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BCTLA

THE BOOKMARK



CARPE

DIEM

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STATEMENT OF PURPOSE

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

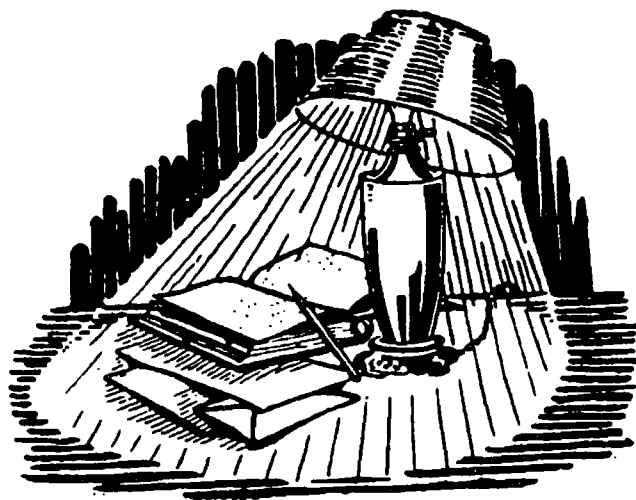
IN CIRCULATION: OPPORTUNITIES

by JUDITH KOOTTE, BCTLA President

In reflecting on my year as president of the BCTLA, I have come to the conclusion that I no longer believe that our professional lives can be totally separated from our personal lives. Our core, our spirit, our person spills into the workplace. Feelings, emotions, and beliefs are our shadows as we perform our professional duties. We are beset by changes which impact on both our professional and personal lives.

Carpe diem. Seize the day! As individuals we have choices to make. Our challenges can be viewed as obstacles or opportunities. This issue of *The Bookmark* is about advocacy, a topic with which some of you have expressed weariness. I wish that all our battles had been fought and won so that we could get on with the job of teaching. Nonetheless, our current reality is that of provincial bargaining, professional and program setbacks, increasing work loads, exploding technological change, and a flood of new curricula to master. Where might the opportunities for teacher-librarians lie?

As we endeavour to supply resources which are relevant, reliable and respectful, the familiar issues of bias, balance and censorship, which have dominated our work in the past, continue to make their presence felt. Nevertheless, the proliferation of print and multimedia resources coupled with access to seemingly unlimited material on the internet signals a fundamental and consequential shift in the nature of our work. The detection of blatant bias seems like a rather tame task when compared to the identification of embedded "gratuitous media violence". "Gratuitous media violence", (incidental, insidious criticism in articles whose subjects are something other than that listed), is a term coined by Gerald W. Bracey. Each October, since 1991, Bracey has reported on public education in *Phi Delta Kappan*. The lead caption in the 1994 article states: "Mr. Bracey uses data to continue his demolition work on the hoaxes and myths that mar the public perception of American education." Bracey not only demystifies the violence assaulting public education through legitimate research but in so doing offers teacher-librarians a most



powerful lesson. We are reminded once again about the potential leverage that well researched and documented information offers when it is transformed into knowledge and used with wisdom.

I do not believe for a moment that we as teacher-librarians or resource reviewers will ever be able to identify all the bias or misinformation in the materials our students will be exposed to in school. If we were to limit the resources with which they come into contact, perhaps we might offer students some protection. Because this issue occurs across the curriculum, teacher-librarians are well-positioned and have an implicit responsibility to prepare students in the development of critical thinking and research strategies.

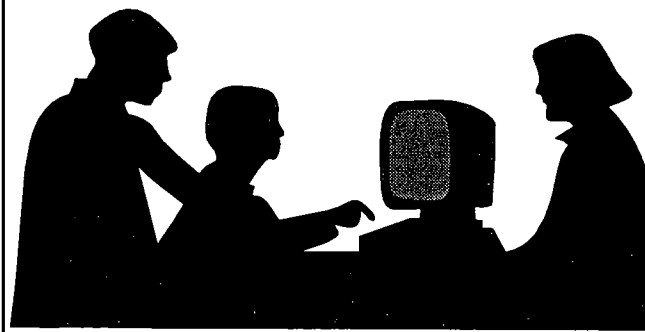
No doubt some of you will recognize a recurring theme as I emphasized this point before when I quoted from Maude Barlow and Heather-jane Robertson's book, *Class Warfare*. Another author who actively pursues the demolition of Canada's public mythology is Linda McQuaig. Three titles worth noting are: *The Wealthy Banker's Wife*, *The Quick and The Dead* and her current book, *Shooting the Hippo*. I offer you these titles because they have served to remind me what complacency around consequential issues affords. As teacher-librarians we are in the business of teaching students not only to access information but also to use and to think critically about the resources accessed. Our curriculum is much more than a content curriculum. It cannot be covered in one or even many semesters of library visits. The resources are dynamic and as such "our" curriculum will require a lifetime of library visits to accomplish.

For those who would like to contribute their curricular expertise in another forum, there will be seven review teams of 12-16 members. Mathematics, Science, English/Communication, Fine Arts, Applied Skills, Social Studies and International Languages are the curricular areas which will receive ongoing attention. In the beginning, committee members will serve one, two or three year terms. Term length will be pulled from a hat. After the committee has been established, new members will serve for three years. Letters about serving on these Ministry committees are expected in the third week of May.

“

...unless we embrace information technology facilitating its use, identifying its limitations and researching its effects with our students, our jobs as teacher-librarians will become obsolete.

”



At the Provincial Specialist Association Council meeting, presidents were presented with a draft paper entitled, *Future Directions Teacher Career-Long Professional Development*. Several key questions were posed: What principles should guide career-long professional development? Is the current framework for teacher career-long professional development in

B.C. effective in providing appropriate and sustained professional support for teachers throughout their careers? What processes and timelines should be used by the BCTF to facilitate discussion about future directions of teacher career-long professional development in B.C.?

When we remember that there are librarians with an MLS whose training is likely more current and relevant with salary demands which are less than that of a teacher, what do the questions posed above mean to teacher-librarians? Add to this mix, technicians who are hired to do the job many of us are currently doing. Given our present context and the changing nature of our jobs, I would ask all of you to begin talking about this issue with your local associations. Why should we continue to be hired as teacher-librarians? The BCTLA would appreciate some feedback to carry forward to the BCTF. It would also help us to shape our program goals for 1995-1996.

At the PSA Council meeting, Ed Harrison, president of the Social Studies PSA, told me about a most innovative use of the public address system in his classroom. As is the case in most schools, the public address system was used to call students to the office. Ed had a vice-principal who ended these calls with a joke. Gradually this novelty evolved into current events quizzes with a difference. The students, using a very available form of technology, became the ones to quiz the vice-principal. Students came to class prepared for this serendipitous use of “telecommunications technology”. When I heard this anecdote, I had to relate it because I saw a most ingenious way to begin the preparation of students in the etiquette of teleconferencing (and video conferencing).

I believe that unless we embrace information technology facilitating its use, identifying its limitations and researching its effects with our students, our jobs as teacher-librarians will become obsolete. I am not insensitive to the significant social and political issues raised by Ursula Franklin in her book, *The Real World of Technology*. In fact, if you are to read anything about technology, I would recommend beginning with this volume. It is not a “how to”, but it offers a solid grounding in the history of technology. The bibliographies at the end of chapters are truly fascinating. With the introduction of the Career and Personal Planning curriculum, Applied Skills and the

Skills Now Initiatives, we do not have the luxury of ignoring information produced by other ministries. Another resource that I suggest you obtain is a pamphlet produced this spring by the Ministry of Skills, Training and Labour. It contains information from the Standing Committee on Educational Technology (SCOET). For those of you with internet access this pamphlet will be available online at: <http://www.camosun.bc.ca/scoet/contact.html>. The following information is from SCOET's home page.

The Standing Committee on Educational Technology (SCOET) invites you to a conference for post-secondary educators May 9, 10, and 11, 1996, to be held in downtown Vancouver, B.C. Connections '96 will provide a forum for educators to gain exposure to emerging and innovative educational technologies, attend hands-on workshops and examine discipline-specific applications. Thought-provoking keynote speakers and trade show exhibits will be featured. Here is a chance to discover and share exciting new applications of technology with colleagues from across the province. To receive information about this conference, or if you wish to make a presentation, please contact us at:

Connections '96: Linking Teaching, Learning & Technology
Standing Committee on Educational Technology
5th Floor, 1483 Douglas Street,
Victoria, B.C. V8W 3K4
Phone: (604) 356-7662 Fax: (604) 387-9142
E-mail: Amanda Harby, harby@camosun.bc.ca

What about partnerships? Our co-operative planning and teaching program has embraced partnerships for many years. We have invited our teaching colleagues and their students to work with us in the library. Now we are encouraging the development of other partnerships. This is a topic which had some attention at our recent Chapter Councilors' Meeting. The BCTF has produced guidelines for education-business partnerships which are available through your local presidents and representatives. We have a lot to do around this issue. Our lobbying has been somewhat ineffective to date. Perhaps we are lobbying the wrong

people. Meetings with BCALMER and B.C. Book Publishers have been arranged to begin the conversation about how our organizations can mutually benefit from an education-business partnership. Who else might our organization contact for possible education-business partnerships?

I end my last column with a quote from the book, *Parallel Lives* by Phyllis Rose. It was there that I learned about John Stuart Mill. Suffering from depression, he took as his curative medicine, doses of Wordsworth.

Poetry seemed "the very culture of feelings" which he was in quest of, because without feelings, the logic machine couldn't work, as he himself had discovered. Thought could provide goals and means, but only emotion could provide motive, the power, the desire to achieve these goals. Fortunately, the animating power of poetry could be embodied in people.

Why such a disparate quotation? It was in this quote that I saw the beginning and the end of this column. How are we to cope? What constitutes our logic machine? What isn't working? What is it that will infuse our motives, our power, and our desire to achieve as individuals? As John Stuart Mill reveals, the answers to these questions are embodied in people.

Take note: this is your chance!

Submit an article, unit or bibliography to

THE BOOKMARK

COMING THEMES ARE:

SEPTEMBER 1995: CRAZY CANUCKS

Biography units, resource lists on Canadians as a people, Canadian sports heroes and other achievers of note — all of these and more are possible submissions. Canadians have been at the forefront of inventive genius, international diplomacy and peacekeeping, and the fine arts. We have hewn a modern country out of an immense raw land, and we have travelled to the stars! All this in a climate that captures all the extremes! Help us look at the people of this great land — the Crazy Canucks who have made it what it is. **Deadline: July 25**

DECEMBER 1995: WHITE KNIGHTS & BLACK MAGIC

The Medieval period is one of endless fascination — gothic architecture with its gargoyles and flying buttresses, a society of contrasts — wealth and poverty, learning and ignorance. We are entranced by the feudal system while we are happy not to live in it. The romance and superstition of the time cast their spells on us. Heroes, myths, witches, artists, soldiers and crusades — there are many facets of the time period which could be the focus of your units, articles and bibliographies. Elements of life common then are still with us today, as we can see in Fantasy literature. How does life today relate to life then? Who are the heroes today who tilt at windmills? **Deadline: October 25**

MARCH 1996: WHAT TO BE..., OR NOT TO BE!

The new K-12 program places much more emphasis on helping students to make career decisions. Career and Personal Planning will become part of each student's experience. How will the library support this new program? Are there existing units, resources or service ideas that you can share with colleagues? What type of planning is your staff doing, and what inservice are you planning? Please share your thoughts and actions with *Bookmark* readers. **Deadline: January 25**

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



The need for advocacy for the public school system has increased in the last few months. Education is at a crisis point in many provinces across Canada. Charter schools, private schools, new curricula, and new evaluation standards are all part of the current educational scene. What happens in the next few years will define our values and emphasize what Canadians find important in the educational system and what they will pay for in times of restraint. These are our decisions as citizens—no one else is going to do it for us! This represents the large picture, but we, as teacher-librarians, are concerned with a parallel microcosm—our roles and the learning conditions in our resource centres. This is a vulnerable area in the school system—one very likely to experience cuts and even demolition. We all have our part to play in being advocates for our programs just as we have our part in the broader picture.

As part of an advocacy initiative, Richmond sent four teacher-librarian delegates to the March AGM of the BCTF. We were to keep the issues of non-enrolling teachers before the delegates' attention and to lobby candidates who would support teacher-librarians. Almost the first order of business at the AGM was the question of how to best defend public education and be effective advocates for a universal, democratic, free, public school system—accepting all students and offering them equal access to a good education. Much of the focus of the BCTF for next year will address this concern. The political climate was described as unfriendly and highly critical of the public education system. Parents and the business community are not happy with what is happening in education and politicians are well aware of this disgruntled attitude. The economic atmosphere is one of severe restraint and justification for every cent spent is the order of the day. The BCTF will be concentrating on improving this climate and will devote itself to defending public education through its news releases and publications. They wish to overcome education's negative image and restore confidence in the system.

In negotiating our first provincial contract, the BCTF has decided not to wage a media war. Not only would such a campaign be costly but also it would divert time and energy from the bargaining process. When the BCTF last mounted a major media campaign, it failed. I personally felt this was largely due to the fact that the campaign was not well done rather than that it was a poor idea in the first place. Either you do it very well—flooding all avenues with costly TV ads, large newspaper articles, spots on radio and in magazines, etc. — using professional media experts, or you do not attempt it at all.

The same scenario holds true for the BCTLA. What would members be willing to give up to run an expensive media blitz and lobby group initiative to publicize the role of the teacher-librarian and the importance of libraries to learning? People would need to be released full time for such an effort, and then there would be the cost of media advertisements. Much criticism has been leveled at the present BCTLA executive for not doing just that! Since it is difficult to balance our budget already, it is hard to see how this costly campaign could be funded. Cancel *The Bookmark* for a year, don't hold Council meetings, and postpone our annual Conference—is this what the members would want?

It comes down to what you as members are doing for advocacy. Over and over the BCTF has emphasized that it all starts locally and proceeds through various bargaining structures. How many local chapters put forth motions or recommendations to their local teachers' groups, to their representatives on the Representative Assembly, to their Bargaining Council representative, to their Bargaining Committee representative? Have you, as an individual teacher-librarian, written to express your concerns directly to stakeholder groups and union representatives? If not, why not? Why has the BCTLA's Advocacy position been vacant for the past crucial year? Is it too much work? How about the endless hours already spent by a busy executive and *The Bookmark* Editorial board on your behalf? Do you want it all done for you? Well, that's not the way it works. You have to get involved and raise the questions and write the letters and make the presentations and work the contacts if you want advocacy to succeed. It isn't any different provincially from what it is locally. Did your local chapter get contract language about teacher-librarians in your contract?

And just consider what our future will be if the debate about public education is lost? How will

teacher-librarians fare in charter schools where decisions will all be made at the individual school level? Public education is the cornerstone of a strong democratic system and we all will be losers if that system is forsaken. The climate is a tough one—and you, personally, as well as our association collectively, need to be involved with advocacy both for the public educational system as a whole and for our part in it. This issue of *The Bookmark* will give you some ideas on how to continue to do just that!



BCTF POLICIES ON TEACHER-LIBRARIANS AND LIBRARY RESOURCE CENTRES

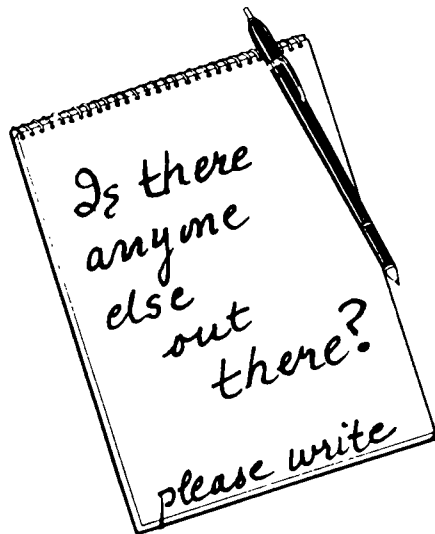
The BCTLA executive talked with Alice McQuade, president of the BCTF, and presented a number of advocacy concerns. Alice responded with helpful suggestions, among which were, "The more teacher-librarians act as part of the whole and less as a splinter group, the better their concerns will be dealt with." In the spirit of this, the executive prepared a leaflet to be distributed at the 1995 BCTF Annual General Meeting, along with a bowl of candies for each table. Below is the substance of that leaflet. We feel the list of policies might be of interest to teacher-librarians around the province. They can be found in the *Members' Guide to the BCTF 1994-95*.

To the Delegates:

Since April 1939, when teacher-librarians first met as a group under the umbrella of the BC Teachers Federation, teacher-librarians have enjoyed the support and encouragement of their professional colleagues.

This is to thank you, AGM delegates, RA delegates, and Executive members for a past association which benefits us all, and to wish you all success in the present AGM as well as in the challenges which are ahead.

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LETTERS TO THE EDITOR DON'T WAIT TO AUTOMATE— DO IT NOW!

from **RANDI HERMANS**, East Chilliwack
Elementary School, SD#33 (Chilliwack)

Writing a five year technology plan the summer of 1992 for Dr. Anne Clyde's summer institute on Information Technology and School Libraries, I never dreamed that I would actually proceed on my own. Surely, within five years, the school district would be proceeding with the plans to automate that had been put on hold. My first concern was the design of our new school resource centre. The struggle was to see the library built with walls, not shopping mall doors! Our new facility is a compromise.

In preparing for the move, weeding resulted in a card catalogue that was very out of date. I estimated that we needed to pull about 3,000 cards—a job that there was never time to do and the last thing that any parent volunteer would choose. Ads for software that sounded too good to be true and discussions with teacher-librarians about their systems left my head spinning, a tech-wizard I am not! The statements *extremely user-friendly software package* and *no need to have a training session* in the article titled "Automating the School Library Resource Centre: Yes, Virginia, There is a Better Way..." by Gerald Soon in the March, 1994 issue of *The Bookmark* convinced me that the Alexandria system was worth investigating.

We moved the library collection the last week of June and installed the software for Alexandria the first week of September. The library was kept closed for the first three weeks (actually nine days as I have a 50% teacher-librarian position) while parent volunteers helped to bar code and enter sections of our collection. Skeletal information about each title was typed into a database and then downloaded into Alexandria at the end of the day. We started with the picture books and paperback fiction. Sections of the nonfiction collection were entered as they were needed for units. When the library was opened students were asked to select books from the sections that were already in the system. If anyone needed an item that wasn't yet entered it was easy to enter it "on the fly." We had the main holdings of the library (4,000 books) in the system within three months—remember, only three days a week! Brodart's Precision One CD was used for retrospective conversion.

WHY WOULD YOU WANT TO? WHY WOULD YOU NEED TO?

I was asked these questions when I first started to talk about automating the library. Remember all those discarded books and the outdated catalogue? Well, you guessed it! We now have an accurate catalogue of our complete holdings, including staff books, kits and video tapes. As well we have streamlined daily operations. The following can be performed in minutes: scanning books in and out, creating overdue lists, letters for overdue or lost books, bibliographies for units and themes, importing new titles into the database, placing books on hold for students, and telling students what and how many items they have on loan.

Our hardware consists of a Mac LC575 at the circulation desk and a LC475 and a LCIII that are used at the patron search terminals. The LCIII also has a CD-ROM that is used for searching electronic encyclopedias. Students and staff can perform searches on the automated system by title, author, subject or any word. Double clicking on a title displays a summary of the item and gives the item status. If the item is out, the patron can place the item on hold from the search station. When the item is returned a message is displayed which tells who is waiting for it. This is wonderful for book talks!

I was recently contacted by the receptionist at a dentist's office. She wanted to know if I could tell her who had left the library book from our school in their waiting room. Typing a Q and the bar code number

on the book into Alexandria instantly told us who had left the book behind. I am still discovering new things this program can do. Even when parent volunteers are too busy to help in the school resource centre, library management activities can be performed quickly by myself and student monitors. The technical support for this system is wonderful. They are available twenty-four hours a day, seven days a week!

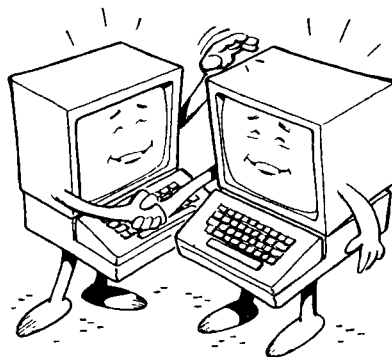
Anyone interested in seeing the Alexandria system is welcome to contact me. Come for a demonstration.

Mrs. Randi Hermans, East Chilliwack Elementary School, 46361 Yale Road, Chilliwack BC, V2P 2P9 (604) 794-7533 voice and (604) 794-3827 fax.

For a demonstration disk: COMPAnion Corporation, 1831 Fort Union Blvd., Salt Lake City, Utah, 84121-3041. 1-(800)-347-6437 customer service and 1-(801)-943-7752 fax line.

Response:

Sounds like automation is certainly working for you!



ADVOCACY THROUGH PUBLICITY

At this crucial time for teacher-librarians and school library/resource centres we need to keep our contributions in the public eye. Every article in newspapers or magazines that explains our role and how necessary resource-based learning is to students adds to our credibility during the bargaining and budgeting process.

The Peace Arch News recently ran an article about the units developed by Jude Coffin and her colleagues concerning women in the Middle Ages, the Lives of Renaissance Women, as well as the unit on Women of Invention. This group of teachers won the Nystrom Award which recognizes new curriculum development in the area of Social Studies. The article kept repeating the term "teacher-librarian" and explained how few learning resources there were which describe women's contributions in society and in technological innovation. It went on to explain how the units were created and it clearly showed the cooperative model. When we come to ask for support for our programs, those people in the community who have read such articles will be much more likely to help us be advocates for school libraries.

In Memoriam *Roy B. Stokes*

— Roy B. Stokes Professor Emeritus and former Director of the School of Library, Archival and Information Studies at the University of British Columbia, died February 22, 1995.

In Roy Stokes the School and the University gained an internationally recognized leader in library education. He established the Loughborough school, the first school of librarianship in the United Kingdom outside London, in 1946, and was its head until 1970. During this time the School grew to be one of the largest and most influential in England. Mr. Stokes was equally well known in the United States, having served as visiting professor at the library schools of Syracuse University, University of Illinois, the University of California at Los Angeles, and the University of Pittsburg.

A widely known author, Mr. Stokes had written many scholarly articles and books on analytical, descriptive, historical and textual bibliography, his specialties. He edited the last two editions of *Esdaile's Manual of Bibliography* and wrote *Michael Sadleir, 1888 - 1957* and the *Letters and Bibliography of Sheridan le Fanu*.

Born at Ipswich, England, Mr. Stokes received his M.A. and M.Phil. from Nottingham University, and was a Fellow of the Library Association. He was also an Honours Diplomat of the Library Association and was awarded the Honorary Diploma of Loughborough College. During World War II, he served as an officer in the Royal Navy.

Mr. Stokes retired as Director of the School of Librarianship in 1981, but continued as Professor in the School for two years, and was involved in the development of the catalogue of the Norman Colbeck Collection of nineteenth century English *belles lettres*.

Mr. Stokes' wife, Jeff, is also a librarian, and resides in Vancouver, British Columbia.

The School of Library, Archival and Information Studies has established the Roy Stokes Medal in Archival Studies to honour Professor Stokes' contributions to the University and the professions.

Contact: Dale Yamaura
(604) 822-2446

BCTLA EXECUTIVE BOARD, 1995-1996

(elected by acclamation)

PRESIDENT

Gerald Soon
Teacher-librarian
Burnsview Junior Secondary
Delta (S.D. #37)

8662 - 162A Street
Surrey, B. C. V4N 1B7

Home: 572-4427
Work: 564-0491
Fax: 594-6352

EXPERIENCE:

Elementary teacher, 1973-1980
Teacher-librarian, 1980-1990
Elementary teacher, 1990-1991
Teacher-librarian, 1991- present

EDUCATIONAL QUALIFICATIONS:

B.Ed. (Elem.), UBC, 1973
5th year (Teacher-librarianship), UBC, 1973-1980
M. Ed., UBC, 1985

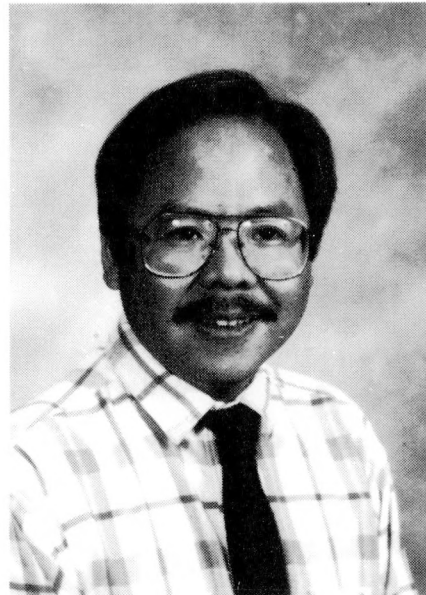
PROFESSIONAL ACTIVITIES:

BCTLA Vice-President, 1994-1995
BCTLA Recording Secretary, 1992-1994
Editor, *The Bookmark*, 1985-1987
Editorial Board, *The Bookmark*, 1984-1987
President, Delta Teacher-Librarians' Association, 1985 -1987

Today, more than ever before, the teacher-librarians of British Columbia must make their voice heard. The executive board and I, as your President, will strive to support BC.'s teacher-librarians. However, the executive continues to rely on the membership to be advocates within their own schools, districts and communities. Our new Vice-President (Advocacy) will need each chapter's support and assistance as she works on our behalf.

Our Chapter Councilors must be clear on their responsibilities and be committed to maintaining the link between their districts, individuals and the executive board. We will undertake to assist Chapter Councilors in their work on behalf of the members.

This coming year will be full of challenges, and I look forward to serving the BCTLA as your President.



VICE-PRESIDENT (CHAPTER RELATIONS)

Pat Parungao
Teacher-librarian
Van Horne Elementary
Vancouver (S.D.#39)

5670 Gilpin St.
Burnaby, BC . V5G 2H9

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EXPERIENCE:

Business Education teacher, 1980-1981
Teacher-librarian, 1982-present

EDUCATIONAL QUALIFICATIONS:

BEd., UBC, 1980
MEd., UBC, 1993

PROFESSIONAL ACTIVITIES:

BCTLA Recording Secretary, 1987-1988
Provided professional development and inservice for teacher-librarians and classroom teachers
Presented Multicultural Workshop for BCTF, 1992-present
Coeditor, "World Voices", an annotated bibliography of literature in translation
Coeditor, Vancouver Teacher-Librarians' Association newsletter
Contributed to ATLC publication "Winners", 1994
Member, ATLC Board of Directors, 1995-1996
Member, Literature Circle

I often promote the library resource centre as the best place in the school and the teacher-librarian as having the best job. Teacher-librarians who commit themselves to their profession beyond their school, as Chapter Councilors, are rewarded not only by keeping abreast of new developments in our field, but also by broadening their horizons and shaping the direction of teacher-librarianship in BC . I look forward to meeting and working with Chapter Councilors in the coming year.



SECOND VICE-PRESIDENT (ADVOCACY)

Trish Banighen
Teacher-librarian
Ecole Westview School,
Prince Rupert (S.D. #52)

1927 Graham Avenue
Prince Rupert, B. C. V8J 1C7

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EXPERIENCE:

Teacher-librarian, 1982-present

EDUCATIONAL QUALIFICATIONS:

M. Ed. Curriculum and Instruction

PROFESSIONAL ACTIVITIES:

Member, District Computer Committee
Member, District Intermediate Steering Committee
Member, Gifted Education Committee



I have always believed in the adage that "the library is the heart of the school" and the foundation for lifelong learning. This has translated into an interest in promoting curriculum integration, in promoting student access to information from a wide range of sources and in supporting the habit of leisure reading. Unfortunately, I have not always been as effective an advocate as I would have liked. It is, however, vital to maintain the programs that we have in place and to demonstrate that the school library resource centre contributes to student success.

Teacher-librarians should publicize new studies being done, join in projects at the school and district levels, and keep up-to-date on the new directions in BC . education. We must also find the time for personal nourishment and growth. Fortunately, teacher-librarians are adept jugglers, managing to keep all the balls in the air with grace and style.

TREASURER

Jim Gillett
Teacher-Librarian
Central Okanagan (S.D.#23)

1889 Crossfield Avenue
Kelowna, B. C. V1V 1S3

Home: 763-5669
Work: 765-9771

EXPERIENCE:

Teacher-librarian (Elem. and Sec.)
English teacher (Gr. 9-12)
ESL lecturer, college and university levels
University reference librarian

EDUCATIONAL QUALIFICATIONS:

BA, BEd.
MLS, MEd.

PROFESSIONAL ACTIVITIES:

Written and spoken on multicultural-ESL topics at the provincial, national and international levels.
Offered inservice sessions on library materials for thesis/dissertation work in education.

I look forward to my second term as BCTLA treasurer. Key concerns for the BCTLA this coming year are advocacy and provincial bargaining.



COMMUNICATIONS OFFICER

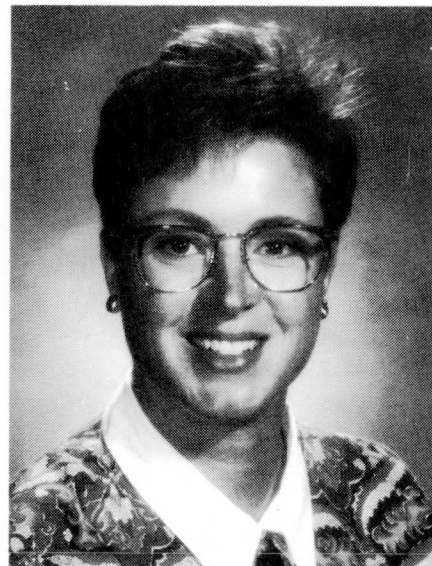
Lucinda Lockwood
Teacher-Librarian
Thomas Haney Secondary
Maple Ridge, (S.D.#42)

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Maple Ridge, BC . V2X 9L4

Home: 463-0296
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e-mail: llockwoo@cln.etc.bc.ca

EXPERIENCE:

Elementary teacher, 1982-1985
English teacher (Gr. 8-12), 1985-1988
Teacher-librarian and English teacher, 1988-1991
Teacher-librarian 1991-present



EDUCATIONAL QUALIFICATIONS:

BA, Carleton, 1981
BEd., Queen's, 1982
Library diploma, UBC, 1990

PROFESSIONAL ACTIVITIES:

Author, De-Selection Policy of the Peace River South Teacher-Librarians' Association, 1990
Author, Selection of Materials Policy for the Peace River South Teacher-Librarians' Assoc., 1991
Book reviewer, *School Library Journal*, 1991-present
Book reviewer, *The Bookmark*, 1992-present
President, Maple Ridge Teacher-Librarians' Association, 1993-present

I look forward to working with the provincial executive of the BCTLA. We are facing a challenging period in education, and working from the "inside" will provide an excellent opportunity to positively affect the outcome of these changes.

RECORDING SECRETARY

Carol Hilland
Teacher-librarian
Ecole Phoenix Middle School
Campbell River (S.D.#72)

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Black Creek, BC . V9J 1A8

Home: 337-8-22
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Fax: 287-2302

EXPERIENCE:

CUSO ESL teacher (Gr. 7-11), 1974-1975
Elementary teacher, 1976-1977
Teacher-librarian, 1977-present

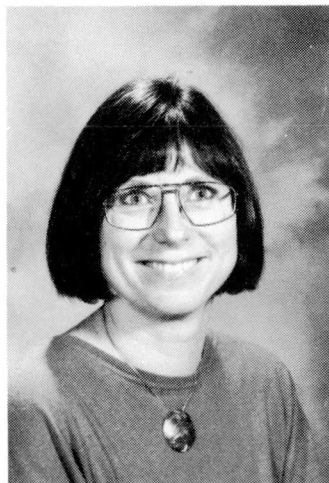
EDUCATIONAL QUALIFICATIONS:

BEd., University of Calgary
5th year / Teacher-librarianship courses, UBC
MA in Education, San Diego State University

PROFESSIONAL ACTIVITIES:

Chapter Councilor, Campbell River Teacher-Librarians' Association, 1992-1994

In Campbell River, we have suffered cutbacks in clerical help and library budgets and I am very concerned about regaining our former status in these areas. Other districts are in similar or worse situations which makes it imperative that teacher-librarians are active in organizations such as the BCTLA.



WORKING AND LEARNING CONDITIONS CHAIRPERSON

Bonnie Kent
Teacher-librarian
Ellendale Elementary and Cedar Hills Elementary
Surrey (S.D.#36)

14409 - 155th Avenue
Surrey, BC . V3R 2P9

Home: 588-5100
Work: 581-0407
Fax: 584-4754

EXPERIENCE:

Elementary Teacher, 1965-1972



Teacher-on-Call, 1983-1989
Elementary Computer and Relief Teacher, 1989-1991
Teacher-librarian, 1991-present

EDUCATIONAL QUALIFICATIONS:

BEd. (Elem.), UBC, 1971
5th year (Teacher-librarianship), UBC, 1992

PROFESSIONAL ACTIVITIES:

CSLA Conference Committee, 1994

Taking on the challenge of Working and Learning Conditions Chairperson, and being a fairly new member to the BCTLA, I hope to gain further insight in how teacher-librarians are viewed throughout the province. It is important that the annual fall survey be completed and that the statistics become a strong foundation. This will help us to illustrate our working conditions to the public and project the consequences to the learning of BC students. So, please fill in your survey so an accurate report can be compiled for the December issue of *The Bookmark*.

PAST PRESIDENT

Judith Kootte
Teacher Consultant
Richmond (S.D. #38)

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e-mail: jkootte@cln.etc.bc.ca



EXPERIENCE:

Elementary teacher, 1976-1988
Teacher-librarian, 1988-1993
Teacher Consultant, 1993-present

EDUCATIONAL QUALIFICATIONS:

BA, UBC, 1976
5th year teacher certification, UBC, 1976
Diploma in Language Education with courses in teacher-librarianship, UBC, 1989

PROFESSIONAL ACTIVITIES:

BCTLA President, 1994-1995
BCTLA Treasurer, 1993-1994
Member, School of Library, Archival and Information Studies Board of Visitors, 1993-present
Member, [TC]² Critical Thinking Cooperative, 1994-present
Member, Forest Resource Development Agreement Advisory Committee, 1992-1996
Recipient, Alan Knight Award, 1991 and 1993
Program Co-Chairperson, ATLC/BCTLA Bridging the Millennium Conference, 1989-1991

One of the things I have learned as president of the BCTLA is that once you have served on the executive you never want to leave. The collegial relationships are formed, not only through professional respect and regard, but also through compassion, concern, and kinship as we work together for a common purpose. As past president I am fortunate because I will remain at the Executive table for another term. On behalf of the BCTLA membership, I will continue to work in the areas of advocacy, professional development and information literacy.

APPOINTED POSITIONS

PUBLICATIONS COORDINATOR

Barbara Smith
Teacher-librarian
Ecole Larson Elementary
North Vancouver (S.D.#44)

LIAISON CHAIRPERSON

Patrick Romaine
Teacher-librarian
A. L. Fortune Secondary
Enderby (S.D.#89)

SENIOR EDITOR

Willa Walsh
Teacher-librarian
McNair Senior Secondary
Richmond (S.D.#38)

CONFERENCE CHAIRPERSON

Barb Hall
Teacher-librarian
District Resource Centre
Prince George (S.D.#57)

CONTINUING EDUCATION CHAIRPERSON

Mark Roberts
Teacher-librarian
David Livingstone Elementary
Vancouver (S.D.#39)



13TH ANNUAL SUNSHINE COAST FESTIVAL OF THE WRITTEN ARTS AUGUST 7-13, 1995 ROCKWOOD CENTRE, SECHELT, BC

Expect the same calibre of authors, some of Canada's best and brightest along with up and coming younger writers who will present their work at this year's festival. All events will be held in the Pavilion. Breaks for lunch and dinner allow for partaking of the local restaurant fare and visits to the Craft Fair around the corner in Hackett Park.

Writers presenting this year are: Joanne Arnott, **bill bissett**, Anne Cameron, Stevie Cameron, Jacqueline Dumas, Joan Haggerty, Beth Hill, **Monica Hughes**, **Michael Kusugak**, Jake MacDonald, **Joni Mitchell**, Mavor Moore, David Neel, Morris Panych, David Adams Richards, the Slice, David Tarrant, Anne Vipond, Margaret Visser, Jack Webster, and Jack Whyte.

For a complete brochure or to order call 885-9631 or 1-800-565-9631, or drop by the box office at Rockwood Centre.

Weekend passes are \$120.00, individual events are \$10.00 each, and the Salmon Barbecue is \$10.00. Mail orders to: Festival of the Written Arts, Box 2299 Sechelt, B. C., V0N 3A0. You can charge to Visa or Mastercard.

PRESIDENT'S ANNUAL REPORT 1994-95

The President's Annual Report is written to assure the members that all is well in the organization. It highlights the successes of its members and indicates the future directions. As your outgoing president, I can assure you that our strength as an organization resides in you, our members. As you do your job each day you act as an emissary and ambassador for the BCTLA.

The members of the executive have volunteered their time to work on behalf of the membership. Our effectiveness as an organization does not rest on the executive's shoulders alone, but on each of our shoulders. I say this because I have come to realize just how extensive the job of advocacy is. The provincial climate for teacher-librarians is one in which we might find ourselves struggling for survival. I say this not to be an alarmist but because my personal conversations and experiences have lead me to this conclusion. After the success of last year's Provincial Forum on Resource-Based Learning and Teaching and its launching at the Resources '94 Conference, sponsored by the Learning Resources Branch of the Ministry of Education, I believed that the BCTLA, as a participating organization, would receive an invitation, a personally addressed brochure to attend Resources '95. This was not the case. I had to phone the Ministry in order to receive an application form to attend. Although I have not completed my investigations around the selection of candidates for the IRP review of the Information Technology Curriculum, I am disappointed that our organization did not receive notification that a review was taking place. I am specially concerned because of the nature of our work. Contributing to the development of information literacy is the essence of our work. Technology is the delivery mechanism, the vehicle, that we navigate as we teach our students and assist our teaching colleagues to locate, to process, and to effectively use information. I am concerned that our knowledge, expertise, and vision will be absent from the review panel if teacher-librarians are not present. There have been other disappointments but as this is a very public account I feel that these examples serve as confirmation of what will now become our next challenges.

As my colleagues on the executive will submit independent reports I will not relate to you their

accomplishments. Their assistance and support during this past year has been remarkable. Responsibilities have been shared and our collective issues have been prioritized. We have truly practised what we preach. We have collaboratively planned our meetings and made our decisions based on consensus. With provincial bargaining, ever changing curricula, and our evolving role in the area of information technology, we have come to realize that in order to become effective we will have to concentrate our energies on fewer things. Kris Nellis, Rosalyn Heide, and Mary Huffman will be leaving the executive this year. They will be truly missed. I have learned that even though their names might disappear from the inside cover of *The Bookmark* they do not retire from the BCTLA so I will not say goodbye. This year I have had the great fortune to be in contact with many former executive members who continue to demonstrate their support and to share their concerns. I know that Kris, Rosalyn and Mary will join this group of committed individuals.

The highlights of this year include the B.E.S.T. Conference. It was an incredible amount of work by the Burnaby Chapter but the results were worth it! Another highlight is our relationship with the Language Education Department at U.B.C. As a result of the stakeholders meeting last November several issues emerged. The need for a strong masters program in Teacher-Librarianship led to a search for a professor to head up this program. I was invited and attended the interview on behalf of the BCTLA. Alas, as a decision has yet to be made on the part of the successful candidate, there is nothing to report. The need for an increased emphasis on new information technology in the Teacher-Librarianship Diploma Program has resulted in the creation of a summer institute with the possibility of it becoming a regular course. Once again the BCTLA was invited to participate in the planning of this institute. U.B.C. has recognized us as a partner in teaching. The British Columbia Library Association has invited us to participate on a panel this May to share information about our working and learning conditions. Rosalyn Heide will be our representative at this meeting in Victoria. This is another example of an organization recognizing our contribution to education and libraries.

CHAPTER RELATIONS REPORT

The Chapter Councilors are the link between individual members and the Executive Board of the BCTLA. Communication links are important and our organization can be strengthened when the links are secure. For the majority of Chapter Councilors who attend the Fall and Spring Council, read the minutes of meetings, and pass information on to individual chapter members, a hearty **THANK YOU!** Unfortunately there are some weak links in our communication chain. For example, Chapter Councilors have moved away, changed addresses, or passed on responsibilities to others without notifying the BCTLA. I would strongly encourage individual chapters to elect Councilors who can commit to maintaining strong links. Now more than ever, we need to keep our line of communication open.

On October, 1994, the Chapter Councilors met at the Holiday Inn in Burnaby, where Mike Lombardi, from the BCTF staff, came and heard the multitude of concerns from our chapter councilors.

On April 29, 1995, the Chapter Councilors met for the Spring Chapter Council Meeting and Annual General Meeting of the BCTLA at the B.C. Forestry Association's Green Timber's Forestry Centre, in Surrey. The executive board had arranged for Alice McQuade, BCTF President to speak, along with a representative of the Ministry of Education. Our hope was that our Chapter Councilors could have direct input to our union president and the ministry. Unfortunately, a conflict due to provincial bargaining took precedent and Alice was unable to attend. Kit Krieger of the BCTF Executive attended in Alice's place. The Ministry declined the opportunity to send a representative to the meeting.

A membership drive was organized once again with information sent out via Chapter Councilors at the Spring meeting. This year, \$450 in certificates for books and computer software, and a number of books are offered for our membership drive from Shirley Lewis Information Services, Pacific - Rim Publishers, National Book Centre, and Image Media Services. It is essential for the BCTLA individual chapters to encourage individuals to join the BCTLA. Our operating grant is based on the number of members we have as of May 15th of this year.

The executive board has once again this year committed to funding Chapter Councilors to attend the

Fall and Spring Chapter Council Meetings. Funding towards accommodation, up to \$50 for those councilors who have shown an attempt to receive funding from other sources, was once again given. This funding began as a temporary benefit to chapter councilors a few years ago, and I believe that the executive and chapter councilors will have to address the issue of funding in the near future.

In JUNE, each chapter will submit to the Vice-president, Chapter Relations, two copies of a report highlighting their year's activities. The reports will be published in *The Bookmark*. As soon as elections are held, each Chapter Councilor must also submit to the Vice-President, Chapter Relations, the names, addresses, and telephone and fax numbers of the chapter's 1995 - 1996 President and Chapter Councilor.

I am looking forward to continuing to build on the connections that we have made with each chapter councilor as President of BCTLA next year. Without your support our efforts could not be successful.

Submitted by Gerald Soon, Vice-President, Chapter Relations.

MEMBERSHIP REPORT

As of April 14, 1995 the total membership of the BCTLA was 889. This is a substantial difference from last year when the membership was at 1033. The difference may be attributed to a variety of factors: the added responsibilities of many teacher-librarians in districts where teacher-librarian positions are being eroded or to the fact that there are districts where teacher-librarian positions are being eliminated. We must encourage the members that we have to maintain or renew their memberships as soon as possible. Chapter Councilors are encouraged to rally the teacher-librarians in their districts to build up our numbers. The breakdown of the 889 compared to last year's figures (in brackets):

	1995	1994
BCTF Active Members	735	(848)
BCTF Associate Members	18	(10)
Student Members	10	(22)
Honourary Life Members	11	(10)
Subscriptions	114	(129)
Department of National Defence	1	(0)

REMEMBER

Our operating grant from the BCTF is determined by the number of BCTF members that are members on May 15! PLEASE ENCOURAGE OTHERS TO JOIN!

We have received \$450 in certificates for books and software, as well as book prizes that will be used in our membership drive. Many thanks to Shirley Lewis Information Services, Pacific - Rim Publishers, Image Media Services, and National Book Centre for their support.

Submitted by Gerald Soon, Vice-President

WORKING AND LEARNING CONDITIONS REPORT

The overall picture for teacher-librarians is still very uncertain in terms of the master contract and the protection of local school library services already in contract.

At a meeting in January, 1995 BCTF President Alice McQuade met with the BCTLA Executive to enlighten the members as to how to raise our concerns with the different stakeholder groups within the bargaining structure of the BCTF. She advised us the initial step was to have our local districts approve bargaining issues concerning teacher-librarians, thus ensuring local bargaining representatives would raise them. In this way a local resolution could become R.A. Policy. Some districts did have teacher-librarian concerns identified as a bargaining issue.

Since we are just one faction of a large body of non-enrolling teachers, we need to lobby strongly to raise the BCTF members' awareness of our plight and to be as visible as possible. Many districts are already involved and have an organized advocacy movement, but for those who are just awakening to its importance, the BCTF is offering a kit with to help you get started in advocacy and the Association for Teacher-Librarianship has a disk available to help you develop your own advocacy campaigns.

The results of the fall 1994 Working and Learning Conditions Survey indicate many urban areas of Vancouver Island and in and around the lower mainland have suffered greater cutbacks than in the outlying districts. In some districts on Vancouver Island the job of a teacher-librarian has all but disappeared. Library budgets are certainly not keeping pace with rising costs and many are showing

decreases. School libraries and teacher-librarians specifically are very vulnerable when growing school districts are stretching their budgets to meet the needs as mandated by contracts. In the few districts where strong contract language prohibits such, the role of the teacher-librarian has not been altered. Unfortunately, 41 of the 56 districts who participated in the survey indicated many elementary teacher-librarians are being used to provide preparation time for teaching colleagues. The cooperative planning and teaching aspect of the role is certainly limited if one is spending 50% of one's time providing preparation time.

In school districts where the role was not challenged often no clerical or technician support existed. In large districts where the majority of school libraries had computerized catalogue and circulation systems, little or no library assistance was provided for their teacher-librarians. These same districts also reported very low budget support for library materials and supplies.

A new practice for this survey was to target BCTF colleagues when the school district had no active chapter. The response from local association and union presidents was very good but unfortunately, we were unable to include these survey results in the December Bookmark. Consequently, a complete survey update was published in the March Bookmark. Since the addresses for BCTF personnel are not available until early October, a suggestion for next year would be to have two survey mailouts with November 30th as the deadline. The final results would be published only in the March Bookmark. This way counselors could still bring their completed surveys to the fall conference and some surveys could be delayed until firmer budget data was available.

The Electronics Services Survey indicated the growing impact technology is having on library resource centres. Teacher-librarians are very key to the successful integration of technology and curriculum but is this being recognized? This year's data was organized to illustrate each district's progress in providing computerized school library resource centres.

Thank you to everyone who contributed to the survey. The time spent collecting and compiling the data was greatly appreciated.

Submitted by Roslyn Heide, Working and Learning Conditions Chairperson

LIAISON REPORT

The closer contact established, by the previous Liaison Chairperson, with the Canadian School Librarians' Association and the Association for Teacher-Librarianship in Canada have been maintained over the course of the past year. Reciprocal memberships and the regular exchange of information has occurred. BCTLA has recently acquired the *Advocacy Disk* and the collection of articles on the changing role of the Teacher-Librarian produced by ATLC.

During the past year the establishment of reciprocal membership and the regular exchange of publications and information with the International Association of School Librarianship has taken place. The 24th conference of this body will be at the Worcester College of higher Education in England on July 17 - 21, 1995. The 25th conference in 1996 will take place in Jamaica.

Communication is also occurring between BCTLA and the British Columbia Library Association on a regular basis. Its members have expressed their concerns over the various cutbacks and their effects in a number of school districts in the province. Joint discussions and work will occur in areas of mutual concern such as the *Freedom to Read* versus the apparent increase in challenges of library materials.

In the coming year cooperation will continue with these organizations that have much in common with the BCTLA. In addition it will be an objective to establish closer and more frequent contact with other bodies that have aims and goals similar to those of the BCTLA.

Submitted by Patrick Romaine, Liaison Officer

THE BOOKMARK ANNUAL REPORT

This year has seen a few changes to *The Bookmark*. Jean Anne Lowis from Duncan has taken over coordinating BCTLA Reviews. She will distribute books which meet the criteria to reviewers and Ruth Allman will continue to edit and input BCTLA Reviews. We have had good success with our scanner and some reviews can be scanned now, then edited,

and finally formatted for the Reviews section of *The Bookmark*. This has cut down on some inputting time and makes the whole process a little faster. We hope to see Jean if she's over on the mainland on any paste-up day and appreciate her joining the Editorial Board. Welcome!

The scanner also proved very useful on our last paste-up day as we were able to scan in the original drawings from *Alice in Wonderland*. They were in the public domain as they were created over fifty years ago and, therefore, copyright free. We could easily change sizes with the scanned graphics for this issue as well - what a treat! The cover design was scanned and all the repetitions of this design throughout the issue.

The Bookmark will be coming in under budget this year. Each issue is approximately the same size (176 pages) and is, therefore, the same cost - so we can project the year's costs. Each issue is now well under \$10,000 to print and mail. Postal costs are still very high, however, as the BCTF has still not developed and adopted a system for sorting and bundling by postal code - a process which could greatly reduce mailing costs. The executive committee of the BCTF is presently discussing the benefits of this process. Hopefully, they will decide to go ahead with it.

The Editorial Board continues to be dedicated to a high quality product and spends countless hours writing articles, inputting submitted articles and units, editing, indexing and formatting your journal. Ali Pollard, our advertising manager is acquiring more and more advertisers and this helps offset the cost of the publication. We are unsure how much is made from the sales of Back Issues as the BCTF reports this only in their year-end budget in June.

Coming themes for next year's issues include "Crazy Canucks" (Sept. 95), "White Knights and Black Magic" (Dec. 95) and "What to be, or not to be" (March 96). The last theme will concentrate on career issues and the new Personal and Career curriculum being introduced by the Ministry. We hope to receive many units on Canadiana for next September's issue.

Submitted by Willa Walsh, Senior Editor

CONTINUING EDUCATION COMMITTEE REPORT

No report received

ARCHIVES REPORT

The Archives Committee has continued to search for a permanent base for the Archives of the BCTLA. The latest effort that the executive committee is looking into is UBC's School of Library, Archival and Information Studies. We are presently awaiting Ken Haycock's reply to the executive's request that our archives be adopted as a continuing project.

The BCTLA is most thankful to Gordon Stubbs and the members of his standing committee: Gordon Stubbs, Daphne Buchanan and Glen Pinch for their undertaking of the organization of the archives.

Reported by Gerald Soon, for the Archives Committee.

CONFERENCE REPORT

The Burnaby chapter of the BCTLA held a highly successful joint conference in October 1994 with the Science Teachers PSA. The "BEST" Conference centred around a science and technology theme.

The Prince George chapter will host the conference in October, 1995 with a tie in to the new northern university, UNBC.

Future conferences will be held in October, 1996 in Saanich, and in July 1997 as the BCTLA will join with CSLA, ATLC, and UBC's School of Library, Archival and Information Studies to hold the International School Librarians' Association conference in Vancouver.

Submitted by Barb Hall, Conference Chairperson.

PUBLICATIONS REPORT

Another year of hard work by the editorial team has produced four more excellent issues of *The Bookmark*. We have tried to keep it under 200 pages each issue, in the interests of economy, since publication

costs are rising and we don't want to price ourselves out of the market.

We are also looking at ways to improve formatting. We recently purchased a scanner, so we can use scanned illustrations, which are then resized easily. Computer equipment has been updated to allow for more efficient use of Aldus PageMaker, our formatting program. Even so, it takes a team of eight dedicated volunteers about ten hours to edit, proof-read and lay out each issue. This is not counting the hours of inputting and editing which are done prior to paste-up day. Many thanks to these volunteers, listed in the back cover of each issue. Teacher-librarians in the lower mainland are invited to contact Willa Walsh about joining the editorial team. New members are needed.

We continue to sell back issues of *The Bookmark* through BCTF Lesson Aids. Sales are not large, but they provide a way for teacher-librarians to get lost or missed issues. The BCTF has offered to put the table of contents of each issue on their "gopher" service, so teachers can scan for interesting articles, and then purchase the needed issue from BCTF Lesson Aids. We are investigating the ramifications of this, and of having all or portions of *The Bookmark* placed on-line through the same service.

We are investigating the issue of copyright as it applies to BCTLA publications. We are asked for reprint rights for articles and units from time to time, but it can be time consuming to track down the authors of articles - sometimes impossible, BCTLA plans to develop and adopt a copyright policy which will be sent to contributors at the time of publication. As we consider the possibility of going on-line, it is more than ever essential to have this question settled in a businesslike manner.

We are always open to proposals for future special publications. Chapters or individuals who would like to take on a project resulting in a document which could be published by BCTLA should submit their proposal to the Publications Coordinator. Such publications (e.g. *Fuel for Change*, *Cultural Diversities*, *Imagination or Reality?*) have in the past been a significant source of funds for BCTLA.

After some months of uncertainty, we were delighted to find a new Reviews Coordinator, Jean Anne Lewis, of Duncan. We continue to receive books for review at the Vancouver School Board Curriculum Resources Processing Centre, and wish to thank the

staff who handle the books there, and have performed this service for many years. The books are then boxed up by Willa Walsh and shipped to Duncan where Jean Anne sorts them and sends them to teacher-librarian reviewers around the province. The reviewers get to keep the books they receive, but send their review to Ruth Allman, who has a mammoth task inputting them into a word processor and getting them ready for publication. Thanks to the members of this team for a job well done. Also, thanks to Val Hamilton who coordinated the work for many years and has retired "full of honours".

Liz Austrom has been trying to create a revised edition of *Fuel for Change* for two years, and has not yet succeeded. Rapid changes in curriculum have meant going back to the drawing board several times. We feel it will be best to let the dust settle on the latest round of documents coming into the schools before attempting a publication which will interpret the evolving role of the teacher-librarian and of the library resource centre in face of these new directives. By the spring of 1996 it will be possible to get a sense of what would be useful in the revised edition.

The index to *The Bookmark* has been a resounding success. Thanks to Jim Holgate for his excellent HyperCard program, which produces an efficient and extensive index which can be merged to form a new cumulative as needed. Jim also inputs the data for the index, which is edited by a committee of himself, Liz Austrom and Barbara Smith.

It has been a year full of challenge and interest, and of association with many fine professional teacher-librarians whose inspiration and dedication are a constant source of amazement to me.

Submitted by Barbara Smith, Publications Coordinator

NOMINATIONS REPORT

Nominations for the 1995 - 1996 BCTLA Executive Board resulted in the following nominees being declared elected by acclamation. Members of the executive for the 1995 - 1996 year are:

President:	Gerald Soon Delta
Vice-President (Chapter Relations)	Patricia Parungao Vancouver
Vice-President (Advocacy)	Trish Banagan Kitimat
Treasurer	Jim Gillett Central Okanagan
Recording Secretary	Carol Hilland Campbell River
Communications Officer	Lucinda Lockwood Maple Ridge
Working and Learning Conditions Chairperson	Bonnie Kent Surrey

Appointed positions of the executive board have been filled by the following members:

Liaison Chairperson:	Patrick Romaine Shuswap
Continuing Education:	Mark Roberts Vancouver
Conference Chairperson:	Barb Hall Prince George
Publications Coordinator:	Barbara Smith North Vancouver
Senior Editor:	Willa Walsh Richmond

Thank you to all of these individuals for their dedication and willingness to serve.

Submitted by Kris Nellis, Past President

BCTLA TREASURER'S REPORT, AGM APRIL 29, 1995

Highlights and Asides

1. Amount budgeted versus amount spent

PSA physical years run from July 1 of one year until June 30th of the next year. At BCTLA's fall 1994 AGM delegates approved a budget of \$90,098.08 We are now three-quarters of the way through our physical year and to date have brought in 80.06% of projected income, while spending only 54.02% of the amount budgeted (See last cells of rows titled *Total Income to Date* and *Total Expenditures to Date*). These figures are positive signs that we will come in *under budget* for the 1994-95 term and will therefore start the 1995-96 term with a surplus (Note: *starting balance* for 1993-94: \$52,732.⁸₁; for 1994-95: \$19,768 ⁹₈; for 1995-96: ?). The *final balance* for the 1994-95 term will be available after June 30th.

2. **Balance to date: \$23,460.04** (See bottom of April column). Please note the following in relation to this balance:

This figure includes all reported income up to the end of March and all reported expenditures up to April 26th. This figure includes three issues of *Bookmark* (See 99960 for November, January and March).

3 99939 (for November)

Note the *negative* amount in the 99939 *income line* under November (-\$2,926.06). This is not an error. It is a reflection of the fact that conference memberships were deposited in batch in October under 99939 (\$3,867.93 - a larger than average amount if you look at other entries index 99939) and then in November these monies were processed individually and transferred to 99930 (Membership/subscription fees). This left a negative amount under 99939 for November, but a larger than average deposit that month under 99930.

4 B.E.S.T. conference.

BCTLA budgeted on making \$6,000.00 profit from the October 1994 B.E.S.T. conference. Seed money for the conference has been returned to us (\$2,000.00), but at the moment there is still no indication of how much of a profit (if any) we will make on the conference. (*Treasurer's note:* At the afternoon session of the AGM the Burnaby rep

announced that there would be a profit for the B.E.S.T. Conference, a profit somewhere in the neighbourhood of \$8,000.00)

5. \$50.00 toward the cost of accommodations at the fall and spring AGMs.

At the October meeting it was suggested to delegates that BCTTA could no longer afford to contribute \$50.00 toward the cost of accommodations at the fall and spring AGMs. In retrospect this appears to have been a premature decision since in the end only \$300.⁰⁰ in accommodation claims were submitted for the fall conference-AGM (See 99972, section B for October and November). Assuming a similar claim after this meeting, we will be able to afford to continue to cover \$50.⁰⁰ in accommodation expenses for out-of-town delegates for future fall and spring AGMs. Delegates should, however, continue to approach their local associations for this funding *before they* approach BCTLA.

6. Chapter support

If current trends continue, the \$15,000.00 budgeted this year for Chapter Support (99972) will come in as much as \$2,500.00 *under budget!* (Despite this fact, a *larger* amount of money will most probably be needed for chapter support in 1995-96 when the conference switches to Prince George [See 99972, section A for October, November and December for this past fall's travel figures]. Costs to get to Prince George - i.e., plane flights from all over the province - should be substantially more than this year).

7. Bookmark

We budgeted \$48,000.00 for *Bookmark* in 1994-95 (53.28% of our budget). *Bookmark* staff are doing a wonderful job of keeping production costs *below* projected expenditures (See row 99960). If present trends continue we will come in as much as \$8,000.00 under budget in this area! This was largely the result of switching publishers and bodes well for decreased budget costs for the production of *Bookmark* for the next term.

8. 1995-96 BCTLA fees

Given our present financial situation it is recommended that BCTLA fees remain at the current rate for the 1995-96 term

BCTLA BALANCE SHEET: July 1, 1994-June 30, 1995																			
CODE		30-Jun-94	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	income/exp. to date	1994-95 budget	% received /used		
	INCOME																		
99921	Balance June 30, 1994	19,768.98													19,768.98	19,768.98	100.00%		
99930	Membership/subscription fees		923.50	376.70	1,641.35	5,799.16	10,793.54	4,852.60	4249.85	1,579.83	1,814.80				32,031.33	44,400.00	72.14%		
	a. BCTF member: x @ \$40																		
	b. Student member: x @ \$15																		
	c. Publications only: x @ \$55																		
99931	BCTF Grant						14,929.10								14,929.10	14,929.10	100.00%		
	a. Membership as of May 15/94																		
	b. Learning Resources Forum Grant																		
	c. Curric Assess Framework Grant																		
99932	Advertising (Bookmark)														0.00	2,000.00	0.00%		
99933	Sales of Back Issues									966.00					966.00	1,500.00	64.40%		
99939	Other		752.00	220.25	193.48	3,867.93	(2,926.06)	1,238.47	676.76	224.92	189.53				4,437.28	1,500.00	295.82%		
	a. Grants																		
	b. Contracts																		
	c. Special publications [i.e., new]																		
	d. Misc. (int., repayment of conf. seed)																		
99940	Conference fees														0.00	6,000.00	0.00%		
	TOTAL INCOME THIS MONTH:	19,768.98	1,675.50	596.95	1,834.83	9,667.09	22,796.58	6,091.07	4,926.61	2,770.75	2,004.33	0.00	0.00	0.00	72,132.69				
	TOTAL INCOME TO DATE:	19,768.98	21,444.48	22,041.43	23,876.26	33,543.35	56,339.93	62,431.00	67,357.61	70,128.36	72,132.69	72,132.69	72,132.69	72,132.69	72,132.69	90,098.08	80.06%		
	EXPENDITURES																		
99950	Meetings—executive	0.00	0.00	0.00	847.15	398.58	2,314.38	0.00	140.00	452.93	718.48	232.59	0.00	0.00	5,104.11	10,900.00	46.83%		
	a. Travel/transportation				609.26	398.58	1,966.66			452.93	440.09	232.59							
	b. Accommodations						252.72												
	c. Phone calls prior to meetings				39.03														
	d. Phone calls to chapter counselors																		
	e. photocopying				88.75						58.14								
	f. Miscellaneous (includes meals)				110.11		95.00				220.25								
99952	Meetings—council				507.39										507.39	0.00	507.09%		
99953	Meetings—subcommittee														0.00	500.00	0.00%		
99954	Meetings—annual general meeting														0.00	600.00	0.00%		

99959	Meetings—other													0.00	0.00	0.00	
99960	Publication—Journal (Bookmark)	0.00	0.00	0.00	204.17	0.00	9,530.49	369.21	9,344.20	0.00	9,944.73	0.00	0.00	0.00	29,392.80	48,000.00	61.24%
	a. Photography and photocopying				7.69		2,921.54	26.61	2637.16		2,967.48						
	b. Printing				59.94		6,608.95	76.38	6707.04		6,761.40						
	c. Postage							43.38			84.31						
	d. Miscellaneous (parking, meals, etc.)				136.54						131.54						
	e. Mileage							222.84									
99962	Publication—other													0.00	2,500.00	0.00%	
99969	Publication—equipment	0.00	0.00	0.00	386.26	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	386.26	1,500.00	25.75%
	a. Computer purchases/updates																
	b. Computer repairs/maintenance																
	c. Software				176.50												
	d. Appicare (hardware ins.)				209.76												
99970	Operating Expenses	0.00	0.00	0.00	309.61	31.52	88.72	133.38	0.00	95.77	176.85	63.03	0.00	0.00	898.88	2,848.08	31.56%
	a. photocopying						40.50										
	b. Postage				59.61	31.52				63.80	39.34	16.10					
	c. Telephone									31.97	63.97	46.93					
	d. Gifts, BCTLA pin set up, etc.						35.09	133.38			73.54						
	e. Honorarium																
	f. Miscellaneous (including float)				250.00		13.13										
99972	Chapter Support	0.00	185.12	0.00	0.00	2,502.02	3,262.80	140.00	0.00	500.00	0.00	0.00	0.00	0.00	6,589.94	15,000.00	43.93%
	a. Travel/transportation					2,352.02	2,341.28	140.00									
	b. Accommodations					150.00	150.00			500.00							
	c. Fall conference meal						771.52										
99973	Affiliation Fees and Meetings :														0.00	100.00	0.00%
99974	Curriculum Development										2,000.00				2,000.00	4,500.00	44.44%
99979	Miscellaneous:	0.00	0.00	0.00	0.00	500.00	300.00	0.00	0.00	0.00	0.00	243.27	0.00	0.00	1,043.27	900.00	115.92%
	a. Award of Merit & Dist. Serv. Award											243.27					
	b. Ken Haycock						300.00										
	c. Alan Knight																
	d. Bill Scott					500.00											
	e. Special Proj's (eg. dev. countries)																
99998	Conference—hold, future conf exp's					2,500.00									2,500.00	2,500.00	100.00%
99999	Conference—misc. (deleg's to conf's)				150.00							100.00			250.00	250.00	100.00%
	TOTAL EXPENDITURES THIS MONTH:	0.00	185.12	0.00	2,404.58	5,932.12	15,496.39	642.59	9,484.20	1,048.70	12,840.06	638.89	0.00	0.00	48,672.65		
	TOTAL EXPENDITURES TO DATE:	0.00	185.12	185.12	2,589.70	8,521.82	24,018.21	24,660.80	34,145.00	35,193.70	48,033.76	48,672.65	48,672.65	48,672.65	48,672.65	90,098.08	54.02%
	BALANCE:	19,768.98	21,259.36	21,856.31	21,286.56	25,021.53	32,321.72	37,770.20	33,212.61	34,934.66	24,098.93	23,460.04	23,460.04	23,460.04	23,460.04		

WORKING AND LEARNING CONDITIONS REPORT

The overall picture for teacher-librarians is still very uncertain in terms of the master contract and the protection of local school library services already in contract.

At a meeting in January, 1995 BCTF President Alice McQuade met with the BCTLA Executive to enlighten the members as to how to raise our concerns with the different stakeholder groups within the bargaining structure of the BCTF. She advised us the initial step was to have our local districts approve bargaining issues concerning teacher-librarians, thus ensuring local bargaining representatives would raise them. In this way a local resolution could become R.A. Policy. Some districts did have teacher-librarian concerns identified as a bargaining issue.

Since we are just one faction of a large body of non-enrolling teachers, we need to lobby strongly to raise the BCTF members' awareness of our plight and to be as visible as possible. Many districts are already involved and have an organized advocacy movement, but for those who are just awakening to its importance, the BCTF is offering a kit to help you get started in advocacy and the Association for Teacher-Librarianship has a disk available to help you develop your own advocacy campaigns.

The results of the fall 1994 Working and Learning Conditions Survey indicate many urban areas of Vancouver Island and the lower mainland have suffered greater cutbacks than the outlying districts. In some districts on Vancouver Island the job of teacher-librarian has all but disappeared. Library budgets are certainly not keeping pace with rising costs and many are showing decreases. School libraries and teacher-librarians specifically are very vulnerable when growing school districts are stretching their budgets to meet the needs as mandated by contracts. In the few districts where strong contract language prohibits such, the role of the teacher-librarian has not been altered. Unfortunately, 41 of the 56 districts who participated in the survey indicated many elementary teacher-librarians are being used to provide preparation time for teaching colleagues. The cooperative planning and teaching aspect of the role is certainly limited if one is spending 50% of one's time providing preparation time.

In school districts where the role was not challenged often no clerical or technician support existed. In large districts where the majority of school libraries had computerized catalogue and circulation systems, little or no library assistance was provided for their teacher-librarians. These same districts also reported very low budget support for library materials and supplies.

A new practice for this survey was to target BCTF colleagues when the school district had no active chapter. The response from local association and union presidents was very good but unfortunately, we were unable to include these survey results in the December *Bookmark*. Consequently, a complete survey update was published in the March *Bookmark*. Since the addresses for BCTF personnel are not available until early October, a suggestion for next year would be to have two survey mailouts with November 30th as the deadline. The final results would be published only in the March *Bookmark*. This way counselors could still bring their completed surveys to the fall conference and some surveys could be delayed until firmer budget data was available.

The Electronics Services Survey indicated the growing impact technology is having on library resource centres. Teacher-librarians are very key to the successful integration of technology and curriculum but is this being recognized? This year's data was organized to illustrate each district's progress in providing computerized school library resource centres.

Thank you to everyone who contributed to the survey. The time spent collecting and compiling the data was greatly appreciated.

Submitted by Roslyn Heide, Working and Learning Conditions Chairperson

RESPONSE TO PROVINCIAL INFORMATION AND COMPUTER TECHNOLOGY PLAN April 1995 (Response Draft)

by **BARBARA SMITH**, Publications Co-ordinator, BC Teacher-Librarians' Association
(Phone h 987-3973 s 984-0447 fax 980-0770)

The *Provincial information and computer technology plan* was developed by a group of twenty-six educators in BC, including classroom teachers, administrators, representatives of the BCTF, and one teacher-librarian. Ray Walker reported to the BCTLA executive that he was unsuccessful in influencing the rest of the committee to include the role of the teacher-librarian and of library resource centre programs in the document. The following comments were prepared from a discussion with seven teacher-librarians at the BCTLA Chapter council, April 29, 1995, and represent the concerns of the BCTLA executive and membership. A longer document (nine pages) was forwarded to Larry Kuehn at the BCTF, and to members of the original committee, and can be obtained by writing or faxing Barbara Smith, Publication Co-ordinator. Below is a précis of the points made. Page numbers refer to the pages in the original document, for convenient reference for our readers who have access to a copy.

1. The chief concern of teacher-librarians is that they are not mentioned in this document. Among the partnerships mentioned, surely a key partnership is with the teacher-librarian so as to tap the already large pool of information resident in the schools in the form of library collections. Their role is in the selection of resources (including in-house software and on-line) and in assistance to teachers and students in accessing them, and in assessing and using the information in meaningful ways.
2. p. 5 We feel that the document is too uncritical in embracing technology in the schools. "If students are to be prepared for the future, the priorities for education must be aligned with the overall direction of society." Students need to be critical thinkers about this above all. It is not enough just to make some prophecies about where society is going and try to figure out what schools should do to help it get there. Deeper questions need to be asked.
3. p.7 "Students of the future must be able to: navigate through a range of information sources; think critically and analyse information using technology; create information using a variety of technologies; communicate through a variety of technologies and media; select technologies and media for specific purposes; act as technicians and trouble-shooters; understand the ethical, cultural, environmental, and societal implications of technologies. " Teaching of the information skills listed is currently the role of the teacher-librarian in co-operation with the classroom teacher. However this list seems to imply that selection of learning resources is the job of the student. A teacher or teacher-librarian would usually short-list the resources to be made available to teachers and learners.
4. p. 9 "The use of multi-media and information technology in schools across the province is uneven..." We concur. We are concerned about equity among schools. School-based budgeting has contributed to inequities. The place of school-based decision making needs to be addressed.
5. "One challenge in this new economy is to clearly define the characteristics of information and media literacy, and to clarify how they relate to other intended educational outcomes." We strongly concur. Unless this challenge is met squarely and successfully, technology will not be successfully integrated into schools.
6. p. 10 "Investment in technology is the principal way of encouraging economic growth." We wonder in what way this can be seen as our role. We reject the concept that schools are job-training institutions.

7. Page 12 "...PLN...which will allow all BC schools to be linked together with...libraries..." How will school library resource centres fit into this plan? Collections contain information which might be accessed if a provincial network linking automated school library resource centres were properly funded and co-ordinated.
8. p. 13 "Classroom teachers, school support staff, and school administrators have a key role to play in education system change." We ask where teacher-librarians fit in here. As stated above, we see a valuable role for teacher-librarians in educational change. This document needs to acknowledge that.
9. "The emergence of new technologies will allow the education system to use alternative delivery approaches. These...are more cost-effective..." More cost-effective than a teacher? We do not believe that this is so. What is lost in terms of personal interaction, in terms of the inspiration provided by an exemplary teacher, cannot be counted in dollars.
10. p. 14 "Ministry Objectives:...Produce graduates who will be...able to search out and apply information from many sources..." There will always be a need for the librarian who can point the way, who can draw attention to areas the learner has missed, who can suggest fruitful directions of search. This is true whether the resources are print or multi-media. This document seems to imply that every citizen will be an expert researcher in the future. We think this is unlikely. Every citizen can develop basic information skills by working with a teacher-librarian in school, and later on, as a lifelong learner, by working with a public librarian.
11. p. 16 "The Ministry of Education should identify media and information literacy as a goal for provincial curriculum." We strongly concur. Our policy document which was developed at the 1993 forum on Resource-Based Teaching and Learning contains just such policy language.
12. "The Ministry should establish provincial agreements with training companies for acquisition and delivery of technology training programs for teachers and students." We agree that such training would benefit teachers, but it is against contracting-out language in most local collective agreements for such companies to teach students. This will almost certainly be a subject for negotiation at the provincial bargaining table.
13. p. 17 "The Ministry of Education...should develop a repository of digital information..." We concur with this recommendation, but the repository needs to tap the resources already in the schools. Most schools have a centralized library resource centre, containing, altogether in the province, a rich 'repository' of print and non-print learning materials.
14. p.17 "School districts should be encouraged to develop...new media..." It is important to recognize that students may, through new technologies, add to the knowledge base in an informal and creative way. The interactive nature of technological resources must be emphasized.
15. p.17 Copyright is a significant issue. Good luck on your efforts to get the act amended.
16. p. 17 "...network users will, in the near future, have simultaneous, random access to video server technology..." Teachers and teacher-librarians are concerned that there is little accountability for much of what passes for information on the Internet.
17. p. 19 Teacher Inservice. This is a subject of bargaining. There can be no guarantee that this will be under the control of the ministry.
18. p. 20 "The Ministry of Education should designate one or more professional days each year specifically for technology training for teachers." This is clearly inadequate. If you really want to teach teachers, you have to take the time to do it right. Funding should be made available to release teachers for training programs tailored to their identified classroom needs, whether technological or otherwise.
19. p. 21 "Computer hardware is unevenly distributed in schools across the province." We believe it is premature to talk about how many computers a school should have before specific learning outcomes have been defined. What is the school going to use the computers for? Schools with special needs (i.e. rural, inner city, large ESL population) or those that provide unique learning experiences for students (graphic design, per-

forming arts, French immersion, International Baccalaureate, etc.) may require different numbers of computers with different characteristics.

20. p. 23 A budget of \$173,000,000, (over five years) seems unlikely since the ministry has targeted only a little over \$10,000,000 per year so far. Business partnerships are by no means guaranteed. Who will develop them? What will they demand in return?
21. p.25 Surplus Hardware from Business. We do not agree with this proposal. It will be impossible to guarantee that the donated equipment actually performs what schools have identified as needs. As well, repairs are costly and usually not under warranty.
22. p. 26 "...expand the use of learning resources funding for hardware purchases from the current 20 percent up to 50 percent over the next two school years." We are concerned that with the many curriculum changes mandated by the ministry for the immediate future, all the funding will be needed for implementation. It seems unlikely that even if the ministry makes this change, many schools will be in a position to spend that much of their budget on hardware. We believe each school should have power to plan their own implementation of technology, so that educational funds are placed where they are most needed and will be best used.
23. p. 27 "The Ministry, in collaboration with its educational partners, should establish criteria appropriate for evaluating on-line resources." Teacher-librarians have such criteria. The ministry already includes teacher-librarians in committees for evaluating learning resources. Evaluation of resources is the field of the teacher-librarian. Teacher-librarians are already heavily involved in technological implementation. Their expertise needs to be utilized.
25. p. 40 Library hardware: "computer station with colour display, modem and dedicated phone line access/network router connection 1/30 elem., 1/25, sec.; multimedia work station with interactive video, 1/250 elem., 1/125 sec.; automated library system for circulation, search, and checkout capabilities, 1; portable computers for out-of-building use, equipped with modem and communications software, 1/250 elem., 1/125

sec.; LCD panel and colour video projector, (classroom and library use) 1 elem., 1/500 sec." This list indicates a need for hardware and software without making reference to educational objectives or to the teacher-librarians who would become responsible for the acquisition, maintenance, circulation and intelligent use of the materials.

In Summary

Teacher-librarians have to be involved in the technology implementation process for two reasons. First, whether students use a book or a computer, the need to locate information, to critically evaluate it, and to use it meaningfully is the same. We are the resource-based learning experts; we are competent to locate and process information ourselves, and to show others how to do it. Second, school library resource centres are potential targets for cutbacks if large quantities of cash are diverted to computers. There is no provincially targeted funding to school libraries. The technology committee asks for targeted funding for computers, and library funding is at risk as a result. It is not simply self-interest which motivates us. There is a huge investment in library resource centres in this province. It would be foolish in the extreme to ignore the information base already existing, in planning for the technological future. There needs to be work done on the links between current library resource centres and the new computer technologies, to ensure that library resource centres grow and evolve as teachers and students require.

As this document identifies many "essential" factors in implementing technological changes in the schools, we are concerned that budget considerations will intervene, that sufficient of these essentials will be rejected as too costly so that the desired changes are impossible to realize. The perception will deepen in the mind of the public that public schools are dropping the ball yet again.

Finally, we have concerns about the emphasis on private sector involvement. The stakes are huge, in educational technology, both in terms of profits to be made by private companies, and in terms of the profound effect on students' learning. We cannot afford to in any way delegate our responsibility to control the implementation of educational technology. We must ensure the greatest possible benefit to children, both as working, producing citizens of Canada and the world, and as lifelong learners.

THE ALAN KNIGHT MEMORIAL AWARD

1995

JUDITH COFFIN

The Alan Knight Award recognizes the contribution to communication in teacher-librarianship made by the submission of outstanding articles to the BCTLA journal *The Bookmark*.

This year Judith Coffin was chosen as the 1995 award winner for her outstanding contributions to *The Bookmark* in three out of the four issues in 1994. In the March issue an extensive unit "Medieval Women" was published. The unit organization with detailed descriptions of thought provoking activities serves as a model for other unit development plans. In the June issue a unit entitled "Women of Invention" is outlined. Judith worked as part of the Women Inventors Project to prepare this unit to correspond with an exhibition at Science World on *Women Inventors* in September of 1994. The September issue contains two Units, "The Holocaust and Remembrance: A Mini Conference" and "Ambassadors Against Racism: An Anti-Racism Program." Judith was a member of each of the groups which developed these two units. Even though Judith did not write an article for the December issue, she is still present. A report is given on her workshop, "Getting Started in Library Advocacy," which she presented at the BEST Conference in October, 1994.

Judith Coffin has demonstrated her commitment to the professional growth of teacher-librarians in her generous sharing of ideas with her colleagues. Her significant contributions to *The Bookmark* are much appreciated.

Congratulations, Judith!



AWARD OF MERIT

SHARON BEDE, Teacher-librarian, Mount Boucherie Secondary School, Kelowna

The BCTLA Award of Merit honours practicing teacher-librarians who are making an outstanding contribution to teacher-librarianship at and beyond the school level in British Columbia.

Editor's Comment: here is Sharon's very moving acceptance speech from the AGM and Spring Council presentation on April 29th at Green Timbers in Surrey.

Whenever someone receives an award it represents an evolution of dedication by many supportive individuals and groups over a series of many years. These people are the ones who nurture, encourage, tolerate and challenge us to do our best in difficult and rewarding times. **I would like to mention some of the major players in my life.**

My parents and family who ignited the belief in my deepest soul that education and learning is always a combination of asking good questions and finding our own answers.

My husband, Murray McDonald, who believes in the role of libraries in education as much as I do and my caregiver, Aletia Stolz, who has relieved the guilt by being my child's other Mom when I have become fixated on my career.

My colleagues and teaching partners who have consistently given me inspiring ideas and confidence, especially Kay Treadgold, my mentor, and my partners in committees: Margaret Manning, Joan Eaton, Roberta Mulhern, Hilda Mitchell, Laurie Desautels, Jacque Loyd, Teresa Brinton, John Pendray and Jan Macrimmon.

My provincial and national supporters: BCTLA, *The Bookmark*, *Emergency Librarian*, ATLC, provincial conferences, and educational institutions and the individuals who teach in them. These groups provide the professional sustenance and creative renewal that we all need.

I am privileged to be in a profession that I love with people who are the best educators kids can have. Unfortunately, we are often on the bleeding edge both politically and financially. We must continually fight for a position we truly believe in. Resource-based learning is the only educational process that actively involves people in their own search for knowledge. The people that lead this method are educators of the highest order.

My students who allow me to see the magic of information transforming into knowledge fueled by curiosity and persistence. I experience this on a day-to-day basis and to see them become empowered is my goal. When they begin to take responsibility for their own learning and learn to initiate questions and begin to incorporate an awareness of their environment, the community, people and the tools for learning, students enter into a state of reflection and assessment that culminates in shared communication. Students have always been at the centre of anything we do and anything we fight for.

My classroom teaching partners and administrators who have worked with me in developing curriculum that addresses the visions of resource-based learning and information literacy.

My library assistants over the years who have done a super job of defending me, organizing me and allowing me to be able to teach—the role I love. Especially Carol Davison who has additionally been subjected to two moves, technology bursts and constant dust!

I would like to conclude by asking a few questions that come to mind.

Do we fully understand the differences between resource-based learning and resource-based teaching and how it translates into our day-to-day interactions with teachers and students?

Do we fully see the implications of the advances of resource-based learning and how the shift away from content may be threatening to some classroom teachers? How do we make sure that we are the ones to be seen in a unique position to ensure resource-based learning and promote information literacy? If we don't take up the challenge to create new teaching and learning foundations for information literacy someone else will! I want my job as a teacher-librarian not just as a teacher who has any job.

If we believe in information literacy and literature and media appreciation then how do we use our jobs to display the signs of this passion and thirst for knowledge? How do we engage ourselves joyfully and powerfully in our own use of information and appreciation? How do we let our community, our parents, our school boards see our expertise and dedication? We must show them by example and become captivated by a lifestyle built on resource-based learning and illustrate how it becomes life-long learning. The shift from information to knowledge must be at the core of our existence.

How do we challenge our universities, our colleges, our post-secondary institutions, our professional organizations to constantly reflect the ever-changing needs of our multifaceted role? The leaders of our profession must sponsor efforts to enlist us in life-long learning.

Congratulations to you, Sharon, on winning this award. This acceptance speech is a model for advocacy of our profession.



THEME SECTION



BRITISH COLUMBIA  **TEACHER-LIBRARIANS' ASSOCIATION**

BCTLA (Chapter _____)
Councillor / members
address
date

Name of representative, etc.

Dear: _____.

**HAS YOUR CHAPTER FAXED AN
ADVOCACY LETTER? IF NOT, HERE'S
A GOOD MODEL TO USE.**

We understand that you are one of our district's representatives to the Representative Assembly of the BCTF (or representative on the Bargaining Council or Committee). As such we would like you to consider these crucial matters concerning teacher-librarians, and keep them in the bargaining process.

As non-enrolling teachers, we feel particularly vulnerable at this time of a first provincial contract. Districts which do not have contract language about teacher-librarians' working conditions have had the opportunity to cut or even eliminate library staffing and programs without due consideration. Districts which do have contract language are able to maintain programs and adequate staffing levels for school libraries/resource centres. We know that the BCTF is committed to **NO CONTRACT STRIPPING** and hope that this will apply to conditions which locals have fought so hard for. What a shame it would be to have spent all that time and energy to achieve good working conditions and staffing for school libraries if it could all be lost in the provincial bargaining process! We know that language is going forward concerning counsellors and learning assistance and other non-enrolling teachers as well as for us.

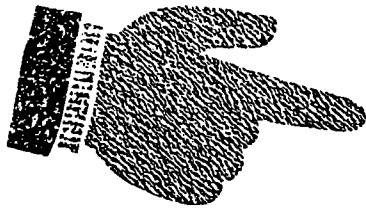
We understand that the language concerning teacher-librarians' working conditions is being selected at this very time, and we are anxious that it be the very best language that we have. We know from experience that this is the only way to protect the working conditions of non-enrolling teachers. We ask your support for the best language available — language that ensures good staffing levels for qualified teacher-librarians and support staff, and provisions for teacher-librarians to have prep time.

We ask that you respond to us as soon as possible and inform us of what language has been agreed upon to take forward in regards to teacher-librarians. Many teacher-librarians attended the recent BCTF AGM and we heard over and over again that the BCTF will bargain for good conditions for non-enrolling teachers. Without good language non-enrolling teachers will be easy targets for the employer's cutbacks. I am sure you are aware of this. We ask for your support and to keep us informed as the bargaining process progresses. Please fax me a copy of the language as soon as you know what it is.

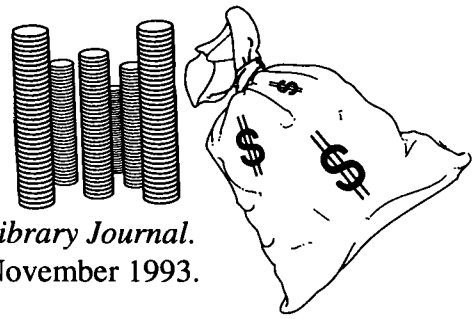
Thank you for your attention, and **GOOD LUCK** in forging a contract we can all be proud of!

Yours truly,

(Chapter councillor and members, BCTLA)
cc: Al Cornes, and Alice McQuade, BCTF



CASHSPEAK



by **LILLIAN N. GERHARDT**, Editor-in-Chief, *School Library Journal*.
Reprinted with permission from *School Library Journal*, November 1993.

Everybody thinks they know everything about term papers—except how much these cost.

Librarians test very high on verbal skills. That's why the military coaxed so many into cryptography during WWII and after. Years ago, when the University of California-Berkeley annually tested the verbal skills of its thousands of entering graduate students, the library school students always, to the chagrin of the law school students, came out on top. For many years, until the paper disintegrated, I treasured a clipping from a State Department newsletter that said that librarians attached to foreign service agencies became proficient in other languages more swiftly than other specialists assigned abroad. Unfortunately, it is a fact that librarians find it difficult to make themselves clearly understood in the only language that taxpayers in revolt wish to use or hear: CashSpeak.

Librarians tend to be very long on courtesy and very short on crisp cost analysis of the materials with which they work and the expenses involved in the expertise and services they provide. Librarians serving the youngest library customers are the most tongue-tied of all when it comes to talking about money. Perhaps this is because they get too little to speak of before it's gone. However, CashSpeak is the language of the land. Public and school librarians must learn it to survive. Let's start with a subject everyone thinks they know about, especially those revolting taxpayers who say, "When we need books at our house, we buy them."

The worst term papers, as any teacher will confirm, are those that cite and regurgitate only encyclopedia articles. The cost to institutions for the top three encyclopedias is just over \$3,000 in their print formats. (The computerized or CD-ROM versions cost considerably more.)

An average term paper, one that may pull a C or B grade, usually involves two encyclopedias, a dozen nonfiction adult titles, at least four magazine articles, and a couple of pamphlets. Again, using average prices for print formats: The two encyclopedias cost over \$2,000. The books, at an average price of \$40

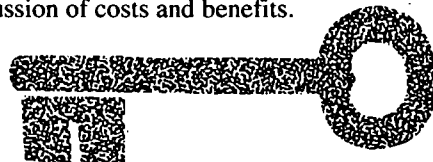
each, cost about \$500. Employing an average annual subscription rate (\$35) for popular magazines, add \$200. Pamphlet prices have gone sky high. Say \$10 for each and you're probably about right. If any materials in the bibliography had to be obtained via interlibrary loan from a research library, the costs (borne by the borrowing and lending institutions) can run as high as \$30 for each transaction. Then, add another \$500 for the purchase and subscription prices of bibliographic tools for finding books, magazines, and pamphlets.

Expressed in cold CashSpeak, even a run-of-the-mill high school term paper is going to cost more than \$4,000 for just the library resources employed. (Prorating the costs of school and public librarians' pay, plus cataloging, plus storage and maintenance costs, would run beyond the length of this page, but you can bet it would be more than another \$1,000.)

In front of me is a term paper graded A+. The high school junior who wrote it last year made extensive use of both his public school library and his public library. The bibliography is twice as long as for those papers graded C or B. The lowest possible costs assigned to the print forms of the library materials listed (plus the bibliographic finding tools that had to be consulted) make this an \$8,000 term paper.

No householder with a teenager on hand, no householder revolting against an increase in local taxes, is likely to assume the costs of even the worst sort of term papers. Alas, the teachers who assign the term papers are just as unlikely to know the basic costs of the materials employed. Neither are their school administrators. It's time we told them.

If you suffer under the delusion that talking about money is somehow unprofessional, watch for one thing as the arguments on the plan for national health care overwhelm the news media. See if you can find a physician who blushes or stammers during a discussion of costs and benefits.



ADVOCACY: THATCHING OUR ROOF BEFORE THE STORM

by REESA COHEN, teacher-librarian, Penner School, Winnipeg, Manitoba.

Reprinted by permission from *MSLA Journal*, Winter 1995. *This article is a condensed version of presentations made at the MLA conference in May, and at the CSLA conference in June, 1994.*

THE STORM

In Scotland, far, far to the north, in a cottage nestled among the deep hills, an old man lay dying. Outside a storm was raging. His granddaughter sat by the bed to offer comfort. The old man seemed to draw momentary strength from the storm and opened his eyes. The girl asked him if she could do anything for him or if he would like to hear a passage from the 'guid book.' "No lassie," he weakly replied, "I thatched me roof in the calm."

This story, told by Elizabeth Hoffman in a speech to the American Association of School Librarians, illustrates the importance of building support for a library program before a crisis or storm arises. But it seems that the crisis is here and now, and that the storm is at our doors and pounding on our roof tops.

When I was asked in the fall of 1993 to make a presentation at the Alberta Library Association conference in April, and at the CSLA conference in June on the topic of advocacy and to discuss survival tactics, I readily agreed. But dealing with that topic, in light of the developments over the past ten months, was very difficult indeed. I first had to face an extremely troubling question, "Are we in fact surviving?" You be the judge.

News of significant teacher-librarian cuts and reductions from Victoria and Calgary and other major centres in Canada were upsetting to say the least. My visit to the Alberta conference in April was a chance to hear about these cuts and other reductions taking place in that province. Similar situations are happening in other centres like Nova Scotia. These are provinces which have been leaders in our field in delivering quality library programs—a beacon of light for all of us—the homes of research documents

and co-operative programs that have set an example for those of us in other provinces who aspire to emulate their success. Last spring in our home province of Manitoba, the largest urban school board, Winnipeg #1, facing a large shortfall in its budget, asked for input and suggestions from different parent groups to deal with the budget problems. One parent group suggested cutting teacher-librarians. Every division [school district] in our province is facing pressure to cut, trim, and reduce and far too often the professional staff in school libraries is the target. The temptation, like a parent discovering his child is in trouble, is to say, "Where did we go wrong? Why us?"

I don't have all the answers to these questions, but I recognize that we have problems that we need to face. I know there is a danger in dwelling upon our problems, but I worry that if we don't face them squarely, we will continue to function as we have in the past without seeking solutions.

IDENTIFYING PROBLEMS

Here is what I see as some of our problems.

- Fiscal restraint

We have reached a time when every institution in our society, not just school libraries, is up for evaluation and review in terms of its payback per dollar spent, rather than in terms of some nebulous benefit that, according to those spending the big bucks, is not concrete evidence. Many administrators realize that a teacher-librarian is important to accessing the latest in information development, and to implementing resource-based programs, but funding for the teacher-librarian is another question, especially since this staffing is not mandated.

- A lack of understanding of what a teacher-librarian actually does, by the public and by our teaching colleagues.

Perhaps we have spent too much time marketing the frill activities and not the curricular activities that should take place in the library. Because we are

viewed by the public as dead weight, drawing salaries for non-essential jobs, peripheral to the real work of teaching students, we are seen as ultimately expendable. The simple fact is that we are in non-classroom positions and as such we will always be called upon to explain who we are and what we do.

How is it that we teacher-librarians, who write so often about our work and constantly stage public relations programs, have a general public so little aware of what we do and the stellar contribution we can make to the education of young people? There is no question that we have an enduring image problem—the issue is how can we re-shape it? Our own role confusion is at the root of what I see as another problem.

- A failure to fulfil our primary role—our instructional role, which has caused a problem in the perception by others of what we do.

We are still seen as the custodian of books, the reader of stories and the circulator of materials, by a vast public. Decision makers do not see our paramount task as curriculum development and implementation. Perhaps too few of us are involved in carrying out this primary role or in communicating the effectiveness of what we do. It is up to the school-based teacher-librarian to make the program indispensable to the instructional life of students and teachers.

- A lack of recognition of resource-based learning and co-operative program planning by key players.

Research proves the value of resource-based teaching and learning, but do our colleagues and administrators recognize this? And just as important, is resource-based learning and co-operative program planning recognized by other key players, such as the ministry of education, or the university education faculties, where future teachers could learn this important instructional strategy?

I also think we suffer from...

- Powerlessness, both real and perceived.

We have not built the relationships we need to extend our sphere of influence with school board trustees, the community, the ministers of education, etc. With all the communicating we have done, we have not reached those who count, nor have we garnered support where solutions happen or decisions are made. These key people may have been missing

from the loop in the public relations we have done. We simply have not cultivated the power brokers.

Perhaps we have also failed to take leadership in our schools, by failing to take the initiative in reaching those in power, and failing to exert influence.

- Lack of consistency.

There is a terrible inequity between staffing, programming, roles, and qualifications from school to school and from division to division. There are no minimum standards with regard to staffing that could be widely accepted. This has caused the impact of our profession and the effect on student learning to be hit and miss. We are fortunate that there are several divisions with teacher-librarians in every school, who have support from division level co-ordinators and from superintendents. But what about those who aren't so fortunate?

Lack of consistency is evident not only in staffing and programs, but also in materials and technology. For those who work in schools with aging book collections and poor equipment and hardware, who are unable to automate, with little hope for the purchase of new equipment in the near future, technological progress seems like a parade in some distant land. For these schools, traffic on the electronic highway seems to be whizzing past while they can't find the entrance ramp. Each advance in technology widens the gap between the haves and the have nots. It seems that access to quality school library programs is a matter of whim, finances and geography.

- Our policies and guidelines lack teeth for implementation

There is a lack of follow through with school library documents, locally and nationally. The policies may be there, eloquent, practical, effectively written documents exist, but they lack wide acceptance by educators outside the school library field. Often they gather dust, instead of gaining momentum for implementation. These policies and documents need teeth from government agencies in the form of support, publicity, inservice, and follow-through, in order to be widely accepted and implemented. It is comforting to note that Manitoba's recently released resource-based learning document is getting support and recognition by colleagues outside our field and that our provincial school library curriculum specialist, Barb Poustie, is making every effort to see that it receives a high priority in educational circles.

- Complacency

I worry that the rest of the world is in overdrive, racing forward and we are responding too slowly, that we have too long been satisfied by the way things were and content to stay in our libraries and the rest of the world be dammed. I see this as a most troubling problem and one that prompts a host of questions.

Are we responding to new learning programs and integrated curricula with selection of appropriate materials? Is program-based budgeting a priority in our school libraries? Have we neglected to re-structure as other institutions have? Do our libraries respond to and reflect the technological world? Do we fight to be seen as a key player in seeing that our clientele use all this information effectively?

If I have thoroughly depressed you, I apologize. I don't want to be the bad news lady. Having a negative attitude is not my style...seeking solutions is! If these are the problems, what are the answers?

Mark Twain cautioned against simplistic approaches to solving problems: "For every problem there exists a single, unique solution: simple, logical, understandable... and wrong!" At a time when teacher-librarians are under increasing pressure to provide more and better service with fewer dollars and when no miraculous solution to our huge Canadian deficit seems likely, what can we as mortal teacher-librarians do?

ADVOCACY

Does advocacy have a role in helping to solve these problems? If you feel that advocacy sounds like a tired old refrain, maybe that's because this strategy has been referred to time and again by leaders in the field since the early 1970s and from early school library documents, like *Partners in Action*, and is still a focal point in many of our professional journals. It is a rarity to see this topic not discussed in them. The reason is obvious. Well planned and aimed advocacy gets results. Unfortunately, advocacy-by-crisis is not enough to produce the solid support that is needed. Knee-jerk advocacy efforts which may bring a stay of execution are often followed by a collective sigh of relief and a lull in public relations efforts.

The only way school library and public library programs are going to survive in a site-based and

budget-cutting world and gain a lasting place is by developing an effective ongoing program of advocacy, with a vigorous public relations campaign. It may not be the only answer to our dilemma, but it certainly should top the list in seeking solutions. Why? Because good advocacy changes people's perceptions of what is valuable. Whether we are talking about a business organization, a public or a school library, advocacy has a place in determining the value of a service and acceptance of that service as worthwhile.

Advocacy is a social art. The better we understand the viewpoint, mind-set, problems, responsibilities, and dreams of each member of our public, the better we will relate. And who might that public be? Anyone who is affecting the library program or anyone affected by the program is a member of your public. They include public library trustees, school board members, superintendents, principals, parents, booksellers, service clubs, parent-teacher groups, critics, censors, professional organizations, educational reformers—all need to be considered in a comprehensive campaign of advocacy.

What is needed is to examine some specific survival tactics to fulfill the crucial need for advocacy. The following suggestions and strategies are not by any means new or comprehensive, but if we examine them closely we might gain some clues on how to survive the storm. Until about ten years ago I was an avid bridge player and I feel that some of the skills learned in this game can apply in life. The secret to success in life is not in holding all the good cards, but in playing those that you hold well.

SURVIVAL TACTICS

1. Plan an ongoing dynamic program of public relations at the school level.

This is not new or surprising, but it is essential. To many, P.R. amounts to publicizing accomplishments or putting the best of what we do out on display. This is useful, constructive, and paints a good picture of anyone's program. But it can't stop there. Public relations isn't just a showcase for what we've managed to get done. Effective P.R. can help us get ready for tomorrow and set the stage for future plans. Communicating the purpose, the mission and the vision of a school library program is one of the most important tasks of any person working in a school library today.

Each teacher-librarian must prepare a case well and make sure it is the advantages that accrue from resource-based learning that are being emphasized and how that learning strategy can affect the learning process in a positive way. Of course the best way to accomplish this is through the delivery of an exciting and valuable program. But to value the program and services of a school library your clients, the staff, the students, the administration and the parents must know about these services and the exciting programs, understand them and accept them as worthwhile.

Working to build a coalition of supporters from students, parents, teachers and administrators will only happen if they see us providing programs which meet their needs and which contribute to learning. For the pump to be primed and when the need is urgent, all of these individuals and groups must have a foreknowledge of library services and the part they play in our information oriented society.

2. Connect with colleagues at the school, divisional and provincial levels and network outside the school library.

- Identify allies within the school and outside the school and work with them and their strengths.
- Never underestimate the importance of connecting with other colleagues professionally. Contributing to and having an impact on your profession can help stimulate your own P.R. plans.
- Network with other library professionals such as public librarians who might share your concerns and be sure to support their programs. Taking part in activities of the larger library community can be very helpful and rewarding.

3. Support and get involved in a division or provincial advocacy plan.

I suppose I could have subtitled this as lobby, lobby, and then lobby again. Lobbying is most effective when well organized groups of people plan based on long term objectives, with targets in mind. If we don't take the time to lobby now we will always be fighting the same battle. So what is involved in lobbying?

- Sending copies of the latest research available that shows the effectiveness of school library programs to those who have power, such as ministers of education. Remember these people

are often shifting jobs or losing elections, so you will need to re-cultivate.

- Requesting a meeting with the education minister to state your case or concerns.
- Meeting with the opposition education critic. Be well prepared to state your case and even supply questions that could be asked in the legislature, especially highlighting effects of cutbacks.
- Meeting with the dean of the faculty of education to state the case for additional courses for teacher-librarians, and to explain the need for modelling resource-based learning at the faculty level and including co-operative program planning and teaching as a legitimate teaching strategy. Both undergraduate and graduate students in teacher education need coursework that develops positive attitudes to the role of the teacher-librarian and the school library resource centre program.
- Making representation at special committees that affect your future, as the Manitoba School Library Association did when they made a presentation to a committee reviewing school boundaries or as they did a few years ago to a task force on the future of education for teachers.
- Getting the best in knowledgeable and supportive people to run for school trustees, public library boards and city counsellors.
- Sending letters, brochures and making presentations to school trustees and public library boards.

These lobbying activities can be summed up in just one phrase: be proactive. We are so very fortunate that a creative MSLA advocacy committee is working hard on our behalf to carry out many of the ideas discussed above.

4. Seek an additional role within the system, but never abandon our primary function —meeting the information needs of our clients.

It seems that our traditional role is changing. Good whole language teachers are doing a fine job introducing quality literature; administrators see that the clerical roles involved in running a library can be done as effectively by paraprofessionals and at a huge reduction in cost; providing teachers with prep time is deemed more important than teaching the traditional information skills. Priorities in our education system change when faced with severe financial pressure. What was prized a decade ago is replaced by more pressing needs. I strongly maintain that the only way we will remain viable as a profession is to offer indispensable services no one else can

or will deliver in the school building. These might be:

- A computer network administrator
- A staff trainer in the use of modems, e-mail and the internet
- An electronic information evaluator
- An expert at the new formats of HyperCard, CD-ROMs, and laser disk resources
- A catalyst for gifted and enrichment programs
- A facilitator of literature circles
- A media literacy teacher

Educational change is inevitable and teacher-librarians must take action to make sure they are not overlooked as curricula are redefined.

Teachers today, whether classroom or teacher-librarians, have to think like a quarterback, always anticipating, throwing the ball, not to where the learner is now, but to a future spot where she will be. A critical role of our profession should be to scan the horizon for educational, technological and societal changes which affect our students, teachers, schools and communities, because the most valuable person in an organization today is not the one who knows the most, but the one who is aware of what is around the corner, who can learn what's new and teach it to others.

5. Take our rightful place in the new world of technology.

The addition of electronic resources as sources of information have made our role more complex and sometimes frustrating. What could be in our favour is the bewildering speed with which new technology is taking our society by storm. The rapid advances in communication technology might help people see our role in a new light, if we help shine the flashlight and make sure that the information superhighway does not detour around the school library or the teacher-librarian. In order to avoid being road kill, we need to identify ourselves as part of the information industry and show others in this field that we can and will contribute.

A school may have a team of information technology experts, and that team had better include us. Ideally, the teacher-librarian will take the lead. If we are to do our jobs as information specialists effectively, we will have to be technologically sophisticated, more so than our patrons. I don't think they will keep us around just for decoration. The

enterprising teacher-librarian will learn to navigate the Internet before anyone else in the school, knowing that she can provide guidance to both staff and students as they tackle this often frustrating source.

New technologies lead to increased access but they do not automatically lead to insight or increased understanding. While these new sources promise to deliver more information in less time, the challenge of developing knowledge from all this information can be increased by too much data. Students will need to interpret and make sense of all this new information. We can take this as an opportunity to make ourselves the onsite personnel whose role it is to teach students how to thread their way through the information jungle.

6. Find and share evidence of how the teacher-librarian and a strong school library program can increase the productivity of students and faculty.

It is not enough to have a clear vision yourself of the impact of the library program on the learners and learning—this vision must be communicated. Rather than defining our mission as what we as professionals should be doing, we must be looking at what our students will be able to do as a result of our instruction. To do this we must seek out evidence that teacher-librarians and school library programs provide measurable educational advantages to those students and teachers fortunate enough to have them.

Investigating this need for proof, I conducted a literature search. I found an enormous number of studies that support the inclusion of library programs and professional staffing. One is the well quoted and often recognized Colorado study, *The Impact of School Library Media Centres on Academic Achievement*. Another is Ken Haycock's *What Works* which includes Ph.D. dissertations and ERIC documents indicating a strong support for professionally staffed school libraries. This is the kind of material that needs to be recognized and used. I have listed a third source by LaVerne in the bibliography following this article.

I realize that the problem is not a lack of proof but a pervasive lack of awareness of this proof. But I also realize with concern that many of these documents contain material and studies that are outdated.

Questions that need answering:

1. Do our superintendents know the research which supports the impact of the library programs on student achievement?
2. Do teachers or even teacher-librarians know about the research?
3. Can we ourselves show how a teacher-librarian and a strong school library program can increase or improve the productivity of students and faculty with regard to collection of information, use of resources, or impact of technology?

In most cases the answer to these questions is NO! I see the challenge as twofold.

1. Getting the available information out, publicizing it, and supplying it. The truth is that neither teachers, nor administrators, nor school board members will read this research unless we provide it. In most cases they and the general public do not know that this kind of research exists.
2. Undertaking our own marketing research to determine the value and effectiveness of professionally staffed school libraries. We need to conduct our own Canadian studies and collect our own statistics that are up to date and not rely on the Americans.

The truth is we need to have a larger body of research showing unequivocally that good school library programs equal better achievement. The task of defining this research is daunting because the variables are so numerous. But until some respected body of research says "Here's the proof," few schools are going to put libraries on their priority list. I am delighted to report that this fall CSLA has formed a Research Committee which will investigate ways of encouraging and disseminating school library research in Canada. Stay tuned! Research is taking place as we speak. Joy McGregor, a recipient of the CSLA 1993 Grolier Award for research in school librarianship is conducting research into developing critical thinking skills in the library.

In addition to pointing out the relevance of school libraries to academic achievement, there are other examples that support the important contribution of libraries to literacy. *The Power of Reading* is a book on current research. It cites study after study, from quantitative experimental research to case studies, building a compelling argument for leisure

reading as being of far greater impact than direct instruction with drills and exercises. Access to print-rich environments, including libraries, promoting voluntary reading, and reading aloud, all contribute to positive attitudes and success in reading. This information must be shared with those in decision making power.

7. Demonstrate the effects of cutbacks and reduced time.

Teacher-librarians owe it to their patrons to educate budget-conscious decision makers about the full implication of reduced professional staff and services and the effect it will have on programs in the school. This does not mean doing the same job in half time that was done before in full time. It does mean having the decision makers feel the pinch. It does mean continually pressing for better service and documenting the areas that are suffering.

Working at advocacy even after the cuts is crucial. We need to write those who have made the cuts, defending the role of the teacher-librarian. The electronic mail system is a powerful new communication tool. It was comforting to note that when a message was sent out on the ATLC e-mail discussion group about recent cutbacks, many came to the support of those hit the hardest, by writing and calling school board members.

Sometimes decision makers need to be given a reason to change their minds or their view of things. The library community can provide that reason by a deluge of letters, phone calls and presentations. We must not quietly fold our tents and go away, so—let no cut go by silently.

8. Strive for excellence, continuously looking for program growth, personal improvement and avenues to build credibility.

When we equip ourselves with specific additional skills, we gain power. Look for areas of personal growth such as taking additional courses, specializing in fields related to your work, pursuing additional degrees. All these things can help strengthen your position. We need also to work for standards in our profession and in our specialist training.

9. Write! Write!

Write not just for our own, but for other special area groups and teaching colleagues. Teacher-librarians need to take on the task of writing about school libraries for publications of all kinds, taking the time to share resource-based units of interest to science, math, social studies or history teachers, in their professional journals. We have to go beyond sharing only amongst ourselves and reach others with our fine resource-based learning units. An important area of advocacy is the submission of articles on library programs to the journals or newsletters of administrators and trustees.

We can exploit the public interest in computers, CD-ROMs, laser technology, and electronic communication. It troubles me that the media has given so much attention and coverage to the information highway and its implications and rarely is the role of the school library mentioned as an agent in acquiring and sifting through this vast source of knowledge or in developing information literacy. It is evident that WE must give them the real goods on the use of these resources in school libraries.

I think it would be an excellent idea to reach educational writers and reformers. How helpful it would be to have them on our team and to encourage them to identify publicly that a library with an adequate budget, professional staff and technical assistance makes a school better. They need to be made aware of the research referred to earlier.

And finally, in spite of the situation...

10. Do your best to be positive and optimistic.

This is a difficult thing to be when all our hard work and advances in the concept of resource-based learning and co-operative program planning has not always been recognized or appreciated. It is especially difficult when our programs are constantly threatened. But giving up is simply not a viable alternative. Teacher-librarians and public librarians need to be zealous in their efforts to keep libraries visible and their needs known.

Even though we are tired and frustrated at the prospect of looking over our shoulders, waiting for the budgetary axe to fall, we need to believe that we are going to survive the storm by relying on our famous resilience, optimism and professionalism.

Frank Ogden, a futurist and educational guru says, "...you can view the future through the negative

lens of fear or through the positive lens of opportunity." I invite you to view the positive side with me. I am confident that not only will we survive, despite the bleak financial picture, but that we will emerge stronger. To do this we need to accept part of the responsibility to turn the situation around by harnessing our skills and using our contacts. We need to educate our public that with our broad view of the curriculum, our awareness of resources, our ability to differentiate and individualize instruction, our recognized use of collaborative strategies and our growing understanding of and use of technology, we are essential players in the education of students.

You may disagree with some of these observations, but it is hard to deny that we are experiencing a storm of major proportions. Being well-prepared with survival strategies is one of the best ways to strengthen and validate our profession and thrive, not just survive.

Resources for Advocacy

Haycock, Ken. *Program advocacy: power, publicity and the teacher-librarian*. Englewood, Colorado: Libraries Unlimited, 1990.

Haycock, Ken. *What works: Research about teaching and learning through the school's library*. Vancouver, BC: Rockland Press, 1993.

Ireland, La Verne H. (ed.) *The impact of school library services on student academic achievement*. 3rd edition. Morgan Hill, CA : Peterwin Press, 1993.

Krashen, Stephen. *The power of reading: Insights from research*. Englewood, Colorado : Libraries Unlimited, 1993.

Lance, Keith Curry, L. Welborn and C. Hamilton-Pennell. *The impact of school library media centers on academic achievement*. Castle Rock, Colorado: Hi Willow Research and Publishing, 1993.

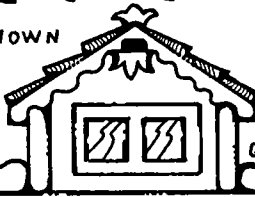
FISCAL RESTRAINT

THATCHING OUR ROOF BEFORE THE STORM

SELECTING PRIMARY ROLE: INSTRUCTION

R.B.L. & C.P.R.T. UNKNOWN BY KEY PLAYERS

WHAT DO TEACHER-LIBRARIANS DO?



TOOTHLESS POLICIES & GUIDELINES

COMPLACENCY
INCONSISTENCY
STAFFING / PROGRAMMING QUALIFICATIONS

LACK OF INFLUENCE
POWERNESS

CONNECT WITH COLLEAGUES AT PROVINCIAL / NATIONAL LEVEL NETWORK / BE PROACTIVE

DYNAMIC PUBLIC RELATIONS PROGRAM AT SCHOOL LEVEL

ANALYZE EXISTING SITUATIONS IDENTIFY TARGET GROUPS PLAN GOALS-TAKE ACTION-EVALUATE

SUPPORT DIVISIONAL / PROVINCIAL ADVOCACY PLAN
LOBBY·LOBBY·LOBBY

DEMONSTRATE EFFECTS OF CUTBACKS & REDUCTIONS

SHARE EVIDENCE OF HOW TEACHER-LIBRARIAN & STRONG LIBRARY PROGRAM CAN INCREASE PRODUCTIVITY OF STUDENTS & FACULTY

BE INDISPENSABLE KEEPUP WITH TECHNOLOGY

FACILITATE LITERATURE CIRCLES

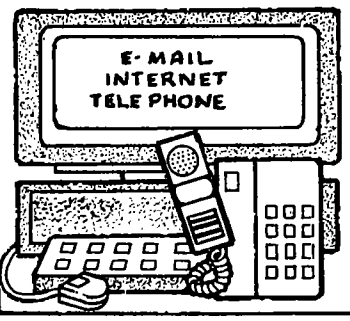
MEDIA LITERACY TEACHER

SHOW WHAT WORKS

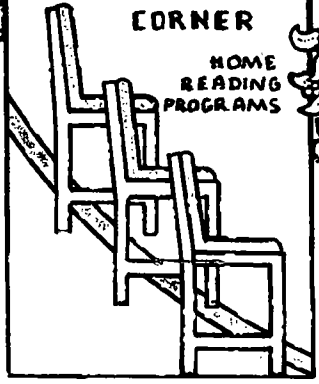
PROFESSIONAL SHELVES

- PLAN WITH TEACHERS
- FOLLOW UP ON TEACHER REQUESTS
- DEVELOP PROGRAM BASED BUDGETING
- INVOLVE STAFF IN LIBRARY POLICIES
- ANNUAL REPORTS TO PRINCIPAL

ADVOCACY



PARENT CORNER



HOME READING PROGRAMS

BE POSITIVE

BE OPTIMISTIC

VIDEO PRESENTATION OF LIBRARY ACTIVITIES

TRUSTEES WELCOME

ANNUAL REPORTS

RESEARCH RESEARCH

WRITE WRITE WRITE

SUPER.

NEWS LETTERS

NEWS COLUMNS PHOTO ALBUMS

REPORTS RESEARCH TO: MINISTER OF EDUC. EDUCATION CRITIC



STUDENTS

LIBRARY SERVICES

STUDENT PROJECTS

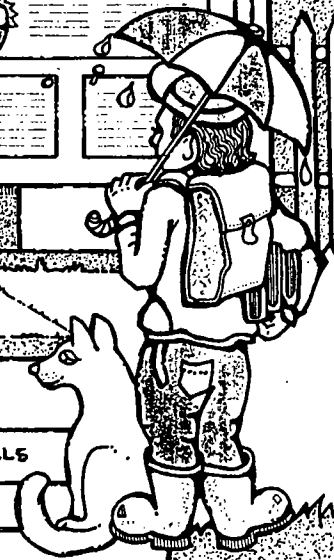
GOOD ADVOCACY CHANGES PEOPLE'S PERCEPTIONS OF WHAT IS VALUABLE

MASTERY OF NEW TECHNOLOGIES

LISTENING AND VIEWING SKILLS

LOVE OF READING

LIFE-LONG LEARNING



J.W. WISPIANSKI

AN INTRODUCTION TO THE INTERNET FOR TEACHER-LIBRARIANS

September 30, 1995

This six hour, "hands on" workshop will focus on Internet resources and applications which are most appropriate within a school library setting. No telecommunications or Internet experience is required but basic computer knowledge is an asset. The workshop will include:

An explanation and overview of the Internet

- What is it? Where did it come from?
- Why has it become so prominent today?
- Its present and future impact on education, schools, and school libraries.

An overview of the various tools and utilities available on the Net

Use of the TELNET facility to access external OPACs and databases

Use of the GOPHER facility to identify resources of interest to teacher-librarians

- CIA World Fact Book
- BC Government Ministry data
- Stats Can information
- Various Canadian Government publications
- Canadian and American Supreme Court decisions
- A wide range of current environmental information
- Ontario educational information and resources
- ERIC lesson plans and educational research information

An overview of the searching tool VERONICA used to locate specific GOPHER information and resources

Use of the World Wide Web's graphical information to:

- visit treasures of the Louvre in Paris
- tour The National Library of Canada in virtual reality
- explore on-line picture books including Barney the Dinosaur, etc.
- sample on-line periodicals including: The San Jose Mercury Newspaper, The San Francisco Free Press, Der Spiegel, PC Week
- access selected libraries with on-line catalogue information in MARC format

An overview of the World Wide Web searching tools and practices

INSTRUCTOR

John Goldsmith has been a teacher-librarian at the junior and senior high school levels for more than six years. Shortly after receiving his Teacher-librarian Diploma he assumed the position of Counsellor and Technical Support Person at the Fraser Valley Regional Correspondence School, where he is actively involved in a number of projects involving the integration of telecommunications and the Internet within many distance education programs.

John has been an active Internet user since 1987. He has presented many workshops and seminars for school districts of the Upper Fraser Valley and for the general public of the area. He also teaches Internet related classes for the University of the Fraser Valley and is a regular contributor to *THE BOOKMARK*.

Cost is \$110. Your school will receive registration information in early June.

A PRESENTATION TO THE BUDGET COMMITTEE OF THE SURREY SCHOOL BOARD

Submitted by the Surrey Teacher-Librarian LSA, February 28, 1994

The following document is a presentation made to the Board of School Trustees, School District # 36 (Surrey, BC) on 1994 February 28, by the Surrey Teacher-Librarian Local Specialists' Association. It was submitted by Judith Coffin, a member of the presentation committee, to the Association for Teacher-Librarianship in Canada for inclusion on its Advocacy Disk. This disk contains articles, bibliographies and research which support the value of school library programs, as well as sample letters, briefs and presentations used by teacher-librarians to advocate for support from local decision-makers. The Surrey presentation is included on the latest version of the Advocacy Disk. The intent of ATLC is to constantly add material to the disk and to make it available at nominal charge to teacher-librarians for use in designing their own advocacy actions. For purchase information, consult the March 1995 issue of The Bookmark, pages 152-153.

Teacher-librarians are invited to submit additional materials on Microsoft Works or Clarisworks, either IBM or Mac, to:

Angela Thacker, ATLC Executive Assistant, 2561 Western Avenue, North Vancouver, BC, V7N 3L2, or via Internet: angela_thacker@mindlink.bc.ca

INTRODUCTION

We want to thank you for the opportunity to share our concerns about Surrey school library resource centres, for it is on a daily basis that we as teacher-librarians see the effect that the deterioration of our library services has had on our students.

Well documented research has shown that students in school districts with well funded school library resource centre programs perform better scholastically. We are here to ensure that our students in the Surrey school district are provided with the knowledge and skills they need to succeed in the world after high school. We are here to convince you that school library resource centres are not a frill but an essential part of an instructional program which provides Surrey students with these skills.

We would like to describe what is happening in Surrey school library resource centres.

We have come with many non-cost and some cost recommendations. We hope you will join us in seriously addressing our concerns.

We have divided our presentation into five parts: Budget, Professional Staffing, Clerical Support, New and Conversion School Library Resource Centres, and Technology.

BUDGET

Cost of books and Inflation

In the last ten years, Surrey school library resource centre budgets have not kept pace with inflation. In 1983, Surrey secondary teacher-librarians received \$13.00 per student. Then, the average cost of a secondary book was \$10.00. In 1993, they received \$15.00 per student. However, the average cost of a secondary book had increased to at least \$30.00. Secondary school library resource centre budgets have increased 15% while the cost of a book has increased 300%.

However, it is not just the reduction of our purchasing power but the actual allotment of \$15.00 for secondary and of \$11.00 for elementary that is inadequate. A survey conducted by the British Columbia Teacher-Librarians' Association in October 1993, documented the highest allotment in the province as \$30.00 per student. Compare this with the \$15.00 per student that we are allotted in Surrey. In fact, 2/3 or 66 2/3% of the responding districts received more money per student for books than we received in Surrey.

What is our budget expected to purchase?

Sample Budget

Elgin Park with a population of 650 students and a per pupil expenditure of \$15.00 is allotted \$9,750.00. These budget expenditures which are common to most secondary school library resource centres begin with:

Magazines	\$3000.00 to purchase 70 magazine titles, 45 of which are indexed and used as a primary source of current research information to support courses in the school.
Magazine Indexes	\$ 700.00 to purchase the <i>Canadian Periodical Index</i> which (Print) Index which indexes Canadian magazines and the <i>Reader's Guide Periodical Index</i> which indexes primarily American magazines.
Magazine Indexes	\$2000.00 to purchase the <i>Magazine Article Summaries</i> (CD-ROM) Full Text , a CD-ROM program which indexes and provides a variety of American and Canadian magazine articles.
	\$650.00 <i>Canadian Periodical Index</i> on CD-ROM which indexes Canadian magazines.

The introduction of CD-ROM software into school library resource centres has increased our expenditures on periodicals. Because in most school library resource centres there are very few computer stations for magazine indexes and because you have to ensure class access to magazine indexes, teacher-librarians are forced to purchase both the print and CD-ROM indexes, **doubling** the magazine expenditures.

After the magazine expenditure a balance of \$3,400 remains to purchase:

- a) books
- b) paperbacks
- c) encyclopedias, both print and CD-ROM formats
- d) videos
- e) laser discs
- f) books on tape
- g) microfiche
- h) compact discs
- i) pamphlet file material
- j) CD-ROM software

Which would you choose?

Why can't Surrey students use the public library to do their research?

The collections of public libraries are not selected to support the high school curriculum. They don't have the volume of books needed to support the projects assigned by teachers. Imagine for one moment a class of 33 grade eight students descending on the Surrey Public Library with a project on Medieval history. Approximately 50-60 books at the appropriate reading level for grade eight would be needed for the class to do the project. There are 34 books on Medieval History in the Surrey Public Library System. There are 200 grade eight students at Elgin Park Secondary and there are 3, 414 in the Surrey School District.

School Library resource centres also support a wide variety of other programs including English as a Second Language (ESL), International Baccalaureate Program (IB), Advanced Placement (AP), and Career Education for Learning Disabled (CELD).

Elementary teacher-librarians face similar choices. Their smaller budgets are expected to support a similar and wide variety of programs and include additional purchased such as picture sets, kits, and big books.

The choices facing teacher-librarians are not between essentials and frills, but between essential books and a variety of materials that are needed to support the curriculum and the diverse learning styles of our students.

It is ironic that in this information age school library resource centres are so poorly funded. It should be a time when increasing amounts of money should be injected into school library resource centres.

Why?

Research shows that in schools with well equipped resource centres and professional teacher-librarians, students perform better scholastically and on achievement tests for reading comprehension and basic research skills.

Lance, Keith, Lynda Wellborn and Christine Hamilton-Pennell. *The Impact of School Library Media Centers on Academic Achievement*. (Hi Willow Research and Publishing, 1993)

The size of a school library media centre staff and collection is the best school predictor of academic achievement. *School Match*, 1987.

An effective school library media centre is one of the most powerful and cost effective ways to boost student success.

Mancall, Jacqueline C. "Current research: an overview of research on the impact of school library media programs on student achievement" in *School Library Journal* (Fall, 1985.)

PROFESSIONAL STAFFING

Many documents have described what an effective school library resource centre should be. **All agree that the role that the school's teacher-librarian plays is the key to its success.**

Surrey's teacher-librarians have used the following three sources to identify the role:

- *Surrey's Policy and Procedure Handbook*
- *Surrey's School Library Resource Centre Program*
- *The Ministry's Developing Independent Learners: The Role of the School Library Resource Centre*

The above documents all confirm the shift away from being merely a keeper of the books to that of being an active participant in curriculum planning and teaching.

The Role of the Teacher-Librarian:

The role is multifaceted and can be categorized into nine areas of responsibility:

- *Cooperative program planning and teaching*
- *Curriculum and professional leadership*
- *Promotion of learning resources*
- *Information and reference service to staff, students, and parents*
- *Reading, viewing, and listening guidance*
- *Liaison with the resources in the community, district, and the ministry*
- *Involvement in the school's technology planning*
- *Acquisition of resource materials*
- *Organization and management of resources and staff*

Did you know?

Surrey's staffing figures for teacher-librarians at both the elementary and secondary level are well below the B.C. Teachers' Federation (BCTF) standards and within the bottom quarter in almost all categories when compared to other districts in British Columbia.

COMPARE

BCTF Guidelines		Surrey Staffing (Elementary)	
Students	Teacher-Librarians	Students	Teacher- Librarians
201 - 400	1.0	0 - 100	.2
401 - 750	1.5	150 - 200	.3 - .4
751 -1000	2.0	250 - 290	.5
1000 Plus	2.5	300 - 440	.6 - .8
		450 - 500 +	.9 - 1.0

The ratio of Surrey's elementary schools has been increased to 500:1 for professional staffing and secondary schools are generally staffed with one teacher-librarian regardless of enrolment. Some examples of secondary enrolment are:

Frank Hurt.....	1474 students
Queen Elizabeth.....	1318 students
North Surrey.....	1434 students
Semiahmoo.....	1350 students

All these secondary schools are staffed by only ONE teacher-librarian.

Are students affected by the lack of professional staffing?

Yes, most definitely! Teacher-librarians can only accomplish so much during the time assigned to the schools. Surrey's teacher-librarians are having to balance the time given to curriculum planning and teaching, which is considered our key focus, and the ordering of new materials, servicing individual student needs, supporting staff curricular needs, offering professional leadership, processing previously ordered materials, in addition to managing the resource centre's daily circulation. Our key role should be working with students and staff but our time is often compromised.



RECOMMENDATIONS:

Both the lowering of the ratio of students to teacher-librarians and the creation of a staffing formula that remains constant year to year, are necessary. Projected fall enrolments frequently result in a modification in the schools' library allotments which forces many teacher-librarians to change schools. As a result, continuity within the program suffers and morale is low. Surrey's teacher-librarians have the third highest standard of training in the province, and need support to provide the adequate services and resources needed to take our students effectively into the 21st century.

CLERICAL STAFFING

Clerical support is essential for the processing and the acquisition of new resources for the school library resource centre.

The actual duties for which a library clerk is responsible are as follows:

- receiving and processing new materials
- inputting data (automated libraries only)
- preparing orders
- maintaining the card catalog
- typing bibliographies and teaching units
- repairing and maintaining the collection
- assisting with inventory
- correspondence

CONCERNS

Surrey's current clerical staffing allotment puts us at the bottom 10% of BC school districts, according to the 1993 British Columbia Teacher-Librarians' Association (BCTLA) statistics. The library's clerical time is assigned to the school as part of the school's general office allotment. It was recommended over two decades ago that a school with a full time teacher-librarian receive ten hours of clerical time weekly. As it stands, clerical time is now assigned at the discretion of the administrator and this creates inequitable situations in the schools. When there is inadequate clerical support, the teacher-librarian has to decide which professional responsibilities to compromise in order to maintain the smooth functioning of the resource centre.

STANDARDS

BC Teachers' Federation (BCTF) Guidelines

Students	Library Assistant(s)
200 or fewer	.5
200 - 400	1.0
401 - 750	1.5
751 - 1000	2.0
Over 1000	2.5

RECOMMENDATIONS

We believe each school needs:

1. A designated amount of clerical time to be determined by the school's enrolment.
2. A minimum time allotment of four hours a week for schools under 200.
3. Library clerks to be shared between schools.
4. Clerical duties to be completed only in the library resource centre.
5. *Continued opportunities for school clerks to participate in library clerical training.*

The suggested changes would promote more productive use of the teacher-librarians, more productive use of the clerks, more equitable time allotments at the various schools and more consistent job standards. An improvement in clerical staffing can only enhance the school library resource centres and increase teacher-librarians' effectiveness with students and staff.

NEW SCHOOL LIBRARY RESOURCE CENTRES

The design, funding and clerical assistance given to new school library resource centres is of particular concern to Surrey teacher-librarians.

Design

They are attractive but small and not functional.

The Surrey School District has adopted and endorsed in its policy handbook cooperative program planning where teacher-librarians provide an instructional role in the library. Yet the design of most of the new school library resource centres undermines the approved policy of the District.

There are design flaws which do not facilitate our teaching such as the new Elgin Park and Semiahmoo Secondary School Library Resource Centres which are designed without white boards or a screen to use with an overhead projector for class instruction.

There are design flaws which impede our teaching such as the new school library resource centre at North Surrey Secondary which is designed without walls to buffer the noise of the adjacent computer lab, or the new Kirkbride school library resource centre which is designed without walls and open to the noise of the hallway. Brookside and Cougar Creek Elementary School Library Resource Centres are open to the noise of the main entrance of the school.

There are design flaws which make the school library resource centre not functional, such as the new Cindrich and Hyland Elementary School Library Resource Centres which are designed without primary shelving, and Westerman, Frost Road and Coyote Creek Elementary School Library Resource Centres which are designed without intermediate shelving. The Semiahmoo Secondary School Library Resource Centre has no wall shelving for the growing collection to expand.

These design flaws are costly because they are often corrected at the expense of the school or the district.

Funding

The start-up funds for new elementary and secondary school library resource centres are also inadequate.

New elementary school library resource centres are allotted a fixed amount of \$40,000.00 to establish a core school resource library collection. This allotment of money would provide less than 3,000 print and audio visual materials.

There is no fixed funding allotment for new secondary school library resource centres. Last year a district committee of Surrey teacher-librarians recommended that \$200,000.00 would establish a minimum core collection for a new secondary school library resource centre. This allotment of money would provide approximately 6000 items.

Ministry of Education standards suggest a minimum of 15 items per student in each school library resource centre.

New secondary schools vary in size and therefore the amount of funding they receive from the provincial government also varies. Because Elgin Park Secondary is a small secondary school, only \$120,000.00 was allotted to the new library resource centre. As a result,

- if no books are discarded, damaged, lost or stolen,
- if there is no inflation,
- if library budgets remain constant,
- the Elgin Park Secondary library collection will reach the minimum ministry standard of 14,250 items in the year 2038.

Smaller secondary school library resource centres need a fixed allotment of money to ensure that they receive the same funding as the larger school library resource centres. All new school library resource centres should receive supplementary funding so they can reach minimum Ministry standards in a reasonable time period.

Clerical Support

Clerical support for new school library resource centres is also inadequate.

In a new school library resource centre the regular allotment of clerical time assigned by the principal each week is insufficient to process the quantity of new library materials. Two weeks of processing time is given by the district to new elementary school library centres to process the new library materials. Four weeks of processing time is given to new secondary school library centres. Additional district clerical time varies from school to school, year to year.

Each library item takes about 15 minutes to process. The clerical time received from the school and the district is inadequate and as a result it takes months to get the new library materials out on the shelves.

For four months the library shelves at the new Elgin Park Secondary School library resource centre remained empty. Finally on December 6, 400 books were put out on the library shelves. Most of the books, all of the videos, paperbacks, encyclopedias, CD-ROM and pamphlet material remained in the workroom unprocessed and unavailable to Elgin students and staff until the beginning of February. The Elgin experience is typical of a new school library resource centre in Surrey where clerical support is inadequate.

Conversion Schools

As the District Plan proceeds, many junior and senior secondary high schools are converting to full secondary schools.

In 1989, the North Surrey Secondary school library resource centre received \$90,000.00 to expand the library collection . The following year, the school library resource centres at Johnston Heights and Princess Margaret received only \$60,000.00. Clerical time was allotted to North Surrey School library resource centre by the district for one year to process the new library materials. To receive the same clerical assistance that North Surrey had received the previous year, the teacher-librarians at Johnston Heights and Princess Margaret had to file a grievance.

Funding and clerical assistance have been inconsistent with each conversion.

Moreover, not only the amount but the source of the funding varies with each school. The money to expand the school library resource collection at Johnston Heights came from the school's capital budget whereas the money for North Surrey and Princess Margaret's school library resource centre collections came from district funds. One school is supported with monies by the district while another is forced to use capital funds designated for other items.

During a school library resource centre conversion, the teacher-librarian's workload increases dramatically with the new and added responsibilities of over-seeing the conversion as well as continuing the regular responsibilities of operating the library for students and staff. To date, additional professional staffing has not been assigned to offset the increased workload.

In the near future, L.A. Matheson Junior Secondary, Newton Junior Secondary, and Queen Elizabeth Senior Secondary will undergo conversions.

School library resource centres need adequate library resources, increased professional staffing and additional clerical time when undergoing the conversion.

A consistent policy for funding, clerical time and professional staffing needs to be developed when a secondary school library resource centre is undergoing conversion.

TECHNOLOGY

Many of the new technologies on the market relate to information access and retrieval — which are areas traditionally associated with the school library resource centre. The acquisition of information technology in resource centres is desirable and inevitable. There are several forms of such technologies but the ones that most resource centres acquire first are CD-ROM's, on-line services and automated circulation systems. The most exciting aspect of this technology is that it appeals to academic and non-academic students. Students intimidated by traditional print sources are delighted to use these media.

A. CD-ROMS / ON-LINE SERVICES

- CD-ROM (Compact Disc-Read Only Memory) which allows for the storage and retrieval of massive amounts of information, e.g., magazine indexes and encyclopedias.

- on-line services such as DIALOG which, by means of a MODEM, make available a range of on-line data bases, e.g., 24 hour news services as well as access to the Vancouver Public Library, Surrey Public Library, SFU or UBC.

Issues surrounding computer-related technology in Surrey School Resource Centres

Impact on teaching role

- The most dramatic consequence of installing these kinds of computer-related technology is the amount of staff time spent on purchasing, installation and maintenance. The limited district support for these steps means we spend too much time trying to keep machinery operating - time we should be spending teaching students how to use it and to access and apply the information

Impact on Budget

- Individual teacher-librarians are spending countless hours researching computers for CD-ROM's and the attendant software, looking for the best buy. If there were an overall district plan, we believe we could save time and money. By coordinating bulk purchases of hardware and software, better volume discounts are realized.
- Like a car, equipment must be maintained and repaired. Service contracts make economic sense, but there is seldom a budget for these, since most often, hardware is purchased from 'found' money (e.g., PAC, Book Fairs, hot dog sales, bingo, casinos).
- Software must be updated (e.g., subscriptions to *Magazine Article Summaries*, which cost a minimum of \$1,200.00 annually).
- CD-ROM's are most effective in a school setting, when they are networked to allow several students to access information at one time. In fact, the whole school can be networked, so that students can do pre-research in their classrooms or in the computer-lab and then come to the library resource centre to locate the material they have identified. Only one student at a time can access expensive software unless the budget allows networking. For example, *Information Finder*, which is *World Book Encyclopedia* on a CD, costs \$399.00 per year for a single station, but \$1,700.00 per year if it is licensed to be accessed by several users at one time. This is, of course, a software cost. Naturally the hardware to allow networking is also a cost item.

Technical Support

(School-based and district-based)

- Because we lack technical support, the computers are often down and our students FOR WHOM WE PURCHASED THEM are unable to use them.
- Hiring library media technicians who could be shared among several schools would free teacher-librarians to perform their primary role teaching.

Financial Support

- A recognition of the additional expense that is an inescapable part of adding technology and a reflection of that recognition in library budgets.

B. AUTOMATED CIRCULATION SYSTEMS

There are currently about 16 schools with automated circulation systems, using Mac-based software. They were part of the original five-year plan to automate all Surrey school library resource centres with the goal of having a collective data base. The lack of continued funding has meant that the project is proceeding at a snail's pace.

Current resources are being channelled into converting these schools into a much-improved automation system. Two schools are now converted to this new system, called MultiLIS, and find the system extremely user-friendly and almost hassle-free.

We want to see that all schools receive equitable treatment in this district. As it is now, some students come from automated systems at the elementary level only to be confronted with card catalogs when they enter secondary schools. For example, students who have been accustomed to an automated catalog at North Ridge Elementary, on moving to the new Tamanawis Secondary will be using an archaic catalog system. These same students use automated systems at all public libraries. Technology is the key to the information age. Our job should be to provide our students with that key.

CONCLUSION

The recommendations that have been made this evening fall into two categories — cost and non-cost items:

Cost Items:

1. Lower student/teacher-librarian ratio.
2. Increased budget for resources and equipment.
3. Increased clerical/technical support time.
4. Additional clerical/technical support for new conversion and renovated school library resource centres.
5. A needs-based budget to be submitted to Victoria.

Non-cost Items:

1. Standardization of equipment and bulk purchasing would be more cost effective, e.g., CD-ROM.
2. Formalized architectural input and consultation with affected teacher-librarian(s).
3. A fixed start-up budget for new secondary school library resource centres.
4. District-based technology service support.
5. Library clerical services to be determined by enrolment, not principal's discretion.
6. The sharing of library clerical services between schools.
7. Allotted clerical services to be performed in the library resource centre.

Previous boards have supported school libraries and in fact have been proactive in maintaining and improving our services to students and staff.

The district has joined with teacher-librarians to initiate a library automation project which has endorsed the role of the teacher-librarian and has acknowledged the importance of specialized training including the need for a library helping teacher. They celebrated with us when we won the Britannica Award, a national award for excellence in library service.

“What a school thinks about its library is a measure of what it feels about education.”

Emergency Librarian, September-October 1989.

BURNABY CHAPTER — ADVOCACY IN THE COMMUNITY

reported by WILLA WALSH, senior editor.

The local media can sometimes be an avenue for alerting the community of the conditions in school libraries. Burnaby teacher-librarians have shown that they know how to advocate the needs of libraries in their area. The following articles were published in Burnaby's local newspapers in April of this year. Hopefully, the parents and community leaders will not only hear this message but respond to the needs of their school libraries. Parents, as we know, are very supportive of libraries and books for their children and will often give the required support when they know about it. British Columbia is, in fact, the province with the highest reading populace in the whole of Canada, and has supported public libraries in very tangible ways for many years. Do not overlook this means of advocacy!

APRIL 16th, 1995 in *THE NEWS*, in Burnaby

Headline read "School libraries in bad way." The president of the Burnaby Teacher-Librarians Association says school libraries in Burnaby are among the worst in BC. The article went on to describe the effects of cutbacks which were presented to Burnaby's school trustees and school board by Marilyn Miller, president of the Burnaby LSA. "Other districts have suffered cuts; in Burnaby we're at the amputation stage." Results from the BCTLA's Working and Learning Conditions Survey were shared. The article also featured a picture of Marilyn Miller looking discouragingly at two piles of books—the much higher one representing what \$200 could buy in 1982, and a much smaller one representing what \$200 would buy in 1995.

On the same date, April 16, 1995 another paper *Burnaby Now* ran a similar article. "We are deeply concerned we can't fulfill the expectations of the board" said Marilyn Miller. She said that many elementary librarians had cancelled magazine subscriptions due to the severe cutbacks. One trustee felt that some improvements might be possible and the matter was referred to the board's education committee for review. In an accompanying article the Burnaby chapter of the BCTLA asked for: one multi-media unit with CD ROM, modem and printer in

every school library in the district, an annual amount to support the cost of automating school libraries, money to bring Burnaby up to the provincial average, and a 25% supplement to each library to offset the erosion of collections caused by the extremely low budgets of the past few years.

APRIL 20th, 1995 in *THE NEWS*

A former school board trustee said he was sure that some improvements might be possible to the dire situation in Burnaby's school libraries. The head of the local teachers' union said that it is a puzzle where the money goes in Burnaby, and that it is very difficult to account for underfunding in certain critical areas. The president of the local parents advisory committee said that parents were clearly worried about deteriorating libraries. He said that classroom equipment and technology were also high on parents' wish lists. He will be meeting with the secretary-treasurer to discuss spending priorities in Burnaby. The head of the Burnaby Chinese Parents' Association was also alarmed by the lack of funding.

APRIL 23, 1995 in *THE NEWS*

Headline read "Books - relegated to the Basics Bin." This article appeared on the editorial page of the local newspaper. It mentioned the lack of funds for books compared to the province's average, and also the lack of staffing. "In secondary schools the BC average professional staffing is 1.35 per 1,000 students, whereas in Burnaby it is only 0.74—almost half the average!" The author, David Beattie, went on to ask some very pertinent questions. Why is Burnaby so far behind the provincial average? Is it all spent on expensive high-tech electronic software and hardware? And how does this mediate the fact that library books are "in tatters" throughout the district and librarians are doing clerical work due to understaffing? What about the Basics he asks—like Books? He ended his editorial by saying that "the administration owes us a detailed report explaining why Burnaby spends so much less on its libraries than the average district."

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Press Release

Canadian Library Association

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Grolier Award for Research in School Librarianship in Canada

- ▶ **Dr. Ken Haycock**, School of Library, Archival and Information Studies, University of British Columbia
"The Impact of Scheduling on Cooperative Program Planning and Teaching (CPPT) and Information Skills Instruction"

The awards will be presented at the CSLA Awards Luncheon at the CLA annual conference in Calgary in June.

For further information, please contact: Lynne Lighthall, Past President, CSLA



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TRYING TO READ THE FUTURE

by LARRY McCALLUM, free-lance writer, Vancouver

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Editor's Note: this article is available on-line through Hot Wired (Wired Magazine) and is reprinted here as it appeared in its on-line version. The original article was much longer and appeared in the September, 1994 issue of The Georgia Straight.

It's multimedia day at the Vancouver Public Library. In a corner of the main floor of VPL's central branch, at Robson and Burrard streets, children are sampling Microsoft's *Encarta* and an array of other interactive, educational CD-ROM software. On computer screens, colourful arrows advance and retreat across historical maps of the Korean peninsula, which segue into text-and-photo biographies of General Douglas MacArthur and other Cold War heavyweights. "In our new building, we'll have much more technology," explains library Youth Coordinator Terry Clark. "We don't want to be the dinosaurs who reject the notion of computers in libraries."

Precisely. Libraries have always striven to be vital organizations—champions of literacy, people's universities, cornerstones of democracy. But the next few decades will sorely test their adaptability on a scale that the grim-faced MacArthur would find tactically challenging. Depending on how they deploy their resources, libraries could find themselves either collateral damage at the side of the information highway or in clear control of all vital supply routes.

Although VPL's new 300,000-square-foot building probably won't be rendered redundant during its 30-or 40-year lifetime—libraries and books are more popular than ever (and the paperless office predicted a decade ago still hasn't arrived)—Vancouver's new central library, like its cousin opening next year in San Francisco, is likely among the last of its generation. This isn't necessarily bad news for libraries—as information becomes increasingly digitized during the next few decades, the reach of libraries will extend into people's homes. Already, patrons can browse library shelves, as it were, with an ordinary home computer and modem, place holds,

and have books delivered to local branches. Increasingly, the books on those shelves will be electronic, allowing patrons to obtain the information they contain without a trip to the library. But as "books" become digital, the logic goes, print-based book collections will become rarely visited museums or archives that won't require high-rent space in the downtown core.

VPL's director, Madge Aalto, sees the new branch as continuing to play a critical role for decades to come by serving the community's needs for both hard information and recreational reading as only a big centralized facility can. As computer terminals gradually replace bookshelves, those, too, will need physical space. "Libraries are protean organizations," Aalto says. "One of the reasons the central library in Vancouver is such a vital organization is because it serves both information and recreational needs."

Vancouver's new central library represents a transition between the print and digital-electronic eras. Within its walls and floors radiates a kind of fibre-optic vascular system designed to accommodate not dozens but hundreds of computers. Each floor contains a subfloor, or crawl space, to allow easy access for changing and adding fibre-optic cables. Fibre-optic vertical risers lead from the communications room on the seventh floor to communications closets that serve as switching points on each of the floors below. If faster lines are needed for particular applications, such as multimedia, it's just a matter of changing a card in a hub under the floor. Says Brian Campbell, VPL's systems and planning director, "It's a library that's certainly been designed to evolve, there's no question."

Frederick Kilgour, the founder of the OPAC system, which is now in use in libraries around the world, believes libraries will have to shift their primary concern from books as artifacts to the data and information they hold. He sees the library of the future as consisting of a centralized database. Imagine one province-wide public library, with a toll-free number, situated in a low-rent industrial park. A

reductio ad absurdum, some would argue, but such a centralized database (and conduit to databases worldwide) could readily serve the whole province at comparatively low cost. To ensure access for all—because even in the technologically utopian future, not everyone will have a computer or the ability to use one—storefront satellite libraries could be scattered around the cities, each consisting of a few computer terminals and printers and staffed by one librarian.

Missing from this picture, of course, are certain social aspects of the public library, such as the library as community living room, a neighbourhood melting pot where students can work together on their homework, where old people can read the newspaper—the one place, librarians like to point out, where people and their needs will not be judged.

“Libraries are no longer simply places where you store books and people come in and borrow them and take them away,” says Roger Hughes, the architect of VPL’s state-of-the-art Renfrew branch, which opens next month on East 22nd Avenue. Hughes sees a blurring of roles between community centres and libraries, which have gradually expanded their children’s programming over the years and now also serve as social-integration facilities for non-English-speaking immigrants, released mental patients, and others.

Also lost would be the notion of libraries as warm, inviting places where people interact with books by browsing shelves and reading in comfort. Libraries, especially in the US, already have been losing readers to market-sensitive bookstores that provide comfort, ambience, and amenities like cappuccino bars and children’s programming.

Although the Lower Mainland has seen its own flurry of public-library construction during the past five years—spurred by population growth—in fact, public-library spending across North America, both capital and operating, tapered off in the 1980s. Demand, meanwhile, has continued to rise—between 1981 and 1993, queries to VPL’s circulation and reference jumped by more than 50 percent. Thus, libraries are caught in an ongoing paradox: meeting rising public expectations (driven partly by technology) in the face of fiscal restraint.

VPL has concentrated on books and other media—in fact, videos, cassettes, and CDs now make up 20 percent of the library’s circulation, a proportion

expected to keep growing. Videos are usually superior to books for showing how to tile a bathroom or improve a golf swing. Even if Canadians have access to “500 channels with nothing on,” libraries can fill an important video niche. “If I’m really interested in French films from the 1930s, I don’t think that stuff is going to be out there on the airwaves.”

During the transition to an information society over the next few decades, libraries have to resist demands for transitional technologies. “The problem is, people want access to all that at the same time as they want us to maintain all our existing services. Sure, our support’s been increasing, but it’s not been keeping pace with our use level. And that’s the rub.”

Yet libraries can’t afford simply to maintain the status quo. If they remain on the technological sidelines, libraries stand to lose their central position in the flow of information as consumers turn to commercial vendors to obtain what they want. Lost in the shuffle to the private sector will be the librarians’ pre-eminent philosophy of public service—their concern with access for all, their resistance to censorship, and so on.

British academic librarian Maurice Line agrees that professionals and corporations will gradually forsake public libraries in favour of private on-line services. In his essay “Libraries and Information Services in 25 Years’ Time,” he writes: “The concept of information as a public good will have all but disappeared by AD 2015. The private information sector will be very big...and will be carrying out some of the work traditionally carried out by libraries.”

As libraries become caught between a technological tidal wave and a receding tide of government spending, the issue is control over information: how much will lie with public-sector librarians sensitive to equitable access, and how much will lie with the private sector? Librarians like Campbell have been the prime movers in the creation of freenets across Canada. “It’s certainly important that public libraries remain at the forefront of providing access to information, because that’s the basis of an informed citizenry,” says Ken Haycock, director of UBC’s School of Library, Archival and Information Studies. “There’s a real danger that we’re going to have tools and access to information for those who can afford it and not for those who can’t.”

Against this backdrop, it's difficult to envision VPL as a dynamic force in the 21st century. And yet the library has been showing glimmers of innovation: the Renfrew branch will be the first Canadian library west of Ontario to introduce self-checkout, where patrons "wand" their own books before leaving the building. VPL has created self-serve databases covering popular reference subjects, such as NHL statistics and consumer-product ratings. And it's steadily expanding its telephone services, soon allowing patrons with computers or touch-tone phones to place reserves, renew books, and find out how much they owe in fines, among other things. VPL makes all its books available to all its branches. And it's a member of the Lower Mainland's Interlink, which provides reciprocal library use to all residents in all jurisdictions.

But VPL's largest policy decision of the past few decades is certainly the costly new central library. Within VPL, there's a philosophical debate as to whether the strength of the library system rests with the central branch as a full-scale research/reference facility or with the popular neighbourhood services provided at all branches: children's books and programming, popular-materials collections, and so on. By most accounts, in fact, VPL has too many branches—at least, too many little ones. Of the 21 branches many are less than 5,000 square feet, and some storefront branches—Riley Park and Kensington—are less than 2,000 square feet, which is unusually small for any urban library system and too small to contain a critical mass of books and services. A smaller number of larger libraries would also be less expensive to bring on-line.

Librarians worry that because the federal government decided to tax books, library funding won't prove immune from cuts, especially when cash-strapped governments have to weigh it against health or educational funding. Some jurisdictions, such as California, have seen a wave of library closures during the past decade. On the bright side, the future may hold more than grumpy taxpayers and grumpier politicians. A 1992 Gallup poll found that more than half of US citizens randomly surveyed were willing to support their public libraries at a level greater than US\$20 per capita. The national average of library funding then was actually about US\$6 per capita. VPL's funding that year was the equivalent of US\$31 per capita. But then, BC residents use their libraries, per capita, twice as much as other North Americans.

If there's any public support for libraries that governments aren't recognizing, BC's libraries hope to tap it. In June, the government proclaimed legislation establishing a BC Library Foundation, which will begin accepting private donations for any of the province's 72 library boards. The first of its kind in Canada, the library foundation has Crown-agency status, allowing rich donors to claim generous tax deductions. (This same Crown status has been conferred lately on universities, allowing certain campuses to reap hundreds of millions in donations.)

Although the patrician era of Andrew Carnegie may be long gone, the foundation could induce rich Canadians to demonstrate philanthropy. "I think it's an enlightened move," says Celia Duthie, a member of the foundation's board. In fact, the new downtown library helped spur the move. Because the old site didn't fetch what it was supposed to, the foundation became imperative. Says Duthie, "The impetus is the new library, which is obviously going to be a costly venture."

Indeed, for all it may be a drain on VPL's overall operation, the new downtown showpiece may prove a public relations coup by winning friends and influencing well-heeled patrons to part with their millions. "Certainly, the downtown library is the really big, new high-profile thing that's happening," says Lyme Copeland. "It's an incredible structure, and there's a lot of interest in making it a modern, forward-looking library and forward-looking service."

Technology, in fact, will be one of the foundation's priorities. So will multicultural resources for a changing population, although the foundation's board has yet to meet and work out the details. Copeland says BC probably wouldn't have needed such a foundation in the comparatively affluent 1960s, but she says the point is to prepare for the future. "Libraries are trying to do a lot more now, to serve a broader clientele, for example, and do some electronic things we obviously didn't do 20 years ago," she says. "There are a lot of expectations."

ADVOCACY AND THE PUBLIC LIBRARY

reported by WILLA WALSH, editor

How do you convince a municipality to build a large, expensive public library in a time of restraint? Such was the challenge handed to Madge Aalto when she became the new director of Vancouver Public Library in 1988. When she first came to that job it was felt that there were "just a few problems" with the public library system, and that they could be easily solved! What actually happened was that Madge Aalto soon discovered that the main library facility on Burrard Street in downtown Vancouver was critically inadequate to serve its numerous patrons. People had no place to sit, there was no area for children to hear presentations, shelving for the collection was lacking and there was little technology available. A whole new, much larger, building was necessary. And so began a half dozen years of planning, and advocating for change. All of this culminated this year on May 26th, 1995 when the official opening of the exciting new facility took place. What an accomplishment!

This project has to be one of the great "coups" for libraries in B.C. Visitors to our city from California are amazed that the new "Roman Forum" building on Georgia Street is a *library*. In their US state many libraries have been closed down. But then B.C. residents use libraries twice as much as Californians do. So, how did this all happen? This was my first question at a recent interview with Madge Aalto. Her reply was quick, "It was *timing*."

To understand this success story we need to look at the director herself. What made her one of the factors which came together at the right time to accomplish this immense task? What you first experience upon entering this Director's office is the open, friendly and highly accessible atmosphere—a tone set and maintained by the Director right down to the floor level. There is always time, little formality, a welcome to everyone and a relaxed and congenial atmosphere. The service model is superb. Madge Aalto builds support by this personal approach bringing people on side before they are even aware of what is happening. She knows how to win friends and influence people. By being available to everyone—the interview was held at the worst of times in mid April as they were getting ready to move—people are made to feel important and listened to.

One phone call and I was fitted in! This attitude is one of the factors which brought all the necessary elements together—the right person at the right time and with the right climate in the community. Openness and a team-building collaborative style were personal factors which set the stage for a successful advocacy program for the necessary changes.

Another important factor was the adept use of communication to keep all stakeholders involved and aware of the needed changes. In March of 1988 Madge Aalto first started hearing that a referendum was needed to attain the new library and that it should be held that Fall! She adroitly put that idea aside and insisted on canvassing the community first to see what they felt was needed to serve their needs. Two years were devoted to this task and the response to the survey was that YES a new central library was necessary BUT attention had to also be paid to the branch system. The patrons were listened to and when the referendum was presented it included both the new central library and a new Renfrew Branch as part of the capital plan. Voters overwhelmingly approved of the largest public works project in Vancouver's history by a resounding vote of 70% for going ahead! The capital plan won every poll with a range of YES votes from 52% to 84%! At this point the idea alone was being voted upon—site and funding would come later. Listening and responding to the voices of the public had really paid off.

Some of the methods used to communicate with the public were surveys, focus group sessions, think tanks, and constant dialogue with the Vancouver city council and many community groups. All stakeholders were consulted and made part of the plan; they, therefore, felt that they had a share in the outcome. The province, the city, and the private sector all took part in the feasibility study. Respect for and collaboration with the community paved the way for a successful campaign.

Information was dispersed at every step of the way through the use of bookmarks to advertise the referendum, leaflets outlining the changes, postcards with the architectural plans of the central branch, articles in all the media formats—magazines, newspapers, community papers, and spots on television. Users were kept informed and felt personally in-

volved with the ambitious venture. Just one example of the consideration for the community and a great advocacy technique is "Operation Bookworm." On May 26th 10,000 of the 1.4 million books to be moved to the new site will be hand delivered by willing patrons of the new library! These patrons will have been selected from those private individuals who have become 'friends of the library' by contributing their money and time to the new facility. They will personally cart boxes of books from the old site to the new site—a symbolic gesture both of renewal and of community involvement. What a great idea! You can be sure it will be reported in the media and will cause a stir in the downtown area, communicating to everyone how proud the city is of their new library and how much support the public library system has. We need this same kind of communication and advocacy by all the stakeholders in the public educational system!

The third factor which came together to make this venture such a success was creative vision. This is where art enters the picture and provides excitement and interest. The architecture of the new library became a real focus of attention when an international competition was held to choose the best design. Not missing an opportunity to involve the community again, the plans were featured in the news media and the public was asked to vote on their choice! The designs were displayed in models for public viewing. Seven thousand people responded by sending in their comments on the designs presented. Three different concepts had been presented for public judgment. Madge Aalto feels that two of the plans offered detailed concepts which concentrated on the function of the building while the third plan offered a creative vision. The vision of the architect captured the hearts of Vancouver residents—it offered an exciting form in the shape of a modern-day Roman Coliseum and really caught the imagination of the public. This design was very popular and it won the populace's vote easily.

This was a juried competition, but the winner was not necessarily going to build the new library! The city had cleverly left that aspect free so that they had some influence in making the design work if they went ahead with it. Twelve functional problems identified by library staff were addressed and all were worked out to the satisfaction of everyone. So the city got form and function—a winning combination!

Another example of how creative vision helped to make the public library a focus for community

pride was bringing the Post Office on side. Invitations to the celebration which is to be held over a two week period of time will be delivered free of charge to every Vancouver area address. How better to introduce the populace to the central library as 'the living room of the city'? Here they can sit and read in one of the 1,400 seats (expanded from a measly 350 in the old library) in the towering, naturally lit curvilinear areas simulating the ancient Roman Forum, enjoying a spectacular view of their beautiful modern city!

The fourth factor in this story is the partnership with business, the private sector, and the economic interests of the community. Something entirely unique happened in this aspect. For the first time in Canada the private business sector became a partner in creating and supporting a public library. Because the old site on Burrard street did not bring in the revenue it was expected to, the library needed extra financial support to complete the expansion project. The new site had been chosen and funding came from all three levels of government—national, provincial, and municipal. But now the private sector needed to get involved. They rose to the occasion with over 12 million dollars! Obviously someone had sold them on the concept of the new library. How was this done?

Right from the beginning Madge Aalto had developed links to the corporate world. In March, 1995 she appeared on the front of *Business in Vancouver*—imagine a librarian on the cover of a business magazine! Well, the business world has a great interest in having a good collection and expert services available to them. Most local companies do not maintain corporate libraries of their own, and have, for many years, relied upon the public library. These include mining companies who use the central library's geological-survey updates. The forest industry finds equipment in the trade directories and film companies use the sound-effects collection and the fashion and costume collections. International standards directories are well used by engineering firms. (*Business in Vancouver*, March 7-13, 1995, p 13) Madge Aalto had emphasized the economic impact of an effective public library being at the disposal of all of these businesses.

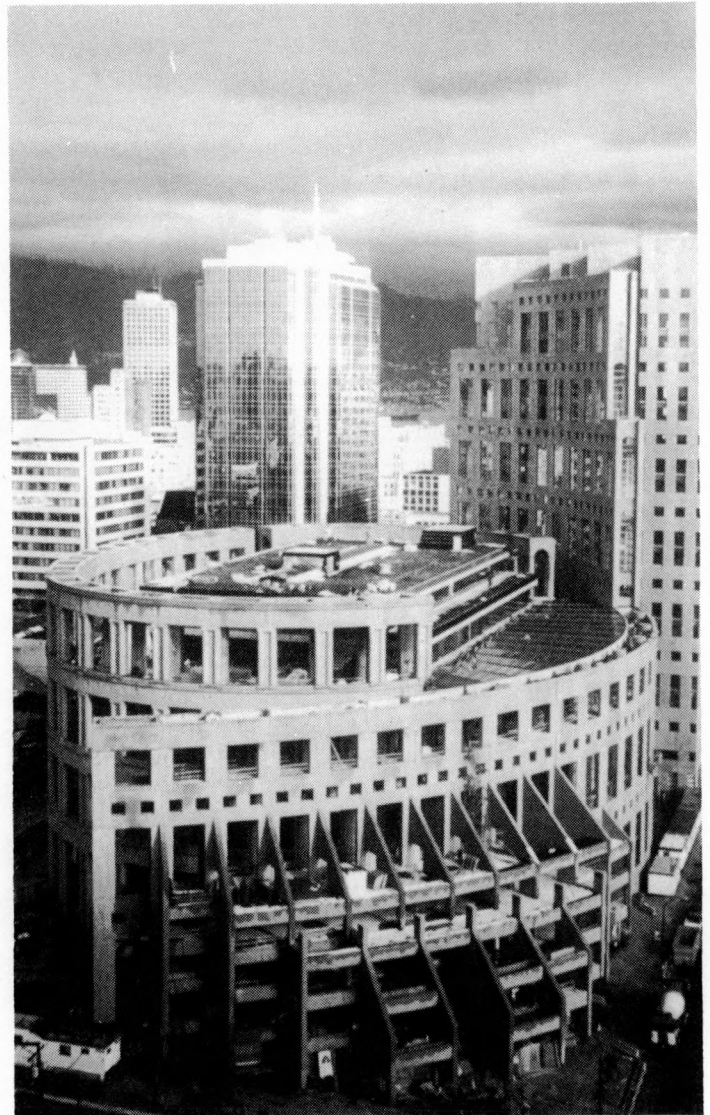
The introduction of new electronic technology to the new library will also vastly improve the accessibility of information to corporations and small businesses. CD ROMs can provide full text of public company annual reports and telephone directories. There will also be access to the Internet databases.

Due to the immense use of library sources there will be a fee-for-service corporate research centre in the new facility. Thus, companies who do not have the time or staff to search themselves for the information they need can access this service and pay to have expert researchers do it for them. Everyone is, of course, welcome to use the resources free of charge with some directional help from the librarians. But if a business needs intensive and time-consuming research done they can use this new service.

Economic advantages to the business community were pointed out by the Director. People do not just come to the library, get their materials, and then leave the area, she had pointed out. They combine their trips with the purchase of goods and services—spending an average of \$600 annually at nearby businesses. (*Business in Vancouver*, March 7-13, 1995, p 13) The new downtown facility will feature shops and services in the entrance area of the library itself. Trendy coffee shops, restaurants and other shops will no doubt benefit from the public traffic to the library. In the recent past, merchants around the Point Grey branch successfully protested a plan to close that branch due to their concern for their businesses. It is expected that the average daily visits of 5,000 patrons will double when the new central library is functioning. Library Square will become a hubbub for many flourishing enterprises. Since the new building is situated in the new 'cultural centre' of Vancouver—extending the Robsonstrasse area eastward, it will contribute to a dense foot traffic for all the neighboring shops and services. This whole area is also experiencing the construction of numerous artists' studio apartments nearby, and they will provide customers for all the enterprises in Library Square as well. Other attractions in the area are the older and new theatres, new arena, and CBC. The library, "the common person's university" will be well situated and will add to the economic health of this area.

How does this all apply to school libraries? Well, we have an equally difficult yet essential program to sell to our stakeholders. Perhaps there is a lesson here on how to advocate our cause. We need to get our parents and our community on side in regards to school library programs and services. We need to demonstrate accessibility, have a creative vision of our role, communicate all of this in every way possible and bring the business world into our world of life-long learning. All of the factors which spelt success for the public library system can work for us too. Ann Curry, assistant professor at the Library

School at UBC said of the Director of the Vancouver Public Library system, "To be a successful public library director in Canada in the 1990s, you have to be politically astute, very dynamic and have a good relationship with the media. Madge Aalto does all three of these." (p. 13) The same needs to be said for teacher-librarians in this present climate. We need to think politically, use all means to communicate our role, and make our staffs, students, parents, and community businesses see us as essential to developing information literacy—crucial to career success in the 1990s.



FORGING LINKS WITH THE COMMUNITY FOR ADVOCACY

by **JUDE COFFIN**, Advocacy Committee, Surrey Teacher-librarians Association.

In the Fall of 1994, Surrey teacher-librarians began an advocacy program which was designed to reach out for support from all members of the community including the companies with which they did business. The following letter (with variations) was sent to book publishers, magazine producers, writers, video and CD-ROM distributors throughout Canada.

SAMPLE LETTER TO THE BUSINESS COMMUNITY

Dear _____:

Surrey teacher-librarians care about our students.

The past decade has left our purchasing power severely reduced because of decreasing library budgets and increasing costs of print and non-print materials. In the last ten years, secondary school library resource centre budgets have increased 15% while the cost of a book has increased 300%!

Research shows that academic achievement is directly related to availability of reading and related learning materials. Yet school libraries have less and less money to spend on books, magazines and videos for our students. The impact to your company is also obvious. We have less money to buy your materials for our students.

We are writing to ask you to join us in developing an advocacy program that will raise our profile and extol the benefits of well funded library programs with professional teacher-librarians.

Would you be willing to assist our students in one of the following ways?

- Sponsor an advertisement in a local newspaper that describes the benefits of well funded libraries. For example, picture a student beside a computer with the following words underneath: How many CD-ROM computers does your library have? Is there a teacher-librarian available to assist students with how to access, analyze and organize the information?
- Sponsor an advertisement in a magazine that describes the benefits of reading.
- Sponsor a speaker to talk to our MLAs and Trustees about the importance of library programs.

- Donate expert help in advertising and marketing the importance of reading, etc.
- Sponsor a celebrity poster supporting reading and libraries.
- Sponsor a workshop on the benefits of informational technology for our trustees or parents groups.

In the spirit of co-operation for better libraries for our students, we look forward to hearing from you.

Yours sincerely,

SAMPLE LETTER TO PARENT ADVISORY COMMITTEE

Dear President of PAC:

As of September 1994, Surrey elementary teacher-librarians have been covering preparation time for teachers of grades K to 4. The attached survey shows that this change has had the following effect:

- Students have less access to the library, especially those in grades 5 to 7.
- Time for library research units is reduced.
- Students have less access to computers and CD-ROMs.
- Limited time is available for students to exchange books.

As teacher-librarians, we are deeply concerned with the impact the recent changes have had on students. Current educational research shows that children perform better academically in schools with plentiful reading materials and in districts with strong library programs developed and staffed by teacher-librarians.

Surrey has had a long history of effective library programs including being the recipient of the prestigious Britannica award for excellence in school library programs. Please join with us in continuing this high standard which has served and benefited Surrey students.

- Share the results of our survey with the members of your PAC executive and the parents in your schools.
- Invite a teacher-librarian to speak at your next PAC meeting to describe the goals and benefits of a strong library program.

- Express your concerns to the Surrey trustees who made this decision. They are: _____ (include phone numbers).
- Make a short presentation at a Board meeting. In January and February the trustees are developing the budget and considering their priorities.
- Contact your MLAs in Surrey and ask them to ensure that the money targeted for school libraries is used to upgrade libraries and not used for other programs. Remember—this is an election year. MLAs are: _____ (include phone numbers).

Yours sincerely,

LETTER TO TEACHER-LIBRARIANS IN THE DISTRICT

Dear Teacher-librarian:

Attached is a copy of the results of the survey on the impact of elementary teacher-librarians covering preparation time. What we also found was that the response from our colleagues was overwhelmingly supportive at a time when many of us feel so demoralized.

We are forwarding a copy of the survey to the Presidents of each PAC because we believe that the parents of our students will also be supportive when they see the results.

Our Spring advocacy program includes:

- A presentation to the Board on _____
- A sharing of the results of the survey with PAC Presidents
- A presentation to the Surrey MLAs with the results of the survey
- A presentation to the District PAC representatives
- A presentation to the local Teachers Association on _____
- Making contact with the Intermediate and Primary PSAs

We need your support in the following ways:

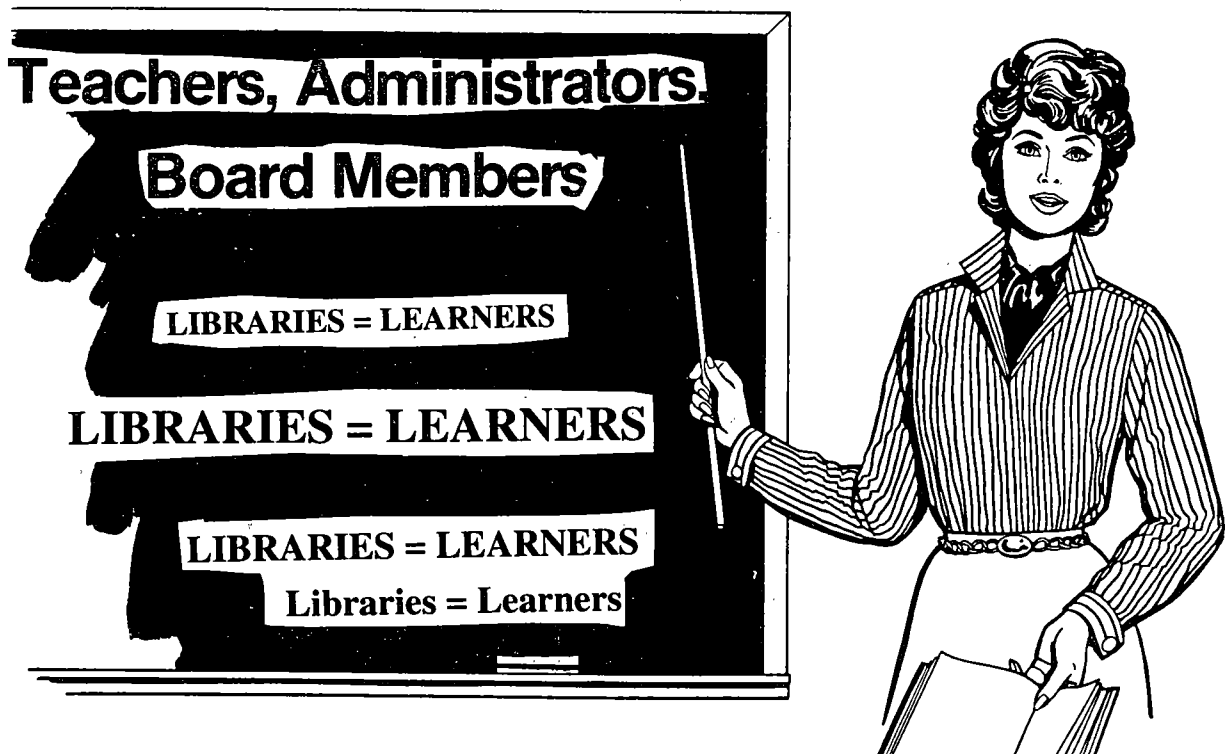
- Encourage your PAC to continue writing and making presentations to the Board. The next few months are crucial as the Board is developing their budget.
- Encourage your PAC to express their concerns to the five MLAs. It looks like 1995 may be an election year. Specifically ask that the money allocated for libraries is targeted for libraries and not other programs.

- Share the results of our survey with your staff committee, staff and Teachers Association representatives.
- Encourage your primary and intermediate teachers to urge their PSAs to make a short informal presentation at a Board meeting.
- Join the Advocacy Committee. We have developed an ambitious program and we need more members.

Remember, unlike the year 2000 and other current educational issues, school libraries are not controversial. They are like motherhood and apple pie. Parents do not need a lot of convincing of their importance. They need to be directed as to what they can do to be supportive and effective in changing the Board's direction.

Yours sincerely,

Editor's Note: The BCTF is in the process of defining our relationships with the business community and should be publishing guidelines in the near future. In the meantime, the previous suggestions do not appear to be in conflict with BCTF goals or policy, but it is considered necessary to inform our parent body when formal presentations are made as each teacher-librarian chapter is part of the BCTLA and BCTF and we all need to speak with one voice. When our programs are threatened we need to speak out.



PROMOTING CORRECT BIBLIOGRAPHIC FORMAT

by **LAURIE-ANNE BARISOFF**, teacher-librarian, Nicola Valley Junior Secondary School, SD#31 (Merritt).

Throughout the school year both teachers and students frequently ask about the format for putting together a correct bibliography. In order to make bibliographies less complicated, I thought I would create a puzzle-type approach for learning about the order of bibliographic entries. This mini-lesson can be presented to all classes at the beginning of their research assignments. Teacher-librarians should create personalized “books” using names and topics which are familiar to their students.

BIBLIOGRAPHY PUZZLE

Time: 10 to 15 minutes

Objective: to provide students with practice in writing a bibliographic entry

Material required:

- one bibliographic entry per group cut into pieces and put in an envelope
- one strip of construction paper to place bibliographic entry on
- one glue stick per group
- one master sheet of construction paper titled: Bibliography

Introduction:

Define and discuss the reasons for bibliographies. Discuss plagiarism. Give a few examples.

1. Each student pretends they have written and published a book

- They write a bibliographic entry using their own name and title
- Guide the students through the order of the bibliographic entry
- Ask students to share their bibliographic entry with the class

2. Group students into cooperative groups of 4 or 5

- distribute one bibliographic entry per group (the entry has been cut up into 4 or 5 pieces so it is in an envelope)

Example:

Blue Publishing

Smith, Pauline.

1995.

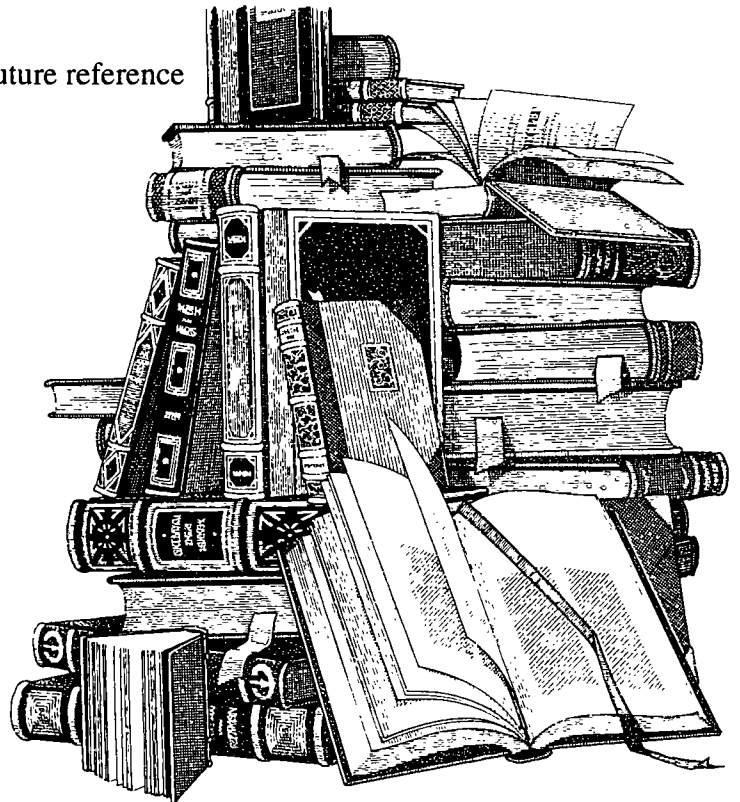
The Wild Wild West.

Vancouver:

3. Remind students of the order of a bibliographic entry

**Last name, First name. Title of Book. City: Publisher.
Year.**

- Each group reassembles their entry and glues it on a colourful strip of paper
4. The last step involves putting all the entries together on one sheet titled “Bibliography”
- Discuss the best way to order the entries (alphabetically)
 - Have groups bring their bibliographic entries up one at a time in alphabetical order and glue them on one large sheet
 - Discuss how encyclopedia entries and books by two authors are slightly different from a book by one author
5. Post this Bibliography in the classroom for future reference

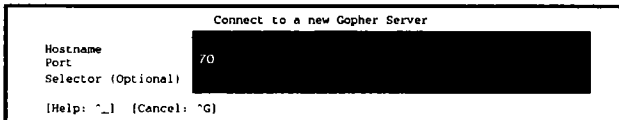


CARPE DIEM GOPHERS!

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

INTRODUCTION:

Here are a random sampling of new and interesting Gophers, guaranteed to impress staff members, students and parents as well as win over support for any library program. To access any of the following gophers, it's first necessary to be connected to a Gopher program, either through CLN (Community Learning Network) or through some other Internet service provider. Once connected to a Gopher program, use the "o" key to bring up the, "Connect to a new Gopher Server" Dialogue Box.



In the "Hostname" area, enter the hostname given in each of the Gopher address information. Unless instructed otherwise, leave the Port and Selector areas as is. I've made every effort to ensure that the Gopher addresses are valid and operating at time this article was written. Given the volatile nature of the 'Net however, this is no guarantee that these locations will still be reachable at publication time. I realize this is scant comfort for those who have spent a lot of frustrating time trying unsuccessfully to connect to one or more of these places but it is unfortunately, a reality of the Internet.

These are just a few of the thousands of Gophers. If you'd like the addresses of other Gophers let me know. My E-Mail address is: jgoldsmi@cln.etc.bc.ca.

TECHNOLOGY PLANNING GOPHER

One of the big challenges currently facing most school districts in British Columbia is the formulation of a district-wide technology plan. To view what other school districts in the United States, Australia and elsewhere have done in terms of technology planning, try visiting the Gopher at Mississippi State University.

Hostname: <gopher.msstate.edu>
Port: 70
Path: From the Main Menu
- Resources Maintained by Ms State
- National Center for Technology Planning

NETVET VETERINARY RESOURCES GOPHER

NetVet is a Gopher devoted primarily to animals and animal science. It also has pointers to major Internet resources in veterinary medicine, agriculture, biology, environment and ecology, and medicine, as well as animal-related gopher sites, FTP archive and Telnet sites, and electronic publications

Hostname: <vetinfo.wustl.edu>
Port: 70
Path: From the Main Menu
- NetVet Veterinary Resources

MATHEMATICAL GOPHER AT UNIFE ITALY

This Gopher contains a wealth of bibliographical information, mainly in mathematics, with links to gophers and other servers which can be of interest to academic people and students. A directory with Mensa related materials and links, especially regarding gifted children. A small collection of essential Macintosh shareware is regularly updated. The server operates Monday to Friday from 8 a.m. to 7 p.m. and on Saturday from 8 a.m. to 1 p.m. (European time).

Hostname: <dipmat.unife.it>
Port: 70

TOXICOLOGY AND ENVIRONMENTAL HEALTH INFORMATION PROGRAM (TEHIP)

The Toxicology and Environmental Health Information Program (TEHIP) at the US National Library of Medicine has developed an Internet gopher

offering free access to national and international information resources and convenient connection to NLM's MEDLARS on-line databases. Included in the TEHIP gopher are a variety of publications (e.g., the bibliographic publication produced by TEHIP: ALTERNATIVES TO THE USE OF LIVE VERTEBRATES IN BIOMEDICAL RESEARCH AND TESTING) and direct connections to many relevant information sources from national and international government groups and universities. Training modules and documentation for the MEDLARS toxicology databases, and a calendar of meetings and courses of interest to those working in the areas of toxicology, environmental health and medicine, and occupational health and medicine are also included.

Hostname: gopher.nlm.nih.gov
Port: 70

ONLINE, INC.



The Online, Inc. Gopher contains selections from four magazines including Online, Database, CD-ROM Professional, and multimedia Schools. Tables of contents, selected articles, columns, and indexes are available for these Online, Inc. magazines. General information about subscribing to and writing for these magazines is also included. Registration and program information for the Online CD-ROM Conference and Exposition, and other events sponsored by Online, Inc., is also available.

Hostname: online.lib.uic.edu
Port: 70

TRAVEL DISCOUNTS ON THE INTERNET

Travel Discounts offers air discounts with a on-line service with Apollo Computer Reservations System with real-time access to current schedules, fares, and availability on 500 airlines; also, we offer a Computer consolidator discount program with airfares on one million specially negotiated rates with departures from 200 US cities... requests are e-mailed back to the client within 20 seconds!

Travel Discounts offers over 15,000 hotels/resorts with preferred rates (the lowest available) at all the leading hotels of the world. We offer tours to Africa, Asia, Africa, Hawaii, Mexico, Caribbean, Orient, Latin America, South Pacific and USA. We offer three electronic weekly Newsletters.... One for the Consumer, one for the Corporate Traveler, and one for the Travel

Agent/Airline Employee. Each Newsletter offers the latest information on airfares, hotels, tours, cruises, frequent flyer miles, car rentals, motorcoach tours, and trains.

Hostname: gopher.eneews.com
Port: 70
Path: main menu
-1
-travel
-famfax



THE BANFF CENTER

Located in an inspirational mountain setting, The Banff Center for Continuing Education is a unique Canadian institution playing a special role in the advancement of cultural and professional life, internationally recognized for its advanced work in arts and management, and for developing and hosting conferences on contemporary issues.

Hostname: gopher.banffcentre.ab.ca
Port: 70

THE GOVERNMENT OF ISRAEL INFORMATION SERVICE

The Israel Information Service is part of the Information Division of the Ministry of Foreign Affairs in Jerusalem. The Israel Information Service Gopher presents material and documents from Israeli official and government sources regarding the State of Israel and the Middle East. Among the different topics included are: The daily news in English, the Israeli-Arab Peace Process, Israeli-Arab Relations - Basic Reference Documents, Facts About Israel - An Overview of the State of Israel, The Israeli Government - Functions, Names and Addresses, Israel and the United Nations, Israel's Foreign Relations, Policy Speeches, Interviews, and Briefings by Israeli Leaders, Basic Statistics on Israel (1994), and many more important resources.

Hostname: israel-info.gov.il
Port: 70

THE ELECTRONIC NEWS STAND

The Electronic Newsstand now has more than 175 titles including News Services, Computer and Technology Resources, Health and Medical Center and Entertainment. You can browse by journal title, by topic or search all articles by keyword. (I tried a search on

"DNA" and got information about everything DNA-related from the O. J. Simpson trial to the latest AIDS research.)

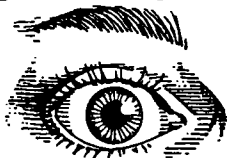
So, if you want to read selections from the latest issue (or an archived copy) of *Classical Pulse!* (a music magazine), *The Yoga Journal*, *Maclean's*, *New Yorker*, *Internet World*, *Journal of Clinical Pediatric Dentistry* or dozens of others, check out this Gopher.

Hostname: gopher.eneews.com
Port: 70

THE ZAMBIAN NATIONAL GOPHER

This wide-ranging Gopher server provides information and pointers to information on all subjects of relevance to Zambia. Top level options range from Agriculture to Health to Social Development. There are also sections on Communication with specific relevance to the development of E-mail in Zambia (the first sub-Saharan country outside of South Africa to gain full Internet access), and about ZAMNET Communication Systems (the company providing and sustaining that access).

Hostname: gopher.unza.zm
Port: 70



THE NORTH CENTRAL REGIONAL EDUCATIONAL LABORATORY

The latest in educational practice and research for K-12 teachers, school administrators, parents, and state and local policy makers.

Hostname: ncrel.org
Port: 3015

GLOBAL UKRAINE INC.

This server contains general information about Ukraine Republic, and a comprehensive list of UAnet hosts.

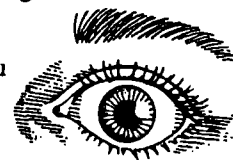
Hostname: gopher.gu.kiev.ua
Port: 70

THE BROOKINGS INSTITUTE

The Brookings Institution is a private nonprofit organization devoted to research, education, and publication in economics, government, foreign policy,

and the social sciences generally. Its principal purpose is to bring knowledge to bear on the current and emerging public policy problems facing the American people. In its research, Brookings functions as an independent analyst and critic, committed to publishing its findings for the information of the public. In its conferences and other activities, it serves as a bridge between scholarship and public policy, bringing new knowledge to the attention of decision makers and affording scholars a better insight into public policy issues. Its activities are carried out through three research programs (Economic Studies, Foreign Policy Studies, and Governmental Studies), a Center for Public Policy Education, a Publications program, and a Social Science Computation Center.

Hostname: gopher.brookings.edu
Port: 70



NATIONAL WORKFORCE ASSISTANCE COLLABORATIVE GOPHER

NWAC Gopher Server provides on-line access to materials and products produced by NWAC as well as additional instructional and staff training materials, research studies, databases, bibliographies, programs guides, reports, and articles concerning small and mid-sized businesses and the challenges they face. The Gopher Server is sponsored by the National Workforce Assistance Collaborative, a U. S. Department of Labor initiative established in 1993 through a cooperative agreement with the National Alliance of Business and its partners.

Hostname: INFO.PSU.EDU
Port: 70

Path: From the Main Menu
- Information Servers at Penn State
- Research Centers and Institutes
- National Workforce Assistance Collaborative

FORMAT FOR CITING ELECTRONIC RESOURCES

Hostname: vmsgopher.cua.edu
Port: 70
Path: From the Main Menu

- 11. Special Resources
- 3. ERIC Clearinghouse
- 4. essays, bibliographies, and resources
- 20. How to cite electronic media
APA guidelines for citing electronic media.

CONSUMER SAFETY

The U. S. Consumer Product Safety Commission uses this Gopher to post press releases and other information about hazardous and/or recalled products.

Hostname: cpsc.gov
Port: 70

WHOLE EARTH ELECTRONIC LINK

This site carries a vast array of information that could be helpful to teachers. The site covers topics like ways to teach the Internet, k-12 education, environmental issues, science, politics, and even the military.

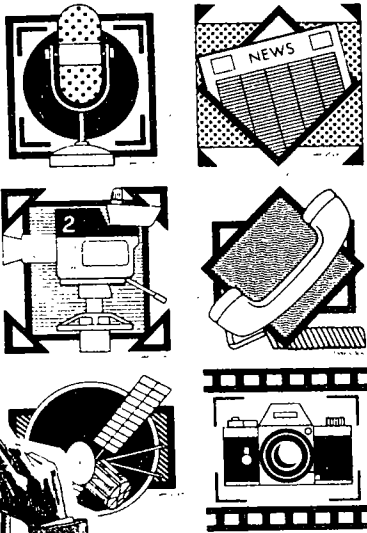
I noticed that it was possible to telnet to classroom earth, which holds a nest of lesson plans, and educational shareware.

Hostname: gopher.well.sf.ca.us
Port: 70

PLURIBUS UNUM

The Pluribus Unum Gopher, at Teachers College, Columbia University is devoted to issues of diversity and leadership in k-12 education. It is sponsored jointly by the Department of Educational Administration and the National Center for Restructuring Education, Schools and Teaching (NCREST), at Teachers College, Columbia.

COMMUNICATIONS



Hostname: pluribus.tc.columbia.edu
Port: 70

THE PRINCETON UNIVERSITY REFERENCE MATERIALS

Princeton University maintains the following reference materials, all in one convenient location. For example:

1. Webster's Dictionary/
2. American English Dictionary (NIH) <?>
3. Oxford English Dictionary (OED)
4. Search a dictionary of acronyms <?>
5. Search for jargon <?>
6. Search The Dictionary of Computing <?>
7. Roget's Thesaurus (Published 1911) <?>
8. Complete Works of Shakespeare/
9. Biblical Scriptures/
10. Vatican Exhibition at the Library of Congress/
11. CIA World Fact Book 1991/
12. Newspapers, Magazines, and Newsletters/
13. U. S. Geographic Names Database/
14. U. S. Congressional Directory 103rd
15. Weights and measures
16. Internet computer index

Hostname: gopher.Princeton.EDU
Port: 70
Path: From the Main Menu
- Other Libraries and Reference/
- Reference works/



HAPPY BIRTHDAY/BONNE FÊTE TO AUTHORS AND ILLUSTRATORS PROGRAM

by **KEITH BRIND**, teacher-librarian, Gibsons Elementary School, SD#46 (Sunshine Coast)

Do you want to promote your library by promoting the authors and illustrators of your library books? Who doesn't like to celebrate birthdays? With this program you have the opportunity to increase the traffic flow of students, staff members, and parents in and out of your library!

You will need to organize the following:

- a display of the books of authors and illustrators celebrating their birthdays (changes each month)
- a "Happy Birthday—Bonne Fête" draw box
- bibliographic information sheets on some authors and illustrators
- a bulletin board in the hallway displaying pictures of some authors and illustrators with birthday dates (changes each month)
- activity sheets for students (see examples)
- sheets stored in envelopes accessible to all (stapled to bulletin board)

At the end of each month have a draw and select 10 sheets from the Birthday Box. Those students' names are announced over the school PA system and the students receive book prizes.

A number of primary teachers at my school share two or three books each month with their classes. An activity sheet is handed out to each student to be done in class time.

I might add that I use this program particularly to promote Canadian authors and illustrators.

References for Birthdays:

Author/Illustrator biographies are available from:

The Canadian Children's Book Centre
35 Spadina Road
Toronto, Ontario M5R 2S9
(416) 975-0010

Elementary School Librarian's Almanac. by Hilda K. Weisburg,



SAMPLE OF MONTHLY BIRTHDAY LIST

JANUARY, 1995

Let's celebrate authors and illustrators

HAPPY BIRTHDAY TO/BON FETE A

- * Books on display in the library
- * Activity sheets on bulletin board outside library
- * Ten lucky winners from Draw each month!



STUDENT SHEETS

Name: _____

Do you have a birthday date the same as one of these authors or illustrators?

Which author/illustrator? _____

Date: _____

Can you find a book written by this author or illustrated by this illustrator?

Which one? _____

BOOK REPORT SHEET

Name _____ Date: _____

Title: _____

Author: _____ Illustrator: _____

Draw a picture to show the main idea at the beginning of the story.

Draw a picture to show the most important happening in the middle.

Draw a picture to show the most important event at the end of the story.

WHO IS YOUR FAVOURITE AUTHOR OR ILLUSTRATOR THIS MONTH?

Which One? _____

Why do you like his/her books? _____

Draw a picture from one of his/her books.

BOOK REPORT

Title: _____

Author: _____

Illustrator: _____

Who were the main characters?

What happened in the story?

What part was the most exciting?

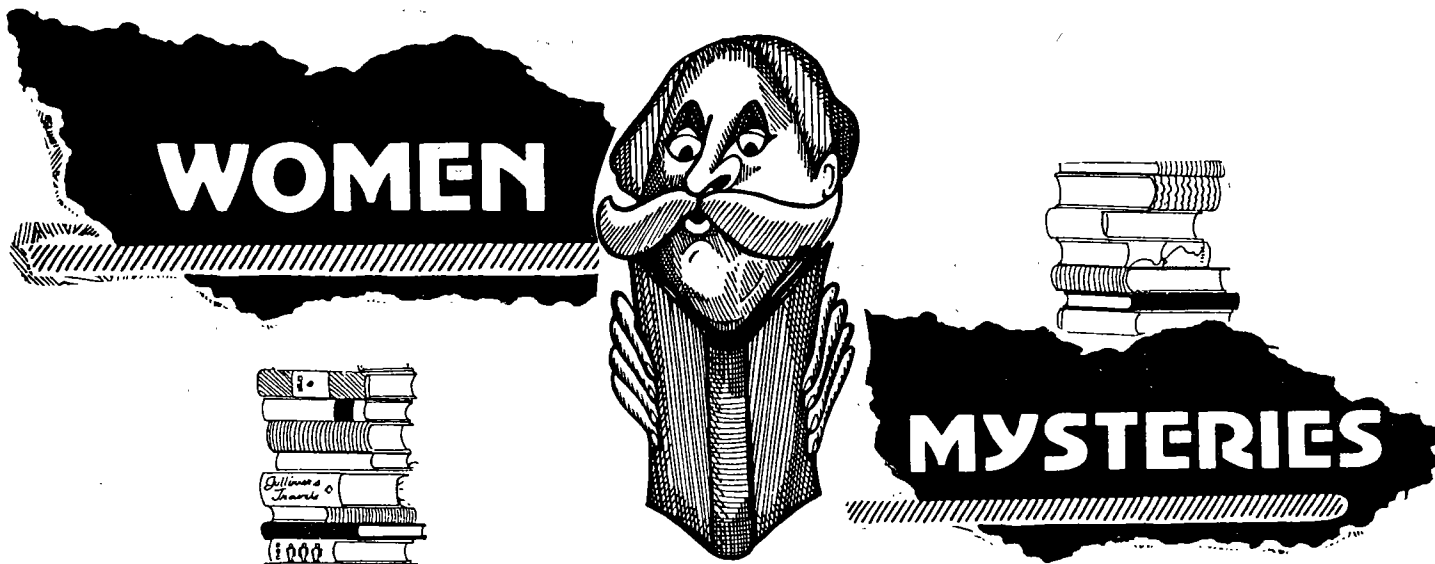
Would you like to have been one of the characters in this story?

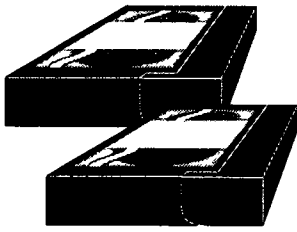
Who? _____

Why? _____

Would you recommend this book to a friend? _____

Editor's comment: This activity is done in English and French





YES, we have

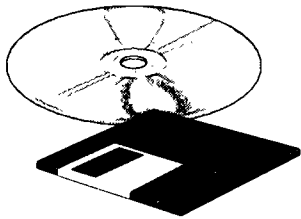
Videos

Image Media offers schools a wide range of low cost videos. Our collection includes titles from TVOntario, SONY Wonder, National Film Board, Weston Woods, Encyclopedia Britannica, BBC, and most other Canadian Distributors.

From Primary Language Arts to Secondary Technical and Vocational Training, our collection includes Ministry of Education Recommended titles, and titles that you've told us you need – all at low cost.

All of Image's video duplication is done right here in Richmond.

Choose to order your videos from a BC company. Call today for Image's video catalog. 272 7797 or toll free 1 800 665 6636



YES, we have

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Image offers virtually all of the current educational software and CD-ROM titles to schools and teachers at special educational pricing.

Call us for our current catalog of software and our new CD-ROM catalog, or for pricing on any title you need. We can help you with educational versions, lab packs, and school and district licences on most of the popular titles.

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Unit 150 - 12140 Horseshoe Way, Richmond, B.C. V7A 4V5



JOIN ATLC and SAVE \$\$\$



There are now two ways that you can join the Association for Teacher-Librarianship in Canada (ATLC). You can either become a full member or you can be a subscriber to the Association's newsletter, *Impact*. Either way, for only \$40.00, you will be part of the largest national organization for teacher-librarians in Canada *and* save money! When you join ATLC, become a subscriber, or renew your membership in the Association, you will receive an Appreciation Package that includes the following money-saving vouchers.

CARR McLEAN

10% off your next order

MAGIC LANTERN COMMUNICATIONS LTD.

\$50.00 credit towards the purchase of 5 or more videotapes (offer expires May 31, 1996)

SHIRLEY LEWIS INFORMATION SERVICES INC.

\$25.00 off any order of \$500.00 or more (offer expires June 30, 1996)

CONNAUGHT EDUCATION SERVICES

\$5.00 off a subscription to *Free Materials for Schools and Libraries*; \$5.00 off a subscription to *Wasafiri* (Caribbean, African, Asian and Associated Literatures in English); \$5.00 off the *Hong Kong Yearbook*, or \$20.00 off, if all three are purchased

NATIONAL BOOK SERVICE

5% additional discount on any single order received prior to June 30, 1996 (limit of one voucher per customer)

KEN HAYCOCK AND ASSOCIATES

\$19 off subscription price to *Emergency Librarian* (Introductory offer) [from \$49.00 to \$30.00]; \$19.00 off subscription price to *Resource Links: Connecting Classrooms, Libraries and Canadian Learning Resources* [from \$49.00 to \$30.00]; \$10.00 off *What Works: Research about Teaching and Learning Through the School's Library Resource Center* by Ken Haycock [from \$25.00 to \$15.00, plus \$2.00 shipping and handling]; 40% off *HITS! K-6* or *HITS! 7-12* [reduced to \$29.95 U.S., accepted in Canadian dollars]

APPLICATION FORM (Valid until December 31, 1995)

N.B. If a Purchase Order is used, it *must* be accompanied by this form and pre-payment

- I am applying to renew my membership in the Association for Teacher-Librarianship in Canada (ATLC)
- or I am applying to join the Association for Teacher-Librarianship in Canada (ATLC)
- or I am purchasing a subscription to *Impact*, ATLC's newsletter

Name (please print): _____

Mailing Address (including Postal Code): _____

Work tel: (_____) _____ ; Home tel: (_____) _____

Fax: (_____) _____ ; e-mail: _____

Basic membership fee is \$40.00. Student and retired memberships are \$20.00. Fees are GST exempt.

Method of payment: Cheque ; Mastercard ; Visa ; Amount: \$ _____

Credit Card Number: _____ ; Expiry date: _____ ; Signature: _____

Please return this completed form to: ATLC, 782 Warwick Street, Woodstock, ON N4S 4R1 (Fax: 519 539-3319)



FEATURED IN THIS ISSUE

Announcing!

csla

Canadian School Library Association

new member benefits for associate members of **csla**

Why should you become a member?

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

CLA/CSLA Associate membership includes these privileges:

A subscription to:

- *School Libraries in Canada*, the Journal of the Canadian School Library Association, *SLIC* is a valuable source of information about CSLA people and programs and the latest developments in school librarianship.
- The 'school libraries' feature issue of *Feliciter*, CLA's general membership publication - includes the annual survey of automated systems for school libraries by Lynne Lighthall, Past-president of the Canadian School Library Association.

PLUS

- national advocacy and information on the legislative issues that affect libraries
- a copy of *CLA's Directory of Members*, a valuable networking tool
- a copy of the *Librarian's Yellow Pages*, a valuable directory of library resources, now available free of charge to CLA/CSLA members
- members' preferred pricing and registration privileges at CLA Conferences and professional development workshops
- access to an impressive collection of professional literature through CLA's monograph publishing program and exclusive distribution rights for ALA publications in Canada
- eligibility for service on one of CSLA's dynamic committees, an opportunity to develop and hone leadership skills, and develop new expertise on school library issues



Name _____

Address _____

City _____

Province _____

Postal code _____ Phone _____

Total Amount Due \$50.00 (Includes annual subscription to SLIC)

Cheque Money order **enclosed** Bill to: VISA Mastercard

Credit Card Number _____

Expiry Date _____

Signature: _____

Yes, I am joining **csla as an Associate Member**

Please send me information about:

Full Personal **and/or** Institutional Membership in **csla/cla**

Please send me subscription information for the "**feliciter**"
(A publication of the Canadian Library Association)

**Please complete and send
this membership form to:**

ATTENTION: Member Services Department

Canadian Library Association

200 Elgin Street, Suite 602, Ottawa, Ontario, K2P 1L5

Telephone: (613) 232-9625 Fax: (613) 563-9895

ANIMAL MINI-UNITS — EARLY PRIMARY

by **ELLEN ROTHSTEIN**, teacher-librarian, **JANET DEMPSEY**, ESL resource teacher; and **MARGARET DUCKHAM**, teacher, George T. Cunningham Elementary School, SD#39 (Vancouver).

UNIT OUTLINE

The following chart displays a generic plan for a mini-unit on animals. The chart also indicates how this generic plan was applied, showing specific activities, to the actual study of individual animals. The two examples are units on pigs and beavers.

Both these units were cooperatively planned with the grade two classroom teacher, ESL resource teacher and the teacher-librarian.

Background knowledge was introduced by the classroom teacher in the classroom. The students were divided into three groups and continued the unit with three stations in the library. Each station was designed to be completed in one forty-minute period for a total of three periods. Each teacher was responsible for one station. Follow-up activities and evaluation were presented in the classroom.

Examples of student activity sheets and bibliography of resources are included.

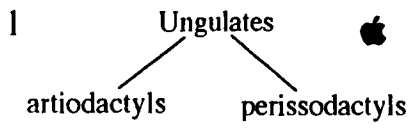
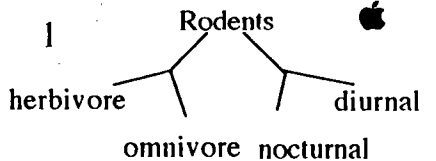
OBJECTIVES

In each unit the students will:

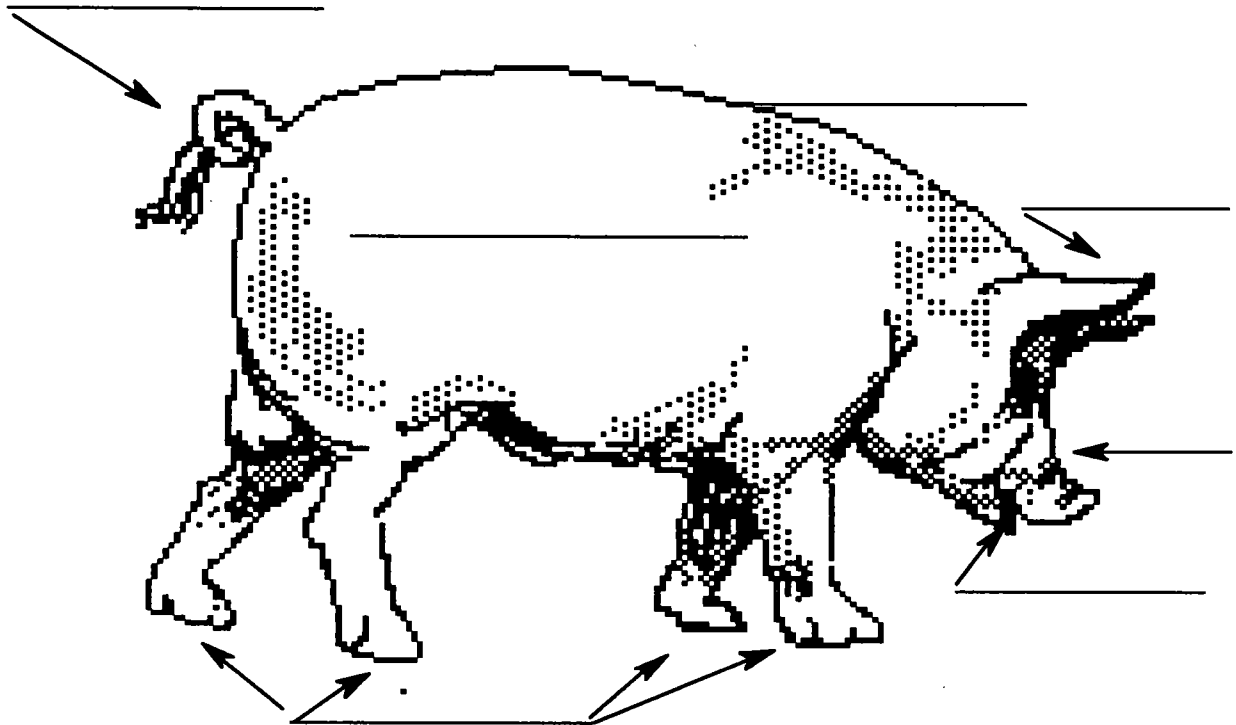
- build on their background knowledge about animals,
- learn new vocabulary as it relates to the specific animals,
- learn classification skills,
- learn sequencing skills and sequence language (ordinals and seasonal),
- learn to retrieve information from video and CD-Rom, and
- learn to work in partners and groups.

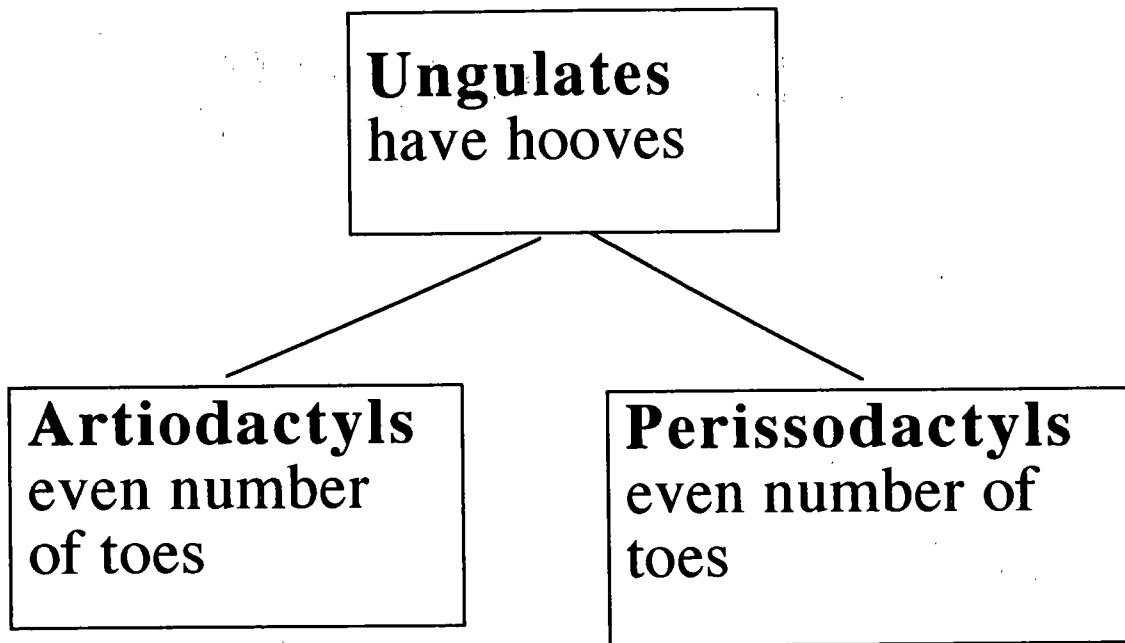
Animal Mini -Units Grade 2

🍏 Activity sheets attached

Generic	Pigs	Beavers
<p>Developing Background Knowledge in class</p>	<p>Induction thinking boxes using pictures of animals to determine the classification rule being used : animals with and without hooves</p>	<p>Anticipation Guide 🍏 with partners</p>
<p>Building on Background Knowledge in class</p>	<p>Parts of a Pig and functions 🍏 content vocabulary</p>	<p>Reading about life of a beaver individual expository writing content vocabulary: e.g. herbivore/ omnivore nocturnal/diurnal</p>
<p>In library- 3 groups/stations</p> <p>1. CD ROM "Mammals" classification</p> <p>2. Sequencing content language and sequencing lang.</p> <p>3. Description</p>	<p>1  🍏</p> <p>2. Steps to make origami pig</p> <p>3. Booklet--factual statements and illustrations. information retrieved from video, "The Pig"</p>	<p>1  🍏</p> <p>2. Booklet--life cycle birth to adult</p> <p>3. Body parts and functions</p>

Parts of a Pig





Note: using CD ROM program and pictures to sort

Beavers



	I think		I learned	
	yes	no	yes	no
1. Beavers can hold their breath under water for just 2 min.				
2. Beavers have orange teeth.				
3. Beavers back feet are like duck feet.				
4. Beavers tails are big, flat and furry.				
5. Beavers can close their ears under water.				

Rodents	Food		Habits		
	herbivore	omnivore	nocturnal	diurnal	both
beavers					
chipmunks					
hamsters					
squirrels					
porcupines					
marmots					
gerbils					
guinea pigs					

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

This cooperatively planned unit was part of the Theme Section of the September, 1994 issue of *The Bookmark*. The teachers and teacher-librarians involved in producing this unit would like to know if anyone has implemented it and what advice they might now have on improving the unit and what revisions might be useful. At the time of publication it had not been used with a class, and there are always changes and improvements once a unit is "tested." If you have used the unit, please call any of the following people with your suggestions: Judith Coffin, Elgin Park Secondary School, Odie Kaplan at home at 733-7389 or at Gilpin Elementary School, or Scott Parker, Burnaby Central Secondary School.

ESL LIBRARY ORIENTATION AND DEVELOPMENT OF QUESTIONING SKILLS

by LIZ AUSTROM, teacher-librarian, WILLIAM WONG, ESL department head, and KEN WEREMCHUK, ESL teacher, Magee Secondary School, SD#39 (Vancouver).

While the value of library orientations at the secondary level is sometimes questionable, there is no doubt that they can be very useful for ESL students who have little experience with school library resource centres as they exist in Canada. An introduction to library staff and a tour of the facility can be a welcoming gesture to students who are new to the school and Canada.

The trick is to make an orientation to the library something other than an excursion, to integrate it into the educational program of the classroom. One way is to focus on a **topic** that is being studied; another is to focus on a **skill** that is being taught in the classroom. In each case, the focus of the library experience is three-fold. First and foremost, it provides the students with information and/or skill practice that supports classroom learning. Secondly, it expands students' contact with English-speaking role models. Finally, it extends students' knowledge of the resources and support people available to assist them to be successful in their studies. Viewed holistically, the library orientation is part of the student's school acculturation.

Initial orientation at Magee is accomplished in a one or two period session in the library, however, ESL students return for many other units during the course of each term. Topics at these latter sessions range from simple fiction selection, to biographical studies, to Canadian provinces. They range from one period to five period sessions, and feature a variety of products.

The orientation is focused around students formulating correct oral questions, and a topic identified by the classroom teacher as being of current interest in the classroom. Two such topics this past year were Vancouver (areas, parks, buildings, etc.) and animals (e.g., frogs). The "animal" worksheet follows this description, but it can be modified for almost any topic, with the proviso that the teacher-librarian researches all specific topics in advance to ensure success.

In both topic options used this year, information goals were that students would:

- find books with pictures on their topics,
- record brief pieces of information, either drawn from the text or from the pictures,
- understand that there are many types of information sources in the library.

The procedure followed was very simple:

- The class is split into two groups. The ESL teacher retains one group in the table area of the library and either shows them where the easy fiction is and helps them choose books, or shows pictures to them and elicits appropriate vocabulary through questioning. This depends on how much has already been done in the classroom. The teacher-librarian takes the other group on a walking, talking and demonstrating library tour that includes a demonstration of how to check out a book and where to return books, as well as an introduction to the staff assistant.
- The groups are reversed.
- With both groups together in the table area, the teacher and teacher-librarian introduce the worksheet (which takes students into some of the areas they have just toured), and emphasize that all three adults will provide help **if** students ask a properly phrased question (e.g., "What is your name?" or "How long can I borrow a magazine?"). If students eavesdrop on other students' questions, they are required to repeat the question before recording the answer.

Asking students who are new to speaking English to ask questions is stressful for them. The library orientation session provides a situation where they "need" to ask questions to fill in the worksheet that they are given — and which they all seem to want to do well!

Student's Name: _____

Block: _____

Teacher: _____

The library has books, encyclopedias, magazines, pamphlets, and computers for you to use. It also has people who will help you find things.

Please answer these questions.

1. What are the names of the 2 people who work in the library?

Mrs. _____

Mrs. _____

2. Look at the SUBJECT you have been given. Write the subject in the space below.

3. Find 1 book about this subject.

Write the name of the book here: _____

Write the call number of the book here: _____

Does the book have an index? Yes No

Does it have a table of contents? Yes No

Is the book easy to read? Yes No

4. Find the encyclopedia set called *The Raintree Illustrated Science Encyclopedia*.

How many books are there in the set? _____

May you borrow encyclopedias? Yes No

5. Find your subject in this encyclopedia set. Write down 2 interesting facts you learned about the subject.

6. National Geographic magazine has many wonderful pictures of animals. Look for an article on your animal, using the index to the magazine.

What is the title of the article? _____

What is the date of the magazine? _____ (Month and Year)

Is there a picture of your animal? Yes No

What page is the picture on? _____

May you borrow magazines? Yes No

7. Does the library have a pamphlet about the country where you were born?

Yes No

Name of the country: _____

8. When you borrow something, how long may you keep it?

An encyclopedia may be kept for _____

A book may be kept for _____

A current magazine may be kept for _____

An old magazine may be kept for _____

A pamphlet may be kept for _____

9. Find a book you like. Sign it out at the circulation desk. When you have done this, sit down and read your book.

WHEN YOU NEED HELP IN THE LIBRARY, PLEASE ASK US TO HELP YOU.

(NOTE: The worksheets are marked by the teacher-librarian, and positive comments written on them. Students who need further help with sections are asked to return to the library to see the teacher-librarian.)

**The 1995 Official Selections for the
Ontario Silver Birch Awards are:**

FICTION

- Alma, Ann. *Skateway to Freedom.*
Bailey, Linda. *How Can I Be A Detective if I Have to Babysit?*
Hunter, Bernice Thurman. *Hawk and Stretch.*
Johnston, Julie. *Adam and Eve and Pinch Me.*
Lawson, Julie. *White Jade Tiger.*
MacDonald, Thomas. *The Time Of The Wolf.*
McGaw, Laurie. *The Polar Titanic Bear.*
Pearson, Kit. *The Lights Go On Again.*
Roberts, Ken. *Past Tense.*
Smith, Margaret. *Margy Misunderstood.*
Spencer, Bev. *Guardian Of the Dark.*
Wynne-Jones, Tim. *Some of The Kinder Planets.*

NON-FICTION

- Cullis Suzuki, Severn. *Tell The World.*
Cryski, Camilla, *Boondoggle.*
Hickman, Pamela. *Habitats.*
Kalman, Bobbie. *A One-Room School.*
Kaner, Etta. *Bridges.*
Lemieux, Michele. *The Pied Piper of Hamelin.*
Mollel, Tololwa and Spurrll, Barbara. *The Flying Tortoise:
An Igbo Tale.*
Muller, Robin. *Mollie Whuppie And The Giant*, revised edition.
Rising, Trudy and Williams, Peter. *Light Magic.*
Tanaka, Shelley. *The Disaster of the Hindenburg.*

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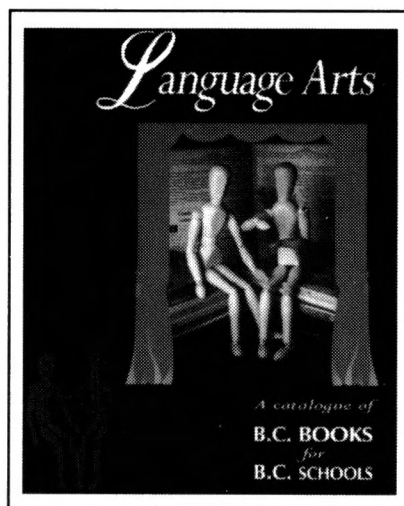
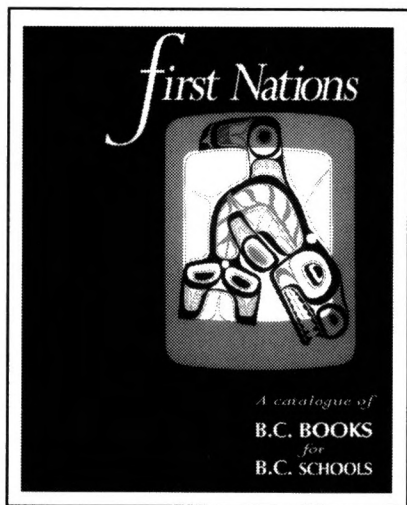
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SKATEWAY TO FREEDOM

by ANN ALMA (Orca, 1993).

SUGGESTED ACTIVITIES BY THE AUTHOR.

SYNOPSIS

This novel, about a refugee and her parents who come to Canada with little except the clothes on their backs, gives an insight into what it is like to move to this country and to start school without being able to speak the language. It highlights the feelings of loss, loneliness and confusion that come with immigration.

Ann Alma suggests the book can be used alongside the grade five social studies unit on immigration, either as a read aloud story or as a class novel. The suggested activities have been tried by teachers in BC and Alberta or by Alma when she was a grade five teacher.

(Editors note: *Skateway to Freedom* has been chosen as a Canadian Children's Book Centre Choice. All the suggested activities could be done during or after reading the novel.

CHAPTER ACTIVITIES:

CHAPTER THREE:

- Study foods eaten in foreign countries/ other cultures. Have a cooking session or a potluck meal. Collect recipes.
(Additional information in Chapters 11, 12, and 13)
- Take a pretend vacation to Czechoslovakia, Hungary, or Germany. Draw pictures as photos you pretend to have taken. Write a travel journal. Present your trip to the class.

CHAPTERS EIGHT, NINE, AND TEN

- Compare dwellings in Canada and other countries.

CHAPTER ELEVEN

- Compare and contrast Canadian and refugee attitudes towards recycling. (Additional information in Chapter 20)

CHAPTER TWELVE

- Invent new "home-made" games. (Also with Chapter 17).

CHAPTER THIRTEEN

- Compare and contrast different cultural habits. Try to find the reasons why different cultures do things differently. Is it religion, climate, altitude, the way the country has been governed over the years?
-

CHAPTER FIFTEEN

- Bring foreign-speaking guests into the classroom. Have them give a short explanation in their native tongue as an introduction to an art lesson. English may not be spoken during this lesson. Everyone must make themselves understood in other ways. Discuss students' feelings after the lesson.

POST-READING ACTIVITIES

- Write to real or pretend German penpals. Correspond with drawings, photos, tapes or videotapes that indicate what it is like to live in Canada (or your specific area) without having to explain things in English. What will you send and why? What would you expect them to send back to you? Addresses could be obtained from German clubs or German Consulate.
- Learn some words from another language.
- Study the history of the Berlin Wall.
- Compare and contrast the novel with Jean Little's novel, *From Anna*.
- Write a letter to the author, inviting her for a visit or asking her questions about immigration.

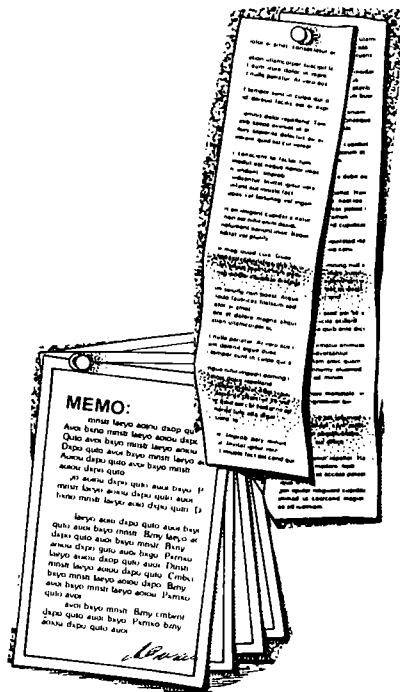
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CLEAR THINKING NEEDED FOR COMPUTER INTERACTIVE MEDIA!

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

INTERACTIVE EDUCATION

Computers generate love and hate reactions. Ellen Davis Burnham, in her project at Mississippi State University as a part of the course "Seminar in Planning for Instructional Technology" (1994) wrote lyrically of a vision of an educational system deeply enriched by computers.

We see before us the vision of the future of our school. We envision every child in our school district with access to a computer. We will begin our vision with kindergarten and continue through the twelfth grade. Computer concepts will be integrated across the curriculum spectrum. Visionary teachers will implement the technology plan with the faith and conviction that we will succeed. Our success will be demonstrated in the surge of computer literacy that flows from our students throughout the community. Our graduates will go out into the colleges and the work force with a vast knowledge of computer applications that will cause the outside world to stand and applaud our vision and success.

Steve Steinberg, writer for *Wired* magazine, is somewhat less lyrical in his description of computers and education.

The most pernicious and annoying hype about interactive media circulates in the education market. How many schools can afford the powerful PCs required to run the software? And what overworked teacher is going to take on the onerous task of running and maintaining the system? Besides, nobody ever liked those "shoot-the-fraction" games, and fancier graphics aren't going to change anything. As we should know by now, blindly throwing computers at problems helps no one but the computer industry. If all the money that is going to be squandered this year on "edutainment" ventures went instead to hiring more teachers, we might actually see some improvement in our schools.

Like most teacher-librarians, I am interested in new media technology. Yet, I feel much ambiguity about North America's current obsession with information technology. In *Silicon snake oil: second thoughts on the information highway* (1995) Cliff Stoll states the problem eloquently in relation to the Internet. "When I compared this promised land... this warm, wonderful welcoming source of universal knowledge and wisdom, to what I actually see: the difference between the promise and what's delivered is enormous."

The *Provincial Information and Computer Technology Action Plan* draft #10 dated December 12, 1994 acknowledges "reallocation of funds within the total provincial budget, rather than budgeting for funding increases is likely to be necessary." The plan, which would see one computer for every three students in secondary schools, and one computer for every six students in elementary schools, could have significant impact on school libraries. We are the resource based learning experts and as such, we have to be able to teach students to use the most current information tools available. Whether students use a book or a computer, the resource-based skills we teach are basically the same — locating information, critically evaluating it and using it. On the negative side, school libraries are potential targets for cutbacks if large quantities of money are diverted to computers. There is no provincially targeted funding to school libraries. In their draft, the technology committee requests targeted funding for computers. If they get it library funding may be at risk.

In the near future, it is likely that your school or district will be asked to develop a technology plan. You will probably have to deal with both people who hate computers and computer enthusiasts. It is very important to be able to articulate what resource based learning skills you consider to be important when talking about information technology. Your ability to talk about goals and ask hard questions is critical for our future and the future of our students. Whether talking about traditional media or information technology such as CD-ROMs, the attitudes, skills, and knowledge of our students must come first.

CYBERSPACE, INFORMATION HIGHWAY AND MULTIMEDIA?

Computer information technology jargon is invading the English language. Often, the meaning of these words shifts depending on who is saying them, and what they want you to think about them. It is important when critically evaluating discussion of information technology to look for operational definitions of the terms being used, or at least try to pin down very precisely how the speaker or author is trying to use them.

Multimedia is a learning or educational system that combines different media into an integrated package. Multimedia programs are usually designed to be used by an individual who can use it in different ways. Multimedia uses text, graphics, audio and video to communicate.

The accent on the individual has several implications. It is difficult to teach the use of multimedia to groups, because the quality of the experience partially depends on the individual's interaction with a program. Most multimedia can be used in different ways by different individuals, and in fact, many multimedia programs actively encourage browsing and making serendipitous discoveries. Teachers who have had their students explore *Microsoft dinosaurs* will not be able to count on all students to have a common body of knowledge.

The integration of different media means that multimedia products have the potential to reach more people with a wide variety of learning styles. Multimedia proponents claim significant increases in learning rate, comprehension, and retention. Of course, the success of any individual multimedia program or package depends on the skill of the creators.

Multimedia is an example of a global information trend towards convergence. Geoffrey Hansen of Lateral Vision did a very interesting presentation at the 1995 BC Teacher Librarians' Association Conference. He believes "We are rapidly moving toward a world in which all information and entertainment will be digital— text, images, music, motion images, everything. As this happens, not just computing and publishing, but music, movies, broadcasting, consumer electronics, games, cable, telecommunications— industries that have been until now, disparate, will converge and/or collide and become more interdependent."

Of course, not "everything" will fall into the digital net. The experience with analog records is instructive.

Around 1988, the production of vinyl records all but stopped. Records that were commercially successful were able to make the transition to digital; and appeared in compact disk (CD) form. The vast majority of tunes from the past remained unavailable. The deciding factor for selecting which records made it into digital was economic. If a CD producer had no chance of making money making a CD, it did not get made.

North America has a love affair with technology paralleled in our history only by our love of the automobile in the earlier part of the century. Like the automobile, the new technology seems to promise a new dimension of freedom and power. While the automobile promised to amplify our physical mobility, information technology seems to promise the ability to propel our very consciousness around the world. Like the automobile, widespread adoption of information technology will have a serious social and environmental impact.

The *Information Highway* is a term that should alert you to the probability that hype and fuzzy thinking abound in sentences surrounding it. The term is used to describe everything from academic exchange on the Internet to computer home shopping. The term came into use because the early development of the Internet had interesting parallels to the development of Interstate highways in the United States. Interstate highways have very specific design criteria to permit quick transport using large vehicles. This makes actual physical location much less important for industries in the US. Some companies have been able to benefit from the economies of centralized production and warehousing, at the expense of other companies who have not. The communications *Information Highway* makes physical location much less important too. Now, information marketers can set up their production facilities anywhere in the world.

Cyberspace is a term coined by science fiction writers that romanticizes the human and machine interaction. Computers are not yet true thinking machines, but their thought-like behavior and immediate responsiveness to human input make them seem like thinking machines. On the Internet, thousands of scientists, educators, marketers and hobbyists are working on developing linked hypertext pages that span the globe. In a hypertext document, certain key words are linked to other documents, and the user goes to the other document by selecting the word. Good or useful documents theoretically will have more people write links to them. This hypertext linking in an electronic network results in an interesting

parallel to the way human neural networks develop in the brain. As humans learn, certain neural links in the brain become stronger, and others weaker. Although hypertext on the Internet is a crude and simple network when compared to a human brain, the network actually "learns" over the course of time since the network evolves thoughtful links as individual users provide more links to the more useful sites.

"Cyberspace", as represented on Internet, changes quickly. The quality and quantity of information ebbs and flows with the whims and trends of individual operators on the Internet. It is very important for educators to be aware of the Internet, but one should realize it is not a reliable source of information. It is difficult to verify the credentials of authors on the Internet. Anyone with a computer and a modem can set themselves up as an expert. Administrators can "pull the plug" on an excellent information resource without warning simply because the storage and dissemination of information takes up too much computer time and storage space.

Students and the general public often have a vague notion that "everything" is available on the Internet. Those who have used the Internet regularly are painfully aware that quantity of information is not synonymous with quality of information; there are serious gaps in the knowledge represented on the Internet. The information search tools available are inconsistent and slightly unreliable. (Internet menu systems, for example, usually store addresses of remote sites locally. When the address of the remote site changes, the local Internet address is not automatically updated. The result for someone using the menu item is no connection and an error message.) The Internet is a very interesting rough and tumble experimental lab of brilliant information tools and harebrained schemes. Several producers of popular games software, archiving tools, graphics programs, and communications software distribute their first products on the Internet for other Net users to evaluate, criticize and hopefully buy. It is useful to keep an eye on events on the Internet, but on a day-to-day basis is not as useful as the hype would suggest. A portion of the CD-ROM industry seems to consist of individuals or tiny companies who scan the net for interesting free or cheap articles, pictures or "Shareware" and package them on CD-ROM disks.

CD-ROM are usually only able to be read from. Special gold plated CD-ROM disks can be written to. The immutability of CD-ROM disks is in sharp contrast to the ephemeral nature of the Internet. The stability of CD-ROM media ensures that it will remain consistent

and reliable throughout its life. Ironically, the permanence of CD-ROM media provides economic incentive for CD-ROM producers to continually change and improve their products. Microsoft now features a yearly designation on many of its products. A CD-ROM that is timeless will sell only once. A CD-ROM title that is periodically updated will sell many times.

WHO PRODUCES MULTIMEDIA CD-ROMS?

The technological arena has its idealists. Communications technology is touted by Howard Reingold, author of *The Virtual Community* (1993) as being a great force for democracy and social equality. In the spirit of free access to information, the Gutenberg Project was initiated by volunteers to get as much literature into machine-readable form as possible. Volunteers entered the *Complete Works of Shakespeare*, *Moby Dick*, *Paradise Lost*, the *CIA World Factbook*, and many other uncopyrighted works of literature, and made them freely available on the Internet. Now, several enterprising CD-ROM vendors have packaged this information on CD-ROM disks, and sold them for over \$40. Perhaps profit-taking will dim volunteers' enthusiasm for entering data for free if it has not already done so.

It is expensive to produce media from scratch. Companies that are already involved in media production, such as publishers of books and magazines, record companies, library service companies, computer games producers, business software producers, and encyclopedia companies are the first to have products out on the market. However, the moderate price of producing CD-ROMs may soon provide a window of opportunity for small publishers such as arts magazines, tourist publications, and advocacy groups. Amnesty International publishes on CD-ROM. CD-ROMs with medical information have provided an inexpensive medical resource in remote areas of Africa.

Other organizations may soon get into the act. Linda Rohrberg (1992) reported in the Internet newsmagazine *Newbytes* that CD-ROM self-publishing is now cheaper than books. "A book with a four-color cover can cost anywhere from \$10 to \$20 each to produce, especially in small quantities like 1,000. However, a compact disc read-only memory (CD-ROM) can be duplicated for as little as \$5.00 each for that same 1,000 copies.... The low cost and high capacity of CD-ROM disks are making the medium an alternative to encyclopedias, government directories,

congressional records, and any other reference material that is physically cumbersome.”

Producing a disk is not as cheap as it might first seem. Scanning, inputting data, and indexing are significant costs. While offshore companies, with lower labor costs, can work for less than the cost would be in North America, the costs are daunting for small producers. A computer firm in Bangalor, India can scan several thousand pages a day at cost of US \$555 per megabyte (as of May, 1994). A single high density three and a half inch floppy disk can hold about 1.4 megabytes and a typical CD-ROM disk can hold up to 620 megabytes. The price of inputting data can be very high.

Production of quality multimedia software is a sophisticated group endeavor that takes place over a period of time. It is very much like producing a film. A premise must be developed and financing secured. The software is developed into a prototype and story boards are worked on. The program must be tested and revised. Finally, the program must be advertised, then distributed, preferably through an established distribution network. This process has a large element of risk. Since revenue only comes in at the end, a company that produces CD-ROM multimedia must have sufficient capital resources to weather a difficult cash-flow cycle.

Small companies may make some successes in the CD-ROM multimedia field. But, given some very hard financial realities, it is likely that the big players in other media will remain big players in the CD-ROM field. *In Manufacturing consent : the political economy of the mass media* (1988) Noam Chomsky and Edward S. Herman document evidence that the way media is financed influences what is widely reported. Even if CD-ROMs disks are a little cheaper to produce than books, it is not likely that they will be cheap enough to empower the masses as envisioned by early idealists.

MOSAIC FOR INTERACTIVE MEDIA

Mosaic is an Internet hypertext menu system developed at the University of Illinois. It is the most common face of the Internet portrayed in the popular media. Mosaic can also be used with programs and files stored locally on your hard drive or CD-ROM. Commercial firms have adapted Mosaic in several forms of “ready-to-go Internet”. A basic Mosaic program is still available for free on the Internet from several sites, but several accessory programs must be

acquired seperately if you want to see movies or large graphic files. (I got a copy of *NCSA Mosaic* from the Konomklijke Bibliotheek in Den Haag, Netherlands — also known as gopher.nic.surfnet.nl.) Setting up the program requires technical knowledge, but once it is set up, it is very easy to use. Mosaic is modular; you can build from the basic set up as you go. Each time you need a new viewer you go to the Mosaic preferences menu and add the new helper application. (On a *NCSA Mosaic for the Macintosh*, use the Options menu item; select Preferences, then Helper Applications.) An Internet connection that can use Mosaic is usually more expensive than a plain text Internet connection.

In Mosaic, words, images and sounds are seamlessly integrated. The user clicks on underlined text, and in a few moments views the picture or hears the message, which may originate at a computer anywhere in the world. Mosaic’s “native” format is called “HTML”, or hypertext markup language. Mosaic also allows you to use Internet Gopher (menu system) and FTP (file transfer program) with ease. Writing Mosaic hypertext pages it is not very difficult, albeit a little clumsy and time consuming. Enthusiasts write their own “pages” with customized menus for the facilities they use most. A custom menu need not make any distinction between resources that are on the Internet and files that are stored locally. Thus, Mr. Frisby’s grade seven essays, pictures and spoken thoughts on the future stored on a school computer can appear on the same menu as articles published on the Internet by futurists such as James Burke, Howard Reingold and William Gibson.

HTML can be used in both Windows and Macintosh, using a wide variety of file types, and there is no distinction between local and distant storage. This means that Mosaic HTML could easily be used as an authoring tool for multimedia that integrates CD-ROM and the facilities of the Internet.

Why is integration between Internet and CD-ROM useful? Pictures and sound files take up many kilobytes, and are slow to transfer via the Internet. CD-ROMs can provide immense storage capacity for bulky information that does not change quickly. When you combine the two sources, the potential sum is greater than the potential of the parts. Resorts, for example, could produce a Mosaic page on CD-ROM that used the CD-ROM for long articles, maps and images of people enjoying themselves, and Internet resources for up-to-date textual information such as schedules, weather conditions and prices.

See the appendix for an example of the HTML hypertext language. It is best to use technical help available in your district to set up Mosaic. Once it is set up, it is not hard for teachers or students to customize and create hypertext menus and indexes. Mosaic runs best with a fast modem and a fast computer with extra memory, because computer graphics and sound demand processing power and memory. Mosaic may be the future of interactive media because it is easy to use and ubiquitous.

GETTING COMPUTERS INTO YOUR SCHOOL LIBRARY

I "borrowed" the first computer that I used in a school library from a storage room. An IBM PC-2 without a hard drive was sitting in storage unused. It was earmarked for the business department. The vice-principal unlocked the door. I grabbed the computer. The "sting" was completed in less than a minute. My feeling was that once you a computer is put into the school library and people start to use it productively, it is very difficult to remove it. My "borrowed" computer only lasted in the library for a year. But it had demonstrated its worth. It was replaced by a better computer with a hard drive.

I advise new users to start small, and buy computers over time. Complex networks bring their own headaches to new users. If you start small, you will learn from your inevitable first mistakes, and improve selecting computers and software as time goes on. Building gradually also ensures that you do not run into the situation where all the computers become obsolete at the same time.

You do not have to have the best computer in the world in order learn from it or to do useful things. The important thing is to get the people at your school on it using it to explore information resources. Photograph the process, videotape it, and write it up for staff and parent newsletters.

Choose the software (program) first, before the hardware (computer and CD-ROM player). When you are asked to suggest a model, get advice from someone who is in a school library similar to yours. The requirements for Multimedia are likely to change. Currently, in Windows, you should look for a computer that meets the MPC 2 standard, and has at least 8 megabytes of RAM (Computer chips that make up instantaneously usable memory). Make sure the CD-ROM player is at least double speed and that it will run multisession CDs (some Photo-CDs require this). With

Macintosh, look for a computer with at least 8 megabytes of RAM. Make sure the CD-ROM player is at least double speed, is compatible with the Macintosh file format, and that it will run a multisession Photo-CD. Macintosh external CD-ROM players connect using a special SCSI cable. Check that the CD-ROMs you want to use run on the computer before you get it.

Stay away from types of interactive products that require a special proprietary player. Media for these types is likely to become scarce very rapidly. Even if the initial player is cheap, replacement media is likely to be very expensive, if available. Mass market products are almost always cheaper in the long run.

DEALING WITH THE COMPUTER IN THE SCHOOL LIBRARY

There is a good chance the computer will be a problem even if it is a big success. If you do not think out how you are going to provide access for the computer in an equitable way, you may find that your school library becomes a working model of Darwin's law of survival of the fittest. You could use a sign-up sheet with the instruction that each student may work a maximum of fifteen minutes if others are waiting. Within a cooperatively planned unit, you can issue computer coupons good for fifteen minutes on the computer, to ensure equitable access to all.

In situations where the computer is very popular, teacher-librarians have used the computer as a perk for helping out. Some students will take care of the most mundane tasks if they somehow involve a computer, or are followed by computer time. I would use this strategy with caution. If your helper gets a better computer at home, your source of help might disappear in the blink of an eye!

EVALUATING NEW MULTIMEDIA SOFTWARE

A man walked into a bar and saw a dog sitting on a bar stool. The dog was singing "Motherless Child". The bartender was crying.

"Why are you crying? Are you amazed that the dog can sing?"

"No, I'm crying because he's getting the words all wrong."

When it comes to multimedia, we too have to be careful that we are not so amazed by the wonderful tricks it can do that we lose sight of content and accuracy. Many CD-ROMs are alarmingly superficial. Because you cannot flip through the pages to view the work at a glance, it is difficult to detect problems quickly. It is impossible to determine at a glance whether there is balanced representation of gender and race in illustrations and video clips. Multimedia products are often targeted to home users who may be less critical than professional reviewers.

Demonstration (or "demo") programs are a sales tool, not an evaluation tool. A demo program may be able to help you *eliminate* a program from your consideration, but you must evaluate the real program before you make a choice. Demo programs may run at a faster speed than the complete program. The program "tour" may linger over interesting parts of the program, and give the idea that the level of interest is sustained throughout the program when, in fact, it is not. Demo programs run the simulated program through their paces with the speed and facility of an expert. Your actual experience with students may vary.

The most important part of a human and computer interaction is the human side. Often we place too much emphasis on the needs of the computer, and not enough on the needs of the clients. If possible, you can visit a public library or a colleague's school library and ask to have a student demonstrate programs to you. After the student demonstrates a program, you can pose questions about the advantages, difficulties, uses, and learning methods using the program. Maintain contact with teacher-librarians who are in similar situations to you. Although maintaining a human network may take time and effort, in the long run you will save time and money as you learn from each other's experiences.

SELECTION CRITERIA

1. Goal of the program is congruent with curriculum goal.
2. The program does what it says it will.
3. Students like it.
4. Learning can be applied to real life.
5. It is a reasonably economic source of information.
6. There is a variety of access methods or linking of related ideas.
7. It is obviously superior to print media such as text or pictures. Multimedia movies, pictures, and sound clips directly support learning. They are not thrown in for novelty.
8. It includes appropriate levels of difficulty and the style is appropriate.
9. It is authoritative and balanced.
10. It is free of stereotyping and inappropriate violence.
11. Documentation is complete and correct and on-line help is available.
12. The program is attractive and easy to use.
13. The program is free of errors of spelling, fact, or programming.
14. Students will be able to use the program independently.

If it is impossible to evaluate an actual copy of the program, library reviewing journals often include a section on computer software. Popular computer journals can give a different perspective, but you should keep in mind that they are directed to a mass market rather than to school libraries. *CD-ROM collection builder's toolkit* (1991) also lists the names and addresses of publishers of CD-ROM selection and evaluation tools.

CONCLUSION

The Chinese character for "crisis" includes both the ideogram for "danger" and the ideogram for "opportunity". The Chinese definition of the term gives us a useful perspective for viewing crises. New information technology is precipitating crises in education on several fronts. The question of funding is an important and obvious one. The danger is that school libraries may get lost in the shuffle yet again. The opportunity is that if we can demonstrate that we play a critical role in developing real computer literacy, then our future may be assured. Another issue has to do with organization of multimedia resources, which are oriented to individual use. The danger is we may be unable to ensure access by all. The opportunity is that the interactive and multisensory nature of the media makes success available to more students. A third issue has to do with whether computers can help students develop critical thinking. The danger is that many students may not question information that comes off a computer. The opportunity is that if computers can ensure quick and easy access to a wide variety of materials, students will have more opportunity to be exposed to divergent points of view. In this crisis situation, the choices we make are critical. Now, more than ever, we have to think very clearly when we make choices for the future.

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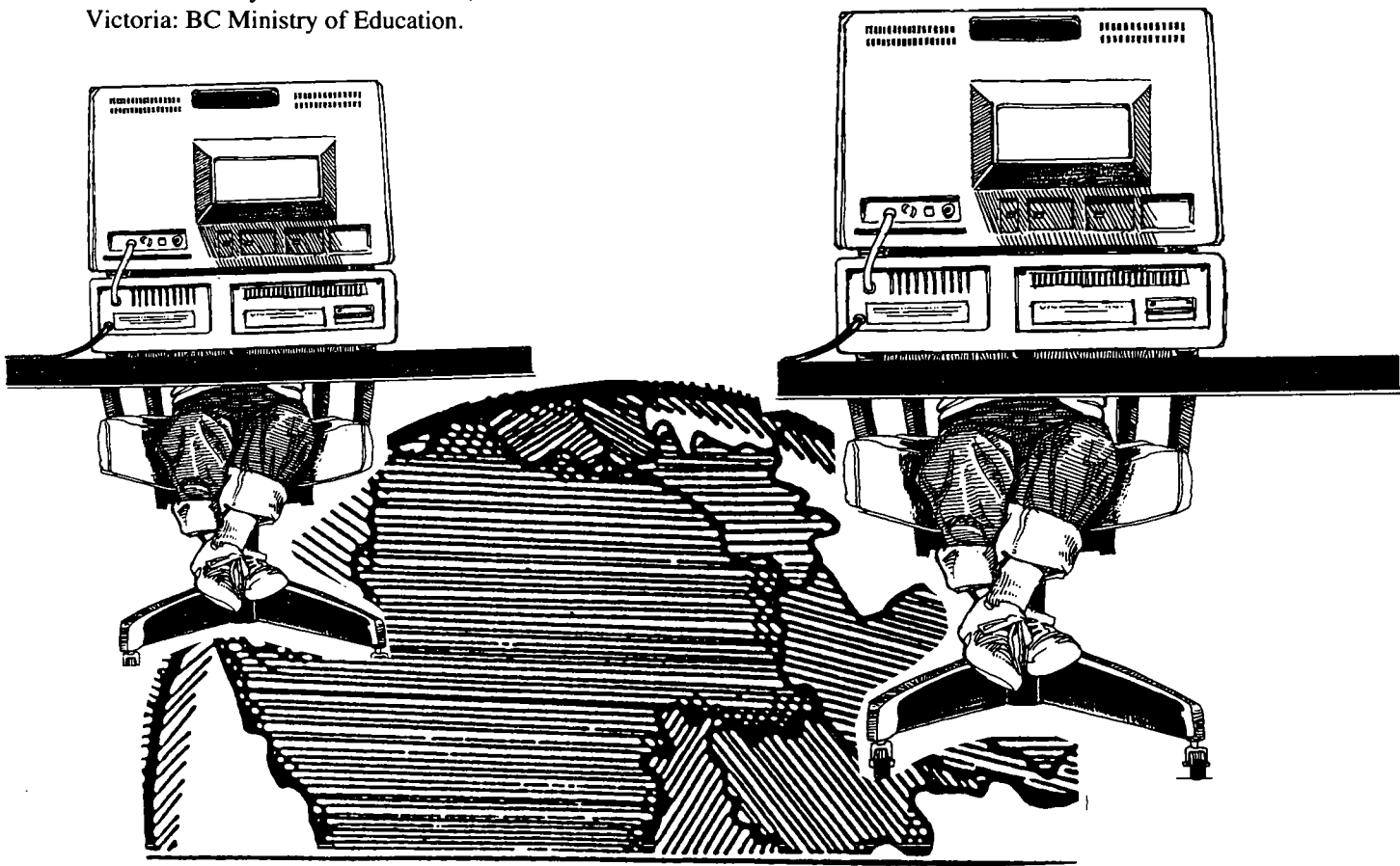
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APPENDIX A — HMTL AND MOSAIC ILLUSTRATED

Below is an example of what a Mosaic home page looks like. Users use the mouse to click on an underlined word to view or listen to that resource. Note that the hypertext links can access resources that reside locally as well as resources on the Internet. To view or use a resource, you must have the appropriate viewer (or "helper program") on your computer, and have set up the Mosaic preferences to select the correct application for different types of files.



The screenshot shows a web browser window with a navigation bar at the top. On the left is a globe icon. Next to it are three icons: a left-pointing arrow, a right-pointing arrow, and a house icon. To the right of these icons is a dropdown menu labeled 'My Experimental Home' and a search box with the word 'Search' inside. Below the navigation bar, the URL bar contains the text: 'file:///MacintoshHD/Desktop Folder/New download folder/NCSAMosaicMac.103/My local home'. Below the URL bar, there is a line of text: 'gopher://gopher.nls.burfnut.nl/11/ftp/miffor=archive/'.

The main content area of the browser window has a title bar with a small icon of a computer monitor and the text 'My Home Experimental Page'. Below the title bar, there is a paragraph of text: 'This an experimental page. I can edit it with a word processor, making the desired changes and saving the file as plain text.' Below this paragraph is a section header: 'Mosaic with Internet Hypertext links (HMTL)'. Under this header is a bulleted list of links: '• [NCSA Home Page](#)', '• [NCSA Mosaic Home Page](#)', '• [NCSA Mosaic for the Macintosh](#)', and '• [Network Starting Points](#)'. Below the list is another section header: 'Local Resources'. Under this header is another bulleted list of links: '• [My Home Page](#)', '• See the [tube drawing](#)', '• Hear the artist tell about the [tube](#)', '• This is a text file: [Sample letter](#)', and '• Another drawing stored as a GIF: [Sample bulbs](#)'. Below the list is a third section header: 'Internet Gophers and FTP'. Under this header is a paragraph of text: 'This section has examples of how to use HTML with FTP and gophers. You need to know the URL (Universal Resource Location) of the resource.' Below this paragraph is a bulleted list of links: '• Copies of the Info-Mac SUMEX-AIM files available using FTP at the [University of Hawaii](#).' and '• A gopher with a wide variety of computer files at [Koninklijke Bibliotheek](#), Den Haag, Netherlands.'

The menu can be edited with any text processor that can save files in plain text format. The HTML hypertext markup language initially looks complicated, but you can cut and paste existing templates without too much trouble, or use a special word processor or text conversion program. The HTML text will have to be updated from time to time as resources are added, moved or omitted. The exact appearance of the screen will be different on different computers because individual users can customize the font and size of the titles and text. HTML script writers simply identify headings, lists, paragraphs etc. with codes, and the user's style settings interpret the codes depending on how the user set up the preferences. The screen above is the NCSA Mosaic for Macintosh default style. It uses the following HTML script.

```

<HMTL>
<TITLE>Experimental Home Page</TITLE>
<BODY>
<H1><IMG SRC="TinyMac.GIF">My Home Experimental Page</H1>
<HR>
This an experimental page. I can edit it with a word processor, making the desired changes and saving the file as
plain text.
<H2>
Mosaic with Internet Hypertext links (HMTL) </H2>
<UL>
<LI> <A HREF="http://www.ncsa.uiuc.edu/General/NCSAHome.html">NCSA Home Page</A>
<LI> <A HREF="http://www.ncsa.uiuc.edu/SDG/Software/Mosaic/NCSAMosaicHome.html">NCSA Mosaic
Home Page</A>
<LI> <A HREF="http://www.ncsa.uiuc.edu/SDG/Software/MacMosaic/MacMosaicHome.html">NCSA Mosaic for
the Macintosh</A>
<LI> <A
HREF="http://www.ncsa.uiuc.edu/SDG/Software/Mosaic/StartingPoints/NetworkStartingPoints.html">Network
Starting Points</A>
</UL>
<H2>Local Resources</H2>
<UL>
<LI> <A HREF="My local home.html">My Home Page</A>
<LI> See the <A HREF="Small tube.PICT">tube drawing</A>
<LI> Hear the artist tell about the <A HREF="tube.AIFF">tube</A>
<LI> This is a text file: <A HREF="Library Letter.TEXT">Sample letter</A>
<LI> Another drawing stored as a GIF: <A HREF="Lumiere.GIF">Sample bulbs</A>
</UL>
<H2>Internet Gophers and FTP</H2>
This section has examples of how to use HTML with FTP and gophers. You need to know the URL (Universal
Resource Location) of the resource.
<UL>
<LI> Copies of the Info-Mac SUMEX-AIM files available using FTP at the <A
HREF="ftp://ftp.hawaii.edu/mirrors/info-mac">University of Hawaii.</A>
<LI> A gopher with a wide variety of computer files at <A HREF="gopher://gopher.nic.surfnet.nl/11/ftp/mirror-
archive/">Koninklijke Bibliotheek</A>, Den Haag, Netherlands.
</UL>
</BODY>
</HMTL>

```

A Mosaic URL (Universal Resource Location) identifies the Internet tool and the path:

http://host.name/path/file	(for HTTP connections)
ftp://host.name/path/file	(a way to specify FTP)
gopher://host.name/path/file	(for Gopher connections)
telnet://host.name	(to open a telnet session)
news:news.group.name	(reading USENET newsgroups)

Mosaic uses the last three or four letters of the file name to select the program on your computer to handle the file. For more information, see the Mosaic "FAQ.TXT" for your computer system at a NCSA Mosaic archive site such as gopher.nic.surfnet.nl.

1995 YOUNG READER'S CHOICE AWARD

Here are the grand winners of the 1995 Young Reader's Choice Awards as well as the number of votes each title on the ballot received in British Columbia. As you can see from the numbers of votes the Young Reader's Choice Award is growing in popularity. The 1996 titles are also listed. You may order these titles from Vancouver Kidsbooks, along with posters, seals, brochures and ballots. The address is: Leslie Comrie, Vancouver Kidsbooks, 3083 W. Broadway, Vancouver, BC, V6K 2G9; tel: (604) 738-5335/1-800-893-5335; fax: (604) 738-5362.

1995 Junior Division (grades 4 - 8) winner is: *Terror at the Zoo* written by Peg Kehret

1995 Senior Division (grades 6 - 12) winner is: *Who Killed My Daughter?* by Lois Duncan.

Over 50,000 children voted throughout the Pacific Northwest!

BRITISH COLUMBIA VOTING

Junior Division

Who Was That Masked Man, Anyway? Avi 114
The Ancient One. Barron 105
Morning Girl. Dorris 56
Pick-up Sticks. Ellis 110
Words of Stone. Henkes 87
Return to Howliday Inn. Howe 253
Terror at the Zoo. Kehret 399
Attaboy, Sam! Lowry 217
Yang the Youngest and His Terrible Ear. Namioka 113
Liars. Petersen 63
Weidos of the Universe, Unite! Service 67
Good-bye, Billy Radish. Shurzynski 22
Total 1,606

Senior Division

Who killed My Daughter? Duncan 10
Jumper. Gould 6
Chemo Kid. Lipstye 3
Taste of Salt: a Story of a Modern Haiti. Temple 2
Buffalo Gal. Wallace 9
Total 30

**NOMINATIONS FOR THE PACIFIC
NORTHWEST LIBRARY ASSOCIATION'S
YOUNG READERS CHOICE AWARD 1996**

Junior Division

**Alien Secrets.* Annette Curtis Klaus

**The Boggart.* Susan Cooper

The Boys Start the War, the Girls Get Even. Phyllis Reynolds Naylor

Crazy Lady. Jane Leslie Conly

Harper and Moon. Ramon Ross

Harris and Me. Gary Paulsen

Hero of a Lesser Cause. Julie Johnston

Pickle Song. Barthe DeClementes

Sparrow Hawk Red. Ben Mikaelson

**A Taste of Smoke.* Marion Dane Bauer

White Lilacs. Carolyn Meyer

Winter Camp. Kirkpatrick Hill

Senior Division

**A Bone From A Dry Sea.* Peter Dickinson

Giver. Lois Lowry

Make Lemonade. Virginia Euwer Wolff

Shizuko's Daughter. Kyoko Mori

Staying Fat for Sarah Byrnes. Chris Crutcher.

**All titles with * indicates the paperback release to be this
Spring or Summer**

YOUR REACTION IS NEEDED!

The following draft of a Students' Bill of Rights was developed by the Board of the Association for Teacher-Librarianship in Canada (ATLC), with the intent of seeking reaction from teacher-librarians and finalizing a document for publication in the fall of 1995. The resulting Bill of Rights would be printed in a format suitable for framing and hanging in a school library resource centre. We believe it could provide a useful focus for program development. It could also be used by teacher-librarians and local associations as a public relations device or as an advocacy document to ensure that essential resource-based learning programs for students are maintained.

The draft document has already been posted on the ATLC Forum, and a number of individuals have responded to it. A summary of their responses has also been posted on the Forum. At this time, additional responses are welcome as we wish to have a final document that has had wide reflection and commentary.

If you would like to add your voice to the discussion, please send your comments via e-mail to: atlcforum@camosun.bc.ca (or to: liz_austrom@mindlink.bc.ca). "Snail mail" should be sent to: Liz Austrom, ATLC President, 3675 West 39th Avenue, Vancouver, BC, V6N 3A6.

ASSOCIATION FOR TEACHER-LIBRARIANSHIP IN CANADA (draft) STUDENTS' BILL OF RIGHTS

Our students face an information-rich future in which change will be one of the few constants of their life experience. Their ability to adapt and fulfill their individual potentials will require them to be lifelong learners and independent decision-makers.

We believe that all students should have the right to:

- master the skills needed to access information in print, non-print and electronic sources;
- develop the ability to evaluate, extract, synthesize and utilize information from a variety of sources and media;
- understand and master effective research processes and reporting skills;
- explore the creative use of information;
- develop an understanding of our Canadian cultural heritage and history, as well as cultures and histories of other societies;
- enhance their own self knowledge through developing a love of reading;
- explore the values and beliefs of others through the perusal of world literature;
- think critically, and make decisions based on personal needs and values as well as upon factual evidence; and
- actively participate in decisions about their own learning.

Information is a vital component in the development of critical thought and independent decision-making, and the information available is increasing at an exponential rate.

We believe that all students should have the right to:

- access, without charge or at a nominal fee, a wide range of print, non-print and electronic learning resources at an appropriate level;
- explore materials expressing a variety of opinions and perspectives; and
- freely choose reading, viewing and listening materials for recreational and study purposes.

PLEASE ADD YOUR VOICE TO THOSE OF YOUR COLLEAGUES.



REGULAR FEATURES

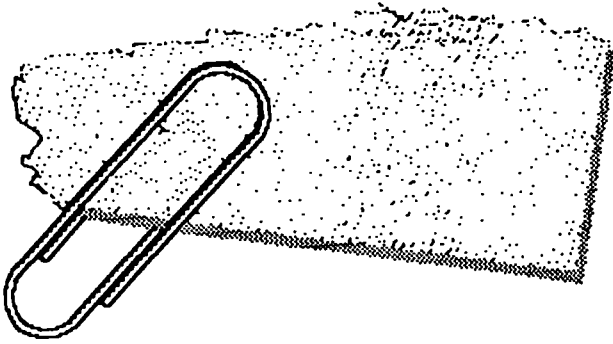
Next issue —

CRAZY CANUCKS!



*Send your articles, units, bibliographies,
quotations, cartoons, etcetera,
to Willa Walsh,
Senior Editor of The Bookmark.*

Help us to prove that Canadians are not boring!



NOTES AND NEWS

by WILLA WALSH, editor

CM: A REVIEWING JOURNAL

The Manitoba Library Association has bought *CM: A Reviewing Journal of Canadian Materials for Young People* and is planning to publish its first issue of the new electronic magazine in June of 1995. John Tooth, President of the Manitoba Library Association was on the editorial board of *CM* and he feels that the Manitoba Association has the expertise to operate this new venture. They have secured first year funding for the publication and plan to publish 52 electronic issues per year, delivered to subscribers' e-mail addresses. Libraries in Manitoba will receive a free one year subscription and subscribers to the former paper version will receive a two month free trial. For further information, contact:

John Tooth, President, Manitoba Library Association

Tel: (204) 945-7833,

Fax: (204) 945-8756,

E-mail: jtooth@minet.gov.mb.ca

OR Karen Adams, Executive Director,

Canadian Library Association

Tel: (613) 232-9625, ext. 306

Fax: (613) 563-9895

E-mail: ai077@freenet.carleton.ca

BEN WICKS' *BORN TO READ*

Monday, April 24th, 1995 was a day set aside for literacy in Canada. This ambitious venture provided free copies of the book *Born to Read* to 10,000 schools across Canada. Teachers and librarians will have given this book to primary grade children (ages

4-8) to take home to encourage their parents to become more involved in the wonderful world of reading and writing. Nearly two million copies of the book were printed through the cooperation of governments and the generosity of corporate sponsors. Canada Post delivered boxes of books to each of Canada's public elementary schools. The author/illustrator, well-known humourist Ben Wicks, believes this one book can make a difference to literacy in Canada. He is committed to urging parents to help their children become life-long learners and readers. What an immense effort of advocacy for literacy!

SOCIETY OF SCHOOL LIBRARIANS INTERNATIONAL (SSLI)

The Society of School Librarians International is having a membership campaign in an attempt to acquire 1,500 members by April 30, this year. This group is similar to the International Association of School-Librarianship (IASL) but with a focus on the United States and Canada. They claim to be the only organization that represents school librarians exclusively. Their goal is to face these challenges by integrating new technologies into the curriculum, by educating and informing staff and the public about the importance of school library media programs, by educating school administrators about how best to use the talents of the school library media specialist. They place high value upon teaching children about the joy and excitement of reading. If you are interested in becoming a member or gaining more information contact Harry A. Swope, Acting Executive Director at (410) 775-7485. The address of the society is 9741 Clemsonville Road, Union Bridge, Maryland 21791-7813.

SCHOOL PROGRAMS AT SCIENCE WORLD

Find out who's who in the prehistoric world at TRIVIAL PURSUIT: The Paleo Edition from May 13th to September 4th at SCIENCE WORLD. This exhibition features robotic models of prehistoric creatures laid out in a game format that allows your students to figure out the story of what mammals are like and how they got that way. Students will be given clue sheets and asked to identify the various mammals, reptiles and birds featured in the exhibition. Clues such as where and when the animals lived, what they looked like and who they were

related to will help them on their search. The thirteen robotic animals include a Dimetrodon, a Diatryma, a Smilodon, a Megatherium, an Australopithecus, a Hyracotherium, a Coelodonta, a Doedicurus, a Platybeledon, a Mammothus, and a Balucitherium. (No dinosaurs). This program is suitable for all ages.

Dig These Bones, a live theatre performance, will be offered to school groups in conjunction with the presentation of the exhibition. This lively show is a humorous look at paleontology and paleontological pursuits. It features prehistoric mammals as shown in the Science World exhibition. Advance reservations required. Grades 1 to 7. For further information or to make a booking please call our Reservations Office at (604) 443-7500.

OMNIMAX THEATRE

The Living Sea is a new program at the Omnimax Theatre running from March 18th to Fall, 1995. It is a voyage of discovery through a colourful and vibrant underwater world. Filled with exotic creatures and seafaring adventures, the film focuses on life above and below the oceans and on the fragile relationships between the sea, its inhabitants, and people. It shows how we can reverse the damaging effects of civilization on the ocean. It does not emphasize the destruction of the seas; rather it shows that people can learn new ways to protect the oceans and the overall world environment. Suitable for all grades. For further information or to make a booking please call our Reservations Office at (604) 443-7500.

PRIMARY TEACHERS FALL CONFERENCE

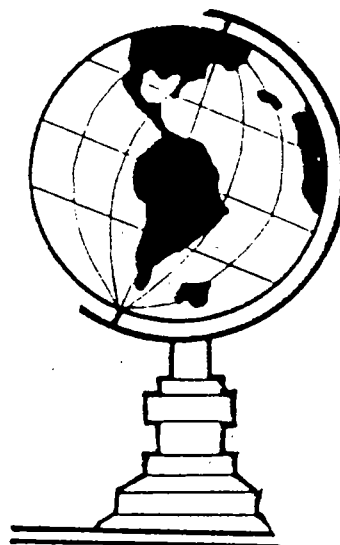
Reaching for the Stars is the name of the Primary PSA conference to be held October 20 and 21, 1995 at The Grand Okanagan Lakefront Resort and Conference Centre, Kelowna. Keynote speaker is Dr. Roberta Bondar, Canada's first female astronaut. The conference will feature presentations across the curriculum with an emphasis on Mathematics and Science, Language Arts and Fine Arts. Conference focus is "Setting Goals...Multiple Intelligences." To order a pre-registration booklet call or leave a message or fax request to: BCPTA Conference # (604) 855-3511, or write to BCPTA Conference, 34986 Exbury Avenue, Abbotsford, BC V2S 6X6.

FORESTRY RESOURCES

There is a new information package, prepared by the Ministry of Forests Silviculture Branch, which includes a video and an information booklet entitled *Reforestation in British Columbia - A growing success*. The 15 minute video gives a visual overview of reforestation practices in B.C. It contains historical and contemporary footage, and features interviews with working and retired forestry field workers. The information booklet provides detailed up-to-date reforestation information and can be ordered independently of the video. Please contact: Production Resources, Ministry of Forests, 1809 Douglas St., Victoria, BC, V8W 3E7; Tel: 387-6719 or Fax: 356-2093.

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP (IASL)

IASL announces its 24th annual conference to be held July 17-21, 1995 at the Worcester College of Higher Education, Worcester, England. The conference, **Sustaining the Vision**, will feature four themes: Librarianship, Literacy, Children's Literature and Technology. For details, write: International Association of School Librarianship (IASL), P.O. Box 19586, Kalamazoo, Michigan 49019-0586 or Fax: (616 387 4079). The 1996 Conference, marking the 25th anniversary of the founding of IASL, is being planned for July 28 - August 2, 1996, in Ocho Rios, Jamaica.



THE PORTRAIT: MICHAEL KLUCKNER

by: ELLEN ROTHSTEIN, teacher-librarian, G.T. Cunningham Elementary, SD#39 (Vancouver).

Carpe diem, the theme for this issue of *The Bookmark*, is concerned with advocacy topics and ideas. It is therefore very appropriate to have artist and author Michael Kluckner as the subject of this Portrait.

Michael Kluckner has been an active participant and advocate in local heritage issues for many years. He has been chairman of the heritage committee of the Community Arts Council of Vancouver and a member of the city's Heritage Advisory Committee. In 1989 he won a City of Vancouver Heritage Award for his "Heritage" painting commissioned for the 1986 Centennial and for his contributions to the cause of Vancouver's heritage. Kluckner is very involved in the fight to save the city's Stanley Theatre and founded and has served as president of Heritage Vancouver.

Michael Kluckner was born in Vancouver in 1951. He attended Vancouver public schools, Maple Grove Elementary and Magee Secondary, and then continued his education at the University of B.C. At university he studied math and art history with the intention to be an architect. After graduation, however, he travelled to San Francisco and worked instead as a journalist for the *Berkeley Barb*. He later secured a job as a typesetter for the San Francisco newspaper, the *Bay Guardian* where he learned about commercial art. After returning to Vancouver he worked as a freelance commercial artist. In our interview, Michael told me that in 1981 his interests shifted from commercial art to the fine arts and he began painting watercolours.

As both an artist and self-proclaimed casual historian, Kluckner became attracted to the idea of photographs of old Vancouver as potential subjects for his watercolours. Although he did not find many photographs, his archival search did discover written descriptions of Vancouver's past. Michael said that these were so powerful he could simply visualize the images for his paintings. It was out of this research

that *Vancouver The Way It Was* (Whitecap, 1984) was written. The book combined photos, descriptions, archival accounts, and watercolour paintings to illustrate Vancouver's history. Given the success of this book, Kluckner continued writing architectural histories for Victoria and Toronto in two later books, *Victoria The Way It Was* (Whitecap, 1986) and *Toronto The Way It Was* (Whitecap, 1988).

In our interview, Michael felt it was his next book, *Vanishing Vancouver* (Whitecap, 1990) that closely identified him with heritage issues and helped to give impetus to the heritage movement around Vancouver. *Vanishing Vancouver*, a collection of watercolours and commentary on heritage architecture, was both a commercial and critical success. It won the Bill Duthie Booksellers' Choice Award for the best book published in B.C. for 1990. Talking to Michael, he noted that this book was initially meant to be just an exhibition of paintings. However, during his search for scenes of old Vancouver, it became apparent that so many of the heritage structures were slated for demolition that an entire way of life was being changed. Such major change, he believed, was best recorded with both text and pictures. As he states in the preface:

"The majority of the development that has recently occurred in the city may be good, and well designed, and even an improvement over what was there before, but in the few years since Expo I have managed with little difficulty to fill this large book with fragments of the Lower Mainland's roots, now lost. In most cases, they could have been preserved and adapted to the needs of the present, without affecting the local economy's level of growth. But I did not want *Vanishing Vancouver* to be just a collection of ghosts from the 1980s, so a number of the watercolours are of buildings and streetscapes that still exist, and the text accompanying them sets out the historical and architectural case for their preservation."

Michael told me he views *Vanishing Vancouver* as "a book of its time", whereas his next book, *Paving Paradise*, (Whitecap, 1991) he sees as "a book ahead of its time." *Paving Paradise* presents a compilation of his ideas on what is wrong with the urban development of our cities today and the steps he believes we should take to correct these wrongs.

The difference between the two books is apparent from the outset. *Vanishing Vancouver* is introduced through the nostalgic lyrics of John Lennon and Paul McCartney's song, *In My Life*:

There are places I remember,
All my life, though some have changed,
Some forever not for better,
Some have gone, and some remain.

All these places have their moments,
With lovers and friends, I still can recall,
Some are dead and some are living,
In my life, I've loved them all."

In contrast, *Paving Paradise*'s title is inspired by the hard-hitting lyrics of Joni Mitchell's song, *Big Yellow Taxi* in which paradise is paved to put up a parking lot and all the trees are put in tree museums. Even though *Paving Paradise* won the 1992 Hallmark Society Award of Merit, Michael recalled in our interview that many people who read it reacted angrily. He felt that those reactions were due in part to the fact that the book was too critical of people's lifestyles, which "cut close to the bone". Kluckner also said that people mistakenly thought his position was one of anti-growth and anti-change whereas he merely wanted to make people aware and concerned about heritage conservation and community development. Both *Vanishing Vancouver* and *Paving Paradise*, however, were highly recommended in past *Bookmark* reviews as valuable resources for school libraries.

After *Paving Paradise* Michael co-authored *Heritage Walks Around Vancouver* (Whitecap, 1992) with John Atkin. This book is a block-by-block guided historical tour of eight neighbourhoods in Vancouver. Kluckner's most recent book, *British Columbia in Watercolour* (1993) is a collection of scenes of streetscapes and landscapes from around the province. Michael states in the introduction that these watercolours were mainly done for pleasure rather than with the sense of mission that gave *Vanishing Vancouver* its *raison d'être*.

In 1992, Kluckner and his wife sold their Vancouver home and spent the summer travelling in southern Europe. They returned and moved to a farm in Langley where they currently reside. Here his wife tends a rose nursery and they raise sheep and free-range chickens. Although Michael has moved out of the city he continues to be interested and active in heritage issues around Vancouver. He is currently

one of the advocates for the preservation of the Nelson Park area.

Kluckner is presently working on a book of paintings of familiar scenes around Vancouver. Another project-in-progress is a portfolio of paintings based on his travels in Europe. His vision is to compare modern scenes with the historic travel diaries of such writers as D.H. Lawrence, Dickens, and Byron. In addition, Michael is planning a children's picture book about farm animals.

In the future, Kluckner would like to do a book painting and documenting the rural and small town landscapes of Canada. In our interview he remarked that people today can be "enamoured by wilderness" but they don't seem to have a "sense of place anymore." He would like to capture that essence, the distinctive architecture from the small town main street to the barns and lighthouses, that dot the landscape of our country.

Michael told me his paintings are his means of self-expression and he finds that writing complements the art well. He also said he enjoys looking for connections and relevant threads in his life. I think Michael Kluckner, through his painting, writing, and advocacy work on heritage issues has already made both a relevant connection and important contribution to our community.



TELNET: GATEWAY TO BIBLIOGRAPHIC RESOURCES OF THE INTERNET

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

INTRODUCTION:

The Internet, that vast network of networks, has access to the on-line public access catalogues (OPAC) of public libraries and major universities throughout Canada and the world. At present, some 6000 OPAC's are accessible through the Internet and that number is increasing daily. These library OPAC's represent a rich and valuable repository of bibliographic information which may be of assistance to librarians doing original cataloguing.

VANCOUVER PUBLIC LIBRARY

With thousands of OPAC's to choose from, why select the Vancouver Public Library? There are a number of good reasons. By using VPL, which is relatively close to most users in B. C., Internet traffic is minimized, ensuring a quickly responding connection. The VPL uses Sears Subject Headings and the Dewey Decimal Classification system instead of the Library of Congress scheme used by most other academic libraries and many public libraries, which have limited usefulness within a school library setting. VPL's OPAC is user friendly — commands and instructions are well laid out, easy to understand and simple to follow. This is not the case with many other OPAC's. VPL's OPAC is always very quick to carry out searches and other commands, even with a large number of users connected. Finally, the VPL has an excellent staff of professional cataloguers who have access to extensive cataloguing tools and resources and are aware of the latest trends and developments in cataloguing.

CONNECTING TO THE VANCOUVER PUBLIC LIBRARY

If you live in the Lower Mainland, access through Internet isn't necessary to avoid long-distance charges. You can call the VPL directly at 655-5010. As many teacher-librarians live outside the Vancouver calling

area, we'll focus on using the Internet as our means of connection. In addition this procedure will also serve as an example for connecting to other OPAC's on the 'Net.

To access the VPL's OPAC via the Internet you will use two resources. The first is an account on the Community Learning Network (CLN). CLN is the province wide organization which provides access to the Internet. All BC educators are entitled to an account on the CLN system. If you don't have one, check with the computer support teacher or computer facilitator in your district.

The second is an Internet facility called Telnet — Internet software which allows a local computer to connect to and access a program on a remote computer even if the remote computer is another kind. At one time Telnet was virtually the only way to access information on the Internet. Recently, it has been overshadowed by newer and more user friendly 'Net devices such as Gopher, WAIS and WWW. However, for accessing OPAC's, databases and other on-line resources, Telnet remains the best and in some cases, the only means of access.

Begin by connecting to CLN. Once you have completed the "login" procedure; giving the correct username and password, you will see the CLN Main Menu.

From the Main Menu, select Internet Services. The Internet Services Menu will appear. This will cause the Telnet prompt Enter hostname: to appear at the top of the screen. Type in the Internet address for the Vancouver Public Library:

vpl.vancouver.bc.ca. This will open a connection to the Vancouver Public Library. When the "login" prompt appears, type: **netpac** When the "password" prompt appears, type: **netpac1**. You now see the Welcome screen for the Vancouver Public Library (SCREEN 1).

```

*****
*
*      Welcome to the NEW (!!) Vancouver Public Library System
*
*
*****

UniVerse Command Language 7.3
(c) Copyright 1993 Vmark Software Inc. - All Rights Reserved
ACC.DI logged on: Sat Mar 18 19:37:52 1995

Using current terminal emulation:

System emulation...: vt100
Dynix emulation...: VT100

Is this okay? ([Y]/N)

```

SCREEN 1 — VANCOUVER PUBLIC LIBRARY INTRODUCTORY SCREEN

When asked about current terminal emulation, enter Y (YES) for VT100. If you are using a Macintosh computer, the terminal emulation setting of VT100 will work fine because that's the default setting for most Mac communications programs. If you are using an IBM or compatible computer, check the communications program terminal settings to ensure that VT100 has been selected. If you are unsure of how to do this, check the documentation which came with your communications program. If the terminal emulation setting is not correct you will see a lot of

weird characters in brackets instead of the introductory screen.

The Vancouver Public Library's BULLETIN BOARD MENU will appear next. This is a general listing of library and community related information. For now, let's choose Q for Quit Bulletin Board and proceed to the library's OPAC. The Bulletin Board Menu is followed by another Welcome Message. Press the ENTER or RETURN key and continue on to the On-line Catalogue, Main Search Menu (SCREEN 2).

```

Dial-in Public Access Catalog          03:53pm
ONLINE CATALOGUE

MAIN SEARCH MENU

Choose one of the following databases to search:
--> 1. FULL LIBRARY CATALOGUE
    2. Serials Catalogue
    3. Video Catalogue
    4. Compact Disc Catalogue
    5. Audio Cassette Catalogue
    6. Other VPL Databases
    7. BORROWER RECORD INQUIRY
    8. Logoff

Enter your selection(s) and press <Return> :
Commands: S = Shortcut on, BB = Bulletin Board, ? = Help, RESTART

```

SCREEN 2 — MAIN SEARCH MENU

The VPL has bibliographic information on a wide variety of resources. For this example, we'll concentrate on print material. From the main search menu (SCREEN 2) select FULL LIBRARY CATALOGUE. This will bring up the ON-LINE CATALOGUE menu. This menu allows us to select a type of search, (Subject, Author, Title, etc.). To select any item on the VPL system, type the item number, then press the ENTER or RETURN key.

Begin by doing a subject search. Select Subject. This will bring up the ON-LINE CATALOGUE, Subject Search Menu. Enter the subject word: Internet. After a moment or two of searching, the Search Results Screen (SCREEN 3) will appear. This a list of all the subjects within the VPL's OPAC that are a partial or full match to the search term, Internet.

Now, let's look at one of the items on the Subject Search Results list. From the Subject Search Results List, (SCREEN 3) select item 6. Internet (Computer network). This brings up a list of 47 Internet related

items (SCREEN 4). The items on this list are short bibliographic entries — they contain a minimum of bibliographic information . For a full bibliographic citation, you have to select one of the items.

```

Dial-in Public Access Catalog                                04:26pm
ONLINE CATALOGUE

Your Search:INTERNET (COMPUTER NETWORK)

(May be truncated)                                         Titles
1. International, Vtoroi                                    0
2. See: International Socialist Congress                    7
3. International armament korporeishn                      0
4. See: Interarms (Firm)                                   1
5. Internet advertising                                    1
--> 6. Internet (Computer network)                         47
7. Internet (Computer network) -- Directories              4

- - - More on Next Screen - - -
Enter a line number for more detail :
Commands: SO = Start Over, B = Back, <Return> = Next Screen,
          P = Prev Screen, RS = Review Search, ? = Help, RESTART

```

SCREEN 3 — SEARCH RESULTS SCREEN

```

Dial-in Public Access Catalog                                04:26pm
ONLINE CATALOGUE

Your Search:Internet (Computer network)

Call number/Author/Title                                     Format/Date Lib
1. 004.67 I611L                                             BRI
   Internet system handbook /                               c1993
2. 004.67 K26z      YA-004.67 K26z                          CEN
   Kehoe, Brendan P.
   Zen and the art of the Internet : a beginner's guide/    c1993
3. 004.67 K93w                                             CEN
   Krol, Ed.
   The whole Internet : user's guide & catalog /            [1993]
4. 004.67 R79i                                             CEN
   Rose, Marshall T.
   The Internet message : closing the book with electronic  c1993
   ***** 47 Items UNSORTED - Page 1 - More on Next Screen *****

Enter an item number for more detail :
Commands: SO = Start Over, B = Back, SL = Sort List,
          <Return> = Next Screen, RS = Review Search, ? = Help, RESTART

```

SCREEN 4 — “INTERNET” SEARCH RESULTS

To get a sense of how much bibliographic information is actually available, examine one of the items on the screen 4 list. Select item 2, “Zen and the

art of the Internet: “. This brings up a very complete bibliographic record (screen 5).

```

Dial-in Public Access Catalog                                04:27pm
ONLINE CATALOGUE

Not at this location
See Copy status

CALLNO 004.67 K26z
CALLNO2 YA-004.67 K26z

AUTHOR 1) Kehoe, Brendan P.

TITLE   Zen and the art of the Internet : a beginner's guide /
        Brendan P. Kehoe.

EDITION 2nd ed.

IMPRINT Englewood Cliffs, NJ : PTR Prentice Hall, c1993.
COLLATION xv, 112 p. ; 23 cm.

SERIES  Prentice Hall series in innovative technology

NOTES  1) Includes bibliographical references (p.107-110) and index

SUBJECTS 1) Internet (Computer network)

ISBN    0130107786 :

LCCN    92018075

        - - - - End of Title Info - - - -
For copy information press <Return> :
Commands: SO = Start Over, B = Back, RW = Related Works,
PH = Place a Hold, F = First Screen, ? = Help, RESTART

```

SCREEN 5 — (This screen has been truncated to save space)

CONCLUSION

The Vancouver Public Library (or any other large public library) is a rich resource of bibliographic information available to teacher-librarians, 24 hours a day, 7 days a week. This information can prove especially useful when dealing with difficult to catalogue volumes which seem to defy classification. Rather than spending hours trying to decide if the substantial content of a book is historical or geographical, check how a public library has handled the work. If their citation agrees with your inclination — great! An authoritative source has validated your decision. If not, then perhaps a second look at the work may be needed.

The purpose of this article is not to suggest that the Vancouver Public Library become the sole cataloguing authority for any school library. Far from it. Each collection is unique. A catalogue represents the special character of the school, the needs of staff and students, as well as the philosophy and direction of the teacher-librarian. However, when dealing with those vexing volumes which seem to require hours of consideration

and for which a second opinion would be more than welcome, consider the Vancouver Public Library and the Internet.

FINALLY— THE CAVEAT!

Having access to the bibliographic information of over 6000 libraries many seem like an awesome resource. In many ways it is, but it is not without some drawbacks or negative aspects too. Most OPAC's are not as user friendly as the VPL system. Some can be down-right unfriendly to the point where simply trying to move around the system or access data can be very slow and frustrating. Patience is definitely a virtue with each new OPAC encounter. The Internet is a very busy place. If you are unable to connect to any of the OPAC's listed here or anywhere else, don't despair, just keep trying. And finally — baffling things happen — on the Internet as well as elsewhere. When they do, please remember that anger and frustration will not result in a connection to a desired site or faster access speed. Instead, patience and determination are the qualities required for successful 'Net usage.

OTHER CANADIAN PUBLIC LIBRARIES ACCESSIBLE THROUGH INTERNET

1. The Burlington Public Library (Burlington, Ont.)
Internet Address: **holinet.sheridanc.on.ca**
Login Instructions: - at the "login" prompt type; **guest**
- From the main menu choose 4. "The Library"
- From the Library Menu, choose: 1. "Public Libraries"
- From the Public Libraries Menu, choose: 1. "Burlington Public Library"
2. The Regina Public Library (Regina, Sask.)
Internet Address: **opc.rpl.regina.sk.ca**
Login Instructions: - at the "Login" prompt, type: **public**
Logout Instructions: - choose "Logout" from the Main Menu
3. The Saskatoon Public Library (Saskatoon, Sack.)
Internet Address: **charly.publib.saskatoon.sk.ca**
Login Instructions: - at the "Login Prompt, type: **public**
- At the "pac>>" prompt, type: **pac**
Logout Instructions: - To return to the "pac" menu, type: **stop**
- To end your session, type, (at the pac prompt): **quit**

CANADIAN UNIVERSITY LIBRARIES ACCESSIBLE THROUGH INTERNET

1. Acadia University Library System (Wolfville Nova Scotia)
Internet Address: **auls.acadiau.ca**
Login Instructions: - at the "Login" prompt, type: **opac**
- from the introductory menu, type: **LC**
Logout Instructions - type **Q** to leave the library system
- type **X** to disconnect
2. Bishop's University (Lennoxville Quebec)
Internet Address: **library.ubishops.ca**
Login Instructions: - at the "Login" prompt, type: **lib**
- at the "Password" prompt, type: **bishops**
Logout Instructions: - at the main menu, choose item #7
3. Brandon University (Brandon Manitoba)
Internet Address: **library.brandonu.ca**
Login Instructions: - at the "Username" prompt, type: **libcat**
- select item #1 from the main menu
Logout Instructions: - type **m** to get back to the main menu
- from the main menu, type: **exit** or **quit**, to disconnect
4. Carleton University (Ottawa, Ontario)
Internet Address: **library.carleton.ca**
Login Instructions: - a menu appears when a connection is made.
- at the "Option" prompt, press the **ENTER** key
Logout Instructions: - to disconnect, type: **OFF**

5. Concordia University (Montreal, Quebec)
 Internet Address: **mercury.concordia.ca**
 Login Instructions: - at the "login" prompt, type: **clues**
 Logout Instructions: -at the main menu, type: **D**

6. Dalhousie University (Halifax, Nova Scotia)
 Internet Address: **novanet.cal.ca**
 Login Instructions: - a menu appears when connection is made, press the **ENTER** key
 - to limit searches, press: **6**
 - to select a specific library, press: **1**
 Logout Instructions: - to disconnect, type: **end**

7. Lakehead University (Thunderbay, Ontario)
 Internet Address: **lib.lakeheadu.ca**
 Login Instructions: - at the, "Username Prompt" type: **LAKEHEAD**
 Logout Instructions: - press the, "PF1" key (or, the "F1" key) until the initial screen is displayed
 - from the menu, select, "EXIT"

8. Ontario Institute for Studies in Education (Toronto, Ontario)
 Internet Address: **eloise.oise.on.ca**
 Login Instructions: - at the, "Login" prompt, type: **eloise**
 - follow instructions
 - to search the library OPAC, select **option 1**
 Logout Instructions: - press the, "PF1" key (or, the "F1" key) until the initial screen is displayed
 - to leave the library OPAC, select, "EXIT"
 - the introductory menu will appear
 - to leave the introductory menu, press the, "PF1" key (or, the "F1" key)
 - to disconnect, press the, "PF1" key (or, the "F1" key) again

9. Queen's University (Kingston, Ontario)
 Internet Address: **qlineascii.queensu.ca**
 Login Instructions: - enter terminal type: **VT100**
 - follow instructions
 Logout Instructions: - to disconnect, hold down the "ESC" key and press the "3" key

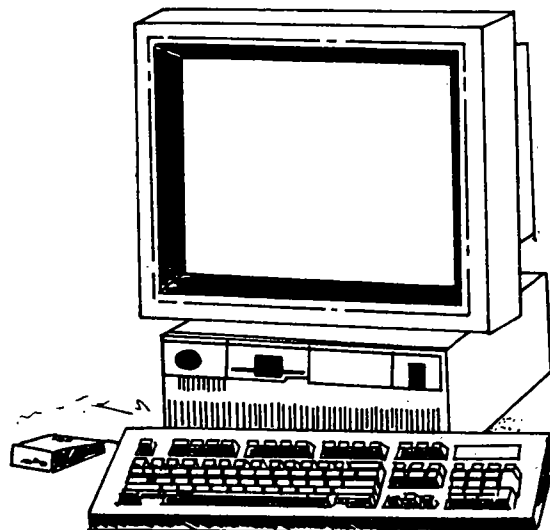
10. Simon Fraser University (Burnaby, British Columbia)
 Internet Address: **library.sfu.ca**
 Login Instructions: - at the "Username" prompt, type: **SFULIB**
 - follow instructions
 Logout Instructions: - to disconnect, type: **end**

11. St. Francis Xavier University (Antigonish, Nova Scotia)
 Internet Address: **novanet.dat.ca**
 Login Instructions: - when a connection is made, a menu appears. Press the "ENTER" key.
 - to limit searches, select: **6**
 - for specific libraries, select: **1**
 - to select the OPAC at St Francis Xavier University, select: **15**

12. University of Alberta - Library System (Edmonton Alberta)
 Internet Address: **dra.library.ualberta.ca**
 Login Instructions: - at the "Username" prompt, type: **GATE**
 - type **direct** to access the library catalogue
 Logout Instructions: - to disconnect, type: **quit**

13. University of British Columbia (Vancouver, British Columbia)
 Internet Address: **library.ubc.ca**
 Login Instructions: - at the "Enter your id:" prompt, press the **ENTER** (or RETURN) key
 - for the library catalogue, type: **LIB**
 Logout Instructions: - to return to the main menu, type: **MAIN**
 - to exit and disconnect, from the main menu, type: **STOP**
14. University of Calgary (Calgary, Alberta)
 Internet Address: **library.ucalgary.ca**
 Login Instructions: - enter terminal type (VT100)
 - follow on screen instructions
 Logout Instructions: - hold down the **CTRL** key and press the **)** key to break the connection
15. University of Lethbridge (Lethbridge, Alberta)
 Internet Address: **eureka.uleth.ca**
 Login Instruction: - at the "Login" prompt, type: **library**
 Logout Instructions: - from the main menu, type: **D**
16. University of Manitoba (Winnipeg, Manitoba)
 Internet Address: **umopac.umanitoba.ca**
 Login Instructions: - when the "UML=>" prompt appears, type: **be**
 - from the Introductory menu, type the command: **set lib umi**
 Logout Instructions: - to disconnect, type: **close**
17. University of Ottawa (Ottawa, Ontario)
 Internet Address: **lib.uottawa.ca**
 Login Instructions: - at the ">>>" prompt, type: **pubmrt**
 - follow instructions
 Logout Instructions: - to return to the main menu, type: **B**
 - from the main menu choose item #12
 - type: **later**
18. University of Prince Edward Island (Charlottetown, Prince Edward Island)
 Internet Address: **zeus.cs.upei.ca**
 Login Instructions: - at the "Username" prompt, type: **BOBCAT**
 Logout Instructions: - to disconnect, type: **exit**
19. University of Saskatchewan (Saskatoon, Saskatchewan)
 Internet Address: **sklib.usask.ca**
 Login Instructions: - at the "Username" prompt, type: **SONIA**
 - from the introductory menu, select option 1
 Logout Instructions: - from the INNOPAC main menu, type: **D**
 - from the catalogues menu, type: **Q**
 - from the databases menu, type: **Q**
20. University of Toronto (Toronto, Ontario)
 Internet Address: **library.utoronto.ca**
 Login Instructions: - at the "Username:" prompt, type: **utlink**
 - at the "Password:" prompt, press the "ENTER" key
 Logout Instructions: - from the "UTLink Options" option on the menu bar, select: "EXIT/Logoff"

21. University of Victoria (Victoria, British Columbia)
 Internet Address: **mpg.uvic.ca**
 login Instructions: - at the "Enter Service Name" prompt, type: **victor**
 - enter terminal type: **VT100**
 - when the logon screen appears, press the "ENTER" key
 Logout Instructions: to disconnect, type: **stop**
22. University of Waterloo (Waterloo, Ontario)
 Internet Address: **watcat.uwaterloo.ca**
 Login Instructions: - when the welcome menu appears, press the "ENTER" key
 - follow instructions
 Logout Instructions: - to disconnect, type: **end**
23. University of Western Ontario (London, Ontario)
 Internet Address: **library.uwo.ca**
 Login Instructions: - when asked to press, "send", press the "ENTER" key.
 - when asked for a selection, type: **opc**
 Logout Instructions: - to disconnect, hold down the "CTRL" key and press the "D" key.
24. Sir Wilfred Laurie University (London Ontario)
 Internet Address: **mach1.wlu.ca**
 Login Instructions: - at the, "Login" prompt, type: **public**
 - at the first menu, select option **1**
 Logout Instructions: - to return to the first menu, hold down the "CTRL" key and press the "C" key.
 - type: **E**
 - Choose item **#4**
25. York University (North York, Ontario)
 Internet Address: **yorkline.yorku.ca**
 Login Instructions: - when a connection is made, press the "ENTER" key several times.
 - at the "ENTER TERMINAL TYPE" prompt, type: **VT100**
 - when the York University screen appears, type: **YORKLINE**
 Logout Instructions: - to disconnect, type: **stop**





by **BARBARA SMITH**, teacher-librarian,
Larson Elementary School, SD44 (North
Vancouver).

BIBLIOGRAPHIC CITATIONS FOR ELECTRONIC RESOURCES

Q: Can you update us on bibliographic citations for CD-ROM and Internet and other electronic media?

A: We called Jo-Anne Naslund at the Education Library at UBC for the latest. She did an electronic search and provided some options as follows. Like everything else these days, there's little consensus, and frequent change. Note that titles are not underlined. *The Bookmark* has adopted the style of italicizing titles, the most common practice in word processing. However underlining titles may be more practical for students who are writing citations by hand.

COMPUTER PROGRAMS

Example:

Sandford, J.A. & Growne, R.J. (1985). *Captain's log: Cognitive Training System* (Version 1.0) [Computer program]. Indianapolis: Psychological Software Services, Inc.

ONLINE DATABASES

Example:

The educational directory. [Online]. (1992). Available: Knowledge Index File: The Educational Directory (EDUC6).

E-MAIL MESSAGES

Form:

Author (Year, month, day). *_Subject of message_* [e-mail to receiver's name], [Online]. Available e-mail: receiver's e-mail address.

Example:

Corio, R. (1994, June 1). *_APA Guide deadline_* [e-mail to Margaret E. Sokolik], [Online]. Available e-mail: msokolik@uclink.berkeley.edu.

For location of a citation within an e-text, Keith Schultz offers the following advice:

1. mention of context;
2. character position of beginning within e-text;
3. location given in paragraphs, lines, chapters, etc.

A reader should be able to locate the cited original with the above information. As e-text data are generally located on mass storage (disks) they can be directly distributed with your article for reference. The writer could include a disk copy of all cited material, assuming copyright isn't at issue.

Keith also notes: "I would not cite anything without first knowing where it has come from, as it is far too easy to manipulate any e-text and pass it on without leaving any trace of foul play, other than as it differs from the original."

And another expert, Stavros Macrakis, notes, "If the provenance of the e-text is not clear, I don't know why you'd want to cite the thing in the first place! If I give you half a dozen photocopies without the necessary bibliographic information, you would be wise not to rely on them too much!"

And finally, from Evelyn Todd, "If you wish to cite an item that you received via [...e-mail lists], please consider if the posting was public or private and contact its author for permission to cite. Postings can be considered as published material, but it is always wise to check with the author before assuming that widespread dissemination was intended."

REFERENCE SOURCES FOR ELECTRONIC CITATIONS

Li, Xia & Nancy B. Crane (1993) *Electronic Style: A Guide to Citing Electronic Information*. Meckler (ISBN 0-88736-909-X) Approx. \$15.00.

APA Style Guide Version 1.2, Revised July 14, 1994.
Prepared by Ron Corio (rcorio@cabell.vcu.edu)
& Maggi Sokolik (msokolik@uclink.berkeley.edu)

The Chicago manual of style. 14th edition. (Chicago: The University of Chicago Press, 1993), pp. 633-634, 699.

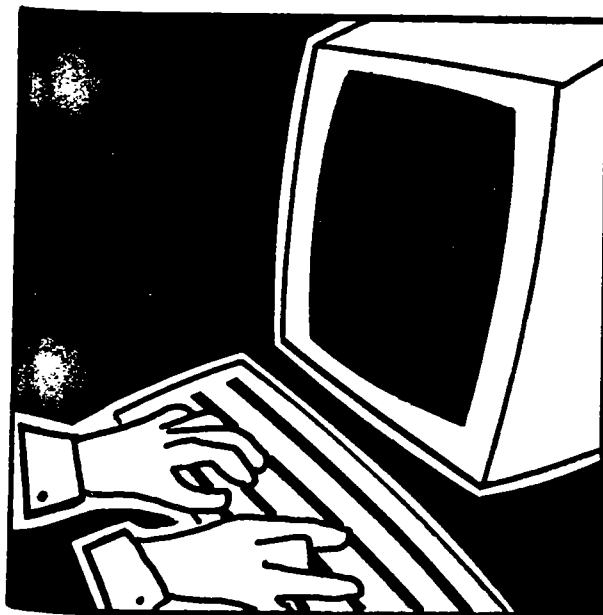
Jane Edwards at TESL-EJ has prepared an electronic guide to preparing manuscripts according to APA (American Psychological Association) standards. This guide includes information on how to cite e-mail messages, online articles, as well as more traditional references. To receive this guide, send a message to:

LISTSERV@CMSA.BERKELEY.EDU

The text of the message should be the following line (and nothing more!!)

GET TESLEJ-L APAGUIDE TESLEJ-L F=Mail

Jane then supplies a section from the TESL Publication Guide.



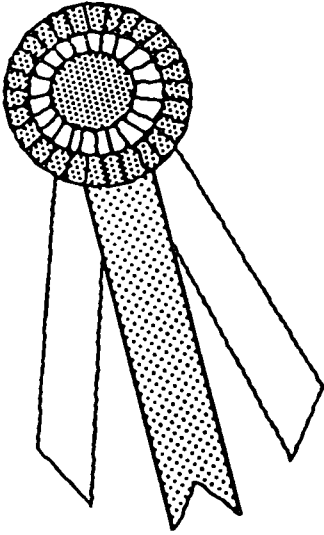
1996 PUBLICATION

A Vancouver publisher is seeking high school librarians who wish to have input into a book to be published in 1996 as a Family Life or Personal Planning course reference.

The book will strive to be a positive and honest resource that teachers and librarians may use as a reference to help teenagers understand issues dealing with sexual orientation.

GEORGE XUEREB, the publisher, believes that getting input from librarians before the book is written is a key component to producing a book that will prove to be entertaining, educational, informative and useful.

Please call George at (604) 876-7651 to set up a meeting. He is hoping to talk to as many librarians as possible from around the province.



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Signature: _____ Date: _____

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Once again, the BCTLA REVIEWS is asking for reviewers.

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- If you are already a reviewer, and wish to revise your data, also send in the form below

One of the problems with matching an item with a reviewer is the brevity of the list of interests that some of the volunteers have submitted. In going over past records we find that the reviewers who have listed hobbies and interests have received more material to review. It is easier to send a book on sailing to someone who sails than to someone else. If you have not been receiving many books to review, the problem might be that your list of interests is too narrow and that there are not many books on your indicated interests at your grade preferences.

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5 - 1893 Tzouhalem Road, RR5, Duncan, BC V9L 4T6 or FAX: (604) 746 - 8715.**

READING CHECKLIST ✓

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

My thanks to JoAnne Naslund, who sent me many excellent things to read since the last issue of *Bookmark*. Between JoAnne and Ruth Allman, I seldom suffer for lack of something stimulating to peruse. This issue's offerings form an eclectic mix with a little something for almost anyone. Some of them may even make readers feel technologically challenged — as they did me.

ADVOCACY

Advocacy is one of those words that pitches us all into occasional despair and anger — despair that we are unable to make everyone see that the library resource centre program is vital to our students, and anger that it should be necessary to even try to do so. Surely, anyone with any degree of intelligence can see that resource-based learning and information of all types are essential to education for an information age! We wear ourselves out anguishing about the question, sometimes to the extent that we are unable to take action.

The Winter 1995 issue of *MSLA Journal* has two articles which offer a host of ideas for advocacy actions. Both are well worth reading because of their practicality.

In "Advocacy and Resource-Based Learning: Essential Partners," Barb Poustie examines the Manitoba educational scene and the need for teacher-librarians to acknowledge and fulfill their leadership roles. Many of her suggestions for action are specific to Manitoba, but readers will think of parallel opportunities in their own provinces and districts. Very sensibly, she states:

The best strategy to follow is to advocate your role and develop strong partnerships with decision-makers at the school, division/district, provincial,

national and international levels. The key word here is 'decision-makers'. You are not trying to influence the world, just the people who can make a positive impact upon your school library program. When considered in this context, the task is not daunting (p. 27).

Barb Poustie's article includes addresses and contact names for many resources that will assist in advocacy actions.

Ken Haycock's article in the same issue of *MSLA Journal*, "Program Advocacy: Developing support at the school, district, and provincial levels," takes a marketing approach to advocacy. Headings such as "The Product"; "The Commitment"; "The Strategies"; "Communication"; and "Planning — Situation Analysis, Market Segmentation" lead readers through a logical analysis of what is being marketed, what "the seller" believes about the product, how to get the word out to "buyers" and how to approach different sectors of the "buying" public in a way that maximizes use of resources.

This article appeared previously in volume 14, number 1 of *School Libraries in Canada*. If you haven't seen it before, this is your chance.

INFORMATION LITERACY

"Information Literacy for Lifelong Learning" is one of those articles which is accessible, informative and essential reading (*BCBEA Journal*, Winter 1995, pp. 27-29). I had great difficulty deciding whether or not to put this article by Vicki E. Hancock under this heading, or under either Advocacy or Educational Change, for it fits all three topics well.

Vicki Hancock explains what information literacy is, how it fits into current "Shifts in Teaching and Learning" and how resource-based learning supports it. She also discusses the benefits of information literacy for students, for citizens and for workers. A brief bibliography supports the article.

I intend using this article for presentations to parent groups, and will share it with those teachers and administrators who need an introduction to or a refresher course on resource-based learning programs. It provides a well articulated rationale for resource-based learning and cooperative planning and teaching.

INFORMATION TECHNOLOGY

"Peek into the Library of the Future" was written by Judy Abel for the Alberta social studies teachers' journal, *One World* (vol. 33, no. 1, 1995, pp. 24-26.) This article will disturb some readers and excite others, for it postulates an evolution in school library resource centres which would mean that teachers and teacher-librarians have to make significant changes in practice.

Judy Abel sees rapid growth in the use of CD-ROM, an increase in fiction, biography and art collections because they will still have advantages over electronic sources, but shrinkage of print non-fiction usage as the variety and use of electronic sources expands. Audio and video conferencing and Internet will link learners around the world, bringing an immediacy that cannot be achieved through print information formats. Direct whole class instruction will decrease and there will be more emphasis on small groups and individual students seeking solutions to problems.

In such a reality, teachers and teacher-librarians will "renew an emphasis on gathering data and on analyzing, synthesizing and evaluating the worthiness of the pieces before preparing a presentation and then reflecting on the product" (p. 25). The teacher-librarian will continue to focus on many current tenets of school library philosophy, such as access to information, intellectual freedom, and the love of reading. However, the nature of information technology will require an increased attention to critical use of information sources.

This article could be a useful document to explore with a secondary social studies department, for it touches on many issues that are important to that discipline, and points out as many changes facing social studies teachers as those facing teacher-librarians. Highly recommended for all teacher-librarians.

LITERACY

As an unquestioning supporter of Uninterrupted Sustained Silent Reading programs as a way to increase reading ability, I was stunned by an article in *Reading Research Quarterly* (Jan./Feb./Mar. 1995, pp. 26-48). In "The Effect of Reading Library Books at Different Levels of Difficulty upon Gain in

Reading Ability," Ronald P. Carver and Robert E. Leibert describe a research project which examined the commonly held belief that "the best way to improve one's reading is to read."

The original intent of the study was to have one group of grades 3, 4 and 5 students read easy library books during a summer reading program, while a second group read books slightly above their reading level, and then compare the results to see which group showed the most improvement in vocabulary development. A later empirical estimate of the readability of the books showed no difference in difficulty so, in effect, the study really only measured the effect of reading easy books. However, in this instance, there was no improvement in vocabulary noted, despite the fact that students read an average of 225,000 words during the 15 to 30 hour program.

The authors use their results to critique USSR as well as whole language and literature-based approaches to literacy, for they say that students will inevitably choose materials which are easy for them to read, and these materials will not result in improved reading ability. The authors acknowledge that their research may not generalize to other free reading situations but they do identify a number of areas that need further research. Teacher-librarians may have a number of "Yes, but" reactions to this research report, but it does provide food for thought.

Reading the summary of this detailed article from a teacher-librarian's perspective will probably make you want to read the whole article. By the way, it does support the reading aloud to students of materials of greater difficulty as a proven way of increasing vocabulary. An extensive bibliography is provided.

ON-LINE INFORMATION SOURCES

The February 1995 issue of *Vocational Education Journal* has a very good article on exploring the Internet. Armand and Cynthia Sequin intend "Window to the World" for a different audience than teacher-librarians, but they do a wonderful job of explaining the intricacies in a readable way. The article actually makes the Internet sound simple to use!

If you think World Wide Web is part of a science fiction novel in which spiders take over the world,

then you are definitely "right" for this article. If, like me, you still feel a little shaky about the concept of gophers on the Internet, then this one should appeal to you as well.

READING PROMOTION

Some teacher-librarians are incredibly creative, some are willing to try almost anything to get students to read. JoAnn Vergona Krapp is both creative and brave. In "Sixth Grade Readover: A recipe for success" (*School Library Media Activities Monthly*, April 1995, pp. 30-33), she describes a sleepover party that provided recognition and fun for 25 students who had exhibited "consistent interest and appreciation of reading throughout their elementary school experiences."

The article includes the criteria for selecting students, an outline of the preparations, schedule, storytelling, craft activities, games, food and sleep arrangements, etc. Even a "Sample List of Overnight Items" for students to bring is given, as are three sets of "Scavenger Hunt Sample Questions."

The final "Evaluation" section of the article makes it evident that the positive public relations impact of this event far outweighed the amount of work and effort put into it. The author and originator of this enterprising program was surprised by the extent of reaction. She notes, "We did expect the students to tell their friends about everything on Monday, and convey the intrinsic message that reading has its rewards." However, other teachers in the school, the parents, the principal and the superintendent all spread the good news about the Readover, and a second one is eagerly anticipated.

Anyone interested in structuring an event like this will find enough practical information in the article to plan a Readover.

TEACHING STRATEGIES

Simulations are a powerful learning strategy. In the library setting they provide an effective motivator for research on complex international or national issues.

One very effective simulation that can be used in Home Economic classes or modified for use with Social Studies 11 classes is described in *Vista* (volume 24, no. 1, pp. 28-29). In "Global Home Economics Education Basic Needs," Mary Gale Smith provides an overview, objectives, materials list, and suggested procedure for a simulation which involves 4 "families" trying to meet their family's basic needs for food, clothing, shelter, water and education. Each family group is given an envelope of resources, but the distribution is unequal, despite the basic needs for survival being the same.

The pattern that is provided can be easily adapted to other grade levels and to other topics that could be researched in the library.

* * * * *

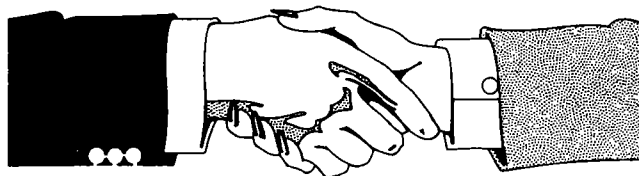
Have a happy summer reading time! I recommend to you the following recent personal favourites of mine, all paperback editions except the last one.

Gallagher, Stephen. *Nightmare with Angel*. Ballantine, 1992. ISBN: 0-345-38966-2.

Proulx, E. Annie. *The Shipping News*. Simon & Schuster, 1993. ISBN: 0-671-51005-3.

Rule, Jane. *Memory Board*. Macmillan of Canada, 1987. ISBN: 0-7715-9529-8.

Zipes, Jack, editor. *The Outspoken Princess and The Gentle Knight; a treasury of modern fairy tales*. Bantam Books, 1994. ISBN: 0-553-09699-0.



THE DEEP END

by **DONALD HAMILTON**, Education Librarian & Adjunct Assistant Professor (Teacher-Librarianship) University of Victoria.

Last month I invited the staff of an nearby elementary school to the University to explore with me the wonders of the World Wide Web. I have access to several new well equipped computer labs that offer, among other features, access to the Internet. Every teacher came out to this evening session. They all enjoyed "surfing the net" searching for the pieces that might give the thing real meaning. Everyone found things related to their own interests even though few had ever been connected before. All wanted more...how do you get connected at home or at school? How much does it cost? What are the limits?

I was struck later that this same group of teachers would not have come to the University for an illustrated lecture on the glories of the school library. The Internet, if the hype that surrounds it has any validity, has real power not only to draw the curious into its web, but to change the way in which we relate to information. That issue has taken on renewed importance to teacher-librarians as we try to find our place in this new climate of instant information. I try to provide balance to all these discussions.

I recently visited a large bookstore to consider books on the Internet as a representation of interest by the public in this area. There were over 50 books on the Internet! Two contained discs with programs and data. Not one of those books is part of the data base that is the Internet! Not **one** of the books, published in the last 20 years, that make up the whole stock of that bookstore appears in full text in the Internet! Yet we are seemingly caught up in this incredible resource. It is ironic that the stuff of the Internet used to be the stuff we collected (sometimes) for the vertical file. It was the peripheral stuff, that in the ERIC system was called "fugitive". We have long considered free materials to be valuable to our resource base. We have invested some monies in acquiring tools to help discover that stuff and usually established procedures for its acquisition. But the vertical file has never been a primary resource in our libraries. Some of the information the vertical file contains is of great value if we have been able to keep it current, but it is always secondary to the purchased and catalogued materials that form the heart of our collections.

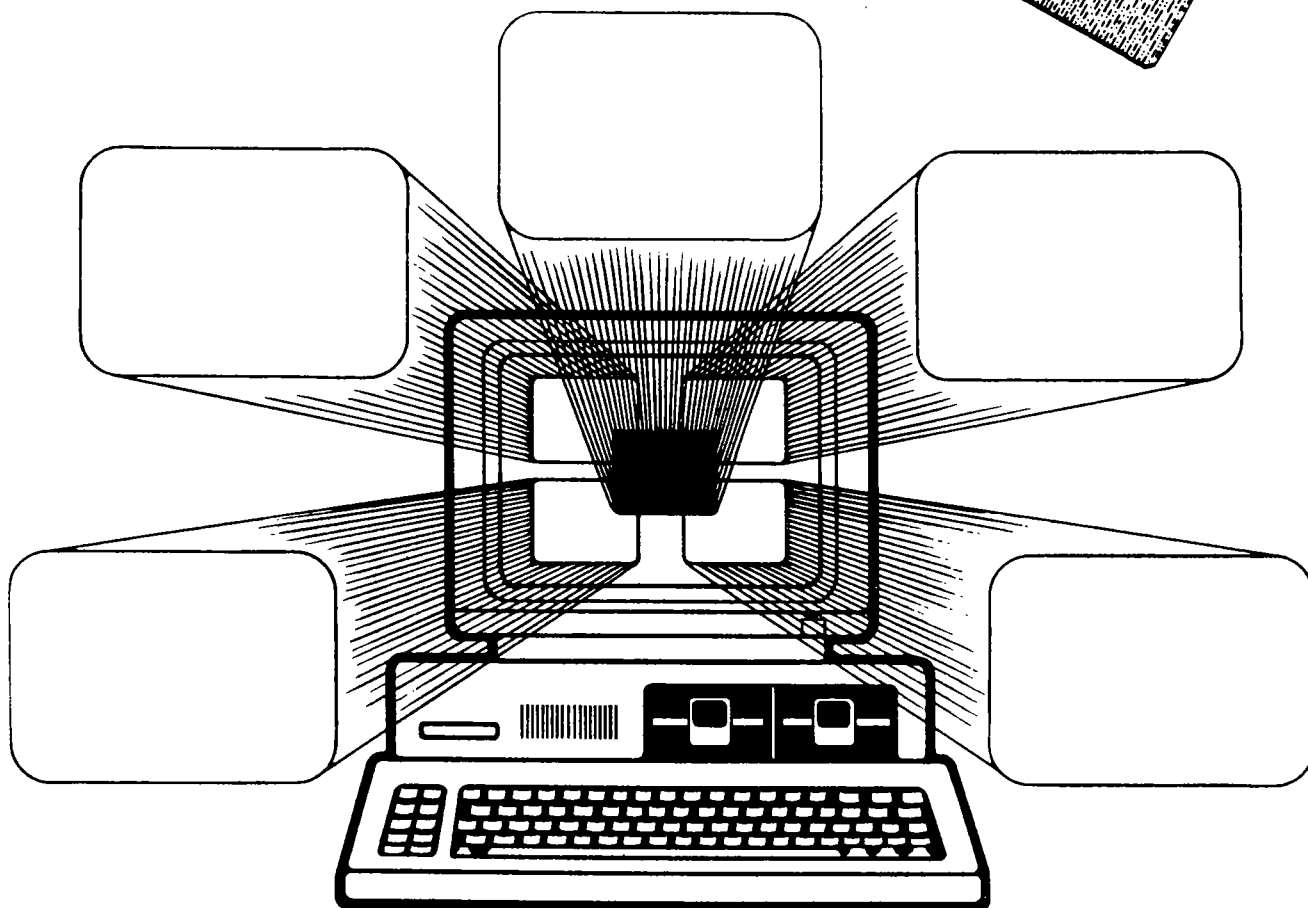
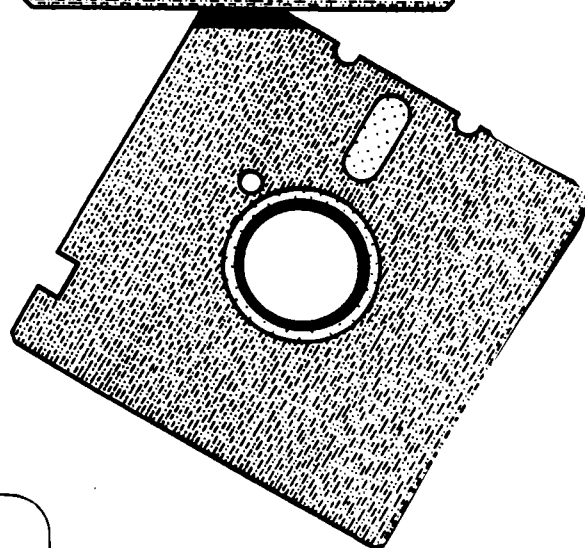
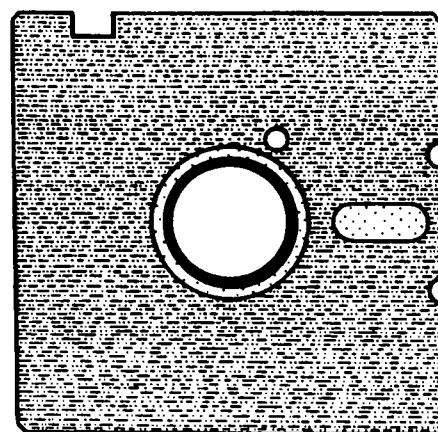
I recently visited a large high school in Oregon that has put itself on a Web Page on the Internet. I visited the school (on my way to something else) to see or sense the reality of the school behind that Internet facade. I can report that the school is doing all the things we expect it to do. The media specialist is far more concerned about the provision of CD-ROM materials than the Internet. The computer teacher, who developed the Web Page, is anxious to meet the needs and demands of his classes through quality instructional experiences. As a result, he has built a network in the school that offers quality services for students engaged in computer courses. The other students use the computer lab for word or number processing. Few teachers expect the Net to deliver information for their students. Students have little need for the communication outreach capabilities the Net offers.

I have no desire to take a "Luddite" position on the Internet. I am deeply fascinated by its progress and promise. It has become so big, so quickly that it defies definition. This morning there are 40987 files in the www organizational site called Yahoo. There are over 1800 in the Education file alone. Everyday the number changes. There are times that I am reminded of the reasons I was so fascinated by libraries in my youth, as every turn reveals more treasures, more incredible accounts, more fascinating detail. I was slow to embrace the Apple II computer. I thought it was too slow, too clumsy, too noisy and that the software was marginal. Then the Mac changed my mind and I came to discover the power of these new tools. The Mac made it possible to print in lasertype, and then everything changed. I am glad that I do not hold stock in a dot matrix printer company unless they have embraced the laser view. And now everything changes so fast that it is not possible to resist change. Change is. So that trying to hold out until the Internet gets better is like trying to hold dreams on your hands.

Teacher-librarians are everywhere under great pressure. I think that the new approaches to information (as opposed to wisdom or knowledge) are in part the result of the speed of change that surrounds us. It seems wrong that we should have to defend our training and our worth at a time when the need for discrimination is so critical. I am convinced that our

new role (if it ever changed) is to act as the catalyst for data and information so that wisdom and understanding might emerge. We are the alchemists trying to smooth that transition between gross stuff as it becomes pure gold.

The truth about the Internet is that it offers a unique vehicle for information and human communication. It will not be long before it carries more substantive data. It will not be long before the "good stuff" starts to cost money to access. (With paid subscriptions we can already access much more than before in this Library on the Net). It will not be long until all students will be expected to be able to access and utilize more information as they move towards knowledge. I think that it will only take a short time until our colleagues realize that the catalyst is needed for that conversion. Then the library (with its terminals, workstations and print) will once again be a crucial part of the learning process.





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Problems facing Africa (Gr 8 - Social Studies)
Astronomie (Gr 8 - French Immersion Science)
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782 Warwick Street,
Woodstock, Ontario, N4S 4R1,
(Fax: 519-539-3319)



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“BCTLA Reviews” is co-ordinated by:

Jean Anne Lowis
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RR5, Duncan, BC
V9L 4T6

The co-ordinator sends materials and reviewing guidelines to reviewers. Reviewers send their completed reviews to

Ruth Allman,
BCTLA Reviews Editor,
c/o Templeton Secondary School
727 Templeton Street,
Vancouver, BC,
V7L 4N8

Reviews are edited by Ruth Allman.

The Canadian Education Index regularly scans and indexes “BCTLA Reviews” which is published in *The Bookmark*..

Items reviewed include print and non-print materials. To be considered for inclusion items should have a significant association with the province of British Columbia through the author, performer, producer, publisher or subject matter; and should have been published within the last three years. Publishers are requested to send materials they wish to have reviewed to the Reviewing Service c/o Vancouver School Board Curriculum Resources Processing Centre, 2530 East 43rd Ave., Vancouver, BC, V5R 2Y2.

333.75'09711 M'C

M'Gonigle, Michael and Ben Parfitt.
Forestopia : a practical guide to the new forest economy/ by Michael M'Gonigle and Ben Parfitt. — Harbour, 1994. — 19 p. : ill., map. — ISBN — 1-55017-096-1. — \$16.95.

Reviewed by: Ruby McBeth, teacher-librarian, Bert Bowes Junior Secondary School, SD#60 (School District North).

Forestopia is a book which analyses the problems in BC's forest industry and prescribes solutions. The authors allude to the East Coast cod fishery, suggesting that if we don't change our forest practices there will be no trees for loggers to cut.

The authors begin the book by describing the stake holders: environmentalists trying to protect the forests, forest workers trying to preserve jobs and large companies trying to hold on to a guaranteed supply of cheap timber. The government's Forest Renewal Act which came out in April of 1994 is explained. After using almost half of the book to detail the background of the forest industry in BC, the authors explain their plan to save our forest and jobs. Their solution is to switch from "volume driven" industry to "value added." By processing the wood (manufacturing) before export there would be more jobs for the same amount of cut trees.

Forestopia is an honest and thorough attempt to explain to the layman the problems of BC's forest industry. It informs and provokes thought on a subject which has been stalemated for too long. The spectre of the East Coast fisheries does hang over us. Many people will be ready to listen to the plea for an "environmental revolution" presented in this book.

True to its subtitle —*A practical guide to the new forest economy*— this book provides information in a way which could be used by students doing research. The pictures and charts help to make the heavy topic more approachable. An index is included as are five pages of sources.

Recommended for junior and senior secondary libraries.

349.712338'092 MAC

Macdonald, Webster. *Memoirs of a maverick lawyer*. — Detselig, 1994. — 237 p. — ISBN — 1-55059-068-5. — \$19.95.

Reviewed by: Bob Jackson, teacher, J. L. Crowe Secondary School, SD#11 (Trail).

If Webster Macdonald is a "lawyer who cared deeply about the law and the people caught in its grip," to quote the foreword, it is odd that he should be regarded as a maverick. Unless, that is, we are to believe that most lawyers care neither for the law nor its clients. Regardless, after 45 years in a profession dealing with people, Macdonald has a stockpile of experiences and anecdotes with which he could probably dine out forever.

Indeed, one suspects that he has dined out with them, entertaining friends and colleagues over a glass or two, late into uproarious evenings. And they probably suggested, repeatedly, "Webster, you should write a book," until he did. Unfortunately, the anecdotes are not as good in the writing as they undoubtedly were in the telling. Whether or not Macdonald was a maverick lawyer, he certainly had maverick clients, the very stuff of good stories. But one after another, his written accounts are flat and anticlimactic, without going much beyond being mere anecdotes.

The book would be a lot more fun, and more instructive, if it had the attention of a good editor to give it the needed depth and punch, to

remove coy hints about cases that cannot be detailed, as well as the repetition of irrelevant points, and to clarify terminological oddities. The characters are the book's most interesting feature, from the stripper who casually offers to show Macdonald her butterfly tattoo, to the George brothers of Bassano, with hands "as large as toilet seats," who trashed the local bar and everyone in it by way of entertainment. But Macdonald never goes into any significant detail about his relationship with other members of the profession, and thus fails to make a strong case for his right to the title of "maverick."

Memoirs of a maverick lawyer is not recommended for purchase. In its present form it might be of interest to collectors of legal memorabilia, and it offers some insights into the kind of people a lawyer has to deal with, but it has little value as a student or teacher reference on law.

370.153 LES

Leseho, Johanna and Dawn Howard-Rose. *Anger in the classroom: a practical guide for teachers.* — Detselig, 1994. — 96 p. : ill. — ISBN — 1-55059-080-4. — \$14.95.

Both authors of this publication hold Masters degrees in Education related areas, and both teach at the Department of Psychological Foundations at the University of Victoria. Their teaching experiences have been with "problem" students and angry youth in the Child Care System. As such, they hold eminent qualifications to write this book.

Reviewed by: Mary Louise Guest, teacher-librarian on leave. SD#46 (Sunshine Coast).

The publication itself is recommended for use by teachers as an exercise workbook as well as a manual of information and strategies. There are 18 exercises focusing on anger in oneself and in others that should be worked through as one reads the text.

The book also includes five chapters titled: Understanding the Emotion, addressing Students' Needs, Diffusing Anger, Anger Management Skills and Healing Anger. The four appendices include: Anger Response Exercise, Feeling Words and a Feelings Wheel and Student Drawings.

This could be a useful little book for teacher reference, but I foresee that it would be given greater use if combined with Professional Development issues on anger. At \$14.95, this is a reasonable addition to teacher reference shelves; especially in a school that has a focus on this issue.

Recommended for teacher reference.

398.2 HAN

Hansel and Gretel. — Greenwood, 1994. — 32 p. : ill. — ISBN — 0-88899-212-2 — \$14.95.

Ian Wallace, Canadian illustrator, author of note and IBBY Canada's nominee for this year's Hans Christian Anderson Award, gives his perspective on the Grimm's fairy tale, *Hansel and Gretel*. This version of the famous fairy tale is one of the initial offerings in Greenwood's *Canadian Fairy Tales Series*.

Reviewed by: Wendy Wickland, teacher-librarian, Fulford Elementary School, SD#64 (Gulf Islands).

In this unique version of a familiar fairy tale, the characters are a modern family who live by the sea on the edge of a forest, and the father is a fisherman instead of a woodcutter. The illustrations are uniformly dark and reflect a sense of foreboding. In contrast to

previous versions, the family lives in a contemporary house and everyone wears clothes we recognize from our current experience. Mom even wears curlers to bed.

The reading level is grade 3-4, but the tale could be read aloud to younger children. Some of the language in the text has been simplified. For instance, the cauldron is a kettle in this version.

As with many fairy tales, it may be important to judge the audience; after all, the children are abandoned, and the witch is "miserably burned to death." It is often useful to compare different versions of a familiar fairy tale. Ian Wallace gives us food for thought with his somewhat brooding, occasionally abstract and often symbolic paintings.

Recommended for grades 4-7.

398'.469 KIN
King, Celia. *Seven mythical creatures*. — Raincoast, 1994. — 14 p. : ill. — ISBN — 1-895714-43-5. — \$11.95.

Reviewed by: Liz Austrom, teacher-librarian, Magee Secondary School, SD#39 (Vancouver).

This is an absolutely beautiful book with an interesting text that is appropriate for grade 5 to adult, and pop-up illustrations that would serve as artistic models for secondary art classes. The seven "mythical creatures" — the Dragon, the Mermaid, the Phoenix, the Unicorn, the Sphinx, the Gorgon Medusa, and Pegasus — are each presented in two pages of text and an intricate double-page pop-up. Visually, each reflects the culture that created the mythology, while the fairly sophisticated text offers a satisfactory overview of the place of the creature within that mythology, as well as what the creature has come to symbolize to the modern world.

Despite all of the book's strengths, it must be acknowledged that the format poses problems for school libraries. The small size of the book (22 cm. by 28 cm.) means that it will be difficult to shelve successfully. Even more unfortunate is the fact that both the front and back inside covers are integral parts of the book, one containing the first half of the introduction and the other holding the last half of the Pegasus pop-up. There is absolutely no surface that can logically have a book pocket pasted upon it. The only possible solution is to tape the side of the pocket into the binding ditch so that is free-hanging.

Seven mythical creatures is the fifth book in the *Seven wonders series*. Other titles are: *The Seven ancient wonders of the world*; *The seven natural wonders of the world*; *Seven modern wonders of the world*; and *Seven mysterious wonders of the world*. This one is the best — if only for the sake of the Medusa pop-up!

Recommended for sharing with primary students, and for independent enjoyment by anyone from grade 4 to adult.

503 ARD

Ardley, Neil. *Dictionary of science*. — Raincoast, 1994. — 192 p. : ill. — ISBN 1-895714—38-9. — \$24.95.

Reviewed by: Susan D. Tickson, teacher-librarian, Lochdale Community School, SD#41 (Burnaby).

Well over 2000 entries organized by subject and accompanied by "Eye Witness" style illustrations (full-colour drawings and photographs on white pages) make this a very appealing title for upper elementary and junior high students. Most entries are less than eighty words long. Students who need more detail will have to go elsewhere since this is a ready reference tool only. Although the material is well-indexed, there are omissions (e.g., aerostatics, quasar, pulsar). The text is clear and concise although sometimes meaning is sacrificed in favour of brevity and over-simplification.

This book focuses on physics and chemistry, while biology is covered in a separate title. The thematic organization (Data collection, Solutions & colloids, Flight, Trigonometry) invites browsing and lateral topic searches. Subjects or themes consist of one or two-page spreads with five to seven related sub-topics or entries per page. The topic "heat engines" credits Hero of Alexandria with building the first steam engine (called the aeolipile) in the 1st century AD, and includes entries on the four- and two-stroke engines, the gas turbine and jet engine. Grey shaded boxes cross-reference entries and sub-entries.

An attempt has been made to acknowledge the work of women and scientists from other cultures (e.g., Bhaksara II, al-Khwarizmi, Chongzi Zu). The alphabetical listing of pioneer scientists in the back of the book contains 164 names. Of these, nineteen are women. Illustrations and photos are gender balanced and include visible minorities.

This is not a Van Nostrand's but it will find a place in elementary and junior high school libraries.

Recommended purchase.

540 HAY

Haywood, Douglas & Gordon S. Bates. *It's elementary!: investigating the chemical world*. — Pacific Educational, 1994. — 94 p. : ill. — ISBN — 0-88865-088-4. — \$10.95.

Reviewed by: Diana Kermer, science teacher, North Surrey Secondary School, SD#36 (Surrey).

It's elementary!: investigating the chemical world is a 91 page laminated soft cover book which introduces young readers to chemistry through a variety of interesting, entertaining and educational experiments.

Along with these experiments, readers will learn some basic chemistry. The chemical topics covered are loosely grouped together into eight chapters. While the chapter heading is general, each page introduces and discusses a new concept. Treatment of material varies from very detailed to moderately so. The experiments introduced can be done easily and safely at home, without worrying about bangs, stinks or hazards. Although the text visuals are in black and white, they do capture the reader's interest and help to explain concepts.

The book has a suggested reading audience of 11+ years, however, I feel that the reading level would be more appropriate for older students, an interested parent with a younger child, or a motivated youngster.

The chemistry presented in the text , while interesting to read, would be difficult to use as a reference source for classroom projects. It could be used to get ideas for projects rather than for detailed information. I would recommend it for personal reading or an introduction to chemistry for the motivated student or interested parent.

Recommended for grades 7-10.

570'.03 BUR

Burnie, David. *Dictionary of nature*.
— Raincoast, 1994. — 192 p. : ill. —
ISBN — 1-895714-36-2. — \$24.95.

Reviewed by: Howard Hurt, librarian,
Education Library, University of
British Columbia.

The *Dictionary of nature* is noteworthy in several ways. As a product of the global economy, it presents a fusion of talents from many parts of the world. The title page indicates that its Canadian “publisher” is Raincoast Books of Vancouver. Technical aspects of illustrations and layout seem to have been done in Singapore, but traditional printing and binding in Great Britain. In addition, Dorling Kindersley drew its team of experts from England, the United States and Germany.

This is a publication that could fit on a good many shelves. As a tool tied to classroom work, it is limited to the middle school grades. For sales to families, it would provide background information about questions concerning nature. Indeed, many amateurs of natural history will find it enjoyable to peruse the work cover to cover.

The first two pages explain its organization. It is a non-alphabetical dictionary dealing with broad themes broken into subsections of two to four pages. If specific information is needed, it is best to enter by the index, which seems able to handle either general or specific ideas. Accompanying this are abstracts of the work done by pioneers from the world of natural science, some of whom are also featured in capsular format within the text.

Explanations must be brief in order to fit within the two page format, but they are clearly written without being simplistic. The skill required for both reading and understanding technical questions is that of an interested adult or student at perhaps grade ten. The most serious gap is the lack of bibliographic sources pointing to information elsewhere. The questions raised will certainly create a willingness to search further.

The dictionary is designed to be read both for interest and necessity. The format creates limits but has been carefully structured and smoothly crafted. Five or six photographs or diagrams have been imbedded within each two pages of text. The quality of this illustrative work is equal to that found in many biological texts far beyond the \$25.00 price range. Obviously, the positions of art editor and picture researcher were extremely important.

Recommended for grades 6-10.

591.3'3 BUR

Burton, Robert. *Egg: a photographic story of hatching*. — Raincoast, 1994. — 45 p. : ill. — ISBN — 0-895714-30-3. — \$19.95.

Reviewed by: Marv Warden, Intermediate Classroom Teacher, Cilaire Elementary School, SD#68 (Nanaimo).

Egg is an attractively colourful presentation of information on the hatching of fifteen birds ranging in size from the Japanese Quail to the Ostrich, as well as the Leopard Tortoise, the Corn Snake, the Leopard Gecko, the Common Frog, the Great Crested Newt and the Kerry Slug.

The process — from the “pip,” the first break in the shell, through to the baby standing independently — is covered in a minimum of five photographs for each example. Ten of the birds and five of the other animals have one page devoted to these photographs with clearly spaced informative text including the time since “pipping.” Five of the animals receive two pages of coverage, and the ostrich receives four pages. The swallowtail butterfly, ladybug and dragonfly share two pages as do the dogfish, trout and goldfish.

Preceding the specific breed information are four pages explaining the role and development of eggs in all animals. Throughout the book, interesting background information on egg size and breed behaviour is supplied.

This book is recommended for all elementary school libraries and should be a valuable supplement to chick hatching units often undertaken in primary grades.

Recommended for grades K-7.

641.5'636 JAS

Jason, Dan & Dawn Penny Brooks. *The really whole food cookbook: food choices for a sustainable future*. — Harbour, 1994. — 215 p. — ISBN — 1-55017-117-8. — \$14.95.

Reviewed by: Mary Louise Guest, teacher-librarian on leave. SD#46 (Sunshine Coast).

Dan Jason, author of two other books, *Some useful wild plants* (Talonbooks) and *Greening the garden: a guide to sustainable growing*, has co-authored this publication with his partner in Saltspring Seeds, Dawn Penny Brooks.

The really whole food cookbook contains 125 low fat, fibre and nutrient rich organic, vegetarian recipes. These recipes contain a limited number of main ingredients: beans, soybeans, lentils, wheat, barley, quinoa, amaranth, chick peas, black beans and peas. The combinations of these with other flavouring ingredients, mostly garlic, look uninspiring and in some cases downright unappetising. This, combined with the absence of photographs of finished dishes — a feature I find almost essential in a cookbook — does not prompt me to get up and invade the kitchen.

Scattered throughout are cooking and storing tips for legumes, advice on growing your own, plus the history and nutritional information of each one. Lists for further reading are also included.

The paperback binding is awkward for a cookbook, but the index is well done and the price is reasonable.

There are many superb vegetarian cookbooks. I would not include this one as a priority purchase for inspiring Foods and Nutrition classes.

Recommended grade level 10-12.

597.092'0971 WOO

Wooding, Frederick H. *Lake, river and sea-run fishes of Canada*. — Harbour, 1994. — 300 p. : ill. — ISBN 1-55017-133-5. — 32.95

Reviewed by: Margaret K. Groen, teacher-librarian, Winfield Elementary School, SD#23 (Central Okanagan).

Frederick H. Wooding is a widely respected writer specializing in Canadian wildlife. As a dedicated angler he has assembled a technical guide to all the main fish families in Canadian waters, detailing their body form, body function and life history. Some full colour illustrations and precise line drawings accompany the text, which includes angling tips, philosophical wisdom and informative curiosities about the popular species. The book is readable, yet careful research is evident from the literature cited and the list of references. An overall concern for the conservation of Canada's fish is evident throughout the book, and is reinforced in the concluding essay by Dr. R.R. Campbell, chair of Environment Canada's Committee on the Status of Endangered Wildlife in Canada.

Not recommended for elementary libraries; possibly useful at the secondary level and in zoology departments in colleges.

636.7 LIT

Litton, Moneca. *Doggie biscuit book : how to make naturally tasty treats for your dog*. — General Communications, 1992. — 72 p. : ill. — ISBN — 0-9696324-0-1. — \$9.95.

Reviewed by: Diane Turner, teacher-librarian, Sardis Secondary School, SD#33 (Chilliwack).

The Doggie biscuit book is more than just a fun, easy cookbook. Cartoons opposite each recipe illustrate gems of well thought out dog care advice. Children (and adults) will enjoy playing "find-the-silly-old-cat-hidden-on-the-sidelines." The hidden cat in each witty cartoon will lead the reader to carefully examine and get the most information from each illustration. Readers concerned about nutrition will appreciate the author's emphasis on ingredients for biscuits, balls, bones, and bits which have no chemical additives or preservatives.

An amusing incident highlights the first use of the book in my school. A dog-loving teacher found that his terriers loved one recipe so he made a double batch one evening. Arriving at school early in the morning, he left a paper plate of doggie treats in the staffroom. He then came across the hall to the library to tell me about the doggie biscuits that he'd proudly brought to school for me to take home to my pets. The low-sodium, low calorie treats had apparently been quite tasty, too. When I arrived in the staff room, I discovered an empty plate. We had a hilarious start to the day as we speculated about which staff members would start barking.

The natural, healthy approach, plus the advice about cleanliness, grooming, dental care, exercise, play and love of animals, makes this a delightful book that would fit well into a unit on responsible pet ownership. Intermediate and secondary students will use it willingly on their own, while primary students will enjoy making pet gifts with the help of an adult. You'll probably have problems keeping the book on the library shelves.

Recommended for grades K-12.

641.6'534 WOL

Wolczuk, Alice. *Discovering sauerkraut*. — Caitlin, 1994. — 234 p. — ISBN — 0-920576-43-5 — \$14.95.

Reviewed by: Gloria Reinheimer, teacher-librarian, Laronde Elementary School, SD#36 (Surrey).

Alice Wolczuk begins her book with a history of sour or salt preserved foods. In these days of low sodium diets sauerkraut is one food that has survived. It is credited with feeding the masses who built the Great Wall of China, saving English sailors from scurvy and serving as a winter vegetable for prairie farmers.

Despite the misnomer "Kraut," the Germans did not invent sauerkraut nor are they the only ones who enjoy it. The author has included recipes from all over Europe, the USA, Canada and most ethnic groups. Sauerkraut, it seems, can be combined with any food, and even put in buns and chocolate cake. Alice Wolczuk, an avid collector of recipes, has created a well organized cook book. I recommend it for a secondary library. It would fit into any ethnic foods program. After reading all the good recipes my family may discover sauerkraut back on our table.

Recommended for secondary grades.

700'.92'2 CAN

The CANSCAIP companion : a biographical record of Canadian children's authors, illustrators, and performers. 2nd ed. General editor: Barbara Greenwood. — Pembroke, 1994. — 56 p. : ill. — ISBN — 0-921217-58-7. — \$30.00.

Reviewed by: Jim Holgate, teacher-librarian, A. H. P. Matthew Elementary School, SD#36 (Surrey).

This resource contains the name, address, biography, and bibliography of each member of the Canadian society of Children's authors, illustrators and performers. Each annotation is about one page long. This book is suitable as a teacher or teacher-librarian reference. Authors generally do not like to get vast quantities of individual thank you letters because they do not have the time to respond. It is better to send a class thank you letter.

700.9711 VAN

Vancouver forum I: old powers, new forces / edited by Max Wyman. — Douglas & MacIntyre, 1992. — 207 p. : ill. — ISBN 1-55054-033-5.

Reviewed by: Lucinda Lockwood, teacher-librarian, Thomas Haney Secondary School, SD#42 (Maple Ridge-Pitt Meadows).

This is a highly academic treatment of development issues, including the role of the fine arts in Vancouver's development. As such, it has an extremely limited audience.

The contributors include some of the Lower Mainland's best known writers and "intelligentsia." Arthur Erickson, Crawford Kilian, Stan Persky and others address the issues facing Vancouver at the end of the second millennium, as articulated in the introduction. "On the one side are the old powers and anchors — the Eurocentric thrust that ... helped construct modern Canada ... the lingering reluctance to embrace change in a city that is still without a sure sense of itself; and the reawakening powers of the region's first peoples. On the other hand are the new tugs and forces — a burgeoning immigrant population ... the siren call of the new Pacific ... and that old wish-myth — of Vancouver finally taking its place on the world stage." Pretty heavy stuff.

Each contributor deals with issues from his or her experiences: Leslie Hall Pinder writes about the Gitskan-Wet'suwet'en case in a heavily footnoted article; Jo-Anne Birnie Danzker explores the visual arts;

Crawford Kilian writes about the future of education; Arthur Erickson considers the city's future development; and Stan Persky "the on-going shaping of human consciousness by the various elements of a given society"

The fourteen black-and-white reproductions of contemporary Vancouver art are small and grainy. They don't enlighten the text at all. The book's most interesting and useful components are the "Background" information and the biographies of the contributors and artists, all of which appear at the back.

It's all pretty intellectual and very obscure. There really is no reason for a secondary collection to acquire this title, as it will only gather dust. Despite its noble purpose, this publication fails to reach its audience because of its lofty and unnecessarily intellectual tone. It is intended as the first in an annual series.

700.9711 VAN

Vancouver : representing the postmodern city / edited by Paul Delany. — Arsenal Pulp, 1994. — 296 p. : ill. — ISBN — 1-55152-002-8— \$19.95.

Reviewed by: Murrie Redman, retired teacher-librarian, SD#46 (Sunshine Coast).

The term "postmodern" connotes something that gives a cultural contribution. Vancouver is analyzed in the writings of fifteen perspicacious media observers who reflect on its glories, comparing them to those of major world class venues such as Paris, London and New York. The authors dive fearlessly into their anatomical examination of the city, offering commentary on what has been and what has to be done to meet the criteria for the designation of "postmodern," so that Vancouver can join her global urban sisters.

It seems Vancouver is well on its way according to the authors. As reflected in the visual media and other arts, Vancouver has a rich ethnicity, mountainous delights, and an intellectual mélange that makes it a prime candidate. All that the media megaliths have to do is exploit its generosity and considerable environmental amenities. The book presents a tantalizing picture of a seacoast town bursting to sell itself as fertile ground to a variety of artists. To support their claims, the authors consult with a cast of knowledgeable writers, and provide long lists of bibliographies after each article. It is a fresh, clever look at both new and old in the city we all love. A small taste of the familiar:

...The fiery dew of the streets,
coloured
by oil slicks and dawn
leads down to the sea at a snail's
pace...

Recommended for grades 11 & 12 and senior media students.

810.8 WIT

Witness to wilderness: the Clayquot Sound anthology / edited by H. Breen-Needham et al. — Arsenal Pulp, 1994. — 292 p. : ill. — ISBN — 1-55152-009-5 — \$17.95.

Reviewed by: Murrie Redman, retired teacher-librarian, SD#46 (Sunshine Coast).

Witness to wilderness: the Clayquot Sound anthology is a collection of poems, stories, articles, journals and other outpourings of those intent on saving the old forest. Most of the entries are emotional pleas directly opposing the cutting of trees, but some such as George Szanto's contribution, a bit of prose, appear to have little other purpose than to add another name to the literary folk included in the bibliography. A portion of the proceeds from the sale of the book goes to Friends of Clayquot Sound. The way book prices have escalated, it is still a bargain at \$17.95.

Certainly it is to be recommended for both secondary and elementary school libraries with a caution, as there is "realistic" language in a few places. Elementary teachers may wish to read to students from a range or writing that inspires either pro-active responses or debates exploring both sides of the problem. In the secondary school, where students are seeking to question the status quo before becoming part of it, there is plenty of material between the covers. A seventy-year old woman talks to a politician telling him just before she is arrested, "I'm standing in the way, the way you have chosen to maintain your power." And the sad statement by Deb Ellis who says of those in front of the courts for their protest, "Gone is our courage, our control, the power of action." And of the loggers plight, a part poem by Audrey Keating:

My family knows a hunger
and the boss
he gives me money, a few dollars only
He lives away
in a house of stone
and does now know my name.

Recommended for grades 5-12 with a language caution for elementary.

819.8 RYG

Ryga, George. *Summerland*. — Talonbooks, 1992. — 439 p. : — ISBN — 0-88922-313-0 .

Reviewed by: Betty Errington, retired teacher-librarian, Burnaby.

This collection of Canadian writer George Ryga's works written between 1960 and 1987 is a must for senior secondary libraries. It contains radio and television dramas, a poem, essays, letters and short stories reflecting the social consciousness of the sixties and seventies.

Ryga is probably best known for his play *The ecstasy of Rita Joe*, which was first performed at the Vancouver Playhouse in the late sixties and was later made into a ballet. Born and brought up in Northern Alberta during the depression, his hard life as a child developed his sympathy for and understanding of the lives of the poor. He used his writing to explore and share these feelings. In stories such as "Goodbye is for Keeps" and "Bread Route," he portrays ordinary people in poignant situations. "The Overlanders" and "The Frank Slide" give historic events a human face.

Summerland is a well bound paperback with photos of Ryga and his family. There is no index, but a bibliography of main works is

included. This is a valuable reference for Canadian history, literature and drama classes.

Recommended for senior secondary.

819.1 MCK

A capella : poems selected and new / Anne McKay. — Cacanadadada, 1994. — 119 p. — ISBN 0-921870-24-8. — \$10.95.

Reviewed by: Lucinda Lockwood, teacher-librarian, Thomas Haney Secondary School, S.D #42 (Maple Ridge-Pitt Meadows).

Anne McKay's poetry is very sparse. In series of two-and three-line groupings, her imagery flits across the page. It sometimes creates a responding image in the reader's mind, but more often than not it fails to do so. It is rather like reading the faint trail of a crab in the sand: where waves have washed over the trail, meaning disappears from one's grasp. A few successful poems in this collection are the shorter ones from a collection entitled "...another country." In one dedicated to Tom Farley, McKay writes "... but flags are for warriors I for widows I folded / I would bring you poems I on a white page I singing." Of course, not knowing the individuals for whom each poem in this section is dedicated is a drag; it's rather like eavesdropping on an "inside joke."

McKay's poems are considered to be "modern haiku," yet a central image or "snapshot" for each poem is elusive. It is difficult to follow the jumps from McKay's images to her emotional responses. There are no titles, or even indications whether the words on a new page form a new poem. Thus, the reader struggles to construct meaning, or even cohesive images.

Secondary school library collections which are light on recent Canadian poetry may find a place for *a capella*; however, librarians and English teachers should read it first, to determine whether the poetry is accessible for their particular patrons.

819.8 IMA

Imagining ourselves: classics of Canadian non-fiction / selected by Daniel Francis. — Arsenal Pulp, 1994. — 353 p. : ill. — ISBN — 1-55152-000-1. — \$19.95.

Reviewed by: Ken Adsett, teacher-librarian, Oak Bay Secondary School, SD#61 (Greater Victoria).

Imagining ourselves is a collection of thirty-three non fiction excerpts by well known Canadian writers. They range in time from the diaries of Pierre-Esprit Radisson and Samuel Hearne to "Backyard Hockey" by Ken Dryden, and in subject and style from the pioneering life of Catherine Parr Traill and her sister, Susanna Moodie, to literary award winners such as Margaret Atwood and Michael Ondaatje. The pieces have been well selected by Daniel Francis to represent "... an interesting moment in the development of Canadian non fiction writing, either because of their subject matter or the narrative skills they employ." The selection is a good cross-section in both historical and literary aspects, and should interest even reluctant readers to read a few of the complete works.

In his introduction, Daniel Francis, himself a writer of note, provides an excellent dissertation on Canadian non fiction literature and introduces each of the selections with a brief statement to establish the setting and background of the author. The book is rounded out with a full bibliography for the chosen selections as well as an additional list of forty-eight titles for "... anyone wanting to expand their reading of Canadian non-fiction writing in English."

As a whole, the book is suitable for senior secondary and adult readers, however, in the hands of a skillful teacher, many of the selections can be used as inspirational take-off points for younger students of Canadian history and literature. Secondary school libraries will want to buy more than one copy as History and Canadian Literature teachers are likely to want to hoard it for their own reference.

Recommended for Senior Secondary.

971.1 RAI

Raincoast chronicles eleven up /
edited by Howard White — Harbour,
1994. — 400p. : ill. — ISBN 1-
55017-105-4. — \$39.95.

Reviewed by: John Crawford, retired
teacher-librarian, Victoria.

This book contains collected issues of *Raincoast Chronicles* — required reading for anyone who has an interest in the history of the Pacific Coast of British Columbia. This is the third such compilation, covering issues 11 to 15, beginning with that of 1987.

Those aware of the aspirations of *Raincoast Chronicles* will find the contents familiar. It is local rather than general in nature, rural rather than urban, concerned with small industrial firms rather than with big businesses, anecdotal rather than philosophical, and, above all, replete with stories of the difficulties and joys of early settlers. Stories about the native people of the area are represented, but chiefly in respect of their involvement with early European settlers. The 'three F's' — Forestry, Fishing and Farming — feature prominently, which is to be expected in stories which often relate to the development of the resource industries which provided the economic impetus for subsequent growth.

It is very difficult to look back on the past history of our area without feeling great admiration for the early settlers, not only for their strength of character in battling nature, but also for their often unique sense of humour and wide range of interests. These qualities are maintained by more recent residents of British Columbia, who form the subjects of some of the stories included in this volume. *Raincoast Chronicles* performs an invaluable service in reminding us of our continuing heritage.

This third collected volume appears in an attractive hardback edition. Indeed, the new volume is a very handsome book, and hopefully signifies the more secure future and success of *Raincoast Chronicles*. A place should be found for it in every school library in British Columbia.

971.1'2 DOR

Dorman, George. *Up in the morning,
out on the job.* — Brechin, 1994. —
190 p. : ill. — ISBN — 0-9698150-0-
X — \$26.95.

Reviewed by: Murrie Redman, retired
teacher-librarian, SD#46 (Sunshine
Coast).

Up in the morning, out on the job is a book published by its author George Dorman. Mr. Dorman relates his life story following his boyhood through to his senior years. Along the way, if the reader is alert, it is possible to find a thin thread of historical background concerning the sawmill industry, but I would recommend other more exacting writing on the subject. Most of the text is egocentric and tedious, falling under the loose term "gossip." Juvenile descriptions of sexual encounters, one-sided rationales of the writer's three or four marriage breakdowns, trite hunting and fishing yarns along with a disjointed parade of lumbering personalities of Dorman's acquaint-

ance make it difficult to take seriously. With some professional advice on structure, organization and expression, Dorman might have a better book. As it is, it is merely a tally of personal accomplishments as seen by the author himself. The photographs were interesting.

Not recommended.

FIC

Chan, Harvey. *The Charlotte stories*.
— Greenwood, 1994. — 56 p. : ill.
— ISBN — 0-88899-210-6. —
\$14.95.

Reviewed by: Corinne Paravantes,
teacher-librarian, Henry Grube
Education Centre, SD#24
(Kamloops).

An adult's first reaction to *The Charlotte stories* could well be that it is inconsequential. This is a book that must be read from a child's point of view. Jam is writing about what is significant to a child as she tries to make friends with a boy, as she faces her birthday party while she is in a bad mood, and as she schemes to help a mouse, caught in the bread box, escape to freedom. Children will love Charlotte's zany expressions and unique view of the world.

Teddy Jam's *The Charlotte stories* will be a useful addition to the "chapter books" category so often requested by children who are in between picture books and junior fiction. The three short episodes in Charlotte's life are manageable in length. The print, vocabulary and layout are appropriate and attractive. Harvey Chan's illustrations are delightful, capturing facial expression, mood, situation and the problem of each story.

Each story could be read aloud at the Grade 2 and 3 levels because the style is fluid and does not condescend. The book could also be suggested as independent reading at the same level.

Recommended for grades 2-3.

FIC

Ellis, Sarah. *Out of the blue* —
Greenwood, 1994. — 120 p. —
ISBN — 0-88899-215-7 — \$14.95.

Reviewed by: Larry Little, Assistant
Director, Penticton Public Library,
Trustee, SD#15 (Penticton).

Eleven year old Megan's routine world has changed. Something is wrong with Mom, who is not her usual, consistent self. Instead, she is secretive and distracted. The truth emerges on Megan's twelfth birthday. To her dismay, Megan learns her mother had a baby as a teenager and gave it up for adoption. Now, 24 years later, Mom must deal with a woman looking for her birth mother. Megan cannot believe Mom kept such a secret. How can she be expected to accept this new half sister named Natalie? Megan's life is turned upside down as she rides a roller coaster of emotion.

Governor General Award winner Sarah Ellis, author of the highly acclaimed *Baby project*, has created another novel guaranteed to delight readers in grades 4-6. In a style that is often humorous, Ellis poignantly describes a young girl's struggle with jealousy.

A good purchase for school and public libraries. Recommended for grades 4-6.

FIC

Gaetz, Dayle Campbell. *A sea lion called Salena*. — Pacific Educational, 1994. — 128 p. : ill. — ISBN — 0-88865-069-8 — \$8.95.

Reviewed by: David M. Young, teacher-librarian, Royal Oak Middle School, SD#63 (Saanich).

Dayle Gaetz's fifth story for children should be purchased for all elementary libraries. This is a very well written novel that begins with a quote from Gandhi, "I hold that, the more helpless a creature, the more entitled it is to the protection by man from the cruelty of man." This quote establishes the tone, mood and main theme that are successfully developed in this story about the saving of a sea lion called "Salena" — meaning "salty" in Greek.

The story is largely set on Salt Spring Island where the author has lived since 1981. She cleverly makes use of her settings and characters to unobtrusively blend in facts about sea life in the area.

The characters are fully developed in the novel, even though it is only 128 pages long. It is a pleasant change to see adults, especially the female protagonist's parents and the school librarian, portrayed in more than one dimension. The main character, ten year old Kristie, is an especially well developed character with a balance of strengths and weakness that make her very believable. Kristie's coping with her own shyness and her dealings with adults are particularly realistically portrayed. Admittedly, the villain of the story is rather one dimensional, but characterization is generously dealt with otherwise.

The well paced plot with it's central theme of saving wildlife is one that students will find interesting and relevant. Even though one expects a happy ending, events unfold with solid suspense and end with a realistic solution at Undersea World in Victoria.

An attractive cover and seven illustrations by Dianne Paul help to enhance the mood and plot of the novel.. A well organized study guide that offers a variety of teaching approaches is also available.

Recommended for grades 4-6.

Lee, Sky. *Bellydancer*. — Press Gang, 1994. — 224 p. — ISBN — 0-88974-039-9. — \$16.95.
Press Gang Publishers
101-225 East 17th Avenue
Vancouver, B.C. V5V 1A6

Reviewed by: Debra Simmons, teacher-librarian, Tupper Secondary School, SD#39 (Vancouver).

Sky Lee writes well. Her stories reflect a delightful and playful sense of life. She tells stories from a variety of points of view: daughter, slave, friend, lover. The major characters in all her stories are women.

Bellydancer is a collection of short stories. They reflect the author's familiarity with the Vancouver scene and have a real sense of correctness despite having fantasy and enchantment as subjects. The author has stories about cultural differences between individuals, friends and members of family. She frequently deals with the theme of slavery, both real and imaginary. It is not uncommon for her to raise questions about male/female roles and the place of females in society. Sky Lee is described in publicity by the publishers as being a "feminist," but thankfully missing is the anti-male aggressiveness so often present in materials published by Press Gang.

This is not to suggest that the stories are not adult. They deal with lesbianism, contain profanity, and examine subjects some might

consider too adult or frank for school libraries. But they also deal with love, dreams, mother-daughter relationships, and they often speak of hope. All in all, a fine collection.

Recommended for grades 11-12 with reservations.

FIC

Nelson, Rosemary. *Dragon in the clouds*. — Napoleon, 1994. — 160 p. — ISBN 0-9291141-22-9. — \$6.95. Available through Addison-Wesley

Reviewed by: Patricia Parker, teacher-librarian, Arthur Hatton Elementary School, SD#24 (Kamloops).

The author of *Dragon in the Clouds*, Rosemary Nelson, is a teacher-librarian living in the Okanagan, the location of the story. She has written an entertaining novel that will be of interest and relevant to intermediate readers, as well as being a "good read." The story is told from the point of view of twelve-year-old Nikki, who lives near Kelowna and has just begun summer holidays. Her wheelchair-bound cousin, Trevor, comes for a visit. An initial antagonism does not bode well for the weeks ahead. The title comes from a game they play of seeing visions in the clouds. Trevor wishes he were a dragon, so powerful that he could change into anything he wanted to be.

A crush on the boy next door, an embarrassing hair incident, divorced parents, love of horses and arguing cousins are enhanced by an exciting and humorous story line that includes escaping a forest fire, bears attacking a tent, saving a little girl, and a race at a track meet (The BC Summer Games for the Disabled). We learn that good can come from adversity. There is a happy ending for all concerned.

Dragon in the Clouds is in a soft-cover format that will be attractive to its target audience.

Recommended for grades 4 - 7.

FIC

O'Keeffe, Frank. *Nancy Nysten, ordinary farm girl, explorer extraordinaire*. — Beach Holme, 1994. — 208 p. — ISBN — 0-88878-347-7. — \$5.95.

Reviewed by: Carole Eyles, teacher-librarian, Fernwood School, SD#64 (Gulf Islands).

Nancy Nysten is a lightweight novel appealing primarily to pre-teen girls. The story is told through Nancy's journal which she must write as punishment for forging a note. Told in alternating chapters, half of the journal is about her life on a small farm, the other half describes her imaginary adventures as a dauntless explorer of the Amazon jungle. Mixed into this combination is a plan hatched by Nancy and her friend Jen to match up their recently jilted teacher with Jen's older sister.

O'Keeffe has achieved the appropriate voice for the young author, although the whole novel seems rather naive for her grade 8 level. There is no real depth to the characters, and the situations, while amusing, are superficial. The cover is busy and confusing, but the binding, print and paper quality are acceptable. I found this novel less successful than some of O'Keeffe's other works such as *Guppy Love*.

Recommended for grades 4-6.

FIC

Roberts, Ken. *Past tense*. —
Groundwood, 1994. — 110 p. —
ISBN — 0-88899-214-9. — \$6.95.

Reviewed by: Thelma Salle, teacher-
librarian, Mountain View Elementary
School, SD#27 (Cariboo Chilcotin).

This story revolves around Max Derbin and his eccentric family. When his dad dies, they move in with an aunt and uncle. The aunt is in a wheelchair and writes for a tabloid. The uncle, a cellular phone addict, uses the phone in his work as a producer for talk shows. Max's teenage brother writes for a cooking column and practices on the family while his mother tries to keep the family on track.

Through these characters Roberts builds a sense of the family that ends up going to visit an old family friend who is dying of cancer. This disease is becoming far too common in our lives and *Past tense* provides an insight into how to talk to people who have cancer. It deals in a light, funny way with the uncomfortable feelings people often have, and yet the serious message is very clear.

This standard size paperback, with large print on clean white paper and generous margins, is inviting to a younger or reluctant reader. I strongly recommend this book for the elementary library. It is a well written, entertaining, compassionate story that could be easily read by or to intermediate students. It was selected as a runner-up for the Governor General's Literary Awards.

Recommended for intermediate grades.

FIC

Rogers, Linda & Rick Van Krugel.
*Frankie Zapper and the disappearing
teacher*. — Ronsdale, 1994. — 125 p.
: — ISBN — 0-921870-27-2. —
\$7.95.

Reviewed by: Jane Roberts, teacher-
librarian, Pinecrest Elementary
School, SD#72 (Campbell River).

"Frankie Zapper can change the channels without touching nothing" is the beginning of this story about Jen, Odie, and Frankie. Frankie, a First Nations boy with shamanistic power, changes his teacher into a parrot and the story takes off. This is a high energy, zany story filled with plenty of spitballs, farts, warts, bad breath and mean weird teachers.

Worm sandwich, *Brown bag blues* and *The magic flute* are other titles that Linda Rogers has written for children. *Frankie Zapper and the disappearing teacher* can be an additional title for elementary libraries.

The Fry's Readability graph plots this novel at 4.0 (grade 4). Recommended for grades 4-6.

FIC

Sikundar, Sylvia. *Circling vultures*.
— Quintin, 1994. — 145 p. — ISBN
— 2-89435-025-2 — \$5.95.
Quintin Publishers
P.O. Box 340
Waterloo, Quebec J0E 2N0

Reviewed by: Katherine Picha,
teacher-librarian, Pebble Hill Elementary
School, SD#37 (Delta).

Set in a drought-ridden African game park, this simply written and mildly suspenseful novel involves the friendship between a white boy, Jason, and his black friend, Peter.

On his return to Africa after a two year absence, Jason finds Peter's father intimidated into unwilling involvement with wild animal poachers. Jason, his brother, and the park warden pursue and eventually capture the poachers. The plot is full of incidents (a car chase, a car accident, a rebel roadblock, a shooting, a cape buffalo attack, a trial), but seems episodic rather than developed. While Jason's divided loyalties are important to the story, the characterization

generally is simplistic — reactions and changes are stated rather than revealed.

The exotic setting is presented matter-of-factly; problems are underplayed. Such acceptance could be both a strength and a weakness — a skillful teacher could draw from children the realization of social, political and ecological difficulties while a child reading the book alone could pass over the problems.

A great strength of the book is its detail about wildlife, ranging from geckos to hippos.

The Fry reading level is Grade 3. *Circling vultures* is recommended for elementary schools (grades 4-7) because of children's high interest in animals.

FIC

Turney-Zagwyn, Deborah. *Hound without howl*. — Orca, 1994. — 32 p : ill. — ISBN — 1-55143-019-3. — \$14.95.

Reviewed by: Lynne Zidek, teacher-librarian, Renfrew Elementary School, SD#39 (Vancouver).

Howard was a bachelor who loved opera. He couldn't sing a note, however, he longed for a musical companion. A visit to a local pet shop turns up Clayton, a basset hound. But, alas, Clayton is a hound without a howl, a bayless basset! No matter what Howard does to inspire the dog to be musical, he remains quiet and content. Neither dog food soup with a strong touch of bay leaf nor a bay window for his doghouse can get the dog to howl. Finally, Howard admits defeat and continues to love the dog. During a long walk on a beautiful moonlit evening by the bay, Clayton does the inevitable....

Howard was a bachelor who loved opera. Clayton was a dog who sometimes sang. Theirs was now a perfect relationship.

Besides introducing young readers to the many uses of "bay," *Hound without howl* is a warm and funny tale of friendship that will delight children of elementary school age.

Deborah Turney-Zagwyn is not only a delightful author, but a talented illustrator too. This is her fifth children's book. Her other books are: *A winter's tale*, *Mood picket*, *mud bucket* and *The pumpkin blanket*. Deborah is also a printmaker, weaver and wall muralist. Her home in Harrison Hot Springs, BC, is shared with her husband, two children and a growing puppy.

Recommended for all elementary school libraries.

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