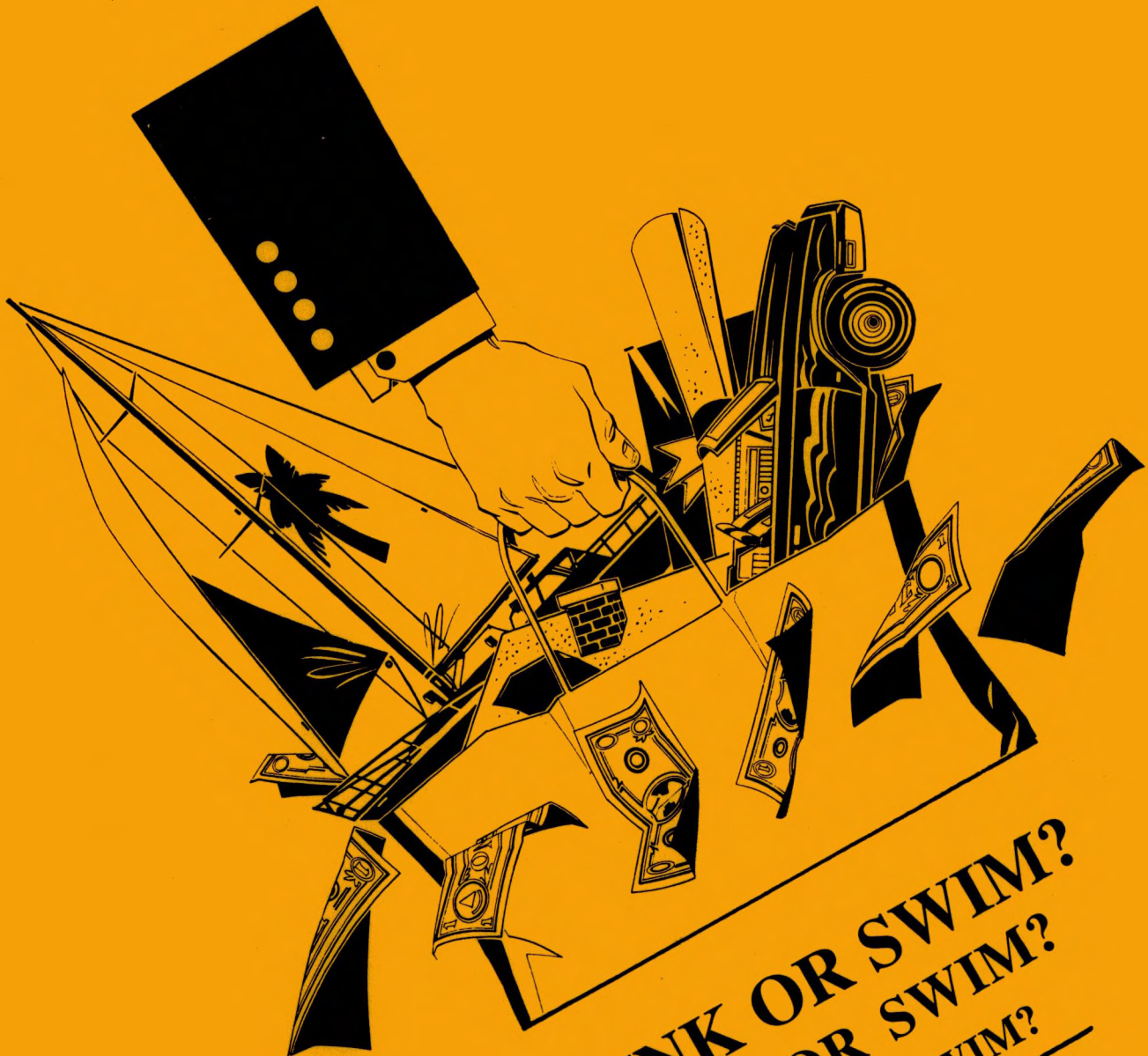


DECEMBER 1997
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BCTLA

THE BOOKMARK



SINK OR SWIM?
SINK OR SWIM?
SINK OR SWIM?

BIGGER DOESN'T ALWAYS MEAN BETTER!

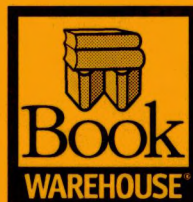


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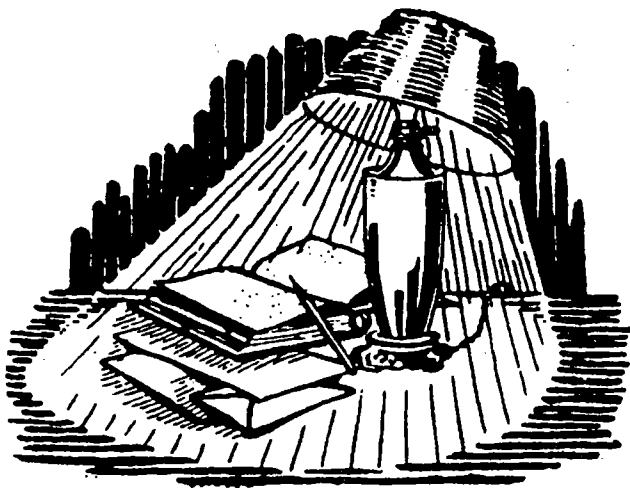
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STATEMENT OF PURPOSE

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

SINK OR SWIM!

The theme for this issue is "Sink or Swim," and it is an appropriate theme for teacher-librarians in BC. Provincial bargaining is underway, and it has been made clear that our employers want to strip the rights and reverse the gains that teachers have achieved over the years — not to even think about providing quality library services for students in British Columbia.

The BCTLA and PIMA (Pacific Instructional Media Association) embarked on an advocacy campaign in the fall. The last issue of *The Bookmark* included a poster, and at the fall Chapter Council meeting, your Chapter Councilor received more copies for advocacy in your area.

It is time for you to "Sink or Swim!" If you haven't advocated for yourself yet, start now. The BCTLA has worked hard on your behalf, but our employers, our government and BCPSEA need to hear that we have individual and collective voices.

Mark Roberts, VP (Advocacy), did an advocacy training session at the fall Chapter Council meeting. At the end of this session your chapter councilor came away with an action plan. We hope this plan has been presented to you, and that you have started your local advocacy campaign.

The BCTLA and PIMA are planning a second campaign — the post card blitz. At the time of writing we are still discussing the exact wording to use. The intention is for your Chapter Councilor to receive packages of postcards to distribute in your community through bookstores, libraries, and any other venue that will support school library resource centre programmes. The post cards will be addressed to either the Premier, the Minister of Education, or the Board of School Trustees in your district. Our initial plan is to focus on one target at a time, and spread our campaign over the coming months. Take time to write and to mail the post card. The image on the cards will be the same one as on the poster.

The BC Teachers' Federation has supported teacher-librarians and all non-enrolling teachers in this current round of bargaining. You may have heard the radio ads advocating more funding for schools so that school library resource centres can be kept open. The BCTLA is thankful to the Federation for the support we have received thus far.

SEND A MESSAGE TO OUR BARGAINING TEAM!

Can you spare a moment? Take the time now to write a brief note to encourage our BCTF bargaining team, who are working hard on your behalf. Send the card or note to:

BCTF
Bargaining Team
100 - 550 West 6th Avenue,
Vancouver, BC
V5Z 4P2

Wouldn't it be nice for BCPSEA to look across the table and see messages of support from BCTF members who are supporting their efforts for teacher-librarians? Let's fill the wall behind the bargaining team!

KAMLOOPS CONFERENCE A SUCCESS

The BCTLA conference was a great success. There were terrific workshops and displays, a wonderful banquet and super entertainment. Thank you again Kamloops/North Thompson for a job well done.

BCTLA/PIMA DRAW

Chapter councilors came back from Kamloops with tickets to sell for an Apple computer that has been donated to BCTLA for our Advocacy Campaign. For \$5 for one ticket or \$8 for two, you can win a new Apple Macintosh computer for your school library resource centre. Ask your chapter councilor for details. The draw will be held at our spring AGM, April 25, 1998. All proceeds will be used for advocacy work.

BCTLA NEW PUBLICATION

If our planning and timing are right, you should be receiving the BCTLA's newest publication, the CYAP Multicultural Bibliography along with this issue.

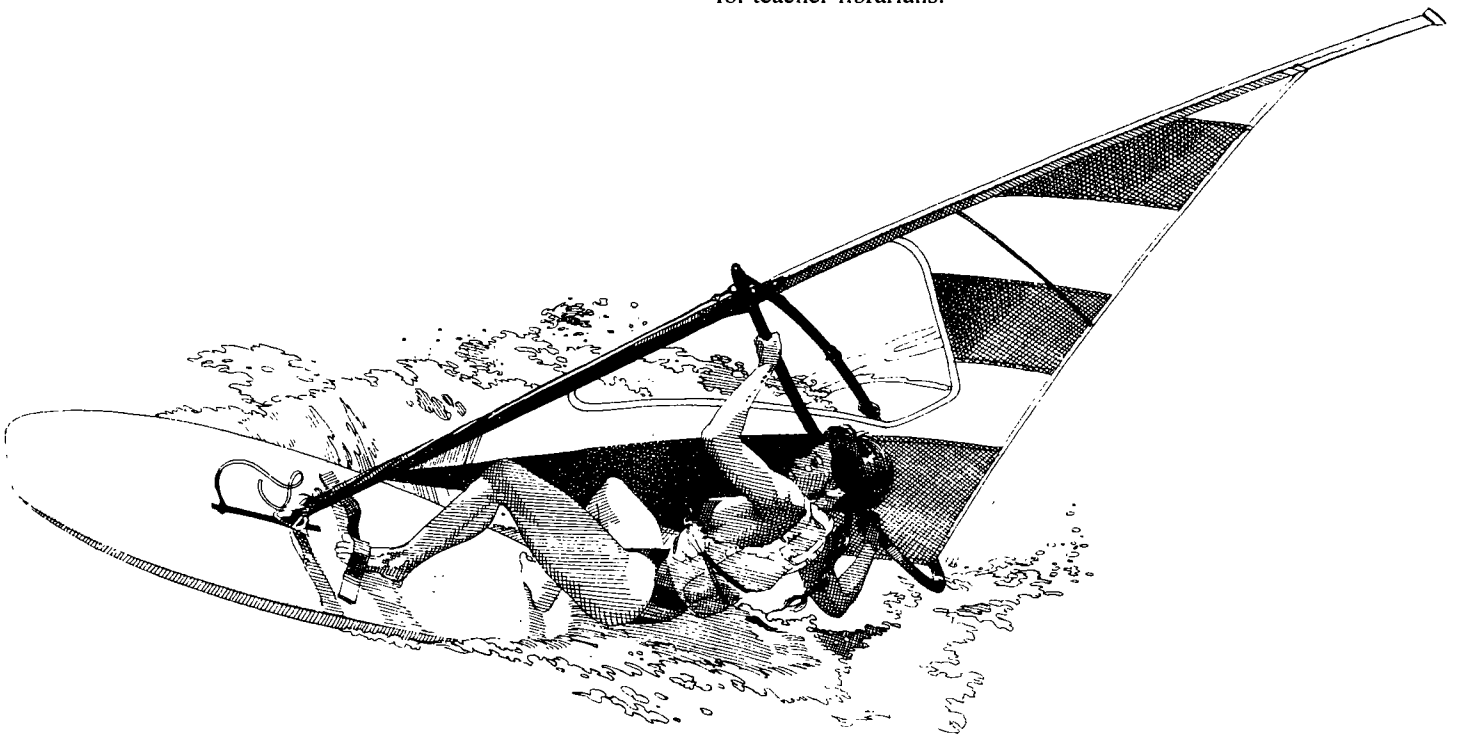
Pat Parungao (Continuing Education) and a team of teacher-librarians from around the province have worked hard on this new publication. We are grateful to the federal government and the BCTF Program Against Racism who contributed funding. Thank you especially to Pat, who has worked diligently on this project.

FORGING FORWARD: NATIONAL SYMPOSIUM ON INFORMATION, LITERACY, AND THE SCHOOL LIBRARY IN CANADA

I will be representing the BCTLA at "Forging Forward," November 19-22, 1997, at the National Library of Canada in Ottawa, Ontario. I am looking forward to this symposium and will have a report for you in the next issue of The Bookmark. Special thanks to Judith Kootte (BCTLA Past President) and Don Hamilton (UVic) who have been instrumental in planning this symposium. The symposium is co-sponsored by ATLC and CSLA and developed by a team of their members.

AND FINALLY...

Thoughts of Christmas are far from my mind as I write this column. The business of being a parent, teacher-librarian, BCTLA President, and temporary Accreditation Chair at my school envelop me in a whirlwind of activity. There is a crispness in the air, and autumn leaves continue to fall. The reality is however that you will receive this message in December. May you have a wonderful Christmas, and holidays filled with peace and joy. Let's think positively for good things happening in the New Year for teacher-librarians.





EDITOR'S COMMENTS

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

Conferences are great opportunities to explore new places, to get together with old friends and to meet new ones. Congratulations to the organizers, reporters and presenters at the 1997 BCTLA Opening the Doors conference in Kamloops this year. Thank you for your hard work. The conference was great!

As senior editor of the *Bookmark*, I often feel like the target of unwarranted praise — unwarranted because it is the teacher-librarians, who contribute to the *Bookmark* so generously, who really make it something worthy of praise. So instead of keeping the compliments I received at the conference to myself, I pass them on to you, our contributors.

The weather in Kamloops itself was brisk and invigorating, so it seemed a little odd to be sipping drinks and consuming delicious tropical munchies under real palm trees in the covered courtyard of the Kamloops Best Western Inn! I'm not complaining

though — I could definitely get used to this sort of virtual reality!

Dianne Oberg spoke of the importance of developing a school culture that emphasizes collaboration as key to the success of a school library program. Teacher-librarians need to develop knowledge of the teaching practices in the school and to reduce the "social cost" for teachers wishing to collaborate. Her keynote is reprinted in full later in this issue.

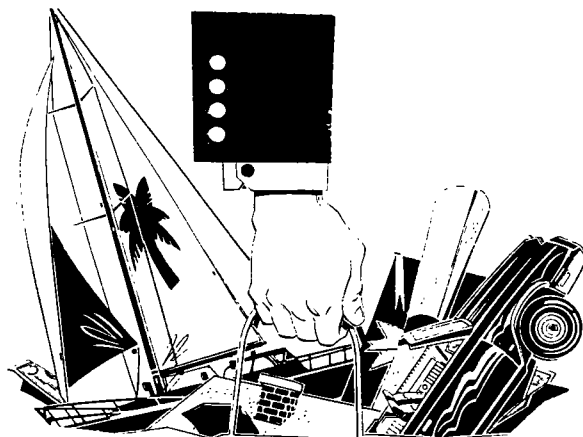
I selected Nan Gregory's story telling session expecting to be inspired and entertained, and I was not disappointed. I was literally spellbound by Nan Gregory's humorous and engaging tales. Nan demonstrated not only story telling prowess, but demonstrated that she could easily pass as a country and western singer! Her story telling session was a highlight that left me smiling!

Joan Weir is an accomplished Kamloops writer who could talk with authority about opportunities for authors in Canada. I was pleased to know that it is possible now for authors to make a living in Canada. Her intimate knowledge of the publishing industry is very useful for anyone wishing to write professionally.

In their presentation John Caldwell and Lillian Carefoot used the video medium in ways that reminded us how powerful television can be. It is vital to use the medium appropriately so that it is most effective, and it is important to help students develop critical awareness of the techniques of television.

Conferences give an opportunity to build a sense of community. Next year, we will be exploring "Partnerships" with the Social Studies Provincial Specialist Association at the joint Social Studies - Teacher-Librarians' conference in Richmond. I hope you can make it. Watch for more information in future issues of the *Bookmark*.

Enjoy the issue!



LETTERS TO THE EDITOR

FROM: DIANE JARVIS JONES,
author of *Aunt Mary's buttons* and *Larry, red and blue*.

I wish to thank you for publishing a review of my children's book, *Larry, red and blue* in *The Bookmark*.... [The] review was full of serious errors which must not go unanswered. Simply put, your reviewer did not read what I wrote.

1) In regard to Emily's character, ... [the reviewer] says, "Emily is a mean-spirited child; having lost one friend she wishes spiders would kill another." Not true. Emily, the youngest, had two older brothers who tormented her so she turned to Larry because he was kind and patient. She became jealous when Larry invited Caitlin Rose (who was the same age as Larry) into their club. Because of her conflict with Caitlin Rose (pages 7-13) she dreams a five year old child's revenge — a giggle poem that ends with childish delight at the thought of watching a spider eat Caitlin Rose's feet. In truth, most schoolyard revenge plans made by five year olds are equally if not ten times more dastardly with much more explicit language.

More importantly, this wish (page 9) is made before Larry's death, not after (page 15).... After Larry's death Emily is full of remorse, having "blamed herself for Larry's death" (page 18), and "feared that everyone would hate her for being mean" (page 18).

2) She then says "the button panels, while bright and colourful, seem to have no relationship to the story, especially the clown banners are out of place." The second sentence (on page 1) reads: "He [Larry] had been a happy boy, a boy who wanted nothing more than to grow up and become a clown." How much clearer must I be?

Buttons are comfortable for children. Friendly. The banners were created for texture, warmth, feelings. They were designed to be joyful, to balance the sadness of the text. Yin/Yang.

3) I see nothing wrong with introducing the word enigma to children. Children like three syllable words. Five year olds know about pterodactyls,

cyberspace, and intergalactic. Suggesting something subtle seems worthwhile.

Further, when enigma is seen in its initial context (page 13) Larry says, "It's okay, Trixie. She's [Caitlin Rose] not that mad. She just thinks you're a bit of an enigma, that's all." Emily becomes furious because once again she feels put down and she overreacts. Later when she learns the meaning, she's quite proud to be considered an enigma. And she recognizes that Caitlin Rose is one as well.

I wonder if ... [the reviewer] also disapproves of E. B. White's or Patricia MacLachlan's choice of words. Their work challenges young readers. As a teacher, I welcome courageous writers.

4) I don't know what the five year old child who lost her mother in Surrey has to do with Emily's disinterest in birthdays. Why is this poor grieving child who has lost her mother being mentioned in a review of my book about the death of a playmate? My first book, *Aunt Mary's Buttons*, was written for children like her. It's a love story about caregivers who die and is intended to comfort orphans.

Being disinterested in birthdays has little to do with "cognitive conceit", and everything to do with depression and full blown mourning. Please consider the first Christmas after the death of a loved one. The second. The third. Emotionally charged, aren't they? Now imagine them in children's terms. I appreciated the remarks made by her colleague who lost his son. He was correct, little Emily is in full depression.

5) It is interesting to note that ... [the reviewer] relied on views of colleagues and author/illustrators, while ignoring my intended audience — children. She might like to ask them for their thoughts. I have. Many teachers have. Children are amazed with the power of the story, and wish to have it read several times. Also, most are very sympathetic toward Emily, while feeling quite miffed at Caitlin Rose.

6) Finally, ... [the reviewer] wrote that I dedicated the book to Sharon, who died at age eleven. Not true. I dedicated the book to my 91 year old mother, Lili E. Jarvis. Back inside cover. Top of page. Four lines.

Yes, on the front inside cover, I honoured Sharon Greenfeld, a playmate of mine. It was my way of acknowledging that children have private

thoughts, and that these thoughts are important and sacred, and never go away. I wished to stimulate conversation. Obviously I succeeded.

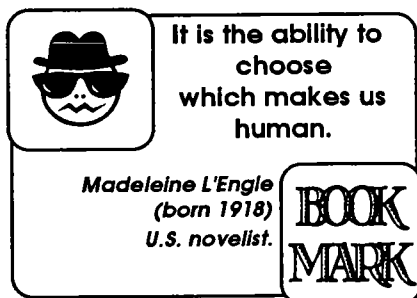
- 7) She also suggests that I would have done well to listen to an editor. I did. Her name is also listed on the inside back cover.
- 8) She ends her review with a suggestion that my main character should have been eleven, Sharon's age, then refutes this by adding that eleven year olds don't really read picture books. Interesting — they read comics. And then they graduate to *Cosmo* and *Playboy*.

The Ministry of Education would agree with her on one point, that of suggesting audiences from grade 3-7. I agree. However, I do know grade two teachers who are very comfortable reading *Larry* to their classes.

Once again, thank you for publishing a review of my book; however, I ask you to check the facts with regard to *Larry, red and blue* point by point. I welcome reviews of my work based on fact. I question the validity of ... [the reviewer's] not recommended review due to the number of errors, and I ask that this letter be printed in your next *Bookmark* bulletin.

... [The reviewer] was absolutely right. *Larry, red and blue* is not for the faint of heart. Life is not for the faint of heart. Sadly, many children discover that far too early.

Sincerely,
Diane Jarvis Jones



Dear Jim:

Joan Harper, instructor for LANE 382, School Library Resource Center Programs (a course offered via UBC, Office of Continuing Professional Education) requested that I send this information to you in case other teacher-librarians might like to respond to elected officials in their area. Listed below are the 22 board members and the area of the Okanagan Regional library that they represent. All correspondence can be mailed to ORL Headquarters at:

1430 KLO Road,
Kelowna, BC, V1W 3P6
fax: (250) 861-8696

Armstrong
Coldstream
Enderby
Golden
Kelowna
Keremeos
Lake Country
Lumby
Oliver
Osoyoos
Peachland
Princeton
Revelstoke
Salmon Arm
Sicamous
Spallumcheen
Summerland
Vernon
CSR
OSRD
RDCO
RDNO

Betty Atkinson, Councillor
Peter McClean, Councillor
Faith Hudson, Councillor
Duane Crandall, Director
Andre Blanleil, Councillor
Mark Gurevitch, Councillor
Leslie Kendall, Councillor
Joanne Kineshenko, Mayor
Evelyn Ask, Councillor
Paul Balogh, Councillor
Paulette Lavoie, Councillor
Randy McLean, Mayor
Tony Scarcello, Councillor
Cathy Stuart, Councillor
Fred Busch, Councillor
Wilmer Ringdal, Councillor
David Finnis, Councillor
Bany Beardsell, Councillor
Roy Decker, Director
Bill Bush, Director
Mary-Ann Graham, Director
Les Deuling, Director

Sincerely,
Joanne Lovall, teacher-librarian

Editor's note: Readers can see the advocacy letters sent on behalf of Shuswap-Revelstoke Chapter, BCTLA to local policy makers elsewhere 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!**



THEME SECTION


Bookmarks by Berson



The teacher must derive not only the capacity, but the desire, to observe natural phenomena. The teacher must understand and feel her position of observer: the activity must lie in the phenomenon.

Maria Montessori (1870-1952)
Italian educator, reformer.

**BOOK
MARK**



The best emotions to write out of are anger and fear or dread. . . The least energizing emotion to write out of is admiration . . . because the basic feeling that goes with admiration is a passive contemplative mood.


Susan Sontag
(born 1933)
U.S. author, critic.

**BOOK
MARK**

In a philosophical dispute, he gains most who is defeated, since he learns most.

-Epicurus

**BOOK
MARK**




He who wishes to teach us a truth should not tell it to us, but simply suggest it with a brief gesture, a gesture which starts an ideal trajectory in the air along which we glide until we find ourselves at the feet of the new.

Jose Ortega y Gasset
(1883-1955) Spanish philosopher.

**BOOK
MARK**

I find television very educating. Every time somebody turns on the set I go into the other room and read a book.



Groucho Marx
(1890-1977)
U.S. comedian.

**BOOK
MARK**

IMMIGRANTS: EXAMINING CANADIAN HISTORY THROUGH CONTEMPORARY ISSUES (SS10)

by **BARBARA COOPER**, teacher-librarian, and **SHERYL MEDLEY**, teacher, Fleetwood Park Secondary School, SD# 36 (Surrey).

My Mom likes to tell the story about how she learned to swim. According to what has since become family legend, her father threw her off the end of the Horseshoe Bay pier when she was a mere slip of a girl. As in most humans, the urge to survive was strong, and she did indeed learn to swim that very day.

Sink or swim? Immigrants to Canada from different cultural backgrounds likely feel their options are similarly limited when first thrown into this totally unfamiliar environment. With the exception of First Nations/aboriginal people, Canada is a nation of immigrants - a fact easily overlooked by students whose ancestors arrived on the first wave of European immigration.

RATIONALE

The topic of immigrants seemed especially suited to a new approach being implemented in one social studies 10 classroom. The teacher wanted to approach Canadian history from the perspective of contemporary issues in order to make the curriculum more relevant to students. She used ideas from the publication, *We are Canadians: the CRB Foundation Heritage Project* (Snapshots 4 & 5), to structure the unit.

Like many Lower Mainland schools, our population comprises students from a variety of cultural backgrounds. At times, tensions result from this mix. The teacher thought a broader understanding of Canadian immigration, past and present, could alleviate some of those tensions and build bridges toward tolerance and acceptance.

Further, it seemed to us that while some students get along just swimmingly when faced with research activities, a few sink into an ever-deepening abyss of despair because they don't know effective ways of doing research. Others are at in-between stages of comfort, splashing about in the shallow end. The library portion of the unit introduces students to research skills

and resources, and provides the opportunity for practice and improvement in a fairly risk-free environment where there is no deep end.

UNIT OUTLINE

- A. Refugees (contemporary)
- B. The American Revolution (historical)
- C. The Loyalists (historical)
- D. Aspects of Immigration (contemporary)
- E. The Great Migration & The Settlement of the West (historical)
- F. Final Project (contemporary and historical)

FINAL PROJECT

As a representative of the Canadian government, you are in Brazil to recruit new immigrants. Indigenous persons displaced from their tropical homes by encroaching cattle farms are some potential candidates for immigration. There may be others. You are to prepare materials you will use in a presentation at the Canadian Embassy in Brasilia to prospective Canadians, including:

- poster advertising the event
- rules and regulations governing immigration and citizenship
- difficulties these immigrants may have in adjusting to life in Canada
- support services available
- historical background covering other sizable groups that resettled in Canada

Note: Presentation materials should be as visual as possible.

You will also prepare an upbeat press release for Canadian news agencies, which covers:

- details about the Brazilians coming to Canada: Who, what, where, when, why,
- how?
- misconceptions about immigrants in general, and what the true facts are
- how Canada will benefit from having these new immigrants

LIBRARY STATIONS

LOGISTICS

Four periods were booked in the library for students to investigate "Aspects of Immigration". Materials for the stations plus some additional materials were kept on reserve until students neared completion of their final project.

Students used their notebooks to record information, noting the station number and resource used for each station. The information collected is used in the final project, so they are cautioned to add whatever details they think are necessary to make their notes useful later on. Students were required to work individually, even if a station accommodated more than one person. Outline maps of the world were supplied as needed at stations. Students found it helpful to bring along their own graph paper and calculators.

CONTENT

Various aspects of immigration included in the unit are shown on the chart, "Focus of Immigrants Stations" following. Depending on the final project or other factors (like available resources, for example), it might be determined to make some stations mandatory. On our first run-through, stations 9 and 11 were mandatory. We may consider adding stations 12, 15, 18 and 21 to this category in future.

RESOURCES

Several kinds of resources, shown on the checklist following, were used

- non-fiction books
- reference books
- atlases in the atlas stand

- periodicals
- newspaper
- vertical file pamphlets
- video
- CD-ROM
- online catalogue

A bibliography is included with this article.

SKILLS

Although the incorporation of some key skills was planned, other skills emerged in clusters during the planning stage. And while some stations rely on reading comprehension, fill-in-the-blanks types of activities, many stations are much more challenging. So challenging, in fact, that we added graphic examples and mathematical formulae as we went along. These are now included in the station instructions.

Access to Information/Research Skills

- locating information: table of contents, index
- using the table of contents as source information
- skim reading
- using headings, sub-headings
- defining the search with key words
- bibliographic information
- online catalogue

Mapping Skills

- locating countries, continents
- indicating migration movement
- Stations 2, 13, 15, 16

Math Skills

- Calculating percent, ratio, \$ amounts - Stations 6, 11, 12, 19, 20,
- Graphing: bar, line, pie, column - Stations 11, 12, 13, 16

Format Skills

- Analyzing formats: What information is there, what is not, what story does it tell
- Reorganizing information
- Stations 13, 14, 16

Ways of Recording Information

- comparison chart
- comparative statements
- newspaper headline
- point form notes
- question word prompts
- speech balloons
- survey questions
- list
- web chart
- graphs (line, bar, column)

- map

For the Future

- Telephone Book station - to identify support organizations, government agencies
- True North Arrivals station - to explore immigrants' experiences, contributions (This would have been included, but our technology sank!)
- Complementary display of novels

UNIT EVALUATION

Did the unit itself sink or swim? As this unit is still in progress, it would be premature to attempt an overall evaluation. The library stations portion is finished, however, so some comments can be included here. From the teacher's perspective, this unit has helped students move beyond themselves and to be more open to others. She also stated there is no question that students are better able to access and use resources. Let's hope these gains seen in the short term will extend beyond the unit itself - then we'll know we're definitely afloat

Station number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Adjusting to new society; ESL	•			•			•													•		
Attitudes, beliefs about						•									•		•					•
Citizenship, gov't policy								•	•							•						
Contributions by		•	•		•															•		
Emigration																	•					•
Hardships				•			•			•												
Reasons for	•			•	•		•			•												
Refugee							•			•					•		•			•		
Support organizations							•															
Where to/from		•									•	•	•	•		•					•	•

Resource: *Vignettes of Life: Experiences and Self Perceptions of New Canadian Women*
(305.4 WAR)

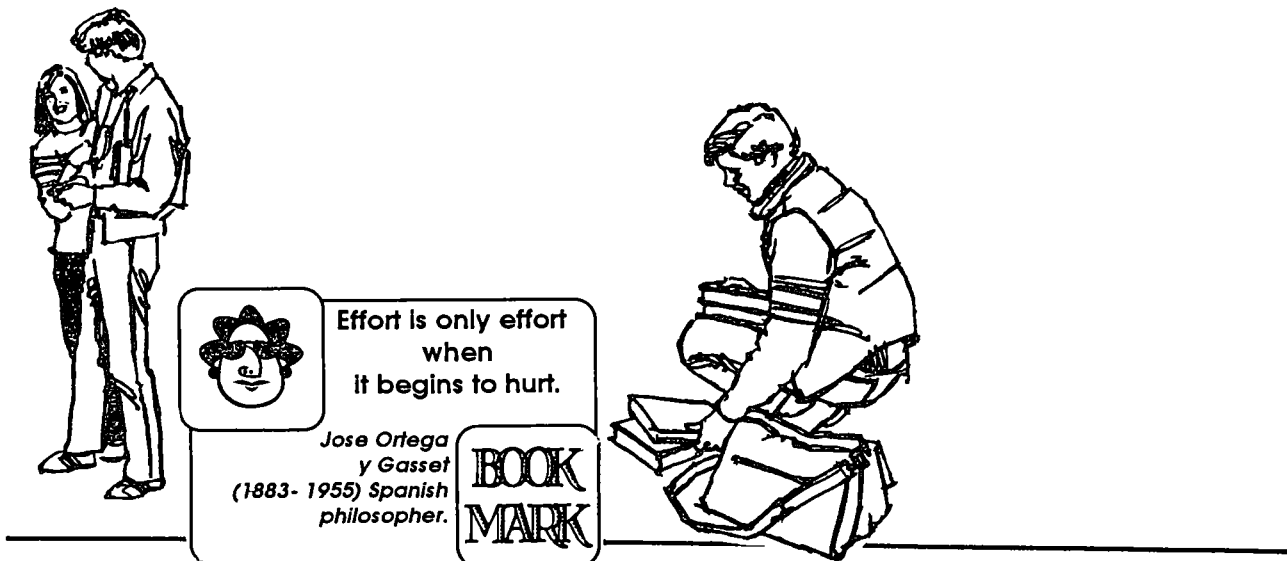
1. Read Mary's "vignette", pages 37-39. Then set up a chart that shows positive points and negative points about life in Canada and life in Yugoslavia (Pula and Zagreb). Example:

LIFE IN CANADA	LIFE IN YUGOSLAVIA
+	+
-	-

2. If you were Mary and had a choice, where would you choose to live? Explain your answer.
3. In cartoon speech balloons, record Mary's thoughts about learning English.



4. Suppose you had to emigrate from Canada to Russia. What do you imagine your three greatest difficulties would be in adapting to life there?
(a) (b) (c)



**COLLECTION CODE: Non-fiction book
STATION 2**

IMMIGRATION

Resource: *Vancouver's Many Faces*
(305.8 GRI)

Topic: Contributions of Immigrants

1. Turn to the Table of Contents. Group the immigrants according to their continent of origin.
Example:

Europe	Asia	Africa	North America	South America

2. Which group is not an immigrant group? _____

3. List the page numbers for the following groups:
(Hint...this information can be found in the introductory section)

- (a) Filipinos page # _____
(b) Hungarians page # _____
(c) Latin Americans page # _____

4. List the contributions made to Canadian Society by the three groups listed above.
(a) _____
(b) _____
(c) _____



**BOOK
MARK**

Give a man a fish and you
feed him for a day.
Teach a man to fish and
you feed him for
a lifetime.
-Chinese proverb

**COLLECTION CODE: Non-fiction book
STATION 3**

IMMIGRATION

Resource: *Coming to Gum San: The Story of Chinese Canadians*
(971.004 BUR)

Turn to pages 44 - 45 to find out about just some of the contributions Chinese Canadians have made to our society.

Record the names of the authors. Then do a search on the online catalogue to discover the title and call number of at least one book each has written.

1. AUTHOR _____ CALL # _____
TITLE _____
2. AUTHOR _____ CALL # _____
TITLE _____
3. AUTHOR _____ CALL # _____
TITLE _____
4. AUTHOR _____ CALL # _____
TITLE _____

**COLLECTION CODE: Non-fiction book
STATION 4**

IMMIGRATION

Resources: *Coming to Gum San: The Story of Chinese Canadians*
(971 BUR)

The Sikh Canadians
(305.6 MIN)

First read pages 24 - 25 in *Coming to Gum San*. Imagine you are a newspaper editor in China. Create a different, "catchy" headline for each section.

1. The Head Tax _____
2. The Exclusion Act _____
3. The "Piggery" in Victoria _____

Now read about "The Komagata Maru Incident" on pages 16 - 17 in *The Sikh Canadians*. Record the key facts of the story as a news reporter would.

4. Who? _____
5. What? _____
6. When? _____
7. Where? _____
8. Why? _____
9. How? _____

COLLECTION CODE: Non-fiction book
IMMIGRATION
STATION 5

Resource: *The Black Canadians: Their History and Contributions*
(971 CAR)

Turn to pages 34 - 35. Read through the information in the "Black Historical Timeline".

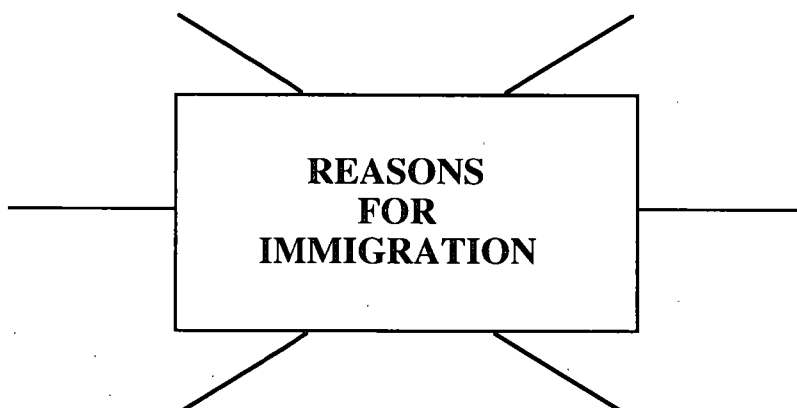
Compile a list of at least 15 occupations mentioned directly, or indirectly, in the timeline. You might be able to find more if you look hard!

- | | |
|----------|-----------|
| 1. _____ | 9. _____ |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | |

16. Looking at the list you made, summarize the ways blacks have made a contribution to Canada. For example, if you saw "painter", "composer" and "playwright" you might say blacks contributed to Canadian culture or blacks contributed to the arts.

17. Now turn to page 73 and read the 2 column section "Why People Have Immigrated to Canada".

Create a web chart that illustrates the reasons immigrants come to Canada.



Resource: *Multiculturalism: Canada's People*
(971 BAI)

Is what you see on television the same as what happens in real life? Turn to page 45 to see how minorities are represented or misrepresented on TV.

Identify three examples of minority life that are **under-represented** on TV.
(i.e., the % shown for "real life" will be much higher than the % for "TV".)

- 1.
- 2.
- 3.

Find 3 examples in which aspects of minority life are **over-represented** on TV.

- 4.
- 5.
- 6.



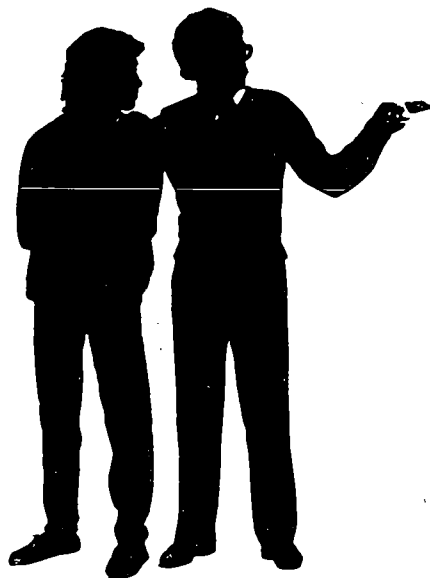
Resources: *Teenage Refugees from Vietnam Speak Out*
(305.23 TEE)


Teenage Refugees from Iran Speak Out
(915.5 STR)

Teenage Refugees from Nicaragua Speak Out
(917.28 TEE)

From each book choose one portrait and read it. Make a chart like the one below. Use it to record information about the refugees' experiences: the reasons they left their home country, hardships and how they adapted to life in their new country.

	Reasons for leaving	Hardships	Adapting to a new country
Iran			
Nicaragua			
Vietnam			





I was not looking for my dreams to interpret my life, but rather for my life to interpret my dreams.

Susan Sontag (born 1933)
U.S. author, critic.

**BOOK
MARK**



Resources: *Citizenship*
(323.6 SCH)

Canadian Citizenship in Action
(323.6 CIZ)

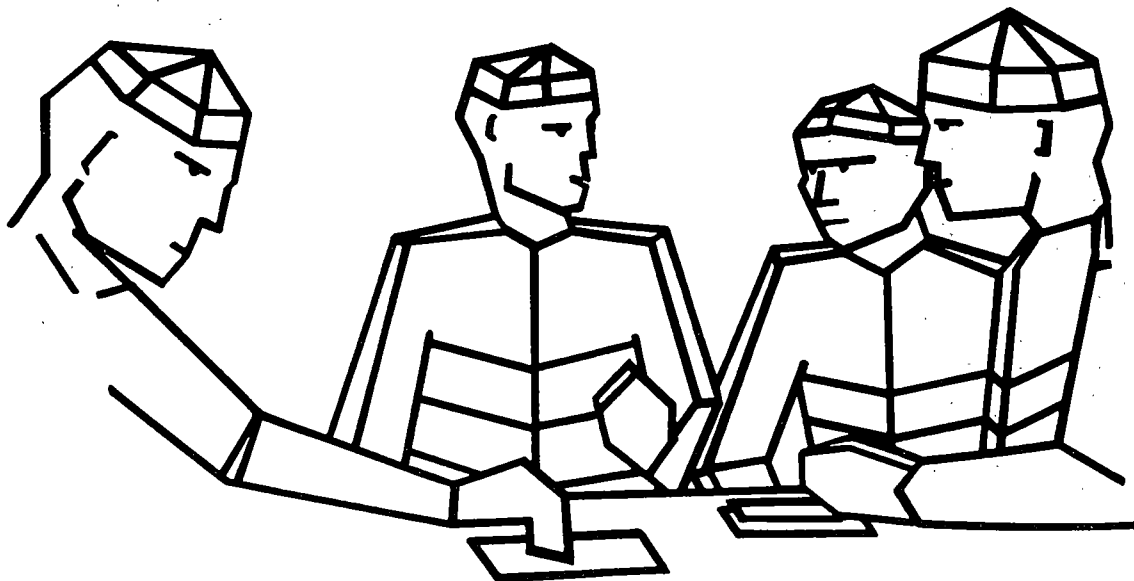
Turn to the Table of Contents of *Citizenship* and find the chapter titled "Special Responsibilities of Good Citizenship". Skim the information in this chapter and list the "responsibilities of active citizens". Provide examples.

1. _____
2. _____
3. _____

Turn to the Index of *Canadian Citizenship in Action*. You will find the following organizations listed here. Locate the topics and provide a brief description of the purpose of each organization.

4. Amnesty International _____
5. Assembly of First Nations _____
6. Brant County Anti-Vandalism Committee _____
7. Canadian Disability Rights Commission _____
8. Canadian Human Rights Commission _____
9. Students Against Drinking & Driving _____
10. United Nations _____

11. Explain briefly how the above organizations demonstrate good citizenship.



Resource: *Canadian Citizenship Made Simple*
(323.6 SER)

Topic: Citizenship

Turn to the Table of Contents. Identify the four different types of Immigrants.

1. _____
2. _____
3. _____
4. _____

Locate information about each of these types and briefly define.

5. _____
6. _____
7. _____
8. _____

Return to the Table of Contents and find the two immigration systems. Identify them and provide a brief description.

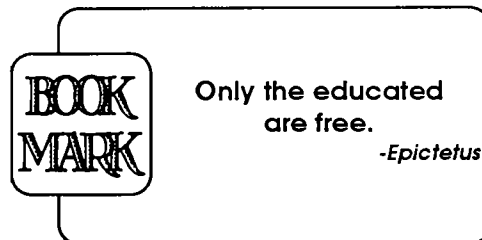
9. _____
10. _____

11. Return to the Table of Contents. Identify and briefly discuss the three stages of the Citizenship Process. Use point form.

12. Turn to page 47. There you will find Table 5: General Occupations List. Explain how this table is used (2 - 3 sentences).

13. Which occupational areas have the most shortages? (Hint...how many points are awarded to these areas?)

14. Turn to page 69. There you will find Table 6: Designated Occupations List. How is the location of immigrants determined?



COLLECTION CODE: Reference books & Periodicals IMMIGRATION STATION 10

Resources: *National Geographic Index: 1888 - 1988*
National Geographic Magazines

In the index, the articles under Immigration are sub-divided by countries. What are they?

1. _____
2. _____
3. _____
4. _____
5. _____

What is the date of the most recent article on immigration in Canada?

6. _____

Now turn to the subject heading, REFUGEES. Look through the title articles until you find "Hong Kong's Refugee Dilemma".

7. This article is located in the _____ (date) issue of *National Geographic*

8. This article is on pages: _____.

Find this article in the magazine. Look through the entire article, paying special attention to the photographs. Choose two photographs to focus on. For each one create a title, give the page number, and write five descriptive words or phrases that will help you later recall these images.

9. TITLE _____ PAGE _____

- a)
- b)
- c)
- d)
- e)

10. TITLE _____ PAGE _____

- a)
- b)
- c)
- d)
- e)

Resource: *The Canadian Global Almanac, 1997*
(REF 031.02 NIN)

Turn to the Table of Contents and find the heading labeled "People". Identify the sub-heading that will be pertinent to your research.

1. _____

Once you have identified the sub-heading, open to the listed page. Find the tables titled "Immigration to Canada, 1956 - 95" and "Immigration by Province of Intended Destination".

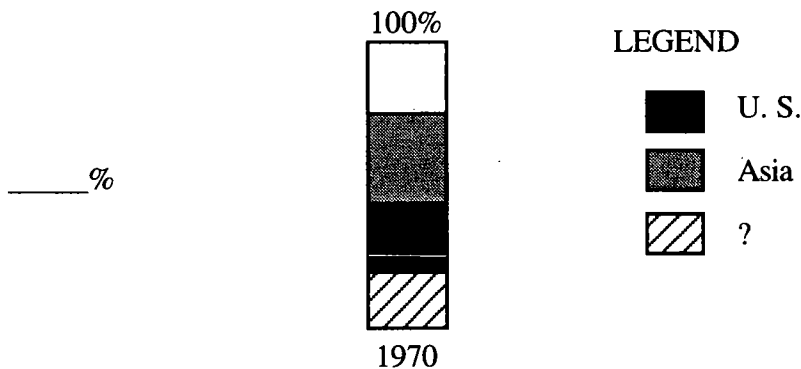
2. Using the 1st table, create a line graph indicating the immigration trend for Canada from 1956 to 1995. Hint...to make this task easier and your graph smaller, use 5-year increments, (instead of showing every single year).

1956/60	1975/80
1961/65	1981/85
1966/70	1986/90
1971/75	1991/95

3. Using the same table, calculate and record the percentage of population for each immigrant group for the years 1970, 1983 and 1995.

Note... percentage = $\frac{100 \times \text{immigrant group population}}{\text{total immigrant population}}$

4. Using this information, create a column graph that illustrates the comparison. Example:



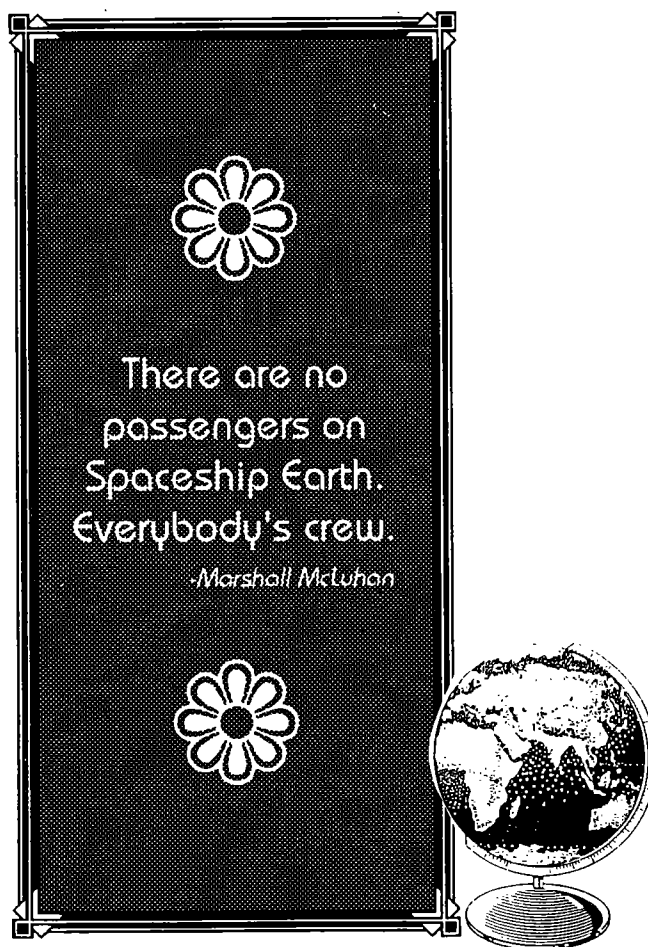
Resource: *The Canadian Global Almanac, 1997*
(REF 031.2 NIN)

Turn to the Table of Contents and find the heading "People".

1. Identify the sub-heading that will be pertinent to your research.
2. Examine the table titled "Immigration by Province..." Calculate and record the percentage of immigrants to each province for the years 1970, 1983 and 1995.

$$\text{percentage} = \frac{100 \times \text{Provincial immigration}}{\text{total immigrant population}}$$

3. Using the information from #2 above, create a column graph (for each of the years 1970, 1983 and 1995).



Resource: *Top Ten of Everything, 1996*
(REF 031.02 ASH)

IMPORTANT! Do step one first.

Step One: Complete this task before going on to step two.

Make a list of your own which shows who you think the ten biggest Canadian immigrant groups will be. Number one will be the largest group.

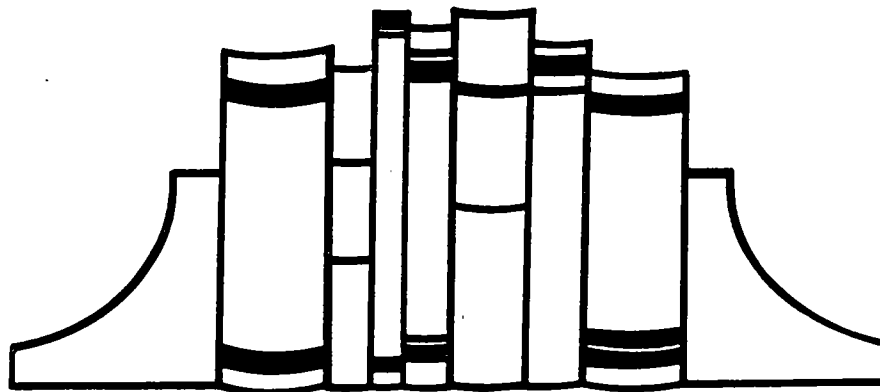
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Step Two: Use the index to locate actual figures about Canadian immigrant groups.

11. How does this list compare with your personal list?

12. Reformat the list information from the book in a bar graph.

13. On your world map show the movement of these immigrant groups with arrows. Label all countries mentioned, and include the number of immigrants.



Resource: *Top Ten of Everything, 1997*
(REF 031.02 ASH)

Use the index to locate information on Canadian immigration patterns, as recorded by decades.

When you've found it, take time to examine the table (chart) before you answer the questions. Every table tells a different story.

1. How is the table organized?
2. How could the information be used in this format? Or, what purpose does it serve?
3. Do you notice any trends or patterns?
4. Speculate as to why:
 - (a) the highest number of immigrants entered Canada from 1911 - 1920
 - (b) immigration population was relatively low from 1941 - 1950
5. Identify the three missing decades.
 - (a)
 - (b)
 - (c)
6. Reorganize the table in chronological (date) order, starting with the earliest decade. Label the table.
7. When the information is reorganized, does it tell a different story?
8. What story does it tell now? What patterns or trends do you notice?
9. What conclusion(s) can you draw about the order in which information is presented?

Resource: *Canada Year Book '97*

NOTE: The response time on this program is very slow. Please be patient!

Select "Canada Yearbook" from the main menu. After it loads go under SEARCH on the menu bar and select FIND. In the large box, enter the subject of the search: **immigration**. Then click once on the screen search box to activate the search. In about a minute the computer will show you a list of related articles.

Select **Immigration Population in Canada**. Once the article appears, close the box in the middle of the screen. Whew! Now you are ready to read the article and answer the questions.

1. When was the first immigration act passed in Canada?
2. Identify three priorities of the 1976 immigration policy.
 - (a)
 - (b)
 - (c)
3. About how many immigrants came to Canada between 1911 and 1931?
4. What was the main reason for this huge influx?
5. Why did immigration drop between 1930 and 1945?
6. Of Canada's population in 1991, how many immigrants were permanent residents?

Now click on **Immigrant Population** (at the end of the article).

7. About what proportion of the total population is the immigrant population?

Next, click on **Origin of Immigrants** toward the bottom of the screen.

8. Visually locate the areas of origin on the wall map above your head.
9. Create a bar graph that compares the origin of immigrants in two decades: in 1961-1971 and in 1981-1991. Label the diagram carefully.
10. What conclusions can you draw from your graph and the "pie" graphs?
11. Which method best illustrates to you trends in Canadian immigration? Give a reason for your answer.

When you are finished, EXIT the program and Windows, and return to the main menu.
Thank you.

Resource: *Canadian MAS Full text Select*

Select "Ebsco Magazine Articles" from the main menu.

Select all databases.

At the title screen (with the giant E), press ENTER.

On the search screen, type in **immigration** in WORDS TO LOOK FOR space. Press ENTER; then press ENTER again.

1. How many "hits" (matching articles) are there? (Look toward the bottom right corner.)

Press ESC key to return to the previous screen. **Immigration** is already entered. Press ENTER key, then add Canadian as your second search word. Press ENTER, then press ENTER again.

2. This time, how many hits are there?

3. Look at the second article. The screen tells you the magazine's:

- (a) name
- (b) date
- (c) title of the article
- (d) page #

4. Press ENTER to read a summary of the article. Is it about immigration or emigration?

5. Return to the search screen. Add a third search description, **refugee**, to your search request on **Canadian immigration**. How many hits this time?

6. What do you notice about the number of hits each time an additional descriptor is added to the search?

7. Use the PAGE DOWN key to look through the articles. Find the article, "Is Canada a Soft Touch?" What year was the article published?

8. Press the F7 key to access the full text. Skim read the article to find:

- (a) how many refugees Canada had in 1994
- (b) how many refugees Canada had in 1995

Now exit the program and return the screen to the main menu. Thank you.



Resource: *Online Catalogue (OPAC)*

1. Do a subject-heading search on immigration. How many headings actually come up in total?
2. Select the first heading that mentions Canada. How many titles come up?
3. Find the title that identifies a video:
(a) title _____
(b) length _____
(c) full call number _____
4. Where in the library would you find this video?
5. Press the PF1 key to begin another subject heading search. This time enter "immigr*". How many headings come up this time?
6. Why do you think the number is different from your first search?

**BOOK
MARK**

Man will occasionally
stumble over the truth,
but most of the time he
will pick himself up and
continue on.

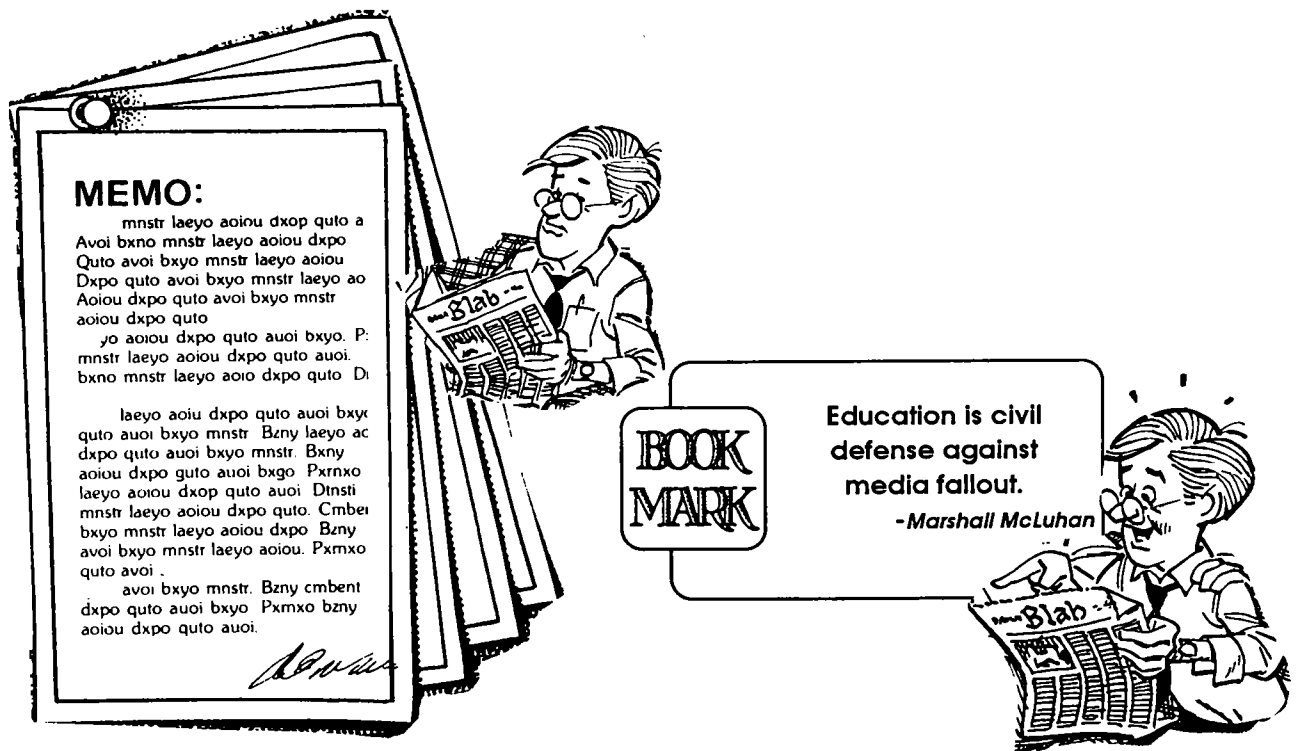
-Winston Churchill



Resource: *Immigrant Teens Battle Language Barrier*
(Newspaper article)

Read the article all the way through before answering the questions.

1. Give the date and source of this article.
2. What are some of the difficulties new ESL students have adjusting to their new schools, according to this article?
3. What other difficulties might they have adjusting to life in Canada, either at school or in the community?
4. Identify one way a non-ESL student could reach out to a new ESL person to help them feel welcome at school.
5. Approximately how many ESL students are in BC?
6. (a) Calculate the number of ESL students that live in the Lower Mainland region.
Formula Total # of ESL students X % shown as a decimal
(b) Why do you think there is such a high concentration of ESL students in the Lower Mainland?
7. (a) Calculate the amount spent in the province for ESL training.
(b) Speculate how the province benefits from this investment in the long term.



Resource: *Global Atlas*
(REF 912 DRA)

Turn to map 36: Migration

1. Examine the graph, "Migration Today". Note the graph represents two groups:
(a) _____ (b) _____
2. Calculate as a ratio the number of immigrants to Canada as compared to the number of immigrants to the United States from 1985 - 1990. Your answer should read:
For every 1 person who immigrated to Canada, _____ people immigrated to the USA.
Format:
$$\frac{\text{USA pop.}}{\text{Can. pop.}} = \frac{X}{1}$$
3. Now focus on the section, "Refugees Today". The list does NOT include all refugee groups in the world. What criteria did the authors use to limit the list?
4. What does asylum mean, with regard to refugees? (NOTE: The dictionary stand is across from the atlas stand.)
5. Go through the list of refugees, one by one. On a world map find the country of origin and the countries of asylum for each group. (NOTE: You may need to use a more fully labeled map than the one provided here. Try the *N.Y. Times Atlas of the World*, Pages 2-3. Allow only 5 minutes for this task.)
6. (a) What connection is there between the country of origin and the countries of asylum in each of these examples? Put another way, where do refugees tend to go when they flee their own country?
(b) What could be the reason for this?
7. Imagine the impact of 500,000 refugees arriving all at once in a country that is already overpopulated?
(a) What physical needs of the refugees would have to be met immediately?
(b) What problems might result?
(c) What might be the attitude of people in the "host" country? Explain your answer.
8. Which areas of the world appear to be unaffected by refugee migration?

Resource: *Canadian Immigration*
(325 CAN)

BEFORE YOU START...

A. Ensure the video is cued to the title frame, "Public Perceptions About Immigration" (about 3/4 of the way through the video).

B. Set your page up as follows:

1. (a) MYTH
(b) FACT
2. (a) MYTH
(b) FACT
3. (a) MYTH
(b) FACT
4. (a) MYTH
(b) FACT
5. (a) MYTH
(b) FACT

1. While the video is on, list five widely held myths about immigrants and their place in Canadian society. For each myth, give the fact(s) that describes what really happens. You may want to PAUSE the video.
2. Choose two of the above to respond to, with your own beliefs and feelings. Do you agree/disagree with the statement? Explain your answers and give examples if you can.

Please reset the video to the title frame, "Public Perceptions About Immigration".

Resource: *Canadian Encyclopedia Plus*

Select *Canadian Encyclopedia* from the main menu and open the program. Clicking on the green GO triangle is the last step.

Do an article search for **emigration**. Click on ARTICLES then enter the word **emigration** in the box just above the list of article names. (You may have to clear the box first.)

Once the article comes up, find the paragraph which begins, "Evidence indicates..." Read from here to the end of the article, then answer the questions.

1. Amazingly, some people choose to leave Canada to live elsewhere - even though Canada has been rated as the best country in the world in which to live (by the United Nations Human Development Index). Out of every 5 people who emigrate, three of them have been _____.
2. To which country do most Canadian emigrants go?
3. (a) In what parts of that country do the emigrants tend to settle now?
(b) Why do they settle there?
4. What percentage of these emigrants were former immigrants to Canada?
5. In general, what kind of occupations do they have?
6. Name four other countries that attract Canadian emigrants in large numbers.
(a)
(b)
(c)
(d)
7. Overall, are more skilled workers leaving Canada or coming to Canada?

Finished? Please EXIT back to the main menu screen.

Thank you.

PRINT RESOURCES

The 1997 Canadian global almanac, Toronto:
Macmillan Canada, 1997

Ash, Russell. *The top 10 of everything 1997*. Montreal:
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1987.

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immigrant teens battle language barrier".
Vancouver Sun 23 September 1997: B4

Carter, Velma and LeVero Carter. *The black
Canadians: their history and contributions*.
Edmonton: Reidmore Books, 1993.

Draper, Graham A. *Global atlas*. Toronto: Gage, 1991.

Ellis, William S. "Hong Kong's refugee dilemma".
National Geographic, Nov. 1979, pp 709-732.

Fretts, Donald. *Canadian citizenship in action*.
Edmonton: Weigl Educational, 1992.

Griffin, Kevin. *Vancouver's many faces: passport to the
culture of a city*. Vancouver: Whitecap Books,
1993.

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reprints.] Freeland, WA: Library Reference
Service, 1994.

Minhas, Mori. *The Sikh Canadians*. Edmonton:
Reidmore Books, 1993.

National Geographic Index 1888-1988. Washington,
DC: National Geographic Society, 1989.

Schleifer, Jay. *Citizenship*. New York: Rosen, 1990.

Serge, Joe. *Canadian citizenship made simple: a
practical guide to immigration and citizenship in
Canada*. Toronto: Doubleday Canada, 1993.

Teenage refugees from Iran speak out. New York:
Rosen, 1995 (In Their Own voices series)

Teenage refugees from Nicaragua speak out. New
York: Rosen, 1995 (In Their Own Voices series)

Teenage refugees from Vietnam speak out. New York:
Rosen, 1995. (In Their Own Voices series)

Warren, Catherine E. *Vignettes of life: experiences and
self perceptions of new Canadian women*. Calgary:
Detselig Enterprises, 1986.

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The 1996 Canadian Encyclopedia Plus [CD-ROM].

Canadian immigration [VIDEORECORDING].
Burnaby, BC: Classroom Video, 1993.

Canadian magazine article summaries [CD-ROM].
Ebsco.

Canada year book 1997 [CD-ROM]. Statistics Canada,
1997.

True North arrivals [CD-ROM]. Southam, 1995.

BASIC NEEDS:

A critical thinking unit for Grade 7 social studies

by **MICHELLE FARQUHARSON**,
teacher-librarian, Walter Moberley Elementary School, SD#37 (Vancouver)

CRITICAL CHALLENGE

To judge which are basic needs for survival.

OVERVIEW

This unit will prepare students to study archaeology and early man. Students respond to a simulation in which they imagine a group of scientists, three men and three women, stranded by a plane crash in northern Canada.

REQUISITE TOOLS

Background Knowledge

- What humans need in order to survive
- Environmental conditions in northern Canada

Criteria for Judgment

- Is it plausible?
- Are there enough details to make an informed decision?

Critical Thinking Vocabulary

Hypothesis, justification, deductive, inductive, rationale, evidence, viable point of view,

Strategies

- Defining a problem
- Hypothesizing
- Evaluating a problem from an alternative viewpoint
- Formulating a defensible position
- Predicting counter arguments

Habits of Mind

- Fair-minded
- Engages well in group discussion
- Considers alternate point of view

SUGGESTED ACTIVITIES

Provide the first worksheet with survival simulation details. Students work individually to prioritize needs.

Put students in groups. Using the second worksheet, have them work to get consensus, and to develop evidence for their choices. Explain that for the group of scientists, being found by searchers is not an alternative — survival must be long term.

Teacher and teacher-librarian model a presentation of the list of basic needs, with details as to how the scientists might meet them, and criteria for why the need must be met for survival. Students vote on the plausibility of the teachers' solutions, thumbs up or thumbs down.

Groups present their solutions, including details as to how they think the scientists could meet basic survival needs. The other students will listen, assess the plausibility of the solutions, and vote thumbs up or thumbs down.

The teacher and teacher-librarian repeat this exercise with other environmental conditions, to emphasize that survival solutions will vary with the challenges of the environment. They model using a "yes, but" questioning strategy for clarifying a hypothesis. (e.g., student worksheet #3)

The simulation may be varied by having the scientists all speaking different languages. Students will judge whether verbal communication is necessary for survival.

Students may discuss how the ways of meeting basic needs might be improved over time. What solutions would be found in the first day? The first week? The first month? After several years?

The teachers follow this unit with lessons linking the students' learning with survival needs of early man and the role of archaeology in discovering how early man met basic survival needs. Groups will be given a bag of 'garbage' and asked to use discussion and critical thinking strategies to develop a group hypothesis as to how the culture represented by the garbage might have met basic human needs.

STUDENT WORKSHEET #1

BASIC NEEDS SIMULATION: NORTHERN CANADA

Scenario: summer, 1997

You are one of an international group of scientists going to a world conference. There are three men and three women. You are on a flight headed to Vladivostok. Flying over the remote forests of northern Canada, the airplane experiences engine trouble. The pilot manages to make a crash landing in a lake. Unfortunately, the pilot drowns but the rest of you escape to shore. Each scientist speaks a different language. Realizing you may not be found for some time, you must plan to survive.

What are your immediate needs? Working individually, list them in order of importance.

1. _____
2. _____
3. _____

4. _____

5. _____

6. _____

STUDENT WORKSHEET #2

As a group discuss your individual choices for six basic needs and choose six for your group.

Basic Needs Criteria: Why this is important (Give three reasons)

1. _____

A _____

B _____

C _____

2. _____

A _____

B _____

C _____

3. _____

A _____

B _____

C _____

4. _____

A _____

B _____

C _____

5. _____

A _____

B _____

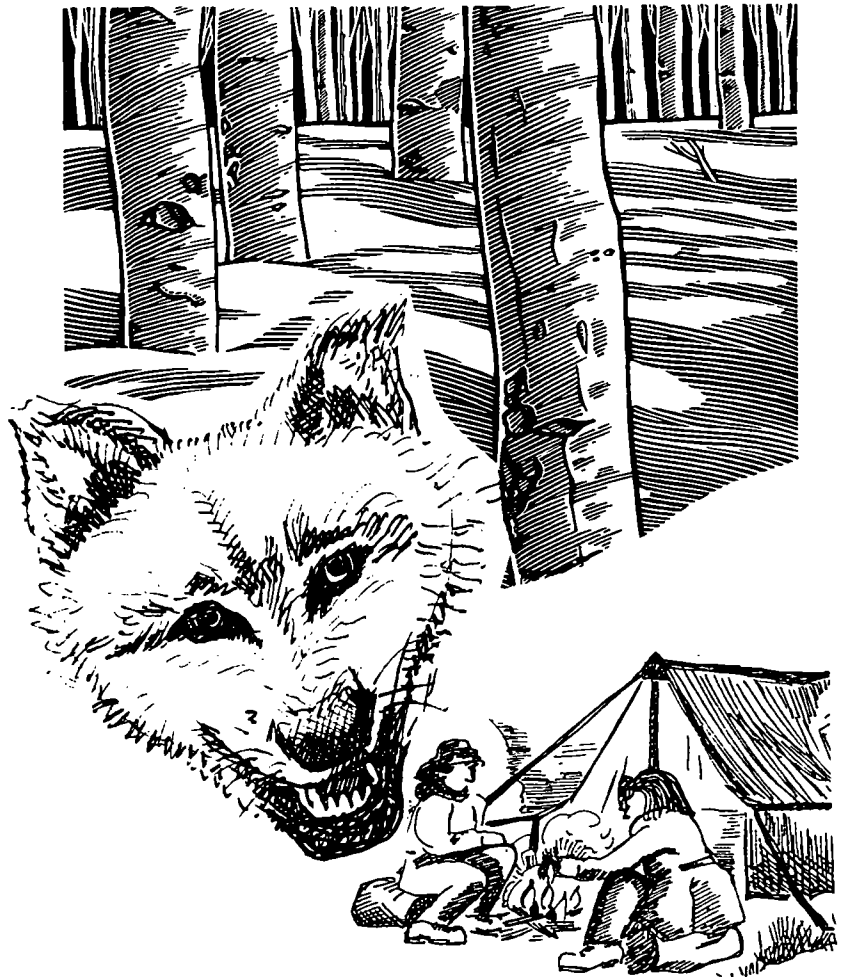
C _____

6. _____

A _____

B _____

C _____



STUDENT WORKSHEET #3

BASIC NEEDS SIMULATION: AFRICAN GRASSLAND

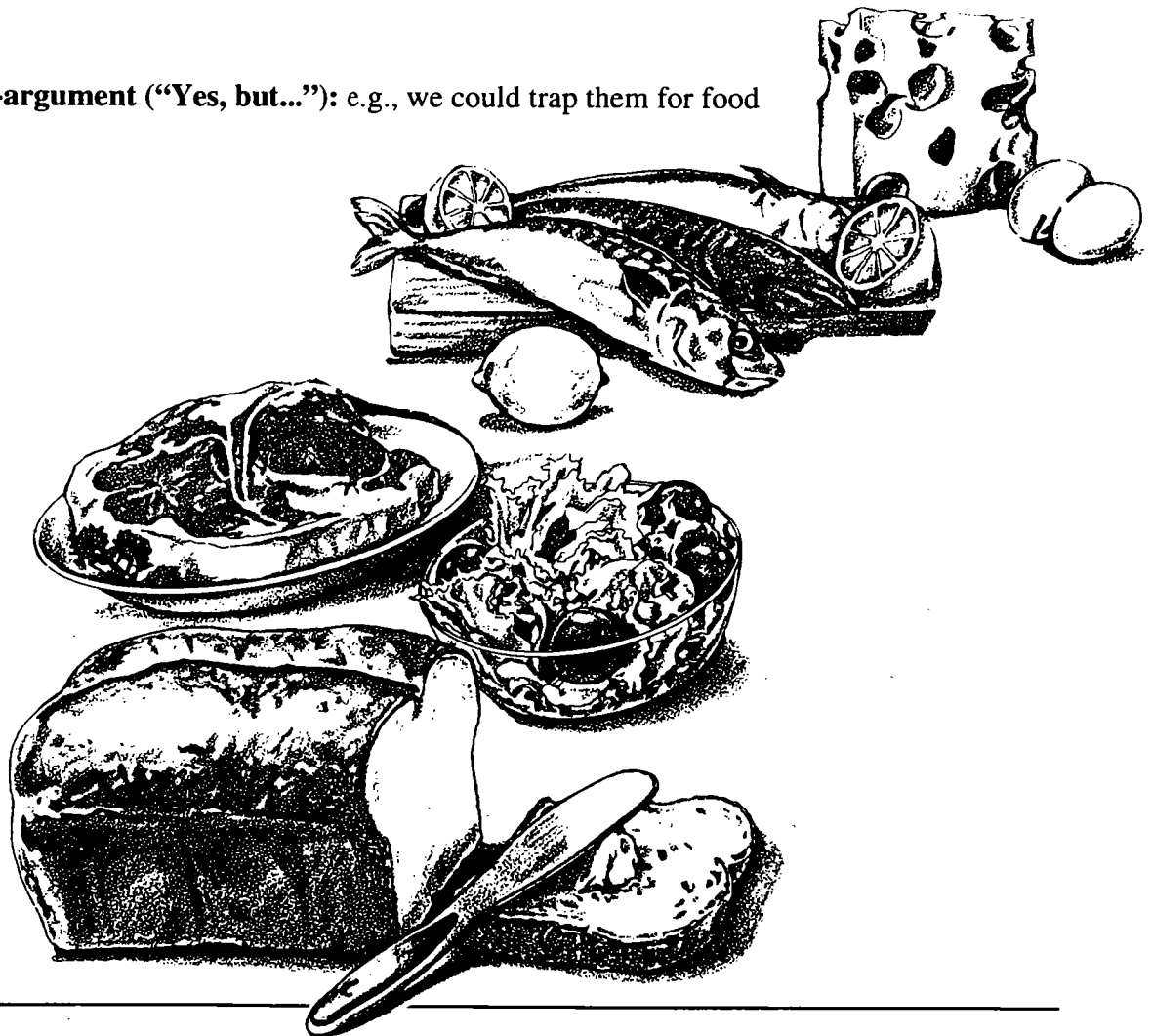
Environmental conditions: e.g., hot, dry

Basic need: e.g., fresh water to drink

Plus (How to meet it): e.g., find water hole or spring

Minus ("Yes, but..."): e.g., wild animals might attack

Counter-argument ("Yes, but..."): e.g., we could trap them for food



FRANCE'S NUCLEAR POWER POLICY: a critical thinking unit for Grade 6

by MICHELLE FARQUHARSON, teacher-librarian, Walter Moberly Elementary, SD#37 (Vancouver).

CRITICAL TASK:

Students must judge whether France's nuclear power policy is a good one for their country.

OVERVIEW

The students have a series of lessons with the classroom teacher on France. The unit culminates with ten learning stations in the library resource centre. One of the stations deals with France's nuclear power policy.

The students view a CD-ROM. They study statements prepared by the teacher-librarian for and against France's nuclear power policy, and sort them into pairs. They choose one side or the other of the issue, to do further research, using library resources. They study examples of opinion papers taken from the "opinions" feature in the Vancouver Sun. They develop and write an opinion paper, giving their reasons for taking that viewpoint.

The teachers may run a debate, a 'town meeting', or panel discussion to present the arguments.

REQUISITE TOOLS

Background Knowledge

- general understanding of nuclear energy
- knowledge of France's nuclear policy
- understanding importance of evidence. Students complete a learning log. Questions for the learning log:
 1. Why is it important, if someone claims something to be true, that they offer evidence to support it?
 2. How do facts contribute to the strength of an argument?
 3. How does an example contribute to the strength of an argument?
 4. How does an opinion of an expert contribute to the strength of an argument?
 5. What does one have to know about an expert if that person's opinion is to be used as evidence?

Vocabulary

arguments, claims, evidence, proposition, affirmative, negative, significance, reliability, bias, objectivity.

Thinking Strategies

Predicting and prioritizing, arguments, recognizing claims and evidence, recognizing strong and weak arguments, summarizing.

Habits of Mind

attention to detail, open-mindedness

SUGGESTED ACTIVITIES

The instructions at the learning centre are as follows:

1. Watch the CD-ROM *Physics 6*. Look at the introduction to nuclear energy.
2. Work with a partner to cut and sort the statements on the student worksheet. Glue the statements onto the planning chart.
3. Choose your position for or against nuclear energy.
4. Research additional information to support your view. Write on the worksheet, "Planning Chart: Significance of arguments".
5. Write a paragraph supporting your viewpoint, giving evidence and telling what is wrong with the opposite point of view.

STUDENT WORKSHEETS

PLANNING CHART: STATING ISSUES

Challenge: Is France's nuclear policy a good one?

Cut and paste the following statements below the appropriate heading.

- When oil and coal run out nuclear energy is our way of producing energy.
- One gram of uranium fuel can produce as much energy as 2.7 tons of coal or 17,457 litres of oil.
- A nuclear plant that would supply 1 million people only burns 3 kilograms of fuel a day.
- The radiation given out normally by nuclear plants is only about 1/100 of natural radiation from cosmic rays and radioactive rocks and soils and 1/15 caused by medical x-rays.
- Radiation can kill or injure anyone exposed to radiation or damage the body so that children born later are affected.
- Radiation can kill or injure anyone exposed to a fraction of a milligram.
- Cancer can develop many years after exposure to radiation or damage the body so that children born later are affected.
- Radiation cannot be seen, heard, touched, or smelled. The danger is in the length of time one is exposed.
- Nuclear plants are very expensive to build and the threat of radioactive waste seeping out is frightening.
- Nuclear engines in ships such as oil tankers and aircraft carriers are practicable. In submarines nuclear propulsion offers traveling at full speed, around the world without refueling.

- Canada has designed nuclear-powered ice-breakers that operate in northern oceans without refueling all winter.
- Nuclear weapons were originally used in 1945 when the US bombed Hiroshima and Nagasaki. The first bomb alone killed 91,000 people.
- In 1950 the hydrogen bomb was invented. It was 7500 times stronger than the atomic bomb.
- Uranium deposits last for a very long time.
- By using uranium we will not be affected by wars in petroleum producing countries like Kuwait.
- The same powerful fission reaction that occurs in atomic explosions also powers nuclear reactors.
- Nuclear accidents have been occurring since 1957. Two significant events were the fire at the Windscale plant in England and the potential meltdown at Three Mile Island in Pennsylvania where a reactor overheated because of loss of coolant.
- Nuclear weapons could end life on this planet.
- Nuclear reactors can produce radio isotopes that are used in medicine, industry, and scientific research.

Possible Affirmative Arguments

Possible Negative Arguments

PLANNING CHART: SIGNIFICANCE OF ARGUMENTS

Proposition: _____

Least Significant Argument



Most Significant Argument



Literature Circles: An Invitation to Tinker

by **DENIS FAFARD**, English teacher and **WILLA WALSH**, teacher-librarian, McNair Secondary School, SD#38 (Richmond).

Introduction

Like so much of what I do as a teacher, my tinkering with literature circles began as a response to a dilemma. My own experience as a reader, affirmed in the research literature, urged me to allow for individual choice so students could engage and make personal connections, as well as develop the autonomy that lies at the heart of being a life-long reader. At the same time, as a “teacher,” I believed that after reading a novel in my classroom, students should extend their reading and become more sophisticated and analytical readers.

In the past I had solved the problem of choice by designing individual novel studies. These provided for choice but didn’t seem to allow for the type of discussion central to reading and enjoying literature; that opportunity to ask questions and puzzle together, to speculate about meanings and motives, to share surprises and delights. As well, I had used the whole class novel study to ensure having a common experience to share and build upon. This, unfortunately, negated choice.

I began literature circles as a means of managing this dilemma. It’s not the answer to this dilemma since dilemmas by their very nature have no neat and tidy solutions. What follows is the most recent version of my tinkering. I invite you to use what makes sense to you and join us in this collective problem solving called teaching.

Purposes

Students will:

- develop their capacity to respond to and interpret literature
- develop their capacity to communicate their response in writing, images and drama
- deepen their understanding of an overarching theme (e.g. coping with limitations overcoming adversity)
- develop their listening and speaking skills
- develop their skills as an effective group member.

Lesson Sequence

General Framework

- Identify theme and locate novels
- Previous experience with reader response and small group work

- Common experience with the theme
- Reading of novel/Keeping a response journal
- Creation of Found Poem
- Creation of Verbal Visual Essay
- Participation in Readers' Theatre

Developing a theme and choosing the novels

I worked closely with the teacher-librarian a few weeks before the unit began. I arrived with a theme loosely developed and through discussion refined and developed it. The teacher-librarian was then able to locate four to five titles that fit the theme and were appropriate for each group of students. Groups of no more than 5 students work best here. One of the advantages of novel studies is that we were able to select a range of novels with varying levels of reading difficulty. This was particularly important in my Grade 11/12 English class where one third of the students had only recently left our ESL classes.

Preceding Lessons

Introducing Response

It is essential students have had experience and feedback on response to literature. I do this in a variety of ways.

Through Short Stories

In a previous short story unit, I had students keep a response journal and write both open and directed responses. We read examples of strong responses from individual journals, developed criteria for powerful responses together, and I provided feedback using a modified form of the criteria for Response Journals found in the English Language Arts IRP. As we proceeded, students engaged in self-evaluation using those same criteria.

I emphasized that journal writing is a form of writing that enables students to discover what they know, sense and feel. I asked them to begin reading from their journals in small groups as a starting point for discussion.

Through a Class Novel Study

Together we had read a short class novel to develop response. Since I am particularly interested in having students be more sensitive to character, I had students focus on relationships and motivation.

Introducing Themes

Through Narrative Non-Fiction

Reading a series of narrative essays provided a useful entry point into understanding the theme of overcoming adversity which I developed with my Grade 8s. My goal was for students to examine the qualities individuals must possess (courage, tenacity, a willingness to reach out to others, an acceptance of self, etc.) to overcome the inevitable problems faced in life. We read essays by Langston Hughes; "Harriet Tubman: The Moses of her People," Edward Abbey; "Havasu," James Herriot from "All Things Bright and Beautiful" and Thor Heyerdahl from "Kon-Tiki." As a culminating point I had students write their own narrative describing an adverse situation they had faced and overcome and how they had been changed by that experience.

Through a Class Novel Study

With my Grade 11/12s we read *Of Mice and Men* together and examined how each of the characters was limited by circumstance and how each of them coped with those limitations and struggled to transcend them. For the 11/12s it was important to identify socially imposed limitations such as racism and sexism, as well as individual physiological and psychological limitations. The concept of coping was critical for me since many of us face limitations we have to learn to live with and yet not be defined by them.

Through Short Stories

Of course, one or two well chosen short stories provide a time honoured means of introducing the theme of any novel or group of novels.

Organization

(Note: I provide students with this outline at the outset of the unit so it is addressed to them.)

Period 1

- Understand the assignment, choose a novel, form groups.¹

Period 2

- Read Chapter 1, **make an individual prediction based on what you have read so far ensuring you make specific references to the book.** (Response #1)²
- Participate in a small group discussion.
- Briefly summarize the main points of discussion and revise and/or add to your first entry.³

Period 3

- Read one third of the novel.
- Write a response focussed on main character. **What qualities does the character have? What limitations or problems does the main character have? What evidence is there from the novel for these qualities or limitations? What seems to be their way of coping?** (Response #2)
- Participate in a small group discussion.⁴
- Briefly summarize the main points of discussion and revise and/or add to what you have written as Response #2.

Period 4

- Finish two thirds of the novel. Write a response that **makes a connection between the character and/or events of the novel and other books or stories you have read, and experiences you have had, or someone you know has had.** (Response #3)
- Participate in a small group discussion.
- Briefly summarize the main points of discussion and revise and/or add to what you have written as Response #3.

Period 5

- Finish your novel. Write a response that **examines the theme of coping with limitations/overcoming adversity and evaluate the novel.** (Response #4)
- Participate in a small group discussion.⁵
- Briefly summarize the main points of discussion and revise and/or add to what you have written as Response #4.
- As a group, begin your Found Poem.

Period 6

- Complete your Found Poem. Write it on a large sheet of chart paper.
- Individually, begin work on your Verbal Visual Essay which will demonstrate your insight into your novel.⁶
- Complete the visual part of your essay, along with the selection of quotes and the writing of comments.

Period 7

- Understand what Readers' Theatre looks and feels like.⁷
- As a group, choose the excerpt you will use as the basis of your Readers' Theatre presentation.
- Select what roles each of you will assume.
- Individually, work on the verbal part of your essay.

Period 8

- Rehearse for Readers' Theatre.
- Individually, work on the verbal part of your essay.

Period 9

- Hand-in your verbal-visual essay.
- Complete a self-evaluation of your verbal-visual essay.
- Final rehearsal for Readers' Theatre.⁸

Period 10

- Present Readers' Theatre and Found Poems.

¹During this lesson, the teacher-librarian came in and gave a booktalk on each of the novels and read excerpts. I had students choose their top three and developed groups.

²With the students I worked with I found it necessary to direct their thinking by setting the responses. One of the issues I'm trying to resolve is to provide them with more latitude. I'll probably provide these questions as suggestions only next time around.

³I checked these responses regularly and collected and evaluated them at the end. I had students summarize the discussion more as a means of accountability than anything else. The act of reading literature in a school setting brings with it a whole host of dilemmas and contradictions!

⁴As students discussed, I circulated. Frequently, before they discussed my response questions, I overheard students asking each other questions about story and character. Weaker readers were really supported by their group. For me there is a tension between joining in and leaving the groups alone. When I join, even as an observer, the dynamic changes and that real "kid talk" about books vanishes.

⁵I think there was a missed opportunity for a whole class discussion. In future I will likely have students share across groups and have a whole class discussion that will link together the individual discoveries of the groups around the theme. I suspect this deepening of understanding will make the verbal-visual essays stronger.

⁶I am grateful to James Barry for this powerful and elegant tool. I'm always collecting magazines for the visual collages of the students. Sometimes teacher-librarians have boxes of "cut up" materials. I've also found my doctor and dentist to be a good source. Old National Geographics are excellent.

⁷I worked with the drama teacher as well and had drama students coaching my 8s. The

synergy was tremendous for both students and teachers. Later, I invited my best grade 8 group to model for the 12s. It was a challenge for the 8s and humbling for the 12s.

⁸While the presentations are a public demonstration of learning, my underlying agenda is that students' curiosity will be piqued by the presentations and they will go on to read the novels which they have been exposed to on their own.

Student Hand-Outs

VERBAL VISUAL ESSAY

What is a verbal-visual essay?

A verbal-visual response uses VISUALS (drawings/sketches/photographs from magazines, etc.) mixed with VERBALS to demonstrate your **understanding of, and response to**, the theme of your novel: overcoming adversity and how it caused the characters to change their understanding of

- themselves
- other people
- the world and life in general

You will be evaluated on the types of images, symbols and colours you use as well as the quality of your written explanation as to why you chose them.

How do I create a verbal-visual essay?

First, create a collage that combines:

- **visuals**
 - drawings/sketches/photographs
 - symbols or visual metaphors
 - colour to create mood
- **verbals**
 - two quotes from the novel (with page references) which you think are particularly important
 - two of your own comments or observations about the novel

Second, in three well developed paragraphs explain:

1. Why you chose the images, symbols and colours you did and how they relate to the theme of coping with limitations
2. Why you chose the two quotes you did and how they relate to the theme of coping with limitations
3. Why you made the two comments you did and how they relate to the theme of coping with limitations

Criteria for Evaluation

Visual Response /20

Superior

- the images, symbols and colours chosen primarily illustrate the theme of the novel
- the quotes and comments reveal a deep understanding of character and/or theme; they are carefully written and have appropriate page references
- the overall impact of the collage creates a mood that is in keeping with the novel
- the page is entirely filled with pictures and colour

Proficient

- the images, symbols and colours chosen illustrate both the theme and plot of the novel
- the quotes and comments reveal a good understanding of character and/or theme; they are carefully written and have appropriate page references
- the overall impact of the collage may create a mood that is in keeping with the novel
- the page is entirely filled with pictures and colour

Adequate

- the images, symbols and colours chosen primarily illustrate the plot, and occasionally the theme, of the novel
- the quotes and comments reveal the reader has understood the plot and characters; some comments are made about the theme; they are carefully written and have appropriate page references
- the page is entirely filled with pictures and colour

Limited

- the images, symbols and colours only illustrate the plot
- the quotes and comments reveal the reader has a partial understanding of the plot and characters; they are carefully written and have appropriate page references
- the page is not entirely filled with pictures and colour

Explication /20

Superior

- the explanation of why the images, symbols, colours, quotes and comments were chosen is well developed and demonstrates the reader has a deep understanding of the novel's theme and characters
- the paragraphs are clearly written and free from error

Proficient

- the reasons why the images, symbols, colours, quotes and comments were chosen are clearly explained and demonstrates the reader has a good understanding of the novel's theme and characters
- the paragraphs are clearly written and free from error

Adequate

- the reasons why the images, symbols, colours, quotes and comments were chosen are clearly explained and demonstrates the reader has some understanding of the novel's theme and characters
- the paragraphs are clearly written and free from error

Limited

- the reasons why the images, symbols, colours, quotes and comments were chosen is partially explained and demonstrates the reader has some understanding of the novel's theme and characters
- the paragraphs may be unclear and contain a number of errors

READERS THEATRE

What is Readers' Theatre?

Readers' Theatre is a way for your group to:

- interest other students in reading your novel,
- demonstrate your understanding of the novel by selecting a passage that is linked to overcoming adversity and reading it expressively, and
- have fun!

How do we do it?

1. Choose a section of the novel you feel is linked to the theme of overcoming adversity. Your extract should be exciting and/or dramatic and should enable you to reveal an important event in the novel.
2. Provide me with a copy of your novel with the section clearly indicated.
3. Decide how you will divide up the parts. Who will be the narrator(s), who will take the

part of each of the characters?

4. Highlight and use symbols to mark where the narration is and who will take on which part. Make sure every member of your group reads.
5. Participate in the practice exercises to help develop your capacity to read expressively.
6. Rehearse your reading, concentrating on reading expressively.
7. Decide how you will present your piece
 - What will it look like? Where will you stand? How will you move? How will you enter? How will you end your reading?
 - How will you provide your audience with a context to understand your reading?

Be sure to:

- provide your audience with enough background so they understand the story up to the point of your passage
- introduce the characters of the novel to us and who will be playing them
- have a way of indicating to the audience that your presentation is finished.

What is good work?

Superior

- the production is consistently visually interesting
- the preparation is highly professional: concentration is high, members move confidently as they present, the lines are read without hesitation
- the reading communicates convincingly and consistently who the characters are and what they are feeling; the narrator(s) communicate(s) convincingly and consistently the drama of the situation
- the reading is filled with expression: voices are easily heard even at the back of the room, the loudness of the reading voices is modulated to express feeling and emotion, the reading voice is used effectively to express feeling and emotion, pauses are used effectively to heighten the impact of what is being read
- the final explanation clearly illustrates how the novel is linked to the theme of overcoming adversity

Proficient

- the production is consistently visually interesting
- the preparation is professional: concentration is evident, members know where to go

as they present, the lines are read without hesitation

- the reading communicates who the characters are and what they are feeling; the narrator(s) communicate(s) the drama of the situation
- voices are easily heard even at the back of the room, the loudness of the reading voices is modulated to express feeling and emotion, the reading voice expresses feeling and emotion, pauses may be used to heighten the impact of what is being read
- the final explanation illustrates how the novel is linked to the theme of overcoming adversity

Adequate

- the production is occasionally visually interesting
- the preparation is semi-professional: concentration is generally evident, members know where to go as they present, the lines are read with little hesitation
- the reading generally communicates who the characters are and what they are feeling; the narrator(s) generally communicate(s) the drama of the situation
- voices are easily heard, the loudness of the reading voices is often modulated to express feeling and emotion, the reading voice often expresses feeling and emotion, pauses may be used to heighten the impact of what is being read
- the final explanation generally illustrates how the novel is linked to the theme of overcoming adversity

Reading List

Novels used for themes

The ideal situation would be to present six or seven titles which fit the theme, so students would have a variety to choose from. In the following cases only five novels were chosen because we did not have enough time to order more copies of other titles which would fit the them. Students then choose their top three titles. The teacher-librarian needs to work closely with the English teacher at this point to come up with the titles that match the maturity level of the students and the interests and reading levels of each unique class. In the particular unit for grade eight the teacher-librarian chose books for an accelerated grade eight 'mini school' and concentrated on providing a variety of male and female protagonists, along with offering novels which reflected diverse cultures (as the class was multi-ethnic). The teacher-librarian presented the novels like a booktalk and then the students chose the top three titles they thought they would like to read. Their choices were easily accommodated. You need to have about seven copies of a variety of titles to effectively use Literature Circles as a teaching strategy.

Overcoming Adversity (Grade 8)

Promises to Come

Notes: This is a powerful novel that, while it has two female protagonists, grips boys. It portrays the struggles of a young Vietnamese “boat person” to fit into Canadian culture by overcoming her past while retaining her cultural heritage. The storyline is based upon events which were experienced by many boat people as they left their country under difficult circumstances.

Forbidden City

Notes: Asian students love this novel since they know Tienamen is important generally but have little understanding as to why. Boys love the adventure and the war setting. The young male protagonist must change his views on war and soldier in the light of the reality of the rebellion at Tienamen Square.

Harriet’s Daughter

Notes: The group of girls who read this novel loved it and raved about it in their journals. They related to the relationship of the teenagers to their parents in the novel. The strong female protagonists provides a model of overcoming difficulty.

The Slave Dancer

Notes: This novel requires some historical background before reading—concerning the American-African slave trade. Students were shocked to learn of the harsh treatment of the African slaves. It is a ‘dark’ novel and more mature readers may handle it better. It is full of adversity and contains some very disturbing scenes for young readers. This novel was the least successful for this particular grade eight class.

The above novels chosen for this unit suited the class fairly well—the success was that the students mostly enjoyed the novel they chose, they appreciated having a voice in what to read, and their products revealed that they identified with the theme. The students all read at a fairly high level and were keen to learn, so it was easy to choose novels for this homogeneous grouping. Some of their verbal/visual essays were stunning.

The next unit for older students in the mainstream class was much more of a challenge. It was difficult to suit the diverse levels in this Grade 11/12 English class—as there were quite a few ESL students who had just joined the regular English class. Because some quite easy novels were included, some of the students found their novel not challenging enough. The trick is to spend time getting the novels right for the specific class you are dealing with and making sure that students choose within their reading level and interests.

Coping with Limitations (Grade 11/12)

The Wave

Notes: This is a very accessible novel about prejudice with a strong viewpoint. It is one of the most popular and successful novels for this age group and appeals equally to both sexes. It is excellent for sparking group discussions. The theme of prejudice which leads to hatred and ultimately violence is gripping and often students say that the story leaves an indelible impression upon them. The limitations of preconceived ideas is well developed.

Forbidden City

Notes: A young teenager's views on war and armed conflict are irreversibly changed by actual events in a dramatic, fast-paced story with William Bell's sophisticated moral theme. This novel appeals to all age groups and is particularly successful with students from Hong Kong or China. Often these students are unaware of the significance of the Tianamen Square rebellion and are fascinated by its implications. It worked well for the ESL students in this English course. The limitations of naivety are dealt with as the protagonist comes face-to-face with experience.

The Maestro

Notes: A young teenager grows up under extremely difficult conditions—including parental abuse, isolation, and physical hardship. The male protagonist has a unique personality and faces the limitations of this past in an extraordinary way. The ending may be controversial and can be easily used to engage students in group discussions.

Night Fires

Notes: This novel appeals to female readers as it explores women's roles in society, independence, and career choices. It also addresses relationship problems and provides a model for choice to young women. A young nurse faces the decisions which will define her future life. She struggles with the limitations of traditional views. The ESL students in the class had no problem reading this novel.

Some sources which might help in choosing themes and titles are:

Bodart, Joni Richards. *100 world-class thin books: or what to read when your book report is due tomorrow!* Englewood, Colorado: Libraries Unlimited, 1993. ISBN 0-87287-986-0.

Enjoying Literature. Mission Hills, Ca: Glencoe/McGraw-Hill Educational Divisions, 1985.

Bibliography of novels used in the two units

Bell, William. *Forbidden city*. Toronto, ON: Stoddard Pub., 1990. ISBN 0-7736-7391-1.

Fox, Paula. *The Slave dancer*. New York: Dell Pub., 1973. ISBN 0-440-96132-7.

Heneghan, Jim. *Promises to come*. Markham, ON: Overlea House, 1988. ISBN 0-7172-2297-7.

Philip, Marlene Nourbese. *Harriet's Daughter*. Toronto, ON: The Women's Pr., 1988. ISBN 0-88961-134-3.

Razzell, Mary. *Night fires*. Toronto ON: Groundwood Books, 1990. ISBN 0-88899-079-0.

Strasser, Todd. *The Wave*. New York: Dell Pub., 1981. ISBN 0-440-99371-7.

Wynne-Jones, Tim. *The Maestro*. Toronto, ON: Groundwood Books, 1995. ISBN 0-88899-263-7.

Hints on matching novels to classes

1. Be sure to choose novels with equal numbers of male and female protagonists.
2. Be sure that the main protagonist is the same age or slightly older than the students in the class.
3. Be sure to include titles strong on plot (action novels) and equal numbers of titles strong on relationships (characters).
4. Be sure to have novels at different reading levels to accommodate levels in the class.
5. Be sure the novels are clearly connected to the theme. Otherwise, students will have difficulty in their verbal/visual essays.

DISASTERS BY DESIGN, or, "How they built my library good."

by LIZ AUSTROM, retired teacher-librarian.

It is only the teacher-librarian with a guardian angel who has never had to work in a "disaster by design." Personally, I never had the opportunity to work in a library resource centre with what I would consider a well-designed facility I managed to design a few, but was never fortunate to stay around long enough to work in them. However, I have had the opportunity to work with a number of teacher-librarians who were trying to change their disasters into something which could function, and to talk to other teacher-librarians who have dealt with disasters well and still managed to keep their sense of humour.

Some disasters are created by architects who value form over function, or who simply don't care to listen to someone who is actually going to work in the place. Other disasters are created by previous teacher-librarians, who never threw anything out, had no systems for handling anything, or simply didn't want the place to be inviting for students and teachers. This article will only deal with disasters that someone has purposefully designed.

One of my favourites (which I have seen many times) is the library work area that is sequestered in a corner far far away from the action. This actually means that the teacher-librarian is sometimes totally unaware of anything that is happening in the library. Remember that old saying, "Ignorance is bliss!"

Many years ago, one of the school libraries in Vancouver had only one electrical outlet, and that one was in the work room. It was a time of audiovisual resources, so you could often see a student on the floor in the work room, trying to look at a sound filmstrip and take notes. Now libraries have snaking electrical cords winding around doorways, around corners, and sneaking under a heavy tape across a carpet, then slithering up a table leg to bite into the back of a computer.

There are so many "disasters by design" that if I were to describe them all it would take too much paper. The following list will have to suffice — you can fill in the rest for yourself!

There Are Libraries With:

too many doors (one with 11!),
too many floors (can you believe 3?), and too
many posts

in too many awkward places.

too few windows,
too few double-glazed windows,
no windows, or
windows THAT DO NOT OPEN.

so many small, cluttered little rooms
that only small things can happen in,
or
only one big space
so walls get built of filing cabinets, and
T-Ls long for
one locked cupboard.

security systems built in tiny entries so only the
smallest can manoeuvre
out of the gate and into the room,
or
security systems in splendid isolation in vast
foyers — lonely
as students pass them by,
carrying their illegal gains
quietly.

lights that focus softly on the feature
walls and arches, but never
on the books open in carrels,
or lights that glare
on the fragile glow of screens
whose words diminish before the eyes
of weary workers.

air that comes in cold waves
directly from the arctic,
or drops like lead, no fresh air added,
every day,
all the germs from every breath expelled
clustered in each inward gasp!

mountains of stuff in front of the door,
saying "Don't come in,
this stuff takes up all my time,
I'm too busy for you."

too few chairs for too many children,
no quiet spots for shy ones, small ones,
and no place for noise to go,
so big loud kids
can be big and loud without bothering the rest of
us.

AVOIDING PLAGIARISM IN THE CLASSROOM

by KAY TREADGOLD, teacher-librarian, Okanagan Mission Secondary School, SD#23 (Central Okanagan).

INTRODUCTION

Throughout their schooling students must be made aware that, along with cheating and lying, plagiarism is unacceptable practice. The term must be easily understood, the reasons for the concern clear and the consequences for infractions laid out. Teachers must be taught how to recognize when plagiarism has occurred, understand the moral reasons for enforcing anti-plagiarism practice, and learn to develop strategies and assignments which will help students avoid copying already existing ideas and materials.

DEFINITIONS

The *Oxford English Dictionary* (1989) defines plagiarism as "the action or practice of plagiarizing; the wrongful appropriation or purloining, and publication as one's own, of the ideas, or the expression of the ideas (literary, artistic, musical, mechanical, etc.) of another" (p. 947).

Kolich points out that the word plagiarism comes from the term plagiarize, the Latin for a person who owns slaves, and was first used by the Roman poet Martial who claimed that another poet, Fidentinus, had passed off Martial's poems as his own and, hence, had stolen the "servants of his imagination" (Bosden, 1996, p. 82).

The *Dictionary of Word Origins* (Shipley, 1945) goes further by stating that the "word existed first in the form of the agent plagiary, referring both to the person and the act; Milton says that borrowing without bettering is a plagiarie" (p. 273). The *Oxford Dictionary of English Etymology* (Onions, 1966, p. 685) goes on to add "kidnapper, literary thief" to the definition. To put it into terms that a young student would understand, plagiarism is borrowing someone else's creation and claiming it as your own. These could be ideas, phrases, whole passages or pictures. It could be downloading something from the Internet, a CD or other form of electronic information and incorporating parts of it into an assignment without giving direct credit to the originators of the material.

What about copyright? Is it different from plagiarism? All schools in British Columbia are

covered under a CANCOPY Agreement which allows for photocopying of materials.

Teachers can now legally photocopy most published print materials for classroom use. ... Teachers may copy up to 10 per cent of a publication or an entire item in a publication, whichever is greater. One copy may be made for each student and two copies for the teacher. ... As the CANCOPY licence applies only to published print materials, educators should continue to respect copyright restrictions for all other media (British Columbia Ministry of Education, Skills and Training, 1997).

Plagiarism is the use of another's ideas or words as your own, whereas copyright refers to copying any material which have been created by anyone else, whether it is registered or not. The difference between the two is that copying something is breaking copyright, unless you are covered under an agreement such as CANCOPY, whereas plagiarism is copying and claiming someone else's work as your own. *Encyclopedia Americana* (1996, p. 165) states that "the copy need not be identical to be a plagiary. So long as the essence of the original is used, the offence has been committed." Plagiarism committed against something which is copyrighted and therefore protected by law is punishable by law.

PLAN FOR AVOIDING PLAGIARISM IN THE CLASSROOM

There are several steps that schools and teachers can take to help their students avoid the pitfalls of plagiarism. The first step is to understand the reasons why students plagiarize. The second is to formulate a school or district policy regarding plagiarism. The third step is to make all of the teachers and students aware of the policy or, better yet, have them involved in its formation. The fourth step involves teaching students how to paraphrase and to take notes. The fifth step is to instruct the students on how to cite references that they have copied, whether it be words, ideas, pictures or information they have gathered over electronic sources.

The sixth and, maybe the most important step, is to train teachers to create assignments which will challenge students to create something original from what they have learned, rather than parroting back information they have found. The final step is to give teachers some tools they can use "to check the authenticity of writing which students submit" (Kreis, 1994, p. 66). The school's information specialist, the teacher-librarian, should take a leadership role in moving the teachers and students through this process.

Why do students commit plagiarism? Several studies are quoted in *Decreasing Plagiarism Using Critical Thinking Skills* (Hall, 1986) which list the following reasons for student plagiarism. "Teachers may actually encourage plagiarism if they do not give explicit instructions on how to take notes from reference material; how to summarize and paraphrase the reference material; and how to give proper credit when necessary" (Vargas, 1985). Hall (1986) also quotes Carroll (1982) and Broz (1977) as saying that students suggest that assignments beyond their abilities encourage them to plagiarize. As well, Broz (1977, p. 6) said that overly long assignments encourage plagiarizing, and that shorter, more realistic assignments lead to less copying as students need to streamline what they had to say.

Wilhoit (1994, p. 162) goes further to say that laziness, pressures to perform well and time pressures all lead to committing plagiarism. Kathleen Kreis (1994) cites the example of a student who was known for writing exceptional, sensitive poetry. The author was shocked to discover that one poem that the student had submitted for publication was copied from a *Seventeen Magazine*.

"Ten years later I received a letter from that student ...she explained the pressures that had contributed to her decision to plagiarize I wrote back explaining my regret ...at having, with my praise of her work, backed her into a corner from which she felt the need to produce more and more exemplary pieces" (Kreis, 1994, p. 67).

We, as teachers, must realize that we are part of the problem as did Kreis. We must look to our own actions when questioning the actions of students about plagiarism.

Another area to explore when looking into the reasons why students plagiarize is a cultural one.

McLeod also points out the particularly Western conception of authorship that makes it possible to steal language. Other cultures (for example, Middle Eastern,

Asian, African) cannot own ideas or words; language belongs to them (Bowden, 1996, p. 83). Liu (1993, p. 29) states that:

...another common problem amongst foreign students is plagiarism. According to Sally G. Wayman, "Plagiarism is a concept of which many foreign students are unaware, and oblivious of penalties, they may unintentionally violate all rules of scholarship on their initial papers." Dick Feldman further explains, "In many countries, it is considered sufficient for students to show that they understand what the experts in their fields have written. In their written papers, students show that they have mastered the experts' ideas, and they can restate or synthesize those ideas coherently."

One of the reasons that students plagiarize therefore, could be ignorance. They may never have been instructed in what the concept of plagiarism is or their culture may not see plagiarism through the same eyes as does ours.

The second step to help students to avoid plagiarizing is to establish a policy for the district, the school, and the classroom which spells out what plagiarism is, why it is important to avoid it, and what the consequences of not following the policy will be.

Academic institutions should all have a policy regarding plagiarism. The term should be defined clearly, and consequences and rationale be made known to the students early in the school year. Ideally, the students themselves should be part of the policy making process. This will ensure that they understand the concept and the rationale. As well, they will be able to help establish consequences that they can understand and accept. They can take ownership of the problem and therefore the solution.

The whole concept of plagiarism needs to be totally understood by teachers and students. Stephen Wilhoit (1994) lists several types of plagiarism. One which would apply mainly to senior students would be "buying a paper from a research service or term paper mill" (p. 161). This is especially prevalent today when there are numerous sites on the Internet which do just that — provide term papers for a fee. Some other examples would be "turning in another student's work without that student's knowledge ...turning in a paper a peer has written for the student" (p. 161). The latter is becoming a large problem for institutions who offer

courses over the Internet. The teacher does not know the students personally and may not have any idea of his/her writing style. How does that teacher know who wrote the paper?

The next three examples are probably the most common forms of plagiarism.

a paper from a source text without proper acknowledgment....
copying material from a source text, supplying proper documentation, but leaving out quotation marks....
[and] paraphrasing material from a source text without appropriate documentation" (Wilhoit, 161).

Any policy needs to include all these types of plagiarism under its umbrella. Teachers and students both must have a clear idea of what constitutes the offence.

Once the policy is written, it should be made known and available to all the students in their student agendas, through being posted prominently in classrooms, in computer labs, in the library and beside every computer terminal.

The next phase in the process is preventative. What can the teacher do to ensure that students have the skills to avoid plagiarizing?

In order to decrease plagiarism and maintain the effects of that learning, an integrated approach which incorporates note-taking skills, reading comprehension, paraphrasing skills, writing skills and several summarizing techniques gives students the skills they need to prevent plagiarism (Hall, 1986, p. 1).

There are many methods for teaching these skills. Different levels of students require different styles and levels of sophistication.

Note-taking skills can be taught beginning at kindergarten. Young students can be taught to pick out one word which best describes a characteristic of an object or an animal. They can transfer these to a chart. At the end of their research they can put all the words together to describe whatever is being studied. As the reading and comprehension levels increase, paraphrasing and note-taking can become more formalized. Students can write down a series of questions they would like answered in relation to their topic. Their note-taking will provide the answers to these questions. Terry Nienhuis (1989) describes a very simple exercise where students read the material, put it aside and then

write down the key ideas they remember from what they have read. The students repeat the process until all of the relevant information is gathered. If the student needs more specific information, they may go back and copy it using the correct means of quoting and citing the material. These are several of numerous methods used to teach students how to paraphrase and take notes.

Following instruction in note-taking and paraphrasing, the students need to be taught how to cite references. They need to be taught how to reference what they have paraphrased as well as what they have quoted directly. They need to learn how to incorporate this into their note-taking and that whenever they copy something directly or paraphrase it they must make a notation of the source and the page number. The foundation will be laid by teaching the students to be discriminating users of quotations. Not everything that is written is quotable. "What is needed for an acceptable quotation is that the words as well as the ideas used be suitably memorable" (Stein, 1986, p. 7). Students need to be taught how to pick out phrases and full sentences which do not contain common knowledge but knowledge unique to that author. They must also know that all pictures and graphics of any form must be cited. Too often students forget this. They must realize that even if they have cut the picture out, credit must be given to the source.

The fifth, and one of the most important steps to prevent plagiarism, is the style, structure and purpose of teacher-generated assignments. First of all, the teacher needs to consider the objectives of the assignment. Does he/she want to stress process or content? What is the end product? What are the different ways that students could show what they have learned? Is the assignment at the right degree of difficulty and length for the students or the range of students? Have different learning styles been considered? What skills do the students already have and what skills do they need to be taught in order to complete the assignment? Are they expected to do all of the work at school? Should they be using the Internet? Do they know how to evaluate web sites and do they know how to print materials from the Internet which include the web site? Do they know how to cite references from the Internet? Will they be allowed to print and photocopy material, or must they make their notes straight from the original source? What kind of resources are available and recommended for the assignment at this grade and ability level? Are the parameters and expectations clear? Has enough time been allowed to complete the assignment so that students do not feel the pressures which may lead to plagiarism? Are the students aware of how they are

going to be evaluated? At what stage of note-taking and paraphrasing are the students? Do they know how to cite references and do footnotes? Are there plans to continually assess what they are doing in the research process? Do they understand the concept of plagiarism? Do they know how to avoid it and the consequences if they don't? How can the teacher-librarian help the teacher and the students with this assignment?

Teachers need to consider all of these questions when formulating research assignments. The answers will help them guide their students through the mine-field of plagiarism. Cooperative planning with the teacher-librarian prior to and during the execution of an assignment can go a long way towards preventing plagiarism.

Finally, teachers need some strategies for dealing with plagiarism. Kathleen Kreis suggests:

Provide tools to check the authenticity of writing which students submit to you for publication. Ask every young writer to complete an application before his or her work will be considered. Include a statement for the writer to sign which verifies the originality of his or her submission. Accept no submission without this signed statement (1994, p. 66).

Malouff (1996) suggests "providing the students at the start of each course with an author's certificate This certificate makes the rules explicit and serves as a cue at the outset of the course and near completion of student papers" (p. 59). (See the Appendix for an example of this certificate.)

What is to be done if all of the preceding steps have been taken and a student is found to have plagiarized? The first step is to verify that plagiarism has taken place. "Try to locate the actual authorship of the plagiarized piece. If you can secure a copy..." (Kreis, 1994, p. 67). Do this by checking the resources cited in the bibliography. The teacher-librarian could assist in this. If the passage(s) cannot be found but suspicion persists, again ask the teacher-librarian for guidance. She is very familiar with the resources that the students have used, often even with resources not found in the library. The second step is to "arrange a meeting with the student and show him or her the two copies, the genuine and the plagiarized, side by side.... Simply ask for an explanation" (Kreis, 1994, p. 67). Hopefully the student will confess to copying. If so, "explain to him

or her the effects of dishonesty on one's self as well as on the regard one receives from others" (Kreis, 1994, p. 67). Make it a teachable moment. Review where the system broke down. Go over the steps and skills the student should have followed in order to have avoided the mistake. Consider whether the offence was due to a lack of knowledge or done deliberately. Finally, if a procedure has been set in place for dealing with plagiarism, follow it. Hopefully, it allows for one honest mistake which can be corrected through re-doing the assignment. A stricter penalty should be meted out if the act was deliberate or repeated. A student should learn from this experience and the offence should not be repeated.

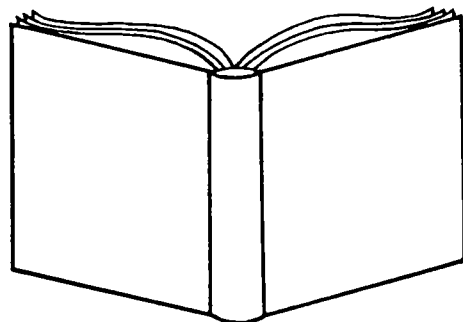
SUMMARY

Plagiarism is increasing in our schools as more information is made available through many forms of media. Educators need to address this issue. They must be proactive and arm their students with the knowledge and skills to avoid the pitfalls of plagiarism.

First there must be an understanding of the reasons why plagiarism takes place. It could be due to inadequate research skills being taught, such as paraphrasing and note-taking. Students may not have been taught how to cite references. Another reason could be a lack of understanding of the problem and a lack of known policies to address it. Cultural differences may be an issue.

Several strategies are suggested to help prevent the act of plagiarism taking place. The teacher-librarian should take a leadership role in this process. Teachers and students should be involved in formulating a policy to address plagiarism.

Students need to be taught the research gathering skills of note-taking, paraphrasing, and reference citing. Teachers need assistance in designing assignments which make it hard for students to plagiarize. Finally, if preventative measures have not worked, the occurrence of plagiarism must be addressed head on and treated with the seriousness it deserves.



APPENDIX

AUTHOR'S CERTIFICATE

AUTHOR'S CERTIFICATE: I certify that I am the author of this paper and that any assistance I received in its preparation is fully disclosed in the paper. I have cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I have added quotes whenever I used the exact words of another writer. I also certify that I wrote the entire paper specifically for this course.

Student's Signature

-Please staple this to your paper-

(Malouff, p. 59)

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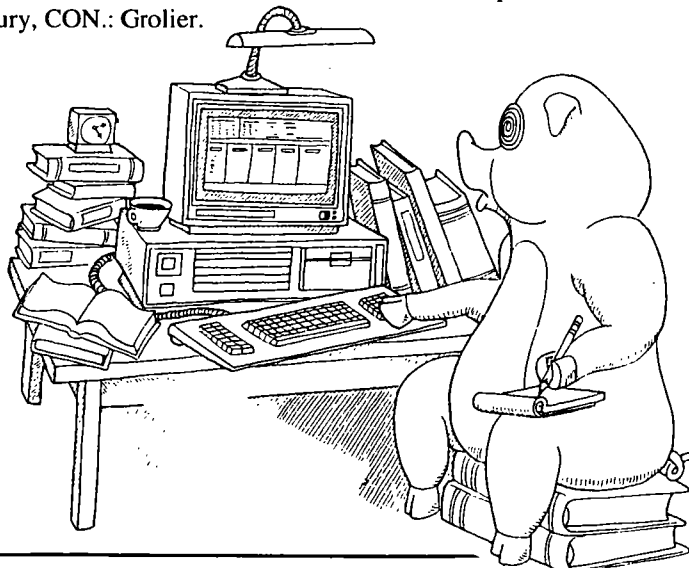
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PRINCE OF WALES LIBRARY: TREK WEB PAGES

by **KAREN CORDINER**, teacher-librarian, Prince of Wales Secondary School, SD#39 (Vancouver). *Karen_Cordiner@bc.sympatico.ca*

TREK is an outdoor education program for Vancouver Students. One hundred twenty grade 10 students spend five months in an outdoor program and five months in an academic program. The program is based at Prince of Wales.

Environmental studies and outdoor survival are integral parts of the program. The library home page provides resources to support the program.

These sites may be accessed through the Prince of Wales Library Home Page at:
<http://stargate.vsb.bc.ca/princeofwales/library>

Teacher-librarians interested in "survival" in the information age may wish to check out the page.

ENVIRONMENT

Envirolink

www.envirolink.org

Excellent site for environmental links.

Enet Digest

<http://www.enetdigest.com>

Environmental Links around the world.

FITNESS AND SAFETY

Altitude Illness

<http://www.princeton.edu/%7Eoa/altitude.html>

Cold Weather Survival and Training

<http://www-sscom.army.mil/usariem/depcold/coldtab.htm> (US Army Site)

Hypothermia and Cold Weather Injuries

<http://www.princeton.edu/%7Eoa/hypocold.html>

Internet Fitness Resource

<http://rampages.onramp.net/%7Echaz/>

Wilderness Safety

<http://www.princeton.edu/%7Eoa/wildsafe.html>

US Coast Guard

<http://www.navcen.uscg.mil/> Boating Safety.

OUTDOOR ACTIVITIES

Adventure Sports Online

<http://www.adventuresports.com/> Extensive Links to Outdoor Sports.

Back Country Home Page

<http://io.datasys.swri.edu/>

The Climbing Archive

<http://www.dtek.chalmers.se/Climbing/index.html>

Great Outdoor Recreation Pages

<http://www.gorp.com>

Go Climb a Rock

<http://ic.net/%7Eepokloehn/> - Climbing Links.

Outside Online

<http://outside.starwave.com:80/system/swmast.html>

Paddling Decision Tree

<http://www.princeton.edu/%7Eoa/paddtree.html>

Princeton University Outdoor Action Website

<http://www.princeton.edu/%7Eoa/oa.html>

Vertical Online

<http://www.verticalonline.com> Climbing Links.

Wave-Length Paddling Network

<http://www.island.net/%7Ewavenet/>

NOTES

FEATURED IN THIS ISSUE



ATLC is proud to announce the publication of
INFORMATION LITERACY:
AN ADVOCACY KIT FOR TEACHER-LIBRARIANS

This collection of materials is designed to assist teacher-librarians in advocating for the information literacy needs of students. It includes:

- definitions
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- overhead masters
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RESOURCE-BASED LEARNING CONNECTIONS TO THE PERSONAL PLANNING K to 7 INTEGRATED RESOURCE PACKAGE

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

The library resource centre programme serves all parts of the curriculum. The new integrated resource packages (IRPs), formerly known as curriculum guides, from the provincial Ministry of Education, Skills and Training all contain prescribed learning outcomes which could be taught cooperatively between the teacher and the teacher-librarian using resource-based strategies. The editors of *The Bookmark* believe that teacher-librarians can take leadership in identifying these prescribed learning outcomes and be proactive in selecting appropriate resources and in developing resource-based curriculum. The *Personal Planning IRP* has many opportunities for resource-based learning.

IMPORTANT THEMES

Many of the prescribed learning outcomes depend on resources not ordinarily connected with the library resource centre. Nevertheless, teachers may ask teacher-librarians for assistance in finding and using these resources.

Decision-making and problem-solving.

The prescribed learning outcomes place heavy emphasis on personal decision-making and problem-solving. The authors recommend looking at various models, but don't include any in the publication, although other IRPs do. The CT2 model which has been described in previous issues of *The Bookmark* and on which two units in this issue are based, offers a useful framework for decision-making and problem-solving. Of course, it's one thing to teach a model for thinking through decisions, and quite another to ensure that students take personal action based on that knowledge. The affective and cognitive domains are not always in synch. The IRP is not unaware of this difficulty.

Surveys and Interviews

While there are many opportunities for resource-based learning, the IRP emphasizes learning by original research, doing surveys and interviews. Students need to develop skills in collecting their

own data. Some communities might have problems with this. Security is an issue. Schools will need to set up occasions for students to interact with community members, especially health care workers and career role models.

Role Play

There is frequent reference to creative drama and role play. There is an obvious connection with the drama strand of the Fine Arts curriculum. Where a school has a strong drama programme there will be no problem. Teachers and teacher-librarians planning a unit on substance abuse, for example, might include a component involving role-play. Teacher-librarians should understand techniques for developing skill in drama.

Guest Speakers

The IRP recommends heavy use of guest speakers from the community. Schools need to develop files of resource people who have appropriate life experiences and skills and who can communicate with children.

Video

The IRP makes extensive use of video resources. Library resource centres will need to move into this medium, especially where district resource centres have been closed.

Technology

Students are expected to use electronic technology to access information on community support services and career options, among other things. Teacher-librarians will need to develop skills in these areas, and to select software and Internet addresses which will meet the needs of students and teachers.

Visual Literacy

Under this heading we might include the skills students need to analyse media messages and to present their learning through media. These skills are developed in the *Information Technology IRP*.

Students will use these skills to improve their physical, emotional, and economic well-being. The resources, both hard and soft, required to do justice to these prescribed learning outcomes tend to be expensive or time-consuming to develop in-house. To develop skill in multi-media presentations, for example, students need a lot of hands-on time with a computer. Many schools don't have the resources for each student to have the time needed.

Literature

Many of the suggested instructional strategies make use of literature to accomplish the prescribed learning outcomes. The resources include lots of novels and fiction picture books. Teacher-librarians should check the list and see that they have these or equivalent titles. It will also be a relief to many teachers to find that they can accomplish some of the prescribed learning outcomes for this IRP within their language arts programme. So much to do, so little time.

Self Knowledge

The multi-intelligence people tell us that there is a continuum of ability in self-knowledge — some are gifted, some not. The IRP speaks of information about self and mandates that the student shall learn about her/his own strengths and weaknesses. What resources are there to help students do this? Students can relate to characters from literature, or to role models in the community or family. However the quality of this 'information' is different from the information we normally handle in the library resource centre. How will it be assessed?

Brainstorming

The authors sometimes assume a high level of awareness of issues which may or may not be the case, depending on the student population. Teachers will need to have resources so they can make sure all relevant aspects are covered, when brainstorming is the strategy used.

LEARNING OUTCOMES AND STRATEGIES

"The aim of Personal Planning K to 7 is to enable students to become thoughtful, caring individuals who plan and reflect, make informed choices, and take responsibility for their own personal and career development." (p. 2)

With this aim in view, the authors have developed prescribed learning outcomes in three categories:

Planning Process, Personal Development, and Career Development. Below are some of the prescribed learning outcomes and suggested instructional strategies which seem to have most potential for cooperative planning and teaching between the classroom teacher and the teacher-librarian, and which make use of resources potentially available in the library resource centre. I have not distinguished between prescribed learning outcomes and suggested instructional strategies. The IRP doesn't explicitly link strategies to learning outcomes. I have put them together where it seemed appropriate.

K-1

- Identify practices that contribute to a healthy lifestyle (p. 18)
- Describe a healthy diet
- Identify a range of feelings and emotions (p.20)
- Read stories dealing with friendship and the full range of emotions to students and then have a class discussion about them.
- Identify components of a healthy school and community
- Identify helpers in their families and at school who can support and nurture their personal well-being
- Identify a variety of models for family organization (p. 22)
- Read stories to students about families around the world to increase their global awareness.
- Have students compare different families and discuss those things that are the same and those that are different.
- Identify the roles and responsibilities of different family members.
- Identify the physical characteristics that distinguish males from females.
- Use a video or a guest speaker from one of the health care professions to discuss characteristics that distinguish males and females.
- Identify safe and unsafe substances found in the home, the school, and the community (p. 26)
- Identify and use basic principles of safety in the home, at school and in the community. (p. 28)
- Have students make posters that show children participating safely in a number of activities.
- Describe themselves in terms of likes and dislikes (p. 30)
- Read stories to students and have the class discuss the likes, dislikes, interests, or abilities of the characters in the stories; have students think of a time when they might have been in a situation similar to the stories' characters.

- Describe how people use their talents and abilities in families, at school, and in the community
- Identify a variety of job and volunteer situations in the community, including paid and unpaid work. (p. 32)
- Have students make a collage, a bulletin board, or a scrapbook of pictures from magazines illustrating a variety of jobs. Make sure they include diverse cultures and races in the collage.
- ...activities to learn about a wide range of jobs including: brainstorming a list of many jobs...making webs or mind maps of jobs in the community...
- Set up specific career centres to expose students to a variety of occupations ... or set up a dramatic play centre...

Grades 2-3

- To develop students' abilities to gather and record the information needed to make and carry out education, career, and personal plans. (p. 36)
- Identify stereotypes that may influence personal planning.
- Use literature to investigate gender stereotypes and how they influence students' choices.
- Use a variety of ways to communicate their goals and plans with others (p. 38)
- Provide a variety of opportunities for students to make choices (e.g., activity centres, independent reading, ways to represent learning).
- Describe change in the home, at school, in the community (p. 40)
- Have students conduct interviews with people from two or three generations to gather information about changes...
- Have students compare healthy activities from a variety of cultures (e.g., from developing countries as compared to developed countries) (p. 42)
- Have students identify healthy food choices
- Have students suggest ways in which their community or school is improving or may be improved.
- Identify a variety of views of family organization based on cultural background (p. 46)
- Have students brainstorm different models of families from various cultures.
- Describe the potential impact of changes on family structure, functions, and roles
- Have students compare the roles of family members in the past or in different cultural groups to those in today's world. Have students

represent these in posters, reports, or presentations.

- Use a range of literature (to be read to or by students) to illustrate the impact of change on families (e.g., moving, birth, death, marriage, divorce).
- Have students research the activities of animal families, using paper and pencil or the computer.
- Present information, tell stories, and use videos about different models of animal families and their reproductive behaviour.
- Create a book display with books about "caring", or have student develop theme books to explore "caring".
- Have student create posters of people to approach and safe locations to go to in situations of potential abuse. (p. 48)
- Identify and describe the potential dangers associated with unsafe substances found in the home, school, and community (p. 50)
- Have students work in pairs to prepare pamphlets, advertisements, or cartoons about substances that are abused and their potential effects.
- Use videos from the list of recommended learning resources to present information about substance use, abuse, and abuse prevention.
- Identify safe and unsafe situations at home, at school, and in the community (p. 52)
- Read students (or have them read) stories and fairy tales that focus on safety. Consider using stories from various cultures...
- Use videos, pictures, films, and guest speakers to discuss fire, water, and traffic safety.
- Describe how people use their talents and abilities in families, schools, and communities. (p. 54)
- Read, or have students read, books that describe the talents and abilities of individuals from diverse cultures and races.
- Identify a variety of job and volunteer situations in the community, including paid and unpaid work (p. 56)
- Read "what if" scenarios to students and have them identify the career represented in each scenario.

Grade 4

- Rank or categorize their personal attributes, interests and talents (p. 60)
- Help students improve their self-concept by...using characters in literature to build an awareness of each person's unique qualities.

- Relate the support services available in the school and community to possible personal needs
- Make students aware that many sources of information are located outside the school and are available in different media formats.
- Introduce a variety of models to help students organize information
- Expose students to a range of media sources (e.g., on-line data bases, electronic bulletin boards, tele-conferencing, electronic mail)
- Select and use effective problem-solving strategies (p. 62)
- Apply a systematic decision-making process
- Demonstrate an awareness of the nutritional values of foods they commonly eat (p. 66)
- Identify global health issues
- Present and discuss statistics from a number of countries with respect to health, infant mortality, and life expectancy
- Have students document environmental concerns with respect to health. Then create a "What can we do?" chart to address personal choices related to healthy lifestyle practices and the environment.
- Identify sources of information that could enhance their personal well-being (p.68)
- Describe how living things reproduce (p. 70)
- Use video or another presentation medium to explain to students how and why living things reproduce.
- Identify ways of accessing support to prevent abusive situations (p. 72)
- Using a recommended resource or guest expert, present the class with definitions and examples of abuse.
- Identify consequences of inappropriate use of substances found in the home, school, and community (p. 74)
- Use videos or guest speakers to explore safety issues in the community (p. 76)
- Demonstrate an appreciation of people's differing strengths (p. 78)
- Involve students in research to identify the interests, strengths, and abilities of a large variety of people
- Have students read and discuss articles from newspapers or biographies to appreciate different people's strengths
- Identify a variety of job and volunteer situations in the community, including paid and unpaid work (p. 80)
- Have students brainstorm a variety of jobs
- Have students make webs or mind maps of jobs in the community
- Use home, school, and community resources, and evaluate their usefulness in meeting life and work goals
- Provide opportunities for students to learn how to use information technology to communicate with others
- Describe options for saving money and resources (p. 82)

Grade 5

- Have each student complete character trait analysis of an athletic competitor, community member, or famous person (p. 84)
- Have students ... access information from a variety of media formats
- Have students gather and share information on the future of employment and the changing workplace
- Have students create a job advertisement for a character in a book.
- Differentiate between problems they can solve themselves, and those that they can solve only with assistance from others. (p. 86)
- Use videos, magazines, newspapers, books to present biographies or case studies of individuals who overcame difficulties on their own, and those who needed assistance.
- Explain how change can affect their ability to achieve short-term goals. (p. 88)
- Have students explore the effects of change on the short-term goals of characters in literature or of historical personalities
- Identify the benefits of healthy eating habits (p. 90)
- Have students identify illnesses that occur as a result of (or are affected by) poor eating habits and eating disorders. Have them research nutritional deficiency diseases that occur locally and globally for a variety of reasons (e.g., psychological, economic, political)
- Access sources of information to enhance their personal well-being (p. 92)
- Have students use a recommended novel to compare and contrast the variety of ways in which characters express feelings and emotions; develop, value, and participate in friendship; accept responsibility for choices; and deal with personal and societal change. As a follow-up, use questions, projects and role-plays.
- Have students use pen and paper or a computer to draw a series of pictures that depict the feelings of a character in a scene from literature

- (a visual character study).
- Use videos and invite a guest speaker ... to discuss the physical and emotional changes of puberty, human reproduction, and personal hygiene.
- Describe the effects and consequences of substance abuse on self, family, others, and society (p. 98)
- Have small groups of students create reports on the effects of using or abusing a specific substance or group of substances.
- Use videos, films, and guest speakers to explore safety issues (p. 100)
- Describe the personal characteristics, interests, abilities, and lifestyle of a career role model (p. 102)
- Students write and/or study biographies to identify personal characteristics of career role models.
- Draw a career card and identify the personal characteristics, interests, abilities, and lifestyle that would be appropriate for that career.
- Develop activity centres based on information about job roles and the talents, skills, and abilities of workers.
- Evaluate the effectiveness of home, school, and community resources to meet goals. (p. 104)
- Use technology to gather information available from community resources.

Grade 6

- Have students examine a case study or scenario to determine how a personal support network helped the characters solve problems. (p. 110)
- Have students brainstorm resources for their personal resource network (parents, peers, communication, employment centres, public health, libraries). (p. 112)
- Have students apply a decision-making strategy to come to a decision on a social issue
- Have students brainstorm factors that account for differences in health and hygiene between developing and developed countries ((p. 114)
- Have students examine the origins of a variety of products they use or depend on.
- Refine their strategies for sharing and expressing their feelings (p. 116)
- Demonstrate an appreciation of the value of friendships
- Have students use a recommended novel to compare and contrast the variety of ways in which characters express feelings, develop, value, and participate in friendships; accept

responsibility for choices; and deal with personal and societal change.

- Access and evaluate sources of information to enhance their personal well-being.
- Have students research sources of information about personal and societal change and record their findings in their class books or electronic record.
- Demonstrate a knowledge of family structures that exist in cultures around the world (p. 118)
- Have students research different cultural traditions and roles in the family.
- Use a video to present the changes that take place during puberty. Have students take notes of the information.
- Have students research those community services (e.g., emergency hot lines) that offer immediate help to someone in a dangerous or abusive situation (p. 120)
- Categorize the physical, mental, and social effects, as well as the consequences, of substance abuse on themselves, their family, others, and society (p. 122)
- Have students create visual presentations (using electronic media, posters, mobiles) on the consequences of substance use and abuse.
- Identify basic first aid skills (p. 124)
- Have students identify in their learning logs the first aid skills needed to deal with a variety of simulated situations.
- Classify the skills, abilities, interests, and roles that exist in the working world (p. 126)
- Identify and cluster a range of job, occupational, and career opportunities, including non-traditional roles (p. 128)
- Have students use “know, wonder, learn” charts to document a range of jobs, occupations, and career opportunities, including non-traditional roles
- Have students use webbing to illustrate connections among career opportunities
- Have students use technology to gather information on community resources.
- Have students collect information on how different cultures view roles in different careers and represent these in a Venn diagram.
- Have students use local sources of information (e.g. Libraries, courthouse, or a community service centre) to research career opportunities.

Grade 7

- Have students simulate a mock stock market analysis. Give them a pretend sum of money to

- buy and sell stocks. They must monitor the growth or loss and reinvest as necessary. (p. 136)
- Use information and resources to support aspects of healthy living. (p. 138)
- Have the class decide on a way of organizing the information about healthy activities and practices. Then have them create an electronic database or paper record of the information and resources related to healthy activities and practices.
- Describe the impacts that different cultures and economic situations have on personal health.
- Have students compare the attainment of basic needs in developing countries with their own experiences. Have them discuss how their lifestyles would change if they relocated to a different country.
- Have students create a diary "A day in the life of _____" for a child from a different culture.
- Have students use recommended novels to compare and contrast the variety of ways in which characters express feelings and emotions; develop, value, and participate in friendships; accept responsibility for choices; and deal with personal and societal change. (p. 140)
- Select, use and evaluate sources of information to enhance their personal well-being.
- Have students write a paragraph to describe three traits of a character in a novel and give proof from the story to prove the choices.
- Describe the biological processes of the human reproductive system (p. 142)
- Introduce the biological process of the reproductive system, using videos and charts
- Assess the impact of peer, media, and social trends on decision making related to their personal relationships.
- Present a video about stereotyping in the news media, or about how the media pressures individuals to be sexually active. Have students discuss their feelings about the video.
- Have students research types of exploitation and the laws governing them. (p. 144)
- Have students create a handbook of local resources and safety guidelines, using desktop publishing tools, if available.
- Use recommended videos, movies, and music to explore some of the effects of drug abuse on self, others, and society. (p. 146)
- Conduct a debate to evaluate issues such as smoking, drinking, or using performance enhancers in athletics.
- Have students create media presentations to discourage substance use and abuse.
- Describe basic first aid skills (p. 148)
- Use current newspaper articles to generate student discussion related to responsible decision-making.
- Relate their personal inventories to career clusters (p. 150)
- Identify talents and abilities of positive role models in a variety of occupations and career clusters.
- Have students study biographies to identify talents and abilities in a variety of occupations and career clusters.
- Select and use resources to meet personal and career interests. (p. 152)
- Have students describe how our knowledge and ability to access resources has grown.
- Identify possible career opportunities that exist in the local, regional, and global communities.
- Have students use information collected from a variety of sources to dramatize career opportunities.
- Have students use technology to gather information on community resources.
- Research, write, and present reports on a future occupation. Students may use a computer to access on-line information sources to prepare the final reports.

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RESOURCE-BASED LEARNING CONNECTIONS TO CAREER AND PERSONAL PLANNING 8 TO 12: INTEGRATED RESOURCE PACKAGE 1997

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

The following information is extracted from the Ministry of Education's curriculum publication. Included are all the sections which directly relate to resource-based learning and provide opportunities for cooperatively planned units of study.

INTRODUCTION TO CPP 11 & 12

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

Like other Integrated Resource Packages, the guiding framework is the three principles of learning: learning requires the active participation of the student; people learn in a variety of ways and at different rates; and learning is both an individual and a group process.

This IRP is interesting because its implementation is likely to involve a range of teachers in the school. For example, a student looking at a career in science will naturally view science teachers in the school as resource people. Indeed, the *Science 8 to 10 IRP* includes career research as a suggested activity for Science 10 (*The Bookmark*, Dec. 1996, p. 41), and the *Information Technology 8 to 10* document identifies careers in information technology as one of the Foundation topics at each grade level (*The Bookmark*, March 1997, pp. 99-102). Career research appears as a more focused and detailed study in the *Information Technology 11 and 12* curriculum (*The Bookmark*, Sept. 1997, p. 37, 38, 40). It appears, then, that the career section of CAPP 11 and 12 will be built partially on the work done in content areas from grades 8 to 10, and will be reinforced or extended in content areas at the grade 11 and 12 levels. The level of professional interaction implied by these interwoven IRPs will pose problems for busy teachers that may well be solved by a team approach involving the teacher-librarian.

Rationale

The program Rationale for CAPP 8 to 12 identifies its "unique contribution to the development of students as well-rounded, balanced individuals," and states:

It complements the academic and vocationally oriented courses that constitute much of the curriculum in grades 8 to 12 by focusing on students' personal development and on how their schooling and extra-curricular activities relate to their future plans and life after school.

Including CAPP 11 and 12 among the courses that are required to meet graduation requirements recognizes that emotional and social development are as important to the development of healthy and active educated citizens as are academic achievement and the development of intellectual and physical skills. The inclusion also recognizes the need for students to understand the personal relevance of their studies and acquire the knowledge, skills, and attitudes that can help them make appropriate personal decisions and manage their lives more effectively (p. 1).

The Rationale goes on to include all of those skills commonly included in statements by teacher-librarians' associations about the information literate student. In fact, this section might have been borrowed from the first few pages of *Developing independent learners*.

Requirements & Graduation Credits

Students must complete both CAPP 11 and CAPP 12 (2 credits each) to graduate. Both thirty hours of Work Experience and a Student Learning Plan must be completed to receive credit for the courses.

Organization of the Curriculum

Three broad organizers are used to group prescribed learning outcomes. These organizers are:

- **Planning Process** — students examine alternatives and develop their Student Learning Plans in an ongoing process that encourages “reflection and self-evaluation” (p. 2).
- **Personal Development** — students acquire “knowledge, attitudes and skills needed to lead healthy and productive lives” in the following areas: Healthy Living, Mental Well-Being, Family Life Education, Child Abuse Prevention, Substance Abuse Prevention, and Safety and Injury Prevention. These topics have been drawn from the now superseded *Learning for Living Primary to Graduation Curriculum Guide* (1990), but it is noted that they “may also be addressed as part of the study of other subjects ...” (p. 3).
- **Career Development** — This is an ongoing cycle of awareness, exploration and preparation in which “... students integrate personal, educational, work-related, and community learning experiences to prepare for future career choices” (p.3). There are three areas of study: Career Skills Awareness, Career Exploration and Career Preparation.

The Student Learning Plan

The elements of the SLP are identified and described, and procedures to be used in keeping the plan up-to-date are discussed.

Work Experience (Grades 11 and 12)

Criteria for Work Experience programs and placements are described. The teacher-librarian who is faced with a student interested in becoming a library professional or paraprofessional, should consult this section carefully and seek out the *Work Experience Handbook*, which provides additional information. Students in Business Education classes may wish to consider work experience in the library resource centre, particularly if library procedures and operations are fully computerized. If so, the criteria for programs and placements are critical for success.

The “Links between CAPP and Work Experience identified in another section, with references to the

curriculum areas listed under Personal Development and Career Development.

Suggested Instructional Strategies

This very brief section essentially states that the strategies are suggestions only, and that generalist or specialist teachers may plan whatever instruction they want so long as it meets the prescribed learning outcomes. As well, strategies may be teacher directed or learner directed. A central expectation is that teachers will “adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements.”

In other words, teachers are left with less direction than in most other IRPs. It may well be that a teacher-librarian with practical implementation ideas will be welcomed with open arms.

Other Sections

- **Suggested Assessment Strategies** (pp. 6-8) includes a general statement on assessment methods which is supported by references to several excellent provincial reference sets and assessment handbooks published by the BC Ministry of Education. Every library resource centre should include copies of these documents since they are invaluable in designing cooperatively planned and taught resource-based units of study.
- **Integration of Cross-Curricular Interests** (p.8) briefly states that relevance, equity and accessibility issues have been integrated into the learning outcomes and the instructional and assessment strategies.
- **Learning Resources** (pp. 8-9) describes the learning resources system in British Columbia fairly well.
- **Planning a CAPP Course** (pp. 9-12) is a well developed section which covers: Parental Involvement, Sensitive Content, Confidentiality, Establishing Classroom Procedures and Expectations, Accessing and Developing Support Within the School and the Community, and A Learning Environment for All Students.

Teacher-librarians who are working closely with CAPP teachers will want to read this section in detail

for it takes a very cautious approach to dealing with sensitive issues, and to bringing external presenters into the school. Both of these may impact on students' research and use of resources. In addition, use of the Internet as a source may not be as easily handled as the IRP writers would expect.

CURRICULUM: CAREER AND PERSONAL PLANNING 8 TO 12

[In this section comments which are not part of the original document are enclosed in square brackets.]

GRADE 8 [pages 14-33]

Pages 14-15: Planning Process Prescribed Learning Outcomes

It is expected that students will:

- gather the information required to initiate the development of their Student Learning Plans.

Suggested Instructional Strategies

- Have students establish and maintain personal portfolios (including paper or electronic artifacts) in preparation for their Grade 9 Student Learning Plans.

Suggested Assessment Strategies

[None are noted that are library resource-based in nature.]

Pages 16-17: Personal Development (Healthy Living)

Prescribed Learning Outcomes

It is expected that students will:

- identify health resources and services in the community.

Suggested Instructional Strategies

- Ask students to research and identify several specific health issues of current interest in local, provincial, and national mass media. Then invite guest speakers to give presentations on some of these issues.
- Have each student use print, electronic, or community resources to identify sources of information for a specific health topic, product, or issue (e.g., body image). Prepare a class list of these health-related resources. [This would be a good time to teach students how to evaluate resources for bias, accuracy and currency.]

Suggested Assessment Strategies

- When students research and report on particular diseases, work with them to develop assessment criteria such as:
 - clear and easy to understand.
 - based on at least three current, credible sources.
 - includes detailed and accurate information on causes, treatment, and relevant lifestyle factors.

Pages 18-19: Personal Development (Mental Well-Being)

Prescribed Learning Outcomes

[None are noted that are library resource-based in nature.]

Suggested Instructional Strategies

[None are noted that are library resource-based in nature.]

Suggested Assessment Strategies

[None are noted that are library resource-based in nature.]

Pages 20-21: Personal Development (Family Life Education)

Prescribed Learning Outcomes

It is expected that students will:

- evaluate the impact of peer, mass media, and social influences on decision making in their personal relationships.

Suggested Instructional Strategies

- Provide a selection of advertisements and discuss with students the ways in which men, women and children are depicted.
- Ask students to collect and display cartoons that illustrate positive, caring communication between various family members, including siblings and grandparents. [This is possible in a library if notice is given and old newspapers and magazines are retained for clipping or photocopying by individuals. While some would think students can get this at home, many families no longer subscribe to these publications.]

Suggested Assessment Strategies

- When students analyze case studies that involve personal decision making and propose action plans, look for evidence that they are able to:
 - identify potential peer, mass media, and social influences.
 - explain under what circumstances each of these would be most powerful.
 - suggest an effective decision-making strategy for each situation.

Pages 22-23: Personal Development (Child Abuse Prevention)

Prescribed Learning Outcomes

It is expected that students will:

- define several types of abuse, including sexual, physical, and emotional abuse or neglect.

Suggested Instructional Strategies

- Ask students to find examples of abuse in mass media, stories, or videos. Have students in small groups classify these according to type of abuse and identify actual or potential consequences.
- Invite qualified speakers from the community to talk about the different types and signs of abuse.
- Have students research and report on types, causes, and consequences of abuse, and identify community resources that provide information about abuse.

Suggested Assessment Strategies

- As students work with examples of abuse in mass media, fiction, videos, or case studies, look for evidence that they are able to:
 - define abuse logically, accurately, and clearly in their own words.
 - recognize the type(s) of abuse or neglect portrayed.
 - identify the indicators of abuse in each situation.
 - offer logical speculation about causal or contributing factors.
 - accurately describe the short-term consequences of the behaviour portrayed.
 - make logical projections about the potential long-term consequences.
- Following a presentation by a guest speaker or a discussion of a video, encourage reflection and self-assessment with prompts such as:
 - Three things I learned today are _____.
 - I used to think that _____ but now I've learned that _____.
 - I still have trouble understanding _____.
 - A connection I made between information I received today and previous class discussions and activities is _____.

Note the extent to which students demonstrate knowledge and awareness of abuse.

Pages 24-25: Personal Development (Substance Abuse Prevention)

Prescribed Learning Outcomes

It is expected that students will:

- demonstrate an understanding of the effects and consequences of substance use and abuse for themselves and for others.

Suggested Instructional Strategies

- Have students classify a list of substances according to whether they are medicinal or non-medicinal, legal or illegal. Group students and have each group research and report on the consequences of using and abusing one particular substance in terms of:
 - mental health.
 - physical health.
 - social relationships.
 - career and educational plans.
 - personal resources (e.g., financial).
 - community resources.

Suggested Assessment Strategies

- Work with students to develop requirements and criteria for reports or presentations on the consequences of substance abuse. For example, reports might be assessed for the extent to which they provide clear, accurate, and detailed information about effects on:
 - mental health.
 - physical health.
 - social relationships.
 - career and educational plans.
 - resources (e.g., finances).

Pages 26-27: Personal Development (Safety & Injury Prevention)

Prescribed Learning Outcomes

[None are noted that are library resource-based in nature.]

Suggested Instructional Strategies

[None are noted that are library resource-based in nature.]

Suggested Assessment Strategies

[None are noted that are library resource-based in nature.]

Pages 28-29: Career Development (Career Skills Awareness)

Prescribed Learning Outcomes

[None are noted that are library resource-based in nature.]

Suggested Instructional Strategies

[None are noted that are library resource-based in nature.]

Suggested Assessment Strategies

[None are noted that are library resource-based in nature.]

Pages 30-31: Career Development (Career Exploration)

Prescribed Learning Outcomes

It is expected that students will:

- identify and describe career opportunities in a changing society.

Suggested Instructional Strategies

[None are noted that are library resource-based in nature. However, this is an area where many library resource-based strategies have been used in the past. The fact that none are suggested here simply means that the teacher-librarian must take particular care to introduce the idea to teachers.]

Suggested Assessment Strategies

[None are noted that are library resource-based in nature.]

Pages 32-33: Career Development (Career Preparation)

Prescribed Learning Outcomes

[None are noted that are library resource-based in nature.]

Suggested Instructional Strategies

[None are noted that are library resource-based in nature.]

Suggested Assessment Strategies

[None are noted that are library resource-based in nature.]

GRADE 9 [pages 34-51]

Pages 34-35: Planning Process Prescribed Learning Outcomes

It is expected that students will:

- build networks of resources to support their educational, career, and personal goals.
- use information to implement their educational, career, and personal goals.

Suggested Instructional Strategies

- Discuss with students the advantages of building a network of resources to facilitate achievement of educational, career, and personal goals. Brainstorm resources (including parents and other adults) that could form part of the network. [This is one of the strategies where teacher-librarians should definitely participate.]

Suggested Assessment Strategies

[None are noted that are library resource-based in nature.]

Pages 36-37: Personal Development (Healthy Living)

Prescribed Learning Outcomes

It is expected that students will:

- analyze lifestyle factors that affect health.

Suggested Instructional Strategies

- Ask students to analyze a variety of magazine articles and advertisements to determine whether they present healthy or unhealthy messages.
- Have students research (e.g., using the Internet) and compile information on community resources and publications related to health practices. Suggest that they develop and publish their findings in a handbook.
- Ask students to use appropriate resources to research the causes, symptoms, and incidence of a number of STDs (including HIV / AIDS). After verifying the information, have them compile the data in chart form.

Suggested Assessment Strategies

- Have students develop a set of questions to guide their analyses of magazine articles and advertisements. For example:
 - What is the purpose? What does the writer or creator want readers or viewers to think or do?
 - What are the explicit and implicit messages related to healthy or unhealthy practices?
 - To what extent is each of the messages accurate?
 - If people believed these messages, how might that affect their health?
 - What are some of the strategies that might counter the messages in this example?
- Have students work in pairs or small groups to develop several factual health-related questions (relevant to the topics they have been discussing) that cannot be answered using current classroom resources. Assign three to five questions to each pair of students and challenge them to find the answers in at least two sources. (These can include community agencies as well as electronic and print materials.) Look for evidence that students are able to:
 - identify and access relevant resources.
 - record and report on detailed, accurate, and relevant information.
- Assess students' charts on sexually transmitted or communicable diseases for:
 - use of current and credible resources.
 - detail and accuracy of the information about causes, symptoms, and incidence.

Pages 38-39: Personal Development (Mental Well-Being)

Prescribed Learning Outcomes

[None are noted that are library resource-based in nature.]

Suggested Instructional Strategies

- Use cartoons to help students think about ways of showing respect. Ask them to collect cartoons that demonstrate either respectful or disrespectful communication. In the latter case, have students substitute new dialogue showing respect and empathy.

Suggested Assessment Strategies

[None are noted that are library resource-based in nature.]

Pages 40-41: Personal Development (Family Life Education)

Prescribed Learning Outcomes

It is expected that students will:

- identify and evaluate factors that influence responsible sexual decision making.

Suggested Instructional Strategies

- Use mass media sources or facilitators from the health professions to stimulate a class discussion on abstinence and other responsible decision making practices.

Suggested Assessment Strategies

- Have students work in pairs or groups to represent components of healthy relationships, using formats of their choice (e.g., posters, cartoon, mobiles, dramatizations, music, poetry). Before they begin, ensure that all are working with the same criteria.

For example:

- overall impact conveys a strong, relevant message about relationships.
- focuses on key factors affecting relationships.
- selection of images, examples, or details shows understanding of what is important.
- illustrates strategies for building positive relationships.
- clear and easy to follow.

Pages 42-43: Personal Development (Child Abuse Prevention)

Prescribed Learning Outcomes

It is expected that students will:

- explain the relationship between emotions and abusive behaviour.
- Identify appropriate services, support, or intervention for people in abusive situations.

Suggested Instructional Strategies

- Conduct an informal debate on a resolution such as: "Lack of responsibility on the part of an abuser is the only explanation for sexual abuse." Have students on both sides prepare by conducting research (e.g., using sociological, psychological, or criminological findings) to support their arguments. Debrief by validating tenable points made by either side. Assign

students to prepare brief reports describing the relationship between emotions and abusive behaviour.

- Invite a street worker or sexual abuse counselor to the class to discuss services available to help prevent abuse.

Suggested Assessment Strategies

- After students have participated in activities in which they explore the relationship between emotions and abusive behaviour, have them work in pairs to create diagrams or flow charts that illustrate this relationship. Work with students to develop criteria for assessing their representations. For example, to what extent do they present clear and logical information about:

- the role of emotions in abusive situations.
- how two people's emotions interact.
- points at which emotions can be dealt with in either positive or negative ways.
- the effect of abuse on the emotions of those involved.

- To check on students' knowledge of community resources available to people in abusive situations, distribute a series of relevant situations drawn from newspaper reports and have students identify for each:

- the nature of the abuse.
- two appropriate local services.
- one source of relevant information.
- an appropriate way of intervening.

Pages 44-45: Personal Development (Substance Abuse Prevention)

Prescribed Learning Outcomes

It is expected that students will:

- evaluate peer, cultural, mass media, and social influences related to substance use and abuse.
- describe the support available in the home, school, and community to deal with substance abuse problems.

Suggested Instructional Strategies

- Have students collect advertisements and other mass media messages about alcohol and tobacco, and contrast these with the facts (e.g., smoking is glamorous versus it often leads to lung cancer).
- Have students work in groups to develop pamphlets, databases, or web sites that provide current, detailed information about support available for dealing with substance abuse problems. Different groups might address different audiences or different aspects of the topic (e.g., community support, school support, personal support networks such as family and friends). This activity could be broadened to include

school and community resources available for other health needs. Students' final work could be shared with younger students.

Suggested Assessment Strategies

- When students analyze advertisements and other mass media messages associated with alcohol and tobacco, look for evidence that they are able to provide logical and detailed responses to questions such as:
 - What is the purpose of this message?
 - What kinds of people are the targets of the message? (e.g., age, gender, income, socio-cultural factors)
 - What specific strategies are used to appeal to the target audience?
 - Why do you think the advertiser chose those strategies for the target audience?
 - What information would you have to delete or add in order to make this message accurate and balanced?
- When students create information resources about support for dealing with substance abuse problems, develop questions that groups can use to assess their own work. For example:
 - How comprehensive is the information? Does it include all relevant sources of support?
 - How clearly is information about each source presented? Does it include sufficient detail so that the reader or viewer would know how to access the support?
 - How accurate and up to date is the information? Does it come from credible sources?

Pages 46-47: Personal Development (Safety & Injury Prevention)

Prescribed Learning Outcomes

[None are noted that are library resource-based in nature.]

Suggested Instructional Strategies

[None are noted that are library resource-based in nature.]

Suggested Assessment Strategies

[None are noted that are library resource-based in nature.]

Pages 48-49: Career Development (Career Skills Awareness)

Prescribed Learning Outcomes

It is expected that students will:

- relate their transferable skills to occupational and lifestyle choices.

Suggested Instructional Strategies

- Have students research several occupations and list the specific skills required for each. Then have each student create an "A day (week) in the life of" presentation about someone in one of these occupations.

Suggested Assessment Strategies

[None are noted that are library resource-based in nature.]

Pages 50-51: Career Development (Career Exploration)

Prescribed Learning Outcomes

It is expected that students will:

- identify factors that influence the changing career patterns of women and men.
- identify factors that affect the availability of career opportunities.

Suggested Instructional Strategies

[None are noted that are library resource-based in nature. However, this is an area where many library resource-based strategies have been used in the past. The fact that none are suggested here simply means that the teacher-librarian must take particular care to introduce the idea to teachers.]

Suggested Assessment Strategies

- Assign each student to research and present information to the class on a career that interests her or him. Develop a rating scale for self, peer, and teacher assessment (...) to assess the extent to which the student has provided detailed and accurate information about each of the following:
 - a typical day on the job.
 - the skills and training required to become qualified for the career.
 - volunteer and leisure activities related to the career.
 - mentors and resources that can provide support.
 - how technological change has affected the career and might affect it in the future.
 - factors that have influenced the involvement of man and women in this career.
 - future employment opportunities in the career.

Pages 52-53: Career Development (Career Preparation)

Prescribed Learning Outcomes

[None are noted that are library resource-based in nature.]

Suggested Instructional Strategies

[None are noted that are library resource-based in nature, although teachers are directed to supply students with sample résumés. The library collection should contain resources to help the teacher in doing so.]

Suggested Assessment Strategies

[None are noted that are library resource-based in nature.]

GRADE 10 [pages 54-73]

Pages 54-55: Planning Process Prescribed Learning Outcomes

It is expected that students will:

- collect from family and other sources information and advice related to their educational, career, and personal goals.

Suggested Instructional Strategies

[None are noted that are library resource-based in nature.]

Suggested Assessment Strategies

- As students research the educational requirements for career paths they might be interested in and revise their Student Learning Plans accordingly, note the extent to which they are able to:
 - access relevant information from a variety of sources.
 - identify necessary educational requirements and qualifications

Pages 56-57: Personal Development (Healthy Living)

Prescribed Learning Outcomes

It is expected that students will:

- evaluate mass media messages related to personal practices and consumer decisions.
- demonstrate a knowledge of key lifestyle practices associated with the prevention of HIV / AIDS, sexually transmitted diseases, and other communicable diseases.

Suggested Instructional Strategies

[None are noted that are library resource-based in nature.]

Suggested Assessment Strategies

- When students analyze mass media messages and advertisements, look for evidence that they are able to:
 - identify both explicit and implicit claims made about the product or behaviour.
 - distinguish between factual information and emotions appeals.
 - analyze the target audience — who is the message intended for?
 - identify the techniques used to appeal to the intended audience.

- outline methods or sources they can use to validate the information presented.

[*Adbusters Quarterly* would be a useful resource for both teachers and students in this assignment.]

Pages 58-59: Personal Development (Mental Well-Being)

Prescribed Learning Outcomes

[None are noted that are library resource-based in nature.]

Suggested Instructional Strategies

[None are noted that are library resource-based in nature.]

Suggested Assessment Strategies

[None are noted that are library resource-based in nature.]

Pages 60-61: Personal Development (Family Life Education)

Prescribed Learning Outcomes

[None are noted that are library resource-based in nature.]

Suggested Instructional Strategies

[None are noted that are library resource-based in nature.]

Suggested Assessment Strategies

[None are noted that are library resource-based in nature.]

Pages 62-63: Personal Development (Child Abuse Prevention)

Prescribed Learning Outcomes

It is expected that students will:

- demonstrate problem-solving and assertiveness skills as they apply to abusive and exploitative relationships.
- describe the process of obtaining appropriate services, support, or intervention for abusive situations.

Suggested Instructional Strategies

- Have students check newspapers over a period of two to four weeks for reports of child abuse cases. Ask them to note the particulars of each case, the agencies involved, and the skills or strategies that could have been used by the abuser, the victim, and others (as applicable) to help prevent the abuse.
- Have students use school and community libraries to research and develop pamphlets on topics such as dating violence, family violence, or harassment.

Suggested Assessment Strategies

- Work with students to develop criteria for pamphlets they prepare on topics such as dating violence, family violence, and harassment. Criteria might include:

- information sources are current and credible.
- issue is clearly and accurately defined.
- includes relevant, detailed, and accurate information about causes, effects, legal issues, resources available, and prevention.

**Pages 64-65: Personal Development
(Substance Abuse Prevention)**
Prescribed Learning Outcomes

It is expected that students will:

- demonstrate an ability to access support available in the home, school, and community to deal with substance abuse problems.

Suggested Instructional Strategies

[None are noted that are library resource-based in nature.]

Suggested Assessment Strategies

[None are noted that are library resource-based in nature.]

**Pages 66-67: Personal Development
(Safety & Injury Prevention)**
Prescribed Learning Outcomes

It is expected that students will:

- assess the dangers associated with high-risk activities.

Suggested Instructional Strategies

- Suggest that students collect newspaper articles about injuries involving young people. Ask students to:
 - identify the risk factors in each situation that led to the injury.
 - list measures that might have been taken to prevent the injuries.
 - conduct further research to locate statistics on the incidence of particular injuries or causes of injury.

Suggested Assessment Strategies

- After students have discussed newspaper articles that describe injuries, or listened to a guest speaker who sustained a serious injury, ask them to make brief oral or written reports to show they are able to:
 - list the risk factors that led to the injuries.
 - identify precautions that should have been taken.
 - explain how these precautions could have prevented or minimized the injuries.

**Pages 68-69: Career Development
(Career Skills Awareness)**
Prescribed Learning Outcomes

It is expected that students will:

- apply research skills to identify the various types of work within career clusters.

Suggested Instructional Strategies

- Have each student use the Internet and other resources to research a career area of his or her own choice and report on it. The student could then interview someone in that field.
- Ask students to select several occupations they are interested in and identify sources of information about them. Follow up by having students investigate the training requirements, qualifications, and working conditions associated with these occupations. Each student could then prepare a brief description of what would be satisfying about each job.

Suggested Assessment Strategies

- When students gather information related to particular career clusters, look for evidence that they can:
 - identify a variety of relevant resources (print, electronic, people, agencies, businesses, other organizations).
 - assess the usefulness of various sources (e.g., up to date, credible, relevant).
 - access the sources to gather the information they need.
 - record and organize accurate information about a wide variety of opportunities within the career cluster.
 - make generalizations about groups of jobs within the career cluster.

**Pages 70-71: Career Development
(Career Exploration)**
Prescribed Learning Outcomes

It is expected that students will:

- research career opportunities in local, regional, and global workplaces.
- describe the impact on the labour market of changes taking place in society, the economy, and the environment.

Suggested Instructional Strategies

- Suggest that students compare the current labour market with markets of the past, here and elsewhere, to identify changes and their causes.
- Form small groups and have each group research one piece of legislation governing employment to determine its relevance to part-time student workers. Students could examine legislations such as the *Employment Standards Act*, *Human Rights Act*, *Labour Relations Code*, *Workers Compensation Act*, and *Canada Pension Plan Act*.

Suggested Assessment Strategies

- Ask each student to research career opportunities in local, regional, and global workplaces; produce a report summarizing the research; and develop an

educational plan for a particular career. Look for evidence that students are able to:

- relate personal attributes and skills to the careers.
 - describe how their educational routes relate to the careers (e.g., educational requirements, on-the-job training).
 - predict how changes taking place in society, the economy, and the environment might affect the careers.
 - describe the processes they used.
- As students work individually or in groups, determine the extent to which they have developed an understanding of the key features of legislation governing employment. Use prompts such as:
- What legislation would you refer to if an employer refused to pay you for work completed?
 - If you thought you were being harassed, what legislation might be useful?
 - If you were hurt on the job, what legislation would you use as a reference?

Pages 72-73: Career Development (Career Preparation)

Prescribed Learning Outcomes

[None are noted that are library resource-based in nature.]

Suggested Instructional Strategies

[None are noted that are library resource-based in nature, although students are expected to clip help wanted ads from newspapers.]

Suggested Assessment Strategies

[None are noted that are library resource-based in nature.]

GRADES 11 and 12 [pages 74-93]

Pages 74-75: Planning Process

Prescribed Learning Outcomes

It is expected that students will:

- access, use, and evaluate services, resources, and advice related to their educational, career, and personal goals.

Suggested Instructional Strategies

- Suggest that students participate in a scavenger hunt using a variety of sources (e.g., print and electronic; mentors) to research information related to postsecondary training and educational opportunities (e.g., admission criteria, fees, financial aid services, application procedures). Have students use this

information to confirm or revise their Student Learning Plans. [In this editor's mind, scavenger hunts are inappropriate for both this level and this topic!]

Suggested Assessment Strategies

[None are noted that are library resource-based in nature.]

Pages 76-57: Personal Development (Healthy Living)

Prescribed Learning Outcomes

It is expected that students will:

- demonstrate an ability to make informed choices regarding health issues, products, and services.
- demonstrate a knowledge of key lifestyle practices associated with the prevention of HIV / AIDS, sexually transmitted diseases, and other communicable diseases.

Suggested Instructional Strategies

- Take students on a Smart Shopping Tour to gather information about additive, fat, sugar, and salt content in common foods. Ask them to research the impact of these ingredients on the health of Canadians.
- Have students research and report on recent findings with respect to HIV / AIDS or sexually transmitted diseases.

Suggested Assessment Strategies

- When students summarize their research on HIV / AIDS, sexually transmitted diseases, and other communicable diseases, assess the extent to which the information is:
 - drawn for up-to-date and credible sources.
 - accurate and relevant.
 - comprehensive and detailed.
 - presented clearly and in the students' own words (showing thorough understanding).

Pages 78-79: Personal Development (Mental Well-Being)

Prescribed Learning Outcomes

[None are noted that are library resource-based in nature.]

Suggested Instructional Strategies

[None are noted that are library resource-based in nature.]

Suggested Assessment Strategies

[None are noted that are library resource-based in nature.]

Pages 80-81: Personal Development (Family Life Education)

Prescribed Learning Outcomes

It is expected that students will:

- evaluate components needed to build and maintain healthy relationships in their adult lives.

Suggested Instructional Strategies

- Have students collect magazine articles or advice columns related to healthy relationships. Ask them to critique the advice given and develop a class list of components of a healthy relationship. Publish the list in the school newsletter.

Suggested Assessment Strategies

- When students research and analyze the components of healthy adult relationships, look for evidence that their reports or presentations are:
 - relevant, focused on key aspects of adult relationships.
 - based on detailed and accurate information from a variety of sources.
 - insightful, offering logical interpretations or conclusions.

Pages 82-83: Personal Development (Child Abuse Prevention)

Prescribed Learning Outcomes

It is expected that students will:

- describe steps that society has taken or can take to reduce or eliminate abuse.

Suggested Instructional Strategies

- Invite students to research what various organizations or agencies (e.g., police, schools, government, transition houses, the Red Cross, unions, the Employment Standards Branch) are doing to help or mitigate abuse.
- Have students research the development of Canadian human rights laws, especially those relating to children and women. Ask them to debate the importance of legislature and politics in determining the status of societal members.

Suggested Assessment Strategies

- Work with students to develop criteria and a rating scale to evaluate their research presentations on what various organizations and agencies are doing to prevent or mitigate abuse. Criteria might include:
 - clearly defines issue in terms of emotional, physical, or sexual abuse.
 - is based on detailed and accurate information from a variety of current and credible sources.
 - accurately outlines the current stance, role, and responsibilities of the organization or agency.
 - includes relevant, detailed, and accurate information about current and potential impact of the organization's or agency's actions and advocacy.

- is clearly presented in the student's own words (showing understanding).

Pages 84-85: Personal Development (Substance Abuse Prevention)

Prescribed Learning Outcomes

It is expected that students will:

- evaluate the impact of substance use and abuse in society and the workplace.

Suggested Instructional Strategies

- Ask students to collect magazine and newspaper articles related to substance abuse. As a class, categorize these according to effects (e.g., traffic accidents, suicide, theft, violence). Students could then work in small groups to analyze one category and report on the cost to individuals and society. [Wherever this document suggests that students "collect" various resources, the teacher-librarian should suggest to the teacher that structured library collection periods be booked, and that essential skills be taught to those who have not already mastered them.]

Suggested Assessment Strategies

[None are noted that are library resource-based in nature.]

Pages 86-87: Personal Development (Safety & Injury Prevention)

Prescribed Learning Outcomes

[None are noted that are library resource-based in nature.]

Suggested Instructional Strategies

[None are noted that are library resource-based in nature.]

Suggested Assessment Strategies

- Have students use library resources or interviews to investigate health and safety issues in careers they are interested in. Their research should include legislation or regulations governing safety as well as provisions in collective agreements, company policies, or Workers' Compensation Board guidelines for dealing with injuries. Assess students' written or oral reports for evidence that they are able to:
 - access relevant information.
 - identify health and safety issues specific to careers researched.
 - identify mandated precautions.
 - identify likely consequences of injury or accidents in careers researched.

Pages 88-89: Career Development (Career Skills Awareness)

Prescribed Learning Outcomes

It is expected that students will:

- apply research skills to acquire information related to job possibilities and career interests.

Suggested Instructional Strategies

- Invite students to use print or electronic sources to research the educational and training requirements for their occupational interests. Have students with similar interests work in small groups to chart course paths to specific postsecondary programs.

Suggested Assessment Strategies

- Have each student identify three personal research questions related to job possibilities and career interests. For each question, ask students to identify and access relevant resources, and record, organize, and summarize the information. Look for evidence that they are able to:
 - compose clear and focused questions that address important aspects of their interests and plans.
 - identify a wide range of potential resources.
 - make decisions about the relevance and credibility of various sources.
 - show initiative, resourcefulness, and persistence in accessing the information they need.
 - record and summarize the information clearly and accurately.
 - answer their research questions with complete and detailed information.

Pages 90-91: Career Development (Career Exploration)

Prescribed Learning Outcomes

It is expected that students will:

- access and use services and resources to carry out their plans.

Suggested Instructional Strategies

- Have students use available resources to research:
 - local job opportunities.
 - educational and training requirements for careers of interest to them.
 - trends in the workplace.

Suggested Assessment Strategies

- Ask students to research and report on the requirements of specific careers or area of postsecondary study to which they aspire. In assessing their work, look for evidence of:
 - knowledge of required skills.
 - knowledge of academic requirements.
 - explicit connections between what they learned from the research and the skills they are developing in their course work.

- use of various sources to locate information (e.g., people in these fields, mentors, technology, career resources and programs).
- logical conclusions or implications for those interested in these fields.

Pages 92-93: Career Development (Career Preparation)

Prescribed Learning Outcomes

[None are noted that are library resource-based in nature.]

Suggested Instructional Strategies

[None are noted that are library resource-based in nature.]

Suggested Assessment Strategies

- Ask students in groups to research and report to the class on various services available to finance an education, different financial institutions that offer those services, and the costs and benefits of using each type of institution. After all presentations are complete, have students identify the services they would use from each institution and explain their choices....

APPENDICES (pages A-1 to E-4)

Appendix A: Prescribed Learning Outcomes (pages A-1 to A-14)

Tables of all the learning outcomes included in *Career and Personal Planning 8 to 102* structured by the following curriculum organizers:

- Planning Process,
- Personal Development (Healthy Living),
- Personal Development (Mental Well-Being),
- Personal Development (Family Life Education),
- Personal Development (Child Abuse Prevention),
- Personal Development (Substance Abuse Prevention),
- Personal Development (Safety and Injury Prevention),
- Career Development (Career Skills Awareness),
- Career Development (Career Exploration), and
- Career Development (Career Preparation).

Very useful as an overview. An additional two page section on Work Experience discusses the ties between work experience and CAPP.

Appendix B: Learning Resources

(pages B-1 to B-118)

The introduction to this section suggests that resources in the school and district be checked before purchases are made (p. B-6) and that a school resource committee to select learning resources should “Identify a resource coordinator (for example, a teacher-librarian)” (p. B-7). Pages B-8 to B-16 give resource listings by title and format for Grade 8, Grade 9, Grade 10, and Grades 11 and 12. The majority of Appendix B is composed of an extensive annotated, alphabetical listing of resources recommended by the Ministry of Education. Each annotation includes references to the relevant curriculum organizers, as well as indications of grade level appropriateness. Teacher-librarians will find that checking the “Recommended Learning Resources” columns in the Curriculum section of the document (pp. 13-93) will trigger ideas about other exemplary materials which might be used, but are missing from this document.

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

Discusses the following areas as they apply to Career and Personal Planning:

Applied Focus in Curriculum,
Career Development,
English as a Second Language,
Environment and Sustainability,
Aboriginal Studies,
Gender Equity,
Information Technology,
Media Education;
Multiculturalism and Anti-Racism,
Science-Technology-Society, and
Special Needs.

The Applied Focus in Curriculum section may be interesting to the teacher-librarian, since career studies are to be accomplished in an integrated fashion within curricular areas such as English Language Arts,

Mathematics, Science, Business Education, and Visual Arts, and this section offers a concise overview.

Appendix D: Assessment and Evaluation (pages D-1 to D-30)

Includes an 11 step process for criterion-referenced evaluation, as well as six excellent evaluation samples:

- Grade 8: Wellness — Students and teacher jointly establish criteria for evaluation, students complete self-assessment form, and teacher adds ratings and comments.
- Grade 9: Responsible Sexual Decision Making — Student and teacher use same rating scale to evaluate information in notes, the student’s analysis of a decision, and analysis of a case study.
- Grade 10: Relationships and Anger Management — Students’ scripts are rated by peers and teacher using the same rating scale.
- Grade 10: Career Exploration — Students work in groups to produce a career exploration “magazine.” An excellent series of rating scales is included which rate: 1) a career magazine, 2) a feature article, and 3) a light article or other contributions. These scales could also be used to assist students to evaluate commercial sources of information.
- Grades 11 and 12: Preventing Abuse and Family Violence — The class develops criteria to use in evaluating group or individual presentations such as story rewrites or reports.
- Grades 11 and 12: Employability Skills Portfolios — Students use criteria to evaluate their portfolios.

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

BIOETHICS: TO CLONE OR NOT TO CLONE — IS THAT THE QUESTION?

SCIENCE 10 RESEARCH UNIT

by **ELIZABETH SPARLING**, teacher, and **BONNIE MCCOMB**, teacher-librarian, Parkland Secondary School, SD#63 (Saanich).

PRESCRIBED LEARNING OUTCOMES:

- Describe the interactions between scientific developments and the beliefs and values of society
- Identify and consider ethical implications of scientific investigation
- Analyze costs and benefits of alternatives in resolving socio-scientific issues
- Analyze implications of current and emerging biomedical, genetic and reproductive technologies

INFORMATION SKILLS

- Use appropriate strategies and skills for extracting and recording information
- Communicate the information and demonstrate knowledge gained
- Recognize that information can be slanted through sources and viewpoint

TIME FRAME

Research and preparation — 2 classes
Debate practice — half class

ASSIGNMENT:

The class will be divided into four topic groups: Fetal Tissue Research, Cloning, Animal Testing, and Reproduction. Each student group will research the pros and cons of one of the controversial topics. Then students in the group will divide in two and prepare to debate one side of the issue using the following guide:

- determine the main issues
- develop arguments both for and against the proposition
- collect evidence to support argument (facts, studies, quotations)
- organize arguments
- anticipate evidence that might be used by the other side and prepare a rebuttal for some of their arguments
- conclude with a reminder of why your case is stronger

CRITERIA FOR EVALUATION

- Key points consider the implications of current and emerging biomedical, genetic or reproductive technologies
- Key points are stated clearly

- Key points are supported by quality evidence (details, examples, explanation)
- Debater displays persuasiveness and confidence
- Case is concluded with a concise, effective summary of key points
- Rebuttal exposes weaknesses of opponents' argument

SCRIPT FOR FIRST PERSON AFFIRMATIVE (PRO)

Mr./Madame Chairperson, Worthy Opponents, and Fellow Students:

My partner(s) and I are going to convince you that _____. Before I present my arguments, I want to define the topic which we are debating. By the word _____, we mean _____ and by the word _____ we mean _____. In other words, we intend to prove to you that _____. I will talk about _____. My partner(s) will show _____. The first reason I have for believing that _____ is _____. My proof is _____. A second reason is _____. In conclusion, I have shown _____.

Final Rebuttal (after last speaker on other side) and Summary of Case:

My opponents have said _____ but I believe that _____ because _____.

SCRIPT FOR SECOND AFFIRMATIVE (PRO)

Mr. Madame Chairperson, Worthy Opponents, and Fellow Students:

I hope that you enjoyed my opponent's speech as I did, but I must disagree with one (some) of his/her ideas. My opponent said _____ but I do not agree because _____.

My partner has shown you _____. I will now give you _____ more reasons why we believe that _____. My first reason is _____ because _____. My second reason is _____ because _____.

Now I would like to summarize the important reasons why we believe that _____. (Last person speaking summarizes 1st, 2nd, 3rd, etc.)

SCRIPT FOR FIRST PERSON NEGATIVE (CON)

Mr./Madame Chairperson, Worthy Opponents, and Fellow Students:

My partner(s) and I are going to convince you that _____. Before I present my arguments, I want to review the topic which we are debating. By the word

_____, we mean _____ and by the word

_____ we mean _____. I will talk about

_____ and my partner(s) will show

_____.

The first reason I have for believing that _____ is _____.

My proof is _____. A second reason is _____.

In conclusion, I have shown _____.

Final Rebuttal (after last speaker from the other side) and Summary of Case.

My opponents have said _____ but I believe that _____

because _____.

SCRIPT FOR SECOND NEGATIVE (CON)

Mr. Madame Chairperson, Worthy Opponents, and Fellow Students:

Before I continue the arguments of the negative I will comment on a point made by my opponent. I disagree that _____ because _____.

My partner has shown you _____. I will now give you _____ more reasons why we believe that _____.

My first reason is _____ because _____.

My second reason is _____ because _____.

My partner(s) and I believe that _____ because

1. _____ 2. _____ 3. _____ etc.

GROUP 1: FETAL TISSUE RESEARCH:

PRO: Argue in favour of allowing and using fetal tissue research and transplants.

CON: Argue against allowing and using fetal tissue research and transplants.

RESOURCES

Bach, J. S. (Ed.). (1987). *Biomedical ethics: Opposing viewpoints*. St. Paul: Press. (174 Bio)
See chapter "Should Limits be Placed on Reproductive Technology?"

- Gay, K. (1994). *Pregnancy: Private decisions, public debates*. New York: Franklin Watts. (176 Gay)
- Grobstein, C. (1988). *Science and the unborn: Choosing human futures*. New York: Basic Books. (174 Gro)
- Houlihan, P. J. (1988). *Life without end: The transplant story*. Toronto: NC Press. (174.25 Hou)
- O'Neill, T. (Ed.). (1994). *Biomedical ethics: Opposing viewpoints*. San Diego: Greenhaven Press. (174.2 Bio) See chapter "What Ethics Should Guide Fetal Tissue Research?"
- Scully, Dr. T., & Scully, C. (1987). *Playing God: The new world of medical choices*. New York: Simon and Schuster. (174 Scu)
- Transplantation of organs, tissues, etc. Vertical File

GROUP 2: CLONING

PRO: Argue in favour of allowing the unrestricted research and use of animal cloning (including humans).

CON: Argue against allowing the unrestricted use and research of animal cloning (including humans).

RESOURCES

- Fox, Dr. M. W. (1992). *Superpigs and wondercorn: The brave new world of biotechnology and where it all may lead*. New York: Lyons & Burford. (174 Fox)
- Genetics. (1996). In *Encyclopedia of life sciences* (Vol. 5, p. 696). New York: Marshall Cavendish. Defines clone.
- Genetic Engineering. (1993). In *The new illustrated science and invention encyclopedia* (Vol 27, p. 118). Westport: H. S. Stuttman.
- Newton, D.E. (1987). *Science and social issues*. Portland: J. Weston Walch. (174.9 New). See ""Better Babies on Demand: Genetic Engineering."
- Wekesser, C. (1995). *Ethics*. San Diego: Greenhaven Press. (174 Eth)
- Genetic Engineering Vertical File

GROUP 3: ANIMAL TESTING

PRO: Argue the pros of allowing animal testing of new medical procedures and medications for humans.

CON: Argue the cons to allowing animal testing of new medical procedures and medications.

RESOURCES

- Bach, J. S. (Ed.). (1987). *Biomedical ethics: Opposing viewpoints*. St. Paul: Greenhaven Press. (174 Bio) See chapter "Should Animals be Used in Scientific Research."
- Francione, G.L., & Charlton, A.E. (1992). *Vivisection and dissection in the classroom: A guide to conscientious objection*. Jenkintown: American Anti-Vivisection Society. (179 Fra)
- Herscovici, A. (1985). *Second nature: The animal-rights controversy*. Toronto: CBC Enterprises. See Chapter 7.
- Hyde, M.O., & Forsyth, E. H. (1990). *Medical dilemmas*. New York: G.P. Putnam's Sons. (174 Hyd) See Chapter "Animals for Medical Research."
- Levine, C. (1989). *Taking sides: Clashing views on controversial bioethical issues*. Guilford: Dushkin. (174 Tak). See chapter on "Human and Animal Experimentation."
- Rohr, J. (Ed.). (1989). *Animal rights: Opposing viewpoints*. San Diego: Greenhaven Press. (174 Ani)

GROUP 4: REPRODUCTION

PRO: Argue that the use of fertility drugs and in vitro fertilization techniques should be provided to women who want them.

CON: Argue that the use of fertility drugs and in vitro fertilization techniques should not be provided.

RESOURCES

- Hyde, M.O., & Forsyth, E. H. (1990). *Medical dilemmas*. New York: G.P. Putnam's Sons. (174 Hyd)
- O'Neill, T. (Ed.). (1994). *Biomedical ethics: Opposing viewpoints*. San Diego: Greenhaven Press. (174.2 Bio) See chapter "Are Reproductive Technologies Ethical?"
- Overall, C. (1993). *Human reproduction: Principles, practices, policies*. Toronto: Oxford University Press. (176 Ove.)
- Wekesser, C. (1995). *Ethics*. San Diego: Greenhaven Press. (174 Eth) See chapter on "Helping Postmenopausal Women Bear Children is Ethical" and "Many New Reproductive Technologies are Unethical."



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FROM "FINDING OUT" TO "THINKING ABOUT" Changing research assignments into critical challenges

by PATRICIA FINLAY, teacher-librarian, SD#41 (Burnaby).

Two students arrive in the library shortly after the dismissal bell and ask "Does the library have any stuff on Japan?" "What do you want to know about Japan? the geography?, its sports?, its art?" I respond. They look at each other and reply, "We don't know ... everything! Our teacher has asked us to write a report on Japan."

Does this sound familiar? Because of this type of scenario my focus, as a teacher-librarian for many years, has been to work with classroom teachers to cooperatively plan and teach units of study that incorporate library research. Until recently my emphasis has been on assisting students to develop the skills to locate suitable resources, to acquire information and then to organize their information before completing their final product or presentation. Research assignments became more effective as teachers and teacher-librarians combined their expertise. In collaboration with the teacher-librarian, the assignment on Japan might have looked like this:

Listed below are topics on Japan. Choose one and write a report. You must include at least three different sources of information in your bibliography. After two periods of work in the library your notes will be collected and marked. The final report should be two pages long. You will be marked for information on the topic, spelling, grammar, punctuation and presentation.

This was a significant step forward. I was able to teach students the skills of locating resources and of collecting and organizing information in context with their classroom work. Marks that included notes and bibliographies gave weight to the process of research as well as to the final product. Students felt less frustrated as the sources of information were accessible and the directions for their assignment were more explicit.

Despite these improvements I still felt personal dissatisfaction with the research projects. Students often had little knowledge or input about their topic before beginning. As they read and took notes they didn't

know whether information was important or superficial. They didn't ask questions about their topic or think critically about the information they gathered. Their reports were largely a regurgitation of facts from whatever sources they managed to use before the deadline. Research was "finding out about" a topic rather than "thinking about" a topic.

Like many teacher-librarians, I recognize a need to shift from the traditional research skills model to a model of information problem solving. As changes in communication technologies and information storage and retrieval systems accelerate, the importance of information problem solving becomes more apparent. The traditional model focuses on information gathering—the locating and recording of information. It is based on the view that information is an objective "thing" residing in books or other resources. Information problem solving stresses the posing of questions, the use of search strategies and the assessment and interpretation of information. Information is viewed as a process of constructing personal meaning. Students must become capable critical thinkers to be effective at information problem solving.

My struggle is to find ways, in collaboration with teachers, to stimulate and teach students to think critically about the information they gather. My introduction to, and subsequent work with, a model of critical thinking developed by *The Critical Thinking Cooperative -TC²*—is giving me a direction to pursue.¹

According to the *TC²* model, we can help students improve as critical thinkers by infusing opportunities for critical thinking throughout the curriculum.² They define critical thinking as the thinking through of problematic situations about what to believe or how to act where the thinker makes reasoned judgments that embody the qualities of a competent thinker. Problematic situations which are deliberately presented to students for consideration are labelled as critical challenges. The development of critical challenges is a natural entry point for teacher-librarians when designing research assignments which go beyond "finding out about". Critical challenges are the

deliberately set tasks or questions that provide the impetus and context for critical thinking. They can be created in all subject areas and for all grade levels. Critical challenges can be distinguished from two other types of tasks or questions:

- **“Where's Waldo?”** This type of question or task requires the identification or retrieval of information. Its the typical “find out about” question. Students are expected to “know” the answers from memory or find the answers from sources such as textbooks, library resources, lecture notes, etc. These questions have “correct” answers even though the answers may be complex or difficult to find (e.g., Describe the tourist attractions of Japan.).
- **“All answers are valid”** These are questions which invite students to offer their opinions on matters where their answers are essentially personal preferences or guesses. If we ask students to choose a favourite character in a novel or make a prediction about something with which they are not familiar, it would be difficult to say their responses were not acceptable (e.g., What would you like to see as a tourist in Japan?).

Both “Where's Waldo?” and “All answers are valid” questions are valuable to ask. However they are not critical challenges as they do not explicitly invite students' critical reflection.

- **“Critical challenge”** A question or task is a critical challenge only if it requires students to make a judgment about which of the possible answers they might offer makes the most sense or is the most reasonable. If there is only one plausible option or a correct answer is obvious then it does not call for critical thinking. A guess, a preference or an impulsive conclusion would be difficult to support as a reasonable judgment. Making a reasonable judgment is the key impetus for critical thinking to occur (e.g., Which tourist attraction best exemplifies Japan's religious beliefs?).

There are four criteria which an effective critical challenge must meet. These criteria can also apply to effective research assignments. Let's convert the research assignment on Japan into a critical challenge and then evaluate it on the four criteria.

Your parents have been given the opportunity to move for two years to Vancouver or Tokyo. They want your help in making the decision. Which would be the better choice for your family and why?

Is this question a “good” critical challenge?

- **Does the question or task require judgment between plausible alternatives?** The question clearly asks students to make a reasoned judgment between plausible alternatives. A reasoned judgment is a criteria-based (or reason-driven) position. Criteria for judgment are the measures that we use when assessing an action, idea or object. In this case, students will have to discuss on what basis to judge data and set the criteria for making their decision. As the students locate and acquire information they will be required to go beyond retrieval of facts as it will be necessary to continually weigh the value of the information for their task. At the same time students will have to assess the credibility and reliability of the information and its source. Because the students are engaged in a more thoughtful research process 'new' information may even compel them to revisit their criteria.
- **Is the challenge focussed so as to limit the requisite tools?** In setting up the assignment the teacher and teacher-librarian will have to identify the intellectual tools that would be needed to think through a particular task or question and then assist students in acquiring those tools which they may not already possess. The five categories of tools are background knowledge, criteria for judgment, critical thinking vocabulary, thinking strategies and habits of mind. Research skills are included within these categories. If students lack any of the crucial tools for a particular challenge then its value is lost. One way to avoid this situation is to focus the challenge which will limit the required tools. Students will then be able to do a competent job. Compensation for those tools that students do not already have can be provided by teaching new concepts and strategies and/or supplying support materials. The key intellectual tools for the critical challenge on Japan include (a) background knowledge about conditions in Japan and Vancouver, (b) criteria for judging the family's ideal location for a home and (c) strategies for comparing the data from both locations. The challenge could be made more manageable and focused by identifying and supplying some pertinent resources for the students to use, by limiting the number of criteria for judgment and by providing a data comparison chart for recording information.

- **Will the challenge be meaningful to students?** By giving this question a realistic and personal context, the task is more meaningful to students. Critical challenges should arise within meaningful contexts, often real-life. However, it is sufficient that the thinker sees the challenge to be interesting or stimulating and that the context provides an adequate grounding for deciding what would be reasonable. Critical challenges are more likely to be engaging if they create dissonance with the students' preexisting beliefs, or have an obvious connection to the local community or to a personal concern of the students, or have been suggested by the students themselves.
- **Is the challenge embedded in the core of the curriculum?** This assignment fits with British

Columbia's Grade 6 Social Studies curriculum that focuses on contemporary world cultures. Critical thinking must be taught, learned and assessed in context since the context determines what qualifies as a reasonable response. Why create a separate area of study when the curriculum offers a rich source of opportunities for critical thinking. By reframing assignments on the key elements of subject matter in the form of critical challenges students will confront the material in the context of thinking critically about it and not merely as a matter of retrieving information.

Here are other examples which show how a twist on a typical research question or task can make the assignment more meaningful and thought provoking.

Typical Research Assignment	Critical Challenge
Report on a famous explorer.	Who was the greater explorer, Vancouver or Cook?
Who were the Group of Seven?	You have been asked by the curator of an art gallery to select from a nominated list of paintings the one which best exemplifies the work of the Group of Seven.
How can we prevent water pollution?	Fresh water is an endangered species! Identify all the threats to safe water supplies. Which threat is the greatest concern and why? Identify possible solutions to the threat and justify which one offers the most realistic chance of success.
Make an anti-smoking poster.	Create a poster advertisement to discourage fellow students from smoking, effectively employing the techniques of persuasion without distorting the evidence.
Find out about frogs.	Design the ideal habitat for a frog which would meet its needs for food, for protection from enemies and for reproduction.

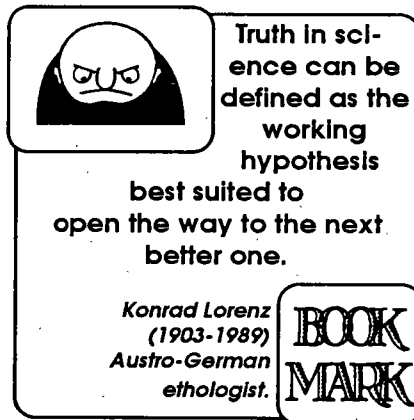
This brief introduction to a model of critical thinking has focused on "critical challenges" which is especially applicable to teacher-librarians and our goal of teaching information problem solving. As we collaborate with other teachers to develop research assignments we can help reframe questions and tasks to stimulate and to promote critical thinking. A further challenge is to help teachers and students become better critical thinkers about electronic information technologies, as consumers and as creators. However, this first step in using the model, provoking students to "think about" their research topics, can get us started on teaching the tools to enable students to become capable critical thinkers and information problem solvers.

In this space it has not been possible to go into detail about other aspects of the model including building a community of thinkers, developing the intellectual tools for critical thinking and assessing for thoughtfulness. For more information about critical thinking and the work of *TC*² contact:

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¹ The Critical Thinking Cooperative is a group of British Columbia schools districts, faculties of education, teacher professional associations and other educational organizations promoting critical thinking through professional development, resource development and research activities. The model of critical thinking was outlined initially in an unpublished 1993 report entitled *A Conception of Critical Thinking for Curriculum, Instruction and Assessment* by Sharon Bailin, Roland Case, Jerrold Coombs and LeRoi Daniels.

² This is one of the three fronts which the critical thinking model proposes to help students improve as critical thinkers. The other two are: building a community of thinkers within the classroom and the school, and developing the intellectual resources or tools that enable students to become more competent critical thinkers. For a more complete account of the model see *Tools For Thought* by R. Case and L. Daniels (The Critical Thinking Cooperative, Vancouver, 1997).



OH, WHAT A BEAUTIFUL BABY: FETAL DEVELOPMENT SCIENCE: 10 RESEARCH UNIT

by **ELIZABETH SPARLING**, teacher, and **BONNIE MCCOMB**, teacher-librarian, Parkland Secondary School, SD#63 (Saanich).

Science 10 Prescribed Learning Outcomes

1. To assess factors that affect fetal development.

Assignment

In a group of 3, you will have two library periods to research and produce a poster which includes the following information:

1. Outline the steps of fetal development - indicate the size and organ development at the following times:

1 week	8 weeks	20 weeks
2 weeks	12 weeks	30 weeks
4 weeks	16 weeks	40 weeks
2. Indicate the relative size of the fetus using diagrams or another visual aids.
3. What hormones are needed to maintain pregnancy? What does each hormone do?
4. What hormones stimulate birth? Where they come from?
5. Outline 4 factors which can affect fetal development. How do they affect the development? At what stage of development is their impact the greatest?

Resources: Where to find Information

- Baby's best chance: Parents' handbook.* (1979). Vancouver: Ministry of Health.
- The beginning of a family. (1992). In *The new complete medical and health encyclopedia* (Vol. 1, pp. 231-260). Chicago: J. G. Ferguson.
- Bevin, Dr. J. (1978). *Anatomy and physiology*. New York: Simon and Schuster, pp. 82-83.
- Frohse, F., Brodel, M., & Schlossber, L. (1985). *Atlas of human anatomy*. New York: Barnes & Noble, pp. 1105-106.
- Kitzinger, S. (1990). *Pregnancy day by day*. New York: Alfred Knopf.
- Good Housekeeping family health & medical guide.* (1980). New York: Hearst. (p. 84-94)
- Health on file.* (1994). New York: Facts on File. pp. (3:10-3:11)
- Jensen, K. (1972). *Reproduction: The cycle of Life*. Washington, DC: US News Books, pp. 80-81.
- Know your body* (1995). Berkeley: Ulysses Press, pp. 142-147.
- Parker, St. (1993). *Human body*. Toronto: Stoddart, pp. 44-45.
- Pregnancy. (1995). In *The Marshall Cavendish encyclopedia of health* (Vol. 10, pp. 592-293). New York: Marshall Cavendish.

PERFORMANCE CRITERIA

A Outstanding. Excellent, First Class

- meets all criteria set out in instructions
- shows a very real depth of understanding of material covered
- very clearly presents a message
- shows careful planning and organization of material
- interesting details and/or entertaining
- no errors (grammar, spelling, punctuation, structure)
- neat, colourful, well presented illustration

B Capable, Confident, Very Good

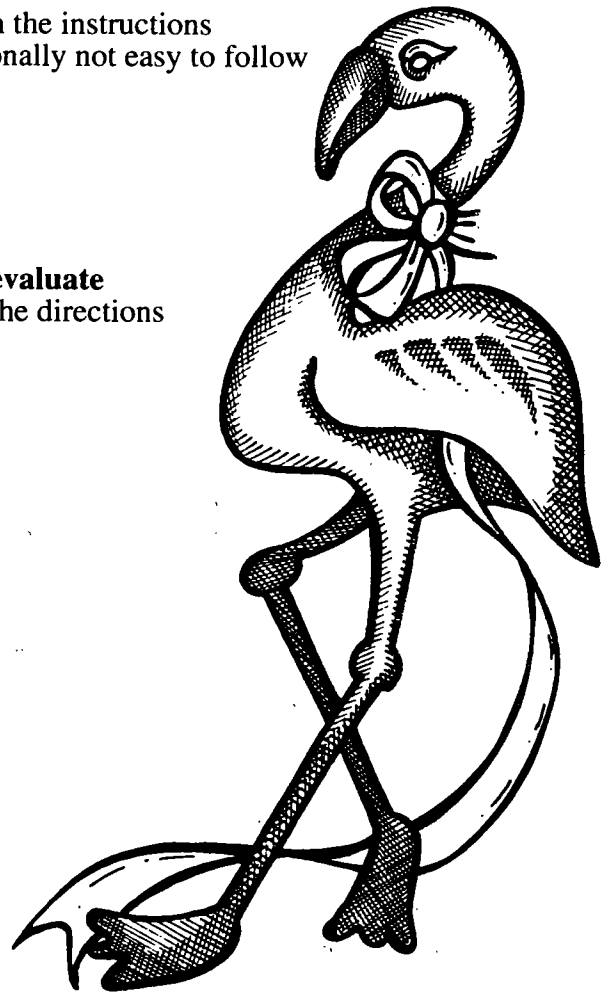
- meets the criteria set out in the instructions
- interesting
- shows planning
- clearly presented
- includes details
- very few errors
- neat, colourful illustrations

C Developing, Satisfactory

- meets nearly all the criteria set out in the instructions
- relatively easy to understand, occasionally not easy to follow
- evidence of a plan
- effort made to create interest
- quite a few errors
- neatness needs work
- lack of illustrations or examples

IP In Progress= This work is not yet ready to evaluate

- has met few of the criteria set out in the directions
- many errors
- messy, minimal or no planning
- little or no specific content
- little attempt to create interest
- poorly prepared



Escaping the Typical Report Trap: Learning to Conduct Research Effectively

by ROLAND CASE and PENNEY CLARK.

Reprinted with permission from Case, R and Clark, P. (Eds.) (1997) *The Canadian anthology of social studies: Issues and strategies for teachers*.

Burnaby, BC: Field Relations and Teacher In-Service Education, Faculty of Education, Simon Fraser University.

Does this scenario sound familiar? We assign students a research report on some topic, perhaps on a famous person, or ancient Greece or pioneers. Students head for the library and grab from the shelf the first three sources they can find. They copy the first paragraph from the first source, the second paragraph from the second source and so on until their report meets the minimum required word count. Come presentation time students troop one by one to the front of the class to read their reports in a low, monotone voice. Seemingly, they understand little of their contents since they can't answer questions based on the information they've just read. And judging from follow-up questions from other students, the rest of the class either wasn't listening or simply didn't understand the presentation.

What can we do in social studies to avoid this dismal, yet all-too-common, scenario? One place to begin our escape from this fruitless, time-consuming trap is to clarify why we engage students in conducting research and preparing reports. Is it primarily so students can learn about famous people, ancient Greece or pioneers? While acquiring information may be one of our objectives, there are faster, more efficient ways to achieve this end. Presumably the more important purpose is to develop students' ability to independently conduct research on any topic. As the above scenario suggests, there is much we need to do to help students in this regard.

In this article, I present a seven-step model for helping students, at both the elementary and secondary levels, learn how to carry out and present research. The secret to success is to devote as much, or more, attention to teaching about the process of conducting research as to the final report. Teacher and teacher-librarian guidance along the way is crucial. We should not send students off unaided to

the library, research assignment clutched in their hands, and expect them to present a well written, original and thoroughly researched report on the due date. We can make the complex task of conducting and reporting on research an interesting and educationally useful experience for students by implementing strategies such as those described in the following model:

- select and focus a topic
- formulate guiding questions
- identify information sources
- extract information from sources
- record and organize information
- synthesize information into an effective presentation format
- assess—by teacher, self and peer—at each stage of the research project.

SELECTING AND FOCUSING A TOPIC

The first steps in successful research projects are the thoughtful selection of a topic and the narrowing of the topic to manageable proportions.

Selecting a topic

Three interrelated considerations are relevant when choosing a topic:

- **curricular importance.** Student research, because it can involve a variety of resources and perspectives, provides an opportunity to develop richer understanding of curriculum content than would be achieved by using a single textbook. However, research is more time consuming and, therefore, topics should be selected carefully for their relevance to the broader content goals of the curriculum. This may mean that research questions should go beyond asking for mere summaries of information by inviting students to take a position or reach conclusions arising from their research.
- **availability of resources.** The choice of topic should depend on the resources readily available to students. If the only accessible reference is an encyclopedia, then we should not be surprised that students produce bland reports. Teacher-librarians can be a great help in locating resources with diverse perspectives and rich detail. They will often reserve materials so that they are available to students when needed. If school resources are limited, teacher-librarians can also assist by borrowing outside resources on a short-term basis.
- **student interest.** Research projects provide opportunities for students to explore areas of individual

interest. As such, they can have powerful motivational value if students care about the topic. Allowing students a say in the selection of topics is one way to increase the likelihood of student interest. Another means is for the teacher to stimulate interest in topics by raising provocative questions and issues that students might expect to encounter.

Focusing the topic

Research projects are unmanageable if the scope is too grand or vague. Since students often have trouble zeroing in on a topic they will need assistance in articulating the scope of their research. Before directing students to choose their own topic, it may be helpful to model with the entire class the focusing strategy described in the box on this page.

These narrower topics then become the focus for individual research projects. After modeling this procedure with the entire class on a topic unconnected to the theme(s) of the actual research project, have students (individually or in small groups) engage in a similar process when selecting their own topics. Students may want to consult with friends and family and to scan the textbook or other resources for help in generating the list of categories and topics. Before allowing students to proceed with their research, check their topic choices to ensure that they are not too broad.

FOCUSING A RESEARCH TOPIC

Begin with a broad general theme, such as "European Exploration of North America," and brainstorm as a class a list of categories within this theme. The list might contain the following:

- colonization of New France
- Native and European interaction
- British-French rivalry
- famous explorers
- the fur trade

Then select one of these categories and generate more specific topics that fall within its scope. For instance, narrower topics under the heading "Fur Trade" may include the following:

- fur forts
- routes of the fur trade
- the daily life of a voyageur
- beaver hats and fur fashion
- Native peoples and the fur trade

Formulating Guiding Questions

It is often helpful in giving even greater focus and purpose to a research project to have students frame questions that they will endeavour to answer in their report. In generating meaningful guiding questions it often helps to start with what students already know about their topic, and then move to what is unknown.

Starting with what students know

Students are often pleased to discover that they already know quite a bit about a topic. Getting students to record, at the outset, what they know about their topic encourages them to connect prior, and newly-acquired information. One caution is that all of the prior information which students "know" may not be correct. It can be recorded anyway. Then, as they gather new information, they can check their original list for accuracy.

One way to generate and record what is already known is through webbing. Ask students to think of everything they can that links to the key words or ideas contained in their topic. Webbing encourages the free flow of ideas since students make any links that come to mind, rather than fitting information into predetermined slots. (See "Web of Prior Information About Fur Forts" on the following page.)

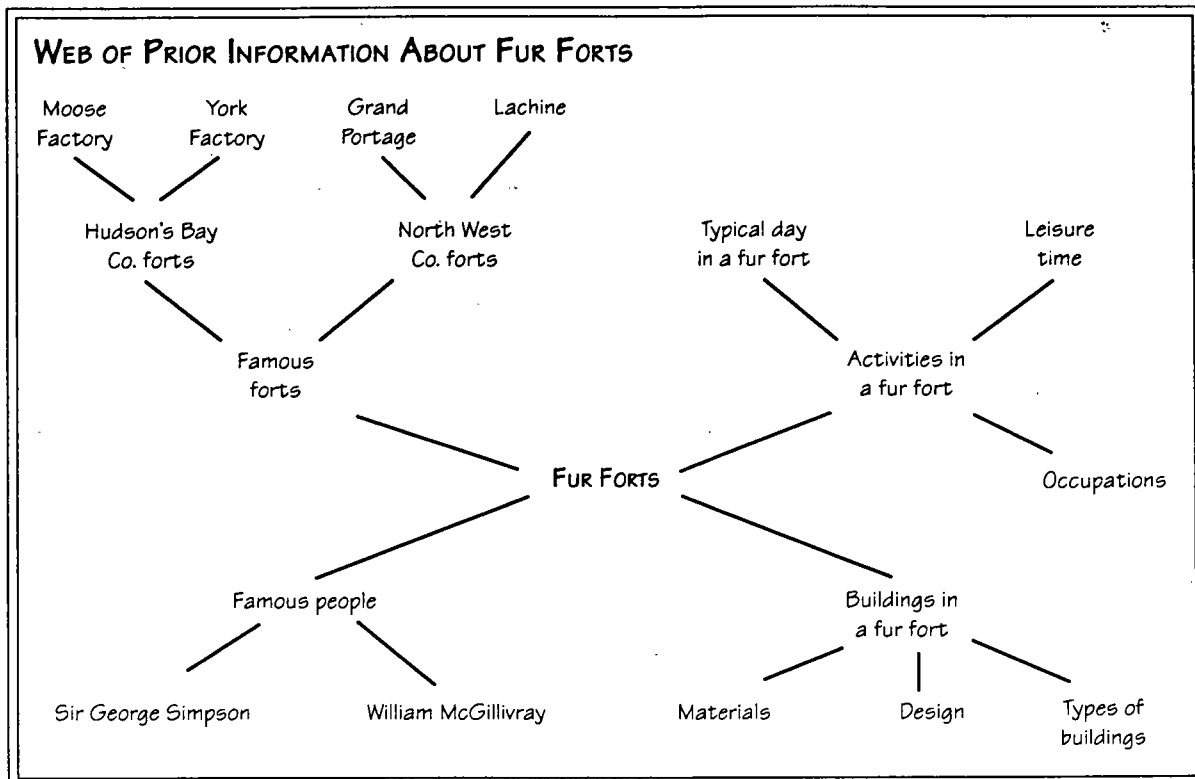
Moving to the unknown

Guiding questions

Once students have reviewed what they already know about the topic, they can turn their attention to what more they would like to know. If students are interested in a topic, there will be many questions. By listing and then organizing these questions, students are aided in zeroing in on the most important and interesting aspects of the topic.

One way of implementing this approach is to list student questions about a topic on chart paper and then cut up the paper so that each question is on a separate piece. Either as a whole class or in smaller groups, students can then sort the questions into categories and develop one general question for each category. As the chart "Student Questions About Fur Forts" shows, the topic "Fur Forts" might elicit eight specific questions that could be grouped under three general questions.

A variation of this approach that can be used to help primary students generate and cluster specific questions is to ask every student to write on an index card a question about the chosen topic. Arrange students in a large circle and invite one student to place his or her card on the floor in the centre. If



anyone else thinks they have a question which could be grouped with the first one, they should place their card in line just below the first card and explain why it belongs there. When all questions have been clustered in this manner, students can choose a general question from those in each group, or formulate a new question, which subsumes the specific questions on the index cards.

Armed with a few general questions (that summarize the many specific questions they have), students are able to use information sources more effectively. With a clear focus for reading, students have less difficulty separating relevant from less relevant information. Otherwise, they will often assume that, if the author considered it important enough to mention, it must be important enough to include in their notes. With questions in mind, students can scan for answers, rather than reading every word and constantly wondering what they should be looking for.

IDENTIFYING INFORMATION SOURCES

A third step in conducting research is to help students learn how to identify relevant and reliable information sources. Possible information sources are infinite. It may be useful to brainstorm specific

possibilities as a group before students begin their research. If this is not feasible because individual projects are too varied, encourage students to brainstorm individual lists. Information sources can include print, people and places, as well as audio-visual materials and computers.

Print materials can include encyclopedias and other reference books, magazines, almanacs, nonfiction trade books and literature. These materials can be found in libraries. In addition, print information can be found in so-called "fugitive" materials. These are materials which are not meant to be long-lasting because they are frequently updated. Many of them are not found in libraries. This category of print material includes pamphlets and bulletins published by advocacy groups (e.g., environmental organizations), government departments and agencies (e.g., tourist bureaus) and private corporations (e.g., travel agencies). People possibilities are endless. Places might include historic sites, museums, parks, zoos and resource centres of various kinds. Audio-visual sources include pictures, slides, filmstrips, videotapes, films, CD-ROMS and laser discs. Audio-visual material can be a particularly useful information source for less capable readers. The Internet is another valuable source of data.

STUDENT QUESTIONS ABOUT FUR FORTS

Brainstormed questions

- Were there schools in the forts?
- What did people do if they didn't take part in the fur trade?
- Was life hard or easy for people living in the forts?
- Did women live in fur forts?

- When did fur forts stop being used?
- What happened to the fur forts?

- What did people in a fur fort eat?
- How did they obtain food?

General questions

- } What was it like to live in a fur fort?

- } What happened to the fur forts, and when?

- } What food sources were available to people living in a fur fort?

After generating possible information sources, encourage students to think about which sources are the most promising to consult. We can develop this critical spirit with young students by presenting them with a pair of resources and asking them to explain which would be the better source to consult, given the question we want answered (e.g., "If we want to know what 'voyageur' means should we consult a newspaper or a dictionary?" and "If we want to know what voyageurs do should we consult an encyclopedia or a dictionary?"). With older students, ask more complex, open-ended questions (e.g., "List five information sources about Native people's role in the fur trade. Comment on potential biases or selectivity in each source.").

Identifying information sources is an area where the teacher-librarian can be of particular assistance, both in terms of arranging for appropriate resources to be available to students, and in helping students locate those resources most useful to them.

EXTRACTING INFORMATION FROM SOURCES

The next step in conducting research is to find the desired information in the source. In order to effectively and efficiently extract this information students need to be competent in the use of such tools for locating information as tables of contents, indices, guide words and computer menus. It should not be

assumed that all students are adept at using these information retrieval tools—especially in the area of electronic sources.

This is yet another step in which the teacher-librarian can be of assistance. Some teachers and teacher-librarians team-teach research skills. Preparation work is cut in half when the teacher and teacher-librarian each prepare a lesson on a specific skill (e.g., using a table of contents or an index) and teach that lesson to one-half the class and then to the other.

RECORDING AND ORGANIZING INFORMATION

The next step is to record and organize information in a form that will be of use in completing a report. This step, too, requires specific teaching. Four examples of strategies for helping students record and organize information are described below: partner talk, guiding question folders, note taking columns and data charts.

Partner talk

Partner talk is a strategy for organizing information that relies heavily on extended discussion prior to any written recording. Before beginning to write their reports each student explains to a partner their topic and the information they have found about each of the guiding questions. This approach can be used even if students in each pair have different topics.

CARRYING OUT A PARTNER TALK

- Students work in pairs. Each partner tells the other what he or she already knows about the topic. The partners ask each other questions.
- Individually, partners find a resource book and read relevant sections.
- Partners return and relate the new information they found.
- Partners question one another to find out what additional information is required.
- Partners return to the resources used previously or to new resources to answer these additional questions.
- Partners share answers. Repeat previous steps until all needed information has been gathered.
- Students prepare their reports.

This idea is from Ann McIntyre, a teacher-librarian in Edmonton Public Schools.

Guiding question folders

Students write each of their general questions at the top of a separate sheet of paper. An additional, final sheet is given the title, "Bibliography." All sheets are kept in a folder. As students conduct their research, they record information on the appropriate sheet, always remembering to record the source on the Bibliography page. When students write their first draft, the information they need is organized for them. Below is described a way of adapting this procedure for a group report with primary students.

USING A GUIDING QUESTION FOLDER WITH PRIMARY STUDENTS

- Brainstorm with the students information already known about the topic. List these "facts" on strips of cardboard and place them in a pocket chart for easy reference.
- List the questions students have about the topic. Choose three or four key questions.
- Write each key question at the top of a sheet of chart paper. Have students print each question at the top of their own sheets of paper. Add a sheet called "Book List," where the books used as information sources are listed.
- Read aloud all or parts of the books chosen as information sources. Encourage students to draw information from the pictures as well as from the words. Students are to raise their hands any time one of their questions is answered. Record answers in note form on the appropriate piece of chart paper. Students can print the answer on their papers as well. As they listen, they can also check the validity of

the information they already knew. They may find some of their information is incorrect. If a "fact" is incorrect, discard the card on which it is written. If correct, tape the card to the appropriate sheet of chart paper.

- Students generate and print on chart paper statements based on the information gathered. The information from each page will form one paragraph of the report.
- Choose a title for the report.
- Have students copy the report for themselves and illustrate it.

Note taking columns

Note taking columns are sheets of paper with a line down the middle. List the guiding question headings on separate sheets as in the guiding question folder strategy. Draw a vertical line down the middle of each page. Students use the left-hand column to jot down information from the reference source. In the right-hand column, students restate that information in their own words.

Data charts

Data charts are an effective format for recording information. The limited space provided means that students are required to record in point form; the framework encourages use of several information sources; and, since only a few questions or topics are listed, they must be major ones.

Until everyone is comfortable with the format, it is a good idea to use data charts as a class, rather than individually. Group practice "runs" should focus on topics unrelated to those students will be exploring for their individual projects. (See "Data Chart: Peru" on the following page.)

USING A DATA CHART

- Prepare a blank data chart on an overhead transparency and individual charts for every student. Ask students to record information on their individual sheets as the information is recorded on the overhead transparency.
- Identify and record a title for the research topic.
- Generate numerous questions. Invite students to discuss which of these questions are the most important or interesting. List four or five major questions in the first column of the chart.
- In the second column, record what students already know in response to each question.

- Provide students with the titles of two or three brief sources which they will use as information sources. Record the titles of the sources at the top of the remaining columns. So students do not become bogged down in any one source, choose sources that are brief. Sources such as a picture or a poem are useful, not only because they are brief, but also because they illustrate the variety of information sources that students should consider.
- Read or show the first source to students. Have students share information from this source that answers any of the questions asked in column one. Decide, as a class, on the best and briefest response to each question. Record each response in point form.
- Repeat this procedure with all other sources.
- Working together as a class, develop a summary response statement for each question.

Synthesizing and Presenting Information

The most common methods of synthesizing and presenting research information are written reports and oral presentations. I discuss how to make these two common formats more effective and I suggest alternative ways of synthesizing and presenting information.

Strategies for written reports

- **Explain to a colleague.** Have students explain their topics to other students, using their notes as a guide. This helps them to practise expanding their notes into sentences and to sequence their information logically. In addition, questions asked by other students may indicate information gaps that need to be addressed. (This approach is similar to Partner Talk except that students work from notes. Partner Talk is oral until the final step.)
- **Draft without notes.** It can be useful to have students write the first draft of the report without reference to their notes. This encourages students to think carefully about what they are writing and helps them to make the report their own. They can return to their notes for their second draft.
- **Selective efforts.** Polished written reports require several drafts, each of which must be edited. However, it may not be necessary to take every report through to final polished product. It may be better to allow each student to choose from among the reports assigned over the given year which will receive the extra effort. These are the ones which will receive the professional looking laminated cover and be displayed publicly.

- **Writing from a point of view.** Students can represent what they have learned from their research from a particular point of view. It is more interesting for students to write—and for the teacher to read—a letter from a settler, on the Canadian prairies to relatives in the Ukraine, than a straightforward description of life on a prairie homestead. Or how about a society columnist description of the glittering social events which accompanied the Charlottetown Conference of 1864?

This type of writing is often referred to as RAFT writing—ROLE, AUDIENCE, FORMAT, TOPIC. Students write in role (e.g., from the point of view of a world leader, journalist, pioneer, inventor, a famous person in history), to a particular audience (e.g., to newspaper readers, a relative, prospective employers, television viewers), using a particular format (e.g., newspaper editorial, poem, letter, journal entry, telephone conversation, rap song), on a particular topic.

The depth of understanding of the subject need not be diminished when students use an unusual format. In fact, it must often be greater in order to make the writing ring true. For instance, it would be more challenging for students to write entries in Sir John A. Macdonald's journal during the Pacific Scandal crisis than a straightforward account of the crisis. It is one thing to simply describe events and quite another to present them from the perspective of one of the key players. To write entries in Macdonald's journal, students must add to their knowledge of events an understanding of how Macdonald would feel about them, how he saw his role and how he viewed the role of others.

It is important to offer students the opportunity to display their reports in prominent locations. The teacher-librarian can be helpful in this regard since the school library is a very appropriate choice for garnering public recognition for students' efforts.

Strategies for oral reports

- **Using visual aids.** Visual aids help make the presentation more interesting to the audience. Some students, who are not aural learners, have difficulty listening for any length of time to an oral delivery of information. Visuals also provide memory cues to guide the oral delivery. Visual aids help make the presenter feel more at ease. As a presenter, it can be comforting to know that the eyes of the audience will not be directed at you for the duration of the presentation. In addition, pointing to a picture or map gives presenters something to do with their hands, which can lessen nervousness.
- **Synthesizing another student's report.** To encourage students to listen carefully when others are presenting their reports, it is useful to ask students to take notes. One approach is to ask each student to use

his or her notes to write a summary of another student's report. The example is from a grade three class, where students made oral presentations on a topic of their choice. (See "Summary of Emily's Talk" on next page.)

There is no rule that says oral reports must be made by one student standing in front of a group of 30 others. Here are two other approaches to try:

- **Rotating presentations.** Speakers are placed at different spots around the room and small groups of students rotate from one speaker to the next. It is not essential, in this format, that every student hear every other student's presentation. This approach has several advantages over the whole class/one-speaker-at-a-time method. First, it is far less intimidating for

a student speaker to make a presentation to a small group than to the entire class. Second, the speaker has the opportunity to repeat the speech several times, gaining confidence and improving delivery with each presentation. Third, members of the audience may be more attentive in this format because they are not forced to sit in one place for long periods of time. Also, they have more opportunity to ask questions because there are fewer questioners.

- **Co-operative group presentations.** In this approach, a group of students work together to make the presentation, each focusing on a particular aspect of the topic. One student might serve as moderator, introducing the topic and panelists, calling on questioners and keeping things running smoothly. This approach is helpful to the speakers. They can assist one another

DATA CHART: PERU

<i>Our general questions</i>	<i>What we already know</i>	<i>Source:</i>	<i>Source:</i>	<i>Source:</i>
#1. What is the land like?				
#2. What are the major ethnic groups?				
#3. What are the major industries?				
#4. What do people do in their leisure time?				
#5. What roles do women play in this society?				

Summary statement—Ques. #1 _____

Summary statement—Ques. #2 _____

Summary statement—Ques. #3 _____

Summary statement—Ques. #4 _____

Summary statement—Ques. #5 _____

SUMMARY OF EMILY'S TALK

by LAURA BROWN

If you want to know anything about anesthetics just ask Emily.

Anesthetics are drugs that make it possible for operations and other medical treatment to be carried out painlessly. Anesthetics are made from laughing gas. Horace Well invented anesthetics.

A long time ago even the most minor operation was quite painful because back then they didn't have anesthetics.

The main anesthetics are local and general. A general anesthetic is when you get a needle put through your vein.

A local anesthetic is when they don't put you to sleep such as when the dentist puts a needle through your gum when you have a filling.

The other anesthetic is when some ointment is swabbed on with a Q-tip or a cotton ball to numb the feeling in a certain area. The method called inhalation is when the doctor gives you gas through a mask.

This example of a summary done by a grade three student at Caulfeild Elementary in West Vancouver is reprinted with Laura's permission, and that of her teacher, Vivian Brighten, and her mother, Wendy Pitt-Brooke.

with difficult questions asked by the audience and the burden of response does not fall on the shoulders of a single individual. In addition, they have an opportunity to develop group participation skills such as co-operating with, and listening to, others and taking responsibility for contributing to discussions.

Note that students should not simply be thrust into a cooperative project without assisting them in developing the tools they will need for effective cooperation. These would include the willingness and ability to listen carefully to others in the group, willingness to await one's turn to speak, and to share materials.

Alternative reporting formats

As suggested above, there are many alternatives to formal oral and written reports. The chart on this page ("Alternative Reporting Ideas") lists a number of suggestions, any of which can be approached in various ways. For instance, a timeline may consist entirely of words, it may be illustrated or it may be represented "live." Pat Shields (1996) suggests that, in a "living timeline" format, students prepare role plays using costumes and props, on historical figures, either fictional or real, that they have researched. The role plays are presented in chronological order so viewers can see how perspectives changed over time.

Assessing Student Research

It is potentially misleading to place assessment at the end of this model, since assessment should not be viewed as the last step in a research project, but

should be seen as an ongoing part of the entire process. Three principles are key to effective assessment of student research projects:

- generate and share assessment criteria prior to completion of any assignment;
- assess research procedures in addition to products;
- include self-assessment and peer-assessment.

Prior setting of criteria

Set out, or better yet negotiate, the assessment criteria for students at the very outset of the project or at the beginning of each stage of the process. This way, there are fewer surprises. Assessment is less menacing for students if they know from the outset how their work will be assessed and if they have had some say in establishing the basis for assessment.

Encourage students to use the criteria to assess their own work before presenting it for teacher assessment.

The sample criteria on the following page ("Assessing Oral Presentations") could be handed out to students when they start preparing for an oral presentation. Note that the criteria in this example, other than those listed under "Delivery," would also be applicable to a written report. For most written reports, a section dealing with writing mechanics would be added.

Assess both procedure and product

All aspects of the research process can and should be assessed, starting with students' ability to focus their topics and frame guiding questions, through the effective use of data charts, to the quality of the final written, oral and visual products. Assessing along the way makes the task less massive for the

ALTERNATIVE REPORTING IDEAS

role-playing
journal
model
mobile
photo-essay
advertisement
mural
game
cartoon
bulletin board display
panel discussion
collection
debate
chart
newspaper
play
filmstrip
letter
videotape
audiotape
story
poem
map
diorama
scrapbook
slides
collage
demonstration
illustrated timeline
song
position paper
field trip (student planned)
T.V. or radio quiz show
computer program
banquet
poster
itinerary for imaginary trip
crossword puzzle
resume
simulated interview
review
learning centre
annotated bibliography
skit
travel brochure

teacher and provides students with ongoing feedback, which reduces the likelihood that mistakes made early on in the process will scuttle the entire project.

The form "Research Project Feedback" on the next page lists sample assessment criteria for each step in the research model described in this article. Teachers could use a form such as this one to make notes along the way regarding each student's ability to meet the criteria.

Include self- and peer-assessment

Self-assessment and peer-assessment should be part of every research project because they provide students with more, and more immediate, feedback than a teacher can possibly provide. Students will need to be helped to learn how to provide constructive feedback to others—this, in itself, is a valuable learning experience. Students need to think about and learn ways of making comments in a positive and sensitive manner (e.g., precede any concerns with several positive features, put forth concerns in the form of a query or issue to think about). An example of a joint assessment sheet for use by student and teacher in assessing a poster presentation is found on page 205.

Parting Comment

Throughout the article I have pointed to the value of making maximal use of teacher-librarians. They can be very helpful in many ways, including identifying appropriate resources in the school resource centre, obtaining other resources from outside sources, designing activities which require resource centre support, instructing students in skills needed to work through the research process and providing a public venue for displaying finished reports. The most "dramatic" example of co-operative planning and teaching between a classroom teacher and a teacher-librarian I have heard involved a grade two class researching dragons. Under the guidance of their teacher and the teacher-librarian, students had examined portrayals of dragons in literature, determined the characteristics of dragons and then formulated three questions they would ask a dragon if they happened to meet one. As students were discussing possible questions, a dragon (the grade six teacher) burst into the classroom and attempted to kidnap their teacher. Of course, she was eventually saved by St. George (the custodian). But, true to form, the librarian played a key role in keeping the dragon from being ripped apart by students until St. George could arrive. This life-saving gesture was necessary because St. George had been momentarily delayed by a custodial emergency,

and these grade two students were determined to protect their beloved teacher. The now subdued dragon turned out to be meek and mild, and only too happy to be interviewed. And, of course, forever grateful for the services of the teacher librarian.

References

Shields, P. (1996). Experiencing and learning through simulations and projects. *Canadian Social Studies*, 30(3), 142-143.

ASSESSING ORAL PRESENTATIONS				
	Excellent	Good	Adequate	Inadequate
Content <ul style="list-style-type: none"> • is accurate • covers major points • is sufficiently detailed • is interesting 				
Organization <ul style="list-style-type: none"> • begins with effective introduction • is arranged in logical sequence • has an effective closure 				
Delivery <ul style="list-style-type: none"> • is easily heard • looks at audience • uses expressive speaking voice 				
Visual aids <ul style="list-style-type: none"> • effectively illustrate key points • are clear • are visually appealing 				
Comments _____ _____ _____				

RESEARCH PROJECT FEEDBACK

Topic _____ Name _____

SKILLS

COMMENTS

Topic <ul style="list-style-type: none">• is worth pursuing• is narrow enough to be manageable	
Guiding questions <ul style="list-style-type: none">• are relevant to topic• adequately summarize specific questions	
Information sources <ul style="list-style-type: none">• are relevant to topic• provide reliable information	
Extracting information <ul style="list-style-type: none">• Students can use appropriate locator aids (e.g., index, table of contents, guide words, computerized directory to library resources)	
Recording and organizing information <ul style="list-style-type: none">• notes are brief• notes are well organized• notes cover important points related to topic• notes are drawn from several sources• notes are expressed in student's own words	
Presenting information <ul style="list-style-type: none">• written drafts have been carefully edited and corrected• presentations are appropriate for audience and topic• visuals are thoughtfully designed and constructed• written and oral reports are thoughtfully sequenced• reporting (in any form) clearly and accurately presents the collected information	

SELF AND TEACHER ASSESSMENT OF A POSTER

	Self rating				Teacher rating			
	<i>very good</i>	<i>good</i>	<i>satisfactory</i>	<i>poor</i>	<i>very good</i>	<i>good</i>	<i>satisfactory</i>	<i>poor</i>
content/message is important								
content/message is clear								
well laidout/ designed								
effective use of medium								
visually appealing								



GENETIC DISORDERS: SCIENCE 10 RESEARCH UNIT

by **ELIZABETH SPARLING**, teacher, and **BONNIE MCCOMB**, teacher-librarian, Parkland Secondary School, SD#63 (Saanich).

Overview:

Research your topic in the library. You will have one class to take notes. Create a poster and prepare a brief presentation on the information you collect to the class (2 minutes).

Science 10 Learning Outcomes:

- Distinguish among positive, neutral and negative effects of various mutations

Assignment Directions:

On an 11 X 17 piece of paper create a poster that explains or illustrates the following information about a genetic disorder:

- The cause (if known)
- Symptoms
- Treatments (if any)
- Frequency or prevalence
- Available screening/diagnostic tests to detect the disorder before birth

Topics

Marfan syndrome	Down's Syndrome
Turner's Syndrome	Dystonia
Tay Sachs disease (TSD)	Huntington's chorea (Huntington's disease)
Alzheimer's disease	Amyotrophic lateral sclerosis (LouGehrig's disease)
Adrenoleukodystrophy (ALD)	Haemophilia
Fabry disease	Polycystic Kidney Disease (PKD)
Werner syndrome	Lesch-Nyhan disease
XYY syndrome	Usher syndrome
albinism	Klinefelter syndrome
Prader-Willi syndrome	Wilson disease
Cystic Fibrosis	Cri du chat syndrome
Tourette's syndrome	Patau syndrome
Sotos syndrome	

Where to find resources

Electronic: encyclopedias, Infotrac, internet
Medical Encyclopedias (Reference 610 area)
Vertical Files (under individual diseases if well known)
Encyclopedia of Genetic Disorders and Birth Defects (Ref 616 Wyn)

Key Words:

Birth Defects/Genetic disorders
Your individual genetic disorder

Evaluation Criteria

Givens

Neat, title, no spelling errors, 11 X 17 paper, information word processed

Content Criteria

All the questions above are answered fully and explained or illustrated clearly

SHUSWAP/REVELSTOKE ADVOCACY

Okanagan Regional Libraries have drastically reduced their services to children. Teacher-librarians of the Shuswap-Revelstoke Chapter of BCTLA have expressed their concern to local policy makers. Below are copies of letters from their chapter.

Dear (ORL counsellor)

I want to share with you some concerns of the Shuswap-Revelstoke Chapter of the BC Teacher-Librarians' Association (BCTLA). It has been brought to our attention that the children's services of the Okanagan Regional Library (ORL) are being drastically cut.

Teacher-librarians have enjoyed networking with community libraries. Through cost sharing we have been able, over the past two years, to invite many authors such as Welwyn Katz, Tim Wynne-Jones, Celia Godkin, Kit Pearson and Sheryl McFarlane.

Teacher-librarians appreciate the Storytime programs offered by ORL. Storytimes prepare the young child in so many ways for entrance to school. These library services for children are not frills as the research I have included will show.

The Shuswap-Revelstoke chapter of BCTLA is alarmed about cutbacks to the ORL system. In particular our association questions the following changes:

1. The elimination of the Youth Services Coordinator (35 hours per week)
2. Elimination of Children's/Young Adult Assistant position at Headquarters (35 hours per week)
3. Elimination of Youth Services Librarian position (21 hours per week)
4. Author visits presented in cooperation with local school districts will be reduced or eliminated
5. Book character visits will not be presented by library staff
6. Summer Reading Club activities will be reduced and even eliminated in some branches

The above mentioned positions constitute an 84 hour service loss per week to children in the ORL area. This area extends for 536 km from Golden to Osoyoos. Common sense concludes that the support structures are truly the foundation, not frills, of any service. What a loss!

I sent an e-mail to all elementary schools in our district asking how many kindergarten children have attended ORL Storytime. In Sicamous 40% of the kindergarten students have attended. In Ashton Creek and Sorrento 50% of the kindergarten students have attended. All six Storytime summer sessions in Sorrento had a waiting list. These communities represent the outlying areas, those who will experience the greatest loss from the proposed reorganization.

- Why would support to such successful programs be targeted for cutbacks?
- Author visits augment school library programs. Schools help with the funding. How much will be saved by eliminating such inspiration to young students?
- Summer reading programs help motivate students to keep up their reading skills.
- We have had your story-book characters visit our schools upon special request i.e. Franklin the Turtle. What is the cost for eliminating these memorable experiences for Primary school children?

To quote Paul Kropp in "The Reading Solution" (1993) "The goal of literacy for everyone stems from democracy's need for involved, knowledgeable, and empowered citizens.... As we enter the twenty-first century, I sometimes fear that reading - the goal of universal literacy - is in real danger unless all of us rally to defend it." (p. 181-182)

Our association can empathize with the need to balance budgets. Management does not have an enviable position. Their task is monumental. Nevertheless, we believe that programs for youth should not be targeted for cuts. Our association encourages you to vote against these proposals on Nov. 19, 1997. I understand the presidents representing CUPE and PEO (Professional Employees' Organization) have presented proposals countering the current changes.

Please make sure you ask to see these proposals. Contact information is listed below.

Thank you for hearing our concerns.

Sincerely,

Dear (ORL director):

I found out about the ORL reorganization from comments made by parents at our parent advisory council (PAC) meeting at Sorrento School on Sept. 16/97. I was the teacher rep that evening. There was concern expressed. Upon enquiry I learned about current cutbacks to the children's programs in the ORL system.

I have enjoyed networking with the Sorrento ORL library. The school library and public library have different functions in the community. They serve different needs. The school library caters to curriculum needs; the public library to more general needs. I often phone the Sorrento ORL to request information for students and then direct them to the community library for their more general needs. The teachers at Sorrento school often advertise different ORL programs offered to Sorrento children. Intermediate classes often buddy with primary classes and walk to the ORL library in Sorrento for a special outing to expose all the students to their community library.

Last Thursday, Oct. 2/97, I asked our kindergarten students if any of them had been to Storytime at the public library. Of our 41 students 20 had experienced Storytime. I felt that was an excellent representation when my thoughts were interrupted by the parent helper in the kindergarten. She stated that the figure may not be accurate because her son was on a waiting list for Storytime. Perhaps more would have participated if space had been available. Apparently all six Storytime sessions in July and August had a waiting list of eager young listeners.

Storytimes prepare the young child in so many ways for entrance to school. These library services for children are not frills as the research I have included will show.

I am concerned about the following changes to children's services in the ORL system. The ORL has done such a superb job in supporting the outlying areas. I am dismayed that librarians in the management position would even consider withdrawing such vital support services to the children's programs.

The changes in question are:

- 1) The elimination of the Youth Services Coordinator (35 hours per week)
- 2) Elimination of Children's/Young Adult Assistant position at Headquarters (35 hrs per wk)

- 3) Elimination of Youth Services Librarian position (21 hours per week)
- 4) Author visits presented in cooperation with local school districts will be reduced or eliminated
- 5) Book character visits will not be presented by library staff
- 6) Summer Reading Club activities will be reduced and even eliminated in some branches

The above mentioned positions constitute an 84 hour service loss per week to children in the ORL area. This area extends for 536 km from Golden to Osoyoos. Common sense concludes that the support structures are truly the foundation, not the frills, of any service. What a loss!

Why would support to such successful programs be targeted for cutbacks?

Author visits augment school library programs. Schools help with the funding. How much will be saved by eliminating such inspiration to young students?

Summer reading programs help motivate students to keep up their reading skills.

We have had your story-book characters visit our schools upon request i.e. Franklin the Turtle. What is the cost for eliminating these memorable experiences for Primary school children?

Will job descriptions before and after the current changes reflect the 84 hour loss or will job descriptions remain the same hence creating a "burn out" potential for staff which means greater dollars for sick leave? There is so much to consider!

To quote Paul Kropp in "The Reading Solution" (1993) "The goal of literacy for everyone stems from democracy's need for involved, knowledgeable, and empowered citizens... As we enter the twenty-first century, I sometimes fear that reading - the goal of universal literacy - is in real danger unless all of us rally to defend it." (p. 181-182)

I can empathize with the need to balance budgets. The task of management is not an easy one. Nevertheless, I believe that programs for youth should not be targeted for cuts. I encourage you to vote against these proposals on Nov. 19, 1997. I understand the presidents representing CUPE and PEO (Professional Employees' Organization) have presented proposals countering the current changes.

Please make sure you ask to see these proposals. Contact information is listed below. Thank you for hearing my concerns.

Sincerely,

The following research findings were sent with each letter.

Facts and Thoughts about Public Libraries, Children, and Literacy

Our children are our greatest asset. Don't remove their opportunities at a crucial stage in their development!

Barass, Reitzel and Associates, Inc. *A study of Exemplary Public Library Reading-Related Programs for Children, Youth and Adults. Vols. I and II* (Cambridge, Mass. The Associates, 1972) ED 066 197

Barass, Reitzel and Associates evaluated thirty public library reading and reading related programs for different ages. Their study provided verification that children attending public library programs do increase significantly in reading interest and the desire to learn. From their research five major types of programs and services emerged with "preschool group activities" ranking the highest.

Perry, Karen. "Research in Children's Services in Public Libraries: A Group Project in North Carolina." *Public Libraries* 19 (Summer 1980): 58-60

In this study by Perry it was discovered that first time users brought in by a program (in this case, summer reading programs) return and become regular library patrons.

Smardo, Frances Antoinette. "What Research Tells Us about Programs for Young Children." *Public Libraries* 19 (Spring, 1980); 34-36.

Smardo reviews research for her doctoral dissertation and draws from three disciplines — reading, early childhood, and library science — to examine the needs for library services for young children. As part of her conclusion she recommends specific programs such as puppet shows and storytelling, programs with authors and illustrators, storytelling and reading clubs which encourage parents to read selected books to their children.

Haycock, Ken. *Program Advocacy: Power, Publicity, and the Teacher-Librarian*. Englewood: Libraries Unlimited, Inc. 1990

The research studies of 1) Barass 2) Perry and 3) Smardo were found in an article by Shirley Fitzgibbons. "Research on Library Services for Children and Young Adults: Implications for Practice" p. 7-18

Herb, Steven. (Education Librarian at Pennsylvania State University. President of the Association for Library Service to Children) "Building Blocks for Literacy: What Current Research Shows". *School Library Journal*, July, 1997, p.23.

In his article S. Herb examines the learning theories of Vygotsky and his fellow psychologists Jerome Bruner, Urie Bronfenbrenner, and Albert Bandura who all claim that literacy learning is facilitated when children have support for learning that resides not just in families and schools, but across a range of cultural contexts - e.g., libraries - that directly and indirectly influence children's development. (This material is based on research conducted for a paper-in-preparation entitled "Pre-school Education Through Public Libraries" by Steven Herb and Sara Willoughby-Herb.)

Matthews, Virginia H. "Kids Can't Wait... Library Advocacy Now" *School Library Journal*, March 1997, p.97-101.

Matthews states, "There is mounting evidence, too strong to be refuted, that relates to brain development and literacy. We've never paid much attention to young children — the younger you are the less attention you get. Now that's been turned upside down."

Butler, Dorothy. *Five to Eight*. London: The Bodley Head. 1986.

We must cling to our right to think, to wonder, to arrive at decisions and take action. We must make sure that our children are not only equipped for these tasks, but convinced of their value. I believe that we can do this and that helping children to become committed and responsive readers constitutes a huge step in the right direction."

Kropp, Paul. *The Reading Solution: Making Your Child a Reader for Life*. Toronto: Random House. 1993

We have over 1,700 public libraries in Canada, ranging from storefront operations to million-book reference collections. Any public library will have thousand of books for your child and much more... story hours, films, author visits and other events. Your public library is also a community centre." p.26

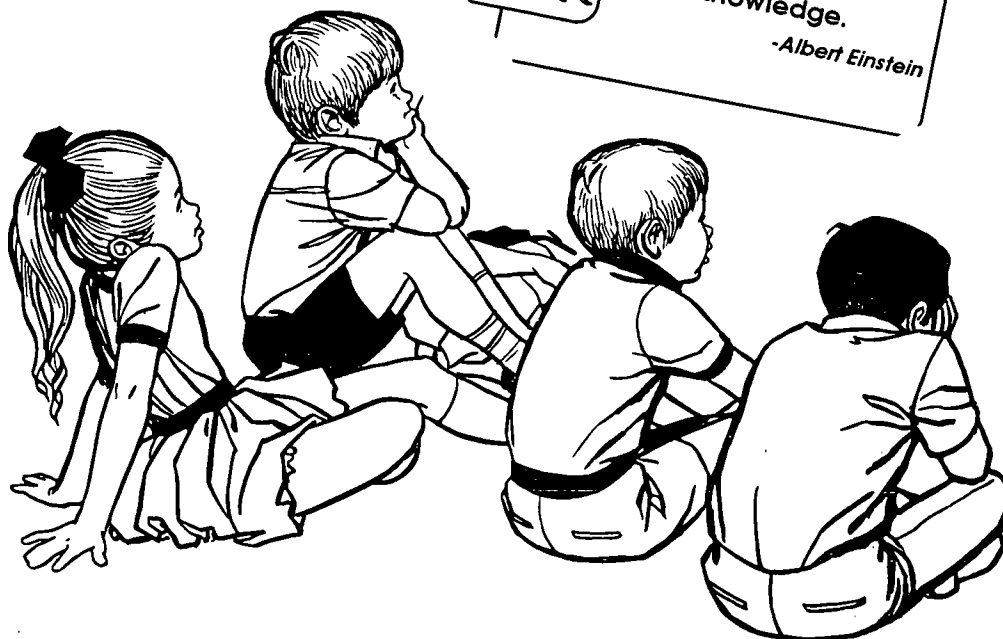
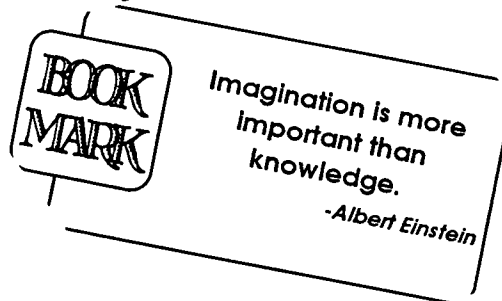
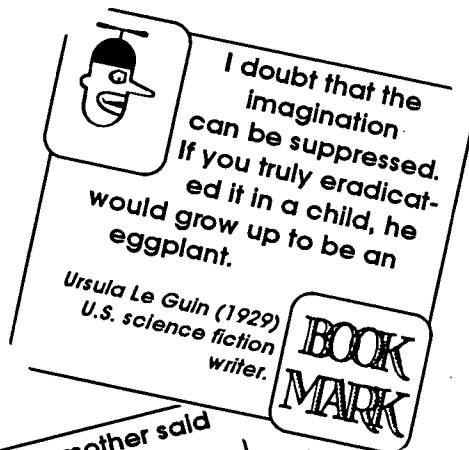
Sanders, Barry. *A is for Ox*. (Pantheon, 1994)

Sanders, a cultural historian, makes a plea for society to reinvest in our children's literacy.

Trelease, Jim. *The Read Aloud Handbook*. Ont. Penguin Books. 1982.

"The public library is a town's or city's most important cultural and intellectual asset, and dollar-for-dollar is the greatest bargain known to civilized man. Nevertheless...libraries face increasingly difficult times" p.85

"The library needs to schedule its service hours for the convenience of the patrons and not the convenience of the staff or labor union. In this day and age, the idea of a library being closed on Sundays makes about as much sense as scheduling a picnic in January." p.87



OPENING DOORS — TO THE CLASSROOM, TO THE LIBRARY AND TO THE PRINCIPAL'S OFFICE

1996 BCTLA CONFERENCE KEYNOTE ADDRESS

by **DIANNE OBERG**, professor, University of Alberta, School and Library and Information Studies and Department of Elementary Education.

Door are interesting things — they can invite you in, they can be forbidding, they can close you off from others, or they can provide access to others — the meaning of the door, how we see that door, can differ from place to place and from person to person. For example, this summer in Denmark, in conjunction with the IFLA conference, four of us — a Canadian, a Scot, a New Zealander, and an Australian—visited two Danish schools in a suburb of Copenhagen. In contrast to the schools that I have been familiar with the doors seem quite forbidding — solid slabs of wood with not a window in them or beside them — we felt nervous knocking on the doors — there were few clues as to what lay beyond. Yet the students and teachers in the school were welcoming. We just didn't know quite how to interpret and deal with those closed doors!

Cooperative program planning and teaching through the school library program requires open doors. The doors of the classroom, the library and the principal's office need to be open and there needs to be a steady stream of traffic going back and forth through those open doors in order to establish and maintain effective learning programs for students.

I am going to explore with you why those doors need to be open and what some of the barriers to collaboration are — what keeps the doors closed—from the perspective of the teacher, the principal and the teacher-librarian. Then I am going to look at what research suggests can be done by the teacher-librarian to begin or to sustain collaboration. I want to make clear, from the outset, that I recognize the complexity of establishing and maintaining strong school library programs, from a decade of experience as a teacher-librarian and from a decade of working with graduate students, supervising their research and conducting research myself. I know that the job of the teacher-librarian, like that of the teachers and principals with which they work, is dynamic and subject to many

pressures, often political and economic pressures. With that context in mind, I want to explore with you the factors that shape collaborative work among teachers, teacher-librarians, and principals.

First, it is important to recognize the impact of school culture on the nature of collaboration and the roles of the players. The school library program model that is advocated in Canada is an instructional program integrated with the curriculum. The means by which the program is delivered is through *cooperative planning and implementation* (CPT), that is, through the collaborative planning, teaching, and evaluation activities of the teacher-librarian, classroom teachers, and principal. This approach often means considerable changes in the way that a school organizes and thinks about teaching and learning.

Many of the barriers to CPT are built into the traditional culture of the school. Part of that traditional school culture is a view of teaching that is represented by the closed classroom door. This is part of the socialization and the education that has brought most of the teachers, teacher-librarians and principals in our schools today into the teaching profession. Many have been trained to teach in isolation, as masters of the classroom. They have internalized the rules of the traditional culture of classroom teaching, including those of privacy and self-reliance. They tend to be uneasy about any activity that might be seen as interfering with another teacher's domain. In advocating collaborative approaches, teacher-librarians are often challenging the norms of teacher privacy and self-reliance that are still part of the culture of many schools.

Second, it is important to recognize the nature of the school library program model that we are advocating in Canada. One three-stage model suggests that school library programs may be characterized as

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lib
program

curriculum enrichment, curriculum support, or as curriculum implementation. The integrated school library program, based on resource-based learning and developed through cooperative planning and teaching, involves curriculum implementation. It is the 'deluxe' model school library program. It requires more resources to provide a program focusing on curriculum implementation and it is more costly in terms of teacher participation. The more traditional library service models of curriculum support and curriculum enrichment are 'economy' models. They are not as effective as the deluxe model in terms of improvement of student learning but they are less costly and less difficult to put in place because they require minimal participation from classroom teachers and principals and less effort from teacher-librarians as well.

WHY IS IT SO IMPORTANT THE DOORS TO BE OPEN?

why
research

With these thoughts about the culture of the school and the nature of the integrated school library program, let us look briefly at opening the doors to collaboration from the perspective of teacher-librarians, teachers, and principals. Teacher-librarians realize that it is impossible to meet the goals of the school library program without collaboration. For teachers, collaboration brings benefits in terms of their professional growth and in terms of improved learning for their students. For principals, collaboration contributes to the development of an effective school. Teachers are the gatekeepers for student access to the school library program; without their participation in CPT, the benefits for students that come from involvement in library-based activities cannot be achieved. Library programs delivered in isolation from classroom programs are less effective in improving student achievement. As teachers participate in the integrated school library program, the cooperative and collaborative work facilitates teachers' professional growth and changes the nature of teaching and learning in the school. This work helps to contribute to the development of school-wide joint planning, shared goals, positive collegial relationships, and ongoing professional development—all characteristics of effective schools, of schools that encourage and support student learning and achievement.

WHAT KEEPS THE DOORS CLOSED?

So, if collaboration through the school library program is beneficial to students as well as to teachers and principals and if collaboration is what teacher-librarians want too, why are the doors to collaboration so often closed or at least very difficult to open? Let us look this question from the perspective of teacher-librarians, teachers, and principals.

For teachers: One influence is the general model of teacher training that has emphasized the teacher as master of the classroom and that results in a teacher ethos that is classroom-oriented. In contrast, a newer model of teacher education focuses on the teacher as a member of a team. This is emphasized in practice teaching where student teachers go out to schools in groups or cohorts, where student teachers are oriented to the whole school and to how the professionals in the school—classroom teacher, teacher-librarian, principal, counselor—work together, and where student teachers are expected to work with a variety of individuals and teams within the school as part of learning to teach. A teacher ethos that is school-oriented is developed and this should make these new teachers more open to collaborative work. Another influence from teacher education is the lack of specific library-related content. Teachers rarely receive any preparation as part of their teacher education for library use, to prepare their own lessons or to help their students use libraries as part of learning. For example, a study of over 300 novice and experienced teachers in Alberta showed that although university libraries have improved the instruction available to teachers-in-training, most new teachers do not learn about using libraries for learning in their university courses, in their student teaching, or in their first schools, even in those schools with teacher-librarians on staff. program

Another obstacle for teachers is the "social price" (non-monetary costs) that teachers pay in order to participate in CPT. These costs may be subtle but crucial barriers to involvement. Participation in any activity has its price, and participation in a cooperative integrated school library program is expensive for teachers in terms of time, effort, lifestyle and psyche. Planning, implementing and evaluating the school library program takes considerable time and effort, especially in the initial stages. Lifestyle is another aspect of the social price to teachers, especially if involvement in a school library program demands large alterations in the basic rules or norms of classroom teaching. Working together means negotiating with

another to find time to work together, and it inevitably means compromises for those involved throughout the planning, teaching, and evaluating. Evaluating is particularly hard for teachers to share with another, perhaps because it involves very deeply held beliefs about what is valuable and important in teaching and learning. The fourth aspect of social price is psychic costs. The teacher may face costs in terms of self-esteem and freedom from risk. In the exchanges involved in collaborative work, there are the possible rewards for teachers in terms of student learning and in terms of their own learning, but there are also the very real costs of opening one's classroom and teaching practice to another who may not approve or who may take away some of the choice-making freedom one has enjoyed. The teacher may feel that participation in the school library program may not be an entirely reciprocal exchange. That is, the teacher may feel that the teacher-librarian is the expert in the program and that the teacher will be cast in an inferior role. This is costly in terms of the teacher's self-esteem. When individuals perceive that there is a high social price for participation in a program, the behavior change that is necessary will be difficult to achieve. Some teachers may have had negative experiences with libraries or librarians, and they may feel uncertain about the outcomes of the program, that is, if and how it will benefit their students. They may feel uncertain about the consequences of getting involved in the program, that is, if it will affect classroom management or relations with students or colleagues.

It may follow that teachers who do not have a strong sense of self-efficacy and who know little about the school library program are likely to believe participation in the program is a high-risk situation.

For principals: Research and practice tells us that the role of the principal is the key factor in the development of an effective school library program. However, principals rarely have any preparation for leadership in this area. A number of studies have found that principals often are hampered in their support for school libraries by lack of knowledge about the management and function of school libraries. Consideration of the role of the school library and of the teacher-librarian generally has not been a part of their teacher education or of their training for school administration. The pressures for principals to adopt more of a managerial role in many school systems also means that principals have less time to give attention to instructional matters.

For teacher-librarians: Initiating collaborative work is not always easy for teacher-librarians either. The fact that teacher-librarians come from the culture of the schools and the classroom, while a necessary prerequisite to work as a teacher-librarian, may also operate as a hindrance to working effectively in the new role, as I learned from a study of novice teacher-librarians that I conducted with Linda LaRocque, a colleague from the field of educational administration. These new teacher-librarians had difficulty discarding the view of teaching that holds that one is teaching only if one is performing in front of a class; they felt guilty about their role as 'teachers without a class' and uncomfortable about taking time during the school day to think and to plan. They felt uncomfortable about interfering in another's practice (something that is against the traditional classroom ethos) and that made them reluctant to begin to plan with others.

The learning of a new professional role is often a painful process and one often regarded as best forgotten, as quickly as possible. It is part of the expectations within most school systems that neophytes take on the same roles and responsibilities as their experienced colleagues, from the first day of the school year, and that they do this in a self-reliant and private manner. These expectations make the process through which a classroom teacher learns to be a teacher-librarian more difficult because it seems that the individual is alone in the struggle to learn. In addition, the feelings of uncertainty and frustration, which are an inevitable and necessary part of any significantly new learning experience, are generally not acknowledged. It is important to note here a very large difference between learning to be a teacher and learning to be a teacher-librarian. Teachers have generally developed a clear image of what it is to be a teacher long before they enter teacher training; they have been students in classrooms observing their own teachers. The same is not true for many individuals entering teacher-librarian training who have rarely seen teacher-librarians working in an instructional role when they were students in school nor have they experienced this as practicing teachers.

The nature of training for teacher-librarianship also influences the way in which teacher-librarians go about their work. In the case of the novices in the study, their academic preparation had given them a clear image of the integrated school library program model but it had not prepared them for the work of translating this image of the program into practice. They were largely unaware of what problems would face them in implementing such a program, and they had no specific,

concrete strategies for introducing the program or their role to the school. -

TEACHER-LIBRARIANS SUPPORTING COLLABORATION

Given all these obstacles to collaboration, it is really amazing how many wonderful school library programs there are—in Alberta and, I know, in your province as well! What is it that teacher-librarians can do to develop, support, and maintain collaboration? The size and complexity of the work of implementing a collaborative school library program is daunting—even more so if the program is new to the school—and it takes time and effort to learn to go about this work.

For teacher-librarians: Teacher-librarians need to consider their own preparation for collaborative work. It is true, I think, that those who seek to change must at first change themselves. Education for teacher-librarianship at the University of Alberta, in part as a result of the findings of the study of novice teacher-librarians, places a strong emphasis on providing teacher-librarians with a clear understanding of the complexities of implementing school library programs. This understanding is developed by analyzing the school library program as a multi-faceted innovation that involves significant changes in the ways educators have traditionally organized and thought about teaching and learning. Practical experience is provided in cooperative planning of resource-based units and school-wide program guides. Teacher-librarians are helped to understand that teachers work from very different philosophical bases or 'platforms,' something which complicates the task of collaboration. They learn how to initiate an explicit sharing or examination of these differing platforms, how to negotiate expectations with teachers as they plan and teach cooperatively. The success of the program is dependent upon teachers learning about and becoming involved in the program, so they work on developing skills for giving workshops and for supporting teaching and learning in other ways.

Teacher-librarians should leave their school library education knowing that learning to be a professional is a lifelong process, one that will involve continuing and on-going professional development. Because the development of effective school library programs continues to be heavily dependent on the expertise of teacher-librarians, teacher-librarians need to continue throughout their professional lives—through conferences such as this, through reading and reflection, through research—to identify and develop the qualities

and skills that will be important in order to meet and manage the challenges of implementing the school library program

For teachers: Research and practice tells us that teachers who have experience with working with teacher-librarians are more positive about CPT. These teachers say that teacher-librarians should be more invitational and more active in showing the benefits of collaboration and in getting others involved in collaboration. Teacher-librarians should ensure that the teachers with whom they work have clear expectations for the teacher-librarians and the program. This is something that need to be addressed on a regular basis through school-based advocacy and professional development activities.

Teacher-librarians need to have a clear understanding of the teachers' perception of what CPT costs them. Only then is it possible to find ways of reducing the time cost for teachers and thus to increase library use. To do this, teacher-librarians need to develop knowledge about three aspects of the school: (1) the current teaching practices within the school; (2) the teachers' skills, knowledge and attitudes in relation to CPT; and (3) the 'culture' of the school. Knowledge of these three areas should help teacher-librarians to assess the costs to teachers of collaborative work and to develop implementation strategies that take those costs into consideration. Analyzing the current teaching practices of the school will assist in determining the extent of the change involved. One way of doing this is to list the different components of cooperative planning and teaching and to identify which components will be new or constitute a change in practice for teachers. This should assist teacher-librarians in assessing the number and magnitude of the changes involved in implementing CPT. A new practice may represent smaller changes in one school than in another. Take, for example, beginning to implement a research model such as The Big Six or Focus on Research. Where library research projects are routinely carried out in a collaborative way, using a model of the research process may be seen simply as an improvement of practice. Where lecture and textbook are the regular teaching strategies used by teachers in classrooms, working collaboratively to use a model of the research process may represent challenges to traditions such as teacher autonomy and the classroom teacher's control of the learning environment. Comparing current teaching practices to new teaching practices clarifies for the teacher-librarians the costs of the change to teachers in their school and provides some guidance for setting attainable objectives. Teacher-librarians also need to

consider the needs of the individual teachers in the school. Even in effective schools, teachers are not all at the same stage in cooperative planning and teaching. One framework that many people find useful for analyzing this is the Concerns-Based Adoption Model. This model recognizes that teachers experience changes in their feelings about an innovation as well as changes in their skills in using the innovation. Using this model can help the teacher-librarian to begin to develop an understanding of where teachers are in relation to CPT. This will prepare the teacher-librarian to be able to, informally but systematically, discuss with the teachers how they feel about collaborative work and how they might use it in their teaching.

The teacher-librarian also might consider how much time and effort is involved in developing a resource-based unit and look to ways of reducing that time and effort. Some strategies often used include adapting units developed elsewhere, doing grade-level planning to reduce the work required for individual teachers, and recording and re-using units from year to year. The teacher-librarian should also consider the lifestyle and psychic costs of the program. The nature of the school culture may not support the growth of teachers' sense of self-efficacy. The teacher-librarian should endeavor to communicate with teachers in ways that enhance the role of the teachers, that build feelings of rapport and support risk-taking. Teachers must have a strong sense of self-efficacy, of their own ability to help students learn, if they are to be able to risk the changes that a school library program may entail. It is important to remember that the same type of program is likely represent different costs in different schools, depending on school norms. School culture will determine whether the program represents an ameliorative or radical innovation, and therefore greater or lesser costs. If the program is likely to be understood as making an ongoing practice better or more efficient, the lifestyle and psychic costs to teachers will be less. If the program requires changes in the cultural traditions of the school, the costs to teachers will be greater. The culture of effective schools supports teachers' continuous improvement and facilitates behaviors that would be impossibly risky in other schools.

For principals: Teacher-librarians are very aware that the role of the principal is the key factor in the development of an effective school library program. Not all teacher-librarians are aware of the role that they can play in generating principal support, however.

Experienced teacher-librarians understand the concept of principal support in two ways: as support for

the school library program and as support for the teacher-librarian. For example the principal shows support for the program by working directly with teachers to develop their understanding of the program, by clearly demonstrating personal commitment to the program, and by using the management role of the school leader to enable the program. In working with teachers, the principal makes clear that teachers are expected to be involved in the school library program, both during the hiring process and on an ongoing basis. The principal also encourages teachers' professional development in relation to the school library program by providing in-service and by providing time for the program in staff meetings. The principal shows support for the teacher-librarian in providing the teacher-librarian with an element of visibility and importance. The principal makes time for meetings with the teacher-librarian. The principal trusts the professional knowledge and expertise of the teacher-librarian and gives consideration to her ideas and suggestions. The principal encourages the personal and professional development of the teacher-librarian.

The task of gaining principal support is not an easy task for teacher-librarians. It is difficult to take the risk of assertively and specifically asking for their principals support. The novice teacher-librarians, in the study I cited earlier, knew what was involved in principal support and they knew how important it was to their role and to the school library program but they could not get their principals' attention, let alone support. However, there were indications that the principals might have been more willing to give support than the teacher-librarians realized. One of the study participants was asked by her principal during the September staff meeting to give an presentation on the school library program. She found herself in the position of having to do, as an impromptu talk, totally without warning or preparation, the staff's introduction to the library program and to her role in the school. This was the in-service for staff that she knew needed to be done and that she had hoped eventually to convince her principal to allow her to do. Several studies have suggested that many principals, if given the chance, will offer their support to the program and to the teacher-librarian.

The task of gaining principal support is going to be much less difficult for some teacher-librarians than for others. Two factors that make it easier are: (1) a strong and active teacher-librarian network, committed to ongoing professional education and mentoring as well as to advocacy and policy development; and (2) district level expectations that principals provide support for the school library program and for teacher-librarians,

where library use and collaborative work actually reinforced by district policy and administrative structures.

In order to generate principal support, teacher-librarians should be assertive in asking for communication with their principals and should not be hesitant about educating principals, when it seems to be needed, about the program and role of the teacher-librarian. Teacher-librarians should be clear about their professional needs and about the goals of the school library program, and they should work together with their principals in setting realistic goals. Teacher-librarians who understand the culture of their school are able to engage in conversation with their principal and, by engaging in such interaction, work with the principal to initiate some changes in the culture of their schools and to help create a stronger culture of change. Teacher-librarians need to be perceptive of and accepting of their principals' views and of their goals for the school as a whole. They need to be patient and accepting of the evolution of the program and of the development of their principals' support.

Here are some thoughts about principal support from the teacher-librarians in one district known for its exemplary school library programs:

I asked [my principal] if I could do an in-service at one of our first staff meetings because at our staff meetings we are allowed a certain amount of time for professional development. So I asked if I could do that at the September one, and I had a short in-service, an overview of cooperative planning and teaching.

When I'm having a cooperative planning unit with a teacher who is not quite as aware of the [library] program . . . , I'll tell [the principal], 'I'm planning with so-and-so this week. Why don't you drop in and see how we're doing?' So she drops in. That's the kind of support she gives . . . subtle but really important.

[Principal support] has got to be active support and it's got to be support that understands what the cooperative program is all about. Part of that is education. When we have a [new] vice-principal on staff I make good and sure that they know how . . . cooperative planning works and I involve them in as many units as I can, because they're going to grow up to be principals. If they don't know how to run a library, if they don't know what's involved in a library program, chances are when they get a school, they're not going to be any different from what we've got already. And I make no bones about it. I always tell them that they're in training!

A lot of input on what the library program [in our school district] would be came from a group of us [teacher-librarians] . . . We had no policy and that disturbed me a lot. . . . we wrote our own policy and we just happened to be writing it and getting it done at the right time. . . . [The superintendent] went with that policy and took it to the Board . . . in that policy are a lot of things that are necessary to establish a decent library program.

As a group, these experienced teacher-librarians were direct in their communication with their principals and active in gaining the support of their principals. They were also aware that support from other administrators, such as vice-principals and district level administrators, was important.

TEACHER-LIBRARIANS AS SUPPORTERS OF CHANGE

Teacher-librarians need to clearly understand the complexity of implementing cooperative planning and teaching, as a new innovation or as a refined version of that innovation. Building knowledge about the organization in which the innovation is to be implemented will help teacher-librarians be more successful supporters and/or makers of change. Without this careful analysis, teacher-librarians are likely to find the innovation effort floundering, even after an ambitious and enthusiastic start. This may mean a retreat from innovation efforts and a return to traditional service. The success of an educational change effort is strongly influenced by the way the implementation process is handled and the school's previous implementation history. The implementation process must be guided by a recognition of the critical importance of the principal and the teachers in the change process and a sensitivity to where they are in relation to the innovation. The implementation process can be designed to establish conditions within the school that facilitate continuing change and that enhance a culture of continuous improvement. Failed change has and continues to cause resistance to innovation in education.

Taking the time to develop a thorough understanding of the school within which changes are to be implemented has great potential benefit over time. Thinking carefully about the nature of the changes that collaborative work entails, about the culture of the school, and about the role of the principal and teachers in relation to collaborative work will help teacher-librarians in developing appropriate plans for

implementation and in implementing those plans effectively. It will assist them in deciding where, with whom, and at what pace to proceed in encouraging collaborative teaching. It will also help teacher-librarians to participate in building their schools' capacity for change.

READINGS RELATED TO THE KEYNOTE ADDRESS:

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- Oberg, D. (1991). The school library program and the culture of the school. *Emergency Librarian*, 18(1), 9-16.
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BCTLA CONFERENCE 1997: KAMLOOPS, OCTOBER 23 - 25

The teacher-librarians of School District #73 welcomed two hundred and twenty-five colleagues to this year's conference. Everyone who attended the social events enjoyed the food, the entertainment and the change of pace from our busy schedules. The Kamloops Towne Lodge was an excellent choice as official hotel.

The sun cooperated with our request for good weather on Friday and Valleyview Secondary was an excellent facility for the conference. Thirty publishers were represented and have since expressed their gratitude for the time given in the conference schedule for browsing and for the interest shown by conference participants. The conference committee has, with a few exceptions, received very positive comments about the quality of the workshops given by the sixteen speakers.

We would like to thank everyone who attended for contributing to the exciting, professional atmosphere and for making all our hard work worthwhile. For those who did not attend, here is a brief summary of each workshop.

VIDEO IN THE CLASSROOM - JOHN CALDWELL, LILLIAN CAREFOOT

Conference-goers were delighted to have the opportunity to sneak preview the document "Beyond the Book: Teaching with Technology". This draft is filled with video and software. The final copy will be available in Spring, 1998. In addition, many tips were given for evaluating, selecting and managing learning resources.

CANADIAN LITERATURE PROJECT: A COOPERATIVE LIBRARY-HUMANITIES UNIT - LYNDA MILHAM, CAM MURRAY

Cam Murray wasn't able to participate in leading this workshop but Lynda did an excellent job showing conference-goers how they might turn kids on to reading Canadian literature and reflecting on what it means to be Canadian. Many practical suggestions were given for implementing the unit. Hopefully, this dynamic, criteria-referenced unit will be published in a future issue of *The Bookmark*.

STUDENT LEARNING: HOW CAN WE SHOW LIBRARIES ARE MAKING A DIFFERENCE? - KEYNOTE SPEAKER DIANNE OBERG

Do teacher-librarians make a difference to student achievement? According to documented research the answer is YES! Professor Oberg's session dealt mainly with analysing the statistical research done throughout the state of Colorado. This research found that student achievement levels went up when school libraries :

- (1) were well funded (whether in rich or poor communities)
- 2) were well staffed
- (3) had a collection that offered students a large number of materials in a variety of formats
- (4) had teacher-librarians who collaborated with teachers in planning instructional units

Check out this research yourself in *The Impact of Library Media Centres on Academic Achievement* by K. C. Lance, L. Welborn and C. Hamilton-Pennell

INTEGRATING INFORMATION SKILLS ACROSS THE CURRICULUM - ANNE TEPE

Anne Tepe has been a teacher-librarian and is now Director of Curriculum Resource Development at Follett Software Company. Along with Marjorie Pappas, she is the author of *Pathways to Knowledge*, Follett's Information Skills model. Anne presented three outstanding sessions which illustrated the strategies teacher-librarians can use to teach information skills through the curriculum. She uses the terms presearch, search, interpretation, communication and evaluation to define this non-linear model. Participants felt Anne's workshop gave them the skills to help students through the information maze, make decisions and achieve new knowledge. Curriculum units covering K-12 were given to participants.

CANADIAN HISTORY AND CANADIAN UNITY - WAYNE AXFORD

Wayne Axford discussed the importance of Social Studies as an active engagement in learning. He brought to our attention the results of a Social Studies survey conducted among students and the concerns that surround the results. Wayne also shared numerous handouts and promoted the Begbie Contest which was developed to celebrate students' knowledge in history. By example, Wayne encouraged us to give history meaning and substance.

THE PLACE OF FIRST NATIONS IN EDUCATION - JO-ANN ARCHIBALD

Jo-Ann is from the Sto:lo Nation. She is the director of the First Nations House of Learning at UBC. She was a teacher and a curriculum developer helping to develop the "Aboriginal Heroes" text and teacher's guide as well as the "First Nations Journeys of Justice" series for K-7. Jo-Ann explained how to use existing stories, already in print, in the classroom as well as how to bring storytellers into the classroom. She stressed the importance of using stories as teaching tools while maintaining the integrity of oral storytelling. Jo-Ann also presented a variety of ways to tell and/or discuss stories. Participants left with ideas they could use in their classrooms. They also left with an appreciation for the protocol involved in the collecting and the retelling of First Nations stories.

REINVENTING SCHOOL LI- BRARIES - JOHN CALDWELL, DON HAMILTON

This workshop was presented by John Caldwell, the Program Coordinator from the Cowichan Valley School District and by Don Hamilton from University of Victoria Curriculum Lab. Through role play, John and Don presented issues that teacher-librarians are faced with on a daily basis. These scenarios were followed by discussion and creative ideas were offered by the presenters to help find solutions.

TEACHER-LIBRARIANS, AN INSPIRATION - JOAN WEIR

Joan was an entertaining, well-organised and enthusiastic speaker. She discussed the role librarians and libraries have played in her writings. Joan analysed the role writers play in our world and examined some of the opportunities, advantages and limitations that exist today for writers. It is her hope that teacher-librarians will encourage more students to consider making writing a career. She believes that, by teaching students to love books, we are enabling them to "walk for a little while in someone else's shoes." Such "walking" provides us with our only true route to tolerance and understanding, qualities we must learn if our world is going to survive.

Joan is a short story writer, novelist, playwright and writer of historical nonfiction. She has just completed her twentieth novel. She lives and works in Kamloops.

NAN GREGORY - STORY- TELLER

Nan Gregory, one of BC's premier storytellers, performed the magic of storytelling during two well-attended sessions that provided an enjoyable break from a busy conference schedule and participants left relaxed and refreshed! Nan has been a professional storyteller since 1984 and has taught storytelling workshops for UBC and Malaspina College. Her picture book, *How Smudge Came*, won the Sheila Egoff Prize for Children's Literature and the Mr. Christie Award in 1996. Nan has won rave reviews at Art Scan which is an annual auditioning session attended by Fine Arts coordinators from every school district in BC.

Nan celebrates the written and oral literature of Canada through the telling of myths, legends, folk tales, fairy tales, stories from literature and history and stories she has written herself for audiences of all ages. To listen to her is a joyous occasion!

THE DRAMA CONNECTION - JANE POWELL

Jane Powell's excellent session focused on how the library can support drama, as well as how drama can support literacy. Ms. Powell covered several

topics such as using drama to support literacy, selecting library resources to help teach drama, and children's literature that lends itself well to dramatic interpretations.

The workshop began with a demonstration and practice of a drama strategy called "The Tableau." It is easy to use and appropriate for the library environment. The workshop participants learned the various elements of the continuum of drama presentations, then discussed several drama strategies and their appropriate use for exploring a story. The participants were then grouped by levels to discuss how the library could support a drama project using Remembrance Day as a theme.

HOOK THEM! - CORINNE TAMLYN

Corinne Tamlyn, a secondary teacher-librarian from Castlegar, delighted her audience with her entertaining presentation "Hook Them!" The workshop was filled with innovative ideas of how to get "kids" into the library and keep them coming back. Corinne casts her net far and wide, hoping to reel in not just the "library nerds," but also the "jocks," the "skaters," the "in-crowd" — the list goes on. Her goal is simple: to make the library a place where people want to be and she does this through publicity, decoration, ambiance, displays and various methods of library advocacy. She has even ventured out to the smokers' hangout to post news of an upcoming contest sponsored by the library. Corinne's list of ideas was long and she provided a handout package of some of her favourites. She has had ten years experience as a teacher-librarian and eleven years experience as a secondary English teacher.

RED CEDAR AWARDS - LINDA COUPAL, JEAN JORDAN

Linda Coupal and Jean Jordan presented information about an exciting new reading program and children's choice award in British Columbia. The first annual "Red Cedar Awards" will be given to the Canadian fiction and nonfiction authors whose books receive the most votes from BC readers, groups of students from Grades 4-7. Teachers had an opportunity to view the nominated books and supporting material and were truly impressed.

BATTLE OF THE BOOKS - FAITH BAILEY, FAWN KNOX

"Battle of the Books" is a Grade 3-7 motivational reading program. It has been designed to encourage and to recognize students who enjoy reading and to broaden reading interests. Faith Bailey introduced this program to teacher-librarians of School District #73 in 1987 and, with Fawn Knox's help, successfully launched "Battle of the Books." It is a competition between teams of students from both French and English classes. Students are expected to read a selection of recommended books that includes award-winning novels and emphasizes Canadian authors. Teams are formed and the students practice answering questions in preparation for a school battle. Questions for practice, school, zone and district battles are prepared cooperatively each year by the teacher-librarians. This program is popular with teacher-librarians, teachers and students and, with the help of the teacher-librarians in your district, can be easily implemented. A booklet was provided to assist in the implementation of this program. A short video clip was shown to demonstrate a district battle.

BROWSERS, INTRANET & THE INTERNET FOR MORE CREATIVE LIBRARIES - DEL TURNER

Mr. Turner's wealth of knowledge about computers and his years of experience with computers in education provided the foundation for a fast flight through the history of the Browser, the Internet and into the future of computers in education. Some practical tips were dropped along the way as to how the Internet Browser might be better utilized in a school setting, particularly in the library.

A NOTE FROM THE CONFERENCE ORGANIZERS

We are looking forward to next year's conference in Richmond and we wish the organisers good luck! We are going to sit back, relax and watch everyone else do the work! Thank you, again, to all who helped make our conference such a success.



CWILL BC: CHILDREN'S AUTHORS AND ILLUSTRATORS AVAILABLE FOR READINGS

The following pages list the children's authors and illustrators who are members of CWILL BC and who are available for readings during 1997 - 1998.

GENERAL INFORMATION

Fees should be established individually with the author or illustrator. (Fees generally start at around \$125 per hour)

You may also wish to discuss:

- The presenter's requirements concerning physical space and equipment
- The length of the presentation
- The size of the audience per session
- Advance preparation of audience members

Public libraries can apply for funding through the Canada Council Public Readings Program or through the Writers in Libraries Program of the BC Government (Library Services Branch).

Note: Some out-of-town authors make frequent/regular visits to the Lower Mainland. It may be worth a call to see whether it is possible to piggyback with an already planned visit to share/reduce travelling expenses.

Books by the BC children's authors and illustrators mentioned in this booklet are available at Vancouver Kidsbooks and at other fine book stores in BC

The information in this booklet may be photocopied and distributed to individuals or groups.

ACHESON, Alison (Author)
C4845 Linden Drive
Ladner, BC V4K 3A2
Phone: (604) 946-3707
Email: acheson@infoserve.net

The Half-pipe Kidd; Thunder Ice. Author talks and readings—grades 4 to 9.

ALDERSON, Sue Ann (Author)
4004 West 32nd Avenue
Vancouver, BC V6S 1Z6
Phone: (604) 228-0783

Ten Mondays for Lots of Boxes; Bonnie McSmithers series; Ida and the Wool Smugglers; A Ride for Martha; Sure as Strawberries. Author talks and readings; writing workshops—all levels.

ALMA, Ann (Author)
S8, C5, R.R. 1
South Slokan, BC VOG 2G0
Phone: (250) 359-7936

Under Emily's Sky; Skateway to Freedom. Readings, author presentations, writing workshops—grades 3 to adult. Former language/writing teacher.

BAILEY, Linda (Author)
3015 West 7th Avenue
Vancouver, BC V6K 1Z7
Phone: (604) 733-2689 Fax: 737-1428
Email: baigrai@axionet.com

Stevie Diamond Mystery Series including *What's A Daring Detective Like Me Doing in the Doghouse?* and *How Come the Best Clues Are Always in the Garbage?*; *Gordon Loggins and the Three Bears.* Author talks and readings—grades 3 to 6.

BAYLESS, Maureen (Author)
4349 Osler Street
Vancouver, BC V6H 2X6
Phone: (604) 736-3629

Howard's House Is Haunted; Abra Kadabra; Strike. Author talks and readings—grades K to 3.

BLADES, Ann (Author, Illustrator)
12648 26A Avenue
Surrey, BC V4A 2M4
Phone: (604) 538-5852

Back to the Cabin; Mary of Mile 18; A Boy of Tache; By the Sea: An Alphabet Book. Illustrated: *A Salmon for Simon; A Candle for Christmas; Ida and the Wool Smugglers; Petranella; A Dog Came, Too; Pond Seasons.* Presentations/ readings with slides, drawings, originals—grades K to 7.

BUCHANAN, Joan (Author)
3672 Rainbow Drive
Prince George, BC V2M 3W1
Phone: (250) 563-9979
Email: ae870@pgfn.bc.ca

It's A Good Thing; Nothing Else But Yams for Supper; Taking Care of My Cold; The Nana Rescue. Storytelling and storytelling workshops—all levels. Author talks, readings, and writing process workshops—all levels.

BURFORD, Della (Author)
3130 West 10th Avenue
Phone/Fax: (604) 731-7715
Email: azatlan@pinc.com

Journey to Dodoland; Magical Earth Secrets; Environmental Activity Guide; The Out of the Ordinary Extraordinary Friends. Storytelling with slides and illustrations, art and creative writing workshops, making picture books and big books—grades K to 6.

CHARLES, Norma (Author)
1844 Acadia Road
Vancouver, BC V6T 1R3
Phone: (604) 222-1541
Email: ncharles@axionet.com

See You Later, Alligator; Amanda Grows Up; No Place for a Horse; April Fool Heroes; Darlene's Shadow. Readings, author talks, writing workshops—grades K to 7.

CRADDOCK, Sonia (Author)
3811 West 14th Avenue
Vancouver, BC V6R 2X1
Phone: (604) 224-3724

The TV War and Me; The Secret of the Cards; Treasure Hunt; You Can't Take Mickey; Money Midas; Rosemary for Remembrance. Author talks, readings, writing process workshops—all levels.

CROOK, Marion (Author)
1680 Cornell Avenue
Coquitlam, BC V3J 3A1
Phone: (604) 936-5760 Fax: 936-6812
Email: mcrook@sfu.ca

Riding Scared; Summer of Madness; Hidden Gold Mystery; Crosscurrents; Suicide: Teens Talk to Teens; The Body Image Trap. Reading and writing workshops—grades 5 and up.

DAVIS, Barry (Author)
P. O. Box 430
Quathiaski Cove, BC VOP 1N0
Toll-free phone: 1-800-661-9441
Fax: (250) 286-6060 c/o Adrienne Davis
Email: adrienne.davis@sd72.bc.ca

You're Allowed To Be Happy. Self-esteem and invention/creation presentations—grades 2 to 7.

DE VRIES, Maggie (Author)
308 - 8740 Cartier Street
Vancouver, BC V6P 4V2
Phone: (604) 266-9022

Once Upon A Golden Apple (with Jean Little). Forthcoming: *All You Need Is A Magic Bean; How Tabitha Found Sleep.* Author talks and readings—grades K to 7.

DOWD, John (Author)
P. O. Box 91323
West Vancouver, BC V7V 3N9
Phone: (604) 250-8031

Ring of Tall Trees; Abalone Summer; Sea Kayaking. Writing/author talks and readings—grades 4 to 6. Sea kayaking information talks with slides—grades 10 to 12 and adult.

DUNCAN, Sandy Frances (Author)
R.R.#1, Site 10, C-4
Gabriola, BC VOR 1X0
Phone: (250) 247-9752

Cariboo Runaway; The Toothpaste Genie; Kap-Sung Ferris; Listen To Me, Grace Kelly; Witness to Wilderness: The Clayoquot Anthology (Ed.). Author talks, readings, writing process workshops—grades 4 to adult.

ELLIS, Sarah (Author)
4432 Walden Street
Vancouver, BC V5V 3S3
Phone/Fax: (604) 874-6272
Email: sarah.ellis@nvdpl.north-van.bc.ca

Back of Beyond; Out of the Blue; Pick-Up Sticks; Next-Door Neighbours; The Baby Project. Readings and author talks—grades 4 to 8. Teacher presentations.

FERBER, Elizabeth Diane (Cartoonist,
Author, Illustrator)
502-1232 Harwood Street
Vancouver, BC V6E 1S2
Phone: (604) 689-7071

Pussywillow; The Squeeze More Inn; Once I Was Very Small. Author talks and readings—grades K to 12.

GAETZ, Dayle (Author)
1150 North Beach Road
Salt Spring Island, BC V8K 1B3
Phone: (250) 537-9528
Fax: (250) 537-9628

A Sea Lion Called Salena; The Golden Rose; Night of the Aliens; Alien Rescue; The Mystery at Eagle Lake. School/library visits and readings—grades 3 to 8. Writing workshops—small groups.

GOSSE, Bonnie (Author)
314 East 26th Street
North Vancouver, BC V7N 1B1
Phone: (604) 980-0741

Soapstone Carving for Children; A First Book of Knitting for Children; Keep It Green (environmental board game with teachers' manuals). Soapstone carving workshops—grades 3 and up.

GREGORY, Nan (Author/Storyteller)
4143 West 15th Avenue
Vancouver, BC V6R 3A4
Phone/Fax: (604) 228-1450
Email: donansol@unixq.ubc.ca

How Smudge Came. Storytelling; author readings—grades 1-3, 4-5, 6-7.

HENEGHAN, James (Author)
601 - 1132 Haro Street
Vancouver, BC V6E 1C9
Phone: (604) 684-2247

Wish Me Luck; Promises to Come; Blue; The Case of the Blue Raccoon; The Trail of the Chocolate Thief; The Mystery of the Gold Ring; Torn Away. Readings/workshops—grades 5 to 12. Also workshop “A Creative Approach to Grade 12 Provincial Exam, English.”

HODGE, Deborah (Author)
7480 Colleen Street
Burnaby, BC V5A 2A6
Phone: (604) 421-3863 Fax: 421-3617
Email: dhodge@istar.ca

Wildlife series for beginning readers: *Bears; Whales; Wild Cats; Wild Dogs; and Deer.* Also, *Starting with Science: Simple Machines.* Talks for grades 2-3 about nonfiction, and how a book is made. Talks for adults on writing for the early reading level.

HOLT, Gerald (Author)
No. 1 The Peninsula
15273 24th Avenue
South Surrey, BC V4A 2H9
Phone/Fax: (604) 531-1819

The Ghostly Tales of Mr. Tooth; Ben and Jacky and the Missing Diamond; Mystery on the Fen; Tails of Flame. Author talks, readings, writing workshops and discussions—grades 3 to 7.

HORNE, Constance (Author)
604 - 420 Linden Avenue
Victoria, BC V8V 4G3
Phone: (250) 380-3551
Email: thorne@uvic.ca

Emily Carr's Woo; Trapped By Coal; The Jo Boy Deserts and Other Stories; Nykola and Granny. Readings and talks about writing—grades 4 to 7.

HUNDAL, Nancy (Author)
1517 West 58th Avenue
Vancouver, BC V6P 1W6
Phone: (604) 263-5970

Snow Story; Puddle Duck; November Boots; I Heard My Mother Call My Name. Author talks and readings—grades K to 4.

KELLERHALS-STEWART, Heather (Author)
Box 250, Heriot Bay, BC VOP 1H0
Phone: (250) 285-3570
Fax: (250) 285-2981
Email: rhkell@online.bc.ca

My Brother's Train; Stuck Fast in Yesterday; The Whale's Way; Skookum Sam, Spar Tree Man; Witch's Fang. Author talks and readings—grades 2 to 8.

KERNAGHAN, Eileen
225 Townsend Place
New Westminster, BC V3L 1L4
Phone: (604) 522-1811
Email: Eileen_Kernaghan@mindlink.bc.ca

Songs from the Drowned Lands; Journey to Aprilioth; The Sarsen Witch; Dance of the Snow Dragon. Author talks and readings—grades 5 to 12.

LABRECQUE, Sam (Jazzbones) (Author, Performer, Songwriter)
19873 37A Avenue
Langley, BC V3A 2S8
Phone: (604) 530-8798

Who's Afraid of Slip-Sloop?; Worms for Sale. Storytelling/creative writing workshops and talks; poetry/concerts with guitar—grades K to 7. Writing career talks—grades 7 to 10.

LAWSON, Julie (Author)
6645 East Sooke Road
R. R. #6, Sooke, BC VOS 1N0
Phone/Fax: (250) 642-3938
Email: jlawsom@pinc.com

Emma and the Silk Train; Cougar Cove; Whatever You Do, Don't Go Near That Canoe; White Jade Tiger; Kate's Castle. Author talks and readings—K to adult. Writing workshops—grade 4 and up.

LIGHTFOOT, MARGE
(Author/Illustrator)
P. O. Box 1082, Vedder Crossing Station
Chilliwack, BC V2R 3N7
Phone: (604) 858-3088 Fax: 824-8872

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Sidney, BC V8L 5M1
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Email: nlott@pacificcoast.net

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West Vancouver, BC V7W 1J5
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Email: amanson@istar.ca

MANUEL, Lynn (Author)
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White Rock, BC V4B 4B1
Phone: (604) 535-7349 Fax: 536-2333

McBAY, Bruce (Author, writing as B. J. Bond)
1897 West 2nd Avenue
Vancouver, BC V6J 1J1
Phone: (604) 664-8550

McFARLANE, Sheryl (Author)
168 Beechwood Avenue
Victoria, BC V8S 3W5
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Email: sheryl@islandnet.com

MEZEI, Kathy (Author)
304 North Delta Avenue
Burnaby, BC V5B 1E9
Phone: (604) 299-9701

MILES, Victoria (Author)
2715 West 41st Avenue
Vancouver, BC V6N3C5
Phone/fax: (604) 261-8904
Email: victoria_miles@bc.sympatico.ca

MITTON, Jennifer (Author)
605-2288 Pine Street
Vancouver, BC V6T 5G4
Phone: (604) 739-2808

NELSON, Jenny (Author)
Box 482, Masset
Queen Charlotte Islands,
BC V0T 1M0
Phone: (250) 626-5140

Cartooning for Kids. Presentations on cartooning to show kids how to draw cartoons, create cartoon characters and use them to tell stories. Presentation: how a book is born (sixteen action steps from idea to printed page). Grades 4 and up.

Jessie's Island; A Morning to Polish and Keep; Moonsnail Song; Going to the Fair. Presentation/slide show on illustrating children's books. Brief biography, cartoon of how a book is made, slides, storyboard, original illustrations, questions.

Mr. McUmphie of Caulfeild Cove; Alexander Mackenzie; Simon Fraser; A Dog Came, Too; Just Like New. Author talks and readings—grades K to 8.

The Night the Moon Blew Kisses; Fifty-Five Grandmas and a Llama; Lucy Maud and the Cavendish Cat; The Cherry-Pit Princess; Mystery at Cranberry Farm. Author talks and readings—grades 1 to 4.

Puffin Rock; Goodbye Carleton High (with J. Heneghan). Author talks and readings—upper elementary.

Going to the Fair; Tides of Change; Eagle Dreams; Moonsnail Song; Jessie's Island; Waiting for the Whales. School/library visits, readings and author talks, writing workshops, conferences—grades 2 and up.

Cuthbert and the Mer People. Author talks and readings—grades K to 4.

Sea Otter Pup; Spotted Owlets; Cougar Kittens; Bald Eaglets. Author talks, storytelling and readings from published and forthcoming work. Recommended for K to 7; particularly well-suited to primary.

Fadimatu; Bonjour Minuit. Readings/creative writing and illustrating workshops suitable for English or French immersion—grades 5 and up. Cross-cultural workshops (African focus) grades 6 and up.

The Weavers; Westcoast Rhymes; Island Rhymes; Jessica and the Lost Stories; Archibald and the Crunch Machine. Author readings—grades K to 8. Small group writing workshops (eco-theme).

NELSON, Rosemary (Author)
3490 Fenton Road
Westbank, BC V4T 1V8
Phone: (250) 768-2493 Fax: 768-1044
Email: rnelson@schdist23.bc.ca

Dragon in the Clouds (novel and teacher's package for intermediate grades); *The Golden Grasshopper*. "Turning Meatloaf into Caviar" writing workshop for grade 3-7. "Putting the Whipped Cream On" writing workshops for teachers—all grades.

NEUDECKER, Joan (Author)
11344 Chalet Road
Sidney, BC V8L 5L9
Phone: (250) 656-3607

Adrift! (child survival, with co-author Colleen Politano); *Max and Katy*. Author talks and readings—grades K to 5. Writing process—grades 9 to 12.

PADGETT, Jan (Author)
C-7, R. R. 1
McCausland Road
Powell River, BC V8A 4Z2
Phone/Fax: (604) 487-9994

The Reluctant Deckhand (novel, animated film/video, documentary and teacher's guide). Author talks; reading/screening/ writing workshops—grades K-7. Integrated media studies—grades 7-10.

PEARSON, Kit (Author)
3888 West 15th Avenue
Vancouver, BC V6R 2Z9
Phone: (604) 224-3260 Fax: 224-3261

The Daring Game; A Handful of Time; The Sky Is Falling; Looking at the Moon; The Lights Go On Again; Awake and Dreaming. Author talks and readings—grades 4 to 7. Talks to adults.

OVENELL-CARTER, Julie
(Author/journalist)
Box 252, Bowen Island, BC VON1G0
Phone: (604)947-2721 Fax: 947-2722
Email: occ@direct.ca

Adam's Daycare. Language arts/writing workshops—grades K to 7, 10 to 12. Author talks—primary/intermediate. Media activities ("Make a Newspaper")—grades 4 to 7.

RAZZELL, Mary (Author)
3993 West 36th Avenue
Vancouver, BC V6N 2S7
Phone/fax: (604) 263-7260 (fax by appointment)

Snow Apples; Salmonberry Wine; Night Fires; White Wave; The Secret Code of DNA; Smuggler's Moon (forthcoming). Author talks and readings; writing workshops—grades 7 to 12.

RICHMOND, Sandra (Author)
1965 26th Street
West Vancouver, BC V7V 4K3
Phone/fax: (604) 926-8786

Wheels for Walking. Author talks and readings. Talks about accessibility and acceptance of the disabled in society—grades 5 to 12.

RUSSELL, Ginny (Author)
226 - 4955 River Road
Delta, BC V4K 4V9
Phone: (604) 940-1164 Fax: 940-9902
Email: Ginny_Russell@bc.sympatico.ca

Step By Step; Voices on the Bay. Author talks and readings—grades 4 to 7.

RUURS, Margriet (Author)
R3, Poplar Drive, C.16
Armstrong, BC VOE 1B0
Phone/Fax: (250) 546-2900
E-mail: mruurs@cheese.schdist21.bc.ca

A Mountain Alphabet; Emma's Eggs; On the Write Track; Big Little Dog. Readings, author talks, writers' workshops, slideshow presentation—grades K to 8 and parents/teachers.

RYBAR, Gail (Author)
8105 Camino Drive
Whistler, BC VON 1B8
Phone: (604) 932-6643

Danny's Run. Readings, writing workshops—grades 5 to 10.

SCHWARTZ, Ellen (Author)
6637 Emerson Street
Burnaby, BC V5E 1W5
Phone: (604) 435-3108 Fax: 435-8499
Email: polestar@axionet.com

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Vancouver, BC V6R 1A9
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(604) 591-2628 (Surrey)

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Pender Island, BC VON 2M1
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STAFFORD, Terry (Author, Illustrator)
Box 438
Fort Langley, BC VOX 1J0
Phone: (604) 888-2766

SWANSON, Diane (Author)
4387 Torrington Place
Victoria, BC V8N 4T3
Phone/Fax: (250) 477-9398
Email: dswanson@pinc.com

TOWN, Florida, M.A. (Ed.)
(Author/former journalist)
1242 Ricard Place
Port Coquitlam, BC V3C 5H3
Phone: (604) 942-9822 Fax: 942-6048

Mr. Belinsky's Bagels, Starshine on TV, Starshine at Camp Crescent Moon, Starshine!, Born a Woman (Teacher's guide available for Starshine books). Author talks and readings—grades 2 through 12.

The Rats Came Back. Book reading, storytelling performance of *The White-Walled Bicycle Tire*, guitar-playing and African drumming.

Los Ninos Alfabeticos, Jenny's Neighbours, Creative Christmas—Folk Arts from Around the World for the Classroom, The Mouse and Mill, The Bottle Babies. Talks on book-illustration including dummies, separations, tearsheets—grades K to 12/university.

Spirit Quest, Little Bear's Vision Quest, Whale Girl. First Nations (Coast Salish) artist does presentations, school visits, one-week artist-in-residence visits.

Grey Cat at Sea, The Princess and the Sea Bear and Other Tsimshian Stories. Readings, writing workshops at all levels.

The Haida and the Inuit: People of the Seasons, People of the Ice: How the Inuit Lived, We Are the Shuswap, Exploring the Yukon's Past, Substance Abuse Prevention, Primary: Teacher Resource Book. Classroom or community presentations—K to adult.

The Most Beautiful Kite in the World, A World of Stories, A Special Gift, Finders Keepers. School presentations using books, music, storytelling and slides—K-2, 3-4, or 5-7. Author talks, readings. Writing workshops/storytelling—all ages. Teacher workshops/conference sessions.

Amie, Amie and Anika, Matt and Jenny in Old Vancouver, Fort Langley: A Historical Activity Book. Illustrated: *Fiona and the Flying Unicorn, Fiona and the Prince of Wheels*. Writing process and creative picture book workshop—all ages.

Bug Bites, Sky Dancers, Buffalo Sunrise, Coyotes in the Crosswalk, Why Seals Blow Their Noses, Safari Beneath the Sea. School and library presentations—grades K to 7. Workshops for teachers.

Alexander Graham Bell, Simon Fraser: A Voyage of Discovery, How to Write Dynamite Speeches. Author talks—grades K to 12. Workshops in writing and writing process—grades 5 to 12.

TURNEY ZAGWYN, Deborah
(Author, illustrator)
489 Alder Avenue, Box 472,
Harrison Hot Springs, BC VOM 1K0
Phone: (604) 796-9779 Fax: 796-9689
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WATTS, Irene (Author, Playwright)
506 - 1225 Merklin Street
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463 Greenstone Drive
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WILSON, Eric (Author)
c/o JCP Consulting
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North Vancouver, BC V7K 2X5
Phone: (604) 985-2527 Fax: 985-2565

WYATT, Valerie (Author)
520 Transit Road
Victoria, BC V8S 4Z5
Phone: (250) 595-3160 Fax: 595-7851
Email: wymac@islandnet.com

A Winter's Yarn (illus.), *Mood Pocket*, *Mud Bucket*, *The Pumpkin Blanket*, *Long Nellie*, *Hound Without Howl*, *Turtle Spring* (forthcoming). Author talks/readings with slides, original illustrations and materials—grades 1 to university. Workshops in storyboarding or watercolour—grades 3 and up.

Haiku—One Breath Poetry, *Japanese—An Appetizer*, *Telling Tales on the Rim*. Imagination workshops to stimulate creativity, help students see things differently, and make every day an adventure.

A Winter's Yarn, *A Wilderness Passover*, *Ivan and the All-Stars*. Author talks and readings with slide show—grades K to 6, or up to grade 12 and adult.

Your Time, My Time, *Moses, Me and Murder!*, *The Ghost of Soda Creek*, *Across the Stillness*, *Shabash!* Readings, talks, and workshops on writing, BC history, and multiculturalism—grades 4 to adult.

A Salmon for Simon, *Petranella*, *Mustard*, *Plain Noodles* and seven Quincy Rumpel books. Author talks and readings—grades K to 6.

Beware of the Dog, *The Fish Princess*, *Goodbye Marianne*, *Just a Minute*, *Paper Bag Princess & Other Stories* (adapted for stage), *Tales from Tolstoy*. Workshops for one class at a time. Reading and storymaking—grades 1 to 3. Oral story creating/writing, reading, drama and playwriting—grades 3 to 12. Drama workshops re racism—grades 6 up.

Lion in Control—Sort Of; *Sixteen Is Spelled O-U-C-H*; *Storm Rider*, *Ski Lodge Mystery*; *So, I'm Different*; *Walhachin*. Author talks and readings—grades 4 to 9. Writing workshops in plotting/ dialogue/ characterization—grades 4 to 12.

The Inuk Mountie Adventure, *The St. Andrews Werewolf*, *The Unmasking of 'Ksan*, *Vancouver Nightmare*, *Spirit in the Rainforest*. Author talks with slide show—grades 4 to 6.

Inventions: An Amazing Investigation, *Pets: An Amazing Investigation*, *Weatherwatch*, *Planet Earth: A Big Ecology Book*, *The Science Book for Girls and Other Intelligent Beings*. Science presentations that encourage audience participation—grades 4 to 6.

TOMIE DEPAOLA FEATURED AT VANCOUVER CHILDREN'S LITERATURE ROUNDTABLE BREAKFAST

by **ELIZABETH SMITH**, teacher-librarian, Shaughnessy Elementary School, SD #39
(Vancouver).

On Saturday morning, October 4, 1997 members and friends of Vancouver Children's Literature Roundtable hosted a gala event in the Hyatt Regency Ballroom. A morning with distinguished guest Tomie dePaola drew a crowd of 400 people.

Tomie delighted the audience with his charming relaxed manner, his humour (he knew how to make a crowd laugh!), and his way of sharing story secrets. Groups of friends who trooped out together to enjoy a fine breakfast and an entertaining morning were well rewarded.

Among other enthusiastic bands of teachers, a group from Shaughnessy School attended the event together. With one voice they said that the event was remarkably refreshing, rejuvenating and energizing. One teacher said she was so spellbound that she could have stayed all day. Another said that she laughed so much that all the stresses of the week remarkably disappeared. Another teacher said (with a grin on his face) that Tomie's talk had encouraged him to continue to teach the way children should be taught — flexibly. This might of been in response to a vignette from Tomie's early years...

Tomie dePaola

drew a crowd of 400 people.



Tomie reminisced about the day he arrived at kindergarten, excited and with anticipation in his eyes. By way of introduction he said to his new teacher, "I'm Tomie dePaola. Are you going to teach us to read today?" His teacher looked at him in horror and replied, "Oh, no. We don't teach reading until grade one."

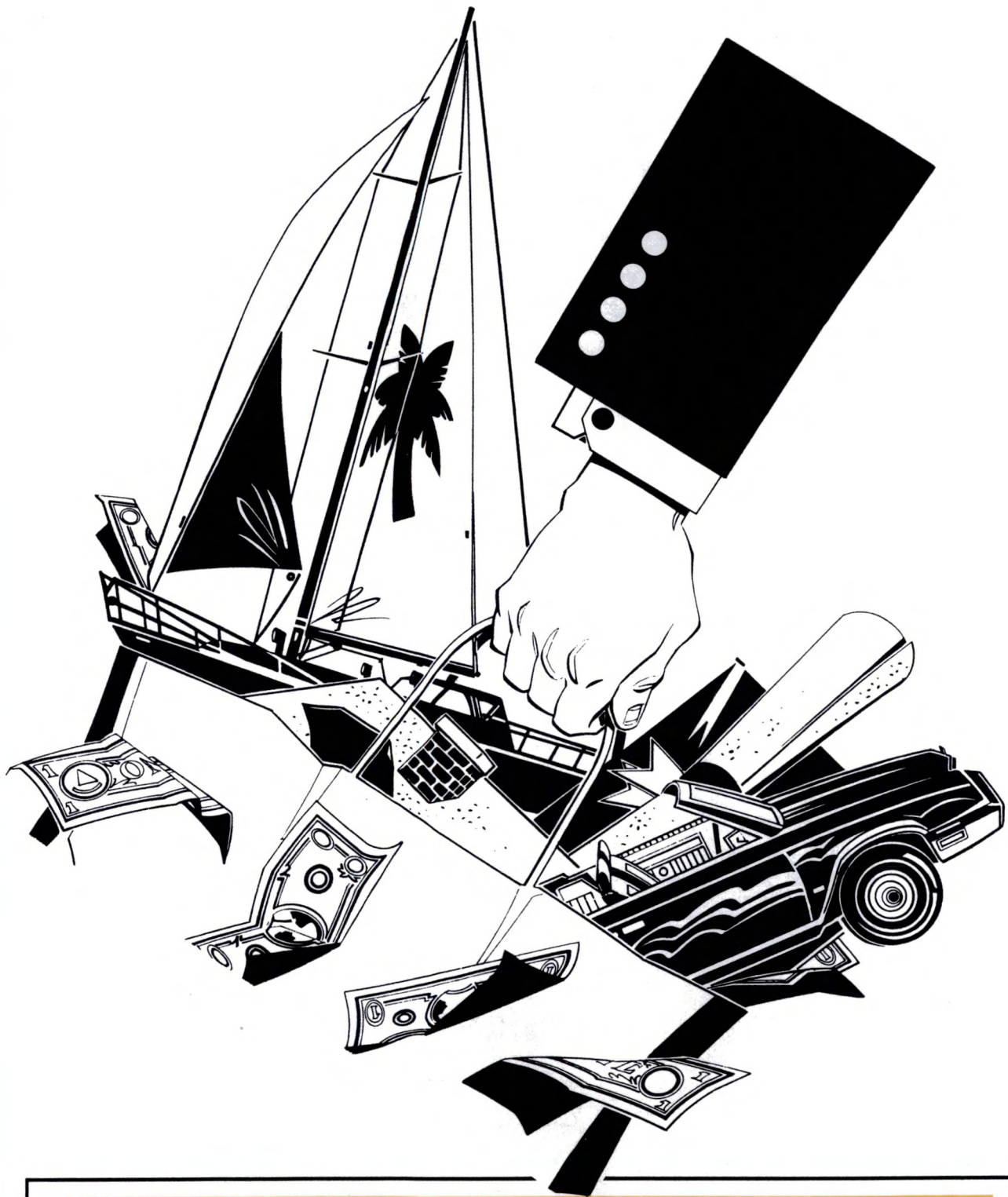
Tomie thought he would just close the door, go home and return when it was time for grade one! In spite of that jarring start at school, Tomie's early childhood dream has come true for him. He knew from a very early age that he was going to write books — he had no doubt about it. He loved stories and he loved art. He would be a writer who illustrated his own books. From the beginning, the events and people in his life inspired him, and later came to inspire his stories. Some of his unforgettable teachers and memorable childhood friends have found a place in his tales. (And fortunately his ability to tell a story and his artistic talent have entirely eclipsed his early trouble with spelling!)

It is not surprising that Tomie's heart motifs have become his trademark. Tomie won a number of hearts on October the fourth before being affectionately sent on his way with a personalized white umbrella (resplendent with hearts), and the warmth of a group of people who had loved him through his books and who now loved him all the more through meeting him. Hopefully, Tomie dePaola will not wait long to return.



NOTES

NOTES



REGULAR FEATURES

***Now is the time for you to be a published author!
Make your contribution soon!***

Submit an article, unit or bibliography to
THE BOOKMARK

COMING THEMES ARE:

MARCH 1998: WE'RE ON A ROLL

This issue focuses on the good side of life — humour, optimism, success, and positive attitudes — and on the individuals who exemplify these attitudes and contribute to society and others (think of Rick Hansen and what he has done for young people). What optimistic events and achievements have you shared with your students? Of course, we are willing to stretch the theme to include transportation (rolling wheels) and nutrition (is a brown bun really better for us than a white one?). Be creative with this theme!

Deadline: January 27

JUNE 1998: IT'S A MAD, MAD, MAD, MAD WORLD

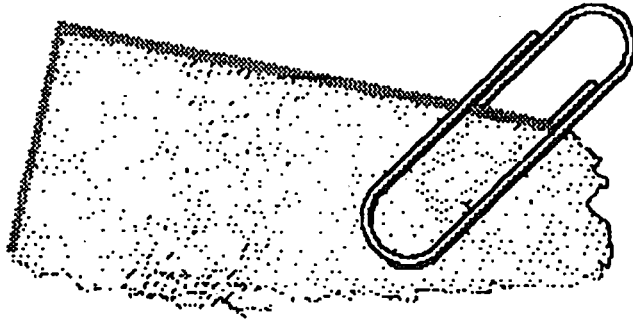
Insane news events, examples of people's inhumanity to others, and the strange blend of voyeurism and "pop" parapsychology seen in television programs are all typical of today's world. What can we do to ensure students are able to deal with this world? Can students spot the insanity in the *National Inquirer*? Do they understand the place of satire and black humour in such a world? Do they empathize with and offer support to people suffering from mental illness? How does youth suicide relate to this mad world of ours? Submit your units, bibliographies, concerns, solutions to issues, and observations about the future.

Deadline: April 27

DO YOU HAVE A THEME TO SUGGEST?

Please send your suggestions to:

LIZ AUSTROM
3675 West 39th Avenue, Vancouver, B.C. V6N 3A6
Fax: (604) 264-1595
E-mail: laustrom@istar.ca



NOTES AND NEWS

by **JIM HOLTGATE**, senior editor.

BCTLA CONFERENCE

Planning is underway for the BCTLA/Social Studies Provincial Specialist Association joint conference in Richmond October 23-24, 1998. The theme is "Partnerships." Watch for more information!

For more information, contact:

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CLAREMONT REVIEW

The Claremont Review: The International Magazine of Young Adult Writers (ISSN 1188-5068)

This literary journal features short stories, graphic arts and poetry by young adults aged thirteen to nineteen. The majority of contributors are from Canada, with the remainder from the United States. Authors write on a variety of topics including love, relationships, family and death. Autobiographical information about the contributors is at times more creative than informative — Jen Wright claims to have mastered lobotomy from home study!

The magazine is intended for young adults interested in serious writing, and could be used in creative writing classes. Some submissions include coarse language and may deal with sex, pregnancy, and other issues that are pertinent to young people.

The journals include a table of contents organized into categories of fiction, poetry, visual art and miscellaneous. The magazines are simply but attractively designed, with primarily black and white interiors and color covers.

Subscriptions help to support this literary project. They are available for \$12 a year for two issues from:

The Claremont Review

4980 Wesley Road

Victoria, British Columbia

Canada V8Y 1Y9.

Contributors may send submissions with a self-addressed stamped envelope to the same address or by e-mail to review@clairemont.victoria.bc.ca. Additional information is available from the *Claremont Review* web site at: <http://206.12.151.253>.

CANADIAN IMAGES CANADIENNES RENDEZVOUS

The fourth celebration of Canadian Children's and Young Adult's authors and illustrators is October 22-24, 1998 in Winnipeg, Manitoba. Confirmed authors are Sarah Ellis, Brian Doyle, Sherry Fitch and Tim Wynn-Jones.

For further information call Joan Simpson (204) 269-4101 or Nell Ududec (204) 261-3351. Sponsored by the Manitoba School Library Association

GREEN TEACHER

Look for *Green Teacher* in your school. In mid-October, all English-language and bilingual schools in Canada received a copy of the Fall edition of *Green Teacher* magazine. This all-school mailing is a first for this six-year old non-profit Canadian magazine. Copies will be addressed to "Librarian/Environment Contact" in the hopes that they will reach those teachers who are most interested in promoting environmental education in their schools.

Written by and for educators, each 52-page quarterly edition of *Green Teacher* offers new curriculum ideas and reviews of K-12 teaching resources, all designed to enable teachers to promote

environmental literacy and global awareness across the curriculum.

To obtain more information, contact: *Green Teacher*, 95 Robert Street, Toronto, ON, M5S 2K5, phone (416) 960-1244, E-mail: greentea@web.net, or on the web at <http://www.web.ca/~greentea/>.

THE CRB FOUNDATION HERITAGE FAIRS

In partnership with community groups and educators across the country, the National Heritage Fair programme encourages students in Grades 4-8 to create history-related projects. They present them using the media of their choice (video, computer projects, community-organized exhibitions, performances, art). Over 30,000 students participate in this modern celebration of Canadian heritage in ten provinces.

For Heritage Project information phone 1.800.567.1867 or visit the web sites at www.heritageproject.ca or www.refietsdupatrimoine.ca

FAST FORWARD EDUCATIONAL MEDIA SHOWCASE

May 26th and 27th, 1998
Capilano College
North Vancouver, B.C.

Your best opportunity to preview and evaluate the latest in educational videos and electronic resources.

At FAST FORWARD 98 you can:

- Evaluate and compare videos (including IRP materials and alternatives) from every curriculum subject area, plus general interest and professional development materials.
- Meet media distributors and discuss the latest in educational media.

For further information contact Susan Weber at (604) 323-5533. e-mail: sweber@langara.bc.ca

MANITOBA YOUNG READERS' CHOICE AWARD

The 1997 Award Winner is *Bringing Up Beauty* by Sylvia McNicoll.

Previous Winners

1991 *The zucchini warriors* by Gordon Korman

1992 *Five days of the ghost* by William Bell
1993 *Can you teach me to pick my nose?* by Martyn Godfrey
1994 *Looking at the moon* by Kit Pearson
1995 *The mystery of the missing will* by Jeni Mayer
1996 *Daniel's story* by Carol Matas

This year's award nominees are:

The dark garden
Fires burning
The maestro
Mistaken identity
Of thing not seen
Out of the dark
Ranvan: a worthy opponent
Spud in winter
Dark of the moon
A friend like Zilla
Melanie Bluelake's dream
Mystery at Lake Placid
The only house
The primrose path
Sink or swim
A time to choose

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NUNAVUT HANDBOOK WEB SITE

The growing popularity of Arctic tourism received a major shot in the arm with the relaunch of the award-winning Nunavut Handbook web site.

The web site — at <http://www.arctic-travel.com> - has been the recipient of international acclaim for its in-depth content and design, and was relaunched with several new site enhancements, including phototours, virtual reality images, audio files with common Inuktitut phrases, and an Arctic Blast Internet Contest.

The Arctic Blast Contest, played in a question and multiple-choice answer format, is designed to promote greater awareness and interest about Nunavut as well as to encourage repeat visits to The Nunavut Handbook web site. Grand prize winners will receive airfare, courtesy of First Air, for a seven day floe-edge or dogsledding adventure trip to Pond Inlet courtesy of Toonoonik Sahooinik Outfitters.

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-Yahoo! Canada

August 22, 1997

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CHAPTER REPORTS

POLITICAL ACTION AND ADVOCACY

Coquitlam

- We have begun meetings with one of our zone superintendents and the district principal with library responsibility. Teacher-librarians are free to share concerns and celebrate successes.
- Several sessions with the Coquitlam Teachers' Association executive in which library concerns, particularly those related to staffing, were addressed — have also been discussed informally with board members.
- Very concerned about library staffing — are being hit hard due to reorganization and budget cutbacks. No easy answer but dialogue continues. Awareness of concerns and the impact of changes to library staffing are now being realized.

Delta

- Letters were written to local and provincial bargaining representatives urging them to bargain on our behalf for minimum staffing formula for school library resource centres
- Chapter members are members of the union local representative assembly, bargaining committee, and school accreditation teams
- Two members are on the BCTLA executive
- Teacher-librarian time and library budgets remain the same as last year

Fernie

- Budgets were cut, clerical time was cut, and teacher-librarian time was cut
- We had our first school without a teacher-librarian this year. As a result the library resource centre is in quite a mess.
- Preparation time provided by elementary teacher-librarians was not cut
- Secondary teacher-librarians' assignments included more classroom teaching time
- We are still faced with the problem of unqualified teachers being placed in combined teacher-librarian and specialized teaching positions. Qualification for the other area of specialty takes precedence over the library resource centre

portion of the assignment.

- Amalgamation has not brought any positive result to library resource centres. Our new district, SD#5 (Southeast Kootenay) still operates as two separate collective agreements.
- We were invited to attend a meeting in Cranbrook, but because of the distance — over 100 km — only one person was able to attend. We don't know what will happen to our group once we are fully amalgamated.
- Our chapter meetings have dwindled, although those still meeting are trying to continue with a positive approach.

Howe Sound

- Teacher-librarians have had their time cut for the second year in a row. The majority were cut 50%. One elementary school teacher-librarian was .9 in 95/96, was cut to .5 in 96/97, and will be .29 in 97/98. All elementary teacher-librarians face similar cuts.
- At the secondary level the cuts were not consistent. Two teacher-librarians' staffing remained the same, one was reduced from .5 to .42, and one from 1.0 to .5. There will be considerable disparity in teacher-librarian time at the secondary level.
- These cuts were made despite the recommendation of local administrators not to cut library resource centre services.
- School board chairperson has expressed on a number of occasions her support for school library resource centres. She has been quoted as saying, "Our libraries are still the heart of our schools." Yet school library services have been cut for two consecutive years.
- Letters have been written by concerned staff and PAC groups to the Ministry of Education, the board, and district principals.
- Authors and colleagues from other school districts have written in support of library services.
- Publishers and authors were contacted by letter, outlining our plight and suggesting that they could write to the local union president and the board
- Gerald Soon, president of the BCTLA, is gathering information from other districts regarding teacher-librarian assignments for 1997 - 1998. Mr. Soon has written to the board on our behalf. He has arranged to have a representative of the BCTLA speak on our behalf at the next school board meeting.

- Advocacy has been on-going in all schools. Teacher-librarians have kept colleagues informed at their monthly staff meetings.
- Letters have been sent to local newspapers in support
- The Howe Sound Teachers' Association has made the public aware of the situation through local media.
- Teacher-librarians hope to inform school board members of the value of teacher-librarians and school library resource centre programs by forwarding copies of articles which support resource-based learning.
- Teacher-librarians, classroom teachers, parents, and students met with the school board to discuss the situation.

Langley

- A committee planned a meeting with the superintendent. Members: Alison Hewitt, Crea Milroy, Karen Lafavor, Bonnie Parks, Pauline Piccott and Rick Sutherland.
- Twelve teacher-librarians met with the superintendent to voice concerns about declining staffing, services to students, and budgets. A copy of our meeting plan and letter may be obtained from Langley Teacher-Librarians' Association secretary Anne McDonald.
- We stressed that inequities among schools was a big issue, and requested that the superintendent discuss the importance of library resource centre programs with school administrators. The superintendent listened with genuine concern yet was unable to say that he could see any sign of things improving in the future.

Maple Ridge

- President's messages to the board expressing concern at decreasing teacher-librarian time and increasing preparation time provision
- Teacher-librarian representation on most Maple Ridge Teachers' Association committees: Agreements Committee, Professional Development Committee, Bargaining and Negotiations Committee, Maple Ridge Teachers' Association Executive, Technology Committee, etc.
- Because of fractured library time, preparation provision, and other responsibilities, more teacher-librarians plan to return to classrooms full time.
- A special presentation was made to the board by the president explaining changes in board

expenditures on library resource centres in the last ten years.

- The job of library resource person at the district office was eliminated and library services and technology is now the responsibility of the technology department at the district level. This department is mainly concerned with computers, programs, and serving the users of computers...like secretaries.

Mission

- Elementary teacher-librarians provide 80% prep time for classroom teachers through regularly scheduled library classes
- Secondary teacher-librarians provide no prep time.
- Thanks to pressure from teachers and teacher-librarians the district resource centre, which had been closed for the 96/96 school year, was reopened in Nov. 1996 with scaled-down services.

Nanaimo-Ladysmith

- Committee prepared for all-candidates' meeting in fall '96 board elections — prepared questions after brainstorming concerns and issues at a meeting of teacher-librarians — attended all candidates' meeting — phoned all teacher-librarians to urge them to attend — questions submitted in writing — questions were asked and responded to by candidates forcing them to support library resource centres in their remarks.
- Committee prepared letters of advocacy — wrote four letters from the point of view of a teacher, administrative officer, parent, and teacher-librarian — letters distributed by teacher-librarians to interest groups, with a request that they send them.
- Committee prepared a presentation to the Parent Advisory Council (PAC) — package of materials was created and provided to each teacher-librarian to use at their school(s) — goal to inform parents and encourage them to contact trustees — package included a chart showing decline of teacher-librarian staffing from 1990 to the present, a newsletter for parents who missed the PAC meeting where the issues were discussed, trustee list with names, addresses and phone numbers.
- Committee made a presentation to the board Education Committee — focused on decline in teacher-librarian staffing and use of teacher-

librarian as provider of teacher preparation time — presentation attended and supported by most teacher-librarians — result: no decrease in staffing and no increase of preparation time provision this year — resources budgets for 1997/98 eliminated, we hope a one-year event.

- We will e-mail any of our materials. jalowis@cow-net.com

Nechako Lakes

- We amalgamated with Burns Lake and became SD#91 (Nechako Lakes)
- Have not met to formulate a new constitution. Distance is a factor in trying to coordinate group meetings as many people have to drive an hour or more to attend
- SD#91 now consists of three secondary schools, three elementary-secondary schools, one elementary-junior secondary school, thirteen elementary schools and one primary school.
- Electronic school or "E-Bus" continues to generate a great deal of money for SD#91, having almost doubled in numbers over the last year
- In Nechako the secondary schools and most larger elementary schools have teacher-librarians. Smaller schools may have library supervising teachers or library technicians. Information on Burns Lake not available.
- Teacher-librarian and clerical staffing remained stable in 96/97, as did budgets. Projected budget for 97/98 is down 10%

Peace River South

- Presentations to the board Education Committee to describe information literacy and information technology programs
- As above for administrators
- Developed a brochure distributed to all teachers describing library programs
- Board policy written by teacher-librarians and adopted by the board
- District document "Role of the Teacher Librarian in SD#59" developed by teacher-librarians, embedded in board policy and regulations
- 30% of teacher-librarians regularly submit monthly reports or newsletters to AOs and staff
- 60% of teacher-librarians submit quarterly or annual reports to AOs and staff
- Local president and bargaining chair are teacher-librarians
- Chairperson of the College of Teachers is a

teacher-librarian in this district

- Professional Development chairs in all three geographic regions are teacher-librarians

Terrace

- Supported college librarians in their attempts to stop job cuts, through meetings, etc.
- Ongoing advocacy — department status achieved after years of trying: "Department of Information and Technology"
- Had meetings with Kitimat teacher-librarians to try to figure out how we would be able to amalgamate our constitution and groups.

CURRICULUM AND PROGRAM DEVELOPMENT

Coquitlam

- Launched our own web page, organized by Shirley Bens.
- Port Moody is a site for OPAC to pilot inter-library use of our union database. We access the program MC2 which is an interactive web page for students to share information and ideas about books read and school projects. Includes an interactive library newsletter. Workshops have focused on this project.
- Next year we will update our library skills scope and sequence to include electronic literacy and bibliographies.
- Plan to establish a district process for assessing and reviewing computer and library software
- Established a middle school networking sub-committee
- Established Internet curriculum and research support group
- We are expanding our pool of cooperative units which we circulate

Delta

- Teacher-librarians are taking an active role on school technology planning committees
- Teacher-librarians have been active participants in workshops and in service for new curricula
- Teacher-librarians have attended workshops on the Internet, Cancopy, and the Eloquent automated library system
- Teacher-librarians were prominent in selection and preparation of thematic literature kits for

primary grades. These kits are available to all schools from the district resource centre.

- Several schools participated in the "Adventure Everest On-line" Internet program. Local newspapers followed the progress of the students as well as the Everest team.
- Local site grants to several schools were used to promote the use of the Internet in the school library resource centre.

Howe Sound

- Teacher-librarians continue to implement student research and literature programmes, and cooperative programme planning and teaching. This has been challenging due to reduction in library time. Some schools have noticed a decline in student skills due to the reduction in teacher-librarian time. In some cases cooperative planning has been eliminated.
- One school developed an intermediate literature unit on genres. It was successful and will be continued next year.
- One elementary school developed an enrichment research unit where students from grades two to six came to the library resource centre and worked individually. The programme was self-motivated and self-assessed.
- A secondary school had a series of guest speakers from the community, presenting a wide range of topics
- Library club members from a high school did storytelling at an elementary school

Langley

- Technology issues were of great concern this year for most teacher-librarians
- District dedicated \$3,000,000 to technology and networking
- Several teacher-librarians served on school level technology committees
- Technical support was difficult due to great demand and several personnel changes
- Many improvements brought increasing demands
- Teacher-librarians are working on how best to implement student research and information technology

Maple Ridge

- Teacher-librarians were invited by district office administration to preview learning resource

materials for new curricula such as Career and Personal Planning, English, Mathematics, and Science.

- Library skills have been incorporated into Technology Education and Information Technology Instructional Resource Packages (IRPs) by several teacher-librarians

Mission

- Two teacher-librarians served on the district Educational Change committee
- Teacher-librarians participated in curriculum implementation sessions: Social Studies, Science, Language Arts, Technology, and Career and Personal Planning

Peace River South

- Adopted "Big Six" information problem solving process to address information literacy
- Workshop with Barb Jansen and Bob Berkowitz, summer, followed by two-year certificate program developed skills with integrated programs, hypermedia, Internet access, and computer troubleshooting. Twelve of fourteen teacher-librarians participated.
- Central Middle School implemented the Information Technology IRP with the teacher-librarian and the technology teacher, with workshops in the summer. Teacher-librarian leadership has interested 90 people (enrolling teachers, support staff, principals) in taking part.

Terrace

Elementary:

- Selected class sets of novels
- Purchased materials to meet teachers' requests from IRPs
- Continued cooperative planning to develop units for new IRPs
- Continued to select materials that support the curriculum.
- Learning to use the Internet and CD-ROMs to research materials for classroom assignments

Secondary:

- Assist in selecting materials that support curriculum
- Participate in a year-long committee to develop research project standards across subject areas, integrated with curriculum
- Incorporate research skills into Career and

- Personal Planning 11
- Internet search skills in CAPP 12
- Increased use of electronic searching in assignments
- Considering research on "Recreational Reading at the Junior High Level" relating to a strong media centre
- Women's issues were a priority in many displays and in resources selection

MEETING OR SPECIAL PROGRAM IDEAS

Coquitlam

- We doubled the number of meetings in a year, so that we now have one per month.
- There were many issues to deal with, and new resources to be aware of — more frequent meetings have helped us achieve these goals.
- Focused heavily on professional development with sessions including CD-ROM and networking updates, reference materials, and periodicals updates, and assorted displays including French resources.
- We have visited several new schools who have hosted meetings.

Howe Sound

- Teacher-librarians met for three formal meetings to share new materials and ideas, including ideas from conferences.

Maple Ridge

- Book distributors presented their resources at several meetings.

Peace River South

- Pot luck dinner by the host area. We have three geographical areas and we meet in different locations.

SPEAKERS AND WORKSHOP LEADERS

Howe Sound

- Several elementary schools hosted authors, including Aubrey Davis, Anne Blades, Sheri

Fitch, and Julie Lawson.

- Author Sheri Fitch presented a writer's workshop at a district professional day, and at community libraries

Langley

- Campbell Miller of Trinity Educational Products led professional development sessions on Follett OPAC system
- ProQuest representative presented on-line periodicals
- Cliff Kiyooka, district helping teacher, presented "Internet for Teacher-Librarians"

Maple Ridge

- Penny Bland, of Fairview elementary, received the BCTLA award of merit for her dinosaur unit

Mission

- Liz Shirreff and Graham Arts gave Internet workshops to district teacher-librarians
- Myles Weaver from COMPANION gave a workshop on Alexandria and the conversion process from MacSchool LibraryPro to Alexandria — attended by teacher-librarians, teachers, principals, and district technology committee members.
- April, 1997, Jeff Morris from Chancery gave a preview presentation of their rewritten Library 2.0
- Shirley Lewis presented new books

Peace River South

- We have mostly had our own people do workshops in the last couple of years
- Teacher-librarians have been part of district programs on cognitive coaching (Bob Garmston), collaborative workplaces and professional growth planning (Pam Robbins) and multiple intelligences (David Lazcar, Geni Boyer)
- Last year and continuing this year Tumbler Ridge schools used school-based cultural funds to have authors visit, and other parts of the district benefited: Martyn Godfrey, David Poulsen, Hazel Hutchins, Kit Pearson, Meguido Zola, William Bell, and Marilyn Halvorsen

PUBLIC RELATIONS ACTIVITIES

Delta

- A teacher-librarian developed a workshop featuring the latest picture and story books. All teachers were invited to attend.
- Many elementary schools have had one or more book fairs
- Schools had author visits to promote literature and reading
- A young authors' conference at Holly Elementary was very successful

Howe Sound

- All elementary schools and one secondary school sponsored fall and spring book fairs — generated funds for author visits and special projects and programmes.
- All library resource centres have kept their school communities informed of programmes and activities by "News from the Library" columns in school newsletters
- The school board chairperson attended our meetings and reported on library events and units through her weekly column in the local newspaper

Maple Ridge

- Book fest — ten schools participated, including about twelve teachers, twenty parents and 100 students — included three stations: newspaper headlines, Wheel of Fortune, Found Objects — around 100 book prizes from Scholastic Books, snacks and bookmarks to all participants — a play was presented "Hooked on Books"
- One school had a young writer's day. Authors, storytellers, film animator, puppeteers, sportscasters, newscasters, and multitalented M. Absalome presented sessions for students.

Peace River South

- At Ecole Frank Ross parents are invited to the culminating activity for cooperatively planned units.
- Most schools have coffee in the library resource centre during parent conferences
- At board Education Committee meetings integrated library and technology projects are often the focus of a school's presentation

Terrace

Elementary:

- Book fairs provide funding for materials and for library resource centre automation
- Home reading program and contest
- Worked with Parent Advisory Council planning and implementing "There's Snow Better Time to Read" in February
- Open houses coincided with report card interviews
- Scholastic book sale at a community flea market
- Bulletin boards inform community of school and public events
- Celebrity reading day
- Book swap

Secondary:

- Community and public libraries are combined with two school library resource centres — public relations are ongoing
- Developed three-fold brochure outlining services and role for parent and public distribution
- Use of displays and bulletin boards throughout school for promoting resources, special events, student jobs, etc.
- Newsletter for staff room bulletin board
- Use of library resource centre for city council meetings, etc.
- Working with PAC to develop a small centre with materials for parents
- Book and reading promotions, parents' night, and open houses

CENSORSHIP AND CHALLENGED MATERIALS

Howe Sound

- *Fact or Fiction: Witches*, by Stewart Ross (Copper Beach Books, 1996). The parent felt that the contents were inappropriate for a grade one child. The parent decided not to pursue the challenge and the book was put back on the shelf.
- *Halloween ABCs*, by Eve Merriam. The book was reviewed and deemed to be appropriate for elementary libraries.

Maple Ridge

- *Midwife's Apprentice* was discussed as to appropriate level.

AUTOMATION AND TECHNOLOGY

Delta

- All schools now have an automated card catalogue
- Soon all schools will have electronic circulation system up and running

Coquitlam

Please see also entries for Coquitlam above

- Rapid change in technology
- Plans to include all non-automated schools in the automation process by installing computers at test sites and discontinuing manual automation procedures.
- There will still be overlap of manual and automated systems within some schools.
- Automation process speeded up considerably in the long term
- In the fall we will focus on issues of electronic literacy

Fernie

- Automation continues at a snail's pace because of lack of funding, but it is continuing
- Several teacher-librarians are increasing use of the Internet and CD-ROMs

Howe Sound

- Teacher-librarians attended a full-day workshop on the Internet for library programmes
- A representative from Follett reviewed their services and resources

Langley

- Many new purchases: network wiring, new hardware and software in most schools
- Several schools on Follett, so district purchased "Alliance Plus."
- Various systems used, so a union catalogue is not possible. We have discussed making a CD-ROM of the catalogues — may begin 1997-98

Maple Ridge

- Discussion and presentation of Library Profile

computer program and concerns expressed resulted in the freeze of installation of the program into school library resource centres. The program has since been piloted again by two teacher-librarians.

- Ongoing computer workshops at the district office, workshop on making home pages, and electronic mail usage.
- All library resource centres are wired through phone for Internet, electronic mail, and our local Quick Mail

Mission

- One secondary school, ten elementary schools, and our district resource center are automated with Chancery's MacSchool LibraryPro. Some will upgrade to version 2.0 when it is released in July 1997.
- Our new secondary / college and three elementary schools are using COMPanion's Alexandria program
- The district technology plan has a section devoted to library automation
- A teacher-librarian will sit on the district technology committee for the 97/98 school year.

Nechako Lakes

- Many of the larger schools use Eloquent
- A number of school library resource centres are equipped with or have access to CD-ROMs, fax machines, modems and the Internet

Peace River South

- We have been automated for several years
- In the library resource centres student projects feature ClarisWorks word processing, slide shows, databases and spreadsheets; also Hypermedia with Hyperstudio and Digital Chisel.
- CD-ROM encyclopedias and other CD-ROM information
- Internet via a Wide Area Network
- Schools own or have access to digital cameras, scanners, colour printers, video cameras, overhead projection units, and TV monitor hook-ups
- Rural schools collaborated to acquire a set of computers and software to share — the teacher-librarian works with teachers to collaboratively plan and teach curriculum units integrating technology
- Six library resource centres have computer labs

- in or attached to them
- Schools allocated funding to support teacher-librarians working with technology, using Ministry technology grants
- Each of our four secondary schools has a computer lab in the library resource centre.
- Central Middle School has as a school goal to integrate technology into cooperatively planned projects

Terrace

Elementary:

- Helped with a workshop on the use of the Internet
- Gave workshop on use of Internet and favourite sites
- Many teacher-librarians attended in-service on use of high end computers: slide show, HyperCard, scanners, etc.
- One elementary school has completed automation of the library resource center, with another beginning in September 1997, to input data
- Power Mac Performa 6360 in library resource centre
- Parent Advisory Council put on a penny drive to raise money for automation

Secondary:

- One school is into the 500s with automation, fiction completed
- One elementary / secondary school is continuing automation of the library resource centre using MacSchool
- A junior secondary and a secondary school are switching from Columbia to Follett, using school budget funding
- Three new Macs from school bingo funds
- Increased number of networked work stations from five to seven
- A junior secondary has four stations with Netscape and CD-ROMs in the library resource centre, as well as four small computers for work processing

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THE PORTRAIT: LINDA BAILEY

by: ELLEN ROTHSTEIN, teacher-librarian, G.T. Cunningham Elementary, SD#39 (Vancouver).

"I started my career as a famous detective on a bright and windy day in early October. Up until the robbery, it was the most ordinary day a girl ever spent. Peanut butter sandwich for lunch, floor hockey in gym, spiders in science...

See what I mean? Snore.

And me? I was a perfectly regular kid. Stephanie Olivia Diamond, sixth grader. New girl at Emily Carr Elementary School. Most days, you could catch me walking around with my nose in a book. I also liked to collect comics and bake chocolate macaroons and paint my sneakers with fabric paint. Like I said, pretty regular. I didn't even know I wanted to be a detective.

That was then. By the time it was all over, I was practically a hero. One newspaper said I was "Vancouver's answer to Nancy Drew." Another one called me a "girl wonder."

This beginning excerpt from the novel, *How come the best clues are always in the garbage?* (Kids Can Press, 1992) was the start of Linda Bailey's career as a children's author. The book is the first in the successful series of Stevie Diamond detective stories. The series now includes five books, each translated into French and Greek and sold in Canada, England, Australia, the United States and Greece.

Linda Bailey, like her protagonist Stevie Diamond, was always interested in reading. She fondly recalls the bookmobile that visited her neighbourhood once a week. She recalled that "as a kid I was always quite bookish." Bailey was born and raised in Winnipeg in the 1950s. A third-generation member of an immigrant family, her Polish and Ukrainian grand-parents homesteaded on the prairies at the turn of this century.

In our interview Linda told me that while she was growing up in Winnipeg she never imagined a career in writing. "It was foreign to my world." She was interested in journalism but there were no journalism courses or schools in Winnipeg at the time. Instead, Bailey left Winnipeg to travel extensively and work in Europe and Australia. Upon her return to Canada Linda settled in Vancouver.

At the age of 30, Bailey decided to go to university. She enrolled at the University of B.C., completing a B.A. in English and continuing with a Master's in adult education. At university she enrolled in a creative writing course in nonfiction. She said it gave her the confidence to try writing fiction. However, with a marriage, two young daughters and a part-time job teaching college, there was no time to even think about writing. When her daughters began attending school, Bailey gave up teaching and began a contract job with the Open Learning Institute writing study manuals for their distance education program. She decided then that she was ready to try writing again.

Linda's interest in children's literature developed from reading so many books with her daughters. She also felt adult short stories at the time were "too obscure and arty". Her realistic writing style seemed more suited to the children's market. Bailey chose to write a mystery novel because of her love of the genre. She told me that when she began to look at the mysteries written for children the plots seemed very simple and there were few genuine "whodunit" books for children. Although she was initially worried that the attention to detail in a whodunit mystery would be too difficult for children, the success of her books show that her worries were unfounded.

Amazingly, Bailey's first mystery novel was accepted for publication by the first publisher she approached with the manuscript. Kids Can Press published the book, *How come the best clues are always in the garbage?* in 1992. Linda told me that Kids Can Press were interested in a potential series if this first book sold well. Its initial success spawned the Stevie Diamond series: *How can I be detective if I have to baby-sit?* (1993); *Who's got Gertie? And how can we get her back!* (1994); *How can a frozen detective stay hot on the trail?* (1996) and *What's a daring detective like me doing in the doghouse?* (1997).

The series aimed at readers aged eight to twelve is fast-paced, funny and full of interesting characters

and adventure. "Shudder, giggle, gasp" is the way Linda describes her stories. She told me she received a letter from a child who enjoyed her stories because "they weren't too scary and not too feeble either." All the stories were triggered from real life incidents and four out of the five titles are set in Vancouver. *How can a frozen detective stay hot on the trail?* takes place in Winnipeg and was the winner of the 1996 Arthur Ellis Award for best juvenile mystery by the Crime Writers of Canada.

At the moment, Bailey is taking a break from Stevie Diamond stories and is focusing her talents on picture books. Kids Can Press has just recently published her first picture book, *Gordon Loggins and the Three Bears* (1997). It is about a young boy who unwittingly has to stand in for a no-show Goldilocks during a library storytime. Linda is also in the post contract, pre-edit stage of another picture book about the prairies. It is a story loosely based on her mother's life. Her sister, a commercial artist and illustrator in Winnipeg, is providing the illustrations for the book. This is their first collaboration but Linda told me she would love to do other books with her sister.

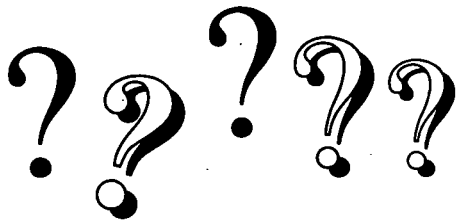
Bailey is also working on another series for Kids Can Press. This series would be in picture book

format but geared to an intermediate-aged audience. The premise is time travel through world history. The first book deals with medieval times. Linda divulged that a lot of discussion and negotiation about details such as page design is necessary for such a project. She is committed to produce four books for this series.



Linda Bailey admitted that now she would like to try writing for adults. She finds the idea of elderly women as lead characters in an adult heist mystery an appealing plot line. She also noted that she would love to write a Roald Dahl-type fantasy. Linda said she has never had writer's block; ideas seem to come naturally to her.

Bailey told me her daily regime usually involves writing from 9:30 to 3:00 every day. Linda has previously described how she feels about writing. "I find the whole process very satisfying and one of the most enjoyable things I've ever done. It took me a long time—and a circuitous route—to get to writing. Now that I'm actually doing it, I love it and can't remember how I ever lived without it." Anyone who has read her work is also very glad and grateful that Linda Bailey became a writer.



ASK THE EXPERTS

by **BARBARA COOPER**, teacher-librarian, Fleetwood Park Secondary School, SD#36 (Surrey).

QUESTION

How do we get rid of junk faxes?

ANSWER

Like junk mail, junk faxes are unsolicited missives that end up in your mail box. The big difference is that you're paying for the paper they're

printed on. And in some schools, office clerical staff aren't that thrilled about the extra leg work faxes entail. Assuming you don't want to be contacted in this way, a solution is to fax the vendor yourself, requesting they remove your name and fax number from their fax contact list. Use your school fax stationery or write your message in felt pen directly on the fax the vendor sent you, and fax it back.

Some districts have a policy in place regarding vendor contact at schools. Vendors are notified that telephone calls and drop-in visits at schools are not welcome. The district however, provides alternatives for vendors to get their message out to potential customers. For example, district personnel may offer to distribute or otherwise make available certain advertising materials for special events/sales deemed to be of interest to teacher-librarians. The district may also organize resource fairs/book displays on a regular basis, providing an opportunity for personal contact.

Such policies could easily incorporate a directive regarding sending junk faxes to schools. Vendors who are not aware of the district policy can then be directed to contact appropriate district personnel.



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.fvracs.gov.bc.ca

PLAGIARISM AND THE INTERNET

Recently, while perusing messages from an E-Mail List, my attention was drawn to a post from Mr. Larry Jeffryes, teacher librarian at Los Alamos High School, Los Alamos, New Mexico. Mr. Jeffryes was lamenting the decline of the term paper at his school. Apparently, a number of staff members from the English, history and science faculties were no longer requiring students to complete term papers. They believed that students could simply download a term paper from the Internet. Additionally, many staff members also felt that the ease with which information could be copied from Internet sources such as Web or Gopher sites and pasted into a report would lead students to become rampant plagiarists. In the minds of these staff members the solution to the problem was obvious - no more term or research papers, or no more papers where resources such as CD-ROMs and the Internet were allowed. In desperation, Mr. Jeffrye's appealed to his colleagues on the Internet for suggestions and they responded.

What follows is a compilation of those responses on the topic of the Internet, plagiarism and research. While the messages were in response to Mr. Jeffryes specific request, the suggestion and recommendations they contain should be of interest for any teacher-librarian with an Internet connection. This is not the first time the question of the Internet, plagiarism and research has been raised. Recently, several other teacher-librarians also expressed concern about this topic and I suspect that they are not alone. Given the rapidly expanding number of Internet connections in homes, schools and libraries, it is a problem which will, in all likelihood have to be addressed by most every school, sooner or later

First of all, let's do a reality check. Plagiarism is not new nor was it invented by the Internet. As librarian Robert Eiffert points out, twenty years ago the back pages of Rolling Stone magazine were filled with advertisements for term papers and research assignments. What has changed with the advent of the Internet is speed and accessibility. There are now several semi-secret Web sites containing hundreds of

research papers on all subjects and all are available for immediate download at no cost. So, while it may be easier to plagiarise using the Internet, the problem certainly wasn't conceived there.

While there's little doubt that the Internet has made locating and copying term papers much easier, excluding the Internet is not the solution. As Mr. Eiffert points out;

"Use of Internet Resources can be a very valuable addition to the research process. The searching skills get a real workout and the critical thinking involved in considering the validity of the source really improves the product. Use of direct query and response (E-Mail) adds a necessary "real world" dimension to the project."

Mr. Eiffert goes on to comment that if an assignment is created in a manner where real research is needed and synthesis is expected then a copied paper is almost impossible.

What kind of assignment is Mr. Eiffert talking about? On this there seems to be general agreement. The type of assignment which will preclude plagiarism must engage learners and make them think. Towards that end, here are some suggestions submitted by various teachers and teacher librarians:

THE ASSIGNMENT SHOULD HAVE SOME INTEREST TO THE STUDENT.

Simply telling a student to, "Do a report on China" will not lead to the type of research and synthesis mentioned by Mr. Eiffert. Instead, it almost invites plagiarism. The process of choosing a topic should include some sort of dialogue and negotiation between student and teacher.

THE ASSIGNMENT SHOULD REQUIRE THE STUDENT TO THINK.

Dr. Jamison McKenzie notes that the topic of a research report should require the student to state an opinion and support it, make a decision and defend it,

or consider a problem and present a solution rather than simply describing or telling about something. If students are required to do some original thinking, then plagiarism becomes very difficult.

ASSESSMENT MUST BE ON-GOING.

Mike Arsenault of Lakefield College School is one of the many who believes that there should be on-going, continuous, and authentic assessment for ALL aspects of the project or paper. For example, students should receive a grade for their bibliography, notes or information, an outline showing how the information will be arranged and organized, a rough copy and the final copy. Here are the steps Mr. Arsenault requires his students to complete:

- a) Pick the topic, and negotiate or contract with the teacher.
- b) Find resources (available from local libraries, internet, CD-ROM Vertical files, periodicals, books, teacher library ...wherever), and create a bibliography.
- c) Show all the initial research notes (gathering of ideas).
- d) Creation of the thesis statement or (in the case of a descriptive project) introductory paragraph.
- e) Skeleton outline of the essay showing the stubs for the major topics covered.
- e) First rough draft
- f) Final draft.

Deadlines can be associated with each of these and the mark values distributed for the process oriented portion of the project in a manner that the individual teacher feels comfortable with.

As well, Lisa Hinchliffe of Parkland College points out that research is a process not a final product, therefore grading should be done in such a manner as to facilitate and encourage that process.

ASSIGNMENT INSTRUCTIONS AND EXPECTATIONS SHOULD BE CLEARLY PRESENTED TO STUDENTS.

As Ms Hinchliffe further observes,

“What a teacher does and in particular how the assignment is given/constructed will very much effect what students do.”

Ms Hinchliffe goes on to admit having written some clear as crystal directions that turned out to be petrified mud with the result being a classic case of, “getting what one asks for”.

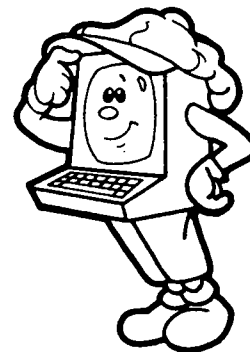
ALLOW FOR VARIETY IN THE FINAL PRODUCT.

Must students always submit a written, multiple page document as the final product of their research report? Many teacher librarians suggested that the final product should reflect the learning styles of the student(s) as well as address the multiple intelligences question. Karen Needles for example, explained how senior students from her school were expected to conduct interviews as part of their project and as well as a written report, they were also expected to do an oral presentation.

Be it an oral report, a poster, a Web Page or whatever, most of the participants were agreed that a variety of finished products be allowed rather than always requiring a typed, double spaced, printed report.

So, while the problem of plagiarism was not created by the Internet, it will no doubt become one of the challenge to integrating digital resources such as the 'Net, CD-ROMs and on-line databases within existing curriculum and educational programs. However, as numerous teachers and teacher-librarians have pointed out, a paper, report or assignment which is structured to engage learners and require them to think has, is and probably always will be the best solution to this problem. As Judyth Lessee observed, teacher-librarians are in a position to become the change agent in this process;

I think librarians are way ahead of the game in trying to get teachers to shift their paradigms. It's teachers who are often have trouble taking chances and risking loosing control.



NEW WEB SITES

EDUCATION RELATED WEB SITES

BIRDS FOR KIDS

<http://birding.miningco.com/msubkids.htm>

This site is full of games, crafts, articles, and information about birds for kids of all ages. There is also a teacher/parent section with articles, lesson plans, and suggested books.

CYBERBEE

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

Don't let the cute name fool you. This site is loaded with resources and items of interest to educators. The creation of Linda C. Joseph, this site bills itself as, "a busy little bumblebee zooming around the Internet scouting out curriculum treasures." Judging by the number of links and resources available, Ms. Joseph has indeed been, "a busy little bumblebee."

EDUCATION GATEWAY

<http://www.bellsouth.net/dp/educ>

The Education Gateway Web Site, developed by the Bell South Corp., contains an amazing number of Internet resources and links to assist educators in the integration of technology and the Internet with their classroom and educational programs.

EDUCATION WORLD

<http://www.education-world.com>

Education World, the Educator's Complete Resource Guide to the Internet, offers education professionals, parents, students, and administrators a place where they can find the lesson plans and research materials they are looking for. This site is updated weekly with fresh new lesson plans and curriculum ideas, articles on issues that are of interest to educators, parents, and students, and much more.

ELEMENTARY LITERATURE WEB SITE

<http://www.siec.k12.in.us/~west/sites/lit.htm>

One more example of teachers helping teachers on the 'Net, Tammy Payton, (a First Grade Teacher and Web Editor for Loogootee Elementary School, West Loogootee, Indiana) has written a web page of hot links to literature sites of interest to elementary teachers. Included in this list is Children's Literature Web Guide, Candlelight Stories, Children's Storybooks On Line, and more!

ENVIRONMENTAL DATABASE FOR SCHOOLS

<http://www.soton.ac.uk/~engenvir/>

This database aims to provide secondary school students with objective information on the co-existence of industry, engineering and the environment. It covers such topic as Acid Rain, Global Warming, and Alternative Energy.

GALILEO LESSON PLANS WEB SITE

<http://www-hpcc.astro.washington.edu/scied/galileo.html>

The Galileo Web Site is the name of a location containing a collection of science lesson plans for K-12 science teachers for the classroom use.

GIRLS, GIRLS, GIRLS

<http://www.EDsOasis.org/Treasure/Girls.html>

GIRLS, GIRLS, GIRLS is a Web page hosted by Cathy Fiore, elementary school teacher and doctoral student at Pepperdine University. Cathy has long been interested in issues related to Gender and Technology. Part of her research has included finding software and Internet resources which encourage girls, and which motivate them to use technology. In "Girls, Girls, Girls" Cathy shares both annotated links to Web sites as well as descriptive reviews of an extensive collection of software titles.

IN CLASS AND OUT: STUDENTS PREPARE FOR INTERNET CAREERS

<http://www.webweek.com/current/webcareer/19970915-class.html>

The Internet has created a wealth of job opportunities for college graduates who have the technical and artistic expertise to manage Web sites. Positions as Web masters and on-line content developers are becoming more popular with a new generation of graduates who relied on the Web in

college for course work, research, and entertainment. This site talks about the skills need to get an "Internet" job and the schools & institutions which offer this training.

AN INSTRUCTOR'S GUIDE TO INTERNET PLAGIARISM

<http://rideau.carleton.ca/~gsenecha/guide/>

Mr. Gregory Senechal, an instructor at Carlton University has compiled a series of suggestions to assist other teachers and instructors in determining if a report or assignment was indeed written by a student or downloaded from the Internet.

INTEGRATING TECHNOLOGY AND THE CURRICULUM

Texas Centre of Educational Technology (TCET)
<http://www.tcet.unt.edu/>

Instructional Technologies Connection
<http://www.cudenver.edu/~mryder/itcon.html>

These two sites contain a wealth of information on integrating technology within the K-12 curriculum as well as other educational resources, journals, other links etc.

LEARNING SPACE WEB SITE

<http://www.learningspace.org>

Learning Space is the name of a new Web Site recently set up in Washington, D. C. Educators are invited to add their lessons or take advantage of the information and resources found here. Learning Space was made possible through a grant supplied by US West and WEA/NEA. This site is part of a three year project to assist educators to increase their use of technology, including the Internet.

LEARNING WITH THE WORLD

http://edweb.sdsu.edu/edfirst/web_learning/overview.html

This Web Site was created by Mr. Tom Marsh a student at San Diego State, as part of a Fellowship from Pacific Bell. Like many of the other Web Sites listed in this piece, his purpose is to assist educators in the integration of technology within the classroom or educational program. Towards that end, Mr. March has done a credible job in assembling, information,

resources, and links to other sites which will help educators new to technology.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE) REPORT

<http://www.ncate.org>

The National Council for Accreditation of Teacher Education, a coalition of 30 professional organizations representing over 3 million educators, policy makers, and members of the public has prepared a report on Schools of Education and Technology entitled, "Technology and the New Professional Teacher: Preparing for the 21st Century Classroom". Excerpts from the report and other related information can be found on their Web Site.

A limited number of the full reports are available for the asking by sending an E-Mail message to tracey@ncate.org.

For more information on the report itself contact James Cooper at jmc2n@curry.edschool.virginia.edu.

PRIMARY MATH ON THE WEB

http://users.uniserve.com/~g_games

Gordon Scott, a retired teacher living in Surrey has put retirement time and teaching experience to good use by creating a Web Site containing primary math information. This site is of interest to teachers of K-3, 5-9 yr. old children, and others involved with early basic math. There are two booklets now available which may be freely copied. They are:

1. Gordon's Games: A full set of 25+ simple, effective, and inexpensive arithmetic (math)games covering a wide range of skills, plus other games. (24, 8.5x11, pages)
2. Gordon's Simple Math: Primarily concerned with very basic math or arithmetic, this booklet develops a simple framework for teaching early addition, subtraction, multiplication, and division. As well there is the use of factors and multiples, prime and composite numbers, casting out nines, plus more. One flexible worksheet and some fact sheets are available. (33+ , 8.5x11, pages)

If you visit this site and download Gordon's booklets, please contact Gordon by e-mail (g_games@uniserve.com). He'd like to know not

only that his booklets are being used, but also where, how, with whom, and by whom they are being used.

PROJECT PHYSLAB

<http://192.147.239.87/physlab.htm>

Project PHYSLab is a Web Site whose purpose is to promote an on-line presence for physics educators from around the nation and assist them in using modern technology in their physics classes. A collection of physics labs for viewing or downloading is also provided.

SCHOOL GARDENS

<http://aggie-horticulture.tamu.edu/kinder/sgardens.html>

School gardens can teach children not only about plants, nature, and the outdoors but also about other subjects as well. Gardens can teach children about history, economics, poetry, and math.

This site includes school garden themes, things to consider before creating a garden, a step-by-step guide, curriculum ideas, and more. For Early Childhood, Elementary, Middle School students.

SCHOOL PSYCHOLOGY RESOURCES ON-LINE

http://www.bcpl.lib.md.us/~sandyste/school_psych.html

School Psychology Resources On-line appeals to school psychologists, other mental health professionals, parents, and educators. Topics include learning disabilities, ADHD, gifted, autism, adolescence, parenting, assessment, classroom management, special education, K-12, mental health, reading, research, and more.

UNITED EMPIRE LOYALISTS

<http://www.magi.com/~westdunn/1791UniL.html>

To commemorate the contribution of the United Empire Loyalists to Canadian History and help publicise their contribution to the development of Canada, the Ontario Genealogy Society has created a Web Site in honour of the United Empire Loyalists. An excellent resource for early Canadian History.

WORLD WIDE WEB PAGES FROM THE DISCOVERY ZONE

<http://metronet.lib.mi.us/CANT/www.html>

While this site is advertised as being for kids and librarians who work with kids, it is a fantastic reference site for anyone. The site contains links to sites on animals, activities and games, books, government, history, maps, movies, etc.

INTERNET RELATED WEB SITES

COMPUTER TRAINING COURSES

<http://www.cctglobal.com/downsamp.html>

This site contains a number of complete computer training courses (listed below) which can be downloaded for a free preview. All this material is copyrighted by Cheltenham Computer Training and must not be used for training or as part of a training program.

Computer programs for which manuals and training packs are available include: PS and DOS Essentials, Windows 3.1, Windows 95 Beginning, Windows 95 Intermediate, Windows NT, Word 6: Beginning, Intermediate and Advanced, Word 7: Beginning, Intermediate and Advanced, Excel: Beginning, Intermediate and Advanced, PowerPoint 7, Windows Corporate Support & C+ Programming.

EDWEB DICTIONARY

<http://edweb.gsn.org/dic.html>

This Dictionary was originally developed to serve as a glossary for words used within the E-Mail list, "EdWeb". However, the dictionary is also very useful for anyone wanting a general educational networking dictionary. Most of the latest definition entries such as; Spread Spectrum, MMDS, ADSL, Frame, Packet, SONET, etc., are included in this revision.

SEARCH ENGINE TUTORIAL

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html>

The University of California at Berkeley, Teaching Library Internet Tutorial has just been revised to include the latest changes in Alta Vista,

Infoseek, Lycos, Excite, Hotbot, and several other search engines. Specific recommendations are based on the effectiveness of each search engine with difficult topics.

The tutorial now recommends and describes starting most searches in one of four best meta-search engines. As well, the tutorial also describes dozens of ways of finding documents beyond the realm of keyword searching (webliographies, weblopedias, webraries, grant info, international web, and more).

LIBRARY RELATED WEB SITES

BANNED BOOK SITES

Even though we live in a free society there seems to a continuing demand by special interest or pressure groups to influence the materials we read. Below is a list of sites dedicated to the topic of book banning.

1996 Banned Books Web Site

<http://www.ala.org/bbooks/>

American Booksellers Foundation for Free Expression

<http://www.ambook.org/bookweb/abffe/current/>

Banned Books A to Z

<http://www.booksatoz.com/banned.htm>

Banned Books and Novel Ideas

<http://www.cwrl.utexas.edu/~banned/>

Banned Books On-line

<http://www.cs.cmu.edu/People/spok/banned-books.html>

Banned Books Resource Page

<http://www.mitpress.mit.edu/bookstore/banned.html>

Banned Books Week '97 - ALA

<http://www.ala.org/bbooks>

Banned Books Week '97 - Bookweb

<http://www.bookweb.org/abffe/394.html>

Bonfire of Liberties

<http://www.humanities-interactive.org/bonfireindex.html>

Books Frequently Challenged in the 1990s

<http://www.st-charles.lib.il.us/low/banned.htm>

Book Banning, Burning, and Censorship

<http://www.banned.books.com/>

The Boston Coalition for Freedom of Expression

<http://world.std.com/~kip/bcfe.html>

Censorship and Book Burning.

<http://www.rjgeib.com/thoughts/burning/burning.html>

This page is devoted to author Salman Rushdie. It contains quotes about censorship and book burning by such authors as Heinrich Heine, Ralph Waldo Emerson, Alfred Whitney, and John Milton.

File Room: Literature (Archive of banned works and authors).

<http://fileroom.aaup.uic.edu/FileRoom/documents/Mliteration.html>

Free Expression

<http://www.bookweb.org/abffe/>

File Room Censorship Archive Homepage

<http://fileroom.aaup.uic.edu/FileRoom/documents/homepage.html>

Most Frequently Banned Books in the 1990's

<http://www.cs.cmu.edu/Web/People/spok/most-banned.html>

A listing drawn from the book *Banned in the U.S.A.* by Herbert Foerstel.

BOOK LISTS

<http://www.wcsu.k12.vt.us/~wardsboro/lists.htm>

Thanks to some hard working members of the teacher librarian E-Mail discussion group, LM_Net, the following Books Lists are now available: Ancient Civilizations (Grade 4-7), Boys' Diaries, Children's Choice Awards, Citizenship, Civil War & Slavery, Classics (Grade 5-7), Consequences, Consideration (Caring), Death and Dying (Grade 4-7), Ecology (Grade 5-7), Education (Appreciation of), Eighth Grade Fiction/Non-Fiction, Environment (Fiction), First & Second Grade (High Level), Frontier & Pioneer Life, General Lists/Services, High-Interest/Low Vocabulary, Historical Fiction (High School), Honesty, Ice Cream Books, Mysteries (Grade 3-5), Non-Fiction (High School), Patience (Elementary), Picture/Story Books (Grade 2-4), Puberty, Girls (Grade 4-6), Rejection (Fiction), Seventh Grade Fiction/Non-Fiction, Simile Sources, Summer Fun Reading Lists, Time Travel (Grade 5-8) and Women & Adventure.

COUNTRY FACTS, FIGURES AND STATISTICS

Australia

<http://www.abs.gov.au/websitedbs/d3310114.nsf?Open>

Canadian and International

<http://www.statcan.ca/english/reference/servers.htm>

China

<http://plue.sedac.ciesin.org/china/>

Germany

http://www.statistik-bund.de/e_home.htm

United Kingdom

http://www.emap.com/ons97/ukfigs/frame_figs.html

DIRECTORY OF DIPLOMATIC REPRESENTATIVES IN CANADA

<http://www.arraydev.com/commerce/embassy/english/>

This site contains a listing of all the Embassies and High Commissions in Canada. The directory information includes both telephone and fax numbers.

POETRY DAILY

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

The Poetry Daily Web Site bills itself as the premier web site for professionally published poetry, passed one-million hits at the end of August after less than 5 months in operation. Founded in April of this year, the online anthology offers a new poem every day from more than 50 poetry book and journal publishers. The service is one of many sites benefitting from the growing popularity of poetry on the World Wide Web.

TECHNOLOGICAL HORIZONS IN EDUCATION (THE) JOURNAL

<http://www.thejournal.com>

The Journal is generally considered one of the best for helping educators integrate technology within their educational programs. The on-line version contains most of the information found in the print version.

TIME MAGAZINE FOR KIDS

<http://www.pathfinder.com/@5mfhCQQADhJ1nVCm/TFK/>

This online version of *Time* magazine is written for and focused on Kids.

UNIVERSITY OF CALIFORNIA, BERKELEY CAMPUS, DIGITAL LIBRARY

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

If you are interested in what the future holds for libraries take a look at the UC Berkeley Library (SunSITE) Web page. The UC Berkeley Library has long been acknowledged as a leading edge facility in the integration of libraries and technology.

Recently added to the library's digital collection is the Jack London collection and the Emma Goldman Papers. The library is also engaged in pioneering work in the field of web page classification and library integration using a program called SWISH. A description of this project is also available on-line.

MISCELLANEOUS WEB PAGES

ASK DR. MARA

<http://shoga.wwa.com/~docmarla/>

The purpose for this Web Site is to provide information to teenagers on various health topics such as sex, drugs, eating disorders, depression, school and family problems.

CHILDREN'S HEALTH PAGE

<http://www.alsirat.com/chealth.html>

This page is a collection of FAQs and links to net resources related to children's health.

NUTRITION EDUCATION WEB SITE

<http://www.kidsfood.org>

A new educational Web site is now available for use by students, teachers and parents worldwide. The Kids Food CyberClub is a fun and educational World Wide Web site for 3rd to 5th grade children with activities that teach kids about food, nutrition and hunger. The Kids Food CyberClub was developed by the Connecticut Association for Human Services with funding from Kaiser Permanente. The goal of the site is to improve health outcomes by promoting good nutrition among children.

THE TITANIC WEB SITE

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

"Titanic" fever comes to the Internet. The Florida International Museum has produced a Titanic Exhibit which features a detailed history of the mighty ship and its fatal collision as well as a beautiful collection of pictures of the ship, eerie photos of the ship's current condition, and a collection of artifacts recovered from the wreck.

VOICES OF YOUTH!

<http://www.unicef.org/voy/> (English)

<http://www.unicef.org/voy/fr/> (French)

<http://www.unicef.org/voy/es/> (Spanish)

Voices of Youth, the UNICEF forum for global learning and discussion among young people, is now available in three languages. Visit our French, Spanish and English Web Site. The latest addition to this Web site are Child Labour Laws and Practices. Child Labour joins the Girl Child, Children and War, Urbanization, and Children's Rights as topics covered in the VOY "Meeting Place" segment.

SCIENCE & TECHNOLOGY WEB SITES

THE FIEFDOM DOCTOR

<http://www.learner.org/exhibits/middleages/healtact2.html>

If you think you or your students know First Aid, check out "The Fiefdom Doctor" Web Site. This site allows you to test your medical knowledge and skills against medical practices of the Middle Ages. You're given three sample patients and various treatment options ranging from the harmless procedures such as tying red cloths around the patients' beds to more drastic measures such as amputating limbs. Besides giving students a new awareness and understanding of the Medieval Period, it will also instill in them a much greater appreciation for modern medicine.

PUBMED

<http://www.ncbi.nlm.nih.gov/PubMed/>

PubMed is a project developed by the National Centre for Biotechnology Information (NCBI) at the National Library of Medicine (NLM), located at the National Institutes of Health (NIH). It has been developed in conjunction with publishers of

biomedical literature as a search tool for accessing literature citations and linking to full-text journals at Web sites of participating publishers.

PROJECT PHYSICS - IDEAS FOR HIGH SCHOOL PHYSICS

http://www.amersol.edu.pe/_kacres/project.html

The main objective of this homepage is to be a source of projects and ideas for other Physics Teachers. For example: constructing boats from household materials, making Kinematics more exciting with self-propelled cars, building chairs out of cardboard and making a hydraulic powered vehicle.

U.S. NATIONAL LIBRARY OF MEDICINE'S INTERNET "GRATEFUL MED" WEB SITE

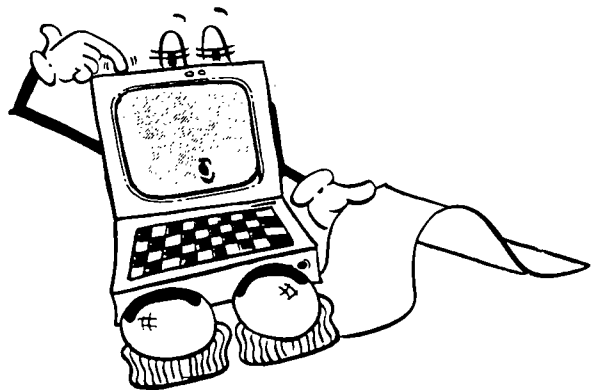
<http://130.14.32.45/>

From the U.S. National Library of Medicine's Internet Grateful Med Web site you can search the Medline database which contains 8 million citations of the biomedical literature of the world, dating back to 1966.

THE VISUAL BODY

<http://www.columbia.net/vbody/>

The Virtual Body from the Columbia Healthcare Corporation combines casual elegance with sleek utility in a dermless outfit that highlights over thirty feet of intestines, four pounds of cranial grey matter, and several quarts of blood. Strap on your Shockwave goggles for a roller-coaster ride through the lower colon or an impromptu tour of the tibia.



THE DEEP END

by DONALD HAMILTON, Education Librarian & Adjunct Assistant Professor (Teacher-Librarianship) University of Victoria.

The Symposium's over...

By the time you read this, Forging Forward: The National Symposium on Information, Literacy and the School Library in Canada will be over. The joint ATLC/CSLA production was hosted by the National Library of Canada and the Canadian Education Association and held November 19 to 22 in a fine multipurpose room in the National Library overlooking the Ottawa River. The Symposium was one of the best kept secrets ever created. Given its "invitational nature" there was a tendency from the beginning not to be overly enthusiastic, hoping that individuals who have wanted to attend would recognize that limit. But I write this piece before the symposium is underway, at a time when the organizers worry about all the little details that could prove disastrous. By the time you read it, I am confident that you will have heard that we have been able to bring it off with great aplomb and with great import. What will remain is that incredible postscript which is, of course, the reason for the Symposium in the first place. What was it that we wanted to accomplish? Did we do it? How best can we be certain that we were able to affect change in the country?

Here is part of the Program Description that was sent to those who were invited to attend:

Over 65 participants will be invited to Ottawa to consider several topics related to new partnerships around literacy and libraries, issues associated with new literacies and a renewed understanding of the role played by the school library in the overall literacy development of children and young adults. The list of participants will include individuals from policy-making bodies, teachers and their associations, provincial and territorial education systems, students, publishers and software producers, cable, telephone, television and media interests, corporate leaders, writers, futurists, activists, politicians and leaders from within the school library community. With rapid changes in the workplace, in education, the economy and society in general, the Symposium will

offer participants an opportunity to discuss literacy issues as they relate to the school library and within the context of technology and our future citizens. This will not be a "conference", but rather, a gathering of minds with different backgrounds, interests and experiences in order to develop a national perspective on a pressing educational matter that will affect every Canadian as we move into the next century.

Objectives

These are the anticipated goals of the Symposium:

1. To find a national consensus on the importance of the school library as a partner in the development and promotion of literacy, particularly information literacy and the accompanying competencies associated with information technologies.
2. To identify common beliefs that would guide decision makers at all levels in their development of quality programs.
3. To focus attention on the integration of library and information services into the community and beyond.
4. To consider the specialized role of personnel engaged in developing information literacy.
5. To consider the role of the Internet and other electronic technology and the impact they will bring to our society.
6. To provide an national event around which the school library community can address its future direction and forge forward with a renewed vision.
7. To provide in the final reports, an opportunity for the entire school community across Canada to discuss the ideas forged at the Symposium and to act on them in their regional context.

We would never have been accused of thinking small! We knew that we were asking for miracles, yet it seemed irresponsible to ask for less. The hope that I harboured in all this was that we would attempt to discover in a wider range of the public some recognition that we had something of value to consider. We have for so long laboured in a wilderness that seems to include only us. We are caught up

in ideas that only we truly appreciate. There must be more to this thing that we embrace than just us. Surely others can see the tremendous potential of the school library and its program as a force for educational change! I am one of those who does not believe that the teacher-librarian alone can teach the teacher and the school to believe in the school library program. If we are to have any hope of survival, the school library program must be driven by the school program.

Some would argue that that is what is happening in schools which have replaced the teacher-librarian with a paraprofessional. The school has determined a limit on the extent the school library program will have in meeting the objectives of the overall learning program. Someone, or some force, has determined that little will be lost through a downsizing of the school's library program. If the teacher-librarian is alone in recognizing this folly, then there are real problems.

The Symposium will not change anything by itself. Change will occur, but probably not before the administrators have heard the politicians and the parents and the trustees and the teachers and the children and you, cry out that the library program in the school is a wondrous thing. I was recently advised by an administrator that if all teacher-librarians were creative, forthright, aggressive (in a nice way), proactive, dynamic, and persuasive, (all of

these) we would never have had a problem. Couple that to the need for this paragon to be computer literate, Internet smart and a whiz at instructional design, plus interested in the Choir and Debating Clubs. The Symposium will be publishing its papers and ideas. The organizers will do their best to capture the excitement of these meetings, but the real work will once again fall to all of you. Armed with those bits of paper, I hope that you will take heart that all those people and all those worthy agencies laboured for you and have given you heart and hopefully strength for the real battle. I sense a sermon growing in these words.

We used to have standards that we used as clubs in our early battles. They were printed in books and resounded with authenticity. They were the substance of many of our facilities. Did you ever wonder where we got those sinks in the workroom? What about the workroom itself? They sprang from the standards produced by the CSLA in 1967 and 1978. We needed the sink to prepare the glue to apply the labels. We failed to develop the Standards in 1987 (using the 10 year rule) only to find ourselves fighting for survival in the "age of information". Is there no justice?

The Symposium will be over when you read this. Make use of its report. A whole host of agencies and associations were involved in getting it in place. There is credibility in that fact alone. Are we not searching for credibility?



BCTLA REVIEWS

“BCTLA Reviews” is coordinated by:

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Reviews are edited by Ruth Allman and Liz Austrom.

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

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

Publishers are requested to send materials they wish to have reviewed to the Reviewing Service, c/o Jean Anne Lewis, 5 - 1893 Tzouhalem Road, Duncan, BC, V9L 5K6

FIC ATT

Attema, Martha. *A light in the dunes*
— Orca, 1997. — 176 p. — ISBN 1-55143-085-1 — \$7.95.

Reviewed by: Maureen M. Scott,
teacher-librarian, Scott Creek Middle
School, SD#43 (Coquitlam).

A light in the dunes should appeal to the early teen crowd, as it blends legend and modern day mystery with chilling scenes of suspense. The young heroine, Rikst, named after a mythical figure, and her friend, Bas, discover a corpse on the beach near their island home. The startling disappearance of the body leads the children and their elderly friend, Thomas, on a quest which soon involves drug smugglers and the apparent reappearance of the legendary Rixt. Woven into the tale is Rikst's ambition to become a writer and her determination to discover the reason for her unusual name. All of this activity is set in Holland at the time of the traditional Sinter Klaas celebration.

This well-crafted novel is the second book by Attema, whose earlier work, *A time to choose*, was highly acclaimed. Although the style is somewhat choppy and occasionally stiff, the plot moves at a good pace with lots of foreshadowing and excitement. Characterization is deftly achieved, and readers will be intrigued with the commonalities between Rikst's life in Holland and their own life in Canada. Throughout the novel, the sea, always in the background, provides a haunting element of its own.

An afterword explains the possible origins of the Rixt legend and provides information about the Sinter Klaas Eve celebrations.

Rikst's adventures, published in paperback format with a tantalizing cover illustration, will be a welcome addition to most fiction collections. However, there is an unaccountable change in one instance from first to third person narrative, as well as some sloppy punctuation usage in another section. In addition, the reading level is difficult to define because the author commonly uses very short sentences and many simple words, but occasionally slips into longer forms of expression and more difficult vocabulary. These quibbles aside, many teenagers will enjoy this suspenseful novel.

Recommended for grades 5-8..

FIC BEN

Bennett, Catherine. *Sub-Rosa and other fiction*. — Anvil, 1997. — 113 p. — ISBN 1-895636-11-6 — \$12.95.

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

At first, this choppy, back-and-forth discourse seems irritating. Catherine Bennett is letting us know that she likes experimenting with words and juxtapositions. *Sub-Rosa* is very inventive, like nothing I have ever read before — a fact that made it challenging and sometimes frustrating. Writing of love and love affairs, including the grand affair of George Sand and Frederic Chopin, the narrator places herself in a fantasy version of *Jane Eyre*. But what are we to make of these stories? It seems to me that the stories are exploring issues of identity, love and sex.

The narratives are mostly first person, told by a troubled, yet sensitive young woman. The writing is so quirky that I don't think it is really possible for me to understand what the author is trying to convey. Some of the subject matter is crude and definitely for the mature reader. Perhaps other readers will make the necessary imaginative leaps needed to figure out the challenging pages of this book. Understanding and satisfaction in reading these stories eluded me.

I didn't enjoy this work of Catherine Bennett because I never became engaged in a sense of time or place, or felt anything for the characters or narrator, who came across as dysfunctional, but never evoked any emotional response. Recommended only for those interested in experimental work.

Recommended for grades 12 up.

FIC FOO

Foote, Norman. *Spider Dan*. — Whitecap, 1997. — 32 p.: ill. — ISBN 1-55110-652-3 — \$14.95.

Reviewed by: Marv Worden, grade 5/6 teacher, Institution Cilaire Elementary School, SD#68 (Nanaimo).

Originally a song by the Juno nominee author, this picture book should be well received by early primary grades. There are three adventures in which Spider Dan catches and, for various reason, releases in turn a butterfly, a cockroach and a mosquito. He, himself, is then caught and released by a frog. Written in rhyming couplets, they are generally pleasing to the ear.

Although the three line chorus which ends each of the four adventures will be memorized by young listeners, it had more charm as part of a song than it has as part of a book. For the same reason, the ending — in which both Dan and the frog settle for vegetarian fare — seems a bit uneventful.

Illustrator Charlie Mitchell's cartoon-like illustrations, complete with Dan's ball cap, boots, knife and spoon, match the text very well.

This book would be a satisfactory addition to school libraries serving early primary children.

FIC GLA

Glaze, Sandra. *Willobe of Wuzz*. — Ronsdale, 1997. — 90 p. — ISBN 0-921870-48-5 — \$8.95.

Reviewed by: Marilyn Clements, retired teacher-librarian, SD#71 (Courtenay).

Willobe of Wuzz is the story of a gentle young dragon who is different from the other males in his family. He likes to paint, watch unicorns dance, smell flowers and, most of all, he loves to bake cakes, cookies and muffins. He uses his gift of flame not to fight knights, but to bake goodies.

He plays with Tibble and helps her and other Wuzzy things. Willobe is supposed to eat princesses, but instead invites them to his garden to share his baking. These princesses are modern and funny. Emily is not like other princesses, she climbs trees and rappels from buildings. References to other princess stories add humour and complexity to the story.

Because Willobe's values are different from his family's, he breaks with them and strikes off on his own. The "being different" theme is well-presented, showing that "being different isn't easy."

The book is short, with fine detailed black and white drawings and an informal writing style. The vocabulary is interesting and at times challenging for young readers. The names are creative and fun to roll around your tongue (e.g., Gullappigus). I think students will enjoy the detail in this book, especially the description of concocting Tearalee using only balsa wood spoons for mixing. I enjoyed this story and I'm sure many younger intermediate students will too.

Recommended for grades 3-5.

FIC LEW

Lewis, Paul Owen. *Frog girl* — Whitecap, 1997. — 32 p.: ill. — ISBN 1-55110-658-2 — \$18.95.

Reviewed by: Susan Lambert, teacher-librarian, Lochdale Community School, SD#41 (Burnaby).

Another essential purchase from Seattle author-illustrator Paul Lewis, *Frog girl* is a thematic sequel to his critically acclaimed *Storm boy*. Although *Frog girl* is an original story, Lewis is faithful to the mythological motifs of the Pacific Northwest aboriginal tradition. End notes which explain the cultural and folkloric significance of details of the book will help teachers who use it in literature or social studies units.

The story itself has a beautiful and courageous heroine who successfully saves her village. She enters the spirit world, where animals live as people, and through her experience realizes the interconnectedness of all living things. Readers can't rely on the spare text, but must turn to the artwork, which is both visually appealing and essential to the development of the story line. Details which may be overlooked on first reading will be discovered as readers return again and again.

The Press Release accompanying the book notes that "part of the proceeds will be donated to the Haida Gwaii Rediscovery Program, which teaches First Nations children about their art, history and heritage."

Recommended for elementary grades.

FIC SIM

Simmons, Al. *Counting feathers* — Whitecap, 1997. — 32 p.: ill. — ISBN 1-55110-651-5 — \$14.95.

Reviewed by: Deberah Gallagher, teacher-librarian, Lord Kitchener Elementary School, SD#39 (Vancouver).

Based on his song "Counting Feathers/I Collect Rocks", Al Simmons' book *Counting feathers* is a delightful picture book to add to the theme of "collections." With humorous rhymes, and wonderful illustrations by Brian Floca, the problem of collecting, and then organizing the collection, is examined and developed into a joyful story.

What a fun book to read! Recommended for elementary school libraries.

Reviewed by: Judy Cottrell, teacher-librarian, Beaconsfield Elementary School, SD#39 (Vancouver).

Recommended for grades K-3.

FIC SIM

Simmons, Al. *Proud*. — Whitecap, 1997. — 32 p.: ill. — ISBN 1-55110-650-7 — \$14.95.

Reviewed by: Judy Cottrell, teacher-librarian, Beaconsfield Elementary School, SD#39 (Vancouver).

Proud is a vividly illustrated children's picture book that makes you feel warm inside when you open to any page. The wildly coloured illustrations, using acrylics, dyes and pastels, are designed by Vickey Bolling. The words, from his song "Proud," are by Fred Penner and the combination is wonderful. The message is simple: "Be proud of being yourself and others around you, be proud of doing the best that you can do." The illustrations depict people, old and young, all shapes and sizes, accomplishing a number of activities — walking, talking, playing and overcoming disabilities.

Proud reminds us that we can learn something new each day and "feel proud" of our accomplishments — giving birth, learning the alphabet, making friends, helping others, reading and playing sports,

or becoming a rocket scientist, astronaut, firefighter, street sweeper, farmer, artist, musician, mother or baker, to name a few. *Proud* is highly recommended as a book of self-esteem.

Recommended for Pre-school to grade 3.

FIC TRE

Trembath, Don. *A fly named Alfred*
— Orca, 1997. — 138 p. — ISBN 1-55143-038-5 — \$7.95.

Reviewed by: Mary Louise Guest,
teacher-librarian, Chatelech Secondary School, SD#46 (Sunshine Coast).

Harper Winslow, Don Trembath's

hero in his previous novel *The Tuesday cafe*, carries on in this book. The story begins with Harper's forays into journalism as the anonymous "Alfred," popular gossip columnist on the school newspaper. Alfred mocks a local thug in one of his columns and in revenge the school bully is sent to coerce Harper into discovering who Alfred really is. The odd man out, Harper agonizes and fantasizes about how to reveal himself without violence. Some teen issues, such as bullying and friendship, are confronted in an oblique way and the dénouement is hopeful, if not spectacular.

This novel lacks the verve of *Tuesday cafe*, but I recommend purchase for grades 7-12

FIC WAT

Watada, Terry. *Daruma days*. —
Ronsdale, 1997. — 208 p. — ISBN
0-921870-43-4 — \$14.95.

Reviewed by: Pat Parungao, teacher-
librarian, Magee Secondary School,
SD#39 (Vancouver).

This is a collection of eleven emotional stories dedicated to issei (the immigrant generation of Japanese Canadians) and nisei (second generation Japanese Canadians, the children of the issei generation). These are their stories, and they are linked in many ways — from experiences in many aspects of internment, to aging and death. Because most of the characters speak both Japanese and English, a glossary is included. This feature enhances and provides realism and authenticity to the stories, rather than detracting from them. This book would be suitable for a unit on British Columbia history, World War II and/or race relations.

Watada toured the internment camps and was overwhelmed by the beauty of the mountains and the horror of his parents' experiences there. He writes from an insider's point of view and provides the reader with an understanding of issei and nisei thoughts, wishes and fears. One story, "Kagami" ("Mirror"), is a frightening ghost tale, suitable to tell during Hallowe'en. Men from a work crew, hired to refurbish a ruined and abandoned town to house a thousand Japanese, rapturously drown themselves when lured by a ghost. The metaphors in this story are suitably of water and air.

Highly recommended for secondary schools. Reading level is grade 8.

FIC WAT

Waterton, Betty. *The lighthouse dog*.
— Orca, 1997. — 32 p.: ill. — ISBN
1-55143-073-8 — \$15.95.

Reviewed by: Denise Gasbarri,
teacher-librarian, Douglas Road
Elementary School, SD#41
(Burnaby).

Kindergarten to grade 3 children will love *The lighthouse dog*, a delightful tale about a dog too big and too naughty to keep.

Told to bring home a small dog and a big pizza, the captain's wife falls in love with a very big dog with "a pink necktie" (her tongue). On the way home the dog eats the captain's pizza — except for the olives! Numerous events occur in which the very big dog called Molly manages to cause all kinds of trouble. She even eats the Thanksgiving dinner, "including the pumpkin pie." About to be shipped back to the market, Molly is saved by a storm, and her heroic instincts make for a very satisfying conclusion to the tale.

Betty Waterton is well known for her Quincy Rumpel juvenile novel series, as well as for her picture books such as *A salmon for Simon* and *Plain noodles*. *The lighthouse dog*, her latest story, is a treasure of a book.

The illustrations by Dean Griffiths are wonderful. One shows Molly lying upside down on the floor under the table, lapping up the last of the gravy from the Thanksgiving dinner as it drips over the edge of the table from an over-turned gravy boat. The sheer enjoyment of the dog is evident in its relaxed posture. All of the colourful pictures add greatly to the story. The front cover shows the captain's wife bringing the huge dog home, practically swamping the rowboat in the process. It is priceless! Dean Griffiths has done the illustrations for one other book *The patchwork house*. He says his hamsters give him continual support. If so, they have helped him create a winner with his exceptionally artistic and humorous illustrations for *The lighthouse dog*.

Highly recommended for all elementary school libraries.

FIC WIL

Wilson, Budge. *Duff the giant killer*.
— Formac, 1997. — 64 p. — ISBN
0-88780-383-0 — \$5.95.

Formac Publishing Ltd.
5502 Atlantic Street
Halifax, N.S. B3H 1G4

Reviewed by: Rosemary Anderson,
teacher-librarian, W. L. McLeod
Elementary School, SD#91 (Nechako
Lakes).

Duff the giant killer is a "first novel" or beginner chapter book. The author, Budge Wilson, is a well-known writer of Canadian children's books. Kim LaFave, a popular children's illustrator, has done the black and white illustrations.

The story starts with Duff phoning his best friend Simon at 5:30 a.m. to arrange some play-time activities. There is only a slight mention of chicken pox, which is supposedly a major part of the story line. Then there is a conversation between the boys' mothers about the boys not getting into any real trouble. Simon and Duff go to the playground at their school where they decide to make their own play about the cartoon they saw on TV, *Jack the Giant-Killer*. The neighbor, Mrs. Fogo, observes them playing and thinks that Duff has really killed Simon. She calls the police, who come with an ambulance to the school yard. The boys are taken to the police station, and their mothers phoned to come and get them. The next day, the boys discuss how much trouble they'd gotten into, and how exciting it had been to have the police car and ambulance come racing into the school yard just for them.

This book will not grab kids' attention. The plot needs to be more active, the story line easier to follow and the events more exciting. A more colourful cover might make kids want to read it. The author uses some vocabulary that is too difficult for the target audience, such as "gnawed", "juvenile homicide", "pathetic" and "tragedy." The conversation between the mothers is definitely not of interest to the readers. In addition, the binding is not great, as the cover on the copy I reviewed was already coming apart.

This book will not circulate much in elementary school libraries because it is rather insipid.

Grade level 2-4.

363.3'495 POL
Politano, Colleen. *Jess and Sam's earthquake: child survival.* — Porthole Press, 1997. — 57 p.: ill. — ISBN 0-919931-26-X — \$7.95.

Colleen Politano has written a well-organized book that tells of a family living through a major earthquake. The story of Jess and Sam is interspersed with interesting activities and experiments that deepen a child's understanding of what an earthquake is and the necessary skills and equipment needed to survive one.

Reviewed by: Wendy Smith, science teacher, W. D. Ferris Elementary School, SD#38 (Richmond).

Written at an elementary level, in an easily understood style, this book is a welcome addition to the school library. It could also be a useful purchase for home use to improve earthquake preparedness.

Jess and Sam's earthquake is part of Colleen Politano's survival series for children. Other titles are *Lost in the woods* and *Adrift*. The intent is to provide children with the tools needed to take the lead in an emergency situation.

Recommended for elementary grades.

370.971 WRI
Wright, Ian. *Trends and issues in Canadian social studies.* — Pacific Educational Press, 1997. — 387 p. — ISBN 1-895766-33-8 — \$21.95.

Here is an outrageous, but perhaps familiar scenario: your administrator phones you on August 25 and announces that your keyboarding classes have been replaced by two blocks of Social Studies 9. If your last contact with social studies was during your own high school career, what will you do?

Reviewed by: Dana McFarland, librarian, Education Library, University of British Columbia.

I'm guessing that you will probably sequester yourself immediately with the Ministry curriculum guidelines and recommended learning resources. But don't go yet. You should also take with you *Trends and issues in Canadian social studies*. Scanning this collection will convince you that staying a week ahead of the class is not enough. As the editors reiterate, "teachers must have a clearly articulated and ethically defensible vision" as they venture into teaching social studies. This book challenges teachers to form that vision.

These essays by Canadian educators address a broad range of issues in social studies education, including its fundamental assumptions, subject matter and pedagogy. I particularly enjoyed Alan Sears' introductions, Susan Gibson's piece on the importance of subject-

matter knowledge, Peter Seixas' article on the place of history in social studies and Paziienza and Clarke's reflections on integrating text and image in history.

Most of the contributions are pleasantly readable, although one or two contributors prefer jargon to commonly recognized words. The editors do an admirable job of juxtaposing philosophical debates in the field with very practical suggestions for structuring classroom activities. The result is to introduce good principles for practice to the beginning teacher, as well as to offer seasoned professionals an opportunity for reflection.

Recommended for professional libraries.

591.9711 GOL

Golberg, Kim. *Where to see wildlife on Vancouver Island*. — Harbour, 1997. — 176 p.: ill. — ISBN 1-55017-160-7 — \$20.95.

Reviewed by: Margaret Groen, teacher-librarian, Winfield Elementary School, SD#23 (Central Okanagan).

From the first glance this book will intrigue animal lovers on Vancouver Island. It is a user-friendly guidebook, well laid out with maps, illustrations, site descriptions and coloured photographs of 50 of the best wildlife viewing locations on the island. The island is divided into six geographical areas, with detailed facts for each area about wildlife and their habitat and the best times for viewing. Also included are checklists for island mammals, birds, herptiles and butterflies. A calendar of Vancouver Island wildlife events (e.g., festivals, whale migration times, bird counts) is very helpful. Tips for taking precautions around bears and cougars are included. An index will help locate information quickly.

Kim Golberg is an award-winning journalist and author with a degree in biology. She specializes in nature and environmental writing. Living in Nanaimo since 1977, she has written the first wildlife guidebook devoted to Vancouver Island.

I recommend this book for purchase in elementary and secondary schools on Vancouver Island.

595.7'097 SWA

Swanson, Diane. *Bug bites: insects hunting insects ...and more*. — Whitecap, 1997. — 64 p.: ill. — ISBN 1-55110-532-2 — \$14.95.

Reviewed by: Dr. Elizabeth Hancock, science teacher, University Hill Secondary School, SD#39 (Vancouver).

This is a superbly crafted book about insects and their behaviour. Each imaginatively titled chapter discusses a particular insect or group of insects. The book does not attempt to discuss all groups of insects but focuses on ones that most children will find interesting. These range from "Dashing Dragons" (Dragonflies) to "Lurking Lions" (aphids and ants). The author specializes in nature writing for children and in this volume has assembled some fascinating information. The wonderful colour photographs support the text, which details the insects' general characteristics, developmental stages, feeding and mating habits. Most of the photos and many line drawings come from Rob Cannings of the Royal British Columbia Museum, and Museum archives.

This book would be most suitable for students in grades 3 to 7. Its only drawback is the soft cover, which reduces the cost but will also reduce its durability. It would be an excellent resource for science explorations of the environment and ecosystems. The creative

presentation of detailed information makes it suitable for school projects, but the clear, concise prose also makes it accessible for general reading. A variety of fonts and background colours draw the readers to different sections.

Kids will enjoy the descriptions of small insects attracting larger prey and winning. One particularly interesting example is the tarantula hawk on page 42 using the much larger tarantula as food source and nest for its young.

I strongly recommend this book for home reference, as well as classroom use and school libraries serving grades 3 to 7.

623.8'27 BOH

Bohm, Harry and Vickie Jensen.

Build your own underwater robot and other wet projects. — Westcoast Words, 1997. — 150 p.: ill. — ISBN 0-9681610-0-6 — \$20.00 including tax.

Westcoast Words

3036 Waterloo Street

Vancouver, B.C. V6R 3J6

Reviewed by: Dr. Elizabeth Hancock, science teacher, University Hill Secondary School, SD#39 (Vancouver).

Build your own underwater robot is an excellent resource for the classroom teacher, school libraries and for the home libraries of students interested in undersea vehicles and exploration. It would be suitable for most students in grade 6 and up, but is accessible to younger students with some guidance from parents and/or teachers. Many adults will also find the book intriguing and may want to try some of the construction projects themselves.

The book is divided into three sections. Part 1 gives a short history of the pioneering work and recent accomplishments in undersea exploration, plus an explanation of the basic types of submersibles and the depths they can reach. Part 2 consists of four chapters presenting detailed instructions for build-it-yourself projects. Ranging from simple to complex, each model includes a complete list of necessary supplies, construction techniques and operating hints. Part 3 outlines the stepwise process for designing underwater projects. It includes construction tips, some useful facts and an explanation of the basic physics principles that affect submersible structures.

This book is well designed, clearly laid out and concisely written. Technical vocabulary is clearly explained and students will not feel they are being talked down to at any stage. The instructions in Part 1 are comprehensive and easy to understand, and the illustrations by Nola Johnston support the instructions completely. Much attention has been given to safety issues, and frequent "Trouble Shooting" boxes allow the builder to understand what didn't work.

The spiral binding, which allows the book to lie flat, and the large type face make it suitable as a hands-on workbook for fun projects, in-class assignments and Science Fair projects. Unfortunately, the soft-cover, while keeping the cost down (\$20.00 makes it accessible for most budgets), may mean the book does not endure repeated in-class use or library re-shelving.

I highly recommend the book for school libraries, classroom libraries and as a home resource for anyone interested in underwater technology.

Recommended for grades 6 and up.

808.1071'2 LEG

Leggo, Carleton Derek. *Teaching to wonder: responding to poetry in the secondary classroom*. — Pacific Educational Press, 1997. — 144 p. — ISBN 1-895766-31-1 — \$19.95.

Reviewed by: Liz Austrom, retired teacher-librarian, Vancouver.

Carl Leggo is an Assistant Professor in the Department of Language Education at the University of British Columbia. He is also the author of a collection of poems titled *Growing up perpendicular on the side of a hill*, and is currently working on a second collection. He has taught at the secondary as well as post-secondary level.

Central to the development of this resource for teachers is Carl Leggo's concern that current literary theories seem to have little impact in the secondary classroom, despite great fervour in the discourse occurring at the university level. He examines four main theoretical perspectives and provides practical strategies for each. The four are: 1. the reader response approach, which invites subjective and personal responses to the text; 2. semiotics, which focuses "on a poem as a network of signs or textual devices" (p.11) ; 3. deconstruction, which looks at how a text can be interpreted in many different ways; and, 4. cultural criticism, which looks at how a poem is written, read, taught and understood "in social, cultural, historical, and political contexts that are constantly changing" (p.12).

After a chapter titled "What is a poem?" in which the author provides an expansive vision of what constitutes a poem, each of the four theoretical perspectives is treated in separate chapters. Theory and practice are blended effectively, so that the reader understands how the theory can be used to improve instruction, as well as students' attitudes towards poetry, and their appreciation and understanding of it. Numerous poems are used as examples in each chapter, including many Canadian works.

Production values are high for this attractive paperback volume. The bright yellow, red, blue and green cover is enticing, the binding solid, the text easy to read, and there are many helpful features. The section "Recommended Anthologies" (pp. 135-138) will delight teacher-librarians who want to improve the poetry collection. Not all of the 90 titles listed are new, but the overall listing provides a well-rounded model, while the newer titles will assist in an updating process. The "References" section (p. 139-141) will provide English teachers with more support materials on the literary theories presented. A brief two page index offers adequate access to the contents.

This teacher resource will be a useful addition to a district resource centre or to a professional collection in a secondary school. English teachers and department heads will be interested in this one, so teacher-librarians might try to get it paid for out of the school's Learning Resources funds.

Recommended.

811'.54 ITO

Ito, Sally. *Frogs in the rain barrel*.
Nightwood Editions, 1995. — 72 p.
— ISBN: 0-88971-160-7 — \$9.95.

Reviewed by: Liz Austrom, retired
teacher-librarian, Vancouver.

The simplicity of style and the brevity of the poems will make this volume appealing to students, yet many poems express quite complex ideas. Like haiku and other Japanese forms, the refined imagery contains layers of meaning; for example, "Pangaea" examines the eternal underlying unity of human experience as well as the continental drift which physically separated peoples and continents long ago. Each poem can be savoured independently, themes are quite varied, and the Japanese woodcut style cover is very eye-catching. These factors will result in use by a wide range of students. Those of Japanese Canadian heritage will discover a poet's voice particularly their own.

Several poems include brief end notes which explain a reference in the poem, a feature that will also be useful to students. One such poem is "Sedna":

Once, it is spoken,
there was a woman who birthed
the animals of the sea
from her blood.

They came from her fingers,
shapes swelling from the crimson stripes
left by the hunter's knife. Finned and huge,
they were a painful birth.

She had struggled against him,
pounding against the kayak with her fists,
pounding like a drum,
the first heartbeats of whale and walrus.

He did not hear her cries; silently,
She fell to the ocean's bottom
in the swirl of creatures around her,
their fins grazing her face.

The notes for this poem are: "Sedna is the Inuit goddess of the sea. She is said to have been thrown into the ocean by her desperate father who wanted to get rid of her because of her mystical powers. She, however, clung to the boat and only after her father repeatedly slashed her hands with her knife, did she let go."

Special poems within the collection cry out to be introduced to teachers who might never consider using poetry in their subject areas. One example is "Zero" — an examination of how one child came to grasp the mathematical concept. There are many that tie to social studies topics, including immigration, and the construction of the Canadian Pacific Railway. Science, particularly ecology, is a key theme in such poems as "Salmon Run" and the "The Dead Dolphin."

Highly recommended for grades 9-12. In addition, many of the poems (e.g., "Sedna") could be integrated into English 8 mythology units.

811'.54 PAR
Parkin, Andrew and Laurence Wong.
Hong Kong poems. — Ronsdale,
1997. — 136 p. — ISBN 0-921870-
46-9 — \$14.95.

Reviewed by: Liz Austrom, retired
teacher-librarian, Vancouver.

Two accomplished poets combine to create a unique and exceptional collection that is a "must buy" for multicultural secondary school collections. Both poets are Canadian, both immigrated to Canada — Andrew Parkin from Great Britain and Laurence Wong from Hong Kong, and both now reside in Hong Kong. The Preface states that they "felt a friendly rapport because they are both Canadians of immigrant background, living and working in Hong Kong" (p. 11), but perhaps a stronger connection occurred due to their shared sensibilities. Both revere the beauty of sea, sky and land, both are concerned about the loss of natural landscapes under the onslaught of human expansion, and both are excited by Hong Kong itself and happy to be there!

Most poetry collections focus around something, although it is frequently very hard to discern the focus. This collection is organized to demonstrate the focus clearly. The poets alternate in presenting poems throughout the collection, with each poem being printed on facing pages in both Chinese and English. As the Afterword states:

The arrangement of the poems creates a dialogue between the two poets, with poem speaking to poem, Chinese language speaking to English language, translators speaking to poets and poets to translators. This is the poetic imagination in dialogue with two cultures, united in a third, Canada, which is part of a global postculture (p. 135).

There are, of course, distinct differences between the two poets' voices. The imagery used is different, with Laurence Wong's showing the influence of subtle Asian poetry forms, and Andrew Parkin's appearing harsher and more muscular. Both are engaging and create vivid pictures in the reader's mind. Two juxtaposed poems are "Typhoon" by Parkin and "Playing the Erhu" by Wong. The first stanzas illustrate the differences well. Parkin declaims, "The typhoon roars in / a drunk come home / bringing windows and doors / venting an enormous bladder." Wong whispers, "A room, / in the centre sits a man / holding an erhu, / drawing, drawing his bow. / He draws out tall mountains and flowing streams."

The book is attractive and well edited, printed and bound — although this reviewer cannot speak for the accuracy of the Chinese translations. There is a Table of Contents in both English and Chinese, but it does not indicate which poet wrote which poem. Pages 120 to 135 are essential aids to readers, containing as they do lists of poems by each poet, biographies of each poet and translator, acknowledgments, and the Afterword. The cover picture is of Hong Kong and its harbour on a gloriously sunny day.

Highly recommended for all secondary school libraries. Essential for those with students from Hong Kong, or for those with students who are literate in Chinese.

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