

March 1996
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BCTLA

THE BOOKMARK



**WHAT TO BE... OR
NOT TO BE!**

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on 100's_{of topics}
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weighing 11,450_{kilos}
having 275,182_{pages}

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STATEMENT OF PURPOSE

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

IN CIRCULATION

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

TO BE OR NOT TO BE...

may not be the question that teacher-librarians in British Columbia have been facing, but rather will we be or will we not be!

ADVOCACY

Advocacy for teacher-librarians has been a major thrust of this executive this year, particularly as the BC Teachers Federation has been working on our first provincial contract. Although there had been some contract language in place, the vast majority of local contracts that had been in place did not mention teacher-librarians.

Advocacy has many facets - the role of the teacher-librarian, information literacy and teacher-librarians, acceptable standards for learning and working conditions, the issue of teacher-librarians providing preparation time for their colleagues, etc.

The reality that we must realize is that if we will not be protected under contract provincially, that teacher-librarians will continue to be the sacrificial lambs that we have been. In past contracts, where our classroom colleagues have secured class size limits and guaranteed preparation time, school boards have chosen to cut back funding to school libraries and teacher-librarian positions.

The BCTLA has fought hard to have our voice heard. With our chapter councilors, we have repeatedly sought to have the BCTF executive recognize the message that all non-enrolling teachers need to be protected in this first contract.

I have personally had contact with Doug Hogg, the head of the Bargaining Committee, to seek to have his assurance that the Bargaining Committee will seek to have all non-enrolling teachers protected.

We have been heard. Language to protect teacher-librarians has been put on the table. This in itself is encouraging, but as the negotiations continue, it is what is included in the contract at the end of the negotiations that is important.

The BCTLA executive is committed to continuing to advocate for the teacher librarians of BC, and for our PSA. To this end, Pat Parungao and I have presented workshops at the Beginning Teachers Conference in Vancouver, Willa Walsh and I went to UBC to be available to meet with Secondary Student Teachers at the first Secondary Student Teachers PSA Day, and I have arranged to present a workshop on advocacy to the teacher-librarians in Langley with our Continuing Education Chairperson, Mark Roberts.

WHAT CAN YOU DO?

Continue to be an advocate for teacher-librarians, library, and literacy yourself. Meet with student teachers and make sure that they understand the role of the teacher-librarian. (After all, these are your teaching colleagues of tomorrow.) Keep a high profile on your staff - be an collaborative teaching partner whenever you can. I admit this is hard for some of you who have to provide preparation time for your colleagues, but for those of you who can be collaborative partners with teachers, ensure that you are effective in your role. Keep your administrator informed of what you are doing in your role as the teacher-librarian. You can be your best advocate if you work at it! Send a collaboratively planned unit into The Bookmark. When it is published, photocopy it and give one copy to your teaching partner and another to the principal to let them know that what you are doing is important enough to be published in our provincial journal.

Defend your role and defend public education - be proud of what you do!

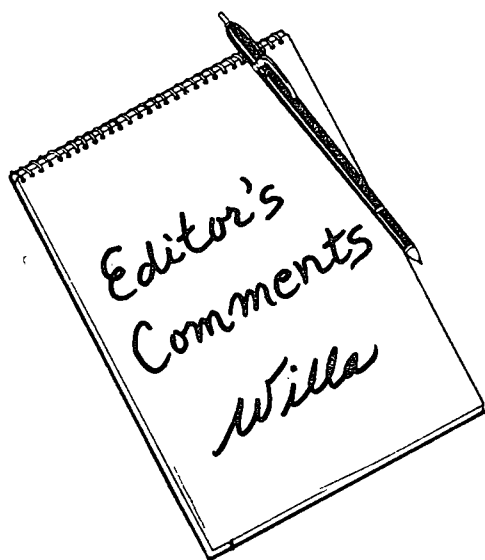
Hang on... we're still working together to be protected under contract and to be recognized as essential in our schools.

Gerald



A man willing to work, and unable to find work, is perhaps the saddest sight that fortune's inequality exhibits under this sun.

*Thomas Carlyle (1795-1881),
Scottish essayist and historian.*



As we approach budget time in our districts and schools, teacher-librarians will again find themselves vying for the necessary funds to sustain and expand their collections, provide access to new information technology, and keep up their equipment and supplies. Because the Ministry of Education has decided to defer giving budget numbers to the school districts until after a new Premier is chosen, and because that political event will precipitate a provincial election, we are left wondering what the future holds...

On the positive side, the BCTLA has been able to influence the BCTF to bring forward strong language for teacher-librarian time and working conditions to the provincial bargaining table. Qualifications for the job did not go forward, so each district or amalgamated region will need to address this issue locally. Districts already having qualifications language in their contracts will want to retain that language in their local bargaining process. As it is not a money or cost issue, it can be dealt with locally.

Teacher-librarians are increasingly finding themselves split between several jobs—being part-time teacher-librarians and having classroom responsibilities also. This no doubt makes it difficult to run a full, co-operative program in their libraries. We are seeing this reflected in the number of unit submissions to *The Bookmark*. There is a real need now to have units at the elementary level for our publication. Don't be shy—if you have a unit, consider sending it in for publication!

I wish to point out an omission from our last issue. Jude Coffin's unit entitled "Medieval Women" was inadvertently left out of the list of Medieval units

previously published in *The Bookmark*. It is in the March, 1994 issue and is a great unit and was missed because our ten-year index stops at June, 1993.

A full report from our Working and Learning Conditions Survey is included in this issue. Take some time to analyze this and be ready to use it when lobbying for your library's budget. You can point out the trends in information technology and demonstrate how school libraries are responding to this and the need for your library to keep pace.

Don't forget to visit the BCTLA Web Page and peruse the indexes available there for units and articles. Jim Holgate, from *The Bookmark* editorial board, has done a fine job of getting us on "the web" and he has also made links to other sources of information pertinent to teacher-librarians. Many people and organizations have discovered our web site and were very impressed! Good work, Jim!

The new Career and Personal Planning program, the theme of this issue, is a very resource-rich curriculum. It is, however, also difficult to narrow the content down and not repeat content from other courses. The crucial part of this new curriculum is the idea of students becoming consciously self-aware and of planning ahead for a career. All the current career books emphasize this need as it will assist students to both discover who they are and allow them to chart what they want to be in the years after graduation. Hopefully, the ideas presented here will assist you in planning units and assignments with your teachers.

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BCTLA WILLIAM H. SCOTT MEMORIAL AWARD

The British Columbia Teacher-Librarian's Association recognizes the need to encourage professional development within chapters of the BCTLA. Each year the William H. Scott Memorial Award will provide \$500.00 to a local chapter for in service, workshops or guest speakers in the field of teacher-librarianship

ELIGIBILITY

To be eligible for an award, a chapter must be:

1. An active, registered chapter within the BCTLA
2. An active participant in the Council Meetings
3. Up-to-date with chapter reports and all required documentation for the BCTLA

TERMS OF THE AWARD

The recipient chapter shall:

1. Use the \$500.00 award money for the upcoming school year
2. Ensure that the suggested program is of maximum benefit to all its members
3. Provide copies of receipts to the Treasurer of the BCTLA as proof of appropriate use of the award
4. Provide a written report of the professional development which may be reproduced in The Bookmark

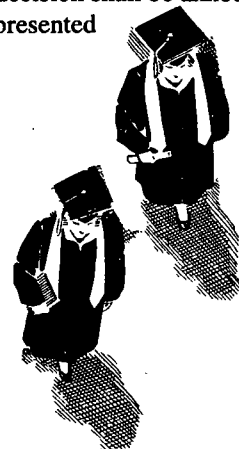
APPLICATIONS

A complete application shall consist of:

1. An application form which is available in the Chapter Councilors' Handbook or from the BCTLA Communications Officer, completed and signed by the Chapter President and Chapter Councilor
2. A statement of purpose
3. The proposed professional development plan for the year
4. Receipt by the Communications Officer of the BCTLA on or before the **deadline of March 31**

SELECTION PROCESS

1. The recipient chapter shall be selected by a special committee within the BCTLA Executive Board
2. The committee shall consist of the Vice-President and two other members selected by the Executive
3. The selection committee shall meet to consider the applications. The decision shall be announced at the BCTLA Spring Council Meeting at which time the award will be presented



BCTLA William H. Scott Memorial Award Application Form

Name of Chapter: _____

Name of Chapter President: _____

Home Address: _____

Telephone: H: _____ S: _____ Fax: _____

Name of Chapter Councilor: _____

Home Address: _____

Telephone: H: _____ S: _____ Fax: _____

BRIEF DESCRIPTION OF PROPOSED PRO-D ACTIVITIES:

CHECKLIST OF ATTACHMENTS

1. Statement of purpose _____

2. Proposed Plan _____

SIGNED AND DATED

President: _____

Date: _____

Councilor: _____

Date: _____

DEADLINE: MARCH 31

WHAT TO BE?

This is your chance to be an AUTHOR!

Submit an article, unit or bibliography to
THE BOOKMARK

COMING THEMES ARE:

JUNE 1996: TIME WARP!

Is science and technology education getting your students ready for a *Brave New World*, or leaving them *Lost in Space*? Is the pace of educational change hitting *Terminal Velocity*? According to the movies, if you speed up enough, you will experience time travel *Back to the Future*! Do you know any great books that deal with time-travel or historical fiction? Now is the time to share articles, projects, bibliographies, units and "warped" humour to help us celebrate the past and prepare our students for the future!
Deadline: April 27

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: LE PLUS ÇA 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

***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.***

KEN HAYCOCK PROFESSIONAL DEVELOPMENT AWARD

INTRODUCTION

The British Columbia Teacher-Librarians' Association recognizes the need to further the professional development of a member of the BCTLA by giving an award to be used for any credit or non-credit courses, workshops, conferences or programs in the field of teacher-librarianship.

ELIGIBILITY

To be eligible for the award an applicant must be:

1. A Canadian citizen.
2. A resident of British Columbia.
3. A member of the BCTLA.
4. A holder of a valid B. C. Teaching Certificate.

TERMS OF THE AWARD

The recipient shall:

1. Use the award monies within 12 months of presentation.
2. Provide proof of registration for the course, workshop, conference or program.
3. Submit an article to The Bookmark.
4. Receive payment of award monies upon proof of completion of the course, workshop, conference or program and submission of the article to The Bookmark.

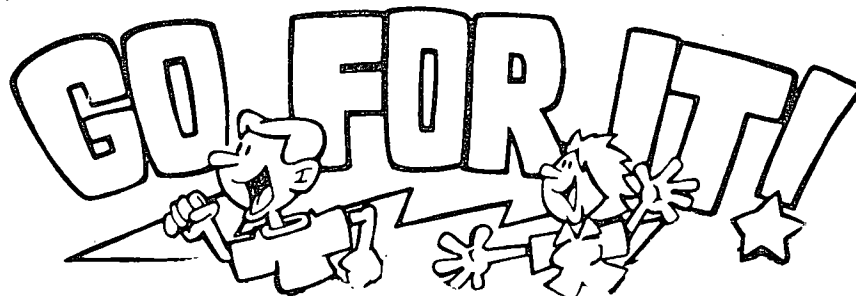
APPLICATIONS

A complete application shall consist of:

1. An application form.
2. A statement of purpose for taking the course, workshop, conference or program.
3. Two letters of reference.
4. An outline of the course, workshop, conference or program.
5. Application forms are available from the Communication Officer of the BCTLA.
6. Forms must be submitted by **April 1**.
7. Prospective applicants who are not BCTLA members may obtain membership by contacting the BCTF.

SELECTION PROCESS

1. The recipient of the award shall be selected by a special committee appointed by the Executive Board.
2. The selection committee shall consist of one member of the Executive Board and two chapter councilors.
3. The selection committee shall meet in conjunction with a BCTLA Council meeting for consideration of applications. If an award is given, the decision will be made by May 15 and all applicants will be notified.



KEN HAYCOCK PROFESSIONAL DEVELOPMENT AWARD

APPLICATION FORM

Name of Applicant _____

School District _____ No. _____

School _____

Home Address: _____

Telephone: H: _____ W: _____ Fax: _____

Description of Activity: _____

(attach additional information, brochure, outline etc.)

Suggested Attachments: Curriculum Vitae
Statement of Purpose
References

DEADLINE: April 1

Register now for FAST FORWARD '96

Teacher-librarians understand the power of audio-visual materials to shape attitudes, to convey information and to recreate experiences. Finding and evaluating the best and the latest videos or CD-ROMs to meet the needs of students and teachers, however, can prove difficult. It's hard to make an informed purchasing decision based on a short description, and preview copies are often unavailable.

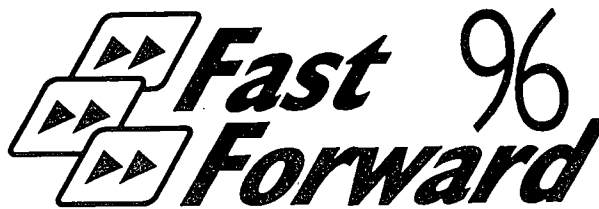
That's where FAST FORWARD can save you time, money, and frustration. At FAST FORWARD you'll find the best and latest videos and CD-ROM products from distributors all across Canada. Last year 36 distributors brought hundreds of products on every conceivable topic and issue, including many of interest to teacher/librarians.

FAST FORWARD is not a film festival, or a trade show, or a conference. FAST FORWARD is a media showcase.

How a media showcase works:

Once registered, you receive catalogues (in advance) direct from the distributors. Scan these catalogues, highlighting the titles that interest you. At FAST FORWARD you'll be able to preview these titles at individual viewing stations, skimming and fast-forwarding to see only as much as you need to make your evaluation. In this way FAST FORWARD veterans can preview dozens of videos over the two-day event. If you have questions or comments, distributors are standing by to discuss your media needs.

Join us for FAST FORWARD '96, and evaluate the best videos and CD-ROMs available to meet your media needs.



EDUCATIONAL MEDIA SHOWCASE

REGISTRATION FORM:

NAME: _____
(to appear on badge)

JOB TITLE: _____

DEPARTMENT: _____

ORGANIZATION: _____

ADDRESS: _____

_____ CITY: _____

PROVINCE: _____ POSTAL CODE: _____

PHONE: _____ FAX: _____

SUMMARY OF FEES:

Pre-registration **BY** March 25th, 1996

Choose ONE: Two day showcase - \$75
OR Wednesday, May 15th - \$45
OR Thursday, May 16th - \$45

OR

Registration **AFTER** March 25th, 1996

Choose ONE: Two day showcase - \$90
OR Wednesday, May 15th - \$60
OR Thursday, May 16th - \$60

Please check:

- I will attend the WEDNESDAY lunch*
- I will attend the THURSDAY lunch*
- I will attend the Wednesday* social event: 'Apres View'
*Costs included in registration fee
- I consent to release my name to the exhibitors for mailing purposes

- Make cheques payable to: LANGARA COLLEGE
- No refunds after April 1, 1996



Mail to: Elizabeth Chong
Fast Forward '96
Langara College, LAMS
100 West 49th Avenue
Vancouver, B.C. V5Y 2Z6



Fax to: Elizabeth Chong
(604) 323-5577



THEME SECTION

Coming Soon

To A BCTLA Chapter Rep. Close To You!

A Complimentary Copy
Of

*Why Teach Information
Literacy Skills?*

Has been sent to the
BCTLA Chapter Rep.
in each school district in
B.C. by The
Central Okanagan
Teacher Librarians'
Association.

This kit was produced by
C.O.T.L.A. with assistance
from School District No. 23
and B.C.T.L.A. as an
advocacy project.



Why Teach
Information
Literacy Skills?

Rationale • Skills • Strategies



Developed by the Central Okanagan
Teacher Librarians' Association



"Together We Learn"
School District No. 23
(Central Okanagan)

Ask For It !

Look Through It!

Use It!

Your Job May Depend On It!

CAREER DECISION-MAKING

by **BARBARA WHITTLE**, Home Economics teacher, and **LIZ AUSTROM**, teacher-librarian, S.D.#39 (Vancouver)

The following unit was developed for the Consumer Education 12 course, which is not offered under the new program. However, since the unit addresses the objectives of the Career and Personal Planning (CAPP) component of the revised secondary program, it is still suitable to use.

During the course of the unit, students explore their own values, attitudes, interests, abilities, personality and skills, then try to identify and pursue a career appropriate to their own needs. The process involves students in the analysis and problem-solving skills that are emphasized in CAPP. Instruction is given in needed skills at each stage in the development of the student's individual Career Package. For example, how to write an effective covering letter, where to find particular types of information, and standard formats for resumes.

The following unit outline includes the goals for the unit, the assignment sheet for the "Career Package" which every student is expected to produce, and a description of Section 5. Career Exploration, the library resource centre component of the unit.

GOALS:

The student will:

- develop a greater understanding of personal values, interests, skills and abilities.
- understand the process and value of researching prospective careers.
- identify a career which is congruent with the student's own personal characteristics and values.
- demonstrate mastery of job search tasks such as resume writing, and preparation of a covering letter.

Consumer Ed 12:
Mrs. Whittle

Due Date: _____
Out of 100 marks

CAREER PACKAGE

1. Career Choice

Choose a career which reflects your personal inventory (attitudes, interests, abilities, personality, skills) and your values.

2. Collage (20 marks)

Design a collage which expresses your values, interests and abilities as they relate to your career choice. Use pictures/words from magazines mounted on 8 1/2 x 11 inch paper.

3. Advertisement (5 marks)

Using the newspaper and/or professional or trades journals, find and mount an advertisement for a job in your chosen career.

4. Covering Letter (15 marks)

Prepare a covering letter which you might submit to a prospective employer when applying for the position in your advertisement. Your letter should be a final copy, and typewritten on "letter quality" 8 1/2 x 11 inch paper.

5. Career Exploration (75 marks)

A. Research and describe the specific requirements to enter your chosen career:

- education
- special training or skills
- physical limitations
- geographical limitations and job distribution

B. Research and report the following information about your chosen career:

- job description
- responsibilities associated with this position (ethics, security, etc.)
- current salary / wage scale
- hours of work
- job environment / working conditions
- special clothing requirements
- other relevant factors, if any

C. Research and report current and future occupational trends in your chosen career. What are the job prospects? Is this a growth occupation, or is employment declining? Are there any age / gender trends or limitations? Seasonal limitations? How would you rate this career in terms of personal satisfaction?

6. Resume (35 marks)

Prepare a current resume for yourself. Use good quality, unlined (8 1/2 x 11) paper, which is not three hole punched. Your resume should be typewritten and should follow a standard format (e.g., functional, chronological, biographical).

SECTION 5: CAREER EXPLORATION

Management issues:

- This assignment takes two periods in the library resource centre, plus approximately two weeks of having materials on overnight loan. Students must be told in no uncertain terms that overnight loans must be returned before school the next day if everyone is to get a fair chance at the materials.
- The assignment requires a wide range of resources, since in any classroom there will be some duplicate career choices, and there is sure to be at least one student who selects a career no one else has ever selected (e.g., a spy). Each time we have done the assignment we have borrowed resources from five other schools. We advise students of this fact and ask them to take good care of items stamped with another school's name. They always cooperate.

- Overdues can be effectively done through the classroom teacher, particularly if the teacher is willing to have a mark penalty for late return of resources.
- If students can identify their careers a day or two before they come to the library, the teacher-librarian can do some preliminary searches on hard-to-find careers.

Introduction of the resources: Period 1

- Emphasize different varieties of print resources (e.g., career encyclopedias, books, magazines, booklets, pamphlets, government documents) and non-print resources (e.g., video, Internet, and Ed-Net — a VSB database that includes some career resources). We find there are always a few students who still do not know how to use the electronic and print indexes to magazine and newspaper articles, or how to use the on-line resources, so we take these students aside for small group instruction after the introduction and during the second period.
- Discuss community resources. This requires some advance research, but the classroom teacher should be really knowledgeable in this area. Counsellors can also provide practical assistance here. If you have a Career Centre in your school, it should be involved as well.
- Show students how to use the almanac to get addresses for professional associations, unions, government agencies and other groups which supply career information. (Ask students to recycle materials they obtain to the library pamphlet file after they are finished using them for the assignment. This really helps with subsequent assignments.)
- Demonstrate one career search that goes from:
 - identifying a career field and the future growth possibilities in that field.
 - examining the specific career options available within the field and matching the conditions and requirements against personal values, interests and abilities.
 - selecting one of the career options for research.
 - establishing a research plan prior to beginning the search.
 Students respond well to a bit of humour in this demonstration (e.g., going into a veterinary career and wondering if allergies might pose a problem).

After the introduction, both the teacher and the teacher-librarian assist students as necessary. Both periods are very busy.

Evaluation:

This unit produces some exceptional work on the part of students. This is likely because of the emphasis placed on choosing a career that has possibilities for the future, and that meets each student's needs. Most students regard this as an opportunity to seriously examine a career, and not simply as another assignment to complete. At a later time, many use the Career Package they develop to actually make career choices or to assist them in obtaining a job. This is one assignment that has real practical value.

PLANNING FOR CAREER AND LIFE: JOB SURFING ON THE TIDAL WAVES OF CHANGE

by DAVID C. BORCHARD

Career counselor David Borchard looks at how seeming career disasters, such as layoffs and mid-life crises, can actually help you in the long run.

Reproduced with permission from *THE FUTURIST*, published by the World Future Society, 7910 Woodmont Avenue, Suite 450, Bethesda, Maryland 20814, USA. Telephone (301) 656-8274; fax (301) 951-0394. (Reprinted from: *The Futurist*, January-February, 1995, pages 8 - 12).

Editor's comments: This article reflects the reality of work in the 90s. Although it deals with adults who are experiencing layoffs and job changes, it relates to students contemplating a career as well they will be faced with similar situations and will need to plan ahead for several job changes in their lives. The characteristics required to change and be successful remain the same whether the person is fifty or just starting out on a career.

During his quarter-century career with a *Fortune* 500 corporation, Sam worked his way up the career ladder from entry-level computer programmer to high-ranking general manager. Recently, however, he opted to accept a buy-out package and said good-bye to his long-term corporate home—seven years before retirement eligibility. Despite his outstanding performance, Sam felt compelled to accept the buy-out option in lieu of being released later with a less generous severance package, given that the corporation was re-engineering to survive fierce global competition. Now, one year after leaving, Sam has totally redesigned his life and career. No longer does the corporation determine his career. In his new life, he is the corporation.

For Jeanne, a veteran registered nurse, the triggering event for a career transition came in a sudden “wallop” of awareness one evening while working the hospital shift. She recalls, “I was standing at the medicine dispensary when it just hit me: My job had become little more than pill dispenser. When I first started in this business, I felt that my

skills were highly valued and that I made a real difference. But medical technology and hospital practices had changed all that.”

This shock sent Jeanne into four years of confusion. “Here I was, 36 years old, and I no longer knew where I was going,” she says. “I went to counseling for help. I had to find a new direction.” By talking to people who were doing things that seemed interesting to her and by undergoing extensive reassessment, she discovered a new occupational passion: massage therapy.

Sam and Jeanne has two important things in common. First, they had prepared for and were actively pursuing traditional twentieth-century careers. Second, they were overtaken at mid-career by new circumstances. Change dramatically altered their work situations.

Futurists refer to this magnitude of change—in which a prevailing structure is radically, rapidly, and unalterably transformed by new circumstances—as a paradigm shift. The structural changes engulfing us over the past couple of decades have transformed our world from a corporation-centered and manufacturing-based order (the Mass Production Era) to that of a predominantly service-based, technology and information-driven system (the Knowledge-Service Era). Until confronted with the harsher realities of these changes, Sam and Jeanne has been busily engaged in successful lives and careers without giving much thought to the future. Their futures had seemed secure, predictable, and on track.

Death and Rebirth

Unwelcome job changes or termination notices can be to careers what unexpected terminal medical diagnoses are to life—blows from a psychic sledgehammer. But both kinds of notices can also serve as wake-up calls. In either case, resistance and denial tend to be the first predictable reactions, followed by anger and grief. However, a rapidly growing body of literature suggests that those who move through these emotional stages and accept death's inevitability can

let go of attachments to the past and move through life's final transition—often in an apparent state of bliss. In a similar manner, the death and dying of a lifestyle or career can awaken us to the inevitability of change and transition.

While impending physical death signals an ending to the reality we have known in this dimension, career death can actually awaken us to intriguing new possibilities—to a rebirth experience. A great many people who have weathered major storms report that their job loss was actually a blessing in disguise. It forced them to think about, seek out, and discover something new and better.

Now an event even greater than individual endings confronts us—the death of an era. We have come to the end of life in the Mass Production Era. Our rebirth as individuals and as a collective society depends upon letting go of old paradigms and embracing a new, but foggy reality. The major issue of life and work in the twentieth century may well be the challenge associated with letting go of familiar lifestyle structures.

Career Development and Transitions

The term career/life planning originated from a career counselor intending to convey two rather novel notions: first, that the time had arrived when we could and needed to assume greater personal autonomy over our individual futures, and second, that we could design and develop careers that capitalized on our unique interests, talents, and personalities.

Perhaps the major change evolving in career/life planning is the nature of when, where, and how we choose our futures. In the Mass Production Era, career development was primarily an event-based and haphazard task (see Chart A). The conventional wisdom was that we would make our career choice about the time we graduated from high school and then stick with it.

If you went to college in the Mass Production Era, you were slotted for the white-collar track in a management or professional capacity. Once hired by a company (most likely one of the Fortune 500s), your career decision making was essentially over. Organizations placed “their” employees into jobs and onto career tracks. And there you remained, knowing that advancement up this specified track was the way to go.

Of course, people occasionally did get fired, usually for poor performance, necessitating a career reassessment. Now, “poor performance” is often recognized as a motivation problem or competency mismatch rather than a deficit or character issue. One can't help but wonder how much damage to personal esteem might have been prevented had there been more effective career-development assistance available.

Today, both the old organizations and the newly evolving ones know that, to be around in the twenty-first century, they must obtain the best from their workers. That realization helped to spawn the human resource development movement as the organizational vehicle for connecting individuals with the right assets and motivations to the right tasks.

As a result, organizations are continually eliminating nonproductive functions and constantly reassessing, reshuffling, and retraining staff. Unfortunately, it also means layoffs for those whose skills or motivations don't mesh with the new directions. Over the past two decades, Fortune 500 companies had laid off millions of workers to re-engineer organizational functions. A rapidly growing pool of highly competent and productive workers, many in their middle years, have been forced to reassess career decisions. This new phenomenon is not a temporary anomaly—it's the new reality.

Self-Knowledge and Planning

Workplace changes aren't the only ones affecting our career/life planning. Another transformational force is our new focus on adult psychological development. The values of adults in their early 20s are usually very different from those in their 30s and 40s, and these are often very different from those in their 50s and 60s. As a result, a good career choice in our youth may sour in later life. With far fewer of the Mass Production Era's infamous “golden handcuffs” locking us into jobs, and with prospects for more portable benefit packages, we should be freer to pursue our personal work interests in future years.

Career transitioners and job changers of today and tomorrow will also benefit from more and better professional career-counseling assistance, increasingly available from a variety of sources such as human resource development programs, adult continuing education programs, private practitioners,

and community centers.

We may not know what the future will bring, but we can determine what we will bring to the future. It makes sense to make self-development a priority. Self-development—and self-knowledge—are essential in planning our futures.

Neither fun nor passion was afforded much credibility as a career-planning orientation in the past. Passion, in this context, refers to a very personal and energizing interest in some kind of activity or cause. In the new era, there are far more choices available to more individuals than ever before, and there are far more opportunities to create new enterprises.

Stress also changes our perspectives about career planning. Our current stress levels have undoubtedly been elevated by decades of conditioning to seek job security and avoid risk. Pursuing a uniquely personal passion may well be the best antidote to the stress of our chaotic times.

Career/life planning is part of a continuing and lifelong process—not the sporadic event it was in the Mass Production Era (see Chart B). Intelligent career/life planning in the Knowledge-Service Era necessitates ongoing assessment, decision making, problem solving, and creating opportunities within two separate but intimately related dimensions of reality: the inner world of self and perception and the outer world of work and environment. Chart C, “Career-Development Processes,” portrays a model that attempts to take into account the relationship between these two changing spheres of human existence.

There are a variety of dynamic forces acting upon us as we evolve in our careers, and these forces are generated from both the inner and outer worlds. A major change in either realm upsets equilibrium and initiates an inner drive to regain a “personal comfort zone.” This process works much like a thermostat regulating room temperature. We all possess such a regulating mechanism to keep our systems at a self-determined, albeit unconscious, comfort zone. When anything upsets this setting, our system reacts by attempting to return things to normal.

For example, a great many of those who lost tenured track positions—such as middle managers with General Motors, aeronautical engineers with Lockheed, and blue-collar workers with Bethlehem Steel—suffered serious psychic consequences.

Emotional trauma is experienced not only from the actual loss of salary and benefits, but even more so from the perceived loss of self-worth. Concentrating one’s problem-solving and decision-making efforts solely on getting another job won’t necessarily reestablish homeostasis. That would make no more sense than repairing the body of a car damaged in a head-on collision without attending to the engine. An important aspect of change must address the human engine—the self.

A major change within the inner realm of the self (mental, emotional, and spiritual) may also upset equilibrium and produce career ramifications. Dramatic and unforeseen changes, such as the loss of a dearly loved one or a traumatic deterioration in one’s own health, are sure to disrupt a sense of personal order. But there are other, less apparent dynamics that can generate perplexities from the inner world—confrontations with one’s aging, emotional burnout, personal values shifts, existential angst, spiritual awakening, and personal meaning crisis such as that experienced by Jeanne, the disillusioned nurse who turned massage therapist.

Sam and Jeanne and the Career Cycle

The real-life experiences of Sam and Jeanne help to show how the career-transition process might proceed in these paradigm-changing times. In both cases, their traditional twentieth-century careers had been undermined by exterior forces over which they had no control. Until pushed into the realization that it was time to change, they had been preoccupied with the outer world dynamics of their careers. Now, both had to reassess.

In terms of the career-development model (Chart C), Sam and Jeanne were catapulted from the Action quadrant into the Self-Understanding quadrant. Both realized that they could not stay where they were. In Sam’s case, the kinds of jobs he had held were melting like old snow in warm spring showers. With Jeanne, the old satisfactions had just faded away. But after so long in their one career mode, they felt unprepared to deal with their major predicament.

Sam, the ex-corporate manager, had the advantage of a healthy severance check and company-sponsored outplacement services, which included psychological assessments and numerous sessions with a career counselor. Jeanne, a disillusioned nurse, decided to engage the services of a professional

counselor to obtain deeper self-awareness and help to clarify her personal interests and career possibilities. Sam and Jeanne's self-inquiry focused around questions such as:

- Who am I now?
- What do I truly value?
- What are my core personal assets?
- What do I really want to do?
- What new possibilities are available or could I create?

New Directions

With new insights from asking themselves these kinds of questions, Sam and Jeanne moved to the Possibilities quadrant of the model by generating a lengthy list of interesting ideas. The most important thing here is to tap creative ideas, particularly those that connect with personal potentials and passions. Even though Sam and Jeanne were initially able to identify a few interesting possibilities, their counselors pushed them for more, emphasizing quantity rather than quality—the rationale being that you can't get to real quality without first tapping a number of ideas with power.

Currently, Sam divides his time between a new business venture and meaningful volunteer activities. With two other associates, he is in the process of creating a high-tech toy combined with an innovative game concept. The new game—which involves physically manipulating a rapidly spinning gyro mechanism through a field of obstacles—has been market tested and patented in Japan. As Sam sees it, this is a risky venture, but one that is so much fun and offers so much opportunity that he has found it irresistible.

Through all of this, Sam has paid attention to the kinds of lifestyle activities that energize him, allocating a portion of his time to Habitat for Humanity and the United Black Fund. He puts his corporate management skills to good use in helping coordinate new volunteers and committee work for fund-raising efforts with organizations he knows well—Fortune 500s.

"I am using old skills in new ways and developing other skills that I had little time for," says Sam. "I don't think you could get me back into the old corporate mode, although I don't rule anything out."

For Jeanne, it has now been several years since her "wallop" experience. Today, she is an expert massage therapist and the sole owner of a highly successful massage practice in Washington, D. C. Jeanne's practice is successful enough to employ a number of other therapists and to have been featured upon occasion in the local media. She counts as clients people from a wide variety of professions, including high government officials. "One person's muscles are pretty much like the next. It's just that some are more tense than others," says Jeanne.

Jeanne recalls that, once she opted for massage therapy as her new career objective, she had to determine how to become a credentialed massage therapist and then how to make a living. To become a formally certified massage therapist, she completed an 18-month training program sanctioned by the American Massage Therapy Institute. She started her new career by becoming partners with an individual who had a developing practice and needed help.

In the long and often difficult transition to her new life and career, Jeanne recalls that the hardest part was giving up her sense of security. "I was at the height of my career and I had to let go of that. When you can do that, all of a sudden possibilities begin to open up. But once you've decided upon your new direction you must be ready to do whatever is needed to create a healthier situation. You may even have to give up a valued relationship, an important job, even your old ideas about what's truly important."

Succeeding in the New Era

The career-transition experiences of Sam and Jeanne suggest at least three principles for career/life management in the Knowledge-Service Era:

1. No longer can we trust any outside agent, whether it be a corporation, union, government, or luck, to tend our career. Today, we have little choice than to personally manage our lives and careers. That requires letting go of outmoded mind-sets about what careers are supposed to be and becoming far more creative, savvy, and self-directing than we have ever before needed to be.

2. Career development has become so complex that it is difficult to undertake alone successfully. The good news is that there are more services becoming available all the time. Many corporations have either created or contracted for human-resource

services that include career-development assistance. Even the federal government is creating skill clinics to provide career counseling. A growing number of community centers, schools, colleges, and individuals also offer professional career counseling.

3. Career developers in the new paradigm recognize the market value of individually unique attributes and talents. Personal profiles of uniqueness translate into some careers that fit and others that don't. While the "cookie cutter" mentality of the Mass Production Era provided little opportunity for pursuing individual differences, that is no longer the case. Now, our future satisfaction and success require decision making based on self-awareness.

For those who fail to take advantage of the opportunities for self-development and self-direction that the Knowledge-Service Era increasingly provides, the future may look dismal. For those who recognize the opportunities available in the new era and are willing to take full advantage of them, the future has never been brighter. Seeing the promise of the future generates hope, energy, and enthusiasm. Viewing the future through the eyes of fear results in becoming victims of our feelings.

Sam and Jeanne are not immune from living in a rapidly changing and highly unpredictable world. But neither stays stuck in fear. They consciously balance their anxieties about gloomy prospects with excitement about new and interesting possibilities. It is these opportunities for career and life that have motivated them to move from taking directions to making them.

About the Author

David C. Borchard is a career consultant with more than 20 years of experience in the field. He is the co-author of *Your Career: Choices, Chances, and Changes*, sixth edition (Kendall/Hunt, 1994). His address is Directions for New Realities, 4603 Governor Kent Court, Upper Marlboro, Maryland 20772. Telephone 301/627-7741.



In order that people may be happy in their work, these three things are needed: They must be fit for it: they must not do too much of it: and they must have a sense of success in it-not a doubtful sense, such as needs some testimony of others for its confirmation, but a sure sense, or rather knowledge, that so much work has been done well, and fruitfully done, whatever the world may say or think about it.

*W. H. Auden (1907-73),
Anglo-American poet.*

CHART A

Career Development: Then and Now

<u>Structural Characteristics</u>	<u>Mass Production Era) (1865-1980s</u>	<u>Knowledge-Service Era 1980s and beyond</u>
Economic reality: job-creating forces	Huge manufacturing industries oriented to the national economy	Knowledge-service enterprises, competing in a global market
Job-market structure/dominant job types	Two tiered factory: •blue collar •white collar	Multitiered (no tiered) mixed technical, service, professional, executive
Occupational characteristics	A few stable, clearly classifiable types	Many rapidly evolving and amorphous types
Career preparation	Complete your education and then get a job	Continual working, learning, keeping pace with information technology growth
Career choice: how you enter and pursue a career	Luck, happenstance, what you happened to know about or fall into	Decision making aided by a professional and on-going attention
How you get jobs	Blue collar: family work ties White collar: resumes, classified ads, placement services	Skill/competency based on self-definition and on-going networking
Primary employment targets	Fortune 500 corporations	Smaller companies, skill-contracting agencies, self-employment
Who controls your career	The organization	The individual (with the aid of professionals)
Career development objective	Climbing prescribed organizational ladders	Personal development in areas of expertise
Employment source	One organization for entire career	Series of organizations and contracting agents
Primary employment concerns (rewards)	Salary, benefits, leave, promotions, titles	Developing potentials, pursuing work interests
Major career limitations	Restrictions based on sex, race, age, religion	Skills, knowledge, and job development savvy
Retirement financing	Company retirement and Social Security	Portable, personal retirement programs
Retirement considerations	40 years—gold watch and no work ever again. Relax, play, travel, die	Ongoing balance in self, developing work, leisure, and learning

CHART B

CAREER DECISION-MAKING EVENT

Clarifying transferable skills



Identifying top personal assets



Developing interesting possibilities



Exploring and choosing



Goal setting and action planning

CAREER DEVELOPMENT PROCESS

INNER
WORLD

OUTER
WORLD

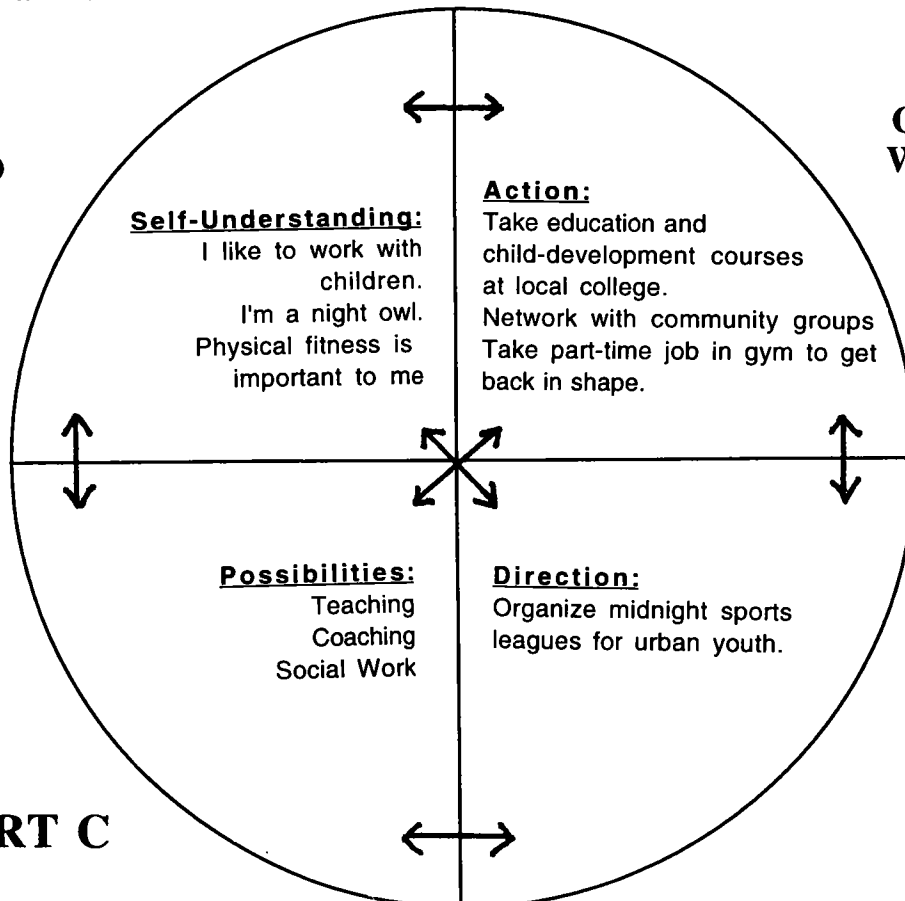


CHART C

VIDEOS FOR CAREER AND PERSONAL PLANNING COURSES (grade 8 to 12 level)

by WILLA WALSH, teacher-librarian,
McNair Secondary School, SD#38
(Richmond)

After a great deal of deliberation and reviewing the staff at my high school decided on a core collection of videos to support the new Career and Personal Planning course. The features they were looking for were—relevance to high school students, very current information on careers, practical ideas on how to acquire a job, perform well on job interviews and keep a job once one has been secured. Over a period of several months a number of teachers viewed a preview set of videos from Sunburst Communications. This company's Canadian representative was very helpful and allowed maximum time for every interested teacher to view the videotapes. There are many titles available in the series on Career Education, but the teachers decided upon five titles which are packaged as a core set. Here are five titles which you could consider as a purchase to support this new curriculum. An added feature was the useful teacher's guides which accompanied each title in the set. As with all audio-visuals you would need to preview these titles. Seeing is believing when it comes to visual media!

CAREER EXPLORATION

Grade level: 7 to 12

Award: Commendation, CAVE Film Festival

This is a 47 minute video with a teacher's guide.

This video explores career options by relating specific talents and interests to appropriate careers. Six personality types are identified and students can match their own individual preferences, aptitudes, and special interests to one of these types. Careers which are appropriate for each personality type are identified, and the students can see if any of these jobs are attractive to them. People who represent each personality type talk about their careers in the video. Many books follow the same format of relating personal attributes to careers which require those very abilities and interests. The personal approach adds credibility to the career as students can see if what the individual actually working in a particular career says rings true for them. The personality types include: Doers, Thinkers, Creators, Helpers, Persuaders, and Organizers. These are broad

categories which would only provide a first step in identifying personal style and type. There are many sophisticated tests which add detail to a person's personality type. The activities in the teacher's guidebook help the students complete a self-assessment exercise. The more students know about themselves, the more likely they will have success in choosing the right career.

STUDENT WORKSHOP: JOB INTERVIEW SKILLS

Grade level: 9 to 12

Awards: Gold Apple Award, National Educational Film and Video Festival; finalist in the Birmingham International Educational Film Festival; recommended by *Booklist*.

This is a 30 minute video, with a teacher's guide.

Practical techniques and strategies are demonstrated so students can actually see what constitutes a successful job interview. Six students in the video watch videotapes of themselves to identify what to do and what not to do in various job interview situations. They learn how to respond to different questions posed during the interview. They practice through the use of role play in order to improve their interview techniques. They learn that promptness, appropriate dress, a word-processed resume, and confident demeanor result in a good impression with a prospective employer. They also need to recognize when the interview is over, and how to write an effective follow-up letter.

Teacher's Guide:

The guides to this series include: Learning Objectives, a Summary of the program, Questions from the video itself, Questions for Discussion, Suggested Activities, Worksheets, and a Bibliography. The activities suggested are the most useful part of the guides. They suggest a variety of teaching strategies. In the case of this video, one of the suggestions is to have students locate a classified ad in the local newspaper—one for a job that appeals to them—and do some research on the company advertising the job. Who would they contact for a job interview at this company? Knowing something about the company you are

applying to can help in an interview and demonstrates interest on the part of the applicant.

SELF-IMAGE AND YOUR CAREER

Grade Level: 9 to 12

Awards: Commendation, CAVE Film Festival; recommended by *School Library Journal*

This is a 38 minute video, with teacher's guide.

This video help students to get a clearer picture of their personality type and to relate that type and their abilities to possible careers. The student's self-image is explored by using many of Carl Jung's ideas in regards to personality— extrovert/introvert, practical/intuitive, thinker/feeler, structured or unstructured. Next, abilities are identified—those that are natural or inborn and those that are learned. The third part of the program concentrates on values. What does the student value? What things are important to them? How does this influence career choices? These are the questions students must address as they look for satisfying work. This video should be used near the beginning of the self-exploration process, so that further career information will match the knowledge already gained about their personality type.

RESUMES/JOB APPLICATIONS: A PRACTICAL GUIDE

Grade Level: 7 to 12

Recommended by: *Forecast for Home Economics and Booklist*

This is a series of filmstrips on videocassette, 27 minutes in length, with a teacher's guide.

Techniques for organizing information on a resume is covered as well as information on how to fill out a job application correctly. The video explores what employers look for on resumes and applications, and how these can determine who gets the interview and/or the job.

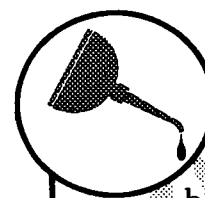
HOW TO KEEP A JOB: SELF-MANAGEMENT SKILLS

Grade Level: 9 to 12

Awards: Silver Apple, National Educational Film and Video Festival: recommended by *Video Rating Guide for Libraries*

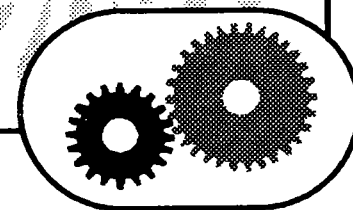
This video is 25 minutes long, with a teacher's guide.

This title emphasizes how reliability, promptness, and willingness to learn impress an employer and make an employee likely to keep a job and gain advancement. Two employees are portrayed as they perform tasks and respond to difficulties on the job. One is repeatedly late and flaunts company rules. The other represents the company in a positive way and asks questions when difficulties arise. Sometimes extra effort on the job can lead to advancement. The video demonstrates how to handle on-the-job criticism as well as getting along well with co-workers. This is another very practical title in this core collection.



I have long been of the opinion that if work were such a splendid thing the rich would have kept more of it for themselves.

Bruce Grocott (b. 1940), British Labour politician.



Work is life, you know, and without it, there's nothing but fear and insecurity.

John Lennon (1940-80), British

SOURCES OF CAREER INFORMATION ON THE INTERNET

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

INTRODUCTION

The Internet is a natural for businesses and government agencies providing career and job information. It is less expensive than printing, it can be updated immediately, and users have access to it from anywhere that a modem and a computer can go.

From a societal standpoint, using the Internet for something as important as career planning may have some interesting ramifications. Since the Web sites are available all over the world, job applicants will compete in a huge labour pool. Seekers of employment may have to become more willing to move. Information "haves" — people who have open access to the Internet and have the skills to use it effectively — will have a definite advantage over information "have-nots" finding out about new jobs and applying for them.

At the present, career information on the Internet includes:

- advertising by commercial employment services
- general career, job skills and labour market information
- government and educational employment programs
- job opening databases

You can also use the Internet to find background information about companies offering positions. Technologically oriented companies are beginning to use the Internet to look for prospective employees. Microsoft, for example, advertises positions on its main World Wide Web site. (<http://www.microsoft.com>)

The following list of Internet career pages gives you some starting points to surf the Internet in search of employment information. The exact locations (URLs) of the Internet sources may change with time. You can search for an up-to-date list of career information with a Web search tool such as WebCrawler, using the search keys, "CAREER EDUCATION CANADA". The location of WebCrawler is:

<http://webcrawler.com/>

Another powerful search tool opened recently at the University of California, Berkeley. Inktomi is a search tool that lets you use Boolean searches ("NOT", "AND" and "OR"). Even though it features a very large database of sites it is very fast. It even finds links to the BC Teacher-Librarians' Association Web site! The location of Inktomi is:

<http://inktomi.berkeley.edu/>

INTERNET CAREER PAGES ADVANTAGE DEMO PAGE

<http://www.careermosaic.com/cgi-bin/rotate-jobs.pl>
<http://www.careermosaic.com/cm/usetnet-help.html>

Although this site does not appear to be fully finished, it represents a possible future of job hunting. You can formulate a Boolean search for particular jobs and narrow or broaden the search by category or geographical area. The database was small when I tried it, so do not narrow your choices too much when you are trying it out. Try "Computer" in the "Title" field.

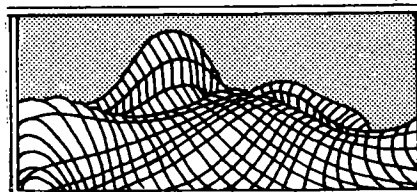
BC CAREER PAGE

<http://www.etc.bc.ca/provdocs/careers/home.html>
BC government's Educational Technology Center job links.

BC ECONOMIC SERVICES BRANCH LABOUR MARKET BULLETIN

<http://www.sunshine.net/www/200/sn0253/lfscur.htm>

This site features statistics about unemployment and the labour market for BC and other provinces. It is updated every few months, and back issues are available.



BC POST SECONDARY EDUCATIONAL SITES

<http://www.etc.bc.ca/tdehome/coop2/postsec.html>

For students researching post secondary options, this site will connect you to any major post-secondary institution in BC.

CANADIAN COMPUTING CAREERS

<http://bisinc.com/pronet/cc/>

This site is dedicated solely to computing careers in Canada.

CAREER PATHS AND CAREER PLANNING GUIDE FOR BC AND THE YUKON

<http://www.etc.bc.ca/~szukiwsk/yes/Career/p1.html>

This electronic journal from Human Resources Development Canada, British Columbia Ministry of Education, British Columbia Ministry of Skills, Training and Labour, Yes Canada-BC and BC Systems Corporation gives brief upbeat information about career choices and the labour market.

HUMAN RESOURCES DEVELOPMENT CANADA

<http://www.globalx.net/ocd/prospects/index.html>

This site includes general career information such as trends, transitions, the changing workplace, learning, teen job watch, tools and strategies, and a future focus for job seekers.

HUMAN RESOURCES DEVELOPMENT CANADA — NANAIMO

<http://www.island.net/~cec/info.html>

This Nanaimo based site hosts information about Career and Community Resources, unemployment insurance, employment and training. Links tell how to write a resume, and show National Job Bank listings.

JOB SEARCH SKILLS

<http://www.etc.bc.ca/provdocs/careers/skills/subskills.html>

This site has tips on resume writing, interview skills, success in the workplace, and Canadian career information.

PARKSVILLE / QUALICUM CAREER CENTER HOMEPAGE

<http://qb.island.net/%7Ecareers/>

A BC site with links to Canadian career information.

SUNSHINE COAST CANADA EMPLOYMENT CENTER

<http://keats.sunshine.net/www/200/sn0253/>

Local and regional information about jobs from the Sunshine Coast of BC. This site also has numerous links to national and international resources.

U. S. IMMIGRATION FOR CANADIAN BUSINESSES AND PROFESSIONALS

<http://www.e-Commerce.Com/grasmick/>

Contains information about U. S. immigration work permits for Canadians.

WORLD WIDE CAREER PAGE

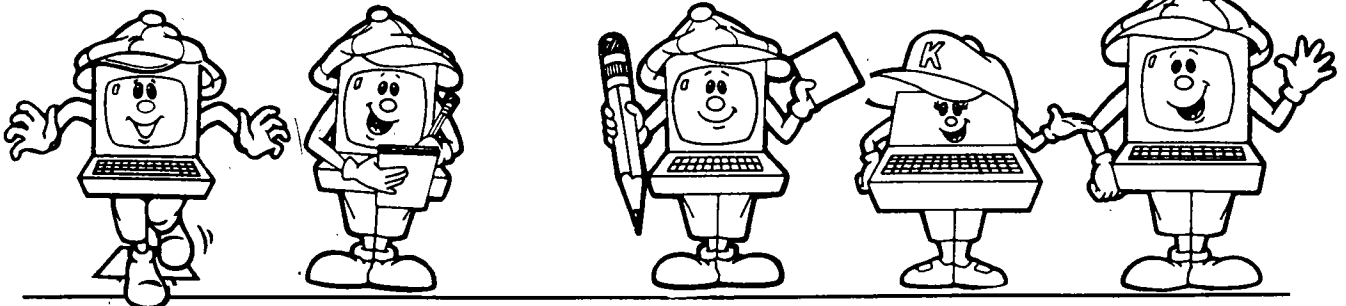
<http://www.rpi.edu/dept/cdc/jobsurfer.html>

This page has links to world-wide career pages. It includes a survey and a software offer.

YAHOO - BUSINESS AND ECONOMY: EMPLOYMENT: JOBS

<http://www.yahoo.com/Business/Employment/Jobs>

This famous Internet reference has links to job search sites worldwide. Each link has a one-line annotation.



FREE AND INEXPENSIVE CAREER RESOURCES

by **JULIE STITT**, (CIA) Career Information Assistant, Templeton Secondary School, S.D.#39 (Vancouver).

Finding inexpensive, informative career-related resources can be difficult. Finding good, Canadian information can be a daunting task. Books dealing with careers and labour market information from a Canadian perspective are often hard to find or expensive. While there is plenty of information available, a great deal of the free, statistical labour market information is too advanced for the average secondary school student. I have gathered together some resources which I use extensively and have found work well with a wide variety of students. This list is by no means exhaustive, but may assist in adding to collections without breaking budgets.

One of my favorite sources for information is Judy Lynn Archer's excellent book *Labour market information resources for career practitioners: A British Columbia guide*. Published in conjunction with Human Resources Development Canada (HRDC) and YES Canada early last year, this comprehensive softcover book contains annotated information on over one hundred sources of career, labour market and employment information. The book is well organized, easy to use, and offers a simple way to order materials from a wide variety of sources. Many of the resources listed are available free of charge from government and industry sources.

Three resources from Archer's book worth pointing out are: *Career directions*, the *Career moves* booklet series and *Career considerations* — a poster and pamphlet set.

- *Career directions* is a must-have resource for career centres or school libraries. It contains two-page monographs on over two hundred careers a student could enter without a university degree. This information is written and illustrated to appeal to a secondary school student, and each outline contains information on duties, requirements, future outlook and average salary.
- The *Career moves* booklet series offers students a breezy, but informative look at various careers in eight occupational clusters (modeled loosely on the National Occupation Classifications.) The text is

supplemented by helpful graphics and charts. Each of the eight 25 page booklets covers a different cluster of jobs and is a good resource for students who are trying to narrow down their career interests.

- The *Career Considerations* poster outlines eighteen career sectors and some of the opportunities which exist in each of the areas. For students who want more information, pamphlets on each of the career areas outlined complement the poster. While the material is not comprehensive, it might pique the interest of students and motivate them to continue researching the field.

Elaine O'Reilly and Diane Alfred's book *Making career sense of labour market information* lives up to its name. This is a comprehensive book that separates myths from realities. The concise and thoroughly researched materials bring labour market information into a perspective that students will be able to understand and use.

One career exploration training resource I have found invaluable is *Times change*, a binder-ready workbook and leader's guide from the Ontario Women's Directorate. This free resource is organized into eight sections from self-assessment to goal-setting. Although it was produced with working women in mind, the majority of the excellent exercises and worksheets could be used with any student. All of the worksheets are fully reproducible and each section could be delivered as a stand-alone workshop.

My final resource suggestion is *The parent's guide* by Peter Cowley. This 60 page booklet was originally published in 1994 and deals with how parents can prepare their children for post-secondary education. The booklet covers everything from secondary school course selection to choosing a college. Unfortunately, the book is out of print, but Cowley is developing his own Internet Web site (see ordering information) to bring an updated and expanded version of the book to parents in British Columbia. This is a terrific, well-researched book written by a West Vancouver father

who was inspired by his own experiences as a parent of teenagers.

Most of the resources I have outlined can be obtained at either no, or very little cost. While no resource is perfect, I have not found many materials that match the high quality of these at such a low cost. I enjoy using them in my work and I hope you will too.

ORDERING INFORMATION:

Archer, Judy Lynn. *Labour market information resources for career practitioners: A British Columbia guide*, Vancouver, 1995. An order form can be obtained by calling (604) 436-5624 or sending a fax to (604) 435-5548. Cost: \$14.95 including all delivery charges.

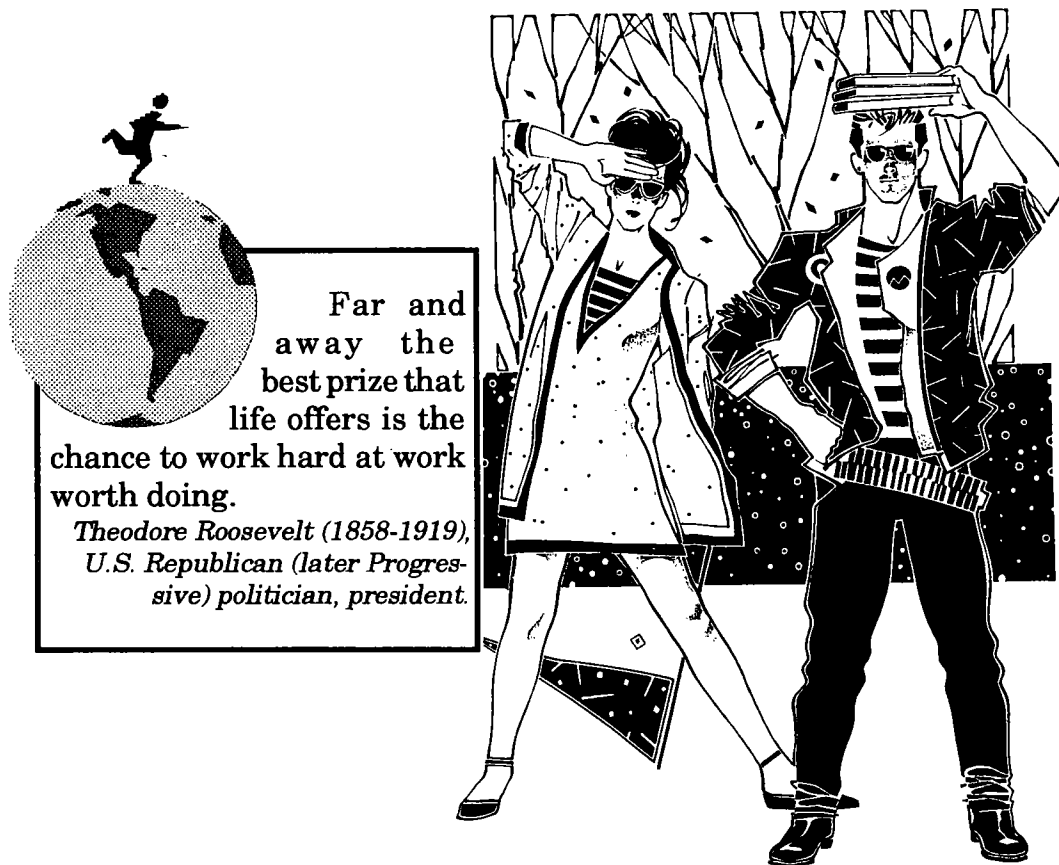
Career Considerations poster (Y049/03/91) and pamphlets (Y050/31/91); *Career directions* (Y132/03/94E) and *Career Moves* series (Y118/09/93). Available through Public Enquires

Centre, Human Resources Development Canada, 140 Promenade du Portage, Ottawa-Hull K1A 0J9. Fax a request to (819) 953-7260. Cost: free.

Cowley, Peter. *The parent's guide*. Vancouver, 1994. Web site information can be obtained by calling Cowley at (604) 224-8803. Some copies of the book may still be available at the same number. Cost: Booklet is \$5.00. Web site access will be free.

O'Reilly, Elaine and Diane Alfred. *Making career sense of labour market information*. Ottawa: Canadian Guidance and Counselling Foundation, 1995. Available by writing to CGCF, 202—411 Roosevelt Avenue, Ottawa, Ontario. K2A 3X9. Fax a request to (613) 729-3515. Cost: Free.

Times change. Ontario Women's Directorate: Toronto, 1994. Can be obtained by calling Women's Directorate Publications Office at (416) 314-0250. Cost: free.



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Theodore Roosevelt (1858-1919), U.S. Republican (later Progressive) politician, president.

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PRINT RESOURCES FOR CAREER AND PERSONAL PLANNING (grade 8 to 12)

by **WILLA WALSH**, teacher-librarian, McNair Secondary School, SD#38 (Richmond)

There are so many resources for careers that it is difficult to sort out the most useful titles. Three series are represented in this overview of resources—each series being unique in some way. They are all current and good matches to the CAPP program. Their approaches are different and complementary to each other, so it would not be a bad idea to have all three as all students must take this course and there will no doubt be a drain on resources in most school libraries. A committee of nine secondary teacher-librarians chose these titles expressly with the CAPP program in mind. A description of one title in each series will be given and the other titles in the series merely listed with ISBNs. Individual titles in each series would be a choice for the teachers and teacher-librarians as some titles might be more appropriate for certain districts than others.

CAREER CONNECTIONS SERIES

The titles in this series all begin with *Great Careers for People Interested in...* They are co-published by Trifolium Book Inc., of Toronto and Weigl Educational Publishers of Calgary. The copyrights are from 1993 and 1994, and they are Canadian. Being Canadian is essential for career explorations as the examples given are more relevant to our cultural lifestyles and economy. Every title in this series has exactly forty-eight pages and follows the same format. They are almost square in size being eight inches wide and ten inches high—a very attractive size and thin enough to entice even the most reluctant reader! The visual layout is extremely well planned and varied with well-matched visuals on every page. There are also informative lists and interesting sidebars. I purchased this series in paperback format and had them reinforced—like a permabound process. The careers addressed by each title are made personal by featuring real people already employed in the jobs. The personalities are all Canadian. For example, actors referred to are Eric McCormack and Kiefer Sutherland, two well-known Canadian actors.

Sample title: Bartlett, Gillian. *Great Careers for People Interested in the Performing Arts*. Toronto: Trifolium Books, 1994. ISBN 1-895579-14-7.

This book includes a group of related careers which come under the broad category of Performing Arts. There are separate chapters on an actor, a dancer, a theatre technician, vocal coach, costume designer and cutter, and musician. Each section begins with a personal profile of a real person in their career. This is followed by a “day in the life” section which reveals this person’s roles and activities as they relate to their job. Then there is a section on “How to become a _____.” The photographs are all of real people who have been interviewed by the authors as they do their job. Activities which test the reader’s skills are included to see if this job might be appropriate for them, and these are fun and quite revealing!

A “Future Watch” box for each career is included in order to predict how this particular job will fare in the future—whether it will be in greater demand or be in lesser demand as time goes by. Very practical suggestions are given as well—such as—find a local amateur theatre group and volunteer your time if you are interested in acting or in being a theatre technician. It also suggests you might interview someone in the job already, obtain course calendars from local schools and colleges, and contact local unions and find out where the professional arts companies are located in your area. These, and many other suggestions, are helpful to students who wish to enter a field of interest. There is also a section in which related careers are listed.

The last four pages of each title in the series is devoted to responding to ads, writing job applications, and tips on the interview process. Actual examples are shown to illustrate each step in applying for and attaining a job. The examples include one male and one female applicant—stressing that jobs are not gender specific! The reader is asked to figure out who got the job. It is not easy to choose and there is no answer given to this question.

The first six chapters in each book are titled “Featured profiles” and deal with six major careers in the general field. These are followed by four chapters

which deal with four other jobs which are looked at "at a glance." In the title about the performing arts these snapshots of careers were: Talent Agent, Arts Administrator, Stand-Up Comic, and Stage Director.

Here are other titles available in the series:

Great Careers for People who want to be Entrepreneurs. ISBN 1-895579-20-1.

Great Careers for People who like being Outdoors. ISBN 1-895579-10-4.

Great Careers for People interested in Film, Video and Photography. ISBN 1-895579-22-8.

Great Careers for People Interested in the Human Body. ISBN 1-895579-06-6.

Great Careers for People who are Interested in How Things Work. ISBN 1-895579-08-2.

Great Careers for People who are Interested in Sports and Fitness. ISBN 1-895579-16-3.

Great Careers for People Concerned about the Environment. ISBN 1-895579-04-X.

Great Careers for People who like to Work with their Hands. ISBN 1-895579-12-0.

Great Careers for People who like working with People. ISBN 1-895579-18-X.

Great Careers for People interested in Living Things. ISBN 1-895579-00-7.

WORK THROUGHOUT HISTORY SERIES

This series is devoted to the most important, influential occupations since civilization began. Each volume traces the history of a group of related occupations. The approach is both historical and cross-cultural. These are the jobs that have lasted over time, undergone change, but somehow retained their essential characteristics and exist in today's culture.

Sample title: Franck, Irene. *Restaurateurs and Innkeepers.* New York: Facts On File, 1989. ISBN 0-8160-1451-5.

This title *Restaurateurs and Innkeepers* includes chapters on grocers, brewers, confectioners, prostitutes and waiters. Each profile includes: the origin of the job, its evolution over time, specific tasks related to the job, changing views on the occupation and its significance in the community. The text is accompanied by black and white line drawings which complement the historic nature of the content. They give the book an old-fashioned appearance.

The content tends to concentrate on the past as do the visuals. Although the occupation has lasted to the present not much about the present is described, and the visuals are all from the past—no modern illustrations. The charm of this series is, however, its uniqueness and perspective. It makes the student remember that some jobs have been around for a long time and are likely to remain around for some time into the future. Short descriptions of the tasks of the trade are given, with examples from several cultures, and the social climate of the times is commented upon. This is the only series which deals with the "status" of various jobs and sets them in the social context of the times.

The publication dates are in the mid 1980s, so this series is a little older than some other titles. This is not so important, however, as the content is historical. These titles would also fit into a history course—any course that includes social and economic history and not just political history. The publisher, Facts on File, produces some of the best reference and text material for young adults, and is a very authoritative source.

Other titles in the series include:

Builders. ISBN 0-8160-1366-7.

Clothiers. ISBN 0-8160-1442-6.

Financiers and Traders. ISBN 0-8160-1368-3.

Helpers and Aides. ISBN 0-8160-1445-0.

Leaders and Lawyers. ISBN 0-8160-1367-5.

Manufacturers and Miners. ISBN 0-8160-1447-7.

EXPLORING CAREERS, CAREERS AS... CAREERS IN... CAREERS FOR... etc., SERIES

These related series are all published by Rosen, New York. They provide a comprehensive look at careers covering a wide variety of occupations. Each title gives a description of the industry in general and then goes into detail about the jobs related to the main field. The titles have around 170 pages each, are small in format (5 1/2 X 8 1/2 inches), have fairly large print, and include only black and white photographs. They also include maps, graphs, lists, etc., but some of these are quite small in size and difficult to look at. The whole format is rather dull, unfortunately. This series has none of the visual appeal of the Canadian series and is much less attractive because of this. The content, however, is excellent and the lists of contacts and places to consult on various careers are very thorough and useful. The glossaries and indexes are good also.

The text includes information on the industry in general, the positions available in the field, details on how to apply for jobs in each area, what it is like "on the job" and questions which determine whether this job might or might not be right for the reader. Qualifications and special skills are dealt with in detail and there are excellent lists of where to apply for information about the jobs—addresses and telephone numbers. The approach is objective and fact-oriented. Not much of the "feel" of the job is explored. The subjective and the personal are not the focus of this series in contrast to the Canadian Career Connections series which is very subjective and personal. The sets complement each other very well as both perspectives are valid.

An excellent feature of these series is that they are updated regularly thus keeping the materials up-to-date and relevant for the students. As jobs change so dramatically today this is a necessary feature of any career title. Most titles have the latest copyright in the mid 1990s, many in 1994 and 1995. All titles have 1990s publishing dates.

Titles in these Rosen Series include:

Exploring Careers in the Computer Field. ISBN 0-8239-1601-4.

Exploring Careers in the Construction Industry. ISBN 0-8239-1956-0.

Exploring Careers in the National Parks. ISBN 0-8239-1414-3, 0-8239-1726-6.

Exploring Careers in Accounting. ISBN 0-8239-1501-8, 0-8239-1721-5 (pb).

Exploring Careers on Cruise Ships. ISBN 0-8239-1665-0, 0-8239-1714-2 (pb).

Exploring High Tech Careers. ISBN 0-8239-1502-6, 0-8239-1717-7 (pb).

Careers as an Electrician. ISBN 0-8239-1513-1, 0-8239-1716-9 (pb).

Careers as a Rock Musician. ISBN 0-8239-1518-2, 0-8239-1725-8 (pb).

Careers as an Animal Rights Activist. ISBN 0-8239-1465-8, 0-8239-1722-3 (pb).

Careers in Medicine. ISBN 0-8239-1711-8, 0-8239-1712-6 (pb).

Careers in Law Enforcement and Security. ISBN 0-8239-1878-5, 0-8239-1908-0 (pb).

Careers in the Graphic Arts. ISBN 0-8239-1349-X (hc) 0-8239-1715-0 (pb).

Careers in Veterinary Medicine. ISBN 0-8239-1678-2, 0-8239-1719-3 (pb).

Careers in Firefighting. ISBN 0-8239-1515-8.

Careers in Teaching. ISBN 0-8239-1409-7, 0-8239-1718-5 (pb).

Careers in Social Work. ISBN 0-8239-1513-1, 0-8239-1817-3 (pb).

Careers in Comedy. ISBN 0-8239-1517-4, 0-8239-1713-4 (pb).

Careers for Women as Clergy. ISBN 0-8239-1414-0, 0-8239-1727-4 (pb).

OTHER USEFUL GENERAL TITLES

Feather, Frank. *Canada's Best Careers Guide*. Toronto: Warwick Pub., 1995.

This title is perhaps the best careers guide available to Canadians. It is an excellent, up-to-the-moment source. Buy this title if nothing else! It lists the top 120 jobs by year 2005 and 36 "DODO" jobs as well. It explains the waves of change (six of them) which will take us well into the future and which will have a profound change on jobs and the nature of work. It reflects the changes in Canadian society—for example, our more multicultural population and the increase in older people, as well as women in the workforce. The effects of the high-tech revolutions and the global economy are explored as well as the trends to life-long learning and re-training for changing careers. The underpinnings of change which impact on jobs are expertly described. This title gives us an overview of all aspects of career planning. It includes information on where to obtain worksheets and booklets which supplement the book. This is an excellent feature as teachers can just order copies instead of photocopying illegally. The author is an authority in the field, a well-known futurist and public speaker.

Interesting topics include the big boom in the travel, leisure and tourism industry (5th wave) and all the attendant careers this will entail—e.g. restaurants, etc. The author predicts a huge boom in the art and culture industry. Section D of the book is very useful for anyone teaching the CAPP program and it shows how to plan for the job market and a chosen lifestyle based on self-awareness and skills. The future is not just about jobs—it is about how to live and what is important to humans on this planet—it is about lifestyles that nurture us in all aspects of our lives.

Sacharov, Al. *Offbeat Careers*. Berkeley, Calif.: Ten Speed Press, 1988. ISBN 089-815-240-2.

This title is little dated as it was written in 1988. However, it is a good source for careers which are off the beaten track—jobs we might not otherwise think of. It is arranged alphabetically and is best used as a quick reference. Some of the offbeat careers are: hypnotist, busker, stamp designer, herbalist... The publisher is the famous Ten Speed Press which gave us "What colour is Your Parachute?" Each career has a short entry of two pages which describes the job,

talks about a person doing the job and provides contact places and ideas of where to get training. The format is rather dull and the text is accompanied by old-fashioned black and white drawings.

Campbell, Colin. *Where the Jobs are: Career Survival for Canadians in the New Global Economy*. Toronto: MacFarlane Walter & Ross, 1994. ISBN 0-921912-69-2.

This title concentrates on the information-technology revolution and on how this and the global economy have changed careers. There is a huge bibliography and a good, descriptive index. The print size is very small in parts, however, and difficult to read. Text dominates each page with little relief. Subheadings or sidebars would have helped relieve the dense text. There is an Appendix on Career Prospects—listing jobs in alphabetical order under broad categories. No predictions of the future of these jobs are given. Addresses, telephone numbers and fax numbers are included for making contacts about various careers. The information is good in this title but the presentation is not engaging for students.

Long, Charles. *How to Survive without a Salary*. Toronto: Warwick Pub., 1993. ISBN 1-895629-02-0.

This unusual book explains all about the consumer lifestyle. It is published in Canada and the United States but the author lives in Ontario. Its approach is very different from other titles about jobs. It explains how to budget, how to survive on casual income, buy cheap, get it free, and do it yourself! The style is chatty and there are some very good tips here for those who are between jobs, or want to engage in a conserving and recycling lifestyle. It could be useful for students earning low incomes, working through college, or just trying to be practical and thrifty. The information is good for those learning to live on their own as there are a lot of consumer smarts incorporated in this title.

O'Hara, Bruce. *Working Harder isn't Working!* Vancouver: New Star Books, 1993. ISBN 0-921586-33-7.

This New Star publication was produced in Vancouver. It details the hard realities of our present economy. The approach is philosophic and it concentrates on how to enjoy life more. An analysis of our present economy is provided highlighting the high unemployment and the environmental destruction that the "work ethic" has produced. It advocates the

“worth ethic” instead. This title questions our values and makes readers think about their lives. It is the philosophical companion to the above practical title and the two should be read together. One addresses the “why” of a lifestyle while the other explains the “how.” This book is for the sophisticated student as it really challenges our cultural values in regards to jobs and work.

TWO CATALOGUES

Two commercial catalogues also provide some titles to consider for the CAPP course.

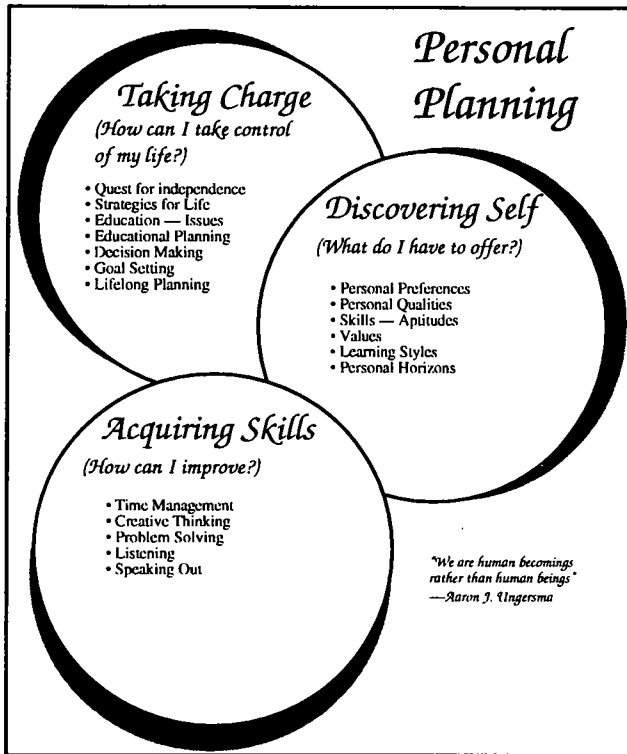
National Book Service has a special list entitled “Career & Personal Planning 8 - 12” which is comprised entirely of BC Ministry of Education recommended resources from various producers which support this new curriculum. The list includes print material, multi-media materials, software, and videos. They are listed alphabetically and include the distributor and net price. There are texts, teacher references, workbooks, etc., included in this list.

Social Studies School Service, Culver City, California. Their “Guidance, 1996” catalogue is also interesting to look at. It includes titles on self-esteem, drug education, relationships, preparing for tests, financial aid information, and a plethora of career titles.



Workers of
the world
forgive me.

*Graffito on the Bust of
Karl Marx in Bucharest.*



ORDER FORM

Ship to:

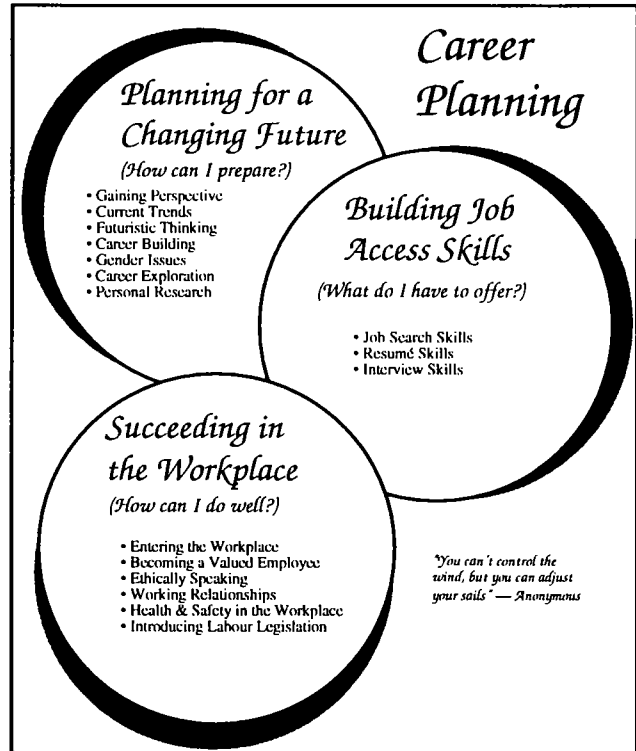
Name _____

Account Code _____

Address _____

Purchase Order _____

No	Item	Cost
_____	Career and Personal Planning — A Resource Manual for Educators Level One <i>Personal Planning</i>	\$125.00
_____	Career and Personal Planning — A Resource Manual for Educators Level Two <i>Career Planning</i>	\$125.00
	Postage and Handling	_____
	Total	_____



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NEW RESOURCES SUPPORT CAPP

The Career/Life Journeys Collection is a group of resources for Career and Personal Planning 8 to 12. The collection was developed in the Central Okanagan School District to assist teachers with the implementation of the Career and Personal Planning curriculum.

These resources contain detailed lesson plans and activities organized around the subjects of planning process and career development. The collection also contains evaluation tools and quarterly reports for student learning plans, to help measure student progress.

The resources are designed to help students meet all curricular outcomes for Career and Personal Planning while developing a solid background in self assessment, career awareness, career exploration, and career and life planning. By using the resources, students also strengthen their problem-solving and decision-making skills, and learn to access information and build portfolios.

The Career/Life Journeys Collection was written and assembled during the summer of 1995, and is the product of a team of teachers, community advisers, and students.

For more information, contact:

Allison Glutek
Resource Facilitator
Central Okanagan School District
Phone: 604-763-1158
Fax: 604-862-2360



FEATURED IN THIS ISSUE

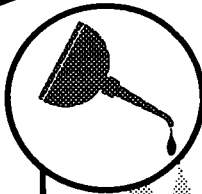




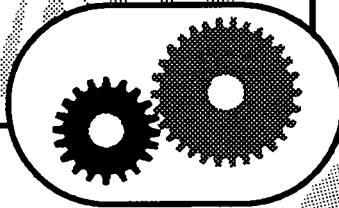
Personally, I have nothing against work, particularly when performed, quietly and unobtrusively, by someone else. I just don't happen to think it's an appropriate subject for an "ethic."
Barbara Ehrenreich, author, columnist.



Clearly the most unfortunate people are those who must do the same thing over and over again, every minute, or perhaps twenty to the minute. They deserve the shortest hours and the highest pay.
John Kenneth Galbraith, economist.



It is not real work unless you would rather be doing something else.
J. M. Barrie (1860-1937), British playwright.



It's true hard work never killed anybody, but I figure, why take the chance?
Ronald Reagan (b. 1911), U.S. Republican politician, president.



I like work; it fascinates me. I can sit and look at it for hours. I love to keep it for the idea of getting it by me; nearly breaks my heart.
Jerome K. Jerome (1859-1927), British author.

WORKING AND LEARNING CONDITIONS SURVEY

JANUARY 1996 SURVEY RESULTS

Collated and prepared by **BONNIE KENT**, Working and Learning Conditions Chairperson. She may be contacted at school (581-0407 after 2:30 p.m.) or by Fax (582-0489) regarding the survey and other related concerns.

These are the results of the fifteenth annual survey of working and learning conditions in the school library resource centres of British Columbia. Thank you very much to all the teacher-librarians who took the time to complete the survey and a special thanks to the chapter councilors who compiled the data and relayed it. Your efforts are very much appreciated. Only with widespread participation can we obtain the information necessary to address the very significant problems becoming evident in the lack of support for school library resource programs in many areas. Most of the districts not represented lack chapters and information was not available.

USES OF THE SURVEY REPORT

- Locate the profile of your district and compare your own school with the district as a whole.
- Compare your school district with other districts of similar size and geographical location.
- Work closely with your local teachers' organization and its Bargaining Committee and Learning and Working Conditions Committee to improve conditions in your district. Draw to their attention not only the results of this survey, but also the BCTF criteria which relate to school library resource centres.
- Use this data in presenting a "brief" from your local chapter to your school board for improved conditions. A graph showing the position of your district in relation to the provincial high and median is recommended.
- Use this data in your presentation to your principal or staff committee for increased teacher-librarian time, clerical time, and budget in a school-based management situation.
- Use this data to prepare "press releases" to newspapers, school newsletters, and other forms of information media about conditions in the school libraries in your district.
- If you have not done so in the past, resolve to keep copies of the information sent to this survey from your own school and district and compare this data from year to year.

The statistics are presented in the same format as last year. In order to present a complete picture of each district the individual factors should be looked at in relation to one another. For example: a district with a high teacher-librarian allocation might appear very good until you look at the clerical time allocation which might be very low. The information for elementary and secondary schools is presented separately. The data is sorted in different ways to highlight teacher-librarian service levels, clerical time allocation, and resource centre budgets. The data also reveals the number of teacher-librarians who have experienced library time cuts due to budget restraints and the number of teacher-librarians who are providing preparation time for their classroom colleagues. The district averages are also shown for both teacher-librarians providing preparation time and teacher-librarian qualifications.

NOTE: THE FOLLOWING SYMBOLS ARE USED IN THIS REPORT.

FTE = Full-Time Equivalent. All professional and clerical staffing is expressed in FTEs and is divided by the number of students and multiplied by 1000 to reach a consistent and comparable figure, e.g., 2.12 FTE/1000.

I = increased

D = decreased

S = same, no change

PROFESSIONAL STAFFING

BCTF minimum criteria for professional staffing in school library resource centres are:

Students	Teacher-Librarians
200 or fewer	0.6 FTE
201-400	1.0
401-750	1.5
751-1000	2.0
Over 1000	2.5

Plus 0.5 teacher-librarian for each full 400 students above 1000.

The average professional staffing for elementary schools reporting this year is 1.96 FTE per 1000 student, a slight decrease (.09) from last year. Very disturbing is the fact, that an additional 122 elementary teacher-librarians (a marked increase of 40%) have had some part of their library time cut since last year. This is in addition to the 363 that were cut in the previous 2 years (1994 and 1995). More upsetting is the fact that 73% of the school districts responding, use their teacher-librarian to provide preparation time for their classroom colleagues. This is a total disregard for the concepts of flexible scheduling and cooperative program planning. Clearly, in too many districts, teacher-librarians are being used to pay the price for contractual obligations in other areas, notably class size.

The average professional staffing for secondary schools reporting is 1.26 FTE per 1000 students, a decrease of .39. An increased number, 43 secondary teacher-librarians, reported some part of their library time cut. Again, the provision of preparation time does not seem to be nearly the problem here as it is for elementary levels. There were 3 districts (7% of the reporting districts) and 4 secondary schools that had teacher-librarians providing preparation time for classroom colleagues.

The column headed "% T-L Trained" gives the district percentage of teacher-librarians who have the equivalent of 9.0 UBC units or 18 credits or more of library courses, OR a library diploma, OR a library concentration plus a Masters in Arts, Education, or Science, OR a Masters of Library Science.

ELEMENTARY PROFESSIONAL STAFFING (ranked by T-L / 1000)

District	Response	T-L/ 1000	T-L Cuts	Prep. # and	Prov. %	% T-L Trained	
45	W. VANCOUVER	10/12	5	1/10	1/10	1%	50%
28	QUESNEL	13/14	3	2/13	13/13	32%	46%
54	BULKLEY VALLEY	6/7	3	0/6	4/6	66%	33%
75	MISSION	10/16	2.95	0/10	10/10	74%	80%
27	CARIBOO.CHILCOTIN	19/19	2.83	0/19	19/19	46%	47%
21	ARMSTRONG*	3/3	2.7	n/a	0/3	0%	n/a
80	KITIMAT	5/5	2.65	0/5	5/5	16%	80%
72	CAMPBELL RIVER	15/15	2.6	1/15	2/15	0%	53%
65	COWICHAN	16/18	2.52	0/16	0/16	0%	63%
70	ALBERNI*	9/14	2.4	n/a	4/9	9%	n/a
33	CHILLIWACK	19/19	2.39	4/19	3/19	4%	89%
18	GOLDEN	5/5	2.33	2/5	4/5	24%	80%
11	TRAIL	7/10	2.26	0/7	2/7	n/a	28%
23	CENT. OKANAGAN	32/33	2.18	0/32	1/32	0%	92%
57	PRINCE GEORGE	46/46	2.16	0/46	8/46	0%	73%
38	RICHMOND	29/37	2.15	0/29	0/29	0%	83%
44	N. VANCOUVER	30/33	2.14	3/30	4/30	3%	50%
4	WINDERMERE	5/5	2.13	1/5	3/5	32%	20%
89	SHUSWAP	18/18	2.13	1/18	13/18	24%	41%
19	REVELSTOKE	5/5	2.05	0/5	0/5	0%	n/a
1	FERNIE	7/7	2.04	3/7	7/7	94%	71%
88	TERRACE	10/13	2.01	2/10	0/10	0%	63%
36	SURREY	90/101	2	8/90	90/90	37%	93%
15	PENTICTON	12/12	1.95	0/12	12/12	53%	83%
37	DELTA	24/24	1.95	0/24	5/24	3%	88%
41	BURNABY	39/39	1.88	0/39	3/39	1%	95%
48	HOWE SOUND	9/9	1.87	2/9	3/9	3%	67%
39	VANCOUVER	82/89	1.86	7/82	5/82	9%	96%
9	CASTLEGAR	6/7	1.85	0/6	0/6	0%	25%
68	NANAIMO	33/35	1.735	13/33	34/34	53%	96%
43	COQUITLAM	49/49	1.73	11/49	42/49	32%	65%
60	PEACE RIVER NO.	13/13	1.73	5/13	4/13	33%	0%
24	KAMLOOPS	36/39	1.7	4/36	0/36	0%	53%
7	NELSON	11/11	1.69	4/11	7/11	35%	33%
30	SO. CARIBOO	5/6	1.6	0/5	2/5	63%	0%
2	CRANBROOK	8/8	1.6	8/8	7/8	38%	60%
69	QUALICUM	6/8	1.53	0/6	1/6	2%	83%
22	VERNON	15/15	1.49	n/a	2/15	7%	n/a
42	MAPLE RIDGE	21/25	1.44	n/a	17/21	36%	n/a
10	ARROW LAKES	4/5	1.39	1/4	0/4	0%	0%
56	NECHAKO	8/10	1.32	4/8	1/8	3%	20%
47	POWELL RIVER	6/7	0.82	0/6	2/6	11%	0%
63	SAANICH	13/13	0.44	7/13	1/13	0%	7%
61	GREATER VICTORIA	14/40	0.37	12/14	6/14	44%	2%
16	KEREMEOS	1/1	0.3	0/1	0/1	0%	0%
62	SOOKE	17/17	0.25	16/17	2/17	12%	35%
1996	AVERAGE		1.95			20%	52%

* These districts have at least one school which meets BCTF minimum professional standards.

SECONDARY PROFESSIONAL STAFFING (ranked by T-L / 1000)

	District	Response	T-L/ 1000	T-L Cuts	Prep. Prov. # and ... %	% T-L Trained	
4	WINDERMERE	2/2	2.1	0/2	0/2	0%	50%
56	NECHAKO	3/3	1.97	0/3	0/3	0%	67%
54	BULKLEY VALLEY	2/3	1.9	0/2	0/2	0%	33%
18	GOLDEN	1/1	1.85	0/1	0/1	0%	0%
0	ARROW LAKES	2/2	1.81	1/2	0/2	0%	100%
70	ALBERNI	4/5	1.81	n/a	0/5	0%	n/a
9	CASTLEGAR	2/2	1.8	0/2	0/2	0%	100%
11	TRAIL	1/3	1.78	0/1	0/1	0%	n/a
1	FERNIE	4/4	1.77	1/4	1/4	6%	50%
50	QU. CHARL. IS.**	5/5	1.68	4/5	2/5	11%	4%
88	TERRACE	5/6	1.61	1/5	0/5	0%	67%
89	SHUSWAP	5/5	1.6	0/5	0/5	0%	100%
57	PRINCE GEORGE	10/10	1.56	0/10	0/10	0%	93%
48	HOWE SOUND	3/3	1.5	0/3	0/3	0%	67%
16	KEREMEOS**	1/1	1.5	n/a	0/1	0%	0%
63	SAANICH	6/6	1.46	3/6	0/6	0%	100%
28	QUESNEL	2/3	1.4	1/2	0/2	0%	100%
72	CAMPBELL RIVER	6/6	1.37	1/6	0/6	0%	29%
19	REVELSTOKE	1/1	1.35	0/1	0/1	0%	100%
7	NELSON	5/5	1.35	0/5	0/5	0%	67%
27	CARIBOO-CH'N	6/6	1.33	0/6	0/6	0%	67%
23	CENT. OKANAGAN	12/12	1.33	1/12	0/12	0%	92%
21	ARMSTRONG	1/1	1.3	n/a	0/1	0%	n/a
2	CRANBROOK	3/3	1.3	2/3	0/3	0%	66%
69	QUALICUM	4/5	1.28	0/4	0/4	0%	60%
65	COWICHAN	6/6	1.25	0/6	0/6	0%	83%
43	COQUITLAM	14/14	1.15	1/14	0/14	0%	100%
24	KAMLOOPS	10/10	1.12	1/10	0/10	0%	70%
22	VERNON	5/5	1.11	n/a	0/5	0%	n/a
15	PENTICTON	2/3	1.1	0/2	0/2	0%	67%
47	POWELL RIVER	3/4	1	1/4	0/4	0%	67%
37	DELTA	7/7	0.98	2/7	0/7	0%	77%
60	PEACE RIVER N.	3/3	0.97	2/3	0/3	0%	100%
61	GREATER VICTORIA	10/15	0.95	7/10	0/10	0%	25%
68	NANAIMO	7/7	0.94	2/7	0/7	0%	100%
80	KITIMAT	1/1	0.93	0/1	0/1	0%	100%
44	N. VANCOUVER	6/7	0.92	1/6	0/6	0%	100%
42	MAPLE RIDGE	5/5	0.9	n/a	0	0%	73%
62	SOOKE	5/5	0.88	4/5	0/5	0%	80%
38	RICHMOND	9/9	0.87	0/9	0/9	0%	100%
39	VANCOUVER	18/18	0.86	3/18	0/18	0%	96%
33	CHILLIWACK	6/6	0.85	0/6	1/6	1%	100%
36	SURREY	14/16	0.84	2/14	0/14	0%	100%
41	BURNABY	7/7	0.72	0/0	0/0	0%	95%
45	W. VANCOUVER	3/3	0.01	0/6	0/6	0%	100%
30	SO. CARIBOO**	2/3	0	2/2	0/2	0%	0%
1996	AVERAGE		1.26			6%	73%

** indicates a combination of elementary/secondary schools.

CLERICAL TIME

The BCTF minimum criteria for clerical staffing in library resource centres are:

Students	Library Assistants/Technicians
200 or fewer	0.5 FTE
201 - 400	1.0
401 - 750	1.5
751 - 1000	2.0
Over 1000	2.5

Plus 0.5 library-assistant for each full 400 students above 1000.

The average for the reporting elementary school libraries is 1.04, a decrease from last year's 1.14 L-A FTE / 1000 and the average for secondary school libraries is .99, decrease from last year's 1.15 L-A FTE / 1000 students.

ELEMENTARY CLERICAL STAFFING (ranked by L-A / 1000)

#	District	Response	L-A/ 1000	# of Cuts	T-L/ 1000
47	POWELL RIVER	6/7	2.85	0/6	0.82
10	ARROW LAKES	4/5	2.81	0/4	1.39
21	ARMSTRONG*	3/3	2.7	n/a	2.7
60	PEACE RIVER NO.	13/13	2.25	1/13	1.73
19	REVELSTOKE	5/5	2.16	0/5	2.05
23	CENT. OKANAGAN	32/33	2.06	0/32	2.18
56	NECHAKO	8/10	1.96	4/8	1.32
45	W. VANCOUVER	10/12	1.9	4/10	5
80	KITIMAT	5/5	1.89	0/5	2.65
9	CASTLEGAR	6/7	1.65	0/6	1.85
11	TRAIL	7/10	1.59	0/7	2.26
69	QUALICUM	6/8	1.5	0/6	1.53
24	KAMLOOPS	36/39	1.5	0/36	1.7
4	WINDERMERE	5/5	1.5	1/5	2.13
88	TERRACE	10/13	1.48	n/a	2.01
22	VERNON	15/15	1.45	n/a	1.49
30	SO. CARIBOO	5/6	1.35	1/5	1.6
2	CRANBROOK	8/8	1.3	n/a	1.6
63	SAANICH	13/13	1.23	2/13	0.44
54	BULKLEY VALLEY	6/7	1.1	0/6	3
89	SHUSWAP	18/18	1.08	0/18	2.13
18	GOLDEN	5/5	1.05	1/5	2.33
48	HOWE SOUND	9/9	1	0/9	1.87
27	CARIBOO-CHILCOTIN	19/19	0.96	0/19	2.83
57	PRINCE GEORGE	46/46	0.88	0/46	2.16
61	GREATER VICTORIA	14/40	0.85	8/14	0.37
15	PENTICTON	12/12	0.81	0/12	1.95
62	SOOKE	17/17	0.74	0/17	0.25
1	FERNIE	7/7	0.61	3/7	2.04

ELEMENTARY CLERICAL STAFFING (ranked by L-A / 1000) (continued)

#	District	Response	L-A/ 1000	# of Cuts	T-L/ 1000
7	NELSON	11/11	0.54	1/11	1.69
16	KEREMEOS	1/1	0.45	0/1	0.3
68	NANAIMO	33/35	0.43	5/33	1.74
36	SURREY	90/101	0.34	45/90	2
44	N. VANCOUVER	30/33	0.24	7/30	2.14
43	COQUITLAM	49/49	0.23	5/49	1.73
42	MAPLE RIDGE	21/25	0.2	n/a	1.44
41	BURNABY	39/39	0.13	n/a	1.88
28	QUESNEL	13/14	0.04	0/13	3
75	MISSION	10/16	0.04	7/10	2.95
72	CAMPBELL RIVER	15/15	0	15/15	2.6
65	COWICHAN	16/18	0	0/16	2.52
39	VANCOUVER	82/89	0	7/82	1.86
38	RICHMOND	29/37	0	0/29	2.15
37	DELTA	24/24	0	0/14	1.95
33	CHILLIWACK	19/19	0	4/19	2.39
70	ALBERNI	9/14	n/a	n/a	2.4
1996	AVERAGE		1.04		

* These districts have at least one school which meets BCTF minimum clerical standards.

SECONDARY CLERICAL STAFFING (ranked by L-A / 1000)

#	District	Response	L-A/ 1000	# of Cuts	T-L/ 1000
30	SO. CARIBOO*	2/3	3.2	1/1	0
10	ARROW LAKES*	2/2	2.31	1/2	1.81
16	KEREMEOS	1/1	2.1	n/a	1.5
50	QUEEN CHARLOTTE IS.	5/5	2	4/5	1.68
4	WINDERMERE	2/2	1.96	0/2	2.1
7	NELSON	5/5	1.67	0/5	1.35
9	CASTLEGAR	2/2	1.6	0/2	1.8
54	BULKLEY VALLEY	2/3	1.5	0/2	1.9
19	REVELSTOKE*	1/1	1.35	0/1	1.35
88	TERRACE	5/6	1.34	0/5	1.61
63	SAANICH	6/6	1.33	0/6	1.46
47	POWELL RIVER	3/4	1.33	0/4	1
21	ARMSTRONG	1/1	1.3	n/a	1.3
57	PRINCE GEORGE	10/10	1.26	0/10	1.56
56	NECHAKO	3/3	1.25	0/3	1.97
24	KAMLOOPS*	10/10	1.25	1/10	1.12
22	VERNON	5/5	1.13	n/a	1.11
11	TRAIL	1/3	1.08	0/1	1.78
23	CENT. OKANAGAN	12/12	1.02	0/12	1.33
27	CARIBOO-CH'N*	6/6	1.01	0/6	1.33
89	SHUSWAP	5/5	1	0/5	1.6
69	QUALICUM	4/5	1	0/4	1.28
39	VANCOUVER	18/18	1	5/13	0.86
61	GREATER VICTORIA	10/15	0.99	2/10	0.95

SECONDARY CLERICAL STAFFING (ranked by L-A / 1000) (continued)

#	District	Response	L-A/ 1000	# of Cuts	T-L/ 1000
43	COQUITLAM	14/14	0.98	1/16	1.15
80	KITIMAT	1/1	0.93	0/1	0.93
70	ALBERNI	4/5	0.9	n/a	1.81
15	PENTICTON	2/3	0.83	0/2	1.1
62	SOOKE	5/5	0.72	0/5	0.88
42	MAPLE RIDGE	5/5	0.7	n/a	0.9
37	DELTA	7/7	0.69	0/7	0.98
48	HOWE SOUND	3/3	0.68	0/3	1.5
41	BURNABY	7/7	0.63	0/7	0.72
44	N. VANCOUVER	6/7	0.62	0/6	0.92
60	PEACE RIVER N.	3/3	0.56	1/3	0.97
65	COWICHAN	6/6	0.47	0/6	1.25
36	SURREY	14/16	0.43	4/14	0.84
68	NANAIMO	7/7	0.43	3/7	0.94
2	CRANBROOK	3/3	0.36	n/a	1.3
1	FERNIE	4/4	0.24	2/4	1.77
38	RICHMOND	9/9	0.23	0/9	0.87
33	CHILLIWACK	6/6	0.19	1/6	0.85
72	CAMPBELL RIVER	6/6	0	6/6	1.37
45	W. VANCOUVER	3/3	0	4/6	0.01
28	QUESNEL	2/3	0	2/2	1.4
18	GOLDEN	1/1	0	0/1	1.85
1996	AVERAGES		0.99		

* These districts have at least one school which meets BCTF minimum clerical standards.

SCHOOL LIBRARY RESOURCE CENTRE BUDGETS

Budget figures are very difficult to compare since the composition varies. The figures given include monies allocated for student resources but may also include teacher resources, cataloguing and processing, supplies, and equipment. In this year's survey the last column indicated whether the budget was to include any two of the following, i.e.. equipment, processing, or supplies. The budget figures that are listed are from for the 1995-1996 year.

The average elementary budget is \$16.49 per student, a decrease from last year's amount of \$17.26. Secondary school library budgets average \$17.95 per student, decrease from the 1995 figure of \$23.38. It appears the gap between secondary and elementary budgets is really narrowing. We are all faced with increased costs of materials and the demands for new technology support and consequently, the school library resource centres are not able to provide students and staff with the proper support.

ELEMENTARY BUDGETS (ranked by \$ / student)

#	District	Response	\$ / Student	I-D-S	Includes Supplies etc.
30	SO. CARIBOO	5/6	\$40.75	0-3-1	5/5
23	CENT. OKANAGAN	32/33	\$35.11	32-0-0	11/32
16	KEREMEOS	1/1	\$30.00	0-0-1	0/0
4	WINDERMERE	5/5	\$28.25	3-0-2	5/5
10	ARROW LAKES	4/5	\$27.73	0-0-4	2/4
18	GOLDEN	5/5	\$25.34	3-0-2	5/5
60	PEACE RIVER NO.	13/13	\$24.71	0-5-7	12/13
70	ALBERNI	9/14	\$23.85	2-1-5	n/a
21	ARMSTRONG	3/3	\$23.00	0-3-0	n/a
47	POWELL RIVER	6/7	\$21.36	1-0-5	6/6
56	NECHAKO	8/10	\$21.00	n/a	n/a
19	REVELSTOKE	5/5	\$20.00	0-5-0	n/a
80	KITIMAT	5/5	\$19.70	0-4-1	5/5
15	PENTICTON	12/12	\$18.20	0-0-12	12/12
22	VERNON	15/15	\$17.68	4-7-3	n/a
27	CARIBOO-CHILCOTIN	19/19	\$17.50	0-0-19	19/19
54	BULKLEY VALLEY	6/7	\$17.00	6-0-0	6/6
48	HOWE SOUND	9/9	\$16.47	2-2-3	5/9
39	VANCOUVER	82/89	\$16.05	0-73-9	82/82
61	GREATER VICTORIA	14/40	\$15.86	0-2-1	n/a
7	NELSON	11/11	\$15.79	5-4-6	9/11
24	KAMLOOPS	36/39	\$15.79	2-3-23	39/39
28	QUESNEL	13/14	\$15.73	0-4-8	13/13
33	CHILLIWACK	19/19	\$15.40	5-3-6	14/19
45	W. VANCOUVER	10/12	\$15.00	0-10-0	10/10
75	MISSION	10/16	\$15.00	1-7-2	10/10
89	SHUSWAP	18/18	\$14.15	1-0-17	n/a
37	DELTA	24/24	\$13.86	22-1-1	10/24
69	QUALICUM	6/8	\$12.88	1-1-2	4/4
38	RICHMOND	29/37	\$12.69	1-18-9	4/29
43	COQUITLAM	49/49	\$12.32	0-49-0	0/49
68	NANAIMO	33/35	\$12.10	4-7-16	33/33
2	CRANBROOK	8/8	\$12.00	1-3-3	8/8
41	BURNABY	39/39	\$11.92	n/a	n/a
88	TERRACE	10/13	\$11.34	0-0-4	10/10
1	FERNIE	7/7	\$10.88	0-1-6	5/7
11	TRAIL	7/10	\$10.79	0-3-1	4/7
36	SURREY	90/101	\$10.50	0-0-90	90/90
65	COWICHAN	16/18	\$10.44	0-0-16	11/16
9	CASTLEGAR	6/7	\$9.80	1-0-3	5/6
63	SAANICH	13/13	\$7.44	2-5-6	5/13
72	CAMPBELL RIVER	15/15	\$6.00	0-15-0	15/15
42	MAPLE RIDGE	21/25	\$5.75	1-19-1	n/a
62	SOOKE	17/17	\$4.76	17-0-0	17/17
44	N. VANCOUVER	30/33	\$0.00	0-0-30	0/30
1996	AVERAGE		\$16.48		

SECONDARY BUDGETS (ranked by \$ / student)

#	District	Response	\$ / Student	I-D-S	Includes Supplies etc.
50	QUEEN CHARLOTTE IS.	5/5	\$43.66	n/a	5/5
30	SO. CARIBOO	2/3	\$37.50	0-1-1	2/2
23	CENT. OKANAGAN	12/12	\$35.11	12-0-0	11/12
16	KEREMEOS	1/1	\$32.82	0-1-0	1/1
21	ARMSTRONG	1/1	\$27.00	0-0-1	n/a
10	ARROW LAKES	2/2	\$26.75	1-0-1	2/2
4	WINDERMERE	2/2	\$26.40	0-0-2	2/2
60	PEACE RIVER N.	3/3	\$25.33	0-1-2	3/3
15	PENTICTON	2/3	\$22.00	0-0-2	1/2
56	NECHAKO	3/3	\$21.00	0-0-3	n/a
70	ALBERNI	4/5	\$20.64	0-1-3	n/a
88	TERRACE	5/6	\$20.15	0-0-5	4/5
19	REVELSTOKE	1/1	\$20.00	0-0-1	1/1
22	VERNON	5/5	\$19.18	0-3-2	n/a
57	PRINCE GEORGE	10/10	\$19.17	n/a	n/a
48	HOWE SOUND	3/3	\$18.70	0-0-2	3/3
80	KITIMAT	1/1	\$18.57	0-1-0	1/1
7	NELSON	5/5	\$18.10	n/a	5/5
18	GOLDEN	1/1	\$18.00	0-1-0	1/1
9	CASTLEGAR	2/2	\$18.00	0-0-2	2/2
24	KAMLOOPS	10/10	\$17.41	1-0-4	10/10
27	CARIBOO-CH'N	6/6	\$17.30	0-0-6	6/6
54	BULKLEY VALLEY	2/3	\$16.67	3-0-0	1/2
28	QUESNEL	2/3	\$16.20	0-0-2	2/2
39	VANCOUVER	18/18	\$16.02	0-18-0	18/18
43	COQUITLAM	14/14	\$15.70	0-14-0	0/14
1	FERNIE	4/4	\$15.53	1-0-3	4/4
47	POWELL RIVER	3/4	\$15.49	1-0-2	4/4
45	W. VANCOUVER	3/3	\$15.00	0-10-0	3/3
36	SURREY	14/16	\$14.50	0-0-14	14/14
37	DELTA	7/7	\$14.19	1-1-5	5/7
33	CHILLIWACK	6/6	\$14.16	1-4-1	6/6
89	SHUSWAP	5/5	\$14.00	0-0-5	5/5
11	TRAIL	1/3	\$13.50	0-0-1	n/a
65	COWICHAN	6/6	\$12.83	0-1-5	5/6
2	CRANBROOK	3/3	\$12.70	1-1-0	3/3
69	QUALICUM	4/5	\$11.99	0-0-4	5/5
63	SAANICH	6/6	\$11.75	0-4-2	2/5
41	BURNABY	7/7	\$11.72	n/a	n/a
68	NANAIMO	7/7	\$11.14	0-2-4	6/7
38	RICHMOND	9/9	\$10.76	0-3-5	9/9
61	GREATER VICTORIA	10/15	\$9.85	0-2-4	n/a
72	CAMPBELL RIVER	6/6	\$6.00	0-6-0	6/6
62	SOOKE	5/5	\$5.40	5-0-0	5/5
44	N. VANCOUVER	6/7	\$0.00	0-0-6	0/6
42	MAPLE RIDGE	5/5	n/a	0-0-5	n/a
1996	AVERAGE		\$17.95		

ELECTRONIC SERVICES, ELEMENTARY (sorted by % catalogue/circulation)

#	District	CD-ROM?	Modem?	Fax?	Laser Disk?	Comp. Cat/Circ	% Cat/Circ
47	POWELL RIVER	6/6	2/6	0/6	0/6	6/6	100%
42	MAPLE RIDGE	20/21	included in secondary statistics			21/21	100%
38	RICHMOND	29/29	8/29	1/29	0/29	29/29	100%
16	KEREMEOS	1/1	0/1	0/1	0/1	1/1	100%
24	KAMLOOPS	36/36	6/36	36/36	0/36	34/36	94%
80	KITIMAT	4/5	1/5	0/5	0/5	4/5	80%
75	MISSION	7/10	1/10	3/10	0/10	8/10	80%
48	HOWE SOUND	7/9	3/9	1/9	1/9	7/9	77%
60	PEACE RIVER NO.	11/13	2/13	2/13	0/13	10/13	76%
7	NELSON	7/11	6/11	2/11	5/11	8/11	72%
37	DELTA	24/24	11/24	2/24	0/24	17/24	71%
63	SAANICH	8/13	4/13	0/13	0/13	9/13	69%
43	COQUITLAM	28/49	0	1/49	0/49	26/49	53%
61	GREATER VICTORIA	8/14	5/14	4/14	2/14	7/14	50%
56	NECHAKO	7/8	3/8	5/8	0/8	4/8	50%
27	CARIBOO-CHILCOTIN	15/19	3/19	0/19	1/19	9/19	47%
89	SHUSWAP	14/18	8/18	2/18	0/18	8/18	44%
11	TRAIL	4/7	1/7	0/7	0/7	3/7	42%
2	CRANBROOK	7/8	2/8	0/8	0/8	3/8	38%
69	QUALICUM	3/0	0/6	1/6	0/6	2/6	33%
23	CENT. OKANAGAN	12/32	11/32	1/32	6/32	9/32	28%
62	SOOKE	12/17	0/17	0/17	0/17	4/17	23%
36	SURREY	62/90	13/90	8/90	7/90	21/90	23%
28	QUESNEL	12/13	4/13	0/13	1/13	3/13*	23%
30	SO. CARIBOO	4/5	0	0	2/5	1/5*	20%
4	WINDERMERE	4/5	3/5	0/5	0/5	1/5	20%
41	BURNABY	30/39	18/39	2/39	3/39	7/39**	18%
15	PENTICTON	12/12	12/12	3/12	2/12	2/12	16%
65	COWICHAN	11/16	3/16	0/16	1/16	2/16	13%
39	VANCOUVER	62/82	32/82	5/82	1/82	10/82	12%
33	CHILLIWACK	19/19	8/19	2/19	0/19	2/19	10%
57	PRINCE GEORGE	41/46	37/46	9/46	1/46	4/46	9%
72	CAMPBELL RIVER	15/15	9/15	1/15	1/15	1/15	6%
68	NANAIMO	24/33	6/33	0/33	0/33	1/33	3%
88	TERRACE	5/10	5/10	0/10	0/10	0/10	0%
54	BULKLEY VALLEY	6/6	6/6	0/6	0/6	0/6	0%
45	W. VANCOUVER	9/10	9/10	3/10	2/10	0/10	0%
44	N. VANCOUVER	27/30	12/30	2/30	0/30	0/30	0%
18	GOLDEN	5/5	5/5	0/5	0/5	0/5	0%
10	ARROW LAKES	1/4	1/4	1/4	0/4	0/4	0%
1	FERNIE	5/7	2/7	0/7	1/7	0/7	0%
1996	AVERAGE						35%

ELECTRONIC SERVICES, SECONDARY (sorted by % catalogue/circulation)

#	District	CD-ROM?	Modem?	Fax?	Laser Disk?	Comp. Cat/Circ	% Cat/Circ
60	PEACE RIVER N.	3/3	3/3	1/3	1/3	3/3	100%
2	CRANBROOK	3/3	1/3	0/3	0/3	3/3	100%
11	TRAIL	1/1	1/1	0/1	0/1	1/1	100%
16	KEREMEOS	1/1	1/1	1/1	1/1	1/1	100%
18	GOLDEN	1/1	1/1	0/1	0/1	1/1	100%
19	REVELSTOKE	1/1	1/1	1/1	0/1	1/1	100%
28	QUESNEL	2/2	2/2	1/2	1/2	2/2	100%
37	DELTA	7/7	6/7	0/7	2/7	7/7	100%
38	RICHMOND	9/9	2/9	0/9	1/9	9/9	100%
42	MAPLE RIDGE	5/5	5/5	0/5	5/5	5/5	100%
47	POWELL RIVER	3/4	2/4	0/4	0/4	4/4	100%
48	HOWE SOUND	3/3	1/3	0/3	0/3	3/3	100%
54	BULKLEY VALLEY	3/3	3/3	3/3	1/3	3/3	100%
56	NECHAKO	3/3	2/3	1/3	0/3	3/3	100%
63	SAANICH	6/6	4/6	0/6	3/6	6/6	100%
80	KITIMAT	1/1	0/1	0/1	1/1	1/1	100%
24	KAMLOOPS	10/10	8/10	10/10	3/10	9/10	90%
88	TERRACE	5/5	4/5	1/5	2/5	4/5	80%
89	SHUSWAP	5/5	3/5	0/5	1/5	4/5	80%
23	CENT. OKANAGAN	12/12	11/12	1/12	6/12	9/12	75%
7	NELSON	5/5	5/5	1/5	3/5	3/5	60%
61	GREATER VICTORIA	8/10	8/10	3/10	5/10	6/10	60%
36	SURREY	14/14	4/14	2/14	4/14	8/14	57%
41	BURNABY	6/7	6/7	0/7	0/7	4/7	57%
43	COQUITLAM	13/14	7/14	2/14	1/8	8/14	57%
4	WINDERMERE	2/2	2/2	2/2	0/2	1/2	50%
9	CASTLEGAR	2/2	2/2	2/2	0/2	0/2	50%
10	ARROW LAKES	2/2	2/2	1/2	0/2	0/2	50%
15	PENTICTON	2/2	2/2	1/2	1/2	1/2	50%
27	CARIBOO-CH'N	6/6	6/6	1/6	2/6	3/6	50%
30	SO. CARIBOO	2/2	0/2	0/2	0/2	1/2	50%
33	CHILLIWACK	6/6	2/6	2/6	1/6	3/6	50%
62	SOOKE	5/5	2/5	1/5	1/5	2/5	40%
57	PRINCE GEORGE	10/10	9/10	1/10	1/10	3/10	30%
1	FERNIE	4/4	3/3	2/4	4/4	1/4	25%
69	QUALICUM	4/4	0/4	0/4	0/4	1/4	25%
65	COWICHAN	6/6	5/6	2/6	0/6	1/6	17%
72	CAMPBELL RIVER	6/6	5/6	1/6	1/6	1/6	17%
68	NANAIMO	6/7	4/7	0/7	2/7	1/7	14%
39	VANCOUVER	18/18	16/18	2/18	2/18	2/18	11%
44	N. VANCOUVER	6/6	5/6	0/6	1/6	0/6	0%
45	W. VANCOUVER	3/3	3/3	0/3	3/3	0/3	0%
50	QUEEN CHARLOTTE IS	4/5	0/5	0/5	1/5	0/5	0%
1996	AVERAGE						64%

CROSS-CULTURAL BIBLIOGRAPHY FOR COMPARATIVE CIVILIZATIONS 12

by **WILLA WALSH**, teacher-librarian, McNair Secondary School, SD#38 (Richmond)

This brief, annotated bibliography lists recent titles which could fit into the new Comparative Civilizations 12 course. The draft IRP for this course is available presently. The titles chosen were the best of a multitude of resources appropriate for this course and they reflect diverse reading levels. These titles are either an outstanding resource on the topic of one culture, or are an excellent resource which features a cross-cultural approach to many cultures. The students in this course will be required to compare and contrast several cultures, and these titles provide the information necessary to allow such comparisons.

Ancient Greece. Lovrance and Wood. London: Hamlyn, 1992. ISBN 0-600-573877.

Due to an unique feature this title stands out amongst the many books on the topic. It covers all aspects of life in Ancient Greece—from family life, to sport, to death customs and war. Overlays are used to show both the inside and the outside of many buildings—an unusual feature. Excellent maps, along with other visuals, are included—all in full colour. This is a junior high school level title which is highly accessible and fun to peruse.

Ancient India: Land of Mystery. Alexandria, Va: Time-Life Books, 1994. (Lost Civilizations series) ISBN 0-8094-9037-4.

From Mohenjo-Daro to the Vedic Dark Age and down to the Golden Age of the Guptas this title is one in a series of spectacular resources published by Time-Life Books. The visuals illustrate and the text describes many art forms—the former mostly in full colour, including the famous Buddhist temples. The content focuses on religions, gods, artifacts, and the people of Ancient India.

Aztecs: Reign of Blood and Splendor. Alexandria, Va: Time-Life Books, 1992. (Lost Civilizations series) ISBN 0-8094-9854-5 (trade) and ISBN 0-8094-9855-3 (library binding).

This civilization is perhaps the most bloody of the "Lost Civilizations" included in the Time-Life

series. The wonders of Tenochtitlan, the Aztec capital, and the warlike history of the Aztec culture are chronicled in gory detail. The Olmec's incredible master sculptures—dating from 1200 to 400 BC, are hauntingly portrayed with their huge overpowering heads! Details of the structures recently exhumed from beneath present day Mexico City are included in illustrations. The Avenue of the Dead, the Sun and Moon Pyramids, etc., are all here. This great warrior civilization with its colourful regalia of war forms the highlight of the book. The killing place of the Great Temple is here also displayed—along with the huge number of human sacrifices, many of whom were children! The last chapters concentrate on the more routine and less dramatic everyday lives of the people.

Becker, Udo. *The Continuum Encyclopedia of Symbols.* New York: Continuum, 1994. ISBN 0-8264-0644-0.

This title is a compendium of symbols and their meanings in relationship to human psychology and the traditions of various civilizations. Heavily illustrated, this handy resource concentrates on the deeper, symbolic significance of many everyday objects. Symbols are traced to their cultural origins and the approach is cross-cultural. This is a unique title in that the symbols chosen are from the everyday experiences of people in various cultures and not the usual symbols of religion or icons of high political power.

China: Ancient Culture, Modern Land. Robert E. Murowchick (Ed.). Norman, Oklahoma: University of Oklahoma Press, 1994. (Cradles of Civilization series) ISBN 0-8061-2683-3.

This title is a comprehensive covering of the Chinese civilization from the Neolithic Age to Mao and the present day. There are chapters by numerous experts in the field. All of the arts are represented—utensils, ritual art, pottery, etc. Topics include the Shaman, sacred characters, handscrolls, bronze sculptures, and the Terra-cotta Warriors. There are amazing full-colour visuals in this large format book.

The dynasties include the Han, Tang and Song. A wealth of material on Buddhism is also included. The text is accompanied by maps, charts, timelines and diagrams and photographs. This is the best history book I have seen on China—it is nothing short of fabulous!

Cotterell, Arthur. *East Asia: from Chinese Predominance to the Rise of the Pacific Rim*. London: John Murray, 1993. ISBN 0-7195-4904-3.

This title includes chapters on the Shang period in Classical China, early Korean and Japanese dynasties, Feudal Japan (1338—1868), Imperial Japan (Meiji Restoration Period) (1868—1941) and the twentieth century histories of China, Korea, and Japan. Visuals include small line drawings and some maps.

Drucker, Johanna. *The Alphabetic Labyrinth: The Letters in History and Imagination*. London: Thames and Hudson, 1995. ISBN 0-500-01608-9.

This is a fascinating cross-cultural history of the development of alphabets with many insightful comments about the various cultures which span the time from early history to the twentieth century. The symbolic meanings of the alphabets are explored in detail. Examples of this include: Alchemy in the Medieval Period, the Kabbalah, and the electronic type of our present age. The text is very sophisticated and this title is best used as a teacher reference and source for more able senior students. This is an incredibly interesting title full of ideas for identifying cross-cultural similarities and contrasts.

Encyclopedia of Great Civilizations. Brian Adams, et al. New York: Shooting Star Press, 1994. ISBN 1-56924-065-5.

The civilizations include Egypt, China, Japan, and the Aztec and Inca empires. The text is junior high level and very accessible. The written content is supplemented with timelines, maps, and many coloured illustrations. The cultures include all levels of society—every class is represented. The arts and the politics of each culture are also well covered. There is a full section on how the pyramids were built and one on Samurai warriors. The everyday life of the people is stressed as much as the famous events and outstanding leaders. Women are included in all cultures—a feature often left out in other titles! Excellent date charts show corresponding events in

Africa, Asia, the Americas and Europe. This title is an excellent overview of many diverse cultures.

Hawkes, Jacquetta. *Atlas of Ancient Archaeology: the Most Comprehensive Atlas of Ancient Archaeological Sites*. London: Michael O'Mara, 1974. ISBN 1-85479-159-1.

This cross-cultural look at archaeology is very comprehensive and provides maps, sites, line drawings of artifacts and buildings, and text on many ancient civilizations. These include Nineveh, Teotihuacan, Mohenjo-Daro, Machu Picchu, Tara, Thebes, Troy, and Stonehenge. The organization of the content is by broad regions—for example, African sites. The work is authoritative and is one of the best sources I have seen on the topic.

Hinds, Kathryn. *India's Gupta Dynasty*. New York: Marshall Cavendish, 1996. (Cultures of the Past series). ISBN 0-7614-0071-0.

One title in a series, this book follows the same format for its arrangement as the other books in the series. Five chapters describe the history, belief system, society and legacy of the Guptas. The text is very accessible and would be appropriate for ESL or less able readers. The two dominating religions of Buddhism and Hinduism are discussed, along with the class system of society and the various roles of both men and women in this time period. The Gupta Dynasty is considered the Renaissance or the “Golden Age” of India’s history and is the time period identified for an option in the Comparative Civilizations course. Art in all its forms—architecture, dance and poetry—flourished. A glossary and timeline add to this title’s usefulness.

Incas: Lords of Gold and Glory. Alexandria, Va: Time-Life Books, 1992. (Lost Civilizations series) ISBN 0-8094-9870-7 (trade) ISBN 0-8094-9871-5 (library binding).

This book includes chapters on the European conquest of South America and the clash of two powerful cultures in the sixteenth century. The Inca civilization was at its peak at this time. Magnificent stone buildings and temples are portrayed in detail. A whole chapter is devoted to the culminating awesome structures at Machu Picchu. Other topics covered include metal craft along with an essay entitled “Artisans of the Empire.” Archaeological remains are thoroughly explored including funerary practices.

Jean, Georges. *Writing: The Story of Alphabets and Scripts*. New York: Harry N. Abrams, 1992. ISBN 0-8109-2893-0.

This title is a cross-cultural look at communication in its written forms. These include pictographs, cuneiform, Chinese characters, etc., along with descriptions of the civilization which produced the written communication. It covers over 6,000 years of human history and explains how each form of communication reflected the unique culture that produced it. An interesting source and one that lends itself to a theme comparison of various cultures.

Lurker, Manfred. *The Gods and Symbols of Ancient Egypt: An Illustrated Dictionary*. London: Thames and Hudson, 1980. ISBN 0-500-27253-0.

Egyptian symbolism and the religious history of Egypt are covered in the introductory chapters. The rest of the content is in alphabetical order with short entries accompanied by black and white visuals. This title is a general reference source book.

Millar, Heather. *China's Tang Dynasty*. New York: Marshall Cavendish, 1996. ISBN 0-7614-0074-5.

Under the three-hundred rule of the Tang dynasty China entered an age of conquest, prosperity and artistic and literary distinction. The same format of five chapters is used as in the other titles in this series. One chapter concentrates on poetry and art as the period's cultural history. The chapters on belief include information about Confucianism, Buddhism, and Daoism and how they affected the daily lives of the people. Paintings, sculpture and architecture of this rich period are all represented in this junior level text.

Morley, Jacqueline. *Entertainment: Screen, Stage & Stars*. New York: Franklin Watts, 1994. (Timelines series) ISBN 0-531-14311-2 (library binding).

This book is a cross-cultural portrayal of popular entertainments around the world and over time. It includes Peking Opera, Kabuki, Commedia dell'Arte, Kathakali theatre of India, and the Medieval side-shows. The format is a two page spread for each topic. This title provides a brief introduction only and would be used to discover topics to explore in greater depth.

Mesopotamia: The Mighty Kings. Alexandria, Va: Time-Life Books, 1995. (Lost Civilizations series). ISBN 0-8094-9041-2.

The legendary city of Babylon is presented in all its glory—the original birthplace of mankind. This book follows the same format as other titles in the series. There are chapters on the highlights of the eras, and essays on specific topics. A great deal of archaeology is included. Excellent visuals—the Tower of Babel, architecture of the times, sculpture, and the decorative arts of each time period are represented. The palaces of Nineveh and Nimrud, along with the art of the gold jeweller, are incredible! War regalia abounds. As usual with any Time-Life series, this publication is superior in format and content.

Nicholson, Louise. *The Red Fort, Delhi*. London: Tauris Parke Books, 1989. (Travel to Landmarks series). ISBN 1-85043-173-6.

Built in the seventeenth century in the city now known as Delhi the Red Fort was and still is considered to be an architectural wonder. It was the court of the fifth Mughal emperor of India and comprised a third of the acreage of the entire city. This title has numerous colour photographs of the buildings and gardens, and details of the beautiful wall paintings. It recounts the history of the structure and the life of the people of this time period in India's history.

Nakamura, Matazo. *Kabuki Backstage, Onstage: An Actor's Life*. Tokyo: Kodansha International, 1990. ISBN 0-87011-985-0.

This book includes a tour of the Gakuya (backstage) and the Kabuki way of life. There is information on the audience, and on many other aspects of this traditional Japanese theatre form.

Perring, Stefania, and Dominic. *Then & Now*. New York: Macmillan, 1991. ISBN 0-02-599461-1.

The format of this book is to provide a view of the famous structures from the past along with what they look like now. The structure of the pyramids of Egypt, the Acropolis, the Colosseum, Nimrud, Teotihuacan, Mohenjo-Daro, etc., are seen through the use of overlays. The structures are portrayed as they appeared in their past glory and as they appear now in the twentieth century. The content is cross-cultural and includes both Western and Eastern and American structures. This title would be excellent for comparative studies of the great architecture of diverse cultures.

Steffoff, Rebecca. *Marco Polo and the Medieval Explorers*. New York: Chelsea House, 1992. (World explorers series). ISBN 0-7910-1294-8.

This title includes the Court of the Great Khan (13th century), the trade routes to China and the splendors of the mystical East—the famous “Silk Road.” The Mogol empire is shown in a different light by Marco Polo. There are chapters on the great medieval overland travellers and the countries they traversed.

Stein, R. Conrad. *The Aztec Empire*. New York: Marshall Cavendish, 1996. (Cultures of the Past series). ISBN 0-7614-0072-9.

This title is written at an Intermediate reading level but contains a very clear and accessible description of a complex culture. The book is divided into chapters dealing with political history, the cultural history of the Aztecs, their belief system and their concentration on war—the divine mission of the Aztecs. The simple text is accompanied by interesting inserts, pictures and photographs which match the text. The life of the ordinary people is portrayed and the different opportunities and roles for males and females is described. A chronology, bibliography, and clear index supplement the usefulness of this title. The other titles in the series are: *The Ancient Egyptians*, *The Ancient Greeks*, *China's Tang Dynasty* and *India's Gupta Dynasty*. These cultures match the curriculum outline for the Comparative Civilizations course.

Sumer: Cities of Eden. Alexandria, Va: Time-Life Books, c1993. (Lost civilizations series). ISBN 0-8094-9887-1 (trade) and ISBN 0-8094-9888-X (library binding).

This is the companion volume to the book on Mesopotamia in the same series. Mesopotamian archaeology is explored—Uruk, Ur and Nippur city-states are portrayed, along with the ziggurats—some dating from 4000 BC. These are the origins of Sumerian civilization. There are chapters on mass human sacrifices—almost an universal aspect of all civilizations! “Tales from the Death Pits” is one of the featured essays. The war practices are also featured along with the attendant artworks created to illustrate and commemorate the wars.

Wilkinson, Philip. *The Magical East*. Australia: Angus & Robertson, 1992. (Mysterious Places series) ISBN 0-207-17957-3.

This title is a cross-cultural look at ten civilizations and their noted works, including Yoshinogari and Nara (Japan) the Taj Mahal and Ellora (India) and the Great Wall, and Forbidden City (China). It is richly illustrated and has a very accessible text. Maps, sidebars, etc. are included as well. There is a brief introduction to each culture which includes comments on religion, art and the daily life of the people. This is a beautiful publication which captures the “magic” quality of the East.

Also of interest: AMERICAN NATIVE CULTURES (one cultural option available to anyone teaching the Comparative Civilizations course)

The American Indians Time-Life series is an entire group of books devoted to the cultures and aspects of First Nations people in America. The series is divided into two formats: one portrays an entire tribe or group of similar tribes, and the other follows a theme across many diverse First Nations tribes. The series is beautifully bound in what looks like mahogany leather with gold imprinting. It is altogether a handsome collection! All the titles in the series are worth having, but you may wish to choose certain titles which fit the curriculum the teacher in your school chooses to teach. Two titles, one from each format, are described here, along with a list of some other titles available in the series. This list is by no means complete and no doubt other titles will appear in the series in the future. Anything Time-Life does seem to be of consistent high quality so you cannot go wrong in choosing any of these titles.

Cycles of Life. Alexandria, Va: Time-Life Books, 1994. (The American Indians series). ISBN 0-8094-9583X and ISBN 0-8094-9584-8 (library binding).

This particular title is organized around the theme of daily life in various First Nations tribes. Starting with birth and its traditions, the book progresses through various rites of passage as tribal members grow up, coming full circle with diverse death traditions and practices. There are individual chapters on courtship, weddings, etc. Cross-cultural comparisons are abundant—as it includes many tribes from the United States, Canada and Alaska. This title is an example of the theme format which is a part of this series.

People of the Ice and Snow. Alexandria, Va: Time-Life Books, 1994 (The American Indians series). ISBN 0-8094-9562-7.

Here is an example of the portrayal of a specific cultural group of American Indians. This title includes chapters on the hunting way of life of the Inuit along with their social conditions, and their struggle to preserve their culture. The arts include ivory carving and many examples of beliefs portrayed in Inuit art—masks, amulets, and other symbols of this distinct culture.

Other titles in the series:

The Buffalo Hunters (ISBN 0-8094-9425-6, 1993), *The European Challenge* (ISBN 0-8094-9408-6, 1992), *Keepers of the Totem* (ISBN 0-8094-955809, 1993), *Peoples of the Lake* (ISBN 0-8094-9566-X, 1994) and *The Spirit World* (ISBN 0-8094-9404-3).



When we're unemployed, we're called lazy; when the whites are unemployed it's called a depression.

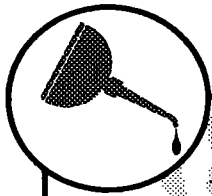
Jesse Jackson (b. 1941), U.S. clergyman and civil rights leader.



Intellectual "work" is misnamed; it is a pleasure, a dissipation, and is its own highest reward.

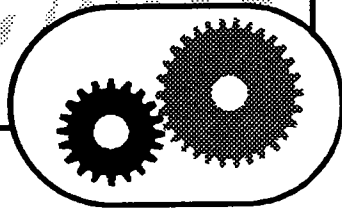
Mark Twain (1835-1910), U.S. author.





Anyone can do any amount of work, provided it isn't the work he is supposed to be doing.

Robert Benchley (1889-1945), U.S. humorous writer.



We believe that if men have the talent to invent new machines that put men out of work, they have the talent to put those men back to work.

John F. Kennedy (1917-63), U.S. Democratic politician, president.

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NEW FROM NATIONAL FILM BOARD

Laxwesa Wa -- Strength of the River. NFB, 1995. 54 min. 14 sec.

Editor's comment: The following was supplied by the National Film Board and is published here, edited slightly, as supplementary material for those using the video.

This documentary on the West Coast fishery from a First Nations point of view has won the "Best Feature Documentary" at the 1995 American Indian Film Festival in San Francisco. The festival celebrates films by and about Native Americans. Directed by Barb Cranmer and produced by Cari Green and Barb Cranmer, this film brought them their second consecutive winning year. In 1994 *The Washing of Tears*, co-produced by Green with Cranmer as associate producer, won the same award.

Laxwesa Wa -- Strength of the River is the first film ever made about the West Coast fishery from a native point of view. Insights into these strong fishing traditions are provided by the grassroots people who have lived and fished in the ocean and rivers within their traditional territories for generations. Native filmmaker Barb Cranmer has fished BC's Johnstone Straits with her father for fifteen years. A member of the 'Namgis Nation, her people have a long fishing tradition that stresses respect for the ocean's resources. This powerful film explores the rich fishing traditions of the Sto:Lo, 'Namgis, and Heiltsuk people of British Columbia.

Background Information Provided by the Filmmakers

The respect we have for the resources of our rivers and ocean has allowed our cultures to flourish for thousands of years. These resources have great spiritual, cultural, and economic wealth. The salmon fishery has always been one of our most important resources. Historically we practised 'first salmon' ceremonies in which we give thanks to the salmon that returned each year to our rivers. In our winter ceremonies, known as the potlatch, salmon was the main food and was called "long-life giver."

We developed sophisticated fishing methods involving weirs, fences, and traps. These were

placed in the rivers not only to catch but also to manage the salmon runs. We took only what we needed to sustain our communities, leaving enough to return year after year. It was through the telling of legends that young children were taught traditional values and beliefs to respect all riches that nature provided.

The first European colonizers who came with no sense of belonging or connectedness to the land set out to exploit the rich resources. At first they made use of our skills in harvesting salmon. Then they saw us as competition and imposed laws that allowed them to gain complete control of the fishery.

The Fisheries Act imposed by the Dominion of Canada in 1877 had a devastating impact on the Native people. It restricted the harvesting of any salmon species for either trade or consumption. The law then became the vehicle by which colonialist attitudes and thought were imposed. Fishing became a privilege, not a right.

In the late 1800s and 1900s, Native communities were made to destroy their fishing weirs, traps, and fences for the sake of conservation. Not long after, canneries owned and operated by non-Native fishing companies were dumping surplus fish that the canneries could not handle. Entire salmon, eulachon and herring runs that had sustained First Nations peoples for thousands of years were wiped out in only 150 years.

The evolution of the commercial fishing industry saw Native people take secondary positions in all aspects of the fishery. Native women and children worked as a captive labour force for the canneries. Men ran small boats for the companies. Having been excluded from a management role for over a century, we have watched with increasing frustration the destruction of the fisheries. So while we are struggling for recognition of our traditional territories, we are also working to become equal partners in the protection of the resources.

Synopsis

"I was taught how to conduct myself on that river by my parents, by my father and mother. And always to respect the strength and the spirit that that river has." Mark Point, Sto:lo First Nation.

Mark Point and his family pass down their ancestral fishing sites along the Fraser River from generation to generation. Each year, after their first catch, they have a traditional feast to give thanks for the return of the salmon. Further upriver at her camp in Yale, BC, sixty-eight year old Georgina Malloway of the Sto:lo preserves the salmon she catches in her own nets in the oldest method known to the Sto:lo — "wind dry." In the last four years the number of salmon nets have quadrupled along the Fraser River, the result of federal regulations new to the Sto:lo. But in the face of this increased competition, the Sto:lo continue to practise their fishing traditions.

"As native fishermen, we should become more involved in having our own fishery because that's where it's going to come down to -- if and whenever land claims is settled." Roy Cranmer, Namgis First Nation.

Roy Cranmer is a commercial fisher and for forty years has exclusively fished Johnstone Strait near his home at Alert Bay. He and other Namgis have witnessed the radical changes that have taken place in the "Straits" which was once one of the most important fishing areas in British Columbia. "With over five days of fishing a week from June to December allowed by the Department of Fisheries, it was once a living. Now with twelve hours of fishing three times a year, it's a crap shoot," says Gilbert Cook. Asks his cousin, Chris Cook, "What kind of legacy is twelve hours of fishing to pass down to your children?"

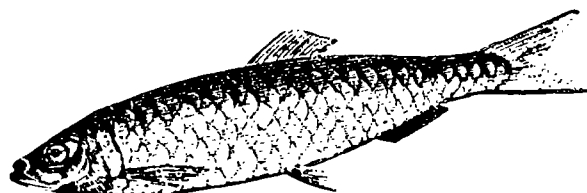
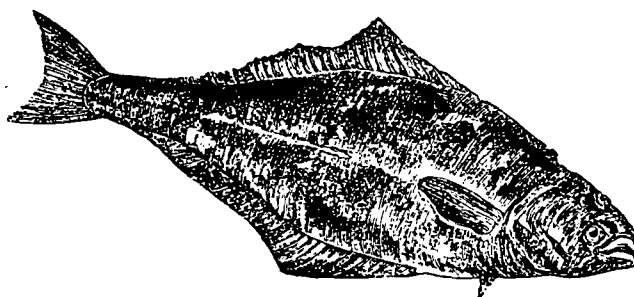
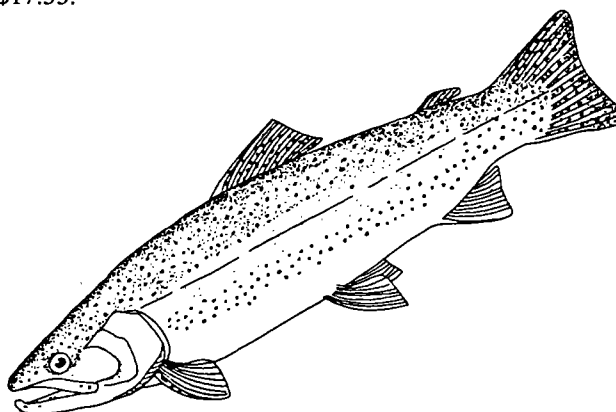
"We've been here for many years and we're not going to move anywhere. We're totally dependent on the sea for our livelihood." Edwin Newman, Heiltsuk First Nation.

Rooted firmly in Bella Bella on the Central Coast, the Heiltsuk have seen the effects of non-Native management in their territories, in particular the depletion of their salmon, sea urchin, abalone, and geoduck fisheries. At the same time, various federal laws wiped out the Heiltsuk's fishing fleet and they became a welfare community for the very first time. Spokesperson Edwin Newman explains

how over the last ten years his people's commitment to their own community-based fisheries management program has led to their present-day success. By combining modern and traditional fishing techniques, the Heiltsuk now fish, process and export their valuable salmon, roe-on-kelp, herring roe, salmon roe, and clam products internationally.

Produced by Nimpkish Wind Productions, 107-2772 Spruce Street, Vancouver, BC, V6H 2R2. Fax 604-731-8011.

The video *Laxwesa Wa -- Strength of the River* can be obtained from the National Film Board Video Sales at 1-800-267-7710 or Duthie's mail order at 1-800-663-1174 (in Vancouver, call 684-4496). \$17.53.



CHAPTER REPORTS

Saanich

POLITICAL ACTION AND ADVOCACY

We supported a letter writing campaign to our local representative regarding contract language. Our district library consultant met with the Saanich Teachers' Association president and district executive several times to discuss concerns of non-enrolling teachers. Our chapter also met with district middle and secondary science teachers to coordinate resources with the science curriculum.

CURRICULUM OR PROGRAM DEVELOPMENT

Saanich School District has spent some time examining the evolving role of the teacher-librarian and the library resource centre. We entered stage two of a pilot project on implementation of integrated learner support. This model was developed by a large learning resources committee made up of board personnel, teachers, teacher-librarians, and parents. Seven schools received funding to allow them to investigate alternative means of integrating teacher-librarians and learner resource teachers. The goal is to have a closer and more supportive relationship between teacher-librarians and other support teachers.

SPEAKER AND WORKSHOP IDEAS

Our district consultant organized a series of technology-related workshops (CD-ROM, Eloquent, and Internet) for secondary and middle school teacher-librarians. District funds supported teacher-librarians attending the fall conference. We also had a series of French and English publishers' displays.

AUTOMATION

We automated most of our district's school libraries. Major remodelling and reconstruction projects were undertaken to accommodate the introduction of computers into school libraries. We also expanded our schools' CD-ROM and multimedia collections and provided on-line access to many schools. Our goal is to provide students with access to information technology.



It is too difficult to think nobly when one thinks only of earning a living.

*Jean-jacques Rousseau (1712-78),
Swiss-born French philosopher,
political theorist.*



You take my life
When you do take the means
whereby I live.

*William Shakespeare (1564-
1616), English dramatist, poet.
Shylock, in The Merchant of
Venice, act 4, sc. 1.*

CONFERENCE REPORT

CULTIVATING THE LOVE OF LITERATURE

Presenter: **KATHIE HILDER**, teacher-librarian, SD#57 (Prince George).

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

Subtitled "Raising Readers", this presentation was originally designed for a parent conference at the school. Nevertheless the workshop was relevant for teachers and teacher-librarians, since it incorporated good ideas for promoting reading. Teachers and teacher-librarians have many opportunities to offer advice to parents who wish to encourage their children to read more. Hilder granted copyright permission to workshop participants for the 49-page handout, except for items noted as belonging to specific authors.

Hilder challenged her audience: How can you help a family cultivate a love of reading? How can you help a child from a non-reading family become a reader? She believes the biggest influence is the home, although the school has a role to play. Hilder cites an informal inventory which she has used in workshops which indicates that adults who read a lot generally name a parent as the greatest influence in developing their love of reading. Reading to children stops much too early, she says. Even teenagers enjoy being read to, if the habit is developed in childhood. Some of her "do's and don'ts" follow.

DO'S AND DON'T'S OF READ-ALOUD

- Do begin to read to children as soon as possible. The younger you start the better.
- Do use Mother Goose rhymes and songs to stimulate language.
- Do try to set aside at least one regular time each day for a story.
- Do read as often as you and the child have time for.
- Do remember that the art of listening is learned and must be cultivated gradually.
- Do start with picture books and build to story books and novels.
- Do follow through with your reading. If you start a book finish it — unless it turns out to be a bad choice.
- Do allow your listener(s) time to settle down and adjust. If reading a novel, you might ask the child what happened when you left off.
- Do adjust your pace to fit the story. Use plenty of expression when reading.
- Do remember that reading aloud with ease takes practice.
- Don't read stories that you don't enjoy yourself. Your dislike will show in reading.
- Don't continue reading a book if it is obvious it is a poor choice. Admit the mistake and choose another.
- Don't read above a child's emotional level.
- Don't be fooled by awards. Just because a book won an award doesn't guarantee that it will make a good read aloud.
- Don't be unnerved by questions during the reading, particularly from young children. Take time to answer the question, then resume reading.
- Don't use the book as a threat — "If you don't eat your supper, then no story tonight."
- Don't try to compete with television. Don't let books appear to be responsible for depriving children of viewing time.
- Don't leave the child hanging for three or four days between chapters and expect interest to be sustained.
- Don't make the common mistake of reading too fast.
- Don't forget to read with your child.

Adapted from *The read-aloud handbook* by Jim Trelease (Penguin, 1982).

Some sample parent questions sparked a lively discussion.

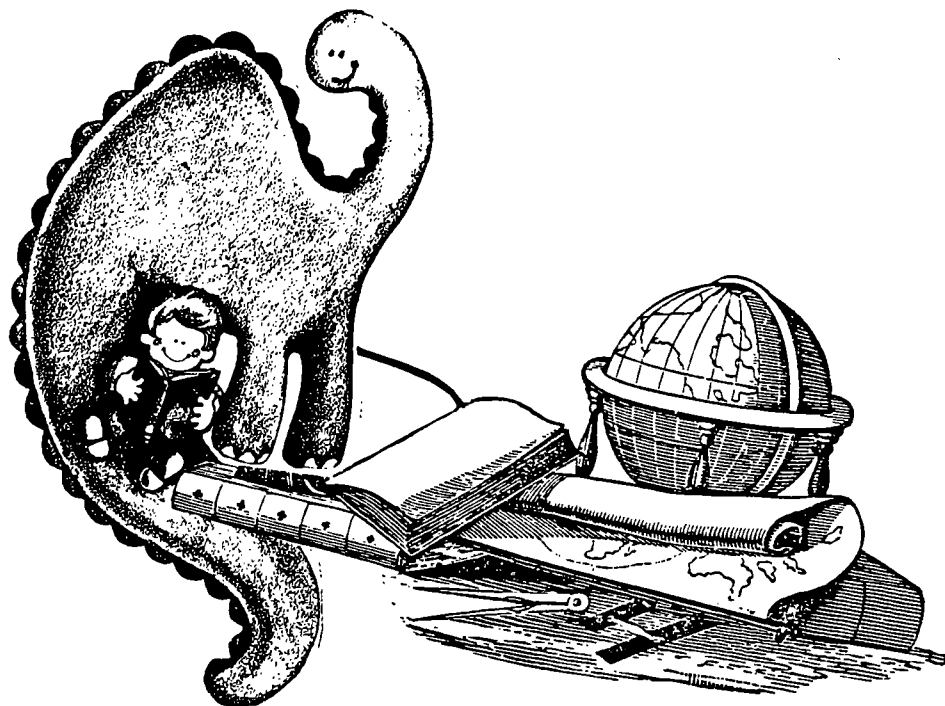
- "My child is having difficulty at school. He can't read. What should I do? He's in grade two."
- "My child is very bright but will only read non-fiction. The rest of the family are all readers but this one."
- "My child hates/refuses to read."
- "We are a family of non-readers. How can we raise readers?"
- "I am a single parent of three children. I have to work. There's no time to read to them. We're just trying to survive."
- "Our two sons won't stop reading. They do nothing else but, no chores, nothing. We won't let them read at home anymore. They can read at school and drive the teacher crazy."
- "I am a reader but my husband is not. My son models himself after his father."

Here are "Twenty Good Reasons Why Books make the Best Presents."

1. Books don't have to be assembled before being given.
2. Books don't need batteries.
3. Books never come in the wrong colour or size.

4. Books don't need to be serviced by a dealer.
5. Books don't need spare parts.
6. Books are easier to gift wrap than footballs.
7. Books don't bite, scratch, or kick.
8. Books don't need watering or fertilizing.
9. Books don't go out of style.
10. Books don't irritate your allergies.
11. Books look good with any decor.
12. Books don't get aphids or draw ants.
13. Books don't bark or need to be walked in the middle of the night.
14. Books don't shrink, stretch, or fade.
15. Books don't need extension cords.
16. Books won't scratch the coffee table.
17. Books don't get stale before they arrive.
18. Books never need ironing.
19. Books don't have zippers that break.
20. When you are finished with a book, it is not empty.

Finally, Hilder points out that we (parents and teachers) must be doing something right. "Students are fortunate to be in a book-loving province. B.C. has more bookstores per capita than any other province, and we use libraries twice as much as other North Americans. On a typical day, 87,000 people visit a public library, and librarians answer 14,000 questions."



BOOKMARKS — ONE WAY TO MAKE THE INTERNET SAFER FOR STUDENT USE

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*

INTRODUCTION

Students learn by doing. The concept is fundamental to BC's educational program and is supported by most teachers and teacher-librarians. But does it apply in every learning situation? What about the Internet?

As more and more school libraries acquire Internet connections, teacher-librarians are having to deal with the question of student use of the Internet. There are no easy answers. On one hand, there are all the positive aspects of the Internet— its rich and vast store of information, its immediacy and global scope. Given the present direction of our economy, the ability to access and utilize information from sources such as the Internet are important skills for students to master.

On the other hand are the negatives. Most often cited are problems of pornography and hate literature. Because these topics are sensational, they find their way onto magazine pages and television talk shows. No doubt these problems are serious but their danger and impact tend to be over emphasized.

Far more important but less reported is the general chaos of the 'Net. It's huge yet little has been done to organize this information. There is no central index or master list. There are no standards of authority or classification. Trying to find a simple article or citation can often be a difficult and time consuming operation.

Little wonder that many teacher-librarians are tempted to dismiss or ignore the 'Net when considering resources for a cooperatively planned research unit. The 'Net seems to contain more problems than solutions.

Bad move! It is after all the "Information Highway". Its sheer size, phenomenal growth and increasing importance cannot be ignored. Yet this still does not alter the fact that the 'Net can be a very unfriendly place where we may be reluctant to allow our students to venture.

How do we allow our students to gain Internet experience without subjecting them to the chaos, frustration and hazards which often typify this resource?

The ideal solution would be to create a controlled environment within the Internet in which information, resources and materials could be selected by the teacher-librarian and presented in such a way as to allow students an opportunity to move around within the 'Net milieu and gain experience with on-line searching. In other words, creating the Internet equivalent of the shallow end of a swimming pool through the use of bookmarks.

USING BOOKMARKS

For those unfamiliar with the term, a *bookmark* is a feature associated with Internet programs such as Gopher and World Wide Web browsers (Lynx, Mosaic and Netscape). Bookmarks are used to record the Internet address of an item or resource, making it easy to return to at a later date.

Bookmarks operate in a similar manner for all Internet programs that use them. I am focusing on using bookmarks within one Internet program only - Gopher.

You may remember from my previous articles in the BCTLA *Bookmark* that Gopher is a type of Internet program which presents information in the form of a series of menus. This makes Gophers easy to use for the novice user.

At present there are about 6000 computers with the Gopher program installed. Each computer contains a wealth of information which is open and available to anyone who wants it at no charge. While 6000 computers may sound like a lot, it is a very small percentage of the total number of computers connected to the Internet. However it should be sufficient to demonstrate how the bookmark feature of the Gopher program is used.

Let's see how it might be incorporated within a library research unit on the topic of pollution. As the

teacher-librarian, my first task in developing the Internet portion of the unit is to locate appropriate pollution resources accessible through Gopher.

```
                                GOPHER MENU

(DIR) CLN Information
(DIR) CLN Newsgroup and List Archives
(DIR) CLN Educational Resources: Links to Gopher Sites by Subject Areas
(DIR) Technology and Distance Education Branch, Ministry of Education
(DIR) BC Ministry of Education
(DIR) BC Educational Partners and Resources

(DIR) Starter Set of Educational Gophers and Gateways
(DIR) B.C. and Canadian Government Gophers
(DIR) News, Sports and Weather
(DIR) Gateways to the Freenets
(DIR) Gateways to other Information Providers (Commercial, Telnet sites)
(DIR) Gopher Servers in the World

(DIR) Downloadable Software
(?)  JUGHEAD - Search the CLN Gopher by keyword
(DIR) Veronica: keyword search of all titles in world Gopherspace

gopher://gopher.etc.bc.ca/11/cln/info
```

SCREEN 1: GOPHER MENU

To begin, I use my computer and modem to connect with CLN (Community Learning Network). CLN accounts are available to any BC teacher at no charge. If you don't have an account, contact the person in your district who is responsible for technology. Once connected to CLN, I choose "Internet Services" from the main CLN menu. This takes me to the Internet Services Menu. From the Internet Services menu, I choose "Access to the CLN Gopher (Gopher Sites; plus Freenet & Telnet Sites)". I should now be looking at a screen similar to screen 1.

From the Gopher Menu, I select "VERONICA: KEYWORD SEARCH OF ALL TITLES IN WORLD GOPHERSPACE". This brings up the Veronica Menu (screen 2).

For those unfamiliar with this Internet service, Veronica is a program which searches all the Gopher programs on the Internet for a keyword or phrase. There are two levels of Veronica searching. "(?) Find GOPHER DIRECTORIES by Title word(s)" is a search option in which only the main menu of each Gopher is searched for a key word or phrase. Gopher submenus are ignored in this type of search. The second search level, "(?) Search GopherSpace by Title word(s)", is a search option for searching ALL

menus of ALL Gophers on the Internet. The second option is much more comprehensive but more time consuming.

In order to search the Gopher sites and menus in a timely manner the Veronica program uses a high speed mainframe "super computer". Public access these super computers and the Veronica program is allowed only at a few sites. Doing a search can often be difficult because the programs are in very heavy demand. It is not uncommon to receive an error message when trying to do a Veronica search. Don't be discouraged. Try again.

Begin with as broad a search term as possible to get a sense of what is available. Few people on the 'Net have ever heard of "Sears" or "Library of Congress". That quickly becomes apparent when searching Gopher menus. The same information can often be found under a variety of menu headings. The headings have more to do with the programmer's whim than any type of convention or authority. A Veronica search can be as much a process of intuition as one of learned searching skills. Therefore, when doing an initial search, it's best to cast the net as wide as possible.

VERONICA: KEYWORD SEARCH OF ALL TITLES IN WORLD GOPHERSPACE

```
(?) Find GOPHER DIRECTORIES by Title word(s) (via NYSERNet )
(?) Find GOPHER DIRECTORIES by Title word(s) (via PSINet)
(?) Find GOPHER DIRECTORIES by Title word(s) (via UNAM)
(?) Find GOPHER DIRECTORIES by Title word(s) (via UNINETT/U.of Bergen)
(?) Find GOPHER DIRECTORIES by Title word(s) (via University of Koeln)
(FILE) Frequently-Asked Questions (FAQ) about veronica - January 13, 1995
(FILE) How to Compose veronica Queries - June 23, 1994
(DIR) More veronica: Software, Index-Control Protocol, HTML Pages
(?) Search GopherSpace by Title word(s) (via NYSERNet )
(?) Search GopherSpace by Title word(s) (via PSINet)
(?) Search GopherSpace by Title word(s) (via UNAM)
(?) Search GopherSpace by Title word(s) (via UNINETT/U. of Bergen)
(?) Search GopherSpace by Title word(s) (via University of Koeln)
Simplified veronica chooses server - pick a search type:
(?) Simplified veronica: Find Gopher MENUS only
(?) Simplified veronica: find ALL gopher types
```

```
gopher://empire.nysenet.org:2347/7-t1%20%20
```

SCREEN 2: VERONICA MENU

GOPHER MENU

```
(FILE) *** Too many connections - Try again soon. ***
```

SCREEN 3: VERONICA ERROR MESSAGE

With that in mind, I begin by selecting one of the first five Veronica programs. In this example I choose: "(?) Find GOPHER DIRECTORIES by Title word(s) (via NYSERNet)". Which one I select really doesn't matter.

At the bottom of the screen a message appears — "Enter a database query:" I enter the search term, "pollution" and press the enter or return key. Search terms are case insensitive.

Veronica usually takes a few minutes to do a search, then a screen similar to screen four appears. The message in the upper right corner of the screen (Gopher Menu (p1 of 10)) indicates that my search has yielded ten pages of menu listings. There are over 1800 menu items which match my search term. However, the Veronica program will only display the first 200 items. To display more than 200 items, I would have to use a search modifier with my search term. For example, if I wanted to display the first 500 menu items on "pollution" I would use the search

modifier "-m500" after my search term. The complete search query would look like this:

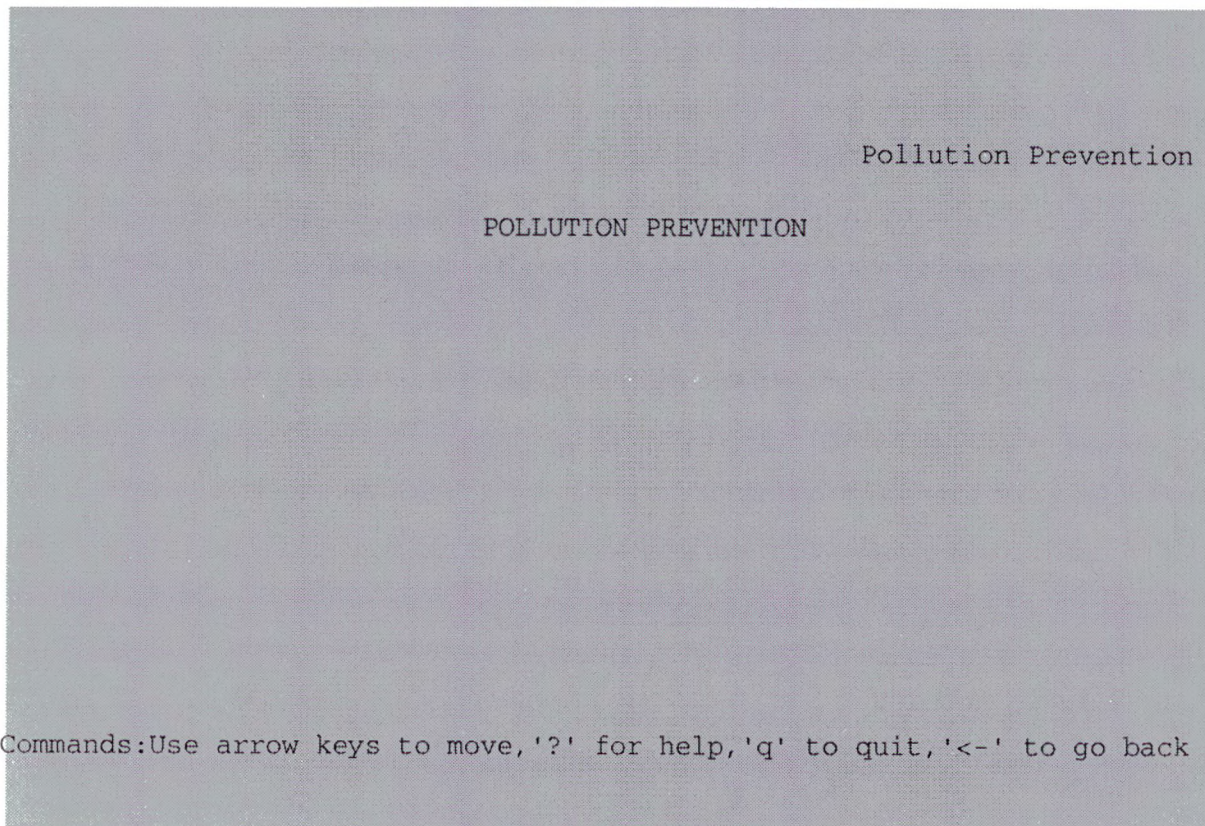
Enter a database query: POLLUTION -m500

Now comes the tedious part — checking each menu item to determine if the content is useful and appropriate for grade seven students. After a few minutes of looking, it quickly becomes apparent that information on Gopher conforms to no standard or structure.

Here's an example. I select the second item from the first page of my Veronica search results list (screen four). The menu item name is "Pollution Prevention".

When selected, a screen similar to screen five appears. This particular item contains no information at all. Unfortunately, this sort of thing happens far too often on the 'Net. I would estimate that less than 20% of the menu items found in my Veronica search will contain any useful or appropriate information. That's why locating materials is such a tedious, time consuming task. Each item must be checked before being used for the research unit. From this list they select those resources most appropriate to their topic

SCREEN 4: VERONICA SEARCH RESULTS

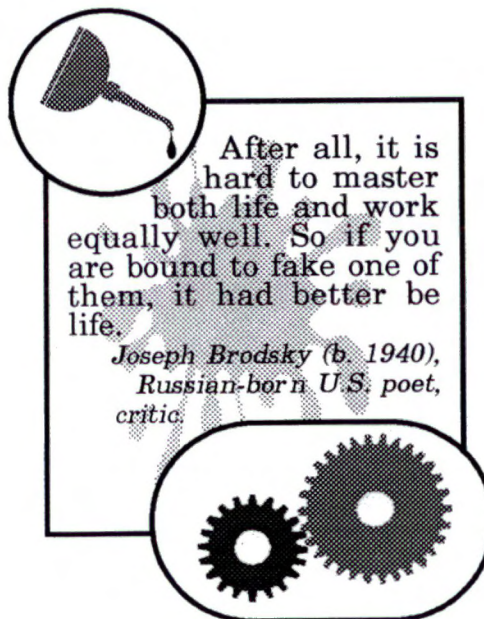


SCREEN 5: NO RESULTS

AND FINALLY

Before leaving the topic of bookmarks, there are a couple of additional considerations. First, before allowing students to use an Internet program, instruction should be provided so that students are familiar with it. Second, while bookmarks provide a controlled Internet micro-environment for students to work and search in, there is nothing to prevent the knowledgeable student from leaving the bookmark list and going out onto the Internet. Vigilance is still necessary.

Bookmarks are a relatively safe and easy way to allow students the experience of using the Internet.



COURSES IN TEACHER-LIBRARIANSHIP

UNIVERSITY OF BRITISH COLUMBIA

This summer three core courses in the School Library Diploma Program at UBC will be offered from July 2 to July 19, 1996.

<u>COURSE</u>	<u>TITLE</u>
LIBE 383	Selection of Learning Resources
LIBE 387	Information Services I
LANE 389	Resources-Based Teaching

• In addition electives in Children's Literature & other approved electives will be offered. For further information consult the summer calendar.

SUMMER INSTITUTE

Last summer for the first time a three credit Institute on Information Technology was offered. This proved so popular that it will be offered once again this summer from July 2 to July 13 1996. It will be held in the Computer Language Laboratory at Ritseumeikan House on the UBC campus. This lab can accommodate twenty-two students who will have the opportunity to update & improve their skills & knowledge in the use of CD ROM, Internet & video-conferencing.

There will also be a Spring Institute offered on weekends beginning April 12 and ending May 11 1996. For further information & registration details contact: Office of Continuing Professional Development (formerly the Distance Education Office), Faculty of Education, U.B.C.

Phone: 822 2014 Fax: 822 2015

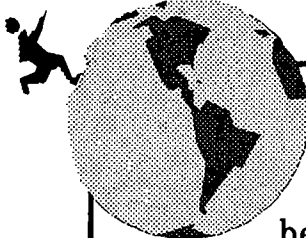
Wendy Sutton or Margaret Haines
Ph: 822 5229 822 5733
Co-ordinators of the Library Diploma Program
University of British Columbia

ELEMENTARY REVIEWING JOURNALS

by **JOAN PERRY**, teacher-librarian, Upper Lynn Elementary School, SD #44 (North Vancouver).

This list of reviewing journals for elementary school libraries lists factors for each journal. An explanation of terms appears at the bottom of the chart.

	Appraisal: Science Books for Young People	Resource Links	Kirkus Review	CM	Emergency Librarian	School Library Journal	Horn Book	Horn Book Guide	Library Talk	Book List	Canadian Children's Literature	Best Children's Book	Bulletin of the Centre for Children's Books	Quill & Quire	VOYA: Voice of Youth Advocates	Canadian Book Review Annual	Children's Book News
Clear mission statement	√	√			√		√			√		√					√
Specific subject	1																
Fairly new journal - since 1990		√		√													
Costly - more than \$45 / year	√	√	√			√	√	√	√	√			√	√	√		
Easy to get around in journal	√	√		√			√					√			√	√	
At least 95% of journal is reviews	√	√	√	√				√		√		√	√			√	
50% or less of journal is reviews					√	√					√			√	√		√
Published in Canada		√		√	√						√	√		√			√
Mainly American authors	√		√		√	√	√	√	√	√			√		√		
Only favourable reviews							√			√		√					
Length reviews	√	√		√	√	√	√				√		√		√	√	√
Thematic approach to reviews		9			9									√			
Some pre-production reviews			√			√				√			√	√		√	
Some in-depth reviews		√		2			√				√		√	√			4
Electronic format				√									3				
Reviews are not signed			√						√			√					√
More than one reviewer per title	√																
At least 100 reviews						√	√	√		√		√				√	
At least ten issues per year			√			√				√			√	√	√		
Six or less issues per year	√	√		√	√		√	√	√		√	√			√	√	√
K - 7 target audience									√		√		√				
K - 12 target audience	√	√	√	√	√	√	√	√				√			6	√	√
K - adult target audience										√			√				
Cumulative index			√	√				√		√							
Clear rating system	√	√		√				√					√		7	√	
"Best" list or "Special note" books		√	√			√	√			√					√		

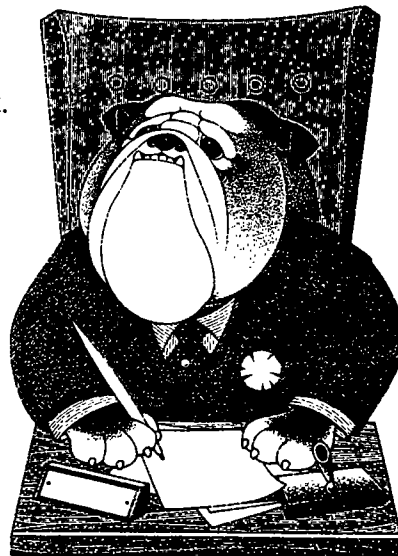


Let us be grateful to Adam, our benefactor. He cut us out of the "blessing" of idleness and won for us the "curse" of labor.

Mark Twain (1835-1910), U.S. author.

	Appraisal: Science Books for Young People	Resource Links	Kirkus Review	CM	Emergency Librarian	School Library Journal	Horn Book	Horn Book Guide	Library Talk	Book List	Canadian Children's Literature	Best Children's Book	Bulletin of the Centre for Children's Books	Quill & Quire	VOYA: Voice of Youth Advocates	Canadian Book Review Annual	Children's Book News
Outstanding books marked		✓	✓		✓	✓	✓	✓	✓	✓		✓	✓	✓			
Reading level not indicated								5			✓	8					
Point out potential appeal	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Mention similar titles	✓	✓	✓	✓							✓				✓		
Mention curriculum use	✓	✓		✓	✓				✓			✓	✓		✓	✓	
Cover controversial aspects	✓	✓		✓	✓	✓	✓				✓		✓	✓			
Electronic reviews		✓		✓	✓	✓			✓	✓			✓	✓			
Video cassette reviews		✓		✓	✓	✓	✓		✓	✓		✓	✓				

1. Science books only
2. Includes excerpt and cover illustration
3. On-line version is available, but I have not seen it yet.
4. Very few reviews, but all are lengthy
5. Read. Level omitted in picture books
6. Grades 6 to 12 is the target audience
7. Rates quality and popular appeal
8. Rates both reading and interest level separately
9. Contains some section of thematic reviews.



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.

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.:**

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.



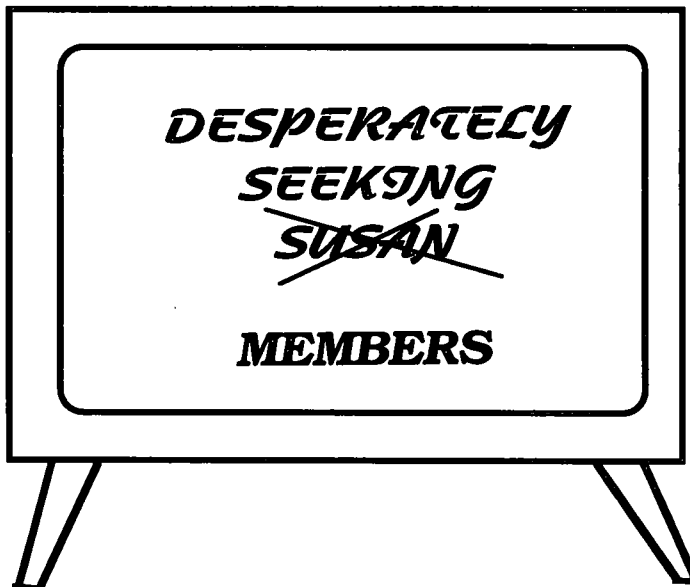
REGULAR FEATURES

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Help promote *The Bookmark*



Share the scripts for units in *The Bookmark* with your fellow players and they will all want to join the company!

Two prizes are available for those who join or renew by April 20, 1996. You might win a *World Book Atlas* or a \$200 course on using the Internet, given by Electric Eye Media!

Pass the good word about BCTLA!

READING CHECKLIST



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

I am just back from the OSLA / ATLC Ideashop '96, which was part of the Ontario Library Association's Superconference, and am writing this column before my head and body have made a full recovery. What I really want to read is a light romance or some escapist, bloody mystery! Instead, here I am wending my way through a stack of things sent to me by JoAnne Naslund. My mood is perhaps a little too critical, for a few things have been quickly dismissed as requiring too much brain power for my current state. Maybe they will make it into the next issue. This column is dedicated to those of you with a touch of February malaise, who need their professional reading to be "extra lite" this month.

INFORMATION LITERACY

One of the best short articles I have ever read on this topic is "Information Literacy: More than Pushbutton Printouts," by Lesley S. J. Farmer (*The Book Report*, November/December 1995, pp. 11-13). Lesley Farmer is the teacher-librarian at Redwood High School in Lakespur, California, and her practical experience shows through in an article which combines understanding of educational theory with observations of students' actions and needs.

Ms Farmer begins her discussion with comments about how students use electronic resources such as a CD-ROM encyclopedia. She says, "They confuse data with knowledge. Some librarians call this 'information by pill'; students swallow the contents whole without 'chewing on the ideas'." Acceptance of data as fact is a major problem with the Internet as well, and it brings vast quantities of data into libraries — and homes!. Students need to develop critical analysis skills. Ms Farmer's advice is that "we need to teach the overriding literacy skill: the ability to reflect on information, to select what is useful, and evaluate its value" (p. 11).

The article goes on to discuss how to document thinking (e.g., composing written material, discussion with a partner), and the central value of focusing on the process of learning rather than the product of that learning. The "I-Search Paper" is presented briefly as one way to assist student to focus on metacognition. A section headed "Beyond the Research Paper" looks at

problems inherent in the traditional research paper (including traditional ones like wholesale plagiarism, and new ones like using the global change option in a spell checker to misspell certain words so the teacher will think the student wrote it). Then ways to "encourage reflective processing" by changing the format of the research product are addressed.

This article is one which will give teacher-librarians some ideas to pursue with teachers in planning sessions, so that library units (and perhaps classroom studies) can be more reflective and more intellectually stimulating.

INFORMATION TECHNOLOGY

Recently, I have begun fretting about equity of access to information technology like CD-ROM and the Internet for those students who are less financially advantaged than others. Since it is unlikely they will have computers and other technological marvels at home, it seems to me that the school resource centre must provide the access that comes to other young people simply because of their more fortunate economic circumstances. Even the opportunity to do word-processing is a gift to some of these kids!

Robert Hennelly, in "Forget Computers: Kids Without Phones" (*Education Digest*, January 1996), provides a whole new level of worry. He points out that access to the information highway depends on the supposition that most children have access to a telephone. In his provocative article, he outlines special projects set up for poor children where computers were supplied by corporations. He also discusses the educational program changes that are necessary to incorporate the new technologies. However, he concludes that educational innovators and planners are misreading the situation.

Quoting statistics from the U. S., Hennelly states that both the urban and rural poor frequently do not have the phone service that is an essential component of the Internet — one study found that "almost a third of children under age six living in poverty had no phone in the home, six times the figure for children not in poverty." This single fact poses a barrier that is insurmountable and will aggravate the growing inequity of access to information for the poor and the rich.

While one might say, "but that's the U. S. and this is Canada so things are different," I think of the students in our inner city schools and the families moving from rooming house to emergency motel housing and back to another rooming house. These

transient families have difficulty providing shelter, never mind access to the Internet.

Hennelly's simply written article started me thinking about some of the concrete realities we should be discussing with relation to the type of access we provide. It would be a good article to share with teachers and parents in any school community which includes children marginalized by poverty.

In stark contrast to this concern about home telephone access to the Internet is an article titled "Fantasy School Library of the Future" (*Media & Methods*, November/December 1995). In this article, three library media specialists responded to an editorial request with entrancing visions of a future full of technical marvels. The shortest "fantasy library" vision was provided by Phyllis R. Mitchell. Her seven components are:

1. CD-ROM towers that network programs throughout the school and district;
2. Computers and printers in every classroom, as well as fully equipped technology labs in every school.
3. On-line access to the Internet and to research databases for every user.
4. Satellite receivers and a closed-circuit system so that all classrooms could receive broadcasts, and could also transmit into homes within the community.
5. Television production, editing and broadcasting facilities and resources for students to prepare their own programs and air them in classrooms and homes.
6. Multimedia production lab where students could digitize information from scanners, digital cameras, videotape, etc.
7. Print resources to support development of library skills and provide images to digitize (page 17).

TEACHING STRATEGIES

Reader's Theatre is one of those strategies that sounds great, but somehow is infrequently attempted. Gillian Richardson has provided a comprehensive description of one such application in "Help! It's a Library!" (*Query*, vol. 25, no. 1, pp. 49-51). In this unit, resource centre orientations for students in grade

four or five are accomplished through Readers' Theatre. The article includes background information, objectives, skills, and a script.

The script has many errors and gaffes in it, most of which will be very obvious and funny to the students. A list of 21 error correction statements follows the script, and these are used in the participation activity that involves the audience during the script reading. This looks like a lot more fun than a tour and a quiz. Check it out and get ready for those September orientation sessions.

Another strategy that has been done before is to involve students in the creation of an annotated bibliography. The following article appeared in *The Monograph*, the journal of the Ontario Association for Geographic and Environmental Education. Coming from this source it might have the weight of authority needed for teachers in your school to try the idea out. The article is "Geography of Canada: Creating an Annotated Bibliography," by J. K. Martin.

Following the statement, "This is an interdisciplinary unit involving the Library and the Geography Department," there is a well drafted student assignment sheet. It includes directions and time requirements, as well as an outline for evaluation. Goals, objectives and skills are easily deduced, and it would be simple to prepare an effective introductory lesson or two on how to locate appropriate resources, how to prepare an annotation, and bibliographic citation, depending upon the prior knowledge students have. No grade level is indicated, but placement at grade 9 to 11 is most likely.

• • • • •

If you have encountered an article that has impacted on the way you think or operate, or if you have found something that was useful with teachers, please send me a copy by fax or mail. If it is in book or video format, just send the information necessary for me to locate it. Any suggestions you can share will be most welcome.

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

The growth and expansion of World Wide Web continues unabated. Virtually all the new sites and resources being added to the Net are World Wide Web sites and this trend shows no signs of slowing. Here are some examples of Web sites that have been added in the last few months which might interest teacher-librarians.

ELEMENTARY LANGUAGE ARTS

<http://sln.fi.edu/tfi/hotlists/composition.html>

Hot List for Composition and Writing has several directories to explore, including Strunk's Elements of Style, a children's writing center and much more. When you get there, hit the return button on the bottom of the page for hotlists in a variety of subject areas. There's more here than just language arts.

SITE-BASED DECISION-MAKING

<http://www.pacificrim.net/~mckenzie/SBM/contents.html>

Check out the electronic book guide to the perils and promises of site-based decision-making. This is the site for the newsmagazine - *From Now On - The Educational Technology Journal*.

INDIA'S FIRST WEB SITE

<http://www.silverleaf.com/jjiva>

Jiva Institute of Vedic Arts, Science and Culture has announced the launch of a new Indian educational and cultural Internet host computer: Jivanet. It is the first of its kind in India, and provides information on all sorts of subjects such as music, art, dance, drama, Vedic literature, Ayurveda, philosophy, yoga, and more.

FRANKLIN INSTITUTE/INQUIRY ALMANACK

<http://sln.fi.edu/qanda/qanda.html>

The December issue of *inQuiry Almanack* offers some ideas for helping keep your classroom focused

on learning. Enjoy the five favorite Web sites and a monthly puzzle. Keep the *inQuiry Almanack* URL handy this month to use whenever you need something quick to do. Although designed primarily for the K-8 educational community, *inQuiry Almanack* can be enjoyed by anyone. Accessible from The Franklin Institute Science Museum's homepage, *inQuiry Almanack* explores how telecommunications can be used to support classroom activities.

DIGITAL DOZEN

<http://www.enc.org/ddoctr.html>

A monthly listing of new and fascinating Internet resources for math and science teaching.

GLOBAL CAMPUS

<http://www.csulb.edu/gc/>

This site contains a wide range of free curriculum materials including images, sounds, text and video to be used for nonprofit educational purposes.

WEBMUSEUM

<http://www.emf.net/louvre/>

A global list of museum resources on the Web.

GLACIERS OF BLACKCOMB MOUNTAIN

<http://www.whistler.net/glacier/>

We all know that BC has some of the most spectacular mountains in the world. Perhaps you've even been glacier-skiing at Blackcomb. But were you aware that the Whistler Valley has been under glaciers for tens of thousands of years? Information about the glaciers in this area is available on-line at the Whistler Web site. You can even sneak a peek at the ski report.

CHORUS: ACADEMIC & EDUCATIONAL COMPUTING IN THE HUMANITIES

<http://www.peinet.pe.ca:2080/Chorus/home.html>

This site contains resources for use with academic technologies in the Arts and Humanities areas.

CANADIAN MATERIALS MAGAZINE

<http://www.mbnet.mb.ca:80/cm/>

Canadian Materials Magazine is an electronic magazine which provides reviews and articles of special interest to those looking for Canadian materials to include in their collections.

CITING INTERNET RESOURCES

<http://www.cas.usf.edu/english/walker/mla.html> (MLA Example)

<http://www.pitt.edu/~grouprev/Language/apa-cite-forms> (APA example)

<http://neal.ctstateu.edu/history/cite.html> (APA example)

<http://www.cc.emory.edu/WHSC/citation.formats.html> (APA example)

Finding the correct format for citing Internet resources can be difficult as the APA and MLA style manuals have been slow to react to electronic forms of information. The above sites contain examples of electronic citing in both style formats.

MULTIPLE INTELLIGENCES WEB SITE

<http://www.mbnet.mb.ca/~mstimson>

You will find references to the multiple intelligences and links to other information on the topic. In the INFO ZONE click behind the graphic in the Producing Section. When you get to *On the Right Track*, check out the *Multiple Intelligences* link from EdWeb and Mindtools.

COMPUTING TEACHER

<http://www.ed.uiuc.edu/Mining/Overview.html>

This site offers a collection of articles from *The Computing Teacher* by Judi Harris. There's a focus here on using the Internet as a tool for problem solving and collaboration.

SPACESHIP GALILEO'S MISSION TO

JUPITER

http://ccf.arc.nasa.gov/galileo_probef_or

<http://www.jpl.nasa.gov:80/galileo/>

Last December a remarkable achievement was made when the spacecraft Galileo reached Jupiter. This voyage of over five years and 2.2 billion miles permitted us to receive the information previously out of reach of humankind.

If you're interested in seeing how this voyage is going, check out the "On-line from Jupiter" home page. There are photos, journals from the scientists working on the project, a contest for students, on-line chat, etc.

ON-LINE EDUCATOR MAGAZINE

<http://www.cris.com/~felixg/OE/OEWELCOME.htm>

The *On-line Educator* magazine provides educators with current information about the Internet. This site is worth a visit for the sample articles and current and past links which are categorized and annotated.

FACULTY LOUNGE

<http://www.naples.net:80/media/wsfplounge.htm>

The faculty lounge is billed as "Tools to help you use the Internet in your classroom" and it provides links to some resources and ideas that might get you into areas of the Internet that you hadn't thought about before. Although some areas of this site are geared for those who teach at postsecondary (e.g. grants) there is plenty of general information relating to Internet searching, lists, newsgroups, FTP, designing Web pages and more. There are also links for K-12.

WEB BASED BIBLIOGRAPHIC

INSTRUCTION

<http://www.mednet.ucla.edu/dept/biomed/mndefault.htm>

Reference Librarians at the UCLA Louise M. Darling Biomedical Library have been publishing instructional Web pages on proper bibliographic format for UCLA medical students. The instructions can be found at the above Web site address.

INTERNET BIBLIOGRAPHY

<http://www.babson.edu/navigator/>

Hope Tillman at Babson College has prepared an excellent annotated bibliography. The list is updated regularly and now includes books that just reached the stores this week. The bibliography was created with Pro-Cite bibliographic software, but is stored in text form. Ms. Tillman hopes to eventually turn this into an on-line database that can be searched by author, title and keyword.

CANADIAN GOVERNMENT WEB SITE

<http://library.uwaterloo.ca:80/discipline/Government/CanGuide/>

For one-stop shopping with links to everything from sections of the Canadian Criminal Code to weather reports to the consumer price index try this site maintained at the University of Waterloo. Here's a list of the topics: Aboriginal People, Agriculture, Architecture, Astronomy, Census Statistics, Defence, Economics and Finance, Emergency, Employment, Environment, Film, Fisheries and Oceans, Geography and Geology, Health, History, Immigration, Industry, International Affairs, Law and Legislation, Meteorology, Parliament, Publishing, Science, Social Security, Space, Taxation, Telecommunications, Tourism, Trade, and Travel. It also includes provincial links and more.

RCMP MUSEUM WEB SITE

http://www.cs.uregina.ca/~mcintyre/rcmp_museum/rcmp.html

An unofficial Web site maintained by Rick McIntyre as a tribute to the men and women of the Royal Canadian Mounted Police. Excellent synopsis of the force's history and lots of period pictures.

MEDICAL INFORMATION CLEARING HOUSE.

<http://www.xnet.com/~ladyhawk/health.shtml>

Many links to information on cancer, Parkinson's disease, substance abuse and miscellaneous health topics.

KEN MIDDLETON INNOVATIVE INTERNET APPLICATIONS IN LIBRARIES WEB PAGE

<http://frank.mtsu.edu/~kmiddlet/libWeb/innovate.html>

It has examples of excellent library Web pages along with other innovative things libraries are doing with the Internet.

SILLY BILLY S WORLD

<http://www.sillybilly.com>

It's a place for kids to read about how to write books, how to draw pictures on computer, and for parents and educators there are sections where "Educators of the Month" are featured. There is nothing for sale except motivation through reading and writing.

TEACHERS HELPING TEACHERS

<http://www.pacificnet.net/~mandel/>

This site offers teachers a way of interacting with each other to exchange classroom hints and teaching strategies. You can pose your own questions, including "emergency" questions which will be answered within 48 hours.

CAREER MAGAZINE

<http://www.careermag.com/careermag/>

This job-related Web magazine is jam packed with resources for job hunters. Sections include: Job Openings, Employer Profiles, Career Forums, Career Links, Products and Services, News and Articles, WWW Resumé Bank, Using *Career* magazine and more.

JOB CITY

<http://www.techware.com/JOBCITY/>

Job City is a multimedia learning system that teaches career awareness for grades 4-8. It's fully integrated into the curriculum, with printed activities and experiments in Reading, Writing, Social Studies, Fine Arts, Math and Science. Job City was developed with the participation of the Florida department of education. This innovative project introduces fourth and fifth graders to 144 diverse job occupations in short, commercial-like videos and computer simulations. Using real people in actual businesses, students see a photographer, a medical lab technician, a crane operator at work employing the technologies they use everyday. If you are an educator or education administrator, pay them a visit and download the Mac or DOS version of their software.

CAREER INFORMATION

<http://www.etc.bc.ca/tdebhome/cln/careerlinks.html>

Students everywhere are concerned about their future careers. There is plenty of information on the World Wide Web and much of it has been brought together in CLN's Career Page. A feature of special interest is on-line counseling, where career-related questions are answered. Select the "BC Ministry of Education Career Resources" link, then choose "On-line Counselors". CLN's "Careers" area is quite new, but has already received some great feedback from users.

SPACE EDUCATOR S HANDBOOK

<http://tommy.jsc.nasa.gov/~woodfill/SPACEED/SEHTML/seh.html>

This is an incredible multimedia resource for science educators and technology buffs. Anyone can view or download the handbook via the Web site. Educators can also obtain a copy on diskettes by supplying the ten diskettes. The program is available in Windows Toolbook 1.5 format or Macintosh HyperCard 2.1 format. The multimedia package consists of Science Fiction/Space Technology: Tools for Learning, Space Movies Cinema, Space Comics, Space Calendar, Space Coloring Book, Best of NASA's Spin-offs, and Space Quotes.

ENVIRONMENTAL HEALTH AWARENESS

<http://pages.prodigy.com/CA/belemint/>

This site is dedicated to increasing awareness of the general public about our polluted environment and its effects on our health. It is meant to be a place for sharing information about alternatives to environmentally unfriendly products and to solutions to pollution. No scientific mumbo-jumbo here. Don't miss the "Shocking Fluoride Toothpaste" report!

INFO ZONE

<http://www.mbnet.mb.ca/~mstimson/>

The "Info Zone" from Winnipeg, Manitoba is an educational approach to the Internet that not only links learners to sources of information but also helps them work through the creative process of putting that information to use. Whether you're new to the Internet or very experienced, this is a site worth visiting. The site has been arranged to step the user through the stages of the research journey from the beginning (wondering about something), through to seeking, choosing and connecting information, to the final steps of producing new information and then judging the process and the product.

GUTENBERG PROJECT

http://jg.cso.uiuc.edu/pg_home.html

At the moment, Project Gutenberg (a project dedicated to converting all the books and literature of the world into electronic format) has recently released the names of some new publications which have been digitized. These texts are copyright free. They are:

Mary Austin — *The Land of Little Rain* (lndlr10.txt)

J.M. Barrie — *Margaret Ogilvy* (marog10.txt)
Edgar Rice Burroughs — *The Outlaw of Torn* (otorn10)

Edgar Rice Burroughs — *The Mad King* (mdkng10.txt)

Edgar Rice Burroughs — *The Oakdale Affair* (oakda10.txt)

Willa Cather — *The Troll Garden* (troll10.txt)

Russell H. Conwell — *Acres of Diamonds* (acrdi10.txt)

Richard Harding Davis — *The Scarlet Car* (sccar10.txt)

Daniel Defoe — *Moll Flanders* (mollf10.txt)

Arthur Conan Doyle — *Beyond the City* (bcity10.txt)

Arthur Conan Doyle — *The Parasite* (prsit10.txt)

Charles A. Eastman (Ohiyesa) — *Indian Boyhood* (indbo10.txt)

Charles A. Eastman (Ohiyesa) — *Indian Heroes & Great Chieftains* (indhe10.txt)

Charles A. Eastman (Ohiyesa) — *The Soul of the Indian* (indso10.txt)

Charles A. Eastman (Ohiyesa) — *Old Indian Days* (inday10.txt)

Edna Ferber — *Buttered Side Down* (bsdwn10.txt)

Edna Ferber — *Fanny Herself* (fnher10.txt)

Hesiod, Homer and Homeric (homer10.txt)

Icelandic Saga: Grettir the Strong (grtrr10.txt)

Sarah Orne Jewett — *The Country of the Pointed Firs* (pfirs10.txt)

Somerset Maugham — *Of Human Bondage* (humbn10.txt)

John McCrae — *In Flanders Fields* (infla10.txt)

McLaughlin — *Myths and Legends of the Sioux* (sioux10.txt)

William Morris — *A Dream of John Ball, etc.* (jball10.txt)

Frances J. Olcott — *Good Stories for Holidays* (sthol10.txt)

Eleanor H. Porter — *Miss Billie's Decision* (msbid10.txt)

Eleanor H. Porter — *Miss Billie Married* (msbim10.txt)

Gene Stratton Porter — *The Harvester* (tharv10.txt)

P.J. Proudhon — *What is Property?* (pprty10.txt)

Mary Roberts Rinehart — *Bab: A Sub-Deb* (babsu10.txt)

Anna Howard Shaw — *The Story of a Pioneer* (stpio10.txt)

Robert Louis Stevenson — *Merry Men* (mrmen10.txt)

Robert Louis Stevenson — *Fables* (fbrls10.txt)

Bram Stoker — *Dracula* (dracu10.txt)

Henry B. Wheatley — *Literary Blunders* (litbl10.txt)

Zitkala-Sa — *Old Indian Legends* (indle10.txt)

EDMUND SPENSER HOME PAGE

<http://darkwing.uoregon.edu/~rbear/>

The following publications are available on the Edmund Spenser Home Page/Web Site: *The Faerie Queene, Astophel, Colin Clouts, Daphnaida, Fowre Hymnes, Letters from Spenser to Gabriel Harvey, Prothalamia, Shepherds Calender & Sonnets*

ODYSSEY OF THE MIND

<http://www.odyssey.org/odyssey/>

The Odyssey of the Mind is a contest that develops creative technological problem solving skills. This site gives background information, membership, goals, and information on current Odyssey of the Mind problems.

EDUCATION FIRST

<http://edweb.sdsu.edu/edfirst/edfirst.html>

As part of Pacific Bell's Education First Initiative, Education First has a mandate to create quality educational applications for K-12 schools, community colleges, and public libraries. This site is an interesting collection of ideas and demo software (e.g., Hypercard stacks to help you build educational Web pages, lesson and project plans incorporating interactive use of the Web, articles about the use of technology in education, video conferencing information and links to Web sites that fit the mandate.)

The vision includes ensuring "active use of telecomputing and telelearning to positively influence education and learning in a broad sense by empowering educators, librarians, and learners." The team wants to contribute to the development of "creative knowledge workers and lifelong learners."

OMNIMEDIA

<http://www.awa.com/library/omnimedia/>

This commercial publisher of electronic texts includes at its site an extensive list of pointers to other electronic book and text sites.

THE JOURNALIST S RESOURCE SITE

<http://www.nuance.com/~mcgee/journalist.html>

Designed for people who deal with information on a daily basis, this site organizes a huge variety of Web sites into an easy-to-use format. Browse alpha-

betically through hundreds of topics, then select the actual links.

VOLCANO WORLD

<http://volcano.und.nodak.edu/>

Volcano World is an excellent Web site that definitely deserves the top 5% rating that it has received. What makes this site very appealing is that it is a valuable resource for both experts on volcanoes, and children just learning about volcanoes. The site features up to the moment information on currently active volcanoes, and allows you to explore other inactive volcanoes throughout the world and universe.

The site offers resources and lesson plans on volcanoes that are ready to be used by the teacher. Volcano World also includes an option that allows the user to perform a search on volcanoes or related terms, or to perform a search in *Volcano Bulletin*, in publication since 1921. Another option allows the user to pose questions about volcanoes to a leading scientist in the field. This site is guaranteed to engage the user and provide hours of learning and enjoyment.

TECHWEB

<http://techweb.cmp.com/>

TechWeb is a collection of Web pages aimed at the people who sell, buy and use technology. Sixteen different computer magazines have home pages on TechWeb, including *Communications Week, Communications Week International, Computer Reseller News, Computer Retail Week, Home PC, Net Guide, Windows Magazine* and *Information Week*.

NEWSPAPERS ON-LINE

<http://www.mediainfo.com/edpub/>

The owner of this site, Steve Outing, claims to have a link to every newspaper with a World Wide Web site. A very impressive number of links.

NEWSLINK

<http://www.newslink.org/>

Another huge Web site advertising over 2300 links to newspapers, magazines and other news sources.

PUBLIC LIBRARY AT HAMPTON ROADS VIRGINIA

<http://wwwp.exis.net/~cwt/>

The Hampton Roads library was one of the first to go on-line. Today, it is generally considered to be one of the best of the new digital libraries. While their whole collection is not available, it is an interesting view of what the future might hold for libraries.

SCHOOL LIBRARY WEB PAGES

<http://www.cusd.chico.k12.ca.us/~pmilbury/lib.html>

Peter Milbury, a teacher-librarian in California and the moderator of a teacher-librarian e-mail discussion group called LM_NET has now begun a collection of "School Librarian & School Library Web Pages." This is a great opportunity to see what colleagues all over North America are doing on the World Wide Web.

PROVINCIAL LEARNING NETWORKS

<http://www.etc.bc.ca/provdocs/disttech/webboard/webboard.html>

or

<http://www.itaogov.bc.ca/plnint.htm>

One of the projects currently under study by the Ministry of Education is the Provincial Learning Network (PLN). If completed, this project will provide schools with much better Internet access. The documents for the project are available here.

CHILDREN S LITERATURE HOMEPAGE

<http://www.parentsplace.com/readroom/childnew/index.html>

This site is designed to enhance children's literacy by helping adults find the best books available. There are book reviews of hardback books, electronic books and multimedia.

CYBERHAUNTS FOR KIDS

<http://www.freenet.hamilton.on.ca/~aa937/Profile.html>

An excellent site with links to all sorts of locations of interest to students.

KIDLIT CHILDREN S LITERATURE

<http://mgfx.com/Kidlit/>

This site contains lists and links to quality children's literature.

ULTIMATE CHILDREN S INTERNET SITES

<http://www.vividus.com/ucis.html>

Some of the links at this site are commercial, but there is a huge selection categorized by age range. Along with the many choices of entertaining and educational Web locations, you'll find information about kid-oriented shareware, lists for kids and more. This site also provides a comprehensive list of "Sites for Parents and Educators."

VOYAGE PUBLISHING ELECTRONIC ENVIRONMENTAL MAGAZINE

<http://www.voyagepub.com/publish>.

Science and the Environment is a bi-monthly environmental publication for high school and university educators and students. It provides news summaries with colorful photos and graphics.

"The objective," states Matthew Hammond, editor-in-chief of Voyage, "is to give students fresh, relevant stories that spark the imagination and encourage classroom discussion and debate."

Science and the Environment is divided into eight chapters with ten stories each. Each chapter is sponsored by either a major corporation or environmental organization.

CYBERSTACKS

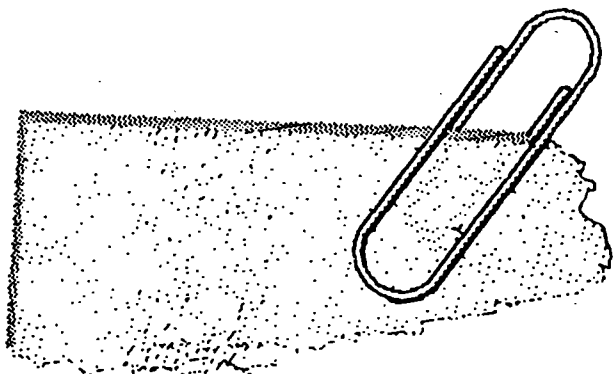
<http://www.public.iastate.edu/~gerrymck/>

CyberStacks is a demonstration prototype virtual science and technology reference collection. It is a browsable classified and categorized selection of resources organized to facilitate the identification and use of selected Internet and WWW resources.

GLOBAL SCHOOLHOUSE PROJECT

<http://gsn.org/gsn/gsh.home.html>

The Global Schoolhouse provides opportunities for life-long learning. People of all ages and backgrounds can collaborate, interact, develop, publish, and discover resources.



NOTES AND NEWS

by **WILLA WALSH**, editor

INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP (IASL)

IASL announces the creation of a limited poster by author/illustrator David Small to commemorate its 25th anniversary year. It is based on IASL's year-long theme "Sustaining the Vision."

David Small has illustrated books for other authors as well as writing and illustrating his own books which include George Washington's *Cows*, *Ruby Mae has Something to Say*, and the Reading Rainbow selection *Imogene's Antlers*. He has illustrated books by Arthur Yorinks and collaborated with his wife, Sarah Stewart, to produce the highly acclaimed *The Library*. Mr. Small has studied art at Wayne State University and Yale University. He has been a long time friend of IASL, contributing artwork to the Kalamazoo Conference. Mr. Small will autograph this limited edition poster when requested at the time of purchase. The poster is currently on sale at the Athena Book Shop, 300 South Kalamazoo Mall, Kalamazoo MI 49007, USA. Phone (616) 342-4508; Fax (616) 342-6108. The cost is \$20, including mailing.

IASL now has a home page on the Internet's World Wide Web. This service has been designed both for members of the Association and for other people who are interested in school library services. The home page leads to a wide range of information about the Association, its activities and publications, and also to information on the Internet that will be useful for people who work in school libraries. Readers can visit the IASL pages at the following location: <http://www.rhi.hi.is/~anne/iasl.html>

The home page and other pages have been designed for use with a graphical Internet "browser" such as Netscape. People with text-based Internet browsers such as Lynx will find that they can work through the pages without missing any important information. Information is organized under the following headings: About the Association, IASL Newsletter, Journal: *School Libraries Worldwide*, IASL Committees and Projects, Conferences, Publications, How to Join, and Links to Internet Resources for School Librarians.

The pages were developed for IASL by Dr. Anne Clyde, an Associate professor in the Library and Information Science Programme at the University of Iceland. The service is based on a mainframe computer in Iceland and there are links to resources on other computers—for instance, at the University of Alberta in Canada where the journal *School Libraries Worldwide* is based. For more information about IASL check the Web server under the heading "About the Association," or send an email message to the Association Secretariat at iasl@rockland.com or a letter to IASL, Suite 300, Box 34069, Seattle, WA 98124-1069. USA.

CM: AN ELECTRONIC REVIEWING JOURNAL OF CANADIAN MATERIALS FOR YOUNG PEOPLE

This electronic reviewing journal is located at: <http://www.mbnet.mb.ca/cm> and is a great source for reviews of recent materials appropriate for young people. The range of materials is from K - 12, with Teacher Reference and Professional materials included. I have found this service to be very helpful in the selection process—I simply select the books at the high school level, scan the review, see if the item is recommended or not, and then print out the review, and put it in my Order File for purchase for my

library. The reviews include graphics of the cover of the book, often of the author, and sometimes of the illustrations in the book. There are many links to other sources of information specializing in books for young people—such as the latest Newbery award winners, etc. This electronic source is a great aid in the selection process. The materials are Canadian, but there is a plan to include outstanding titles which are published outside of Canada. The site is updated weekly, and all back issues are available for access. There is great search capability by author, title, etc., if you want to see whether a particular title has been reviewed previously. Check it out!

NEW VIDEO for use with THE YOUNG AND THE RIGHTLESS unit by JUDE COFFIN et al

The unit "The Young and the Rightless" was published in the March, 1995 issue of *The Bookmark*. It deals with the working conditions of young people during the Industrial Revolution and explores issues relating to child labour both in the past and in the present. This new video is a good complement to this unit. The video is the speech of Craig Kielburger, a twelve year old boy in Ontario who is outraged at the exploitation of children in the Third World. He founded an organization called FREE THE CHILDREN. In November, 1995 when he addressed the Ontario Federation of Labour delegates, they responded with donations totaling \$140,000! The video is available from the Ontario Federation of Labour, 15 Gervais Drive, Suite 202, Don Mills, Ontario, M3C 1X8 for \$7.00 plus shipping.

ASSOCIATION FOR TEACHER-LIBRARIANSHIP IN CANADA (ATLC)

The *Students Bill of Information Rights* has recently been published by ATLC and is available in both French and English. The 21 cm by 35 cm posters cost \$2.00 each for 1 - 10 copies plus \$5.00 shipping and handling to Canadian addresses (\$7.50 to the US and \$10.00 to non-Canadian and non-US addresses); 11 - 35 copies cost \$1.50 each plus \$10.00 shipping and handling to Canadian addresses (\$12.50 to the US and \$15.00 to non-Canadian and non-US addresses). The posters are shipped in mailing tubes. All orders must be prepaid and should be sent to Marlene Turkington, 782 Warwick Street, Woodstock, ON N4S 4R1.

The ATLC representatives on the Lorne MacRae Memorial Research Award Committee are Pat Parungao (Vancouver) and Judy Abel (Calgary). This Award is a joint project of ATLC and the Canadian School Library Association (CSLA) and has been established to provide funds for research in areas that support advocacy for teacher-librarianship and school libraries.

ATLC's membership campaign has been extended to March 31, 1996. Until then, anyone who joins, or re-joins ATLC will receive an Appreciation Package that contains money-saving vouchers from the following eight companies: Carr McLean, Connaught Education Services, Ken Haycock and Associates, Magic Lantern Communications, National Book Service, Saskatchewan School Library Association, Shirley Lewis Information Services and SIRS. ATLC membership application forms are available from: ATLC, 2561 Western Avenue, North Vancouver, BC V7N 3L2. Tel: 604-987-4734; fax: 604-986-3018; e-mail: atlc@camosun.bc.ca.

ATLC has recently made three appointments: Vicki Pennell becomes the ATLC Publications Coordinator, Brian Laing becomes the Advertising Manager and Liz Austrom succeeds Linda Knight as Editor of the Association's newsletter, *Impact*.

BRITISH COLUMBIA TEACHERS FEDERATION (BCTF)

The BCTF has received funding from the Ministry of Education to establish and operate a Resource-Person Database to support the implementation of the K-12 Education Plan. The computerized on-line database will list workshop leaders/facilitators/presenters on current education topics, including the K-12 plan. All BCTF workshops/in-service offerings—e.g., Career Development, Status of Women, K-7 Personal Planning, etc., will be listed on the database. All BCTF workshops must be booked directly through the BCTF office. The BCTF Resource-Person Database will match speakers and topics to requests; however, all contacts and decisions regarding the proposed topic and Resource-Person are the responsibility of the client booking the service.

Teachers and other members of the education community are invited to submit their names for inclusion on the database. This database will be

functioning through BCTF On-line (Internet access) by January 1996. If you have any questions regarding the BCTF Resource-Person Database, please contact Mike Lombardi, Assistant Director, Professional Development Division, BCTF, 100-550 West 6th Avenue, Vancouver, BC V5Z 4P2. Phone (604) 871-1849 or toll free 1-800-663-9163 (local 1849), fax (604) 871-2291, or email mlombard@bctf.bc.ca.

There are three ways to access the Resource-Person Database on-line—from CLN's main menu select: 8 Internet Services, 2 Access to the CLN gopher, 6 BC-based Educational Partners and Resources, 2 BCTF Gopher. From the BCTF On-line Gopher Main menu, select Professional Development Events and Services and Resource-Person Database from a sub menu. The second way is by Gopher to bctf.bc.ca. If your Internet service provider or organization has a gopher, you can use the gopher command (*gopher bctf.bc.ca*) and connect directly to BCTF On-line. No login is required. From BCTF On-line Gopher Main menu, select Professional Development Events and Services and Resource-Person Database from a sub menu. The third way is to use your World Wide Web Browser. Select the following location: <http://www.bctf.web.net/bctf/> (to connect to our Web site). From BCTF On-line Gopher Main menu, select Professional Development Events and Services and Resource-Person Database from a sub menu.

BCTLA REVIEWS

A local publisher used one of our "BCTLA Reviews" in their promotional materials advertising one of their publications. Two reviews were included with the advertising—ours from the "Reviews" and a review by a University of British Columbia dean of graduate studies. It was nice to that our reviews are used in this way, and that they can be useful as a selection tool for possible purchasers. This helps both the publishing industry in British Columbia and teacher-librarians and others who cannot possibly evaluate all materials themselves. It also shows that publishers respect the work our reviewers do.

CANADA INSTITUTE FOR SCIENTIFIC AND TECHNICAL INFORMATION (CISTI)

Beginning in January 1996 clients can use the Internet to search CISTI's on-line catalogue and to order documents from CISTI. The catalogue is

updated weekly, providing records on over 50,000 journals and more than half a million books, reports and conference proceedings from around the world. Internet access to the catalogue is only one of several types of catalogue access and ordering tools now available—World Wide Web ordering is also available. Beginning early in 1996, you will have access to CISTI's complete catalogue free on the Internet. Telnet to: [cat.cisti.nrc.ca](telnet://cat.cisti.nrc.ca) Login: *cat* Password: *press ENTER key*.

ALBERTA LIBRARY CONFERENCE, 1996

The theme for this popular library conference is "Collaborate, Advocate, Navigate, DO!" (CAN Do) It will take place as usual at Jasper Park Lodge, May 2 to 5th, 1996, and is sponsored and organized by the Alberta Library Trustees Association, Learning Resources Council, and the Library Association of Alberta. The keynote speaker is Kim Campbell, the former Prime Minister of Canada. Authors in attendance will be Ian Wallace, from Ontario, and our own L. R. Wright from British Columbia. There will be sessions on advocacy by Pat Cavill, on SchoolNet, on how to Market Your Library, CD ROMS: the Best and the Newest, a session on integrating the research process into cooperatively planned units of study, Lost in Cyberspace? a session on the Internet, and on Controversial Young Adult Materials by UBC's Dr. Ann Curry. Registration information is available from Chris Bannard, 159 Sandstone Pl. NW, Calgary, AB T3K 2Z6. Phone (403) 275-8893; fax (403) 275-2403. Deadline to register before event is **April 15th, 1996**. Registrations will also be accepted at the Conference site itself in May.



An "unemployed" existence is a worse negation of life than death itself.

José Ortega Y Gasset (1883-1955), Spanish essayist, philosopher.

BC BOOK PRIZES



The B.C. Book Prizes, established in 1985, celebrate the achievements of British Columbia writers and publishers.

The Prizes are administered and awarded by members of a non-profit society who represent all facets of the publishing and writing community.

West Coast
Book Prize Society
#700
1033 Davie Street
Vancouver B.C.
V6E 1M7

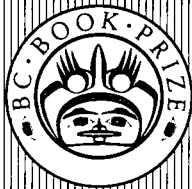
Telephone/Fax
(604) 687-2405



Arthur Black of CBC's "Basic Black" will host the B.C. Book Prizes, April 13

*Roderick Haig-Brown Regional Prize
Sheila A. Egoff Children's Literature Prize
Ethel Wilson Fiction Prize
Bill Duthie Booksellers' Choice Award
Dorothy Livesay Poetry Prize
Hubert Evans Non-Fiction Prize*

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Book Prize Society
#700
1033 Davie Street
Vancouver B.C.
V6E 1M7

Telephone/Fax
(604) 687-2405

B.C. Book Prizes

1996 ticket order form

Yes! I want to attend the Book Prizes Gala Dinner and Awards Ceremony at the Harbourview Room of the Vancouver Trade & Convention Centre, Saturday, April 13, 1996 at 5.30 pm.

**Please send me _____ ticket(s)
@ \$40 each (a 20% reduced price
when ordered prior to April 1).**

I have enclosed my cheque cash for \$ _____ made payable to the West Coast Book Prizes Society.

Name _____

Address _____

City _____ Postal Code _____

Phone No. _____

Your Book Prizes ticket also admits you to the post-gala reception. Tickets will be mailed to you in early April.

Please note all tickets requested after April 1 will be \$50 each. Advance table seating reservations are available only for groups of five or ten people.

Sponsors and organizations affiliated with the B.C. Book Prizes include: Association of Book Publishers of B.C., B.C. Booksellers Association, Writers Union of Canada, Federation of B.C. Writers, B.C. Library Association, B.C. Teacher-Librarians, B.C. English Teachers Association, Western Book Reps, Periodical Writers Association, Freelance Editors Association, CWILL, B.C. Cultural Services, City of Vancouver, B.C. Library Services, B.C. Teachers Federation, Tourism Vancouver, Pacific Press Ltd., Save On/Overwaitea, Duthie Books, The Book Warehouse, Friesen Printers, Best Book Manufacturers, Chapters, Webcom, Hignell Printers. Administration provided by B.C. BookWorld.



ASK THE EXPERTS

HANDLING FICTION GENRES

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

Question: Fantasy books are hot, but it takes a lot of time to help students locate and select a good fantasy. What's a good way to deal with fiction genres?

Answer: Our editors all had good ideas, so I'm going to give you a number of possible solutions to this challenge.

Elementary Library Resource Centres

One teacher-librarian asked the library club to identify some hot genres. They came up with adventure, humour, horror, mystery, and fantasy. Labels were bought from BroDart for these genres and a library club session was arranged where students browsed the paperback spinners for titles. The teacher-librarian put the stickers on the front cover, near the alphabetical shelving label, and added a strip of tape to cover them (they peel off or are peeled off). These paperbacks are shelved on the spinners with the front cover facing outward. Two genres, mystery and horror, had their own special shelf, adjacent to the paperback spinners. The advantage of having genres shelved separately is that readers who are hooked on R. L. Stine, for example, can sometimes be tempted by another writer in the same genre. She also keeps a colourful box for easy reading paperbacks, in the picture book area. These books are marked with a sticker for guidance of

shelvers. Hard cover easy reading picture books are shelved among the other picture books, but they are easy to spot with the bright yellow label on their spine. This teacher-librarian doesn't use genre labels for hard cover fiction, but is considering them as a way of promoting this part of the collection. She labels Canadian fiction with a Canadian flag sticker, on the circulation pocket. She started a Young Adult fiction shelf, for the grade seven students. These books are also marked with a special sticker. The collection is intended to provide something fresh for avid readers who by grade seven feel they have read everything of interest in the collection. In addition, it is possible to include titles which might not be considered for a regular elementary school collection. She also keeps bibliographies of titles in various categories mostly for teacher reference.

Another elementary teacher-librarian labels hard cover fiction using the BroDart labels. She labels mysteries, science fiction, Canadian, Halloween (including ghost stories), and Christmas. These are interfiled by author, but the special labels on the spines make it easy for students to locate the genres. Paperbacks are shelved on spinners alphabetically by author, but popular series are shelved on a separate spinner, and kept together for easy access.

Middle School

This librarian shelves all fiction, hard cover and paperback, together on regular shelves. On one spinner popular titles are displayed. The teacher-librarian finds that by limiting the number of books displayed in this way, he can ensure that students visit it with enthusiasm. He can also slip in a few titles which are worthy but might have been missed by the students. Two highly popular fantasy series are shelved separately, for ease of access.

Senior Secondary

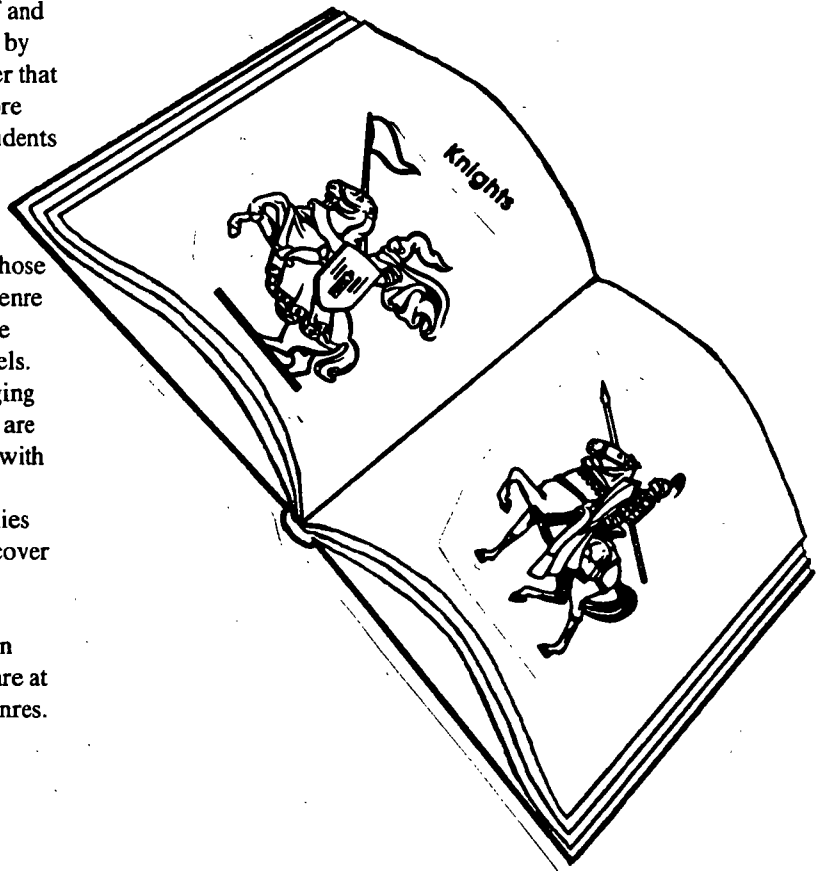
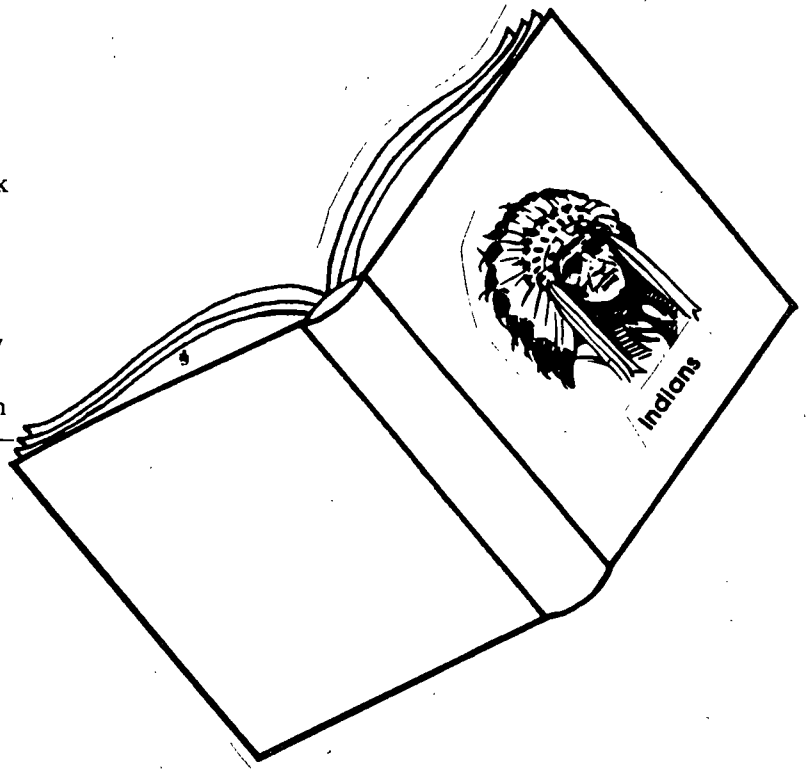
One teacher-librarian marks fiction paperback genres with felt pen. Because it is difficult to distinguish between science fiction and fantasy and between mystery and horror, she combines these pairs of genres, one colour of felt pen for each. When paperbacks are being processed, a single line of colour is drawn over the upper edge of the pages, just next to the spine. The genres are shelved separately. In addition, she keeps bibliographies of genres. These are developed from a computer database which acts as a shelf list for all paperbacks with one field containing the book's genre. A

printout of this database is kept in a binder for student reference.

Another secondary teacher-librarian inherited a system using coloured sticker dots. Every paperback book receives a genre designation. The dots are placed on the spine, and the books are filed on spinners by genre. There are ten genres, including mystery, Canadian, romance, science fiction, sports, popular reading and classics. She also has a category called 'quick reading' which is popular with ESL students and reluctant readers. This teacher-librarian has found that ten genres or categories is too many — some categories have too few titles to make a viable group. The Canadian designation includes many genres, which creates problems. Unfortunately this genre does not enjoy a high circulation rate. Books often fit in more than one genre — it's hard to decide. Hard cover fiction is filed by author with no genre designation. There is no shelf list for paperbacks, to act as reference, so students may have difficulty locating a specific title. In a large library-resource centre collection, retrospectively altering a system of this sort becomes a mammoth task. This points up the need to carefully consider what system is used, to ensure that it meets the needs of staff and students and is workable as to the time required by the teacher-librarian and clerk (if any). Consider that the time it takes to set up the system may be more than recovered in the independence it allows students in locating and selecting motivational reading material.

Still another secondary teacher-librarian, whose library resource centre is automated, uses five genre categories for paperback fiction: fantasy, science fiction, sports, Canadian and psychological novels. Although the automated system allows for flagging genres, she has not used this option. The books are marked at the top of the pages next to the spine with a coloured strip of felt pen ink. They are then shelved on separate carts by genre. Bibliographies are kept of the titles in these collections. Hard cover fiction is not designated by genre.

It would be of interest to our readers to learn how successful the various automated systems are at dealing with the challenge of locating fiction genres. Write us with your comments.



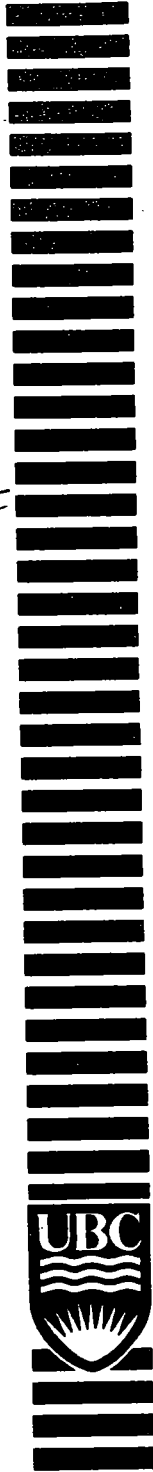
NETSCAPE BEYOND THE BASICS:



USING NETSCAPE
FOR INFORMATION
RETRIEVAL AND
ORGANIZATION

MAY 4, 1996
University of
British Columbia
VANCOUVER, B.C.

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



NETSCAPE BEYOND THE BASICS: USING NETSCAPE FOR INFORMATION RETRIEVAL AND ORGANIZATION

REGISTRATION FORM

NAME: _____

EMPLOYER/ORGANIZATION: _____

ADDRESS: _____

POSTAL CODE _____

TELEPHONE: _____ FAX: _____

E-mail: _____

TITLE / PRESENT POSITION: _____

Fee

Received by April 5, 1996 \$70 _____

Received after April 5, 1996 \$85 _____

Please make cheque payable to the University of British Columbia.

OFFICIAL UNIVERSITY RECEIPT

The official workshop receipt will be available at the workshop registration desk. Fees over \$100 are eligible for income tax deductions.

Detach this form and send with your cheque to:

The University of British Columbia
School of Library, Archival and Information Studies
Room 831, 1956 Main Mall
Vancouver, B.C.
V6T 1Z1



NETSCAPE BEYOND THE BASICS:



USING NETSCAPE FOR INFORMATION RETRIEVAL AND ORGANIZATION

This four hour, hands-on workshop will focus on using Netscape to find and organize resources available through the World Wide Web. At the end of the session, participants will have assembled a short list of resources on a topic of their choice. The workshop is *not* an introduction to the Internet in general.

Participants will benefit from having some experience using the Internet before coming to the workshop, and they should also **bring an MS-DOS formatted diskette.**

Enrollment is limited to 18 participants to allow everyone his or her own computer.

The Workshop will include:

- A brief review of those features of Netscape that make it useful for finding and organizing resources on the Web.
- An overview of the three approaches to finding information on the Web: the subject approach, the keyword approach, and the geographical approach.
- A comparison of the different "search engines" available on the Web.
- A detailed explanation of Netscape's "bookmarks" feature and how it can be used to organize the resources found on the Web.

WORKSHOP LEADERS

Through their company, Target Library and Information Services, **Mark Jordan** and **David Kisly** perform information retrieval and Internet consulting for a variety of educational, non-profit and corporate clients. Mark is also Manager of the Information Technology Lab at UBC's School of Library, Archival and Information Studies, and David is the Librarian for the Down's Syndrome Foundation and Research Center.

WHEN

Saturday, May 4, 1996, 9:00 a.m. to 1:00 p.m.
If the application is received on or before April 5, 1996, the fee will be \$70. After April 5, 1996, the fee will be \$85. Resource materials and refreshments are included in the cost of the workshop. Lunch is not included.

WHERE

School of Library, Archival and Information Studies, 8th floor; UBC Main Library Building. Please **meet** at the main entrance to the Main Library at 8:40 a.m.

REGISTRATION

To register, please fill out the attached form and send it with a cheque payable to the University of British Columbia.

CONFIRMATION AND REFUND

Registration will not be confirmed. Those concerned about confirmation may call the School's office at (604) 822-2404. You will be advised by April 19, 1996 if, for any reason, the workshop has to be cancelled. No workshop refunds after April 26, 1996. Substitutions are allowed. A \$25 administration fee will be deducted for refunds before that date. Processing of refund cheques by the University requires a few weeks.

FOR FURTHER INFORMATION:

The University of British Columbia
School of Library, Archival, and Information Studies
PHONE (604) 822-2404, FAX (604) 822-6006
E-mail: slais @ unixg.ubc.ca

THE PORTRAIT

LILLIAN BORAKS-NEMETZ

by ELLEN ROTHSTEIN, Teacher-Librarian, G. T. Cunningham Elementary School, SD#39 (Vancouver)

"What to be or not to be," the theme of this issue of *The Bookmark*, was almost not an option for the author profiled in this issue's "The Portrait." As a child survivor of the horrors of the Holocaust, the very life of Lillian Boraks-Nemetz became a question of "to be or not to be."

Boraks-Nemetz was born in Warsaw, Poland, in 1935. She enjoyed a life of wealth and privilege with her father, a prominent lawyer, and her mother and younger sister, until World War II broke out in Europe. Because they were Jewish, the family was forced to move into the Warsaw ghetto in 1940. They lived there with five other families cramped into one tiny apartment. Food was scarce and disease was rampant. Children were not allowed to attend school, but a secret school was attempted until the Gestapo closed it down. It was during this time in the ghetto that Lillian learned about and celebrated Jewish holidays.

Realizing their probable fate, Lillian's father managed to hide the family, to prevent their deportation to a concentration camp. First her younger sister was smuggled out of the ghetto and was hidden by friends of the family. Then arrangements were made for Lillian to hide at her grandmother's house in a small village outside Warsaw. Lillian always had to be wary that someone would find out her true identity, and once had to hide for two days in a hole in the ground to avoid being discovered.

Lillian and her parents were reunited at the end of the war and the family emigrated to Canada, living first in Montreal. They were told that her sister had been killed, but the family always suspected that their friends who hid her simply decided to keep the sister as their own child.

Much of Lillian Boraks-Nemetz's own story is revealed in her autobiographical novel, *The Old Brown suitcase* (Ben-Simon, 1994). The novel, winner of the BC Book Prize for best children's book, the Rachel

Bassin prize for young readers' literature from the Jewish Federation of Greater Toronto, and a finalist for the Geoffrey Bilson Award for best historical book, is well-deserving of its honours. The story is told by the young protagonist Slava, who, like Boraks-Nemetz, survives the war and moves to Canada to start a new life. The juxtaposition of Slava's present life as a new immigrant and the flashbacks to her war-time experiences is effective and makes a great impact on the reader. Not only is the reader able to see the atrocities of war through Slava's young eyes but also to realize the problems faced by a teen-aged immigrant. Slava must cope with a new home, a foreign language and many foreign customs and ideas while still having to recover from her traumatic past.

In our interview, Boraks-Nemetz admitted it was extremely difficult being a new immigrant. She remembered her own loneliness, the struggles in school, the difficulty to learn a new language and the anti-semitism she encountered. Although Boraks-Nemetz immigrated at the age of twelve, she made her main character, Slava, fourteen upon her arrival in Canada. Other than changing names of people, Slava's life in Poland as she related it in her novel was Boraks-Nemetz's own. However, she fictionalized some events and people in Slava's life in Canada. Miriam and Joshua, friends of Slava, were fictionalized characters although these two characters were composites of real people in Boraks-Nemetz's life. Boraks-Nemetz said she purposely created the friends for Slava to express hope and an ideal for young immigrants.

Boraks-Nemetz says she always wanted to write. However in her early years in Canada she found it difficult to express herself in English, even as her Polish was being forgotten. Labeling herself a late bloomer, she began attending the University of BC at the age of thirty-two and later received an M. A. in comparative literature. Now fluent in English, Russian, Polish and French, Boraks-Nemetz has written and translated a number of poetry books for adults. She also teaches creative writing in the continuing education department of the University of BC.

Her story, as described in *The Old Brown Suitcase*, has been her most important writing achievement. Originally drafted as an autobiography for adults, it was only due to publishers' suggestions that she revised it into a novel for young adults. Boraks-Nemetz didn't originally intend the work to teach young people but she feels it's very important to share and never forget your personal history. A teacher's guide to *The Old Brown Suitcase* written by Michelle Nowak (Ben-

Simon, 1994) is available to help build a better understanding and appreciation of the novel.

The author plans to continue her own story through her protagonist, Slava, in a novel trilogy for young adult readers. A fourth book with Slava as an adult and aimed at adult readers would complete Slava's story. Boraks-Nemetz would like to make Slava the quintessential immigrant, showing how one is able to struggle and survive through adversity. She hopes Slava's story will compare favourably to L. M. Montgomery's stories about *Anne of Green Gables*, one of Boraks-Nemetz's favourite authors in her childhood.

Boraks-Nemetz now enjoys going to schools as a member of the Holocaust Outreach Society or as a visiting author to share her experiences with students. She explains that students are very interested in hearing about her life during the war, her sister's apparent demise, her difficulties in school, and her loneliness in her teen years. She is satisfied to see that her visits to schools have provided the impetus for some students, new immigrants themselves, to open up and begin to reveal their own stories.

We are fortunate that Lillian Boraks-Nemetz survived "to be" a writer who is willing to share her own life story so eloquently.

Macneill Library Service

*Meeting the book
needs of libraries in
Western Canada &
the Pacific Northwest*



The Granville Street Bridge, Vancouver, BC

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our new Children's
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E-MAIL: macneill@literascape.com
WORLD WIDE WEB: <http://www.macneill.com>

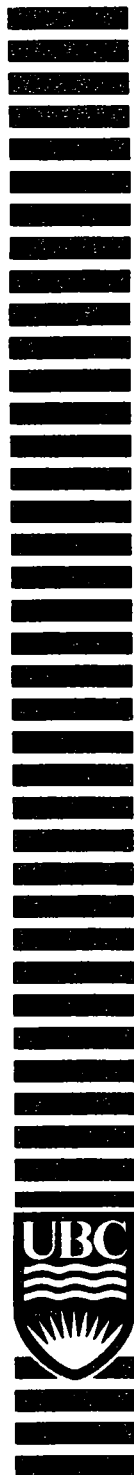
A DIVISION OF DUTHIE BOOKS LTD.

CREATING A WEB HOME PAGE



APRIL 13, 1996
or
APRIL 20, 1996
University of
British Columbia
VANCOUVER, B.C.

Sponsored by:
The University of British Columbia
School of Library,
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E-mail: _____

TITLE / PRESENT POSITION: _____

Please register me for Saturday, April 13
OR Saturday, April 20

Fee

Received by March 15, 1996 \$110 _____

Received after March 15, 1996 \$130 _____

Please make cheque payable to the University of British Columbia.

OFFICIAL UNIVERSITY RECEIPT

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Detach this form and send with your cheque to:

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

Room 831, 1956 Main Mall
Vancouver, B.C.
V6T 1Z1

CREATING A WEB HOME PAGE

Publishing on the World Wide Web is almost becoming a necessity for organizations of any size. This dynamic environment offers new opportunities for reaching your audience. How does an organization get started? What are the basic tools needed? This one-day, hands-on workshop will cover the basic aspects of creating a Web home page, including

- reasons for publishing on the Web
- Web servers
- HyperText Markup Language (HTML)
- HTML editing and validation tools
- design and layout
- Web site management
- keeping up with the technology

Workshop participants should have some experience using a mouse.
Enrollment is limited to 18 participants to allow everyone his or her own computer.

WORKSHOP LEADERS

Larry Campbell is a recent graduate of the Master of Library and Information Science Program at UBC. He has a degree in Computer Science and worked as a programmer for eight years. He has helped develop the UBC Library World Wide Web and Gopher site.

Brenda Peterson is also a SLAIS graduate. She is the Publications/WWW Coordinator at UBC Library and has given numerous workshops about the World Wide Web.

WHEN

The workshop is offered on either one of two Saturdays: Saturday, April 13, 1996 or Saturday, April 20, 1996 from 9:00 a.m. to 4:00 p.m. If the application is received on or before March 15, 1996, the fee will be \$110. After March 15, 1996, the fee will be \$130. Resource materials and refreshments are included in the cost of the workshop. Lunch is not included. Lunch spots at UBC are limited on Saturdays. We suggest you bring your own bag lunch.

WHERE

School of Library, Archival and Information Studies, 8th floor, UBC Main Library Building. Please meet at the main entrance to the Main Library at 8:40 a.m.

REGISTRATION

To register, please fill out the attached form and send it with a cheque payable to the University of British Columbia.

CONFIRMATION AND REFUND

Registration will not be confirmed. Those concerned about confirmation may call the School's office at (604) 822-2404. You will be advised by March 29, 1996 if, for any reason, either workshop has to be cancelled. No workshop refunds after April 5, 1996. Substitutions are allowed. A \$25 administration fee will be deducted for refunds before that date. Processing of refund cheques by the University requires a few weeks.

FOR FURTHER INFORMATION:

The University of British Columbia
School of Library, Archival, and Information Studies
PHONE (604) 822-2404, FAX (604) 822-6006
E-mail: slais @ unixg.ubc.ca

PROVINCIAL SPECIALIST ASSOCIATIONS 1995-96

All members of a PSA shall be BCTF members: active, associate, affiliate, or honorary.

FORM VOID AFTER JUNE 30, 1996.

Enclose your cheque or money order, made payable to the B.C. Teachers' Federation. DO NOT MAIL CASH.

Print your name, address, etc., below. Check the appropriate association(s).

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45 <input type="checkbox"/> \$30.00 Immersion/Cadre	<input type="checkbox"/> \$15.00	55 <input type="checkbox"/> \$40.00 Primary	<input type="checkbox"/> \$20.00	67 <input type="checkbox"/> \$20.00 Rural	<input type="checkbox"/> \$10.00
46 <input type="checkbox"/> \$35.00 English	<input type="checkbox"/> \$15.00	57 <input type="checkbox"/> \$25.00 Science	<input type="checkbox"/> \$10.00	68 <input type="checkbox"/> \$25.00 Peace & Global Ed	<input type="checkbox"/> \$20.00
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48 <input type="checkbox"/> \$30.00 Intermediate	<input type="checkbox"/> \$15.00	59 <input type="checkbox"/> \$25.00 Social Studies	<input type="checkbox"/> \$10.00	70 <input type="checkbox"/> \$30.00 Alternate Ed	<input type="checkbox"/> \$15.00
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50 <input type="checkbox"/> \$50.29 Mathematics	62 <input type="checkbox"/> \$53.50 Drama	72 <input type="checkbox"/> \$39.59 Co-operative Learning
51 <input type="checkbox"/> \$45.00 Modern Languages	63 <input type="checkbox"/> \$55.64 Gifted	73 <input type="checkbox"/> \$44.94 Dance

Total number of associations _____ R 106779291 Total fees enclosed _____

Your membership/subscription will run for one year from the date this form is processed. The expiry date appears on envelopes bearing publications. Six weeks before expiry of membership/subscription, you'll be sent a renewal form. PSA fees are not tax deductible. **If, in the course of the year, you change your name or address, please be sure to let the BCTF know.** Retain a photocopy of your completed application for your records.

BCTLA REVIEWS

"BCTLA Reviews" is coordinated by:

Jean Anne Lewis
5 - 1893 Tzouhalem Rd.
RR5, Duncan, BC
V9L 4T6

The coordinator sends materials and reviewing guidelines to reviewers. Reviewers send their completed reviews to the "BCTLA Reviews" editor:

Ruth Allman
BCTLA Reviews Editor
502 - 2155 West 38th Avenue
Vancouver, BC,
V6M 1R8

Reviews are edited by Ruth Allman and Liz Austrom.

The Canadian Education Index regularly scans and indexes "BCTLA Reviews" which is published in *The Bookmark*..

Items reviewed include print and non-print materials. To be considered for inclusion items should have a significant association with the province of British Columbia through the author, performer, producer, publisher or subject matter; and should have been published within the last three years.

Publishers are requested to send materials they wish to have reviewed to the Reviewing Service c/o Vancouver School Board Curriculum Resources Processing Centre, 2530 East 43rd Ave., Vancouver, BC, V5R 2Y2.



FIC

Cameron, Anne. *Whole brass band*. — Harbour, 1992. — 302 p. — ISBN 1-55017-075-9.

Reviewed by: Margaret Montgomery, teacher-librarian, West Vernon Elementary School, SD#22 (Vernon).

This Anne Cameron opus stars Jean Pritchard as a supermarket cashier, a news junkie and mother of three — two of them teenagers — who still live at home. When her son takes up with that Charlene, and her long-lost mother moves in, Jean says that if bullshit was music, the group would be a whole brass band. Set in Vancouver, this story bangs and crashes and once in a while tootles quietly through 302 pages. Jean is really a softie who loves her kids, is cynically interested in people and in causes, works hard and needs the child support which her ex does NOT pay. I mean, what the hell — if you spent your whole fuckin' day passing an endless jumble of mostly unnecessary shit over the electronic scanner, you might go a little insane, like most of the customers in Jean's store.

In Chapter one Cameron manages to discuss land claims, Asian youth gangs, world hunger, women's image on TV, ineffectual police, landlords, dogs who are constantly chained up, bus drivers and passengers, and the homeless. It is unfortunate that most of it is couched in language that would make a sailor blush. And while I was fussing about this language, I remembered James Kelman's winning the Booker Prize for a novel which is full of profanity — and his comment that his winning that prize means that people have to talk and think about the power of language and who speaks which "English." In that context, Cameron is using language to delineate class, occupation and character.

This story seems to be a parade (led by that brass and brassy band) of improbable characters, but fairly ordinary events from real life — family things, loving each other, getting drunk, having babies, dying, losing a job. Jean is an unforgettable character, and some of the events are wonderfully described (my favorite is the raid on Jean's grocery store by a bunch of punk kids who had the whole thing planned to a T) in language that is colorful and true-to-life.

Recommended for secondary with reservations.

FIC

Deverell, William. *Street legal: the betrayal*. — McClelland & Stewart, 1995. — 334 p. — ISBN 07710-2669-2— \$29.95.

Reviewed by: Murrie Redman, retired teacher-librarian.

This is the ninth novel by William Deverell, a well-known television mystery series originator. All the necessary elements are in place as Carrie, one of the lawyers at her legal firm, suffers an imminent marriage break-up. Further complicating her life is an uneasy romantic interest in her new client, a broodingly handsome Quebecois who is linked with Toronto street crime. As Carrie searches out evidence in the dark alleys of the city, she is unaware of a dangerous rapist who is stalking her. With all of this interwoven intrigue, could the novel possibly be unexciting? Better than that, readers of any age can read this piece of fiction. There is some coarse language and "adult situations," but the "F" Word is mercifully on vacation. Dialogue gives life, characters are media-familiar and the plot has just enough complexity to hold one's interest.

Street legal is good for filling out your Deverell collection, or as a fine introduction to the Canadian writer who should find a home in a secondary school collection. The hard cover is pricey. I would advise finding it in paperback first.

For sensitive school districts, I would recommend it be reviewed for adult language and content. Nothing appears in the book that couldn't be seen on regular television.

Recommended for grades 11-12.

FIC

Lee, Todd. *The twilight marsh and other wilderness adventures*. — Polestar, 1995. — 96 p. — ISBN 1-896095-07-0 — \$8.95.

Reviewed by: Carole Eyles, teacher-librarian, Saltspring Island Middle School, SD#64 (Gulf Islands).

The twilight marsh, sequel to *The snoring log mystery*, continues the wilderness adventures of brothers Gary and Bob in northern BC, but is not dependent on the earlier work. With broken ice rescues, rides through midnight snowstorms, and a burning ranch house, this book is rather more lively than its predecessor and less preachy and condescending. In short, easy-to-read chapters, the author reveals little nuggets of natural history interspersed with real life adventures of the two boys. Gary and Bob discover and observe the seasons, the flowers, and the animals on their isolated ranch with awe and wonder.

A large, clear typeface, occasional pencil sketches and an attractive cover make this an accessible and appealing work for emerging readers.

Todd Lee, who died in June 1995, obviously knew and loved the wildlife of the Cariboo ranch land. He has bequeathed this love and knowledge to the children who read his book. Recommended for young readers interested in natural history.

Recommended for grades 2-4.

FIC

Maynard, Meredy. *Dreamcatcher*. — Polestar, 1995. — 144 p. — ISBN 1-896095-01-1 — \$9.95.

Reviewed by: Katharine Picha, teacher-librarian, Pebble Hill Elementary School, SD#37 (Delta).

Dreamcatcher combines many serious elements — acceptance of loss, native identity, women's rights, ecological concerns—in a fluidly written, well-constructed, and often exciting novel.

Fran Starling, a thirteen year old boy who is not reconciled to his father's death and his mother's growing attachment to a new man, spends a summer learning to adapt to life in the countryside. His friend, Jo, has made an impressive study of North American natives, and longs for real connection with her native roots. Together, they swim, fish, roam the woods, discuss native lore and, with the help of Fran's little brother, raise an abandoned raccoon baby.

The title refers to Fran's Ojibway talisman, which is meant to dispel nightmares and funnel through only pleasant dreams. However, Fran's bad dreams plague him until his runaway attempt turns into a form of native adolescent vision quest. During his quest, a dream makes him realize that his father will always be with him.

If the very occasional "hell" or "damn" will bother anyone, please be aware that they are there.

Fry reading level is Grade 4. Recommended for intermediate grades.

FIC

Silsbe, Brenda. *The watcher*. — Annick, 1995. — 24 p.: ill. — ISBN 1-55037-384-6 — \$4.95.

Reviewed by: Eleanor Elliott, teacher-librarian, Sir Wilfred Laurier Elementary School, SD#39 (Vancouver).

Brenda Silsbe strikes a nice balance with George, who is the watcher. We know that he is a careful observer of his world because he shares his experience in detail with his mother. Yet, his sudden and brief entry into the world of action does not seem out of character. His dramatic personality change is an extension of the sizable pool of knowledge that he has accumulated as a "watcher". The messages are deftly given: To be tolerant of those who are different and to become actively involved when others need help. The idea of taking on a personal responsibility fits nicely with the new Personal Planning curriculum.

Children aged 6-9 will enjoy the story and Alice Priestley's engaging illustrations. This paperback will be a welcome addition to all elementary libraries.

FIC

Silvera, Makeda. *Her head a village*. — Press Gang, 1994. — 124p. — ISBN 0-88974-056-9 — \$12.95.

Reviewed by: Willa Walsh, teacher-librarian, McNair Secondary School, SD#38 (Richmond).

This title is representative of the growing body of titles being published by and about Canadian minority groups — in this case, Canadian-Jamaicans. This anthology of new short stories reveals a very strong voice — replete with Jamaican accent and vocabulary — and a rich and intimate tone throughout the diverse content. The stories explore the varied situations in which Canadian-Jamaican women find themselves. Topics include illegal immigration, life on welfare, different roles of women from the same community with their divergent hopes and dreams, and what it is like to be both Black and lesbian. The content of the stories is aimed at an adult audience. Some of the stories are satirical with black humour, while others portray the poignant struggles of adaptation to a new culture.

Makeda Silvera is a vibrant new writer. School libraries need to represent all groups in their collection to be truly representative of Canada's multicultural society. The content of this particular title, however, would limit it to sophisticated grade twelve students.

Recommended for public libraries and some senior secondary Creative Writing courses.

FIC

Walsh, Ann. *Shabash!*. — Beach Home, 1994. — 120 p. — ISBN 088878-355-8 — \$8.95 pa.

Reviewed by: Suzanne Thur, teacher-librarian on maternity leave, School, SD#66 (Lake Cowichan).

It is the beginning of the 1980 minor league hockey season and Rana 'Ron' Bains, a Canadian born Sikh, decides to join a team. His first obstacle is met at the registration booth, located at the mall in the mill town of Dingway, BC. Ron overhears an adult say, "There's no way a stinking Hindu is going to play hockey in this league." Ron doesn't know the rules of the game, can hardly skate and his father, Pallbinder, a mill foreman, does not support his playing the white man's game. This is a touching story of courage and determination.

Ron, with his mother's gentle encouragement, eventually is able to bridge the gap between the two cultures. As the story of his will to become a hockey player and an accepted member of the team unfolds, Ron deals with several encounters with prejudice; both that of the community and his own.

Ann Walsh realistically and boldly looks at how racism and prejudice in a small town can affect an 11 year old Canadian Sikh and his family. An excellent read and classroom discussion starter.

Recommended for grades 4-7.

FIC

Wynne-Jones, Tim. *The book of changes*. — Groundwood, 1994. — 143 p. — ISBN 0-88899-223-8 — \$7.95.

Reviewed by: Margaret Montgomery, teacher-librarian, West Vernon Elementary School, SD#22 (Vernon).

I felt right at home with these stories, described on the cover as “seven stories full of magic, real-life ghosts, and unlikely heroes....” The young people in these stories are all rather ordinary people who “decided to embrace the unexpected.” There is Solly trying to do laundry so that he will have something to wear to school, but in the “Mad House” where he lives with a painter father who paints in the dark so that he is not influenced by what the palette says, a mother who is learning to play the electric guitar, a seven year old who eats frozen peas, a sister who reads novels like peanuts and a friend who arrives with a suitcase — all before breakfast!

There are the kids in “Gloria” who go to the old barn at the back end of the property on a March Sunday “when you had to have somewhere distant to go. A destination.” I felt it a privilege to be inside the heads of the five friends who find Gloria’s tracks in the snow, play like children, but are beginning to relate to each other like adolescents.

Surely some of the most memorable characters in the book are Dwight, Kenny and the “Clark Beans Man.” Dwight learns that he can watch the Clark Beans cartoonist at work if he takes the long way home and avoids a bully in the process.

In “Hard Sell,” Clarke says that it is funny how you can forget important things (like selling *TV Guide* subscriptions door-to door) when you are rescuing a little girl’s brand-new bike from five thugs. He is not cut out to be a salesman anyway!

In the title story, Tobias has been uninspired by the class unit on China — until 3 a.m. on the morning before the project is due.

“The Ghost of Eddy Longo” tells the fascinating story of a hockey player who disappeared years ago under suspicious circumstances. Tyler, age 16 and star goalie, is deeply affected by the story and by the strange woman who tells it. Dawn has nine ear-rings, a nose ring a mohawk haircut, wears only black and listens to “weird” music on her walkman. She sits beside Barnsey on the bus to North Bay, where he will visit his Gram for Christmas. When Barnsey’s father arrives alone on Christmas day, Barnsey realizes that his family is falling apart and he tries to run away to find Dawn in Vancouver. This story, pictured on the cover of the book is the one that haunted me weeks after I read it.

Students and teachers will enjoy reading and discussing these vignettes. The print in the books is larger than usual for a paperback — kids will not be intimidated. The cover picture is attractive, and the characters are unforgettable. One of the characters in “Gloria”

says that some days taste so good that they are like promises. And some books taste so good that you know you will go back to them.

Recommended for intermediate grades and up.

FRE

Free materials for schools and libraries. — Connaught Education Services, 1995. — 16 p. — ISSN 08836-0073 — \$21.00.

For subscription orders write to
Free materials for schools and libraries
349—810 West Broadway Street
Vancouver, BC, V5Z 4C9

Reviewed by: Marilyn Aldworth,
District-librarian, Leo Marshall
Curriculum Centre, SD#44 (North
Vancouver).

This sixteen page newsletter is published five times a year, providing teachers and teacher-librarians with lists of recommended FREE materials. It is now in its fifteenth year of publication.

Each issue includes approximately 40 to 50 items that are completely free and specifically selected for libraries and classrooms. All materials have been examined by professional reviewers and are recommended on the basis of suitability for use in the curriculum and also for accuracy and technical quality. In the issues examined, most of the resources listed were American. However, 80 percent of the sources will send the free materials to Canada. I have personally tested this out by ordering through *Free materials* sources over the years and have not been disappointed.

The issues reviewed listed free materials in the following areas: astronomy, air pollution, archaeology, manatees, Canadian water management, hearing impaired, foot care, peace-keeping and a 219 page document on the Republic of China. Some examples of the types of materials are pamphlets, posters, newsletters, booklets, charts, activity/colouring books resource guides and books.

With decreasing budgets and high demand for current resources, the subscription price of \$18.00 (Cdn) prepaid, or \$21.00, billed, plus GST, is a good value. Another nice feature is the way every resource is pre-assigned a Subject heading. For more information, contact *Free materials* at the address provided or at their phone or FAX number (604) 876-3377.

Recommended for all school libraries.

266'.009711 WEI

Weir, Joan. *Catalysts and watchdogs: B.C. s men of God: 1836-1871.* — Sono Nis, 1995. — 116p. : ill. — ISBN 1-55039-055-4 — \$14.95.

Reviewed by: Patrick Romaine,
teacher-librarian, A.L. Fortune
School, SD#89 (Shuswap).

Catalysts and watchdogs is the history of the early missionaries to British Columbia. Reading this selection could lead one to suggest a different subtitle — *Comedy of errors*. While many early missionaries to British Columbia had the best of intentions, they were the wrong people for the time and place. Some were members of the British upper class and expected life to be as easy and straight forward as the life of a vicar in an English village. They showed contempt for First Nations people, and could not understand why these people did not flock to Christianity. They were also uncomfortable with common-in-law marriages, miners' and fur traders' life styles, saloons and prostitutes, and were not adaptable to frontier life. For example, Reverend George Hills insisted on following canon law and would only conduct marriages between 8 a.m. and 12 noon. Often the missionaries were their own worst enemies and appeared to be fools to some of the people they were trying to reach.

In an effort to fight prostitution in mining camps, the Reverend Lunden Brown organized shipments of "lower class" orphan girls, 13-16 years of age, to be brides for men of the colony. This chapter on the bride ships would be useful with Social Studies classes studying the travel of immigrants during the last century. It also deals with the lives of women, a topic that is often missing in history books, and something many female students are seeking.

Another interesting aspect of this book is that it is one of the few publications on British Columbia's history that does not place Judge Begbie on a golden pedestal. The description of the "Cottonwood Scandal", which involved Judge Begbie and other prominent individuals in questionable land deals, certainly leaves a stain and a question mark about the famous judge.

While the subject of missionaries in British Columbia is not really part of the Social Studies curriculum, there are a number of sections in this title that could be useful with some projects. Secondary school libraries should consider adding this title to their BC history sections.

Recommended for grades 9-12.

306.84'5'0971 BLA

Blackouts to bright lights / edited by Barbara Ladouceur and Phyllis Spence. — Ronsdale, 1995. — 300 p. : ill. — ISBN 0-921870-33-7 — \$16.95.

Reviewed by: Marilyn Aldworth,
District-librarian, Leo Marshall
Curriculum Centre, SD#44 (North
Vancouver).

In this collection of oral histories and personal narratives, 36 war brides from Britain relive their coming of age in the midst of World War II. Their stories are compelling and a tribute to the spirit, courage and humour of these remarkable women. Many had very short courtships with Canadian military personnel. Some of them had never even seen their future husband in "civvies" and hardly recognized them when they did see them out of uniform.

Most of these new brides received the sudden call to leave for Canada with mixed emotion. Leaving their families for a strange new country where the climate was different and the customs were unfamiliar was certainly an adventure. As well, they were meeting their in-laws for the first time. Their husbands were often away for extended periods so these young women, many of whom were pregnant, had to be quite adaptable to get over their homesickness.

Descriptions of the jobs these women did in the war years give the reader insight into the important contributions women made during the war. Stories of bombing raids and food rationing carry a bigger impact after reading these personal narratives.

The war brides in these stories now live on Vancouver Island. The reunion marking the fiftieth anniversary of the end of World War II gave the editors an opportunity to meet these remarkable women and to record their life stories.

Highly recommended for high school and public libraries.

306.76'6 LIT

The little lavender book. / compiled by Saeko Usukawa. — Arsenal Pulp, 1994. — 96 p. — ISBN 1-55152-004-4 — \$4.95.

332.4 LIT

The little book of money. / compiled by Evelyn Steinberg and Marilyn Williams. — Arsenal Pulp, 1995. — 96 p. — ISBN 1-55152-011-7 — \$4.95.

781.76'6 LIT

The little black leather book of rock and roll. / compiled by Divine Laboratories (Association). — Arsenal Pulp, 1994. — 96 p. — ISBN 1-55152-003-6 — \$4.95.

782.31'55'091 LIT

Viva Las Elvis. / compiled by Peg Thompson. — Arsenal Pulp, 1995. — 96 p. — ISBN 1-55152-010-9 — \$4.95.

971.66'09 LIT

The little book of Reform. / compiled by Christopher Gudgeon and Mark Leiren-Young. — Arsenal Pulp, 1994. — 96 p. — ISBN 1-55152-005-2 — \$4.95.

Reviewed by: Anne Rowe, teacher-librarian, Prince George Secondary School, SD#57 (Prince George).

370'9711 CHI

Children, teachers and schools in the history of British Columbia. Jean Barman, Neil Sutherland & J. Donald Wilson (Eds.) — Detselig, 1995. — 426 p. — ISBN 1-55059-103-7 — \$28.95.

Reviewed by: John Crawford, teacher-librarian, Marigold School, SD#61 (Victoria).

There are at least seventeen "Little Red Books" in this Arsenal Pulp Press series. Each one is a compilation of quotations about either an intriguing topic of interest, *The little book of Reform*, or a well-known personality, *Viva Las Elvis*. The purpose of the Little Red Books is outlined in each of the books: "...to gather the essential wisdom of great women and men into single volumes so that students of the Great might judge them in the light of their own words, and find where they will the spiritual, sporting, political, musical and gardening models so earnestly sought after by the young and so easily forgotten by the old."

The books are identical in set-up and well edited. Each book is indexed, sometimes by name only, and sometimes by name and subject. This leads to some unusual index pairings such as "Prescription, final" immediately preceding "Jesse Garon Presley." All of the quotes are attributed to a person and many of the books have a list of sources. However, it is not easy to match an exact quote to its exact source just using the information in the books themselves. For example, *The little lavender book*, a book of quotes on homosexuality, has "Sources and Further Reading" together in one listing and does not indicate which is which.

The quotes selected for the various titles are often very funny and to the point. The Elvis title also includes a discography. This is the stuff trivia buffs thrive on. However, there is one big drawback for libraries. The books measure three inches by four and a quarter inches and would immediately be lost on library shelves. The printing is correspondingly small. I would recommend them as gifts, perhaps as stocking stuffers or just as friendship gifts.

Not recommended for school libraries.

This is a collection of essays on a variety of topics relating to the history of education in British Columbia. The first essay outlines the early development of school systems in the province. The balance of the book is comprised of three parts, dealing in turn with students, then teachers and finally schools.

The first part provides a clear indication that one of the initial purposes of education in British Columbia in earlier years was to produce a degree of conformity. This emphasis on an "Imperial" model placed aboriginal and other groups at a disadvantage. The great differences which existed between educational opportunities in rural and urban areas is also made apparent. A closing essay by Neil Sutherland makes the point that the learning environment for children has been greatly affected by societal changes such as the breakdown of the family and the rise and fall of the welfare state.

Part two deals primarily with teachers in rural schools. The essays make clear that young teachers in remote areas in the past found not only difficulties but dangers in carrying out their duties, and in general displayed great commitment to their profession. A final essay describes the evolution of teacher education and accreditation through various stages of development to the present day.

The third part presents a greater variety of topics. These include probing essays on schools in resource towns, a school with both native and white female students, an attempt to recreate a British prep school, and the wartime plight of Japanese-Canadian school children. The final essays deal with the position of private schools, and the impact of the various Royal Commissions on Education.

Children, teachers and schools presents a survey of selected topics on a many-faceted subject. Many topics have been omitted, but as a collection of essays providing a variety of insights it is a commendable job. The book is well-produced and has numerous revealing illustrations. Each essay has helpful end notes.

Recommended for inclusion in the libraries of secondary and post-secondary institutions.

371.97'979 FUR
Furniss, Elizabeth. *Victims of benevolence: the dark legacy of the Williams Lake residential school*. — Arsenal Pulp, 1995. —144 p. — ISBN 1-55152-015-X.— \$12.95.

Reviewed by: Patrick Romaine, teacher-librarian, A. L. Fortune School, SD#89 (Shuswap).

Elizabeth Furniss did not set out to write *Victims of benevolence*, its writing developed after her involvement in other projects. Prior to 1990, she had worked as an aboriginal rights coordinator with the Cariboo Tribal Council. Because of her familiarity with the archival sources of information on the Shuswap and the early missionaries to the Cariboo, the Cariboo Tribal Council of Williams Lake asked her to draw together some general information on the history of St. Joseph's mission in 1990. This research was expanded into this publication which represents Ms. Furniss's perspective on the residential school issue.

This book is mostly about the first three decades of the history of the Indian residential schools in British Columbia's central interior. The first chapters focus on the background to the development of the residential schools and how the churches and governments worked together in an effort to "civilize" First Nations Peoples. One chapter provides insight into the life that native children had to endure at the St. Joseph's Mission School. Two chapters are case studies. One chapter is about the death of a runaway boy in February 1902. Another chapter is about a boy's suicide in the summer of 1920. In both instances, the boys were students at the Williams Lake Indian Residential School. The lack of good investigations, the efforts to hide the findings and the masking of information about what really happened are extracted from evidence in various archival materials used by the author.

In the last chapter and the appendix, the aftermath of residential school life is outlined; the closing of the school, the various inquiries, the sexual abuse cases and the trials. Descriptions of personal experiences of former St. Joseph students, eight pages of black and

white archival photographs, ten pages of notes documenting quotations and an index are also included.

This book would be a useful resource for Social Studies and First Nations Civilization courses at both the junior and senior secondary levels. It certainly belongs in the libraries of secondary schools. Royalties from the sales of this book are going towards educational bursaries for First Nations students of the Cariboo region.

Recommended for grades 10-12.

Boulogne, Jack. *The zoo: an examination of public education in North America*. — Porcupine, 1995. — 182 p. — ISBN 0-9697047-1-2.

Reviewed by: John J. Jackson,
Professor, School of Public Administration,
University of Victoria.

The title gives a good indication of what to expect in this book. Block's "Foreword" makes the suggested solution clear: "If it moves, privatize it; if it doesn't move, privatize it." The back cover summarizes Boulogne's rationale for Block's recommendation: "Out of control — the great experiment in public education has resulted in rampant school violence, runaway costs, poor performance, and furious parents."

Schools are zoos, according to Boulogne, because they act as something like minimum security detention centres, and the "animals" do nothing, learn nothing, and are "bored out of their skulls." The "net productivity" out of the school system is zero. The "imperatives" of the system are wrong because not enough attention is paid to morals and economics. Schools are kept going by those with vested personal financial interests — governments, district administrators, principals, teachers, universities and unions. "A priori" reasoning is the foundation of the public school system at the expense of empirical reasoning, "which rules in science, business, and everyday human life."

There are twenty-one chapters in which Boulogne provides experiential evidence for his theories. It is "one man's guerrilla warfare against the public school system... [and] somebody must tell the truth." He speculates that his ideas are eighty percent correct.

Boulogne's analysis of public schooling has merit. Regrettably, I fear also that schools are a mirror of society. Thus, a similar attack/analysis could be made on most of society's institutions. Indeed, according to the "blurb," Boulogne is currently writing ten other books!

It may not be wise to put this book in school libraries for, as Boulogne would say, it may make the inmates realize better what power they have.

Not recommended for school libraries.

599.74'446 DEL
Delaunois, Angèle. *Nanook and Naoya*. — Orca Books, 1995. — 48p. : ill. — ISBN 1-55143-048-7 — \$9.95.

599.74'5 DEL
Delaunois, Angèle. *Kotik*. — Orca Books, 1995. — 48p. : ill. — ISBN 1-55143-050-9 — \$9.95.

Reviewed by: Margaret Groen, teacher-librarian, Winfield Elementary school, SD#23 (Central Okanagan).

Nanook and Naoya, the polar bear cubs is a delightful true story of the life cycle of cubs from their birth, through their learning years, to their maturity and independence. The life cycle of the polar bears is followed from December, with the building of the den, through their birth, and training by the mother to survive in their environment, to their eventual separation as they become adults and continue the circle of life.

The format, photographs, layout and content are good value at \$9.95. The sensational photographs by Fred Bruemmer, an internationally recognized photographer of the Far North, are well matched to the text. A table of contents and a glossary of the words italicized in the text, are helpful for students researching facts. The text is easy to read at an intermediate level. The story would be an excellent read-aloud for late primary or early intermediate, to introduce students to non-fiction books. Set in Cape Churchill, Manitoba, the book is a useful resource for a Canadian study.

Kotik—the baby seal, which also includes superb photography by Fred Bruemmer, is set in the Gulf of Saint Lawrence. This true story of the life of a harp seal from birth through adulthood to his first journey to Greenland, is based on scientific observations. The author tells the touching story of the young seals' plight when, abandoned by their mothers, they rely on instinct to turn to the sea for food.

The photographs and glossary make this book particularly useful for research projects at the elementary level. Some younger students might find the story a little harsh while the young seals learn to fend for themselves, but the life cycle of the seal does reach a natural conclusion as he finds his way to a life in the sea.

Both titles are recommended for elementary libraries.

634.9'092 DRU
Drushka, Ken. *A biography of H.R. MacMillan*. — Harbour, 1995. — 400p. : ill. — ISBN 1-55017-125-9 — \$35.95.

Reviewed by: Margaret Montgomery, teacher-librarian, West Vernon Elementary School, SD#22 (Vernon).

If this is truly the first published biography of H.R. MacMillan, it is high time that we documented the life and times of one of BC's most important citizens. H.R. is best known as the founder of MacMillan Bloedel Ltd., but he was much more: BC's first chief forester who set the lumber industry on the road to prosperity; a conservationist before his time; a supporter of unions and the working man; a philanthropist whose good works are numerous and include the Vancouver Planetarium, as well as many bequests to UBC, to the Vancouver Aquarium and to public libraries in Vancouver Island's small towns. He was also the man who turned BC Packers from a failing business into a major success story. He was one of the founders of the Vancouver Foundation and headed up the Shipbuilding and Shipping Program during the Second World War. He was shy and retiring and kept his family out of the spotlight.

The biography is highly readable, with quotations from MacMillan's letters, articles, and books on almost every page. The author consulted primary sources at UBC's Special Collections library branch and used many photographs as well as the quotations to bring this man to life.

The book's twenty-four chapters are arranged in chronological order but within each chapter there are "side trips" and dates are not always clear unless the reader consults the sources list.

Ken Drushka worked as a journalist and spent sixteen years in the forest industry in various occupations. He seems to have done his homework. The book is adulatory, but little mention is made of his tyrannical nature! He did not trust managers who sat in offices and did not get rain in their lunch buckets! Maybe we will need another biography to go along with this one.

Recommended for secondary students and adults.

810.8'097111 Nor

North coast collected 1 edited by David Speck. — Caitlin, 1994. — 193p. — ISBN 0-920576-50-8 — \$12.95.

Reviewed by: Anne Rowe, teacher-librarian, Prince George Secondary School, SD#57 (Prince George).

The Caitlin Press
P.O. Box 2387, Stn. B.
Prince George, B.C., V2N 2S6

The introduction to *North coast collected* tells us that the Prince George Writers' Group began somewhere around 1981. In 1985 the group began to publish professional, competent annual anthologies of members' writings. At that time the group widened its horizons and offered writers from all over BC a chance to be published. This action was a direct result of the group's mandate, which is to encourage unknown, unpublished BC writers. This volume, edited by a former English teacher and sometime writer, is a collection of the best of the anthologies.

North coast collected displays a strong sense of the geographical area of Prince Rupert and environs — a real sense of place. The sea, especially, is a living presence. Whether or not the writers still live on the north coast, their time there has left its mark and it shows in their writing. Some of the stories are funny (e.g., "Men in Stanfield Grays" by Paul McCuish); some are sad ("Waiting for Peter" by Iain Lawrence), and some are shocking ("Between the River and the Road" by Dorothy Spiller).

Each of the poems, short stories or anecdotes is preceded by a brief biographical statement about its author. I found this distracting and would have preferred to have this information collected in an appendix to the book. I would also have been useful to have an index of the authors.

This is a good collection of regional writing. It would be a good addition to any library trying to build a collection illustrating the wide range of Canadian writing. Many secondary schools offer senior writing courses and books like this should offer encouragement and inspiration to young writers.

Recommended for grades 11-12 and up.

811.'54 DEN

Denisoff, Dennis. *Tender Agencies*. — Arsenal Pulp, 1994. — 96 p. — ISBN 1-55152-012-5 — \$12.95.

Reviewed by: Willa Walsh, teacher-librarian, McNair Secondary School, SD#38 (Richmond).

This is the first publication of Denisoff's collected poems. The language of these poems reflects the jargon of the computer age with its vast and sometimes crass influence on modern communications. The word processor can be heard humming in the background of some of the poems and even the physical presentation on the page is characteristic of computer programs rather than of the spatial idiosyncrasies of the typewriter. Business and political expressions, as well as those of a consumer society, make their appearance throughout the poems — a language not often represented in poetry. The abuses of language are also revealed — with a range of subtle to explicit poetic examples.

The subject matter of the poems includes societal problems as well as those of a more personal nature and both are clarified through the choice of words. The audience is an adult one and this title is, therefore, most appropriate for public libraries and possibly senior secondary students taking Creative Writing courses.

Recommended for adults and senior secondary students.

811.'54 POT

Potrebenko, Helen. *Riding home*. — Talonbooks, 1995. — 128 p. — ISBN 0-88922-356-4 — \$13.95.

Reviewed by: Liz Austrom, teacher-librarian, Magee Secondary School, SD#39 (Vancouver).

Once you discover Helen Potrebenko's poetry, you will look for her work in every Canadian poetry anthology you see. Unfortunately, her poems are not in as many anthologies as they deserve to be, a fact which makes this collection of poems and one short play an even greater treasure. Her two previous collections are *Walking slow* (1985) and *Life, love and unions* (1987). She is also the author of two novels, two short story collections and *No streets of gold: A social history of Ukrainians in Alberta*.

Helen Potrebenko's poetry speaks for and to the disadvantaged and exploited in every society, and particularly for women and ordinary working people. She has been called "left-wing" yet her opinions and themes defy such easy classification. She is indeed critical of rampant consumerism, as is evident in her poem "Funny Way to Make a Living: CHOGM (Commonwealth Heads of Government Meeting), October 1987," but her criticism of greed and waste is based on its impact on ordinary people's lives, rather than being tied to any particular political allegiance. She sees injustice wherever it happens. Somehow, she also often manages to do so in an amusing and ironic way that raises questions in the mind of the reader. Indeed, Helen Potrebenko's special gift is to make us see questions and contradictions where we might not have noticed them.

This collection, like her other poetry, is very relevant to young people today who are facing a work experience that may well include "restructuring" (perhaps the cruelest euphemism devised by economic planners), layoffs, underemployment and unemployment. It is particularly relevant to young women who face overt and hidden sexism both in their working lives and their love relationships. Students who are looking for poetry that challenges assumptions will be happy with this collection.

The paperback is well made, and the cover is graced with an attractive, colourful picture of a woman riding a moped. There is no table of contents and it is not possible to find a specific poem in a hurry! Another feature that would be nice to have for those poetry assignments is a page or two of biographical information about the poet, a need that very few publishers recognize.

Recommended for grades 10-12.

818'.5402 KIS
Kishkan, Dan. *Porcupines, Politicians and Plato*. — Caitlin, 192 p. : ill. — ISBN 0-920576-48-6 — \$12.95.

Reviewed by: Anne Rowe, teacher-librarian, Prince George Secondary School, SD#57 (Prince George).

The Caitlin Press
P.O. Box 2387, Stn. B.
Prince George, B.C., V2N 2S6

The author, Dan Kishkan, is the principal and one of three teachers at Nazko School. Nazko is a small community about 75 miles west of Quesnel and 75 miles south of Prince George. Kishkan is also a popular contributor to the newspaper *Quesnel Cariboo Observer* and this book presents a collection of his columns. Judy Lister, the illustrator, also lives in Nazko and drives the school bus. Two outsiders could not have caught the spirit and flavour of a community where everyone knows what everyone else is doing with the authenticity that this pair has managed.

The anecdotes are mostly short and to the point. The subjects range from pigs to witches to the perennial small community discussion topics of mudholes and the town dump. For balance, Kishkan includes a few thought provoking and serious pieces. "David's Pond" tells of one small boy's successful efforts to improve the environment of just one pond. And of course, since the anecdotes are set on the fringes of the historic and legendary Cariboo, mosquitoes, wasps and bees receive star billing. People who live 'up here' will understand. Since the pieces were originally written as newspaper columns, they stand up well alone. This is a book that you can pick up and begin reading anywhere. There is no index, but there is no need of one.

Porcupines, Politicians and Plato represents the best of Canadian grassroots regional writing. Books like this help to define life in Canada. I would recommend that it be on the shelves of public libraries and middle and secondary school libraries, particularly in British Columbia.

Recommended for grades 7-12.

818'.540208 CUL
Cullen, Linda and Bob Robertson.
Double exposure. — Whitecap, 1995.
— 96 p. : ill. — ISBN 1-55110-379-6
— \$12.95.

Reviewed by: Ken Adsett, retired teacher-librarian, Victoria, BC.

Anyone who has tuned into CBC Radio late on a Saturday morning will be familiar with the antics of the *Double exposure* cast, Linda Cullen and Bob Robertson. The timely, often biting, and always hilarious satire of the Canadian scene so familiar to radio listeners is now available in this too-brief volume. The format varies: black and white news photographs with satirical captions (e.g., an open, outboard powered boat labelled HMCS Come-by-Chance); short dialogues (e.g., parliamentary discussion in the year 2025 in the lingo of our present teenagers); "poetry;" quizzes; and prose selections (e.g., the real reason for Don Cherry's preference for high shirt collars).

Interest and reading level are for secondary grades where those in touch with current Canadian foibles (especially with political orientation) will appreciate the humour, but watch for staff members who will hog the book for their own use. The only really negative aspect is that within two or three years up-coming students will be unaware of the basis for much of the satire and therefore unable to fully appreciate the humour. Perhaps at that point the book could be donated to the staff room to help lighten those bleak February lunch-hours.

Recommended for secondary grades, however, it is rather frivolous with a useful life of about three to five years.

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THE DEEP END

On the side of angels...

by **DONALD HAMILTON**, Education Librarian & Adjunct Assistant Professor (Teacher-Librarianship), University of Victoria. dhamilto@uvaix.uvic.ca

For the past year I have been trying to come to grips with the realization that the Teacher-Librarianship program at the University of Victoria is on hold and is perhaps over. But the actual decision was made some time ago with changes in the schools and society all around me.

Fewer than ten years ago the school library community could take pride in its progress and look forward to continuing progress and development. There were excellent people entering and emerging from the library and education schools who were going to lead us forward. We had resources: people, materials, and improved spaces. We had a sense that the school library as a concept had turned a corner from extra into program, and had become an integral part of the instructional learning program. It wasn't perfect but there was the sense that we could gradually affect all the players and move to a more perfect relationship. We took pride in the achievements of our leadership, in the powerful thrust that made us different from the American and British experience. It seemed that we were accepted and slowly making all educators aware that the school library program could make a difference in the lives of the young people we served.

But then it all changed! We began to see cracks in the process as some schools reduced the teacher-librarian component to .5 or less, as clerks took up duties that we knew were those of an educator, as the money for materials became scarce, and as computers took on more importance (or more space!). We began to see pressures on the programs in the universities as several programs were reduced or eliminated (remember Calgary) and as the pressures on class size grew and teachers became more union organized. Now we can see the destruction of the elementary base across the country as more and more schools and districts establish different priorities and new approaches that have left the school library program in limbo. We can stand outside and see the rapid erosion of qualities and conditions that supported the program. The standards we embraced in the 70s and

80s no longer apply as the committed individuals who had driven the program were removed.

Now, in the face of all this change, we must try to get it back on track. Or is that merely a silly dream, a sorry vestige, a foolish option, the idle ramblings of a disappointed participant? I note that private schools now advertise their quality libraries and superior computer facilities, just as we appear to have lost one or the other or both. But I do think that we (i.e., the collective group we know as the school library or teacher-librarian community) must rethink the options that remain and plan accordingly. We are not going to improve conditions through moans and tears. We were too long in the wilderness to give up the cause just because there has been a failure on the part of our educational establishment. There has to be an action plan towards the changes we wish to see implemented. We have to challenge the leadership of our several associations to create and implement that plan.

There are many concerns that must enter the discussion before we can develop that action plan:

1. We have to find evidence that the education of children in schools without full library programs is deficient. That means that we must celebrate those schools that have retained the vision. We need to identify the "examples" and urge the field to take note. (I was about to use the word "lighthouses" only to recall that the "light keepers" are soon to be replaced with automated controls.)
2. We have to refute the continuing mythology that the teacher-librarian must "convert" teachers to the resource-based learning and teaching approach through example, planning and cooperation. Surely the professional teacher can appreciate the value of incorporating a wide range of learning materials into his or her teaching. How can we best assist teaching colleagues to engage with the values of a quality school library program?
3. We have managed to keep our mission to ourselves — that is, we have fooled ourselves into believing that we could actually do it all. The school library as an educational innovation is not part of the literature of the social studies or science teacher.
4. The computer will play an increasingly important role in the teaching program of the school and must be seen to be an important tool in meeting the resource needs of students and teachers.

5. It is impossible to have a good school library program without a current, exciting, evolving collection of excellent learning materials.
6. School libraries must be seen to be part of a continuum of resources including television, newspapers, the Internet, experts, parents and the public library.
7. The school librarian must be seen as teacher and the library clerk or technician as assistant.

It is very clear to me that we must find a new model to guide the changes we want. It is simply not enough to say that someone has made a terrible mistake. Our error lay in not recognizing how vulnerable we were when the computer began to change everything and budgets grew tight and teachers more militant. It is not enough to be seen to be on the side of the angels, we have to respond to the demands of the time.



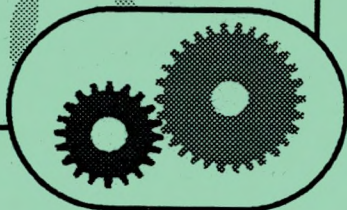
To be idle and to be poor have always been reproaches, and therefore every man endeavours with his utmost care to hide his poverty from others, and his idleness from himself.

Samuel Johnson (1709-84), English author, lexicographer.



One of the saddest things is that the only thing that a man can do for eight hours a day, day after day, is work. You can't eat eight hours a day nor drink for eight hours a day nor make love for eight hours—all you can do for eight hours is work. Which is the reason why man makes himself and everybody else so miserable and unhappy.

William Faulkner (1897-1962), U.S. novelist.



The greatest analgesic, soporific, stimulant, tranquilizer, narcotic, and to some extent even antibiotic—in short, the closest thing to a genuine panacea—known to medical science is work.

Thomas Szasz (b. 1920), psychiatrist.

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*Oscar Wilde (1854-1900), Anglo-
Irish playwright, author.*

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