

December 1996  
Volume 38 Number 2  
ISSN 0381-6028

**BCTLA**

# THE BOOKMARK



**PLUS ÇA CHANGE,  
LE PLUS C'EST LA MÊME!**

# The Community Rebate card.

## Community Rebate Program

(YOUR SCHOOL NAME HERE)

10% of your purchase supports your school library.



"promoting literacy in your community"

## A terrific fund raising program for your school library!

Book Warehouse will provide a Community Rebate Card to each parent or supporter at your school who would like one. When shopping at any of our 5 locations, they can present their card at the time of purchase. Our staff will keep a record of purchases by your school supporters, and at any time during the school year, Book Warehouse will donate 10% of their total purchases to your school library budget as a credit on account. As an added bonus, we will deduct an additional 10% off our discounted prices (excluding bestseller/ current titles already discounted 20%)

when your librarian comes to purchase books for the library. The rebate your school earns will be applied as a credit towards your school library purchase.

The Community Rebate Program is a winner for everyone involved! It creates awareness of books and literacy in your community. Parents, students and school supporters are encouraged to think of buying books for their families, and your school benefits from increased buying power.

To participate in this program contact: Barb Leibel at: 873-0661



*Every book bargain priced. Everyday!*

**BROADWAY**  
632 W Broadway

**ROBSON**  
1150 Robson St

**KITSILANO**  
2388 W 4th Ave

**BURNABY**  
Metrotown Centre

**LANGLEY/SURREY**  
19559 Fraser Hwy

# TABLE OF CONTENTS

In Circulation . . . . .	3
Editor's Comments. . . . .	4
Letters to the Editor . . . . .	5
Coming Themes . . . . .	6
Join the BCTLAFORUM . . . . .	8

## **THEME SECTION — THE MORE THINGS CHANGE, THE MORE THEY ARE THE SAME 9**

Twisted Tales: Fairy Tales Transformed . . . . .	11
The Second Coming. . . . .	14
BCTLA Working and Learning Conditions Surveys 1982-1996 . . . . .	15
IBBY Canada Announces the Frances E. Russell Award . . . . .	24
Resource-Based Learning Connections to <i>Science K-7: Integrated Resource Package</i> . . . . .	25
Resource-Based Learning Connections to <i>Science 8-10: Integrated Resource Package</i> . . . . .	35
Role Description for Teacher-Librarians. . . . .	44
The Constant and the Ever-Changing — The Teacher-Librarians' Reality . . . . .	45
Changing Needs for Experts . . . . .	51

## **FEATURED IN THIS ISSUE 57**

Bookmarks by Berson. . . . .	58
Chapter Reports. . . . .	59
The Bookmark on Microform (Micromedia) . . . . .	67
Advocacy Report . . . . .	68
Conference Reports: . . . . .	69
Windows on the Landscape. . . . .	69
Shakespeare on CD-ROM. . . . .	75
Telecommunication in the Elementary Classroom . . . . .	77
Media Education — Teaching the News . . . . .	79
The Web Weavers . . . . .	83
Multimedia: The New Platform . . . . .	84
Promoting Yourself (and Your Program) through the Media . . . . .	86
Barbie Meets Rambo: Countering the "Popular" Curriculum . . . . .	88
Variations on a Wave: Understanding the Boob Tube Junkie. . . . .	91
The 4-R's: Reading, 'Riting, 'Rithmetic and Recording . . . . .	92
Louis Riel on CD-ROM . . . . .	93
Children's Authors and Illustrators Available for Readings . . . . .	94
Earth: The Garden Planet and Its Ecology . . . . .	105
International Federation of Library Associations Conference: Beijing, August, 1996 . . . . .	110

## **REGULAR FEATURES 113**

Bookmarks by Berson. . . . .	114
Notes and News . . . . .	115
Ask the Experts: . . . . .	117
The Portrait: VICTORIA MILES . . . . .	118
BCTLA Membership Form. . . . .	120
New on the Net . . . . .	121

**REGULAR FEATURES (continued... )**

The Deep End ..... 133  
BCTLA Reviews..... 135  
BCTLA 1996-97 Executive Board: Directory ..... 144  
*The Bookmark* Editorial Board: Directory..... inside back cover

**ANNOUNCEMENTS & ADVERTISEMENTS**

Book Warehouse ..... inside front cover  
Follett Library Resources: Cataloguing for Books, CD-ROM and AV..... 7  
IASL-ATLC Conference: Bridging the Gap. .... 10  
Neraida Press — *My Uncle Jack's a Logger* ..... 85  
Committee Struck to Form a Children's Choice Book Award Program for BC .....103  
Coquitlam Teacher-Librarians Launch Library Home Page. ....104  
BC Book Purchase Plan Correction. ....109

**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**, President, BCTLA.

### THE MORE THINGS CHANGE...

This issue of *The Bookmark* has an appropriate theme, as change seems to be a constant in our lives. I have always held that change can be a positive thing — depending upon how you approach what has changed in your world.

Our government is intent on changing the face of education in our province, and in the past few years, we have seen many curricular changes occur. Of course, we know how government budget projections can change... and hence more changes have been announced. Most recently, I learned that the Learning Resources Branch will be joined with the Curriculum Branch, under the leadership of Jerry Mussio. A number of Learning Resources Branch employees have been declared redundant. Not all changes can be seen as positive — especially for those employees.

### WORKING AND LEARNING CONDITIONS SURVEY 1982 - 1996

Thanks to Larry Kuehn, BCTF Staff, I had some release time to collate and analyse the results of staffing levels since the BCSLA began collecting data on professional and clerical staffing and on budgets. The results are being published in this issue of *The Bookmark*, and it should make interesting reading. Yes, the more things change, the more they look the same! We have been struggling for so long to make gains for teacher-librarian staffing levels in our province. Perhaps armed with this ammunition, we will be able to further advocate on behalf of us all.

It is alarming to see how many cuts have taken place over the years. Some gradual cuts, others major, however the effect is still the same... we need to be protected under a provincial agreement. I will be writing to the BCTF executive to continue to lobby on your behalf.

### GOOD NEWS!

I am pleased to tell you that at a recent Provincial Specialist Association Council meeting, where all the presidents of all the BCTF PSAs meet, I was able to put forward a motion to encourage the Executive Committee of the BCTF to focus on the protection of

non-enrolling positions in the next round of provincial bargaining. My motion was passed unanimously. The non-enrolling PSA presidents feel strongly that together we will encourage this whenever and wherever we can.

### RESOURCE LICENSING FOCUS GROUP

The BCTLA has received recognition from the Learning Resources Branch. I, as your president, was nominated to sit on a Resource Licensing Focus Group. For the first time, the Ministry has brought together representatives from industry; school districts; professional associations such as the BCTLA, PIMA, and CUEBC; key people in the Ministry of Education such as Barry Carbol and Tim Winkelmanns (Technology and Distance Education), Ken Norton and Roy Emperingham (Learning Resources Branch) to talk about arranging provincial licenses for resources.

### MEETING WITH ASSISTANT DEPUTY MINISTER OF EDUCATION, SKILLS AND TRAINING

Your BCTLA executive met with Dr. Sam Lim, Assistant Deputy Minister of Education, Skills and Training, during our conference at the Ocean Pointe Resort in Victoria. This was the first time to my knowledge that a BCTLA executive has had a face-to-face meeting with someone at the Ministry. Our discussions went well, and we were able to impress upon the Minister the importance of school libraries and teacher-librarians. Thanks to Kay Treadgold, Past-President of COTLA, for agreeing to participate in the meeting.

### CANCOPY

If you haven't heard, the BCTLA, BCTF, and Ministry of Education have developed free workshops on the CANCOPY agreement. Call Anne Field at the BCTF for more information.

### THANKS!

Thank you to the organising committee of "Shaping Reality: Media Education." We had a wonderful conference in Victoria! It was extremely well organised and I heard positive comments from many people.



As the holiday season approaches we think of the New Year and all the changes and challenges it will bring. The flood of new curriculum IRPs continues with many more to arrive in the months ahead—just one more challenge to face. The move towards resource-based learning is reinforced in many of these new documents—with their lists and descriptions of Recommended resources and teaching strategies. Greater and greater choice is extended to the classroom teachers to select their own resources and to use a variety of formats—print, video, and software. Research and information skills are increasingly being incorporated as Learning Outcomes in the new IRPs. Electronic searching is specifically mentioned in several IRPs—the new Technical Writing course and the Draft Social Studies for Grade eleven document to name just two. The Internet is also identified as a resource which students must be able to use effectively.

These statements are all entry points to the curriculum for us as teacher-librarians. Acquire copies of the new IRPs (some you will need to pay for) and identify the entry points and tell the teachers what you can do to ensure that the Learning Outcomes are met in their courses. Search out units in *The Bookmark* by using the ten-year index (published separately) and the indexes which appear in each September issue of our journal and match them to the Learning Outcomes detailed in various IRPs. There are numerous entry points—places where our exper-

tise as information specialists matches the curricular goals outlined in the IRP. We can all use these new documents to our advantage to promote co-operation with classroom teachers.

Although the IRPs use a new format to delineate skills and content, along with teaching strategies, evaluation techniques, and resources, some things have not changed. Students still need to be taught effective research skills and critical thinking techniques. Added to these essentials are an ever-increasing array of search techniques for electronic sources. Some of the new IRPs also identify these information skills as part of the content of the course now. They are no longer by-products of the learning process or incidental to the subject matter of a course of study. They are part of the content and learning outcomes and, as such, must be taught and evaluated along with knowing the details of the subject area. They are explicit now, not implicit. This affords teacher-librarians many opportunities to work with teachers. In a time of cutbacks to programs and teacher-librarian time (see Gerald Soon's article in this issue of *The Bookmark*) we need to prove how valuable we are to the new curricula. Their shift away from the one teacher, one text, and one mode of presentation, is a step in our direction—we offer another teacher to co-operate with, a variety of sources for students to access, and diverse teaching and learning strategies to appeal to all learners.

Times are changing, but the need to promote resource-based learning stays the same. Although all teachers are responsible for teaching research and information skills, teacher-librarians are central to the process. We offer resources in different formats, the information highway with its huge array of sources, and the expertise to demonstrate how to retrieve, interpret and evaluate this information. So, use the ideas in the "new" IRPs to your advantage!

# LETTERS TO THE EDITOR

Dear BCTLA Bookmark:

To Whom It May Concern:

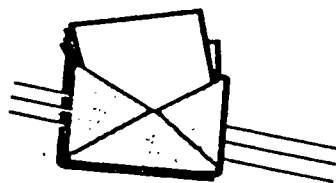
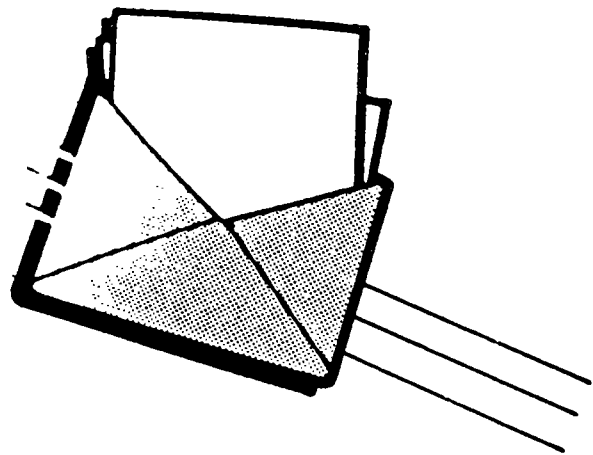
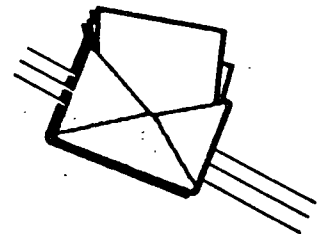
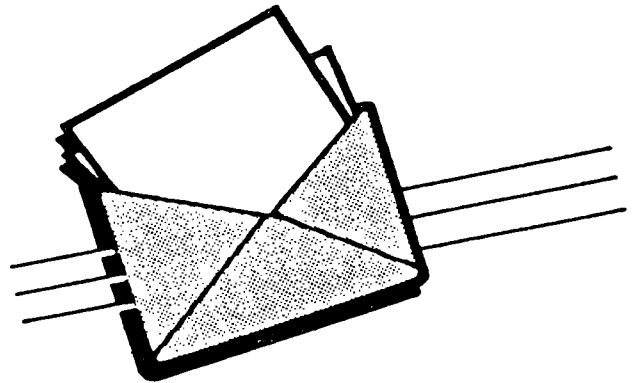
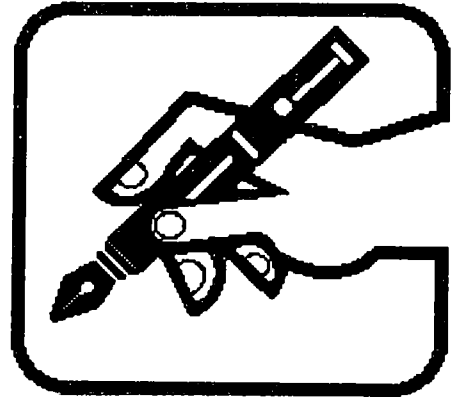
When you discover a good service it should be shared! Many of the "old time" teacher-librarians will recognize the name Warren Grabinsky, librarian extraordinaire! Warren now has a company called Okanagan Recon, telephone (604) 558-0466. E-mail: okrecon@junction.net. If you are on a manual system this company will supply you with card sets for those gift items, etc., that you don't have time to process. If you are automated or going to be automated they will supply you with MARC records on diskette. Prices are reasonable.

The advantage of this company is that having Warren, a trained librarian in charge, all documentation is meticulous and he will personalize to suit your special needs. Also, Okanagan Recon have many local items on file—for example, PEMC/Image Media/B.C. Learning Connections videos.

Warren and Okanagan Recon lifted a great burden from my shoulders. I highly recommend them as a labour saver for any teacher-librarian.

Sincerely,

Gail Cooper  
Teacher-librarian, Surrey



**ONE THING THAT NEVER CHANGES IS OUR NEED FOR YOUR CONTRIBUTIONS TO *BOOKMARK*.**

**WHAT CHANGES IS THE QUALITY OF SUBMISSIONS. IT JUST KEEPS GETTING BETTER AND BETTER.**

Submit an article, unit or bibliography to  
***THE BOOKMARK***

**COMING THEMES ARE:**

**MARCH 1997: AROUND THE WORLD IN 80 PAGES . . .**

. . . more or less, the number depends on you! Send us your ideas, articles and units on countries, cultures and civilizations. Help us examine global issues and trends. Explore the Internet as a global communication tool, or look at the experience of tourists simply enjoying our world and being challenged by it. How do the literature, the music, and the visual arts transcend geographical location? How do societies around the world interact, adapt and change when they come in contact with other societies? **Deadline: January 27**

**JUNE 1997: RHYME TIME**

*Bookmark* has never done a poetry issue before! This is your unique opportunity to create your own poetic reflection on life — even on life in the library. Why not share a poetry unit with our readers, including the work of students who want to see their poems published? Bibliographies, especially if they have brief annotations, will be welcomed by teachers and teacher-librarians. Note that POEMS DO NOT HAVE TO RHYME, BUT THEY'VE GOT TO BE ON TIME!! **Deadline: April 27**

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

P.S. WE ALREADY HAVE ONE SUBMISSION FOR THE JUNE 1997 ISSUE. WHAT A TREAT!

LDR01060pam 2200000 a 4500  
Control Number 001FLR01855106

# CATALOGING for BOOKS, CD-ROM, and A/V

Main Entry - Personal Name 1001 \_aCreech, Sharon.  
Title Statement 24510 \_aWalk two moons / \_cby Sharon Creech. ^

**Follett Library Resources offers complete cataloging (electronic data and/or cards) for every product we sell – books, CD-ROMs, and A/V. Follett's MARC records are enhanced with complete annotations, Sears Subject Headings, and shelflist information including reading level, interest level, and review sources. Follett's data support all commercially produced circulation systems.**

**For more information, please inquire at:**

**Phone: 800.435.6170**

**FAX: 800.852.5458**

**E-mail: CUSTSERV@flr.follett.com**

5210 \_a6.6\_bDale-Chall Formula  
Target Audience Note: Reading Level 5012 \_a5-6\_bFollett Library Resources ^  
Target Audience Note: Interest Grade Level 530 \_aNewbery Medal/Honor  
Awards Note  
Subject Added Entry 650 \_aGrandparents\_xFiction. ^  
Subject Added Entry 650 \_aFamily life\_xFiction. ^  
Subject Added Entry 650 7\_aDeath\_xFiction. \_2sears  
Subject Added Entry 650 7\_aGrandparents\_xFiction. \_2sears ^  
Sears Subject Heading 650 7\_aFamily life\_xFiction. \_2sears ^  
Sears Subject Heading 650 7\_aFriendship\_xFiction. \_2sears ^  
Sears Subject Heading 052 a\_PHS\_hFIC\_icRBECH\_p31234000010015\_9p15.89ued  
Local Holdings Data \_xfund:C  
2401 \_a6.6\_b4/11/94\_sNewbery Medal/  
Shelflist Information Honor\_s\*\_LA Notable Books\_vFLR ^

## FOLLETT LIBRARY

R E S O U R C E S

4506 NORTHWEST HIGHWAY P.O. BOX 7500, STATION B  
CRYSTAL LAKE, ILLINOIS 60014-7393 USA WILLOWDALE, ON M2K 2R6 CANADA

800.435.6170 FAX 800.852.5458 815.455.1100 FAX 815.477.9303  
E-MAIL: CUSTSERV@FLR.FOLLETT.COM

A FOLLETT CORPORATION COMPANY

## JOIN THE BCTLAFORUM!

The BCTLAFORUM is the B.C. Teacher-Librarians' Association listserv.

The listserv is the BCTLA's electronic discussion group. We welcome questions and comments related to teacher-librarianship in British Columbia. Commercial messages are discouraged.

### To join you will need:

- an individual e-mail address;
- access to a communications program to allow you to read and compose messages;
- an e-mail mailbox where your messages will be stored.

### STEPS TO FOLLOW:

1. Make sure that you do not include a signature.
2. Send a message to: BCTLAFORUM-REQUEST@mala.bc.ca
3. Leave the subject line blank.
4. Type: subscribe BCTLAFORUM FirstName LastName.
5. Send the message.

You should receive confirmation and a message after joining the list.

### TO SEND A MESSAGE:

1. Send a message to: BCTLAFORUM@mala.bc.ca
2. Type the subject of your message.
3. Remember that what you send will be read by all the people who have subscribed!
4. Make sure that you include your signature at the end of the message: your name, work address, and e-mail address

**JOIN TODAY — THERE IS NO COST, AND THE LINES OF COMMUNICATION WILL FLOW!**



# THEME SECTION



**THE MORE THINGS CHANGE,  
THE MORE THEY ARE THE SAME**

IASL-ATLC  
Conference

# BRIDGING THE GAP

Vancouver, Canada  
July 6 -11, 1997

A conference for:

- teacher-librarians
- school library media and technology specialists
- library educators
- school district administrators

Sponsored jointly by The International Association of School Librarianship (IASL) and the Association for Teacher-Librarianship in Canada (ATLC), this conference, through workshops and the presentation of research and professional papers, will explore the opportunities and challenges facing both schools and school libraries. The Conference will be preceded by an Institute on Advocacy. Social events, including a First Nations Night at the University of British Columbia's Museum of Anthropology, will provide participants with opportunities to meet colleagues from around the world.

Vancouver is an ideal vacation destination as well as being an excellent location from which to begin a tour of British Columbia, a cruise to Alaska or a visit to the Rockies. Mark the dates on your calendar now!

For further information, or to request a registration package, contact:  
Lynne Lighthall, Conference Coordinator,  
4093 West 14th Avenue, Vancouver, BC Canada V6R 2X3  
Voice: (604) 822-2704; Fax: (604) 822-6006; e-mail: [iaslatlc@unixg.ubc.ca](mailto:iaslatlc@unixg.ubc.ca)  
Conference web site: [http://www.rhi.hi.is/~anne/conf\\_van.html.html](http://www.rhi.hi.is/~anne/conf_van.html.html)

# TWISTED TALES: FAIRY TALES TRANSFORMED

compiled by **LIZ AUSTROM**, retired teacher-librarian

Berenzy, Alix. *A frog prince*. New York: Henry Holt, 1989. ISBN: 0-8050-0426-2.

Rejected by the princess, our hero sets off on an epic journey, performing brave and generous deeds on the way. Eventually he finds the princess who will love him — a frog princess of a frog kingdom. Kermit would love this one. A School Library Journal Best Book of 1989.

Bouchard, Dave. *My little pigs*. Winnipeg: Whole Language Consultants, 1991. ISBN: 0921253214. This spoof on *The three little pigs* provides some good laughs. Asides from the narrator keep providing extra and unexpected information. For example, the three little pigs are really two pigs and a bear, the wolf may be a coyote, and what the wolf really wants to do is play cards, or maybe Monopoly. The asides change details at every step of the story. This is an excellent read aloud.

Briggs, Raymond. *Jim and the beanstalk*. New York: Coward McCann, 1970. ISBN: 0-698-20641-X. Jim meets the son of Jack's giant. In traditional fairy tale style, Jim performs three tasks: getting the giant reading glasses, false teeth and a wig. The moral is making restitution for previous thefts by his father, but the humour is what makes this tale sing! All the tradesmen are stunned by the measurements of the items they are asked to make in return for their gold pieces, and Jim looks like a walking rug as he carries the giant's wig to the castle. Primary.

Brooke, William J. *Teller of tales*. New York: Harper Collins, 1994. ISBN: 0-06-023399-0. Familiar fairy tales appear in tales told by a storyteller (a combination of Scherazade and the boy in the Emperor has no clothes, but in this title an old man). The stories transform the familiar into the unexpected in almost every story. Gr. 5-8.

Calmenson, Stephanie. *The principal's new clothes*. New York: Scholastic, 1989. ISBN: 0-590-41822-X. Children love this story of a vain school principal who is conned into believing that two tailors can make him a suit that will only be visible to intelligent people who are good at their jobs. He probably thinks he can use it to get rid of poor teachers — doesn't he

read any fairy tales? The ending is as expected. Primary. This one would work well with Munch's *Thomas's snowsuit* — but your principal will need to feel secure in him or herself.

Celsi, Teresa Noel. *The fourth little pig*. Milwaukee: Raintree, 1990. ISBN: 0-817-23577-9.

The three little pigs have holed up, refusing to go outside because the trauma of their horrifying episode with the wolf has made them afraid. Their sister arrives and tries to persuade them that fear is no reason to become hermits. Primary.

Cole, Babette. *Prince Cinders*. New York: Putnam, 1988. ISBN: 0-399-21502-6.

This time it is a small, skinny prince who is transformed. He really wants to go to a palace disco, but knows he is unattractive. A fairy grants his wish and he has the chance to be the "belle of the ball." The illustrations are engaging. Primary.

Davis, Aubrey. *Bone button borscht*. Toronto: Kids Can Press, 1995. ISBN: 1-55074-224-8.

A hungry beggar tells the shamus in a synagogue that he can make soup from the bone buttons on his overcoat. All the villagers end up helping the visitor to make his "miracle" soup. In the end the miracle is the shared warmth of experience and humanity. The illustrations are noteworthy. Intermediate grades.

Emberley, Rebecca. *Three cool kids*. Boston: Little, Brown, 1995. ISBN: 0-316-23666-7.

The language is "cool" and the story engaging in this urban version of *The three billy goats gruff*. The troll has been removed and his place as villain has been taken over by an enormous rat who lives in a sewer under the street. The kids must travel this street to get to a vacant lot that has lots of grass to eat. Primary.

Ernst, Lisa Campbell. *Little Red Riding Hood: a newfangled prairie tale*. New York: Simon & Schuster, 1995. ISBN: 0-689-80145-9.

This updated version features a girl in a red sweatshirt riding a bike, a Granny who drives a tractor, and a wolf who is a bit of a chicken and definitely not too bright. Attractive illustrations and a satisfying outcome make everyone happy. Jessica

- Higgs identified this one as "Columnist's Choice" in the Sept./Oct. issue of *Emergency Librarian*. Primary.
- French, Fiona. *Snow White in New York*. Oxford: Oxford University Press, 1986. ISBN: 0-19-0272210-7.  
It's the 1920's, Snow White is given refuge by seven jazz musicians, becomes a star, and the wicked, jealous stepmother uses a poisoned cherry. Prince Charming is a reporter who falls in love with Snow White — and who wouldn't when she is wearing those great flapper clothes, and is surrounded with fabulous Art Deco designs. For any age. Secondary art classes love this one.
- Jackson, Ellen B. *Cinder Edna*. New York: Lothrop, Lee & Shephard, 1994. ISBN: 0-688-12323-6.  
Cinder Edna lives next door to Cinderella, but the two girls are as different as night and day. Cinderella gets to go to the ball in her magical carriage, but independent Cinder Edna manages on her own — on a bus. Fortunately, when they get to the ball, there are two Princes! Will one live more "happily ever after" than the other?  
Primary grades.
- Kraus, Robert. *Fables Aesop never wrote*. New York: Viking, 1994. ISBN: 0-670-85630-4.  
Fifteen original fables, including "Sour Crepes" and "Fox in Chicken Feathers," retain the tradition of the entertaining tale with a moral for children. The illustrations are collages of many different materials. Primary students will find these fables funny and teachers may be able to use them as models for students to write their own fable.
- Little, Jean and Maggie De Vries. *Once upon a golden apple*. Toronto: Viking, 1991. Illustrated by Phoebe Gilman. ISBN: 0-670-82963-3.  
Four fairy tales are incorporated on double page spreads, as a father tells the tales to his son and daughter. The children have strong opinions about what makes a good story, reflecting varying degrees of approval of the characters' behaviour. Great illustrations, but their size makes this book better for sharing in small groups. Primary.
- McLenighan, Valjean. *You are what you are*. Chicago: Follett, 1977. ISBN: 0-695-40748-1.  
A fairly traditional retelling of the Snow White story for beginning readers, in cartoon style, with the characters telling the story in speech balloons. The ending is quite humane, with the moral of the title being pondered by the wicked stepmother.
- Minters, Frances. *Cinder-Elly*. New York: Viking, 1994. ISBN: 0-670-84417-9.  
This is the rap version in a city setting (New York) with great illustrations. The ball is transformed into a basketball game and the glass slipper is a glass sneaker, and there are mean stepsisters and a wonderful godmother. Best of all, the Prince is the star basketball player. The story structure hasn't changed much, but the heroine and the atmosphere certainly have. Primary.
- Munsch, Robert N. *The paper bag princess*. Toronto: Annick Press, 1980. ISBN: 0-920236-82-0.  
This tale of an independent princess who defeats the fiery dragon and rescues her ungrateful prince is loved by feminists for its central character, and by kids because of its delightful text and drawings. It's a great read aloud. Primary.
- Perlman, Janet. *Cinderella Penguin; or, the little glass flipper*. Toronto: Kids Can Press, 1992. ISBN: 1-55074-181-0.  
The text is fairly true to tradition, apart from the occasional penguinism, but of course the illustrations are unique and delightful. Primary.
- Perlman, Janet. *Emperor Penguin's new clothes*. Toronto: Kids Can Press, 1994. ISBN: 1-55074-191-8.  
Once again, the text follows the traditional tale very closely, but the penguin society illustrations are richly coloured and very attractive, and the details clever enough to entrance the most observant of children. Somehow vanity seems more vain when it is a pompous Emperor Penguin marching along. Primary.
- Scieszka, Jon. *The book that Jack wrote*. New York: Viking, 1994. ISBN: 0-670-84330-X.  
Like his recastings of fairy tales, this retelling of the nursery rhyme is funny, and the illustrations filled with unique details. Wonderful to read aloud and share with primary students, this book may inspire creative writing and artwork from intermediate students.
- Scieszka, Jon. *The frog prince continued*. New York: Viking, 1991. ISBN: 0-670-83421-1.  
This tale is for those who wonder what happens after the end of the fairytale, when the newly married couple are supposed to live "happily ever after." Do they or don't they? The storytellers never say — until this book. Rich, but twisted, illustrations. All ages.
- Scieszka, Jon. *The stinky cheeseman and other fairly stupid tales*. New York: Viking, 1992. ISBN: 0-670-84487-X.

This is my least favourite of Scieszka's twisted tales — perhaps because my favourite fairytale character for several years was the Gingerbread Boy, and he gets shut out of this madcap story. However, it is a creative delight that combines elements of many fairy tales, then mixes them up. A totally unique mess of a story that children love. All ages.

Scieszka, Jon. *The true story of the 3 little pigs*. New York: Viking Kestrel, 1989. ISBN: 0-670-82759-2. If this isn't the true story, it should be. A Wolf tells how being a good grandson and having a sneezing cold got him into a lot of trouble. In his view the media jazzed up the story with stuff about huffing and puffing and he was framed. All ages.

Tolhurst, Marilyn. *Somebody and the three Blairs*. New York: Orchard Books, 1991. ISBN: 0-531-05878-6. In this reversal of the traditional story, Mr. and Mrs. Blair take their baby out for a walk. While they are away Teddy Bear goes into their home and tests the porridge, etc. Mr. and Mrs. Blair are upset that there has been an intruder in their home, but Baby recognizes that it is Teddy Bear who has been there. He invites their visitor to come again and play the next day. Attractive illustrations and a gentle story make this a happy read for primary children.

Trivizias, Eugene. *The three little wolves and the big bad pig*. Richmond Hill, ON: Scholastic, 1993. ISBN: 0-590-48622-5.

The roles are reversed in this "biker" version of *The Three Little Pigs*. Kids love this modern story, especially the macho pig who talks like a hood and tries to jackhammer his way into one pig's house. Funny and clever.

Turkle, Brinton. *Deep in the forest*. Toronto: E.P. Dutton, 1987. ISBN: 0-525-44322-3.

A wordless book. In a turnabout on *Goldilocks and the three bears*, a small bear creates havoc in the forest home of a human family. Primary.

Vande Velde, Vivian. *Tales from the Brothers Grimm and the Sisters Weird*. San Diego: Harcourt Brace, 1995. ISBN: 0-15-200220-0.

These thirteen stories are really different. The plot premises are the same, but the endings are totally different than in the originals. The central characters have human faults and the villains are not all evil. The amusing illustrations match the slightly satiric text.

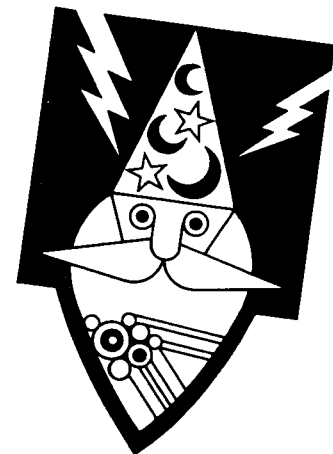
Grade 6 to adult. Best appreciated by those who are familiar with the originals.

Yeoman, John and Quentin Blake. *The do-it-yourself house that Jack built*. New York: Simon & Schuster, 1995. ISBN: 0-689-80006-1.

The traditional nursery rhyme is on one page and wonderfully funny and detailed illustrations are on the opposite side. It seems that the original poem didn't tell the whole story, for the illustrations show that Jack is not a handyman (although not quite as bad as Tim Allen on "Home Improvement." Jack needs help from everyone, and the nice thing is that he gets it. Primary.

Yolen, Jane. *Sleeping Ugly*. New York: Coward-McCann, 1981. ISBN: 0-698-30721-6.

Plain Jane, beautiful Princess Miserella, and the old fairy are all magically sleeping when the prince comes by. The prince (who is poor) decides to practice his kissing on the old lady and the plain girl. Fortunately, as it turns out!



# THE SECOND COMING

by WILLA WALSH, Senior Editor

*Editor's Comments: the following content came from a recent article in Newsweek magazine—the July 1st, 1996 issue. As it fit the theme of this issue of The Bookmark and brings readers up-to-date on recent Irish writing, the essence of the article is captured here for your interest.*

Plus ça change, la plus c'est le meme... Only the French could be so apt and somewhat cynical! Although I believe it was said by King Solomon some time ago—"there is a season for everything under the sun." And seasons are, of course, cyclical. The recent Renaissance of Irish literature attests to the truth of both of these adages. The Celtic past included the works of such literary giants as William Butler Yeats and James Joyce, and the eminent playwrights Synge, O'Casey, Shaw and Beckett. All of these now have their present-day counterparts in a resurgence of Irish writing in a country known for its great authors. Is this the "Second Coming" Yeats prophesied?

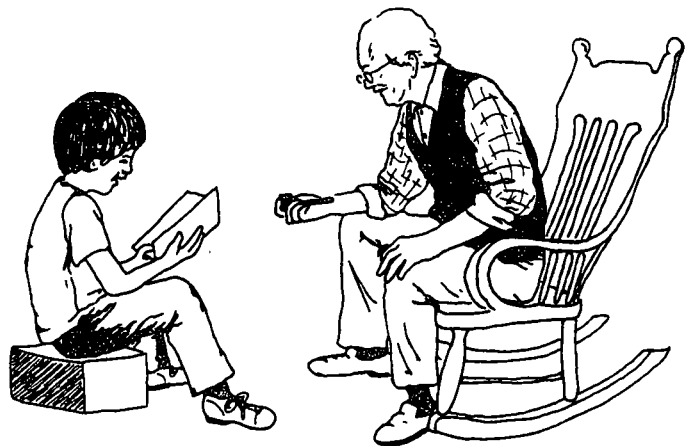
At the present time, the international literary scene is again dominated by Irish writers. They are winning many of the world's most prestigious literary awards and taking the writing world by storm. The top award, the Nobel Prize for Poetry, just went to Seamus Heaney, the Irish poet. All of this in the wake of a resurgence of violence in a land also famous for the horrors of unending political and religious bombings and killings. "This Second Renaissance is part of a larger explosion of Celtic culture which includes everything from music (the rock band U2, the traditional but chart-topping Chieftains) to dance (Riverdance, the smash-hit review built around traditional Irish dancing) to movies." Screenplays and movies are popularizing the novels even further. Just think of Christy Brown's "My Left Foot" and Neil Jordon's "The Crying Game," and "Interview With the Vampire." (pg. 63, *Newsweek*, July 1, 1996)

Here are some of the names to note for your leisure reading and for choices in your library collections. Perhaps these authors and titles could also be curriculum choices for English literature

courses at the senior secondary level. The new generation of literary masters are young and we can look forward to their works for some time to come. Most have been born after 1950. Roddy Doyle writes about rock bands, latchkey kids and the problems of the lower classes. They are dark portrayals of topics we might like to avoid. *Paddy Clarke Ha Ha Ha* won the Booker Prize in 1993. His present novel, *The Woman Who Walked Into Doors*, is the story of a widow and is a disconcerting look at alcoholism and wife-beating.

In 1988, Sebastian Barry, another of Ireland's giants, turned from writing novels to becoming a playwright. He has written *Boss Grady's Boys*, a historical play—the first in a series and has taken over the premier place in Ireland's long tradition of theatrical excellence. Paul Muldoon, another Celtic writer, is a young and up-coming poet who will be heard from in many different media. He has even written a libretto for an opera!

*The Butcher Boy*, Patrick McCabe's third novel, was nominated for the Booker Prize in 1992. His writing is characterized by off-beat humour and a sense of dread and is the work of a master writer—perhaps the best of a great generation of Irish writers. Literary history has come full circle. The more things change...



# BCTLA WORKING AND LEARNING CONDITIONS SURVEYS 1982-1996

by GERALD SOON, President, BCTLA

The BCTLA has conducted annual Working and Learning Condition Surveys since 1981. Participation in the initial survey covered 39 school districts and 689 schools. The intended purpose of the survey was to:

- heighten teacher-librarians' awareness of working conditions during economic restraint and to act as a *catalyst* to involve more teacher-librarians in the political
- process of improving their professional lives through commitment to local and provincial teacher politics.

Bill Scott, Alan Knight, and Liz Austrom were executive officers of the then BCSLA, and their political astuteness began a process that has since taken place yearly. As many as 66 school districts have had results reported to the survey. Last year's survey covered 46 school districts and 1,186 schools. There were 929 elementary schools surveyed with an 89% completion rate. There were 257 Secondary schools surveyed with a 92% completion rate. The high percentage of teacher-librarians completing and submitting the surveys indicates a recognition in the field of the importance of our survey. The numbers of teacher-librarians completing the survey were not as high as in some years, perhaps due to the decreasing number of teacher-librarians in British Columbia schools.

The Working and Learning Conditions Survey was conducted and compiled by the BCSLA or BCTLA Vice-President from 1982 until 1992 when our first Working and Learning Conditions Chairperson, Ray Walker, undertook the survey.

Teacher-librarians have been encouraged to utilize the results of the survey in their advocacy efforts to improve the working and learning conditions. With the advent of provincial bargaining, it was increasingly important to utilize the statistics that have been gathered.

Since the second year of the survey, Chapter Councilors have been asked to report the staffing figures for teacher-librarians in the same way:

$$\frac{\text{number of teacher-librarians}}{\text{number of students}} \times 1000 = \text{T-L per 1000 students}$$

The first provincial contract that was signed established a tripartite committee to examine class size and working conditions for teachers in the province. This committee would have representation from the BC Public Schools Employers' Association, the Ministry of Education, Skills and Training, and The BC Teachers' Federation.

With this in mind, Larry Kuehn, former BCTF President and now BCTF Staff member has facilitated the organization of the staffing data that the BCSLA and BCTLA have collected over the years, and I am grateful for his assistance.

As I was collating the data, my hope was to examine the results and establish a number of patterns over the years.

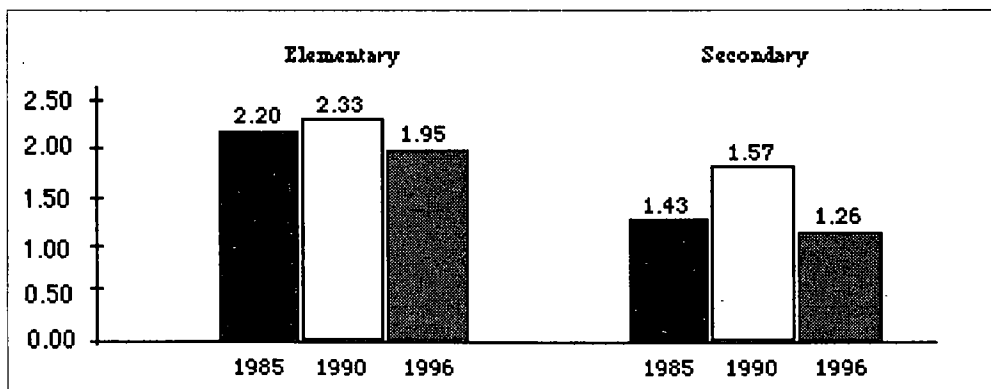
- First, that the number of teacher-librarians (the FTE per 1000 figure) would show a general downward trend.
- Second, that an awareness of elementary staffing levels be looked at with the view that many of our colleagues may be staffed at a certain level, but that much of their time within that level is given to providing preparation time to our colleagues.
- Third, that in districts where site based management or school based management occurs, that there would be an erosion of teacher-librarian staffing over time.
- Fourth, that a high ratio of clerical time provided to schools where there is a low ratio of teacher-librarians reflects a further erosion of teacher-librarian staffing.

The teacher-librarians of British Columbia have supported their teaching colleagues over the years, when class sizes and composition of classes were issues. We have paid for our support with cut-backs to our own positions and the erosion of our numbers, as teacher-librarian clauses have been included in few contracts. School districts have seen non-enrolling, non-protected teachers are the solution to their budgeting and funding problems. The time has come to look at the overall status of teacher-librarians and school library resource centres in British Columbia, and for our colleagues to support us.

## INCREASES VS. DECREASES IN STAFFING

The survey results show a fluctuation between gains and losses in teacher-librarian staffing over the years. Certainly as teacher-librarians worked on advocacy campaigns within school districts, one would hope that there would be gains. An analysis of the data shows a balance between gains and losses. However, in recent years, the trend has been on the decreasing side.

A comparison between the early years of the survey compared to the most recent survey results shows that at all levels, there has been a decrease in staffing. At the elementary level, 49 school districts show fewer FTE teacher-librarian positions, while 15 districts show an increase. At the secondary level there is a similar trend, with 45 school districts showing fewer FTE teacher-librarian positions compared to 9 districts showing an increase. Keep in mind that an increase can be as little as .01 FTE while decreases have been as great as 2.2 FTE.



## STAFFING LEVELS AND PREPARATION TIME

There is a general difference between staffing levels at the elementary level and the secondary level.

In 1988, Ken Adsett, the Vice-President who compiled the survey noted that secondary numbers should not be compared directly with elementary numbers as the enrollments in individual schools tend to be much lower thus giving a higher district-wide average. Exceptions to this tend to be the school districts where the staffing level is lower and teacher-librarians are assigned to more than one school. One should regard the staffing levels at elementary schools with the knowledge that many of elementary teacher-librarians must provide preparation time for their colleagues. A closer analysis of this past year's results show that 73% of school districts responding assign elementary teacher-librarians to provide preparation time and 7% of school districts assign secondary teacher-librarians to provide preparation time.

The use of the teacher-librarian to provide preparation time was focused upon in 1984-85 when Barb Hall collected statistics regarding the amount of time provided to colleagues. 205 elementary teacher-librarians provided 1,549 elementary teachers with 58,734 minutes of preparation time per week. This worked out to an average of 37 minutes per week to an average of 7.5 teachers.

Patricia Finlay noted in 1989 that the results for Kamloops should be regarded with the knowledge that most of Kamloop's teacher-librarians were spending 80% of their time with scheduled classes.

In 1992, Ray Walker reported that 14.7% of all elementary teacher-librarians were used to provide preparation time for their colleagues. At the secondary level 39 teacher-librarians were providing preparation time. 169 elementary teacher-librarians had part of their library time cut. Compare this to Bonnie Kent's survey results last year where it was determined that since 1994, 485 elementary teacher-librarians had experienced cuts to their library time, and that 73% of the school districts responding use teacher-librarians to provide preparation time.

A closer look at some of last year's returns show the following examples of schools within school districts:

School District	T-L time (FTE)	% Prep Provided
Alberni (Uclulet Elem.)	0.6	40%
Cariboo-Chilcotin (Buffalo Creek)	0.4	50%
Chilliwack (Cultus Lake Elem.)	0.56	31%
Coquitlam (Mt. Meadows Elem.)	0.6    86%	
Delta (Jarvis Elem.)	0.80	20%
Fernie (C.L. Salvador Elem.)	0.4	100%
Golden (Lady Grey Elem.)	0.75	26%
Howe Sound (Brackendale Elem.)	0.84	14%
Kitimat (Alexander Elem.)	0.50	18%
Maple Ridge (Riverside Elem.)	1.00	40%
Mission (Cherry Hill Elem.)	1.00	80%
Nanaimo-Ladysmith (Pleasant Valley)	0.45	50%
Nechako (David Hoy Elem.)	0.5	28%
Nelson (Alc Elem.)	0.4	20%
North Vancouver (Seymour Heights)	0.8	5%

Peace River North (Charlie Lake)	1.0	40%
Penticton (Snowdon Elem.)	0.9	48%
Powell River (Edgehill Elem.)	0.2	56%
Prince George (Buckhorn Elem.)	0.4	20%
Quesnel (Barlow Creek)	0.47	43%
Shuswap (Bastion Elem.)	0.7	10.6%
Sooke (Sooke Elem.)	0.05	95%
South Cariboo (Ashcroft Elem.)	0.75	45%
Surrey (Beaver Creek Elem.)	0.6	47%
Vernon (Kidston Elem.)	0.6	80%
Windermere (Radium Elem.)	0.1	100%

## **SITE BASED MANAGEMENT AND STAFFING LEVELS**

Langley School District has had Site Based Management for quite some time, and although teachers were assured when the management system was brought in that staffing levels would remain, there has been a decline in staffing over the years. In 1983-84, the Elementary FTE for Langley was 2.26. The staffing level dropped seven times to the 1995-96 level of 0.945 FTE, with slight gains in three years. (The Langley figures for 1995-96 were not reported until after the survey was published). One should note however, that in Langley there are some fairly new schools that have never had a teacher-librarian. The administrative officers had decided to staff the schools with clerical staff.

Maple Ridge School District is another district where Site Based Management has been in place. In 1983-84, the Elementary FTE for Maple Ridge was 2.72. In 1995-96, the Elementary FTE was 1.44.

It is alarming to note that Surrey School District presently has a committee that is engaged in discussions regarding Site Based Management, but encouraging that the recent BCTF Rep Assembly voted overwhelmingly to oppose Site Based Management.

## **CLERICAL TIME AND RELATIONSHIP TO EROSION OF TEACHER-LIBRARIAN FTE**

The objective of collecting data on clerical time was to see if BC School Library Resource Centres were meeting the BCTF standards for clerical assistance. However, it is alarming that in some cases, the clerical positions, which were intended to be ones of assistance to teacher-librarians, are now being used to run school libraries, with little or no teacher-librarian present. Some examples from last year's surveys:

School District	Clerical time (FTE)	Teacher-Librarian time (FTE)
Arrow Lakes (South zone schools)	0.35	0.0
Greater Victoria (3 schools)	0.85	0.0
Langley (2 schools)	1.0	0.0
Powell River (2 schools)	1.0	0.2
Saanich (1 school)	0.6	0.16
Sooke (most schools)	0.23	most 0.1 or less
South Cariboo (1 school)	0.85	0.0
Cariboo-Chilcotin (1 secondary)	0.70	0.0

It is important to note school districts such as Greater Victoria which cut elementary teacher-librarian positions a number of years ago. Powell River is another case where teacher-librarian staffing has suffered massive cuts. Most teacher-librarians were cut greatly in 1994-95, when the FTE went from 1.78 FTE to 0.7 FTE. Six of the seven Powell River schools have on the average 0.2 FTE teacher-librarians. On the other hand, two schools have a full time clerical person, one has a clerk 0.95 FTE and two have clerical people 0.7 FTE or less. All elementary schools in Sooke have 0.1 FTE or less FTE teacher-librarians. Three schools report no teacher-librarian at all. The district has 0.23 FTE clerical time for each school. It is also important to note Langley schools, where under Site Based Management there are only two out of 33 schools that have a full time teacher-librarian position. There are two schools that have no teacher-librarian at all, but have a full time clerk in the library. Most of the other elementary schools have part time FTE allocations, with the majority of the time five to providing preparation time.

While secondary schools generally have not experienced the cuts as seen at the elementary levels, there are examples such as the one in Cariboo-Chilcotin, where the secondary school library resource centre is staffed by a clerical position, with no teacher-librarian assigned to the school.

The reason for the difference in secondary staffing is the nature of the school timetables, where contractually teachers must be provided with a preparation time that is unassigned time.

## CONCLUSIONS

At the outset of the collating of staffing data, I hoped to prove a number of points. The overall staffing level for teacher-librarians has decreased over the years. Preparation time provision at the elementary level has a profound effect on the type and quality of library education service that is being provided to our students. Site based management has had a profound effect on staffing levels in school districts that have adopted this method of accounting (especially where staffing levels are not-district directed). Where clerical staffing used to be surveyed to see if BCTF standards were being met, now the clerical staffing is surveyed to see if teacher-librarian positions are being replaced by clerical staff.

## WHERE DO WE GO FROM HERE?

The collation of results over a number of years can be an effective tool for advocacy. It is my hope that Larry Kuehn will be able to take the results of our collective work to the Tripartite meetings. Moreover, it is my hope that our results will be an encouragement to the new Bargaining team to press for protection and restoration of teacher-librarian positions in British Columbia.



# BCTLA WORKING AND LEARNING CONDITIONS SURVEY ELEMENTARY 1982-1996

by GERALD SOON, president, BCTLA.

District	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96
Abbotsford		2.79	2.31	1.96	2.2		2.24	2.12	2.4		1.05	1.07	0.85	
Agassiz	2.82	2.9	1.42	1.72	1.39	1.4	2.5	2.2	2.52	2.09			2.24	
Alberni	2.14	2.11	2.1	2.49	2.1		2.4	2.4	2.4	2.47	2.58	2.4	2.31	2.4
Armstrong				3.36	3.25	3.3	3.18	3.46	3	2.9		2.75	2.65	2.7
Arrow Lakes		0.57	2.7	3.11	2.5	3.7	5.61	3.18	2.7	3.07	3.07	2.5	0.71	1.39
Bulkley Valley				3.15	3.02	3	2.9	3.1	2.85	3.1	2.86		2.5	3
Burnaby	2.12	2.08	2.13	2.36	2.13	2.2	2.12	2.07	2.07	2.08	2.04	1.79	1.84	1.88
Burns Lake	1.55	1.83	1.65	1.24	2.3		2.5	2.77						
Campbell River	2.19	2.58	2.17	2.08	2.26	2.3	2.71	2.76	2.74	2.84	2.72	2.81	2.8	2.6
Cariboo-Chilcotin	2.19	2.22	1.97	2.84	2.98	2.8		3.08	2.79	3.13	3.04	2.3	2.38	2.83
Castlegar	2.58	2.5			2.18		2.06	2.3	2.2	2.62	2.19	1.82	1.5	1.85
Central Coast						4.6							4.35	
Central Okanagan	2.5	2.63	2.73	2.38	2.3	2.5	2.44	2.39	2.46	2.28	2.12	2.14	2.21	2.18
Chilliwack	2.37	2.55	2.34	2.36	2.2	2.3	2.36	2.44	2.45	2.63	2.44	2.4	2.28	2.39
Coquitlam	2.02	2.04	2.36	1.7	1.8	1.8	1.78	2.68	2.04	1.98	1.94	1.7	1.86	1.73
Cowichan	2.7	2.69			2.9	3		2.58	1.43	2.4	2.3	2.5	2.61	2.52
Courtenay	1.17							0.94		0.86		0.75		
Cranbrook	2.49	2.48	2.65	2.86	2.66	2.7	2.5	2.62	2.62	2.1	2.53	2.28	2.31	1.6
Creston-Kaslo		1.32	1.39		0.81			0.91	0.98	0.91	0.78			
Delta	1.88	1.9	2.17	1.93	1.94	2	1.98	1.92	1.98	2.03	1.96	1.9	1.9	1.95
Fernie		2.62		1.79	2.4	5.7	2.82	2.44	2.69	2.6	2.38	2.48	2.02	2.04
Fort Nelson	2.5					3.3		2.02	2.04		3.4	3.2	2.9	
Golden		3.92	3.65				1.5	2.89		3.06	3.15		2.48	2.33
Grand Forks	2.09	1.58		1.8	2.1	2.2	2.23			2.4	2.34			
Greater Victoria	2.38	2.29	1.85	1.54	1.77	2	1.9	1.85	2.1	2.11	1.53			0.37
Gulf Islands	3.68	2.28	2.72	2.4	2.3		2.2	2.25		2.16	1.9	1.93	1.69	
Hope	2.3	2.16	2.14	2.13	1.96	1.8	1.7	1.7	1.88	1.77	2.39		1.92	
Howe Sound			1.97	1.99	2.17			2.27	2.37	2.3	2.12	1.84	1.93	1.87
Kamloops	2.53	2.66	2.2	2.12	2.01	2.2	1.92	2.01	2	1.8	1.74	1.82	1.7	1.7
Keremeos			1.53			1.3	1.24	2.5		2.5				0.3
Kettle Valley	2.32	2.09					2.8		2.85	2.82				
Kimberley		1.75				1.5		3.8	3.35		2.6		2.1	
Kitimat	2.72	2.34	2.32	1.51	1.78	1.9	1.97	2.17	2.34	2.52	2.62		2.46	2.65
Lake Cowichan		2.25	1.75	1.51		0.4		1.7		2.23	2.13		2.12	
Langley	1.6	2.26	1.97	1.9	1.68	1.7	1.88	2	1.85		1.66	1.2	1.13	0.95
Lillooet		3.86	2.99	3.18	2.9	3.1	5.2							
Maple Ridge	2.77	2.72	1.58	2.67	2.68	2.4	2.89	2.98	2.9	2.67	2.47		1.63	1.44
Merritt		2.63	2.38	2.32	2.35	2.5	2.8	2.67	2.7	2.56	2.6	2.7	2.4	
Mission			2.7		2.29		2.5	2.65		2.5		2.57	2.58	2.95
Nanaimo	2.57	2.57	2.25	2.38	2.45	2.3	2.39	2.58	1.11	2.4	2.2	2.03	1.6	1.735
Nechako			3.12	2.21	2.4	1.8	1.5	1.54	1.67	1.9	1.26	2.19		1.32
Nelson	1.81	2.34	1.65	1.33	1.1	1.4	1.59	1.3	1.63	1.72	2.4	2.1	1.68	1.69
New Westminster	2.12	2.48	2.12		1.49			2.06	2.18	2.39	2.2	2.06	1.83	
Nisgha								0						
North Island				2.12										
North Thompson			0.5	0.83	0.88	2.2	2.85		3.29	3	1.84		1.56	

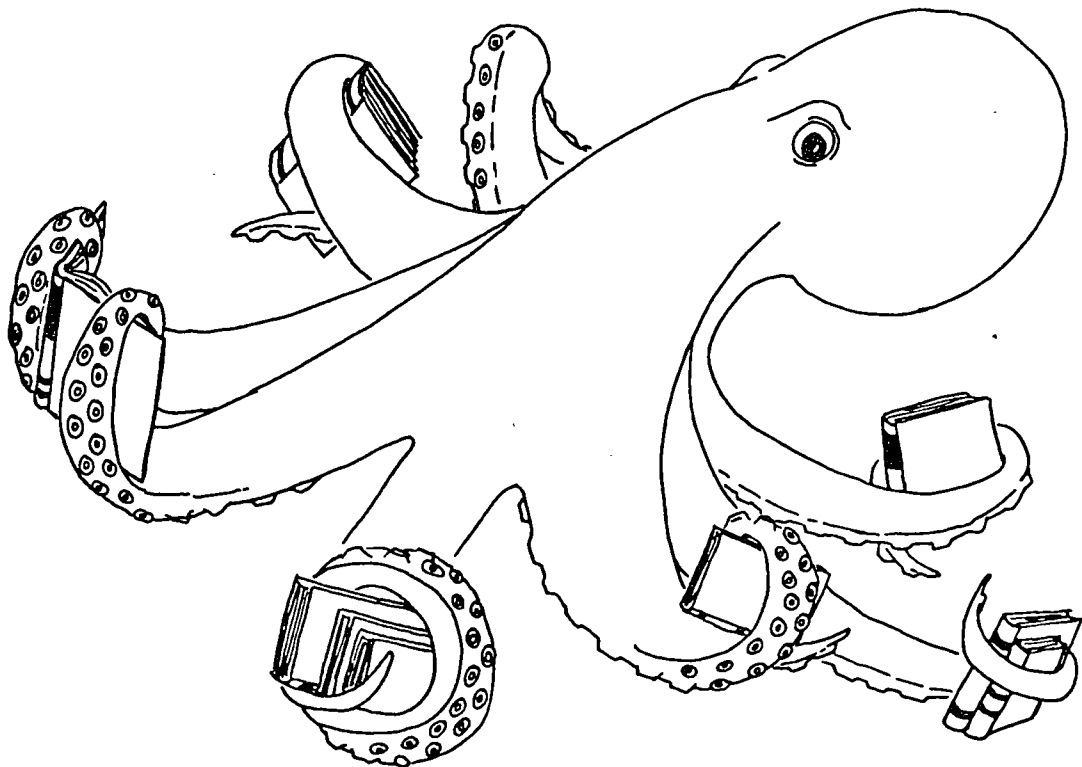


# BCTLA WORKING AND LEARNING CONDITIONS SURVEY SECONDARY 1982-1996

by GERALD SOON, president, BCTLA.

District	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96
Abbotsford		1.2		1.06	1.16		1.06	1.02	0.82	0.94	0.9	0.98	1.03	
Agassiz	2.36	0.75	2.32	1.86	2.4	2.4	2.5	2.26	2.63	2.86			2.3	
Alberni	1.07	1.01	1.35	1.52	1.55		1.48	1.95	1.87	1.77	1.75	1.89	1.87	1.81
Armstrong	1.36	1.65	1.67	1.46	1.51	1.7	1.62	1.66	1.66	1.6		1.5	1.38	1.3
Arrow Lakes		1.99	1.15	0.95	1.39	2.9	2.83	2.3	2.95	3.12	2.4	2.5	1.78	1.81
Bulkley Valley				1.21		2.2	1.5	2.26	2.18	2.1	1.9		1.76	1.9
Burnaby	1.16	1.03	1.42	1.21	1.3	1.4	1.15	1.1	1.01	1	0.95	0.71	0.74	0.72
Burns Lake	2.05	1.86	1.86	1.62	2.2		2.7	2.76						
Campbell River	1.87	1.85	1.46	1.5	1.73	1.7	1.72	1.79	1.74	1.71	1.69	1.5	1.33	1.37
Cariboo-Chilcotin	1.55	1.49	1.4	1.51	1.38	1.5	1.57	1.22	2.05	1.42	1.51	1.16	1.3	1.33
Castlegar	1.43	1.46		1.42	1.23		1.35	1.5	1.5	1.73	1.39	1.33	1.45	1.8
Central Coast						4.2							2	
Central Okanagan	1.46	1.57	1.66	1.45	1.37	1.5	1.05	1.63	1.47	1.45	1.33	1.38	1.34	1.33
Chilliwack	2.45	1.76	1.57	1.41	1.45	1.5	1.54	1.46	1.43	1.34	1.2	1.31	1.29	0.85
Coquitlam	1.27	1.25	1.11	1.23	1.18	1.3	1.24	1.22	1.19	1.2	1.25	1.21	1.24	1.15
Courtenay	1.64							1.09				0.93		
Cowichan	1.46	1.39			1.3	1.4		1.44	1.43	1.45	1.3	1.2	1.28	1.25
Cranbrook	1.57	1.53	1.5	1.48	1.63	1.6	1.7	1.8	1.71	1.8	1.62	1.26	1.47	1.3
Creston-Kaslo		1.05	1.39		1.46			0.095	1.18	1.43	1.36			
Delta	0.99	1.01	1.01	0.99	1.01	1	1.1	1.13	1.1	1.09	1.19	0.97	1	0.98
Fernie		1.75		1.4	1.7	1.9	2	2.36	2.11	2.27	2.16	1.75	1.78	1.77
Fort Nelson	1.56					2.5		1.7	2.04		2.4	2.48	2.35	
Golden		2	1.67				9.25	1.793		2	1.7		1.61	1.85
Grand Forks	1.69	1.41		1.4	2.02	1.8				2	1.78			
Greater Victoria	1.42	1.25	1.11	1.04	1.19	1.3	1.35	1.35	1.3	1.43	1.12			0.95
Gulf Islands		2.84	2.54	2.29	2.79		2.5	1.77		1.78	1.65	1.61	1.49	
Hope	2.34	2.1	2.05	2.41	2.46	2.6	2.05	1.83	2.13	1.94	1.72		0.9	
Howe Sound				1.93	1.01			1.8	2.08	2.09	1.67	1.31	1.27	1.5
Kamloops	1.62	1.58	1.25	1.5	1.31	1.3	1.3	1.35	1.2	1.66	1.21	1.33	1.1	1.12
Keremeos			3.21			3.8	3.91	0.5	0.6	1.55			1.47	1.5
Kettle Valley	0	0					3.41			2.27				
Kimberley		1.63				1.7		1.29	0.7		1.22			
Kitimat	0.76	0.81	0.87	0.93	0.66	1	0.96	1.008	0.97	0.98	0.96		0.98	0.93
Lake Cowichan			1.95	1.41		1.3		1.62		1.64	1.82		1.42	
Langley	1.1	1.19	0.97	1.07	1.08	0.9	1.13	1.2	1.12		1.11	0.93	0.87	0.9
Lillooet			1.98	1.39	2.09	2.1				1.8				
Maple Ridge	1.08	1.18	1.12	1.13	1.29	1.4	1.3	1.47	1.47	1.78	1.08		0.83	0.9
Merritt			1.47	1.54	1.71	1.7		2.5	2.27	2.7	1.59	1.76	2.2	
Mission			1.92		1.57		1.3	1.04		0.92		0.98	0.95	
Nanaimo	1.13	1.04	1.08	1.29	1.3	1.4	1.35	1.27	1.69	1.2	1.09	1.1	1	0.94
Nechako			1.95	1.95	1.91	2.7	2	2.1	2.01	2	2.34	1.95		1.97
Nelson	1.9	1.86		1.79		1.8	1.68	1.48	1.8	1.65	1.36	1.14	1.24	1.35
New Westminster	1.45	1.44	1.28		1.4			2.25	2.25	1.52	1.49	0.91	1.03	

Nishga								2.37						
North Island				2.08										
North Thompson			2.22	2.29	2.18	2.4	2.63		2.06	1.9	1.8		1.73	
North Vancouver	1.2	1.15	1.11	0.97		1	0.99	1.08	1.16	1.1	1.11	1.04	1.02	0.92
District	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96
Peace River N		1.99	1.75	1.75		1.9	1.91		2	2	1.91	1.99	1.86	0.97
Peace River S	1.53	1.69	1.83	1.8	1.43	1.3	1.39	1.03	1.77	1.5	1.51	1.59		
Penticton		1.32	1.7		1.4	1.3	1.5	1.5	1.56	1.5	1.37	1.15		1.1
Powell River	1.61	4	1.58	1.54	1.7			1.98	2.04	1.66	1.43	1.19	1.08	1
Prince George	1.87	1.8	1.74	1.74	1.61	1.8	1.75	1.7	1.77	1.75	1.7	1.64	1.58	1.56
Prince Rupert	1.31	1	1.27	1.11	1.1	1.2	1.1	1.48	1.5	1.37		1.38		
Princeton			2.03	1.76	2.08		1.4			2.2	2.04			
Qualicum	2.04	1.89	1.52	0.72				1.69	1.65	1.3	1.58	1.6	1.43	1.28
Queen Charlotte	3.57					2.2	3.5	2.3	2.3					1.68
Quesnel	1.45	1.37	1.38	1.4				1.51	1.61	1.6	1.46	1.46	1.28	1.4
Revelstoke								1.6	1.7	1.6	1.55	1.4	1.33	1.35
Richmond	1.19	1.23	1.15	1.14	1.14	1.1	1.13	1.17	1.1	1.19	1.25	0.92	0.91	0.87
Saanich	1.36	1.25	1.19	1.3	1.23	1.5		1.57	1.53	1.3		1.33	1.33	1.46
Shuswap		1.7	1.65	1.72	1.74	1.9		2.03	1.93	1.78	2.13	1.73	1.61	1.6
Smithers	1.59	1.53	1.65		1.66									
South Cariboo				0.39	0.42	0	6.25	0		0			0	0
South Okanagan			1.7		1.82					1.6				
Sooke		1.32	1.27	1.21	1.2	1.1	1.1	1.1	1.17	1.07	1.04		1	0.88
Stikine	2.4	4.58				2.3		3.38	0.25	2.28				
Summerland						1.3	1.67	1.79	1.79	1.6			1.54	
Sunshine Coast						2.4	2	2.08		1.9		1.6	1.5	
Surrey		1.36	1.32	1.32	1.32	1.2	1.3	1.29	1.23	1.17	1.04	1.18	0.96	0.84
Terrace	1.25	1.56	1.25	1.05		1.6	1.64	1.61	1.67	0.61	1.48	1.86	1.8	1.61
Trail	1.76	1.23	1.49	1.57	1.27	1.4	1.57	1.5	1.57	1.59	1.5	1.13	1.13	1.78
Vancouver	1.28	1.2	1.13	1.22	1.21	1.2	1.24	1.23	1.2	1.26	1.17	1.1	1	0.86
Van Island N	1.8	2.02			1.5		1.8	2.06						
Van Island W						0.5	1.8							
Vernon	1.88	1.47	1.29	1.5	1.52	1.4	1.52	1.36	1.44	1.37		1.19	1.17	1.11
West Vancouver	1.2	1.42	1.64	1.1		1.1	1.15	1.13	1.13	1.35	0.99		0.95	1.19
Windermere		2.31	1.98		1.22	2.1	2.4	2.28		2.31	2.04	1.96	2.09	2.1



# **IBBY CANADA ANNOUNCES THE FRANCES E. RUSSELL AWARD**

The \$1000 award, administered by IBBY Canada, will be granted for research in Canadian children's literature. It was donated by the late Marjorie Russell in memory of her sister, Frances E. Russell, and will be given annually.

The Frances E. Russell award is to be put towards the costs of research for a publishable work (a book or paper) on Canadian Children's Literature. Work on the following topics will be considered:

- 1. Studies of individual authors and their work**, especially if they are considered in their social and historical context.
- 2. Comparative studies of two or more authors**, which illuminate their stylistic differences, or consider their social and historical approaches.
- 3. Subject overviews; e.g.** Canadian folklore.
- 4. Biographical studies of Canadian children's authors or illustrators.**
- 5. Studies of Canadian illustrators.**
- 6. Related subjects including contemporary theoretical approaches to the study of Canadian Children's Literature.**

The applicant must be a Canadian citizen or landed immigrant. Please send: a vita; a letter of reference; and a detailed research proposal (which demonstrates knowledge of existing research in the field) to:

Lissa Paul  
Faculty of Education  
University of New Brunswick  
Bag Service, #45333  
Fredericton, New Brunswick  
E3B 6E3

A committee, appointed by IBBY Canada, will select the successful applicant.

**Deadline: 30 April 1997.**

# RESOURCE-BASED LEARNING CONNECTIONS TO SCIENCE K TO 7: INTEGRATED RESOURCE PACKAGE 1995

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

Change is the best word to describe curriculum in British Columbia these days. With so many new guides coming out from the Ministry teacher-librarians have a big job evaluating their impact on library resource centre programs. Editors of *The Bookmark* will try to respond to the Integrated Resource Packages (curriculum guides, for our out-of-province readers) in upcoming issues.

## KEY ISSUES

In reviewing the *Science K to 7 Integrated Resource Package* (BC Ministry of Education, 1995), a number of issues emerged.

1. What are the library skills that we want to correlate to the new *Science K to 7 IRP*?

It is helpful to think in terms of "information processing skills" and "research strategies", as found in *Developing Independent Learners* (BC Ministry of Education, 1991). The précis found on page 57 of that document lists the following:

### Information Processing Skills

- Locate and select
- Analyze and acquire
- Record and classify
- Communication

### Research Strategies

- Identification of topic
- Narrowing of Topic
- Selection of suitable materials
- Selection of needed information
- Recording sources of information
- Notetaking
- Outlining
- Preparation for Presentation
- Presentation

Altogether, I will refer to the skills and strategies listed above as information skills. For this analysis of the *Science K to 7 IRP*, these skills and strategies guided the selection of prescribed learning outcomes (PLOs), science strategies and activities with potential for integration into library resource centre programs.

2. What is the relationship between a hands-on approach to science, and library resource centre programs?

In the past, for a variety of reasons, science was often taught from a textbook. More recently, with an increased commitment to resource-based teaching and learning, teachers have used library resources to broaden and enrich the learning experience. In science, many PLOs should be taught with a hands-on approach, using real scientific apparatus and materials. On the other hand, probably all the learning outcomes could, theoretically, be learned by reading a book. However, teacher-librarians will not encourage teachers to use library media resources where a hands-on approach is possible (equipment is available) or preferable (procedures are within the capability of students). With this in mind, there are still many PLOs which imply or require library resources, research and reporting.

Each teacher-librarian will make decisions as to what kinds of resources will be housed in the library resource centre. It seems unlikely that many will store and circulate sets of test tubes, for example, but many might keep a mechanical model of the solar system or have a live animal on display. All will have media resources which explain how to do hands on science.

3. When representing learning, what parameters are there for the product, for the activity to fall in the sphere of the library resource centre?

For the purpose of my analysis, I deemed an activity or PLO to be appropriate for the library resource centre where library media resources might be wanted or needed. There is room for interpretation here. A lot depends on the approach the teacher might wish to take. Lists of possible products for library research are very long indeed, and include graphs, tables, charts, oral presentations, models and diagrams (to name a few), as well as more traditional written reports.

4. What is the relationship between mediated research (sometimes called secondary research) and non-mediated research (or primary research)? Is the library resource centre program only for mediated research?

A proper emphasis of the *Science K to 7 IRP* is the development of skill in primary research. This might include such things as gathering weather data, experimenting with light rays, and observing plant growth. While there is no real reason why these activities couldn't occur in the library resource centre as part of a station study, for example, I have taken the position that in general mediated research is the chief area of concern for the teacher-librarian. Students might use library resources to research and design a hands-on data-collection activity, or they might use library resources to research a report on an animal. The teacher-librarian is a specialist in selection and use of teaching and learning resources, and in the particular skills and strategies outlined in #1 above. For this reason I have looked for learning activities in the *Science K to 7 IRP* which require or imply the use of media, both print and non-print.

5. What cues are there in the IRP, to identify where the library resource centre program should become involved?

In reading between the lines of the IRP, the teacher-librarian recognizes two cues where resources will be necessary, one provided by student need, and the other by teacher need. The IRP is sometimes rather optimistic as to what students might be able to do in the way of discussion, constructing models, exploring, examining, identifying, etc. Sometimes the IRP states the need for resources in order to do these things, and sometimes not. In any case, teachers and students will quickly realize that to accomplish a given PLO, use of media resources will be necessary. The emphasis on primary data collection and use of graphic organizers extends the boundaries of traditional library research. Where students are required to report, either orally or in

written form, there is clearly a role for the library resource centre and the teacher-librarian.

Teacher need is another variable. There is a broad spectrum of expertise among teachers, even among science specialists, when specific topics are considered. Some will require more resources than others, in order to design effective learning experiences for their students. One teacher may already know how to create a simple weather-measuring instrument. Another may need a how-to book with suggested student procedures. I have assumed a relatively low level of expertise on the part of the classroom teacher.

6. What is the role of the library resource centre in student self-assessment?

For the purpose of this analysis, I have omitted this part of the IRP. The strategies suggested in the IRP are based on common principles, and while useful to include in unit planning, present no special concerns to the teacher-librarian.

7. What is the relationship between critical thinking and information skills?

A number of student activities involve critical analysis of social implications of scientific issues, for example environmental science. Teacher-librarians will need to work with their staffs on this question. Schools will examine models for critical thinking and integrate them into all areas of the curriculum. Students will use higher order thinking to analyse, synthesize and evaluate information gathered from media for a research report, and use closely related skills to work with data collected in a hands-on science procedure. In general, I have tried to focus on student activities related to use of media, including those directly involving critical thinking. There is a lot of overlap.

8. What are some key areas of need for resources?

Apart from the resources recommended in the document, and apart from general science resources which teacher-librarians select in the regular course of their work, it was evident to me that an area of special need will be in local data on nature topics, technology use, environmental issues, and human relationship to science and technology. Teacher-librarians will need to be ready with up-to-date resources on their community's situation. Not only is location of such information difficult and time-consuming, it is usually in a form which elementary students can't easily understand.

Along with the expense and difficulty of providing hands-on equipment and materials, this will be the chief difficulty in resourcing the new IRP, in this writer's opinion.

9. What is the teacher-librarian's role in resourcing the *Science K-7 IRP*?

Appendix B to the document contains a discussion of selection of learning resources. It specifically mentions library resource centres in connection with management of resources, and suggests the idea of an automated network listing which teachers could access. As well, the authors include "A Model Selection Process" on page 121 which suggests schools should:

- identify a resource co-ordinator (e.g., a teacher-librarian)
- establish a learning resources committee made up of department heads or lead teachers
- develop a school vision and approach to resource-based learning
- identify existing learning resource and library materials, personnel, and infrastructure....

In other words there is a clear mandate for teacher-librarian involvement in selection and management of resources. This might seem obvious to teacher-librarians, but it's nice to see it in print.

## ANALYSIS

The best way for a teacher-librarian to become familiar with the IRP is of course to read it carefully, with a highlighter pen in hand. There is a lot of room for interpretation and personal opinion in analysing this document, and others may see correlations with library resource centre programs and information skills which I have not. I have focused on the curriculum pages 12 to 103. I have excluded all the information on the overview pages which precede each graded section, and I have excluded all reference to the column headed "Recommended Learning Resources". In the remaining three columns (Prescribed Learning Outcomes; Suggested Instructional Strategies; and Suggested Assessment Strategies), I have made no distinction. I have listed below those statements which appear to me to be useful areas of involvement by the teacher-librarian.

The selection of statements taken from the IRP are organized in three categories:

- Activities or PLOs which explicitly require research strategies, using the word 'research'.
- Activities or PLOs which require information skills related to oral and written reports, but which do not explicitly use the term 'research'.
- Activities or PLOs which require media resources or which imply their use, or which are appropriate for supplemental media resources from the library resource centre.

It must be recognized that activities and PLOs might fall into more than one of the above categories. Where an activity is described as 'research' in the IRP, I have listed it in the first category. Where there is indication of some need to report in a connected way, I have put the activity in the second category. Where there is need for background information but little or no reporting, I have put the activity in the third category.

## RESEARCH STRATEGIES EXPLICITLY REQUIRED

### Grades 2-3

- ... research to find scientists' inferences about the same type of fossil, and evaluate their own inferences. (p. 32)
- ... research a variety of endangered or extinct plants and infer reasons why they are endangered or extinct. They then compare their reasons with those given by scientists. (p. 32)
- ... research the life cycle of their pet or an animal of their choice and present their findings to the class. (p. 34)
- ... research to find scientists' inferences about the same type of fossil... (p. 34)
- ... research a variety of endangered or extinct animals and infer reasons why they are endangered or extinct. (p. 34)
- ... research the unique characteristics of a planet and present their findings to the class. (p. 46)
- ... research and complete a comparison chart of the Earth and another planet. (p. 47)

### Grade 4

- ... research and/or experiment with animals and plants in a variety of habitats to determine the effects of structure and behaviour on both individuals and species within that environment. (p. 52)

- ... research environmental changes that affect animal behaviour... (p. 52)
- ... research a topic in depth, looking at the importance of water within that topic .... As an extension students could represent how the water cycle works in the environment. (p. 60)

### Grade 5

- ... research to find examples of synthetic materials that have replaced conventional materials... (p. 68)
- ... research one weather disaster and produce a broadcast about it. (p. 72)

### Grade 6

- ... research the history of flight, evaluate piloted and unpiloted space exploration, and describe Canada's space program. (p.86)
- ... research the Canadian space program. Topics can include remote sensing, telecommunications, or the Canadarm. They then construct a static or working model of a satellite or the Canadarm and explain its importance to the space program. (p.86)
- ... research and then collect examples of everyday objects that were initially developed as part of the space program. (p.86)
- ... research the effects of microgravity on the human body during space travel. (p.86)

### Grade 7

- ... research acid rain and make a presentation on its effects. The research could include how acid rain is formed, and the major sources of the chemicals that react to form acid rain. The effects of acid rain could include those on plants, fish, and other living organisms, and those on buildings, vehicles, and other manufactured objects. (p.96)
- ... research sources of energy that could be used more extensively in the future.... They present their information to the rest of the class as a written report, oral presentation, chart, or poster. (p.98)
- ... demonstrate their scientific skills and processes when they work together to research and analyze energy options.... To assess the group research reports, the teacher and students develop criteria. (p.99)
- Through research and experimentation, students investigate the characteristics of significant objects outside the solar system in order to gain an understanding of the complexity of the universe. (p.100)

- ... research major discoveries related to our understanding of the universe.... Timelines could then be constructed illustrating these discoveries. (p.100)
- ... research and construct constellation maps, showing the constellations both individually and in relation to other constellations. (p.100)
- ... investigate earthquake preparedness in their community. Activities could include researching and/or developing personal, school, and community response plans, identifying health issues, and describing how to make structures, such as buildings and bridges, earthquake proof.

## RESEARCH STRATEGIES IMPLIED

### K-1

- describe the appearance and behaviour of a variety of animals (p.14)
- The teacher uses parent helpers or intermediate buddies [or teacher-librarian?] to help students record their observations in written format... (p.14)
- communication of observations through some form of media. (p.15)
- ... represent their understanding of changes in matter by creating a concept web. The teacher challenges students to use words and pictures to show as many changes to matter as is possible. (p. 25)
- ... show what they have learned by listing, drawing, or talking about the characteristics of rocks and soil, and how these are affected by wind and water. (p. 27)
- ... draw or write down five important facts they know about rocks and soil. The teacher looks for evidence that students can remember and represent information about properties such as shape, colour, texture, and size; and that they have described some of the effects of wind and water. (p. 27)
- ... choose two seasons and draw pictures that show how their streets (or a nearby park) are different in each season. The teacher encourages them to include labels wherever they can... (p./ 29)

### Grades 2-3

- ...demonstrate their knowledge of plants and the environment by writing, drawing, and keeping scientific logs....and communicating their observations to others. (p. 33)
- Students draw a life cycle for an animal and describe the stages. (p. 35)
- Students select one way in which their hearing or speech could be damaged and prepare a public

awareness announcement or poster focusing on prevention/correction of the problem. (p. 37)

- The teacher uses a station approach to formally assess a variety of performance and traditional tasks. (p. 49)

#### Grade 4

- ... students prepare an oral presentation featuring their [imaginary] animal. (p. 53)
- The teacher works with the students to establish criteria for the presentation. (p. 53)
- ...creating models, diagrams, and written explanations....and communicate their results. (p. 55)
- Using their choice of media, students compare and contrast how a human and an animal of their choice move. In an oral presentation, students present their findings. (p. 55)
- ... can represent their knowledge of water through oral, written, and visual presentations.... use a variety of media to communicate the results... (p. 61)

#### Grade 5

- ... can demonstrate their knowledge in oral discussions, written assignments... (p. 65)
- ... identify a list of potential topics. Working in pairs, they choose a resource and, from a variety of sources, collect data about how the resource is used in their community.... The teacher works with students to develop a list of criteria that focus on the scientific skills and processes they have developed. (p. 65)  
*[Note: following this strategy, the authors include a six-point list of criteria which are effectively the same as reporting skills normally used by teacher-librarians.]*
- ... draw to scale and label the organs and vessels of the circulatory and respiratory systems. They explain the function of each part. (p.66)
- using displays and oral presentations to show how oxygen in the air in the lungs is transferred to the blood, and carbon dioxide is removed (p.67)
- ... examine the potential impact of their choice of using a natural or synthetic material... They identify an environmentally friendly alternative, support their decision with evidence, and make a presentation to the class. (p.68)
- ... can demonstrate their knowledge of synthetic and natural materials through a variety of written ... activities. (p.69)
- The teacher looks for evidence that descriptions are accurate, detailed, and use scientific language with precision; that categories are logical; and that the

explanations are logical and consistent with the descriptions. (p.69)

- ... can demonstrate their knowledge of reflection and refraction by creating models, diagrams and written explanations. (p.71)
- ... can demonstrate their knowledge of ... weather conditions in a variety of forms including reports... (p.73)
- ... choose any weather condition and represent it to show that they understand its attributes, causes, measurement, and consequences. Representations might include simulations, demonstrations, and written or oral reports. (p.73)
- The teacher provides a variety of learning resources to develop students' knowledge of the techniques used to extract and process these resources. The students can then classify these methods according to a variety of criteria... Students can evaluate why some methods are used in some circumstances and not in others. Students could also develop a presentation illustrating how these methods have changed over time. (p.74)

#### Grade 6

- ... describes the distinguishing features of the organisms and presents this information orally, visually, or in writing. (p.78)
- ... can demonstrate their knowledge of organisms in oral and written reports... (p.79)
- ... demonstrate their scientific skills and processes when they complete ... written assignments. (p.79)
- ... illustrate how the human body's immune system combats the effects of these micro-organisms. (p.80)
- ... can demonstrate their knowledge of micro-organisms in diagrams, written assignments... (p.81)
- ... can demonstrate their knowledge of chemical and physical changes in discussion, written assignments... (p.83)
- The teacher collects and assesses written assignments that require students to recall and apply what they have learned. (p.83)
- ... can demonstrate their knowledge of forces by completing written summaries ... and assignments. (p.85)
- ... can demonstrate their knowledge of space exploration by constructing time lines and models, or completing written assignments. They demonstrate their scientific skills and processes when they prepare research reports, demonstrations, and simulations. (p.87)
- ... can demonstrate their knowledge of the solar system by constructing models, making concept maps, and writing summaries. (p.89)

- ... a summary of the characteristics of the planets that includes at least three properties for each planet (p.89)
- ... a summary of the conditions necessary to support life on Earth (p.89)

### Grade 7

- ... illustrate a food web that contains the following: cat, caterpillar, corn .... Students identify each organism as a producer, consumer, or decomposer. (p.92)
- ... analyzes the above proposals by identifying the pros and cons of each suggestions, making an informed decision, and then presenting (through charts, posters, etc.) the group's decision to the rest of the class. (p.92)
- ... can demonstrate their knowledge of ecology in their oral and written work and representations. (p.93)
- ... can demonstrate their knowledge of reproduction in diagrams, concept maps, and written summaries. (p.95)
- ... can demonstrate their knowledge of chemical reactions in oral and written reports, diagrams, and charts. (p.95)
- ... demonstrate their scientific skills and processes when they conduct and report on scientific investigations and analyses of environmental issues. (p.97)
- ... can demonstrate their knowledge of energy sources and options through a variety of representations including tables, charts, concept maps, time lines, and written explanations. (p.99)
- Through written reports or oral presentations, students demonstrate their understanding of energy options available in their community and the problems associated with their use. (p.99)
- ... make a descriptive chart of the characteristics of the major identified objects outside the solar system... (p.100)
- ... construct models of some common constellations illustrating the fact that the stars are not all in the same plane like points on a piece of paper... (p.100)
- ... can demonstrate their knowledge of astronomy through a variety of constructions and written formats. They demonstrate their scientific skills and processes when they construct models and communicate the primary features outside our solar system. (p.101)
- constructing a crossword puzzle using key vocabulary related to astronomy (p.101)
- making a chart that summarizes characteristics of major identified objects outside the solar system (p.101)
- making a time line to show major discoveries about the universe (p.101)

- designing a game board that illustrates their understanding of star distances, life cycles, magnitudes... (p.101)
- Using diagrams, students describe the formation of a volcano. This could be done by constructing a model... (p.102)
- can demonstrate their knowledge of earthquakes and volcanoes by developing representations such as concept maps, diagrams, and models, as well as in written assignments and tests. They demonstrate their scientific skills and processes when the formulate models of the Earth's processes... (p.103)
- ... choose one of the following topics and develop a concept map: volcanoes, earthquakes, topography, ocean floor. (p.103)
- ... create a poster, brochure, or written report that illustrates what happens when a volcano erupts or an earthquake occurs. (p.103)

### MEDIA RESOURCES REQUIRED OR SUGGESTED

#### K-1

- identify similarities and differences among animal species (p.14)
- identify common types of forces (p.20)
- Through investigation students begin to develop an understanding of force and motion as they apply to... transportation, and other applications in the world around them. (p.20)

#### Grades 2-3

- ... look at videos, pictures, and examples of plants living in a variety of ecological conditions, and compare and contrast their characteristics and requirements.
- ... look at videos, pictures, and examples of animals and plants living in a variety of ecological conditions.... Students create different ecological communities...through models, drawing, or terrariums. (p.34)
- ... consider the specifications of the designs [of technology using magnets]. They also discuss how heavy objects in scrap metal yards are moved by using huge electromagnets. (p.38)
- ...discussing how energy is used....They demonstrate their scientific skills and processes when they make observations and identify patterns from collected information. (p.41)
- Through demonstrations and models, they distinguish the unique features of the Earth and develop

an awareness of how day, night, and the seasons are caused by the Earth's movement around the sun. (p.46)

- ... create dioramas to demonstrate the features unique to the day and night skies. (p.46)
- ... build and use a model of the Earth, sun, and moon to explain day, night, and the seasons.(p.47)
- Through building models of the Earth, exploring wind and water erosion, and studying rocks and soil formation, students begin to develop an understanding of the composition of the Earth and the factors that cause changes on its surface. (p.48)
- ... build a cross-section model...with detailed labels describing the Earth's layers... (p.48)

#### Grade 4

- ... examine the function of the digestive, skeletal, and muscular systems, identify what the systems need in order to work, and consider how technology has affected human health. (p.54)
- Using models and/or diagrams of the digestive, skeletal, and/or muscular systems, students note similarities and differences between humans and animals. (p.54)
- ...make a collage of foods and determine the nutritional value of each. (p.54)
- ... find examples of simple machines in everyday life and compare and contrast these with examples of simple machines used in the past. (p.56)
- analyze changes in electrical usage during the last 100 years. (p.58)
- Through exploring the historical perspective of electrical usage, students further their understanding of its impact on society. (p.58)
- ... infer how water is important to all life forms. They consider issues of water use from various perspectives and identify ways in which water is used responsibly in their community. (p.60)
- ... develop a poster or collage that shows their understanding about human impacts on water. (p.61)

#### Grade 5

- describe the known and potential environmental impacts of using B.C.'s living resources. (p.64)
- ... investigate the effective uses of various living resources.... They consider issues of resource use from various perspectives. They identify ways in which living resources are used responsibly in their communities. (p.64)
- The teacher provides a variety of learning resources...to develop students' knowledge of the ways humans impact B.C.'s living resources... (p.64)

- ... pick a specific issue relating to a [living] resource.... Students collect information about the issue and debate the pros and cons. (p.64)
- ... investigate ways of lessening the impact of resource harvesting through development of conservation and recycling technologies. (p.64)
- ... discuss how various conservation and recycling technologies affect the length of time required to renew the resource. (p.64)
- describe the basic structure and function of the organs in the respiratory and circulatory systems. (p.66)
- compare and contrast the respiratory and circulatory systems of humans with those of other animals. (p.66)
- describe the relationship between the respiratory and circulatory systems. (p.66)
- identify the basic structure and function of the organs in the sensory system. (p.66)
- compare and contrast the sensory systems of humans with those of animals. (p.66)
- ... examine the functions of the respiratory and circulatory systems, identify what the systems need in order to work, and consider how technology has affected human health. Students explore the characteristics of the senses... (p.66)
- The teacher constructs stations that allow students to explore the characteristics of the five senses. (p.66)
- ... students can demonstrate their knowledge of respiratory, circulatory, and sensory systems through a variety of representations including models and diagrams. (p.67)
- colouring and labeling the respiratory and circulatory systems in an outline diagram (p.67)
- ... study the various sources and uses of natural and synthetic materials to explore the building blocks of all matter. (p.68)
- ... build models of simple molecules such as water... (p.68)
- ...classify these materials on the basis of.... What does it cost?...How is it used? (p.68)
- ... investigate to determine which of the materials collected can be recycled, renewed, and conserved. (p.68)
- ... explore how light and optics are used in their everyday lives and in technology to extend natural human abilities and to make life easier. (p.70)
- As an extension, students explain how this information might be useful in correcting nearsightedness and farsightedness in humans. (p.70)
- ...make suggestions about how they could apply and extend their knowledge. (p.71)
- identify factors responsible for weather systems locally and globally (p.72)

- describe the key features of a variety of weather conditions (p.72)
- identify...the factors that influence local weather (p.72)
- describe the consequences of extreme weather conditions (p.72)
- ... explore ways that weather affects people's and animals' lives.... They study the technology used to record, measure, save, and retrieve weather data. (p.72)
- ... make and test weather instruments (p.72)
- Using weather reports from newspapers, television, radio, or computer/telecommunications technology, students observe, record, and compare weather conditions in a variety of locations throughout the world. (p.72)
- identify the methods of extracting and processing non-living resources (p.74)
- describe how non-living resources are used in society (p.74)
- describe the environmental impacts of using non-living resources (p.74)
- ... learn how people extract, process, and use non-living resources and consider how and why we should use them responsibly. They consider issues of resource use from various perspectives. They identify ways in which non-living resources are used responsibly in their communities. (p.74)
- After discussing the differences between living and non-living resources, students brainstorm as many non-living resources as possible. (p.74)
- ... pick a specific issue relating to a resource. Students collect information from a variety of sources and debate the pros and cons of the issue. (p.74)
- ... investigate ways of lessening the impact of resource extraction through development of conservation, recycling, and reclamation technologies. (p.74)
- ... demonstrate their knowledge of how non-living resources are extracted, processed, and used by classifying, building models, and creating other representations... (p.75)

#### **Grade 6**

- describe how all living things belong to one of five kingdoms (Plants, Animals, Monera, Protista, Fungi) (p.78)
- classify plants and animals according to their internal and external features (p.78)
- develop common classification systems for organisms (p.78)
- Humans group information by categorizing according to patterns of common properties. Scientists

- classify the countless thousands of organisms into groups with each group possessing similar characteristics. (p.78)
- ... compare their classification system to the traditional scientific system. (p.78)
- ... examine representative organisms through the use of pictures, films, or specimens. (p.78)
- describe the human body's various defenses against harmful micro-organisms (p.80)
- ... identify ways in which the human body defends itself against harmful micro-organisms. Students extend this knowledge to consider health implications for themselves. (p.80)
- ... discuss how some micro-organisms can spoil human food and how others can help make food or prevent disease. (p.80)
- identify factors affecting chemical and physical changes (p.82)
- ... connect these principles and concepts by building and launching a model rocket or designing a moving vehicle. (p. 84)
- ... find examples of forces that are pushing/pullin/lifting objects. (p.84)
- ... find examples of forces that are produced using elasticity and springs. (p.84)
- outline the history of piloted and unpiloted flight (p.86)
- identify the human and technological requirements for space exploration (p.86)
- list the contributions that space exploration has made to everyday life (p.86)
- describe Canada's contributions to space exploration (p.86)
- evaluate piloted space exploration in comparison with unpiloted exploration (p.86)
- Knowledge of past and present space exploration is important in developing a greater understanding of our Earth and our future. (p.86)
- ... discuss the contributions space exploration has made to everyday life and consider how future space technology may affect them. (p.86)
- ... construct a time line of the major discoveries relating to flight and space exploration... (p.86)
- ... develop a travel plan for a space mission... (p.86)
- ... investigate the various energy sources used in space. Categories such as renewable/non-renewable could be used for comparison purposes. Students discuss which type of energy is most useful for each purpose... (p.86)
- ... inclusion of major discoveries [in flight and space exploration] and accurate time placement. (p.87)
- describe the primary features of our solar system (p.88)

- compare and contrast the conditions that support life on Earth with those on other planets and our moon (p.88)
- relate the movement of the sun, moon, and Earth to seasons, tides, eclipses, and the phases of the moon (p.88)
- Through observation and space exploration, people have collected data and made inferences about the characteristics of the planets in our solar system. (p.88)
- By using models, pictures, and diagrams, students begin to explore the spatial relationships and primary features unique to each planet. They can then compare and contrast the conditions that support life on Earth with those conditions on other planets and our moon. They investigate relationships between the Earth, its moon, and the sun and relate them to the seasons, tides, eclipses, and phases of the moon, and discuss how they have affected humans throughout history. (p.88)
- ... use common materials to construct scale models of the solar system. (p.88)

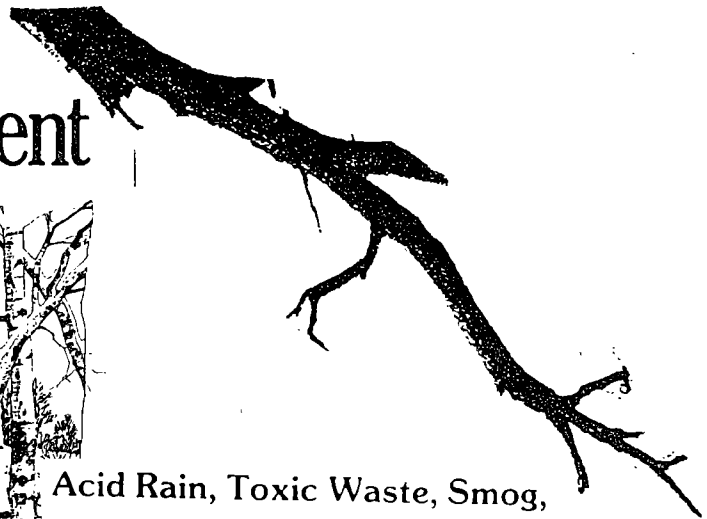
#### Grade 7

- describe all organisms in terms of their roles as part of interconnected food webs (p.92)
- describe ways in which species interact with each other (p.92)
- compare and contrast the major biogeoclimatic zones of B.C. (p.92)
- determine the limiting factors for local ecosystems (p.92)
- outline the stages of recovery of a damaged local ecosystem (p.92)
- Through observation and investigation of local ecosystems, students explore interactions between species. They infer the importance of food webs to all organisms and their own place in them. Students analyze human impacts on local ecosystems and propose and compare options in the recovery of damaged ecosystems. (p.92)
- ... debate the ways in which humans through their actions ... affect the ecosystem surrounding them — both positively and negatively. (p.92)
- On a map, students colour-code the major biogeoclimatic zones of B.C. They add a description of each zone: climatic conditions, geological features, and plant and animal life that would inhabit these areas. (p.92)
- compare and contrast asexual and sexual reproduction in both plants and animals (p.94)
- describe the growth and changes in the development of an organism (p.94)
- outline factors that influence the length and quality of life (p.94)
- ... investigate if plants can reproduce in ways other than by producing seeds. (p.94)
- ... design an experiment to determine the optimal conditions for the asexual reproduction of yeast. (p.94)
- ... describe the biological processes involved in human reproduction by using appropriate information technologies. (p.94)
- ... investigate factors such as heredity, diet ... and assess their impact on the length and quality of human life. Students compare and contrast local conditions with those in other countries or cultures. (p.94)
- ... identify examples of asexual and sexual reproduction and compare them. (p.95)
- ... describe growth and change of an organism... (p.95)
- identify chemical reactions that are important in the environment (p.96)
- assess the impact of chemical pollution on a local environment (p.96)
- Some chemical changes occur naturally in the environment. Others may be produced from the human use of products and processes that result in pollution, environmental destruction, and ultimately may involve some level of risk to human health or to the survival of other organisms. By exploring fertilizers, pesticides, acid rain, the nitrogen cycle, the carbon cycle, the water cycle, and other types of chemical reactions in the local environment, students begin to distinguish between those chemical reactions that are beneficial and those that are harmful. (p.96)
- ... collect information about the causes/effects/solutions to local/provincial forms of chemical pollution. (p.96)
- describe different sources of energy that can be harnessed to produce electrical energy (p.98)
- evaluate energy options available for particular purposes in the community (p.98)
- describe how electrical energy can be transformed into other forms of energy (p.98)
- describe how scientific developments have influenced energy use through the ages (p.98)
- ... investigate the sources of energy and options available for human use. Through historical exploration and creative problem solving, students begin to develop responsible attitudes about energy conservation. (p.98)
- ... design a media campaign that emphasizes "Energy conservation is everyone's responsibility and requires everyone's cooperation." They present it in the school and/or community. (p.98)
- identify characteristics of known objects outside the solar system (p.100)

- outline the changes in human understanding of the universe from early times to the present (p.100)
- illustrate the seasonal position of various constellations (p.100)
- The universe has long been a source of inspiration and speculation for humans. (p.100)
- ... construct an astrolabe and use sky charts to observe the constellations throughout the year. (p.100)
- ... experiment with the concept of paralax. (p.100)
- identify changes that occur to the Earth's surface due to earthquakes and volcanoes (p.102)
- compare and contrast the geological features found on the ocean floor with those on the surface of the continents (p.102)
- The earth's surface is constantly changing. (p.102)
- Through investigation, observation, diagrams, and models, students begin to identify geological features

- and simulate changes that occur on the Earth's surface and on the ocean floor. Students apply this knowledge to suggest the effect that these features and changes have on people and communities. They identify technologies that are related to the scientific study of these changes and look at those that have been developed for human protection. (p.102)
- ... contrast a quiet eruption with an explosive eruption of a volcano and explain how these eruptions affect the neighbouring landscape, based on whether an eruption is...on land [or] on the ocean floor. (p.102)
- ... study the design of instruments used to detect earthquakes and build a model seismograph. (p.102)
- ... demonstrate movement along fault lines using plasticine or other common materials. (p.102)

# Our Environment



Acid Rain, Toxic Waste, Smog,  
Pollution, and Pesticides.

What's happening to our world?

# **RESOURCE-BASED LEARNING CONNECTIONS TO SCIENCE 8 TO 10: INTEGRATED RESOURCE PACKAGE 1996**

Summarized by **LIZ AUSTROM**, retired teacher-librarian.

The following information is extracted from the Ministry of Education's new curriculum publication. Included are all the sections which directly relate to resource-based learning and provide opportunities for cooperatively planned units of study. Clearly, there are several such opportunities at each grade level, depending on the library resource centre's ability to support the curriculum with resources.

Understanding the science curriculum will enable teacher-librarians to approach science teachers about units that readily combine the goals and objectives of the science program and the library resource centre program, and consequently will enhance the educational experiences of students.

---

---

## **INTRODUCTION TO SCIENCE 8 TO 10**

The Preface simply explains the organization of the document and the purpose of each section, but the Introduction provides key information for the teacher-librarian.

Like other Integrated Resource Packages, the guiding framework is the three principles of learning: learning requires the active participation of the student; people learn in a variety of ways and at different rates; and learning is both an individual and a group process. The program Rationale which follows focuses on the development of "scientifically literate students." To do this, the school science program provides experiences that:

- help students become flexible and adaptable rather than focussing on acquiring specialized knowledge
- develop the capacity to think critically
- call for a wide range of knowledge, methods, and approaches that enable students to analyze personal and societal issues critically
- encourage students to examine the impact of scientific knowledge on their lives, society, and the environment
- develop a positive attitude toward science
- cultivate students' appreciation of the scientific endeavour and their potential to contribute to it.

In addition, the science curriculum provides a framework of opportunities for students to become scientifically literate by:

- examining basic concepts, principles, laws, and theories through scientific inquiry
- actively gaining knowledge, skills, and attitudes that provide the basis for sound and ethical problem solving and decision making
- developing an understanding of the place of science in society and history and its relationships to other disciplines
- making informed and responsible decisions about themselves, their homes, workplaces, and the global community.

On pages 4 and 5, science skills and processes are covered in sufficient detail for non-science trained teacher-librarians to use for planning purposes. Resource-based units which incorporate science skills as well as information / research skills will be valued by science teachers implementing this new curriculum.

---

---

**SCIENCE 8 TO 10 CURRICULUM:** [In this section comments which are not part of the original document are enclosed in square brackets.]

---

---

## **SCIENCE 8 [pages 13-27]**

### **Page 15: Applications of Science Prescribed Learning Outcomes**

It is expected that students will:

- use graphs and simple statistics to analyze data
- critique information presented in a variety of media
- analyze the costs and benefits of making alternative choices that impact on a global problem

**Suggested Instructional Strategies** [None are noted that are library resource-based in nature.]

### **Suggestions for Integrating the Applications of Science**

- Arrange for students to evaluate an issue of a case study involving a newspaper or magazine article or experimental data in terms of bias and manipulation of data. Help them identify potential impacts on society, groups or individuals. Encourage critical thinking and an understanding of the interrelationship of concepts from different disciplines. Look for students' abilities to recognize bias, develop cause-and-effect perspectives, and understand the interrelatedness of scientific concepts.

### **Pages 16-17: Life Science (Diversity)**

#### **Prescribed Learning Outcomes**

It is expected that students will:

- compare the roles and interrelationships of senses in interpreting the environment
- describe the environmental conditions in the major biomes

**Suggested Instructional Strategies**

- Assist students to research how certain senses make an organism highly successful in its environment and to present their results through posters or models.
- Have students locate their own biome by using atlases and CD-ROMs, and by referring back to Grade 7 work. In small groups, they research the major biomes of the world and report on weather, land forms, plant and animal life, adaptations, and interactions.

**Suggested Assessment Strategies**

- As students research the adaptations of an organism to its environment, note the extent to which they are able to identify the adaptive significance of the organism's characteristics.

**Pages 18-19: Life Science (Social Issues)**

**Prescribed Learning Outcomes**

It is expected that students will:

- assess different impacts of using renewable and non-renewable natural resources

**Suggested Instructional Strategies**

- Have students form a company to harvest a local resource and consider the global impact, including effects on the environment, economies, jobs, and other communities at home and around the world. In the past, developments have caused problems — how can new systems in future avoid this?

**Suggested Assessment Strategies** [All of the approaches are appropriate to resource-based learning. The following is one example.]

- As students work in pairs to produce and present a written or oral report on the impact of population growth on their local environment, note evidence that they are developing their abilities to:
  - gather information and data
  - evaluate information and form an opinion with regard to relevance, accuracy and bias
  - present and support their opinion
  - evaluate and demonstrate respect for alternative points of view

**Pages 20-21: Life Science (Global Ecosystems)**

**Prescribed Learning Outcomes**

It is expected that students will:

- evaluate how major natural events and human activity can affect local and global environments and climate change

**Suggested Instructional Strategies**

- Have students study the use of carbon-based fuels and the effects on the local community and the global environment. Discuss why Canadians use more fuels and non-renewable resources than developing countries. Other possible topics include smog, global warming, greenhouse effect, acid rain, and ozone depletion. Invite guest speakers when possible.

**Suggested Assessment Strategies**

- Have students collect information from newspapers, television, off the Internet on a particular environmental topic (e.g., global warming, pollution) and maintain a journal.

- Assign a series of questions that require students to:
- comment on the validity of their sources of information
  - identify bias
  - identify cause-and-effect relationships
  - make predictions about future effects
  - propose solutions
- After students have researched an environmental topic of concern to them and made a presentation to classmates or younger students, have them reflect in their journals on their ability to explain a global issue to others. Help the class develop a list of criteria each student will use to assess their explanations.

**Pages 22-23: Physical Science (Matter, Properties, and the Periodic Table)** [classroom-based experiments]

**Pages 24-25: Physical Science (Energy)**

**Prescribed Learning Outcomes**

It is expected that students will:

- demonstrate and explain different methods of energy transfer and relate them to daily life

**Suggested Instructional Strategies** [Only experiments are suggested, however, the overview statement states, “Practical application of these concepts and relevance to everyday situations are stressed.”]

**Suggested Assessment Strategies**

- Have students create a poster describing energy sources that are important in their lives. Note the extent to which they are able to:
  - identify a variety of forms of energy
  - identify specific uses

**Pages 26-27: Earth and Space Science (Geological Processes)** [classroom-based experiments]

---

---

**SCIENCE 9** [pages 29-41]

**Page 31: Applications of Science**

**Prescribed Learning Outcomes**

It is expected that students will:

- debate a variety of socioscientific issues
- explain how scientific principles are applied in technology

**Suggested Instructional Strategies** [None are noted that are library resource-based in nature.]

**Suggestions for Integrating the Applications of Science**

- Invite students, individually or in groups, to role-play being science reporters in three time-frames (e.g., 50 years ago, present, and 50 years from now). Students present a news synopsis of recent discoveries or technology in a science discipline (e.g., space)

from each of these time-frames. Assess students' research skills, their abilities to make predictions, and the accuracy and clarity of their presentations.

### **Pages 32-33: Life Science (Body Systems)**

#### **Prescribed Learning Outcomes**

It is expected that students will:

- analyze the implications of current and emerging biomedical technologies

#### **Suggested Instructional Strategies**

- Have students research biomedical advances in body-part replacements and create a poster with the topic "How Bionic I Can Become." Areas to consider include heart, lungs, liver, bones, eyes, limbs, artificial skin, veins, and arteries.

#### **Suggested Assessment Strategies**

- Ask students to describe orally or in writing how their lifestyle would change if they had an organ transplant, prosthesis, or synthetic replacement of a body part.
  - What things would you no longer be able to do, or do as well?
  - What things would you have to do differently?
  - What precautions would you have to take?
  - What advantages, if any, would there be?

### **Pages 34-35: Life Science (Factors Affecting Body Systems)**

#### **Prescribed Learning Outcomes**

It is expected that students will:

- infer that diet and lifestyle are critical in helping maintain a healthy body
- explain the effects of some disease-causing agents and their diseases on body systems

#### **Suggested Instructional Strategies**

- Have students investigate diets that cause malnutrition. Each student then constructs a balanced and nutritional diet and presents it in a chart, model, or essay. Other students assess the diet according to the inclusion of the main nutrient groups in approximate amounts. This could be extended by asking students to bring in articles recommending a popular diet plan to look at harmful side effects.
- Assign students to select and research causes, symptoms, effects, and treatments of a disease. Have them present their reports while the rest of the class records the information presented. This can be extended to examine health problems of First Nations people (e.g., diabetes, health disease, obesity) who have changed from their traditional diets to current North American diets.

#### **Suggested Assessment Strategies**

- Have students work in small groups to research the effects of environmental chemicals or common drugs. Each group prepares a pamphlet to display in the classroom or school. Have classmates or students from another class read the pamphlets and provide feedback, perhaps by responding to prompts such as:
  - One thing I learned from your pamphlet that I didn't know before was \_\_\_\_\_.
  - One thing that was not clear to me was \_\_\_\_\_.
  - The information in your pamphlet makes me wonder if \_\_\_\_\_.

### **Pages 36-37: Physical Science (Elements, Compounds, and Reactions) [classroom-based**

experiments]

**Pages 38-39: Physical Science (Force and Energy)** [classroom-based experiments]

**Pages 40-41: Earth and Space Science (The Solar System and the Universe)**

**Prescribed Learning Outcomes**

It is expected that students will:

- compare the life cycles of stars of different sizes
- explain, with examples, the relationship between astronomical discoveries and current understanding of the universe

**Suggested Instructional Strategies**

- Have students use computers and computer simulation, including the Internet, for research.
- Assign one stage in the life of a star to each group of students. Have them produce a poster that characterizes their stage. Display these in sequence throughout the classroom.
- Assign students to research the characteristics of an assigned planet or space object and develop a brochure.

**Suggested Assessment Strategies**

- After small groups of students construct posters of different stages in the life of a star and display them, check that they have been able to:
  - provide accurate information
  - organize information effectively and clearly
  - present information in ways that are visually effective
- Have each student research a recent astronomical discovery and present an oral, written, or multimedia report to classmates or younger students. Look for evidence that students are able to:
  - access a variety of sources of information
  - organize information
  - provide clear and accurate information
  - use diagrams, illustrations, media, or props to support their presentation

---

---

**SCIENCE 10** [pages 43-57]

**Page 45: Applications of Science**

**Prescribed Learning Outcomes**

It is expected that students will:

- describe some important scientific discoveries that resulted from scientists applying their knowledge and creativity to explore unexpected events
- describe the interactions between scientific developments and the beliefs and values of society
- analyze cost and benefits of alternatives in resolving socioscientific issues

**Suggestions for Integrating the Applications of Science**

- Have students research topics related to nuclear reactions (e.g., Canadian nuclear energy

program, technological applications of radioactivity). They should highlight features such as safety, limitations, bias, and ethical implications as these relate to the selected topic. Encourage them to present their knowledge to the class in various ways (e.g., charts, posters, oral presentations). Look for the ability to integrate knowledge from different subject areas, recognize connections and patterns, and present their topics effectively.

**Pages 46-47: Life Science (Cells)** [classroom-based experiments]

**Pages 48-49: Life Science (Genetics)**

**Prescribed Learning Outcomes**

It is expected that students will:

- summarize factors that may lead to different types of mutations
- analyze implications of current and emerging biomedical, genetic, and reproductive technologies

**Suggested Instructional Strategies**

- Ask students to research the positive, neutral, and negative effects of mutations. Examples include bacteria and antibiotics, insects and pesticides, plants and herbicides, and natural variation.
- Ask students to research and report on the work of geneticists and genetic counsellors and on the ethical and social implications of genetic manipulation.

**Suggested Assessment Strategies**

- Have students work in small groups to research and present reports on relatively new biomedical, genetic, or reproductive technologies. Note the extent to which students are able to:
  - use information from a variety of sources
  - present information clearly and effectively
  - identify ethical issues
  - predict future developments or applications
- After students research careers in genetics (e.g., by using the Internet), ask them to identify what they learned by asking questions such as:
  - What did you learn about the use of key words in your search?
  - What would you find interesting about this career?
  - What education would you need to pursue this career?
  - What personal attributes do you have that would make you suited to this career?

**Pages 50-51: Physical Science (Chemicals and Reactions)**

**Prescribed Learning Outcomes**

It is expected that students will:

- research and illustrate the development of our understanding of the structure of matter from early times to the present

**Suggested Instructional Strategies** [None are noted that are library resource-based in nature.]

**Suggested Assessment Strategies**

- Have students demonstrate a historical perspective on the development of our under-

standing of the structure of matter by constructing a timeline or making a series of models. Assessment criteria could include:

- correct historical sequence
- accurate and detailed information
- recognition of the fact that science changes constantly
- clarity of presentation

**Pages 52-53: Physical Science (Electricity and Magnetism)** [classroom-based experiments]

**Pages 54-55: Physical Science (Radioactivity)**

**Prescribed Learning Outcomes**

It is expected that students will:

- compare and contrast fusion and fission reactions and their use in energy production
- describe technological applications of radiation
- evaluate the effects of radiation on living organisms

**Suggested Instructional Strategies**

- Have students research the properties and uses of major decay products and present their research in a variety of forms (e.g., oral reports, videos, comic strips).
- Assign students to research and give a report on a nuclear reactor.
- Have teams of students debate the advantages and disadvantages of coal, nuclear, and hydroelectric power generation.

**Suggested Assessment Strategies**

- Have students prepare brief reports on the use of nuclear power as an energy source and compare it to other power production methods. Both pros and cons should be considered. Look for evidence that they are able to:
  - identify pros and cons
  - avoid bias in the presentation
  - provide complete and accurate information
  - include quantitative data
- Observe students debate the best methods to generate electrical power and note the extent to which they are able to:
  - gather relevant information from a variety of sources
  - identify costs and benefits
  - evaluate impact on society and environment
  - present their ideas clearly and concisely
  - present logical arguments
- Prompt students to reflect on and assess the skills and strategies they use for acquiring and using information by having them compile personal records of the strategies they find effective, the tasks they are comfortable with, and the skills and strategies they want to improve. Have them review and update their records with a partner from time to time.

**Pages 56-57: Earth and Space Science (Earth Forces)** [classroom-based experiments and activities]

---

---

## **APPENDICES (pages A-1 to G3)**

### **Appendix A: Prescribed Learning Outcomes (pages A-1 to A-9)**

Tables of all the LOs included in *Science 8 to 10*, organized by topic area. Very useful as an overview of the entire Science program.

### **Appendix B: Learning Resources (pages B-1 to B-60)**

An annotated, alphabetical listing of resources recommended by the Ministry of Education, as well as information on selecting learning resources for the classroom. It does not include many of the well known library resources which would support resource-based learning units. Nonetheless, the listing will be useful for selection.

### **Appendix C: Cross-Curricular Interests (pages C-1 to C-14)**

Discusses the following areas as they apply to Science education: Applied Focus in Curriculum; Career Development; English as a Second Language; Environment and Sustainability; Aboriginal Studies; Gender Equity; Information Technology; Media Education; Multiculturalism and Anti-Racism; Science-Technology-Society; Special Needs. Useful for understanding the perspective of the curriculum and for directing special attention towards segments of the school's population.

### **Appendix D: Assessment and Evaluation (pages D-1 to D-22)**

Includes an 11 step process for criterion-referenced evaluation, plus a variety of sample criterion-referenced evaluation tools which will be useful in developing units of study.

### **Appendix E: Acknowledgments (pages E-1 to E-4)**

### **Appendix F: Integrating Applications of Science (pages F-1 to F-6)**

Additional ideas on how to assist students to integrate science concepts with everyday life are provided for each grade. Those contained within the grade level curriculum descriptions are generally more significant.

### **Appendix G: Science K to 10 topics (pages G-3 to G-3)**

Content organizers are provided for Life Science, Physical Science, and Earth and Space Science at all grade levels.

---

EDITOR'S NOTE: If there is sufficient interest from teacher-librarians, summaries of integrated Resource Packages in other curricular areas will appear in coming issues.

---

# ROLE DESCRIPTION FOR TEACHER-LIBRARIANS

by WEST VANCOUVER SCHOOL DISTRICT TEACHER-LIBRARIANS, April 2, 1996.

As West Vancouver School District moves into the Information Age, the role of the teacher-librarian is evolving to meet many new challenges.

## 1. Cooperative Program Planning and Teaching

In light of the information explosion, the ability to locate and evaluate multiple sources of information is crucial. Librarians work with teachers to

- Expand instruction in the use of information resources as new access points become available to students and staff
- Integrate a wide range of resources into classroom instruction, including print, non-print media, and computer-based technology

## 2. Professionalism and Leadership

In order to be leaders, librarians need time for ongoing training to meet the challenges of the rapidly changing world of technology. They regularly

- Work as a team with other staff members to plan for effective use of resources in a time of limited budgets
- Promote awareness of new resources and program developments, including communication technologies, Ministry initiatives, new information sources and research methods

## 3. Communication and Promotion of Library Services

Linking school, district, and community resources with the developmental reading and research goals of the school is essential. Librarians

- Publicize library services to staff, students, and community
- Co-operate with outside agencies and community resources

## 4. Selection of Learning Resources

As we move to a world of increasingly uncensored information, librarians model and teach the strategies of critical thinking as they

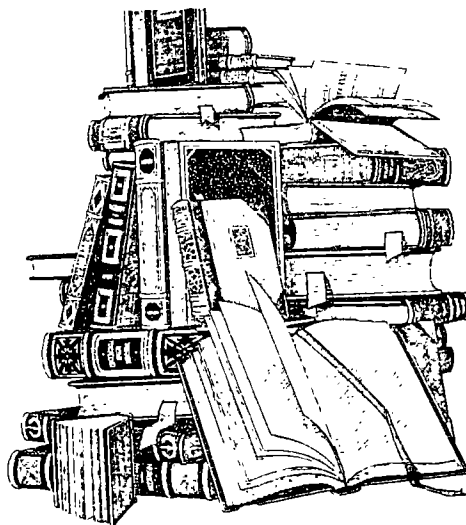
- Apply criteria for the evaluation and selection of resources that support the instructional program of the school

## 5. Management of Resources and Staff

To acquire information literacy skills needed in today's world, students are guided by librarians who

- Acquire, organize and circulate resources
- Assist staff and students in the transition to new on-line public access catalogue and circulation systems

In preparing this document, we have drawn upon the current Ministry of Education guidelines for the role of the teacher-librarian as published in *Developing Independent Learners: the role of the school library resource centre*, Ministry of Education, Victoria, BC, 1991.



# THE CONSTANT AND THE EVER-CHANGING — THE TEACHER-LIBRARIAN'S REALITY

by LIZ AUSTROM, retired teacher-librarian

This issue's theme is "The More Things Change, the More They Stay the Same." It is a little frightening for me to admit, but I've been around so long in teacher-librarianship that I actually recognize the truth of this old saying. Consequently, when the theme for this issue was proposed, several aspects of it rattled around in my brain. Like a lottery draw, they have composed themselves in a random fashion. If what follows is a little disjointed, consider it a product of the way the numbers have landed.

## IMPORTANCE OF THE SCHOOL LIBRARY PROGRAM

My memories of school libraries in my elementary and secondary school years are very clear — we didn't have any in St. Vital, Manitoba, or in North Bend and Revelstoke, BC. In St. Vital, my mother took us to the Winnipeg main public library, my father read to us, and we owned a worn set of *The Book of Knowledge* (I read all the volumes from cover to cover). None of my friends were blessed either with my parents or any visible books, other than *The Bible*. Comic books were the reading material of choice. In North Bend, the principal had a closet of books which he would let "A" students borrow. In Revelstoke, a city of 3,000 people in the 1950s, the secondary school's library/study hall/classroom consisted of about 20 shelves of dusty discards from the community. In three years, I never saw a student use this collection, nor did I, desperate as I was for something to read. Instead, I went to the public library, a room the size of a housing tract dining room, located over the firehall and open on Thursday evenings. It was staffed by a volunteer who didn't appear to want me to read anything. Presumably, she was more accommodating with adults.

I mention this experience because it has impacted on my career and opinions in a remarkable way. To me, the library resource centre is the key point of access for all children and young people to the joy that recreational reading can provide, and to the information and ideas that free the mind to think independently. A young person who has access to

the treasures in a school library does not need to depend on parents who cannot or do not provide literacy experiences. In the 1970s, when I began my career as a teacher-librarian, my intent was to do this wonderful thing — to provide access for all students. Like other "school librarians" of the time, I soon discovered this wasn't enough. Access alone is not sufficient. When left to their own devices, young people may use part of the library (e.g., choose fiction books, borrow an encyclopedia for a report), but they do not have the background and skills to really utilize resources effectively, nor are they likely to develop the skills without instruction.

In the 1970s the need for a library resource centre instructional program was being realized by experienced teacher-librarians as well as by neophytes like me. We knew that access wasn't everything and instructional programs were developed to meet identified needs. The 1980s were an energizing development period.

In the 1990s we are in danger of getting swept back into the 1970's "access is everything" way of thinking. Information can be accessed electronically from the student's home, after all. Some people argue there is no necessity to visit a library and they are obsolete. Or are they? I read that 60% of Canadian homes have computers, but that means that 40% do not. We can also be reasonably certain that, with over a million children living in poverty in Canada, the percentage of Canadian homes with children and computers is not anywhere near 60%. In my childhood, the public library provided access to books and print information to children whose parents took them there; in the 1970s, school libraries did the same for all children who chose to use them; in the 1990s, the library resource centre must provide access for all to electronic resources as well as traditional resources. It is the great equalizer of opportunity that levels economic disparities. As such, it must be fought for and maintained.

Access to information, whether it is derived from traditional sources or electronic sources, is a key right of students, but equally critical is the right to be taught to use information effectively. The 1995

policy statement of the Association for Teacher-Librarianship in Canada, "The Student's Bill of Information Rights," is an expression of this twin imperative for library programs — access plus instruction. The recognized need for both has continued unchanging over the past twenty years. What has changed is the range and type of resources to which the concept of "access plus instruction" is applied.

## CHANGING CURRICULA

Wow! This is the area where NOW doesn't look at all like THEN. One of the most dismaying aspects of teaching used to be that curricula were so out-of-date that teachers seldom had to consider changing the resources they used — or, indeed, their worksheets, handouts, or exams. (Changing teaching strategies was a dream!) Teachers who ended their careers in the late 1970s probably never had to adjust more than ten percent of their teaching reality during their careers. Teacher-librarians complained that classroom teachers didn't want to know about good Canadian materials or to develop cooperative units, because both would involve a lot of work. Some teachers were operating on the previous curriculum guide rather than the current one of the time, and no one pressured them to change. Educational change theory explains why there was resistance, but it doesn't affect the reality that pressures for change were not powerful enough to drive significant change. That fact made developing collaborative resource-based learning programs a difficult task, particularly in secondary schools, where slow curriculum change and the pressures of government exams resulted in a very static scene.

The pace of curriculum change NOW is both the greatest opportunity and the greatest problem for teacher-librarians. It is a program development opportunity because, as teachers learn to integrate technology into curricula, or to add application to theory, they need assistance. If appropriate assistance can be given, individual teachers will be more open to developing collaborative resource-based units. Even ignoring the fact that individual teachers will need different kinds of practical help, "appropriate assistance" is a complex problem:

a) The teacher-librarian must be up-to-date with all the Integrated Resource Packages now flowing so steadily from the Ministry of Education. I would prioritize my examination of these documents to study the ones where the

collection has the resources and the teachers are most approachable.

b) Resources are recommended in the IRPs which may not be in the collection, yet there are many excellent resources in the collection which could be used if the teacher will agree, but some teachers will not agree because they feel these other resources are not approved by the Ministry. On the other hand, the resource centre collection may have curricular holes, and there is no money to fill them. In this instance, one possibility is to get a teacher to participate in making a joint proposal for funding from the school's Learning Resources Committee. If there is no committee, questions need to be asked at Staff Council meetings about how this money is allocated.

c). Time to do a) and b) will be in short supply. This is one of those unchanging facts of life — there is never enough time. [Note: Elsewhere in this issue of *Bookmark* there is a summary of the *Science 8 to 10* IRP which will help. Other summaries may be published in the future.]

## TEACHER-LIBRARIAN'S ROLE

The 1970s was a time of ferment in teacher-librarianship. There were rabid discussions about the role, the name and the philosophy at endless meetings all over the province and across Canada. I know they were "rabid" because I chaired a few of these very stressful events. The CSLA report, "The Qualifications for School Librarians" (which included a list of required competencies), was developed by a Vancouver committee chaired by Ken Haycock, then vetted and modified through a national process, and finally established as policy by the Canadian School Library Association in 1979. The name "teacher-librarian" was adopted by associations like the BCTLA and came into common practice. The philosophy of service shifted from focusing on working with individual students on an "as needed" basis, to working with teachers to develop cooperatively planned units of study around curricular goals. Out of a significant amount of angst came a movement for change that gradually expanded throughout the 1980s as different jurisdictions became involved and universities changed their education for teacher-librarianship programs to accord with the CSLA "Education for Teacher-Librarianship" report.

BCTLA spent the 1980s fostering the implementation of cooperative planning and teaching of resource-based learning units. *Fuel for Change* and its accompanying video were developed, published and inserviced, providing a model for teacher-librarians who were eager to become involved. *Implementing Change* was developed to assist with the practical implementation concerns raised by teacher-librarians. This publication was adopted as a text in several education for teacher-librarianship courses across Canada. BCTLA worked with both the Ministry of Education and the British Columbia Teachers' Federation to develop a better understanding of the role of the teacher-librarian. This work culminated in 1991 in the publication of *Developing Independent Learners: The role of the school library resource centre*.

Today, the view of the teacher-librarian's role as educational leader and collaborative teaching partner is generally accepted in Canada, although developments in information technology have inspired a need for review of the competencies statement. CSLA and the Association for Teacher-Librarianship in Canada have established a joint committee chaired by Ken Haycock to review and revise it, if necessary. An initial report has been prepared and a final report will soon be ready.

Role examination obviously continues to be a concern, and should remain so since the role will continue to evolve as other changes occur, particularly in information technology. However, the focus today is on implementation difficulties caused not by lack of role consensus, but by cutbacks in staffing and funding which make it difficult to do a good job. There is a widespread sense that advocacy attempts have failed and that we have passed the "golden age" of teacher-librarianship, if such could ever be said to have existed.

The constant, unchanging factor in the lengthy role examination which we have undergone has been the quest to deliver an effective program for students, to provide the information experiences and instruction that will enable them to become skillful users of information. The change that has occurred is that, as a group, we are less optimistic than we were. In the 1970s there was a sense that commitment to our goals would inevitably lead to success. In the 1990s we are dispirited and unsure that progress will continue. This malaise exhibits itself in a decline in membership in professional organizations and a sense that advocacy on behalf of school library programs is a discredited goal.

Personally, I have never been able to stay pessimistic for longer than a day or two. It makes me too tired. When I look back in time, inevitably I admit that we have come so far in the past twenty five years that we must simply rejoice in the accomplishment, take stock, and get back to action. The environmental slogan is an excellent one for teacher-librarians to individually and collectively adopt — "Think globally, and act locally." We must think of professional standards as a whole (e.g., role competencies, the "Students Bill"), then act in our schools to effectively deliver the services students and teachers need. Philosophical statements are nothing if they are not implemented. Delivering outstanding programs for kids and communicating those programs to others are the best advocacy actions teacher-librarians can take.

## LIBRARY RESOURCE CENTRE STAFFING

Threats to library staffing are the adrenaline rush of the profession. We all get agitated when professional and clerical staffing cuts are proposed. In the 1970s and 1980s it was possible to rally the troops at school board meetings during budget discussion time. Generally, we were able to stave off cuts to teacher-librarian time by enlisting the assistance of parents' groups, teachers' associations and even students. We were less successful in maintaining clerical time, a fact that has impacted significantly on teacher-librarians' workload to this day.

Staffing is an even greater problem in the 1990s. Teacher-librarians and district library coordinators and consultants have been eliminated from many school districts and local groups have been unable to change the decisions. What is different today is that teacher unionization without protection for non-enrolling teachers means that these non-enrolling positions — including those of teacher-librarians — are targeted for cuts whenever there are budget shortfalls. School districts have few places to cut and, in order to honour the contract with teachers' associations, cuts come from unprotected areas.

The agony of this situation is that, as a teacher, one's job is protected, but the position of teacher-librarian is not protected. Yet the position of teacher-librarian has a value to students and staff that is immeasurable, even if it has no standing in the reality of budget crunches. The only solution is to have the position protected in contract. The BCTLA execu-

tive has been working with the BCTF executive to see what changes can be made. We can only hope they are successful, for the educational program of students is already being impacted negatively in many areas. It would be tragic if the 1990s were remembered as the era when resource centre programs and services were destroyed by staffing cuts. Individuals who want to help avert this possibility may wish to contact President Gerald Soon to see if there is some way to assist the executive's efforts.

## FINANCIAL SUPPORT FOR RESOURCES

The lottery draw analogy with which I began this article really applies to how many teacher-librarians feel about financial support for the resources and equipment that are an essential component of curricular support to students. They know that there is professional and community support for the program, but there are so many other needs in the school system that teacher-librarians doubt that their lucky numbers will come up. This has been the case since the early eighties when the Social Credit government began the cuts to school district funding that have had a major and continuing impact on libraries.

The unfortunate thing about the cuts at that time was that there had only been a few good years, from 1975-1977, when budgets actually met needs for resources in most districts. Even that brief time was not the result of long term thinking and planning, but rather was the result of a one time grant to school districts to "bring library collections up to some quantitative standard, if not a qualitative standard." You can translate that comment of mine to mean teacher-librarians weren't throwing stuff out because they feared there wouldn't be enough materials for students. Since updating funding was allocated to schools based on their holdings, school libraries which were not weeded well were left with some new materials, surrounded with the same tired "golden oldies." Collections which were well weeded were rewarded by funds for a vast panoply of materials — so much money that it was difficult to spend wisely, but resulting in such improved collections that it was easy to sell teachers on the idea that resource-based learning was possible. That time was a high point in resource funding, and it did enable many schools to develop good reference collections, increase the amount of Canadian and audiovisual materials, purchase materials for students' recreational interests and add more resources for those students who were

outside the "average" — whatever that may be. On the other hand, that time was an anomaly in the history of school libraries in British Columbia.

Finding sufficient money to purchase what is needed has always been a major problem in BC, although some districts and schools have done much better than others. That's what has stayed the same. What has changed is for what the money is needed. It used to be traditional print and audiovisual materials to meet the demands of changing curricula and the needs of a changing student population. Those needs certainly remain, but added to them is the necessity of adding electronic resources and on-line services. These new needs are extraordinarily expensive, and purchasing them in a time when budgets are in decline or static (which means in actual decline) means there is now less money to direct to maintaining traditional collections and to addressing changing curricular and student needs. As a result, the shortfall seems even more critical today.

Some teacher-librarians have been able to secure "extra" moneys from such sources as local businesses, parents' groups, student councils, fundraising efforts (e.g., raffles, casino nights, book fairs, paper drives), school-based Learning Resources accounts, Accreditation funds, and photocopier profits. Others make a practice of reviewing resources so they can keep review copies for the school library collection. An aggressive (oops, "assertive") teacher-librarian can really make a difference in the amount and variety of resources available for students. This is probably more true today than it was in the past, for today's "hot item" is technology. The paradox is that it is easier to beg money for what is in current fashion than it is to get money to purchase basic necessities. Wise teacher-librarians use this reality to secure electronic resources and technology, so that they can direct the major portion of the regular resource centre budget to other needs.

While these entrepreneurs are to be congratulated — and perhaps emulated — the reality is that fundraising succeeds best in high or middle income school catchment areas. Dependence on money secured in this way means that inequality of educational opportunity for students is developing across school districts, certainly within large urban school districts. Do we really want this to be the changing reality of school libraries in BC? Maybe we should not participate in outside fundraising. On the other hand, can we do less than the best for the students in our own school? The complex ethical dilemmas

teacher-librarians face today are much more difficult than those faced in the simpler, early 1970s when I began my career as a teacher-librarian. Society is changing, traditional values are under attack, and education is in question.

For a broad perspective on what is happening, read John Ralston Saul's *The Unconscious Civilization*. It will not help you find more money, but it will help with an understanding of the forces driving change which impact on key educational budget decisions. In his view, gambling has become the societal model for solving financial dilemmas. John Ralston Saul comments that governments which depend on gambling to raise funds are ethically bankrupt, for they raise money by corrupting the values of the populace. Perhaps now that he has won the 1996 Governor-General's Award for Non-Fiction, his words will have more weight.

## LIBRARY RESOURCE CENTRE PROGRAM

The concept of "library program" in the early 1970s was largely limited to library orientations, a variety of reading support programs, and isolated library skills instruction. By the end of the decade, many cohesive programs were being developed in individual schools and the information skills continuum appeared as the focus of in service programs for teacher-librarians. The idea that this continuum constituted the library resource centre curriculum led teacher-librarians to look more closely at the program's linkage to the overall educational program of the school. THEN involved the development of a concept of the library resource centre program.

NOW the need to integrate the resource centre program with the total educational program of the school is very clear. It seems almost impossible to believe that this has not always been the case in all schools. In actual practice, "need to integrate" means just that — we have not yet reached the millennium of perfect implementation. Maybe the year 2000 will be the watershed year. Three years to go! Can it be done? Perhaps if all teacher-librarians adopted the "Think globally, and act locally" motto it might be possible.

It is also evident now that resource centre programs need to be constantly considered and revised, for student needs and backgrounds are

changing radically. An easy to understand example is found in the fact that some grade 8 students are wizards on computers but may not know how to structure effective information searches, while some students have only played computer games, and others appear to have no computer experience whatsoever. Another example is the shift in the way students approach pages of information material, looking at it as a whole, as if they can absorb its information by osmosis rather than by sequential analysis. Learners are changing and so programs must be tailored to fit if they are to be successful.

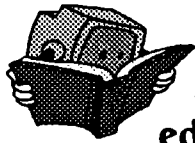
## CONCLUSION

The THEN and NOW examined in this article are separated by a short but important time space in the development of library resource centre programs in British Columbia. Readers interested in the time period prior to 1970 should consult Fran Sbrocchi's excellent article, "School Libraries in British Columbia: From Boxes to Resource Centres, 1872-1970," in the June 1989 issue of *The Bookmark*. Fran provides the historical context on which more recent developments are built.

During the period from 1970-1990, teacher-librarians experienced significantly more change than most other teachers faced — role change, changing practice, increased demands and reduced support. At the same time, they had the growing support of professional consensus about the goals and objectives of the program to be delivered to students. Practical implementation of facets of this program is still a problem for many, yet there is some security inherent in facing a problem which other teacher-librarians have already faced and solved. Peers provide a ready and accessible avenue of support and advice. In addition, the process of change has necessitated the development of creativity and flexibility in teacher-librarians. These abilities will be of continuing importance in addressing the challenges of today.

The past five years have produced an unprecedented level of stress on teachers, and an opportunity for teacher-librarians to provide practical support that makes a difference. Hopefully, the next decade will result in a blossoming of quality resource-based learning programs that truly meet the needs of students and prove the value of teacher-librarians and resource centres in the educational life of the school. The challenge will be to face further change creatively and without fear. Energy and commitment will

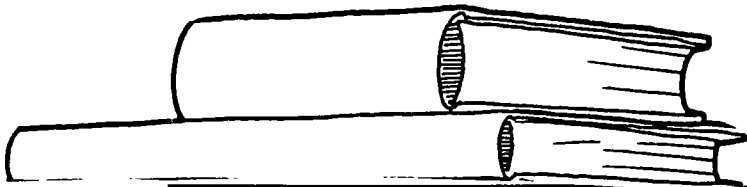
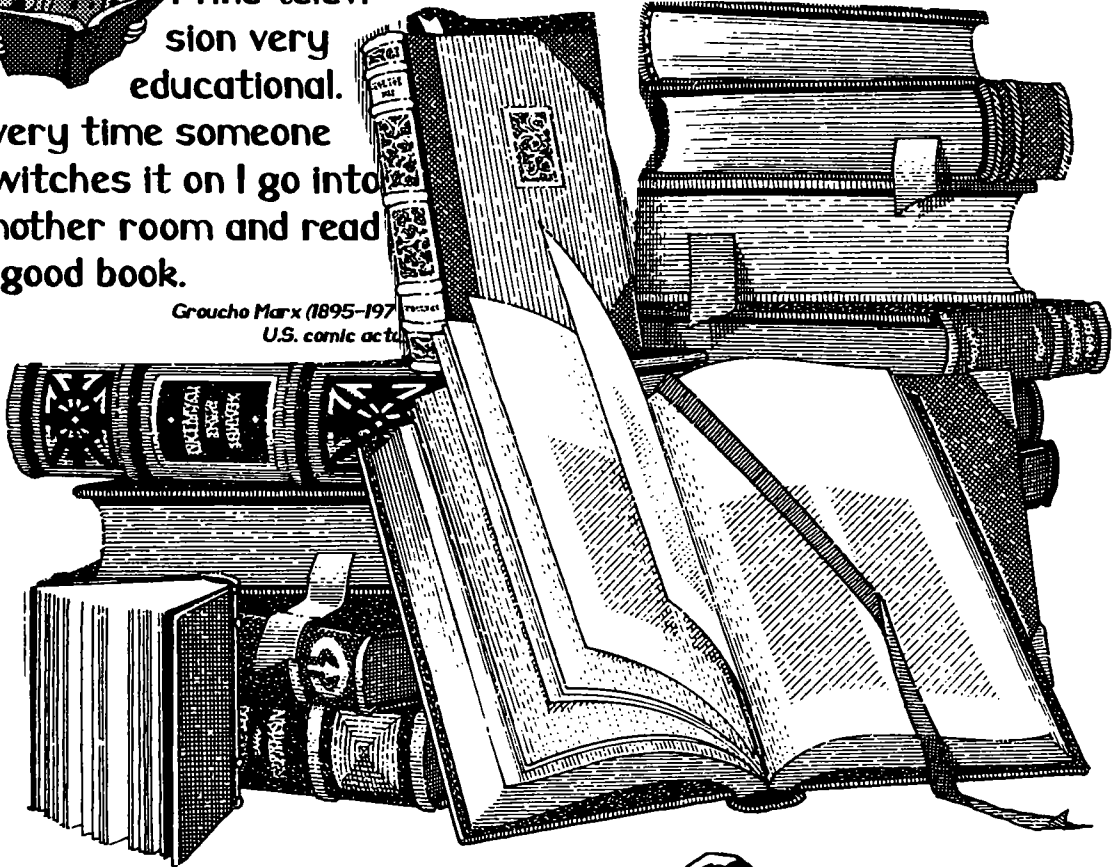
be needed, but these are qualities that teacher-librarians have always had — in spades! Maybe the future is not such a gamble after all.



I find television very educational.

Every time someone switches it on I go into another room and read a good book.

*Groucho Marx (1895-1977)  
U.S. comic actor*



# CHANGING NEEDS FOR EXPERTS

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

## QUESTION:

How has "Ask the Experts" reflected change in library resource centres over the years?

## ANSWER:



The "Ask the Experts" column first appeared in the December 1984 issue. It began as follows.

"Ask the Experts" is a new BCTLA professional advice column. Not all members have access to professional resources, colleagues only "seven digits away" or a district coordinator." That observation is still true today. The original article continues, "The Editorial Board hopes that practicing teacher-librarians will address concerns to this column through the Senior Editor." This hope remains, but is seldom gratified. So why don't teacher-librarians send in questions?

- They don't think *The Bookmark* editors can answer them.

Maybe, but we can find someone who can.

- There are few new teacher-librarians out there, owing to staffing restrictions.

This is a factor. Many of our members have been in the field long enough to have solved all the easy problems. But maybe you need a fresh approach to a routine?

- "The big administration problems will take big time to solve, and I'm already paddling as fast as I can."

This is probably also true. However you don't know until you ask.

- "I just haven't got around to writing."  
We accept fax, phone, or e-mail messages.
- "I'm embarrassed to admit I don't know this."

Not a problem. The policy remains the same as in 1994: "Confidentiality of source will be assured - if requested."

The first "Ask the Experts" column dealt with two questions. A summary of the first question is reprinted below, with its answer. The second question, "Selection tools: how can I use them when I can't afford to buy them?", we can all still relate to.

## CARD CATALOGUE SUBJECTS FOR FICTION

I rarely find anyone using the subject card catalogue to locate recreational reading. Should I establish a separate fiction subject index? Then I would not be required to use Sears subject headings. What do you think?

- Answer, by LIZ AUSTROM (reprinted from December 1984):

In my opinion, subject headings for fiction are one of the easiest ways to attract students to the card catalogue. When advising a student who wants another story about football, or juvenile delinquency or whatever, even if I can think of a title immediately, usually I take a moment to model the use of the card catalogue for the student. I talk about what I am looking for, point out what I have found, and show how the student can use the catalogue to find similar titles next time. Subject access ensures use of the hard cover collection but it is vital to make appropriate subject headings. Often legal Sears headings like LOVE - FICTION and ROBOTS - FICTION are not used by cataloguers, who seem to prefer no headings at all for fiction or only very general ones like SCIENCE FICTION. I stick with Sears headings, using ones I know students will look for frequently. I do keep a book talk file in which I use non-standard headings like those in *Young Relationships* (BCTLA 1983), and I also use those headings for "see" references to Sears headings in the card catalogue.

Philosophically I believe in fiction cards and non-fiction cards being interfiled. That way the student who is interested in hang-gliding may be tempted to read a fiction book on the same topic. As we all know, many adolescent boys are obsessed with the true as opposed to the fictional. I have found however that it is possible to extend their reading into fiction if the cards are located together in the catalogue.

In summary, instead of putting extra work into a separate catalogue, I would spend the time adding extra subject headings (HORROR - FICTION should be added whenever possible. It's a winner!) Specific headings that relate to sports, relationships, etc. are more useful than general headings or historical headings. Also, I must admit that sometimes I reach a bit for a good heading. I recall using GHOSTS - FICTION for a story that had only a smidgen of ghostliness to it. However, one student remarked that it was "a good ghost story" so I regard my waywardness as justified.



Readers might wish to relate this question and answer to the March 1996 column, in which we addressed the problem of access to fiction genres in paperback. The 1996 question reflects an ever-growing move toward paperback fiction in preference to hard cover. It's cheaper, and older students prefer it as appearing more grown-up. Because of its lower cost, teacher-librarians can provide more variety and more titles of current and perhaps ephemeral interest. But students still have trouble locating genres of interest. Specific topics are still a challenge to find, especially when paperbacks aren't catalogued.

Teacher-librarians in automated library resource centres may feel the above discussion is irrelevant. Questions such as these are in large part answered by the capabilities of the software program used. In some cases teachers and students can create electronic bookmarks to highlight titles of special interest. A special database might be created to direct students to genres of fiction, where the subject search capability of the main program doesn't seem to work for users. Nevertheless, a common complaint of teacher-librarians and public librarians is the difficulty of adding subject headings in-house, to some programs. Readers can check the March 1995 issue for the article "What's wrong with automated catalogues?" for a discussion of problems with user searches in automated catalogues.

The popularity of the horror genre hasn't waned in twelve years — it is stronger, if anything. It would be

interesting to know if automated catalogues are similarly successful in expanding searchers' choices beyond non-fiction into related fiction, as Liz's card catalogue was.

Finally, something that hasn't changed is the good sense and wise counsel of expert teacher-librarian Liz Austrom. Even though she retired last June, she still hosts *The Bookmark* paste-up days and editors' meetings, and contributes regularly. Where are the new volunteers to take her place and the place of others who plan to retire? BCTLA members who live in the lower mainland are invited to call chief editor Willa Walsh (home 604-274-9705 or school 604-668-6575) for answers to questions about what's involved. Change on the editorial board is healthy and welcome.

The following questions appeared in the March 1985 issue. The editorial board asked 1985 readers to send in responses. If some of our 1996 readers have updates, we would still like to hear.

---

## CANADIAN AUTHORS

Do you know if there is a publication or bibliography covering only Canadian authors? What would you recommend so that I can stay on top of new Canadian writers, especially for young adults and children?



Canadian materials, both fiction and non-fiction, remain a concern. "Ask the Experts" dealt with a question on what constitutes 'Canadian' in the September 1996 issue. The writer in March 1985 suggested Shirley Lewis Information Services, The Children's Book Centre, and publications *Canadian Materials* [now available on-line], *Emergency Librarian*, and *Children's Choices of Canadian Books*. Naturally the reader will look in *The Bookmark* for reviews of BC books. Some readers might not be aware that the CBC home page lists Canadian YA and children's books discussed on their radio show "Morningside."

---

## ON-LINE DATABASES

I am interested in contacting any teacher-librarian or district librarian who is presently utilizing an [on-line] data base, such as The Source, Compuserve, Dialog, etc.



---

Regarding on-line databases, with so many library resource centres automated and on-line in 1996, regular articles on Internet resources are included in *The Bookmark*. The BC Ministry of Education plans to issue a list of recommended Internet access vendors, publication date as yet unknown.

---

### **GIFTED STUDENTS AND THE LIBRARY RESOURCE CENTRE PROGRAM**

With the new push for getting gifted programs in place, how is this affecting the teacher-librarian and the school's expectations of them? What about the effects of restraint? Is this going to be an added extra for us?

### **AUTOMATED OVERDUE LISTS**

Does anyone know of a good computer program for generating overdue lists and printouts? It should have capability to list by name of student, division, date due, call number and title. Any ideas?



---

Currently, teacher-librarians whose libraries are automated would not want a separate program for doing overdues. They would look for an integrated automation system which included an overdues feature. A question such as this in 1985 shows how teacher-librarians were involved very early in applying technology to educational needs, showing leadership in this emerging field.

---

### **CALL FOR SUBMISSIONS**

Do you know anyone in the East or West Kootenays, Kamloops and the North Thompson area, or up in the Peace River country who is an enthusiastic teacher-librarian who has expertise to share in the area of cooperative program planning and teaching in the Social Studies disciplines? Would they write for this publication if asked? Would you please encourage them!



---

Why just these areas, I wonder? The editors of 1996 are looking for input from *every* district. It is still a problem to get units and articles from teacher-librarians, who are busy and often working with reduced hours.

---

### **FRENCH LANGUAGE MAPS**

From May, 1985:

Our Language department head would like to acquire French wall maps (particularly the spring-loaded, roller type) on Quebec, Canada, France, and Europe.



---

Finding French-language materials is still a challenge. Reading level, availability, cost, and binding quality are all problematic. The editors of *The Bookmark* included a separate column on sources of French language materials called "French Immersion and Program-Cadre News", now discontinued.

---

### **FRENCH LANGUAGE MATERIALS FOR SECONDARY LIBRARY RESOURCE CENTRES**

From December 1985:

Who are the teacher-librarians out there that may be struggling with Program Cadre or French Immersion at the secondary level? Do you have a basic collection list? What suppliers are working for you?



---

Various articles in *The Bookmark* address this issue, but it is an ongoing need.

---

### **CARD CATALOG REHABILITATION**

Help! I have transferred to a school library where the card catalogue does not match the books! What should I do?



---

The advice offered in response to this question hinges on how badly the condition of the card catalog affects the library resource centre program. Automation would solve the problem if it were to be introduced any

---

time soon. If not, do an inventory and make sure the shelf list is accurate. Removing the corpses from the card catalog can be done as time allows, but don't short-change time for working co-operatively with students and teachers. Reader Ken Haycock added some ideas to this in the March 1986 issue. He suggested closing the library resource centre for enough days to do a thorough purge, and outlined a process. The process essentially is to re-sort the entire catalogue to shelf-list order, discard the extraneous cards, and then return it to alphabetical order. The teacher-librarian should enlist parent help for this task.

Former senior editor, the late Alan Knight, also responded to this question in the same issue. He felt that "teacher-librarians may be overly optimistic about the microcomputer as a solution to their problem catalogues." He notes the problems with retrospective conversions, where errors of inputting result in the automated catalogue having its own set of dead-end entries. As to discarding sets of cards for which the resource material has disappeared, Alan notes that items have a tendency to reappear from students' and teachers' bookshelves (both classroom and home), and recommends waiting two years before writing something off completely. Alan claimed he found books in teachers' homes himself, but doesn't reveal whether this was on a specific search mission, or casually scanning the shelves during the staff Christmas party.

Questions regarding card catalogues are rare these days, and questions on automated catalogues are usually addressed to the software company. Will this mean that cataloguing standards will become more and more different from each other? Users will be confused as they move from home systems to the public library, to the school and then to the post-secondary institution and other agencies. As more and more information is available on-line, the problem of the catalogue leading to actual information will be reduced. But in the meantime students and teachers still have the problem of, after finding a 'hit' in their automated search, not being able to get their hands on the media resource represented by the hit.

---

## TIME FOR COOPERATIVE PLANNING WITH TEACHERS

Another question from the December 1985 issue: How can I get the time to plan with the teachers in my school? It seems that our schedules never match. Everyone is so busy they can't find the time. Help!



If there is a problem completely unchanged in ten years, this is it. Ken Haycock offered the following response, in The March 1986 issue.

---

There are any number of suggestions for finding time for working with teachers but to address the specific concerns, I would recommend that there is no reason why schedules should not match since presumably the teacher-librarian is on a flexible schedule and can book planning time with teachers as they have it available. If time is only available after school, make sure that you arrive early in the school at least two mornings a week, stay late at least two days a week, and close the resource centre for one lunch hour a week if staff is not available to provide coverage for you. That way you have eliminated most of the excuses since you are available whenever a teacher might be available to work with you.

## PUBLIC RELATIONS

March 1986: "Are you relating publicly or do you have a problem with PR? Do you want to improve your library image? Read 'Ask the experts' for timely tips on trying topics and helpful hints on how to handle humans!"

### Staff:

A good way to make sure that your overdue library book list is read by the teachers is to attach it to a granola bar or some other sealed goody, and to promise more to follow if the staff member keeps a clean slate. A constant supply is always available in my drawer for the last student off the list to give to the teacher.

### Staff, again:

In the days when we had lots of [new] books to display, we held a "Brown Bagging and Books" or "Books and Lunch" day. Staff were invited to bring their own lunch and cheese, crackers, coffee and dessert were provided courtesy of the foods class. New books could be viewed after lunch and then left on display for students to view.

### Staff, yet again:

I purchase computer software as a means of drawing staff to the library. These utilities may be used on our computer if it is available, or they may be borrowed on overnight loan. Housing programs in the

library means that we can keep up-to-date with educational software. Purchased programs have all documentation. We safeguard against copyright violation, and the library maintains its position as the resource centre.

### **And again:**

An orientation designed for staff new to the school was expanded to include a re-orientation for long-time staff. The format included refreshments and a display of new books to begin the meeting. When the whole staff was assembled, the teacher-librarian gave a brief talk about the philosophy and services of the library, the hours of operation, the program for grades K to 7, and the goals of the teacher-librarian for the year. Two outline sheets related to the talk were given to the staff to keep for reference. The main focus of the orientation was a type of Treasure Hunt game.



Contributor Hazel Starling goes on to outline an activity in which teams of teachers looked for eight designated library media resources each, competing for a prize for the first team to collect all eight items. The staff were enthusiastic, use of some previously under-used parts of the collection increased, and staff unity was enhanced.

### **Students:**

We invariably find that the students who forget to return their library books forget again... and again! Instead of constantly nagging with mounting animosity on both sides, we hand out mad cats, frogs, elephants and rabbits as reminders. Unfortunately, they become collectors' items!



On pages 58 and 59 of the March 1986 issue are reproductions of friendly reminder slips with appealing cartoon graphics. Readers who don't have this back issue can ask around their district, or in a pinch, fax this author (Barbara Smith, 980-0770).

### **Students, again:**

To promote reading, it is sometimes fun and very profitable to emphasize a theme in the library for a period of time, perhaps a month. The room should be decorated appropriately, and books dealing with the theme prominently displayed — some would be read

aloud or featured in book talks. Theme-related stuffed toys or other items could be loaned by students and displayed in the library resource centre. Themes used successfully have been: Bear Month, featuring several hundred bear books and a display of approximately 150 teddy bears of all shapes and sizes, and Mouse Month, which was equally successful.

### **Parent volunteers:**

Prepare a special handbook for them. Topics to include: outline of duties, code of ethics, attendance, coffee, fire drills, student behavior, helping students locate information, details of how to card books accurately, a map of the library resource centre, and a brief summary of the Dewey Decimal System.

### **Parent volunteers, again:**

Frequent verbal appreciation and encouragement; Christmas 'thank you' letter on behalf of the school; personal Christmas card; school-wide volunteer tea at year end and/or library volunteer potluck dinner.

## **EVALUATING LIBRARY RESOURCE CENTRE PROGRAMS**



And finally, there is a question on evaluation of library resource centre programs, with a request for a handy checklist. The reference sources suggested are now a little dated, but this could serve as a good topic for a future 'Ask the Experts' column. With increased emphasis on technology, we need evaluation tools and criteria which take this into account.

## **PROMOTING CIRCULATION OF THE HARDBACK FICTION COLLECTION**

The June 1986 issue "Challenges" features some solutions to the challenge: I have a good collection of hardback fiction which tends to sit on the shelves, while the paperbacks are in constant use. How can I promote my hardback fiction titles?

Various teacher-librarians responded.

I weeded my existing collection of hardbacks, so that I was able to leave free one shelf at eye-level in each bay. Here I display stories with eye-catching covers. (Trish Maskell, Crofton House, Vancouver)

I color-coded all my fiction (hardback and paperback) by genre, e.g. mysteries carried yellow dots

on the spine; war stories, green dots; biographies, purple dots, etc. Students soon came to know the color they wanted, and it was an easy transition to hardback when they had exhausted their color on the paperback rack. (Liz Austrom, Vancouver)

We list the ten most popular stories by theme, print the list on the computer with suitable graphics, laminate to a colored card, and then hang them as a mobile in the hardback area. (John Pope, Como Lake Secondary, Coquitlam)


I give book talks about interesting hard cover books, and make up bibliography lists of authors especially authors of interesting series books. It is helpful to display hard cover fiction prominently. (Heather Caine, Brooksbank Elementary, North Vancouver)



It is hoped that this retrospective look at concerns of teacher-librarians will show us that although much has changed in the past ten years, many of the issues raised are still with us. In addition, those new readers who missed the earlier expert advice can benefit from it now. It is perhaps as well to admit that some excellent questions have sprung from teacher-librarians swapping hot tips and successful ideas. We manufactured the question to fit the answer. If a teacher-librarian reading this column has a tip which would fit this pattern, feel free to send it in. Finally, teacher-librarians may find that they have been reminded of a niggling problem which could be submitted to 'Ask the Experts.' We hope so.

**Save at least 20% on every current book. Everyday!**

Broadway, Robson, Kitsilano, Metrotown, Langley/Surrey, Victoria




**ook  
arehouse**


*Every book bargain priced. Everyday!*

**However far modern science and technics have fallen short of their inherent possibilities, they have taught mankind at least one lesson: Nothing is impossible.**

*Lewis Mumford (1895-1990), U.S. social philosopher*



It is often said that we are entering the information age. This coming period could equally be called the age of learning: the sheer quantity of learning taking place in the world is already many times greater than in the past



**We make reading affordable!**

Broadway, Robson, Kitsilano, Metrotown, Langley/Surrey, Victoria



**ook  
arehouse**

*Every book bargain priced. Everyday!*

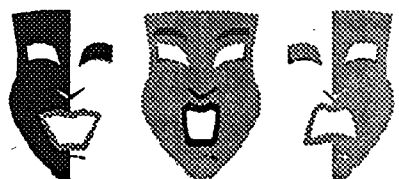
*Seymour Papert, creator of children's computer language LOGO*

**PLUS ÇA CHANGE,  
LE PLUS C'EST LA MÊME!**

**FEATURED IN THIS ISSUE**



# Bookmarks by Berson



Paul, thou art beside  
thyself; much learning  
doth make you mad.

Act of Apostles 26:24; New Testament

I grow old ever learning  
many things

Solon c.638-c.559 BC

Abandon learning and  
there will be no sorrow

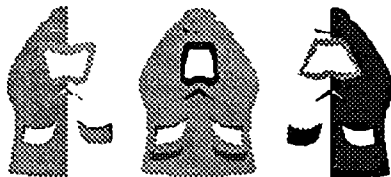
Lao-tzu c.604-c.531 BC

Learning without thought  
is labor lost; thought  
without learning  
is perilous.

Confucius 551-479 BC

Much learning does not  
teach understanding.

Heraditus c.540-c.480 BC



Whoso neglects learning  
in youth, loses the past  
and is dead for the  
future.

Euripides c.485-406 BC

The whole secret of the  
study of nature lies in  
learning to use one's eyes.

George Sand 1804-1876

If I'd known I was going to  
live this long, I'd have  
taken better care of  
myself.

Eubie (James Herbert) Blake, 1983

The only reason people  
want to be masters of  
the future is to change  
the past.

Milan Kundera, 1980

It's not easy bein' green.

Sesame Street. Bein' Green  
sung by Kermit the Frog

# CHAPTER REPORTS

## POLITICAL ACTION AND ADVOCACY

### Alberni

- Monthly meetings involved sharing concerns over cutbacks in teacher-librarian time and budgets, and doing what we could in the way of letters to the school board or senior administration to bring about changes.
- Teacher-librarians are coping at the moment, but there is a danger in the elementary schools that trained teacher-librarians will choose to return to the classroom if conditions worsen
- Elementary teacher-librarians are asked to do too many things in addition to running the library resource centre.
- Wrote a letter protesting the cancellation of the provincial library book purchase plan... were pleased to see this program reinstated.

### Campbell River

- Prepared a travelling display including photographs of activities in various library resource centres in the district, which was exhibited in a the local mall, the Board office, and the airport.

### Delta

- Encouraged our bargaining representatives to lobby for contract language for teacher-librarians in the new provincial collective agreement
- Percentage of teacher-librarian time spent providing preparation time for classroom teachers averages 2.6% in elementary, with only 5 of 24 teacher-librarians involved, no secondary teacher-librarians affected.
- Two members on the BCTLA executive and one member on the local bargaining committee
- Professional staffing for library resource centres has remained constant

### Fernie

- Budgets were cut, clerical time was cut, and teacher-librarian time was cut
- Preparation time for classroom teachers provided by elementary teacher-librarians was not cut, and secondary teacher-librarian assignments included more classroom teaching time
- Still faced with the problem of unqualified teachers being placed in combined teacher-librarian and classroom teaching positions, where the qualifications needed for the classroom part of the assignment take precedence over those needed for the teacher-librarian part of the assignment
- Two members were on a committee to discuss the feasibility of a district resource centre, to facilitate sharing of resources necessary to implement the new IRPs (Integrated Resource Packages, provincial curriculum guides). We hope to have a plan in place before amalgamation with Cranbrook School District.
- As 1996 draws to a close, we can only hope that a new provincial collective agreement will put forth a positive approach to school library resource centres

### Howe Sound

- Presentation to trustees regarding cuts in library service in 1996/97, with support from district teachers, BCTLA, and other members
- Central Okanagan Teacher-Librarians' Association publication *Why teach information skills?* was made available to district teacher-librarians
- Input into library assistants job description
- Due to the closing of the district resource centre, a request was made for extra clerical hours for the purpose of processing videos in each school — fifty hours were granted
- Members spent two days selecting district resource centre materials to be added to their school collections
- A school Board member was invited to attend each of our chapter meetings

## **Kitimat**

- Notice was given in April 1996 that elementary school library clerks' positions were eliminated.
- District working to cut \$460,000 this year.
- Amalgamation with Terrace school district
- 1994 brief that addressed library resource centre programs and objectives was brought forward, as well as petitions and individual letters to the school board.
- Much more advocacy is needed
- We thank COTLA for their excellent advocacy package and hope to put it to good use

## **Maple Ridge**

- Letter to Board expressing concern at decreasing teacher-librarian time and increasing classroom teacher preparation time coverage
- Teacher-librarian representation on most MRTA committees: Agreements, Professional Development, Bargaining and Negotiations, Executive, Technology, etc.
- Because of reduced library time, increased classroom teacher preparation time coverage, and other responsibilities, four teacher-librarians plan to return to full time classroom teaching.

## **Nechako**

- 2 of 2 secondary schools have teacher-librarians, 1 of 2 elementary-secondary schools, and 3 of 9 elementary schools...other schools are served either by library supervising teachers or library technicians.
- In 1995 the allotment for teacher-librarian time and clerical time remained stationary and budgets remained stable
- 1996 was a year of severe financial cutbacks and our district, like many others, has had to cut funding in many areas
- Our district struggled to protect teacher-librarian positions and library resource centre programs
- Most teacher-librarians cover some classroom teacher preparation time and some have had their hours cut, or have additional teaching time beside their library resource centre assignment

## **North Vancouver**

- Our Board was fired and a single trustee was appointed by the ministry to try to balance the district budget
- Chapter executive and members spent much time dealing with implications of the trustee's recommendation that all elementary teacher-librarians provide 30 minutes of preparation time per classroom teacher.
- Advocacy theme for the year was 'Show, Don't Tell'

## **Penticton-Summerland**

- Our two school districts have been amalgamated, now to be known as the Okanagan-Skaha School District
- Penticton teacher-librarians made submissions to the Board voicing concern regarding teacher-librarian staffing, aide time, and the contentious issue of providing preparation time for classroom teachers.
- Secondary teacher-librarians provide no preparation time
- Elementary teacher-librarians provide 40 minutes preparation time to each full-time classroom teacher per week
- Members had input into design of the new middle school library resource centre, but have not seen final plans, and hope that our suggestions have been incorporated
- two members on district technology committee

## **Powell River**

- Chapter has eroded to such an extent that we are no longer functioning as a vital, viable group
- Two years ago the Board returned most teacher-librarians to the classroom and hired library technicians to run the school library resource centres
- The union grieved this decision, but didn't get too far — or push it too far — because the Board has made sure each school has at least .2 FTE teacher-librarian "time" (usually filled by an administrator

in the elementary and middle schools). The "teacher-librarian" is therefore supervising the library technicians, thus getting around the contracting out clause in the collective agreement.

- Still teacher-librarians at three elementary schools (two are trained, one is not), and at both secondary schools (both are trained but their time has been cut since the library technicians were hired).
- We are trying to maintain our professional organization but it is extremely difficult and we are rapidly losing heart. It is so tempting to say "forget it" and request transfers back to the classroom full-time. It is difficult to promote the services we are offering when we aren't offering anything but preparation time coverage, and student supervision. Co-operative planning and teaching is but a fond memory to most of us. This year will probably make or break us. If we see any improvement happening locally or provincially we will probably keep trying but with a projected \$450,000 budget reduction coming to our district next year we're not optimistic. Good luck, colleagues — keep up the fight. Like lighthouse keepers, we are on the brink of extinction. Let's keep the light shining as long as we can.

### **Prince George**

- Members serve on the district technology committee
- Members serve as staff representatives on our local teachers' association executive
- Chapter treasurer serves on the bargaining committee
- Chapter sent a letter to the bargaining representatives, as suggested at the April BCTLA chapter council
- District resource centre budget reduced again this year
- Included in the cutbacks was the transfer of the district professional collection to UNBC.
- Greatest impact on teacher-librarians is the loss of the district resource centre teacher-librarian position which has been ably filled by Barb Hall.
- The eight automated school libraries were severely affected by the elimination of the district computer person who was responsible for library automation.

### **Sooke**

- In 1995-1996 the chapter met once
- President submitted a response to the district's new *Selection of Learning Resources Policy* developed by district staff. A change was made to the policy as a result.
- President discussed the policy with the Sooke Teachers' Association president who also submitted a response to the policy.

### **Vernon**

- Now amalgamated with Armstrong
- Chapter committed to political action to raise our collective profile and to keep the district resource centre open and thriving. Mel Maglio is doing a great job so far!

### **West Vancouver**

- A small committee was formed at the request of the assistant superintendent to write a role description for teacher-librarians. This was drafted, reviewed and ratified by our local
- All teacher-librarians and their administrators met with Ken Haycock for a three day workshop on co-operative program planning and teaching. The workshop provided many insights into the strategic role teacher-librarians play in planning and implementing units of study as teaching partners. Both teacher-librarians and administrators came away with positive ideas and models for developing CPPT and for developing a school-based continuum of skills.

## **CURRICULUM AND PROGRAM DEVELOPMENT**

### **Delta**

- Several library resource centres received site development grants for CD-ROM and Internet technology
- Members attended Cancopy workshops

- Provided presentations on technology at a district-wide conference
- Worked on primary literature kits with district resource staff

### Howe Sound

- Members on the district learning resources committee
- Several members set up a display of resources for the new Career and Personal Planning curriculum
- During Education Week teacher-librarians sponsored activities including a science fair, rotating reading, First Nations culture and talent show, special wall theme: "Places Where We Live"
- One school arranged for local writers and publishers to give a series of presentations on their works and careers.

### Maple Ridge

- Members invited by district office administration to preview learning resource materials recommended in new IRPs, such as *Career and Personal Planning*, *Mathematics*, and *Science*.
- Special grant project involving the new Information Technology curriculum and *Developing Independent Learners*, combining technology and library skills

### Prince George

- Members serve on numerous district program committees including Primary, Intermediate, and Graduation program implementation committees, technology task force, challenged materials committee and the Personal Planning curriculum committee.

### Sooke

- The chapter was involved in the planning of the BCTLA conference *Shaping Reality*, in Victoria in October 1996. Sooke chapter was responsible for registration for the conference.

### Terrace

- Only three full-time teacher-librarians, all in secondary schools.
- Balance of members are part-time, with many holding two part-time jobs
- Difficult to get all of us together as a chapter. We plan to meet every two months to try to make it easier.
- Everyone keeps very busy promoting co-operative programme planning and teaching, and literacy

### Elementary Curriculum Activities

- Curriculum focus includes: book appreciation activities, author and illustrator studies, research and note-taking skill development starting at grade two, and novel studies
- One project focusses on the topic "North American Animal", in which students develop skill in using an index and table of contents, reading for information, note-taking, organizing information, and writing the final report.
- Other research topics for students: a country of the world, Science Fair Projects, natural history topics, a planet. Students use books, encyclopedias, CD-ROMs, pictures, charts. Bibliography is required.
- One teacher-librarian developed a three-level model of library skills delivery, based on an article in *Emergency Librarian*.
- Classic Book Project introduces students to different genres of fiction, and to plot and character development.
- City research using *Sim City*
- Wheel of reading: activities based on fiction genres, a success with a grade seven class
- Read Around the World: the parent advisory council and the teacher-librarian co-operatively implemented a week-long program where families and students were encouraged to read for air miles. A fantastic amount of reading was done. Daily and final prizes were awarded, the staff put on a school assembly where skits were presented, and it was a great success.
- Book swap: students brought books to swap for other used books. The recycling reading program was effective mostly at the grade four and five level.

- Liaison with the public library: children's librarian presented several talks, summer reading programs were promoted and the children were encouraged to get a public library card.

### **Secondary Curriculum Activities**

- Research topics on health: diet, aids, exercise, genetics, pregnancy, skin, anatomy, changing bodies, vitamins & nutrition, stress-related disease, depression, sex and related topics, how the boy heals, history of disease, mind and brain, smoking. Resources: health unit display, public information materials, magazines, newspapers, encyclopedias, CD-ROMs and the Internet
- Other topics: early civilizations; Canadian history (required multi-media product); structures such as bridges, aeroplanes, etc.; War of 1812; government (including special material for American students attending Stewart Secondary); aeronautics; future use of resources; current events; middle ages (two girls did a puppet show which was presented to intermediate students at an elementary school); Napoleon; poetry, outdoor survival; World War I (included a display of books about war implements); English 12 major advanced research paper (included a visit to the Northwest College library).
- Students in Career and Personal Planning 11 did a five-day project using computer-based resources.

### **Vernon**

- Hosted several author visits
- Ann Walsh visited several schools
- Murray Kimber came after the Sage Conference in Kamloops and spent a day in Vernon doing two sessions
- Tolloiwa Mollel, traveling with Murray Kimber, also spent one day in Vernon visiting three schools.
- For 1996-97 we have contacted three authors to visit

### **West Vancouver**

- Members have been active in the development of school technology plans
- A teacher-librarian sat on the district technology committee

- Inservice on Internet use has been pursued by many teacher-librarians
- One secondary school moved into a beautiful new building in April; plans are underway to relocate another, while a new Middle School will see their library in an exciting new high tech setting.

## **MEETING IDEAS OR SPECIAL PROGRAMMES**

### **Alberni**

- Two meetings this past year were held in Ucluelet, an hour and a half drive away from Alberni, in an attempt to keep our group together.
- We have voted to use chapter funds to pay for teacher-on-call time for members living on the west coast of Vancouver Island, to enable them to attend more meetings in Port Alberni.

### **Campbell River**

- Had a joint meeting with the Courtenay Teacher-Librarians' Association, in which we discussed similarities and differences, especially of budgets and assignments. Campbell River has more teacher-librarians and more developed library programs, and Courtenay has more clerical support and is more advanced in automation.

### **Howe Sound**

- Met six times at various schools during the year
- Publishers' book displays

### **Kitimat**

- In December we met to celebrate the 26 years that Rita Gant taught in this district, with at least 20 years as a teacher-librarian. She has taken medical leave this year and will retire in June 1996. Rita has been an active voice for advocacy, an officer in our chapter, and a cheerful and tireless mentor to those teacher-librarians whose libraries were being automated. We will miss her, and wish her well.

## **Nechako**

- Teacher-librarians, library supervising teachers, assistants, and a representative from district staff, usually the technology co-ordinator, continued to meet at the district resource centre in Vanderhoof
- Sessions provided opportunity of staying in touch with other information service providers in the district
- Shared practical ideas, advocacy strategies, and technology updates

## **North Vancouver**

- Phyllis Simon of Vancouver Kidsbooks gave a talk on multicultural literature
- A workshop on "Cable in the Classroom"...all schools in the district are now connected.
- Allison Haupt, from the district public library, gave a talk on a new magazine called *Resource Links*, as well as her pick of the best new picture books.
- Visit to new North Vancouver branch of Vancouver Kidsbooks
- A social at Christmas and one in June were much enjoyed

## **Prince George**

- Several meetings focused on local concerns and problems. One of our assistant superintendents spoke in favour of library automation, which was encouraging to those of us still waiting for it.
- creation of a resource list of Christmas book gift ideas we could present to parents through a meeting, newsletter, etc.
- The chapter hosted the very successful conference, "Roots & Wings", in October, 1995.

## **Quesnel**

- Meetings not devoted to automation were held on: 'Sound Stories' - adding musical instruments or other sounds to repetitive stories; Reader's Theatre; and a well-attended sharing session where teacher-librarians brought along tried and true units. Units were presented and copies provided.

## **Terrace**

- Celebrity reading day
- March reading month
- School-wide reading competitions

## **SPEAKERS AND WORKSHOP IDEAS**

### **Campbell River**

- Bonnie Halvorson, a Courtenay teacher-librarian spoke about the history of automation in here district, the Gateway system, and mistakes to avoid.

### **Howe Sound**

- Ron Jobe from UBC spoke to parents and teachers on the topic "Sharing Life Issues Through Literature."
- Members attended the Serendipity conference in Vancouver, and the B.C. Librarians' Association conference at Whistler
- One member helped organize the Whistler conference

### **Maple Ridge**

- Penny Bland, recipient of an International A&E award of excellence, presents her dinosaur unit.

## **PUBLIC RELATIONS ACTIVITIES**

### **Delta**

- Book fairs promoted literature and reading
- Authors visited schools
- Author conferences for students held in several schools
- Promoted the Fraser Valley Public Library's summer reading programme

## **Howe Sound**

- Several elementary teacher-librarians sponsored book fairs to promote literature and reading
- Invited school board members to attend our meetings
- Members encouraged to keep a file on what is done for advocacy in each school, and to share ideas with others at chapter meetings.

## **Maple Ridge**

- Book fest, 12 schools participated, including 12 teachers, 20 parents and 100 students. Events included: Sarah Ellis, guest author; three activity stations (newspaper headlines, "Wheel of Fortune", Found Objects); approximately one hundred book prizes from Scholastic Books; snacks; bookmarks to all participants; presentation of a play. Local newspaper coverage.

## **Terrace**

- Book fairs, home reading programmes

## **AUTOMATION AND INFORMATION TECHNOLOGY**

### **Alberni**

- Main concern was obtaining funding and approval for automation for all our library resource centres. This was achieved, and we now have a timeline and budget. All secondary schools should have automation in place by next fall, and elementary schools over the next two or three years.
- Secondary teacher-librarians attended a three-day Eloquent workshop
- Some schools have students working on the Internet for research projects
- Programs on CD-ROM are widely used

### **Campbell River**

- Only two schools automated, one more in progress
- District plans to be well underway with the Gateway system within the next two years

## **Delta**

- By October 1996 all library resource centres will have an automated catalogue
- Work is continuing on setting up automated circulation, which teacher-librarians have to do themselves with no additional clerical help.
- All library resource centres have at least one CD-ROM system and many have Internet access
- Members attended workshops on the Eloquent library automation system

## **Fernie**

- Automation continues at a snail's pace because of lack of funding, but it is continuing

## **Howe Sound**

- All secondary and most elementary library resource centres have automated circulation
- Members attended a workshop on the Internet

## **Kitimat**

- Teacher-librarians met to discuss district-wide networking of databases and a union catalogue...great opportunity to share concerns and ideas.
- All schools on Follett UNISON programme

## **Maple Ridge**

- Workshop on Netscape electronic mail and home pages, with Martin Hart, a district computer expert
- Concerns regarding Library Profile program led to freeze of installation in district library resource centres...program currently being redone at Chaucery Software.
- Ongoing computer workshops at district office
- Workshop on making home pages and using electronic mail
- Sessions on Library Pro problems

- All library resource centres wired through phone lines for Internet, electronic mail and local Quick Mail

### **Nechako**

- We have a growing electronic school (E-bus) which provides a necessary service to home schoolers. We currently enroll 400 students on E-Bus.
- Larger schools using Eloquent, and some smaller schools are considering this or a database system
- Most library resource centres equipped with, or have easy access to, CD-ROM systems, Fax machines, and the Internet via modems.

### **North Vancouver**

- Chapter endorsed the report of the district's Library Resource Centre Automation joint committee
- Automation of library resource centres is part of the local collective agreement
- A grievance was filed in respect to the Board's failure to implement recommendations of the committee
- Teacher-librarian on the district technology committee

### **Penticton-Summerland**

- Only three schools are automated
- Penticton Secondary has been using Columbia for several years
- Two elementary schools are using Library 4 by Kelowna Software, with a third school coming online this year
- District is leaning toward installing Library 4 in the rest of the schools as funds become available, and as the district technology committee develops goals
- Most teacher-librarians have access to the Internet via CLN Point to Point, and provide instruction on Internet use.

### **Prince George**

- Eight schools are wide-area networked to the board office and their library resource centres automated.
- We continue to work slowly towards the automation of the remaining library resource centres. We are hopeful that this year the process of automation may be hastened with the help of alternate funding.
- Many teacher-librarians attended half-day sessions on Kid Pix and the use of the Internet, presented by three of our members.
- Introduction to "First Choice" networking program that our district will begin using in September, presented by Rich Samborsky, computer teacher at Duchess Park Secondary.

### **Quesnel**

- In most areas of professional activity this chapter has had a quiet year. This was because our energies were focused on automation
- All elementary library resource centres began automation during this year
- Progress depended upon the amount of time the teacher-librarian was providing towards preparation time, the level of participation of the school secretary, the time teachers volunteered to input data, and the technology expertise of the teacher-librarian.
- Professional development and meeting time often targeted automation
- District Resource Centre co-ordinator is the driving force behind our progress. He is the main source of hardware, secretarial time, and knowledge. His time, however, is very limited.
- Nine of fourteen elementary schools have progressed enough to have begun automated circulation. Of those nine, five have at least 90% of their collection entered and barcoded. The rest of the elementary schools have between 30% and 60% of their collection entered and barcoded.
- We are entering short entries only, and then running Alliance to fill in the records. Our collections are quite old, so our hit rate is not high. After Alliance is run, short entries will be filled out as time allows.
- We are using Follet's UNISON

- Looking at a union catalog in the future and perhaps links via the phone lines

### **Sooke**

- Teacher-librarians in some schools were involved in installing Eloquent and with information technology such as CD-ROM and Internet access

### **Terrace**

- Parent Advisory Council donated a Performa 5200 to Parkside Elementary School, and students enjoyed using the CD-ROM system

### **West Vancouver**

- Three secondary schools and the district resource centre continue preparation for automation with Multilis

- Plans are underway to begin work on elementary collections in the fall
- Automation of school library resource centres has been endorsed through Board initiatives

## **CENSORSHIP OR CHALLENGED MATERIALS**

### **Alberni**

- One book challenged, *What's it all about?*, by Norma Klein. In spite of a Board policy on challenged materials, the conflict was not settled satisfactorily.

## ***THE BOOKMARK* on microform!**

Did you know that those precious back issues of *The Bookmark* are available on microform? If you missed an issue when you forgot to renew, or you have just joined and want to purchase back issues, contact:

**Micromedia Limited**  
20 Victoria Street,  
Toronto, ON, M5C 2N8

Toll Free: 1-800-387-2689  
Phone: (416) 362-5211  
Fax: (416) 362-6161

# ADVOCACY REPORT

by TRISH BANIGHEN, BCTLA vice-president for advocacy

At the September 13 meeting of the BCTLA Executive, a discussion took place which generated many ideas for objectives and activities having to do with advocacy, particularly ways in which individuals and local chapters could help themselves and BCTLA as a whole. The brainstorming fell into two general categories which we called "Reactive" and "Proactive."

"Reactive," as the name implies, refers to activities which we undertake as a result of some action on the part of others. This includes moves by local boards, provincial politics, the BCTF, or other groups whose decisions would have an effect on teacher-librarians and their programs. Some of the suggestions which fell into this category were: 1) Write letters to school district boards, district Parent Advisory Committees, and the media (particularly local newspapers and radio stations) to answer specific issues and to keep our activities in the public eye. A case in point was the letter-writing blitz which followed the decision of the South Okanagan school district to drop teacher-librarians from the staffs of secondary schools. 2) Keep in close phone contact with the local union president, advising of issues within the school such as class sizes and possible cuts to teacher-librarian time. 3) Serve on local committees, especially Professional Development, Staff Advisory Committees, and Finance committees. 4) Seek frequent meetings with your own administrative officers to keep them abreast of your activities and your concerns.

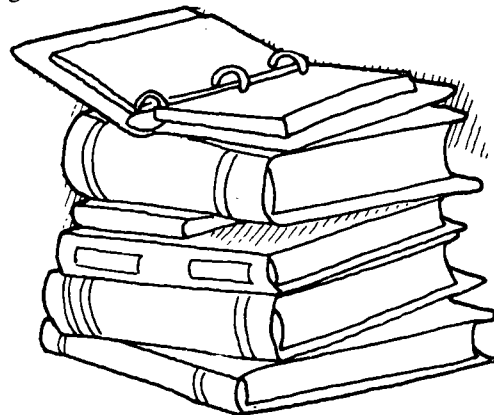
On the "Proactive" side of our brainstorming were those things which we frequently do without considering them advocacy actions, as well as some things that we can do to support our programs before problems arise. These included: 1) Photograph or videotape "units in action" and other library resource centre activities, and show them at displays during education week or to parent evenings. 2) Write press releases highlighting ongoing activities and concerns. 3) Invite parents, school trustees, and other stakeholders into the library often. 4) Arrange author visits, and publicize them well. 5) Offer to make presentations to committees within the school and

district, to parents, and community groups. 6) Speak up at staff-meetings and contribute to school newsletters as often as possible. 7) Promote collaboratively planned units with staff members, and see that they get recognized by more than just the teacher involved.

The above suggestions were the product of a brief brainstorming session. Many more ideas will undoubtedly arise from the collective wisdom of all those who read this column! Some of what we said may not even seem to be "advocacy," but rather "what we've always done." That's great. Getting involved in advocacy for our programs and for the BCTLA as a whole won't seem such a big step if we keep in mind that we really have been involved all along.

Teacher-librarians across the province find themselves having to justify the very existence of their programs. They find that their job descriptions suddenly include more preparation time, other activities and very little library time. Budgets, clerical help and supplies are constantly being "downsized". Now is the time to get even more active.

I hope this column has contained some useful and non-threatening ideas that all teacher-librarians can put into effect immediately. It would be nice if this could be a regular column in *The Bookmark*, and anyone who was so moved could contribute ideas or even a whole column! If we all work together to be advocates for teacher-librarianship, it will become harder for anyone to ignore us or seek to render us either marginal or invisible.



# CONFERENCE REPORTS

## WINDOWS ON THE LANDSCAPE

Opening keynote presentation at the British Columbia Teacher Librarians' Association Conference — October 18, 1996 by **JOHN J. PUNGENTE, SJ**, Executive Director, Jesuit Communication Project, Toronto.

### I. INTRODUCTION

"TV won't give us cancer, although there is plenty of evidence it makes us fat. And TV-viewing during pregnancy won't result in brain-damaged babies but many critics say that using the tube as a baby-sitter virtually guarantees that kids grow up more aggressive, sexist and incapable of writing a sentence" (Antonia- Zerbesias *The Toronto Star* 24 November 1990, p.G1)

In Vancouver a grassroots organization called The Media Foundation has taken up the cause of TV addiction, calling it the number one health issue of our time. The Foundation has prepared a TV ad campaign called "Tubeheads," with commercials showing people struggling to get TV sets off their heads.

Filmmaker Ken Burns, creator of the acclaimed documentary, *The Civil War*, blasted US television for offering "nearly the same things on dozens of clonelike channels. In the worst of TV, we are addicted to personality, to the breathless embrace of celebrity, ensuring as we go a tyranny of the televised over the mass of the un-televised." (*Toronto Sun*, 2, November 1990, p.78)

Books such as Marie Winn's *The plug-in drug* and the sequel, *Unplugging the plug-in drug* deal with the "dangers" of television for children. Jerry Mander's *Four arguments for the elimination of television* advocates that television is not reformable and should be eliminated forever. While Michael Medved's *Hollywood vs. America* argues that television, having broken faith with the public, exacerbates every serious social problem we face.

Perhaps it is time to stop television-bashing and see what we might have missed in joining the general rush to judgment. Too often we look to the past with nostalgia, to the future with hope, and to the present with gloom. There is nothing wrong with getting

excited about shows like *ER*, *The X-Files* or *E-Z Streets*. But there is a difference, as David Bianculli points out, "...between seeing a medium's potential and being its cheerleader, between admiring its finest achievements and embracing everything with equal enthusiasm." (*Teletiteracy*, New York: Continuum, 1992, p.288)

Many television critics hold that television in itself is neither good nor bad. What is done with the medium determines whether it is something that will help us or hurt us.

In March 1996 the CRTC issued its final report on the whole issue of Media and Violence. Respecting Children states emphatically that while the V-chip and classification of TV shows are important they are only a tiny part of the response. The CRTC stated clearly and unequivocally that the major response to media violence — the response upon which all others are to be based — is media literacy.

### II: TELEVISION AND EDUCATION

In July of 1990, the number two song on the British pop charts was Luciano Pavarotti's recording of "Nessun Dorma" from Puccini's opera *Turandot*. World Cup soccer fever was in the air and Britain stood a good chance of winning. *Grandstand*, the BBC television show which was broadcasting all the games, took the Pavarotti recording for its theme and created a music video using scenes from soccer games. The song caught on and suddenly thousands of young British soccer fans who never heard of *Turandot* were humming "Nessun Dorma".

That example is, of course, an unusual one. There are many other ways television educates. For younger children there is *Sesame Street*, *Barney* and *Dudley the Dragon*. For preteens and teens there are shows like

*Anne of Green Gables, Road to Avonlea, Bill Nye: the science guy* and *Where in time is Carmen Sandiego?*. And even animated cartoons like *Tiny Toon, The animaniacs*, and *Sailor Moon* offer a great deal of educational information.

For older audiences there are many documentaries which inform us of everything from the issue of violence and the media on shows like *Bill Moyers' Does TV kill?* to the problems of young gays in the NFB's *Out: stories of lesbian and gay youth* to Peter Raymont's recent chilling account of the rebirth of neofascism among young people, *Hearts of hate: the battle for young minds*.

One of the most famous educational series was PBS's, *The Civil War*, an 11 hour series which takes the United States' "most cataclysmic act of self-definition and brings it hauntingly and wondrously alive." (*Newsweek* 17 September 1990, p.68.) Without using a single frame of battle footage, or re-enactment or docu-drama, filmmaker Ken Burns presents American history in a way that catches us totally as it educates us. This is not a boring history lesson. It is as enthralling as television can be — and the fourteen million who saw it will never forget the sights and sounds of that time. Not only we do we learn about the battles and the roles of blacks and women in the war but also about the impact of the war on the society of the time. Facts — the Union ranks contained more than 100,000 soldiers who were not yet 15; one fifth of the state of Mississippi's entire budget was spent on artificial limbs — we might want to forget are constantly brought before us.

And while we do learn from such facts and from Burns' innovative use of some 16,000 still photographs, one of the series most educational tools is the reading of letters written by soldiers on both sides. These letters show what the war really meant to the people who fought it. No viewer will forget the letter Union Major Sullivan Ballou wrote to his wife the week before he was killed in Bull Run:

"If the dead can come back to this earth and flit unseen around those they love, I shall always be near you; in the gladdest days and darkest nights — always, always, and if there be a soft breeze upon your cheek, it shall be my breath; as the cool air fans your throbbing temple, it shall be my spirit passing by."

History teachers in the USA were surprised to find that their students had gained a real understanding of the Civil War from watching the series.

And Burns followed *The Civil War* with a series called *Baseball* and — this year — another history lesson on *The West*.

Television is — perhaps surprisingly — very educational in social issues. Whether it be a docu-drama like *Lifestories*, fiction like CBC's *Princes in exile*, the five part TVOntario series about death and grieving, or any of the fine documentary and docu-drama shows on AIDS such as *The band played on*. More recently there have been powerful well written docu-dramas on child abuse, such as *The boys of St. Vincent*, on autism in *Under the piano*, on the internment of Japanese Canadians during World War II in *The war between us*, and, most recently, on the growing problem of child violence in the disturbing *Little criminals* which showed ordinary inner city boys, the children of struggling, white, working class families, who live secret lives as thugs, thieves and murderers.

While it is arguable that *Beverly Hills 90210* — set in a Californian high school and college teaches anything positive about education or teenagers, there was a long running show which did. *Degrassi High*, (which started out as *The kids of Degrassi Street* in 1979 and evolved through *Degrassi Junior High*) came to an end in 1991. There were a total of 96 episodes in the three series of this Canadian program. They continue to be seen — as reruns — in 50 countries around the world including the USA, China, France, Australia, Germany, England, and Israel. They have won four Gemini TV Awards and two International Emmys. Both high school and university media courses study the program.

We can even learn about the media from the media. By the end of the 1995 television season there were at least 27 series which either had media settings or main characters who worked in the media. Many of these are still running. Included are shows featuring TV hosts, producers, reporters and sportscasters such as *Murphy Brown, Coach, A whole new ballgame, Home improvement, Sisters, Martin, Full house, The Larry Sanders show, The critic, Platypus man*, and the new CBC series, *The newsroom*, which has had great critical reviews. Included are shows about print journalists — *Dave's World, Hearts afire, Love and war, Lois and Clark, Ink, Living single*, and *Madman of the people*. There have been programs about radio hosts such as *Bringing up Jack, The George Wendt show*, and *Frasier*. While those who work in the media agree that these shows are not always 100% accurate, they also believe that audiences do learn a lot about what goes on

behind the scenes. This is a fascination hard to resist — as the popularity of many of these shows proves.

For those who want education about the media in a more serious fashion there are three shows that look at media in a more critical manner — CBC's *Undercurrents*, CBC Newsworld's *Media*, and CITY TV's *Media television* — which has proved popular in nine countries. To celebrate the 1995 centenary of film, PBS offered a ten part series on the American cinema. And CBC devoted three hours to an exploration of television's power in *TVTV: the television revolution*.

### III: TELEVISION AND ENTERTAINMENT

“People go to the movies for the various ways they express the experience of our lives, and as a means of avoiding and postponing the pressures we feel. This latter function of art — generally referred to disparagingly as escapism — may also be considered as refreshment, and in terms of big city life and small town boredom, it may be a big factor in keeping us sane.” (Pauline Kael, American film critic, cited in *MEDIA literacy resource guide*, Toronto: Ontario Ministry of Education, 1989, p.73)

“No one is at risk of getting flaky or prune to indulging in yucky stuff from looking at *Twin Peaks* any more than you get depressed from looking at the depressing sights on *The Simpsons*. That is because each is having its own particular kind of fun in identifying the chaos around us. And that doesn't make you crazy; it makes you laugh and, incidentally, suggests that you may be one of the sane ones...” (*Newsweek* 14, May, 1990, p.80.)

Pauline Kael's statement about film applies as well to television and other media. No one will deny that there is a great need in all of our lives for entertainment the chance to unwind after a day of work. Pressures build in all of us and we need to relax. In many ways, television is the easiest form of such relaxation. And there are shows on television that are fun to watch and don't overwhelm us with the violence and sex we find so distasteful.

For most television viewers, a night of entertainment consists of watching such popular sitcoms such as *Frasier*, *Home improvement*, *Friends* or *Spin City*. A number of well written shows about the

law have become popular in the late night time period - *NYPD blue*, *Law and Order*, and *Homicide*. *Life On The Street*, *ER* and *Chicago hope* have reinvented the medical show for the 1990's. Without a doubt, there is no one hour on US television that is so consistently gripping and entertaining as *ER*.

One of the most surprising success stories has been *The X-files*. The show is about a pair of FBI agents who track paranormal activities across the USA. The agents are thwarted by their bosses, by double agents and by dark unexplainable forces. From critics to the public, people across the world are drawn to this show. For some it is the atmosphere created by the show — it gives you the feeling that, at any given moment, anything can happen, that any subject can be raised, and that any terror can be visualized. For others it is the always literate, witty writing, or the fine acting, or the original concept of the show itself which can and does deal with everything from alien kidnapping to authentic instances of the stigmata.

A lot of young people believe *The X-files* tells truths in fictional guises that are more real than anything on the evening news. This is quite possibly true. We live in an age where prominent figures in government, business, religion and media have all been revealed as dishonest, unprincipled and self-interested. The touch of a computer key can change the “truth” to what we want it. *The X-Files* tells us to trust no one and, in a most entertaining way, shows us why this is true.

### IV: TELEVISION AND VALUES

“Tens of millions of Americans now see the entertainment industry as an all-powerful enemy, an alien force that assaults our most cherished values and corrupts our children.” (Michael Medved, *Hollywood vs America*. New York: Harper Collins, 1992, p.3.)

“It's time to stop scapegoating TV and blaming it for all our societal ills. TV is entertainment and it is big business. It doesn't exist to instruct people or inculcate them with particular values or solve their problems. Perhaps most important, it doesn't exist in a vacuum.” (*Toronto Star*. 7 August 1993, p.6.)

In a 1979 pastoral letter, the Bishops of Australia wrote to urge the inclusion of media literacy — the ability to think critically about the media — in schools. They remind us that it is through education that values are passed on to children. They tell us that the three

traditional agents of education — home, school, church — have now been joined by another agent — the mass media.

Statistics show that the media occupy more of a child's waking hours than any other activity. And it is during these hours that the media offer values systems to our children. Bart Simpson once told his father Homer on *The Simpsons*, "It's just hard not to listen to TV — it's spent so much more time raising us than you have."

No one doubts that the media presents values that we do not want either for ourselves or for our children. But there are also other values — personal, religious, and social — which we do want — and which are found in the media. These values are there. We just have to learn — through media literacy — both to see them and to teach our children to see them.

There are any number of studies which have looked at values in primetime television. Gary W. Selnow's study shows that the personal values that are "endemic to American culture are deeply embedded in the programming material of its most favored entertainment medium." In his conclusion Selnow notes:

"These values are played out in endless scenarios and in countless dialogues, and range in magnitude from subplot foundations to passing observations. They appear in many forms and are expressed by many type of characters at various levels of involvement. If the strength of a lesson grows with the frequency of its exhibition and the variance of conditions under which it is displayed, then television's lessons are remarkably coherent and congruent with the beliefs of churches, schools, and commercial institutions."

("Values in Prime time television", *Journal of Communications*, Vol.40 Number 2, Spring 1990, p.72.)

Often, with justification, we believe that the lyrics and videos of popular songs present values totally opposed to our beliefs. Yet, there are many popular songs whose lyrics and videos are presenting us with good values. Paul Simon's *Boy in the bubble* warns us to wary of modern media technology; Sting's and Bruce Coburn's songs decry the destruction of the rain forests; Chris De Burgh's writes haunting anti-war ballads; Andrew Lloyd Webber's *Pie Jesu* has its video about the war in Northern Ireland; Neil Young's satiric *This note's for you* looks at the way popular music stars sell out to promote soft drinks, beer, and cosmetics; and

Phil Collin's *Just another day in paradise* takes a searching look at the plight of America's homeless.

Popular music also brought the plight of the Ethiopian famine home to the young of the world. In the fall of 1984, Bob Geldof gathered together a group of British popular music stars to record *Do they know it's Christmas*. The record and video raised more than thirteen million dollars for the Ethiopian relief fund. This led to similar efforts in Canada (*Tears are not enough*), the United States (*We are the world*) and other countries. These efforts culminated in *Live Aid*, a 16 hour television show involving about 180 pop musicians in London and Philadelphia. An estimated 1.3 billion viewers in 169 countries watched this live musical marathon on July 13, 1985. It raised over 110 million dollars in donations for famine relief in Africa. It also raised awareness of millions of young people about the situation of world hunger.

One of television's contributions to mark the 1990 World AIDS Day was the broadcast by 30 television networks around the world of *Red. Hot. And Blue*, a 90 minute program featuring popular music artists including U2, Annie Lennox, and k. d. laing performing their interpretations of Cole Porter songs. The videos shown dealt in various ways with AIDS. One of the most moving was k. d. laing's version of *So to love* in which the singer is shown taking care of a woman dying of AIDS. The values of caring and compassion were very much in evidence.

And television coverage of national disasters such as the Oklahoma bombing brings before us the values of compassion and of courage in the face of unbelievable horror. It shows the power of television to bring together a nation in shock and helps to begin the process of mourning and healing.

Many television sitcoms have presented positive values. Consider the family values inherent in shows like *Grace under fire*, *Ready or not*, *Home improvement* or the treatment of problems like alcoholism in *NYPD blue* and *Grace under fire*.

Television is often faulted for its presentation of family values. However, consider *The Simpsons*, an ostensibly ordinary family. White and lower middle class, Homer and Marge live in small town America with their teenage children, Bart and Lisa, and baby Maggie. Homer works at the Springfield nuclear plant while Marge sports a meter-high, blue rinsed coiffure. They confront the petty problems of life - the kids' problems in school, Homer's troubles at work, and Marge's lack of fulfillment.

But what has made this animated show into the controversial success that it has become, is Bart Simpson. Street-wise, world weary, with stand-up hair, bulging eyes and post-Renaissance aggression, he is "the epitome of pavement-level America."

Many find this video family downright nasty. The family is like no other portrayed on television. But some critics see it as being closest to the reality of today's family life.

There is also an underlying religious context to many of the more successful TV shows whether it be Joel Fleischman's Judaism on *Northern exposure*, the Catholicism of Frank Pembleton, John Kelly and Mike Logan in *Homicide*, *NYPD blue* and *Law and order*, D. J.'s questions about religion on *Rosanne* or the ethical questions faced by the doctors of *ER* and *Chicago hope*.

From 1990 to 1991, *Northern exposure* was unlike anything else seen on television. A New York city doctor goes to work in Cicely, Alaska, a small town where people live according to their individual rhythms, not the normal television rhythms. A 62 year old man, one of the town's most respected citizens, marries a 19 year old woman. The local disc jockey stops his music to read *War and Peace*. The bush pilot is a young woman who loves losers. A young native dreams of making films like those of his idols Bergman and Fellini. And a moose wanders benignly down the main street.

In the midst of the humor and surprises that make up this well written show are some marvelous examples of positive values. In the "Seoul Mates" episode, Maurice — the mayor of the town and an ex-astronaut — is confronted with his grown son — the result of an affair with a young Korean girl. Maurice is uneasy about accepting the son because he is Korean and Maurice is a racist. The town disc jockey points out to Maurice that racism is a learned behavior — not something natural — and that if it can be learned it can also be unlearned.

Television can and does transcend the banal and ordinary. And it doing so it can entertain us, educate us, and present us with positive values. Along with critic David Bianculli, I believe that "the best way to play an active role in improving television is to seek out, acknowledge, and support its most important and impressive efforts." (*op.cit.*p.288)

## V: MEDIA LITERACY — MEDIA EDUCATION

In the 500 channel universe of the year 2000, there is a strong agreement among educators at all levels of the need to help students make sense of extremely sophisticated and persuasive media messages. Media literacy classes focus on understanding how messages are constructed and how they influence values, beliefs and behaviors.

As we come to understand the central position that media occupies in the cultural, religious, social and political life of our world, it is not surprising that we want to study it. What is surprising is that it has taken us so long to come to this point.

The centrality of the media environment in our lives is seen in many ways. Time is one of the indicators. The average household watches seven and a half hours of television every day.

By the time they finish high school, the average Canadian student has spent 11,000 hours in the classroom. But the average student has also watched 13,000 hours of television, listened to 10,500 hours of popular music, seen 350,000 television commercials, and witnessed 18,000 violent television deaths. By the age of sixty-five, the average television viewer has spent 3000 entire days watching television. This works out to nine full years or fourteen waking years of television.

The mass media offer students an alternative curriculum to what they have at school. And it is a dynamic and persuasive curriculum. The mass media offer knowledge — about people, places, history, crime, politics, events; they present role models — in fashion, eating, drinking, traveling, and relating; they help form attitudes and values — in areas such as use of power, government, relationships, gender, violence, sexuality, education, and family.

A media literate person is one who has an informed and critical understanding of the nature of the mass media, the techniques used by them, and the impact of these techniques. More specifically, it is education which aims to increase students' understanding and enjoyment of how the media work, how they produce meaning, how they are organized, and how they construct reality. Media literacy also aims to provide students with the ability to create media products. Very simply put, media literacy asks us to look carefully and to think critically.

Since 1987 media literacy has been a mandated part of the language arts curriculum in Ontario for all grades. This year the Atlantic provinces are piloting a Language Arts curriculum for high schools which contains a significant segment on media literacy. This curriculum will be mandatory in all the Atlantic provinces in the fall of 1997. The Western Consortium also agreed that media literacy should be part of the curriculum for the four western provinces. This fall, BC became the first member of the western consortium to put this into practice with the mandating of media literacy across the curriculum. Within a year media literacy will be a part of the curriculum across Canada. What a wonderful and important step this is. Only two other countries in the world are in a similar position — Australia and Great Britain.

But there can be no successful media literacy without support. Over the past ten years in Canada we have had the support of texts and audio-visual material for teachers, media literacy organizations across Canada, as well as governmental support. What we lack everywhere in Canada is probably the most essential support item of all — preservice and inservice teacher training. This need must be addressed.

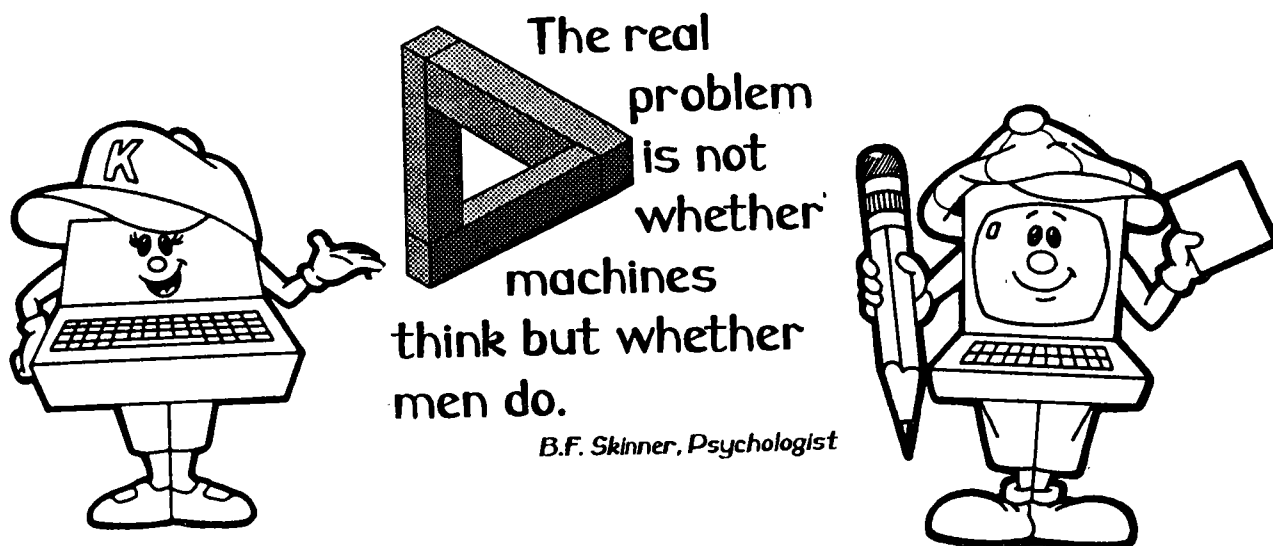
Since its founding in 1984, the Jesuit Communication Project has built a national and international reputation for leadership in media literacy. This is the result of eleven ground breaking years headquartered in Toronto. Through workshops, presentations, summer

and night schools, consultation, resources and writings for parents, teachers, students and media professionals across Canada and Australia, in the USA, Britain, Japan, Spain and France the Jesuit Communication Project has considerably advanced its goal — the development and growth of media literacy. The Jesuit Communication Project has a collection of over 4000 books and periodicals on the media, vertical files on media literacy and a large collection of media literacy materials from around the world. The possibility exists of relocating to Vancouver.

## VI: CONCLUSION

Choosing to go the route of media literacy will not be easy nor will it provide instant results. Indeed it will take many years. But it *is* something positive. The end result will be a generation of viewers who are media literate, a generation which will include media professionals. These will be the people who can and will demand changes in television. It all begins with *you* and with media literacy.

*AUTHOR: John Pungente, SJ, is currently Director of the Jesuit Communication Project, Secretary of the Association for Media Literacy, and President of the Canadian Association of Media Literacy Organizations (CAMEO).*



# SHAKESPEARE ON CD-ROM

Presenter: **DR. MICHAEL BEST**, English professor, University of Victoria

Reporter: **PATRICK ROMAINE**, teacher-librarian, SD#89

Dr. Best, of the University of Victoria's English Department, demonstrated and gave the history behind his user-friendly CD-ROM, *Shakespeare's life and times*. He explained that he wanted to develop a program that would make the culture of Elizabethan England understandable today. He emphasized that one of the problems for students researching events of the past is that they often know little about the past and consequently do not know what they might be interested in. Dr. Best's program is designed to help students decide what they might find interesting in order to start more in-depth research.

This multi-media CD-ROM is designed for students to browse. Frequently asked questions are answered. Plays are explored but not analyzed—rather information is provided on items related to the plays. For example, the importance of ghosts during Shakespeare's time is commented upon. Material is organized around the following main topics:

- Shakespeare's life
- The stage
- Social background
- Historical/political background
- Intellectual background
- Literary and artistic background
- Some plays explored
- References and indexes
- Text of the plays

Dr. Best's program would be very useful with Shakespeare units in secondary English courses. Parts of it could also be used with some drama and social studies units. At present this package is available only for Macintosh.



## SHAKESPEARE'S LIFE AND TIMES (HANDOUT)

### *Shakespeare's Life and Times* requires at least

- A Macintosh II series computer
- A CD-ROM reader
- A minimum of 4MB memory (preferably 5MB)
- QuickTime 1.5 or higher
- System 7.0 or higher

### Instruction Level

The program can be used with students from the High School level to introductory College or University. The power of hypertext—the linking of ideas in a network of connections instead of a single line—allows users to choose the level of complexity they wish to work at. *Shakespeare's life and times* has been used successfully at the high school level, as an adjunct to introductory courses on Shakespeare, and as an initial research tool for graduate students studying the various concepts of unity in the plays.

### Objectives

Although there are many references to Shakespeare's plays in the program, there is no extensive discussion of the texts themselves. The program is not intended to be a critical analysis of Shakespeare; it is an introduction to what we know of his life, the stage where his plays were first acted, and the various influences—social, political, intellectual, and literary—that lie behind the words on the page.

*Shakespeare's life and times* is designed in a format allowing maximum flexibility. For the high school student it offers enough detail for projects on major issues raised by the plays. For university level students the most effective use of the program is as a

link between the classroom and the library. It is no longer enough for a teacher of Shakespeare to be content with a simple analysis of the text in the tradition of New Criticism, nor is it particularly effective to introduce the background to the plays in a few fact-packed lectures that produce voluminous notes to gather dust as the term proceeds. Readers of Shakespeare need to be introduced to the Renaissance context in a way that allows maximum freedom in their choice of the area they wish to know more about.

The objective of the program is to provide a means by which users can freely explore the context of Shakespeare's plays, using lateral links to move from topic to topic until they find a subject they wish to pursue further. At this point they can exit to the relevant section of the Bibliography, and continue in the library if they so wish:

Advanced users may wish to explore some of the more powerful features of the program—the concordances that allow for sophisticated analysis of the frequency of words in various combinations.

### How the Program is Organized

Depending on your personal style of study, you may find yourself using *Shakespeare's life and times* in a number of different ways. The flexibility of the computer allows the program to be organized in a number of different ways simultaneously.

You can use the "tree" structure of the screen menus, beginning with the Main Menu and branching to the Section and Local menus that have topics that interest you.

You can go directly to the Indexes in the Reference section and look for the subject that most interests you there. Clicking on a word or phrase will take you directly to it.

You can go to the section, "Questions Most Often Asked about Shakespeare" (in the Reference section) and browse until you find a question that interests you. Click on it to go to a part of the program that will help you answer it.

You can go to the section, "Plays explored", find a play that interests you, then use the topics introduced there as a starting point for exploration.

You can go to the Map (accessible from any card through the Map icon on the Navigational Palette) and click on a topic there. The Map is like the centre of a web, branching directly to all parts of the program.

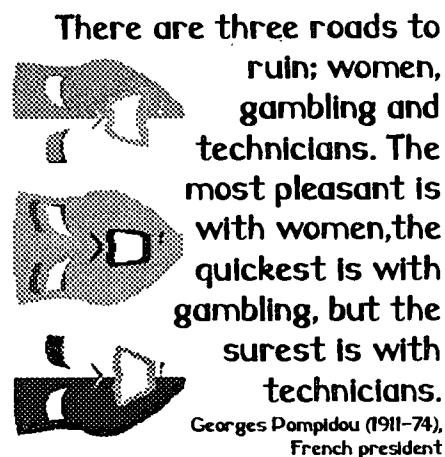
Or you may, if you wish, treat the program as you would a book, starting at the opening screen and "paging" through it with the forward arrow.

However you start, you will be able to take advantage of the most powerful feature of the program—the network of links that allows you to move directly from one place to a related topic by clicking on text keyed with an asterisk. You can always return by clicking on the Return arrow on the Navigational Palette.

### Research Tools and Activities

*Shakespeare's life and times* offers a complete set of research tools. You can find references, make notes, keep track of cards you want to return to, and even create your own links within the program. You can also directly access the many sound resources of the program.

**For further information:** Dr. Michael Best, Department of English, University of Victoria, E-Mail: mbestl@uvic.ca



# TELECOMMUNICATION IN THE ELEMENTARY CLASSROOM

Presenter: **SHERRY OLSON**, teacher, SD #65 (Cowichan)

Reporter: **TRISH MASKELL**, teacher-librarian, SD#39 (Vancouver)

Sherry Olson is a classroom teacher in School District #65 who has completed several projects in telecommunications both in her classroom and in collaboration with her teacher-librarian. She emphasized at the beginning of her session that teachers and teacher-librarians should be careful not to create a project just to do telecommunications. Projects should be curriculum-based and the telecommunications should be used to enhance the project. She likened the new user of telecommunications to the teenager who, once he/she knows how to drive, wants to take the car out even if they have nowhere to go. She also pointed out that all you need to begin using telecommunications is one computer, a modem, a telephone jack, the appropriate plug-ins, telecommunications software and an Internet access provider. You do not need a lab for any of the projects discussed below.

Structure genres for telecomputing projects (as outlined by Judi Harris in the "Mining the Internet" column from *Learning and Leading Technology*) are:

- **Problem-Solving Projects** - Projects that extend cooperative problem solving activities to the world.
- **Interpersonal Exchanges** - Projects where two or more classrooms study a common topic, electronic mentoring and question and answer services.
- **Information Collections** - Projects that involve information exchanges, e.g. writing, local weather conditions, etc.

There are two types of telecommunication projects available to teachers: commercial and non-commercial. Commercial projects are good for beginners and provide guaranteed success. Sherry presented an example of a very successful commercial project that she has used many times, the **National Geographic Kids Net Project**. Each project kit is nicely packaged and comes with resource materials, worksheets, timelines and its own Internet support. **The Kids Net**

**Project** provides science-based research programs that cover interdisciplinary areas of the curriculum including mathematics, language arts, computer skills, critical thinking skills and co-operative learning skills. There are a variety of topics to choose from—such as acid rain, weather, soil, drinking water, solar energy, etc. and the projects are available at the Grade 3 to 7 level. They also fit very well into the outcomes in the new science Integrated Resource Packages (IRPs). In each project the students in your class are put together with a research team of about fourteen other classes which are geographically dispersed and with whom they communicate using the computer.

One such project that Sherry has carried out and highly recommends is entitled "Hello" and is good for the younger grades, although it can be done at any level. The students exchange geographical information with their team members regarding where they live and place each class on a computer map. Students then input information about their pets and make predictions based on geographical location about the types of pets that other students might have. Eventually they receive the pet choice information from all team members (teams are from all around the world in a variety of settings) and input it onto computer graphs, charts and maps to show geographical distribution.

The drawback of this and many other commercial programs is the cost. On the **Kids Net Project**, you buy the software and the kit only once but each time you complete a project you must purchase telecommunication time from National Geographic. Also there are rigid timelines for when the projects take place during the year. Sherry's school received funding from BC Hydro to purchase their first kit. BC Hydro funds a variety of projects in the schools and a call for applications for grants takes place in November or December. Call BC Hydro for information and application forms.

Non-commercial telecommunication projects are also available. These projects involve little or no money although they do involve more input and planning on the part of the teacher. To link up with a project or

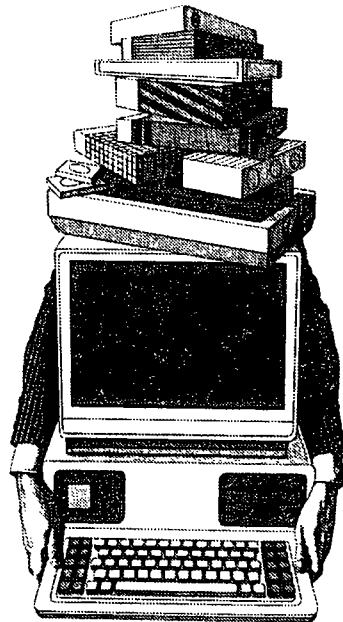
develop one on your own with another school, you need to get onto the World Wide Web and join one of the listservs or check into one of the telecommunications project sites where projects are posted. Getting on a listserv is like getting on to a mailing list on-line for a particular topic. The most successful projects are often ones in which your class connects up with one other class and teacher to do projects together. It helps to find someone with the same style and objectives as yourself.

One project that Sherry carried out involved using HyperCard. Her students created a stack about themselves using sound and video and sent it by modem to their "hyperbuddy." Another project, called the "Follow Us," involved students in tracking the American and Russian scientists Weher and Malaknov on their expedition to the North Pole. The students were able to take a virtual field trip to the North Pole with these scientists. Sherry found both of these projects by subscribing to the listserv **Internet Invitations**. Another good web site to look at is **Project Watch** (<http://www.hmco.com/hmco/school/projects/index.html>) which has over eighty projects starting up involving groups of students. For example, **Students Watching Over Our Planet Earth (SWOOPE)** will be working with schools around the world this fall in its fifth month long study on acid rain. **Kids as Global Scientists (KGS)** in conjunction with the University of Michigan's Weather Underground and The Weather Channel, will be initiating a project entitled **One Sky—Many Voices** using current and historical hurricane

events for learning weather related science concepts. Students can also develop e-mail buddies through the **Intercultural E-Mail Classroom Connections** site (<http://www.stolaf.edu/network/iecc/>). Sherry's students have found penpals in countries all over the world such as Finland, Japan, Ireland and Greece. Another project found on the Web involved students telecommunicating with thirty other schools. Each class wrote five stories and then the kids got together to publish a newspaper on-line, deciding which stories to publish and why.

Sherry advises teachers to start simply with one project, either commercial or non-commercial, which has a central co-ordinator and is well organized. Experienced teachers will want to branch out and try setting up their own projects with other classes and teachers. Sherry's home page on the Web (<http://www.sd65.bc.ca/edb480/homepage.html>) will eventually have linkups to all the projects mentioned in this article. You can also send her e-mail at [solson@cln.etc.bc.ca](mailto:solson@cln.etc.bc.ca) or fax her at 748-2954 to ask questions or get advice. Sherry is already doing some exciting work with her students using telecommunications in her projects. She inspired all of us in her session to get on-line with our students.

Check out the CLN Home Page (<http://www.etc.bc.ca/tdebhome/cln.html>) for Netnews and Global T. H. I. N. K. Look under Internet Projects for B. C. students.



# MEDIA EDUCATION — TEACHING THE NEWS

**SPEAKER: FATHER JOHN PUNGENTE**

**REPORTER: LIZ AUSTROM**

This workshop session looked at television news and presented some ways for classroom teachers and teacher-librarians to have students look at news broadcasts critically. Happily, a large handout was distributed to participants to read and think about after the session. I say happily, because the 45 minute session was far too short to allow Father Pungente to present the material effectively.

He began by showing a TV newscast, then asking his audience to identify how television producers structure broadcasts so that 86% of Canadians believe TV news is the truth. Participants identified features such as the “voice of authority,” high use of detail, use of ordinary looking citizens, authoritative references and scientific “facts.” He added comments about the incompleteness of the news presented, since choosing what is newsworthy tends to emphasize conflict and the controversial, leaving out most of human experience. This section of the presentation showed his skill in working with people, and made this reporter doubly sorry that the rest of the session had to be rushed, as well as doubly glad the handout was so substantive.

The handout included a unit on “Television Newscasts” by Gord Forsythe of the Scarborough Board of Education. It is a comprehensive unit intended for General Grade 12 classes, requiring 12-15 seventy minute periods to complete, and involving students in surveys, discussions, broadcast viewing and program deconstruction, role playing, comparisons, data collecting and analysis, and prediction. Father Pungente focused on a section that compared Canadian and American TV newscasts — an idea which might assist students to really focus on Canadian identity.

Another handout section that was emphasized was an article, “You Be the Editor,” taken from *The London Free Press*, Section E, Saturday, January 21, 1995. It presents the ethical dilemma faced by editors who have to decide what details are included in news reports. Twelve case studies were included

in the article, and the newspaper invited readers to select one of two possible responses on each of the cases. Readers could also include other comments if they wished. Readers’ responses and the editors’ actual decisions were compared in a later article, “You Were the Editor,” published on February 18, 1995. These two articles could be used as resource material in secondary English, Media and Social Studies classes.

The other two handouts looked very interesting as well. An excellent one pager on “How to Analyze a News Story: Eight Guidelines for Reading Between the Lines” can be found in *Media & Values Magazine* (Number 50/News for the '90s). YTV News in Class, Lesson Plan 7: “Power in TV News” can be obtained from the YTV address in the following bibliography. This lengthy unit could result in student made video editorials being featured on YTV News.

The presentation included many video clips that were very effective and would certainly engage students. Father John Pungente recommended very highly the National Film Board video production *Constructing reality*.

## 1996 BASIC RESOURCES FOR MEDIA LITERACY

### Books to Help the Teacher Get Started:

*AML Anthology & Anthology Supplement 1992*. Curriculum units.

Bazalgrette, Cary (Editor). *Primary media education*. London: British Film Institute, 1989. (BFI, 21 Stephen Street, London W1P 2LN, England)

Berg, Leah and Lawrence Wenner (Editors). *Television criticism*. New York: Longman, 1991.

Bianculli, David. *Teletiteracy: taking television seriously*. New York: Continuum, 1992.

- Bowker, Julian (Editor). *Secondary media education*. London: British Film Institute, 1991.
- Branston, Gill and Roy Stafford. *The media student's book*. London: Routledge, 1996.
- Buckingham, David. *Cultural studies goes to school*. Toronto: Gage, 1994.
- Buckingham, David (Editor). *Reading audiences*. Manchester: Manchester University Press, 1993.
- \_\_\_\_\_. *Watching media learning*. London: The Falmer Press, 1990.
- Craggs, Carol. *Media education in the primary school*. London, Routledge, 1992.
- Considine, David. *Visual messages: integrating imagery into instruction*. Englewood, Colorado: Teachers Ideas Press, 1992.
- During, Simon (Editor). *Cultural studies reader*. London: Routledge, 1993.
- Fiske, John. *Media Matters*. Minneapolis: University of Minnesota Press, 1994.
- \_\_\_\_\_. *Understanding popular culture*. Boston: Unwin Hyman, 1989.
- Frith, Simon. *Facing the music*. New York: Pantheon, 1988.
- Gitlin, Todd (Editor). *Watching television*. New York: Pantheon, 1986.
- Hurlbert, Mark and Samuel Totten (Editors). *Social issues in the English classroom*. Urbana, Illinois: National Council of Teachers of English, 1992.
- Jones, Gerard. *Honey I'm home!: sitcoms*. New York: Grove Weidenfeld, 1992.
- Kline, Stephen. *Out of the garden: toys and children's culture in the age of TV marketing*. Toronto: Garramond Press, 1994.
- Livesley, Jack and Frank Trotz. *The Penguin guide to children's TV and video*. Toronto: Penguin, 1993.
- Lusted, David (Editor). *The media studies book*. London: Routledge, 1991.
- Manoff, Robert Karl and Michael Shudson (Editors). *Reading the news*. New York: Pantheon, 1986.
- McDonnell, Kathleen. *Kid culture: children & adults & popular culture*. Toronto: Second Story, 1994.
- Masterman, Len. *Teaching the media*. London: Routledge, 1985.
- \_\_\_\_\_. *Media literacy resource guide*. Government of Ontario Book Store, 5th Floor, 880 Bay Street, Toronto, Ontario, M7A 1N8. (\$7.00) 416-326-5300 or 1-800-668-9938.
- Miller, Marc Crispin (Editor). *Seeing through movies*. New York: Pantheon, 1990.
- Moog, Carol. "Are they selling her lips?: Advertising and identity". New York: William Morrow, 1990.
- Nelson, Joyce. *Sultans of sleaze*. Toronto: Between the Lines Press, 1989.
- O'Brien, Tom. *The screening of America: Movies and values from Rocky to Rain man*. New York: Frederick Ungar, 1990.
- Petracca, Michael and Madeleine Sorapure. *Common culture: reading and writing about American popular culture*. Englewood Cliffs, NJ: Prentice Hall, 1995.
- Provenzo, Eugene F., Jr. *Video Kids: making sense of Nintendo*. Cambridge: Harvard University, 1991.
- Quin, Rod, Barrie McMahon and Robyn Quin. *Teaching viewing and visual texts: primary*. Carlton, Victoria: Curriculum Corporation, 1996.
- \_\_\_\_\_. *Teaching viewing and visual texts: secondary*. Carlton, Victoria: Curriculum Corporation, 1996.
- Rheingold, Howard. *The virtual community*. Toronto: Addison Wesley, 1994.
- Rushkoff, Douglas. *Media virus: hidden agenda in popular culture*. New York: Ballantine Books, 1994.
- Schiller, Herbert. *Culture, Inc*. New York: Oxford University Press, 1989.
- Shuker, Roy. *Understanding popular music*. London: Routledge, 1994.

Turkle, Sherry. *Life on the screen: identity in the age of the Internet*. New York: Simon & Schuster, 1995.

Worsnop, Chris. *Screening images*. Mississauga, Ontario: Wright Communications, 1994.

#### **Media Text Books:**

Andersen, Neil. *Media works*. Toronto: Oxford University Press, 1989.

Carpenter, Donna. *Media images and issues*. Don Mills: Addison-Wesley, 1989.

Duncan, Barry et al. *Mass media and popular culture*. 2nd edition. Toronto: Harcourt Brace, 1996.

Hone, Rick and Liz Flynn. *Video in focus: a guide to viewing and producing videos*. Toronto: Globe Modern - Prentice Hall, 1992.

Livesley, Jack, et al. *Meet the media*. Toronto: Globe Modern / Prentice Hall, 1990.

#### **Source for All Media Books:**

Theatrebooks, 11 St. Thomas Street, Toronto, Ontario, M5S 2B7. Phone: (416) 922-7175; Toll-Free: 1-800-361-3414; Fax: (416) 922-0379. Major credit cards and purchase orders accepted.

#### **Periodicals:**

*Adbusters*, 1243 West 7th Avenue, Vancouver, B.C., V6H 1B7.

*Entertainment Weekly*, P.O. Box 60890, Tampa, Florida 33660-0890, USA (1-800-828-6882)

*Extra*, P.O. Box 911, Pearl River, New York, NY 10965-0911, USA.

*Metro*, P.O. Box 222, Carlton South, Victoria 3053, Australia.

*Telemidium*, 120 East Wilson Street, Madison, Wisconsin, 53703, USA.

#### **TV Networks and Government Agencies**

ABC, 77 West 66th Street, 9th Floor, New York, NY 10023. (212) 456-1725.

CBC, Box 500, Station A, Toronto, Ontario, M5W

1E6. (416) 205-3351.

CBS, 51 West 52nd Street, New York, NY 10019. (212) 975-1556.

CITY/Much Music, 299 Queen Street West, Toronto, Ontario, M5V 2Z5. (416) 591-5757.

CTV, P.O. Box 300, Agincourt Postal Station., Agincourt, Ontario, M1S 3C6. (416) 595-4100.

Fox Broadcasting Company, Box 900, Beverly Hills, California 90213, USA.

Global, 81 Barber Greene Road, Don Mills, Ontario, M3C 2A2. (416) 446-5311.

NBC, 30 Rockefeller Plaza, New York, NY 10020. (212) 664-2074.

PBS, 1320 Braddock Place, Alexandria, VA 22314-1698. 1-800-328-7271.

Radio Canada, CP 6000, Montreal, Quebec, H3C 3A8. (514) 597-5970.

TVOntario, 2180 Yonge Street, Toronto, Ontario, M4S 2B9. (416) 484-2600.

YTV, 64 Jefferson Avenue, Toronto, Ontario, M6K 3H3. (416) 534-1191.

CRTC, Public Affairs, Ottawa, Ontario, K1A 0N2. (613) 997-0313.

Federal Communications Commission, Complaints and Investigations Office, 2025 M Street NW, Room 8210, Washington, DC, USA 20554.

#### **On the Internet:**

The Media Awareness Network, 179 Rideau Street, Ottawa, Ontario, K1N 5X8. (613) 992-5380 or 1-800-896-3342. Check their Web site at: <http://www.schoolnet2.carleton.ca/Media Net>

The University of Oregon Web site has links to media literacy sites around the world: <http://interact.uoregon.edu/MediaLit/Homepage>

#### **Media Groups:**

Alliance for Children and Television (ACT), 205 - 344 Dupont Street, Toronto, Ontario, M5R 1V9.

(416) 515-0466.

Association for Media Literacy, 40 MacArthur Street, Weston, Ontario, M9P 3M7. (416) 394-6992. Membership is \$30 per year and includes newsletter, workshops, consultation.

Cable in the Classroom, 909 - 350 Sparks Street, Ottawa, Ontario. (613) 233-3033, <http://www.cablededucation.ca>

Jesuit Communication Project, 300 - 47 Ranleigh Avenue, Toronto, Ontario, M4N 1X2. (416) 488-7280. Resource centre and library for Media Literacy, offers workshops and presentations, newsletter *Clipboard* — \$15 a year.

Pacific Instructional Media Association (PIMA). <http://www.camosun.bc.ca/~pima/>  
Membership is \$35 per year for this association which advocates for media and technology access in K-12 and post secondary. Members are from education, business, government and the media industry.

#### **Video Resources:**

*Beyond blame: countering violence in the media.* A multimedia kit for parents and discussion groups. Center for Media Literacy, 403 - 4727 Wilshire Blvd., Los Angeles, California 90010. 1-800-226-9494. Ask for catalogue of other kits on the media.

*Buy me that I, II, III.* Three programs that serve as a child's survival guide to TV advertising. Center for Media Literacy, 403 - 4727 Wilshire Blvd., Los Angeles, California 90010. 1-800-226-9494.

Cable in the Classroom offers copyright cleared, commercial free, educationally relevant French and English television programs to elementary and secondary schools. Teachers are free to tape programs of interest and replay them in class. Cable in the Classroom, 909 - 350 Sparks Street, Ottawa, Ontario, K1R 7X7. (613) 233-3033.

*CBC: inside the box.* 6 videos on Documentary, News, Children's TV, Drama, The Consumer, TV as Art. CBC Enterprises, Box 500, Station A, Toronto, Ontario, M5W 1E6.

*Consuming images* Bill Moyer's introduction to the power of the media. TVOntario, P.O. Box 200, Station Q, Toronto, Ontario, M4T 2T1.

*Minding the set.* Booklet and video developed by the Alliance for Children and Television and Rogers Cable to help parents and children understand television. Lisa Warner, Rogers Cable, 855 York Mills Road, Don Mills, Ontario, M3B 1Z1. (416) 446-6795. — \$17.20.

National Film Board. *Constructing reality; Images and meaning; Media and society; Live TV.* Four video packages, complete with guides which cover varying aspects of the media. NFB Customer Services, P.O. Box 6100, Station A, Montreal, Quebec, H3C 3H5.

*Prime time parent.* A workshop kit for parents and others interested in television and its effect on children. Alliance for Children and Television, 205 - 344 Dupont Street, Toronto, Ontario, M5R 1V9. (416) 515-0466.

*Scanning television.* Four hours of video excerpts from Media Television, CityTV, and others for use in class with teaching guide. Toronto: Harcourt Brace, 1996.

#### **Media Associations in British Columbia**

CAME (Canadian Association for Media Education), 1363 Fountain Way, Vancouver, B.C., V6H 3T3

PIMA (Pacific Instructional Media Association), P.O. Box 2642, New Westminster, B.C., V3L 5L2

#### **Bibliography compiled by:**

John J. Pungente, SJ  
Jesuit Communication Project  
300 - 47 Ranleigh Avenue  
Toronto, Ontario  
Canada M4N 1X2

Phone: (416) 488-7280  
Fax: (416) 488-8360  
E-mail: [pungente@epas.utoronto.ca](mailto:pungente@epas.utoronto.ca)  
JCP Home Page: <http://interact.uoregon.edu/MediaLit/FA/JCPHomePage>

# THE WEB WEAVERS

Presenters: **JIM HOLGATE**, teacher-librarian, A. H. P. Matthew Elementary School, SD #36 (Surrey), and **DIANA BROOME**, Information Services Co-ordinator, BCTF.

Reporter: **PAT PARUNGAO**, teacher-librarian, Magee Secondary School, SD #39 (Vancouver)

Jim Holgate and Diana Broome are the web weavers of the impressive and useful BCTLA web and BCTF web pages respectively. These are web sites that all BCTLA members who have access to the Internet should visit. Participants could easily see what Jim and Diana wanted to show us because the image on the computer monitor was projected onto a large screen.

Jim spoke first. He mentioned that as the designer and keeper he is conscious that this is the "public face" of the BCTLA—that the web page is accessible to anyone. His goal for this page is to advocate for the BCTLA. Information on our web page includes BCTLA member services, convenient access to BCTLA executive members, The Bookmark's upcoming themes and also The Bookmark indexes. It also includes the BCTLA reviewer's guidelines which contain criteria for reviewing fiction, non-fiction and non-print materials. Students might find this guide useful for preparing their own book reviews. Jim mentioned that he followed the Yale Medical School format to design our web page and recommended it to others, including students, when creating their own web pages. Part of Jim's criteria for selecting sites is that it should load quickly, an especially important feature for students with short attention spans.

In the spirit of sharing and exploration, this page also includes a Cross-Platform page, a link to the BCTF and other links to explore the world wide web—conveniently arranged by Dewey classification.

The BCTLA url (address) is <http://www.bctf.bc.ca/PSAs/BCTLA/> and the Yale Medical School url is [http://info.med.yale.edu/caim/StyleManual\\_Top.HTML](http://info.med.yale.edu/caim/StyleManual_Top.HTML)

Next, Diana showed us the BCTF On-line Web site. The BCTF On-line (web site and Listservs)

provides information about educational issues, bargaining, professional development events and services as well as the full text of BCTF publications. Attractive icons are used as visual cues to link us to such information as educational issues, job issues, publications and Lesson Aids—we saw references to some of (teacher-librarian) Judith Coffin's Lesson Aids publications. There are three methods to search for lesson aids: by subject category, key word or index. Currently we can only search the Lesson Aids on-line, we cannot yet order on-line.

While subsequently browsing through the BCTF Web site, I found a calendar of events which included PSA or educational institution, date and location of conference, contact person's name and telephone number. Diana mentioned that names and addresses of local specialist association's presidents are accessible here as well. Future projects include a curriculum home page with information about IRPs, an ESL page and a teachers-on-call page. In order to assist PSAs in creating their own home pages, "how to" information, including a template can be found here. Also, there are many links, such as links to Canadian Teacher organizations and affiliates, PSAs and labour sites.

Diana also demonstrated the Alta Vista search engine—a tool which searches a massive database of web pages for occurrences of key words—and the Internet Compass for Schools—an electronic and printed learning guide to over 1200 of the best educational K - 12 Internet sites.

The BCTF url is <http://www.bctf.bc.ca/bctf> and the PSA home page is <http://www.bctf.bc.ca/PSAs>

The two presentations were certainly very complimentary. The information presented and language used were at a layperson's level. All questions were answered—a wonderful introduction to two web pages of special interest to us as teachers and teacher-librarians!

# MULTIMEDIA: THE NEW PLATFORM

by DON BERGLAND, University of Victoria

Don Bergland radiates enthusiasm for his subject. Besides being an educator, Mr. Bergland works with multimedia, video, and radio as a producer while maintaining an active exhibiting career as artist, painter and sculptor.

His entertaining presentation covered three main topics. The first was Multimedia - genres, products, structure, components, and evaluation. The second topic was Producing Multimedia, and the third was Multimedia In education.

Mr. Bergland outlined how multimedia, once used only in the video game industry, has now expanded into business, education, and entertainment applications. Businesses are finding that interactive training systems are the best way to train employees. Although there is much controversy about the effects of this new medium in education, multimedia presentations have been shown to improve retention and comprehension. Multimedia technology has been shown to make learning more student-centered and encourage cooperative learning. Students who develop multimedia projects and reports are shown to learn better and to recall more about their topics than students who study the same topics in a more traditional manner.

Reference titles allow you to find specific facts and information quickly. Dictionaries and encyclopedias are the most commonly found reference items. For children's schoolwork and general exploration, there's nothing like a multimedia encyclopedia, where pictures, video, and sound accompany many of the entries that history is brought to life.

Edutainment has been defined as software that integrates education and entertainment elements, with each playing a significant role. Edutainment titles encourage you to explore on your own and to learn about things firsthand. Examples are *Space Shuttle* and *Isaac Asimov's The Ultimate Robot*.

The genre Children's Titles relates to edutainment, but focuses exclusively on products

developed for children. Titles include *Where in the world is Carmen Sandiego*, *Alphabet blocks*, and *Just Grandma and me*. In order to protect children from questionable titles, the Multimedia industry is starting to establish rating systems to alert parents to levels of violence or adult language.

Games exhibit the strong and powerful capabilities of multimedia. From their graphics and the way they use video on their soundtracks and animation, games demonstrate just what's possible on the computer.

The How-To genre teaches specific skills in logical step-by-step sequences. Some programs use a teaching or lecturing format, some guide you through new experiences, and others provide step-by-step sequences.

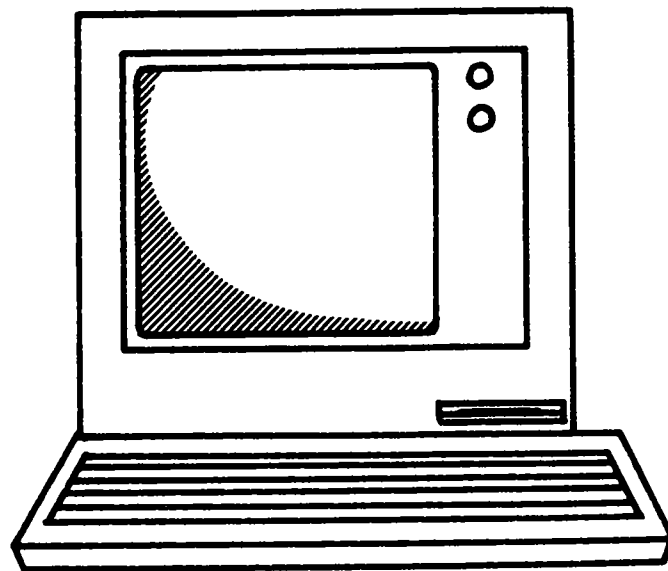
The components of multimedia refer to the variety of media used to present and communicate information. These include text, graphics animation, video and audio. Many developers try to avoid long passages of text and tend to use other audio/visual elements where possible. Animation can give life to characters and lend movement to charts and graphics. Video presents information in a way that most television consumers are familiar with. Music can provide dramatic effects for images along with sound effects.

Analyzing multimedia means examining its internal structures and components. Genres, navigation, and the components must all be considered. There are many magazines on the market whose sole purpose is to critique multimedia titles. Magazines such as *CD-ROM Today* offer very powerful formats for evaluating the effectiveness and value of multimedia titles.

Producing multimedia is a complex activity. There are a variety of software tools available, however, which make it easy to produce effective and attractive programs. The basic stages in the production process involve design, storyboard, prototype,

component production, and authoring. An authoring program has the capacity to assemble resources and set up links, hot buttons, and interactivity between all the components. Some authoring programs are *Authorware*, *Director*, *HyperStudio*, and *Supercard*.

Multimedia education is currently in its infancy. It is a medium which demands specialized training both in its use and production. In education many excellent multimedia programs experience difficulties because teachers have little training in the use and understanding of the technology. Advocates realize that one of the central issues in education is the lack of appropriate teacher training and qualification in multimedia. However, it is becoming more evident that a complete multimedia education will be necessary for the well-educated citizen of the 21st century.



\*Many thanks to Don Bergland for his fine presentation and handout. This write-up was totally plagiarized from the handout (with his permission, of course).



Kids Want to Know  
*What's Happening in the Forest...*

# My Uncle Jack's a Logger

Luli Loyd

In this lively story, 8-yr.-old Melissa finds out and has fun when she visits her Uncle Jack in Port Alberni on Spring Break, and spends a day at a logging site. **For readers six and up.**

"...strong point is detailed description of modern logging. One of the funny things...terms like *skookum* and *bull-bucker*" — **RESOURCE LINKS**

"...informative enough to be used as a teaching aid everywhere." — **THE ALBERNI VALLEY TIMES**

"...researched well...a good vehicle for stimulating further discussion on logging and sustainability." — **ISLAND TIMES**

ISBN 0-9680217-0-0 \$9.98 (delivered), 36 pp, 8.5"x8.5", soft cover, illustrated, glossary

Order direct from:

**NERAIDA PRESS** 313, 3 Renaissance Square  
New Westminster, BC, Canada V3M 6K4



Ph: (604)521-7232  
Fax: (604)521-0304

# PROMOTING YOURSELF (AND YOUR PROGRAM) THROUGH THE MEDIA

Presenter: MARGARET MEIKLE, the CBC Radio's "Answer Lady"

Reporter: YOLANDE NEALE, teacher-librarian, Hamilton Elementary School, SD#38 (Richmond)

Marg Meikle is not the answer lady anymore! She has now been slashed from the CBC budget. She is adamant that the radio arm of the CBC is totally different in purpose and function from CBC TV. Because we will really notice the changes, she suggests that we need to know some names of people to write to to show our displeasure. These are Peron Beatty, Head of CBC; Sheila Copps in Ottawa; your MP; and Pat Carney, senator.

Marg admitted that she would not have been able to be the answer lady without librarians. She has had many jobs doing freelance work. Along with that she is constantly instilling the love of books and the necessity for having good research skills.

The focus of her talk shifted to teacher-librarians. We, teacher-librarians, have to raise the profile of our profession. We do some fabulous things. The CTL Home Page! We should send a note from "the friendly librarian" to the media asking them if they have checked out this site on the Internet. The BC Home Page, reviewing BC content, could be made into a "no pain" media message. We should tell someone about the events happening in our lives. Absolutely anyone associated with us and our job needs to be communicated with. That is the way to build grassroots public relations. This is the best PR you can have.

Local radio stations, community newspapers, as well as daily newspaper and television stations are always looking for items to fill their time slots and their pages. If what you are promoting through the media has a good "hook" and your presentation and timing is just right, you have a good chance to have your "story" told, or your event put into the public eye.

One of her handouts dealt with "What Receives Media Attention." Along with this information she encouraged us to use volunteers to listen to and read the different media sources to see what bias or point

of view is expressed by each medium. Then, when you have a reason to contact them, you will know which source will be most sympathetic to your particular need, advertising promotion, or news item. Parents are great advocates. Harness this resource—especially when it is a motherhood issue with a personal, immediate twist.

Work the Internet. The Internet is best for people who have passions. The question arose as to how do we know the authoritativeness of the information on the Internet. This is a concern when dealing with students. How creditable is this source? The necessity of hard copies, online indexes, libraries and encyclopedias is evident. The Internet is a tool and as such it must be learned. We need to know how to hone things down. Librarians should be the ones to teach this.

The discussions that arose during the question/answer portion of the presentation brought home to use that teacher-librarians are being cut from the programs of some districts. We have to tell, or have others talk about, what a wonderful, necessary job we are doing with the students at all levels. Marg felt that teacher-librarians would make a great feature story for a magazine, such as *Canadian Living*. It could be a national story with a personal face. Several members of the audience were able to explain the kinds of programs they implemented at the high school level that benefitted an entire community. A teacher-librarian from Grand Forks is working on a School District Internet program that employs the grade 11 and 12s as installers and service providers for the community to become Internet literate.

Marg Meikle spoke about how important it is to speak up for yourself and all the things that you do in a way that will get you the attention you are seeking to further the goals of your programs. We are our best advocates and we know what we are doing better than anyone else. Now we have to tell everyone else!. Great advice from the (former) Answer Lady.

## SOME WWW SITES OF NOTE

from MARG MEIKLE,  
marg\_meikle@mindlink.bc.ca

### Investigative Journalism on the Internet

<http://www.vir.com/~sher/julian.htm>

Lost? Frustrated? On deadline? Here is an easy guide—over 20 Web pages with more than 1,000 Internet resources—designed to help all journalists dig for their stories. Special sites have been highlighted for Canadian journalists. Julian Sher works on the Fifth Estate.

### Megasources

<http://www.acs.ryerson.ca/~journal/megasources.html>

compiled by Dean Tudor, Professor, School of Journalism, Ryerson Polytechnic University, Toronto, Canada

### WWW Resources for CBC Journalist and Broadcasters

<http://www.synapse.net/~radio/selcome.html>

compiled by Hal Doran, Ottawa writer, trainer, consultant

### Stumpers—L

The hardest questions asked of librarians...and the answers.

<http://www.cuis.edu/~stumpers/intro.html>

## SEMINAR HELPS COMMUNITY GROUPS BOOST EXPOSURE (News Release)

Do you have a great story to tell but no time, no money and no help? Is setting up a media campaign getting pushed lower on your list? Want something in the paper but don't know where to start?

Two Vancouver journalists can make life easier. In a three-hour session, Marg Meikle and Anita Webster help non-profit groups seeking free publicity create pro-active media plans. They call the sessions "Getting Attention."

"Our method is to give some basic information up front then involve the groups in a brainstorming session on selling themselves," said Ms. Meikle. "The media always need stories. We'll show you how to present yours in a way they'll use."

"Our aim is to leave your group with practical information it can use again and again."

Ms. Meikle is known across the country as the "Answer Lady" on CBC Radio's Gabereau Show. She also contributes to CBC Radio's Basic Black and various magazines, is the author of three books and is a syndicated Internet columnist.

Ms. Webster, a public relations consultant, was in charge of public affairs for the Asia Pacific Foundation of Canada for six years. She has worked in public relations for MacMillan Bloedel and Expo 86, as a freelance magazine and radio contributor, and as a CBC Radio host.

Both have extensive experience in the volunteer sector.

"Getting Attention" is available days, evenings or weekends.

For further information: Marg Meikle, 736-2618 or Anita Webster, 732-7035.

Science and technology  
multiply around us.  
To an increasing  
extent they  
dictate the  
languages in  
which we speak  
and think.  
Either we  
use those lan-  
guages, or we remain mute.

*J. G. Ballard (b. 1930), English novelist.*

# BARBIE MEETS RAMBO: COUNTERING THE "POPULAR" CURRICULUM

Presenter: **SHARI GRAYDON**, communications consultant and past President of MediaWatch.

Reporter: **PAT PARUNGAO**, teacher-librarian, Magee Secondary School, SD#39 (Vancouver)

"To the fish, the water is invisible." Ghanaian proverb, quoted by Shari Graydon.

Shari is very knowledgeable and articulate about sex role portrayal in the media and is the past president of MediaWatch, a national women's group that educates about media violence and sexism. In the proverb, Shari likens us to the fish surrounded by media images, but we, and our students, stop "seeing" the images. These images do not necessarily reflect reality, but certainly do shape our perceptions of reality. My awareness was certainly raised by Shari's multimedia guided tour.

During her presentation, Shari effectively used slides. She prefers slides to video, not only because she can present the image for suitable amounts of time, but because the medium of video, with so many moving images, is very engaging, thus making it more difficult for viewers to be critical. She presented many advertisements. Shari describes media advertisements as "cultural shorthand"... a billboard, photograph or 30 second clip to engage the viewer/listener, presenting a real/imaginary world designed by the advertising agency to entertain and persuade.

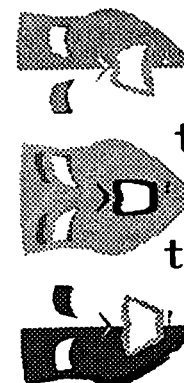
In order to illustrate her point of view, Shari presented extreme images, but these images are currently in popular media. She showed us slides of ads designed to make us insecure, e.g., unsightly body hair, hair transplantations, and before/after makeovers—telling us that we should want to be something we aren't naturally. She also showed us value-embedded gender ads which present disturbing messages that portray polarized images of men and women. Can you imagine which sex is authoritative? unintelligent? a sex object? Videotaped images from Saturday morning television were projected onto a large screen to effectively illustrate images/universes targeted to boys and girls.

The concepts of a "borderless media world" and

questions of control were presented. Children see advertisements intended for adults. One billboard advertising jeans showed a visual image of violence against a woman, a four-year old asked her mother, "Mommy, why is that man hurting that woman?" Also, news and editorial comment are so interwoven that the viewer can be easily confused between reality and someone's presentation of reality. About control—whose voice is heard? A disproportionate number of bylines are written by men. The voices of women and people of colour are often not considered.

In order to better equip students to engage with visual media, Shari encouraged us to give students the tools to create media products. She also recommended a journal called *Adbusters*, a magazine which satirizes the messages of contemporary advertisers. Some of Shari's curriculum ideas are included at the end of this article and also in curriculum materials available from MediaWatch.

This presentation was slightly more suitable for secondary, but Shari adapts her presentation for a primarily elementary audience. I highly recommend Shari's presentation. If your staff is interested in this topic, contact Shari for assistance or, better yet, invite her to speak to your staff. Shari can be contacted at 604-925-4330 or at her e-mail address: shariwrite@aol.com



Real generosity towards the future lies in giving all to the present.

*Albert Camus (1913-60),  
French-Algerian philosopher, author*

# BARBIE MEETS RAMBO: COUNTERING THE POPULAR CURRICULUM

copyright by SHARI GRAYDON

## The Fe/Male "Ideal" - Success Criteria Media-style (separate girls and boys for first two parts)

- Conduct a popular culture survey: students list their favourite TV shows, videos, movies, video games, rock videos, magazines, advertisements (e.g. clothing etc.)
- Define and discuss "stereotypes." Then, reviewing the male/female role models portrayed in the media listed, students identify what criteria constitute the "ideal" or "successful" man or woman (e.g. body shape, age, hair colour, economic status, possessions, work and leisure activities, marital and parental status, etc.)
- Bring male/female students together to share perspectives: how do they differ re: kinds of media consumed, kinds of pictures painted in each (are ideals similar, if not, why not?) Discuss the implications of the stereotypic ideals: To what extent do these reinforce and perpetuate less than ideal attitudes and behaviour patterns? How do students experience these? Do they notice their younger siblings being affected...?

## Content Analysis Versus Reality

- Assess the extent to which selected media represent men and women equally (e.g. count the number of photographs, bylines, news stories and headlines that feature or refer to women vs. men; compare the number of naked male bodies in consumer advertising to female; tabulate the number of male vs. female characters or leads in currently playing movies or on prime time TV, in music videos, or during children's cartoons)

- Discuss possible reasons for the gender discrepancies, and the potential impact of these imbalances on our perceptions of and attitudes about men and women, their capabilities and "appropriate" roles.

## Gender Sensitive Language

- Obtain copies of the *Vancouver Sun* or B. C. Government gender sensitive language guidelines and have students debate or write opinion pieces about the importance (pro or con) of such changes to language usage.

## Modelling

- Have students physically imitate the ways in which men and women are positioned in fashion advertisements and features and ask them to describe how the poses make them feel (e.g. awkward, strong, silly, vulnerable, sad...)
- Discuss how the poses help/hinder the persuasive messages. Who is being targeted? Are there consistent differences between male/female poses? If so, why? What messages are being communicated?

## Canadian Advertising Guidelines on Sex Role Portrayal (available by calling 416- 961-7904)

- Review the guidelines to ensure their content/intent are understood, then discuss whether or not students think guidelines are necessary or important, asking them to bring in evidence to support their positions
- Apply guidelines to print and broadcast advertisements brought in by students. Are the guidelines clear in identifying and describing unacceptable portrayals? Are they easy to apply, or is there ambiguity? Is there a difference between Canadian-produced and American-produced materi-

als? Explore the consequences of failure to adhere to the guidelines. Have students write letters to the Canadian Advertising Foundation, advertiser, publisher and/or TV station. Discuss what, if any, response they get back.

- Discuss the concept of self-regulation, and explore whether or not communications industries can be counted upon to effectively regulate themselves (perhaps compare to industrial/environmental models).

**MediaWatch resources available from:** Phone: (416) 498-2065, Fax: (416) 408-2069; e-mail: [mediawatch@myna.com](mailto:mediawatch@myna.com)



Technology . . .  
the knack of so  
arranging the  
world that  
we don't have  
to experience  
it.

*Max Frisch, Swiss author, architect. 1957*



# VARIATIONS ON A WAVE: UNDERSTANDING THE BOOB TUBE JUNKIE

Presenters: **MIKE SIMPSON** and **MERRAN SMITH**, independent television producers

Reporter: **BONNIE KENT**, teacher-librarian, SD# 36 (Surrey)

Mike started his talk by putting us into newspaper groups and having us create a headline for a Guatemalan student revolt against the imprisonment of a group of students. From the *Globe and Mail* to the *Enquirer*, we had a number of different headlines. News is, indeed, a Point of View!

The talk provided some strategies to employ with classes. The following three principles on "How You Look at Something" can be used with students.

1. What you see is not the real thing but a reproduction.
2. Deconstruction - is taking apart what you see; Construction - is putting it together
3. Understanding how media work - Manipulate the media (how to construct a newsletter, press release)

Looking at television as a medium, Mike went on to explain that the main viewers of TV are seniors and the very young. We watched the music video "Jeremy" by Pearl Jam. We deconstructed the video exploring the symbolism and emotions portrayed. Mike explained how videos are made and how the camera angles are used to influence what is viewed.

"Television is a Close Up Medium"

In the classroom, students need to role play and use a camera and learn how it is used to produce a television program. By camera directions, we can see a different point of view.

"People Exploring Together"

Teacher and students take a look at a news broadcast and deconstruct what is seen:

It can be explored in three ways:

1. The technical aspect - framing, angles and the use of words/music
2. Structural aspect - 40 percent news and 60 percent ads
3. Content = artistic license (right or wrong), who is being interviewed and point of view

"If it's a reconstruction, it's not real."

Advertising came to television in the 1950s and uses the audience's emotions to develop a feeling for the product. This is done within the first 28 seconds of the commercial. Advertisements are purchasing the audience. With students, we can check the number of scene changes in 30 seconds and then with a storyboard deconstruct the ad, looking at the video and audio parts. We can then discuss the target audience and the concepts or emotions the product wants you to have. A follow-up activity could be having students make an advertisement themselves.

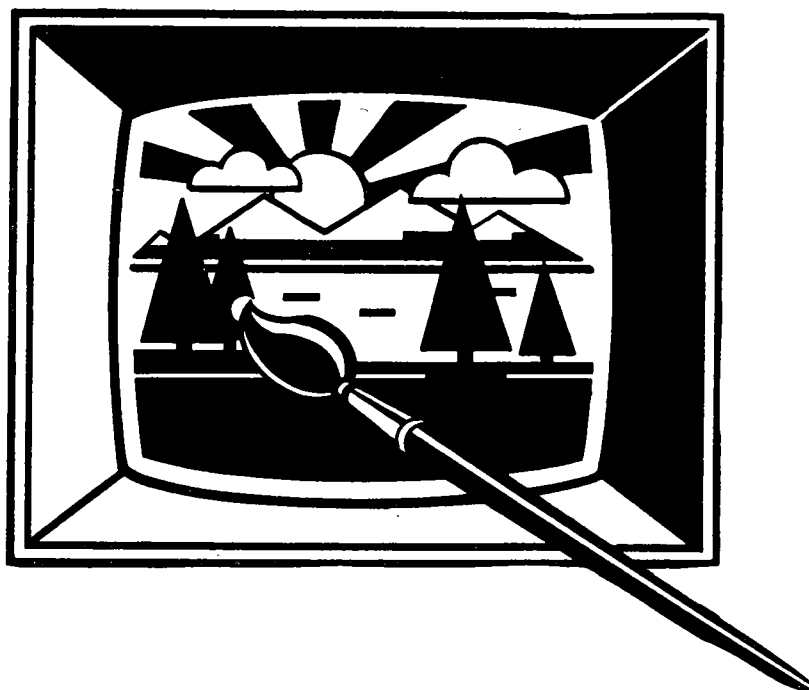
Mike closed his presentation with us looking at a chalk brush from different angles. "We can all look at the same issues but come up with a different perspective."

# THE 4-R'S: READING, 'RITING, 'RITHMETIC AND RECORDING

Presenter: **KATE HICKOK**, President of Kate Hickok Media Productions and an award-winning producer/director.

Reporter: **JOAN EATON**, teacher-librarian,  
SD#23 (Central Okanagan)

It was obvious from the start of this session that Kate Hickok is extremely knowledgeable about her craft. She spoke passionately about the processes of video production and was animated and entertaining in her presentation. The session handouts will be invaluable tools for those brave and adventurous enough to undertake video production with their students. The sheets referencing curricular subjects and themes to video production can be used as fuel for those seeking additional funding for the equipment or program. The only regret is that this session was far too short and that Kate barely had time to touch the surface. It is hoped that Kate Hickok will be invited to present again so that we might have another opportunity to work with this talented artist.



# LOUIS RIEL ON CD-ROM

presenter: **BILL MAYLONE**, teacher, filmmaker.

reporter: **SHARON BEDE**, teacher-librarian, SD#23(Central Okanagan).

Most teachers are very familiar with *The Riel Rebellion: A Biographical Approach* by Charles and Cynthia Hou. It is the most frequently consulted book in our library when we tackle units focused on Louis Riel. Whenever one of my five copies gets a little too dog-eared the panic button is hit and more are ordered. I was very excited to hear about another resource on a very popular curriculum topic, particularly when it is presented in a new format. Bill Maylone introduced the not-yet-released National Film Board product entitled *Making History: Louis Riel and the Northwest Rebellion of 1885* by crediting Charles Hou with the inspiration for this latest creative effort to a timeless Canadian History debate. Bill enlightened the audience on the genesis of the project, complete with its trials and tribulations.

Bill Maylone brought his background with three dimensional puppet animation (the *Dinosaur Series NOVA* and the *Look Again* film series) into the history arena and, with the dedication and vision of Jim Munroe as the producer, created an interactive, educational product from the controversies and facts surrounding Louis Riel and his contemporaries. George Woodcock was approached to write the historical sequence and was further consulted on the academic and historical background for the project. We are also fortunate to see him in video segments of *Making History*. Maylone emphasized that the central theme throughout the project was designed around the concept of asking questions. George Woodcock was asked to come up with a list of questions which were incorporated into the hunt for information.

All points of view were considered and Mr. Paul Chartrand, a distinguished Métis scholar, is juxtaposed philosophically with George Woodcock in various video segments. Maylone also emphasized that the creators deliberately created a program that would provide an environment for exploration and learning research skills and the strategies and tech-

niques that accompany this style of interactive education. They did not want to mimic instant access of CD-ROM encyclopedias but rather tried to lure the student into history by using an interactive technology to stimulate curiosity. Students are invited to compose their own multimedia journal and report by cutting and copying text, pictures, maps, audio and video segments and developing their own understanding of the events. There is an index which leads to interviews, newspapers, photographs, documents and maps all housed in a museum-like building where users move through rooms and corridors packed with information and future choices.

Limited annotations are available because the production team felt that it is the student's job to interpret. Other highlights of the product included the high quality of animation. Each frame was lovingly treated as a piece of art and the graphics were hand drawn. The CD could be used as a standalone product or in front of a class. When a multimedia report is created by a student, bibliographic information is usually automatically attached to the student's multimedia journal. There will also be a teachers' guide to accompany this resource.

Maylone assured his audience that it should be a very reasonably priced product when released. It has been through several beta versions over several years because, as the project evolved, it took on a personality of its own. This talented team of filmmakers, historians, actors, and producers, has created an interesting resource for young historians. It might inspire some to rediscover some of the curiosities of history.

**CHILDREN'S  
AUTHORS AND ILLUSTRATORS  
AVAILABLE FOR READINGS**

The following pages list  
the children's authors and illustrators  
who are members of **CWILL B.C.**  
and who are available for readings  
during 1996 - 1997.

## GENERAL INFORMATION

Fees should be established individually with the author or illustrator. (Fees generally start at around \$100 per hour session.)

You may also wish to discuss:

- The presenter's requirements re physical space and equipment
- The length of the presentation
- The size of the audience per session
- Advance preparation of audience members

Public libraries can apply for funding through the Canada Council Public Readings Program or through the Writers in Libraries Program of the B.C. Government (Library Services Branch).

Books by the B.C. children's authors and illustrators mentioned in this booklet are available at Vancouver Kidsbooks and at other fine book stores in B.C.

*The information in this booklet may be photocopied and distributed to individuals or groups.*

**ALDERSON, Sue Ann** (Author)  
4004 West 32nd Avenue  
Vancouver, B.C. V6S 1Z6  
Phone: (604) 228-0783

*Ten Mondays for Lots of Boxes; Bonnie McSmithers series; Ida and the Wool Smugglers; A Ride for Martha; Sure as Strawberries.* Author talks and readings; writing workshops—all levels.

**ALMA, Ann** (Author)  
S8, C5, R.R. 1  
South Slokan, B.C. VOG 2G0  
Phone: (250) 359-7936

*Skateway to Freedom.* Author talks, readings, writing workshops—grades 3 to 7. Taught elementary school for 23 years.

**BAILEY, Linda** (Author)  
2059 West 8th Avenue  
Vancouver, B.C. V6J 1W4  
Phone: (604) 733-2689 Fax: 737-1428  
Email: baigrai@aol.com

*How Come the Best Clues Are Always in the Garbage?; How Can I Be A Detective If I Have to Baby-sit?; Who's Got Gertie? And How Can We Get Her Back!; How Can A Frozen Detective Stay Hot on the Trail?* Author talks and readings—grades 3 to 6.

**BAYLESS, Maureen** (Author)  
4349 Osler Street  
Vancouver, B.C. V6H 2X6  
Phone: (604) 736-3629

*Howard's House Is Haunted; Abra Kadabra; Strike.* Author talks and readings—grades K to 3.

**BLADES, Ann** (Author, Illustrator)  
12648 26A Avenue  
Surrey, B.C. V4A 2M4  
Phone: (604) 538-5852

*Back to the Cabin; Mary of Mile 18; A Boy of Tache; By the Sea: An Alphabet Book.* Illustrated: *A Salmon for Simon; A Candle for Christmas; Ida and the Wool Smugglers; A Dog Came, Too; A Ride for Martha.* Presentations/ readings with slides, drawings, originals—grades K to 7.

**BUCHANAN, Joan** (Author)  
3672 Rainbow Drive  
Prince George, B.C. V2M 3W1  
Phone: (250) 563-9979  
Fax: (250) 960-5544 (c/o Dr. L. Woods)  
Email: ae870@freenet.unbc.edu

*The Nana Rescue; Taking Care of My Cold; Nothing Else But Yams for Supper!; It's A Good Thing;* anthologized poetry, fiction, non-fiction. Storytelling or writing process workshops—all levels. Storytelling, author talks and readings—all levels. Focus: writing & storytelling with power and focus.

**BURFORD, Della** (Author)  
3130 West 10th Avenue  
Phone/Fax: (604) 731-7715  
Email: azatlan@pinc.com

*Journey to Dodoland; Magical Earth Secrets; Environmental Activity Guide; The Out of the Ordinary Extraordinary Friends.* Storytelling with slides and illustrations, art & creative writing workshops, making picture books and big books—grades K to 6.

**CHARLES, Norma** (Author)  
1844 Acadia Road  
Vancouver, B.C. V6T 1R3  
Phone: (604) 222-1541

*See You Later, Alligator; Amanda Grows Up; No Place for a Horse; April Fool Heroes; Darlene's Shadow.* Readings, author talks, writing workshops—grades K to 7.

**CRADDOCK, Sonia** (Author)  
3811 West 14th Avenue  
Vancouver, B.C. V6R 2X1  
Phone: (604) 224-3724

*The TV War and Me; The Secret of the Cards; Treasure Hunt; You Can't Take Mickey; Money Midas; Rosemary for Remembrance.* Author talks, readings, writing process workshops—all levels.

**CROOK, Marion** (Author)  
1680 Cornell Avenue  
Coquitlam, B.C. V3J 3A1  
Phone: (604) 936-5760 Fax: 936-6812

*Summer of Madness; Island Feud; Looking Good: Teenagers and Eating Disorders; Teenagers Talk About Suicide; Riptide!; Hidden Gold Mystery.* Readings and workshops, fiction & non-fiction—grades 5 to 12.

**DAVIS, Barry** (Author)  
P. O. Box 430  
Quathiaski Cove, B.C. VOP 1N0  
Toll-free phone: 1-800-661-9441  
Fax: (604) 264-6060 c/o Adrienne Davis

*You're Allowed To Be Happy.* Author talks/activities on rights, self-esteem, creativity/inventions—grades 2 to 7.

**DE VRIES, Maggie** (Author)  
308 - 8740 Cartier Street  
Vancouver, B.C. V6P 4V2  
Phone: (604) 266-9022

*Once Upon A Golden Apple* (with Jean Little).  
Forthcoming: *All You Need Is A Magic Bean; How Tabitha Found Sleep.* Author talks and readings—grades K to 7.

**DOLSEN, Marguerite** (Author)  
2 - 4825 Canada Way  
Burnaby, B.C. V5G 1L4  
Phone: (604) 299-0795

*Eighteenth Day; Jacko and Phylber; El Misterioso & The Pirate.* Readings up to grade 3 level.

**DOWD, John** (Author)  
P. O. Box 91323  
West Vancouver, B.C. V7V 3N9  
Phone: (604) 250-8031

*Abalone Summer; Ring of Tall Trees; Sea Kayaking.* Author talks and readings—grades 5 to 7.

**DUNCAN, Sandy Frances** (Author)  
R.R.#1, Site 10, C-4  
Gabriola, B.C. VOR 1X0  
Phone: (250) 247-9752

*Cariboo Runaway; The Toothpaste Genie; Kap-Sung Ferris; Listen To Me, Grace Kelly; Witness to Wilderness: The Clayoquot Anthology (Ed.).* Author talks, readings, writing process workshops—grades 4 to adult.

**ELLIS, Sarah** (Author)  
4432 Walden Street  
Vancouver, B.C. V5V 3S3  
Phone/Fax: (604) 874-6272  
Email: sarah.ellis@nvdpl.north-van.bc.ca

*The Baby Project; Next-Door Neighbours; Pick-Up Sticks; Out of the Blue, Back of Beyond.* Readings/discussions—grades 4 to 7.

**FERBER, Elizabeth Diane** (Author, Illustrator)  
502-1232 Harwood Street  
Vancouver, B.C. V6E 1S2  
Phone: (604) 689-7071

*Once I Was Very Small; The Squeeze More Inn; Pussywillow.* Author talks and readings—K to grade 3; talks to high school/college students/ adults on becoming an illustrator or cartoonist.

**GAETZ, Dayle** (Author)  
1150 North Beach Road  
Salt Spring Island, B.C. V8K 1B3  
Phone/Fax: (250) 537-9528

*The Golden Rose; Night of the Aliens; The Mystery at Eagle Lake; A Sea Lion Called Salena; Tell Me the Truth; Spoiled Rotten.* Author talks, readings and workshops—grades K to 12.

**GOSSE, Bonnie** (Author)  
314 East 26th Street  
North Vancouver, B.C. V7N 1B1  
Phone: (604) 980-0741

*Soapstone Carving for Children; A First Book of Knitting for Children; Keep It Green* (environmental board game with teachers' manuals). Soapstone carving workshops—grades 3 and up.

**GREGORY, Nan** (Author/Storyteller)  
4143 West 15th Avenue  
Vancouver, B.C. V6R 3A4  
Phone/Fax: (604) 228-1450

*How Smudge Came.* Readings, author talks, storytelling—grades K to 7.

**HENEGHAN, James** (Author)  
601 - 1132 Haro Street  
Vancouver, B.C. V6E 1C9  
Phone: (604) 684-2247

*Promises to Come; Blue; The Case of the Blue Raccoon; The Trail of the Chocolate Thief; The Mystery of the Gold Ring; Torn Away.* Readings/workshops—grades 5 to 12. Also workshop "A Creative Approach to Grade 12 Provincial Exam, English."

**HODGE, Deborah** (Author)  
7480 Colleen Street  
Burnaby, B.C. V5A 2A6  
Phone: (604) 421-3863 Fax: 421-3617  
Email: Deborah\_Hodge@mindlink.bc.ca

*Bears: Polar Bears, Black Bears and Grizzly Bears; Wild Cats: Cougars, Bobcats and Lynx; Starting with Science: Simple Machines.* Author talks/readings; presentations on wildlife & nature; interactive science experiments—K to 5. Talks to teachers/librarians on writing for early reading level.

**HOLT, Gerald** (Author)  
No. 1 The Peninsula  
15273 24th Avenue  
South Surrey, B.C. V4A 2H9  
Phone/Fax: (604) 531-1819

*The Ghostly Tales of Mr. Tooth; Ben and Jacky and the Missing Diamond; Mystery on the Fen; Tails of Flame.* Author talks, readings, writing workshops and discussions—grades 3 to 7.

**HORNE, Constance** (Author)  
604 - 420 Linden Avenue  
Victoria, B.C. V8V 4G3  
Phone: (250) 380-3551  
Email: thorne@uvic.ca

*Emily Carr's Woo; Trapped By Coal; The Jo Boy Deserts and Other Stories; Nykola and Granny.* Readings and talks about writing—grades 4 to 7.

**HUNDAL, Nancy** (Author)  
1517 West 58th Avenue  
Vancouver, B.C. V6P 1W6  
Phone: (604) 263-5970

*I Heard My Mother Call My Name; November Boots; Puddle Duck.* Author talks and readings—grades K to 4.

**KELLERHALS-STEWART, Heather** (Author)  
Box 250, Heriot Bay, B.C.  
VOP 1H0  
Phone: (250) 285-3570 Fax: 285-2981

*She Shoots, She Scores; Muktu the Backward Musko; Stuck Fast in Yesterday; The Whale's Way; Skookum Sam, Spar Tree Man; Witch's Fang.* Author talks and readings—grades 2 to 8.

**LABRECQUE, Sam (Jazzbones)** (Author, Performer, Songwriter)  
19873 37A Avenue  
Langley, B.C. V3A 2S8  
Phone: (604) 530-8798

*Who's Afraid of Slip-Sloop?; Worms for Sale.* Storytelling/creative writing workshops and talks; poetry/concerts with guitar—grades K to 7. Writing career talks—grades 7 to 10.

**LAWSON, Julie** (Author)  
6645 East Sooke Road  
R. R. 1, Sooke, B.C. VOS 1N0  
Phone/Fax: (250) 642-3938  
Email: jlawson@pinc.com

*Too Many Suns; Cougar Cove; Fires Burning; White Jade Tiger; The Dragon's Pearl; Whatever You Do, Don't Go Near That Canoe.* Author talks and readings—all levels. Writing workshops—grade 4 and up.

**LIGHTBURN, Ron** (Illustrator)  
803 - 1034 Johnson Street  
Victoria, B.C. V8V 3N7  
Phone/Fax: (250) 382-0043

*Waiting for the Whales; I Can't Sleep; Eagle Dreams; Mothergoose - A Canadian Sampler* (contributor); *How Smudge Came; Awake and Dreaming*. Presentations for ages 8 to adult (slides, readings, analysis of illustrations, question/answer, drawing workshops).

**LIGHTFOOT, MARGE**  
(Author/Illustrator)  
P. O. Box 1082, Vedder Crossing Station  
Chilliwack, B.C. V2R 3N7  
Phone: (604) 858-3088 Fax: 824-8872

*Cartooning for Kids*. Presentations on cartooning to show kids how to draw cartoons, create cartoon characters & use them to tell stories. Presentation: how a book is born (sixteen action steps from idea to printed page). Grades 4 and up.

**LOTT, Sheena** (Illustrator)  
11250 Chalet Road  
Sidney, B.C. V8L 5M1  
Phone: (250) 656-4538 Fax: 655-3329

*Jessie's Island; A Morning to Polish and Keep; Moonsnail Song; Going to the Fair; Many Faces Many Places*. Presentations on book illustration process, drawing demonstration; slides; original illustrations; questions. Prefer grades 3-5; will do all primary.

**LUCAS, Berny** (Author)  
8091 Bradley Avenue  
Burnaby, B.C. V5J 3T9  
Phone/Fax: (604) 433-6715

*Brewster Rooster*. Author talks, readings and writing process workshops—grades K to 5.

**MANSON, Ainslie** (Author)  
4768 The Highway  
West Vancouver, B.C. V7W 1J5  
Phone: (604) 926-3825 Fax: 925-0358  
Email: amanson@istar.ca

*Mr. McUmphie of Caulfield Cove; Alexander Mackenzie; Simon Fraser; A Dog Came, Too; Just Like New*. Author talks and readings—grades K to 8.

**McBAY, Bruce** (Author, writing as **B. J. Bond**)  
1897 West 2nd Avenue  
Vancouver, B.C. V6J 1J1  
Phone: (604) 664-8550

*Puffin Rock; Goodbye Carleton High* (with J. Heneghan). Author talks and readings—upper elementary.

**McFARLANE, Sheryl** (Author)  
168 Beechwood Avenue  
Victoria, B.C. V8S 3W5  
Phone: (250) 598-5645 Fax: 598-7322  
Email: sheryl@islandnet.com

*Going to the Fair; Tides of Change; Eagle Dreams; Moonsnail Song; Jessie's Island; Waiting for the Whales*. School/library visits, readings & author talks, writing workshops, conferences—grades 2 and up.

**MEZEI, Kathy** (Author)  
304 North Delta Avenue  
Burnaby, B.C. V5B 1E9  
Phone: (604) 299-9701

*Cuthbert and the Mer People*. Author talks and readings—grades K to 4.

**MILES, Victoria** (Author)  
2171 Maple Street  
Vancouver, B.C. V6J 3T4  
Phone: (604) 736-0575 Fax: 473-7330

*Sea Otter Pup; Spotted Owlets; Cougar Kittens; Bald Eagles*. Wildlife storytelling presentations including reading, slide presentation, legends, folklore—grades K to 3. Writing/research workshops for higher grades.

**MITTON, Jennifer** (Author)  
605-2288 Pine Street  
Vancouver, B.C. V6T 5G4  
Phone: (604) 739-2808

**NELSON, Jenny** (Author)  
Box 482, Masset  
Queen Charlotte Islands,  
B.C. VOT 1MO  
Phone: (250) 626-5140

**NELSON, Rosemary** (Author)  
3490 Fenton Road  
Westbank, B.C. V4T 1V8  
Phone: (250) 768-2493 Fax: 768-1044  
Email: rnelson@schdist23.bc.ca

**NEUDECKER, Joan** (Author)  
11344 Chalet Road  
Sidney, B.C. V8L 5L9  
Phone: (250) 656-3607

**PADGETT, Jan** (Author)  
C-7, R. R. 1  
McCausland Road  
Powell River, B.C. V8A 4Z2  
Phone/Fax: (604) 487-9994

**PEARSON, Kit** (Author)  
3888 West 15th Avenue  
Vancouver, B.C. V6R 2Z9  
Phone: (604) 224-3260 Fax: 224-3261

**RAZZELL, Mary** (Author)  
3993 West 36th Avenue  
Vancouver, B.C. V6N 2S7  
Phone: (604) 263-7260

**RICHMOND, Sandra** (Author)  
1965 26th Street  
West Vancouver, B.C. V7V 4K3  
Phone/fax: (604) 926-8786

**RUSSELL, Ginny** (Author)  
226 - 4955 River Road  
Delta, B.C. V4K 4V9  
Phone: (604) 940-1164 Fax: 940-9902

**RUURS, Margriet** (Author)  
R. 3, Poplar Drive, C.16  
Armstrong, B.C. VOE 1B0  
Phone/Fax: (250) 546-2900  
E-mail: mruurs@cheese.schdist21.bc.ca

*Fadimatu; Bonjour Minuit.* Readings/creative writing & illustrating workshops suitable for English or French immersion—grades 5 and up. Cross-cultural workshops (African focus) grades 6 and up.

*The Weavers; Westcoast Rhymes; Island Rhymes; Jessica and the Lost Stories; Archibald and the Crunch Machine.* Author readings—grades K to 8. Small group writing workshops (eco-theme).

*Dragon in the Clouds* (novel and teacher's package for intermediate grades); *The Golden Grasshopper*. "Turning Meatloaf into Caviar" writing workshop for grade 3-7. "Putting the Whipped Cream On" writing workshops for teachers—all grades.

*Adrift!* (child survival, with co-author Colleen Politano); *Max and Katy.* Author talks and readings—grades K to 5. Writing process—grades 9 to 12.

*The Reluctant Deckhand* (novel, animated film/video, documentary & teacher's guide). Author talks; combined reading/screening/ writing workshops—grades K-7. Integrated media studies (novel/film/animation)—grades 7-10.

*The Daring Game; A Handful of Time; The Sky Is Falling; Looking at the Moon; The Lights Go On Again; Awake and Dreaming.* Author talks and readings—grades 4 to 7. Talks to adults.

*Snow Apples; Salmonberry Wine; Night Fires; White Wave; The Secret Code of DNA.* Readings and writing workshops; author talks and readings—grades 7 and up.

*Wheels for Walking.* Author talks and readings. Talks about accessibility and acceptance of the disabled in society—grades 5 to 12.

*Step By Step; Voices on the Bay.* Author talks and readings—grades 4 to 7.

*A Mountain Alphabet; Emma's Eggs; On the Write Track; Big Little Dog.* Readings on books, stories behind the story; poetry writing workshops; slideshow on *A Mountain Alphabet*—grades K-7. Also offers creative writing lessons by email.

**RYBAR, Gail** (Author)  
8105 Camino Drive  
Whistler, B.C. V0N 1B8  
Phone: (604) 932-6643

**SCHWARTZ, Ellen** (Author)  
6637 Emerson Street  
Burnaby, B.C. V5E 1W5  
Phone: (604) 435-3108 Fax: 435-8499  
Email: polestar@axionet.com

**SEIDEL, Ross** (Author)  
4859 Prince Edward Street  
Vancouver, B.C. V5V 3Z1  
Phone: (604) 879-9759

**SHOEMAKER, Kathryn E.**  
(Illustrator)  
3622 Point Grey Road  
Vancouver, B.C. V6R 1A9  
Phone: (604) 736-2107 Fax: 222-8115

**SILVEY, Joe** (Artist/Illustrator)  
214 - 1560 Hillside Avenue  
Victoria, B.C. V8T 5B8  
Phone: (250) 595-4553 (Victoria),  
(604) 591-2628 (Surrey)

**SKOGAN, Joan** (Author)  
P. O. Box 166  
Gabriola Island, B.C. V0R 1X0  
Phone: (250) 247-8739

**SMITH SISKI, Heather** (Author)  
1076 Davie Street  
Victoria, B.C. V8S 4E3  
Phone: (250) 598-1224

**SPALDING, Andrea** (Author)  
1105 Ogden Road, R. R. 1  
Pender Island, B.C. V0N 2M1  
Phone/Fax: (250) 629-2047

**STAFFORD, Terry** (Author, Illustrator)  
Box 438  
Fort Langley, B.C. V0X 1J0  
Phone: (604) 888-2766

*Danny's Run*. Readings, writing workshops—grades 5 to 10.

*Starshine on TV; Starshine at Camp Crescent Moon; Starshine; Born a Woman; Dusty*. Author talks and readings—grades 4 to 12.

*The Rats Came Back*. Book reading, storytelling performance of *The White-Walled Bicycle Tire*, guitar-playing and African drumming.

*Los Ninos Alfabeticos; Jenny's Neighbours; Creative Christmas—Folk Arts from Around the World for the Classroom; The Mouse and Mill; The Bottle Babies*. Talks on book illustration including dummies, separations, tearsheets—grades K to 12/university.

*Little Bear's Vision Quest; Whale Girl*. First Nations (Coast Salish) artist does presentations, school visits, one-week artist-in-residence visits in May/June only. In Vancouver during school year of 1996/97 at Emily Carr Institute.

*Grey Cat at Sea; The Princess and the Sea Bear and Other Tsimshian Stories*. Readings; writing workshops at all levels.

*The Haida and the Inuit: People of the Seasons; People of the Ice: How the Inuit Lived; We Are the Shuswap; Exploring the Yukon's Past; Substance Abuse Prevention; Primary: Teacher Resource Book*. Classroom or community presentations—K to adult.

*The Most Beautiful Kite in the World; A World of Stories; A Special Gift; Finders Keepers*. School presentations for K-2, 3-4, or 5-7, using books, music, storytelling & slides. Author talks, readings. Writing workshops (children & adults). Storytelling (all ages). Teacher workshops and conference sessions.

*Amie; Amie and Anika; Matt and Jenny in Old Vancouver; Fort Langley: A Historical Activity Book*. Illustrated: *Fiona and the Flying Unicorn; Fiona and the Prince of Wheels*. Writing process and creative picture book workshop—all ages.

**STERLING, Shirley** (Author)  
1749 Waterloo Street  
Vancouver, B.C. V6R 3G3  
Phone: (604) 730-1449

*My Name Is Seepetza*. Readings, storytellings, writing process workshops—all levels.

**SWANSON, Diane** (Author)  
4387 Torrington Place  
Victoria, B.C. V8N 4T3  
Phone/Fax: (250) 477-9398  
Email: dswanson@pinc.com

*Buffalo Sunrise; The Day of the Twelve-Story Wave; Why Seals Blow Their Noses; Coyotes in the Crosswalk; Safari Beneath the Sea; Sky Dancers*. Author presentations—grades K to 7.

**TOWN, Florida, M.A. (Ed.)**  
(Author, former journalist/columnist)  
1242 Ricard Place  
Port Coquitlam, B.C. V3C 5H3  
Phone: (604) 942-9822 Fax: 942-6048

*Alexander Graham Bell; Simon Fraser: A Voyage of Discovery; How to Write Dynamite Speeches*. Author talks—grades K to 12. Workshops in writing and writing process—grades 5 to 12.

**TURNEY ZAGWYN, Deborah**  
(Author, illustrator)  
Box 472, Harrison Hot Springs  
B.C. V0M 1K0  
Phone: (604) 796-9779 Fax: 796-9689

*A Winter's Yarn* (illus.); *Mood Pocket, Mud Bucket; The Pumpkin Blanket; Long Nellie; Hound Without Howl*. Presentations for primary/intermediate grades, secondary/college art & English students, and aspiring writers/illustrators. Includes slides, techniques, materials, original illustrations, editing, storyboarding. Reading with slides for younger grades.

**WAKAN, Naomi** (Author)  
R. R. 1, Site 28, C-7  
Gabriola, B.C. V0R 1X0  
Phone: (250) 247-0014 Fax: 247-0015

*Haiku—One Breath Poetry; Japanese—An Appetizer; Telling Tales on the Rim*. Haiku workshops—grade 6. Writing workshops—grades 4,5,6 (getting the whole class involved in story-writing process).

**WALDRON, Kathleen Cook** (Author)  
C-51 Allton Road R.R. 1  
100 Mile House, B.C. V0K 2E0  
Phone: (250) 395-5140 Fax: 395-4750

*A Winter's Yarn; A Wilderness Passover; Ivan and the All-Stars*. Author talks and readings with slide show—grades K to 6, or up to grade 12 and adult.

**WALSH, Ann** (Author)  
411 Winger Road  
Williams Lake, B.C. V2G 3S6  
Phone: (250) 392-5762

*Your Time, My Time; Moses, Me and Murder!; The Ghost of Soda Creek; Across the Stillness; Shabash!* Readings, talks, and workshops on writing, B.C. history, and multiculturalism—grades 4 to adult.

**WATERTON, Betty** (Author)  
10135 Tsaykum Road  
Sidney, B.C. V8L 5T6  
Phone: (250) 656-5045

*A Salmon for Simon; Petranella; Mustard; Plain Noodles* and seven *Quincy Rumpel* books. Author talks and readings—grades K to 6.

**WATTS, Irene** (Author, Playwright)  
506 - 1225 Merklin Street  
White Rock, B.C. V4B 4B8  
Phone: (604) 536-8668

*Fish Princess; Goodbye Marianne; Martha's Magic; Tales from Tolstoy; Just a Minute; Making Stories*. Readings and workshops—drama and creative writing or storytelling. Grade 3 and up. One class at a time only. Two sessions a day.

**WEIR, Joan** (Author)  
463 Greenstone Drive  
Kamloops, B.C. V2C 1N8  
Phone: (250) 372-5473


**WILSON, Eric** (Author)  
c/o JCP Consulting  
823 Wendecourt Road  
North Vancouver, B.C. V7K 2X5  
Phone: (604) 985-2527 Fax: 985-2565

**WYATT, Valerie** (Author)  
520 Transit Road  
Victoria, B.C. V8S 4Z5  
Phone: (250) 595-3160 Fax: 595-7851

*Walhachin, Catastrophe or Camelot; Sixteen Is Spelled O-U-C-H; Storm Rider; Mystery at Lighthouse Rock; Ski Lodge Mystery.* Author talks and readings—grades 4 to 9. Writing workshops in plotting/characterization/bringing stories to life—grades 4 to 12.

*The Inuk Mountie Adventure; The St. Andrews Werewolf; The Unmasking of 'Ksan; Vancouver Nightmare; Spirit in the Rainforest.* Author talks with slide show—grades 4 to 6.

*Inventions: An Amazing Investigation; Pets: An Amazing Investigation; Weatherwatch; Planet Earth: A Big Ecology Book; The Science Book for Girls and Other Intelligent Beings.* Science presentations that encourage audience participation—grades 4 to 6.



## COMMITTEE STRUCK TO FORM A CHILDREN'S CHOICE BOOK AWARD PROGRAM FOR BC

Ontario's *Silver Birch Award* is given annually to the Canadian books most favoured by Ontario school children. This year, 14,853 children participated. Participants in grades four, five and six read at least ten books from a selected list of twenty-five. In June, students from as far away as North Bay travelled to Toronto for an awards luncheon for authors vying for the fiction and non-fiction awards. Children introduced the authors at the ceremony and presented plaques to the winners.

The program generated a great deal of enthusiasm. Through the school year, kids scrambled to get all the books read. At the awards ceremony, about 650 children pounded on the tables in a drum roll to herald Canadian authors, and mobbed the authors for their autographs — as if they were rock stars or sports heroes!

If Ontario can turn kids on to reading, so can BC. The following people have struck an organizing committee to establish a children's choice award in BC for the 1997-1998 school year:

- Allison Haupt, Coordinator of Children's and Young Adult Services, North Vancouver District Public Library and editor of *Resource links*
- Ron Jobe, professor, Education and Children's Literature, University of British Columbia
- Russ MacMath, teacher, Richmond
- Colleen MacMillan, president, BC Book Publishers Association
- Emiko Morita, Canadian Children's Book Centre — BC
- Wayne Swanson, consultant

Initially, the committee is concentrating on intermediate students, but is considering expanding the program to the entire school system. They are looking for support throughout the province to give all BC children the opportunity to participate. If you would like to volunteer for this program, contact Wayne Swanson (E-mail: [dswanson@pinc.com](mailto:dswanson@pinc.com) ; Phone and Fax : (250) 477-9398).

# COQUITLAM TEACHER-LIBRARIANS LAUNCH LIBRARY HOME PAGE

<http://www.schdist43.bc.ca/district/home.htm>

A team of teacher-librarians and district staff launched their district's library home page at two workshops held during the Provincial Professional Day, October 18. Internet workshops held last year recognized the incredible potential of the Internet for on-line information retrieval.

Six sections: Secondary (9-12), Middle (6-8), Elementary (K-5), Professional, Parents and Kids, and Winslow District Resources provide:

- **World Wide Web links to "safe" Internet sites for cyclical research topics in the K-12 curriculum.**
- **library, school, and home access to suitable material for student research at all levels.**
- **access to study guides on a variety of topics such as Report Writing, Bibliography Style Guides, and Resume writing.**
- **links to Universities and Colleges and the Ministry of Education, district teacher-librarians and teachers with a venue to share units and other resources.**

It is anticipated that the union catalogue for all the schools which have been automated will be available on the Winslow section by late fall or early 1997.

Shirley Bens, Webmaster, coordinates the project. The site is updated and maintained by:

Shirley Bens (Port Moody Senior Secondary) — Home Page, 9-12, Professional  
Dianne Driscoll (Centennial Senior Secondary) — 9-12  
Joanne Leblond (Banting Junior Secondary) — 6-8  
Laurie Brookbank (Coquitlam River Elementary) — K-5  
Joanne Jarvis (Porter Elementary) — Parents and Kids  
Yvonne Jovanovic (Winslow Centre) — Winslow District Resources

E-Mail addresses are appended to each section. We encourage suggestions, cyclical research topics, and notification of "dead" URLs.

# EARTH: THE GARDEN PLANET AND ITS ECOLOGY

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

## MATERIALS REQUIRED

The materials for this unit include an instruction sheet, teacher and student evaluation sheets and a "preparation booklet," which is used to take structured notes. In addition a research record form and instructions for writing a bibliography are needed.

## BEFORE YOU GO TO THE LIBRARY

1. Your assignment is to do some research on some aspect of the ecology of the earth. You will have time in the library to do your research.
2. Choose a topic that interests you from the list below. If you think of another subject, check with your teacher.

Ecology of marshes	Ocean pollution	Packaging
Ecology of deserts	Lake pollution	Garbage
Ecology of lakes	Fish farming	Recycling
Alternative car fuels	Erosion	Pesticides
Drinking water	Ozone layer	Acid rain
Liquid waste management	Greenhouse effect	Air quality
Solid waste management	Air pollution	Composting
Temperate rain forest	Toxic waste	Rivers in BC
Shopping as a green consumer	Logging practices	Disposable products
Population pressure on resources	Habitats of endangered animals (difficult topic!)	

## IN THE LIBRARY

1. Brainstorm questions you want answered on your topic. Use your booklet to list the questions under II, III, etc.
2. Using point form, gather notes in the preparation booklet. Use complete sentences only if you are including a direct quote. As you find answers, note the bibliographic information at the end of the booklet.
3. Study the mark sheet and the self evaluation sheet to see how your project will be graded.
4. Complete your notes, do the first part of the evaluation sheet in the booklet, and turn it in to the librarian for marking.

This project is due on \_\_\_\_\_ . One mark will be taken off for each overdue day.

## IN THE CLASSROOM

1. Renumber your questions in an order that makes sense to you. Use your notes to compose paragraphs on the questions you selected. Write a complete essay.
2. Compose a title page and write up a bibliography — your teacher will show you how.
3. Complete the second part of the self-evaluation sheet, then turn in your essay to your teacher. Your essay is due on \_\_\_\_\_.

## TEACHER MARK

### I. PREPARATION BOOKLET

		Mark	Possible
A	Questions chosen for your topic are on one subject (unless okayed by your teacher). Notes under the questions answer the question		5
B	Notes are in point form		5
C	Notes are complete and cover your subject		7
D	Bibliographic information is completely filled in (or the space says "n/a" if not found)		3
	<b>Subtotal 1</b>		<b>20</b>

### II. ESSAY (TOPIC: \_\_\_\_\_)

		Mark	Possible
A	Title page (The topic, name, teacher and date)		2
B	Content (The written material follows the notes in the booklet and is complete)		15
C	Use of English (Grammar, spelling and punctuation are correct)		5
D	Appearance (The essay is neatly written or typed)		3
E	Bibliography (The bibliography is in alphabetical order and has correct punctuation)		5
	<b>Subtotal 2</b>		<b>30</b>
	<b>Grand total for preparation book and essay</b>		<b>50</b>

## STUDENT EVALUATION

### I. PREPARATION BOOKLET

		Mark	Possible
A	My report is about an ecological problem. My answers explore the topic. My answers explain the question.		5
B	I have written notes in point form using key words from my sources. I have quoted any copied sources.		5
C	I have completed my notes to the best of my ability. I have written enough on each line so that I can write a sentence on each point. My introduction briefly explains the topic I am writing about. My conclusions are a summary of the facts in my booklet.		7
D	I have used a minimum of three sources of information (not all encyclopedias) in my bibliography.		3
	<b>Subtotal 1</b>		<b>20</b>

### II. ESSAY (TOPIC: \_\_\_\_\_ )

		Mark	Possible
A	My essay has a title page identifying my topic, my name, my division, my teacher's name and the date.		2
B	I have used my booklet and its material to write my essay and included all questions. The topics relate to each other in a logical order. I have written a good introduction and conclusion.		15
C	My grammar, spelling and punctuation have been proofread by someone other than myself and I have edited my writing.		5
D	I have written my report neatly — double spaced, or typed double spaced. I have no erasures, blots of white-out, or smudged places on the paper. I have left good margins, and used spacing to show off the writing well.		3
E	My bibliography is in alphabetical order. The punctuation is correct and underlining is in the correct places. I have indented where it is required.		5
	<b>Subtotal 2</b>		<b>30</b>
	<b>Grand total for preparation book and essay</b>		<b>50</b>

# PREPARATION BOOKLET

**TOPIC:** \_\_\_\_\_

## I: INTRODUCTION

*Leave this until last.* You need to know something before you can introduce it. Use some really good descriptive words to describe your topic. A definition is sometimes a good choice.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

## II - VI: QUESTIONS

Identify some questions relating to the issue you have chosen.

Write each question in the sections below. For example, you may decide to use as question II, "What is the extent of the problem?" Another question for part III might be, "What evidence is there that the \_\_\_\_\_ is being destroyed?"

Look for answers to your questions, and list them below. Be specific. Use facts — don't make up notes or copy notes — teachers can usually tell.

- II. \_\_\_\_\_
- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_
- G. \_\_\_\_\_
- H. \_\_\_\_\_
- I. \_\_\_\_\_

*(Editor's note: Sections III, IV, V and VI use the same format as section II)*

## VII - IX: SOME SUGGESTIONS TO HELP

What can people or governments do to make the environment healthier or safer?

*(Editor's note: Sections VII, VIII and IX use the same format as section II)*

## X: PERSONAL VIEWS

Give the personal views of an expert, a friend or family member on the subject. Please do not use slang here. Use reputable people for answers and identify them by first and last name and title if they have one.

(Editor's note: Section X uses the same format as section II)

**XI: EXTRA SPACE**

Use the space for any additional paragraphs on the topic.

(Editor's note: Section XI uses the same format as section II)



**XII: CONCLUSIONS**

This should be a summary of each paragraph. *Never* put in "I enjoyed doing this project because I learned a lot about..." Use your notes to draw your conclusions. You may use full sentences here.

- XII. \_\_\_\_\_
- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_
- G. \_\_\_\_\_
- H. \_\_\_\_\_
- I. \_\_\_\_\_

**BC BOOK PURCHASE PLAN CORRECTION**

*The Bookmark* Editorial Board would like to apologize for an error in the September 1996 issue. We mistakenly published that each school would receive \$200. The actual amount is \$125. This is an increase over past years. Teacher-librarians from around the province were delighted to order free titles from the annotated list of titles provided by the ministry. We hope that this excellent plan will continue next year to the benefit of school libraries and book publishers throughout British Columbia.

# INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS CONFERENCE BEIJING, AUGUST, 1996

by **JUDITH DUECK**, teacher-librarian, Gordon Bell School, Winnipeg, Manitoba. Reprinted with permission, from the October 1996 issue of *Impact*, the journal of the Association for Teacher-Librarianship in Canada.

China: the word evokes images of mystery, conspiracy, intrigue, hunger, poverty, repression, control, lucky red, Mao grey, Buddha, magic, superstition, crowds, rice, temples, acrobatics, opera, mist, spices, ...and the list goes on. I went to China expecting an unforgettable experience. I was not disappointed.

When one considers the changes that have profoundly affected Chinese society in this century, one stands in awe of their ADAPTABILITY. It is not a word I previously associated with Chinese people. But a quick look at the history of the last 80 years reveals that citizens have lived through uncertain and difficult times when the rules were constantly changing according to the political whims of whoever was in power. Literacy has dramatically improved and now stands at over 78%. Women, once subjected to foot binding and other restrictions now appear to take a strong, active and vocal role in society. China as a whole has moved from being ruled by emperors and war lords, through wars with Japan and the West, through civil war, through the Communist Mao era to a new type of Communism combined with a now racing economic development.

Building is everywhere — new high-rises, private housing, hundreds of construction cranes, new roads. The architecture looks impressive, with sleek modern angles and walls of glass. Conversations with embassy officials imply that the Chinese government has some concerns about quality control but the surface certainly looks good. Still, when I asked Chinese people, "Who lives in these brand new homes?" they answered, "I don't know." For the majority, housing is still supplied by their employer. Most apartments are small two bedroom, 500 sq. feet affairs, with or without hot running water and electricity.

Private enterprise is booming. Small businesses abound. One has a sense of industry and hard work. Along with all the economic development, come warnings of increased corruption. But I sensed an optimism that I did not expect. Much of the small business activity is in addition to a regular job — usually a government job. These government jobs are obtained largely and openly via "connections"

which are still at the heart of Chinese society. However, foreign investment is strongly encouraged in "modern" China and, from all the economic activity, it seems that a wealthy class is about to emerge in the new China.

A recognition of historical Chinese culture is growing in spite of attempts to destroy everything of beauty during the Cultural Revolution. Restoration of ancient sites, excavations, a revival of religious life, newly painted temples, appreciation of old paintings and colorful fashions, including mini-skirts, are all part of the scene. Hairdressers, previously banned, are everywhere, forcing beautiful straight black hair into "western" curls. Early morning Tai Chi, an exercise program practiced by many Chinese, is sometimes replaced with 6:30 A.M. classes in ballroom waltz or 1950s rock & roll, all outside in the community squares. A wonderful Cultural Concert staged by the Ministry of Culture for conference participants included the traditional Peking Opera and Acrobats as well as selections from *Turandot* and *La Traviata*, concluding with a full scale orchestra rendition of "Auld Lang-syne"!

I was privileged to interview several painters as well as a number of young people. Even though Mao's mausoleum still attracts thousands of daily visitors who wish to view his embalmed body, the people I spoke with openly stated that Mao was "only 70% right — he made mistakes." And the cultural revolution is fortunately regarded as part of that mistake. One wonders what will happen when Deng, who hasn't been officially seen for two years, dies. Or when Hong Kong is absorbed into the country. Or when the increasing freedom in economic development forces increased freedom in other areas. Or when the pampered children of "one-child families" grow up, expecting to be heard and to get their own way.

In this setting, 2,500 librarians descended upon Beijing to a UNESCO recognized conference. The conference had received a great deal of publicity, apparently with more hype than a political convention! The theme of the conference suited the new developments in China as well as realities for

libraries all over the world — “The Challenge of Change: Libraries & Economic Development.”

Opening and closing sessions included the usual formalities, and speeches from Li Peng (Premier of the State Council of the People's Republic of China) and Luo Gan (Secretary-General). In his address, IFLA President Bob Wedgeworth noted the importance of information for economic development with the following words:

Recognizing that many businesses world-wide fail for lack of adequate information about products, materials and markets; recognizing that many individuals suffer due to lack of adequate access to medical and public health information; recognizing that access to information cannot compete with the major crises due to war, disease, famine and natural disasters, IFLA is committed to focusing attention upon the economic importance of access to information for the improvement of the quality of human existence.

The conference was very efficiently organized. Security was high with guards posted at all entrances to the site. Exhibition centres in large halls on three floors included hundreds of booths with demonstrations and displays of computer programs, internet, books, library furnishings and supplies, CD ROM, multi-media and map resources, etc. Multi-lingual information booths and simultaneous translation were provided.

Sessions of interest to many types of librarians were offered and represented the major divisions of IFLA. These included General Research Libraries (National, University, Parliament); Libraries serving the General Public (Public, School, Children's, Mobile, Services for Multicultural Populations, etc.); Bibliographic Control (Cataloguing, Classification and Indexing, etc.); Collections and Services (Acquisitions and Collection Development; Interlending, etc.); Management and Technology (Information Technology, Audiovisual & Multimedia, Management, etc.); Education and Research (Education and Training, Reading, User Education, etc.); and Regional Activities. I found it very difficult to choose which sessions to attend since so many of the sessions were relevant to my involvements in education, in technology, in the organization of information for access, and in development. Of particular interest to me were the following sessions:

- A fascinating full day workshop on “Serving Multicultural Populations in the 21st Century:

Universal Standardized Subject Headings — Present Status and Future Prospects” included papers from USA, Canada, China, Japan, Korea, Thailand, and Malaysia. While this was rather technical, it was clear that Library of Congress Subject Headings are definitely dominant in the world even though they have a U.S. cultural bias. While some co-operation does exist between Europe & North America, many countries in the south are starting from the beginning and developing subject heading lists independently. Clearly there is a need for increased cooperation between countries and increased standardization of subject headings. The session had a regional focus. A similar session with a “thematic” focus would be very interesting (e.g., an exploration of various existing subject heading lists published by OECD, HURIDOCS, IRDN, HRI, Council of Europe and others).

- Digital Libraries, Technologies and Organizational Impacts. The paper by Terry Kuny (Global Village Research and the National Library of Canada) was excellent but unavailable for distribution. One of his statements applies to libraries of all types: We are in the business of knowledge creation, not data retrieval. The future belongs to those who control filtering, searching and sense making tools. It is time to invest in people not technology. We need digital librarians. Without them, digital libraries are of no use.
- Co-operative Cataloguing Projects: Economic Benefits through Resource Sharing. Issues all the way from the commencement of China's cataloguing-in-publication, to Italian supply and exchange of cataloguing data, to potential for international co-operation were discussed.
- Copyright Questions in document Delivery and Interlending. While this session had a U.S. focus and indeed the U.S. is working very hard on this issue with a real battle brewing between authors/publishers and libraries, there were applicable principles for Canada.
- A full day workshop on storytelling in a multi-cultural context was fascinating and included representation from Sweden, USA, Denmark, Germany, China, Greece, Spain, Thailand, Canada, and the Caribbean.
- A session on Reading included papers on illiteracy in Greece; the juvenile reader in Russia; improving reading guidance services for teenagers and children in China; and libraries in education in Poland.

- A session on School Libraries which included papers on China's primary and secondary school libraries

Sessions on Management of Library Association, Internet, Information Technology, Multimedia resources and others are too numerous to mention.

The session on "Access to Human Rights Information" in which I was a presenter was well attended with significant interest demonstrated. However, China is sensitive on this topic and a little side drama, concerning my materials in particular, occurred and ultimately involved both the U.S. and Canadian Embassies. I was told that there was some possibility of disruption of my session, deportation, or my arrest even though the session was formally in the program and had a technical/methodological focus rather than an activist or regional focus. Clearly, China is still very nervous about Human Rights issues, even when the focus is on methodology and access rather than activism or China specifically. The session did go smoothly.

Library Visits included a selection of "showpiece" libraries including Beijing No. 4 Middle School Library, the CPC Central Committee Party School Library; and the China Ethnic Library. The Medical Library of the Chinese People's Liberation Army was a well equipped six story building complete with computers, audiovisual equipment and a language lab which featured American movies as an aid to learning English. One wonders what else they learned. It would have been interesting to get into libraries not on the "scheduled list," but this seemed impossible.

Social events included a full course banquet in the Great Hall of the People at Tiananmen Square. Three thousand people were bused in convoy — all traffic had to wait — from the Conference Centre to the Great Hall. A multi-course, delicious dinner included such delicacies as sea slugs, eggs of squid soup and some unidentifiable dishes. A walk after dinner in the square amidst the kite flyers, roller bladers, remote car controllers, badminton players and families out for a stroll, revealed a very different square from the one in the 1989 news. No Goddess of Democracy graced the square but the Monument to the People's Heroes and the huge portrait of Mao are still there.

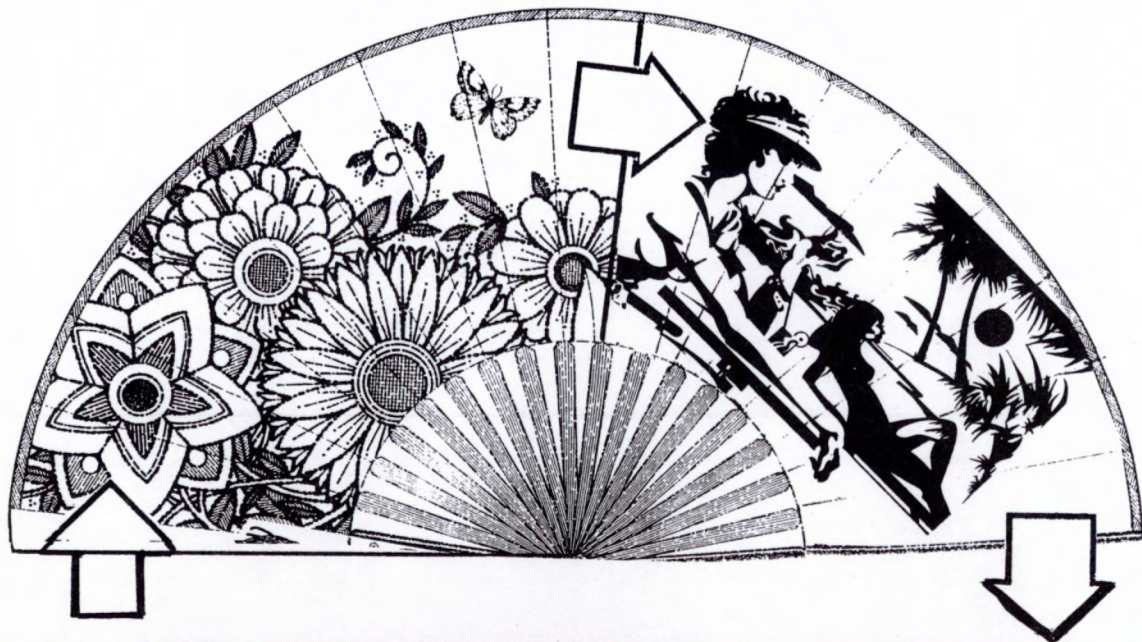
The conference made it clear that as we move towards the end of the century, libraries face new demands and challenges. At the same time society is re-examining the value of information as a component of the development process. Indeed,

libraries play an increasingly important role in the education of society through its schools, its public libraries and its services to various sectors of the populace. Libraries have an increasing role in the development of the intellectual capital of every country. Information is valuable as an economic resource and new technologies make it instantly and globally available. Librarians can use their information management skills to play a leading role in this new information environment. Despite the fact that the level of library development may differ from region to region and from country to country, there are still many common concerns which professionals and institutions in the library and information communities share. Nowadays, libraries in different countries must face and accept the challenges offered by new information technologies. At the same time these changes and favorable circumstances have also opened new possibilities and opportunities for library services. The 62nd IFLA Conference provided me with a valuable opportunity to exchange ideas and share experiences with professionals from different parts of the world. I look forward to contributing what I can in the areas of education, library, development, human rights, technology and other environments.

With appreciation and thanks to: International Development Research Centre — for funding my attendance at the conference; Mennonite Economic Development Associates — for handling the financial and reporting aspects of my attendance at the conference; Al Kagan, University of Illinois Library and Frank Kirkwood, Library of Parliament — for inviting me to speak, providing editorial comments on my presentation, and making practical arrangements; HURIDOCS — for providing editorial comments, donating resources, and assisting in many other ways; Winnipeg School Division #1 — for allowing me an unpaid leave of absence to attend the conference. Judith Dueck

**PLUS ÇA CHANGE,  
LE PLUS C'EST LA MÊME!**

**THE MORE THINGS CHANGE,  
THE MORE THEY ARE THE SAME**



**REGULAR FEATURES**

Not very long ago, and in many parts of the world today, young people would learn skills they could use in their work throughout life. Today, in industrial countries, most people are doing jobs that did not exist when they were born,



*Seymour Papert, creator of children's computer language LOGO*

The most important skill determining a person's life pattern has become the ability to learn new skills, to take in new concepts, to assess new situations, to deal with the unexpected.



This will be increasingly true in the future: The competitive ability is the ability to learn.

*Seymour Papert, creator of children's computer language LOGO*

Our inventions are wont to be pretty toys, which distract our attention from serious things. They are but improved means to an unimproved end ... we are in great haste to construct a magnetic telegraph from Maine to Texas; but Maine and Texas, it may be, have nothing important to communicate.



*Thoreau in "Walden".*

## NOTES AND NEWS

by WILLA WALSH, Senior Editor

### INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP (IASL)

Diljit Singh, Kuala Lumpur, Malaysia, was elected as Director (Pacific Region) of IASL at its 25th annual conference in Ocho Rios, Jamaica. Dr. Singh is a lecturer at the University of Malaya in the Library and Information Science program.

Hi Willow Research and Publishing has been named publisher for IASL. Hi Willow will publish annual conference papers and individual titles. The first collaborative title is *Sustaining the vision: A collection of articles and papers on research in school librarianship*, edited by Anne Clyde. It contains twenty-five current research articles selected from an international perspective in several topical areas from the effects of school libraries and school librarians on academic achievement to the use of information technology and management. Hi Willow is slated to publish the proceedings of the 1997 IASL annual conference in Vancouver, Canada and the papers from IASL's first international research forum in teacher-librarianship in 1997. If you wish to purchase *Sustaining the vision*—it is distributed by LMC Source, P.O. Box 266, Castle Rock CO 80104-0266. Voice 800-873-3043; Fax: 303-660-0341. Standing orders for IASL titles are also available.

Ken Haycock, professor and director of the School of Library, Archival and Information Studies at the University of BC in Vancouver has been appointed executive director of IASL for a five year term. He was the unanimous choice of the Board of Directors and is ideally qualified for the position. Ken Haycock is editor and publisher of *Emergency Librarian* and is known for his pioneering the concept of cooperative program planned and team teaching between teachers and librarians. Dr. Haycock assumed administrative responsibility at the Association's 25th anniversary conference in Ocho Rios, Jamaica in July, 1996.

### THE ETERNAL FOREST

This title, out-of-print since 1929, is now available again through Godwin Books at P.O., Box 4781,

Vancouver, BC, V6B 4A4. Tel: 604-988-2407; Fax: 604-984-9821; E-mail: thomsonr@direct.ca This title is an important heritage book which examines the corruption and abuses in the fisheries and the logging business of the day and tells the story of George Godwin's life as well as providing much information about early pioneer settlements along the Fraser River. Vintage archival photos are included. It has received many positive reviews since its republication. There is an introduction by George Woodcock. Paperback price is \$15.95, and ISBN is 0-9696774-X.

### UNIVERSITY OF BRITISH COLUMBIA, SCHOOL OF LIBRARY, ARCHIVAL AND INFORMATION STUDIES

Hideaki Honda, professor at the Sagami Women's University in Japan, has been appointed visiting scholar at the University of BC, SLAIS for the 1996-97 academic year. Dr. Honda will work closely with associate professor Judi Saltman, one of the country's leading authorities on Canadian children's literature and will be available to graduate students.

SLAIS has established the Piternick Faculty Research Award in honor of the contributions of Anne Piternick and George Piternick. The competitive award of \$500 will be granted each year to a faculty member for small research projects or seed money for planning and development. The first recipient of the Piternick Faculty Research Award was Dr. Ann Curry for her investigation of library associations and intellectual freedom.

Pat Cavill, president of Pat Cavill Consulting of Calgary, has been appointed professional-in-residence at the University of BC, SLAIS for the Fall, 1996 term. Ms. Cavill will teach the SLAIS graduate course in marketing library and information services.

SLAIS has named distinguished alumni. Director Ken Haycock noted that this is the first time that SLAIS has formally recognized its alumni for contributions to the development, implementations and promotions of library, archival and information services. Among the first six named was Angela Thacker (BLS, 1968) executive assistant of the Association for Teacher-librarianship in Canada. Angela was also a past president of provincial and national school library associations, former editor of

provincial and national school library publications, initiator of standards and guidelines for school library programs and continues to be a well-known leader in the field of teacher-librarianship.

## NATIONAL LIBRARY OF CANADA

The National Library of Canada has launched the 1996 edition of Read Up On It, a kit which promotes Canadian children's literature and is designed to encourage the love of reading. Canadian history is this year's theme. Designed for the home, classroom or library, the kit includes suggestions on how stories may be introduced to young readers. It is distributed free of charge. It is available from: Marketing and Publishing, National Library of Canada, 395 Wellington Street, Ottawa, ON K1A 0N4; Tel: 613-995-7969; Fax: 613-991-9871.

## KATE WALKER & COMPANY

Kate Walker & Co. have produced the Fall, 1996 *Look Who's coming; authors on tour* catalogue. Among the authors featured are: Nick Bantock whose new book is *The Venetian's Wife*, David Bouchard whose new book is *Voices from the Wild*, Lorna Crozier with her new book *A Saving Grace*, Laurence Gough with his *Memory Lane*, Celia King with her new pop-up title *Seven Great Explorations*, along with Michael Kluckner, Victor Malarek, Anne Michaels, Rosemary Neering, Eric Nicol, Knowlton Nash, Raffi, and Guy Vanderhaeghe. To find out when and where these authors are presenting, contact: Julie Pithers, Publicity Manager, Kate Walker & Co, at Fax: 323-7118 or write to 8680 Cambie Street, Vancouver, BC V6P 6M9.





## ASK THE EXPERTS

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

### QUESTION

Teachers at my school saw the encyclopedias I am discarding in a recycling box. They say that they want to use them in the classroom.

### ANSWER

Don't do it! Letting discards go to classrooms puts standard materials in front of students and makes it almost impossible to get rid of truly bad stuff. Volumes of old encyclopedias will come back to the library to haunt you forever!

For years, Vancouver school district has tried to keep teachers out of the discards box by having the teacher-librarians purposely label the boxes with misleading phrases like "summer cataloging" instead of "discards!" There is something about human nature that does not like to see waste, even if the learning resources are clearly out-of-date and of little educational value!

Vancouver is one district that has a well-defined weeding policy. If your district does not have a weeding policy, consider looking at the policy of a district that does and adapt it for your school. It is better to respond with a policy in place than to have to think up an answer on a case-by-case basis when teachers or students approach you.

Generally, teachers should know that school libraries are learning resource centers, not book cemeteries. We keep books that students and staff take

out or use in the library. We usually discard unused materials. One exception is that we may retain old books that are unique or of local historical interest. Also, we may have to throw away frequently used books if they have significant errors or bias, or are worn out. We need to weed even if for no other reason than to make room for newer and better materials!

Knowledge grows at an incredible rate. This is easy to show in Science. Encyclopedias as recent as 1993 do not recognize protists and monera as life forms distinct from plants or animals. Social Studies content also changes continuously as the names, flags, populations, borders and governments of nations change. Encyclopedia publishers update approximately 15% a year. An encyclopedia more than three years old has probably got much that is out of date.

Point out to teachers that students should have access to quality information. Teachers who would use old materials that do not meet criteria for balance, currency and accuracy because using old books in the classroom is more convenient than sending a student to the library deprive students of access to quality information. Sending students to the library to find out the "right answer" communicates the message to students that good scholarship and a concern for getting accurate information are important — just any old information is not "good enough."

Some teachers want the old encyclopedias to cut up. The educational value of cutting a picture and pasting it is questionable. If students learn that encyclopedias are a good source of pictures to cut out for reports it is likely that the encyclopedias in the library will soon resemble Swiss cheese! Students who submit drawings and diagrams from their own hands may not produce as beautiful projects as when they cut out pictures, but work from their own hands is more direct evidence of what they have learned!

If the encyclopedias are indeed useful, they should be accessible to all the students in the school, not just the ones in an individual class. To help your staff come to a common agreement, you might wish to ask groups of teachers to participate in the weeding process by evaluating books in their field of interest. Teachers who help you will benefit from a close knowledge of what resources exist, and you will benefit from their expertise in their subject or grade-level.

# THE PORTRAIT: VICTORIA MILES

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

"There is a forest of seaweed in the ocean. It is a forest of kelp. At the bottom of the kelp forest, Mother sea otter searches for food. High above, her pup is waiting. He is wrapped in a piece of kelp so he can't drift away while Mother is down below. He bobs, floating on his back in the cold waves, holding his front paws and hind flippers above the water to keep them dry."

This is the beginning of the book, *Sea otter pup* (Orca, 1993), one in a series of four baby animal picture books written by Victoria Miles. The other titles in the series are *Spotted owlets* (Orca, 1993), *Cougar kittens* (Orca, 1995), and *Bald eaglets* (Orca, 1995). All of these books are small and written in a story format, but they are fully researched to give their primary-age readership a true and accurate portrayal of the animals. The information is also enhanced by the realistic drawings of illustrators Elizabeth Gatt, for the first two in the series, and Lorna Kearney for the last two.

Victoria Miles graduated from Simon Fraser University in 1988 with a Bachelor of Arts in Communications Studies. After graduation she taught English as a second language in Japan for a year and also worked in Germany as a nanny. Victoria's interest in and knowledge of animals developed through her job as the Education and Communications Coordinator for Northwest Wildlife Preservation Society (NWPS) in Vancouver, BC. As the principal public-relations representative for NWPS between 1990 and 1994, Miles wrote scripts for audio-visual presentations, researched issues and spoke on behalf of the non-profit society to school children, governments, media and the general public throughout this province. In our interview Victoria related some of the wonderful opportunities her work allowed, such as observing wildlife in their natural surroundings. It was through these experiences and her talks to school groups that she became interested in writing about animals for children.

Miles first approached Orca publishers with an idea for a book on endangered sea turtles. Although Orca was not interested in a book on this topic they were interested in developing a baby animal series

for primary-aged children. Given Miles' experience and background, Orca offered her the chance to write the first one. The success of *Sea otter pup* led the way for the other three in the series. All the books are still in print and have also been distributed to the United States market. *Sea otter pup* has been one of the best sellers at the Monterey Bay Aquarium in California.

Victoria acknowledged that her contacts with experts in the wildlife field have filled the books in the series with interesting and unique facts about the animals. Some examples include: the mother otter tucking her pup under her arm and rolling over onto her back so the pup is on her chest; the spotted owl climbing back up the tree after he fell trying to fly; the relationship between cougars and wolves; and the dirt on eagle eggs. She told me how fortunate she feels to be able to tell the stories she heard from these biologists and to have the opportunity to accompany them on their field studies. Victoria said such experiences were "my wage" and her books have allowed her enough respect to be a participant in these adventures.

Miles is presently employed by The Loewen Group, the large funeral-director corporation, in Burnaby, British Columbia. She serves as the managing editor of *Vision*, the company's bi-monthly magazine. Victoria's interest in writing for children remains strong. She has completed an unpublished manuscript about an old grizzly bear mother. This story is written for older children and is a detailed account of the old bear's last years before her death. Victoria told me that her present job was an influence for the idea of writing a story about the acceptance of life and death in the wild. The book was also inspired by the opportunity to accompany a biologist tracking grizzly bears in the Kootenays. In addition, Miles is currently in negotiation with a publisher about writing a book about sea turtles in co-operation with the Monterey Bay Aquarium. Victoria feels that wildlife writing will always be at the core of her work for children, but she is also interested in pursuing stories about her own family.

Victoria admitted that her writing takes tremendous energy and mental effort. Compared to other children's authors, she considers herself "a developing writer". She said she feels writing for children is a serious responsibility. Miles is passionate about wanting children to have stories that they enjoy reading and that "communicate" to them. She said she never lost interest in children's literature since her own childhood and realizes there are still many books she wants to read.



Victoria finds great pleasure in talking to children and makes time in her work schedule to be available to talk to school groups about her books.



# PROVINCIAL SPECIALIST ASSOCIATIONS 1996-97

All members of a PSA shall be BCTF members: active, associate, affiliate, or honorary.

FORM VOID AFTER DECEMBER 31, 1996.

Enclose your cheque or money order, made payable to the B.C. Teachers' Federation. DO NOT MAIL CASH.

Print your name, address, etc., below. Check the appropriate association(s).

BCTF membership:  Active  Associate  Affiliate

Social Insurance Number \_\_\_\_\_  Mr.  Mrs.  Miss  Dr.  Ms.

Surname \_\_\_\_\_

Given Name(s) \_\_\_\_\_

Former Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Postal code \_\_\_\_\_

Home telephone \_\_\_\_\_ School district number \_\_\_\_\_

School telephone \_\_\_\_\_ Work telephone \_\_\_\_\_

*(if different from school)*

Name and address of school/institution/business \_\_\_\_\_

e-mail address \_\_\_\_\_

## PSA MEMBERSHIP

BCTF MEMBERS	B.C. EDUCATION STUDENTS	BCTF MEMBERS	B.C. EDUCATION STUDENTS	BCTF MEMBERS	B.C. EDUCATION STUDENTS
41 <input type="checkbox"/> \$30.00 Art	<input type="checkbox"/> \$15.00	52 <input type="checkbox"/> \$35.00 Music	<input type="checkbox"/> \$17.50	64 <input type="checkbox"/> \$30.00 Hospital/Homebound	<input type="checkbox"/> \$10.00
42 <input type="checkbox"/> \$35.00 Business Education	<input type="checkbox"/> \$23.00	53 <input type="checkbox"/> \$30.00 Learning Assistance	<input type="checkbox"/> \$10.00	65 <input type="checkbox"/> \$35.00 Computer	<input type="checkbox"/> \$25.00
44 <input type="checkbox"/> \$35.00 Counsellors	<input type="checkbox"/> \$25.00	54 <input type="checkbox"/> \$30.00 Physical Education	<input type="checkbox"/> \$15.00	66 <input type="checkbox"/> \$25.00 Environmental Ed	<input type="checkbox"/> \$15.00
45 <input type="checkbox"/> \$30.00 Immersion/Cadre	<input type="checkbox"/> \$15.00	55 <input type="checkbox"/> \$42.00 Primary	<input type="checkbox"/> \$21.00	67 <input type="checkbox"/> \$20.00 Rural	<input type="checkbox"/> \$10.00
46 <input type="checkbox"/> \$35.00 English	<input type="checkbox"/> \$15.00	57 <input type="checkbox"/> \$35.00 Science	<input type="checkbox"/> \$10.00	68 <input type="checkbox"/> \$25.00 Peace & Global Ed	<input type="checkbox"/> \$20.00
47 <input type="checkbox"/> \$30.00 Home Economics	<input type="checkbox"/> \$16.00	58 <input type="checkbox"/> \$30.00 Technology	<input type="checkbox"/> \$ 5.00	69 <input type="checkbox"/> \$25.00 ESL PSA	<input type="checkbox"/> \$15.00
48 <input type="checkbox"/> \$30.00 Intermediate	<input type="checkbox"/> \$15.00	59 <input type="checkbox"/> \$25.00 Social Studies	<input type="checkbox"/> \$10.00	70 <input type="checkbox"/> \$30.00 Alternate Ed	<input type="checkbox"/> \$15.00
49 <input type="checkbox"/> \$40.00 Teacher-Librarians	<input type="checkbox"/> \$15.00	60 <input type="checkbox"/> \$30.00 Special Ed	<input type="checkbox"/> \$15.00	71 <input type="checkbox"/> \$25.00 First Nations	<input type="checkbox"/> \$15.00
50 <input type="checkbox"/> \$30.00 Mathematics	<input type="checkbox"/> \$15.00	62 <input type="checkbox"/> \$30.00 Drama	<input type="checkbox"/> \$20.00	72 <input type="checkbox"/> \$20.00 Co-operative Learning	<input type="checkbox"/> \$10.00
51 <input type="checkbox"/> \$25.00 Modern Languages	<input type="checkbox"/> \$15.00	63 <input type="checkbox"/> \$35.00 Gifted	<input type="checkbox"/> \$18.00	73 <input type="checkbox"/> \$25.00 Dance	<input type="checkbox"/> \$12.50

**Subscriptions to PSA publications are available to non-BCTF members or institutions. Fees include GST.**

NON-BCTF MEMBERS	NON-BCTF MEMBERS	NON-BCTF MEMBERS
41 <input type="checkbox"/> \$50.29 Art	52 <input type="checkbox"/> \$55.64 Music	64 <input type="checkbox"/> \$50.29 Hospital/Homebound
42 <input type="checkbox"/> \$56.71 Business Education	53 <input type="checkbox"/> \$50.29 Learning Assistance	65 <input type="checkbox"/> \$55.64 Computer
44 <input type="checkbox"/> \$55.64 Counsellors	54 <input type="checkbox"/> \$50.29 Physical Education	66 <input type="checkbox"/> \$44.94 Environmental Ed
45 <input type="checkbox"/> \$50.29 Immersion/Cadre	55 <input type="checkbox"/> \$89.88 Primary	67 <input type="checkbox"/> \$39.59 Rural
46 <input type="checkbox"/> \$55.64 English	57 <input type="checkbox"/> \$55.64 Science	68 <input type="checkbox"/> \$44.94 Peace & Global Ed
47 <input type="checkbox"/> \$50.29 Home Economics	58 <input type="checkbox"/> \$50.29 Technology	69 <input type="checkbox"/> \$44.94 ESL PSA
48 <input type="checkbox"/> \$50.29 Intermediate	59 <input type="checkbox"/> \$44.94 Social Studies	70 <input type="checkbox"/> \$50.29 Alternate Ed
49 <input type="checkbox"/> \$60.99 Teacher-Librarians	60 <input type="checkbox"/> \$50.29 Special Ed	71 <input type="checkbox"/> \$44.94 First Nations
50 <input type="checkbox"/> \$50.29 Mathematics	62 <input type="checkbox"/> \$53.50 Drama	72 <input type="checkbox"/> \$39.59 Co-operative Learning
51 <input type="checkbox"/> \$45.00 Modern Languages	63 <input type="checkbox"/> \$55.64 Gifted	73 <input type="checkbox"/> \$44.94 Dance

Total number of associations \_\_\_\_\_ R 106779291 Total fees enclosed \_\_\_\_\_

Your membership/subscription will run for one year from the date this form is processed. The expiry date appears on envelopes bearing publications. Six weeks before expiry of membership/subscription, you'll be sent a renewal form. PSA fees are not tax deductible. **If, in the course of the year, you change your name or address, please be sure to let the BCTF know.** Retain a photocopy of your completed application for your records.

**B.C. Teachers' Federation, 100-550 West 6th Avenue, Vancouver, BC V5Z 4P2  
871-2283 or 1-800-663-9163**

# 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@rainbow.fvr.cs.gov.bc.ca](mailto:jgoldsmi@rainbow.fvr.cs.gov.bc.ca)

## INTRODUCTION

*"Some time change comes at you like a broad-side accident."* This line from a Joannie Mitchell song may very well sum up the feelings of most teacher-librarians towards the amount and pace of change which has occurred over the past few years. I'm not talking about the almost constant and unremitting variations in curriculum and instruction which, by itself is enough to tax the endurance of any mortal. No, I'm talking about change in the area of teacher-librarianship. Anyone who thinks change in the classroom has been pervasive and demanding should spend a few minutes in a school library.

The one area where this is abundantly obvious is the Internet — the "Information Superhighway." For most teacher-librarians, the Internet has been a mixed blessing. On one hand, it provides access to a vast amount of information and resources. On the other, it's many problems and limitations have been a giant headache. While the obstacles relating to technology will probably disappear as the Internet matures, the difficulty in dealing with information from the 'Net will, in all likelihood persist - what's true, what's not and how to tell the difference? An information site may be the epitome of scholarly excellence or a conglomeration of lies and innuendoes. It's often difficult to tell the difference. The information does not come in a nice, neat, edited, annotated, hard bound package. Instead, content on the Internet is virtually unregulated meaning, "anything goes". As a result, students may possess the expertise to "surf" the length and breadth of the 'Net, yet have little idea how to judge the validity of the information they find. And this situation isn't unique to students, if the messages to various teacher e-mail groups are any indication. There has been a constant stream of requests asking for help "dealing with" Internet information. The unstated yet implied idea being that 'Net based information is somehow different from other types of information from books, references and magazines.

While I claim no particular expertise or insight in this area, one thing seems very clear. There is nothing magical, mystical or different about the Internet as an information source. It simply information in a different format. Granted, it's a very large information source requiring specialized skills — especially information literacy skills — to use effectively. Yet the fact remains that there is nothing particularly outstanding or special about Internet as an information resource. While it may have certain strengths and special characteristics which recommend it's use in certain situations, for most teacher-librarians, it is ultimately just one of many information resources available to them. And in the end, does it really matter where the information comes from; books, videos, periodicals, CD-ROMs or the Internet, as long as it allows teacher librarians to offer the very best library program possible for the students they serve. Hopefully, some things will never change.

## BUSINESS

### INDIA YELLOW PAGES

<http://www.indiacess.com/-busns.html>

This site claims to have the most comprehensive list of business and commercial information from India. India Yellow Pages is a huge business directory with the phone numbers and information about real estate companies, manufacturers, companies, exporters, importers and more.

### NEWSWEEK INTERNATIONAL

#### BUSINESS RESOURCE

<http://www.newsweek-int.com/>

Created by Newsweek International's Special Projects division, this is the resource and meeting place for today's global executive. A wealth of

*Newsweek* special articles are supplied with emphasis on Internet trends and issues like e-cafes and who's producing the best work on-line. You'll find articles on the environment by such distinguished writers as Dr. Richard Leakey, and Nwi.Interactions — a leading-edge gathering place that'll challenge, educate and entertain you.

## **ECONOMIC POLICY LINKS**

<http://epn.org/econlink.html>

This site contains a multitude of links to sites with an economic focus such as The Brookings Institute, The National Bureau for Economic Research and RAND Corporation. It also contains connections to labor information, consumer protection and a number of other areas including many economic "e-zines".

## **ECONOMISTS ON THE WEB**

<http://www.mit.edu:8001/people/irons/ecgeek.html>

"A creative economy is the fuel of magnificence." (Ralph Waldo Emerson. 1803-1882).

How's that for a Web Page introduction? It certainly leaves no doubt as to the importance of economists and the economy. What follows are a multitude of links to the personal Web pages of economist around the world. In addition, a number of universities have also included links to their department pages which contain detailed descriptions of their economics program.

## **EDUCATION**

### **AKIKO TOUR OF NEW ZEALAND**

<http://www.akiko.lm.com:80/NZ/NZTour/>

The tour includes spectacular scenery of New Zealand, great slide shows of New Zealand's urban and natural settings and files on New Zealand history and culture. It is an excellent Social Studies Geography resource.

## **BRIEF CITATION GUIDE FOR INTERNET SOURCES IN HISTORY AND THE HUMANITIES**

<http://h-net.msu.edu/~africa/citation.html>

While the citations and links are meant for a post-secondary audience, the information is still of interest for secondary Social Studies teachers. Melvin E. Page frequently updates this document to take into account changes in Internet usage.

## **CANADIAN EDUCATION ON THE WEB**

<http://www.oise.utoronto.ca/~mpress/eduweb.html>

If it's Canadian education sites you're seeking, you've found the right place! Categories include educational organizations, universities and colleges, faculties, networks, libraries and journals. Such sites include the National Adult Literacy Database, a fun network called Kids from Kanata, and the Writers in Electronic Residence Program, linking Canada's Writers with area schools.

## **CHEMCENTER**

<http://www.ChemCenter.org/>

This site strives to be the universal home page for Internet explorers seeking chemistry-related information. ChemCenter combines extensive on-line resources from the American Chemical Society and provides a platform for new and developing services. A sample of what you'll find here includes ongoing discussions, electronic courses, a conference calendar, magazines and articles —plus unique database searching with Chemical Patents Plus and LabGuide.(NBNSOFT)

## **CHILDREN'S STORIES**

<http://www.ucalgary.ca/~dkbrown/storcont.html>

This site has been in operation for over a year and many teacher-librarians may already be aware of the large number of wonderful resources including links to on-line stories found on the Children's Literature Web site. The site creator, David K. Brown from the University of Calgary is to be commended for the work that has gone into this web site. The "Contemporary Writing for Children and Young

Adults" section is an area of this Internet treasure that is worth a visit. You'll find the wonderful Bemelmans' "Madeline" and the Dr. Seuss "Grinch" along with characters created by new and unpublished authors who are making their work available via the Web exclusively. (Elizabeth Wellburn, Network Nuggets)

## **CHOOSING EDUCATIONAL SOFTWARE: REVIEWS AND RESOURCES FOR TEACHERS**

<http://www.spa.org/project/resource.htm>

Find reviews and evaluations for educational software of all sorts. The site is maintained by SPA (Software Publishing Association). Not only are there a multitude of reviews and reports, there are also links to a number of other related Web Sites.

## **DIGITAL EDUCATION NETWORK**

<http://www.actden.com>.

DEN has interactive content for students and teachers. It currently has areas for Mathematics, current events for Social Studies, the Internet, and Computer Graphics. During the fall, they are launching Writing DEN (for ESL students), and Sky DEN (astronomy). DEN features:

- up-to-date content relevant for classroom use
- interactive quizzes and student activities
- student progress report
- student self-publishing
- moderated forum for student discussion
- collaborative learning projects

The site can be used directly by teachers for their everyday classroom work. I am sure that once you visit the site, you will find DEN to be an invaluable teaching resource. (Vincent Wong)

## **EDUCATIONAL TESTING SERVICE**

<http://www.ets.org/>

ETSnet, the Home Page for Educational Testing Service, is now up and running. This is the place to get information about the tests that ETS administers — SAT, GRE, GMAT, TOEFL, LSAT, and the Praxis Series of teacher exams — plus other ETS services, such as SIGI PLUS.

## **EDUCATOR'S TOOL KIT**

<http://www.eagle.ca/~matink/>

The Educator's Tool kit contains a multitude of links to resources and materials for teachers. Topics include teacher resources, library resources, lesson plans, lesson themes and educational technology.

## **EDUCATION WEEK**

<http://www.edweek.org/>

Editorial Projects in Education Inc., a nonprofit organization based in Washington, DC, publishes *Education Week* and the monthly *Teacher Magazine* (also available on-line at this site). Their primary mission is to raise awareness and understanding among professionals and the public of issues in American education. The publications cover local, state and national issues from preschool through the twelfth grade. Special reports periodically cover issues ranging from technology to textbooks, as well as books of interest to educators. (NBNSOFT)

## **EDWEB**

<http://k12.cnidr.org:90/lists.html>

This site contains information and links to many educational e-mail discussion groups and electronic periodicals.

## **HEALTHY RELATIONSHIPS, VIOLENCE PREVENTION CURRICULUM**

<http://fox.nstn.ca/~healthy>

This site helps students to analyze the culture of violence that condones abusive behavior. This is the first step towards empowering them to create the violence-free culture of tomorrow.

## **HISTORYNET**

<http://www.TheHistoryNet.com>

This collaborative effort of The National Historical Society and the History Group of Cowles Enthusiast Media is where history meets technology with hundreds of articles and images derived from past and current issues of twelve history group magazines.

Content is refreshed weekly. Studies include areas like aviation and military history, the American Civil War, British heritage, World War II and Women's history. Visitors will also discover fun daily quizzes, an events and exhibits guide, book reviews, on-line discussions and just about as much entertaining content as history itself has to offer.

## **HOW TO MAINTAIN A HEALTHY COMPUTER**

<http://edcen.ehhs.cmich.edu/healthy/>

The "How to Maintain a Healthy Computer" site was awarded a "Cool Site of the Hour" award. If some of your teachers are running into trouble or perhaps pestering you with maintenance questions, this site will help prevent or troubleshoot basic problems. It is also designed to keep people from getting into worse trouble.

## **JUNIOR ENVIRONMENTALISTS**

<http://kids/k-001.html>

The World Wildlife Fund of Canada (WWF) provides resources designed for young Canadians concerned about the environment. The site includes a complete list of Canada's endangered species and other wildlife at risk, fact sheets for Canadian and international species, and a link to a list of world species at risk. Kids will find information about how they can make a difference at home and at school through simple activities such as building a birdhouse or providing coffee mugs to reduce the Styrofoam cup use of their teachers. (Elizabeth Wellburn, Network Nuggets)

## **KAIDY'S EDUCATIONAL RESOURCES**

<http://www.kaidy.com/>

Kaidy's is a business selling math resources. The home page mentions it is a recipient of *Learning Magazine's* Teacher's Choice award for providing innovative mathematics manipulatives. While I can't comment on how innovative the math manipulatives are, the site lists a lot of math items.

## **LATITUDE28 SCHOOLHOUSE**

<http://www2.opennet.com/schoolhouse/>

The Latitude28 Schoolhouse is sponsored by OpenNet Technologies and is designed to make educational materials accessible to students of all ages. Topics found on the Schoolhouse include how teachers are using the Internet in the classroom, new sites to check out, what's new with education on the Internet, art for the student, civics and government, games, "Grin's message" (a complete on-line children's book), mathematics resources, reading materials, science resources and schools on the Internet.

## **LEARNING DISABILITIES**

<http://www.ldonline.org/>

Learning Disabilities: LD On-line offers information and ideas for parents, teachers and children. Features include: the ABCs of Learning Disabilities and Attention Deficit Disorder, a national calendar, audio clips from experts, artwork and essays by children with learning differences, research findings, bulletin boards, a resource guide, and in-depth information on dyslexia.

## **MARTY LEVINE'S SOCIAL STUDIES LESSON PLANS AND RESOURCES**

<http://222.csun.edu/%7Ehcedu013/index.html>

These Social Studies lesson plans and resources are compiled by Dr. Marty Levine of California State University, Northridge. The site includes teaching strategies and helpful ideas for using the Internet in the classroom. The site links to educational, multicultural, and media resources are comprehensive, attractively displayed and well-organized. (Patti Kirby)

## **LIVING TEXTBOOK**

<http://www.npac.syr.edu/projects/ltb/>

The Syracuse University Living Schoolbook Project provides a glimpse of the K-12 classroom of the future. Based on leading technologies such as database, digital video, World Wide Web, and networking technologies, the Living Schoolbook demonstrates Education Information Infrastructure services. Teachers and students are discovering ways

in which state of the art information systems support pioneering pedagogies, and change in the culture of the classroom and the larger school community.

## **LOIS WALKER'S TAKE PART HOME PAGE**

<http://www.fore-tech.com/loiswalker/>

The Lois Walker's take part home page includes theater teacher's guides outlining readers theater strategies for K-10 classrooms, plus sample scripts for teachers, librarians, reading specialists and resource centers.

Students can follow YTV's Lois Walker to jokes, limericks, storytelling ideas, coloring pages, word searches, recipes, puppet-making instructions, a short read-aloud script to try at home, and more. Then e-mail Lois at [lowalker@direct.ca](mailto:lowalker@direct.ca) and she'll mail back a message with a riddle, a recipe, a puppet idea, and some suggested poetry-writing activities. All of the ideas and projects come from one or more of Lois's award-winning television series: *Tell-a-tale town*, *Hands up! Hands on!*, *Take part for kids*, or *Hey kids! What's cookin'?*

## **MACINTOSH EDUCATORS**

<http://www.hampton-dumont.k12.ia.us/web/mac>

The Macintosh Educator's Site is a great place for educators to get information on any topic. And now it contains a BBS style "chat" area for teachers to discuss different aspects of education. You can post a comment, and others can respond. It is not just for Macintosh computer users, though it does have a section with Macintosh links.

## **MECC**

<http://www.mecc.com>

MECC is a leading developer, publisher and distributor of fun, high-quality educational software for children in school and at home. MECC is a corporate division of SoftKey International Inc.

## **THE INTERNET MEDIAEVAL SOURCE BOOK**

<http://www.fordham.edu/halsall/sbook.html>

This is a source of copy-permitted, although not necessarily copyright-free, source material for Mediaeval Studies. Full texts available include, *Beowulf*, *Song of Roland*, *The Doomsday Book*, *Magna Carta*, various accounts of everyday life in England and Dante's *Divine Comedy*.

## **MICHIGAN DEPARTMENT OF EDUCATION**

<http://www.mde.state.mi.us>

As the name implies, this site contains all sorts of information concerning education related matters in this eastern state. Besides projects, teaching materials and lesson plans, this site also has a number of excellent links to other educational sites.

## **MICROSOFT NEWS**

<http://www.msn.com/news/>

This site is one of the results of the NBC and Microsoft amalgamation. It's not CNN on-line but it is a good source of information for news and current events.

## **MUNGO PARK**

<http://mungopark.msn.com/>

Mungo Park is a brand new site from Microsoft that acts as a test-bed for Web-based interactive video. The site's theme is interactive adventures from around the world. While content is still meager and much of the interactive motion and sound has yet to be added, the site is very interesting and, what does work is enough to provide an exciting glimpse into the future of this medium. Geography classes may never be the same again. If you doubt, try the raft trip down Ethiopia's Tekeze River. It comes complete with sound and video clips. But keep a sharp eye out for those snapping crocodiles roaming around! (NBNSOFT)

## **NATIONAL CENTER TO IMPROVE PRACTICE**

<http://www.edc.org/FSC/NCIP/>

NCIP, funded by the United States Department of Education, Office of Special Education Programs,

seeks to promote the effective use of technology to enhance educational outcomes for students (pre-school to grade 12) with sensory, cognitive, physical, and social or emotional disabilities. NCIP's site contains facilitated discussion folders, a vast library of resources, video products illustrating how students with disabilities use a range of assistive and instructional technologies to improve their learning, and more than a hundred links to other web sites dealing with technology and students with disabilities. (Jennifer Gold)

## **NETLEARN**

<http://www.rgu.ac.uk/~sim/research/netlearn/callist.htm>

The Internet Learning Resources directory (NetLearn) consists of links for teaching Internet skills, annotated with abstracts and classifications. The list includes:

- Self-teaching materials, with sections for WWW, downloadable, e-mail and off-line formats
- Materials aimed at educators teaching other people Internet skills
- Sections for foreign language materials and visually impaired users
- Tools for locating Internet learning materials, including major search engines and directories.

The currency of information is noted where known. (Iain A. Middleton)

## **PE CENTRAL**

<http://infoserver.etl.vt.edu/~PE.Central/>

Billed as "The Ultimate Web Site for Physical Educators", this site created by the health and PE program at Virginia Tech dispenses lots of timely information about contemporary physical education programs for children and youth. It's designed not only for physical education teachers, but students and parents too. Teachers will find useful physical assessment and lesson tools ranging from Pre-K to High School. There's a new instant activity and wellness idea added weekly, humorous Kids PE Quotes, and countless amounts of professional information including jobs, standards, and equipment purchasing resources. (NBNSOFT)

## **PERIODIC TABLE**

<http://users.boone.net/yinon/default.html>

The Periodic Table of the Elements on the Internet is quite possibly the best periodic table for k-12 students studying chemistry. This periodic table features up-to-date information on all of the elements, from ones discovered thousands of years ago to ones discovered just this year! The Periodic Table of Elements on the Internet is the only periodic table that features Bohr models of the elements, a common atomic diagram in k-12 schools. The site functions with every Web viewer. The interface is simple and straightforward.

## **B. J. PINCHBECK'S HOMEWORK HELPER**

<http://tristate.pgh.net/~pinch13>

For many students this site is an educational gift from the heavens above! Thanks to B.J., you'll have instant access to such outstanding reference materials as the Free Internet Encyclopedia, The On-Line Mathematics Dictionary, Bugs in the News and The Heart Preview Gallery. With over 240 research links located around the globe, the site is complete with its own comprehensive search engine and categories furnishing materials for English, History, Mathematics, Science, Social Studies and Foreign Languages.

## **SCIENCE UPDATE & WHY IS IT?**

<http://www.aaas.org/EHR/Sciup/documents/home.html>

Ever wonder what the purpose of our body's heat is? Or what happens with landfill power, why tornadoes spin and the scoop on riptides? This site is furnished by The American Association for the Advancement of Science's Radio Program. It's where you'll find fascinating new scientific trends and news, updated three times a week, plus answers to listeners' questions. (NBNSOFT)

## **SECONDARY SCIENCE SITE**

<http://kendaco.telebyte.com:80/billband/Possibilities.html>

Examples of integrating the Internet into the Secondary Science Classroom are found on a Web site created by a longtime Seattle, Washington area

science and math teacher. This site attempts to help secondary science teachers exploit the Internet for teaching purposes. The site is a selective list of pointers to resources, as well as suggestions for activities organized by function. It includes interpersonal projects, information collection and exchange, problem solving projects, and miscellaneous projects. There are pointers to mail, listserv, and news groups, conference utilities, field trips, museum tours, virtual science fairs, database creation, and many others. There are also sections on evaluating sites, pointers to other K-12 education sites, and a highlight page of the month. (NBNSOFT)

## SEUSSVILLE

<http://www.seussville.com>

Seussville offers a comfortable atmosphere for parents and teachers trying to introduce children to the wonders of the Web. It's many new features include the Say Let's Play section with engaging quizzes, teasers, crafts and games; Plus you'll also find the newest Seuss book — *My many colored days*. (NBNSOFT)

## SUNLINK

<http://www.sunlink.ucf.edu>

SUNLINK, Florida's K-12 Library Union Database on the World Wide Web is funded by the Florida Department of Education. It is a shared database of materials in Florida K-12 public school library media centers. The 1996-97 database contains the holdings of 1,266 schools with 898,474 unique titles and 9,335,585 holdings.

## TEACHERS HELPING TEACHERS

<http://www.pacificnet.net/~mandel/>

Teachers helping Teachers, provided by a California middle school instructor, provides ideas and tips in the form of lesson plans and classroom activities. The content has been submitted by teachers for teachers of grades K through 12, and provides ideas for classroom management, language arts, math, science, social studies, the arts, and special education. In addition, there is a topic of the week and educational pointers to various subjects. (Susan Calcari, 1996)

## WOMEN OF CANADA

<http://www.nlc-bnc.ca/digiproj/women/ewomen.htm>

The National Library of Canada has created a web site to highlight the achievements of 21 women from Canada's past. You'll find information in French and English, related to women in Canadian Life and Society, Music and Literature.

## WORLD SURFARI

<http://www.supersurf.com>

The author of this site is ten years old. One might be forgiven for thinking that the World Surfari might therefore offer a cute or perhaps even naive take on the world, but nothing could be further from the truth. Brian Giacoppo of Phoenix, Arizona has compiled extensive and interesting facts and figures on a number of world locations, the most recent of which is Kenya. Brian then turns his sights on the young and the young-at-heart with the splendid Fun From Afar activities. A wonderful, original and quite surprising enterprise. (NBNSOFT)

## WORLD WORLD:

<http://www.cris.com/~davez>

World World is a tidy atlas of world links gathered together for easy access. The first page displays dozens of world flags. Click on one and you'll be taken to a page for that country. Scroll down the main page and find hundreds of links to magazines, newspapers and much more. (NBNSOFT)

## INTERNET

### EXTREME MAC

<http://www.macsavvy.com/cafe/extreme/index.html>

Is your life powered by a Macintosh? This is where you'll find an outstanding collection of downloadable software, demonstrations of the latest games, and daily-updated news under one very large roof. Created by Joel Andrew Mueller from Michigan, Extreme Mac is updated regularly and new features are being added all the time — with future plans including on-line forums, a live chat room, and Mac classifieds.

## **GUIDE TO GOOD PRACTICES FOR WWW AUTHORS**

<http://info.mcc.ac.uk/CGU/SIMA/Isaacs/title.html>

or

<http://www.dcs.gla.ac.uk/SIMA/>

Given the interest in the World Wide Web generally as well as the enthusiasm among educators for creating Web pages, it seems a good time to let people know about a recent document entitled Guide to Good Practices for WWW Authors. This document covers all the features of a well constructed Web page.

## **INTERNET ARCHIVE**

<http://www.archive.org>

Created by a group of history-conscious "Netizens" (Net Citizens), this site charts and archives the Internet. The archive will eventually contain 10 terabytes of information and provide historians a thorough collection of data, including news groups and downloadable software. At the moment however, the creators have collected only about 200 gigabytes. Despite the fact it's not finished, it's well worth a visit .

## **INTERNET ENCYCLOPEDIA**

<http://www.cs.uh.edu/~clifton/encyclopaedia.html>

This is an encyclopedia composed of information available on the Internet. There are two main divisions. The Macro Reference contains references to large areas of knowledge, frequently asked questions (FAQs) where available, and pointers to relevant areas of the Micro Reference. The Micro Reference contains short bits of information and references to specific subjects, sometimes with instructions on finding the specific subject inside a general reference.

## **MACMEDIC TRACKER**

<http://members.aol.com/macmedics/version.html>

Are you tired of trying to stay current with the latest software upgrades? If you have more than a couple of programs which you're responsible for, you may be. Here's the answer. This site is dedicated to tracking the current versions of popular Macintosh software and posting links to their update files. The

master table now lists over 300 programs and continues to grow. There is also a table listing the 20 most recent updates found on the web. Additions can be made on request. Staying current with your software was never easier.

## **UNDERSTANDING WWW SEARCH TOOLS**

<http://www.indiana.edu/~librcsd/search/>

This site provides a detailed description of the various searching tools available on the Internet as well as ways and strategies to maximize their effectiveness.

## **WEB PAGE STANDARDS**

<http://www.tpoint.net/Users/jewels//standard.html>

Another guide to creating Web pages is available on-line from Texas Tech University. Instructor David Riggins — Internet Guru deluxe — has created an exhaustive Web page standards' list.

## **WEB TIMES**

<http://www.canadas.net/WebTimes>

What's happening live on-line around-the-clock? This directory will quickly lead you to the answers. Locate every on-line audio and video event taking place internationally and in Canada. Broken down in three hour increments, browse daily for a never-changing assortment of news, new music and talk shows. (NBNSOFT)

## **WORLD E-MAIL DIRECTORY**

<http://www.worldemail.com/index.shtml>

The world e-mail directory provides access to more than 9,000,000 mail addresses and more than 100,000,000 business and phone addresses worldwide. This site is dedicated to mail, finding people and locating business and organizations. Here you'll find information on mail software, listservs, many worldwide mail databases, business, telephone and fax directories and a comprehensive on-line World e-mail directory search engine.

## LIBRARIES

### AMERICAN LIBRARY ASSOCIATION

<http://www.ala.org/>

This is an incredible site filled with publications, files and resources of interest to librarians. Included is an on-line version of the ALA's periodical, *Booklist*, links to on-line libraries, information and recommendations for Internet connections.

### AUTHORS WEB PAGES

The following list of Web Pages contain biographical information, plot summaries, reviews and full text excerpts.

#### BURROUGHS, WILLIAM S.

<http://www.peg.apc.org/~firehorse/wsb/wsb.html>

#### CRICHTON, MICHAEL

<http://tam2000.tamu.edu:80/~cmc0112/crichton.html>

#### DANTE, RENAISSANCE; IN PRINT

[http://tuna.uchicago.edu/Dante/Dante\\_Ex1.html](http://tuna.uchicago.edu/Dante/Dante_Ex1.html)

#### FAULKNER, WILLIAM

<http://www.mcsr.olemiss.edu/~egjbp/faulkner/faulkner.html>

#### HEANEY, SEAMUS: NOBEL POET

<http://sunsite.unc.edu/dykki/poetry/heaney/heaney-cov.html>

#### KAY, GUY GAVRIEL

<http://www.e-commerce.com/Shift/pulp/kay.html>

#### KING, STEPHEN

<http://www.freenet.ufl.edu/~afn01115>

#### LOVECRAFT, H.P. PAGE

<http://www.primenet.com/~dloucks/hplpage.html>

#### MCCULLERS, CARSON

<http://cathouse.org/Literature/CarsonMcCullers/>

#### ROSSETTI, DANTE GABRIEL

<http://jefferson.village.virginia.edu/rossetti/rossetti.html>

#### STINE, R. L.

<http://scholastic.com:2005/public/Stine-Home.html>

#### TOLKIEN, J. R. R.

<http://descartes.uwaterloo.ca/h0/mathsoc/.csc/.www/.rclippert/tolkien/rootpage>

## BIBLIOGRAPHIC INSTRUCTION

<http://www.uwp.edu/library>

The University of Wisconsin-Parkside has created an eight-unit information literacy program almost entirely on the Web (although students on campus can write their answers in a paper answer booklet). The program is a university requirement that most students complete as part of a required Freshman Seminar course. While the program is aimed at university freshman, it is also usable for high school students.

## BOOKSHELF

<http://www.auldbooks.com/biblio>

The Bookshelf contains articles discussing book collecting and preservation, while offering a calendar of book-related events, and hundreds of links to bookish Web sites. This also happens to be the official web site for the Bibliophile Mailing List, maintained for sellers and collectors of rare, out-of-print and scarce books.

## CHAPTER ONE

<http://www.psi.net/chapterone/>

Chapter one is a free service which makes first chapters, tables of contents, and other excerpts of books on selected topics, available for browsing on-line. With more than 360 books from over 92 publishers, some of the latest titles include Denis Brian's *Einstein: a life*, Robert Timberg's *The nightingale's song*, and Newt Gingrich's *To renew America*. (NBNSOFT)

## ENCYCLOPÆDIA MYTHICA

<http://www.pantheon.org/myth/>

This is an encyclopædia on mythology, folklore, mysticism, and more. It contains hundreds of defini-

tions of gods and goddesses, supernatural beings and legendary creatures and monsters from all over the world.

## **INTERNET AS A RESEARCH TOOL**

<http://www.dse.vic.gov.au/netiqet2.htm>

As the authors of this Web Site point out, "There is a lot of material available on the net, but not all of it is equally reliable and useful. As a researcher a large part of your job is... to make judgments about it's merit."

The previous quotation is from the SOFWEB home page, a school-oriented Internet site out of the State of Victoria in Australia. Here you'll find a definition of plagiarism and links to information about this topic (which is becoming an increasing concern for educators). There are also questions to guide evaluating on-line resources as well as guidelines for referencing (including the often tricky issue of how to create citations from electronic sources). (Elizabeth Wellburn, Network Nuggets)

## **KIDS WEB: A CHILDREN'S ON-LINE LIBRARY**

<http://www.infomall.org/kidsweb/>

Kid's Web is a World Wide Web digital library for school kids, that is being developed as part of the Living Schoolbook pilot project at the University of Syracuse. The project is the result of a "data mine" of the World Wide Web of resources to create a "Cached Internet" of resources stored at NPAC to support focused teacher selection of material and high performance delivery over NYNET. Selection of the material is conducted by teacher teams to provide high-value materials, efficiency in teacher preparation time and a focus on K-12 appropriate material. Plans are to implement searches that are supported by knowledge agents from a variety of sources. Selected Kid's Web material can also be made available by CD ROM to school sites with poor Internet access. (Elizabeth Wellburn, Network Nuggets)

## **GRYPHON BOOKS - EARLY CHILDHOOD**

<http://www.ghbooks.com>

Gryphon House Books Inc. publishes books for

teachers and parents of young children. The "Get Free Activities", "Find Books" and "Wonder Room" links include full instructions for games, as well as story and writing ideas, art, music and science projects, critical thinking and problem solving skills development, make-believe and other activities that can be used in the classroom. There is information about how to deal with early childhood crises like grief, stress, hospitalization and divorce. (Elizabeth Wellburn, Network Nuggets)

## **HOUGHTON MIFFLIN**

<http://www.hmco.com/>

An excellent educational Web Site filled with games and math brain teasers, extensive bibliographies, links to educational web sites (sorted by curriculum area, subject area and theme), a list of on-line projects you can participate in, and a searchable database of classroom activities.

## **LM\_NET**

[http://ericir.syr.edu/lm\\_net/](http://ericir.syr.edu/lm_net/)

LM\_NET on the Web is a new home page offering current information about joining and participating in LM\_NET, the discussion group for school library media people, with over 6,000 members worldwide. It is hosted by AskERIC and the ERIC Clearinghouse on Information & Technology.

## **PUBLISHERS CATALOG**

<http://www.lights.com/publisher/#us>

To find information about a publisher and their products, visit a Web Site developed by Peter Scott of Northern Lights Internet Solutions. Peter has links to an impressive number of publishers and their catalogues.

## **TOR BOOKS**

<http://www.tor.com>

Tor's site has publishing information plus an excellent section containing the first chapter of recent and future publications, the release dates of new publications, links to their authors' Web pages and connections to similar sites.

## **WRITING FOR THE WEB: A PRIMER FOR LIBRARIANS**

<http://bones.med.ohio-state.edu/eric/papers/primer/webdocs.html>

The most time-consuming aspect of managing a library World-Wide Web service is creating and maintaining documents. Although policies and style sheets may vary for each library, all participants in library Web projects need to know how Web documents are constructed. This general introduction discusses how Web documents are created, basic concepts and the terminology associated with writing documents for the Web. New technologies, references to other resources and an interactive glossary of terms associated with the Web are also included.

## **MISCELLANEOUS**

### **AIR SAFETY PAGE**

<http://airsafe.com/>

Air safety is a topic we often sub-consciously think about, but are still uncomfortable discussing. Fortunately Todd Curtis, an airline safety expert and frequent-flyer, has analyzed airline data and found that by following a few simple rules, you can avoid the most common kinds of mishaps. Read his Air safe Journal to find out what you can do once on-board to lessen the risk of injury; or follow his 10 Air Traveler Safety Tips to help ensure that you can gain the upper hand in case something goes wrong. (NBNSOFT)

### **AMERICAN ANIMAL HOSPITAL ASSOCIATION**

<http://www.healthypet.com/>

Everything you ever wanted to know about animal health is found on The AAHA's official site. In addition, you'll also find such tools as Pet Planet Newsletter and tons of pet tips. Additional features include the Veterinary hospital locator — with 11,000+ participants and searchable by state, the pet care library, where questions on chewing and digging, crate training, destructive cats, grieving for your dear friend and feeding your pet bird are readily answered. Let your children roam and indulge their artistic souls at the color page. (NBNSOFT)

## **THE GOURMET CONNECTION**

<http://www.norwich.net/gourmet/link1.htm>

Serving up “pounds” of monthly articles and recipes — *The Gourmet Connection* is a magazine that's well worth the trip! The Diabetic Gourmet section furnishes a wealth of health and nutrition ideas, while chip-and-dip lovers will find healthier snack ideas that won't make you yawn. There's also an inspiring feature on how to utilize your garden herbs. You'll also find cartoons, kitchen tips, culinary trivia and a professional culinary corner complete with its own gourmet mall. (NBNSOFT)

## **NATIONAL SECURITY ARCHIVE**

<http://www.seas.gwu.edu/nsarchive>

Located at George Washington University, this massive archive collects and publishes de-classified documents. Some of its current features include engaging looks back at the Cuban Missile Crisis, the Nixon-Presley Meeting, Military Uses of Space, and Nuclear Non-Proliferation.

## **POLLEN REPORT**

<http://www.claritin.com/pollen/pollen.html>

While it's not quite “relief” for allergy sufferers, this is certainly a step in the right direction. Here you'll find complete, up-to-date allergy index information collected from 50 United States geographical regions. Simply type in the zip code of your location — or a place you'll be visiting — and within seconds you will be presented with a report for that region. It's that simple. Now if they could only do something about the pollen itself... (NBNSOFT)

## **THE WACKY, WILD AND JUST PLAIN WEIRD SECTION**

### **THE BIBLE IN PIG LATIN!**

<http://www.well.com/user/earl/Ible-bay.html>

The World Wide Web is nothing more than the creation of people, some of whom have far too much time on their hands. Someone has translated *The Bible* into Pig Latin — or at least three chapters so far — Genesis, Job, and John but apparently the rest is on the way. Somehow I don't think the Gideons are involved!

## THE NEOSCIENCE INSTITUTE

<http://www.gl.umbc.edu/~etoton1/neosci/home.htm>

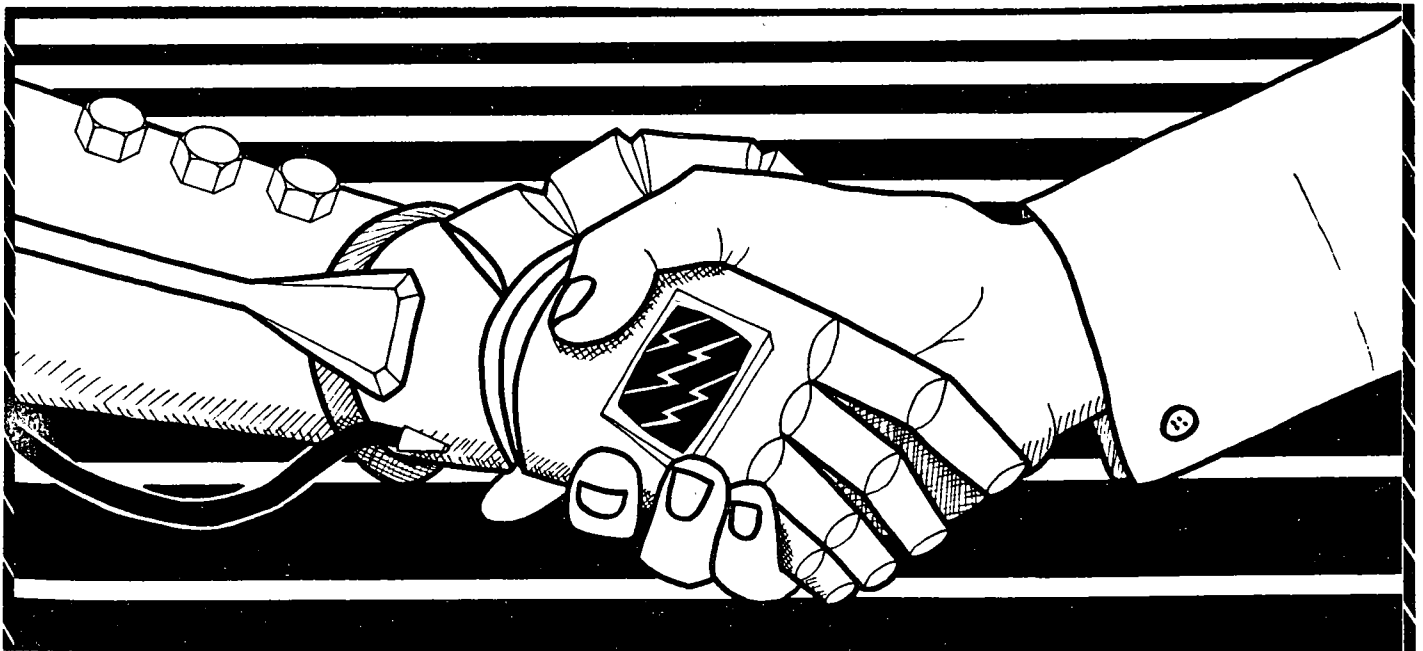
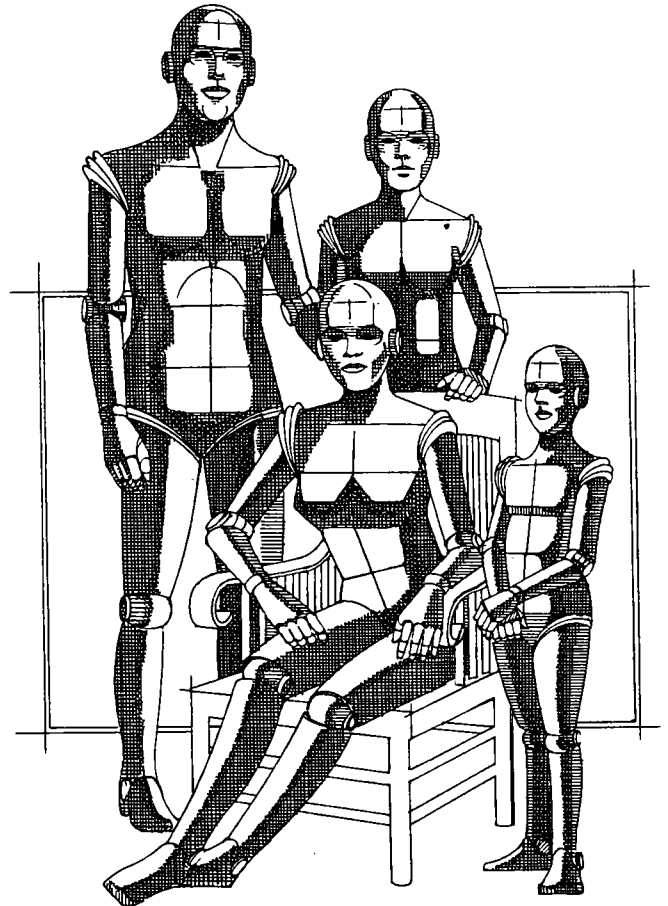
"No theory too absurd to explore, no safety hazard too large to overlook, no result too bizarre to discount, no cost too high (unless of course it involves that pesky money stuff)."

If the information on this Web Site is to be believed, here are some of the projects being investigated; "Animal training through high-energy explosives", "UFO capture", "A new manned mission to the Sun, ""Artificially intelligent tooth implants," "A super computer powered by cats (static electricity)" and many more equally fascinating ground-breaking research ventures. If they don't kill themselves first, they'll no doubt be in the headlines of the future!

## TWISTER

<http://taiga.geog.niu.edu/chaser.html>

Did you see the movie *Twister* and wonder if there are people who really chase after tornadoes? Yes, there are people who risk life and limb to study these storms and they have a Web Site where you can follow the storm chasers through walls of water, funnels and cumulonimbus clouds. You can also find all the up-to-the-minute weather information you can handle, and learn all about the crazed folk who chase storms so that you don't have to. Take some time to look at the photos too.



# THE DEEP END

by **DONALD HAMILTON**, Education Librarian & Adjunct Assistant Professor (Teacher-Librarianship) University of Victoria.

## **What to do if you have a teacher-librarian's position now and you would do anything to keep it: Survival tips for an endangered species...**

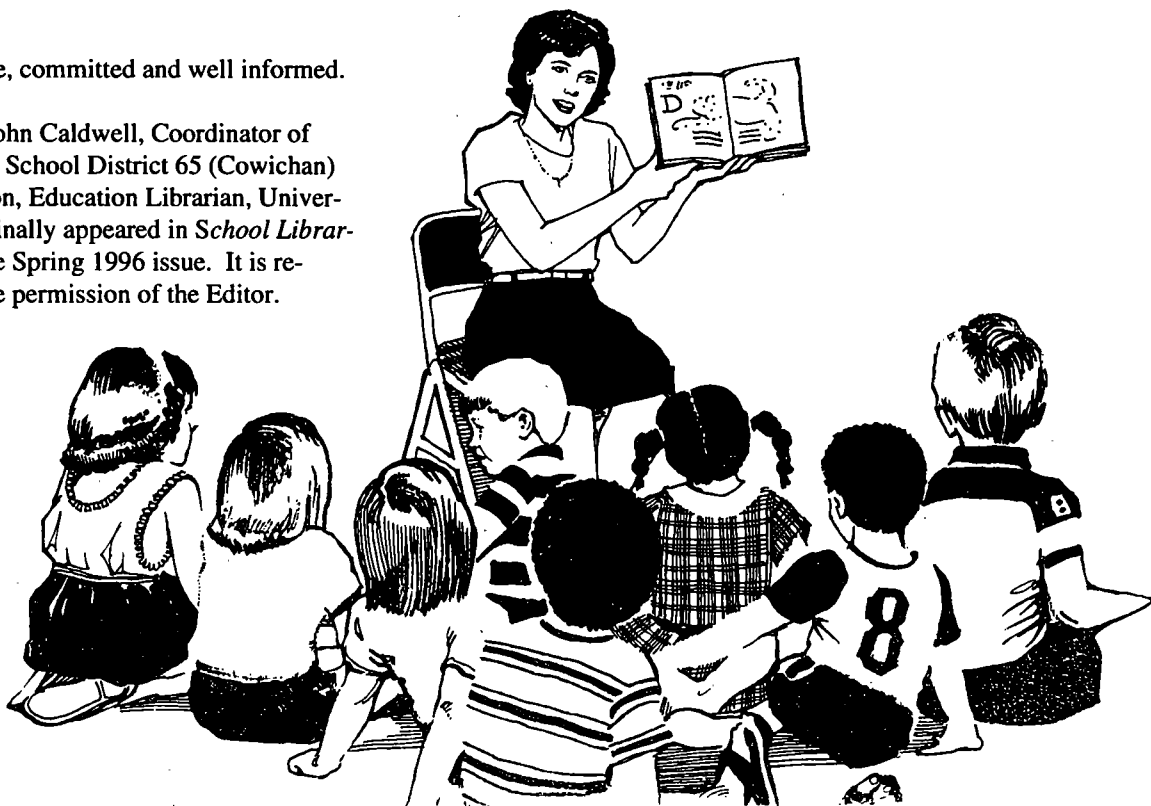
There is no guaranteed, one-size-fits-all solution for what will help us to maintain our careers in school libraries, but one thing is definite. Despite the doom and gloom scenarios that are predicted, we will have to maintain a sense of humour and a sense of love for school librarianship. With both of those in mind, following are some tips, some practical, some purely Machiavellian, for surviving as a teacher-librarian into the next Millennium. If you can read these over and adapt them to your own circumstances, then you truly deserve to keep your job.

1. If you have not already done so, prepare to embark on the Information Highway even if you have reservations about its value. Consider it another information medium and become a quasi-expert. After all, there is still a limited vocabulary associated with the I-Way and things are changing so quickly in hyperspace, that it is impossible for anyone to be right up-to-date. This is one more area in which teacher-librarians must develop some expertise (and control) or we will have to succumb to the "techies" and this could mean an end to useful knowledge and a victory for "technothink".
2. Forget your hang-ups about being the all seeing, all knowing curriculum experts. Sure this is important but it hasn't helped our cause. Let us become Information Specialists - after all Information is Power. Get to know learning resources well and recommend them and their use.
3. Declare that you are the "Information Officer" or other dramatic term of your choice for the school. Most teachers will not believe the grandeur, but will not refute your claim directly.
4. Revisit the policies that confound the notion of a free flow of information. Question the need for fixed loan periods for material loans, overdue charges, and replacement penalties. Negotiate with the school to see the INFORMATION CENTRE as the hub for the INFORMATION SCHOOL recognizing the richness of resources all over the school in both material things and people.
5. Pick your spots - Most of our colleagues are feeling as overwhelmed as we are, although most of their jobs aren't threatened. So, don't push cooperative planning down their throats.
6. Volunteer to take care of audio-visual equipment that you refused to have anything to do with in the past. With some teachers, you will get more thanks for putting a videocassette in the right slot than you will for planning an entire cooperative unit. Remember, he or she who controls the extension cord controls the school.
7. Lower your ideals and be prepared to do some of the things that may result in purely catering to the basic resource needs of your students and colleagues. Many of us have always done this, but the secret may be to provide "freebies" in order to eventually deliver the real goods, e.g. planned curriculum units.
8. Seek some support from parents, community groups and politicians. It is interesting that when library programs are cut, the public reaction is usually too late and too quiet. This is not merely advocacy, it is survival.
9. Despite the emergence of technology, don't abandon reading and books. In fact, large scale reading programs can garner some valuable school and community support as well as providing some much needed skill development. You can often combine technology and reading by having the students track their progress on computers or by purchasing one of the commercial reading test banks. i.e. Accelerated Reader.
10. Change the name of the school Library Resource Centre or whatever, to INFORMATION CENTRE amid great fanfare complete with the superintendent and the mayor. - "Everready

School is moving onto the Information Highway as it creates an INFORMATION CENTRE on the shell of its old, now defunct library." Mel Dewey, the newly appointed INFORMATION OFFICER for the school says, "This is a natural enhancement of the media and information thrust that is altering education. The new CENTRE will bring the Internet, Multimedia and the traditional library into a new force for educational excellence."

11. Establish several important new clubs among students (call them consortiums or assemblies) to take up the new dazzle and promote them in the school. There could be several branches on the Internet: International Group, Pacific Rim Group, Sister Schools Liaison Group, News Group, Cool Sites Group, Home Install Unit...
12. Take on the "Cable in the Classroom" overtures of the cable companies by promoting video events in the classroom and Information Centre.
13. Try to develop internal Web Pages for every subject in the school. That is, create a Resource Guide for Biology that provides live links to key sites on the Web, but also include the key references within the library that could assist the student to recognize that there are several routes to information.
14. Remain positive, committed and well informed.

This piece by John Caldwell, Coordinator of Library Services for School District 65 (Cowichan) and Donald Hamilton, Education Librarian, University of Victoria originally appeared in *School Libraries in Canada* in the Spring 1996 issue. It is reprinted here with the permission of the Editor.



# BCTLA REVIEWS

“BCTLA Reviews” is coordinated by:

Jean Anne Lewis  
5 - 1893 Tzouhalem Rd.  
RR5, Duncan, BC  
V9L 4T6

The coordinator sends materials and reviewing guidelines to reviewers. Reviewers send their completed reviews to the “BCTLA Reviews” editor:

Ruth Allman  
BCTLA Reviews Editor  
502 - 2155 West 38th Avenue  
Vancouver, BC,  
V6M 1R8

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.

---

---

FOS

Foss, Maureen. *The Cadillac kind*. — Polestar, 1996. — 184 p. — ISBN 1-896095-10-0 — \$14.95.

Reviewed by: Katharine Picha, teacher-librarian, Pebble Hill Elementary School, SD#37 (Delta).

Billed on its back cover as “hilarious,” this fluidly written and mildly diverting tale recounts the misadventures of a forty-two year old woman and her mother as they travel from BC to Manitoba in an aging Mercedes. Some of the characters are funny, some provocative, but all are undeveloped as the author concentrates on one liners and caricatures. The setting, while probably accurate, is not important to the story. Any theme content (implicit in the title) is also undeveloped.

Although readable and sometimes funny, this book is unlikely to find a school audience. Unsuitable for elementary and junior high because of some of its content, it presents middle aged and older characters whose relationships and problems probably would not engage the interest of senior high school students.

Not recommended.

---

---

NIC

Nickel, Barbara. *The secret wish of Nannerl Mozart*. — Second Story Press, 1996. — 202 p. — ISBN 0-929005-89-9. — \$6.95.

Second Story Press, 720 Bathurst Street, Suite 301, Toronto, Ontario. M5S 2R4

Reviewed by: T. E. Salle, teacher-librarian, Mountview Elementary School, SD#27 (Cariboo Chilcotin).

This is a fictional account of Nannerl Mozart’s life in the shadow of her younger brother Wolfie. A brilliant musician in her own right, she wants to become a famous composer but, in her day, girls were only allowed to play the clavier. Her younger brother is encouraged and taught to play all instruments. She watches, sneaks and learns. She writes her own symphony. The family goes on a European tour to perform for dignitaries and in Paris Nannerl finally has a chance to have her symphony performed. It is a success. She finally has some of the limelight.

This story is based on the life of the Mozarts, and the family life portrayed is true to the time period. The author has done thorough research for this novel and the result is a well written, believable family story. The reader is drawn into the brother/sister struggle and the excitement of the development of the symphony. This is an enjoyable way for students to learn about the Mozarts and life in their time.

The author’s note and chronology provides the facts of their life and informs the reader where and why she has changed events. A glossary explains the German words and musical terms in the story.

Highly recommended for grades 4-7.

---

---

O’K

O’Keeffe, Frank. *If it rains again tomorrow, can we go home?* — Beach Holme, 1996. — 208 p. — ISBN: 0-88878-367-1.

Reviewed by: Donna Doerksen, teacher-librarian, Waverley Elementary School, SD#39 (Vancouver).

Sheila, her mother and younger brother leave Toronto to spend a summer in rural Alberta after a marriage breakdown. Sheila experiences anger, sickness, embarrassment, adventure, friendship and a crush on a neighbouring boy. While not the most inspiring read, perseverance is rewarded by a satisfactory story that sheds some light on a young girl’s coming of age, gaining insights, confidence and maturity.

This is a book that may appeal to girls who have enjoyed Quincy Rumpel, the Babysitters’ Club and the like. Good use of conversa-

tion and letters to friends carry the story line.

Recommended for grades 5 - 9.

---

---

SCH

Schwartz, Ellen. *Starshine on TV*. — Polestar, 1996. — 136 p. — ISBN 1-896095-13-5 — \$8.95.

Reviewed by: Gloria Reinheimer, teacher-librarian, Laronde School, SD#36 (Surrey).

A chance meeting with a television producer changes Starshine's life. She still loves spiders and is conducting an experiment for the American Association of Arachnology, but she must be on TV. She was scheduled to do a commercial for cat food, but finds that she has an allergy to cats. Her cute little sister, Peggy, gets the job. Now Peggy is on TV and posters everywhere — or so it seems to Starshine. Starshine goes on a quest. She and her friend Julie try out for the Wizard of Oz, and Julie becomes a Munchkin but Starshine can't sing. She tries a quiz show for kids along with others from her class and would have done well if all the questions had been about spiders. Even her parents win a prize for their sculpture and have their picture in the newspaper.

Starshine feels invisible and awkward. Everyone seems to see only cute little Peggy, even Grandma. But Starshine still has her spider, Nephilia, and her experiments to build the strongest web. It is the spider web and her job watching the neighbour's dog that finally get her onto TV.

*Starshine on TV* is a very good read for Grades 3 or 4. Starshine has to deal with a number of emotions — jealousy, disappointment, rejection, sibling rivalry, friendship — and she's only ten years old. Starshine does not succeed at all she does, but she picks herself up and tries again.

This is a fast paced story. Ellen Schwartz has Starshine's spider munching away at her food, chewing up every bit. Spiders have no jaw and only slurp their food. Other than this inaccuracy, *Starshine on TV* is a story Starshine fans will like.

Recommended for grades 3-4.

---

---

SHE

Sheward, Robert. *A home in Hastie Hollow*. — Polestar, 1996. — 192 p. — ISBN 1-896095-11-9 — \$16.95.

Reviewed by: Murrrie Redman, retired teacher-librarian, SD46 (Sunshine Coast).

The minute I began reading *A home in Hastie Hollow*, I was drawn into the novel. Sheward's telling of Mita's story goes beyond mere plot and character. He incorporates a whole education about early farming methods into his tale. Mita, an English foundling, is taken in as a babe by a crone pig farmer. Despite the cruel treatment she receives at the hands of the old woman, she remains sweet and unassuming. When the elderly crone dies, Mita discovers that she is destined to become a mail-order bride to a Ukrainian immigrant farmer in Canada. Having little choice, she goes off on a ship to travel to the prairie town of young Mike Semenoff, her future husband. Mike has built not only a functional farm, but has also made his home beautiful with exceptionally fine artistry. Unfortunately, he is painfully shy.

---

Mita has become the companion to a wealthy woman on the voyage, and when her benefactress dies, she is left with a trunk full of finery. In order to disguise herself, she dresses in her new wardrobe and frightens off Mike, who heads for the gold fields in the west. Mita must care for the farm until his return without having met the poor man. Distraught because she know only pig farming, she approaches the community which rallies to help her. It is here that the story takes on a didactic note. But all is saved for the reader because the author manages to weave his lessons about pioneer farming methods neatly into the story of Mita's need to pay her gratitude to the errant Mike. Just at the novel's end he returns. Most readers will want to read a sequel to find out how Mita and Mike resolve their shyness to work together as a team on Hastie Hollow Farm.

I would recommend this book highly not only for its readability, but also for its historical value. It feels good to enjoy a novel without picking one's way through a mine field of unfortunate language and sexual trash.

Recommended for grades 7-12.

---

---

TRE

Trembath, Don. *The Tuesday cafe*. —  
Orca, 1996. — 128 p. — ISBN 1-  
55143-074-6 — \$7.95.

Reviewed by: Marilyn Aldworth,  
district librarian, Leo Marshall  
Curriculum Centre, SD#44 (North  
Vancouver).

*The Tuesday cafe* starts out with Harper Winslow, the main character, in a court room being given his "punishment" by a judge who can't understand how this kid who comes from a "good family" can be so irresponsible. This is Don Trembath's first novel and it is simple and very readable, full of adolescent angst and alienation, yet it offers a hopeful and happy conclusion.

When the judge orders Harper to write an essay on how he plans to turn his life around, Harper's mother enrolls him in a writing class called the Tuesday Cafe. It is in this group of less privileged adults that Harper finally begins to understand his world, his parents and, more importantly, to think about what difficulties his fellow writers have to deal with. Through reflection and the non-threatening atmosphere provided by Josh, the teacher at the Tuesday Cafe, Harper realizes the importance of communication.

Harper tells his story in the form of a first-person narrative which takes up most of the novel, but it does inform the reader of the nature of the other characters in the story. Trembath has made this novel very realistic and accurate in terms of the character portrayal. It will appeal to adolescents who can relate to the "absentee" parenting style of Harper's busy mother and father, and also to the sympathetic portrayal of the mentally challenged adults who are trying to achieve a level of literacy. The school counsellor is effective, but I found some of the descriptions a bit too stereotypical; for example, the Phys Ed teacher who picks on the kids that aren't jocks.

The book's cover is painted by Ron Lightburn and has captured the essence of Harper. The picture plus the caption will encourage the very readers who could benefit by reading this short and simple

novel. Add it to the bibliotherapy list.

Recommended for grades 7-10.

---

---

WIE

Wieler, Diane. *To the mountains by morning*. — Douglas & McIntyre, 1995. — 32 p. :ill.— ISBN 0-88899-227-0 — \$14.95.

Reviewed by: Judy Cottrell, teacher-librarian, Beaconfield Elementary School, SD#39 (Vancouver).

*To the mountains by morning* is a wonderful, beautifully illustrated animal story about a wise and respected mare, Old Bailey, and a younger spirited stallion, Stocking. The story takes place at the run-down Rocky Mountain Riding Stables, where life is pretty much the same day in and day out until a new owner takes over the Stables. Mr. Cuthbert immediately starts making changes to the Stables, getting rid of the old and bringing in the new. Included in this plan is the addition of eight new horses to the eight already living at the Stables. With sixteen horses for a fifteen-stall stable, one horse will be expendable — old Bailey. A decision must be made — accept fate or escape from the Stables to freedom by reaching the mountains by morning.

Recommended for grades 3-4.

---

---

371.3 NIL

Nilsen, Anne. *White jade tiger: teacher's guide*. — Beach Holme, 1996. — Folder. — \$5.95.

Reviewed by: Pat Parungao, teacher-librarian, Magee Secondary School, SD39 (Vancouver).

This useful guide includes a 12 page booklet of "Classroom Uses," 19 black line student masters, photocopies of photographs from the BC Archives & Record Service, two maps, a crossword puzzle and two word search templates. All the materials in this folder are loose sheets except the booklet. No mention is made of copyright or permission to photocopy.

Writer Anne Nilsen is a Victoria grade 6 and 7 teacher who has taught since 1968. Anne recommends that extension activities for this novel integrate history, geography, personal planning and language arts for grade 5 to 8 students. The booklet of "Classroom Uses" points out possible curriculum tie-ins, recommends field trips in Victoria, suggests how to introduce and read the novel, gives a synopsis of each chapter, provides an answer key which defines vocabulary words, categorizes questions according to Bloom's Taxonomy, explains tie-in points for the photographs and annotates three useful resources.

For those who wish to go beyond Jasmine, the main character, and beyond the surface Chinese culture, questions should be asked about Chan Tai Keung's character, where he lives, his family, his age, his appearance, and what he hopes for the future; about the concept of honoring ancestors; and about the climax for him when he finally finds his father. Discussion from the Chinese point of view regarding social issues, such as the use of opium, having to buy a license to stay in Victoria and the five day strike to protest unfair (illegal?) taxes would provide a balance to the majority "white" point of view.

Other useful resources are Christine Welldon's *Canadian Pacific Railway: Pon Gif Cheng* (Grolier, Toronto, 1991) and Paul Yee's *Struggle and hope: the story of Chinese Canadians* (Umbrella Press, Toronto, 1996).

---

Anne presents a classroom-based novel study. I would suggest that teachers and teacher-librarians collaboratively introduce the novel and/or teach parts of the novel in a variety of ways, for example, map work, preparation for diorama or field trips, researching Chinese symbols, and letter writing.

Recommended for grades 5-8.

---

---

811.54 MOL  
Molnar, Gwen. *Animal rap and far out fables*.— Beach Holme, 1996.— 50p.— ISBN 0-88878-5368-X.— \$8.95.

Reviewed by: Leslie A. Davidson, primary teacher, Christina Lake Elementary School, SD#(Grand Forks).

Gwen Molnar's *Animal rap* is the kind of serendipitous collection of read-aloud silly poems that is most useful at the end of that dragging sort of classroom day when everyone needs a boost.

Molnar plays enthusiastically with alliteration, rhythm and rhyme and isn't afraid of challenging vocabulary. Though written for children and very accessible, her poetry manages to avoid sounding sweet or contrived. The young readers with whom I shared a few animal raps particularly enjoyed the quirky endings and I think would have happily responded to Molnar's invitation to "write of your own, perhaps." There's lots of good material here for choral and individual oral work as well.

We couldn't come up with a single favourite, but I liked the "Bum-bling Bear" with the confused biological clock, while my ten year old daughter liked all the poems featuring cats, especially "Camouflage" with the slightly spookish repetition:

If it weren't for his eyes  
You would think he's not there.

Jill Wiebe's pen and ink illustrations are fun but too small for sharing with a group. Most children are going to need some encouragement to really look at them in order to enjoy them, accustomed as they are to large, full-colour illustrations. Wiebe's pictures, however, are definitely worth the effort.

Published in soft cover and just 50 pages long, this book's small format makes it a convenient addition to a teacher-on-call's "survival bag" as well as to the classroom bookshelf.

Recommended for grades 2-6.

---

---

811.54 SCO  
Scofield, Gregory. *Native Canadiana: songs from the urban rez*.— Polestar, 1996.— 128p.— ISBN 1-896095-12-7.— \$14.95.

Reviewed by: D. M. Willa Walsh, teacher-librarian, McNair Secondary School, SD38 (Richmond).

This volume of poetry by Métis poet Gregory Scofield makes you squirm while you read. The images are tough and hard-hitting and they disturb the reader with unvarnished details of drug overdoses, life on the street, family violence and the treacherousness of urban living. The punched-in, hopeless faces of women violated in every way possible and discarded in dumpsters people these pages. The "urban rez" is a dangerous place for those that escape into it. These poems present the story of a people who have lost their heritage, been displaced in their own land, and they also portray their struggle

---

to find identity and dignity. Passages of great lyrical beauty and the use of the Cree language relieve the starkness of the content.

Gregory Scofield is a powerful, new voice in Canadian poetry. His first book *The gathering: stones for the medicine wheel* won the Dorothy Livesay Poetry prize. Three things keep the poet together — a strong love for his mother, empathy for his cultural roots, and his writing. These influences sustain him through the overdoses, the lost loves, the poverty, and the imminent threat of AIDS. Many of the poems describe his childhood, his traumatic passage to manhood and his ultimate sense of purpose.

These are adult poems and only mature, senior students will be able to handle them. Rough street language is used. Senior Creative Writing classes could use this title.

Recommended for grade 12 with the noted reservations.

---

---

812' .54 MAC

MacDonald, Bryden. *The weekend healer*. — Talonbooks, 1995. — 128 p. — ISBN 0-88922-360-2. — \$13.95.

Reviewed by: D. M. Willa Walsh,  
teacher-librarian, McNair Secondary  
School, SD38 (Richmond).

This is a riveting play about the true nature of family and the death of innocence. Sometimes all the abuses are there under the veneer of normalcy — i.e., a clean and ordered home with plastic-covered furniture, a BBQ in the backyard, accompanied with homey, family rituals and repeated stories. Underneath, however, there is incest, a mother who denies everything in order to maintain a traditional role, and violent beatings which leave both physical and emotional scars.

The playwright, Bryden MacDonald, wrote *Whale riding weather*, which was nominated for the Governor General's Award in 1994, and which I saw performed at Vancouver's Firehall Theatre — a memorable evening.

"People who remember court madness through pain ... people who forget ... court ... the madness of denial." Two of the three main characters portray these two positions. Lindalou hovers on the edge of addiction due to her harsh memories and Betina, her mother, deludes herself with false memories and self-righeousness. Curtis, Lindalou's son, is caught in between and becomes the crux of one disastrous weekend while he and his mother are paying a rare visit to Betina, now a widow.

The dramatic tension is created by the anger and lack of communication between Lindalou and Betina — all expressed in Cape Breton accents and speech patterns. The climax comes when Curtis goes missing and all the fears of both women rush to centre stage. In the violent verbal exchanges and accusations and defenses about the past, some real communication starts to take place. Both know that something terrible is about to happen. "I smell blood," cries Lindalou, ripping the plastic covers from her mother's furniture. Although Curtis is six feet three inches tall, he is vulnerable and innocent and in deadly danger in suburban Scarborough where "sick bastards" prey on unwary victims.

The climax is bloody and terrifying, but it brings the two women together as they strive to save Curtis. They represent the two Marys at Christ's crucifixion as they wash and bandage the wounded Curtis (Christ). The End becomes The Beginning as the curtain comes down.

Strong, coarse language throughout the play, as well as the subject matter, makes this title only appropriate for senior students with mature attitudes. It would be an excellent choice for a senior Script Writing course. Recommended with those reservations.

---

---

FILM

Padget, Jan. *The reluctant deckhand*. Illustrated by Amanda Forbis. — National Film Board, 1995.

Reviewed by: Corinne Paravantes,  
teacher-librarian, Henry Grube  
Education Centre, SD#24  
(Kamloops).

*The reluctant deckhand* video package, which includes a novel and teacher's guide, will be a valuable addition to any elementary school library collection. The video is high quality, and the total package affordable at \$31.95 as BCTF Lesson Aid # 9002D. The video and teacher's guide are also available, without the book, for \$28.95 (BCTF Lesson Aid #9002C).

Jan Padget's story about ten-year old Tess, who does not want to spend the summer on her mother's fishing boat, the Henry Bay, is set off the coast of British Columbia. After many adventures, Tess becomes a good fisher and a skillful crew member. Students in grades four to six should enjoy the novel because of its attractive, readable format, the illustrations and the exciting plot. The video is suitable for children eight to twelve. The author has used her extensive knowledge and research to give the novel authenticity, which provides many curriculum connections. Mapping, boating and navigation, fishing, wildlife and the art and culture of First Nations peoples are a few examples. The teacher's guide provides a variety of useful classroom activities to accompany the film and novel.

Although this reviewer did not like the style of illustrations, the film is an outstanding example of the animator's art. Amanda Forbis has captured brilliantly the spirit of Padget's characters and setting. Children will love Maa-Mou, the cat, who adds mischief and fun to the story. The video includes a thirteen-minute documentary on the making of the film. Teachers and teacher-librarians will find this very useful to give students insight into both film making and the source of an author's creative ideas. Amanda Forbis gives an excellent demonstration of how film animation is done and how children can try their own animated figures.

*The reluctant deckhand* will be welcomed by those looking for good Canadian literature and film. It is also refreshing to view a film in which women are portrayed realistically and without sentimentality.

Recommended.

---

---

## MAGAZINE

*YES Mag: Canada's science magazine for kids.* — Peter Piper Publishing, 1996. — 32 p.: ill. — ISSN 1203-8016 — \$10.00/4 issues.

### Contact:

David Garrison  
4175 Francisco Place  
Victoria, BC, V8N 6H1

Reviewed by: Donna Doerksen,  
teacher-librarian, Waverley Elementary School, SD#39 (Vancouver).

Don't judge this magazine by its rather dull cover. Inside is an outstanding science magazine. Full of Canadian content, it features a variety of types of articles — interviews, information, explanation and challenge — as well as being interactive, informative and fun.

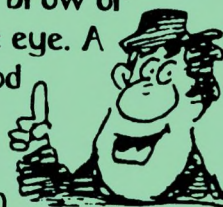
This magazine is as well suited to science or classroom teachers as it is to students. Each article has an opening sentence or two that hooks the reader. The writing style is clear and precise, and the added graphics make it visually appealing to readers.

*YES* is published in partnership with Youth Engineering & Science (YES) Camps of Canada, which is a nation-wide network of science promotion programs seeking to stimulate enthusiasm for science, technology, engineering and math in Canadian youth. Several issues have been published since Spring 1996. Highly recommended for elementary and junior high students and teachers. Sadly, there are only four issues per year but, with success, more issues may be added in the future. I suggest buying more than one subscription per school.

---

---

The computer's great at developing quick eye-hand reactions, but exercises few muscles beyond those that furrow the brow or focus of the eye. A neighbourhood game of soccer is far healthier than anything on the screen. A box of crayons and a big sheet of paper provides a more expressive medium for kids (and adults waiting at restaurant tables) than computerized paint programs



*Clifford Stoll in "Silicon Snake Oil".*

# BCTLA 1996-97 EXECUTIVE BOARD

## **PRESIDENT**

Gerald Soon  
Delta (S.D. #37)  
8662 - 162A Street  
Surrey, BC V4N 1B7  
Home: (604) 572-4427  
Work: (604) 594-0491  
Fax: (604) 594-6352  
*gerald\_soon@mindlink.bc.ca*

## **VICE-PRESIDENT & CHAPTER RELATIONS**

Pat Parungao  
Vancouver (S.D.#39)  
5670 Gilpin St.  
Burnaby, BC V5G 2H9  
Home: (604) 431-0786  
Work: (604) 263-2321  
Fax: (604) 263-5268  
*pat\_parungao@mindlink.bc.ca*

## **SECOND VICE-PRESIDENT (ADVOCACY)**

Trish Banighen  
Prince Rupert (S.D. #52)  
1927 Graham Avenue  
Prince Rupert, BC V8J 1C7  
Home: (250) 627-7048  
Work: (250) 624-6147  
Fax: (250) 624-6517  
*tbanighe@cln.etc.bc.ca*

## **COMMUNICATIONS OFFICER**

Lucinda Lockwood  
Maple Ridge, (S.D.#42)  
11825 Meadowlark Drive  
Maple Ridge, BC V2X 9L4  
Home: (604) 466-1551  
Work: (604) 463-2001  
Fax: (604) 467-9081  
*llockwoo@cln.etc.bc.ca*

## **RECORDING SECRETARY**

Mark Roberts  
1582 St. Albert Avenue  
Port Coquitlam, BC V5B 5E7  
Home: (604) 941-0488  
School: (604) 874-1161  
Fax: (604) 873-4630  
*mark.roberts@ednet.bc.ca*

## **PAST PRESIDENT**

Judith Kootte  
214 - 2250 S. E. Marine Drive  
Vancouver, BC V5P 2S2  
Home: (604) 321-6256  
Work: (604) 668-6056  
Fax: (604) 668-6191  
*jkootte@cln.etc.bc.ca*

## **PUBLICATIONS COORDINATOR**

Barbara Smith  
2772 Crescentview Drive  
North Vancouver, BC V7R 2V1  
Home: (604) 987-3973  
School: (604) 984-0447  
Fax: (604) 980-0770  
*barbara\_smith@nvancvr.  
schdist44.bc.ca*

## **LIAISON CHAIR**

Patrick Romaine  
Shuswap School District  
C15 Douglas RR #1  
Armstrong, BC V0E 1B0  
Home: (250) 546-6068  
School: (250) 838-6431  
Fax: (250) 838-2182  
*patrick\_romaine@mindlink.bc.ca*

## **WORKING & LEARNING CONDITIONS**

Bonnie Kent  
Surrey (S.D.#36)  
14409 - 155th Avenue  
Surrey, BC V3R 2P9  
Home: (604) 588-5100  
Work: (604) 584-4754  
Fax: (604) 584-3261  
*bonnie\_kent@mindlink.bc.ca*

## **TREASURER**

Gail Crawford  
Delta (S.D.#37)  
13083 - 64A Ave.  
Surrey, BC V3W 8A7  
Home: (604) 596-4601  
Work: (604) 581-6185

## **CONTINUING EDUCATION**

Judith Kootte  
214 - 2250 S. E. Marine Drive  
Vancouver, BC V5P 2S2  
Home: (604) 321-6256  
Work: (604) 668-6056  
Fax: (604) 668-6191  
*jkootte@cln.etc.bc.ca*

## **OTHER COMMITTEES & CONTACT PEOPLE**

### **ATLC CONTACT**

Liz Austrom  
3675 West 39th Avenue  
Vancouver, BC V6N 3A6  
Home: (604) 263-3987  
*liz\_austrom@mindlink.bc.ca*

### **CSLA CONTACT**

Joan Harper  
106 — 2250 West 43rd Avenue  
Vancouver, BC V6M 2E3  
Home: (604) 266-4958

### **UBC CONTACT**

Margaret Haines  
Language Education Department  
2125 Main Mall  
Vancouver, BC V6T 1Z4

### **SFU CONTACT**

David Bell  
Work: (604) 291-4259

### **UVIC CONTACT**

Don Hamilton  
Work: (250) 721-8269

# THE BOOKMARK EDITORIAL BOARD

## SENIOR EDITOR

Willa Walsh  
3800 Raymond Avenue  
Richmond, BC V7E 1B1  
Home: (604) 274-9705  
School: (604) 668-6575  
Fax: (604) 668-6585  
*willa\_walsh@mindlink.bc.ca*

Ruth Allman  
502 - 2155 West 38th Avenue  
Vancouver, BC V6M 1R8  
Home: (604) 266-0005  
School: (604) 255-9344  
Fax: (604) 266-0005

Lina D' Onofrio  
3 — 303 Renaissance Square  
New Westminster, BC V5M 6K4  
Home: (604) 527-1082  
School: (604) 437-9751

Alwynn Pollard  
3516 West 33rd Avenue  
Vancouver, BC V6N 2H4  
Home: (604) 263-7600  
School: (604) 224-4321  
Fax: (604) 224-0543

## "THE DEEP END"

Don Hamilton  
Education Librarian, Univ. of  
Victoria  
1020 Pentrelew Place  
Victoria, BC V8V 4J6  
Home: (250) 383-5448  
Work: (250) 721-7899  
Fax: (250) 721-7767

## PRODUCTION MANAGER

Jim Crook  
4607 Cove Cliff Road  
North Vancouver, BC V7G 1H7  
Home: (604) 929-3901  
School: (604) 981-1300  
Fax: (604) 981-1116  
*jcrook@nvancvr.schdist44.bc.ca*

Elisabeth Agosti  
# 106 — 1150 Cotton Drive  
Vancouver, BC V5L 3T5  
Home: (604) 251-5082  
School: (604) 261-6334  
Fax: (604) 261-6685

Jim Holgate  
#704 — 950 Jervis Street  
Vancouver, BC V6E 2B4  
Home: (604) 669-8919  
School: (604) 588-3415  
*jholgate@cln.etc.bc.ca*

Ellen Rothstein  
303 — 825 W. 15th Avenue  
Vancouver, BC V5Z 1R8  
Home: (604) 877-7765  
School: (604) 434-0207

## PUBLICATIONS COORDINATOR

Barbara Smith  
2772 Crescentview Drive  
North Vancouver, BC  
V7R 2V1  
Home: (604) 987-3973  
School: (604) 984-0447  
Fax: (604) 980-0770  
*barbara\_smith@nvancvr.  
schdist44.bc.ca*

## BCTLA REVIEWS EDITOR

Ruth Allman  
502 - 2155 West 38th Avenue  
Vancouver, BC V6M 1R8  
Home: (604) 266-0005  
School: (604) 255-9344  
Fax: (604) 266-0005

Liz Austrom  
3675 West 39th Avenue  
Vancouver, BC V6N 3A6  
Home: (604) 263-3987  
Fax: (604) 264-1595  
*liz\_austrom@mindlink.bc.ca*

## *Bookmarks by Berson...*



## REVIEWS COORDINATOR

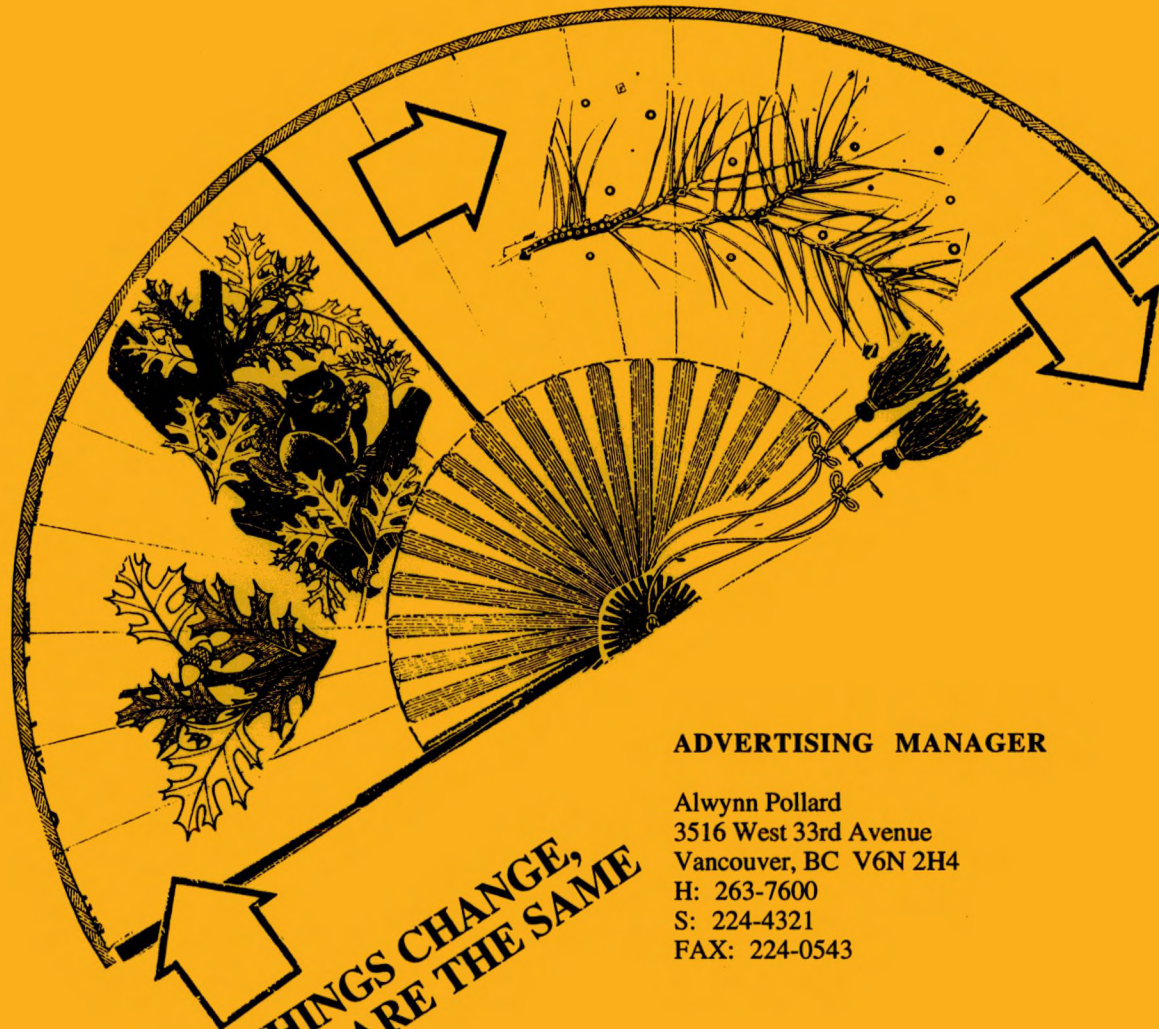
Jean Anne Lewis  
5 — 1893 Tzouhalem Road  
RR # 5, Duncan, BC V9L 4T6  
School: (250) 746-7187  
Fax: (250) 746-8715  
*jelowis@cln.etc.bc.ca*

BCTLA members receive *The Bookmark* for twelve months from the date that their membership applications are processed by the BCTF. The Association may be joined at any time during the year for the following fees:

BCTF members....\$40.00

Non-members ....\$60.00

Undergraduate Students....\$15.00



**THE MORE THINGS CHANGE,  
THE MORE THEY ARE THE SAME**

#### ADVERTISING MANAGER

Alwynn Pollard  
3516 West 33rd Avenue  
Vancouver, BC V6N 2H4  
H: 263-7600  
S: 224-4321  
FAX: 224-0543

The BCTLA hereby grants copyright permission to individuals who wish to make a single copy of an entire article, unit or bibliography for their own use. Permission to make multiple copies must be obtained from the BCTLA's Publications Coordinator or from the Senior Editor of *The Bookmark*. Written requests should include pertinent information such as intended use, number of copies, pages required, and audience.

