

THE BOOKMARK

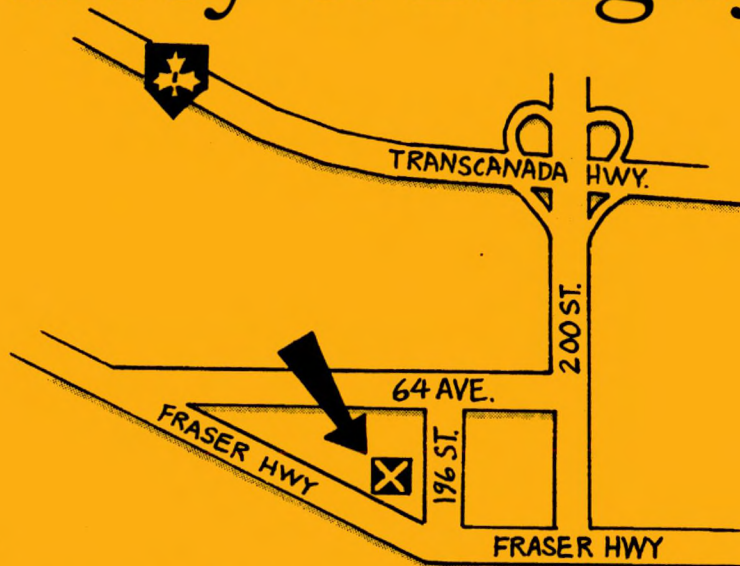


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STATEMENT OF PURPOSE

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

IN CIRCULATION

by **GERALD SOON**, BCTLA President

Greetings!

I am looking forward to working for you as your president this year and working with your new executive board. We have a few new faces on the executive board, and that is healthy. In the time that I have been involved with the BCTLA I have been enriched immensely by the contributions of our members through articles in *The Bookmark*, and through contacts with Chapter Councilors, *The Bookmark* Editorial Board, and with various executive members. This year as your president, I will undoubtedly be enriched.

At our meeting in June, Carol Hilland announced that due to the pressures of school she would be unable to continue on as Recording Secretary. We were sorry to accept her resignation and thank her for her contributions to the executive.

On a brighter note, I am happy to announce that the executive has found a replacement for the position of Recording Secretary. Gayle Milliken, from Richmond, is a strong advocate for teacher-librarians and she has agreed to take the position for this year. In the past, Gayle was on the Bargaining Team in Richmond, and was instrumental in securing contract language for teacher-librarians in Richmond's contract. Her appointment to this position will be ratified at an executive meeting by the time you receive this issue of *The Bookmark*.

E-mail the executive

If you look at the Executive Directory, you will find that we have E-mail addresses for just about everyone on the BCTLA Executive. We have arranged a Corporate Membership with Mindlink and have obtained E-mail addresses.

Communication

Your executive board would like to be as supportive of our members as we can, but we cannot assist you if you do not let us know your concerns. At the same time, please do not expect the BCTLA executive to be the sole advocates for you. We do promise to endeavour to do the best that we can.

However, don't sell yourself short. There are many avenues that you as an individual can do. Make sure that you know how to contact your Chapter Councilor. This person can also assist you. Your local union representatives should be apprised of situations that arise as well. In other words, seek help from us but also cover all fronts. The more that others know you need assistance, the greater that your concerns will be heard!

You can also submit letters, articles, or units to *The Bookmark*. Your input in any manner will help our association and its members!

Roots and Wings Conference

Please consider coming to Prince George for the "Roots and Wings" Conference. The conference committee has organized workshops and speakers at the University of Northern British Columbia and the technologically rich Southridge Elementary School. Come support the efforts of the Prince George Teacher-Librarians' Association and enrich yourself at the same time!

Gerald

Food for thought

The library is not a shrine for the worship of books. It is not a temple where literary incense must be burned or where one's devotion to the bound book is expressed in ritual. A library, to modify the famous metaphor of Socrates, should be the delivery room for the birth of ideas — a place where history comes to life.

—Norman Cousins



In Memoriam

LORNE G. MACRAE

With regret we note the death of Lorne MacRae in Calgary on July 23rd. During Lorne's noteworthy career in education, he offered strong leadership in library resource centre services and the development of literacy. He served as School Library Consultant, as Coordinator of Media Services and as Curriculum Director for the Calgary Board of Education. He also chaired the Calgary Board's literacy commission which resulted in a number of innovative approaches. Blessed with a seemingly boundless energy, Lorne found time for active participation in the Alberta Learning Resources Council, the Canadian School Library Association and the Association for Teacher-Librarianship in Canada.

British Columbia teacher-librarians who attended the summer courses he taught at the University of British Columbia will remember Lorne for his enthusiasm, his ability to inform and entertain at the same time, and his true commitment to teacher-librarianship. Those who worked with him on committees or had contact with him through CSLA or ATLC will think of his willingness to take on tasks and the quality of his input to discussions and decisions. Lorne MacRae will be missed.

Memorial tributes may be made either to the Lorne MacRae Intellectual Freedom Fund, c/o the Calgary Foundation, 1850—540 5th Avenue, S.W., Calgary, AB T2P 0M2; or to "Small Changes ... Big Changes" re Southern Alberta HIV/AIDS Clinic, c/o the Foothills Hospital Association, 1403—29 St. N.W., Calgary, AB T2N 2T9.



Welcome back to the busy school year! By now you will already be feeling that you did not even have a holiday. I had the opportunity to work with the School Library Book Purchase Plan this summer and, although it was a good experience and I learned to annotate books according to the Ministry's requirements, I did not feel I really had a summer "off." Maybe I'll just sneak away at Christmas...

I hope this year will be a productive one for all of you—we will certainly be watching carefully during the Provincial Bargaining process and I hope that the outcome of that process will be positive for teacher-librarians. News from other parts of the country is not very hopeful, however, as cutbacks seem to be the order of the day.

The Bookmark has a new regular feature in this issue—a column by Trish Banighen, the new Advocacy Vice President of the BCTLA. In it she will address some of the concerns which chapters and members have regarding the advocating of our roles and programs both locally and provincially.

There are some other changes to *The Bookmark* this year as well. There has been some concern about who owns the copyright to the articles published in our journal and we are in the process of making this more evident. When a person submits an article or unit to *The Bookmark* we will send them a letter stating that it is our policy that we (BCTLA) retain copyright for all material not previously published, and have the right to grant reprint permission to

individuals or organizations who ask for reprint permission. If the author wishes to retain the copyright themselves we will ask that they inform us of this right away so that we can make the proper arrangements. Concern about copyright has become more of an issue as more and more on-line access to information is being provided on the Internet.

BCTLA has agreed to provide on-line access to the contents of *The Bookmark*—probably in the form of a Table of Contents or by having parts of our Index available. We may also include some parts of units as an appetizer indicating what is available in our journal. The BCTLA believes that access to entire issues or even to large numbers of complete units is not appropriate at this time because we do not know what impact this might have on memberships and subscriptions. If reprint rights are given to other publications or access is given on the Internet, we will make a reasonable effort to inform authors of these facts. This has usually been done in the past, but is becoming more complicated owing to the proliferation of information access by electronic means.

The Bookmark always acquires reprint rights from other publications and associations in order to reprint their articles and units. The statement about reprint rights is made at the beginning of the article being reprinted, so that readers will know the source immediately. There is an example of this in this issue—the unit on Canadian inventions has been reprinted from *The Medium*. There have been few problems in the past and most publications and associations give reprint rights quite readily. After all, we want to get the information out there, don't we? However, it has become a problem to contact every person involved in some of the units before giving reprint permission. This is due to the fact that people change their jobs, their memberships in PSAs and their addresses a number of times and it is difficult to contact everyone in a reasonable amount of time. We certainly tried as a courtesy but feel we must state more clearly what our policy is so that people are not surprised by seeing their work show up in another journal or on the Internet. The BCTF is providing more and more information on the Internet and that can be very positive.

If you have suggestions concerning copyright ownership, contact Barbara Smith, Publications Coordinator, BCTLA Executive. We are interested in how readers feel about this issue as it is unfamiliar territory to many.

Take note: this is your chance!

Submit an article, unit or bibliography to
THE BOOKMARK

COMING THEMES ARE:

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

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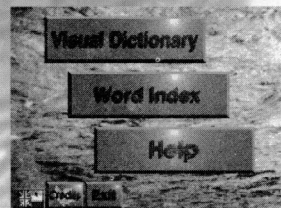
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INFORMATION BOOKS FOR “CRAZY CANUCKS”

by E. RITA OUROM, Retired teacher-librarian.

The Information Book Award given by the Childrens' Literature Roundtables of Canada, has, since its inception in 1987, recognized many of the excellent non-fiction books published in this country. Indeed, for some children, this kind of book may have helped develop an image of what a Canadian (if not a 'crazy Canuck') is. For this reason alone, these books are as important as any award winning fiction or picture books.

The selection process is fairly involved, with hundreds of members all across Canada participating. Early each year a comprehensive list of eligible books is compiled with input from interested members and assistance from the helpful staff at Kidsbooks (Vancouver Childrens' bookstore). Each Roundtable is then asked to make a preliminary shortlist which is submitted early in June. These titles are tallied to produce the shortlist which is sent to each group at the end of June, and again in September. At a fall meeting, groups are asked to display the short-listed books. In Vancouver it has been worthwhile to have a knowledgeable member give a brief talk to 'sell' each title. Members vote and it is interesting to see the same choices by groups from East to West. Again, votes are tallied, usually with a winner and one or two honour books. Each Round Table is asked for a \$1.00 per member contribution to help defray the costs of the \$500.00 award. Announcement of the winner is made at a propitious time, such as during an event in Children's Book Week.

As with all awards, choice of a favourite is subjective. Members in distant parts do not have access to all the books, since distribution and cost of books is a continuing problem. Not everyone who votes has read every title on a shortlist. The criteria given below may not have been used in making a choice.

THE CRITERIA:

- Accuracy and authenticity of facts and explanations.
- Coverage and perspective of the content.

- Clear and direct writing style.
- Appropriateness of organization.
- Appropriateness of format.
- Clarity and accuracy of diagrams and illustrations.
- Appeal to appropriate age levels.
- Quality of index and glossary.

In addition, the exact category for a book may be questioned (i.e., is it a picture book or information book?). How does one choose between a picture book type and a big science book written for a twelve year old? Regional favourites (e.g., *Casa Loma* selected by a Toronto group) may be lost in the cross-country picture. Some groups find it difficult to meet the time lines since September and June are very busy times for teacher-librarians. In spite of these limitations we 'crazy Canucks' have produced a body of work during eight years of this award that may be displayed with pride.

If the winner has not been the 'best' in any given year, it has certainly been a notable book. The following list demonstrates that the honour books chosen each year have been equally worthy. Many excellent information books have not even been on the short list, so another list is included.

Poetry, plays, folklore, text books and series as a whole are not eligible for the award.

INFORMATION BOOK AWARD — CHILDREN'S LITERATURE ROUNDTABLES OF CANADA

1994 WINNERS

On the Shuttle: Eight days in space.
Barbara Bondar with Roberta Bondar.
Toronto: Greey de Prencier.

Cowboy: A kid's album.
Linda Granfield.
Toronto: Groundwood

Honour Book:
A Little Tiger in the Chinese Night.
Song Nan Zhang
Montreal: Tundra

1993 WINNER

The Story of Canada.
Janet Lunn, Christopher Moore
illus. by Alan Daniel
Lester/Key Porter, 1992
ISBN: 1-895555-32-9

Honour Book:
Buried in Ice: The mystery of a lost Arctic expedition.
Owen Beattie, John Geiger with Shelley Tanaka.
Random House, 1992.
ISBN: 0-394-22258-X

1992 WINNER

A tree in a forest
Jan Thornhill
Grey de Pencier, 1991
ISBN: 0-920775-64-0

Honour Book:
Buried in garbage
Bobbie Kalman
Crabtree, 1991
ISBN: 0-86505-424-

Honour Book
Discover bones
Leslie Grant, illus. by Tina Holdcroft
Kids Can, 1991
ISBN: 1-55074-046-

1991 WINNER

Hand on, thumbs up
Camilla Gryski, illus by Pat Cupples
Kids Can, 1990
ISBN: 0-921103-99-9

Honour book
Trash attack: garbage & what we can do about it
Candace Savage, illus. by Steve Beinicke
Douglas & McIntyre, 1990
ISBN: 0-88894-826-3

Honour book
Weather watch
Valerie Wyatt, illus. by Pat Cupples
Kids Can, 1990
ISBN: 0-921103-63-8

1990 WINNER

Wolf Island
Celia Godkin
Fitzhenry & Whiteside, 1989
ISBN: 0-88902-753-6

Honour Book
Amazing paper book
Paulette Bourgeois, illus. by Linda Hendry
Kids Can, 1990
ISBN: 0-921103-82-4

Honour Book
Discovering mysteries of the past and present
Katherine Grier, illus. by Pat Cupples
Kids Can, 1989
ISBN: 0-921103-86-7

Honour Book
The fur traders
Robert Livesey & A.G. Smith
Stoddart, 1989
ISBN: 0-7737-5209-9

1989 WINNER

Exploring the sky by day
Terebce Dickinson
Camden House, 1988
ISBN: 0-920656-71-4

Honour Book
Meet Edgar Degas
Anne Newlands
Kids Can, 1988
ISBN: 0-921103-48-4

Honour Book
Playing with Plasticine
Barbara Reid
Kids Can, 1988
ISBN: 0-921103-41-7

1988 WINNER

Let's celebrate: Canada's special days!
Caroline Parry
Kids Can, 1987
ISBN: 0-921103-40-9

Honour Book
How to make Pop-ups
Joan Irvine, illus. by Barbara Reid
Kids Can, 1984
ISBN: 0-921103-36-0

Honour Book
Exploring the night
 Terence Dickinson, illus. by John Bianchi
 Camden House, 1987
 ISBN: 920656-66-8

1987 WINNER

Looking at insects
 David Suzuki with Barbara Hehner

Stoddard, 1986
 ISBN: 0-7737-5062-2

Honour Book
Dear Doctor: Teens ask about Anorexia, sibling rivalry, hair loss, pregnancy
 Dr. Saul Levine & Dr. Kathleen Wilcox
 Kids Can, 1986
 ISBN: 0-919964-85-0

These books were published from 1990-1994, but did not appear on the short lists.

<i>Canadian postal workers</i>	Bourgeois, Paulette	Kids Can
<i>Canadian Junior Green Guide</i>	Deglier, Teri	McLelland & Stewart
<i>How to make super pop-ups</i>	Harrison, Joan	Kids Can
<i>Writing</i>	Lewis, Amanda	Kids Can
<i>Discover Dinosaurs</i>	McGowan, Chris	Kids Can
<i>Rhinos for lunch and elephants for supper</i>	Mollel, Tololwa	Oxford
<i>In the company of whales</i>	Morton, Alexandra	Orca

There have been many other books published that all help develop that illusive image—'the Crazy Canuck.'

THE LIST OF TITLES FOR THE 1995 INFORMATION BOOK AWARD

<i>A kid's guide to the brain</i>	Sylvia Funston	Greey de Pencier
<i>A pioneer story</i>	Barbara Greenwood	Kids Can
<i>ABC's of our spiritual connection</i>	Kim soo Goodtrack	Theytus
<i>Bridges</i>	Etta Kaner	Kids Can
<i>Canadian Arctic animals</i>	Colleany O. Mastin	Grasshopper
<i>Canadian trees</i>	Colleany O. Mastin	Grasshopper
<i>Canadian wild animals</i>	Colleany O. Mastin	Grasshopper
<i>Carving a totem pole</i>	Vickie Jensen	Douglas & McIntyre
<i>Changes in you and me: a book about puberty mostly for boys</i>	Paulette Bourgeois	Saunders
<i>Changes in you and me: a book about puberty mostly for girls</i>	Paulette Bourgeois	Saunders
<i>Coyotes in the crosswalk</i>	Diane Swanson	Whitecap Books
<i>Defenders</i>	Robert Livesey,	Stoddart
<i>Dinosaurs: the fastest, the fiercest, the most amazing</i>	Elizabeth MacLeod	Kids Can
<i>Earthdance</i>	Cynthia Pratt Nicolson	Kids Can
<i>Eleanora's diary: the journals of a Canadian pioneer girl</i>	Caroline Perry	Scholastic
<i>How on earth</i>	Ronald Orenstein	Key Porter Kids
<i>Light magic</i>	Trudy I. Rising	Greey de Pencier
<i>Plants</i>	Katharine Vandelinden & Carol Gold	Kids Can
<i>Roller coaster science</i>	Jim Wiese	Wiley
<i>Rosie backstage</i>	Amanda Lewis	Kids Can
<i>The Royal Canadian Mounted Police</i>	Marc Tetro	Montreal: M. Tetro
<i>Safari beneath the sea</i>	Diane Swanson	Whitecap Books
<i>See hear: playing with light and sound</i>	Milan Tytla	Anick

Snow watch
Touching all the bases: baseball for kids
Triangles

Cheryl Archer
Claire Mackay
Catherine Ross

Kids Can
Scholastic
Kids Can

From the long list, the following books appear on the short list for 1995

A kid's guide to the brain
A pioneer story
Coyotes in the crosswalk
Safari beneath the sea
Touching all the bases: baseball for kids

Sylvia Funston
Barbara Greenwood
Diane Swanson
Diane Swanson
Claire Mackay

Greey de Pencier
Kids Can
Whitecap Books
Whitecap Books
Scholastic

*Poetry, plays, folklore, text books and series as a whole are not eligible for the award.

Roundtables across Canada will consider these finalists at their fall meetings. The books will be on display at the Roundtable breakfast with Lynne Cherry on September 23 where Vancouver members will have an opportunity to look at the books before our vote at the October 26 meeting.

Someone once said that well-written non-fiction can show as much of the beauty of the universe as a novel. The information Canadian children can take in from the books published in the last eight years helps them develop an image of their Canadian identity even if they do not become 'crazy Canucks.' It is to be hoped that the federal budget cuts announced last spring will not stop the good work done by so many publishers. Feisty Valerie Hussey, president of Kids Can, the company that has produced so many of these books says "I'll be damned if I'll just walk away from it." We must all join this 'crazy Canuck' in her struggle to maintain the Canadian identity.



FAMOUS CANADIANS: A GRADE TWO CENTRES UNIT

by PAT PARUNGAO, teacher-librarian, MYRNA SECRET, GLORIA ZILINSKI, LYNDA IKEDA and SYLVIA SETO, teachers, Van Horne Elementary School, SD #39 (Vancouver).

*This unit, originally called **Famous Canadian Women**, was cooperatively planned by Parungao, Secret, grade 2 teacher and Zilinski, English Language Centre teacher. Resources from the Federation of Women Teachers' Associations of Ontario were useful during the planning stages. The unit was later adapted by Parungao, Ikeda, grade 2 teacher, and Seto, English Language Centre teacher, as a unit called **Famous Canadians**.*

GOAL: to introduce grade 2 students to Famous Canadians, using a centres approach.

SCHEDULE: 6 - 9 centres, 2 to 3 periods per centre

ORGANIZATION: The organization was different for each unit. For **Famous Canadian Women**, the class was divided into three groups. Each group rotated through the three classrooms (Parungao, Secret and Zilinski) for 2 periods for each of the nine centres. For **Famous Canadians**, the class was divided into 6 groups, one for each of the six centres. The whole class worked in the library resource centre.

MATERIALS: Each student was given a folder in which to keep his/her work. Instruction cards, worksheets (sample N. H. L. centre worksheet below), evaluation sheets (sample Barbara Reid centre evaluation sheet below), plasticene, paints and other supplies were prepared in advance.

RESOURCES: Canadian fiction and non-fiction books for the grade 2 level were placed on a trolley, photographs of the people were located if possible, a videotape of Charlotte Diamond was used, speakers and performers came and a field trip to the Vancouver Art Gallery to see the Emily Carr exhibit was arranged. Inter-library loan was used to acquire multiple copies of *The Prime Ministers of Canada*.

CENTRES:

Canadian Women in Sports - discussion, including identification and naming of various sports from study prints and pictures, was followed by each student selecting an athlete, printing biographical information and drawing a picture to match the information on a sports information card.

Canadian Women in History - discussion using a large chart and picture cards. Students filled in small (11 x 17) charts.

Jeanne Sauve - discussion of words for sort and predict activity (e.g., career, Ottawa, government, law, Queen, Governor General, Speaker of the House, Ontario, vote) followed by the sort and predict activity where students, with a partner, grouped words and speculated about what Jean Sauve has done during her life.

Emily Carr - students were read the Emily Carr book from the Canadian Starters series and shown some pictures of her work. Discussion of the artwork included use of colour and horizontal and vertical lines. Students used tempera paint to paint a picture imitating Carr's style. A field trip to the Vancouver Art Gallery at the end of the unit featured Emily Carr's original works.

Barbara Reid: Playing with Plasticene - after looking at several Reid books for ideas, students developed their fine motor skills by each making a plasticene picture. A copy of the evaluation sheet is included below.

Lynn Johnston, Cartoonist - discussion about Lynn Johnston and her cartoons, followed by students creating words to accompany a single panel cartoon and a comic strip. They then designed their own single panel cartoon and their own cartoon strip and drew a picture of their favourite Lynn Johnston character.

Oh Canadiana! - students browsed the Canadian books on the trolley, then filled in a worksheet identifying the author and title of the five books. They then read one of the books and drew a front cover. This cover could be the same or different from the one on the original book, and had to include a prominent title and the author's name. Time permitting, the students drew a back cover for the book.

A Day in the life of Roberta Bondar - students sequenced pictures showing various activities (e.g., shower, exercise, eat, lift off, sleep, experiments, check instruments), each with a clock showing times associated with these activities. Several books about astronauts in space were on the table to help the students write sentences about the sequence pictures. They then wrote about what it would be like to be an astronaut in space.

Karen Kain - the teacher presented Karen Kain's life through pictures, ballet posters and key word strips. Students were given word strips and a picture to match, then drew and coloured a poster. Three guest speakers (grade 7 students from our school) spoke to the class about being ballet dancers. They showed their costumes and led students through the five positions. There was also a school-wide ballet presentation.

The Right Honourable Prime Minister of Canada, Jean Chretien - the teaching strategy used was K-W-L (what do you know, what do you wonder, and what have you learned?). *The Prime Ministers of Canada: Macdonald to Chretien* provided some background information. Students then drew a picture of one Canadian Prime Minister and gave their picture a title.

Charlotte Diamond - students answered questions about what they saw on the video *Diamonds and Dragons*. Students stopped the video player after each song and waited until everyone in their group was ready before starting the next song.

David Suzuki - several books about Suzuki were on the table to help the students with their "fill in the blanks" worksheet about Suzuki. They also made a colour wheel using a yogurt lid, two paper circles, crayons, glue stick, and string.




N. H. L. Hockey Centre - This was the most popular centre by far. Students browsed hockey books and hockey cards to answer the key visual, a worksheet, is included below. This visual, along with a student drawn picture, was mounted on coloured construction paper to make an attractive presentation. Two of the hockey players chosen had to be Canadians.

CONCLUDING LESSONS - students removed the work of their favourite centre from their folder and presented this work to their classmates, i.e., everyone who selected the N. H. L. Hockey centre brought their work to the front of the class and took turns discussing their work, then everyone who selected Lynn Johnston stood before the class to present their work, etc. Others practiced listening skills and had the opportunity to ask questions.

The centres were displayed in the classroom during student-led conferences. Students discussed their folder with their parents and showed them the centres.

FAMOUS CANADIAN WOMEN EVALUATION

Name _____

Centre	Student responses			Teacher comments
<p>Barbara Reid <i>Playing with Plasticene</i></p> <ul style="list-style-type: none"> • I looked at three books by Barbara Reid • I made a picture of plasticene like one from Barbara Reid's Books • I added my name on the picture using plasticene. 				

The book I copied my picture from is called _____



N. H. L. CENTRE WORKSHEET HOCKEY STARS

Name _____

Team Logo:

Name _____ Height _____

Team _____ Weight _____

Number _____ Birth date _____

Position _____ Birthplace _____

Shoots _____

Hockey Player — Name	Team	Born — City, Province or Country	Background — Canadian (✓)

AWARD WINNING CANADIAN AUTHORS

extracted by LIZ AUSTROM from the Vancouver Public Library's database.

BOOKER PRIZE (U.K.) — FICTION

1992 Ondaatje, Michael. *The English patient.*

GOVERNOR-GENERAL'S AWARDS — FICTION

1994 Wiebe, Rudy. *A discovery of strangers.*
Lalonde, Robert. *Le petit aigle a tête blanche.*

1993 Shields, Carol. *The stone diaries.*
Huston, Nancy. *Cantique des plaines.*

1992 Ondaatje, Michael. *The English patient.*
Hébert, Anne. *L'enfant charge de songes.*

1991 Mistry, Rohinton. *Such a long journey.*
Brochu, Andre. *La croix du nord.*

1990 Ricci, Nino. *The lives of the saints.*
Tougas, Gerald. *La mauvaise foi.*

1989 Quarrington, Paul. *Whale music.*
Hamelin, Louis. *Le rage.*

1988 Richards, David Adams. *Nights below Station Street.*
Folch-Ribas, Jacques *Le silence.*

1987 Kelly, M.T.A. *A dream like mine.*
Archambault, Gilles. *L'obsédante obèse et autres
agressions.*

1986 Munro, Alice. *The progress of love.*
Rivard, Yvon. *Les silences du corbeau.*

1985 Atwood, Margaret. *The handmaid's tale.*
Ouellette, Fernand. *Lucie ou un midi en novembre.*

1984 Skvorecky, Josef. *Engineer of human souls.*
Brault, Jacques. *Agonie.*

1983 Rooke, Leon. *Shakespeare's dog.*
Jacob, Suzanne. *Laura Laur.*

1982 Vanderhaeghe, Guy. *Man descending.*
Fournier, Roger. *Le cercle des arènes.*

GOVERNOR-GENERAL'S AWARDS — CHILDREN'S

1994	English: Johnston, Julie. French: Martel, Suzanne.	<i>Adam and Eve and Pinch-Me.</i> <i>Une belle journée pour mourir.</i>
1993	English: Wynne-Jones, Tim. French: Marineau, Michele.	<i>Some of the kinder planets.</i> <i>La route de Chlifa.</i>
1992	English: Johnston, Julie. French: Duchesne, Christiane.	<i>Hero of lesser causes.</i> <i>Victor.</i>
1991	English: Ellis, Sarah. French: Gravel, Francois.	<i>Pick-up sticks.</i> <i>Deux heures et demie avant Jasmine.</i>
1990	English: Bedard, Michael. French: Duchesne, Christine.	<i>Redwork.</i> <i>La vraie histoire du chien de Clara Vic.</i>
1989	English: Wieler, Diana. French: Montpetit, Charles.	<i>Bad boy.</i> <i>Temps mort.</i>
1988	English: Katz, Welwyn Wilton. French: Marineau, Michele.	<i>The third magic.</i> <i>Cassiopee ou l'été.</i>
1987	English: Nyberg, Morgan. French: Schinkel, David & Yves, Beauchesne.	<i>Galahad Schwartz and the cockroach army.</i> <i>Le don.</i>

ANN CONNOR BRIMER AWARD (sponsored by Nova Scotia Library Association)

1994	Choyce, Lesley.	<i>Good idea gone bad.</i>
1993	Wilson, Budge.	<i>Oliver's war.</i>
1992	Major, Kevin.	<i>Eating between the lines.</i>
1991	Barkhouse, Joyce.	<i>Pit pony.</i>

CLA BOOK OF THE YEAR AWARD FOR CHILDREN

1995	Taylor, Cora.	<i>Summer of the mad monk.</i>
1994	Wynne-Jones, Tim.	<i>Some of the kinder planets.</i>
1993	Lottridge, Celia Barker.	<i>Ticket to Curlew.</i>
1992	Major, Kevin.	<i>Eating between the lines.</i>
1991	Bedard, Michael.	<i>Redwork.</i>
1990	Pearson, Kit.	<i>The sky is falling.</i>
1989	Doyle, Brian.	<i>Easy avenue.</i>
1988	Pearson, Kit.	<i>A handful of time.</i>
1987	Lunn, Janet.	<i>Shadow in Hawthorn Bay.</i>
1986	Taylor, Cora.	<i>Julie.</i>
1985	Little, Jean.	<i>Mama's going to buy you a mockingbird.</i>
1984	Hudson, Jan.	<i>Sweetgrass.</i>
1983	Doyle, Brian.	<i>Up to low.</i>
1982	Lunn, Janet.	<i>The root cellar.</i>
1981	Kushner, Donn.	<i>The violin-maker's gift.</i>
1980	Houston, James.	<i>River runners.</i>

CLA YOUNG ADULT BOOK AWARD

1995	Johnston, Julie.	<i>Adam and Eve and Pinch-me.</i>
1994	Stewart, Sean.	<i>Nobody's son.</i>
1993	Bradford, Karleen.	<i>There will be wolves.</i>
1992	Reynolds, Susan Lynn.	<i>Strandia.</i>
1991	Wilson, Budge.	<i>The leaving.</i>
1990	Wieler, Diana.	<i>Bad boy.</i>

1989	Porter, Helen Fogwill.	<i>January, February, June or July.</i>
1988	Buffie, Margaret.	<i>Who is Frances Rain?</i>
1987	Lunn, Janet.	<i>Shadow in Hawthorn Bay.</i>
1986	Brandis, Marianne.	<i>The quarter-pie window.</i>
1985	Collura, Mary-Ellen Lang.	<i>Winners.</i>
1984	Melling, O.R.	<i>The druid's tune.</i>
1983	Hughes, Monica	<i>Hunter in the dark.</i>
1982	Brown, Jamie	<i>Super bike!</i>
1981	Major, Kevin	<i>Far from shore.</i>

GEOFFREY BILSON AWARD FOR HISTORICAL FICTION FOR YOUNG PEOPLE

1994	Pearson, Kit.	<i>The lights go on again.</i>
1993	Lottridge, Celia Barker.	<i>Ticket to Curlew.</i>
1992	No award.	
1991	Brandis, Marianne.	<i>The sign of the scales.</i>
1990	Pearson, Kit.	<i>The sky is falling.</i>
1989	Godfrey, Martyn. Perkins, Dorothy.	<i>Mystery in the frozen lands. Rachel's revolution.</i>
1988	Matas, Carol.	<i>Lisa.</i>

IODE: VIOLET DOWNEY BOOK AWARD — CHILDREN'S

1995	Ellis, Sarah.	<i>Out of the Blue</i>
1994	Pearson, Kit.	<i>The Lights go on again.</i>
1993	Johnston, Julie.	<i>Hero of lesser causes.</i>
1992	McFarlane, Sheryl.	<i>Waiting for the whales.</i>
1991	Bedard, Michael. Smucker, Barbara.	<i>Redwork. Incredible Jumbo.</i>

1990	Yee, Paul.	<i>Tales from Gold Mountain.</i>
1989	No award.	
1988	Kushner, Donn.	<i>A book dragon.</i>
1987	Lunn, Janet.	<i>Shadow in Hawthorn Bay.</i>
1986	Brandis, Marianne.	<i>The quarter-pie window.</i>
1985	Collura, Mary-Ellen Lang.	<i>Winners.</i>

IODE (TORONTO) BOOK AWARD — CHILDREN'S

1993	Lottridge, Celia Barker.	<i>Ten small tales.</i>
1992	Lunn, Janet; Christopher Moore, & Alan Daniel.	<i>The story of Canada</i>
1991	Bedard, Michael & Regolo Ricci.	<i>The nightingale.</i>
1990	Booth, David.	<i>Voices on the wind: poems for all seasons.</i>
1989	Clark, Brenda.	<i>Little fingerling (text by Monica Hughes).</i>
1988	Beddows, Eric.	<i>Night cars (text by Teddy Jam).</i>
1987	Parry, Caroline.	<i>Let's celebrate!</i>
1986	Reid, Barbara	<i>Have you seen birds? (text by Joanne Oppenheim).</i>
1985	Muller, Robin	<i>The sorcerer's apprentice.</i>
1984 dance.	Wallace, Ian	<i>Chin Chiang and the dragon's</i>
1983	Wynne-Jones, Tim	<i>Zoom at sea.</i>
1982	Stinson, Kathy	<i>Red is best.</i>
1981	Thurman-Hunter, Bernice	<i>That scatterbrain booky.</i>
1980	Kassian, Olena	<i>The hungry time (text by Selwyn Dewdney), and for Afraid of the dark (text by Barry Dickson.)</i>

MR. CHRISTIE'S BOOK AWARDS

- 1995 (7 years and under)
ENGLISH:
Valgardson, W. D. *Thor*. Ill. by Ange Zhang.
FRENCH:
Simard, Remy. *Mon chien est un éléphant*. Ill. by Helene Desputeaux.
- 1995 (8 - 11 years)
ENGLISH:
Greenwood, Barbara. *A Pioneer Story : the daily life of a Canadian family in 1840*. Ill. by Heather Collins.
FRENCH:
Cote, Denis. *Le parc aux sortilèges*.
- 1995 (12 years and over)
ENGLISH:
Ellis, Sarah. *Out of the blue*.
FRENCH:
Plante, Raymond. *L'étoile a pleure rouge*.
- 1994 (7 years and under)
ENGLISH:
Lucas, Berny. *Brewster rooster*.
FRENCH:
Desputeaux, Helene. *Caillou — la petite soeur / Caillou — la petite pot*.
- 1994 (8-11 years)
ENGLISH: (a tie)
Song, Nan Zhang. *A little tiger in the Chinese night: an autobiography*
Yerxa, Leo. *Last leaf first snowflake to fall*.
FRENCH:
Duchesne, Christiane. *La 42e soeur de Bebert*.
- 1994 (12 years and over)
ENGLISH:
Wieler, Diana. *RanVan the defender*.
FRENCH:
Demers, Dominique. *Les grands sapins et meurent pas*.
- 1993 (8 years and under)
ENGLISH:
Fitch, Sheree. *There were monkeys in my kitchen*.
FRENCH:
Gauthier, Gilles. *Le gros problème du petit Marcus*.
- 1993 (9-14 years)
ENGLISH:
Lunn, Janet & Christopher Moore. *The story of Canada*.
FRENCH:
Demers, Dominique. *Un hiver de tourmente*.

1992	ENGLISH:
Lee, Dennis.	<i>The ice cream store.</i>
	FRENCH:
Duchesne, Christiane.	<i>Bibitsa, ou l'étrange voyage de Clara Vic.</i>
1991	ENGLISH:
Doyle, Brian.	<i>Covered bridge.</i>
	FRENCH:
Gravel, Francois.	<i>Le Zamboni.</i>
1990	ENGLISH:
Pearson, Kit.	<i>The sky is falling.</i>
	FRENCH:
Anfousse, Ginette.	<i>Rosalie s'en va-t-en guerre.</i>

R. ROSS ANNETT AWARD FOR CHILDREN'S LITERATURE (sponsored by the Writers' Guild of Alberta)

1995	Goobie, Beth.	<i>Mission Impossible.</i>
1994	Bly, David.	<i>The McIntyre liar.</i>
1993	No award.	
1992	Hughes, Monica.	<i>The crystal drop.</i>
1991	Hutchins, Hazel.	<i>The cat of Artimus Pride.</i>
1990	Hudson, Jan.	<i>Dawn rider.</i>
1989	Meredith, Don.	<i>Dog runner.</i>
1988	Pasnak, William.	<i>Under the eagle's claw.</i>
1987	Halvorson, Marilyn.	<i>Nobody said it would be easy.</i>
1986	Hughes, Monica.	<i>Blaine's way.</i>
1985	Taylor, Cora.	<i>Julie.</i>
1984	Pasnak, William.	<i>In the city of the king.</i>
1983	Hughes, Monica.	<i>Space trap.</i>
1982	Hughes, Monica.	<i>Hunter in the dark.</i>

RUTH SCHWARTZ CHILDREN'S BOOK AWARD (sponsored by the Canadian Booksellers' Association)

1995	Young Author Title: Johnston, Julie.	<i>Adam and Eve and pinch-me.</i>
	Picture Book Title: Greenwood, Barbara & Heather Collins.	<i>A pioneer story: the daily life of a Canadian family in 1840.</i>
1994	Young Author Title: Melling, O.R.	<i>The hunter's moon.</i>
	Picture Book Title: Krykorka, Vladyana. (Text by Michael Arvaarluk Kusugak)	<i>Northern lights: the soccer trails.</i>
1993	Gilman, Phoebe.	<i>Something from nothing.</i>
1992	Yee, Paul & Harvey Chan.	<i>Rose sing on new snow.</i>
1991	Bell, William.	<i>Forbidden city.</i>
1990	Wieler, Diana.	<i>Bad boy.</i>
1989	Lunn, Janet.	<i>Amos's sweater (illustrated by Kim LaFave).</i>
1988	Taylor, Cora.	<i>The doll.</i>
1987	Oppenheim, Joanne.	<i>Have you seen birds? (illustrated by Barbara Reid).</i>
1986	Munsch, Robert.	<i>Thomas' snowsuit (illustrated by Michael Martchenko).</i>
1985	Little, Jean.	<i>Mama's going to buy you a mockingbird.</i>
1984	Wynne-Jones, Tim.	<i>Zoom at sea (illustrated by Ken Nutt).</i>
1983	Truss, Jan.	<i>Jasmin.</i>
1982	MacKay, Claire & Marsha Hewitt.	<i>One proud summer.</i>
1981	Martel, Suzanne.	<i>The king's daughter.</i>
1980	Smucker, Barbara.	<i>Days of terror.</i>

SHEILA A. EGOFF CHILDREN'S BOOK PRIZE

1995	Boraks-Nemetz, Lillian.	<i>The old brown suitcase.</i>
1994	Lawson, Julie.	<i>White jade tiger.</i>
1993	Sterling, Shirley.	<i>My name is Seepeetza.</i>
1992	Morton, Alexandra.	<i>Siwiti: a whale's story.</i>
1991	Hundal, Nancy.	<i>I heard my mother call my name.</i>
1990	Yee, Paul.	<i>Tales from Gold Mountain.</i>
1989	Collura, Mary-Ellen Lang.	<i>Sunny.</i>
1988	Morgan, Nicola.	<i>Pride of lions.</i>
1987	Ellis, Sarah.	<i>The baby project.</i>

VICKY METCALF AWARD

1995	Ellis, Sarah
1994	Katz, Welwyn
1993	Gilman, Phoebe
1992	Major, Kevin
1991	Doyle, Brian
1990	Hunter, Bernice Thurman
1989	Poulin, Stephane
1988	Smucker, Barbara
1987	Munsch, Robert
1986	Lee, Dennis
1985	Fowke, Edith
1984	Freeman, Bill
1983	MacKay, Claire
1982	Lunn, Janet
1981	Hughes, Monica
1980	Craig, John

BOOKS IN CANADA, FIRST NOVEL AWARD

1992 Steffler, John.	<i>The afterlife of George Cartwright.</i>
1991 Mistry, Rohinton.	<i>Such a long journey.</i>
1990 Ricci, Nino.	<i>Lives of the saints.</i>
1989 Birdsell, Sandra.	<i>The missing child.</i>

- 1988 Salutin, Rick. *A man of little faith.*
- 1987 Quednau, Marian. *The butterfly chair.*
- 1986 Lawrence, Karen. *The life of Helen alone.*
- 1985 Johnson, Wayne. *The story of Bobby O'Malley.*
- 1984 Ursell, Geoffrey. *Perdue: or how the West was won.*
- 1983 Robertson, Heather. *Willie: a romance.*
- 1982 Kinsella, W.P. *Shoeless Joe.*

PULITZER PRIZE (U.S.) —FICTION

- 1995 Shields, Carol. *The stone diaries.*

B.C. BOOK PRIZES, ETHEL WILSON FICTION PRIZE

- 1995 Reid, Gayla. *To be there with you.*
- 1994 Adderson, Caroline. *Bad imaginings.*
- 1993 Valgardson, W.D. *The girl with the Botticelli face.*
- 1992 Dickinson, Don. *Blue husbands.*
- 1991 Thomas, Audrey. *Wild blue yonder.*
- 1990 Maillard, Keith. *Motet.*
- 1989 Schermbrucker, Bill. *Mimosa.*
- 1988 McWhirter, George. *Cage.*
- 1987 Gom, Leona. *Housebroken.*
- 1986 Fraser, Keath. *Foreign affairs.*
- 1985 Thomas, Audrey. *Intertidal life.*

VANCOUVER SUN READER'S CHOICE

- 1993 Bantock, Nick. *Sabine's notebook.*
- 1992 Bringhurst, Robert. *The black canoe: Bill Reid and the spirit of Haida Gwaii.*

NEBULA AWARDS, SCIENCE FICTION NOVEL

1984 Gibson, William. *Neuromancer.*

HUGO AWARDS, SCIENCE FICTION NOVEL

1985 Gibson, William. *Neuromancer.*

NATIONAL MILTON ACORN MEMORIAL PEOPLE'S POETRY AWARD

1993	Lee, John B.
1992	Lau, Evelyn
1991	Purdy, Al
1990	bissett, bill
1989	Priest, Robert
1988	Tynes, Maxine
1987	Faiers, Chris

STEPHEN LEACOCK AWARD FOR HUMOUR

1995 Freed, Josh.	<i>Fear of frying and other fax of life.</i>
1994 Richardson, Bill.	<i>Bachelor brother's bed and breakfast.</i>
1993 Levesque, Joseph.	<i>Waiting for aquarius.</i>
1992 Carrier, Roch.	<i>Prayer of a very wise child.</i>
1991 White, Howard.	<i>Waiting in the rain.</i>
1990 Mitchell, W. O.	<i>According to Jake and the kid.</i>
1989 Kertes, John.	<i>Winter tulips.</i>
1988 Quarrington, Paul.	<i>King Leary.</i>
1987 Kinsella, W. P.	<i>The fencepost chronicles.</i>
1986 Slinger, Joey.	<i>No axe too small to grind.</i>

CANADIAN INVENTIONS AND INNOVATIONS: A Resource Based Unit for Grade 9 Social Studies

By **LOUISE KNOWLES**, teacher-librarian, and **LEON BOMOK**, social studies teacher,
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OBJECTIVES

Independent Learning

- The students will research and become familiar with one Canadian invention or innovation and will be able to define its characteristics and attributes.

Critical and Creative Thinking Personal and Social Values Skills Numeracy

- The students will work cooperatively in groups to design a totally new invention which has at least one attribute from each member's researched invention.

Technological Literacy Communication

- The students will work cooperatively to develop an advertising campaign including a videotaped commercial.

ACTIVITIES AND TEACHING STRATEGIES

Pre-Research

This unit on technology began by defining the concepts of discovery, invention and innovation to the students. The subject teacher provided the student with an overview of this topic in the following ways:

1. Showing the film *Inventor of Thing-A-Majigs* (NFB)
2. Leading the students on a walk around the school while they list all of the inventions and innovations which they see or hear.

3. Sharing notes and cartoons on this topic with the class. The students were told that they would be involved in a research activity in which each student would learn about one specific Canadian invention or innovation. Topics were selected by conducting a class lottery. The teacher librarian led the class in a brain-storming and categorizing activity in which the students arrived at three sub-topics for their research. These were: The Invention or Innovation, The Inventor or Innovator and the Effects of the Invention or Innovation on the World. Research questions were developed in whole group and copied onto research grids. A research plan detailing the topic, sub-topics, evaluation criteria and timeline for completion was completed by each student and handed in.

Information Retrieval

The teacher-librarian brought all available resources to the class. Inter-school loans were also made. The process of note-taking and bibliography writing were taught by the teacher librarian.

Information Processing

The students collected the necessary information to answer their research questions. The completed research grids were read by the teacher and/or teacher librarian.

Organizing and Creating

Each student wrote a rough copy of their report following instruction by the teacher librarian on how to turn research grid notes into sentences and paragraphs as well as ways to write introductions and conclusions. A final copy with a drawing of the invention, a cover page and bibliography was completed and handed in for evaluation.

Information Sharing

After completing the written report the students were asked to identify three characteristics of their invention. Heterogeneous triads were then formed and the students were asked to invent a product based on the nine characteristics of their inventions.

This task would involve creating a blueprint and model of their design.

In order to produce their new inventions, students were asked to bring plenty of “good junk” to class. The subject teacher contributed a huge plastic garbage bag full of “good junk.” Some examples of “good junk” might be:

- wheels from broken toys
- toilet paper and paper towel tubes
- egg cartons, string, coat hangers, boxes, plastic bottles, buttons, etc.

Once the model was constructed the triads were asked to develop an advertising campaign to sell their product. This would include a chart paper sized billboard or poster and a dialogue script which would be used for the creation of a videotaped commercial. The commercial could include songs, jingles or music as well. After all of the commercials were videotaped, the class enjoyed watching the finished products.

Evaluation

Objective

A checklist was kept as the students progressed through their research, report writing and triad activities. This was closely monitored.

Subjective

The research plans, grids and written reports were evaluated for content, presentation and organization. The blueprint and model of the new inventions were marked for clarity of design and purpose. The commercial was evaluated on individual student participation, as well as content and creativity.

Resources

Brown, J. J. *The Inventors: Great Ideas in Canadian Enterprise*. Toronto: McLelland and Stewart, 1967.

The Canadian Encyclopedia. Edmonton: Hurtig, 1988.

Horizon Canada. Center for the Study of Teaching Canada, 1987.

Inventors and Discoverers: Changing Our World. National Geographic Society, 1988.

Nostbakken, Janis and Jack Humphrey. *The Canadian Inventions Book: Innovations, Discoveries and Firsts*. Toronto: Gréey de Pencier, 1976.

Canadian Inventions and Innovations

- pabulum
- kerosene
- cobalt bomb
- acrylics
- carbide and acetylene
- disintegrating plastic
- paint roller
- variable pitch propeller
- North America's first electrical car
- compound revolving snow shovel (trains)
- AVRO Arrow
- Jetline
- Stol

- Phi (position homing indicator for aircraft)
- aircraft de-icer
- helium as a substitute for hydrogen in airships
- pulp newsprint
- computerized Braille
- panoramic camera
- film developing tank
- IMAX
- submarine telegraph cable
- telephone
- wire photo
- batteryless radio
- first commercial radio station
- steam foghorn
- screw propeller
- hydrofoil
- laser (sailboat)
- snow blower
- snowmobile
- spring ice skate
- basketball
- five pin bowling
- Trivial Pursuit
- electronic wave organ
- table hockey
- zipper
- Bovril
- first patented light bulb
- first heart valve operation
- first cardiac intensive care unit
- cardiac pacemaker
- helicopter trap (for landing on ships)
- pizza telephone computer delivery services
- retractable beer carton handle
- ear piercer

RESEARCH GRID

Topic/Theme _____	SOURCE 1	SOURCE 2	SOURCE 3
Question 1			
Question 2			
Question 3			
Question 4			
Question 5			

ARTIFACTS TELL STORIES

by **WENDY WICKLAND**, teacher-librarian, Fulford Elementary School, SD#64 (Salt Spring Island)

At the recent BCTLA annual conference at Burnaby South Secondary School in October, 1994, two teachers from Fulford Elementary School attended a presentation entitled "Archaeology Looks at Us." The presentation was given by Kim Lawson who works for the Archaeology Branch of the Ministry in a newly created educational position. We were captivated by her presentation and, as she spoke, we felt a definite shift in the way we were thinking about archaeology, information, oral traditions, artifacts and education.

We invited Kim to our school to give a presentation to our whole staff. As a result of this professional day our staff decided to hold an Archaeology Fair. All grade levels participated, parents and community members were invited, and our gym was filled with fascinating displays that reflected the Fair's theme...ARTIFACTS TELL STORIES.

The following are descriptions of how each grade level participated in the Fair.

The Kindergarten Class

For our study of archaeology we began with discussing memories and the things that are important to parents or grandparents. We read the book, *Wilfred Gordon McDonald Partridge*, by Mem Fox.

We then discussed the difference between natural objects and artifacts (something that has been changed by people). We learned to differentiate between the two. The book *The Clay Sings* by Byrd Baylor helped in our discussions about the importance of artifacts and the stories they could tell.

We read the book *My Great-aunt Arizona* by Gloria Houston and looked at the differences and similarities between children growing up then and now. Artifacts really do tell stories!

We drew and wrote about all of these discoveries.

We also talked about the other ways to learn about people—songs, stories, photographs and

artifacts. We brought in examples of some of these to class and to the Fair.

Primary Classroom

Our class learned about TIME. We discovered that we knew about people long ago from:

- the artifacts they left behind
- the stories that have been passed down orally from long ago—oral history

We also looked at FAIRY TALES—stories handed down from generation to generation.

Our task was for each of us to pick a fairy tale and come up with a collection of artifacts from our story. People could then use these artifacts as clues in order to guess which fairy tale is being depicted. Our displays were well-attended by all ages, and after much discussion, many of the tales were identified!

Primary Classroom

We did a study of our local area, Fulford Harbour. The goal was to examine uses of the harbour in the past by native people and early settlers and compare this with present day use. We went down to the harbour to look for evidence of early use—finding fire-cracked rocks and middens indicating native use. We visited a graveyard used by early settlers and observed log pilings from an early sawmill. We found 'artifacts' (rusted bolts, etc.) and speculated on their function and possible use. We also visited the local businesses to survey activities being done (catching ferries, having coffee, etc.). Local historians visited our classroom to tell stories of our area.

Grade Three Class

Our topic was **Sports and Leisure Activities 1995 A Time Capsule**.

We discussed and brainstormed the types of activities children and adults do for sports and leisure. We talked about what a time capsule is and

the purpose of creating one. We then selected a sport or leisure activity that we were interested in.

Our task was to collect artifacts that were used in the activity and to provide a short write up on the activity. The artifacts and write ups were to help somebody understand the activity. This somebody would be a person opening the time capsule sometime in the distant future (50 to 100 years from now).

We talked about what our activity would tell people of the future about the way we lived in 1995. What was important to us in 1995?

Grade 2/3 Class

Our class looked at **Toys or Games as Artifacts** for our Fair project. We described the physical properties of the article chosen for the project. We then wrote about it—explaining its use to someone who did not know what it could be used for, or we pretended the article was dug up at some point in the future and no one knew what its use was. We then had to come up with an explanation of what the article may have been and what it could have been used for.

Grade 4/5 Class

Artifacts in Literature was our topic. We each read an historical novel and then chose five items in the story that would be classed as artifacts. We made or collected the objects and then labeled them as to why they were important to the story. Examples included artifacts from *Sarah Plain and Tall* by Patricia MacLachlan—collected grasses from the prairie, pencil crayons that Sarah used to draw with, and a shell collected from the beach in Maine where Sarah used to live.

Grade 4/5 Class

Thinking like an Archaeologist was our central theme for this unit. We were involved with looking at our own culture through looking at the artifacts we use. In the process, we looked at what garbage from specific sites can tell us about the people who leave the garbage. We made hypotheses from the artifacts and looked for supporting evidence. We considered a variety of different artifacts and non-artifacts, looked for wear patterns all over the school, and practiced writing clear descriptions the way an archaeologist would.

Then we looked at the 1922 King Tut discovery and took a humorous look at what can happen if artifacts and their 'stories' are misinterpreted. We used the book *Motel of the Mysteries* as an example. We also spent time considering the ethics of dealing with sacred and personal artifacts. At the Archaeology Fair we conducted a survey that asked visitors if they supported the removal of the artifacts from Tut's tomb, or if they would have created a museum on the spot, or if they would have resealed the tomb and left the artifacts alone.

We learned that...

- an artifact is any object that has been made or changed by people
- archaeologists look at artifacts to find clues about how people lived and behaved
- the more artifacts archaeologists have to look at, the better they can figure out 'the story' about the people who used them

We created **The Class of 95 Artifacts from Life in BC in 1995**. We chose artifacts that would tell parts of the story about our lives in BC. in 1995. We tried to write the descriptions clearly, so that an archaeologist from the future would be able to understand what the artifact was used for, and would not make incorrect assumptions.

Grade 5 Class

Our theme was **Give Us Shelter; Experimental Archaeology** (Early pioneer shelters as artifacts)

We used these definitions:

- Artifact: an object or the remains of an object made, modified or adapted by man
- Shelter: a structure built to keep the elements from people and/or to provide refuge against danger

Prior to the actual construction of the models, we spent several lessons on understanding the basic needs of people. We then proceeded to the building of the models. Because the materials used are modified or adapted by man, our shelters became artifacts in the larger sense of the word! We were not to use glue guns or other adhesives. We used natural elements, minimizing impact on the woods around the school. No power tools were used to construct our models.

We chose from the following types of shelters:

- the lean-to
- the log cabin
- the sod house
- the tent
- the bush house

This was a very successful whole school activity which resulted in a well-attended community Archaeology Fair.

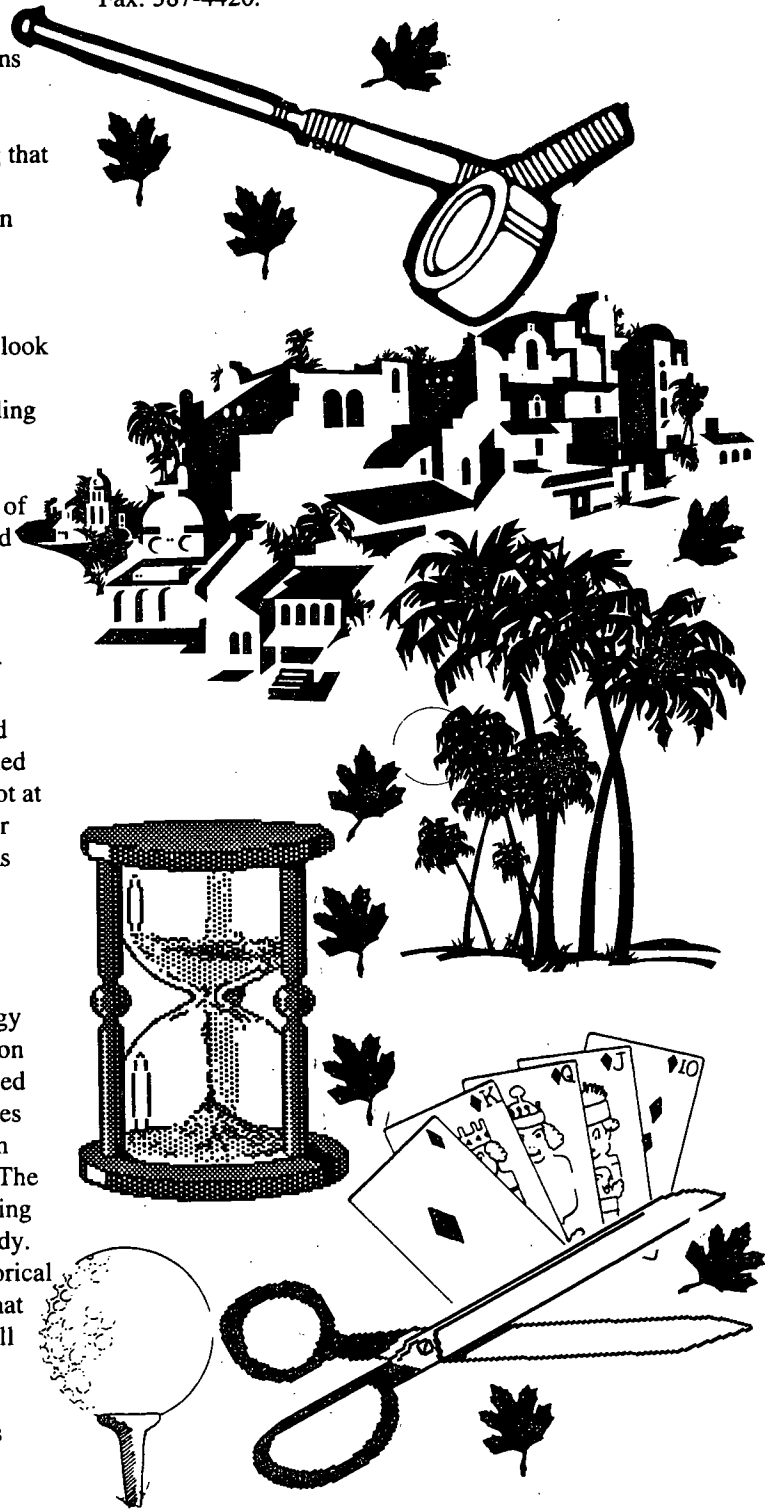
For further information Kim Lawson can be reached at: The Archaeology Branch, 5th Floor, 800 Johnson St., Victoria, BC, V8V 1X4. Tel: 356-8083; Fax: 387-4420.

Finally, we had to answer a series of questions explaining our models:

- Is your model meant to show a dwelling that would last along time or a short period
- Where would your model be if it were an actual livable shelter?
- What would the climate be like? (Think through all four seasons)
- What would the land around the shelter look like? (geography, flora/fauna)
- What sorts of things would people building and living in this type of shelter have to build with?
- When people left the shelter, what sorts of things might be left behind? What would happen to these things?
- What sorts of garbage did you have left over? (wood chips, broken tools...?)
- How did you find out how to build your model?
- What do you suppose your model would look like if you left it outside and it rained heavily on it? the raccoons or rodents got at it? other people scavenged the model for their own purposes? Draw what its looks like after a week, a month, a year.

Grade 7 Class

The Grade sevens' display at the Archaeology Fair was the culmination of several weeks work on the concepts surrounding archaeology. We focused on artifacts and participated in a range of activities that expanded from exploring what constitutes an artifact to the identification of specific samples. The class then went on to an exploration of the meaning of history and the subjectivity involved in its study. We then progressed to a look at the class as historical creatures who dealt with and 'owned' artifacts that defined each individual. As a final activity, we all created 'frames' within which we placed those artifacts that we felt best communicated who we were, and are. We invited the school and various visitors to guess whom each board belonged to.



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9:00 a.m. - 4:00 p.m. at the University Golf Club, UBC**

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- tips for communicating effectively
- ideas for improving service
- an opportunity to ask questions
- a panel discussion featuring persons with disabilities

Workshop Leaders are Wendy Keenlyside and Janet Mee of UBC's Disability Resource Centre. A library perspective will be provided by Sylvia Crooks, Senior Instructor at SLAIS and by Sheryl Adam, librarian responsible for co-ordinating services to UBC Library users with disabilities.

Registration fee is \$120 if received before October 6, 1995, \$150 if received after October 6, 1995. Fee includes resource materials, lunch and refreshments.

For registration material or further information please contact the School of Library, Archival and Information Studies. TEL: 822-2404 FAX: 822-6006 E-MAIL slais@unixg.ubc.ca

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DEVELOPMENT OF INFORMATION AND RESEARCH SKILLS WITH PRIMARY FRENCH IMMERSION STUDENTS

by JUNE BOUCHARD, SD#68 (Nanaimo).

The school library and the school library program have changed tremendously since the days when only a few books were found on the back shelves of the classroom. Since the 1960s, when it was no more than a public library collection housed in a school, the school library has undergone a number of transformations until the more recent model of a resource-based cooperative program planning philosophy was developed by Ken Haycock (Inkster, "A Prescribed Continuum of Skills," 205). Alternative programs such as process orientation, information and thinking skills approaches have recently been developed but most tend to be an extension of the concept of cooperative program planning as expressed by Haycock.

The information explosion and developing technology have also had a major impact on the school library program. The importance of having an effective library program has become that much more obvious.

"The ability to deal effectively with the proliferation of information is more essential now than at any other time in history. For information to become personal knowledge, students have to make connections and see relationships between what they read, see or hear and what they know."

(Alberta Curriculum Support Branch, *Focus on Research*, vii)

There should be a holistic approach to the library program integrating it to the whole curriculum as much as possible. An important part of the library program as an integrated component of the curriculum should be the research process. Students "need to learn a comprehensive research process that can be applied in any subject area and in real life situations. Developing skills to deal effectively with information will prepare students to function fully in society and will contribute to their appreciation of learning as a lifelong process" (*Focus on Research*, vii).

For such a program to be successful, it becomes imperative that children start early. The continuum for

integrating information processing skills and research strategies within the curriculum outlined in appendix B of *Developing Independent Learners* (57-59) suggests that we must start at the early primary level. This way, the students will move progressively from one stage to the other with a solid foundation in the various steps of research strategy.

However, the French Immersion program offers a unique challenge in that the children, particularly at the primary level, do not have the background vocabulary of the language of instruction necessary for the introduction of the basic skills. Opinions vary as to whether or not it would be preferable to wait until late primary or early intermediate before introducing French Immersion students to information processing skills and research strategies. This article will attempt to examine which approach is preferable, to give some reasons supporting that approach, and to offer suggestions for strategies that could be used in that particular context.

LANGUAGE ACQUISITION AND THE LIBRARY PROGRAM

Since French Immersion is primarily a language-based program, it is important to have some understanding of the theory of language acquisition. Language is learned naturally and developmentally and the learning experience must be meaningful to the learner. "Meaning is the core component of all language learning" (Mickelson, *Foundations of Reading*, 69). Moreover, it is important for children to have active experiences with the language in a social context; activities to ensure that students are actively engaged in all aspects of language must be provided. Such activities along with the materials accompanying them must be "cohesive, coherent, relevant, reliable and purposeful" (Mickelson, 70) in order to make sense to the learner. For the learning experience to be optimal, "literacy activities are not forced and imposed but are offered or spontaneously evolve in a manner that is authentic and meaningful for children and related to

their genuine interests" (Weber, "Playing their way...", 51).

The acquisition of a second language happens in a similar way. The learner will learn the second language through connections and associations. Once again, meaning is of utmost importance. "In all successful methods, the focus is on the message and not the form, on *what* is being said rather than *how* it is said" (Krashen, "Immersion...", 62). In an immersion environment, just as with any learning experience, the child must be able to relate to what is happening, everything must make sense to the learner.

Although French Immersion is a language based program, it is supposed to follow the same curriculum as the regular English program. All skills and strands must be taught at the same time. It must be understood that French is not *one* subject to be taught, it is the language of instruction for *all* subjects. Therefore, the library program should not be approached any differently than the other components of the curriculum. If information processing skills and research strategies are to be introduced at the early primary level in the regular program, it should be introduced at the same time in French Immersion. However, teaching strategies should be adjusted taking into consideration the limited language background of the students.

INSTRUCTIONAL STRATEGIES FOR PRIMARY STUDENTS

It is generally agreed that the library program in early primary should not be limited to exchanging books and reading stories (Interviews and questionnaires with various educators, September 93). Although such activities are appropriate to get young children acquainted with the library, the program should go beyond stories and include, for example, appreciation of literature, introduction to skills, and the concept of the library as a source of information. Research strategies and information processing skills should also be introduced at that level, even in French Immersion. As discussed above, research shows the importance of integrating language acquisition skills with real situations. Students need to use the language and the research process offers a motivational activity where students get the opportunity to use the language in a natural and purposeful way.

Obviously, teaching strategies and expectations would have to be adjusted to the context of French Immersion. Many of the following ideas and strategies have been suggested by some educators involved in

French Immersion (Interviews & questionnaires, September 1993). One of the main points is that we cannot be too fastidious on insisting on the target language when doing research in early primary. The skills being taught are not primarily linguistic; the major issue is one of motivation and interest which transcends language. Children must be allowed to express themselves verbally in English. Similarly, the teacher could teach the French technical vocabulary using the English equivalent at first then reinforce using French.

Another strategy when introducing research skills to early primary French Immersion students is to use a lot of visuals which can provide a lead into the language. At that level, the activities should be as concrete as possible. Many media, such as wordless picture books, speechless films, graphics, charts, posters and so on, are very motivational and can be used as vehicles for promoting the language.

Another important point to remember when dealing with French Immersion is that the students will likely require more assistance to deal with the concepts and skills taught. Since the teacher is not always available to assist every child, a "buddy system" could be established, either pairing the students within the classroom or getting an older class involved. Another strategy to reduce the need for the teacher's assistance is the development of a "research model." Such a model could be developed jointly with the students and could provide a way to ensure children's early success by replicating the teacher's or the class's research model.

In order to reduce the teacher's load further, all options for integrating information processing skills and research strategies into the early primary program in French Immersion should preferably involve some level of cooperation between the teacher-librarian and the classroom teacher. The teacher-librarian can assist the teacher not only at the planning level but also at the application level. As it is generally more efficient to work with less students, small groups of children could be sent to the library in order to receive more individualized instruction. The teacher-librarian could concentrate on information gathering, as well as organization, assimilation and interpretation of data (Hurd, "L'enseignant-bibliothecaire...", 27). "L'enseignant(e) conjointement avec l'enseignant(e)-bibliothecaire peuvent preparer des questions de recherche qui se veulent claires et très simples dans leur formulation mais qui peuvent rejoindre les différents paliers de la taxonomie de Bloom" (Hurd, 27).

Other strategies that have been suggested to deal with the challenge of limited language background include: choosing simple research topics, considering children's interests and class themes, exploring vocabulary in depth, displaying written words on the topic in the classroom, and avoiding lengthy explanations. It is interesting to realize that most of these strategies would be very much the same in a regular classroom. The main difference is that, in the French Immersion program, comprehension becomes far more important. We must constantly verify that the children have understood the directions and the concepts attached to a particular project.

RESEARCH SKILLS IN INTERMEDIATE GRADES

In French Immersion, as in the regular program, it would be reasonable to expect students to have acquired certain skills by the time they reach intermediate level. Appendix B of *Developing Independent Learners* outlines a continuum of skills and moves from Primary to Graduation. There are a number of skills such as identification and location of various library materials, that should be mastered by the end of the primary years. Other skills and strategies should have also been introduced by then, although not necessarily mastered. Some of the information processing skills that should be taught in primary include alphabetisation, basic use of the dictionary and selected reference works, basic use of the card catalogue, and introduction to note taking through the identification of key words.

Students should also know several strategies to locate materials on a certain topic and have some basic understanding of bibliographical data. Obviously, mastery of many of these skills comes with practice; some skills required for locating information involve high order thinking skills such as making associations and connections. These cannot be expected to be mastered in the primary years. But it becomes that much more important to have such skills introduced at an early age so that students have solid foundations to move along the continuum.

TWO CHALLENGES TO FRENCH IMMERSION RESEARCH INSTRUCTION

What happens when the teacher-librarian in a French Immersion school does not speak French? First of all, it is important to remember that, because the

skills and strategies involved in the research process and the retrieval of information are not primarily linguistic, they can easily be transferred from one language to the other. This is when cooperation between the teacher and the teacher-librarian becomes that much more important. One option would be to have the teacher-librarian introduce skills in English and the teacher them in French. In this instance, both teachers would be involved with all the children at the same time in order to facilitate the movement from one language to the other.

Other options could include increased use of visuals. A teacher-librarian could do a picture study in English using language transfer techniques jointly with the classroom teacher. The fact that a teacher-librarian does not speak French should not be an obstacle to the introduction of research skills in early primary French Immersion. A system of cooperation with the classroom teacher should ensure that the transition between the two languages occurs smoothly and that the terminology is understood in both languages.

Another challenge of French Immersion is finding the appropriate materials for beginning research projects. In most cases, the resources available are not appropriate for students in terms of age, language level and interest (*Developing Independent Learners*, 33). Many of the resources have to be adjusted or locally developed in order to respond to the needs of the students. This is a problem at all levels of French Immersion but it is particularly obvious at the early primary level as most resources tend to be far too difficult for the children to handle on their own. Once again, guided assistance becomes a key element of instruction.

CONCLUSION

The original purpose of this paper was to determine whether or not it is appropriate to introduce French Immersion students to information processing skills and research strategies at the same time as students in the regular program that is in early primary. Based on the theory of language acquisition, on the opinion of educators in the field of immersion and on the limited research on the subject, it would appear that children in French Immersion should not be treated any differently than the students in the regular program. However special considerations should be made for the limited language background of the students and the lack of appropriate resources. Teaching strategies should be adjusted to take those factors into consideration.

Cooperation between the teacher and the teacher-librarian seems to be a logical way to approach the teaching of the research process particularly if the teacher-librarian does not speak French. The development of information processing skills and research strategies should start very early for all students and should play a major role as part of an effective library program.

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INTERVIEWS AND QUESTIONNAIRES:

Bouffard, Sylvain, Grade 4, Harewood Elementary.

Bramley, Anneli, Grade 1, Harewood Elementary.

Kellam, Jacqueline, Grade 3, Harewood Elementary.

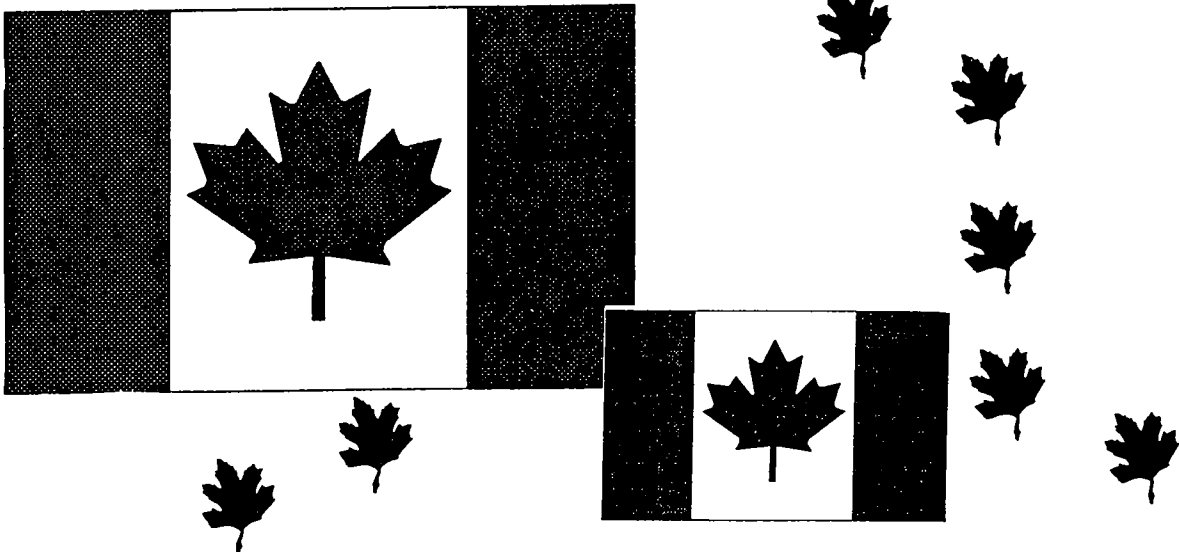
Lougheed-Mercier, Kathleen, K-1, Quarterway School.

Kathy McKierahan, Teacher-Librarian, Pauline Haarer.

Mercier, Raynald, Grade 5/6, Harewood Elementary.

Mullis, Don, Principal, Harewood Elementary.

Saint-Louis, Lynne, Student-teacher, Malaspina College.



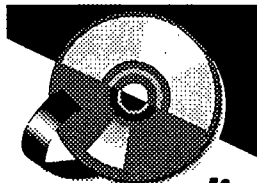
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IMAGES OF CANADA: A UNIT FOR EARLY INTERMEDIATE FRENCH IMMERSION

by **KATHY MCKIERAHAN**, teacher-librarian, Pauline Haarer School, and **JUNE BOUCHARD**, teacher-librarian, Harewood School, SD#68 (Nanaimo).

Although this unit was prepared for the early intermediate level, it could easily be adapted to late primary. Adjustments will be necessary in note taking, mapping skills, and use of the card catalogue.

UNIT OVERVIEW

GOAL

To develop students' knowledge and appreciation of the geographical and human diversity of Canada, as part of SD#68 theme for 1992-93, "Being Canadian."

PREREQUISITE SKILLS

Children have been introduced to:

- mapping skills
- note taking skills
- general knowledge of Canadian geography
- letter writing format
- knowledge of card catalogue and vertical file



TIME REQUIRED

Four to five weeks, three forty minute periods per week.

LEARNING OUTCOMES

Literature appreciation outcomes (responding, representing)

The student will be able to:

- compare and contrast books and videos
- appreciate the variety of French Canadian children's literature
- respond to a favourite book by writing to an author or illustrator

Information skills outcomes

The student will effectively use a variety of:

- retrieval skills, such as organizing and recording information, and using prior knowledge through brainstorming
- mapping skills
- research skills, such as using resources of the library resource centre, and locating resources in the community.

Language outcomes

The student will:

- read picture books in French
- write a letter in correct format
- create a travel brochure
- write an autobiography
- listen actively to each other and to videos

LEARNING ACTIVITIES AND TEACHING STRATEGIES

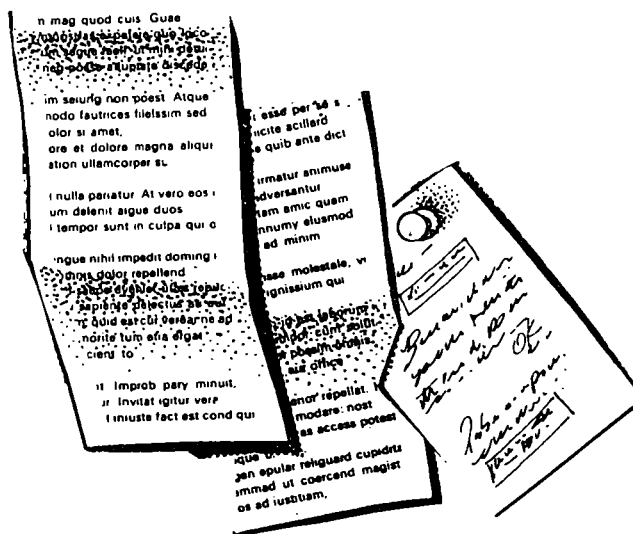
WEEK ONE: Introduction

Teaching strategies

- webbing
- mind mapping

Learning skills

- thinking
- listening
- listing
- sharing



Session 1

Teacher and teacher-librarian, working together, introduce the unit by playing music by Stan Rogers and Suzanne Pinel, by showing the film *Helicopter Canada*, and by conducting a brainstorm session using chart paper to record an information web.

- Questions to promote thinking:

What is Canada?

What makes it unique?

What are we interested in?

What is a Canadian?

- Explain the areas students will be focusing on over the next four weeks: geography, travel, culture, and famous people. Three projects will be: travel brochure, videotaped interview, autobiography.

Session 2: Geography

Teaching strategies

- lecture
- demonstration
- modeling

Learning skills

- listening
- speculating
- observing
- recording
- sorting

- The session is held in the classroom, with teacher and teacher-librarian team teaching.
- Introduction of a variety of maps: political, geographical, road map, atlas, etc.
- Review provinces and capitals
- Look at pictures from each region
- Retrieval chart about pictures from regions.

Headings for columns:

Province name What it looks like Occupations Recreation

Session 3

This is a working session, in which students finish the retrieval charts from session two. Children are given a blank map of Canada; they must identify provinces and capitals.

WEEK TWO: Travel brochures

Teaching strategies

- pairing students
- integration of curriculum
- brainstorming

Learning skills

- research
- retrieval
- use of special reference books
- cooperation
- selection
- critical thinking



Sessions 1, 2 and 3

- The teacher-librarian introduces the project with assistance from the teacher. Students work in pairs to create a travel brochure on a province of their choice. All provinces and territories should be covered. Models are presented. Resources are displayed.

- What must be included in the brochure:

1. Fact box: capital, other major cities, population, interesting geographical features.
2. Map: capital, major cities, attractions which are mentioned in the brochure text.

- Students brainstorm with their partner what else could be included and have ideas approved

by the teacher or teacher-librarian. Possible things to include are photographs, recreation, hints for a traveler, when best to visit, major tourist attractions, holidays or special celebrations, for example Calgary Stampede, Quebec Carnival, etc.

- Suggested resources: CD-ROM, almanacs, encyclopedias, atlases, travel guides, brochures, postcards, newspapers, magazines, vertical file, etc.

- Suggested sources of information: library resource centre, travel agencies, home, public library, college library

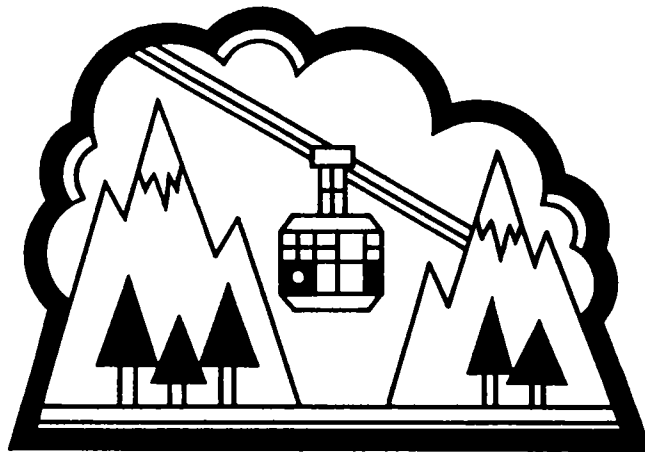
WEEK THREE: Culture and literature

Teaching strategies

- discussion
- lecture
- comparing
- contrasting

Learning skills

- compare and contrast
- listening
- observing
- writing skills



Session 1

- Focus on French Canadian literature with a general introduction to available materials, including books and videos by French Canadian authors and illustrators. Presentation by teacher-librarian, in the library resource centre, with assistance from teacher.
- *Le chandail de hockey*, by Roch Carrier. Read the book aloud. Show the French language video. Show the English language video. Discuss differences and similarities among the three. Discuss life in Quebec in the 1940s, the importance of hockey, and other points of interest.
- The teacher takes a selection of books back to the classroom for a reading centre. The books will be shared prior to the next session.
- *Le cin ma de Fr d ric Back* could be used as well.

Sessions 2 and 3

- In the classroom the teacher-librarian assists the teacher in helping students to choose a book that appeals to them, either for the story or the illustrations.
- The student writes a letter to the author or illustrator. The letter will introduce students and their project, tell why they liked the book, include questions, if any, and suggestions or a plot outline for a sequel.

Authors and illustrators may include:
Ginette Anfousse

Paulette Bourgeois
Roch Carrier
Marie-Louise Gay
Darcia Labrosse
Michèle Lemieux
Mireille Levert
Stéphane Poulin

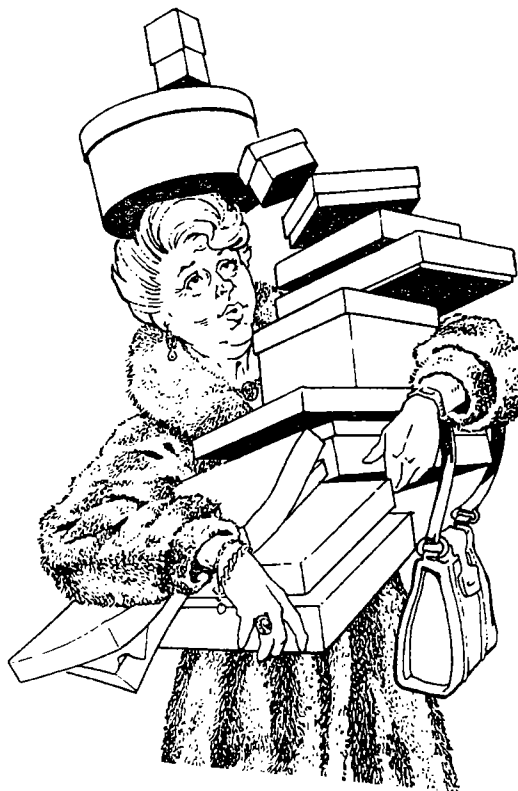
WEEK FOUR: Lives of the rich and famous

Teaching strategies

- modeling
- guiding questions
- brainstorming

Learning skills

- research
- interview
- videotape
- question techniques



Session 1

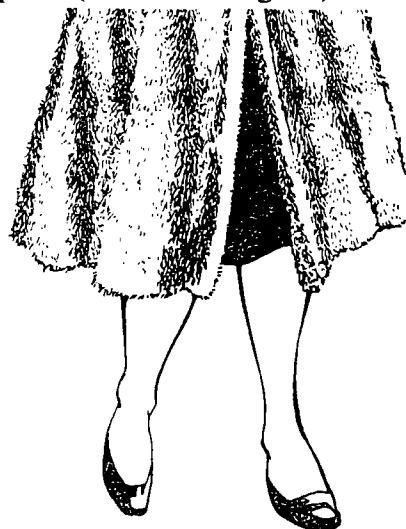
- Both classroom and library resource centre resources are used.
- In the library resource centre, the teacher-librarian mentions some famous Canadians, and shows a video of an interview with Roch Carrier. The teacher and teacher-librarian model an interview with a famous Canadian.
- Students choose from a list of famous Canadians.
- Brainstorm: what would you like to know if you met this person?
- Teacher forms groups of three with designated roles, for purposes of preparing and presenting the interview.
- Students start research based on results of brainstorming sessions.
- Suggested resources include: *Junior Canadian Encyclopedia* (French or English) and *Canadian Lives Series* (Fitzhenry & Whiteside).

Session 2

- Students complete the research for their interview
- Prepare questions.
- Practice the interview

Session 3

- Practice followed by videotaping interviews



WEEK FIVE: Student autobiography

Teaching strategies

- sharing
- guiding

Learning skills

- writing
- reflecting
- sharing

Activities

- Students write their own autobiography in French based on the following: place of birth, ancestry, travels, family, interests, favourite books, etc. and include what is good about being a Canadian.
- Make sure that all assignments are completed and ready for display. Finish videotaping any interviews not done already.
- Sharing sessions: each student chooses one project and shares it with the whole class. Students must state why they feel this is their best project.
- Evaluation

EVALUATION

Student evaluation based on:

- Anecdotal observations by the teacher and teacher-librarian during the working periods. It is suggested that both meet at the end of each week to reflect on the ongoing assessment of the process. Criteria to be considered include cooperation with others, participation, finished product, originality, etc.
- Completion of all projects.
- Responses on the student's self-evaluation
- Conferencing with students

Unit evaluation and revision based on:

- How did it go over all?
- What worked?
- What needs to be adjusted or changed?
- Anything that could be added or deleted?
- How did the time frame work?
- Were the activities at an appropriate level for the students?
- Was it challenging enough?
- Did we meet our objectives?

STUDENT SELF-EVALUATION

REFLECTIONS

1. J'ai aimé travailler sur cette unité parce que...
2. J'étais frustré(e) quand...
3. J'étais satisfait(e) quand...
4. Si je pouvais faire des changements dans la façon que j'ai travaillé, je...
5. J'ai préféré travailler seul ____ ou avec un group ____
6. La chose la plus importante que j'ai appris sur leCanada est...
7. Ma chose préférée dans cette unité est _____ parce que...

FAMOUS CANADIANS

Athletes

Wayne Gretsky
Brian Orser
Kurt Browning
Mario Lemieux
Patrick Roy
Larry Walker
Sylvie Bernier
Alex Baumann
Laurie Graham
Steve Podborski
Gordie Howe
Maurice Richard
Gaétan Boucher
Nancy Greene



The Arts

Pitseolak
Pauline Johnson
Bryan Adams
k.d. lang
Cory Hart
André-Philippe Gagnon
Félix Leclerc
Emily Carr
Stephen Leacock
Tom Thomson
John Gray
Brian Doyle
Evelyn Hart

Ted Harrison
David Foster
Roy Vickers
Pierre Berton

Scientists and Inventors

Alexander Graham Bell
Sir Frederik Banting
Jonas Salk

Politicians

Jeanne Sauvé
John A. Macdonald
Brian Mulroney
René Lévesque
Robert Dunsmuir

Others

Cardinal P. E. Léger
Terry Fox

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VIDEO AND FILM

Paddle to the sea. 28 minutes. Video. Primary.

First nations boy from northern forest. Gives vivid impression of Canada's varied landscape the the life of the waterways.

Canada: landform regions. 15 minutes. Video. Intermediate.

Shows typical areas from the main physical regions of Canada.

Helicopter Canada. 16 minutes. 16mm film.

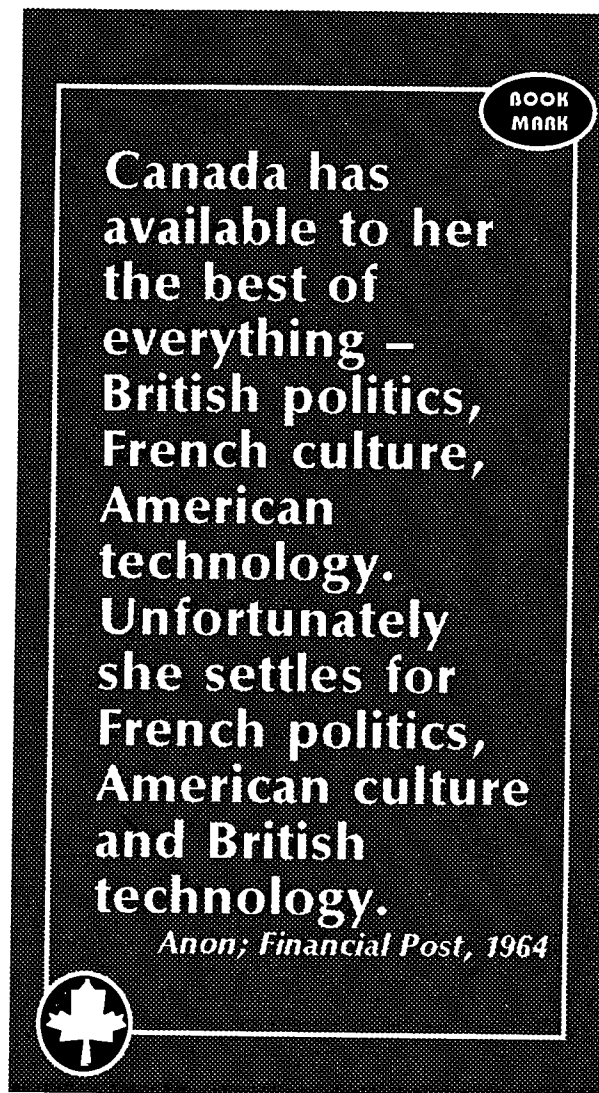
Bird's eye look at Canada, from St. John's to Victoria.

Roch Carrier. 15 minutes. Video.

Interview. Describes his early unsuccessful attempts to have work published. Reads passages from *The hockey sweater*.

Le chandail de hockey. 9 minutes.

Série livre ouvert.



The sweater. 11 minutes.

Le cin ma de Fr d ric Back . 56 minutes.

Three animated films including Oscar winner *Crac!* Includes a teacher's guide.

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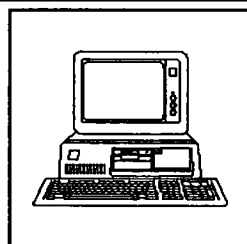


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**BOOK
MARK**

**No bubble is
so iridescent
or floats
longer than
that blown by
the successful
teacher.**

*Sir William Osler (1849-1919),
Canadian physician.*



SIMPLE MACHINES: A HANDS-ON SCIENCE UNIT FOR GRADE FOUR

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

INTRODUCTION

The following unit was developed in response to several needs. The staff at Larson Elementary School had identified science as an area of special attention for the school year 1994-95. As teacher-librarian I wanted to integrate the library resource centre programme with this focus. I also had noticed that some topics were over-used and others, especially in physics, were neglected. At just the right moment copies of the new science curriculum were delivered to the school. Teachers were beginning to revise their science materials to reflect the new topics and grade levels. During our year of professional development, we had invited Wendy Lim of Simon Fraser University to talk to us on strategies for teaching science, and on selection of resources. She discouraged us from investing in a science text series, saying we would be better off buying teacher guides and single copies for teacher reference, and preparing our units with selected activities from many sources. I was aware that the library resource centre collection contained many good science books including hands-on activities which could serve as resources for teacher-developed units, so this is what we did. This unit is resource-based in the sense that the teacher and teacher-librarian used library resources to prepare the unit. Students use library resources in two stations, and browse through selected science books when they have finished station procedures and are waiting for others to be ready to move on. The unit was taught in the library resource centre, except for the introductory lessons which were taught partly in the classroom and partly in the library resource centre.

For a full set of camera-ready student worksheets, diagrams and teacher's edition of diagrams, send \$5 to Barbara Smith, %Larson Elementary School, 2605 Larson Road, North Vancouver, BC, V7G 3W4.

OBJECTIVES (from *Science K-7: draft learning outcomes*)

- manipulate simple machines to determine their characteristics and uses
- compare the uses of simple machines today with those in the past
- operate simple machines to demonstrate the relationship between kinetic and potential energy

OUTLINE OF THE UNIT

- I Introduction (direct instruction)
- II Station study
 - Station #1 - Pulleys
 - Station #2 - Wheels and axles
 - Station #3 - Levers

Station #4 - Inclined planes

Station #5 - Wedges and screws

Station #6 - Gears

Station #7 - Friction and inertia

III Concluding project: students are challenged to design a machine using various combinations of simple machines. It can be fanciful or realistic, 3-D working model or a complete, drawn design.

TIMELINE

Four weeks, plus concluding time for student home projects.

One week for the introductory direct instruction.

Three weeks for the station study (four periods per week, 40 minutes each)

MATERIALS

See shopping list.

STAFFING

We used the classroom teacher, the teacher-librarian, a teachers' aide, and the school principal. After the first two rotations, less staff was required, since the students became accustomed to the requirements of the stations.

INTRODUCTION

Objectives

- to develop basic vocabulary.
- to identify six simple machines.
- to identify simple machines in common life.
- to develop the concept of machines making work easier.

Time Line for Introduction

One week (three or four 40-minute periods)

Introductory activities

View three films or videos:

Movement everywhere. EBEC. 11 minutes. Pr.-Int. Very basic (and old). Use this first. It covers four sources of energy/force.

Simple machines - using mechanical advantage. Barr. 18 minutes. Int.-Jr.

Simple and compound machines: how they work. EBEC. 22 minutes. Int.

Concepts and vocabulary to develop:

gravity	inertia
weight	wheel and axle
friction	pulley
force	lever
kinetic energy	wedge
potential energy	inclined plane
machine	screw
effort	gear
resistance	force/distance/speed (the ways in which
work	movement is changed to do work)

Note: liquid or gas under pressure - some sources list this as another type of simple machine. For example, a balloon can create force as air is expelled under pressure. Hydraulic machinery works by this principle. Unless it shows up on one of the AV resources, or a student mentions it, don't! The purpose of this unit is to concentrate on how energy is changed. Sources of energy are not central to the unit.

As the above terms are used in the films and video, note them. Have students try to define the terms. Start a chart with definitions, or a web showing how the terms interrelate. Use diagrams if words seem too cumbersome.

Bring, or have students bring, examples of simple machines from home, or compound machines in which combinations of simple machines can be clearly seen. Have the students tell where resistance will touch the machine, where force will be added, and if the machine causes the resistant weight to move faster or slower, to move in a different direction than the machine, or to move farther or less far than the machine. Don't attempt to do each of these things with every example. Still, every bit of experience the kids have will make the station study experiments easier.

STATION STUDY

Each student should have her/his own 'DuoTang' folder. Worksheets are hole punched and kept in prepared file folders, one for each station. Equipment for each station is kept in a separate plastic bag.

There are seven stations with student worksheets for each station. Students must complete the procedures as directed on the student worksheets, answer questions and make diagrams. Since this was a first effort at a hands-on physics unit for these grade fours, we decided to prepare diagram cards with partial labeling, so the students could copy them onto the worksheets, and add the rest of the labeling. The students enjoyed colour coding the labels, so we had a supply of coloured pens for this purpose.

A selection of library books and other resources was available for students to browse through if time allowed. Station seven required students to look through *Fun with science: movement*, by Brenda Walpole (Warwick, 1987) to select a procedure

demonstrating friction or inertia. This resource is out of print, but the same material is reprinted as part of *175 science experiments to amuse and amaze your friends*, by the same author (Random, ISBN 0-394-89991-1) available from United Library Services for \$16.50. This station requires considerable teacher assistance. The levers station required students to browse through library books to find examples of the three types of levers. We found that the students needed help with this, so we photocopied (!) relevant pictures for ease of reference.

The “conclusion” part of each station or procedure refers back to the “purpose.” Students should simply restate the purpose in a declarative sentence. For example, if the purpose was “to find out how pulleys make work easier”, the student states the conclusion, “pulleys make the work easier.” Students could be encouraged to expand on this, by stating that two pulleys make work easier than one pulley.

Students find the question about change in energy direction, speed and distance difficult. It is important to demonstrate this concept before beginning the stations. This can be done when discussing the simple and complex machines students bring from home. A mechanical egg-beater changes the direction of energy and is easy to see. A press-type can opener changes the distance of energy — the handle moves farther than the cutter. The direction changes as well. We were interested to see an ESL student who had not done well in regular school work “ace” these questions with no difficulty. He was obviously gifted in this area, and his language difficulties were irrelevant.

SIMPLE MACHINES

(student worksheet)

GLOSSARY OF TERMS

(Students may draw a picture to illustrate the following.)

ENERGY

Energy is needed to make things move, and to do work. With a simple machine, less energy is needed to do the work.

POTENTIAL ENERGY

Stored energy. A rock lying on the top of a cliff has potential energy. Human muscles have potential energy.

KINETIC ENERGY

The energy of movement. When the rock topples over the cliff, potential energy becomes kinetic energy. When muscles move to make an arm move, and to make an object move, that's kinetic energy.

TRANSFORMATION OF ENERGY

When potential energy is changed into kinetic energy.

from *The World Book Encyclopedia*.

MY SCIENTIST PLEDGE

(student worksheet)

I promise to at all times:

- cooperate with others in my team
- take turns in all parts of the activities
- treat equipment and supplies with respect
- answer questions honestly
- observe carefully
- write, draw and label neatly
- keep on task during work times
- find extra activities when work is done
- ask “why” questions about the procedures

(signed) (date)

STUDENT EVALUATION

SCIENCE SKILLS

1. Uses scientific methods
 - 1.1 Makes effective use of tools and apparatus
 - 1.2 Draws conclusions based on data
 - 1.3 Interprets information using scientific methods: observations, classification, comparisons, interpretation, prediction, experimentation, formation of hypothesis
2. Reports information
 - 2.1 Makes meaningful contributions to discussion
 - 2.2 Presents information through visual, oral and written forms
3. Knows scientific facts and concepts
 - 3.1 Comprehends scientific vocabulary, facts and concepts (SEE BELOW)

CONTENT

Student demonstrates the following understandings:

1. Machines are used to make tasks easier to perform.
2. Through the manipulation of simple machines, determines their characteristics and uses
3. Represents knowledge of simple machines by demonstrating their use
4. Represents knowledge of simple machines by writing, drawing, or talking about them
5. Demonstrates scientific skills and processes by making predictions and recording and presenting experimental results

SHOPPING LIST

large plastic tub (to hold everything)
2 small toy dump trucks
plank, 1 meter long X 8 inches wide (approximately)
4 spring scales (3 at 250 g, 1 at 1 kg)
wooden ruler
metal weights (various sizes up to 1 kg)
fulcrum (about 3X3X3, depth X2 - cut from a piece of wood 2X4)
2 weights (to make the trucks heavier - we used 50 g)
rollers (use 1/2 inch doweling or plastic straws)
2 small pulleys (one single and one double - we used metal ones from Home Hardware, about \$9.00 in all)
a rack to hold the pulleys (we used a Hang-up bag rack, the 24 cm high one, but you could hang the pulleys off almost anything)
corrugated cardboard (for station 5, to punch holes in)
thin cardboard (for station 6, to cut gears out of)
sharpened dowel or pencil
hammer
screwdriver
assorted nails, screws and nuts-and-bolts
a piece of 2X4, for hammering nails in and screwing screws in
scissors
metal fasteners (the kind that allow one piece of paper to rotate on another)
plastic gears (available from Spectrum Educational or Louise Kool)
bamboo skewers
string
plastic bags, like Ziploc (to hold the equipment for the stations)
twist-ties (a roll of the garden kind is good, allows you to make longer pieces easily - just cut off the length you want)

For station #7

At this station students choose an experiment. Not all of the following items suggested in the resource book *175 Science experiments to amuse and amaze your friends*, by Brenda Walpole, pp. 101-107 will be used.

eggs (one cooked and one raw)
plate
coin
cardboard
drinking glass
match box (the thick, square kind, with a little drawer that pushes out)
mug
sheet of paper
checkers
ruler
plastic tray or metal cookie sheet (for inclined plane)

objects to slide down the plane (rock, wooden block, ice cube, etc.)

bowls (2)

balls (2) - one smooth, one tennis ball

We found that a tub 27 cm X 55 cm X 40 cm was the right size to hold all the equipment and file folders, except for a few items like the collection of library books, the pulley rack and the inclined plane. It was quick and easy to set things out and to clean up. The box was easily carried away to its storage place between sessions. A lidded box is a good idea, since boxes can then be stacked.

Stations 2 and 4 require toy trucks and spring scales. Depending on how heavy the toy trucks are and how sensitive the spring scales are, you may need to tape an extra weight inside the trucks so the procedures will show a reasonable difference in force. It worked for us to add 50 g to the trucks, and to use a spring scale measuring up to 250 g. This produced a satisfactory differential of force. Our trucks came in little boxes, with holes for the wheels to fit in. We adapted the boxes for procedures in which we wanted to show maximum friction, so that the little truck sat in the box which was then pulled along the surface.

For the levers station 3, we used a 16 inch/41 cm ruler. This allowed for better leverage than a shorter one.

For the gears station 6, we ordered plastic gears but they didn't arrive in time. We substituted a "Spirograph" game, and had the students make designs using the various combinations of gears in this game. The game can be used by several students at once, if extra anchor-pin arrangements are made out of thumb tacks and a piece of scrap cardboard.

For the inclined plane, we used a handy, unused library book shelf, and a stack of encyclopedias. This is a different way of using library resources!

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STUDENT LAB PROCEDURE WRITE-UPS

The following worksheets should be re-formatted to leave spaces for diagrams.

SIMPLE MACHINES - Station #1

Title: Pulleys

Purpose: to find out how pulleys help make work easier.

In all diagrams, include arrows showing force, resistance, movement, and at least one

place where friction would occur. Label each arrow.

Procedure #1: Lift the weight 1 metre, using only string, a spring scale and a firm support.

Results: The spring scale showed _____ force.

Diagram:

Procedure #2: Lift the weight 1 metre, using a string, a spring scale, and one pulley.

Results: The spring scale showed _____ force.

Diagram:

Procedure #3: Lift the weight 1 metre, using a string, a spring scale, and two pulleys.

Results: The spring scale showed _____ force.

Diagram:

Questions:

1. Which procedure showed the least amount of force?

2. Why? (Explain your answer in #1)

3. How is the energy changed in procedure #1?

Direction? _____ Speed? _____ Distance? _____

How is the energy changed in procedure #2?

Direction? _____ Speed? _____ Distance? _____

How is the energy changed in procedure #3?

Direction? _____ Speed? _____ Distance? _____

4. How could this simple machine be used in real life, to help with a job?

Conclusion:

SIMPLE MACHINES - Station #2

Title: Wheels and Axles

In all diagrams, include arrows showing force, resistance, movement, and at least one place where friction would occur. Label each arrow.

Purpose: to find out how wheels and axles help make work easier.

Procedure #1

Pull a weight using a spring scale and string only. Use the toy truck in its box.

Results: The spring scale showed _____ force.

Diagram:

Procedure #2

Pull a weight using a spring scale, string and rollers. Use the toy truck in its box, on rollers.

Results: The spring scale showed _____ force.

Diagram:

Procedure #3

Pull a weight using a spring scale, string, wheel and axle. Use the toy truck on its own wheels.

Results: The spring scale showed _____ force.

Diagram:

Questions:

1. What happened when you pulled the weight with the spring scale and string?

Describe how the weight felt.

2. Describe how the weight felt in procedure #2.

3. Describe how the weight felt in procedure #3.

4. How is the energy changed in procedure #1?

Direction? _____ Speed? _____ Distance? _____

How is the energy changed in procedure #2?

Direction? _____ Speed? _____ Distance? _____

How is the energy changed in procedure #3?

Direction? _____ Speed? _____ Distance? _____

Conclusion:

SIMPLE MACHINES - Station #3

Title: Levers

Purpose: to find out how levers help make work easier.

In all diagrams, include arrows showing force, resistance, movement, and at least one place where friction would occur. Label each arrow.

Procedure #1 (Class one lever)

Balance a ruler on a fulcrum in the middle, with 200 g of weight on one end and the spring scale on the other.

Results: The spring scale showed _____ force when the ruler was level.

Diagram:

Procedure #2 (Class one lever)

Balance the ruler with two 100 gram weights on one end, and one 100 gram weight on the other. There are two ways to make the ruler balance. Can you find them?

Results:

To balance, all the weights were at the ends of the ruler and the fulcrum was at the _____ mark on the ruler.

To balance, the fulcrum was in the middle while the single weight was at the _____ mark on the ruler and the two weights were at the _____ mark on the ruler.

Diagrams:

Procedure #3 (Class two lever)

Place the fulcrum at one end, three weights in the middle, and a spring scale at the other end. Measure the force needed to keep the ruler level.

Results:

The spring scale showed _____ force while keeping the ruler level.

Diagram:

Extra task: Try moving the position of the weight. Is it easier closer to the fulcrum or closer to the force?

Procedure #4 (Class three lever)

Place the fulcrum at one end, the weight at the other end, and the spring scale in the middle. Measure the force needed to keep the ruler level.

Results:

The spring scale showed _____ force while keeping the ruler level.

Diagram:

Extra task: Try moving the weight. Is it easier closer to the end or closer to the force?
_____ Try moving the force. Is it easier closer to the fulcrum or closer to the weight?

Questions:

Think of levers people use in their work. Look in library books to find examples of the three classes of levers.

SIMPLE MACHINES - Station #4

Title: Inclined planes

Purpose: to find out how inclined planes help make work easier.

In all diagrams, include arrows showing force, resistance, movement, and at least one place where friction would occur. Label each arrow.

Procedure #1

Use the toy dump truck and weight, string and the spring scale to lift the weight 1 metre.

Results:

The spring scale showed _____ force.

Diagram:

Procedure #2

Use the toy dump truck and weight, string, spring scale and the board. Place one end of the board on a support 30 cm high (use a stack of books). Place the dump truck in its box, and drag it up the inclined plane.

Results:

The spring scale showed _____ force.

Diagram:

Procedure #3

Use the toy dump truck and weight, string, spring scale and the board. Place the dump truck on its wheels and pull it up the inclined plane.

Results:

The spring scale showed _____ force.

Diagram:

Procedure #4

Use the toy dump truck and weight, string, spring scale and the board. Lower the height of the inclined plane. Pull the dump truck up the plane.

Results:

The spring scale showed _____ force.

Diagram:

Questions:

1. How is the energy changed in procedure #1?

Direction? _____ Speed? _____ Distance? _____

How is the energy changed in procedure #2?

Direction? _____ Speed? _____ Distance? _____

How is the energy changed in procedure #3?

Direction? _____ Speed? _____ Distance? _____

How is the energy changed in procedure #4?

Direction? _____ Speed? _____ Distance? _____

2. Think of some ways wheels and axles are used in doing real work. Try to think of things other than transportation.

Conclusion:

SIMPLE MACHINES - Station #5

Title: Wedges and screws

Purpose: to find out how wedges and screws help make work easier.

In all diagrams, include arrows showing force, resistance, movement, and at least one place where friction would occur. Label each arrow.

Procedure #1

Using a sharpened dowel and corrugated cardboard, use moderate force to try to make a hole in the cardboard, using the blunt end of the stick. Then use the sharpened end.

Results:

Which end required the most force?

Diagram:

How was the energy changed:

Direction? _____ Speed? _____ Distance? _____

Conclusion:

Procedure #2

Using one nail and one screw, the board, a screw driver and a hammer, see which (the screw or the nail) is more difficult to get into the wood.

Results:

The _____ was more difficult to force into the wood.

Diagram:

Questions:

1. How was the energy changed?

Direction? _____ Speed? _____ Distance? _____

2. Why would someone choose a nail over a screw? A screw over a nail?

3. Extra task: Try using a nut and bolt. Is it easier than a screw or a nail? Why?

Conclusion:

SIMPLE MACHINES - Station #6

Title: Gears

Purpose: to find out how gears help make work easier.

In all diagrams, include arrows showing force, resistance, movement, and at least one place where friction would occur. Label each arrow.

Procedure #1:

Make a set of cardboard gears. Make one gear larger than the other. Fix the gears on a cardboard backing, using metal fasteners. Turn the larger gear. Cardboard tracers are provided.

Results:

Describe the speed of the small gear compared to the speed of the large gear.

Describe the direction the small gear moves compared to the direction the large gear moves.

Diagram: This will be your set of cardboard gears. Put the whole card in your booklet. Label the gears showing force, movement, resistance and friction.

Extra task: Try folding your cardboard backing sheet, so the gears mesh at an angle. How does this change the direction of movement?

Procedure #2

Invent a set of gears using the coloured plastic gears and the skewers. Stick the skewers into a piece of heavy cardboard. If you keep the cardboard on a slant, you can push the skewers right through the cardboard. This will make the gears work better. Try three or more gears of different sizes.

Diagram:

Questions:

1. How is the energy changed in procedure #1?

Direction? _____ Speed? _____ Distance? _____

How is the energy changed in procedure #2?

Direction? _____ Speed? _____ Distance? _____

2. How are gears used to do work in real life?

SIMPLE MACHINES - Station #7

Title: Friction and inertia

Purpose: to find out how friction and inertia make work harder.

In all diagrams, include arrows showing force, resistance, movement, and at least one place where friction would occur. Label each arrow.

Procedure #1

Choose an experiment from the library books. Read about the experiment. Write up the lab sheet below. Use a separate sheet for each procedure.

Purpose:

Procedure: (What did you do?)

Results: (What happened?)

Diagram:

Conclusions:

Questions:

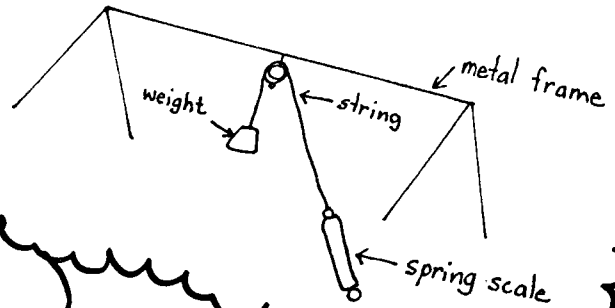
1. How is the energy changed in this procedure?

Direction? _____ Speed? _____ Distance? _____

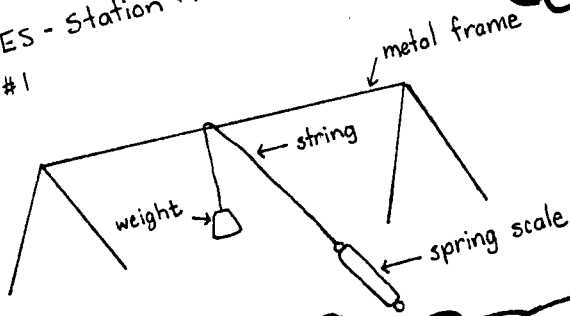
2. How does inertia make work harder in a job in real life?

3. How does friction make work harder in a job in real life?

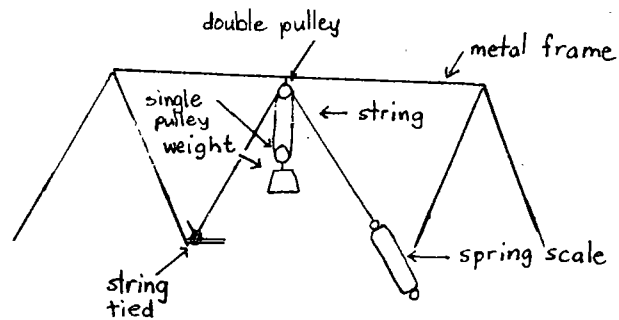
SIMPLE MACHINES - Station #1 - Pulleys
Procedure #2



SIMPLE MACHINES - Station #1 - Pulleys
Procedure #1



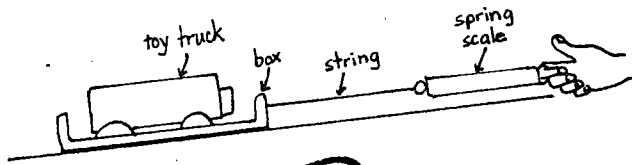
Station #1
Procedure #3



**SIMPLE MACHINES
STATION 1**

SIMPLE MACHINES - Station #2 - Wheels & Axles

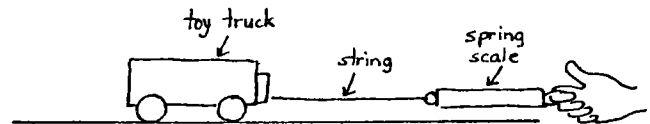
Procedure #1



Station #2

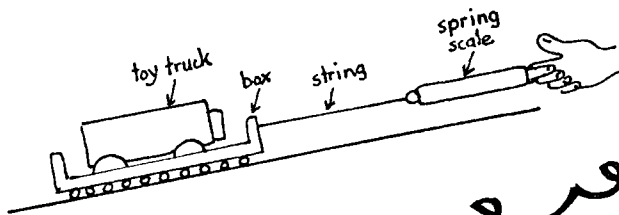
SIMPLE MACHINES - Station #2 - Wheels & Axles

Procedure #3



Station #2

Procedure #2

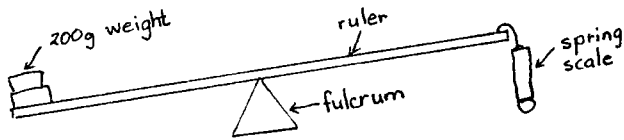


**SIMPLE MACHINES
STATION 2**

SIMPLE MACHINES - Station #3 - Levers

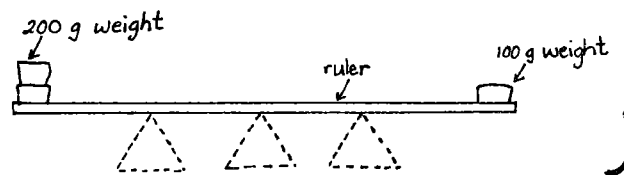
Station #3

Procedure #1



Station #3

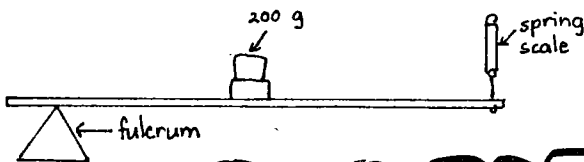
Procedure #2



To balance, where should the fulcrum be?

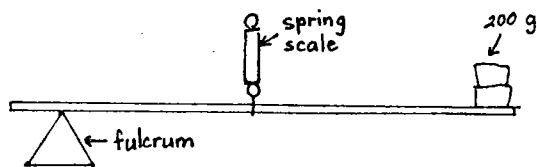
SIMPLE MACHINES - Station #3 - Levers

Procedure #3



Station #3

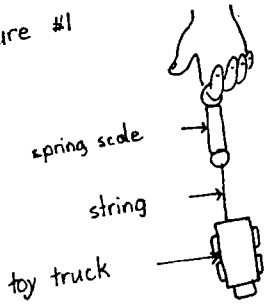
Procedure #4



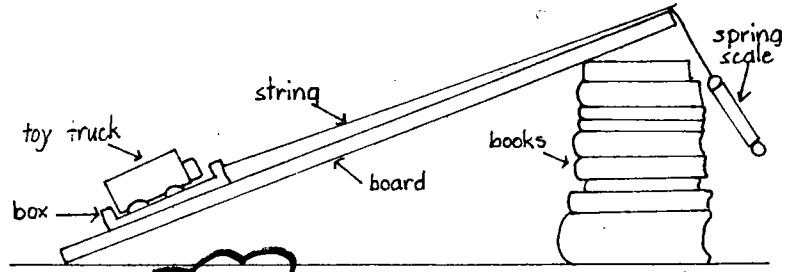
**SIMPLE MACHINES
STATION 3**

SIMPLE MACHINES - Station #4 - Inclined Planes

Procedure #1



Procedure #2

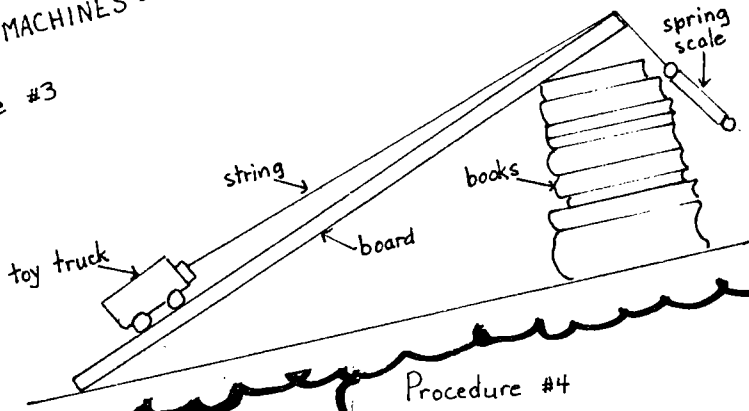


Station #4

Station #4

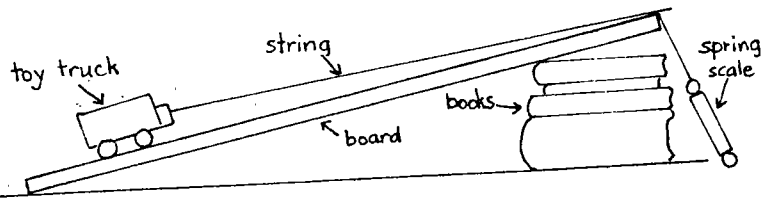
SIMPLE MACHINES - Station #4 - Inclined Planes

Procedure #3



Station #4

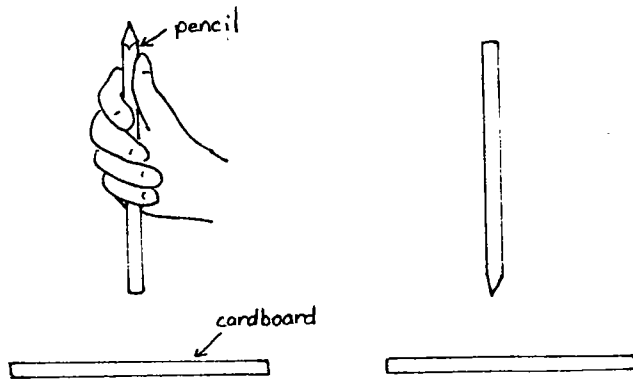
Procedure #4



SIMPLE MACHINES
STATION 4

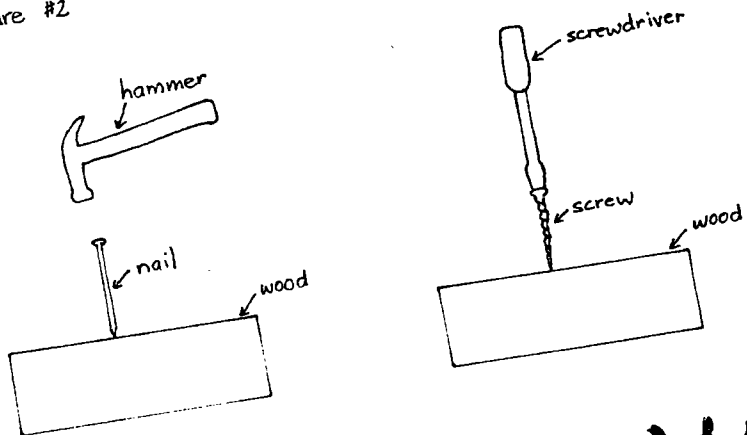
SIMPLE MACHINES - Station #5 - Wedges and Screws

Procedure #1



Station #5

Procedure #2



**SIMPLE MACHINES
STATION 5**

24TH ANNUAL CONFERENCE OF IASL

reported by **GERALD BROWN**, Vice President, IASL

"Sustaining the Vision" was the theme of the 24th Annual Conference of the International Association of School Librarianship held July 17 - 21, 1995 at the Worcester College of Higher Education in Worcester, England. Over 150 delegates from 21 countries attended the workshops and seminars. The opening evening of the conference included a reception, dinner, traditional IASL flag ceremony and lecture. Margaret Meek, Emeritus Reader in Education at the Institute of Education, University of London shared her vision of the direction of school librarianship in her presentation entitled "Exploring the Vision."

Other keynote addresses included Vida Conway "For Better or Worse? School Librarianship in the UK: Problems and Developments," Anne Taylor,

Queen's University of Belfast, "Literature in a Divided Community," Michael Rosen "Did I Hear You Write?" and Peter Hunt, University of Wales, "The Child, the Book and the Internet."

The 1995 IASL/SIRS International Commendation Award was presented to the Brant County Board of Education (Ontario, Canada), Sandra Hughes, Coordinator, for the project activity entitled *Teacher-Librarian Resource Book: Partners in Action: Support Documents*.

Cultural activities that were incorporated into the week of professional development included a traditional barn dance, visits to schools and cultural institutions, poetry read by students from the Royal National Institute of the Blind, and a conference banquet in the Guild Hall of Worcester in the company of the Mayor.

Next year's conference—the 25th—will be held in Ocho Rios, Jamaica.

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1201 "MUST HAVE" PAPERBACKS FOR SECONDARY SCHOOL LIBRARIES

by **LIZ AUSTROM**, teacher-librarian, Magee Secondary, S.D.#39 (Vancouver) and
WILLA WALSH, teacher-librarian, McNair Secondary, S.D.#38 (Richmond).

This listing was compiled from information submitted by the following teacher-librarians: Angela Kelso, Charlene Meier, Lise McDonald, Jim Bilesky, Willa Walsh, Elaine Clague and Liz Austrom. The sources included holdings in several junior and senior high school collections, along with titles from *School Library Journal*, *Emergency Librarian*, ALA "Best Young Adult Titles" lists, and the NCTE's *High Interest—Easy Reading* booklet, 6th edition. Other sources included *Canadian Materials*, "BCTLA Reviews" and Young Adult lists from Wendy Sutton of UBC's Language Education department.

This listing is not comprehensive, but is merely a **selected** list of titles of proven worth and popularity with teenagers. Its purpose is to assist teacher-librarians in choosing authors and titles to "flesh out" their school's paperback fiction collection.

METHOD OF SELECTION

Only titles available in paperback format were chosen as this format is most popular with secondary students. Authors were chosen if they appeared on several of the submitted lists from teacher-librarians. The four criteria for selection of specific titles were:

- popularity (i.e., high circulation) in the experience of the contributors;
- award winners (e.g., Newbery Award, Booker Prize, Sheila A. Egoff Award);
- excellent reviews by authoritative reviewers; or
- "hot" new titles (1994) added to bring the collection up-to-date.

Many authors of great popularity are not included on this listing since selection from their voluminous works is largely a matter of personal choice. These authors include: V.C. Andrews, Agatha Christie, Mary Higgins Clark, Dick Francis, P.D. James, Dean R. Koontz, Louis L'Amour, Francine Pascal, Christopher Pike, Janet Quin-Harkin, Lawrence Sanders, Danielle Steele, and R.L. Stine.

For the most part, the authors chosen are recent writers (1970's-1990's). Classic authors such as Dickens and Conrad were omitted; however, a few very popular classics are still included.

GENRE DESIGNATIONS

While titles have not been identified by reading level or by maturity level, the symbol YA identifies a Young Adult novel, and an X identifies an adult novel. The following genre symbols have been used to assist in selection. The genre information may also be used in establishing an organizational system for paperback spinners. Genres used are:

AD = Adventure	BIOG= Biography	CA = Canadian
CL = Classics	FA = Fantasy	HI = Historical Fiction
HO = Horror	MU = Multicultural	MY = Mystery
RO = Romance	SF = Science Fiction	SP = Sports Stories
SS = Short Stories	TH = Thrillers	WA = War Stories
WE = Westerns	YA = Young Adult	X = Adult Novels

AUTHOR	TITLE	SERIES & other data	GENRE
A			
Achebe, Chinua.	Anthills of the savannah.	African author	MU, X
Achebe, Chinua.	Arrow of God.	African author	MU, X
Achebe, Chinua.	Man of the people.	African author	MU, X
Achebe, Chinua.	No longer at ease.	African author	MU, X
Adams, Douglas.	Dirk Gently's holistic detective agency.		SF
Adams, Douglas.	Hitchhiker's guide to the galaxy.	ALA Booklist	SF
Adams, Douglas.	Life, the universe and everything.		SF
Adams, Douglas.	Long dark tea-time of the soul.		SF
Adams, Douglas.	Mostly harmless.		SF
Adams, Douglas.	Restaurant at the end of the universe.		SF
Adams, Douglas.	So long, and thanks for all the fish.		SF
Adams, Richard.	Plague dogs.		X
Adams, Richard.	Shardik.		FA
Adams, Richard.	Traveller.		FA
Adams, Richard.	Watership down.		FA
Adams, Richard.	Woman of the Horseclans.		X
Adler, C.S.	Ghost brother.		YA
Adler, C.S.	Shell lady's daughter.		YA
Adler, C.S.	Shelter on the blue barns road.		YA
Adler, C.S.	Some other summer.		YA
Agee, James.	Death in the family.	Pulitzer Prize.	CL, X
Aiken, Joan.	Bridle the wind.		X
Aiken, Joan.	Died on a rainy Sunday.		MY
Aiken, Joan.	Shadow guests.		MY
Aiken, Joan.	Stolen lake.		MY
Aiken, Joan.	Touch of chill: tales for sleepless nights.		MY, SS
Alcock, Vivien.	Trial of Anna Cotman.		YA
Alderson, Sue Ann.	Chapter one.		CA, YA
Alexander, Lloyd.	Black cauldron.	Newbery Honor Book	FA
Alexander, Lloyd.	High king.	Newbery Medal	FA
Alexander, Lloyd.	Kestrel.		FA
Alexander, Lloyd.	Remarkable journey of Prince Jen.		FA
Allende, Isabelle.	Eva Luna.		MU, X
Allende, Isabelle.	House of spirits.	ALA Booklist	MU, X
Allende, Isabelle.	Of love and shadows.		MU, X
Allingham, Margery.	Case of the late pig.		MY
Angell, Judie.	Don't rent my room.		YA
Angell, Judie.	Gather together in my name.		YA

AUTHOR	TITLE	SERIES & other data	GENRE
Angell, Judie.	Leave the cooking to me.		YA
Angelou, Maya.	All God's children need traveling shoes.		BIOG, YA
Angelou, Maya.	Heart of a woman.		BIOG
Angelou, Maya.	I know why the caged bird sings.	Honor Book	BIOG
Angelou, Maya.	Singin' & swingin' & getting merry like Xmas.		BIOG, YA
Anthony, Piers.	Omnivore.		FA
Anthony, Piers.	On a pale horse.	Incarnations of Immortality, 1	FA
Anthony, Piers.	Refugee.	Biography of a Space Tyrant, 1	SF
Anthony, Piers.	Split infinity	Apprentice Adept, 1	FA
Anthony, Piers.		Magic of Xanth	FA
Anthony, Piers.		Xanth	FA
Archer, Jeffrey.	As the crow flies.		RO, X
Archer, Jeffrey.	First among equals.		MY, X
Archer, Jeffrey.	Kane and Abel.		HI, X
Archer, Jeffrey.	Matter of honour.		TH, X
Archer, Jeffrey.	Not a penny more, not a penny less.		RO, X
Archer, Jeffrey.	Twist in the tale.		MY, X
Armstrong, William.	Sounder.	Newbery Medal	YA
Arrick, Fran.	Chernowitz.		YA
Arrick, Fran.	God's radar.		YA
Arrick, Fran.	Tunnel vision.		YA
Arrick, Fran.	What you don't know can kill you.		YA
Arrick, Fran.	Where'd you get the gun, Billy?		YA
Asher, Sandy.	Just like Jenny.		YA
Asher, Sandy.	Summer begins.		YA
Asher, Sandy.	Summer Smith begins.		YA
Asimov, Isaac.	Fantastic voyage		SF
Asimov, Isaac.	Foundation & earth.	Foundation, 5	SF
Asimov, Isaac.	Foundation & empire.	Foundation, 2	SF
Asimov, Isaac.	Foundation's edge.	Foundation, 4	SF
Asimov, Isaac.	Foundation.	Foundation, 1	SF
Asimov, Isaac.	Prelude to foundation.	Foundation	SF
Asimov, Isaac.	Second foundation.	Foundation, 3	SF
Asimov, Isaac.	Stars, like dust.		SF
Asprin, Robert.	Myth-conceptions.	M.Y.T.H.	FA
Asprin, Robert.	Thieves' world.	Thieves' World, 1	FA
Atwood, Margaret.	Bluebeard's egg.		CA, X
Atwood, Margaret.	Bodily harm.		CA, X
Atwood, Margaret.	Cat's eye.	ALA Booklist	CA, X

AUTHOR	TITLE	SERIES & other data	GENRE
Atwood, Margaret.	Edible woman.		CA, X
Atwood, Margaret.	Handmaid's tale.	Governor-General's Award '95	CA, X
Atwood, Margaret.	Lady oracle.		CA, X
Atwood, Margaret.	Life before man.		CA, X
Atwood, Margaret.	Robber bride.		CA, X
Atwood, Margaret.	Surfacing.		CA, X
Atwood, Margaret.	Wilderness tips.		CA, X
Auel, Jean M.	Clan of the cave bear.	Earth's children, 1	SF, X
Auel, Jean M.	Mammoth hunters.	Earth's children, 4	SF, X
Auel, Jean M.	Plains of passage.	Earth's children, 3	SF, X
Auel, Jean M.	Valley of horses.	Earth's children, 2	SF, X
Austen, Jane.	Emma.		CL
Austen, Jane.	Pride and prejudice.		CL
Austen, Jane.	Sense and sensibility.		CL
Avi.	Blue heron.		YA
Avi.	Devil's race.		MY
Avi.	Fighting ground.	ALA Notable Children's Books	WA
Avi.	Man who was Poe.		MY
Avi.	Something upstairs.		MY
Avi.	True confessions of Charlotte Doyle.	ALA Best Books for YA	YA
Avi.	Wolf rider.		MY
B			
Babbitt, Natalie.	Tuck everlasting.		FA
Baldwin, James.	Go tell it on the mountain.		CL, X
Ballard, J.G.	Empire of the sun.		WA, X
Ballard, J.G.	Great and secret show, the first book of the art.		X
Barker, Clive.	Weaveworld.		HO, X
Bartholomew, B.	Child of tomorrow.		SF
Bartholomew, B.	Time keeper.		SF
Bartholomew, B.	When dreamers cease to dream.		SF
Bates, Betty.	Great male conspiracy.		YA
Bates, Betty.	Love is like peanuts.		YA
Bates, Betty.	Picking up the pieces.		YA
Beagle, Peter.	Fine and private place.		FA, X
Beagle, Peter.	Last unicorn.		FA, X
Bell, William.	Absolutely invincible.	Aka: Cripple's club.	CA
Bell, William.	Crabbe.		CA
Bell, William.	Death wind.		CA
Bell, William.	Five days of the ghost.		CA

AUTHOR	TITLE	SERIES & other data	GENRE
Bell, William.	Forbidden city.	Ruth Schwartz Award 1991	CA
Bell, William.	No signature.		CA
Bell, William.	Speak to the earth.		CA
Bellingham, B.	Storm child.		CA
Bennett, Jay.	Dark corridor.		MY
Bennett, Jay.	Death grip.		MY
Bennett, Jay.	Death ticket.		MY
Bennett, Jay.	Deathman, do not follow me.		MY
Bennett, Jay.	Hooded man.		MY
Bennett, Jay.	I can hear the mourning dove.		YA
Bennett, Jay.	Pigeon.		MY
Bennett, Jay.	Say hello to the hit man.		MY
Bennett, Jay.	Sing me a death song.		MY
Bennett, Jay.	Skinhead.		MY
Betancourt, Jeanne.	Home sweet home.		YA
Betancourt, Jeanne.	More than meets the eye.		YA
Betancourt, Jeanne.	Not just party girls.		YA
Betancourt, T. Ernesto.	Dog days of Arthur Cane.		YA
Betancourt, T. Ernesto.	Me inside of me.		YA
Betancourt, T. Ernesto.	Mortal instruments.		SF
Betancourt, T. Ernesto.	Tune in yesterday.		SF
Binchy, Maeve.	Circle of friends.		HI, MU, X
Binchy, Maeve.	Firefly summer.		HI, MU, X
Bischoff, David.	Grounded.		SF
Bischoff, David.	Some kind of wonderful.		RO
Bischoff, David.	War games.		YA
Blair, Cynthia.	Chocolate is my middle name.		YA
Blair, Cynthia.	Going solo.		YA
Blair, Cynthia.	Summer in Paris.		YA
Blair, Cynthia.	Warning: Babysitting may be hazardous to		YA
Blais, Marie-Claire.	Mad shadows.		CA, X
Blais, Marie-Claire.	Nights in the underground.		CA, X
Blake, Michael.	Dances with wolves.		MU, X
Blakeslee, Mary.	Chocolate pie for breakfast.		CA, YA
Blakeslee, Mary.	Hal.		CA, YA
Blakeslee, Mary.	Halfbacks don't wear pearls.		CA, YA
Blakeslee, Mary.	Outta sight.		CA, YA
Blakeslee, Mary.	Say cheese.		CA, YA
Block, Francesca Lia.	Cherokee bat and the goat guys.		YA

AUTHOR	TITLE	SERIES & other data	GENRE
Block, Francesca Lia.	Missing angel Juan.		YA
Block, Francesca Lia.	Weetzie bat.		YA
Blume, Judy.	Are you there, God? It's me, Margaret.		YA
Blume, Judy.	Blood on the land.		YA
Blume, Judy.	Deenie.		YA
Blume, Judy.	Forever.		YA
Blume, Judy.	Tiger eyes.		YA
Boissard, J.	Matter of feeling.		RO
Boissard, J.	Question of happiness.		RO
Boissard, J.	Time to choose.		RO
Bond, Nancy.	String in the harp.		FA
Bonham, Frank.	Cool cat.		YA
Bonham, Frank.	Durango Street.		YA
Bonham, Frank.	H.E.L.P.		YA
Bonham, Frank.	Nitty gritty.		YA
Borlund, Hal.	When the legends die.		YA
Bradbury, Ray.	Fahrenheit 451.		CL
Bradbury, Ray.	Martian chronicles.		SF
Bradbury, Ray.	Something wicked this way comes.		SF
Bradford, Karleen.	Haunting at Cliff House.		CA
Bradford, Karleen.	Nine days queen.		CA, HI
Bradford, Karleen.	There will be wolves.	CLA YA Book Award 1993	CA
Bradley, Marion Zimmer.	Brass dragon.		FA
Bradley, Marion Zimmer.	Heritage of Hastur.	Darkover.	FA
Bradley, Marion Zimmer.	Spellsword.	Darkover.	FA
Bradley, Marion Zimmer.	Thendara House.	Darkover.	FA
Bradley, Marion Zimmer.	Two to conquer.	Darkover.	FA
Brancato, Robin.	Blinded by the light.		YA
Brancato, Robin.	Don't sit under the apple tree.		YA
Brancato, Robin.	Something left to lose.		YA
Brancato, Robin.	Sweet bells jangled out of tune.		YA
Brancato, Robin.	Winning.		YA
Braun, Lillian Jackson.	Cat who had 14 lives.		MY
Braun, Lillian Jackson.	Cat who played Brahms.		MY
Braun, Lillian Jackson.	Cat who sniffed glue.		MY
Braun, Lillian Jackson.	Cat who talked to ghosts.		MY
Bridgers, Sue Ellen.	Home before dark.		YA
Bridgers, Sue Ellen.	Keeping Christina.		YA
Bridgers, Sue Ellen.	Notes for another life.		YA

AUTHOR	TITLE	SERIES & other data	GENRE
Bridgers, Sue Ellen.	Permanent connections.		YA
Brightfield, Richard.	Master of Kung Fu.		YA
Brightfield, Richard.	Master of Tae Kwon Do.		YA
Brin, David.	Startide rising.	Nebula Award 1983	SF
Bronte, Charlotte.	Jane Eyre.		CL, RO
Bronte, Emily.	Wuthering Heights.		CL, RO
Brooks, Bruce.	Everywhere.	SLJ Best Book 1990	YA
Brooks, Bruce.	Midnight hour encores.		YA
Brooks, Bruce.	Moves make the man.		YA
Brooks, Bruce.	No kidding.		YA
Brooks, Bruce.	What parts.		YA
Brooks, Martha.	Paradise Café and other stories.	Vicki Metcalf Award	CA
Brooks, Martha.	Two moons in August.	ALA Best Books for YA	CA
Brooks, Terry.	Black unicorn.		FA
Brooks, Terry.	Magic kingdom for sale — sold.	Magic Kingdom of Landover, 1	FA
Brooks, Terry.	Sword of Shannara.	Shannara.	FA
Brooks, Terry.	Talismans of Shannara.	Heritage of Shannara.	FA
Brown, Jamie.	Superbike.	CLA YA Book Award 1982	CA
Buchan, Bryan.	Copper sunrise.		YA
Buchanan, William.	Shining season.		YA
Buffie, Margaret.	Guardian circle.		CA
Buffie, Margaret.	My mother's ghost.		CA
Buffie, Margaret.	Who is Frances Rain?	CLA YA Book Award 1983	CA, YA
Bunting, Eve.	Face at the edge of the world.		YA
Bunting, Eve.	If I asked you, would you stay?		YA
Bunting, Eve.	Jumping the nail.	ALA Best Books for YA	YA
Bunting, Eve.	Sharing Susan.		YA
Bunting, Eve.	Sudden silence.		MY
Burch, Jennings Michael.	They cage the animals at night.		YA
Burgess, Anthony.	Clockwork orange.		CL, X
Burnford, Sheila.	Bel Ria.		CA, HI
Burnford, Sheila.	Incredible journey.		AD, CA
Burroughs, Edgar Rice.	God of Mars.		SF
Burroughs, Edgar Rice.	Pellucidar.		SF
Burroughs, Edgar Rice.	Tarzan of the apes.		FA
Burroughs, Edgar Rice.	Warlord of Mars.		SF
Burroughs, Edgar Rice.	Wizard of Venus.		SF
Butler, Beverly.	Ghost cat.		YA
Butler, Beverly.	Light a single candle.		YA

AUTHOR	TITLE	SERIES & other data	GENRE
Butler, Beverly.	Olympic hopeful.		YA
Byers, Betsy Cromer.	Midnight fox.		YA
Byers, Betsy Cromer.	Pinballs.		YA
Byers, Betsy Cromer.	TV kid.		YA
Byers, Betsy Cromer.	Two thousand pound goldfish.		YA
C			
Calvert, Patricia.	Hour of the wolf.		YA
Calvert, Patricia.	Snowbird.		YA
Calvert, Patricia.	Stranger, you and I.		YA
Calvert, Patricia.	When morning comes.		YA
Cameron, Eleanor.	Beyond silence.		FA
Cameron, Eleanor.	Court of the stone children.	National Book Award	FA, HI
Campagna, Phil.	Freedom run.		YA
Campbell, Maria.	Halfbreed.		CA, BIOG, X
Card, Orson Scott.	Earthfall.	Homecoming Saga	SF
Card, Orson Scott.	Ender's game.	Ender, 1; Nebula Award 1985	SF
Card, Orson Scott.	Lost boys.		SF
Carter, A.R.	Wart, son of toad.		YA
Chalker, Jack.	Labyrinth of dreams.	G.O.D. Inc., 1	FA
Chalker, Jack.	Shadow dancers.	G.O.D. Inc., 2	FA
Chalker, Jack.	Shadow of well of souls.	Watcher, 2	FA
Chalker, Jack.	Twilight at the well of souls.	Saga of the Well World	FA
Chalker, Jack.	War of shadows.		FA
Charles, Norma.	Darlene's shadow.		CA
Charles, Norma.	No place for a horse.		CA
Charnas, Suzy McKee.	Bronze king.		FA
Charnas, Suzy McKee.	Silver glove.		FA
Charrière, Henri.	Banco.		BIOG, X
Charrière, Henri.	Papillon.		BIOG, X
Chatwin, Bruce.	In Patagonia.		X
Chatwin, Bruce.	On the black hill.	Whitbread Award for 1st Novel	X
Chatwin, Bruce.	Songlines.		HI, MU, X
Chatwin, Bruce.	Utz.		X
Chatwin, Bruce.	Viceroy of Ouidah.		HI, X
Cherryh, C.J.	Angel with the sword.	Merrovingen, 1	FA
Choyce, Lesley.	Clearcut danger.		CA
Choyce, Lesley.	Dark end of Dream Street.		CA
Choyce, Lesley.	Wrong time, wrong place.		CA
Christopher, John.	No blade of grass.		FA

AUTHOR	TITLE	SERIES & other data	GENRE
Christopher, John.	When the tripods came.		FA
Christopher, John.	White mountains.		FA
Christopher, Matt.	Face-off.		SP, YA
Christopher, Matt.	Long stretch at first base.		SP, YA
Christopher, Matt.	Skateboard tough.		SP, YA
Clancy, Tom.	Clear and present danger.		TH
Clancy, Tom.	Hunt for Red October.		TH
Clancy, Tom.	Patriot games.		TH
Clancy, Tom.	Red storm rising.		TH
Clancy, Tom.	Sum of all fears.		TH
Clark, Joan.	Hand of Robin Squires.		CA, HI
Clark, Joan.	Moons of Madeleine.		CA
Clark, Joan.	Swimming towards the light.		CA
Clarke, Arthur C.	2001: Space odyssey.		SF
Clarke, Arthur C.	Childhood's end.		SF
Clavell, James.	Children's story.		SF, X
Clavell, James.	Shogun.		HI, MU, X
Clavell, James.	Whirlwind.		HI, MU, X
Cleary, Beverly.	Fifteen.		RO
Cleary, Beverly.	Jean & Johnny.		YA
Cleary, Beverly.	Luckiest girl.		YA
Cleary, Beverly.	Strider.		YA
Cleary, Jon	High road to China.		HI, X
Cleary, Jon	Sundowners.		MU, X
Cleaver, Vera.	Hazel Rye.		YA
Cleaver, Vera.	I would rather be a turnip.		YA
Cleaver, Vera.	Sweetly sings the donkey.		YA
Cleaver, Vera.	Where the lilies bloom.		YA
Cleaver, Vera.	Winter hero.		YA
Coerr, Eleanor.	Sadako and the thousand paper cranes.		YA
Cole, Brock.	Goats.		YA
Collier, James Lincoln.	My brother Sam is dead.	Newbery Honor	WA, YA
Collier, James Lincoln.	When the stars begin to fall.		YA
Collier, James Lincoln.	Who is Carrie?		YA
Collura, Mary-Ellen.	Sunny.	Sheila Egoff Award 1989	CA, YA
Collura, Mary-Ellen.	Winners.	CLA YA Book Award 1985	CA, YA
Colman, Hila.	Confession of a storyteller.		YA
Colman, Hila.	Diary of a frantic kid sister.		YA
Colman, Hila.	Nobody told me what I need to know.		YA

AUTHOR	TITLE	SERIES & other data	GENRE
Colman, Hila.	Triangle of love.		RO
Colman, Hila.	Weekend sisters.		YA
Coman, Caroline.	Tell me everything.		YA
Conford, Ellen.	Anything for a friend.		YA
Conford, Ellen.	Dear Lovey Hart, I am desperate.		YA
Conford, Ellen.	Things I did for love.		RO
Conford, Ellen.	Why me?		RO
Conford, Ellen.	You never can tell.		YA
Conklin, Barbara.	First, last, and always.		YA
Conklin, Barbara.	P.S. I Love you.		YA
Conrad, Pam.	Holding me here.		YA
Conrad, Pam.	My Daniel.		YA
Conroy, Pat.	Great Santini.		YA, X
Conroy, Pat.	Prince of tides.		X
Cook, Robin.	Coma.		SF, X
Cook, Robin.	Fever.		SF, X
Cook, Robin.	Terminal.		SF, X
Cook, Robin.	Vital signs.		SF, X
Cooney, Caroline B.	Driver's ed.	ALA Best Books for YA	YA
Cooney, Caroline B.	Emergency room.		YA
Cooney, Caroline B.	Face on the milk carton.	Young Reader's Choice 1993	MY
Cooney, Caroline B.	Fire.		YA
Cooney, Caroline B.	Fog.		MY
Cooney, Caroline B.	Freeze tag.		MY
Cooney, Caroline B.	Whatever happened to Janie?		YA
Coonts, Stephen.	Flight of the intruder.		TH, X
Coonts, Stephen.	Under siege.		TH, X
Cooper, Susan.	Dark is rising.	Dark is rising, 1	FA
Cooper, Susan.	Greenwitch.	Dark is rising, 2	FA
Cooper, Susan.	Grey king.	Dark is rising, 3; Newbery	FA
Cooper, Susan.	Seaward.		FA
Cooper, Susan.	Silver on the tree.	Dark is rising, 4	FA
Corder, E.M.	Deer hunter.		WA, X
Corman, Avery.	Prized possessions.	ALA Best Books for YA	YA
Corman, Avery.	Kramer vs. Kramer.		X
Cormier, Robert.	After the first death.		MY
Cormier, Robert.	Bumblebee flies anyway.		YA
Cormier, Robert.	Chocolate war.		YA
Cormier, Robert.	I am the cheese.		YA

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Cormier, Robert.	Tunes for bears to dance to.		YA
Cormier, Robert.	We all fall down.	ALA Best Books for YA	YA
Courtney, Bruce.	Power of one.		MU, X
Coville, Bruce.	Oddly enough.	ALA Best Books for YA	YA
Craddock, Sonia.	Secret of the cards.		CA
Craven, Margaret.	Again calls the owl.		CA
Craven, Margaret.	I heard the owl call my name.		CA
Crew, Gary.	Strange objects.		YA
Crew, Linda.	Children of the river.		MU, YA
Crichton, Michael.	Andromeda strain.		SF
Crichton, Michael.	Congo.		TH
Crichton, Michael.	Great train robbery.		MY
Crichton, Michael.	Jurassic Park.	ALA Best Books for YA	SF
Crichton, Michael.	Terminal man.		SF
Crook, Marion.	Island feud.		CA
Crook, Marion.	Payment in death.		CA, MY
Crook, Marion.	Stone dead.		CA, MY
Cross, Amanda.	Death in a tenured position.		MY
Cross, Amanda.	No word from Winnifred.		MY
Crutcher, Chris.	Athletic shorts.	ALA Best Books for YA	YA
Crutcher, Chris.	Chinese handcuffs.	ALA Best Books	YA
Crutcher, Chris.	Crazy horse electric game.		YA
Crutcher, Chris.	Running loose.	ALA Booklist	YA
Crutcher, Chris.	Staying fat for Sarah Byrnes.	SLJ Best Books	YA
Crutcher, Chris.	Stotan.		YA
Cullin, Charlotte.	Cages of glass, flowers of time.		YA
Cussler, C.	Iceberg.		TH
Cussler, C.	Raise the Titanic.		TH
D			
D'Ambrosio, R.	No language but a cry.		BIOG
Dahl, Roald	BFG		HO
Dahl, Roald	Witches.	ALA Notable Books	HO
Dahl, Roald	Wonderful story of Henry Sugar & six more.		FA
Dale, Mitzi.	Bryna means courage.		CA, YA
Dale, Mitzi.	On my own.		CA, YA
Dale, Mitzi.	Round the bend.		CA, YA
Dale, Mitzi.	Sky's the limit.		CA, YA
Daly, Maureen.	Acts of love.		RO
Daly, Maureen.	First a dream.		RO

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Daly, Maureen.	Seventeenth summer.		RO
Danziger, Paula.	Can you sue your parents for malpractice?		YA
Danziger, Paula.	Divorce express.		YA
Danziger, Paula.	Pistachio prescription.		YA
Danziger, Paula.	Remember me to Harold Square.		YA
Davis, Jenny.	Checking on the moon.	ALA Best Books for YA	YA
Deverell, William.	Bomber.		CA, TH, X
Deverell, William.	Dance of Shiva.		CA, MY, X
Deverell, William.	Fighter.		CA, TH, X
Deverell, William.	Mecca.		CA, TH, X
Deverell, William.	XPD		CA, TH, X
Dickinson, Peter.	Bone from a dry sea.		YA
Dickinson, Peter.	Eva.	Young Reader's Choice 1992	YA
Dines, C.	Best friends tell the best lies.		YA
Doherty, Bertie.	Dear nobody.	Carnegie Medal	YA
Donaldson, Stephen.	Lord Foul's Bane.	Chronicles of Thomas Covenan	FA
Donaldson, Stephen.	One tree.	Second Chronicle, 2	FA
Donaldson, Stephen.	Wounded land.	Second Chronicle, 1	FA
Dorris, M.	Yellow raft in blue water.	ALA Booklist	X
Doyle, Brian.	Angel square.		CA, YA
Doyle, Brian.	Spud Sweetgrass.		CA, MY
Doyle, Brian.	Up to Low.	CLA Book of Year 1983	CA, YA
Doyle, Brian.	You can pick me up at Peggy's Cove.		CA, YA
Doyle, Roddy.	Paddy Clarke, ha, ha, ha.	Booker Prize 1993.	MU, X
Drew, Wayland.	Dragonslayer.		CA, FA
Duncan, Dave.	Faery lands forlorn.	Man of His Word, 2	FA
Duncan, Dave.	Magic casement.	Man of His Word, 1	FA
Duncan, Francis M.	Kap-Sung Ferris.		CA, MU
Duncan, Lois.	Daughters of Eve.		MY
Duncan, Lois.	Down a dark hall.		MY
Duncan, Lois.	I know what you did last summer.		MY
Duncan, Lois.	Killing Mr. Griffin.		MY
Duncan, Lois.	Locked in time.		MY
Duncan, Lois.	Third eye.		MY
Duncan, Lois.	Who killed my daughter?	Young Reader's Choice 1995	BIOG
Duncan, Sandy Frances.	Listen to me, Grace Kelly.		YA
Dygaard, Thomas J.	Running scared.		YA, SP
Dygaard, Thomas J.	Soccer duel.		YA, SP
Dygaard, Thomas J.	Winning kicker.		YA, SP

AUTHOR	TITLE	SERIES & other data	GENRE
E			
Eddings, David.	Pawn of prophecy.	Belgariad, 1	FA
Eddings, David.	Diamond throne.	Elenium, 1	FA
Eddings, David.	Ruby Knight.	Elenium, 2	FA
Eddings, David.	Guardians of the west.	Malloreon, 1	FA
Eddings, David.	Domes of fire.	Tamuli, 1	FA
Ehrlich, Amy.	Dark card.		YA
Ehrlich, Amy.	Where it stops, nobody knows.		YA
Ellis, Sarah.	Baby project.	Sheila Egoff Award 1987	CA, YA
Ellis, Sarah.	Next-door neighbours.		CA, YA
Ellis, Sarah.	Out of the blue.		CA, YA
Ellis, Sarah.	Pick-up sticks.	Governor-General's Award '91	CA, YA
Engel, Marian.	Glassy sea.		CA, X
Erdrich, Louise.	Crown of Columbus.		X
Erdrich, Louise.	Love medicine.	ALA Booklist	X
Eyerly, Jeannette.	Girl inside.		YA
Eyerly, Jeannette.	He's my baby, now.		YA
Eyerly, Jeannette.	If I loved you Wednesday.		YA
F			
Farmer, Philip Jose.	Dark design.		SF
Farmer, Philip Jose.	Gates of creation.	World of Tiers, 2	SF
Farmer, Philip Jose.	Gods of the river world.		SF
Farmer, Philip Jose.	To your scattered bodies go.		SF
Fast, Howard.	April morning.		HI
Feist, Raymond E.	Darkness at Sethanon.		FA
Feist, Raymond E.	Magician: Apprentice.		FA
Feist, Raymond E.	Mistress of the empire.		FA
Fenelon, Fania.	Playing for time.		HI, WA, X
Ferry, Charles.	Raspberry one.		YA
Findley, Timothy.	Wars.		CA, HI
Fleischman, Paul.	Borning room..	Golden Kite; ALA Best Bks. YA	HI, YA
Fleischman, Paul.	Saturnalia.		YA
Fleischman, Sid.	Whipping boy.	Newbery Medal 1987	YA
Follet, Ken.	Eye of the needle.		TH, X
Follet, Ken.	Wings of eagles.		TH, X
Forsyth, Frederick.	Day of the Jackall.		TH, X
Forsyth, Frederick.	Odessa file.		TH, X
Fox, Paula.	Moonlight man.	ALA Notable Children's Book	YA
Fox, Paula.	Slave dancer.	Newbery Medal	HI, YA

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Franklin, Miles.	My brilliant career.		MU, YA
Freeman, Mark.	Rookies play ball.		SP, YA
French, Michael.	Pursuit.		YA
French, Michael.	Us against them.		YA
G			
Gabhard, Ann.	Bridge to courage.		YA
Gabhard, Ann.	For Sheila.		YA
Gabhard, Ann.	Only in the sunshine.		YA
Gallico, Paul	Poseidon adventure.		AD, CA
Gallico, Paul	Snow goose.		CA, HI
Garfield, Leon.	John Diamond.	Whitbread Award 1980 (Child.)	YA
Garfield, Leon.	Smith.		HI, YA
Garland, Sherry.	Shadow of the dragon.		YA
Garrigue, Sheila.	Eternal spring of Mr. Ito.		CA
George, Jean Craighead.	Julie of the wolves.	Newbery Award	CA
George, Jean Craighead.	My side of the mountain.		CA
George, Jean Craighead.	Shark beneath the reef.		CA
Gibson, William.	Count Zero.		CA, SF, X
Gibson, William.	Mona Lisa overdrive.		CA, SF, X
Gibson, William.	Neuromancer.	Hugo; Nebula Award 1984	CA, SF, X
Gilligan, Shannon.	Mystery of Ura Senke.		YA
Gilligan, Shannon.	Show down.		YA
Girion, B.	Handful of stars.		YA
Godfrey, Martyn.	Plan B is total panic.		CA, YA
Godfrey, Martyn.	Send in Ms Teeny Wonderful.		CA, YA
Godfrey, Martyn.	Why just me?		CA, YA
Godfrey, Martyn.	Wonderful.		CA, YA
Golding, William.	Lord of the flies.	Nobel Prize for Literature	CL
Gordon, Sheila.	Waiting for the rain.		YA
Grafton, Sue.	"A" is for alibi.		MY
Grafton, Sue.	"B" is for burglar.		MY
Grafton, Sue.	"F" is for fugitive.		MY
Gravel, François.	Waiting for Jasmine.		YA
Greenberg, Joanne.	I never promised you a rose garden.		YA, X
Greenberg, Joanne.	With the snow queen.	Colorado Book Prize 1991	SS, X
Greene, Bette.	Drowning of Stephan Jones.		YA
Greene, Bette.	Summer of my German soldier.		WA, YA
Greene, Bette.	Them that glitter and them that don't.		YA
Greene, Constance C.	Beat the turtle drum.		YA

AUTHOR	TITLE	SERIES & other data	GENRE
Greene, Constance C.	Just in between.		YA
Greene, Constance C.	Love letters of J. Timothy Owen.		YA
Greene, Shep.	Boy who drank too much.		YA
Grisham, John.	Chamber.		MY, X
Grisham, John.	Client.		MY, X
Grisham, John.	Firm.		MY, X
Grisham, John.	Pelican brief.		MY, X
Grisham, John.	Time to kill.		MY, X
Guy, Rosa.	And I heard a bird sing.		YA
Guy, Rosa.	Disappearance.		MY
Guy, Rosa.	Edith Jackson.		YA
Guy, Rosa.	Friends.		MY
Guy, Rosa.	Ruby.		YA
H			
Hale, Janet Campbell.	Owl's song.		YA
Hall, Lynn.	Giver.		YA
Hall, Lynn.	Just one friend.		YA
Hall, Lynn.	Leaving.		YA
Halvorson, Marilyn.	Blue moon.		CA, YA
Halvorson, Marilyn.	Cowboys don't cry.		CA, YA
Halvorson, Marilyn.	Dare.		CA, YA
Halvorson, Marilyn.	Let it go.		CA, YA
Halvorson, Marilyn.	Nobody said it would be easy.	R. Ross Award 1987 (Child.)	CA, YA
Halvorson, Marilyn.	Stranger on the run.		CA, YA
Hambly, Barbara.	Song of Orpheus.		FA, X
Hambly, Barbara.	Stranger at the wedding.	ALA Best Books for YA	YA
Hambly, Barbara.	Time of the dark.		FA, X
Hambly, Barbara.	Witches of Wenshar.		FA, X
Hamilton, Virginia.	Justice & her brothers.		MU, YA
Hamilton, Virginia.	Sweet whispers, Brother Rush.	Newbery Honor Book	MU, YA
Hamilton, Virginia.	Zeely.		MU, YA
Hancock, Niel.	Calix's stay.		FA
Hancock, Niel.	Grey fax Grimwald.		FA
Harris, Thomas A.	Black Sunday.		TH, X
Harris, Thomas A.	Red dragon.		HO, X
Harris, Thomas A.	Silence of the lambs.		HO, X
Harrison, Sue.	Mother earth, father sky.	ALA Best Books for YA	HI
Harrison, Sue.	My sister the moon.		HI
Hayes, Daniel.	Eye of the beholder.		YA

AUTHOR	TITLE	SERIES & other data	GENRE
Hayes, Daniel.	Trouble with lemons.	IRA-CBC YA Choices	YA
Head, Anne.	Mr. & Mrs. Bo Jo Jones.		YA
Headapohl, Bette R.	Play me a love song.		YA
Heinlein, Robert.	Citizen of the galaxy.		SF
Heinlein, Robert.	Door into summer.		SF
Heinlein, Robert.	Farnham's freehold.		SF
Heinlein, Robert.	Puppet masters.		SF
Heinlein, Robert.	Red planet.		SF
Heinlein, Robert.	Starman Jones.		SF
Heinlein, Robert.	Starship troopers.		SF
Heller, Joseph.	Catch-22.		CL, WA, X
Heneghan, James.	Promises to come.		CA, MU
Heneghan, James.	Torn away.		CA, YA
Hentoff, Nat.	Day they came to arrest the book.		YA
Hentoff, Nat.	Does this school have capital punishment?		YA
Herbert, Frank.	Dune.	Dune, 1	SF
Hersey, John.	Bell for Adano.		WA, X
Hersey, John.	Hiroshima.		CL, WA
Hersey, John.	Single pebble.		CL, X
Heyer, Georgette.	April lady.		RO
Heyer, Georgette.	Frederica.		RO
Heyer, Georgette.	Masqueraders.		RO
Higa, Tomiko.	Girl with the white flag.	ALA Best Books for YA	WA, YA
Higgins, Jack.	Eagle has landed.		TH, X
Higgins, Jack.	Night of the fox.		TH, X
Higgins, Jack.	Storm warning.		TH, X
Hillerman, Tony.	People of darkness.		MY, X
Hillerman, Tony.	Thief of time.		MY, X
Hinton, S.E.	Outsiders.		YA
Hinton, S.E.	Rumblefish.		YA
Hinton, S.E.	That was then, this is now.		YA
Hodgins, Jack.	Barclay family theatre.		CA
Hodgins, Jack.	Invention of the world.		CA
Hoff, Benjamin.	Tao of Pooh.		YA
Holland, Isabelle.	Island.		YA
Holland, Isabelle.	Man without a face.		YA
Holland, Isabelle.	Thief.		YA
Holland, Isabelle.	Unfrightened dark.		MY
Holm, Anne.	Hostage.		YA

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Holm, Anne.	I am David.		YA
Holm, Anne.	Sky grew red.		YA
Holman, Felice.	Slake's limbo.		YA
Hoover, H. M.	Children of Morrow.		FA
Hoover, H. M.	Lost star.		FA
Hoover, H. M.	Return to earth.		FA
Houston, James.	Frozen fire.		AD, CA
Houston, James.	Whiteout.		AD, CA
Howard, Elizabeth.	Mystery of the deadly diamond.		MY
Howard, Elizabeth.	Mystery of the Metro.		MY
Howard, Elizabeth.	Scent of murder.		MY
Hubert, Cam.	Dreamspeaker.		CA, MU
Hudson, Jan.	Dawnrider.	R. Ross Annett Award 1990	CA, YA
Hudson, Jan.	Sweetgrass.	CLA YA Book of Year 1984	CA, MU
Hughes, Monica.	Blaine's way.	R. Ross Annett Award 1986	CA, HI
Hughes, Monica.	Crisis on Conshelf Ten.		CA, SF
Hughes, Monica.	Crystal drop.	R. Ross Annett Award 1992	CA, SF
Hughes, Monica.	Devil on my back.		CA, SF
Hughes, Monica.	Hunter in the dark.	CLA YA Book of Year 1983	CA, YA
Hughes, Monica.	Invitation to the game.		CA, SF
Hughes, Monica.	Keeper of the Isis light.		CA, SF
Hunt, Irene.	Across five Aprils.	Newbery Medal	HI, YA
Hunt, Irene.	Lottery rose.	Newbery Honor Book	YA
Hunt, Irene.	No promises in the wind.		YA
Hunt, Irene.	Up a road slowly.	Newbery Medal	YA
Hunt, Irene.	William.		YA
Hunter, Mollie.	Pistol in green yards.		YA
Hunter, Mollie.	Sound of chariots.	Phoenix Award 1992	YA
Hunter, Mollie.	Stranger came ashore.		FA
Hunter, Mollie.	Walking stones.		YA
Huxley, Aldous.	Brave new world.		CL, SF
I			
Ibbiston, John.	1812: Jeremy and the General.		CA, HI
Ibbiston, John.	Jock.		CA, YA
Ibbiston, John.	Night Hazel came to town.		CA, YA
Ibbiston, John.	Wimp.		CA, YA
Ireland, Ann.	Certain Mr. Takahashi.		CA, MU
Irwin, Hadley.	Kim/Kimi.		YA
Irwin, Hadley.	So long at the fair.		RO, YA

AUTHOR	TITLE	SERIES & other data	GENRE
J			
Jackson, Shirley.	Haunting of Hill House.		HO, X
Jackson, Shirley.	Lottery.		HO, X
Jackson, Shirley.	We have always lived in the castle.		HO, X
Jackson, Steve.	Daggers of darkness.		FA
Jackson, Steve.	Planet wizard.		FA
Jakes, John.	Furies.		HI, X
Jakes, John.	Seekers.		HI, X
Jakes, John.	Warriors.		HI, X
Johnston, Julie.	Adam and Eve and Pinch-me.	Governor-General's Award '94	CA, YA
Johnston, Julie.	Hero of lesser causes.	Gov.-Gen. Award '92 (Child.)	CA, YA
Johnston, Norma.	Gabriel's girl.		YA
Johnston, Norma.	Glory in the flower.		YA
Johnston, Norma.	Keeping days.		HI, YA
Johnston, Norma.	Return to Morocco.		YA
Jordan, June.	His own where.		MU, YA
Jordan, Robert.	Dragon reborn.		FA
Jordan, Robert.	Eye of the world.		FA
K			
Kahn, James.	Indiana Jones and the Temple of Doom.		AD, X
Kahn, James.	Poltergeist.		HO, X
Katz, Welwyn Wilton.	Come like shadows.		CA
Katz, Welwyn Wilton.	False face.		CA
Katz, Welwyn Wilton.	Sun god, moon witch.		CA, MY
Katz, Welwyn Wilton.	Third magic.	Governor-General's Award	CA, YA
Katz, Welwyn Wilton.	Whalesinger.		CA, YA
Katz, Welwyn Wilton.	Witchery hill.		CA
Kay, Guy Gavriel.	Darkest road.	Finovar Tapestry, 3	CA, FA, X
Kay, Guy Gavriel.	Song for Arbonne.		CA, FA, X
Kay, Guy Gavriel.	Summer tree.	Finovar Tapestry, 1	CA, FA
Kay, Guy Gavriel.	Wandering fire.	Finovar Tapestry, 2	CA, FA
Kellerman, Jonathan.	Blood test.		TH, X
Kellerman, Jonathan.	Devil's waltz.		TH, X
Kernaghan, Eileen.	Sarsen witch.		CA, FA
Kerr, M. E.	Dinky Hocker shoots smack.		YA
Kerr, M. E.	Fell back.		YA
Kerr, M. E.	Fell down.		YA
Kerr, M. E.	Fell.		YA
Kerr, M. E.	Gentlehands.		YA

AUTHOR	TITLE	SERIES & other data	GENRE
Kerr, M. E.	Linger.		YA
Kerr, M. E.	Little little.	SLJ Best Book 1981	YA
Kerr, M. E.	Love is a missing person.		YA
Kerr, M. E.	Night kites.		YA
Kesey, Ken.	One flew over the cuckoo's nest.		CL, X
Keyes, Daniel.	Flowers for Algernon.		CL, X
Kidd, Ronald.	Dunker.		YA
Kidd, Ronald.	Second fiddle: A sizzler & splat mystery.		MY
Kilian, Crawford.	Brother Jonathan.		SF
Kilian, Crawford.	Empire of time.		SF
Kilian, Crawford.	Lifter.		SF
Kilian, Crawford.	Rogue emperor.		SF
Killilea, Karen.	With love from Karen.		BIOG
King, Stephen.	Christine.		HO, X
King, Stephen.	Cujo.		HO, X
King, Stephen.	Pet sematary.		HO, X
King, Thomas.	One good story, that one.		YA
Kingsolver, Barbara.	Animal dreams.	ALA Best Books for YA	MU, YA
Kingsolver, Barbara.	Pigs in heaven.		MU, X
Kinsella, W.P.	Shoeless Joe.	Bks. in Can. 1st Novel 1982	CA, SP, X
Kjelgaard, Jim.	Irish Red.		YA
Klause, Anita Curtis.	Silver kiss.		MY, YA
Klein, Norma.	Just friends.		RO, YA
Klein, Norma.	Mom, the Wolf Man, and me.		YA
Klein, Norma.	My life as a body.		YA
Klein, Norma.	Now that I know.		YA
Kleinbaum, N.H.	Dead poets' Society.		YA
Knowles, John.	Separate peace.		CL, X
Knudson, R.R.	Fox running.		SP, YA
Knudson, R.R.	Rinehart shouts.		YA
Knudson, R.R.	Zanballer.		SP, YA
Knudson, R.R.	Zanbanger.		SP, YA
Koehn, Ilse.	Mischling, second degree.		YA
Koertge, Ron.	Harmony arms.	ALA Best Books for YA	YA
Koertge, Ron.	Tiger, tiger burning bright.	ALA Best Books for YA	YA
Kogawa, Joy.	Itsuka.		CA, MU, X
Kogawa, Joy.	Obasan.		CA, MU, X
Korman, Gordon.	Don't care high.		CA, YA
Korman, Gordon.	Losing Joe's place.		CA, YA

AUTHOR	TITLE	SERIES & other data	GENRE
Korman, Gordon.	Son of Interflux.		CA, YA
Kropp, Paul.	Amy's wish.		CA, YA
Kropp, Paul.	Ellen/Elena/Luna.		CA, YA
Kropp, Paul.	Riot on the street.		CA, YA
Kropp, Paul.	Rock.		CA, YA
Kropp, Paul.	You've seen enough.		CA, YA
Kurtz, Katherine.	Bishop's heir.	King Kelson, 1	FA
Kurtz, Katherine.	Camber of Culti.	Legends of Camber, 1	FA
Kurtz, Katherine.	Deryni rising.	Chronicle of Deryni, 1	FA
L			
L'Engle, Madeleine.	Ring of endless light.		FA
L'Engle, Madeleine.	Swiftly tilting planet.		FA
L'Engle, Madeleine.	Wrinkle in time.		FA
Lackey, Mercedes.	Magic's pawn.	Last Herald-Mage, 1	FA
Lackey, Mercedes.	Oathbound.	Vows and Honor, 1	FA
Lackey, Mercedes.	Robin & the kestrel.	Bardic Voices, 1	FA
Laird, Elizabeth.	Kiss the dust.	Children's Book Award Winner	MU, YA
Landis, J.D.	Joey and the girls.		YA
Landis, J.D.	Looks aren't everything.		YA
Lau, Evelyn.	Runaway.		CA, BIOG, X
Laurence, Margaret.	Bird in the house.		CA, X
Laurence, Margaret.	Diviners.		CA, CL, X
Laurence, Margaret.	Stone angel.		CA, X
Lawson, Julie.	White jade tiger.	Sheila Egoff Award 1994	YA
Le Carre, John.	Perfect sky.		TH, X
Le Carre, John.	Russian House.		TH, X
Le Carre, John.	Spy who came in from the cold.		TH, X
Le Guin, Ursula.	Lathe of heaven.		SF
Le Guin, Ursula.	Left hand of darkness.		SF
Le Guin, Ursula.	Wizard of Earthsea.		SF
Le Guin, Ursula.	Word for world is forest.		SF
Lee, Harper.	To kill a mockingbird.		CL, YA
Lee, Sky.	Disappearing Moon Cafe.		CA, MU, X
Lee, Tanith.	Black unicorn.	ALA Best Books for YA	FA
Leib, Franklin Allen.	Fire arrow.		WA, X
Leib, Franklin Allen.	Fire dream.		WA, X
Leroux, Gaston.	Phantom of the opera.		CL, HO
Lessing, Doris.	Good terrorist.	W. H. Smith Literary Award	X
Lessing, Doris.	Martha Quest.		HI, X

AUTHOR	TITLE	SERIES & other data	GENRE
Levin, Ira.	Boys from Brazil.		SF, TH
Levitin, Sonia.	Escape from Egypt.	ALA Best Books for YA	YA
Levoy, Myron.	Alan and Naomi.		MU, YA
Levoy, Myron.	Kelly'n' me.		YA
Levy, Marilyn.	Fitting in.		YA
Levy, Marilyn.	Is that really me in the mirror?		YA
Levy, Marilyn.	Last goodbye.		YA
Levy, Marilyn.	No way home.		YA
Lewis, C.S.	Horse and his boy.		FA
Lewis, C.S.	Last battle.		FA
Lewis, C.S.	Magician's nephew.		FA
Lingard, Joan.	Between two worlds.		YA
Lingard, Joan.	Glad rags.		YA
Lingard, Joan.	Rags and riches.		YA
Lingard, Joan.	Tug of war.		YA
Lipsyte, Robert.	Brave.	ALA Best Books for YA	YA
Lipsyte, Robert.	Chemo kid.		YA
Lipsyte, Robert.	Chief.		YA
Lipsyte, Robert.	Contender.		SP, YA
Lipsyte, Robert.	One fat summer.		YA
Lipsyte, Robert.	Summer boy.		YA
List, J.A.	Day the loving stopped.		YA
Little, Jean.	Listen for the singing.		CA, YA
Little, Jean.	Little by Little.		CA, YA
Little, Jean.	Mama's going to buy you a mockingbird.	CLA Book of Year 1985	CA, YA
Little, Jean.	Stars come out within.		CA, YA
Llewellyn, Caroline.	Lady of the labyrinth.		FA
London, Jack.	Call of the wild.		AD, HI
London, Jack.	White Fang.		AD
Lowry, Lois.	All about Sam.		YA
Lowry, Lois.	Find a stranger, say goodbye.		YA
Lowry, Lois.	Giver.	Newbery Medal & Honor Book	YA
Lowry, Lois.	Number the stars.	Newbery Medal & Honor Book	YA
Lowry, Lois.	Summer to die.		YA
Lowry, Malcolm.	Under the volcano.		CA, X
Ludlum, Robert.	Bourne identity.		TH, X
Ludlum, Robert.	Bourne supremacy.		TH, X
Lunn, Janet.	Double spell.		CA, YA
Lunn, Janet.	Root cellar.	CLA Book of the Year 1982	CA, FA

AUTHOR	TITLE	SERIES & other data	GENRE
Lunn, Janet.	Shadow in Hawthorn Bay.	CLA Book of the Year 1987	CA, HI
M			
MacLachlan, Patricia.	Sarah, plain and tall.	Newbery Award 1986	HI, YA
MacLachlan, Patricia.	Unclaimed treasures.		YA
MacLean, Alistair.	Guns of Navarone.		WA
MacLean, Alistair.	Ice Station Zebra.		TH
MacLean, Alistair.	Where eagles dare.		TH
Mahy, Margaret.	Changeover.	Carnegie Medal 1984	FA, YA
Mahy, Margaret.	Memory.		YA
Mahy, Margaret.	Tricksters.		FA, YA
Mahy, Margaret.	Underrunners.		YA
Major, Kevin.	Blood red ochre.		CA, MU
Major, Kevin.	Dear Bruce Springsteen.		CA, YA
Major, Kevin.	Diana: My authobiography.		CA, YA
Major, Kevin.	Eating between the lines.	CLA Book of Year 1992	CA, YA
Major, Kevin.	Far from shore.	CLA YA Book Award 1981	CA, YA
Major, Kevin.	Hold fast.		CA, YA
Malmgren, Dallin.	Ninth issue.		YA
Malmgren, Dallin.	Whole nine yards.		RO
Marchetta, Melina.	Looking for Alibrandi.	Australian author.	MU, YA
Marino, Jan.	Like some kind of hero.		YA
Marshak, Sondra.	Fate of the phoenix.		SF
Marshak, Sondra.	Price of the phoenix.		SF
Marshak, Sondra.	Triangle.		SF
Martel, Suzanne.	City underground.		CA, SF
Martel, Suzanne.	King's daughter.	Ruth Schwartz Award 1981	CA, HI
Matas, Carol.	Burning time.		CA, YA
Matas, Carol.	Daniel's story.		CA, WA, WA
Matas, Carol.	Lisa.	G. Bilson Hist. Fic., YA 1988	CA, YA
Matas, Carol.	Race.		CA, YA
Matas, Carol.	Sworn enemies.		CA, WA
Mazer, Anne.	Moose Street.		YA
Mazer, Harry.	Island keeper.		YA
Mazer, Harry.	Last mission.		WA, YA
Mazer, Harry.	Missing.		AD, YA
Mazer, Harry.	Snowbound.		AD, YA
Mazer, Norma F. & Harry.	Bright days, stupid nights.		YA
Mazer, Norma F. & Harry.	Heartbeat.		RO
Mazer, Norma Fox.	Baby face.		YA

AUTHOR	TITLE	SERIES & other data	GENRE
Mazer, Norma Fox.	Figure of speech.		YA
Mazer, Norma Fox.	Out of control.		YA
Mazer, Norma Fox.	Solid gold kid.		YA
Mazer, Norma Fox.	Up in Seth's room.		RO
McCaffrey, Anne.	All the weyrs of Pern.		FA
McCaffrey, Anne.	Crystal singer.		FA
McCaffrey, Anne.	Dragonquest.		FA
McCaffrey, Anne.	Dragonsong.		FA
McCaffrey, Anne.	To ride Pegasus.		FA
McCarthy, Cormac.	All the pretty horses.	National Book Award	X
McCracken, Mary.	Lovey: A very special child.		BIOG
McCullough, Colleen.	Thornbirds.		RO, X
McCullough, Colleen.	Tim.		X
McDaniel, Lurlene.	Please don't die.		YA
McDaniel, Lurlene.	Sixteen and dying.		YA
McDaniel, Lurlene.	Somewhere between life and death.		YA
McDaniel, Lurlene.	Too young to die.		YA
McIntyre, Vonda.	Dreamsnake.		SF
McKinley, Robin.	Blue sword.		FA
McKinley, Robin.	Hero and the crown.	Newbery Award 1985	FA
McKinley, Robin.	Outlaws of Sherwood.		FA
McKissack, Patricia.	Dark thirty: southern tales of the supernatural.		YA
McNeil, Florence.	All kinds of magic.		CA
McNeil, Florence.	Catriona's island.		CA
Melling, O.R.	Druid's tune.	CLA YA Book Award 1984	CA, FA
Melling, O.R.	Hunter's moon.	Ruth Schwartz Award 1994	CA, FA
Melling, O.R.	Singing stone.		CA, FA
Michener, James.	Hawaii.		HI, X
Michener, James.	Sayonara.		HI, RO, X
Miklowitz, Gloria.	Anything to win.		YA
Miklowitz, Gloria.	Desperate pursuit.		MY
Miklowitz, Gloria.	Good-bye tomorrow.		YA
Miklowitz, Gloria.	Killing boy.		MY
Miklowitz, Gloria.	Love bombers.		YA
Miklowitz, Gloria.	Secrets not meant to be kept.		YA
Miklowitz, Gloria.	War between the classes.		YA
Miller, W.M.	Canticle for Leibowitz.		CL, SF
Mitchell, Margaret.	Gone with the wind.		CL, HI
Montgomery, L.M.	Anne of Green Gables.	[any in series]	CA, CL

AUTHOR	TITLE	SERIES & other data	GENRE
Morantz, Elizabeth.	Taking care of Alabama.		CA, YA
Morrison, Toni.	Bluest eye.		MU, X
Morrison, Toni.	Jazz.	Nobel Prize in Literature	MU, X
Morrison, Toni.	Tar baby.		MU, X
Mowat, Farley.	Dog who wouldn't be.		CA
Mowat, Farley.	Lost in the barrens.		AD, CA
Mowat, Farley.	Never cry wolf.		AD, CA
Mukherjee, Bharati.	Jasmine.		CA, MU, X
Murphy, Shirley Rousseau	Castle of hope.		FA
Murphy, Shirley Rousseau	Ivory lyre.		FA
Murphy, Shirley Rousseau	Nightpool.		FA
Myers, Walter Dean.	Fallen angels.		YA
Myers, Walter Dean.	Glory field.	ALA Best Books for YA	YA
Myers, Walter Dean.	Hoops.		SP, YA
Myers, Walter Dean.	Mouse rap.		YA
Myers, Walter Dean.	Outside shot.		SP, YA
Myers, Walter Dean.	Scorpions.	Newbery Honor Book	YA
N			
Naylor, Phyllis Reynolds.	Send no blessings.	ALA Best Books for YA	YA
Naylor, Phyllis Reynolds.	Shiloh.	Newbery Medal 1992	YA
Naylor, Phyllis Reynolds.	Year of the gopher.		YA
Nelson, O.T.	Girl who owned a city.		SF
Neufeld, John.	Edgar Allen.		YA
Neufeld, John.	Lisa, bright and dark.		YA
Neufeld, John.	Sunday father.		YA
Neufeld, John.	Twink.		YA
Newth, Mette.	Abduction.		YA
Nilsson, Eleanor.	House guest.		YA
Niven, Larry.	Integral trees.		SF
Niven, Larry.	Lucifer's hammer.		SF
Niven, Larry.	Neutron star.		SF
Niven, Larry.	Ringworld.	Ringworld series, 1	SF
Nixon, Joan Lowery.	Dark and deadly pool.		MY
Nixon, Joan Lowery.	Family apart.		YA
Nixon, Joan Lowery.	Island of dangerous dreams.		MY
Nixon, Joan Lowery.	Land of hope.		HI
Nixon, Joan Lowery.	Name of the game was murder.		MY
Nixon, Joan Lowery.	Secret, silent screams.		MY
Nixon, Joan Lowery.	Stalker.		MY

AUTHOR	TITLE	SERIES & other data	GENRE
Nixon, Joan Lowery.	Whispers from the dead.		MY
O			
O'Brien, Robert C.	Z is for Zachariah.	ALA Notable; E. A. Poe Award	SF
O'Dell, Scott.	Carlota.		YA
O'Dell, Scott.	Island of the blue dolphins.	Newbery Award	YA
O'Dell, Scott.	My name is not Angelica.		YA
O'Dell, Scott.	Zia.		YA
O'Hearn, Audrey.	Me and Luke.		CA
Ondaatje, Michael.	English patient.	Booker; Gov.-Gen. Award '92	CA, X
Ondaatje, Michael.	In the skin of the lion.		CA, BIOG, X
Oneal, Zibby.	Formal feeling.	ALA Best Books for YA	YA
Oneal, Zibby.	In summer light.		YA
Oneal, Zibby.	Language of goldfish.		YA
Oppel, Kenneth.	Dead water zone.		CA, SF
Oppel, Kenneth.	Live-forever machine.		CA, SF
Orgel, Doris.	Devil in Vienna.		WA, YA
Orlev, Uri.	Man from the other side.	ALA Best Books for YA	WA, YA
Orwell, George.	1984.		SF
Orwell, George.	Animal farm.		SF
P			
Panshin, Alexei.	Rite of passage.		SF
Paterson, Katherine.	Bridge to Terabithia.	Newbery Award	YA
Paterson, Katherine.	Come sing, Jimmy Jo.		YA
Paterson, Katherine.	Great Gilly Hopkins.	Newbery Honor Book	YA
Paterson, Katherine.	Jacob have I loved.	Newbery Award 1981	RO, YA
Paterson, Katherine.	Lyddie.	SLJ Best Book 1991	YA
Paterson, Katherine.	Park's quest.		YA
Paulsen, Gary.	Canyons.	IRA-CBC YA Choices	AD, MU
Paulsen, Gary.	Dogsong.	Newbery Honor	AD, MU
Paulsen, Gary.	Harry and me.		YA
Paulsen, Gary.	Hatchet.	Newbery Medal 1988	AD
Paulsen, Gary.	Monument.	ALA Best Books for YA	AD
Paulsen, Gary.	Night the white deer died.		MU
Paulsen, Gary.	River.		AD
Paulsen, Gary.	Woodsong.		YA
Pearson, Kit.	Daring game.		CA, RO
Pearson, Kit.	Handful of time.	CLA Book of Year 1988	CA, FA
Pearson, Kit.	Lights go on again.	G. Bilson Hist. Fic., YA 1994	CA, WA
Pearson, Kit.	Looking at the moon.		CA

AUTHOR	TITLE	SERIES & other data	GENRE
Pearson, Kit.	Sky is falling.	CLA Book of Year 1990	CA, WA
Peck, Richard.	Are you in the house alone?		MY
Peck, Richard.	Father figure.		YA
Peck, Richard.	Remembering the good times.		YA
Peck, Robert Newton.	Day no pigs would die.		MU, YA
Peck, Robert Newton.	Soup's goat.		YA
Peterson, P.J.	Goodbye to good-old Charlie.		YA
Peterson, P.J.	How can you hijack a cave?		YA
Peterson, P.J.	Would you settle for impossible?		YA
Pevsner, Stella.	Call me Heller, that's my name.		YA
Pevsner, Stella.	How could you do it, Diane?	ALA Best Books for YA	YA
Pevsner, Stella.	I'll always remember you — maybe.		YA
Pfeffer, Susan Beth.	About David.		YA
Pfeffer, Susan Beth.	Family of strangers.		YA
Pfeffer, Susan Beth.	Rewind to yesterday.		YA
Pfeffer, Susan Beth.	Year without Michael.		YA
Philip, Marlene Nourbese	Harriet's daughter.	Casa de Las Americas Prize	CA, MU
Pike, Christopher.	Bury me deep.		MU, YA
Pike, Christopher.	Eternal enemy.		HO, YA
Plaidy, Jean.	Daughters of Spain.		HI, RO
Plaidy, Jean.	Lady in the tower.		HI, RO
Plath, Sylvia.	Bell jar.		X
Platt, Kin.	Ape inside me.		YA
Platt, Kin.	Boy who could make himself disappear.		YA
Platt, Kin.	Frank and Stein and me.		YA
Platt, Kin.	Headman.		YA
Plummer, Louise.	My name is Susan Smith. The 5 is silent.	ALA Best Books for YA	YA
Plummer, Louise.	Romantic obsessions and humiliations.		YA
Potok, Chaim.	Chosen.		MU
Potok, Chaim.	In the beginning.		MU
Potok, Chaim.	My name is Asher Lev.		MU
Pournelle, Jerry.	Day of the tyrant.		SF, X
Pournelle, Jerry.	Escape from the planet of the apes.		SF, X
Pratchett, Terry.	Truckers.		FA, YA
Puzo, Mario.	Fools die.		X
Puzo, Mario.	Godfather.		X
Puzo, Mario.	Sicilian.		X
Q			
Quednau, Marion.	Butterfly chair.	Bks. in Can, 1st Novel, 1987	CA, X

AUTHOR	TITLE	SERIES & other data	GENRE
R			
Rawls, Wilson.	Summer of the monkeys.		YA
Rawls, Wilson.	Where the red fern grows.		YA
Razzell, Mary.	Night fires.		CA, YA
Razzell, Mary.	Salmonberry wine.		CA, YA
Razzell, Mary.	Snow apples.		CA, YA
Razzell, Mary.	White wave.		CA, YA
Reiss, Johanna.	Upstairs room.	Newbery Honor Book	WA, YA
Remarque, Erich Maria.	All quiet on the western front.		CL, WA, X
Rice, Anne.	Interview with the vampire.		HO, X
Rice, Anne.	Vampire Lestat.		HO, X
Richards, David.	Soldier boys.		YA
Richler, Mordecai.	Apprenticeship of Duddy Kravitz.		CA, YA
Richmond, Sandra.	Wheels for walking.		CA, YA
Richter, Hans Peter.	Friedrich.		WA, YA
Richter, Hans Peter.	I was there.		WA, YA
Roberts, Willo Davis.	Babysitting is a dangerous job.		HO
Roberts, Willo Davis.	Dark secrets.		HO
Roberts, Willo Davis.	Nightmare.		HO
Roberts, Willo Davis.	Terror in Oak Grove High.		HO
Roberts, Willo Davis.	View from the cherry tree.		HO
Robinson, Spider.	Callaghan's crosstime saloon.		CA, SF, X
Robinson, Spider.	Callaghan's secret.		CA, SF, X
Robinson, Spider.	Night of power.		CA, SF, X
Robinson, Spider.	Stardance.		CA, SF, X
Robinson, Spider.	Telempath.		CA, SF, X
Robinson, Spider.	Time pressure.		CA, SF, X
Robinson, Spider.	Time travelers strictly cash.		CA, SF, X
Rostkowski, Margaret L.	After the dancing days.		YA
Rubini, Theodore I.	Lisa and David — Jordi.		BIOG
Rule, Anne.	If you really loved me.		X
Rule, Anne.	Possession.		X
Rule, Anne.	Small sacrifices.		X
Rule, Anne.	Stranger beside me.		X
Rylant, Cynthia.	Blue-eyed daisy.		YA
Rylant, Cynthia.	Couple of kooks & other stories about love.		RO, YA
Rylant, Cynthia.	Kindness.		YA
Rylant, Cynthia.	Missing May.	Newbery Award 1993	YA
S			

AUTHOR	TITLE	SERIES & other data	GENRE
Saberhagen, Fred.	Octagon.		SF
Saberhagen, Fred.	Berserker wars.		SF
Sachs, Marilyn.	Fat girl.		YA
Sachs, Marilyn.	Fourteen.		YA
Sachs, Marilyn.	Hello, wrong number.		YA
Salinger, J.D.	Catcher in the rye.		CL, YA, X
Sargent, Pamela.	Earthseed.		SF
Saul, John.	Brain child.		HO
Saul, John.	Creature.		HO
Saul, John.	Sleepwalk.		HO
Savitz, Harriet May.	Run, don't walk.		YA
Scoppettone, Sandra.	Late great me.		YA
Scoppettone, Sandra.	Playing murder.		YA
Scoppettone, Sandra.	Trying hard to hear me.		YA
Sebestyen, Ouida.	Girl in the box.		MY
Sebestyen, Ouida.	On fire.		YA
Sebestyen, Ouida.	Words by heart.		YA
Sharmat, Marjorie.	Falling in love.		RO
Sharmat, Marjorie.	How to have a gorgeous wedding.		RO
Sharmat, Marjorie.	How to meet a gorgeous girl.		RO
Sharmat, Marjorie.	I saw him first.		RO
Sharmat, Marjorie.	Two guys noticed me...and other miracles.		RO
Sheldon, Sidney.	Rage of angels.		TH, X
Sheldon, Sidney.	Stars shine down.		TH, X
Sheldon, Sidney.	Windmills of the gods.		TH, X
Shelley, Mary.	Frankenstein.		CL, SF
Simak, Clifford D.	Shakespeare's planet.		SF
Skurzynski, Gloria.	Caught in the moving mountains.		AD, YA
Sleator, William.	Fingers.		MY
Sleator, William.	House of stairs.		YA
Sleator, William.	Interstellar pig.		SF
Sleator, William.	Singularity.		SF
Smith, M.C.	Gorky Park.		MY, X
Smith, Wilbur.	Elephant song.		TH, X
Smith, Wilbur.	Eye of the tiger.		TH, X
Smith, Wilbur.	Falcon flies.		AD, X
Smucker, Barbara.	Amish adventure.		CA, MU
Smucker, Barbara.	Days of terror.	Ruth Schwartz Award 1980	CA, HI
Smucker, Barbara.	Underground to Canada.		CA, HI

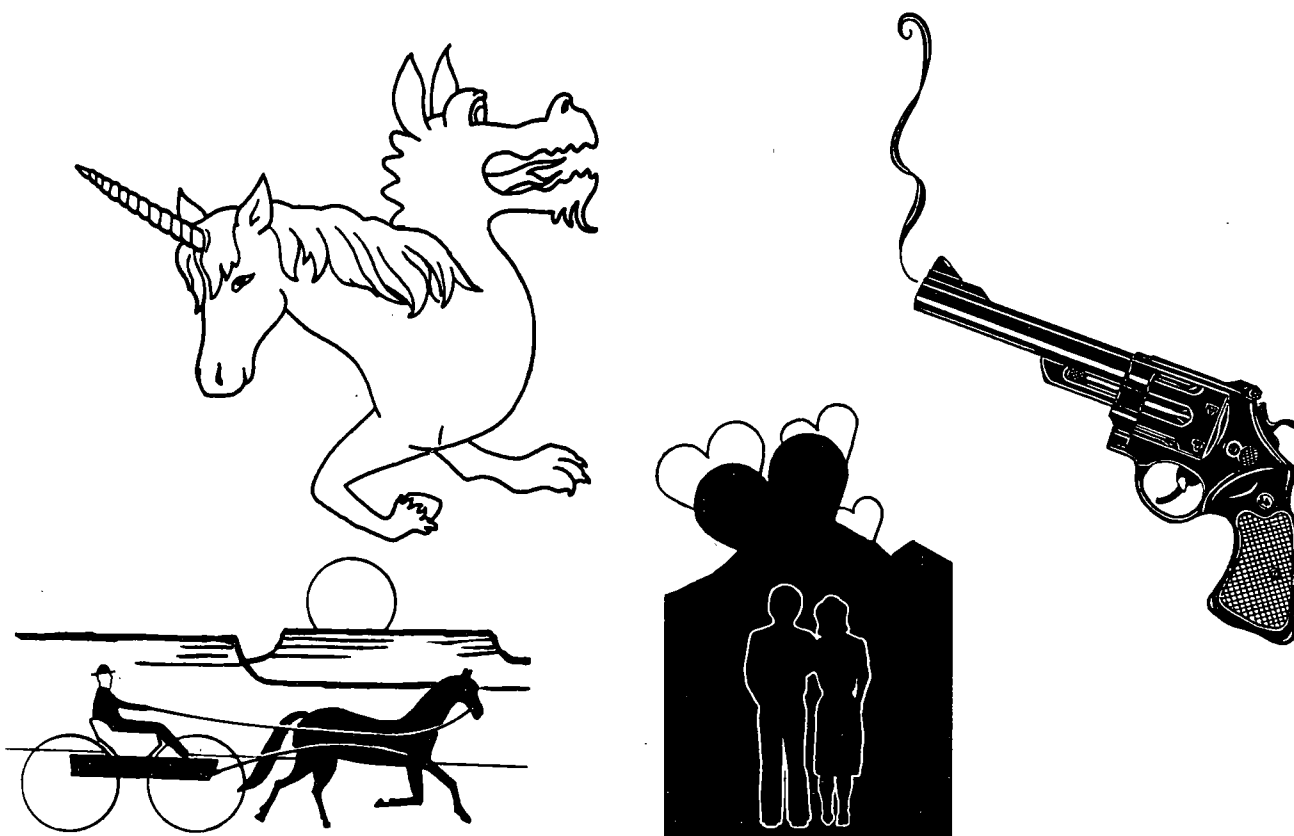
AUTHOR	TITLE	SERIES & other data	GENRE
Smucker, Barbara.	White mist.		CA, HI
Snyder, Anne.	First step.		YA
Snyder, Anne.	Goodbye paper doll.		YA
Snyder, Anne.	My name is Davy, I'm an alcoholic.		YA
Snyder, Anne.	Nobody's brother.		YA
Snyder, Zilpha Keatley	Birds of summer.		YA
Snyder, Zilpha Keatley	Janie's private eyes.		YA
Snyder, Zilpha Keatley	Libby on Wednesday.	SLJ Best Book of Year	YA
Snyder, Zilpha Keatley	Velvet room.		YA
Soto, Gary.	Summer life.		YA
Spinelli, Jerry.	Maniac Magee.	Newbery Medal 1991	YA
Spinelli, Jerry.	There's a girl in my hammerlock.	ALA Best Books for YA	YA
Springer, Nancy.	Toughing it.	ALA Best Books for YA	YA
Staples, Suzanne Fisher.	Haveli.	ALA Best Books for YA	CA, MU
Staples, Suzanne Fisher.	Shabanu: Daughter of the wind.	ALA Notable Books	CA, MU
Sterling, Shirley.	My name is Seepeetza.	Sheila Egoff Award 1993	MU, YA
Stevenson, Robert Louis.	Dr. Jekyll and Mr. Hyde.		CL, SF
Stewart, Mary.	Crystal cave.	Merlin, 1	FA
Stewart, Mary.	Hollow hills.	Merlin, 2	FA
Stewart, Mary.	Last enchantment.	Merlin, 3	FA
Stewart, Mary.	This rough magic.		RO
Stewart, Mary.	Wicked day.	Merlin, postscript	FA
Stewart, Sean.	Nobody's son.	CLA YA Book Award 1994	CA, FA
Stewart, Sean.	Passion play.		CA, SF
Stoehr, Shelley.	Crosses.	ALA Best Books for YA	YA
Stoker, Bram.	Dracula.		CL, HO
Strasser, Todd.	Accident.		MY, YA
Strasser, Todd.	Angel dust blues.		YA
Strasser, Todd.	Beyond the reef.		YA
Strasser, Todd.	Moving target.		YA
Strasser, Todd.	Rock'n roll nights.		YA
Strasser, Todd.	Wave.		YA
Straub, Peter.	Ghost story.		HO
Straub, Peter.	Koko.		HO
Straub, Peter.	Mystery.		HO
Sullivan, Tom.	Of you could see what I hear.		BIOG
Sutcliff, Rosemary.	Dragon slayer.		FA
Sutcliff, Rosemary.	Outcast.		HI
Swarthout, Glendon.	Bless the beasts and children.		YA

AUTHOR	TITLE	SERIES & other data	GENRE
Sweeney, Joyce.	Face the dragon.		YA
Sweeney, Joyce.	Piano man.		YA
T			
Tan, Amy.	Joy luck club.	ALA Best Books for YA	MU, X
Tan, Amy.	Kitchen god's wife.	ALA Notable Books	MU, X
Taylor, Cora.	Doll.	Ruth Schwartz Award 1988	CA, YA
Taylor, Cora.	Julie's secret.		CA, YA
Taylor, Cora.	Summer of the mad monk.	CLA Book of the Year 1995	CA, YA
Taylor, Mildred.	Let the circle be unbroken.		MU, YA
Taylor, Mildred.	Road to Memphis.		MU, YA
Taylor, Mildred.	Roll of thunder, hear my cry.	Newbery Medal	MU, YA
Taylor, Theodore.	Battle off Midway Island.		WA
Taylor, Theodore.	Cay.		MU, YA
Taylor, Theodore.	Hostage.		YA
Taylor, Theodore.	Sniper.	ALA Best Books for YA	WA, YA
Taylor, Theodore.	Weirdo.	Edgar Award Winner	MY
Taylor, William.	Paradise Lane.		YA
Ten Boom, Corrie.	Hiding place.		BIOG, WA
Ten Boom, Corrie.	Tramp for the Lord.		BIOG
Tepper, Sheri.	Beauty: A novel.	ALA Best Books for YA	FA
Terris, Susan.	Baby-snatcher.		YA
Terris, Susan.	Nell's quilt.	ALA Best Books for YA	YA
Tolkien, J.R.R.	Hobbit.		FA
Tolkien, J.R.R.	Lord of the rings.	[3 volume set]	FA
Townsend, Sue.	True confessions of Adrian Mole.		YA
Trapp, Maria von.	Maria.		BIOG
Trapp, Maria von.	Sound of music.		BIOG
Trevanian.	Eiger sanction.		TH, X
Trevanian.	Loo sanction.		TH, X
Trevanian.	Shibumi.		TH, X
Trumbo, Dalton.	Johnny got his gun.		CL, WA, X
Truss, Jan.	Jasmin.	Ruth Schwartz Award 1983	CA
Truss, Jan.	Red.		CA
Truss, Jan.	Summer goes riding.		CA
Turow, Scott.	Burden of proof.		MY
Turow, Scott.	Pleading guilty.		MY
Turow, Scott.	Presumed innocent.		MY
Tyler, Anne.	Slipping-down life.		YA
U			

AUTHOR	TITLE	SERIES & other data	GENRE
Uchida, Yoshiko.	Picture bride.		MU, YA
Ullman, James Ramsey.	Banner in the sky.	Newbery Honor Book	AD
Ure, Jean.	If it weren't for Sebastian.		YA
Ure, Jean.	One green leaf.		YA
Ure, Jean.	Plague.	ALA Best Books for YA	SF, YA
Ure, Jean.	See you Thursday.		YA
V			
Vinge, Joan.	Psion.		SF
Voigt, Cynthia.	Callender papers.		YA
Voigt, Cynthia.	Dacey's song.	Newbery Medal 1983	YA
Voigt, Cynthia.	Homecoming.		YA
Voigt, Cynthia.	Izzy, willy-nilly.		YA
Voigt, Cynthia.	Runner.	ALA Booklist	SP, YA
Voigt, Cynthia.	Wings of a falcon.		YA
Vonnegut, Kurt.	Slaughterhouse five.		CL, WA, X
W			
Walker, Alice.	Color purple.	Pulitzer Prize 1983	MU, X
Walker, Alice.	Possessing the secret of joy.		MU, X
Walker, Alice.	Temple of my familiar.		MU, X
Walker, Alice.	You can't keep a good woman down.		MU, X
Walsh, Ann.	Your time, my time.		CA, FA
Walsh, Jill Paton.	Chance child.		HI, YA
Walsh, Jill Paton.	Parcel of patterns.		HI, MU, YA
Walsh, Jill Paton.	Unleaving.		YA
Walton, Evangeline.	Children of Llyr.		FA, X
Walton, Evangeline.	Island of the mighty.		FA, X
Wambaugh, Joseph.	Blue knight.		TH, X
Wambaugh, Joseph.	Fugitive nights.		TH, X
Wambaugh, Joseph.	Onion field.		TH, X
Wartski, Maureen C.	Belonging.		YA, MU
Wartski, Maureen C.	Boat to nowhere.		YA, MU
Wartski, Maureen C.	Long way from home.		YA, MU
Weir, Joan.	Say yes.		CA, YA
Weir, Joan.	Secret at Westwind.		CA, YA
Weir, Joan.	Sixteen is spelled O-U-C-H.		CA, YA
Weis, Margaret.	Doom of the darksword.		FA
Weis, Margaret.	Dragons of spring dawning.		FA
Weis, Margaret.	Forging the darksword.		FA
Wells, H.G.	Time machine.		SF

AUTHOR	TITLE	SERIES & other data	GENRE
Wells, Rosemary.	Leave well enough alone.		MY
Wells, Rosemary.	Man in the woods.		MY
Wells, Rosemary.	When no one was looking.	Edgar A. Poe Special Award	MY
Westall, Robert.	Kingdom by the sea.	ALA Best Books for YA	WA, YA
Westall, Robert.	Machine gunners.		WA, YA
Westall, Robert.	Stones of Muncaster Cathedral.	Dracula Society Award	HO
White, Robb.	Deathwatch.		AD, YA
White, T.H.	Once and future king.		FA
White, T.H.	Sword and the stone.		FA
Whitney, Phyllis.	Rainbow in the mist.		RO
Wieler, Diana.	Bad boy.	Gov.-Gen.'s Award (Child.) '89	CA, YA
Wieler, Diana.	Last chance summer.		CA, YA
Wieler, Diana.	Ran Van the Defender.	Mr. Christie Book Award 1994	CA, YA
Wiesel, Elie.	Accident.		MU, WA, X
Wiesel, Elie.	Night.		MU, WA, X
Wilde, Oscar.	Portrait of Dorian Gray.		CL, HO
Wilson, Budge.	Breakdown.		CA, YA
Wilson, Budge.	Cordelia Clark.		CA, YA
Wilson, Budge.	Leaving.	CLA YA Book Award 1991	CA, YA
Wilson, Budge.	Thirteen never changes.		CA, YA
Wilson, Eric.	Code red at the supermall.		CA, MY
Wilson, Eric.	Murder on the Canadian.		CA, MY
Wilson, Eric.	Vancouver nightmare.		CA, MY
Wolfe, Tom.	Bonfire of the vanities.		X
Wolfe, Tom.	Right stuff.		X
Wolff, Virginia Euwer.	Mozart season.	ALA Best Books for YA	YA
Wright, L.R.	Chill rain in January.		CA, MY, X
Wright, L.R.	Prized possessions.		CA, MY, X
Wright, L.R.	Suspect.		CA, MY, X
Wyndham, John.	Chrysalids.		SF
Wyndham, John.	Day of the triffids.		SF
Wyndham, John.	Midwich cuckoos.		SF
Wyndham, John.	Trouble with lichen.		SF
Wyndham, John.	Web.		SF
Wynne-Jones, Tim.	Book of changes.		CA, FA
Wynne-Jones, Tim.	Some of the kinder planets.	Gov.-Gen.'s Award (Child.) '93	CA, FA
Y			
Yee, Paul.	Breakaway.		CA, SP
Yee, Paul.	Curses of third uncle.		CA, MY

AUTHOR	TITLE	SERIES & other data	GENRE
Yep, Laurence.	Child of the owl.		YA
Yep, Laurence.	Dragonwings.	Newbery Honor Book	FA
Yep, Laurence.	Rainbow people.		FA
Yep, Laurence.	Shadow lord.		FA
Yep, Laurence.	Star fisher.		FA
Yolen, Jane.	Ascending of dragons.		FA
Yolen, Jane.	Devil's arithmetic.		WA, YA
Yolen, Jane.	Hearts blood.		FA
Yolen, Jane.	Vampires: A collection of original stories.	ALA Best Books for YA	HO, YA
Young, Scott.	Boy at the Leaf's camp.		CA, SP
Young, Scott.	Boy on defence.		CA, SP
Young, Scott.	Scrubs on skates.		CA, SP
Z			
Zelasny, Roger.	Nine princes of Amber.		FA
Zindel, Paul.	Confessions of a teenage baboon.		YA
Zindel, Paul.	My darling, my hamburger.		YA
Zindel, Paul.	Pardon me, you're stepping on my eyeball.		YA
Zindel, Paul.	Undertaker's gone bananas.		MY, YA

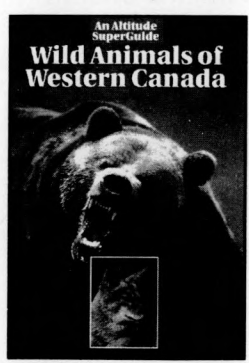
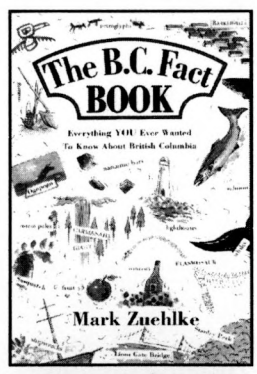
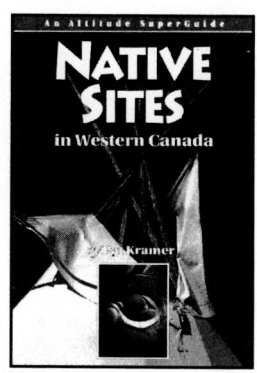
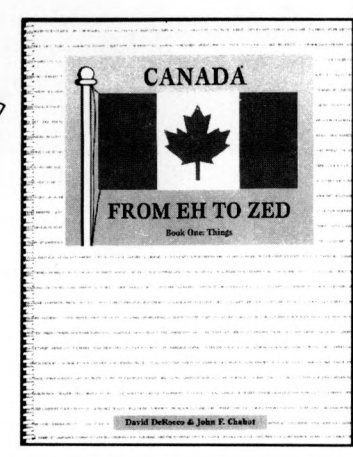


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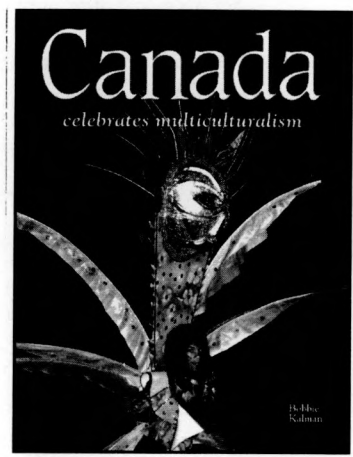
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THERE ARE *GARGOYLES* IN THE LIBRARY!

by **LIZ AUSTROM**, teacher-librarian, and **LORINDA MOREAU**, Visual Arts teacher, Magee Secondary School, SD#39 (Vancouver).

Last year we decided to develop a number of cooperatively planned research units for Visual Arts students at all grade levels. Our ideas were that the library collection could support the art history segment of the curriculum very well, and that developing specific units would ensure that students actually knew about available resources and would begin using them effectively. We didn't complete all the units we sketched out at our initial brainstorming session, but those we did were excellent and we intend carrying on with more development work this year.

The unit that students enjoyed the most was a grade eight unit on gargoyles. Our intent was to use the high interest topic of gargoyles — which have appeared in modified format in some of the most popular films in recent years — to increase students' observation and sketching skills and their understanding of where and how to search for illustrations in the library. In addition, students would apply research skills already introduced in other courses (e.g., using indexes to encyclopedias). The product was to be a paper maché gargoyle.

ADVANCE PREPARATION

Both teachers devoted some time to searching for books with pictures of gargoyles, securing additional materials from the public library and other school libraries, taking photographs of gargoyles on buildings in Vancouver, and soliciting pictures from teachers who had travelled in Europe. We put together six basic sets of materials, one for each of the groups of four students who would be sharing a library table. After the unit was completed, we learned that one of our science teachers has a cement gargoyle garden ornament, complete with water spouting capabilities. If we get ambitious, we may bring it in this year!

PRE-LIBRARY INSTRUCTION CLASSROOM

The first activity in the Art 8 program is for students to prepare their own sketchbooks. They select the colour(s) and type(s) of paper they will use, design and prepare their own covers, and bind the resulting materials in whatever way they wish. These sketchbooks must be completed by the time the library periods commence.

Expectations for the unit were established: 1) sketch observations would be included in the sketchbook; 2) these sketches must be neatly done; 3) written comments were to be included in the sketchbook as well; 4) students must include notes on what gargoyles are, where they are found, in what time period they were made, and what their function was. All of these requirements would be evaluated as well as the final product.

PERIOD 1 LIBRARY

The process to be followed was identified. Students were to share the resources within their group, and the few resources identified as "special" were circulated at half-time. This process was also followed in Period 2.

Students were encouraged to use the encyclopedia sets for extra information, and

use of indexes as opposed to looking in the “G” volume was discussed. Possible subject areas in the non-fiction area where browsing might be successful (e.g., architecture) were identified and written on a chart. This chart was available in the second period as well. Students were generally eager to find additional illustrations of gargoyles and this kept them hunting. Finds were shared and became part of the resources available to all students. No books were circulated until after Period 2.

Both teachers circulated and assisted as necessary.

PERIOD 2 LIBRARY

The process established in Period 1 continued. Teachers identified students who had not accomplished as much work as the others had, and gave them any assistance or encouragement required.

Completion of the sketchbook activity was assigned for homework. Students signed out materials on overnight loan.

GARGOYLE CONSTRUCTION CLASSROOM

Students used the images of the gargoyle recorded in their sketchbooks to design their own gargoyle on paper. Lorinda Moreau provided feedback on designs and gave instruction on transforming the designs into a paper maché gargoyle. On occasion, individual students would return to the library to look at gargoyle illustrations in the books, do another quick sketch, or borrow a book for a period.

Gargoyles were constructed over several periods, then painted in any way the students wished. Some were multicoloured, others were what one might call gargoyle grey.

GARGOYLE DISPLAY LIBRARY

The completed gargoyles were placed all over the library — on filing cabinets, on top of book shelves, on the card catalogue, on any flat surface. A few required special placement because they didn’t sit up well or had been designed by an individual who thought that gargoyles should be able to fly like bats.

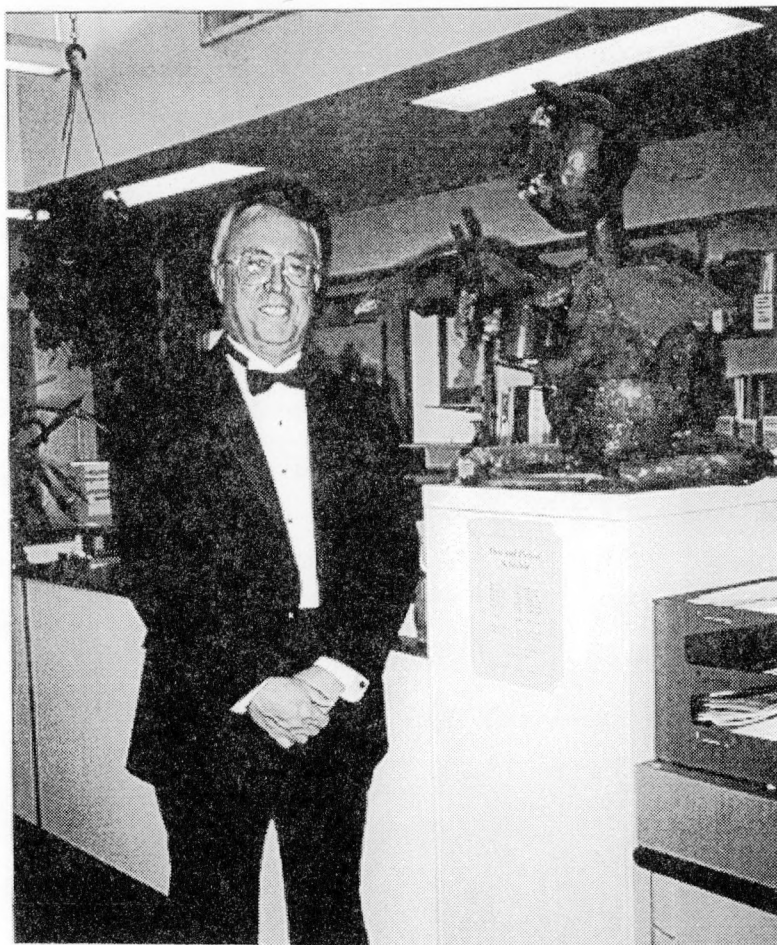
The benefit to the library was that the gargoyles occasioned a continuing procession of students coming into the library to see them. The circulation of horror fiction, as well as books about movies and strange creatures, increased when we placed them on a table with three of the gargoyles.

The “*pièce de resistance*” was a gargoyle by Eric Siu — which we both agreed was the ultimate “A” achievement. A grey coloured, very traditional gargoyle, it sat with a typical gargoyle forward lean on the top of a filing cabinet overlooking the circulation desk. In an eerie way, it seemed to be watching passerbys very closely. In addition, Eric, a very enterprising student, devised a system which used a fish tank pump to circulate water out of the gargoyle’s toothy mouth, into a tin held in its hand, and back through a concealed tube, then out its mouth again. Adjusted for maximum effect, the system spat the water out in such a way that people at the check-out desk were aware that water was hitting them. After a few shrieks, Eric set the system so it dribbled the water out in a rather disgusting drooling style.

STUDENT ART EXHIBIT

Just before the Christmas holiday and at the beginning of June, we set aside a week when the library has display boards set up and all the student art work of the term is displayed for students, teachers, parents and members of the community to see. We have an official opening and many people are invited to it. Staff dress for this event — the principal wore a tuxedo — and we serve Canada Dry gingerale, “the champagne of gingerales”, in plastic wine glasses on silver trays. Viewers listen to brief speeches, then circulate, nibbling cheese bits and sipping “champagne.”

The gargoyles were something unique last school year and attracted a lot of attention. Viewers could trace the development of students’ ideas by looking at the original sketches and notes in their sketchbooks, then at the design drawings and the final gargoyle, and they found it fascinating. The student artists, who were present at the formal opening, answered many questions. The idea that library research connected logically to learning about the history of an art form was of interest to our parents and our School Trustees, and they enjoyed the humour and artistic skills displayed by our student artists. Few believed that the project had been done by grade 8 students!



Mr. Robert King, Principal, and Gargoyle

PROTECTING OUR CHILDREN FROM THE INTERNET (AND THE WORLD)

by **JAMIE MCKENZIE**, Network 609, 424 14th Street Suite 202, Bellingham, WA 98225, (360) 647-8759, mckenzie@pacificrim.net. Reprinted with permission from the June 1995 on-line edition of *From Now On*, distributed via World Wide Web at <http://www.pacificrim.net/~mckenzie>.

Schools are caught up in a very important debate right now. Just how much and what kinds of access should students have to the richly varied and sometimes offensive or frightening resources available to those who drive onto the Electronic Highway? At the heart of this matter is the question any responsible educator or parent must ask... How can we best protect our children from information and experiences which are potentially damaging while simultaneously protecting individual and family rights to access?

As we consider these questions, we must also ask to what extent the risks we identify with the Internet are truly related to the new technology or are risks more generally associated with being alive. Some of the strategies we have used with great success to teach children about risks in daily life work well with the risks associated with the Internet.

THE RISK OF THE STREET, THE OUTLET AND THE STOVE

Within the first years of life we must teach our children not to run out onto the street, not to probe electrical outlets with sharp objects, not to touch the hot stove, not to stick toys down their throats, not to touch strange dogs, not to take candy from strangers, not to allow "wrong touching," not to watch violent TV shows, not to play near the swimming pool, etc...

We establish clear rules and we set boundaries. In most cases we try to explain the danger in terms a child might understand. "HOT!" we warn the child with a fierce and troubled expression, as the child reaches toward the hot burner.

SUPERVISION, BOUNDARIES AND BARRIERS

As guardians of the young, we make judgments about how much supervision a child requires at various

ages to protect her or him from harm. When the risk is extremely high, we tend to keep the child within sight or we erect some kind of structure like a fence around a pool to reduce the chances of a fatal drowning. Many communities require such fences whether the parents think they need them or not. We may plug plastic into electrical outlets and put away all the sharp tools and poisons. We may keep the child in a play-pen when we cannot watch every moment or we keep the child in a "child-proof room" with a gate across the door while we hurry about some task.

As children mature, we begin to rely less and less upon physical barriers, trying to teach them to respect boundary lines and values without being tied down, locked in or physically blocked from entry. We expect our children to begin exercising judgment and restraint.

This expectation only makes sense as the young person begins moving toward adult life. Self control is an essential element in the development of an independent, well balanced adult member of society. We hope and expect that our children will begin to adopt certain values as their own, "internalizing" a distaste for cruelty, for greed, for wanton destruction, for dishonesty and for other things we have identified as negatives. At the same time, we hope they will come to cherish certain traditions, behaviors and attitudes which we hold dear.

FAMILY VALUES

For most of us, these values are a family matter. The list will differ greatly from family to family depending upon the religious orientation, the philosophy, the experience and the politics of the parents. Some families, for example, have a relaxed attitude toward nudity and will stand in an art museum admiring a male body with their young children while others would steer their children clear and try to shield

them from the sight. Some would see the statue as an educational opportunity. Others would see it as a threat.

Some families expect that lessons about cancer and tobacco might convince their children not to smoke. They discuss these risks with their children and make non-smoking a family rule. Other families may decide to ignore the risks of smoking, filling their cars and their living rooms with smoke that their children will share. They may make rules against cigarettes for their young just like the first family.

In a free society, the range of belief systems held dear by families is very broad and the attitudes toward rules, supervision and boundaries are likely to be divergent and varied.

ADOLESCENT REBELLION

When the child reaches 12 and 13, she or he might sneak a cigarette with a group of friends. During the teen-age years, children make a transition from dependency to independence. The values which parents tried to share and the rules and boundaries which accompanied them, are all likely to undergo a serious review as adolescents begin sorting and sifting through what Mom and Dad may have taught them.

It is not unusual at this time for young people to flirt with danger and do the opposite of what they have been taught. It is a life phase filled experimentation and boundary testing. Even the strictest, sternest and most vigilant parents will find it difficult to monitor and control the activities of their children. Ironically, the experimentation may be most pronounced with those parents who provide no structure and with those who are extraordinarily structured. It is clear that young people need to grow up with clear values and clear structures which are grounded on reason. If the structures are grounded upon reason, they stand more chance of surviving the tests of adolescence.

THE INTERNET: PARADISE LOST OR PARADISE FOUND?

The information sources available on the Internet are as rich, varied and potentially damaging and destructive as the world itself. The Internet is a "Gateway" which leads adult or child to the sublime or the obscene. To some extent, each person's definition of the Net will be formed by the choices made while visiting.

The mind is its own place, and in itself
Can make a Heaven of Hell, a Hell of Heaven.

John Milton (1608-74)

A fool's paradise is a wise man's hell!

Thomas Fuller (1608-61)

(The Columbia Dictionary of Quotations)

Adam and Eve, according to the Bible, were living in Paradise until they tasted the forbidden fruit from the tree of knowledge. They were subsequently banished and their descendants were forever burdened with original sin.

As Browning puts it...

Curiosity

Where the apple reddens
Never pry-
Lest we lose our Edens,
Eve and I.

Robert Browning (1812-1889)

In what ways is the Internet like the tree of knowledge? The Internet may represent considerable risk. One can find much of the disturbing visual content available on cable TV, but with less motion and sound. One can find personal ads and mail opportunities as illicit and potentially threatening as those freely available in printed local newspapers and circulars in coffee shops and restaurants around town. One can find instructions for bomb-making like those in magazines available through the mails. There is content and there are messages on the Net which should turn the stomach and inspire the outrage of any caring, thinking person.

But the Internet may offer great insights and opportunities for learning. A student may gain fresh data and information about foreign countries and health topics which may far surpass in quality the resources available in the typical "hard copy" library. A student may enjoy electronic mail exchanges with experts from around the world as well as other students from other countries.

With such a range of good and evil, how do schools and parents decide what kind of "gateway" they will provide?

CONTROL, CHOICE AND GUIDANCE

The choice for schools is different, it seems to me, than it is for parents, in that schools must come up with procedures which meet the needs of the full spectrum of students, while parents may customize their family Internet access to meet the family values. The choice for schools with broad Internet access (every desktop in a wide area network) may also be different than it is for schools which have a single modem access in the school library.

The following guidelines make sense for schools with broad access. The basic principle governing this set of procedures is the value of guiding students toward information sources which have already been tested and proven valuable and acceptable for classroom use. This approach, when combined with individual access permitted through parent permission, avoids censorship, since full access is an option families may select.

1) Distinguish between supervised, curriculum-related use of the Internet (available to all students) on the one hand, and independent use of the Internet (available only to those with parent permission).

2) Identify curricular and developmentally appropriate sites in advance for each grade level of the district and make these available as "pages" on the World Wide Web server. If students are exploring volcanoes in fourth grade as a class activity, they are provided with a page of approved sites. They are told they must stay at those sites. No browsing. No surfing. Treat any wandering as a boundary violation with loss of privilege or other appropriate consequence.

3) Allow students who have parent permission to conduct independent research with more latitude outside of the structured class inquiries. Avoid situations with mixed levels of access (teams with guided access working in the same lab with other teams with unlimited access) so as to reduce conflict and resentment.

4) Provide course options at the secondary levels which involve research on the Internet with full access and parental permission. Groups of students with complete access may then explore topics with a broader sweep of resources.

To see how such an approach translates into school district policy and procedures, check out the Bellingham Public Schools policy at <http://www.bham.wednet.edu>.

While some may be uncomfortable with an approach which restricts browsing and what is popularly called "surfing," the information on the Net is often so poorly organized that hours of exploration can lead to endless blind alleys or poor quality. Particularly since access to the Internet is somewhat limited even in districts with WANs, the educators have some responsibility to point students toward worthwhile sites.

CENSORSHIP VS. GUIDANCE

Software packages which block students from sites containing potentially offensive materials are currently popular in some circles and in some school districts. It is tempting to install such programs and defer to the judgment of outside panels. Once installed, however, all students in the school, regardless of parental and family values, will be blocked from such information.

The ALA (American Library Association) guidelines for books and other materials in libraries make it clear that such blocking of information violates freedom of access to information which should be a family decision.

Librarians and governing bodies should maintain that parents - and only parents - have the right and the responsibility to restrict the access of their children - and only their children - to library resources. Parents or legal guardians who do not want their children to have access to certain library services, materials or facilities, should so advise their children. Librarians and governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child. Librarians and governing bodies have a public and professional obligation to provide equal access to all library resources for all library users.

See "Free access to libraries for minors: an interpretation of the Library Bill of Rights" (<ftp://ftp.elf.org/pub/CAF/library/access.minors.ala>)

I am reminded of a family experience with AIDS information. In 1989 my daughter spent a year convincing the administration of her high school to permit an assembly for students outlining the risks of AIDS and how they might minimize them. Any student not wishing to attend might be excused. An evening meeting was scheduled with parents prior to the assembly to provide an opportunity to meet the speaker.

A half dozen parents showed up who opposed any school discussion of AIDS or any strategies to reduce

the risk. They insisted that students should simply "say no." As leader of the club sponsoring the assembly, my daughter tried to convince them that many students who were sexually active needed such information because they were being careless, but the group refused to listen and called the administration the next morning to protest. The assembly was canceled.

As a parent who wanted my daughter to receive such information, I was incensed that this small group could block hundreds of students from potentially life-saving information, especially since all students were permitted to miss the assembly if they wished. While I respected the religious beliefs and other attitudes which might prompt them to shield their own children from such information, I resented their attempt to force those same beliefs upon my own child.

It turned out that most of the school community was also shocked and dismayed. Several days of phone calls, letters, peaceful demonstrations and other forms of pressure convinced the administration to reinstate the assembly.


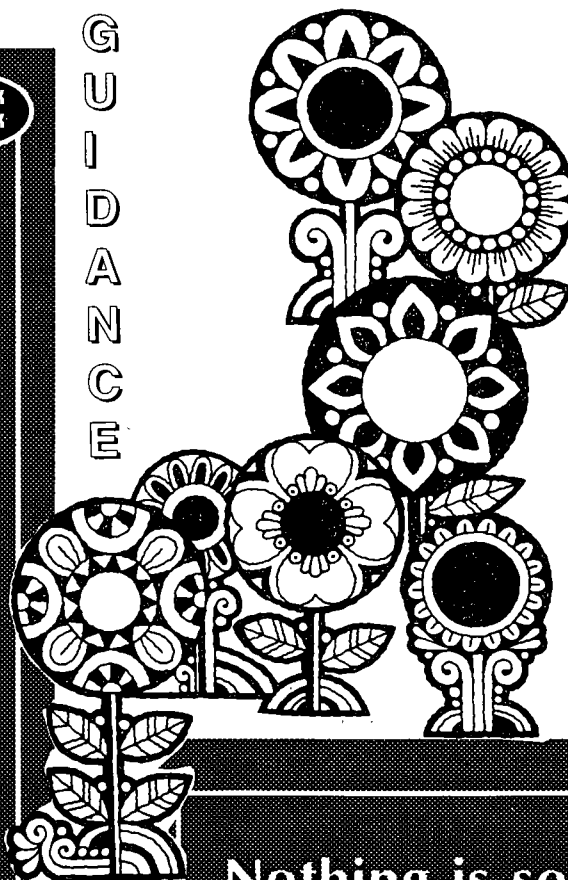
CONCLUSION

A balanced approach to the Internet in schools emphasizes guidance rather than censorship. We select sites which support our curriculum. We point our students toward developmentally appropriate information. And we permit them latitude if their parents request it.

**BOOK
MARK**

**Canada is not
really a place
where you are
encouraged to
have large
spiritual
adventures.**


*Robertson Davies (b. 1913),
Canadian novelist, journalist.*

**BOOK
MARK**

**Nothing is so
easy to fake as
the inner vision.**

*Robertson Davies,
Canadian novelist,
journalist.*



CENSORSHIP

FOOD ISSUES FOR GRADE 9/10 COURSES

by **JOCELYN ROURKE**, teacher and **CHRISTINE DICKINSON**, teacher-librarian,
Houston Secondary School, SD#54 (Houston).

Note: This unit can be easily adapted for senior foods/nutrition classes.

AIM: To enable students to make more informed decisions about their food choices by analyzing controversial food issues.

SEQUENCE OF LESSONS AND ACTIVITIES:

1: Brainstorming

Objectives:

- **Content** - students will be able to identify various food issues and the concerns involved
- **Information skill** - students will learn to identify point of view

Teaching Strategy - students will brainstorm the six food issues (see Controversial Food Issues sheets) identifying the pros and cons of each issue. They will work in groups of four.

Learning Activity - each group of four will generate a list of questions for each of the six issues. The questions on the assigned topics will be used to help research the topic. The questions on the other five questions can be used for questioning the panel during the presentations.

Evaluation - Diagnostic - teacher observation to determine what the students already know about these issues. A group mark will be given for complete and thoughtful questions.

2: Other Side of the Coin

Objective: Comprehension - students will be able to give valid examples for both sides of a controversial issue.

Teaching Strategy - case study - one case will be done with the class as a whole to ensure that students understand the process. They will then return to their groups of four and complete a case study as a group (see "The Other Side of the Coin" work sheet). The lesson will end with a class discussion on the importance of understanding both sides of an issue and the necessity of being able to support an opinion with facts.

Learning Activity - students will participate in The Other Side of the Coin exercise. They will create a +, -, ? chart for their issue.

Evaluation - Formative - the group will be given a mark for how cooperatively they have worked and for the quality of the points and questions in their chart.

3: Cooperative Research

Objectives:

- ¥ **Application** - students will discover both the pros and cons and possible alternatives to their food issue.
- ¥ **Information Skills** - students will access information using the vertical files and the CD Magazine Articles Summaries for periodical information - students will paraphrase while making notes - students will learn to keep a working bibliography.

Teaching Strategy - Research in cooperative groups. At this point all four members of the group are researching both sides of their issue and considering alternatives.

Learning Activity - Students will paraphrase and take notes on a grid which will be divided into pros, cons and alternatives. Students will also keep a working bibliography.

Evaluation - Formative - notes and working bibliographies will be marked (see Evaluation sheet)

4: Individual Research

Objectives:

- ¥ **Analysis** - students will be able to identify the data that will support the opening statement they develop.
- ¥ **Information skills** - students will use databases and periodicals to research their issue. Students will be able to distinguish between fact and opinion. Students will be able to determine the validity and currency of facts.

Teaching Strategy - Individual Research. Each student in the group must now be assigned (or choose) a role for the upcoming panel discussions (either pro or con depending on the character profile) Students will now concentrate their individual research on their point of view.

Learning Activity - Students will continue to take notes and then from these will create an opening statement that they will use for the panel discussion.

Evaluation - Formative - Students will be given a mark on their opening statement and will also be given a mark for individual research notes.

5: In - Class Essay

Objectives:

¥ **Synthesis** - Using research data, students will be able to write a brief but powerful essay to summarize their side of the issue.

¥ **Information Skills** - students will use the writing process to present their research findings.

Teaching Strategy - Assessment. The teacher will assess the students' essays and ensure a good understanding of their topic before the panel discussion.

Learning Activity - Using their opening statement as a thesis and with access to their notes, the students will write an in-class essay arguing their side of the issue.

Evaluation - Summative - See Individual Evaluation sheet

6: Panel Discussion

Objectives:

¥ **Evaluation** - students will be able to defend their pro or con position on a food issue.

¥ **Information Skills** - Communicates information orally in a panel discussion format.

Teaching Strategy - Model of Excellence. The teacher will show an example panel discussion with a moderator - perhaps a CBC presentation.

Learning Activity - Students will participate in a panel discussion (2 pros, 2 cons) with the teacher and/or teacher-librarian or a guest host acting as the moderator.

Evaluation - Summative. Students will be individually marked on their participation in the panel (see Individual Evaluation sheet) Students will also be evaluating their peers (see Peer Evaluation sheet)

THE OTHER SIDE OF THE COIN

Objective: To examine opposite points of view

Teaching Strategy: Take a current issue that has interest to your students (i.e. a school rule forbidding the wearing of hats in the school building). As a class, brainstorm a list of positives for that rule. When you have enough items, brainstorm a list of negatives. End by brainstorming interesting questions raised by the issue—aspects that students are not quite clear about or things they want to find out about. Put them in chart form on the overhead or board.

Issue: _____

+

—

?

Discuss with the students the importance of looking at both sides of an issue and the understanding that comes from studying different points of view.

Student Activity:

1. Divide students into groups of four. Give each group a newspaper story or news magazine story. The stories selected would describe a controversial action taken by a person.
2. Instruct one student to read the story quietly to the group. The others will take notes to identify the controversy.
3. Give each group a sheet of chart paper and a marker. Have them create a +, -, and ? column.
4. Instruct the groups to enter the issue and brainstorm each column, as was done in the class activity. They must have responses in each column.
5. Have the groups share their issues and ideas with the rest of the class.

Evaluation: Collect the charts and award a group mark for completion and thoughtful responses.

CONTROVERSIAL FOOD ISSUES

TOPICS/ROLES IN THE PANEL DISCUSSION

Topic One: Should Artificial Sweeteners be used widely in Processed Foods?

Mrs. Candy Broadbeam - A diabetic, a faithful member of Weight Watchers, and the mother of three small children

Dr. Lucy Sweetheart - A family practitioner

Mr. Jim Toxic - A researcher in food chemistry at Simon Fraser University

Mr. B. Hive - A Bulkley Valley apiarist

Topic Two: Is it Necessary for Good Health to buy Health and Organic Foods?

J. L. Kraft - Managing Director of a large food processing and packaging company

Pete Manure - An organic farmer

Herb Niblet - The owner of several large farms in the Fraser Valley, and the prosperous producer of commercial corn

Milly Brownrice - A member of Eatables Food Cooperative

Topic Three: Are Foods Containing Sodium Nitrates and Red Dyes Safe?

Ms Myrtle Hayseed - A senior official with Agriculture Canada

Ms Carol Buyright - A member of the Executive Council of the Consumers' Association of Canada

Mr. Claude Wiener - Quality Control Manager for Schneider's Meats

Ms Jenny Eatwell - Organizer for the Northern Region of the Canadian Cancer Society

Topic Four: Are Food Additives Safe?

Dr. John Takecare - An official with the Federal Health and Protection Branch

Mr. Harry Watchout - Food activist, TV personality and father of four teenagers

Dr. Erlenmeyer Flask - Professor of Food Technology at UBC, previously employed by J. L. Kraft Co.

Ms Seldane - Mother of a child with allergies

Topic Five: Should Food be Irradiated?

Mr. Spud Russett - A Prince Edward Island potato farmer

Ms Starlight Peacemaker - A housewife and mother, the wife of poet Moonshine Peacemaker

Mr. Murgatroyd Drybones - A researcher and food technologist with the National Research Council of Canada

Dr. Ben Tuju - An economist from Nigeria

Topic Six: Should Pesticide/Herbicide Spraying of Food Crops be permitted?

Mr. Herbie Herbicide - Owner of one of the largest apple orchards in the Okanagan Valley

Mrs. Rosy Applethwaite - Food activist, founder of the Sunshine Food Cooperative

Ms Honey Bran - Owner of the Mountain Air Health Food Store

Mr. Montmorency Romaine - Produce Manager for Overwaitea Foods



GROUP EVALUATION

Group Names _____

Activity 1 - Brainstorming the issues

- worked cooperatively as a group 5
 - all members participated 5
 - activity completed 5
 - quality points 5
 - thoughtful questions 5
- 25**

Activity 2 - Other side of the Coin

- worked cooperatively as a group 5
 - all members participated 5
 - chart completed 5
 - quality opinions 5
 - thoughtful questions 5
- 25**

Activity 3 - Cooperative Research

- worked cooperatively as a group 5
 - all members participated 5
 - notes paraphrased 10
 - working bibliography 10
 - variety of resources (at least 4) 5
 - validity of resources 5
- 40**

Activity 6 - Panel Discussion

- worked well as a group (pros supported pros
and cons supported cons) 5
 - discussion flowed and held interest 5
- 10**

TOTAL: 100

BONUS: Up to 10 extra marks will be awarded based on a peer evaluation of your group.

INDIVIDUAL EVALUATION

Name: _____

Activity 4 - Individual Research

note taking/bibliography

- variety of resources (at least 4) 5
- organization (on grid) 5
- legibility 5
- paraphrasing 10
- notes relevant to issue 5
- working bibliography complete 5
- opening statement** 10
- 45**

Activity 5 - In-Class Essay

Organization

- opening statement, conclusion 5
- logical presentation 5

Structure

- grammar, spelling 5
- sentence structure, paragraphs 5

Impact

- persuasiveness, strength 5
- content, presentation 5
- 30**

Activity 6 - Panel Discussion

- audible voice, eye contact, rapport with audience 10
- clarity of information 5
- answering questions from the audience 5
- shows conviction 5
- 25**

TOTAL: 100

BONUS: 5 marks will be awarded to any student who directs two thoughtful questions to a member of any panel

PEER EVALUATION (Activity 6)

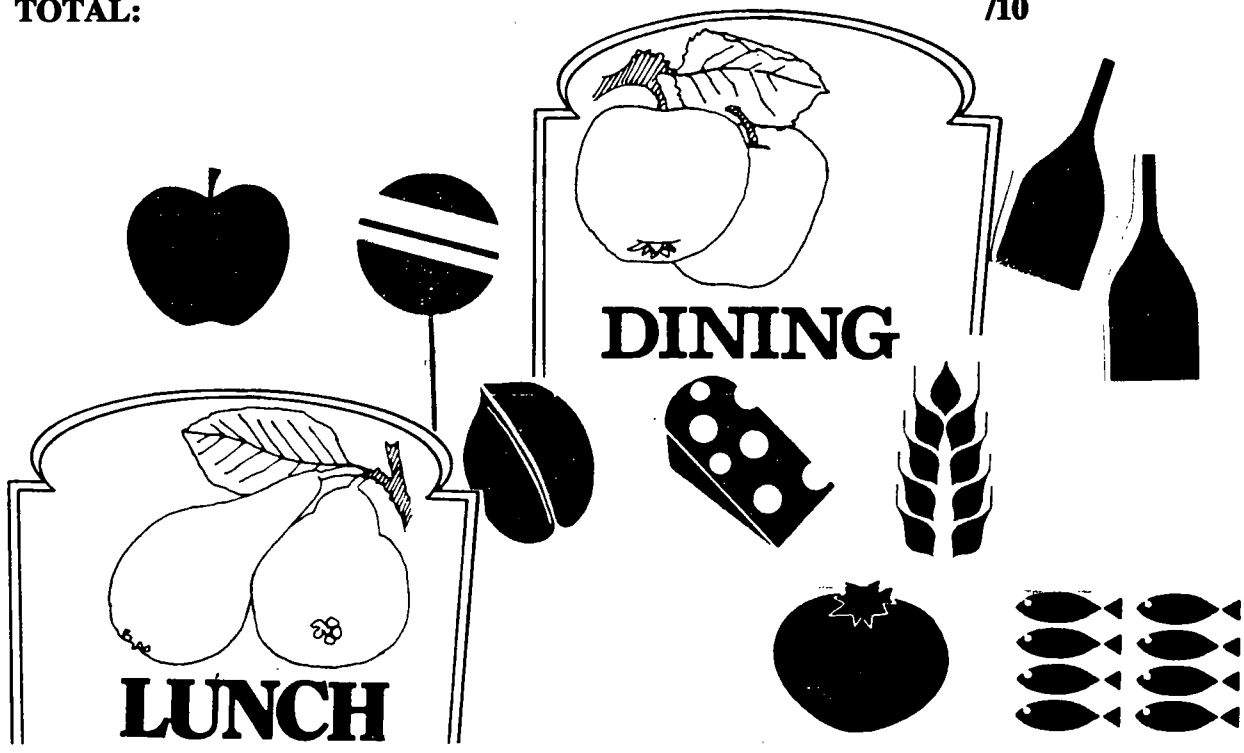
Name: _____

Group Names: _____, _____,

Issue: _____

Please consider the group as a whole and award what you feel is an appropriate mark in each category. The possible total is 10 and a group should be quite outstanding to receive this grade. An average presentation would be about a 6, a poor one would be 1 or 2, etc.

- | | |
|--|------------|
| 1. Spoke clearly, correctly and confidently | /2 |
| 2. Maintained eye contact with moderator or audience | /2 |
| 3. Maintained the interest of the class | /2 |
| 4. Presented their points of view convincingly and clearly | /2 |
| 5. Handled questions and comments from the class well | /2 |
| TOTAL: | /10 |



SAVE TIME EVALUATING RESOURCES (STER)

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

WHAT IS STER?

STER has been a district project in Prince George for more than twenty years. Each year most teacher-librarians in Prince George volunteer to take one professional journal and condense the book reviews in each issue. These are compiled by the District Resource Centre into elementary and secondary versions of STER and sent out three times per year. Last year was the first year in some time that Prince George made it available to teacher-librarians in other areas of the province. There were a number of teacher-librarians that took advantage of the offer.

HOW CAN YOU ORDER STER?

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

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

Kris Nellis
c/o Duchess Park Secondary School
2371 Ross Crescent
Prince George, BC V2M 1Y8

Phone: (604) 563-7124
Fax: (604) 564-6592

The deadline for your 1995/96 order is **December 15, 1995**. I appreciate the response that was received and hope that you have found it a valuable selection tool.

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

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

Author (Surname First): Cheney, Glenn Alan

Illus. by: _____ Index: Pages: 128

Publisher: Macmillan/New Discovery Edition: _____ Year: 1993

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

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

Grade suitability: 7-12
Curric. Support: _____

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

USE REVERSE SIDE FOR ANNOTATION

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

SAMPLES OF STER

Title: The Chief

Author (Surname First): Lipsyte Robert

Illus. by: _____ Index: _____ Pages: 226

Publisher: Harper Edition: _____ Year: 1993

Binding:	ISBN:	Price:
Trade	<u>0-060-21069-8</u>	<u>15.00</u>
LB (PLB, Reinforced)		
PBK		
Other		

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

Grade suitability: 8-12
Curric. Support: _____

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

USE REVERSE SIDE FOR ANNOTATION

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

**11TH ANNUAL BC BOOK PRIZES
1995 Finalists**

Bill Duthie Booksellers' Choice Award

The Good Company by Tom Henry; published by Harbour Publishing
Picasso's Woman by Rosalind MacPhee; published by Douglas & McIntyre

**Winner: *Eagle Transforming; the Art of Robert Davidson* by Ulli Steltzer
and Robert Davidson**

Hubert Evans Non-Fiction Prize

Concubine's Children by Denise Chong; published by Viking
Finding Family by Rick Ouston; published by New Star

**Winner: *Uncommon Will the Death and Life of Sue Rodriguez* by Lisa
Hobbs Birnie and Sue Rodriguez**

Dorothy Livesay Poetry Prize

ed & mabel go to the moon by Aaron Bushkowsky; published by Oolichan
Menewars by Adeena Karasick; published by Talonbooks

Winner: *Hard Candy* by Linda Rogers

Roderick Haig-Brown Regional Prize

Clayoquot & Dissent by Ron Hatch et al; published by Ronsdale
Seven-Knot Summers by Beth Hill; published by Horsdal & Schubart

Winner: *Raincoast Chronicles: Eleven Up* by Howard White, editor

Sheila A. Egoff Children's Literature Prize

Torn Away by James Heneghen; published by Viking
White Wave by Mary Razzell; published by Greenwood

Winner: *The Old Brown Suitcase* by Lillian Boraks-Nemetz

Ethel Wilson Fiction Prize

City of Orphans by Patricia Robertson; published by Porcupine's Quill
Under Glass by Grant Buday; published by Oolichan

Winner: *To Be There with You* by Gayla Reid

BEYOND THE BASTILLE: a cooperatively planned poster project on the contributions of women to the French Revolution

by **JUDITH COFFIN**, teacher-librarian, Elgin Park Secondary School, and **RAMONA SOUSA**, Social Studies Department Head, North Surrey Secondary School, SD#36 (Surrey).

OBJECTIVE

- to investigate the events surrounding the French Revolution
- to integrate the contributions and accomplishments of French women into a unit of study on the French Revolution

Level: Grade 9 Social Studies

Time required: three 70 minute periods (two periods research and one for presentations)

Materials needed

- Library resource materials on the French Revolution
- Notes in this unit or the books listed in the Bibliography
- Books are available at: **Women in Print**, 3566 West 4th Avenue, Vancouver, BC, V6R 1N8; Voice: 604-732-4128, Fax: 604-732-4129
- Five sheets of white poster-sized construction paper
- Glue sticks, scissors, felt pens

Teacher Preparation

- Teacher gathers construction paper, glue sticks, scissors and felt pens
- Teacher reserves the library and alerts the teacher-librarian of the assignment
- Teacher-librarian gathers resource materials including the books listed in the Bibliography
- Teacher copies the appropriate numbers of assignment sheets and Notes for each group

Class Procedure

- Teacher arranges the class into 5 groups
- Teacher assigns each group a research topic
- Teacher distributes the research assignment to each group
- Teacher asks students to divide the work in the assignment equally among the group members
- Teacher outlines the project timeline to the class which includes research in the first two periods and a presentation to the class one week later

- Teacher-librarian introduces the various sources of information including appropriate books, reference books and encyclopedias, CD-ROMs, videos and pamphlets
- Teacher and teacher-librarian monitor students' research during the two library periods
- Teacher has each group present their poster to the class in the library while the other groups take notes on the presentation
- After each presentation, teacher highlights the information presented
- Teacher and teacher-librarian evaluate the poster project

Suggestions for Evaluation

- Each poster and presentation can be evaluated
- Each student's notes from the presentations can be evaluated
- In a well-constructed paragraph compare and contrast the demands in the Declaration of the Rights of Man and the Declaration of the Rights of Women OR
- In a well-constructed paragraph describe the contributions of women to the French Revolution OR
- In a well-constructed paragraph describe the rights that women gained or lost during the French Revolution. Discuss whether or not it was a revolution for women

INSTRUCTIONS AND RESEARCH TOPICS

General Instructions for all 5 topics:

- Using library resource materials your group is to create a **poster**
- Your group will have **two** periods for research in the library
- Your group should **divide the work equally** among your members
- Your presentation should include **graphs, pictures, charts, cartoons** as well as **written explanations**
- When your research is completed, your group will be given a piece of white construction paper
- Your group should consult at least **three** library sources. The resources your group uses should be listed in a **bibliography**
- Your poster project will be marked by the teacher and teacher-librarian. Each student in your group will be given the same mark.
- Your **mark** will include:

Research (accuracy of information) 15 marks

Poster presentation 20 marks

(originality, creativity, spelling
neatness)

Oral presentation (organization, clarity) 10 marks

Bibliography 5 marks

Date Due _____

Total

50 marks

Topic One: The French Monarchy in Crisis

Research Topics

Student Responsible for Research

1. Describe the Old Regime including the First, Second and Third Estates.
2. Who was Louis XIV?
3. Who was Marie Antoinette?
4. What were the major economic problems? What were the Bread Riots? How were families affected?
5. Describe the attempted reforms. Who opposed and supported these reforms? Why was the Estates-General recalled?

Topic Two: A Moderate Start to the Revolution

Research Topics

Student Responsible For Research

1. Describe the National Assembly.
2. Describe the Tennis Court Oath.
3. List the events leading up to and including the Storming of the Bastille.
4. Describe the Declaration of the Rights of Man.
5. Describe the Civil Constitution of the Clergy.

6. Describe Olympe de Gouges and the Declaration of the Rights of Woman.

7. Describe Louis XIV's flight and capture.

Topic Three: The Revolution Deepens

Research Topics

Student Responsible for Research

1. Describe the Jacobins.

2. Describe the Girondins.

3. Describe the Committee of Public Safety.

4. Describe the guillotine, the execution of the royal family and the use of violence.

5. Describe the Reign of Terror.

6. Who was Robespierre?

7. Who was Marat?

8. Who was Madame Roland?

9. Who was Danton?

10. Who was Charlotte Corday?

11. Describe the Society for Revolutionary Republican Women and its founders, Claire Lacombe and Pauline Leon.

Topic Four: The Rise of Napoleon Bonaparte

Research Topics

Student Responsible For Research

1. Describe the Directory and its problems.
2. Who was Napoleon Bonaparte? Describe his rise to power.
3. Who was Josephine?
4. Describe Napoleon's military career including his military victories in Europe.
5. Outline Napoleon's accomplishments and reforms as Emperor of France.
6. Describe how Napoleon's reforms affected women.

Topic Five: Napoleon in Triumph and Defeat

Research Topics

Student Responsible For Research

1. Describe the Empire of Napoleon.
2. List the positive aspects of Napoleon's rule.
3. List the negative aspects of Napoleon's rule.
4. Describe the Prussian attack.
5. Describe Napoleon's invasion of Russia.

6. Describe the Battle of Nations. _____
7. Describe Napoleon's exile. _____
8. Describe the 100 days. _____
9. Describe the Battle of Waterloo. _____
10. Describe Napoleon's final exile. _____

NOTES

INVOLVEMENT OF WOMEN IN THE THREE ESTATES

In May 1789, when the Estates-General were summoned to meet in Versailles, only a handful of women were involved in the debates. Some noble women in the First Estate and some women in the religious orders in the Second Estate sent representatives which presented the following grievances:

- equal pay for women
- equal representation for women
- education for women
- single standard of sexual morality
- paid midwives

Although most women were excluded from voting in the Third Estate, their participation was visible and well organized. These poor and working women, who were shopkeepers, fish vendors, laundresses, seamstresses and street women, presented a different catalogue of grievances to the Estates. They complained of:

- tax collectors at the entrance to the city
- exploitation by the rich grain speculators
- overcrowded hospitals
- restrictions in marrying for women
- lack of police protection for women
- preferential hiring of males in jobs

One revolutionary pamphlet called women "The Third Estate in the Third Estate." Parisian market women often sang the following song to the Third Estate in the summer of 1789:

If the clergy, if the nobility
My good friends

Treat us with such rudeness
And disdain
Let them all fancy themselves
capable of running the State
While waiting, we will drink
to the Third Estate.

THE BREAD RIOTS

In eighteenth century France, bread was the staple food of both the rural and urban poor and accounted for 50% of their expenditures. The rural poor were not able to grow or bake grain because there was a lack of fuel for ovens. They had to buy bread as did the people in the cities. In France, the eighteenth century started with a large nationwide famine and continued with a number of poor harvests. Grain shortages increased the price of grain and subsequently bread—which led to a series of bread riots. Women, to feed their families, engaged in protests against the high bread prices for 63 years between 1725 and 1788. Women succeeded in keeping the price of bread within bounds in the coming decades because the authorities, not wanting to be continually dealing with riots, went to great length to control the price of bread.

INVOLVEMENT OF WOMEN IN THE BEGINNING OF THE FRENCH REVOLUTION

In the opening events of the French Revolution, many French women took action and participated. They had gained valuable experience in the past decades when protesting against high bread prices and organizing bread riots. French women worked hard to mobilize the French people in rural areas in support of the Assembly, persuading village officials to write letters in support of the new government. In 1789, French women joined the storming of the Bastille on July 14. They were hungry and their children were hungry. In October, thousands of Parisian women, demanding bread, marched to city hall, then to the Champs Elysées, and finally to the Royal Palace at Versailles. At Versailles, a delegation of women met with the King and eventually escorted him back to Paris. The decision of Parisian women to march to Versailles, three months after the storming of the Bastille, and to bring the King back to Paris was a direct outcome of their previous experience in protesting to keep bread prices down. Their actions in October were instrumental in consolidating the power of the National Assembly over the French monarchy.

OLYMPE DE GOUGES

Olympe de Gouges was an actress as well as a writer. After her husband's death in 1789, she moved to Paris. Between 1790 and 1793, she authored over two dozen political pamphlets advocating rights for women and aid to the poor. While in Paris, she started a women's journal and a women's theatre. She was sharply criticized when she offered to defend King Louis XVI because she thought him to be a victim rather than a tyrant. Her criticisms of Robespierre led to her death in 1793 by the guillotine.

THE DECLARATION OF THE RIGHTS OF WOMAN

In 1791, Olympe de Gouges wrote **The Declaration of the Rights of Woman** as a response to the exclusion of women's rights in the Declaration of the Rights of Man. She insisted that women, too, were born free and entitled to the same inalienable rights as men, and that women deserved legal equality. She maintained that men should be required to recognize their illegitimate children, that both married and single women should have the right to control their property, and that women must be allowed to speak out on political matters.

Declaration of the Rights of Woman

- Woman is born free and lives equal to man in her rights. Social distinctions can be based only on the common utility.
- The purpose of any political association is the conservation of the natural and imprescriptible rights of woman and man; these rights are liberty, property, security and especially resistance to oppression.
- The principle of all sovereignty rests essentially with the nation, which is nothing but the union of woman and man...
- Liberty and justice consist of restoring all that belongs to others; thus the only limits on the exercise of the natural rights of woman are perpetual male tyranny; these limits are to be reformed by the laws of nature and reason.
- Laws of nature and reason proscribe all acts harmful to society.
- The law must be the expression of the general will; all female and male citizens must have representation to its formation; it must be the same for all; male and female citizens, being equal in the eyes of the law, must be equally admitted to all honors, positions and public employment according to their capacity and without distinction besides those of the virtues and talents.
- No woman is an exception; she is accused, arrested, and detained in cases determined by law. Women, like men, obey this rigorous law.
- The law must establish only those penalties that are strictly and obviously necessary
- Once any person is declared guilty, complete rigor is to be exercised by the law.
- No one is to be disquieted for his very basic opinion; woman has the right to mount the scaffold; she must equally have rights to mount the rostrum, provided that her demonstrations do not disturb the legally established public order.
- The free communication of thoughts and opinions is one of the most precious rights of woman, since that liberty assures the recognition of children by their fathers. Any female citizen thus may say freely, I am the mother of a child which belongs to you, without being forced by a barbarous prejudice to hide the truth.
- For the support of the public force and the expenses of administration, the contributions of woman and man are equal; she shares all the duties... and all the painful tasks; therefore, she must have the same share in the distribution of positions, employment, offices, honors, and jobs.
- Female and male citizens have the right to verify, either by themselves or through their

representatives, the necessity of the public contribution. This can only apply to women if they are granted an equal share, not only of wealth, but also of public administration.

- The collectivity of women joined for tax purposes to the aggregate of men, has the right to demand an accounting of his administration from any public agent.
- No society has a constitution without the guarantee of rights and the separation of powers; the constitution is null if the majority of individuals comprising the nation have not cooperated in drafting it.
- Property belongs to both sexes whether united or separate; for each it is an inviolable and sacred right.

MANON PHILIPON ROLAND

Manon Philipon Roland married Jean-Marie Roland who eventually became the king's Minister of the Interior. When they moved to Paris in 1791 she instituted salon gatherings in their Paris suite where artists, thinkers and writers would converse about lofty Enlightenment ideas. Manon held moderate political views and joined the Girondists. When the revolution broke out, Madam Roland's group, the Girondists, found themselves at odds with the more radical Jacobin faction. Madame Roland was arrested when the Jacobins expelled the Girondists from the Assembly. While in prison awaiting her trial, she wrote an important chronicle of the revolution, her Appeal to Impartial Posterity. She was executed on November 8, 1793 within days of Olympe de Gouges' execution.

SOCIETY FOR REVOLUTIONARY REPUBLICAN WOMEN

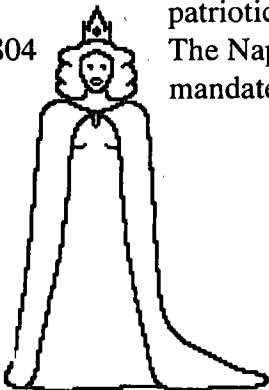
In February 1793, several hundred radical Parisian women formed the **Society of Revolutionary Republican Women**. Founded by **Claire Lacombe** (born 1765), an actress, and **Pauline Leon** (born 1758), a chocolate manufacturer, the society worked towards the overthrow of the Girondists. They petitioned for price controls on bread and education for all women. They also demanded that all women wear the revolutionary red, white and blue cocarde. The society was one of the first organized interest groups of working-class women.

CODE NAPOLEON

The **Code Napoleon** was hailed as the most advanced legal document in Europe. Under the Old Regime, married women had enjoyed wide freedoms, control over their own property and influential places in their community. The Revolution had only increased their rights. Now, Napoleon introduced a new code based not on Corsican but on Roman law. The **Code Napoleon** equipped every husband with extraordinary, unprecedented powers. He could compel his wife either to reside or to move any place he decreed; everything she ever owned or earned became his; in divorce, he kept the children, the house and all the goods, for she had no right in their common property; in adultery, she could be sent to prison for up to two years, while he remained uncharged.

TIMELINE OF WOMEN IN THE FRENCH REVOLUTION

- 1770 **Marie Antoinette** (1755-1793) marries King Louis XVI of France; unpopular with her subjects, she is known contemptuously as Mme. Deficit, Mme. Veto, and L'Autrienne.
- 1789 **Women of the Third Estate** address petitions to King Louis XVI containing specific women's grievances
- 1789 Led by market women, 4000 French women march on the National Assembly at Versailles demanding bread
- 1790 French philosopher and mathematician Condorcet follows his 1787 call for women's rights with his *On the Admission of Women to Citizens Rights*
- 1791 **Marie Antoinette** counsels her husband, Louis XVI, to flee the French Revolution
- 1791 **Olympe de Gouges** (Marie Gouze) issues the **Declaration of the Rights of Women.**
- 1792 **Theroigne de Mericourt** (Anne Tervague), an opera singer, tries to organize units of French soldiers to fight the Austrians
- 1793 Women's political clubs are suppressed by the French Revolutionary Convention
- 1793 France bars women from participating in political activity
- 1793 **Queen Marie Antoinette** is guillotined as a traitor
- 1793 The French Revolutionary Convention declares that women, minors, the insane, and criminals are not citizens
- 1793 **Theroigne de Mericourt** is beaten up by Jacobin women for asserting the rights of women to education, politics, law and employment; she is then confined to a lunatic asylum, where she dies
- 1795 Bread riots in Paris led by women
- 1795 By government decree, French women are ordered to return to their homes and forbidden to attend political meetings or to gather in the streets in groups larger than five
- 1796 **Josephine de Beauharnais** (1763-1814) marries Napoleon Bonaparte; she is crowned empress of France in 1804 but, because she bears him no child, Napoleon divorces her in 1809. Nevertheless, her daughter by an earlier marriage later becomes Queen of Holland and mother of Napoleon III
- 1800 In order to ensure its respectability, French women are forbidden to wear the patriotic tricolour cocarde
- 1804 The Napoleonic Civil Code reinforces women's political inferiority and mandates their complete submission to their husband's authority



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 same series?*

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^{N/A} edition) Toronto: Houghton Mifflin, 1995. ISBN 0395708419 \$60.00 pp. 698-725.

Miles, Rosalind. *The Women's History of the World*. London: Harper Collins, 1988. ISBN
^{305.4} 0586088865 \$13.95 pp. 172-195.

^{MIL}



BOOK
MARK

In Pierre Elliot
Trudeau,
Canada has at
last produced a
political leader
worthy of
assassination.

*Irving Layton (b. 1912),
Canadian poet.*



The BCTLA is pleased to announce the following winners in our recent Membership Drive. We are thankful to the contributors of our prizes!

IMAGE MEDIA SERVICES:

\$200 certificate for software/CD-Rom material

- Brenda Catherall, Kelowna

PACIFIC RIM PUBLISHERS:

Collection of Multicultural materials

- Ellen Rothstein, Vancouver

SHIRLEY LEWIS INFORMATION SERVICES:

\$50 certificate

- John Elson, Campbell River

There will be another draw before the next *Bookmark* issue:

Prize: \$200 certificate from
National Book Service

**MAKE SURE YOUR BCTLA
Membership is renewed!**



BOOK
MARK

The past is
still, for us, a
place that is
not safely
settled.

*Michael Ondaatje (b. 1943),
Canadian novelist.*



REGULAR FEATURES

A vertical advertisement for Image Media & Video for Education. The left side features a dark vertical strip with white text: $2+2=4$, $5 \times 5 = 25$, and $6+2=8$. Below the text are small icons: a tree, a mountain range, and a portrait of a woman. The right side of the advertisement has the text "Software & Video FOR EDUCATION" in a bold, sans-serif font. Below this text is a large, detailed illustration of an orca (killer whale) swimming. At the bottom right of the orca illustration is the "imagemedia SERVICES" logo, where "imagemedia" is in a lowercase, italicized font and "SERVICES" is in a bold, uppercase font inside a black rectangular box.

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by **BARBARA SMITH**, teacher-librarian, Larson Elementary School, SD #44 (North Vancouver) and **JIM HOLGATE**, teacher-librarian, A. H. P. Matthew Elementary School, SD #36 (Surrey).

QUESTION

What are some good Canadian information CD-ROMs and some sources of Canadian CD-ROMs?

ANSWER

The supply of Canadian CD-ROMs is increasing, but there are still far more American titles used in schools than Canadian. Following are some suggestions by teacher-librarian Maureen Keast, Windsor Secondary, and Ron Jang, Carson Graham Secondary, both at School District #44 (North Vancouver). Readers who have information about others should write to the editor of *The Bookmark*. We would be happy to print a follow-up to this topic on a regular basis. The "Experts" editors were not able to personally evaluate these CD-ROMs or check out each source, but this list can serve as a starting point. If you can't find addresses, contact Barbara Smith, BCTLA Publications Co-ordinator, and we'll see what we can do.

Cross Canada Books claim to feature "the best Canadian CD-ROMs." Their selections include:

- *The 1996 Canadian encyclopedia* plus multimedia reference version, including *Columbia encyclopedia*, *Gage Canadian dictionary*, and *Roget's thesaurus*.
- *Kate's story*. A 13-year-old girl fights cancer.
- *Ideas that changed the world*.
- *Canada: a country by consent*. A multimedia history of Canada.
- *Canada's visual history/L'histoire du Canada en images*. NFB
- Wildlife series (4 disks about birds of North America) edited by Wayne Campbell, former curator of the Royal BC Museum
- *The National parks of Canada*
- *Spacetime History of space flight*. Not clear how much is Canadian.
- *Canada's capital*. History and geography of Ottawa.

Nelson Canada offers *Discovering authors*, a Canadian edition with fifty Canadian authors. Unfortunately it costs \$699.

McGraw-Hill supplies Canadian news disk, Canadian business disk, and Canadian constitutional issues.

CANEBSO's large catalog lists Canadian titles.

Micromedia's catalog lists over 700 CD-ROMs including some Canadian titles such as *Canada census profiles*, and all Statistics Canada materials, in both French and English.

Britannica has *Canadisk*.

Faxon Canada has some Canadian CD-ROMs. Check out their catalog.

Try also RK Media Consultants, 107 Berkley Road, Cambridge, ON M15 3G8 for many Canadian titles.

Software Plus, 12760 Bathgate Way, Richmond, BC, V6V 1Z4, carries, in addition to *The 1996 Canadian Encyclopedia*:

- *Adventure Canada*. Culture, history, and geography of Canada.
- *The Fortress of Louisbourg*. 500 photographs, video, printable text, animation of the battles, and

more. You can fax them at 604-273-6534 or phone toll free 800-663-7731. Ask for Wayne Clark.

Many international sources of CD-ROM disks are available on the Internet using a World Wide Web browser. The Universal Resource Location is http://www.cdarchive.com/cd_rom_faq/cd_faq.htm

QUESTION

What writing contests are available for students?

ANSWER

Careful! By participating in an organization's contest, you might be implying that you and your school endorse the products or the organization's point of view. In addition, check whether there is a fee. If there is a fee for participating, some students may not be able to participate.

Local governments and agencies have sponsored writing contests in the past, and probably will continue. Surrey libraries have sponsored a variety of writing contests over the summer. The City promoted a writing contest to promote the city as a fun place to live. Greater Vancouver Regional District has sponsored a number of writing contests promoting environmental awareness. You can find out about similar contests by contacting your local library or phoning the agencies directly.

Private companies have also recognized writing contests as an effective means to publicize their organization. Call local malls and weekly newspapers — they are obvious candidates. A well-known book fair company sponsored a writing contest to those schools who booked a book fair with them. Advocacy

organizations such as the BC Forestry Association also have, in the past, sponsored writing contests.

Although there is not an international clearing-house that collates *all* the writing contests around the world, several contests have been assembled in one place on Internet World Wide Web at <http://www.teleport.com/~jtucker/contest.html>. Most of the contests have a fee attached, and some are restricted to Americans.

The Internet Public Library (University of Michigan) has sponsored an ongoing writing contest for kids. For more information, point your Internet World Wide Web browser to <http://ipl.sils.umich.edu/youth/PutMyStory/>.

Older students may be interested in PRISM international Fiction Contest

Department of Creative Writing
University of British Columbia
Buch E 462 - 1866 Main Mall
Vancouver, BC
Canada. V6T 1Z1

Phone: (604) 822-2514
Fax: (604) 822-3616

There is a first prize of \$2,000 and 5 runner-up prizes of \$200 each, plus each of the six winning stories is published, and the author receives the standard publication payment of \$20 per published page. There is a \$15 one-time entry fee and a \$5 reading fee for each story submitted. There is no limit to the number of stories which may be entered. For more information, you can also point your World Wide Web browser to <http://edziza.arts.ubc.ca/crwr/prism/fictcon.html>



ADVOCACY AND THE BCTLA

by **TRISH BANIGHEN**, Vice President for Advocacy, 1995/96

When Kris Nellis called to ask me to consider letting my name stand for the position of Vice President for Advocacy, my first question was, naturally, "What does the job entail?" Her answer made me chuckle—"Nobody knows—it hasn't been done yet!" I looked forward to the executive meeting in June to get some more direction from people who should have some of the answers. What I got was four sheets of chart paper covered with suggestions, several different definitions of what advocacy includes, and so many cries for needed action that I would have to be several people to undertake them all! In fact, as Kris said, "Nobody knows"...not exactly.

What everybody at the meeting did know, or at least what most of us agreed on, is that some kind of action is necessary to fight the erosion of the programs and the roles of teacher-librarians in British Columbia brought about by tough economic times, changes in educational philosophy, and lack of knowledge about our roles and programs on the part of those making the decisions. This article is a product of our discussion that day and an attempt to come to terms with the overload of demands and differing opinions that I heard without fully comprehending at the time.

The first thing that I need to come to terms with if I am to make a difference is the definition of advocacy. The BCTLA Members' Guide includes Advocacy in its list of standing committees (By-Law 4) and in its policies (p. 13). The purpose is to "...demonstrate that teacher-librarians and school library resource centres are integral to educational programs" and to communicate this to "...colleagues, administrators, parents and the community at large." Setting priorities appears to be called for. I would like first of all to propose that a distinction be drawn between those things which I would ordinarily call "public relations" and those forms of advocacy which would be called "political" in the broadest sense of the word. It seems to me that "public relations" type activities are something that most teacher-librarians are good at: the book fairs, the author visits, the projects which attract the attention of parents and the community media. Moreover, most teacher-librarians are also very adept at what might be called

"Level 1" political activities, such as membership on committees, involvement in cooperative and collegial projects at both school and district levels, presentations at local meetings and professional development activities, and so forth.

But now this seems to be akin to building sand castles, as we see our jobs eroded or swept away in the tides of educational change. Those of us who were around in the early 1980s have seen this before. In tough economic times, the first or most attractive places to save money are those teachers whose jobs are "non-enrolling." And we are often faced with lack of support from our own colleagues, in their attempts to save jobs and classroom programs. When administrative officers and teachers are asked to choose between the teacher-librarian's position and lower class sizes, they often choose the latter. In places where a strong program is in place, under a trained and energetic teacher-librarian, the program is usually valued more and safe from such erosion. But more and more often, at least in my own district, when positions as teacher-librarians do become available, they are filled with untrained classroom teachers who need a position. An untrained person is unable to fully implement or to act as an aggressive advocate for a strong program in the school, and before long the lack of programs becomes the excuse for further erosion. This is especially true where teacher-librarians have been assigned to cover prep time or were chosen for their expertise in technology rather than for the program as a whole, and their energies are quite naturally directed toward their own area of interest. The rest of the program slowly submerges and is lost over time.

So I agree with those at that fateful meeting who suggested that the first place we must become advocates is with our own colleagues and administrators. And the second is with our colleagues in the wider sense, meaning those who represent us provincially. Now that bargaining is provincial, the fate of teachers rests on the shoulders of a dozen representatives, and they have for the most part very little knowledge of the worth of our programs or the level of expertise we represent. We are so small a fraction of the membership that it may seem relatively unimportant to them to be firm in supporting our

programs, our goals, our members. I suggest that we start to change that...soon!

Those taking part in the discussion of advocacy also tried to cope with the vast amount of material by dividing the charts into sections: "Who," "What," and "How." I have just suggested how I feel about the "Who." Not that I think we can ignore our usual efforts with the media, with parent groups and school boards, and with any other stakeholders in the educational process that we come into contact with. Rather, if we fail to be protected in the bargaining process now taking place, we may not be around to influence all these others. And, as I said earlier, we seem as a group to be able to deal with those other groups more effectively than we do with our own colleagues. I would like to use the rest of this article touching on the "What" and "How."

The obvious first step is to find out who has the power. I think that it would be a good idea for any teacher-librarian who shares my concern to find out who our provincial bargaining reps are and to begin a letter-writing campaign to let them know of our concerns and to bring specific cases to their attention. This must come from every chapter, not just from me as Vice President. I am aware that some chapters have had strong Advocacy Committees for some time, and they are probably far more experienced than I in this kind of action. However, many small chapters, or teacher-librarians who teach in districts where the chapters are inactive, may feel very uncomfortable in trying to effect changes. Or they may not know how to go about it. The executive has suggested that a mini-workshop on advocacy be part of the October Chapter Councillors' meeting in Prince George. In the meantime, I hope that this article serves to make the various chapters feel less isolated by pointing out that we all have the same concerns and the same need to take action.

At the same time as we are trying to make ourselves felt in provincial bargaining, we should be doing the same for our local unions, building support for those decisions which will still be made locally and keeping our needs in the minds of those who can help us. It has sometimes been the case in the past that items brought forward by teacher-librarians have been used as "chips" which have been bargained away to effect gains in other areas. This does not happen as often where teacher-librarians are active and outspoken in their unions. The same is true of influencing school boards—those who have been active in district initiatives and activities are the most powerful in effecting change.

Another tool which most of us already have is knowledge. We all can recall articles of importance to us in defining our roles and programs. I think of Ken Haycock's articles on advocacy in the early days of *Emergency Librarian*. I think of the new advocacy material being put out on disk and in print by the Association for Teacher-Librarianship in Canada. I think of ongoing discussions in *The Canadian School Executive*, which may influence administrative officers more than what they perceive as "in-house" materials published for teacher-librarians. I think of some new material I just saw advertised by Libraries Unlimited which talks about the effects of strong programs and trained teacher-librarians on student achievement—speaking of things easily supported by school boards and parent groups. One part of the job of the BCTLA Advocacy Committee, I'm told, is to maintain a file or bibliography of such materials so that they may be available to members to use in their efforts to be effective advocates at their local levels. Another is to maintain contacts with media to be sure that such information is before them. I propose that local chapters do this at the local level, and the provincial committee help to disseminate and coordinate their efforts in addition to filling the same role at the provincial level.

I find myself thinking that most of what I have just said is self-evident. Is there a need for me even to repeat such truisms? Yes, I think so. As I said, I am mostly "thinking aloud" and trying to clarify for myself where to start and how much I can accomplish in this new, unexplored territory in which I find myself. I will probably spend much of this year just trying to figure out where I am, and where the heck I left all my gear! The biggest comfort to me, and I hope to all of us in these stressful times, is that I am not alone. Advocacy is not my job alone. It is not the job of the Advocacy Committee at the provincial level, or even of those at the district level. It is a call to arms for every teacher-librarian who cares about their program and is committed to its preservation and enhancement in the face of those who would ignore it, dismember it, or shove it aside into obscurity and unimportance. We can make a difference. We can keep on doing those things which we already do well—they're the part that is the most fulfilling and the most fun, probably. But we can also take on as our professional responsibility that we need to reach at least one person of influence, to state our needs and our goals, to publicize the importance of our roles and programs, and to call for support from those from whom we have a right to expect it. We can no longer afford to leave it to someone else

to advocate for us, no matter if we feel we are good at it or not. If we do not stand up and speak up for ourselves, in the perilous situation in which we find ourselves, we are giving fuel to those who consider us expendable or irrelevant in these times of change. It has become a matter of survival.

READING LIST

Association for Teacher-Librarianship in Canada. *Advocacy Disk*. February 18, 1995. Available in both DOS and MAC formats.

B.C. Teacher-Librarians Association Members Guide 1993.

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Lance, Keith Curry, Lynda Welborn, and Christine Hamilton-Pennell. *The Impact of School Library Media Centers on Academic Achievement*. Englewood, CO: Libraries Unlimited, 1993.

Lighthall, Lynn. Ongoing column in *The Canadian School Executive*, 1990 and following.

Skinner, Judith. "Advocacy and the Role of the Teacher-Librarian," in *The Many Hats of the Teacher-Librarian*, compiled by Vicki Pennell, Rob Stewart, and René Wicks. Association for Teacher-Librarianship in Canada, 1995.

BOOK
MARK

It is wonderful
to feel the
grandness of
Canada in the
raw, not
because she is
Canada but
because she's
something
sublime that
you were born
into, some
great rugged
power that
you are a part
of.

*Emily Carr (1871-1945),
Canadian artist*



CHAPTER REPORTS

POLITICAL ACTION

Alberni

- Letter to local and district BCTF provincial bargaining representatives, urging them to lobby on our behalf to have a minimum staffing formula for school libraries and minimum qualifications for teacher-librarians included in the contract language to be negotiated at the provincial table.
- Chapter members met with the above representatives.
- Letters sent from the chapter and from individual teacher-librarians to the BCTF negotiating team.
- Chapter members are members of the local executive, bargaining committee, staff committees, district professional development committees, and school accreditation teams.
- Two chapter members chaired accreditation teams.
- Chapter members serve on interdisciplinary teams, piloting an integrated approach to secondary education

Burnaby

- A chapter representative attended the district technology meeting. Previously we had not been invited because no teacher-librarian is classified as a department head.
- Our president made a presentation to the board in which we asked for: an increase in the professional and clerical staffing to bring us closer to BCTF guidelines; an increase in the annual allotment for resources to meet at least the provincial average; to purchase security systems for all secondary library resource centres; to provide funds to automate all libraries; and to provide funds for technology and software. We received press coverage, including letters to the editor in both Burnaby newspapers. Several members made presentations to our staffs and parent advisory groups, to keep them informed as to the reasons for our presentation.

Central Okanagan

- We submitted a budget request to increase the number of schools being automated, to increase technician time, and to increase teacher-librarian time in the two schools where it has been eroded.
- Letters were sent to key people involved in

collective bargaining, outlining our concerns as teacher-librarians.

Chilliwack

- In response to cuts to library support, a political action and advocacy group was organized. Focus: lack of district financial support for libraries, and BCTF contract language for non-enrolling teachers.
- Members attended board meetings to monitor funding issues.
- A presentation was made to the district budget committee.
- We invited the superintendent to a chapter meeting to hear funding concerns.
- Chilliwack continues to struggle to balance the budget, but no further cuts were made in library budgets at the district level. There was partial restoration of library assistants for senior secondary schools.
- We invited local union executive members to a meeting and made them aware of the threat provincial bargaining posed to library staffing. They assured us they would do their best to see our issue would be considered.

Cowichan

- Letter to representatives to BCTF representative assembly regarding adequate contract language to protect non-enrolling teachers. Letters to Al Cornes and Alice McQuade to remind them of the importance of strong contract language to support non-enrolling teachers and to request that we be kept informed of progress.
- Motion carried at AGM to support non-enrolling teachers in upcoming provincial bargaining
- Letters sent to the Vancouver Island Regional Library Board to express concern at the cutbacks in hours of operation

Fernie

- Budgets were cut, clerical time was cut, and teacher-librarian time was cut, but prep time provided by the elementary teacher-librarians was not cut.
- Local union president was invited to a meeting to discuss contract concerns for provincial bargaining. He was very receptive to our position and said he would make our concerns known at the coming RA.

Surrey

- The advocacy committee continued to be active. A survey of elementary teacher-librarians

covering prep time was done in October 1994. 379 classroom teachers and 64 teacher-librarians responded. The results were used in our advocacy program, which included presentations to the school board, parent advisory council presidents, Surrey MLAs, district parent advisory council representatives, Surrey Teachers' Association representative assembly, and to the intermediate and primary PSA executives.

- A grievance has been filed by STA regarding the use of teacher-librarians to provide preparation time to teachers of kindergarten to grade four.

Sunshine Coast

- Wrote a letter to the superintendent in response to a letter by a principal, which we felt would remove targeted funding for the library resource centre, and warranted a response.
- Wrote a letter to the superintendent in reaction to the downsizing of our district resource centre. Our members felt this would affect service, and in retrospect our fears were correct. At present rumors are developing about further reductions next year.
- Wrote a letter in support of a budget system to target funds to library resource centres. Our district showed some real discrepancies in per pupil funding as highlighted in the BCTLA working and learning conditions survey. We are continuing at present to support funding in relation to population as more equitable.
- Many elementary teacher-librarians have their assignment based on the need for preparation time for the other teachers in the school. This is a concern, as the talents of the teacher-librarian cannot be fully utilized.
- There is a concern at the elementary level that site-based budgeting will erode the time allocated for the teacher-librarian. Site-based budgeting was a major factor in the loss of all library clerk time in the largest secondary school in the district.

Cranbrook

- Our chapter executive discussed with union representatives our concerns about library staffing levels in district schools. At the end of May elementary teacher-librarians learned that their time would be reduced drastically, most to .5 or less, and that they would either provide preparation time for other teachers or teach subject areas. Secondary teacher-librarians have yet to hear what reductions will be made to their library time.

- Members are sending letters to CDTLA executive detailing the effects of cuts.

Golden

- Wrote to our local bargaining committee outlining our concerns regarding provincial bargaining.
- Asked our assistant superintendent to examine discrepancies in clerk, technician, and teacher-librarian time allocations across the district, in order to create a more equitable system.
- We were happy to have Mrs. Linda Rossler join our district as assistant superintendent. She has had teacher-librarian experience and has advocated strongly for library resource centre programs and automation. We have really welcomed and appreciated this support.

Kamloops

- A committee of members developed a video to share successes of our library resource centre programs, for presentation to the school board at budget time.
- Wrote a letter in support of library aides.

Kitimat

- In the 1993-94 year, library clerk positions were eliminated and the district resource centre clerk was reduced to half time. In the past year a district committee, comprised of all stakeholder groups, met to review budgetary decisions. As a result the library clerical positions were temporarily reinstated at 17.5 hours per elementary school and one full time position in the secondary school. The district resource centre clerk's position was reinstated at full time.
- The above decision is being reviewed by the district budget committee for the next school year. As of June 1995 we have not been advised of any changes to this level of clerical staffing.

Mount Arrowsmith

- Budget brief to the school board requesting a change in the formula for the allocation of teacher-librarian staffing at the school level. The brief was favourable received, but due to decreased funding to the district it was not implemented. However, present staffing levels were not eroded during the budget cutting process.
- Sought and gained a teacher-librarian seat on the district technology committee. We were successful in getting a line for library automation in the district's four year technology plan, along with a dollar figure.

- Lobbied our district's bargaining committee and BCTF RA reps in writing and in person, concerning the necessity of having contract language for teacher-librarian staffing in the upcoming provincial contract.
- Invited the superintendent to participate for a day in ongoing cooperative research projects. He accepted and went to several library resource centres—and enjoyed it.
- Made a submission to the district's curriculum implementation advisory committee for funds for release time for teacher-librarians to develop a district strategy for cost-effective library automation procedures. Successful. Committee to meet in fall of 1995.

Shuswap-Revelstoke

- Shuswap teacher-librarians have a member on the Shuswap Teachers' Association executive and met on a couple of occasions with their bargaining chairperson to discuss the provincial contract.

Vancouver

- Prior to the Vancouver School Board budget meetings the executive met to discuss possible strategies should it appear that school library programmes and staffing were potential areas for cuts. A parent spoke on our behalf at the board budget meeting. Other VESTA/VSTA representatives addressing the board spoke in support of all non-enrolling teachers, including teacher-librarians. We had materials printed in advance in case they were needed; as it turned out they were not!
- Teacher-librarians responded to the threat of losing our professional library by writing, along with other Vancouver teachers, in support of this valued resource. Fortunately after a closure of short duration it was reopened.

West Kootenay

- Nelson District Teachers' Association filed a grievance when a bus driver transferred into a library clerk position.
- A joint board/union committee with a teacher-librarian representative formed to develop more accurate job descriptions.
- Possibility of a two-tiered system for clerks, to address the increased use of technology.
- Teacher-librarians are represented on all district committees and are heavily involved in school and community access to the Internet.
- Very active resource centre coordinator repre-

sents teacher-librarians at district meetings, and keeps information flowing.

- Carol Westmacott helps teacher-librarians with selection, resourcing and moral support. She organized the chapter's presentation to the board on the changing role of the teacher-librarian and the library resource centre.

West Vancouver

- We invited the district superintendent, the chairman of the board, and the secretary treasurer to individually present their view of the district, and to take part in discussions of the future direction for library resources. The information was of interest, and plans are underway to make a presentation to the board in the fall, and to make advocacy an ongoing activity for all teacher-librarians.
- We completed an informal in-house survey of our allocations for aide time, lunch hour supervision, and prep time coverage.

Windermere

- We have not had time to be political this year, nor have we had much reason. Our district has seen only one small library staffing reduction, and two increases in teacher-librarian assignment time. Despite some budget reductions, our district administrators and our colleagues have been very supportive of our work, so we have not had much cause for action.
- We passed motions for our union local to write in support of the teacher-librarians in Victoria district, and the other districts where severe staffing cuts were made at the elementary levels.

CURRICULUM AND PROGRAM DEVELOPMENT

Central Okanagan

- An information literacy committee was struck. Both a scope and sequence and a survey of the business community were undertaken. The researcher worked to determine which information literacy skills were needed to be successful in the workplace. A video is being prepared to incorporate the research, the survey results, and the scope and sequence with what is happening in our schools. This

project should be complete by November 1995.

Cowichan

- Input was given to the board regarding library resource centre needs with respect to the district automation plan
- To support implementation of the Career and Personal Planning curriculum, a committee was established to design three research guide booklets for student use, one each for primary, intermediate and secondary. Skills include note taking, accessing technology, and using community resources. Support materials include overheads, student folders and units. It will be available on disk.

Golden

- Teacher-librarians have been active participants in workshops and inservice for the new curricula.

Kamloops

- Head librarian gave a workshop on organizing Ministry of Education materials and curriculum guides.
- Workshop on how to use Windows.
- Sharing sessions on various themes.
- Workshops on CD-ROMs and Internet.

Mount Arrowsmith

- Members gave workshops showing the research process using the automated card catalog and word processing.
- Held a round table discussion on library automation.

West Kootenay

- A high school's library resource centre was flooded and the clerk who manages that facility did not have a procedure to follow—there was none—there is one now—what's yours?

West Vancouver

- Teacher-librarians played an active role in the development of their school technology plan. One teacher-librarian was selected for the district technology committee and provided valuable input.
- We have been busy weeding and upgrading our district learning resources centre. Policies for selection and budgeting have been examined.
- Library resource centres have been on the move this year. Seismic upgrading has helped to create three new library resource centres in elementary schools. Plans are underway to move two high school collections to new homes. Light, space, and new furnishings have reflected the changing role of our resource centres.

Windermere

- All our schools are now on-line with CLN and the Internet. We have been exploring opportunities in Nuggets, Internet Invitations, and participating in some listservs, trying to link curriculum and classroom teachers and students to appropriate Internet resources. Many of us plan to delve more into this next year.
- Our district co-hosted a regional biodiversity conference in cooperation with Parks Canada. Students and teachers from all over the Kootenays participated in a very exciting conference that included projects as well as workshops on species and habitat protection. All our school library resource centres played a strong support role in this initiative.
- We developed a job experience/career prep program in which students ran library circulation operations. Seven students participated, and some hope to continue next year as a community service option.

MEETING OR SPECIAL PROGRAM IDEAS

Alberni

- Author visits: Constance Horne, author of *Trapped by Coal*, who visited A. W. Neill Jr. Secondary, and Andrea Spalding, author of *The most beautiful kite in the world*, *A world of stories*, and *Finders keepers*, who visited three elementary schools. Both presenters are highly recommended.
- Professional day activity in cooperation with local museum personnel that explored the museum's educational programs which support the curriculum.

Burnaby

- Teacher-librarians were released for part of the afternoon to attend our September meeting, with board office staff, including the assistant superintendent in charge of libraries, the purchasing director and the director of instruction and program development. The chapter meeting was held following the meeting with district staff. Only two teacher-librarians did not attend.
- Our annual November book fair was successful once again. Teacher-librarians enjoy being able to shop and carry. Our district makes a profit from table rentals and the purchasing department is pleased with the reduction in paperwork.
- Conference sub-committees, under general chairperson Patricia Finlay, met often prior to the B.E.S.T. Conference in October, held in conjunction with the BC Science Teachers' Association. After all the bills were paid it seems we made a fair profit to be split with BCSTA.
- A member of the Burnaby Public Library staff spoke at a chapter meeting, and gave tips about authors, plots, genres, and reading levels. She advised us that BPL has completed a new picture book subject annotation, available for \$60.00.

Burns Lake

- Our district has eight schools, all with library resource centre programs, but all with part-time teacher-librarians. Two are administrators, so that is awkward for chapter meetings. Lots of communication among library personnel, but on an informal, 'phone call' basis.
- Individual schools hold open houses, book fairs, etc. to present library resource centres to staff and students.

Central Okanagan

- In addition to general meetings we held area group meetings to share ideas. Smaller meetings were helpful.
- A motion was passed to have automation ideas separate from our regular meetings, as concerns about this seemed to overtake our emphasis.

Chilliwack

- At monthly meetings a regular feature was a sharing session with teacher-librarians providing suggestions about effective strategies and sharing materials relating to curriculum.
- Meetings were held at library resource centres, and at the district resource centre.

Cowichan

- Workshop on telecommunications featuring National Geographic's Kidsnet.
- Workshop on repairing books
- Author Julie Lawson (*Fires burning*) was guest speaker at our closing banquet.

Sunshine Coast

- Keith Brind, chair of the media review committee and teacher-librarian at Gibsons Elementary School offers to share his experience during the challenge process. He can be contacted at 604-886-2612 (school) and 604-886-4738 (home).

Cranbrook

- Celia Otley, a teacher-librarian from Darwin, Australia, presented a workshop on popular Australian books for children. She is in Vancouver district on exchange this year and would be a great resource person for lower mainland schools.

Golden

- We have had visits from two authors this year, Margriet Ruurs and Welwyn Wilton Katz. These were well received by students and staff.

Kamloops

- BC Hydro provided a speaker.
- Book displays by National Book Centre, Usborne Books, Bonjour Books

Shuswap-Revelstoke

- In conjunction with Children's Literature Roundtable, the following authors visited schools: C. J. Taylor, Richard Thompson, Frank O'Keefe, Ann Alma and Welwyn Katz.
- Jon Stott will be giving a workshop in our district in the fall.

Vancouver

- Our first gathering of the year was a social one. Wine and cheese were served to teacher-librarians and their guests. This is the occasion when we welcome new teacher-librarians to our association. Trustees and officials from the board were invited as well as support staff from the Curriculum Resources and Processing Centre. A good number accepted our invitation which provided not only an opportunity for social interaction but also for discussion of some of our concerns.
- Linda Lyons of the Vancouver Public Library, on how to present folklore to children, K-8.
- Session titled "Professional Development Previews" gave previews of some workshops offered by VTLA members to teachers and teacher-librarians
- Session "Caring for Ourselves" by Frances Kolotyak of Vancouver School Board.
- Vancouver Elementary School Teachers' Association Anti-racism committee chairperson Sharon Sheppard showed materials available for loan from the VESTA office to district teachers.
- School board ESL staff development consultant Glynais Galloway presented MATNET, a materials network which distributes materials developed by Vancouver teachers. The materials are useful for all students, not just ESL.

West Kootenay

- A group of 20 teacher-librarians continue to do university course work through distance education. It is a time for the group to meet as well as get credits. Courses this year were cataloguing and adolescent literature. Reference skills will be the course offered in the fall.
- Patricia Finlay gave a workshop during our district professional development day.
- Two members co-wrote a book which has been published.
- The role of the teacher-librarian was the subject of a masters thesis by an intermediate teacher.

Windermere

- Our chapter hosted the teacher-librarians and clerical support staff from Golden district in September, for a joint meeting and tour of our new facility, with introductions to new technologies. We plan to continue our semi-annual joint meetings, alternating the location with Golden, to help our districts become more familiar with each others' schools.

- We linked with the DuPage University's "Soaring Towards Excellence" library teleconference. It was a bit too esoteric for our elementary teacher-librarians, and not very helpful for most members, but public library and secondary school staff found pertinent programs. The secondary people also followed the Internet portion of the conference with its flaming debates about library staffing and service issues. It was an interesting experiment, but not very successful professional development.
- The three largest library resource centres have moved to new facilities this year. This has meant that much of our organizational energy has been absorbed in packing and unpacking resources, and, in the case of our secondary school, learning many new technological operations.

PUBLIC RELATIONS

Alberni

- Chapter donated \$100 to the new North Island College library "Hook a Book" campaign.

Chilliwack

- Teacher-librarians wrote letters and sent articles to board members, district staff and parent advisory councils.
- Articles and ideas appropriate for inclusion in school newsletters were collected

Cowichan

- Two major book displays, all teachers invited
- Speaker on developing research booklets, all teachers invited
- Board chairperson, members of district staff invited to closing banquet

Fernie

- Elementary schools have had a successful year of book fairs. Rocky Mountain Elementary in Elkford was particularly pleased with its "Reading Celebration" which combined The Year of the Family and Book Week.

Cranbrook

- Several meetings involved all teacher-librarians in the East Kootenay—school, public, and college, to explore sharing resources and expanding inter-library loans.
- Teacher-librarians addressed parent advisory councils.

Kamloops

- Organized "Battle of the Books" and "Bataille des Livres" competitions.

Vancouver

- Our newsletter Media Messages was sent to a list of trustees, as well as district parent representatives.

West Kootenay

- A school promoted a "Parents as Patrons" programme, in which family members of students may borrow resources. Call Marily Richardson at Brent Kennedy School, phone 359-7292 or mrichard@cln.etc.bc.ca for further information.
- Administrator Mike Middleditch, winner of the BCTLA Distinguished Service Award, was very pleased with the Emily Carr print presented to him.

Windermere

- We hosted several open house activities at our new high school library resource centre.
- We made a hands-on technology presentation to our local public library board.
- We co-sponsored with the local public library an author visit by wildlife writer Candace Savage.

CENSORSHIP AND CHALLENGED MATERIALS

Burns Lake

- We are the famous "Anti-Impressions Reading Series district." After much activity and tension the issue has been settled with the decision that each school staff can decide on its use, with direct input from parents. The situation is greatly eased with the opening of a Christian School, which most objecting families now attend. But teachers and teacher-librarians have scanned topics of witches, ghosts and devils far more carefully.

Central Okanagan

- Controversy over the book, *Indian in the cupboard*, but there was no official challenge.

Chilliwack

- In response to several challenges in Chilliwack during the 93-94 year, the district policy on challenged materials was reviewed and im-

proved. The CTLA member on the review committee briefed chapter members and made sure the concerns of teacher-librarians were addressed. The new policy was endorsed by the CTLA.

Surrey

- One book is in the challenge process, *No Place for Me* by Barthe deClements.

Sunshine Coast

- Our district was involved in a challenge of a resource by a parent, which escalated into a national issue. *New American and Canadian Poetry* was challenged, and progressed through the school level to the board level. The board decided to restrict access to the book, which raised the ire of those on both sides of the issue of censorship—those who felt not enough was done, and those who felt far too much was done. This resulted in the consideration by the board of the district challenge policy. At present the policy is still under review and subject to change as a result of lobby group pressure.

Shuswap-Revelstoke

- We had one challenged book this year that went through our challenged materials policy, resulting in the book remaining on library shelves.

AUTOMATION

Alberni

- Chapter represented on the district technology committee, which resulted in the appointment of a district technology coordinator, beginning the summer of 1995. The coordinator has met with several teacher-librarians to discuss plans for implementation, expansion and support of computer technology in school library resource centres. The chapter will meet with him in early September.
- Alberni District Secondary School received a 24 station networked computer lab with a file server that will accommodate a number of CDs, to supplement the five stand-alone CD-ROM systems and two modems already in use.
- Plans for automation of the Secondary School catalogue and circulation have been submitted for approval.
- The chapter is considering a committee to formulate a district-wide automation plan.

Burnaby

- Technology committee last year completed a survey of hardware and software in our library resource centres, as well as the level of competence and comfort of all teacher-librarians in using technology. The committee met this year with the assistant superintendent in charge of library resource centres. The outcome is that the board will be asked to place a multimedia station in each school library.
- District library automation staff met with all teacher-librarians and their assistants to share concerns regarding use of the Columbia program.
- Our adult education instructor continues to give computer instruction, up to two hours per week, depending upon availability of computers, to assist teacher-librarians and their assistants with DOS, WordPerfect, Lotus, Bedford, and similar software.

Central Okanagan

- A group of teacher-librarians became vocal about the system that was chosen for the district. The superintendent and a director of instruction attended one of our meetings. They outlined the process of selection of the system, and assured us that it was the best choice at the time. Our superintendent contacted the supplier and arranged meetings with the company to iron out problems. At the same time a committee worked on a handbook to assist teacher-librarians with the use of computers.
- Presently 23 of 45 schools are automated. Six schools are planning for installation next year. Although we are experiencing growing pains as our group gets larger, concerns are being addressed and many teacher-librarians are thrilled with the convenience and power that automation gives them.

Fernie

- All libraries now have the MacSchool program and collections are automated as time permits, a slow process as money for automation is non-existent.

Surrey

- The automated library system project is on target for this school year.
- Twenty school conversions were funded and are now complete, for a total for forty-two automated library resource centres in Surrey.
- Continued expansion of the project will depend

on funding in the new budget year.

- Surrey district is using the MultiLIS system.

Sunshine Coast

- The proposed district technology plan would see the upgrading of all low end computers to color units with hard drives. Also the LCR in one of the high schools would be networked to increase access to data through more user stations.

Golden

- We made a proposal for automation of district library resource centres over the next three years. The proposal was accepted and adopted by the board. The first elementary school will begin in the 1995/96 school year.
- Most members have been active in using CLN accounts for research with students and teachers. We formed an Internet support group, to share ideas.

Kamloops

- The district resource centre catalogue was automated, thanks to the effort of the district librarian. All schools converted or are in the process of converting to the Unison upgrade of the Follet software system.

Shuswap-Revelstoke

- We met three times with our assistant superintendent, as those of us with MacSchool Lib Pro were having a lot of difficulties. Due to his intervention Chancery did start to give us a lot of technical support. We do not recommend this program.

Vancouver

- Data conversion for all elementary and secondary schools has been completed. Our new Dynix system in use at the Curriculum Resources and Processing Centre has allowed for the automation of four schools, with an additional six to be piloted in the fall. New schools are to be included over the next few years until all Vancouver schools have an automated catalogue, circulation and inventory system.

West Kootenay

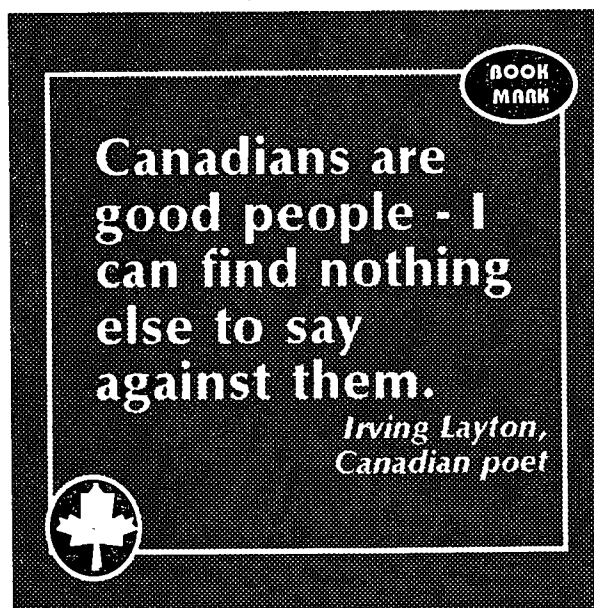
- "The bane and the blessing." It was commented that teacher-librarians and library resource centres are propelled by technology. Thirteen of our seventeen schools are automated, using Eloquent, and even our smallest school, with only 125 students, is signing on. District networking is in the future.

West Vancouver

- Data conversion for one high school has begun. The district learning resource centre and the remaining two high schools will be considered next. The district has approved a contract with MultiLIS.

Windermere

- DTSS moved into a new building and implemented the final stages of our automation project, which has been in progress for two years. We now operate a Mandarin circulation and catalogue system, a 3M security gate, Synergy media retrieval system, a multi-platform lab with six research stations that serve OPAC, Infotrac, and a number of CD-ROM resources. It has been a very busy year at the high school as we attempt to adapt to all these new technologies.
- One elementary teacher-librarian has been piloting the Mac Library 4 automation system. She has just begun this project and has been enjoying it thus far.
- All other schools have their collections catalogued on FileMaker Pro.



NEW ON THE NET

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

Following are a few of the hundreds of electronic discussion groups which have been formed during the past several months. These particular list have been included because they all have a connection — if somewhat tenuous, in one or two cases — to school libraries and teacher-librarians.

WHOLE LANGUAGE LIST

To join the Whole Language List, send an e-mail message to:

TAWL@listserv.Arizona.edu

Leave the subject line blank. In the body of the message, write:

subscribe *First Name Last Name*

This will put you on the list. Ken Goodman frequently comments on issues, and is always interesting to read. Topics vary. Recently, the discussion has centered on attacks on teachers who don't teach phonics. Messages are not posted nearly as frequently as Kidsphere. Usually, each week brings one to ten comments, so it is easy to include in your mailbox.

BEST WEB SITES ON THE NET LIST

BESTWEB is a mailing list to discuss the best web sites all over the world. To subscribe, send an e-mail message to:

LISTSERV@TREARNPC.ege.edu.tr, in the

Leave the subject line blank. In the body of the e-mail message write:

subscribe BESTWEB *First Name Last Name*

BEST OF THE INTERNET LIST

Looking for any cool or unusual sites on the World Wide Web? Want to find some useful files via FTP? Looking to Telnet somewhere? Trying to catch up on some interesting reading? Subscribe to The Best of the Internet newsletter, a mailer that is sent every 2 weeks, with cool and unusual sites from around the 'net! Furnished with descriptions, you'll always have some place to go! And with a section of sites sent in by readers, you can send in your own favorite site, or

advertise your home page to all other readers! To subscribe send an e-mail message to:

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SUBSCRIBE

In the body of the e-mail message write:

SUBSCRIBE <*your e-mail address*>

This is an automated response on Prodigy.

C-LIB - CONSERVATIVE LIBRARIANS

C-LIB is an moderated electronic discussion list for conservative librarians. Participants are encouraged to raise conservative issues related to libraries and librarianship, air common concerns, share information, discuss books, circulate bibliographies, publicize events, meetings, etc., and work to establish a more visible and effective conservative presence in American libraries and librarianship. C-Lib is moderated by Noel Anderson, Humanities Librarian of the University of Texas at Arlington.

To subscribe, send an e-mail message to:

LISTSERV@UTARLVM1.UTA.EDU

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SUBSCRIBE C-LIB *First Name Last Name*

NET-LAWYERS

Net-Lawyers is a mailing list for lawyers, librarians, law students, paralegals, law professors and others who want to discuss how to use the Internet in their practice and research. Substantive discussions of law are not appropriate; rather, the discussion focuses on new resources, software, and related topics now available to lawyers on the Internet. Due to popular demand, the list has now moved to a moderated format. Even so, with 1700+ members, the list averages about 40 posts per day. There is also a digest version of the list, which collects a day's worth of posts into one large e-mail. To subscribe to the "real time" version of net-lawyers, send the message to:

net-lawyers-request@webcom.com

Leave the subject line blank. In the message section, type:

subscribe

Once you've subscribed, you will receive confirmation from majordomo, plus information about how to retrieve a large collection of files about Internet legal resources. You will also receive information about how to post to the list.

NIC-NEWS

NIC-News is an electronic newsletter and Web site written for net-savvy folks who want to keep on top of the ever changing nature of the Internet. The focus is on trends in information services on the net. Each week NIC-News delivers a handful of short reports on new, interesting, and notable net-events. NIC-News is an old publication by net standards--the first issue was written in January of 1992. However, NIC-News is only now being released so that anyone on the Internet can read it. NIC-News is delivered on the Web as <http://www.washington.edu/nic-news> and via e-mail as nic-news@u.washington.edu. NIC-News is written by Sheryl Erez on behalf of the University of Washington. There is coverage of the entire Internet (and stuff anyone on the Internet might be interested in), but there is also a clear bias towards the goings-on in Seattle and at the University of Washington. To subscribe to NIC-News, send e-mail to

listproc@u.washington.edu

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subscribe nic-news *First Name Last Name*

EDUCATIONAL EQUITY

EDEQUITY (Educational Equity Discussion List) is an international theory and practice discussion list on issues of educational equity in a multicultural context in schools, colleges and other education sites. Educational equity is designed to encourage discussion between teachers and other educators, equity practitioners, advocates, parents, policy makers, counselors and others interested in equity. EDEQUITY serves as a forum to discuss how to attain equity for males and females; and how gender equity can be a helpful construct for improving education for all. The participation of both women and men is welcomed.

Educational equity refers to an educational environment in which individuals can consider options and make choices based on their abilities and talents, not on the basis of stereotypes, biased expectations, or

discrimination. The achievement of educational equity enables females and males of all races and ethnic backgrounds develop skills needed to be productive, empowered citizens. It opens economic and social opportunities regardless of gender, ethnicity, race or social status.

Topics for discussion include, but are not limited to, classroom interactions, curriculum development, school environment, education reform, violence prevention, math and science education, vocational and nontraditional education, school-to-work issues, community-based learning, and counseling. This list gives people an opportunity to ask questions and exchange information about teaching strategies, useful texts and films, innovative programs, current research, and funding sources. To subscribe, send the following command in the body of the message to:

MAJORDOMO@CONFER.EDC.ORG

Leave the subject line blank. In the body of the message write:

subscribe edequity

CO-OP PUBLISHING

APATALK is an open, unmoderated discussion list about amateur press associations, round robins, many-to-manys and other co-op publishing efforts. News about APAs, recruitment efforts and discussions among APA members are all fodder for discussion. To subscribe, send the following command in the BODY of mail to:

MAJORDOMO@LISTS.CSN.NET

Leave the subject line blank. In the body of the message write:

SUBSCRIBE apatalk

ABBEYWEB

The AbbeyWeb list was formed for discussing the American author Edward Abbey. To subscribe to the AbbeyWeb list, send an e-mail message to:

abbeyweb-request@abalon.se

Leave the subject line blank and in the BODY of the message write:

subscribe

You don't have to include your first and last name. That's included automatically.

EDUCATIONAL RESOURCES ON THE INTERNET

C-EDRES is a moderated forum to announce, describe, and evaluate educational resources available on the Internet. To subscribe, send an e-mail message to:

to C-EDRES-server@UNB.CA

Leave the subject line blank. In the body of the message write:

SUB C-EDRES *First Name Last Name*

THE WEB CRITIQUE

Webcrit is a moderated discussion to talk about new web sites, request critiques, and critique of existing sites. This forum resulted from a high demand for such expression and critique. To subscribe to Webcrit, send the following e-mail message to:

LISTPROC@POPCO.COM

Leave the subject line blank and in the BODY of the message write:

SUBSCRIBE WEBCRIT

You don't have to include your first and last name for this list.

CANADIAN LAW AND SOCIETY

Lawsoc-I has been set up as a forum for sharing information and discussing issues relevant to the study of law and society in the Canadian context. It is meant to serve primarily as an interdisciplinary academic discussion list of interest to 'law and society' researchers representing a wide spectrum of social science disciplines and specialized research fields including law, economics, history, sociology, psychology, political science, criminology, feminist studies, native studies, geography, education, and social work. However, the list may also be of interest to practitioners involved in government policy-making, law reform, and the provision of legal services. To subscribe, send an e-mail message to:

listproc@cc.umanitoba.ca

Leave the subject line blank. In the body of your message write:

subscribe lawsoc-I *First Name Last Name*

CD-ROM NEWS & REVIEWS

The CD-ROM market has exploded in the past year. There are more titles than ever before and the list just keeps growing and growing. How do you keep abreast

of all the news without going bankrupt from publication subscriptions? How do you know which discs are good and which are not? NSI Multimedia has an answer... NSI Multimedia is offering CD-ROM users everywhere the chance to read news and reviews of the hottest selling software on the market. Also included is a top 20 list of the best-selling software for the month as well as information on where to get it at the lowest possible prices. Because of its electronic nature, CD-ROM On-line is able to respond to reader's ideas, suggestions and requests in a more timely manner than that of its rivals in print. NSI Multimedia is an independent publishing company on a mission to help CD-ROM users make informative purchasing decisions. To subscribe to CD-ROM On-line, send an e-mail message containing your name and e-mail address to:

CDRMAG@nsimultimedia.com.

Also include any topics that may interest you and how you found out about the magazine.

TCAN - TEXAS COUNSELING ASSOCIATION

TCAN is an open discussion list for Texas counselors, counselor educators, and counselor supervisors. It is sponsored by the Texas Counseling Association (TCA). Counseling issues relevant to professionals in the state of Texas are the foci of discussions may include (but not be limited to) theory, practice, ethics & legal issues, multicultural awareness, legislative agendas, calls to action, training & supervision, and the role of counseling in public schools and agencies. To subscribe, send an E-Mail message to:

LISTSERV@ETSUADMN.ETSU.EDU

Leave the subject line blank. In the body of the message, write:

SUBSCRIBE TCAN *First Name Last Name*

COMPUNOTES

CompuNotes is a moderated, one way list. In each issue the reader will find:

- Two or More Complete Software Reviews
- Hot News of the Week
- Cool Web site Pick of the Week
- Cool FTP File of the Week
- Interviews of Interesting People
- *... and much, much more.

Our latest issue had news on a new card allowing people to play games across the WWW, the latest from Microsoft's Games division, a cool Web site and FTP file, reviews of Sidekick 2.0 and Viperwrite and an interview with Rich Harper of the ASP. Upcoming

issues will review Visio, Organizer, QuickBooks, ROTT and much more. We'll even have interviews with Phillippe Kahn, the ROTT design team and much more! The weekly edition is approximately 25-40k in size. To subscribe send an e-mail message to:

subscribe@supportu.com:

Leave the subject line blank. In the body of the message write:

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KID S LITERATURE

KIDLIT-L is a list that discusses how to use children's literature in the classroom, and compiles lists of appropriate books for integrating into a theme. To join the list, send an e-mail message to:

listserv@bingymb.cc.binghamton.edu

Leave the subject line blank. In the body of the message write:

subscribe KIDLIT-L *First Name Last Name*

CHILDREN S LITERATURE

The Children's Literature Discussion Group - CHILDLIT - has lots more discussion than KIDLIT-L (above), and will tackle any question about children's literature. To subscribe to this one, send an e-mail message to:

listserv@rutvmi.rutgers.edu

Leave the subject line blank. In the body of the message write:

subscribe CHILDLIT *First Name Last Name*

SEALIB - SOUTHEAST ASIAN LIBRARIANS

SEALib (Southeast Asian Librarians Forum) is a mailing list set up and maintained informally at the Institute of Southeast Asian Studies as a professional platform to promote communication, exchange of ideas and discussion on common issues and mutual concerns amongst professional librarians in Southeast Asia. It will also serve as a notice/bulletin board to post news of professional activities, projects, research, conferences, seminars, workshops, publications, library-based and related IT (information technology) activities and development. If you wish to subscribe to this list, please send an e-mail message to:

sealib_s@merlion.iseas.ac.sg

Leave the subject line blank. In the body of the message, write:

Subscribe SEALib *First Name Last Name*

INTCOLED - INTERNATIONAL COLLABORATIVE INTERNET

The INTCOLED list is dedicated to issues of concern to all teachers in the use of computers who use the Internet in the classroom. The aim is to promote international understanding through collaborative learning. This is a non-moderated public list. To subscribe send an e-mail message to:

Listserv@Ist01.Ferris.Edu

Leave the subject line blank. In the body of the message, write:

SUB INTCOLED *First Name Last Name*

CACI CHILDREN ACCESSING CONTROVERSIAL INFORMATION

Announcing CACI: a mailing list devoted to discussing Children Accessing Controversial Information through computer networks. A lot of kids are getting on-line these days — sharing data about acid rain, talking about social issues, meeting adults as well as kids, and learning about other cultures. Computer networks hold tremendous promise, but also raise difficult issues which need to be discussed openly. Unfortunately, much of the publicity related to these issues has only dealt with potential dangers — and it has not encouraged reflection on solutions. Can children be prevented from accessing materials which are controversial? Is preventing access even desirable? We believe censorship is not the answer. What alternatives do we have or could we provide? How do we talk with children about these issues? What can we say to concerned parents and school administrators? How and by whom are community standards set? The stakes are clear: if we don't find ways to manage these difficult issues, parents and school administrators may choose to deny children access to networking in an attempt to protect them. And prohibitions against undirected exploration through networking could prevent many of the benefits which the technology could support. To subscribe send an e-mail message to:

caci-request@media.mit.edu

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subscribe CACI *First Name Last Name*

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THE PORTRAIT: JAMES HENEGHAN

by **ELLEN ROTHSTEIN**, teacher-librarian, George T. Cunningham Elementary School, SD#39 (Vancouver).

James Heneghan was born in 1930 and grew up in Liverpool, England. He worked as a police officer there before emigrating to Canada in 1957. Settling in British Columbia, Heneghan worked as a fingerprint technician with the Vancouver Police Department for twelve years. He enrolled as a "mature student" at Simon Fraser University, majoring in English and Political Science, and later began a teaching career. Heneghan taught high school English in Burnaby for twenty years and retired in 1990.

In our interview Heneghan told me that he had never planned to be an author. His writing career actually began as a diversion during long meetings of his local teachers' association. At such meetings his colleague, Bruce McBay, and he would pass notes containing anecdotes about their high school teaching experiences. These notes ultimately resulted in their novel, *Goodbye, Carleton High* (Scholastic, 1983). Another successful collaboration, *Puffin Rock* (Scholastic, 1980), incorporated talking animal characters reminiscent of Orwell's *Animal Farm* in a satire on World War II. Although McBay and Heneghan did not maintain their co-authorship, Heneghan found writing a good creative outlet and continued on his own.

His next published work, *Promises to Come* (Overlea House, 1988) was about two girls: Kim, a shy Vietnamese teenager who left war-torn Vietnam and the refugee camps to start a new life in Canada and Becky, whose parents sponsored Kim's immigration. Written for a young adult audience this novel explored the problems, feelings and experiences that both girls faced in their changing lives.

James said he enjoyed reading mysteries as a child and wanted to write one as his next book. This resulted in his light-hearted, funny tale, *The Case of the Marmalade Cat* (Scholastic, 1992). Young Clarice O'Brien's detective agency is hired by Miss Parsnip to find her missing cat and the case takes Clarice and her friends on a whole adventure around

Granville Island in Vancouver.

Heneghan continued to use the character Clarice O'Brien in his next mystery, *The Trail of the Chocolate Thief* (Scholastic, 1993). After this second success, the publisher decided to promote the two books as the *O'Brien Detective Agency Mystery Series*. Both books are geared to a younger audience than Heneghan's previous works and would be suitable for grade four and five readers. The third mystery in the series, *The Mystery of the Gold Ring* was published this year.

In our interview James told me he likes to write using real locations as settings. All three stories in his mystery series have focused on local areas but he plans to introduce more exotic settings in his next cases. His trip to Yucatan and Belize this Christmas is expected to yield another mystery and Greece is also a planned setting for an upcoming story. James related that he would also like to write an adult detective-mystery novel.

In addition to reading mysteries, Heneghan recalled his enjoyment of science fiction as a child. This was a contributing factor in the writing of his book, *Blue* (Scholastic, 1992). There is a definite science fiction twist in the story about Blue, a woolly sheep dog, who appears and befriends a young boy shortly after a spaceship lands in the field of the boy's farm.

James Heneghan's most successful novel to date is *Torn Away* (Viking, 1994). It is the gripping story of thirteen year old Declan, already a terrorist in Belfast fighting against the British, who is sent to live in Canada with his uncle Matthew's family. Declan must decide between a new peaceful life or return to Ireland and the life of a terrorist to avenge the killings of his parents and sister. On this book's jacket cover Heneghan states, "I am basically interested in how war and adversity affect children. And, being Irish, I was especially concerned with the plight of kids in Northern Ireland. Ireland, her people, and her troubles are always close to my heart." *Torn Away* was the winner of the Arthur Ellis crime writing award and also a finalist for the Sheila Egoff Children's Literature Award for the best British Columbia children's novel for 1994.

Heneghan is currently working on another novel with a war theme. *Wish Me Luck* is based on his own childhood in Liverpool during World War II. The story is told by a young boy in the first person narrative. Written for an upper intermediate audience, the book is not yet published.

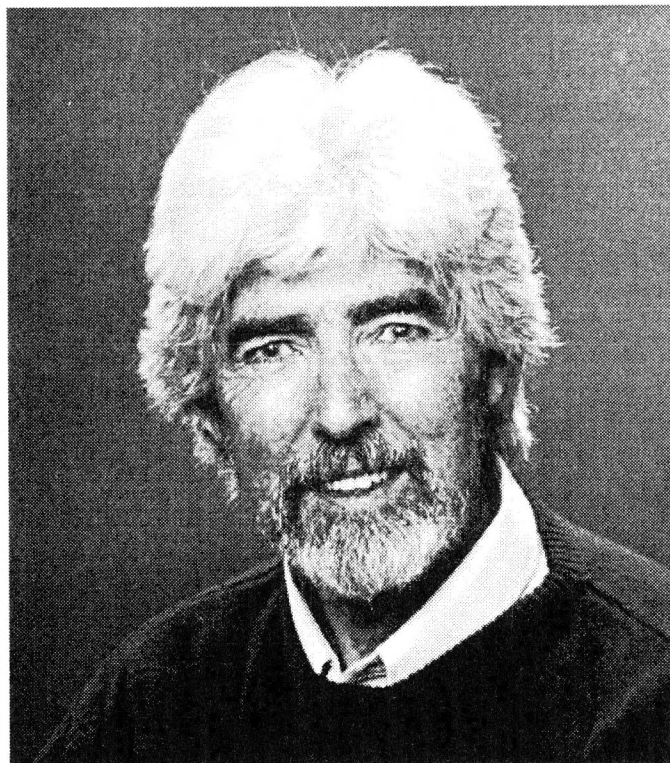
In our interview James related his thoughts about writing for children. He felt these stories should always have some moral, and any violence written into the plot should have consequences. "Good should win."

Recently Heneghan has collaborated with other BC authors, Norma Charles and Sonia Craddock, to write scripts for television. The three have already had one script optioned by a director and are currently working on a second one. James said the three authors also get together and help critique each others' work.

James Heneghan enjoys his life. Living in Vancouver's West End he is able to work out at the community centre and walk or jog daily around Stanley Park. He is married and has four children and two grandchildren. Heneghan said he tries to keep busy in his retirement and writes or thinks about writing every day.

James is a member of CANSCAIP (Canadian Society of Children's Authors, Illustrators and Performers), CWILL BC (Children's Writers and Illustrators of BC.) and SCBWI (Society of Children's Book Writers and Illustrators, USA.)

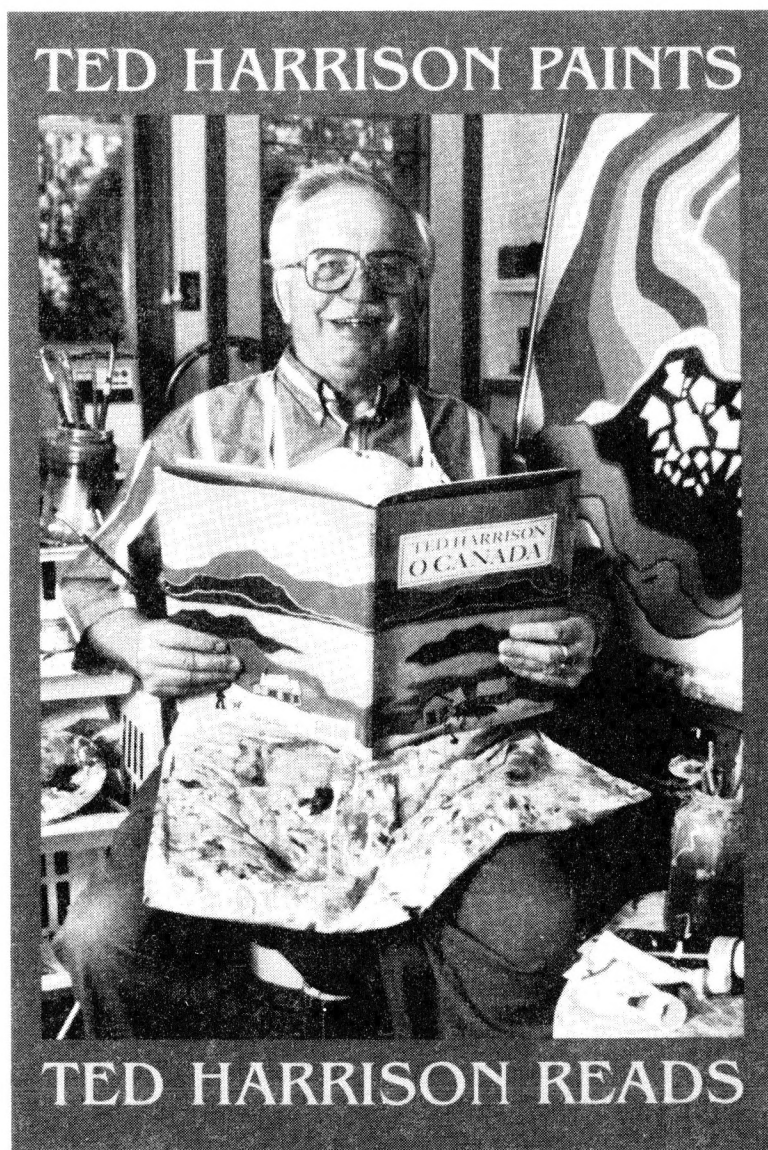
James Heneghan also gives readings and workshops for schools and libraries. His book-reading and talk to the grade sevens at George T. Cunningham elementary school this year was greeted with an enthusiastic response by all the participating students. In fact, after his visit, it was very difficult to keep his books on the shelf!



New Poster from CSLA available through BCTLA

Another large brilliant poster has emerged from the Canadian School Library Association: Ted Harrison Paints/ Ted Harrison Reads are the words on this 32 x 22 full color photograph of the jovial painter at work in his studio in Victoria. The poster carries the names of all the provincial and territorial school library associations in Canada. In addition, postcards have been produced. The poster is available from the BCTLA for \$13.00 including all taxes and shipping and handling. 25 Postcards can be obtained for \$15.00. Please call for discounted quantity prices (Judith Kootte (604) 668-6056) or (email jkootte@cln.etc.bc.ca). Send all orders to her at 7811 Granville Avenue, Richmond, B.C. V6Y 3E3.

And Silken Laumann! A limited number of the popular "Silken Laumann Reads & Rows" Posters are available at the same price.



LYNX AND THE WORLD WIDE WEB

by **JOHN GOLDSMITH**, counsellor, technical support person (and former teacher librarian),
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Editor's note: Internet's rapid growth means that change is rapid too. Some links may have changed slightly by the time you read this.

INTRODUCTION

The Web — newest and hottest craze on the Internet! Anyone who has read about the Internet has heard about it. More properly known as the World Wide Web (or WWW), it was little more than a developmental project two years ago. Today, there are thousands of "Web Sites" on the 'Net with hundreds more being added weekly, as well as millions of Web users, a phenomenal explosion on a system already known for incredible growth. The reason — pictures!

Before the World Wide Web, almost all information on the 'Net was text based. While there is nothing wrong with text, most people's eyes glaze over when they are faced with screen after computer screen filled with words. Little wonder that a system offering pictures, graphics, video and sound along with the words, is such a hit.

IN THE BEGINNING

The concept for the World Wide Web originated in 1989 when Tim Berners-Lee of CERN (Le Conseil European pour Recherche Nucleaire, or as its known in English -The European Particle Physics Laboratory) began searching for a better way to use tele-communications to facilitate the exchange of ideas and information throughout the CERN organisation. Berners-Lee realised that although a picture is worth a thousand words, sending pictures across the Internet was quite complex and cumbersome. He devised a system to simplify transmitting pictures in combination with text and as a result, The World Wide Web was born. It has succeeded beyond his wildest dreams.

World Wide Web uses a simple structure and format for creating, sending, receiving and viewing hypertext. To the average user, Hypertext looks like a cross between Gopher (The Internet system of menus)

and Multimedia. Hypertext shares some similarities with Gopher, but in many respects it is vastly different.

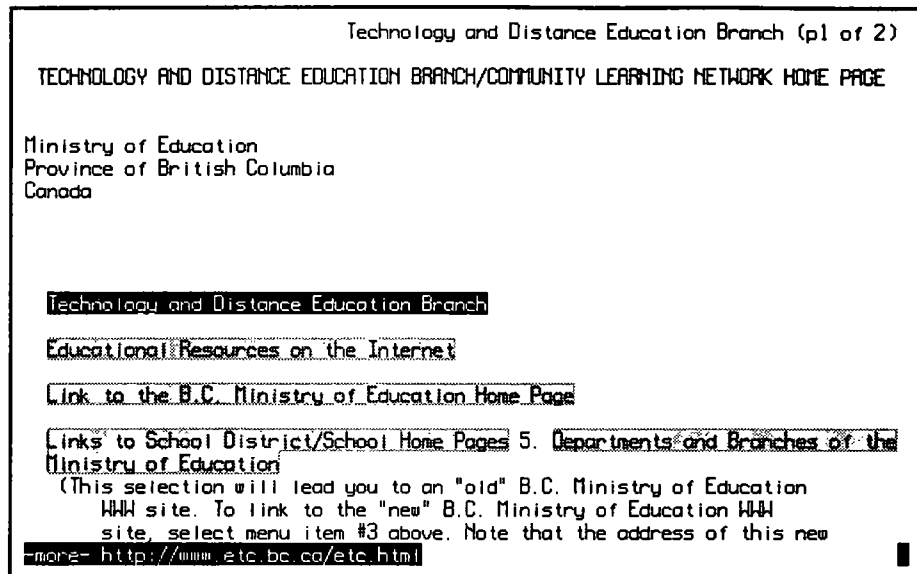
THE WEB DEFINED

Let's look at the relationship between the Internet and the World Wide Web. To understand this relationship, think of the Internet as a telephone network. There are many things we can do with a telephone network. We can connect a telephone to it and talk to other people. We can connect a fax machine to it and send and receive printed documents. Or we can connect a computer and modem and use the phone line to talk to another computer. All of these things can be done over the same telephone network.

The Internet is much the same. If we use an E-mail program on the 'Net then we can send and receive E-mail. If we use a Gopher program, then we can access Gopher information or if we use a program that works with the Web then we can view all the pictures, graphics and text found on the WEB. All these things can be done over the same Internet network.

As for the Web itself, at its heart is hypertext. Hypertext is a kind of text document similar to a document created by a Word Perfect or ClarisWorks word processor. It may contain pictures, images and even sound. Each hypertext page may also contain hypertext links. Links are connections to other pages of the same document or to other hypertext documents on the Internet. The Internet location of each hypertext document is called a Web SITE and the first or introductory page of each document is called a home page.

In case you're wondering, hypertext is very similar to another kind of "hyper" application — Hypercard. Hypercard is Apple Computer's adaption of the hypertext concept. Anyone who has used Hypercard, has a good idea of how to use hypertext and the World Wide Web. Hypertext is easy to learn and use. Perhaps that's one of the reasons why the Web has grown at such an incredible rate and become so popular.



SCREEN 1 COMMUNITY LEARNING NETWORK HOME PAGE

THE LYNX BROWSER

Now that we have some understanding of what the Web is and how it works, let's sample some of the wonders of the World Wide Web. To view the pictures, images and text of a Web site, we need to use a computer program called a Web browser. The Web browser is able to read, interpret and display on screen, the text, graphic and sound information contained within a hypertext document. The best known Web browser is called Mosaic. There are many others.

The browser we'll be using is found on CLN (Community Learning Network) and is called Lynx. It's freely available to anyone with a CLN account but unfortunately, it has one slight flaw — it does not display pictures. The reason is simple. To display the graphic information found on a typical Web page would place an incredible load on CLN's computer system. So, to make the Web accessible without overloading the system, CLN uses a Web browser which doesn't display graphics — just text. This may sound about as useful as watching television with no picture but there is still a lot of text based information available on the World Wide Web, and this makes the Web and Lynx worth our time and consideration.

To begin our exploration of the World Wide WEB, let's connect to CLN. For those readers who don't have a CLN account or want more information about CLN, check with your district's technology facilitator or coordinator. Once we've completed the "login"

procedure, we see the CLN Main Menu. Select **CONNECT TO CLN WWW HOME PAGE**. A CLN World Wide Web Home Page similar to (screen 1) appears.

LYNX, THE BASIC SKILLS

screen 1 is an example of a World Wide Web Home Page created by Technology and Distance Education/CLN. The words or headings enclosed by grey video boxes denote a hypertext link to another page within this document or another Web page somewhere on the Internet. Note that some Home Pages use underlining instead of grey video boxes to indicate a hypertext link.

The highlight bar with the reverse video heading, "TECHNOLOGY AND DISTANCE EDUCATION", indicates the hypertext link currently selected. To select another link, use the UP and DOWN ARROWS keys on the keyboard to move the black highlight bar to another link. Once we've selected a link, we use the RIGHT ARROW key to move to that Web page. To illustrate this, let's take a look at the information contained under the heading or link, "LINK TO THE B.C. MINISTRY OF EDUCATION HOME PAGE". Using the down arrow key, let's move the highlight bar down to the third heading. Next, press the right arrow key. We should now see the "B.C. Ministry of Education" (screen 2).

```

BC Ministry Of Education - Welcome (p1 of 2)

Ministry of Education

Coat of Arms

Province of British Columbia
Canada

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School System Objectives Mission, Goals and Objectives
Contacts in Education
Publications and Reports
Integrated Resource Packages (IRP)
Branch Information Exchange
* Text Only

-- press space for next page --
Arrow keys: Up and Down to move. Right to follow a link; Left to go back.
H)elp O)ptions P)rint G)o M)ain screen Q)uit /=search (delete)=history list |

```

screen 2 MINISTRY OF EDUCATION HOME PAGE

```

BC MOE Objectives (p1 of 9)

Ministry of Education

Coat of Arms

Annual Report

-----

Objectives

The programs and services needed to achieve the goals of education
should be accessible to every student in British Columbia. School
programs should be relevant, and instruction and administration should
be of high quality. The resources available for education should be

-- press space for next page --
Arrow keys: Up and Down to move. Right to follow a link; Left to go back.
H)elp O)ptions P)rint G)o M)ain screen Q)uit /=search (delete)=history list |

```

screen 3 MINISTRY OF EDUCATION OBJECTIVES

To move from one link to another using Lynx, we use the up or down arrow key. Even moving from the "Mission" heading to the "Goals" heading which are side by side requires us to use the down arrow.

From the Ministry of Education Web page, select the "Objectives" heading. Remember to press the down

arrow key until the "Objectives" heading is highlighted, then press the right arrow key to move to the "Objectives" Web page (screen 3).

Before going any further, let's take a quick look around the "Objectives" page. What we're seeing in screen 3 is the first of nine pages. The bracketed information in the upper right corner indicates that. To

see the next pages, we press the space bar. To move back a page, we press the "b" key.

In the upper left corner are the words, "Coat of Arms". This indicates the presence of a graphic image. Were we using a Web Browser with graphics capability, the actual "Coat of Arms" graphic would be displayed. With Lynx, we see the title of the image or graphic instead. Finally, notice that some of the words on this page are enclosed by grey boxes and one is enclosed by a black highlight bar. These highlighted words are hypertext links, perhaps to another Web page, another Web site or simply to another section of this "Objectives" document. It's often difficult to determine.

In order to return to the starting point, CLN's Home Page, press the left arrow key. Keep pressing it until you are back to the starting point at CLN.

BASIC SKILLS, A SUMMARY

We've now covered the two basic skills necessary to use the Lynx program. They are:

1. An awareness and understanding of hypertext links. Link words or headings are usually surrounded by grey video boxes. They may be connected to other sections of a document, other Web pages or other Web sites.
2. The keyboard arrow keys allow us to select and use these hypertext links. The black reverse video bar indicates which link word is currently selected. It is moved from link word to link word by using the up and down arrow keys. Once a link word is selected, we use the right arrow key to move to the Web page or site indicated by the link word. To move back, either to a previous Web page or all the way back to CLN, we use the left arrow key.

These are all the basic skills necessary to use the Lynx program and wander around the WEB. But, before we rush off to unfamiliar Web sites, there are two other useful Lynx features we might want to investigate.

THE "GO" COMMAND

As use of the World Wide Web becomes more common, it is now common to see the Internet address for a Web Home Page in what used to be an unusual or unlikely spot. A case in point is the new Cyberspace movie thriller, "Johnnie Mnemonic". Near the bottom of a Vancouver Sun advertisement for this movie, was a set of cryptic letters: "http://alliance.idirect.com". This is Internet address of the Web Home Page for this movie. On it we can find information about the movie, film clips and even a contest. Obviously, this is little more than an advertising device but it does show just how pervasive this technology is becoming.

It's possible to visit this Home Page by wandering from Web site to Web site until we can find the right link, but we can go directly there by using the Lynx "GO" command. The GO command allows us to enter the Internet address directly. Using Lynx, we press the "G" key. A dialogue box appears near the bottom of the page. It asks, "URL to open:" URL refers to Universal Resource Location, an Internet addressing scheme. In this dialogue box, we type the address for the "Johnnie Mnemonic" Home Page, exactly as it's written, beginning with the letters, "http".

```
http://alliance.idirect.com/
```

We should now see the Page for Alliance, home of the "Johnnie Mnemonic" Web site (screen 4).

BOOKMARKS

Another very useful Lynx feature is Bookmarks, a type of electronic place holder which allows us to return to a Web site without having to remember the Internet address. Using the Bookmark feature is simplicity itself. When we come to a Web page we'd like to remember, we press the "A" key. A dialogue box appears at the bottom of the page asking: "Save D)ocument or L)ink to bookmark file or C)ancel? (d,l,c):". Press "D" for Document. The location of the Web page is added to our Bookmark file. (all CLN account holders have one).

To view the Bookmark entries, press the "V" (for View) key. A list of Web page locations is displayed (screen 6). To move from one heading to another we use the the Up and Down arrow keys. To move to one of these locations once it's been selected, we use the Right arrow key.

This site looks best with Netscape 1.1N, if you don't have it you can [get it here](#)

WELCOME TO ALLIANCE RELEASING

This site is constantly being updated - check here often for other exciting movies

The hottest film of the year is now the coolest site on the net!
Jack in & win exciting [Johnny Mnemonic Prizes!](#)

[\[LINK\]](#)
[Check out Johnny's virtual world!](#)

-- press space for next page --

Arrow keys: Up and Down to move. Right to follow a link; Left to go back.
H)elp O)ptions P)rint G)o M)ain screen Q)uit /=search (delete)=history list

screen 4 **JOHNNIE MNEMONIC HOME PAGE**

You can delete links using the new remove bookmark command. it is usually the 'R' key but may have been remapped by you or your system administrator.

This file may also be edited with a standard text editor. Outdated or invalid links may be removed by simply deleting the line the link appears on in this file. Please refer to the Lynx documentation or help files for the HTML link syntax.

1. [Alliance Releasing](#)
2. [The Whole Internet Catalog](#)
3. [Yahoo](#)

<http://nearnet.gnn.com/wic/index.html>

screen 5 **BOOKMARK FILE**

SUMMARY

And that's it. We now have the basic skills necessary to roam the infinite strands of the World Wide Web without getting stuck. The keyboard arrow keys allow us to select a hypertext link and follow it, where ever it may lead. The "GO" command allows us to jump directly to another Web page or Web sites and the bookmark feature allows us to remember and to return to these pages later on. With these basic skills, we should be able to wander the Web and sample the vast number of resources available.

A WEB SITE SAMPLING

The following Web Home Pages are offered as a sampling of the resources and information available on the World Wide Web. To access any of these pages, it's first necessary to be connected to the Lynx Web browser program on CLN, although other Web browsers can be used if available. Once we're connected to the Lynx program, press the "G" key. A dialogue box will appear at the bottom of the screen which asks which URL to open. Enter the Home Page address, exactly as it is given in the descriptions below, beginning with the letters: "http".

Before trying these addresses, remember that the Web and Internet are changeable places. What worked yesterday, may not to-day. I have made every effort to ensure the addresses and information presented in the following lists of Web sites is correct at the time of writing but things change. If unable to connect on the first try, be patient and try again. If unable to connect after several tries, it's quite likely the Web site has been shut down or moved — one more example of the 'Net's changeability.

1. ROUTE 66 ([HTTP://WEB66.COLED.UMN.EDU](http://web66.coled.umn.edu))

With a definite educational outlook, this site contains information you need to get started or keep going along the World Wide Web. In addition to having a comprehensive list of education related resources, this site also contains a registry of K-12 schools which have developed and made available their own Home Pages and Web sites. The creativity of these documents is truly amazing and definitely worth a visit. Another feature, the "Web66 What's New Page" also containing items of interest for students and educators at all grade levels.

2. YAHOO ([HTTP://AKEBONO.STANFORD.EDU/~JERRY/BIN/YAHOO](http://akebono.stanford.edu/~jerry/bin/yahoo))

Possibility the biggest Web site on the Internet, Yahoo is an incredible treasure trove of information and resources. With listings on virtually every topic imaginable, this site is still well organised and easy to move around in. It also contains "What's New, What's Hot and What's Popular" pages. This site is definitely worth a visit.

3. NOVA SCOTIA TEACHERS COLLEGE WEB SITE ([HTTP://FOX.NSTN.CA:80/~PTIWANA/NSTC.HTML](http://fox.nstn.ca:80/~ptiwana/nstc.html))

This site organises links to Web resources relevant to educators. The Home Page is well organised and easy to use. The top of the page contains clickable subject categories. Each of these brings up a list of links within that category. The categories are useful, with some topics specific to education and others that are broader but useful to educators and students. Of particular interest to Canadian teachers is a section titled "JOB" which contains a Canada-wide list of teaching positions.

4. ELEMENTARY SCIENCE THIS MONTH ([HTTP://LMEWWW.MANKATO.MSUS.EDU/CI/ELEM.SCI.HTML](http://lmewww.mankato.msus.edu/ci/elem.sci.html))

This magazine has been developed to assist elementary teachers find resources and ideas for science in the elementary classroom.

5. WWW HOTLIST ([HTTP://WWW.NDSU.NODAK.EDU/K12](http://www.ndsu.nodak.edu/k12))

Like the Route66 Web Site, this WWW Holist, maintained by the University of North Dakota contains a relatively extensive catalogue of education related Web Sites of interest to teachers. Some of these sites are school or student created Home Pages which may not be complete yet.

6. THE ERIC CLEARINGHOUSE FOR EDUCATIONAL RESOURCES AND INFORMATION ([HTTP://ERYX.SYR.EDU/MAIN.HTML](http://eryx.syr.edu/main.html))

The ERIC Clearinghouse is an incredible database of educational resources and information of interest to all teachers, K-12.

7. THE ONLINE EDUCATION CENTRE ([HTTP://GNN.COM/EDU/](http://gnn.com/edu/))

The online Education Center is a collaborative effort between Houghton Mifflin, McDougal Littell, GNN (the Global Network Navigator) and the people who use the service (you!). The site promises to expand, and currently you'll find information related to K-8 Reading and Language Arts including the topic of literacy and the literature-based classroom, interviews with educators about integrating the internet into K-12 classroom activities, gender equity ideas, and an online magazine called "K-12 Weekly".

8. INFOLIST FOR ALL TEACHERS ([HTTP://WWW.ELECTRICITY.COM:80/~RLAKIN/](http://www.electricity.com:80/~rlakin/))

InfoList provides an eclectic list of net resources that are of interest to teachers. Rick Lakin, a teacher in Southwest High in San Diego, collects and sends out the list. It's a grab bag, with something to appeal to most interests. InfoList resources are not categorised in any way, so it's a serendipity browse. The site is new, with the oldest digest being April 30, 1995. To keep up a project like this over time takes a lot of work. You might want to help InfoList keep its momentum by forwarding to Rick net resources you find of interest.

9. BARTLETT'S (LITERARY) QUOTATIONS ([HTTP://WWW.COLUMBIA.EDU/~SVL2/BARTLETT/](http://www.columbia.edu/~svl2/bartlett/))

"Familiar quotations: a collection of passages, phrases, and proverbs traced to their sources in ancient and modern literature" is how this collection on the internet is described. John Bartlett first had it published in 1901. Today's online version can be searched by keyword and gives a chronology of authors, both those who wrote in the English language and those who have been translated, that links to information about them and their works. It's available via Columbia University.

10. EINET GALAXY ([HTTP://WWW.EINET.NET/](http://www.einet.net/))

Galaxy Education is a site which offers useful and creative information and ideas, relevant from the first day of school to university graduation. Have an online discussion with other schools; join one of the many partner classrooms; enjoy access to Educational Institutions all over the world; browse through hundreds of educational databases, WWW sites, gophers and

online libraries, or download one of the many Educational Software programs.

11. TIME WARNER MAGAZINES ON- LINE ([HTTP://WWW.TIMEINC.COM/PATHFINDER/HOME_LOW.HTML](http://www.timeinc.com/pathfinder/home_low.html))

Pathfinder is a new Web Site created by the Time Warner Group of companies. Time Warner publishes Time, Life, Fortune, People, Vibe, Sports Illustrated, Parenting, Health, Money, Entertainment Weekly and Martha Stewart Living, magazines. In the "Welcome" portion of the site the name is explained. It seems the title is "meant to suggest an adventure into unknown territory" and was taken from a James Fenimore Cooper novel. In Pathfinder you will find samples of Time Warner's products. The following is a list of them: *Time, Virtual Garden, Vibe, People, Entertainment Weekly, Money and Sports Illustrated.*

Although this is a commercial site, there are no fees or restrictions. Menus are easy to follow and the site is extremely entertaining. Social Studies teachers will appreciate the resources at their disposal in the "Time" section of the site. Being able to access material as current as today's date makes for an invaluable resource. It is also interesting to compare the newsstand copy of Time to the Internet version. For example, the special spring issue featuring "Cyberspace" is available in its entirety on the Net.

12. WEB LIBRARY CATALOGS OF INTERNET RESOURCES ([HTTP://WWW.LIB.NCSU.EDU/STAFF/MORGAN/ALCUIN/WWVED-CATALOGS.HTML](http://www.lib.ncsu.edu/staff/morgan/alcuin/wwwed-catalogs.html))

Over 40 library catalogs have a WWW forms-based interface, and some of these library catalogs include not only printed books, but resources on the Internet. For instance, Alcuin, (<http://library.ncsu.edu/drabin/alcuin>) contains the Alex Catalog of Electronic Texts on the Internet, which points to about 1800 on-line books and other texts.

The emergence of these catalogs means that professional library catalogers can now create indexes of Internet resources that are searchable by title, author, subject, etc. You can turn your library catalog into an index of Internet resources by giving it a WWW or Z39.50 interface, and by loading Machine Readable Catalog (MARC) records for Internet resources. For instance, the Alex Catalog is available in MARC format at: <ftp://ftp.lib.ncsu.edu/pub/stacks/alex/alex-950224-marc.txt>

13. ACCEPTABLE INTERNET USE POLICIES
(GOPHER://RICEINFO.RICE.EDU:1170/11%2FMORE%2FACCEPTABLE)

One of the biggest Internet related problems facing teachers, administrators and teacher librarians is determining what is acceptable use of the Internet by students. While the Internet may be an incredible resource, it also has an unsavoury dark side which is better left undiscovered by students. Drafting policy to cover students' access to the Internet can often be difficult as educators struggle to find a balance between freedom of access and censorship. A number of acceptable use policies drafted by school districts have been posted on this Web site. It may provide a useful starting point for discussions within your school or district. This is actually a Gopher site but it can be accessed via Lynx at the above Web site address.

14. AT&T 1-800 DIRECTORY
(HTTP://ATT.NET/DIR800)

This Web site is the AT&T 1-800 directory for the United States. Almost every 1-800 number is listed here for business and services in the United States. At the moment, users must browse through various categories to find the company or service they want. However AT&T is planning to add key word searching capability in the near future.

15. BOOK PUBLISHERS AND RETAILERS
(HTTP://WWW.CS.CMU.EDU:8001/WEB/BOOKSELLERS.HTML)

Imagine doing all your book ordering on-line. It may be possible in the near future. The Book Publishers and Retailers Online Web page acts as a gateway to various publishers, jobbers and books retailers who are active on the 'Net. Many of the publishers even have online catalogues to look through.

16. MEDIA LINK
(HTTP://WWW.DDS.NL/~KIDON/MEDIA.HTML)

Media Link is a great Web site for accessing online Newspapers.

17. THE GLOBE AND MAIL WEB SITE
(HTTP://WWW.GLOBEANDMAIL.CA)

Many newspapers and magazines are looking to the Web as a way to modernise and revitalise their distribution. One such newspaper is the Globe and Mail.

For a sample of what all newspapers may soon look like, visit their Web site.

18. THE HALIFAX DAILY NEWS
(HTTP://WWW.CFN.CS.DAL.CA/MEDIA/TODAYSNEWS/TODAYSNEWS.HTML)

Another newspaper which has gone online is the The Halifax Daily News. Enjoy access this paper online and get news from the East Coast while it's still new.

19. THE GREENNET
(HTTP://WWW.GN.APC.ORG/)

GreenNet provides electronic networking services to environmental, development, peace and human rights groups and now has its own Web site and is starting to offer Web services to its users. The GreenNet home page contains information on electronic conferences, the APC (Association for Progressive Communications), the partner networks GreenNet works with to provide communications in Africa and the Pacific and general GreenNet services including dialup, conferences, gopher and WAIS (Wide-Area Information Search) databases. The page also lists progressive and environmental organisations and provides links to the Web sites that they may have as well as other links to related sites.

20. EDUCATIONAL INFORMATION ABOUT JAPAN
(HTTP://WWW.ELNSC.CO.JP/ISEI)

Publications of the International Society for Educational Information (I.S.E.I.), Japan, a nonprofit organisation which publishes and promotes educational materials about Japan, are now available on the Internet at ISEI's new World Wide Web site.

21. WEB CENTRAL
(HTTP://WWW.TIAC.NET/USERS/THORGAN/HOME.HTML)

Web Central contains a continually updated set of links of interest to people who need to use the Web to find information, and who want a quick way to find what they need. It covers topics of interest to non-technical users, and include hot links, on-line news, major companies, technical references, finance, law, government, and links to navigation aids. There is a section with links for Macintosh users. Some minimal use of Netscape enhancements has been made.

22. K-12 ENVIRONMENTAL ED. AND ENDANGERED SPECIES SITE
([HTTP://WWW.NCEET.SNRE.UMICH.EDU/](http://www.nceet.snre.umich.edu/))

EE-Link has information on K-12 environmental education including lesson plans, EE publications, annotated bibliographies, searchable databases, environmental facts and data, conference and grant information and more.

23. THE COPYRIGHT CLEARANCE CENTER
([HTTP://WWW.DIRECTORY.NET/COPYRIGHT/](http://www.directory.net/copyright/))

The Copyright Clearance Center has recently established 'CCC Online', designed to help users gain permission to photocopy copyrighted material. Anyone with access to the World Wide Web on the Internet has access to CCC Online. Some of the capabilities of this new resource are:

- The ability to search through the catalogs and see royalty information.
- Current customers of the Transactional Reporting Service can report their copying via CCC Online. (Academic Permissions Service customers reporting coursepack copying will be able to report copying this summer.)
- You can sign up online as a customer.

24. CLASSIC LITERATURE ARCHIVE
([HTTP://THE-TECH.MIT.EDU.CLASSICS/](http://the-tech.mit.edu/classics/))

The Classic Literature Archive is a WWW site with links to archived texts, reviews and frequently asked questions (FAQs). The archive contains 184 works by 17 classical authors, hosted by Daniel Stevenson at the Massachusetts Institute of Technology

25. CBC HEADLINES ON THE WEB
[HTTP://RADIOWORKS.CBC.CA/RADIO/PROGRAMS/NEWS/HEADLINE-NEWS/](http://radioworks.cbc.ca/radio/programs/news/headline-news/)

The headlines of the Canadian Broadcasting Corporation — updated on an hourly basis.

26. POPULATION_INDEX ON-LINE VIA WWW
([HTTP://OPR.PRINCETON.EDU/PI/PINDEX.HTM](http://opr.princeton.edu/pi/pindex.htm))

Two volumes of the widely respected quarterly demographic "bibliography_Population_Index_" are now available on the World Wide Web. The full

contents of all 1993 and 1994 issues (Volumes 59 and 60) are available from our new Web site. Each issue is indexed geographically and by author. A comprehensive author index to all 1993-1994 issues is also provided. Unrestricted access to these on-line volumes will be available at no charge through June 1995.

All records from 1986 onwards will eventually be available in the same format, accompanied by more sophisticated indexes and search capabilities, at reasonable individual and/or institutional rates.

27 SCIENCE EDUCATION HOME PAGE
([HTTP://WWW.MACROPRESS.COM/SCIENCE/](http://www.macropress.com/science/))

Macro Press is a company of active mentor teachers who got tired of waiting for an integrated curriculum science program that would work in their classrooms within available budget and resources. They ended up writing their own materials and paid to publish them (K-6). Their students are now winning national awards because the students are learning REAL science, i.e. how to be a scientist.

28. DEWEYWEB
([HTTP://ICS.SOE.UMICH.EDU/](http://ics.soe.umich.edu/))

This site is described as an "experiment in using the WWW for providing information and facilitating communication between students throughout the world." As such, the site is divided into two major sections:

- The first section is the "DeweyWeb Library". The three main sections of the library are the "Virtual Libraries", "Visual Galleries" and "Spiders, Robots and Worms". The sites are usually organised alphabetically by topic.
- The second section is the "Dewey School of Education Project — The World Forum: Viewing the World through the eyes of Others". This is an adventure learning activity. By using telecommunications and computer conferencing students can be part of a global classroom.

While the information at this site is valuable, the site itself should be cleaned up.

The World Forum Expedition is a facilitating concept. Unfortunately, one does not get a real appreciation of the simulation as there are not enough examples of student interaction and reaction to their experience. The titles of the sections are not very clear. The most concrete information is revealed in the

“Discussion” section, but I would not be surprised if many netters give up exploring before they reach it. A more interactive and personal approach is needed in showcasing this innovative concept of active learning.

29. THE CANADIAN RESOURCE PAGE ([HTTP://WWW.CS.CMU.EDU:80/AFS/CS.CMU.EDU/USER/CLAMEN/MISC/CANADIANA/](http://www.cs.cmu.edu:80/afs/cs.cmu.edu/user/clamen/misc/canadiana/))

“Canadiana on the Web” includes links to Canadian news, statistical, cultural, educational, economic, political, and many other categories of information. This is a huge site, with resources in both English and French. You’ll find CBC radio news headline files updated hourly, information to help you with income tax, links to museums, music resources, stamp collector’s information from Canada Post, k-12 sites and much more. Some of the links such as the

intriguing “Aboriginal Information Superhighway” don’t really work too well with the Lynx browser. They require a browser that can show graphics like Mosaic or Netscape, but it offered enough text to keep me busy for hours.

30. THE FRASER VALLEY REGIONAL CORRESPONDENCE WEB SITE ([HTTP://WWW.FVRCS.GOV.BC.CA](http://www.fvr.cs.gov.bc.ca))

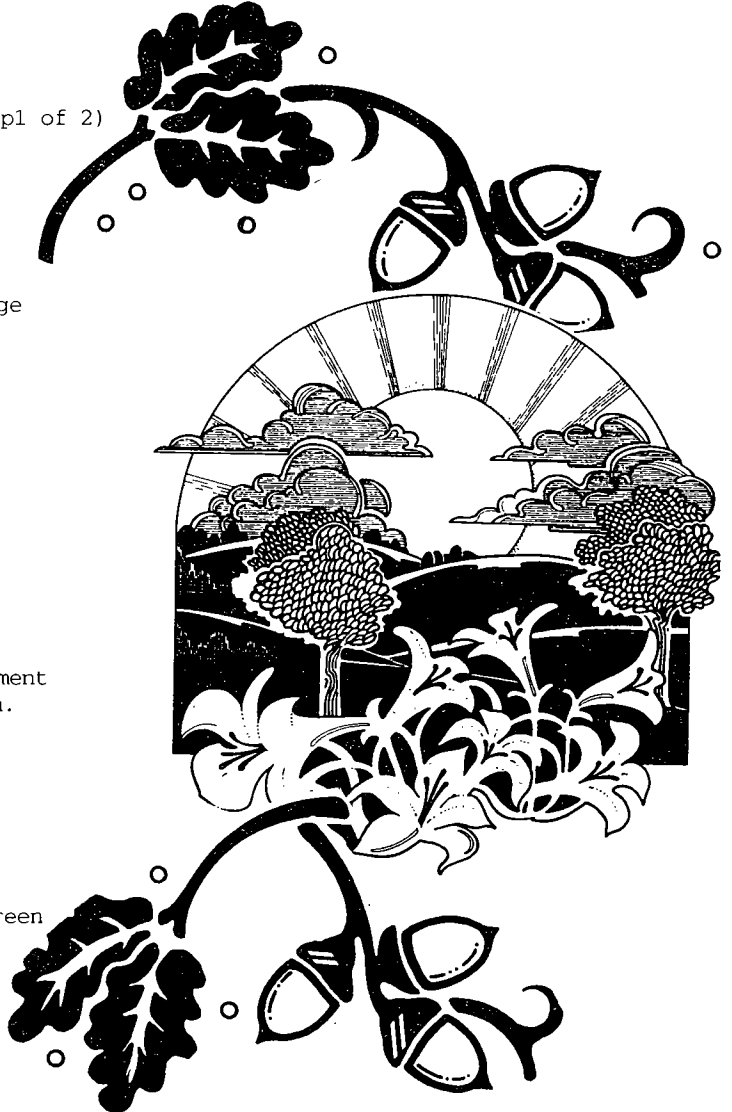
Yes, everyone’s getting on the Web bandwagon — even me. This is a Web site I’m setting up at the Fraser Valley Regional Correspondence School, as a way of acquainting myself with the technology and a means of experimenting with some ideas I have about Web pages. Hopefully, by the time you read this, the Web pages will be finished and in place. At the moment, I’m not sure what shape it will take but I expect to have a number of library resources.

LYNX COMMAND SUMMARY

HELP! -- Press the left arrow key to exit help (pl of 2)
MOVEMENT: Down arrow—Highlight next topic
Up arrow—Highlight previous topic
Right arrow,—Jump to highlighted topic
Return, Enter
Left arrow—Return to previous topic

SCROLLING: + (or space)—Scroll down to next page
— (or b)—Scroll up to previous page

OTHER: ? (or H)—Help (this screen)
a—Add the current link to your bookmark file
c—Send a comment to the document owner
d—Download the current link
e—Edit the current file
g—Goto a user specified URL or file.
i—Show an index of documents
m—Return to main screen
o—Set your options
p—Print to a file, mail, printers, or other
q—Quit (Capital ‘Q’ for quick quit)
/—Search for a string within the current document
s—Enter a search string for an external search.
n—Go to the next search string
v—View your bookmark file
z—Cancel transfer in progress
[backspace]—Go to the history page
=—Show file and link info
\—Toggle document source/rendered view
!—Spawn your default shell
CTRL-R—Reload current file and refresh the screen
CTRL-W—Refresh the screen
CTRL-U—Erase input line
CTRL-G—Cancel input or transfer



NOTES AND NEWS

by **WILLA WALSH**, editor

DEVELOPING A FANTASY COLLECTION

If you want to develop a Fantasy collection in your high school library but feel you are not an expert in this field—there is help. Some teacher-librarians feel that keeping track of the titles and series in this extensive genre is daunting. Many students, however, are avid readers of this genre and they want to have the complete series of many authors and the very latest titles as soon as they appear! The owner of White Dwarf Books, Jill Sanagan, may be the answer to developing a good fantasy collection. She is an avid science fiction and fantasy reader. For purchases over \$200, Jill will come to your library, assess your collection and work with you in filling in the gaps or developing an appropriate collection for your grade levels. Contact White Dwarf Books, 4374 West Tenth Avenue, Vancouver, BC V6R 2H7; Tel: (604) 228-8223. This information has been submitted by Judith Coffin, Elgin Part Secondary School, Surrey, BC. She has used this service for two years now and finds it effective.

THE NATIONAL LIBRARY OF CANADA SCIENCE FICTION AND FANTASY LITERATURE

In May of 1995 the National Library and the Merrill Collection of Science Fiction, Speculation and Fantasy of the Toronto Public Library opened a major exhibition on Canadian science fiction and fantasy entitled "Out of This World." The exhibition will run until the beginning of 1996. Themes such as "Women in Canadian Science Fiction," "Quebec Science Fiction," "Fantastic Voyages," and "Strange Worlds & Strange People" are featured. Works by writers William Gibson, Elisabeth Vonarburg, Judith Merrill, Anne Hebert and Margaret Atwood are included. The exhibition was also the launching pad for a new anthology of essays on Canadian science fiction and fantasy. The anthology, produced in English and in French, will be co-published by the National Library and Quarry Press. An education program was also designed for students in grades 6 to 9. It featured a tour of the exhibition and an interactive game that "transported students into the sphere

of Canadian science fiction and fantasy." Teacher-librarians might want to watch for this new anthology of a genre which engages many student readers.

THE NATIONAL LIBRARY OF CANADA ON WORLD WIDE WEB

The National Library now offers services on the World Wide Web. Information is now available via a hypertext, multimedia, distributed system that runs on the Internet. The Uniform Resource Locator (URL) of this new Web service is <http://www.nlc-bnc.ca/>

This Web service will include the Library's fall publications, descriptions of its collections and services and pointers to other Canadian Internet information resources. The Library will create links between the Web service and its continuing service on the Gopher. Library staff are developing a "Virtual Tour" of the Library. Adapted versions of other National Library projects, such as Read Up On It 1994, the Canadian Literature Research Service readings lists, and the current exhibition on Canadian science fiction and fantasy, are being made accessible on the Web.

This new WWW service demonstrates the National Library's commitment to the Information Highway. In March of this year, the National Library participated in a week-long demonstration of an "electronic library" project by working with the Library of Congress and two schools in Canada and the United States. The schools were able to access information on Canada's Confederation and the U.S. Civil War through Internet links to both libraries. Information made accessible through this project will also be available on the WWW shortly.

STATISTICS CANADA

Teachers and students who have access to the Internet are invited to use Statistics Canada's Talon Service. Some of the services available on Talon include Gopher and the World Wide Web. Gopher allows users to read *The Daily*, the official data release bulletin containing information on economic and socio-economic developments in Canada. Link to the gopher server at: gopher.statcan.ca

The Statistics Canada Web Page allows users to consult the 1994 *Geography Catalogue* and a selection of articles from the most recent issues of *Canadian Social Trends*. Link to the Web server at: <http://www.statcan.ca> For more information on the Talon Internet Service, contact Advisory Services Division 1 (613) 951-8116, Statistics Canada, Ottawa, Ontario, K1A 0T6.

SchoolNet aims to link all of Canada's 16,000 plus elementary and secondary schools to the electronic highway. Spearheaded by Industry Canada, it is a cooperative effort of provincial, territorial and federal governments, educators, universities and colleges, and industry. More than 4,000 schools are currently linked to SchoolNet, with more joining every day. Statistics Canada has made available on the SchoolNet the following activities from the 1991 Census Teacher's Kit: Results: A New Look at Canada; Where We Live; We Are the Same; Students Can Make a Difference; Introducing My Family; and The Family in Transition. Link to the SchoolNet server at: <http://schoolnet.carleton.ca>

EDUCATION FOR DEVELOPMENT CATALOGUE

UNICEF has produced a special 50th anniversary edition of their Classroom Resources catalogue. There are many useful resources listed on the Rights of the Child which teachers and teacher-librarians from K - 12 can use. Teacher's guides, videos, posters, booklets, books and games, etc. are all listed. Some are free and many have some charges. To receive this catalogue, contact: UNICEF Canada, 443 Mount Pleasant Road, Toronto, ON M4S 2L8; Tel: (416) 482-4444; Fax: (416) 482-8035.

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP (IASL)

A \$1,500 Research Grant to support an innovative research project in the field of school librarianship is being offering to celebrate the 25th anniversary of IASL. The winner of this grant will be announced at the 25th Conference to be held July 27-August 1, 1996 in Ochos Rios, Jamaica. Applications may be from any country and will be judged on the following criteria: potential benefit for the advancement of

school librarianship worldwide, originality of the project, clear description of the research methodology, potential for replication, demonstrated ability of the applicant(s), and clarity and completeness of the proposal. The successful applicant will receive \$1,000 in Jamaica and \$500 when the research is completed. For more information about this exciting opportunity, write to: International Association of School Librarianship. P.O. Box 19586, Kalamazoo, MI, USA 49019.

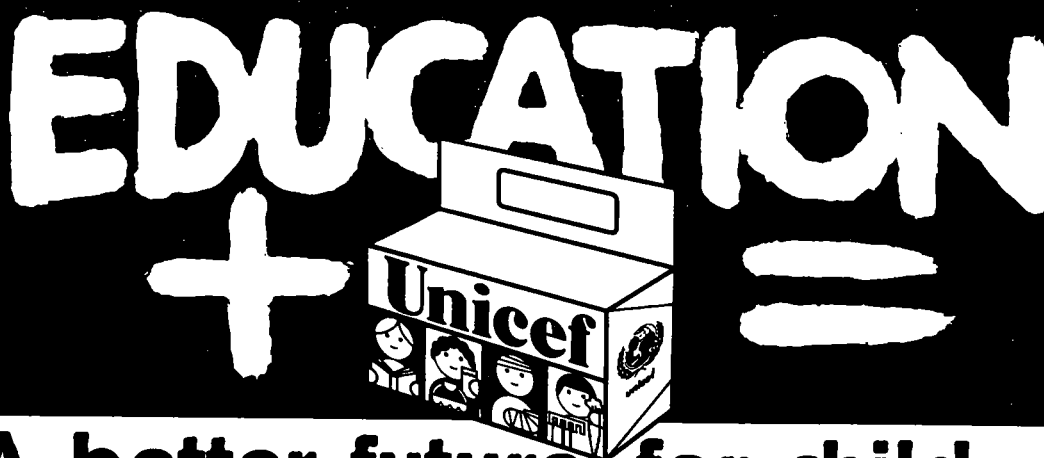
IASL/SIRS COMMENDATION AWARD

The sixth annual IASL/SIRS Commendation Award was presented at the 24th Annual conference of the International Association of School Librarianship in Worcester, England, July, 1995. The 1995 recipient is Brant County Board of Education, Brantford, Ontario, Canada and the Media Co-ordinator is Sandra Hughes. Their project was entitled *Teacher-Librarian Resource Books: Partners in Action: Support Documents*. There are eleven books in this series designed to help teacher-librarians influence the collaboration with all colleagues in the school setting. A plaque and cheque for \$600 US were presented to Mrs. Hughes at the ceremony. This is the second time that Canada has won the award. For further information, contact: Gerald R. Brown, Vice President, IASL, c/o 3403 - 55 Nassau Street North, Winnipeg, Manitoba, R3L 2G8, Canada.

MANITOBA SCHOOL LIBRARY ASSOCIATION

Bad news from Manitoba! Their office of School Library Curriculum Specialist (Manitoba Education) closed on June 30, 1995. The Manitoba School Library Association is devastated by this occurrence. They have sent letters to all Manitoba teacher-librarians urging them to write letters protesting this decision to the Premier of Manitoba and to the Minister of Education. This office dealt with information literacy skills, maintaining accountability for grants to school libraries, writing policy and guidelines related to new educational initiatives, providing consultation throughout the province, and inservice and workshop training for teacher-librarians. The office had published and just won an 1994 national award for *School Library News*, and had developed

an annual directory of *School Library Personnel* and a new publication of provincial guidelines for cataloguing—including automated systems for school libraries. Teacher-librarians across Canada are encouraged to write and protest this decision to: The Honourable Gary Filmon, Premier, Government of Manitoba, Manitoba Legislative Building, Winnipeg, MB R3C 0V8 and The Honourable Linda McIntosh, Government of Manitoba, Winnipeg, MB R3C 0V8. This information was provided by Carole Mackintosh, Advocacy Chair, Manitoba School Library Association.



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THE DEEP END

by DONALD HAMILTON

Against the current?

As I look down from this diving board, I am no longer confident about the water below. Is it the right temperature, the right depth? Is the diving board too high? Do I suffer some sense of vertigo as I stand (almost naked) above this shimmering pool? Will I dive, or merely flop into this mire? Do I have any confidence in my ability to float, to swim against or with the flow? Am I completely out of my depth?

While it was fun to engage in willful metaphor, I am not amused about the current state of the specialty. I am afraid that there are so many changes in the complexion of the enterprise that it appears to be beyond my ability to remain optimistic. Ontario is trying to reconstruct its *Partners in action* approach by changing the emphasis and the name "library-resource centre" to "information centre". This seems to fly in the face of a library program. The Prairies have long abandoned the notion that school library programs should be part of the elementary schools, especially in rural areas where one might have expected the opposite view. Quebec still struggles with a curious mix of library technician and professional librarian. Nova Scotia continues to battle huge cutbacks and major changes. Newfoundland still has one of the finest schools for teacher-librarians at Memorial University yet has major difficulties placing those people in school libraries. And here in B.C. we have embraced lifelong learning, integrated curricula and resource-based learning and teaching, only to discover that fewer and fewer school districts can afford the personnel necessary to drive the programs that would make those concepts work.

I recognise that my view of the water may be significantly different from yours. Most of the audience is actually in the water. You must be those who are confident (still) that the direction you have chosen and the skills you have acquired are meeting your needs and those who you have elected to serve. But many teacher-librarians are having a very difficult time coming to grips with changed or new expectations that seem to have left them out of the picture. One of the best teacher-librarians I know advised me the other day that she was seriously

considering returning to classroom teaching to escape the feeling that few valued the work she did. While some of this depression comes from our contact with the southern island where the lights seem to have gone out (or the pool is empty or too cold), we are everywhere reminded that the library in the school may be vital, but only if we can rationalize the salary costs against the pupil-teacher ratio required by our existing teacher contract. The Southern Island has lost most of its trained elementary teacher-librarians and most of the program that gave them credibility. It is a hard reality that the programs you have long espoused, defended and argued are everywhere discarded in the face of new priorities and newer technologies.

There is a perception that the newer technologies will rapidly diminish the need for teacher-librarians. "We will be able to reach into the information highway and find the important information we need for our understanding. We need more equipment, more high speed lines, more in-service programs for teachers. Books and journals will no longer provide the current, immediate information that the modern student will need to compete in today's high-speed society." Now these are fine pools of ignorance! We must take every moment to dispel these myths! But they reveal the extent of the failure of the fine premise that was clearly misunderstood, yet tolerated all those years. Could it be that the school library that we so glibly defined and defended was "our" creation and not theirs? Could it be that we never really understood that most teachers never really understood or cared about the library when the constraints on the classroom world were real enough? Could it be that, with some exceptional exemptions, most teachers just did not understand the value of the concepts we tried to provide and demonstrate? I find it very difficult to understand how teachers in areas where teacher-librarians have been eliminated, can consider their programs to be equivalent to those in areas where the school library program is fully accepted and supported.

I find it amazing how little press we get. The computer and the Internet are always in the news. I discovered recently how few faculty in my institution appreciated the role of the library in the school. We are invisible. I think that we must recognise the power of parents to alter the way things are today. Many parents understand the value of books and reading in their child's experience and also appreciate the role that a school library can play in providing quality materials to nurture that expectation. Parents,

however, are not able to readily appreciate the role of the teacher-librarian in meeting research and study skills needs of students. The latest round of changes proposed for Ontario's school libraries seem to be addressing this parental concern for quality materials through an "information centre" thrust. I could argue the need to offer students immersed in the new resource-based curriculums an "information centre" that combines the best in print with the latest in technology. The teacher would have to be an integral part of this "new" centre, working with the teacher-librarian to ensure that the appropriate skills are mastered to enable the student to benefit from this information-rich environment.

It is clear to me that we need to galvanize our associations to chart new directions through this troubled time. What action has ATLC or CSLA taken to confront those who would reduce our effectiveness? How can BCTF accept the rapid decay of an exceptional system? What could we do with BCTLA that would make it more aggressive, more proactive, more political, more effective? Hard questions in hard times.

I seriously considered not jumping into the pool this month, given my general lack of confidence in the way things are unfolding. Yet I am still loath to declare that I am giving up swimming until I have investigated all the possibilities. What I pray will emerge from the field pool will be a reaffirmation of all our best intentions backed up with a solid plan of action. I plan to give more time, now that the teacher-librarianship program at UVIC is diminished, to working with faculty and sessional instructors as they attempt to move new teachers into the new curricula, new learning resources and new technologies. That is the first step. Who knows, I may actually regain my confidence in the pool, learn to swim underwater and help someone stay afloat.

BOOK
MARK

If I had my way books would not be written in English, but in an exceedingly difficult secret language that only skilled professional readers and story-tellers could interpret. Then people like you would have to go to public halls and pay good prices to hear the professionals decode and read the books aloud for you. This plan would have the advantage of scaring off all amateur authors, retired politicians, country doctors and I-Married-a-Midget writers who would not have the patience to learn the secret language.

*Robertson Davies (b. 1913),
Canadian novelist, journalist.*



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BCTLA REVIEWS

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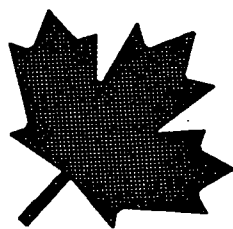
Reviews are edited by Ruth Allman and Liz Austrom.

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.



338.1'09711 FRE
French, Diana. *The road runs west.*
— Harbour, 1994. — 240 p. : ill. —
ISBN 1-55017-114-3 — \$26.95.

Reviewed by: T. Elizabeth Salle,
teacher-librarian, Mountview, SD #27
(Cariboo Chilcotin).

This book details the history of the road to Bella Coola, including many 'characters' and events over a span of almost 100 years. Facts are enlivened with many humorous details.

The map on the inside front and back are detailed and definitely necessary for the reader who does not know the road, as the story jumps back and forth as the characters travel. In the traditional library practice of gluing on the covers this map would be ruined.

A teacher-librarian should be aware that appropriate language for the characters is included but some may find it offensive.

I recommend this book for a public library or for a school doing a local history study.

398.2'09182'3 WAK
Wakan, Naomi. *Telling tales on the rim.* — Pacific Rim, 1995. — 143 p. —
ISBN 0-921358-21-0 — \$21.95.

Reviewed by: Marilyn Clements,
teacher, Courtenay Junior Secondary
School, SD#71 (Courtenay).



Telling tales on the rim is an excellent collection of more than thirty folk stories. The stories are short, humorous, easy to tell or read and have black and white illustrations (some with morals). However, the best thing about this book is the variety. The tales come from Mexico, the Orient, the Pacific Northwest, New Zealand, Russian and Peru. Some are Islamic in origin, some are Jewish.

Wakan has organized the tales into "types" of folk tales: animal, origin, repetitive and absurd, and she includes a description of each type. Most of the stories contain italicized words in the language of their origin, then at the story end these words are repeated in English with their meaning and pronunciations, so children are learning many other language words. In addition, the book contains a glossary of all the non-English words. The author has written a foreword for each story that really assists readers in understanding the cultural background of what they are reading and hearing. A list of folk tale Books from the Pacific Rim Countries is also included.

I recommend this as a very enjoyable resource book for use with upper primary and early intermediate students.

Recommended for Grades 3 –6.

557.11'2 YOR
Yorath, C.J. and H.W. Nasmith. *The geology of southern Vancouver Island.* — Orca, 1995. — 176 p. : ill. —
ISBN 1-55243-032-0 — \$14.95.

Reviewed by: Ken Adsett, Retired
teacher-librarian, SD#61 (Greater
Victoria)

The geology of Southern Vancouver Island is a concise field guide to the geological history and architecture of the Island. It is technologically accurate and in sufficient detail and yet is within the grasp and the reading level of most high school students. The first third of this slim volume presents an overview of the general landscape, the origins, and the structure of the Island. The latter two-thirds consists of twenty micro-studies of sites, mainly around the coast, from Tsehum Harbour on the Saanich Peninsula and the Malahat on the north to Port Renfrew on the west or, more specifically, the area south of the San Juan Fault.

The text is well supported with a glossary (technical terms and other key words are highlighted in the text), a bibliography (no footnotes are used), and an index. The text is also well supported by a number

of maps and diagrams. (Two of these have been transposed and placed in incorrect chapters.) However, the authors wisely recommend concurrent use of street/road maps, large scale topographic maps, and a geological map. Unfortunately, the numerous black and white photographs are, almost without exception, too small, too dark, and too unclear to be of much practical use.

Vancouver Island teachers of Social Studies, Geography and Geology should find this an excellent source of background information for local field trips and for general information to use in their classes. Students can use the book for personal field studies and for general interest in their own community.

Recommended for grades 9–12.

811'.54 LAN

Lane, Patrick. *Too spare, too fierce*.
— Harbour, 1995. — 68 p. — ISBN
1-55017-119-4. — \$10.95.

Reviewed by: Liz Austrom, teacher-
librarian, Magee Secondary School,
SD#39 (Vancouver).



This latest collection from one of Canada's premier poets is best read in small bites that enhance their impact. The love poems and elegies included are often not "enjoyable" reading. The collection is well named. Many poems are exceedingly fierce and hard hitting, challenging the reader to respond with anger, sadness, or even revulsion. Even so, there are others that are pure beauty and life — as in "There Are Holes We Leave Behind Us" and "Stars." Most of the poems display an evocative connection to nature at its most beautiful or most cruel.

Thoughtful students will find endless possibilities for discussion and analysis in these poems. Most are accessible to anyone who will read them carefully. However, I must admit that I am waiting for the Coles Notes commentary on "Praise," a poem that is too much metaphor for me.

Born in British Columbia, Patrick Lane has been a poet for thirty years. He has been Writer-in-Residence at several Canadian Universities and is currently living and working in Victoria. Mr. Lane won the Governor-General's Award for poetry in 1979 for *Poems, New and Selected*. This collection — his twenty-second, maintains the same high standard.

The paperback is attractive and should prove fairly durable.

Recommended for Grade 10 to adult.

820.8

*Treasures of the place : three centuries
of nature writing in Canada* / edited by
Wayne Grady. — Douglas & McIntyre,
265 p. — ISBN 1-55054-014-9.

Reviewed by: Ruby McBeth, teacher-
librarian, Bert Bowes Junior Second-
ary School, SD#60 (Peace River
North).

Treasures of the place is a book which deepens our understanding of the naturalist movement. The editor, Wayne Grady, is a former editor of *Harrowsmith*. In this book, he includes writings by international figures who have visited and written about the Canadian wilds as well as writings by Canadians. Writings from 1753 to 1991 include selections by Samuel Hearne, Henry Thoreau, Catherine Parr Traill, Charles G. D. Roberts, E. Pauline Johnson and Farley Mowat. Many of the selections are from diaries. The early selections show an easy acceptance and appreciation of nature, whereas the later selections show concern about extinct and endangered species. However, this is

not a book of protest; it is a book about the love of nature over the last 300 years in Canada.

One piece of trivia — this book includes a selection by the nurse of the Dionne Quintuplets who just happened to be a naturalist.

Treasures of the place could be used in a high school humanities course as it includes history, literature and science. It would also fit well in a college level Canadian literature course.

Recommended for Grades 10 and up.

811'.54

Scofield, Gregory A. *Gathering: stones for the medicine wheel.* — Polestar, 1993. — 91 p. : ill. — ISBN 0-919591-74-4. — \$12.95.

Reviewed by: Liz Austrom, teacher-librarian, Magee Secondary School, SD#39 (Vancouver).

Gregory Scofield's poetry expresses his experience as a Métis whose outwardly "white" appearance belies his affinity with his native heritage. In "Between Sides" he states his confusion and resentment about the fact that he is not accepted by either the Canadian Scottish or Cree communities when he says,

I move in-between
Careful not to shame either side.

His poetry has a sardonic edge which might be termed political, except that it is also so personal that it is like listening to someone musing about things seen that day, unexpected feelings that have welled up, or continuing perplexities about why society is the way it is.

While the poems each stand on their own, reading the book in sequence as I did in the course of preparing this review helps one to appreciate the variety of experience presented. Indeed, the approximately sixty poems are arranged in four groupings that relate to the concept of the medicine wheel: West / Arrival; North / Searching; East / Dreams; and South / Healing. Although there are some variations, the development in the four categories may be roughly described as: down and out in the city; understanding one's childhood and parents; creating personal meaning; and culture and tradition.

Maria Campbell calls Gregory Scofield "A young and exciting poet whose gift will make our journey easier." I would add that he is a poet whose voice should be heard in all secondary schools. The book should definitely be brought to the attention of Métis or First Nations students, but other students living in Western Canada will see their communities through a new filter.

As a bonus, the paperback has an attractive cover which appears to be quite durable.

Highly recommended for grade 10 to adult.

971.1 LAN

Langston, Laura. *Pay dirt!:* the search for gold in British Columbia — Orca, 1995. — 76 p. : ill. — ISBN 1-55143-029-0 — \$9.95.

Reviewed by: L.R. Little, Assistant Director, Penticton Public Library, Trustee, SD #15 (Penticton).

Laura Langston is a freelance BC writer and author of *No such thing as far away* (Orca, 1994). Her current publication chronicles the history of British Columbia's numerous gold rushes. Colourful characters are portrayed, notably James Douglas and Billy Barker, along with the "hanging judge" Matthew Begbie. The incredibly hard life of the miner is vividly described, where greed, promise and failure were commonplace.

This accessible, easy-to-read book requires no background knowledge, featuring a combination of illustrations and photographs that elucidate the text. Also included are an index, glossary, maps and bibliography.

Considering the lack of literature at the prescribed level, *Pay dirt* is a worthwhile purchase for school and public libraries, providing useful information for report writing.

Recommended for Grades 6 and up.

971.1'004972 MOR

Moran, Bridget. *Justa: a First Nations leader.* — Arsenal Pulp, 1994. — 196p. — ISBN 1-55152-014-1 — \$14.95.

Reviewed by: Patrick Romaine, teacher-librarian, A. L. Fortune Secondary School, SD#89 (Shuswap).

Justa, like two of Bridget Moran's previous titles, deals with the lives of Carrier people. While this fourth book is the biography of Justa Monk, a member of the Carrier nation, in style and format the text reads as an autobiography. The author undertook the writing of this book at the request of Justa Monk: "I want you to write my story" (p. 2).

Monk's life is one that travelled a variety of roads. He has known security, love, and the pleasure of being in a loving family that made its living off the land by farming, fishing and trapping. He has experienced the fear, insecurity and hatred associated with residential schools. He knows the hard physical labour of the logging camps and sawmills. Partying and heavy drinking brought on his personal tragedy; the shame and embarrassment of killing his brother during an alcoholic blackout. Through his eyes, the reader experiences some of the injustices that occurred to his people during the flooding caused by Kemano 1 in 1952. While working to improve the lives and conditions of his people, Justa Monk has had a number of personal and political triumphs. He has been elected tribal chief and he has seen the closing down of the Prince George office of the Department of Indian Affairs. At the end of the book he is doing his part to stop the completion of Kemano 2.

This book is illustrated with four pages of black and white photographs. The one map showing the rivers and place names of the region could have been improved if it had included the main roads and railways. The book does not have an index.

Justa Monk's biography is an obvious resource to accompany *Stony Creek woman* on the English 9 recommended list and for the new First Nations 12 course. Social Studies classes could also find this publication useful. It should be in secondary school libraries in this province.

Recommended for grades 8 to 12.

971.1'2 CLA

Clayoquot and dissent. — Ronsdale, 1994. — 219 p. — ISBN 0-921870-29-9 — \$9.95.

Reviewed by: Bob Hill, Library Clerk, University of British Columbia.

The six authors of this book appear to be fairly unanimous in their thoughts about the Clayoquot affair. They were all there to protect the Clayoquot, yes, but they were there for transcendent reasons as well. Recall Tom Joad's words in the film version of *The Grapes of Wrath*, "Wherever there's a cop beating up on a guy, I'll be there," then substitute "logger" for "cop" and "tree" for "guy", and you will get the picture.

All the authors appear to be straining towards some kind of world view. And it is here that the 160 Days of Clayoquot (July to October, 1993) begin to resemble the more notorious 120 Days of Sodom authored by the Marquis de Sade. The central concern of both books is the meaning of Nature. The Clayoquot authors focus on the goodness of Nature, de Sade on its beastliness; both, however, claim to be doing Her work. Interestingly enough, they both emerge with the same conclusion, that the greatest service that can be rendered to Nature is the abolition of most of the human race so that Nature may be restored to the majesty that was Hers before She was disturbed by man. Both picture the human world as an amalgam of tyranny and surrealist absurdities, where judges in particular rule and are ruled by whim alone.

The western mind, since the 18th century, has oscillated between two views of man. One sees him as a vile creature, the other as naturally good but corrupted by circumstances. Both views find a home in this book. Only Maingon's essay attempts some sort of resolution to this dilemma. There we are introduced to the notion of "deep ecology" which, aping the Calvinist doctrine of Predestination, distinguishes between those who are saved (environmentalists and natives) and those who are damned (everybody else). The trouble is that much of his portrayal of "deep ecology" sounds suspiciously like the "Blut und Boden" (Blood and Soil) movement that was so dear to the Nazis in the 1930's; and it would, I fear, lead to a similar outcome.

The book is intellectually wobbly, but it may be recommended for certain Grade 12 students who are curious as to what may pass for serious thinking in today's world.

Recommended for Grade 12 with reservations.



Armstrong, Luanne. *Annie.* — Polestar, 1995. — 336 p. — ISBN 1-896095-02. — \$13.95

Reviewed by Ken Knutson, teacher librarian, Grand Forks, BC

Luanne Armstrong is an essayist, writer of short stories, poetry, and now a novel. She has been involved in her community and in environmental, Native and women's issues. While her publisher chose to describe *Annie* as a "feminist, western novel," I think it most fortuitous that she excluded this excerpt from the jacket of her book.

There is no reason to reduce the size of the reading audience which this book so richly deserves. While rendering a compassionate view of the plight suffered by women and Natives in the West, this book can stand alone as a fine work of fiction. While the exact setting is never revealed, *Annie* is living somewhere in Western Canada or the United States during the 19th century. She has lost both her parents and must fend for herself as well as two brothers. She makes the courageous decision to go out on her own to find land and start a new

life for herself and her brothers. This is an extraordinary decision, for she faces not only a new land and the wrath of Nature, but a society which does not sanction such adventures by its women.

Along the way she encounters the prejudice and the brutality meted out to any woman who would dare to step out of the accepted mold of the 19th century woman. Annie dares to dream and sadly she has no companion to share this dream with. She is a solitary figure seeking a "oneness" with nature. With horse and dog, Annie embarks on an adventure which includes confrontations with wolves, bears, and man. Armstrong does not paint this girl as a "super-human," she instead possesses the same human frailties as anyone else and her frustrations with the difficulties of her adventure are evident. It is perseverance in pursuit of her dream that fuels her journeys. In all that matters to her, it is man who poses the most danger. Annie is forcibly locked in a shed, roughed up, shot at and held captive. Most of the 19th century men in this novel are unwilling to allow Annie to make her dream a reality. The other women in this novel are victims and are vulnerable to the violence and prejudices around them. Sarah's mother does not want to be reminded of her husband's infidelity or the advances on her daughter stating: "I don't want to hear. I can't hear. Don't you understand? He's my husband." (p263) While Sarah is a victim of the violence directed at her by Joshua, she later accepts her role as her mother has before her. Annie does not want all of the hurt associated with this dependence. Her only close male relationship is with a native boy who is independent and non-possessive in his relationship with Annie. Shadow is also very human. He cries for his dead mother and it's Annie who comforts him. Finally, the view of nature is viewed differently by the two peoples inhabiting the land. For Annie's race it's a "terrible wilderness," for Shadow and his people it's really something to be treasured.

"You are a lost person, with no people and no family, nowhere to belong. Listen to the land. It will tell you everything you need to know." Shadow and his people were a respite from all that threatened Annie. They did not judge Annie; they accepted her as one of their own. Except for the natives, Annie encountered few friends. One has the feeling that Annie's journey was going to continue to be an exchange, with no assurances of success at the end.

Annie is a wonderful adventure story providing the reader with historical insights into the plights of women and Natives alike. For contemporary girls, it may also provide impetus toward a fulfillment of their own dreams—no matter how unlikely. This novel can be read aloud to pre-teens, teens, or read alone—no matter—I recommend it.

FIC

Chaplin, Robert. *Alien alphabet*. — Raincoast, 1994. — 54 p. : ill. — ISBN 1-895714-49-4 — \$14.95.

Reviewed by: E. Rita Ourom, teacher-librarian, Lord Nelson Elementary School, SD#39 (Vancouver).

This toy book will appeal to many S. F. fans. An alphabet of weird creatures, ranging from Arachnid Alice to Zippered Ziggy, is die-cut into two halves so that the pages can be flipped to make other creepy creatures. The use of adjectives (e.g., Venomous Vanessa) provides some educational merit.

A good purchase by doting grandparents, but of dubious value in the school resource centre.

Not recommended.

FIC

Harris, Christie. *Something weird is going on*. — Orca, 1994. — 135 p. — ISBN 1-55143-022-3. — \$6.95.

Reviewed by: Marilyn Aldworth, District librarian, Resource Centre, SD#44 (North Vancouver).

Author Christie Harris is a renowned writer of children's literature and *Something weird is going on* is her twentieth book for children. This contemporary story, set in Vancouver's Granville Island, is sure to capture the interest of pre-teen readers.

The story is well written and the subject matter will captivate readers. Also, the story incorporates many issues that children face today, such as marriage break-up and family relocation. The protagonist, Xandra, is dealing with these issues as well as the presence of a poltergeist. Luckier than many children in similar situations, Xandra does have loving support from her paternal grandparents who spend time with her while her mother is working.

Xandra provides a positive role model to readers by being a responsible sister to her younger brother and by being a thoughtful girl who prepares dinners for her worn-out working mother. Xandra's feelings are those of a girl who is upset that her father — who was her best friend — was made to feel his chosen career didn't rank high enough on the money-earning scale to satisfy her mother.

The poltergeist, who is playing havoc with Xandra's new friend Hilary, does force her to come to terms with some unresolved issues. The result is harmony, friendship and resolution. The characters, particularly Gran, are nicely developed and overall the book is a good read.

Recommended for elementary libraries.



FIC

Maclean, Robert. *Home from the party*. — Ronsdale / Cacanadadada, 1995. — 195 p. — ISBN 0-921870-30-2. — \$12.95.

Reviewed by: Betty Errington, Retired teacher-librarian (Burnaby).

I had to force myself to keep reading this novel. If it hadn't been for the age-old question, "Who dunnit?" and having to write this review, I would have quit. This is not a book I would recommend.

The story revolves around a Greek detective educated in Canada who is sent to the Island of Nostos to investigate the murder of a celebrity. The many characters are confusing and unsympathetic. The action jumps around annoyingly and the plot outcome is unconvincing. The language is over-written and awkward— "The sea was blue sequins. I felt good" and "Alison lay in her chair beside him, limp as a puppet, leering like a moll." However, the book jacket claims this is a "fast-

paced, witty novel that pushes the murder mystery in exciting new directions." I don't think anyone in a high school library would read it.

Not recommended.

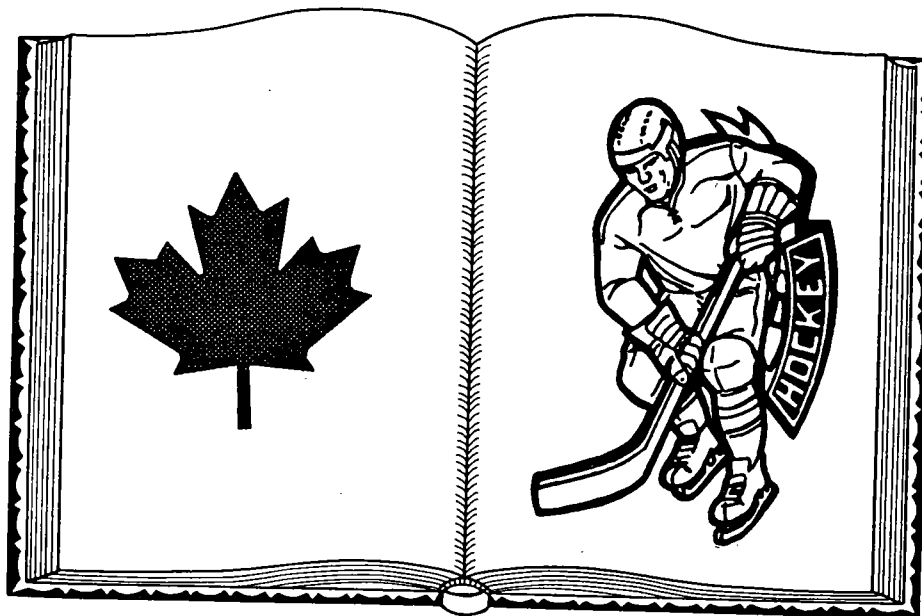
FIC

Watmough, David. *The time of the kingfishers*. — Arsenal Pulp, 1994.
— 196 p. — ISBN 1-55152-008-7.
— 14.95.

Reviewed by: Willa Walsh, teacher-librarian, McNair Senior Secondary School, SD#38 (Richmond).

This novel explores the intricate relationships of a group of long-term friends. The myths of the "normal family" and its supposed components are exposed to the light of reality. The book portrays many complex and contradictory traits which are present in all human relationships. These particular liaisons are, however, further complicated because many of the main characters are homosexual or bisexual and this adds an extra opportunity for misunderstanding, jealousy and rivalry. The friends face the usual life crises but maintain their connections through empathy and mutual need. The content and reading level of the novel is mature. It is written for a sophisticated adult audience and is, therefore, more appropriate for public libraries. The author is well known as is the publisher.

Recommended for Public Libraries.



SUGGESTION SHEET FOR *THE BOOKMARK*

Please fill in any or all of the items below. This is your chance to provide feedback to the Editorial Board of *The Bookmark*. Let us know your opinion.

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2. Features that are least useful:

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4. Topics that should be covered in individual articles or units:

5. Themes that should be explored in whole issues:

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Generally includes aspects of library collection and program administration, or any other pressing issue.

Please return to Barbara Smith, Publications Coordinator, 2772 Crescentview Dr., North Vancouver, V7R 2V1 or Fax: 980-0770.

THE BOOKMARK

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September 1994 - June 1995

by **LIZ AUSTROM**, teacher-librarian, Tupper Secondary School, SD # 39 (Vancouver),
JIM HOLGATE, teacher-librarian, A. H. P. Matthew Elementary School, SD #36 (Surrey) and
BARBARA SMITH, teacher-librarian, Larson Elementary School, SD # 44 (North Vancouver).

The Bookmark is published by the British Columbia Teacher-Librarians' Association in September, December, March and June of each school year.

This index does not include the regular features "In circulation", "Editor's comments" and "Letters to the editor." Other regular features (e. g. "Chapter reports" and "Reading checklist" are indexed to the journal issues they are found in, put not to the pages on which they are located.

Annual reports of the Officers of the Association are located through the "Annual Reports" listing. Reports on conferences, workshops and seminars will be found together under "Conferences."

To assist readers searching for bibliographies for book selection or research, bibliographies are listed under the heading "Bibliographies" and articles and units which include substantive bibliographies are so indicated in the citations.

Cooperative units include or imply a role for the teacher-librarian in planning and teaching. These units have the potential to be modified to fit the model of planning and teaching suggested in Part I of *Fuel for Change*. Units are listed under the "best guess" of the indexers. They are often adaptable to other courses, levels and programs.

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