

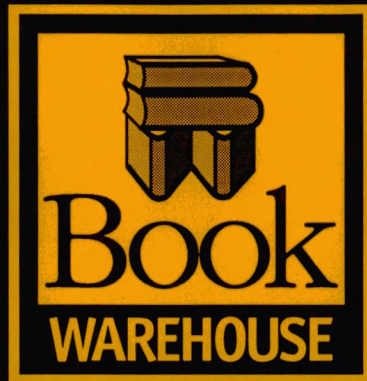
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**BCTLA**

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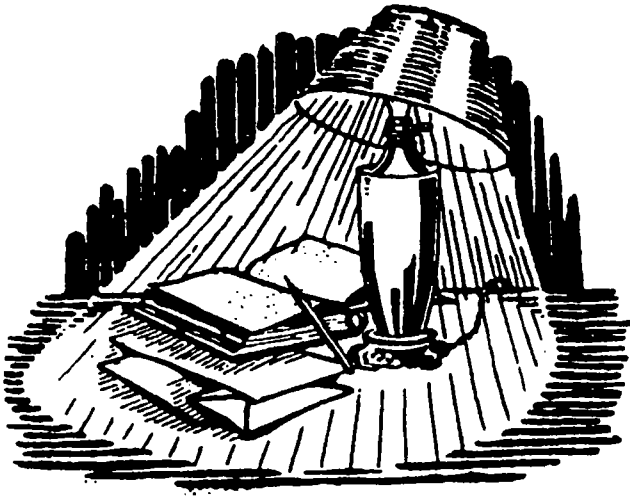
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### STATEMENT OF PURPOSE

*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

This may or may not be the last "In Circulation" column that I write as your President, as it is being written before the Spring Chapter Council and AGM meetings on April 26, 1997. At the AGM, chapter councilors will be asked to change our Constitution to allow executive members to run for a second additional year as an executive member of the BCTLA.

These two years have been filled with activity and advocacy. I have had enriching experiences in dealing with the issues that have been presented to me as your president. I feel that the teacher-librarians of BC have made headway with our union. The BC Teachers' Federation has become more aware of the problems that all non-enrolling teachers face.

I have been enriched by the time that I have spent as your president. At PSA Council (the meetings of all presidents of the BCTF's PSAs) I have been a spokesperson for you. I am pleased that some of the recommendations that we have made have been acted upon by the BCTF. I am confident that the Federation has heard the concerns that the presidents of all the non-enrolling PSAs have expressed. As the second round of Provincial Bargaining is now underway, we can hope that

teacher-librarians will be included in the next contract.

There are a few people who are changing positions within the executive of the BCTLA, and I am thankful that they are able to stay. Barbara Smith, our BCTLA Publications Coordinator, will be leaving the executive. I have appreciated Barbara's knowledge about our constitution, and her advice at executive board meetings. Bonnie Kent has been our Working and Learning Chairperson for the past two years, and has also been a valuable member of our executive. Thank you to Bonnie and Barbara for your support and your service to the teacher-librarians of BC.

It is difficult to think that my remarks will be read in June, as I am writing this column in April. Already I have heard of further cutbacks to teacher-librarians and library services in BC. The BCTLA has responded to these cutbacks as soon as they are announced. The feeling that I get is like someone who has their finger in a leaky dam. I sincerely hope that through contract negotiations, that hole can be filled with concrete.

To those of you who are able to attend the International Association of School Librarianship / Association for Teacher-Librarianship in Canada joint conference in July in Vancouver, may it be profitable and enjoyable for you. To you all ... best wishes for the summer, and thank you again for the opportunity to be your president.





To all my colleagues over the past six years  
I've enjoyed your good company without peers  
We've worked together as a great team  
Produced each issue without a seam  
To provide our members with a useful "zine"  
And do it all completely and on time!

It all began with "Fangs a Lot" some time ago  
And progressed through many a time of woe  
Remember those units straight from Hell?  
The ones we sweated over, I now can tell...  
Just as we thought we'd never get it over  
Suddenly the parts all fell together

I've learned a lot—to cut and paste with great elan  
To write, to edit, to input, and to plan  
To appreciate our members' expertise  
Their units, booklists, projects and ideas  
And now I wish the next editor as much fun  
Great company, and a sense of a job well done.

*Willa*

### Mary's Lamb — Asha's Mums

Mary read a little book.  
Its tale had two nice mums,  
A family that cared for babes,  
and welcomed Asha's chums.

People said the book was bad,  
They took it from the school.  
No child should ever read this thing,  
It was against the rule.

A home that had two mothers  
Was strange in every way.  
The trustees knew just what was right  
Twas they that had the say.

BUT ...

Mary loved the story so  
In it she saw no lack.  
Asha and her mums were friends,  
She could not give it back.

*Rhyme Time*

# LETTERS TO THE EDITOR

from **DEBRA SIMMONS**, teacher-librarian, Sir Charles Tupper Secondary School, SD#39 (Vancouver).

## The Death of a Library Program

It has taken the staff at Sir Charles Tupper Secondary School in Vancouver eight years to develop a library program that truly addresses the information needs of the students and in less than two hours that same program was killed. The difference between the library program of June, 1997 and September, 1997 will be 25 years apart in services, skills, relevance and approach. The students have been sent back to the 70s in terms of what they will know and what technology they will access.

The staff at Tupper has been working towards a "school vision and philosophy of resource-based learning" as addressed in the Ministry of Education document *Evaluating, Selecting, and Managing Learning Resources: A Guide*. That vision included both research skills and access to and use of appropriate information technology. To that end, teacher-librarians taught skills necessary for students to use information from print materials. Students learned the rudiments of 3-column notes so that they were better able to understand and use information. Through a process of evolution and growth, the basic program was expanded and refined. All grade eight students in the mainstream program were taught a continuum of skills that began with narrowing a topic and ended with the production of a formal research essay complete with title page and bibliography. The program was further expanded to include ESL students and modified to cover skills missed by students new to the Canadian school system. This core of skills became the common starting point for all other research-based assignments for all students at Tupper. Teachers, seeing the value of the program and its relevance to classroom learning, have increasingly planned units with the teacher-librarians. Between the years 1991 and 1997, the number of classes that have been cooperatively planned and taught in the library has increased from 137 to 422. Classes from all subject areas including Special Education and all grades have reaped the benefits of the cooperation between teachers and teacher-librarians.

Originally, the skills taught in locating, organizing and using information applied only to print material. With additional media and formats, the research skills taught have expanded to include the new technologies. For several years, the library has been on an expanding local area network within Tupper. The LAN enabled students to receive instruction from teacher-librarians on techniques to locate, evaluate and use material from on-line databases such as UBC, The Forest Alliance of Canada and the Vancouver Public Library, as well as a variety of CD-ROM products such as encyclopedias, periodical indexes, statistical databases and atlases. New information technology has presented challenges to research because of the variety of formats, search strategies and organization, but students expanded their repertoire of skills with instruction and guidance and have met these challenges.

1997-98 promised to be the year of great changes and expansion at Tupper. The library was to gain access to the Internet and the students were to learn how to manipulate this information tool. January, 1998, was the date for the initiation of Tupper's on-line catalogue (OPAC). Students were finally going to leave behind the horse and buggy technology of the card catalogue and search the collections of this and other Vancouver schools on the OPAC. Students would no longer be required to use a tool that had disappeared in almost every library except Vancouver's secondary schools.

But the progress towards a more relevant technology as well as the continuation of the established program of skills and cooperatively planned and taught units of study was effectively killed on April 25, 1997, when the Vancouver School Trustees adopted the budget proposed by senior management. As a consequence of that budget, secondary school libraries will lose staff assistants and personnel at the Processing Centre, which supports Vancouver's school libraries. The ramifications of these cuts is deadly. Tupper's library program will be decimated.

The loss of personnel will have grave ramifications for students at Tupper. Of the cuts, the loss of the staff assistant has the most obvious effect on students. The library will be closed to students and staff before school, after school, during morning break and during lunch. The teaching time of the teacher-librarians will be reduced as they will be forced to do the required clerical duties to keep the library functioning. This includes mending materials,

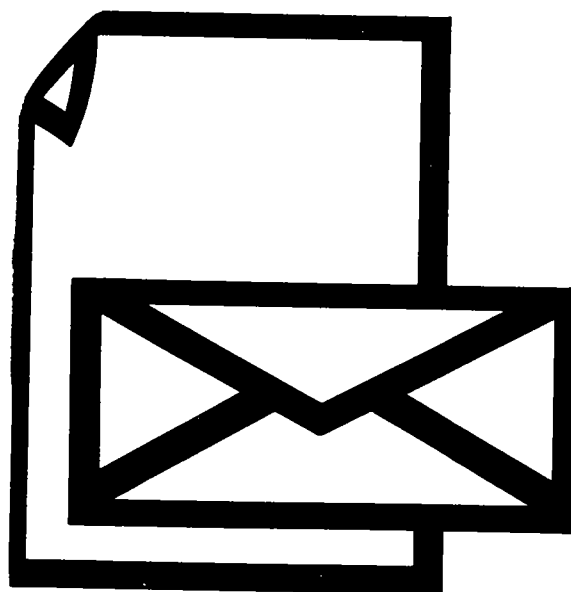
typing orders, circulating materials, trying to get back borrowed materials, processing materials, maintaining periodical subscriptions, and doing the paper work required by accounting. Whereas it was possible in the past to accommodate two classes in the library, with no staff assistant to circulate materials, answer the phone and provide services for students and staff while the teacher-librarian is teaching, only one class will be able to use the library. The teacher-librarian will have to be staff assistant and teacher at the same time. The inability to accommodate two classes in the library may threaten the grade eight Skills Program, the foundation of all teaching in the library. The grade eight program requires three weeks to complete. Because the library will be able to accommodate only one class at a time, the program must be re-evaluated in terms of the best use of the facility. Is it in the best interest of the school to allow sole access to the library for three weeks to grade eight students, preventing other classes from using the facility or receiving instruction?

Students use the library on an individual basis as well as with classes. There is a legal obligation to supervise these students. With no staff assistant, many problems are created. When the teacher-librarian is teaching, there is no one to supervise the individual students using the rest of the library. The teacher-librarian will be unable to go to classrooms for instruction, observations or participation in classes as part of a planned unit since there will be no one to supervise the students in the library. Similarly, the teacher-librarian will not be able to leave the library with a class in order to instruct them in the computer lab. Instruction on the use of new information tools such as the Internet, on-line databases and CD-ROM products will come to a halt. In the past, the staff assistant supervised students while the teacher-librarian was occupied elsewhere or with a class. This flexibility on the part of the teacher-librarian is lost.

The loss of personnel at the Processing Centre will be hidden to most but will have a profound effect on library programs. Bulk purchases, which save money, go through the Processing Centre. Materials come to the library from the Centre partially processed. It is the Processing Centre that coordinates, creates and maintains the databases that become the on-line catalogues within the schools. With the reduction in staff, libraries will be more on their own, requiring yet more clerical work by the teacher-librarian, losing time that would have gone into cooperative planning and teaching.

And so we die and return as a 1970s incarnation. We return to a time when libraries were collections of books, when students were taught how to use the card catalogue, when teacher-librarians acted as library clerks. But the difference is that this is almost the 21st century and things *have* changed. The expectation is that students graduating from secondary schools are problem solvers, critical thinkers, with information awareness and competence. Students are expected to be able to locate, evaluate, organize and use information from a variety of sources and to find their way through the maze of information to locate the information they need.

Sir Charles Tupper was working towards a vision that encompassed these skills and objectives, but not any more. We are not merely dead in our tracks. The decisions of the trustees have made the Tupper Library an anachronism, an antique, irrelevant. Our school vision, our efforts have been killed and we are once again unable to meet the informational needs of Vancouver's future citizens. And, yes, there were alternatives. At no time did the senior management or the trustees confer, consult or discuss the problems and possible solutions with any of their employees. The pity is that they are failing our students.



# BCTLA AGM REPORTS

## PRESIDENT'S REPORT

by **GERALD SOON**, President, BCTLA

Advocacy continued to be a major thrust for the BCTLA in 1996-97. In September 1997, I was asked to give an advocacy workshop to the teacher-librarians in Richmond. This is significant in that Richmond has fought hard in the past to achieve substantial contract language for teacher-librarians in their negotiations. In the last round of provincial bargaining, each contract was left intact and so Richmond's teacher-librarians are still protected until the next round of bargaining. It was an important workshop for Richmond in that it reminded them advocacy is not something to be done only as an emergency measure. It is a continual mindset that results in proactive activity.

To this end, your BCTLA executive has worked hard on your behalf. In Victoria, after the sessions of the highly successful BCTLA conference, *Shaping Reality*, we met with Dr. Sam Lim, the Assistant Deputy Minister of Education, Skills and Training, and outlined our concerns regarding teacher-librarians, school libraries and services to students. This was an important meeting, and the executive felt quite positive about the dialogue that occurred.

In October, as BCTLA president, I went to a meeting of the Abbotsford teacher-librarians and spoke to them about advocacy and the state of teacher-librarianship in BC. In November, I represented BCTLA and the BCTF at the College of Teachers' Conference on Teacher Certification and Professional Practice.

I was scheduled as BCTLA President and as a sessional instructor at UBC to speak in December on behalf of a member who was going through an arbitration hearing regarding employment. The preparation for this hearing took a fair amount of time and effort. There was, happily, a settlement before the actual hearing, and our member was happy with the results.

The Working and Learning Conditions Summary of teacher-librarian staffing levels from 1982 to 1996 that I compiled was published as an Information Paper by the BCTF, and was included in the BCTF analysis of Staffing and Class Size Issues that was presented to the Staffing and Class Size Review Committee in November and December of 1996.

BCTLA Vice-President Pat Parungao and I collaboratively have prepared and given workshops on "Cultural Diversities — Literary Gifts" approximately twenty-two times. We had the opportunity to present our workshop and at the same time advocate for teacher-librarians at the Beginning Teachers' Conference in Vancouver, and at an elementary school in Revelstoke.

PSA Council is made up of all the presidents of the Provincial Specialist Associations, and is a body that makes recommendations to the BCTF Executive. At these meetings, I have been able to move and gain the support of PSA Council motions regarding non-enrolling teachers. As a result, the BCTF accepted PSAC's advice, and reminded all teachers that they should not be participating in discussions that would adversely affect another member's position.

As BCTLA President, I also sat on a Ministry Focus Group on Learning Resources. This group has met numerous times in Victoria, and in school districts. I also represented the BCTF at the Ministry of Education, Skills and Training's "Resources '97" conference.

The next round of provincial bargaining will be crucial to teacher-librarians and all non-enrolling teachers. As your president, I attended the Bargaining Conference, where the Federation set out their plans. Although I came away feeling quite positive, it is important to remain vocal in our efforts to have contract language secured for teacher-librarians in BC.

The BCTLA has been involved with the development of the revised Competencies statement that the ATLC and CSLA are jointly preparing. All provincial teacher-librarian associations have had input into the revised statement, which I expect to be released in the Spring.

The BCTLAFORUM continues to connect members and subscribers across BC and Canada, and our website is updated regularly, thanks to Jim Holgate.

Our executive has worked hard on your behalf. We are facing difficult times in that there are many of us who, by our constitution, must vacate our positions, and there is a reluctance of others to carry on. To remedy this situation, the executive recommended to the Fall Council that a change in our constitution be made to allow executive members to be elected for an additional

term of one year. (Currently, executive positions can be held for a maximum of two years.) This would allow some executive members to continue in their positions and allow more time to find people to run for the executive. I would encourage you to consider running for the BCTLA executive.

To each executive member who will be leaving, I offer my thanks and the thanks of all BCTLA members. Your contributions are greatly appreciated. At the time this report is being written, I am aware that Willa Walsh will be leaving as Senior Editor of *The Bookmark*. We are all thankful for the contributions over the years that you have given to BCTLA — as an executive member and Senior Editor of our acclaimed journal. Many, many thanks to you for your tireless dedication. Bonnie Kent, Working and Learning Conditions Chairperson, is leaving as well. Thank you Bonnie, for your efforts. Thank you to Barbara Smith, our Publications Coordinator, for your many years of service to the BCTLA as well!

To the membership of the BCTLA and all teacher-librarians ... thank you for the opportunity to be your President. It has been an enriching and rewarding experience.

## **VICE PRESIDENT, CHAPTER RELATIONS REPORT**

by **PAT PARUNGAO**

The BCTLA is composed of many chapters which contribute to and benefit from our organization to varying degrees each year. Thanks and special recognition to several active chapters this year. These include the chapters who jointly co-sponsored the October BCTLA conference, *Shaping Reality: Media Education*, in Victoria. This was a demonstration of the benefits of co-operation and collaboration among several small chapters—thanks to the Saanich, Nanaimo, Cowichan, Sooke, Victoria school districts and to the University of Victoria for a thought-provoking and enjoyable conference.

Thanks to the Kootenay chapter who read the 1996 issues of *The Bookmark* to decide that Barbara Smith is the Alan Knight Award winner this year; to the Quesnel chapter for submitting Ed Coleman's name, as the Distinguished Service awarded; to the Maple Ridge chapter for submitting Penny Bland's name for the Award of Merit, and also the winning name for the W. H. Scott Memorial Award. Thanks also to the other chapters who submitted people's names for these

awards. I hope that each chapter will submit names for these awards in the coming years—we have much to celebrate! Thanks also to the struggling chapters who are desperately attempting to locate, understand, revise and amalgamate their BCTLA constitutions!

All BC teacher-librarians are encouraged to join BCTLA, and as the liaison between the local teacher-librarian associations and the BCTLA chapter councilors are asked to contact all the teacher-librarians in their chapter to encourage them to join. This year, we have experienced an unprecedented decrease in membership. This may be because the job includes other responsibilities beyond being the teacher-librarian—such as part-time classroom teaching, providing prep time, or, perhaps, because the person in the library is not a trained teacher-librarian. This is precisely the time that we need our organization to be strong—to provide a strong voice to speak in favour of the program as outlined in the Ministry's Developing Independent Learners. In order to be a strong organization, we need members and strong chapters. We need your help. During the meeting with Sam Lim, Assistant Deputy Minister, we were asked if we had the names of all BC teacher-librarians. We are now trying to maintain a current list.

We need to communicate. Councilor names, phone and fax numbers and e-mail addresses, if known, are in the Chapter Councilor's Handbook, as are those of the executive members.. Many issues are discussed on the BCTLA Forum. The BCTLA Web Page is another method we can communicate by—beyond our own membership.

I have enjoyed my term as Vice-President, Chapter Relations and encourage all teacher-librarians to go beyond joining BCTLA and becoming chapter councilors. Consider participating on the executive board. It is fun and the people are generally "like-minded" as far as school library resource centres are concerned. Accept the challenge, stretch yourself and try it—you'll like it!

## **REPORT ON ADVOCACY**

by **TRISH BANIGHEN**, Vice-President for Advocacy, BCTLA

As I reach the end of my time as Vice President for Advocacy, I reflect on the many occasions in the past two years that have seen a call for greater advocacy from the BCTLA, and I see an even greater need in the future.

Teacher-librarians are beginning to feel that they are an "endangered species." Many districts have done away with the position in their schools or have cut back the time to the point that it is difficult or impossible to run a good program. The Ministry of Education does not even mention teacher-librarians in some of its new IRPs. Our obvious expertise in the area of information literacy is ignored, even as the importance of information literacy is noted as a major goal.

Teacher-librarians have reacted to these threats not merely to save jobs, but because we feel that our programs and what we provide to the educational system is valuable and necessary in this "information age." During the past year, we have seen a meeting with Sam Lim at our October Conference, at which we brought up our concerns and made a strong case for what we have to offer. We have also experienced the letter-writing campaign after Moe Sihota's ill-conceived remarks to the media. Gerald has been interviewed by various media during the year and has represented us well. The case for advocacy at the local level was made both at the October conference and several times during the year.

I have been in touch with other organizations such as the ATLC and CSLA through their advocacy representatives. Two articles have appeared in *The Bookmark*. I have gathered materials related to advocacy, including the "Advocacy Disk" published by the ATLC. An earlier plan to publish a bibliography of advocacy materials has not come to pass, as materials go out of date so quickly, and I have not been sure how effective such a list would be. I may continue looking into this even though my term of office is expiring.

I would like to see great efforts during the coming year to support local chapters, some of which seem to be dying as positions disappear. And, in turn, I would like to see local chapters take on a stronger role in advocating for their programs in their own districts. I believe this needs to be done all year long, by becoming more high-profile, rather than merely reacting to each new crisis.

Just a thought about the position of Vice President for Advocacy. I have said several times that advocacy is a job for all of us, not just for one person. But, for one person to co-ordinate and represent our efforts, I have come to believe that this person should be based in the Lower Mainland. I have missed some meetings because of travel problems. Several times, during crucial moments, Gerald has had to take on the Advocacy role because he was on the spot and I was not. Access to various meetings and offices is becoming strategically

important as we fight for our programs. It has been a learning experience for me during the past two years. I hope that the next Vice President of Advocacy is a person of great energy, enthusiasm, and hope! Thanks for a great two years!

## **PUBLICATIONS COORDINATOR REPORT**

by **BARBARA SMITH**

Four excellent issues of *The Bookmark* have been produced this past year. We continue to keep an eye on costs. Shrinking membership in BCTLA means the size of the journal must be restricted, but we are indebted to a hard-working editorial group, as well as to many contributors, for the continuing high quality of the content and production.

We continue to sell back issues as well as old stock of stand-alone publications such as *Literature Connections* through BCTF Lesson Aids. Older issues have been reduced in price, and some will be offered free of charge, as a promotion, at upcoming events. Local chapters who wish to use these older publications as promotions could contact Willa Walsh for a list of available issues. Chapters will be asked to cover the cost of shipping (This list of issues is included elsewhere in this issue of *The Bookmark*).

Advertising revenue is always welcome. Chapters could assist by bringing this opportunity to the attention of potential advertisers in their communities. We are grateful to Alwynn for her excellent work in developing advertising revenue. For information regarding rates contact Alwynn Pollard, Fax (604) 224-0543 (other phone numbers inside the back cover of *The Bookmark*).

Our web site is located at <http://www.bctf.bc.ca/PSAs/BCTLA>. Drop in sometime! Thanks to Jim Holgate for his work in setting up and maintaining this site.

Finally, thanks again to all the editorial group who have given so much time and effort and shared their expertise so cheerfully with us all. We continue to look for new editors. The work is sometimes routine but usually challenging, the company is the best, the worksite for paste-up days beyond praise (Liz Austrom's home in southwest Vancouver) and the sense of satisfaction great. Although Willa is stepping down as chief editor, we will continue to benefit from her knowledge and experience as a member of the editorial

board. Many thanks to her for all her work and dedication.

## WORKING AND LEARNING CONDITIONS REPORT

by **BONNIE KENT**, Working and Learning Conditions Chairperson

First let me thank all the local chapter councilors for all their hard work in organizing the information needed to complete the Working and Learning Report. Each year it seems to be getting harder to gather the information as teacher-librarians find a bigger demand on their time and as some districts see a decrease in teacher-librarians.

There continues to be a struggle for teacher-librarians. This report shows a further erosion in library services, clerical assistance and budgets. Elementary teacher-librarians continue to provide preparation time and this year we saw an increase in secondary school teacher-librarians supplying preparation time for classroom colleagues. The budget figures continue to decline and the elementary and secondary budget splits continue to narrow.

The Electronic Service Survey shows an increase of computerized libraries in both elementary and secondary schools. Libraries continue to be a leader in the use of information technology. However, District Resource Centers have seen cuts in the last few years, from service, clerical help and budgets. Some districts have seen their Resource Center disappear altogether.

This year, Gerald Soon collected information and wrote, *Working and Learning Conditions Surveys, 1982—1995*. This survey looked at the overall picture of how school libraries have been doing over the last thirteen years. It gives an accurate account of the erosion that school libraries have experienced during this time period.

Our school libraries are becoming endangered species. Just where are we headed? We need to be front and center, working with our advocacy program to prevent school libraries from becoming extinct.

## LIAISON REPORT

by **PATRICK ROMAINE**

During 1996—1997 the British Columbia Teacher-Librarians' Association continued to maintain contact

with similar bodies—the Canadian School Library Association, the Association for Teacher-Librarianship in Canada and the International Association of School Librarianship. There has also been regular contact with the British Columbia Librarians' Association.

At the beginning of this past school year BCTLA established and has had frequent contact with the Washington Library Media Association and the Liaison Chairperson represented BCTLA at their conference in Wenatchee, Washington. Paul Christensen of WLMA represented his organization at our Victoria conference.

The sale of raffle tickets for CSLA went well and it was an extra bonus to have one of our members from Williams Lake be the winner of the lottery. The sale of CSLA posters has proven popular and orders are coming in for the new ones of Kurt Browning and Elvis Stoyko.

Many BCTLA members, especially the executive members, have been and are very involved with the organization and running of the International Association of School Librarianship / Association for Teacher-Librarianship in Canada conference being held in Vancouver on July 6 to 11th, 1997.

During the coming year BCTLA will continue to keep in contact with organizations with similar objectives. Government cutbacks seem to be affecting these organizations everywhere. BCTLA also hopes to increase contact with WLMA and hopefully have a joint conference in the not-too-distant future.

## BOOKMARK ANNUAL REPORT

submitted by **WILLA WALSH**, Senior Editor

I approach this report with mixed feelings as it will be the last one I will be writing as the Senior Editor of *The Bookmark*. I have greatly enjoyed the six years I have served as Senior Editor. It has been a growth experience for me and I have been delighted by the many wonderful units and articles submitted by our members and by the immense dedication of the Editorial Board—the best team of teachers I have ever worked with! I need to turn the reins over to someone new, however, as I am running out of steam and a fresh Senior Editor will bring new ideas and energy to the position.

This year our four issues have progressed quite easily, with the only problems being the diminishing number of units submitted for publication and the steady decline in BCTLA membership along with less

and less out-of-province subscriptions. Hopefully, the new, exciting themes for the next year will remedy this situation and bring in many new units and ideas. Two themes to watch for are: *Short Circuit*—featuring units on electricity and all technology problems, and anything that doesn't work, and *Sink or Swim*—the ever popular survival theme, featuring sports, disasters, heroes, bravery, etc.

The BCTF has met its commitment to have *The Bookmark* in members' hands within four weeks of it being submitted for printing. The March issue was even earlier than that this year, and we acknowledge the BCTF's dedication to getting your publication to you in a timely manner. The very tight budget of the BCTLA has been respected and we have kept the issues to a size which allows printing and mailing at a reasonable cost.

Some back issues of *The Bookmark* are no longer relevant and have been recycled (*The Chips are Down*

issue), and others (*Weaving the Strands*), which are dated but still have useful articles in them, will be sold at the July, 1997 IASL/ATLC Conference in Vancouver. These issues will be sold at a greatly reduced cost and this will clear some space in my attic bedroom! 1991 and pre-1991 issues will be offered free-of-charge to chapters who request a box and will pay for the shipping. The rest of the back issues are available from the BCTF Lesson Aids service.

I would like to thank all the great people I have worked with on the Editorial Board for the last six years—for their time, co-operation, creative ideas, and on-going support for a professional journal which ranks very high in quality and quantity—all due to their efforts. I also wish the next Senior Editor all my best wishes and continued support—no one ever escapes from *Bookmark*!

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## BCTLA AWARD OF MERIT 1997

Each year, the British Columbia Teacher-Librarians' Association honours a practising teacher-librarian who is making an outstanding contribution to school librarianship in British Columbia. An individual nominated for this award should demonstrate the planning and implementation of a school library resource centre program of such exemplary quality that it serves as a model for others.

This year's recipient of the BCTLA Award of Merit clearly has demonstrated the planning and implementation of such a program. In the eleven years that she has been at Fairview Elementary School in Maple Ridge, she has transformed a traditional school library into an innovative school library resource centre based upon the concepts of flexible scheduling, team teaching and collaborative program planning and teaching.

When she encountered a school library setting with no audiovisual equipment or computers, this year's recipient collected equipment from various places in her school and embarked upon a campaign to raise funds to purchase the latest in computer technology for her school. Fairview School Library is now a state-of-the-art media centre where multimedia technology (e.g., digital cameras, scanner, laserdisc player, CD-ROM players) has become a powerful teaching tool.

This year's recipient of the BCTLA Award of Merit has brought school libraries and the role of the teacher-librarian into a favourable light. She won First Prize in the 1995 A&E Television Network's Teacher Grant Competition for her ability to incorporate technology into the curriculum in a creative, meaningful way in her multimedia project entitled "Dinosaurs." She won the 1996 William C. McMaster Award from Scholastic Canada for her outstanding ability to use technology to enrich students' reading and creative writing skills in her project, "Canadian Books are Awesome." In 1996, she won first prize in the 1996 A&E Television Network's Teacher Grant Competition for her utilization of technology in her project, "You Can Do Anything: Follow Your Dreams."

She has received provincial recognition from the British Columbia Ministry of Education, Skills and Training for her outstanding achievement as a teacher-librarian. It is with great pleasure and pride that the BCTLA awards Penny Bland of Maple Ridge the 1997 BCTLA Award of Merit.



**Congratulations to PENNY BLAND,  
teacher-librarian, SD #42 (Maple Ridge)**

# AWARD OF MERIT SPEECH

by PENNY BLAND, SD#42 (Maple Ridge).

Thank you Gerald:

This award is a celebration of how educational technology is transforming our library resource centres.

In recent years, school libraries have evolved into true media centres, housing not only books, but also computers, laserdisc players, scanners, and digital cameras.

Our role as teacher-librarians is evolving in response to technological change. We are becoming information technology specialists, guiding students and teachers through the maze of data that bombards us all every day.

What an exciting time to be a teacher-librarian!

To share my enthusiasm with you, I have compiled the

## **Top Ten Things I Enjoy Most About Being a Teacher-Librarian in This Technological Age:**

10. The efficiency of an automated library circulation system
9. The convenience of using modem technology to ease my paperwork load
8. The excitement of accessing instantaneous information from around the world via the Internet
7. The opportunity to “play” with all the new technological “toys”
6. The challenge of integrating technology with curriculum in a creative way
5. The satisfaction of empowering students to become independent users of multimedia technology
4. The atmosphere of collegiality that comes from co-operatively planning and teaching multimedia projects with classroom teachers
3. The joy of seeing students virtually “begging” to get into the library to use the computers
2. The fact that I never have time to get bored
1. The thrill of being a lifelong learner in this fascinating field of education

Information technology and teacher-librarianship go together. Never before have we had such amazing tools to help us prepare our students for the challenges of the Information Age.

Thank you to the BCTLA for bestowing this honour upon me. It will serve to revitalize my commitment to integrating educational technology into my library resource centre program.

## **BCTLA DISTINGUISHED SERVICE AWARD 1997**

The British Columbia Teacher-Librarians' Association recognizes the efforts of individuals other than practising teacher-librarians who have made an outstanding contribution in support of effective school library resource centre programs in British Columbia. The contributions made by the recipient of this award should be outstanding in its own field, altruistic, and significant in terms of the continuing history of school library service.

The 1997 recipient of the Distinguished Service Award is Ed Coleman. He is the District Career Programs Coordinator, District School and Community Partnerships Coordinator, and District Resource Centre Coordinator for the Quesnel School District.

It is through the efforts of Ed Coleman that all of the elementary school libraries in Quesnel are automated. He successfully gained the support of the district administration for the project and managed to rearrange budgets to pay for software and update costs for each elementary school library. When necessary, he located hardware at no cost to the school to run the programs, and even found the resources to provide a part time secretary to assist with the inputting of data for the schools. Without Ed's skills, support and enthusiasm for this project, the elementary school libraries in Quesnel most likely would not be automated.

Ed is a true advocate of school libraries and teacher-librarians. In these times of cutbacks and erosion of services to students, he has been a staunch supporter. The British Columbia Teacher-Librarians' Association is extremely pleased to award Ed Coleman of Quesnel the 1997 Distinguished Service Award.



**Congratulations to  
ED COLEMAN,  
District Resource Centre Coordinator  
SD#28 (Quesnel)**

## THE ALAN KNIGHT MEMORIAL AWARD 1997

The Alan Knight Memorial Award is presented annually by the BCTLA to recognize the contribution to communication in teacher-librarianship made by the submissions of outstanding articles to *The Bookmark*. The recipient of this award is selected by members of a local chapter of the BCTLA. The teacher-librarians responsible for selecting the winner of this year's Alan Knight Memorial Award are from School District #7 (Nelson).

Articles considered for this award may be either practical or theoretical in nature but must be significant in terms of the continuing history of school library resource centre service in British Columbia, contribute to the professional growth of teacher-librarianship and reflect the generosity of sharing ideas with others.

This year's recipient of the Alan Knight Memorial Award has given long service to the teacher-librarians of B.C. Not all teacher-librarians have access to professional resources, colleagues a telephone call away, or a district coordinator. Many of our peers have a very small amount of time to do the huge job of being the resource person for their school. This person has been there for all of these overworked individuals.

Since 1984, the winner of this award has been faithfully writing a column for *The Bookmark*. She was the answer lady before the advent of e-mail. Her answers reflect the changes in challenges our teacher-librarians have faced over more than the past decade. Her answers are consistently practical and well researched. She emulates the Resource Person's style by saying "I don't know" and referring to a greater authority for other suggestions.

The British Columbia Teacher-Librarians' Association is pleased to announce that Barbara Smith has been unanimously selected as the recipient of this year's Alan Knight Memorial Award for her practical, historical support of the teacher-librarians in British Columbia.



**Congratulations to  
BARBARA SMITH, teacher-librarian,  
SD#44 (North Vancouver)**

## **BCTLA 1997/98 EXECUTIVE**

Congratulations to all of the teacher-librarians who will be serving the BCTLA in 1997 - 1998 as members of the executive. At the recent Annual General Meeting of the BCTLA, it was determined that the following positions would be filled by:

President: **GERALD SOON** (Delta)

Vice-President: (Chapter Relations) **JEAN ANNE LOWIS** (Duncan)

Vice-President: (Advocacy) **MARK ROBERTS** (Vancouver)

Treasurer: **GAIL CRAWFORD** (Delta)

Communications Officer: **LUCINDA LOCKWOOD** (Maple Ridge)

Recording Secretary: **WENDY WEST** (Nelson)

Publications Coordinator: **WILLA WALSH** (Richmond)

Liaison Chair: **PATRICK ROMAINE** (North Okanagan-Shuswap)

Working and Learning Conditions: **DIANE KOZORIS** (Kitimat)

Continuing Education: **PAT PARUNGAO** (Vancouver)

Past President: **JUDITH KOOTTE** (Richmond)

Bookmark Senior Editor: **JIM HOLGATE** (Surrey)

**The new executive looks forward to serving the teacher-librarians of British Columbia.**

Featured Sessions

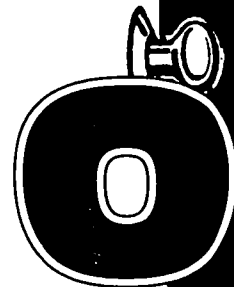
- **Opening Doors - to the Classroom, the Library and the Principals Office**
- **Student Learning: How Can We Show Libraries are Making A Difference?**
- **Reinventing School Libraries**
- **Video in the Classroom**
- **Canadian Immigration and Ethnic Pride**
- **Creating an Effective Foreign Aid Program**
- **Hook Them!**
- **Browsers, Intranets and the Internet for More Creative Libraries**
- **Battle of the Books**
- **Red Cedar Awards**
- **Integrating Information Skills Across the Curriculum**
- **Canadian Literature Project: A cooperative Library-Humanities Unit**
- **A Reading of Fiction Set in Various Countries**
- **Teacher-Librarians: an Inspiration**
- **Multicultural Education**
- **Canadian History and Canadian Unity**
- **The Place of First Nations Stories in Education**
- **Nan Gregory, Storyteller**
- **The Drama Connection**
- **Women In the World... Thinking Globally "Acting" Locally**
- **Controversial Issues**

sponsored by  
**School District #73  
Teacher-Librarians'  
Association**



**Kamloops**

**British Columbia  
October 23-25**



# **OPENING DOORS TO THE WORLD**

**British Columbia  
Teacher-Librarians'  
Association**

**1997 CONFERENCE**



## The Conference Hotel

The **Kamloops Towne Lodge** has been selected as the official hotel for the 1997 B.C.T.L.A. Conference. The Kamloops Towne Lodge features an indoor tropical courtyard with a hot tub, sauna, and heated swimming pool. The hotel will be the site for the welcoming social on Thursday, the conference banquet on Friday, and the chapter councillor's meeting on Saturday.

Please phone  
(250) 828-6660 or fax (250) 828-6690  
for reservations.

Be sure to request the B.C.T.L.A. Conference Rate:  
Single - **\$65.00** Double - **\$70.00**

### Thursday Evening

**OCTOBER 23, 1997**

*Welcoming Social Wine and Cheese*  
7:30 - 9:00 p.m.  
Kamloops Towne Lodge - Tropical Courtyard  
Canapes and No Host Bar

Entertainment by accomplished pianist,  
**Arthur LaVertue**

### Friday

**OCTOBER 24, 1997**

**Registration**  
8:00 - 9:00 a.m.

**Keynote Address**  
9:00 - 10:00 a.m.

***Opening Doors - to the Classroom, the  
Library and the Principal's Office***  
by **Dianne Oberg**

**Exhibits Open!**  
10:00 a.m.  
... visit throughout the day

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### Nutrition Break

10:00 - 10:30 a.m. ... an opportunity to preview  
the exhibits and take refreshment

### Timetable

- *SESSION I* 10:30 - 12:00 a.m.
- *LUNCH and EXHIBITS*  
12:00 - 1:15 p.m.
- *SESSION II* 1:15 - 2:15 p.m.
- *SESSION III* 2:15 - 3:15 p.m.
- *NUTRITION BREAK*  
3:15 - 3:45 p.m.

### The Exhibits

... will be open until 4:30 p.m.

### Reception

6:00 - 7:00 p.m.  
Kamloops Towne Lodge

Join friends and new acquaintances for  
entertainment and a no host bar. "Take 3", three  
members of the Kamloops Symphony Orchestra,  
will provide music spanning from Baroque to  
contemporary and jazz.

### Friday Evening

**OCTOBER 24, 1997**

**Conference Banquet: \$25**  
7:00 - 9:30 p.m.  
Kamloops Towne Lodge

You are invited to an evening of fine food and  
entertainment. The Conference Banquet will be  
provided by Forester's Restaurant, noted for their  
fine cuisine. "Take 3" will provide music during  
our banquet. Entertainment following the  
banquet features "Two Outrageous" starring Jim  
Boomer and Lanni McInnis. Both Jim and Lanni  
have done numerous productions for Western  
Canada Theatre Company and delight in the  
challenge of matching wits with the audience  
during improvisational theatre. They will create  
suggestions and dive in. No Scripts! No Hints!  
No Nets! Combine this with some tested scripted  
pieces and it makes for a humorous evening.

# CONFERENCE OVERVIEW

**THURSDAY, OCTOBER 23, 1997**

7:30 p.m. Welcoming Social Wine and Cheese  
Kamloops Towne Lodge

**FRIDAY, OCTOBER 24, 1997**

8:00 a.m. Registration Valleyview Secondary  
9:00 a.m. Keynote Address Room T.B.A.  
10:00 a.m. Exhibits Open Gymnasium  
10:00 a.m. Nutrition Break Room T.B.A.  
10:30 a.m. Session I Room T.B.A.  
12:00 a.m. Lunch and Exhibits Room T.B.A.  
1:15 p.m. Session II Room T.B.A.  
2:15 p.m. Session III Room T.B.A.  
3:15 p.m. Nutrition Break Room T.B.A.  
4:40 p.m. Exhibits close  
6:00 p.m. Reception Kamloops Towne Lodge  
7:00 p.m. Conference Banquet  
Kamloops Towne Lodge

**SATURDAY, OCTOBER 25, 1997**

Chapter Council Meeting T.B.A.

British Columbia  
Teacher-Librarians' Association  
1997 Conference  
sponsored by  
School District #73  
Teacher-Librarians' Association

## Conference Committee

Coordinators \_\_\_\_\_ Norm Spohr, Buzz Osterloh  
Registration/Program \_\_\_\_\_ Jane Osterloh, Chris  
Moore, Jean McKerracher  
Treasurer \_\_\_\_\_ Karen Bennison  
Exhibits/Sponsorship \_\_\_\_\_ Corrinne Paravantes,  
Norm Moss  
Workshop Presenters \_\_\_\_\_ Lynda Milham,  
Mike Erickson, Suzanne Simard  
Facilities \_\_\_\_\_ Don Bennison, Mary Kay Claydon,  
Norma Butler  
Entertainment \_\_\_\_\_ Iain Neighbour

# KEYNOTE SPEAKER

Opening Doors — to the  
Classroom, the Library and the  
Principal's Office

**Dianne Oberg**

Teacher-librarians and principals share with teachers the responsibility for opening the doors of the school to collaboration - for making changes in school organization and school culture that support collaborative work. Research about teachers' library use and about how principals, teachers, and teacher-librarians carry out their roles in implementing cooperative school library programs has implications for how these changes can be made. Dianne is a professor at the University of Alberta, with a joint appointment in the School and Library and Information Studies and in the Department of Elementary Education. Throughout her professional career, she has been actively involved in school library association work, having served as President of the Learning Resources Council of the Alberta Teachers' Association and of the Canadian School Library Association. Her current projects include an international study on the role of principals in school library programs and the development of a distance learning diploma in teacher-librarianship.

**Session # 1A**

Student Learning: How Can We Show Libraries Are Making A Difference?

**Dianne Oberg**

Demands for accountability and measurable outcomes have heightened the need to demonstrate the impact of school library programs on student learning. This session will explore several strategies for demonstrating impact: using statistical data, analyzing the results of local or provincial testing programs, carrying out action research projects, and using qualitative evaluation strategies and models. Dianne's teaching and research work focuses on teachers' use of libraries, on cooperative planning and teaching, and on the implementation and evaluation of school library programs. Dianne is the editor of *School Libraries Worldwide*, the journal of the International Association of School Librarianship

**Session # 1B** *(session also offered in 2J)*

A Reading of Fiction Set in Various Countries

**Don Dickinson**

Don is the author of two collections of short stories, *Fighting the Upstream* and *Blue Husbands*. *Blue Husbands* was nominated for a Governor General's Award and won the Ethel Wilson Fiction Prize in 1991. His novel, *The Crew* was nominated for the Books in Canada Best First Novel Award in 1993. His stories have been anthologized in Canada and overseas. Don lives in Lilloet, B.C. and is presently working on a novel *This Boy Once*. The readings are set in England, Australia, Spain and Canada. A discussion of the wellsprings of fiction writing and "how it opens doors to the world" for both writer and reader will follow.

**Session # 1C** *(session also offered in 2G & 3A)*

Red Cedar Awards

**Linda Coupal, Jean Jordan**

The first annual "Red Cedar Awards" will be given to the Canadian fiction and nonfiction authors whose books receive the most votes from the B.C. readers in the program. This program is designed to encourage grade 4-7 children to read Canadian authors and to participate in an awards ceremony practising democratic principles. This workshop will provide an opportunity to view the nominated books and supporting materials while learning how to participate in this exciting program. Linda is the District Resource Centre coordinator for Saanich School District and treasurer for the "Red Cedar Award" non-profit society. Jean is on the Board of Directors for the "Red Cedar Award" society.

**Session # 1D** *(Combined session also offered in 2D)*

Integrating Information Skills Across the Curriculum

**Ann Tepe**

Today's students are facing an information-rich environment where they will need skills that will make them information literate enabling them to be critical thinkers, problem solvers, and decision makers. To be information literate, students must have the ability to select from a menu of processes that enable them to gather, evaluate, and use information. This workshop will focus on "Pathways to Knowledge" (TM): Follett's Information Skills Model which is nonlinear and recognizes differing learning styles and information formats (eg. paper, authentic sources, and technology). Examples of strategies for integrating this model across the curriculum will be discussed. Ann focuses on the development of curriculum related products and workshops. She coauthored "Pathways to Knowledge" (TM) and led the development of the "Teaching Electronic Information Skills" series of resource guides. She has had substantial background in library services.

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**Session # 1E** (session also offered in 3K)

Canadian History and  
Canadian Unity

**Charles Hou**

Today there is a crisis facing Canada - do the provinces of Canada have enough in common to continue as a nation? How can teachers, teacher-librarians, and administrators make a difference? Charles will share his philosophy on making Canadian history interesting and speak about the need for a national history contest. Charles teaches history at Burnaby South Secondary School. He is known to his students for his mock trials, parliamentary-style debates, role playing projects, cemetery tours, hiking and canoeing trips, and the Begbie Contest, a Canadian history contest for Grade 11 students. He has also coauthored two Canadian history books - *The Riel Rebellion, A Biographical Approach* and *Great Canadian Political Cartoons 1820 - 1914* and a large number of BCTF Lesson Aids. Charles was presented, in 1996, with the first annual Governor General's Medal for Excellence in Teaching Canadian History.

**Session # 1F** (session also offered in 2K)

Hook Them!

**Corinne Tamlyn**

Corinne's goal, as a Castlegar secondary teacher-librarian, is to encourage library use amongst both student and staff and to make the school library a "happening" place to be! The focus of her workshop will be to turn the library into a dynamic force in the school through promotion, publicity, decoration, ambience, displays, and various methods of library advocacy. Corinne has had ten years experience as a teacher-librarian and eleven years experience as a secondary English teacher. She loves books, research, kids, and reading — in no particular order! Handouts will be provided.

**Session # 1G**

Multicultural Education

**Loch Eddy, Chiara Anselmo**

This workshop will present ideas and resources such as books, games, classroom activities, and music to teach multicultural education. A combination of name calling and prejudice reduction activities will be included. Loch Eddy is involved with the Program Against Racism for the Nicola Valley School District and is the STAAR Group Coordinator for Merritt Secondary School. Chiara sits on committees against racism at the B.C.T.F. and on a special program against racism in Kamloops. Handouts and a bibliography will be available.

**Session # 1H**

The Place of First Nations  
Stories in Education

**Jo-Ann Archibald**

Jo-Ann will share curriculum approaches which use respectful ways of bringing First Nations stories and education together. Jo-Ann is from the Sto:lo Nation and currently the director of the First Nations House of Learning at U.B.C. She was a teacher and curriculum developer. Her educational interests centre on First Nations storytelling, curriculum, and higher education.

**Session # 1I**

Reinventing School Libraries

**John Caldwell, Lillian Carefoot**

This workshop has been adapted from the presentation that Don Hamilton and John Caldwell made at the Canadian Library Association Conference in June, 1997 entitled "Surviving Tips for an Endangered Species: Reinventing School Libraries and Teacher-Librarians." The workshop will present some imaginative strategies for teacher-librarians enabling the use of creative thinking when dealing with everyday routines. The purpose of this exercise is not only to sustain, but to enhance the library program within the school. John is presently a Program Coordinator in the Cowichan Valley School District and his responsibilities include school libraries, computer technology and the district resource centre. Lillian Carefoot is a Director of Instruction in the Nanaimo School District and has been involved with school libraries for over twenty years.

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**Session # 1J** *(session also offered in 3C)*  
**Teacher-Librarians,  
an Inspiration**  
**Joan Weir**

This workshop will discuss the role librarians and libraries have played in the writing of this Kamloops author. Joan will analyze the role writers play in our world, and examine some of the opportunities, advantages, and limitations that exist today for writers. It is her hope that teacher-librarian will encourage more students to seriously 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, a playwright, and a writer of historical nonfiction.

**Session # 1K** *(session also offered in 2H)*  
**Controversial Issues**  
**Pat Clarke**

How can we deal with controversial issues without becoming a part of the controversy ourselves? This session, first developed for the BCTF Global Education Project, will help us identify contemporary issues and how educators can address these issues in a fair and responsible manner. Participants will develop a defensible attitude for dealing with controversial issues and learn about some techniques and approaches which will help teacher-librarians introduce these topics as part of their library programs. Pat is currently in the staff of the BCTF Professional Development Division, on leave from a social studies position in Burnaby.

**Session # 1K**  
**Canadian Immigration  
and Ethnic Pride**  
**Ted Palmer**

Ted's special area of interest and curriculum development is in the area of multiculturalism where he has worked at the local, provincial, and national level. His workshop will examine the "push and pull" factors of immigration and explore how these factors contribute to the relationship of a family's decision to come to Canada. Participants will prepare and present a family shield that reflects their own family history, and then celebrate together in a class discovery of "Roots and Routes." Ted has taught secondary Social Studies for many years in Burnaby.

### **Session # 2A**

Canadian Literature Project:  
A Cooperative  
Library-Humanities Unit  
**Lynda Milham, Cam Murray**

This cooperative unit is designed to turn kids on the Canadian literature and examine relationships between Canadian history, geography, and culture. This dynamic unit is criteria-referenced. A handout will be provided and examples of students' work will be shown. Lynda is a Kamloops teacher-librarian and teacher of Humanities, Literature and English. Cam is a Humanities, Socials, and History teacher.

### **Session # 2B**

Nan Gregory, Storyteller  
- Sit Back and Listen  
**Nan Gregory**

For an hour, enjoy the magic of a story! Nan will tell stories of interest to adults. The goal of the workshop is to rekindle the knowledge that stories touch the heart and to encourage teacher-librarians to read or tell to EVERYBODY. Nan has been a professional storyteller since 1984 and has taught storytelling workshops for U.B.C. 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. To listen to her is a joyous occasion!

### **Session # 2C**

Battle of the Books  
**Faith Bailey, Fawn Knox**

"Battle of the Books" is a Grade 3 - 7 reading motivational 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" into the schools. It is a competition among a team of students accommodating both French and English classes. Students are expected to read a selection of recommended books that include Canadian author material and award-winning novels and then, in teams, to answer questions in preparation for a school "Battle." Questions for practice, school, zone, and district "Battles" are prepared cooperatively each year by the teacher-librarians. Each participating school chooses one team from each grade level and competes with other schools in the district. This program is popular with teacher-librarians, teachers, and students and through the teacher-librarians in your district it can be easily implemented. A booklet will be provided to assist in the implementation of this program. Also, a short video clip will be shown to demonstrate a district "Battle."

### **Session #2D**

*(session also offered in 1D)*

*(sessions 2D and 3D are combined)*

### **Integrating Information Skills Across the Curriculum**

**Ann Tepe**

Today's students are facing an information-rich environment where they will need skills that will make them information literate enabling them to be critical thinkers, problem solvers, and decision makers. To be information literate, students must have the ability to select from a menu of processes that enable them to gather, evaluate, and use information. This workshop will focus on "Pathways to Knowledge"(TM): Follett's Information Skills Model which is nonlinear and recognizes differing learning styles and information formats (eg. paper, authentic sources, and technology). Examples of strategies for integrating this model across the curriculum will be discussed. Ann focuses on the development of curriculum related products and workshops. She coauthored "Pathways to Knowledge" (TM) and led the development of the "Teaching Electronic Information Skills" series of resource guides. She has had substantial background in library services.

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**Session # 2F** *(session also offered in 3B)*

**Browsers, Intranets, and the Internet for More Creative Libraries.**

**Del Turner**

Free software and new kinds of network connections allow libraries to easily create and pass information from their site to classrooms and the community without connecting to expensive and difficult networks. This workshop will explore ways in which data base access can be provided through the use of Wizards. Del is an educator of long standing who has held an interest in computer education since the 1970's. He has written monthly columns for computer magazines, has written commercial software for schools, and currently posts a magazine for teachers on the internet. He is retired from teaching, but continues to pursue his interest as a consultant maintaining websites and assisting in the development and use of internet communications.

**Session # 2G** *(session also offered in 1C & 3A)*

**Red Cedar Awards**

**Linda Coupal, Jean Jordan**

The first annual "Red Cedar Awards" will be given to the Canadian fiction and nonfiction authors whose books receive the most votes from the B.C. readers in the program. This program is designed to encourage grade 4-7 children to read Canadian authors and to participate in an awards ceremony practising democratic principles. This workshop will provide an opportunity to view the nominated books and supporting materials while learning how to participate in this exciting program. Linda is the District Resource Centre coordinator for Saanich School District and treasurer for the "Red Cedar Award" non-profit society. Jean is on the Board of Directors for the "Red Cedar Award" society.

**Session # 2H** *(session also offered in 1L)*

**Controversial Issues**

**Pat Clarke**

How can we deal with controversial issues without becoming a part of the controversy ourselves? This session, first developed for the BCTF Global Education Project, will help us identify contemporary issues and how educators can address these issues in a fair and responsible manner. Participants will develop a defensible attitude for dealing with controversial issues and learn about some techniques and approaches which will help teacher-librarians introduce these topics as part of their library programs. Pat is currently in the staff of the BCTF Professional Development Division, on leave from a social studies position in Burnaby.

**Session # 2I** *(session also offered in 3G)*

**Women In the World...**

**Thinking Globally, "Acting"**

**Locally**

**Carol Rimmer**

The intent of this workshop is to raise awareness about the situation for women globally, to speak to provincial and local issues, and to offer suggestions for change. Carol is a primary teacher in School District #73. She has recently completed a Masters of Education degree at S.F.U. where she has researched social and economic issues around women in their pursuit of higher education. Resource materials for "education" will be shared.

**Session # 2J** (session also offered in 1B)

A Reading of Fiction Set in  
Various Countries

**Don Dickinson**

Don is the author of two collections of short stories, *Fighting the Upstream* and *Blue Husbands*. *Blue Husbands* was nominated for a Governor General's Award and won the Ethel Wilson Fiction Prize in 1991. His novel, *The Crew* was nominated for the Books in Canada Best First Novel Award in 1993. His stories have been anthologized in Canada and overseas. Don lives in Lilloet, B.C. and is presently working on a novel *This Boy Once*. The readings are set in England, Australia, Spain and Canada. A discussion of the wellsprings of fiction writing and "how it opens doors to the world" for both writer and reader will follow.

**Session # 2K** (session also offered in 1F)

Hook Them!  
**Corinne Tamlyn**

Corinne's goal, as a Castlegar secondary teacher-librarian, is to encourage library use amongst both student and staff and to make the school library a "happening" place to be! The focus of her workshop will be to turn the library into a dynamic force in the school through promotion, publicity, decoration, ambience, displays, and various methods of library advocacy. Corinne has had ten years experience as a teacher-librarian and eleven years experience as a secondary English teacher. She loves books, research, kids, and reading — in no particular order! Handouts will be provided.

**Session # 3A** (session also offered in 1C & 2G)

Red Cedar Awards

**Linda Coupal, Jean Jordan**

The first annual "Red Cedar Awards" will be given to the Canadian fiction and nonfiction authors whose books receive the most votes from the B.C. readers in the program. This program is designed to encourage grade 4-7 children to read Canadian authors and to participate in an awards ceremony practising democratic principles. This workshop will provide an opportunity to view the nominated books and supporting materials while learning how to participate in this exciting program. Linda is the District Resource Centre coordinator for Saanich School District and treasurer for the "Red Cedar Award" non-profit society. Jean is on the Board of Directors for the "Red Cedar Award" society.

**Session # 3B** (session also offered in 2F)

Browsers, Intranets, and the  
Internet for More Creative  
Libraries.

**Del Turner**

Free software and new kinds of network connections allow libraries to easily create and pass information from their site to classrooms and the community without connecting to expensive and difficult networks. This workshop will explore ways in which data base access can be provided through the use of Wizards. Del is an educator of long standing who has held an interest in computer education since the 1970's. He has written monthly columns for computer magazines, has written commercial software for schools, and currently posts a magazine for teachers on the internet. He is retired from teaching, but continues to pursue his interest as a consultant maintaining websites and assisting in the development and use of internet communications.

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**Session # 3C** *(session also offered in 1J)*

Teacher-Librarians,  
an Inspiration

**Joan Weir**

This workshop will discuss the role librarians and libraries have played in the writing of this Kamloops author. Joan will analyze the role writers play in our world, and examine some of the opportunities, advantages, and limitations that exist today for writers. It is her hope that teacher-librarian will encourage more students to seriously 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, a playwright, and a writer of historical nonfiction.

**Session # 3D** *(session also offered in 1D)*

Integrating Information Skills  
Across the Curriculum

**Ann Tepe**

Today's students are facing an information-rich environment where they will need skills that will make them information literate enabling them to be critical thinkers, problem solvers, and decision makers. To be information literate, students must have the ability to select from a menu of processes that enable them to gather, evaluate, and use information. This workshop will focus on "Pathways to Knowledge" (TM): Follett's Information Skills Model which is nonlinear and recognizes differing learning styles and information formats (eg. paper, authentic sources, and technology). Examples of strategies for integrating this model across the curriculum will be discussed. Ann focuses on the development of curriculum related products and workshops. She coauthored "Pathways to Knowledge" (TM) and led the development of the "Teaching Electronic Information Skills" series of resource guides. She has had substantial background in library services.

**Session # 3E**

Video In The Classroom  
**John Caldwell, Lillian Carefoot**

This workshop, which is based on a recent Ministry document co-authored by John and Lillian, will deal with several aspects of video use including viewing strategies, sources of videos, storage and circulation, and technical aspects. Their presentation on media literacy education is especially relevant for teacher-librarians and library resource centres. John and Lillian have co-authored two documents for B.C.'s Ministry of Education, "Evaluating, Selecting and Managing Learning Resources" and a resource guide on using video and computer software in the classroom.

**Session # 3G** *(session also offered in 2I)*

Women In the World...  
Thinking Globally, "Acting"  
Locally

**Carol Rimmer**

The intent of this workshop is to raise awareness about the situation for women globally, to speak to provincial and local issues, and to offer suggestions for change. Carol is a primary teacher in School District #73. She has recently completed a Masters of Education degree at S.F.U. where she has researched social and economic issues around women in their pursuit of higher education. Resource materials for "education" will be shared.

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**Session # 3H****Creating An Effective Foreign Aid Program****Ted Palmer**

This workshop will deal with Canada's responsibility in creating effective aid programs throughout the world by exploring the characteristics of an assigned nation. After reviewing the factors that contribute to an effective aid program, participants will design a program to meet their nation's needs while keeping within a \$20 million budget. Ted has a strong interest in curriculum development in the area of multiculturalism.

**Session # 3I****The Drama Connection****Jane Powell**

Participants will explore ways in which teacher-librarians can support and enhance learning for drama/theatre students. Jane is a Kamloops drama teacher who also teaches at University College of the Cariboo in the Education Program. She has given numerous workshops in drama for learning.

**Session # 3J****Nan Gregory, Storyteller****- Stories are for Everybody!****Nan Gregory**

Nan will tell all time favourite stories from her years performing in schools, discuss the challenges of storytelling, and share some of her favourite books. The goal of the workshop is to encourage teacher-librarians to read or to tell to EVERYBODY. Nan has told stories internationally. She tells myths, legends, folk tales, fairy tales, stories from literature and history and stories she has written herself to audiences of all ages. She celebrates the written and oral literature of Canada.

**Session # 3K** *(session also offered in 1E)***Canadian History and Canadian Unity****Charles Hou**

Today there is a crisis facing Canada - do the provinces of Canada have enough in common to continue as a nation? How can teachers, teacher-librarians, and administrators make a difference? Charles will share his philosophy on making Canadian history interesting and speak about the need for a national history contest. Charles teaches history at Burnaby South Secondary School. He is known to his students for his mock trials, parliamentary-style debates, role playing projects, cemetery tours, hiking and canoeing trips, and the Begbie Contest, a Canadian history contest for Grade 11 students. He has also coauthored two Canadian history books - *The Riel Rebellion, A Biographical Approach* and *Great Canadian Political Cartoons 1820 - 1914* and a large number of BCTF Lesson Aids. Charles was presented, in 1996, with the first annual Governor General's Medal for Excellence in Teaching Canadian History.

## CONFERENCE OVERVIEW

Thursday, October 23, 1997

7:30 p.m. Welcoming Social Wine and Cheese

Kamloops Towne Lodge

Friday, October 24, 1997

8:00 a.m. Registration

Valleyview Secondary

9:00 a.m. Keynote Address

Room \_\_\_\_\_

10:00 a.m. Exhibits Open

Gymnasium

10:00 a.m. Nutrition Break

10:30 a.m. Session I

12:00 a.m. Lunch and Exhibits

1:15 p.m. Session II

2:15 p.m. Session III

3:15 p.m. Nutrition Break

4:40 p.m. Exhibits close

6:00 p.m. Reception

Kamloops Towne Lodge

7:00 p.m. Conference Banquet

Kamloops Towne Lodge

Saturday, October 25, 1997

10:00 a.m. Chapter Council Meeting

T.B.A.

## BCTLA CONFERENCE SCHEDULE

Keynote Address 9:00a - 10:00a Dianne Oberg "Opening Doors - To The Classroom, The Library and The Principal's Office"

Session 1 - 1 1/2 Hours 10:30a - 12:00p

A - D. Oberg	D - A. Tepe	G - L. Eddy/C. Anselmo	J - J. Weir
B - D. Dickinson	E - C. Hou	H - J. Archibald	K - T. Palmer
C - L. Coupal/J. Jordan	F - C. Tamlyn	I - J. Caldwell/L. Carefoot	L - P. Clarke

Session 2 - 1 Hour 1:15p - 2:15p

A - C. Murray/L. Millham	D - Tepe (Combined 2&3)	G - L. Coupal/J. Jordan	J - D. Dickinson
B - N. Gregory	E	H - P. Clarke	K - C. Tamlyn
C - F. Bailey / F. Knox	F - D. Turner	I - C. Rimmer	L

Session 3 - 1 Hour 2:15p - 3:15p

A - L. Coupal/J. Jordan	D - Tepe (Combined 2&3)	G - C. Rimmer	J - N. Gregory
B - D. Turner	E - J. Caldwell/L. Carefoot	H - T. Palmer	K - C. Hou
C - J. Weir	F	I - J. Powell	L

# OPENING DOORS TO THE WORLD REGISTRATION FORM

Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 City: \_\_\_\_\_  
 Province: \_\_\_\_\_ Postal Code: \_\_\_\_\_  
 School District: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Fax: \_\_\_\_\_



## Conference Fees:

### Welcoming Social:

- Thursday evening, October 23
- Included in registration
- (No host bar)
- Entertainment by:  
Arthur LaVertu on Piano

Do you plan to attend?     Yes     No

### Conference:

- Friday, October 24  
\$125 (encl)

(includes nutrition break, lunch  
and afternoon refreshments)

### Conference Banquet:

- Friday evening, October 24  
\$25 X number of tickets =

### Entertainment:

- Take 3 Trio from Kamloops Symphony
- Two Outrageous Improvisational Theatre

## Session Selection:

- **Session 1** First Choice:   
Second Choice:   
Third Choice:
- **Session 2** First Choice:   
Second Choice:   
Third Choice:
- **Session 3** First Choice:   
Second Choice:   
Third Choice:

Send this Registration form with payment by October 10 to:

BCTLA Conference  
 Attn: **Christine Moore**  
 Henry Grube Education Centre  
 245 Kitchener Crescent, Kamloops, B.C., V2B 1B9

Email: [chmoore@cln.etc.bc.ca](mailto:chmoore@cln.etc.bc.ca)

Conference Information Phone Number:

**(250) 578-7229**

Attn: **Christine Moore** (Rayleigh Elementary)

*Walk-in registration will be accepted.*

*Enclose cheque or money order payable to BCTLA Conference  
 No post dated cheques. Please do not mail cash.*

*Refunds available until October 1, 1997*

*NSF cheques and refunds are subject to a \$25.00 administration fee*

# BRIDGING THE GAP

**Information Rich but Knowledge Poor?**

**An international conference to be held in  
Vancouver, British Columbia, Canada  
July 6 - 11, 1997**

## PROGRAM PREVIEW

Sponsored jointly by The International Association of School Librarianship (IASL) and the Association for Teacher-Librarianship in Canada (ATLC), this conference, through workshops and the presentation of research and professional papers, will explore the opportunities and challenges facing both schools and school libraries. All Conference Sessions will be held at the University of British Columbia.

Highlights include:

- A pre-conference Institute, *Students' Information Needs: Advocacy for Literacy*, on Sunday, July 6
- Opening ceremonies in the spectacular Sty-Wet-Tan (Great Hall) of the First Nations House of Learning at the University of British Columbia
- Concurrent sessions featuring practical workshops and the presentation of professional and research papers
- A "First Nations" Night with a salmon barbecue, on the grounds of the world renowned Museum of Anthropology, on Monday, July 7
- Tours to schools of note in the area on Wednesday, July 9 and Thursday, July 10
- Local tours that focus on Vancouver's cultural, historical and educational attractions, as well as on its scenic beauty, for delegates and those accompanying them
- A Gala Banquet (concluding with a fun and fund-raising auction) to be held in the Vancouver Law Courts Inn on Thursday, July 10
- An Exhibits Day, with Lunch in the Exhibits, on Thursday, July 10
- An affordable registration fee (Early Bird Registration (before May 10) for IASL and ATLC Members: Can\$ 50.00; for non-Members: Can\$400.00) that includes the opening reception and the farewell luncheon

For current information, visit the conference web site at [http://www.rhi.hi.is/~anne/conf\\_van.html](http://www.rhi.hi.is/~anne/conf_van.html)

Complete Registration Packages will be mailed to all IASL and ATLC members (and to those who have already requested one) in February, 1997. Non-members may request a Registration Package by sending name, address, telephone number, fax number and e-mail address to:

Lynne Lighthall, Conference Coordinator,  
409 West 14th Avenue, Vancouver, BC Canada V6R 2X  
Voice: 604 822-2704; Fax: 604 822-6006; e-mail: [iaslatlc@unixg.bc.ca](mailto:iaslatlc@unixg.bc.ca)

Electronic registration for the Conference and bookings for accommodation on the UBC campus may be made through the UBC web site at <http://www.conferences.ubc.ca/register.html>

**PRE-CONFERENCE INSTITUTE**  
**Students' Information Needs: Advocacy for Literacy**  
**Sunday, July 6, 1997**

Participants in this full day session, presented by **Pat Taylor, Vicki Pennell and Judy Davies**, will focus on students' needs for information literacy by

- reviewing current information on the ways that students process information
- developing a clear understanding of the support that students require to acquire needed information literacy competencies
- examining ways to broaden the support base for students
- exploring ways of advocating for students' information literacy needs
- considering the issues related to equity of access to information
- looking at the implications for current and future changes to the teacher-librarians' role
- making recommendations to be considered by the ATLC Invitational Conference on Information Literacy for representatives from teacher-librarians' associations (to be held on Thursday, July 10, 1997, 1:30 p.m. - 5:00 p.m.) and by participants in the National Symposium on Information Literacy (October 22-24, 1997)

**CONFERENCE KEYNOTE SPEAKERS**

**Pat Taylor** -- The Knows and Know-Nots: Mediation in the Information Age (Opening Address)

**Dr. Jamie McKenzie** -- Deep Thinking and Deep Reading in an Age of Info-Glut, Info-Garbage and Info-Tactics (World Book Lecture)

**Shari Graydon** -- Media 101 or Myths and Misconceptions (Weston Woods Institute Lecture)

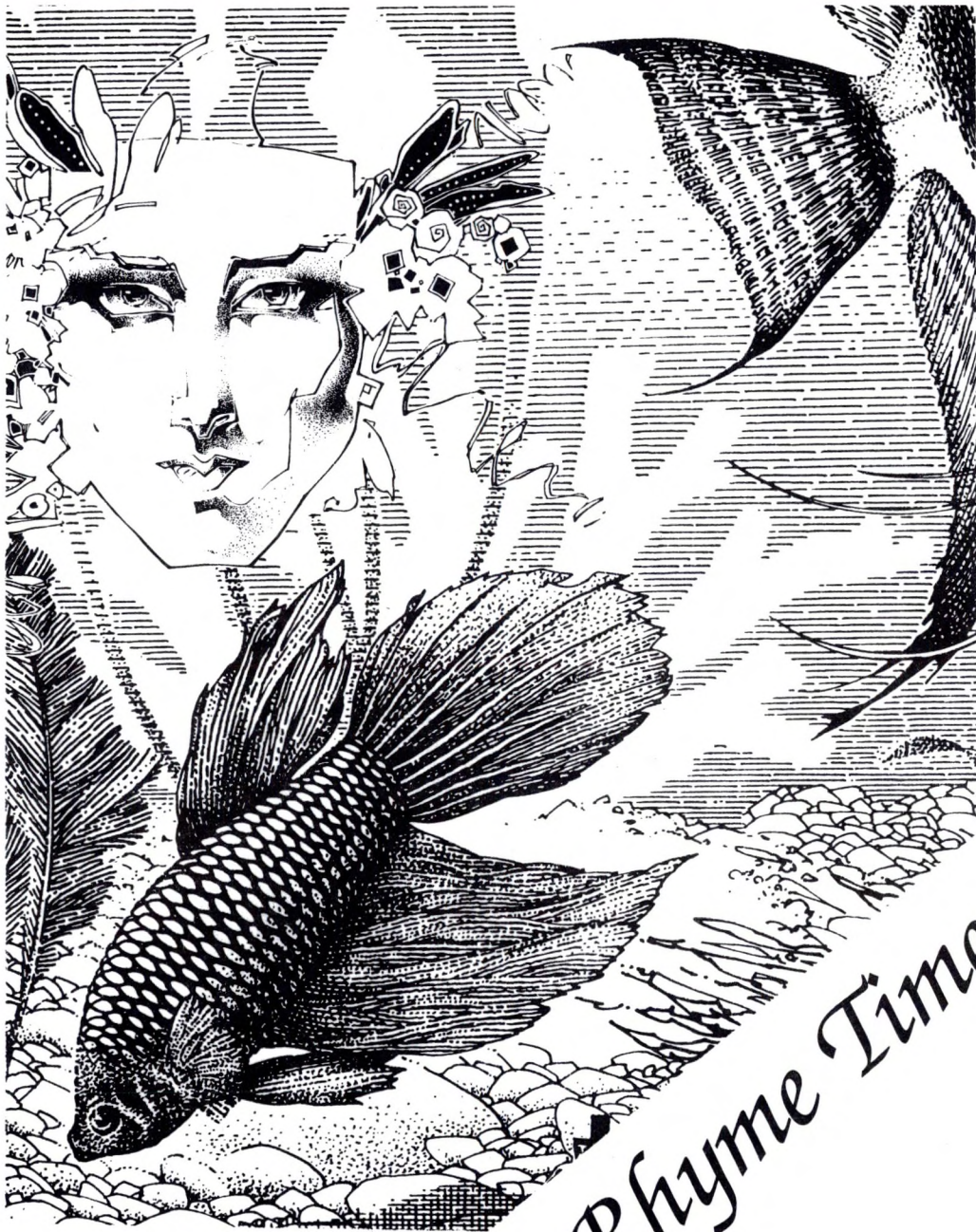
**Paul Lupton** -- Recent Happenings and Future Developments: Teacher-Librarians in an Information Rich World (Theme Address)

## **FREE! FREE! FREE!**

### **BACK ISSUES OF THE BOOKMARK**

Chapters wishing to use back issues of *The Bookmark* for promotional purposes to increase membership may order a box of back issues from 1991 or earlier. They are free of charge to the chapter, but shipping costs need to be paid by the requesting chapter. Please contact Willa Walsh if you want a box. Specify which issues (as listed below) you want, or a box of assorted *Bookmarks*, or if either is acceptable. Orders will be filled on a first-come, first-served basis. They will be shipped by Greyhound or the cheapest method. A box is at least 20 copies. Issues available are:

<b>June, 1988</b>	<b>Time Marches On - Supplement only</b>	<b>50 copies</b>
<b>December, 1989</b>	<b>Focus on Fiction</b>	<b>20 copies</b>
<b>September, 1990</b>	<b>Macdonald's in Moscow</b>	<b>30 copies</b>
<b>December, 1990</b>	<b>Cows, Cars and Chainsaws</b>	<b>35 copies</b>
<b>March, 1991</b>	<b>Weaving the Strands</b>	<b>80 copies</b>
<b>September, 1991</b>	<b>Fangs a Lot</b>	<b>20 copies</b>
<b>Miscellaneous back issues - 70 assorted copies of <i>The Bookmark</i> from 1985 to 1991</b>		



*Rhyme Time*

THEME SECTION

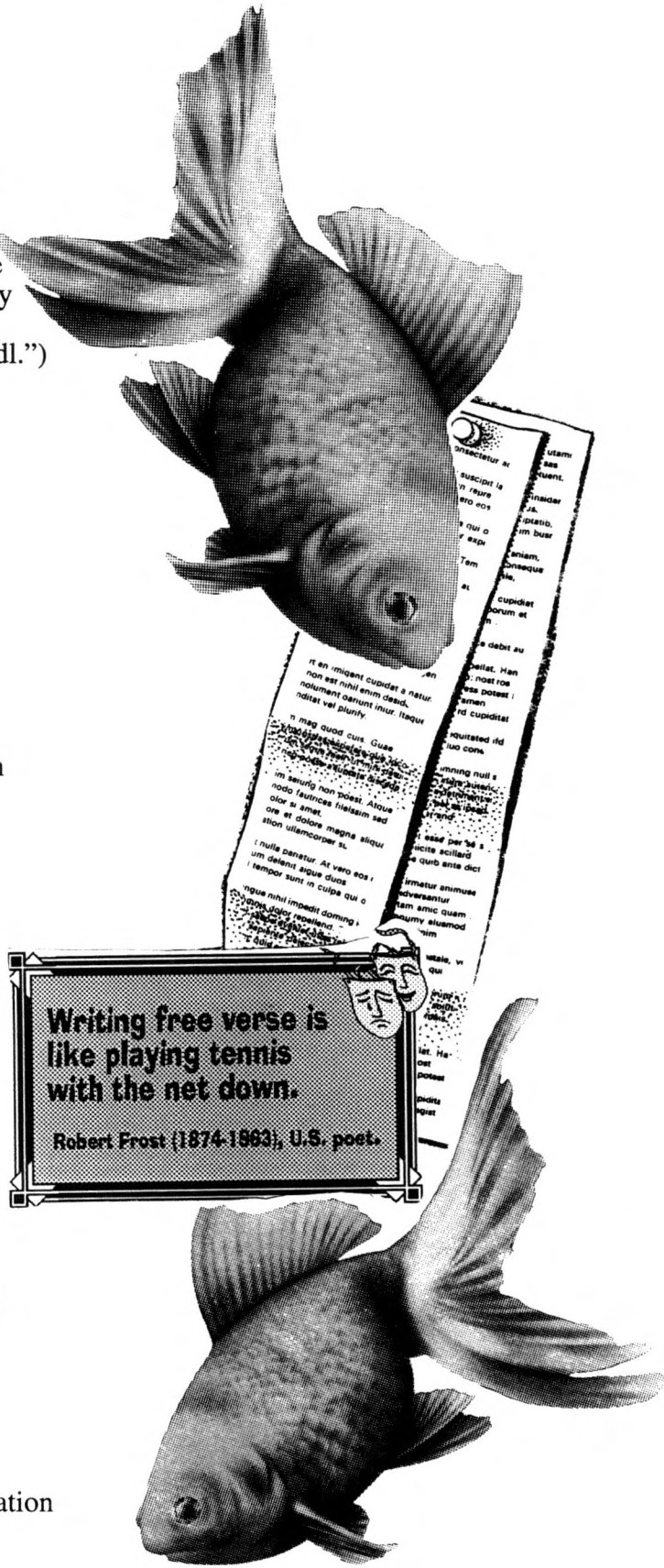
# AN OWED TO MY SPELLING CHECKER

by **JERRY ZAR**, Dean of the Graduate School, Northwestern Illinois University

(Sung to the tune of "I have a little dreidl.")

I have a spelling checker  
It came with my PC  
It plain lee marks four my revue  
Miss steaks eye can knot see.  
Eye ran this poem threw it,  
Your sure reel glad two no.  
Its vary polished in it's weigh  
My checker tolled me sew.  
A checker is a bless sing,  
It freeze yew lodes of thyme.  
It helps me right awl stiles two reed,  
And aides me when aye rime.  
Each frays come posed up on my screen  
Eye trussed too bee a joule  
The checker pour o'er every word  
To cheque sum spelling rule.  
Be fore a veiling checkers  
Hour spelling mite decline,  
And if were lacks or have a laps,  
We wood bee maid to wine.  
Butt now bee cause my spelling  
Is chequed with such grate flare,  
Their are know faults with in my cite,  
Of nun eye am a wera.  
Now spelling does knot phase me,  
It does knot bring a tier.  
My pay purrs awl due glad den  
With wrapped words fare as hear.  
To rite with care is quite a feet  
Of which won should be proud.  
And wee mussed dew the best wee can,  
Sew flaws are knot aloud.  
Sow ewe can sea why aye dew prays  
Such soft ware four pea seas  
And why eye brake in to averse  
By righting want too pleas.

[Submitted by Donald Hamilton, Education Librarian, University of Victoria.]



# ODE TO LIBRARIANS

by CYNTHIA N. JAMES-CATALANO (*jamcat@iag.net*), editorial researcher. Reprinted from *Internet World*, March, 1997. (<http://www.iw.com>)

School librarians help students in myriad ways throughout their careers and are often responsible for bringing the library into the future.

School librarians are an interesting mix of professions. They have all the skills and duties of a regular librarian yet are often entrusted to fulfill the same role as a teacher. School librarians teach students far more than how to use the card catalog. They help students do research, find appropriate books to read, and further students education in a wide variety of subjects. Like teachers, they can be mentors to the students they see daily. In fact, a librarian might guide a student through many school years while a teacher may spend only one year with a student.

Often the library is called the media center. That name reflects the filmstrips and equipment that have become the province of school librarians. But it also reflects the emerging technology of computers and new resources such as online libraries. School librarians aren't just responsible for maintaining a good book and periodical collection, they are often the ones who design the school's Web page or help students retrieve their e-mail. Like many professionals, they have turned to the Internet as a means of supporting one another.

LM-NET has long been a popular mailing list for discussing school librarian issues. (To subscribe send e-mail to [listserv@listserv.syr.edu](mailto:listserv@listserv.syr.edu). In the first message line, type subscribe *lm\_net* Your Name.) You can access LM-NET through the Web as well as at [http://eric.syr.edu/lm\\_net](http://eric.syr.edu/lm_net). The Web site has archives of previous discussions, and FAQs about the group.

There are many Web sites on the Internet for school librarians to share ideas. School Library Hotspots (<http://www.mbnet.mb.ca/~mstimson/text/hotspots.html>) is a Canadian site created by Margaret Stimson of the Assiniboine South School Division in Winnipeg, Manitoba, Canada. This page offers links about information skills and developing lesson plans. There is a link to a book nook where kids can submit book reports, a link to the American Library Associations Booklist, links to CD-ROM and software reviews, and a directory of other libraries on the Net.

There is also a link to Peter Milbury's School Librarian Web Pages (<http://wombat.cusd.chico>.

[k12.ca.us/~pmilbury/lib.html](http://k12.ca.us/~pmilbury/lib.html)). He has a list of about 125 K-12 schools' Web sites, which are maintained by librarians, students, or school officials. His page also includes a link to Web sites of professional associations for librarians and teachers, personal Web pages of 30 school librarians, and links to pages about creating Web sites.

Many librarians have created Web pages that are meant to assist teachers and students. One such page, Kathy Schrock's Guide for Educators at <http://www.capecod.net/Wixon/wixon.htm>, is one of the easiest and most comprehensive of these sites. Schrock, a library media specialist for Wixon Middle School in Cape Cod, Mass., updates this site daily. There are three sections. The Search Tools section links to the larger search engines and offers some guidelines on searching techniques. The Subject access section has 20 different topics, including Arts & Literature, Mathematics, and Vocational Education. Finally, in the Additional Information section there's an option to be e-mailed when any of the links on Schrock's page are updated.

Jan's Favorite K-12 Resources & Projects at <http://www.state.wi.us/agencies/dpi/www/jansbkm.html> was created by Jan Wee, a former library media director who is now working full-time on the Passport to Knowledge Project. Thus, her links have not been updated since 1995, but most are still in working order. The K-12 general links include an assortment of interesting interactive sites such as Live from the Hubble Space Telescope and Classroom Connect. There are sections for Museums, Music, Art & Humanities, Social Studies, Sports, Language Arts, Math and more. Fun, interactive learning projects are listed at the bottom of the page where the K-12 Projects are listed.

Frank Moore, a sixth-grade teacher in New Hampshire, has collected URLs for 27 topics appropriate for teachers. His page, titled Mr. Moore's Library and Information Seeking Page (<http://www.col.k12.me.us/bjh/203a/BJHS203a.html>), has a handy feature in which each subject category, organized as a table on a notebook page, lists the number of URLs in each section. The Science category with 66 URLs is divided into Science Fair topics, Weather, Space, and others. The Library and Information Literacy category has the biggest collection

of URLs (105) and includes A&E's Biography site, Bartlett's Familiar Quotations. PBS Online, and more. One category is strictly devoted to fundraising and getting grant money. The Stuff for Staff category includes fun stuff like the excuse generator and informative resources such as the link to the online version of Education Week.

## DO THE DEWEY

CyberDewey at <http://ivory.lm.com/~mundie/DDHC/DDH.html> is a guide to Internet resources organized using Dewey Decimal Classification codes. Since many school libraries still use this classification, school librarians will appreciate this Web page.

Vicky Cartmell has created the Home Information and Resource Center (<http://www.bright.net/~booklady>) in an attempt to organize Web sites into the Dewey Decimal System. There are no Dewey Decimals yet, but Cartmell has only just begun the project. The subject lists are a bit lopsided, with only one URL listed for Social Studies while Pure Sciences has nine.

The Canadian Teacher-Librarian's Resource Page (<http://www.inforamp.net/~abrown>) was created by Alan L. Brown for elementary school teachers and librarians. Brown, a librarian at Havenwood School in Mississauga, Ontario, updates his page once a month. He has compiled links in these categories: Associations; Authors and Illustrators; Awards, Booklists, Journals and Magazines; Newsgroups and Listservs; Public Libraries; The Book Trade; Reviews; School Libraries; Titles and Series; and Other Resources. The Other Resources category is the most interesting and includes a link to "Well known People who Happen to Be Canadian." The Authors and Illustrators category contains an enlightening biography on Beatrix Potter and links to Web sites for Maurice Sendak, Lewis Carroll, and E. B. White.

His page also has a link to The Children's Literature Web Guide at <http://www.ucalgary.ca/~dkbrown>. This comprehensive site covers not only books, but also movies and television for children. Categories include Folklore, Poetry, and Literature Written By Children. However, David Brown's purpose for this thoroughly engaging site isn't to encourage people to read everything online! Rather, he hopes that "you will find yourself tempted away from the Internet, and back to the books themselves!"

## THE LIBRARIAN'S MISSION

Many school librarians struggle to correct stereotypical views of a school library. Often teachers are not aware of many of the functions of the library, so librarians must continually promote their library's benefits. They have to think of ways to engage students' interest in the library. Terri L. Lent, a librarian at Manassas Park High School in Virginia, faced this challenge. Her research and efforts to make the library a "busy" place paid off. She has written a short paper and made it available online at <http://members.aol.com/library4u2/690a.htm>. It explains that one year students came in to her library occasionally for leisure-reading materials. The next year, after Lent's improvements students were coming in on their lunch breaks and teachers were bringing their classes in regularly to work on research papers.

Another challenge librarians face is remodeling their school libraries into media centers. Guidance is available at <http://www.isd77.k12.mn.us/resources/dougwri/buildingquestions.html>. At this site, Doug Johnson explains the "do's and don'ts" of successful remodeling, from using steering committees to considering future technologies. Johnson suggests questions to ask yourself and the architect all along the way. You can also link to floor plans of school media centers for a visual reference.

Associations are important to librarians who rely on them for communication and the latest information in their field. One of the more popular associations for school librarians, The American Association of School Librarians (a division of ALA), can be found at <http://www.ala.org/aasl>. The ALA has a well organized and colorful site that includes lists library events, a job line and more.

For those with a global interest, the International Association of School Librarianship at <http://www.rhi.hi.is/~anne/iasl.html> posts notices of international school library conferences. One interesting item I found was that the Hungarian Teacher-Librarian Association was celebrating its 10th anniversary and held a competition about the history of school libraries. Teachers visited a monastery where the first Hungarian school existed.

If you want to track down a specific school library that has an Internet presence, go to School Libraries on the Web: A Directory, at <http://www.voicenet.com/~berland/libs.html#top>. This is a list of 17 library Web pages maintained by K-12 school libraries in the United States and other countries. These Web pages focus on the school's library or media center.

Linda Bertland, a librarian at Stetson Middle School in Philadelphia, maintains this site. At the bottom of the page there are links to state departments of education and school districts in countries around the world. A link called Resources for Librarians takes you to sites dealing with acceptable use and copyright. This is a good place to start looking when you want to learn what other school libraries are doing to enhance their appeal.

School librarians, who were using the Internet before it became popular, are often the first to introduce it to teachers and students. Librarians have used the Internet to enhance and supplement their collections. These Internet resources just scratch the surface of librarian-related sites, but they reflect all that school media centers and their librarians have to offer.

*Cynthia N. James-Catalano, (jamcat@iag.net) holds a master of science in library science and works as an editorial researcher in Orlando, Fla.*

*Reprinted from Internet World: The Magazine for Internet Users, March, 1997. (<http://www.iw.com>)*

IASL-ATLC  
Conference

# BRIDGING THE GAP

Vancouver, Canada  
July 6 -11, 1997

A conference for teacher-librarians, school library media and technology specialists, library educators and school district administrators, on emerging issues for schools and school libraries, sponsored jointly by The International Association of School Librarianship (IASL) and The Association for Teacher-Librarianship in Canada (ATLC).

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

# POEMS TO LEND

by **BRENDA WATSON**, teacher-librarian, Dunsmuir Jr. Sec. School, SD#62 (Sooke).

When I became the teacher-librarian at Dunsmuir Jr. Secondary School, it had recently changed from enrolling grades eight to twelve to grades eight to ten. I found the literature collection, and particularly the poetry collection, more suitable for first year university than grade eight. As I am also a teacher of English, I was interested in improving this part of the collection. Now I have a collection of poetry books that I have difficulty keeping from disappearing off the shelves. Students and teachers become attached to these poetry books and want to add them to their own collections.

The following list is by no means complete, but it is a solid collection of poetry books that appeal to young adolescent readers. Most would be appropriate for middle school collection as well. Many of the books cited are poetry anthologies with specific themes. The poems collected by Janeczko and Gordon have serious messages relevant to young adolescent readers—poignant and thought-provoking. For those who still want poems to laugh at and that rhyme, Shel Silverstein and Jack Prelutsky are winners. Many individual poems have been illustrated and published as single volume picture books. *The Highwayman*, *Stopping by Woods on a Snowy Evening* and *The Cremation of Sam McGee* are my favourites.

Whenever I see a collection of poems by women that could possibly appeal to young women, I order it. All three on this list are not on the shelf at this moment, so they must have appealed to someone. I have tried to build the collection in the area of First Nation's literature with more success in fiction than in poetry. *Gatherings: the En'owkin Journal of First North American peoples* combines prose, poetry and artwork. It is for mature audiences, but speaks to some younger readers as well. The educational publisher's anthology series that I like best is *Poetry Alive* by Copp Clark. The volume Traditions has theory and activities interspersed with the poetry, and the last two contain poetry only. I like these collections for their excellent Canadian content and the appeal that all the selections have for young people.

Inspiring students to write poetry that is honest, detailed and fluid is a challenge. The books listed

under **POETRY — STUDY AND TEACHING** contain many ideas for motivating students to write. The ideas for elementary students in the classic *Wishes, Lies and Dreams* may be used with junior high students as well. Although *Poem-making: Ways to Begin Writing Poetry* is written directly for young people, it is a great teacher reference for poetics. What is a simile, metaphor, assonance, dissonance? It gives just enough information and excellent examples for creating poetry lessons. For any creative writing class, Goldberg's *Wild Mind* is an invaluable resource.

My task is not done. On order right now is a new Silverstein collection and a collection of poems about basketball. Oh! and I have a few titles to replace. The reading and writing of poetry happens at Dunsmuir.

## ANTHOLOGIES, PICTURE BOOKS

*Birds, beasts and fishes: a selection of animal poems.*  
Selected by Anne Carter. Macmillan, 1991.  
0-02-717776-9

Carle, Eric. *Eric Carle's dragons dragons and other creatures that never were.* Philomel, 1991.  
0-399-22105-0

*Cat Poems.* Selected by Myra Cohn Livingston.  
Holiday House, 1987. 0-8234-0631-8

Coleridge, Samuel. *The rime of the ancient mariner.*  
Atheneum, 1992. 0-689-31613-5.

Eliot, T.S. *Mr. Mistoffelees with Mungojerrie and Rumpelteazer.* Harcourt Brace, 1990.  
0-15-256230-3.

Frost, Robert. *Christmas trees.* Henry Holt, 1990.  
0-8050-1208-7.

Frost, Robert. *The road not taken: a selection of Robert Frost's poems.* Holt, Rinehart, 1977.  
0-03-027150-9.

Frost, Robert. *Stopping by woods on a snowy evening.* Dutton, 1978. 0-525-40115-6.

Frost, Robert. *You come too.* Scholastic, 1959.  
0-590-45220-7.

- Gatherings: the En'owkin journal of first North American peoples.* Vol.II. Theytus Books, 1991. 0-919441-38-6.
- Glenn, Mel. *Back to class.* Clarion Books, 1988. 0-89919-656-X.
- Glenn, Mel. *Class dismissed.* Clarion Books, 1982. 0-89919-075-8.
- Glenn, Mel. *Who killed Mr. Chippendale?* Lodestar, 1996. 0-525-67530-2.
- Going over to your place: poems for each other.* Edited by Paul B. Janeczko. Bradbury Press, 1987. 0-02-747670-7.
- Duffy, Carol Ann. *I wouldn't thank you for a valentine: poems for young feminists.* Henry Holt, 1993. 0-8050-27564.
- Janeczko, Paul B. *Brickyard Summer: Poems.* Orchard Books, 1989. 0-531-05846-8.
- Janeczko, Paul B. *Stardust Otel: Poems.* Orchard Books, 1993. 0-531-05498-5.
- Korman, Gordon. *The D- poems of Jeremy Bloom.* Scholastic, 1996. 0-590-441819-6.
- Korman, Gordon. *The last-place sports poems of Jeremy Bloom.* Scholastic, 1996. 0-590-25516-9.
- Lear, Edward. *Owls and pussy-cats: nonsense verse.* Oxford, 1993. 0-19-276102-1.
- Lear, Edward. *There was an old man: a collection of limericks.* Kids Can Press, 1994. 1-55074-2132.
- Little, Jean. *Hey World, here I am!* Kids Can Press, 1986. 0-921103-14-X.
- Looking for your name: a collection of contemporary poems.* Selected by Paul B. Janeczko. Orchard Books, 1993.
- Love is like a lion's tooth: an anthology of love poems.* Edited by Frances McCullough. Harper and Row, 1984. 0-06-024138-1.
- Nash, Ogden. *The adventures of Isabel.* Little, Brown, 1991. 0-316-59874-7.
- Noyes, Alfred. *The Highwayman.* Harcourt Brace, 1990. 0-15-234340-7.
- Peace and war.* Compiled by Michael Harrison. Oxford, 1989. 0-19-276071-8.
- Peeling the onion: an anthology of poems.* Selected by Ruth Gordon. HarperCollins, 1993. 0-06-021728-6.
- Pocket Poems: selected for a journey.* Selected by Paul B. Janeczko. Bradbury Press, 1985. 0-02-747820-3.
- Poetry Alive. Perspectives.* Copp Clark, 1991. 0-7730-5147-3.
- Poetry Alive. Reflections.* Copp Clark, 1991. 0-7730-5025-4.
- Poetry Alive. Transitions.* Copp Clark, 1991. 0-7730-5026-4.
- Poetry by Canadian women.* Edited by Rosemary Sullivan. Oxford, 1989. 0-1954-0688-5.
- Prelutsky, Jack. *Nightmares: poems to trouble your sleep.* Greenwillow, 1976. 0-688-84053-1.
- Preposterous: poems of youth.* Selected by Paul Janeczko. Orchard Books, 1991. 0-531-05901-4.
- Rhythm Road: poems to move to.* Selected by Lillian Morrison. Lothrop, 1988. 0-688-07098-1.
- Seattle, Chief. *Brother eagle, sister sky.* Dial Books, 1991. 0-8037-0969-2.
- Service, Robert. *The cremation of Sam McGee.* Greenwillow, 1986. 0-9199-6492-3.
- Service, Robert. *The shooting of Dan McGrew.* Kids Can Press, 1988. 0-9211-0335-2.
- Silverstein, Shel. *A light in the attic.* Harper & Row, 1981. 0-06-025673-7.
- Silverstein, Shel. *Where the sidewalk ends.* Harper & Row, 1974. 0-02-402278-4.
- Strings: a gathering of family poems.* Selected by Paul B. Janeczko. Bradbury Press, 1984. 0-02-747790-8.
- This sporting life: Contemporary American poems about sports and games.* Edited by Emilie Buchwald. Milkweed Editions, 1987. 0-915943-14-X.
- Time is the longest distance: an anthology of poems.* Selected by Ruth Gordon. HarperCollins, 1991. 0-5832-7002-0.
- A time to talk: poems of friendship.* Selected by Myra Cohn Livingston. Margaret K. McElderry, 1992. 0-689-50558-2.
- Under all silences: shades of love, an anthology of poems.* Selected by Ruth Gordon. Harper & Row, 1987. 0-06-022154-2.

Wakan, Naomi. *Haiku*. Pacific Rim Publishers, 1993. 0-921358-18-0.

*Waltzing on water: poetry for women*. Edited by Norma Fox Mazer. Dell, 1989. 0-440-20257-4.

*Wherever home begins: 100 contemporary poems*. Selected by Paul B. Janeczko. Orchard Books, 1995. 0-531-08781-6.

Wilde, Oscar. *The Canterville Ghost*. Picture Book Studio, 1986. 0-88708-027-8.

*Wind in the long grass: a collection of haiku*. Edited by William J. Higginson. Simon & Schuster, 1991. 0-671-67978-3.

## POETRY - STUDY AND TEACHING

Barton, Bob. *Mother goose goes to school: more than 100 rhymes and activities*. Pembroke Publishers, 1995. 1-551-38056-0.

Booth, David. *Poems Please*. Pembroke Publishers, 1988. 0-921217-22-6.

Goldberg, Natalie. *Wild Mind: Living the Writer's Life*. Bantam, 1990. 0-553-34775-6.

Koch, Kenneth. *Wishes, lies and dreams: Teaching children to write poetry*. Harper and Row, 1970. 0-06-080530-7.

Kooy, Mary. *Reading response logs: inviting students to explore novels, short stories, plays, poetry and more*. Pembroke Publishers, 1996. 1-55138-069-2.

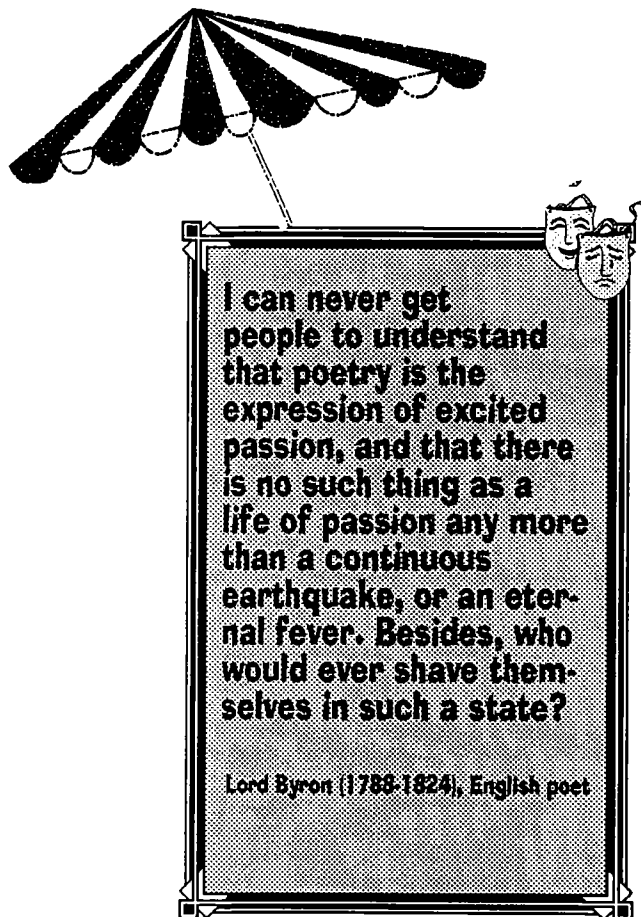
Livingston, Myra Cohn. *Poem-making: ways to begin writing poetry*. HarperCollins, 1995. 0-06-024019-9.

McLeod, Don. *Rappin' with the rhythm: Poetry in the classroom*. Creative Curriculum, 1988.

Moore, Bill. *Words that taste good*. Pembroke Publishers, 1987. 0-921217-06-4.

*Poetry from A to Z: a guide for young writers*. Selected by Paul B. Janeczko. Bradbury Press, 1994. 0-02-747672-3.

*Poets in the Classroom*. League of Canadian Poets. Pembroke Publishers, 1995. 1-55138-055-2.



# GRADE 8 ENGLISH SAMPLES OF STUDENT POETRY FROM DUNSMUIR JUNIOR SECONDARY SCHOOL

## Battle

by Paul Van Den Boomen

A soccer field  
is as dangerous  
as a battle field  
boots clashing  
like swords,  
players work  
like horses, running,  
fighting for the ball  
like a new land  
then a goal  
like the stabbing of the king

## Avalanche

by Patricia Butterfield

A large avalanche,  
Loud and running its own course,  
Down the mountain slopes.  
Crashing down,  
Gathering everything in its path,  
As it rolls down the mountain slopes,  
Just as loud as thunder,  
During a dark and gloomy storm.

## Oliver's Poem

by Oliver Pirquet

The sun rises through the dark blue sky,  
clouding it with a light glow  
warming my body  
soothing the frigid night air from my flesh  
and starting the graceful tune  
of the blue jay and robins  
like a record player needle touching down on a  
recorded symphony  
The smell of warmed grass and pine  
seep up through the moist air.

## **A Great Storm**

by Meaghan O'Brien

Loud crashing  
light flashing  
dark grey clouds gather  
to cover the sky

I feel powerful  
I feel energized  
I feel my heart pounding

I hear the waves  
I hear the wind  
I hear the water splashing

I see the light  
I see the rain  
I see the lightning tickle the ground

I taste the sweetness  
I taste the saltwater  
I taste the power within me

I smell the sea  
I smell the smoke  
I smell the forest on fire.

## **Kittens**

by Christina Daniels

A kitten is as soft as cotton candy from the fair,  
squishy and melts in your mouth.

A kitten is as small as a handful of cottonballs,  
white, soft and small.

A kitten is as white as a falling snowflake,  
soft, gentle and small.

A kitten is as gentle as a sleeping bird,  
small and beautiful.

A kitten's eyes are as blue as the sky,  
light and glossy.

## **Car**

by Chad Paget

A tin can, rolls down a hill  
At the speed of a cheetah, and  
The power of five hundred horses  
The tin can, rolls down the hill

Speeding on rivers of pavement or dirt  
The tin can rolls down a hill

It changes direction, with such slick grace  
Turning the corner, to stop at the end.  
The tin can has rolled down the hill.

## **Rain**

by Jason Spielman

I like the sound of rain falling softly on  
the roof

I like the way it taps ever so gently just to  
let you know it's there.

I like the way it taps the windows and makes  
little designs when it drips.

But most of all...

...I like the sound of rain falling softly, totally,  
at peace.

## **The Sky**

by Elizabeth Kerr

In the sky above  
As blue as a Caribbean sea  
The sun stands alone like a single face  
In a crowd of clouds.

As darkness closes around the lonely face  
It's as if it has been cut off from the world  
and lost.

The bright clustered stars as bright  
as yellow daffodils  
Sit in darkness  
Like sequins on black satin.

# CANADIAN POETRY WITH A B.C. EMPHASIS: RECOMMENDED BOOKS FOR SECONDARY STUDENTS

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

Titles included in this list are all available in paperback format, an important factor in their popularity with secondary students. An attempt has been made to identify quality titles from across Canada, but many of the books listed are written by British Columbia poets about B.C. experiences. Almost all titles are "in print", but a few exceptional "out of print" items are also included, in the hope that they will still be on library shelves somewhere.

While many of these books are appropriate for grades 8 and 9, the majority are most useful for grades 10-12, since they require some sophistication of literary and social understanding. Use of the collection is stimulated when the classroom teacher and the teacher-librarian take turns reading several of their favourite poems aloud to the class before the students choose books from the library collection. A variety of styles and topics is desirable, so that students will realize that they don't have to choose classic poems from past eras and distant places. Canadian poetry is an exciting expression of our culture.

This listing is not comprehensive, but reflects the collection developed in one secondary school, plus additional items owned personally or suggested by other poetry lovers. If your favourites are not here, it means only that there are so many great poets to choose from that it was inevitable some would be missed.

Baker, Marie Annharte. (1990). *Being on the moon*. Winlaw, BC: Polestar. 0-919591-52-3.

A celebration of First Nations women and their experiences, expressed with humour, anger and political savvy.

Braid, Kate. (1995). *To this cedar fountain*. Vancouver, BC: Polestar. 1-896095-08-9.

The working woman's poet always has a non-traditional view of women's roles in society. Her work opens students' eyes to new possibilities and unexpected problems.

Brooks, Kevin & Sean Brooks, eds. (1996). *Thru the smoky end boards: Canadian poetry about sports & games*. Vancouver, BC: Polestar. 1-896095-15-1.

150 poems by 80 poets. Poems are arranged alphabetically by sport.

Cohen, Leonard. (1994). *Stranger music: selected poems and songs*. Toronto, ON: McClelland. 0-7710-2232-8.

Still popular after all these years, Cohen's love poems have been revitalized by the resurgence of his songs.

Coles, Don. (1987). *K in love*. Montréal, QU: Véhicule. 0-919890-83-0.

Easy to read, short love poems that are popular with both sexes.

Crozier, Lorna. (1995). *Everything arrives at the light..* Toronto, ON: McClelland & Stewart. 0-7710-2479-7.

This collection exhibits the same high standard as Crozier's other works.

\_\_\_\_\_. (1985). *The garden going on without us*. Toronto, ON: McClelland & Stewart. 0-7710-2475-4.

Vegetable poems with a twist — some are erotic. Most are humorous.

\_\_\_\_\_. (1992). *Inventing the hawk*. Toronto, ON: McClelland & Stewart. 0-7710-2477-0.

Governor-General's Medal winner. Filled with unique and original work. (This reader's personal favourite of all the collections I've ever read, although Wayman's *Paperwork* is a close second.)

Dalton, Mary. (1993). *Allowing the light*. St. John's, NF: Breakwater. 1-55081-073-1.

Sophisticated but easy to read poems express Newfoundland culture.

- \_\_\_\_\_. (1991). *The time of icicles*. St. John's, NF: Breakwater. 0-920911-73-0.  
Clarity of imagery is central to Dalton's poetry.
- Dulai, Phinder. (1995). *Ragas from the periphery*. Vancouver, BC: Arsenal Pulp Press. 1-55152-021-4.  
A first volume of poetry from a Vancouver journalist and writer who has presented as part of the Vancouver Asian Heritage Month celebration.
- Israel, Inge. (1997). *Rifts in the visible = Fêlures dans le visible*. Vancouver, BC: Ronsdale. 0-921870-45-0.  
Poems about the life and work of the expressionist artist Chaim Soutine capture a period elegantly. Useful for Visual Arts and French classes as well as English. (A full review appears in this issue.)
- Kwa, Lydia. (1994). *The colours of heroines*. Toronto, ON: Women's Press. 0-88961-199-8.  
This Vancouver poet expresses a feminist immigrant's perspective.
- Lane, Patrick. (1995). *Too spare, too fierce*. Madeira Park, BC: Harbour. 1-55017-119-4.  
Governor General's Award winner. Some poems are pure beauty, while others are fierce and hard-hitting. All will challenge readers.
- \_\_\_\_\_. (1992). *Mortal remains*. Toronto, ON: Exile. 1-55096-010-5.  
The thinking person's poet. Draw this book to the attention of poetry lovers.
- Lee, Bennett & Jim Wong-Chu. (1992). *Many-mouthed birds: contemporary writing by Chinese Canadians*. Vancouver, BC: Douglas & McIntyre. 1-55054-711-9.  
Includes a great number and variety of poems by a wide range of individuals. Highly recommended in multicultural education lists.
- Lee, John B. (1995). *The Beatles landed laughing in New York*. Windsor, ON: Black Moss. 0-88753-265-9.  
The title is an attention grabber and the poems are typical of his work.
- \_\_\_\_\_. (1991). *The hockey player sonnets*. Waterloo, ON: Penumbra. 0-921254-25-3.  
Amusing, action oriented and crisp — just like a good hockey game.
- \_\_\_\_\_. (1995). *That sign of perfection: from bandy legs to beer kegs: Poems and stories on the game of hockey*. Windsor, ON: Black Moss. 0-88753-269-1.  
What every collection needs — a second hockey poetry book.
- Lowther, Pat. (1977). *A stone diary*. Toronto, ON: Oxford University Press. Out of Print.  
Students' curiosity is raised by the fact the B.C. poet was murdered by her husband, THEN they learn to appreciate her work. Several poems have a direct connection to the domestic violence many women experience today. If you have this one, don't discard it, USE it.
- McEwen, Gwendolyn. (1987). *Afterworlds*. Toronto, ON: McClelland & Stewart. 0-7710-5428-9.  
Poetry that is strong, eloquent and rich.
- \_\_\_\_\_. (1994). *The birds*. Toronto, ON: Exile. 1-55096-065-2.  
One of Canada's "must read" poets. Recommend to poetry lovers.
- McKay, Anne. (1994). *a cappella; poems selected and new*. Vancouver, BC: Cacanadadada / Ronsdale. 0-88978-202-4.  
The imagery is notable, especially in a poem about Georgia O'Keefe's paintings.
- McNeil, Florence. (1991). *Swimming out of history: New and selected poems*. Lantzville, BC: Oolichan. 0-88982-113-5.  
This collection provides a good sampling of poems from one of B.C.'s best poets.
- Michaels, Anne. (1985). *The weight of oranges*. Toronto, ON: Coach House. 0-88919-318-6.  
Heavy, suffocating images of love and passion are Michaels' forte, both as a poet and now as a novelist. Appeals to young women.
- Musgrave, Susan, comp. & ed. (1994). *Because you loved being a stranger: 55 poets celebrate Patrick Lane*. Madeira Park, BC: Harbour. 1-55017-101-1.  
Lane is acknowledged by fellow Canadian poets as one of the best, and they offer their best in recognition of him!
- Nourbese Philip, Marlene. (1989). *She tries her tongue: Her silence softly breaks*. Charlottetown, PEI: Ragweed Press. 0-921556-03-9.

- Casa de las Americas prize winner. Very beautiful language expresses the viewpoint of black Caribbean-Canadian, female experience.
- Ondaatje, Michael. (1992). *The cinnamon peeler*. Toronto, ON: McClelland & Stewart. 0-7710-6881-6.  
Ondaatje's recent cinematic fame will spur students' interest in his poetry as well as his novel, *The English patient*.
- Potrebenco, Helen. (1995). *Riding home*. Vancouver, BC: Talon Books. 0-88922-356-4.  
The poet of the ordinary working person, Potrebenco meets social injustice with an ironic and amusing voice which still manages to pinpoint greed and false assumptions wherever they exist.
- Precosky, Don, ed. (1992). *Four realities: Poets of northern B.C.* Prince George, BC: Caitlin. 0-920576-40-0.  
The poems of Barry McKinnon, Barbara Munk, Ken Belford and George Stanley capture the flavour of northern B.C.
- Reaney, James. (1990). *Performance poems*. Goderich, ON: Moonstone. 0-920259-32-4.  
Short and medium length poems well suited to dramatic presentation by students.
- Richardson, Bill. (1994). *Come into my parlour: Cautionary verses and instructive tales for the new millennium*. Vancouver, BC: Polestar. 0-919591-85-X.  
Clever, satiric and often very funny poems that don't place a heavy demand on readers, yet stimulate thought.
- Safarik, Allan. (1986). *Vancouver poetry*. Winlaw, BC: Polestar. Out of Print.  
A collection of many poets' views of Vancouver. Very well used in Vancouver schools as students want to read about what they know. Local titles are a must everywhere.
- Scofield, Gregory. (1993). *The gathering: stones for the medicine wheel*. Vancouver, BC: Polestar. 0-919591-74-4.  
This poetry expresses the experiences of a Métis whose outwardly "white" appearance belies his affinity with his native heritage. Powerful exploration of inner conflict.
- Shreve, Sandy. (1992). *Bewildered rituals*. Vancouver, BC: Polestar. 0-919591-95-7.  
Small acts of daily life reveal both beauty and pain.
- Skelton, Robin. (1992). *Popping fuchsias, poems 1987-1992*. Vancouver, BC: Cacanadadada / Ronsdale. 0-921870-20-5.  
Sophisticated poetry for senior students demonstrates a variety of poetic forms. Willa Walsh called this a "showcase volume" (*Bookmark*, March 94, p. 172).
- \_\_\_\_\_. (1994). *A way of walking: Poems in the traditional forms of Japan*. Victoria, BC: Ekstasis. 0-921215-83-5.  
Teachers and students will be entranced by how well these traditional forms suit Skelton's images and thoughts.
- Thesen, Sharon. (1995). *Aurora*. Toronto, ON: Coach House Press. 0-88910-471-9.  
Everyday life captured clearly and honestly.
- Turner, Michael. (1995). *Kingsway*. Vancouver, BC: Arsenal Pulp Press. 1-55152-028-1.  
The history and social culture of Kingsway and its people. Opens students' eyes to the lives they drive by and ignore. Turner's *Hard core logo* has been made into a film, but I have yet to read the book so I can't place it on this list.
- Vuong-Riddick, Thuong. (1995). *Two shores / Deux rives*. Vancouver, BC: Ronsdale Press. 0-921870-35-3.  
This dual language book tells of the poet's life in Vietnam and how she comes to terms with her new life in France, then in Canada.
- Wah, Fred. (1985). *Waiting for Saskatchewan*. Winnipeg, MB: Turnstone. 0-88801-100-8.  
Winner of the Governor General's Award for Poetry in 1985. He has published 16 volumes of poetry and prose, including a fascinating book, *Diamond Grill*, which explores growing up in the real Diamond Grill Cafe in the West Kootenays.
- Wayman, Tom. (1993). *A country not considered: Canada, culture, work*. West Concord, ON: House of Anansi. 0-88784-538-X.  
As always with Wayman, a top notch collection for student use.

\_\_\_\_\_. (1993). *Did I miss anything?: Selected poems 1973-1993*. (Madeira Park: Harbour. 1-55017-092-91.

Wayman has selected what he considers the best of his own poems from eight published collections. A "must buy."

\_\_\_\_\_. (1980). *Going for coffee*. Madeira Park, BC: Harbour. 0-920080-09-X.

The world of work in poetry by poets of different nationalities.

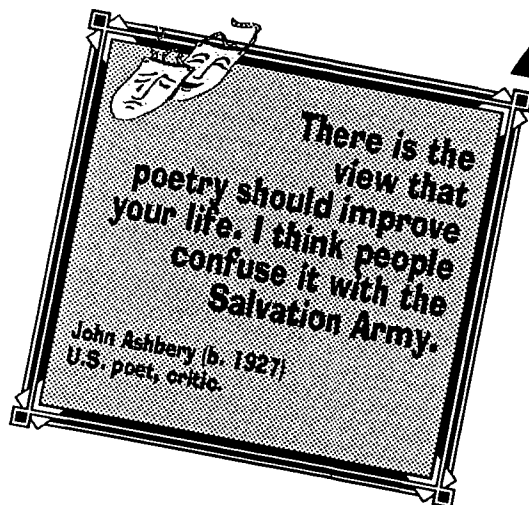
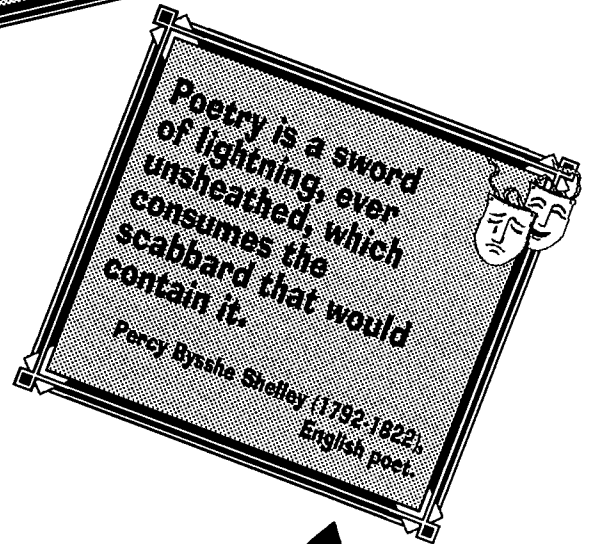
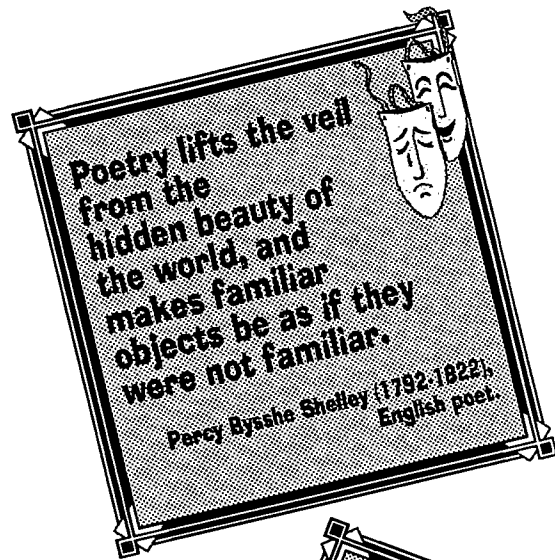
\_\_\_\_\_. (1991). *Paperwork..* Madeira Park, ON: Harbour. 1-55017-042-2.

The world of work in poetry by mainly Canadian poets. Brief biographies at the back of the book are very useful starting points for research.

White, Howard. (1993). *The ghost in the gears*. Madeira Park, BC: Harbour. 1-55017-065-1. 50 poems capture the coastal experience of a man who has done everything from garbage dump operator to publisher. Very accessible.

Wreggitt, Andrew. (1987). *Southeasterly*. Saskatoon, SK: Thistledown. 0-920633-25-0. Popular with young men who need poems dealing with concrete facts and experiences.

Zonailo, Carolyn. (1993). *Nature's grace*. Montreal, QU: Empyrean Press. 0-921852-03-7. A slim collection of powerful poems dealing with familiar lower mainland locations, issues like the use of guns, and unusual people like the man who killed a Stanley Park swan, and the tattooed man dying in hospital.



# SEA POETRY—A GRADE FIVE POETRY UNIT

by **ELLEN ROTHSTEIN**, teacher-librarian, **JANET DEMPSEY**, ESL resource teacher, and **PETER EVANS** classroom teacher, G.T. Cunningham Elementary School, SD#39 (Vancouver).

## OVERVIEW

This unit was planned by the teacher-librarian, ESL resource teacher and classroom teacher for a class of grade five students. The activities were done in the library resource centre during four forty-minute periods. Work not finished was completed in the classroom. The unit was developed for an introduction and appreciation of poetry. The sea theme of the poetry was chosen for its rich vocabulary and rhythm of language.

## OBJECTIVES

- To introduce rhythm of language in poetry
- To build vocabulary
- To appreciate the language and rhythm of poetry
- To listen to poetry
- To give opportunity to write poetry

## LESSON 1—Introduction and Brainstorming Activities

**Introduction:** Play a tape of sea sounds and each teacher read a poem with a sea theme. Some examples of poems that could be used are Waters by Edith Newlin Chase, A Wet Sheet and a Flowing Sea by Allan Cunningham, The Secret of the Sea by Henry Wadsworth Longfellow and The Sea Gypsy by Richard Hovey.

### **Brainstorming Activities:**

1. Whole class—Think of words about weather. Record on two charts: Good Weather and Bad Weather
2. In Pairs— Think of words about the sea in good weather and bad weather —Share and record on charts

## LESSON 2—Classification and Choice

**Classification:** -In groups of three, students make their own classification for pictures of different types of ships and boats ( note: for this activity McCracken picture cards were used but any types of pictures showing a variety of ships and boats would be appropriate)

-Classifications were shared with class

**Choice:** - Students independently completed the Make a Choice worksheet using the pictures as background information.

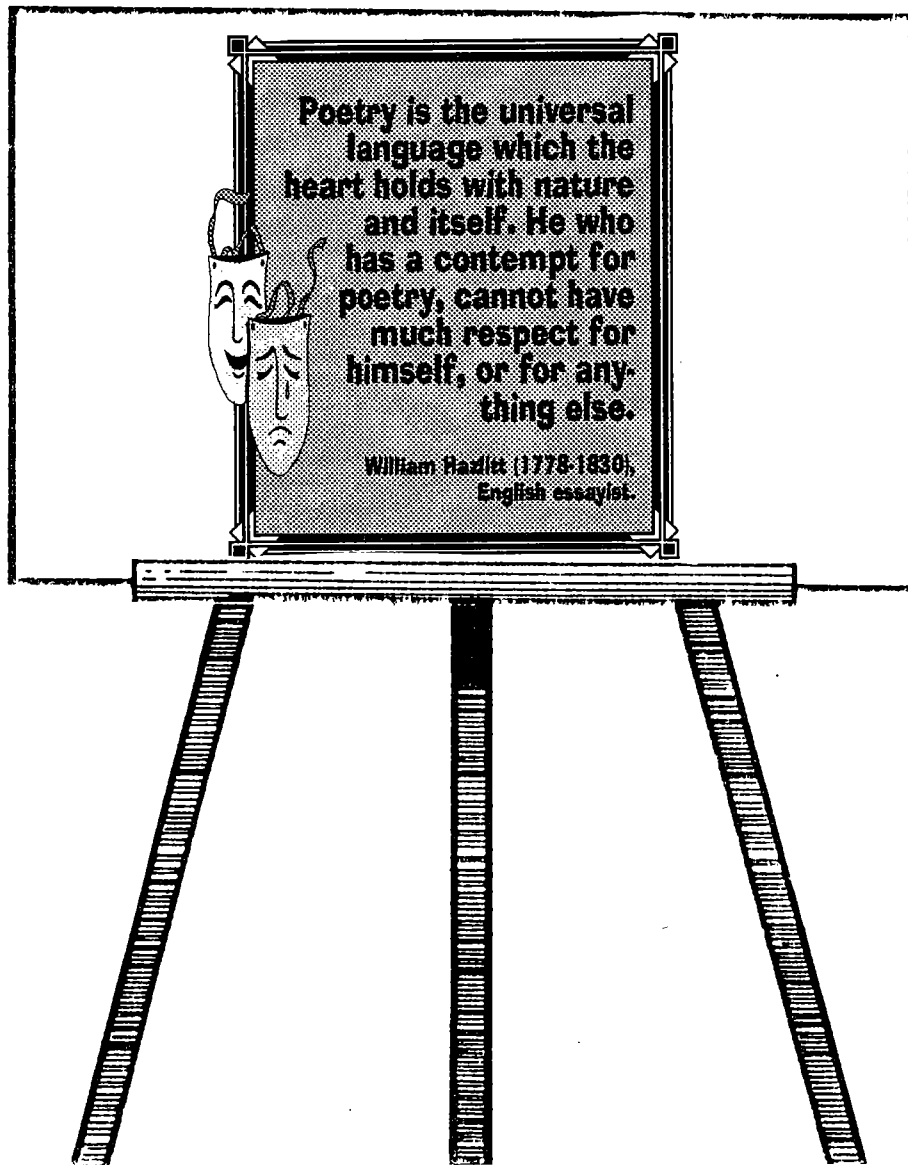
### LESSON 3: Poetry Writing

Introduce the Sea Fever poem worksheet to whole class. Choose type of weather for the poem's setting first. Use word banks of weather and sea words to orally complete the poem. In pairs, complete the worksheet in their own way.

### LESSON 4: Poetry Reading

In a poetry reading circle, share student Sea Fever poems. Use sea sounds tape for atmosphere.

Final poem—Listen to John Masefield's original version of Sea Fever. (A short film with Lorne Greene narrating the original poem can be borrowed from Vancouver's media services).



weather: \_\_\_\_\_  
(good or bad)



## Sea Fever

I must go down to the seas again, to the \_\_\_\_\_ sea  
and the sky,

And all I ask is a \_\_\_\_\_ ship and a star to steer her by,

And the wheel's kick and the wind's \_\_\_\_\_ and the  
\_\_\_\_\_ sail's shaking,

And a grey mist on the sea's face and a grey dawn breaking.

I must go down to the seas again, for the call of the  
\_\_\_\_\_ tide

Is a \_\_\_\_\_ call and a \_\_\_\_\_ call that may be denied:

And all I ask is a \_\_\_\_\_ day with the \_\_\_\_\_ clouds  
flying,

And the flung spray and the blown spume, and the  
sea gulls crying.

I must go down to the seas again to the vagrant gypsy life,

To the gull's way and the whale's way where the wind's like a  
whetted knife;

And all I ask is a \_\_\_\_\_ yarn from a laughing fellow  
rover,

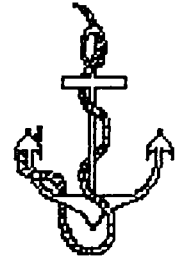
And \_\_\_\_\_ sleep and a \_\_\_\_\_ dream when the  
long trick's over

Thanks to John Masefield





# MAKE A CHOICE



I would \_\_\_\_\_ to travel on a \_\_\_\_\_ because

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However, I would \_\_\_\_\_ to travel on a \_\_\_\_\_  
because \_\_\_\_\_

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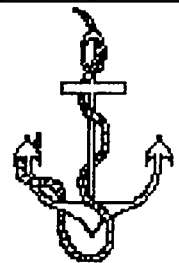
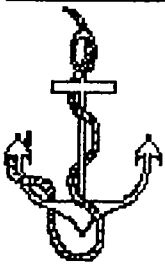
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# **PROSE AND POETRY: BRIDGING THE GAP**

## **using *Tuck everlasting* by Natalie Babbitt and *all the small poems and fourteen more* by Valerie Worth**

by **CHERYL EDGE-PARTINGTON**, teacher-librarian, Trafalgar School, SD#39 (Vancouver).

### **Level**

This unit will be cooperatively taught by the teacher-librarian and the grade 4/5 teacher.

### **Focus**

The unit will focus on the novel *Tuck Everlasting* by Natalie Babbitt, and the poetry of Valerie Worth, from *all the small poems and fourteen more*.

### **Objectives**

- Students will read and discuss the novel *Tuck everlasting*.
- Students will become familiar with some of the images that Natalie Babbitt creates.
- Students will understand the difference between prose and poetry.
- Students will discuss their images of, and ideas about poetry.
- Students will reexamine the images of Natalie Babbitt from the novel and use this vocabulary to create free verse poems of their own.
- Students will listen to and read a selection of nature poems by Valerie Worth.
- Students will write their own free verse poetry.

### **Purpose**

The purpose of this unit is to share a wonderfully rich novel with students and to illustrate the use of poetic language in prose. Other goals are to help to bridge the gap between prose and poetry and to help students to develop a positive attitude toward poetry, by highlighting the beautiful poetry of Valerie Worth.

## **I Exploring Images in *Tuck Everlasting* by Natalie Babbitt.**

### **Objectives**

Students will become familiar with some of the images of nature that Natalie Babbitt creates in *Tuck Everlasting*.

Students will have the opportunity to read, discuss, and comment on the use of language in these passages.

### **Activity 1**

Working with a partner, read the passage assigned to you from *Tuck Everlasting*. Discuss the passage with your partner, following the questions below as a guideline. Jot down a few notes to share with the rest of the class.

What do you notice about the passage?

Is this the way we talk every day?

What do you think the author is describing?

Make a note of the interesting words or sentences in your passage.

### **Activity 2**

This activity would be followed by a class discussion where I would note interesting observations of the students. I would also begin a word bank of interesting words that the students identified. We would discuss the power of language and the images that can be created with words, choosing from a variety of examples such as:

“...a stationary cloud of hysterical gnats suspended in the heat above the road.” (p.10)

“...the lamp glow that spilled across the grass...” (p.15)

“The last stains of sunset had melted away, and the twilight died, too...” (p.17)

Ask the students to think of other words that the author might have used to illustrate her meaning. These words could be added to the word bank.

### **Activity 3**

After thorough discussion of words and images, ask the children to close their eyes and listen while a passage is read aloud. Then read the following passage:

“The first week of August hangs at the very top of summer, the top of the live-long year, like the highest seat of a Ferris wheel when it pauses in its turning. The weeks that come before are only a climb from balmy spring, and those that follow a drop to the chill of autumn, but the first week of August is motionless, and hot. It is curiously silent, too, with blank white dawns and glaring noons, and sunsets smeared with too much color. Often at night there is lightning, but it quivers all alone. There is no thunder, no relieving rain. These are strange and breathless days, the dog days, when people are led to do things they are sure to be sorry for after.” (p.1)

Put this passage on the overhead projector and ask the children to visually represent their interpretation of the passage with oil pastels. When all of the drawings are complete, display them with a copy of the passage. This display can be used to illustrate the diversity of illustrations and interpretations of language and to highlight that no single interpretation is right or wrong but that they are all a result of the feelings that the language evokes in each of us.

## **II What is Poetry?**

### **Objectives**

Students will discuss their Ideas about poetry.

Students will clarify their understanding of what poetry is.

This lesson is taken from Chapter 1 “What is a Poem Anyway?” from the book *Poetry Plus* by Meguido Zola.

This may seem like a leap from the last lesson, but It is important for the students to understand what poetry is before they can make a comparison between poetry and prose.

### **Activity 1**

Students will be assigned the following task.

### **By Yourself**

What is poetry? Think! Have you ever...

-heard a poem?

-read a poem?

-written a poem?

Make a list of as many things that you can think of that would describe or define a poem—these could be words, phrases, or sentences.

What do poems sound like? How do they look? Do poems rhyme? Do they have a beat?

What do people tell or write about in poems? How do poems make you feel? What do you like or not like about poetry?

### **With a partner**

Read your lists to each other.

Together, choose three or four things from your lists that best describe a poem.

Put these on cards or strips of paper.

Get ready to tell the class your ideas.

## **With the Whole Class.**

Design “What is a poem anyway?” bulletin board and display your thoughts and ideas.

### **III Exploring the Difference Between Poetry and Prose.**

#### **Objectives**

Students will understand that poetry, like prose, is another means of communicating our thoughts and feelings.

Children will feel more comfortable with poetry and as accepting of poetry as they are of prose.

#### **Activity 1**

Review the ideas that the students came up with for the display in the previous lesson, “What is Poetry?” Then complete an abridged version of the previous activity to define prose, highlighting the purpose and intent of prose. Most children are exposed to prose from a very young age and this is the literary form with which they are most comfortable. Collect their ideas on a chart, and then together complete a Venn diagram illustrating the similarities and differences between prose and poetry.

#### **Activity 2**

Highlight the Eve Merriam quote, from David Booth’s book, *Poems Please!* (p.55-57) to illustrate the difference between poetry and prose. “Poetry is like a can of frozen juice: when you add three cans of water, you get the prose version.”

Booth then suggests that you take some of your favorite books and find some poetic prose that you could reshape into free verse poems. This is exactly what we will do. Using the passages from *Tuck Everlasting*, from lesson one we will transform Natalie Babbitt’s prose into free verse poetry. Booth concludes that “poetical prose is a window into poetry, and can give children the special sight required for understanding the reading and the writing of this art form.” I will briefly touch on the elements of free verse poetry. The important point here is not poetic form but creative expression. I will, however, highlight the important features of free verse.

#### **Example 1**

For the wood was full of light,  
entirely different from the light she was used to.

It was green  
and amber  
and olive,  
quivering in splotches on the padded ground,  
fanning into sturdy stripes  
between the tree trunks, (p.19)

## Example 2

The sweet earth  
opened out its wide four corners to her  
like the petals of a flower ready to be picked,  
and it shimmered  
with light and possibility  
till she was dizzy with it. (p.38)

### Activity 3

With a partner students can rework the passages from the novel into free verse poems. If they wish they can share these examples with their classmates.

## IV Introducing the poetry of Valerie Worth.

### Objectives

Students will become familiar with the “nature” poems of Valerie Worth from *all the small poems and fourteen more*.

Students will continue to enrich their repertoire of descriptive language.

### Activity 1

I have chosen 15 nature poems from Valerie Worth’s collection to tie into the Natalie Babbitt imagery.

In pairs the students will read the poems, reading each selection aloud to their partner. When the students have read all of the 15 poems we will discuss their observations of and reactions to the poetry. Each student can decide which poem they liked best and why and then share this decision with the class.

### Activity 2

After discussion, identify the interesting words that Valerie Worth uses in her poetry and add these to your word bank. This word bank, along with continued exposure to poetry full of rich language, will influence the children to make more interesting word choices.

## V Writing Free Verse Poetry

Students will have the opportunity to write their own free verse poems.

Students will be able to share their poetry with an audience.

### Activity 1

Surround the students with beautiful images of nature using a selection of art prints. Have the prints displayed throughout the room and invite the children to go on a gallery walk. Then ask them how they could describe these images to someone who could not see them.

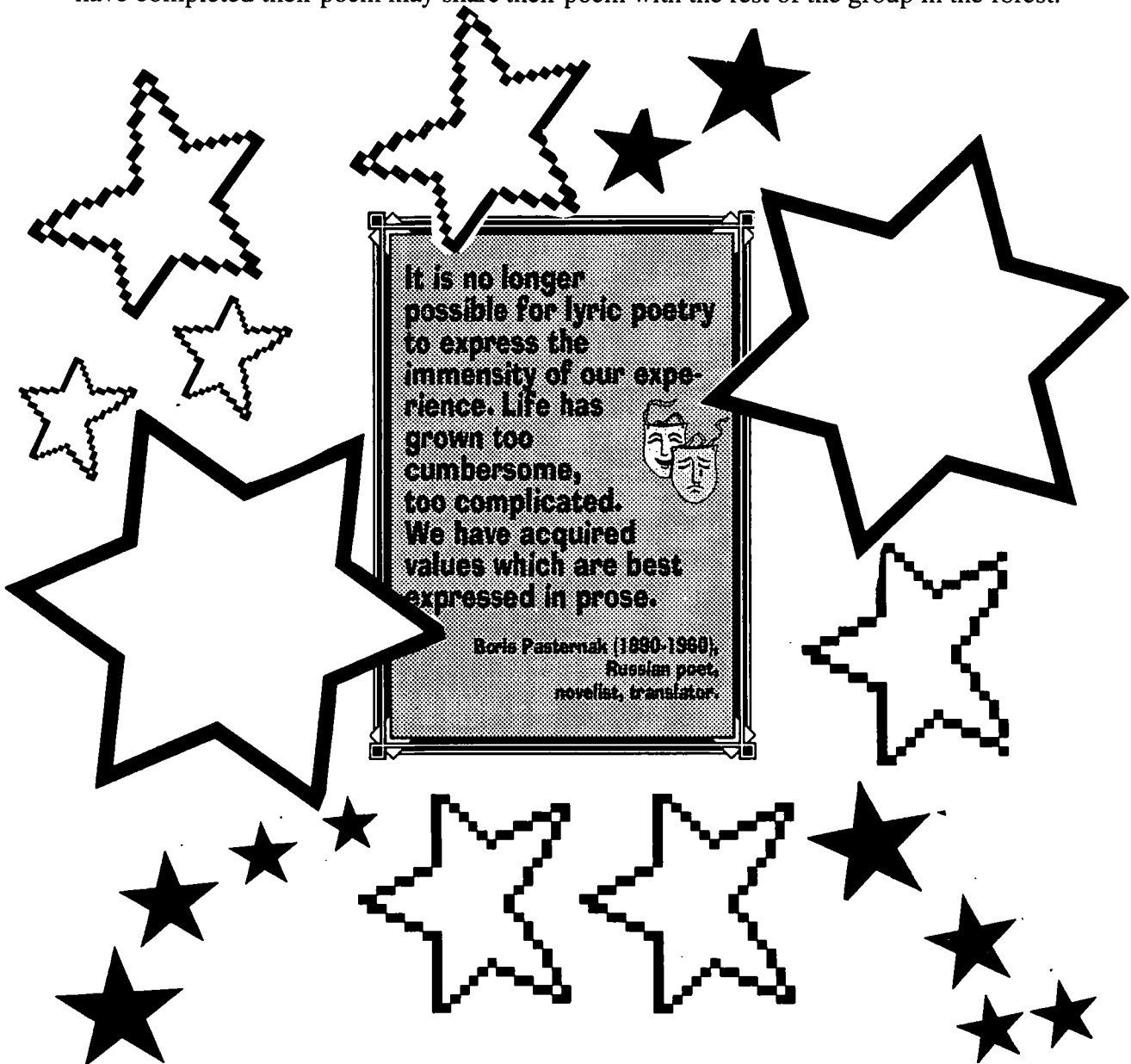
Ask the students to focus on one image in particular, as Valerie Worth did, and to write a poem to describe this Image.

### Activity 2

Students may share their poems with the rest of the class. The other students can try to guess which print the student had in mind when he/she wrote the poem.

### Activity 3

As a concluding activity for this unit, plan a field trip to a park for a nature walk. Ask students to take a note pad and/or a sketch pad to jot down any feelings or ideas they have along the way. Students can then choose a particular object within a designated area and observe its characteristics. The students will then be invited to compose a poem. Those who have completed their poem may share their poem with the rest of the group in the forest.



# POETRY RESOURCES FOR TEACHERS

compiled by **LINDA DUNBAR**, Librarian, Teachers' Professional Library, SD#39  
(Vancouver).

- Armour, M. W. (1994). *Poetry, the magic language: Children learn to read and write it*. Englewood, CO: Teacher Ideas Press. 1-56308-033-8.  
Offers teaching approaches for a variety of fresh ways to use poetry in the K-6 classroom.
- Barchers, S. I. (1990). "Finding hidden poets." Chapter 10 in *Creating and managing the literate classroom* (pp. 141-162). Englewood, CO: Teacher Ideas Press. 0-87287-705-1.  
"...this chapter discusses a method of teaching poetry ..., learning the poetic forms ...."
- Booth, D. & B. Moore. (1988). *Poems please!: Sharing poetry with children*. Markham, ON: Pembroke. 0-921217-22-6.  
A handbook for reading and writing poetry including an annotated list of 200 poetry anthologies.
- Boynton, R. W. & M. Mack. (1985). *Introduction to the poem*. (3rd ed.) Upper Montclair, NJ: Boynton/Cook. 0-8670-9143-6.  
A discussion of the elements of poetry — subject, situation, patterns of rhythm and sound, and verbal patterns and techniques.
- Bumgardner, J. C. (1996). *Helping students learn to write poetry: An idea book for poets of all ages*. Needham Heights: Allyn & Bacon. 0-205-26169-8.
- Carey, M. A. (1989). *Poetry starting from scratch: How to teach and write poetry*. Foundation Books. 0-934988-17-X.  
Distributed by National Council of Teachers of English. "... contains lively classroom activities that will spark your [gr. 3-7] students' interest in poetry writing."
- Cecil, N. L. (1994). *For the love of language: Poetry for every learner*. Winnipeg, MB: Peguis. 1-895411-61-0.  
Provides a description, activities and student examples of poetry from colour, nonsense, and shape poems to limericks and haiku.
- Chatton, B. (1993). *Using poetry across the curriculum: A whole language approach*. Phoenix, AZ: Oryx. 0-89774-715-1.
- Cheyney, A. B. (1993). *The poetry corner*. Glenview, IL: Scott, Foresman. Addison-Wesley. 0-673-16461-6.  
An activity book that draws from both traditional poetry and from objects and experiences children can readily understand; includes ideas and activities to motivate student creativity.
- Collom, J. (1985). *Moving windows: Evaluating the poetry children write*. New York: Teachers & Writers Collaborative. 0-915924-55-2.  
An in-depth guide to evaluating the poetry students write, based on poems collected from the author's students.
- Collom, J. & S. Noethe. (1994). *Poetry everywhere: Teaching poetry writing in school and in the community*. New York: Teachers & Writers Collaborative. 0-915924-98-6.
- Copeland, J. S. (1993). *Speaking of poets: Interviews with poets who write for children and young adults*. Urbana, IL: National Council of Teachers of English. 0-8141-4622-8.  
Informal interviews with 16 poets and anthologists present their writing processes, influences, work habits and personal backgrounds.
- Cullinan, B. E. & L. Galda. (1994). "Poetry and verse." In *Literature and the child* (3rd ed., pp. 126-161). Fort Worth, TX: Harcourt Brace. 0-15-500985-0.  
This chapter presents criteria for selecting poetry, profiles of poets, and teaching ideas.
- Cullinan, B. E., M. C. Scala & V. C. Schroder. (1995). *Three voices: An invitation to poetry across the curriculum*. Markham, ON: Pembroke. 1-55138-051-X.  
Describes 33 detailed strategies for using poetry plus nearly 300 idea extensions for elementary classrooms. Originally published in the United States, the poetry examples are mainly American.

- Denham, G. A. (1988). *When you've made it your own...: Teaching poetry to young people*. Portsmouth, NH: Heinemann. 0-435-08462-3. A favourite practical book on the teaching of poetry in the classroom with specific teaching strategies.
- Dias, P. X. (1987). *Making sense of poetry: Patterns in the process*. Ottawa, ON: Canadian Council of Teachers of English. 0-920472-08-7. "...examines in detail how high school students go about trying to make sense of poetry." Includes suggestions for improving the teaching of poetry.
- Dunning, S & W. Stafford. (1992). *Getting the knack: 20 poetry writing exercises*. Urbana, IL: National Council of Teachers of English. 0-8141-1848-8. "...presents twenty exercises (for grades 6-12), each covering a different kind or phase of poetry writing."
- Esbensen, B. J. (1975). *A celebration of bees: Helping children write poetry*. Minneapolis, MN: Winston Press. Holt, 1995. 0-805-03765-9. Presents ideas devised to stimulate children to write; includes lessons, new approaches, and examples of students' work.
- Gensler, K. & N. Nyhart. (1978). *The poetry connection: An anthology of contemporary poems with ideas to stimulate children's writing*. New York: Teachers & Writers Collaborative. 0-915924-08-0. "Model" poems selected from books by contemporary poets, from literary magazines and modern anthologies, and from children's classroom writing, clarify elements and encourage writing.
- Graves, D. H. (1992). *Explore poetry*. Toronto, ON: Irwin. 0-7725-1933-1. Presents ways to involve teacher and students in the reading and writing of poetry through responses, mini-lessons, and integration throughout the curriculum.
- Grossman, F. (1991). *Listening to the bells: Learning to read poetry by writing poetry*. Portsmouth, NH: Boynton/Cook. 0-86709-274-2.
- Hayhoe, M. & S. Parker. (1988). *Words large as apples: Teaching poetry 11-18*. Cambridge, Engl: Cambridge University Press. 0-521-33731-3. "... a concise, practical and readable guide to teaching poetry at [the] secondary level."
- Heard, G. (1989). *For the good of the earth and sun: Teaching poetry*. Portsmouth, NH: Heinemann. 0-435-08495-X. Although the examples are mostly from the elementary classroom, the principles of teaching poetry are applicable to all levels.
- Higginson, W. J. (1985). *The HAIKU handbook: How to write, share, and teach haiku*. New York: McGraw-Hill / Kodansha America (1992). 4-7700-1430-9. A comprehensive compendium of haiku — its nature, uses and history.
- Hopkins, L. B. (1987). *Pass the poetry please!* New York: HarperCollins. 0-06-446062-2. Presents techniques for using poetry to enrich all areas of the curriculum and for introducing children to the pleasures poetry can bring them.
- Huck, C. S. (1996). "Poetry." In *Children's literature in the elementary school*. (6th ed.) Madison, WI: Brown & Bench. 0-697-27960-X. Poetry as a form of children's literature.
- Johnson, D. M. (1990). *Word weaving: A creative approach to teaching and writing poetry*. Urbana, IL: National Council of Teachers of English. 0-8141-5822-6. "... chapters include writing suggestions and discussion questions for use in the [gr. 7-12] classroom, and are rich in examples of student poetry."
- Jones, C. (1992). *Poetry patterns: Poetry based on experiences with children's literature*. (2nd ed.) O'Fallon, MO: Book Lures. 1-879287-11-0. Literature and poetry patterns are used as springboards to the child's own creative writing.
- Kazemek, F. E. & P. Rigg. (1995). *Enriching our lives: Poetry lessons for adult literacy teachers and tutors*. Newark, DE: International Reading Association. 0-87207-137-5. Provides 9 step-by-step lessons which focus on different types of poetry. Because the intended audience is adult new readers and writers, the strategies are useful for ESL.

- Koch, K. (1970). *Wishes, lies and dreams: Teaching children to write poetry*. New York: Chelsea House / HarperCollins. (1980). 0-06-080530-7. Using examples from children in the New York poets-in-the-schools program, he describes simple exercises for children.
- \_\_\_\_\_. (1973). *Rose, where did you get that red? Teaching great poetry to children*. New York: Random House. (1990). 0-679-72471-0. Suggests ways to use "great poems" as models for teaching poetry writing to children.
- Kovacs, E. (1994). *Writing across cultures: A handbook on writing lyrical poetry*. Blue Heron. (Distributed by National Council of Teachers of English) 0-936085-25-8. "... provides a playful variety of warm-up exercises followed by poems and stories from writers of all ages and parts of the world."
- Larrick, N. (1991). *Let's do a poem!: Introducing poetry to children through listening, singing, chanting, impromptu choral reading, body movement, dance, and dramatization, including 98 favorite songs and poems*. New York: Delacorte. 0-385-30292-4. The subtitle itemizes the suggestions appropriate for preschool through junior high students.
- Lies, B. B. (1993). *The poet's pen: Writing poetry with middle and high school students*. Englewood, CO: Teacher Ideas Press. 1-56308-111-3. "... offers a wealth of ideas, advice, and examples ... through 12 detailed lessons" grades 6-12.
- Lipson, G. B. & J. A. Romatowski. (1981). *Calliope*. Carthage, IL: Good Apple. 0-86653-025-8. A handbook of 47 poetic forms and figures of speech: definitions, examples and activities.
- McClure, A. A. with P. Harrison & S. Reed. (1990). *Sunrises and songs: Reading and writing poetry in an elementary classroom*. Portsmouth, NH: Heinemann. 0-435-08507-7. "... explores the processes of two elementary school-teachers in teaching poetry to 48 children in a multi-age classroom."
- McElmeel, S. L. (1993). *The poet tree*. Englewood, CO: Teacher Ideas Press. 1-56308-102-4. Uses traditional and contemporary verses to bring poetry into the classroom through listening, speaking, writing, and reading; includes biographical information and a poster page on each of the poets.
- McKim, E. & J. W. Steinbergh. (1992). *Beyond words: Writing poems with children*. (Rev. ed.). Brookline: Talking Stone Press. 0-944941-03-6. An original approach for teachers and parents to use in helping children in writing poetry; includes samples of children's writings.
- McLeod, D. (1988). *Rappin' with the rhythm, shufflin' to the beat: Poetry in the classroom; teacher guide*. North Vancouver, BC: Creative Curriculum. Book + audio cassette. Lesson plans, teaching strategies, and activities to use with each of the 55 raps.
- McNeil, F. (1980). *When is a poem: Creative ideas for teaching poetry collected from Canadian poets*. Toronto: The League of Canadian Poets. 0-9690327-1-4. A book of poetry ideas, suggestions and bibliographies collected from over 40 Canadian poets.
- Marshall, S. (1983). *A falling leaf and other poetry activities*. Holmes Beach, FL: Learning Publications. 0-918452-41-4. Provides a structured approach to teaching the basic elements of poetry.
- Odell, A. (1990). *Wiggle your words: Exploring poetry with children*. Menlo Park, CA: Addison-Wesley. 0-201-25121-3. "Combines ... discussion of language and poetry with ... poems and writing activities" for grades 3-6.
- Padgett, R. (Ed.) (1987). *The Teachers' & Writers' handbook of poetic forms*. New York: Teachers and Writers Collaborative. 0-915924-23-4. "... defines 74 basic forms, summarizes their histories, quotes good examples, and offers professional tricks of the trade on how to use each form."
- Parsons, L. (1992). *Poetry, themes and activities: Exploring the fun and fantasy of language*. Markham, ON: Pembroke. 0-921217-76-5. "Zany original poems, annotated bibliographies and suggested activities are organized around the widely taught themes in the primary program."

- Paulin, M. A. & M. Miller. (1986). "Enjoying poetry." In *Creative uses of children's literature*. North Haven, CT: Shoe String Press. 0-208-01862-X.  
Explores literary themes and technical aspects.
- Perry, A. Y. (1996). *Poetry across the curriculum: An action guide for elementary teachers*. Needham Heights: Allyn & Bacon. 0-205-19807-4.
- "Poetry: Knowing poetry: Choosing poetry for children," by Rebecca L. Thomas; "Poetry in the school: Bringing children and poetry together," by Amy McClure, Peggy Harrison and Peg Reed; "A bouquet of poems about poetry for Charlotte," by Eve Merriam. (1989). In J. Hickman and B. E. Cullinan. (Eds.) *Children's literature in the classroom: Weaving Charlotte's Web*. (pp. 161-196). Norwood, MA: Christopher-Gordon. 0-926-84200-5.  
In these three chapters, an author, teachers and a university professor provide their perspectives on poetry.
- Sedgwick, F. (1995). *Read my mind: Young children, poetry and learning*. New York: Routledge. 0-415-14343-8.
- Shelnutt, E. & P. Lambert. (1993). *Magic pencil: Teaching children creative writing; a workbook for parents and teachers*. (Rev. ed.) Atlanta, GA: Peachtree. 1-56145-045-6.  
Part I contains exercises designed to stimulate children's enthusiasm about writing; part II focuses on specific skills.
- Smith, R. J. (1985). *Using poetry to teach reading and language arts: A handbook for elementary school teachers*. New York: Teachers College Press. 0-8077-2708-3.  
Explains why poetry can be used to meet a variety of specific language arts objectives and provides lesson plans for each of fifty poems.
- Steinberg, J. W. (1992). *Reading and writing poetry: A guide for teachers*. New York: Scholastic. 0-590-49168-7.  
Classroom-proven ways to encourage K-4 students in reading and listening to poetry, singing and dancing to poetry, and dramatizing and writing poetry.
- Struthers, B. & S. Klassen. (Eds.) (1995). *Poets in the classroom*. Markham, ON: Pembroke. 1-55138-055-2.  
"21 respected poets tell the story of how a specific poem evolved from idea to published poem."
- Sutherland, Z., D. L. Monson & M. H. Arbuthnot. (1996). "Poetry." In *Children and books*. (9th ed.) Reading, MA: Addison-Wesley. 0-673-99733-2.  
Poetry as a form of children's literature.
- Swartz, L. (1993). *Classroom events through poetry*. Markham, ON: Pembroke. 1-55138-008-0.  
Features 40 classroom-tested events which involve students in appreciating and writing poetry.
- Sweeney, J. (1993). *Teaching poetry: Yes you can!* New York: Scholastic. 0-590-49419-8.  
Grades 4-8 classroom strategies and activities covering poetic forms, literary devices, similes, imagery, strong verbs, and more.
- Tompkins, B. E. (1996). "Reading and teaching poetry." In *Language arts: Content and teaching strategies*. (4th ed.) Englewood Cliffs, NJ: Prentice Hall. 0-13-856907-X.  
Covers a discussion of the research on types of poetry children prefer to the guidelines for sharing poetry to strategies for teaching students to write poetry.
- Tsujimoto, J. I. (1988). *Teaching poetry writing to adolescents*. Urbana, IL: ERIC/RCS and National Council of Teachers of English. 0-8141-5226-0.  
Offers teaching designs for the grade 7-12 classroom based on the use of poems by peers as models and inspiration.
- Wakan, N. (1993). *World of Haiku*. Gabriola, BC: Pacific-Rim.  
This "kit" includes the book *Haiku — one breath poetry*, instructional sheets for a haiku workshop, along with 20 slides and matching haiku.
- Wilson, L. (1994). *Write me a poem: Reading, writing, & performing poetry*. Portsmouth, NH: Heinemann. 0-435-08823-8.

## **THE BOOKMARK'S OWN SATIRIC VERSES**

*Editor's Comments: In the spirit of this theme issue on poetry, the editors and contributors of Bookmark have written their own versions of famous poems—with satiric or Satanic tones—whichever is preferred. They have attempted to cast the well-known poem in the language of teacher-librarians and school library contexts. Hopefully, you will both recognize the famous poem and appreciate the new version!*

### **How Do I Censor? Let Me Count the Ways**

by **JO-ANNE NASLUND**

How do I censor? Let me count the ways  
I censor to the depth and breadth and height  
My reading comprehends, and feeling oh so right,  
Protect inquiring minds from the rude offence.  
I censor books, movies, television and internet,  
Most judicious need have I to select.  
I censor freely, eliminating minority views I detect.  
I censor purely, leaving violence at its best.  
I censor love and sex with a passion not put to use,  
Since my days of youth. And with a childish faith,  
I censor, believing rock songs and witches once removed,  
Will restore my wholesome state. I censor native spirituality,  
Disregarding cherished beliefs—and if God so be moved  
I shall but censor long after death into eternity.

### **The Black Hole**

by **WILLA WALSH**

Once upon a project dreary, while I wondered long and leery  
Over many a weird and obtuse tome of forgotten lore  
While I struggled, clearly muddled, suddenly there came a rapping  
At my library door  
'Tis some teacher I muttered, knocking at my workroom door  
Only this and nothing more!

Oh, clearly I remember, it was a frantic September  
And each separate thought wrought its spell upon the floor  
Eagerly I wished the good tomorrow, vainly I looked to borrow  
From my units of past renown, longing for the long, lost

Memoir

For the perfect, organized idea, which teacher-librarians 'oft call "savoire"  
Lost in the Files, there for Evermore!

Presently my thoughts grew stronger, confused were they no longer  
"Colleague" said I or "Friend"—truly your patience I do implore  
But the fact is I was lacking, and so persistently you came  
tapping  
And so strongly you came rapping, rapping on my work  
room door  
That I could no longer yet postpone it—then I opened  
wide the door  
Collaboration came at last and nothing more!

In then stepped the eager teacher bent  
upon a project of great intent  
Not the least excuse made she, not a minute paused or  
stayed she  
But with mien of regal manner, perched above my file  
of yore  
Perched upon my precious treasure trove  
once more  
Sat and waited and nothing more...

Then I mused engaged in thinking, but no bright ideas came winking  
For the expectant colleague whose avid eyes burned my  
mind's core  
So I kept divining, with my grey cells pining  
'Til at last my hand alighted on the  
perfect plan from my store  
Whose strategies were wise and nothing more.

"Aha" said I "the unit of desire," If we can but make it yet inspire  
Whether heaven sent, or whether fortune tossed it  
here ashore  
Adapted, and all rewritten, of this plan we both are smitten  
On this project of research,—tell me truly, as we explore  
Is there—is there a better solution—tell me, tell me,  
I implore  
Quoth the colleague, "Nevermore"!

## **Ode to Librarians** (article appearing in *Internet World* magazine)

by **JIM HOLGATE**

In *Internet World*, Cynthia James-Catalano did write  
A few kind words that made my heart feel bright.  
School librarians help students in myriad ways  
With skills that can last for the rest of their days.

Because teacher-librarians see students for years  
We become long term mentors of the fidgety dears.  
We help Susie do research, find Dick books he reads;  
Teaching web surfing is among our great deeds.

The techies she writes for are succinctly told  
When it comes to technology teacher-librarians are bold.  
We used information technology before it was faddish  
So we have the skills to tell good from the baddish.

Now that our knowledge and experience straddle the earth  
We have a good chance to show what we're worth.  
In Ms. Catalano's eyes, we are highly reputed.  
Old stereotypes of teacher-librarians are greatly disputed.

Based on E. A. Poe's *The Raven*.

## **Abort, Retry, Ignore?**

by **ANONYMOUS** (received by e-mail)

Once upon a midnight dreary, fingers cramped and vision bleary,  
System manuals piled high and wasted paper on the floor,  
longing for the warmth of bed sheets, still I sat there doing spreadsheets.  
Having reached the bottom line I took a floppy from the drawer  
I then invoked the SAVE command and waited for the disk to store,  
Only this and nothing more.

Deep into the monitor peering, long I sat there wond'ring, fearing.  
Doubting, while the disk kept churning, turning yet to churn some more.  
But the silence was unbroken, and the stillness gave no token.  
"Save!" I said, "You cursed hard drive! Save my data from before!"  
One thing did the phosphors answer,  
Just, "Abort, Retry, Ignore?" only this and nothing more,

Was this some occult illusion, some maniacal intrusion?  
These were choices undesired, ones I'd never faced before.  
Carefully I weighed the choices as the disk made impish noises.  
The cursor flashed, insistent, waiting, baiting me to type some more.  
Clearly I must press a key, choosing one and nothing more,  
From "Abort, Retry, Ignore?"

With fingers pale and a trembling, slowly toward the keyboard bending,  
Longing for a happy ending, hoping all would be restored,  
Praying for some guarantee, timidly, I pressed a key.  
But on the screen there still persisted words appearing as before.  
Ghastly grim they blinked and taunted, haunted, as my patience wore,  
Saying "Abort, Retry, Ignore?"

I tried to catch the chips off guard, and pressed again, but twice as hard.  
I pleaded with the cursed machine: I begged and cried and then I swore.  
Now in mighty desperation, trying random combinations,  
Still there came the incantation, just as senseless as before.  
Cursor blinking, angrily winking, blinking nonsense as before.  
Reading, "Abort, Retry, Ignore?"

There I sat, distraught, exhausted, by my own machine accosted.  
Getting up I turned away and paced across the office floor.  
And then I saw a dreadful sight: a lightning bolt cut through the night.  
A gasp of horror overtook me, shook me to my very core.  
The lightning zapped my previous data, lost and gone forevermore.  
Not even, "Abort, Retry, Ignore?"

To this day I do not know the place to which lost data go.  
What demonic nether world is wrought where lost data will be stored,  
Beyond the reach of mortal souls, beyond the ether, into black holes?  
But sure as there is C, Pascal, Lotus, Ashton-Tate and more,  
You will be one day left to wander, lost on some Plutonian shore,  
Pleading, "Abort, Retry, Ignore?"

## **Correction to the Working and Learning Conditions Survey 1997**

**Please note the following correction to the Elementary  
Professional Staffing:**

**Armstrong (SD #21) should read 2.6 and not .26 as indicated in  
the March *Bookmark*.**

# POPULAR POETRY ANTHOLOGIES

***The book of a thousand poems: a family treasury.* New York: Wing Books, 1983. ISBN 0-517-09333-2.**

- arranged thematically with short, highly readable and accessible poems—1,000 of them!
- poems from many countries and times and from well-known poets to lesser-known ones
- claims to be one of the most popular poetry anthologies ever published

***The golden treasury of the best songs & lyrical poems in the English language/selected and arranged by Francis Turner Palgrave.* (6th ed.). Oxford: Oxford Univ. Pr., 1994. ISBN 0-19-254202-8**

- British and Irish poets represented—tend to be well-known poets and many from the 19th century
- lyrical poetry only, 90 poets included
- claims to be the best-loved poetry anthology in the English language

***The library of world poetry.* New York: Gramercy Books, 1970. (1995 ed.) ISBN 0-517-11892-0**

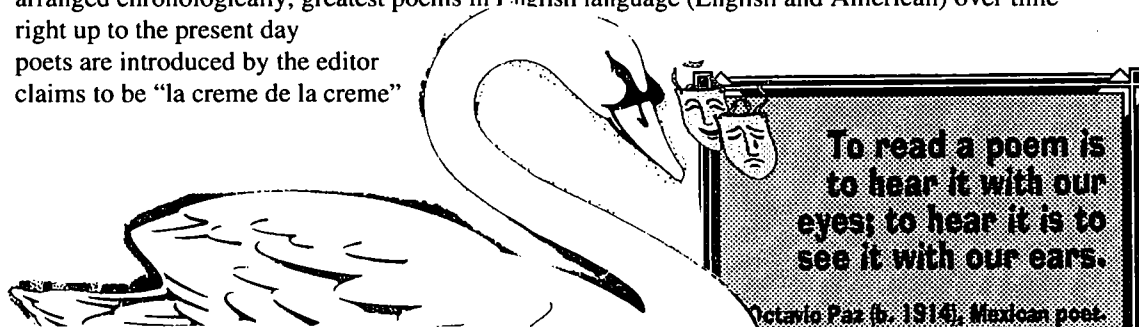
- introduction by the editor, William Cullen Bryant
- best poems of the English language, 1,500 selections from 400 poets
- includes a fabulous list of the top 500 poems arranged in order of popularity (Blake's "The Tiger" heads the list!)
- English, Scottish, Irish and American poets included, well-known ones
- arranged thematically under topics such as nature, war, sea, humorous, youth, adventure, etc.
- very small print, some good black and white illustrations

***One hundred and one famous poems.* Chicago: Contemporary Books, 1958. ISBN (paper) 0-8092-8834-6**

- pocket-sized for carrying around and available in a leather-bound edition as well
- includes a prose supplement of several famous speeches
- small black and white portraits of the poets
- 10 million copies sold
- English and American poets
- claims to be the most widely read and respected poetry anthology of all time!

***The top 500 poems* (ed. William Harmon). New York: Columbia Univ. Pr., 1992. ISBN 0-231-08028-X**

- arranged chronologically, greatest poems in English language (English and American) over time
- right up to the present day
- poets are introduced by the editor
- claims to be "la creme de la creme"



# ENJOY A SNEAK PREVIEW OF OUR LATEST LITERARY PACKAGE!

by **LIZ ORME**, teacher, Montgomery Junior Secondary School, (Coquitlam).

This article is reprinted with permission from the BCTELA's *Update*, Volume 39, No. 1 (The Journal of the B.C. Teachers of English Language Arts)

As you know, BCTEL distributes teacher-created teaching supplements for the various novels, plays and short story anthologies on the curriculum reading list.

This year, we are proud to announce the development of our first ever teaching supplement for poetry. It was written to support the teaching of the grade 10 poetry text, *The Poet's Craft*, but is really a useful tool for teaching poetry from a variety of textbooks to all high school aged students. *The Poet's Craft* package has dozens of different activities in it; the following are a few from the pre-reading and during-reading sections. (For your information, there are three sections in the package and each is divided into "at a glance" and "in detail" parts)

If you like what you see, please order the whole package from BCTELA. (See order form in next article in this *Bookmark*)

## Pre-reading

### A. Strategies At A Glance

#### 1. Associations Discussion:

- Write the word "POETRY" on the board or overhead and ask students to either call out or write down their associations with the word.
- After sharing all associations, discuss them. (Ask why people might have had the reactions they did. Get the people who like poetry to explain what it is they like and how they approach reading poetry.)
- Get the class to suggest ways to alleviate some of the concerns held by those who are ambivalent about the idea of doing a poetry unit.

- If the class is particularly apprehensive about poetry, a chart of the positive suggestions is a good idea. Have groups make and post them.

#### 3. What Do You Do When You Don't Know What To Do?:

- Ask students to describe what they do when they don't understand something OR what they do when they are working to understand a poem.
- This could be done in small groups, which then report out to the class or as a whole class, with the teacher or one selected student as a recorder of ideas.
- To close, students make their own version of the "Note to the Reader" for future reference.

## ASK THEM TO DEDUCE WHAT COWS VALUE ABOUT POETRY

#### 5. Cow Poetry:

- Get a copy of "Cow Poetry," which is a Gary Larsen Far Side cartoon and share it with your students.
- Ask them to deduce what cows value about poetry, based on the cartoon. (What makes cow poetry cow poetry, in other words?)
- This discussion will necessarily be short and somewhat humorous.
- Then, tell them it is time to define HUMAN poetry. What is it? Write and share.

## Reading Strategies

### A. Strategies At A Glance

#### 1. Mix and Match Poetry:

- Put students in groups and either assign each group to a theme from the textbook (life, death, love, war, hope, etc.) or let them choose the theme themselves.
- Having students pull their theme assignments from a paper bag is one way of deciding who does what.
- Each student in the group chooses one poem from the thematic section in the textbook.
- Tell the students to read the poem, then select the two or three most powerful lines or phrases from the poem. Copy these lines onto slips of paper and then put them into an envelope or paper clip them together.
- Pass the collection of lines to another group.
- The next group assembles the lines of poetry and creates a new poem or, at least, a logical and pleasing arrangement of words.
- Informal discussions about poetry and form will take place as the students put their poems together.
- To close the activity, group creations could either be written up and displayed (fairly time consuming) or simply read out (less time consuming).

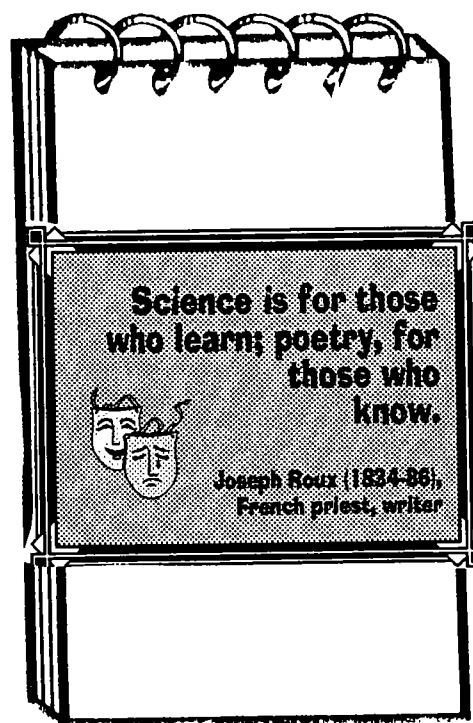
**NOTE:** The Mix and Match Poetry activity will also work with randomly selected lines and phrases from any poem (not necessarily connected through theme) or, even more challenging, with lines and phrases selected from stories, newspapers, magazines, etc. Additions or deletions of small joining words may be necessary.

#### 3. Prose Conversion:

- Students can, once they understand a poem, convert it to a form of prose such as newspaper articles, one act plays, short stories, or paragraphs (narrative, descriptive or expository).

- Different types of poems are better for different types of prose, obviously.
- Narrative poems, such as “The Forsaken” (p. 33) or “How The Helpmate of Bluebeard Made Free With a Door” (p. 154) are excellent for stories or plays.
- Descriptive poetry like “The Lonely Land” (p. 37) or “Morning on the Lievre” (p. 75) is better for descriptive paragraph writing.
- All prose conversions can again be converted to oral presentations or readings; in this case students would also describe the decision making process they went through in order to do the conversion.

*Editor's comments: This is but one example of the many excellent literary packages available through the BCTELA. And this excerpt is only part of the entire literary package for The Poet's Craft. Please see the next article for the complete list of packages and order form.*



# BCTELA LITERARY PACKAGES AVAILABLE

## TEACHING IDEAS FOR LITERATURE

### The Literary Packages support

- thinking in the English Language Arts IRPs (1996)
- the literature on the resource list (1996)
- current research in English Language Arts instruction

### The Literary Packages contain

- a variety of teaching and reading strategies
- a variety of discussion, writing, reading, viewing and representing activities
- many more ideas than any one teacher would use with one class or one unit
- ideas created by teachers for teachers

### Literary Packages cost

- almost nothing (the price includes shipping, and clerical costs)
- \$10.00 each or any 5 for \$45.00 or any 10 for \$80.00

### To Order Your Literary Package

- make cheques payable to BCTELA
- fill out the order form
- send your cheque and request to:

Shelly Porter, Faculty of Education  
Simon Fraser University  
Burnaby, BC, V5A 1S6  
or phone: (604) 291-3395; fax (604) 291-3203

### BCTELA LITERARY PACKAGE ORDER FORM

Name \_\_\_\_\_  
School \_\_\_\_\_  
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Postal Code \_\_\_\_\_  
Phone Number \_\_\_\_\_  
Fax Number \_\_\_\_\_  
Quantity of Order \_\_\_\_\_  
Amount Enclosed \_\_\_\_\_

(Do not send cash: only cheques, money orders or district purchase orders accepted)

## **Circle or highlight the titles you want to order:**

### **Grade 7**

Forbidden City (Bell)  
Hatchet (Paulsen)  
Legions of the Eagle (Treece)  
Log Jam (Hughes)  
Sea Wolves from the North  
Who is Francis Rain (Buffie)

### **Grade 8 - 10**

A Question of Loyalty (Greenwood)  
Blaine's Way (Hughes)  
Catherine, Called Birdy (Cushman)  
Cowboys Don't Cry (Halvorsen)  
Cue For Treason (Trease)  
Dancing Carl (Paulsen)  
Dare (Halvorsen)  
Days of Terror (Smucker)  
Monsoon Country (Sudham)  
The Poet's Craft (Ireland)  
Promises to Come (Heneghan)  
The Singing Stone (Melling)  
Singularity (Sleator)  
16 is Spelled O-U-C-H (Weir)  
The Third Magic (Katz)  
The War Between the Classes (Miklowitz)  
Watership Down (Adams)  
The Wave (Strasser)  
Z for Zachariah (O'Brien)

### **Grades 11 - 12**

Hunter in the Dark (Hughes)  
Lear (Shakespeare)  
Macbeth (Shakespeare)

# IN THEIR OWN VOICES: A CENTURY OF RECORDED POETRY

by WILLA WALSH, Senior Editor

This title, *In their own voices: A century of recorded poetry*, is a four cassette set of tapes or CDs, by Rhino Records, copyright 1996 (ISBN 1-56826-694-4). The American address is: Rhino Records, Inc., 10635 Santa Monica Blvd., Los Angeles, CA 90025-4900.

All the poetry recorded in this collection is read by the poets themselves! The first tape (volume one) begins with Walt Whitman reciting "America" recorded on wax cylinder by Thomas Edison, ca 1890 and then progresses through some of the most entrancing and moving readings available in the English speaking world—to the last reading by Li-Young Lee—"My Father, In Heaven, Is Reading Out Loud," recorded in 1990. It takes hours to listen to all the poems but the time just flies by as each poet is so different and the readers/poets so powerful in their renditions of their own poems. I lit candles, opened a bottle of good red wine, settled back in the easy chair, and enjoyed every minute! It will make you laugh; it will make you cry.

This collection was well-reviewed and received high praise as soon as it was released. *Newsweek* ran an article giving it accolades and the CBC has recently aired some of the readings. It is a best choice for any high school library audio collection of poetry. The CD format would be the best for going right to specific readings and would be more durable. I purchased the cassette tapes for around \$50.00 Canadian through a Bellingham bookstore, but the set should be available in Canada through bookstores such as Duthies or Chapters or directly from the producer in Los Angeles. Any difficulty getting the set is well worth the effort—it is an unforgettable experience. This set would also be a wonderful present to anyone who appreciates poetry.

## Personal favourites from the readings:

- Robert Frost reading "The Road Not Taken"
- Gertrude Stein's "If I Told Him" —language like you've never heard it before...
- e e cummings' "anyone lived in a pretty how town"

- Langston Hughes—all three poems but especially "Mulatto" (one of the richest voice on the tapes)

## Fabulous readings by:

- Muriel Rukeyser "The Ballad of Orange And Grape"
- Dylan Thomas "Do Not Go Gentle into That Good Night"

## The naughtiest and funniest were the Beat Poets. They are really special:

- Lawrence Ferlinghetti's "Underwear" (a hoot)
- Jack Kerouac's (with trumpet) "American Haikus"
- Allen Ginsberg's "America" from *HOWL*

You can hear the audiences in these readings and that greatly adds to the intimacy of the reading and the listener's enjoyment.

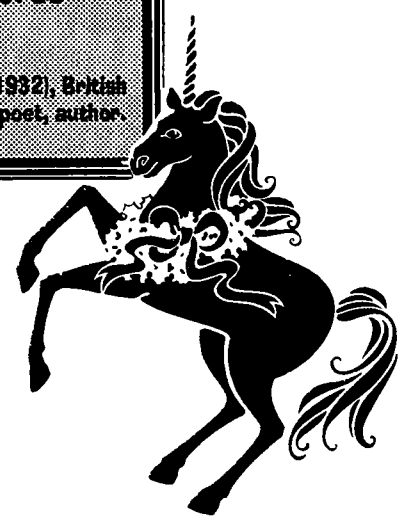
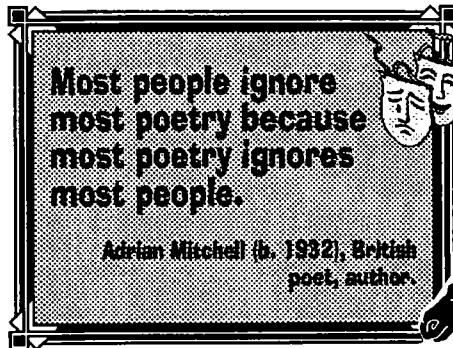
## Volume Three included:

- Maya Angelou intoning a rich rendition of "Phenomenal Woman"
- Sylvia Plath's unnerving and venomous reading of "Daddy"
- Amiri Baraka's rhythmic "Shazam Doowah" (kids will love this!)
- Leonard Cohen (the only Canadian I spotted) "The Story of Isaac"

An accompanying beautiful, slim book lists all the readings and includes essays on poetry by Erica Jong, Al Young and Rebekah Presson. Here are quotes from their views:

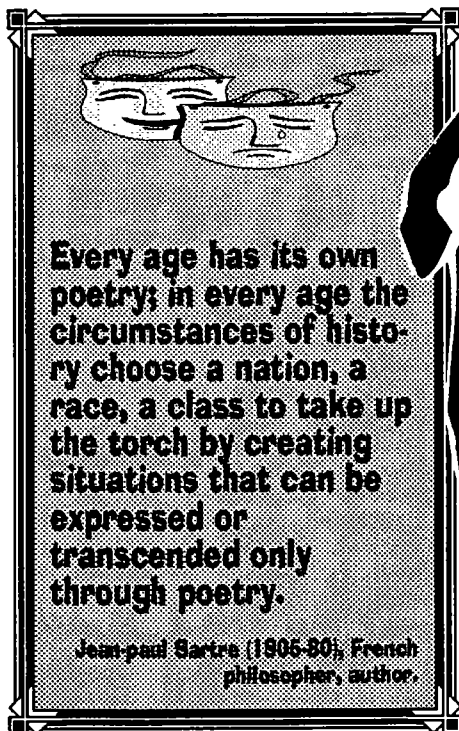
- People think they can do without poetry. And they can. At least until they fall in love, lose a friend, lose a child, or a parent, or lose their way in the dark woods of life. People think they can live without poetry. And they can. At least until they become fatally ill, have a baby, or fall desperately, madly in love.

- The reasons why people want to hear poetry read are varied. One is that we still fall in and out of love, watch sunsets, marry and die and what do we have to express that? Network television gives us toilet humor, cable brings streams of curses punctuated by violence, movies blow things up. But when we want to express ourselves as more fully human, as creatures capable of elevated thought and means of expression—then we have few places to turn. Poetry books may seem out of reach to some, but hearing a poem read is soothing and healing and helps to put us in touch with our true feelings.



- My hopes for this collection are many: Mostly, I want it to bring pleasure and to stir all sorts of emotions; then, I hope it will give a strong overview of what the last century of poetry has been like. Finally, it should prompt further interest in poetry and in language—an interest that will translate itself into reading and writing and reverence for the great gift of self-expression through words. And the better we are able to express our thoughts, ideas, fears, and emotions, the better we'll be able to communicate with—and perhaps even love—one another.

Amen!



# CHANTS, FINGER PLAYS, AND RHYMES

by **LINDA DUNBAR**, librarian, Vancouver School Board Professional Library,  
**ELLEN ROTHSTEIN**, teacher-librarian, Cunningham Elementary, SD#39 (Vancouver), and  
**JIM HOLGATE**, teacher-librarian, A.H.P. Matthews Elementary, SD#36 (Surrey).

*1001 rhymes & fingerplays: for working with young children.* Compiled by the Totline staff. (1994). Everett, WA: Warren House. 0-911019-65-0. 307p.

Baker, Ann & Johnny Baker, comps. (1991). *Raps & rhymes in maths.* Portsmouth, NH: Heinemann. 0-435-08325-2. 90p.

Barton, Bob & David Booth. (1995). *Mother Goose goes to school: More than 100 rhymes and activities.* Markham, ON: Pembroke. 1-55138-056-0. 128p.

Booth, David. (1993). *Doctor Knickerbocker and other rhymes.* Toronto, ON: Kids Can Press. 1-55074-079-2. 71p.

Brown, Marc. (1987). *Play rhymes.* New York: E. P. Dutton. 0-525-44226-3. 32p.

Butler, Francelia. (1989). *Skipping around the world: The ritual nature of folk rhymes.* Hamden, Conn.: Library Professional Publications. 0-208-02194-9. 223p.

Carlisle, Jody, Carole Cook & Glenda Moffett. (1983). *Classroom nursery rhymes activities kit.* West Nyack, NY: Centre for Applied Research in Education. 0-87628-228-1. 231p.

Carlson, Bernice W. (1979). *Quick wits and nimble fingers.* Nashville: Abington. 0687351995. 0-687-35199-5. 128p.

Cole, Joanna & Stephanie Calmenson. (1991). *The eentsy, weentsy spider: fingerplays and action rhymes.* New York: Morrow. 0-688-09439-2. 64p.

\_\_\_\_\_. (1995). *Yours until the banana splits: 201 autograph rhymes* New York: Morrow. 0-688-131186-7. 64p.

Delamar, Gloria T. (1983). *Children's counting-out rhymes, fingerplays, jump-rope and bounce-ball chants and other rhymes: A comprehensive English-language reference.* Jefferson, NC: McFarland. 0-89950-064-1. 206p.

Defty, Jeff. (1992). *Creative fingerplays & action rhymes: An index and guide to their use.* Phoenix, AZ: Oryx Press. 0-89774-709-7. 255p.

Dunn, Sonja. (1987). *Butterscotch dreams: Chants for fun and learning.* Markham, ON: Pembroke. 0-921217-07-2. 111p.

\_\_\_\_\_. (1994). *Gimme a break, rattlesnake!: Schoolyard chants and other nonsense.* Don Mills, ON: Stoddart. 0-7737-5696-5.

Dunn, Sonja, with Lou Pamerter. (1990). *Crackers & crumbs: Chants for whole language.* Markham, ON: Pembroke. 0-921217-44-7. 96p.

Graham, Terry Lunne. (1984). *Fingerplays and rhymes for always and sometimes.* Atlanta, GA: Humanics. 0-89334-083-9. 148p.

Grayson, Marion. (1962). *Let's do fingerplays.* Bridgeport, CT: Luce. 0-88331-003-1. 109p.

Heidbreder, Robert. (1996). *Eenie, meenie, Manitoba.* Toronto, ON: Kids Can Press. 1-55074-301-5. 32p.

Hill, Susan. (1993). *Jump for joy: More raps & rhymes.* Armdale, Australia: Eleanor Curtain Publishing. 1-875327-11-758p.

\_\_\_\_\_. (1990). *Raps & rhymes*.  
Armdale, Australia: Eleanor Curtain  
Publishing. 1-875327-03-7. 70p.

Neaman, Evelyn, ed. (1992). *Folk rhymes  
from around the world*. Vancouver, BC:  
Pacific Educational Press. 0-88865-081-  
7. 54p.; Teacher's guide. 0-88865-083-  
3. 32p.

Poulssen, Emilie. (1977). *Finger plays for  
nursery and kindergarten*. New York:  
Hart Publishing. 0-486-22588-7. 80p.

Schwartz, Alvin. (1989). *I saw you in the  
bathtub, and other folk rhymes*. New  
York: Harper & Row. 0-06-025298-7;  
0-06-025299-5 (PLB). 64p.

Yolen, Jane. (1992). *Street rhymes around  
the world*. Honesdale, PA: Wordsong.  
1-878093-53-3. 39p.

# Rhyme



# Time

# PUBLISHERS OF STUDENTS' POETRY: A RESOURCE LIST

compiled by **LINDA DUNBAR**, librarian, Vancouver School Board Professional Library.

The following magazines publish students' creative writing. You are advised to check a current issue or with the publisher for submission guidelines. This will also verify that the periodical is still being published.

## ***Bear Essential News for Kids***

Garrett Communications, Inc.  
209 E. Baseline Rd., Suite E-203  
Tempe, AZ 85383

- Accepts creative writing — ages 5-12.

## ***Challenge***

2255 N. Parkway, Suite 15,  
Provo, UT 84604

- Accepts essays, short stories, poetry — ages 14 up.

## ***Child Life***

Children's Better Health Institute  
1100 Waterway Blvd., Box 567  
Indianapolis, IN 46206

- Accepts stories, poetry — ages 7-9.
- Emphasis: health, safety.
- Annual contest for writers, poets, artists.

## ***Children's Album***

EGW Publishing  
1320 Galaxy Way  
Concord, CA 94520

- Accepts fiction, nonfiction, poetry — ages 8-13.
- Annual awards for best writer and best poet.

## ***Children's Digest***

Children's Better Health Institute  
1100 Waterway Blvd., P.O. Box 567  
Indianapolis, IN 46206

- Accepts poetry, stories — ages 8-10.
- Emphasis: health, safety, nutrition, exercise.

## ***Children's Playmate Magazine***

Children's Better Health Institute  
1100 Waterway Blvd., P.O. Box 567  
Indianapolis, IN 46206

- Accepts poems, riddles — ages 5-7.
- Emphasis: health, safety, nutrition, exercise.
- Annual contest for writers, poets, artists.

## ***Claremont Review***

4980 Wesley Road,  
Victoria, BC V8Y 1Y9

- Accepts poetry & prose — grades 8-12.

## ***Creative Kids***

Prufrock Press, Box 8813  
Waco, TX 76714-8813

- Accepts stories, poems, art — ages 6-14.

## ***Creative With Words (CWW)***

Brigitta Geltgrich, Editor & Publisher  
P.O. Box 223226  
Carmel, CA 93922

- Annual anthology which accepts children's poetry.
- Annual poetry contest.

Send a self-addressed stamped envelope for details.

## ***Cricket***

Carus Corporation  
315 Fifth Street  
Peru, IL 61354

- Accepts submissions to poetry contests — ages 6-12.

## ***English Journal***

National Council of Teachers of English  
1111 Kenyon Road  
Urbana, IL 61801

Accepts poetry only — ages 12-17.

## ***Hanging Loose***

231 Wyckoff St.  
Brooklyn, NY 11217

Accepts poetry, fiction — ages 14-18.

## ***Highlights for Children***

Box 268  
Columbus, OH 43216-0269

Accepts stories, poems — ages 2-12.

## ***In 2 Print***

P.O. Box 102  
Colborne, ON L3K 5V7

Accepts poetry, fiction — ages 13-18.

**Jack and Jill**

Children's Better Health Institute  
1100 Waterway Blvd., P.O. Box 567  
Indianapolis, IN 46206

- Accepts letters, stories, poetry — ages 6-8.
- Emphasis: health, safety, nutrition, exercise.
- Annual contest.

**Literary Calvalcade**

Scholastic, 555 Broadway  
New York, NY 10012-3999

- Accepts short stories, poetry, plays — ages 12-18.

**McGuffey Writer & Illustrator**

McGuffey Foundation School  
5128 Westgate Drive  
Oxford, OH 45056

- Accepts creative writing — ages 6-18.

**Merlyn's Pen: The National Magazine of Student Writing**

Dept. UPD, P.O. Box 1058  
Greenwich, RI 02818

- Accepts short stories, poetry, essays — ages 12-18.

**Odyssey: The Young People's Magazine of Astronomy and Outer Space**

Cobblestone Publishing  
7 School Street  
Peterborough, NH 03458

- Accepts letters, questions, poems — ages 8-14.
- Emphasis: astronomy, outer space.

**Quarry**

Box 1061  
Kingston, ON K7L 4Y5

- Accepts poetry, fiction, drama — ages 14-18.

**Read**

Weekly Reader Corporation  
245 Long Hill Road  
Middletown, CT 06457

- Accepts poetry, prose, letters for "In Your Own Write" section — ages 13-18.

**Rethinking Schools**

1001 E. Keefe Avenue  
Milwaukee, WI 53212

- Accepts poetry, prose and artwork.

**Seventeen**

745 Fifth Avenue

New York, NY 10151

- Accepts poetry, short stories, essays for "Voices" section — ages 14-18.
- Emphasis: personal decisions and relationships, light or funny material.

**Skipping Stones**

P.O. Box 3939  
Eugene, OR 97403-0939

- Especially interested in stories, poems about ethnic heritage.

**Stone Soup**

Children's Art Foundation  
P.O. Box 83  
Santa Cruz, CA 95063

- Accepts poems, stories — ages 6-13.

**'Teen**

Rhyme & Reason  
P.O. Box 3341  
Hollywood, CA 90028

- Accepts poetry for "Rhyme and Reason" page.

**Writing**

Weekly Reader Corporation  
60 Revere Drive  
Northbrook, IL 60062-1563

- Accepts poetry, fiction, nonfiction — ages 12-18.
- Sponsors writing contests.

**Young Voices**

P.O. Box 2321  
Olympia, WA 98507

- Accepts poems, stories, essays — ages 6-18.

**OTHER SOURCES**

*Classroom Publishing: A practical guide to enhancing student literacy*, by Laurie King & Dennis Stovall. Hillsboro, OR: Blue Heron Publishing, 1992. ISBN: 0-936085-52-5

Covers the "who, what, when, where, why, and how" of student publishing, including integration across the curriculum.

*Market Guide for Young Writers*, edited by K. Kenderson. 4th. ed., Cincinnati: F & W Publications, 1993. ISBN: 0-89879-606-7. Identifies contests, lists outlets for stories, articles, plays, scripts, poems, photographs, and artwork. Gives ideas for getting started, instructions for preparing manuscripts.



FEATURED IN THIS ISSUE



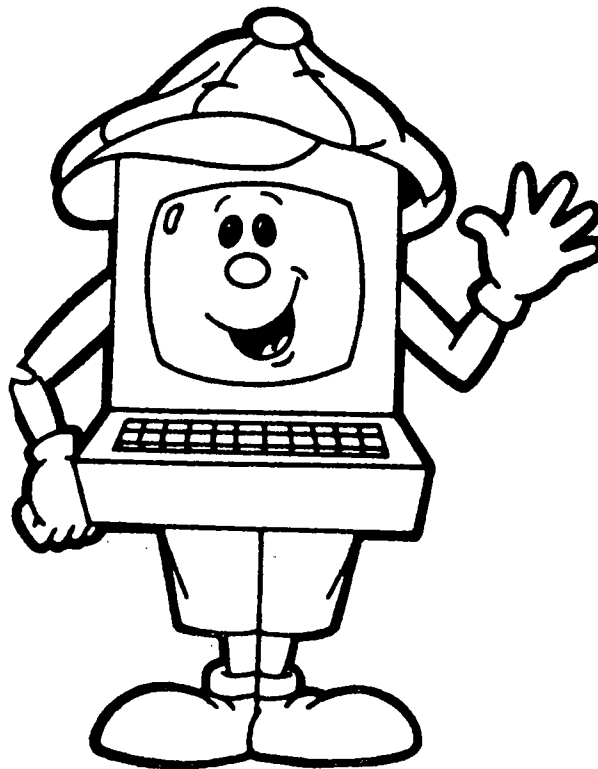
# PLAN-IT TEACHER CD-ROM

by **JIM HOLGATE**, teacher-librarian, A. H. P. Matthew Elementary School, SD #36 (Surrey) and **PAT PARUNGAO**, teacher-librarian, Magee Secondary School, SD # 39 (Vancouver).

The Plan-it teacher CD-ROM disc includes Ministry of Education Integrated Resource Package (IRP) documents in hypertext form, and a program designed to share vision statements, ideas, journal entries, learning plans and Internet links with other teachers using the Internet. The Plan-it teacher program uses templates and a graphical user interface (GUI) to create simple pages you can publish on the Internet. Morgan Media, Sydney, BC produced it for the BC Ministry of Education, Skills and Training in the summer of 1996.

You need Netscape Navigator (an Internet browser) and a Macintosh or PC computer with a CD-ROM drive. To browse the Internet or to publish your documents, you need an Internet connection as well.

There are a few caveats. If you use the latest version of Netscape Navigator concurrently with the Plan-It teacher and the included e-mail program, you may need to install additional memory on your computer. Some of the links on the CD-ROM's hypertext documents do not link correctly — when you select the link, the browser reports that the file could not be found. If you are using a Macintosh computer, you cannot always easily open a hypertext document by double-clicking on it. You need to open Netscape Navigator, then use the "File, Open" command from within Netscape. In spite of these minor problems, it is much easier to carry around a four inch disk than a complete set of IRPs in three-ring binders. If you are interested in Plan-It teacher, and have not received a copy yet, contact your district technology resource person.



# TALE OF TWO FACES IN SCHOOL CUTBACKS

by JACK ALLEN, teacher-librarian, Windermere Secondary, SD#39 (Vancouver).

["VOICES." *The Vancouver Sun*, Thursday April 10, 1997, p A2. Reprinted with permission.]

Vancouver school board chair John Cheng said last week the decision to lay off almost 200 support staff is an attempt to "protect and improve wherever possible the delivery of services to schools."

Meet Georgina Ascher. At Windermere secondary school in east Vancouver where I teach, she is the staff assistant responsible for science lab preparations, chemical solutions and ordering live specimens for dissection. She is responsible for the daily reception, distribution and pickup of all audio-visual materials to staff.

She is responsible for the processing of all new textbooks, library magazines, compact discs and videos. It is her job not only to prepare an inventory and maintain school equipment, but to supervise the student audio-visual and sound crews who support all drama, band and choir assemblies and special events such as fashion shows, Remembrance Day / CounterAttack assemblies and talent shows. She is the person responsible for textbook and equipment liaisons with other schools.

Mrs. Ascher is the person who steps in to help the lineup of 20 students who are signing out library books, the person who repairs the jammed projector, the person who stays late to ensure all is in readiness for class in the morning. Georgina is not only ever ready, she is flexible, responsive, cooperative, patient, pleasant and skilled. Mrs. Ascher was notified of her layoff last Thursday afternoon.

Meet Aisha Fahim. She is the staff assistant responsible for the library and for industrial first aid. In the library, Mrs. Fahim word processes the cooperative teaching projects and monthly reports, performs all clerical functions pertaining to the operation of our materials learning centre and actively participates in the supervision of the library club (over 60 members) and homework club.

She prepares, issues and maintains learning materials, supplies and teaching aids; she assists students and staff in searching for information and trouble-shoots the computer network when problems arise.

A member of the health and safety committee, in her capacity as an occupational first aid attendant she is responsible for the well being of all staff and students. She deals with drug overdoses, alcohol poisonings, wounds from assaults as well as the dislocations, sprains and illnesses that occur in a community of nearly 1,600 people. At school by 7:30 to admit students to the library to work on their projects, staying late to contact the parent of a student taken to hospital by ambulance or to complete a pending book order, Mrs. Fahim is a jewel respected for her frankness, her kindness, her initiative, versatility and understanding. She was told of her layoff last Thursday afternoon.

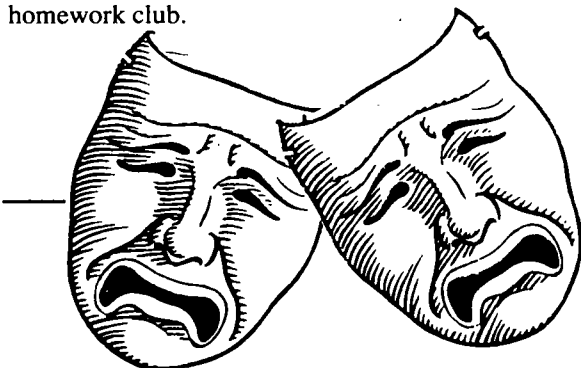
Of the decision to lay off staff assistants, Vancouver school chair John Cheng said, "It is minimal impact on the classroom."

These two remarkable people are vital to those staff and students they directly and significantly serve, and the impact of their loss will be enormous. For example, our library has cooperatively planned and taught more than 700 classes annually, involving more than 21,000 students in 13 departments.

Without the quality staff support of Mrs. Fahim and Mrs. Ascher, this vital program, a key element in learning opportunities for students, will be diminished and ultimately lost.

To his credit, Don Goodridge, the new Vancouver school board superintendent, observed recently, "Teachers are key. They teach the skills of dialogue, cooperation, human truths, the ability to socialize. If teachers were removed, the dynamics of human relations would be removed.

May the same be said and understood regarding staff assistants like Mrs. Ascher and Mrs. Fahim.



# LEARNING IN A DIGITAL ENVIRONMENT

by **KEN WALTERS**, teacher-librarian, Strathcona Elementary School, SD#39 (Vancouver).

*This article, with hotlinks, is located on the Strathcona Community Library Home Page at <http://stargate.vsb.bc.ca/strathcona/STRLibrary/learning.html>*

The process used at Lord Strathcona Elementary School for learning in a digital environment integrates content and language learning with research skill and computer skill learning. The overall aim is to provide our students (85% of whom are ESL) with language support while they are proceeding with research assignments. This is done by providing online supports which help students access and learn from Internet resources. These online supports guide student research and enable students to make notes on screen which can later be honed into sentences and paragraphs. These sentences and paragraphs are then prepared for printing or presenting. The researching, writing and presenting are all digital.

The process described here uses the Vancouver School Board Framework for Teaching and Learning based on work by Dr. B. Mohan at UBC (Language and Content, 1986). Robert Moore, who was both the Technology Support Teacher and the English Language Support Teacher at Lord Strathcona School for a number of years, was instrumental in implementing the model here. He is presently the Vice Principal and continues as a member of planning teams, collaboratively developing online units of work.

## The Process

- Planning the content objectives

The planning team consists of the teacher, the computer support teacher, the teacher librarian and vice principal. The content objectives are identified. The objectives may be modified later if Internet resources do not support the identified objectives.

- Creating on-line assignments, guides and links

The assignment contains links that focus student research, and guides that provide scaffolding for student notetaking. This scaffolding can take a variety of forms, including a template file on the Net which students download into a wordprocessing file; knowledge framework or key visual formats; or a HyperCard stack.

Examples of on-line guides and links may be found in Robert Moore's recently created assignments on Marine Mammals, Ancient Egypt, Peru I, Peru II, Peru III and Canola Information. The Marine Mammal unit was designed for an intermediate ESL group; the Ancient Egypt unit was designed for a grade 7 class; the Peru assignments were prepared for a grade 6 class, and the Canola Information assignment was created for a grade 5 class.

- Providing on-line technical instructions.

Robert Moore has provided general instructions for Internet research and notetaking files, file copying instructions and file saving instructions.

As well as these general instructions, specific technical instructions are included with the assignment; for example, see Peru Photo Assignment.

- Giving clear and concise on-line assignment instructions.

See Peru Assignment #2. Note also the sentence starters given at the bottom of the page to assist with the comparison paragraph.

- Students collaborate to construct and present their learning

After notetaking is completed, students write sentences / paragraphs on screen to construct and present their learning in a digital environment. A sample of this is "Strathcona Streetscape: A Student HyperCard Project" which may be viewed at <http://stargate.vsb.bc.ca/strathcona/Streetscape/strscape.html>.

## My Role as the Teacher Librarian

- To collaborate as a member of the planning team
- To locate appropriate resources on the Internet
- To assist in the production of online assignments
- To cooperatively teach the unit with the teacher

and the computer teacher in the computer lab or library resource centre.

### **About Strathcona Community Library Website**

The Strathcona Community Library website (<http://stargate.vsb.bc.ca/strathcona>) is particularly appropriate for the elementary school curriculum and was created to provide an efficient means for students, teachers and parents to locate specific, appropriate and up-to-date information using the world wide web; to present, in an organized way, the wealth of appropriate Internet resources for students, parents and teachers; and to assist teachers who wish to provide a focused Internet experience for students

The arrangement of the resources in the website reflects the organization of materials in school libraries. Fundamentally, the major Dewey categories are used, as well as some additional categories: Parents and Teachers, Kids Cornucopia and Kids Create. Kids Cornucopia is a metalist of recommended sites for children and youth. Kids Create contains resources that were created by children and youth for children and youth.

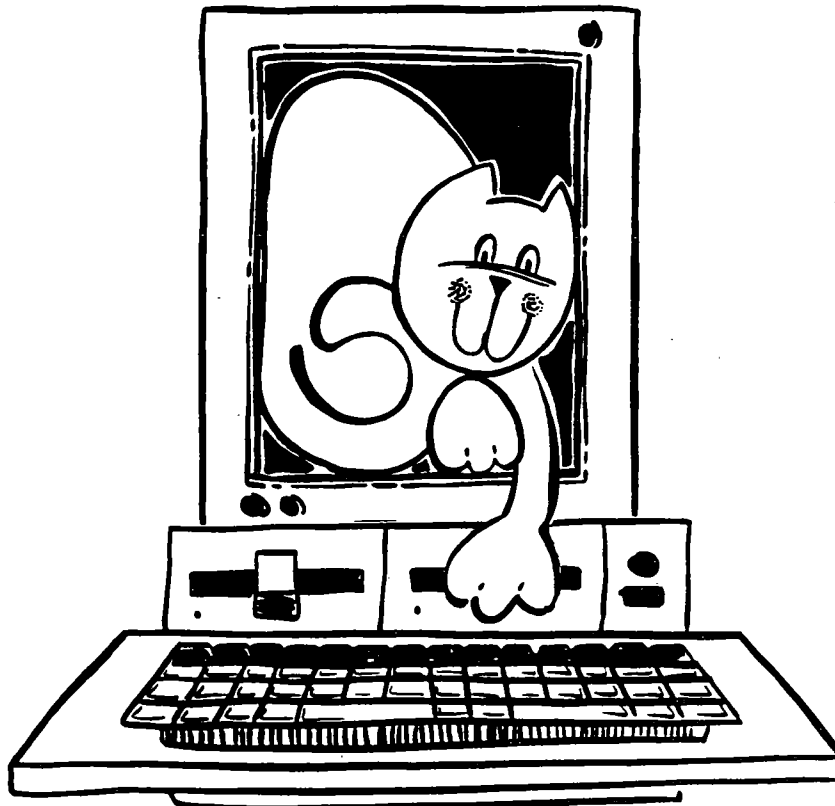
The resources in the Dewey Categories are organized alphabetically, often within subcategories. The categories and subcategories are cross referenced to the Dewey Decimal Classification System.

### **About HTML Programming**

If you wish to venture into creating online assignments as described in this article, but you are unfamiliar with HTML programming, take heart. It really isn't difficult. It is simply a case of learning the rules, then playing the game. I am not a technical type by any means and yet after a two day course I was playing the game with the help of my computer mentor, Robert Moore, and enjoying it.

The HTML Editor that I use is PageSpinner for MacOS, which is useful for both the beginner and the more advanced web author. It can be downloaded at <http://www.algonet.se/~optima/pagespinner.html>

A number of resources and guides for creating web pages are found in the Strathcona Library website under Creating Web Pages (<http://stargate.vsb.bc.ca/strathcona/STRLibrary/libparteachsub.html#Creating>).



# TRAVEL GUIDES TO CITIES OF ATLANTIC CANADA: A COOPERATIVE PROJECT FOR SOCIAL STUDIES NINE

by **JUDITH COMFORT**, teacher-librarian, Maillard Junior Secondary School, SD#43 (Coquitlam) and **RENEE WILLOCK**, teacher, Sentinel Secondary School, SD#45 (West Vancouver).

## UNIT BACKGROUND

This resource-based project for Social Studies 9 was developed to supplement the brief account of the exploration and early European settlement of Atlantic Canada provided by the textbook *Explorations Canada*. During the four hours allocated to library research, students access information from a variety of information sources including encyclopedias (both CD-ROM and print), maps, geography and history books, almanacs, and tourism brochures.

Students communicate information about a place in Atlantic Canada in the form of a travel brochure. Students work cooperatively in small groups to complete this project which is structured with individual accountability as well as a common goal. This project culminates in a group presentation in which students are encouraged to demonstrate their understanding in a variety of ways.

## THE PROCESS

### INITIATION

This collaboratively planned unit was developed during a course in resource based teaching at the University of British Columbia. Judith brought her experience as a travel writer and her love for Atlantic Canada which had been her home for twenty years. As a Social Studies teacher, Renee hoped to create a unit that would allow students to make connections between the geographic features and the historical settlement of an area. By creating travel brochures and presentations, students will be able to link the geography and history of an area with its current cultural and recreational opportunities. Students will likely be more motivated to study the history of Eastern Canada within the context of travel and tourism. The travel guide format promotes higher-level thinking as students select, analyze, summarize, and synthesize information.

### CONTENT OBJECTIVES

- identify the geographic factors which have affected the historical and cultural development of a city in Atlantic Canada
- summarize the historic factors that caused a city in Atlantic Canada to develop and survive
- describe the cultural and recreational opportunities currently available in a city in Atlantic Canada
- create a travel guide that applies geographic and historical knowledge of a modern city in Atlantic Canada
- persuade peers, through a presentation, that a city in Atlantic Canada is an interesting place to visit

## **INFORMATION SKILLS OBJECTIVES**

- acquire information from a variety of sources
- synthesize information from a variety of sources
- use a variety of methods to communicate information
- increase confidence in locating information necessary for travel

## **RESPONSIBILITIES OF TEACHER AND TEACHER-LIBRARIAN**

### **HOOR ONE**

- Teacher-librarian teaches an introductory lesson on interpreting maps.

### **HOOR TWO**

- Teacher divides class into heterogeneous groups of four and assigns each group a city in Atlantic Canada.
- Teacher distributes research assignment and information collection charts to each group.
- Teacher explains research roles and asks each group member to take responsibility for a different role.
- Teacher explains timeline: four hours in the library to complete data information charts (individually) and log of resources (as a group) and to begin creating brochures and organizing presentations.
- Teacher-librarian introduces the various sources of information available.
- Teacher-librarian reviews format for bibliography.

### **HOURS THREE AND FOUR**

- Teacher and teacher-librarian assist students with their library research.
- Teacher evaluates data information charts.
- Teacher-librarian evaluates resource logs.

### **FOLLOW-UP**

- Teacher and teacher-librarian evaluate travel brochures.
- Teacher evaluates and organizes peer evaluation of group presentations.

## **INTRODUCTORY LESSON**

### **LESSON OBJECTIVES**

- exchange ideas through discussion
- acquire information from maps
- draw inferences and make generalizations from information on maps

### **RESOURCES**

- five or more topographic maps of North Vancouver (available through Energy, Mines, and Resources Canada)
- class set of photocopied sheets of key of topographic map (on back of topographic map of North Vancouver)

## TEACHING STRATEGIES

1. Student should close their eyes and imagine that they are setting out on a voyage. They will be sailing in a wooden boat toward a wild land where no one they know has ever been before. Ask students what they would take on this trip and make a list of their ideas.
2. Students should close their eyes again and imagine that they finally see land. Ask them what they would look for in a place to anchor their boat.
3. Review the definition of harbour: a part of a body of water protected and deep enough to furnish anchorage.
4. Students should close their eyes a final time and imagine that they managed to anchor their sailboat and paddle a row boat with their supplies to the beach. Suddenly, a gale blows in and sinks their sailboat. They now have to live in this place for a year without any help from the outside world. Ask them what kind of camping spot they would select. Record the features that they list.
5. Inform students that their list of supplies for the trip and preferred features for a camping spot parallels the needs of Canada's first European settlers who also arrived by wooden sailing ships.
6. Distribute topographic map.key. Ask students to locate the symbols for cliffs, beaches, lakes, and streams.
7. Ask students to find all the ways that elevation is shown on the key. Review contour lines as a means of showing elevation.
8. Place topographic maps of North Vancouver on tables around the library and ask students to work in groups using the map to do the following activity:

## STUDENT ACTIVITY

Work in groups of five or six to answer the questions using a topographic map of North Vancouver. For this activity, pretend that you are among the first explorers to visit the area. Therefore, no docks, bridges, or roads exist.

You are in a wooden boat going east across the Strait of Georgia, the wind is blowing strongly and the waves are high.

1. Where would be a good place to anchor near Bowen Island? Why? Where would be the easiest place to get fresh water on Bowen Island? Why? You are now crossing Queen Charlotte Channel.
2. Would you bring your boat ashore at Point Atkinson? Why or why not? You now sail into Burrard Inlet.
3. Identify at least two places where you could safely anchor your boat that include a beach and a source of fresh water.
4. Which of these places is closest to a hill that can be used as a look-out point? This place that you have selected is your home for the next year.
5. What will you use for shelter? What will you eat?

## INSTRUCTIONS AND RESEARCH TOPICS FOR STUDENTS

### Welcome tour guides to our travel and tourism workshop!

- Your group's job is to create a travel brochure and presentation about your assigned city in Atlantic Canada. Your goal is to make other people want to visit your city.
- You will use a variety of resources to answer the following questions about your city:  
Why is this city there?  
Why would a person want to visit this city?
- Each member of the group is responsible for choosing a role and completing an information collection chart for that role as well as for contributing his or her special task and application question to the group's brochure and presentation.
- Your group will keep a log of all the resources used to answer questions.

### Cities of Atlantic Canada represented at our workshop:

- Nova Scotia: Halifax, Sydney, Yarmouth
- New Brunswick: St. John, Fredericton
- Prince Edward Island: Charlottetown
- Newfoundland: St. John's

### Research roles for tour guides:

- **Cartographer** — interested in making maps of land forms and water bodies
- **Geographer** — interested in how people interact with natural resources
- **Historian** — interested in people and events from the past
- **Transportation Planner** — interested in planning travel routes

#### Cartographer

**Special Task:** draw, label, and colour a modern map of the area

**Application Question:** What opportunities exist for sightseeing and outdoor recreation in your area?

#### Geographer

**Special Task:** provide visuals of at least three natural resources of the area

**Application Question:** Why did settlers choose to live here?

#### Historian

**Special Task:** label at least two historic sites on the cartographer's map and provide visuals of what can be seen at these sights today. For each century, summarize one important event in the history of your city.

**Application Question:** What historical sites can be visited today?

#### Transportation Planner

**Special Task:** create a chart showing the various modern methods of transportation from Vancouver to your city, including travel times and costs.

**Application Question:** Which methods of traveling to the city do you recommend?

### Cartographer's Information Collection Chart

Your name Your role	What is the elevation of the city?	Locate and name any mountains and hills	Locate and name the ocean, bays and harbours	Describe the coastline. Locate and name any beaches	Locate and name any lakes, rivers and streams.
Source 1					
Source 2					
Summary (in your own words)					

### Geographer's Information Collection Chart

Your name Your role	What is climate? What are the average winter and summer temperatures?	What type of vegetation traditionally covered this area? Do these plants and trees continue to grow here today?	What types of birds and animals are native to this area?	Is this land good for agriculture? If so, what types of farms have existed here?	How important is fishing in this area? What types of fish are in this area?
Source 1					
Source 2					
Summary (in your own words)					

### Historian's Information Collection Chart

Your name Your role	Important event in the history of your city during the 1600's	Important event in the history of your city during the 1700's	Important event in the history of your city during the 1800's	Important event in the history of your city during the 1900's	Name three prominent people associated with the history of your city.
Source 1					
Source 2					
Summary (in your own words)					

### Transportation Planner's Information Collection Chart

Your name Your role	What highways and roads lead from Vancouver to your city?	What trains go to your city?	Name and locate the closest airport to your city	What forms of water transportation are available for your city?	What methods of transportation are available for touring your city?
Source 1					
Source 2					
Summary (in your own words)					

## Evaluation

### Formative evaluation

- individual data information chart (evaluated by teacher) /20
- group resource log (evaluated by teacher-librarian) /10

### Summative evaluation

- Travel Brochure (evaluated by teacher and teacher-librarian) /30

/10 complete (all required information included)

/10 accurate (information is true)

/5 well written (easy to understand and free of grammatical and spelling errors)

/5 attractive layout (headings, pictures, charts, maps)

- Presentation (evaluated by teacher and peers) /40

/10 informative (Did you learn a lot about their city's geography and history?)

/10 persuasive (Do you want to visit their city?)

/10 includes visual aids (Did the presentation include visuals like maps, pictures, or charts?)

/5 organized (Did all group members know what to say and do?)

/5 creative (Did the presentation hold your interest?)

## RESOURCES

### BOOKS

#### Dewey 551, earth science and weather books

Hare, Kenneth F. *Climate Canada*. Peterson Field Guide Series, John Wiley & Sons, 1979.

#### Dewey 574, life sciences and ecology books

Edey, Maitland E. *The Northeast Coast*. Time-Life, 1972.

Gosner, Kenneth, *A Field Guide to the Atlantic Shore*. Peterson Field Guide Series, Houghton Mifflin, 1972.

#### Dewey 917, Canadian travel and geography books

Brinklow, Laurie, ed. *Prince Edward Island a colour guidebook*. Formac, 1995

Dunlop, Dale. *Exploring Nova Scotia*, Nimbus, 1984.

*Fodor's Nova Scotia, New Brunswick, Prince Edward Island*. Fodor's Travel, 1994.

Hines, Sherman. *Fredericton*. Nimbus, 1984.

Hocking, Anthony. *New Brunswick*. The Canada Series, McGraw-Hill Ryerson, 1978.

Hocking, Anthony. *Newfoundland*. The Canada Series, McGraw-Hill Ryerson, 1978.

Hocking, Anthony. *Nova Scotia*. The Canada Series, McGraw-Hill Ryerson, 1978.

Hocking, Anthony. *Prince Edward Island*. The Canada Series, McGraw-Hill Ryerson, 1978.

### **Dewey 971, Canadian history books**

Barrett, Wayne. *Kings Landing: country life in early Canada*. Nimbus, 1989.

Brown, Rex. *Canada: a regionally diverse and northern environment*. Canada Studies Foundation, 1984.

Carroll, Joy. *Pioneer Days 1840-1860*. Canada's Illustrated Heritage Series, 1978.

Jelks, Edward B. *Archaeological Explorations at Signal Hill, Newfoundland, 1965-1966*. Canadian Historical Sites: occasional papers no. 7.

Martin, Linda. *City Parks of Canada*, Mosaic Press, 1983.

Momatiuk, Yva. *This Marvellous and Terrible Place: Images of Newfoundland and Labrador*. Camden House, 1988.

*New Brunswick*. Discover Canada Series. Grolier, 1991.

*New Brunswick*. Let's Discover Canada Series. Chelsea House, 1992.

*Newfoundland*. Discover Canada Series. Grolier, 1991.

*Newfoundland*. Let's Discover Canada Series. Chelsea House, 1992.

*Nova Scotia*. Discover Canada Series, Grolier. 1991.

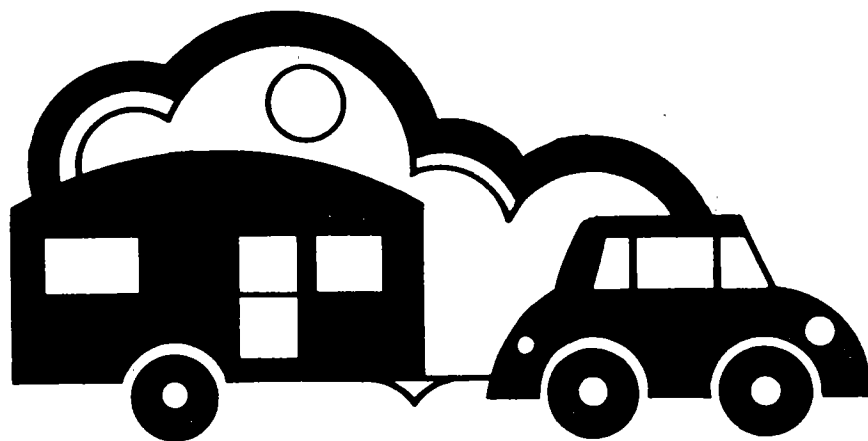
*Nova Scotia*. Let's Discover Canada Series. Chelsea House, 1992.

*Prince Edward Island*. Discover Canada Series. Grolier, 1991.

*Prince Edward Island*. Let's Discover Canada Series. Chelsea House, 1992.

### **OTHER RESOURCES**

Atlases, audio/video recordings, brochures from travel agencies and provincial departments of tourism, Internet sources, interviews with people who have lived and travelled in Atlantic Canada, magazines (e.g., National Geographic, Canadian Geographic), topographic maps, and vertical file materials.



# KID'S CATALOG—THE LATEST WAY TO SEARCH

by **RANDI HERMANS**, teacher-librarian, East Chilliwack Elementary School, SD#33 (Chilliwack)

For the past year, students at East Chilliwack Elementary School have been using Kid's Catalog to search the library collection. Students from grades two through six all enjoy this colourful, easy-to-use search method. Young students can easily find books in our collection without ever having to type.

Kid's Catalog is a software product that interfaces with your existing on-line library catalog. It is available for Macintosh and Microsoft Windows operating systems.

By using colourful pictures, Kid's Catalog opens the world of information to students. Kid's Catalog motivates the students to access information, teaching them valuable information literacy skills. The following four types of searches are possible with this software:

**Explore** - With this method children use colourful pictures to find topics that interest them. Clicking on a picture reveals more and more specific divisions of the selected topic.

**Find It!** - This search uses the child's ability to recognize names and words that they are not able to spell. After selecting the author, title or subject button, students select a letter. They are then provided with an alphabetical list of the most requested subjects, authors and series—i.e., Painting, Panda Bears, Paper Airplanes.

**Type Search** - This is a simplified version of a standard online search. Students with the skills to type and spell can use this method as a quick access to catalog information.

**Best Stories** - This is an online bibliography of favourite books. Students can access lists of picture books, chapter books and award winners.

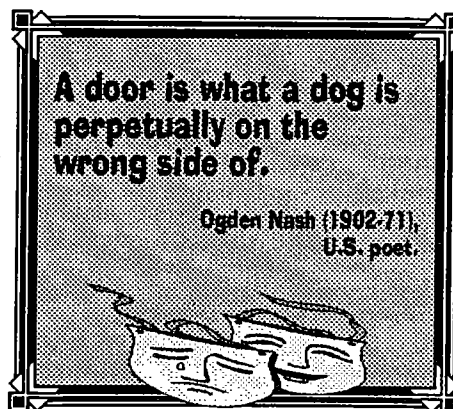
All four search methods lead to a list of titles from your library catalog. Clicking on a title gives the user a simplified bibliographic record. A map is available to help the student find the book in your library.

Anyone who thinks library automation only benefits the teacher-librarian needs to see this software. It's a great way to convince administration that it's worth the expense of automating the school library.

Anyone interested in seeing Kid's Catalog live, is welcome to contact me and come for a demonstration.

Randi Hermans, East Chilliwack Elementary school  
(604) 794-7533 voice  
(604) 794-3827 fax

For more information:  
COMPAnion Corporation  
1-800-347-6437 (customer service)  
1-801-943-7752 (fax line)



# RED CEDAR BOOK AWARD

This new award is an exciting, new reading program that recognizes the best in Canadian Children's Books. The Red Cedar Book Awards program—named by children for BC's provincial tree—encourages children to read fiction and non-fiction books by Canadian authors.

Some children will also have the opportunity to meet authors at a special Red Cedar Book Awards ceremony, much of which will be conducted by the children themselves.

## WHAT ARE THE RED CEDAR BOOK AWARDS?

Each year, a Red Cedar Book Award goes to one fiction and one non-fiction author whose books receive the most votes from the readers in the program. In order to vote, the participants must be in a position to make an informed choice. They are obliged to:

- read at least five books from each of the selected fiction and non-fiction lists;
- discuss the books with their peers and adult leaders;
- learn about the author.

Children are encouraged to read all of the titles from both lists.

## HOW ARE THE BOOKS SELECTED?

In May of each year, a selection committee of teachers, librarians, authors and booksellers will announce the fiction and non-fiction book lists, which recognize books (excluding textbooks) that have been:

- written by Canadian citizens or landed immigrants who have lived in Canada for at least two years;
- published two calendar years before the nomination date;
- published by a recognized publisher;

- recognized by other reviewers of Canadian literature;
- recognized as being of general interest to students in grades 4 to 7.

## HOW DOES THE READING PROGRAM WORK?

The program will be launched annually during Canadian Children's Book Week in November. Each reading group must have an adult leader and up to a maximum of 35 students. The groups are required to register with the Young Readers' Choice Awards Society of BC, a non-profit group made up of teachers, librarians, academics, authors, booksellers and publishers. Any institution can register more than one group.

Once a group is registered, it receives a program kit and a voting kit containing suggestions and ideas on running the program. Groups have three to four months to read their books.

## WHAT IS IN THE KITS?

### The Program Kit

- Author information sheets
- Author photographs
- Activity ideas
- Progress charts
- Awards ceremony information

### The Voting Kit

- Ballots and tally forms
- Scrutineer's list
- Signs for voting day
- Official return envelopes

## WILL THERE BE OTHER SUPPORT MATERIAL?

The Young Readers' Choice Awards Society of BC will create other materials to enrich the basic program: bookmarks, book plates, spine labels, participation certificates, all of which can be purchased. A Red Cedar web site contains other interesting bits of information and fund-raising ideas (<http://204.239.32.230/RedCedar/redcedar.html>).

## HOW ARE THE WINNERS CHOSEN?

On voting day in April, qualified participants from across the province will cast their ballots for their favourite fiction and non-fiction books. Each group will prepare voting lists, name a returning officer and scrutineers, set up polling booths and count the ballots. The returning officer will record the results and mail an official tally to the Red Cedar Book Awards c/o Deloitte & Touche.

## WHAT IS THE RED CEDAR AWARDS CEREMONY?

All participating groups will be invited to send representatives to the gala Awards Ceremony in May. Organizers will try to accommodate as many participants as possible at this special luncheon to honour the authors. All of the authors whose books are on the selection list will be invited to attend.

## HOW CAN YOU GET INVOLVED?

Contact the Young Readers' Choice Awards Society of BC for registration forms between October 1 and January 31.

The registration fee is \$20.00 per institution plus \$5.00 per reading group. The fee covers a program kit for the institution, plus a voting kit and program charts for each group in the institution. Additional program kits may be purchased.

The institution must ensure it has the selected books available for the children to read.

The registration for the Program begins October 1, 1997, with the launching of the program during the Canadian Children's Book Week in November, 1997. The voting of the Red Cedar Book Award winners by the children of BC takes place in April, 1998, with a gala ceremony scheduled for May, 1998.

United Library Services Inc. is the official distributor of all Red Cedar Award titles. Free MARC record is offered. Please contact ULS for special promotion pricing for various processing options. To order, phone (604) 421-1154 or send a fax to (604) 421-2216.

**Young Readers' Choice Awards Society of BC**  
**Hillside Postal Outlet, PO Box 35023,**  
**Victoria, BC, V8T 5G2**  
**phone/fax: (250) 477-9398**  
**e-mail: redcedar@pinc.com**  
**web site: <http://204.239.32.230/RedCedar/redcedar.html>**

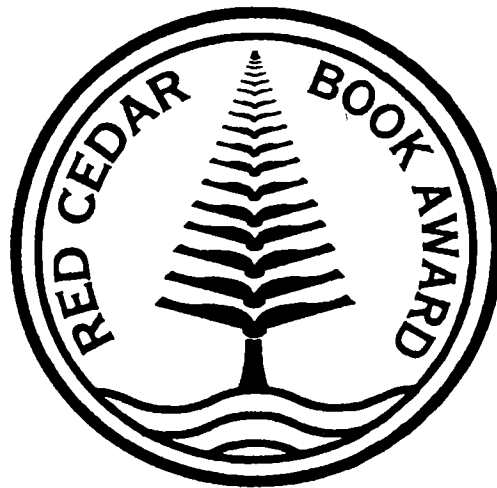
## Nominated titles for 1998

### FICTION NOMINEES

Author	Title
Clark, Joan	<i>Dream Carvers</i>
Holt, Gerald	<i>Tails of Flame</i>
Hughes, Monica	<i>Castle Tourmandyne</i>
Hunter, Bernice	<i>Amy's Promise</i>
Katz, Welwyn	<i>Out of the Dark</i>
Kirsh, Sharon	<i>Fitting In</i>
Lupini, Valerie	<i>There Goes the Neighborhood</i>
MacGregor, Roy	<i>Night They Stole the Stanley Cup</i>
Palermo, Sharon	<i>Lie That Had to Be</i>
Richler, Mordecai	<i>Jacob Two-Two's First Spy Case</i>
Toten, Teresa	<i>Onlyhouse</i>

## NON-FICTION NOMINEES

Author	Title
Booth, David	<i>Images of Nature: Canadian Poets and the Group of Seven</i>
Forsyth, Adrian	<i>How Monkeys Make Chocolate: Foods and Medicines from the Rainforests</i>
Granfield, Linda	<i>In Flanders Fields: The Story of the Poem by John McCrae</i>
Gryski, Camilla	<i>Camilla Gryski's Cat's Cradle</i>
Irvine, Joan	<i>How to Make Holiday Pop-Up Cards</i>
Kenna, Kathleen	<i>People Apart</i>
Langton, Laura	<i>Pay Dirt! The Search for Gold in BC</i>
Lynch, Wayne	<i>Bears, Bears, Bears</i>
Mason, Adrienne	<i>Oceans: Looking at Beaches and Coral Reefs, Tides and Currents, Sea Mammals...</i>
Newlands, Anne	<i>Group of Seven and Tom Thomson: An Introduction</i>
Swanson, Diane	<i>Sky Dancers: The Amazing World of Canadian Birds</i>
Taylor, C. J.	<i>Monster from the Swamp: Native Legends of Monsters, Demons and Other Creatures</i>
Zeman, Ludmila	<i>Last Quest of Gilgamesh</i>
Zhang, Song	<i>Children of China: an Artist's Journey</i>



# SERENDIPITY CONFERENCE REPORT

reported by SUSAN HARMAN, teacher-librarian, Bayview Elementary School, SD#39 (Vancouver)

Serendipity was held at the Coast Plaza at Stanley Park, Saturday, February 22nd, 1997. This report is reprinted from the Vancouver teacher-librarians' Association newsletter *Media Messages* (the March, 1997 issue)

Setting your alarm on a Friday night for some frighteningly early hour Saturday morning must normally be accompanied by a moment of gnawing self-doubt. "Why am I doing this?" Fortunately, those of us going to the annual Serendipity Conference sponsored by the Vancouver Children's Literature Roundtable had no such soul-searching to do. We have faith that the folks at the helm of the Roundtable will come through in their usual spectacular way to create a day of magic for all concerned. And they did!

Mark Macleod kicked off the day by giving us his perspective on trends in Australian publishing. Mark is an editor for Random House Australia. As a long-time outspoken critic and reviewer of children's books, he has an infectious enthusiasm for his work. Mark had brought with him examples of some popular YA Australian fiction, and had apparently been stopped at the Canadian customs and questioned about these books. I do not know what the customs officer thought of *My Life as a Toilet*, by Gretel Killeen, but the conference participants found it hilarious when Mark read from it. There was a small stampede to the Kidsbooks table, where Phyllis Simon was quickly relieved of all of her copies.

Next up was Linda Granfield, winner of the 1996 Information Book Award from the Children's Literature Roundtable of Canada for *In Flanders Field: The Story of the poem by John McCrae*. Linda is familiar to Vancouver Roundtable members. In the fall of 1993 she introduced *Cowboy: A Kid's Album* (also an Information Book Award winner) during the Roundup of BC writers and illustrators at UBC's Ponderosa. Linda talked about some of the research process for her book and gave us a preview of some of her upcoming work.

After a short break, we were treated to the

humour and insight of Pat Hutchins from London, England. Pat is most famous for *Rosie's Walk* but has five novels and more than twenty picture books to her credit. She talked about how she started doing children's books and showed slides of some of her work. It was fascinating to see, through her slides, how some of her books evolved in the creation process.

Even the weather cooperated to make the day special. At lunch time we made our way up to "Windows on the Bay," on the thirty-fifth floor of the hotel, one elevator load at a time. There we not only had the inevitable and wonderful gala lunch (are any of Ron Jobe's lunches not gala?) but a stunning and panoramic view of the city on a gorgeously sunny day! Some of us managed to sneak out afterwards for a walk on the sea wall before the afternoon presentations began.

And what an afternoon it was! Karen Cushman delighted us with her stories of her lifelong love of reading and her growing desire to know what life was like for ordinary young people of other times. Her research into life in the English Middle Ages led her to the writing of her first two award-winning novels, *Catherine, Called Birdy* and *The Midwife's Apprentice*.

No session of Serendipity is complete without a representative poet and X. J. Kennedy did the honours this time. He calls himself "one of an endangered species; people who still write in meter and rhyme." With his wife and frequent collaborator in the audience, he regaled us with examples of his poetry. He ended with a rousing version of one of his poems in song! What a spectacular end to a wonderful day!

(Note: for a full bibliography and biographical sketches of the above speakers, see the *Vancouver Children's Literature Roundtable Newsletter*)

# WINTER TONIC

reported by **LYNNE RUSSELL**, teacher-librarian, Lord Selkirk Elementary School, SD#39 (Vancouver)

The 1997 Winter Tonic for the Vancouver Teacher-Librarians' Association (VTLA) was again a great success. There were six sessions in total and teacher-librarians were able to choose two. Choosing was difficult as all of the sessions were inviting. Some highlights from the evening's sessions were:

Phyllis Simon from Vancouver Kidsbooks booktalked several new novels and sophisticated picture books for intermediate students. Some of her favourites were:

*The barn* by Avi is a pioneer story involving children on their own.

*The big bazoohey* by Peter Carey is a fantasy and great read aloud.

*A girl named disaster* by Nancy Farmer is about an African orphan girl and is one of the most delightful characters in intermediate fiction.

Wishbone Classics *Oliver Twist* and *Dr. Jekyll and Mr. Hyde* are only two in this series of other classic stories that have been simplified for students. They include information about the author and the time of the novel's setting making them more sophisticated than the Bullseye series.

These titles are only a few of many books Phyllis presented at this session.

A session with Jane Cobb offered wonderful and practical ideas for planning story programs for primary students. She told stories in such a way that we left with at least one to do in our own libraries the next day. Jane is the author of *I'm a Little Teapot* which is arranged thematically and is an invaluable resource for primary story time. Jane is a librarian at Fraserview Public Library.

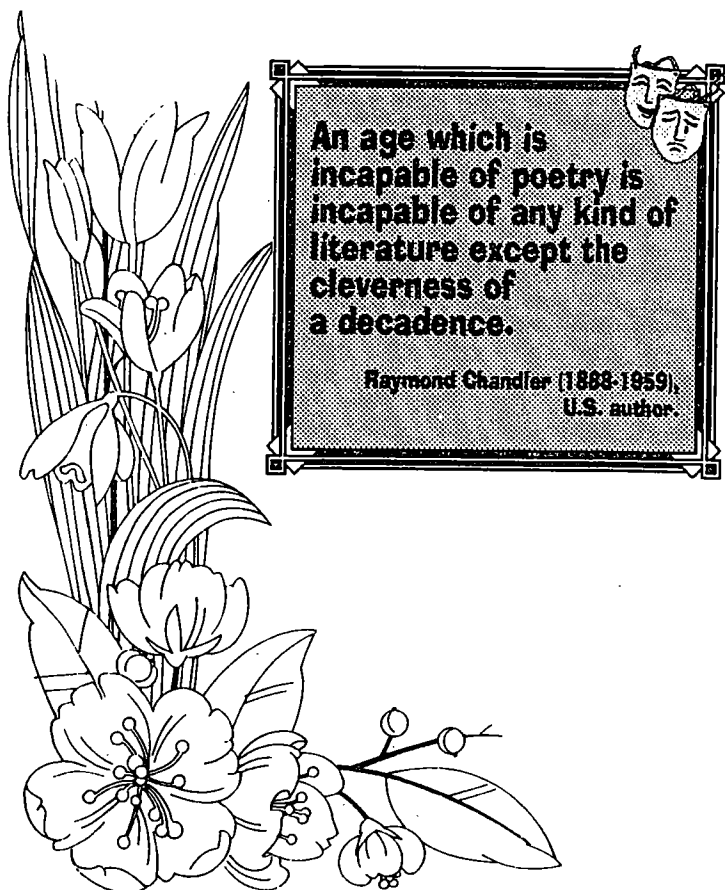
Laura Mousseau, teacher-librarian at General Gordon, shared some wonderful information about the "Roots and Shoots" program started in Tanzania in 1991 by Dr. Jane Goodall. "Roots and Shoots" exists to help young people to value themselves, each other, and all living things; to become aware of their

own relationship to the earth; and to take action to make the world a better place. Laura started the first of many "Roots and Shoots" clubs in Canada. Club members can become involved with exploring and enhancing local parks, fund raising to adopt chimps and perhaps even meeting Dr. Goodall herself when she visits Vancouver! Anyone interested in more information should contact Laura at General Gordon.

Margaret Jorgensen, a classroom teacher at Bayview, provided an inspirational session on literature strategies. Wow!

Glenys Galloway facilitated a successful sharing session regarding ESL resources.

Linda Bailey, a mystery writer who hails from Kitsilano, ended our evening with an informative presentation about the joys and woes of reading and writing mystery stories.



# AGNES NIEUWENHUIZEN: READING CRUSADER FROM AUSTRALIA

Summary by **JO-ANNE NASLUND**,  
Education Library, UBC.

*Language is the soul's ozone layer and we thin it at our peril.*

(Sven Birkerts: *The Gutenberg Elegies: the fate of reading in an electronic age*, Faber & Faber, 1994)

Addressing the Vancouver Children's Literature Roundtable April 10, 1997, Agnes Nieuwenhuizen talked about literature, reading, young adults and the Youth Literature Project. She quoted Sven Birkert, the award winning American critic and writer, whose collection of essays stirred in her powerful images of reading and articulated clearly the challenges facing those who advocate the reading of fiction.

After 25 years of teaching, Agnes completed a diploma in children's literature and started reviewing Young Adult fiction for some of the major Melbourne daily newspapers. She has authored several books for teachers about literature and based on her years of teaching, advocates reading aloud to students as one of the most effective ways of reaching even the most alienated young people. She spoke emphatically about *reaching* rather than *teaching* young people through literature. A poor choice of books and intensive and insensitive teaching of fiction in many secondary schools she suggested was responsible for turning countless numbers of young people off reading forever. She talked of the use and abuse of the novel and acknowledged that in Australia, on the whole there is far too much uncreative, non-literary teaching of literature and far too little reading happening. At senior secondary level ignorance and snobbery rather than a concern for high art and standards mean that even the most sophisticated and complex YA fiction fails to make it onto prescribed reading lists. As well, literature is too often chosen and excavated for issues and treated as therapy.

Impelled by these concerns, she developed the Youth Literature Project that now after seven years has an operating budget of well over \$100,000 attracting funding from both Arts Victoria, the

Literature Board of the Australia Council and from eleven Australian publishers who recognize that the Youth Literature Project contributes to the promotion of their books and authors. The aims and objectives of the project are as follows:

To promote literature, and in particular Australian literature, to and for young people with the intention of creating committed and lifelong readers.

To contribute to the achievement of literacy through contact with literature by complementing programs in schools and assisting and supporting schools in whatever ways required and appropriate. In the future this will involve incorporating innovative applications of technology.

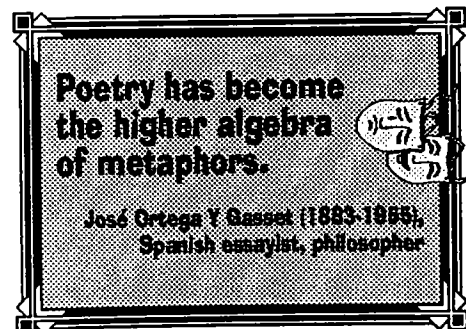
To facilitate cultural exchange and understanding through reading about other peoples and through contact with the literature of other cultures and countries, either in the language of origin or in translation.

To promote literature as a means of understanding oneself and reflecting on and responding to society, human nature and significant issues.

To forge and develop links between reading and writing and readers and writers.

To develop this project as a model that could be used in other Australian states or even further afield.

To take authors, books and literary activities to to read and by the strength of its determination to protect that time against all other demands. (Aidan Chambers: *The Reading Environment*, PETA, 1991).



# AM I CREATING A READING CULTURE?

by AGNES NIEUWENHUIZEN.

- Do I read?
- Do I read with pleasure?
- Do I read a variety of material including nonfiction, magazines and reviews?
- Do I go to the library? Do I go with my students or children?
- Do I consider buying books as worthwhile and as important as buying food, furniture, clothes, magazines, plants, videos, computer games, and tickets to the cinema, or do I consider books a luxury?
- Do I like talking to others about what I read?
- Am I interested in what young people read?
- Do we talk about books as a family, class, or staff?
- Do I ask my children or students to do things with or about books I don't do or like doing myself?
- Do I watch TV or mark work whilst asking my children or students to read?
- Do I protect reading time?
- Do I try to share the burden of keeping up and keeping informed with others?
- Do I refer to my school and public librarian?
- Do I let my children or students exercise choice and respect their opinions and tastes?
- Do I encourage and support author visits and literature-related activities?
- Do I always finish a book even if I don't like it or if I'm bored?
- Do I give and enjoy receiving books as presents?
- Do I consider young people's books as worthwhile as adults' books?
- Do I know what I mean when I talk about 'the classics' or the Internet?
- Are the males at home and at work involved in the business of reading?
- Do I believe reading really matters? Do I ask or talk about reading at parent teacher meetings?
- Am I thinking seriously about the impact of new technologies on the nature and experience of reading?
- Do I agree that fiction can help us think creatively about the world, about ideas, about others and ourselves?
- Do I try my best to convey this belief to others enthusiastically but without being dogmatic?
- Am I knowledgeable about recent Australian and overseas young adult fiction?
- Have I read a book during the past month?
- Do I understand the difference between mechanical and imaginative responses to a text?
- Do I always remember that fiction, drama, and poetry are works of art and not created as texts for study?
- Do I feel uneasy or unprofessional if my students or children aren't writing about what they read?
- Am I convinced reading widely, freely, and with pleasure, is the best way to become literate?

# FROM POPULATION GROWTH TO RECYCLING: ENVIRONMENTAL INFORMATION FROM STATISTICS CANADA

How many Canadian households seek out recycled paper products when shopping? How many tons of waste are produced annually by cities in Canada? Statistics are part of our daily lives. Understanding how human activities and population growth impact the state of our environment is essential to planning for the future. Statistics Canada is responsible for providing statistical information on virtually every aspect of the nation's society and economy -- information that is fundamental to clearly understanding Canada and its people. The agency gathers data by surveying Canadian businesses and households on a regular basis, then the results are compiled, analyzed and published via the internet, in CD-ROM format and through a variety of print publications. For librarians and teachers, these are important teaching tools. By learning to use them, students can engage in research, interpret and analyse statistical information, and share conclusions based on data relevant to their lives and communities.

Statistics Canada maintains two web sites, each available in both French and English, which students and teachers will find useful to explore: the Statistics Canada website at <http://www.statcan.ca> and the E-STAT website for educational institutions at <http://estat.statcan.ca>.

## **Statistics Canada Website** <http://www.statcan.ca>

Statistics Canada on the web includes Canadian Dimensions, the Daily, Products and Services, and a Thematic Search Tool for specific Statistics Canada surveys.

**Canadian Dimensions** is a reference source that includes over 300 tables on such topics as the economy, people, environment, land, state and education. The tables provide Canadian data from 1991 to 1994 on many topics and can easily be printed. Some of the tables that deal with the environment include:

- Forest land harvested and clearcut, Canada, the provinces and territories;
- Reforestation, area seeded and area planted with seedlings, Canada, the provinces and territories;
- CO<sub>2</sub> emissions from fossil fuel combustion;
- Air quality index, selected cities;
- Water withdrawal, by use and consumption, Canada;
- Canada's Atlantic and Pacific fisheries;
- Species extinct or at risk, by risk category and family;
- Household environmental practices, Canada and the provinces;
- Government pollution abatement and control expenditures.

The **Daily (releases)** provide highlights of newly released data together with information for finding more detailed facts. A search of the archived Daily releases, for example, using the keyword "environment" located *Energy Consumption and CO<sub>2</sub> Emissions by Manufacturing Industries in 1995*, which was part of the Waste Management Industry Survey. Summaries in the Daily often provide adequate information for secondary school level projects. For in depth research, however, the survey source would need to be consulted directly.



# Welcome to Statistics Canada!

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Statistics Canada publishes a wide variety of information on economic and social conditions in Canada. To access basic statistical information, select from one of these broad topics:

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- [The People](#)
- [The Economy](#)
- [The State](#)



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The **Products and Services** information on the internet (IPS) is the catalogue of Statistics Canada publications searchable by keyword, title and catalogue number. A title and abstract of the publications are given together with complete order information. A new feature of Products and Services is the inclusion of downloadable publications. For example, one could download *Canadian Cancer Statistics, 1997* by clicking the reference in IPS.

The **Thematic Search Tool**, currently under development, promises to become an invaluable aid to locating surveys and statistics on particular topics. For each survey details of the survey methodology and a summary of the results will be provided.

**E-STAT** <http://estat.statcan.ca/>



To use the E-STAT website on Schoolnet you must have purchased an account. The Ministry of Education in British Columbia has negotiated a provincial license for E-STAT. In this agreement, "Education Institution" means all public and separate, primary and secondary schools in the Province of British Columbia and independent schools with a Category 1 or Category 2 provincial funding status. The licence agreement establishes the price of E-STAT at \$100 (single user) or \$150 (multi-user) and \$75.00 for an add-on modules package. E-STAT is also available in CD-ROM format for Mac and PC.

E-STAT includes a sub-set of the Census and the CANSIM Time Series databases.

## **Census**

Every five years, Statistics Canada delivers a Census questionnaire to every household in Canada. The basic questionnaire asks about: the age, sex, marital status and mother tongue of the members of the household.

Every fifth household receives a longer questionnaire, which asks questions about immigration, ethnic origin, religion, education, employment, and income, in addition to the basic questions. The data from the 20% sample are weighted to represent the total population of Canada. The Census offers a picture of Canada at one point in time, Census day.

Census data on E-STAT are available for the following geographic levels: Canada, the provinces and territories, Census Divisions (regional districts, regional municipalities, etc.) and Census Subdivisions (municipalities, Indian reserves, etc.), or their equivalents. E-STAT can produce colourful maps to display census data. You can zoom in on the areas of your choice or drill down to a more detailed level (eg from province to regional district). You can also graph census data.

## **CANSIM TIME SERIES**

Time series are observations measured regularly (monthly, quarterly, annually, etc.) over a number of years. For example, every month the unemployment rate is announced on the news. This is from the Labour Force Survey (LFS). Another example is the cost of living, or rate of inflation, derived from the monthly Consumer Price Index (CPI). These are just two of the series in the CANSIM Time Series database on E-STAT.

There are over 2500 matrices, containing over 300,000 time series, on E-STAT. E-STAT will let you work with the numbers, to combine or compare more than one item. E-STAT lets you bring the columns of data to life, by presenting them as colourful graphs which immediately reveal the trends.

E-STAT offers a Teachers Handbook , which features a Guide to Data Contents and classroom applications.

In addition to the above resources, the following environmental publications are available from Statistics Canada.

### ***Statistics Canada Resources: Environment Education***

*Canada, a portrait.* (1995)

Frequency: Biennial \$39.95 (+ \$3.95 shipping)

ISSN 0840-6014 Catalogue # 11-403

Presents an overview of the social, economic and cultural life of Canada today. Features six chapters: "The Land", "The People", "The Society", "Arts and Leisure", "The Economy" and "Canada in the World". It includes 45 high-quality colour and black and white photographs. Eminent Canadians - Myriam Bédard, Evelyn Hart, Gerhard Herzberg, Graham Greene, Joe Schlesinger, Julie Payette - have contributed prefaces to each chapter. Additional quotes by and about Canadians and short feature articles complement the main text.

*Canada year book 1997/Canada year book 1997 on CD-ROM*

Catalogue # 10-3005XKE [Kit]

Available English and French editions \$129.00 (+ \$4.95 shipping - up to 5/mail)

A combination package comprised of a copy of the print version of Canada Year Book 1997 (11-402-XPE) and a copy of the electronic version of Canada Year Book 1997 on CD-ROM (11-402-XCB). See individual catalogue numbers for full details. The components of the package can also be purchased separately. Price note: \*A 25% discount applies to orders for the package received from libraries and educational institutions.

*Canada year book 1997 - Teachers kit (1996)* FREE

This kit contains specially developed educational materials designed to be used with the CD-ROM. Each kit contains 5 modules related to specific chapters/sections of Canada Year Book, as follows: The Health of Our Environment (Chapters 1 - 2: The Environment); the BIG Book about Canadians (Chapters 3 - 8: The People); Follow the Dollars (Chapters 9 - 14: The Economy) Making Canada Work for You (Chapters 15 - 16: The Nation); The 1997 Canada Year Book CD-ROM Scavenger Hunt (CD-ROM) PLUS A Teachers User Guide

*Environmental Perspectives Studies and statistics(1996)* \$35.00  
Catalogue No. 11-528-XPE, No.3 ISSN 1205-8386

This series presents the results of recent studies and surveys on current and emerging environmental issues.

*E-STAT (CD-ROM/Internet Account) (1996)* \$100 single user, \$150 multi user  
Mac and Dos Versions

*Households and the environment, 1994. (1995)* \$27.00  
ISBN 0-660-58923-0 Catalogue # 11-526

In 1994, Statistics Canada conducted the Household Environment Survey to measure household actions that have, or are perceived to have, positive or negative impacts on the environment. The subjects examined include recycling and waste reduction practices, energy and water conservation practices, the use of recycled products, and the use and disposal of potentially hazardous household substances.

*Human activity and the environment teacher's kit. May 1995.* \$ 120.00  
Catalogue Number 10-3002XKE [Kit]

Designed to familiarize high school students with the interrelationships between population, the economy and the natural environment. Kit includes three copies of Human Activity and the Environment 1994, for classroom reference; a teachers' guide with three lesson plans suitable for copying as needed; and a diskette of data selected from the publication, in Lotus 1-2-3 format which can be imported into most popular spreadsheets. Price note: A 30% discount for educators.

Try the following Internet activities which focus on the environment. Thanks to Joel Yan, Statistics Canada, for sharing these activities with us.

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This article is based on a presentation at "Catalyst 97," May 97, BC Science Teacher's Assn. by Jo-Anne Naslund, Education Library, UBC and Susan Lensen, Statistics Canada.

## ACTIVITY 1: ENVIRONMENTAL QUIZ - USING STATISTICS CANADA ON THE INTERNET

Open **Netscape** or other Web Browser Program.

Connect to Statistics Canada's Web Site by entering <http://www.statcan.ca>

The WELCOME screen, or Home Screen, presents you with a menu of choices for exploring Statistics Canada data. We will first concentrate on the section labeled, "Canadian Dimensions." Here you will find four major categories: The Land, The People, The Economy, and The State.

Click on **The Land** and then on **Environment** to come to data related to the status of Canada's environment. Now answer the questions below.

### FORESTS

1. Which provinces do you think have the most occurrences of forest fires due to lightning rather than human activities. Why? \_\_\_\_\_  
\_\_\_\_\_

2. Which provinces had the most forest land clear-cut? \_\_\_\_\_

### WATER USE

3. Out of the following: Agriculture, Manufacturing, and Thermal Power, place in order of highest water withdrawal to the least. \_\_\_\_\_ Were you surprised by the results? \_\_\_\_\_  
Explain the results. \_\_\_\_\_  
\_\_\_\_\_

### WILD LIFE AND FISHING

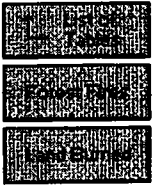
4. What is the status of each of these species? (Extinct, threatened, endangered)

Sea mink	
Wood Bison	
Cougar (eastern population)	
Great Auk	

### ENVIRONMENTAL HOUSEHOLD PRACTICES AND POLLUTION CONTROL

5. Do you think Pollution Expenditures have risen from 1989 to 1992 or gone down? \_\_\_\_\_  
Explain. \_\_\_\_\_  
\_\_\_\_\_

6. What are the two principal methods of travel to work in BC \_\_\_\_\_  
Give the percentages of British Columbians who travel by each method. \_\_\_\_\_  
What can be done to increase the number of people who use environmentally friendly methods to travel to work? \_\_\_\_\_  
\_\_\_\_\_



## Forest fires and forest land burned, by cause, Canada, the provinces, territories and national parks, 1993

	Forest fires			
	Total forest fires	Due to human activities	Due to lightning	Due to un-known cause
	Number			
<b>Canada</b>	<b>5,848</b>	<b>3,470</b>	<b>2,229</b>	<b>149</b>
Newfoundland	83	58	25	—
Prince Edward Island	29	23	—	6
Nova Scotia	317	303	3	11
New Brunswick	234	181	31	22
Quebec	543	429	111	3
Ontario	743	563	163	17
Manitoba	239	154	68	17
Saskatchewan	646	463	183	—
Alberta	848	309	517	22
British Columbia	1,497	842	609	46
Yukon	137	62	75	x
Northwest Territories	469	63	402	4
National parks	63	20	42	1

— nil or zero

x confidential

Source: Statistics Canada, CANSIM matrix 6081.

[ [List of Tables](#) | [Forest Fires](#) | [Land burned](#) ]

## ACTIVITY 2: PUBLIC ACCESS TO THE LATEST INFORMATION

Click on **Daily News** on the Statistic Canada home page.

1. How often does *The Daily* get published by Statistics Canada? \_\_\_\_\_

Click on **Search The Daily Archives**

Enter "waste" as a term to search for and then click on the **SEARCH** button. The Internet search mechanism will search for all data published by Statistics Canada related to waste or garbage.

2. How many issues of *The Daily* have data dealing with waste? \_\_\_\_\_

Click on **The Daily of August 18, 1995**. Read it and answer the questions below.

3. How much residential waste was collected per person in 1993?

a) 100 kg      b) 200 kg      c) 300 kg      d) 500 kg

4. The percentage of the population with access to recycling moved from 80% in 1990 to \_\_\_\_\_ % in 1993.

### **Latest Data on Employment and Unemployment**

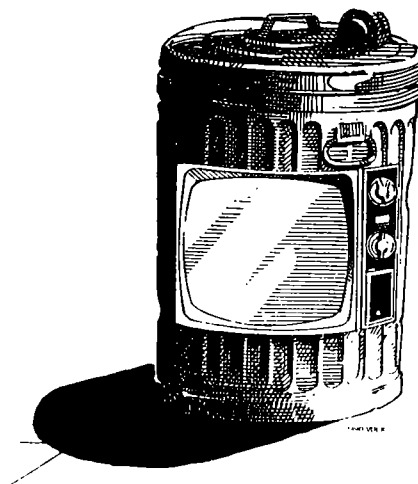
Hit the **Netscape (Back)** button twice to return to the **Daily News** page. Select **Latest Release from the Labour Force Survey (LFS)** and click on it. The Labour Force Survey is a monthly survey on the latest employment and unemployment trends in Canada. Read the first section of the latest release and answer the questions below.

5. How much did employment grow or decrease in the last month? \_\_\_\_\_

6. Would this be good news or bad news for the federal government? \_\_\_\_\_ Would it affect the potential date of their holding the next election? \_\_\_\_\_

7. Why could it be useful to citizens to access accurate information on what is happening in Canada?

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



### ACTIVITY 3: EXPLORING EXPENDITURES ON THE ENVIRONMENT

#### GETTING STARTED:

Open Netscape or other Web Browser program

To connect to the E-STAT Web site, type <http://estat.statcan.ca> in the address box and press **ENTER**

Be prepared to enter your **ID** and the **PASSWORD** of your school.

After clearing on the Entrance to ESTAT, you will be in the "Available Databases" page.

Select the CANSIM database and then scroll down and click on the Keyword search. Type **environment** in the search box and click on the Search button.

1. How many matrices (files) does the CANSIM database have dealing with the environment? \_\_\_\_\_

Scroll down to Matrix 2780, Federal Government Revenue and Expenditure. Click on it. This will bring up the detailed account of government expenditures since 1966. Use the down arrow to scroll down the list. **Holding down the Control key**, select Education, Resource Conservation and Industrial Development, and Environment, then click on Go.

It will ask you to select output format. Select 2-D Line Graph from the pull down menu. Then click on Output to generate the graph.

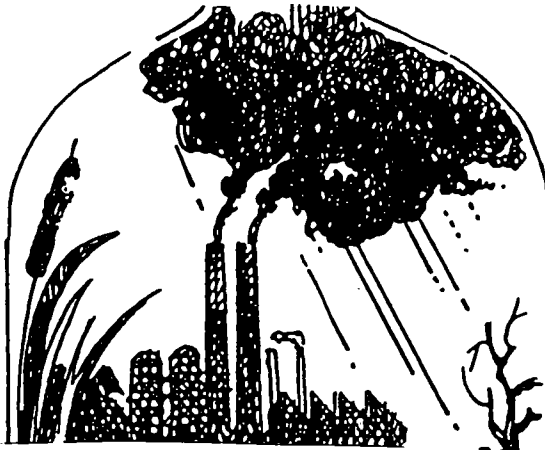
2. Which of the federal expenditures grew the fastest since 1966? \_\_\_\_\_ The slowest? \_\_\_\_\_

Now lets look at the actual values. Select the Netscape (back) key and reset the output form to **Time Series Combined into One Table - HTML Format**.

3. What is the amount the federal government spent in 1996 on:

- a) the environment \_\_\_\_\_
- b) total expenditure \_\_\_\_\_
- c) education \_\_\_\_\_
- d) resource conservation and industrial development \_\_\_\_\_

4. In what year was the federal expenditure on the environment the highest? \_\_\_\_\_



# TIME-SLIP FANTASIES: A NOVEL STUDY FOR GRADE SIX

by GAIL GRIGG, teacher, and RANDI HERMANS, teacher-librarian, East Chilliwack Elementary school, SD#33 (Chilliwack).

**GENERAL GOAL:** Students will be introduced to the genre of time travel

## OBJECTIVES:

### Content:

- Students will use different strategies for responding to literature
- Students will respond through writing, speaking and drawing

### Skills:

- Students will use complete sentences to describe the main characters in the novel
- Students will draw sociograms to show the relationships between the characters
- Students will complete a Time-slip grid. The grid will outline the central locations of the story, the vehicle of transport, the direction of travel and any historical connection or personal growth of the main character
- Students will write a literary letter or literary journal for one of the characters in the novel
- Students will give an oral book report

## TEACHING STRATEGIES: (Format)

Whole class instruction will be used to introduce the topic of Time-slip fantasies. Students will watch the video titled *The Olden Days Coat* by Margaret Laurence. A class discussion, following the video, will highlight the elements of time-slip novels.

The class will be divided into two groups. One group will work with the teacher on the novel titled *Matt and Jenny in Old Vancouver* by Terry Stafford. The other group will select a novel to read independently.

The teacher-librarian will review literary sociograms, letters and journals.

**TIME ALLOTMENT:** Three forty-five minute sessions per week were scheduled. Four weeks were allowed for the unit with students presenting their book talks on the last day.

**EVALUATION:** The group doing the independent book report will have a total of six assignments totaling 100 marks (see assignment page)

Students will be asked to sell their book to the rest of the class. There will be a vote for the book students most want to read.

## **Introduction to TIME-SLIP Fantasies**

Discussion on the possibility of time travel:

- If you could travel through time where and when would you go? What would you do?
- If you traveled to early pioneer days what advantages would you have with your knowledge of the future and your ignorance of their customs? What disadvantages would you have?
- If you traveled into the past and made a change, would it change the future?
- If you can travel into the future, has the future already happened? Is everything predetermined? Do we have free will?
- If you can travel into the past is the past still happening?

## **TIME-SLIP FANTASIES AN INDEPENDENT BOOK REPORT PROJECT**

**The assignments and marks for your novel are as follows:**

Title page (title, author, picture)	10
Time-slip grid	15
Characters - List the main characters and write a detailed description for each one. This needs to be done in complete sentences	20
Sociograms	
• present day	15
• time-slip (explain the relationship)	15
Literary letter or literary journal	10
Time line of important new events	<u>15</u>
Total	100

Prepare to sell your book to the rest of the class. There will be a vote for the book students most want to read.

### TIME-SLIP GRID\*

Novel	
Central character	
Age	
Sex	
Companion	
Locality 1	
Locality 2	
Portal (vehicle of transport)	
Direction of travel	
Historical connection	
Personal growth	

\*Adapted from A time-slip comparison grid from the book titled *Bringing it All Together: A Program for Literacy* by Terry D. Johnson and Daphne R. Louis.

## TIME-SLIP NOVELS BIBLIOGRAPHY

Craddock, Sonia. *Secret of the cards*. Richmond Hill, ON: Scholastic Canada, 1990.

Jackie's always the new kid. She wants to make a friend, but she's so shy. Then she finds an old greeting card collection hidden in her window seat, and the spirit of a girl appears. The girl says her name is Ellen, and the cards belong to her!

Hutchins, H. J. *Within a painted past*. Willowdale, ON: Annick Press, 1994.

Suddenly Allison's summer holiday in the Rocky Mountains is tangling her up in a mystery. One day she notices there is snow falling out of the painting in her room! When she goes to investigate, she finds herself stepping right through the picture—and into 1898.

Laurence, Margaret. *The olden days coat*. Toronto, ON: McClelland and Stewart, 1979.

Lawson, Julie. *White jade tiger*. Victoria, BC: Beach Holme Pub., 1993.

Jasmine is not sure she likes the idea of being stuck in Victoria, BC while her father goes to China. But on a field trip to Chinatown, she changes her mind. Passing through a doorway in Fan Tan Alley, she mysteriously finds herself in the Chinatown of the 1880s.

Lunn, Janet. *The root cellar*. New York, NY: Puffin Books, 1985.

Twelve-year-old orphan Rose, sent to live with unknown relatives on a farm in Canada, ventures into her aunt's root cellar and finds herself making friends with people who lived on the farm more than a century earlier.

Major, Kevin. *Eating between the lines*. Toronto, ON: Seal Books, 1995.

Jackson is a young man with an appetite for many things, including words. But faced with parents on the brink of breakup, he finds it hard to come up with the right words to solve his problems. Jackson discovers he has the bizarre ability to project himself physically into books that he reads.

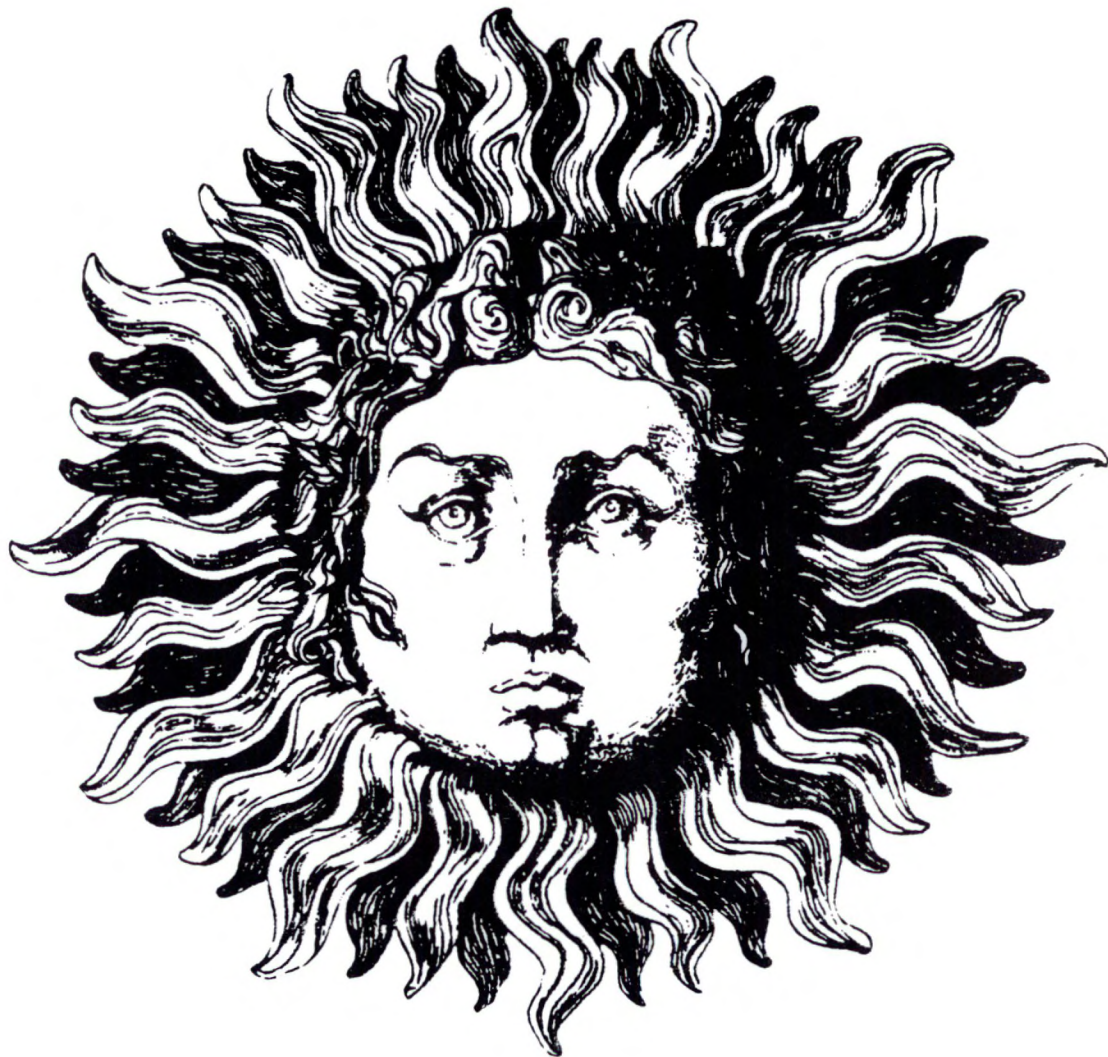
Taylor, Cora. *The doll*. Toronto, ON: Douglas & McIntyre, 1992.

"Meg lay there, her eyes closed. She was aware of the doll. Without opening her eyes or turning her head, Meg could feel the staring eyes. She suddenly felt drowsy after all." This is the first of many journeys that Meg and the doll will make into the past where she becomes Morag and is welcomed into the heart of a warm and loving pioneer family.

Yolen, Jane. *The devil's arithmetic*. New York, NY: Puffin Books, 1990.

Hannah resents the traditions of her Jewish heritage until time travel places her in the middle of a small Jewish village in Nazi-occupied Poland.

# REGULAR FEATURES



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## ASK THE EXPERTS

by **ELIZABETH SMITH**, teacher-librarian, Shaughnessy Elementary School, SD#37 (Vancouver) and **BARBARA SMITH**, teacher-librarian, Larson Elementary School, SD#44 (North Vancouver).

Q. What can I do when someone asks for a poem about a particular topic? This kind of search is very time-consuming!

A. by Elizabeth

A reliable and comprehensive resource for locating specific poems is Granger's Poetry Index. Granger's is a reference tool which is usually available at your local library. The most current editions may be located at the main branch. University and College libraries are also good places to locate Granger's.

Granger's Poetry Index on CD-ROM is also available as Columbia Granger's World of Poetry. Predictably, it is costly. This tool locates a poem in an anthology by author, subject, title, first line or keywords in its title or first line. As well as indexing hundreds of thousands of poems, it has the complete text of selected poems as well. Print capabilities make the search process efficient. Vancouver Public Library has this CD-ROM available on its LAN.

Another poetry index on CD-ROM is Poem Finder '95. This resource indexes 500,000 poems and 70,000 authors. It was selected by the ALA reference books bulletin board as an all-time outstanding electronic reference resource. It has full bibliographic info with page numbers for poem sources. Cost: \$300 US for a single user; \$455 US for 8 users.

If you are a poetry buff, and if you have Internet access, you might try this URL:

<http://www.uct.ac.za/projects/poetry/library.htm>

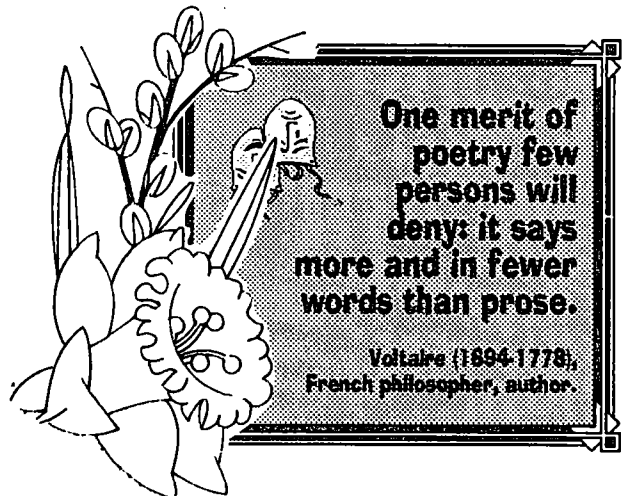
This web site links to various poetry banks and collections. It is short on children's poetry, however.

If you are unable to access these resources yourself, try a research librarian at your neighbouring public library. She/he will often oblige by doing the search for you.

A. by Barbara

Nothing can compensate for the teacher-librarian knowing her own collection. In an average school library resource centre you won't have most of the collections listed in Granger's.

- Start reading poetry, and make your own subject index.
- Use a computer database programme. Invite students to add poems to the database.
- Perhaps the library club could take on indexing some of the collections.
- Farm out a poetry book to an interested class. If the teacher reads a poem a day, and has the class suggest some subject headings, you have killed two birds with one stone. Students and teacher have had an encounter with poetry, and you are building your poetry subject index.
- A parent with a background in literature might help.
- Suggest that the teacher make the location of a topical poem an assignment for the class. Students can browse the collections and see if there's a poem that illustrates a concept.



# THE PORTRAIT: ROBERT HEIDBREDER

by ELLEN ROTHSTEIN, teacher-librarian, G.T. Cunningham Elementary, SD#39 (Vancouver).

Robert Heidbreder was born and raised in Quincy, Illinois, in the heartland of the American midwest. He received a B.A. in classical studies from a college in Iowa and then continued graduate work in Greek and Latin at the University of Washington. Bob left the United States during the Vietnam War years and came to live in Canada. He continued post-graduate studies in the classics at the University of B.C. and later earned a teaching certificate. Heidbreder became a Canadian citizen in 1976 and today he lives and teaches in Vancouver.

In our interview Heidbreder said he started writing poetry as a reading strategy for teaching primary children. Many of his students, with English as their second language, were having difficulty with reading but the rhythm of poetry seemed to help their comprehension and reading skills. So Heidbreder began writing poetry for his class. He discovered that the children responded to the rhythms and playfulness he would bring to the subject matter. Bob also told me the students would get involved by developing movements and actions to go with the poems. In an earlier profile of Heidbreder written in *Ladybug Magazine* (March, 1996) he elaborates about his start in creating poetry.

"...In my first classes, many of the children were from other cultures and other experiences. They spoke an array of different languages. I used the lively language and rhythms of English nursery rhymes and poems to help them read, write, and speak English. Then I started more and more to write my own rhymes to fill the gaps in what we were studying—rhymes about flowers, colors, days of the week, time, spiders, food. Language and play: I wanted these to merge in my writing, as they did in my childhood, so I tried to make my rhymes active, shuffle-and-shift-about rhymes. I wanted children to move around in some way as the poem moved off the tongue..."

Many of the poems Heidbreder wrote for his classes are now included in his first book of poetry, *Don't Eat Spiders* (Oxford University Press, 1985).

The book's title comes from a poem of the same name in the anthology. Bob mentioned that the actual idea of the poem resulted from studying spiders with his class, when one of his young students advised him not to eat spiders.

"Daddy said to me,  
"Don't eat spiders,  
Don't you dare,  
They may be delicious,  
But I don't care.  
Don't eat spiders,  
That's what I said..."

In our interview Bob said he thinks of poetry as a part of culture. He wanted to write poems that exposed children to a Canadian heritage. This is evident in his most recent poetry book, *Eenie Meenie Manitoba* (Kids Can Press, 1996). In a speech Heidbreder gave to a teachers' workshop he stated, "... I wanted the poems in *Eenie Meenie Manitoba* to reflect Canada in a variety of ways—its place names, its spellings, its foods, its habits—so that as children learned these echoes of traditional rhymes they would also learn a sense of place—whether they knew the place or not..."

"Inken Tinken wildlife  
Lost your horse in Yellowknife.  
Inken Tinken gander goose  
Rode instead a hairy moose.  
Inken Tinken moose got stuck,  
Took a Tuktoyaktuk truck."

*Eenie Meenie Manitoba* continues Heidbreder's exploration of the relationship of language and play. A suggestion on how to incorporate movement (e.g. ball-bouncing, skipping, actions, clapping, choosing) accompanies each poem in the book.

Many of Heidbreder's poems have been anthologized in books in England, the United States and Canada. He has also been a contributing author in the Houghton Mifflin reading series *Waves*, and the

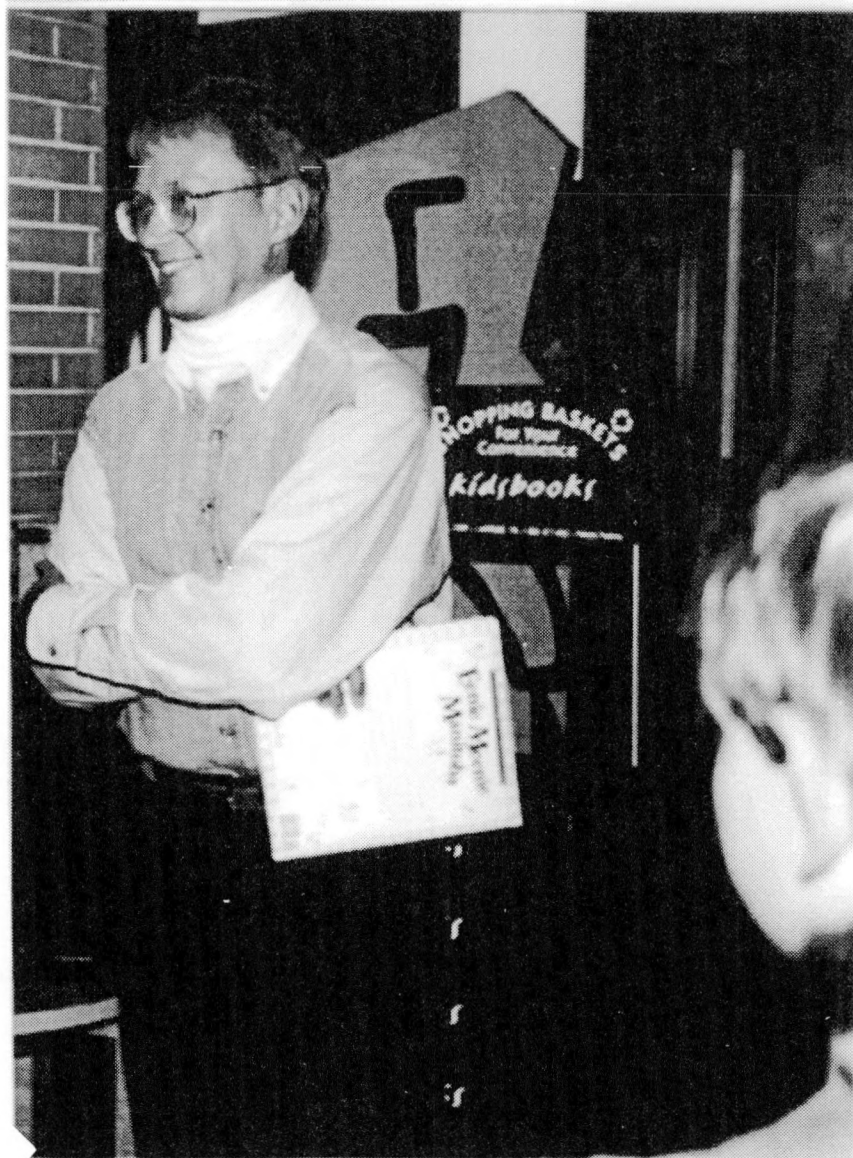
poetry book edited by Florence McNeil, *Do Whales Jump at Night?: Poems for Kids* (Douglas & McIntyre, 1990.)

Bob told me he has always loved poetry, the rhythm of language. He listed Yeats, Wordsworth and Dickinson as some of his favourite poets. In children's poetry he enjoys the works of Dennis Lee, Eve Merriam and Lillian Moore, although he said he

is afraid that when he is writing his own poems he might unconsciously imitate their styles.

Bob Heidbreder is a great advocate of teaching poetry to children. He truly enjoys writing and reading poetry with his students. Presently, Bob is continuing to write poems for his primary class at General Gordon Elementary School in Vancouver and is still planning to publish more of his work.

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# BCTLA CHAPTER REPORTS

## POLITICAL ACTION AND ADVOCACY

### Greater Victoria

- Attended a joint meeting with Sooke, Saanich, and the Gulf Islands teacher librarians to discuss the pros and cons of amalgamation and how such a proposal would affect us
- Beneficial from the point of view of sharing ideas, problems, thought-provoking comments, although nothing was finalized. Busy even though we have only eight active members Trying to encourage those of our colleagues who still have some library time available to participate and hope that they will do so this coming year
- Ironical that we who helped sustain and support local private schools are now being helped by them — their local association has taken to inviting us to their meetings!
- A few vice-principals or principals “were in charge” of the library resource centres in their schools
- A number of teachers were supervising clerical or student assistants who run the library resource centres
- 14 teacher-librarians (among 54 schools), of whom only one is full time, all others teach half time, work half time or less, and/or do preparation time
- Four members are involved in the LSA, although two or three others like to hear what we are doing
- Two members attended the BCTLA conference in Saanich
- Four members attended Future Designs meetings held by the district, and try to be of service to the other teachers involved.
- None of us has the time or energy to attend chapter meetings, which is a shame, but the contact person passes on any information received and tries to stay in touch with the provincial scene
- We are still alive and trying! The GVTLA is losing one of our most conscientious people with the retirement of Joan Boyd, teacher-librarian at Mount Doug. Her expertise, her leadership, and

her effort over the past 25 years has helped much to maintain the high level for which we all aspire. The work that she has done for the students, teachers, and, indeed, the district will probably remain unnoticed until someone needs a job to be done and there will be no Joan to do it.

### West Kootenay

- Amalgamation has combined Creston with Nelson and Castlegar with Trail, the former pair now known as West Kootenay.
- Castlegar and Trail have decided to create their own chapter; enough interested and talented teacher-librarians to make a strong local, we wish them the best.
- Statistics gathered and shared with administration and teachers
- Decentralized decision-making, AOs can make or break a library resource centre program
- Knowing what is happening elsewhere helps keep AOs interested
- Nelson area concerned about losing their district resource center through amalgamation, but it looks as if both Creston and Nelson DRCs will continue to run
- Apprehensive about staffing levels, but no information yet

### New Westminster

- Three of our best-trained, most experienced teacher-librarians are retiring this June. This will be a great loss to the district, and we are not sure to what extent they will be replaced. We will keep hoping for the best and will encourage staffs to keep school library resource centres well maintained.

### West Vancouver

- 0.2 cutback in ancillary services in 1997-98.
- Report pending on status of district learning resources centre
- Plan a presentation to the board outlining role of teacher-librarians
- Elementary teacher-librarians expected to play major role in technology, along with resource-based learning, information literacy, library automation, cooperative planning and teaching
- Little or no clerical help available, budgets critically reduced
- Chapter hold regular meetings; communication

and involvement with school and district committees helps to keep teacher-librarian issues alive

- Support network of teacher-librarians is invaluable

#### **Sunshine Coast**

- Five of nine elementary schools have teacher-librarians, two have administrators as designated part-time teacher-librarians, and two have library assistants or technicians
- Two of three secondary schools have new, upgraded library resource centres with improved technology
- Our chapter designed a library services survey in order to: a) help students, parents, and educators evaluate learning resources in their schools; b) help promote equal opportunity for all students to develop information literacy skills as specified in new ministry curricula, and to develop interest in life-long learning; and c) inform all parties of the current status of each library resource centre in the district. Our chapter hopes the publicized results will heighten awareness regarding the widening disparities among library services in the district.

#### **Saanich**

- After participating in a Quad District teacher-librarians' meeting to discuss economic restructuring proposals we prepared a letter to express our concerns and ideas, which was sent to board trustees, district administration, school-based administrators, teacher-librarians and the local union president. We enclosed a selection of research findings on the role of teacher-librarians, adapted from Ken Haycock's work.

## **CURRICULUM AND PROGRAM DEVELOPMENT**

#### **West Kootenay**

- Teacher-librarians on every curricular committee, with input on purchasing and programme implementation, our perspective is heard, and we have information to guide program development
- One secondary library scheduled evening hours, teacher-librarian Carol Westmacott is pleased with the response, students using the Internet and working on projects.

#### **West Vancouver**

- Teacher-librarians were represented on the district technology committee
- Secondary and Elementary teacher-librarians met to prepare orders for the district resource centre.
- Several teacher-librarians working on in-service and selection of literature resources for the district

#### **West Vancouver**

- Recent involvement in helping design our five-year district technology plan, including upgrading technology for library resource centres
- Chapter funded all grade one and two students from schools served by our members to attend a live dramatic production of Franklin stories, at a local theatre.

#### **Saanich**

- Met with Greater Victoria Public Library children's librarians; since there are very few teacher-librarians in the district, they are finding the enormous demand for services difficult to meet.
- Chapter developed a set of materials detailing the research process for distribution to children and parents who use the public library for help with school research assignments. The package contains a poster detailing the research process, bookmarks, and two brochures for parents and teachers.
- We plan to distribute the materials in schools early in September, and to do promotional talks

## **MEETING IDEAS**

#### **New Westminster**

- We hold regular monthly meetings, hosted at different schools so we can see how each is progressing.
- Book sharing talks
- Updates on automation and information technology skills

## **SPEAKERS AND WORKSHOP IDEAS**

#### **West Kootenay**

- Kevin McKendy on Media Education
- Speaker from Kamloops, on world issues, multimedia, encouraging integration of research skills

### **Greater Victoria**

- Worked with Marlene Recchi and Future Designs to present a workshop at the Showcase '96 held at UVIC on April 22, 1996.
- Two sessions on the topic "How can teachers become more involved in making learning more interesting and challenging for students?" which was well received by those attending.
- Met with the Independent Schools teacher-librarians to hear Shirley Lewis, president of the Canadian School Library Association, as well as to peruse books from her firm, Shirley Lewis Information Services, Inc.

### **West Vancouver**

- More meetings this year, as many issues required input and discussion
- For the first time in many years, we saw new members join — new ideas and contributions
- Guest speakers include public librarians, a Cancopy spokesperson, and the district superintendent
- Reports from major conferences attended by our teacher-librarians

### **Saanich**

- Chapter focused on media education, information technology, and advocacy
- Received a grant of \$3000 from district professional development fund to provide release time for various activities
- Members attended workshops on Internet, as well as other media technology
- Extensive workshop with district technicians on trouble-shooting in the library
- Funded several teacher-librarians to attend the BCTLA conference "Shaping Reality." Two members were on the conference planning committee.

## **AUTOMATION**

### **Greater Victoria**

- Several workshops were held dealing with CDs, hot line support, purchasing of district licenses for Kiosk, World Book, etc.
- Established a conference folder built into First Class which is becoming a very useful communication tool.

### **West Kootenay**

- Eloquent used in Nelson, almost all schools up and running
- Nelson DRC will be converting to Eloquent, catalog to be sent out to schools on disk, saving paper
- Many schools have networked library resource centres
- Almost every library resource centre has Internet access
- Creston uses Mandarin system, Nelson teacher-librarians will visit and compare technology
- Concern about level of technical assistance available to library resource centres in wake of local area network installations, priority for support tends to favour the LAN. An automated library resource centre is difficult to access when the system is down.
- Cataloguing: who can and should be cataloguing? CUPE filed a grievance claiming library clerks should have this work. Teacher-librarians believe they should be able to choose to do their own cataloguing, buy commercially available records, or use a commercial cataloguer. The grievance is at the third level as of April 1997.

### **New Westminster**

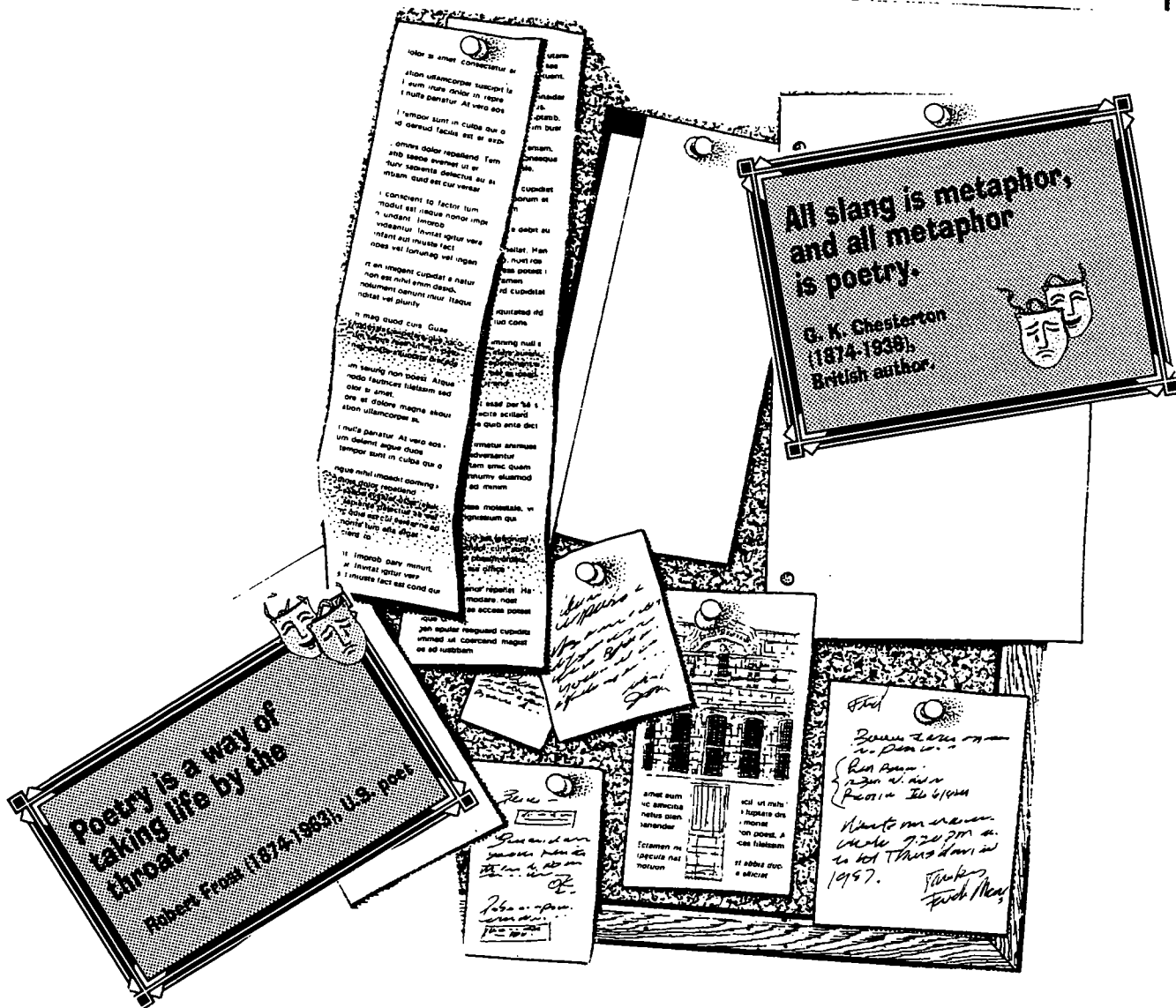
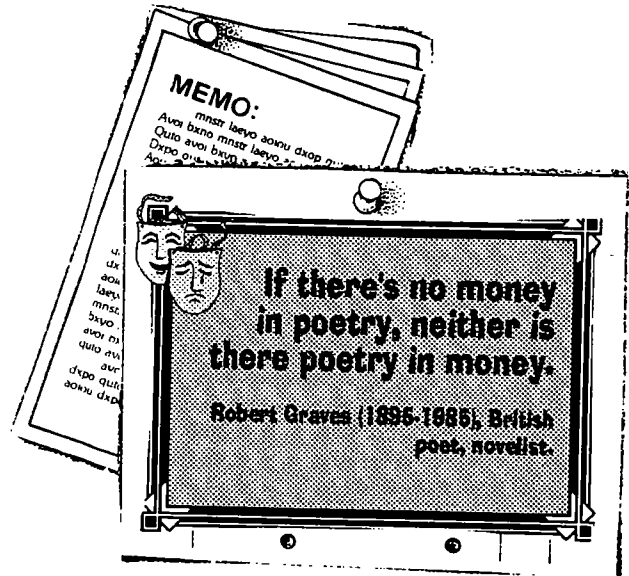
- During 1995/96 worked to have Follett Automated Library system approved for our nine elementary schools
- Connaught was the first to automate because a fire had destroyed the collection.
- Hume Park, formerly an annex, started up a library collection of its own, so also automated
- Both schools worked successfully, giving support to the recommendation that we immediately proceed with the rest of our elementary schools
- Schools starting up first were allowed more library clerk time.
- Work-experience secondary students under the direction of a library clerk from the high school began bar coding the collection at Herbert Spencer Elementary, our largest elementary school, with approximately 11,000 books. Records were supposedly entered into the database at that time. However when the school got its hardware and the students tried to check out books for the first time, most of the titles showed up on the computer as "not existing." The school had to use the card catalog for the rest of the year while the teacher-librarian and the clerk re-entered data. Other schools had a

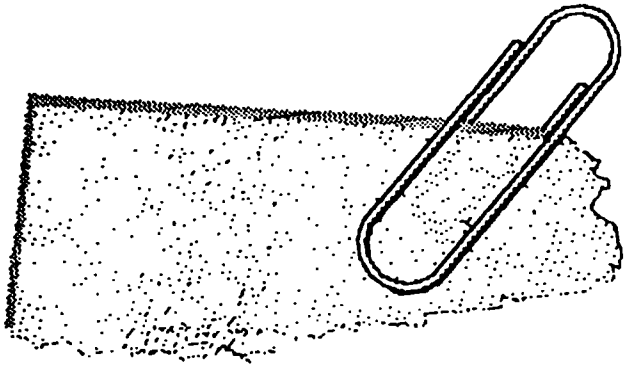
more successful startup, where computer-literate teacher-librarians took charge of the data entry.

- In 1996-97 there were further complications as a district network was installed in all elementary schools.
- District funded all elementary and secondary teacher-librarians and library clerks, as well as district media centre staff, to attend an all-day Follett workshop, which proved to be very helpful. Schools are getting into Follett at their own pace, with district media centre support.

### West Vancouver

- MultiLIS automation project in the three secondary schools is almost complete. Wide area network almost complete. Plans to begin automating elementary schools still in the long term





## NOTES AND NEWS

by WILLA WALSH, Senior Editor

### VANCOUVER CHILDREN'S LITERATURE ROUNDTABLE

Vancouver Children's Literature Roundtable goes on-line! Be sure to join the Roundtable News to keep current with Roundtable events, authors and children's literature. Just send an e-mail message to [majordomo@interchg.ubc.ca](mailto:majordomo@interchg.ubc.ca) and in the message text type—subscribe roundtable-news your name. Visit the Roundtable's web page at: <http://www.library.ubc.ca/edlib/rdtable.html>. This is where you will find information about members, events, newsletters, web links and the Information Book Awards and winners.

### THE BRAINIUM: INTERACTIVE ADVENTURES IN SCIENCE

A licensing agreement that will immediately connect a pioneering on-line science resource to BC classrooms was announced on February 28th, 1997 by Premier Glen Clark and Terry Hui, president of MultiActive Technologies Inc. of Vancouver. The three-year license allows any public school to register directly with MultiActive and receive the product and customer support at no additional cost. This exciting new learning resource called *The Brainium* takes students and teachers on a unique adventure into science by using the power of the Internet to make learning fully interactive and collaborative. The product was introduced into eight pilot schools last fall and will continually evolve and grow as classrooms across the province provide input and content.

Geared to grades four to eight and based on the provincial science curriculum, *The Brainium* is the first on-line multimedia product to be licensed for delivery to schools via the Provincial Learning Network's new internet connection being installed across BC. *The Brainium* takes students beyond the walls of the classroom to explore a world of constantly evolving science information where enthusiasm for learning is fostered and encouraged for teachers and students alike. Designed as a living magazine to supplement the core curriculum, *The Brainium* will keep students current about science

It is made up of three learning modules: Science Magazine—a dynamic resource filled with current information, games, activities, career profiles, internet links and chats; The BugZone—a series of animated episodes that feature a colourful cast of bug characters who encourage students to use their science knowledge to solve problems; and Teacher's Prep Room—a teachers-only planning and resource area. MultiActive has partnered with textbook publisher ITP Nelson to provide core content in the Science Magazine's Infomactor section as well as distribute the product to BC schools.

Teachers can register for *The Brainium* on-line at [www.brainium.com](http://www.brainium.com) or by calling 1-888-BRAINIUM (1-888-272-4648). A free limited version can be viewed by the public at the same web site address.

For further information, contact: Sandy Johnson, Support Manager, MultiActive Technologies at Tel: (604) 601-8124; Fax: (604) 601-8127; Email: [sjohnson@multiactive.com](mailto:sjohnson@multiactive.com)

**Individual school licenses have been purchased by the BC Ministry of Education for all interested BC public schools.**

### Update: The Brainium Now Available to Students at Home!

Your students can now use *The Brainium* from home. A complimentary home version is available to all students registered at school as users of *The Brainium* in BC. Once your school is registered all students are eligible to access *The Brainium* from home—even if you do not have the technology in your school! Students can interact with Canadian scientists, vote on their favourite science web sites, participate in *The Brainium's* own science newsgroups, publish their own science news stories and much more. Activate

your license by contacting Sandy Johnson at the above numbers.

## TEACHER ACTIVISM IN THE 1990s

This new book, published by James Lorimer & Company Limited, is available and of great interest to teachers in these times of cutbacks and threats to public education. The future of public schools is in jeopardy—but parents and teachers can work together to preserve it. Class sizes are increasing, funding for support services, textbooks and curriculum materials is being slashed. Private sector partnerships may intrude upon the traditional neutrality of schools. To find out how to protect the quality of public education in Canada read this book. It is available in bookstores across Canada.

## READING BAN

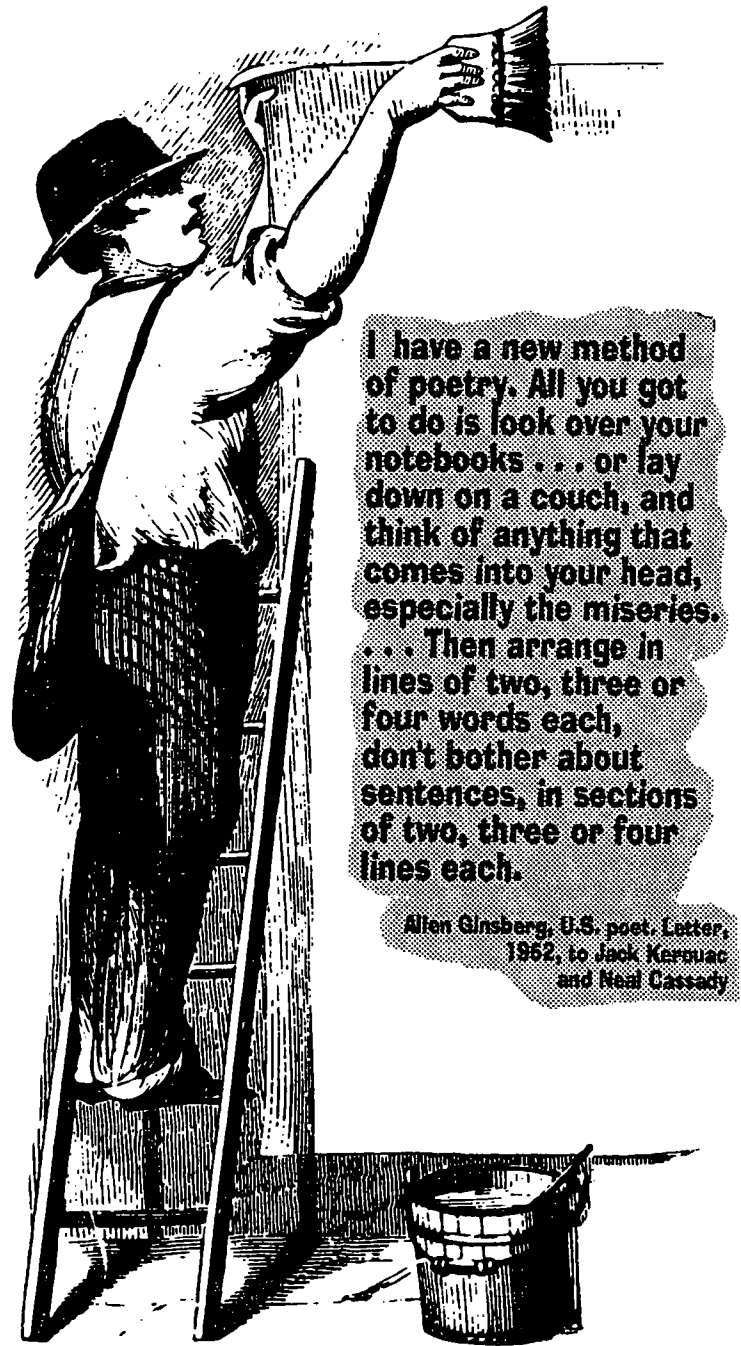
*The Province* of March 24th, 1997 ran this shocking article:

No reading, please, this is the school library. A parent challenged the policy of forbidding kids who stay in at recess for health reasons from reading in the library at an elementary school in Edmonton. They must sit in silence in an area in the library called "the pit" and do nothing. The parent's nine-year-old child, who was recovering from a chest infection, says the principal, librarian and teacher all insisted her child not read at recess. The principal said the ten-year-old policy was created because too many kids were getting permission to miss recess. Sitting in silence may be boring, but is not punishment, the principal suggested. Exceptions have been made when parents requested it!

## HORIZONS '97 CONFERENCE— "CUE TIPS," OCTOBER 23-25, 1997

This year the Horizons '97 conference is being held in Surrey—at two locations connected by a five minute shuttle bus ride. Both platforms will be well represented. The schools are North Surrey Secondary School and Fleetwood Secondary School. The keynote this year, Norm Lee, is a dynamic speaker and winner of several awards for teaching excellence. He brings a wealth of knowledge of Canadian

practices regarding information technology that rivals any one on the planet. Octoberfest, on-site vendors, 100 plus sessions, prizes, concessions, and lunches for two days are part of the conference—including membership for \$135 for BCTF members. Check at the web site for detailed information as the program grows: <http://www.bctf.bc.ca/PSAs/CUEBC> or Phone/Fax: (604) 538-0050.



I have a new method of poetry. All you got to do is look over your notebooks . . . or lay down on a couch, and think of anything that comes into your head, especially the miseries. . . . Then arrange in lines of two, three or four words each, don't bother about sentences, in sections of two, three or four lines each.

Allen Ginsberg, U.S. poet. Letter, 1962, to Jack Kerouac and Neal Cassady

# THE DEEP END

by DONALD HAMILTON, education librarian, University of Victoria.

## Poetry it is not!

This may not be poetry  
but, it has some passion.  
It is reprinted here,  
modestly  
after it appeared on the  
BCTLA and ATLC  
listservs.

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FAX to Mrs. Constance Rulka, Chair, Howe Sound School District #48  
1-604-892-1038

From Donald Hamilton, Education Librarian,  
University of Victoria  
1-250-995-1461

It is with profound regret that I must add my voice to the many others who are disappointed in your decision (and that of your board) to reduce library services in your District. I am aware that you have been given no options. You are required by law to meet the budget restrictions you have been given. What is sad is that you appear have given up.

There is an abiding mythology that the school library can still function when the expertise is removed or reduced. The space will remain but the program withers. And it is the PROGRAM that is important! Why is it so hard to recognize that the school library is not books on shelves, or tables and chairs! The school library is a program that offers the right materials to the right children, for the right purpose at the right time! It is a program that confirms for teachers who recognize its purpose, what skills and understandings need to be developed and reinforced so that each child can utilize and benefit from the materials assembled for their use. Take away the program and you rob the school library of its heart. The stuff that is gathered there

will no longer meet any specific needs, children will no longer require its special teaching, and the school will lose yet another opportunity.

Why is it that you and your Board have not challenged the Ministry on this issue? How can they continue to provide remarkable, expensive spaces called school libraries and fail to provide for the program that will make that space important? Why does your Board not demand clarification and support on the issue of school library funding rather than accepting as inevitable the need to cut these "non teaching" positions.

I will admit freely admit to being a teacher-librarian. I have been involved in this special area for over 30 years. Teacher-librarians have laboured long in the service delighting in the slow, steady recognition by teachers, parents and students that engaging a wide range of quality learning resources in a meaningful, directed way would in time assist all learners to come to a individual learning style that would last a lifetime. Decisions like yours (and they are being made all over the province) reduce the opportunity to provide a learning environment freed from the constraints of the school and the bounds of the curriculum. I think that the latest noise over homophobic values confirms that view when the Premier and our Minister of Education recently stated that the school library offers "other" points of view that all our children must be able to engage. The school library must be free to be free. Take away the program and who will select those important materials?

I hope that you could challenge the government to provide the resources you need to do the job you have been entrusted to do.



# 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.fvrcs.gov.bc.ca*

## INTRODUCTION: MORE POWER!

"More power!" If you've ever watched the television comedy program, "Home Improvement", you know what I'm talking about. The show's main character, Tim, "The Tool Man" Taylor is constantly tinkering with the machines and devices to make them work quicker, pop higher, spin swifter or go faster, usually with disastrous and hilarious results.

I wonder if Tim Taylor has ever tinkered with a Web? Now there's something that could use more power and speed especially for dial-up users. How many times have the immortal words, "Wow, is this ever slow!" been uttered while waiting for a Web page to load or a graphic to be displayed?

Part of the problem is access speed — the speed at which the user connects to the Internet. For dial-up users (those people who use a modem and telephone line) this speed is determined by the swiftness of the modem. At present, the common modem speed is about 28,800 bps (bits per second). Last year, the average speed was 14,400 bps and not long before that 9,600 bps. Next year's standard may be at 56,000 bps or better.

While modem speeds have increased dramatically over the past years, so too has Web content. Not long ago, the average Web page contained a few small pictures and a bit of text. Today, it's not uncommon to find giant graphics, large pictures, spinning images, animation, sound, etc. : all of which translates into huge computer files and long download times even with a fast modem.

As a result, no matter how often we upgrade our modem, the graphics, animation and images on Web pages seem to get bigger and bigger. At first glance, the situation seems hopeless. Nevertheless, there are a few things over which we still have some control and that includes what is being accessed and how it is being accessed. It is here that we can assert some influence and authority. For example, there are a few things which can be done with the average Web browser to speed up access so that a lot more time is spent viewing and a lot less waiting.

While the following suggestions pertain specifically to Netscape Navigator and Microsoft Internet Explorer, many of the suggestions will also work with less known browsers such as Mosaic, MacWeb or Cello.

## START WITH A BLANK HOME PAGE

It's amazing how many people go to the Netscape or Microsoft home page when they first start their Web browser. What a time waster. Instead, have your browser go to a blank home page when first started.

Within Netscape Navigator, this is done by selecting the "Blank Page" button on the General Preferences page, which is found on the Options menu. The next time the Web browser program is started it will begin immediately with a blank page.

If you want Internet Explorer for Windows 95 to open with a blank page, open Internet Explorer normally. A window to verify making a connection appears. Click on "Cancel.." Internet Explorer reports that a connection could not be made. Click the "OK" button. Internet Explorer loads "blank.htm", a document on your computer's hard drive. Choose "View", then "Options..." From the Options menu, select the Navigation tab and from it find the "Choose Start Page" option. Select the "Use current" option. Internet Explorer's start page is automatically set to "file://C:\Windows\System\blank.htm". This blank page loads very quickly.

Microsoft Internet Explorer for Macintosh can also be set to open with a blank page. From the "Edit" menu, choose "Options...", then click on the "Home/Search Page" tab. If the "Use None" button is available, then click on it. If the "Use None" button is greyed out, your browser is using Internet Config, a Macintosh Internet configuration utility. In this case, click on the "IC settings" button, then click on Internet Config's "World-Wide Web" button. Check that the Home page field is blank. Save changes (File, Save) and close Internet Config. The next time you open Internet Explorer, it will open with a blank page. The most current version of Internet Config is

available for free at "<http://www.quinn.echidna.id.au/Quinn/Config/>"

If your web browser does not allow you to open with a blank page, there are other ways to minimize the initial wait when starting the browser. First, do a little Web surfing and find a Web page with little or no text or graphics information: a page which will download quickly. Read the browser's manual to find out how to change the start-up home page location to this web page.

## **TURN OFF THE "AUTO LOAD IMAGES" OPTION**

How many times have you waited an eternity for a Web page to load only to find the page filled with inane images and puerile pictures? To avoid this, turn off "Auto Load Images."

In Netscape Navigator 2 and 3, this is done by selecting the Auto Load Images item from the Options menu. The check mark beside the Auto Load Images option should disappear, meaning the option has been turned off.

In Internet Explorer for Windows 95, graphics, sound and animation auto loading can all be turned off by unchecking them from the Web Content page, found under the "View, Options..." menu. With Macintosh, use "Edit, Options..." and select the "Web Content" tab to view your image options.

With the "Auto Load Images" feature turned off, Web pages will load much faster because the images and pictures are not downloaded automatically with the text. If an image needs to be seen, view it in Netscape by clicking the Reload button from the main Tool Bar at the top of the screen.

With Netscape Navigator or Internet Explorer, each individual picture can be viewed by selecting the image icon on the Web page and double clicking on it.

## **USE THE STOP BUTTON**

Don't be afraid to use the Stop button. If you find a page taking forever to download, stop the download process by clicking on the Stop button on the Main Tool bar. This will allow you the opportunity to go somewhere else where download speeds may be better.

If you really want to access the information on that particular site, try downloading it again later when traffic is less.

While other suggestions can be applied to individual Web browsers, these three suggestions many be applied universally to almost any Web browser to give it, "More Power!" Tim Taylor would be proud.

## **THEME SECTION - RHYME TIME**

*Spring has sprung,  
The grass has rize  
I'm not good at poetry,  
Thankfully the Internet is.*

Please excuse my rude attempt at rhyme. As you may have guessed, poetry is not my forte. Thankfully with the World of the Web at my finger tips, it doesn't have to be. The Web abounds with pages dedicated to poetry and poets. A couple of minutes with any of the major search engines will verify that. So, rather than presenting an long and exhaustive bibliography of poetry resources, I have instead provided a random sampling of Internet resources relating to poetry which are "New on the 'Net'".

## **ACADEMY OF AMERICAN POETS**

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

April is National Poetry Month and the Academy of American Poets Web site provides all the details. Founded in 1934, the Academy supports American poets at all stages of their careers and fosters the appreciation of contemporary poetry. Follow Poetry Exhibits to Current Exhibits for poetry selections. The Calendar of Events, Academy Readings, and Residencies can assist in locating public events near you. The highlight of the site is the Listening Booth, offering Real Audio renditions of fifty poems (at present) by their authors. The site is searchable.

## **ALEX**

<http://www.lib.ncsu.edu/stacks/alex-index.html>

ALEX: A Catalog of over 1,800 full-text literary works on the Internet (North Carolina State University); includes pointers to many other sources for on-line texts; searchable by author, title, title language, and subject.

## **ATLANTIC MONTHLY POETRY PAGES**

<http://www.theatlantic.com/atlantic/atlweb/poetry/poetpage.htm>

The Atlantic Monthly Poetry Pages are "a multimedia feature devoted to poets and poetry, both classic and contemporary." The highlight of the site is Atlantic Monthly Poetry On-line, a collection of poetry from the on-line edition of the magazine. At present, over 70 poems by more than 50 contemporary poets are available. In addition, there is an article by Dana Gioia entitled "Can Poetry Matter?," three Robert Frost poems from the August 1915 edition, excerpts from Dante's *Inferno*, and information on Emily Dickinson and Walt Whitman, as well as poems by Emerson, Longfellow, Lowell, and Whittier that appeared in the first issue of the magazine in November 1857. Many of the classic poems are available in audio form, as well as text.

## **CAROL HURST'S CHILDREN'S LITERATURE SITE**

<http://www.crocker.com/~rebotis/>

This site offers book reviews and recommendations, information of how to bring literature into the classroom and how literature can easily be incorporated into other subjects.

## **CASCADE**

<http://www.banffcentre.ab.ca/Cascade/index.htm>

The new electronic magazine from The Banff Centre for the Arts is now on-line. Issue 1 of this new electronic magazine feature interviews with novelist Thomas Wharton, choreographer Alejandro Ronceria and the performance poetry of Sheri-D Wilson.

## **DEPARTURE FROM NORMAL**

<http://www.xwinds.com/dfn/dfn.html>

DFN is a self-described "free zine of art stuff," and includes "original photos, drawings, paintings, stories, poems, music, animation, and any other form of art submitted that can be digitized." Guidelines for submission are fairly clear: "We accept everything, as long as we like it. We offer everything we accept, and nothing we do not accept."

Recent content is limited to fiction and poetry; an example of the latter includes The Ex-Porn Star Retirement Center ("In the future there will be eighty

year old/porn stars. I could retire with them.") Archives include more fiction and poetry, as well as paintings, digital graphics, and a sketchbook journal.

## **ERIS PROJECT**

[gopher@gopher.vt.edu](mailto:gopher@gopher.vt.edu):10010/10/33

The ERIS Project contains texts of works by nearly 150 world authors, poets, playwrights, novelists, and short story writers.

## **THE FLYING INKPOT**

<http://bizdir.com.sg/inkpot/>

The Flying Inkpot, bi-weekly, entertainment electronic magazine from Singapore for the wordy and nerdy, offers updated movie reviews, book thoughts, TV pieces, poetry and classical music articles. Also featured are opinion pieces and regular columns from our resident drunk. All contributions, visits and flying bricks welcome. Bring a penguin and get a free consultation at our giddiness clinic at the door.

## **FROG POETRY?**

<http://www.im.nbs.gov/naamp3/naamp3field.html>

You can't possibly miss this adjunct site to the Amphibian Conference (see above) where love struck amphibiophiles pay tribute to their favorite fetish. This goes far beyond mere poetry ("Ode to a Dead Toad", "Salamanderfrogilisticexpialidocious"). There are tips on frog fishing, frog music, frog art, frog employment, even frog beer. Don't forget to visit the Local Eateries section for, you guessed it, a guide to the best in frog munchies. The exotic frog dance on display here is most likely already illegal in several moist habitats. A frog riot of a site.

## **INTERNET POETRY ARCHIVE**

<http://sunsite.unc.edu/dykki/poetry/home.html>

The University of North Carolina Press joins the UNC Office of Information Technology in publishing the Internet Poetry Archive. The archive will include poems from a number of contemporary poets from around the world. The goal of the project is to make poetry accessible to new audiences at little or no cost and to give teachers and students of poetry new ways of presenting and studying these poets and their texts. The initial unit, as proposed, features eight poets; including Philip Levine and Nobel Prize winners Seamus Heaney and Czeslaw Milosz.

## MAGNETIC POETRY

<http://www.ieor.berkeley.edu/~andryan/fridge/>

If you habitually poke your nose into kitchens, you know about refrigerator poetry, those little magnets with words that can be rearranged into pithy, amusing phrases. No doubt you've had the urge to try your hand. Now your inner poet can find expression on a virtual refrigerator page. Select words from various category groups and arrange them with mouse clicks. When satisfied, your work can be published and made eligible for commentary and further permutation by subsequent visitors. If you're not feeling creative, you can browse previous fridge poetry and, if you dig deep, some photos of the author's actual refrigerator door. The site is for frame-enabled browsers only.

## THE NATIONAL POETRY FOUNDATION

<http://www.ume.maine.edu/~npf/>

The National Poetry Foundation has been publishing books and journals on contemporary poetry since 1971, as well as hosting conferences on poetry and poetics. The site contains information on the foundation, a catalogue of books and journals, ordering information, graphics, a bulletin board of announcements of events, conferences and calls for papers. It is frequently updated.

## ORBIT MAGAZINE

<http://www.orbitmag.org>

Orbit is a new, exciting adventure in learning — and students help to write and illustrate it! This on-line publication promises to help students discover the importance of good reading, writing, and math skills through creativity. It also contains features to help parents, students, and teachers improve communication and problem-solving skills.

*Orbit* magazine is published quarterly by Read, Write, and Create, Inc., a non-profit organization. It contains no commercial advertising.

## OXFORD TEXT ARCHIVE

<http://ota.ox.ac.uk/TEI/ota.html> (Web Resource)

Contains full texts of over 1,300 literary works by major Greek, Latin and English authors and a number of other languages; also contains electronic versions of standard reference works.

## POETRY DAILY

<http://www.poems.com/> (Web Resource)

Poetry Daily is an on-line anthology of the best contemporary poetry in print, offered one poem per day on the World Wide Web. Each poem is accompanied by detailed information about the featured book or journal and biographical information about the featured poet.

Readers will also find special features and links relating to the highlighted poet and publication of the day, poetry news, and an archive of poems from past issues.

## POETRY WEB SITE

<http://www.poets.org/> (Web Resource)

The Academy of American Poets has put together a Web site that includes, among other features, a listening booth where you can hear poems read by their authors. On the list were names such as Lucille Clifton, Galway Kinnell, Donald Justice, James Wright, Amy Clampitt, and many others. One or two sections are still being developed, but in the meantime you'll find much of value here including a number of interesting historic and thematic exhibits, and a list of featured poets.

## WRITE ON MAGAZINE

<http://www.writeonmag.com>

*Write On Magazine*, Florida's on-line literary magazine features the world's finest fiction, non-fiction, poetry, monthly mystery writing contest, Book Mart, author interviews, writers conferences, organizations and resources.

## ZUZU'S PETALS LITERARY RESOURCE

<http://www.hway.net/zuzu/index.htm>

Zulu's Petals Literary Resources contains over 1,500 links to resources for writers, artists, performers, and researchers. Links are organized by topic and include library and archival resources, literary magazines and e-zines, grant information, writers conferences and workshops, performing arts links, and resources for movie lovers and creative kids. The site contains full text from *Zuzu's Petals* magazine, and selected back issues.

## LIBRARY WEB SITES

### THE CANADIAN LIBRARY INDEX

<http://www.lights.com/canlib/>

This is an index of Canadian Library Home Pages and connections to telnet/web based OPACS. Connections to public, school and academic libraries in every Canadian Province. Each of the sites contains a wealth of information. For example the British Columbia Government IT Library by itself contains dozens of links to most major government, computer and Internet on-line magazines and that's just one of hundreds of links found on this site.

### THE CANADIAN TEACHER-LIBRARIANS' RESOURCE PAGES

<http://Home.InfoRamp.Net/~abrown/>

This Web site was created by Alan L Brown, the teacher-librarian at Havenwood School in Mississauga, Ontario, Canada. It contains a wealth of information and links to sites of particular interest to elementary teacher-librarians and others interested in children's books.

### CATALOGER'S REFERENCE SHELF

<http://www.tlcdelivers.com/tlc/crs/>

The Library Corporation (TLC) has just made its collection of 21 MARC (MACHINE-Readable Cataloging) manuals and other reference works relating to library technical services freely available on the web. Library of Congress publications and the *Anglo-American Cataloguing Rules* (AACR2) were the basis for the content and arrangement of many of the manuals contained at this site. There are cataloging manuals for specific formats, including "archival moving images," loose-leaf publications, serials (CONSER), rare books, maps, and graphic materials. In addition, there are guides to USMARC formats for bibliographic, authority, classification, and holdings data. For detailed descriptions and examples of all MARC fields and their subfields, choose "Bibliographic Data" from the main menu and then follow the "Tag List" link.

### DICTIONARY OF COMPUTER TERMS

<http://www.currents.net/resources/dict/dictionary.html>

Computer Currents Interactive searchable glossary of computer and Internet words, acronyms, and abbreviations. Search by keyword for technical jargon, definitions, buzzwords, technobabble, suffixes, HTML tags, webisms, emoticons, and FAQs.

### ELECTRONIC GOVERNMENT INFORMATION (U. S.)

[http://www.access.gpo.gov/su\\_docs/aces/aaces001.html](http://www.access.gpo.gov/su_docs/aces/aaces001.html)

The GPO Access on-line service provides electronic access to over 70 Federal databases, including the Congressional Record, congressional bills and reports, House and Senate calendars, GAO reports, public laws, the Federal Register, the Code of Federal Regulations, the Commerce Business Daily, and many more, usually the day of publication.

### EILEEN GUNN: IMAGINARY FRIENDS

<http://www.sff.net/people/gunn/>

Science fiction writer Eileen Gunn, who has been nominated for the prestigious Hugo Award, has created a pleasantly quirky site. It's part personal history, part resume, part dictionary, and thoroughly individual. You'll find her snippets of fiction or speculative reminiscence easily enough, but the main feature linked to her home page through one of her ambiguous graphics is "The Difference Dictionary", an "organic history supplement" to *The Difference Engine* by William Gibson and Bruce Sterling.

### INTERNET LIBRARY FOR LIBRARIANS

<http://www.itcompany.com/inforetriever/>

"Internet Library for Librarians" is a comprehensive Web database designed to provide a one-stop shopping center for library staff to locate Internet resources related to their profession. It provides links to hundreds of Internet sites ranging from general to specific, from technical services to public services, from administration to library job opportunities, from publishers to library system vendors, from library e-mail lists to library grant sand projects, etc. All the Internet resources that are included in this site have been reviewed and described. Internet Library for Librarians is a handy and useful tool for both novices and experienced library staff.

## LITERARY RESOURCES OF THE WEB

Following are a compilation of Web sites featuring literature resources.

Ask the Author: <http://www.ipl.org>

Author Corner:

<http://www.carr.lib.md.us/authco/home.htm>

Authors from 16th-20th Centuries:

<http://www.teleport.com/~mgroves/>

Author Biographies: <http://www.biography.com>

Book Reports: <http://www.OPPapers.com/>

Children's Literature:

<http://www.ucalgary.ca/~dkbrown>

Distinguished Women:

<http://www.netsrq.com/%7Edbois>

Ernest Hemingway:

<http://www.ee.mcgill.ca/~nverever/hem/pindex.html>

James A. Michener: <http://www.jamesmichener.com/>

Jane Austen: <http://www.uts.cc.utexas.edu/~churchh/janeinfo.html>

Literature Resources:

<http://www.teleport.com/~mgroves>

Literature Reviews:

<http://www.TheAtlantic.com/atlantic/atlweb/classrev/crindex.htm>

Literary Index:

<http://www.vanderbilt.edu/AnS/english/flackcj/LitIndex.html>

Mark Twain:

<http://web.syr.edu/~fjzwick/twain.www.html>

New York Times Book Reviews:

<http://search.nytimes.com/books/search/bin/fastweb?search>

Teacher's Resource Center:

<http://www.bdd.com/teachers>

## LIRT WEB SITE

<http://diogenes.baylor.edu/Library/LIRT/>

Library Instruction Round Table (LIRT) is a roundtable of the American Library Association and advocates library instruction as a means for developing competent library and information use as a part of lifelong learning. LIRT membership

represents all types of libraries (academic, public, school, and special) committed to this goal. Their Web site contains extensive information about LIRT itself as well as links to other related Web sites.

## NEW YORK STATE ELECTRONIC DOORWAY LIBRARY NETWORK

<http://www.nyedl.net>

An innovative joint library project will give World Wide Web users a single point of access to all library web sites, on-line catalogs, databases and other on-line resources across New York State. The New York State Electronic Doorway Library Network established by New York's nine Reference and Research Resources Councils, is a virtual network of all on-line resources of public, school, hospital, academic and special libraries statewide.

Now, through the links provided by just one site—the EDL Network—users in libraries, homes and offices can look up information on Alzheimer's disease in a consumer-health database provided by New York City libraries, reach microfilm images of historic newspapers at the State Library in Albany, or discover information on the Pan-American African Village through the Buffalo Museum of Science's research library. Users can navigate between the web pages of all the regions and the EDL Network map to reach local resources throughout the state.

## PACIFIC MAGAZINE

<http://www.pacificmagazine.com>

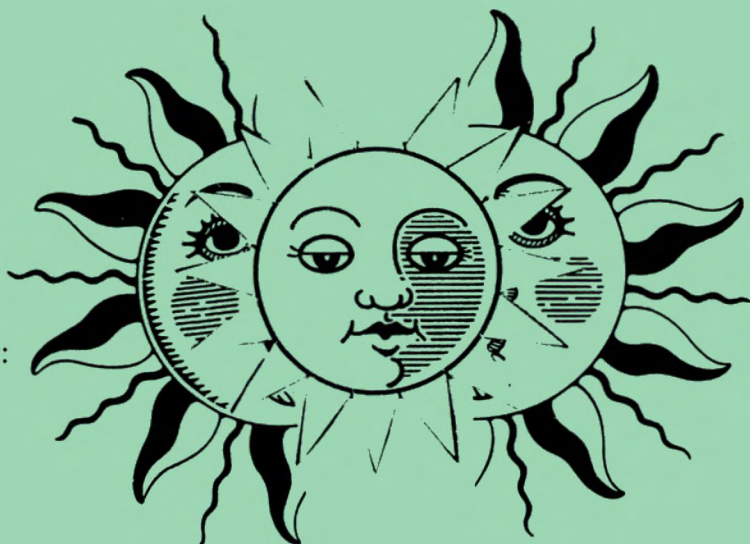
Established 1976, *Pacific Magazine* covers life in the Pacific Islands of Micronesia, Polynesia and Melanesia. The magazine's focus is general news, business, travel, history, culture and politics.

## THE XEROX PARC MAP VIEWER

<http://mapweb.parc.xerox.com/map/>

Since June 1993, the Map Viewer, provided by the Xerox Palo Alto Research Center, has served interactive web-based maps of the world. Maps are available in three projections (equirectangular, sinusoidal, ellipse) and views may be zoomed in or out. The world map has viewable features, including borders and rivers. Political boundaries are based on 1985-90 data. The United States map is much more detailed and includes features such as borders, rivers, roads, railroads, and federal lands. All features can be viewed at once or toggled separately.

# BCTLA REVIEWS



“BCTLA Reviews” is coordinated by:

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

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

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

Reviews are edited by Ruth Allman and Liz Austrom.

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

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

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

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FIC BAI

Dawson, Blair. *Mary Margaret's tree* — Douglas & McIntyre, 1996. — 32 p.: ill. — ISBN 0-88899-2595 — \$16.95.

Reviewed by: Wendy Smith, teacher-librarian, W.D. Ferris Elementary School, SD#38 (Richmond).

*Mary Margaret's tree* is a whimsical book about Margaret Mary who goes out to plant a tree in her yard. Magically, she shrinks and the tree grows until she can live in it. An unusual variety of birds, insects and animals inhabit the tree. As the seasons pass, the changes are viewed through Mary Margaret's eyes and she even joins a variety of animals in a cave for winter hibernation.

Blair Dawson, a well-known Canadian illustrator, has produced some delightful pictures that add to the magic of the story. The students with whom I shared the story certainly enjoyed it, especially the surprise ending. Due to the variety of non-hibernating animals sharing the cave, teachers may wish to discuss/review hibernation with their students as they share the story.

Recommended for primary students.

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FIC CAM

Cameron, Anne. *The whole family*. — Harbour, 1995. — 240 p. — ISBN 1-55017-134-8 — \$17.95.

Reviewed by: Debra Simmons, teacher-librarian, Sir Charles Tupper Secondary School, SD# 39 (Vancouver).

Anne Cameron's novel is about an extended family living in a small town in British Columbia. There's lots of booze, sex, swearing, violence and kids. Not much stability.

The book may be "provocative and extremely relevant to our times" and it is realistic, but it is also very grim. I fear that it may perpetuate stereotypes already held by some about First Nations Peoples and it does not promote a sense of value and positive self-image that I would like to see.

This is an adult book. Anne Cameron writes well, but I could not recommend it to any of my students because of its language, lifestyle and depressing events.

Not recommended for school purchase.

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FIC HEI

Heidbreder, Robert. *Eenie meenie Manitoba: playful poems and rollicking rhymes*. — Kids Can Press, 1996. — 32 p.: ill. — ISBN 1-550743-01-35 — \$14.95.

Reviewed by: Rita Ourom, retired teacher-librarian, Vancouver.

It is refreshing to find a book with ideas for activities that do not include videos or other technology — even some for OUTSIDE! The sidebars in this collection of 37 poems offer suggestions that will have children skipping, clapping, using finger play, choosing partners or counting out. The poems and rhymes are based on Canadian place names and things with little bits like "Great Bear Lake is a large lake near the Arctic Circle" on some pages. Some poems could be used with Social Studies units, and some like "Daisy Faye," with a tempting list of flowers, and "This Tree," which names different trees, could be used with a Primary Science unit. "Apple Me Dapple Me" would be a fun conclusion to an apple study, as would "Sugar Maple" to a maple study. Further explanation would have been useful with "Shoo-Fly Pie," which is a real and delicious pie baked by the Mennonites of Waterloo County, and would have clarified the play on words.

As in any collection, some poems work better than other, but this is a MUST for every library collection in Canada and, with the attractive illustrations of Scot Ritchie, a perfect gift for young couch potatoes.

Recommended for primary students

FIC HUG

Hughes, Shirley. *Enchantment in the garden*. — Douglas & McIntyre, 1996. — 64 p. — ISBN 0-88899-250-8 — \$18.95.

Reviewed by: Judy Cottrell, teacher-librarian, Lord Beaconsfield Elementary, SD#39 (Vancouver).

This is a large book offering beautifully coloured full page illustrations with the text captured in a border.

This alluring story transpires in glorious Italy. The main character is a young girl named Valerie, who is the daughter of a rich man. She has everything but friends and is very lonely. Her family lives near a public garden full of marble statues and Valerie's favourite statue is a boy riding a dolphin. One day Valerie whispers into the boy's ear and bestows upon him the name of Cherubino. The next day the statue has vanished and she discovers the young boy has become human. Misery befalls Cherubino as he is placed in an orphanage where he is very unhappy and begins to deteriorate. At Valerie's insistence, her family offers Cherubino a place as their gardener's son. Cherubino is content for a short time in his new environment, but explains to Valerie that he is the son of a sea god and is thousands of years old. Therefore, he must leave his friend to assume his position as god of the sea. He promises Valerie that theirs is a friendship that will last forever and they will meet again.

Most students will find this book a pleasure to read or will enjoy having it read to them. Its magical quality will bring out the imagination in everyone.

Recommended for grades 3-4.

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FIC SAG

Sagris-Webster, Marjorie. *The magic garden*. — University Ed., 1996. — 50 p. — ISBN 1-560025-94-8 — \$7.95.

University Editions, Inc.  
59 Oak Lane  
Spring Valley, Huntington  
West Virginia, USA 25704

Reviewed by: Marilyn Aldworth, district-librarian, SD#44 (North Vancouver).

This allegorical tale concerns itself with educating young children in the virtues of tolerance, respect, love and kindness. As the three young children, who also happen to be siblings, enter into the Magic Garden, they discover that it is filled with flowers and plants that talk to them. The plants take on the characteristics of their name; for example, the Forget-Me-Nots are quite forgetful, Impatience flowers have no patience, the Snapdragons are snappy, and the Dogwood trees bark ferociously, or so it is thought at first.

In this fanciful tale told through the voices of the children and the magic flowers, the children learn important lessons. I found the story line a bit too preachy and simplistic to have much appeal. The black and white drawings would not hold much attraction for young children, so it seems this book would best be used as a read-aloud and perhaps could be adapted to some simple drama activities. I think bright, colourful illustrations would have strengthened the somewhat pedantic text.

The important overall message attached to the book is: people are more than they appear at first glance. The book lends itself to discussion of the lessons that the children in the story have learned.

Recommended for Pre-school to Grade 3.

398.2'098 JAD

*Jade and iron: Latin American tales from two cultures* / edited by Patricia Aldana. — Douglas & McIntyre, 1996. — 64 p.: ill. — ISBN 0-88899-256-4 — \$18.95.

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

This beautifully presented collection of stories is divided into two sections. The first, the “Jade” of the title, is made up of tales from Native cultures. The stone was precious to the original peoples. These stories compare to the “pouquoi” and other explanatory tales that we are more familiar with in North American First Nations mythology. With a similar rhythm derived from the oral tradition, these stories give us insights into the way of life of the original inhabitants and the things that were important in that life.

“Iron” stands for the metal brought to the New World by the Europeans as tools and weapons. In this section we find stories that have their origins in traditional European folk tales. Similar themes repeat themselves in new settings — the clever youngest son, mysterious strangers, magical animals. The rhythms are more familiar, and the endings perhaps more satisfactory to the non-aboriginal ear in this section.

All of the tales in both sections have been collected and rewritten by various noted authors and folklorists in a new Latin American publishing collective.

The illustrations are works of art. Often dark and brooding, they enhance the mood and feeling of the tales and illuminate the characters. Yet they stand on their own as well, giving us insights into life as it was and as it sometimes still is. Luis Garay, also illustrator of *A handful of seeds*, has been compared to Diego Rivera in the tone and scope of his work.

Recommended for grades 4-12.

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422 RIC

Richler, Howard. *Take my words: a wordaholics guide to the English language*. — Ronsdale, 1996. — 150 p. — ISBN 0-921870-42-6 — \$14.95.

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

In most cases, publications on the English language or on words, while informative, are not books that secondary school students generally enjoy reading. Howard Richler’s *Take my words* is different. Written by a columnist for the *Montreal Gazette*, the material in this book is presented in a reader-friendly style that makes it enjoyable and entertaining but informative reading.

Richler covers many aspects of the English language, its importance, its history, its varieties, its idioms. The importation from other languages, including first Nations and Quebecois French, and its importance to English are included. There are chapters on puns, palindromes, malapropisms, and spoonerisms. At the end of many chapters there are entertaining puzzles with the answers provided at the back of the book. Sports focused students will enjoy the chapter describing baseball terms that have become part of the English language: “make a hit,” “cover all bases.” There is also “strike,” which generally means “to hit” but in baseball is the opposite. Another chapter covers clichés and proverbial abuse. A number of updated versions are suggested: “Don’t count your chickens before they’re hatched” / “Don’t celebrate a Gold Medal before the urine test comes back negative.”

Howard Richler obviously enjoys using and working with the English language and he is able to share his enthusiasm with his readers. This title is recommended for secondary schools. The occasional use of what would be considered four letter words does occur. However, by the nature of the work this is unavoidable.

Recommended for grades 8-12.

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621.8'11 HOD

Hodge, Deborah. *Simple machines*.  
— Kids Can Press, 1996. — 32 p.: ill.  
— ISBN 1-550743-11-2 — \$11.95  
HC; 1-550743-90-2 — \$6.95 PB.

Reviewed by: Susan Lambert,  
teacher-librarian, Lochdale Commu-  
nity School, SD#41 (Burnaby).

Many features make this book an essential purchase for school libraries. Simple machines is a topic suggested in the new Grade 4 Science IRP and there is a scarcity of new titles on the topic. Hodges' book is brightly illustrated with photographs of children of different races and sexes doing the suggested activities. The activities are designed to lead children to a conceptual understanding of the functions of the six simple machines: lever, wheel and axle, pulley, inclined plane, screw and wedge. The directions are clear and the reading level is suitable for early intermediate children. The advice page to parents and teachers and the glossary are useful additions. Unfortunately there is no bibliography.

A serious flaw is the lack of caution notes in the text. Many of the activities require adult supervision. This caution is not always included in the text although there is a general disclaimer in small print in the publisher's notes. Accidents may occur if children attempt some of the activities on their own. Teachers and parents should caution children to use this book only with adult help.

Recommended for grades 3-5.

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811'.54 AND

Anderson, Sue Ann. *Pond seasons*.  
— Douglas & McIntyre, 1997. — 32  
p.: ill. — ISBN 0-88899-283-1 —  
\$15.95.

Reviewed by: Corinne Paravantes,  
teacher-librarian, Henry Grube  
Education Centre, SD#73 (Kamloops/  
Thompson).

Once more we are treated to Ann Blades' beautiful art in this successful collaboration with Sue Ann Alderson. The poems in *Pond seasons* take us through the year from the birth of ducklings and tadpoles in spring to the frozen pond that surrounds a warm beaver lodge in the depth of winter. Primary teachers will find this a welcome addition to their supply of books dealing with the seasons.

To suit her subject matter, Alderson uses a variety of free verse forms. "Frog Time" is bright and full of movement. "Butterfly" is languid and warm with the summer sun. "Raccoons" tumble and play across the page, and in "Canada Geese" we feel the air chill as migration begins. A skillful reader may be able to capture the mood and music of the verse but not all poems will appeal to the age groups suggested by the publisher (ages two to six). Two-year-olds will find lots to talk about in the illustrations but the poetry will be beyond them. Several poems could, in fact, be used with eight or nine-year-olds as models for their own writing.

The large format of the book is delightful as each double-page spread is a visual feast. All of Ann Blades' illustrations capture the mood of each season by subtle use of colour and form. Squirrels, beavers, the turtle, fish, dragonflies and snakes are featured realistically and artistically in each painting. Teachers and teacher-librarians will find

many uses for this book, including nature study, art and language arts.

Recommended for grades 2-4.

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811'.54 bis

bissett, bill. *th influenza uv logik*. — Talonbooks, 1995. — 144 p. — ISBN 0-88922-357-2 — \$14.95.

Reviewed by: Liz Austrom, retired teacher-librarian, Vancouver .

bill bissett is one of the unique talents in Canadian literature. Dismissing the conventions of spelling and punctuation, he demands much from his readers — particularly those who are unable to tap into his ideas and lyricism because they need the conventions. I confess I am caught in the spelling trap and so have taken longer to review this title than I should have (discovering that two spaces equals a period did help me to cope). That said, behind this poetry is a mind that thinks critically about society and the way it works, and about the way that language forms perception.

Of this book, bill bissett says: “evreewher is th centr uv evreewher ium still wanting 2 keep lerning unlerning mor n more in2 sound poetree as freeing from linear binary traps”. In his view logic is a sickness — like influenza — that isn’t helpful in the changing realities of our emotional, social and philosophical lives. Whether he is talking playfully about rabid raccoons infiltrating his home and infesting his life, or describing the loneliness of life without love, he invests his poetry with details, allusions and imagery — and with logic. However, it is a logic that identifies the contradictions and the incongruous quite clearly for all to recognize. One suspects that bissett wants us to experience his poetry emotionally and lyrically, without the logistical support of spelling and punctuation that would enable us to critique his ideas more fluently.

This attractively bound paperback includes interesting concrete poetry and bissett’s own line drawings, as well as other types of poems on a variety of topics. There is no table of contents, but the acknowledgements and reproduction caution (in bissetteez) on the title page verso are wonderfully entertaining. The binding should last through many readers.

This title will not circulate heavily, but will appeal to students who are looking for alternative materials and who don’t mind reading a poem several times before deciding that they like and understand it. The black and yellow cover suits the contents and will likely attract appropriate customers. Recommended for senior secondary schools, particularly where poetry is popular, or where the instructional program focuses strongly on Canadian poetry.

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811'.54 TOS

Tostevin, Lola Lemire. *Cartouches*.  
— Talonbooks, 1995. — 144 p. —  
ISBN 0-88922-355-6 — \$12.95.

Reviewed by: Elizabeth Hancock,  
teacher & Gifted Program coordina-  
tor, University Hill Secondary,  
SD#39 (Vancouver).

This book of poetry encompasses a variety of forms. It is written as a series of journal entries about the illness and death of Tostevin's father, Achilles Lemire, and the death of several friends, all woven into observations made during a trip to Egypt. To fully place them in context, the writing needs to be read within the framework of this journey rather than being taken as individual poems. The poet uses language precisely to describe the buildings and scenery she encounters in Egypt and to reflect on the relationships between parents and children, or between friends. The strongest pieces are those where she laments her father's death, and the fact that the intimacy she had developed with him came only once they knew he was dying.

Although this is a very slim volume, the strength of the writing makes it a good addition to the poetry section of high school and public libraries. Although many entries stand alone, students would benefit from reading the complete work to gain a good understanding of the literacy forms used. It would also be useful as a classroom resource for poetry units and creative writing units. Some of the references to Egyptian figures may be good anchor points for the creative writing process, and merit the book's inclusion in interdisciplinary Humanities units.

The writing is at a grade eight/nine level, however, as is true with most poetry, understanding the vocabulary and understanding the poetic meaning is not necessary coincident. Four of the shorter poems are in French.

Recommended for grades 9-12

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841.54 ISR

Israel, Inge. *Rifts in the visible =  
Fêlures dans le visible*. — Ronsdale,  
1997. — 129 p. — ISBN 0-921870-  
45-0 — \$14.95.

Reviewed by: Liz Austrom, retired  
teacher-librarian, Vancouver .

Inge Israel is the author of seven books — poetry, plays and fiction — in English and French. Her short stories and essays have appeared in anthologies and magazines, as well as being broadcast on the BBC and CBC. One of her collections of French poems, *Aux quatre terres*, won the 1993 Prix Champlain.

*Rifts in the visible / Fêlures dans le visible* is a rather special collection. Israel has centred her poetic vision around the life and work of the expressionist artist Chaim Soutine (1893-1943). If the old belief that an artist must suffer in order to create is true, Soutine had all the credentials for successful creation. His life is vividly outlined in the Introduction, and his suffering and creativity are evident in the eight full-colour reproductions and 124 poems included in this high quality paperback.

The poems range from witty and ironic to totally depressing, which is not unexpected given Soutine's harsh life experience and the fact that Israel writes her poems in his voice. Some poems focus on painting techniques and movements, some on artist friends like Modigliani, some on poverty and hunger, and many on critics and their misunderstanding of his work. Throughout, the imagery is crystal clear. One poem which could be used in most secondary Visual Arts classes is "Colour" (p. 35):

like a cook  
aligning his ingredients  
I try to assemble all the blues  
found before

the luminous blues  
of Chartres' stained glass windows

blue flashes of a woman's  
raven hair

sky  
glimpsed by a drowning man

sea  
by a flying albatross

blue flames hotter than red

a poor child's lips in winter

eyes of a blind dog

veins of an old porter's hands

the pining blue  
of the soul's innermost string

then stir

All of the poems are accessible for most secondary students in the English version, and to senior French as a second language students in the French version. Programme Cadre and senior level French Immersion students will enjoy this poetry.

Overall, this collection is a strong one which would be useful in several curriculum areas. Each poem is given in French and in English on facing pages, with the reproductions clumped in two sections of four pictures each. The reproductions are not placed with the poems connected to them, nor are there any references with the poems or with the reproductions to make the connection apparent. Visual Arts, English and French teachers will be able to use the book, but will want more reproductions to do so effectively. Brief notes explaining unfamiliar terms and places and a section on the author are found at the end of the book.

Recommended for teachers, and for students in grades 10-12. However, buy a good art history book on r as well, if you don't have one already.

***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:**

**SEPTEMBER 1997: SHORT CIRCUIT . . .**

Electricity is often described as the most important invention of the modern era, but it certainly causes some problems too!! Just as we come to depend on an innovation, short circuits appear and systems break down. Have you had a “bad technology day”? Have you spun out on the information highway? Are there bugs in your memory? Are you into telephone overload? We are looking for reality checks on personal and electronic systems, as well as creative solutions to any type of “short circuit” you identify. In addition, science, electricity and electronics units are welcomed.

**Deadline: July 27**

**DECEMBER 1997: SINK OR SWIM**

Why is the human spirit so captured by disaster and tragedy? Often, our students’ best work results from this interest. This issue will include units and bibliographies on natural or man-made disasters, individuals’ achievements in the face of seemingly overwhelming challenges, and the attraction of “extreme” sports, as well as survival and safety topics. If you have had any “library-type” disasters and have survived, let us know about them, especially if you have reached the point where you can see the humour in it all.

**Deadline: October 27**

**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**

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Willa Walsh  
3800 Raymond Avenue  
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Home: (604) 274-9705  
School: (604) 668-6575  
Fax: (604) 668-6585  
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## **BOOKMARK SENIOR EDITOR**

Jim Holgate  
#704 — 950 Jervis Street  
Vancouver, BC V6E 2B4  
Home: (604) 669-8919  
School: (604) 588-3415  
Fax: (604) 588-7122  
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3675 West 39th Avenue  
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Home: (604) 263-3987  
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### **CSLA CONTACT**

Judith Kootte  
214 - 2250 S. E. Marine Drive  
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Fax: (604) 588-7122  
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Education Librarian, Univ. of  
Victoria  
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Home: (250) 383-5448  
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Fax: (250) 721-7767

## PRODUCTION MANAGER

Jim Crook  
4607 Cove Cliff Road  
North Vancouver, BC V7G 1H7  
Home: (604) 929-3901  
School: (604) 981-1300  
Fax: (604) 981-1301  
[jcrook@nvancvr.schdist44.bc.ca](mailto:jcrook@nvancvr.schdist44.bc.ca)

Ruth Allman  
502 - 2155 West 38th Avenue  
Vancouver, BC V6M 1R8  
Home: (604) 266-0005  
School: (604) 255-9344  
Fax: (604) 266-0005

Judy Giles  
21 Walton Way  
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Home: (604) 469-2348  
School: (604) 939-7930

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Home: (604) 987-3973  
School: (604) 984-0447  
Fax: (604) 980-0770  
[alsmith@helix.net](mailto:alsmith@helix.net)

## PUBLICATIONS COORDINATOR

Willa Walsh  
3800 Raymond Avenue  
Richmond, BC V7E 1B1  
Home: (604) 274-9705  
School: (604) 668-6575  
Fax: (604) 668-6585  
[willa\\_walsh@mindlink.bc.ca](mailto:willa_walsh@mindlink.bc.ca)

## BCTLA REVIEWS EDITOR

Ruth Allman  
502 - 2155 West 38th Avenue  
Vancouver, BC V6M 1R8  
Home: (604) 266-0005  
School: (604) 255-9344  
Fax: (604) 266-0005

Liz Austrom  
3675 West 39th Avenue  
Vancouver, BC V6N 3A6  
Home: (604) 263-3987  
Fax: (604) 264-1595  
[laustrom@istar.ca](mailto:laustrom@istar.ca)

Alwynn Pollard  
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Home: (604) 263-7600  
School: (604) 224-4321  
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Jean Anne Lewis  
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School: (250) 746-7187  
Fax: (250) 746-8715  
[jelewis@cln.etc.bc.ca](mailto:jelewis@cln.etc.bc.ca)



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