13221; \$19.95 for one video.

"Muzzy" (video foreign language instruction for kids), Early Advantage, 47 Richards Ave, Norwalk CT 06854; phone (800) 720-0200. Cost is \$166.50. Languages available are French, Spanish, Italian, and German.

National Dynamics audiotapes for learning languages ("If you can spell S-O-C-K-S, you can speak Spanish!"); phone (800) 545-1985. Twenty languages are available. A full set of 24 audiocassettes is \$389.95.

Time-Life series which are advertised on TV are often distributed by Ambrose Video Publishing, Dept 392SS, 1290 Avenue of the Americas, New York NY 10104; phone (800) 526-4663 or fax (212) 265-8088.

"Where There's a Will, There's an A," Publisher's Choice, Box 4164, Dept. HA01-PE, Huntington Station NY 11746; phone (800) 247-6800 or (800) 626-7700. Price is \$89.95 for two VHS tapes or \$59.95 for four audiotapes.

"You Can Read!" videotapes, call (800) 531-READ or (800) 468-7323. Price is \$129.

Are there errors in this document? Send corrections or additions to

chs@psulias.psu.edu or  
chs5@psuvm.psu.edu.

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# USING THE BOOKMARK INDEX DATABASE: INSTRUCTIONS FOR MACINTOSH AND PC- DOS COMPUTERS

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

## WHAT THE INDEX IS

The *Bookmark* index database is a computer diskette version of the cumulative index that came with the December, 1993 *Bookmark*. The computer version can take advantage of a computer's ability to search for text quickly. Copies of the diskette were distributed to British Columbia Teacher-Librarians' Association local chapter heads at the March British Columbia Teachers' Federation Annual General Meeting. Chapter councillors were asked to distribute copies of the disks to interested members of their chapter. Chapter councilors who do not have a copy of the disk can get one from Gerald Soon at the fall chapter councilor meeting.

The unarchived files contain two folders (DOS users call folders "directories"). The first folder contains the full text of the cumulative index in plain text format that almost any word processor can read. The second folder contains databases of the information, also in plain text format. The database folder includes a HyperCard stack you can use to look at the data and to search for citations.

## HOW TO USE THESE INSTRUCTIONS

If you are interested in learning how to transfer files between different computers and different programs, read the whole article. If you are just interested in installing the index, then use the headings to select the sections that apply to you. For example, if you have *HyperCard Player* or *HyperCard 2.1* on your Macintosh computer and a copy of the database, you only need to read the "Viewing the database documents Using *HyperCard*" section.

## DISTRIBUTING THE FILES

To simplify distribution and to squeeze all the information onto one disk, the databases were

distributed as a compressed archive. To save time formatting diskettes, ask people who want the database to give you a blank Macintosh formatted diskette to copy on to.

You need a Macintosh computer with a hard drive. Drag the icon of the *Bookmark Indexes 26-34.sea* archive from the original disk to a folder on the hard drive. Eject the original disk by dragging the icon of the disk to the trash can. Insert a blank formatted disk into the disk drive. Drag the icon of the archive to the icon of the diskette to copy the file. When you have finished making a copy, eject the disk by dragging its icon to the trash can.

If you need to distribute the files to people with PC-DOS computers, you should read the section about copying the files to PC-DOS diskettes.

## DECOMPRESSING THE FILES

There is not enough room on a single floppy diskette to hold all the extracted files. *Bookmark Indexes 26-34.sea* archive is a compressed self extracting archive of all the databases. It needs to be copied onto a Macintosh hard drive then decompressed before you can use the files on a Macintosh or convert the files for use on a PC-DOS computer. Copy the archive to the computer's hard drive by dragging its icon to the picture of the hard drive. Double click the archive, then click on the "Extract" button to extract the files.

The decompression results in two new folders on the Macintosh containing database and word processor files in plain text format. The "Read me" files give instructions on how to use the databases and documents with a Macintosh.

## USING A PROGRAM'S BUILT IN FILE TRANSLATORS

If you are using a Macintosh and cannot open a file by double clicking on the icon, try starting your word processor or database program first, then use the program's "File, Open" command to open the file. The program should be able to open the document.

## ABOUT THE DATABASE DOCUMENTS

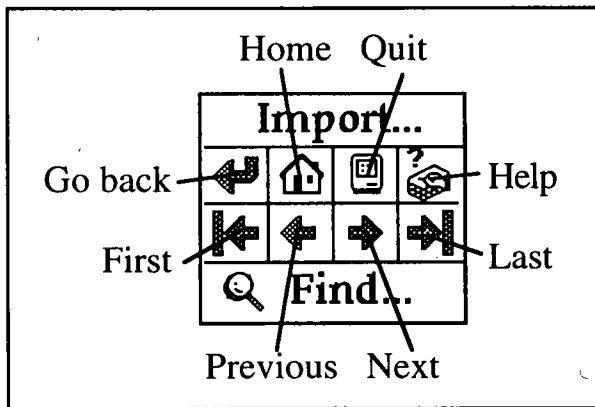
The *Bookmark* databases for volumes 26-34 include:

- Articles database
- BCTLA reviews database
- Units database

The *Bookmark* database files are formatted as plain text, with fields divided by tabs and records divided by returns. In some programs, fields are called columns and records are called rows.

## VIEWING THE DATABASE DOCUMENTS USING *HYPERCARD*

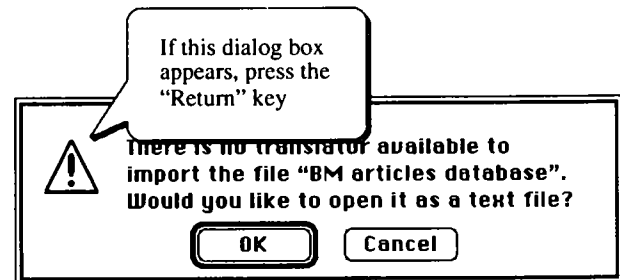
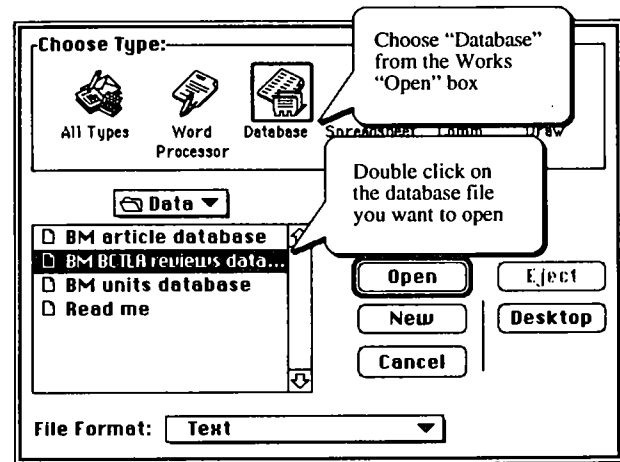
To view a database with *HyperCard 2.1* or *HyperCard Player*, double click on the *BM Index viewer* icon, then click on the "Import..." button. Choose the file to import, then click on the "Open..." button.

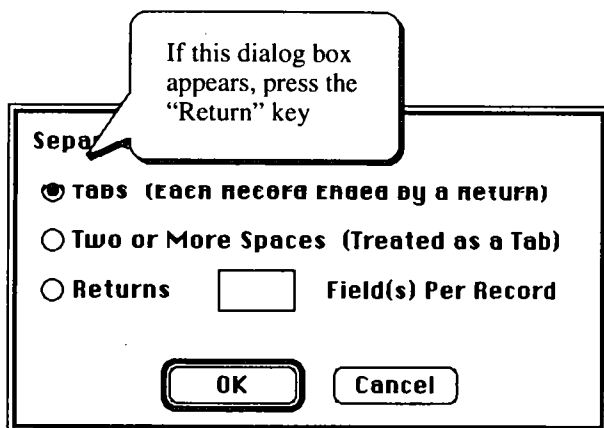


If you have an old version of *HyperCard*, (e.g., 1.x) you will not be able to use the Index viewer.

## VIEWING THE DATABASE DOCUMENTS USING *WORKS* FOR MACINTOSH

To import a plain text format database with *Works 3.0*, start the program, then select "Open..." from the "File" Menu.





If you have *Microsoft Works 2.0*, you need to choose "Open..." from the "File" menu, click on the icon for the database tool, then click on the "Import File" button.

Most database programs work similarly. Using *Works*, the fields have the names "Field 1" to "Field 8".

- Field 1** is the list of authors
- Field 2** is the complete title
- Field 3** is the date
- Field 4** is the range of pages
- Field 5** is the list of subjects
- Field 6** is the volume and edition
- Field 7** is the abbreviated title
- Field 8** is the note

You can use the "Find..." function of your database program to locate specific authors, titles or subjects.

## VIEWING THE TEXT DOCUMENTS WITH A WORD PROCESSOR

To ensure that almost any word processor can read the *Bookmark* documents, they are distributed as unformatted plain text.

To open a *Bookmark* document, start your word processor, then select "Open..." from the "File" menu.

On most word processors you can use the "Find" command in the "Edit" menu to locate a title, phrase, author or subject. The shortcut command on most word processors is "⌘ + F". (With *Word 5.1*, you can find words with undefined characters by using question marks. For example, you can use "Cent??s" to locate both "Centers" and "Centres".)

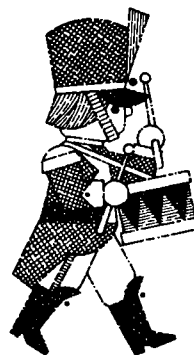
## COPYING TO PC-DOS DISKS

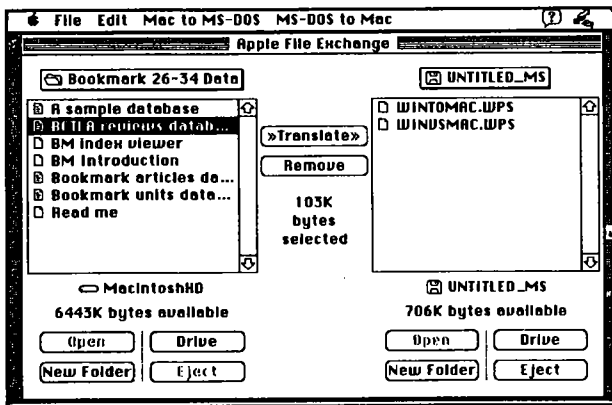
You need to decompress the files on a Macintosh, then transfer the decompressed files to a PC-DOS diskette using a Macintosh with a hard drive, a "superdrive" and the *Apple File Exchange* program. Optionally, you can open the documents with a Macintosh program first, then use the program's "File, Save As..." command to save the data in a format that is compatible with the PC-DOS version of the program.

*Microsoft Works 3.0* for the Macintosh can save Word processor and database documents in the genuine *PC Works 2.0* format for PC-DOS computers. To do it, open the database or word processor file with *Works 3.0* for the Macintosh, then use the "Save As..." command. From the dialog box, select "PC Works 2.0" format to save a copy of the document as a *PC Works 2.0* file.

Although PC-DOS disks and Macintosh disks look identical, the formatting (the way disks are prepared for receiving data) is different on PC-DOS disks than it is for disks used on Macintosh computers. Under normal circumstances, you cannot read a PC-DOS disk on a Macintosh, nor read a Macintosh disk on a PC-DOS computer.

Macintoshes manufactured within the last few years include a special multi-format disk drive and a program called *Apple File Exchange*. You can use them to copy files between the Macintosh hard drive and PC-DOS or Apple II diskettes. You can even format blank disks to use with PC-DOS or Apple II computers. (*Apple File Exchange* cannot open converted files. You need to use a program that recognizes the file format to do that.) If *Apple File Exchange* is not installed on your hard drive, check on the *System 7* disks for the *Apple File Exchange* folder. Copy the folder to your hard drive.



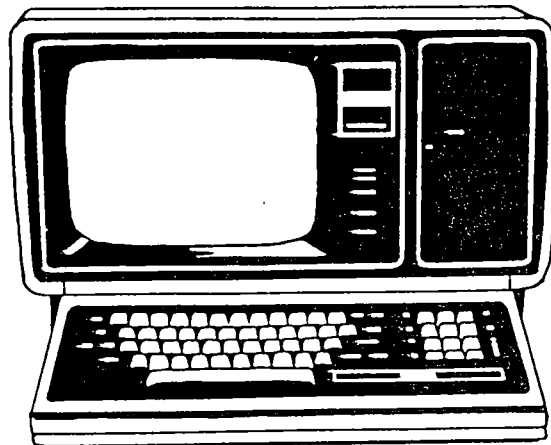


If you have not extracted the databases to your hard drive, do it first using the instructions given above. Start the *Apple File Exchange* program, then insert a blank PC-DOS disk. If you are copying the extracted "Plain text" documents, choose "Text translation" from the "Mac to MS-DOS" menu. If you are copying a file you converted to *PC Works 2.0* format, choose "Default translation". Highlight the file or folder you want to copy by clicking on it. Click on the "Translate" button to copy the file. The Macintosh system guide includes more detailed instructions.

Once you have copied the file to a PC disk, choose "Quit" from the "File" menu to quit *Apple File Exchange* and eject the PC-DOS disk.

## USING THE DATABASE WITH PC WORKS

If you have followed the instructions carefully for copying the files to a PC-DOS diskette, you can open any of the files on the PC-DOS disk with *Microsoft PC Works*. First start the program, then use the "File"; "Open Existing File..." command. After selecting the file, the program will ask you which tool to open the file with. Choose *Database* or *Word Processor* and select "OK".



A few special Macintosh characters such as ellipses, long dashes and letters with accents may appear differently on a PC-DOS computer. You can replace these characters manually or use *PC Works* program's "Select, Replace..." command.

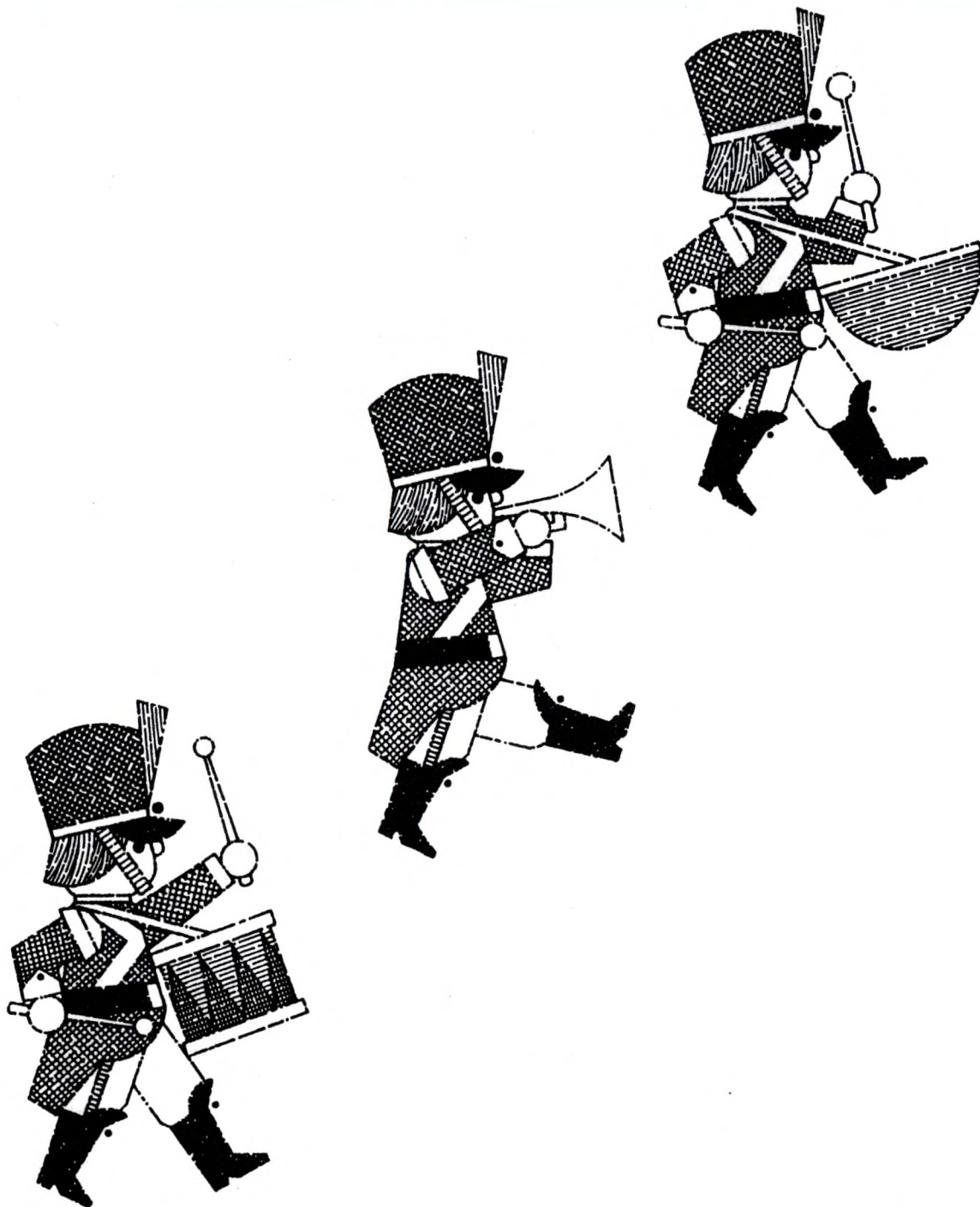
## ALTERNATIVE CONVERSION PROGRAMS

There are numerous commercial programs available that may simplify translating documents between different formats. If you plan to translate documents often, look in the software review summaries of *MacWorld* and *MacUser*. These magazines frequently contain reviews and advertisements for new and improved conversion programs. Do not confuse programs that convert documents between Macintosh and PC formats with "PC-Emulation" programs that allow you to run some PC programs on a Macintosh, albeit slowly.

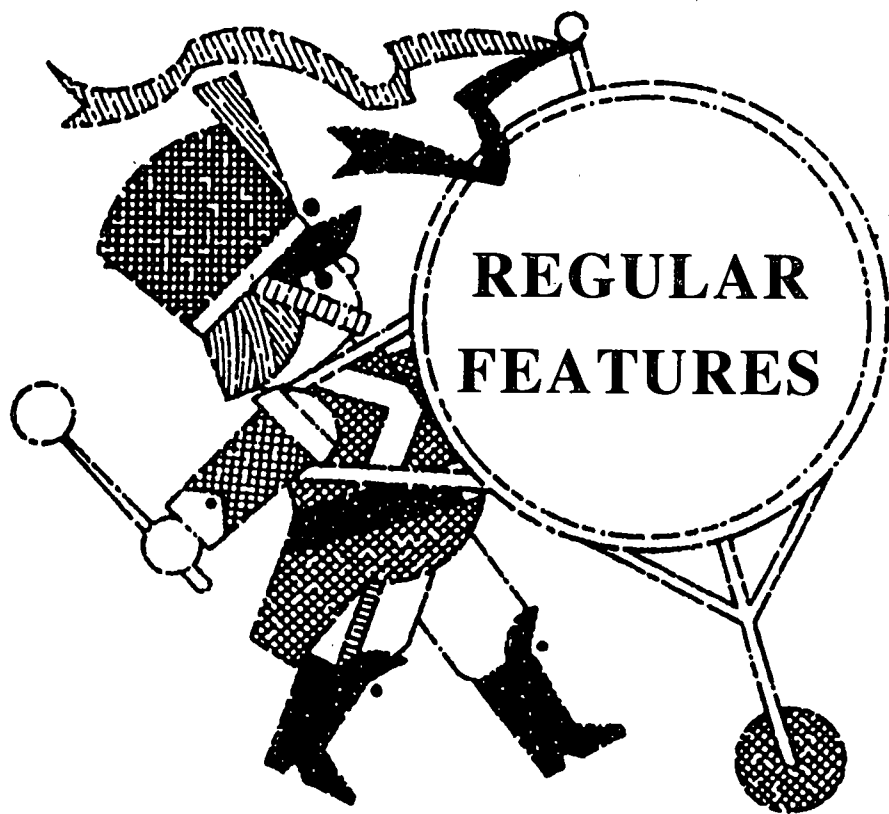
Keep in mind that no file conversion program can handle all conversions with 100% accuracy, simply because different programs and different computers offer different features. It is therefore not surprising that occasionally something gets lost in the translation.

## BIBLIOGRAPHY

- Macintosh user's guide for desktop Macintosh computers*. (1991). Cupertino: Apple Computer.
- Microsoft Works 3.0 for the Macintosh*. (1992). [Computer software]. Redmond, WA: Microsoft.
- Microsoft Works Reference for IBM PCs and compatibles* (1989). [Computer software reference manual]. Redmond, WA: Microsoft.
- Pogue, David. (1992). *Macs for dummies*. San Mateo, CA: IDG. [ISBN: 1-878058-53-3].



REGULAR FEATURES



# NOTES AND NEWS

by WILLA WALSH, editor

## CANADIAN SCHOOL LIBRARY ASSOCIATION (CSLA)

CSLA has announced a new title in its Occasional Papers Series—*Systems for Automating School Libraries: A Comparative Study with Checklists* by Hal Thiessen, Edmonton Public Schools. To order your copy send your name, address and a cheque for \$10.00 (includes taxes and handling) payable to CSLA, 200 Elgin Street, Suite 602, Ottawa, ON K2P 1L5.

CSLA is pleased to announce that this year's winner of the Amelia Frances Howard-Gibbon Award is Leo Yerxa, for *Last Leaf First Snowflake to Fall* published by Groundwood Books in 1993. The Award is presented annually to the illustrator of an English-language children's book published during the previous year. Leo Yerxa was born in 1947 on the Little Eagle Reserve near Fort Frances, Ontario. He began his artistic career as a young man and has worked in a wide variety of media. He now lives in Ottawa, where he continues to work as an artist.

## HORIZONS '94

The fall conference of the Computer Using Educators of British Columbia (CUE) will take place November 3, 4 and 5, 1994 at the Hyatt Hotel in Vancouver. It is titled "Dealing Technology a New Hand," and will include sessions on desktop publishing, telecommunications, management, multi-media and technology and curriculum. For further information contact CUEBC Program Committee, 3049 Chaucer Avenue, North Vancouver, BC, V7K 2C1, Tel: (604) 436-1267; Fax: (604) 434-1388, or EMAIL: dbrear@cln.etc.bc.ca.

## ASSOCIATION FOR TEACHER-LIBRARIANSHIP IN CANADA (ATLC)

ATLC is continuing to grow. As of April 30, 1994, membership was 523, an increase of 107 during the last twelve months. One of ATLC's major goals is to be an advocate for teacher-librarians in the field. To that end, ATLC has intensified its Advocacy Campaign in response to the news about cutbacks of both teacher-

librarians and school libraries in various areas of the country. Letters have been recently sent by the President on behalf of the Association to various school boards and Departments of Education across Canada. ATLC is now actively seeking vehicles such as periodicals and conferences to reach administrators, trustees and parents in order to make them aware of the importance of resource-based learning and teaching, and the role of the teacher-librarian. If you need further information or can help, please contact: Vicki Pennell, Past President, PO Box 9, Pouch Cover, NF A0A 3L0, Tel: (709) 754-0710 (work) and (709) 335-2394 (home); Fax (709) 754-0122, EMAIL vpennell@calvin.stemnet.nf.ca.

The Information Technology Special Interest Group has published the first issue of its newsletter, *Scribbles and Bits*, and has distributed it to all ATLC members. If you are interested in joining the Special Interest Group and would like a sample copy of the newsletter, please contact Liz Austrom, Membership Director, 3675 W. 39th Avenue, Vancouver, BC V6N 3A6, Tel: (604) 263-2321 (work) or (604) 263-3987 (home); Fax: (604) 263-5266, EMAIL liz.austrom@ednet.bc.ca.

ATLC has just published its fourth directory of Internet Users for members. An Internet forum is available to members as well. It is designed to be used as a place for ATLC members to discuss issues of relevance to teacher-librarians and to act as a resource for information sharing and advocacy.

The ATLC Board of Directors for 1994-95 includes: President: Liz Austrom, teacher-librarian, Vancouver School Board, BC; Information Officer, Brian Laing, teacher-librarian, Lloydminster School Division, Alberta; Editor, Linda Knight, teacher-librarian, York Region Board of Education, Ontario, and Executive Assistant: Angela Thacker, North Vancouver, BC.

ATLC's WINNERS Project, a selection of outstanding teaching ideas, cooperatively planned, taught and evaluated by teacher-librarians and classroom teachers, is nearing completion. The anticipated publication date is timed to coincide with the 1994 ATLC National Conference in St. John's, Newfoundland, October 13 - 15, 1994.

## **COPYRIGHT ALERT (INFORMATION FROM BCTF)**

The Ministry of Education has sent every teacher an information package about copyright law as it applies to the use of teaching materials. It is called *Copy It Right*. The package includes information about copyright on computer software, electronic databases, electronic media, as well as printed materials. Teachers are warned that infringement of copyright can result in a personal lawsuit which could also name the school principal and the school board. CanCopy, the collective of publishers and authors, has been pressuring the ministry to enter an agreement for a copying license that would allow teachers to legally copy materials for teaching. They have already reached licensing agreements with the Ministries of Education in several other provinces. They have informed the BC ministry that they intend to increase pressure to reach an agreement. They could, for example, bring a legal suit against a teacher illegally copying materials in order to set an example. CanCopy has already done this with copy shops around universities. As a result, the Ministry has provided information to teachers about the legal limits of copying.

Teachers are encouraged to purchase learning resources through ministry allocated funds for learning resources. Apparently some \$50 million is currently sitting in resource materials trust accounts for this purpose—money that hasn't been spent and has been carried over! In some districts, information about the availability of the money for learning resources has not been provided to teachers. While funds sit unused, teachers are illegally copying materials because they believe that is the only way to provide resources that are necessary. The definition of what "learning resources" can be purchased from these funds has been substantially broadened. It can be used, not just for hard copy material, but also for software and for access to electronic communication networks. Up to 20 per cent of the funds in the board's account can be spent on computer hardware (for classroom use, not administrative use). Details of the amount of funding available in each district has been posted on BCTF Online. Your district secretary-treasurer or superintendent will also have the details of available funds and the district's policy on how teachers can gain access to the funds.

The rights to use some non-print materials have been purchased on a province-wide basis. These materials—such as videos and computer software—can be purchased at a relatively low cost from Image Media.

The cost of acquiring these materials from Image Media or from other distributors should be eligible to be covered by the funds in the district learning resources account.

What has the BCTF done to support teachers facing copyright issues? The BCTF has urged the minister to enter into a provincial contract with CanCopy to provide for the legal copying by teachers of teaching materials. The BCTF is taking part in the ministry working committee which will make recommendations to the minister on copyright issues. The BCTF is advocating that the ministry make the use of copyrighted materials as easy as possible in order to support the resource-based teaching approaches of current ministry-approved programs and curriculum. The BCTF supports the Canadian Teachers' Federation request to the federal government to provide a copyright exemption for material used for education. The BCTF will provide ongoing updates on copyright issues and on amounts of learning resource targeted funds distributed to districts.

## **THE BCTF MODIFIED AND ADAPTED MATERIALS PROJECT**

This project is designed to offer pragmatic support to classroom teachers attempting to meet the needs of all students. The aims of the project are to find, evaluate and list all modified and adapted materials which have been locally developed, to set up information and distribution systems so that all teachers can be made aware of what modified and adapted materials exist, and where they might be obtained, to identify curriculum areas where no appropriate modified or adapted materials exist and to initiate the writing of modified curriculum and search for appropriate published materials. The materials collected to date are listed on a database, available to any teacher. Hard copies of the list have been sent to every teacher local and every district office in BC. To date the project has concentrated on secondary materials, but now they are eager to expand the list and to start collecting and listing elementary materials. They are interested in all subject areas, and wish to ask PSA members to send information concerning modified and adapted materials that have been locally developed and that are ready to share with other teachers to Charlie Naylor in the Research Division of the BCTF. For further information, please contact: Charlie Naylor, 871-2254.

## NATIONAL LIBRARY OF CANADA

To mark International Literacy Day, the National Library of Canada launched the new edition of the Read Up On It kit. The kit promotes Canadian children's literature. It is prepared in collaboration with the National Library's Children's Literature Service and is a useful reference tool for public and school libraries. It contains a list of the best recent works on the theme of the family, a complete list of Canadian children's books that have won literary awards, a poster and bookmarks. The cover illustration is by the artist and writer Marie-Louise Gay. Each school across the country will receive a kit in September, 1994. Further copies of the kit are available from Marketing and Publishing, National Library of Canada, 395 Wellington Street, Ottawa, ON, K1A 0N4, Tel: (613) 995-7969, Fax: (613) 991-9871.

## VANCOUVER KIDSBOOKS

Two new books of interest to teacher-librarians were mentioned in the Vancouver Kidsbooks' newsletter *Faves & Raves*. They are James Heneghan's book *Torn Away*, a new teen novel. Jim draws on his Irish roots in the story of Declan, a 13-year old orphan who is forced to leave the violence of Belfast and start a new life in BC. *BC Trivia* by Don Blake (c1992) is a good source for trivia about our province. What community is called "The Sandcastle Capital of BC?" When was the first car ferry built? etc. Find out about these answers and much more as you travel through BC via this book. Ages 10 to adult.

## LIAISON OF PROVINCIAL ASSOCIATIONS COMMITTEE (LOPAC) MEETING

Some very distressing news about school library resource centres and cutbacks to teacher-librarians right across this country was exchanged at the June 16th meeting. LOPAC is part of the CSL and has representatives from across Canada.

Nova Scotia reported that their government is making a focused attack on teacher-librarians, including the insertion of a 'genocide' clause in the Teacher's Union contract. Jane Thornley, President of CSLA, reported in the LOPAC REPORT, Fall issue that many school districts across the country drastically reduced funding for school libraries. Whole facilities were closed in Victoria, BC. Further reports detailed the effects of site-based decision-making in Alberta. None

of these was, however, as bleak as what occurred in Nova Scotia. A report was issued by new policy-makers in that province on ways to replace this expensive creature called the 'teacher-librarian' with a 'non-teacher-librarian.' The report suggested hiring librarians without Bachelors of Education or obtaining technicians for an even better deal. Most Boards have gone for the latter—technicians are not highly paid, can maintain the facility and they have the word 'technician' in their labels which appeals to many districts now in the thrall of technology. Nova Scotia is experiencing a decimated membership and has little support from their provincial Teacher's Union.

Prince Edward Island reported a slight decrease in membership. They were faced with unease and turmoil as the province progressed with restructuring the educational system and amalgamating school districts. In May teachers were hit with a 7 1/2 % roll back of their salaries—resulting in great lowering of teacher morale.

Ontario reported a bleak situation in the educational field due to economic restraint. However, the annual Ideashop Conference attracted one thousand delegates to Toronto in January! A writing team was struck by the Ministry of Education and Training to examine the 1982 document *Partners in Action: The Library Resource Centre in the Curriculum* to bring this document up-to-date. The new document will be released during the next school year.

Manitoba has established an advocacy group committee to plan a variety of strategies for approaching politicians, superintendents, principals and faculties of education in an effort to open communication with them and to create an awareness of the importance of the role of school libraries. A new video on school libraries has been developed and is available from the Ministry of Education.

BC reported that there have been reductions in teacher-librarian time and cuts to budgets all over the province and there is concern about provincial bargaining and its effect on non-enrolling teachers. Courses on teacher-librarianship at the University of Victoria were canceled this summer. An advocacy committee has been formed to promote school libraries and is anxious to have input for effective strategies.

All provinces reported serious effects of budgetary restraint by provincial governments. It was the consensus of the group that school libraries in general and teacher-librarianship in particular are in crisis.

# THE PORTRAIT: KIM SOO GOODTRACK

by ELLEN ROTHSTEIN, teacher-librarian, G.T. Cunningham Elementary, SD#39 (Vancouver).

"A is for All My Relations.

This means our spiritual connection to everything that is part of creation. The animal family, birds, trees, flowers and each other. We are all brothers and sisters... You are my Brother, and You are my Sister."

arrow heads    antlers    arrow  
Aboriginal child    ABC book

This is the beginning of *ABC'S of Our Spiritual Connection* (Theytus, 1993), the first picture book written and illustrated by Kim Soo Goodtrack (Kimberly Ann Flynn). Through the simplicity of an ABC Book, Goodtrack explores and explains the common spiritual bonds and traditional values of First Nations People. Each letter is accompanied by a water colour painting that richly illustrates each item and concept. In our meeting Kim informed me that the book's paintings took one year to complete, but the actual ideas for the words were in her head for sixteen years, her own spiritual journey.

"A is for Adversity" would be a more appropriate beginning for Goodtrack's own life. Born to a First Nations mother and a white father, Kim's childhood in Moose Jaw, Saskatchewan was not an easy one. She related many painful experiences from her early life. Her father left when she was eleven years old and she and her younger brother and sister were raised by her mother who suffered from a serious drug addiction. The young Kim was sexually assaulted and at 14 years old she quit high school and began living the life of a street kid in Saskatoon. She married at 17 and was abused in that relationship until she left 5 years later.

Added to these painful realities of Goodtrack's life was her continual confusion and lack of self-esteem because of her mixed heritage. Kim recalled feelings of shame for having First Nations blood and was often told to deny that part of her identity, but on the other hand she was never fully accepted into white society. During our talk, Kim wanted me to be aware of all these aspects of her life, not to gain sympathy but to emphasize and understand how common such a life is with other women, particularly of First Nations descent. It is through her history that she shares a common bond

with other First Nations people and her spiritual connection to her own heritage has grown. Kim describes this connection in the introduction of her book.

"Throughout North America, First Nations People have many common bonds. In this ABC book I have shown our Traditional Values accompanied with contemporary concepts. These values are held by all First Nations People. We have so much to share and be proud of. Our Spiritual connection was shamed and denied, yet it has survived. Here is a collaboration of First Nations Ethics. I hope you enjoy them and respect them."

"A is for Achievement" would be the way to describe Kim's life today. Goodtrack not only survived the tragedies in her life but overcame the adversity through achievement. Kim returned to school and completed her high school equivalency; then continued her studies at the University of Guelph in Ontario. In 1983, then residing in BC, she received her Bachelor of General Studies and teaching certificate from Simon Fraser University. In our talk, Kim attributed her later career choice of teaching to her grade six teacher, one of the few people in her childhood who gave her inspiration and love. After graduation, Kim taught one year at the Gitsegukla Indian Reserve near Terrace, BC and then returned to Vancouver to become a Native Indian Cultural Enrichment Worker at the Vancouver Indian Centre and later for the Vancouver School Board. She has also taught art to adults at the Native Education Centre and Carnegie Centre in Vancouver.

Goodtrack is an accomplished artist. Her abstract watercolours have appeared in many galleries. Some of her art exhibits have been shown in Vancouver at the Metro Theatre Art Gallery, Pitt International Gallery and Firehall Arts Centre; in Burnaby at the Simon Fraser Gallery and in Richmond at the Richmond Art Gallery. Selected works have recently been on display in the Gauda Native Art Gallery at the Chateau Whistler. Goodtrack was part of the 1992-1993 First Ladies Exhibit, a national tour of indigenous artists shown across Canada. The past two summers, Kim has also constructed a children's tipi and lanterns for "Illuminaries", an event put on by Public Dream Society at Trout Lake Park.

“A is for Ambition” would depict the future life of Kim Soo Goodtrack. In the fall of this year, Goodtrack’s illustrations from her book, *ABC’s of Our Spiritual Connection* will be aired on Sesame Street. She is also working on two other books, a young adult novel called, *It’s More Than a Tan* and a picture book with an ecological theme. Kim has kept busy this summer developing a possible children’s television show, “The World of ABC and 123”. The puppet show would feature First Nations themes and activities, but is not yet scheduled for airing. Kim also does workshops on racism and legends and has shared her stories from her picture book as a visiting author for the Vancouver, Saskatoon, and Regina School Boards.

At 38 years old, Kim Soo Goodtrack continues her spiritual journey with a strong sense of pride in her own heritage and a strong sense of identity. Her life thus far should serve as an inspiration and role-model for anyone who, in the face of adversity, doubts their own potential.



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45 <input type="checkbox"/> \$30.00 Immersion/Cadre	<input type="checkbox"/> \$15.00	55 <input type="checkbox"/> \$35.00 Primary	<input type="checkbox"/> \$17.50	67 <input type="checkbox"/> \$20.00 Rural	<input type="checkbox"/> \$10.00
46 <input type="checkbox"/> \$35.00 English	<input type="checkbox"/> \$15.00	57 <input type="checkbox"/> \$25.00 Science	<input type="checkbox"/> \$10.00	68 <input type="checkbox"/> \$25.00 Peace & Global Ed	<input type="checkbox"/> \$20.00
47 <input type="checkbox"/> \$30.00 Home Economics	<input type="checkbox"/> \$16.00	58 <input type="checkbox"/> \$30.00 Technology	<input type="checkbox"/> \$ 5.00	69 <input type="checkbox"/> \$25.00 ESL PSA	<input type="checkbox"/> \$15.00
48 <input type="checkbox"/> \$30.00 Intermediate	<input type="checkbox"/> \$15.00	59 <input type="checkbox"/> \$25.00 Social Studies	<input type="checkbox"/> \$10.00	70 <input type="checkbox"/> \$30.00 Alternate Ed	<input type="checkbox"/> \$15.00
49 <input type="checkbox"/> \$40.00 Teacher-Librarians	<input type="checkbox"/> \$15.00	60 <input type="checkbox"/> \$30.00 Special Ed	<input type="checkbox"/> \$15.00	71 <input type="checkbox"/> \$25.00 First Nations	<input type="checkbox"/> \$15.00
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45 <input type="checkbox"/> \$50.13 Immersion/Cadre	55 <input type="checkbox"/> \$55.48 Primary	67 <input type="checkbox"/> \$39.43 Rural
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49 <input type="checkbox"/> \$60.83 Teacher-Librarians	60 <input type="checkbox"/> \$50.13 Special Ed	71 <input type="checkbox"/> \$44.78 First Nations
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# TAPPING IN TO THE RESOURCES OF THE INTERNET

by **JOHN GOLDSMITH**, counselor, technical support person (and former teacher-librarian),  
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## THE "STUFF" PEOPLE

We teacher-librarians are "stuff" people. Yes we are. We have to be because stuff — library stuff — occupies such a large part of our jobs. Think about all the time we spend on stuff. We consider it, order it, buy it, catalogue it, process it, shelve it, talk about it, inventory it, care for it and eventually discard it. Stuff is one of the main reasons why students and staff come to the library and whether we like it or not, stuff (or resources or materials or whatever you choose to call it) is an important part of our libraries, our library programs and our jobs.

These days however, most teacher-librarians are experiencing a "stuff" crisis. In district after district across the province, library budgets have been or are being cut back. In many cases, these cut backs could not have come at a worse time. After years of extolling the virtues of cooperative planning, flexible scheduling and resource based learning and at just about the time when these efforts were beginning to bear fruit, teacher-librarian's are faced with the prospect of resource based learning with few resources. Talk about living between the proverbial "rock and a hard place." On one hand, there's the spectre of declining budgets and dwindling resources while on the other, the increasing demand by patrons for more resources. It's a difficult situation which more and more teacher-librarians are having to face.

So, how is it possible to deal with these conflicting demands? How is it possible to do more with less? Appeal to the parent's organization for help? Hold more book sales and other fund raising activities? Or, investigate non-traditional sources of library stuff — sources like the Internet.

## TAPPING IN TO THE INTERNET

When it comes to library-related resources such as documents, information, computer software, graphics, etc., there's probably no greater source of stuff than the vast electronic network known as the

Internet. Hardly a surprise, considering the more than 1.5 million (Cronin 1994) computers connected to this world wide network, each one containing huge amounts of electronic information and almost all of it accessible and available to anyone who wants it.

How do we get at all this stuff? There are a number of ways to tap into the vast resources of the Internet but one of the easier methods is via e-mail. E-mail? Most of us know e-mail as a way to send and receive text messages however, thanks to some very gifted and dedicated programmers, e-mail on the Internet can also be used to acquire electronic stuff — lots of stuff, all kinds of stuff — and in this article, we'll explore how it's done.

While e-mail may be one of the easier ways to obtain stuff on the Internet that certainly doesn't mean it's not without some complexity so, in deference to novice Internet and e-mail users, we'll focus our efforts on obtaining just one type of file initially — text files. There are a number of reasons for this. Text files tend to be easier for novice users to cope with, since text files don't require extensive knowledge of topics such as file compression and encapsulation. Initially, text files or documents are probably the most useful to a library.

## THE FOUR STEP PROCESS

Before we begin, we need two basic items - the necessary computer resources (hardware and software) and an Internet e-mail account. If you're unfamiliar with either of these items, consult the March, 1994 *Bookmark* (Goldsmith) for a more complete explanation.

Once the basics are understood, the actual acquiring of Internet resources by e-mail involves four simple steps:

1. Identify the name of the document, program, picture, etc., to be acquired.
2. Locate the file or document. On which Internet computer is it found?

3. Have a copy of the file or document sent to our e-mail box.
4. Transfer the file or document from the e-mail box on the main frame computer to our personal computer.

That's a very general overview of the process. To make it a little more meaningful, let's actually retrieve a document using these four steps.

## STEP 1: MAKING A CHOICE

Our first step is to choose or identify a file or document we wish to acquire. Given the academic roots of the Internet, virtually every significant or historically important document from the *Magna Carta* to NAFTA can be found somewhere on this network. For our example, let's get a copy of the *Magna Carta*, that most famous of British documents.

## STEP 2: THE SEARCH BEGINS

We must find a computer on the Internet which has a copy of the *Magna Carta*. With over 1.5 million computers to choose from, this could be a, "needle in the haystack" type of task. Fortunately, there's a computer program called "ARCHIE" available to assist us. By the way, there are also programs named "Veronica" & "Jughead" too!

The ARCHIE program runs on a main frame computer. Its function is to maintain a list of all the file, program and document names found on that computer as well as to provide users such as you and me, with a means of searching that list. In addition, each ARCHIE program will periodically connect with other ARCHIE programs on other computers and exchange lists of file names. This means that each and every ARCHIE program has a complete list of all the file, program and document names found on every ARCHIE computer in the world. While the ARCHIE list cannot possibly include everything available on the 'Net (because there are many computers which don't have the ARCHIE program installed) it is extensive enough to suit most needs. And, best of all, anyone with Internet e-mail access can use an ARCHIE program to search its list for a particular program name or document title and know that they are also searching the file lists of many other computers at the same time.

So, lets ask ARCHIE to help us locate a computer which has a copy of the *Magna Carta*. To

do this, we'll send an e-mail message to one of the ARCHIE programs and ask it to search its file list for the phrase or title, "*Magna Carta*". Here's a list of e-mail addresses for a few of the ARCHIE sites found throughout the world:

ARCHIE@ARCHIE.ans.net

ARCHIE@ARCHIE.au

ARCHIE@ARCHIE.funet.fi

ARCHIE@ARCHIE.kr

ARCHIE@ARCHIE.rutgers.edu

ARCHIE@ARCHIE.sura.net

ARCHIE@ARCHIE.unl.edu

ARCHIE@ARCHIE.uqam.ca

First we must select one (or more) site(s) to write to, then compose a message which will ask ARCHIE to search its files for the title we want.

Because ARCHIE is a computer program, our message must be written in a very exact and precise way. SCREEN #1 (below) is an example of a message I sent to an ARCHIE program regarding the *Magna Carta* document. For this example, I composed my message on the e-mail program called PINE MAIL, located on the educational telecommunications network known as CLN (Community Learning Network). The type of e-mail program used to write the message doesn't really matter so long as it has Internet access.

```

To      :archie@archie.au
Cc      :
Attchmnt:
Subject :
----- Message Text -----

set search sub
prog magna carta
quit

^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 #1

You'll note that I've addressed this message to archie@archie.au. That's an ARCHIE program on a mainframe computer, somewhere in Australia. It's one of many ARCHIE programs which I can use even though ARCHIE etiquette suggests that I should use an ARCHIE program closer to home. I happened to

choose this site because it's a personal favorite. Replies are usually quite quick — sometime only minutes after the message was sent and this ARCHIE program seldom “loses” or “forgets” my requests, a phenomenon which can sometimes happen on ARCHIE programs which are busy or not well administered. The message could, however, have just as easily been sent to any of the other ARCHIE programs.

You'll also note that the subject line of the message is left blank. This is typical of a message sent to a computer program.

The actual body of the message contains the ARCHIE program commands. These are key words and phrases to which the ARCHIE program will respond. For example, the first line, “*set search sub*” tells ARCHIE about the search parameters I want to use. In this case, I've asked the program to be case insensitive (ignore letter case) when searching through its file list and to list all titles which contain the text, “Magna” and or “Carta”, either separately or as part of a longer word or phrase. Were I to change this command to, “*set search exact*”, then only file titles which exactly matched the text “*Magna Carta*” would be listed.

On the next line, the command “*prog*” tells ARCHIE which file or program I want. In this case, “*prog Magna Carta*” tells ARCHIE to search for the text, “Magna” or “Carta”

The third line, “*quit*” tells ARCHIE that I have no other searches to carry out.

Once the message is composed, I send it and in a short while (usually an hour or less) I should receive a reply. If nothing comes back after 24 hours, I usually resend my query — often to another ARCHIE address.

SCREEN #2 contains a sample of the response I received from the ARCHIE program in Australia. The whole message was approximately eight pages long!

```

To: joeldm@cln.etc.be.ca (John Goldsmith)
From: (Archie Server)archie-errors@Archie.AU
Reply-To: (Archie Server)archie-errors@Archie.AU
Date: Tue, 17 May 94 15:33 GMT
Subject:archie (prog magna carta) part 1 of 1

-> path joeldm@cln.etc.be.ca (John Goldsmith)
-> set search sub

-> prog magna carta
# Search type: sub.

-> magna

Host: mcsa111.hich (110.59.10.40)
Last updated: 1994-10-Apr-1994

  Location: /mirror/zumich.mir./development/zaource
  FILE: -rw-rw-r-- 47066 bytes 03:00 6 Mar 1993 arsmagna1.110source.txt

Host: plaza.cornell.edu.au (139.130.23.2)
Last updated: 1994-10-May-1994

  Location: /mirror/zooe/info/mc/game
  FILE: -rwx-r-x-- 183467 bytes 23:00 13 Nov 1992 ars-magna.hqx

Host: eotl.archive.umich.edu (192.131.22.7)
Last updated: 1994-08-May-1994

  Location: /pub/225R/government_info/historical_docs
  FILE: -rw-r--r-- 29247 bytes 01:00 5 Feb 1993 magna_carta.txt

  Location: /pub/225R/historical_docs
  FILE: -rw-r--r-- 10742 bytes 01:00 5 Feb 1993 magna_carta.txt.gz

  Location: /pub/4000/etext/etext
  FILE: -rw-r--r-- 10742 bytes 00:00 28 Jun 2000 magna_carta.gz

```

## SCREEN 2

At first glance, the information in SCREEN #2 may appear complicated. With a little practice, it becomes easy to decipher, especially for anyone with MS-DOS experience.

As we look over the information, it's obvious that we'll have to do some guess work to determine which file we want. For example, there's a good chance that the file called “*Magna\_Carta.txt*” located in a subdirectory entitled, “*historical\_docs*” (near the bottom of SCREEN #2) is probably the document we want. On the other hand, a file called, “*ars-magna.hqx*”, in a subdirectory entitled “*game*”, (near the top of SCREEN #2) almost certainly has no connection to the historical English document.

Why was the second file, “*ars-magna.hqx*”, included in the list? Remember when we composed our message, we included the parameter, “*set search sub*”? That told ARCHIE to ignore case and find any file or program name containing the words “*Magna*” or “*Carta*”, which it did. Unfortunately, in this instance, the word “*Magna*” is not only part of a historic document title, it's also the name of a computer game.

Now, lets read the rest of the information contained in SCREEN #2. Find the line of text which ends in the phrase, “*Magna\_Carta.txt*” (near the

bottom of SCREEN #2). We'll assume that's the file we want. The file itself is located on a computer or Host (the Internet name for a computer) with an Internet address of:

**etext.archive.umich.edu.**

Below that is the actual location:

**pub/CPSR/government\_info/historical\_docs**

To be more specific, this is the path (consisting of the directories and subdirectories) used to reach the file. At this point, it is not important to understand the concept of paths, directories or subdirectories. It is however, very important to know that this information must be written or transcribed exactly as presented, later on in Step 3.

So, thanks to the ARCHIE program, we've been able to locate a copy of the document we want. That is however all the ARCHIE program is capable of doing - locating programs, files and documents. To actually retrieve the desired files or documents, we need to use another program called "FTPmail".

### STEP 3: E-MAIL IT

Now that we know where our file is located, the next step is to have a copy of the file sent to our e-mail box. For this operation, we'll use another computer program called "FTPmail". Unlike ARCHIE, the FTPmail program is only found at one location on the 'Net, a main frame computer owned and operated by the Digital Equipment Corp. (DEC). The use of the FTPmail program and computer is provided free of charge by DEC to any one on the 'Net. The e-mail address of the FTPmail program is:

**ftpmail@decwrl.dec.com**

Like ARCHIE, the FTPmail program is a computer program which responds to certain commands and parameters, contained in an e-mail message. To demonstrate, I'll compose a message asking the FTPmail program to send me a copy of the *Magna Carta* file. Below (SCREEN #3) is an example of what that message would look like.

```
To      :ftpmail@decwrl.dec.com
Cc      :
Attachmt:
Subject :
----- Message Text -----

connect etext.archive.umich.edu
chdir/pub/CPSR/government_info/historical_docs
get magna_carta.txt
quit

^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 #3

Once more, a bit of an explanation may be needed. First of all, this message will be sent to *ftpmail@decwrl.dec.com*. Remember, this is the only place on the 'Net where the FTPmail program is found.

As is the custom when sending a message to a computer program, the subject line is left blank.

Moving on to the message itself, let's start with line one. It begins with the command, "connect" followed by the Internet address of the computer (*etext.archive.umich.edu*) we want to connect to. In this case, it's the computer where our file, "*Magna\_Carta.txt*" is located. When composing a message to the FTPmail program, the "connect" command followed by the Internet address of the computer to be connected to, always comes first. When composing this command, be sure to leave a space between the "connect" command and the Internet address.

Line two tells the FTPmail program to "chdir" or change directories, once it's connected to or at the Host computer and move to the subdirectory where "*Magna\_Carta.txt*" is located. This location information, */pub/CPSR/government\_info/historical\_docs* is taken from our earlier ARCHIE message and is transcribed exactly as it appeared. This line begins with the command, *chdir* followed immediately the path information.

On line three, the "get" command instructs the FTPmail program to get the file which we've named (*Magna\_Carta.txt*) and send it to our e-mail box. Be sure to leave a space between the "get" command and the file name.

The last command, "quit", tells the FTPmail program to stop. No more files are to be sent.

For most situations, these four commands, "connect", "chdir", "get", "quit", written in the sequence and format shown in SCREEN #3 will be sufficient to acquire almost any file on the Internet. There are however, other commands to which the FTPmail program will respond. For more information on these commands or on the FTPmail program, send an e-mail message to:

`ftpmail@decwrl.com`

Leave the subject line blank and in the body of the message write just one word, *help*. Within a short time, a comprehensive manual on how to use FTPmail should arrive.

And that's it. Within a short time, there should be a copy of the *Magna Carta* in our e-mail box. As a general rule, the file should come within 24 hours however, on the odd occasion when network traffic is busy, a file can take over a week to arrive.

There is one slight "catch" however. Our *Magna Carta* document does not come in one piece or one message. Instead, it's broken up into two parts or two e-mail messages. This is a hangover from the early days of the Internet when no e-mail message could be longer than 120 lines. Apparently, this limitation still exists on some e-mail systems. To accommodate this restriction, the FTPmail program will automatically divide all long files or documents into messages of 120 lines or less before sending them.

In the case of our *Magna Carta* document which isn't very long (approximately 3000 words), this isn't a serious problem. A few minutes of cutting and pasting with a word processing program will quickly rejoin the two parts into one document. Epistles like the NAFTA Trade Agreement are more problematic because they're much longer (over 500 pages) and require a lot more work to cut and paste back together.

The FTPmail program does the same thing to long computer programs and other software files. This presents an even greater challenge because computer programs are made up of computer code, not words and phrases and the slightest mistake while cutting and pasting the computer code back together will result in a program that doesn't run or a graphic that can't be viewed.

## STEP 4: BRINGING IT HOME

The last step involves transferring the *Magna Carta* file (which is now in the form of two e-mail messages) from our e-mail box on the host computer to our home computer. This last step may either be very easy or very difficult depending upon how we access our e-mail. For example, those of us who get our e-mail by using an off-line mail program such as Eudora, Nupop, Popmail, etc., will have no problem downloading the *Magna Carta* files to our home computer. The off-line mail program does it all for us - automatically.

For those people who must first dial up and connect to the host or main frame computer, then use the e-mail program on the main frame to read their mail, the transfer procedure may be a lot more difficult. To determine quickly just how difficult this procedure may be, look for an option within the e-mail program that allows downloading or transfer of messages. The command is usually labeled "Download" or "Transfer". If the program has this option, that's what we'll use to transfer the messages from our e-mail box to our home computer. As each e-mail program has a slightly different method for downloading or transferring messages, we won't cover that procedure here. In general, the download procedure is not very difficult to use; however, if you've never before attempted it be sure to read any "HELP" screens or files available or seek a more substantial form of help.

Don't be surprised if you don't find a download command or transfer option. Some mail programs, such as ELM MAIL used by SFU, don't have these options. In that case, we'll use a device called "SCREEN CAPTURE" (or CAPTURE or FILE CAPTURE) which is found on most communications programs used by home computers. When activated, SCREEN CAPTURE will save all the text displayed on a computer screen to a floppy disk or the hard drive of a personal computer. Once the SCREEN CAPTURE feature is turned on, we can read through the two *Magna Carta* messages normally, the way we would any other e-mail message and as the text appears on the computer screen, it will also be saved to disk. We'll use a word processing program to cut and paste the saved text into a single document. If you're not sure how to use the SCREEN CAPTURE feature, check the manual or instructions which came with your communications program.

And that's it! Once we've finished the four steps, we should have the complete text of the *Magna Carta* document on a disk in our computer. So, with the document on disk, what can we do? Using an "Old English" printer font and some vellum paper, perhaps we could print a copy of the *Magna Carta* which would look like it came right from King John's desk. Or, perhaps we could include part or all the document in our library newsletter or perhaps we could give a copy, on disk, to a Grade 8 student working on a project about Mediaeval England, or ... ?

Remember, this is just the beginning. With a little experience, a little practice, the Internet can and will provide a rich harvest of timely and appropriate library related stuff to supplement more conventional library resources and help us to meet the information needs of our patrons.

And, before ending this explanation of the Internet, E-mail and stuff, here's a sample from the actual *Magna Carta* document which I downloaded as part of this exercise. Who knows, perhaps after reading such inspiring prose, education decision makers from across BC might be moved to restore or increase library funding.

#### **THE MAGNA CARTA (The Great Charter):**

##### **Preamble**

: John, by the grace of God, king of England, lord of Ireland, duke of Normandy and Aquitaine, and count of Anjou, to the archbishop, bishops, abbots, earls, servants, and to all his bailiffs and liege subjects, greetings. Know that, having regard to God and for the salvation of our soul, and those of all our ancestors and heirs, and unto the honor of God and the advancement of his holy Church and for the rectifying of our realm, we have granted as underwritten by advice of our venerable fathers, Stephen, archbishop of Canterbury, primate of all England and cardinal of the holy Roman Church, Henry, archbishop of Dublin, William of London, Peter of Winchester, Jocelyn of Bath and Glastonbury, Hugh of Lincoln, Walter of Worcester, William of Coventry, Benedict of Rochester, bishops; of Master Pandulf, subdeacon and member of the household of our lord the Pope, of brother Aymeric (master of the Knights of the Temple in England), and of the

illustrious men William Marshal, earl of Pembroke, William, earl of Salisbury, William, earl of Warenne, William, earl of Arundel, Alan of Galloway (constable of Scotland), Waren Fitz Gerold, Peter Fitz Herbert, Hubert De Burgh (seneschal of Poitou), Hugh de Neville, Matthew Fitz Herbert, Thomas Basset, Alan Basset, Philip d'Aubigny, Robert of Roppesley, John Marshal, John Fitz Hugh, and others, our liegemen.

1. In the first place we have granted to God, and by this our present charter confirmed for us and our heirs forever that the English Church shall be free, and shall have her rights entire, and her liberties inviolate; and we will that it be thus observed; which is apparent from this that the freedom of elections, which is reckoned most important and very essential to the English Church, we, of our pure and unconstrained will, did grant, and did by our charter confirm and did obtain the ratification of the same from our lord, Pope Innocent III, before the quarrel arose between us and our barons: and this we will observe, and our will is that it be observed in good faith by our heirs forever. We have also granted to all freemen of our kingdom, for us and our heirs forever, all the underwritten liberties, to be had and held by them and their heirs, of us and our heirs forever.

## NEW LISTS

In the last *Bookmark* (June 1994), I introduced an Internet resource called LISTS and LISTSERVs. These are electronic discussion groups which anyone with Internet e-mail access may join and take part in. I hope you've had the opportunity to sample one or two of these groups and experience first hand what they're like. Since that issue, a number of new lists have been formed. Here's a couple which might interest teacher-librarians.

### LISA-L - LIBRARY STUDENT ASSISTANT DISCUSSION GROUP

LISA-L is an open, moderated discussion list for student assistants who work in academic or public libraries. Discussion about any aspect(s) of working in a library is encouraged (especially patron service and stacks management). To subscribe, send the following command in the BODY of e-mail to LISTSERV@ULKYVM on BITNET

**SUB LISA-L firstname lastname**

### LIBJOB — INFORMATION PROFESSIONS EMPLOYMENT OPPORTUNITIES LIST

Many professional positions are only advertised locally. LIBJOB is the forum to give those positions a wider exposure. Announcements from local sources will be posted to this moderated list. To subscribe to LIBJOB, send the following command to:

**listproc@firefly.prairienet.org**

In the body of your message:

**subscribe libjob firstname lastname**

This list is dependent upon the kindness of strangers. Therefore, if you would be willing to report job announcements which appear in your local newspaper, or other local source, please request the format requirements from either of the owners:

**John Kenneth Peek jpeek@uiuc.edu**

**Myron E. Schirer ncc-1701@uiuc.edu**

### BOOKBRAG - A MONTHLY NEWSLETTER ABOUT CHILDREN'S BOOKS AND LITERATURE

Welcome to BookBraG, the monthly newsletter about the best new children's books and the brightest

ways to use them with children. To subscribe to BookBrag send email to:

**BookBraG-request@scholastic.com**

The text of the message should be:

**subscribe BookBraG firstname lastname**

To send questions or comments or report problems e-mail to:

**BookBrag-editor@scholastic.com**

## AND FINALLY

Do you sometimes feel the "Generation Gap" growing wider. Do the backward hats, baggy pants, skate boarding and rap music leave you mystified. Fear not, the Internet can help with a service called the "Jive Server". Send a message to the Jive Server and within minutes the message will return to you, translated into Jive (a dialect of "Rap"). What a great way to get their attention for overdue lists. To have your plain English message translated into "Jive", send it to:

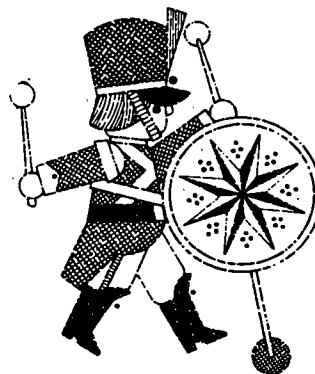
**jive@ifi.unizh.ch**

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# CHAPTER REPORTS

## POLITICAL ACTION

### Surrey

- Two presentations to the Board by the Advocacy Committee, the first on budget, staffing (professional and clerical), new and conversion school library resource centres, and technology, and the second on the role of the teacher-librarian and the educational benefits of school library programs.
- loss of district teacher-librarian helping teacher due to budget restraint.
- teacher-librarians required to provide preparation time for grades K-4.
- library budgets eroded.

### Windermere

- Library resource centre teaching assignments seem to be holding steady or, in one case, increasing for next year, so we will not lose momentum.

### Burnaby

- Our request that a teacher-librarian be on the district Department Head Committee was granted. One meeting was held and our designate was in attendance.
- We made a presentation to the Board Budget Committee via the Burnaby Teachers' Association to increase professional and clerical staffing, to increase budget allocation to at least the provincial average, to purchase security systems for all secondary school library resource centres, to provide funds to automate all library resource centres, and to provide funds for technology and software.
- We forwarded a motion to the Burnaby Teachers' Association that subject teachers not use the library resource centre when the teacher-librarian is not present. This motion arose because of the cuts in teacher-librarian staffing in all elementary schools in the district. The motion passed.
- We sent a letter to the Burnaby Public Library regarding the reduction in services to schools and the lack of a young-adult librarian.
- We discussed gathering resource orders and giving them to one or two jobbers in an attempt to get a better discount. So far we haven't reached consensus, but we have asked the purchasing department to investigate possible volume deals with jobbers.

### Powell River

- Presentation to the Board in September highlight-

ing benefits to students and teachers of our recently completed computerization process.

- Met with local Powell River District Teachers' Association to try to improve contract language, however teacher-librarian issues are not considered a priority for this year.
- Teacher-librarians and library resource centre programs have suffered severe cuts. Teacher-librarians have been replaced with library technicians, or have had their time drastically reduced, as a cost-saving measure.
- A letter was sent to the Board protesting cuts to teacher-librarians and library resource centre programs for next year.
- One PRDTLA member is on next year's local teachers' association executive, and three members are on the district Technology Committee.

### Nanaimo

The 1993-94 school year has been an extremely trying one for teacher-librarians in the Nanaimo School District. We have felt under siege, due to budgetary cuts which have been even more severe than in years past.

In September, following a Supreme Court ruling on a class size grievance launched by our union, the school board was forced to reduce class sizes. A number of non-enrolling teachers were redeployed, including teacher-librarians. At the elementary level, teacher-librarians were suddenly required to cover one thirty-five minute period per week of teacher prep time for each teacher from kindergarten to grade five. In the secondary schools teacher-librarians had to assume more class instruction. At the same time the position, Director of Library Services was cut by fifty percent. This has led to a severe erosion of cooperative planning and teaching.

Needless to say, these developments were very disheartening to our association. As a LSA we wrote letters of protest to senior management and school trustees, explaining how damaging these kinds of cuts were to library resource centre services and programs. Even so, planning continued for a ProD day in October at which time teacher-librarians came together to share ideas and resources to help cope with the new realities.

In April the school board again proposed cutting teacher-librarians' time. This time the cuts were to total 7.6 FTE, and did not take into consideration the growth the district is experiencing. This position was modified in May when the school board had to place positions back into the system as the penalty for the previous year's class size violation. Library Services was granted a portion of this allotment, and the cuts were reduced to four FTE. Teacher-librarians lobbied to be

sure our needs were considered, and felt that we had made some impact.

In September 1994, prep. time coverage will amount in some elementary schools to 52% of teacher-librarian time. The ratio for staffing library resource centres will be 1:600 in elementary and 1:1200 for secondary. Teacher-librarians in Nanaimo have seen the erosion of not only a program, but also a philosophy about library resource centre services.

#### **Prince George**

- Member Kris Nellis is president of the BCTLA (her term ends June 1994).
- Member Barb Hall is conference chairperson for the BCTLA.
- Several PGDTLA members serve as staff representatives on our local teachers' association executive.
- Members were concerned that the needs of teacher-librarians and other non-enrolling teachers were not adequately represented in the bargaining objectives of the PCDTA. A chapter Bargaining Committee presented the following objectives to the PGDTA:
  1. A minimum staffing ratio for teacher-librarians in accordance with the BCTF guidelines shall be negotiated;
  2. The qualifications for teacher-librarians shall be specified in Board policy;
  3. Non-enrolling teacher staffing will not be eroded to maintain class size or be used to provide preparation time; and
  4. The Board and the PGDTA recognize the need for specialized personnel to be provided in the district. Such personnel shall include, but not be limited to, qualified teacher-librarians, counselors and learning assistance teachers.

These objectives were not accepted by the PGDTA bargaining committee. The chairperson of the Bargaining Committee attended a chapter meeting to defend the committee's point of view. After lengthy debate at this meeting and substantial representation of teacher-librarians at the general meeting, it was felt that the executive and Bargaining Committee of the PGDTA had a better understanding of our needs.

- Leslie Hay, the corresponding secretary, was elected to the PGDTA Bargaining Committee — perhaps a moot point now, in light of province-wide bargaining.
- A committee of six teacher-librarians serve on the Learning Resources Advisory Committee for the School Services Department. This committee has, as its mandate, the articulation of concerns and

issues which affect teacher-librarianship. The committee prepared a revision of the District policies on library resource centres. This revision will now proceed through appropriate channels to be approved by the Board of School Trustees and included in the policy handbook of the district. A joint project between the PGDTLA and this committee saw the development of a comprehensive profile of the beliefs, actions and necessary support of teacher-librarianship in the district, which will go before the Board for approval.

- The Board maintained the budget for library resource centre automation. Although it instituted district-wide staffing reductions of 2%, it did not target specific reductions in teacher-librarian time. Several trustees spoke publicly about the value of library resource centres and their understanding that because of class-size agreements, district-wide staffing reductions have the greatest impact on non-enrolling teachers.

#### **Mount Arrowsmith**

- Briefs which we prepared on school library resource centre professional staffing and library resource centre funding are on hold due to change to provincial bargaining.
- We are attempting to schedule a meeting with the superintendent to discuss a minimum staffing level for teacher-librarians.

#### **Fernie**

- Due to restraint a few positions have been cut with teacher-librarians being put into classrooms and library resource centres being closed at those times.
- When teacher-librarian positions have become available in the district, they have been staffed with unqualified persons. As a result our local chapter does not have many actively involved members. Our group would like to see teacher-librarian qualifications addressed at the provincial level.

#### **Campbell River**

The chapter has continued to give our local teachers' association input on working conditions. We have also sent a letter to our Board thanking them for not cutting out aides, and a second letter updating the Board on our activities throughout the year.

#### **Alberni**

- Our chapter met monthly to share ideas, information and resources, and to discuss emergent and ongoing issues from around the district.
- Sent two letters to the school board protesting the elimination of one full time and one 0.3 clerical

position at our district resource centre. These cutbacks have resulted in the loss to teachers of an updated catalogue of resources, a weekly communications newsletter and technological and other support which we could count on in the past. The centre is now being operated by one professional coordinator with one clerical assistant.

- Two elementary teacher-librarians have had their library resource centre assignments cut, each by 0.1 FTE.
- Chapter members are on the ADTA executive, bargaining committee, staff committees, school and district professional development committees, and school accreditation teams.

#### **Howe Sound**

- Our group has continued to press for teacher-librarian time in contract. Although our local teachers' association is supportive, this goal is not yet a reality.
- We compiled a list of five main areas of service provided by teacher-librarians to determine what kind of support is needed in terms of teacher-librarian time.
- We also provided the district with a job description and list of qualifications for library assistants.

#### **Shuswap-Revelstoke**

- The Revelstoke group made a presentation to their local teachers' association regarding budget priorities for next year. They also ensured that the public was aware that they had no resource budgets this year through a series of articles in the paper. The local media picked up on the issue a couple of times, with articles emphasizing the importance of library books. Funding will be restored for 1994-95.
- In Shuswap, teacher-librarians prepared recommendations re contract language that relates to teacher-librarians for submission to the local teachers' association Bargaining Committee. The local expressed to senior administration its concern that new items acquired by the District Resource Centre were not being catalogued.
- A request was made to senior administration that school reference materials budgets (Learning Resources Grants) be in a separate trust account for each school.

#### **Kamloops**

- A committee was formed jointly with the Board to try to include language for minimum staffing for teacher-librarians. Two teacher-librarians sat on this committee. There is no resolution at this time.

- Superintendent's Advisory Committee on Technology continued to meet. Five teacher-librarians, the district librarian and a member of district staff sat on the committee.

#### **Cranbrook**

- Reduced teacher-librarian time in all schools was the big news for the 1993-94 school year. It doesn't look like the situation will be any better in 94-95.
- Teacher-librarians have been lobbying our local to include staffing levels in future negotiations.

#### **Northern Lights**

- Our district has seen fit to help solve its financial problems by giving the teacher-librarians major amounts of prep time to cover. We have been promised that there will still be a teacher-librarian in each school and that we will not be replaced by our clerks.
- One breakthrough we have made is in finally being allowed to meet with the Board's Long-range Planning Committee.
- Some teacher-librarians say they will get out at the earliest opportunity, others that they will hang in. We have a good thing started up here in the North Peace and I hope that we can salvage some of it. In my school I have never felt more support from the teachers. It is just a feeling that they are there with me wanting to back me, and that goes a long way. As Adrienne Betty says, "Keep the faith."

#### **Cowichan**

- A survey of library resource centre collections, staffing, and programs incorporating suggestions given by our LSA to the local Working and Learning conditions committee was carried out in the fall and the results were published in June.
- Two of our members, Rosemary Boland and Heather Purves-Ryan are members of the BCTLA Advocacy Committee.
- The president of our local teachers' association attended one of our meetings to discuss qualifications for teacher-librarians and the use of parent volunteers.
- CUPE representatives attended one of our meetings to clarify the union's position on the use of volunteers in library resource centres.
- Professional staffing is not in contract.
- No clerical assistance in elementary library resource centres; only one secondary school, of five in total, has a library clerk.
- Low budgets.

### **Vernon-Armstrong**

- In June the Vernon Board informed us that because of budget constraints 3 FTE teacher-librarians would be cut, and the district resource centre would be closed.
- Teacher-librarians surveyed teachers in Vernon district and found that while teachers wanted to keep the resource centre they did not have any solution to the budget problems.
- Teacher-librarians drew up a petition asking that the district resource centre be mothballed for the summer and early fall, giving time to work toward better solutions. The petition was supported by teachers, with the result that the district resource centre is locked up with its contents intact.

### **Fort Nelson**

- The District has continued to demonstrate its recognition of the importance of library resource centre programs.
- We are well-staffed, each school having a teacher-librarian and either a library assistant or technician. This has allowed ample time for collaborative planning and team teaching. We have also begun to collaborate on a district level.
- A proposal to build a new resource facility at Fort Nelson Secondary School is awaiting final approval, while the school has already received supplementary funding for the purchase of books and software.

### **Chilliwack**

The district's surprisingly large budget deficit this year has caused a great deal of concern among all Chilliwack teachers. Many were puzzled how such a deficit was allowed to develop over a period of several years and why our secretary-treasurer, who has since moved on to a position at the ministry, felt it was necessary to correct the problem all at once. The district's plan to address their financial problems has been a disaster for library services. All library resource centre assistants in the system were terminated and the district's resource centre has been closed, with its materials split up among individual schools. Members engaged in active letter-writing campaign which had teacher-librarians lobbying trustees for a restoration of services. Several members and the president of the CTA appeared at a school board meeting and made presentations listing the negative effects of the proposed cuts. At the present time members are struggling with a variety of plans aimed at restoring services but it appears that service will be slashed next year.

### **Saanich**

- Joint Board/STA Budget and Staffing Committee, which included teacher-librarian representation, investigated staffing options for the retention of non-enrolling teachers under class-size guidelines.
- Guidelines established for clerical and teacher-assistant staffing.
- Implementation of district learning resources policy including the establishment of the position of District Coordinator, new roles for teacher-librarians, articulation of library technician classification, support for automation of library resource centres, and pilot projects of new models of school organization.
- Policy review of programs for gifted students. Several teacher-librarians participated in the review of these programs. One recommendation was that the teacher-librarian, when appropriate, act as case manager for students with outstanding capabilities.
- School resource committees. Teacher-librarians were included on school-based committees established to act as an advisory group for the management of Learning Resource Funds.

### **North Vancouver**

- Presentation to the board's Budget Advisory Committee asking for improved professional and clerical staffing and increased budgets. The Committee recommended that library staffing, budgets and automation be a priority for the coming year's budget, but their recommendations were not accepted by the Board.
- Teacher-librarian Barbara Smith was elected to the NVTA executive as Member at Large.
- Wrote letter to school staff committees re filling teacher-librarian positions with qualified personnel but Board continues to assign untrained teachers and administrative officers.
- BCTLA working and learning conditions survey results have been important. Our collective agreement states that the Board must not reduce teacher-librarian time below the 1990-91 level. The BCTLA survey results are the standard used. We have filed a copy of the survey statistics with our local union executive, for their reference.

## **CURRICULUM AND PROGRAM DEVELOPMENT**

### **Windermere**

- Discussed and developed a district-wide information and research skills scope and sequence for grades K-12.

### **Powell River**

- Inservice by teacher-librarians on ProD days to familiarize school staffs with automated library resource centres and telecommunications.
- Senior teacher-librarians travelled to Victoria to attend a symposium on the role of the teacher-librarian.

### **Prince George**

- Members serve on numerous district program committees including Primary, Intermediate and Graduation Program Implementation Committees, Library Automation Advisory Committee, Technology Task Force, Learning Resources Advisory Committee, and the Challenged Materials Committee.

### **Alberni**

- Members are on teams piloting an integrated approach to education at the secondary level. These teams receive financial assistance through focus grants.

### **Richmond**

- A group worked on a list of CDs recommended for purchase.

### **Shuswap-Revelstoke**

- Revelstoke teacher-librarians did a survey of library resource centres in order to determine needs and priorities of teachers and teacher-librarians. The survey resulted in development of a district skills scope and sequence, and a search for opportunities to enhance cooperative programme planning and teaching.
- Shuswap teacher-librarians selected, jointly subscribed and circulated a number of professional periodicals to aid in selection.
- A form was developed to provide purchasing information on CDs.

### **Saanich**

- Integrated Learner Support Model. Teacher-librarians played a major role in the four pilot projects that explored new models of organization of holistic teams to support student learning.
- Resource-based learning workshop. Teacher-librarians gave workshops on resource-based teaching and learning for University of Victoria teacher education students.

### **North Vancouver**

- District teacher-librarian handbook was rewritten and expanded. Copies will be distributed at the first meeting in September.

## **MEETING OR SPECIAL PROGRAM IDEAS**

### **Windermere**

- Three members attended the BCTLA fall conference at Vernon and reported in detail to other members.
- We held a joint meeting with our library resource centre clerical and support workers to identify and discuss mutual concerns, compare working conditions and assess needs for professional development.
- Met with Golden chapter for a pot luck and resource exchange — notes from the Vernon conference, resource reviews and unit ideas. Our joint meeting was so enjoyable and informative that we hope to make an annual event of it.

### **Burnaby**

- We continued the tradition of dismissing early for the September meeting which included presentations by Board office staff: the assistant superintendent in charge of libraries, the purchasing director and the director of instruction—programme development. Following this we held our regular meeting. Only three teacher-librarians did not attend.
- This year we decided to have a \$5.00 membership fee to cover costs of refreshments and flowers and gifts to those off on extended sick leave or retiring.
- Our annual book fair proved to be successful; some BCALMER members were disappointed that they couldn't attend because all tables were booked. Teacher-librarians enjoy being able to shop and carry. Our district makes a profit from table rentals and our purchasing department is pleased with the reduction in paperwork for them.
- Adult education instructor continues to give computer instruction, up to two hours per week, depending on availability of computers, to assist teacher-librarians and assistants with DOS, WordPerfect, Lotus, Bedford, etc.
- We set up a committee to review our constitution. Revisions were passed at our January meeting.
- We have formed a committee with Patricia Finlay as chairperson to plan the BCTLA 1994 Fall Conference. Reports from sub-committees were made at each meeting for input, and we look forward to seeing all BCTLA members attend the BEST Conference in October, to be held at Burnaby South Secondary School in conjunction with the BC Science Teachers' "Catalyst Conference."

### **Powell River**

- Regular sharing of ideas a part of our monthly meetings.
- Yearly social meetings — dinner and social meetings held at Christmas and in June.
- Public librarian Heather Harboard spoke at one of our meetings about working together to promote author visits to our district.

### **Prince George**

- The educational contact for the Prince George Regional Museum conducted a tour of the facilities at our local museum and described the programs offered.
- Several of our meeting topics focused on local concerns and problems. “Ask Marion the Librarian” presented an opportunity for group brainstorming to seek creative solutions to everyday problems, particularly useful in the face of reductions in teacher-librarian time. “STER Reflections” focused on ways to reduce the cost of compiling STER, the valuable collaborative reviewing journal which is produced by our district.
- Joan Buchanan, a local storyteller, presented a great evening of stories.
- Dr. Joni Bodart presented two half-day workshops on “Booktalking” and “Trends in Literature.” It was the feeling of many who participated that the quality of Ms Bodart’s workshops did not justify the high cost.
- The district provided half-day release time for all teacher-librarians to attend a session on leadership and advocacy presented by Diana Poole from Quesnel. The reaction to this session was overwhelmingly positive.

### **Campbell River**

- We updated our CRTLA handbook, and participated in a telecommunications and hypercard workshop given by a teacher and a teacher-librarian. We have also had several mini-workshops given by teacher-librarians at our monthly meetings.
- Authors: Barbara Reid, author/illustrator from Toronto; Julie Lawson and Sheryl McFarlane, fiction authors from Victoria; and Hilary Stewart and Joy Inglis, authors from Quadra Island.

### **Alberni**

- One day workshop on the topic “Transformational Leadership.” The day involved an analysis of what we already do, and a planning session on where we want to go in terms of our development as transformational leaders.

- Organized the *Learning for Living Bibliography* into a more usable format for purchasing.

### **Richmond**

- Half-day workshop with the topic “Selling Your Program” presented by Judy Coffin and Art Tindle.
- Monthly meetings on subjects such as technology, story-telling, and automated resources (CD-ROM etc.).

### **Howe Sound**

Several workshops focused on ten critical components of the literature curriculum and practical applications of these components. Joan Wilby, Laura Douthwaite and Barb Ward from Coquitlam held a workshop demonstrating teaching strategies for using novels in the classroom. Several teacher-librarians collaborated with classroom teachers on novel units. Two literature-based workshops on mining and forestry were organized for Grade 5 Social Studies teachers. Authors Linda Granfield, Valerie Wyatt and Marilyn Walker were invited to do readings.

### **Shuswap-Revelstoke**

- Met once a month, in different schools. As schools are far apart, this encourages most teacher-librarians to attend at least some of the meetings. Teacher-librarians can study resources, programmes and equipment at the host school.
- Book displays with company representatives.
- Organized a number of author visits, some in cooperation with the regional library or the Children’s Literature Round Table.
- Martyn Godfrey visited both districts. Everyone from students to teachers thought he was “awesome.”
- Other authors: Ann Walsh and Tim Wynne-Jones.

### **Kamloops**

- Mini-workshop: “A Global Educational Planning Afternoon.”
- Meetings often had a theme, e.g. jokes and riddles, top ten non-fiction, etc.

### **Northern Lights**

- Adrienne Betty led a workshop on cooperative program planning.
- Joan Harper taught a course on resource-based teaching and learning. We planned workshops which we will put on in the fall, and learned story-telling.
- Noreen Keats, a new teacher-librarian, presented a historical day that she had planned for her school, K-8. There were twenty-nine stations run by the grade 8 students. The only complaint was that

students wanted it to last another day, so that they could go to more stations.

- Cathy Scheck shared her plan to create a historical book about Fort St. John, after the pattern of *My place* by Nadia Wheatley.

#### **Cowichan**

- Members attended local Children's Literature Roundtable sessions
- Several members attended the BCTLA Conference
- Held a library resource centre technology workshop.
- Richard Thompson put on two workshops for us during the district ProD day.
- We held meetings in two new elementary library resource centres and toured a third new elementary library resource centre as it was nearing completion.
- The district Director of Instruction attended one of our meetings and joined a discussion of student reading levels and strategies we could use to enhance and promote reading for pleasure among students.
- We invited senior administration as well as a representative from the School Board to attend a dinner meeting in June. Author Alan Haig-Brown was our guest speaker.

#### **Vernon-Armstrong**

- Julie Lawson came to the area at our expense and spent several days visiting schools. We did a bulk order of her books at local bookstores and set up a schedule for her school visits. All schools who were her hosts were very happy with the readings and the books.
- Other authors appeared on the horizon, most of them through the good offices of Judy Arter of the Okanagan Regional Library.
- Ron Lightburn spoke to two groups of secondary students about his art.
- Jo Bannatyne-Cugnet visited courtesy of the annual tour arranged by the Canadian Children's Book Centre.
- Sheryl McFarlane spoke to two elementary schools.
- Ann Alma, who used to teach in Armstrong, did readings in several schools. I believe that her insights into the feelings of new immigrants were valuable and well received.
- Paul Morin delighted a large group of students, both secondary and elementary, with slides of his various trips and with his discussion of the life of a commercial artist.
- Tim Tynne-Jones was also in great demand. His

presentation about the craft of writing was inspirational.

- Celia Godkin's quiet ways and her thorough knowledge of her subjects were impressive. We were able to preview her new book on ladybugs and are looking forward to having a copy in our collections.

#### **Fort Nelson**

- Coordinated Science World visit to our district. A week of activities included demonstrations and student access to "Discovery Boxes" in classrooms.
- Animation techniques workshop by animator Tracey Lewis. Students at all grade levels experimented with animation in a number of forms.
- Shirley Smith Matheson presented her new book *Flying Ghosts* to upper elementary children.
- Teacher-librarians held sessions on "Read Aloud Literature" and "What does a teacher-librarian do?" on School/Community Interaction Days.
- Our meetings always have sharing and discussion of professional reading.

#### **Chilliwack**

- Met monthly. Each meeting began with a sharing session of practical suggestions and resources and included featured speakers.

#### **North Vancouver**

- Orientation meeting in September helps new teacher-librarians become familiar with district services and, by meeting in small groups with the family of schools, sets up support networks.
- District computer coordinator presented an introduction to Compulink 44, the district's bulletin board network.
- Wendy Sutton gave a presentation on transitional novels, those recommended for upper elementary and early secondary students.
- A brainstorm session to generate ideas for PR and advocacy.
- Lisa Jane Watson from CANEBSCO demonstrated magazine article searches on CD-ROM.
- Shirley Lewis listed and showed 100 books no library resource centre should be without.
- Two socials, one at Christmas and one in June, were much enjoyed.

#### **PUBLIC RELATIONS**

##### **Powell River**

- Books donated for a book sale to support the public library.
- Pamphlets "Parents can read with children and help

them do better in school” sent home to all parents of kindergarten children.

- Book fairs and sales held throughout the year.
- Book displays by Nelson Canada, National, and Elder Books.

#### **Prince George**

- Presented a framework on “How Support Services Should Be Delivered” to the District Services Task Force.

#### **Campbell River**

- Contributed to a display at our local mall.
- Book fairs and Book Festival activities within the schools.
- Contributed an article to one of our two local papers highlighting school library resource centres.
- Reading raffle, reading around the world, book-making, book swap, storytelling, whole school themes, and students sharing research projects with grandparents.

#### **Alberni**

We donated \$100 to the new North Island College library. Funds for the library were raised in the community through the purchase of engraved bricks to pave the walkway to the college entrance.

#### **Richmond**

- A video was completed on the subject of the school library resource centre today.

#### **Shuswap-Revelstoke**

- Revelstoke teacher-librarians celebrated School Library Week by arranging for local celebrities to come and read to their students.
- Book fairs were open to the public in the evening.
- Secondary School had a Christmas quiz contest featured in the paper.
- Series of articles in the newspaper highlighting school libraries and the many activities that go on there.
- Shuswap teacher-librarians published lists of suggested titles for gift-giving, in the local newspapers.
- Members worked with Children’s Literature Round Table on public evening presentations of visiting authors and illustrators.

#### **Kamloops**

- Individual teacher-librarians promoted National Book Week, Science and Technology Week, etc.
- Elementary Schools participated in the “Battle of the Books” competition for grades 3-7. This year

for the first time French Immersion schools hosted a “Bataille des Livres.”

#### **Cranbrook**

- Ron Parker, a well-known wildlife artist, made presentations to our elementary and secondary students through the sponsorship of our chapter.
- Once again donated books to the pediatric ward of our local hospital. This has become a Christmas tradition for our chapter.

#### **Saanich**

- Multi-Cultural Week. Several schools held activities that included speakers, art displays, panel discussions and ethnic foods. Most of the guests were from the local community.

#### **North Vancouver**

- Button campaign “Libraries...the heart of the school.”
- Distributed our information leaflet about the role of the teacher-librarian and library resource centre programs.
- Encouraged teacher-librarians to make presentations to PACs on the role of the teacher-librarian.



### **CENSORSHIP AND CHALLENGED MATERIALS**

#### **Surrey**

- A new district selection policy was developed with input from teacher-librarians, district administrative staff and parents.
- *Revoltng rhymes* by Roald Dahl was challenged.

#### **Mount Arrowsmith**

- One book challenged at a middle school. The district’s challenge policy kicked in. At this time there is “...no justification to withdraw.”

### **Campbell River**

- Received materials from a gay rights association in the lower mainland, and decided that the inclusion of their recommended titles be at the discretion of individual teacher-librarians.
- Heated dispute in one school staff over *Archie* comics in French. Do these materials present poor role models for girls?
- An elementary school withdrew all its Christopher Pike novels after a staff group discovered that on every tenth page the author included an incident of violence or of a sexual nature.

### **Alberni**

Two library resource centres dealt with challenged materials this year. In both cases the district challenge policy, developed by our chapter, was followed. The first challenge was to *Dinner at Aunt Rosie's* by J. Munsil. The committee ruled in favour of retaining the book in the library resource centre collection, and the challenging parent accepted this decision. The other case, involving *Fade* by R. Cormier, is still in progress.

### **Chilliwack**

The chapter has faced several incidents of challenged material this year. Teacher-librarians have had difficulty getting administrators to adhere to the district's own policy on challenged materials which specifies a logical process rather than a knee-jerk censorship of items. In one case the Chilliwack Teachers' Association became involved in supporting a teacher-librarian who had material challenged by a parent who took the complaint regarding the appropriateness of material to the district level. In response to requests from administrators to have individual schools draw up selection policies, the CTLA has adopted a policy of making concerned administrators aware that the district has a rational and well thought-out policy in the policy manual, which teacher-librarians use and support.

## **AUTOMATION**

### **Surrey**

- The Board approved funding to automate library resource centres. At present 14 are automated with MultiLIS, and six more are scheduled for automation this fall.

### **Burnaby**

Our technology ad hoc committee completed a comprehensive survey of hardware and software in library resource centres and the level of competence

and comfort of teacher-librarians in using technology. The report was accepted at the March meeting and sent to the Burnaby Teachers' Association as well as to the assistant superintendent in charge of library resource centres. The latter has agreed to meet with our committee to discuss the report.

### **Powell River**

- Completed automation of all schools using MacSchool.

### **Mount Arrowsmith**

- *Eloquent* users group formed.

### **Fernie**

- The district has agreed to purchase the *MacSchool* library component for all library resource centres, along with 250 hours of clerical time. We are excited to begin the process of computerization and hope this will lead to exciting happenings in our library resource centres.

### **Campbell River**

- One of our elementary library resource centres, in a new school, is now automated with *Eloquent*.
- Another new school, K-10, opening in May, will also be automated with *Eloquent*. All schools have modems and computers but some schools have groups of computers, while others only have two, which are shared by the students and the library aides.
- All school library resource centres have CD-ROM systems and growing collections of disks, which many parent groups have been purchasing through Bingo funds.

### **Alberni**

- A representative from our chapter is on a district technology committee. An outside consultant was employed by the Board to work with the committee. They have formulated a proposal for a three year district-wide technology strategy, which has been presented to the Board and has been approved in principle.

### **Richmond**

- Automation of elementary library resource centres progressed while the secondary teacher-librarians were involved in the Gr. 8-12 reconfiguration (reorganization of schools to include the standard secondary grade levels, abolishing junior highs).
- A Technology Committee has been struck; this will be a focus next year.

### **Howe Sound**

Out of the 12 schools in our district eight are fully automated and three are in the process of automation. Concerns regarding automation were addressed through numerous discussions and practical support. We need more district support for technology.

### **Shuswap-Revelstoke**

- Revelstoke is very involved with CLN. Revelstoke Secondary is bar coding "on the fly." All new materials over the last two years have been entered and retrospective conversion is taking place on other materials. In the elementary schools new materials are now being entered and retrospective conversion as time permits.
- Shuswap school district automation is based on individual school initiative. Three of five secondary schools are in the process of automation, and one is scheduled to start at the end of the year. The larger elementary school has automated and some of the smaller ones are starting.

### **Kamloops**

- All schools are now automated and use Follett Circulation Plus.
- Schools vary as to how far along their computerization has gone.
- Many have several search stations, networks, Internet, TOM, CD-ROM, etc.
- Insufficient support for technical problems.
- Resource centre catalogue is now completely computerized.
- A bibliophile of video MARC records will be available at the resource centre.
- Follett training session has been scheduled for July.

### **Cranbrook**

Automation of our school library resource centres has begun in earnest. The district will finance the conversion of one junior secondary and two elementary schools this coming year, with more to follow in subsequent years. Two of our schools are currently running the *Eloquent* system.

### **Cowichan**

- Most schools, both elementary and secondary, have CD-ROM equipment.
- *Eloquent* is being used to generate circulation and shelf-list cards for all material processed at the district resource centre.
- Two computers, one MAC and one MS-DOS, will be installed at the district resource centre to allow teachers to preview CD-ROMs, CLN sources, and other software.

### **Vernon-Armstrong**

- Armstrong schools were fortunate enough to have the automating job done very quickly and efficiently a couple of years ago.
- A large part of the attention of most Vernon teacher-librarians was taken up with the starting or continuing library resource centre automation. Although most of the secondary library resource centre automation systems are now up and running, there are bugs to be ironed out. Most of the Vernon elementary school library resource centres are right in the thick of the work.

### **Fort Nelson**

- In keeping with the district's overall thrust to incorporate the best of new technology into learning, library resource centres are in the process of going electronic.
- Immediate goal: to automate library resource centres; the process has begun at one of four schools.
- Library resource centres are preparing shelf lists and awaiting funding.
- Presentation to Board to familiarise them with the system and the rationale for automation.
- Library resource centres will be access points for BBS and InterNet. The enrichment teachers and students are leading the way with the expectation that the general teaching and student population will follow in the near future.

### **Saanich**

The *Eloquent Librarian* program for the management of learning resources was installed in seven schools. Intensive training sessions were provided for teacher-librarians and assistants.

### **North Vancouver**

- NVTa and Board joint committee met to select a system and set a timeline. The committee has not yet succeeded in these tasks, but will continue its work.
- Meanwhile, cataloguing is centralized and automated, with a growing database which will (hopefully) allow recent acquisitions to be quickly incorporated into any system selected. Books which go through district cataloging are bar coded with a view to future school-level automation. The problem is lack of money and vision at the Board level.
- Most library resource centres have CD-ROM systems, and some have telecommunications capability.



# PICTURE BOOKS YOU CAN'T LIVE WITHOUT

*A Workshop for Primary Teachers and Teacher-librarians*

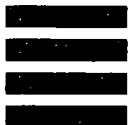
November 5, 1994  
9:00 a.m. - 1:00 p.m.



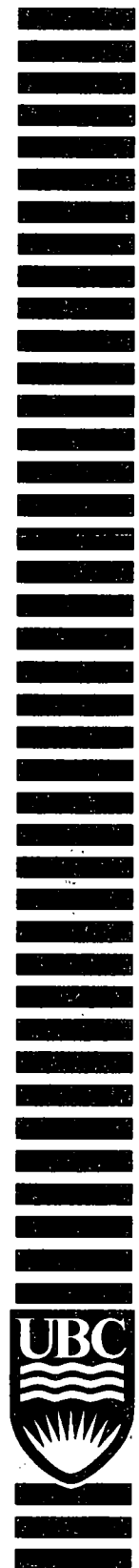
Student Union Building  
6138 SUB Boulevard  
University of British Columbia  
Vancouver, B.C.

Looking for wonderful new titles to freshen up your primary curriculum? Looking for picture books with scientific, cultural, environmental, or mathematical content? Looking for a book that has more than just pretty pictures; something with a real story?

This four hour workshop will introduce new and favourite read-alouds for Grades K - 3. With thousands of picture books published every year it is hard to know which ones to devote your time and money to. Allison Haupt will focus on picture books published in the 1990s with special attention given to Canadian children's books for the primary grades - just in time for the national children's book festival! Booklists will be provided and the presentation will be arranged thematically, exploring popular themes and units.



Sponsored by the University Of British Columbia  
School Of Library, Archival and Information Studies





# PICTURE BOOKS YOU CAN'T LIVE WITHOUT



## Presenter

**Allison Haupt** is currently Coordinator of Children's and Young Adult Services for the North Vancouver District Public Library and has been a children's librarian in the lower mainland for fourteen years. Allison has frequently taught courses at UBC in the School of Library, Archival and Information Studies including Contemporary Children's Literature, Services for Children and Literature for Young Adults. For several years she also taught children's services and literature at Langara College. Recently she has presented several workshops for teachers, teacher-librarians, pre-school educators and parents and looks forward to meeting with you to talk about her favourite topic: Children and books!

## Register Now!

To register, an applicant must fill out the attached form and send it with a cheque payable to the University of British Columbia. Registrants will be advised immediately prior to the workshop as to the parking arrangements.

## Confirmation and Refund

**Registration will not be confirmed.** Those concerned about confirmation may call the School's office at (604) 822-2404. You will be advised by October 21, 1994 if, for any reason, the workshop has to be cancelled. No workshop refunds after October 28, 1994. Substitutions are allowed. A \$20 administration fee will be deducted for refunds before that date. Processing of refund cheques by the University requires a few weeks.

## For Further Information:

The University of British Columbia  
School of Library, Archival and Information Studies  
(604) 822-2404, FAX (604) 822-6006  
Envoy: UBC.SLAIS

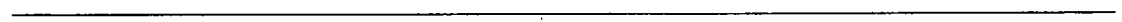


### REGISTRATION FORM

NAME: \_\_\_\_\_

EMPLOYER/ORGANIZATION: \_\_\_\_\_

ADDRESS: \_\_\_\_\_



TELEPHONE: \_\_\_\_\_ FAX: \_\_\_\_\_

TITLE / PRESENT POSITION: \_\_\_\_\_

FEE Received by Oct. 7, 1994 \$60 \_\_\_\_\_ Received after Oct. 7, 1994 \$75 \_\_\_\_\_

Please make cheque payable to the University of British Columbia.

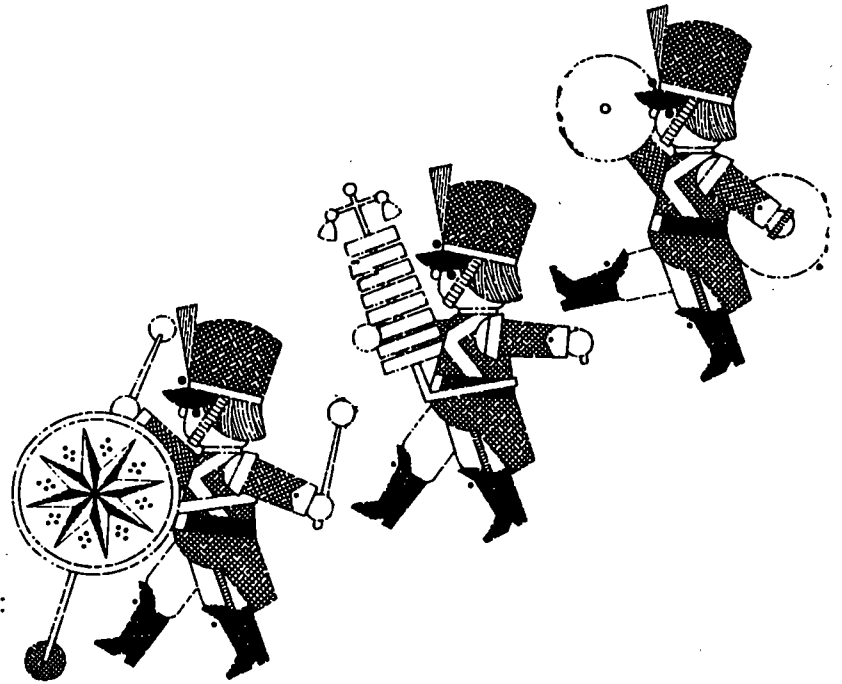
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The University of British Columbia  
School of Library, Archival and Information Studies  
Room 831, 1956 Main Mall, Vancouver, B.C. V6T 1Z1



# BCTLA REVIEWS



“BCTLA Reviews” is co-ordinated by:

Val Hamilton  
c/o Vancouver School Board Curriculum Resources,  
2530 East 43rd Avenue,  
Vancouver, BC V5R 2Y7

The co-ordinators send materials and reviewing guidelines to reviewers. Reviewers send their completed reviews to the “BCTLA Reviews” editor:

Judy Giles  
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1900 Edgewood Place,  
Coquitlam, BC V3K 2Y1

Reviews are edited by Judy Giles and typed by Alwyn Pollard.

*The Canadian Education Index* regularly scans and indexes “BCTLA Reviews” which is published in *The Bookmark*..

Items reviewed include print and non-print materials. To be considered for inclusion items should have a significant association with the province of British Columbia through the author, performer, producer, publisher or subject matter; and should have been published within the last three years. Publishers are requested to send materials they wish to have reviewed to the Reviews coordinator c/o Vancouver School Board Curriculum Resources

Campbell, Kenneth. *North Coast Odyssey: the Inside Passage from Port Hardy to Prince Rupert.* — Sono Nis, 1993. — 202p. — ISBN-1-55039-032-5. — \$14.95.

Reviewed by: Katharine Picha, teacher-librarian (On leave), SD#39 (Delta)

Each of the three sections of this field guide to the Inside Passage contribute differently to the usefulness of this book.

Part I, "General Information," clearly outlines the history, geography, flora and fauna of the area. Enhanced by old photographs and drawings, it is a readable, richly detailed and clearly compartmentalized look at that part of the coast and, as such, would be an excellent reference for elementary and secondary schools in the fourteen communities mentioned, or in large secondary schools in areas where coastal logging and fishing are major industries.

Part II, "A Traveler's Guide," is truly that. This section is for the person who boards the *Queen of the North* at Port Hardy, planning to read and watch his/her way to Prince Rupert. With thirteen maps, fifteen different parts of the waterway are described in terms of place names, shipping history, native and European settlement, industry, geography and wildlife.

Part III, "A Miscellany," contains, besides the index, a reading list, a references list, a note on coastal place names and seven excerpts from the writings of early travellers.

One problem with the book is that the organization produces some duplication noticeable to anyone reading the whole book. A more serious drawback, and one which would frustrate the traveller, is that many landmarks mentioned in the text of Part II are not shown on the maps. Also, each map is not tied exclusively to the section for which it is labelled. Fry Reading level is Grade 8.

Recommended for schools as mentioned above.

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Denisoff, Dennis, ed. *Queeries: an anthology of gay male prose.* — Arsenal Pulp, 1993. — 205p. — ISBN-0-88978-271-7. — \$16.95.

Reviewed by: John D. Crawford, Victoria, B. C.

This is a collection of short stories written by gay writers with an addendum comprising statements by each of those writers. Any collection of this type has first to be considered as to the quality of its content, and second as representative of writing within the gay community. In the first respect, as with most anthologies, I found that I liked some of the stories much more than others. One theme that was particularly well handled was AIDS, perhaps because of the heart rending circumstances with which that subject is invested. I was less attracted to those stories written in an experimental manner such as 'action painting' which tend to be a rather specialized taste. As representing gay writing, I thought that the feature that distinguished this book from works of other gay writers is that its homosexuality is more overt. The writers here do not follow in the footsteps of E. M. Forster or Christopher Isherwood, but rather in a more open, perhaps defiant direction. I would have liked to see the inclusion of a more cosmopolitan content. While ethnic writers were represented, the whole has a distinct North American flavour.

*Queeries* is well produced, with very good proofreading and presentation. I am personally doubtful about the use of the work 'queer' and its variations, although this is simply a case of semantics. Apart from the title, the book cover, and the introduction, the term is not intrusive.

There is a great deal of explicit sexuality in many of the stories and this will raise a very large question mark about its use in a secondary school library. This argument is of course also true of much heterosexual writing. There are circumstances in which this book could be used with value by high school students, but it would best be placed with counsellors rather than left on the shelves of the school library.

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Dickson, Stewart. *Hey, Monias! the story of Raphael Ironstead.* — Arsenal Pulp, 1993. — 149p. — ISBN-0-88978-270-9. — \$13.95.

Reviewed by: Carolyn Cutt, Learning assistance teacher, Carlton Elementary School, SD#39 (Vancouver).

Seeking peace from the pain and turmoil of past experiences and emotions, Raphael Ironstead has recorded notes of his childhood which he dramatically relates to the author, Stewart Dickson.

Raphael Ironstead's story begins during a harsh winter in central Manitoba in the late 1940s. Native people and Métis were forced to depend on their skills to hunt and fish for survival. Sporadic work in logging camps for meagre wages provided some help. Though the family bonds strongly together for survival, five year old Raphael receives little inner warmth through love or communication. He is abused both physically and verbally by his parents and often abandoned for days on end when the adults gather for drunken celebrations. Terrified by attempted assaults by drunken revelers, searching desperately for food, bewildered by the abandonment, Raphael begins at an early age to withdraw, to resent and to question.

Raphael's bleak life continues with an endless round of strenuous chores, innumerable beatings, little praise and few pleasures. An understanding relationship with his Great Grandfather is the only brief solace. Seeking relief from hunger and abuse on the reserve, Raphael flees to residential school. Here, Raphael discovers that his skin is white (from Metis ancestry), and is labeled 'Monias' (meaning white man in Cree). He is again tormented, this time by fellow students and by the priests and nuns. Abandonment, lack of identity and abuse ultimately force Raphael to leave the residential school.

Raphael's survival, with renewed pride in his heritage and culture, reflects great spiritual strength. He reveals that telling his story has caused a dramatic personal healing. He concludes with "I hope someone has been listening."

Stewart Dickson uses simple, direct, yet sensitive text that portrays Raphael's strength and pride. Though not Native himself, Dickson has told Raphael's story with empathy and understanding.

This is an important story which should promote much discussion and thought. *Hey, Monias! the story of Raphael Ironstead.* is a well presented, quality paperback that I recommend for both intermediate and secondary school libraries.

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Dolsen, Marguerite. *Jacko & Phylber.* — M. Dolsen?, 1993. — 12p. :ill.

M. Dolsen #2—4825 Canada Way  
Burnaby, B. C. V5G 1L4

Reviewed by: Mrs. R. E. Ourom,  
teacher-librarian, Lord Nelson  
Elementary School, SD#39 (Vancouver).

This slight little vanity press offering is a twelve page story based on a Japanese proverb, "The Frog in the Well Knows Not the Great Ocean."

Two frogs, Jacko and Phylber, wish for another place in life. In the end they decide that home is best. The pre-school set, at whom this book is aimed, will not likely be attracted by the story, the pictures or the book.

With no title page, twelve stapled pages, uneven print quality, and garish illustrations, this vanity press production could have used the skills of a good editor. Not recommended.

Dowd, John. *Abalone Summer*. — Raincoast, 1993. — 139p. — map.— ISBN-895714-24-9. — \$12.95.

Reviewed by: Susan Tickson, teacher-librarian, Lochdale Community School, SD#41 (Burnaby).

The release accompanying this book describes it as “the second [in a] trilogy of environmental thrillers for young readers.” Dowd’s first book, *Ring of Tall Trees* (Raincoast 1992), addresses the controversy surrounding logging in BC rain forests. *Abalone Summer* deals with the poaching of abalone stocks in the coastal waters of the Queen Charlotte Islands.

Jim Martin, the teenage protagonist, has lost his father in a car accident. He is sent to work on a Fisheries patrol vessel for the summer, and is able to confront successfully both the poachers and his grief in a predictable coming-of-age adventure story.

Less well-developed than Dowd’s *Ring of Tall Trees*, the characters are one-dimensional and the writing uneven. This is, nevertheless, a book intermediate students will enjoy. The theme is an important one for BC students and will attract readers.

Recommended grade levels 5-10.

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Drushka, Ken, Bob Nixon & Ray Travers, editors. *Touch wood : BC forest at the crossroads* — Harbour, 1993. — 236p. : ill. — ISBN-1-55017-074-0. — \$16.95.

Reviewed by: J. Patrick Romaine, teacher-librarian, A. L. Fortune Secondary School, SD#89 (Shuswap).

*Touch Wood* is a collection of seven papers, each written by different authors, on various issues surrounding British Columbia’s forest industry. All the authors believe that it is critically important for the public to continue participating in the debate on forest policy. The *Foreword* indicates that the “...purpose of the book is not to provide answers, but to stimulate discussion.”

The seven papers, written by four foresters, a sociology professor, a writer and a reporter, present a variety of views and raise some discussion questions. The paper by Ken Drushka argues the case for the private ownership of forest lands without exploring the problems or solutions that could come about from private ownership of forest lands. British Columbia has in fact experienced a number of problems with forest and agricultural lands that are or have been privately owned.

This title would be of use with Grade 10–12 students doing reports or essays or even debates in Social Studies, environmental science and biology. Secondary school libraries could consider acquiring this item even though circulation would be limited.

Recommended grade levels 10-12

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*Four realities: poets of northern B.C. / poems by Ken Belford ... (and others)*. — Caitlin, 1992. — 126 p. — ISBN-920576-40-0.

The Caitlin Press, P. O. Box 2387, Station B, Prince George, B.C. V2N 2S6

Reviewed by: Margaret Montgomery, teacher-librarian, West Vernon Elementary School, SD#22 (Vernon)

“In all this nothing that surrounds you/ there was once something, there was mystery/ you didn’t know what,....Then you got it down to your size, you got it/ fixed in your mind, you knew what it was, how to use it, enter it.”

From the poem, *Three Chinese Men*, by George Stanley.

The editor of this volume, Don Precosky, is an English Instructor at the College of New Caledonia. He has not only selected poems from four very different BC poets, but also has provided a critical introduction to each poet, an enlightening couple of pages about each, giving the reader indications of what to expect, and what to seek out in the poetry.

Many secondary schools will own some of Barry McKinnon’s titles such as *Pulp Log*; *The the*, *Death of a lyric poet*, and *Carcasses of Spring*. McKinnon is

also an English teacher at the College of New Caledonia and has been widely published.

Until Barbara Munk attended a writing class given by Barry McKinnon she had been writing secretly. Precosky characterizes her poetry as deceptively simple and having "imagistic clarity." I found Munk the most approachable of the four poets because she discusses daily life and people. "After we live together/for six months we never want to get married/I learn a lot of unromantic things about you like/...you eat in front of/the t.v. with your hat on ...I'm absent-minded/ secretive stubborn/ and much lazier than your cousin Sheila." As Precosky says, "clarity of image."

Twenty poems by Vancouver born Ken Belford are included. He operates a guiding/outfitting business. His poems examine conflict between development and preservation.

The fourth poet, George Stanley, originally from San Francisco, moved to Vancouver and Terrace. He has retired now and lives again in Vancouver. Precosky says that Stanley is a romantic and that he is overly passionate.

These four very different poets will add an important flavour of the northern part of our own province to Canadian poetry collections.

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King, Laurie & Dennis Stovall.  
*Classroom publishing: a practical guide to enhancing student literacy.*  
— Blue Heron, 1992. — 212 p. : ill.  
— ISBN-0-936085-52-5. — \$22.95.

Reviewed by: Margaret Montgomery,  
teacher-librarian, West Vernon  
Elementary School, SD#22 (Vernon).

This large (28 cm x 21 cm, 212 pages) volume gives a vast amount of information about publishing student projects, backed up by practical how-to details. The introduction tells us to "think of this as a compact library on classroom publishing and its relationship to the world and the history of all publishing."

Section one is called *Tales from the classroom.*; Section two, *Publishing: who, what, when, where, why and how.* It consists of more than 60 pages of useful information in four chapters. The chapter on "how it's done, and who does it" goes through the process of book making, job by job, in considerable detail. It is a tour of a publishing house! This chapter alone could be worth the price of the book. Section three is *Resources* and includes lists such as Contests; Markets for young writers; and an extensive glossary (nine pages in small print) of publishing terminology.

This volume in the hands of an enthusiastic teacher will help "develop individual skills in a group situation where... everyone is interdependent. it will help get even reluctant students involved." It is attractive, with plenty of white space, some illustrations, a five-page index and titles off-set to the side for easy visibility. The many projects, adaptable from grade to grade and across the curriculum comprise a process approach to student involvement in the world of books. Students will enjoy participation and pride of ownership. Both low and high tech approaches are discussed for schools with different capabilities. A most worthwhile purchase.

MacLean, Eva. *Far land*. — Caitlin, 1993. — 214 p. : ill. — ISBN-0-920576-41-9. — \$12.95.

Reviewed by: Lucinda Lockwood, teacher-librarian, Thomas Haney Secondary School, SD#42 (Maple Ridge—Pitt Meadows).

*Far Land* is a remarkable contribution to a small number of works of “her-story”, as opposed to the massive number of “his-story” books available. In his introduction Ken Coates writes, “the voices from history are almost always those of men... at least lots are the people who spoke the loudest and wrote the most about their exploits and contributions. One has to listen carefully for women’s voices...”

Eva MacLean relied on her diaries and recollections to chronicle four years of life in Hazelton, BC. She begins her story in 1911, before the Grand Trunk Pacific railroad was complete to the west coast. The accounts of her day-to-day life as the wife of a Presbyterian missionary are at once plain and richly evocative. She captures people and events in simple prose, yet her rendering makes them come alive again. MacLean’s clever insights into human nature and religious faith often evoke laughter.

While this is a history book, it also contains modern motions. The words of MacLean’s business school dean were to ring in her ears for years: “Remember, you will be learning all your lives... Examine all theories thoroughly and think about them carefully. You are the coming generation, and we look to you for leadership in this changing world.” This was part of a graduation address delivered near the turn of the century! Furthermore, MacLean’s own ideas about race relations and the effects of “progress” on society and the environment are very modern.

It is unclear exactly when this book was written because there is no copyright date. MacLean lived until 1984, when she died at the age of ninety-five. The *Far Land* was written for her family. There are numerous typographical errors in the text and picture captions which detract from this otherwise excellent book. MacLean’s story will be a valuable addition to school and public libraries in British Columbia, and should be included in reading lists for those courses which deal with British Columbia history (Social Studies 10, for example).

Recommended grade levels 8-adult.

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Martine, Aimee-Simone. *Treasure*. — Studio E, 1992. — 63 p. : ill. — ISBN-0-920716-02-4. — \$13.95. J. E. Martin, 8864 Upper Canyon Place, Delta, B. C. V4E 2M2

Reviewed by: Ruby McBeth, (Baldonnel, B. C.).

*The Treasure* is a quiet sort of book. In the words of the preface, it explores “the language of love and deepest understanding between things of all kinds.” The living thing which gave rise to the books was a baby sparrow brought in by the family cat. The author and her husband nurse the sparrow back to health and become its parents until it chooses to leave them. The book is a diary of the treasured moments when the bird was with them. The story is illustrated with pen and ink sketches and photographs. Aimée-Simone Martin wrote the book in French and translated it into English with the help of J. Edward Martin. The author taught French and lectures on literature and parapsychology in Canada and Switzerland.

The language of the book is flowery and bubbling over with emotion. The amount of attention which the humans give to the little bird may seem ludicrous to people living a busy life. However, after reading the book, the reviewer began to notice how people talk to their pets. *The Treasure* is a pretty accurate account of the bonding that develops between people and animals. At one point Ms. Martin tells of a dream experience where she felt the bird was trying to communicate with her.

Because this book is not likely to be used in a school it is not recommended for purchase unless requested. It could be used as an example of personal writing for a creative writing class.

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Mootoo, Shani. *Out of Main Street & other stories.* — Press Gang, 1993.  
— 122 p. : — ISBN-0-889074-052-6.  
— \$12.95.

Reviewed by: Diana Kermer, science teacher, North Surrey Secondary School, SD#36 (Surrey).

*Out of Main Street* is a paperback collection of nine short stories by the author Shani Mootoo. Ms. Mootoo is a writer, artist and video maker who lives in Vancouver

Ms. Mootoo draws on her East Indian and Trinidadian heritage for the settings of these short stories. The themes range from lesbian relationships and wife abuse to religious and cultural differences.

Although I think the short stories are well written, the subject matter is adult, and would be best suited for the sophisticated reader.

Recommended only for senior secondary school libraries.

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Shelford, Cyril. *Think wood!: the forest is an open book; all we have to do is read it.* — Shelford, 1993. — 190 p. : ill. — ISBN-0-9697713-0-4. — \$14.95.

Shelford Publishing 4210 Kincaid Street Victoria, B. C. V8X 4K6

Reviewed by: Howard Hurt, Education librarian, U B C

The 200 pages of this paperback should assist both students and voters to come to grips with the arguments of eco-warriors blocking logging sights as well as those of woodworkers invading Victoria to protest the suggestions of CORE. Its fourteen chapters deal with the history, politics, management, economics and hopes for forestry in the future. There are a dozen photographs which tend to lack both artistic and editorial focus. Somewhat more useful are the numerous statistics and tables. The book suffers from lack of a subject index, although it includes a list of names.

This is an absolute must for all high school and public libraries. Here is one source that includes a wealth of facts that would not be easy to locate elsewhere. The style and level of writing are simple and straightforward. However, it should be remembered that it is aimed more at lay adult readers than adolescents and does not utilize the sorts of editing employed by school textbooks.

Cyril Shelford grew up on a pioneer farm in northern British Columbia and came to Victoria with the W.A.C. Bennett government. There, he worked in a niche close to the political heart of forest decision making from the 1950s to 1992 when he was retired by the NDP victory. He obviously loves the woods and, despite an understanding of all ecological transgressions, he believes that certain solutions are still possible.

He has listened to the polemics of hard-nosed loggers, thin-skinned politicians, thoughtless taxpayers and to caring activists. He knows that something must be changed and clearly lays out a program of wide ranging economic and tax incentives. In addition, he points out that governments simply will have to support better silviculture, inventory and pollution control. He is equally certain that our forests should remain a source of industrial riches rather than political playthings. A couple of particularly interesting concepts are that limited area clear cutting is essential and parks need not be "forever," as recreational notions and spirituality change.

This book was written in a hurry and obviously has a few flaws. However, it is important for two reasons. It is by a person who closely observed forest management for a long time and has some worthwhile ideas. It also offers a breath of common sense to offset the shrill demands of antagonists shouting impossibly inflexible opinions.

Wakan, Naomi. *Puzzling on the Rim: Crossword puzzles on the Pacific Ocean and the countries that border it*. — Pacific Rim, 1993. — 64p. : ill. — ISBN-0-921358-20-2.

East Asia – Miscellanea // Asia, Southeastern – Miscellanea // Pacific area – Miscellanea // Crossword puzzles

Reviewed by: Patricia Parker, teacher-librarian, Arthur Hatton Elementary School, SD#24 (Kamloops).

*Puzzling on the Rim: Crossword puzzles on the Pacific Ocean and other countries that border it* is a collection of 47 crossword puzzles of varying levels of difficulty on the Pacific Rim theme. The intended audience is intermediate and older students.

There is one puzzle per page with from thirty to more than fifty clues per puzzle. Each puzzle has a list of “Helpful Resources” to be used to help solve the puzzles. The author says “part of the pleasure of the puzzle will be browsing through the suggested helpful reference titles.” Only the easy puzzles can be solved without a reference book. The resources listed would not all be readily available in an elementary school library, but alternate sources should provide answers to the clues.

There is a table of contents and index (the answers). The book is a soft cover, 8 1/2 x 11, centre stapled format, so it lies flat for photocopying.

*Puzzles on the Rim* would be a useful addition to the professional library in an elementary school with a large collection of Pacific Rim material. Students will enjoy the puzzles.

Recommended grade level—Intermediate

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Woodcock, George. *Power to us all: constitution or social contract?* — Harbour, 1992. — 191 p. — ISBN-1-55017-073-2. — \$14.95

Reviewed by: Karen Peplow, teacher-librarian, Centennial School, SD#43 (Coquitlam).

Eighty year old George Woodcock, poet, critic, and anarchist, has written *Power to us all: constitution or social contract?* which he regards “not as a history or a political treatise, but as thoughts on Canada’s possibilities.” Written soon after the rejection of the Meech Lake Agreement, Woodcock offers an alternative to the exclusive political decision-making process that now exists in Canada at the federal and provincial levels. There are eight essays on the “special problems relating to the socio-political future of Canada.” In these essays Woodcock discusses the adversarial system of law and government which hinders “a consensual substitute.” He objects to the idea of “more good leadership” and promotes instead a “more just and efficient system based upon the full participation of citizens in the administration of matters directly concerning them.” He describes the unpolitical or natural democracies of the Inuit and Indian societies in order that we may learn about participatory democracy. He objects to the idea of Quebec alone being recognized as a distinct society as English Canada is not homogeneous. He addresses the need for effective transport and communication links “to sustain a country as large and as loose as Canada.” He promotes the idea of individuals involved without forest regions to establish direct contract about shared environmental problems, perhaps by twinning communities across the border. He objects to our present military alliances in which we are dominated by a greater power. Woodcock feels we need to examine “the importance of turning our armed forces into active peace forces.” Finally, he presents ideas on how a “more complex yet more open three-level administrative structure with maximum participation might work.”

George Woodcock is an elegant writer whose use of words would probably not be appreciated (or understood?) by most Grade 11 students. This work could be utilized as a teacher’s resource for Social Studies 11 curriculum.

# ***THE BOOKMARK***

## **Index To Volume 35 September 1993 - June 1994**

by **LIZ AUSTROM**, teacher-librarian, Tupper Secondary School, SD #39 (Vancouver),  
**JIM HOLGATE**, teacher-librarian, A. H. P. Matthew Elementary School, SD #36 (Surrey) and  
**BARBARA SMITH**, teacher-librarian, Larson Elementary School, SD #44 (North Vancouver).

*The Bookmark* is published by the British Columbia Teacher-Librarians' Association in September, December, March and June of each school year.

This index does not include the regular features "In circulation", "Editor's comments" and "Letters to the editor." Other regular features (e. g., "Chapter reports" and "Reading checklist" are indexed to the journal issues they are found in, but not to the pages on which they are located.

Annual reports of the Officers of the Association are located through the "Annual Reports" listing. Reports on conferences, workshops and seminars will be found together under "Conferences."

To assist readers searching for bibliographies for book selection or research, bibliographies are listed under the heading "Bibliographies" and articles and units which include substantive bibliographies are so indicated in the citations.

Cooperative units include or imply a role for the teacher-librarian in planning and teaching. These units have the potential to be modified to fit the model of planning and teaching suggested in Part I of *Fuel for Change*. Units are listed under the "best guess" of the indexers. They are often adaptable to other courses, levels and programs.

*Canadian Education Index* regularly scans and indexes *The Bookmark*.

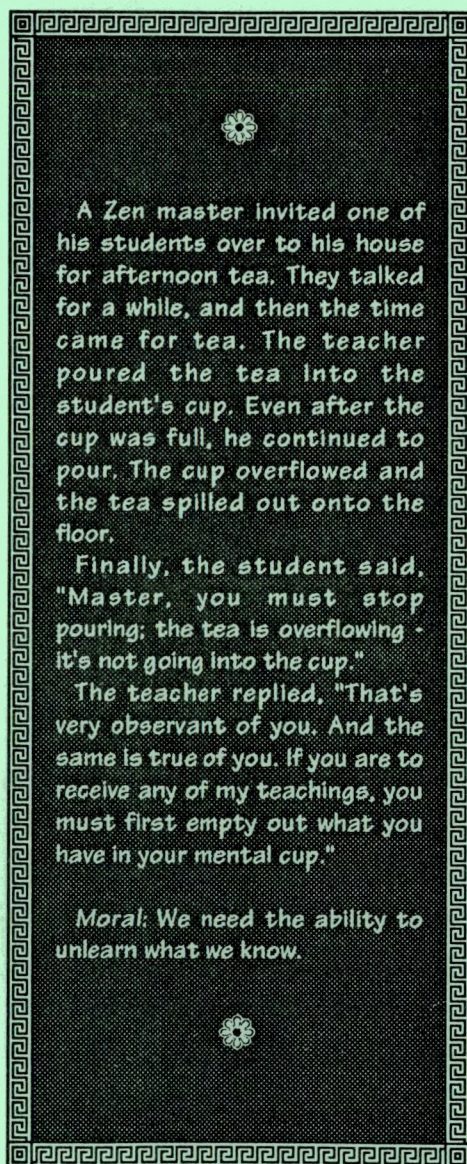
# TITLE INDEX

- 1994 Young Readers Choice award. [Phyllis Reynolds Naylor, recipient]. Jun 94:173
- 1995 Young Reader's Choice Award ballot. Jun 94:174
- The administrator's guide to evaluating school library programs: a collaborative approach. John G. Caldwell. Sep 93:20-38
- African / black imaging in fiction and non-fiction K-12. Yvonne Brown and Richard Moore. Jun 94:90-101
- Against all odds — famous people: biography pairs. [Reprinted from *The medium*]. Gailene Fenwick and Donna Desroches. Dec 93:15-17
- All the stories scattered to all corners of the world. Judith Saltman. Sep 93:77-80
- An annotated bibliography of selected children's literature on the topic of self-esteem. Ann Baker. Dec 93:18-23
- Ask the experts. Jim Holgate and Barbara Smith. Jun 94:181-182
- Ask the experts: brave new world of video selection. Barbara Smith. Mar 94:154-155
- Ask the experts: cooperative programme planning and teaching approaches. Barbara Smith. Dec 93:144-145
- Automating the school library resource centre: yes, Virginia, there is a better way. Gerald Soon. Mar 94:50-52
- Barbecued billygoats and squashed-fly biscuits. Robert W. Brown. Sep 93:93-94
- BCTLA AGM reports: Archives report. Gordon Stubbs. Jun 94:16
- BCTLA AGM reports: BCTLA advocacy committee report. Patricia Finlay. Jun 94:21
- BCTLA AGM reports: *Bookmark* annual report. Willa Walsh. Jun 94:19-20
- BCTLA AGM reports: Chapter relations report. Bonnie McComb. Jun 94:16-17
- BCTLA AGM reports: Conference report. Barb Hall. Jun 94:16
- BCTLA AGM reports: Continuing education committee report. Marilyn Hannis. Jun 94:17
- BCTLA AGM reports: Liason report. Carole Eyles. Jun 94:15-16
- BCTLA AGM reports: Membership report. Kris Nellis. Jun 94:15
- BCTLA AGM reports: President's annual report. Kris Nellis. Jun 94:14-15
- BCTLA AGM reports: Publications report. Barbara Smith. Jun 94:18-19
- BCTLA AGM reports: Treasurer's report. Judith Kootte. Jun 94:22
- BCTLA AGM reports: Working and learning conditions report. Ray Walker. Jun 94:17-18
- BCTLA Award of Merit — 1994. [Kay Treadgold, recipient]. Kris Nellis. Jun 94:23
- BCTLA Distinguished Service Award — 1994. [Dr. Art Tindill, recipient]. Kris Nellis. Jun 94:24
- BCTLA Executive Board, 1994-1995. Jun 94:7-13
- BCTLA executive response to the intermediate program policy. Kris Nellis. Jun 94:29-30
- BCTLA handbook revisions. Dec 93:94-100
- BCTLA policy changes. Jun 94:28
- BCTLA program, 1993-1994. Dec 93:92
- The BCTLA's intellectual freedom statement. Jun 94:89
- Bias in books [Carol Eyles, Wendy Wickland and Linda Mills, speakers]. Ruth Jenner. Dec 93:71
- Bibliography of current materials relating to school libraries and teacher-librarians. Gerald R. Brown. Sep 93:95-97
- Brave new topics in the field of educational leadership. Mar 94:35
- Brave new world of information skills. Bill Boyd, Heather Bronson, Lillian Carefoot, Val Cooke, Leila Guest, Patricia Joly and Adella Krall. Mar 94:26-32
- Brave new world: are we there yet?* Ian Jordon and Charlene Walker. Mar 94:22-25
- Canada committee for the international year of the family. Mar 94:160
- Canadian School Library Association award winners. [Dianne Oberg, Marilynne Earl, E. A. (Ric) Hodgson, Gary Parkinson, Barb Poustie and Ray Doiron, recipients]. Jun 94:32
- The celluloid spare. Dec 93:147-150
- 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? [Susan Close, speaker]. Willa Walsh. Mar 94:76-77
- Chapter reports. Sep 93:141-152
- Children's writers and illustrators of British Columbia (CWILL BC) — list of members available for readings. Jun 94:147-153

- Collection evaluation: for application comparatively or individually. Liz Austrom. Sep 93:47-56
- Communication: a unit for grade 5 students. Deberah Gallagher and Leona Riley. Jun 94:162-172
- Computer books for the Mac. David Brear. Jun 94:105-107
- Continuing education exchange. Marilyn Hannis. Dec 93:131-132
- Continuing education exchange. Marilyn Hannis. Mar 94:151
- Continuing education exchange: libraries of tomorrow. Marilyn Hannis. Sep 93:138
- Cooperative learning evaluation: a student's perspective. A. Shalani. Sep 93:43
- Counting and number books for primary children. Barbara Smith. Sep 93:39-42
- Cultural diversity — literary gifts [Patricia Parungao and Gerald Soon, speakers]. Isla Tasker. Dec 93:73
- The deep end. Donald Hamilton. Sep 93:136-137
- The deep end: life at the Broadmoor. Donald Hamilton. Mar 94:156-157
- Differing views of Columbus: a cooperatively planned humanities unit for grade 5, 8, or 9 [Judith Coffin, speaker]. Fawn Knox. Dec 93:67
- E-mail introduction: your window on the world of Internet. John Goldsmith. Mar 94:141-148
- Editor's Comments. Willa Walsh. Sep 93:6-7
- Editor's comments. Willa Walsh. Jun 94:5
- Effective report writing process. Sonja Fowles, Barbara Smith and Hazel Starling. Dec 93:45-59
- Eight hot periodicals. Jim Holgate. Jun 94:35-38
- The environment counts! Young adult titles about the environmental movement. Barbara Witt. Sep 93:63-64
- Evaluation of student achievement: addressing the bane of the teacher's existence. Valerie Overgaard. Dec 93:24-27
- Evaluation: the key to growth. [Reprinted with permission from *The emergency librarian*]. Ruth Law and Linda Rafuse. Sep 93:57-61
- Fables by fax: a Japanese management tale for your enjoyment. Jun 94:175
- La ferme: a station study for Early French Immersion, Year 3. Larry Amundsen, Shirley Hayes and Barbara Smith. Sep 93:101-103
- Forming the global language: English over easy [Reprinted from *Times Colonist* (Victoria, BC)]. Alexander Beshler. Mar 94:11-12
- Future technologies and the school library resource centre. [Mark McKinney, speaker]. Ellen Coates. Dec 93:72
- Get on track: there will be no info highway. [Reprinted from *Wired*]. John Browning. Jun 94:119-120
- Grade 8's lock horns over ghosts, the U. N. and other thorny issues. Gavin Conner and Marion Lowery. Mar 94:81-84
- Grand conversations: cooperative groups and the reading process. Norma Charles. Jun 94:154-161
- The greening of the books: environmental issues in current publishing: elementary focus. [Virginia Davis, speaker]. Patricia Finlay. Mar 94:74
- Hands-on HyperCard in a hurry [Cliff Rechel, speaker]. Louise Biggar. Dec 93:69
- Have you used the library lately? The benefits and importance of working with your teacher-librarian as a teaching colleague. Judith Coffin. Mar 94:72
- Honourary lifetime membership. [Angela Thacker, recipient]. Jun 94:27
- Hot news: Cable TV group offers schools free services. Jun 94:108
- Hot tip: BC history in east Indian cultural magazine. Jim Holgate. Jun 94:112
- How to organize a Children's Literature Roundtable in your community. Linda Henderson. Dec 93:114-115
- I'd rather read a book II: children respond to literature. [Susan Van Blarcom, speaker]. Patricia Finlay. Mar 94:75
- I'm a teacher-librarian. Elizabeth Agosti, Jan Berney and Nancy Gelin. Jun 94:145-146
- IASL conference report, Adelaide, South Australia, September 26-30, 1993. Gerald R. Brown. Mar 94:73
- In circulation. Kris Nellis. Sep 93:3-4
- In circulation. Kris Nellis. Jun 94:3-4
- In circulation. Kris Nellis. Dec 93:3
- Information pathfinders: a future in difficult times for the teacher-librarian. Alan H. MacDonald. Dec 93:82-91
- Insect theme: an annotated bibliography. Carol-Ann Carlson. Mar 94:78-80
- Internet interest groups: using e-mail "lists" with "listserv". John Goldsmith. Jun 94:189-198
- The Internet: a bibliography for teacher-librarians part 2. Laurel A. Clyde. Mar 94:36-41
- Is censorship acceptable in the elementary school? Amanda Hufton. Mar 94:53-56. Bibliography
- Is education too hot to handle? Liz Austrom. Jun 94:33-34
- Jobs in the 90's: what's hot and what's not. Jim Holgate. Jun 94:39-41
- Kate's Faves (of the last two years or so). Kate Sookocheff. Jun 94:42
- Kelowna conference planners. [Libraries of Tomorrow conference]. Dec 93:75-77
- Korea bibliography. Barbara Smith. Jun 94:123-125

- Learner-focused assessment: helping students grow. Sharon Jeroski. Sep 93:11-19. Bibliography
- Learning and working conditions survey: January 1994 survey update. Mar 94:133-136
- Learning and working conditions survey: September 1993 survey results. Dec 93:117-128
- Learning for living in Business Education: a career exploration unit. J. E. Giles and D. Thompson. Dec 93:31-32
- "Learning in the Fine Arts" forum. Valerie Dare. Sep 93:100
- Leave my soul alone: a talk for the national conference of school librarians; April 23, 1993, Lloydminster, Saskatchewan. [Reprinted from *The Medium*]. Lorna Crozier. Mar 94:42-49
- The legacy of apartheid in South Africa: a co-operatively planned unit for late intermediate on racism, imperialism and government. Roxanne Cave, Pat Clarke, Judith Coffin and Wendy Laurence. Sep 93:105-122. Bibliography
- Letters to the editor: what's hot with UBC student teachers? Jo-Anne Naslund and Mary Huffman. Jun 94:6
- Libraries of Tomorrow [BCTLA Conference]. Dec 93:66-80
- Libraries of Tomorrow. Diane Sales. Dec 93:80
- Manitoba readers' choice award: nominees 1993-1994. Sep 93:123
- Meanderings of a demented wannabe technocrat or The information highway. Harold Berson. Mar 94:20-21
- Medieval women unit — legal rights spreadsheet. [Correction: the spreadsheet was omitted from the March issue]. Judith Coffin. Jun 94:176-177
- Medieval women. Judith Coffin. Mar 94:87-126
- Ministry of Education Learning Resources Branch. Sep 93:62
- Notes and news. Willa Walsh. Sep 93:132-135
- Notes and news. Willa Walsh. Dec 93:139-140
- Notes and news. Willa Walsh. Mar 94:149-150
- Notes and news. Willa Walsh. Jun 94:187-188
- Objective: achievement. Solution: school libraries. [Reprinted from *School library journal*]. David V. Loertscher. Mar 94:63-67
- Pigs: a primary unit. Gil Smith. Sep 93:81-84. Bibliography
- "Plugging in" to the Internet. John Goldsmith. Dec 93:133-138
- The portrait: Ainslie Manson. Ellen Rothstein. Jun 94:183-184
- The portrait: Lorna Crozier. Lina D'Onofrio. Sep 93:129-130
- The portrait: Norma Charles. Ellen Rothstein. Dec 93:142-143
- The portrait: William Gibson. Ellen Rothstein. Mar 94:152-153
- Predictions for the 21st Century. Mar 94:33-34
- R. L. Stine: the controversy. Willa Walsh. Jun 94:88
- Reading checklist. Liz Austrom. Mar 94:139-140
- Reading checklist. Liz Austrom. Sep 93:139-140
- Reading checklist. Liz Austrom. Dec 93:151-152
- Reading checklist. Liz Austrom. Jun 94:185-186
- Recommended primary video titles for a school collection. John Caldwell. Dec 93:39-44
- 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. Marilyn Hannis. Mar 94:69-71
- The report writing process: a plan for a unit of study. Patricia Wallach. Sep 93:67-76
- Response to Drama curriculum / assessment framework. BC Teacher-Librarians' Association. Dec 93:60-61
- Response to Social Studies curriculum / assessment framework. BC Teacher-Librarians' Association. Dec 93:63-65
- Reviewing service for British Columbia materials: guidelines for reviewers. BC Teacher-Librarians' Association. Dec 93:157-165
- Roamin' around ancient Rome. Rosemary Boland, Corrine McCasky and Jack Saunders. Sep 93:85-92
- The school library book purchase plan: the publisher's perspective. Margaret Reynolds. Sep 93:44-46
- School time: top ten CD-ROM titles for school libraries. Catherine Murphy. Jun 94:103
- Sci-fi novels to grow up on! Liz Austrom. Dec 93:28-30
- Science fiction: technology and the human experience. [Monica Hughes, speaker]. Willa Walsh. Dec 93:74
- Scope and sequence for information processing: K-7 check-off list of skills. Julie Lee. Dec 93:101-113
- Selected topics in video production for teacher-librarians and classroom teachers [Mike Minions, speaker]. Linda Olson. Dec 93:71
- Spice and "Stuff": a Foods / Social Studies research unit for the junior high school. J. E. Giles. Jun 94:115-118
- Surveying teacher perceptions of the role of the teacher-librarian. Sep 93:98-99
- Teaching and learning strategies one: students in groups [Liz Austrom and Michelle Farquharson, speakers]. Barb Hall. Dec 93:78
- Teaching in the 90's: a not-so-brave new world. Larry Kuehn. Mar 94:58-59
- Teaching in the 90's: report no. 3: teacher perceptions of violence in BC schools. Jun 94:104

- Technology, the environment and the library [Dr. Fish (Kim Fulton) and Chris McMahan, speakers]. Vivian Ryan. Dec 93:68
- Thoughtful interactions [Susan Close, speaker]. Barb Hall. Dec 93:79
- UBC courses in teacher-librarianship 1994-1995. Dec 93:81
- UBC school of library, archival and information studies establishes board of visitors. Jun 94:122
- A unit on issues. Liz Orme, Krista Koverola and Liz Shirreff. Mar 94:13-19
- Video winners: grade 4 - 8 recommended titles for school collections. Linda Coupal. Mar 94:85
- What's hot? Real life tragedy and triumph! Lucinda Lockwood. Jun 94:109-111
- What's in. Judy E. Giles. Jun 94:113-114
- Why dinner plates are round. [Candace Savage, speaker]. Barb Stebbings. Dec 93:66
- Wolves: a station study for grade 4. Kevin Bowden, Currie Grass, Signe Salzberg and Barbara Smith. Jun 94:128-144. Bibliography
- Women of invention. Judith Coffin, Marlowe Irvine and Chips Klein. Jun 94:43-87
- You don't need to be a science whiz to make your library a technology and environment centre [Valerie Wyatt, speaker]. Thorie Whyte. Dec 93:70
- Young adult literature and its use in bibliotherapy. J. Patrick Romaine. Dec 93:9-14. Bibliography



# AUTHOR INDEX

- Agosti, Elizabeth. I'm a teacher-librarian.  
Jun 94:145-146
- Amundsen, Larry. La ferme: a station study for Early French Immersion, Year 3. Sep 93:101-103
- Austrom, Liz. Collection evaluation: for application comparatively or individually. Sep 93:47-56
- Austrom, Liz. Is education too hot to handle?  
Jun 94:33-34
- Austrom, Liz. Reading checklist. Mar 94:139-140
- Austrom, Liz. Reading checklist. Sep 93:139-140
- Austrom, Liz. Reading checklist. Dec 93:151-152
- Austrom, Liz. Reading checklist. Jun 94:185-186
- Austrom, Liz. Sci-fi novels to grow up on!  
Dec 93:28-30
- Baker, Ann. An annotated bibliography of selected children's literature on the topic of self-esteem.  
Dec 93:18-23
- BC Teacher-Librarians' Association. Response to Drama curriculum / assessment framework.  
Dec 93:60-61
- BC Teacher-Librarians' Association. Response to Social Studies curriculum / assessment framework.  
Dec 93:63-65
- BC Teacher-Librarians' Association. Reviewing service for British Columbia materials: guidelines for reviewers. Dec 93:157-165
- Berney, Jan. I'm a teacher-librarian. Jun 94:145-146
- Berson, Harold. Meanderings of a demented wannabe technocrat or The information highway.  
Mar 94:20-21
- Besher, Alexander. Forming the global language: English over easy [Reprinted from *Times Colonist* (Victoria, BC)]. Mar 94:11-12
- Biggar, Louise. Hands-on HyperCard in a hurry [Cliff Rechel, speaker]. Dec 93:69
- Boland, Rosemary. Roamin' around ancient Rome.  
Sep 93:85-92
- Bowden, Kevin. Wolves: a station study for grade 4.  
Jun 94:128-144. Bibliography
- Boyd, Bill. Brave new world of information skills.  
Mar 94:26-32
- Brear, David. Computer books for the Mac.  
Jun 94:105-107
- Bronson, Heather. Brave new world of information skills. Mar 94:26-32
- Brown, Gerald R. Bibliography of current materials relating to school libraries and teacher-librarians.  
Sep 93:95-97
- Brown, Gerald R. IASL conference report, Adelaide, South Australia, September 26-30, 1993.  
Mar 94:73
- Brown, Robert W. Barbecued billygoats and squashed-fly biscuits. Sep 93:93-94
- Brown, Yvonne. African / black imaging in fiction and non-fiction K-12. Jun 94:90-101
- Browning, John. Get on track: there will be no info highway. [Reprinted from *Wired*]. Jun 94:119-120
- Caldwell, John G. The administrator's guide to evaluating school library programs: a collaborative approach. Sep 93:20-38
- Carefoot, Lillian. Brave new world of information skills. Mar 94:26-32
- Carlson, Carol-Ann. Insect theme: an annotated bibliography. Mar 94:78-80
- Cave, Roxanne. The legacy of apartheid in South Africa: a co-operatively planned unit for late intermediate on racism, imperialism and government. Sep 93:105-122. Bibliography
- Charles, Norma. Grand conversations: cooperative groups and the reading process. Jun 94:154-161
- Clarke, Pat. The legacy of apartheid in South Africa: a co-operatively planned unit for late intermediate on racism, imperialism and government.  
Sep 93:105-122. Bibliography
- Clyde, Laurel A. The Internet: a bibliography for teacher-librarians part 2. Mar 94:36-41
- Coates, Ellen. Future technologies and the school library resource centre. [Mark McKinney, speaker].  
Dec 93:72
- Coffin, Judith. Have you used the library lately? The benefits and importance of working with your teacher-librarian as a teaching colleague.  
Mar 94:72
- Coffin, Judith. The legacy of apartheid in South Africa: a co-operatively planned unit for late intermediate on racism, imperialism and government.  
Sep 93:105-122. Bibliography
- Coffin, Judith. Medieval women unit — legal rights spreadsheet. [Correction: the spreadsheet was omitted from the March issue]. Jun 94:176-177
- Coffin, Judith. Medieval women. Mar 94:87-126
- Coffin, Judith. Women of invention. Jun 94:43-87

- Conner, Gavin. Grade 8's lock horns over ghosts, the U. N. and other thorny issues. Mar 94:81-84
- Cooke, Val. Brave new world of information skills. Mar 94:26-32
- Coupal, Linda. Video winners: grade 4 - 8 recommended titles for school collections. Mar 94:85
- Crozier, Lorna. Leave my soul alone: a talk for the national conference of school librarians; April 23, 1993, Lloydminster, Saskatchewan. [Reprinted from *The Medium*]. Mar 94:42-49
- D'Onofrio, Lina. The portrait: Lorna Crozier. Sep 93:129-130
- Dare, Valerie. "Learning in the Fine Arts" forum. Sep 93:100
- Desroches, Donna. Against all odds — famous people: biography pairs. [Reprinted from *The medium*]. Dec 93:15-17
- Eyles, Carole. BCTLA AGM reports: Liason report. Jun 94:15-16
- Fenwick, Gailene. Against all odds — famous people: biography pairs. [Reprinted from *The medium*]. Dec 93:15-17
- Finlay, Patricia. BCTLA AGM reports: BCTLA advocacy committee report. Jun 94:21
- Finlay, Patricia. The greening of the books: environmental issues in current publishing: elementary focus. [Virginia Davis, speaker]. Mar 94:74
- Finlay, Patricia. I'd rather read a book II: children respond to literature. [Susan Van Blarcom, speaker]. Mar 94:75
- Fowles, Sonja. Effective report writing process. Dec 93:45-59
- Gallagher, Deberah. Communication: a unit for grade 5 students. Jun 94:162-172
- Gelin, Nancy. I'm a teacher-librarian. Jun 94:145-146
- Giles, J. E. Learning for living in Business Education: a career exploration unit. Dec 93:31-32
- Giles, J. E. Spice and "Stuff": a Foods / Social Studies research unit for the junior high school. Jun 94:115-118
- Giles, Judy E. What's in. Jun 94:113-114
- Goldsmith, John. E-mail introduction: your window on the world of Internet. Mar 94:141-148
- Goldsmith, John. Internet interest groups: using e-mail "lists" with "listserv". Jun 94:189-198
- Goldsmith, John. "Plugging in" to the Internet. Dec 93:133-138
- Grass, Currie. Wolves: a station study for grade 4. Jun 94:128-144. Bibliography
- Guest, Leila. Brave new world of information skills. Mar 94:26-32
- Hall, Barb. BCTLA AGM reports: Conference report. Jun 94:16
- Hall, Barb. Teaching and learning strategies one: students in groups [Liz Austrom and Michelle Farquharson, speakers]. Dec 93:78
- Hall, Barb. Thoughtful interactions [Susan Close, speaker]. Dec 93:79
- Hamilton, Donald. The deep end. Sep 93:136-137
- Hamilton, Donald. The deep end: life at the Broadmoor. Mar 94:156-157
- Hannis, Marilyn. BCTLA AGM reports: Continuing education committee report. Jun 94:17
- Hannis, Marilyn. Continuing education exchange. Dec 93:131-132
- Hannis, Marilyn. Continuing education exchange. Mar 94:151
- Hannis, Marilyn. Continuing education exchange: libraries of tomorrow. Sep 93:138
- Hannis, Marilyn. 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. Mar 94:69-71
- Hayes, Shirley. La ferme: a station study for Early French Immersion, Year 3. Sep 93:101-103
- Henderson, Linda. How to organize a Children's Literature Roundtable in your community. Dec 93:114-115
- Holgate, Jim. Ask the experts. Jun 94:181-182
- Holgate, Jim. Eight hot periodicals. Jun 94:35-38
- Holgate, Jim. Hot tip: BC history in east Indian cultural magazine. Jun 94:112
- Holgate, Jim. Jobs in the 90's: what's hot and what's not. Jun 94:39-41
- Huffman, Mary. Letters to the editor: what's hot with UBC student teachers? Jun 94:6
- Hufton, Amanda. Is censorship acceptable in the elementary school? Mar 94:53-56. Bibliography
- Irvine, Marlowe. Women of invention. Jun 94:43-87
- Jenner, Ruth. Bias in books [Carol Eyles, Wendy Wickland and Linda Mills, speakers]. Dec 93:71
- Jeroski, Sharon. Learner-focused assessment: helping students grow. Sep 93:11-19. Bibliography
- Joly, Patricia. Brave new world of information skills. Mar 94:26-32
- Jordan, Ian. *Brave new world*: are we there yet? Mar 94:22-25
- Klein, Chips. Women of invention. Jun 94:43-87
- Knox, Fawn. Differing views of Columbus: a cooperatively planned humanities unit for grade 5, 8, or 9 [Judith Coffin, speaker]. Dec 93:67
- Kootte, Judith. BCTLA AGM reports: Treasurer's report. Jun 94:22
- Koverola, Krista. A unit on issues. Mar 94:13-19

- Krall, Adella. Brave new world of information skills. Mar 94:26-32
- Kuehn, Larry. Teaching in the 90's: a not-so-brave new world. Mar 94:58-59
- Laurence, Wendy. The legacy of apartheid in South Africa: a co-operatively planned unit for late intermediate on racism, imperialism and government. Sep 93:105-122. Bibliography
- Law, Ruth. Evaluation: the key to growth. [Reprinted with permission from *The emergency librarian*]. Sep 93:57-61
- Lee, Julie. Scope and sequence for information processing: K-7 check-off list of skills. Dec 93:101-113
- Lockwood, Lucinda. What's hot? Real life tragedy and triumph! Jun 94:109-111
- Loertscher, David V. Objective: achievement. Solution: school libraries. [Reprinted from *School library journal*]. Mar 94:63-67
- Lowery, Marion. Grade 8's lock horns over ghosts, the U. N. and other thorny issues. Mar 94:81-84
- MacDonald, Alan H. Information pathfinders: a future in difficult times for the teacher-librarian. Dec 93:82-91
- McCasky, Corrine. Roamin' around ancient Rome. Sep 93:85-92
- McComb, Bonnie. BCTLA AGM reports: Chapter relations report. Jun 94:16-17
- Moore, Richard. African / black imaging in fiction and non-fiction K-12. Jun 94:90-101
- Murphy, Catherine. School time: top ten CD-ROM titles for school libraries. Jun 94:103
- Naslund, Jo-Anne. Letters to the editor: what's hot with UBC student teachers? Jun 94:6
- Nellis, Kris. BCTLA AGM reports: Membership report. Jun 94:15
- Nellis, Kris. BCTLA AGM reports: President's annual report. Jun 94:14-15
- Nellis, Kris. BCTLA Award of Merit — 1994. [Kay Treadgold, recipient]. Jun 94:23
- Nellis, Kris. BCTLA Distinguished Service Award — 1994. [Dr. Art Tindill, recipient]. Jun 94:24
- Nellis, Kris. BCTLA executive response to the intermediate program policy. Jun 94:29-30
- Nellis, Kris. In circulation. Sep 93:3-4
- Nellis, Kris. In circulation. Jun 94:3-4
- Nellis, Kris. In circulation. Dec 93:3
- Olson, Linda. Selected topics in video production for teacher-librarians and classroom teachers [Mike Minions, speaker]. Dec 93:71
- Orme, Liz. A unit on issues. Mar 94:13-19
- Overgaard, Valerie. Evaluation of student achievement: addressing the bane of the teacher's existence. Dec 93:24-27
- Rafuse, Linda. Evaluation: the key to growth. [Reprinted with permission from *The emergency librarian*]. Sep 93:57-61
- Reynolds, Margaret. The school library book purchase plan: the publisher's perspective. Sep 93:44-46
- Riley, Leona. Communication: a unit for grade 5 students. Jun 94:162-172
- Romaine, J. Patrick. Young adult literature and its use in bibliotherapy. Dec 93:9-14. Bibliography
- Rothstein, Ellen. The portrait: Ainslie Manson. Jun 94:183-184
- Rothstein, Ellen. The portrait: Norma Charles. Dec 93:142-143
- Rothstein, Ellen. The portrait: William Gibson. Mar 94:152-153
- Ryan, Vivian. Technology, the environment and the library [Dr. Fish (Kim Fulton) and Chris McMahan, speakers]. Dec 93:68
- Sales, Diane. Libraries of Tomorrow. Dec 93:80
- Saltman, Judith. All the stories scattered to all corners of the world. Sep 93:77-80
- Salzberg, Signe. Wolves: a station study for grade 4. Jun 94:128-144. Bibliography
- Saunders, Jack. Roamin' around ancient Rome. Sep 93:85-92
- Shalani, A. Cooperative learning evaluation: a student's perspective. Sep 93:43
- Shirreff, Liz. A unit on issues. Mar 94:13-19
- Smith, Barbara. Ask the experts. Jun 94:181-182
- Smith, Barbara. Ask the experts: brave new world of video selection. Mar 94:154-155
- Smith, Barbara. Ask the experts: cooperative programme planning and teaching approaches. Dec 93:144-145
- Smith, Barbara. BCTLA AGM reports: Publications report. Jun 94:18-19
- Smith, Barbara. Counting and number books for primary children. Sep 93:39-42
- Smith, Barbara. Effective report writing process. Dec 93:45-59
- Smith, Barbara. La ferme: a station study for Early French Immersion, Year 3. Sep 93:101-103
- Smith, Barbara. Korea bibliography. Jun 94:123-125
- Smith, Barbara. Wolves: a station study for grade 4. Jun 94:128-144. Bibliography
- Smith, Gil. Pigs: a primary unit. Sep 93:81-84. Bibliography
- Sookocheff, Kate. Kate's Faves (of the last two years or so). Jun 94:42

- Soon, Gerald. Automating the school library resource centre: yes, Virginia, there is a better way. Mar 94:50-52
- Starling, Hazel. Effective report writing process. Dec 93:45-59
- Stebbins, Barb. Why dinner plates are round. [Candace Savage, speaker]. Dec 93:66
- Stubbs, Gordon. BCTLA AGM reports: Archives report. Jun 94:16
- Tasker, Isla. Cultural diversity — literary gifts [Patricia Parungao and Gerald Soon, speakers]. Dec 93:73
- Thompson, D. Learning for living in Business Education: a career exploration unit. Dec 93:31-32
- Walker, Charlene. *Brave new world*: are we there yet? Mar 94:22-25
- Walker, Ray. BCTLA AGM reports: Working and learning conditions report. Jun 94:17-18
- Wallach, Patricia. The report writing process: a plan for a unit of study. Sep 93:67-76
- Walsh, Willa. BCTLA AGM reports: *Bookmark* annual report. Jun 94:19-20
- Walsh, Willa. 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? [Susan Close, speaker]. Mar 94:76-77
- Walsh, Willa. Editor's Comments. Sep 93:6-7
- Walsh, Willa. Editor's comments. Jun 94:5
- Walsh, Willa. Notes and news. Sep 93:132-135
- Walsh, Willa. Notes and news. Dec 93:139-140
- Walsh, Willa. Notes and news. Mar 94:149-150
- Walsh, Willa. Notes and news. Jun 94:187-188
- Walsh, Willa. R. L. Stine: the controversy. Jun 94:88
- Walsh, Willa. Science fiction: technology and the human experience. [Monica Hughes, speaker]. Dec 93:74
- Whyte, Thorie. You don't need to be a science whiz to make your library a technology and environment centre [Valerie Wyatt, speaker]. Dec 93:70
- Witt, Barbara. The environment counts! Young adult titles about the environmental movement. Sep 93:63-64

# SUBJECT INDEX

## ACADEMIC ACHIEVEMENT

Objective: achievement. Solution: school libraries.  
[Reprinted from *School library journal*]. David V.  
Loertscher. Mar 94:63-67

## ADOLESCENT LITERATURE

Korea bibliography. Barbara Smith. Jun 94:123-125  
R. L. Stine: the controversy. Willa Walsh. Jun 94:88  
What's hot? Real life tragedy and triumph! Lucinda  
Lockwood. Jun 94:109-111  
What's in. Judy E. Giles. Jun 94:113-114  
Young adult literature and its use in bibliotherapy. J.  
Patrick Romaine. Dec 93:9-14. Bibliography

## ADVOCACY

BCTLA AGM reports: BCTLA advocacy committee  
report. Patricia Finlay. Jun 94:21  
BCTLA policy changes. Jun 94:28  
Chapter reports. Sep 93:141-152  
Objective: achievement. Solution: school libraries.  
[Reprinted from *School library journal*]. David V.  
Loertscher. Mar 94:63-67  
Reading checklist. Liz Austrom. Mar 94:139-140  
Reading checklist. Liz Austrom. Jun 94:185-186  
UBC school of library, archival and information studies  
establishes board of visitors. Jun 94:122

## ANNUAL REPORTS

BCTLA AGM reports: Archives report. Gordon Stubbs.  
Jun 94:16  
BCTLA AGM reports: BCTLA advocacy committee  
report. Patricia Finlay. Jun 94:21  
BCTLA AGM reports: *Bookmark* annual report. Willa  
Walsh. Jun 94:19-20  
BCTLA AGM reports: Chapter relations report. Bonnie  
McComb. Jun 94:16-17  
BCTLA AGM reports: Conference report. Barb Hall.  
Jun 94:16  
BCTLA AGM reports: Continuing education committee  
report. Marilyn Hannis. Jun 94:17  
BCTLA AGM reports: Liason report. Carole Eyles.  
Jun 94:15-16  
BCTLA AGM reports: Membership report. Kris Nellis.  
Jun 94:15

BCTLA AGM reports: President's annual report. Kris  
Nellis. Jun 94:14-15  
BCTLA AGM reports: Publications report. Barbara  
Smith. Jun 94:18-19  
BCTLA AGM reports: Treasurer's report. Judith  
Kootte. Jun 94:22  
BCTLA AGM reports: Working and learning  
conditions report. Ray Walker. Jun 94:17-18

## ARCHIVES

BCTLA AGM reports: Archives report. Gordon Stubbs.  
Jun 94:16

## AUTHORS

Barbecued billygoats and squashed-fly biscuits. Robert  
W. Brown. Sep 93:93-94  
Children's writers and illustrators of British Columbia  
(CWILL BC) — list of members available for  
readings. Jun 94:147-153  
The portrait: Ainslie Manson. Ellen Rothstein.  
Jun 94:183-184  
The portrait: Lorna Crozier. Lina D'Onofrio.  
Sep 93:129-130  
The portrait: Norma Charles. Ellen Rothstein.  
Dec 93:142-143  
The portrait: William Gibson. Ellen Rothstein.  
Mar 94:152-153

## AWARDS

1994 Young Readers Choice award. [Phyllis Reynolds  
Naylor, recipient]. Jun 94:173  
1995 Young Reader's Choice Award ballot. Jun 94:174  
BCTLA Award of Merit — 1994. [Kay Treadgold,  
recipient]. Kris Nellis. Jun 94:23  
BCTLA Distinguished Service Award — 1994. [Dr. Art  
Tindill, recipient]. Kris Nellis. Jun 94:24  
Canadian School Library Association award winners.  
[Dianne Oberg, Marilynne Earl, E. A. (Ric)  
Hodgson, Gary Parkinson, Barb Poustie and Ray  
Doiron, recipients]. Jun 94:32  
Editor's comments. Willa Walsh. Jun 94:5  
Honourary lifetime membership. [Angela Thacker,  
recipient]. Jun 94:27  
In circulation. Kris Nellis. Jun 94:3-4  
Manitoba readers' choice award: nominees 1993-1994.  
Sep 93:123

Notes and news. Willa Walsh. Sep 93:132-135  
Notes and news. Willa Walsh. Mar 94:149-150  
Notes and news. Willa Walsh. Jun 94:187-188

## BIBLIOGRAPHIES

African / black imaging in fiction and non-fiction K-12.  
Yvonne Brown and Richard Moore. Jun 94:90-101  
An annotated bibliography of selected children's  
literature on the topic of self-esteem. Ann Baker.  
Dec 93:18-23  
Bibliography of current materials relating to school  
libraries and teacher-librarians. Gerald R. Brown.  
Sep 93:95-97  
Children's writers and illustrators of British Columbia  
(CWILL BC) — list of members available for  
readings. Jun 94:147-153  
Computer books for the Mac. David Brear.  
Jun 94:105-107  
Counting and number books for primary children.  
Barbara Smith. Sep 93:39-42  
The environment counts! Young adult titles about the  
environmental movement. Barbara Witt.  
Sep 93:63-64  
Insect theme: an annotated bibliography. Carol-Ann  
Carlson. Mar 94:78-80  
The Internet: a bibliography for teacher-librarians part  
2. Laurel A. Clyde. Mar 94:36-41  
Kate's Faves (of the last two years or so). Kate  
Sookocheff. Jun 94:42  
Korea bibliography. Barbara Smith. Jun 94:123-125  
Manitoba readers' choice award: nominees 1993-1994.  
Sep 93:123  
Sci-fi novels to grow up on! Liz Austrom. Dec 93:28-30  
What's hot? Real life tragedy and triumph! Lucinda  
Lockwood. Jun 94:109-111  
You don't need to be a science whiz to make your  
library a technology and environment centre  
[Valerie Wyatt, speaker]. Thorie Whyte. Dec 93:70

## BUDGETS

Learning and working conditions survey: January 1994  
survey update. Mar 94:133-136  
Learning and working conditions survey: September  
1993 survey results. Dec 93:117-128

## BUSINESS EDUCATION

Learning for living in Business Education: a career  
exploration unit. J. E. Giles and D. Thompson.  
Dec 93:31-32

## CANADIAN LITERATURE

The portrait: Ainslie Manson. Ellen Rothstein.  
Jun 94:183-184  
The portrait: Norma Charles. Ellen Rothstein.  
Dec 93:142-143  
The portrait: William Gibson. Ellen Rothstein.  
Mar 94:152-153

## CAREER EXPLORATION

Jobs in the 90's: what's hot and what's not. Jim  
Holgate. Jun 94:39-41  
Learning for living in Business Education: a career  
exploration unit. J. E. Giles and D. Thompson.  
Dec 93:31-32

## CENSORSHIP

The BCTLA's intellectual freedom statement.  
Jun 94:89  
Chapter reports. Sep 93:141-152  
Is censorship acceptable in the elementary school?  
Amanda Hufton. Mar 94:53-56. Bibliography  
R. L. Stine: the controversy. Willa Walsh. Jun 94:88

## CHILDREN'S LITERATURE

1994 Young Readers Choice award. [Phyllis Reynolds  
Naylor, recipient]. Jun 94:173  
1995 Young Reader's Choice Award ballot. Jun 94:174  
All the stories scattered to all corners of the world.  
Judith Saltman. Sep 93:77-80  
An annotated bibliography of selected children's  
literature on the topic of self-esteem. Ann Baker.  
Dec 93:18-23  
Grand conversations: cooperative groups and the  
reading process. Norma Charles. Jun 94:154-161  
The greening of the books: environmental issues in  
current publishing: elementary focus. [Virginia  
Davis, speaker]. Patricia Finlay. Mar 94:74  
How to organize a Children's Literature Roundtable in  
your community. Linda Henderson.  
Dec 93:114-115  
Korea bibliography. Barbara Smith. Jun 94:123-125  
Manitoba readers' choice award: nominees 1993-1994.  
Sep 93:123  
Notes and news. Willa Walsh. Jun 94:187-188  
The portrait: Ainslie Manson. Ellen Rothstein.  
Jun 94:183-184  
The portrait: Norma Charles. Ellen Rothstein.  
Dec 93:142-143

## COMPUTER SOFTWARE

- Hands-on HyperCard in a hurry [Cliff Rechel, speaker]. Louise Biggar. Dec 93:69
- Technology, the environment and the library [Dr. Fish (Kim Fulton) and Chris McMahan, speakers]. Vivian Ryan. Dec 93:68

## COMPUTERS

- Ask the experts. Jim Holgate and Barbara Smith. Jun 94:181-182
- Computer books for the Mac. David Brear. Jun 94:105-107
- E-mail introduction: your window on the world of Internet. John Goldsmith. Mar 94:141-148
- Internet interest groups: using e-mail "lists" with "listserv". John Goldsmith. Jun 94:189-198
- "Plugging in" to the Internet. John Goldsmith. Dec 93:133-138
- Reading checklist. Liz Austrom. Mar 94:139-140
- School time: top ten CD-ROM titles for school libraries. Catherine Murphy. Jun 94:103

## CONFERENCES

- Bias in books [Carol Eyles, Wendy Wickland and Linda Mills, speakers]. Ruth Jenner. Dec 93:71
- 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? [Susan Close, speaker]. Willa Walsh. Mar 94:76-77
- Cultural diversity — literary gifts [Patricia Parungao and Gerald Soon, speakers]. Isla Tasker. Dec 93:73
- The deep end: life at the Broadmoor. Donald Hamilton. Mar 94:156-157
- Differing views of Columbus: a cooperatively planned humanities unit for grade 5, 8, or 9 [Judith Coffin, speaker]. Fawn Knox. Dec 93:67
- Future technologies and the school library resource centre. [Mark McKinney, speaker]. Ellen Coates. Dec 93:72
- The greening of the books: environmental issues in current publishing: elementary focus. [Virginia Davis, speaker]. Patricia Finlay. Mar 94:74
- Hands-on HyperCard in a hurry [Cliff Rechel, speaker]. Louise Biggar. Dec 93:69
- I'd rather read a book II: children respond to literature. [Susan Van Blarcom, speaker]. Patricia Finlay. Mar 94:75

- IASL conference report, Adelaide, South Australia, September 26-30, 1993. Gerald R. Brown. Mar 94:73
- In circulation. Kris Nellis. Dec 93:3
- Information pathfinders: a future in difficult times for the teacher-librarian. Alan H. MacDonald. Dec 93:82-91
- Kelowna conference planners. [Libraries of Tomorrow conference]. Dec 93:75-77
- Libraries of Tomorrow [BCTLA Conference]. Dec 93:66-80
- Libraries of Tomorrow. Diane Sales. Dec 93:80
- Notes and news. Willa Walsh. Sep 93:132-135
- Notes and news. Willa Walsh. Jun 94:187-188
- 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. Marilyn Hannis. Mar 94:69-71
- Science fiction: technology and the human experience. [Monica Hughes, speaker]. Willa Walsh. Dec 93:74
- Selected topics in video production for teacher-librarians and classroom teachers [Mike Minions, speaker]. Linda Olson. Dec 93:71
- Teaching and learning strategies one: students in groups [Liz Austrom and Michelle Farquharson, speakers]. Barb Hall. Dec 93:78
- Technology, the environment and the library [Dr. Fish (Kim Fulton) and Chris McMahan, speakers]. Vivian Ryan. Dec 93:68
- Thoughtful interactions [Susan Close, speaker]. Barb Hall. Dec 93:79
- Why dinner plates are round. [Candace Savage, speaker]. Barb Stebbings. Dec 93:66
- You don't need to be a science whiz to make your library a technology and environment centre [Valerie Wyatt, speaker]. Thorie Whyte. Dec 93:70

## CONTINUING EDUCATION

- BCTLA AGM reports: Continuing education committee report. Marilyn Hannis. Jun 94:17
- Continuing education exchange. Marilyn Hannis. Dec 93:131-132
- Continuing education exchange. Marilyn Hannis. Mar 94:151
- Continuing education exchange: libraries of tomorrow. Marilyn Hannis. Sep 93:138
- UBC courses in teacher-librarianship 1994-1995. Dec 93:81

## COOPERATIVE LEARNING

- Cooperative learning evaluation: a student's perspective. A. Shalani. Sep 93:43

Grand conversations: cooperative groups and the reading process. Norma Charles. Jun 94:154-161  
Teaching and learning strategies one: students in groups [Liz Austrom and Michelle Farquharson, speakers]. Barb Hall. Dec 93:78

## COOPERATIVE PLANNING

Ask the experts: cooperative programme planning and teaching approaches. Barbara Smith.  
Dec 93:144-145

Evaluation: the key to growth. [Reprinted with permission from *The emergency librarian*]. Ruth Law and Linda Rafuse. Sep 93:57-61

Have you used the library lately? The benefits and importance of working with your teacher-librarian as a teaching colleague. Judith Coffin. Mar 94:72

## COPYRIGHTS

Ask the experts. Jim Holgate and Barbara Smith.  
Jun 94:181-182

Continuing education exchange. Marilyn Hannis.  
Dec 93:131-132

The deep end: life at the Broadmoor. Donald Hamilton.  
Mar 94:156-157

Hot news: Cable TV group offers schools free services.  
Jun 94:108

Reading checklist. Liz Austrom. Mar 94:139-140

## CULTURAL AWARENESS

All the stories scattered to all corners of the world.  
Judith Saltman. Sep 93:77-80

## CURRICULUM

Brave new world of information skills. Bill Boyd, Heather Bronson, Lillian Carefoot, Val Cooke, Leila Guest, Patricia Joly and Adella Krall.  
Mar 94:26-32

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? [Susan Close, speaker]. Willa Walsh. Mar 94:76-77

Chapter reports. Sep 93:141-152

"Learning in the Fine Arts" forum. Valerie Dare.  
Sep 93:100

The report writing process: a plan for a unit of study.  
Patricia Wallach. Sep 93:67-76

Response to Drama curriculum / assessment framework. BC Teacher-Librarians' Association.  
Dec 93:60-61

Response to Social Studies curriculum / assessment framework. BC Teacher-Librarians' Association.  
Dec 93:63-65

Scope and sequence for information processing: K-7 check-off list of skills. Julie Lee. Dec 93:101-113  
Thoughtful interactions [Susan Close, speaker]. Barb Hall. Dec 93:79

## DEBATE

Grade 8's lock horns over ghosts, the U. N. and other thorny issues. Gavin Conner and Marion Lowery.  
Mar 94:81-84

## DISABILITIES

Notes and news. Willa Walsh. Dec 93:139-140

## DRAMA

Medieval women. Judith Coffin. Mar 94:87-126

Notes and news. Willa Walsh. Dec 93:139-140

Response to Drama curriculum / assessment framework. BC Teacher-Librarians' Association.  
Dec 93:60-61

## EDUCATIONAL CHANGE

Ask the experts. Jim Holgate and Barbara Smith.  
Jun 94:181-182

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? [Susan Close, speaker]. Willa Walsh. Mar 94:76-77

Evaluation: the key to growth. [Reprinted with permission from *The emergency librarian*]. Ruth Law and Linda Rafuse. Sep 93:57-61

Information pathfinders: a future in difficult times for the teacher-librarian. Alan H. MacDonald.  
Dec 93:82-91

Is education too hot to handle? Liz Austrom.  
Jun 94:33-34

Predictions for the 21st Century. Mar 94:33-34

Teaching in the 90's: a not-so-brave new world. Larry Kuehn. Mar 94:58-59

## EDUCATIONAL PHILOSOPHY

Is education too hot to handle? Liz Austrom.  
Jun 94:33-34

## EDUCATIONAL POLICY

BCTLA executive response to the intermediate program policy. Kris Nellis. Jun 94:29-30

- Response to Drama curriculum / assessment framework. BC Teacher-Librarians' Association. Dec 93:60-61
- Response to Social Studies curriculum / assessment framework. BC Teacher-Librarians' Association. Dec 93:63-65

## **ELECTRONIC MAIL**

- E-mail introduction: your window on the world of Internet. John Goldsmith. Mar 94:141-148
- Internet interest groups: using e-mail "lists" with "listserv". John Goldsmith. Jun 94:189-198
- "Plugging in" to the Internet. John Goldsmith. Dec 93:133-138

## **ENGLISH 8**

- Grade 8's lock horns over ghosts, the U. N. and other thorny issues. Gavin Conner and Marion Lowery. Mar 94:81-84

## **ENGLISH 12**

- Brave new world*: are we there yet? Ian Jordon and Charlene Walker. Mar 94:22-25

## **ENVIRONMENTAL EDUCATION**

- The environment counts! Young adult titles about the environmental movement. Barbara Witt. Sep 93:63-64
- The greening of the books: environmental issues in current publishing: elementary focus. [Virginia Davis, speaker]. Patricia Finlay. Mar 94:74
- Notes and news. Willa Walsh. Mar 94:149-150
- Technology, the environment and the library [Dr. Fish (Kim Fulton) and Chris McMahan, speakers]. Vivian Ryan. Dec 93:68
- Why dinner plates are round. [Candace Savage, speaker]. Barb Stebbings. Dec 93:66

## **FAMILY ATTITUDES**

- Canada committee for the international year of the family. Mar 94:160

## **FESTIVALS AND HOLIDAYS**

- Canada committee for the international year of the family. Mar 94:160

## **FINE ARTS**

- "Learning in the Fine Arts" forum. Valerie Dare. Sep 93:100

## **FOODS AND NUTRITION**

- Spice and "Stuff": a Foods / Social Studies research unit for the junior high school. J. E. Giles. Jun 94:115-118

## **FRENCH IMMERSION**

- La ferme: a station study for Early French Immersion, Year 3. Larry Amundsen, Shirley Hayes and Barbara Smith. Sep 93:101-103

## **FUTURES (OF SOCIETY)**

- Brave new world*: are we there yet? Ian Jordon and Charlene Walker. Mar 94:22-25
- The deep end. Donald Hamilton. Sep 93:136-137
- Get on track: there will be no info highway. [Reprinted from *Wired*]. John Browning. Jun 94:119-120
- Jobs in the 90's: what's hot and what's not. Jim Holgate. Jun 94:39-41
- Predictions for the 21st Century. Mar 94:33-34
- Reading checklist. Liz Austrom. Mar 94:139-140
- Reading checklist. Liz Austrom. Dec 93:151-152

## **GLOBAL EDUCATION**

- The legacy of apartheid in South Africa: a co-operatively planned unit for late intermediate on racism, imperialism and government. Roxanne Cave, Pat Clarke, Judith Coffin and Wendy Laurence. Sep 93:105-122. Bibliography
- Why dinner plates are round. [Candace Savage, speaker]. Barb Stebbings. Dec 93:66

## **GOVERNMENT PUBLICATIONS**

- Jobs in the 90's: what's hot and what's not. Jim Holgate. Jun 94:39-41

## **HUMANITIES 8**

- A unit on issues. Liz Orme, Krista Koverola and Liz Shirreff. Mar 94:13-19

## **HUMANITIES 9**

- A unit on issues. Liz Orme, Krista Koverola and Liz Shirreff. Mar 94:13-19

## **HUMOUR**

- Fables by fax: a Japanese management tale for your enjoyment. Jun 94:175

- Forming the global language: English over easy  
[Reprinted from *Times Colonist* (Victoria, BC)].  
Alexander Beshler. Mar 94:11-12
- I'm a teacher-librarian. Elizabeth Agosti, Jan Berney  
and Nancy Gelin. Jun 94:145-146
- Libraries of Tomorrow. Diane Sales. Dec 93:80
- Meanderings of a demented wannabe technocrat or The  
information highway. Harold Berson.  
Mar 94:20-21
- Predictions for the 21st Century. Mar 94:33-34

## ILLUSTRATORS

- Children's writers and illustrators of British Columbia  
(CWILL BC) — list of members available for  
readings. Jun 94:147-153

## INDIVIDUAL DEVELOPMENT

- Young adult literature and its use in bibliotherapy. J.  
Patrick Romaine. Dec 93:9-14. Bibliography

## INFORMATION NETWORKS

- Ask the experts. Jim Holgate and Barbara Smith.  
Jun 94:181-182
- E-mail introduction: your window on the world of  
Internet. John Goldsmith. Mar 94:141-148
- Get on track: there will be no info highway. [Reprinted  
from *Wired*]. John Browning. Jun 94:119-120
- Hot news: Cable TV group offers schools free services.  
Jun 94:108
- Internet interest groups: using e-mail "lists" with  
"listserv". John Goldsmith. Jun 94:189-198
- The Internet: a bibliography for teacher-librarians part  
2. Laurel A. Clyde. Mar 94:36-41
- Meanderings of a demented wannabe technocrat or The  
information highway. Harold Berson.  
Mar 94:20-21
- "Plugging in" to the Internet. John Goldsmith.  
Dec 93:133-138
- Technology, the environment and the library [Dr. Fish  
(Kim Fulton) and Chris McMahan, speakers].  
Vivian Ryan. Dec 93:68

## INFORMATION SOURCES

- E-mail introduction: your window on the world of  
Internet. John Goldsmith. Mar 94:141-148
- Internet interest groups: using e-mail "lists" with  
"listserv". John Goldsmith. Jun 94:189-198
- Notes and news. Willa Walsh. Sep 93:132-135
- Notes and news. Willa Walsh. Dec 93:139-140
- Notes and news. Willa Walsh. Mar 94:149-150
- Notes and news. Willa Walsh. Jun 94:187-188

- Reading checklist. Liz Austrom. Mar 94:139-140
- You don't need to be a science whiz to make your  
library a technology and environment centre  
[Valerie Wyatt, speaker]. Thorie Whyte. Dec 93:70

## INFORMATION TECHNOLOGY

- Brave new world of information skills. Bill Boyd,  
Heather Bronson, Lillian Carefoot, Val Cooke,  
Leila Guest, Patricia Joly and Adella Krall.  
Mar 94:26-32
- Communication: a unit for grade 5 students. Deberah  
Gallagher and Leona Riley. Jun 94:162-172
- Computer books for the Mac. David Brear.  
Jun 94:105-107
- The deep end. Donald Hamilton. Sep 93:136-137
- E-mail introduction: your window on the world of  
Internet. John Goldsmith. Mar 94:141-148
- Future technologies and the school library resource  
centre. [Mark McKinney, speaker]. Ellen Coates.  
Dec 93:72
- Information pathfinders: a future in difficult times for  
the teacher-librarian. Alan H. MacDonald.  
Dec 93:82-91
- The Internet: a bibliography for teacher-librarians part  
2. Laurel A. Clyde. Mar 94:36-41
- Learning and working conditions survey: September  
1993 survey results. Dec 93:117-128
- Leave my soul alone: a talk for the national conference  
of school librarians; April 23, 1993, Lloydminster,  
Saskatchewan. [Reprinted from *The Medium*].  
Lorna Crozier. Mar 94:42-49
- "Plugging in" to the Internet. John Goldsmith.  
Dec 93:133-138
- Reading checklist. Liz Austrom. Sep 93:139-140
- Reading checklist. Liz Austrom. Dec 93:151-152
- School time: top ten CD-ROM titles for school  
libraries. Catherine Murphy. Jun 94:103

## INSTRUCTIONAL MATERIALS

- The celluloid spare. Dec 93:147-150
- Ministry of Education Learning Resources Branch.  
Sep 93:62
- Recommended primary video titles for a school  
collection. John Caldwell. Dec 93:39-44
- Video winners: grade 4 - 8 recommended titles for  
school collections. Linda Coupal. Mar 94:85

## INTERDISCIPLINARY APPROACH

- Communication: a unit for grade 5 students. Deberah  
Gallagher and Leona Riley. Jun 94:162-172

Grade 8's lock horns over ghosts, the U. N. and other thorny issues. Gavin Conner and Marion Lowery. Mar 94:81-84

Pigs: a primary unit. Gil Smith. Sep 93:81-84. Bibliography

Spice and "Stuff": a Foods / Social Studies research unit for the junior high school. J. E. Giles. Jun 94:115-118

A unit on issues. Liz Orme, Krista Koverola and Liz Shirreff. Mar 94:13-19

Wolves: a station study for grade 4. Kevin Bowden, Currie Grass, Signe Salzberg and Barbara Smith. Jun 94:128-144. Bibliography

Women of invention. Judith Coffin, Marlowe Irvine and Chips Klein. Jun 94:43-87

## INTERNATIONAL STUDIES

All the stories scattered to all corners of the world. Judith Saltman. Sep 93:77-80

Korea bibliography. Barbara Smith. Jun 94:123-125

## LANGUAGE ARTS 3

La ferme: a station study for Early French Immersion, Year 3. Larry Amundsen, Shirley Hayes and Barbara Smith. Sep 93:101-103

## LANGUAGE ARTS, INTERMEDIATE

Grand conversations: cooperative groups and the reading process. Norma Charles. Jun 94:154-161

## LANGUAGE ARTS, PRIMARY

Pigs: a primary unit. Gil Smith. Sep 93:81-84. Bibliography

## LEADERSHIP

Brave new topics in the field of educational leadership. Mar 94:35

## LEARNING FOR LIVING

The celluloid spare. Dec 93:147-150

Communication: a unit for grade 5 students. Deberah Gallagher and Leona Riley. Jun 94:162-172

Learning for living in Business Education: a career exploration unit. J. E. Giles and D. Thompson. Dec 93:31-32

Young adult literature and its use in bibliotherapy. J. Patrick Romaine. Dec 93:9-14. Bibliography

## LIBRARY ADMINISTRATION

Letters to the editor: what's hot with UBC student teachers? Jo-Anne Naslund and Mary Huffman. Jun 94:6

## LIBRARY ASSOCIATIONS

BCTLA AGM reports: Archives report. Gordon Stubbs. Jun 94:16

BCTLA AGM reports: BCTLA advocacy committee report. Patricia Finlay. Jun 94:21

BCTLA AGM reports: *Bookmark* annual report. Willa Walsh. Jun 94:19-20

BCTLA AGM reports: Chapter relations report. Bonnie McComb. Jun 94:16-17

BCTLA AGM reports: Conference report. Barb Hall. Jun 94:16

BCTLA AGM reports: Continuing education committee report. Marilyn Hannis. Jun 94:17

BCTLA AGM reports: Liason report. Carole Eyles. Jun 94:15-16

BCTLA AGM reports: Membership report. Kris Nellis. Jun 94:15

BCTLA AGM reports: President's annual report. Kris Nellis. Jun 94:14-15

BCTLA AGM reports: Publications report. Barbara Smith. Jun 94:18-19

BCTLA AGM reports: Treasurer's report. Judith Kootte. Jun 94:22

BCTLA AGM reports: Working and learning conditions report. Ray Walker. Jun 94:17-18

BCTLA Executive Board, 1994-1995. Jun 94:7-13

BCTLA handbook revisions. Dec 93:94-100

BCTLA policy changes. Jun 94:28

BCTLA program, 1993-1994. Dec 93:92

In circulation. Kris Nellis. Sep 93:3-4

In circulation. Kris Nellis. Jun 94:3-4

In circulation. Kris Nellis. Dec 93:3

Notes and news. Willa Walsh. Sep 93:132-135

Notes and news. Willa Walsh. Dec 93:139-140

Notes and news. Willa Walsh. Mar 94:149-150

Notes and news. Willa Walsh. Jun 94:187-188

## LIBRARY AUTOMATION

Automating the school library resource centre: yes, Virginia, there is a better way. Gerald Soon. Mar 94:50-52

Chapter reports. Sep 93:141-152

Learning and working conditions survey: September 1993 survey results. Dec 93:117-128

## LIBRARY COLLECTION DEVELOPMENT

- Collection evaluation: for application comparatively or individually. Liz Austrom. Sep 93:47-56
- 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. Marilyn Hannis. Mar 94:69-71

## LIBRARY EVALUATION

- Collection evaluation: for application comparatively or individually. Liz Austrom. Sep 93:47-56
- Objective: achievement. Solution: school libraries. [Reprinted from *School library journal*]. David V. Loertscher. Mar 94:63-67

## LIBRARY EXTENSION

- UBC school of library, archival and information studies establishes board of visitors. Jun 94:122

## LIBRARY PERSONNEL

- BCTLA AGM reports: Working and learning conditions report. Ray Walker. Jun 94:17-18
- I'm a teacher-librarian. Elizabeth Agosti, Jan Berney and Nancy Gelin. Jun 94:145-146
- Learning and working conditions survey: January 1994 survey update. Mar 94:133-136
- Learning and working conditions survey: September 1993 survey results. Dec 93:117-128

## LIBRARY ROLE

- The administrator's guide to evaluating school library programs: a collaborative approach. John G. Caldwell. Sep 93:20-38
- Future technologies and the school library resource centre. [Mark McKinney, speaker]. Ellen Coates. Dec 93:72
- Information pathfinders: a future in difficult times for the teacher-librarian. Alan H. MacDonald. Dec 93:82-91
- 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. Marilyn Hannis. Mar 94:69-71

## LIBRARY SURVEYS

- BCTLA AGM reports: Working and learning conditions report. Ray Walker. Jun 94:17-18

- Learning and working conditions survey: January 1994 survey update. Mar 94:133-136
- Learning and working conditions survey: September 1993 survey results. Dec 93:117-128
- Reading checklist. Liz Austrom. Dec 93:151-152
- School time: top ten CD-ROM titles for school libraries. Catherine Murphy. Jun 94:103
- Surveying teacher perceptions of the role of the teacher-librarian. Sep 93:98-99
- What's in. Judy E. Giles. Jun 94:113-114

## LITERACY

- Reading checklist. Liz Austrom. Sep 93:139-140

## LITERARY APPRECIATION

- Barbecued billygoats and squashed-fly biscuits. Robert W. Brown. Sep 93:93-94
- How to organize a Children's Literature Roundtable in your community. Linda Henderson. Dec 93:114-115

## LITERARY GENRES

- Leave my soul alone: a talk for the national conference of school librarians; April 23, 1993, Lloydminster, Saskatchewan. [Reprinted from *The Medium*]. Lorna Crozier. Mar 94:42-49
- The portrait: William Gibson. Ellen Rothstein. Mar 94:152-153
- R. L. Stine: the controversy. Willa Walsh. Jun 94:88
- Sci-fi novels to grow up on! Liz Austrom. Dec 93:28-30
- Science fiction: technology and the human experience. [Monica Hughes, speaker]. Willa Walsh. Dec 93:74

## MASS MEDIA

- Leave my soul alone: a talk for the national conference of school librarians; April 23, 1993, Lloydminster, Saskatchewan. [Reprinted from *The Medium*]. Lorna Crozier. Mar 94:42-49

## MATHEMATICS, PRIMARY

- Counting and number books for primary children. Barbara Smith. Sep 93:39-42

## MORALE

- Teaching in the 90's: a not-so-brave new world. Larry Kuehn. Mar 94:58-59

## MULTICULTURAL EDUCATION

- African / black imaging in fiction and non-fiction K-12.  
Yvonne Brown and Richard Moore. Jun 94:90-101
- Cultural diversity — literary gifts [Patricia Parungao and Gerald Soon, speakers]. Isla Tasker. Dec 93:73
- Hot tip: BC history in east Indian cultural magazine.  
Jim Holgate. Jun 94:112
- Notes and news. Willa Walsh. Jun 94:187-188
- Reading checklist. Liz Austrom. Sep 93:139-140

## NONPRINT MEDIA

- Ask the experts: brave new world of video selection.  
Barbara Smith. Mar 94:154-155
- The celluloid spare. Dec 93:147-150
- Recommended primary video titles for a school collection. John Caldwell. Dec 93:39-44
- Selected topics in video production for teacher-librarians and classroom teachers [Mike Minions, speaker]. Linda Olson. Dec 93:71
- Video winners: grade 4 - 8 recommended titles for school collections. Linda Coupal. Mar 94:85

## ORGANIZATIONS (GROUPS)

- How to organize a Children's Literature Roundtable in your community. Linda Henderson.  
Dec 93:114-115

## PERIODICALS

- BCTLA AGM reports: *Bookmark* annual report. Willa Walsh. Jun 94:19-20
- Brave new topics in the field of educational leadership.  
Mar 94:35
- E-mail introduction: your window on the world of Internet. John Goldsmith. Mar 94:141-148
- Eight hot periodicals. Jim Holgate. Jun 94:35-38
- Hot tip: BC history in east Indian cultural magazine.  
Jim Holgate. Jun 94:112
- Notes and news. Willa Walsh. Sep 93:132-135

## POPULAR CULTURE

- Eight hot periodicals. Jim Holgate. Jun 94:35-38

## POSITION PAPERS (LIBRARY POLICIES)

- BCTLA handbook revisions. Dec 93:94-100
- BCTLA policy changes. Jun 94:28
- The BCTLA's intellectual freedom statement.  
Jun 94:89

- Bibliography of current materials relating to school libraries and teacher-librarians. Gerald R. Brown.  
Sep 93:95-97

## PROFESSIONAL DEVELOPMENT

- Chapter reports. Sep 93:141-152

## PROGRAM EVALUATION

- The administrator's guide to evaluating school library programs: a collaborative approach. John G. Caldwell. Sep 93:20-38
- Cooperative learning evaluation: a student's perspective. A. Shalani. Sep 93:43
- Evaluation: the key to growth. [Reprinted with permission from *The emergency librarian*]. Ruth Law and Linda Rafuse. Sep 93:57-61
- Reading checklist. Liz Austrom. Sep 93:139-140

## PUBLIC RELATIONS

- Chapter reports. Sep 93:141-152
- Reading checklist. Liz Austrom. Jun 94:185-186

## PUBLISHING INDUSTRY

- Eight hot periodicals. Jim Holgate. Jun 94:35-38
- Notes and news. Willa Walsh. Sep 93:132-135
- The school library book purchase plan: the publisher's perspective. Margaret Reynolds. Sep 93:44-46

## READER RESPONSE

- Grand conversations: cooperative groups and the reading process. Norma Charles. Jun 94:154-161
- I'd rather read a book II: children respond to literature. [Susan Van Blarcom, speaker]. Patricia Finlay.  
Mar 94:75

## READERS THEATRE

- Roamin' around ancient Rome. Rosemary Boland, Corrine McCasky and Jack Saunders. Sep 93:85-92

## RESEARCH SKILLS

- Brave new world of information skills. Bill Boyd, Heather Bronson, Lillian Carefoot, Val Cooke, Leila Guest, Patricia Joly and Adella Krall.  
Mar 94:26-32
- Effective report writing process. Sonja Fowles, Barbara Smith and Hazel Starling. Dec 93:45-59
- Pigs: a primary unit. Gil Smith. Sep 93:81-84.
- Bibliography

- The report writing process: a plan for a unit of study.  
Patricia Wallach. Sep 93:67-76
- Scope and sequence for information processing: K-7  
check-off list of skills. Julie Lee. Dec 93:101-113

## REVIEWS

- Reviewing service for British Columbia materials:  
guidelines for reviewers. BC Teacher-Librarians'  
Association. Dec 93:157-165

## ROLE PERCEPTION

- Reading checklist. Liz Austrom. Sep 93:139-140
- Surveying teacher perceptions of the role of the teacher-  
librarian. Sep 93:98-99
- Teaching in the 90's: a not-so-brave new world. Larry  
Kuehn. Mar 94:58-59

## SCIENCE, ELEMENTARY

- Insect theme: an annotated bibliography. Carol-Ann  
Carlson. Mar 94:78-80
- You don't need to be a science whiz to make your  
library a technology and environment centre  
[Valerie Wyatt, speaker]. Thorie Whyte. Dec 93:70

## SCIENCE, SECONDARY

- Women of invention. Judith Coffin, Marlowe Irvine and  
Chips Klein. Jun 94:43-87

## SELECTION

- Ask the experts: brave new world of video selection.  
Barbara Smith. Mar 94:154-155
- Recommended primary video titles for a school  
collection. John Caldwell. Dec 93:39-44
- Reviewing service for British Columbia materials:  
guidelines for reviewers. BC Teacher-Librarians'  
Association. Dec 93:157-165
- The school library book purchase plan: the publisher's  
perspective. Margaret Reynolds. Sep 93:44-46

## SELF CONCEPT

- An annotated bibliography of selected children's  
literature on the topic of self-esteem. Ann Baker.  
Dec 93:18-23
- Notes and news. Willa Walsh. Dec 93:139-140

## SEX DISCRIMINATION

- Bias in books [Carol Eyles, Wendy Wickland and Linda  
Mills, speakers]. Ruth Jenner. Dec 93:71

- Medieval women unit — legal rights spreadsheet.  
[Correction: the spreadsheet was omitted from the  
March issue]. Judith Coffin. Jun 94:176-177
- Medieval women. Judith Coffin. Mar 94:87-126
- Women of invention. Judith Coffin, Marlowe Irvine and  
Chips Klein. Jun 94:43-87

## SOCIAL STUDIES 7

- Roamin' around ancient Rome. Rosemary Boland,  
Corrine McCasky and Jack Saunders. Sep 93:85-92

## SOCIAL STUDIES, SECONDARY

- Against all odds — famous people: biography pairs.  
[Reprinted from *The medium*]. Gailene Fenwick  
and Donna Desroches. Dec 93:15-17
- The legacy of apartheid in South Africa: a co-  
operatively planned unit for late intermediate on  
racism, imperialism and government. Roxanne  
Cave, Pat Clarke, Judith Coffin and Wendy  
Laurence. Sep 93:105-122. Bibliography
- Medieval women unit — legal rights spreadsheet.  
[Correction: the spreadsheet was omitted from the  
March issue]. Judith Coffin. Jun 94:176-177
- Medieval women. Judith Coffin. Mar 94:87-126
- Spice and "Stuff": a Foods / Social Studies research  
unit for the junior high school. J. E. Giles.  
Jun 94:115-118
- Women of invention. Judith Coffin, Marlowe Irvine and  
Chips Klein. Jun 94:43-87

## STORY TELLING

- Notes and news. Willa Walsh. Mar 94:149-150
- Reading checklist. Liz Austrom. Dec 93:151-152

## STUDENT EVALUATION

- Editor's Comments. Willa Walsh. Sep 93:6-7
- Effective report writing process. Sonja Fowles, Barbara  
Smith and Hazel Starling. Dec 93:45-59
- Grade 8's lock horns over ghosts, the U. N. and other  
thorny issues. Gavin Conner and Marion Lowery.  
Mar 94:81-84
- Learner-focused assessment: helping students grow.  
Sharon Jeroski. Sep 93:11-19. Bibliography
- The report writing process: a plan for a unit of study.  
Patricia Wallach. Sep 93:67-76
- Roamin' around ancient Rome. Rosemary Boland,  
Corrine McCasky and Jack Saunders. Sep 93:85-92
- Thoughtful interactions [Susan Close, speaker]. Barb  
Hall. Dec 93:79

## SUCCESS

- Jobs in the 90's: what's hot and what's not. Jim Holgate. Jun 94:39-41  
Thoughtful interactions [Susan Close, speaker]. Barb Hall. Dec 93:79

## TEACHER EDUCATION

- Have you used the library lately? The benefits and importance of working with your teacher-librarian as a teaching colleague. Judith Coffin. Mar 94:72  
Letters to the editor: what's hot with UBC student teachers? Jo-Anne Naslund and Mary Huffman. Jun 94:6

## TEACHER-LIBRARIANSHIP

- Bibliography of current materials relating to school libraries and teacher-librarians. Gerald R. Brown. Sep 93:95-97

## THINKING SKILLS

- Learner-focused assessment: helping students grow. Sharon Jeroski. Sep 93:11-19. Bibliography  
Leave my soul alone: a talk for the national conference of school librarians; April 23, 1993, Lloydminster, Saskatchewan. [Reprinted from *The Medium*]. Lorna Crozier. Mar 94:42-49  
Reading checklist. Liz Austrom. Dec 93:151-152  
Wolves: a station study for grade 4. Kevin Bowden, Currie Grass, Signe Salzberg and Barbara Smith. Jun 94:128-144. Bibliography

## TRANSLATION

- All the stories scattered to all corners of the world. Judith Saltman. Sep 93:77-80

## VIOLENCE

- Teaching in the 90's: report no. 3: teacher perceptions of violence in BC schools. Jun 94:104

## VISUAL LEARNING

- Medieval women. Judith Coffin. Mar 94:87-126

## VOLUNTEERS

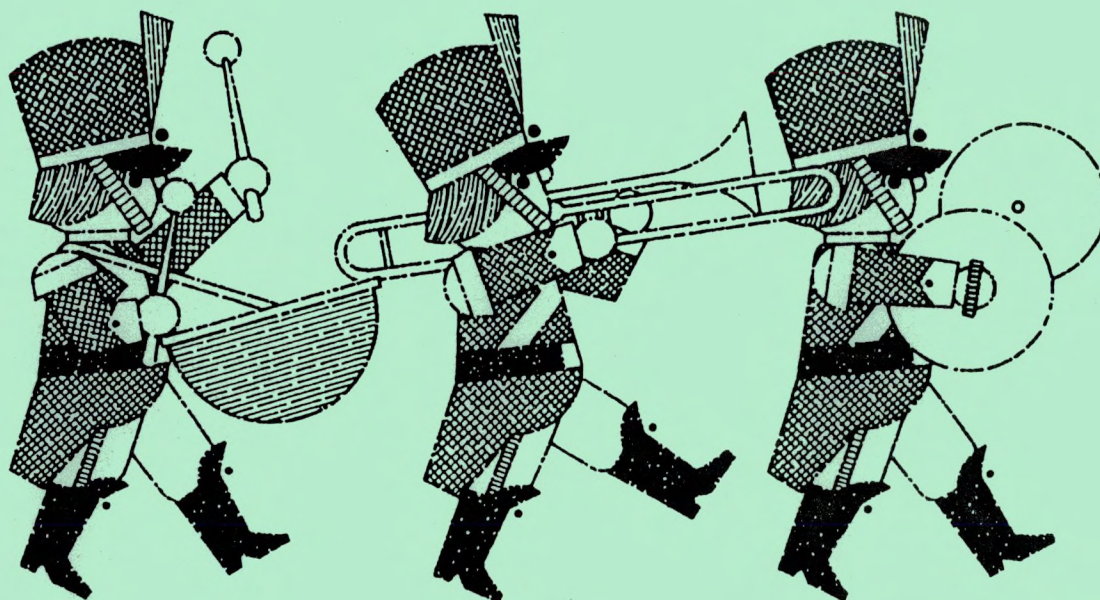
- I'm a teacher-librarian. Elizabeth Agosti, Jan Berney and Nancy Gelin. Jun 94:145-146  
Reading checklist. Liz Austrom. Jun 94:185-186

## WOMEN'S STUDIES

- Medieval women. Judith Coffin. Mar 94:87-126  
Women of invention. Judith Coffin, Marlowe Irvine and Chips Klein. Jun 94:43-87

## WRITING (COMPOSITION)

- Effective report writing process. Sonja Fowles, Barbara Smith and Hazel Starling. Dec 93:45-59  
The report writing process: a plan for a unit of study. Patricia Wallach. Sep 93:67-76  
Reviewing service for British Columbia materials: guidelines for reviewers. BC Teacher-Librarians' Association. Dec 93:157-165



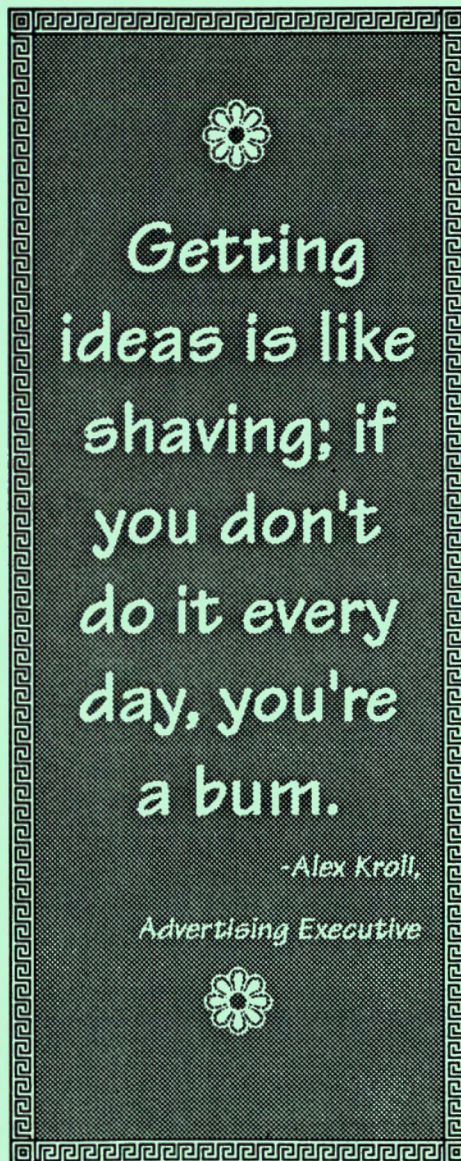
## BCTLA REVIEWS TITLE INDEX

- 'Atsoo and I = Si'ink'ez 'Atzoo. Laura M. Boyd.  
Sep 93:156
- Balls bouncing into science. Marianne Croil.  
Mar 94:165
- Barnstorming to bush flying: British Columbia's  
aviation pioneers, 1910-1930. Peter Corley-Smith.  
Sep 93:169
- Bear stories. Hubert Evans. Sep 93:168
- Belle's journey. Marilyn Reynolds. Mar 94:171
- Les belles-soeurs. Michel Tremblay. Sep 93:160-161
- Beyond the lighthouse. Winona Baker. Sep 93:175
- Black light: ten stories and a novella. Ron W. Shaw.  
Mar 94:172
- The blue dinosaur. Stuart Alec. Sep 93:154
- Canada remapped: how the Partition of Quebec will  
reshape the nation. Scott Reid. Sep 93:181
- The Canadian news release handbook. David Reilly.  
Sep 93:172
- Chronicles of dissent. Noam Chomsky. Sep 93:162-163
- Circles of strength: community alternatives to  
alienation. Mar 94:164
- Coal dust in my blood: the autobiography of a coal  
miner. Bill Johnstone. Jun 94:201
- College- who am I & what am I doing here? Gregory  
Byrne. Jun 94:203
- The compleat falconer. Frank L. Beebe. Sep 93:155
- Crossing the line. David H. Elias. Sep 93:158
- Cultural connections: using literature to explore world  
cultures with children. Ron Jobe. Jun 94:207
- The curve of time. M. Wylie Blanchet. Jun 94:202
- Delicate bodies. Daniel David Moses. Jun 94:206
- Developing a personnel manual: a step-by-step approach  
for your company. Lin Gensing-Pophal.  
Mar 94:167
- Drolleries and impertinences, volume III, more  
nostalgias. Leonard Howe. Sep 93:178
- Eating without guilt: overcoming compulsive eating.  
Alice Katz. Sep 93:168-169
- Everest Canada: the climb for hope. Peter Austen.  
Sep 93:174
- Family remembers: how to create a family memoir  
using video and tape recorders. Paul McLaughlin.  
Jun 94:212
- The ferryboat ride. Robert Perry. Jun 94:212
- Follow that bus. Suzan Reid. Mar 94:170
- The Fraser Valley: a history. John A. Cherrington.  
Sep 93:181-182
- Gamal the camel and the elephant's tusk. Kira Van  
Deusen. Mar 94:174
- Gentleman air ace: the Duncan Bell-Irving story.  
Elizabeth O'Keily. Mar 94:170
- Getting publicity: a do-it-yourself guide for small  
business and non-profit groups. Tana Fletcher.  
Sep 93:171-172
- The ghost in the gears. Howard White. Jun 94:204
- The Ghostly Tales of Mr. Tooth. Gerald Holt.  
Sep 93:158
- Ginter. Jan-Udo Wenzel. Jun 94:214
- Grace: the life of Grace MacInnis. S. P. Lewis.  
Jun 94:213-214
- Grandma's birthday wish. Goldie Olszynko Gryn.  
Mar 94:168
- Grizzlies & white guys: the stories of Clayton Mack.  
Jun 94:215
- Grogan's cafe: a novel of the BC woods. Peter Trower.  
Jun 94:208
- Haiku: one breath poetry. Naomi Wakan. Mar 94:175
- Hard core logo. Micheal Turner. Mar 94:174
- Hiking in the Rockies with kids. Celia McLean.  
Sep 93:173
- Howard's house is haunted. Maureen Bayless.  
Sep 93:154-155
- I am not Jenny. Etta Kaner. Sep 93:159
- I can hear me fine. Jean Smith. Mar 94:173
- Ice cream bucket effect. Richard Thompson. Jun 94:208
- If you're not from the prairie. David Bouchard.  
Jun 94:209
- Immigrating to the U. S. A.: who is allowed? What is  
required? How to do it? Dan P. Danilov.  
Mar 94:166
- Importing: a practical guide to an exciting and  
rewarding business. Anne Curran. Mar 94:166
- In the company of whales: from the diary of a whale  
watcher. Alexandra Morton. Jun 94:211
- Island rhymes. Jenny Nelson. Mar 94:169-170
- Journey with myself: a memoir, 1909-1963. Dorothy  
Livesay. Sep 93:180
- Kamloops cattlemen: one hundred years of trail dust. T.  
Alex Bulam. Jun 94:214
- Kids have the power. Lorraine Derman. Sep 93:176
- Klee Wyck's magic quest. Sonia Birch-Jones.  
Mar 94:163
- Little blonde book of Kim Campbell. Mar 94:168
- Little greenish-brown book of slugs. Mar 94:169

- Logger's digest, vol. 1 - from horses to helicopters.  
Sep 93:163
- Look before you leap: market research made easy. Don  
Donman. Mar 94:176
- The magic of linen: flax seed to woven cloth. Linda  
Heinrich. Dec 93:154
- The magnificent voyage of Emily Carr. Jovette  
Marchessault. Dec 93:154
- Melanie and the magic bubble. Mary Houghton  
Dockstader. Mar 94:162
- Mixed media, mixed messages. Stan Persky.  
Sep 93:177-178
- The moon and the oyster. Donia Blumenfeld Clenman.  
Sep 93:156
- Mr. Kneebone's new digs. Ian Wallace. Sep 93:161-162
- My bear Gruff. [sound recording]. Charlotte Diamond.  
Jun 94:166
- My father, my friend. Arthur Mayse. Jun 94:203-204
- Nature's grace. Carolyn Zonailo. Jun 94:211
- Nemiah: the unconquered country. Terry Glavin.  
Jun 94:204-205
- No time to waste- reduce, reuse, recycle. Sep 93:171
- Of Inuit, Arctic and wildlife. Louise Steele. Sep 93:179
- On my own. Mitzi Dale. Sep 93:156
- On the write track! A guide to writing, illustrating and  
publishing. Margiet Ruurs. Jun 94:200
- Once I was very small. Elizabeth Ferber. Mar 94:167
- Our trail led northwest: true tale of romance and  
adventure in British Columbia. E. Madge Mandy.  
Sep 93:183-184
- Paint cans. Paul Donovan. Sep 93:177
- Paper, scissors, rock. Ann Decter. Sep 93:157
- Parade to Paradise. Charles Van Sandwyck. Sep 93:161
- Popping fuchsias, poems 1987-1992. Robin Skelton.  
Mar 94:172
- Power quest: the journey into manhood. Carol Batdorf.  
Sep 93:154
- Puccini and the prowlers. Adele Wiseman. Sep 93:162
- Raincoast chronicles fifteen: stories and history of the  
BC coast. Jun 94:209
- The raven's tale. C. W. Nicol. Jun 94:200-201
- Raw material. M. A. C. Farrant. Jun 94:206
- Ring of tall trees. John Dowd. Jun 94:205
- Robin Ward's heritage West Coast. Robin Ward.  
Jun 94:213
- Robin Ward's Vancouver. Robin Ward. Sep 93:173
- The sardine eater. Edith Ilse Victoria Clark. Mar 94:164
- He saw with other eyes: stories from the Cariboo. Todd  
Lee. Dec 93:156
- Sea otter pup. Victoria Miles. Jun 94:206-207
- Seven modern wonders of the world. Sep 93:172
- Simply accounting for DOS (formerly Bedford): a  
practical approach to setup and use. Colleen  
Dickson. Sep 93:170-171
- Sing me no more. Lynnette Dueck. Sep 93:157-158
- Sisters: a play. Wendy Lill. Sep 93:176-177
- Skateway to freedom. Ann Alma. Mar 94:162
- Skookum Sam, spar tree man. Heather Kellerhals-  
Stewart. Sep 93:159
- Slashing a pathway to Education 2000. Maurice  
Gibbons. Sep 93:164-165
- Slow Boat on Rum Row. Fraser Miles. Sep 93:184
- Snoring log mystery: wilderness adventures of a young  
naturalist. Todd Lee. Mar 94:168
- Some became flowers: living with dying at home.  
Sharon Brown. Mar 94:163
- Southwestern British Columbia recreational atlas.  
Mar 94:173
- Spilsbury's album: photographs and reminiscences of  
the BC coast. Jim Spilsbury. Sep 93:185
- Spirit of the Yukon. June Cruickshank Lunny.  
Sep 93:180-181
- Spotted owlets. Victoria Miles. Jun 94:207
- Start and run a profitable bed and breakfast: your step-  
by step guide business plan. Monica Taylor.  
Sep 93:170
- Start and run a profitable home day care: your step-by-  
step business plan. Catherine M. Pruissen.  
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- The straitkeeper's handbook: a teacher's guide to  
discovering the Georgia Strait. Denise Mitchell.  
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- Survival English for New Canadians [kit]. Winnie L.  
Cheung. Sep 93:166
- Telling hours: journal stories. Sheila Delany.  
Sep 93:174
- Thistle Broth. Richard Thompson. Sep 93:160
- To heal the earth: the case for an earth ethic. Robert  
Harrington. Sep 93:164
- Together is better: collaborative assessment, evaluation  
& reporting. Anne Davies. Sep 93:165-166
- Towards the unknown mountains. Rob Wood.  
Dec 93:156
- Twigg's directory of 1001 BC writers. Alan Twigg.  
Sep 93:179
- Understanding and managing financial information: the  
non-financial manager's guide. Michael M.  
Coltman. Mar 94:164-165
- Unfriendly neighbours. Chilco Choate. Jun 94:209-210
- Unmarked doors. Inge Israel. Dec 93:155
- Vancouver: a visual history. Bruce Macdonald.  
Sep 93:182-183
- Vendor quality management. Christopher L. Murphy.  
Dec 93:155

Voices on the bay. Ginny Russell. Jun 94:215  
Weekend at the Ritz. Frank O'Keefe. Jun 94:205-206  
The weight of my raggedy skin. Dale Zeroth.  
Sep 93:175  
West Coast maritime memories. S. C. Heal. Sep 93:182  
What works: research about teaching and learning  
through the school's library resource center. Ken  
Haycock. Sep 93:165  
When the rains came and other legends of the Salish  
people. Dolby Turner. Sep 93:166-167  
Where there's smoke. Janet Munsil. Mar 94:169  
Whispered art history : twenty years at the Western  
Front. theAuthor Mar 94:175

Whistle punks & widow-makers. Robert E. Swanson.  
Jun 94:202  
Who. Richard Thompson. Mar 94:173-174  
Why seals blow their noses: Canadian wildlife in fact &  
fiction. Diane Swanson. Sep 93:167-168  
Winter pleasures. Noel Richardson. Sep 93:169-170  
Women on the Canadian stage: the legacy of Hrotsvit.  
Sep 93:177  
Write it on your heart: the epic world of an Okanagan  
storyteller. Harry Robinson. Mar 94:171



## BCTLA REVIEWS AUTHOR INDEX

- Alec, Stuart. The blue dinosaur. Sep 93:154
- Alma, Ann. Skateway to freedom. Mar 94:162
- Austen, Peter. Everest Canada: the climb for hope.  
Sep 93:174
- Baker, Winona. Beyond the lighthouse. Sep 93:175
- Batdorf, Carol. Power quest: the journey into manhood.  
Sep 93:154
- Bayless, Maureen. Howard's house is haunted.  
Sep 93:154-155
- Beebe, Frank L. The compleat falconer. Sep 93:155
- Birch-Jones, Sonia. Klee Wyck's magic quest.  
Mar 94:163
- Blanchet, M. Wylie. The curve of time. Jun 94:202
- Bouchard, David. If you're not from the prairie.  
Jun 94:209
- Boyd, Laura M. 'Atsoo and I = Si'ink'ez 'Atzoo.  
Sep 93:156
- Brown, Sharon. Some became flowers: living with  
dying at home. Mar 94:163
- Bulam, T. Alex. Kamloops cattlemen: one hundred  
years of trail dust. Jun 94:214
- Byrne, Gregory. College- who am I & what am I doing  
here? Jun 94:203
- Cherrington, John A. The Fraser Valley: a history.  
Sep 93:181-182
- Cheung, Winnie L. Survival English for New  
Canadians [kit]. Sep 93:166
- Choate, Chilco. Unfriendly neighbours. Jun 94:209-210
- Chomsky, Noam. Chronicles of dissent. Sep 93:162-163
- Clark, Edith Ilse Victoria. The sardine eater.  
Mar 94:164
- Clenman, Donia Blumenfeld. The moon and the oyster.  
Sep 93:156
- Coltman, Michael M. Understanding and managing  
financial information: the non-financial manager's  
guide. Mar 94:164-165
- Corley-Smith, Peter. Barnstorming to bush flying:  
British Columbia's aviation pioneers, 1910-1930.  
Sep 93:169
- Croil, Marianne. Balls bouncing into science.  
Mar 94:165
- Curran, Anne. Importing: a practical guide to an  
exciting and rewarding business. Mar 94:166
- Dale, Mitzi. On my own. Sep 93:156
- Danilov, Dan P. Immigrating to the U. S. A.: who is  
allowed? What is required? How to do it?  
Mar 94:166
- Davies, Anne. Together is better: collaborative  
assessment, evaluation & reporting.  
Sep 93:165-166
- Decter, Ann. Paper, scissors, rock. Sep 93:157
- Delany, Sheila. Telling hours: journal stories.  
Sep 93:174
- Derman, Lorraine. Kids have the power. Sep 93:176
- Diamond, Charlotte. My bear Gruff. [sound recording].  
Jun 94:166
- Dickson, Colleen. Simply accounting for DOS  
(formerly Bedford): a practical approach to setup  
and use. Sep 93:170-171
- Dockstader, Mary Houghton. Melanie and the magic  
bubble. Mar 94:162
- Donman, Don. Look before you leap: market research  
made easy. Mar 94:176
- Donovan, Paul. Paint cans. Sep 93:177
- Dowd, John. Ring of tall trees. Jun 94:205
- Dueck, Lynnette. Sing me no more. Sep 93:157-158
- Elias, David H. Crossing the line. Sep 93:158
- Evans, Hubert. Bear stories. Sep 93:168
- Farrant, M. A. C. Raw material. Jun 94:206
- Ferber, Elizabeth. Once I was very small. Mar 94:167
- Fletcher, Tana. Getting publicity: a do-it-yourself guide  
for small business and non-profit groups.  
Sep 93:171-172
- Gibbons, Maurice. Slashing a pathway to Education  
2000. Sep 93:164-165
- Glavin, Terry. Nemiah: the unconquered country.  
Jun 94:204-205
- Grensing-Pophal, Lin. Developing a personnel  
manual: a step-by-step approach for your company.  
Mar 94:167
- Gryn, Goldie Olszynko. Grandma's birthday wish.  
Mar 94:168
- Harrington, Robert. To heal the earth: the case for an  
earth ethic. Sep 93:164
- Haycock, Ken. What works: research about teaching  
and learning through the school's library resource  
center. Sep 93:165
- Heal, S. C. West Coast maritime memories. Sep 93:182
- Heinrich, Linda. The magic of linen: flax seed to woven  
cloth. Dec 93:154
- Holt, Gerald. The Ghostly Tales of Mr. Tooth.  
Sep 93:158
- Howe, Leonard. Drolleries and impertinences, volume  
III, more nostalgias. Sep 93:178

- Israel, Inge. Unmarked doors. Dec 93:155
- Jobe, Ron. Cultural connections: using literature to explore world cultures with children. Jun 94:207
- Johnstone, Bill. Coal dust in my blood: the autobiography of a coal miner. Jun 94:201
- Kaner, Etta. I am not Jenny. Sep 93:159
- Katz, Alice. Eating without guilt: overcoming compulsive eating. Sep 93:168-169
- Kellerhals-Stewart, Heather. Skookum Sam, spar tree man. Sep 93:159
- Lee, Todd. He saw with other eyes: stories from the Cariboo. Dec 93:156
- Lee, Todd. Snoring log mystery: wilderness adventures of a young naturalist. Mar 94:168
- Lewis, S. P. Grace: the life of Grace MacInnis. Jun 94:213-214
- Lill, Wendy. Sisters: a play. Sep 93:176-177
- Livesay, Dorothy. Journey with myself: a memoir, 1909-1963. Sep 93:180
- Lunny, June Cruickshank. Spirit of the Yukon. Sep 93:180-181
- Macdonald, Bruce. Vancouver: a visual history. Sep 93:182-183
- Mandy, E. Madge. Our trail led northwest: true tale of romance and adventure in British Columbia. Sep 93:183-184
- Marchessault, Jovette. The magnificent voyage of Emily Carr. Dec 93:154
- Mayse, Arthur. My father, my friend. Jun 94:203-204
- McLaughlin, Paul. Family remembers: how to create a family memoir using video and tape recorders. Jun 94:212
- McLean, Celia. Hiking in the Rockies with kids. Sep 93:173
- Miles, Fraser. Slow Boat on Rum Row. Sep 93:184
- Miles, Victoria. Sea otter pup. Jun 94:206-207
- Miles, Victoria. Spotted owlets. Jun 94:207
- Mitchell, Denise. The straitkeeper's handbook: a teacher's guide to discovering the Georgia Strait. Sep 93:167
- Morton, Alexandra. In the company of whales: from the diary of a whale watcher. Jun 94:211
- Moses, Daniel David. Delicate bodies. Jun 94:206
- Munsil, Janet. Where there's smoke. Mar 94:169
- Murphy, Christopher L. Vendor quality management. Dec 93:155
- Nelson, Jenny. Island rhymes. Mar 94:169-170
- Nicol, C. W. The raven's tale. Jun 94:200-201
- O'Keefe, Frank. Weekend at the Ritz. Jun 94:205-206
- O'Keily, Elizabeth. Gentleman air ace: the Duncan Bell-Irving story. Mar 94:170
- Perry, Robert. The ferryboat ride. Jun 94:212
- Persky, Stan. Mixed media, mixed messages. Sep 93:177-178
- Pruissen, Catherine M. Start and run a profitable home day care: your step-by-step business plan. Jun 94:210-211
- Reid, Scott. Canada remapped: how the Partition of Quebec will reshape the nation. Sep 93:181
- Reid, Suzan. Follow that bus. Mar 94:170
- Reilly, David. The Canadian news release handbook. Sep 93:172
- Reynolds, Marilynn. Belle's journey. Mar 94:171
- Richardson, Noel. Winter pleasures. Sep 93:169-170
- Robinson, Harry. Write it on your heart: the epic world of an Okanagan storyteller. Mar 94:171
- Russell, Ginny. Voices on the bay. Jun 94:215
- Ruurs, Margiet. On the write track! A guide to writing, illustrating and publishing. Jun 94:200
- Shaw, Ron W. Black light: ten stories and a novella. Mar 94:172
- Skelton, Robin. Popping fuchsias, poems 1987-1992. Mar 94:172
- Smith, Jean. I can hear me fine. Mar 94:173
- Spilsbury, Jim. Spilsbury's album: photographs and reminiscences of the BC coast. Sep 93:185
- Steele, Louise. Of Inuit, Arctic and wildlife. Sep 93:179
- Swanson, Diane. Why seals blow their noses: Canadian wildlife in fact & fiction. Sep 93:167-168
- Swanson, Robert E. Whistle punks & widow-makers. Jun 94:202
- Taylor, Monica. Start and run a profitable bed and breakfast: your step-by step guide business plan. Sep 93:170
- Thompson, Richard. Ice cream bucket effect. Jun 94:208
- Thompson, Richard. Thistle Broth. Sep 93:160
- Thompson, Richard. Who. Mar 94:173-174
- Tremblay, Michel. Les belles-soeurs. Sep 93:160-161
- Trower, Peter. Grogan's cafe: a novel of the BC woods. Jun 94:208
- Turner, Dolby. When the rains came and other legends of the Salish people. Sep 93:166-167
- Turner, Micheael. Hard core logo. Mar 94:174
- Twigg, Alan. Twigg's directory of 1001 BC writers. Sep 93:179
- Van Deusen, Kira. Gamal the camel and the elephant's tusk. Mar 94:174
- Van Sandwyck, Charles. Parade to Paradise. Sep 93:161
- Wakan, Naomi. Haiku: one breath poetry. Mar 94:175
- Wallace, Ian. Mr. Kneebone's new digs. Sep 93:161-162
- Ward, Robin. Robin Ward's heritage West Coast. Jun 94:213
- Ward, Robin. Robin Ward's Vancouver. Sep 93:173

Wenzel, Jan-Udo. Ginter. Jun 94:214  
White, Howard. The ghost in the gears. Jun 94:204  
Wiseman, Adele. Puccini and the prowlers. Sep 93:162  
Wood, Rob. Towards the unknown mountains.  
Dec 93:156

Zereth, Dale. The weight of my raggedy skin.  
Sep 93:175  
Zonailo, Carolyn. Nature's grace. Jun 94:211

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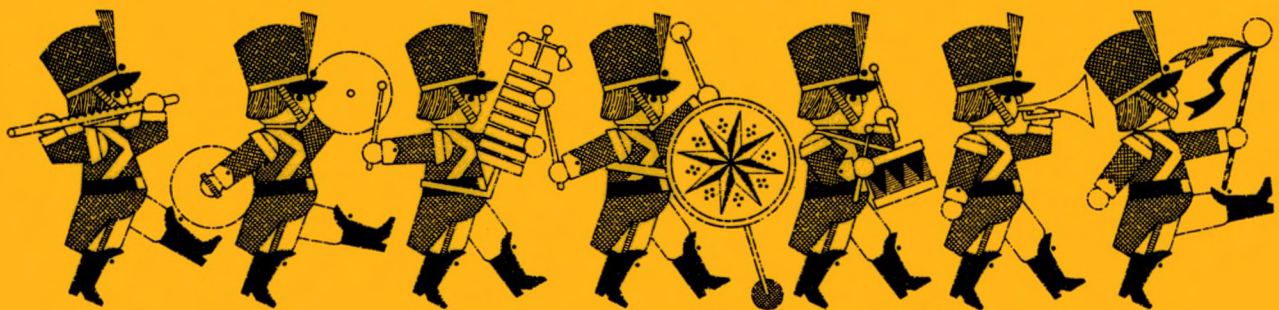
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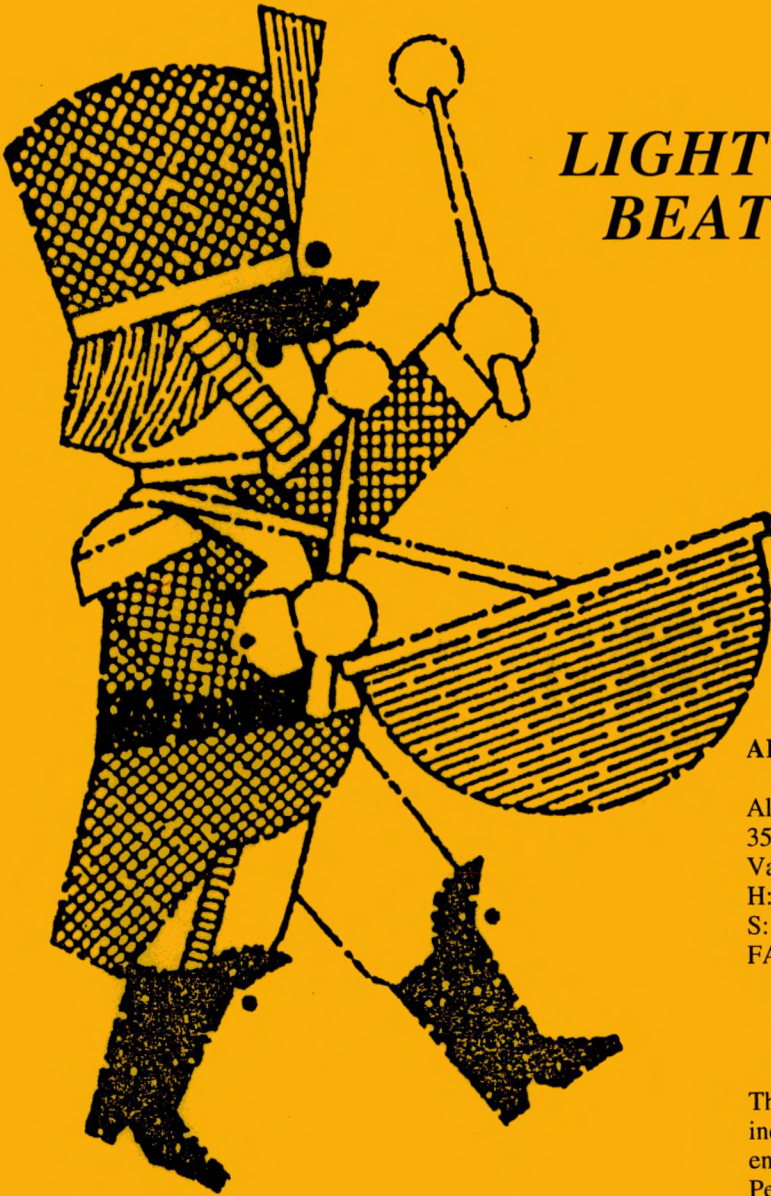


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