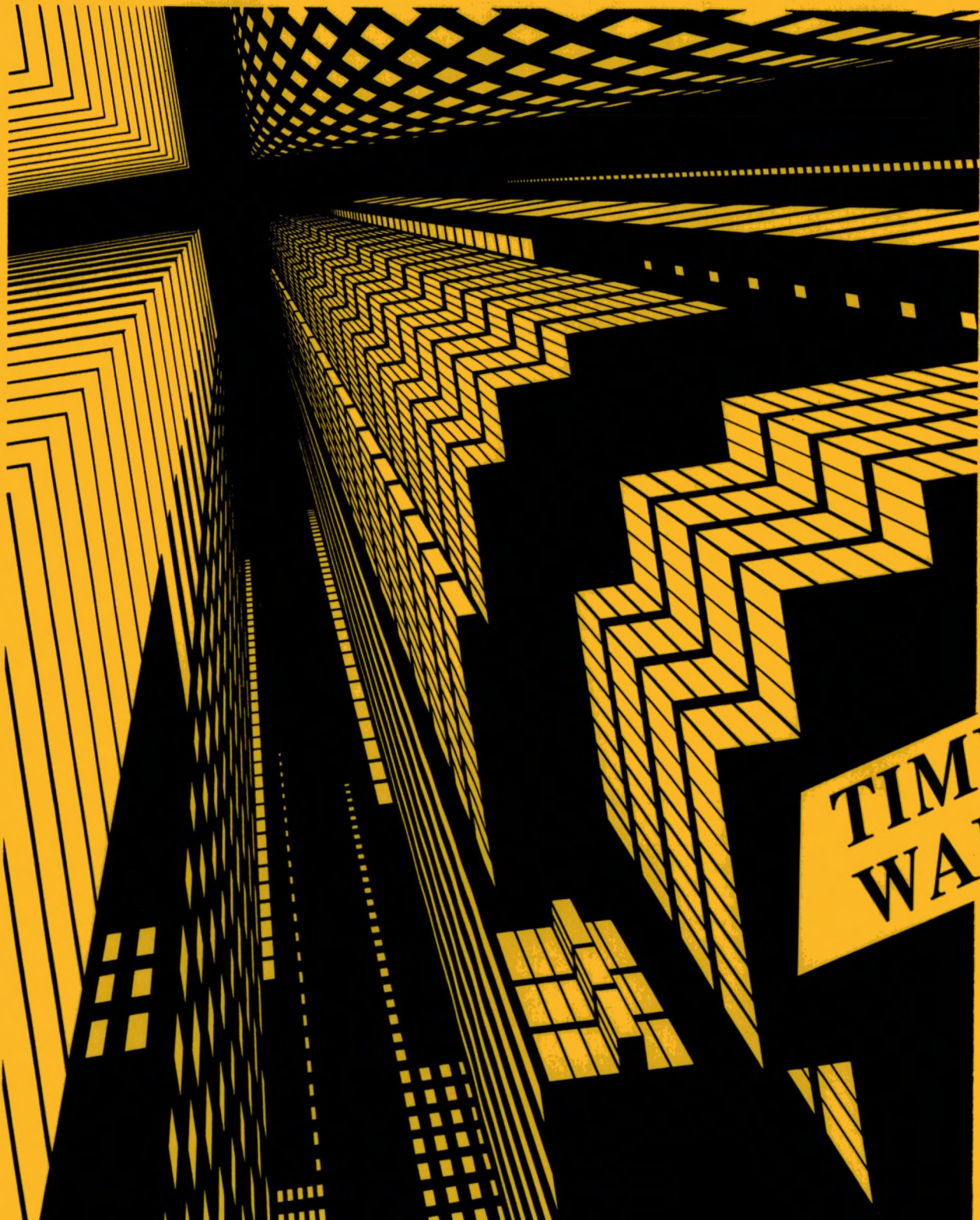


June 1996  
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**BCTLA**

# THE BOOKMARK



**TIME  
WARP**

# TGIS!

(Thank God it's Summer!)

A special thank-you to the hundreds of librarians it has been our pleasure to serve. Thanks to you, our library sales have grown significantly. We'd like to remind you that we offer a 10% DISCOUNT on library purchases over \$100. In a small way, it reflects our gratitude to the professional librarians' community. THANK YOU!

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### STATEMENT OF PURPOSE

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

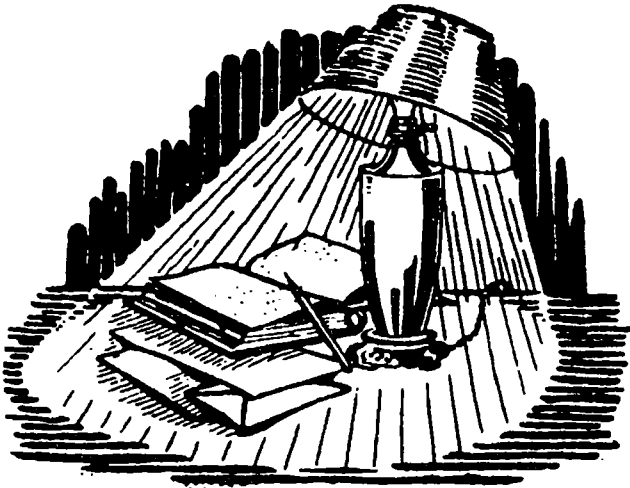


I am pleased to say that several new contributors of units are featured in this issue of *The Bookmark*. We were lacking elementary units for some time now and thank you! to those of you who came forward with these contributions. Often teacher-librarians feel that their ideas and strategies are not important or unique enough to share—yet every time we receive a unit there are new ideas there and handy methods of organizing lessons. It saves so much time to “borrow” effective ideas from our colleagues. We all have projects which have worked well for our students—so do consider sending them in to *The Bookmark* to share with others.

You will receive this *Bookmark* after the provincial election and it may be a crucial one for public education in BC. The recent agreement between the BCPSEA and the BCTF was good news to many teachers. It gives us time to breathe (‘til 1998) and sort out thorny provincial concerns. It will, hopefully, also allow a degree of stability for our schools and for our school libraries. We still need to push for good non-enrolling teachers’ language in the eventual provincial contract. If you read the Time-warp article on the two decades of change in the BCTLA in this issue, you will see that many past concerns are still present in our advocacy campaign of the 1990s. Recent cuts to teacher-librarians’ time has reduced our PSA membership and the ripple effects are devastating on schools and students. The next decade, hopefully, will see information literacy and our role in it reinforced and expanded.

On a more personal note, I would like to acknowledge the immense work that Liz Austrom, who has just announced her retirement, has contributed to teacher-librarians in BC. Ever since I first met Liz (early 1980s) I have been astounded by her devotion to teacher-librarianship and school library resource centre programs. She has been the major contributor to *Bookmark*—just check out the ten-year index under Austrom—and the longest-time Senior Editor. Without her, many BCTLA projects and special publications would never had occurred or been completed. Her energy, vision and talent has nourished us all over a long period of time. I well remember my first executive meetings with Alan Knight and Liz—I was overwhelmed. “How do these two people do so much?” I asked. We are indeed very fortunate to have leadership of this quality to sustain our association over such a long period of time. As I reviewed our PSA’s history, Liz’s name was there over and over again from the 1970s through the 1980s and on into the 1990s. Indefatigable is the word. I have also equally enjoyed the *Bookmark* BBQs and many special dinners at Liz’s home, plus the comfort and convenience of the Austrom abode as the place where every *Bookmark* comes to birth—sometimes late into the evening hours. I do not dare ask if Liz is also retiring from *Bookmark*!





by **GERALD SOON, BCTLA President**

## **Time Warp!**

Consider the following statements. Librarians are hired without teacher-training. Library clerks are taking over in libraries while teacher-librarians are being assigned classroom teaching and supervision duties. Standards are not being recognized by administration. Declining enrolment is resulting in teacher-librarians being moved back into the classroom. Teachers are not in support of librarians' positions and have differing perceptions of the role of the teacher-librarian. There is a lack of school board policies on libraries creating large variations in standards from district to district. Teacher-librarians are being used to give preparation time to teachers. There is a general lack of space in school libraries due to increasing collections and additions of modern machines and equipment. Teachers with no library qualifications are running school libraries. Does this picture sound familiar or hit close to home right now in 1996? Time Warp indeed! Mark Roberts, the BCTLA's Continuing Education Chair, and I recently presented a workshop on advocacy to the Langley Chapter of the BCTLA. While preparing for our workshop we came across the statements above. They are statements from *Power and the School Librarian Starting Here, Starting Now*, by Jim Bowman in *Emergency Librarian* 9:1 (September-October, 1981). It is frightening to realize that fifteen years later, we are still faced with many of the same situations (with the exception of the first statement.) There are schools without a teacher-librarian. Teacher-librarians are providing prep time for their colleagues. The perception of the role of the teacher-librarian is different for staff members and teacher-

librarians. Teachers with no library qualifications are running school libraries.

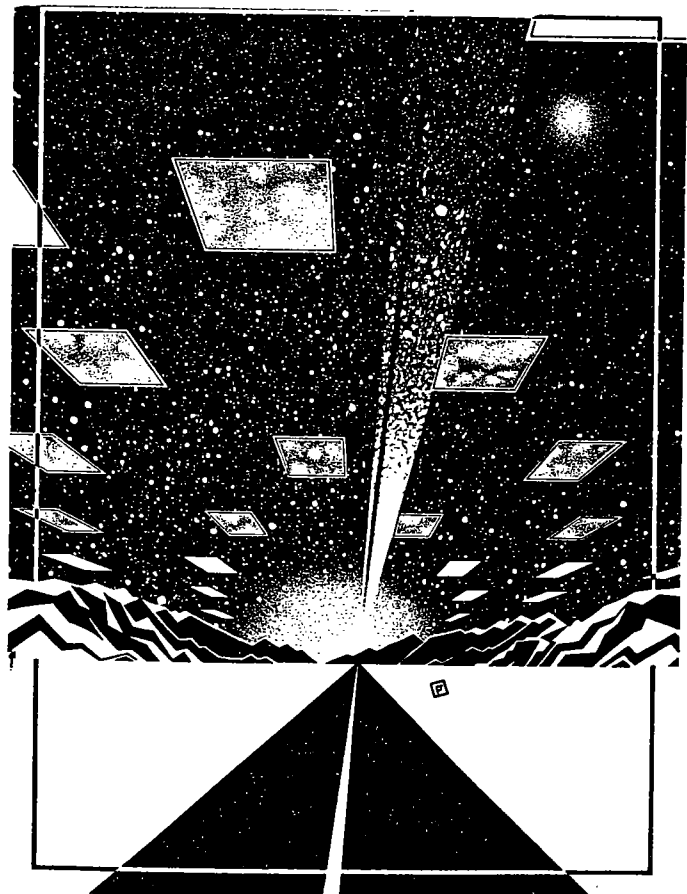
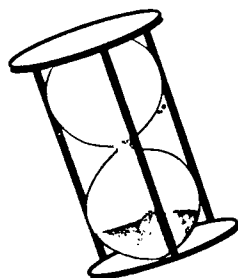
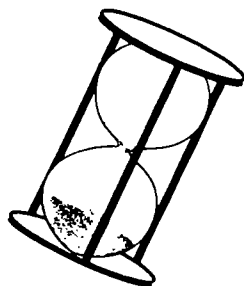
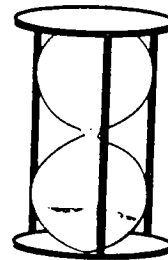
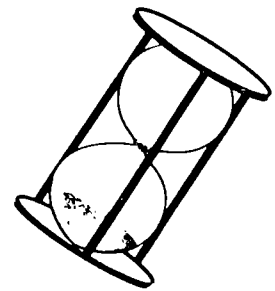
As your president, I hear of various situations that match these statements from around the province. We had hopes that teacher-librarians would be at least mentioned in the new provincial contract that we have collectively been striving toward. I was amazed when my local president called me to let me know that a tentative collective agreement had been reached. Negotiations were going badly and a settlement was far from anyone's mind. My first query was, "Is there anything in it specifically for teacher-librarians?" As you are aware by now, the provincial tentative agreement is a bridging document that takes all seventy-five existing contracts and rolls them over with the addition of a number of clauses. If your district had contract language for teacher-librarians, you are safe for now. In most other districts however, the status quo continues, and teacher-librarians will continue to be easy targets for cutbacks. The glimmer of hope for us is the clause that ensures that the BCTF, BCPSEA and the government will look at school staffing levels, including the levels of service for non-enrolling teachers for the next contract. Your executive will continue to advocate on your behalf. Time Warp indeed: our efforts will continue through time!

## **Resources T96 Conference**

I attended Resources 96 on behalf of the BCTLA. Resources T96 is the annual Learning Resources Branch conference. I had the opportunity to ask Dr. Sam Lim, Assistant Deputy Minister of Education if he was willing to speak to the Minister of Education regarding the level of staffing of teacher-librarians and District Resource Centre coordinators in BC. The Ministry expects teacher-librarians to play an important role in Resource Based Learning and the management of learning resources. However this is difficult when some schools do not have teacher-librarians, or if they do, all of the time is spent providing prep time to colleagues. I alerted Dr. Lim to the massive cuts that are taking place due to underfunding, and asked for a commitment on his part to try to improve the situation for teacher-librarians in BC. I also had the opportunity to ask at the final panel session if there was the possibility of having an Information Literacy IRP. The response was that it was something that could be looked at and our concerns would be forwarded.

At the conference, it was announced that there will be funding in place next year for the School Library Book Purchase Plan! Plus, the CANCOPY agreement for BC was signed. This will be in place for the Fall, and information should be coming to all schools by then. Be aware that this doesn't mean that teachers have free rein to copy print and non-print resources at will. There are set guidelines in place, a procedure to follow, and certain publishers that are not included in the agreement. Watch for details!

To our teacher-librarian colleagues who are retiring, we wish you well and thank you for the many years of collaboration and working with students. Teacher-librarians who retire leave their positions for a well deserved new lease on life. One example I know of is Liz Austrom, of Vancouver who is retiring. Thanks Liz for all the years of support you have given to BCTLA, ATLC and the teacher-librarianship community! If there are others who are retiring this June, please let me know by sending me an e-mail message at : gerald\_soon@mindlink.bc.ca, or just send a note or call. I would like to keep abreast of our membership. Have a good summer everyone! (In May, as I write this, it does seem a bit odd, but then, this is the Time Warp issue!) Gerald



# LETTERS TO THE EDITOR

from NAOMI WAKAN, Pacific-Rim  
Publishers

## Thoughts on the Human Body on a Rainy Vancouver Day

I am looking at a picture of Botticelli's *Birth of Venus* and am appalled to see what ugly ankles and feet she has—totally mismatching the slender body above. The reason that I am looking at her so intently, is that I am comparing her body with a nude in a book of Korean folk tales for children. Both figures have hair cascading down and discretely covering vital areas. The Korean illustration does rather better in the area of modesty, than the Botticelli, since the latter leaves one breast totally exposed. The reason that I am comparing them is that the Korean folk tale book has just been rejected by a provincial Ministry of Education because of the said "nude on page 16."

To be quite fair to the critic, there are seven other water nymphs in the picture on page 16, most of whom are well under the water with just the odd outline of a breast. I am perplexed as to why students can look at the *Birth of Venus* and yet not the water-nymphs. Were it on grounds of artistic merit, I would agree immediately, but I think that that is not the concern of the reader who rejected the book. I think the concern was to protect children from knowing how women look without clothes on, and that surprises me since any self-respecting child that I know will have that knowledge long before kindergarten.

I am musing on the situation when I suddenly remember that I have just added to our catalogue the story of a little Japanese boy who goes to the Public Baths with his grandpa. I reach out to take this new book from the shelf and give it a closer look. Yes, no doubt about it, Japanese subtle-illustration style or not, there are two instances where unmistakable male sexual organs can be seen, albeit roughly sketched. I muse more deeply.

The story is of a little boy who worries that his grandfather is lonely living on his own. He visits his grandfather and together they go to the public baths, stopping on the way to talk to all the many store-

keepers who are grandfather's friends. At the baths, as the steam rises from the blistering water, all is warmth and gossipy, neighbourly friendship. The little boy realizes that grandfather is not lonely after all. I close the book (penises and all) and feel very happy that such a wonderful little story exists and that I have it in our catalogue.

Being a writer and publisher these days is not easy. Writing this piece on a rainy day in Vancouver, I feel life is a slow series of shattered illusions. Illusions are what keep us going, and they shouldn't shatter too fast. I also nurse illusions from time to time, such as the one that librarians sit at polished desks, leafing through the latest glossy catalogues and choosing whatever their hearts desire. Librarians, too, are subject to the same human foible; as I talk to them at conferences and library meetings they often say to me, "How wonderful, you spend all day writing."

I join them in a misty vision of the Edwardian Diary lady sitting at her roll-top desk and gazing out into the bouquet-splendid English garden, while a kitten plays at her feet. In my case the truth is rather cruder. From one of the windows in my third floor eyrie workroom, I see a tangle of hydro wires and the occasional smiling face of the Hydro man, who seems to come weekly to string up more. From the other window, two dumpsters invite a stream of street people searching for lost dreams.

My desk is laden with books, papers and dust, so that when I sneeze, the dust rises in little streams only to resettle in a comfier position on some other books or papers. I am pounding on the keyboard with my right hand, in a politically correct manner, while my left hand urgently searches for the delete key to offer some critical thinking to accepted assumptions. My left big toe taps the floor lightly trying to remember myself as a seven year old child who once opened her arms to the wide, wonderful, mysterious world, while the smaller toes on the left foot chatter among themselves as to whether Botticelli shouldn't have had Venus' hair cover both breasts and perhaps have let a long wayward lock descent to conceal those wretched ankles.

"But your right foot?" you will ask, "surely your right foot is doing something unfettered and creative and just what we need to support the Grade 6 curriculum. Tell us what your right foot is doing." All I can do is bow in deep Japanese apology over my keyboard and confess to you that my right foot...well,

my right foot happens to be firmly pressed against the door keeping the wolf out!

**Response by senior editor:**

I can relate to this letter as I just completed a stint with the Ministry of Education doing evaluations for learning resources. Yes, we have to make notes under the heading "Cautions" if there are any swear words, nudity, graphic descriptions of bodily functions, violence, unsafe practices, etc., etc. The heading on the evaluation form is called "Social considerations" and there is an entire list of things we must notice while viewing or reading learning sources. And we must read or view the entire resource—no skipping! It is heartbreaking to find a superb learning resource which has one, small segment which falls under the "Caution" column. In some cases, I have noticed that the BC Ministry can be quite liberal at times, and quite Victorian at other times—and you never know where the ax will fall. Most evaluators hope the positives will outweigh the "political incorrectness" of parts of the resource. The Ministry is the final evaluator, however, and it must indeed drive publishers a bit crazy trying to outguess this invisible, nameless censor.



## WINNER OF THE 1996 HILROY AWARD: VALERIE DARE

Valerie Dare is the winner of the 1996 Hilroy Award for her ongoing project on World Music. She is the teacher-librarian at Britannia Secondary School in Vancouver.

Britannia school has a student population with many different linguistic and cultural backgrounds. The project was originally developed in conjunction with the English as a Second Language teachers in an effort to foster intercultural understanding. Since that time, the project has grown and evolved. Valerie has given numerous Workshops on the project and has involved musicians and performers from different cultural groups throughout the community.

The project showed how music is shared as it travels around the world. The music of Québec had an immediate influence on Cajun music, which is popular in New Orleans. This music, in turn was influenced by the music that the settlers of Québec brought with them from France.

Congratulations for a job well done!



# BCTLA EXECUTIVE 1996-1997

## PRESIDENT

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Gerald is currently working at Burnsville Jr. Secondary in Delta and has also worked as an elementary teacher and teacher-librarian. He has his Masters of Education from UBC and is extrasessional instructor for UBC's Teacher-Librarianship program. He has been Senior Editor of *The Bookmark*, and has served on the BCTLA Executive Board as Recording Secretary, Vice-President, (Chapter Relations) and President. Gerald presents workshops for the BCTF's Program Against Racism with Pat Parungao.

"Advocacy and communication continue to be our thrust to support teacher-librarians in British Columbia. As the teachers of British Columbia continue to work towards their first provincial collective agreement, I will continue in my efforts to support all teacher-librarians. We must continue to work closely with the BCTF executive to ensure that our concerns for the protection of all non-enrolling teachers continue are heard."

## VICE PRESIDENT, ADVOCACY

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Trish is currently teacher-librarian at École Westview School in Prince Rupert. She has been a teacher-librarian for fifteen years and holds an M. Ed. in Curriculum/School Library. She was Chapter Councilor in Prince Rupert for three years. This is her first position on the Executive of the BCTLA, and she is beginning her second year.

"Advocacy is one of the most important tasks facing every teacher-librarian in BC in this time of educational change and cutbacks. We must demonstrate the importance of our programs to students, parents, our Boards, the Ministry, and even our fellow BCTF members in order to ensure continued support. I look forward to participating in this challenging task."

## VICE PRESIDENT, CHAPTER RELATIONS

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I look forward to my second term as BCTLA Vice-President, Chapter Relations. Of importance this coming year is strengthening our membership to ensure an effective voice during advocacy. At the local level, when positions are decreased, potentially a voice is silenced. So at the provincial level, when our membership is decreased, our voice is potentially silenced. Our strength is our membership and our team is our Chapter Councilors and Executive who represent BC teacher-librarians.

## COMMUNICATIONS OFFICER

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Lucinda is currently teacher-librarian at Thomas Haney Secondary School in Maple Ridge. She has also worked as an English teacher and teacher-librarian at the junior and senior secondary schools in

Alberta and Tumbler Ridge, BC. Lucinda has been president of the Maple Ridge chapter, and has served one year on the BCTLA executive board as communications officer.

"As communications officer, I have had the opportunity to be in contact with many of my colleagues throughout the province. I look forward to continuing my service to teacher-librarians in BC, and will endeavour to ensure our integral role is understood and valued by all members of our school community."

## **LIAISON CHAIR**

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Patrick is currently teacher-librarian at A. L. Fortune Secondary in Enderby. He has taught in Kelowna, Hay River, N.W.T., Montreal and Nottingham. He has a Bachelor's degree in History and Geography from U.B.C., and a M. Ed. in Language Arts from University of Victoria. He has reviewed learning materials for the Ministry and the Association of Book Publishers of British Columbia.

"Teacher-librarians in British Columbia and elsewhere in Canada have a number of challenges to face during the coming year. With cutbacks are taking place in all parts of Canada and amalgamation occurring with a number of school districts in our province we will need to work together to meet these challenges. Remember : The International Association of School Librarianship (IASL) and the Association for Teacher-librarianship in Canada (ATLC) are holding their joint 1997 annual conference in Vancouver."

## **PAST-PRESIDENT & CONTINUING EDUCATION**

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Judith is currently working with the Richmond School District as a Teacher Consultant in Technology and Science. She currently coordinates an educational equity project in information technology with business and university partners in three pilot schools in Richmond. This June, Judith will become president of the Canadian School Library Association.

In this world of technology information is consumed not only in the "market place of ideas" — the institutions of government, corporations and academia but also in industry, entertainment, hobbies and recreation. As teacher-librarians we have many challenges and opportunities to realize as we embrace the information explosion that is changing our work and the nature of work globally. We will continue to be called upon to address and respond to resource issues such as censorship, authority, relevance, and form, but we have another very important role to enact, one that moves beyond the teaching of successful search strategies. We must become active collaborators in research about teaching and learning as we seek to understand how data and information become knowledge. To use a term I have come across, we need to become the "architects of knowledge."

Judith Kootte, Consultant  
Richmond School Board

## **RECORDING SECRETARY**

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"I am looking forward to continuing to serve on the BCTLA executive as the recording secretary. There are many educational changes teacher-librarians will find themselves directly involved in during the years ahead: implementation of several Integrated Resource Packages (IRPs), the CANCOPY agreement and technology. Provincially, we must continue to actively promote the important roles teacher-librarians and learning resource centres contribute to the schooling experience."

## TREASURER

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Gail Crawford is an experienced elementary teacher and teacher-librarian. She has a bachelor of General Studies from SFU (1990), a Diploma in Special Education from UBC (1996) and courses in teacher-librarianship. She is a member of the BCTF professional development advisory committee. She is the PDAC representative to the Teacher Education Committee of the BCTF. She is a member of the School District 37 professional development committee. She served as BCTLA chapter councilor between 1991 and 1993.

"I look forward to my first experience working with the BCTLA executive."

## WORKING AND LEARNING CONDITIONS

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Bonnie is currently working at Ellendale and Janice Churchill Elementary School in Surrey and has also worked as an intermediate teacher in Port McNeil.

"I am pleased to have worked on the BCTLA executive as the Working and Learning Conditions Chairperson and have enjoyed meeting many teacher-librarians throughout the province. Being on this committee has given me insight into the conditions of BC teacher-librarians and I hope, on your behalf, to make others aware of these conditions."



EVEN WHILE I PROTEST THE ASSEMBLY-LINE PRODUCTION OF OUR FOOD, OUR SONGS, OUR LANGUAGE, AND EVENTUALLY OUR SOULS, I KNOW THAT IT WAS A RARE HOME THAT BAKED GOOD BREAD IN THE OLD DAYS. MOTHER'S COOKING WAS WITH RARE EXCEPTIONS POOR, THAT GOOD UNPASTEURIZED MILK TOUCHED ONLY BY FLIES AND BITS OF MANURE CRAWLED WITH BACTERIA, THE HEALTHY OLD-TIME LIFE WAS RIDDLED WITH ACHES, SUDDEN DEATH FROM UNKNOWN CAUSES, AND THAT SWEET LOCAL SPEECH I MOURN WAS THE CHILD OF ILLITERACY AND IGNORANCE. IT IS THE NATURE OF A MAN AS HE GROWS OLDER, A SMALL BRIDGE IN TIME, TO PROTEST AGAINST CHANGE, PARTICULARLY CHANGE FOR THE BETTER.

*John Steinbeck (1902-68),  
U.S. AUTHOR*

# BCTLA AGM REPORTS

## President's Annual Report 1995-1996

### A Year in Review – Speaking For and Speaking With Teacher-Librarians

The 1995 - 1996 school year and my first term as BCTLA President is one which I will remember as a year that focused on advocacy and communication. The BCTLA established a position of vice president (Advocacy) at the last Annual General Meeting. We supported the advocacy efforts of the Central Okanagan Chapter of the BCTLA, ( and I thank them for the work that they have undertaken.) We promoted the role of the teacher-librarian and the importance and benefits of membership in our provincial specialist associations (and especially the BCTLA) at the BCTF's Beginning Teachers' Conference, and at the UBC Secondary School Beginning Teachers' PSA Day. Our colleagues at the BCTF Annual General Meeting received candy, a BCTLA pen, and a note of thanks for their efforts on behalf of teacher-librarians. Many received personal greetings as I handed out the packets at the meeting. Mark Roberts and I presented a workshop on Advocacy to Langley Teacher-Librarians in April. The BCTLA worked to ensure that teacher-librarians are considered for positions on Ministry committees dealing with curricular issues, and I was directly involved with the selection of committee members.

This year I successfully advocated on behalf of individual teacher-librarians and for situations regarding teacher-librarian positions in a number of school districts. The BCTLA's efforts on your behalf have not gone unnoticed. Positive comments regarding our letter writing campaigns for support for teacher-librarians were received. The BCTF executive and Bargaining Division considered our concerns regarding staffing and contract issues, and teacher-librarian contract language went to the provincial table. The BCTF AGM passed a resolution from the BCTF executive regarding the achievement of a collective agreement that guarantees the level of services provided by non-enrolling teachers.

Our task is now to continue the momentum of advocacy and support for teacher-librarians that this executive and previous BCTLA executives have worked hard to achieve.

BCTLA executive and membership was another

focus this year. Thanks to the efforts of Jim Holgate, the BCTLA page on the World Wide Web was established and is updated regularly. The BCTLA established our own listserv: the BCTLAFORUM, in April as another means of improving communication with and between our members.

I appreciate the support and efforts of each executive member this year. We have worked well as a team on behalf of our members. To the individuals who are leaving the executive – Barb Hall, Jim Gillett, and Gayle Milliken, each of you will be missed. I have appreciated what you have done for the BCTLA, and the contributions that you have made, thank you.

And now, on to another year. It is my privilege to continue to work on your behalf. Thank you for your confidence and support.

submitted by Gerald Soon, President

## REPORT OF LIAISON CHAIR

During the past school year, the British Columbia Teacher-Librarians' Association has maintained contact with similar provincial bodies; the Canadian School Librarians Association, the Association for Teacher Librarians in Canada and the International School Librarians Association. Generally speaking a number of our present bodies are experiencing a decline in numbers as various cutbacks and de-organization has occur.

In July, 1996, the ISLA is holding its annual session in Jamaica. In 1997 this organization will hold its annual conference in Vancouver. It is expected that the BCTLA and a number of BCTLA members will become involved with this conference in a number of ways.

The sale of posters produced by the CSLA has been popular with many teachers and teacher-librarians. The posters of Silken Laumann and Ted Harrison provide great additions to the library. The various teacher-librarians' associations are listed on the Harrison poster.

In the coming year it is expected that the BCTLA will continue to keep in contact with organizations that have similar goals and objectives. During these uncertain times of various governments looking at budget cutbacks, it is important that individuals and organizations keep each other informed and work together in order to be sure that the resources that our students need are accessible and readily available.

Submitted by Patrick Romaine, Liaison chair

## CHAPTER RELATIONS REPORT

"The purpose of a chapter is to promote general school library services and school librarianship within the school district(s) included in the chapter and to co-operate in the promotion of general and joint enterprises with the BCTLA and other library groups, and with the BCTF and other local bodies." (By-law 5, *BCTLA Members' Guide*)

This year's chapter councilors are to be thanked for their participation in the council with other BCTLA members and within their district. It is difficult to see how the province-wide vision of school library resource centres staffed by trained teacher-librarians doing cooperative program planning and teaching with other educators for the benefit of students' life-long learning can be realized without their commitment.

Part of my role as Vice-President, Chapter Relations is to receive and file your chapter reports and to ensure that *The Bookmark* has a copy for publication. Thirty-four chapter reports were received this year. Looking through the files, it is disconcerting to report the apparent inactivity of some chapters. The files reveal that the following chapters have not filed a chapter report and the most current item on file is 1987 or earlier: Abbotsford, Courtenay, Hope/Agassiz, Merritt, Penticton-Summerland, Queen Charlotte, and Vancouver Island North. Attendance at Council meetings is not reflected in the files.

Part of the role of chapter councilors is to make nominations and applications for awards. This year, we received three nominations, all for the BCTLA Award of Merit. All three are deserving candidates. The recipient is Noreen Grobowsky, an outstanding teacher-librarian from Richmond. As mentioned

during the Fall Council, the guidelines, criteria and deadlines for nominations and applications are explained in the Chapter Councilors' Handbook.

Our membership was fortunate to have an outstanding "Roots and Wings" conference this year, hosted by the Prince George chapter. I enjoyed meeting many chapter councilors at sessions, over meals, and at the Fall Council meeting. We are looking forward to our next conference, "Shaping Reality" in Victoria, jointly sponsored by Saanich, Victoria, Nanaimo, Cowichan and Sooke chapters and the University of Victoria.

Submitted by Pat Parungao, Vice president, Chapter Relations

## CONTINUING EDUCATION REPORT

The 'Roots and Wings' Conference in October was an excellent professional development opportunity. Thank-you again to the Prince George Chapter for organizing this successful event.

I have been a participant on the Ministry Working Committee on Copyright. A CANCOPY agreement / license for British Columbia will likely be in place sometime later this year. Watch for details

Advocacy continues to be a major focus of our Association. We must continue to promote the importance of teacher-librarians and library resource centres at all levels and with different stakeholders. All members of the Executive have, and continue to work hard in this regard. There are many strategies which we all use. Keep it up. Thanks to Gerald for distributing candies and pens on behalf of all teacher-librarians at the BCTF Annual General Meeting in March. Gerald and I presented a workshop on advocacy in Langley in April.

I have endeavoured to find volunteers to serve on the Continuing Education Committee, but have been unsuccessful. If you are interested in serving on this Committee, please contact me or any Executive member.

Submitted by Mark Roberts, Continuing Education Chairperson

## WORKING AND LEARNING CONDITIONS REPORT

I would first like to thank the local chapter councilors for all their hard work in organizing the information needed to complete the report. This task was a learning experience for me and after compiling the data, I appreciate all the work done at the district level.

It was once thought that if supportive language contract was in place, that our working conditions would be upheld. This has proven not to be so as the years of our survey has shown. As this report indicates, there continues to be an erosion of the library services in the province, and what appears to be supportive language has been challenged. There is an overall decline in library services, clerical assistance and budgets.

An increasing number of elementary teacher-librarians continue to provide preparation time for classroom teachers and this is beginning to affect some secondary school situations. Less clerical time is being provided and in many libraries we see technicians taking the place of teacher-librarians.

Since many of the outlying districts did not respond this year, the budget figures were much lower than last year's figures. We see library budgets continue to decline and elementary and secondary budgets splits are narrowing.

The Electronic Service Survey continues to show the impact of technology on the Library Resource Centre. Teacher-librarians are leaders in integrating technology into the curriculum but this does not appear to be recognized at the Ministry level. Progress is being made in many school districts by providing Computerized School Library Resource Centres.

We have continued to keep a liaison with the Provincial bargaining Committee and have made our concerns known. How will the changing and amalgamation of districts and provincial bargaining affect our working conditions? The future seems more uncertain than ever.

submitted by BONNIE KENT, Working and Learning Conditions Chairperson

## PUBLICATIONS REPORT

Our excellent journal, *The Bookmark*, continues to be the main focus of publication activity. In addition to being our chief editorial product, it is also the largest item in the BCTLA budget. We continue to be concerned that members get the best possible value for their ever-shrinking dollar. As noted in the senior editor's report, we have identified a benchmark size of 150 pages, above which costs rise sharply. We are continuing to look for efficiencies in formatting, as well as improving advertising income.

Back issues of *The Bookmark*, and other publications are still available through BCTF Lesson Aids. We welcome suggestions or proposals from individuals or chapters for special publications. With BCTLA's extremely tight budget, it is necessary to find grant money to finance special publications. Such funds are being sought for an updated and expanded collection of 'The Portrait' articles from past issues of *The Bookmark*. This regular feature provides profiles of BC authors. A publication with current information about BC authors for children and youth will fill needs in school library resource centres.

Readers of *The Bookmark* may notice on page 4 of the March 1996 issue a statement of copyright policy.

The BCTLA retains copyright of materials published from September 1, 1995 onwards, except in instances where the author has specifically stated a wish to retain copyright.

This statement will appear in each issue. As well, the editors notify each contributor. This is to make things easier when BCTLA is asked for reprint rights for original material. It is time consuming and sometimes impossible to locate contributors. We will continue efforts to contact authors when their material has been requested.

The index to *The Bookmark* is available on disk as well as in print in each September issue, for the preceding school year. Thanks again to Jim Holgate and Liz Austrom for their hard work in preparing this useful document.

Jim Holgate has also developed a Web site for BCTLA and 'The Bookmark at [http://137.82.136.19/bctla\\_www/bcindex/htm](http://137.82.136.19/bctla_www/bcindex/htm). He will be looking for useful items to post there. Please contact us with suggestions.

We continue to look for volunteer editors for *The Bookmark*. Teacher-librarians in the greater Vancouver area should contact senior editor Willa Walsh (home 274-9705, school 668-6575, fax 668-6585), for information regarding tasks and time commitment. The editors are a friendly, unassuming lot! All skill levels are needed.

Finally, many thanks to senior editor Willa Walsh who has made the task of Publications Coordinator so easy by doing much of the work herself. Her organization skills and tireless dedication deserve appreciation from all of us in BCTLA.

submitted by Barbara Smith, Publications Coordinator.

## BOOKMARK ANNUAL REPORT

The year started off with the Crazy Canuck issue, a theme which proved to be popular. We had many units and bibliographies of Canadiana. A number of teacher-librarians worked on a list of essential young adult novels for an eight to twelve school library, and this list was featured in this issue. The next theme White Knight and Black Magic offered Medieval resource lists and units about the Middle Ages. This issue featured a fully developed unit on women's liberation in Canada by a regular contributor, Jude Coffin. Our next issue concentrated on the new CAPP program being introduced into our school curricula. New resources are necessary to support this program and many ideas were offered to teacher-librarians as well as teachers on how to organize for this program and what resources to consider. We are presently acquiring material for the June issue entitled *Time Warp*. It seems that as soon as one *Bookmark* is over we just start on another!

Some things have changed this year. The editorial Board is not receiving as many units from teacher-librarians, especially at the elementary level. This might be due to changing job assignments or teacher-librarians being used for prep time, and/or not being full-time in their resource centres. The Board is contacting teacher-librarians in the field to see if we can overcome this tack and get some new and fresh wits

Several technical problems have arisen during the year in regards to *The Bookmark*. The cost of paper has skyrocketed and made our publication more expensive to print. We have tried to maintain a size under 150 pages in order to offset this cost, and also to reduce the cost of postage for mailing to members. If we go over 150 pages the weight of the issue puts us into a much higher category for postage. Another problem was that the BCTF (without informing our PSA) decided not to mail out renewals to members in the Fall. We lost over one hundred subscriptions because of this and are only now getting members to renew. The president of BCTLA had to mail out reminders to get our numbers back up. The BCTF grant to PSAs is based on the number of members we have in May of each year. We hope this problem will not recur. Many other PSAs were as adversely affected as we were.

A new member has joined the Editorial Board this year – Elisabeth Agosti from Vancouver. Welcome to the fold, Elisabeth! Other Editorial members have remained the steadfast group they are and are continuing to put in many, many volunteer hours to produce each issue of *The Bookmark*. It would be difficult to find such a devoted and talented group anywhere else! We will be winding up this year with the usual festive BBQ in June.

submitted by Willa Walsh, Senior Editor

## ADVOCACY REPORT

This was a new position this year, so much thought and discussion have gone into defining what the job of an advocate actually is. As a result, it was decided to ask chapter councillors to consider that ALL teacher-librarians should work through their chapters as advocates for their programs. A short presentation was made at the October convention in Prince George summarizing the dangers of recent moves and cutbacks in education. The efforts of many teacher-librarians to avoid having their programs drastically reduced or eliminated were noted.

In September I was asked to attend the PSA training session put on by BCTF, where one workshop was to deal specifically with advocacy. At this time, the campaign to support public education was announced and we were asked to lend our efforts along with other PSAs in support of this BCTF initiative. The campaign seems to have been slow

getting off the ground but I have attended union meetings far more often than I had before in an effort to understand and support this campaign! I have duly noted the TV ads, etc. However, I must say (as I said at the PSA training session) that many PSAs feel undersupported by the BCTF and are more concerned with keeping their jobs than with what amounts to a public relations campaign. At the same time, I have no fundamental disagreement with the messages in the media

I have made some efforts, sidetracked by some personal and school restraints, to gather a bibliography of materials on advocacy, starting with the disk of materials from the ATLC, which I can recommend to any chapters as \$10 well spent. Much of the information I gathered is still at the sorting stage and has not been entered into the computer. I hope to work on that this summer.

I have had some contact with advocacy people in both the OSLA and the ATLC, and we have agreed that keeping in touch and perhaps co-ordinating some of our efforts is a good idea. I plan to keep these information lines open and to consider any proposals they may wish me to present to BCTLA.

An attempt was made to organize an Advocacy Workshop as one of the offerings at the October Conference. However, the illness of the proposed presenter meant that this did not happen. The presentation mentioned in the first paragraph was all that could be arranged.

From time to time, I am asked to write letters or take some other action in regards to an issue in the media, for example. I usually check this out with Gerald or the Executive in order to be sure that I speak for BCTLA and not for one individual or group. I try to make clear when I do take some action whether I am speaking for myself or as a member of BCTLA.

I have also been active in my local district, keeping in contact with the union and making my presence felt on Technology, Intermediate Steering, and School-Based Implementation Committees. I have been sorry that our local chapter seems to have fallen apart. There are very few trained teacher-librarians left, and most positions are far less than full-time, so that this is not seen as a priority by most teacher-librarians in the district. I take it that the same thing has occurred in many places in our province with school districts eroding the program

through cutbacks and untrained personnel and then using the fact that the program is not being done correctly as an excuse to cut it further! This is where I think local chapters have an obligation to speak out, and where districts that do not presently have active chapters may consider putting some energy in future. At the very least, we should be lobbying for training for classroom teachers who are placed in the library. Without the support of the rest of the BCTF, I do not think we can work to have only trained personnel assigned to the library. And Alice McQuade has made it clear that she feels "a teacher is a teacher is a teacher."

In any time of cutbacks, the first to feel the pinch are the non-enrolling teachers in schools. The government is leaving special education alone, since cuts in this area would be very unpopular. But fine arts, libraries, etc. are in real danger. This is where we must direct much effort in the coming year, as major changes will probably be made after the coming provincial election. And our efforts must be directed as much at our brothers and sisters in the BCTF as toward the education community and the general public.

In the past year I have not been as active an advocate as I would like to have been. I hope that more will be done in the future.

Submitted by Trish Banighen, Vice-president, Advocacy

## NOMINATIONS COMMITTEE REPORT

The following people have been elected by acclamation as the executive for the 1996 - 1997 School Year:

The \* beside a name indicates that the incumbent is the final year in this position.

- \*President – Gerald Soon (Delta)
- \*Vice-President (Advocacy) – Trish Banighen (Prince Rupert)
- \*Vice-President (Chapter Relations) – Pat Parungao
- Recording Secretary – Mark Roberts (Vancouver)

\*Communications Officer – Cindy Lockwood (Maple Ridge)  
 \*Working and Learning Conditions – Bonnie Kent  
 Treasurer – Gail Crawford (Delta)  
 Liaison – Patrick Romaine (Vernon Armstrong)  
 \*Publications Coordinator – Barbara Smith (North Vancouver)  
 Bookmark Senior Editor – Willa Walsh  
 \*Past President – Judith Kootte (Richmond)  
 Continuing Education – Judith Kootte  
 Conference Chair – vacant  
 Archives – vacant

Submitted by Judith Kootte, Nominations Committee Chairperson.

## BCTLA ADVOCACY: UPDATE ON ACTIVITIES

### Fall, 1995

- involvement with the BEST Conference co-sponsored with the Science PSA
- funding for Richmond Advocacy video
- Mike Lombardi from BCTF staff invited to speak to Chapter Councilors at Fall Council meeting
- Annual Working and Learning Conditions Survey published

### Spring 1995

- BCTF Annual General Meeting: leaflets, hand-outs and candy distributed; interviews of all BCTF candidates regarding what they would do for teacher-librarians
- Distinguished Service Award presented
- Gerald Soon intervened on behalf of member when her position was to be filled by a clerical person while the teacher-librarian was away on educational leave.
- Alice McQuade invited to speak at Chapter Council meeting. She cancels and Kit Krieger appears and speaks on her behalf.

### Autumn 1995

- Bookmark article on Advocacy written by Trish Banighen for September Bookmark.

### Winter 1995-96

- Alice McQuade attends BCTLA Executive meeting

- funds for COTLA Information Literacy package provided
- creation of BCTLA home page
- letters to Superintendents regarding award nominees
- Pat Parungao and Gerald Soon present a workshop at Beginning Teachers Conference and promote the role of the teacher-librarian, collaborative planning, and PSA membership (particularly in BCTLA).
- Gift basket of muffins and fruit from the Lazy Gourmet and BCTLA pens sent to the BCTF Negotiating Team
- Langley asked for Advocacy workshop
- Gerald and Willa present at UBC Beginning Teachers PSA Day.
- Gerald sent 250 letters to members to remind to renew BCTLA memberships.
- Mark Roberts, Continuing Education Chair, has Vancouver Teacher-Librarian Association send BCTLA, membership forms in their newsletter.
- Gerald Soon interviewed by *Quill and Quire*. Gerald wrote letter to *Daily Courier* regarding COTLA package and what teacher-librarians do for literacy.
- Gerald represents BCTLA at BCTF Public Education Conference, where there are representatives from trustees, District Parent Advisory Council groups.

### Spring 1996

- Notes of thanks, plates of candy and BCTLA pens are handed out at BCTF AGM. Gerald made personal contact with delegates as he handed them out.
- Gerald and Mark present workshop on advocacy to Langley teacher-librarians
- BCTLAFORUM - the BCTLA listserv is established.
- Bargaining letters written urging trustees to pressure BCPSEA to bargain in good faith.
- COTLA Advocacy package presented at Spring Council.

### Miscellaneous and On-going

- President represents BCTLA at Provincial Specialists Association Council meetings
- BCTLA representation at BC Forestry Council meetings
- BCTLA representation at TC2 meetings (Creative Thinking Cooperative)
- Distinguished Service Award and Award of

- Merit presented each year.
- Sale of Ted Harrison posters
- Involvement in selection and participation of teacher-librarians on Ministry committees.
- Communication with the Learning Resources Branch
- Letters sent.
- Collective Agreement language proposals.
- Local Association representatives
- Executive member observes a BCTF negotiating session.
- BCTLA letter campaign recognized by BCTF as effective and one to be modeled by others
- Letter to new Minister of Education, Paul Ramsey, inviting him to view our website
- BCTLA liaison with outside agencies.

## TREASURER'S REPORT

### Highlights and Asides

#### 1. Amounts budgeted versus amounts spent

PSA physical years run from July 1st of one year until June 30th of the next year. At the BCTLA's fall 1995 AGM delegates approved a budget of \$78,331.64. We are now three-quarters of the way through our physical year and to date have brought in 92.32% of projected income while spending only 55.71% of the amount budgeted (See last cells of rows titled *Total Income to Date* and *Total Expenditures to Date*). These figures are positive signs that we will come in *under budget* for the 1995-96 term and will therefore start the 1996-97 term with a (slight) surplus. Please note, however, that while we started this term and previous terms with handsome surpluses (1993-94: \$52,732.81; 1994-95: \$19,768.98; 1995-96: \$21,479.64), the balance for the start of the 1996-97 term may be less substantive (See points 2, 3, 6 and 7 for further explanation).

#### 2. Balance to date: \$28,677.76 (See bottom of April column).

Please note the following in relation to this balance:

- This figure includes all reported income up to the end of March and all reported expenditures up to April 21st, 1996.

- This figure includes only two issues of *The Bookmark* (See 99960 for October and January).

#### 3. Declining membership

Membership in the BCTLA has declined noticeably between 1994-95 (886) and 1995-96 (756). This has major implications for the BCTLA not only because of lost membership revenue but also because the November grant we receive from BCTF each year is based on our membership as of May 31st of that year. This year, for example, for each BCTLA member who did not renew we lost \$40.00 in membership fees and \$17.00 in grants. A loss of 130 members (1995-96 versus 1994-95) cost us  $\$57.00 \times 130 = \$7410.00!$

Earlier this year Gerald Soon mailed membership reminders and renewal forms to 262 persons who had not renewed their membership for the year. This brought in 22 confirmed renewals. Anything you/your local can do to promote the benefits of membership will strengthen both our cause and our coffers in the 1996-97 term.

#### 4. B.E.S.T. conference (1994) and Prince George Conference (1995).

In the spring of 1996 BCTLA received a cheque from the Burnaby chapter to cover the remainder of our profits from the fall 1994 B.E.S.T. Conference (See 99940 for December).

Seed money (\$2,000.00) for the fall 1995 conference in Prince George has been returned to BCTLA. At the moment there is no indication of how much of a profit (if any) we will make from the *Roots and Wings* conference.

#### 5. Chapter support

At the fall AGM \$17,000.00 was budgeted for Chapter Support in 1995-96. This was in anticipation of larger than average travel claims for the fall 1995 conference in Prince George. To date \$8,134.36 has been required for Chapter Support. Once all claims and bills are paid in this category (See 99972) we should come in slightly under budget for Chapter Support.

## 6. *The Bookmark*

*The Bookmark* is the BCTLA's largest single expenditures each year. This year we budgeted \$39,000.00 for *The Bookmark* (49.79% of our total budget). The two issues published to date have cost a total of \$22,662.50 (See row 99960). If this trend continued we will be about \$6,000.00 over budget for *Bookmark* this year. *Bookmark* staff are examining options and doing their best to keep production and shipping costs within the amounts budgeted.

## 7. 1996-97 BCTLA fees

Given our present financial situation we should come in slightly under budget when the books are finalized after mid-July. This is a positive note, but a positive note with a word of caution: Should our surplus be minimal, and should BCTLA membership remain at the current level, it will have a telling affect on our operating budget for 1996-97 (i.e., noticeable decrease). While we are not in financial straits at the moment, if we are not careful with respect to spending and proactive with respect to membership, we could find ourselves in financial difficulties in the near future. We have to be thinking ahead: How can we increase membership (which, in turn, increase BCTF grants)? Are there ways to cut back on our expenditures? I'll leave these questions for next year's executive to address. Despite the cautionary note, my recommendation for the 1996-97 term is that we leave BCTLA fees at the current rate.

Submitted by JS GILLET, BCTLA treasurer.

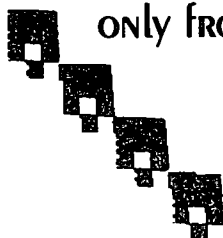


THE POWER OF A  
MOVEMENT LIES IN  
THE FACT THAT IT CAN  
INDEED CHANGE THE  
HABITS OF PEOPLE.  
THIS CHANGE IS NOT  
THE RESULT OF FORCE  
BUT OF DEDICATION,  
OF MORAL  
PERSUASION.

STEVE BIKO (1946-77),  
SOUTH AFRICAN POLITICAL LEADER

A HERESY CAN SPRING  
ONLY FROM A SYSTEM THAT  
IS IN FULL VIGOR.

ERIC HOFFER (1902-83),  
U.S. PHILOSOPHER



# LOOKING TOWARDS THE FUTURE? Here it is!!!

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

## COMING THEMES ARE:

### SEPTEMBER 1996: RADICAL IDEAS!

Oscar Wilde said that an idea that is not dangerous is unworthy of being called an idea at all. What are your radical ideas? Have you taught a unit that tells the story of a big social, literary, artistic or scientific change? Do you know an educator who encourages students to develop radical ideas? What are the risks of encouraging students to take risks? Why should you do it anyway? **Deadline: July 27**

### DECEMBER 1996: THE MORE THINGS CHANGE...

Current changes in society and technology mean will require massive changes of teachers and students, but there are many timeless traditional values and beliefs that should be treasured. How do we build a child's sense of belonging so he or she can adjust to continuing rapid change? How do we balance tradition and change in our own lives while helping students to develop into responsible citizens and adaptable learners? Can we incorporate traditional values in units that examine societal change? Will technological innovations endanger some our beliefs and ways of viewing our world? What wonderful opportunities will the future hold? **Deadline: October 25**

### 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**

***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.***

# BCTLA AWARD OF MERIT - 1996

## NOREEN GROBOWSKY

Presentation speech by **GERALD SOON**,  
BCTLA President.

The British Columbia Teacher-Librarians' Association honours practising teacher-librarians who are making an outstanding contribution to teacher-librarianship at and beyond the school level in British Columbia. Nominees for the Award of Merit should be demonstrating the planning and implementation of a school library resource centre program that serves as a model for others. The nominee should also be involved in one or more of the following areas: service to the profession through the BCTLA and related organizations; commitment to professional growth through continuing education, research or participation in national organizations; and the sharing of ideas and resources through workshops and publications.

Noreen Grobowsky, the recipient of the 1996 Award of Merit richly deserves this honour. She is passionate about the role of the teacher-librarian and the school library resource centre. Since being at Diefenbaker School in Richmond since 1988, she has moved the library from one with scheduled book exchanges to a fully open and flexibly scheduled centre where collaborative programme planning and teaching are at the forefront. She has had visitors from around the province - administrators, parent groups and teacher-librarians.

Noreen saw the potential of the benefits of library automation and volunteered to be the first teacher-librarian in Richmond to undergo this project. Like a patient undergoing experimental surgery, Noreen took the brunt of the problems. At a meeting three or four years ago, there was a meeting of teacher-librarians in Richmond interested in CD-ROM technology, and Noreen successfully applied to be a pilot site. Currently, teacher-librarians come to Noreen's library resource centre to use various programs before they decide to purchase them for their own schools. Noreen buys a mix of CD-ROM titles, not just the best. Noreen knows what to buy, but has had the foresight to purchase other materials to show teacher-librarians the difference. Her library resource centre has been used as a site for a UBC course on Technology.

Although Noreen is very service-oriented, focusing on literacy and technology, she recognizes that students need to be hooked - and is successful in her efforts. At various times of the year, you can see skeleton, spider or skull rings, leprechaun contests, or jellybeans in a jar (complete with a new toothbrush) as enticements to her students.

Noreen has been involved on a variety of Richmond Teacher-Librarian Committees in the past and is currently the President of the Richmond Teacher-librarians Association. Noreen planned and developed a one day technology in-service program for all Richmond teacher-librarians. A highly respected colleague, Noreen has a passion and enthusiasm as an advocate for teacher-librarianship. We are fortunate to have you as a visionary teacher-librarian who puts such positive energy into making a difference to so many people's lives.

Noreen, it is my honour and privilege to present you with the 1996 BCTLA Award of Merit. Congratulations.

Reply by **NOREEN GROBOWSKY**

Thank you, Gerald, for your kind words.

I would like to thank the BCTLA for this award and to tell you that I am deeply honoured, and I am still awed by the whole thing.

I love being a teacher-librarian and can't possibly imagine doing anything else. In fact, it's the best job I've ever had. It definitely beats being a babysitter, a cook's helper, a dishwasher or a cleaning lady. And while I loved being a classroom teacher, I know that the school library is the place for me. I get to combine teaching and my love of literature with kids and computers. And best of all, they actually pay me to buy books!

The changes that have occurred for me, in teacher-librarianship, over the past twelve years have been phenomenal — from scheduled book exchanges

to flexible scheduling with cooperative program planning and teaching; from a card catalogue to a fully automated library system; from limited resources to increased resources that include electronic information and online services. The role of the teacher-librarian is ever growing and changing and I am sure there are many more changes to come.

Now more than ever, students need the expertise and guidance that a teacher-librarian provides.

Now more than ever, students need to be taught information literacy skills and they need to practise these skills in a meaningful way.

And sadly, now more than ever, I feel that teacher-librarians are an endangered species. For a few years, I wasn't too concerned. Richmond had a staffing formula for teacher-librarians and I assumed other districts did too. We had a protected game preserve, if you will. Unfortunately, the big guns have declared it open season on teacher-librarians and decreed that there will be no protection for any of us. I feel that we are running for our professional lives.

Sometimes I console myself with the reminder that I will not be unemployed and that I can just go back into the classroom. But then I think of the students and wonder who will protect their right to know? Who out there will give them the training they need to be information literate in a world bombarded with information? Library clerks and technicians can't. Classroom teachers have too much on their plates now. Who will do it?

Now more than ever we must become advocates for the students and for ourselves. The work we are doing in our libraries today is outstanding! We need to make more people aware of what we are doing and why. We need to be visible and vocal. It is easy to sit back and let the collective "we" do the work and the worrying. But without the individual "I" there can be no "we."

I know from the things that have happened in Richmond that one teacher-librarian can make a difference. Two, three, or more can make an even bigger impact. Now more than ever, teacher-librarians need to be seen and heard.

I thank you once again for this special honour.

## In memoriam: Diana Poole

*On our behalf, Gerald Soon sent the following letter to Diana Poole's family after her untimely death in February, 1996.*

It was with great sadness that we learned of Diana's passing this week. I first met Diana when we were taking courses in teacher-librarianship in 1980. There was a sparkle in Diana's eyes and an enthusiasm for children and literature (particularly Australian literature!) that was easily caught by the others in the class. Diana's involvement with the BCTLA at the executive level began in 1986 when she was the Corresponding Secretary for our association. She later took on the Vice-President's position, and eventually became our President from 1988 - 1990, and was past president for the following two years.

Diana had an incredibly bright mind, and she had a vision for the BC Teacher-Librarians' Association that resulted in outstanding advocacy for teacher-librarians across Canada. Diana was the co-author of an advocacy document that was published by the Canadian School Library Association as a position paper.

A strong believer in support for teacher-librarians at the provincial level, Diana led the BCTLA executive to carry the initial support for an alternative national association for teacher-librarians, the Association for Teacher-Librarianship in Canada. Diana pushed to have the BCTLA involved in the first joint conference with ATLC at Whistler, and was involved in making the conference a great success.

Liz Austrom, who was president of BCTLA during Diana's early years on the executive remembers Diana as having astute political savvy - she knew how the BCTLA fit into the BCTF, and she advocated for BC's teacher-librarians. She also remembers a time when Diana broke her leg while dirt bike riding, and arrived at an executive meeting with her leg in a cast and a bright smile on her face. Diana saw the positive aspects of the accident. She had gained immediate status with the boys in her school! This was further evidence of her joy of living and sense of humour.

Teacher, teacher-librarian, administrator, and friend... Diana will be greatly missed.

# 1996 BCTLA CONFERENCE REGISTRATION

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_  
Province/State/Territory \_\_\_\_\_ Postal Code \_\_\_\_\_  
School District \_\_\_\_\_  
Phone \_\_\_\_\_ Fax \_\_\_\_\_



**SHAPING REALITY  
VICTORIA, BC  
OCTOBER 17-19  
1996**

## Conference fees

### Welcoming Social

Thursday, October 17  
(Included in registration) \$0  
(No host bar, canapés)  
Do you plan to attend?  
\_\_\_\_ Yes \_\_\_\_ No

### Conference

Friday, October 18  
\$125  
(includes breakfast, nutrition break,  
lunch and afternoon refreshments)

### Conference Banquet

Friday, October 18  
\$35 x \_\_\_\_\_ number of tickets = \$ \_\_\_\_\_  
(Featuring Anne Wheeler)

### PIMA Post Conference

Saturday, October 19  
\$80 (\$70 PIMA members) = \$ \_\_\_\_\_  
(Pre-register before October 1, 1996)

**Total = \$ \_\_\_\_\_**

## Session Selection

Please fill in session number

### Session A

(90 mins.)  
A \_\_\_\_\_ First choice  
A \_\_\_\_\_ Second Choice

### Session B

(45 mins.)  
B \_\_\_\_\_ First choice  
B \_\_\_\_\_ Second Choice

### Session C

(45 mins.)  
C \_\_\_\_\_ First choice  
C \_\_\_\_\_ Second Choice

### PIMA Post Conference

(The Internet)  
\_\_\_\_ Novice  
\_\_\_\_ Intermediate  
\_\_\_\_ Advanced

Send this registration form with payment by October 7 to:

### BCTLA Conference

c/o Brenda Watson  
Dunsmuir Junior Secondary School  
3341 Painter Road  
Victoria, BC V9C 2J1  
Phone (604) 478-5548

Enclose cheque or money order payable to **BCTLA Conference**. No post dated cheques. Please do not mail cash. Refunds available until October 1, 1996. NSF cheques and refunds are subject to a \$25.00 administration fee. For information call Brenda Watson at (604) 478-5548.

# 1996 BCTLA CONFERENCE: SHAPING REALITY: MEDIA EDUCATION

## CONFERENCE HOTEL

We have selected the Ocean Pointe Resort as the official hotel for the 1996 BCTLA Conference. The Ocean Pointe Resort is Victoria's newest landmark on the Inner Harbour. Book early for harbour view rooms.

Call 1-800-667-4677 or Victoria 360-2999 for reservations. Be sure to mention BCTLA for the Conference Rate: Single \$95.00 or Double \$105.00.

On Thursday evening, October 17th, the Welcoming Social will be held on the outside Balcony Terrace overlooking the City. Buses will leave the Resort for the conference site at Claremont School on Friday Morning, October 18, returning later in the afternoon well before the Reception and Conference Banquet. The BCTLA Executive will hold the Chapter Councilors' meeting and lunch in this hotel on Saturday morning.

Come and be spoiled.

## THURSDAY, OCTOBER 17, 1996. WELCOMING SOCIAL AND REGISTRATION

7:00 to 10:00 PM

Ocean Pointe Resort — Executive Club Room,  
No Host Bar and Canapés.

## FRIDAY, OCTOBER 18, 1996.

Buses will leave the Ocean Point Resort at 8:00 AM and 8:30 AM for Claremont Secondary School.

## REGISTRATION AND BREAKFAST

8:00 to 9:00 AM

## KEYNOTE ADDRESS: FATHER JOHN PUNGENTE

9:00 to 10:00 AM

### *Shaped Realities*

Director of the Jesuit Communication Project in Toronto, Father John Pungente is one of the foremost authorities on Media Literacy / Media Education in the world. Father Pungente is concerned about the effect of all the "shaped realities" that influence our

children and their view of the world. He is the co-author of the *Prime Time Parent*, a media workshop kit for parent groups that deals with the issues of cartoon and news media violence on television. He will provide a dynamic introduction to this full day!

## EXHIBITS OPEN!

10:00 AM ...

Visit throughout the day.

## NUTRITION BREAK

10:00 to 10:30 AM

An opportunity to preview the exhibits and take refreshment.

## SESSION A (90 MINUTES)

10:30 to 12 Noon

### A1 KEVIN MCKENDY

#### *Media Education Projects for Your Classroom*

This workshop will feature the description and demonstration (including handouts and other materials) of three classroom-ready media education projects for your secondary humanities class: advertising deconstruction, print media analysis unit, and novel study storyboarding and short video production.

### A2 DR. DON BERGLAND

#### *Multimedia: The New Platform*

This presentation will provide a model for understanding, using and teaching multimedia. It will outline key areas and show how to develop a program that utilizes multimedia's unique ability to communicate and express on new levels. Topics touched upon will include: developing critical ability, identifying the body of multimedia work which currently exists, genres, content, audiences, the literature, setting up programs and studios at school, magazines as textbooks, street-teaching, component ingredients, authoring, and interactivity. All material will be referenced to actual practice. Visuals will be explored and handouts provided.

### **A3 SHARI GRAYDON**

#### *Barbie Meets Rambo: Countering the "Popular" Curriculum*

From children's cartoons and video games to prime time television and academy award winning movies, our culture's dominant media images and messages celebrate violence as a means of resolving conflict, glorify heroes who are every bit as destructive as the villains they seek to overcome and encourage men and women, and girls and boys to identify with polarized and destructive gender stereotypes. Kids spend more time interacting with the "popular curriculum" than they do in school or with their parents, and are particularly vulnerable to the cumulative and often unconscious impact of media. This slide-based presentation will provide an overview of the important issues and research and offer strategies to help parents and teachers cope with advertising and entertainment messages that are fundamentally anti-social.

### **A4 KATE HICKOK**

#### *Imagineering: Videography for the classroom*

This playful, hands-on workshop is designed to explore the cinematic elements of electronic storytelling and teach you the fundamentals of using a camcorder in a school setting. We will relate experimentation and competency with a camera to the principles of media literacy. You will be able to record good quality footage to document school events and classroom activities — evaluate student progress and interaction — facilitate parent-teacher communication — and create class activities using a video camera. We encourage you to bring your own camcorder (with a blank video tape) or one supplied by your school. (Limited to 25 )

### **A5 MARGARET MEIKLE**

#### *Promoting yourself (and your program) through the media*

Margaret Meikle will discuss the media and what they are looking for in a story. There are many smart and inexpensive ways to access the media, especially through the Internet, and Margaret will demonstrate how to use these resources. Also, share some tips from the business of being an information broker, and how these research skills are valuable to students.

### **A6 KAY TREADGOLD, SHARON BEDE, PAT KIRKEY AND JOAN EATON.**

#### *Why Teach Information Literacy Skills?*

Come and hear what business people have to say about the importance of information literacy skills in the workplace. Who teaches these skills? Teacher-librarians! So what are these skills? How do you marry information literacy skills and the new technologies? What is the future role of teacher-librarians? Do we have one? What role do teacher-librarians play in the delivery of Instructional Resource Packages (IRPs)?

Become involved or become extinct! All of the presenters are currently working as teacher-librarians in the Central Okanagan. They represent 4 of the 6 teacher-librarians who produced the kit "Why Teach Information Literacy Skills?" which was distributed to all chapters of the BCTLA by the Central Okanagan Teacher-Librarians' Association.

### **A7 MERRILL FEARON AND BILL MAYLONE**

#### *Videos and a CD-ROM that Get Kids Thinking*

This workshop previews three new programs for kids aged 8-12 from the National Film Board. *The Reluctant Deckhand* is an animated film about Tess, who rises to the challenges of life on a fish-boat— and it's also the title of a novel written by the filmmaker, Jan Padgett. *Live TV* is a comedy in which a humanoid TV tries to help find the school's missing turtles— and four 11-year-olds discover that real-life problems and TV solutions don't always mix. *Look Again — Interactive*, a new NFB CD-ROM based on the successful video series, helps kids articulate questions and use the scientific method to find their own answers. Bill Maylone, the creator of both programs, will discuss their use.

### **A8 MIKE SIMPSON AND MERRAN SMITH**

#### *Variations on a Wave / Understanding the Boob Tube Junkie*

A 90 minute interactive workshop that explores media education using popular education techniques. Why does the television seem to hypnotize students? Why are rock videos so effective, and what are the theories behind advertisements? How does the medium change the message and who is shaping our world view? We will spend more time watching television than any other activity except sleeping ...this workshop explores why!

## **A9 DENIS FAFARD**

### *Start it up! Getting going with Media Education*

Are you tinkering with media education or have you found yourself on the verge but somehow never get started? During this workshop, you will experience classroom activities you can use with your students and be introduced to the framework for thinking about media education developed by CAME (Canadian Association of Media Education). While the activities will be linked to the video resource Screening Images developed by John Pungente and Garry Marcuse, they can be easily adapted for use with materials available to anyone with a television.

## **SESSION B (45 MINUTES)**

1:30 to 2:15 PM

### **B1 BRIAN VALLEE**

#### *Cable in the Classroom*

An information session dealing with the recently announced and promoted Cable in the Classroom thrust of the cable stations...

### **B2 SHERRY OLSON**

#### *Telecommunications in the Elementary Classroom!*

Designed for the true novice at telecommunications, this workshop will cover projects that have been done in classrooms in the Cowichan School District. Some just involve the teacher while others require a collaboration of classroom teacher and teacher-librarian. Projects such as the National Geographic Kids Net will be a major focus. Your knowledge of telecommunications can be very limited in order to make these projects successful.

### **B3 DR. TED RIECKEN**

#### *Moral Inertia in an Accelerated Culture: Wandering or Wondering in the Digital Labyrinth...*

While digital media are rapidly reshaping the ways in which we produce and consume information, other fundamental shifts in society are also taking place. These include an apparent change in emphasis in the moral values held by many young people today and increasing levels of youth violence. This session will explore issues relating to moral development within an accelerated culture in which one of the few constants is change itself.

### **B4 DR. MICHAEL BEST**

#### *Shakespeare on CD-ROM*

Dr. Best has developed an extensive multimedia program called *Shakespeare's Life and Times* on CD-ROM. (Intellimation/Magic Lantern). Here is an opportunity to meet the scholar behind the program, and to consider its place in instruction and in learning in the secondary school. He will talk about electronic texts as teaching and research resources.

### **B5 KATE HICKOK**

#### *The 4-R's: Reading, 'Riting, 'Rithmetic and Recording*

Teamwork - gathering information - selecting resources — sequencing ideas — writing scripts — designing frames — constructing 3D, geometric sets — using technology — timing shots — planning schedules and executing graphics — these are all video production skills. Producing a 'show' is an inspiring way to involve your students at any level of ability and all learning styles, while studying your traditional core subjects and processes. Participants will gain skills to become 'project managers,' facilitating student activities which use video production for cross curricular projects.

### **B6 LILLIAN CAREFOOT**

#### *Resources for Media Literacy Education*

The session will consist of an exploration of current print and nonprint resources available to support media literacy education K-12. A bibliography will be provided.

### **B7 SHARI GRAYDON**

#### *It's News To Me: A Critical Look at What Shapes the News*

The news is no more an accurate reflection of reality than television is a "window on the world." And yet both play enormous roles in shaping our perceptions of the issues of the day. What kinds of things influence the way in which the news media interpret current events for us? What distortions occur when life is "mediated" through a filter of journalists, institutions and technologies? And what do we need to know in order to increase our chances of having access to reliable and relevant information about the world? Drawing on concrete examples, this slide-supported seminar addresses some of the myths around news gathering and dissemination, and

provides some practical tools to use with students in teaching them to be more critical news consumers.

## **B8 GERALD SOON**

### *Meet the President of BCTLA*

This is your chance to find out what is happening in your Association, to express concerns, offer suggestions and ideas for the future of BCTLA

## **SESSION C (45 MINUTES)**

2:30 to 3:15 PM

### **C1 FATHER JOHN PUNGENTE**

#### *Media Education - Teaching the News*

For most Canadians, news comes from the media. A recent survey showed that over 80% of Canadians believe that television news is trustworthy and presents the truth. This workshop will look at television news and present some ways for the classroom teacher to examine news with their students.

### **C2 PAULINE WEBER AND SHIRLEY LEWIS**

#### *Children's Literature and Video*

A presentation on the new Children's Literature Collection, a cooperative marketing venture including videos based on children's literature, building collections of correlated video and books, theme building using books and literature.

### **C3 SHERRY OLSON**

#### *Telecommunications in the Elementary Classroom!* (Repeat of session B2)

Designed for the true novice at telecommunications, this workshop will cover projects that have been done in classrooms in Cowichan School District. Some just involve the teacher while others require a collaboration of classroom teacher and teacher-librarian. Projects such as the National Geographic Kids Net will be a major focus. Your knowledge of telecommunications can be very limited in order to make these projects successful.

### **C4 ELIZABETH WELLBURN**

#### *CLN and the Network Nuggets*

Meet the Community Learning Network (CLN) Network Nugget Lady in person and consider the

extent to which the Web is changing teaching and learning.

## **C5 BILL MAYLONE**

### *Louis Riel on CD-ROM*

The National Film Board has produced an important new CD-ROM, *Making History: Louis Riel and the Northwest Rebellion of 1885*. Students examine source documents from a unique archive of video clips, photos, sounds, and text to create their own multimedia interpretation of this seminal event in Canadian history. Bill Maylone, creative director of the project, will demonstrate the program and discuss ways in which it may be integrated into instruction.

## **C6 DIANA BROOME AND JIM HOLGATE**

### *The Web Weavers!*

Come and meet the people behind two of the web Pages that should touch us most: Diana Broome is the Information Services Coordinator at the BC Teachers' Federation (BCTF) and keeper of that Web Site at <http://www.bctf.bc.ca/bctf/>

Jim Holgate is the teacher-librarian behind the BCTLA Web Page at [http://137.82.136.19/BCTLA\\_www/BCINDEX.htm](http://137.82.136.19/BCTLA_www/BCINDEX.htm)

## **EXHIBITS**

3:15 to 4:30 PM

Join your colleagues over cookies and punch as you examine the exhibits... Buses leave for Ocean Pointe Resort at 4:30 PM... Reception: Ocean Pointe Resort 6:00 to 7:00 PM in a beautiful room, all your friends, a No Host Bar. Perfect.

## **BANQUET WITH ANNE WHEELER, FILM-MAKER**

7:00 to 9:30 PM

Come and join us on Friday Night for an evening of fine food and exceptional entertainment. This year's banquet will be especially entertaining as our guest speaker is one of Canada's best and most honoured film-makers, Anne Wheeler. During her long and distinguished career, Anne has been involved in directing, writing and producing a number of short and feature length films and made for television productions for both adults and children.

Her productions have won many awards including the Gemini, the Emmy, and best films at several international film festivals. Her best known works included the very successful and critically acclaimed *Bye Bye Blues* (which she wrote, directed and produced), *Cowboys Don't Cry*, *Loyalties* and *The Diviners*.

Recent productions include *The Diana Kilmury Story* and *The War Between Us*. She is now working on a feature length film, *Mrs. Mike*, which is based on the book about the wife of an RCMP officer living in northern Canada. Anne will share her film-making experiences with us and we have arranged for two large screens so that we can view some selections of her favorite scenes. So, come and meet your colleagues, enjoy the wonderful food at the Ocean Pointe Resort and be entertained by our very special guest, Anne Wheeler. Don't miss this extraordinary evening...

See You There!

## **SATURDAY, OCTOBER 19, 1996**

### **BCTLA CHAPTER COUNCILOR'S MEETING**

Ocean Pointe Resort: 9:30 to Noon

### **PIMA/UVIC POST CONFERENCE: ON THE INTERNET**

University of Victoria: 9:00 AM to 3:00 PM

PIMA in association with the Teacher-Librarianship Section of the Faculty of Education at the University of Victoria present On the Internet; a day long hands-on workshop Saturday, October 19, 1996 between 9:00 AM and 3:00 PM at the University of Victoria.

No matter what your level of expertise, now is your chance to develop basic, intermediate or advanced skills on Internet use. Let our carefully selected instructors give you practical advice on how to get on the Net, build your own web site or learn about many of the new developments in telecommunications and communications software.

We have arranged for several qualified instructors to work in three computer labs with separate instruction for three levels of ability.

**BEGINNERS** — Learn how easy it is to get access to the Internet, the hardware and software that you need, how you can use e-mail and where you

can access valuable material for you and your students. Simple hands-on instruction will make this session suitable for all novices even those with little computer training.

**INTERMEDIATE** — Learn about more advanced e-mail techniques, search strategies, exciting new web sites, and how you can get beyond basic surfing and start to develop expertise in such areas as building your own web site, downloading software etc.

**ADVANCED** — At this level, you will be looking for new challenges. Our expert instructors will share new methods for developing web sites, downloading related web sites for use on a school's server and other recent developments. This is your chance to hear from and work with the experts.

Space is limited to the first 60 applicants as most of the day will involve hands-on experience with one person per computer.

Lunch is included in the registration price.

**COST** — \$80 (\$70 for PIMA members) Pre-Registration is required for this day long session Sponsored by PIMA (Pacific Instructional Media Association) and the University of Victoria

## **BIOGRAPHIES**

### **BEDE, SHARON**

(B. Ed., University of British Columbia) Sharon has been a teacher-librarian for 14 years. She has worked in Revelstoke, Enderby and Kelowna. Sharon's primary interest is in professional development of all staff and curriculum development involving students in all facets of investigative learning. Recipient of the 1995 BCTLA Award of Merit. Mount Boucherie Secondary.  
[sbede@schdist23.bc.ca](mailto:sbede@schdist23.bc.ca)

### **BERGLAND, DR. DON**

Don is currently co-director of the Multimedia Arts Centre in the Faculty of Education at the University of Victoria. He teaches introductory and advanced courses in multimedia appreciation, production, and development to student teachers. He is a former director of visual and audio arts for Electronic Arts, one of the largest interactive multimedia companies in the world. He maintains contacts with industry by acting as Multimedia Design Director for Intelliscape Interactive Corp., as

well as Creative Director for Aaron Creative Services. He is a multimedia producer, graphic artist, musician, and digital radio producer with over 80 professional exhibitions and performances of work. Assistant Professor, Arts in Education, University of Victoria.

#### **BEST, DR. MICHAEL**

After several years teaching, and armed with a PhD. earned through a study of John Lyly, an early contemporary of Shakespeare, Dr. Best joined the English Department of the University of Victoria in 1967 and has never looked back. He is accomplished in looking forward and has used HyperCard, CD-ROM and the Macintosh to bring Shakespeare alive for his students and others. If you would like to know more about his work investigate his Web Page at <http://www.engl.uvic.ca/faculty/mbhomepage/index.html>

#### **BROOME, DIANA**

Since 1991, Diana Broome has been the Information Services Co-ordinator of the BCTF. A professional librarian, she is responsible for the Federation's library, records management and archives functions. She is the Chair of the BCTF On-line Information Management Committee and is responsible for co-ordinating the development and maintenance of the Federation's World Wide Web site and gopher.

#### **CAREFOOT, LILLIAN**

Lillian Carefoot is a Director of Instruction: Learning Resources at School District No. 68 (Nanaimo-Ladysmith). She has been involved in the development of a number of media literacy programs and media skills continuums.

#### **EATON, JOAN**

Joan has taught for 26 years, first as a classroom teacher in Vancouver and Prince George. For the past 15 years she has worked as teacher-librarian in Prince George and in Kelowna. She is currently at Davidson Road Elementary. Joan has a great interest in technology especially as it pertains to information access and library issues. Davidson Road Elementary [jeaton@schdist23.bc.ca](mailto:jeaton@schdist23.bc.ca)

#### **FAFARD, DENNIS**

Currently Denis Fafard works as a Faculty Associate in the Teacher Education Program at Simon Fraser University. He has taught grades 4 through 11 and incorporated media education into

Humanities, English and French as a Second Language (FSL) at the secondary level, and Language arts and Social Studies at elementary. During the past two summers he organized and taught courses in Media Education at Simon Fraser University.

#### **FEARON, MERYL**

After working for 17 years as a program coordinator at BC's Provincial Educational Media Centre — designing, producing, and marketing media resources, Meryl now heads her own consulting company, producing and marketing print, video, and computer-based resources.

#### **GRAYDON, SHARI**

A communications consultant for the past 10 years, Shari Graydon is also the President of MediaWatch, a non-profit women's group working to eliminate sexism in the media. She gives frequent lectures and workshops on media-related issues, has contributed commentary to CBC Radio and a variety of Canadian daily newspapers, and currently writes a regular media analysis column for the *Vancouver Sun*. She developed the concept for and co-produced a thirteen-part television series called *Doubletake* which began airing on WTN in April 1996. A founding member of the Canadian Association of Media Education, Shari has a B. A. in Theatre and an M. A. in Communication at Simon Fraser University, where she has taught.

#### **HICKOK, KATE.**

President of Kate Hickok Media Productions, Kate is an award-winning producer/director of educational, broadcast and industrial film, video and multimedia productions. After several years developing and piloting programs with the Center for Children's Media and the Massachusetts Media Literacy Coalition in Boston, Kate has returned to BC as an instructor and curriculum designer of media arts programs for schools.

#### **HOLGATE, JIM**

When he is not maintaining the BCTLA Web Site, Jim is the teacher-librarian in A. H. P. Matthew Elementary School in Surrey. At other times he could be working on the BCTLA *Bookmark*, developing presentations on multicultural issues or CD-ROMs.

#### **KIRKEY, PAT**

Pat has been a classroom teacher in Burnaby and Calgary and has been a teacher-librarian in Calgary,

Lahr, Germany (with the Dept. of National Defense) and in the Central Okanagan. She feels very fortunate to be able to work in a library at a time when information literacy is more important than ever. She currently works at Helen Gorman Elementary.  
[pkirkey@schdist23.bc.ca](mailto:pkirkey@schdist23.bc.ca)

#### **LEWIS, SHIRLEY**

Shirley Lewis is the President of Shirley Lewis Information Services in Toronto. This company is a major supplier of quality learning resources to schools across Canada. Long a supporter of quality school library service, she is the 1995-1996 President of the Canadian School Library Association.

#### **MCKENDY, KEVIN**

Kevin is a high school English and Journalism teacher and is currently vice-president of the Canadian Association for Media Education.

#### **MAYLONE, BILL**

Bill Maylone began his career in filmmaking as a model animator and moved into live-action productions designed for critical thinking. He brings his cinematic aesthetic into his current work, directing educational CD-ROMs including *Louis Riel* and *Look Again*.

#### **MARG MEIKLE**

Marg is probably best known as "The Answer Lady" on CBC Radio's *Gabereau Show*. She is a freelance writer, researcher, and broadcaster. She also contributes to *Basic Black* and *The Early Edition* on CBC Radio, to magazines such as *Canadian Living* and *Western Living* and recently has become a syndicated Internet columnist. She has written three books—*Dear Answer Lady*, *The Return of the Answer Lady* and *Bumbering Around Vancouver*. In a previous life, Marg earned degrees in Home Economics and Anthropology. Marg sits on the City of Vancouver's Public Art Committee. She is an avid croquet player, a keen sweet pea grower, and a new dog owner. Rosie MacDonald is a border collie pup and keeps her owners hopping.

#### **OLSON, SHERRY**

Sherry is a teacher in the Cowichan School District where she has been a leader in telecommunications and the Internet in the classroom. She has had her classes working on several telecommunications and Internet projects, including National Geographic's KidsNet, a virtual reality trip to the North Pole and on-line science experiments.

She has been the recipient of a number of grants and awards.

#### **RIECKEN, DR. TED**

Ted is a member of the Faculty of Education at the University of Victoria. He teaches elementary Social Studies and computer applications, and is currently conducting research in the area of youth violence.

#### **SIMPSON, MIKE & SMITH, MERRAN**

Michael Simpson and Merran Smith are award winning independent television producers who have been facilitating media workshops throughout Western Canada for the last five years, reaching hundreds of teachers and many thousands of students. This session is ideal for the teacher who wishes to introduce media education within the new cross curricular strands of Instructional Resource Packages (IRPs) or for those teachers that need reliable, proven teaching methods for media education.

#### **TREADGOLD, KAY**

Kay taught in Sooke and Kelowna as a classroom teacher and counselor. She has worked as a teacher-librarian in Kelowna since 1979. Kay feels that information literacy skills are the backbone of all learning and essential to the social and economic survival of our society. A recipient of the 1994 BCTLA Award of Merit, she teaches at Okanagan Mission Secondary. [ktreadgo@schdist23.bc.ca](mailto:ktreadgo@schdist23.bc.ca)

#### **VALLEE, BRIAN**

Mr. Vallee is the Educational Consultant for Shaw Cable on Vancouver Island.

#### **WEBER, PAULINE**

Pauline is Media and Library Services Coordinator for Magic Lantern Communications. Her background as a media and library coordinator in the Halton School Board in Ontario has made her a leading proponent of educational video use. Pauline has taught teacher-librarian courses at several universities and presents workshops across Canada.

#### **WELLBURN, ELIZABETH**

Elizabeth Wellburn has been the "Nugget Lady" for over three years and has shared information about educationally valuable Internet sites with hundreds of teachers throughout the province via e-mail. Keeping up with the amazing advances in information technology has been a challenging and fun occupation.



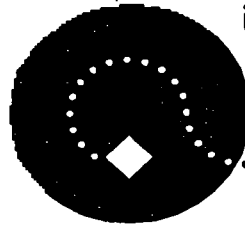
THEME SECTION

Reality is that  
which,  
when you stop  
believing  
in it,  
doesn't  
go away.



*Philip K. Dick (1928-82),  
U.S. science fiction writer*

It is change, continuing  
change, inevitable change, that  
is the dominant factor in  
society today. No sensible  
decision can be made any  
longer without taking into  
account not only the world as  
it is, but the world as it  
will be. . . . This, in  
turn, means that  
our statesmen, our  
businessmen, our  
everyman must take on a  
science fictional way  
of thinking.



*Isaac Asimov (1920-92),  
Russian-born U.S. author*

WHAT THE HELL IS NOSTALGIA DOING  
IN A SCIENCE-FICTION FILM? WITH  
THE WHOLE UNIVERSE AND ALL THE  
FUTURE TO PLAY IN, LUCAS TOOK  
HIS MARVELOUS TOYS AND  
CRAWLED UNDER THE FRINGED  
CLOTH ON THE PARLOR TABLE,  
BACK INTO A NICE SAFE  
HIDEYHOLE, ALONG WITH FLASH  
GORDON AND THE COWARDLY  
LION AND HUCK SKYWALKER AND  
THE FLYING ACES AND THE HITLER  
JUGEND. IF THERE'S A MESSAGE  
THERE, I DON'T THINK I WANT TO  
HEAR IT.

*Ursula K. Le Guin (b. 1929),  
U.S. author*



SPACE OR  
SCIENCE  
fiction HAS  
BECOME A DIALECT  
FOR OUR TIME.

*Doris Lessing (b. 1919),  
British novelist*

# FORWARD THINKERS: A PREDICTIONS UNIT

by **GERALD SOON**, teacher-librarian, and **SANDRA PEEL**, teacher, Burnsvew Junior Secondary (SD# Delta).

Time Warp is a theme that has many possibilities. When we brainstormed for this unit, we came upon the theme of Forward Thinkers. We focused on three people in history in different fields, who had each made predictions in their time.

We had information on each person and their predictions, and wanted our students to know about them and their predictions, and also extend their own thinking to creative activities.

## RESOURCES

*The Complete Prophecies of Nostradamus*. Translated, edited and interpreted by Henry C. Roberts. Crown Publishers, 1994 (ISBN: 0-517-59092-1). This edition was re-edited by Lee Roberts Amsterdam & Harvey Amsterdam, with updating by Robert Lawrence.

*Leonardo the Inventor*. CD-ROM by Future Vision Multimedia, 1994.

## INFORMATION ABOUT THE FORWARD THINKERS CHOSEN:

### H. G. WELLS

Herbert George Wells was born in 1866, and with Jules Verne is thought to be the inventor of Science Fiction writing. In his time he was a self-appointed prophet. His books include *The Invisible Man*, *Time Machine* and *War of the Worlds*.

### NOSTRADAMUS

Michael Nostradamus was a French physician who was born in 1503. He published his first almanac of prophecies for the following year. When he found it to be a great success, Nostradamus continued publishing every year after that. He then wrote the Centuries, his predictions of what would come about in the world from his time to the end of the world in 3797. His

prophecies were written in quatrains, verses of four lines. They were written in this manner so that in his time, he would not be labeled a magician. The verses were organized in centuries or groups of 100 verses — not to be confused with a time period of 100 years. One group of 100 verses was called a century.

Some of Nostradamus' Predictions have come true:

- the Russian Revolution and the assassination of Nicholas and Alexandria and their family;
- the French Revolution;
- the 1986 war between Iraq and Iran;
- the origin of the United States;
- the AIDS virus;
- the attack on Pearl Harbor;
- the establishment and fall of the Berlin Wall;
- the abdication of Edward VIII to marry a commoner;
- the downfall of Richard Nixon;
- the birth and death of Hitler;
- the landing of a man on the moon; and
- increased communication around the world.

Some of Nostradamus' Predictions that have yet to come true:

- Prince Charles will not retain the title Head of the Church of England;
- extra-terrestrial spacecraft will land amid a great war on Earth;
- a powerful king shall arise in July, 1999; and
- the end of the world.

## ACTIVITIES

1. H. G. Wells is considered one of the fathers of Science Fiction. Who are some other science fiction authors? Write a short story in the Science Fiction genre.
2. Nostradamus was someone from the sixteenth Century. He made hundreds of predictions as to what would happen in the world. Some of his predictions have come true. Nostradamus wrote his predictions in four line poems. Make some

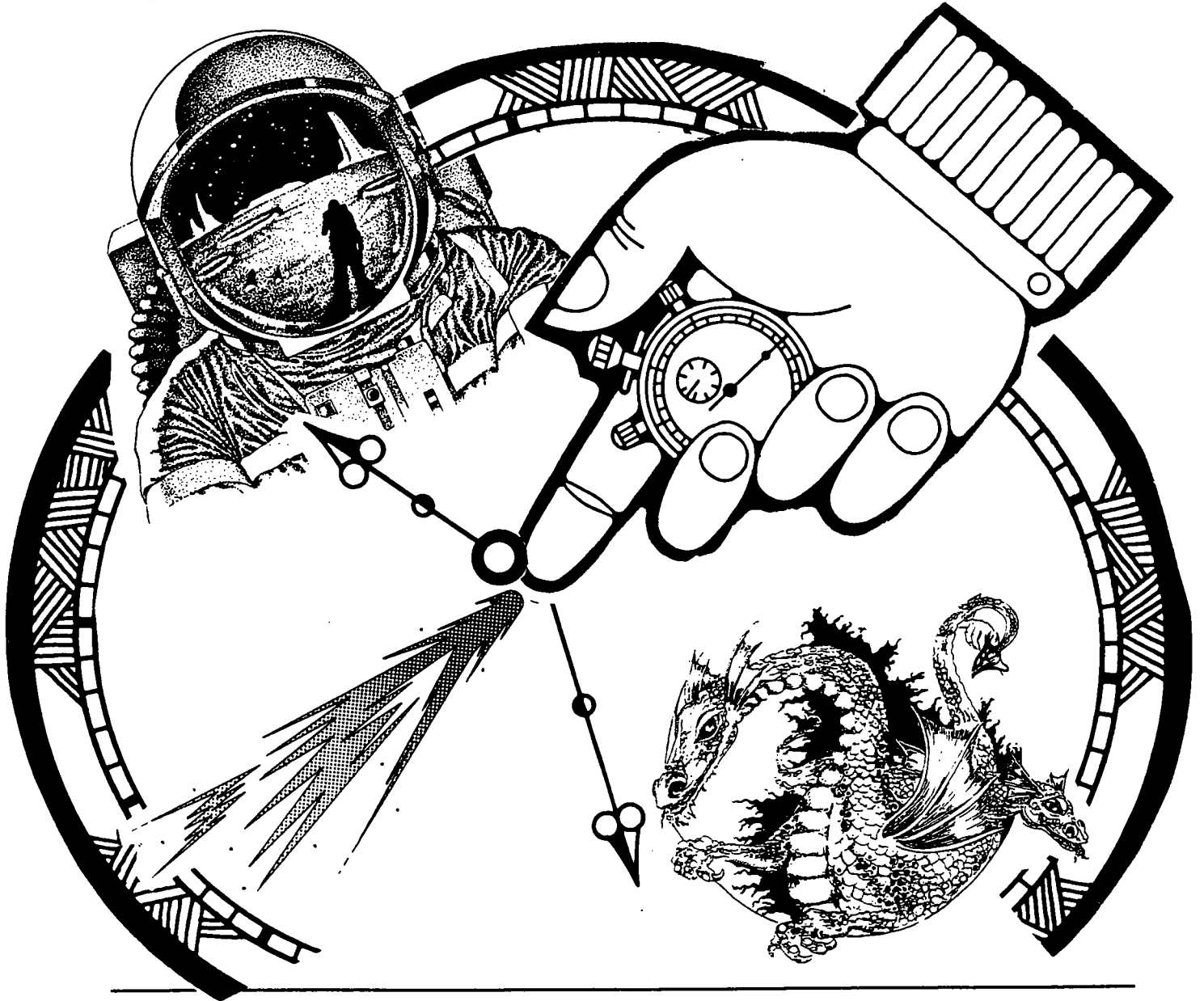
predictions yourself and write them in four line poems.

3. Tabloid newspapers sometimes focus on Nostradamus' predictions, and we thought that the format would be a fun way to publish your own predictions of what would happen in the future. Examine the format of the Tabloid Newspaper, and create a mini-version of your own. Include articles from various "experts" who have predictions for what will happen in the world in the future.
4. Leonardo da Vinci was born in 1452, and as well as being a renowned sculptor and painter, explored various fields of science. He was a creative thinker who imagined solutions to problems of his time, but also inventions that the future could hold. The

*Leonardo the Inventor* CD-ROM outlines some of these inventions. Imagine some inventions that could improve our world and write a paragraph to describe them. Draw diagrams or pictures to illustrate your paragraph.

## CULMINATING ACTIVITY

As a culmination to the unit, have one student take on the persona of Nostradamus, another the persona of Leonardo da Vinci and another that of H. G. Wells. These three personalities will be the guests on a talk show "à la Ricky Lake." The theme of the program is "People who think they know the future!" Have the audience ask questions of the guests.



# OFF TO THE CARIBOO! A RESOURCE-BASED UNIT FOR GRADE 5 SOCIAL STUDIES

by MARGARET HAINES, teacher-librarian on leave at U.B.C. and DEBORAH DAVY, Gr. 5 teacher at Kingsford-Smith Elementary School, SD#39 (Vancouver).

The overall objective in planning and teaching this unit was to give the students a feel for this era in Canadian history - what it was like for the people who came to the Cariboo whether they were single men out to make their fortune or families with children.

## Therefore the learning outcomes were:

- the students will acquire an understanding of what it was like to live in the Cariboo during the Gold Rush era.
- the students will observe photographs and copies of authentic documents, and read information texts to gather background knowledge.
- the students will represent their learning by writing and art.

## Prior to the unit:

- classroom teacher reads aloud *Cariboo runaway* by Sandy Duncan.
- students refer to textbook to check on maps, events, names cited in the novel.
- classroom teacher and students create a list of the names of people cited in the text who are memorable for various reasons.

## INTRODUCTION (in Learning Resource Centre)

- teacher-librarian reads aloud from *Story of Canada* by Janet Lunn (p. 155 to 157) and *Ordinary people in Canada's past* by Nancy Sellars Marcotte (p. 141). The purpose is to provide a general overview and to give a focus for a discussion of who came the Cariboo and why.
- stations and their organization is explained to the students as well as the expectations for the task and work habits at each station.
- time allotment is also outlined.

## STATIONS

Rotate between these four stations - 3 periods a week. Total of 15 periods.

## Library Resource Centre

**Pamphlet Station** – design an advice pamphlet for prospective miners to include:

- map of how to get there
- supplies to take (food, clothing, equipment and prices)
- method of mining (diagram of panning or rocker box)
- how to stake a claim

All of which has to have a catchy title and illustrated front page.

**Biography Station** – select a character of the times

- write notes (key words and phrases) about their life
- order and rewrite as a paragraph (have teacher-librarian edit)
- draw a portrait in oval shape adding a decorative frame
- rewrite final draft of paragraph as though on brass plaque beneath portrait

## Classroom

**Mural Station** – design a scene indicative of the times to be merged as a mural or as a patchwork quilt

**Newspaper Station** – Group to design a front page of a newspaper of this era

- decide and design title
- write stories of typical news events
- design advertisements for goods, entertainment, services

N. B. Provide two or three extra periods for completing any station at the end of the rotation.

## EVALUATION

Teacher and teacher-librarian evaluate the products of the stations they supervised.

## IN CONCLUSION

- classroom teacher reads aloud *Moses, me and murder.* by Ann Walsh during the stations activities
- using a discussion web strategy, the students decide as to the guilt of the accused

## BIBLIOGRAPHY

Collins, David. *Gold in the Cariboo* (kit). Toronto: Clarke Irwin (in association with Jackdaw Publications, London), 1969

Duncan, Sandy Frances. *Cariboo runaway*. Gabriola Island, BC: Pacific Edge Publishing, 1990.

Lunn, Janet and Christopher Moore. *Story of Canada*. Toronto: Lester Publishing: Key Porter Books, 1992.

Marcotte, Nancy Sellars. *Ordinary people in Canada's past*. Edmonton: Arnold Publishing, 1990.

Walsh, Ann. *Moses, me and murder*. Vancouver: Pacific Education Press, Faculty of Education, University of BC, 1988.

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# TIME-WARP FICTION

*Editor's Comments: this list is reprinted with permission by Kit Pearson. The original bibliography was entitled "Time Travel" and was used as part of Kit's course on Past Time Fiction at UBC. Some titles have been added and these new titles were supplied by the Richmond Public Library from their bibliography entitled "Falling Through Time." \* indicates these new added titles.*

Alexander, Lloyd. *Time cat*. 1963

Bond, Nancy. *Another shore*. 1988

Buffie, Margaret. *Who is Frances Rain?* 1987  
15 year old Lizzie finds a pair of child's glasses.  
What will they tell her about her family's past?

Cameron, Eleanor. *The court of the stone children*.  
1973

Nina who lives in modern day San Francisco is entranced by the local French museum. She is transported back through time to the French Revolution and must solve a mystery to help her friend.

\*Cheetham, Ann. *The pit*.  
Oliver finds himself thrown back in time to the plague of 17th century London.

\*Conrad, Pam. *Stonewords: a ghost story*.  
A girl from 1870 carries Zoe back to her time to try to alter the day of her death.

Craddock, Sonia. *Secret of the cards*. 1990

\*Cresswell, Helen. *Time out*.  
Magic spells in 1887 transport Tweeny and her parents to London - in 1987!

\*Curry, Jane Louise. *Parsley sage, Rosemary & time*.  
Rosemary thinks the word "time" cut in stone in an herb garden should be spelled "thyme," until she picks a sprig and finds herself back in the 18th century.

Curry, Jane Louise. *The sleepers*. 1968

Dunlop, Eileen. *Elizabeth, Elizabeth*. 1975

Eager, Edward. *Knight's castle*. 1956

Farmer, Penelope. *Charlotte sometimes*. 1969

Greer, Gery and Bob Ruddick. *Max and me and the time machine*. 1983.

Hamilton, Virginia. *Sweet whispers, Brother Rush*.  
1982

Tree, a young black girl, goes back in time to meet her relatives and solve the mysterious problem which characterizes her tragic family.

Hanlon, Emily. *Circle home*. 1981

Hurmence, Belinda. *A Girl called Boy*. 1982

Jones, Diana Wynne. *A tale of Time City*.  
In 1939, an eleven year old is kidnapped to Time City, a place "outside" time, whose inhabitants are determined to change history.

Kellerhals-Stewart, Heather. *Stuck fast in yesterday*.  
1983

Kennemore, Tim. *Changing times*. 1984

Kipling, Rudyard. *Puck of Pook's Hill*. 1906

Laurence, Margaret. *The olden days coat*. 1979  
Sal tries on an "olden days coat" while staying her grandmother's for Christmas. She is whisked back in time and meets a special little girl.

\*L'Engle, Madeleine. *A wrinkle in time*.

Meg and her brother adventure through time in search for their father, who has vanished while conducting top secret research for the government.

Lawson, John. *The Spring rider*. 1968

\*Lively, Penelope. *The house in Norham Gardens*.  
Clare experiences a time-travel experience with a twist—the Victorian to Modern Age in a foreign, exotic culture. It helps her cope with her present-day problems.

Lunn, Janet. *The root cellar*. 1983  
Rose discovers the root cellar in the farm house will take her back to the 1860s and the days of the American Civil War.

Melling, O. V. *The Druid's tune*. 1983

Nesbit, E. *The story of the amulet*. 1906  
Four children travel back in time to experience the wonders of ancient Egypt, Babylon, Atlantis, Rome and Tyre.

Ormondroyd, Edward. *Time at the top*. 1963

Park, Ruth. *Playing Beatie Bow*. 1982  
Abigail is hurt by her parent's separation until she is transported back to the Victorian era in Sidney, Australia. She is shocked by the conditions she experiences and changes the Past as much as it changes her!

Paton Walsh, Jill. *A chance child*. 1978]

Pearce, Philippa. *Tom's midnight garden*. 1958  
A disenchanted teenage boy escapes family problems by being transported back in time to the Victorian era.

Pearson, Kit. *A handful of time*. 1987  
Sent to spend the summer at the cottage with relatives, Patricia finds an old pocket watch that transports her back to when her mother was twelve years old.

Pope, Elizabeth. *The Sherwood ring*. 1958  
Teenage girl travels back in time to the American Revolution where she becomes involved with a handsome British spy and some of her ancestors. Fun and exciting.

Sauer, Julia. *Fog magic*. 1943

\*Sleator, William. *Strange attraction*.  
Max finds a time travel device which is eagerly sought by two desperate men—the inventor and his alter ego from a different time.

\*Stafford, Terry. *Matt & Jenny in old Vancouver*.  
Two children are transported back to the terrifying burning of the city in 1886.

Storr, Catherine. *The castle boy*. 1983

Taylor, Corà. *The doll*. 1987

\*Taylor, Cora. *Ghost voyages*.  
Jeremy looks at an old postage stamp and is taken back in time on board the old steamboat "Northcote."

Uttley, Alison. *A traveller in time*. 1939  
Time travel from modern England to 16th century Mary Queen of Scots.

Voigt, Cynthia. *Building blocks*. 1984  
Brann falls asleep inside the block fortress and wakes up in another place and time.

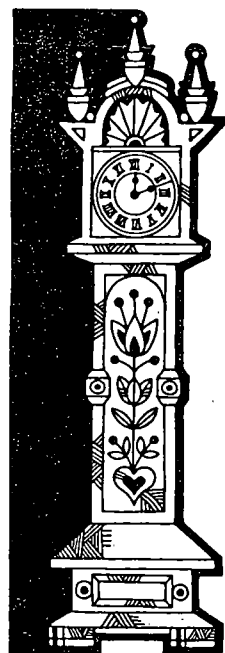
Walsh, Ann. *Your time, my time*. 1984  
What happens when you fall in love with someone from another time? Set in Barkerville, B.C.

\*Weldrick, Valerie. *Time sweep*.  
A boy is transported from modern Australia to the London of 1862.

Westall, Robert. *The devil on the road*. 1978

Wiseman, David. *Jeremy Visick*. 1981

Yolen, Jane. *The devil's arithmetic*. 1988  
A young Jewish girl walks through a door into the past and experiences the horrors of the Holocaust.



# IT'S ABOUT TIME: A CAPSULE APPROACH TO CULTURE

developed by **VALERIE DARE**, secondary teacher-librarian, **JANICE PHILLIPS-SIMS**, secondary teacher, **PEGGY LASSER**, elementary teacher-librarian, **KEVIN LAND**, elementary teacher, Britannia Library Instructional Resources Centre, SD#39 (Vancouver). Reported by **PAT PARUNGAO** and **LIZ AUSTROM**.

This Egyptian "time capsule" unit was enthusiastically received by elementary and secondary EFL (English as a First Language) and ESL students. It has been shared in workshops, and elements of it have been implemented in other schools. The unique nature of Britannia, with elementary and secondary students using the same library, has meant that both levels can share a learning experience more easily than they could if they were on entirely separate sites. In other schools, collaboration over schedules, and visits by one group to the other group's school, could provide the type of joint experience that motivates, extends and enriches learning.

## BACKGROUND KNOWLEDGE DEVELOPMENT (secondary)

The basis for planning of the secondary component was "The Knowledge Framework" designed by Dr. Bernie Mohan. This framework for teaching and learning organizes tasks as knowledge (theory) and action (practice).

### The Knowledge Framework

CLASSIFICATION/ CONCEPTS	PRINCIPLES	EVALUATION
<ul style="list-style-type: none"> <li>- explaining the concept of a "time capsule"</li> <li>- classifying artifacts according to use</li> <li>- categorizing artifacts under purposes</li> </ul>	<ul style="list-style-type: none"> <li>- predicting the contents of a time capsule to represent our own civilization</li> <li>- interpreting uses of artifacts based on observation of appearance and reading of description</li> <li>- hypothesizing possible uses of artifacts</li> </ul>	<ul style="list-style-type: none"> <li>- judging the significance of representative artifacts</li> <li>- evaluating the suitability of artifacts for "discovery" by the elementary students</li> </ul>
<ul style="list-style-type: none"> <li>- observing realia as models, video</li> <li>- observing artifacts in context</li> <li>- describing appearance and use of artifacts</li> <li>- naming student-modelled artifacts with realia and text illustrations</li> <li>- contrasting artifacts of Ancient Egypt with present day choices for a time capsule</li> </ul>	<ul style="list-style-type: none"> <li>- sequencing of events in a lifetime in Ancient Egypt</li> <li>- discussing time relations between ancient and modern civilizations</li> </ul>	<ul style="list-style-type: none"> <li>- choosing artifacts representative of category</li> <li>- forming personal opinions about Egyptian culture through discussion of lifestyle</li> </ul>
<b>DESCRIPTION</b>	<b>SEQUENCE</b>	<b>CHOICE</b>

TOPIC: ANCIENT EGYPT - ESL FOCUS "A CAPSULE APPROACH TO CULTURE"

PREPARED BY JANICE PHILLIPS-SIM AND VALERIE DARE  
BRITANNIA SECONDARY

## VOCABULARY (lessons 1-5)

Vocabulary associated with Ancient Egypt was introduced via a wide range of resources and a graphic organizer. Secondary students were given a two column chart divided into sections which had the title and page numbers of a resource book at the top. Each section had two columns, with vocabulary words and definitions in the left column and a space for examples in the right column. Students used the indicated resource to locate examples to fill in the right column of the two-column chart. Below are sample sections of the three pages of charts, slightly reduced in size.

### Social Studies 2

#### ANCIENT EGYPT WORDLIST - EYEWITNESS BOOKS

*FAMOUS PHAROHS, pp. 10 & 11*

*EVERLASTING BODIES, pp. 16 & 17*

<b>pharaoh (noun)</b> • the name of the leaders of Ancient Egypt	e.g.	<b>embalm (verb)</b> • to use chemicals to treat a dead body so that it won't decay or rot	
<b>heir (noun)</b> • person who will get money, property or power when another person dies		<b>preserve (verb)</b> • to prepare things so they will not decay or rot	
<b>reign (noun)</b> • length of time a person is in control of a country <b>reign (verb)</b> • to have power over all the people in a country		<b>ka (noun)</b> • a spirit that stays in the body or in the image of a person after s/he dies (a belief of the Ancient Egyptians)	

*GODS AND GODDESSES, pp. 24 & 25*

*SAILING ON THE NILE, pp. 38 & 39*

<b>deity (noun)</b> • a god or goddess	e.g.	<b>papyrus (noun)</b> • a tall water plant used for many things, such as making paper	
<b>dominant (adjective)</b> • having the most power, control or influence		<b>keel (noun)</b> • the main piece of wood or steel along the length of the bottom of a boat, supporting the frame	

*HUNTING, FISHING AND FOWLING, pp. 44 & 45*

*WEAPONS OF WAR, pp. 36 & 37*

<b>recreation (noun)</b> • activities for fun, interest and relaxation		<b>campaign (noun)</b> • the organized activity of an army or other group	
---	--	--	--

Completion of the chart was followed by a vocabulary reinforcement activity in which students made a word list of all the words on the charts, then applied their knowledge by filling in the blanks of the following sentences.

1. *(something that represents another thing)*  
Only Egyptian kings and queens could carry this \_\_\_\_\_, the ankh, the Egyptian sign of life.
2. *(place where building stone is dug out)*  
The workers always had to carry the stone a long way from the \_\_\_\_\_ in order to build a pyramid.
3. *(a special chair)*  
Ra was the most important \_\_\_\_\_ to the Egyptians.
4. *(thin water plant)*  
\_\_\_\_\_ grew along the river banks in Egypt.
5. *(cloth made from flax)*  
In Ancient Egypt, everyone wore clothes made from \_\_\_\_\_.
6. *(statue that is part lion)*  
A \_\_\_\_\_ often sits at the entrance to a pyramid.
7. *(order of members of a group)*  
The pharaoh was always at the top of every \_\_\_\_\_ in Ancient Egypt.
8. *(writer)*  
The Egyptian \_\_\_\_\_ wrote on scrolls of papyrus with black and red ink.
9. *(flat-bottomed boat)*  
Sometimes the pharaoh would travel along the river in a large \_\_\_\_\_.

### ARTIFACTS (lessons 6-8)

Students modelled Egyptian artifacts from wax, completing the following worksheet titled "Describing Artifacts."

Complete the following information to describe each artifact that you model from wax. Choose your artifacts from different categories in the textbook.

Name of category: \_\_\_\_\_

Description (from text): \_\_\_\_\_ [space continues for a full page] \_\_\_\_\_

Complete the following sentences, using information from your text and your own words:

This artifact is called a \_\_\_\_\_ (name or type of artifact).  
It is used to/for \_\_\_\_\_ [2 line space] \_\_\_\_\_ (function or purpose of artifact).  
It is made of \_\_\_\_\_ [2 line space] \_\_\_\_\_ (material(s) used to make artifact).  
It is a significant discovery because \_\_\_\_\_ [4 line space] \_\_\_\_\_

## ANCIENT EGYPT (elementary)

*Editor's Note:* The booklet used in this research project follows the format of Peggy Lasser's handbook *Research Style Guide* (available through Program Publications, Vancouver School Board Curriculum Resources Processing Centre, 2530 East 43rd Avenue, Vancouver, BC, V5R 2Y2), in that it follows the same process of teaching students all the skills needed for successful report writing. The following outline summarizes some pages and gives others in their entirety, but deletes work spaces.

### ASSIGNMENT 1: TITLE PAGE

Complete specifications are given for the page, and spaces are provided for students to check off each element completed. Sample specifications are: "Ruler is used whenever straight lines or printing is needed" and "Illustration is attractive and neatly coloured and must contain one or more Egyptian symbols."

A detailed chart reminding students about how to take notes is included in the booklet at this point and the expectation is that students will follow the steps: Survey, Skim Over, Scan, Take Notes (read and close the book before taking notes, record using keywords or phrases, use your own words, keep notes brief and relevant), and Record Sources as they are read.

### ASSIGNMENT 2: INTRODUCTION

An information sheet titled "Where the Egyptians Lived" is provided in the booklet and students use it to extract information and place their notes on the following chart (approximately 1/2 page in original).

	Modern Day Countries	Water Bodies	Landforms
North			
South			
East			
West			

### **ASSIGNMENT 3: INTRODUCTION PARAGRAPH**

Using the information in the chart above, students write an introductory paragraph about Egypt's geographical location in the world.

### **ASSIGNMENT 4: WHERE THE EGYPTIANS LIVED**

A single lined page (1/4 of it taken up by a map of Ancient Egypt) is provided and students follow these directions:

“Using the information provided from the text, *Other Places, Other Times*, list 10-15 important details about where the Ancient Egyptians lived and why they lived there. Remember to keep your notes very brief.”

### **ASSIGNMENT 5: WHERE THE EGYPTIANS LIVED PARAGRAPH**

“Using the important details that you have written, write clear, concise paragraphs about where the Ancient Egyptians lived and why they lived there.” [1 full page is provided]

### **ASSIGNMENT 6: OLD KINGDOM POINTS TO PONDER**

A half page of text is provided, then students are asked to undertake the following tasks:

“Use the glossary in your text or a dictionary to find the definitions of the following words: Nomads, Drought, Archeologist. [2 lines are provided for each answer]

Now write **notes** on the Old Kingdom using the information provided from your text. Your **notes** will be answering **only** the following questions so be careful. [3 lines are provided for answers to each of paragraphs 1 to 4]

**Paragraph 1: How did the drought change the lives of Ancient Egyptians?**

**Paragraph 2: As a result of what happened in Paragraph 1, how did the people adapt?** (Remember to answer using brief notes, not sentences.)

**Paragraph 3: What happened next?** (Remember to answer using brief notes not sentences.)

**Paragraph 4: What's important in Paragraph 4?"**

## ASSIGNMENT 7: OLD KINGDOM RELIGION AND GOVERNMENT

In this section students were encouraged to work in pairs to complete the task. A one page text on "Religion and Government in the Old Kingdom," a definition of the term "Hierarchy" and a pyramid diagram of a "Hierarchy of Animals" showing man at the top of the food chain, are provided in the booklet. The students' task is:

"Like all countries nowadays, the ancient Egyptians also had a hierarchy which was their form of government. Read the page on Religion and Government in the Old Kingdom and then try to create a diagram to show how the Ancient Egyptians were governed. Your diagram may be shaped like the one above or it may be in another form."

## ASSIGNMENT 8: OLD KINGDOM PYRAMID

A one page description of the pyramid provides the information students use to fill in a pyramid diagram which has 1 answer space on the top line, 2 on the second from the top, 3 on the third, all the way down to 8 answer spaces on the bottom line. Information required is as follows:

1. Name of the pyramid.
2. Two words describing whose it was.
3. Three words describing the setting.
4. Four words stating what it was made of.
5. Five words describing how it was built.
6. Six words telling why it was built.
7. Seven words telling how it has/has not changed through time.
8. Eight words giving your thoughts on pyramids.

## ASSIGNMENT 9: MIDDLE KINGDOM NOTES

Page wide narrow boxes are provided for students to fill in information on:

- The Setting
- Statement of the Problem
  - Important Fact 1 (Trade)
  - Important Fact 2 (Trade)
  - Important Fact 3 (Peace Keeping)
  - Important Fact 4 (Trade Items)
  - Important Fact 5 (Travel & Transportation)
  - Important Fact 6 (Fayum)
  - Important Fact 7 (Fayum)
  - Important Fact 8 (Beliefs)
  - Important Fact 9 (Beliefs)



Students are directed as follows:

“Read the section on the Middle Kingdom in your text, *Other Places, Other Times*. You will then use this section to write notes about the Middle Kingdom. Remember that your notes should be brief, yet easy to understand.”

### **ASSIGNMENT 10: MIDDLE KINGDOM PARAGRAPH**

One lined page is provided for the following task:

“Use the notes you have written on the previous page to write clear, easy to understand paragraphs about the Middle Kingdom. Be sure to organize your notes before you begin to write. Watch your spelling, grammar, and sentence structure.”

### **ASSIGNMENT 11: NEW KINGDOM COMPARE AND CONTRAST**

A large Venn Diagram is provided for students to use in competing the following task:

“Read the section on the New Kingdom in your text. Now you will be comparing the New Kingdom in Ancient Egypt to present day Vancouver, B.C. You will be looking at differences and similarities and writing brief notes about the important facts.”

[Note that this works best if students are restricted to ONE topic for their comparison. An example might be “Trade.”]

### **ASSIGNMENT 12: NEW KINGDOM PARAGRAPH**

One lined page is provided for the following task:

“Use the notes you have written on the previous page to write clear, easy to understand paragraphs comparing the New Kingdom to present day Vancouver, B.C. Be sure to organize your notes before you begin to write. Watch your spelling, grammar, and sentence structure.”

### **ASSIGNMENT 13: CHOICE TOPIC # 1 ON \_\_\_\_\_ WEB**

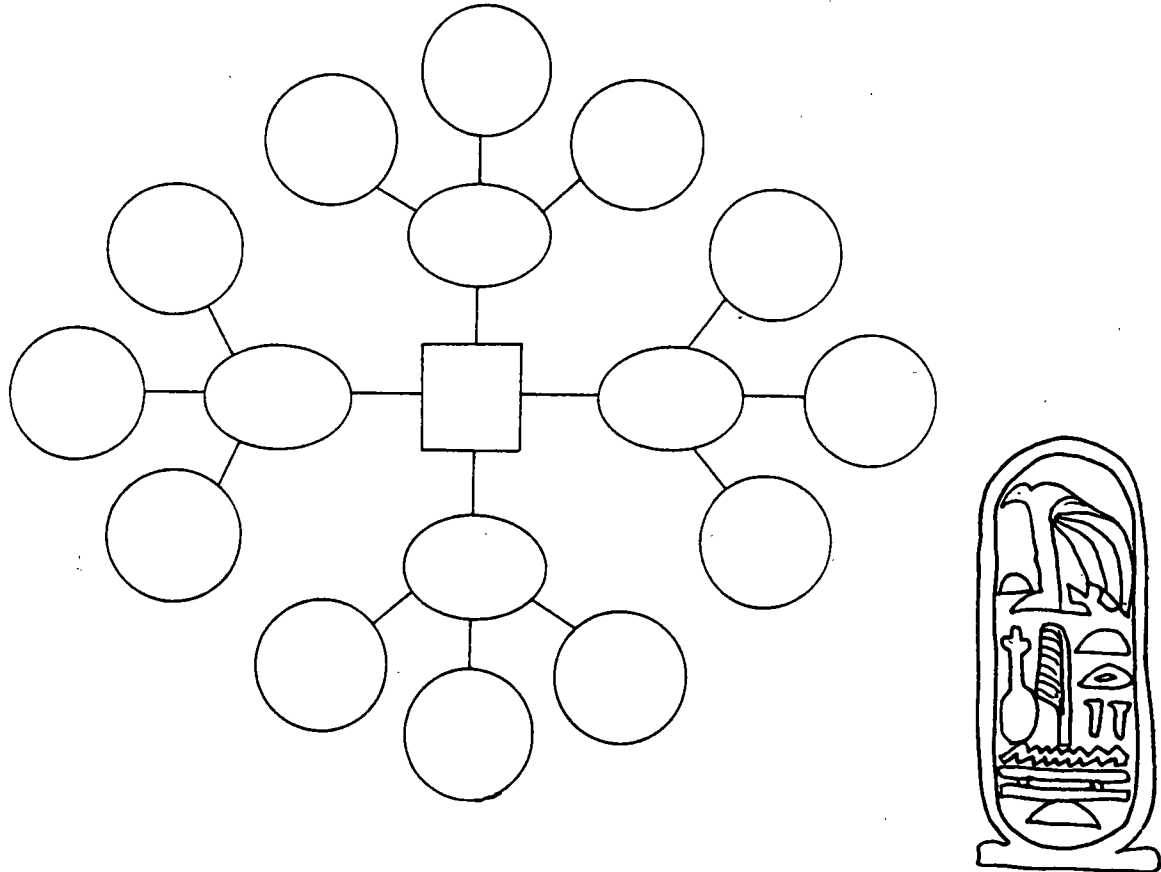
A 2/3 page web is provided for the following task:

“Now you can choose what topics about Ancient Egypt you would like to learn more about. The following are only a few of the many interesting topics which you may want to research. You may use one of these or choose one of your own. In any case, get your choice approved by your teacher before your begin.

- Famous Pharaohs
- Sphinx
- Clothing
- Queens
- Tools
- Animals of the Nile Valley
- Any other topic you would like!
- Pyramids
- Mummies
- Transportation
- Family Life
- Cooking Implements
- Hieroglyphics
- Religion
- Food
- Paper Making
- Weapons and War
- Advances & Contributions to Today’s World
- Valley of the Kings
- Shelter
- Gods
- Farming
- Artifacts

For your first topic, you will be researching and then completing the web below using

brief notes. **You must use at least 3 sources of information** to do this. Be sure to add them to your Bibliography Worksheet so that you will be able to complete your Bibliography Draft quickly.



**ASSIGNMENT 14: CHOICE TOPIC # 1 ON \_\_\_\_\_ PARAGRAPH**

One lined page is provided for the following task:

“Use the notes from your web to write clear, concise, easy to understand paragraphs about your topic. Be sure to organize your notes before you begin to write or else your paragraphs will be difficult to “follow.” Watch your spelling, grammar, punctuation, and sentence structure. If you are not sure of what you are doing, please ask for help.”

**ASSIGNMENT 15: CHOICE TOPIC # 2 ON \_\_\_\_\_ NOTES**

The task on this assignment is the same as that of Assignment # 13, except that students take 15-20 notes on lined paper, and they choose a different topic from the list provided in Assignment # 13.

## **ASSIGNMENT 16: CHOICE TOPIC # 2 ON \_\_\_\_\_ PARAGRAPH**

The task on this assignment is the same as that of Assignment # 14, except that students are using the 15-20 notes on lined paper instead of information from the Web.

## **ASSIGNMENT 17: EGYPTIAN ARTIFACTS # 1**

## **ASSIGNMENT 18: EGYPTIAN ARTIFACTS # 2**

These assignments each require students to draw pictures of two artifacts, to state a hypothesis for both and to do research to confirm or refute their hypotheses. The "Hypothesis" section of the form asks "What could it be?" and "What could it be used for?" "The Research" section asks:

"It is a \_\_\_\_\_

It was used for \_\_\_\_\_

Who used it?

How is it used today by modern man?"

## **ASSIGNMENT 19: CONCLUSION — REFLECTIONS NOTES**

Students are asked to reflect on what they have learned, now that they have completed all the assignments. Once again, they are directed to respond in the form of brief notes in each box. Boxes are headed: Three things I found interesting; Five things I learned; My favourite assignment was . . . + Give two reasons; The assignment I didn't like was . . . + Give two reasons; So far, studying about Egypt has been . . . ; Something I'd like to know more about is . . . ; and Something I learned about myself and how I learn is . . ."

## **ASSIGNMENT 20: CONCLUSION — REFLECTIONS PARAGRAPH**

One lined page is accompanied by these specific instructions:

"Reflections Paragraph

1. You will be using your notes from the previous page Reflections — Notes.
2. Read over your notes and then decide on how you want to organize them into an interesting paragraph.
3. Your first sentence is your topic sentence (or introductory sentence). It introduces your paragraph to the reader. This sentence must be the one which begins . . . "So far, studying about Egypt has been . . ."
4. Read over the notes in each box and then try to write clear, complete sentences about them.
5. Read over your sentences carefully to make sure that they make sense. Check for spelling, punctuation, and capital letters.
6. Ask a friend to read them over and then do any corrections."

**ASSIGNMENT 21: PAC # 1****ASSIGNMENT 22: PAC # 2**

These two assignments require students to use the Public Access Catalogue to answer questions designed to have them explore subject, title and author access to resources.

**ASSIGNMENT 23: BIBLIOGRAPHY WORKSHEET**

A simple bibliography style guide, a sample bibliography and a list of things to remember when doing a bibliography accompany a worksheet which has spaces for students to fill in the required elements for 2 books and 2 encyclopedia articles.

**ASSIGNMENT 24: BIBLIOGRAPHY DRAFT COPY**

A single lined page is provided for the student's use.

**ASSIGNMENT 25: STUDENT WORK JOURNAL**

Eleven work habits are self-evaluated in a checklist which offers 3 levels of engagement for each work habit. For example: "When I talked to others, it was about this project" (+), "Sometimes it was about this project" (•) and "Most of the time, it was about other things instead of this project" (-).

Each day, students record the date, the assignment number, and their work habit assessments (+, • or -) on the Student Work Journal record sheet. At the end of each day both the student and the teacher record an overall assessment for the day, considering the eleven self-assessments made by the student as well as the teacher's observations.

**EVALUATION**

Student self-assessment and direction is critical to this unit. The booklet concludes with a page that lists all the Assignments and provides a space for them to be checked off when completed, a Final Copy checklist, and a COPS Checkpoint (Capitalization, completeness and complete sentences; Order and organization, Punctuation; Spelling).

Finally, a marking code sheet is included so students can see how each element will be evaluated.

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# “THERE’S NEVER ENOUGH TIME”

by WALT WERNER, Faculty of Education, University of British Columbia.

“There’s never enough time.” This is the most common complaint cited by educators across North America when implementing new ideas and practices. Their feelings of being pressed for time are not illusionary. Any proposed change puts extra demands on schedules that are already very full.

The accelerated pace of change during the past fifteen years has been extraordinarily time-consuming. But the primary culprits were not the ongoing curricular revisions initiated by ministries of education. Although there has been intensified curricular ferment, the impetus for educational change originated outside of educational systems.

## IMPETUS FOR CHANGE

Six broader social trends in the Western world have forced massive adaptive changes upon schools. The first were demographic shifts that brought greater cultural and linguistic diversity into schools. Although Canada is a land of immigrants, the majority now have non-European origins and this profoundly changed the complexities of urban schools. The magnitude of change is illustrated in larger urban centers where student majorities in many schools do not speak English or French as their first language. This gave rise to changed curricula, teaching practices, and learning materials that were more multiculturally sensitive, anti-racist and relevant to ESL students. The goals of understanding cultural difference, enhancing harmonious cross-cultural relations, and promoting language teaching entered all curricular areas, and spawned an industry for producing culturally appropriate instructional materials. The Eurocentric curriculum of the past increasingly came under scrutiny over the question of whose literature, history and daily culture were to be privileged in the curricular ‘canon.’ Another consequence was that teachers of all subject areas were called upon to become language and cross-cultural workers as new students integrated into ‘regular’ classrooms. This did not prove to be an easy task. Traditional modes of pedagogy and assessment, the role of the textbook, as well as ways of organizing time, students and subject matter, had to be rethought in heterogeneous classrooms, and this continues to be the topic of considerable professional development.

All of this deep change has required time.

The second trend was the squeeze that fiscal restraint put upon educational programs and services. As politicians became elected on austerity platforms rather than promises of largesse, the consequences for education were direct: schools were expected to do more with less. In many provinces the drive for fiscal efficiency negatively affected curriculum options and flexibility, eliminated many learning support services, and increased teacher-pupil ratios. (British Columbia has not experienced this trend to the same extent as most other educational jurisdictions across the western world.) Under the banner of restraint, schools were forced to enter a process of change whose outcomes were unclear and implications ambiguous. As an educator told me recently, “We are now being forced to deal with dwindling resources, but without any plan of what we want our program to become.” Traditionally, change had been based on a new set of goals, or at least on a revised vision of where we wanted to go. But when resources shrank in the absence of an accompanying educational vision, the resultant changes were ad hoc and reactive, and gave rise to fights among groups of educators who wanted to protect their own programs or institutions from loss. The results were a poisoned climate defined by cynicism and lack of trust, a breakdown of collaborative relationships, and a hardening of group balkanization within schools and districts. I can’t think of a worse type of change.

Third were the effects of violence, poverty, substance abuse, and changes in family structures on the school’s traditional role. Across North America, greater numbers of youth came to school more hostile, depressed and stressed than in the past. For example, according to child specialist David Elkind, up to mid-century youth deaths were primarily caused by polio and tuberculosis, whereas “today we lose as many young people through stress-related causes [such as suicide and substance-abuse related accidents] as we once lost through disease” (1996, p. 7). In response to the changing needs of student populations, schools began to take on greater health and social service roles, and were expected to interact in new ways with their diverse communities. Teachers were called upon to deal with the effects of

poverty, hunger and dysfunctional homes on students' self-esteem and ability to learn, and to work with social agencies, police and the courts (McConaghy, 1994). All of these important tasks, however, put extra time pressures on the traditional curriculum. As education about sexual abuse, self-esteem, family life, employment and other relevant (and increasingly necessary) topics were infused throughout an already crowded timetable, teachers had a choice of either moving more quickly to 'cover' the curriculum and textbooks or selectively leaving parts of them untaught.

Fourth has been relentless criticism from the media, business communities, higher education institutions, politicians and parent groups that contributed to an ongoing climate of uncertainty within public education. Over the past decade Royal Commissions and other 'blue ribbon' committees have gathered these varied complaints and forged them into sweeping recommendations for school reform based upon politically powerful (but vague) slogans of 'excellence' and 'accountability.' But even after changes were implemented, critics have been slow to praise the successes of schools or to acknowledge the large amounts of time that educators invest in local school reform.

The fifth trend was the use of rhetoric about 'international economic competitiveness' to frame and justify debate about educational change. Fears focused on Canadians' abilities to compete in global markets, particularly in the light of uncertain implications of NAFTA for some sectors of the economy. These concerns resulted in calls for an increased emphasis on 'the basics', more job training, higher achievement standards, and critical thought; underlying these changes was a questionable assumption that there is a strong link between curriculum reform and economic competitiveness. When critics claimed that students do not possess skills and attitudes relevant for the workplace, the handy and quick 'solution' was to change curriculum content and achievement standards, and then to make teachers and students accountable through testing; most provinces are now intensifying standards and testing (through the "School Achievement Indicators Program"), and are engaged in pilot projects on national standards and testing sponsored by the Council of Ministers of Education (Nagy, 1995). Other responses have been to boost talk about information technology systems, develop more courses in technology and in career/work experiences, and promote entrepreneurial projects where students define a social or economic

opportunity, devise and carry out a work plan, and evaluate its success. In most provinces, a further response was to offer a new menu of language training, not in response to multicultural demands for heritage languages, but because trade links are shifting from the Atlantic to the Pacific; Mandarin, Cantonese, Japanese, Spanish, and other Pacific languages, along with Asian studies and cultural exchanges, are entering the high school and upper elementary grades as part of an aggressive economic rationale for educational change.

A sixth trend was for greater inclusiveness of all students within regular school programs. This led to mainstreaming children with special needs, and retaining as many young people as possible in school for as long as possible. Homogeneous and streamed classrooms—in terms of ability levels, interests, and backgrounds—could no longer be taken for granted in urban school districts. For most teachers this required major shifts in how they taught diverse groups of students.

It is not surprising that the above six trends have pushed educational debate and change, or that these trends put dramatic time pressures on schools and made the educator's task far more challenging and stressful. What the changes have in common, as Watts and Castle observe, is that "The majority of time needed for commitment to improvement comes out of teachers' lives. School systems are providing some time, but the commitment of the individual teacher is the highest cost of school reform" (1993, p. 309). However, Canadian schools have not on the whole been hit with the same scope and intensity of changes as occurred in the United States, Great Britain and New Zealand over the past decade. Even though Canada was faced with similar economic and demographic trends, these have not been translated into radical reforms, such as school restructuring, school choice, school-based management, and parental control of curriculum and teaching. Although it remains to be seen what the future holds for Canadian reform, it will not be as extensive as elsewhere because public dissatisfaction with schooling is not as deeply rooted here. Yet we can be sure that these trends will continue to push school change.

#### **IMPLICATIONS FOR TEACHER-LIBRARIANS**

The implications center on time. Adelman and Pringle are right that time "is a finite resource that can stretched only so far. School reform takes more

time than is typically allocated to it, and much of that time is not paid for" (1995, p. 29). This includes time for individual educators and school staffs to deal with change through ongoing planning, experimenting, collaborating, revising, and reflecting; to discuss students' needs, observe one another's classes, and engage in meaningful professional development. Even changes that initially appear to be small always become more complicated as unanticipated implications arise. But as the pace of change quickens, so does the pressure on time.

Teacher-librarians are even more susceptible than classroom teachers to overloaded schedules during educational change. This is because of the teacher-librarian's cross-disciplinary role in helping teachers work with changes to curriculum and teaching (Driscoll, 1989). The success of this role in facilitating change depends in part upon how well the individual deals with time demands. Following are three brief suggestions:

**1. Shedding Guilt.** No teacher-librarian needs to be reminded how time-intensive the job is at the best of times. Rarely is there enough time to deal adequately with every student's needs, plan lessons as thoroughly as one may wish, or meaningfully involve all teachers and classes to the same extent. Demands on time are relentless, trade-off are made every day, and the result is often a sense of guilt that comes with realizing that one can't do justice to all innovative ideas and expectations. Workdays are already full and provide little available time for more meetings, planning sessions, and paperwork. Curricular and other changes are an extra burden on top of everything else. One can't do it all, and there is no sense in carrying the added stress of guilt.

**2. Setting Priorities.** The mistake that teacher-librarians and others make "is that they plan their use of time month by month and [then] they keep tossing in new things to work on" (Donahue, 1993, p. 304). But trying to accomplish too much only leads to frustration, unnecessary pressure, and poorly implemented change. Watts and Castle comment that "sometimes it is better to slow down, accomplish more by attempting less, and accept the fact that you can't do it all" (1993, p. 309). One of the difficult, but crucial, steps in facilitating change is to decide what is worth pursuing at this point in time, and then to maintain focus until the benefits are realized. Attempting too much too soon is surely the best recipe for personal and collective stress.

**3. Being Realistic.** Setting realistic timelines ensures that there is a match between the time that is available and the expectations one sets for self and others. The old cliché that change is a process rather than an event makes good sense. It usually takes months to clarify and work out the implications of any proposed reform, and change is not advanced as one feels a loss of control over time. In the end it is better to go slow and realize some benefit than to flit from one demand to the next. Take the time needed to be realistic about change and do it right.

Wagner wasn't exaggerating when he concluded that "the scarcest resource in the change process—even more than money—is time" (1993, p. 28). One of the consistent themes from research on educational reform over the past fifteen years is that everyone—teachers, administrators, policy makers, parents—misjudges the amount of time required for implementing change. And it is the teacher-librarian who often pays a heavy price for change, because time demands needed to facilitate change are always in addition to the regular life and ongoing programs of the school. There's never enough time.

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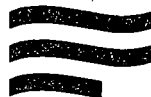
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# PORTRAITS: DIANE STANLEY: BIOGRAPHY AS THE DOORWAY TO HISTORY

by **TERI. S. LESESNE**. Reprinted from the March-April, 1996 issue of *Emergency Librarian* with permission.

Diane Stanley's writing, and illustrations have breathed life into Shakespeare, the Bard of Avon, Shaka, the King of the Zulus, Peter the Great and many others. Her picture book biographies transcend the usual boundaries by providing readers of all ages the opportunity to experience history at a very personal level. Diane is a native Texan, born in Abilene and residing in Houston. Though she is best known for her powerful work in children's literature, Diane did not begin her art career in this field. After obtaining her Bachelor's degree from Trinity University, Diane studied at Edinburg College of Art and later received her M.A. from Johns Hopkins University. She went to work as a freelance medical illustrator because, as she says, it seemed particularly well suited for her miniaturistic, detailed and realistic approach to art. Diane also worked as a graphic designer for Dell Publishers and an Art Director for Putnam. We are grateful that Diane came to write and illustrate children's books. Without her, readers might never get to know Charles Dickens, the man who had great expectations, or Good Queen Bess, or Daniel Hall, or Cleopatra. I recently spoke with Diane about her creative process.

**TL:** I wanted to begin with your family as you have worked with several members of your family on books. I know that your mother, Fay, was a writer. Is this where your interest in books began?

**DS:** Definitely. My whole family were avid readers and interested in history and other cultures. They traveled a lot. So certainly my being a writer of books about history is very appropriate. My mother was a great reader and very conscious of language. She was also a writer of mystery books. She was serious about language, and that was very much a part of my upbringing. She was definitely a great influence. I think she helped me understand first that real people wrote books. That gave me the option of becoming a writer as a career.

**TL:** I know that you worked on a book with your mother. How did that project come about?

**DS:** She wrote it and I illustrated it. She was spending time in Hawaii researching a novel which, unfortunately, she did not live to write, based on her WW2 experience being at Pearl Harbor when it was bombed. While she was over there, she became interested in Hawaiian history and kept telling me about Ka'iulani and what a wonderful subject she would be to write about. Finally, I told her, "Why don't you write it, and I'll illustrate it?" It was her one and only children's book. I think if she had lived longer, she would have written more. It was wonderful that we were able to do this book together before she died. It means a lot to me.

**TL:** Another family member has been active in your work as well. Your husband, Peter Vennema, is credited on several of the picture book biographies. What kind of a role did he play in these books?

**DS:** The first biography on which his name appeared was *Shaka*. Part of that was because Shaka was his idea and he immediately plunged into the research for it, gathering the materials. That was difficult because we had to go to primary resources as there were not a great deal of secondary resources. He reads all of the material along with me and does a lot of the going to the library. When I write it, he reads it, and it is very helpful to have someone who has done all of the same reading to evaluate the work and tone and approach. He is kind of like an editor, advisor, research assistant. He has scholarly instincts and is a careful person. The quality of the books has been greatly enhanced by his participation. However, his role is strictly research. He doesn't write; he doesn't illustrate. It is clear on the title page and the cover of the book, but people tend to assume that either he wrote it and I illustrated it or vice versa. Finally, with my new book, *Leonardo da Vinci*, even though he was involved in it, his name is not on the cover.

**TL:** Many of your works are picture book biographies for young readers. Why do you think biographies are important for this audience?

**DS:** Someone once said that all of history is biography. It is the collective biography of all of the people who ever lived—the great and the small. Because we are all interested in people, it makes a perfect doorway for children into the study of history. It is certainly more interesting than an approach based upon dates, wars, treaties, alliances and so on. If you choose your subject well, you can convey an entire historical period through one person. For example, Leonardo da Vinci epitomizes the Renaissance. Certainly few lives were more touched by the Reformation than Queen Elizabeth's. And the squalor of Victorian England is so associated with Dickens that it is often referred to as "Dickensian." So, through the lives of those colorful people, history can really come alive.

**TL:** You must really have to possess a deep interest in a person in order to write about his or her life. What is it that attracts you to a subject?

**DS:** Each one is different. Certainly they are all very colorful and larger than life people who accomplish great things. I look for a colorful personal life as well. Most of them are people who thought in new ways. They are not necessarily heroes. These people are flawed and some are greatly flawed; but they all have something unique and remarkable which makes them compelling and important.

**TL:** Have you ever abandoned a subject?

**DS:** Yes, many times, though usually not after I plunged into the subject. At one point I was going to do Buddha, and as I went around telling people about it, I inevitably got the reaction, "Why?" I thought, "Hmm, this isn't exactly heartening." The why for me, of course, is that this is a wonderful and inspirational story. But I do not want to spend a year of my life writing a book and have it fall off the edge of a cliff because nobody cares. Another good example is Paul Robeson who I wanted and still want very much to do a book about. I think he is a person who is largely forgotten. In terms of someone for children to look up to, he should be right up there, and he is not. I think that's because of his Communist association, but I'd like to hope that with the end of the Cold War, that we are ready to put that aside and see the greater things this man accomplished. He was so much more than a voice. He had a law degree; he was an All-American football player, he graduated valedictorian of his class at Rutgers and spoke 37 languages. He was incredible. I am about convinced that the things I would have to deal with such as the McCarthy Era and Communism is

maybe not for the picture book crowd but an older audience. I don't know if this is really put aside or not. I may try to write about him for older readers.

**TL:** You mentioned giving over a year of your life for a book. Is that pretty much your timeline? Could you walk us through this process?

**DS:** It is a HARD year. Usually, I start in September with the reading and researching. That will take several months. Then I begin to outline and write the text. The editing goes on all year. The amount of work I put into the text is just incredible, trying to give it shape, to go with the pictures, to express the information. How do you deal with the abstract information when there is nothing to illustrate? How do you sum up Roman politics in a few sentences needed for the background for *Cleopatra*? That usually goes on past Christmas. Then, I start the sketches which is always the hardest part because every picture starts as a blank piece of paper. They are sort of like the rough draft, though. Once you get them down, then you can play with them. That will take about two to three months. Remember, these are 48-page books, not 32, so there is that much more art. Once I have my dummy completed and sent to the publisher, then I start on the finished art and that will take me through the summer and back to September. It then takes the publisher a year to release the book. I start the next book after I mail the completed art work to the publisher.

**TL:** You just completed work on *Leonardo*, which means, then, that you have begun work on a new project. What is next?

**DS:** Next is something different; it's not a biography. I'm taking a year of rest after two hard biographies in a row. I am doing a book called *Rumpelstilskin's daughter* which I have written. It is sort of a feminist fairy tale, and I hope it is hysterically funny. I think it's funny. I am faced with the challenge of trying to do funny art which is not what I am known for. I hope I can do that successfully. This is, in many ways, a totally new fairy tale and not a variant. It really came from the fact that I was always offended by that story, by the fact that the miller's daughter would marry a king who had locked her up three nights running and told her she would die if she did not spin straw into gold. If you think about it, that is really gross, and then she marries this guy! So, I have her marry Rumpelstilskin instead, and they go off and live in the woods happily. They have a daughter who ends up in the clutches of this same king. She outwits him and not only gains her

freedom, she also teaches him how to be a good king to his people and not put all of his emphasis on greed. A parable for our times.

**TL:** I know you enjoy doing school visits when you can work it into your hectic work schedule. You had a memorable experience at a school in El Paso. What was it that made this visit so remarkable?

**DS:** Apparently, the school district brings in an author every year. These are schools which would not have been able to afford to bring an author in without this assistance. The teachers and the librarians felt this visit was important, and they spent an entire year preparing for my visit. All of the things they did in the individual classrooms, such as having kids dress up in costume as characters from my books, doing art, etc., made it clear that the message was not just that they wanted to welcome me, but that these teachers cared so much about their kids that they were willing to do this enormous amount of work. It was an event those children will never forget. I found it touching because sometimes when I go to schools I feel that I am a hired entertainer for an hour; this was the complete opposite and was very inspiring. The kids asked my why there aren't more books for Hispanic kids. They even gave me books and ideas about subjects. I have written a book which I dedicated to the school. It is a true story about a woman who left Mexico during the Revolution. It is a very exciting and magical story, made all the more so because it happens to be true. Pancho Villa is in it along with a strong female character. It will be out in the spring from Hyperion and is entitled *Elena*. The cover art will be by Raoul Colon who is a talented, wonderful artist.

**TL:** What artists do you admire?

**DS:** I admire many different artists. Two artists who work in gouache as do I are Jeanette Winter and Anita Lobel. They are both brilliant. There are a number of artists who work in a more realistic mode such as Chris Van Allsburg and Fred Marcellino. Peter Sis is brilliant as well.

**TL:** The artwork in your most recent book, *Daniel Hall*, is stunning. How did you come across the story of this adventurous young boy?

**DS:** We have a house in Nantucket and go there every summer. Of course, Nantucket was a great whaling center in the nineteenth century, and the island positively oozes history. One of my editors, Cindy

Kane, suggested I do a book on whaling. In doing my research, I found a book called *Arctic Rovings* written by a young boy named Daniel Hall, originally published in 1861. It was the true story of his adventures on a whaling ship and later being stranded in Siberia. When I read Daniel's story, I knew there was no need to make something up—I had in my hands a true slice of American history as lived by an ordinary child. All I had to do was retell it in language young children could understand.

**TL:** What book will we see next from you?

**DS:** Also out this spring from Putnam is a book I wrote which is illustrated by G. Brian Karas called *Saving sweetness*. It is set in Texas—my first Texas book. It uses a lot of Texas idioms, many of which I remember from my grandmother. One of my favorites was when she was determined to do something, she would say, "I'm going to do it if it harelips the governor." I grew up with "I reckon," and "I'm goin' to mosey on down," and all of that stuff, so I just really let loose. Again, I hope it is very funny. It's about a sheriff who is off trying to save an orphan named Sweetness who is actually saving him because he is very sweet but stupid. He ends up adopting all of the orphans. It's full of Texas idioms, and the art is fabulous, so original and funny and delightful.

Those same adjectives just as easily describe Diane Stanley and her remarkable books for children:

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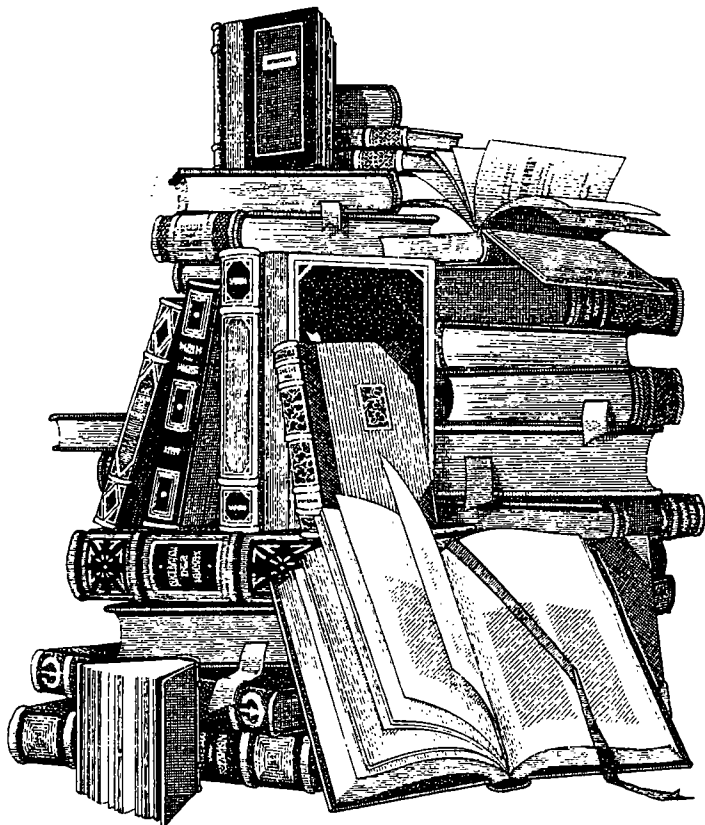
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1976

## THAT WAS THEN: THIS IS NOW

### BCTLA TIME-WARP

by WILLA WALSH, Senior Editor, *Bookmark*

*Editor's Comments: The following information was taken from back issues of The Bookmark and from the BCTLA Archives.*

Going back twenty years really demonstrates the changes to our organization, to our libraries, and to our role as teacher-librarians. To highlight the contrast with 1996—just think about a PSA membership fee of just \$10! A room at the Vancouver Airport Hyatt House in Richmond for the 1976 AGM cost \$26 for a single and \$30 per night for a double! We were, of course, known as the British Columbia School Librarians' Association (BCSLA) then and the whole idea of being teaching partners in co-operative planning was not in full force. The impact of that innovation was yet to come.

It is a real time-warp experience going back to 1976 as many aspects of our history now seem both strange and amusing in retrospect. I hazard to say that there was more change between 1976 and 1986 than between 1986 and 1996 in the area of school libraries and teacher-librarians. The one big change of the latter decade was the introduction of information technology and its huge impact on our roles and libraries.

The executive for 1976 included Angela Thacker as the President of BCSLA, Blair Greenwood as Vice-President, Anne Rowe (Prince George) as Recording Secretary and Mel Maglio (Vernon) as Treasurer. Mel Rainey was the Past President and Doug Trounce was the Editor of a very different *Bookmark* from the point of view of the present format and content. As you can see the executive was largely MALE in 1976—a great contrast to the FEMALE dominated executive of 1986, and the gender mixed executive of 1996. The photographs of the executives really make you notice this change more forcefully.

The President wrote the famous "In Circulation" column in *The Bookmark*, a feature still present today. Otherwise, an enormous change has occurred since 1976 in the format and features of *The Bookmark*, the official journal of BCSLA and now BCTLA. It is hardly recognizable when contrasted to 1976! THEN the *Bookmark* was a small, monthly twenty-page newsletter-type publication with short articles on such pertinent subjects as:

- Assembling an Econo Synchronizer
- Preparing a Slide Production (with accompanying diagrams of where to plug everything in)
- and the big topic of the year—School and District Library Policy documents

Some features which did remain the same, however, were the "News and Notes" column, a "Point of View" column—written by Don Hamilton, and now transformed into "The Deep End" of the present-day *Bookmark*. The regular feature "Sources and Resources," which alerted readers to current books, and articles of interest to school librarians, has become "Reading Checklist" which serves the same function in today's *Bookmark*. There were no teaching units in any of the 1976 issues.

The big news for the journal of 1976 was the start of the *BCSLA Reviewing Service* (now known as the BCTLA Reviews). Forty teacher-librarians volunteered to review books about British Columbia and Grace Funk became the reviewing service editor. The first *Guidelines for Reviewers* appeared to assist the reviewers in writing their articles. Mel Rainey (then at UBC) sent the books submitted by the publishers to the specific reviewers. This document of reviews was, however, published separately from *The Bookmark* in 1976. The first edition was one page in length and was on green paper! The section on reviews is now, in 1996, approximately fifteen

pages and appears at the end of each issue of *The Bookmark*, but the green colour has remained.

The two defining concerns of 1976 were the Pacific Rim Conference on Children's Literature (UBC, May 1976) and the creating of library policies at both the school and district levels. I remember attending the Pacific Rim Conference and being totally enthralled with this stunning event. I still remember the feelings I had as I listened to writers, editors, and illustrators from around the world talk about their craft and children's literature. It was the most exciting conference I had ever attended. Seven hundred people attended over the entire week and the presenters came from New Zealand, Japan, England, Peru and many others countries from around the entire globe.

We wore "Librarians are Lovable" buttons—remember, this was the 70s! Leon Garfield came and looked like a character right out of his young adults novels. Elizabeth Cleaver and Ann Blades (Canada) were there; Miriam Morton from the USSR presented also. In all there were sixty-two varied sessions. The conference was ably reported on by Rita Ourom, (recently retired teacher-librarian from Vancouver). We learned about all aspects of children's literature including publishing and distributing. There were great late night "rap" sessions (a word that may have changed its meaning over time) and the atmosphere was electric. Autograph sessions were very popular. The only glitch was that local bookstores and dealers had not calculated the needs of the attendees to buy the books talked about by the authors! There was a scramble to provide the high demand for titles. I distinctly remember presentations by an editor from Japan, and the sessions with Christie Harris and Doug Tait (BC writer and illustrator respectively).

Sheila Egoff (UBC) was the driving force behind this conference and the chief organizer. It was her vision and passion that brought it all together and provided the energy for such a vast undertaking. BCSLA had a Hospitality Committee which worked long hours to make everyone welcome and comfortable during their week in Vancouver. They picked up people at the airport, stuffed freebie kits for attendees, and entertained delegates from all over the world. Rita Ourom orchestrated this committee and reported on the week's events to *The Bookmark*.

BCSLA also funded a demonstration by Native dancers which was very well received—in fact, a highlight of the week. Western hospitality was

legendary with organized local hikes, and tours for the many delegates. The book displays were amazing. The students' residence at Totem Park housed many delegates and it was an international success! It had the intimate feeling of a great "love-in." (Remember those charming events of the 1970s?)

Momoko Ishii from Japan talked about translating *Winnie the Pooh* into Japanese and described the lack of libraries in the schools in Japan. The problems associated with publishing children's literature were explained...with someone announcing that Canada was a public disgrace in this area! All the sessions were well attended and informative and some very passionate. This conference was a fabulous success and became an inspiration to all of us in the role of librarians. I well remember it to this very day.

After numerous serious and exhaustive articles over the year on developing a school library policy this charming one appeared—reprinted from the November, 1976 issue of *The Bookmark*.

#### **A School Library Policy - a Serious Undertaking**

Asked to outline the philosophy of her school library, and to relate it to that of the school, Mrs. Exter, Library Aide, prepared the following statement, and has agreed to allow us to share it with readers of *The Bookmark*.

In the library at Forest Lawn Elementary School, we emphasize order and tidiness as our primary goals. To this end, we do not normally admit individual children. The only exception made is for certain seventh grade girls, who may be allowed in twice during the year to copy out short sections of the encyclopedia, if they wash their hands carefully first and promise not to utter a sound.

Teachers may bring in their classes on stormy days and may select books to suit their students' educational needs. Students are not allowed to remove books from the shelves by themselves because they are likely to leave the books out of order and to disturb the attractive alignment of the books, giving the library an untidy, 'used' appearance. To prevent loss and damage, books may not go out with students. Teachers may check out books for classroom use upon a deposit equal to the retail price of the books.

In line with government policy, we have been cutting back on 'frills' in the library as much as possible. At one time, it could be said that if the library were the pancreas of the school, the school had diabetes. But we are proud to state that this situation is no more. Since we have closed our circulation desk and restricted library hours to 1:00 to 2:30 on Wednesdays, we have been able to cut our spending by almost 95 percent. We still maintain strict standards of library selection, purchasing only books of worth (as proven by their age) from various thrift shops. Our 'AV' equipment - a fine quality monaural phonograph - is available to those teachers who bring recordings of classical music for their classes, and may be checked out readily by all tenured teachers who have been with us for 10 years or more. There was some discussion last year about the possibility of buying a movie projector, but it was generally agreed that motion pictures were a passing fad which did not warrant the purchase of expensive equipment.

At the Forest Lawn school library, we are particularly proud of our reference section. The large dictionary, considered by many to be a collector's item, has been with the school since its opening in 1901. The encyclopedia, quite new and up-to-date, was purchased last year by the principal's wife at the local Safeway.

We have no controversial material on our shelves at Forest Lawn Elementary. Our vice-principal, who is well-known in the community for his vigilance in combating the continuing deterioration of national standards of morality, does most of our new-book and periodical selection for us and attempts to choose a wide range of morally uplifting materials from the offerings of the important publishing houses which are based in the Judeo-Christian heritage. Should a parent or a student find any of our books in any way objectionable, we will remove the offending item instantly without demanding embarrassing explanations. We welcome any suggestions or criticisms from the community.

At Forest Lawn Elementary School, we have taken into our hearts some of the current writings on school libraries, or, as they are sometimes called, 'instructional media centers.' To make the library more truly educational for our classes, we have catalogued all works dealing with plants and animals under their Latin names. In other areas we use the largest and most obscure subject areas possible. We feel that this will broaden the vocabularies of our

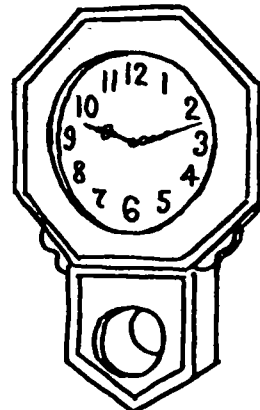
students, who would otherwise call an ant, an ant, rather than a member of the family Formicidae. The card catalog will be more of a challenge to the students if it does not give them easy access to information.

We do not, however, agree with much of the current philosophy of librarian-teacher co-operation. We feel that a teacher who needs the help of a librarian is either lazy or incompetent, qualities which will never be tolerated at Forest Lawn. We emphatically do not believe in dragging teachers from their classrooms and shoving filmstrips down their throats. We leave that sort of activity to the more progressive schools, which graduate young drug addicts, Communists and atheists.

Schools must reflect life. We attempt to underscore the fact that life is not fun at Forest Lawn Elementary School to give the children a much-needed head start. The library reflects the school's philosophy.

*(Editor's Note: The foregoing was prepared by Maureen Exter (Powell River) for a library course at the University of Victoria in response to an assignment to prepare a policy statement on a school library's philosophy and general operation that could be included in a school handbook. As she was not employed in a school at the time, she was told to use her imagination.)*

I hope you have enjoyed this glimpse of the past. I personally remember the 1970s with great fondness as a more relaxed time with considerably more emphasis on fun and casualness in the school system. An era in which provincial government exams did not drive curriculum, when economic issues did not intrude into every aspect of school life and when schools were less bureaucratic and unionized places.



1986

## THAT WAS THEN: THIS IS NOW

### BCTLA TIME-WARP

by WILLA WALSH, Senior Editor, *Bookmark*

*Editor's Note: This information was taken from back issues of The Bookmark and from materials in BCTLA's Archives.*

So many things change in the growth of an organization, but so many things stay the same. In reading over this material and refreshing my memory, I was astonished at the issues which we are still addressing and the recurring names—people who are still actively involved in all aspects of our PSA. Here is a little walk down memorabilia lane...

Gerald Soon, our current president of the BCTLA was, in 1986, the Senior Editor of *The Bookmark!* And Liz Austrom, who has just recently announced her retirement after a long and illustrious career in school libraries, was the President of the BCTLA in 1986! The theme of the March, 1986 issue of *The Bookmark* was the ever-popular one of Public Relations (now called Advocacy), and the issue included our famous PSA "Working and Learning Conditions Survey"—a feature of our organization which has kept all teacher-librarians informed about budgets, degrees of staffing, information technology in libraries, etc., on a province-wide basis. This survey was initiated in order to keep us informed and to lend credence to our arguments for better working and learning conditions in our schools and libraries. It remains a hallmark of our PSA's dedication to improving library resource centres across the province to this very day. Some things do stay the same. In 1986, the survey reported on district level services, challenged materials and microcomputer use as well as the usual statistics. It was published in two parts in separate issues of *The Bookmark*.

There were many challenged materials in school libraries in 1986; censorship seemed to be at a peak at the time and numerous districts were scrambling to develop local selection policies. These titles were

among the many which were challenged at the district level:

- *Five Chinese Brothers*
- *Are You there God, it's me Margaret?*
- *Far from Shore*
- *Ask for Love and they give you Rice Pudding*
- *Boys and Sex, and Girls and Sex*

Some of the many titles which were challenged at the school level from a huge list (and some actually Withdrawn from library shelves) were:

- *Go Ask Alice* (Withdrawn)
- *Flowers in the Attic* (W)
- *Tiger Eyes* (W)
- *Scary Stories to tell in the Dark*
- *Forever* (W)
- *Life before Birth* (W)
- *Michelle Remembers*
- *Breakfast of Champions*

The microcomputer survey was revealing—only 54% of secondary teacher-librarians had access to a micro in their school! Only 32% reported a micro in their library. The most popular use of these newfangled devices was for word processing and doing overdue lists. Only 30% of elementary teacher-librarians had access to a micro and only 18% had one in their library. Again, word processing and overdues were the most frequent use. Here are two rather revealing, and, in retrospect, humorous, quotes from the 1986 survey:

Many microcomputers are housed in elementary school libraries but not used for library related purposes. Teacher-librarians are frequently "supervisors" of student use.

For those teacher-librarians wondering what

to do with their microcomputers, consult the implementation session at this year's conference.

Some things have changed dramatically!

The March issue of *The Bookmark* saw the new executive of the BCTLA represented with photographs. A huge change from the previous decade was immediately apparent—this executive was dominated by WOMEN! The 1976 executive was almost exclusively a male stronghold. Barb Hall (Prince George) was the newly elected President of BCTLA in late 1986. She is presently a coordinator at the District Centre in Prince George.

A feature article in *The Bookmark*, by Yoskyl Webb, gave us an extremely useful standardized bibliographic format—used by numerous teacher-librarians for a decade. Many teacher-librarians just photocopied her outlines and kept them handy in their resource centres for students to use when creating their bibliographies (I know I did!). This straight-forward format has been superseded by a plethora of styles—MLA, APA, works-cited, etc., etc. John Pope, a long-time member of *The Bookmark* Editorial Board, wrote his first "Micro Bulletin Board" in the March, 1986 issue and continued for many years to keep teacher-librarians aware of all aspects of microcomputers and their use in school libraries.

In the June, 1986 issue the "In Circulation" column revealed some problems with which we are only too familiar—membership fees were increased to \$30 to address the financial problems of the PSA. The travel allowance to councillors to attend Council meetings was reduced, free locations had to be found to hold meetings and members attending were billeted free of charge in Lower Mainland members' homes. Publishing costs of *The Bookmark* were reduced. This was a real time of RESTRAINT—an ugly word we heard a lot of at the time.

The big events of 1986 were the publication and enthusiastic reception of the document, *Fuel for Change*, and the conference in Prince George. Also of note was the beginning of the Diploma program for teacher-librarians at UBC under the leadership of Mel Rainey.

This letter appeared in the "Letters to the Editor" section of *The Bookmark*—from Elsie McMurphy, President-Elect, BCTF:

I am writing to compliment the contributors, editors, and the BCTLA on the publication of *Fuel for Change—Co-operative Program Planning and Teaching*. I like the model that teacher-librarians have followed over the last decade with such success: practice into philosophy into better practice. The booklet you have just produced will be useful for all of us: new or experienced librarians, teachers who are "librarian-users," as well as non-users. The emphasis on the "teacher" role of teacher-librarian, and the professional development orientation of the introductory portion and Appendix B balance nicely the very useful sample units.

Obviously, cooperative planning and teaching have caught fire: your publication is indeed fuel to further that change. We continue to emphasize, at every opportunity, at all levels, the importance and significance of school library staffing and resources, and *Fuel for Change* provides more impetus and examples to support our cause.

Those associated with this document were: Liz Austrom, Shirley Blair, Michele Farquharson, Kathy Lovegrove, Patricia Shields, Barbara Smith, Nina Thompson, Eileen Tuulos, Joan Wilby and Dianne Driscoll. Members received *Fuel for change* free of charge with their membership. A *Fuel for change* video was also produced by Patricia Shields, Angela Thacker, Joanne Naslund, June Curley and Liz Austrom.

The other event of the year was the very successful conference "Branching Out" arranged and hosted by the Prince George chapter of the BCTLA. The conference featured many interesting sessions—among them "To Automate or not to Automate" a session which included our present *Bookmark* production manager, Jim Crook, as a presenter. The *Fuel for change* video was introduced at a session and the attendees brainstormed ways to effectively use the video. Two BC writers spoke at the gala luncheon and dinner—Monica Hughes, and Ann Walsh. Both were very well received. One hundred and fifty members attended this conference and enjoyed the warm hospitality of the Prince George chapter.

Major articles revealed that CENSORSHIP was a great issue. In *The Bookmark* of June, 1986, Diana Poole's excellent article on "Surveying Censorship in

BC" appeared and revealed the growing level of challenges. It identified which materials were targeted and being removed from libraries—a distressing trend we face in 1996. Authors whose books were challenged most frequently were: Judy Blume, Norma Klein, Dennis Lee, and Maurice Sendak.

Other landmark events of 1986 included the first "Survey of Automation in BC School Libraries" by Lynne Lighthall, who has just taken a term off from UBC to do the 11th annual survey! (A Canadian one.) This is a document which is still very useful. The September issue of *The Bookmark* included the classic article on weeding by Mel Rainey who now resides in Fiji. Many of us still use this weeding policy every time we weed—which is never often enough! Glen Pinch, retired, (Langley), contributed a penetrating article on "Restraint" and how it affected teacher-librarians and libraries. The Langley chapter of BCTLA conducted a local survey of Langley school library resource centres and found decreasing budgets at both elementary and secondary levels, and decreased and untrained staff everywhere. (Has Langley changed much, I wonder?)

"The Portrait" first appeared in the December issue of *The Bookmark* and became a regular feature. It presents a BC children's or Young Adult authors and gives glimpses of their personal life, development as an author, and their publishing career. As far as we know these articles are the only ones written about some BC authors. The writers themselves are delighted with this feature of our publication.

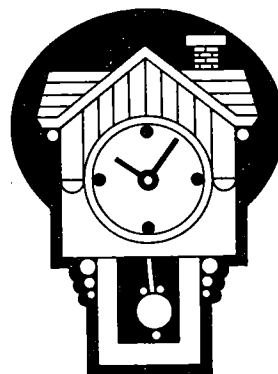
Some interesting facts and figures from Part 2 of the 1986 "Working and Learning Conditions Survey," featured in the December issue of the *Bookmark* were:

- **61%** (537 of 885 reporting) of elementary libraries met the minimum BCTF standards for staffing—a small but steady increase over the past years, i.e., schools of 401 to 700 students would have a 1.0 FTE teacher-librarian, schools with 701 to 1000 students would have a 1.5 FTE teacher-librarian.
- **Eight districts** reported meeting the standards in all of their elementary schools!
- In the province's secondary schools there was a lower amount of teacher-librarian time but it was an improvement over the previous

year. **41%** (105 out of 259 reporting) reported meeting the minimum standards.

- **Six districts** met the standard in all of their secondary schools.
- The elementary schools had maintained a better pupil/teacher-librarian ratio as compared to secondary schools—a common trend which the survey reveals each year.
- Clerical staffing also showed a small increase from the previous year for elementary schools. However, 25 districts had NO clerical staffing whatever at either level! Secondary school libraries remained at the same low level of clerical staffing.
- Library budgets showed a slight increase in both secondary and elementary schools. The median for elementary school libraries was **\$12.46** per pupil, and the secondary median was **\$13.30** per pupil.
- There was, however, a huge diversity of budgets across the province—from \$27 per pupil in Grand Forks to the lowly amount of \$5.00 per pupil in Cowichan. (Vancouver Island districts are badly underfunded to this very day!)

The events that dominated the province in general were, of course, the wonderful world fair EXPO 1986 and the province's economic restraint program. That was then: this is now. Some things change and others remain the same. We look forward to improving many conditions in school library resource centres.



# **WE REMEMBER - WHY CANADIANS HAVE REMEMBRANCE DAY: A Learning Styles Unit**

by **GERALD SOON**, teacher-librarian, and **SANDRA PEEL**, teacher, Burnsvew Junior Secondary, SD#37 (Delta).

This collaborative unit was developed as a result of a class discussion during which we discovered that our students had no understanding of why Canada has Remembrance Day. We wanted our students to go back in time to feel how it would be like having a loved one at war, or to imagine what it would be like to be directly involved. Also, we wanted to develop a unit that addressed four learning styles, as presented to our staff by Harvey Silver.

## **LEARNING STYLES**

Harvey Silver, of Hanson, Silver, Strong and Associates, Inc., introduced our staff to his model of style, which is based on the work of Jung's theory of Psychological Types and the work of Isabel Meyers and Katherine Briggs, two American psychologists who developed the Meyers-Briggs Type Indicator, an inventory to assess personality type.

We learned of his four basic Learning Styles:

- Sensing-Thinking - (Mastery Learner)
- Intuitive-Feeling (Self-expressive Learner)
- Sensing-Feeling - (Interpersonal Learner)
- Intuitive-Thinking - (Understanding Learner)

Basically, people can be a blend of styles, but some people are clearly more comfortable with learning in one style over another. At Burnsvew, we wanted to address the various needs of our students, and also at the same time expose them to a variety of assignments in all style areas. We wanted them to be exposed to activities in each of the Learning Styles.

We planned our unit for a Humanities 9 class as the Remembrance Day discussion began there, however, we feel that the unit could be used at any secondary level, particularly in the Fall leading up to the Remembrance Day holiday.

The unit basically led to opportunities that spread to other classes as well. We had speakers present to a number of classes from the Holocaust Education Centre, the Japanese Canadian Citizen Association, and the BCTF's Program Against Racism. Each organization sent speakers to our school at no cost.

The positive feedback that we received from our students was reflected in the excellent products of their efforts.

We gave our students four deadlines. They had the freedom to choose the order of the assignments that they worked on. The only condition was that they had to adhere to handing one assignment in for marking on each of the due dates.

## **LEARNING STYLES AND PREFERENCES FOR LEARNING**

### **SENSING-THINKING STUDENTS - (MASTERY LEARNER)**

These students work best in a businesslike atmosphere. They like getting things done. They want to know what they are accountable for in the assignments given. Mastery Learning students prefer:

- following directions one step at a time
- learning in an organized, task-oriented environment
- answering questions to which there are correct answers
- knowing exactly what is expected, how a task is to be done and why it is to be done

### **INTUITIVE-FEELING STUDENTS - (SELF-EXPRESSIVE LEARNING)**

These students enjoy the opportunity to express themselves through their work. They work best in an environment where they are allowed to be creative and to think divergently. They prefer:

- creative activities
- planning and working in their own creative way
- searching for new and unusual ways of expressing their ideas
- working on a number of things at one time

### **SENSING-FEELING STUDENTS - (INTERPERSONAL LEARNER)**

These students enjoy an emphasis on community and cooperation in their work. Their motivation for working is the conversation and comfort that they get from working with others. They prefer:

- working with a friend
- sharing personal thoughts and opinions
- helping other people learn
- being part of a team and collaborating with other students
- studying about things that affect people's lives directly

## **INTUITIVE-THINKING STUDENTS - (UNDERSTANDING LEARNER)**

These students enjoy being challenged to make their case or argument. They are analytical in their thinking and would ask why they do certain assignments. They doubt and look at the pros and cons of an argument. Intuitive thinkers need explanation and proof. They prefer:

- working independently
- planning and thinking things through
- reading about things they need to know
- gathering data from many different sources and synthesizing relationships

## **UNIT ASSIGNMENTS**

Students must choose an assignment from each Learning Style. The assignments give choice and the opportunity to work individually or in groups.

## **SENSING-THINKING ASSIGNMENTS FOR THE MASTERY LEARNER**

Individual Assignment: using a variety of sources (general and specialized encyclopedias, information books, reference material, CD-ROM resources, etc.) research one of the following topics and write a report:

- The Holocaust
- The causes of the Second World War
- Canada's involvement in World War II
- Benefits and programs for veterans of World War II
- Japanese Internment
- Life in Canada before and during World War II

## **INTUITIVE-FEELING ASSIGNMENTS FOR THE SELF-EXPRESSIVE LEARNER**

### **Small Group Assignment**

Choose one of the following assignments:

- Create a scrapbook of life in the 1940s. Include letters to a soldier from Canada, and letters from a soldier to his family at home. The scrapbook should be a snapshot of what life was like at that time. You may add artifacts and create clippings to make it more authentic.
- you are a group of journalists in the 1940s. Create a magazine that reflects life at that

time, complete with advertising. Your magazine should include articles that reflect all aspects of life: current events - world, national, and regional news sports, business, entertainment, features for men, women, and children.

### **SENSING-FEELING ASSIGNMENTS FOR THE INTERPERSONAL LEARNER**

Choose one of the following group (G) or individual (I) assignments

- G • Create a radio play that reflects life in the 1940s.
- G • With a partner, create a poster that reflects life in the 1940s.
- I • Teach a class mini-lesson on a topic related to the 1940s. Be creative! Use some sort of visual or audio means to help in your lesson. Have a handout for the class.
- I • Create a diary of your life in the 1940s. Include artwork, letters, poems — anything to capture your innermost thoughts of how you feel about the war, and the soldiers who fought in it. It could be a personal message to give to someone you know who actually fought in the war.

### **INTUITIVE-THINKING ASSIGNMENTS FOR THE UNDERSTANDING LEARNER**

#### **Individual Assignment**

Choose one of the following assignments:

- Write an article that describes life in the 1940s. Include:
  - What were some of the fears of people?
  - Why did they have these fears?
  - How did the government of Canada react ?
- Design a survey that has a number of questions regarding what people are concerned about as young people. Ask people to respond to your survey:
  - People who are teens today
  - People who were teens in the 1960s
  - People who were teens in the 1950s
  - People who were teens in the 1940s

Compile and compare your results.

## MARKING STRUCTURE AND CRITERIA

### SENSING-THINKING ASSIGNMENTS:

Total of 50 marks

#### Individual Assignment

1. Degree of difficulty of topic and the amount of information found. 10 marks
2. How the information is organized and presented. Information has been written in the student's own words. 30 marks
3. Sources of Information - bibliography in correct format. 10 marks

### INTUITIVE-FEELING ASSIGNMENTS

Total of 60 marks

#### Small Group Assignment

1. Authenticity - does the scrapbook or magazine look like it would have come from the 1940s? 10 marks
2. The presentation is balanced: the aspects of life included cover the range of aspects discussed in class. 10 marks
3. Responsibilities and Completion of Duties List. Group work must be shared among the group and each member will be responsible for completing his or her own part. 10 marks

#### EXAMPLE:

Name	Duty	Completed
John	Pictures	Dec. 2
Breanne	Cover	Dec. 3

4. Product of the group effort. Quality of work. 30 marks

**SENSING-FEELING ASSIGNMENTS**

**Total of 50 marks**

**Group or Individual Assignment**

- 1. Degree of difficulty of topic and the reflection of life in the 1940s. 10 marks
- 2. Creative Effort 20 marks
- 3. Quality of product 20 marks

**PARTICIPATION IN CLASS**

**Total of 40 marks**

**INTUITIVE-THINKING STUDENTS**

**Total of 50 marks**

**Individual Assignment**

- 1. Degree of difficulty of topic and the amount of information found. 10 marks
- 2. How the information is organized and presented.  
The article will be in the student's own words.  
The survey will be clearly presented and the information will be easy to read.  
The results will be clearly compared. 30 marks
- 3. Sources of Information - Bibliography .  
Article: Material used to locate information. 10 marks  
Survey: A list of people's names (First & last),  
Your relationship to the person, and the years their generation represents is included.

**EXAMPLE:**

Name	Relationship	Era
Smith, John	Grandfather	1940s
Lane, Sharlene	Neighbour	1950s
Jones, Mary	Mother	1960s
Lake, Carol	Friend	1990s

**Total Possible Marks for this Unit.....**

**250 marks**

# **KIDS IN THE MIDDLE: BOOKS FOR INTERMEDIATE READERS**

**Saturday, November 2, 1996, 9:00 am to 4:00 PM**

**University Golf Club, UBC, Vancouver**

**Sponsored by  
The University of British Columbia  
School of Library, Archival and Information Studies**

During this one day workshop three experts will highlight some of the best contemporary writing for students in Grades 4 to 7. Judith Saltman will discuss sophisticated picture books for older readers, Phyllis Simon will explore the world of informational books, and Allison Haupt will present favourite novels for Intermediate students. The day will conclude with a panel discussion on Canadian books, publishing trends, and issues relating to children's literature and reading.

## **Presenters:**

**Judith Saltman**, Associate Professor, School of Library, Archival and Information Studies, UBC

**Allison Haupt**, coordinator, Children's and Young Adult Services, North Vancouver District Public Library

**Phyllis Simon**, founder and Manager, Vancouver Kidsbooks

If the registration is received **before October 4th, 1996**, the fee will be \$120. After October 4th, the fee will be \$150. Fee includes lunch, refreshments, resource materials and parking.

**For registration and further information, contact: School of Library, Archival and  
Information Studies**

**Telephone: 822-2404; Fax: 822-6006**

**Email: slais@unixg.ubc.ca**

# CHARLOTTE'S WEB REVISITED?

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

Fran Arabel-Fussy, at 53, had the harried but friendly look of someone who spends much time with children and animals. She leaned over the rail of the pig pen and looked on as a magnificent pig alternately tapped on a computer keyboard with his foot and nuzzled a computer mouse back and forth with his snout. Up above, a pregnant spider hung about an inch before the monitor.

The woman addressed her comment to the spider. "Maybe I worry too much, but I wonder if the girls are really learning something on the Internet. Are they are exposing themselves to danger? Are they wasting their time?"

The spider replied, "Remember you told me about the summer the first Charlotte died? I think your mom and dad felt many of the same reservations about letting you and your brother explore the county fair alone as you do about the Internet. They let you go anyway, because taking on responsibility and handling freedom are essential parts of growing up. As a parent it is hard to let your children go. But parents need to let kids grow up. You try to raise your kids so that they make good choices and exercise common sense when they're on their own. It isn't just an Internet thing."

The pig looked up at the spider as if to say something, but seemed hesitant to interrupt the conversation between the woman and the spider.

"Okay, Wilbur, hit the nine key twice, then the five key and the period, then we will take a break, there's a dear!"

"What is Wilbur typing for you, Aranea?" the woman asked.

"Well, as you know, spiders can have over three hundred relations in their immediate family. You can imagine how difficult it is to keep in touch with your immediate family, let alone your extended family along with all of your friends. They number in the millions! The Internet allows any one spider to send news everywhere simultaneously. Wilbur and I found about a great Web site named *Charlotte's Web* in honor of the book about Charlotte! We want everyone to know about it."

Wilbur waddled over to his slop bucket. He looked at a pizza slice curiously and sniffed it.

The spider pulled more silky thread from her abdomen as she lowered herself down to the rail where the woman was leaning. The spider looked at the pig and smiled. "It is a deep honor for all my family and relations. Charlotte was the first one to come up with the idea of a web with words, you know!"

The pig looked up from his slop bucket. "She was a good and true friend to my great great great great granddad. Charlotte may of been small, but she proved that putting words and webs together could make a big difference. All the ancestors of the first Wilbur owe their lives to her too. If not for her, I wouldn't even be here myself!"

"Well," said the spider. "You have to remember that Wilbur was no slouch himself! He was a radiant terrific pig, and a friend and protector of many misunderstood bugs and varmints!"

Fran interjected. "What is this Internet version of Charlotte's Web about?"

"If you want to take a look yourself, you can point your Web viewer to <http://www.charweb.org>. The project started in 1993, when a few people got the idea that a network of inexpensive low-end computers could be put to work to help the community of Charlotte and Mecklenburg County. Their idea was to use technology to build a something for the community, and to use community expertise in Charlotte to build a computer network.

"In 1995, the library won the Gale Research Library of the Year Award. Charlotte's Web uses over 200 volunteers to contribute information about community, employment, health, education, technology, as well as information for children and parents. Volunteers also repair computers, give training sessions, and design programs to allow inexpensive computers to use the network!

"People in the community can connect with Charlotte's Web with a modem and a computer or a public access terminal at libraries, shelters for the homeless, YMCA branches, recreation centres, senior's

centres, and vocational and even medical rehabilitation centres!”

Fran frowned slightly. “With all this wonderful technology, it is strange that the book *Charlotte’s Web* is still so popular. The book appeared before most families had a television!”

The spider paused thoughtfully for a minute before responding. “I do not think that it is so strange that the book continues to be popular. Friendship, loyalty, and dealing with death are things that we still have to deal with, and the ability to instantly communicate around the planet will never change that. I think kids and teachers still love the book because it seems true to their emotions. Even with modern technology, nothing is better than a good book to immerse you totally. For all the hyperbole about virtual reality, the Internet doesn’t even come close to a good book!”

The pig took a bite from his pizza and nodded his head. “The Net as like a slop bucket,” he volunteered. “Some of it is not great. On the other hand, if you root around persistently enough, you can usually turn up a delicious morsel!”

“Very good observation, Wilbur!” said the woman.

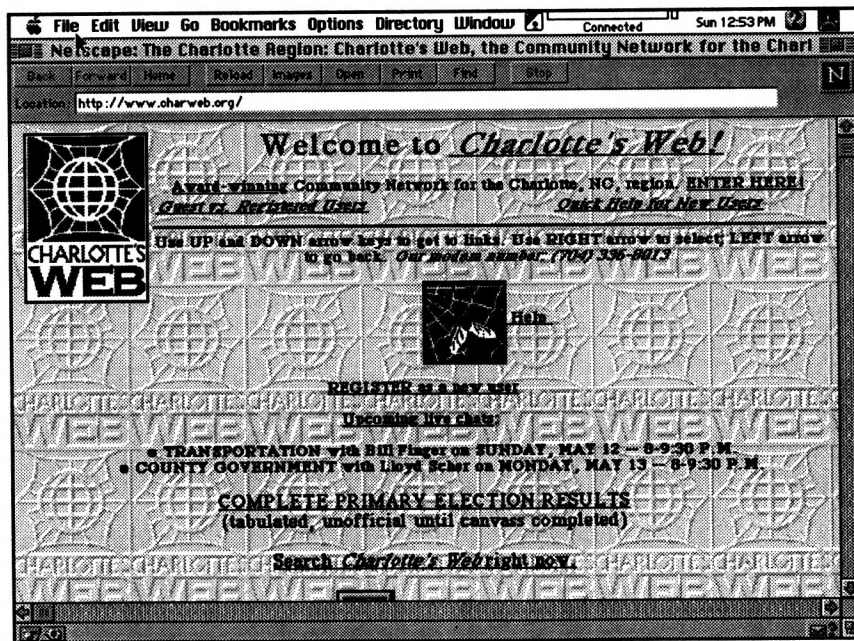
The spider said, “Wilbur, it isn’t polite to talk about food when your guests haven’t had any.”

The pig turned to the woman. “I haven’t been very polite. Would you like some slop to tide you over until dinner? You must be getting hungry with all this talk of food!”

“Thank you, but I should be heading home soon to see how Henry’s Beef Tofu Donburi is coming out. We have some rice and beef in the refrigerator, and Henry though he would try a recipe from a woman in Japan. The *rec.food.recipes* newsgroup is giving us great ideas for leftovers. We are trying things that I never imagined existed!”

“I’ve always lived on leftovers!” said the pig with pride. “This old computer is a leftover. Old Man Zuckerman left it in the barn because the humans in his family had no place for it when they bought a new one. It is too old. Humans think anything that is imperfect or a little bit old is worthless. Little do they know how wonderful leftovers can be!”

“Not all humans,” corrected the spider with a little twinkle in her eyes. “Remember that leftover computer equipment in Charlotte is still hard at work. Humans are starting to understand that powerful dreams are still more important than powerful computers.”



# WHAT MIGHT THE FUTURE LOOK LIKE?

## ENGLISH 8

by **PATTI BUCHANAN**, English teacher, and **LIZ AUSTROM**, teacher-librarian, Magee Secondary School, S.D.# 39 (Vancouver).

This very successful research unit required students to consider what their world will be like when they are approaching their retirement years, 50 years from now.

Prior to beginning what we called the "Future" unit, students had read Monica Hughes' short story, "And the Lucky Winner is..." Set in the future, this story poses two central questions:

1. What will happen in the future if it is no longer possible for our society to support universal health care for citizens? In the story, a lottery system is used as a way of distributing health care equitably.
2. In such a scenario, is it morally justifiable to use one's own power to circumvent the system's "fairness" in order to secure better care for oneself or loved ones? Jon, one of three central characters in the story, faces this dilemma, but with a special, futuristic twist. If he uses his telekinesis ability, he can ensure that the lottery ball falls in the right slot and his paralyzed friend wins the needed nerve regeneration treatment. However, if he does so, he condemns a young child to a life of suffering and her family to years of anguish.

Hughes' story is an emotionally engaging one which centres on the ethical boundaries of "free" choice. The unit asked students to project into the future, to select an area of interest, and to ask themselves questions about what the future would hold. The assignment sheet follows.

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### WHAT MIGHT THE FUTURE LOOK LIKE?

In the story "And the Lucky Winner is . . ." by Monica Hughes, we glimpsed some of the good and bad aspects of the future. For example, being able to soar above the earth in a heliolite, taking advantage of wind currents, yet, with the capacity to inject a little more power and control, would be an exciting part of the near future. The advances in the treatment of spinal cord injuries which are suggested in the story would also be a positive aspect of the future.

But imagine having to participate in a medical lottery to have enough money to pay for the expensive treatments; presumably, our health care system, our social safety net, as we now know it, would no longer exist. And what about telekinesis? It too represents an exciting way to communicate and effect changes in our existence, but what if this power were misused or abused? What would the future hold for those who did not have it?

Your task is to consider an aspect of the future in which you are interested and which you would like to explore further. You can select any area you want to. Examples might be food, fashion, school, communication, transportation, products to meet the needs of the future, changes and advances in the medical field, art, music, architecture, tourism, etc. The list really is endless. What interests you? Explore it and use your imagination here.

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1. **Project into the near future**, approximately 50 years, which is far enough away to represent many changes, but still close enough so that we are not in the realm of fantasy. There needs to be a ring of credibility to this.
  2. **You may have to limit your area of interest**, so take a look at the books we have pulled from the shelves for you. Also read the newspapers and magazines to give you ideas and help you to focus.
  3. **Pose some questions** about this particular area. Try to generate at least 5 questions that relate to what the future might look like in this area.
  4. **You are going to represent your answers to your questions visually** or in a mostly non-written way. Think about collage, picture frames, models, audio-visual representations. A little bit of writing may be necessary to explain your project, but keep it concise, clear, and brief.
  5. **You may work with a partner**; in fact, I recommend it since two heads are better than one and sharing the work load eases the burden.

**DUE DATE:** Friday, March 15 (before Spring Break).

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## **LIBRARY PERIODS:**

### **PERIOD 1:**

The teacher introduced the assignment in the classroom period prior to Library Period 1. At this time students, working in pairs or individually, selected an aspect of the future to research. At the start of Period 1, the teacher-librarian presented:

- library resources that could stimulate ideas about the future (e.g., *Science Year*, *The State of the World*, newspapers and 5 years of *The Futurist* magazine;
- illustrated books about science fiction, which encapsulate many ideas about the future, and which have superb graphic renderings of some of these ideas (e.g., utopian cities);
- the concept that magazines are often the best sources for finding clues to future trends because they are by nature more "current" than other sources. [Note that if the library had an Internet connection, this would have been another source included. Some students got valuable material from accessing the Internet at home.]

In addition, since this unit ideally supports the library's goal of having grade 8 students master the use of TOM InfoTrac to find paper and microfiche magazine articles, the teacher-librarian gave a brief introduction to the index search process. The introduction stressed three things:

1. "If you haven't used TOM before, ask for help."
2. "The best search strategy is to use your topic area (e.g., MEDICINE) to get into the index, then when your topic area shows at the top of the screen, use the arrow key to move down to the sub-heading, FORECASTS. After all, we are trying to forecast the future."
3. "If you have any problems, ask for help!"

The remainder of the period was spent with the teacher assisting students to focus their research by establishing questions to be answered, and by using idea diagrams (which are part of the grade 8 skills program and are commonly used by grade 8 students for notetaking). The teacher-librarian assisted pairs and individual students to find magazine articles. Teaching them to understand the process while they are reading the monitor for something they need is much more profitable than full class instruction at this level.

## PERIOD 2:

The teacher assisted students who missed the first day, generally adding them to existing groups so that their peers could help them out. She then circulated to tables, sitting down with them and discussing their ideas and progress. If students needed more materials she either assisted them or directed them to the teacher-librarian.

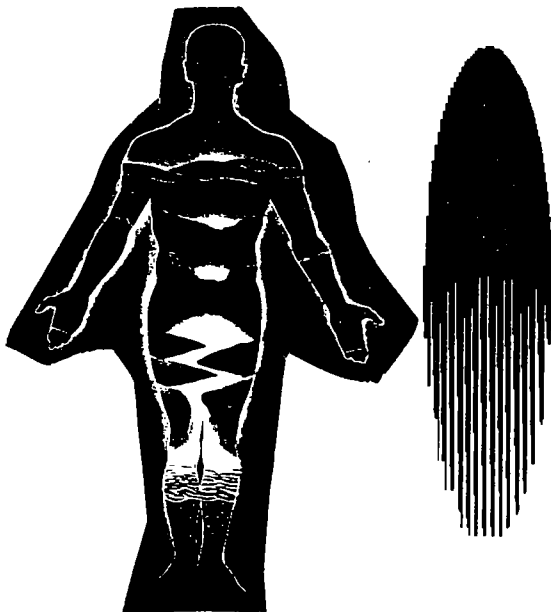
The teacher-librarian continued to work with students at the TOM station. In some instances students were referred back to the issues of *The Futurist*, which proved its worth for many obscure topics. Unfortunately, this journal is not indexed in the indexes held by the library. However, it is worth subscribing to for the uniqueness of its information.

## CLASSROOM PERIODS:

Students worked in the classroom under the direction of the teacher. When additional materials were required, one or two pairs of students came to the library to search. By this time, they all knew how to use the TOM InfoTrac station, and only required assistance when they needed an article printed from microfiche, or if they had "a totally new idea!"

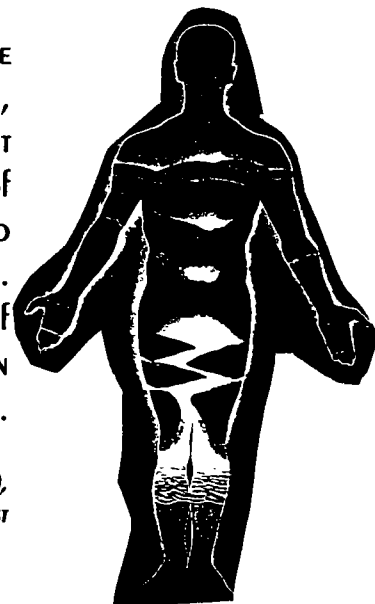
## DISPLAY OF WORK

After the visual representations were completed they were posted in the library's entry foyer, where they attracted a great deal of attention. Students stood there to read their classmates' work, while other students and adults showed a great deal of interest as well. The quality of the work was high, and the interest displayed by the students themselves was amazing. This was a very effective project.



THE JOY OF LIFE CONSISTS IN THE  
EXERCISE OF ONE'S ENERGIES,  
CONTINUAL GROWTH, CONSTANT  
CHANGE, THE ENJOYMENT OF  
EVERY NEW EXPERIENCE. TO  
STOP MEANS SIMPLY TO DIE.  
THE ETERNAL MISTAKE OF  
MANKIND IS TO SET UP AN  
ATTAINABLE IDEAL.

*ALÉISTER CROWLEY (1875-1947),  
British occultist*



# **SUNSHINE COAST FESTIVAL OF THE WRITTEN ARTS**

**AUGUST 8 to 11, 1996**

**14th Annual event  
Rockwood Centre  
Sechelt, BC**

Welcome to the Fourteenth Annual Sunshine Coast Festival of the Written Arts in Sechelt, British Columbia. All events will be held in the five-hundred seat Pavilion this year. There will also be a Craft Fair round the corner in Hackett Park. The all new Festival bookstore/cafe will be open in the Lodge for refreshments of both the body and soul. Rockwood Centre sits in a magnificent garden on a hillside overlooking downtown Sechelt. A list of accommodations is available and it includes the local Bed & Breakfasts available in Sechelt and the adjoining areas. A weekend pass allowing admission to all events is \$120. Individual events are \$10 each and the Salmon Barbecue on Sunday is \$10.

## **FEATURED EVENTS**

**Thursday, August 8, 8:30 to 10:00 PM – L. R. WRIGHT**

Friday's presentations include: Betty Nickerson, David Arnason, Jeannette Armstrong

**Friday, August 9, 8:30 to 10:00 PM – BRIAN FAWCETT** will present the  
7th Annual Bruce Hutchinson Lecture

Saturday's presentations include: Terry Glavin, Mary-Louise Gay, Larissa Lai

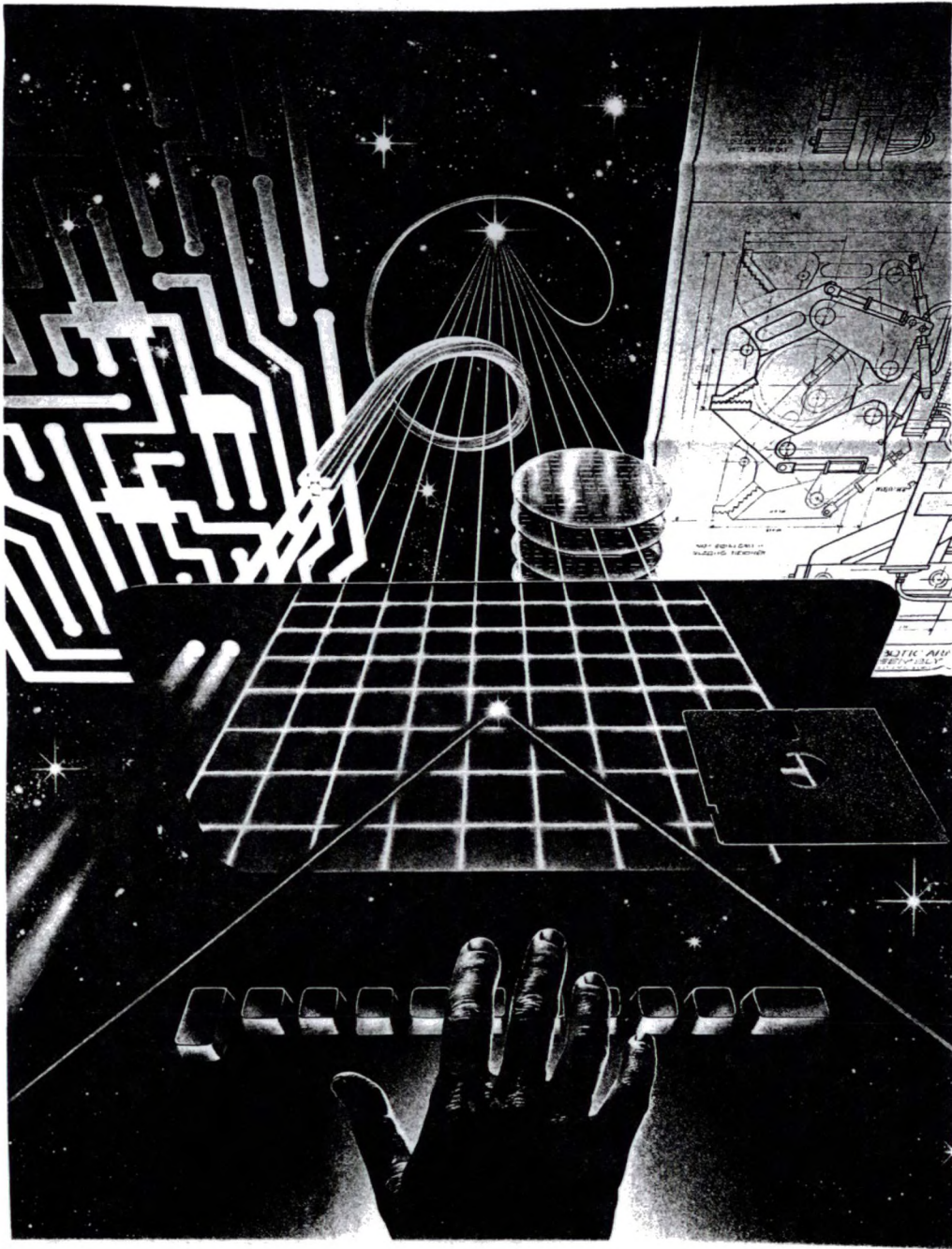
**Saturday, August 10, 8:30 to 10:00 PM - DR. PATRICK MOORE**

Sunday's presentations include: Alan Maitland, M.A.C. Farrant, Jurgen Gothe

**SALMON CHANTED EVENING BARBECUE is at 5:50 PM**

**Sunday, August 11, 7:00 to 8:00 – JACQUES LALOND** in A Closer Walk with Jean  
Chrétien

**Information from: Festival of the Written Arts, Box 2299, Sechelt, BC, V0N  
3A0 or call: 885-9631 or 1-800-565-9631**



FEATURED IN THIS ISSUE

# MARK YOUR CALENDAR

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JULY 1997

SUN	MON	TUE	WED	THUR	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

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**with these dates!!**

**A joint annual conference of the  
Association for Teacher-Librarianship in Canada and  
the International Association of School Librarianship  
will be held in Vancouver on July 6-11, 1997,  
and you will want to attend!**

**The conference theme will be**

**INFORMATION RICH  
BUT KNOWLEDGE POOR?  
Emerging Issues for Schools  
and Libraries World-wide.**

For further information contact: Lynne Lighthall, Conference Coordinator, at:  
Voice: (604) 822-2704; Fax: (604) 822-6006; E-mail: [lighthal@unixg.ubc.ca](mailto:lighthal@unixg.ubc.ca)

# SERENDIPITY CONFERENCE REPORT

by DONNA DOERKSEN

I wish all of you could have been at this conference. It was one special day. The offerings were stunning and moving. It seemed to me there was a perfect balance of the type of speaker and presentation, story, research information, inspiration, illustration and food!

## **Kathryn Cole - Editor, Stoddart**

Kathryn Cole opened the day. She had worked at Scholastic Tab for 19 years, moved to Oxford University Press and then to Stoddart. Kathryn offered a personal account of her lifelong love affair with reading and books, and the journey it has taken her on. The text of her speech follows this report. Kathryn has recently experienced the other side of the book industry by authoring *Double Take*, a book of her experiences as a single adoptive parent. She describes a five year struggle to adopt two infants from Southeast Asia. Her daughters are now sixteen years old. Kathryn ended her talk by mentioning three books she enjoyed as a youngster. Read *Charlotte's Web* and they say it is about friendship, read *Peter Pan* and they'll tell you it is about a boy who didn't want to grow up, and read *Danny, Champion of the World* and they say its about a relationship between a boy and his father, but in reality they're about you and me.

## **Barbara Greenwood - A Pioneer Story**

Barbara Greenwood, winner of the 1995 Information Book Award from the Children's Literature Roundtables of Canada for *A Pioneer Story*, took the podium next. She spoke about the importance of honouring and recognizing non-fiction writing. Research is the key to her writing and she shared her techniques and the often serendipitous finding of information that enriched her stories and fact books.

## **Jeannie Baker**

Jeannie Baker, one of the most amazing illustrators of children's books, gave us a visual look into her work by means of slides shown on two large screens. It was stunning to see two originals she brought along that were the same size as they appear in her books. The detail and intricacies are spellbinding. Jeannie had a quiet, modest, almost shy presentation style that packed its power with her images and her words. *Home in the Sky* and *The Story of Rosy Dock* are two of her most recent releases. *The Story*

*of Rosy Dock* is also available in an animated film version, as is *Where the Forest Meets the Sea*.

A gala lunch such as only Ron Jobe can make happen was next. The lunch honoured the reissue of Stephen and Mary Jane Muir's book *Albert's Old Shoes*.

## **Janni Howker**

After lunch, Janni Howker, an author from the borderlands in England gave a spunky, humorous storytelling and teaching presentation. I'd never heard of her or her books — so it was a welcome introduction. She talked of the need for story in our lives, a biological need that attracts us to the four basic stories: love stories, invited/uninvited guest stories, quest and trickster stories. Her stories were made for reading aloud. Speech is the compelling component of her work. Don't miss *Badger on the Barge and other Stories*, *The Nature of the Beast*, *Isaac Champion*, and the widely acclaimed, but not for the weak of heart/stomach, *Martin Farrell*. A new world and a new voice for upper intermediate and high school students.

## **Ashley Bryan**

The day concluded with a rousing, life affirming poetic experience by Ashley Bryan. From Maine, Bryan is an artist, author, illustrator, scholar and collector. Through voicing Afro-American poems, he gave the printed word wings. It was fun, it was liberating. Poems were written to be vocalized. He had the audience laughing, singing, crying, echoing, and remembering. Bryan closed his presentation by having the audience sing "What a Wonderful world," the song Louis Armstrong kept alive, while Ashley turned the pages to us to catch a glimpse of his illustrations.

The day was a dream from which I have not yet awakened. Hope you try next year's magical day at Serendipity 97. For a full bibliography and biographical sketches of the above authors and illustrators, see the *Vancouver Children's Literature Roundtable Newsletter*. Contact Dr. Wendy Sutton or Dr. Ron Jobe @ the Department of Language Education, Faculty of Education, University of B. C.

## KATHRYN COLE, SERENDIPITY '96

It isn't often in a publisher's life that one is invited to speak, not on an area of expertise, not on a specific topic such as editing, foreign rights or book design, but about a career, about a love affair with children's books that spans well over forty years. So when I was asked to talk about my involvement in Canadian children's publishing from a personal viewpoint, I jumped at the chance. I only hope it's a topic that fascinates you as much as it does me.

My real love affair with children's books didn't begin with my entry into the working world. It started, as any book lover will understand, at home, at my father's side, on my mother's lap, at my grandmother's table, at countless bedtimes. It almost ended there, too.

I remember the day very clearly when my father observed that I was beginning to decipher the strange marks in books that brought words tumbling from everyone's mouth but mine. For a moment I was very proud and eager to show him more. But his next words stung and filled me with a profound sense of loss, even before our bedtime story days were over. "Soon you'll be able to read all by yourself and you won't need me any more." Whether he said it with relief or regret, I still don't know. But then and there I promised myself I would never learn to read. This of course, meant an about face on my previous drive to catch up to an older sister who, I was told, could read the newspaper before I was born.

For months I hid my growing awareness of those symbols and their meaning. I managed to feign ignorance to everyone except my sister, with whom I shared a bedroom. Long after the lights were supposed to be out, she and I would read stories and she would always place the book in my hands to be finished in the morning. She promised to keep the guilty secret that I could read and she did, though she assured me that my fears were groundless.

Because my sister was a voracious reader and because she knew me well, I had a wonderful resource at hand. "Here, this one's just right for you," she would say. And then she would tell me exactly why I would love it. Her most brilliant flash of intuition was *Charlotte's Web* by E. B. White and illustrated by Garth Williams. I would like the pictures, I would like the animals. I wouldn't like the

sad part, but it didn't last long and there was a happy ending. It was the first long book I tackled and finished and I still have that worn, printed in 1952 copy. Its cover is stained with the sweaty fingerprints of a child who struggled with, and loved, every single word until page 171, when tragedy struck.

When my father found me bawling in bed with the book hidden under the pillow, the jig was up. Still, there was consolation to be had. Charlotte may have died, but she did not die in vain. Then and there, my father promised we could still read together, and my love affair with books was free at last to bloom in the open.

Some time after those early days, it became apparent to me that I wasn't, like the rest of my family, going to make a living working with words. Everyone around me, parents, sister, uncles and cousins had been journalists or writers. Dad had been a reporter and photographer — a two way man, as they were known in the business, until he became city editor at the *Globe and Mail* and *Toronto Telegram*. Later he would be News Director and Director of Community Affairs at CFRB. My sister was a journalist, working at the *Toronto Star* and *Toronto Sun*. Then she became editor of *En Route* Magazine and the author of a children's book. Two of my uncles and several cousins had worked on newspapers over the years. My grandmother and mother didn't write their stories, but they were inveterate storytellers.

Not me. There were already too many words and opinions flying loose in our family. I decided to take an interest in the quieter pursuits of art and photography. Summers were spent working at wildlife drawings for the Department of Lands and Forests. My desk was placed in the photo library. I dedicated coffee breaks and lunch hours to helping an aged nature photographer who had gone blind long ago, but thought he could hide that sad truth from everyone. Each day he would toss down a stack of black and white glossies and say "There now! What do you suppose that is?"

I would examine each blurry mass of gray and hazard a guess. "A wood grouse?"

"Correct!" he would say as he hastily took my lead, scribbled a label and applied it in the general vicinity of the top left corner. It didn't take long before I had convinced him to let me use the dark-room equipment and thus eliminate half of his focus difficulties. Of course, everyone knew the poor man couldn't see, but in those days, a government job was forever.

In 1965, much to the disgust of guidance councilors and fellow high school students, I "threw my life away" by attending the Ontario College of Art. By the time I graduated in 1969, I was deemed ready for a career in advertising.

Oh, unhappy day when after my third job interview, I discovered I disliked advertising agencies and the people who worked there. I was definitely not the right type. Not fast enough, not mean enough, not tough enough, not creative enough. And oh, lucky day when the student placement officer telephoned to say she had recommended me for a job in a publishing company as a junior paste up artist.

I had never heard of Scholastic-TAB Publications, as it was then called. And I don't know why the interview went well. They didn't want one single attribute I now possessed. They wanted someone who could use rubber cement and a T-square. The general manager who was doing the hiring, was deaf and failed to hear a thing I said for the entire half hour. Moreover, in his effort to hear, he frowned and peered at me enough to make me think I had offended him in some unforgivable way. I left deflated and almost hopeful I would never hear from him again. When I did, I learned I had gotten the job. I didn't know it at the time, but my love affair with books had turned into a marriage, almost a pre-arranged marriage, for I didn't come to it with a particular desire or any knowledge of my intended.

I promised myself it was only for a few months until I could figure out what to do. If someone had told me I would be there nineteen and a half years later, I would have promptly called them crazy. I had only lived a year longer than that when I walked through the doors eager to begin my first day of work.

The Scholastic art department was a disturbing enigma in those days. The two senior artists, both males and both totally untrained, made much more than my \$63.00 per week. They had been brought to

the company by a social worker who was trying to place them anywhere but in jail. Their true interests had little to do with art, or for that matter helping out a new colleague. Sensing I might be a threat, and afraid they couldn't outshine me at the business of clean pasteups, they took bets on how long it would take to get rid of me by making my life miserable. They were good at it and almost succeeded by the end of the first week. But late that Friday afternoon, the first person to reveal herself as a true friend at Scholastic, exposed their plot to me in the ladies' washroom. Once I knew their game, a grim determination to beat them at it set in. I would show them I was no quitter.

In two months I was given my first raise. In six months I was the senior artist. In a year I was the art director and six weeks after that I had an art department inhabited by functioning artists. Don't get me wrong. I didn't fire either of my co-workers. One was incarcerated before I had to. The other threw his coffee up the wall and stomped out when I suggested he might want to turn up before 10:00 a.m. each day. I suspect that my stay at the company lasted a few years longer than it might have, had I not been so determined to make a point.

Those particular nineteen years just happened to be the dawning of an era in Canadian Children's Publishing. I had arrived, albeit unwittingly, in a field that was about to burst wide open. I would benefit, learn, experiment, invent and have more opportunities than I could have imagined. I would use my drawing and painting, photography, advertising, layout, lettering and packaging skills to good advantage. I would work on anything from book clubs, brochures, catalogues, corporate logos, even display booths. This period was, in its own small way, my Renaissance.

In those days, there was activity outside the company, but there was no Canadian publishing program at Scholastic, so, when we decided to join the fun, there was no path to follow, no example to learn from. Scholastic's first book was *The Forgotten World of Uloc* by Brian Buchan. I had no idea of how to lay a book out, but it was my job to produce this one. Pre-computer days were not so easy. In a desperate and totally senseless attempt to make each chapter begin on the right side of the book, I filled the inevitable blank pages I had created with illustrations. There was no one to tell me not to, so *The Forgotten World of Uloc* came to be an illustrated book.

By the second try, I had devised a more logical approach. With each new attempt, I refined a few more aspects of book design until by and by I had a fair idea of what I was doing. And now, I truly began to love what I did for a living. It hadn't occurred to me yet, that I was beginning to follow in my family's footsteps.

Elizabeth Cleaver, William Toye, Lynne Cook, Mary Alice Downie, Margaret Maloney, Edith Fowke, James Houston and Jean Little were names that were the building blocks for what was to come. With each book club flyer, they crept, title by title, into my growing awareness. Because the company was American-owned, I became aware of authors, illustrators and titles from south of the border, too. And, as I diligently cut off covers to be sized and screened in our new darkroom, I laid the dismembered books aside to be read after work. This was a habit I continued long after I had two children of my own. They were somewhere around age five when they realized that books were supposed to come with covers on them.

I read all the books there isn't time for in one childhood, but now I read them with a different eye. They were examined, criticized and admired. I would tell myself I knew exactly why and how each of them worked.

Most often I was probably mistaken, but it didn't matter. I was developing an analytical approach to children's literature. No longer did I take for granted those things that had been placed in my hands so long ago. I was in fact developing a style, long before I knew it, and long before I would need it. In other words, Scholastic became a rich learning center and a wonderful preparation for what was to follow.

Over the months I illustrated a large number of books on the Canadian list. It didn't occur to me to ask for payment or royalties, though much of the work was done at home. In those days royalties were not necessarily offered to illustrators. A fifty-fifty split was something I would champion for other artists farther down the road.

By book number ten, I ran out of styles and ways to make Scholastic look as if it had a staff of thousands. It was time to start developing a stable of freelance artists. I had no idea where to begin. Apart from the few leading lights who had already been snapped up, the industry wasn't booming with

illustrators. The first person to walk through my office door was assigned a cover. The book was *Samantha's Secret Room* and the resulting illustration was dreadful. I remember thinking I might be able to salvage it if I cut the head off the unfortunate Samantha and replaced it with a better one. The surgery was successful and the original artist, having been paid a handsome \$90.00, didn't dream of uttering a peep. Things needed to improve in a hurry.

I began to enjoy shopping around and orchestrating new relationships. With my own marriage to publishing now firmly established, I played the role of matchmaker with growing zeal. I had to. Scholastic was becoming a force in publishing as were its competitors. The arrival of Kids Can, Annick and Tundra, and the presence of the older established houses such as Oxford University Press, McLelland & Stewart and Macmillan of Canada, forced us to be inventive. Our new hard cover imprint was North Winds Press. Among the illustrators whose first books appeared under that banner were Barbara Reid, Phoebe Gilman, Robin Muller, Alan Daniel and Ron Berg. Far from missing the days when I could illustrate, I relished bringing such talent into the company. I relished art directing and designing. I was as proud of those books as I suppose the authors and illustrators were. I silently shared a sense of ownership with them even though they may not have realized it or appreciated it if they'd known.

Strangely enough, with all this fulfillment going on, I had a distinct longing for more, and on a much more personal level. Marriage to a career may be fine, but there was no marriage partner. Nor were there any children of my own. Long, long before this, I had known that husband or no, I would have a family. In 1975 I began taking steps to ensure it. For five very long years the attempt to adopt a child continued. Then, in 1980, I met with glorious success, not once, but twice. Within five months of each other my two daughters came home. Eight-month-old Lienne came from Cambodia in August. The following January I travelled to Manila to pick up Meg. The babies were six months apart in age and both sick. Suddenly there was much more to think about than how to join text to illustrations and make the whole thing come out to 32 pages.

I mention this now only because it was quite understandably the most pivotal point in my life. Oddly enough, it was the best thing that could happen to my career. What everyone supposed would throw me off track, cloud my focus, confuse the issue,

reduce me to exhaustion, became a great driving force. I will not pretend for one moment I adopted children in order to become better at publishing. But now there was a purpose for all this work. Not only that, as the months flew by, I had two willing teachers at home. And they were the best teachers I could have had.

The first and most startling lesson they taught me was that everything I thought I knew, I didn't know at all. I had based my "knowledge" on a fair bit of supposition. "Kids would like this," "kids wouldn't like that," were judgments that had rolled off my tongue with shameless ease many a time. Suddenly, I was unwilling to say such things, because every time I did, my children proved me wrong. Were my kids warped? Were they dull-witted? Were they right, were they wrong? Why was it that their opinions often differed from mine? Why didn't they even agree with each other? What did they know about children's books anyway?

With every hard-earned axiom they trashed, my children left me with a fragment of truth. In the end, what I think they said was, the very things I once knew as a child. They either liked or they didn't like. The words struck a special chord or they fell flat. The illustrations drew them in or pushed them away. Without an older sister to screen their selection, my children and countless others, could, with the speed of lightning, accept or reject a year's worth of someone's blood, sweat and tears, with equal ease. Some passed, others didn't, and many of my own favourite, beautiful books failed their test when other dated, and to my mind unattractive, editions succeeded.

This was terrifying. It was also exhilarating. It was time to re-group. Very fortunately for me, I had time to observe and develop a solid philosophy before I found myself in a position to select manuscripts for publication.

As the children supervised my de-programming, Scholastic offered new challenges. Offshore printing had surfaced as the means by which beautiful picture books could be produced within acceptable profit margins. This was an important occurrence in children's publishing. At first we all resisted the notion that Canadian books had to be printed on the other side of the world. It didn't seem very Canadian. But there was no denying the fact that without less expensive labour, separations and film, there would be fewer, if any, Canadian picture books to

publish. Instead of driving through the snow to check print runs in Owen Sound, I began flying regularly to Hong Kong.

Sending artwork to the Far East wasn't without its risks, though. My very first trip was rather like a spy adventure. Before my departure we had gotten into some very unpleasant difficulties over a book I was feeling quite fond of. For some unknown reason, Scholastic pundits in New York decreed that all offshore printing would be handled through the British branch. This was destined for failure and the first job to go there pointed that up.

It was Phoebe Gilman's *The Balloon Tree*. The art survived its journey from Toronto to Hong Kong via London. But it didn't survive in the hands of someone who didn't care about it. Three sets of separations later, I was still refusing to accept the colour, while my British counterpart was accepting it and becoming very frustrated with me. Extremely large bills began coming our way, which I refused to pay. When I asked for the art back, permission to have it was denied. Not only that, no one would tell us where it was. When I got on the plane for Hong Kong, my mission was to find it, kidnap it if necessary, start all over again elsewhere, and not come back until it was printed.

I cannot tell you how, but 99.9% of it was located. And late that night in my hotel room, I recreated the small piece for the front case that had gone missing. That book ended our new arrangement.

By now, Betty Waterton and Ann Blades had given us *A Salmon for Simon*. Allen Morgan and Michael Martchenko had published the *Matthew's Midnight Adventure* series. Dennis Lee was on the scene, as were Janet Lunn and Kevin Major. Robert Munsch had titillated youngsters with his irreverent use of the word "bum". Canadian books were beginning to achieve well-deserved recognition beyond their own backyard. With that recognition, their publishers abandoned the notion that stickering books with red maple leaves and flags would somehow make them more appealing to their customers. They began to see that a Canadian story could be about any ordinary everyday thing. It didn't have to be a myth, legend, native retelling. It didn't have to have snow and igloos to make it work. We could still do those books and we would continue to refine them, but we were suddenly, delightfully ready for so much more.

Finally, the day came when I was ready for more, too. I had earned my stripes. I had been introduced to the editing experience through *Crackers* magazine, which I piloted for three years. I had seen the rise and decline of *Focus on Phonics* and the Whole Language movement. I could recognize patterned books, thematic units, Individualized Reading, predictable text, environmental language and cloze exercises with the best of them. Fortunately, so could my daughters. They often brought me old books from school to "make new again". *Have You Seen Birds?* was one, and with Barb Reid's special art it was revived and is still going strong today.

But to me, my role in publishing was losing its shine. One day I went to lunch, had an unc customary drink alone and a serious talk with myself. Twenty minutes later, I was back at the office, typing out my letter of resignation.

It wasn't as calm as it might sound. I had two children to raise. I had never worked anywhere else and was half convinced that I had no real experience to offer. Everything I knew, I had learned in one place. What if it didn't apply anywhere else? Then again, what if I never found out?

So I broke a cardinal rule in publishing: never leave a job without having another one close by. I handed in the letter, went straight to the telephone and called Ricky Englander at Kids Can. I didn't know her well, so I was very surprised when she knew me and my work. She invited me to her office and when I left I had a number of books to design on a freelance basis. The next call was to Sheridan College. By Thursday I had a part time teaching position lined up for the Fall. I was beginning to believe in life after Scholastic.

And then something remarkable happened. Through a friend, I learned of an opening at Oxford University Press. It was the chance of a lifetime. Oxford was considering expanding its children's list. They were looking for someone to initiate a full time publishing programme. Fearing I was way out of my depth, I applied, and after three nervous interviews, found myself wanting that job so badly I could taste it. When I was told it was mine, I hastily called Kids Can and Sheridan College and bowed out as gracefully as possible.

At Oxford I was given an office and a computer

and was left entirely to my own devices. This was somewhat intimidating, but I was doing pretty well suppressing the panic until I found out that the legendary William Toye was working three doors down the hall. I imagined that he would burst in momentarily and expose me for the nincompoop I was, and once again, the jig would be up. He did eventually knock at the door, but only to introduce himself and offer his help. How fortunate I was to have such help close at hand.

Where to begin? One thing was clear. I would start fresh. If someone I had worked with before made contact, fine. But I wouldn't take from Scholastic what I had built up there. To my delight and immense relief, several familiar authors and artists did turn up. But one of my greatest pleasures had always been finding new talent. Now I could work from both ends to the middle. While I read unsolicited manuscripts I could visualize a hundred different illustrative styles to go with them. I saw portfolio after portfolio and rifled through every Creative Source in print. The first six books were out six months later and were considered a success.

I guess it's not so strange, but I thought it was at the time. After my initial jitters about editing I found that I thoroughly enjoyed it. I can't say the same for my poor sister who was a real editor now living in Montreal working as a book packager. For months I sent her everything to check so that she could ensure I didn't disgrace our lineage by making some dreadful gaff in print. Finally, she decreed, a little firmly I thought, that I was ready to fly solo.

That was precisely when I received a manuscript from a literary agent named Joanne Kellock. It needed work, but I thought it was intriguing. It was exotic, yet universal. It was mysterious and poignant, it bridged the generation gap, it was both sad and hopeful. I couldn't think of a reason why people wouldn't relate to it on some level. Better yet, it was an African tale written by an African author. With increasing awareness of voice appropriation running rampant in the industry, this last detail was an added gift. Before doubt could creep in, I signed it up. Feeling confident for the first time, I wanted to show it to my Managing Director. I knew he would be as excited as I was.

He read it in front of me and the best thing I can say about his expression was that it was impassive. Finally he removed his glasses (a bad sign when dealing with Michael), and looked wearily away.

"Of course, it's your publishing programme, so you can do it if you insist. I would advise against it, though."

My stomach churned. "Why?" I asked.

"It's too foreign. Canadian children couldn't relate to it because they wouldn't have a context for it. It's sad. It's about an old man. It's by a total unknown. With the number of resources you have I can't see why you would choose this." Then he rose and put his glasses back on. "But, as I say, it's your decision. Don't let me stand in your way."

I felt like a lemming running for the sea. If I followed my instincts, I would probably sink. If I followed my boss', he would know I was a wimp of the first order. I chose failure over wimpdom and pulled out my latest edition of *Creative Source*. After some searching I came upon an interesting sample page and, certain I would never be able to entice this artist away from advertising, telephoned him anyway. To my surprise, he was interested. I faxed the manuscript and received a very enthusiastic call the next morning. He would do the book under one condition; I would give him his total advance in a lump sum so that he could go to Africa to gather reference and to paint. He would be gone for six weeks.

Sensing death, I plodded up the stairs to Michael's office. "You know that manuscript you don't like? I need to pay a total stranger for the entire job now so that he can go to Africa for six weeks."

The glasses came off again. "Do you think he'll come back?"

"It isn't enough money to run away forever with, Michael. Yes, I think he'll come back."

My boss smiled. "You do know your neck is stuck way out on this."

"Tell you what," I bluffed. "If he doesn't come back, I promise to jump off an overpass on the 401."

Michael accepted my offer and I left half wondering if he was serious. *The Orphan Boy* was signed up. Tololwa Mollel was a delight to work with. Paul Morin went to Africa—and returned. When I saw the first paintings I was ecstatic. I ran upstairs this time, trannies in hand. Michael baldly

stated that although the illustrations showed a certain quality, they were not to his taste. Children wouldn't like them either.

That spring I was sent to Bologna, Italy for the huge international children's book fair. Foreign rights and co-publishing deals happen so quickly there that vertigo can be a problem. Armed with a mock up of each new title, but no appointments, I was remarkably fortunate to sell three books including *The Orphan Boy*, which went to five different countries. Dorothy Briley of Clarion Books still throws her head back in laughter remembering the stunned expression on my face when she announced she would take an initial 15,000 copies. After a lengthy pause, I responded by saying, "Good...what do we do now?"

As if that wasn't vindication enough, *The Orphan Boy* went on to win a string of awards including the Governor General's. The day of the announcement, Michael sent a bouquet of flowers with the following note:

"Congratulations and thank you. You may come down from the overpass now. Two failures with no comment made have been credited to your account.

Sincerely,  
Michael.

PS. Has anyone ever said what it is they like about this book?"

After that, I was looked upon as a kind of idiot savant. I enjoyed the attention and used my two failures with alarming speed. Still, I took care not to gloat over that first amazing streak of luck. Michael asked me once why I had never said, "I told you so."

The answer was simple. He could just as easily have been right. There never was, or will be, a sure-fire way to predict the success of a project at the outset. In publishing, too many variables are always at play. Many manuscripts identify themselves immediately as unsuitable. But the ones that vibrate in your hands, cause a little itch, send the radar signals beaming, are the ones that constitute a risk. They're different, but are they good? They're inventive, but are they believable? They are the ones that will score or flop. They are the ones that publishers live for and fear the most. In the end, all one can really do is take what little one knows and go with an instinct. As any child will tell you, wonderful things can happen that way.

By now, unsolicited manuscripts were flowing like water and they had become an awesome burden. As fast as I could read, more arrived, and someone was always on the phone to ask if theirs had come, if I had read it, why it was taking so long, why I had rejected it and exactly what it was that I *did* want. I cannot pretend that the "slush pile" is fun. But a word needs to be said in its defense. If publishers refuse to accept unsolicited manuscripts, where will the promising new authors come from? The slush pile is where *The Dragon's Pearl*, *Tiktala*, *Of Things Not Seen* and countless others came from. I may not always be able to accept them, but I believe it's important to try for as long as possible.

My Oxford years were dreamlike. I had the freedom to choose, edit, design and publish to my heart's content. New working relationships were forged and some old ones were strengthened. Michael Bedard, Julie Lawson, Paul Morin, Stephen Hume, Regolo Ricci, Paulette Bourgeois, Laszlo Gal, Nicola Morgan, Allen Morgan, Michael Martchenko, Maxine Trottier and a host of others graced our list within five short years. And I knew I was leading a privileged life.

It wasn't all fun and games, though. One had to develop a thick skin, especially in publishing meetings. I found it puzzling when, in the adult programme, without a peep, many thousands of dollars were designated to multi-year projects based on an author's name and an editor's description alone. Then one of my thousand word picture books could provoke emotional responses in those same adults and the debate as to its merits could last for quite some time. Still, it was good to know that my colleagues could feel so passionately about a picture book. It was good to know we shared a sense of responsibility towards those beginning readers.

It is certain that many grown-ups do feel strongly about what their offspring read. And that is good. But at times perhaps we lose our perspective. For example, last year, when a child could turn on the television and witness upwards of two thousand killings, or spend all her waking hours watching the O.J. Simpson trial for entertainment, one concerned library board removed *Peter Rabbit* from its shelves because he was perceived to be too violent. Go figure.

One night two years ago, Leona Trainer (a colleague from the Scholastic days) and I were sharing a laugh over dinner about a similar, unbeliev-

able situation. One thing led to another and before long I was inspired to tell a rather mother-like story. Mother-like, because I possessed some of my own mom's instincts for storytelling. And mother-like because it was about the day I became a mother in a Philippine courtroom. Leona found the whole thing extremely funny, so I told her more, and then more. By the time dinner was over, she was convinced I should write a book about the whole saga.

Anyone who knows Leona knows she doesn't give up on an idea easily. After a fairly long wearing-down period, she finally persuaded me to submit an outline and a sample chapter to Stoddart. I convinced myself that two international adoptions by a single parent would arouse interest. It certainly seemed to every time the girls and I ate in a restaurant. The powers that be at Oxford sanctioned (with some relief I suspect), the fact that I wanted to submit my proposal elsewhere. No conflict of interest and no embarrassment for us. Quite proper.

With the children's full knowledge and much encouragement, I sent the treatment and first chapter to Stoddart and was flabbergasted when, three weeks later a contract was offered. Without thinking it through, I had just entered the family business. Sometimes there is no escape.

How could anyone have guessed that in six months, when I was wrestling with Chapter Seven, Oxford UK would suspend all children's trade publishing worldwide and I would be abruptly terminated? How could anyone have guessed that Jack Stoddart would decide to make an offer to Oxford for my backlist and me?

Almost as quickly as my job had vanished I found myself sitting behind a desk in my own publisher's publishing house. I weakly asked if we could just forget the "book thing" and was told not to be ridiculous. That meant I had to forge away, both at my home computer and at my office on Lesmill Road.

As I became more comfortable in my new surroundings, I became less comfortable thinking about handing in my written work.

I finished the manuscript five months later, but took another two weeks finding the courage to present it to the Managing Editor. I finally did, and was immensely relieved to hear Don Bastion chortling away in his office and Lynne Missen snuffling

back tears in hers as they read different segments of the manuscript. *Double Take* was edited and designed and produced by people other than myself. What an enjoyable luxury it was to watch that happen. The book was published last fall and I finally knew how it felt to have my name on the front cover of a book.

Fortunately the rest of my work isn't completed yet. With the new formation of the Stoddart Kids Division this past summer, Leona Trainer and I are doing what we like best to do. We're continuing our love affair with children's literature. It has become a passion for us both. And it has to be.

Childhood is short enough as it is. These days so many players demand a share of it. Computers, multi-media, the internet, now compete with television for our children's attention. After-hour day care and structured recreational programs gobble up more of their time. Less time at home, less time with parents, less time with books, means that more energy has to be spent on providing the best we have to offer. With the original picture books and young adult novels, new format reprints and buy-ins from abroad, we have thirty-seven titles planned for next autumn.

If we survive that, and another Bologna, we will learn more about distributors, licensing, packaging and marketing. But we will not forget that there are still better books to create. Each one will be as different as each child who reads it. But each and every one will be published in the hope that somebody will place it in a smaller hand and say, "Here, this one's just right for you. You'll like the story. You'll like the pictures. You'll like the animals. It has a sad part, but that doesn't last long and you're going to love the happy ending."

Once, when I was struggling to write the beginning of a speech, one of my girls went to her room and penned this for me. It sums up why children's books mean so much to us and I often like to close with it.

"Ladies and gentlemen, boys and girls (if there are any). Children's books are the best *Peter Pan*, *Charlotte's Web*, *Danny the Champion of the World*. It doesn't matter, read them all. *Peter Pan* is supposed to be about a boy who doesn't want to grow up. *Charlotte's Web* is supposed to be about friends, and *Danny the Champion of the World* is supposed to be about a boy and his dad. But they're not. They're about you ... and me."

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Below are conference notes taken by teacher-librarians from West Vancouver School District..

## TECHNOLOGY FOR TEACHING AND LEARNING

presented by **VICKI HANCOCK**, Assoc. for Curriculum and Development  
reported by **MARY ANNE MASSIAH**

General trends in education show that technology is becoming the key to school reform. During the 70s and 80s technology acted as a catalyst for changing the learning environment. Technology alone has not guaranteed student success; rather teachers have had to reconceptualise the teaching and learning experience with the integration of different technologies. The need for professional training has

become critical and this process of reconceptualisation and implementation of new strategies requires much time, effort and support.

The emerging view of the 90s is that technology is aligned with intelligence augmentation; that technology enhances problem solving, exploration and/or hypothesis testing. Furthermore technology promotes the need to work collectively, to discuss ideas and share reasoning. Research also tells us that technology has a significant positive effect on student achievement from preschool to higher education; and certainly the most significant development is the positive effect of technology on student attitudes and self concept. Software now uses a more research-based instructional design. Interactive video and online telecommunications have proven to be especially effective in program design.

Research in the 90s also focuses more on the design and characteristics of the learning environment; designs where learning is more student-centred and where teachers and students have more experience and more opportunity to work and play with technology. We've come a long way, but Hancock points out that it takes five to seven years to reach full integration in the school system and that change here is more evolutionary, rather than revolutionary.

Hancock concluded her session with an overview of research showing how and where technology has transformed teaching and learning. Themes here focused on such topics as Connectivity (telecommunications, LANS, WANS), Micro-Computer-Based Labs, Modelling and Simulations, Multimedia and Resource Directories. Although extensive in scope, her presentation was very upbeat and positive for the new directions in technology for teaching and learning.

## CREATING WEB PAGES

presented by **IAN BYINGTON**

reported by **JOAN HANSON**, teacher-librarian, Chartwell Elementary School.

Ian has a company which designs web pages(Design Studio). The address below will reach him and his company.

[http://www.pacificrim.net/~by design/webmaker.html](http://www.pacificrim.net/~bydesign/webmaker.html)

You need 3 kinds of software to complete a web page without writing in the html language. These are:

1. Software to create a page layout such as Pagemill by Adobe (downloadable on Internet) or Webweaver (also downloadable)
2. Software to convert graphics to a GIF file. GIF Converter 2.3.7 (MAC) This should convert graphics from Clarisworks and other programs.
3. Software to convert text files. Fetch 2.1.2 (Most Internet MAC packages have this program)

### Recipe for Building a Web Page

1. Prep graphics (convert to GIF).
2. Prep text.
3. Put together in HTML edition(program).
  - Manipulate graphics - put them where you want them on the page.
  - Add rules, background colour and images. Format them.
  - Add mail links if you wish.
  - Add links -relative and absolute.
  - Add internal links.
  - Keep all "at the same level".
  - Check your page in the browser.
  - Upload to server. (Caution)
  - You must upload 'raw data'
  - You must call your Internet provider before uploading your page.
  - Submit your page to search engines:  
<http://www.homecom.com/global/pointers.html>  
<http://www.cen.uiuc.edu/~banister/submit~it>

## THE BEST SOFTWARE TITLES OF 1996 AND OTHER COOL STUFF

presented by **DAVE ZASADA** of Educational Resources.

reported by **BETSY HODGINS**, teacher-librarian, West Bay School.

Dave Zasada provided a nicely produced hand-out of titles his company regards as "the Best". These were:

- \* Print Shop Deluxe CD Ensemble - Broderbund
  - \* Trudy's Time and Place House - Edmark
  - \* Oregon Trail II - MECC
  - \* Kid Phonics - Davidson
  - \* The Way Things Work - Dorling Kindersley
  - \* Sammy's Science House - Edmark
  - \* Math Munchers Deluxe - MECC
- (Utilities)
- \* Foolproof by Smartstuff
  - \* Norton Utilities by Symantec
  - \* S.A.M. by Symantec
- (Gradebook)
- \* Gradebook by Jackson Software
  - \* Making the Grade by Jay Klein Productions
  - \* Mavis Beacon Teaches Typing 4.0
  - \* Living Books Series CD-ROM - Broderbund
- (Reference Tools)
- \* Encarta by Microsoft
  - \* First Connections : The Golden Book Encyclopedia by Hartley.
  - \* Grolier 's Encyclopedia by Grolier
  - \* Kid Pix Studio CD - Broderbund
  - \* Teacher's Tool Kit - Hi-Tech of Santa Cruz
  - \* Reader Rabbit Series - The Learning Company
  - \* Math Blaster Plus - Davidson
  - \* Math Blaster Plus:In Search of Spot
  - \* Math Blaster Mystery
  - \* Hyperstudio 3.0
  - \* Kid Works Deluxe - Davidson
- (Integrated Software)
- \* Clarisworks by Claris
  - \* Microsoft Works by Microsoft
- (Desktop Publishing)
- \* Pagemaker 6.0 by Adobe
  - \* Student Writing Centre by The Learning Company
  - \* Multimedia Workshop by Davidson

Equally interesting were Dave's comments about computer technology generally. How about these:

Floppies are losing ground.  
CD-ROM is rapidly gaining.  
Software is pushing hardware now.  
The Apple II is gone.  
External CD-ROM drives are dead.  
Networkable CD-ROMs are not really there yet because they still have memory problems.  
Mac's future is questionable.  
More publishers are producing hybrid CDs.  
The school software market is slow.  
Hooray for standardizing!

All in all, it was a good session. Suggestions for responsible selection of software (beyond the obvious ones to Teacher-Librarians) would have made it more valuable.

## COMMUNICATION AGE

presented by **DAVID THORNBURG**,  
reported by **JOAN HANSON**, teacher-  
librarian, Chartwell Elementary School.

He used a wonderful piece of equipment called a *Screenwriter*. This equipment projected like an LCD but one can also write on the projected image with different coloured pens.

Thornburg's main push was the fact that every-one must prepare for the Communication Age. Example: IBM lost 6.8 billion one year and 8 billion the next because they had not moved into the Communication Age. They fired all the executives. We need to get children on-line and ready for the future but most schools are unwired and do not have telephones in the classroom.

Internet is growing at a rate of 600 new nodes per minute.  
Fact delivery will replace on-line research.  
Textbooks will be replaced by primary sources of information.  
Access will be anytime-anywhere.  
Student generated projects become assessment tools.  
Research skills prepare them for world of work. (children will have access to information at the same time the scientists do.)  
Reporting emphasis will change from bulk to quality.  
Condense all your findings to one page. It is

important to ask for one page results because only those who truly understand will be able to do this.

Citations will be done by handing in a disk of references from Mosaic so that the information can be checked quickly.

The US president has set the date of Jan 11, 2000 for every classroom, hospital, library and clinic to be connected via Internet. He is calling for free access as well. Many districts in the States have been given four free lines per school. Access must be equitable, universal and have interesting destinations.

### Modems

One-third of those \$50,000 wage-earners or college educated have modems at home.

Quick Take : has a \$99.00 digital black and white camera.

Macs with system 7.5 software have the higher speed 2 way audio and video.

Communications will be multimedia with virtual museums to visit.

Motorola has developed a wireless version of Newton called MARCO.

The teacher's role in this is to help students find wisdom and the tools only give information.

## INTERNET SESSION

reported by Joanne Wallis, teacher-librarian,  
Hollyburn Elementary School.

We spent time working on internet using standard text programs and then via a 'direct connection' program called Netscape. It allows you to see on-screen the graphics you may download, whereas, the text-based programs (Mindlink) does not. The graphical interface was a lot easier to use than the text-based programs.

## BAR CODING

This was a demonstration of programs which allow users to make bar codes for specific places on a videodisk. This allows a teacher or student to use visuals from videodisks when reporting.

The presenter made bar codes and placed them into books so that students could read about a topic and then scan in a matching slide or video clip. This would be particularly useful to young researchers.

Programs used were:

Lessonmaker (\$75.00 U.S.)

This was a presentation tool which used number lists to make bar codes and was very easy to operate.

Report Generator (\$49.95)

More difficult to use than Lessonmaker but it will run the laser and record footage to make a barcode. This allows you to barcode those less expensive disks that are movie like with no bar coding. It also is a presentation tool for reports.

### CLARISWORKS SLIDE SHOW

presented by **CAROLINE DEPPERSCHMIDT**,  
Grade Two teacher, Linden Park Elementary, Idaho  
Falls, ID.

reported by **JOAN HANSON**, teacher-librarian,  
Chartwell Elementary School.

Each student made one slide and the teacher put them together as a slide show. The slide show was used as an assessment tool for some of their work.

#### A. Topics:

The teacher made small squares of paper and placed the name of an animal on each. The students chose a paper and placed it on a chart which classified the animals. This gave the slide order.

#### B. Student Planning:

Each student filled in a planning sheet to show the placement of the text, drawings of their animal and their photo.

#### C. Gathering Information:

The students went to the library to gather information from all sources, including CD-ROM.

#### D. Photos:

Each student's picture was taken with the Quickcam and stored on a disk.

#### E. Collation:

As this was a Grade Two Class, the teacher typed in and made all the slides. She felt that as she became more comfortable it would be possible to have the students do their own slide.

Make sure the memory for Clarisworks is set at 3000. OPEN the hard drive. Select the Claris icon (Don't open).

Go to file and choose GET INFO. This is where you can change the memory size.

1. Make a new word-processing document.
2. Go to PAGE SETUP. Change orientation to 'sideways'.
3. Go to bottom left-hand corner and change paper size to 67%.
4. Go to VIEW. Choose SHOW TOOLS.  
-Choose a background colour.  
-Use the 'box tool' to define the background area.
5. Click on the 'text tool' to type text.
6. Import picture.  
Go to Insert and find the picture  
or  
Use COPY and PASTE.

All slides are done on one file. To get each child's work on a separate slide, put your cursor and the end of the child's work.

Go to FORMAT.

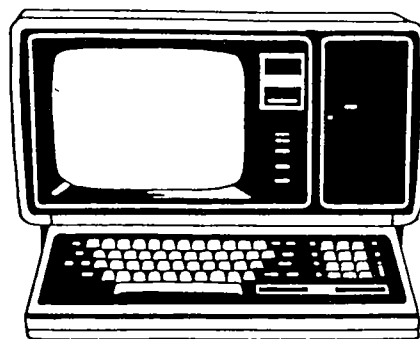
Choose INSERT PAGE BREAK.

7. Go to VIEW.

Choose SLIDE SHOW. This will give you a window.

Go to ORDER. If you wish you can reorder your slides by clicking and dragging.

Under SLIDE OPTIONS you can choose the length of time each slide will be viewed. If you put the slides in a continuous loop, you can escape by pressing "q."



# TEACHER-LIBRARIANS MORE NECESSARY THAN EVER

by LESLEY KRUEGER

reprinted from the Friday, January 19th, 1996 issue of the *Globe and Mail* newspaper, with permission.

*Editor's comments: this article appeared in the above-mentioned issue of the Globe and Mail in the Fifth Column: Education section of the newspaper. Lesley Krueger reports on education every Friday in this space.*

Anne Letain is a teacher-librarian in Alberta, which makes her a member of an endangered species. Ten years ago, there were about 700 teacher-librarians in that province. After a series of budget cutbacks, about 200 remain today.

In Nova Scotia, the provincial government called last year for teacher-librarians to be removed from elementary schools, and the trend across the country is to reassign teacher-librarians to the classroom while replacing them with cheaper library clerks or computer technicians.

Cutbacks: They've become a familiar story, maybe even old news. But as each new trim and squeeze and across-the-board slash is announced, I feel this little itch to ask what the impact will actually be on children in the schools. As president-elect of the Learning Resources Council in Alberta, Ms. Letain predicts the cuts will hit hard, causing school libraries to lose ground right at the moment when they are supposed to be confronting the Information Age.

"I just did a tour of 80 schools, and what I saw was very discouraging," she said from her home in Coaldale, near Lethbridge. "Where there might have been a teacher-librarian in the past, they'd usually put in another person. This might even have been a mother who'd spent a lot of time in the school, and was now functioning as a volunteer librarian.

"So what you'd see—even though these people were very well-meaning—was that they'd been buying books at the local grocery store. You'd see a library full of Disney books. It was enough to make you want to cry."

According to Pat Taylor, president of the Association for Teacher-Librarianship in Canada, the teacher-librarian is a fairly new animal. The job was first defined about 30 years ago, when specialists trained both as teachers and as librarians began using their knowledge of school curriculum and their skills in finding related books to build and maintain vibrant libraries that would be an integral part of schools.

These days, teacher-librarians also have to keep on top of educational software. In fact, the most important part of their job probably consists of evaluating educational materials, whether it comes between hard covers or on CD-ROM. This means not just applying common sense and networking with colleagues, but also knowing where to find and how to use publications containing what amount to a series of book reviews commissioned from knowledgeable teachers.

That's getting harder in itself. Until last year, the Calgary school board published what Ms. Letain calls a "superb" review of educational materials in all formats, which was sold to teacher-librarians throughout Western Canada. Budget cutbacks killed the review, and though attempts are being made privately to fill the gap through on-line services, the impact of this decision is still being felt in subtle ways.

Most Canadian educational publishers can afford only small initial print runs for their products, yet hope good reviews and word of mouth will trigger enough orders for reprints. If they do not, and quickly, the book will go out of print. Without reviews such as the one published by the Calgary school board, even trained teacher-librarians will take longer to find out about good new materials. By the time they go to buy them, they often find the books are no longer in print.

"I was recently hired by a school board up north to do a collection for several schools, and found a discouraging number of the books I wanted to buy were simply not available anywhere at any price," Ms. Letain said. "I had \$50,000 to spend, and someone who knows about this stuff said to me, 'How could

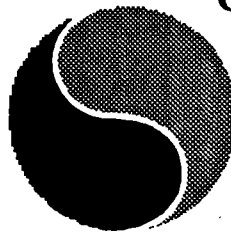
you possibly spend \$50,000? I didn't know there was that much stuff out there.' ”

Yet what's filling the gap is troubling. Savvy educational distributors have taken to flooding the schools with boxes of books, return freight paid, from which whoever is running the school library can choose whatever they want and be billed later. “The books are hard cover and pretty until you get into them,” Ms. Letain said. “But there's one series of books about Canada out of Florida, for instance, that in the geography and history sections have lots of factual errors.”

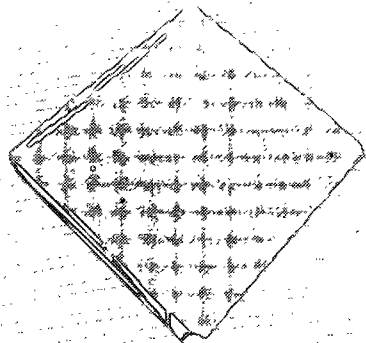
Library clerks are not trained to evaluate materials as thoroughly as is Ms. Letain, who has a master's degree, and she argues that schools will be increasingly at the mercy of educational sales reps pushing inadequate products.

According to Ms. Taylor, “We make short-term decisions about cutbacks. But the impact on students is long-term, and to me, what's happening out there is morally unacceptable.”

I DON'T TRY TO  
DESCRIBE THE  
FUTURE. I  
TRY TO  
PREVENT IT.



*Ray Bradbury (b. 1920),  
U.S. WRITER OF SCIENCE FICTION*



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# RESEARCHING A FAMOUS CANADIAN THE CPPT WAY

by **PATTI GRANT**, Grade five teacher, and **JOAN PERRY**, teacher-librarian at Upper Lynn Elementary School, SD#44 (North Vancouver).

This Famous Canadian unit was cooperatively planned and taught by the teacher and teacher-librarian. Each student used the following format:

- Title Page
- Table of Contents
- I Know I Wonder
- Introduction
- Early Life
- Career Highlights
- Conclusion
- Bibliography

Choice of:

- Later Years
- Major Influences
- Marriage and Family
- After Death

Rough drafts and fact sheets were placed at the back of the project. The written project was completed over a five week period. Verbal presentations came later and were handled by the classroom teacher.

## **As an aid to organization:**

- Each student was given a large manila envelope with a 5-week calendar of due dates for each section glued to the front
- Students were given a second calendar to take home to the family
- Parents were requested to sign the envelope at the beginning of the project

In completing the *I Know I Wonder* sheet, emphasis was placed on students formulating clear, sensible statements and questions. The Introduction consisted of naming who this famous Canadian was and placing this person in historical perspective (when, where). The student explained why this Canadian was chosen and what quality was admired most.

Using fact sheets with rectangular boxes, students recorded phrase-length facts gathered from at least two resources and recorded their own personal responses, where appropri-

ate. Later on, in their drafts the writing tended to have more “personality” than would be the case in just using the facts alone. Facts and responses were cut out, sequenced and glued on construction paper with the appropriate topic headings listed above. Room was left to include topic sentences that either reflected the main idea or captured the immediate interest of the reader. Students were encouraged to read “between the lines” in order to come up with powerful topic sentences.

From this, students then composed meaningful and well-written paragraphs in draft form. After they edited their own work, students organized a partner exchange where they edited again using a formal “checklist.” Good copies proceeded from the drafts. The Conclusion summarized the significant accomplishments and unique facts about their famous Canadian and students could include what they enjoyed doing most in the project. Each student made a portrait with a “plaque-length” précis and this Art Gallery of Famous Canadians became an instant bulletin board display. Students went on to give speeches to the class about their famous Canadians. Emphasis was put on having an interesting opening “hook” to capture the interest of the audience.

A student self-valuation sheet provided good feedback for parents. Evaluation was on-going, so that students knew how they were doing after each section (I Know I Wonder, Introduction, Fact Sheets, Topic Sentences, Draft, Conclusion, Bibliography). Art, Good Copy and Overall Organization were evaluated at the end of the project. Speeches were evaluated for voice projection, eye contact, “hook” and visual aids.

**Especially Useful Resources:**

*The Book of Canadians.* Carlotta Hacker. 1983.  
*Canadian Encyclopedias* (Print and CD ROM)  
*Canadiana Encyclopedia.* 1966.  
*Canadians All: Portraits of Our People.* Volumes 1 - 8. 1979-1989.  
*Her Story I and Her Story II.* Susan Merritt. 1993 and 1995.  
*Hockey Superstars: 1000 Point Players.* James Duplacey. 1993.  
*Inventors: Profiles in Canadian Genius.* Thomas Carpenter. 1990.  
*Junior Canadian Encyclopedias.* 1990.  
*Painters.* Kate Taylor, 1989.  
*Super Skaters.* Steve Milton. 1994.  
*Writing Stories Making Pictures.* S. Noyes. 1994.

Series of Biographies by Michael Webb, including:

*Norman Bethune.* 1993.  
*Roberta Bondar.* 1993.  
*Sandford Fleming.* 1993.  
*Reginald Fessenden.* 1991.  
*David Suzuki.* 1991.  
*Alice Wilson.* 1991.  
*Biography Today Magazine.* Omnigraphics Inc. 1992-1995.

## STUDENT SELF-EVALUATION

Student should complete the self-evaluation in steps as each part of the report is finished.

My Famous Canadian \_\_\_\_\_

My Name \_\_\_\_\_

Y = Yes N = No NS = Not Sure

### Step 1 - Selection of topic

- |  |   |   |    |
|--|---|---|----|
| 1. I chose a topic with resources that are at the right reading level for me | Y | N | NS |
| 2. I am sure there are enough books and resources to do this topic           | Y | N | NS |
| 3. If there are not enough resources here, I know where to go and who to ask | Y | N | NS |

### Step 2 - Gathering facts

- |   |   |   |    |
|---|---|---|----|
| 4. I can pick out the key words                                   | Y | N | NS |
| 5. I can read and understand my notes                             | Y | N | NS |
| 6. On the right side of the fact sheet I did a reader's response  | Y | N | NS |
| 7. I have at least 8 facts in each category                       | Y | N | NS |
| 8. Each fact is in a sensible order                               | Y | N | NS |
| 9. My topic sentences sum up or comment on each category of facts | Y | N | NS |

### Step 3 - Rough draft

- |   |   |   |    |
|---|---|---|----|
| 10. I have written the facts in good, clear sentences             | Y | N | NS |
| 11. I have put the sentences in paragraphs                        | Y | N | NS |
| 12. I have read over my rough draft to check for obvious mistakes | Y | N | NS |
| 13. I have used my time well and finished on time                 | Y | N | NS |

### Step 4 - Editing and proofreading

- |  |   |   |    |
|--|---|---|----|
| 14. I cooperated with my partner to edit and proofread my partner's work     | Y | N | NS |
| 15. When it was my turn to edit and proofread, I did my share                | Y | N | NS |
| 16. I feel responsible for my work and for the work of my partner            | Y | N | NS |
| 17. I think I did a good job peer editing—I found some errors and fixed them | Y | N | NS |

### Step 5 - Publishing

- |   |   |   |    |
|---|---|---|----|
| 18. I am proud of the careful job I did in the good copy, illustrating & bibliography | Y | N | NS |
| 19. I made good use of my time while rewriting to make my good copy                   | Y | N | NS |
| 20. I arranged the parts of my work to be easily understood by any reader             | Y | N | NS |
| 21. I included all the rough copies and working notes, so my process can be checked   | Y | N | NS |

### Step 6 - Presentation speech

- |  |   |   |    |
|--|---|---|----|
| 22. I have found a way to capture my audience's attention                | Y | N | NS |
| 23. I have put keywords and phrases on cards to remember the main points | Y | N | NS |
| 24. I have practiced my speech several times before presentation day     | Y | N | NS |
| 25. I did make a visual aid to go with my speech                         | Y | N | NS |
| 26. I did speak clearly and expressively                                 | Y | N | NS |
| 27. I did answer questions with knowledge after the presentation         | Y | N | NS |

The part I liked best about the whole project was \_\_\_\_\_

The hardest part was \_\_\_\_\_

# SOME CRITERIA FOR EVALUATING CHILDREN'S LITERATURE

## FICTION - CHECKLIST

by **KIT PEARSON**, author of children's books

### CHARACTERS

- are the characters stereotyped in the way they depict girls and boys, race, class, age, goodness and badness or children in general?
- are the characters so full and memorable that you can see and feel them as real people?
- do the characters act believably for their age and (if applicable) to the time in which the book is set?
- are the characters revealed through action and dialogue rather than through explanations by the author?
- is the inner life of the main character revealed?
- does the character go through a conflict? Is he or she changed at the end of the book?

### PLOT

- does the plot unfold naturally through the actions of the characters or are the characters merely puppets whom the author forces to conform to the plot?
- is the plot believable? Is the ending satisfying and right for the story or is it too pat, too bleak or too open-ended?
- is everything in the story relevant to the plot?
- is the story revealed through scenes and dialogue and *shown* rather than told?

### STYLE

- is the book well-written, with correct grammar, avoidance of clichés and a variety of sentence structure?
- is the language fresh, original and direct? Does it read aloud well?
- is the language appropriate to the subject and intended audience?
- is the dialogue natural? Does it avoid current slang that will quickly become dated?
- does the tone of the writing show that the author is showing off about how clever or correct he or she is? Does the writer have a unique, natural style or does he or she seem to be imitating someone else's style?

### SETTING

- is there a specific setting? (not "Anywhere, USA")
- does the setting come to life as a real place? If in another country or time is it accurately researched? Do fantasy settings seem as "real" as real ones?
- are descriptions of the setting fresh, vivid and succinct?

### POINT OF VIEW

- is the story seen through the eyes of a child roughly of the same age as the intended audience?

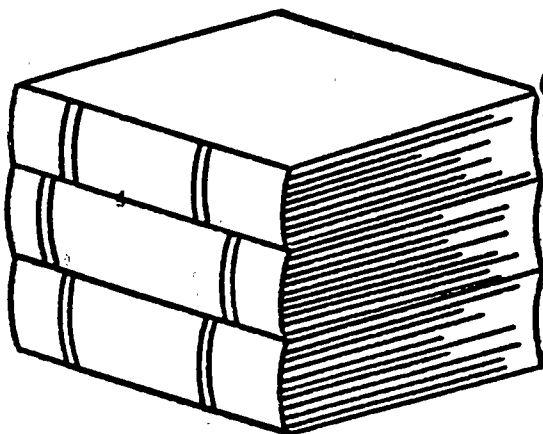
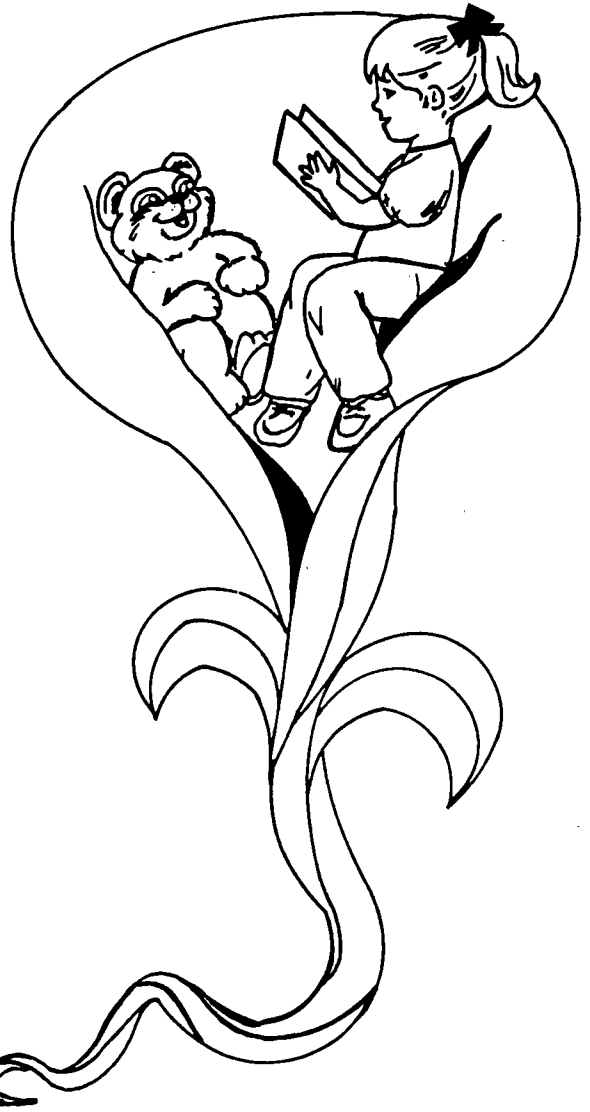
- is the writer truly *inside* the child, or is the book *about* a child but really for adults?
- does the writer respect children? Is the writer on the child's side? Is the tone condescending and does the author show the adults in the story as being always right?

### THEME

- is there a theme? One that the young reader may not fully understand but that may become apparent long after he or she has finished the book?
- is the theme unobtrusive to the story, or is the writer overly didactic in presenting it?

### IN GENERAL

- did the book fully involve you from beginning to end? Did you forget that it was a book written for children? Did it provide a powerful emotional experience?
- how does the book compare to others in its genre?
- does it have an inviting title, cover and first paragraph?
- do you wish you had read this book in your childhood and do you wish that every child could read it?



# FUNDS AVAILABLE TO SCHOOLS FOR LEARNING RESOURCES

by **BCTF RESEARCH DEPARTMENT, RT96-0027, March 1996**

Each year the BC Ministry of Education distributes to school districts funding to purchase learning resources. Learning resource funds can only be spent on learning resources, as defined by the ministry. These include print and non-print materials, software, and the like.

Funds not expended at the end of the year remain in the account and can be expended in future years.

Tens of millions of dollars have been sitting unexpended in learning resources accounts around the province. At the same time, many teachers and teacher-librarians have been told money for learning resources is not available.

The unspent amounts in learning resource accounts around the province reached a total of \$19,283,512 as of June 1995, compared to \$24,347,305 as of June 1994. The total additional amount distributed to districts during 1995/96 is \$22,920,549. The total fund now available on a province-wide basis totals more than \$42 million.

The data on funding was recorded as of June 30, 1995, and provided by the BC Ministry of Education, Learning Resources Branch.

## Learning Resources Funding Summary Funds for 1995-96 by District

DISTRICT	BALANCE AT JUNE 1995 \$	1995/96 ALLOCATION \$	TOTAL AVAILABLE \$
01 Fernie	254,140	120,044	374,184
02 Cranbrook	78,340	172,938	251,278
03 Kimberley	103,549	72,579	176,128
04 Windermere	22,975	117,926	140,901
07 Nelson	113,032	225,973	339,005
09 Castlegar	61,979	101,842	163,821
10 Arrow Lakes	15,144	46,635	61,779
11 Trail	51,909	152,721	204,630
12 Grand Forks	43,961	66,846	110,807
13 Kettle Valley	34,194	55,374	89,568
14 S. Okanagan	49,579	106,783	156,362
15 Penticton	107,771	226,447	334,218
16 Keremeos	66,675	34,720	101,395
17 Princeton	36,058	42,626	78,684
18 Golden	175,897	66,918	242,815
19 Revelstoke	104,858	73,190	178,048
21 Armstrong	5,496	106,707	112,203
22 Vernon	434,569	372,432	807,001
23 C Okanagan	1,453,515	868,295	2,321,810
24 Kamloops	484,058	631,921	1,115,979
26 N.Thompson	19,167	48,222	67,389
27 Cariboo-Chil	707,175	340,323	1,047,498

28 Quesnel	35,160	202,448	237,608
29 Lillooet	114,383	52,330	166,713
30 South Cariboo	9,346	59,526	68,872
31 Merritt	48,239	92,303	140,542
32 Hope	79,972	63,949	143,921
33 Chilliwack	329,255	384,118	713,373
34 Abbotsford	188,218	669,911	858,129
35 Langley	1,390,127	696,532	2,086,659
36 Surrey	0	2,001,181	2,001,181
37 Delta	701,033	600,532	1,301,565
38 Richmond	375,627	849,251	1,224,878
39 Vancouver	2,091,125	2,080,631	4,171,756
40 New Westminster	130,828	392,665	523,493
41 Burnaby	353,627	836,651	1,190,278
42 Maple Ridge	521,667	536,284	1,057,951
43 Coquitlam	905,824	1,135,892	2,041,716
44 North Vancouver	18,754	650,966	669,720
45 West Vancouver	119,987	231,645	351,632
46 Sunshine Coast	71,731	159,172	230,903
47 Powell River	231,973	124,627	356,600
48 Howe Sound	44,866	153,688	198,554
49 Central Coast	19,132	28,391	47,523
50 Queen Charlotte	52,237	51,248	103,485
52 Prince Rupert	467,315	153,098	620,413
54 Bulkley Valley	109,610	125,452	235,062
55 Burns Lake	93,864	69,370	163,234
56 Nechako	178,291	149,248	327,539
57 Prince George	1,260,186	702,961	1,963,147
59 Peace River South	220,561	245,456	466,017
60 Peace River North	113,814	211,006	324,820
61 Greater Victoria	898,141	800,240	1,698,381
62 Sooke	344,837	340,863	685,700
63 Saanich	242,494	304,559	547,053
64 Gulf Islands	-4,909	129,783	124,874
65 Cowichan	57,992	340,874	398,866
66 Lake Cowichan	14,058	61,407	75,465
68 Nanaimo	1,089,975	635,007	1,724,982
69 Qualicum	71,397	198,403	269,800
70 Alberni	64,603	226,718	291,321
71 Courtenay	191,225	393,714	584,939
72 Campbell River	509,609	310,742	820,351
73 Mission	142,004	258,305	400,309
74 Agassiz	8,620	51,364	59,984
77 Summerland	58,946	80,011	138,957
80 Kitimat	110,005	109,165	219,170
81 Fort Nelson	20,193	62,723	82,916
84 Vancouver Island West	0	40,945	40,945
85 Vancouver Island North	208,260	117,876	326,136
86 Creston	18,757	144,793	163,550
87 Stikine	33,124	28,442	61,566
88 Terrace	211,278	217,212	428,490
89 Shuswap	231,140	252,580	483,720
92 Nisga'a	60,970	52,829	113,799

# GOVERNMENT: A STATIONS APPROACH FOR GRADE FIVE SOCIAL STUDIES

by **MARK KEELAN**, teacher and **JIM HOLGATE**, teacher-librarian, A. H. P. Matthew Elementary School, SD #36 (Surrey); based on a unit by **MARGARET CLARK**, teacher, Kirkbride Elementary School, SD #36 (Surrey) and **JIM HOLGATE**.

## INTRODUCTION

The goals of the unit are to familiarize students with the roles of various levels of government, the names and policy of different political parties, electoral areas, political discourse (newspaper clippings and cartoons) and the jobs of elected officials. Research skills include evaluating information resources and getting information from telephone interviews, personal questioning and newspaper articles. Students periodically complete a learning log to report on how the unit was going, and what they found difficult or easy.

During the 1996 provincial election, the unit stressed provincial and local politics. The MLA, MP, and mayor were all invited to speak to our students. Our MLA and mayor actually came to visit our school.

We needed to address a range of abilities in the class. Stations had to include things that would be challenging for the more able; and include things that would be easy enough for most students to achieve. The station where students phoned a government agency to attempt to find information often proved quite challenging. In some agencies, receptionists are being replaced by automated touch-tone responding systems and voice mail. We also found a few agencies where the receptionist was unwilling or unable to say what the agency did!

## EVALUATION

Student responses were evaluated for completeness and correctness at each station. After the unit, we discussed possible modifications. We had planned for two rotations per forty minute period. Initially, students were only able to complete one rotation per forty minute period, so additional time had to be booked. It is a good idea to start slowly if the students are unfamiliar with the stations approach. Instruct students how to get information on the phone, and provide the opportunity to practise with partners before phoning. We also thought it would be a good idea to have a long-term mini-project concurrent with the stations because some stations were much faster than others.

## MATERIALS

Each student has a folder with an outline of the unit. In addition, there is a folder at each station containing materials needed at that station. Students pick up materials at each station as they go around and put their completed work in their folders. Some stations had items like books or maps that the students did not take with them. Using folders allowed the stations to be set up and taken down quickly. Detailed descriptions of materials are shown in the description of each station.

## TIMELINE

We planned on an introduction, then two rotations per forty minute period, followed by a catch-up period. The first four rotations took a whole period, so we had to book four extra periods. (Total planned: nine forty minute periods; Actual time: fourteen periods of between forty minutes and one hour twenty minutes.)

## STATIONS OVERVIEW

Students keep a copy of this in their folder and complete it as they complete the stations.

### Station checklist.

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

My political party for research is: \_\_\_\_\_

No.	Name of station	1=easy, 2=mostly easy, 3=a little hard, 4=hard
1.	Political party summary	
2.	Sort and classify	
3.	Book evaluation	
4.	Word search	
5.	Mapping	
6.	Telephone	
7.	News clippings	
8.	Creative Advertising	
9.	Political cartooning	
10.	Jobs of elected officials	

## 1. POLITICAL PARTY SUMMARY

About a month before visiting the library, students write to political parties to get information sent to the school. Information about names and addresses of the political parties as well as the names and addresses of elected officials are available from the Vancouver Public Library computerized dial-in catalog. (The modem number in Vancouver is (604) 665-5010. Out of town Internet access is at <http://www.city.vancouver.bc.ca/library/NPL1.HTML>)

### Summarize information about a political party

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

Date \_\_\_\_\_

Name of the Party:
Name of the Leader of the Party
Name of the Candidate in my riding (if any)
Phone number of the Candidate in my riding (if any)
How many members of Parliament belong to the party?
Describe the party platform. What would they do about jobs, free trade, education, the economy, the environment, immigration, multiculturalism, poverty etc. if they formed a government? You might not be able to find out all the answers for each party.
What was the most interesting thing about this political party?

## 2. SORT AND CLASSIFY

Students study the jobs of the three levels of government in the classroom prior to coming to the library. The worksheets are placed in the station folder, and students pick them up when they visit the station.

### Responsibilities Of Governments

Put each of the following responsibilities of governments into the correct column below. Some of the words may belong in more than one column.

police	AirCare	health care	Coast Guard	highways	sidewalks
driver's license	libraries	ambulance	libraries	passports	education
sewage	parks	business license	BC Hydro	airports	Old Age Pension
Goods and Services Tax	armed forces	fire protection	forestry	customs	citizenship
immigration	garbage	universities	recreation centers	foreign aid	mining

LOCAL	PROVINCIAL	FEDERAL

### 3. BOOK EVALUATION

The station included a worksheet in a folder and a variety of books and publications pertaining to government. There should be a variety of books— they do not necessarily have to have glossaries, indexes and tables of contents, and they do not necessarily have to have current information, since the exercise is to evaluate books. Suitable titles include:

Forsey, Eugene A. *How Canadians govern themselves*. Ottawa: Government of Canada, 1988.

Granfield, Linda. *Canada votes*. Toronto: Kids Can, 1992.

McTeer, Maureen. *Parliament*. Toronto: Random, 1995.

Neering, Rosemary. *Government*. Markham: Fitzhenry & Whiteside, 1985.

### Book evaluation

Is the book easy to use?

	√ Book one	√ Book two
Table of contents		
Index		
Titles (subtitles)		
Photos, illustrations		
Glossary		

Is it a good book?

	√ Book one	√ Book two
Show the year of the book		
Is the information current?		
Is it easy but not too easy?		

Tell which you prefer and why.

### 4. WORD SEARCH

A word search puzzle grid may be generated by a computer to cover the vocabulary discussed in class. Alternatively, the teacher or students may create a word search manually for the class prior to the stations being set up.

### 5. MAPPING

Maps of electoral districts are available from the registrar of voters. The number is in the blue pages of the telephone book. Students are supplied with blank paper. A map is posted, along with instructions telling students to draw and label the main streets surrounding the riding, to label the map with the names of the riding and the adjacent ridings, and main streets within the riding.

## 6. TELEPHONE

A telephone is temporarily moved into the library. Inside the station folder is a list of possible agencies to phone, and a worksheet with the instructions. Students draw from a can to see who they phone, then sign their name beside the agency they get. The numbers for government agencies are in the blue pages of the phone book.

### Telephone Log

At this station you will have to telephone a government agency and ask for some information. Please be polite. Please fill out this sheet as you make your telephone call. The steps you should take are listed below:

1. Choose an agency to call from the can and dial the number.
2. When someone answers say that you are a student and that you are doing a project on how governments operate. Ask if there is someone available who can answer a few question about their department.
3. If you get someone to talk to you ask these questions:
  - a) What does your department do?
  - b) About how many people work in your department?
  - c) What ministry is responsible for your department?
4. Ask if he/she has any information that can be sent to you. If there is, ask the person to send it to you at our school address.
5. Say thank you.
6. When you are off the phone answer these questions on the back of this sheet:
  - a) Did someone answer your questions?
  - b) Was the person friendly and helpful? Why or why not?
  - c) Did you get the information you wanted?
  - d) Is the person sending you some information?

## **7. NEWS CLIPPINGS**

In the month prior to visiting the library, students bring newspaper clippings from home for the station. It is recommended that the articles that continue over several pages be photocopied on a single sheet. The station includes copies of the articles in a bag, and a worksheet.

### **Newspaper Article Summary**

Choose a newspaper article from the envelope and fill in the following chart:

1. Who is the article about?
2. What is the article about?
3. When did events in the article take place?
4. Why did things happen the way they did?
5. Where did the event happen?
6. In your own words write what the article is about.

## **8. CREATIVE ADVERTISING**

Students were instructed to make an advertisement that promoted their party. A simple sample was included in the folder. An advertisement had to have at least one illustration (logo), three points in favor of their party, and three points against voting for another party.

## **9. POLITICAL CARTOONING**

In the month prior to visiting the library, students bring newspaper political cartoons from home for the station. The comments and balloons are whited out, and students fill them with new dialog. They can color the cartoon, if there is time.

## **10. JOBS OF MEMBERS OF PARLIAMENT**

Prior to visiting the library, students are ask political representatives visiting the school how they spent a typical day. At this station, students fill in a typical daily agenda.



## SCHOOL LIBRARIAN'S

### DESIDERATA

Go placidly amid the shelves and carrels, and remember what peace there was in reading rooms.

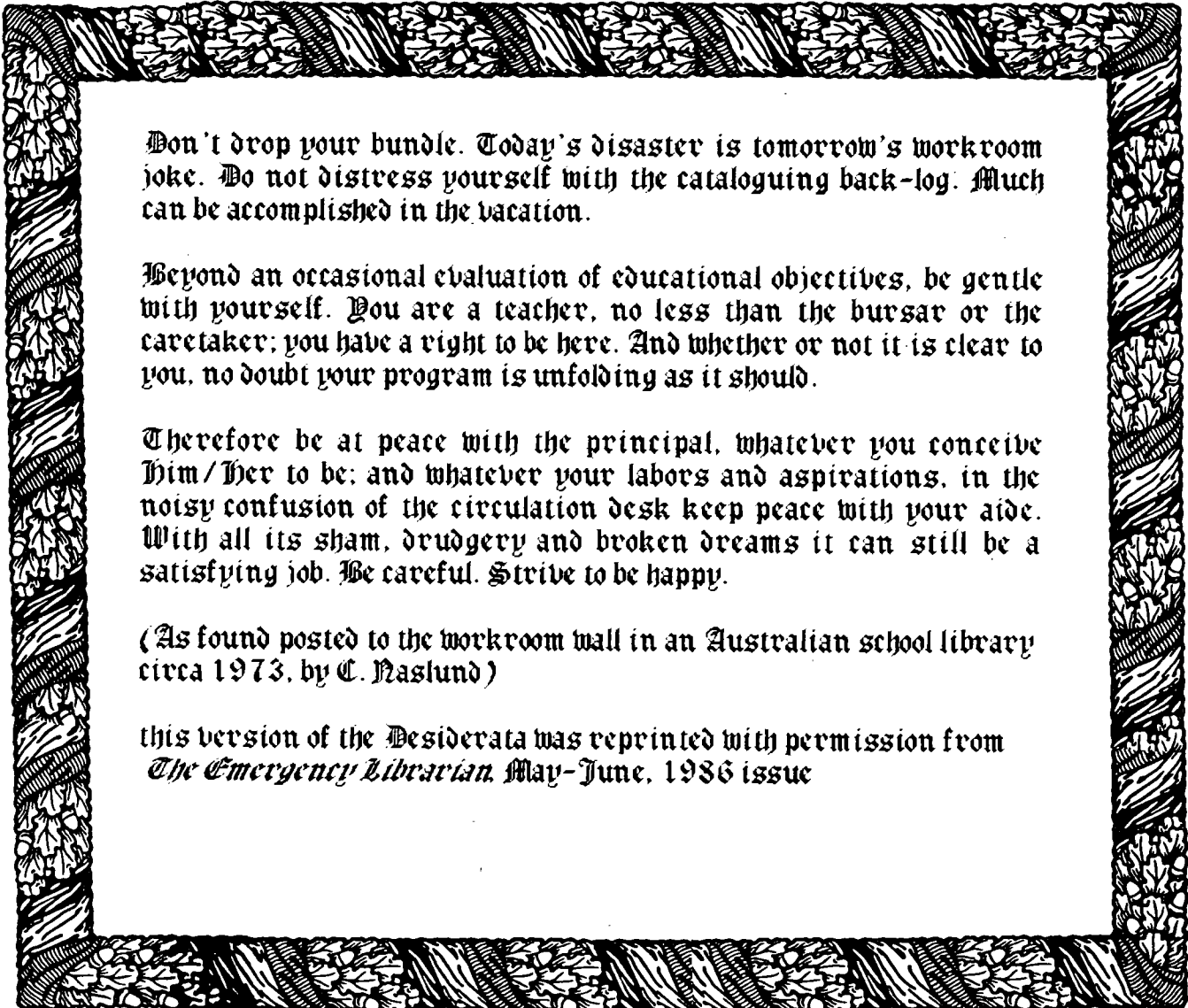
As far as possible without surrender be on good terms with all students. Speak your truth quietly and clearly; and listen to others, even the travelling sales rep.; they too have their story. Avoid loud and aggressive coordinators; they are distractions in the discussion rooms.

If you compare yourself with school board consultants you may become vain and bitter; for always there will be greater and lesser persons than yourself.

Record your procedures in your staff manual, as well as your plans. Keep interested in your own career, however humble. You at least know you're getting results.

Exercise caution in your selections; for information media are full of ambiguity. But let this not blind you to what innovation there is; many librarians strive for high loan statistics; and everywhere the resource center is full of learning experiences.

Be yourself. Especially, do not feign interest. Neither be cynical about teachers' co-operation; for in the face of all aridity and disenchantment it is perennial as the untidy shelves.



Don't drop your bundle. Today's disaster is tomorrow's workroom joke. Do not distress yourself with the cataloguing back-log. Much can be accomplished in the vacation.

Beyond an occasional evaluation of educational objectives, be gentle with yourself. You are a teacher, no less than the bursar or the caretaker; you have a right to be here. And whether or not it is clear to you, no doubt your program is unfolding as it should.

Therefore be at peace with the principal, whatever you conceive Him/Her to be; and whatever your labors and aspirations, in the noisy confusion of the circulation desk keep peace with your aide. With all its sham, drudgery and broken dreams it can still be a satisfying job. Be careful. Strive to be happy.

(As found posted to the workroom wall in an Australian school library circa 1973, by C. Maslund)

this version of the Desiderata was reprinted with permission from  
*The Emergency Librarian*, May-June, 1986 issue

## CHARTRE DES DROITS DE L'ÉLÈVE À L'ÈRE DE L'INFORMATION

Nos élèves sont confrontés à un futur riche en information et le changement sera une des rares constantes de leur vie. Pour qu'ils puissent s'adapter et réaliser pleinement leur potentiel, ils devront être capables d'apprendre toute leur vie durant, de même que de prendre des décisions de façon autonome.

Nous croyons qu'il convient de fournir à tous les élèves la possibilité:

- de maîtriser les habilités nécessaires pour trouver l'information, quel que soit le support ou le véhicule (imprimé, non-imprimé, électronique);
- de comprendre et de maîtriser des habilités efficaces de recherche d'information et de présentation des résultats;
- de développer des habilités pour évaluer, extraire, synthétiser et utiliser l'information provenant d'une variété de sources et de médias;
- d'utiliser les données et l'information pour étendre leur base de connaissance personnelle;
- d'explorer des façons créatives d'utiliser l'information;
- de comprendre leur héritage culturel et leur histoire, ainsi que la culture et l'histoire des autres sociétés et groupes sociaux;
- d'améliorer leurs capacités de se connaître soi-même en développant le plaisir de la lecture;
- d'explorer les valeurs et les croyances des autres en lisant les oeuvres du monde entier;
- de penser de façon critique et de prendre des décisions en fonction des besoins et des valeurs de chacun, ainsi qu'en fonction de l'évidence des faits;
- de participer activement aux décisions concernant leur propre apprentissage.

L'information étant un élément vital pour le développement de la pensée critique et pour une prise de décision autonome, il s'ensuit que l'accès à un corpus d'information qui ne cesse de croître est vital pour le développement du potentiel de chaque élève.

Nous croyons, en conséquence, que tous les élèves devraient avoir le droit :

- d'avoir accès, pour leur apprentissage, à un large éventail de ressources d'un niveau approprié (imprimées, non-imprimées et électroniques);
- d'explorer des documents présentant une variété d'opinions et de perspectives;
- de choisir librement toute lecture, ainsi que tout document sonore et/ou visuel, autant pour leurs loisirs que pour leurs études.

Traduction par Paulette Bernhard / Janvier 1996.  
Association Canadienne de Bibliothéconomie Scolaire.

Association for Teacher-Librarianship in Canada, 1995.

# VERTEBRATE ANIMALS, INSECTS, AND MARINE ANIMALS

by **MARY LOUISE GUEST**, teacher-librarian, and **NORM GLEADOW**, teacher,  
Chatelech Secondary School, SD#46 (Sunshine Coast).

## INTRODUCTION

Our Science 8 unit on animals gives the teacher freedom to allow students to choose from a wide range of topics. It is a great unit for providing opportunities to use a variety of resources and to learn such information skills as the use of an index and the creation of a reference list.

## SPECIFIC OBJECTIVES

Students will:

- extend their factual knowledge about animals
- practice using the research process
- make a simple reference list
- practice note making
- practice using an index and table of contents
- remain on-task while working in the library resource center
- locate materials in all areas of the library resource centre

## PLANNING PROCESS AND RESPONSIBILITIES OF TEACHING PARTNERS

The Science teacher approached the teacher-librarian with an idea he had used before, where students used information cards to keep track of facts gathered. Together, they brainstormed an extension of this idea, and decided that cards could be used to keep all the information, then categorized. The classroom teacher drew up the student assignment and made a daily mark sheet to keep track of students' work. Both teachers helped students select topics. The teacher-librarian pulled materials on the chosen topics and put them on reserve; she also pinpointed difficult topics and guided students to less esoteric topics.

## INSTRUCTIONAL STRATEGIES

To provide the anticipatory set for writing the fact cards, the teacher-librarian demonstrated "Interesting Other Facts" she had discovered about worms. Using the recipe for peanut butter worm cookies from *Entertaining With Insects*, by Ronald Taylor and Barbara Carter (Woodbridge Press, 1976), the class discussed how weird interesting facts could be. Then, using worms from her composter, the teacher-librarian made, "in front of their very

eyes," a Wiggly Shake in a blender, using earthworms, milk and sugar. It required a sleight of hand to appear to blend the shake. The teacher tested it in front of the class, noting that it smelled like compost. (Actually, it was a banana shake.) The class was impressed, and eager to get interesting facts about their own animal.

## TIME FRAME

Thirty minutes class time to explain the unit assignment and choose three possible topics, then three hours in the library resource centre to do note making and reference cards.

## STUDENT ASSIGNMENT

### 1. Choose a topic

Your topic can be any vertebrate animal, or any insect, or any animal that lives in the oceans. Before you go to the library resource centre, you must choose three animals. These will be the starting point for your search. You may change your list once you have had an opportunity to examine the resources. When making your final choice, make sure there is sufficient information on your specific choice. Narrow your interest down to a specific animal or insect.

### 2. Find information about your choice

**Locate** at least three sources of information, and make a reference card for each. You may use encyclopedias for one or two sources only.

---

### REFERENCE CARD

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

Reference card number: \_\_\_\_\_

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Place of publication: \_\_\_\_\_

Date of publication: \_\_\_\_\_

Publisher: \_\_\_\_\_

---

**Find** at least 15 facts about your choice. Some sources will give you many facts, some only a few.

You will need to **gather facts** about:

- appearance: colour, size and shape, differences between male and female, other interesting features
- food web: what it eats and how it obtains its food; what eats *it*
- habitat: natural environment, where it lives, what part of the world it lives in, climate
- mating and reproduction: mating habits, type of birth, special territory, how it cares for its young
- other information: life span, social behaviours, migration, habits, territory needs, population, other interesting facts

**Record** each fact on a separate fact card. Be sure you understand each of your facts. Don't just copy information out of a book. No photocopying!

---

### FACT CARD

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

Fact about: \_\_\_\_\_

Card number: \_\_\_\_\_

Information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reference card number: \_\_\_\_\_

Page: \_\_\_\_\_

---

### 3. Project presentation

Create a poster, containing:

- all your fact cards, organized into the categories shown above, and your reference cards
  - drawings, photocopies, or pictures of your animal, showing its colour and a scale showing its size; the area in which it lives; its habitat
- 
-

## ORGANIZING FACT CARDS

Topic	Fact card number					
	1	2	3	4	5	etc.
appearance						
food web						
etc.						

---

### 4. Project log

At the end of each period, record the activities you worked on during that period.

---

### DAILY LOG

Name \_\_\_\_\_

Topic \_\_\_\_\_

Date    Description of work

---

---

## EVALUATION

### Research process

Research and note taking: teacher and teacher-librarian

Reference list: teacher-librarian

Final product content: teacher

Final product presentation: teacher

On-task behaviour: teacher sweep checks every 10 to 15 minutes and gives points

### Poster/Presentation

- appearance
  - organization
  - spelling
  - fact cards
  - reference cards
  - use of colour
  - diagrams
-

# YOUNG READERS CHOICE AWARD (YRCA)

## 1997 YRCA BALLOT

The Pacific Northwest Library Association has selected twelve titles for the list this year. If your school would like to participate and wishes to know more, contact Linda Lines at the Vancouver Public Library.

### Youth Division (Grades 4 - 8)

Bunting, Eve. *Nasty Stinky Sneakers*. HarperCollins, 0064405079, \$3.95

Byars, Betsy. *The Dark Stairs: A Herculeah Jones Mystery*. Viking, 0670854875, \$13.99

Coville, Bruce. *The Dragonlayers*. Pocket Books, 0671798324, \$3.99

Creech, Sharon. *Walk Two Moons*. HarperCollins, 0060233370, \$15.98 (paperback release date Sept. 30, 1996 ISBN 0064405176)

DeFelice, Cynthia. *Lostman's River*. Avon, 0380723964, \$3.99

Gantos, Jack. *Heads or Tails: Stories from the Sixth Grade*. Farrar, Straus & Giroux, 0374429235, \$3.95

King-Smith, Dick. *Three Terrible Trins*. Crown Books, 0517598280, \$15.00

Myers, Walter Dean. *Darnell Rock Reporting*. Delacorte, 0385320965, \$14.95

Nelson, Theresa. *Earthshine*. Dell, 0440219892, \$4.50

Paterson, Katherine. *Flip-Flop Girl*. Puffin Books, 0140376798, \$3.99

Reaver, Chap. *Bill*. Dell, 044041153X, \$3.99

Salisbury, Graham. *Under the Blood Red Sun*. Dell, 0440411394, \$3.99

### Senior Division (Grades 9 - 12)

Cooney, Caroline. *Driver's Ed*. Dell, 0440219817, \$4.50

Cushman, Karen. *Catherine, Called Birdy*. HarperCollins, 0064405842, \$3.95

Farmer, Nancy. *The Ear, The Eye & The Arm*. Puffin, 0140376410, \$4.99

Johnston, Julie. *Adam & Eve & Pinch-Me*. Puffin Books, 0140375880, \$4.99

Myers, Walter Dean. *The Glory Field*. Scholastic, 0590458981, \$4.99



# Insects Are Neat

Around past the hedge  
And through an old gate,  
I chose a spot  
And I sat down to wait.

I knew they would come,  
Some big and some small,  
A mixture of colours,  
They'd creep and they'd crawl.

Soon they appeared  
One by one, on the ground;  
Some climbed on leaves,  
Others buzzed all around.

A grasshopper hopped,  
A black beetle scurried,  
An ant chewed a leaf,  
But I wasn't worried.

You see - insects are fun;  
Insects are neat;  
They fly 'round your head,  
And they crawl at your feet.

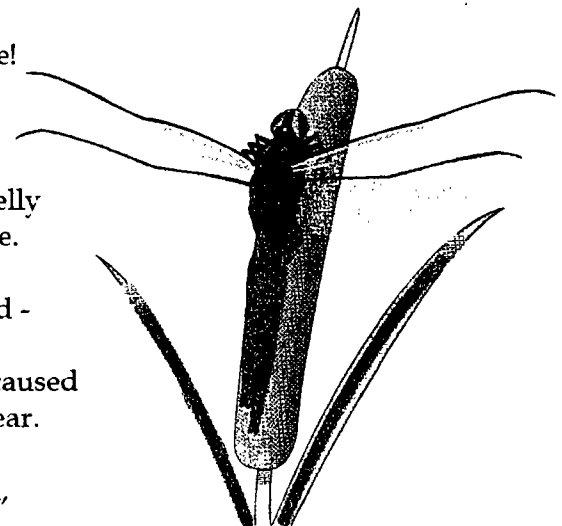
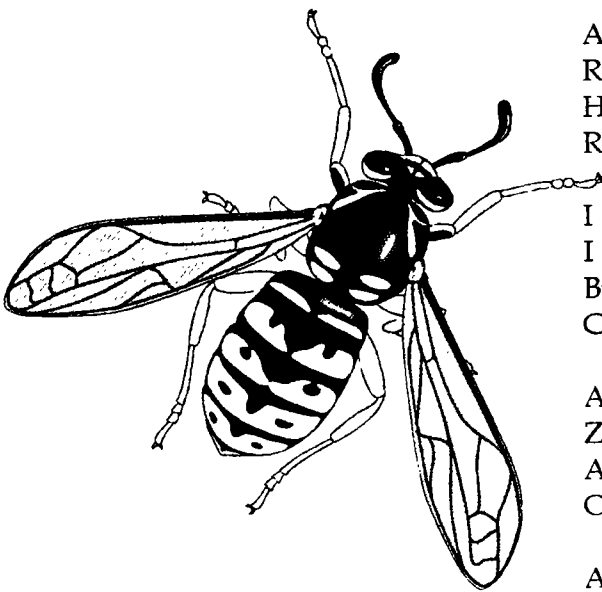
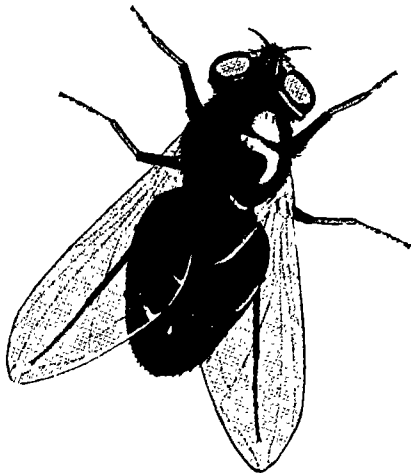
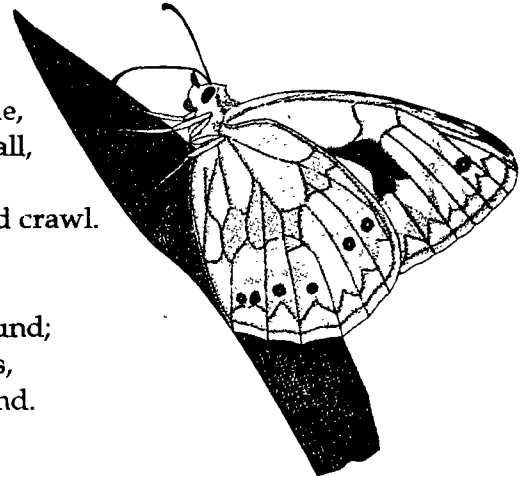
I watched them come  
And I watched them go.  
I sat and I stared as a Ladybug  
Climbed on my toe.

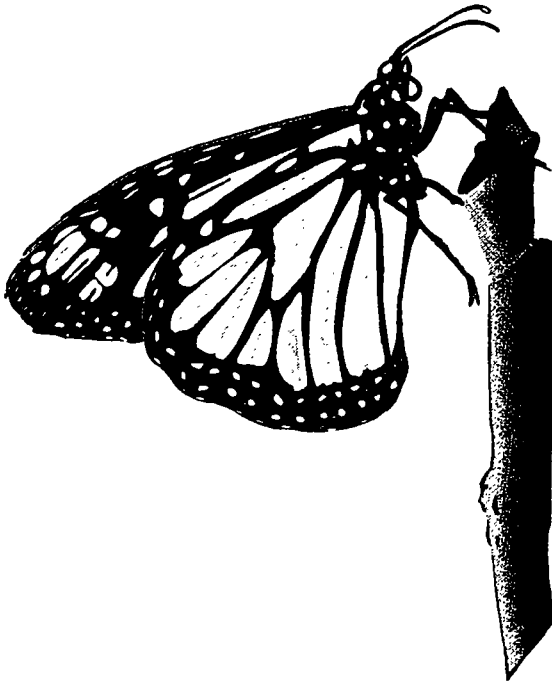
A grasshopper hopped  
Right in front of me,  
He hopped again,  
Right up on my knee!

I tried not to laugh,  
I tried not to giggle,  
But the ant on my belly  
Caused me to wiggle.

A bumblebee buzzed -  
Zoom - past my ear;  
A dragonfly dance caused  
Only a moment of fear.

A butterfly fluttered,  
It fell and it rose,





Then made a perfect landing  
On the tip of my nose!

You see - insects are fun;  
Insects are neat;  
They fly 'round your head,  
And they crawl at your feet.

A fly came by  
And landed on me;  
I held it a moment  
Then let it go free.

I looked all around  
In the weeds where they roam;  
A blade of grass,  
Or a twig as a home.

Under the earth,  
Or up in the sky,  
They creep and they crawl;  
I wonder why?

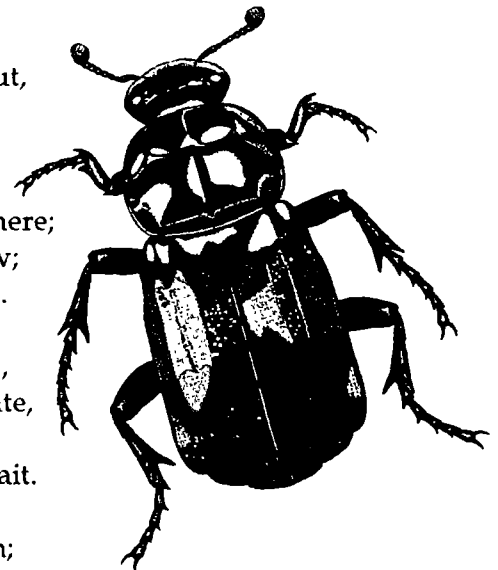
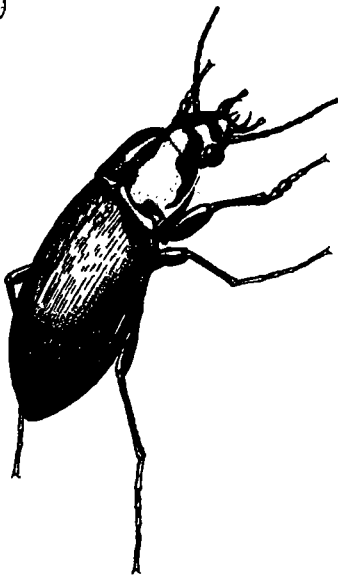
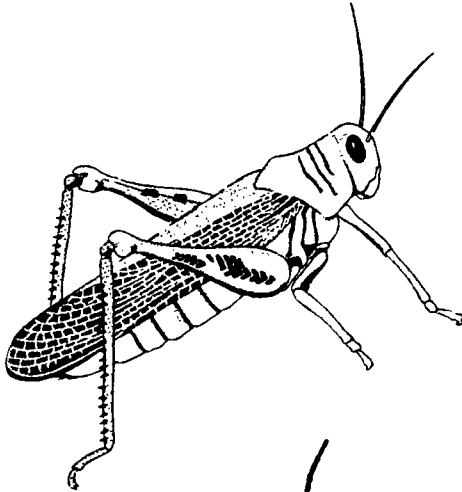
What colorful bodies,  
And wings so neat,  
Two funny antennae,  
And six little feet.

Some have big eyes.  
Do they see me?  
When they look all about,  
What do they see?

I wonder about  
The friends I've found here;  
I'll come back tomorrow;  
I'll come back next year.

Around past the hedge,  
And through the old gate,  
I'll find a new spot  
And I'll sit there and wait.

You see - insects are fun;  
Insects are neat;  
They fly 'round your head,  
And they crawl at your feet.



- Jennifer Cacaci



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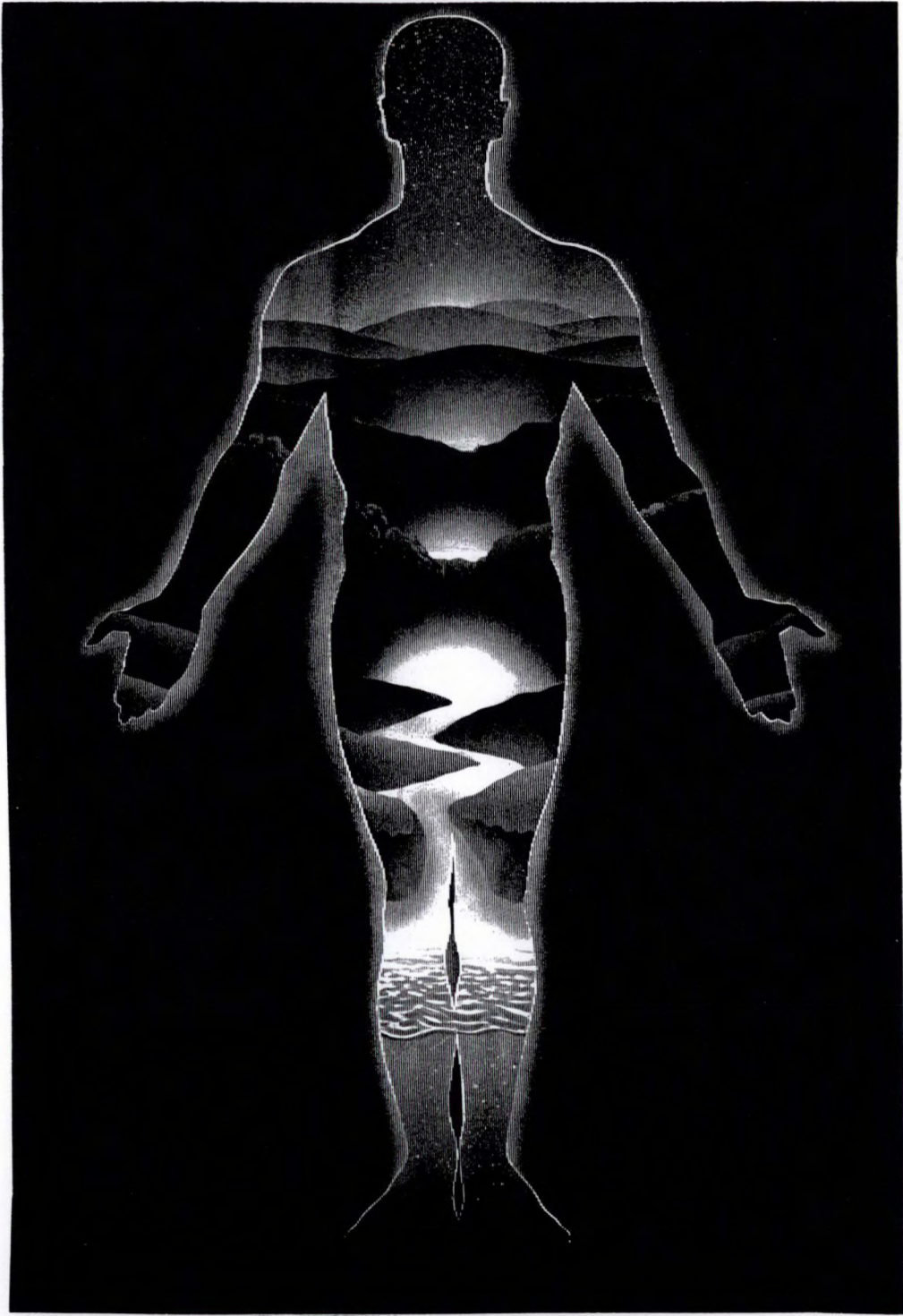
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# NEW ON THE NET

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

Once again, the proliferation of World Wide Web sites continues unabated. Hundreds of new WEB sites are coming on line each month. The phenomenal increase in World Wide Web sites has given rise to this season's hot Internet related topic, the critical evaluation of World Wide Web information and the methodology for performing a critical evaluation.

Educators are becoming aware that there's a lot of false, inaccurate, misleading or just plain useless information on the 'Net. Unlike paper based publications which usually undergo some sort of rigorous editorial process to ensure authenticity and accuracy, WEB materials can contain any sort of information the author chooses to display.

As a result, the teaching of critical evaluation skills to students using the WEB has become very important and a number of educators have created WEB sites to assist in this process.

## **WORLD WIDE WEB INFORMATION: CRITICAL EVALUATION TOOLS**

### **CLEARINGHOUSE: INFORMATION RATINGS**

<http://www.lib.umich.edu/chouse/docs/ratings.html>

In trying to ease the burden faced by most Internet users in evaluating information on a particular WEB site, the University of Michigan has devised a rating system. Points covered include:

- **Level of Resource Description:** Descriptive information provides users with an objective sense of what the Internet resources cover.
- **Level of Resource Evaluation:** Evaluative information provides users with a subjective sense of the quality of the Internet resources.
- **Guide Organizational Schemes:** Guides can be organized in one or more ways.
- **Guide Design:** Quality guides balance aesthetics with ease of use.

## **EVALUATING QUALITY ON THE NET**

<http://challenge.tiac.net/users/hope/findqual.html>

This site was the result of a paper on "Evaluating Quality on the Net" delivered by Hope N. Tillman, Director of Libraries, Babson College, Babson Park, MA. dealing with the question of how should users today approach searching on the net and critically evaluating the data they find? Ms Tillman considers the relevance of existing criteria for other formats, the continuum of information on the Internet and the current state of evaluation tools.

## **INFOMINE**

<http://lib-www.ucr.edu/pubs/navigato.html>

Infomine is a navigation tool and a virtual library with close to 5000 links to scholarly and educational resources. Both beginning and advanced searchers will discover indispensable search tools among those listed. Though the list is lengthy, there are many general searching and discovery tools not contained here that you may also find of value.

## **HOW TO CRITICALLY ANALYZE INFORMATION SOURCES.**

<http://urisref.library.cornell.edu/skill26.htm>

This WEB site was created by staff members of Cornell University Library. Although intended as critical evaluation of print material, the various aspects of consideration can also be applied to WEB sites. It covers such areas of considerations as, the initial appraisal of a site; author, year of publication, edition and publisher. Content analysis would include areas such as; intended audience, objective reasoning, coverage, writing style and evaluative reviews.

## **INFORMATION QUALITY**

<http://coombs.anu.edu.au/SpecialProj/QLTY/QtyDefinitions.html>

Quality is not only finding material pertaining to the topic you are looking for, but finding material at your reading level, using terms you are familiar with in the language you prefer to read. What would be quality information to a six year old would be no good to a college student or a technical researcher. Being able to prune out pages targeted to a different audience would improve Internet users' perception of information quality.

## **RESOURCE SELECTION AND INFORMATION EVALUATION**

<http://alexia.lis.uiuc.edu/~janicke/Evaluate.html>

The number of resources available on the Internet is immense. Companies, organizations, educational institutions, communities and individuals all serve as information providers on the Internet. This sharing of resources and information is cooperation on a grand scale.

There are few quality controls. The data may be as accurate and reliable as an encyclopedia article or inaccurate and unreliable. Because both types of information are found on the Internet, the differences between the two types of data may be difficult to discern, especially for someone who is not an expert in the topic area. Therefore, students must be prepared to become critically skilled consumers of information.

In an effort to address this problem Lisa Janicke, Reference Librarian at Parkland College, Champaign, IL has prepared a Web Page with suggestions and guidelines for evaluating the accuracy and reliability of Internet information.

## **THINKING CRITICALLY ABOUT WEB RESOURCES**

<http://www.ucla.edu/campus/computing/bruinonline/trainers/critical.htm>

This WEB Site was created by Esther Grassian, UCLA College Library. She believes that the World Wide Web has much to offer, but not all sources are equally valuable or reliable. On her site, she gives some pointers on evaluating the information on a WEB Site.

## **WEB CRITICAL EVALUATION TOOLS**

<http://www.capecod.net/Wixon/wixon.htm>

With the proliferation of WEB sites on the Internet, access to vast amounts of information has become easier and easier. To utilize this information in any meaningful way students must be able to analyse and critically evaluate data. Kathy Schrock has designed web evaluation tools for students at the elementary, middle and high school levels. These excellent documents are helpful to library media specialists and technology teachers.

With the advent of the World Wide Web and the huge amount of information that is contained there, students need to be able to critically evaluate a Web page for authenticity, applicability, authorship, bias, and usability. (sic) The ability to critically evaluate information is an important skill in this information age.

— *Kathy Schrock's Guide for Educators, Critical Evaluations Surveys*

She has included a series of evaluation surveys, one each at the elementary, middle, and secondary school level and links to other Web evaluation resources.

## **WEB PAGE STANDARDS: GUIDELINES AND TEMPLATES**

<http://www.fau.edu/wise/publish.html>

The author, Arlene H. Rinaldi of Florida Atlantic University, Boca Raton, FL, spent almost a year and a half organizing and establishing the guidelines and standards which are found on this site. It was the result of an overwhelming demand by faculty to create their own WEB pages to publicize their programs: a demand which Ms Rinaldi was obligated to respond to. As a result, she created a three part lesson. HTML-1 covers the basics of Hypertext Markup Language and explains how to scan images in and use templates. HTML-2 covers image maps and tables and some of the more advanced Hypertext Markup Language commands. HTML-3 covers forms creation.

## PERIODICALS ON THE WEB

### CHICAGO TRIBUNE

<http://www.chicago.tribune.com>

The on-line version of the *Chicago Tribune* newspaper contains most of the features and articles found in the paper version.

### ELLE FASHION

<http://www.ellemag.com/hfm/index.html>

The *Elle* fashion magazine web site combines elements of its monthly magazines with other items of fashion interest. A "must" for cybersurfers who want to stay on the cutting edge of fashion and technology. Like the magazine itself, this site is slick, glossy and hip.

### HURRICANE AND NATURAL DISASTERS

<http://www.RTPnet.org/soc/emerg/hur/>

These hurricane and natural disaster brochures are produced by the National Oceanic and Atmospheric Administration, National Weather Service in cooperation with the American Red Cross and FEMA are available on the Web. You are welcome to link to them.

### THE LA TIMES

<http://www.latimes.com/>

The LA Times On-line is up and running. It has a feature called Hunter that allows you to customize your own newspaper, specifying the areas on which you wish to read articles. After you register, it can display a custom version with titles you have specified (i.e.: Stamer's Times).

Other news services on the Web do this for a fee, but the LA Times is free. It is also very busy now, being so new, so it is slow. It is worth the wait.

### MIDDLEZINE

<http://www.salamander.net/people/hnoden/>

If you are interested in having your students publish their work on the Internet, consider sending their work to the new *Middlezine Magazine*, an on-line magazine just for middle school students. To submit works for publishing, e-mail them to

[hnoden@salamander.net](mailto:hnoden@salamander.net)

This is an excellent web site with numerous example of well crafted stories and poems written by middle school and junior high school students. Most pieces also contain illustrations and a picture of the author. The site has the look and feel of a well done mini-yearbook.

## DATABASE AND ON-LINE INFORMATION ACCESS

### ACADEMIC EMPLOYMENT

<http://www.academploy.com>

Tired of your present teaching situation? Need a change? The Academic Employment Network contains educational employment opportunities for teachers at all academic levels. Advertisements are posted on-line and are uploaded nightly.

If you're a teacher looking to relocate, here is an easy alternative to the conventional approach. Positions are listed by state, title and expiration date.

### ASKERIC'S NEW DESIGN

<http://ericir.syr.edu>

The new organization of AskERIC makes it easier to find, use, and download great educational resources. The site includes a description of the service, an awards and honors page, presentation slides, AskERIC's famous cow gallery, a question answering service, lesson plans, information guides, television series companion materials, and new and noteworthy ERIC resources.

### AUTHORS' LINKS & INFORMATION

<http://www.empirenet.com/personal/rdaeley/authors/authors.html>

This is a rapidly growing index of great authors on the Web. Pages bear a brief biographical summary, and may include a photos or quotes, as well as hypertext tables of other sites connected with that author. At the moment the number of authors on this site is small but the number should increase substantially over time.

## **CIA WORLD FACTS**

<http://www.odci.gov/cia/publications/pubs.html>

The CIA world fact books contain current data about the size, population, climate, terrain, economy, crime rate, life expectancy, languages, religions, migration, currency, and politics for each of the nearly 300 countries listed.

## **CLAITOR'S WEB PAGE**

<http://www.claitors.com>

Claitor's is a small publishing company specializing in government related books and publications. They offer the largest inventory of US Government Books outside of the US Government Printing Office.

## **CYBERFRIENDS**

<http://www.dare.com>

This site contains an extensive list of students and classes who want to participate in an Key-Pal (pen-pal) e-mail exchanges. Cyberfriends are grouped by age, gender and nationality.

## **GRYPHON BOOKS - EARLY CHILDHOOD**

<http://www.ghbooks.com>

Gryphon Books publishes for teachers and parents of young children. Their pages include instructions for games, story and writing ideas, art, music and science projects. They address critical thinking and problem solving skills and provide information about early childhood crises such as grief, stress, hospitalization and divorce.

## **HOUGHTON MIFFLIN EDUCATION**

<http://www.hmco.com/school/>

The Houghton Mifflin Education Place includes a theme of the week, an on-line project centre where teachers can submit or participate in a project and a Math Centre where a new math puzzle is posted each week. The site has many links to other sites too.

## **INSTITUTE ON DIGITAL LIBRARY DEVELOPMENT**

<http://sunsite.berkeley.edu/IDLD/>

For a glimpse into what may be the future direction and evolution of school and public libraries plan on visiting the Web Site for the Institute on Digital Library Development, University of California, Berkeley.

The purpose of this five-day Institute is to "retool" librarians with the skills they need in using existing tools and proven techniques to put library content on the Internet.

The Institute is supported by a grant from the US Department of Education. The participants are staff members from US libraries of all types who are experienced in Internet use and are prepared to use the Internet to build information resources for their respective institutions.

The Internet provides unparalleled access to people, computers, and information. By using this network, librarians can provide their clientele with access to a wealth of information that others have made available. Perhaps more importantly, librarians can use this network to tailor access to this world of information -- thereby adding value to information provided by others as well as making local information available. This Institute also seeks to give participants training in imparting what they learn to their colleagues, and thereby creating additional opportunities for library staff to learn the techniques and technologies that are changing our profession.

## **INTERNET LIBRARIES**

<http://users.visi.net/~cwt/inet2000.html>

Find out all about The Internet in the Year 2000! Check the new page at The Hampton Roads Central Library.

"We have the technology and the product, and the consumers. But the information is not conveniently available for the end user - the delivery system is very lacking.

"The typical, and future, Internet user will not have the time, interest and skill to be a proficient web surfer. Information must be handed to him in a simple, easy manner. It needs to be point and click before the public will really take to it.

"You don't train and indoctrinate people to use The Internet. We must adapt and fix The Internet to suit the public and students. When will your local Digital Library be on-line? It should be a people-place where they will feel at home. It should be a place where a not-too-bright person that hates computers can use it and enjoy it."

## **KIDS WEB: A DIGITAL LIBRARY FOR SCHOOL KIDS**

<http://www.infomall.org/kidsweb/>

The World Wide Web (WWW) contains enormous amounts of information, and is growing rapidly. Only a small fraction of that information is useful, intelligible and interesting to school children. Searching for this information using existing Web digital libraries and search engines can be time-consuming and frustrating.

Here, students are presented with a subset of the Web that is simple to navigate, and contains information targeted at the K-12 level. Each subject section contains a list of links to information that is understandable and interesting to school kids. There are also links to external lists of material on each subject which more advanced students can browse for further information.

This work is part of the Living Textbook project, which aims to apply high-performance computing and communications to K-12 education, and is funded by New York State.

## **NEWSLINK**

<http://www.newslink.org>

This site bills itself as the single largest Web news source. That may or may not be true. It does seem to have links to virtually every news source on the Web.

## **ON-LINE UNIVERSITY COURSES**

<http://www.caso.com/>

This is a massive listing of on-line university courses available on the net. This site provides a listing of over 700 courses and contacts for over thirty Colleges and Universities. There are also hundreds of educational mailing lists, newsgroups, ftp sites, Telnet sites and WWW links.

## **ORGANIZED CRIME**

<http://www.alternatives.com/crime/index.html>

The Organized Crime website has a great gallery of photos of infamous crime figures: Al Capone, John Gotti, Lucky Luciano and a photo of Dutch Schultz peering at his own death wound.

The main Web site, <http://www.alternatives.com>, is called Alternatives Information. It includes topics such as agriculture, business ethics, environment, health, politics, religion, seniors, and women's issues. There is also a library site with text files on many subjects at <http://www.alternatives.com/bbslibs.htm>.

## **RESEARCH TOOLS**

<http://www.iTools.com/research-it/research-it.html>

This has to be one of the most amazing research sites on the Web! It includes:

- English dictionary: each word of the definition is itself a link to the definition of that word.
- Computing dictionary
- Roget's thesaurus
- Acronym to words/Words to acronym
- Quotations
- Translators: French/English, Japanese/English
- King James Bible
- Geography: maps, facts(CIA fact book)
- Telephone: area codes, 800 directory
- Finance: currency exchange table, stock ticker symbols, stock quotes
- Shipping/mailing: postal codes, courier companies

## **SCHOOL LIBRARIES**

<http://www.libertynet.org/~berland/libs.html>

Linda Bertland, Teacher-librarian of Stetson Middle School, Philadelphia, PA has prepared a listing of school libraries in the United States and other countries with web pages. The list is arranged by state and by country.

Linda hopes that this directory will provide a convenient way for teacher/librarians and others to locate school library web pages. She also hopes that it will inspire those who do not have a library page to start getting one prepared. I do hope that this directory will grow to a tremendous size as more school libraries start using the Internet.

## SECONDARY SCIENCE

<http://kendaco.telebyte.com:80/billband/Possibilities.html>

This Web site was created by a longtime Seattle area science and math teacher as a way to help secondary science teachers exploit the Internet for teaching and to integrate the Internet into classroom science programs at the secondary level.

The site contains a selective list of pointers to science 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 e-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 kindergarten to grade 12 education sites, and a highlight page of the month. While it is not comprehensive, it is a good place to start for secondary science educators.

## TEACHER'S EDITION

<http://www.teachnet.com/>

The Teacher's Edition On-line site was created by teachers for teachers of all subject areas in levels kindergarten to grade 12. It provides teachers with tips, ideas and activities for improving the classroom.

In this site, you will find a "Teacher to Teacher" section which allows teachers to post questions or ask for advice from other educators, an area for "Class Decor and Management", which provides suggestions for stimulating the classroom environment, an area providing lesson plans as well as a section for "Public Relations and Organization." "World Class" is under construction. It will eventually allow classes to connect to other classes.

## TEACHER TALK - SECONDARY TEACHERS

<http://education.indiana.edu/cas/tforum/tforum.html>

A newsletter published for secondary teachers and student teachers. This newsletter provides classroom ideas, lesson plans and other information of interest to educators.

## US DEPARTMENT OF EDUCATION NATIONAL CENTER FOR EDUCATION STATISTICS

<http://www.ed.gov/NCES/pubs/D95/>

The US Department of Education National Center for Education Statistics (NCES) has made the full 1995 "Digest of Education Statistics" available via the Internet. This is the thirty-first in a series of publications begun in 1962. "Its primary purpose is to provide a compilation of statistical information covering the broad field of American education from kindergarten through graduate school." The Digest contains seven chapters: All Levels of Education, Elementary and Secondary Education, Postsecondary Education, Federal Programs for Education and Related Activities, Outcomes of Education, International Comparisons of Education, and Learning Resources and Technology. It contains 32 figures and 415 tables. Tables and figures are clearly labeled under their hypertext links, and tables are rendered as ASCII text. Tables are current through 1992-93. This is one of the most important primary sources of education statistics available.

## TV STATION DIRECTORY

<http://www.parrotmedia.com/>

The site includes TV stations in the US, with phone and fax numbers, mailing and shipping addresses, 21 different station executives, Nielsen market data, and much more. The media directory also includes many cable companies, radio stations and newspapers.

## UNIVERSITY AT ALBANY VIRTUAL LIBRARY

<http://www.albany.edu/library/newlib/index.html>

Ever wonder what a library would look like if it were on the World Wide Web? A growing number are moving in that direction. One of the best examples on the 'Net is the University at Albany Virtual Library. The site includes links to other sites with related information or resources. Topics at the site include:

- Sites in the News – A changing group of sites reflecting new research resources or current events.
- Quick Reference – News and weather, dictionaries, health resources, style guides, business and money, city directories, international resources, zip codes, telephone directories

- Internet Subject Collections and Search Engines – Major resource sites organized by subject, Internet search engines.
- Research Collections – Libraries worldwide, arts and humanities, books and publishers, cartographic resources, criminal justice
- Academic Resources – University home pages, Peterson's Guides, scholarly societies worldwide, Chronicle of Higher Education, financial aid information, distance learning.
- Government Resources – Comprehensive listing of federal and state government information resources
- Information Sources for Legal Research – Resources for legal research, guide to basic law materials in the University Libraries.
- Science Resources – Resources for atmospheric sciences, biological sciences, chemistry, computer science, geology, mathematics, and physics.
- Electronic Publications – Electronically published journals, books, essays, and magazines.
- Resources about the Internet – Internet guides, training materials, glossary of terms, WWW resources, HTML style guides, Internet publications, lists of listservs and news groups.

## WEATHER LAB

<http://www.WeatherLabs.com/>

This is a new weather web site and if weather is your thing, it's great.

"Welcome to The Weather Lab. The world's premier on-line weather service. View forecasts and current conditions for 2,000 cities worldwide. Download satellite and radar imagery, ski-reports, airport delays, and weather articles and tutorials. View the on-line weather chat or get involved in discussions on the weather BBS."

There's a weather dictionary, a weather library with articles, five day forecasts for over 600 cities and three day forecasts for 1200 cities.

## WORLD POPULATION DATA

<http://www1.tip.nl/users/t865190/index.html>

The site contains data about land mass, growth rate and current population for all countries and dependencies in the world. There is a useful "Top 25" link where you can find the 25 largest countries by area or population and the 25 largest cities.

## WORLD POPULATION NOW

<http://sunsite.unc.edu/lunarbin/textpop>

The site gives the current population and is updated every few seconds. If you reload your Web viewer you see the numbers change.

## WORLD TELEPHONE BOOKS

<http://www.c2.net/~buttle/tel/#usa>

On this page you'll find links to on-line telephone, fax and business directories from around the world.

## WEB CATS: LIBRARY CATALOGS ON THE WORLD WIDE WEB

<http://library.usask.ca/hywebcat/>

Links to those libraries with WWW access have been compiled by Peter Scott of the University of Saskatchewan. Mr. Scott's Web page is still under construction so some of the links have not been established, but overall it is a very good site and well worth a visit.

## WEB SEARCH ENGINE COMPARISON

<http://www.unn.ac.uk/features.htm>

There are approximately a dozen indexes which will search the Web for keywords or search strings. Unfortunately the technique for constructing a search on each of these programs is different. To assist, Ian Winship of the University of Northumbria, England has constructed tables of features and instructions for popular search services.

## ZIFF-DAVIS TECHNOLOGY LOCATOR

<http://www.techlocator.com>

Ziff-Davis, the world's leading computer publisher has introduced a comprehensive World Wide Web-based directory of computing product and company information. *Tech Locator* provides contact information, stock quotes, and product listings, as well as the option to conduct related searches throughout ZD Net and the Web. It includes more than 1,100 computing technology companies and 6,800 products. It is updated weekly with an average of twenty new company listings.

## MISCELLANEOUS

### 4KIDS TREE HOUSE

<http://array.4kids.com/~4kids/>

Here's a Web page that was pointed out to me by Mike Giever, a developer of the site. He explained that the site has "over 500 child safe high quality links for children. All have been reviewed and all are safe." It's a good place to get kids started with their web browsing since it balances the purely "fun" — Entertainment and Playroom — with some neat, curriculum-oriented information related to Reading, Science, Math, Geography, Social Studies, Foreign Languages and Safety. Kids will have more fun if they can see the pictures with a graphical Web viewer., but there are plenty of areas that work fine with a text-based viewer like Lynx.

### ANTIVIRUS RESOURCES

<http://www.primenet.com/~mwest/av.htm>

Computer virus are insidious programs that often cause damage to computer software, data and even computer hardware. Keeping abreast is very difficult as virus technology changes so quickly. Use of a virus protection program can help alleviate the problem but virus protection programs only protect against viruses known at the time the program was written. Computer virus creators seem to be constantly creating new virulent computer viruses which antivirus programs are powerless to stop.

For the latest information on viruses, try the Antivirus Resource home page. The site has a wealth of information on all forms of Antivirus research as well as the latest news on new viruses and how to combat them.

### BC MINISTRY OF EDUCATION — NEW WEB PAGE

<http://www.est.gov.bc.ca>

Due to government re-organization, Internet access for the BC Ministry of Education, Skills and Training is being provided through this new Internet address. Old addresses for the Ministry of Education will eventually be phased out.

### NATIONAL WILDLIFE FEDERATION

<http://www.nwf.org>

The National Wildlife Federation web site offers environmental information on eight different subject areas. These range from information about the NWF to "Issues and Actions" to "In the Classroom." The "In the Classroom" section has a beach scene which is linked to topics such as: air, habitat, people and environment, wildlife and endangered species and water. Selecting any of these topics will lead to facts about the particular topic, things to do, glossaries and activities.

The "In the Classroom", section encourages critical thinking by posing questions and listing ways for students to take action. The site is well designed and easy to navigate. There are lots of wild animal pictures.

### NEW E-MAIL LISTS

#### COMPUNOTES WEEKLY

CompuNotes is a free, weekly publication targeted at the IBM compatible market. It features software and hardware reviews, news, hot web sites, ftp files and interviews with people in the business.

To subscribe, send an e-mail message to:

*NOTES@BASIC.NET*

Leave the subject blank. In the message area write:

*SUBSCRIBE*

### CRITICAL REVIEW OF LIBRARY & INFORMATION SCIENCE LITERATURE

The Critical Review of Library & Information Science Literature: an International Electronic Journal (CRLISL) aims to provide an electronic publishing channel for critical review of works in the field of library and information science. It accepts contributions from the whole world. So far, book reviews are only secondary materials attached at the end of some print library journals and there are no article reviews at all. The CRLISL intends to stimulate critical reviews of both books and journal articles in the library and information science.

CRLISL is published through the CRLISL Web Page at <http://www.lib.siu.edu/swen/iclc/revw.htm>.

## DAILY BRIEF

The Daily Brief is a 2-3 page news summary sent out by e-mail every weekday morning. Included in the Brief are summaries of major news events that have occurred during the 24 hours prior to distribution. It is intended for professionals, students, and others who want to have up-to-date knowledge of national and international events presented in a concise, timely, and convenient manner.

To subscribe to the Daily Brief send the following command in the subject of your mail to [incinc@tiac.net](mailto:incinc@tiac.net):

*subscribe db*

## EDUPOINT

EduPort started as a demonstration project to help visualize the role of digital video libraries and more generally digital libraries in kindergarten to grade twelve education. It started as a collaboration among the University of Nebraska, Lincoln High School, Lincoln Telephone and Telegraph and the IBM Thomas J. Watson Research Center. The project is now spreading as a larger collaborative to gather, digitize and catalog educational video and other media. An EduPort Consortium is being formed to share the results with all those who are interested in the use of digital video in education.

More information can be obtained by subscribing to the EduPort newsletter. To subscribe, send a note to [listserv@unl.UNL.edu](mailto:listserv@unl.UNL.edu)

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

*subscribe EDUPOINT yourfirstname yourlastname*

## INFO-QUALITY-L

This Forum was established in March 1996 by the Coombs Computing Unit, Research School of Social Sciences, ANU (Australia) to provide a world-wide communications vehicle and a central electronic archive for exchange of information dealing with the criteria, guidelines, standards and operational procedures for evaluation, development and management of high quality on-line information resources. The forum is an integral part of the Information Quality WWW Virtual Library (<http://coombs.anu.edu.au/WWWVL-InfoQuality.html>)

To join the forum send e-mail to:

[majordomo@coombs.anu.edu.au](mailto:majordomo@coombs.anu.edu.au)

Leave the subject blank. In the message area write:  
*subscribe Info-Quality-L your-e-mail-address*

## INFOLIT\_AUST

Infolit\_Aust is the Australian National Listserv for Information Literacy Collaboration for Primary, Secondary and Tertiary Education Sectors.

This electronic forum is intended to bring together all parties interested and involved in developing information literacy programs in the primary, secondary and post-secondary education sectors. It is a service uniquely designed to foster interaction and collaboration between these different education sectors in developing information literate students to become independent and lifelong learners.

The conversation on InfoLit\_Aust focusses on the development and implementation of information literacy programs at the school, TAFE and university levels, processes involved in developing an information skills continuum across curriculum area, and the integration of information skills into course work and teaching programs. Topics include library and departmental policies, practices and procedures in each of the education sectors, and cooperation between these sectors; the use of information technologies and impact on information literacy programs; training tips and use of information technologies and electronic information sources; the collaborative teaching and learning strategies employed to enhance the integration of information skills in curriculum; and product, workshop and conference announcements concerning information literacy.

Discussion is open to any person with a genuine interest in information literacy. This may include: practicing teachers and teacher librarians in all K-12 schools across all Australian states and territories; lecturers, librarians and study advisors in TAFEs and universities; curriculum developers and information literacy consultants; university students enrolled in and recent graduates of education and librarianship courses; public and special librarians involved in library and information user education programs; administrators of professional associations and editors of journals relating to information literacy, education and librarianship; and commercial suppliers of goods and services to education sectors.

While it is important for information literacy educators to share ideas with colleagues within their

own education sector in Australia and abroad, action is essential to create links with and improve the relationship between educational institutions at the local level across all primary, secondary and post-compulsory sectors.

InfoLit\_Aust has the potential to unite all of the above parties who share a considerable interest in the latest developments, issues and initiatives in information literacy development in Australia.

To subscribe to InfoLit\_Aust:, post a message to the following listserv address:

*InfoLit\_Aust-request@listserv.csu.edu.au*

In the subject line, type the command:

*subscribe*

Do not include any information in the message field. Leave it blank. Your subscription is automatically processed by the listserv computer and you will receive an InfoLit\_Aust Welcome Message. Please read and save the InfoLit\_Aust Welcome Message. This message is important because it contains the procedures for using this listserv as well as some Netiquette Guidelines.

New subscribers are encouraged to introduce themselves to InfoLit\_Aust in their first message to the listserv. The address for posting messages to InfoLit\_Aust is:

*InfoLit\_Aust@listserv.csu.edu.au*

Any inquiries? Please contact Lyn Hay by phone on (069) 332808 or email *lhay@csu.edu.au*, or by fax on (069) 332733 for details. Or contact Irene Doskatsch by phone on (08) 3026219, fax (08) 3026699 or email *Irene.Doskatsch@unisa.edu.au* for details.

## **LEARNING — BEHAVIOR, MODELS, THEORY**

The LEARNING list fosters a collegial relationship between theorists and clinicians who are trying to develop clear descriptions of human behavior and experience. Modelers of behavior can use the detailed descriptions of replicable behavior and other phenomena of the human brain and behavior system to synthesize, discuss, and catalogue hypothetical constructs or processes.

To join the forum send e-mail to:

*LISTSERV@SJUVM.STJOHNS.EDU*

Leave the subject blank. In the message area write:

*SUBSCRIBE LEARNING firstName lastName*

## **LIBRARY CALENDAR (LIBCAL)**

The LIBCAL listserv contains announcements of conferences, workshops, seminars, and other events of interest to the international library and information science community. For detailed information about how to subscribe, unsubscribe, or post messages to this discussion list, send an e-mail message to:

*majordomo@incolsa.palni.edu*

Leave the subject blank. In the message area write:

*help  
end*

## **NETIZENS**

NETIZENS is an open, unmoderated discussion list created to discuss the principles and formation of a global Netizens Association. A Netizens Association could work towards educating people and helping them to gain literacy in both the technical and social aspects of working, living and playing on the Net. Much of this education is to counter the hype and misinformation spread by the press and others. In addition, this Netizens Association would function as a forum to bring people together to protect and advance the Net as a new public commons and global community. The list is intended to discuss the formation of such an association, and to help get local chapters started.

To subscribe to NETIZENS, send mail to *MAJORDOMO@COLUMBIA.EDU*. If you want to receive all the articles, type the following message in the body of e-mail:

*SUBSCRIBE NETIZENS*

If you want to receive a digest of the articles, type the following message in the body of e-mail:

*SUBSCRIBE NETIZENS-DIGEST*

For more information, contact Michael Hauben at *hauben@columbia.edu*

## **PRNET-L**

PRNET-L is a moderated list for information gathers, consultants and other professionals. It's goal is to help participants to keep track of what is going on, where and why. All subscribers are encouraged to send news releases about their business, products or services. The news releases must be "newsworthy" and

educational in nature. Should contain educational information about the business, product or service. Fluff material will be discarded.

Those wishing to post to this list, must submit their news release to PRNet-O@Citadel.Net for posting. News releases should not be longer than two screens long. When sending news releases be sure to place the word PRNET ANNOUNCEMENT in the subject heading. Only four news releases will be sent out per day and only on a first come first served basis.

As a courtesy to other subscribers, "PRNet:" will be placed in the subject heading. This way you can quickly identify this forum.

To subscribe, send mail to:

*Listserv@Citadel.Net request*

Type the following message in the body:

*SUBSCRIBE PRNet-L*

For more information, contact Dr. Leonard A. Manion at *CEO@Citadel.Net*

## **ROMANCE WRITERS AND READERS**

This moderated list discusses the writing and reading of short and book-length romance fiction. List members include authors, writers, readers, reviewers, editors, agents, booksellers and publishers. RWRG maintains a separate, private list only for romance authors. Joining either list constitutes a free membership in the Romance Writers and Readers Group. Members must provide the list moderator with their names, addresses and telephone numbers at the time of subscription. Information is kept confidential.

To subscribe, send mail to:

*RWRG-REQUEST@MAIL-LIST.COM*

Type the following message in the body of mail.

*SUBSCRIBE*

For more information contact Carmel Thomaston at *carmel@mindspring.com*

## **SITE BASED MANAGEMENT LIST**

This list is for the discussion of issues relating to site based management and decentralized decision making. Although it is being maintained by and for

educators, discussions need not apply directly to education.

To subscribe, please send a message to:

*requests@madison.ssd.k12.wa.us*

Leave the subject blank. In the message area write:

*subscribe SBM firstName LastName*

## **WAY COOL SOFTWARE REVIEWS**

The Way Cool Software Reviews Project promotes evaluations of great software by students, teachers, and parents. Students and others write reviews of software they have at home or use at school. Way Cool Software Reviews is a joint project of the A. J. Pappanikou Center Technology Lab at the University of Connecticut and the Chatback Trust of the United Kingdom.

Everyone is welcome to contribute evaluations to Way Cool Software Reviews. Students with disabilities are particularly encouraged to contribute. All software on all platforms may be reviewed.

To subscribe to the Way Cool Software Reviews list and get in on the discussions, send e-mail to:

*Listserv@UConnvm.UConn.Edu*

Leave the subject blank. In the message area write:

*SUB WAYCOOL-L firstName lastName*

## **WOMEN WRITERS AND ARTISTS**

WWA-L is a list for creative women who would like to connect with other creative women in an intimate setting. We want to keep the list on the small side with active participants. Subscriptions are done manually, so please be patient, especially over the weekend! Subscribers will be asked to prepare a short biography. Direct any questions to *scp4@psuvm.psu.edu* or *scp4@psu.edu*

To subscribe send e-mail to

*LISTSERV@PSUVM.PSU.EDU*

Leave the subject blank. In the message area write:

*SUB WWA-L firstname lastname*

## ASK THE EXPERTS

### SEALS FOR AWARD-WINNING BOOKS

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

**Question:** We are looking for some help!!! We are searching for suppliers of seals to mark award-winning books. Labels for Newbery, Caldecott, CCBC Our Choice Award, and Governor General's Award winners and honor books are needed. We use them for books bought before award time, and old favourites needing cover repairs. E. Salle.

**Answer.** Well, you can get three out of the four. For Newbery and Caldecott seals, call the American Library Association, 1-800-545-2433, extension 7. They have sheets of 24 for \$10.00 U.S. each sheet. Specify Newbery or Caldecott, gold seals for winners, silver seals for honor books. They'll send a catalog of products on request.

For Governor General's Award seals, contact Danielle Philbert at 1-800-263-5588, or Fax 613-566-4407 (please specify "Communications Department"). She has a limited number of gold seals for winners and silver seals for honor books, free while supplies last.

CCBC Our Choice Award seals are not available except to publishers. The reason given to this editor was that someone might use the seals improperly. If you want to try your own powers of persuasion, call Jeffrey Canton at 416-975-0010.

And speaking of awards, our readers might find it useful to have a list of major Canadian awards and prizes for children's and young adults' literature. The following are as listed by The Canadian Children's Book Centre. Thanks to Marilyn Aldworth, of the North Vancouver School District teachers' centre staff, for locating this list online.

The Amelia Frances Howard-Gibbon Illustrators Award. For the best illustrated Canadian book for children. Contact: CLA.

Canadian Library Association Book of the Year Award for Children. Best book published in Canada for the year. Selected by Canadian Association for Children's Librarians. Contact CLA.

Canadian Library Association Young Adult Book Award. Contact CLA.

Elizabeth Mrazik-Cleaver Canadian Picture Book Award. Selected by a committee of the National Library of Canada. Contact NLC.

The Geoffrey Bilson Award for Historical Fiction for Young People. For a work of historical fiction. Contact The Canadian Children's Book Centre.

Governor General's Literary Awards. Four awards each year, two for French language, two for English, one each for author and illustrator. Contact The Canada Council.

Information Book Award. For an English-language information book. Contact Children's Literature Roundtable, Department of Language Education, UBC.

IODE Book Award. For the best English language book of at least 300 words, for ages 13 or under. Contact National Chapter of Canada, IODE (Book Award, 40 Orchard View Boulevard, Suite 254, Toronto, ON M4R 1B9

Mr. Christie's Book Awards. Six awards each year, in English or French. Contact Mr. Christie's Book Awards, 2150 Lakeshore Blvd. West, Toronto, ON M8V 1A3

Ruth Schwartz Children's Book Award. For an outstanding work of Canadian children's literature. Sponsored by the Canadian Booksellers' Association. Contact Ontario Arts Council.

Sheila A. Egoff Children's Book Prize. For the best book from BC each year. Contact the BC Book Prize Association, c/o Canadian Book Information Centre, 1622 West 7th Ave., Vancouver, BC V6J 1S5

Vicky Metcalf Award. For a body of work. Contact The Canadian Authors Association.

Vicky Metcalf Short Story Award. For best children's short story. Contact Canadian Authors Association.

## 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:

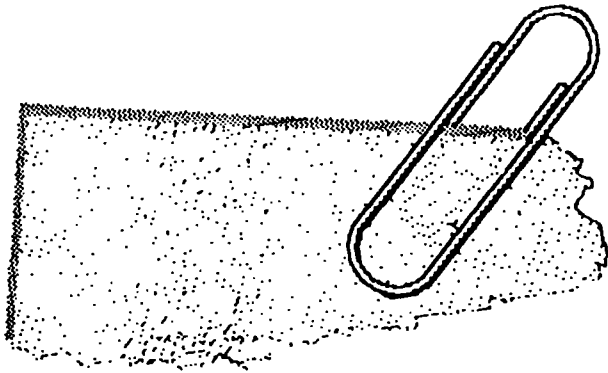
1. Send a message to: BCTLAFORUM@mala.bc.ca
2. Type the subject of your message.
3. Remember that what you send will be read by all the people who have subscribed!
4. Make sure that you include your signature at the end of the message: your name, work address, and e-mail address

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



**WHATEVER  
CREATIVITY is,  
it is IN PART A  
SOLUTION TO A  
PROBLEM.**

*Brian Aldiss (b. 1925),  
British science fiction writer*



## NOTES AND NEWS

by **WILLA WALSH**, Senior Editor

### HORIZONS '96

The computer users PSA announces their conference for the fall with the theme "Working IT (Information Technology) In!" The event will take place at Guildford Park Secondary School in North Surrey. This school can provide three labs which are expected to be fully Internet connected. The usual conference rate of \$100 and \$35 for membership fee remains in place. The keynote speaker is Larry S. Anderson. He is a master of building the infrastructure necessary to teach for the future. There will be the usual wine and cheese event, the Vendors' area, the T-shirt, and a wind-up OctoberFest with S-Bahn—the band that rocked everyone last year. The dates are October 17 and 18th, Thursday evening and Friday, 1996.

### NEW FROM CLASSROOM VIDEO

*Population Pressure: Case Study – Mexico City* is a new video produced by the local company Classroom Video of Burnaby. It is a well organized, easy to understand case study of population pressure in Mexico City. The video is divided into four parts, population and migration, the migrant cycle, urban problems, and Mexico's future. There is a brief teacher' guide and four student work sheets. This video is recommended by a reviewer for the BC Social Studies Teachers' Association's journal *Horizon*, volume 33: no. 1, Winter 1995/96. Also recommended in the same issue is a video set entitled *Forest for the Future* by The Video Project, Oakland,

Calif - 1-800-4-PLANET or write: 5332 college Avenue, Suite 101 Oakland, CA 94618. Fax: 510-655-9115. It encourages students to think critically about forest management, explains the biological complexity of old-growth forest ecosystems, examines the options for reconciling the economic concerns of the forest industry with environmental concerns and explores the consequences of clear cutting. There is a teacher's guide with background information, activities, and classroom questions. The set includes three videotapes.

## STATISTICS CANADA

The 1996 Census Teacher's Kit, containing eight teacher-ready activities and a teacher's guide is now available. It explains how Canada conducts a census and how census results benefit society. Grade levels are indicated on each activity. The kit is available to educators free-of-charge. To receive a copy call 1-800-267-6677 or send a fax to (613) 951-0930. Mail orders should be addressed to Statistics Canada, Statistical Reference Centre, Tunney's Pasture, Ottawa, Ontario, K1A 0T6.

The *Canada Year Book 1994* is now available on CD-ROM. this electronic book retains all the charm and content of the print version while offering the flexibility of electronic access. Navigation through the CD-ROM is made easy by using index menus, hypertext and keyword search facilities. The software allows you to cut and paste text and tables into word-processing applications. It runs from a Windows 3.1/MS-DOS operating system. To order this CD (cat. no. 11-4020XCB, \$64.95) call the above number or send a fax to (613) 951-1584.

## CANADIAN SCHOOL LIBRARY ASSOCIATION (CSLA)

### LITERARY LOTTERY

What is the CSLA Literary Lottery? It is both a fundraiser and an advocacy strategy. CSLA wants to present a list of super books and CD ROMS that any library would like to own. In 1996, the focus is secondary schools and in 1997 it will be elementary schools. The prizes are free from publishers who have provided enough promotional copies for three travelling displays across Canada. By selling lottery ticket at \$5.00 each or three for \$10.00, CSLA intends to raise money to support a cross-Canada

teacher-librarian Advocacy Campaign that is so badly need. The CSLA is administering the lottery hoping for participation of the Provincial Library Associations and many others. The proceeds will support advocacy for school library resource centres and teacher-librarians at every level across Canada. Even within the teaching profession, strong advocacy must take place so that our fellow teachers understand the importance of teacher-librarians and the school library program. You can participate by buying a ticket today. If you would like tickets, call anyone on the executive of CSLA for details. They have selected 100 recent titles that no one would want to miss and no secondary school library should be without. This lottery is taking place thanks to the generosity of the Canadian publishers and distributors who have donated the material selected. Some wonderful items include: CD ROMS - *Elite CANESCO Magazine Service* (worth \$6,000), *Canada Year Book*, the *Canadian Encyclopedia*, and *Encyclopaedia Britannica*, IBM version (\$925). Books include many, many wonderful titles including: *Canada's best careers guide*, *Chronicle of Canada*, *Ethnic dress*, *Facts about Canada*, *Happy as a clam*, *Herstory*, *Illustrated atlas of world history*, *Letters from the inside*, *Man on the moon*, *Open secrets*, *Piano man's daughter*, *Reader's companion to twentieth century writers*, *Rules of the game*, *Shakespeare and Macbeth*, *The stone diaries*, *Story of Canada*, *Top 500 poems*, *Torn away*, *Winterdance*, and many, many others! What an opportunity and such a good cause! Call Shirley Lewis at (416) 629-9119, CSLA President, or write to: CSLA, 200 Elgin Street, Suite 602, Ottawa, Ontario K2P 1L5. E-mail: slis@flexnet.com

### **NATIONAL BOOK SERVICE AWARD for Teacher-Librarian of the Year.**

The winner this year is Judith Dueck of Winnipeg, Manitoba. Teacher-librarians in Manitoba are excited and pleased that Judith Dueck of the Winnipeg School Division #1 has been named as the winner of the Teacher-Librarian of the Year Award. Judith was nominated by her many colleagues and administrators who recognize her dedication and hard work on behalf of school librarianship in Manitoba. Her work in secondary school libraries with students and her dedication to the role of the teacher-librarian has gained her the respect and admiration of her colleagues in Manitoba. Congratulations to Judith!

### **MARGARET B. SCOTT AWARD OF MERIT**

This winner this year is Victoria P. Pennell. Victoria is the coordinator of Learning Resources/Social Studies for the Avalon Consolidated School Board in St. John's, Newfoundland. She has a wide range of education and experience in school librarianship and has provided strong leadership in her home province and in the national arena. Victoria supported the development of school library policies and programs in Newfoundland and is one of the authors of the prestigious *Learning to Learn* document. She continues to share her expertise on a national level through her work in a widely-read newsletter and through membership in related school library committees. Congratulations to you, Victoria!

### **NEWS FROM SASKATCHEWAN**

The Saskatchewan School Library Association in the journal *The Medium*, Winter 1995 edition, reports that Saskatchewan continues to see cuts to school library personnel and also the position of the library consultant in various districts. Along with these cuts to staff they have also seen continuing cuts to funding for schools which results in a less well rounded resource collection to support new curriculum. The association encourages bringing parents inside in the struggle to keep standards up. They have also noticed a decline in SSLA's membership and they now find that it is increasingly difficult to balance the budget and to plan financially successful conferences. Some of the positive steps taken to improve the situation include: SSLA presented a brief to the Minister of Education outlining their concerns and requesting the formation of a Minister's advisory committee to investigate ways in which the policy document on resource-based learning can be made operational. SSLA also has a representative on the Minister of Municipal Government's Multitype Library Development Advisory Committee which is investigating ways all types of libraries across the province can cooperative and share resources. As of this year, no courses in school librarianship are offered at either the University of Saskatchewan or the University of Regina.

### **AUTHORS ON TOUR**

Kate Walker & Company have a catalogue of authors and their books and the dates these authors will be

touring and presenting their works in and around Vancouver. Some of the authors include: Rosemary Neering, Tom Henighan, Leona Gom, Alan Haig-Brown, Des Kennedy, Julie Lawson, Elliot Leyton, Andreas Schroeder, Diane Swanson, and Roy Henry Vickers. If you want further information about the times and the places the authors are available at, contact Julie Pithers at (604) 323-7111; fax (604) 323-7118.

## CANADIAN FOREST SERVICE

The Canada- British Columbia Partnership Agreement on Forest Resource Development is making an interesting elementary booklet available to teachers. The booklet, entitled *A Special Gift* is aimed at five- to seven-year olds. The story is designed to help motivate kids to plant a tree and to care about our forest. It is wonderfully illustrated. Jamie is taken by his father to the forest to pick some seeds from the cone of a Douglas fir, and prepare and plant them so that one can grow into a tree. Kids reading the book are encouraged to follow Jamie's example and plant a tree of their own. A "Planting Journal" is provided at the end of the book where young readers can record the details of their own tree planting adventure. The book was written by Andrea Spalding, a BC author of many children's books. To receive a copy, contact: The Canadian Forest Service in Victoria at (604) 363-0600, or the BC Ministry of Forests at (604) 387-5255.

## NAMES IN LIBRARY NEWS

**Lynne Lighthall**, on the faculty at UBC's School of Library, Archival and Information Studies, is on partial leave for Term 2 in order to conduct her sixth survey of automated systems in Canada's school libraries and to develop a research proposal to investigate the use of automated systems in school libraries and their impact on the role of the teacher-librarian. She is presently the coordinator for the joint IASL/ATLC (International Association of School Librarianship/Association for Teacher-Librarianship in Canada) conference to be held in Vancouver in July of 1997.

**Sarah Ellis**, local BC children's author, has won the Mr. Christie Award for Best English Book Age 12 and Over for *Out of the Blue* (Groundwood).

**Warren Grabinsky** has retired after 22 years as district resource centre manager for School District

22 (Vernon). He is working full time in a home based business with this wife, converting school library data to automated systems.

## KALEIDOSCOPE 6: A GLIMPSE AHEAD

This event will be held on October 3 to 5, 1996 in Calgary. The theme is "Imagination's Legacy." The sixth Kaleidoscope will provide a forum for exploration of this theme by those who create, interpret and advocate children's literature. An exciting list of writers, storytellers, editors and illustrators will be speaking at Kaleidoscope 6. Some of these include: Sarah Ellis, a sensitive writer of realistic fiction dealing with family relationships. She won the Governor-General's Award for children's literature for *Pick up sticks*. Two-time receiver of a Carnegie commendation, Diana Wynne Jones uses fantasy, often comic, to address contemporary issues. Michael Kusugak blends traditional and contemporary Inuit culture through his unique "storyteller" style of writing. Winner of many international awards, New Zealand's Margaret Mahy is an exceedingly versatile author whose repertoire includes humour, fantasy, realistic fiction, psychological thrillers and poetry. Cynthia Voigt has received numerous awards for her realistic fiction. *Dacey's song* was a Newbery medal winner and *A solitary blue* a Newbery honour book. She is well known for creating self-reliant characters in her realistic fiction. Diana Wieler writes with compelling honesty about issues that concern today's young people and is the winner of the Governor General's Award for Children's Literature for *Bad boy*. Lawrence Yep's titles *Dragonwings* and *dragon's gate* have won awards. Katherine Cole, publisher for Stoddart Books (see article elsewhere in this issue of *The Bookmark*), and Julie Lawson, winner of the Sheila A. Egoff Award for *White jade tiger*, will be presenting together to demonstrate the unique creative process that occurs once a manuscript arrives at the publishing house.

The Kaleidoscope 6 poster is being designed by Ron Lightburn. His *Waiting for the whales* won him the Amelia Howard Gibbon award in 1990. Photographer and writer Candace Savage combines firsthand knowledge, extensive research and stunning photography to create her exquisite nature books.

This conference is attended by many teacher-librarians from all over Canada and is always a hit with every one of them! All will come away touched and

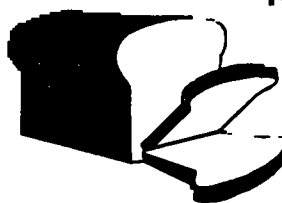
changed by those who take part in creating children's literature.

## PERMABOUND

This company has produced the 1996 Author & Illustrator Birthday Calendar. Every day of each month lists the authors and illustrators whose birthdays occur on that day. There is a nice mix of authors—both American and Canadian, and other nationalities as well although the majority are American. Each month also has a section presenting a biographical sketch of one of the authors whose birthday occurs that month accompanied by a list of their titles. June's authors include Cynthia Rylant, Sandra Scoppetone, Maurice Sendak, Antoine de Saint-Exupery, Robert Munsch, Theodore Taylor, Charlotte Zolotow, Bette Green, and James Lincoln Collier. The June featured author is Cynthia Rylant.

The purpose of the calendar is to introduce young people to award-winning authors and illustrators, to aid teachers and teacher-librarians to plan cooperative lessons featuring various literary genres and to foster author studies and literature appreciation programs. There are suggested activities as well. This is a very handy calendar and is available from Permabound Canada, Box 517, Station A, Willowdale, Ontario M2N 5T1. Call 1-800-461-1999; fax 1-705-876-9703.

IT IS THE SUPREME  
ART OF THE TEACHER  
TO AWAKEN JOY  
IN CREATIVE  
EXPRESSION  
AND  
KNOWLEDGE.



*ALBERT EINSTEIN (1879-1955),  
GERMAN-BORN U.S. PHYSICIST*



# THE PORTRAIT: ANN WALSH

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

Ann Walsh was born in 1942 in Jasper, Alabama and lived in Kansas and South Africa before arriving in Vancouver with her family in 1953. She completed both her elementary and secondary schooling in Vancouver public schools. Walsh received a Bachelor of Education from the University of BC and taught elementary school in Vancouver for a couple of years. Ann then moved with her husband to Williams Lake, where she continued her teaching career. Ann taught for twenty-eight years (1963-1991) at various levels from pre-school to community college.

In our interview Ann told me that she always enjoyed writing and as a child she had "one of those imaginations that get you into trouble". It wasn't until she reached the age of forty, however, that she decided to pursue her dream to be a writer. As she stated, "It was more fun than a mid-life crisis".

Walsh realized her "dream come true" with a number of critically acclaimed intermediate books. Each of her first three novels was chosen for the Canadian Children's Book Centre's *Our choice catalogue*, a list of books for young people recommended by librarians and professionals in the field of children's literature.

Ann's first published novel, *Your time, my time* (Press Porcepic/ Beach Holme, 1984) was selected by the magazine, *Emergency Librarian*, as the best children's book of 1984. The book was also short listed for the young adult novel award by the Saskatchewan Librarian Association. *Your time, my time* weaves time travel and romance into a story of a girl marooned in Barkerville, BC for the summer.

Ann's next novel also takes place around Barkerville. Based on an actual incident from the Cariboo gold rush days *Moses, me and murder* (Pacific Educational Press, 1988) combines historical fact with the thrill of a murder mystery. *Moses, me and murder* was short listed for the Geoffrey Bilson Award for historical fiction in 1989.

*Ghost of Soda Creek* (Press Porcepic/Beach Holme, 1990), Walsh's third novel, successfully intertwines the supernatural with real life situations. Life in a small town is disrupted by the appearance of

a young ghost from the past. The residents overcome their own problems, bigotry and suspicions of each other to help the spirit of the dead child. The bonds that result from their communal effort provide a heartwarming finish to an engaging story.

Walsh tackles the problems of racism in her next novel, *Shabash!* (Press Porcepic/Beach Holme, 1994). Set in a small BC mill town in 1980, the story is about Rana, a young Sikh boy who joins a minor league hockey team. Walsh relates Rana's struggles both on and off the ice, the discrimination he encounters and the prejudices he discovers in others and himself into a touching and accurate picture of small town life.

Ann has also written poetry and short stories for a number of anthologies and magazines. *Across the stillness* (Press Porcepic/Beach Holme), a collection of her poetry, was published in book form in 1993. It is an assortment of poems depicting the land, people and life of the Cariboo.

At present Walsh has a number of works still unpublished. A collaboration with a journalist resulted in a young adult mystery/ adventure novel that Ann described as "Nancy Drew in Horsefly, BC". She told me it was nice to work with someone because "writing can be a lonely experience". Ann has also completed an adult mystery novel set in a small BC town and is currently working on a sequel to her novel, *Moses, me and murder*.

Walsh was recently a guest author for the Vancouver Schools' Book Week. While she was at my school, she entertained two grade six classes for an hour talking about her life as an author and reading from her novels. The grade six students listened intently to her presentation and their subsequent eagerness to take out and read her books are an indication of her popularity.

In our interview afterward she said she found writing to be both "the most frustrating and most rewarding" of any job. One hopes that any frustration her writing has caused her has been outweighed by the frequent and well-deserved recognition her work has received.



# THE DEEP END

by DONALD HAMILTON, Education Librarian, University of Victoria.

## Building a Program

While no surprise to most of you, I have once again been forcibly reminded that there continues to be an incredible range of understandings about the school library. I was fortunate to be involved as a consultant in the construction of a new elementary school. My task was to assist the principal and the staff in final considerations respecting the library, computer considerations and other pertinent matters. I had a few days to meet with the staff, review all the current plans, meet with the principal and the architects, and visit other schools in the District and outside. It was an illuminating experience.

Without getting into the details of the particular situation which would take much to much of your attention, may I comment briefly on some of the observations that emerged from my explorations.

1. The architects I met had only a superficial view of the library in the school. It was clear that most of their understandings came not from the field but from their own perceptions of what a school library should be. What went down on paper was a blend of their hypothesis and the Ministry's limits on space. In my recent case, the library was a place for reading for no provision had been made for computer points or electrical services beyond one duplex plug in the library "office". My questions about the overall function of the space was met with genuine interest reflecting a real desire to know what was missing. But what was missing, or better, what had been missed was an investigation, a search for answers. This architect's office did not know that the Ministry had published a major document entitled "Developing Independent Learners" that eloquently defines the functions of the place as a learning program in the school, nor were they aware that two major national associations existed to help define the role and function of the school library resource centre. It was all new. Yet this firm had designed many schools and many school libraries.
2. If the District has not developed extensive documentation on the role of the school library and if it does not employ a coordinator or consultant for school libraries or learning resources, it is likely that few teachers will be in a position to assist the new principal in designing the new space. In this particular case, the new school was replacing an old one and the staff was in place. I was struck by the interest that staff exhibited in the notion of the school library program - a program that had not been possible due to priorities in the school and district. There had never been a "teacher-librarian" in place - only teachers who worked part-time in the library. Here was a new library about to be dropped on a group of teachers and they wanted it to work! But then there is little likelihood they will get a teacher-librarian who could help make it all work.
3. We have Ministry guidelines that provide great spaces for school libraries in new schools, but at the same time we have little Ministry direction to the field that would ensure that the space is well developed and defined. There is something very wrong here that begs to be addressed but for many schools those hard questions will simply never be asked. I wonder how the Ministry can provide funds for programs that cannot exist. Surely the program should come before the space necessary to hold it!
4. We ask principals to perform Herculean feats of administrative and philosophical gymnastics when we ask them to consider the extent of the library program in a new school long before they have a staff or students, and without necessary assurances that they will have appropriate start-up funding for materials and equipment. It is all very vague unless the District has established priorities and positions on these vital areas or has the consultative power in District that can be activated. It is hard to understand how anything could be built without very clear and defined expectations. That can prove to be problematic as well when a well meaning teacher-librarian helps to design a space that only he or she could manage.
5. If the architect and the principal and the Board Office people who develop facilities do not have a clear perception on even the general dimensions of the role and purpose of the school library, it is not surprising that we manage to continue to perpetuate the errors of the past. It seems clear to me that the learning resource centre (or the library media centre or whatever we call this thing) has

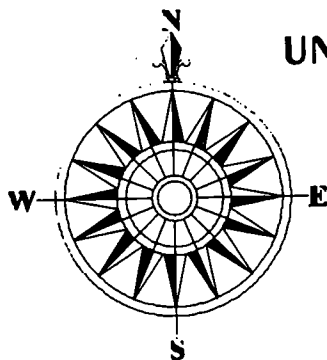
distinctly different characteristics than a young adult or children's section of a public library. Yet my experience leads me to conclude that we have not managed to move our message into the psyche of those who determine the shape of the structure we will strive to use for our programs. So we get bright, hot skylights, huge workrooms, enormous checkout desks, inadequate space for small group work or whole class use, fixed cabinetry, impossible lighting, lofty high ceilings, reading pits, no display space, and so on.

I suspect that whoever has won the election will begin a major school building program next year. It is imperative that we let the politicians, planners, architects, administrators and bureaucrats know that the school library is not just a space complete with shelves and tables and chairs. We have to ensure that the space is designed towards a purpose that is not just pretty and nice, but actually meets a need in the educational planning of the school. And that discussion may well bring us back to the really BIG questions about the nature of learning resources in the school, the training and competencies of the teacher-librarian, and the function of the library resource centre in the school's educational program.

What happened to the school that built the new library? Well it has a big, lofty, central space that has huge skylights, a few books, tables and chairs, nice carpeting, colorful paint work, an empty office, and a swell circulation desk. It does not have any time for a teacher-librarian .



**CHANGE ALONE IS  
UNCHANGING.**



*Heraclitus*  
(c. 535-c. 475 BC),  
GREEK philosopher

# WANTED! BCTLA REVIEWERS

Once again, the BCTLA REVIEWS is asking for reviewers.

- If you are interested in reviewing materials for this publication, please fill out the form below
- If you are already a reviewer, and wish to revise your data, also send in the form below

One of the problems with matching an item with a reviewer is the brevity of the list of interests that some of the volunteers have submitted. In going over past records we find that the reviewers who have listed hobbies and interests have received more material to review. It is easier to send a book on sailing to someone who sails than to someone else. If you have not been receiving many books to review, the problem might be that your list of interests is too narrow and that there are not many books on your indicated interests at your grade preferences.

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

MAILING ADDRESS \_\_\_\_\_

HOME PHONE \_\_\_\_\_

SCHOOL \_\_\_\_\_ DISTRICT \_\_\_\_\_ POSITION \_\_\_\_\_

1. **Level:** Primary \_\_\_\_\_ Intermediate \_\_\_\_\_ Jr. Sec. \_\_\_\_\_ Sr. Sec. \_\_\_\_\_

2. **Subjects:** (Please check)

Science fiction \_\_\_ Mysteries \_\_\_ Humour \_\_\_ Picture Books \_\_\_ Drama \_\_\_  
Poetry \_\_\_ Folklore \_\_\_ Art \_\_\_ Music \_\_\_ Handicrafts \_\_\_ Hobbies \_\_\_  
Photography \_\_\_ Gardening \_\_\_ Geography \_\_\_ History \_\_\_  
Local Histories \_\_\_ Native Indians \_\_\_ Travel Guides \_\_\_ Farming \_\_\_  
Biology \_\_\_ Chemistry \_\_\_ Physics \_\_\_ Archeology \_\_\_ Astronomy \_\_\_  
Outdoor education \_\_\_ Nature \_\_\_ Ecology \_\_\_ Psychology \_\_\_ Sociology \_\_\_  
Economics \_\_\_ Law \_\_\_ Political science \_\_\_ Education \_\_\_  
Women's Issues \_\_\_ Multiculturalism \_\_\_ Consumerism \_\_\_ Health \_\_\_  
Handicapped \_\_\_ Home Economics \_\_\_ Cookbooks \_\_\_ Industrial Arts \_\_\_  
Business Education \_\_\_ Computers \_\_\_ French Immersion \_\_\_ Religion \_\_\_  
Architecture \_\_\_ Antiques \_\_\_ P.E. \_\_\_ Sports \_\_\_ Aviation \_\_\_ Boating \_\_\_  
Skiing \_\_\_

3. **Special interests, hobbies, previous experience, qualifications, etc.:**

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**PLEASE SEND THIS FORM TO: Jean Anne Lewis, BCTLA REVIEWS co-ordinator at:  
5 - 1893 Tzouhalem Road, RR5, Duncan, BC V9L 4T6 or FAX: (604) 746 - 8715.**

# 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.

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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.

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BOU  
Boraks-Nemetz, Lillian. *The old brown suitcase*. — Ben-Simon, 1994. — 148 p. — ISBN 0-914539-10-8. — \$11.95.

Ben-Simon Publications  
P.O. Box 318  
Brentwood Bay, B.C. V0S 1A0

Reviewed by: Roberta Kennard,  
teacher-librarian, University Hill  
Secondary School, SD#39 (Vancouver).

*The old brown suitcase* is a fictional account of a young girl who escapes war torn Poland with her surviving family members. After the family relocates to eastern Canada, Slava must deal with her Jewish heritage as well as her memories of escaping the Warsaw Ghetto and the horrors of World War II.

*A Teacher's Guide* prepared by Michelle Nowak, an English and Social Studies teacher, contains suggestions for teaching with the novel.

This publication is suitable for use in intermediate and English as a Second Language classes or as a supplementary source to English and Social Studies curricula.

Recommended for grades 5-6 with regular classes, and junior secondary for ESL students.



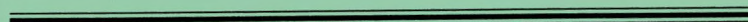
CLE  
Clement, Gary. *Just stay put: a Chelm story*. — Groundwood, 1996. — 32 p. : ill. — ISBN 0-88899-239-4 — \$14.95.

Reviewed by: Corinne Paravantes,  
teacher-librarian, Henry Grube  
Education Centre, SD#24  
(Kamloops).

This traditional story, retold and illustrated by Gary Clement, will be an appropriate read-aloud book for children aged seven to ten who enjoy a joke. Right from the start we can all laugh at the old rabbi who says that the moon is more important than the sun. After all, the moon helps us to see at night, whereas we don't need the sun to see during the day because it's already bright. The absurdity continues when Mendel, the main character, grows tired of being stuck in his own town and decides to walk to Warsaw. He sets off in high spirits but chance intervenes and Mendel ends up right where he started — in Chelm. Mendel is so silly he can't understand why everything looks so familiar!

The text is organized into very manageable read-aloud portions, and the bright, zany illustrations reflect the ethnic quality of the story. This book has obvious application in a study of folklore but is probably best for fun.

Recommended for grades 2-6.



GOU  
Gough, Laurence. *Heartbreaker*. — McClelland & Stewart, 1995. — 265 p. — ISBN 0-7710-3438-5 — \$26.95.

Reviewed by: Betty Errington, retired  
teacher-librarian.

*Heartbreaker* is the eighth novel in Laurence Gough's Willow and Parker mystery series. Set in Vancouver, it tells the story of body-building Shelley and his passion for the gorgeous Bo, whom he meets at Kitsilano Beach. Beautiful but dumb Shell find himself up to his biceps in extortion, mayhem and murder as he tries to follow the wily manipulations of his new girlfriend. City detective duo Jack Willows and Claire Parker track down the killers to the fiery finale.

Author Gough, a Vancouverite, has been very successful with his award-winning mystery series. The books are now printed in thirteen languages world-wide. *The Times Literary* supplement praises Gough's "knotty, multi-stranded plots, picturesque villains and bit players, pungent humour and trenchant prose."

*Heartbreaker* is a well-bound hardback book with clear readable print. The novel attracts the eye with its provocative cover picture of Shelly's bikini-clad girlfriend.

This is a must for public libraries, a maybe for senior secondary. How popular is Raymond Chandler-type fiction in your library?

Recommended for senior secondary.

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PAS

Pasnak, William. *Sink or swim*. — James Lorimer, 1995. — 89 p. — ISBN 1-55028-480-0 — \$8.95.

Reviewed by: Patricia Parker, teacher-librarian, Arthur Hatton/Dufferin Elementary School, SD#24 (Kamloops).

*Sink or swim* is the story of twelve year old Dario Cavalito's two weeks at a summer camp near his Vancouver home. The local flavour of the Commercial Drive area is realistic, as is the description of the west coast setting. Dario is afraid of water, but his widowed mother sees fit to send him to a "water sports camp." Dario meets a politically correct cross-section: bookish nerds, bullies, smart alecks, goody-goodies, fat kids, Chinese kids, Jewish kids, et cetera. In the end he is able to overcome his fear of water. He learns to float on his back and to sail, earning the "Camp Skookum award for the "Most Improved Water Skills."

This humorous story about personal challenge and friendship is written in the first person with a number of colloquialisms and comments that young readers would enjoy. Brief quotes are "poured ice water in my shorts", "as much sense to me as sticking a fork in a wall socket" and "the other kids look at Joshua like he's speaking Klingon or something." The exciting climax provides a bit of a twist. The only drawback (but which also could be considered a plus) is the sailing vocabulary that is introduced. Terms like tacking, cast off, helm, starboard, tiller and jib are used frequently.

Recommended for grades 4-6..

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REY

Reynolds, Marilyn. *A dog for a friend*. — Orca, 1994. — 32 p. : ill.— ISBN 1-55143-081-5 — \$14.95.

Reviewed by: Valerie Jones, teacher-librarian, ??? Elementary School, SD#61 (Victoria).

*A dog for a friend* has been a favourite since the first moment it appeared in our library. Indeed, it was so popular that a second copy was purchased.

The book appeals to children aged six to ten. Grade one children found it delightful to listen to as the story was long enough to let them forget themselves in the narrative, unlike many picture books. They enjoyed the simple, but lifelike illustrations, which were placed either on the same page as the appropriate text, or on the opposite page.

Children appreciate Jessie's longing for a pet. They are touched by the piglet's weakness and loneliness as even the toughest of children have hearts that understand these feelings. They are amused by Jessie's mother's action in comforting the piglet by taking it to her bed. They enjoy the happy and satisfying ending to the tale, that Harold "grew to be the biggest pig for miles around."

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Marilyn Reynolds is a true storyteller with the ability to make a simple story fascinating to the readers. Her vocabulary is easy for children to understand, as are the emotions she describes. As in her book, *Belle's journey*, she writes of everyday people facing ordinary, believable problems. She tells of the way people love and react to animals in a way that is free from sentimentality.

I hope that Marilyn Reynolds will be encouraged to write books for older readers, too. She has a rare talent.

Recommended for grades 1-5.

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SCH

Schultz, James Willard. *With the Indians in the Rockies*. — Fifth House, 1995. — 144 p. — ISBN 1-895618-18-6 — \$6.95.

Reviewed by: David M. Young,  
teacher-librarian, Royal Oak Middle  
School, SD#63 (Saanich)

First published in 1912, this excellent survival story is as exciting as Gary Paulsen's *Hatchet*. Though written over eighty years ago, it presents a mainly positive picture of native culture. The author lived in the 1870's and 1880's with the Piegans, one of the tribes of the Blackfoot nation, and married a native woman. This historical novel presents a realistic view of the frontier life of the late 19th century. The two young male protagonists, Tom and Pitamakan, face many harsh conditions and together overcome many hardships to endure and survive the bitter winter in the Rocky Mountains land of the Kootenay Indians.

The novel is full of fascinating detail about frontier life and survival techniques. This helps to convey the romance and adventure of the Old West, though many of today's readers will be appalled by the graphic slaying of wild animals — even if they are being killed for food and survival!

The book should appeal to students grades 4-8 who are not vegetarians.

Recommended for grades 4-8..

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SEI

Seidel, Ross. *The rats came back*. — Annick, 1995. — 32 p. — ISBN 1-55037-403-8 — \$5.95.

Reviewed by: Susan Darnbrough,  
teacher-librarian, Quigley Elementary  
School, SD#23 (Kelowna).

Written for primary-age children, this simple story emphasizes the ideas of acceptance and cooperation. When we first meet the rats we see them pouring into Granny's house. Granny's nap is disturbed and she awakens to find her home crawling with rats. Her reaction is a pleasant surprise — she is absolutely delighted! Granny greets them with "You're back! You're back!" Obviously these rats have been to Granny's before and they are very welcome now. The rats begin cleaning, repairing and painting all the places Granny cannot reach. The commotion ends with all the rats sitting down to Granny's boysenberry pies.

Full colour, detailed illustrations accompany the delightful text. The rats are dressed in old fashioned costumes and each reading reveals more details in the water colour illustrations. The point of view changes — sometimes we see the commotion from Granny's point of view and other times from the rats'.

This picture book would be a welcome addition to an elementary library. Excellent for predicting and themes of cooperation.

Recommended for K-2.

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SME

Smedley, Gord. *Orcas calling*. —  
Caitlin, 1994. — 64 p. : ill. — ISBN  
0-920576-46-X — \$8.95.

Caitlin Press  
P.O. Box 2387, Stn. B.  
Prince George, B.C. V2N 2S6

Reviewed by: Judy Cottrell, teacher-librarian, John Henderson  
Elementary School, SD#39 (Vancouver).

*Orcas calling* combines the element of magic with reality. When Alicia, an environmentally-conscious 13 year old, learns of a holiday in Prince Rupert she can think of nothing else. Her dream has come true. She can escape from her “boring” hometown and spend time catching glimpses of her favourite animal — the whale. Alicia’s adventure includes an overnight stay on the beach on her own, which provides a chance to see more than whales. At first, Alicia is unable to distinguish daydream from reality, but eventually takes part in a magical underwater journey. The result is a promise to help change people’s ways of thinking.

Students will enjoy the magical quality of this adventure. The lively black and white illustrations throughout the book and the easy to read print make this book a good choice for the grade 4/5 level.

Recommended for elementary school libraries.

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WYN

Wynne-Jones, Tim. *The maestro*. —  
Douglas & McIntyre, 1995. — 223 p.  
— ISBN 0-88899-242-4 — \$9.95.

Reviewed by: Garth Harkness,  
teacher-librarian, Laurie Junior  
Secondary School, SD#2  
(Cranbrook).

Fourteen year old Burl Crow lives with his abusive father and pill addicted mother in a shack near a small town in Northern Ontario . When he runs away after a confrontation with his father he discovers a cabin on Ghost Lake and its eccentric owner, Nathaniel Gow — “the Maestro.”

Burl ends up looking after the cabin when the Maestro returns to Toronto, where he unexpectedly dies. With the help of a sympathetic lady bush pilot, Burl devises a plot to claim the cabin as his own by masquerading as the Maestro’s illegitimate son. Things go well until his father stumbles upon the cabin.

Tim Wynne-Jones uses rich, image laden language to create a powerful story about a boy who craves a piece of the earth to call his own. Wynne-Jones has written numerous books for children. *The maestro* is his first novel for young adults. It won the 1995 Governor-General’s Award for Children’s Literature.

Note: Be aware that late in the book Burl’s father calls him a “little bastard” and “a slut, just like your mother.” Also, the five inch by eight inch format is larger than the standard paperback size.

Recommended for grades 7-10.

379.711 CRA

Crawley, Mike. *Schoolyard bullies.*—  
Orca, 1995.— 200 p.— ISBN 1-  
55143-043-6.— \$14.95

Reviewed by: Anne Lansdell,  
teacher-librarian, Arbutus Junior  
Secondary School, SD#61 (Victoria).

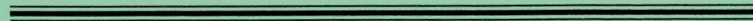
A Canadian journalist now working in BC, Mike Crawley uses a cast of characters representing all phases of the British Columbia education scene to create an excellent production which reads more like a novel than an analysis of the “politics of education.” This book is a “who’s who” of personnel involved in all aspects of education from political opponents and proponents of education, BCTF administrators past and present, local teachers and principals’ associations, the BCSTA, reporters, writers, professors and parents.

The outline of the Sullivan Report recommendations, the changes that produced the *Year 2000: A framework for learning*, and the controversies that followed are presented clearly and factually. Crawley’s analysis of the *Year 2000* philosophy presents two cogent criticisms. It de-emphasized the need for intellectual excellence, and it ignored the structural realities of school. Crawley considers the latter to be the biggest flaw. Examples of what went wrong are presented, with lack of communication being the main cause of the demise. “On the surface, public opinion sounded the death knoll . . . but fatal blows come from the high costs of education reform, opposition to the program by teachers, and lack of endorsement by the BCTF.”

As a history of the educational problems facing BC prior to, during and following the onset of the *Year 2000*, *Schoolyard bullies* is well worth reading. A slight criticism might be the title, as readers familiar with the term associate it with children, but as Crawley so aptly says, “I bristle at the school yard bullies of the title: the politicians who use the system only for political self-interest, the union leaders and bureaucrats who see the education system only in terms of dollars, people inside and outside the system who wax romantic for the golden age of education, when principals blistered kids’ palms with leather straps, where teachers droned on endlessly in Latin class, and where only kids who were bound for college or university made it to graduation day.”

With an adult target audience and a late secondary reading level, this book is of interest to the politically aware senior student as well as anyone interested in education in British Columbia. The sources listed by chapters are in themselves well worth the purchase of this book, even if it were not the interesting, informative and entertaining product that it is.

Recommended for secondary to adult.



387.73352'09711 COR  
Corley-Smith, Peter and David N. Parker. *Helicopters in the high country: 40 years of mountain flying.* — Sono Nis, 1995. — 93 p. : ill. — ISBN 1-55039-061-9 — \$16.95.

Reviewed by: Robert Jackson, teacher, J. Lloyd Crowe Secondary School, SD#11 (Trail).

The helicopter might well be the voyageur canoe of the late 20th century. Exploration, surveying, mapping and resource development owe a lot to the ability of the helicopter to carry people and materials almost anywhere. This slice of British Columbia history describes the challenge and adventure of developing helicopter service in the province from its very beginning to the present. The focus is on the growth of Vancouver Island Helicopters, but it also reviews the origins of Okanagan Helicopters, the first company of its kind in the province and later the largest in the world. Also acknowledged, although skeptically, is Lou Gagnon's device which allegedly flew in Rossland, BC in 1903.

People who make history are often too busy to write it down, so Corley-Smith and Parker have done a service by writing this attractive, browsable and readable book while the history is still fresh. The bibliography is short, but the authors have drawn upon the memories and personal records of the people involved.

This book will also satisfy the aviation buff. It is well illustrated with pictures of aircraft, the tasks they perform and the people who work with them. Anecdotes include hair-raising accounts of departures from high altitude landing pads, where the helicopters were unable to hover. Comments about aircraft performance avoid great technical detail, which may disappoint some readers, but keeps the story accessible to the uninitiated.

Recommended for intermediate and senior grades.

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574.1 BUR  
Burnie, David. *The concise encyclopedia of the human body.* — Raincoast, 1995. — 160 p.: ill. — ISBN 1-895714-87-7. — \$24.95.

Reviewed by: Elizabeth Hancock, science teacher, Templeton Secondary School, SD#39 (Vancouver).

This reference book is written by David Burnie, an able, science-trained writer with considerable experience in general science, especially the natural sciences and biology.

It is well laid out with a table of contents and an extensive index including keywords and concepts. At the back are comprehensive tables of infectious diseases and their causative agents, and non-infectious diseases and possible causes. It also has a brief description of the work of some pioneers of human biology and medicine. The work of other scientists is also highlighted throughout the book. The "Table of Word Roots" and "How to use this Book" pages allow the reader to gain a lot of knowledge and identifies areas for more extensive research to support what is presented here. The "See also" box points out related topics discussed on other pages.

The book is divided into major biological systems. It begins with a discussion of the regions and hierarchy of the body, how it is studied, the chemistry, cells, tissues and organs and then discusses systems such as the skeletal, muscular, digestive, and reproductive system.

Each double page section is divided carefully into major concepts with key words in bold type. For example, the pages on Face and Neck Muscles have text describing each major group of muscles such as the muscle that wrinkles the forehead or that which pulls the eyebrow down. There is a model showing these muscles and a

photograph of a person tensing the particular muscles to show its effect on facial expression. In each case the muscle is described using both the correct scientific name and easy to understand language. The sections on health, disease and defenses are particularly informative.

The mixture of photographs, micrographs, diagrams and detailed, full-colour illustrations supports the well-written text. The text presents technical information in a highly readable fashion at a grade 7 to 8 reading level. This book would be suitable for grades 5-10 and supports curriculum at those levels, although the combination of text and supportive illustrations make it accessible to much younger readers.

The hard cover, stitched binding and high quality paper mean this book should last for a number of years. This book lives up to its title and would be suitable for both school and public libraries as well as acting as an individual home reference.

Recommended for grades 5-10.

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811.'54 MAI  
Maillard, Keith. *Dementia Americana*. — Ronsdale, 1994.— 120 p.— ISBN 0-921870-28-0.—\$10.95.

Reviewed by: Margaret Montgomery, teacher-librarian, West Vernon Elementary School, SD#22 (Vernon).

This book of poems is divided into three sections, which may or may not be connected. The first section is "Interventions of the Duke; poems written in a time of war" and consists of 27 sonnets (some are formal sonnets, some are free verse, but all are 14-line poems which are sonnet-like) "revealing the derangement of family life after the Vietnam and Gulf wars." Maillard was born in 1942 and writes of his memories of the 50s and 60s including Kent State, the war in Vietnam and Steve Allen on TV. Behind all of this is his story of coming to Quebec and ending up in BC and his boyhood dreams, his family, and adolescence. Maillard currently teaches creative writing at UBC.

The second section, "Fugitive Colors," contains a dozen enigmatic poems, some very personal memories infused with Everyman's experience. In this part of the book there are notes on poetic forms. For example, "Let's get started" is a primer on how to remember your younger days — with consistent practice. "Gloss on the text" starts with a phone message: you got the whole thing wrong (i.e. life) but there is still time to re-educate yourself.

Part three "Dementia Americana" is a fifty page narrative poem telling the turn of the century story of a murder and a trial, and a beautiful maiden despoiled: Stanford White, Evelyn Nesbit and Harry Thaw — rape, lost innocence and revenge. A strange tale, a true tale, wonderfully told here in free verse with copious notes on sources at the back. A parable, paralleling America's story?

And now one begins to wonder about the juxtaposition of the three sections and about the book's title.

Recommended for senior secondary and college students.

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811.'54 MUN  
Munk, Barbara. *Your good hat.* —  
Caitlin, 1994.— 130 p. — ISBN 0-  
920575-52-4.

The Caitlin Press  
P.O. Box 2387, Station B  
Prince George, B. C. V2N 2S6

Reviewed by: Ruby McBeth, English  
teacher, Bert Bowes Junior Secondary  
School, SD#60 (Peace River North).

In this book of free verse poetry Barbara Munk reflects back to us the world of small town and small city interior BC. The book does not contain any controversial themes. In fact, you could say it gives you a comfortable feeling — like talking to a wise, older person. Not all the topics are pleasant, but none are negative or pessimistic. In the title poem "Your Good Hat" (p. 8) we find the lines:

let life be a search for golden treasure  
let us walk with wing and water  
sun and sky

This is Munk at her best, showing acceptance, interest and wonder towards the world. She does not attempt to encrust her world with myths from other places or times. We see in her writing both strengths and weaknesses of the free verse form. Her strength is that she does not come across as an academic, but rather as a voice for the common person. Unfortunately, her poetry seems at times too commonplace to be significant. However, I think the ordinary topics and language would make these poems useful for study in a creative writing class.

George Stanley's introduction is informative, including as it does a short biography as well as an analysis of Munk's work. It would have been helpful if he had addressed himself to the general reader rather than to people knowledgeable about poetry and poets.

Recommended for junior and senior secondary collections.

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811.'54 STO  
Stonehouse, Cathy. *The words I  
know.* — Press Gang, 1994.— 120  
p.— ISBN 0-88974-0370-2. —  
\$12.95.

Press Gang Publishers  
101-225 East 17th Avenue  
Vancouver, B. C. V5V 1A6

Reviewed by: Ruby McBeth, English  
teacher, Bert Bowes Junior Secondary  
School, SD#60 (Peace River North).

*The words I know* is a book of short free verse poems by a young woman who writes with honesty and clarity from an unashamedly female point of view. She includes personal poems in the first two-thirds of the book and poems inspired by the Mexican artist Frida Kahlo in the last third. In the first of the "Frida" poems, Stonehouse writes "It was a metal rod that silenced you ... it was my father's body silenced me." The early poems (about her youth in England) refer to sexual abuse by her father. Stonehouse has the self-confidence to write openly about horrible aspects of her life without becoming sensational or sentimental. Her poems include references to gynecological examinations by doctors, still births, and sexual relations (both healthy and abusive). Stonehouse has identified strongly with Kahlo as another woman for whom the body has been at times a torture.

Stonehouse does not come across as a tortured individual even though the imagery in some poems is unpleasant. As the topics of the poems are mature, I would not recommend the book for students below grade 10.

Recommended for senior high school collections, for counsellors at all levels, and for women who have survived abuse.

812.'5409 CAN

*Canadian drama and the critics* /  
edited by L.W. Conolly —  
Talonbooks, 1995 rev. ed. — 384  
p.— ISBN 0-88922-359-9.— \$22.95.

Reviewed by: Murrie Redman, retired  
teacher-librarian, SD#46 (Sunshine  
Coast).

The authority of the editors, Conolly and Hadfield, along with their perceptive selections of critical commentary, makes this revised edition a “must purchase” for the drama shelf. With forty-three plays written by Canadians theatre greats, students will seek out this friendly reference before viewing or reading a play. Even the entertainment factor is served well in the light-hearted, but responsible criticisms presented here. The complete index will assist “drop in” reference by drama students. The accompanying press release accompanying the review copy suggests the book as “an ideal companion text to *Modern Canadian Plays* Vols. I and II” as well as other anthologies. Besides, the price is right at under thirty dollars!

Recommended for senior secondary collections.

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904.'5 SWA

Swanson, Diana. *The day of the  
twelve-story wave: grinding glaciers,  
howling hurricanes, spewing volca-  
noes and other awesome forces of  
nature.* — Whitecap, 1995.— 64 p. :  
ill. — ISBN 1-55110-374-5. —  
\$14.95.

Reviewed by: Marv Worden, Inter-  
mediate classroom teacher, Cilaire  
Elementary School, SD#68  
(Nanaimo-Ladysmith).

Although the title may sound like fictional adventure, interesting facts presented in comfortably large print with illustrations on nearly every page make this a gripping book. The eighteen attractive colour illustrations by Laura Cook are complemented by ten black and white illustrations from an unnamed archival source. Clear explanations of geological and meteorological phenomena such as geysers, hailstorms, ball lightning and chinooks make this book appealing to middle and upper intermediate students.

Most of the five chapter titles and sidebar headings give clear indications of what is to be expected, although Chapter One’s title, “Heavyweight Action,” does not clearly indicate the topic of earthquakes and avalanches. The two page index should be quite useful.

Recommended for grades 5–7.

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917.1 BRI

Brine, Ralph Hunter. *Canada’s  
forgotten highway: a wilderness  
canoe route from sea to sea* —  
Whaler Bay Press, Galiano Island,  
B.C., 1995. — 262 p. — : ill. ; maps.  
— ISBN 1-55056-362-9.— \$27.95.

Reviewed by: D. Wilmann, teacher,  
Templeton Secondary School, SD#39  
(Vancouver ).

*Canada’s forgotten highway* is a wonderfully inventive blending of history and geography. The author recounts a trip across Canada (from west to east) that retraces, in reverse, the footsteps and paddle strokes of famous explorers of old. Every few chapters includes an account of one of these famous explorers so that the reader gets the feeling that there is a fifth member to the four-man expedition and they are carrying history along with them.

This title would be of interest to anyone with particular interests in the outdoors, travelling by canoe or the history of the development of Canada. It would also be useful as a supplementary resource for grades nine through eleven Social Studies students in the following areas: explorers, e.g., Champlain (grade 9); exploration, particularly with regard to the exploration of the Hudson Bay Company and the Northwest Company explorers (grade 10); development of the west (grade 10); and river routes across Canada, in relation to the geography of Canada (grades 9, 10, 11).

Positive elements of the text are both the use of visuals (although more colour visuals/photographs/diagrams/maps would make it more visually appealing), and the narrative quality of the tale, making the

historical events come to life through re-enactment, particularly for this age range of students.

Recommended for grade 9 to adult.

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971.1'03'0922 NER  
Neering, Rosemary and Joe  
Thompson. *Faces of British Columbia: looking at the past 1860-1960.*—  
Whitecap, 1995.— 176 p. : ill. —  
ISBN 1-55110-377-X — \$24.95.

Reviewed by: L. R. Little, Assistant  
Director, Penticton Public Library,  
Trustee, SD#15 (Penticton).

According to authors Rosemary Neering and Joe Thompson, photographers played a unique role in British Columbia's history. These early entrepreneurs were commissioned by miners, merchants, soldiers and others to have their pictures taken, often as mementos for family. The eastern provinces, states and Europe were also markets for photos of the frontier; places they could only dream about.

*Faces of British Columbia* is a window to the past, a pictorial chronicle from 1860 to 1960, compiled from several hundred thousand photographs in the file of the BC Archives and Records Service. Each chapter covers a decade and is introduced by an informative text providing the reader with the necessary historical background. Included are bibliographical references, over 120 black and white photos representing every region of BC, and an index.

Neering is a noted writer having published *In the path of the explorer*, *Down the road: Journey's through small-town B.C.* (a BC Book Prize winner), and *A traveller's guide to historic B.C.* She also regularly contributes to *Beautiful B.C.* magazine.

This photographic album is a useful supplementary resource for high school Social Studies students.

Recommended for Grade 10 and up.



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3. Persons with teaching certificates who are not teaching and are not eligible for honorary membership.
4. Voting members of the Early Childhood Educators of British Columbia.
5. Members of B.C. Teachers of English as an Additional Language.
6. Teachers with certificates valid in other provinces.
7. Students enrolled in a B.C. University Faculty of Education.
8. Administrative officers who do not wish to participate in the Salary Indemnity Plan.
9. Other persons who apply to and are accepted by the Executive Committee.

Persons who do not hold valid B.C. teaching certificates and are employed as substitute teachers by a board of school trustees must fill out an associate membership (for uncertified substitute teachers) form. The fee is \$1.00 + 0.275% of gross salary when they substitute teach. Application forms can be obtained from the local-association office.

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