

September 1996  
Volume 38 Number 1  
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**BCTLA**

# THE BOOKMARK



**RADICAL IDEAS!**

# The Community Rebate card.

## Community Rebate Program

(YOUR SCHOOL NAME HERE)

10% of your purchase supports your school library.



"promoting literacy in your community"

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

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

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

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

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19559 Fraser Hwy

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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.

### RADICAL IDEAS!

My dictionary and thesaurus define radical as "going to the root or origin; fundamental, extreme (especially in the way of reform.)" For some of us, going back to the fundamentals and having a teacher-librarian in each school would be a radical idea! There are still schools in Langley that have no teacher-librarians. Add to this list secondary schools in South Okanagan and other schools in the province where teacher-librarian positions have been cut. Can we be radical and extreme in our efforts to ensure that further cuts don't happen? Can we be extreme in our efforts individually to let our staffs, parents, colleagues, school boards and communities know that the services we provide as information specialists are essential to our students' education? Definitely!

### WORKING AND LEARNING CONDITIONS SURVEY

When we advocate on behalf of individuals or School Districts where cuts to teacher-librarian positions are being made, we need current data about the situations and staffing levels in your districts. It allows us to compare your staffing, budget and support levels with other districts. Fill out your form and return it promptly to your chapter councilor; where there is no chapter councilor, make sure that your forms are returned to your union office. Forms will go to Bonnie Kent, BCTLA WLC chair.

### ADVOCACY

Advocacy on your behalf continued during the summer. Teacher-librarians worked on focus groups for the Learning Resources Branch. Thanks to the many people I contacted who were available and willing to participate.

This summer, CANCOPY representatives presented information to Larry Kuehn, Learning Resources Branch staff and a number of teacher-librarians. We have created short workshops that will be available to staffs and school districts in the province.

### CUTS AND BCTF SUPPORT FOR BCTLA'S EFFORTS

Some teachers heaved a sigh of relief when a provincial contract was signed insuring that district contracts would continue for two years. However, even in districts with strong contract language, cutbacks occurred. In Central Okanagan cutbacks of teacher-librarian positions resulted in staffing levels that were still within the local collective agreement. I convinced the BCTF Executive that the situation for teacher-librarians and other non-enrolling teachers is more precarious than ever. The BCTF issued a press release supporting teacher-librarians and voiced opposition to the cuts in South and Central Okanagan. The BCTF executive has launched a public relations campaign to promote the restoration, protection and improvement of non-enrolling services in schools. The executive also agreed to petition government and school boards where services are threatened.

### BCTLA CONFERENCE

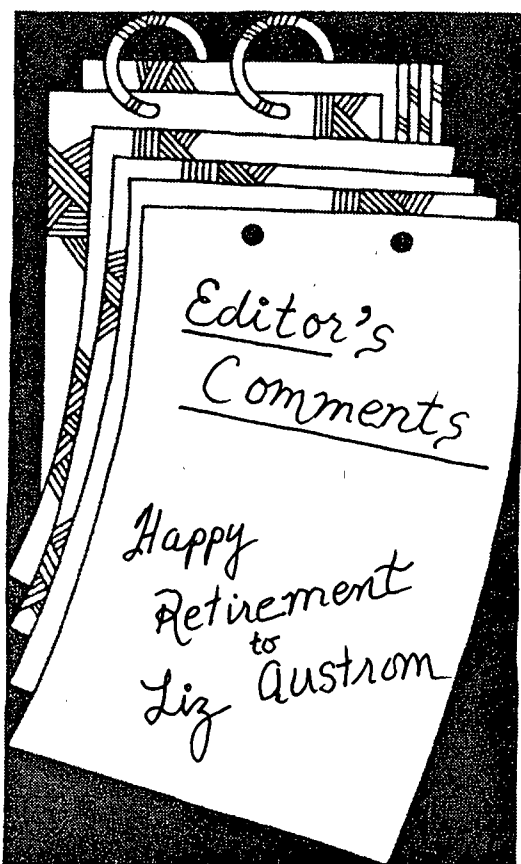
Our conference this year is in Victoria. *Shaping Reality: Media Education* will take place on October 17 - 19 at Ocean Pointe Resort and Claremont Secondary School. The Conference Committee has worked hard on your behalf. Look for a discount offer to conference participants from National Book Service and for a BCTLA Membership renewal form!

### GET YOUR BCTLA MEMBERSHIP FREE!

The BCTLA is sponsoring a membership drive. If you attend the conference, and choose to join or extend your BCTLA membership using the form in your information package, you could win your membership for free. If the winner has just joined, membership will be extended for a year.

When I look over the list of activities that we have undertaken, and examine the letters that we have written to support our members, I am pleased to see how much we have done! To new executive member, Gail Crawford, and to continuing members of our executive, Pat Parungao, Mark Roberts, Trish Banighen, Cindy Lockwood, Judith Kootte, Barbara Smith, Bonnie Kent, Patrick Romaine, and Willa Walsh, thank you once again for serving. We will have a productive year.

Will we be radical? Definitely!



We celebrated our years of collaboration with Liz remembering the multitude of paste-up days spent round the Austron's famous pool table, the many glasses of wine provided by Sid Austron from his private cellar, along with all the good companionship and fun! Presentations of retirement gifts were made and prizes were awarded to winners of the "Liz Quiz"—a test on how well we really knew Liz. Some answers seemed to amuse Sid (who wasn't allowed to compete). Then, Jim Crook, our long-time Formatting Manager, led us in a humorous song about our shared Bookmark experiences—a fitting ending and a good beginning for Liz's future endeavours. Fortunately, Liz is staying on the Bookmark editorial board. We never let anyone escape!

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

*Willa*

When Bookmark went to press last June we had not yet held the wind-up party to celebrate Liz Austron's retirement from many years as a teacher-librarian, district principal, and long-time member and former Senior Editor of the Bookmark. Dianne Driscoll, who edited BCTLA Reviews for over ten years, hosted the gala party at her fabulous home on the waterfront in Port Moody. Although the weather was a bit cool we were able to use the outdoor patio and garden for the potluck dinner and enjoy the visits of dozens of Canada geese as they drifted in to the beach area and mounted the garden steps to beg for food!

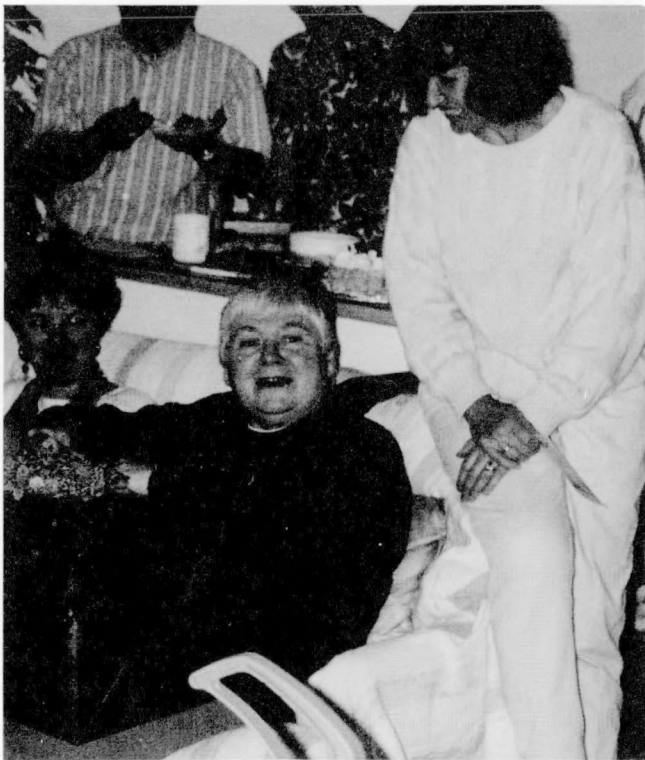
Past editors were able to attend (Gerald Soon and Trish Maskell) and it was good to see so many familiar faces and have time to chat. Donna Doerksen, former Publications Co-ordinator for the BCTLA, helped organize the event and brought the newest member of her growing family, her daughter. Val Hamilton, BCTLA Reviews co-ordinator for many, many years, joined us as well. Many "significant others" also came and joined in along with the majority of the Editorial Board members. It was quite a festive event and the food was exceptional.

## **THE BOOKMARK on microform!**

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

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

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



**“Radical Ideas” appear in every issue  
of *The Bookmark*. We welcome yours!**

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

**COMING THEMES ARE:**

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

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

**Deadline: October 25**

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

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

**Deadline: January 27**

**JUNE 1997: RHYME TIME**

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

**Deadline: April 27**

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

# LETTERS TO THE EDITOR

*Editor's Comments: the following letter was sent to Alice McQuade, President, BCTF, by the BCTLA president Gerald Soon in June, 1996. As it is of interest to all teacher-librarians in the province, it is reprinted here along with the resulting actions.*

**Dear Alice:**

The proposed collective provincial agreement that is being considered by teachers in British Columbia does give the Federation some breathing time to improve the collective bargaining process for the next round of negotiations. However, I am concerned that for non-enrolling teachers in this province there is no time left. Severe cuts are being made to teacher-librarian positions in the Central Okanagan, who took a \$1.5 million cut out of the \$3 million shortfall in funding to their district. The South Okanagan School District has just cut their secondary teacher-librarian positions totally. I have just received word that, in Howe Sound, teacher-librarian positions are being cut back, and that in Nanaimo cuts to elementary teacher-librarian staffing have been made. One teacher-librarian I spoke with in Langley has an unusual split for the next school year. She is at two schools, but her load will be: two days teacher-librarian (100% prep time) and one day teaching Grade 4 at the one school, and one day teacher-librarian and one day teaching grade one at the other school. Alice—this is at the beginning of the two year contract (that has yet to be ratified). Will this pattern continue? Will there be any teacher-librarians left to bargain for (other than the ones where they were protected in existing contracts)? As BCTLA president, I am doing my best to advocate for our members (and non-members of our PSA!). However, a strong protest needs to come from the BCTF Executive. The Minister of Education needs to know that our numbers are decreasing and that the service to our students will suffer. The public needs to know how their children will be affected by cutbacks. The trustees need to understand the ramifications of cuts that are proposed for their consideration. Please remember that we are far more than managers of information. We are primarily teachers with a specialty in teaching students to access, evaluate and utilize information from a wide range of sources.

What will our staffing levels and the staffing level of fellow non-enrolling teachers be by the time our second provincial contract is negotiated? How much more damage can the quality and equity of education for our students take?

If and when the contract is ratified, and the negotiation process begins again, the BCTLA would like to be actively involved with the Staffing Review Committee. We would also appreciate the opportunity to have a teacher-librarian representative on the Staffing Workload Committee.

The BCTLA looks forward to some form of joint advocacy for the teacher-librarians and other non-enrolling teachers in British Columbia.

Thanks for all you do on behalf of all public school teachers in British Columbia.

**Follow up** from Gerald Soon, dated June 19th, 1996:

I have had some good news. My letter to Alice has had further action. The BCTF Executive passed the following motions at their last meeting.

## **Re: Teacher-Librarian positions**

1. That in light of the decisions by school boards to eliminate and/or reduce non-enrolling services, the BCTF include in its campaign, ways to restore, protect and improve such services.
2. That the Federation work closely with the BC Teacher-Librarians' Association and other PSAs in developing the campaign.
3. That the Federation work closely with South Okanagan Teachers' Association in developing a public relations campaign.
4. That the Federation undertake further actions in petitioning government and school boards where such services are being threatened.

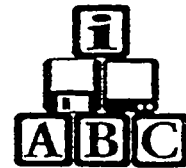
# Check It Out !

**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)

**This is a dual purpose kit:**

- 1. Advocacy** - the video programs and the research that was done to point out the need for information literacy skills could be used as a focus for presenting the ideas to a group.
- 2. Information Literacy** - the second video, ideas and forms could be used to assist in the delivery of Information Literacy Skills to students.

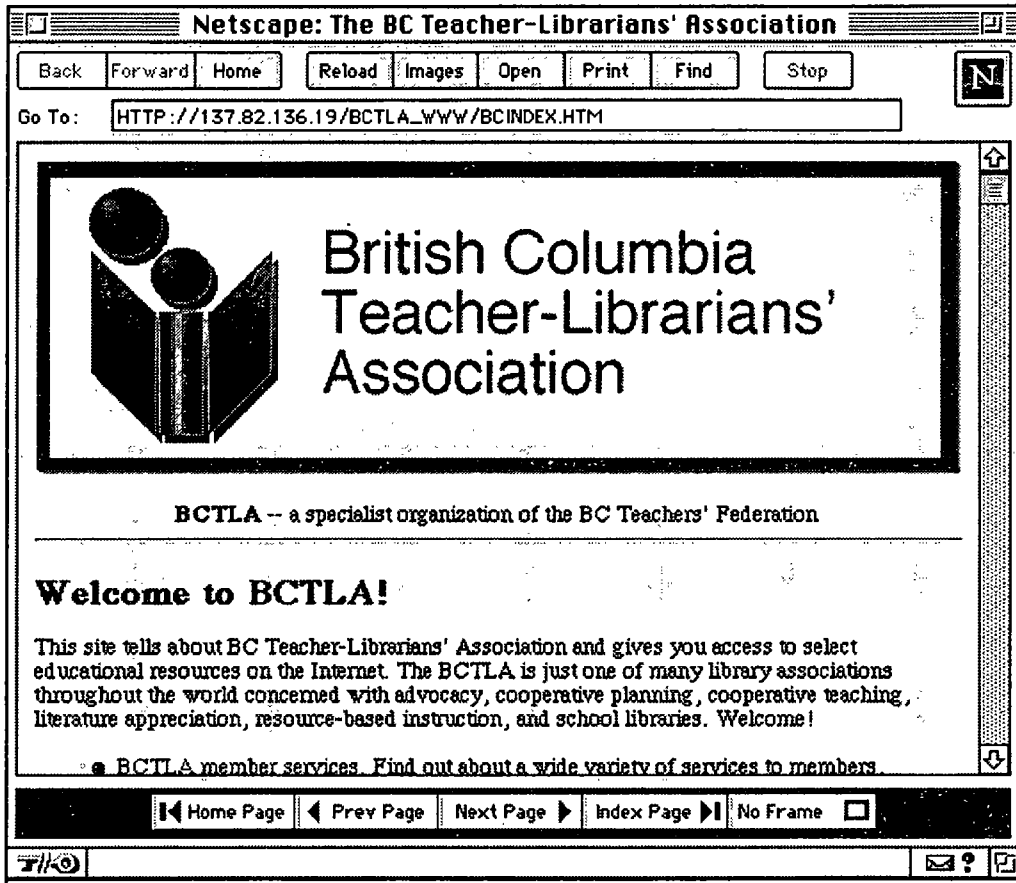
**Extra copies of the *Why Teach Information Literacy Skills?* kit  
(binder, video, print material & disks) can be obtained by sending a  
\$45.00 donation (includes postage and handling costs) to:**

**COTLA c/o Curriculum Resources Center  
1434 Graham Street, Kelowna, B.C. V1Y 3A8  
Phone (604) 763-4432 FAX (604) 862-8085**

Please make your cheque or Money Order payable to C.O.T.L.A.

\*COTLA reserves the right to return donations if supplies run out.

# VISIT THE BCTLA WEB SITE ON THE INTERNET!



Visit the BCTLA on the Internet at [http://137.82.136.19/bctla\\_www/bcindex.htm](http://137.82.136.19/bctla_www/bcindex.htm)



IASL-ATLC  
Conference

# BRIDGING THE GAP

Vancouver, Canada  
July 6 -11, 1997

A conference for:

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

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

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

For further information, or to request a registration package, contact:  
Lynne Lighthall, Conference Coordinator,

4093 West 14th Avenue, Vancouver, BC Canada V6R 2X3

Voice: (604) 822-2704; Fax: (604) 822-6006; e-mail: [iaslatlc@unixg.ubc.ca](mailto:iaslatlc@unixg.ubc.ca)  
Conference web site: [http://www.rhi.hi.is/~anne/conf\\_van.html](http://www.rhi.hi.is/~anne/conf_van.html)

THEME SECTION



***RADICAL IDEAS!***

**SCHOOL OF LIBRARY, ARCHIVAL AND  
INFORMATION STUDIES (SLAIS)  
UNIVERSITY OF BRITISH COLUMBIA**

**WORKSHOP ANNOUNCEMENT**

**“Dewey Revised: a Workshop on DDC 21 and Dewey for Windows”**

The workshop will survey changes in the new edition of the Dewey Classification, DDC 21. Participants will become familiar with the new electronic version, Dewey for Windows, and with its use and application in the electronic environment, including the World Wide Web.

Using the new edition in a Canadian context will be stressed throughout. The workshop will emphasize hands-on practice and participants are encouraged to bring problems or examples for discussion.

**Presenter:** Hope A. Olson is an assistant professor at the School of Library and Information Studies, University of Alberta where she teaches cataloguing and classification, indexing and special topics.

**When:** Monday, November 18, 1996  
9 a.m. to 4 p.m.

**Where:** University Golf Club, UBC

**Cost:** Before November 1: \$120.00  
After November 1: \$150.00

**For information and to register: Call 604-822-2404, fax 604-822-6006, or E-mail:  
slais@unixg.ubc.ca**

# RADICAL TEN: SOME SMALL PUBLISHERS OF BRITISH COLUMBIA

by GWENDOLYN RICHARDS, University of Victoria.

Editor's note: What BC publisher decided to start publishing books because of testimony at the censorship trial that pitted Little Sister's Bookshop against Canada Customs? What BC publisher started as a women's only printing collective? Which publisher produced a book giving instructions on how to make bombs? Which publishing house was started by high school students publishing a poetry magazine?

Find out the answers to these and more questions here! Gwendolyn Richards has compiled a wonderful annotated list of publishers of British Columbia. The following are ten selections from her report highlighting small or radical press houses. Her complete report can be found at <http://kafka.uvic.ca/~grichard/home.html>.

## ARSENAL PULP PRESS

103-1014 Homer Street  
Vancouver, B.C.  
V6B 2W9

Phone: 687-4233  
Fax: 669-8250

Contact: Brian Lam

Books in Print: 125

Subjects/Genres:  
Gay & Lesbian Studies, Native History, Cultural Studies, History, Humour, Music, Urban Literature, Poetry, Fiction, NonFiction

Titles:  
*Imagining ourselves, Witness to wilderness, Justa, Viva las Elvis*

Manuscripts:  
Do accept unsolicited manuscripts with outline and samples. All submissions must have SASE for returns.

1971 saw the beginning of what was to become Arsenal Pulp Press. Pulp Press, as it was originally named, was begun by a bunch of university-aged writers and

intellectuals disenchanted with their perception of the academic pretensions of Canadian literary publishing at that time.

Through the early years, Pulp was not without many challenges. After publishing small joke publications like *The Application of fire to public buildings*, Pulp found itself being spoken of in the House of Commons as an example of misuse of public funding. Despite all the media hype and slanderous remarks, *Pulp* still managed to keep publishing.

The first book published was a poetry chapbook produced manually on a Gaestedner copying machine. Pulp Press also spent some of its time doing printing jobs for other people in order to keep extra money coming in. They published *3-Cent Pulp* magazine, odd fiction, poetry and political books until 1982 when Pulp's sole Canadian distributor went bankrupt leaving Pulp Press with about \$30,000 in unpaid receivables. As a result, Pulp was forced to declare bankruptcy, only to reemerge a year later as Arsenal Pulp Press.

Recent awards for the firm's books include the B.C. Book Prize for Celia Haig-Brown's *Resistance and renewal: surviving the indian residential school*; the B.C. Historical Federation's Lieutenant-Governor's Medal for Bridget Moran's *Stoney Creek woman: the story of Mary John*; and the Harbourfront Author's Prize for Douglas Fetherling author of *Selected Poems and The other China: journeys around Taiwan*.

Currently, Arsenal publishes 12 to 15 titles annually with only two full-time employees: Publisher Brian Lam and Marketing Director Wendy Atkinson.

Arsenal Pulp Press' name has a very specific reason: Arsenal reflects the concept of "words like weapons" while Pulp is a tongue-in-cheek reference to the pulp fiction tradition, implying provocative, populist literature that doesn't take itself entirely seriously.

## THE FRASER INSTITUTE

626 Bute Street  
Vancouver, B.C.  
V6E 3M1

Phone: 688-0221  
Fax: 688-8531  
Toll Free: 1-800-665-3558

Contact: Bev Horan

Books in Print: 73

Subjects/Genres:  
Economics and public policy

Titles:  
*Tax Facts 9, Government spending facts 2, Plan B: The future of the rest of Canada, The new federalist*

Manuscripts:  
Do not accept unsolicited manuscripts.

The Fraser Institute is a leading North American think tank that was started by Michael Walker in 1974. His goal is to direct the public's attention to the role that free markets can play in providing for the social and economic well-being of Canadians.

The institute has a list of over 350 authors, including six who were subsequently awarded Nobel Prizes, in 22 countries. Publications have been translated into Chinese, Spanish, Portuguese, Italian, German, French, Czech, Russian and Polish and have been sold in 54 countries around the world.

The Fraser Institute was founded with \$200,000 from forestry giant, MacMillan-Bloedel and fifteen other companies. Since then, it has published scores of studies advocating privatization, flat tax rates and even the decriminalization of illegal drugs.

This firm is probably best known for its Tax Freedom Day - a calculation of the date each year when Canadians start making their income (after paying all their taxes).

As a non-profit, privately funded organization, The Fraser Institute gets its money from its members. When you take out a membership you can receive, on a regular basis, reports on the economic research done by their academics and economists.

## GALLERIE PUBLICATIONS

2901 Panorama Drive  
North Vancouver, B.C.  
V7G 2A4

Phone: 929-8706

Contact: Caffyn Kelley

Books in Print: 16

Subjects/Genres:  
Women, art, social issues

Titles:  
*Black journey, Give back: first nations perspectives, Forbidden subjects: lesbian artists, Strata: mapping the voice*

Manuscripts:  
Do not accept unsolicited manuscripts. Will accept enquiries with SASE.

## HOMO HOUSE PUBLISHING

Box 180, 101-1001 West Broadway  
Vancouver, B.C.  
V6B 1R8

Phone: 879-1583  
Fax: 879-4352

Contact: George Luke Xuereb

Books in Print: 0 to date

Subjects/Genres:  
Fiction, nonfiction, history, politics, religion, domestic and foreign culture, biography, poetry, erotica, travel

Titles:  
N/A

Manuscripts:  
Do accept unsolicited material and/or material not represented by an agent.

Homo House was established in the Spring of 1995 by George Xuereb and editor Jim Pearce. It was established in response to information generated by the Little Sister's censorship trial that began in the October of 1994 where it was indicated that Canada did not have a gay and lesbian publishing house.

Although Homo House does not have any books in print yet, they have two books in the works due out in the Spring of 1996.

Because Homo House is a new firm, they will consider any piece of well-written work ranging from short stories to novels, erotica to travel. They specialize in gay and lesbian literature because there are no other firms who publish gay and lesbian material exclusively and Homo House wants to give a voice to unknown

writers who have something to say about the homosexual community.

The name Homo House was chosen for its easy identifiability and the hope that it will instill pride and identity in the homosexual community.

## NEW SOCIETY PUBLISHERS

P.O. Box 189  
Gabriola Island, B.C.  
VOR 1X0

Phone: 247-9737  
Fax: 247-7471

Contact: Judith Plant

Books in Print: 16

Subjects/Genres:  
Nonviolent social change, feminism, environment, education, first nations

Titles:  
*Clayoquot mass trials, Our ecological footprint, Transforming abuse, Futures by design*

Manuscripts:  
Do not accept unsolicited manuscripts. Please write for submission guidelines.

## NEW STAR BOOKS

2504 York Avenue  
Vancouver, B.C.  
V6K 1E3

Phone: 738-9429  
Fax: 738-9332

Contact: Rolf Maurer

Books in Print: 78

Subjects/Genres:  
Social issues, politics, literature

Titles:  
*Working harder isn't working, Electromagnetic fields and your health, Affirmation: the AIDS odyssey of Dr. Peter, Adams River: the mystery of Adams River sockeye*

Manuscripts:  
Do accept unsolicited manuscripts with SASE.

## PRESS GANG PUBLISHERS

#101, 225 East 17th Avenue  
Vancouver, B.C.  
V5V 1A6

Phone: 876-7787  
Fax: 876-7892

Contact: Barbara Kuhne

Books in Print: 37

Subjects/Genres:  
Women's fiction and nonfiction on a range of social issues, occasional poetry

Titles:  
*Bellydancer, Out on Main Street, Her tongue on my theory, The woman who loved airports*

Manuscripts:  
Send a letter of enquiry and sample chapters with SASE. Not accepting unsolicited poetry.

Press Gang Publishers Ltd. was first established in Vancouver in 1970 as a printing shop that offered printing services to local groups that promoted the liberation of women. In 1976 the women-only collective expanded from printing into publishing also, eventually dividing into two independent entities, each handling their own decisions and finances.

Press Gang works with three and a half employees and publishes five books a year.

The firm has received some awards for their books. *Unruly Women: The Politics of Confinement and Resistance* by Karlene Faith won the VanCity Book Award in 1994 and *Her Tongue on My Theory: Images, Essays and Fantasies* by Kiss & Tell won the 1994 Lambda Literary Award for Best Small Press Book.

## SELF- COUNSEL PRESS

(A division of International Self-Counsel Press)

1481 Charlotte Road  
North Vancouver, B.C.  
V7J 1H1

Phone: 986-3366  
Fax: 986-3947

Contact: Ruth Wilson

Books in Print: 194

Subjects/Genres:

Business, legal, reference and psychology self-help for lay people

Titles:

*Divorce guide for BC, Complete guide to Canadian universities, Start and run a profitable freelance writing business, Love smarts*

Manuscripts:

Do accept unsolicited manuscripts with SASE.

Self-Counsel Press began as a mutual good idea between Diana Douglas, a bookstore owner who wanted to publish, and Jack James, an articling law student. Together they recognized the need for low-cost, do-it-yourself legal guidance books. Together, they set out to publish a book that would let couples get a divorce without having to use lawyers. In 1971 *Divorce Guide for British Columbia* was published and Self-Counsel Press was born.

From there, Self-Counsel produced divorce books for other provinces, then continued on to demystify other areas of the law. Within a year, Self-Counsel had published more legal books, first for B.C. and then the rest of the country, province by province.

During the next few years growth was frantic, finally settling off. Today, Self-Counsel markets over 185 Self-Counsel titles in 17 countries, distributing through offices in North Vancouver, Mississauga and Bellingham, Washington. They are one of Western Canada's top publishing houses.

Self-Counsel Press can also be accessed on the World Wide Web.

## TALON BOOKS LTD.

#201-1019 East Cordova Street  
Vancouver, B.C.  
V6A 1M8

Phone: 253-5261  
Fax: 255-5755

Contact: Karl Siegler & Christy Siegler

Books in Print: 200

Subjects/Genres:

Drama, adult fiction, poetry, literary criticism, nonfiction

Titles:

*The Ends of the earth, First quarter of the moon, th last photo uv the human soul, Lost in North America*

Manuscripts:

Do not accept unsolicited manuscripts. Will accept inquiry letter with SASE.

Talon began as a poetry magazine started by a group of high school students in 1963. Many of these students moved on to the University of British Columbia and they began publishing books of poetry by George Bowering, bill bisset and bpNichol.

In 1969 Talon moved into drama, publishing plays by James Reaney and George Ryga.

Talon began publishing serious adult fiction in 1973, adding authors Jane Rule and Audrey Thomas to their list. In the same year Talon also began its nonfiction list.

In 1974 they began publishing translations of prominent Quebec writers like Michel Tremblay and Marie-Claire Blais.

Talon was incorporated in 1975 with four partners, only one of whom had been part of the original magazine group. Karl Siegler, the only originating member, remains with Talon today as the firm's President and CEO.

Talon Books has an extensive list of awards under their belt, earning five nominations for the Governor-General's Literary Awards last year alone.

## ULKATCHO PUBLISHERS

Box 55  
Tatla Lake, B.C.  
V0L 1V0

Phone: 476-1256 OR 742-3260  
Fax: 742-3411

Contact: Sage Birchwater

Books in Print: 2

Subjects/Genres:  
Native Studies

Titles:

*Ulkatchat'en: the people of the Ulkatcho, Ulkatcho stories of the Greasetrail*

Manuscripts:

N/A

Ulkatcho Publishing is owned and operated by the Ulkatcho First Nations people of Anahim Lake, B.C. It was established in the June of 1991 with the publishing of their first book, *Ulkatchat'en: The People of the Ulkatcho*. Publishing began in response to the wishes of late chief Jimmy Stillas whose dream was to develop several books of curriculum material documenting Ulkatcho culture and history.

Ulkatcho Publishing is not an established company, but is rather an unincorporated business of the Ulkatcho Cultural Curriculum Committee.

The primary purpose of these books was to develop curriculum for use in the local school social studies program.

A third book, *Ulkatcho Food and Medicine Plants*, is currently under way.

## **WESTERN CANADA WILDERNESS COMMITTEE**

20 Water Street  
Vancouver, B.C.  
V6B 1A4

Phone: 683-8220  
Fax: 683-8229

Contact: Diana VanderVeen

Books in Print: 11

Subjects/Genres:  
Environment, Native Studies

Titles:  
*Hiking guide to big trees, Meares Island, Penan, Guide to the record trees of B.C.*

Manuscripts:  
Do accept unsolicited manuscripts.

Western Canada Wilderness Committee is a non-profit organization.

## **YINKA DENE LANGUAGE INSTITUTE**

P.O. Bag 7000  
Vanderhoof, B.C.  
V0J 3A0

Phone: 567-9236  
Fax: 567-3851

Contact: Ms. Rose Pierre

Books in Print: 10

Subjects/Genres:  
Carrier legends and stories

Titles:  
*Classroom bilingual dictionaries, Musdzi 'udada'-the owl, Cheryl bibalhats-cheryl's potlatch, The robin and the sparrow song*

Manuscripts:  
Do accept unsolicited manuscripts. We publish only local material dealing with the Carrier-Sekani People.

The Yinka Dene Language Institute (YDLI) is a registered non-profit society that began in 1988 as a joint venture of the Carrier-Sekani Tribal Council, The College of New Caledonia and the Nechako school district. The next year, the YDLI expanded to include Quesnel and Burns Lake school districts.

According to the YDLI annual report "there is an urgent need to document as much information as possible on Dene Language and Culture before the oldest generations of Dene Elders pass away."

The YDLI is involved in negotiations with the College of New Caledonia and the University of Northern B.C. to have their Native Language teachers certified and their credits accepted at both institutions. The YDLI is also in the process of developing first year Carrier Studies at the University of British Columbia.

The YDLI publishes books about their culture and heritage in their languages as well as English so that their children will not forget their culture or heritage languages. These books not only include children's books, but also teaching and curriculum guides.

## POETRY IN TRANSIT—A RADICAL IDEA?

Now there's another reason to use public transit: poetry. By August 26th, hundreds of BC Transit SkyTrain cars and Lower Mainland buses will feature one of sixteen poems by BC poets. Poetry In Transit is co-sponsored by BC Transit and the Association of Book Publishers of BC (ABPBC). The project is intended to increase public awareness and appreciation of contemporary BC poetry, and to celebrate BC poets, publishers, and books.

"With the launch of this project, we'll be joining major world cities, such as New York, San Francisco, and London, England, which have had poetry on buses and the underground for a numbers of years," says project coordinator Sandy Shreve. "Our poems will be in the interior car card spaces BC Transit reserves for its projects. They'll be displayed throughout the year, whenever spaces are available."

Shreve, a Vancouver poet, initiated the project last fall. When she approached BC Transit and the Association of Book Publishers with a detailed plan for implementing the project, she says "both were enthusiastic. They supported it right away."

The poets represented this year include Patrick Lane, Dorothy Livesay and Phyllis Webb, all Governor General's winners; as well as Tim Bowling and Thuong Vuong-Riddick, whose first books were published in 1995. The other poets are: Winona Baker, Kate Braid, Brian Brett, Brenda Brooks, Leona Gom, Charles Lillard, George McWhirter, W. H. New, Kevin Roberts, Gregory Scofield, and Ron Smith.

Their poems are: "The Cabbage" by Dorothy Livesay, "The Artist" by Patrick Lane, "Steelhead, Spawning" by Tim Bowling, "Catalyst" by W. H. New, "Five Points North of Steveston #1" by George McWhirter, "Nicole: May 11" by Ron Smith, "Terra Incognita" by Winona Baker, untitled poem by Kevin Roberts, "Untitled" by Kate Braid, "Stepfather" by Gregory Scofield, "Lost" by Brenda Brooks, "Each Day" by Thuong Vuong-Riddick, "The Nightfire" by Brian Brett, "Our Mothers" by Leona Gom, "Colour Kitsegas Skeena" by Charles Lillard, and an untitled poem by Phyllis Webb.

Publishers represented in 1996-97 are: Beach Holme Book Publishers (Vancouver), Harbour Publishing (Madeira Park), Nightwood Editions

(Madeira Park), Oolichan Books (Lantzville), Polestar Book Publishers (Vancouver), Ronsdale Press (Vancouver), Sono Nis Press (Victoria), and Talon Books Ltd. (Vancouver).

There will be 1600 interior car cards: 100 copies of each of 16 poems. Each car card will also display the cover of the book containing the poem. Poems were submitted by the publishers on behalf of the poets. Maximum length of each poem is 14 lines including stanza breaks.

The project committee will evaluate the project later in 1996. Responses to the project from the general public are welcome. People can send their comments to: ABPBC, 100 W. Pender, #107, Vancouver, BC V6B 1R8, 684-0228, fax 684-5788; BC Transit, 13401 108th Avenue, Surrey, BC V3? 5T4, 540-3453, fax 540-3455 or Project Coordinator Sandy Shreve by email: sshreve@direct.ca or by letter: c/o the ABPBC.

It is hoped this will be an annual project with new poems added every year, representing the wide diversity of poetry and poets in the province. This is subject to a positive evaluation of this year's project and to the project coordinator finding long-term funding to cover the project's printing costs.

BC Transit has 1,125 vehicles, including 150 SkyTrain cars. SkyTrain carries about 115,000 passengers on an average weekday; buses carry about 520,000 passengers on an average weekday.

The first project of this type was the London, England project, which began in 1986. Since its inception, more than 160 poems have been displayed in the London underground, and since 1991 the poems have been printed in an anthology, *Poems on the Underground*. As the editors state in their introduction, "Just as we had hoped, the poems provided relief, caused smiles, offered refreshment to the soul—and all in a place where one would least expect to find anything remotely poetic." The editors report that several other cities throughout the world have successful projects with poetry on buses and/or trains: New York, St. Louis, San Francisco, Dublin, Paris, Stockholm, Stuttgart, Wurzburg, Oslo, Melbourne, Sydney, and Adelaide. Efforts are underway to display poems in Toronto's subway system.

# **HUNTING FOR WITCHES: A research unit for** *The Crucible* by Arthur Miller

by **JUDITH COFFIN**, teacher-librarian, Elgin Park Secondary School, and **MARLOWE IRVINE**, English teacher, Semiahmoo Secondary School, SD#36 (Surrey).

This unit, designed for English 12 Honours courses, requires three 70-minute library periods.

## **Goals:**

- to stimulate comparisons of events in history and how they are portrayed in literature
- to promote research skills in locating relevant information to form an argument or point of view
- to practice note taking of important facts
- to present information in a visual, oral or dramatic format
- to link literature to events in history and explain how these events shaped the characters in the literary work and provided situations which could be used for dramatic effect

## **Materials Needed:**

- library materials, see **Bibliography**
- **Handout 1A**

## **Teacher Preparation:**

- teacher reserves the library and alerts the teacher-librarian of the assignment
- teacher-librarian gathers the appropriate library materials
- teacher photocopies a class set of **Handout 1A**
- teacher divides the class into seven groups

## **Class Procedure:**

- teacher arranges the class into groups
- teacher outlines the assignment
- teacher-librarian describes suitable resources that are available in the library

## **Suggestions for Evaluation**

- **Handout 1A** can be evaluated

## Handout IA

# HUNTING FOR WITCHES

## A Research Assignment for the play *The Crucible* by Arthur Miller

You will be assigned to a group and given a topic to research.

Your group is to research **one** of the following topics:

- Puritan religion and its migration to North America
- The history of witchcraft
- The Salem Witch Trials
- The Cold War
- The House Committee on un-American Activities
- McCarthyism: the man and the movement
- Arthur Miller and the HUAC

Each group must provide the following:

- a typed handout of research notes containing important information about the topic
- a physical representation of the topic. Options include a skit, collage, a video, a talk show, a debate or poster. Creativity and imagination are a priority.
- an explanation of the relevance of the research to the play including specific reference to characters or situations. This activity is best done in conjunction with the physical representation.

Each group member must participate in both the research and the presentation.

**Additional marks** will be allocated for active participation and co-operation.

**Evaluation** will be based on:

Research Notes	<b>15 marks</b>
Physical Representation	<b>15 marks</b>
Research Relevance	<b>20 marks</b>
<b>Total</b>	<b>50 marks</b>

## Bibliography

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Vaughn, Robert. (1972). *Only victims*. New York: G. P. Putnam and Sons.

Walker, Martin. (1994). *The cold war: A history*. New York: Stoddart. ISBN 0773727922.

*The witches of Salem: The horror and the hope*. (1986). New York: Learning Company of America. Video recording available from Zenger Media.

Wright, William. (1986). *Lillian Hellman: The image, the woman*. New York: Ballantine. ISBN 0345347404

Zeinert, Karen. (1993). *The Salem witchcraft trials*. New York: Franklin Watts. ISBN 053110673X





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# RADICAL BC PERSONALITIES

by WILLA WALSH, Senior Editor

While working on the Book Purchase Plan this summer it was my good fortune to read a book entitled *Western lights: Fourteen distinctive British Columbians* by Lisa Hobbs Birnie, the author of the award-winning book *Uncommon will: The death and life of Sue Rodriguez*. She chose fourteen BC people whom she considered to have made a radical difference to our province and interviewed each in a setting which complemented their personalities. The author claims these BCers embody the grit, determination, iconoclasm, and verve of a province that often thinks of itself as the Third Solitude. They come from many diverse walks of life: the arts, sports, business, politics, and industry and all have enriched our province by lighting up the Canadian firmament.

## These interesting personalities include:

Frank Ogden: Dr. Tomorrow at the Millennium

Myfanwy Pavelic: Portraitist of Perception

Vicky Husband: Momma Grizzly of the Sierra Club

Jack Munro: Bear in the Forest

Vicki Gabereau: Radio Diva of the Pacific

Rick Hansen: Man with an Attitude

L. R. Wright: Murder Most Genial

Roy Henry Vickers: Artist on a Vision Quest

Celia Duthie: From Party Girl to Bookstore Empress

Umberto Menghi: Chef of the West

Joy Kogawa: Medieval Nun in Search of the Soul

Nicola Cavendish: Thespian of Joy

Bill Vander Zalm: Burgomaster of the Lower Mainland

Svend Robinson: Knight of the Vanishing Left

**In Memoriam:** Bruno Gerussi—this chapter was retained as Mr. Gerussi died while the book was in progress.

In the introduction of the book, the author states “For thousands of years the West Coast has drawn the adventurous, the ambitious, the nonconformist, and those who, for whatever reason, wanted to break with the past.... It is said that those who cross the Rocky Mountains for the first time immediately sense that they are in a different ‘country.’ ”

It is often difficult to locate material on Canadians in general and even more difficult to locate interesting biographical material on British Columbians in particular. This book fills a gap in this area of reference information. Although the personality sketches included in this title are impressions, with brief biographical information, they are, nevertheless, very interesting and give an intimate portrait of some very dynamic personalities. They are not definitive biographies. The book has curriculum matches to Social Studies, and Career and Personal Planning courses. Careers not often considered are represented and a success model is provided in the person themselves. The book could give some students some radical ideas.

Here’s what we learn about Frank Ogden—Mr. Iconoclast himself!

Frank Ogden, one of most sought-after speakers living on the West Coast, is well-known for his fascination with change and the technological revolution. He is popular at conferences as a keynote speaker with fees ranging from \$5,000 per day upward. Dubbed the Marco Polo of cyberspace he delivers his messages to entranced gatherings and often outraged audiences. He claims to have had at least 2,000 walk out of his lectures as well as having numerous objects thrown at him during his delivery! He especially likes to rattle school teachers, since he claims to have destroyed their world and that many will be roadkill on the highway of change. The author interviewed this controversial person aboard his houseboat in Coal Harbour.

Mr. Ogden was born in Pennsylvania and raised in Philadelphia. He did not attend university and is glad he didn't because such institutions stifle creativity. He had a great deal of freedom as a child and showed an early interest in being an entrepreneur—selling his own brand of pop at the age of eight! In the thirties some of his family moved to Canada and in 1940 he joined the Royal Canadian Air Force as a flight mechanic. After the war he started his worldwide travel experiences. He spent two years in Haiti to find out about superstition, then on to Australia where he investigated Stone Age people and after that to the Saharan Desert to gather information about global warming! He settled in Vancouver in the late 1950s and did some trips on LSD in order to expand his mind further!

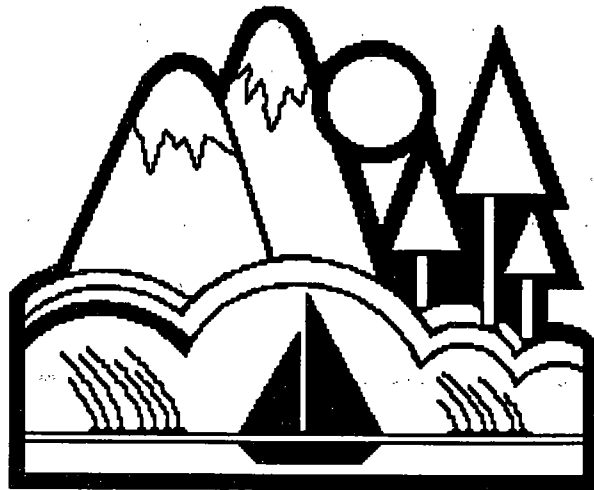
His unusual home reflects his lifestyle. Light, heating and design are all state-of-the-art—his bedroom is a loft, hydroponic plants decorate the scene, and there is electronic equipment everywhere. He is highly mobile and advises people not to buy anything they do not have to. He, therefore, rents everything and gets the newest versions as soon as they appear. He has two Macs with huge memories, a PowerBook for travel, morse decoder, seven videocassette recorders and a voice-print phone. He does, however, detest voice mail and hangs up promptly when subjected to it! He claims that virtual reality will change the way we experience, learn and think. It will offer more intense levels of physical and

emotional sensations. "If you want a sex experience with Rudolph Valentino, you can have it," he says. He travels eleven months a year to deliver his prophetic messages.

Only those individuals able to change at an ever increasing rate will be the survivors of the future. He affirms that most teenagers of North America are "toast" at the moment because their educational institutions have not prepared them for the future. Generation X will be at home until they are forty and will then sue their teachers and school boards for brain damage! Anyone falling into the category of a Know-not will be unemployed and the gap between the Knows and the Know-nots is widening. You are on the internet or you are a Know-not. Two books which uphold his radical reputation are: *The last book you'll ever read and other lessons from the future* and *Navigating in cyberspace: A guide to the next millennium*. He advertises on the World Wide Web and includes a PET scan of his brain on his homepage!

One of his favourite writers is Arthur C. Clarke, another visionary. He predicts that Vancouver will be an Asian city in fifty years, and BC will be the place where it all happens. Embrace change, he advises—even chaos, as it will eventually reveal its own order.

Birnie, Lisa Hobbs. *Western lights: Fourteen distinctive British Columbians*. (1996). Vancouver: Raincoast Books. ISBN 1-55192-014-X



## **GOOD NEWS! GOOD NEWS!**

### **1997 BC BOOK PURCHASE PLAN**

This year the Ministry of Education, Learning Resources Branch, will be increasing the amount of money that teacher-librarians in the province will have to order titles from the BC Book Purchase Plan. The annotated list of recommended titles will be sent to each school as usual—with the amount increased from \$100 to \$200 for each **school** to order the titles of their choice. This is a significant increase and demonstrates the Ministry's commitment to quality books for BC school libraries. It would be a good idea for members to write the Ministry and thank them for this added support—that way we can ensure continued support in the future. The Association of Book Publishers of BC is the other essential ingredient in this Plan and they have been instrumental in lobbying for continuing support for some time now. The BCTLA provides a selection committee of teacher-librarians and a committee of annotators to choose recommended titles for the Ministry's list. This excellent co-operative venture is assisting teacher-librarians all over the province at the same time as giving much-needed support to the BC publishing industry.

Watch for the list of recommended titles and return your selections by the deadline date so that you can receive these FREE books for your school library.

Take some time to write or fax the new Minister of Education, Moe Sihota, and tell him how much you appreciate this Book Purchase Plan and the added support we will receive this year!

Send letters (free of charge) or faxes to:

**Moe Sihota, Minister of Labour, Education and Skills and Training**  
**Parliament Buildings**  
**Victoria, BC**  
**V8V 1X4**

**FAX: Moe Sihota, Minister of Labour, Education and Skills and Training**  
**(604) 386-5291**

# students.teacher-librarians. connect information technologies@ future

by PAT TAYLOR, President, Association for Teacher-Librarianship in Canada.

[The following is the text of the keynote address given at the joint conference of ATLC and OSLA/OLA, which was held in Toronto in February 1996. It was originally published in the March issue of *Impact*, the journal of the ATLC, and is reprinted here with permission.]

Newer information technologies are, I believe, worthy of single consideration because of their known and acknowledged influence on and in our world of information and information seekers. I began the session by defining the way in which I use the words "information technologies" and then by setting a context I wanted attendees to have while they were listening to this speech. My definition for "information technologies" is taken from the Rochester Institute of Technology and includes three parts:

- communication network;
- full range of human communications;
- concerned with the impact of technology on humans.

In this definition, information technology does not focus on computing; "its fundamental basis is the communication network and the utilization of its services ... not exclusively the computer." Furthermore, the information in the process encompasses the full range of human communication including print, animation, video and sound. Finally, information technology is concerned with the impact of technology on humans. To summarize then, information technologies are the full range of human communications and their impact on humans.

The context in which this speech was written is based on observations I've made of some of our Saskatoon Board of Education students and their interactions with teachers, teacher-librarians and information technologies. At this point in the speech, a video clip of SBE students and teachers working with various information technologies was shown.

The speech continued as follows:

I believe that these scenes from various Saskatoon schools are no different from what we would see in many of our schools across Canada. Again, I ask that you keep those images in your mind as we consider:

... future directions ... students, teacher-librarians ... information technologies...

To understand what our future is as teacher-librarians in our work with students and information technologies, we need to think about what some of our writers tell us about the impact of those technologies on our young people and on their world ... and the issues arising from this impact. I believe there are FIVE major issues for us.

The first issue has been addressed by a number of writers, one of whom is Dr. Diane Ravitch, recent Assistant U.S. Commissioner of Education, who says:

In this new world of pedagogical plenty, children and adults will be able to dial up a program on their home television to learn whatever they want to know, at their own convenience. If Little Eva cannot sleep, she can learn algebra instead. At her home-learning station, she will tune into a series of interesting problems that are presented in an interactive medium, much like video games.... Young John may decide that he wants to learn the history of modern Japan, which he can do by dialing up the greatest authorities and teachers on the subject, who will not only use dazzling graphs and illustrations, but will narrate a historical video that excites his curiosity and imagination.

In commenting on Ravitch's prophecies, Neil Postman says: "What Ravitch is talking about here is not a new technology but a new species of child!!!" Despite Postman's incredulity, Ravitch draws our

attention to ISSUE ONE and that is that young people are being exposed to many new information technologies.

As information specialists, we must ask whether these information technologies affect how students act and how they learn. This question leads to ISSUE TWO.

In his book, *The Skin of Culture: investigating the new electronic reality*, Derrick De Kerckhove, heir apparent to Marshall McLuhan, tells us that "with television and computers, we have moved information processing from within our brains to screens in front of, rather than behind, our brains." "Television," he says, "does not compete with books but, in fact suggests something entirely different than books. It proposes a collective imagination as something we can actually consume, although not yet directly participate in." De Kerckhove tells of an experiment in which he participated — one designed by brothers Steven and Robert Kline at Simon Fraser University. De Kerckhove was wired to a computer with various skin-response devices placed on his forehead, heart, left mid-finger and left wrist. He was given a joystick to indicate whether he liked or didn't like what he was shown on the screen. Then he was shown 20 minutes of television with images ranging from sexual encounters to advertising to news to talkshows — items that were sentimental and those that were tedious. At the end of the 20 minutes, De Kerckhove writes that he felt somewhat frustrated that he hadn't had enough time to indicate what his responses were through use of the joystick and, so, he thought nothing much would be shown on the monitors. The Kline brothers showed him otherwise. In fact, De Kerckhove saw proof of the DIRECT impact of what he was seeing on the entire nervous system of his body, and he concludes, "television talks primarily to the body ... not to the mind." He continues, "if the video screen has such a direct impact on my nervous system and my emotions and so little effect on my mind, then most of the information processing was actually being performed by the big screen."

Let me just repeat that so you can put this phrase beside that image you have in your mind of those Saskatoon students interacting with various technologies.

**"MOST OF THE INFORMATION PROCESSING WAS ACTUALLY BEING PERFORMED BY THE BIG SCREEN."**

There is no suggestion here that such impact is either good or bad, rather just the acknowledgement that information technology is here and, yes, it's having an effect. So — a question we as teacher-librarians must ask is whether information processing strategies have changed radically with the advent of television?

De Kerckhoff would argue "yes," information processing strategies have changed and, to substantiate this answer, he refers to some recent, and controversial, research projects. One of the observations from these projects is that, when young readers are observed reading, they do not appear to SCAN the text in a left to right movement, but rather they "throw their eyes" on the page as if, he says "they were transferring their visual strategy from the television screen to the text." This sort of observation creates more questions for those who are the teaching partners in the information literacy drive. How do we teach scanning the text? picking out main points? notetaking? — if the very way in which students are reading and processing information differs that drastically from the way in which we, as adults, read and process information? It appears we may have a twist to the "English as a Second Language" drive, and that is, "Research as a Second Language."

---

**So now we have two issues:**

1. more new information technologies (Ravitch)
  2. information processing may differ depending the technology from which the information comes (de Kerckhove)
- 

Neil Postman brings us to ISSUE THREE in both of his latest books, *Technopoly* and *The end of education*, where he argues that it is not just in information processing that technologies have affected our young people and, indeed, all people. Postman's writing is replete with examples of the way in which information technology has changed people and cultures almost since the beginning of time. For instance, he quotes from Lewis Mumford, who tells the story that the impetus for the invention of the mechanical clock to give us information about the time of day came from the practices of Benedictine monks of the 12th and 13th centuries. The clocks provided regularity to the routines of the monastery which required seven periods of devotion a day. Mumford believes that this, in turn, made possible the idea of regular production, regular working hours and a standardized product. Postman

agrees and concludes that without clocks, there would be no capitalism.

On a slightly lighter note, Postman tells another story of the Dutch sociologist, Egbert deVries, who wrote about the introduction of matches. (It may be a bit of a stretch to imagine matches as an information technology but let's just think of them as "throwing light on the subject.") These matches were introduced to an African tribe and, in fact, altered their sexual habits and, possibly, the faithfulness of married couples. De Vries relates that, prior to the introduction of matches, members of the African tribe believed that it was necessary to start a new fire in the fireplace after each act of sexual intimacy — which meant that each act was a public affair because someone had to go to the neighbour to get a burning stick to start a fresh fire. With matches, times of intimacy were completely private.

Whether this actually led to great outbursts of adultery and, therefore, affected the social structure of the tribe is up for speculation. Postman's point, after he has quoted a number of such examples is this:

New (information) technologies alter the structure of our interests — the things we think ABOUT, the things we think WITH and they alter the arena in which thoughts develop.

Postman tells us that technological change is neither additive nor subtractive — it is ecological. One significant change generates total change and, so, in the fifty years after the printing press was invented we did not have OLD EUROPE plus the printing press, we had a completely different Europe. After television became a part of our lives, we didn't have Canada plus television, we had a different colouration to every political campaign.

Paul Levinson uses blue water as the metaphor for the effect of information technologies on the world in which we live, saying, "The addition of a drop of blue dye to a glass of water results not in blue dye plus water but in blue water: a new reality."

So, what do we have so far from Ravitch, De Kerckhoff, Postman and Levinson?

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**It appears that information technologies may have affected us through these THREE ISSUES:**

1. more new information technologies (Ravitch)
  2. information processing may differ depending the technology from which the information comes (de Kerckhove)
  3. a new reality to our culture (Postman)
- 

Let me just highlight for you two more, of the many, possible effects of information technologies: one being the possibility of a power struggle between the world of print and the world of "other than print." Harold Innis, in his book *The Bias of Communication*, refers to knowledge monopolies and explains that, for 400 years, school teachers have been a part of the "knowledge monopoly" created by printing and they are now witnessing the break-up of that monopoly. It is unclear who will win and who will lose in the struggle over the break-up — but whatever happens, our ways of "knowing," our ways of determining "truth," will change.

Just in case you were wondering, as with the other issues identified, there is conflict about this conflict — from Will Manley. In his November '95 "The Manley Arts" column in *Booklist*, he tells us that, really, print materials are a part of the new technologies. In what some might say is a tongue-in-cheek column, subtitled "The Cock-roach," Manley points out the following:

The lesson here is that the book is like a cockroach. Even New Age librarians cannot kill it because it has certain long-term advantages that no other medium has been able to duplicate. Have you ever wondered what the technodweeps would say if the book were a recent invention? Imagine the review in *Library technology*: "Finally we have a full-coloured, full-text, fully indexed document format that needs no batteries, requires no hardware, is portable, easy to handle and can be accessed when you are sitting down, standing up, lounging in bed or taking a bath. This new information package will make the floppy disk and CD-ROM formats obsolete. For handiness, attractiveness and convenience, no other modern medium can match this miraculous new development in information technology."

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**So — our issues so far look like this:**

1. more new information technologies (Ravitch)
  2. information processing may differ depending the technology from which the information comes  
(de Kerckhoff)
  3. a new reality to our culture (Postman)
  4. possible conflict (Innis/Manley)
- 

Perhaps we are unsure of the legitimacy of these four issues; perhaps they are merely grist for speculation, debate and, maybe even a few interesting stories. I believe, however, that in the last area I will highlight we know well its legitimacy. That we are in an information age made more apparent through use of the newer information technologies and that this information age is substantially different from the world we experienced growing up, learning and becoming teachers, is not a matter for speculation or debate. In his book *Being Digital*, Nicholas Negroponte describes the world of our young people as the last three days of January. The explanation for this metaphor goes like this:

You remember the story of the salary of a “penny a day” for a month where the stipulation is that the salary is doubled each new day from the one before? If the month were January, then from January 1 to the 31st, a person would earn 21 million dollars; if, however the month were February, then, from February 1-28, the person would only earn 2.6 million dollars — poor soul!! Negroponte’s point is that we are in the last three days of January when it comes to the spread of new information through our new information technologies — the difference between 21 million and 2.6 million.

Negroponte predicts that, once we’ve determined how to collect money over the Internet in a secure way, we’ll be in an age of instant millionaire authors. All that authors will have to do is distribute their writings through the Internet and charge, maybe \$1.00 for each time someone wants to download. If only 1 million of the current 30 million Internet users download the author’s work, there will be a cool million for him or her — and none of that would go to publishers!!

Negroponte says that some people believe there is an issue around the information rich and the information poor but, in fact, the bigger issue is one of generational literacy; that is, our children under-

stand how to access information and we do not. Peter Cochrane captures this concept well when he says, “Imagine a school with children who can read and write and with teachers who cannot and you have a metaphor for the Information Age in which we live.”

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**Let me just highlight the five issues I’ve spoken of:**

1. more new information technologies (Ravitch)
  2. information processing may differ depending the technology from which the information comes  
(de Kerckhoff)
  3. a new reality to our culture (Postman)
  4. possible conflict (Innis/Manley)
  5. increased flow of information and generational literacy  
(Negroponte)
- 

An overriding message from all these writers is that, yes, information technology is here and, yes, it is having an intrusive effect in every part of our lives and those of our young people. Given that, we need to approach information technologies with the attitude that they are here, **they are here to stay and they are here to stay in ever-changing formats.**

So, how do we begin thinking about what we do professionally within the context of what we know of these issues? Our “traditional” approach in education goes something like this:

Common advice from horse trainers includes the adage, “If the horse you’re riding dies, get off.” Seems simple enough, yet, in the education business we don’t always follow that advice.

Instead, we often choose from an array of other alternatives which include:

1. Appointing a committee to study the horse.
2. Arranging to visit other sites where they ride dead horses more efficiently.
3. Comparing how we’re riding with how we did 10 or 20 years ago.
4. Complaining about the state of horses these days.
5. Blaming the horse’s parents.
6. Trying to resuscitate the horse.

Negroponte would call this bureau-crazy’s typical response to change; we change by thinking

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and doing incrementally, building on what has been in the organization rather than what could be, **irrespective of the organizational way of doing things**. Negroponete would urge us to think orthogonally — that is, at right angles.

The first thing I propose we do — which to my way of thinking is slightly orthogonal — is to figure out where technologies fit our “belief windows.” In the latest issue of *Emergency librarian*, Kenneth Blanchard reminds readers about their belief windows and says:

The concept is simple: Each of us has a large invisible window in front of us through which we see the world. Written on each individual’s window are the guiding principles that a person holds dear; the principles that serve as a basis for directing each person’s behaviour throughout his or her own life. Examples include such beliefs as: “I work better alone.” “You have to expect the best from others to get it.”

An example of a belief window for the Association for Teacher-Librarianship in Canada is found in the “Students’ Bill of Information Rights” where it is stated that:

We believe that all students should have the opportunity to master the skills necessary to access information in print, non-print and electronic sources ... and that students should have the opportunity to develop the ability to evaluate, extract, synthesize and utilize ... data and information to expand their own knowledge base ... to enhance self knowledge ... to explore values and beliefs ... to think critically ... and to actively participate in decision making ....

My belief is that it is absolutely vital that information technologies and the related information literacy teaching must have a place — a valued place— within your belief windows. Once those beliefs are apart of us, as professionals, we will be able to parallel our actions to our beliefs, to “walk the talk” of information specialists. Ontario has out-lined what some of those actions will look like.

In its document, *Information literacy and equitable access: a framework for change*, the first clear action is that information must be provided in an equitable manner.

Secondly, library resource centres that provide learning materials and instruction must evolve to become information centres that provide and coordinate the sharing of information of all kinds. This means evolving from collection-based facilities to access-based services: from local and self-contained collections to global and interconnected information networks.

Thirdly, teacher-librarians must acquire advanced skills in information management and access. To take advantage of these opportunities for leadership, teacher-librarians need to re-evaluate their skills and, if necessary, acquire the training they need to meet the information literacy needs of both students and teachers.

Finally, teacher-librarians must broaden their focus from teaching students to helping teachers integrate information skills into the classroom curriculum.

Pretty tall order, eh? The response to what we know of students and technologies is that:

- LRCs must evolve into information centres;
- teacher-librarians need to be involved with new learning;
- teacher-librarians need to empower classroom teachers;
- access to information must be provided equitably.

I read the Ontario document over a few times and thought about the underlying belief window and the four action statements for teacher-librarians. Then I went to talk my Director of Education, Mrs. Pat Dickson. We talked about my recent readings and the Ontario document, then I asked her how she thought teacher-librarianship could be developing. To provide you with a context for her answers, let me just tell you the following about the Saskatoon Board of Education. We have:

- 8 high schools, 41 elementary schools, 22000 students, 2000 staff;
- professionally and paraprofessionally staffed LRCs in each school;
- a wide-area computer network on which library automation is mounted and through which access to the Internet is currently being implemented in an equitable and stable manner.

Mrs. Dickson reminds us that there are things we must do no matter what technologies are in place; these include:

- one must be invitational;
- there must be infrastructure in place.

She reminds us that policy, staffing regulations, facilities, staff development, staff supervision, committees, documents and methods for sharing resources need to be in place. However, to make the transition into the world of information technologies, other actions must be taken and these involve:

- extensive training;
- increased school division resources;
- understanding the benefits;
- be seen to be critical to the school;
- Invite ... Invite ... invite!

Mrs Dickson emphasized the need for training. We, as teacher-librarians need to be the people who do not phone the computer people and ask, when it says on the screen to press any key, "Where is the 'any' key?" We need to be the people who, when a teacher comes in and says he's been pressing the foot pedal on his computer and nothing happens, do not laugh uproariously while we're explaining that the foot pedal is really a mouse that belongs on top of the table!! Now I don't mean by this that we must become computer technicians — not at all — but we can't be helpless!

More importantly, we need to be the people who know how to teach students and teachers to work with the information that is now available to them through our newer information technologies. Negropte reminds us that *TV guide* has been known to make larger profits than all four television networks combined, suggesting that the value of information about information can be greater than the value of information itself. So what do you think about becoming the *TV guide* of the school? Such action would surely demonstrate value and benefits to students, something we know we must continue to do. Such action would also answer the need for filters that de Kerckhove speaks of and, because we are the information specialists, it means that we can instruct in the area of information literacy with the full knowledge of how that instruction must be tailored to the way that students receive and process information from the various technologies.

We know that student processing of information differs depending the technology on which that information comes. We must use our areas of specialty as teachers and as information specialists to teach information literacy skills to students in a way that respects the differing characteristics of print and

non print technologies and that respects the right for readers and for researchers to choose the medium best suited for the information they are seeking. By teaching teachers, empowering teachers and learning ourselves, we can be part of the solution to the issue of "generational literacy."

Mrs Dickson also speaks of the need to be "perceived as being critical to the school." You'll remember that Tom Peters' adage: "perception is all there is — manage it!!" So, when someone comes to us and says, "The data are in the computer and there they sit!", we need to be responsive in our actions to teach how to retrieve those data in a useable form!! We need to demonstrate this responsiveness not just to our students and teachers on a daily basis but also to parents, trustees, superintendents — to anyone out there who thinks they know what goes on in schools today and who, maybe, needs to learn that schools are, in fact, different today than they were in our parents', or even our day, and who also needs to know that teacher-librarians are not librarians, nor do they spend the entire day managing a facility and reading stories to children. Teacher-librarians are teachers, first, who, through their teaching, attend to the information literacy needs of students. We need that message out there.

How do we know if we're being perceived as we want to be? In his book, *The pursuit of WOW: every person's guide to topsy-turvey times*, Tom Peters tells us that the three Rs for the 90s are:

**Reputation  
Resumé and  
Rolodex**

He says, "Today you are as good as those who swear publicly by your work, (reputation) the skill and results you can confidently and concisely talk about (resumé) and the number of contacts you maintain in your professional sphere of influence (rolodex/ daybook)." What does your daybook look like? Does it reflect reputation, resumé and rolodex? Are you specifically and conscientiously working on these three Rs?

The final thing that Mrs. Dickson reminds us of is the need to invite, invite and invite again. This is not just our need but a shared need for all those within the educational community. I'm reminded of a poster which Peters described of twelve dogs in a row. The first eleven are standing even though the caption underneath says "sit." The 12th is sitting.

The caption under the poster says, "Some messages need to be repeated a few times."

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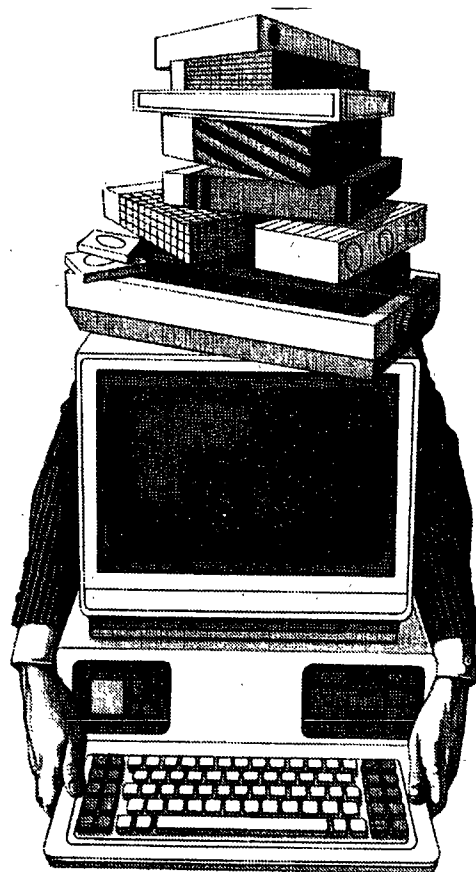
**So — what are our issues?**

1. more new information technologies (Ravitch)
  2. information processing may differ depending the technology from which the information comes (de Kerckhoff)
  3. a new reality to our culture (Postman)
  4. possible conflict (Innis/Manley)
  5. increased flow of information and generational literacy (Negroponte)
- 

And what do we need to do? ... we put on our life-long learning hats and:

- we learn
- we teach
- we invite

This is our challenge. We are in an incredible time and a time that is absolutely perfectly suited for who and what we are as professionals. Let's be sure we know, and our audiences know, that we are absolutely perfectly suited for this information age!



■ Risk! Risk anything!  
■ Care no more for the  
■ opinion of others,  
■ for those voices.  
■ Do the hardest  
■ thing on earth  
■ for you. Act for  
■ yourself. Face the  
■ truth.

Katherine Mansfield (1888-  
1923), New Zealand-born  
British author.

**SCHOOL OF LIBRARY, ARCHIVAL AND  
INFORMATION STUDIES  
UNIVERSITY OF BRITISH COLUMBIA**

**WORKSHOP ANNOUNCEMENT**

**“Advanced Searching on the World Wide Web”**

This four hour, hands-on workshop will focus on the resources available through the World Wide Web for advanced information retrieval. In addition to strategies for finding traditional WWW files (such as Web pages, software, e-mail addresses, etc.) special attention will be paid to searching for information which until recently has been available only through database providers such as DIALOG.

Participants will benefit from having used the World Wide Web and on-line databases.

**The Workshop will include:**

- A survey of recent trends in accessing information through the WWW
- An introduction to the different “search engines” used to find information on the Internet
- An introduction to using the WWW to access information available through traditional database providers

**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

<b>When</b>	Saturday, October 26, 1996, 9 a.m. to 1:00 p.m.
<b>Where</b>	School of Library, Archival and Information Studies, UBC
<b>Cost</b>	Before September 27    \$70 After September 27    \$85
<b>To Register</b>	Call (604) 822-2404; Fax (604) 822-6006; E-mail: slais@unixg.ubc.ca



FEATURED IN THIS ISSUE



## JOIN THE BCTLAFORUM!

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

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

### To join you will need:

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

### STEPS TO FOLLOW:

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

### TO SEND A MESSAGE:

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

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

Learning carries with-  
in itself certain dan-  
gers because out  
of necessity one  
has to learn from  
one's enemies.

Leon Trotsky (1879-1940),  
Russian revolutionary.

The radical invents  
the views. When he  
has worn them out  
the conservative  
adopts them.

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

# FOLLOW YOUR DREAMS: STAY IN SCHOOL POURSUIS TES RÊVES: CONTINUE L'ÉCOLE

by PENNY BLAND, teacher-librarian, Fairview Elementary School, SD #42 (Maple Ridge).

*Editors note: This project won first prize in A&E Television Network's 1996 Teacher Grant Competition*

## LEARNING OBJECTIVES

Cooperative program planning and teaching between Fairview Elementary School's teacher-librarian, Penny Bland, and Philippe Grégoire, Grade 6 Late French Immersion teacher, resulted in the following national award-winning project.

The main focus of the project was to implement the British Columbia Ministry of Education's new "Personal Planning K-7" curriculum by developing a "Career Awareness" teaching unit. This curriculum introduces concepts of career planning and relates various career choices to students' personal interests and abilities. It emphasizes goals and how to achieve them.

Our learning objectives were that students would:

- develop an understanding and appreciation of personal characteristics and how these relate to potential careers
- access career information (using research and interviewing skills) and assess this information as it related to their personal interests and goals
- identify a career that matched their skills and abilities
- use home, school and community resources to meet their goals
- analyze how family, peers, community, and mentors contribute to personal career plans
- identify and cluster a range of career opportunities, including non-traditional roles
- develop an understanding of the academic, teamwork, and personal management skills needed to succeed in the workplace
- improve their French and English oral and written skills
- develop a healthy self-esteem and confidence
- reflect upon their learning experiences in their journals
- recognize the educational and work achievements of others
- use an effective style of presentation for their career displays
- build connections between school curriculum and their personal lives

- increase their motivation to stay in school
- view education as relevant to their individual goals
- build their teamwork, interpersonal and problem solving skills through practice relating to peers, high school mentors, teachers, and adults
- work cooperatively to contribute to a project of social significance for their classroom, school, community, country, and the world

## PROJECT DESCRIPTION

This project began with our Grade 6 Late French Immersion students watching the A&E program entitled *You can do anything: reaching your dreams*. This video not only motivated our students to determine their own dreams, but also made them aware that, to make their dreams come true, they had to stay in school.

An outline of the components of this bilingual project follows:

### 1. CAREER RESEARCH

Students researched a career of their choice by developing an awareness of the skills required, and education needed, to pursue that career. This was done using standard research techniques, higher education calendars and pamphlets, and, above all, interviewing people actually engaged in their chosen fields.

### 2. CAREER FEST

They celebrated their learning by creating a bilingual visual display of their chosen career and sharing it with other students, administrators, parents, district staff, and community members during our "Career Fest".

### 3. TRAVELLING ROAD SHOW

To mark Education Week in British Columbia, they participated in a "Travelling Road Show" where they took their displays "on the road" to schools in other British Columbia communities.

#### **4. HIGH SCHOOL MENTORSHIP PROGRAM**

Throughout the project, local grade 11 French Immersion students volunteered to work with our elementary Late French Immersion students to meet the goals of this project. This elementary/secondary school partnership was a great success. The secondary students fulfilled two main roles. First, they acted as mentors for groups of elementary students while they prepared their research reports and displays. They also gave introductory keynote addresses during our "Career Fest" and our "Travelling Road Show" presentations.

#### **5. GUEST SPEAKERS**

During the project, we hosted many guest speakers who spoke to the students about their own careers and the importance of schooling.

#### **6. BOOKMARK CAMPAIGN**

As the students' interests expanded, so did our project. Students designed and distributed Bilingual School Is Cool/L'Ecole Est Cool bookmarks with quotations that we obtained from Canadian role models and dignitaries, even including the Prime Minister of Canada.

#### **7. PROMOTIONAL SPOT ON ROGERS COMMUNITY 4**

Our students (thanks to Rogers Cablesystems) wrote and filmed their own bilingual video which was broadcast on our local community TV channel.

#### **8. TWINNING EFFORT WITH ST. BRUNO, QUEBEC**

Students participated in a bilingual letter-writing project with our twin city of St. Bruno, Quebec.

#### **9. INFORMATION HIGHWAY - CANADA'S SCHOOLNET**

Our students published bilingual essays and poetry on SchoolNet's Special Needs Education Network website to spread their Stay in School/Continue L'Ecole message to other students across Canada and, indeed, around the world.

### **ATTITUDE CHANGES**

Through community-based learning experiences, our students developed personal goals and a broader context for learning. They examined their personal dreams against reality by evaluating the viability of their plans.

Students began to see the relevance of their school curriculum and educational decisions in relation to their future career/life plans. They built connections between their school studies and their personal lives.

They developed an awareness of answers to such questions as:

- "What careers match my skills and abilities?"
- "What am I going to do after I leave high school?"
- "What education do I need to fulfill my goals?"

Many students changed their choice of careers during the project as a result of a deepening awareness of self and the world of work.

By working with high school mentors and visiting a local secondary school, our students felt less intimidated by the thought of going to high school. Their success in the many endeavours involved in this project built their self-esteem and confidence.

To illustrate the attitude changes experienced by our students, some comments from the students themselves would seem appropriate:

"It changed my attitude totally. Now I feel differently about school."  
by Breanna

"This project helped me make goals and find out what I want to do in life."  
by Brenda

"I learned that even though I'm only in grade 6, I need to start thinking of a realistic future. Do I want to go to college? Do I want to go to university? What kind of job do I want? Do I want to be around people? Do I want to be part of a team? Do I want to work with animals or machines? I learned that, if I'm going to succeed in life, I'm going to have to work hard."  
by Marie

"It gave us a good chance to learn our skills and start to think about career ideas early on in life, instead of thinking about it when we're 20. Also, we have a better idea of what the career we are thinking about is like."  
by Katrina

## **COMMUNITY INVOLVEMENT**

For the purposes of this project the concept of "community" includes, not only the municipality of Maple Ridge, but also the neighbouring communities of Pitt Meadows, Port Coquitlam and Vancouver, our twin city of St. Bruno in Quebec, and Canada as a whole. Pursuing partnerships with community members was vital to the success of this project.

The following summary illustrates our involvement in the community:

### **1. INTERVIEWING PEOPLE IN OUR COMMUNITY**

As part of their research project, students interviewed community members about their careers.

### **2. SECONDARY SCHOOL MENTORSHIP PROGRAM**

A valuable component of this project involved our elementary school students working closely with Maple Ridge Secondary School students. This high school is the one that our students will attend when they enter grade 8. Through their partnership with our students, the high school students earned part of the Work Experience component of their studies, as mandated by the B.C. Ministry of Education.

### **3. GUEST SPEAKERS**

We welcomed various guest speakers from our community to give the students first-hand knowledge of the training and education required for various jobs.

### **4. SUPPLIERS**

Materials used for our project were purchased from suppliers in our local community.

### **5. DONATIONS**

Our local Maple Ridge Community Credit Union kindly donated pens and notepads to enable visiting students to take notes during our Career Fest presentations.

### **6. CANADIAN PARENTS FOR FRENCH**

We worked closely with the Canadian Parents for French organization to promote French Immersion programs within our district.

### **7. FRENCH IMMERSION WEEK**

We took an active role in our community's celebration of French Immersion Week by initiating a "Bonjour St. Bruno" letter-writing campaign to Maple

Ridge's sister city in Quebec. This was an effort on the part of our students to promote national unity by building bonds of friendship.

### **8. SECONDARY SCHOOL "CAREER SPOTLIGHT" DAY**

This career day was attended by 250 secondary school students. As a result of our participation in this project, our elementary school class was also invited to attend. Students listened to keynote speakers and then selected 3 sessions where they had a chance to hear career presentations given by professionals from the Maple Ridge area. This was an exciting event for our students because they actually participated in an event geared for high school students.

### **9. EDUCATION WEEK IN BRITISH COLUMBIA**

To celebrate Education Week in British Columbia, our students took their displays to neighbouring communities. The theme for Education Week, "Today's Schools Prepare Students for Tomorrow's World", was certainly appropriate for a project such as ours.

### **10. ROYAL CANADIAN MOUNTED POLICE**

Our school liaison officer was invited to give a keynote address at our Career Fest. She also visited our students' displays and provided students with information about a career in the R.C.M.P.

### **11. DISTRICT EDUCATION OFFICE**

School District administrators were invited to speak to the students about the importance of staying in school. They also toured our students' Career Fest displays.

## **SCHOOL INVOLVEMENT**

Our involvement in school activities is listed below:

### **1. CAREER FEST**

Students set up their career display boards in our school's multi-purpose room. They acted as peer tutors to teach other students at our school about their chosen careers.

### **2. FRENCH SPIRIT DAY**

To celebrate our school's French Spirit Day, our students visited the various classrooms and offices to distribute bilingual "School Is Cool/L'Ecole Est Cool" bookmarks to all 471 students and 37 staff members.

### **3. SCHOOL NEWSLETTER WRITE-UPS**

Various components of our project have been written up in our school newsletters. These newsletters were distributed to all the parents.

### **4. INVITATIONS TO PARTICIPATE**

Other classes at our school have been invited to contribute essays and poetry to SchoolNet's Stay in School/Continue L'Ecole website.

## **PUBLICITY**

Our project generated publicity in the following ways:

#### **1. CANADA'S SCHOOLNET WEBSITE**

SchoolNet is Industry Canada's Internet-based service that provides on-line educational content for teachers and students. With the technical help of Keenan Wellar, Project Manager of SchoolNet's Special Needs Education Network, we initiated a bilingual Stay in School/Continue L'Ecole website targeted at Special Needs students across Canada who are at risk of dropping out of school. This provided us with an opportunity to have our project showcased nationally and internationally. Our project is interactive, allowing other students and teachers from across Canada, and indeed from around the world, to participate by submitting their own essays on a Stay in School/Continue L'Ecole theme.

#### **2. BOOKMARK CAMPAIGN**

Prominent Canadian role models, dignitaries, and local school district personnel were approached to add their personal motivational messages on student-designed School Is Cool/L'Ecole Est Cool bookmarks. These bilingual bookmarks will be distributed to every one of the approximately 1,000 grade 5 students in the district of Maple Ridge. This campaign will, hopefully, promote our Late French Immersion program to students who may choose to enter it next year.

#### **3. CHIEF EXECUTIVE OFFICER'S REPORT**

This project was written up in our school district's Chief Executive Officer's Report. This publication was circulated to every school in the district of Maple Ridge.

#### **4. NEWSPAPER COVERAGE**

- a. The Vancouver Sun - our students' work was published
- b. The Maple Ridge/Pitt Meadows News - photographer covered our Career Fest event

- c. Maple Ridge Times - student's essay was published and won a prize of 2 Vancouver Grizzlies tickets

### **5. PROVINCIAL FRENCH IMMERSION TEACHERS' JOURNAL**

A description of our project, along with photographs and student work samples, has been submitted for publication in *Inform'APPIPC*, a journal for the Provincial Association of French Immersion and Programme Cadre Teachers in British Columbia.

### **6. KIDS WORLD MAGAZINE**

Our students wrote letters to the "Your Turn" opinion section of Kids World, a national magazine circulated to Canadian elementary schools.

### **7. PROMOTIONAL SPOT TELEVISED ON ROGERS COMMUNITY 4**

Our Stay in School/Continue L'Ecole message was promoted by the airing of a student-made bilingual video on our local community TV station.

## **SPECIAL BENEFITS**

In a world of constant change, educators cannot afford to keep learning confined within classroom walls and textbook pages. In this project learning has taken place within a multiplicity of contexts--classroom, school, community, country, world. We used the A&E video *You can do anything: reaching your dreams* as a springboard to help students connect their learning in school with the demands of the working world and the expectations of society. When they recognize the relevance and applicability of education, students stay in school.

Traditionally, career development began in high school. But high school is too late to begin the study of a concern which is so central to our society: the need to Stay in School. The time to start is in elementary school to prevent high school dropouts. Such a message is more credible for our young people when it comes from their peers. In this project, students acted as advocates for a cause they believe in.

The bilingual nature of this project has made our message available to Canadians in both our official languages. As our Prime Minister Jean Chrétien so proudly stated during a recent visit to Vancouver, "Bilingualism helps define us...It makes Canada a special country".

To encourage students across Canada and around the world to Stay in School/Continue L'Ecole, we have made available (in English and in French) our students'

essays, along with inspirational quotes from prominent Canadians, on SchoolNet Special Needs Education website:

<http://schoolnet2.carleton.ca/sne/stay>

## CONCLUSION

It is our goal, as educators, to leave a positive long-term legacy with our students, enabling them to face the

many challenges they will meet as productive citizens of the 21st century.

One of our students summed up our project in this way: "It would be good if at least one person who was going to drop out stayed in school".

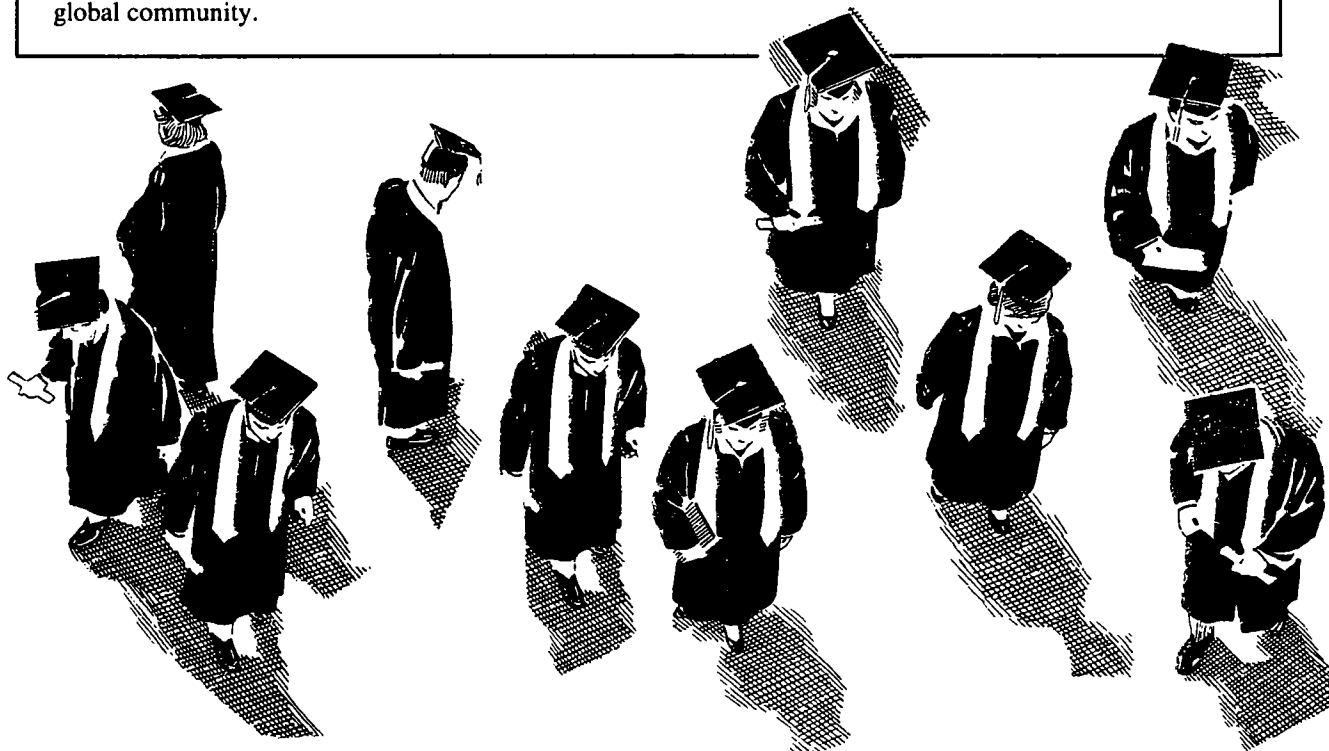
Indeed, if we have changed the course of at least one student's life in a positive way, then our efforts will have been worthwhile!

An E-Mail Message from  
Keenan Wellar, Project Manager  
SchoolNet's Special Education Network

As Project Manager of SchoolNet's Special Needs Education Network (SNE) I was grateful for the opportunity to become involved in the Follow Your Dreams: Stay In School project at Fairview Elementary School. This provided an ideal opportunity for the SNE to branch into an area of "special needs" that is often overlooked - the need for students to complete the schooling necessary to function as contributing members of society.

The "Stay in School" message can be difficult to get across. The challenges that face today's adolescents are not always easily understood. That is why I believe that the Follow Your Dreams project is so appropriate: it is youth speaking to youth. Further, by seeking to spread this message via the World Wide Web and the Internet, the staff and students have selected a very youth-friendly medium to deliver this serious and important message.

I congratulate teacher Penny Bland for taking the initiative, not only in generating this project, but in seeking to share the students' work with the world via the Special Needs Education Network. The student authors will now know that their work has meaning beyond the walls of their own classroom, which is sure to encourage hard work, as well as a sense of pride and accomplishment. In soliciting feedback from other students across Canada - indeed, around the world - they will gain a sense of their importance and responsibility as members of the global community.





BRITISH  
COLUMBIA

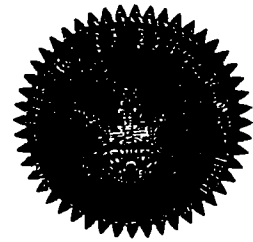
# *Certificate of Recognition*

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**Penny Bland**

*for outstanding achievement  
as a teacher-librarian*



*Mac Steta*

MINISTER OF EDUCATION, SKILLS AND TRAINING

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AUG 15 1996

DATE

# DINOSAURS: A LIBRARY-BASED MULTIMEDIA PROJECT

by PENNY BLAND, teacher-librarian, Fairview Elementary School, SD #42 (Maple Ridge).

*Editors note: This project won first prize in A&E Television Network's 1995 Teacher Grant Competition*

## DESCRIPTION OF PROJECT

Dinosaurs + Multimedia = A Winning Combination!

While Jurassic Park was a hit with moviegoers, this multimedia dinosaur project was a hit with Fairview students. Hands-on learning activities in the fascinating world of dinosaurs motivated our students and kept them excited about learning.

The project spanned 6 weeks. Multimedia stations were set up in the library. Primary students in Grades 1 and 2 were paired up with Intermediate buddies in Grades 4 and 5. Each cross-age pair rotated through 11 stations following the instructions on the activity cards.

The multimedia stations were:

1. A&E Research Videotape
2. Overhead Projector
3. Dance
4. Listening Centre
5. Modelmaking Math
6. Electronic Encyclopedia
7. Once Upon a Time Computer Program
8. Puppet Play
9. Laser Videodisc
10. Filmstrip/Cassette Player
11. CD-ROM

A project such as this one serves to encourage classroom teachers to make use of the wide variety of resources found in the school's library resource centre.

## OUR GOALS

During this unit, students will:

- learn factual information about dinosaurs
- read stories about dinosaurs
- work cooperatively
- use computers and audio-visual equipment responsibly
- solve problems

- do research using a variety of media resources (e.g., filmstrip, videotape, etc.)
- present projects in a variety of formats (e.g., transparencies, models, drawings, etc.)
- use technology independently
- learn "how to learn"

## SPECIAL BENEFITS

Parents were involved throughout the unit. They assisted the children with their station activities. They helped the children make dinosaur costumes and a giant dinosaur diorama. They visited our dinosaur display at the school's Science Fair. Parents also took their children to see our display at the local shopping mall and attended the "Dinosaur Day" celebration in the library.

At the school's Science Fair, the children shared their projects with students and teachers from other classes.

This project provided opportunities to get the community into our school and an opportunity to get our school out into the community.

The local newspapers advertised two events that were open to the public:

1. An Open House was held in the library during Education Week so that students could demonstrate their skills and knowledge to visiting members of the community of Maple Ridge.
2. A Mall Display provided school trustees, district administrators and members of the local community with an opportunity to view the children's work.

Our "Dinosaur Day" finale served to motivate the students throughout the project, since it gave them the opportunity to show their work to a "real" audience. Students' relatives and friends were invited to the library to share the students' successes. Dressed in handmade dinosaur costumes, the students demonstrated their audio-visual and computer proficiency and encouraged their guests to peruse their completed projects. Guests were then invited to the classrooms where cake and juice were enjoyed by all.

The school's principal presented each student with an award for "Enormous Effort".

This project encouraged children to pursue a career in science as evidenced by these comments: "I am looking for a career in science." "I think I would enjoy being a paleontologist because it might be fun digging for something that lived before us."

A survey of students' opinions of the project includes these comments from the children themselves: "It was enjoyable because me and my partner had to do it by ourself. I really enjoyed working with my buddy."

The children were quite proud of their independence and the fact that they had done most of the work themselves without much adult assistance. This enhanced their self-esteem and confidence.

The Dinosaur Multimedia Project was so popular that four other teachers asked to participate. By the end of the 1995-96 school year, 6 teachers and 135 students from Kindergarten to Grade 5 completed this project.

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## STATION 1 A&E RESEARCH VIDEOTAPE

1. Use the remote control to find your favourite parts of the A&E *Dinosaur!* videotapes. Press PLAY. Try the PAUSE button. Try turning the shuttle dial to the right to fast forward. Try turning the shuttle dial to the left to rewind.
2. When the timer rings, press STOP and HI-SPEED REWIND.
3. Print 3 different facts about dinosaurs that you learned from the videotapes.
4. Illustrate your facts.

## STATION 2 OVERHEAD PROJECTOR

1. Find a picture of a dinosaur skeleton.
2. Trace or copy it on a transparency using a felt pen.
3. Find a picture of the same kind of dinosaur showing the skin and outside features.
4. Copy it (the same size) onto your other transparency using a different colour felt pen.
5. Label the parts of your dinosaur.

6. Look at your drawings on the overhead projector.
7. Practise describing your drawings using the pointer to teach your partner what you learned. On your first transparency, talk about your dinosaur's bones. Put your second transparency on top and talk about how your dinosaur looked on the outside.

## STATION 3 DANCE

1. Listen to the song called *Dicky, Dicky Dinosaur* by Charlotte Diamond.
2. Rewind the tape. Follow along in the big book while you listen to the tape again.
3. Try to learn the words to the song.
4. Make up a dance to go with the words to the song.
5. Practise performing your song and dance routine.

## STATION 4 LISTENING CENTRE

1. Listen to the tape of the story. Follow along in the book.
2. Rewind the tape.
3. Do your book report.

## STATION 5 MODELMAKING MATH

1. Make a plasticine model of a dinosaur.
2. Measure the length of your dinosaur and record.
3. Weigh your dinosaur and record.
4. Mount your dinosaur on the paper.
5. Create a habitat (home) for your dinosaur.
6. Colour your drawing.

## STATION 6 ELECTRONIC ENCYCLOPEDIA

1. Put plastic caddy into CD-ROM drive.
2. Doubleclick on STW Mac.
3. Doubleclick on the picture called ENCYC.
5. Type DINOSAUR.
6. Press RETURN.
7. Doubleclick on DINOSAUR.
8. Click on the picture of the camera.

9. Doubleclick on the name of a dinosaur that you like.
10. Pull FILE down to PRINT.
11. Print the picture.
12. Print the dinosaur's name under the picture.
13. Close the two windows by clicking on the little square in the upper lefthand corner of each window.
14. Look at the information about dinosaurs. Write some facts about dinosaurs under your picture.
15. Pull FILE down to QUIT.
16. Pull FILE down to EJECT.

### **STATION 7 ONCE UPON A TIME**

1. Doubleclick on the computer program called *Once Upon a Time*.
2. Partners choose which dinosaurs to use in your picture.
3. Complete your picture with other graphics from the program.
4. Write a caption to describe your picture.
5. Print one copy for each partner.
6. Colour your picture.

### **STATION 8 PUPPET PLAY**

1. Make up a play about dinosaurs. Your play should have a beginning, a middle and an end. There should be a problem to solve in your play.
2. Ask your teacher to check your play.
3. Act out your dinosaur play.

### **STATION 9 LASER VIDEODISC**

1. Use the remote control to find your favourite parts of the laser videodisc. Try the SCAN button. Try the STILL/STEP button. Try the PAUSE button.

Try finding different chapters. Try finding different frames.

2. When the timer rings, press the REJECT button.
3. List as many facts as you can about dinosaurs that you learned from this laser videodisc.
4. Illustrate your facts.

### **STATION 10 FILMSTRIP**

1. Watch the filmstrip and listen to the cassette.
2. Choose your favourite dinosaur from the filmstrip.
3. Sketch your dinosaur.
4. Describe your dinosaur.
5. You may have time to find out about more than one dinosaur.

### **STATION 11 CD-ROM**

1. Press the button under the CD-ROM drive.
2. Put the CD-ROM in the drive.
3. Press the button to close the drawer.
4. Doubleclick on each picture of the dinosaur.
5. Click on CONTINUE.
6. Click on CONTENTS.
7. Click on GUIDED TOURS or DINOSAUR MOVIES.
8. Explore the CD-ROM. HAVE FUN!

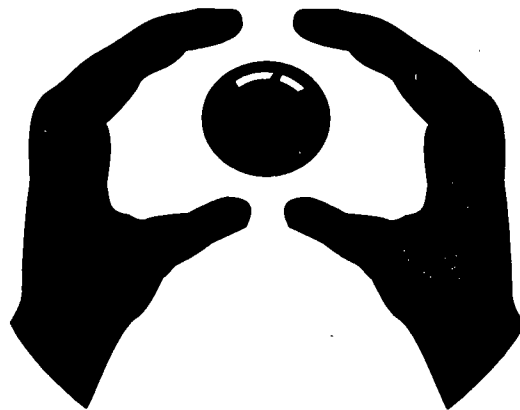
When you have finished,

1. Pull FILE down to QUIT.
2. Close the window by clicking on the little square.
3. Pull FILE down to PUT AWAY.
4. Put the disk carefully in the box.
5. Press the button to close the drawer.
6. Do the activity sheet.

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# CANADIAN BOOKS ARE AWESOME!

by PENNY BLAND, teacher-librarian, Fairview Elementary School, SD #42 (Maple Ridge).

*Editors note: This project won the 1996 William C. McMaster Award from Scholastic Canada.*

The main purpose of this project was to enrich students' learning experience by providing opportunities for them to enjoy the pleasures of reading and writing through a "hands-on" technology-based approach involving the use of Canadian resource materials.

The project spanned 5 weeks. Students in Grades 3 and 4 (ages 8-10 years), working in partner groupings, rotated through 12 multimedia stations.

The multimedia stations were:

1. Compact Disc Player/Electronic Keyboard
2. Overhead Projector
3. Television and Video Cassette Recorder
4. CD-ROM Electronic Book
5. Microsoft Works Computer Program
6. Big Book/Audio Cassette Player
7. Kidworks 2 Computer Program
8. Print Shop Computer Program
9. Video Camera
10. Filmstrip/Cassette Player
11. CD-ROM Electronic Encyclopedia
12. Videodisc Player

Electronic media were used in the following ways:

- Students used our school's fax machine to send in their book reviews to *The Vancouver Sun* newspaper. Four of the students were thrilled to see their writing actually published!
- Students contacted Canadian authors using the telephone and e-mail on the Information Highway.
- Students contributed to our school district's World Wide Web home page.
- Students used a scanner to view computer images of their artwork.
- Students used a digital camera to see computer images of themselves engaged in activities from this project.
- Students contributed to Children's Voice, Canada's SchoolNet teacher's list for publishing students' writing (sponsored by Industry Canada).

Students practised their writing skills in various ways. They wrote songs, poems, captions, book reports, letters to authors, rhymes, short stories, advertisements, puppet play scripts, biographies, notes, and descriptive paragraphs.

Students read from a variety of sources including: songbooks, poetry books, picture books, non-fiction books, encyclopedias, big books, filmstrip captions, electronic books, electronic encyclopedias, and videodisc captions.

By working cooperatively with a partner, students developed positive interpersonal relationships, positive self-concepts, new friendships, positive attitudes towards learning through interaction, and respect for people from diverse backgrounds and with diverse abilities. They were able to assist each other by working together to operate the equipment and to improve their comprehension, vocabulary and spelling. Their creativity was enhanced by working as a team to complete open-ended learning activities.

After an initial orientation session where I taught them how to operate the audio-visual and computer equipment, the children worked independently to complete the assigned tasks. They were self-motivated to take control of their own learning. Their self-confidence increased as they experienced success with technology. A survey of students' opinions about the project included these comments from the children themselves:

"It was so cool because I got to use the machines"  
"I enjoyed being able to use the equipment" "Using the machines made learning fun".

Curricular integration was an important feature of this unit with activities involving the following subject areas: Language Arts (reading, writing, listening, and speaking), Art, Music, Dance, History, Geography, Physical Education, Drama, Media Skills, and Technology.

The learning process at our school has been revolutionized by electronic media. Through the use of technology, our students have been able to share their thoughts with a wider audience, motivating them to

improve their writing skills. Indeed, two of the children's mothers reported that their sons have been inspired to pursue a writing career as a result of their participation in this project.

As teacher-librarian, I designed the project and worked cooperatively with many of our classroom teachers to make this project available to approximately 100 students in 4 different classrooms from Grades 2-4.

The latest in technological advancements available at our school were used to enrich our students' learning environment and to develop their love of learning. Technology was certainly a powerful motivator.

The information that our children take in from the books that they read and the media that they see helps them develop an image of their Canadian identity. By basing this project on Canadiana, it is my hope that our students' identity as Canadians has been strengthened. We have much to be proud of in this wonderful country of ours. It is our duty as educators to increase students' awareness of and appreciation for the incredible talent of Canadian authors and illustrators.

Fairview students and teachers have been motivated to learn more about how educational technology can be used to foster our love of reading, writing and learning. We have indeed discovered that CANADIAN BOOKS ARE AWESOME!

## **WORLD WIDE WEB**

To assist other teachers across Canada and around the world, I have made this project available to them via the World Wide Web:

<http://www.schdist42.bc.ca/ProjectInfo/FairviewProjectDescription.html>

It is my hope that they can adapt the activities to meet their specific needs depending on the technology available to them in their particular schools.

## **MULTIMEDIA STATIONS**

1. Compact Disc Player/Electronic Keyboard - Songwriting
2. Overhead Projector - Poetry
3. TV/VCR - Plasticine art - Captioning
4. CD-ROM Electronic Book - Book report
5. "Microsoft Works" program - Letter to author

6. Big Book/Tape Kit - Rhymes - Song & dance
7. "Kid Works" - Write, paint & talk - Short story
8. "Print Shop" program - Advertisement
9. Puppetry using Videocamera - Script
10. Filmstrip/Cassette - Biography
11. CD-ROM Electronic Encyclopedia - Non-fiction research - Notetaking
12. Videodisc - Descriptive paragraph

## **STATION 1 COMPACT DISC PLAYER/ ELECTRONIC KEYBOARD**

1. Look at the books by Raffi.
2. Choose your favourite book.
3. Find the same Raffi song on the compact disc.
4. Listen to the song.
5. Write the words to your own song.
6. Play your song on the electronic keyboard (with the headphones plugged in please).
7. Sing the words of your song.

## **STATION 2 OVERHEAD PROJECTOR**

1. Look at the Canadian poetry books.
2. Choose some poems that you like.
3. On an overhead transparency, write your own poem.
4. Decorate and colour your overhead transparency.
5. Think of a creative way to present your poem to your partner.

## **STATION 3 TV/VCR**

1. Set the timer for 10 minutes.
2. Watch the videotape about Barbara Reid until the timer rings.
3. Look at the artwork in her books.
4. Use plasticine to model your favourite picture.
5. Print a caption to tell about your picture.

## **STATION 4 CD-ROM — ELECTRONIC BOOK**

1. Go to computer #1.
2. Find your favourite CD-ROM .
3. Put the CD-ROM plastic caddy in the drive.
4. Doubleclick on the picture of the book.
5. Listen to the story.
6. Try clicking on different words and different pictures.
7. Try changing the settings under "Customize".
8. You can also change the font, size, style, and line spacing.
9. Experiment! HAVE FUN!
10. Pay attention to the:  
SETTING  
CHARACTERS  
PROBLEM  
HAPPENINGS
11. Complete your book report.

## **STATION 5 MICROSOFT WORKS PROGRAM — LETTER TO AUTHOR**

1. Go to computer #2.
2. Look at the poster for ideas about how to write a friendly letter.
3. Using Microsoft Works, write a letter to your favourite author. Remember to include:  
HEADING  
SALUTATION  
BODY  
CLOSING  
Tell why you liked the book. Ask some questions.  
Include suggestions or ideas for future books.
4. Take turns using the computer to write one letter.
5. Print your letter.
6. Sign your names.
7. Decorate your letter.

## **STATION 6 BIG BOOK/TAPE KIT— RHYMES**

1. Find the big book entitled *Sing a song of Mother Goose*.
2. Put the tape in the the cassette recorder.
3. Listen to the tape of the rhymes.
4. Rewind the tape.
5. Write the words to your own rhyme.
6. Play the tape again.
7. Make up a song and dance routine to go along with the tape. Sing your rhyme as you do your dance steps.

## **STATION 7 KIDWORKS**

1. Go to computer #3.
2. At this station you will find picture books by Canadian illustrators.
3. Doubleclick on KidWorks. Doubleclick on the pencil. With your partner write a story about your favourite picture book.
4. Use Story Player to listen to the words of your story.
5. Print 2 copies of your story.
6. Doubleclick on the paint palette. Design your own picture in the style of your favourite illustrator.
7. Print 2 copies of your picture.

## **STATION 8 PRINT SHOP PROGRAM — ADVERTISEMENT**

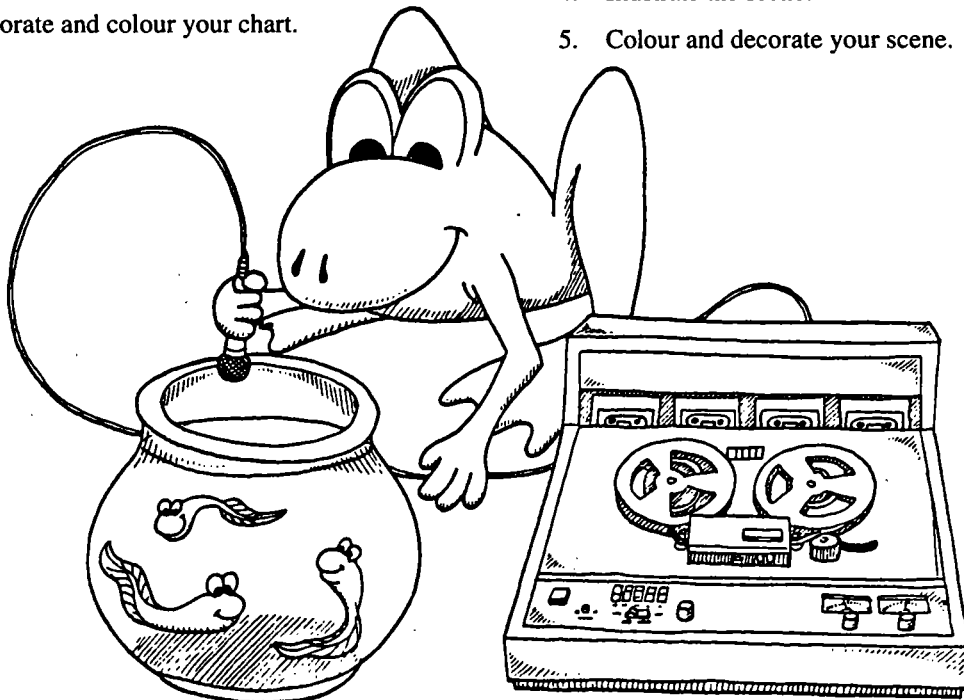
1. Go to computer #4.
2. Look through the Canadian books at your table.
3. Find your favourite book.
4. Using Print Shop, design an advertisement to tell people how wonderful the book is.
5. Your advertisement should include:  
TITLE OF BOOK  
DESCRIPTIVE WORDS  
A GRAPHIC  
A BORDER

## STATION 9 PUPPET PLAY

1. Look at the books and puppets at the puppet theatre. There are puppets of:  
A Mountie  
Jillian Jiggs  
Franklin
2. Make up a play using some of these characters.. Use the books at this station to give you ideas. Your play should have a beginning, a middle and an end. There should be a problem to solve in your play. Write the script for your play.
3. Ask your teacher to check your play.
4. Act out your play while a classmate videotapes your performance.

## STATION 10 FILMSTRIP/CASSETTE

1. Watch the Robert Munsch filmstrip and listen to the cassette.
2. Look at some of his books.
3. Complete your chart giving information under these headings:  
LIFE AND PORTRAIT  
BOOKS WRITTEN  
INTERESTING FACTS  
MY FAVOURITE BOOK BY ROBERT MUNSCH
4. Decorate and colour your chart.



## STATION 11 CD-ROM ELECTRONIC ENCYCLOPEDIA RESEARCH

1. Go to computer #5.
2. At your station, you will find many non-fiction books and encyclopedias written by Canadian authors.
3. Choose one topic, for example,  
ICE HOCKEY  
LACROSSE  
BASKETBALL  
ICE SKATING  
HAIDA  
INUIT
4. Using the Canadian Encyclopedia Plus CD-ROM, look for information about your topic.
5. On your activity sheet, write down 5 interesting facts about your topic.
6. Illustrate your report.

## STATION 12 VIDEODISC

1. Look at the books about Canada.
2. Find your favourite Canadian scene on The Vancouver Disc.
3. Write a paragraph to describe your favourite scene.
4. Illustrate the scene.
5. Colour and decorate your scene.

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- If you are already a reviewer, and wish to revise your data, also send in the form below

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- Science fiction \_\_\_\_\_ Mysteries \_\_\_\_\_ Humour \_\_\_\_\_ Picture Books \_\_\_\_\_ Drama \_\_\_\_\_  
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Photography \_\_\_\_\_ Gardening \_\_\_\_\_ Geography \_\_\_\_\_ History \_\_\_\_\_  
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5 - 1893 Tzouhalem Road, RR5, Duncan, BC V9L 4T6 or FAX: (604) 746 - 8715.**

# **CLOWNING AROUND: A STEP BY STEP APPROACH TO TEACHING CLOWNING FOR DRAMA 8**

by **JUDITH COFFIN**, teacher-librarian, Elgin Park Secondary School; **STAN ENGSTROM**, drama teacher, Elgin Park Secondary School; **KITTY KING**, drama teacher, Fleetwood Park Secondary School, SD#36 (Surrey).

**Goal:**

- To learn about the makeup, history, character types, and techniques of clowning.
- To learn how to create a clown routine

**Recommended Level:** Grade 8 Drama

**Length of time needed:** three (3) 70 minute periods in the library  
-5 weeks in class on a semester system based on a 70 minute period every day

**Materials needed:**

- Multiple copies of clown books. See bibliography.
- Handouts 1A-1K
- Box of hats
- Non-allergenic, water-soluble clown make-up, including clown white, black pancake, red pancake, green, orange, blue and purple.
- Face powder
- Paper towels
- Brushes
- Sponges
- Tissues
- Non-allergenic cold cream
- Hair bands
- Elastic bands
- Gauzy scarves for juggling (optional)

\*\*The research project in the library is an introduction to clowning and can be approached in two ways:

1. Each student completes five out of ten handouts and the teacher fills in the missing information through class discussion.
- or
2. Each group completes one handout and makes a visual and verbal presentation to the class

Both methods are included in this unit as Handout 1A.

### **Teacher Preparation:**

1. Teacher reserves the library for a minimum of three periods and alerts the teacher-librarian of the assignment.
2. Teacher-librarian gathers the appropriate library material listed in the bibliography.
3. Teacher photocopies a class set of the assignment Handout 1A
4. Teacher photocopies the appropriate number of Handouts 1B-1K so that each student can complete five out of ten handouts or one group can complete one handout.
5. Teacher-librarian creates and arranges the books/handouts at ten stations in the library.

### **Class Procedure:**

1. Teacher introduces the assignment outlined in Handout 1A to the class.
2. Teacher divides the class into ten groups.
3. Teacher-librarian arranges the ten stations in the library.
4. Teacher-librarian introduces the library books on clowns and the ten stations to the class.
5. Students work and complete the research on clowning in the library.
6. Teacher leads the following classroom activities following the library research.

### **Suggestions for Evaluation:**

1. Library assignment can be evaluated.
2. Classroom activities can be evaluated.
3. Clown scene can be evaluated.



## **Clowning Around Library Research Assignment**

### **Directions:**

1. You are to complete **five** of the following ten handouts.

Handout 1B	Clown Character
Handout 1C	Clown Makeup
Handout 1D	Clowns in History
Handout 1E	Circus Clowns
Handout 1F	Techniques of Clowning
Handout 1G	History of Clowns
Handout 1H	Clowns Today
Handout 1I	Props and Costume
Handout 1J	Clowning Routines
Handout 1K	Clowns in Film and Television

2. You will be given **three** periods in the library to complete this assignment.
3. Each handout is worth **20 marks**. The total library research assignment is worth **100 marks**.
4. You may complete one additional handout sheet for Bonus marks.
5. Please work independently on your research.

### **Handout 1A**

## **Clowning Around Library Research Assignment**

### **Directions:**

1. You have been assigned one of the following ten handouts.

Handout 1B	Clown Character
Handout 1C	Clown Makeup
Handout 1D	Clowns in History
Handout 1E	Circus Clowns

Handout 1F	Techniques of Clowning
Handout 1G	History of Clowns
Handout 1H	Clowns of Today
Handout 1I	Props and Costume
Handout 1J	Clowning Routines
Handout 1K	Clowns in Film and Television

- Please answer the questions on the Handout using the appropriate books.
- Please summarize your answers in concise sentences/paragraphs and place them on a poster.
- Please illustrate your paragraphs with pictures and drawings.
- You will be given three periods to complete the research.
- You will be required to make a short presentation to the class.
- Your project will be evaluated in the following manner:

Research	40 marks
Poster	30 marks
Class Presentation	30 marks
Total	100 marks



### Handout 1B

#### Clown Character

- What are the three general character types for clowns? 3 marks
- Describe each character type briefly. (2 marks each) 6 marks
- Why is it important to have your own unique clown character? 3 marks
- List four things you can do to help find your own clown character. 4 marks

5. Look at the questions that you might ask yourself in writing a clown biography. List the four questions that you think would be most important to answer for a biography. 4 marks

Total 20 marks

**Suggested Books:**

*Creative Clowning*. Chapter 2.  
*Clowns for Circus and Stage*. Chapter 4

**Handout 1C  
 Clown Makeup**

1. Choose one of the main types of clown characters, and describe the step by step application of the makeup for that character. 5 marks
2. Name the three differences between a White Face makeup and an Auguste character makeup. 3 marks
3. Why do clowns copyright their makeup designs? p. 110 1 mark
4. List 13 items (besides makeup) needed to apply and remove clown makeup. 3 marks
5. Why do clowns use makeup? Give 3 reasons. p. 36 *Be a Clown* 3 marks
6. From the facial makeup features on the back of this handout, choose one set of eyebrows, cheeks, tears and one mouth and nose. Trace or draw the features you chose to make a clown face. 5 marks

Total 20 marks

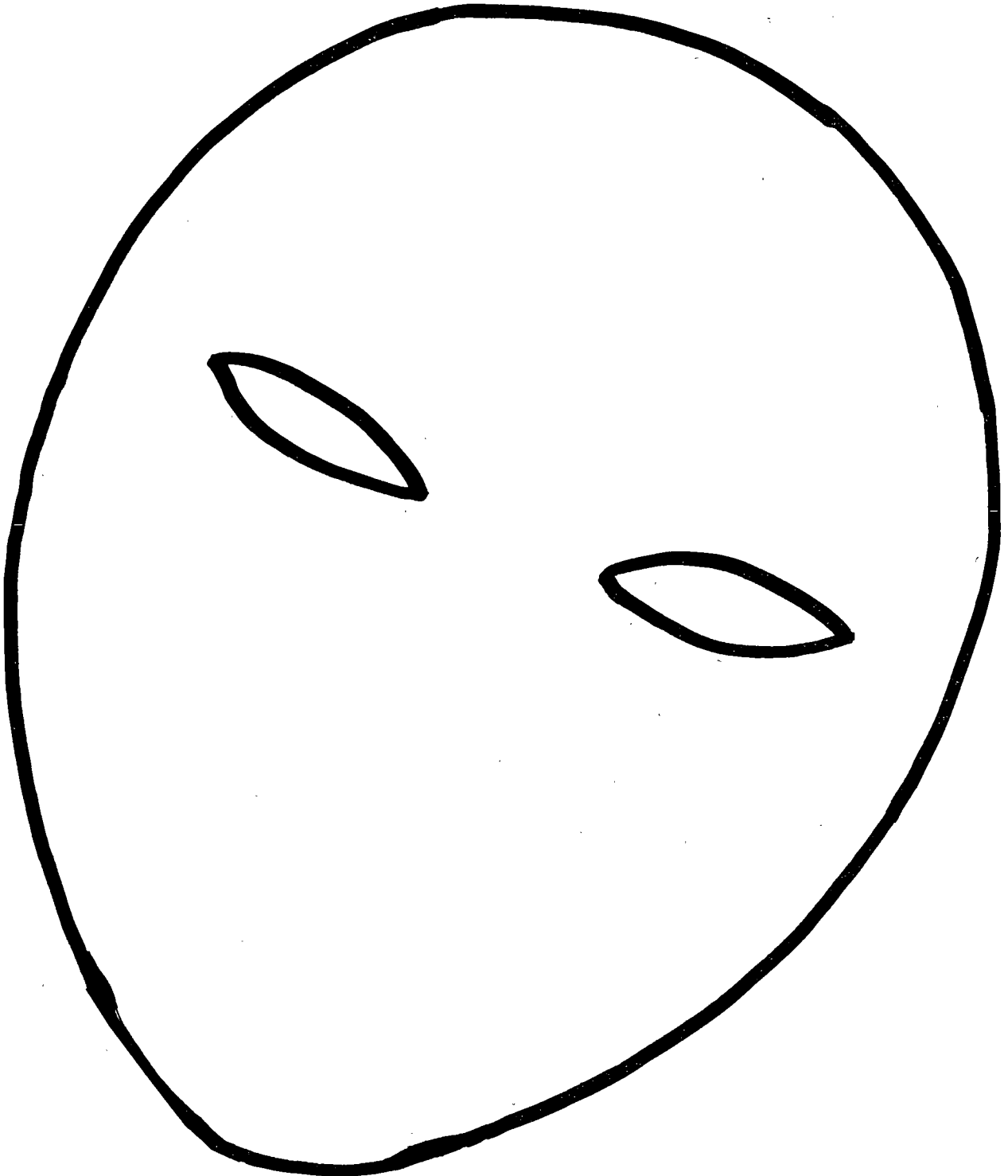
**Suggested Books:**

*The World of Clowns*. Chapter 7  
*Strutter's Complete Guide to Clown Makeup*  
*Be A Clown*

## Handout 1C

### Clown Makeup

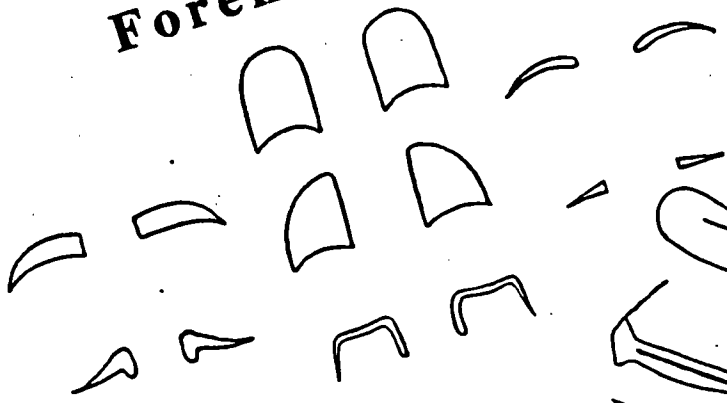
Please choose clown makeup that you like from the pictures attached. Draw the clown face on the figure below. Please use coloured pencils.



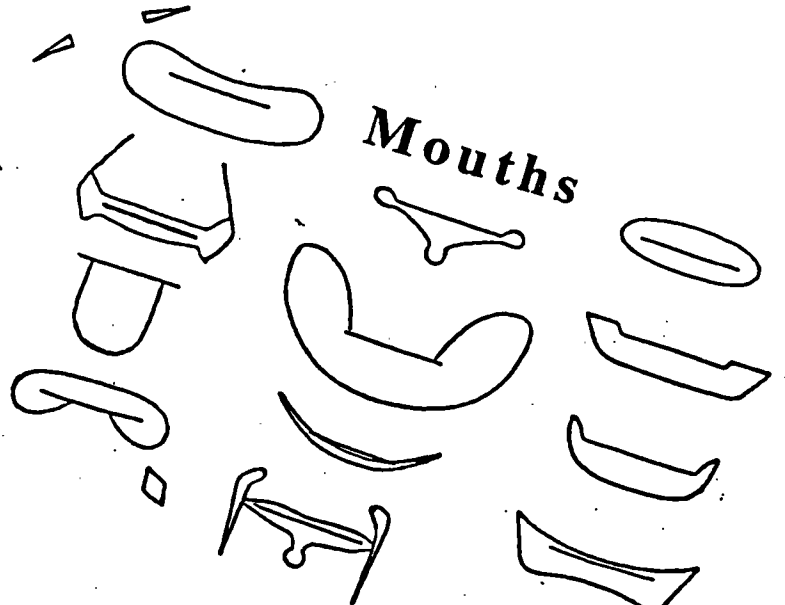
**Noses**



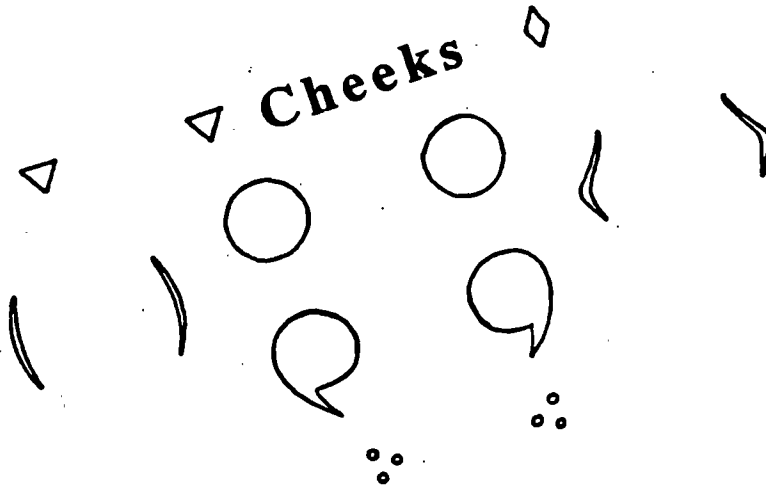
**Foreheads**



**Mouths**



**Cheeks**



**Tears**



## Handout 1D

### Clowns in History

1. Why is a circus clown called a Joey? 1 mark
2. Describe how Grimaldi worked with the audience. 3 marks
3. What did Grimaldi often make fun of? 1 mark
4. Why was Grimaldi crippled by the age of 45? 1 mark
5. Describe one of Emmett Kelly's classic gags. 2 marks
6. What was the secret of Kelly's success in these gags? 1 mark
7. Why did Emmett Kelly refuse to wear Willie's makeup in Hollywood? 1 mark
8. Choose one of the clowns in *Cavalcade of Clowns* and write a paragraph about their history. Include how he got started in clowning, a description of his clown, and an example of his routines. 10 marks

Total 20 marks

Suggested Book:

*A Cavalcade of Clowns*

## Handout 1E

### Circus Clowns

1. What did P.T. Barnum say were the two pegs that you hang the circus on? (Chapter 5) 2 marks
2. Why do circus clowns get first seating at meals? 1 mark
3. Explain where the expression 'Clown Alley' came from. (Chapter 5) 2 marks
4. Why were the first circus clowns called carpet clowns? See p 23. 3 marks
5. How were the carpet clowns dressed? 2 marks
6. What was the purpose of the carpet clowns? See *The World of Clowns* p. 23 2 marks

- |     |  |         |
|-----|--|---------|
| 7.  | Describe a circus clown's trunk.<br>See <i>The World of Clowns</i> . chapter 5 | 3 marks |
| 8.  | What does it mean to work "high"? (p. 59)                                      | 2 marks |
| 9.  | What does it mean to work "low"?   | 2 marks |
| 10. | What is a "producing" clown?   | 1 marks |

Total 20 marks

Suggested Book: *The World of Clowns*

### Handout 1F Techniques of Clowning

- |     |   |          |
|-----|---|----------|
| 1.  | Describe how to do a drunk walk.  | 1 mark   |
| 2.  | Describe how to do a young walk.  | 1 mark   |
| 3.  | Describe how to do a dumb walk.   | 1 mark   |
| 4.  | Describe how to do a old walk.  | 1 mark   |
| 5.  | Describe how to do a cunning walk.  | 1 mark   |
| 6.  | Describe how to do an alert walk.   | 1 mark   |
| 7.  | What is the origin of the word slapstick?                                 | 2 marks  |
| 8.  | Why is it more important to think like a clown than to look like a clown? | 2 marks  |
| 9.  | What does Red Skelton say are the basic steps of winning comedy?          | 2 marks  |
| 10. | What are the ten basic rules of a comedy slap?                            | 6 marks  |
| 11. | Why is timing so important in comedy?                                     | 1 mark   |
| 12. | What is a running gag?  | 1 mark   |
|     | Total   | 20 marks |

Suggested Book: *Be a Clown*

## Handout 1G History of Clowns

1. Describe a typical costume for a court jester. 2 marks
  2. What are three distinctive elements of the Commedia dell'arte? 3 marks
  3. Name seven techniques used in the Commedia dell'arte. 7 marks
  4. What are five Commedia dell'arte characters? 2 marks
  5. Name three things that are revealed about clowns from the photograph on page 53 in *The Book of Clowns*. 3 marks
  6. Name one female character in the Commedia dell'arte. 1 mark
  7. How was clowning kept alive in the Middle Ages? *Here Come the Clowns* 2 marks
- Total 20 marks

Suggested Books: *The Book of Clowns*, *Here Come the Clowns*

## Handout 1H Clowns Today

1. Describe one unique feature (other than costume) for each of these three modern clowns:
  - a) Charlie Chaplin
  - b) Harold Lloyd
  - c) Buster Keaton6 marks
2. Compare the pictures on page 53 and 120 in *The Book of Clowns*. Describe how people got involved in the circus in the past. How do they get involved today? 2 marks
3. Name three famous circus schools and give their locations. 3 marks
4. When did women begin to appear in the circus as clowns? 1 mark

5. Name one female clown working with a circus today? 1 mark
6. List at least ten possible jobs available for clowns today. See *Creative Clowning* chapter 18 5 marks
7. Choose one type of clowning job. Give two reasons why you would prefer the job. 2 marks

Total 20 marks

Suggested Books: *The Book of Clowns* pp. 114-126, *Creative Clowning*

### Handout 11 Props and Costumes

1. Name three everyday objects that could be used as props in a clown routine. 3 marks
2. What would make a prop funny? 1 mark
3. Give two reasons for using oversized props. 2 marks
4. Define 'comic inventiveness'. 1 mark
5. Define 'mistaken identity'. 1 mark
6. Why is a clown's hat so important? 1 mark
7. Name five different hats that a clown might use. 5 marks
8. Why should you not use a store bought costume for your clown costume? 1 mark
9. Explain why it is important to choose your clown costume carefully. 1 mark
10. How did Charlie Chaplin come up with his first costume? See *Be a Clown* page 29 3 marks
11. How do you make clown shoes from a pair of sneakers? 1 mark

Total 20 marks

Suggested Books: *Be a Clown* pp. 40-46 and pp. 22-32, *Creative Clowning* chapter 7

## Handout 1J Clowning Routines

1. What is the structure of a basic clown routine? 2 marks
2. Name the seven elements of comedy and clowning that would typically be in a clown scene. 4 marks
3. What are the eight steps in the process of creating a clown routine? 4 marks
4. On page 139 of the book *Clowns for circus and stage*, choose one of the five ideas for a new routine. Write an outline for a routine based on that idea. Use at least five of the elements of comedy and clown in your routine. Your outline should follow the structure of a basic clown routine. 10 marks

Total 20 marks

Suggested Book: *Clowns for Circus and Stage*. Chapter 15

## Handout 1K Clowns in Film and Television

1. Name four silent film clowns. 4 marks
2. Read chapter 1 in *Clowns for circus and stage*. Name three reasons why one of the following actors would be considered a clown.
  - a) Steve Martin
  - b) Robin Williams
  - c) Mr. Bean
  - d) Tom Hanks
  - e) Martin Short
  - f) Jim Carrey3 marks
3. Describe one of Charlie Chaplin's routines from the movie *The GoldRush*. 2 marks
4. Describe Buster Keaton's comedy style. 1 mark
5. Describe the comedy style of one of the contemporary actors such as Steve Martin, Robin Williams or Jim Carrey. 1 mark
6. Describe Harold Lloyd's style of comedy or clowning. 1 mark

7. What technical innovations in early movies severely restricted a clown's freedom?  
*Here come the clowns* p.182 2 marks
8. Name three contemporary female clowns in television or film. 3 marks
9. Name three contemporary male clowns listed in these books. 3 marks

Total 20 marks

Suggested books: *Here come the clowns*, chapter 10 and 11, *Clowns for circus and stage*, chapter 1, *The book of clowns*, p.117.

## CLASSROOM ACTIVITIES

### SUGGESTED WARM-UPS:

#### Stylized Mime Freeze

Mime Freeze is an effective warm-up because it demands complete focus from the students, and because it enables the teacher to monitor everyone's level of involvement. It is also adaptable. For instance, you can use it as a warm-up for character work by adding a brief character description before the mime activity is named.

The students number off in twos. The ones go to the 'onstage' areas while the twos form an audience. Students onstage are asked to spread out and imagine that there is an invisible wall around each of them, so that the other people onstage do not exist for them.

The rules are:

No talking

No laughing

Do not relate to the other people onstage

When "Freeze!" is called, you must freeze completely, including your eyes.

You must attempt to do a realistic mime.

(This last rule helps to avoid show-off behaviour, such as strangling the young child you are supposed to be playing with.)

The teacher calls out an activity, such as painting a chair, and everyone onstage proceeds with the mime. After they have had a chance to get involved in the activity (perhaps 30 seconds), the teacher calls "Freeze," at which point they all freeze immediately. Students can be eliminated at any time for breaking the rules, although it sometimes makes more sense to

keep everyone playing. Elimination is optional; as they improve, it can be nearly impossible to find someone to eliminate!

In order to make Mime Freeze 'stylized', begin with a demonstration of stylized movements. Look at your watch in realistic movements, then use your whole body to look at your watch, including legs, back, and facial expression. This is more entertaining and communicates more effectively to an audience.

The next step is to sidecoach as they do their mimes: "Pay attention to the movements you are using... be aware of how you use your back, shoulders, feet... now make all of your movements just a little bit bigger... bigger... now really huge! Use all of your body!... Freeze! Continue with the next activity. When both teams are finished, ask them which was more entertaining, the realistic mimes or the stylized mimes.

## 1. SLAPS, TRIPS AND FALLS

See *Clown for circus and stage* by Mark Stolzenburg

### a) slaps

- stress importance of safety - look to area where you will fall to see if there are any objects you may hit, including corners of tables, etc.
- don't actually touch the face - it smears makeup and it hurts
- many techniques can be used, but three are the most effective
- all techniques need to be practiced until the hit is effective and so fast that the audience does not expect it. **DON'T TELEGRAPH YOUR INTENTIONS TO THE AUDIENCE.**
- the reaction of the person being slapped must be huge for the illusion to be effective
  - i) put hand on upstage shoulder of person to be slapped. As you bring your downstage hand up to the face to make slap, take your hand off the upstage shoulder and slap moving hand against the hand from the shoulder. The person being slapped quickly jerks their head away to make audience believe the illusion.
  - ii) person slapping attacks with downstage hand and attackee moves upstage hand in front of the face, where the attacker's hand slaps against the palm of the attackee. Head jerks quickly away.
  - iii) attacker strikes with downstage hand, striking in front of the attackee's face. The attackee slaps both hands close to the body to simulate the sound of the hit. Head jerks away quickly.

### b) trips

- clowns trip over any object in their path or their own feet
  - i) move left foot into path of right foot
  - ii) right leg collapses and clown rolls along the right side of the body, perhaps rolling head over heels landing on the back

iii) they would lie motionless, then get up slowly. However, there are as many variations as you can possibly think of.

c) falls

- this is a fall where the clown is pushed and falls backward

i) the clown is pushed backwards

ii) the clown moves backward, moving his legs apart and moving downward

iii) the clown sits on the ground and continues rolling over backwards, landing on the face

After teaching and demonstrating each technique with your class, the class splits into pairs (pairs are best because larger numbers creates too complex a scene - this is difficult enough as it is and creates a fight between two clowns. The students must create two characters who enter the playing area, create a conflict between the two characters that leads to physical confrontation where all three elements taught are demonstrated (as well as any other stage fighting techniques you wish to add).

Allow a lot of time to rehearse to enforce the idea that dangerous activities need to be given much time to perfect.

The groups then take turns performing. Mark for characters, conflict and use of the fighting techniques. Constantly reinforce safety.

## **2. CLOWN WALKS, DISCOVERY, ENTRANCE/EXIT**

The materials required for this activity are a large open space, and enough chairs for one half of the class.

### **Clown Walks**

Experimenting with different ways of walking accomplishes several things at once: First, it allows them to take the risk of looking foolish in a safer group situation. Second, it gives them the opportunity to experiment with a variety of character types. Third, and most important, it gets them working with stylized movement. Stylizing or exaggerating is at the heart of clowning. A clown must exaggerate in order to communicate effectively to an audience.

Split the class into two groups; one group spreads out onstage while the other becomes the audience. The onstage group is asked to walk around in random directions. (No racetrack patterns, please!) Begin with a normal walk, then suggest an emotion or state of mind. After about 10 seconds of this activity, tell them to continue walking and to become aware of how they are placing their feet and arms, how the shoulders are held, the position of the head or back, etc. Now ask them to make all of their movements a little bigger...a little bigger still... now really huge! "Freeze" or stop them, suggest another emotion, and then begin again. Go through four or five emotions with the onstage group, then have them switch places with the audience and repeat the process.

This activity can be used as a warm-up, or the teacher may choose to spend more time and develop it into a performance mark for each student.

Emotions/attitudes suggested: angry, shy, happy, sad, nervous, tired, conceited, friendly

### **Discovery & Entrance/Exit**

Clowns are child-like, sometimes innocent, and basically stupid. We enjoy watching clowns because we are smarter than they are. This activity is an exercise in keeping it simple and stupid.

The teacher removes his/her shoes and places one of them centerstage. This is followed by a demonstration of an entertaining entrance, such as shyly peeking around the corner several times before coming into full view of the audience, or somersaulting onto the stage, etc. ( A clown walk comes in handy here!) The centerstage shoe is then 'discovered' and a reaction is shown, such as surprise, fear, or even anger if the clown trips over it. The clown does not know what the shoe is. Then the clown must try to use the strange object in three different ways that have nothing to do with its being a shoe. At the end of the scene, the clown may give up on trying to use the shoe as a telephone, cup, necklace, or whatever, or she/he may decide to keep it. Either way, insist on an entertaining exit that reflects the clown's mood.

### **3. IMITATION**

This is the activity where one clown mocks another clown by copying their exact movements. Types to demonstrate include :

- i) one clown follows the other around and is not discovered. The clown almost discovers what the other is doing, but just misses it each time.
- ii) one clown imitates another and is finally discovered, leading to a chase and a quick exit.
- iii) one clown imitates the other. The other clown knows, and tries to ignore. But the imitation goes so far that the clown being ridiculed blows up and chases the clown off the stage. This uses a technique called the "slow burn" which will be discussed later.

After demonstrating the three types of imitation, students get into new pairs and create a scene that shows how imitation works. The clown characters must enter, imitate, have a conflict or almost conflict, then exit. All previous techniques, such as fighting, walks and discovery, can be included. This allows the students to remember and practice techniques that will be used in the final performance.

The scenes are presented, discussed and marked using character, conflict and technique as criteria.

#### 4. STYLIZED MOVEMENT

This is one of the most important areas of clowning. The success of their clown routines depends on the students understanding that clowns must exaggerate all their movements. Clowns are simple characters and usually only have a few emotions in their repertoires. There is a simple way of demonstrating this technique.

- i) demo - Show a character going through a normal activity - waiting for a bus, standing, looking at their watch, staring down the road both ways, getting annoyed, sitting, reading paper, and repeating these steps.
- ii) demo- A clown character doing the same activities as above. *Clown for stage and circus* contains a good illustration of this. The simple everyday movements become huge and exaggerated.

Students in pairs then create an everyday scene that will be presented. Then they create a clown scene of that same activity, demonstrating their ability to create stylized movements for their characters.

Both scenes are presented one after another to the class. This comparison leads to excellent discussion about the nature of clown movement and what is required in this form of theatre. Mark for ability to use stylized movement that is large enough for clown characters. Almost no movement can be too big!!

#### 5. "TAKE" & "SLOW BURN"

##### Take

A "take" is a clown's exaggerated reaction to something or someone, expressed in the form of an "aside" to the audience. Unlike an aside, however, the take should be as silent as possible. (Young actors sometimes sacrifice physical expression when allowed to use words.)

A take is frequently an emotional response that is opposite of what the clown is expressing to his/her scene partner. For instance: Clown A presents a gift to Clown B, who smiles, says thank you, then turns to face the audience and shares his/her disgust or disappointment at receiving such a useless gift. Clown A does not see or notice the take.

Another example might be a very cool, debonaire Clown C watching a dressed up Clown D (of the opposite sex) walk by. Clown C seems not to notice, then turns and expresses a comical "va-va voom!" to the audience.

It is important that the take be very clear to the audience. One technique that is helpful is the use of stylized movements and facial expressions. Another is to have the actor step completely out of the scene in order to share his/her feelings.

## **Slow Burn**

A “slow burn” is actually a series of takes that include both clowns. Clown A is trying to do something while Clown B is interrupting, getting in the way, being a distraction, or in some way making it impossible for Clown A to accomplish her/his task. Clown B may be purposely trying to frustrate Clown A, or may simply not understand that he/she is in the way.

For instance, Clown A enters and makes a big production of setting up a music stand, getting out an instrument, and preparing to give a recital. Clown B enters and looks over A’s shoulder at the music. Clown A signs for Clown B to go away. B exits and returns, dragging a chair on the floor, which causes A to stop again and express frustration to B. This continues until Clown A finally ‘blows his/her top’ and chases B offstage, or ties B to a chair, or slaps B and exits, etc.

Two important elements in a slow burn are building the frustration, and taking your time with the reactions. The burn begins with mild impatience or annoyance, and builds in 4-6 steps to uncontrolled rage. Each reaction should be stylized and shared with the audience, since it is not the prank that is funny in a skit, but the expectation of the reaction to the prank.

Suggested assignment:

In pairs, create a scene in which both clowns do a “take”, and one clown does a “slow burn” while the other interferes.

## **6. MIRROR GAG (optional)**

Mirror gags are often the centre piece of a good clown routine. As in imitation, there are at least three ways to do a good mirror gag.

- i) clown uses mirror for some activity (e.g. getting ready for the big date). They do not realize that the mirror is gone and another clown is mirroring their every activity. The other clown could have some evil intentions. The clown using the mirror exits, never realizing they were being lampooned. The other clown waits for them to go and then winks to the audience and exits.
- ii) the clown slowly realizes that something is wrong and chases the mirror away
- iii) the clown catches on quickly but keeps on using the mirror anyway. The mirror gradually becomes so outrageous that a fight and chase ensues and they both exit in haste.

After the techniques are demonstrated, pairs of students choose one of the three types of mirror gags and create a scene. Present and mark for character and attention to detail of mirroring (to be effective, the two must be fairly close to each other in movement).

## 7. OPTIONAL UNITS - JUGGLING AND CREATING OVERSIZED PROPS

Juggling is an acquired skill, but is much easier to demonstrate using gauzy handkerchiefs as the objects. The gauze floats and allows time to make the hand over hand movements needed. Start slowly with one piece, then add pieces. When the movements become routine, try switching to balls or oranges or chain saws.

Creating oversized props is fun and the props can be used later in the students routines. **THINK BIG.** Big hammers, big watches, big shoes, big baby bottles, big telephones, etc. Objects can be created using cardboard, paper mache, found objects glued together. Retain the made objects and create a pool of props to use year after year.

## 8. MOTIVATING FORCE

This technique can make the difference between just good clown routines and absolutely incredible routines!! The time taught teaching this in grade 8 really pays dividends in later grades. Motivation is a primary skill in all acting.

- i) Discuss what motivation means to actors. "What do I want?" is a simple way to explain the concept to young actors. Put one idea in their heads and tell them that this is what must be achieved before they can move on in a scene.
- ii) Demo - Give an actor one thing he wants to do on stage and let him or her enter. (e.g., Searching for a missing lottery ticket that has won) Try this a few times with one actor on stage and different examples each time.
- iii) Complicate the situation by putting two actors with cross purposes on stage (e.g., One wants to take his dog for a walk on a beautiful day. The other wants to get the dog because it has a secret message hidden in its collar. He must try to distract the owner in order to get near the dog.) Let the actors improvise a scene based on the given motivation. Try this a few times with different motivations. Try not telling the actors what the others' motivation is.

After these demos, have pairs of actors create clown scenes where the clowns have cross motivations. They must keep the one motivation in mind and either achieve their goal or fail. Present and discuss the success of the scenes.

Why did the scenes work well or not? Were the motivations or "wants" strong enough? This is an exercise worth repeating if it does not work the first time. The proof of this will be in the quality of the final scenes!

## CLOWN BIOGRAPHY

1. Each student now makes up a biography of a clown character. This is a one-page biography of their own clown. They may choose a White face, Auguste, Character, or any combination of these three types. The clown character should be based on a hat that they have chosen to use in their scene. Here is the checklist for your biography:

- Name
- Age

- Family
- Description of physical appearance
- Description of personality
- Occupation
- Motivating force: What does your character want from life?

## **FINAL CLOWN SCENE**

1. After the biography has been completed and the students have a strong idea of their characters based on their hats, they are ready to begin creating an extended clown scene. Each should choose a partner (or two) to complement their character. Sometimes it is good to have a Whiteface play with an Auguste because the comedy will come more naturally. However, this is not a rule and anything will work if the students put enough work into the scene.

2. The partners create a one-page scenario of their scene. Tell them what length the scene must be and the required elements (usually 5 - 10 minutes) Both must enter the stage, meet, have a conflict, fight, resolve the conflict or exit running. This helps them get started, but I accept variations of all kinds. All scenes must include a take or double take, a slap, blow and fall, a slow burn, focus, discovery and imitation. These required elements do not need to be extensive, but their use does prove the ability of the students to use all the major techniques taught.

3. After the scenario has been marked (/10) , the groups can begin writing scripts. I tell them that it is sometimes easier to improvise together for a while, then sit down and write, edit and make a final draft. They should try not to get too verbal because clowns show more than they tell. This process will take about 3-4 days.

4. When they complete their scripts, they can begin rehearsing. Give about two periods for this initial work. Remind them to perfect the physical part of the scenes and not just try to memorize lines. The lines are not important for the first presentation.

5. Present the routines for the first time to the class. After each is complete, have a thorough discussion with the whole class about what worked and what didn't. This focuses the whole class on perfecting the required elements and adds an element of class teamwork. The scenes will be performed for an outside audience, so the class has a stake in making them all look good. This takes awhile, but makes a big difference. Mark out of 10 and give extra marks for taking a positive role in the discussion.

6. After the first presentation, the groups return to rehearsal and work on problems and tighten up their routine. Time : one or two periods.

7. Second in-class presentation of scenes. No scripts in hand and all necessary props and costumes and music. Watch and assess on the improvements made, but an in-depth discussion is not as necessary this time. /10 **IMPORTANT : TIME THE ROUTINES SO YOU CAN SET UP PERFORMANCE TIMES MORE EASILY.**

8. Demonstrate how to apply makeup for a clown. Use water soluble makeup if possible. You will appreciate the difference when it comes to clean up! Non-allergenic is also a good idea. It seems that at least one person each time has allergies to the grease paint form of Clown White. All makeup is available at Act 1 Makeup on Robson Street. 1/2 period.
9. Have students apply makeup to a partner or to themselves if you have mirrors. They should use the design they have created earlier. Allow plenty of time for cleanup.
10. Set up performance schedule - allow time to put on makeup and remove it in class time. Book classes in to watch the routines. The same age works best. Show the class the procedure for the performances and what lighting will be used. Clearly state all the criteria for their assessment. A sample mark sheet is attached to this unit. Expect the best and you will get it!!
11. Watch the performances and assess. After all the performances, go over the marks and explain to the class. Have a final discussion and close the unit.
12. Give the students a response sheet so they can give you feedback on the unit.  
GOOD LUCK!!!

### Handout 2A

## CLOWN SCENE

Costumes/Make up	...../10
Movements (large and stylized, no blocking)	...../10
Voice	
Character (exaggerated)	
Big (volume and character).....	/10
Teamwork.	...../10
Props and Set	...../10
Concentration	...../10
Required Elements:	
Take /Double Take	...../2
Slap / Blow / Slow Burn	...../2

Focus	.....	/2
Discovery	.....	/2
Imitation	.....	/2
Set Up	.....	/5
Clean Up	.....	/5
Total	.....	/80

### Handout 2B Clown Character Answers

Please note: These answer sheets are designed as a guide only. Each teacher will determine how to evaluate student responses.

1. White face, Auguste, Tramp, Character
2.
 

White face	maintains dignity, serves as a straightman, frustrated by Auguste's stupidity, sophisticated
Auguste	misunderstands or fouls up, stupid, the victims of pranks
Tramp	low social and economic status-lots of variety in tramp clowns
Character	plays a specific role, such as chief, cowboy, etc.
3. People are interested in character. Your clown's character makes your clown funny, interesting, and real.
4.
  - i) List favourite comic strip characters, cartoon characters, and comedy figures from T.V. and movies.
  - ii) Write a brief description of each character.
  - iii) List things the descriptions have in common.
  - iv) Write a description of a composite character incorporating things favourite characters have in common.
5. Answers will vary. See page 28 of *Creative clowning*.

## Handout 2C Clown Makeup Answers

1. See pages 38-49 of *Strutter's Guide*.
2.
  - i) Whiteface uses white base; Auguste is flesh or pink.
  - ii) Auguste features and accents are bolder.
  - iii) Auguste has large red lips, false nose and bright wig
3. Clown face is hard to come by and serves as a mark of identity for clown.
4.
  - i) greasepaint or cream foundations
  - ii) makeup sponge
  - iii) liner pencil
  - iv) 1/4" and 3/8" brushes
  - v) white liner pencil
  - vi) white cotton sock with powder, or powder puff
  - vii) 1 1/2" soft paint brush
  - viii) small foam makeup sponge
  - ix) head band or stocking cap
  - x) tissue, paper towels, etc. to remove greasepaint
  - xi) sponge or spray mist bottles
  - xii) adhesive for attaching nose
  - xiii) baby oil, etc. for removing makeup
5.
  - i) inspiration in developing character.
  - ii) provides mask so you do crazy things.
  - iii) helps you project emotions and expressions.
6. Drawings will vary, but should include all 5 features.

## Handout 2D Clowns in History Answers

1. In honour of Joseph Grimaldi, who invented the clown as we know it today.
2. He "could banter with the audience familiarly and coax them to join in the choruses of his songs."
3. the army
4. He suffered from cramps and rheumatism taken in drafty theatres.
5. Possible answers:-peanut and sledgehammer  
-Elly's evening wrap  
-Truzzi's plates  
-trained seals and fish  
-sweeping routine  
-hankies on the tightrope
6. "the mood of dead seriousness that pervaded Willie"

7. He was afraid people would associate Willie with the homicidal clown he was playing.
8. Various answers

### **Handout 2E Circus Clowns Answers**

1. Clowns and elephants.
2. Because their elaborate makeup takes so much time.
3. It came from a small open space at the end of the makeup row that was used to powder the grease makeup.
4. Because they usually were time fillers for the bareback riders who used carpet in the ring to keep their footing.
5. Dark, tattered trousers, jacket with scruffy shoes and misshapen hat.
6. To fill in between acts.
7. Zinc-lined across the bottom and a foot or so up the sides. Hollow metal poles telescope out to form a hanger. The lid is a mirror.  
Top drawer swings up and locks.
8. Getting everyone involved.
9. Worrying only about the first 10 rows and ignoring other customers.
10. One who thinks up and manufactures many of his own gags.

### **Handout 2F Clown Techniques Answers**

1. Fix your gaze on a spot and walk toward it.  
Gaze remains fixed as the body sways.
2. It has a lot of energy or bounce; could be clumsy.
3. Simple or slow. Or long, goofy stroll or wastes a lot of motion.
4. Whole body slightly curved, plant cane on the ground and take little steps to reach it.  
(agonizingly slow!)
5. Glides smoothly from place to place while looking suspiciously.
6. Sharp, swift, bouncy, or ≠ chipper.
7. Originally used by Arlecchino and Pulcinella 400 years ago:  
2 wooden sticks that made a slapping sound when smacked against someone's back side.
8. Because the audience sees more than what's on the outside.  
They see inside the clown.
9. Start out, get in trouble, get out of it.
10. See page 63. \_\_\_\_\_.

### **Handout 2G History of Clowns Answers**

1. -motley-coloured coat and hose  
-hood like a monk's cowl, with peak

- bells on skirts and elbows
- carried mock sceptre
- 2.
  - i) played by stock characters
  - ii) many characters wore masks
  - iii) plays had no written scripts
- 3.
  - i) miming
  - ii) repetition
  - iii) parody and burlesque
  - iv) trickery and thieving
  - v) knockabout humour
  - vi) acrobatics
  - vii) verbal humour
  - viii) eating and drinking
- 4.
  - i) Arlecchino
  - ii) Pantaleone
  - iii) Colombina
  - iv) Balanzone or Tartaglia
  - v) Captain
  - vi) Young Lovers
- 5.
  - i) started at early age
  - ii) worked in families
  - iii) perform with acrobats
- 6. Colombina ( or Isabella, Silvia)
- 7. Clown survived as a travelling performer, singing and telling stories, juggling and tumbling in marketplaces

### Handout 2H Clowns Today Answers

- 1. Chaplin
  - acrobatic
  - choreographic
  - fluid movement
  - use of puppets
  - food guzzling
  - pathos
  - elevates clown humor to more subtle level
- Lloyd
  - dangerous stunts
  - athletic, inventive clowning
  - weak, but succeeds
- Keaton
  - sad and poetic
  - acrobatic
  - deadpan
- 2. In the past, learned from the family.  
Today, go to clown classes.
- 3. i) Moscow Circus School, Russia

- ii) School for Circus Arts, New York
- iii) Ringling Clown College, USA
- 4. 1860s (1880s with Barnum and Bailey)
- 5. Annie Fratellini
- 6. Birthday parties, banquets, company picnics, restaurants, store promotions, malls, carnivals and fairs, trade shows, theme parks, school shows.
- 7. Various answers.

### **Handout 2I Props and Costumes Answers**

- 1.
  - i) umbrella
  - ii) cane
  - iii) broom, mop and bucket, feather duster, flashlight, stuffed animal, lunch box, paper bag, cigar, flask, musical instrument, towel.
- 2. how it is used
- 3.
  - i) can be seen from a distance.
  - ii) contrast with smaller objects can be funny.
- 4. Comic inventiveness – finding an unusual solution to a problem or using an object in an unusual way.
- 5. Mistaken identity – using a prop in an unusual way because you think it’s something else.
- 6. It will help you develop your clown character.
- 7. Derby, Baseball cap, Straw boater, Fedora, Beret, Porkpie, Fez, Top hat, Bonnet, Skull-cap, Jester’s cap, Rolled felt.
- 8. Your clown costume should reflect the essence of that clown’s character.
- 9. You may be wearing it for hours; it should be comfortable and durable.
- 10. See Be a Clown, p. 29.
- 11. Buy sneakers 5 or 6 sizes larger  
Put your own shoes inside.  
Fill up extra space with rags

### **Handout 2J Clowning Routines Answers**

- 1. Beginning  
Meeting  
Exchange or conflict  
Resolution of conflict  
Exit
- 2.
  - i) imitation
  - ii) discovery
  - iii) trickery
  - iv) stupidity
  - v) slap or blow
  - vi) fall
  - vii) surprise or blow-off
- 3.
  - i) Keep a notebook
  - ii) Improvisations or ideas

- iii) Write an outline of routine
  - iv) Rehearse
  - v) Polish
  - vi) Test it out
  - vii) Perform
  - viii) Rework
4. See page 139 of *Clowns for Circus and Stage* for various answers.

### Handout 2K Clowns in Film & Television Answers

1. Buster Keaton  
Charlie Chaplin  
Harold Lloyd  
Harry Langdon
2. The reasons might be:
  - make stupid mistakes
  - trip and fall down
  - don't see obvious solutions to problems
  - make fools of themselves
  - fight with others for silly reasons, etc.
3. See pages 176-178 of *Here Come the Clowns*.
4.
  - never smiles, sad
  - impeccable technique and timing
  - "the perfect use of every moment"
 or this might be a description of a typical routine.
5. Various answers
6.
  - stunts looked dangerous
  - typical American boy
  - things always happen to him
7. sound, microphones
8. Lucille Ball, Dame Margaret Rutherford, Billie Burke, Zasu Pitts, Mae West, Imogene Coca, Carol Burnett.  
also: appropriate modern clowns, such as "Ellen".
9. Woody Allen, Jacques Tati, Jerry Lewis. Danny Kaye, Red Skelton, Redd Fox, Bill Cosby.

### Clowning Around Drama 8 Student Evaluation

Please use complete sentences to answer the questions below. Remember to explain your answers ("Boring" and "fun" are not explanations.)

#### CLOWN SCENES:

1. You created an original clown character for your scene. In what ways was it easy for you to be this character? In what ways was it difficult?
-

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/4

2. Which clowning techniques did you use in your scene? Explain how these techniques were used to help tell the story in the scene:

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/3

3. If you could practice and perform your clown scene again, what would you do to improve it? Name at least two ways.

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/3

4. Name the 2 Drama activities (not warm ups or the library) that you have enjoyed the most this year. Explain why they were your favourites. Give at least 2 reasons for each one.

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/4

5. Name 1 Drama activity (not warm ups or the library) that you did enjoy, and give 2 reasons why you enjoyed them.

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/3

6. This year you have worked with many people and learned many skills. What was the most important thing that you have learned this year in Drama? Why was this thing important to you?

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/3

Total /20

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Swartzell, Lowell. *Here come the clowns*. New York: Viking, 1978. ISBN 067038741 2 copies

Please note:

1. Titles in print were ordered from National Book Service or The John and Mable Ringling Museum of Art, 5401 Bay Shore Road, Sarasota, Florida 34234 Telephone: 1-813-359-5732 or Fax: 1-813-359-5731
- 3) Out of print titles were ordered from a used book store called: Classic Books, 107 Crossroads Shopping Plaza, Sarasota, Florida, 34239 1-813-954-0077

# INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP TWENTY-FIFTH ANNIVERSARY CONFERENCE - OCHO RIOS, JAMAICA

**July 28th — August 2nd, 1996**

by **PATRICK ROMAINE**, teacher-librarian at A. L. Fortune Secondary School, SD#89 (Enderby).

Being asked to present a paper at the annual conference of the International Association of School Librarianship was an honour. Attending the conference was a great experience.

The conference, organized by individuals of the Jamaica Library Service and the Jamaica Library Association, was a "top notch" affair. For three or four days before the conference started, there were people at both Kingston and Montego Bay airports greeting delegates on their arrival and providing them with transportation to the conference site in Ocho Rios—a two hour drive approximately from either airport.

The opening ceremony of the conference on July 28th was an impressive ceremony in which diplomatic protocol was observed. Prelude music and the Jamaican National Anthem were played by the Jamaican Military Band. This band had its origin in the South Carolina Corps in 1778 during the American War of Independence. After the war this British loyalist regiment disbanded in Jamaica and was drafted into a West Indian Regiment. Following some opening remarks, the flags of the twenty-one countries (Antigua, Australia, Barbados, Botswana, Brazil, British Virgin Islands, Canada, Chile, Germany, Iceland, Israel, Jamaica, Japan, Jordan, Malaysia, New Zealand, Nigeria, south Africa, Trinidad and Tobago, United States, and Wales) represented were individually presented by the military cadets from Prospects College.

Delegates were welcomed by a number of dignitaries from the Custo Rotulorum of St. Ann to UNESCO's Caribbean Representative. The Honourable Burchell Whiteman, M.P., Minister of Education, Youth and Culture, commented on the impor-

tance of libraries and then made a commitment to put a library in every elementary school in Jamaica. The conference was formally opened by Sir Howard Cooke, the Governor General of Jamaica.

On the following days, July 29th to August 2nd, papers were presented under the following themes: The Vision; Expanding Educational Horizons; Information, Literacy and Cultural Harmony; and Caribbean Identity in Literature. These were presented by publishers, professors, media specialists, lecturers, librarians, teacher-librarians and principals from Jamaica, Iceland, United States, Nigeria, Chile, Canada, Namibia, South Africa and Malaysia.

Thursday, August 1st, was a field trip day when various groups went to a variety of tourist sites and libraries in different parts of Jamaica. One group did a day trip to Santiago de Cuba.

The conference closed with a formal banquet. The I.A.S.L. flag was folded to be taken to Canada where I.A.S.L. will be holding its 26th conference at the University of British Columbia in July, 1997. Following the conference a number of delegates toured Jamaica also visiting a number of libraries including the ones in Manderville and Kingston and the University of the West Indies Library.

Attending this conference was a wonderful experience both professionally and personally. Presenting a paper to an international body of delegates in which those presenting papers are from all parts of the world was a unique experience.

# ENGLISH 9/10 & LIBRARY RESEARCH PRESENTATION PROJECT

by **LIZ ORME**, English department head, and **JUDITH GILES**, teacher-librarian,  
Montgomery Junior Secondary School, SD#43 (Coquitlam).

In the spring of 1996, we discussed the need for classes to use research in the library to practice their notetaking, citing sources and, eventually, speaking skills.

Students were given the choice of any topic that they wished to research, to use in the assignment. Students were given three library periods to do their research and note-taking.

This project was extremely successful in engaging students in individual skill building. Many students lined up at the door to the library in non-instructional times in order to complete the project, and some were quite pleased with their newly acquired abilities — especially being able to find periodical articles through the periodical indexes.

**ASSIGNMENT:** There are three parts to this assignment:

1. Demonstrate your ability to do research in six different areas of the library. (This includes referencing using the proper bibliographic format.)
2. Demonstrate your ability to take notes using each of the four methods described.
3. Present your findings to the class and be able to answer questions about your findings and the research process.

## **EVALUATION:**

You will be evaluated according to how thorough and conscientious a job you do in all three areas above. Each page of research, complete with bibliography, is worth 10 marks (for a total of 60).

You will be given more information about the presentation and its mark value on the last day of your library research.

## **USEFUL INFORMATION FOR THIS PROJECT**

- A. The library research areas are as follows. You **MUST** find something connected to your

topic, however loosely, in ALL SIX AREAS.

1. special references, atlases, special encyclopedias, etc.
2. regular encyclopedias
3. card catalogue
  - non-fiction (take notes)
  - fiction (find a fiction book that connects to your topic and list it as you would for a bibliography — no notes required here)
4. magazine back issues
5. vertical file
  
6. CD-ROM
  - encyclopedia
  - middle search articles

B. The four notetaking methods you must demonstrate are as follows. You may use any notetaking method for any library area, but you must have something down for each area.

1. point form
2. web
3. outline (an organized version of point form)
4. study guide

C. Photocopying and printing off the CD-ROM won't be happening! Sorry!

D. Bibliography "How-To" pamphlets are available in the library.

E. Your page set-up MUST be as follows:

Use a SEPARATE piece of paper for each of the six research areas. For each paper:

1. Put your name, topic and library section on the top of the paper.
2. Put the bibliography information for your source material in the space provided.
3. Indicate the type of notetaking you plan to use on this page.
4. Put your notes next, attempting to fill the page.

FOR EXAMPLE:

name: \_\_\_\_\_

library section: \_\_\_\_\_

topic: \_\_\_\_\_

Bibliography Information:

\_\_\_\_\_  
\_\_\_\_\_

NOTETAKING METHOD: \_\_\_\_\_

NOTES: (will fill the rest of the page, ideally)

F. Sample applications of the four notetaking methods are based on the following article.

[EDITOR'S NOTE: Descriptions and sample applications of the methods follow the article to which they were applied. During unit instruction, they may be used at a different point, depending on sequencing decisions during the planning process.]

### FACING AN AUDIENCE

Many people find speaking in front of a group of people intimidating. In fact, the 1977 *Book of Lists* reports that speaking before a group of people is the number-one fear-producing situation of the 3000 Americans surveyed. 41% named it when asked what they were most afraid of.

There are, fortunately, many ways to solve this stage-fright problem. Fear is mostly a physical response to the speaking situation and this physical response is perfectly normal. It can even be used to the speaker's advantage, if it is managed correctly. In animals, the physical response to fear is called the "fight or flight response." In humans, it's the same surge of adrenalin and insulin that prepares our bodies for emergency action. Admittedly, it can debilitate rather than help — if we let it. Because the various fear symptoms are so common, professionals have created lists of remedies for them. Remember, if you are one of those 41% who are afraid to speak in front of a group of people, there are just as many solutions as there are problems in this area!

The key, of course, is being organized and prepared. It doesn't matter if you are always convinced that you will make a fool of yourself, will bore your audience, will forget what you wanted to say or will simply get mixed up and confused, the remedy is the same: be prepared. The more you practise ahead of time, the more you organize what you want to say on paper and in your head, the better off you will be.

There are also other ways of handling stage fright. If you tend to stumble over your words or get a very dry mouth, simply speak more slowly until the problem disappears. If your hands or body trembles, put your notes on stiff paper or cardboard or on a desk so the trembling is no longer obvious. If your heart pounds or you have a strong desire to run out of the room, you have stomach butterflies or pains, remind yourself that the audience is unaware of these feelings; you can, therefore, bluff the audience by standing tall and firm and faking calmness. Over time, your faked feelings will become real. If you can't look the audience in the face, don't! Look over their heads. After a while, you may feel confident enough to look at one or two faces before spreading out your eye contact to everyone. Many of these symptoms can be forestalled by proper warm-up, so again, practice makes perfect (and confident). You can do it!

## NOTE TAKING FORMATS:

- 1. POINT FORM NOTES:** As you read, condense the information into short points. Remove all unnecessary words and ideas and write down only what is necessary to make you remember the details.

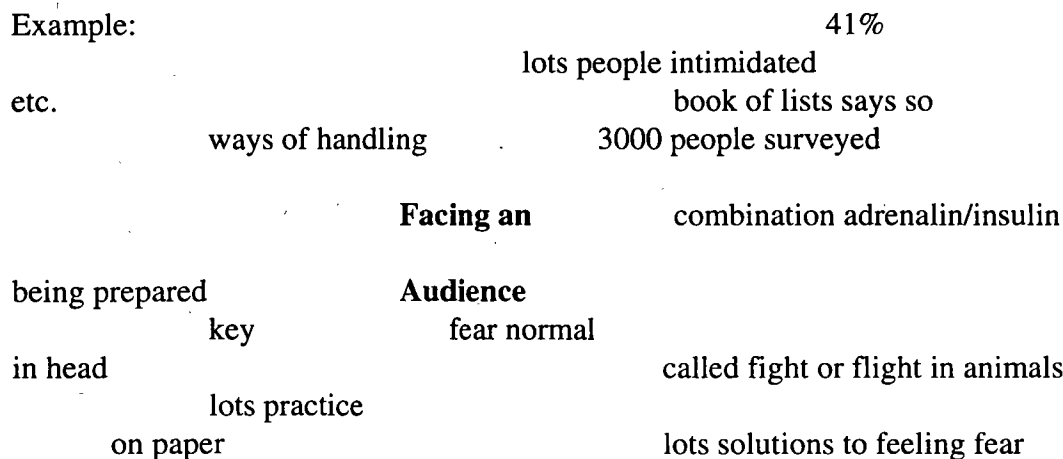
Example:

### Facing an Audience

- 41% people find public speaking intimidating
- Book of Lists says so
- many ways solve problem
- fear is normal physical response
- can be used to advantage
- fear is surge adrenalin & insulin
- called "fight or flight" response

- 2. WEB:** Put the title in the centre of the page and web out the main ideas from the centre, using lines. You should have a line for each paragraph, and each line should have branches.

Example:



3. **OUTLINE:** This is similar to point form notes except the information is organized into categories, usually according to the paragraphs. You make a heading for each paragraph, then list the information below the heading in point form.

Example:

**Facing an Audience**

- I. Many find public speaking intimidating
  - 41% say is biggest fear
  - Book of Lists reports this fact
  
- II. Fear is a normal physical response
  - can be used to speaker advantage
  - is combination adrenalin & insulin
  - in animals called “fight or flight response”
  - fear symptoms common so lots solutions
  
- III. One key to solving fear problem
  - being prepared
  - etc.

4. **STUDY NOTES:** These notes are formed as quiz-like questions and answers. Use who, what, when, where, how and why as the basis of your questions. Questions go on the left side of the paper and answers go on the right. Make spaces in the Q and A where the paragraphs break.

Example:

**Facing an Audience**

QUESTIONS

ANSWERS

- |  |                                      |
|--|--------------------------------------|
| 1. How many afraid of public speaking? | 41%                                  |
| 2. How do we know this is true?        | Book of Lists says so, 3000 surveyed |
| 3. Why does stage fright occur?        | surge of adrenalin & insulin         |
| 4. What is this called?                | fight or flight response             |

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name: \_\_\_\_\_

block: \_\_\_\_\_

## **LIBRARY RESEARCH PROJECT PRESENTATION**

This is a casual presentation, but it still needs preparation. You will be speaking to the rest of the class from your place in the circle. You should NOT read from your notes; you may bring in one or two note cards with information on them in order to prompt your memory if you wish.

Please bring this sheet with you on the day of the presentation and give it to your teacher before you begin your talk. Hand in the 6 pages of research notes at the same time.

### **THE TALK:**

- length should be 2 to 3 minutes / 5
- eye contact with the whole audience circle / 3
- clear voice / 2

### **CONTENT:**

- topic and findings explained thoroughly / 5

### **AUDIENCE:**

- quiet and attentive while others are doing their presentations / 5

[Note: The teacher won't be reminding you or begging you about being polite to your classmates; she will simply dock marks as she sees fit. Negative scores in this area are possible.]

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**/ 20**

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(Adapted from *Spoken Communication: lessons, activities and projects*, by Marjorie Fink Vargas. (J. Weston Walch, 1988) Pages 139-143.)

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# MEDIA EDUCATION: RATIONALE AND PEDAGOGY

by PATRICIA FINLAY, teacher-librarian, Forest Grove Elementary School, SD#41 (Burnaby).

## Introduction

Why should teacher-librarians understand the concepts of media education? What role do teacher-librarians play in the implementation of media education? Teacher-librarians have always been aware of using a variety of information sources. They teach students to evaluate for bias, accuracy, currency and authority. But have teacher-librarians thought about how the construction of each medium affects the way messages are understood or how media messages communicate values? Do teacher-librarians teach students to understand how they are influenced by what is represented in media resources?

Media education addresses these questions. Teacher-librarians who have an understanding of the key concepts of media education will be in a better position to teach students to use media resources critically and thoughtfully. The Ministry of Education publication, *Developing Independent Learners* (1991), states that successful library resource centre programs are based on the principle of enabling students to become skillful, thoughtful users of information in an information era. As a parallel, the aim of media education is to provide students with the knowledge and understanding that will enable them to use the media to become an educated citizen. The objectives of a school library resource centre program and media education are complementary.

The purpose of this article is threefold. First, to define media education. Second, to explain why media education should be incorporated into the elementary school program. Third, to describe how media education can be implemented into teaching, and the role of the teacher-librarian in that process.

## What is media education?

To live in today's society we need to be able to communicate our thoughts and feelings to others. Over the years we have developed communication technologies which assist us in exchanging our ideas with more people in less time. With the growth of

these technologies came the mass media, the means to send information to a wide public audience.

Our way of seeing the world has been largely determined not by our direct life experiences but by experiences of media representations of the world. Communication technologies "mediate" or intervene between the real world and the audience. It is this mediated world that now expresses our culture, that shapes our understanding of the economic, political, social, intellectual and technological aspects of our society. Shepherd (1993) states that "...it is through the media that our culture expresses itself and communicates with itself" (p. 3).

Due to the influence that mass media have on society it is necessary to understand how all media affect our understanding of the world. Media education can play an important role in reaching this understanding since its purpose is not teaching with media but teaching about media. The word media is used in very broad terms within the context of media education. It includes not only the more obvious forms such as print (books, magazines, newspapers), film, music, radio and television but also video games, computer-based technologies, clothing and toys.

The Canadian Association For Media Education [C.A.M.E.] (1994) states that the aim of media education is to develop "the knowledge, skills and disposition students need to understand and use media as informed and active citizens" (p. 10). To meet this aim, students should be able to understand how media work. Students should understand how media produce meaning, how media are organized and how media construct reality. Students should be able to apply this knowledge to create their own media products. They will make conscious critical assessments of the media to achieve critical autonomy in order to become independent, lifelong learners.

## Why teach about the media?

Masterman (1985), Buckingham (1991), Shepherd (1993), Considine (1994) and other advocates of

media education give reasons for teaching about the media. Listed below are several common and inter-related reasons which emerge from the literature. Together they offer a compelling case for the implementation of media education in our schools.

- the pervasiveness of media in our lives
- the influence of the media in shaping our perceptions of the world
- the necessity of developing critical thinking skills
- the increasing importance of visual literacy
- the penetration of media into the democratic processes
- the role of media in examining equity issues
- the pedagogical benefits of media education

### **Pervasiveness of media**

Media saturation and media influence are the most common reasons given to promote media studies. These assertions have provided the basis for the rationales of media education documents which have been developed by C.A.M.E. for the BC Ministry of Education (1994) and by the Ontario Ministry of Education document, *Media Literacy Resource Guide* (1989).

Children today spend much of their time in the mediated world. Kline (1993) states that the average child, by high school graduation, will have spent 20,000 hours watching television as compared to 11,000 in the classroom. Each year a child will have been exposed to 18,000 to 21,000 commercial messages. Most of this TV viewing will have been done alone or with other children. This does not include time spent with other media forms such as listening to the radio, reading magazines and newspapers, viewing movies and videos or playing video games. In addition, computer technologies are developing entertainment programs that engage children for even greater lengths of time.

If we are concerned over these statistics then what action can be taken? Either children spend less time in front of the TV, playing video games, listening to music, etc. or they participate in these activities in a different manner. Nostbakken (1987) and Livesley (1987) suggest that adults spend more time with children as they engage in these media activities. As a co-participant, adults can pose questions and

raise issues about the media to provoke deeper thinking about their messages. Media education advocates believe that the inclusion of media education on a broad basis, integrated throughout the curricula, will promote a critical awareness of the media. Therefore, concern over the amount of time children mindlessly engage with media is lessened.

### **Media Influence**

The media create a particular consciousness or way of seeing the world and do so in such a manner that media representations of the real world appear natural and authentic. With the media playing such a major part in children's lives it follows that the media must have a very powerful influence on their perceptions and ideas. The pervasiveness and persuasiveness of media in young children's lives, with little adult interaction, means that children enter school with much of their knowledge, attitudes and values shaped by the media. The effect of commercial messages from the marketplace on children's culture has been well documented by Kline (1993). He describes how children's play now centres on character toys such as Smurfs or Power Rangers.

Early media education programs recognized the pervasiveness and influence of media in children's lives and used an approach that sought to protect or "inoculate" children from the negative influences of the media. Proponents of this view distinguished between "good" media (e.g., novels, poetry) and the "bad" (e.g., popular music, TV). However, perceptions changed as educators realized that children are not passive receptors but interact with media to produce new meanings. Educators realized that

"...the important question to ask becomes: what do people do with the material they select? rather than, what does the material do to the people who receive it?" (Murdock and Phelps, 1992, p.15)

Children are selective in their viewing, reading and listening. They will compare the possible choices with their own standards to meet their own purposes. They will make sense of the media or "negotiate meaning" from a media message based on their prior knowledge, experiences and values. Buckingham (1991) emphasizes that making meaning is both an active and a social process. The media are interpreted by the audience and can be influenced by the audience. The influence of the media are not one way. The current views of media education take this

into perspective.

## **Critical Thinking**

Considine (1994) asserts that

“the development of critical viewing, thinking and listening skills offers children greater protection and independence than do well-meaning attempts to control the content of music, movies or television...” (p. 25)

Media cannot be viewed as only a negative, manipulating force from which we need protection. Because we live in a media culture, with both its benefits and drawbacks, we must develop a critical stance towards the media. As well as being engaged with a media message we must also be able to stand back to examine our interaction with that message. Critical viewing, thinking and listening starts with an inquiry approach to the media experience. After considering their own experiences, children learn to analyse and evaluate the ideas, values, techniques and contexts of media messages. The focus of media educators is on developing children’s critical awareness and understanding of the media as part of thinking critically and independently about the issues that they will encounter beyond the classroom. The term, critical autonomy, from Masterman (1985), is often used to describe this goal.

## **Visual Literacy**

Schools have traditionally focused on print media and the skills of reading, writing, listening and speaking. Today, television dominates as our source of news, information and entertainment. Video tape resources are being more widely used in the classroom. Due to these technologies, information is increasingly being communicated visually. Even print resources pay greater attention to layout, design and the use of graphics. Multimedia resources are the next wave. Masterman (1985) and Considine (1994) emphasize that children must be able to examine visual images critically, from being able to comprehend messages in a picture or a graph, to analyzing the visual codes of a news broadcast, or to producing a poster. Teachers must now extend their focus to include instruction in viewing and representing.

## **Media education and democracy**

Today control over the dissemination of information through mass media has become institutionalized. Increasingly political decision-making is influenced by visual imagery and the “sound-bite”. Considine (1994) states,

“to study the political process without also studying the role of advertising and the news is to ignore the context in which electronic information both covers and creates candidates and public policy.” (p. 27)

It is in the mass media that the main discussions of political and public issues take place. The media helps set the public agenda by selecting certain events and people for attention. Then, by framing their stories, selecting what information to give and what to leave out, they tell the audience what is important to know. Wallack et al. (1993) describe the idea of media advocacy. Its purpose is to influence the media in their topic selection and discussion around public issues such as alcoholism or AIDS. Building on the critical awareness of this role of the media and how it may be influenced, media education seeks to enable students to become more effective citizens in a democratic society.

## **Equity Issues**

Media messages, through their representations of society, influence our perceptions of ourselves and others. Media education complements efforts to consider issues such as multiculturalism, anti-racism, gender equity and First Nations education. Graydon (1995) reports that the examination of portrayal practices is a common activity in media education classrooms. Children must be encouraged to identify and examine the values embodied in media messages. The use of stereotypes and distortions based on race or gender must be recognized. The use of media for pro-social messages (for example, anti-racism, anti-smoking ads) attempts to take advantage of the media’s persuasive capabilities.

## **Pedagogical Benefits**

The objectives of media education enable teachers to create an educational program that will exemplify the three principles of learning that guide all BC curricula:

- Learning requires the active participation of the student.

- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process (BC Ministry of Education, Integrated Resource Packages K - 7 for Science, Math, and Personal Planning, 1995)

Shepherd (1993), and other media educators in his school district, reported that children are highly motivated because they are "studying" the media culture in which they are immersed. Media education makes school seem more relevant because children's interests, knowledge and pleasure in the media are validated. As the child is often the "expert" in discussing media topics, the focus of the class changes from teacher-centred to student-centred. In addition, teachers are consciously not imposing their ideas or opinions on children but encouraging them to critically evaluate media messages to create their own meaning. Media education encourages the active participation of children both in their engagement with the media and in hands-on assignments.

By integrating media education into the curriculum teachers take into consideration the learning needs of their students. Teachers seek out a variety of media resources that address students' different learning styles. As a result, non-print materials have become popular tools in the classroom. Media education includes not only the analysis of all types of media but also the production of various media forms. This approach is very successful for those who are usually at a disadvantage in our classrooms such as ESL and special education students.

Another key aspect of media education is the recognition and validation of varying perceptions among individual children. Collaborative work is necessary for children to hear the ideas and opinions of others in the classroom. The sharing of resources and project work offers opportunities for children to cooperate with each other. These strategies recognize that learning is both an individual and a group process.

## How do we teach media education?

Media studies, media literacy or media education?

Three terms, media studies, media literacy and media education, are used to describe teaching about the media. Although they have the same objectives and share similar concepts, they do differ in scope

and in their placement in educational programs.

Media studies is usually taught as a distinct subject area, often as an elective course, at the secondary school level. It offers an in-depth study of a variety of media and issues related to the media. Since this course is taught in isolation students have to apply media concepts to other subject areas independently. There is no guarantee that many students will take this course, nor is there a guarantee that students will take the key media concepts and apply them to other situations.

Media literacy focuses on the "language" of media. By analysing the structure of a media form, for example the camera angles and lighting techniques used in film, one can decode images for meaning. It extends the skills of reading and writing print to include decoding or "deconstructing" other types of media. The attention to the literacy aspect has often placed media literacy within the English-Language Arts curriculum. Consequently, there is not as much emphasis on the economic, political and social issues arising from media representations.

Media literacy has proven to be a politically attractive term as it reflects society's beliefs in the empowerment of literacy. The Ministry of Education in Ontario uses the term "media literacy" to describe their media education program.

Media education, the approach chosen by the BC Ministry of Education for the elementary level, is both multidisciplinary and interdisciplinary. It can be integrated into any curriculum because each subject uses media materials which can be critically examined for the messages and values they present. Key media concepts will be taught as they relate to a variety of subjects. This approach is more effective at the elementary school level where a teacher is responsible for all curricula than at the secondary level where teachers are subject specialists. Elementary teachers will need to learn and develop new concepts, understandings and skills if they are to implement media education across the curriculum.

## Key Concepts

In the 1970s media educators searched for a coherent way to teach about the diversity of media forms, practices and products. Often media education became a survey of various media forms, for example, with distinct units on television, newspa-

pers, or film. Masterman (1985) posed the question of how to make conceptual sense of such a wide and diverse field of study. His answer was to organize media education around three features: a theoretical framework, core concepts and principles, and a characteristic mode of inquiry. He articulated the foundation principle from which media education is derived.

“The media are symbolic (or sign) systems which need to be actively read, and not unproblematic, self-explanatory reflections of external reality.” (p.20)

All frameworks of media education consider media as constructions and representations of reality. All the concepts are interrelated and will appear in every media “text” ( the term used by media educators to describe a media product such as a magazine, a movie or an individual advertisement or toy). Concepts can be best developed over time following a spiral model where concepts are reinforced and deepened with each examination of a new text. Each text, and its analysis, becomes the content of media education.

Educational jurisdictions around the world have developed frameworks of key concepts as a systematic way of organizing students’ learning about the analysis and production of media. Three conceptual frameworks which are useful to consider are from Ontario (Ontario Ministry of Education, 1989), from Scotland (Shepherd, 1990) and from British Columbia (BC Ministry of Education, 1995).

The Ontario model is influenced by the work of Len Masterman (1985). It lists eight key concepts which are centred on the media text. The first two concepts arise from Masterman’s (1985) foundation principle.

1. All media are constructions.
2. The media construct reality.
3. Audiences negotiate meaning in media.
4. Media have commercial applications.
5. Media contain ideological and value messages.
6. Media have social and political implications.
7. Form and content are closely related to the media.
8. Each medium has a unique aesthetic form.

The second model, from the Scottish Film Council, also has as its foundation the concept that all

communication is a construction of reality. Three key areas, text, audience and production, serve as organizers for questions which will help students deconstruct the media. Text refers to any media product; audience, to anyone who engages with a media text; and production, to everything that goes into the making of a media text. All three areas interact with each other. They are further linked by moving in a cycle from analysis activities to production activities and again to analysis. This model has been adapted by North York Board of Education, North York, Ontario for use in their school district.

The third model, from the BC Ministry of Education, has been adapted from a document prepared by C. A. M. E. in 1994. Three key concepts are identified:

- analysis of media products (purpose, values, representation, codes, conventions, characteristics, and production)
- audience interpretation and influence (interpretation, influence of media on audience, influence of audience on media)
- media and society (control, scope)

The three models describe similar key concepts, all of which need to be addressed in media education. Which model is used is not as important as having a coherent and comprehensive framework on which to base instruction. ° Although the frameworks provide a teacher with many entry points to deal with a media text, when will the teaching happen? How will a teacher “fit in” media education with an already full agenda of curricula to address?

## The Integrative approach

Shepherd’s (1990) view is that media education will actually assist teachers in dealing with curriculum overload. Media education concepts can be applied to media texts from any subject area. Each media text provides the content and the media education concepts which tie them together. Media education concepts can integrate a variety of curriculum. For elementary teachers who have experience planning curriculum around themes, integration is not a new practice.

Whenever students are studying a media text they will be using language to negotiate meaning. Language is central to the conscious processing of media. The English - Language Arts curriculum has

long taken responsibility for the skills of reading, writing, listening, speaking, and now, viewing and representing. The English-Language Arts area will offer many opportunities to develop the key concepts of media education. However, there is a difference between the approach of an English-Language Arts teacher and that of a media educator. The English-Language Arts teacher selects a text for students to respond to creatively with enjoyment and appreciation. A media educator selects a text to deconstruct for developing critical analysis skills. One approach can not replace the other. Therefore, media education does not replace a traditional English-Language Arts program but expands and enhances it.

Social studies is another curriculum that fits well with media education concepts. The social, economic, cultural and political topics and issues raised in social studies are all represented in the media. Social studies teachers use media as sources of information in the teaching of history and geography. They emphasize an evaluation of sources for points of view, representation and authority. The key concepts of media education would extend this critical questioning in a coherent way.

Many other curriculum areas that could be integrated are family life, health, science and technology, the arts, music and mathematics. Issues in some of these curricula areas might be easier to consider with a media text on which to focus. As discussed earlier, equity issues are complemented by the use of media education concepts. Part of understanding media texts is to acknowledge the pleasure and enjoyment they can provide. A carefully crafted photograph in an advertisement or the music of a rock video can be admired for its technical artistry. An appreciation of a medium's aesthetic form is part of media education. Media education activities using data analysis, graphs, surveys and statistics will further the learning and practice of mathematical skills.

This brief overview shows how media education can integrate a number of curricula. Two concerns arise out of using an integrative approach. One, will teachers just use different media forms to teach various subjects without ensuring that the media texts are examined critically? Two, what support will teachers need to implement the integrative approach to media education?

## Implementing the integrative approach

At the beginning of this article a distinction was made between teaching with media and teaching about media. This will be determined by the attitude teachers have towards teaching about media and the strategies they employ. Teachers should choose texts that reflect students' interests. They need to teach students how to step back to look at the text from a critical perspective or distance. Teachers should not make judgments regarding the quality of the text. The class environment must have an atmosphere of trust where students are encouraged to be open and to value differences. The teacher should be viewed as a facilitator or co-learner whose ideas and opinions are respected but not seen as the definitive answer. The teacher engages in dialogue with students as do students with other students.

Media education is built around critical thinking. The conceptual frameworks are designed to promote inquiry and critical discourse. Each key concept leads to hundreds of questions, such as, what values are built into the text, how is the viewer's gender a factor in the meaning negotiated for the text, what aspects of reality are not present in the text, who owns or controls the organization that made the text? Media is a natural area to apply inquiry and critical thinking strategies. The skills of critical thinking, effective communication, and independent decision-making are essential in the development of the educated citizen as described by the BC Ministry of Education (*Primary program foundation document*, 1990). Media education could be an effective program to achieve these objectives.

In order for teachers to effectively implement media education in an integrative approach and to use the conceptual frameworks for planning, teaching and evaluating student learning there must be supporting resource material. The Ontario Ministry of Education outlines their framework in, *Media literacy resource guide* (1989), a document that also contains general instructional strategies, teaching suggestions for specific curriculum areas and detailed units of study for a variety of media. The North York Board of Education is developing materials based on the Scottish model, some of which were shared by Rick Shepherd at the Summer Institute in Media Education held at Simon Fraser University, July-August 1995.

The BC Ministry of Education has not yet produced any resource materials for media education.

Media education is one of eleven cross curricular areas that have been incorporated into the new Integrated Resource Packages (IRPs) for K - 7 curricula. In fact, the only description of media education is a one page summary which gives a brief definition and rationale of media education and lists the key concepts. The same summary appears in an appendix contained in each IRP. It is unlikely that many teachers will become aware of, let alone implement, media education. Only if the Ministry of Education or a school board takes the initiative will media education be implemented in any systematic way. Adequate resources, in-service training and continuing support from peers and district staff will have to be provided.

Professional development opportunities can be organized through universities, school districts, and Provincial Specialist Associations (PSA). A network of practitioners has been established at the provincial and national levels through the Association for Media Literacy and C. A. M. E. To focus attention on media education, media education advocates must continue to work with the Ministry of Education, school districts, and the PSAs, including the BC Teacher-Librarians' Association.

### **The role of teacher-librarians**

What role can teacher-librarians play in the implementation of media education? Teacher-librarians are not going to immediately change the big picture. Media education will probably continue to exist in pockets of activity where individual teachers have the interest and the expertise to include media education in their programs. However, teacher-librarians can start to make an impact.

Teacher-librarians can play a role in media education because they are in the unique position of working with all staff members in curriculum implementation. In collaboration with classroom teachers they plan and teach units of study. Teacher-librarians who have an understanding of the concepts of media education are in a position to integrate the objectives of media education into a variety of curriculum areas.

Teacher-librarians are already teaching students critical thinking skills as part of an information skills framework. They are already asking students to look at learning resources, or media texts, in a critical evaluative manner. Students are asked to consider

bias, accuracy, currency and authority in sources of information. The scope and the intent of the evaluation will differ with a media education objective but will enhance the students' analyzing and understanding of the various sources of information. For example, an analysis of newspaper coverage versus TV coverage of a current event will show students how each medium constructs different representations of the same story. Students would then understand how newspapers and TV news need to be used in different ways to access information.

Teacher-librarians are responsible for the selection of learning resources for school library resource centres which include a wide range of media. Selection criteria cover many of the points raised in the analysis of media texts. Using a media education "filter" when selecting materials will make teacher-librarians take a new look at learning resources. It is important that students understand the characteristics of various media and select the appropriate media for their tasks. As the use of non-print resources such as video, multimedia, CD-ROM, and on-line databases increases, it will be important for students to know how to interact with them critically.

If teacher-librarians collaboratively plan and teach units of study that include media education objectives, they plant a seed that might grow into a greater awareness and support for media education. This is an opportunity to assist students to become better users of information and lifelong independent learners. At the same time, library resource centre programs will be enhanced by incorporating media education concepts. Media education advocates should not overlook the potential of teacher-librarians to assist in the successful implementation of media education programs because there is a natural connection between the goals of the library resource centre program and media education.

# MEDIA EDUCATION ANNOTATED BIBLIOGRAPHY

## THEORY AND METHODOLOGY

Alvarado, M. and O. Boyd-Barrett (Eds.) (1992). *Media education: An introduction*. London: British Film Institute and The Open University.

This collection of readings presents short excerpts from articles and books of 50 of the best known media educators in England, Scotland and the United States. Particularly useful are the editors' introductions to each section. A densely packed collection written as a university text, this work is best suited for teachers with some experience in media education. The first section of the text documents the history of media education to show how the past informs contemporary initiatives. Later sections discuss the organization of curriculum within media education and give accounts from practicing teachers in media education classrooms. Also available are supplementary materials consisting of a workbook, video cassette, audio cassette and forty slides.

Buckingham, D. (Ed.). (1990). *Watching media learning: Making sense of media education*. Basingstoke, England: The Falmer Press.

Buckingham and other British media educators look at issues of teaching media. Perhaps the most important contributions of the book are the models it presents for conducting research in media education and their reflection in the classroom.

Canadian Association For Media Education [C.A.M.E.]. (1994). *A conceptual framework for media education and cross-curricular learning outcomes and opportunities for teaching and assessment*. Vancouver: C.A.M.E.

This report was prepared by C.A.M.E. for the BC Ministry of Education. The document provides a conceptual framework for media education which includes a definition of media education, the aim of media education, a rationale for media education, and key concepts. Most of the document illustrates how media education can be integrated within the BC curriculum with examples for teaching and assessment.

Considine, D. and G. Haley (1992). *Visual messages: Integrating imagery into instruction: A teacher resource for media and visual literacy*. Englewood, Colorado: Libraries Unlimited/Teacher Ideas.

Advocates of student centered education, the authors argue that media education can be integrated with and throughout the existing curricula. The first three chapters discuss theory, definitions, and methodology. Subsequent sections present detailed, grade specific lesson ideas especially in the areas of television, advertising, news and movies. Extensive reference and recommended reading lists appear at the end of each chapter.

Downing, J., Mohammadi, A. and A. Sreberny-Mohammadi, (Eds.). (1990). *Questioning the media: A critical introduction*. Newbury Park, California: Sage.

This university text outlines a critical approach to the study of communications. It presents new ways of looking at the media and provides tools to help understand the media environment. The collection of readings are organized into five sections: Introductory perspectives; Media, power and control; Audiences and users; Information technologies; and Mass culture and popular culture.

Lusted, D. (Ed.). (1991). *The media studies book: A guide for teachers*. London: Routledge.

This is a collection of articles, both theoretical and practical, on five themes relating to media education: language, narrative, institution, audience, and representation. A special section looks at media production as a concept for learning about media rather than as an add-on practice activity. The book concludes with an article about how media education can be inserted into the various subject areas in the current curriculum.

Masterman, L. (1985). *Teaching the media*. London: Comedia.

This is a comprehensive study of media education written by one of the most influential voices in media education. He addresses fundamental questions about why and how media (with an emphasis on television) should be studied in schools. His style is accessible and the material important for its practical applications as well as its theoretical value. This book is considered "required reading" for media educators.

Pungente, J. J. (1985). *Getting started in media education*. Toronto: Jesuit Communication Centre.

An overview of each of the different media and the ways of studying them, the book provides courses from a variety of countries and an extensive bibliography.

Worsnop, C. (1994). *Screening images: ideas for media education*. Mississauga: Wright Communications.

Up to date, Canadian, and easily read, this work includes both theory and practical application. Worsnop advocates the inclusion of media education throughout the curriculum and suggests strategies for teaching the subject on a limited budget. This is a good first book for teachers, especially secondary teachers, new to media education as well as those with more experience.

#### **MEDIA EDUCATION ACTIVITIES AND GENERAL STUDENT TEXTS**

Anderson, N. (1989). *Media works*. Toronto: Oxford University Press.

This is a useful text that offers a wide range of activities which integrate writing, speaking and thinking about the media. Anderson's emphasis is on language arts in general and the whole language approach in particular. This work was written for use in grades 10 and 11 but could be adapted for other secondary grades.

Carpenter, D. S., B. Smart, and C. Worsnop, (1988). *Media: Images and issues*. Toronto: Addison-Wesley.

This Canadian collection for senior secondary school students uses a thematic approach and contains a cross-section of current media issues drawn from diverse sources. There are chapters on each of the media and current issues such as bias and stereotyping. These are followed by a number of projects for discussion and related activities.

Duncan, B. (1988). *Mass media and popular culture*. Toronto: Harcourt Brace Jovanovich.

Issues such as gender, violence and sexuality are explored in this text which looks at media and their place in our environment. This Canadian text offers students a large number of activities, allowing for analysis and production of media messages. The book, accompanied by a teacher's guide, is currently used in media education programs in Ontario schools.

Lloyd-Kolhin, D. and K. Tyner, (1991). *Media and you: An elementary media literacy curriculum*. Englewood Cliffs, New Jersey: Educational Technology Publishers.

A collection of practical activities for even the most apprehensive media educators. None of the lessons require elaborate equipment or extensive background in production. Although lessons are directed at elementary students, teachers could adapt the lessons for older students. Several worksheets are provided to support activities.

Ministry of Education, Ontario, (1989). *Media literacy, intermediate and senior divisions: Resource guide*. Toronto: Ministry of Education, Ontario.

This guide presents a concise explanation of media literacy, introduces eight key concepts, and provides practical lesson ideas. These lessons show how the concepts may be taught through units dealing with each medium, including rock videos, and pop culture icons and environments.

Schrank, J. (1986). *Understanding mass media*. Toronto: Copp Clark.

An American secondary school textbook that is well organized for classroom use. It contains sections on each of the media as well as materials focusing on media control, media and our images of the world and new media.

Smart, B. (Ed.). (1990, 1992). *Anthology/Supplement*. Toronto: Association for Media Literacy.

Smart has compiled a collection of media education lessons/unit plans created by practicing teachers. This resource also includes suggestions for setting up media education programs: finding resources, gaining administrative and parent support, etc.

Canadian student texts dealing with the topic of media have been published as part of two English-Language Arts series for Grade 7 up.

From the "In Perspective" series by Harcourt Brace and Co., (1993) *Media in perspective student book and teacher's resource*.

From the "Multisource" series by Prentice-Hall, (1993) *Media and communication student anthology and student magazine*.

## TEXTS ON SPECIFIC MEDIA OR TOPICS

Anderson, F. J. (1985). *Classroom newspaper activities: A resource for teachers, grades K - 8*. Springfield, Illinois: Charles C. Thomas.

This is an illustrated compilation of activities using the newspaper in elementary classrooms. Critical reading skills are promoted in the intermediate grade lessons. Each activity is defined according to grade level, learning objectives, materials needed and student directions.

Berry, G. L. and Asamen, J. K. (Eds.). (1993). *Children and television: Images in a changing sociocultural world*. Newbury Park, California: Sage.

This work explores television's influences on children growing up in a changing, multicultural world. It examines the effects on attention, comprehension, behaviour and the imaginative and creative capabilities of children. The portrayal of the "other" and its effects on children is discussed.

Cooper, R., Lavery, M. and M. Rinvolutri (1992). *Video: Resource books for teachers*. Oxford: Oxford University Press.

Containing a variety of activities for the classroom using video, this work addresses "active viewing, production of video, and video-taping the learning process in the classroom. Lesson plans are concisely presented indicating level of interest, time involved, preparation needed, in-class instructions and, often, variations and comments.

Giannetti, L. D. (1993). *Understanding movies* (6th edition). New York: Prentice-Hall.

This widely used university text is useful for anyone looking for a thorough understanding of film technique, production and analysis. Chapter topics include the language of film, literary adaptations and film theory. Much of the material also pertains to television.

Gitlin, T. (Ed.). (1986). *Watching television: A Pantheon guide to popular culture*. New York: Pantheon.

Gitlin has assembled a number of well written articles about the medium. The topics include soap operas, the news, music videos and children's television. The chapter on children's television, written by Tom Engelhardt, gives an analysis describing how marketing and promotion for licensed characters dominates children's programming.

Hutchinson, D. (1987). *Film magic: The art and science of special effects*. New York: Prentice-Hall.

This work provides an explanation of how some of the movies' most memorable moments were created. Information provided here could be the basis for extended discussions on illusion and manipulation of media messages.

Kline, S. (1993). *Out of the garden: Toys, TV and children's culture in the age of marketing*. Toronto: Garamond Press.

Examination of the history of marketing to children, focusing on the effect of TV advertising/marketing on children's toys and play culture. Stephen Kline looks at the dominance of the "character toy" in TV programming and children's culture and how it has affected children's play and imaginative experiences.

Maclean, E. (1981). *Between the lines: How to detect bias and propaganda in the news*. Montreal: Black Rose Press.

With special emphasis on print, this Canadian text presents a critique of the motives behind the construction of media messages. Activities are outlined for senior students and focus especially on analyzing the subtle techniques of propaganda and language manipulation. Despite the publication date, there is much thought provoking material here which could be useful in social studies, economics, history and language arts classes.

Manley-Casimir, M. and C. Luke (Eds.). (1987). *Children and television: A challenge for education*. New York: Praeger Publishers.

This collection of readings focuses on the relationship between television and children. It includes sections describing the interactive nature of TV viewing, the teaching of critical and literate viewing skills and the development of social and educational policies regarding children's programming. It concludes with an annotated bibliography of studies and papers on children and television.

Masterman, L. (1980). *Teaching about television*. London: Comedia.

A standard work which combines a theoretical framework for media education with a wealth of ideas about classroom practice for teaching about television. It includes an extensive bibliography.

Philips, W. H. (1985). *Analyzing film: A practical guide*. Toronto: Holt Rinehart.

This is a useful book for teachers since it is designed to provide guidance in viewing, describing and analyzing films to students with little background knowledge. Readers are encouraged to formulate their own descriptions and analyses after viewing.

Postman, N. (1985). *Amusing ourselves to death: Public discourse in the age of show business*. New York: Penguin.

A witty, well written and influential book that argues that the pervasive entertainment obsession of our television culture has negatively affected our political, cultural and educational modes of discourse.

Short, J. R. and B. Dickerson (1980). *The newspaper: An alternative textbook*. Belmont, California: Pitman Learning.

One of the more comprehensive books about using the newspaper in the intermediate and secondary classroom, this work presents activities for different grade levels using a well organized layout. The authors analyze newspaper content from the front page to the comic strips.

Singer, B. (1986). *Advertising and society*. Don Mills: Addison-Wesley.

This Canadian book takes a comprehensive and relatively non-judgmental approach to the topic. Singer addresses many areas including the history of advertising, sexism and racism in advertising, the ways advertising presents (or omits) people without power, the ethics of advertising tobacco and alcohol products, and the future of advertising.

Sontag, S. (1978). *On photography*. New York: Delta.

This work is considered a classic in the study of photography and will encourage the reader to re-evaluate photographs, from family snapshots to art photography. The chapter "The Image World" should be of particular interest to media educators.

Thomas, J. L. (Ed.). (1983) *Cartoons and comics in the classroom: A reference for teachers and librarians*. Littleton, Colorado: Libraries Unlimited.

Thomas presents a collection of articles which include the theory and methodology of dealing with comics and cartoons as a serious educational concept. Also presented are discussions on how, when, where and with whom to use the suggested methods and anecdotal accounts of classroom success experienced by teachers.

Ungerleider, C. S. and E. Krieger (1985). *Television and society: An investigative approach*. Toronto: Irwin Publishing.

Intended for secondary students but appropriate for upper intermediate as well, this book presents an historic overview of the development of Canadian television, examines the mediation process, and looks at several issues such as television's influence on political issues, consumption, representation of

different groups in society, and Canadian identity. A variety of activities for the classroom and for independent research are presented in each chapter.

Werner, W. and K. Nixon (1990). *The media and public issues: A guide for teaching critical mindedness*. London, Ontario: The Althouse Press.

This work assists teachers in dealing with controversial issues in the classroom. It illustrates how to analyze the content and politics of public issues, and evaluates the ways in which they are presented in the media. The book, which has a cross-curricular approach, provides a framework in which questions are raised and inquiry is conducted regarding controversial public issues in the classroom.

## VIDEO RESOURCES

Canadian Broadcasting Corporation. (1989). *Inside the box: Television and the consumer*. CBC Enterprises, Box 500, Station A, Toronto, Ontario, M5W 1E6.

This kit consists of six videos about documentary, news, children's programming, the consumer, drama, and TV as art, using excerpts from CBC programming plus original footage and commentary. This package was compiled for use in the upper elementary and secondary grades.

National Film Board of Canada. (1993). *Constructing reality* (series): 9 hours. (video).

This is a six-part video package and resource text featuring thirty-four films and study excerpts. The series is designed to stimulate students to critically examine documentary film making. It raises questions concerning issues of gender, class, race, violence, and point of view in "objective" programming. The 288 page teacher's resource guide includes interviews with the personalities responsible for creating documentary films. It also contains creative teaching strategies, discussion questions, hands-on activities, as well as notes on the technical aspects of documentary film making.

National Film Board of Canada. (1988). *Images and meaning*: 105 min. (video).

This collection of nine animated, documentary and experimental films was chosen to provoke discussion in intermediate and secondary media

education classes and should provide inspiration for student projects. The accompanying pamphlet introduces and poses questions about each segment.

National Film Board of Canada. (1989). *Media and society*: 229 min. 49 sec. (video).

*Media and society* is a compilation of three videocassettes (*Advertising and Consumerism*, *Cultural Sovereignty/Shaping Information*, and *Images of Women*) which can be used separately or in combination. Designed primarily for secondary students, it features nineteen NFB films and excerpts edited especially for this package. Many media related topics are presented: advertising and its techniques; living in a consumer society; television and lifestyles; stereotyping, racism and sexism in the media; the effects of pop-culture on young people's self-image; pornography; violence; broadcasting and cultural sovereignty; political coverage; and the process of news making. A comprehensive resource guide with background information and discussion and activity suggestions for each video selection is available.

National Film Board of Canada. (1986). *Visually speaking*: 36 min. 31 sec. (video).

This series is designed for elementary or middle school students but can be used effectively for any age. The series shows how reality is expressed and manipulated through our senses, body language, and the technical aspects of movie-making. A teacher's guide is available. The six short films in this series are: *Body Talking*; *A Sense of Touch*; *A Sense of Sound*; *The Movie Movie*; *Sequence and Story* and *Speaking Objectly*.

## PERIODICALS

*Adbusters: Journal of the mental environment*. (Quarterly). 1243 West 7th Ave., Vancouver, BC, V6H 1B7.

A critical and often satirical look at various media and the motivation of those who produce them. Suggestions are provided for consumer activities and protest action.

*Media and values*. (Quarterly). 1962 S. Shenandoah, Los Angeles, California, 90034.

Concise and readable, this publication is ideal for use by teachers. Each issue explores a different theme such as: sexual violence, "Rock and its role," "Wide world of media sports" and "media racism."

*Telemidium: The journal of media literacy*. National Telemedia Council, 120 E. Wilson Street, Madison, Wisconsin, 53703.

This journal features practical lesson tips for teachers and longer articles intended for school library media specialists.

## PERIODICALS - SPECIAL EDITIONS

*English quarterly*. Volume 25, Numbers 2-3, 1993. Canadian Council of Teachers of English.

The entire edition is devoted to media education. It incorporates ten articles combining theory and practice in a variety of areas and different grade levels.

*History and the social studies teacher*. Volume 24, Number 4 (Summer 1989). Ontario History and Social Science Teachers' Association.

The theme of this entire edition is media literacy.

## INTERNET RESOURCES

A listserv for media literacy is available to join. Send a one-line e-mail message saying "subscribe" to: [media-l@NMSU.Edu](mailto:media-l@NMSU.Edu)

The major focus of the list is to provide a forum for the exchange of ideas and information related to a broad scope of media literacy subjects.

World Wide Web sites (home pages):

The Media Literacy On-Line Project:  
<http://interact.uoregon.edu/MediaLit/HomePage>

Fairness and Accuracy In Media (FAIR):  
[/http://www.igc.org/fair](http://www.igc.org/fair)

Newton Television Foundation:  
<http://www.actwin.com/NTF>

Strategies for Media Literacy:  
<http://www.kqed.org/Cell/ml/home.html>

## MEDIA ASSOCIATIONS

Association For Media Literacy  
40 McArthur Street  
Weston, Ontario  
M9P 3M7

This association is concerned with the process of understanding and using the mass media. Its members want to help students develop an informed and critical understanding of the nature of the mass media, the techniques used by them, and the impact of these techniques. The AML produces curriculum materials and a newsletter, *Mediacy*, which is published three times a year.

Canadian Association for Media Education (C.A.M.E.)  
1363 Fountain Way  
Vancouver, B. C.  
V6H 3T2

C.A.M.E. was founded by teachers and media professionals for three reasons: 1. to promote the study of media; 2. to promote Canadian cultural expression; and 3. to promote equitable representation in media. The association publishes a regular newsletter, has produced a curriculum unit and has held public forums on various media topics. In 1994 C.A.M.E. prepared a conceptual framework of media education for the B. C. Ministry of Education.

Center for Media and Values  
1962 South Shenandoah  
Los Angeles, California  
90034

This group stresses media literacy within the context of Catholic education. It publishes *Media and value* and distributes videotapes and other kits.

Media Watch  
517 Wellington Street West  
Suite 204  
Toronto, Ontario  
M5V 1G1

Media Watch is a national, volunteer feminist

organization working to eliminate sexism in the media. It promotes change by educating media industries, government and the public, conducting research, and encouraging consumer advocacy. They produce a newsletter, six times yearly, and educational resources.

This bibliography was created with the assistance of the following lists:

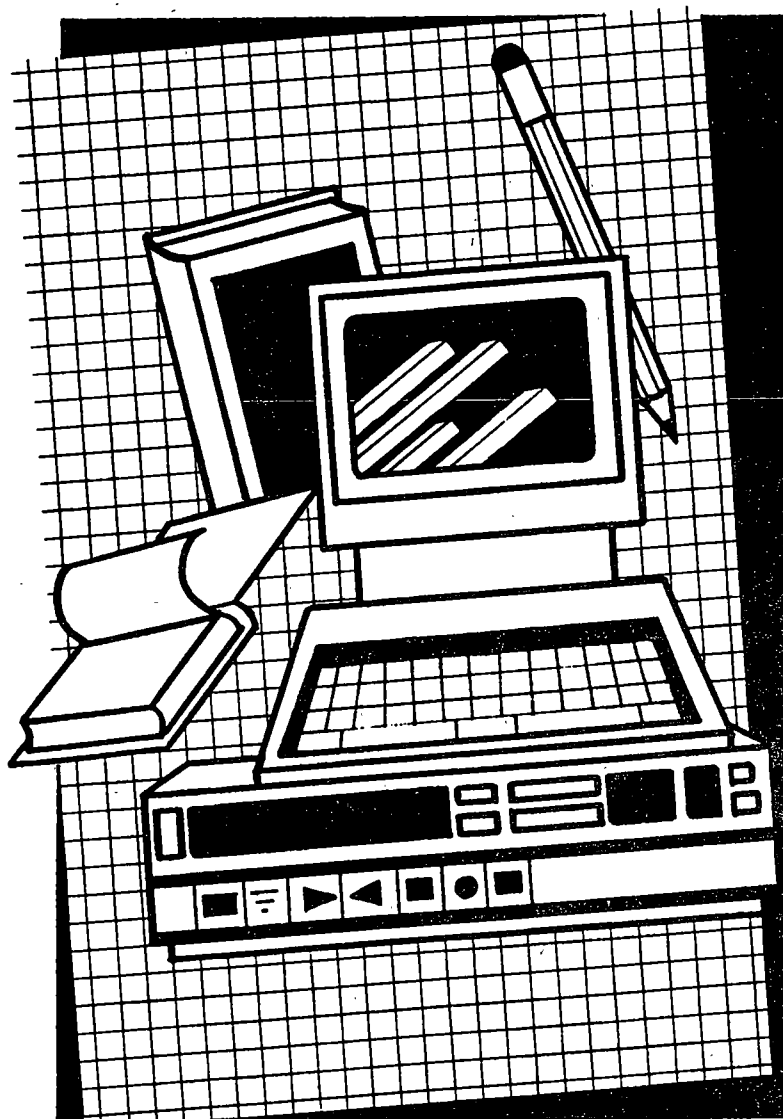
Segall, A. (1994). *Annotated bibliography for media education*

Ungerleider, M. (1994). *Media education: Recommended resources*

*C.A.M.E. Resource Sampler Number 1*, October 1994, p. 22-27

*Reading list for the Summer Institute In Media Education*, Simon Fraser University, July-August 1995.

Reading list supplied by R. Case



# YOUNG READER'S CHOICE AWARD

by LINDA LINES, Children's librarian, West Point Grey Branch, Vancouver Public Library.

**And the winner is...**the 1996 Young Reader's Choice Award winners are:

In the junior division (grades 4 to 8) *The boys start the war, the girls get even*, by Phyllis Reynold Naylor.

The YRCA winner in the senior division (grades 9 to 12) is *The giver*, by Lois Lowry.

Last year several teachers and librarians asked me for more detailed voting statistics. I tried to get the total number of votes for each title by region so we could compare our area's votes with those of the whole of British Columbia, with Alberta and with the North Western States. I could not get an answer to my questions, so I suggest that for 1997 you all send your voting results to me rather than to the University of Washington. I will keep the statistics for each library, school, and area, as well as the totals for BC which I will send to the University of Washington. That way I can give you the statistics you would like to have for your YRCA enthusiasts. I hope you will continue to promote YRCA in your library. Included here are the 1997 titles to be voted upon for the next Young Reader's Choice Award. Remember that you and your students can suggest books for the 1998 ballot. Look for a publishing date of 1995. You will be asked to submit these titles next February, 1997.

## 1997 YOUNG READER'S CHOICE AWARD TITLES (1994 Titles)

### Youth Division 4-8 Grades

Bunting, Eve	<i>Nasty stinky sneakers</i>	Harper Collins
Byars, Betsy	<i>The dark stairs: A Herculeah Jones mystery</i>	Viking
Coville, Bruce	<i>The dragonslayers</i>	Pocket Books
Creech, Sharon	<i>Walk two moons</i>	Harper Collins
DeFelice, Cynthia	<i>Lostman's River</i>	Avon
Gantos, Jack	<i>Heads or tails: stories from the sixth grade</i>	Farrar, Straus & Giroux
King-Smith, Dick	<i>Three terrible trins</i>	Crown Books
Myers, Walter Dean	<i>Darnell Rock reporting</i>	Delacorte
Nelson, Theresa	<i>Earthshine</i>	Dell
Paterson, Katherine	<i>Flip-flop girl</i>	Puffin Books
Reaver, Chap	<i>Bill</i>	Dell
Salisbury, Graham	<i>Under the blood red sun</i>	Dell

## Senior Division 9 - 12 Grades

Cooney, Caroline	<i>Driver's ed</i>	Dell
Cushman, Karen	<i>Catherine, called Birdy</i>	Harper Collins
Farmer, Nancy	<i>The ear, they eye and the arm</i>	Puffin
Johnston, Julie	Adam & Eve & Pinch Me	Puffin
Myers, Walter Dean	The glory field	Scholastic

Students may vote in either (or both) divisions if they have read or listened to **at least two** of the nominated titles.

## HOW ARE THE TITLES SELECTED?

Children, teachers, and librarians may recommend to their state or provincial representative titles for the next year's ballot. The representative for British Columbia is: Janet Wynne-Edwards, Vancouver Public Library/Hastings Branch, 2674 E. Hastings Street, Vancouver, British Columbia, V5K 1Z6, Canada.

## WHO MAY VOTE?

Anyone in grades four through twelve in the Pacific Northwest who has read (or has heard read) at least two titles from the list.

## WHEN TO VOTE?

Between March 1 and March 15

## WHERE TO VOTE?

- School Library
- Public Library, if School Library does not conduct balloting

## WHO SHOULD PROMOTE THE AWARD?

- Teachers may read aloud titles to their classes
- Librarians, both school and public, may present booktalks, exhibits, etc.
- **You!!!** Please share this information with other librarians in your area, and ask that the titles be printed in your professional journals and newsletters.

## WHERE ARE BALLOTING RESULTS SUBMITTED?

Mail the total number of votes cast for each title by **MARCH 20** to:

**Linda Lines, West Point Grey Branch Library, 4480 W. 10th Avenue, Vancouver, BC  
V6R 2H9. You can contact me by phone: 665-3982, by e-mail,  
lindalin@goliath.vpl.vancouver.bc.ca**

## HISTORY OF THE AWARD

The Young Reader's Choice Award, established in 1940, is chosen by children in grades four through eight from a preselected list. In 1990, grades 9-12 were added. Voting is conducted in Alaska, Alberta, British Columbia, Idaho, Montana, Oregon, and Washington.

The Award is presented to the authors at the annual Pacific Northwest Library Association Conference.

## HOW TO ORDER BALLOTS, ETC.

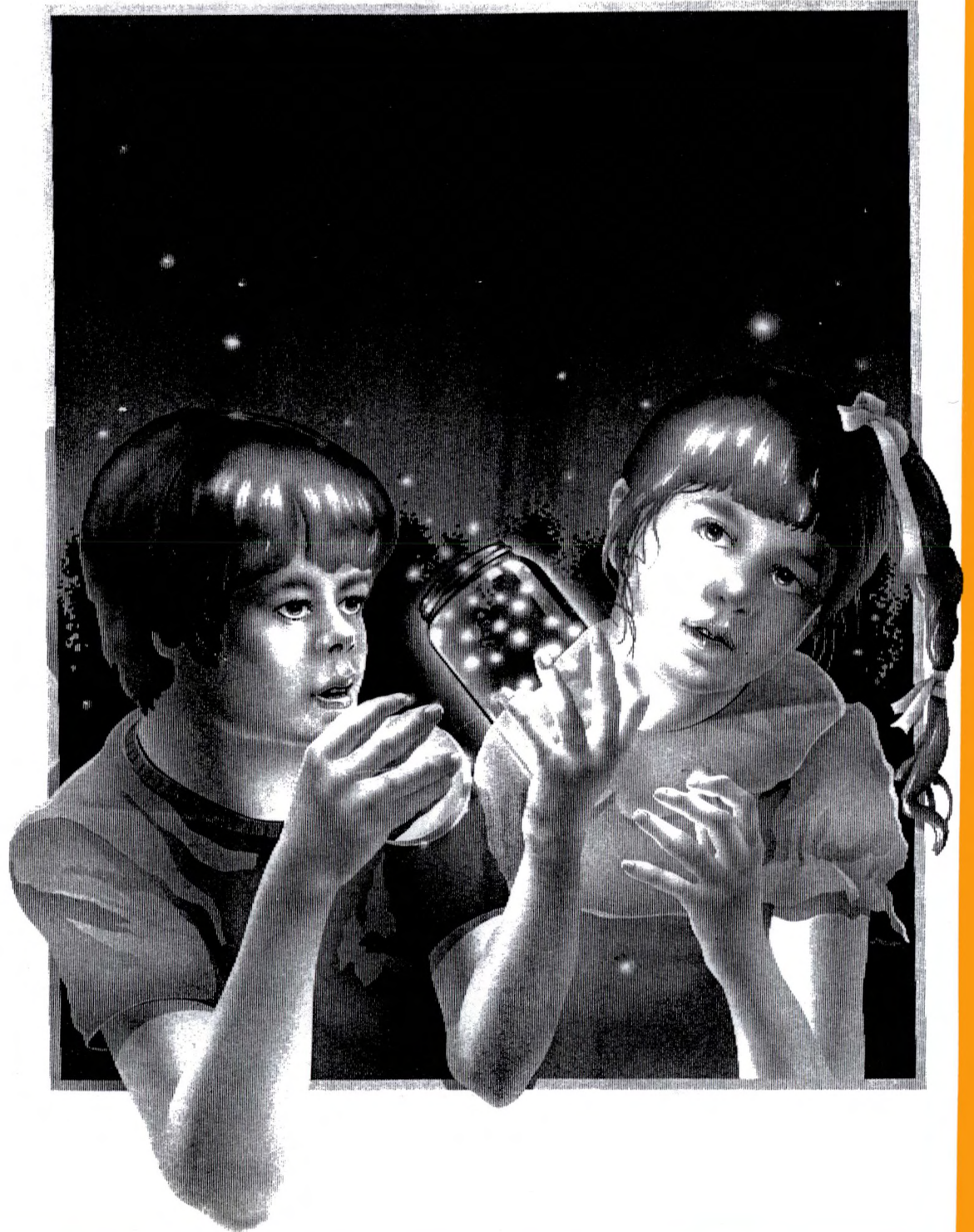
In British Columbia **KIDSBOOKS** is the distributor of the official ballots, posters, brochures and seals. There is also a YRCA videotape, available September, 1996, which has booktalks given by young readers on it.

**KIDSBOOKS** also has copies of the 1997 titles for sale. They are the official source for the Young Reader's Choice Nominees for 1997. Please contact: Leslie Comrie, Kidsbooks, 3083 W. Broadway, Vancouver, BC, V6K 2G9. Tel: (604) 738-5335 or 1-800-893-5335; Fax: (604) 738-5362.

**REMEMBER:** This year submit your voting results to Linda Lines rather than to the University of Washington.



# REGULAR FEATURES



# Free!



## UNICEF's EDUCATION RESOURCE

*A celebration of progress for children*

- ▶ Positive, pro-active approach to global education
- ▶ Easily adaptable to curriculum for K-8.
- ▶ Creative classroom activities, stories and games
- ▶ Fundraising ideas to use in the classroom
- ▶ Safety tips for "Trick-or-Treat" for UNICEF

In October will yours be among the thousands of Canadian classrooms celebrating UNICEF's 50th anniversary? With this education guide you can teach development issues in a positive way. By exploring the progress already made, your class will learn that through their actions they have an important role to play in the continued progress for children everywhere.

*Call your provincial UNICEF office today to order your FREE copy of this annual education resource. You can also request orange boxes, a colourful classroom poster and bookmarks, all at no charge.*



# Gratuite!



## RESSOURCE ÉDUCATIVE DE L'UNICEF

*Pour célébrer les progrès accomplis en faveur des enfants*

- ▶ Une approche positive et dynamique de l'éducation universelle
- ▶ Peut facilement être adaptée en fonction des programmes de la maternelle à la 8<sup>e</sup> année
- ▶ Activités, histoires et jeux créatifs pour la classe
- ▶ Idées de collecte de fonds à appliquer en classe
- ▶ Conseils de sécurité pour la tournée Halloween UNICEF

En octobre, votre classe comptera-t-elle parmi les milliers de classes du Canada qui célébreront le cinquantenaire de l'UNICEF? Au moyen de cette ressource éducative, vous pourrez enseigner des notions de développement à vos élèves d'une façon positive. En examinant les progrès accomplis, vos élèves comprendront qu'ils ont un important rôle à jouer dans la poursuite des progrès en faveur des enfants des quatre coins du monde.

*Téléphonez au bureau de l'UNICEF de votre province dès aujourd'hui pour commander votre exemplaire GRATUIT de cette ressource éducative annuelle. Vous pourrez en même temps demander des tirelires orange, une affiche pour votre classe et des signets, tout cela sans frais.*



# NEW ON THE NET

by **JOHN GOLDSMITH**, counsellor, technical support person (and former teacher librarian),  
Fraser Valley Regional Correspondence School, SD#33 (Chilliwack) E-mail:  
[jgoldsmi@rainbow.fvr.cs.gov.bc.ca](mailto:jgoldsmi@rainbow.fvr.cs.gov.bc.ca)

## INTRODUCTION

**NO LIBRARIES!** How's that for a radical idea? There are some who believe that telecommunications and the Internet will negate the need for libraries. Nicholas Negroponte (*Being Digital*) predicts a future in which information will be converted from physical things such as books, magazines, newspapers, etc. to digital data which can be moved easily and quickly across world wide computer networks such as the Internet.

While there is ample evidence to support this "digital" vision, not everyone agrees. Clifford Stroll, author of *Silicon Snake Oil*, is a passionate and eloquent defender of books and libraries. Stroll believes that the benefits of technology such as the Internet have been over-sold. Furthermore, he contends that books and the libraries which house them still provide the best method of universal information access for all people, not just the technically advantaged.

No matter who's vision proves more accurate, one thing is certain, technology has and will have a major impact on school libraries and library programs. The changes will be wide ranging, significant and driven to a large extent by the evolution of technologies such as the Internet. Like it or not, tomorrow will not be the same as today.

What might tomorrow bring for libraries? It will probably include resources such as electronic texts or books. Electronic books are an interesting literary hybrid. The concept and creation process for electronic texts is the same as for a printed work. The difference is in the final product. Electronic books are published in digital format, computer code which can be distributed on computer disks, CD ROMs or the Internet. As a result, libraries may become vast digital storehouses containing complete newspapers, magazines and books available for patrons to read on site or download to their home computers. For a sampling of electronic books, try visiting some of the sites listed in the following Electronic Book section.

## ELECTRONIC BOOKS

### THE GUTENBERG PROJECT

[http://jg.cso.uiuc.edu/pg\\_home.html](http://jg.cso.uiuc.edu/pg_home.html)

The Gutenberg Project is an endeavor undertaken by scholars at Cornell University (with assistance from many other academics at other sites) to make all the world's significant and important documents and literature available in electronic format. These documents may be freely copied and reproduced.

The Augsburg Confession, in Latin and in German  
(/auglg10.txt)

Codex Junius 11 (Anglo-Saxon Verse) (/codju10.txt)

The Constitution of Japan (/jcnst10.txt)

The 1995 CIA World Factbook (/world9510.txt)

Francis Bacon -- Essays (/ebacn10.txt)

William Blake -- Poems (/pblak10.txt)

Edgar Rice Burroughs -- Pellucidar (/pellu10.txt)

Daniel Defoe -- Robinson Crusoe [Part 2] (/rbcr210.txt)

Guy De Maupassant Vol. 1 -- Selected Writings  
(/swgem10.txt)

Charles Dickens -- The Pickwick Papers (/pwprs10.txt)

Fyodor Dostoyevsky -- Notes From The Underground  
(/notun11.txt)

Samuel Johnson -- Works, Volume 4 of 16  
(/sjv0410.txt)

Rudyard Kipling -- Rewards and Fairies (/rwfrs10.txt)

Charles and Mary Lamb -- Tales of Shakespeare  
(/tshak10.txt)

John Milton -- Aeropagitica (/areop10.txt)

Beatrix Potter -- The Great Big Treasury (/gbbp10.txt)

Robert L. Stevenson -- Catriona (Kidnapped2)  
(/ctrna10.txt)

Alfred, Lord Tennyson -- Idylls of the King  
(/idyll10.txt)

William Thackeray -- Vanity Fair (/vfair10.txt)

Wu Tingfang -- America Through the Spectacles of an  
Oriental Diplomat (/asbod10.txt)

NOTE: The information in brackets after the title denotes the actual name of the file which contains the work. These files may be transferred to a personal computer and read with almost any word processor program.

## BARTLEBY PROJECT

<http://www.columbia.edu/acis/bartleby/index.html>

The Bartleby Project currently underway at Columbia University is an undertaking similar to the Gutenberg Project. As with the Gutenberg Project, the intent of the Bartleby Project is to make available significant literature in electronic format. All files are plain text files that may be read by almost any word processor.

Agatha Christie -- The Mysterious Affair at Styles

T.S. Eliot -- Poetry and Prose

F. Scott Fitzgerald -- This Side of Paradise

Robert Frost -- Poetry

Thomas Hardy -- Wessex Poems and Other Verses

Gerald Manley Hopkins -- Poems

D.H. Lawrence -- Poems

John Stuart Mill -- On Liberty

Eugene O'Neill -- Beyond the Horizon

Thomas Paine -- Common Sense

Carl Sandburg -- Cornhuskers

Percy Bysshe Shelley -- Complete Poetical Works

Gertrude Stein -- Tender Buttons

William Butler Yeats -- Poems

## BIBLIORAMA

<http://www.bibliomania.com/Fiction/>

A third electronic text undertaking is called Bibliorama. As with the Gutenberg Project and Bartleby

Project, the intent of Bibliorama is to present great works of literature in an electronic text format. While the number of works available is not as large as the Gutenberg project, the list is still impressive.

Louisa May Alcott -- Good Wives

Ann Bronte -- The Tenant of Wildfell Hall

Lewis Carroll -- Sylvie and Bruno

Charles Dickens -- Dombey and Sons

Herman Melville -- Billy Budd

## BOOKS ONLINE

<http://www.cs.cmu.edu/Web/bookauthors.html>.

This site contains a huge index of hundreds of electronic versions of books, plus links to the pages where they are located.

Frances Maule -- The Blue Book: Woman Suffrage, History, Arguments and Results, ed.

John Fisher and Malcolm Richardson and Jane Fisher -- An Anthology of Chancery English

Sir Richard Burton -- The Arabian Nights, trans.

The Book of the Dead (Papyrus of Ani), trans. by E. A. Wallis Budge

Nicholas Albery -- The Book of Visions: An Encyclopaedia of Social Innovations

Daniel Druckman and John I Lacey -- Brain and Cognition: Some New Technologies

Cinderella (several versions)

Susan Sherman -- Education for Tomorrow's Jobs

Effective Services for Young Children: Report of a Workshop by Lisbeth B. Schorr

James W. Guthrie and Janet S. Hansen -- Worldwide Education Statistics: Enhancing UNESCO's Role

## THE INTERNET PUBLIC LIBRARY

<http://ipl.sils.umich.edu/>

One interesting interpretation of what libraries of the future might look like is the Internet Public Library, a pilot project being conducted by the School of Information, University of Michigan. As their welcome message states,

"This project represents our vision (as of today!) of the useful roles played by libraries and librarians as they might be performed on the Internet. In so doing, we hope to challenge the notions of what libraries are and should be in a distributed world, but also to demonstrate the value of that perspective in a chaotic, dynamic, but exciting and liberating environment.

"We are not attempting simply to put a public library up on the Internet or mindlessly translate the functions of libraries to the Net environment. We are also not trying to replace existing libraries or supplant the valuable services they provide to their communities. Rather, we hope to complement their work in appropriate ways.

One of the best features of this site is the Reference Center where you are able to access twelve different subject areas for children."

Their vision is an interesting one and definitely worth investigating.

## **VIRTUAL INSTITUTE OF INFORMATION**

<http://www.ctr.columbia.edu/vi>

This site is a repository for scholarly papers and center for on-line discussion about telecommunication and mass media research. It is run by the Columbia Institute for Tele-Information.

## **BOOKS, MAGAZINES AND LITERATURE**

### **BOOKS FOR CHILDREN AND MORE!**

<http://www.users.interport.net/~hdu/>

This site was created by Harold D. Underdown, who edits children's books, working freelance with writers and publishers. Mr Underdown has archived useful articles he's written, created an annotated list of books he has edited, and compiled links to resources for writers, editors, teachers, librarians, parents, and others interested in children's books.

## **THE CHILDREN'S LITERATURE HOME PAGE**

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

This site has been designed to enhance childrens' literacy by helping adults find the best books available. There are book reviews of hardback books, electronic books, and multimedia offerings.

## **THE CHILDREN'S LITERATURE WEB GUIDE**

<http://www.ucalgary.ca/~dkbrown/>

This site is a very comprehensive index of children's literature. It is constantly updated by David K. Brown of the University of Calgary. It includes links to movies and television based on children's books, children's book awards, the best children's book list, a list of children's best sellers and much more.

## **COMPUTERIST MAGAZINE**

<http://www.p3p.com>

This site offers information on PC and Macintosh computing including editorials, news about the latest software and a free help clinic.

## **FOCUS ON WORDS**

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

This is a great site for students and teachers to test and build their vocabulary. Not only does this location include on-line exercises, it also contains definitions, etymology, word histories: everything a word builder could ask for. On-line tests are automatically scored.

## **THE KIDLIT CHILDREN'S LITERATURE WEBSITE**

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

This site lists quality childrens' literature.

## **SMALL PLANET PUBLISHING COMPANY**

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

Small Planet specializes in transmitting ideas through leading-edge technology — in any medium. One item of particular interest to teachers is a section called the “Book Club” — an integrated language arts curriculum for Grades 4 through 6.

## **STUDENT BOOK REVIEWS**

<http://www.shadow.net/~richmond/pc/reviews.htm>

At Pine Crest Schools in Fort Lauderdale, FL, students are allowed to publish book reviews on the Internet after they’ve read 10 books from their “Electronic Bookshelf “ list. Over 140 students have participated.

## **SUSAN HOLTZER - MYSTERY WRITER**

<http://members.aol.com/holtzer/index.html>

One of the ways in which the Internet is having a positive effect on literature and writing is the capacity to link author and reader. One such example is mystery writer Susan Holtzer who offers glimpses into the Ann Arbor world of her characters on her Web site. Besides excerpts from her books, there are also original writings and lots of graphics.

## **BUSINESS AND INDUSTRY**

### **JOB SITES**

Here’s another radical idea - get a different job! Ever feel so unwanted or unappreciated that you’ve (heaven forbid) considered leaving the library and changing jobs? Perhaps you’ve just been curious about what jobs were available, either in teaching or related fields? It’s not as far fetched as you might think. Experts predict that changing careers (not just jobs or positions) three or four times will not be uncommon in the coming years.

Traditionally, the place to look for a new job has been the local or regional newspaper. Now add to that list, the Internet. In a very short time, the Internet has become a virtual labour exchange with hundreds of jobs being advertised daily. Web Site after Web Site has sprung up specializing in employment related activities. Besides satisfying your personal curiosity, these sites will probably interest counselors and teaching staff involved in the CAPP program as many of the sites also include information on resume writing and the job interview process.

## **AMERICA’S JOB BANK**

<http://www.ajb.dni.us/>

## **THE CANADIAN JOB SOURCE**

[www.irus.rrri.uwo.ca/~jlaw/job\\_can.html](http://www.irus.rrri.uwo.ca/~jlaw/job_can.html)

## **CAREER MATCH**

<http://www.fleethouse.com/career/cm-pg1.htm>

## **CAREERNET**

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

## **CAREERPATH**

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

## **CAREER RESOURCES HOME PAGE**

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

## **CAREER WEB**

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

## **DICE ONLINE JOB SEARCH**

<http://dice.com/>

## **DMD**

<http://www.pair.com/dmd/>

## **DREAM JOBS**

<http://www.hotwired.com/dreamjobs/>

## **THE ELECTRONIC LABOUR EXCHANGE**

[http:// ele.ingenia.com](http://ele.ingenia.com)

**EMPLOYMENT OPPORTUNITIES AND JOB RESOURCES ON THE INTERNET**

<http://www.wpi.edu/~mfriley/jobguide.html>

**EMPLOYMENT OPPORTUNITIES AND RESUME POSTINGS**

<http://galaxy.einet.net/GJ/employment.html>

**E-SPAN**

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

**FIRST STEPS OF THE HUNT**

<http://www.interbiznet.com/hunt/>

**A GUIDE TO EFFECTIVE RESUME WRITING**

<http://www.ceweekly.wa.com/grw.html>

**HEART/CAREER CONNECTIONS**

<http://www.career.com/HCC/hcc.html>

**HIGH TECHNOLOGY CAREER MAGAZINE**

<http://www.vjf.com/pub/htc/htchome.html>

**HOME PAGE**

<http://www.gdic.com/resume>

**HOT RESUME HOW TO'S**

<http://www.monster.com:80/resumehows2.html>

**HOT SEAT (INTERVIEW TEST)**

<http://www.kaplan.com/career/hotseat/>

**THE HR JOB MART**

<http://www.tcm.com/hr-jobs/>

**INFORMATION TECHNOLOGY POSITION WATCH INTERACTIVE CAREER CENTRE SEARCH SITE**

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

**INFORMATION TECHNOLOGY STAFFING**

<http://www.barint.on.ca/netwave/itstaff.html>

**INFORMUS EMPLOYMENT SCREENING**

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

**INTERACTIVE EMPLOYMENT NETWORK**

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

**JOB BANK**

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

**JOB CENTRE EMPLOYMENT SERVICE**

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

**JOB GUIDE**

<http://www.jobtrak.com/jobguide/>

**JOB HUNT: ONLINE JOB META-LIST**

<http://rescomp.stanford.edu/jobs/>

**JOBLINKS RECRUITER ACCESS JOB EMPLOYMENT CENTRE**

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

**JOBNET AND ONLINE OPPORTUNITIES**

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

**JOB NETWORK**

<http://www.conquest-prod.com/resume.html>

**JOB SEARCH TIPS**

<http://www.fsnw.com/1stnw/jobsrch.html>

**JOBTRAK**

<http://www.jobtrak.com>

**JOBWEB**

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

**MONSTER JOB BOARD**

<http://199.94.216.72:80/home.html>

**NATION JOB**

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

**NCS CAREER MAGAZINE**

<http://internet-plaza.net:80/careermag/>

**ONLINE CAREER CENTRE**

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

**RESOURCES - CANADA**

<http://www.wpi.edu/Academics/IMS/Library/jobguide/canada.html>

**RESUME BLUEPRINT SERVICE**

<http://www.naviservice.com/npres11/resume/tips.htm>

**RESUME DROP**

<http://www.mainquad.com/resumeDrop2.0/>

**RESUME-O-MATIC**

<http://www.ypn.com/jobs/>

**RESUME ONLINE**

<http://www.monster.com:80/online.html>

**RON - RECRUITERS ONLINE**

<http://www.onramp.net/ron/ron.html>

**TECHNOLOGY REGISTRY: THE ONLINE EMPLOYMENT SERVICE**

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

**VIRTUAL JOB FAIR**

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

**WANT WORK**

<http://www.finesse.com/wantwork.shtml>

**INTERNET SERVICE PROVIDER LIST**

<http://www.vni.net/thedirectory>

This listing contains over 47,000 Internet Service Providers and BBS operators in over 100 countries.

**THE NATIONAL FRAUD INFORMATION CENTRE**

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

This site provides a NFIC Daily Report, special alerts, contact information, press releases and reports on recent scams in telemarketing, multi-level marketing, Internet and other fraudulent activities. The National Fraud Centre is a non-profit organization which helps consumers to report fraud and offers helpful advice on how to avoid becoming a victim.

**TELEPHONE DIRECTORIES FROM AROUND THE WORLD****THE AUSTRALIAN TELEPHONE DIRECTORY**

<http://www.telstra.com.au/>

**FIRST WORLDWIDE INTERNET YELLOW PAGES**

<http://www.worldyellowpages.com/product.htm>

## **TELEPHONE DIRECTORIES ON THE WEB**

<http://www.c2.net/~buttle/tel/>

## **SEARCH THE WORLD YELLOW PAGES NETWORK(TM)**

<http://wyp.net/Search.html>

## **YELLOW PAGES ON THE INTERNET**

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

## **WORLD WIDE YELLOW PAGES**

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

## **THE EUROPEAN BUSINESS DIRECTORY**

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

## **EDUCATIONAL RESOURCES**

### **BLUE WAVE**

<http://www.kn.pacbell.com/wired/bluewebn>

This site, maintained by Pacific Bell Telephone Company contains a wide variety of information and resources on all subject areas, all grade levels. To make finding resources easier, it has an applications table divided by subject and then each subject area has a choice of lesson plans, projects and resources. Each box sends you to a list of web sites which have been reviewed and rated. Five stars is the top.

### **THE CHILDREN'S HOME PAGE**

<http://www.pd.astro.it/local-cgi-bin/kids.cgi/forms>

This site has an incredible number of links to sites and places on the Internet of interest to children. Some of these links include, the electronic version of *OWL* magazine, a virtual trip to Mars and links to many pages created by other kids. This one includes book suggestions from the kids.

### **CYBERHAUNTS FOR KIDS**

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

An excellent site with a large number of links to safe sites which contain materials and information of interest to kids.

## **FAT CAT CAFE**

<http://www.flinet.com/~tyranny>

This site has a variety of things for both kids and adults to do. It has recipes, crafts, messages boards, chatrooms and other things for adults. The "Kid stuff" section includes pen pal search page, kid safe chatroom and a messageboard.

## **THE FUTURE OF EDUCATION**

<http://www.ed.gov/Technology/Futures/>

The US Department of Education white papers on future directions in educational technology are superb and should be read by everyone even vaguely interested in Educational Technology.

## **THE INTERNET DETECTIVE**

<http://www.intermediacy.com/sherlock/>

Sherlock@ - The Internet Consulting Detective - has opened his flat to experienced and novice internet searchers. Dedicated to discovering resources and solving problems related to finding information on the Internet, the site contains a "Tip of the Fortnight" and the latest problem submitted for help.

## **LESSON PLANS**

The following sites contain lesson plans for various subjects and grade levels. Teachers and teacher librarians are welcome to download and use these lessons as well as contribute their own.

### **ASKERIC**

[gopher://ericir.syr.edu/11/Lesson](mailto:gopher://ericir.syr.edu/11/Lesson)

### **BIG SIX (OF SPECIAL INTEREST TO LIBRARY/MEDIA SPECIALISTS)**

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

## **DR. PENNER LIBRARY/SAMPLE UNITS**

<http://www.mbnet.mb.ca/~drpenner/DrDWLibrary.html>

## **INSTRUCTOR-INTEGRATING THE CURRICULUM**

<http://199.95.184.10/Instructor/curriculum/index.html>

## **K-12 RESOURCES**

<http://www.cudenver.edu/~lsherry/schools.html>

## **LESSON PLAN GOPHERS**

<http://ksc.geo.ukans.edu/lpgop.html>

## **THE LESSON PLAN PAGE**

[http://libits.library.ualberta.ca/library\\_html/libraries/coutts/lessons.html](http://libits.library.ualberta.ca/library_html/libraries/coutts/lessons.html)

## **MCREL LESSON PLANS**

<http://www.mcrel.org/connect/lesson.html>

## **LOS ANGELES COUNTY/TEAMS**

<http://teams.lacoe.edu/documentation/places/lessons.html>

## **NORTH CAROLINA CURRICULUM MATRIX**

<http://www.dpi.state.nc.us/Curriculum/CrrelmMtrx.html>

## **ONLINE EDUCATOR**

<http://www.ole.net/ole/>

## **TEACHER'S EDITION ONLINE**

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

## **TRANSFORMATIONS/MIDDLE SCHOOL LESSON PLANS**

<http://www.hellgate.k12.mt.us/tp/lessons/lessn1st.htm>

## **MIDDLEWEB**

<http://www.middleweb.com>

Educators and others committed to increasing student achievement in the middle grades will find this site useful. Developed and maintained by The Focused Reporting Project and supported by a grant from the Program for Student Achievement of the Edna McConnell Clark Foundation, it offers reports on reform efforts in school districts supported by the Foundation, as well as general information about middle grades and standards-based reform.

This site is dedicated to subjects of interest to educators and others who are involved in promoting or carrying out middle school reform. It has a special focus on urban middle schools.

This large site includes the complete text of Anne C. Lewis' most recent book *Believing in Ourselves: Progress and Struggle in Urban Middle School Reform*, links to resources on the WWW dealing with standards and assessment, as well as some of the latest news from reforming middle schools. This site provides teachers and administrators very easy to understand information about the changing school system. The numerous links to resources are very well chosen for every audience. The site is not loaded with graphics, so download time is short. (John Norton, 96/07)

## **THE RIGGS INSTITUTE**

<http://www.riggsinst.org>

Discover What Hasn't Been Taught by English in America at the Teacher Training Level for 60 Years! This site describes, in detail (with graphics), a multi-sensory, direct instruction and explicit phonics method of teaching listening, speaking, penmanship, spelling (with complete phonetics, syllabication, and 28 rules of orthography) composition, reading, comprehension, vocabulary development, basic grammar and analytical thinking skills PLUS all auditory, verbal, visual and visual-motor cognitive skills. The Riggs Institute advertises itself as a practical method of establishing the basic skills which make acquiring a real "whole language" capability well within reach of virtual all learners.

Additionally, they present a home page "interest index" ranging from learning disability helps to the reading research and several enlightening "position papers" relating to the phonics versus whole language debate.

## **LIBRARY PROGRAM ENHANCEMENTS**

### **ASK AN EXPERT**

<http://www.askanexpert.com/p/ask.html>

This site has a listing of over 200 experts to whom you may pose a question.. Some of the experts are available through e-mail while others are reached by completing an on-line questionnaire form. The fields of expertise are alphabetized from Amish to Zookeeping for ease of use. Some of the fields listed include; arthritis, art, business law, legal (general), cardiologist, C. P. A., College Admissions, diet, doctor (in general), internet, love, movies, musician, mutual funds, oral/maxillofacial surgeon, orthopedic disorders, pastor, pediatrician, pharmacist, psychologist, real estate, renovator, sleep disorder, veterinarian, and you can even ask questions of Shamu (at Seaworld), a shuttle astronaut, and a resident of Sarajevo.

### **THIS DAY IN HISTORY**

<http://www.winternet.com/~techint/today.html>

This site gives a list of historical events going back hundreds of years for the day the site is accessed. While there are a number of e-mail mailing lists which distribute the same sort of information, the data contained on this Web Site is available to the user when needed, rather than being sent as a daily e-mail message.

### **ERIC IT WEB SITE**

<http://ericir.syr.edu/ithome>

The ERIC Clearinghouse on Information and Technology at Syracuse University now has a web site dedicated to Library and Information Science and Educational Technology. The site provides links to library resources, the ERIC database, ERIC/IT Digests, a guide to ERIC/IT publications, electronic communities (listservs) and much more including, of course, a link to ERIC/IT's own AskERIC.

## **MAP INFORMATION GEOSYSTEMS HOME PAGE**

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

### **MAP QUEST INTERACTIVE ATLAS**

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

### **MAP ROOM**

<http://www.geosys.com/cgi-bin/genobject/library/tigb55e>

### **WESTERN UNITED STATES MAPS**

<http://www.c3.lanl.gov/~cjhamil/Browse/main.html>

### **VIRTUAL TOURIST WORLD MAP**

<http://www.vtourist.com/webmap/>

### **YAHOO! MAPS**

<http://maps.yahoo.com/yahoo/>

## **PRIVACY AND THE INTERNET**

One of the growing concerns about the Internet in particular and telecommunications in general is privacy and confidentiality of personal information. For more information on this topic, visit the following Web Sites.

### **ANONYMITY AND PRIVACY ON THE INTERNET**

<http://www.stack.urc.tue.nl/~galactus/remailers/index.html>

### **CDT PRIVACY DEMONSTRATION PAGE**

<http://www.13x.com/cgi-bin/cdt/snoop.pl>

### **COOKIE INFORMATION**

<http://www.illuminatus.com/cookie>

Your Web viewer may write to a file that is accessible to other computers. This file, which is called a "cookie" for no compelling reason, is normally used to store your preferences for viewing a particular Web page. Experts have identified cookie files as a potential source of security problems.

## **I CAN SEE YOU**

<http://www.anonymizer.com/cgi-bin/snoop.pl>

## **PRIVACY**

<http://www. Dover.net/~greywolf/privacy.htm>

## **SCIENCE AND TECHNOLOGY BECKMAN'S ELECTRIC MOTOR**

<http://fly.hiwaay.net:80/~palmer/motor.html>

This Web site clearly explains, with diagrams, how to build a simple electric motor (like the one on TV's "Beakman's World") using just a few household items.

## **BILL NYE THE SCIENCE GUY**

<http://www.seanet.com/vendors/billnye/nyeverse/shows/shows.html>

This site contains information about the science TV Show, "BILL NYE THE SCIENCE GUY" on PBS.

## **DISCOVERY CHANNEL SCHOOL**

<http://school.discovery.com>

## **ECOTOPIA WEB SITE**

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

The Ecotopia web site offers rich documentation and discussion on global ecological issues and a sustainable future. The projects and programs presented on this site include; EcoPlanet (the end of cheap oil), EcoEconomics (Principles, Nurture Capital), EcoCommunities (Power exporting communities, EcoVillages), EcoTechnologies (solar energy, transportation, telecommunications, energy conservation), EcoLiving (energy efficient and passive solar homes), EcoPublishing (publications).

The site includes photographs and descriptions of real sustainable communities, architecture, electric power transportation, and energy conserving equipment. The information is well laid out, easily accessible for the novice user but rich in technical detail for the technically oriented.

## **THE FRANKLIN INSTITUTE SCIENCE MUSEUM**

<http://sln.fi.edu>

## **GALILEO SPACE PROBE**

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

## **THE HEART**

<http://sln.fi.edu/biosci/heart.html>

## **INSECT HOTLIST**

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

This site which has been created and maintained by the Orkin Pest Control Company. It is a very well written, informative page on which you'll find; information about roaches, termites, ants, fleas and small rodents; great close-up photographs and a "Bug Doctor" to whom students can e-mail questions about insects.

## **THE NINE PLANETS**

<http://www.seds.org/nineplanets/nineplanets/>

## **USELESS STUFF**

<http://cygnus-group.com>

This page contains information and links about recycling. It includes a free e-mail newsletter.

## **VOYAGE PUBLISHING'S SCIENCE WEB SITE**

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

Voyage Publishing (Alexandria, VA) has a free educational report designed to help educators enliven science classroom study with relevant news. A copy

may be obtained either through Voyage Publishing's Home Page by clicking the globe and scrolling down to the "Classroom Innovations" heading under the Home Port directory or by sending an e-mail message to: [innovate@cyberramp.com](mailto:innovate@cyberramp.com). (An e-mail robot will forward a copy of the report automatically.) While the primary focus of the report is on science and the environment, the ideas can be used with virtually any subject.

## **WINDCHILL EDUCATION PAGE**

<http://sercc.dnr.state.sc.us/windchill.html>

## **THE WEATHER UNIT**

[http://faldo.atmos.uiuc.edu/w\\_unit/weather.html](http://faldo.atmos.uiuc.edu/w_unit/weather.html)

## **THE WACKY, WILD AND JUST PLAIN WEIRD SECTION**

### **MIG JET FIGHTER**

<http://www.migjets.com/index.html>

Tired of going to parties and listening to people brag about their luxury yachts, Ferraris, or condos at Whistler? Ever wish for something to really "top" their stuff. How about a MIG 21 jet fighter? Here's your chance to own a genuine MIG 21-F or MIG 21-U (two seater) Russian jet, with numerous accessories and

features (no mention of guns or rockets). The MIG 21 is a relatively simple plane that is fast and agile, tough and reliable in harsh environments. Even though the design is over 20 years old, this MIG is still considered one of the best fighters in the world for maneuverability and "dog fighting". Just the thing for going, "one on one" with Tom Cruise at Top Gun school, should any one in Hollywood be thinking about a sequel.

## **NEWS OF THE WEIRD**

<http://www.nine.org/notw/notw.html>

This Web site is a weekly syndicated column called News of the Weird. It contains real news stories of oddball people and events from around the world. The stories range from funny to entertaining to just plain weird. The column is available as a weekly e-mail mailing list or may be viewed at anytime on the Web site.

## **THE ORACLE WEB SITE**

<http://www.floaty.com/oracle/>

If you are a sucker for the Magic 8 Ball, Fortune Tellers, Horoscopes or Tarot cards, go ask the Floaty Oracle a question and "tilt the pen" for an answer. Hey, it's better than spending \$3.95 a minute, calling one of those 1-900 "psychic friend" telephone numbers!



# THE PORTRAIT: ANNE CAMERON

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

"When I was about eleven years old, I realized that all those books I had so enjoyed reading had been written. If someone else could do it, maybe I could, too. I started by re-writing the endings of books I had liked except for the gooey, unrealistic, contrived endings. 'They lived happily ever after' never satisfied me."

These words by Anne Cameron in an interview in *Contemporary Authors*, Volume 136 (Gale Research Inc., 1992) certainly have been fulfilled. Cameron has had a successful career as a writer and has been the recipient of many honours and awards for her novels, poems and plays.

Anne Cameron was born August 20, 1938 and was raised in Nanaimo, British Columbia. Her father was a coal miner and her mother was a nurse's aide. She later worked as a student psychiatric nurse at Essondale, British Columbia from 1955-1957. She continued in the medical field as a medical assistant in the Royal Canadian Air Force from 1957 to 1959. She married in 1960 and stayed at home to raise her family until her marriage ended in divorce in 1977. In 1980 Cameron spent a year at Simon Fraser University as a writer in residence and was an instructor in creative writing at the Powell River campus of Malaspina College.

Cameron first received awards for her plays and poetry in the early 1970s. She helped found the Tillicum Theatre, the first native theatre group in Canada, with the stage adaptation of her documentary poem, *Windigo*, the group's first production. But her most critical success came from her novel, *Dreamspeaker* (Clarke, Irwin, 1978). Written under the pseudonym Cam Hubert, it is the tragic and moving story of a troubled, neglected and abused eleven-year-old boy named Peter. Escaping from an institution for delinquent boys, Peter finally finds peace and happiness through his friendship with an old native Indian mystic and his mute companion. However, this happiness is short-lived with Peter's subsequent capture and return to the institution. *Dreamspeaker* was made into a film by the CBC,

and won an impressive seven Canadian film awards. The novel won a best first novel award for its publishing year.

In the interview given to *Contemporary Authors*, Anne also stated her beliefs and the traditions that have influenced her writing.

"I grew up hearing stories from native Indian, Celtic, Scots, Welsh, and English oral tale-spinners, and my work is very strongly influenced by the oral craft. For a long time I thought religion and politics were just an extension of magic realism tall tales! Now, of course, I am older and wiser, and I no longer think that. I know it. I detest all forms of churchianity, and I'm frightened by the right-wing born-again Bible-thumpers. I am strongly feminist, strongly anti-nuclear, and very committed to trying my best to keep the logging companies from stripping the last trees off the face of the earth. I have been a lesbian for ten years, after being married for too long to the reincarnation of Peter Pan, the little boy who never wanted to grow up."

The influence of oral tradition is evident in her best-selling book, *Daughters of Copper Woman* (Press Gang, 1980). Cameron cleverly weaves the tales of mythical and imaginary characters that together portray the challenges, struggles, endurance and survival of Nootka (Nuu-chah-nulth) women. She explains in the preface of the book:

"For years I have been hearing stories from the native people of Vancouver Island...Among the stories were special ones shared with me by a few loving women who are members of a secret society whose roots go back beyond recorded history to the dawn of time itself..."

From these few women, with the help of a collective of women, to all other women, with love, and in Sisterhood, this leap of faith that the mistakes and abuse of the past need not continue. There is a better way of doing things. Some of us remember that better way."

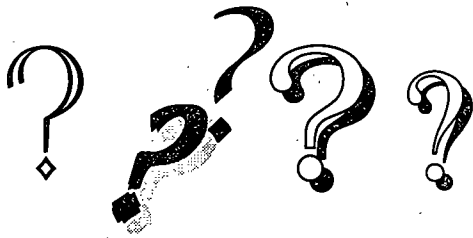
A later book, *Dzellarhons: Myths of the Northwest Coast* (Harbour, 1986) is also influenced by Northwest Coast Indian myths, the focus of Cameron's series of children's books. Many of these stories relate the adventures of the character Raven, the trickster figure in coastal Indian mythology. Some of these titles are *How Raven Freed the Moon* (Harbour, 1985), *Raven and Snipe* (Harbour, 1991) and *Raven Goes Berry-picking* (Harbour, 1991).

Cameron's most recent children's book, *The Gumboot Geese* ( Harbour, 1992), is a departure from her previous work for children. *The Gumboot Geese* is a charming little tale about a Canada goose who makes a nest near the pulp mill at Powell River, B. C. The nest is protected from harm by the millworkers and fishers and later the goslings are transferred to a stump ranch. The young geese decide that Crocus, the Chinese weed-eating gander, is their mother and end up living a comfortable life on the farm. The book is illustrated with numerous realistic sketches by June Huber.

Cameron's books have received favourable reviews in *The Bookmark*. Most of her works have a west coast setting and all of her adult novels have strong female protagonists. Alan Twigg, in his book *Vancouver and Its Writers* (Harbour, 1986) described Anne as "an outspoken 'outsider' who views the privileged patriarchal system of North America as sick." Anne's newest novel, *The Whole Fam Family* (Harbour, 1995) is a very down-to-earth, chaotic, and often violent story of a working-class family.

Anne Cameron currently resides with her female companion on a farm near Powell River and writes full-time. She will be in Vancouver in February as part of the Vancouver International Writers Festival Author Series.





## ASK THE EXPERTS

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

**Q.** How do I know when to fly the Canadian flag on a book, or, how do I decide if a book is Canadian? Question submitted by Donna Doerksen.

**A.** Good question. Your "Ask the Experts" editor decided to survey the leading Canadian book award organizations, to see how they define "Canadian."

Canadian Children's Book Centre lists books which are written or illustrated by a Canadian citizen, or by a landed immigrant who has lived in Canada for at least two years. It isn't clear whether the book must be published in Canada.

To receive the Governor General's Literary Awards, the book must be written, translated or illustrated by a Canadian citizen or permanent resident of Canada. In the case of a translated work, the original author must also be Canadian. The book may be published in Canada or abroad.

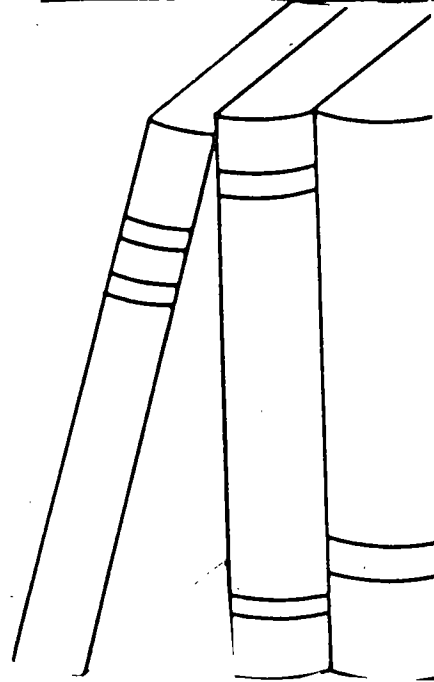
CLA Book of the Year Award for Children simply requires that the author be a Canadian resident.

The Children's Roundtables of Canada Information Book Award must be published in Canada by a Canadian citizen or landed immigrant. The information this editor saw didn't specify whether the author had to be a Canadian.

The IODE award goes to a book both authored and published by Canadians.

The Ruth Schwartz Children's Book Award presented by the Canadian Booksellers' Association has the same requirement, as does Mr. Christie's Book Award.

It seems the teacher-librarian has a number of different precedents to consider when deciding whether a book qualifies as Canadian. The majority hold that the author should be a citizen or a landed immigrant. On the other hand, foreign books which have been picked up by Canadian publishers would probably not qualify. When the average user picks up a book labelled as Canadian, they expect to find Canadian content. The teacher-librarian will want to use a definition of Canadian which will be useful to her clientele.



# READING CHECKLIST



by LIZ AUSTROM, retired teacher-librarian.

This will be my last professional reading column for *Bookmark*. I intend continuing with other journal duties this year (co-editing the reviews, inputting and editing articles, etc.), but since I do not intend to really "keep up" on professional reading it seems that it would be better to have someone else take on this task. I thank all of you who have taken the time to send me notes commenting on the value of the column.

## INFORMATION LITERACY

Most of the articles on information literacy tend to be too jargon-rich or too long to use with general audiences, or indeed with school trustees and administrators. Vicki E. Hancock has written a very useful summary article which advocates a very involvement of teacher-librarians / media specialists without sounding like a revolutionary treatise.

In "Information Literacy for Lifelong Learning" (*BCBEA Journal*, Winter 1995, pp. 27-29), Ms Hancock defines information literacy, points out the shifts that are occurring in teaching and learning and in available resources, and then discusses the benefits to students, citizens and workers of being information literate. A brief list of references is included.

The focus on benefits (roughly half of the article) places this presentation firmly in a client-centred model. Consequently, it does not read like a self-serving argument for maintaining jobs. Rather, it focuses on the present and future needs of students and society. Individuals and organizations writing presentations and briefs could use this article as an effective model. It could also be used as a resource for workshops and parents' meetings.

## MEDIA EDUCATION

The Winter 1995 issue of *Adbusters Quarterly* contains a thought-provoking report on television by Dr. Thomas Wear. In "Teletrance," Dr. Wear examines the different mental connections that occur in reading and in television viewing. Using brain research as the basis of his argument, he describes the two as follows:

1. Reading:
  - participatory consciousness;
  - constant adaptation of visual and auditory senses to movement and change;
  - bodies in constant movement;
  - attention directed inward to reflection and comparison;
  - affective response complex and flexible;
  - "events occur in a context of meaning that is continuous;"
  - "real world time and space remain more or less constant."
2. Television Viewing:
  - "passive, receptive, uncritical, 'flowing with' state of mind";
  - visual and auditory attention fixed at a set direction and distance;
  - body position essentially immobile;
  - attention directed outward in a trance like manner;
  - affective experience "smooth, ever stimulating and effectively elicited by the programmed material";
  - images broken by commercials, stations breaks, etc.;
  - time and space manipulated "much like in a dream."

Dr. Wear comments that the effect on children of spending many hours watching television is to change the structure of the brain. He recommends Jane Healey's book *Endangered Minds* as a good summary of the neurological implications.

"Teletrance" is an excellent article which will be of interest to teachers and parents. In fact, it could be an interesting focus for discussion at a Parent Advisory Council meeting, particularly one which is considering implementation of a "no television" week.

*Adbusters Quarterly* is a unique magazine which focuses on the development of critical thinking about advertising. It should be in all BC secondary schools. It's too bad that it is not widely indexed.

## STUDENT WRITING

Katherine Nichols' article on "Strategies for Journal Writing" (*Teaching Today*, May/June, 1994) was one I missed when it first came out. Someone sent it to me with a note this summer, but no return address. So thanks to Jill, wherever you are. I hope you read this.

This is an excellent discussion of how to use daily journal writing in a secondary school. It is worth clipping and showing to English teachers. It describes how to get started, how to motivate and how to manage the process and grade the results. The best thing about the article is its practicality in recognizing the difficulties faced by teachers and suggesting ways to deal with some of them. At the same time, Ms Nichols emphasizes the value of writing when she concludes, "The key to improving students' writing is assigning more than you can possibly grade. They need the practice."

The journal writing process outlined could be introduced as part of a cooperative unit of study in which the teacher and teacher-librarian share the evaluation load.

One caution: there is a typo that caused me great confusion. Under "Motivation" one section reads, "For less enthusiastic students, offer one "ass." Indicate this with a "P" so you remember to call on them the next day when they are more prepared to read." My first reaction was that an "ass" might raise great interest from unmotivated students, but I could not connect this to the symbol "P" until I realized the it should have read "Pass." I must have been tired!!



\* \* \* \* \*

Now that I will have more time to read books for simple enjoyment, I will probably throw in a few suggestions about non-curriculum related reading, probably before Christmas break and summer vacation. Watch for these. I haven't gone away yet!!



READ A  
GOOD BOOK  
LATELY?

# CHAPTER REPORTS

## POLITICAL ACTION AND ADVOCACY

### Chilliwack

- An advocacy pamphlet was prepared and made available to members to modify for use in each school library resource centre.
- The superintendent and a member of the school board attended one of our meetings.
- When one full-time teacher-librarian had her time reduced to 70%, our group lobbied against the move and she was reinstated at 100%.
- We are a proactive, cohesive group that recognizes the value of advocacy.

### Coquitlam

- sent a letter to The Honourable Paul Ramsey, Minister of Education, expressing our disapproval of the government decision to cancel funding for the B.C. publications programme.
- continued the quest to have teacher-librarian staffing in the next collective agreement.
- sent letters to district administration and the Coquitlam Teachers' Association regarding reorganization in the district and its impact on teacher-librarians.

### Kamloops

- Board was looking for ways to reduce the budget by \$3 000 000, so we lobbied to protect teacher-librarian positions.
- presentations to secondary and elementary administrators and to school trustees.
- assistant superintendent invited to a chapter meeting.
- applied to host the 1997 BCTLA conference, in part as a political move.
- chapter member on bargaining committee.

### Mission

- Elementary teacher-librarians are required to provide 80% of the prep. time for classroom teachers through regularly scheduled library classes.
- Secondary teacher-librarians provide no prep. time.
- The District Resource Centre was "moth-balled" for the 95/96 school year.

- Teachers and teacher-librarians asked that the DRC be reopened, even on a limited basis.
- In May a plan was developed for minimal operation of the DRC for the 96/97 school year.

### Richmond

- made submissions to the new district technology plan, in order that the importance of the role of the teacher-librarian be recognized.
- A proud note: one of our members, Noreen Grobowsky, currently chapter president, was honoured with the BCTLA Award of Merit at the BCTLA AGM in April, 1996. Congratulations to Noreen, a hard-working, inspirational teacher-librarian.

### Surrey

- continued to encourage our local bargaining representatives to lobby for contract language for teacher-librarians in the provincial collective agreement.
- lost a grievance regarding elementary teacher-librarians providing prep. time. Surrey teacher-librarians were ordered to provide one 40-minute period for each teacher of grades K-4.
- percentage of teacher-librarian time spend providing prep. time varies from school to school since some schools have a greater percentage of primary students.
- Secondary and elementary facilities committees met with the Board to present reports on educational specifications and design guidelines for secondary and elementary learning resource centres.
- The plan is to update these reports every year.

### Shuswap-Revelstoke

- sent copies of working and learning conditions survey to the superintendent and both assistants.
- At the request of the superintendent we formed a committee to revise the teacher-librarians' year-end report form.
- district in process of amalgamation with Armstrong (District #21). Names suggested so far have not been acceptable to both districts, and we are still in the negotiation stage. We just have to wait for September for that one!

### Cowichan

- letter sent to the Cowichan District Teachers' Association asking for support in hiring qualified teacher-librarians.

- letter drafted to send to the Ministry of Education regarding the cancellation of the Library Book Purchase Plan. Letter was not sent as the program was reinstated.
- A booklet on research skills *Five steps to research success* was developed for use in all schools; the chapter plans to present it to the Board in the fall of 1996.
- the binder prepared by Central Okanagan Teacher-Librarians' Association *Why Teach Information Skills?* was made available to all schools.

#### **Mount Arrowsmith**

- Library resource centre professional staffing and clerical staffing remained the same.
- Unfortunately the same cannot be said for 1996-97, as will be evident in September's learning and working conditions survey.
- We made our case in the provincial bargaining process, and were listened to.
- This year, advocacy has been within schools among our teaching colleagues, but not concerted at the district level.

#### **Burnaby**

- 31 out of 43 teacher-librarians have joined the chapter.
- invited the purchasing director to a meeting to hear concerns regarding ordering, bulk purchases, quality of supplies, etc.
- three members have been selected to sit on the Board's elementary and secondary educational change committee.

#### **Central Okanagan**

- Our chapter was heavily involved with advocacy before cutbacks to library resource centre staffing were announced on May 6th.
- tried to organize to cope with and to fight the cutbacks
- Teacher-librarian time reduced to save \$1 000 000 and a further \$500 000 was found by cutting back library assistant time.
- checklist of advocacy items was developed and submitted to BCTLA.
- organization to present concerns to board meeting regarding cutbacks
- organization to join the rally organized by COPAC
- meeting with district officials to present concerns regarding cutbacks

- meeting to give information regarding job postings
- produced information literacy kit
- published and distributed the kit to all districts in the province
- copies of the kit to the ministries in B.C., Alberta, Manitoba, and the school district in Bellingham, Washington.
- created a library advocacy executive position for the chapter
- presentation to the assessment and evaluation branch of the ministry regarding technology literacy, including information literacy.
- presentation of the information literacy kits to BCTLA chapter representatives April 27
- presentation to the BCTLA conference October 19, 1996

#### **Vancouver Island North**

- Our tiny band of dedicated teacher-librarians has been extremely active in the areas of bargaining and professional development in our local, as an advocacy strategy to attempt to preserve our library resource centres as a viable force in the district.
- A number of us have been serving at the local [union] level for an extended period of time and this is where we have chosen to put our efforts on the political landscape.

### **LIBRARY AUTOMATION**

#### **Chilliwack**

- great strides in our rural community
- Four established elementary library resource centres and one new middle school are running the Alexandria system.

#### **Kamloops**

- All school library resource centres have automated their circulation.
- All have at least one search station and one CD-ROM
- Many have Internet access.
- A chapter member is on the Technology Task Force.

#### **Mission**

- Since 1990 one secondary and ten elementary schools have automated with Chancery's

#### MacSchool Library Pro.

- most teacher-librarians unhappy with flaws in the program and technical support problems.
- Library automation sub-committee submitted a proposal requesting that we convert to Alexandria across the district.
- The proposal is before the Board, and we await a decision.

#### Richmond

- Spring 1996 marked the culmination of the Richmond Library Automation Project. All 50 district schools are now fully automated on the Eloquent Librarian system.
- Richmond teacher-librarians celebrated this achievement with the automation project staff, district staff, and trustees.

#### Surrey

- Only one library resource centre was automated this year.
- A new school was able to pay for automation out of capital funds.
- total of 44 automated library resource centres: 34 elementary and 10 secondary.

#### Vancouver

- Action has been taken toward placement of Wide Area Network. Advantages to teachers and students include access to Dynix automation system for school library resource centres, elimination of the need for separate phone lines for modems, and access to Internet and e-mail for teachers to promote collaboration on joint projects.
- Trustees have yet to make a decision. If the proposal is approved, elementary schools will be connected beginning in the fall.
- There will be thirteen schools fully automated or nearing completion by September, 1996.
- Without the Wide Area Network, there can't be any more elementary schools automated because we are coming to the end of the capacity of VSBNET.

#### Shuswap-Revelstoke

- all secondary schools automated, two with incomplete data entry as yet.
- ten of eighteen elementary schools automated, with more planning to begin next year.

- district WAN in place, giving the secondary library resource centres Internet access.

#### Cowichan

- The library automation plan is on track with work in progress at two more schools.
- All schools will be provided with Internet access lines.
- Workshops will be provided on the use of E-mail and Netscape.
- A policy on student use of the Internet is currently being developed.

#### Mount Arrowsmith

- Schools are progressing at their own individual pace toward automation of search, circulation and inventory.
- Teacher-librarians keep each other informed about progress.
- As a result of advocacy in 1994-95, a clause in the district technology committee's four-year plan specifically addresses library automation.
- A workshop on the Eloquent system was held for teacher-librarians and library clerks.
- The technician at the district resource centre does Eloquent trouble-shooting when needed, and maintains liaison with Eloquent through their service contract.
- One school has investigated CASPR library automation system.

#### Burnaby

- chapter's standing committee on automation and technology met with district staff to address concerns with the district's goals for future spending
- submitted a proposal to the district's committee on technology
- participated in a new committee to look at the role of technology in school library resource centres as well as the role of the teacher-librarian. The goal is to replace the *Red Book* which was developed some years ago as the "Bible" for Burnaby teacher-librarians.

#### Central Okanagan

- continued progress toward complete automation of library resource centres
- thirty-one out of forty-five library resource centres are automated, and there are plans for a

further six to automate this coming year.

- invited new district technology person to a chapter meeting to share concerns

#### **Vancouver Island North**

- We have all been extremely busy automating our libraries. This has been no small undertaking and has required us to do a lot of work on our own time.
- We can happily say that every library resource centre in our district is now automated. This was all done on a shoe string budget!

### **CURRICULUM AND PROGRAMME DEVELOPMENT**

#### **Kamloops**

- The Battle of the Books held again this year, as well as the second year of Bataille des Livres.

#### **Mission**

- A teacher-librarian served on all Integrated Resource Package [new BC curriculum guides] district resource committees except the French IRP committee.
- Three teacher-librarians serve on the district's educational change committee.

#### **Surrey**

- Committees have revised both the elementary and secondary core collection lists, available for a nominal fee from the district.

#### **Vancouver**

- site development grants for Applied Skills 11 and for Fine Arts 11.

#### **Shuswap-Revelstoke**

- formed a committee to develop resource lists for the new science IRP.

#### **Cowichan**

- Booklet on research method *Five steps to research success* was developed. Release time was provided for teacher-librarians to prepare it for publication. Class sets will be made available for all schools; the initial supply will be free.

#### **Mount Arrowsmith**

- New district resource centre catalogue published to much acclaim for its professional appearance and easy-to-use format.

#### **Central Okanagan**

- Two members were active in the development of the information technology curriculum.
- Our chapter has completed an information literacy survey and kit *Why teach information skills?*
- A copy of the kit was sent to each school district in British Columbia, and one was presented to BCTLA at the 1996 annual general meeting.
- worked on Internet policy for district

#### **Vancouver Island North**

- worked on updating district policy on Internet use.

### **MEETING OR SPECIAL PROGRAMME IDEAS**

#### **Richmond**

- The focus of our professional development program has been changing technology and its impact on our role as teacher-librarians as well as its impact on students and teachers.
- provided displays and presentations on technology and cooperative teaching at a district convention and at the district-wide School-Community Interaction Day.
- Two teacher-librarians gave a dynamic presentation titled "Beyond the book exchange" at a local primary teachers' conference.

#### **Vancouver**

- held a mid-winter festival, at which 70 teacher-librarians met for an afternoon of workshops and socializing. Teacher-librarians could choose two workshops from presenters Linda Lines (story-teller), Phyllis Simon (Vancouver Kidsbooks), Isabel Grant (Board consultant on the new Personal Planning curriculum), Mary Locke (Creative/Future Problem Solving), and Melanie Robinson (teacher-librarian, administrator, and dramatist). Workshops were followed by a pizza dinner.

- Professional development day for secondary and elementary teacher-librarians. Workshops included a session on the Internet and another on the Young Readers' Choice Award.

### **Burnaby**

- We continued our tradition of being dismissed early from school for our September meeting. Board office staff (assistant superintendent in charge of libraries, the purchasing director and the director of instruction—programme development) outlined district plans for the year and addressed some of our concerns, especially related to technology. Following this we held our regular meeting.
- We collect \$5 in yearly dues to cover refreshments as well as cards and flowers for members on sick leave. Additional funds were collected this year for retirement gifts since some of those leaving had been members for many years.
- participated in the Young Readers' Choice programme
- guest speaker gave a workshop on weeding collections
- held a meeting at Metrotown public library where two staff members addressed circulation concerns and reviewed recent purchases suitable for school assignments. This meeting proved so valuable that we plan to meet there in both fall and spring.
- struck a committee to work collaboratively with one of the Burnaby Public Library children's librarians to develop a research handout
- one member prepared a list of CD-ROM and Laser disk holdings in all our library resource centres, including a note on those items not recommended.

## **SPEAKERS AND WORKSHOP IDEAS**

### **Central Okanagan**

- enjoyable workshop presented by Jane Baehr on graphic organizers — ideas very useful.

### **Coquitlam**

- Professional development day focused on technology, the Internet, and the Eloquent library automation system.

### **Kamloops**

- Françoise Sveistrup, "A Forest for All"

### **Mission**

- Eric Wilson visited two elementary schools and spoke to students about his books and the process of writing mysteries — reported by local newspaper.
- Donna Hansen gave a workshop on automation standards for teacher-librarians, which was funded by the Board.
- teacher-librarians attended a full-day workshop on MacSchool Library's report manager, presented by Barbara Sturgess from Abbotsford.

### **Surrey**

- Phyllis Simon from Vancouver Kidsbooks gave a book talk on current popular fiction, Kindergarten to junior high.
- Sue Hall and Lynn Archer, district language arts helping teachers, presented a workshop on high interest-low vocabulary books.
- Diane Swanson spoke about her many non-fiction books on BC wildlife.

### **Vancouver**

- Andrea Spalding, from Pender Island, nominated for the Sheila Egoff award for her latest book *Finders Keepers*. A teacher, she gives stimulating and entertaining sessions combining first nations ceremonial objects, music, and storytelling. Highly recommended. She can be reached at (604) 629-2047.
- A one-woman circus show, "Filetta Fish" offers versatility, spontaneity and fun. She provides everything from workshops in juggling and circus skills to using juggling as a metaphor for life skills, or whole school circus shows. Contact Sand Northrup at (604) 873-1125.

### **Cowichan**

- Workshop on cataloguing, emphasizing automated catalogues.
- Book displays in fall and spring, emphasizing biography, science, and Canadian content.
- Eric Wilson presented a series of readings.
- A reader's theatre workshop was presented.

## **Burnaby**

- held a very successful book fair where elementary teacher-librarians could make on-the-spot purchases. Suppliers of secondary materials were only able to show samples.

## **CENSORSHIP AND CHALLENGED MATERIALS**

### **Coquitlam**

- reviewed draft of "Policy and procedures for the selection and review of elementary school library materials (Coquitlam)".
- final draft distributed

### **Surrey**

- A challenge began last year against *No place for me*, by Barthe deClements. It was not successful and the book has remained on the shelves.

## **PUBLIC RELATIONS**

### **Kamloops**

- celebrated Canadian Children's Book Week.
- special activities such as home reading programmes publicized in the local newspaper

### **Surrey**

- book fairs promoted literature and reading
- author visits: Ann Blades, Eric Wilson, Diane Swanson, Ross Seidel, Kit Pearson, Deborah Turney-Zagwyn, Nan Gregory, Gerald Holt, Maggie deVries, Danielle Croteay and Lucie Bergeron.
- held a tea to welcome our new district superintendent, at which library philosophy and general concerns were discussed.
- Annual Surrey Book of the Year award won by *The Giver*. *The Dragon's egg* came second.
- A technology fair was hosted by a secondary school teacher-librarian.

### **Vancouver**

- organized two days of speakers and workshops for Children's Book Festival. Storytellers included: Rene Fumolieau (NWT), Makia Malo (Hawaii), Robin Moore (Springhouse, Pennsyl-

vania), Jim Payne (St. John's, NFLD), Joujou Turenne (Outremont, PQ), and Diane Wolkstein (New York City).

### **Shuswap-Revelstoke**

- Joe Elder of Salmon Arm Elementary chaired the "Battle of the Books." The event began in schools, then zones, with the grand battle held at the senior secondary library resource centre. It was hugely popular with students, teachers, and parents. There were lots of parents out for each competition.

### **Cowichan**

- two major book displays to which all teachers were invited.
- ProD day book display and two workshops: "Building a community of readers" and "The family quilt."
- Board Chairperson and members of district staff invited to chapter's year-end banquet. Guest speaker, author Pat Padgett, presented a kit including her award-winning video *The reluctant deckhand*, book and teacher guide.

### **Burnaby**

- promoted the Burnaby Public Library's summer reading programme.

### **Central Okanagan**

- spearheaded invitation of district professional day keynote speaker Jamison Mackenzie.
- education week table set up at the Capri [hotel] with computer, video, bookmarks, and door prizes
- presentation by several teacher-librarians to the parent advisory councils, more are planned.
- presentation to the regional public library regarding information literacy
- cooperation with the district career preparation group to organize the young authors' conference
- thank you and information luncheon for business persons, trustees, and other stake-holders in the information literacy project
- committee working on a brochure to advertise our library resource centres

# NOTES AND NEWS

by **WILLA WALSH**, Senior Editor

## EMERGENCY LIBRARIAN

*Emergency Librarian*, the magazine for school library professionals, announces that Karin Paul has been appointed managing editor, effective immediately. Ms. Paul will assume responsibility for all editorial and content matters related to the journal. Karin Paul is a teacher-librarian at an independent secondary school. She is a talented and recognized editor in the school library field and is active in professional associations. Ms. Paul is also a workshop leader, adjunct faculty member, experienced teacher and librarian, learning resource consultant, external evaluator of independent schools and teacher union negotiator.

In making the announcement, editor and publisher, Ken Haycock, noted that Karin Paul's appointment came as a result of a six month search. "We are obviously delighted to have someone of Karin Paul's background, experience and knowledge join the EL team. Karin is a noted school library professional as well as a respected school library editor. Her contacts in the profession and in related professions will continue the richness of expression and diversity of contributors in *Emergency Librarian*."

*Emergency Librarian* is an international journal for school library professionals with more than 26,000 readers. Subscriptions are \$49 per year for five issues from Rockland Press, Box 34069, Department 284, Seattle, WA 98124-1069; Voice: 604-925-0266; Fax: 604-925-0566; E-mail: <eml@rockland.com>. For further information contact: Millie Watson at 604-925-0266.

## 1996 BC BOOK PRIZES WINNERS

**Audrey Thomas** of Galiano Island won the Ethel Wilson Fiction Prize for BC's top book of fiction for *Coming down from Wa*. **Ken Drushka** won the Haig-Brown Prize for the best book contributing to an understanding and appreciation of BC for his H. R. MacMillan biography *HR*. **Bill Richardson** won the Bill Duthie Booksellers' Choice Award for publishing excellence and commercial appeal. Patrick Lane of Victoria won the Dorothy Livesay Poetry Prize for *Too Spare, Too Fierce*. **Claudia Cornwall** won the

Hubert Evans Non-Fiction Prize for *Letter from Vienna*. And *How Smudge Came*, with text by **Nan Gregory** and pictures by **Ron Lighburn**, won the Sheila A. Egoff Prize for Children's Literature.

## BC SOCIAL STUDIES PSA FALL CONFERENCE

"Into the Next Millennium" is the title of the BC Social Studies Teachers' Association Fall Conference to be held at Riverside Secondary School, in Coquitlam on October 18th, 1996. The keynote speaker is Dan Birch, Vice-President Academic and Provost, UBC, an entertaining speaker and teacher of Social Studies. Other notable sessions include Sto:Lo Curriculum Consortium- replacement curriculum for grades 7 - 12 in the social studies and humanities and IRP Review Reaction Panels on Law 12, Geography 12, History 12, Economics 12, Comparative Civilization 12 and Social Studies K-12. "Through the Eyes of a Friend—Integrations of Anne Frank" will be presented by Living voices. Included will be a host of publishers and authors, interactive technology and a Salmon barbecue.

## WORLD RELIGION RESOURCE PACKAGE

"Believe It Or Not: A World Religion Resource Package" is a set of materials for use by classroom teachers. Most of the resources can be adapted to any secondary grade level. The package consists of outlines of core beliefs, reprints of readings, graphic organizers and teaching strategies. There are also sections which connect religion to literature, architecture and music. The unit was developed by Frank McCormick as part of the work of the BC Consortium for the Humanities and Social Sciences which was held last year at the University of British Columbia. Frank was supported by a team of teachers from Britannia Secondary School and by principal John Minichiello. Copies of the package are available, without charge by contacting Frank McCormick by phone at 604-731-1131, local 275; by fax at 604-731-7359, or by writing to Frank McCormick, Consultant, Program Services, Vancouver School Board, 1595 West 10th Avenue, Vancouver, BC, V6J 1Z8.

## 1997 ONTARIO LIBRARY ASSOCIATION CONFERENCE

**COMMON CHALLENGES: UNCOMMON OPPORTUNITIES**, February 6 to 9, 1997, Metro Toronto Convention Centre, Toronto

This OLA Super Conference includes the joint programs of the OLA's six dynamic divisions, including the Ontario School Library Association's IDEASHOP and the Ontario College and University Library Association's SPRINGBREAK. The OLITA Cyberport, a glimpse at the future of libraries in an electronic setting, will again be a prominent feature of the Exposition floor. For further information, please contact Jefferson Gilbert, CAE, Ontario Library Association at <jgilbert@interlog.com> or phone (416) 363-3388. Registration fees for the complete conference are \$125 before November 30th, 1996 and \$150 before January 10th, 1997 and \$175 after January 10, 1997. Non-member fees are \$295. Single day and pre-conferences are \$125 for OLA members and \$202.50 for non-members. Accommodations are at the Crowne Plaza Hotel, \$120 single and \$125 double or the SkyDome Hotel at \$99 single/double. The Ontario Library Association is at 100 Lombard Street, Suite 303, Toronto, ON, M5C 1M3; Fax (416) 941-9581.

## ASSOCIATION FOR TEACHER- LIBRARIANSHIP IN CANADA (ATLC) 1997 CONFERENCE

The International Association of School Librarianship (IASL) and the Association for Teacher-Librarianship in Canada (ATLC) will be holding a joint conference in Vancouver, British Columbia, July 6 to 11, 1997. Under the title "**Bridging the Gap: Information Rich but Knowledge Poor**," the emerging issues for both schools and school libraries world-wide will be explored through workshops and the presentation of research and professional papers. A Pre-Conference Institute, social events and pre-and post-conference tours will also provide participants with opportunities to meet colleagues from around the world. For further information, contact the Conference coordinator, Lynne Lighthall, 4093 West 14th Avenue, Vancouver, BC, V6R 2X3, Canada (Tel: 604 - 228-1480; fax: 604 - 822-6006; e-mail: lighthall@unixg.bc.ca)

## MARGARET B. SCOTT AWARD OF MERIT

Vicki Pennell, Past President of the Association for Teacher-Librarianship in Canada is this year's recipient of the Margaret B. Scott Award of Merit. Presented annually by the Canadian School Library Association for distinguished service in school librarianship, the Award this year recognizes Vicki Pennell's leadership in the field of education and her contributions at the provincial and national levels as conference speaker, workshop presenter and advocate for quality school library programs. Earlier this year, Vicki was given the Barnes Award, the highest honour that the Newfoundland and Labrador Teachers' Association bestows. Currently, Vicki is with the Avalon Consolidated School Board in Newfoundland.

## JOHN G. WRIGHT AWARD OF DISTINCTION

Pat Taylor, President of ATLC has been awarded the John G. Wright Award of Distinction by the Saskatchewan School Library Association for her work in Saskatchewan as a knowledgeable, dedicated leader whose areas of expertise encompass the development of effective school library programs, the implementation of library automation systems and the provision of effective in-service sessions at the local, provincial and national levels. Pat Taylor is presently the Coordinator of the Learning Resources Branch, Saskatoon Board of Education.

## IASL - SIRS COMMENDATION AWARD

The ATLC is the 1996 recipient of the IASL - SIRS Commendation Award, for its publication, *WINNERS: Resource-Based Units Cooperatively Planned by Teacher-Librarians and Teachers*. This award was established "to give recognition to outstanding and innovative projects, plans, or programs which could serve as models for replication by other librarians." *WINNERS* is a collection of thirty-seven resource-based units from across Canada that were chosen by an evaluation committee from among more than one hundred fifty submissions. Linda Knight, editor, and Susan Leppington, assistant editor, were responsible for the editorial work, design and publication. For further information about *WINNERS*, contact Vicki Pennell, ATLC Publications Coordinator, PO Box 9, Pouch Cove, NF, A0A 3L0 (Tel: 709- 335-2394).

## INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP (IASL)

The proceedings of the annual conference of the International Association of School Librarianship (IASL) are now available. Selected papers from the 24th annual conference in Worcester (UK) in 1995 focus on "Sustaining the Vision" for school library development. Contributions include reports of research projects, scholarly papers and descriptions of best practice from incorporating oral history into the curriculum to emerging technologies for school library media programs. The papers are 180 pages and available from the IASL Secretariat (BOX 34069, Department 300, Seattle, WA, 98124-1069, USA. Voice: 604-925-0266; Fax: 604-925-0566; E-mail: iasl@rockland.com) for US \$25. Selected papers from the 23rd annual conference in Pittsburgh (USA) in 1994 are also available for US\$25 and center around the theme "Literacy: Traditional, Cultural, Technological." ISSN 0257-3229.

In 1995 IASL began publication of an international refereed journal in school librarianship. *School Libraries Worldwide* publishes new scholarly works such as research reports and literature reviews. It also publishes other textual material of interest to the profession, such as standards for facilities or advocacy materials developed around the world. An international advisory board works with editor, Dr. Dianne Oberg, of the University of Alberta in Edmonton, Canada, to ensure quality. The journal has examined issues related to learning from information and resources for school library development. The current issue addresses the theme "Promoting a Reading Culture" with contributions from researchers and school library professionals from countries as diverse as Australia, Canada, Fiji, Israel, Latvia and Norway. The journal is included with membership in IASL for US \$40 and is also available separately for US \$25 (\$70 for three years). It is published semi-annually. ISSN 1023-9391.

Researchers Lyn Hay and James Henri of Charles Sturt University (Wagga Wagga, Australia) and Dianne Oberg of the University of Alberta (Edmonton, Canada) have been granted the IASL/Softlink 25th Anniversary Award for their project "An Investigation of the Principal's Role in Developing and Supporting an Information Literate School." The award of US \$2500 was presented by Softlink at the 25th annual IASL conference held in Ocho Rios, Jamaica in July, 1996.

## CANADIAN LIBRARY ASSOCIATION (CLA)

The 1966 CLA **book of the Year for Children Award** winner is *The tiny kite of Eddie Wing* by Maxine Trottier; honour books are: *There goes the neighborhood* by Valerie Lupini, *Big Boy* by Tololwa M. Mollel, *The only house* by Teresa Toten, and *In Flander's fields* by Linda Granfield.

*The Maestro* by Tim Wynne-Jones is the winner of the Canadian Library Association's **1996 Young Adult Canadian Book Award**. *The Maestro*, published by Groundwood Books/Douglas & McIntyre, also won the Governor General's Award last fall. Out of a strong list of eligible titles, the Award Committee chose three honour books: *Truly grim tales*, by Priscilla Galloway, *Out of the dark*, by Welwyn Wilton Katz, and *The road to Chilfa*, by Michele Marineau. The Young Adult Canadian Book Award is presented by the Young-Adult Services Interest Group (YASIG) of the Canadian Library Association.

CLA is pleased to announce that the winner of the **Amelia Frances Howard Gibbon Award** is: *Just like new*, illustrated by Karen Reczuch, written by Ainslie Manson and published by Groundwood Books. The runner-up for the award is: *Selina and the bear paw quilt*, illustrated by Janet Wilson, written by Barbara Smucker, and published by Lester Publishing. The award is given annually to the illustrator of the outstanding children's book published during the previous calendar year. Illustration of the book is the focal point of the award. To merit consideration, a book must be published in Canada and its illustrator must be a Canadian citizen or hold landed immigrant status.

## SHAKESPEARE AND THE CLASSICS

Judith Porter, English actress and producer of audio tapes of readings from the Classics, is available for dramatized readings of Dickens' *A Christmas Carol* in schools for the next few months. There is a set of Teacher's Notes to accompany her cassettes as well. You can contact her at: 3641 Nico Wynd Drive, Surrey, BC, V4P 1P1. She also has information about a new book on teaching Shakespeare to secondary students.

# Bookmarks by Berson

If we had a reliable way to label our toys good and bad, it would be easy to regulate technology wisely. But we can rarely see far enough ahead to know which road leads to damnation.

Whoever concerns himself with big technology, either to push it forward or to stop it, is gambling in human lives.

Freeman Dyson (b. 1923),  
British-born  
U.S. physicist, author.

I never dared to be radical when young  
For fear it would make me conservative when old.

Robert Frost (1874-1963), U.S. poet

The real risks for any artist are taken . . . in pushing the work to the limits of what is possible, in the attempt to increase the sum of what it is possible to think. Books become good when they go to this edge and risk falling over it—when they endanger the artist by reason of what he has, or has not, artistically dared.

Salman Rushdie (b. 1947),  
Indian-born British author.

# THE DEEP END

by **DONALD HAMILTON**, Education Librarian & Adjunct Assistant Professor (Teacher-Librarianship) University of Victoria.

## CLASS ACT

By the time you read this message, the 1996 BCTLA Conference scheduled for Victoria and Saanich in mid-October will have convened, deliberated and concluded. The 250 + participants from all over BC will have returned to their schools and districts and the extensive roster of presenters, publishers and producers disbanded. As part of the group that worked over the past year to produce this year's "show", I will feel some relief from that pressure to do it right, and to enjoy it.

There is something strange about the way we approach our own in-service. Given that the teacher-librarian is by several definitions a change agent within a school, it is imperative that there are opportunities to find your colleagues in conference and consider new ideas and approaches that might change you. But at the same time, all the other teachers - the very heart of your task- are engaged in other "in-service" activities that for the most part do not include the teacher-librarian! I have here in my hand a fantastic program from the Science Council of the Alberta Teachers' Association describing their 36th annual conference to be held October 4-6 in Red Deer using the theme "Unsolved Mysteries". The 46 page document describes a huge wealth of sessions and workshops for all levels, for every topic in their new Elementary Science Curriculum and all the topics with the Secondary Curriculum. After an extensive perusal, I am unable to find **any** evidence that the teacher-librarian is a factor in the delivery of science programs in Alberta. I know that school libraries are threatened in Alberta, but if this conference mirrors the concerns and realities of teaching in that province, the school library is simply not very important. Maybe I am just stuck in time with the promise of the 1995 Burnaby BCTLA Conference that brought Science Teachers and Teacher-Librarians to the same building. The problem with that idea was that we basically did our own things to our own groups rather than finding common ground for change and collaboration.

If all the teacher-librarians who care, are attending their own conference in Victoria, it is little wonder that the flag may not have flown at CUEBC or PITA this past month. Are we guilty of a self fulfilling prophecy? Are we really our own worst enemies? Is it little wonder that teachers have not been demanding quality school library programs in every school?

If we are actively linking learning resources with the learning processes of children, should we not be actively engaged in ensuring that the teachers we work with are aware of the mission we espouse? Should we not be front and centre (or at least visible) whenever and wherever teachers gather to consider their options and methods. We are supposed to be part of their Options and their Methods! We believe that we can make a difference to them and to the children they teach by facilitating and enhancing the interaction between learning materials and the necessary tools for using and understanding them. How can we fail to take advantage of these ready made in service opportunities?

I found it interesting to see the way in which some of the presenters who were part of this year's BCTLA Conference sold themselves to us so that they might have a place at our table. The theme "Media Literacy" was very important to certain groups and they lobbied for the chance to appear on our roster and influence you. We are not very good at lobbying, yet our very existence in the school may demand that we take a more visible stance on every issue that affects us. Consider the CUEBC Conference held concurrently with ours. How often have I heard that we are being replaced by the technologists and computer people? Were we front and centre at their conference? Do they see us as vital to their enterprise? Should we be seeking different or enhanced relationships with computer teachers? Do we not have much to teach them about learning resources?

There are good school library stories all over this province that must be told! One of the most significant sessions to be offered consisted of four teacher-librarians from Kelowna who had mobilized their resources and enthusiasms and launched a major workshop program on Media Literacy. That program led by Kay Treadgold from Okanagan Secondary School was part of the conference only through the lobbying efforts of her group. There are many wonderful success stories to be told all over the

province, but we seldom find out about them. There seems to be concern that something will change if news leaks out. Even bad news travels very slowly these days. (We wouldn't want to give another District the idea that closing school libraries was a good one, would we?)

I am fully aware that we must meet together to recharge the collective psyche that gives us strength. In many ways I wish that the annual conference would even be more of an opportunity to share successes and problems with the whole membership. I was disappointed that the rank and file membership had few openings to discuss their own future and that of the Association. BCTLA must become a true voice for the teacher-librarian in B.C. There is no one else speaking for you.

So I have managed to mangle all the issues. I want you to be proactive and lobby your program to "teacher's in-service events" all over the Province. At the same time I want you to attend your Specialist Association events and use them to rally the troops as they march forward to glory in the service. But just a minute, we can't have it both ways. We have to find a balance. And that is a class act. Just do it.

Donald Hamilton is the Education Librarian at the University of Victoria. This term he is teaching a course called Microcomputers in the Classroom.

■ The planet's survival has become so uncertain that any effort, any thought that presupposes an assured future amounts to a mad gamble.

Elias Canetti (b. 1905), Austrian novelist, philosopher.

■ The most radical revolutionary will become a conservative the day after the revolution.

Hannah Arendt (1906-75), German-born U.S. political philosopher.

■ Who wants a world in which the guarantee that we shall not die of starvation entails the risk of dying of boredom?

Raoul Vaneigem (b. 1934), Belgian philosopher



# BCTLA REVIEWS

“BCTLA Reviews” is coordinated by:

Jean Anne Lowis  
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*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 Avenue, Vancouver, BC, V5R 2Y2.

■ To save all we  
■ must risk all.

Friedrich Von Schiller  
(1759-1805), German  
dramatist, poet, essayist.

AND

Andrews, Jan. *Keri*. — Douglas & McIntyre, 1996 . — 96 p. — ISBN 0-88899-240-8 — \$6.95.

Reviewed by: Jane Roberts, teacher-librarian, Pinecrest Elementary School, SD#72 (Campbell River).

Change is a difficult process and for thirteen year old Keri Riley it is especially hard. When she tries to save a beached whale, she must deal with the issues in her own life. With her younger brother, Grae, she tries to keep the whale wet and cool until high tide. When high tide arrives, they discover that the whale pushes itself forward to land rather than backwards to sea, and they realize that it will die.

Keri realizes that some things are to be and cannot be changed, as in the fate of this whale. The ailing and dying fisheries in Newfoundland have changed their family life. Her father must work away from home and their home in the cove will not be the same place because of the lack of fish. Changes within Keri herself and in her relationship with her mother continue. Her challenging and rebellious behaviour hints of her inner struggles. Keri's understanding, acceptance and willingness to face the changes of the future are her milestones to maturity.

Although Andrews is very well known for her wonderful picture book, *Very last first time*, *Keri* is her first novel. It is short and should be an easy read for students in grades 4-6. The Fry's Readability Graph places this novel within the 4th grade span. With the Pacific fisheries in turmoil, this novel could be a timely study for BC students.

Recommended for grades 4-6.

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FAR

Farrant, M.A.C. *Altered statements*. — Arsenal Pulp, 1995 . — 144 p. — ISBN 1-55152-019-2 — \$12.95.

Reviewed by: Diana Kermer, science teacher, North Surrey Secondary School, SD#36 (Surrey).

*Altered statements* is the third collection of short fictional stories by M.A.C. Farrant, a BC author who lives in Sidney. Her other short fiction collections are *Sick pigeon* and *Raw material*. *Sick pigeon* was short listed for the Commonwealth Writers Prize, and *Raw material* was nominated for the VanCity Woman's Book Prize.

Ms. Farrant's narrative has the ability to create vivid imagery in one's imagination. She satirizes modern western society and the extremes to which people will go to cope with today's problems. The situations and settings are incongruous, sometimes almost science fictional.

In the short story "On Holiday with Giants" parents are carried about on the huge backs of their children like pack sacks. Then they are set down in designated areas for drinks and conversation. Dozens of parents gather for worried viewing of the park across the way. The children are playing their fearsome games with baseballs the size of pumpkins and bats sturdy enough to support a house.

The short story entitled "Karma" contains shades of Dorian Gray. The character Karma is the scapegoat for all a family's ills — "Karma is covered horribly with scabs. But that's all right because this is her purpose in life: to deflect the scab-causing forces meant for us."

*Altered statements* could be used in the English 11 and 12 units on short stories. The clever use of metaphors and imagery implied in the title is sustained through each short story. Teachers could use individual stories for analysis, but a student appreciative of the absurdities of modern western life might like to read it in its entirety.

The book, although soft covered with a glued binding, is well bound. The print format on a white background is well spaced, making it easy to read.

Recommended.

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KEN

Kennedy, Des. *The garden club and the Kumquat campaign*. — Whitecap, 1996. — ISBN 1-55110-403-2 — \$16.95.

Reviewed by: Murrie Redman,  
Retired teacher-librarian, SD#46  
(Sunshine Coast).

Des Kennedy writes from his Gulf Island setting, a piece not only about protest, in this case the cutting down of old forest, but also about BC'ers of his mild kind. His protagonist Joseph, a former monk, as Des is, hopes to live a quiet life in his cottage. Gardening connects him with the others in the close-knit community of the island. Although pushing middle age, he is smitten by a youngish, rather worldly neighbour woman. Being a shy sort, Joseph gets little further than sighs and mild verbal flirtations. However, when a dynamic speaker spreads her charisma and magical charms upon the local garden club, trouble begins. Joseph, swept up in the moment, along with his exciting neighbour, decides to join a band of protesters who eventually defy the law and are arrested. What transpires forms the basis of the novel.

Looking at fiction from its usefulness on the senior high school library shelf, I admit that there are some moments in the book to be scrutinized. However spicy some of the Old Waddie's logger-speak, the novel contains wonderful humour. Those of us living on the coast know many of the characters. They are real, not fictional. Also of interest to students in upper secondary, are the issues presented in the novel. How far can one go in protest without crossing into criminal behaviour? Of what lasting value is such protest? Is the personal sacrifice worth it? These serious questions, although cushioned in generic comedy, remain the core of Kennedy's book. The *garden club* is more than just fun, it is a must for those concerned about environmental issues.

Recommended for grades 11-12.

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LOH

Lohans, Alison. *Nathaniel's violin*. — Orca Book, 1996. — 32 p. : ill. — ISBN 1-55143-064-9 — \$7.95.

Reviewed by: Deberah Gallagher,  
teacher-librarian, Lord Kitchener  
Elementary School, SD#39 (Vancouver).

The power of music is the theme repeated several times in this gentle story by author Alison Lohans.

When Nathaniel receives a gift of a violin from an unexpected and rather mysterious guest, his first attempts at playing it result in such dreadful sounds that his parents force him to go out to the barn to play. There, after more practice, his playing grows better, and as his playing improves, so does life on the farm. The crops grow taller, the chickens lay more eggs, the family is happier, and so one. This

story would provide a good introduction to a discussion of the importance of music in our lives.

The bright and humorous illustrations by Victoria artist, Marlene Watson, help to make this book a good read-aloud for children in pre-school to grade 2.

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LOY

Loyd, Luli. *My Uncle Jack's a logger*. — Neraida Press, 1995 . — 32 p. : ill. — ISBN 0-9680217-0-0 — n.p.

Neraida Press  
3, 313 Renaissance Square  
New Westminster, B.C. V3M 6K4

Reviewed by: Denise Gasbarri,  
teacher-librarian, Douglas Road  
Elementary School, SD#41

(Burnaby).

Luli Loyd, design coordinator for *Emergency Librarian* magazine, has written a delightful children's tale about the logging industry. *My Uncle Jack's a logger* is written from the viewpoint of a "nearly nine" Burnaby girl who goes to a logging site near Port Alberni and becomes involved in the whole process.

Many recent children's books about logging put down loggers and the whole logging industry. It is refreshing and important to find a book that can be used to show the opposite point of view. It is obvious that the author has gone to great lengths researching the logging industry in order to offer accurate information. I particularly liked the glossary of logging terms included.

There are many photos of the logging industry rendered in green throughout the book as well as a few green, black and grey drawings by Rebecca Davies. Both the photos and the drawings enhance the story, although more colour would have been preferable for a children's book. The colourful front cover depicting Uncle Jack and Melissa, the heroine, in bright plaid shirts, is most attractive. A map of the Port Alberni area and the Alberni Inlet at the front of the book is also an asset.

Highly recommended for elementary schools.

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SKE

Skelton, Robin. *Long, long ago*. — Ronsdale, 1996 . — 70 p. — ISBN 0-921870-36-1 — \$10.95.

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

"One day in the very beginning of things, when magic was still alive and all the animals and birds were friendly with one another, ..." and Robin Skelton is off on another of his delightful fables. The seven stories in this book work as *pourquoi* tales, trickster stories or humorous illustrations of basic human foibles such as greed, pride and curiosity. They are short, to the point, highly entertaining and would make great read-alouds and discussion starters. Skelton's language is faintly reminiscent of Kipling's *Just so stories* and his characters have much in common with Br'er Rabbit and Raven. Primary students would enjoy the stories on their own merit, while intermediate students could use them as examples for their own creations of fables or *pourquoi* tales.

Pamela Breeze Currie's many black and white drawings, although tending to be somewhat "cute", aptly illustrate the whimsical humour of the stories. The book's presentation is attractive and the paperback binding seems sturdy. I did find the price of \$10.95 a bit steep. Otherwise, this is a highly recommended purchase for grades K-5.

SMI

Smith-Ayala, Emilie. *Clouds on the mountains*. — Annick Press, 1996. — 32 p. : ill. — ISBN 1-55037-472-9 — \$5.95.

Reviewed by: Margaret Manning, teacher-librarian, Black Mountain Elementary School, SD#23 (Central Okanagan).

*Clouds on the mountains* is the delightful story of a young family on an outing to celebrate the end of school. The plan is to climb the mountain for a picnic at the waterfall on the top. There is barely a hint of trouble when the clouds open with thunder, and the young puppy they have brought along goes missing.

The story is logical and suspenseful. In very few words the characters are developed for us. The colour illustrations are detailed and the people in the pictures clearly show their emotions in their faces. Words and pictures unite to create a lovely tale.

The reading level is lower intermediate. The text is flowing and it would be a suitable read-aloud for younger children. It would fit into a study of family or to springboard a discussion of an upcoming holiday. I would purchase this book for our collection.

Recommended for grades 1-3.

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WAT

Waterton, Betty. *Quincy Rumpel and the all-day breakfast*. — Douglas & McIntyre, 1996. — 120 p. — ISBN 0-88899-225-4 — \$6.95.

Reviewed by: Valerie Jones, retired teacher-librarian, SD#61 (Greater Victoria).

This book is the eighth book by Betty Waterton about her enthusiastic, often muddle-headed heroine, Quincy Rumpel. Young readers from grades 3 and 4 may enjoy reading about the Rumpels and their adventures.

In this story, the family acts on Quincy's suggestion to open a bed-and-breakfast place because Mrs. Rumpel "always makes too much food, and sometimes it's quite good even." Guests start arriving, including bird watcher Aunt Fan and the Bagel family. The action continues at a fast pace, involving a missing dinosaur egg, an old tumble-down shack known as "the bat house," many unusual and exotic recipes tried by Mrs. Rumpel, and a lost Modigliani — all of which adds up to a slightly confusing story line.

Young readers will enjoy the humour, the mystery presented in a non-threatening way, and the satisfactory conclusion. One could describe this as a "wholesome" story about plenty of family fun, the sort of book parents would prefer their children to read. All in all, a good read for a hot summer's day.

Recommended for grades 3-4.

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027.62'51 COB

Cobb, Jane. *I'm a little teapot*. — Black Sheep Press, 1996. — 256 p. : — ISBN 0-9698666-0-7 — \$29.95.

Black Sheep Press  
6-2626 Granville Street  
Vancouver B.C. V6H 3H8

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

This "one stop" handbook, based on an earlier version prepared for storytellers in the Vancouver Island Regional Library System, is intended for preschool and primary teachers, daycare workers, librarians and parents. After the author's introduction, "Program Planning," "Presentation Tips," and "Songs & Fingerplays for Opening, Closing & Anytime in Between" present a fairly prescriptive pattern for public library story times. Under sixty-three themes, the book lists read-aloud stories along with stories and nonfiction books for display and individual selection. Each theme is comprehensive; nursery rhymes, fingerplays and songs are usually printed with full text, and sources for the songs are often indicated. Each theme

ends with a sections of more ideas and sometimes crafts sections. There are extensive bibliographies. "Recommended Resources" contains sources of activities, nursery rhymes, folk and fairy tales, songbooks, fingerplays, poetry, storytelling, professional information, and songs on sound recordings. "Bibliography" lists all the books in themes, divided by read-aloud, additional and nonfiction sections. The book ends with a first line index for all the rhymes and songs printed.

The book's content is standard, but very rich. There are over 1000 picture books listed and over 500 fingerplays, rhymes and songs. The selection of materials relies heavily on the European tradition; the holiday themes are all Christian (the dreidle is mentioned under "Christmas").

The readability of the book suffers because the author has organized it, at the expense of a great deal of repetition, to have everything in one place. When rhymes, songs and fingerplays apply to more than one theme, full texts are sometimes repeated and sometimes noted with page references. Texts of nursery rhymes and well-known songs are printed in full when titles would have sufficed. For example "The "More Ideas" sections suggest reading "Jenny's Hat" and decorating hats—as either a demonstration or a craft under four different themes.)

*I'm a little teapot's* greatest usefulness would be for untrained or inexperienced public library staff. For elementary schools, the level restricts its use to kindergarten or grade one; fingerplays, in particular, seem intended for very young children. To identify materials actually in the school, the teacher-librarian would find the library's catalogue more helpful. For teachers, the sections of further ideas and crafts and the sources of songs on audiocassette would be useful.

The book has a public library, rather than an educational, emphasis. Maestro's *Harriet goes to the circus*, listed under "Circus," does not appear under "Counting," although it is an excellent medium for teaching ordinal numbers (and also shapes); Langstaff's *Oh a-hunting we will go* is listed under "bears" and "mice" (not "foxes"), but for teachers and teacher-librarians it is a wonderful book for anticipating rhymes.

Canadian books are well represented, but a drawback for schools is the lack of multicultural themes.

As a selection tool, the book lists many resources, but little attempt is made to indicate whether or not they are in print. (A check of 38 of the titles in the 1995-1996 *Books in Print* found 21 titles in print.) ISBN's and prices are not given.

Recommended for public libraries and professional collections in large district resource centers.

333.784 PET  
Peterson, Jan. *Cathedral Grove*  
(*MacMillan Park*). — Oolichan  
Books, 1996. — 134 p. : ill. — ISBN  
0-88982-160-7. — \$19.95.

Reviewed by: Lucinda Lockwood,  
teacher-librarian, Thomas Haney  
Secondary School, SD#42 (Maple  
Ridge-Pitt Meadows).

*Cathedral Grove: MacMillan Park* presents the history behind one of British Columbia's most famous provincial parks, which is situated at the west end of Cameron Lake, between Parksville and Port Alberni. The park's centrepiece is Cathedral Grove, a stand of exceptionally tall Douglas fir trees, which is visited by thousands of tourists every year.

Surprisingly, efforts to preserve this segment of Vancouver Island's virgin forest began at the turn of the century. Conflicts between those who supported logging and those who wished to promote tourism were fierce. Early environmentalists, such as J. D. Barnjum, joined the fray as well. During the Depression and World War II the fate of the forest see-sawed as competing interests from government (federal, provincial and regional), business and environmental movements fought for what they thought was right.

Finally, it was H. R. MacMillan himself who decided to transfer the land from the Victoria Lumber Company to the province in 1944. He donated a total of 330 acres, which included the Cathedral Grove, despite the fact that "... this tract of timber is the most valuable for its size ... because of the high quality of the timber and its situation 15 miles from salt water and on a good highway ...."

All environmental activists, as well as armchair environmentalists, should read about their forebears, such as the British Columbia Natural Resources Conservation League. Preserving this tiny section of the island's forest resources was a monumental battle that lasted over 50 years. Students who are interested in the history of the forest preservation movement would also find this book interesting.

*Cathedral Grove: MacMillan Park* is well-researched. There are notes, a bibliography and an index. It reads quite well, although the text is very dense and the paragraphs are long. There are numerous black and white photographs, including some historical shots. There are four maps of the area, as well.

At the conclusion of the book, Peterson looks to the future of the aging trees and the impact of all of those visitors. She has also included biographies of some of BC's earliest conservationists, including Arthur Wellesley "Wells" Gray. The final section of the book is dedicated to the flora of the park, from the great trees to the tiniest plants, with excellent pen and ink sketches by Peterson herself.

Recommended for grade 10 and up.

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362.1'2'09711 HAD  
Hadley, Michael L. *God's little ships:  
a history of the Columbia Coast  
Mission*. — Harbour, 1995. — 308 p.  
: — ISBN 1-55017-133-X — \$28.95.

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

The subtitle provides an accurate and succinct summary of the content of Michael Hadley's book. The Columbia Coast Mission was founded in 1904 by Newfoundlander, John Antle, a navigator and Anglican priest. The C.M.M. was based on the experience and success of the Grenfell Mission of Labrador-Newfoundland and its purpose was to provide social and spiritual services to the isolated communities of British Columbia's coast. From its founding until its end in 1981, the Coast Columbia Mission sent out its boats and, in later years, airplanes to the isolated communities on either side of

and in the Inside Passage. The mission established, staffed and maintained hospitals and clinics in a number of communities. The ships also had clinics and medical personnel aboard.

In addition to providing a readable history of the mission, Hadley brings out the "roses" and the "thorns" that are part of the mission's history. He describes the different values and attitudes held by First Nations peoples of the region and some of the missionaries, as well as the conflicts that occurred between the clergy and some of the men that crewed the boats. He also outlines the various positions the people took when the decision was made that the mission had fulfilled its purpose.

*God's little ships* covers an element of British Columbia's coastal history that is generally not covered elsewhere. It could be a resource for some grade 10-11 Social Studies projects. Teachers using *I heard the owl call my name* in English classes might find this to be a useful reference book. While this title belongs in the secondary school libraries in areas once served by the Columbia Coast Mission, it is not a book that would be in high demand elsewhere.

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507 RES

*Research questions and study design /*  
edited by David F. Robitaille and  
Robert A. Garden — Pacific Educa-  
tional Press, 1996 . — 112 p. —  
ISBN 1-895766-02-8.

Reviewed by: John J. Jackson,  
Professor, School of Public Adminis-  
tration, University of Victoria.

This monograph provides a comprehensive summary of the key aspects of the Third International Mathematics and Science Study (TIMSS). TIMSS is a complex and ambitious international comparative study of teaching and learning in fifty countries. This second monograph in the TIMSS series, presents the study's research objectives along with discussions that include the impact of predecessor studies on the design of TIMSS and explanations of how the research questions and test items were tailored to meet the diverse student, teacher, and systemic contexts of the fifty participating countries.

The four main research questions were related to the intended curriculum, the implemented curriculum, the attained curriculum, and the relationships between curricular and social and educational contexts.

School teachers of mathematics and science will be interested in this material but will, no doubt, be even more interested in the findings which will presumably be published at a later date. Recommended for professional collections.

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599.73'58 SWA

Swanson, Diane. *Buffalo sunrise: the story of a North American giant.* — Whitecap, 1996 . — 58 p.: ill. — ISBN 1-55110378-8 — \$14.95.

Reviewed by: Susan Darnbrough,  
teacher-librarian, Quigley Elementary  
School, SD#23 (Kelowna).

What has horns like a cow, a mane like a lion and a hump like a camel? If you guessed the buffalo — the largest land animal in North America — you are right!

Award winning author Diane Swanson has written 64 pages filled with fact and folklore about the buffalo. This paperback book outlines the history of the buffalo, starting with its importance as the "Great Provider" to the North American First Nations. Besides using it as a source of food, the Blackfoot Indians had over one hundred uses for this animal. Included also are historic sketches of the

explorers' first impressions of this massive animal. During the settlement of the west the buffalo had an important role — resulting in the 19th century near extinction of this animal. Today the buffalo is protected and there are over 200,000 living in North America.

In addition to the facts about the buffalo there is an emphasis on buffalo folklore. Meet Miracle—the white buffalo born in 1994 and read about her spiritual importance, learn about Buffalo Bill, the legend of Head Smashed-In Buffalo Jump, relive the drama of buffalo calling and learn about the celebrations and ceremonies centered around the buffalo.

The text is accompanied by colour and black and white photographs, archival images and anecdotes that enrich the tale of the buffalo. This well organized book has a table of contents and an index so topics are easily located. It would be very valuable to any library, and it supports and enriches the grade 4 social studies curriculum.

Highly recommended for grades 4 to adult.

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599.74'446 HOD

Hodge, Deborah. *Bears: polar bears, black bears and grizzly bears.* — Kids Can Press, 1996. — 32 p. : ill. — ISBN 1-55074-269-8 — \$14.95.

599.74'428 HOD

Hodge, Deborah. *Wild cats; cougars, bobcats and lynx.* — Kids Can Press, 1996. — 32 p. : ill. — ISBN 1-55074-267-1 — \$14.95.

Reviewed by: Margaret K. Groen, teacher-librarian, Winfield Elementary School, SD#23 (Central Okanagan).

These first two books of the Kids Can Press Wildlife Series will be a welcome addition to elementary school libraries. The books are well laid out with large, easy to read text, straightforward headings and special fact boxes on each page. The table of contents, glossary and index make research easy. A map shows where each animal lives in North America. The detailed drawings are beautifully realistic and will certainly appeal to young children. A cut-away view of the wild animal shows the muscle and skeletal features important to that animal's survival. In each book the differences and similarities between the three types of animals are clearly revealed by the illustrations, the text and the fact boxes. Reference is made to other species around the world. Readers can get an idea of the size of the animal by comparing their hand size with the "actual size" illustration of a cougar/bear print found on the Animals Signs pages. The back cover has quick "Did you know?" facts and size illustrations.

These books are well bound, hard cover, and priced right at \$14.95. They have been well researched for Canadian content. I highly recommend them for elementary school libraries serving children ages 5 to 10 (K- grade 4).

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630.9711'2 RIC

Richardson, Noel. *In a country garden: life at Ravenhill Farm.* — Whitecap, 1996. — 208 p. — ISBN 1-55110-399-0 — \$16.95.

Reviewed by: Marilyn Aldworth, district librarian, SD#44 (North Vancouver).

Noel Richardson's personal vignettes of her country life at Ravenhill Farm certainly had a positive effect on me. I didn't know what to do first — rush out to the garden to fertilize my puny basil plant or head to the kitchen to make some of her rosemary scones. Her enthusiasm for gardening and cooking shine through in this thoroughly enjoyable book, which takes the reader through the seasonal changes and different aspects of the farm, month by month. Now, I definitely want to visit this place which is open to the public on Sundays in the summer and, as a bonus, to pick up garden-fresh organic herbs.

These seasonal vignettes were originally published as "Cooking from the Garden" columns in *CityFood* magazine. Each chapter concludes

with a couple of recipes using the herb of that month, or another equally interesting recipe that complements the preceding subject matter. I found the section titled "A Goddess Makes Bread" especially entertaining. It tells of the author's experience taking a bread-making course from Julia Child.

Noel's approach to life is very appealing. She is truly a bon vivant and, for the record, is also a former teacher-librarian. Her literary touches are sprinkled throughout this book, giving it added charm. She also takes us to her favourite local suppliers — the butcher, baker and the fishmonger.

This is a lovely book which I found great not only because of the natural combination of gardening and cooking, but also because of its local nature. Successful local farms are important for those of us who are concerned about declining agricultural land and our relationship to what we eat, where it comes from and how it is grown.

Recommended for secondary to adult, particularly in North Vancouver and the Lower Mainland.

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634.9'8'0971 ROB

Robinson, Peter A. *The working forest of British Columbia*. — Harbour, 1995. — 167 p. : ill. — ISBN 1-55017-116-X — \$39.95.

Reviewed by: Diana Kermer, science teacher, North Surrey Secondary School, SD#36 (Surrey).

*The working forest of British Columbia* is an incredible visual tour of British Columbia's forests and forestry practices through the use of "then and now" coloured and black and white photography. The idea for this book came from I. K. Barber, a veteran forester and industry executive. Peter Robinson is the former editor of *West Coast Logger*. While the author of the book could understandably be biased towards the forestry industry, I found no visible bias and feel that the information was in fact presented in such a way that both sides were presented equally.

The theme of the book was admirably stated in the introduction by Mr. I. K. Barker: managing BC forests is "to look in both directions — looking backward to learn from experiences of the past, yet looking forward to assure the values and valid demands of the future will be met."

The text is divided into four parts: Part One poses the question, "Sustainable Forestry or 'Deforestation'?" This section provides information regarding the historical development and importance of logging in British Columbia from the distant past to the current debate over BC's forest resources.

Part Two looks at the evolution of today's forest policy. It does this by taking the reader on a forest tour of the five major areas of the Province: the coastal forests of Vancouver Island and the lower mainland, the Southeastern region, the Central and Southern interior, the Northern interior and the North Coast. At each stop on the forest tour, the location and general description of the forest types is given. Then photographs and text are used to develop a "Then and now" forestry practices perspective. There are also many quotes from foresters who have either worked that area in the past or are currently

working there. A very colourful; easy-to-read graph depicting the "Status of Productive Forest Land 1994" is provided at the end of each section of the tour. The statistics used for these graphs come from BC Ministry of Forests annual reports from 1984-1994 and the *Forest Range and Recreation Resource Analysis 1994 Report*.

Part Three, "Before a single tree falls: the planning process," describes the sequence of events in the application and planning involved before the harvesting of a new site.

Interspersed among the sections are seven insets which describe possible problematic concerns that also need to be considered by the forestry industry. They are such things as natural disturbances to the ecosystem, rivers and streams, fish habitat and logging, wildlife and logging, and public recreation in and access to working forests.

The text is easy to read and written in such a way that it could be understood by a layperson, but would also be valuable for students. The graphic illustrations and photographs have clear legends. The book is organized into clearly defined chapters or sections, with an index, appendix and bibliography.

This book could be used in Social Studies 10, and in the sections on renewable resources in the Science 8 and 10 curricula. It would also be an interesting read for any layperson interested in learning about BC's history of forestry practices. For \$39.95, this hard cover, sewn bound book would be a good purchase for any high school library.

Recommended for secondary to adult.

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#### 642.4 PAY

Payne, Dorothy, Janet Heselden and Theresa Marshall. *Fabulous feasting with friends*. — FabFest, 1995 (2nd ed.). — 231 p.: ill. — ISBN 0-9699404-0-8 — \$25.10.

FabFest Publications Ltd.  
P.O. Box 64106 RPO Clarke Road  
Coquitlam, B.C. V3J 7V6

Reviewed by: Lucinda Lockwood,  
teacher-librarian, Thomas Haney  
Secondary School, SD #42 (Maple  
Ridge-Pitt Meadows).

This is a clever and original contribu-

tion to the massive selection of cookbooks available today. Payne and her co-authors have thought of everything that a host should do in order to have a successful "theme dinner." The cookbook includes ten theme menus and recipes, as well as invitations and even suggested party games. The themes include ethnic food such as Japanese and Greek dinners, as well as more creative themes such as "Victorian" and "Prison" parties.

People who love to cook and entertain will enjoy the ideas in this book; however, the recipes are uninspired, even boring (a salad, a meat, a vegetable, a starch, and a dessert for each party). Use the theme and decorating ideas in this book, and get the recipes from a more specialized source. The spiral-bound format will probably not hold up to the demands of a school library, but any librarian who loves to entertain should get a copy of *Fabulous feasting with friends* for his or her home collection.

Not recommended for school library purchase.

796.48 DHE  
Dheenshaw, Cleve. *Celebrate the spirit*. — Orca Book, 1996 . — 64 p.: ill. — ISBN 1-55143-066-5 — \$12.95.

Reviewed by: Marilyn Clements, teacher, Courtenay Junior High School, SD#61 (Courtenay).

*Celebrate the spirit* celebrates the 100th anniversary of the Olympic Games. Olympic facts are mostly presented in interesting ways. The writers use gray boxes for human interest stories and frame facts and photos with the coloured rings of the Games. The latter is a most effective device. The many sharp, coloured photos are well-captioned and really hold the reader's attention. The reproductions of various Olympic posters are particularly good.

*Celebrate the spirit* is organized with two introductions on the spirit of the Games, followed by sections on the history of ancient and modern games, traditions, trivia, the sports, Winter Games, and the record book. The part on issues such as drugs, politics and boycotts is dealt with very well.

The adult reader of this book is left with a feeling of superficiality — there is so much *not* said about the Games — possibly because the topic is so huge. I wish there had been a section on Canadian athletes, conveying to kids the excitement in Canada, for example over Nancy Greene and Karen Magnussen rather than the disappointment of Ben Johnson.

The book is a paperback with a glossy magazine look and is intended for young readers ages 7-12. The print is large, clear and easy to read, while the writing style is chatty and conversational and would certainly appeal to youngsters. Certain clichés, for example "sitting ducks" bothered me. An index is included.

Recommended with reservations for grades 4-7.

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811.'508'0355 BRO  
*Thru the smoky end boards: Canadian poetry about sports & games.*  
edited by Kevin Brooks and Sean Brooks. — Polestar, 1996. — 248 p. : — ISBN 1-896095-15-1 — \$16.95.

Reviewed by: Garth Harkess, teacher-librarian, Laurie Junior Secondary School, SD#2 (Cranbrook).

The 80 poets represented in this anthology of 150 sports related poems are, for the most part, writing for a mature and literate audience, and the language and images that use reflect this. In many poems the reference to sport is fleeting, incidental, or just plain obscure. There are few "Casey at the Bat" type homages to sport or the heroes of sport, and only a few of these poems have that 'read aloud' rhythm that students find accessible.

That said, some of the poems are excellent, and the collection is very well arranged by sport — hockey (49 poems), baseball, golf, basketball, soccer, curling and lots more. Poems about individual pursuits such as swimming, skating, running, climbing and rowing are also included. There are numerous references to Canadian sports icons like Don Cherry, Guy Lafleur, Wayne Gretzky, Howie Morenz and Ned Hanlan.

Many of Canada's best known poets are represented — Al Purdy, Irving Layton, Earle Birney and Margaret Atwood, to name just a few.

There is an interesting introduction and an index to the poems arranged by author. Biographical notes on the poets and the dates that the poems were written would have made this volume more useful for schools.

Enough poems are accessible to a school-aged audience to justify this anthology's inclusion in a secondary school library — especially as sports poems are as popular with students as any poetry is likely to be. Be aware that the very adult language used and the complex themes of several of the poems may amuse, embarrass, or totally confuse some students.

Recommended for secondary school libraries.

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811.54 LAN

Landale, Zöe. *Burning stone*. —  
Ronsdale, 1995. — 115 p. : — ISBN  
0-921870-31-0 — \$10.95.

Reviewed by: Ruby McBeth, English  
teacher, Bert Bowes Junior Secondary  
School, SD#60 (Peace River North).

*Burning stone* is a significant contribution to Canadian poetry. The poems in this volume make up an essay in which Zöe Landale shows us how to take the power out of family myths. In her words (p. 100),

I want the whole cycle of family blame  
inflamed self-righteousness  
to come to a stop  
punctured.

These lines are typical of her word use. Ms Landale writes of her relatives one at a time. Poems have titles like "Why My Uncle Red Killed Himself" and "Listening to my Grandmothers." Examining the family ghosts (a suicide, and abortion, a gossip, ...), Landale learns from the people involved and is able to set the stories aside. The final lines of the book give an image of the resolution she has achieved:

Lupines, still blooming at high elevations  
their glorious blue  
the colour of forgiveness,  
of stories that grow clear.

Unusual for a modern poet, Landale doesn't find it necessary to sensationalize the sexual or flaunt rebellious language. She comes across as an adult writer who is using poetry for personal growth. Because she communicates well, we can learn from her.

Recommended for secondary schools. This book would probably elicit most interest at the graduation level. It would tie in with a humanities course if the teacher wished to integrate English, psychology and history.

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811'.54 TUR

Turner, Michael. *Kingsway*. —  
Arsenal Pulp Press, 1995. — 80 p. :  
— ISBN 1-55152-028-1 — \$10.95.

Reviewed by: Liz Austrom, retired  
teacher-librarian, SD#39 (Vancouver).

This is the third poetry collection by an acclaimed Vancouver poet whose first book, *Company Town*, was short listed for the Dorothy Livesay Poetry Prize, and whose second book, *Hard Core Logo*, is being made into a feature film.

In *Kingsway*, Michael Turner follows the advice given so often in creative writing classes — "Write about what you know" — to capture the history and social culture of Kingsway, a street which passes a few blocks from his home. The choice of theme is a rich one, for Kingsway has been both a home and a transit point for countless individuals, races and problems.

Poems are grouped into three sections. The first, "Kingsway," is a ten part extended poem which captures the essence of the life and

activity on Kingsway, as well as its history. The poems in the second section, "Fifteen Poems about Kingsway," are untitled, but each focuses on individual people's experiences of the Kingsway of today: the poet, an immigrant photographer, a taxi driver, a prostitute, a father at a Little League game. Violence, anger and despair are present in these disturbing but essentially life-affirming poems. In the third section, "Kingsway: A re: Development Project," Turner titles his poems with lines taken from other poets' works. The idea of taking a segment of another person's work, then "re-Developing" it into something that bears little resemblance to the original, allows the poet to creatively replicate the redevelopment process that has happened along the Kingsway corridor. There is great variety in this section, which looks at the impact that social and economic changes have made to life on Kingsway. A strong satiric voice is present in many of these poems.

There are only two illustrations in the book, both located at the front. One is a blurred, hand-drawn map of a small segment of Kingsway, the other an equally blurred photo of a lamp-post and street sign. Possible explanations for their blurred quality kept my mind busy all the way through this book, for obviously they are intentionally so. Like the poems, they both reveal and conceal meaning; in this instance, it is likely the neighbourhood of the poet.

Michael Turner's poetry is modern in outlook and format (rhyming schemes are unknown in this book, but social examination is prominent). The book will prove challenging for many students, but will be very popular with those few who are truly interested in poetry or in social protest. In a curriculum looking for "relevance" this collection should have an important place. Language in a few of the poems makes it most suitable for mature students. Recommended for grades 11 and 12, and particularly for schools in the Lower Mainland.

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811'.54 WIL

Wilson, Sheri-D. *Girl's guide to giving head*. — Arsenal Pulp Press, 1996. — 164 p. : — ISBN 1-55152-031-1 — \$14.95.

Reviewed by: Ruby McBeth, English teacher, Bert Bowes Junior Secondary School, SD#60 (Peace River North).

Raucy stuff — *Girl's guide to giving head* is adult entertainment, a book of mostly humorous, mostly bawdy poetry. It is not, however, a guide to oral sex as the title would suggest. Sheri-D Wilson writes poetry to be read aloud. It bounces off the page with its own energy and rhythm. Although she enjoys being provocative, she is not just flippant. In the poem "I Pray" she writes of love making as "A living and breathing human act / Thing that keeps us alive."

In another poem, "Egg Bank: A True Story," Ms Wilson shows the generation gap between today's single adults and people over 40:

After asking everyone I know why they would have a child  
Nobody has come up with a good enough reason  
For having one.

And then, in contrast, in the middle of the book, this short poem:

KL

I'd walk a million miles  
To skip a single stone.

Humorous poems, contemplative poems, thoughtful poems — Sheri-D speaks well for her generation of urban dwellers. I think that English teachers would benefit from hearing her work.

Highly recommended for college libraries. Not recommended for school libraries.

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915.124'9045 FET

Fetherling, Douglas. *The other China: journeys around Taiwan* — Arsenal Pulp Press, 1995. — 112 p. : — ISBN 1-55152-025-7 — \$12.95.

Reviewed by: John D. Crawford, retired teacher-librarian, SD#61 (Greater Victoria).

This is an attractively written account of two trips made recently by the author to Taiwan. Interspersed with the travel commentary are brief accounts of particular aspects of Taiwanese history and politics. What emerges is a dichotomy between those elements of Taiwanese society which have strong links with the past and those which look to the future. The country is seen as a business-driven one in every sense of the word, with little existing which does not have a business nexus. Indeed, behind the picture presented by the author, it is easy to imagine Taiwan as heading for a future similar to that depicted in the film *Blade Runner*, with environmental pollution being its chief characteristic.

The author seems to be of two minds about his subject, admiring certain aspects of the Taiwanese background while being critical of others. This underlines the situation in which Taiwan finds itself, a rapidly growing modern industrial power unable at present to escape from the confines of its history. This situation has been exemplified recently with news that Taiwan is making official overtures to mainland China about having the remains of Chiang-Kai-shek and other Kuomintang leaders re-interred in their Chinese home villages. The author has correctly avoided a forecast for the future of Taiwan. There are too many imponderables for anyone to make such a prediction, and the most significant of these will be the dramatic changes which appear inevitable in a mainland China on the verge of flexing its economic muscle.

The production elements are excellent. I noted only one “typo” — “coaxing” rather than “coaching” on page 18. Illustrations and a map would have been helpful, although I imagine cost would be a factor in this connection. However, the content is very informative and interesting, and is presented to the reader in an engaging manner. Recommended for secondary school libraries.

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917.11204'4 NER

Neering, Rosemary. *Backroadring Vancouver Island*. — Whitecap, 1996. — 192 p.: ill. — ISBN 1-55110-401-6 — \$16.95.

Reviewed by: Mary Louise Guest, teacher-librarian, Chatelech Secondary School, SD #46 (Sunshine Coast).

Rosemary Neering has added another publication to her list of BC books. The author of the prize-winning *Down the road: Journeys through small-town British Columbia*, takes us on another trip, this time on the back roads from the Saanich Peninsula through Vancouver Island to the North of Holberg and Winter Harbour.

She divides the Island into five manageable sections, Victoria, Cowichan, Central Island, Comox Valley and the North Island, and provides kilometer by kilometer directions on three or four back road tours you can take in each area. Some tips for driving on logging roads and lists of useful maps are provided. The book contains ten pages of maps but they are very general and it is recommended that

tourists get more detailed maps from the sources listed at the beginning of each tour.

The author points out local parks and recreation areas, bird sanctuaries and heritage sites, tidbits of local history and, as well, lists stops to make on each trip. The three page index is useful and the fifty or so black and white photographs complement the text. I think this book would have limited use in a school library.

Not recommended for school library purchase.

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971.1 ZUE

Zuehlke, Mark. *Fun B.C. facts for kids*. — Whitecap, 1996 . — 96 p.: ill. — ISBN 1-55110-404-0 — \$9.95.

Reviewed by: Mary Louise Guest, teacher-librarian, Chatelech Secondary School, SD #46 (Sunshine Coast).

This book draws heavily on Mark Auehlke's previous publication *The B.C. fact book: everything you wanted to know about British Columbia*. It is divided into ten chapters covering topics ranging from facts about BC, to animals and biomes of BC, to mysterious creatures, First Nations peoples and history.

The print on the map of BC on page one would be confusing for an Intermediate student and, as well, the author misses out when he doesn't clearly highlight areas mentioned in the text. The 35 black and white photographs complement the text and the drawings provide some visual interest, but at the price of ten dollars you may want to spend more and get the original *B.C. fact book*.

The three page index is very good. The reading level is intermediate grades 5-8.

Recommended for elementary and junior secondary libraries.

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971.1'04 GAW

Gawthrop, Daniel. *Highwire ace: power, pragmatism, and the Harcourt legacy*. — New Star Books, 1996 . — 384 p. — ISBN 0-921586-48-5 — \$18.00.

Reviewed by: Garth Harkess, teacher-librarian, Laurie Junior Secondary School, SD#2 (Cranbrook).

About all that you can realistically hope for in a book examining the recent politics of a province like ours is an interesting writing style and at least a modicum of objectivity. Gawthrop certainly can hold the reader's attention, and he has lots of fascinating insights gleaned from extensive interviews with major NDP players like Mike Harcourt, Moe Sihota and Ken Georgetti.

Objectivity, unfortunately, is not one of the author's strengths. The NDP are the good guys and the opposition, particularly a fellow named Gordon Campbell, are, in his eyes, the enemy. He just can't stop defending the Harcourt government's actions. Even the chapter on the Nanaimo Commonwealth Holding Society scam, which Gawthrop can't explain away completely, ends with a tirade against that other great enemy of the NDP — the media, who "would stop at nothing to discredit, trivialize or dismiss a party that had basically done a good job."

Too bad, because Gawthrop's descriptions of events like the Charlottetown Accord debate, aboriginal land claim negotiations, the battles over C.O.R.E., and other initiatives of the Harcourt government are well documented and very readable.

Recommended only for senior secondary school libraries with a caution that, unless balanced with other sources, the obvious bias of the author towards the NDP may be a concern.

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971.1'2803 GRE

Greene, Valerie. *Above stairs: social life in upper class Victoria 1843-1918*. — Sono Nis, 1995. — 205 p. : — ISBN 1-55039-062-7 — \$19.95.

Reviewed by: Ken Adsett, retired teacher-librarian, SD#61 (Greater Victoria).

*Above stairs* is a brief peek into the lives of the "Upper Classes" of Victoria from its founding until the First World War changed the picture forever. Victoria was established as a Hudson's Bay Company post but, unlike most colonial settlements in North America, its climate, its isolation, and the HBC's commitment to its settlement and development attracted a unique strata of landed and monied British settlers who chose to remain and call it "home" rather than a temporary sojourn in "the colonies."

Greene gives a brief historical sketch of the colony's origin and settlement and then discusses eight prominent families as examples of those who formed the elite society of early Victoria. Many of these names are still recognized in local businesses and in the names of streets and other geographical landmarks. She gives some detail of the social and business interactions of these various families with a good indication of the lifestyle enjoyed by those at the top.

The second half of the book describes this latter aspect more generally under such chapter headings as "... Balls, Banquets and Enlightened Entertainments." She concludes with a description of the residences occupied by these families, some which still stand as local landmarks. One can easily see the origins of the very "English" atmosphere for which Victoria has become famous.

Small black and white photographs throughout the book help to illustrate costumes and styles and to put faces to names, but these could be readily supplemented by other references available in most school libraries. An appendix shows in chart form the lineage of the families discussed and a bibliography offers additional sources of material.

*Above stairs* is a very brief picture of an elite group in Victoria society, but it is certainly enough to whet the appetite for a more thorough study of one of the families named or another in the same group, or perhaps some specific aspect of society at the time. Secondary history classes looking into the social history of the late-nineteenth or early-twentieth century should find the book intriguing. Social studies and history teachers may find it useful as motivation for further study.

Recommended for grades 10 through 12.

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971.1'6203 NOR  
Norris John. *Historic Nelson: the early years*. — Oolichan Books, 1995. — 320 p. — ISBN 0-88982-150-X — \$21.95.

Oolichan Books  
P.O. Box 10  
Lantzville, B.C. V0R 2H0

Reviewed by: Larry R. Little, Assistant Director, Penticton Public Library, Trustee, SD #15 (Penticton).

John Norris is an accomplished writer, having won the Lieutenant-Governor's Medal for History Writing in 1986 (*Old Silverton*). His latest venture chronicles the West Kootenay region from the first settlers in 1882 until Nelson's 1897 incorporation.

The study is meticulously researched with detailed notes, bibliography and index. What truly brings the book to life are the colourful characters that fill the pages. Men and women such as Richard Fry and his wife Justine, who crossed the prairies in a covered wagon to build a trading post at Bonner's Ferry, leave an indelible impression on early Nelson.

Norris's style is easy to read and enjoyable. *Historic Nelson* includes a good table of contents, maps and photographs. Although the appeal may be limited, public libraries with local history collections and secondary school resource centres, particularly in the Kootenay area, will want to consider purchasing.

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971.9'102'0922 BAC  
Backhouse, Frances. *Women of the Klondike*. — Whitecap, 1995. — 224 p.: ill. — ISBN 1-55110-375-3 — \$16.95.

Reviewed by: Lucinda Lockwood, teacher-librarian, Thomas Haney Secondary School, SD #42 (Maple Ridge-Pitt Meadows).

Not much has been written specifically about the female pioneers who helped to open up the western and northern regions of Canada. Backhouse fills a void with this book; however, she leaves a lot unsaid.

Frances Backhouse relied on archival materials such as letters, journals and contemporary newspaper articles to piece together the stories of many women who came to the Klondike during the gold rush of 1898-1900. The book is divided by primary occupation, and includes female prospectors, religious workers, prostitutes, nurses and tourists. This structure allows for only the briefest introduction to some of the amazing personalities who pioneered in the Klondike. By trying to draw generalizations from many personal stories, Backhouse does her subjects a disservice. The narrative skips from subject to subject, with sometimes shallow or incomplete information about each. It would have been better to delve into the lives and histories of a few exemplary women, perhaps one per chapter.

Readers will get the impression that Backhouse did a ton of research, then discarded most of it in order to make a reasonable sized book. The text skips lightly over a great deal of information, and often refers back to women from previous chapters (e.g., prospectors who also appear in the "loyal wives" chapter). The result is a bit of confusion and a lot of dissatisfaction.

This book would be an acceptable addition to a school library with a dearth of information about women's contributions to Canadian history. However, its limitations make it difficult to recommend for research libraries. Students preparing reports about the Klondike gold rush would be better off using other resources such as: *The Dictionary of Canadian Biography*, encyclopedias or books such as Delia Ray's *Gold! The Klondike adventure* (ISBN 0-52567-288-5), Barbara Greenwood's *Challenge of the Klondike: Rachel Hannah, frontier nurse* (ISBN 0-71722-572-0), or Susan LeVert's *Yukon* (0-791010-32-5).

Recommended with reservations.

# ***THE BOOKMARK***

## **Index to Volume 37 September 1995 - June 1996**

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

*The Bookmark* is published by the British Columbia Teacher-Librarians' Association in September, December, March and June of each school year.

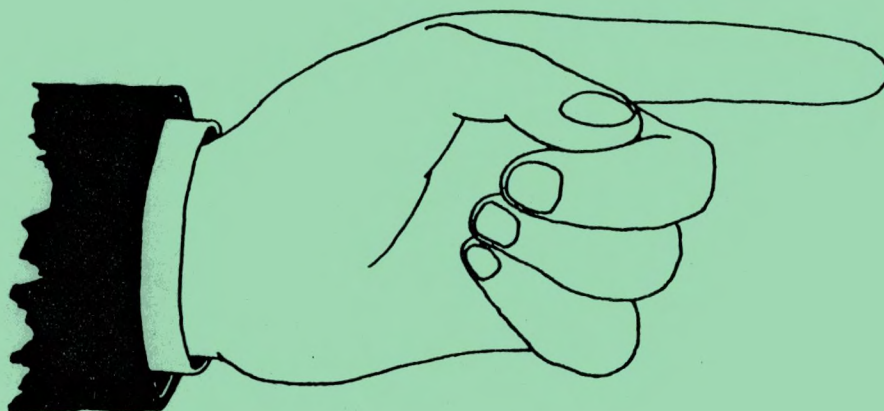
This index does not include the regular features "In circulation", "Editor's comments" and "Letters to the editor." Other regular features (e. g. "Chapter reports" and "Reading checklist") are indexed to the journal issues they are found in, but not to the pages on which they are located.

Annual reports of the Officers of the Association are located through the "Annual reports" listing. Reports on conferences, workshops and seminars will be found together under "Conferences."

To assist readers searching for bibliographies for book selection or research, bibliographies are listed under the heading "Bibliographies" and articles and units which include substantive bibliographies are so indicated in the citations.

Cooperative units include or imply a role for the teacher-librarian in planning and teaching. These units have the potential to be modified to fit the model of planning and teaching suggested in Part I of *Fuel for change*. Units are listed under the "best guess" of the indexers. They are often adaptable to other courses, levels and programs.

Canadian Education Index regularly scans and indexes *The Bookmark*.



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■ Change alone is  
unchanging.

Heraclitus (c. 535-c. 475  
BC), Greek philosopher.

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■ You could not step  
■ twice into the same  
■ rivers; for other  
■ waters are ever  
■ flowing on to  
■ you.

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