

MARCH 1997
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BCTLA

THE BOOKMARK



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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 BCTLA President

AROUND THE WORLD IN 80 PAGES

Although the theme of this issue of *The Bookmark* is Around the World in 80 pages, as I sit at my computer writing my In Circulation column for this March issue of *Bookmark*, I feel that it should have been "Around your world of 80 pages!" I see various piles of paper scattered about me. A day does not go by that I am inundated with mail from the BC Teachers' Federation: Executive and PSA Council meeting agendas and minutes, information papers regarding issues facing teachers, BCTLA papers and, on top of it all, my family's bills! Among these are brochures for the summer plans for my family. My children sing with the Coquitlam Children's and Youth Choruses and are traveling to Great Britain at the beginning of July. My wife and I are with the group of parents that are shadowing the tour. So, unfortunately, I am unable to attend the International Association of School Libraries conference that will be taking place in Vancouver during the same time period. I would encourage you to come to the conference however, as I know that it will be excellent.

PROVINCIAL BARGAINING UNDERWAY

By the time you receive this issue of *The Bookmark*, the second round of provincial bargaining for teachers will be underway. It is my sincere hope that all of our efforts to lobby the BC Teachers' Federation, and our local representatives to support non-enrolling teacher issues will have been successful.

The BCTLA Working and Learning Conditions Surveys, 1982 - 1996 summary that I compiled (see the last issue of *The Bookmark*) was released by the federation as an Information Paper, and can also be seen on the federation's web page. A copy of this Information Paper was given to all participants at the BCTF's Bargaining Council meeting.

In this current issue, you will find the most recent survey results, compiled by Bonnie Kent, our Working and Learning Conditions chairperson. Utilize the statistics that you will find in this report. Examine the

results and compare them with the trends that were revealed in the summary of surveys.

PROVINCIAL SPECIALIST ASSOCIATION COUNCIL

At PSA Council, I represent the interests of the teacher-librarians of BC as your president. I have brought forward issues concerning teacher-librarians on your behalf, and have found my colleagues, the fellow presidents of PSAs to be most supportive. PSA Council has made recommendations to the Executive committee of the BCTF regarding the protection of all non-enrolling teachers, and also the need to educate teachers about the effect of participating in discussions that would result in the decrease or termination of a colleague's position. This situation takes place whenever teachers must go before their staffs to plead for their positions, particularly in areas where there is school based management, and independent staffing decisions have been made democratically.

ADVOCACY

After the last issue of *The Bookmark* (two Education Ministers ago!) the Minister of Education, Skills and Training at the time, Moe Sihota, made some comments regarding technology and school libraries. His comments emphasized less of a need for books and traditional libraries, and I was asked, as the President of BCTLA, to respond. These events sparked a letter writing campaign to Minister Sihota, and BC's teacher-librarians received support from across the country when my comments were broadcast by the CBC. Thank you to everyone who wrote letters to support school libraries and teacher-librarians.

It is my hope that many of you will have been elected as delegates to the BCTF Annual General Meeting during spring break. Now more than ever before, we need people to speak out on behalf of teacher-librarians and other non-enrolling teachers. I will be representing my school district, Delta. I hope to see you at the AGM!

SCHOOL LIBRARY BOOK PURCHASE PLAN

By now you may have received the materials that have been provided to your school library resource center by the Ministry of Education, Skills, and Training. The School Library Book Purchase Plan was

revived for the current school year. Hopefully, there will be additional funds in the next school year. It may be a positive step to send a thank you note to the Minister of Education, Skills and Training acknowledging the importance of the School Library Book Purchase Plan, and encouraging him to continue this service.

RECOMMENDATIONS FROM YOUR EXECUTIVE

As the midpoint to this school year came, and I invited current members of the executive to consider running for president of BCTLA for next year, it was clear that no one was interested in the position. At this crucial time for teacher-librarians in BC, I felt that it was important to have someone in this position that has had some background knowledge of what has been happening. As no one was forthcoming, the executive decided at their last meeting to recommend to the next

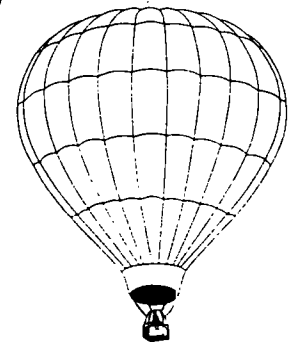
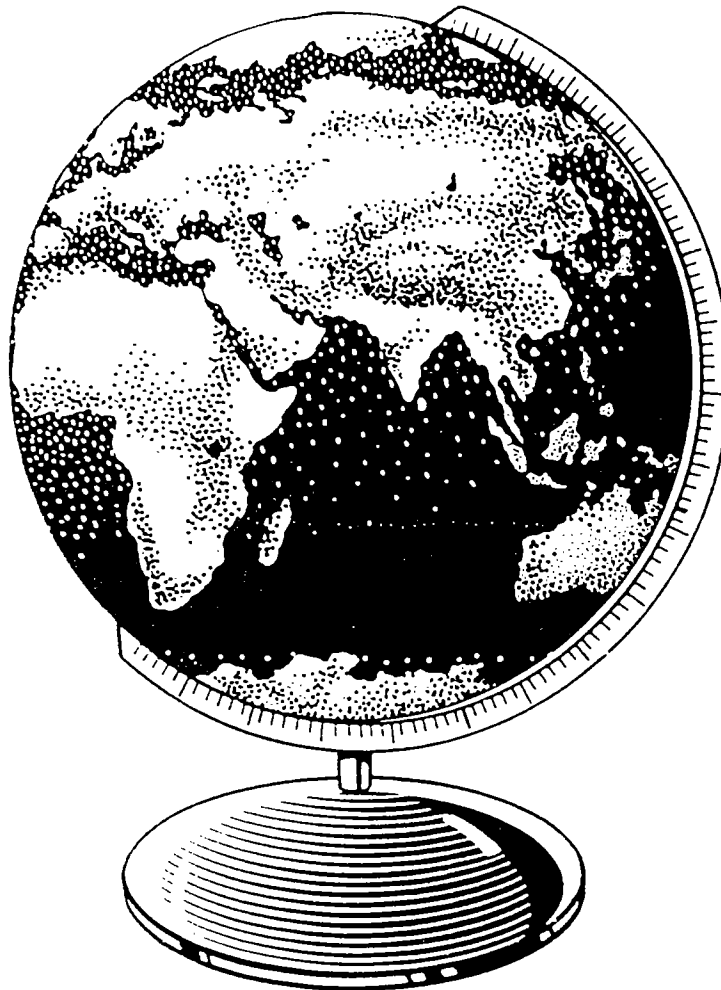
general meeting that the constitution of the BCTLA be amended to allow executive members to be eligible to hold two additional consecutive terms, meaning basically a third term in a given office. I am prepared to stay for one additional year as your president, if that is the pleasure of our PSA's members. See the exact wording of this amendment printed in this edition of *The Bookmark*.

Another recommendation that is being brought forward this spring is to rename the BCTLA Award of Merit the BCTLA Diana Poole Memorial Award of Merit. Diana Poole was a former president of BCTLA who passed away last year, and the executive felt that it would be fitting to honor her memory in this fashion.

SPRING BREAK! FINALLY!

It has been a long haul until now. I think that we all are deserving of a good break. Enjoy yours!

Gerald



BOOKMARK

Colophon

The Bookmark is designed and produced digitally. Our thanks to the makers of the following:

Hardware

This issue of *The Bookmark* was produced on Macintosh Quadra 610, Performa 380 CD and Powerbook 180 Macintoshes. An Apple One scanner was used to import graphics and photographs. The printer used was a LaserWriter Pro 680. Our trusty and sometimes crusty "techies" manned the dining-room table and formed the pod of machines and computer gurus we lovingly call "Central Control." This constitutes the hardware of the production.

Software

MS Word 5.1, Pagemaker, Ofoto, Textbridge, Claris Works, Microsoft Works, versions 2.0e and 3.0, Graphic Converter, Netscape Navigator 3.0L Gold, First Class Client, Stuffit Deluxe, Compact Pro, Le Correcteur 101, Hypercard, were used in the production of this issue. This supports the creative formatting of our journal.

Musical performances we listened to while assembling this issue included: the mellow tapes and CDs of Hagood Hardy and Jackie Gleason and Beethoven which were listened to in the AM in order to produce a slow, soothing start to the day. The afternoon music included Spike Jones, kd lang, etc. in order to add rhythm and beat to help the editors pick up the pace of Paste-Up Day! Really racy music, such as Crash Test Dummies, Irish Pipe & Tinwhistle Songs and Sinead O'Connor was used in the late afternoon as the Deadline approached.

Drugs of choice for this issue: decadent mini apple-custard tarts from The Steveston Bakery, punchy Edwards coffee from the kitchen of Liz Austrom, vintage red wine (Pinot Noir?) from the private stock and wine cellar of Sid Austrom. Aspirin and Zoloff as required.

Food consumed: breakfast consisted of croissants, blueberry muffins, kiwi fruit, star fruit, grapes, papaya, oranges, grapefruit and banana with cherry and raspberry jam. Our sumptuous lunch included Thai food, and more coffee. Those "lucky" enough to still be on the job at dinner-time were treated to cold Pizza.

Copyright-free graphics provided from the four drawer, steel cabinet of Clip Art skillfully arranged into alphabetical topics, were used to illustrate this edition. Large books of copyright-free graphics including Dover Clip Art and Magnum were perused to select the perfect pictures often used for the cover and divider pages—all enlarged or reduced to perfection by Lina D'Onofrio and her favourite photocopiers and the aforementioned scanner!

This Colophon was modeled on the one used at the end of *Wired* magazine. Read it sometime—their colophon sometimes makes it a risky business to put the issue out in your library!

BCTLA 1997 CONFERENCE: OPENING DOORS TO THE WORLD

Come to the British Columbia Teacher-Librarians' Association conference in Kamloops, BC, October 23-25, 1997, hosted by the Kamloops/Thompson chapter. Topics include:

- Battle of the Books
- Storytelling
- Humanities resources
- Information literacy
- Global education
- Multiculturalism

THURSDAY EVENING

Registration and social evening.

FRIDAY

Keynote speaker, workshops, dinner and entertainment.

SATURDAY

Breakfast, speaker and chapter council meeting.

CONTACT

Request information from:
Corinne Paravantes
Henry Grube Education Centre,
245 Kitchener Crescent,
Kamloops, B.C. Canada V2B 1B9
Telephone: (250) 376-2266 FAX: (250) 376-7966
hgec@mail.netshop.net



Some expected speakers include:

Joan Jordan & Linda Coupal	Red Cedar Award
Ann Tepe (Follett)	Information Technology
Jo-Ann Archibald	First Nations Stories
Dianne Crichley & Carole Truman	Masterpiece and a Family Quilt
Joan Weir	Author
Faith Bailey	Battle of the books
Lynda Milham & Cam Murray	Canadian Literature & Humanities 10
Don Dickenson	Author
Corinne Tamelin	Teens in the Library
Charles Hou	National Grand Prize Winner for Innovative Teaching Methods in Canadian History
Pat Clarke	Global Education
Chiara Anselmol & Lock Eddy	Multiculturalism
Diane Olburg	Linking Libraries and Classroom Teachers
Jane Powell & Students	Drama

Come and spend a great weekend in the BC Interior!

NOTICE OF PROPOSED CHANGES TO BCTLA CONSTITUTION AND POLICY

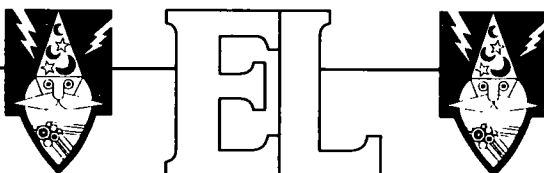


The BCTLA Executive recommends the following to the Spring Chapter Council meeting:

- That, as per policy L1, the BCTLA Award of Merit be renamed the BCTLA Diana Poole Memorial Award of Merit.

Please make note of the following motion to change Constitutional By-law 4.46.

- That Constitution By-law 4.46 be amended to read: "Elected officers shall be eligible for election to **two** additional consecutive terms, but later may be elected to any other position."



THE MAGAZINE FOR SCHOOL LIBRARY PROFESSIONALS

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BCTLA WILLIAM H. SCOTT MEMORIAL AWARD

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

ELIGIBILITY

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

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

TERMS OF THE AWARD

The recipient chapter shall:

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

APPLICATIONS

A complete application shall consist of:

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

SELECTION PROCESS

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

BCTLA William H. Scott Memorial Award

Application Form

Name of Chapter: _____

Name of Chapter President: _____

Home Address: _____

Telephone: H: _____ S: _____ Fax: _____

Name of Chapter Councilor: _____

Home Address: _____

Telephone: H: _____ S: _____ Fax: _____

BRIEF DESCRIPTION OF PROPOSED PRO-D ACTIVITIES:

CHECKLIST OF ATTACHMENTS

1. Statement of Purpose _____

2. Proposed Plan _____

SIGNED AND DATED

President: _____ Date: _____

Councilor: _____ Date: _____

DEADLINE: MARCH 31, 1997

KEN HAYCOCK PROFESSIONAL DEVELOPMENT AWARD

INTRODUCTION

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

ELIGIBILITY

To be eligible for the award an applicant must be:

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

TERMS OF THE AWARD

The recipient shall:

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

APPLICATIONS

A complete application shall consist of:

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

SELECTION PROCESS

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

DEADLINE: APRIL 1, 1997

KEN HAYCOCK PROFESSIONAL DEVELOPMENT AWARD

APPLICATION FORM

Name of Applicant _____

School District _____ No. _____

School _____

Home Address: _____

Telephone: H: _____ W: _____ Fax: _____

Description of Activity: _____

(attach additional information, brochure, outline, etc.)

Suggested Attachments:

- Curriculum Vitae
- Statement of Purpose
- References

DEADLINE: APRIL 1st, 1997

ALAN KNIGHT MEMORIAL AWARD WINNERS

The British Columbia Teacher-Librarians' Association and the Editorial Board of *The Bookmark* recognize the contribution to communication in teacher-librarianship made by the submission of outstanding articles to *The Bookmark*. One of the recipients of the Alan Knight Memorial Award this year was **Donald Hamilton**, Education Librarian and Adjunct Assistant Professor, University of Victoria. The other recipient of the Alan Knight Memorial Award this year was **John Goldsmith**, counselor, technical support person (and former teacher-librarian), Fraser Valley Regional Correspondence School, Chilliwack, BC.

The award was presented to Don Hamilton on October 19th, 1996 in Victoria, BC at the yearly BCTLA Conference. John Goldsmith will receive a similar presentation at an event in the Lower Mainland.

This year **Don Hamilton** and **John Goldsmith** have been chosen as co-winners for their ongoing and incisive contributions to the field of teacher-librarianship: Don for his hard-hitting commentaries on the art, science and future of librarianship in his column, "The Deep End," and John for his determination to bring the world of telecommunications into the lives of all teacher-librarians through his easy-to-read and easy-to-follow quarterly contributions in *The Bookmark* on the internet. Each, in his own way, has demonstrated his commitment to the professional growth of the teacher-librarians of British Columbia. While John encourages us all to become internet literate, Don cautions us that "...the Web could be called the Ultimate Vertical File...a depository of free materials, commercial propaganda and other unsolicited stuff" (December, 1995), and argues "the need to offer students immersed in the new resource-based curriculums an 'information centre' that combines the best in print with the latest in technology...working with the teacher to ensure that the appropriate skills are mastered to enable the student to benefit from this information-rich environment." (September, 1995) Will this be our future, asked Don in June, 1995, "...to act as the catalyst for data and information so that wisdom and understanding might emerge?" John, meanwhile demonstrates to us in his articles how we access the internet and then seek out the golden nuggets of information.

These theoretical and practical contributions to *The Bookmark* force us all to examine what we do and why we do it and in the end help us to define the role of the teacher-librarian in public education.

Congratulations to Don Hamilton and John Goldsmith



THEME SECTION

**AROUND THE WORLD
IN 80 PAGES**

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\$350.00; 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

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,
4093 West 14th Avenue, Vancouver, BC Canada V6R 2X3
Voice: 604 822-2704; Fax: 604 822-6006; e-mail: 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)

FIRST INTERNATIONAL FORUM ON RESEARCH IN SCHOOL LIBRARIANSHIP

This landmark event will feature the presentation, throughout the Conference, of 13 research papers, as well as a discussion on five different research methodologies that have been used to advance practices in school librarianship. Each of the papers, in its entirety, will be published in the Conference Proceedings and be made available to all delegates at registration.

- **Dr. Jean Brown and Dr. Bruce Sheppard** (Teacher-Librarians in Learning Organizations)
- **Eileen Daniel** (High School to University: What Library Skills Do Students Need?)
- **Dr. Ray Doiron and Judy Davies** (The Impact of School Library Policy on School Library Programs in Prince Edward Island)
- **Dr. Margaret Kinnell Evans and Dr. Peggy Heeks** (Providing Potential for Progress: Learning Support for Students with Special Education Needs)
- **Mary Ann Fitzgerald** (Critical Thinking: Tools for Internet Information Evaluation)
- **Dr. Shirley Fitzgibbons** (Attitudes of Youth Toward Reading Before and After a Motivational Project)
- **Dr. Victor Froese** (Relationship of School Materials and Resources to Reading Literacy in 32 Countries)
- **Dr. Robert Grover and Dr. Jacqueline Lakin** (An Interdisciplinary Model for Assessing Learning)
- **James Henri, James Herring, Eleanor Howe, Dr. Rebecca Knuth and Dr. Arthur Wizenried** (Research Methodologies Panel, chaired by Dr. Anne Clyde)
- **Dr. Cheryl Ann McCarthy** (A Reality Check: The Challenges of Implementing Information Power in Library Media Programs)
- **Dr. Snunith Shoham** (Libraries and Reading Habits among Elementary School Children: The Concept of the Classroom Collection)
- **Shirley Talstad and Dr. Julie Talman** ("Library Power" as a Vehicle for the Evolution of Change)
- **Dr. Ross Todd** (Meeting Drug Information Needs of Adolescents)
- **Kay Wilson** (Information Skills: The Reflections and Perceptions of Student Teachers and Related Professionals)

PROFESSIONAL PAPERS

This series of 12 Professional Papers, presented by the following speakers from Australia, Canada, New Zealand, Nigeria and the United States, is an integral part of the Conference Program, with a number of sessions being offered each day. All speakers will address the conference theme and its many interwoven threads; some will describe innovative practices that have been proven to work; others will give a rallying cry to implement such practices lest the gap between the information "haves" and the "have-nots" never be bridged. Each of the papers, in its entirety, will be published in the Conference Proceedings and be made available to all delegates at registration.

- **Suzette Boyd** (Evolution and Revolution in School Library Practice)
- **Dr. Gene Burdenuk** (Living and Learning in the Global Village)
- **Virginia Dike and Dr. Nancy Amucheazi** (Information for All: Resource Generation and Information Repackaging for Nigerian Schools)
- **Dr. David Loertscher and Dr. Blanche Woolls** (Information Literacy: An Update)
- **Judy O'Connell and James Henri** (Information Literacy: Teachers' Perspective of the Information Process)
- **K. E. Hones** (Not Extinct! School Libraries for Learning and Leadership)
- **Eleanor Howe** (Integrating Information Technology into and across the Curriculum: A Short Course for Students)
- **Michelle Larose-Kuzenko** (We've Done Research, Now What? Multimedia Authoring as a Reporting Tool)
- **Dr. Catherine Price and Dr. Dania Bilal Meghabghab** (The Impact of a Technology Rich Environment)
- **Elizabeth Probert and John Fowler** (It's the Same the World Over: Bridging the Gap in New Zealand)
- **Dr. Maureen White** (Best Children's Picture Books from Abroad: Valuing Other Cultures)
- **Barbara Yates** (Our Patch vs. Their Patch: Information Technology and Literacy in Schools)

CONCURRENT SESSIONS

These practical workshops, given by noted speakers, are organized within the following themes:

Thinking Skills: The Bridge Between Data and Knowledge

- **Robert Berkowitz** (Information Literacy: Education for the 21st Century)
- **Robert Berkowitz** (Instructional Consultation: Carpe Diem)
- **Lori Campbell** (Zebra's Stripes and Information Literacy: Can You Study One Without the Other?)
- **Dr. Roland Case, Dr. LeRoi Daniels** and a team of teacher-librarians (Helping Students and Teachers Think Critically About Electronic Information and Research)
- **Lynda Catchpole and Donna Davies** (Collaborative Planning and the Knowledge Framework)
- **Dr. Christine Jenkins** (Student Book Discussion Group Leadership for Teacher-Librarians)
- **Tami McDiarmid and Trish Musselle** (Critical Thinking Through Children's Literature)
- **Dr. Jamie McKenzie** (Developing a Research Program for an Age of Information)
- **Sandra Morton** (Introductory Training on the School's Networked CD-ROM and OPAC's)
- **Lyn Rushby and Paul Lupton** (Teaching Information Skills: An Australian CD-ROM That Shows Teachers How)
- **Anne Symons** (Technology and the BigSix: Tools for the Information Age)

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- **Dr. Anne Clyde** (The Internet - A Bridge to the Future?)
- **Dr. Milt McClaren** (The World Wide Web: A New Medium for Education or a Quagmire of Misinformation?)
- **Dr. David Loertscher and Dr. Blanche Woolls** (Bridging the Gap: Information Literacy for Today and Tomorrow)
- **Audrey Lundie, Jim Crook, Janet McKinlay and Judith Kootte** (Bridging the Gap - What's Really Changed? A Panel Discussion with Teacher-Librarians, K - 12)
- **Ted Monkhouse** (International Volunteering and Assistance in Teacher-Librarianship: A Program Proposal)
- **Dr. Walt Werner** (Teacher Cynicism about Educational Change: Implications for Teacher-Librarians)

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- **Marilynne Black** (Integrating Picture Books into Programs for Older Students)
- **Dale Brown** (Paths to Knowledge: Integrating Children's Literature into the Elementary School Curriculum)
- **Yvonne Brown and Richard Moore** (The Selection and Inclusion of Afro-diasporic Literature for Children)
- **Valerie Dare and Asza** (Bridging Cultures with World Music)
- **Gale Edwards** (Looking at Ourselves, Looking at Others: Multiculturalism in Canadian Children's Picture Books)
- **Pat Parungao** (Emperors and Immigrants: Children's Books that Reflect Chinese Culture and People)
- **Judith Saltman** (Cultural Diversity in Contemporary Canadian Children's Literature)
- **Kaye Steward** (The Legacy Project - Native Awareness Studies)

Cultural Expression: Creating Bridges of Meaning

- **Dave Bouchard** (Dave Bouchard Presents Four of His Books)
- **Cheryl Feindel** (Creative Research and Presentation of Local History - Down East)
- **Robert Heidbreder** (Poetry and Children's Knowledge)
- **Diane Silvey and Joe Silvey** (First Nations; A Literary Journey of Understanding)

Access To Information: Narrowing the Gap

- **Richard Beaudry** (French Resources on the Network: the British Columbia Experience)
- **Lorraine Bruce** (Integrating Internet and Curriculum)
- **Dr. Ray Doiron, James Henri and Dr. Dianne Oberg** (Distance Education and the Teacher-Librarian)
- **John Goldsmith** (What's Truth Got To Do With It?: Strategies for Evaluating Internet Information)
- **Patrick Romaine** (British Columbia's School Library Book Purchase Plan: A Bridge Over Several Gaps)
- **John Sloan and Lori Campbell** (South Australian Initiatives in Information Technology and Information Literacy)

Mass Media: Spanning the Globe

- **Shari Baldwin** (Cable in the Classroom)
- **Dan Blake** (Audiovisual Resources for Teaching Media Education)
- **Shari Graydon** (It's News To Me: A Critical Look at What Shapes the News)
- **Dr. Charles Ungerleider** (The Productive Use of Media)

AROUND THE WORLD VIA GEOGRAPHY AND CULTURE SERIES

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

Essential to their understanding of the world and its diverse people is the availability of good, accurate resource materials for our students. Luckily, there are several series of publications which extend our knowledge of countries from all around the planet. These sources are current, attractive and designed to engage students in learning about other cultures and other places in our rapidly shrinking "global village." Communication with and travel to other parts of the earth is a growth industry and increasingly we need to know about other cultures—their traditions as well as their physical geography. Just as Jules Verne encouraged an increased exposure to different places through his "marvelous travelogue" *Around the World in Eighty Days*, these print resources capture the essence of "foreign" places. The following information gives an overview and critique of several excellent series and an in-depth look at one of the titles in each of the series. The same country was chosen (Japan, or China) from each series in order to demonstrate how the series differ in their approach and content and in order to make comparisons more evident.

Enchantment of The World Series

This series gives a very quick overview of the geography, history and present culture of many countries. The reading level is about grade 5 to 7 but it can be used for older students as well. The titles in this series use short, descriptive sentences, short paragraphs, and coloured pictures (with subtitles) on almost every page. This series is an entry-type series which attempts to give a familiarity with all aspects of the country.

Japan

This particular title includes excellent, clear atlas-type maps—three of them in this volume. The physical features of Japan and its surrounding areas are shown with maps which have simple legends. The political map shows neighbouring countries, and all major cities in the area. Another map, near the end of the book, shows the cities in much greater detail and

incorporates a useful inset map of the Osaka/Tokyo area. There is a map key with the names of the cities and their respective locations on the map grid.

"Mini-facts at a Glance" is a very useful summary of basic information—very much like the fact-boxes used in encyclopedias to contain data in an accessible form. This section is about ten pages long and covers all aspects of Japanese life—holidays, important dates, people, cities, population, etc.

The index is extensive with illustrations identified in bold print. Consultants were used to ensure the accuracy of the content material, although only one was Japanese. The books are available in strong, library bindings. The text is a bit simplistic and the religious interests of the particular author of this title intruded into the text in some places. Japan's religions, for example, have a massive influence on everyday life, and yet they were dealt with in a summary fashion.

The chapter headings are not useful for accessing information quickly but are offset by the contents of each chapter appearing between brackets after the chapter headings in the "Table of Contents" and by the excellent index at the back of the book. All graphics are in colour and match the accompanying text. They do vary in quality, but are large and add greatly to expressing the "feeling" of the culture.

This series would be good for a first exposure to another culture. It is very basic and brief but engaging and written in an interesting style for many readers. There is an extensive list of countries available in this series.

Cultures of the World Series

This is a Marshall Cavendish publication and so we already know it will be a quality production. This publisher has a very high reputation for producing excellent reference materials for students. The reading level of this series is higher than the "Enchantment Series"—the writing more sophisticated and the vocabulary and sentence structure is diverse

and more complicated. The former series says the Japanese “admire bravery” whereas this series says they have “stoic resilience.” This series is aimed at the grade 7 to 10 level.

The credits list several Japanese names for the authors and designers for the title on *Japan* and this is the same for the many other titles in the series—authors are native to or of the same heritage as the country of the title. The chapters are very well organized and divide the country into clear topics—geography, history, government, religion, food and drink, etc. Subtopics are arranged under the chapter headings and give easy access to the information in the section.

The graphics in this series are particularly well done—the pictures are uniformly excellent, full-page in some cases, all in colour and of different sizes and shapes to maximize interest and attention. Short paragraphs under the visuals explain them fully—not just a short sentence or simply a label. Small line drawings add interest and the page arrangements are also excellent. There are many design experts and illustrators mentioned in the credits and their influence and skill is apparent throughout. The page layouts, including pertinent quotes, boxed graphs, and excellent use of white space, make this an artistically superior product.

The writing is accurate and does not oversimplify the content. Bold headings and subheadings help to guide the reader through each chapter. The text wraps around the graphics which are directly illustrative of the textual material. There is a high regard for the culture portrayed and an effort to avoid seeing the country through Western eyes. The title on Japan, for example, mentions that some things are considered to be “the way of the gods” but it also says that this does not embody the Western concept of god.

Japan

This title covers the physical and cultural geography of the country. There is fairly extensive information about the religions of Japan, but it concentrates on the two predominant ones. The arts are dealt with more extensively than in other series. Japanese expressions are used throughout this title and they encourage a respect for the culture.

The maps are very simple with only the main cities shown. There was no physical map in this title and this is a weak feature for geography courses. The index is also very simple but is not too necessary as the chapters are so well organized and this makes the information very accessible.

Japanese authorities and authors were involved, thus assuring a high level of accuracy and demonstrating regard for ethnic differences. All titles are available in strong, library bindings and are a good size and shape. Many titles are now available in this series. New titles are being published each year.

If you have the budget for only one geography series, buy this one for upper elementary and junior high schools.

Exploring Cultures of the World Series

This series is another Marshall Cavendish publication—with the Benchmark Books imprint. It appears to be a junior version of the series mentioned above. Each title has just sixty-four pages with very large print. It is an elementary series, probably for grades 4 to 6, but would also be excellent for ESL and reluctant readers at a higher grade level.

Maps in this series are very simple—only major cities are shown and the elevation colours on the physical features maps are not clear. Japanese consultants were used and the series is a very recent one. The visuals are consistently good—some are quite gorgeous—and they include exquisite photographs. The full colour graphics are superbly reproduced.

There is a good index with the illustrations identified in bold print, and a “Further Reading” list is helpful for students who wish to do further research. There is a two-page spread of “Country Facts” which gives facts quickly. I found one meaningless map in the title on Japan.

This series concentrates almost exclusively on the social geography and culture of the country. There are very few numerical facts and little physical geography information. The text is very simple. The information is, however, very recent—1995 facts were included in the title I looked at.

Japan

The author of this title is not an authority on the subject and had never been to Japan. The book includes a helpful glossary of Japanese words. Although facts were up-to-date, some historical facts were glaringly absent. The earthquake of 1995, for example, is described but no mention is made of the historic quake of 1923!

Inset boxes reveal interesting features of the culture. Religions are covered fairly and it was clearly shown how they influenced the daily life of the Japanese. Festivals and behaviour were covered very well and even included the "Rules for Eating with Chopsticks" and proper etiquette for many occasions—a cultural feature of great importance to the Japanese. Sports were included, as well as garden art. The text is expressive and descriptive and respectful of the culture.

Visual Geography Series

This series is not as broad in content as the former three series—it does not attempt to cover lifestyle or other cultural geography topics as thoroughly. There is more of a traditional geography-type approach. Four sections are included in the titles: land, history and government, people and economy. Each title has sixty-four pages.

The maps in this series are excellent. They are clear, include the main cities and major roads, have legends, and show neighbouring countries. They are sprinkled throughout the text. The coloured graphics are bright and attractive and well-captioned with descriptive paragraphs under each graphic. There are many good black and white pictures as well. The graphics do not always match the text and are interspersed seemingly at random. The effect is very visual, as the series points out in its subtitle, with graphics on virtually every page.

The writing is at a level between those of the series already mentioned. The Japanese, for example, show a "remarkable ability to adapt and reshape" in comparison to the other two descriptions of their national character. Facts and details are stressed throughout and the text reads like an encyclopedia article. There is less use of the style of writing which attempts to capture the culture, and more of an emphasis on relaying data about the country in an

objective tone. There is plentiful numerical information included and this series does the physical geography far more extensively than some other series. They, for example, include the flora and fauna.

The reading difficulty is at about the grade 7 to 9 level. Short, factual sentences are used. Subheadings guide the reader easily through the text. The writing is fact-oriented with little attempt to give the reader a "flavour" of the unique culture. There is an extensive number of titles available in this series.

Japan

This title was the only one to explain Confucianism in the section on religion. It also says that the Japanese are "strikingly secular"—perhaps a Western ethnocentric view! The coloured maps and graphs were excellent throughout this title and it lived up to the subtitle—*Japan...in Pictures*. It was one of the best for the physical and social geography of the country, but did not cover the culture as well. The section on history and government was extensive in this title.

Ethiopia

This title is included because this series varies its format somewhat in each book. This one on Ethiopia has excellent maps with clear legends, maps which situate the country in relation to other countries as well as maps that show the physical features of the country including main rivers, coasts, etc. The national flag was included—a feature missing in some other series.

This particular title included excellent graphs showing life expectancy, literacy, etc. Not every title in the series has this feature, and the graphs included are not consistent within the series. There was a good climate graph as well, as there was for the other African countries in the series. Some pages had more visuals than text.

Culture Shock! Series

This interesting and unique series concentrates on how to adapt to another culture while visiting or living there for a period of time. It is an excellent source for cultural studies, general interest and for students travelling abroad. Business education students in my secondary school use this series for planning trips, and for explaining about doing

business with another country. There are many curriculum matches for this series. Travel and Tourism courses which explore visiting and communicating with a culture unlike our own can effectively use this source.

There are many titles, all recent, available in this series and they are essential for dealing with our "global village" world. The paperback versions need to be rebound in a hard cover format for longer wear as they will be used extensively.

The social and cultural traditions, and the mores of the country are explored fully with many suggestions on how to behave to gain acceptance in the host culture. The level is secondary—grades 10 to 12. The subtitle says a lot *A Guide to Customs and Etiquette*. The aim is to minimize a traveller's culture shock when visiting or living in another land.

Simple black and white maps are included. Thumbnail profiles give the reader an overview of the country—geography, government, etc. The black and white photographs are dull and poorly reproduced but do relieve the text which is small and dense. The line drawings are often humorous and capture the essence of the country and people's way of life. They reduce the tension that builds up as travellers and immigrants cope with unfamiliar situations and often become frustrated. The text is sophisticated and assumes an adult audience—"homo economicus" appears in the title on Japan.

Japan

Some very useful and interesting information which simply cannot be located in any other source is presented. The average male in Japan works fifty-six hours a week and spends only four hours at home—whereas North American males work forty-four hours on the job and spend fourteen at home. These statements, however, are not documented. The Japanese watch a lot of television and only 1% of females hold managerial positions. Suicide is dealt with and the pressure to perform in this culture is noted. There are no clearly defined mores and behaviours relating to sex. The big taboos in behaviour are listed. Never mentioned, for example, are the BURAKUMIN (the outcasts of Japanese society).

Celebrations of import are noted along with favourite pastimes and cherished articles—such as the *geta*, wooden clogs. Cultural practices such as the

ofuro, the bath, are described with the full etiquette and ceremony explained so the visitor can avoid embarrassment and/or offending their hosts. It is emphasized that visitors must learn some Japanese. All travel and immigration procedures are detailed with the necessary addresses and telephone numbers.

Detailed requirements are given for buying clothes to suit the climate and the occasion—go formal if in doubt, in Japan. A chart explains clothing size differences so that you could purchase clothes there tomorrow and be comfortable.

The "Settling Down" chapter tells the reader, in a chatty, informal style, about various first-hand experiences people have had while living in Japan. The "Communicating" chapter talks about the language—it offers the proper greetings, and useful vocabulary as well as the proper body language! Japanese women, for example, cover their mouth when they laugh and everyone avoids eye contact—which is considered menacing by the Japanese. Do not touch or use any body contact! There is an entire section on bowing. The reasons and philosophy are given for the social behaviours and these fully explain how and why you should behave in certain ways.

The "Culture Shock" chapter lists the symptoms of this very real danger. If you experience fatigue, irritability and homesickness and start drinking heavily you are in trouble! The most susceptible persons to cultural shock in a foreign land are women, teenagers and those who have not traveled before. Warnings are given to be very careful—culture shock could even be fatal! Two severe reactions are explained—the "expatriate enclave" and the "going native" syndrome. Culture shock in Japan is one of the worst because the country looks Western and visitors think it is familiar but it is actually very different. All spaces are tiny, the cities are extremely crowded and the noise levels are awesome. The blank faces are a worry and the imminent threat of earthquakes can rattle many travelers.

"Enjoying Japan" is the chapter that makes up for all the difficulties. There are wonderful arts and crafts, great scenic beauty, thrilling sports, and fabulous food. The "Doing Business" chapter explains about Japanese loyalty to the firm, group mentality, and the connections which rule the business world. There are detailed instructions on how to cope with this very different business world. The list of Resources is an annotated bibliography and

includes good titles to consider buying for your library. Newspapers are included. All books in this series end with a "Cultural Quiz." It is in the form of ten "situations" and asks what you would do in each one of them—a choice of four behaviours are given in a multiple choice format. Each choice is analyzed and explained with the best one identified as the answer.

There is no other source like this series - it goes well beyond the usual descriptions in travel books. It addresses specific cultural differences in a detailed manner. Every secondary school should purchase some titles in this series.

Lands, People, and Culture Series

This series is a little different as it includes three separate books on one country. There are a number of countries treated in this way—"The Land" in one volume, "The People" in another, and "The Culture" in the third.

This series uses a large format for the books with each being thirty-two pages long and using very large print. The visuals are wonderful—all colour and very large. The vocabulary is very low level, perhaps grade 4 to 5. It is not a very fact-oriented series but is rather a descriptive overview of the countries. Simple, coloured maps show the country, the main cities and the surrounding lands. Bobbie Kalman is the author of all the titles I looked and the style is consistent throughout the series.

China: The Land

Maps show the main provinces, cities and surrounding lands. There is a brief history which includes the Communist movement. The explanations are simple. The chapters use clear subheadings, and offer short paragraphs on each topic. Traditional geographic topics are covered. Typical headings are: Fishing, Major Cities, Transportation, Arts and Crafts, etc. There is a glossary to explain terms used in the text—e.g., "plateau," and a very short index.

China: The Culture

The separation of the three aspects of each country into different books makes it handy for many students—they do not get overwhelmed with a long book covering many topics. ESL students have used these books well in my high school. This title is very

colourful and engaging with full-page graphics—all in colour. The Inventions, Arts, Temples, Performing arts, Food, Beliefs, Festivals, Medicine, Games and even the Horoscope are covered. The definition of "culture" is very broad. Interesting "suggested activities" lead students to create their own opera, etc. The graphics greatly enhance the simple text and are visual clues to meaning.

China: The People

Huge visuals dominate the text—many of them full page in size and brightly coloured. The national groups in China are identified and described—e.g., the Miao of Guizhou province, the Tibetans and the Mongols. There is a chapter on Family Life—especially the one-child family. Some pages have very little text. Large pictures of children were numerous. The types of homes, the city and country lifestyles, the jobs and leisure activities are all amply portrayed.

Places and People Series (Franklin Watts)

This series has some very recent titles. They take a geographic approach including information on the main industries, resources, transportation, cities, and modern history. There are thirty-two pages per book in a large format with numerous, clear maps and many facts. Graphs are included as well and there is an excellent use of visuals and page layout—all designed to promote the easy retrieval of information. The reading level is upper elementary- grades 5 to 7. Physical features and climate are shown with maps which have clear legends. The two page spread is used very well throughout. Fact boxes give information in an interesting format and a lot of information is packed into the pages of this series. Short paragraphs accompany the visuals.

China

Political structures are illustrated in diagrams, and this series has the most wonderful page arrangements that I saw of any of the series. Pages 14 and 15 of the title on China on "Natural Hazards" is a good example of this expert layout. There is always a map, a graph and several coloured visuals placed in an artistic pattern on the two pages. These two page spreads for each sub-topic in the chapters are used in a very engaging and informative manner. Pictures directly relate and extend the information in the text.

Visuals are recent—they all look like the 90s. There is an excellent “Data Bank” where quick facts are presented as well as a glossary and an index.

This series is a first choice for purchase for school libraries. There are just a few available at present. Buy them all.

World in View Series

There are a number of titles in this series which has a small format and approximately 100 pages to each title. There are maps and both black and white and colour photographs. The reading level is grades 5 to 7. The series is fact-oriented and covers the traditional geographic content along with a high concentration on social geography. Paragraphs explain the visuals and add to the textual information. There is a good index. The factual information is very well done. This series is less visual than many of the other series.

China

The different ethnic groups are covered and there is a language chart which shows how to pronounce Chinese words. There is also quite an extensive chapter on the languages used in China. Charts are used throughout to give lists of information—e.g., the various Chinese dynasties from the past to the present. There is a good historic chapter covering the past and one entire chapter for the twentieth century with its vast political changes. This series includes more information on politics and government than many of the other series.

City and rural life is contrasted along with Arts and Leisure. Family traditions and beliefs are included. This title is very much an overview of the social geography of China, as well as including some cultural aspects. The physical geography is all covered in one short chapter at the beginning of the volume.

Other Series to consider:

***Discovering our Heritage* (Dillon Press)
Passport to (Franklin Watts)
People & Places (Silver Burdett Press)**

We are fortunate to have so many excellent series available for us to choose from to extend the

knowledge of our students about other lands and cultures. It is also encouraging to note that racism and bias are absent from these new publications. No longer are cultures portrayed as “quaint” or “backward.” There is a tone of respect for and genuine interest about the rich diversity our world has to offer.

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The truth has never been of any real value to any human being—it is a symbol for mathematicians and philosophers to pursue. In human relations kindness and lies are worth a thousand truths.



*Graham Greene (1904-91),
British novelist.*

If we are always arriving and departing, it is also true that we are eternally anchored. One's destination is never a place but rather a new way of looking at things.



*Henry Miller (1891-1980),
U.S. author.*

ON VIENT D'AILLEURS: CULTURE ET IMMIGRATION POUR L'IMMERSION FRANÇAISE

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

The goals of the unit are to familiarize students with five political, cultural, historical or social aspects of the country of their ancestry or a country they are interested in and to compare those aspects with Canada. Students speculate about how the differences or similarities make it hard or easy for an immigrant to adapt to Canadian culture. Research skills include keeping a log of research over time using a checklist, selecting appropriate topics for comparison, locating information using reference and other materials, summarizing information, showing information using a picture or a graph, and organizing the presentation into a mural.

French is the second language of the students. The visual structure of the document illuminates the desired thinking structure of the comparisons. A simple checklist is used so that students can track their progress.

A mock up of the finished product is shown — a mural with the names of their country and Canada in the middle, and written and illustrated comparisons attached around the outside of the mural. The students may choose different subjects from the list that follows.

Langues <input type="checkbox"/> <input type="checkbox"/>	Politique <input type="checkbox"/> <input type="checkbox"/>	Sport <input type="checkbox"/> <input type="checkbox"/>
Canada et Corée		
Famille <input type="checkbox"/> <input type="checkbox"/>	Arts <input type="checkbox"/> <input type="checkbox"/>	Sommaire et Bibliographie <input type="checkbox"/> <input type="checkbox"/>

We discuss the “Orientation aux pays” sheet, pointing out that students need to make choices — there is more than they could possibly do. Students should select topics that they think would be good to explore, then peruse resources to see if they are indeed feasible with the resources available. As they select a topic, they put it on their checklist form.

As the students complete each section, we check various things. Is the work neat? Does it show good French? Is the log filled out properly? Are the comparisons appropriate? In the overall project, are there examples of how an immigrant would need to adapt? Is the research record and bibliography correctly done?

Orientation aux pays

Nom: _____ Division: _____

1. **Symboles**
 - Ce que le drapeau symbolise
 - Hymne nationale
 - Fleur nationale etc.
 - Mythes et légendes des groupes ethniques
 - Fêtes nationales
 - Coutumes traditionnelles

2. **Ressources humaines et naturelles**
 - Géographie et topologie
 - Caractéristiques régionales
 - Villes principales
 - Ressources nationales (flore, faune, minéraux)
 - Climat
 - Informations démographiques
 - Systèmes de transport
 - Systèmes de communications
 - Mass media

3. **Structure familiale et sociale**
 - Structure familiale et sociale
 - Rôles familiaux
 - Classes sociales
 - Organismes sociaux
 - Aide sociale
 - Coutumes (naissance, mariage, mort, etc.) et courtoisies

4. **Religion et philosophie**
 - Croyances religieuses (indigènes et empruntées)
 - Proverbes
 - Superstitions

5. **Éducation**
 - Approche générale (mémorisation vs. Résolution de problèmes)
 - Système scolaire
 - Collèges et universités
 - Formation professionnelle

6. **Beaux-arts et Réussites culturelles**
 Peinture
 Sculpture
 Artisanat
 Arts populaires
 Architecture
 Musique
 Danse
 Art dramatique
 Littérature
 Poésie
 Cinéma

7. **Économie et industrie**
 Principales industries
 Exports/imports
 Investissement étranger
 Industrie à domicile (s'il y en a)
 Développement industriel
 Modernisation (si ça s'applique)
 Conditions urbaines et rurales
 Pêche (si c'est une activité importante)
 Systèmes de marketing

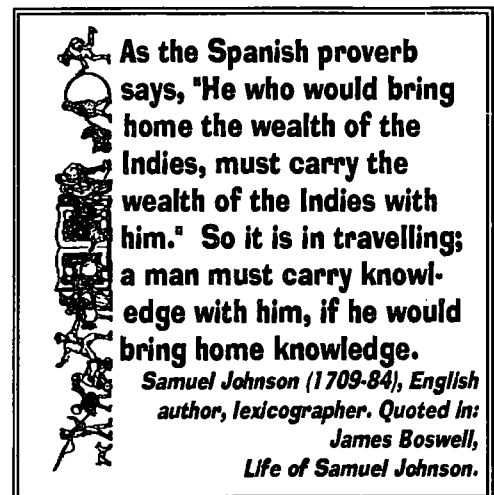
8. **Politiques et gouvernement**
 Système de gouvernement
 Politiques
 Organisation gouvernementale (national et local)
 Politiciens
 Système policier
 Militaire

9. **Science**
 Inventions et réussites (dans le temps)
 Science
 Médecine

10. **Sports et jeux**
 Sports du pays (unique au pays)
 Sports modernes mondiaux
 Jeux traditionnels pour enfants

11. **Nourriture nationale**

12. **Langue nationale**
 Dialectes locaux et langues



Nom: _____ Division _____

Notes de Contraste — Exemple

Comparaison: _____

Pays: _____

Image, carte, dessin ou graphique:

Explication:

*Note: This is used to show how data could be put on a page. Students use these sheets for reference.

Nom: _____ Division _____

Notes de Contraste — Exemple

Comparaison: _____

Pays: **Canada**

Image, carte, dessin ou graphique du Canada:

Explication

Expliquez les différences les plus importantes et les faits ressemblants pour un immigrant. Pourquoi sont-elles importantes?

Nom: _____ Division _____

Sommaire du travail

Pays: _____

Comparaison

1 Sujet: _____
 J'ai fini l'image de mon pays _____
 J'ai fini les notes sur mon pays _____
 J'ai fini l'image du Canada _____
 J'ai fini les notes sur le Canada _____
 J'ai fini la comparaison _____

2 Sujet: _____
 J'ai fini l'image de mon pays _____
 J'ai fini les notes sur mon pays _____
 J'ai fini l'image du Canada _____
 J'ai fini les notes sur Canada _____
 J'ai fini la comparaison _____

3 Sujet: _____
 J'ai fini l'image de mon pays _____
 J'ai fini les notes sur mon pays _____
 J'ai fini l'image du Canada _____
 J'ai fini les notes sur Canada _____
 J'ai fini la comparaison _____

4 Sujet: _____
 J'ai fini l'image de mon pays _____
 J'ai fini les notes sur mon pays _____
 J'ai fini l'image du Canada _____
 J'ai fini les notes sur Canada _____
 J'ai fini la comparaison _____

5: Résumé: _____
 J'ai un sommaire _____
 J'ai un liste des ressources _____
 J'ai une mural _____
 J'ai vérifié mes notes _____

Liste des ressources

Nom _____ Sujet _____

ENCYCLOPÉDIE

1. L'auteur _____
Titre de l'article _____
Titre du livre _____ Vol. _____
Maison d'édition _____ Ville _____ Année _____ Tome _____
2. L'auteur _____
Titre de l'article _____
Titre du livre _____ Vol. _____
Maison d'édition _____ Ville _____ Année _____ Tome _____

LIVRES

3. L'auteur _____
Titre du livre _____
Maison d'édition _____ Ville _____ Année _____
Nombre de pages _____
4. L'auteur _____
Titre du livre _____
Maison d'édition _____ Ville _____ Année _____
Nombre de pages _____
5. L'auteur _____
Titre du livre _____
Maison d'édition _____ Ville _____ Année _____
Nombre de pages _____

ARTICLE (JOURNAL)

6. L'auteur _____
Titre de l'article _____
Titre du journal _____ Vol. _____ No. _____
Date: _____ Pages _____

BIBLIOGRAPHIE

Une bibliographie est une liste alphabétique de tous ce que tu as lu: livres, revues, journaux, encyclopédies, etc.

Livre: Chaque description se fait comme suit:

1. le nom de l'auteur (nom de famille en majuscules /virgule/prénom/point). Si une encyclopédie ou une revue n'a pas d'auteur, le titre de l'article sera en premier et mis entre guillemets (" " ou « »).
2. le titre du livre (souligné), virgule
3. la maison d'édition, virgule
4. la ville où le livre a été publié, virgule
5. la date de publication, virgule
6. le tome ou le nombre de pages, point

Article: Chaque description se fait comme suit:

1. le nom de l'auteur (nom de famille en majuscules /virgule/prénom/point). Si un article n'a pas d'auteur, le titre de l'article sera en premier.
2. le titre de l'article entre guillemets (" " ou « »), virgule
3. le titre du journal (souligné), virgule
4. le volume et/ou le numéro de la revue, virgule
5. la date de publication entre parenthèses, virgule
6. les pages, point

EXEMPLE

	BIBLIOGRAPHIE
Livre	<u>Petit Larousse illustré 1988</u> , Paris, Larousse, 1987, 1798 p.
Livre	POPE, Joyce. <u>J'aime et je soigne mon chat</u> , Éditions Gamma, Montréal, 1989, 32 p.
Journal	"Pourquoi adopter un animal?" <u>Hibou</u> , Volume 10, No. 4, (avril 1990), p. 26-27.
Journal	ROBERT, Véronique. "Une industrie au recyclage", <u>L'actualité</u> , Volume 16, No. 18, (15 novembre 1991), p. 34-40.
Encyclopédie	"Saumon du Pacifique", <u>Encyclopédie du Canada</u> , Vol. PE-Z, Stanke, Montréal, 1987, 3 vol.

CHECKLIST FOR EVALUATING MULTICULTURAL MATERIALS

compiled by **WILLA WALSH**, from several lists with sources noted at the end of this article

Here are some guidelines to check resource and library materials for bias and racism. Students also need to be aware of these guidelines as they do their research and read materials. We must, as teacher-librarians, point out these critical features so that our students can better assess sources of information, and become critical thinkers.

1. ILLUSTRATIONS/TEXT

- Are there stereotypes portrayed? Are the complexities of the culture shown? Examples of stereotypes would include the Mexican in the sombrero, the domestic woman, naked Natives, and the evil step-mother. Is the art a mishmash of generic cultural designs?
- does the source over-simplify the minority culture? Examples would include: "quaint" clothing, the happy-go-lucky Black person.
- Are the minority characters (race or gender) depicted realistically? Are there examples of tokenism? Examples could include: the white-featured person with a tinted black skin, or everyone of a certain race or ethnic group looking exactly alike—not as genuine, distinct individuals.
- Are minority characters shown in active or passive roles? Examples of bias would include: minorities always portrayed in subservient roles or as being on-lookers at the action of others.
- How do picture books depict minorities? For example, are children shown "playing Indian"? Do Natives have ridiculous names like "Indian Two Feet"? In the ABC book, is E or "Eskimo"?
- Does the author/illustrator avoid focusing on the "exotic" aspects of culture?
- Do the illustrations complement the text?

- Does the author use photographs which are often more accurate and realistic than pictures?

2. STORYLINES

- Are minorities cast only as accepting, passive persons? Do they resolve their own problems and those of others?
- Are male or white standards required to be successful? Is competition the only standard which is valued? Do male, and/or white heroes dominate the story? Do they intervene and "save" the females or the minority characters?
- Are females or minority persons the problem in the story line? For example, are they unemployed, underachieving, or lacking in intelligence?
- Is only one standard of success portrayed? Do minorities have to succeed extremely well to gain approval? For example, must the person be an exceptional athlete?
- Could the same story be told if the sex roles were reversed?
- Would members of the racial, religious, or cultural groups represented in the material approve of the way in which they are portrayed?

3. LIFESTYLES

- Is one social class depicted as the "norm"? For example, only the Middle Class living in suburbia.
- Are minority or different cultures represented in an accurate manner? Example: the Arab on the camel.

- Are Third World persons and settings implied to be inferior? or over-simplified?
- Are negative views stated or implied about depicted differences? Examples would be: ghettos, barrios and impoverished places shown predominantly.
- Are there genuine insights into other cultures?

4. RELATIONSHIPS AMONG PEOPLE

- Are males and whites in superior roles? Do they have all the power? For example: females only shown in supportive relationships.
- Are family relationships depicted realistically? Watch for the South American family with a multitude of children or the Black family with a dominant "mama" figure in charge.
- If the families are separated, are societal reasons given? For example, is it always poverty?
- Are both genders portrayed or is there an absence of one gender?
- To what extent are some groups silenced or marginalized?
- Do the materials promote positive attitudes toward all races?

5. COPYRIGHT DATE

- What is the copyright date of the resource?
- The 1960s saw a lot of "minority experience" books being published by white authors and publishers.
- The 1970s brought a new awareness about multicultural and multiracial communities and minority authors appeared.
- Non-sexist books were almost unknown before 1973!

6. CREATOR'S BACKGROUND

- What is the author's or illustrator's background? If they are not of the minority groups being portrayed or written about **BE CAREFUL** and watch carefully for their perspective.
- Ask "What qualifies this author/illustrator to be the creator of this book? In the past, middle class whites dominated the children's book industry. Their outlook was very ethnocentric and patriarchal. The authors could also be Eurocentric and not really respect other, minority cultural groups.
- Has the author made adequate use of primary and/or secondary sources?
- Are there factual errors? Has the author consulted professionals from minority groups, local community organizations, and authorities to verify the accuracy of information?
- Analyze the biographical data on the author/illustrator—often given on the back jacket flap of the book

7. VOCABULARY

- Is the vocabulary suitable for the intended age group?
- Are the words carefully chosen in the text? Watch for "loaded" words which have negative overtones; e.g. "primitive," or "inscrutable."
- Does the male pronoun dominate the text? or are both sexes referred to?
- Do the words distort history? For example, does the text use "conquest," "victory," to justify the Euro-American takeover of the Native homelands?

8. READERS' SELF ESTEEM

- Is there anything that would embarrass or hurt a child of a particular background?

- Are there any “norms” which limit a child’s hopes and self-concept? For example: if Blacks are portrayed as menacing and dirty—what impact does this have on readers?
- Are women’s images always slim and beautiful? and do males always perform the important deeds in the story? What impact does this have on female readers?
- Can minority readers identify in a positive way with characters in the book?
- Is the author aware of self-identification preferences of racial and cultural groups (e.g. “Native Canadian” is preferable to “Canadian Indian” and “Inuit” is preferable to “Eskimo.”)
- Are all names spelled correctly?

9. CHARACTERS IN THE BOOK

- Note the heroes in the stories. Can minority groups define their own heroes of both sexes? Sometimes these heroes are struggling for justice for their group.
- Are minority heroes only admired for qualities which made white heroes famous? or do their deeds only benefit white people?
- Does the author use accurate and current names rather than Anglicized names?

SOME DEFINITIONS OF TERMS

Anti-bias: an active approach to challenging prejudice. It is not sufficient to be individually non-biased—institutional bias is entrenched and each person needs to counter this oppression.

Bias: any attitude, belief, or feeling that results in unfair treatment of an individual because of his or her identity.

Prejudice: an attitude, opinion, or feeling formed without adequate knowledge, thought, or reason. Can be against any person, group, or sex.

Racism: any attitude, action, or institutional practice backed by power that subordinates people because of their colour. Includes withholding respect from people of other races.

Sexism: any attitude, action or practice backed up by power that subordinates people because of their sex.

Stereotype: an oversimplified generalization about a particular group, race, or sex, which usually carries derogatory implications.

SOURCES CONSULTED

The following lists, and articles were supplied by Loma Wing, Consultant, Anti-Racism Education, Vancouver School Board. There was considerable repetition between the sources, and I amalgamated the criteria into one list.

“Anti-bias curriculum: Tools for empowering young children.” NAEYC. National Association for the Education of Young Children. Washington, DC.

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“Checklist for the evaluation of racial, religious, and cultural bias in learning materials.” Ontario Ministry of Education, in *Race, religion and culture in Ontario school materials: Suggestions for authors and publishers.*

“Challenging diversity with anti-bias curriculum” by Louise Derman-Sparks, from *School Safety*, Winter, 1989.

“Guidelines for curriculum writing and analyzing books for racism.” Dr. Ahmed Ijaz, from “Guidelines for Curriculum Writing in a Multicultural Milieu” in Ronald J. Samudo & Shie L. Kong, *Multicultural Education: Programmes and Methods*, University of Toronto Press, Toronto, 1986.

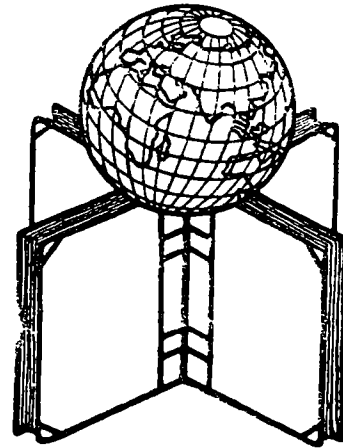
“How to tell the difference.” Excerpts from “How to tell the difference: A checklist” by Beverly Slapin, Doris Seale, and Rosemary Gonzales.. Originally published in *Through Indian eyes: The native experience in books for children*, New Society Publishers.

“Suggested criteria for selecting bilingual/multicultural materials.” by Wendy McDonell, TESOL, Vancouver.

“Ten quick ways to analyze children’s books for racism and sexism.” Reprinted by the Vancouver School Board with the permission of The Council on Interracial Books for Children, New York.

“Using children’s literature with ESL students—Criteria for selection/evaluation.” from *The Literature connection: A read-aloud guide for multicultural classrooms*, by Betty Ansin Smallwood (Addison Wesley, 1991).

“Toward inclusive curriculum: identifying bias and exclusivity in curriculum materials.” (This is a four section checklist with spaces for comments)



How do you describe the sorting out on arriving at Auschwitz, the separation of children who see a father or mother going



away, never to be seen again? How do you express the dumb grief of a little girl and the endless lines of women, children and rabbis being driven across the Polish or Ukrainian landscapes to their deaths? No, I can't do it. And because I'm a writer and teacher, I don't understand how Europe's most cultured nation could have done that. For these men who killed with submachine-guns in the Ukraine were university graduates. Afterwards they would go home and read a poem by Heine. So what happened?

*Elie Wiesel (b. 1928),
Rumanian-born U.S. writer.*

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THE BRITANNIA WORLD MUSIC PROGRAM

by VALERIE DARE, teacher-librarian, Britannia Secondary School SD #39 (Vancouver).

Riddle: What are the similarities between an effective school library program and the world music program at Britannia Secondary School?

Answer: Both programs require cooperative planning, result in curriculum development, are an effective strategy for curriculum implementation, enrich learning opportunities for students, use a full range of media, enhance literacy, and involve all subject areas.

OVERVIEW

World music instruction supports affective learning, curriculum integration, school community interaction, and cross-cultural understanding. It celebrates cultural differences and explores cultural connections. It promotes the concept of an educational partnership between teachers and performing artists. In the six years of its existence, world music has become a focus of the Britannia community school program, and has influenced other schools to adopt similar approaches.

Beginning as an ESL curriculum development initiative in 1991, the Britannia World Music Project, as it was first named, soon became an on-going program with a number of interrelated elements:

1. Development of 20 learning units on the music of cultures around the world. Designed as integrated resource packages, the first three units have been published and are available from BCTF Lesson Aids. These are *Jewish music*, *The Music of the wanderer*, *Music of Zimbabwe: the spirit of a people*, and *Music of South Africa: rhythms of resistance*. *Music of the Andes: on the Wings of the Condor* is in the final draft stage, to be followed by Cuban music. Each 36-page unit costs \$4.95.
2. Publication of a world music curriculum development guide enabling teachers to develop units on the cultures of their choice. Included in the guide are a series of reproducible templates, instructions for their use, a sample unit (*The Music of South Africa*) and a list of recommended resources. The guide is available from the Vancouver School Board for \$11.95 (slightly more for out of district teachers).
3. Organization of classroom workshops in various subject areas presented by performing artists. The workshops can support curriculum themes and topics used in resource based learning projects. A memorable workshop presented by multi-instrumentalist Randy Raine-Reusch supported a Science 8 acoustics unit. Andy demonstrated the type of harmonic singing done by Buddhist monks, taught students how to produce their own overtones, and had them examine the sound waves made by plucking a monochord.
4. Organization of artist in residence programs. Beginning in 1994 with the month-long residency of South African musician, Themba Tana, Britannia has continued in subsequent years to have programs with Cajun artist, Claire Brett, and First Nations performer, Wally Awasis.
5. Scheduling of school concerts by local and touring musicians. Local artists who work with students in the classroom receive a warm welcome when they give a school performance.

Occasionally, a performance by touring artists is possible to arrange. Jean Emilion from Madagascar, Sisa Pacari from Ecuador, and Black Umfolosi from Zimbabwe are all internationally-renowned musicians who have performed at Britannia.

6. Arranging of lecture demonstrations on culture through music. Monthly interest group sessions feature artists who talk about and demonstrate the music of their culture. Held after school, the sessions are open to teachers, students, and the community. This year's sessions include Capoeira, Flamenco music, and the music of Vietnam, Guinea, and Latin America.
7. Promoting of professional development opportunities for teachers. Led by artists, these sessions place musicians in the role of teachers and promote the concept of an educational partnership between teachers and artists. Two examples are French, Spanish, and Mandarin sessions delivered by artists at a recent Modern Languages conference hosted by Britannia, and biweekly workshops on samba rhythms for world music educators held at Dickens Elementary School in Vancouver.
8. Acquiring world music learning materials. To support the development of curriculum units on world cultures, the resource materials needed to implement the units are purchased and housed at Britannia. Special funding has come from the Vancouver School Board and the BC Global Education Project.
9. Developing world music as a locally developed course. To enrich and supplement current music courses, two secondary school music teachers in Vancouver are exploring the possibility of writing world music as a locally developed course ready for implementation in September, 1996.
10. Planning of a world music symposium for the spring of 1998. In order to showcase and display the recent advances in world music instruction in Vancouver schools, the World Music Educators' Association and the Music Education Faculty at UBC are in the initial stages of organizing a symposium on world music in education.

CURRICULUM DEVELOPMENT

Before presenting the following examples of student activity sheets and templates selected from the unit, *Music of Zimbabwe*, it may be helpful to explain the model used for curriculum development and implementation. For each unit, a musician from the representative culture spends a half day with developers, giving background information, demonstrating aspects of the music, and answering questions. The musician is then invited to the school to implement a component of the unit once the materials have been developed and are ready for piloting with a class. Following the piloting process, the unit is modified, prepared for publication and sent to the BCTF for printing and distribution.

All twenty units will have the same format, developed as a means to represent similarities in the ways music is used in different cultures. It is anticipated that cultural investigation through music will allow students to gain an understanding, appreciation, and knowledge of the society that produced it. Each of the following components has a student activity sheet paired with a template in which the following information is given:

1. A geographic overview of the country or region, which includes a current reproducible map and a brief description of land and people
2. A social political theme that is appropriate to the country or culture and is expressed as a graphic organizer

3. A viewing guide, which invites viewers to respond to a sequence of questions drawn from a brief video clip
4. A listening guide, which asks students to actively listen to determine elements of style and instrumentation and to interpret their feelings in response to a preselected song
5. A song-writing guide, which asks students to write the concluding verse to a song that best conveys the socio-political theme
6. An information-gathering sheet for musicians, which is compiled as their music is introduced and analyzed
7. An information gathering sheet for dance, which analyses the purposes and characteristics of a dance that is significant for the particular culture
8. An information-gathering sheet for a musical instrument, which is representative of the culture being investigated
9. Instructions for an instrument-building activity, which can be undertaken in the woodwork shop
10. A note-taking sheet on religion examining the role music plays in religious practices
11. A folk tale with music, which may take the form of a musical accompaniment to the story or involve a musical instrument as central to the plot
12. A glossary of terms which can be provided or developed
13. A performance workshop planning guide facilitating arrangement of live performances
14. A knowledge framework, which expedites the planning and development of each unit
15. A list of required and recommended learning resources

Drawn from *Music of Zimbabwe: the Spirit of the People*, the following unit components are shown as examples: geographic overview, socio-political theme, representative artists, instrument, and dance, religion, folk tale, workshop, and resource list. The format for the templates was developed by Alicia Richards, ESL teacher at Britannia, and modified and desktop published by John McLachlan, a musician who specializes in performances for young audiences.

The strength of world music is that it is both inclusive and non-judgmental. We recognize that in world music there is no hierarchy of musical traditions in terms of relative worth. For example, Indonesian gamelan music is considered by musicologists to be equally sophisticated as symphonic music; indeed, the word "primitive" is inappropriate any time it is applied to non-Western traditions and instruments. World music is best examined at the school level through its social functions and as an expression of the beliefs and values of the people who produce it. Music allows us to participate in their daily lives, find out what is important to them, and share their joys and sorrows. The Britannia world music program recognizes and celebrates the diversity of musical expression around the globe, particularly as represented in the Vancouver music community, and aspires to generate positive attitudes among young people through cultural understanding.

For further information about the world music program and the artists involved, please contact Valerie Dare at Britannia (604) 255-9371 Local 227; or Fax (604) 255-8593.

Valerie Dare and several musicians associated with the world music program will be presenting world music workshops at this summer's IASL/ATLC conference

Music of Zimbabwe



The
Spirit of
the People

Music of Zimbabwe

The **Spirit of** *the* **People**

Valerie Dare

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Text design and typesetting by John McLachlan

Introduction

Music of Zimbabwe; *The Spirit of the People*

As African countries gained independence from colonial rule in the 1970s, their governments recognized that support for indigenous art forms was a crucial step in restoring cultural pride. Countries such as Guinea established policies such as “authenticité,” which promoted traditional music and dance by establishing national dance and music ensembles, organizing festivals, and promoting performing artists whose repertoire was drawn from traditional sources.

The opposite was the case in Rhodesia, where the media and recording industry continued to be controlled by the white minority until 1980. Music became a political tool used by both sides to communicate messages of solidarity to their respective communities, but while the white media could afford to be overt, black musicians were forced to be subversive. In the 1970s, musician Thomas Mapfumo began using lyrics in the Shona language with “deep proverbs” which concealed messages of resistance to white rule. This musical style became known as *chimerenga* or “struggle,” the name given also to the liberation war which lasted from 1965 to 1980, when Zimbabwe gained independence.

While Thomas Mapfumo and his band, Blacks Unlimited, are probably still the best-known of the Zimbabwean musicians, other performers who have received international fame include Oliver Mtukudzi, the Four Brothers, Black Umfolosi, and mbira-player, Stella Chiweshe. Stella’s success as a musician is unusual. Unlike South Africa, where female musicians routinely perform, women in Zimbabwe are presumed to have low moral standards if they appear on stage. To counteract this bias, a Women Musicians’ Advisory Group was established in 1990 to overcome sexual harassment and discrimination. As well, the overseas successes of Stella Chiweshe and jazz singer Dorothy Masuka may help to break down cultural stereotypes and advance professional opportunities in the performing arts for women.

Social biases, as well as gender biases, are present in the music industry. According to sources, performing artists from minority groups receive less government support for their work than musicians from the Shona majority. Despite a lack of official recognition, Ndebele artists Black Umfolosi have built a solid reputation from their overseas tours, performing traditional Zulu dances and songs in the *mbube* style popularized by South Africa’s Ladysmith Black Mambazo. This style evolved during colonial times when migrant workers living in hostels organized weekend a capella and dance competitions to provide entertainment and a creative outlet. Both *mbube* singing and gumboot dancing have been raised to a high art by Black Umfolosi.

New bands have special difficulty finding an audience in Zimbabwe. Performing venues are hard to find and their owners are reluctant to book unknown artists. Fortunately, some established artists such as Black Umfolosi and Oliver Mtukudzi, mentor promising musicians by producing their songs and providing rehearsal space. Whether playing traditional mbira music or popular *jit*, *rumba* and *chimurenga* dance rhythms, contemporary Zimbabwean musicians contribute to a vibrant cultural heritage.

Valerie Dare



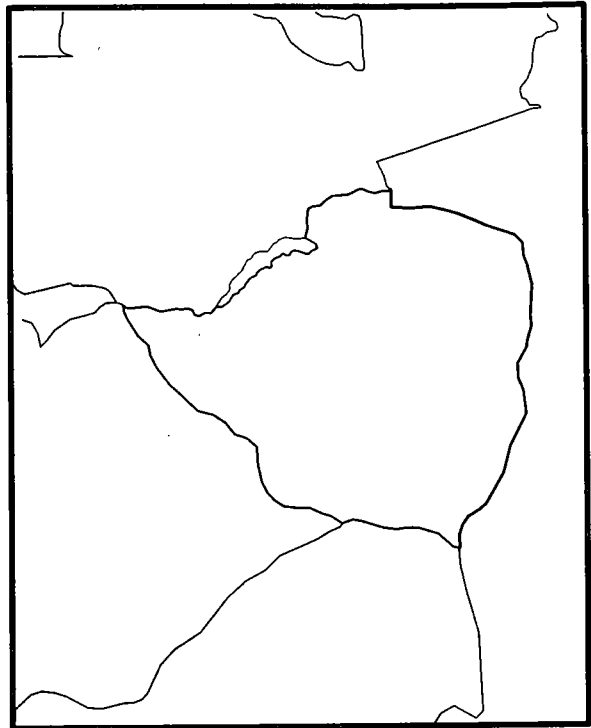
Black Umfolosi

Geographic Background

Zimbabwe

BACKGROUND INFORMATION

MAP



STATISTICS

Population
Ethnic groups

Languages
Religions

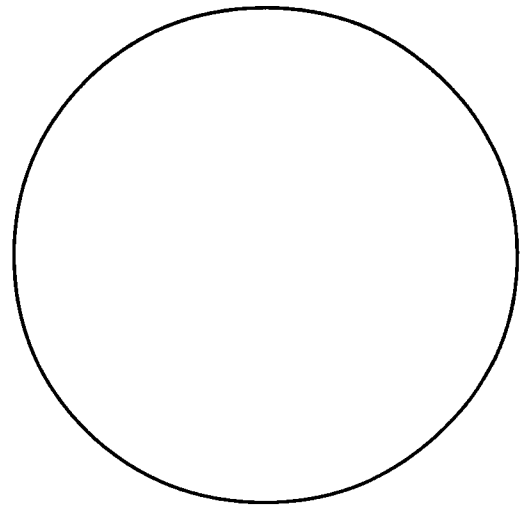
Government

RATING

0 ■■■■ 1 ■■■■ 2 ■■■■ 3 ■■■■ 4 ■■■■ 5

COMPLETION ACTIVITY

DEMOGRAPHIC PIE CHART



Geographic Background

Zimbabwe

BACKGROUND INFORMATION

A land-locked country in Southern Africa, Zimbabwe covers 390,580 square kilometres. There are three geographic regions: the High Veldt, with an altitude above 1,500 metres, the Middle Veldt, and the Low Veldt. Most major cities are located in the High Veldt, where the climate is ideal for European style farming. The capital city is Harare.

In colonial times prior to 1980, Zimbabwe was known as Rhodesia and was ruled by Britain. In 1965, the white-majority government declared its independence from Britain and lost a fifteen year struggle to maintain political dominance over the majority blacks. ZANU leader Robert Mugabe, won the first democratic election in 1985 and maintains his leadership today.

After many years of struggle, Zimbabwe has emerged as one of the most progressive countries in Africa, with a unique culture that allows blacks and whites to live together peacefully.

Economically, Zimbabwe is an important producer of gold, asbestos, and nickel. Iron ore and coal deposits are also mined. Power for industry comes from the huge Kariba Gorge hydroelectric dam on the Zambezi River, one of the biggest in the world.

Many tourists visit Zimbabwe to see magnificent Victoria Falls, the Great Zimbabwe ruins, and African wildlife.

MAP



Map Questions

- ◆ Which natural feature retains its English name?
- ◆ Which rivers form two of Zimbabwe's borders?
- ◆ What person-made structure indicates an early civilization?

STATISTICS

Population	11,536,000
Ethnic groups	Black 98% : Shona 80% Ndebele 20%. White 2%
Languages	English, Shona, Ndebele
Religions	Christian and traditional 50% Christian only 25% / Trad. only 24%
Government	Parliamentary democracy

RATING

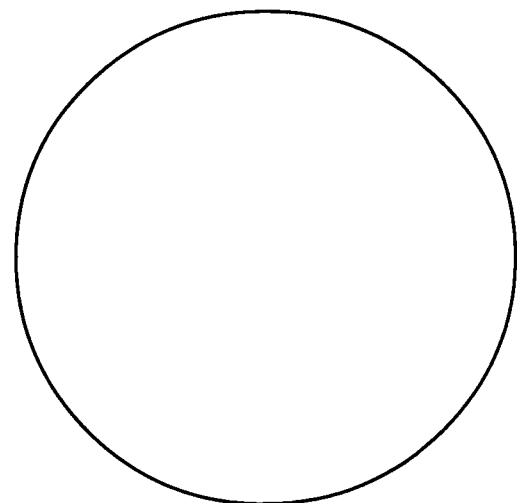
Circle the number that shows the present-day relations between blacks and whites in Zimbabwe.

0 ■■■■ 1 ■■■■ 2 ■■■■ 3 ■■■■ 4 ■■■■ 5
 Poor Good

COMPLETION ACTIVITY

Complete, using the Background Information.
 The capital city of Zimbabwe, _____, is located in the _____ Veldt. This area is the best for European-style _____. Most European farmers in Zimbabwe came from _____, which governed Zimbabwe until _____.

DEMOGRAPHIC PIE CHART



- ◆ Show the percentage of Shona, Ndebele, and white people living in Zimbabwe. Label the pie graph.

DIRECTIONS

MAKE NOTES in point form on the development and purpose of *chimurenga* music using the information on the facing page.

Mbira

1

Bira Ceremonies

2

THE
EVOLUTION
OF
CHIMURENGA
MUSIC

War of Liberation

4

Thomas Mapfumo

3

DIRECTIONS

Have students make notes on the development and purpose of the *chimurenga* musical style, using the main idea graphic organizer below.

Mbira

The mbira, or thumb piano, is a traditional instrument made from wood and metal. Flattened nails are attached to a wooden sound box and tuned by adjusting the length of the keys. The instrument is played mainly with the thumbs and fore-fingers. Mbiras are usually played by men, often at *Bira* ceremonies.

1

Bira Ceremonies

Villagers communicate with the ancestors through a spirit medium summoned by the music of the mbira players. The ceremonies last all night and include dancing and singing. Some dancers go into a state of trance which enables them to receive any messages the ancestors wish to communicate. These dancers became the spirit mediums, communicating the ancestors' messages to their families.

2

THE EVOLUTION OF CHIMURENGA MUSIC

War of Liberation

The *Chimurenga* war of liberation ended in 1980. Because music was not needed as much for political purposes after that date, it has since resumed its social functions of communication, entertainment, and moral instruction. In a society where literacy is low because of the disruption to education caused by the war, music is an effective way to inform young people, in particular, of society's expectations of them.

4

Thomas Mapfumo

Mapfumo took the techniques of mbira-playing and adapted them to the electric guitar. The style became popular and was a way of rallying people to support the war of liberation during the 1960s and 1970s. Both the musical style and the war of liberation became known as *chimurenga*, or "struggle."

3



DIRECTIONS

WATCH the war of liberation section of the video, *Mbira Music; Spirit of Zimbabwe*, and ANSWER the questions below.

1. How long did the war of liberation last?
2. What is the Shona word that means *war of liberation*?
3. The *chimurenga* style of music took traditional songs and changed them in what way?
4. What was the purpose of the Pungwe night rallies?
5. Who took part in the rallies?
children?
women?
men?
old people?
6. What was the mood of the music sung at the rallies?

What were the words about?
7. Where did the colonisers come from?
8. What are the names of the two African leaders who led the liberation war?
9. **EVALUATION** Do you believe the white military leader when he said it didn't matter who ruled Zimbabwe?
Why or why not?
10. **CHOICE** Would you have voted for the white regime or ZANU in 1980? Explain your choice.
11. **MAKE YOUR OWN QUESTION**
12. **MAKE YOUR OWN QUESTION**

DIRECTIONS

Have students watch the war of liberation section of the video, *Mbira Music; Spirit of Zimbabwe*, and answer the questions below.

1. How long did the war of liberation last?

It lasted for fifteen years, from 1966 to 1980.

3. The *chimurenga* style of music took traditional songs and changed them in what way?

Proverbs with a hidden message were added to the music and broadcast to the people.

5. Who took part in the rallies?

children? *no*
women? *yes*
men? *yes*
old people? *no*

7. Where did the colonisers come from?

They came from Britain, America, and France.

9. **EVALUATION** Do you believe the white military leader when he said it didn't matter who ruled Zimbabwe?
Why or why not?

11. **MAKE YOUR OWN QUESTION**

2. What is the Shona word that means "war of liberation?"

The Shona word is "chimurenga."

4. What was the purpose of the Pungwe night rallies?

Freedom fighters met villagers to raise morale for the struggle. "Chimurenga" music was an integral part of the rallies.

6. What was the mood of the music sung at the rallies?

The music was upbeat and raised peoples' spirits.

What were the words about?

The words spoke in favour of the war and using land mines to fight the enemy.

8. What are the names of the two African leaders who led the liberation war?

Their names are Joshua Nkomo and Robert Mugabe.

10. **CHOICE** Would you have voted for the white regime or ZANU in 1980? Explain your choice.

12. **MAKE YOUR OWN QUESTION**

Listening Guide

Zimbabwe

DIRECTIONS

LISTEN to *Pidigori (Snake in the Forest)*, from the recording, *Zimbabwe Frontline*, by Thomas Mapfumo and CIRCLE the appropriate word or words.

STYLE

vocal or instrumental or both
choir or lead singer and chorus
call and response
male singer(s) or female singer(s) or both
slow tempo or fast tempo
dance rhythm or ballad

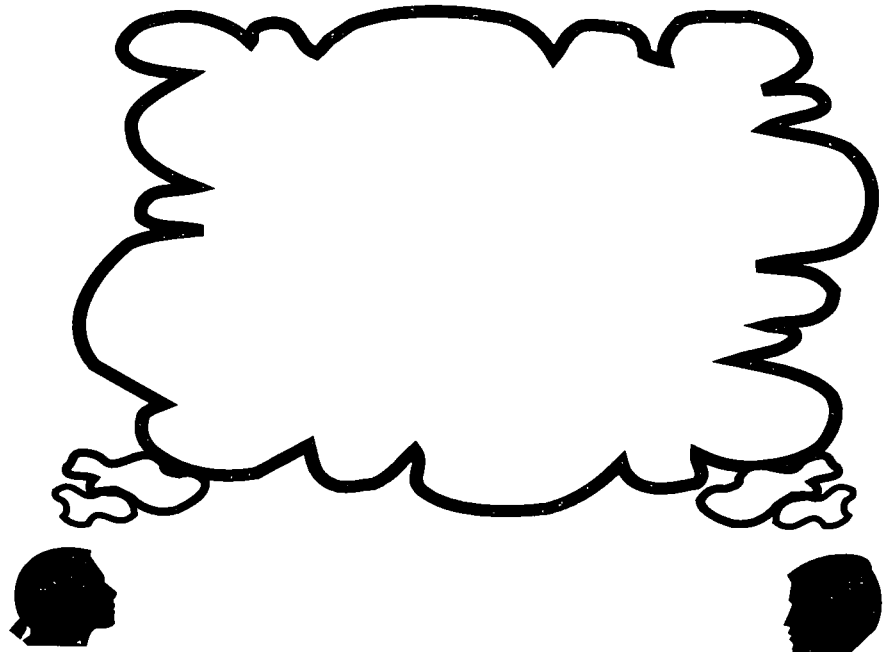
INSTRUMENTS

panpipes voice electric guitar harp
drum kit marimba
saxophone bass guitar piano
keyboard shaker bagpipes cymbals

MY FEELINGS

curious or content
excited or peaceful
angry or calm
happy or sad
lazy or energetic
upset or pleased

THE PICTURE I SEE



DIRECTIONS

Have students listen to *Pidigori (Snake in the Forest)*, from the recording, *Zimbabwe Frontline*, by Thomas Mapfumo and circle the appropriate word or words.

STYLE

vocal or instrumental or both

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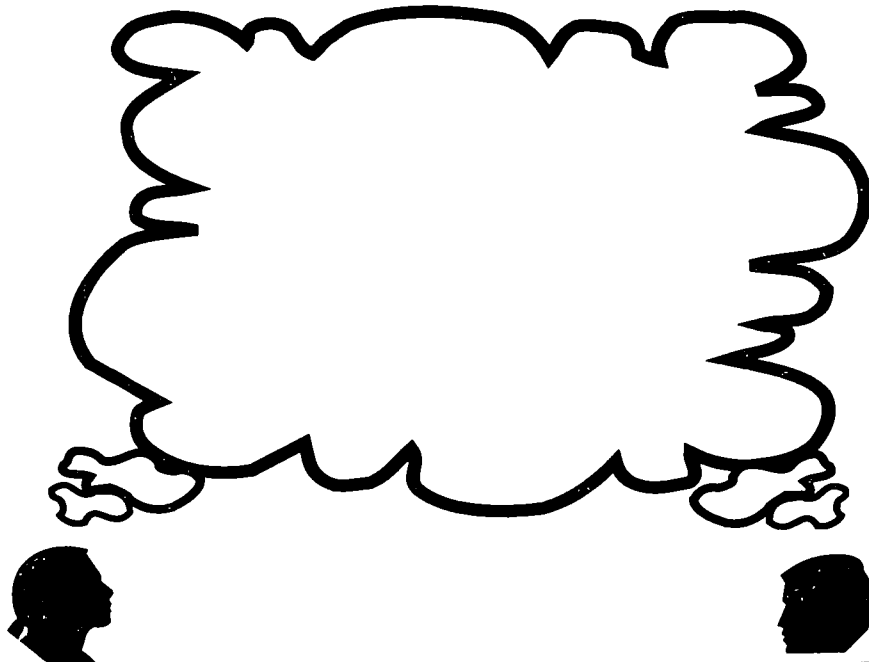
angry or calm

happy or sad

lazy or energetic

upset or pleased

THE PICTURE I SEE



DEFINITION

WHAT IS A _____ ?

DEFINITION:

MODEL SONG LYRICS

DIRECTIONS

- Step 1: Watch the teacher make the first line.
- Step 2: Help the teacher make the second line.
- Step 3: Make a third line with the teacher's help.
- Step 4: Write a fourth line yourself.

THE NEW SONG

TITLE: _____

DEFINITION

WHAT IS A mbube song ?

DEFINITION:

Mbube, which means "lion," is a style of a capella singing in which eight to twelve men use complex four-part harmonies influenced by church choir traditions. Characteristics of *mbube* are call and response and repetition, especially of the chorus.

Mbube groups have a lead singer, two high parts, and many basses. They strive to produce a low, lionlike sound accompanied by choreographed catlike, stalking movements which give visual emphasis to the music.

Two well-known *mbube* groups are Ladysmith Black Mambazo, from South Africa, and Black Umfolosi, from Zimbabwe.

MODEL SONG LYRICS

Helele Mama, Africa*

Helele Mama, helele Mama
Ow ye, Zimbabwe
Helele Mama, helele Mama
Ow ye, Zambia
Helele Mama, helele Mama
Ow ye, Malawe
Helele Mama, helele Mama
Ow ye, Mozambique
Helele Mama, helele Mama
Ow ye, Angola
etc.

* from *Festival-Umdlalo*

DIRECTIONS

- Step 1:** Watch the teacher make the first line.
- Step 2:** Help the teacher make the second line.
- Step 3:** Make a third line with the teacher's help.
- Step 4:** Write a fourth line yourself.

THE NEW SONG

TITLE: Helele Mama . . .

DIRECTIONS

In the space below, DRAW the kind of footwear used by boot dancers.

DESCRIPTION

A form of dance percussion, the **boot dance** originated with dock workers and spread to the mine workers in Zimbabwe and South Africa. They in turn brought the dance to their villages, where local variations developed.

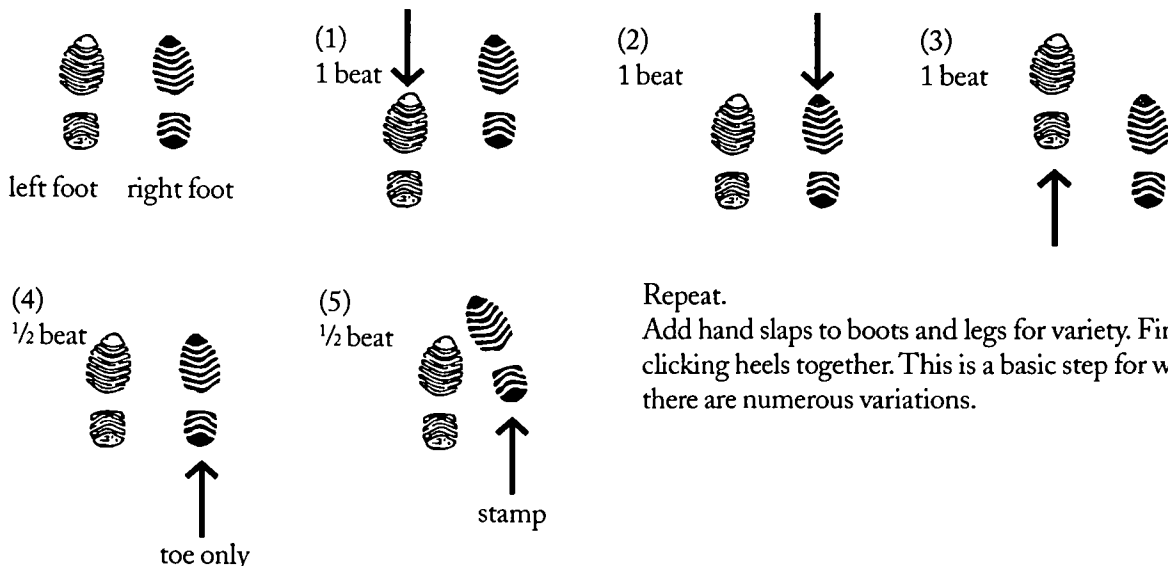
The dance is often performed by groups of men in friendly or formal contests, but can be done alone.

The boots are stamped on the ground in a polyrhythmic pattern similar to drumming. The boots, knees, and thighs are slapped for added percussion.

COSTUME AND/OR INSTRUMENTS

ILLUSTRATION AND/OR STEPS DIAGRAM

Start



DIRECTIONS

Have students practice the steps below without music at first, then with *mbaqanga*, or township jive rhythms once the steps are familiar.

DESCRIPTION

A form of dance percussion, the **boot dance** originated with dock workers and spread to the mine workers in Zimbabwe and South Africa. They in turn brought the dance to their villages, where local variations developed.

The dance is often performed by groups of men in friendly or formal contests, but can be done alone.

The boots are stamped on the ground in a polyrhythmic pattern similar to drumming. The boots, knees, and thighs are slapped for added percussion.

COSTUME AND/OR INSTRUMENTS

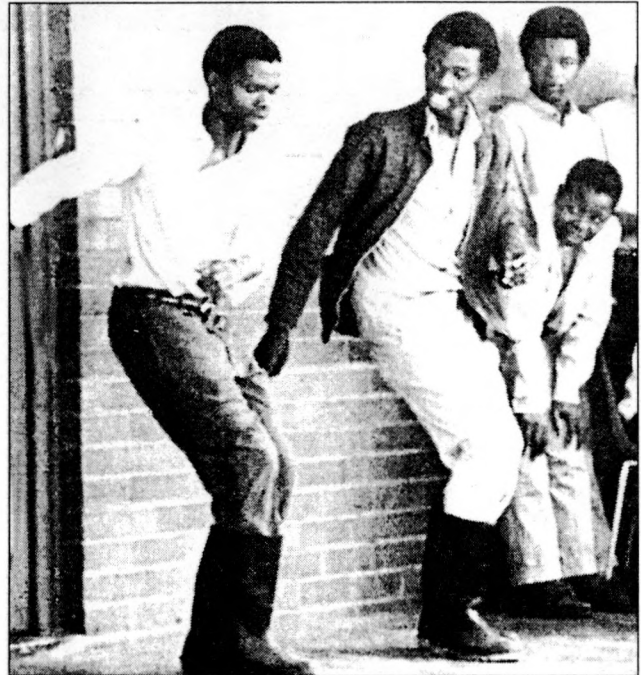
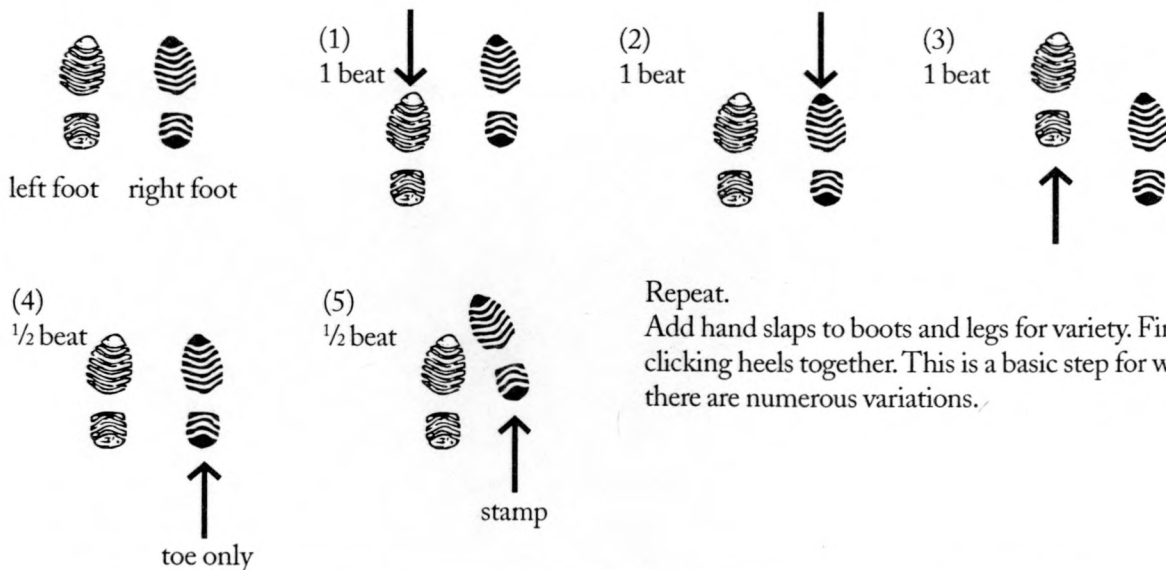


ILLUSTRATION AND/OR STEPS DIAGRAM

Start



Repeat.

Add hand slaps to boots and legs for variety. Finish by clicking heels together. This is a basic step for which there are numerous variations.

DIRECTIONS

Use the CD-ROM program, *Musical Instruments*, to RESEARCH the _____.

NAME & CLASSIFICATION

membranophone

idiophone

chordophone

aerophone

ORIGINS & GEOGRAPHICAL DISTRIBUTION



MATERIALS

wood

metal

skin

bone

plastic

FAMILY

SIZE

PITCH RANGE

PERFORMANCE DETAILS

RELATED INSTRUMENTS

LOOKS LIKE

DIRECTIONS

Have students use the CD-ROM program, *Musical Instruments*, to research the mbira, or other indigenous instruments.

NAME & CLASSIFICATION

mbira

membranophone

idiophone

chordophone

aerophone

ORIGINS & GEOGRAPHICAL DISTRIBUTION

- ◆ Found in many forms in Southern Africa
- ◆ also called *kalimba*, *sansa*
- ◆ In Shona it is known as Dzama Komwhe, "the spirit that makes the rain."



MATERIALS

wood ✓

metal ✓

skin

bone

plastic

FAMILY

Percussion

SIZE

about 23cm (9") long

PITCH RANGE

varies

PERFORMANCE DETAILS

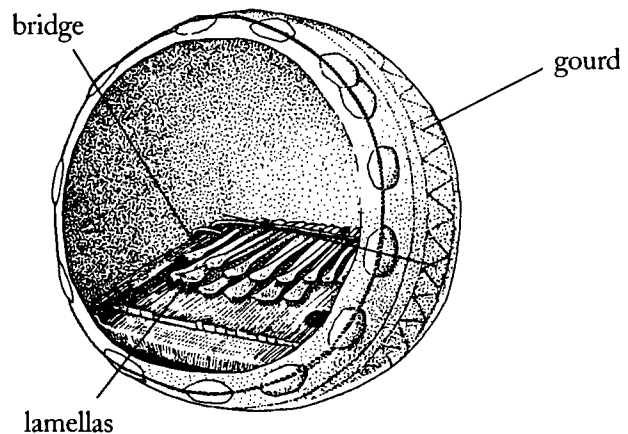
Sound is produced by the vibration of the thin metal tongues, or lamellas. When plucked by the fingers, each lamella produces a mellow, twanging sound. To amplify the sound the mbira is often put inside a hollow gourd (see below).

The mbira is used for solos, vocal accompaniments, small ensembles, and religious ceremonies called *Biras*.

RELATED INSTRUMENTS

Jew's harp

LOOKS LIKE

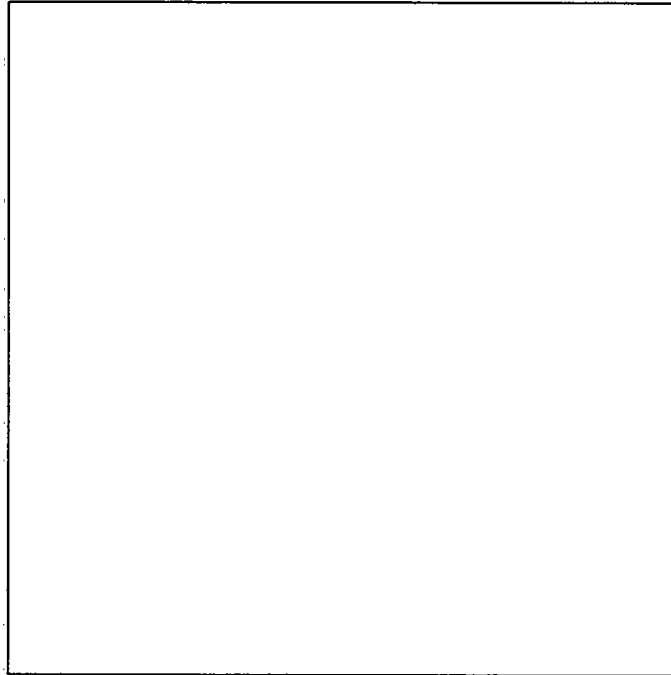


Musicians

DIRECTIONS

DESIGN an album cover which expresses the spirit of the music played by the group or artist you enjoy the most.
COMPLETE the information about the music of each Zimbabwean group or artist.

ALBUM COVER



GROUP

Name: Stella Rambisai Chiweshe
Rhythm Style:
Instruments Played:

GROUP

Name: Thomas Mapfumo
Rhythm Style:
Instruments Played:

A Song Title:
Genre/Purpose for Song:

A Song Title:
Genre/Purpose for Song:

GROUP

Name: Black Umfolosi
Rhythm Style:
Instruments Played:

GROUP

Name: Four Brothers
Rhythm Style:
Instruments Played:

A Song Title:
Genre/Purpose for Song:

A Song Title:
Genre/Purpose for Song:

Musicians

DIRECTIONS

Have students listen to each of the following artists and groups, choose one, and design an album cover which expresses the spirit of their music.

ALBUM COVER



GROUP

Name: Stella Rambisai Chiweshe
Rhythm Style: Traditional
Instruments Played: mbira
 shaker
 drums

A Song Title: *Gova Rine Mbanda**
Genre/Purpose for Song: Praise song
 * from Kumusha

GROUP

Name: Black Umfolosi
Rhythm Style: *Mbube*
Instruments Played: voice
 drum

A Song Title: *Salu Landela**
Genre/Purpose for Song: Coming of age song
 * From Festival – Umdlalo

GROUP

Name: Thomas Mapfumo
Rhythm Style: *Chimurenga*
Instruments Played: guitars
 bass guitar
 drum kit

A Song Title: *Mayo Wangu**
Genre/Purpose for Song: Political
 * from Corruption

GROUP

Name: Four Brothers
Rhythm Style: *Jit*
Instruments Played: guitars
 bass guitar
 drum kit

A Song Title: *Rudo Imoto**
Genre/Purpose for Song: Dance
 * from Zimbabwe Frontline

DIRECTIONS

Have students use the text below to make notes in point form on the student activity sheet. The example of an mbira song remain the same. The information on traditional beliefs is given in point form on the student sheet as an exemplar.

RELIGION

Traditional religious beliefs were in existence long before Islam and Christianity came to Africa and are retained today. In Zimbabwe, the creator god, Mwari, is believed to dwell in the sky above and beyond the human world. Mwari is contacted through spirits, which take different forms. On the bad side, a spirit may reveal itself through a drought or some other natural calamity. In such cases the spirit must be appeased through worship at local shrines, such as a cave or particular tree.

Alongside this belief in Mwari is the belief in the mystical and magical powers of ancestral spirits. The dead are thought to exist in a land of the dead underground, where they are able to keep watch over the lives of the living. If the ancestral spirits are unhappy about something, they are able to send sickness to the living as a sign of their displeasure.

People can communicate with ancestral spirits through prayer, sacrifices and with the help of a spirit medium. Spirit mediums contact ancestral spirits at ritual ceremonies called *Biras*. Drumming, dance, and mbira playing summon the spirit, who takes possession of one of the participants and speaks through the mouth of that person.

EXAMPLE

Mbira Song

I am now saying goodbye to the world
Goodbye my fellow countrymen
I am now saying goodbye to the world
Kufandakuda (is dead), his heart remains
He survives in his heart and we will remember him
Goodbye my black comrades, I am seeing marvels.

HISTORY

The Spirit of Nehanda

Nehanda was a chief and so his spirit became a *mbondoro*. In the first Chimurenga rebellion of 1896 against the white settlers, a medium of Nehanda played a major part in leading the uprising. Although she was captured and hanged, her defiance became legendary. She refused to convert to Christianity and swore that her "bones would rise" to defeat the Europeans.

With the second Chimurenga uprising in 1972, the rebels again had the support of the spirit mediums, who backed nationalist demands that the land be returned to the black majority. The white government was well aware of the political danger posed by spirit mediums and tried to retaliate by distributing propaganda tape recordings and posters. However, in 1980, the prophecy of the medium of Nehanda came true and the white Rhodesian government was replaced by black majority rule.

FOCUS

The *Bira* Ceremony

The *Bira* is a formal, all night ceremony in which family members come together to call upon a common ancestor for help. The family serves ritual beer, especially brewed in honour of the ancestors, and sponsors an mbira ensemble to provide the evening's music.

A *Bira* for the family spirits can occur any time during the year when there is a cause. Before the *Bira* takes place, the villagers clear the area of furniture and cooking ware. They fill the fire pit with dirt to make it level for dancing. The mbira performers play while seated on a bench along one wall and store their instruments and resonators (gourds) there during rest periods.

The *Bira* usually begins after sundown. Men sit on one side and women and children on the other. At the beginning of the evening there is an air of casualness as people drink and chat together, listening to the mbira ensemble. Gradually they enter into the performance themselves, dancing, singing, and clapping. As the music becomes more intense and more participants enter into the performance, the suspense mounts. No one knows whom the spirits will possess.

DIRECTIONS

READ the story, *The Lion on the Path*, and COMPLETE the activity sheets.

TITLE

The Lion on the Path

CHARACTERS

The main characters are:

The hero of the story is:

The villain of the story is:

VOCABULARY

New words I learned are:

_____	means	_____
_____	means	_____
_____	means	_____
_____	means	_____
_____	means	_____
_____	means	_____
_____	means	_____

The story includes a musical instrument called the _____

INSTRUMENT LOOKS LIKE

WORDS THAT DESCRIBE THE INSTRUMENT ARE:

Looks like:	Sounds like:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

DIRECTIONS

Have students read the story, *The Lion on the Path*, and complete the activity sheets.

TITLE

The Lion on the Path

CHARACTERS

The main characters are:

man, wife

lion

rabbit

The hero of the story is:

rabbit

The villain of the story is:

lion

VOCABULARY

New words I learned are:

bolted

means

hurried

dzangu

means

mine

iyē

means

you

mbira

means

thumb piano

ndi

means

I

ndongoridza

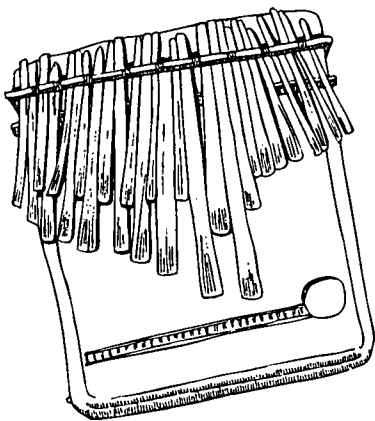
means

playing a musical instrument

means

The story includes a musical instrument called the mbira

INSTRUMENT LOOKS LIKE



WORDS THAT DESCRIBE THE INSTRUMENT ARE:

Looks like:

wooden box

metal keys

bridge

Sounds like:

raindrops

twanging

buzzing

piano

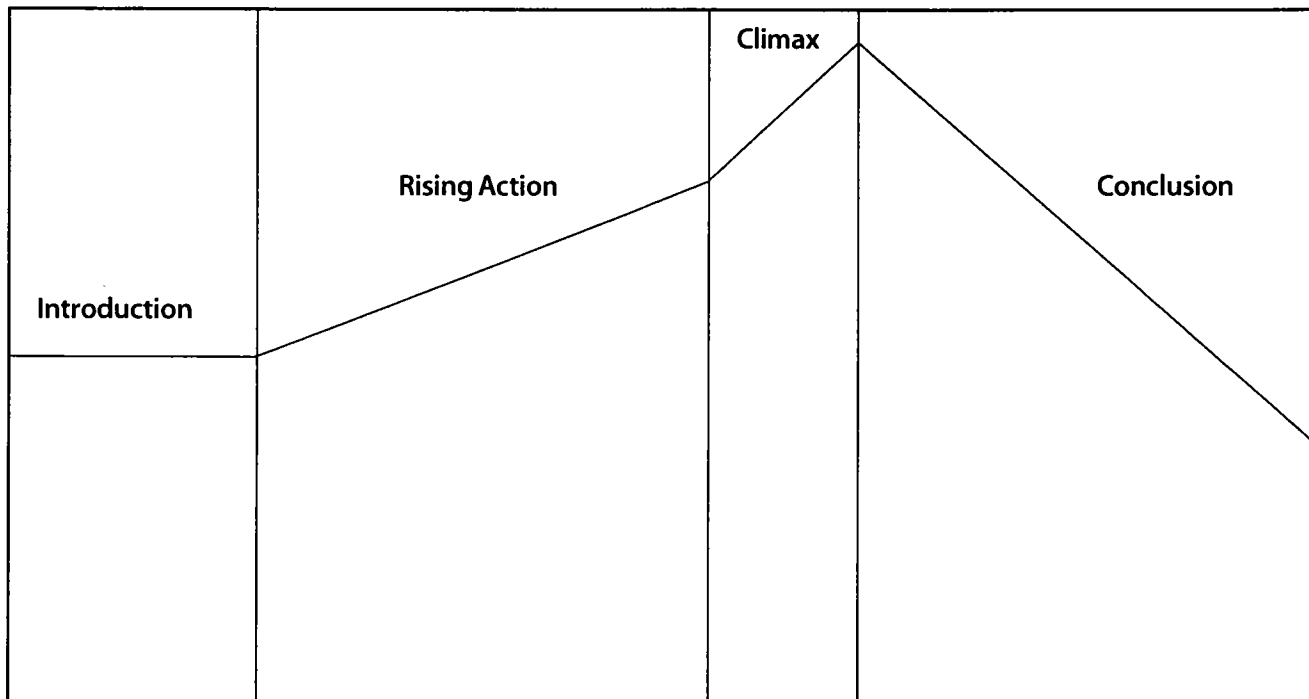
SETTING

The physical setting for the story looks like:

THEME

The central idea of the story is:

PLOT



SETTING

The physical setting for the story looks like:

(the African veldt)



THEME

The central idea of the story is:

Music is more powerful than a lion, the king of the beasts.

PLOT

<p>Introduction</p>	<p>Rising Action</p>	<p>Climax</p>	<p>Conclusion</p>
<ul style="list-style-type: none"> • A wife goes to visit her mother but takes the wrong path. • The husband feels something is wrong and sets out to find his wife. 	<ul style="list-style-type: none"> • The husband finds the wife confronted by a lion who is about to spring. • He plays his mbira, hoping the lion will be distracted. • The lion starts to dance and forgets about the woman. • The husband gets so tired he can no longer play. 	<ul style="list-style-type: none"> • A rabbit takes the mbira and continues playing, allowing the pair to escape. 	<ul style="list-style-type: none"> • The rabbit escapes down his burrow, leaving the mbira and breaking the spell.

Glossary of Terms

Zimbabwe

DIRECTIONS

WRITE the meaning of each of the following words. DRAW a picture or WRITE a sentence which shows the meaning of the word.

WORD	MEANING	SENTENCE OR ILLUSTRATION
Chimurenga		
Great Zimbabwe		
Harare		
Jit		
Marimba		
Mbira		
Ndebele		
Rhodesia		
Shona		
ZANU		
Zimbabwe		

Glossary of Terms

Zimbabwe

DIRECTIONS

Have students complete either word, meaning, sentence, or illustration for the following terms.

WORD

Chimurenga

Great Zimbabwe

Harare

Jit

Marimba

Mbira

Ndebele

Rhodesia

Shona

ZANU

Zimbabwe

MEANING

liberation war; also, a musical style based on the technique for playing the mbira

ruins of a medieval city

capital city of Zimbabwe

a musical style; dance music

a musical instrument with wooden keys; precursor to the xylophone

thumb piano, a musical instrument with metal keys attached to a sound box

a minority people of Zimbabwe; originally from south of the Limpopo River

the colonial name for Zimbabwe while under British rule

the majority people in Zimbabwe

Zimbabwe African National Union; the current ruling party

a Shona word meaning "royal court"

SENTENCE OR ILLUSTRATION



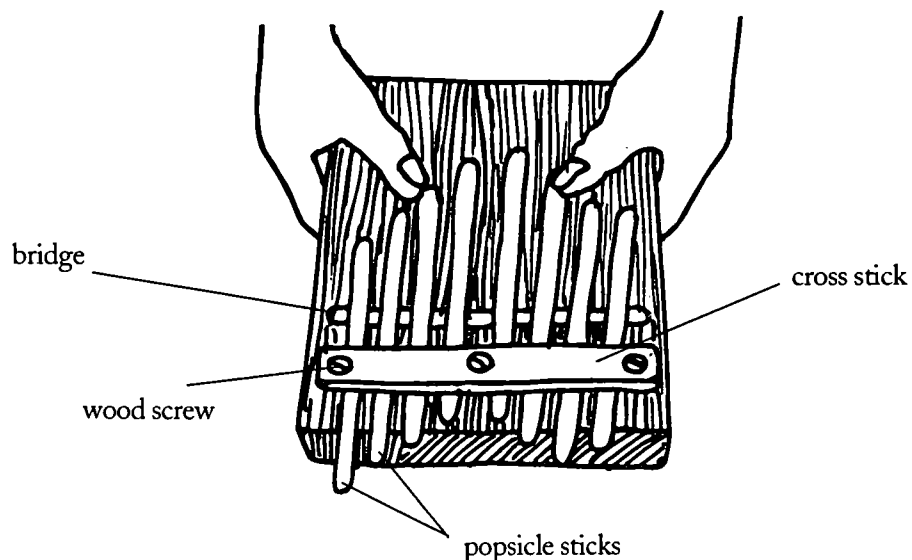
MATERIALS

- 6-8 popsicle sticks or tongue depressors
- 1 1/4" lifter stick
- 1 6" x 6" x 3/4" piece of wood
- 3 wood screws
- 1 5" x 1/2" x 1/4" cross stick
- drill, screwdriver

DIRECTIONS

1. Using three screws, attach the cross stick about 1 1/2" from one side of the board. Leave loose enough to insert popsickle sticks.
2. Insert the popsickle sticks parallel to each other with one end under the cross stick.
3. Tighten the screws so the cross stick is held firmly in place.
4. Insert the lifter stick under the popsickle sticks and push it as far as it will go.
5. Tune the mbira by changing the relative length of the popsickle sticks. If they make a buzzy sound, push the lifter stick further under or tighten the wood screws.
6. Play using the thumbs (see below).

ILLUSTRATION



RESOURCE PEOPLE

Name: Members of Black Umfolosi
Contact Information: This group from Bulawayo, Zimbabwe, tours North America regularly. They can be contacted through Novater Artists at 1-800-214-2293.

Audience Participants: The performance workshop is suitable for all grades and levels.

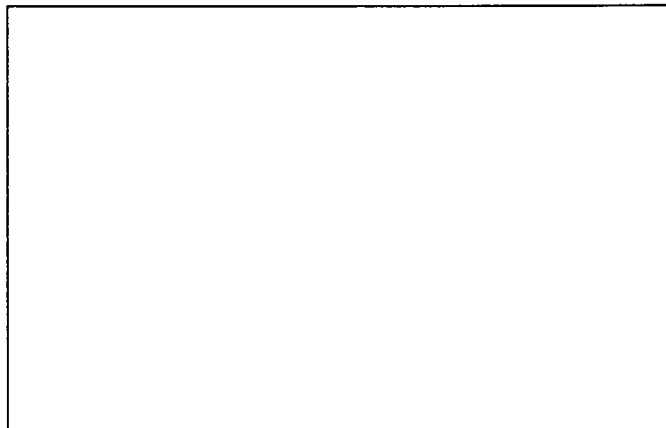
PERFORMANCE/WORKSHOP DESCRIPTION

Gumboot Dance

Focus: Members of the group demonstrate and teach the gumboot dance by modelling the steps and actions. From simple steps, the dance increases in complexity and tempo until only the experts can keep up.

STAGING REQUIREMENTS

The dance is best done in a bare room or gymnasium. No equipment is needed.



Stage Diagram

LEARNING RESOURCES

Gumboot dance sequence from the video, *The Seven Ages of Music*.
Svinga: a Multimedia Journey through Zimbabwe (CD-ROM).

PRE-PERFORMANCE SUGGESTIONS

Introduce students to the history, geography, and culture of Zimbabwe.

POST-PERFORMANCE SUGGESTIONS

Tie aspects of the boot dance to colonial history.



BACKGROUND

ACTION

THE KNOWLEDGE FRAMEWORK (adapted from B.Mohan, 1986)

	CLASSIFICATION/CONCEPTS	PRINCIPLES	EVALUATION							
BACKGROUND	<p>Thinking Process: classifying, defining explaining</p> <p>Language: specific & generic nouns</p> <p>Focus: musical styles, instruments, social/cultural/political concepts</p> <p>Key Visual: table, grid</p> <table border="1" style="width: 100px; height: 40px; margin-left: 20px;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>				<p>Thinking Process: interpreting, imagining, analyzing, making connections, inferring, generalizing</p> <p>Language: because of, so-that, result of</p> <p>Focus: music for political/social purposes</p> <p>Key Visual: central idea graph</p> <pre> graph LR A[] --- B[] C[] --- B D[] --- B E[] --- B </pre>	<p>Thinking Process: feeling, appreciating, empathising, rating, believing</p> <p>Language: I feel, I appreciate, I understand</p> <p>Focus: performers, styles</p> <p>Key Visual: ranking scale, video</p> <p>0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5</p>				
ACTION	<p>Thinking Process: examining, observing, listening, describing</p> <p>Language: adjectives for feelings, specific nouns for styles, instruments</p> <p>Focus: musical instruments</p> <p>Key Visual: chart, CD-ROM</p> <table border="1" style="width: 100px; height: 60px; margin-left: 20px;"> <tr><td>name/classification</td></tr> <tr><td>origins</td></tr> <tr><td>performance details</td></tr> </table>	name/classification	origins	performance details	<p>Thinking Process: following instructions, sequencing</p> <p>Language: first, second third, before, then</p> <p>Focus: gumboot dance, building an mbira</p> <p>Key Visual: numbered instructions, action strip, song frame</p> <table border="1" style="width: 100px; height: 20px; margin-left: 20px;"> <tr> <td style="width: 30px; text-align: center;">1</td> <td style="width: 30px; text-align: center;">2</td> <td style="width: 30px; text-align: center;">3</td> </tr> </table>	1	2	3	<p>Thinking Process: determining preferences, making decisions, proposing alternatives</p> <p>Language: could, would, should</p> <p>Focus: album cover <i>chimurenga</i></p> <p>Key Visual: chart</p> <table border="1" style="width: 100px; height: 40px; margin-left: 20px;"> <tr> <td style="padding: 5px;">I would change . . .</td> </tr> </table>	I would change . . .
name/classification										
origins										
performance details										
1	2	3								
I would change . . .										
	DESCRIPTION	SEQUENCE	CHOICE							

The Knowledge Framework

Zimbabwe

BOOKS

- Alltree, Judith. *An Educational Guide to Black Umfolosi and Zimbabwe 1996; the Country, the Music, the Group*. Toronto: Novater Artists, 1996.
- Barlow, Sean and Banning Eyre. *Afropop! An Illustrated Guide to Contemporary African Music*. Edison: Chartwell Books, ©1995.
- Berliner, Paul T. *The Soul of Mbira; Music and Traditions of the Shona People of Zimbabwe*. Chicago: University of Chicago Press, ©1981.
- Kendall, Judy. *Put More Zesa! Jit, Mbira, and Chimurenga—Music of Zimbabwe from World Music, the Rough Guide*. London: Rough Guides Ltd, ©1994, pp. 396–407.
- Sheehan, Sean. *Zimbabwe (Cultures of the World)*. New York: Marshall Cavendish, ©1993.

SOUND RECORDINGS

- Corruption*. *Thomas Mapfumo and the Blacks Unlimited. Island Records, ©1989.
- Festival-Umdlalo*. *Black Umfolosi. World Circuit Music, ©1993.
- Kumusha*. *Stella Rambisai Chiweshe. Piranha Records, 1990.
- The Lion on the Path** from *The Singing Sack; 28 Story-songs from around the World*. London: A&C Black, ©1989.
- Zimbabwe Frontline*. *Various. Virgin Records, ©1988.

VIDEO

- Mbira Music; the Spirit of Zimbabwe*. *Princeton: Films for the Humanities and Sciences Inc., 1992.
- The Seven Ages of Music*. *Princeton: Films for the Humanities and Sciences Inc., n.d.

CD-ROM

- Musical Instruments*. *Microsoft, ©1992.
- Svinga; a Multimedia Journey through Zimbabwe*. *Media Technology, ©1993.
- World Beat*. Medio, ©1994.

RESOURCE PERSON FOR UNIT

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Box 673
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Fax. c/o (263 9) 65016

*Reference sources used in this unit.

CORRECTION NOTICE

The last issue of *The Bookmark* was entitled *Plus Ça Change, Le Plus C'est La Même!* Iain Neighbour, from Ecole Elémentaire Marion Schilling in Kamloops wrote us with the correct phrase, which is:

PLUS ÇA CHANGE, PLUS C'EST LA MÊME CHOSE

Thank you for alerting us to this. All authorities—foreign phrase books, quote books, and dictionaries agree this is the right form of this expression. We stand corrected!

Bookmarks by Berson



Civilization is a process in the service of Eros, whose purpose is to combine single human individuals, and after that families, then races, peoples and nations, into one great unity, the unity of mankind. Why this has to happen, we do not know; the work of Eros is precisely this.

*Sigmund Freud (1856-1939),
Austrian psychiatrist.*



If everybody is looking for it, then nobody is finding it. If we were cultured, we would not be conscious of lacking culture. We would regard it as something natural and would not make so much fuss about it. And if we knew the real value of this word we would be cultured enough not to give it so much importance.

Pablo Picasso (1881-1973), Spanish artist.

READING PASSPORT PROGRAM

by **PAT PARUNGAO**, teacher-librarian, Magee Secondary School, SD #39 (Vancouver)

The Reading Passport program was created by Dorothy Day, a Vancouver teacher-librarian, and was inspired by the travel passports used at Expo '86 held in Vancouver. As passport holders visited each Expo pavilion, they could have their passport stamped, as if they had actually traveled to that country. Dorothy applied the idea to Reading Passports. Each student who read a book and wrote a brief review of it would receive a stamp in his or her passport. The picture of the stamp depended on the category of book read.

Reading Passports have been used at University Hill Elementary School, Killarney Secondary School (ESL students), Kingsford-Smith Elementary School, and will be introduced to Magee Secondary School this year. Many teachers have been instrumental in the continuation and evolution of Dorothy's original idea.

LEARNING OBJECTIVES

- To encourage students to read in a variety of areas.
- To develop an appreciation of literature.

PROJECT DESCRIPTION

At Magee, all ESL and Grade 8 English teachers expressed interest in this program. An innovative funding application was made and district funding was provided to get passports printed and to purchase stamps and stamp pads. When this program begins next semester, each ESL and English 8 student will receive a Magee Reading Passport. Twelve categories have been identified, with one page for the student's personal choice, a book that may not fit under the other twelve areas. As the student reads and fills in a "Critic's Review Card", he or she will receive a suitable stamp on the appropriate page of the passport. The categories identified are: Adventure, Art books, Biography, Canadian, Folklore, Humor, Multicultural, Mystery, Personal Choice, Poetry, Romance, Science Fiction, Fantasy and Sports.

PROCEDURE

1. Program launched in Library Resource Center.
2. Matching Activity could be used to introduce vocabulary (see below).
3. Book talks could be given by teacher, teacher-librarian or students at any time during the passport program.
4. After a book has been read the student fills in a Critic's Review card (see below).
5. Student may have a conference with the teacher or teacher librarian, time permitting, then have the appropriate stamp imprinted in the passport.
6. Critic's Review cards available for others to read to get possible titles of books to read.
7. Display Critic's Review Cards with student photos on library bulletin board and/or school display case.

MATCHING ACTIVITY

1. Students are given an envelope of words on small strips of paper — see below (Optional: students' to alphabetize these words).
2. Teacher checks.
3. Words can be glued to a large piece of paper (in alphabetical order) along the left margin.
4. Students are given an envelope of definitions on strips of paper.
5. Students match definitions to the appropriate words — see below.
6. Teacher checks.
7. Definitions can be glued beside the correct word.
8. Teacher checks and collects envelopes to reuse.

MATCHING ACTIVITY MASTER

DEFINITIONS

Adventure	The characters go through an exciting and/or unusual experience
Art Books	Non-fiction books that show painting, drawing or sculpture
Biography	A written account of a person's life
Canadiana	Books written about the country we live in or written by an author from our country.
Fantasy	An imaginative or fanciful story that involves supernatural or unnatural events or characters
Folklore	Traditional stories of a people
Humor	Involved comical situations
Multicultural	Stories from or about other cultures
Mystery	The plot involves a crime or other event that remains puzzling until the end of the story
Personal Choice	A book that does not fit into any other category
Poetry	A composition in verse characterized by great beauty of language or expression
Romance	Depicts romantic, heroic or marvelous deeds in a historical or imaginary setting
Science Fiction	This is a form of fiction that draws imaginatively on scientific knowledge
Sports	Involves athletics

CRITIC'S REVIEW CARD

1. Name of book _____

2. Author of book _____

3. Type of book (circle one)

Adventure
Art Book
Biography

Canadiana
Folklore
Humor

Multicultural
Mystery
Personal Choice

Poetry
Romance
Science Fiction/Fantasy
Sports

4. Your rating (circle one)

Poor

Fair

Average

Good

Excellent

—please turn over—

CRITIC'S REVIEW CARD

PAGE 2

6. Would you recommend this book to other students? Give reasons for your answer.

Critic's signature _____

Teacher _____

PUBLICITY

1. Introduce program at ESL, Grade 8 or other parent group meeting.
2. Names of students who actually read at least one book in each category would be printed in the school newsletter with a title such as "Magee Readers."
3. Bulletin Board or display case displays

SUGGESTIONS FOR EVALUATION

1. Critic's Review Cards.
2. Conferences between the student and teacher or teacher-librarian.
3. Check to see that students have received at least one stamp for each category.
4. Students will use category-appropriate vocabulary when giving book talks and/or reading response activities.
5. Student evaluation sheet at end of term (see below).

STUDENT EVALUATION OF THE PASSPORT PROGRAM

1. How many books did you read? _____
2. How many different categories did you read books from? _____
3. Did you read more as a result of the Passport Program? _____
4. What did you like best about the Passport Program?
5. What did you learn as a result of the Passport Program?
6. How could the Reading Passport Program could be improved?

SPECIAL BENEFITS/CONCLUSION

1. Students read.
2. Students are exposed to and often enjoy books in categories that they formerly have not read before.
3. Students use school and public library.

COMPUTER SOFTWARE

by DALE GREGORY

Reprinted with permission of the author from *Horizon*, Vol. 34, No. 1, 1996. (The Social Studies PSA journal)

One of the hardest decisions for a teacher, department or school to make is which atlas program to buy that will fulfill the needs of both students and teachers. The multitude of atlas software that is "out there" can be categorized to assist in this decision making. Most could be put in one of the following five categories:

1. Travel (e.g., *Automap Road Atlas*)
2. Satellite Imagery (e.g., *Small Blue Planet*)
3. Games (e.g., *WorldDiscovery*)
4. Multimedia (e.g., *World Atlas-Version 5*)
5. Statistical (e.g., *Maps N Facts*)

When choosing an atlas software program, a number of things should be considered. The type of program is only one factor. The age level of the students and the way in which you will use it must also play a part in the decision.

Will students use it as a class or for research purposes?

Will you set up worksheets or will you want the program to be inter-act-ive?

Depending on the size of the school and the age of the students I would recommend the purchase of a program from more than one of the categories to allow for more variety and flexibility. The remainder of this article will be devoted to a look at a sampling of software from three of the categories listed earlier.

Title: PC Globe Maps N Facts
Grade Level/Subject: Gr. 6 up

System Requirements: IBM Comp.
2 MB RAM recommended, Hard disk-10MB free
DOS 3.3 or higher, 386SX or better
VGA or SuperVGA Graphics Card.

Supplier: Image Media, Vancouver, B.C.
Phone: (604) 683-7697, Toll Free - 1,800-665-6636
or 1-800-563-0777

Cost: Educational Price - \$49.95 (Single)

Call for Lab.Pack or Site License prices.

Program Outline:

There are six types of maps:
Political, Physical, Statistical, Group (NATO, etc.),
Time Zones, and
Custom Maps (you create your own map).

There are also six types of information screens:
Country Information, City Information, Statistical
Charts, Ranking, Flags and National Anthems, and
Currency Conversion.

Program Review:

This software is produced by Broderbund and is replacing the MacGlobe program that has been available on disk for a number of years. The new software is on CD ROM and is only in an IBM format at the moment, which is very unfortunate for Mac users. This is a very good program which allows a student to find out information about a specific area of the world or compare a number of areas or countries, using the fairly easy menus which are provided. There is a variety of charts and graphs provided, as well as the various maps, for each of the countries of the world.

The material presented is current, reflecting the present situation in Europe and Asia, as it was put out in 1993. This program should be in every Social Studies Department as a basic maps skills tool.

Title: - World Atlas Version 5
Grade Level/Subject: - Gr. 6 up

System Requirements: - IBM or Mac
IBM: -386 or better, 2MB Memory, CD ROM Drive,
Super VGA and 256 colours
DOS 5.0 or higher, Windows 3.1
Mac: - 4MB RAM, 256 colours, CD ROM Drive, 12"
monitor or larger.

Supplier:
Image Media, Van., B.C. see above for contact.

Cost: School Educational - \$69.95; Lab 5 - pack - \$159.95 (MAC or WINDOWS)

Program Outline:

This software provides much of the same information as the Maps N Facts but goes beyond it to become a true multimedia atlas program. There are 150 video clips of landmarks from major world cities and over 1,000 colour photographs. Phrases in 30 languages and the anthems of over 200 countries are part of the audio component. There is a zoom feature and many city maps are also included.

Program Review:

This program is produced in the United States and has a bias to that country. For example, there are 179 slides of the US, but some countries are left out. The slides and videos tend to emphasize cities and cultural features, and there is little on physical features and agriculture. There were a number of spelling errors in the Canada section, and Quebec, Montreal, and Toronto dominated the slides. The video library also emphasized the cities. In the maps section, only regions were shown on the Relief and Topographic Maps, and the Statistical Maps. This program has a wealth of information and is comparable to the Maps N Facts. The two CD ROMs should be looked at together when deciding to purchase a software program of this type.

Title: Small Blue Planet

Grade Level/Subject: Secondary geography

System Requirements: Universal - both MAC and WINDOWS on CD ROM.

4MB RAM minimum, 8 recommended, CD ROM Drive, 256 Colours.

Supplier: Image Media, Vancouver, B.C.

Cost: single - \$41.95. Contact Image Media for other prices.

Program Outline:

The main menu page has four globes and a satellite gallery. The Chronosphere shows time zones and the rotation of the earth. The Global Relief Map shows satellite images by area of the globe and the World Political Map gives information on politics and

history. The Gallery and the Satellite Mosaics Globe show many images from a variety of sources which provide satellite imagery.

Program Review:

This is a very good piece of software which will be very useful in the new Geography 12 program. The control panel that is provided allows for zooming in on satellite images. The Lower Mainland of B.C. image is very good. The zoom pointer takes some getting used to, but over-all it is a very specialized and good program.

An update from (a former issue) The software I reviewed last time is now available from Image Media and costs \$89.95. Canadian Introduction to Topographic Maps is a program well worth looking at, in spite of the US orientation and use of feet and miles.

I hope to hear from some of you with suggestions for ways to improve this column and also any recommendations you have about programs you have used.

My e-mail address is dgregory@schdist43.bc.ca

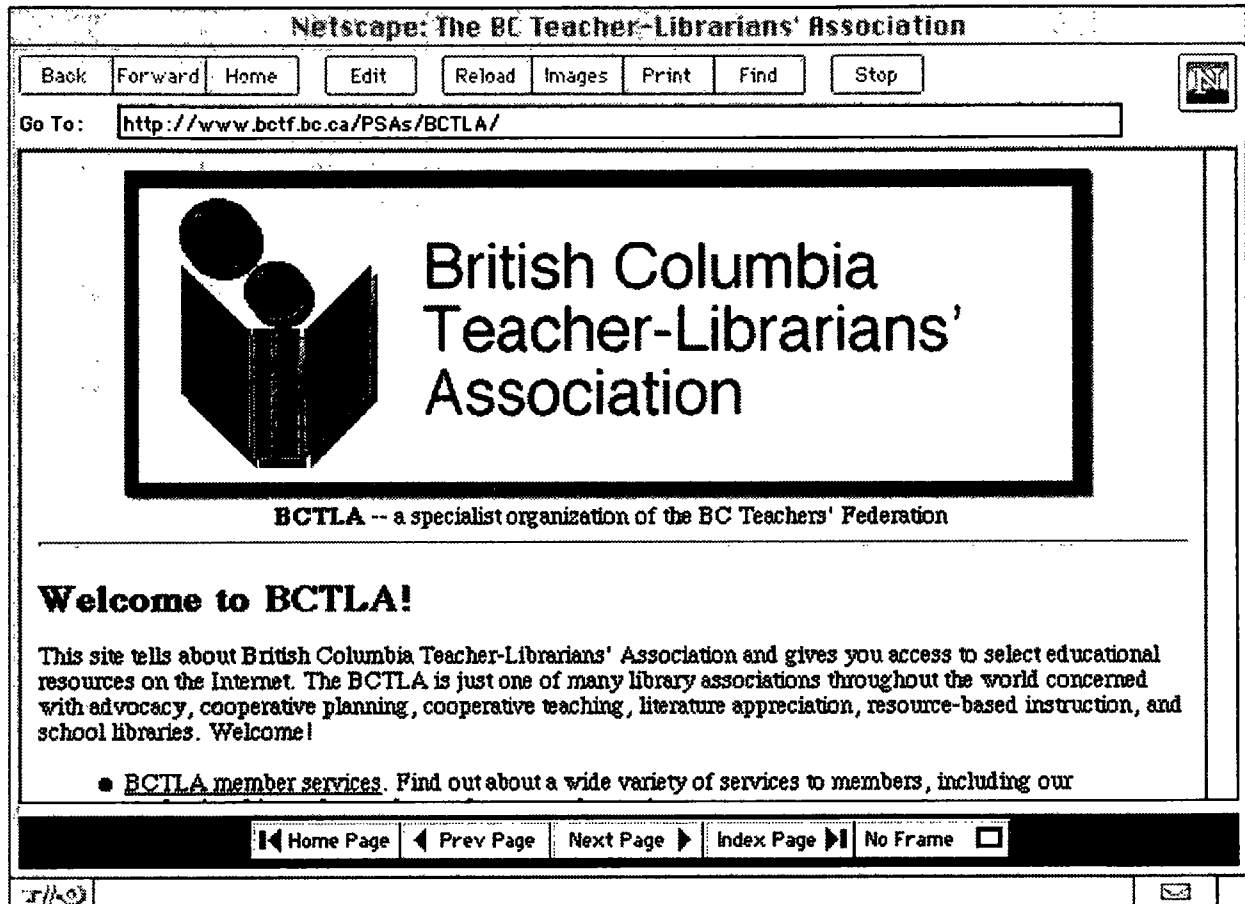
Hope to hear from you soon.

Date



SENDING OUR MESSAGE AROUND THE WORLD: BCTLA ON THE WORLD-WIDE-WEB

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



NEW ADDRESS

The BCTLA web site has a new easy to remember address on the world wide web. The new address is <<http://www.bctf.bc.ca/PSAs/BCTLA/>>.

John Maschak <maschak@apple.ca> at Apple Canada has been providing the BC Teacher-Librarians' Association with a home at the BC education web server <<http://137.82.136.19/>>. The BC education web server continues to provide a wide variety of interesting and pertinent sites for BC educators. John personally takes care of downloading, copying and posting innumerable files. He succeeds marvellously in doing the job quickly and amicably. Thank you, John!

Our new location on the British Columbia Teachers' Federation web server reflects the BCTLA's status as a Provincial Specialist Association (PSA) of the BCTF. Teachers can find out about BCTLA with a direct link from the PSA home page <<http://www.bctf.bc.ca/PSAs/>>. The ability to revise files directly will help to update the site rapidly.

WHAT IS IT?

The BCTLA site includes a summary of BCTLA services to members, guidelines for BCTLA Book Reviews, indexes of *The Bookmark*, coming themes in *The Bookmark*, information on the BCTLA conference, how to join BCTLA, e-mail addresses of the executive

and of the editors of *The Bookmark*., a selection of Internet resources for teacher-librarians, and more.

Users of recent versions of Netscape Navigator can use buttons at the bottom of the screen to flip through the pages. The "Home page" is a table of featured pages, and the "Index page" is a complete list of all pages. If you are using a less sophisticated browser like LYNX, you can view most of the pages with no problem, but the index page and navigation buttons are unavailable.

CREATING THE WEB PAGES

Because people worldwide use Internet search tools like Altavista <<http://www.altavista.digital.com>>, our site is exposed to a very wide audience worldwide — some of whom may not have heard of school libraries or British Columbia! This fact really hit home when I received an e-mail letter from Italy complaining that we did not explain what "BC" stood for. (This is in spite of the graphic showing "British Columbia" in huge letters at the top of each page!) When writing for the World Wide Web, you cannot make many assumptions about the background knowledge or experience of the users. It is also important to put the name of the organization, the author, the address and date on each page in a consistent way. A sample template is at <<http://www.bctf.bc.ca/PSAs/BCTLA/template.htm>>

Netscape Navigator Gold is used to format new documents. <http://home.netscape.com/comprod/mirror/client_download.html>. At one time, the pages were created with a plain text editor, but the process was slow and prone to error. Netscape Navigator Gold is available at no cost to educators and produces consistent results with much less effort.

To integrate new pages into the site, the pages are saved with unique document titles and file names, then uploaded to the Web server using a "FTP" file transfer program. Next, links and brief descriptions are added to the home page <[bcmain.htm](#)>. Finally, the master index <[index.html](#)> is modified to include the new pages. Visitors to the Web site can see the changes immediately.

SENDING ARTICLES OR UNITS USING E-MAIL

Most people submit articles and units to *The Bookmark* using a disk with a paper copy. The paper

copy can be a big help when the document was written using a different word processor than the one the editors are using, especially if there are diagrams or tables, which often get messed up in the translation.

E-mail adds another level of complexity to the transmission process. Not only do the word processing programs need to be compatible, but the mail programs need to use compatible protocols too. There is not a problem if you are cutting and pasting plain text into an e-mail message window, but if you are attaching formatted word processing files, there may be problems. Table one (opposite) shows my results trying to send files using different mail programs.


Before sending a lengthy file attachment, it is a good idea to contact the recipient first. Some people do not check their e-mail often. Since e-mail has been known to get lost or sent to the wrong address, it is always a good idea to retain your original documents until you are sure they have been transferred correctly. If you have not received acknowledgement in a couple of days, you may wish to contact the recipient by other means.

WHAT NEXT?

Many of our members do not have a phone in their library, let alone an Internet connection. We must be careful not to overestimate the penetration and to underestimate the institutional barriers many of us have getting plugged in. If we make resources only available on the Internet, then many members will not have access for a long time, if ever.

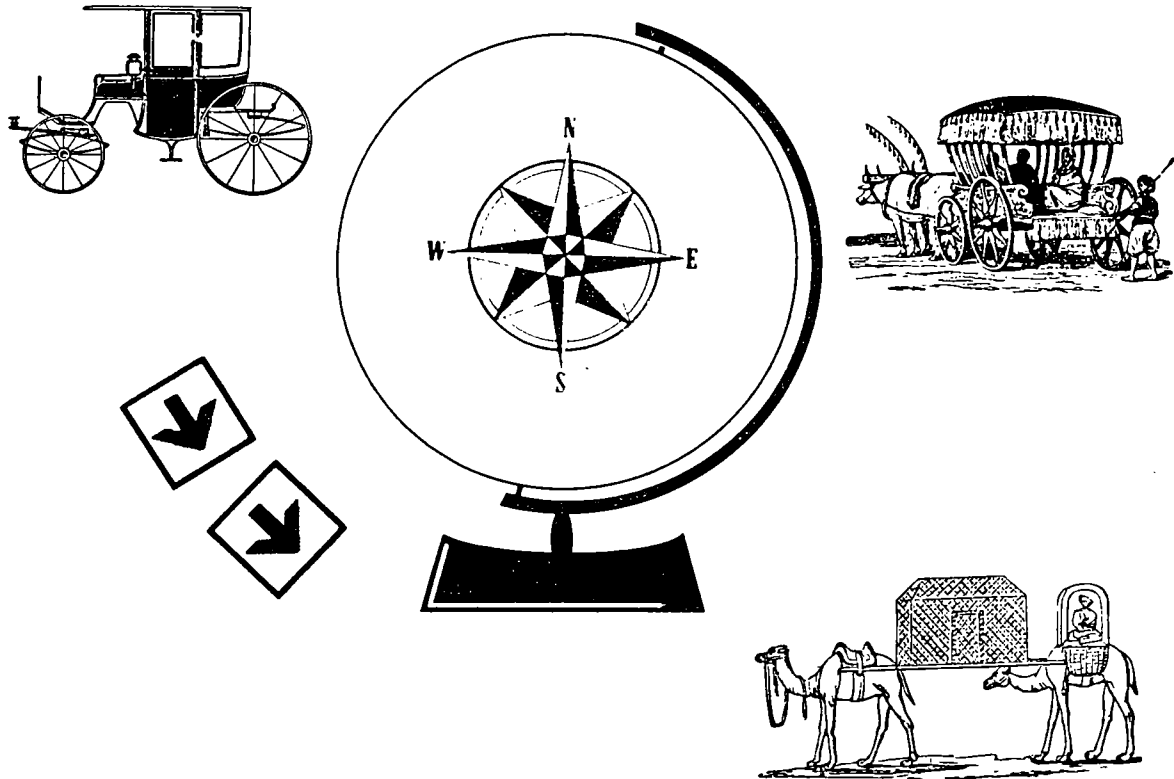
When done well, the Internet can strengthen people's sense of common purpose even over a large physical space. The Internet may help many teacher-librarians keep in touch and to respond rapidly. Public perceptions of the future of education brought on by the growth of the Internet seem to be major factors contributing to the increased pace of change in our jobs.

The Internet is open to a large public audience. It has potential to be an important venue where we can advertise our successes. Teacher-librarians play a vital role in the education of children. The broad set of information skills we teach help kids cope with all sorts of present and future information technology issues. The Internet gives us a chance to show the world how. We know that we make kid's learning more powerful and more useful. We cannot afford to be bashful about our work!

E-mail 	Recipient uses Netscape Navigator or Eudora Light 3.01	Recipient uses First Class Client or Eudora Light 2.0	Recipient uses Windows 95 Microsoft Messaging
Sender uses Netscape Navigator (MIME 1.0 BASE64 attachment) or Eudora Light 3.01 (MIME 1.0 BINHEX attachment)	OK	Text only*	Text only*
Sender uses First Class Client or Eudora Light 2.0 (plain BINHEX 4.0 attachment)	OK	OK	Text only*
Sender uses Windows 95 Microsoft Messaging (plain UUENCODE attachment)	Text only*	Text only*	OK

*Binary file attachments appear as code. A file conversion utility may still be able to decode the file. For more information, see the "Cross Platform Page" at <http://www.mps.org/~ebennett/xplat.comp.html>

TABLE 1 - MY RESULTS FOR E-MAIL FILE ATTACHMENT COMPATIBILITY. YOUR RESULTS MAY VARY DEPENDING ON THE VERSIONS OF THE PROGRAMS AND HOW THEY ARE SET UP.





Press Release

Canadian Library Association

WILLIAMS LAKE TEACHER-LIBRARIAN DONATES \$10,000.00 PRIZE

November 1996 — Chris Koshelanyk, teacher-librarian at Marie Sharpe Elementary School in Williams Lake, British Columbia, is the lucky winner of the Canadian School Library Association's Literary Lottery. The children of Williams Lake became winners too, when Chris decided to donate the \$10,000.00 worth of top quality books and CD roms to her school and the local high school.

The Canadian School Library Association had assembled a collection of top material, which came to a value of \$10,000.00 and ran a lottery. The winning ticket was drawn in Toronto but tickets were sold all across Canada to raise money for Advocacy for teacher-librarians.

Chris Koshelanyk never suspected that she would win the grand prize when she bought her ticket. She said "I bought a lottery ticket because I believe that teacher-librarians play a vital role in the school and their job needs to be promoted. That's what the Canadian School Library Association was doing with their Literary Lottery and that is why I bought a ticket."

The lottery was made possible by the generosity of the Canadian publishers who donated the books, which had been selected by a blue ribbon committee of teacher-librarians. This was the first time that the Literary Lottery had been held and Williams Lake, as a whole, will benefit. In 1997 the Literary Lottery will be held again and tickets will be sold all across Canada through provincial teacher-librarian's associations.



cla

Canadian Library Association, 200 Elgin Street, Suite 602, Ottawa, Ontario K2P 1L5
Tel.: (613) 232-9625 • FAX: (613) 563-9895

ONE SOLUTION TO A PROBLEM: AROUND THE WORLD RESOURCES FOR SECONDARY LIBRARIES

by LIZ AUSTROM, retired teacher-librarian, Vancouver.

One of the major problems faced by teacher-librarians in shrinking budget years is how to keep the geography and history collections up-to-date without starving other parts of the collection. Often, the Canadian section will have lots of resources, but other parts of the world will be scantily covered or the resources are aging (some, indeed, are like old cheese!). Information may be found on the Internet, but it frequently does not fit the terms of the assignment. Two solutions are to limit the countries that students can select for research to the ones where books or magazines are available, and to broaden the assignment so that it is easier to find appropriate information on the Internet or in CD-ROM encyclopedias. The first means that our multicultural immigrant students may be prevented from researching their home country, while the second means that students without technology at home are placed at a disadvantage, for it is almost impossible for all of them to find the time to use the library's limited amount of equipment (or there is no Internet connection in the library). In consequence, updating the geography and print collections remains a problematic priority in most library resource centres.

I was faced with updating the collection at Magee Secondary using a modest special grant from the Learning Resources budget. My aim was to supplement the collection to meet 4 goals:

1. To identify and purchase geographical and historical resources with a strong focus on culture.
2. To secure at least one title for countries not already covered in the collection, but where we had students from those countries.
3. To secure at least one title for other countries where the materials were too dated to be useful.
4. To purchase reference resources encompassing many countries to provide historical and political updates at a reasonable price, and to eliminate any duplicate purchases in this area in order to direct limited funding elsewhere.

In examining the collection for strong points and weak points and attending book displays I identified several resources that are wonderful to have and that I recommend to everyone who does not already have them.

FOR GOALS 1, 2 and 3

Cultures of the world series. New York: Marshall Cavendish.

We had the *Mexico* volume and a few others on the shelves. Checking the circulation records on these volumes showed that they were well used by students in both junior and senior grades. A look at the production values and the content showed why — these are really well done. Consistency of quality within the series is exceptional and the range of countries covered is very wide. There are now 13 6 volume sets available, each set costing \$179.70 US. Single volumes are \$29.95 each.

Marshall Cavendish's *Women in society series* is also recommended. Fourteen countries are covered. Prices are \$29.95 US each; prices per set also available.

DECISION: GOALS 1, 2 & 3 — Buy more titles
Check available titles against desired countries list
and order them first. Order all as money permits.

FOR GOAL 1

Indians of North America series. New York: Chelsea House Publishers.

Many of our resources in this area were old and unattractive, not to mention incomplete in that they treated the cultures as no longer viable and active. This series is readable, well illustrated and, best of all, looks at the cultures today and what the peoples' current concerns and situations are. Extremely well-indexed. There are over 60 titles published and more are issued all the time. Hardcover are \$19.95 and paperbacks \$9.95, both US funds.

Cultural atlas series. New York: Facts on File.

These are expensive (\$62.00 in Canadian funds), but if you need detailed cultural information on any one of the areas available, they are very good. *Atlas of the Islamic world* and *Cultural atlas of China* support two of our most numerous groups of immigrant students. *Cultural atlas of Australia, New Zealand and the South Pacific* would cover an area information gap. *Cultural atlas of France* and *Cultural atlas of Japan* would also be very useful for modern languages curriculum support. There are now 19 titles available.

DECISION: GOAL 1 — Buy more titles
Check available titles against cultures most needed in units. Order as money permits.

FOR GOAL 4:

Encyclopedia of Asian history (4 volumes) Charles Scribner's, 1988. ISBN: 0-684-18619-5.

This very readable encyclopedia covers geographic features, countries, cities and towns, political events, cultural groups, as well as leaders and prominent people. This is the place to turn when you strike out in standard encyclopedias.

The world today series. Harpers Ferry, West Virginia: Stryker-Post Publications.

This is a readable, boring looking, but comprehensive annual set of publications that provides the economic, historical and political information most needed by senior students. Fortunately, these are the students who are able to deal with the "dull" look when the quality of the information is pointed out to them. If you purchase these books annually and keep the back issues for three years or so you can meet most class needs. Available titles are: *Africa, Canada, East Asia and the western Pacific, Latin America, The Middle East and South Asia, Russia, Eurasian states and Eastern Europe, and Western Europe*.

*The *CIA handbook series* follows the same dull, but information-packed formula and is useful for the same audience, however it is available in one country per volume.

* *Lands and Peoples* is a "must have" resource, although it is only a beginning point for research.

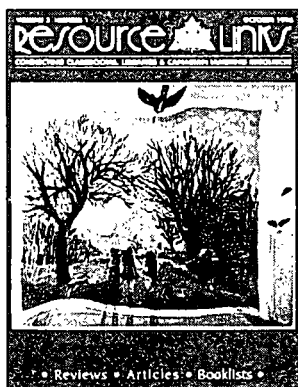
DECISION: GOAL 4 — No new purchases essential
Keep up current subscriptions & continue looking for good encyclopedias on S. America and Africa

If you add up the value of the resources listed above, you will question my comment that we received a "modest special grant." Naturally, the answer is that we could not purchase everything at once. The next step in the continuing pursuit of money saga is to request a second grant to purchase the next group of titles on the priority list. While it may seem to you that too much money has been targetted to too few series, the reality is that many of the single volume titles that we purchase are not as successful as well designed series titles that have an established standard of quality, both for the text and for the presentation. When the teachers have used these resources with classes, they become a valuable source of support for additional funding, simply because the students produce better quality work when the resources are easy to use.

Everyone has their favourite series, and this is a very short list, so please don't write me to complain about my idiosyncratic choices. I'm now retired and I don't have to worry about this any more, so this is probably my last resource list!

It's Really Connecting...

**Classrooms, Libraries and
Canadian Learning Resources**



This is Canada's newest national journal devoted to the review and evaluation of Canadian learning resources for children and young adults with suggestions for their promotion in schools & libraries.

\$49/year (6 issues) + GST
VISA/MasterCard available.

Resource Links

CONNECTING CLASSROOMS, LIBRARIES & CANADIAN LEARNING RESOURCES

101-1001 West Broadway,
Ste. 353, Vancouver, BC V6H 4E4
Voice 604-925-0266 • Fax 604-925-0566

CSLA/CLA/BCTF POSTER SERIES

Fund Raising for Libraries in Canada. Please copy, complete and mail or FAX this order form



Ted Harrison



Elvis Stojko



Kurt Browning

"Silken Reads & Rows" Posters @ \$10.00 _____
 "Ted Harrison Reads" Posters @ \$10.00 _____
 "Champions Read: Elvis Stojko" Posters @ \$10.00 _____
 "Champions Read: Kurt Browning" Posters @ \$10.00 _____
 Shipping and handling charges \$3.00
 TOTAL \$_____

Please contact BCTLA for volume prices for group and school district sales

Ship to:

Name _____

Address _____

City/Province _____ Postal Code _____

Daytime Phone No. _____ e-mail _____

Cheque _____ Money Order _____

Signature _____

*(Please allow 3 to 4 weeks for delivery)

Send orders to:

Patrick Romaine, Shuswap School District
 C15 Douglas RR#1
 Armstrong, B.C. V0E 1B0

Home Phone: (250) 546-6068
 School Phone: (250) 838-2182
 Fax: (250) 838-2182

MAJOR PROJECT ON TRANSPORTATION SCIENCE AND TECHNOLOGY 11

by **HAMISH MORRISON**, science teacher and **PAT PARUNGAO**, teacher-librarian, Magee Secondary School, SC #39 (Vancouver)

RATIONALE

The rationale comes from the Transportation module of the 1995 Science and Technology 11 Integrated Resource Package which states that “students will describe interrelationships between society, technology and transportation systems.”

OBJECTIVES

Each student will:

- identify the major transportation of a city
- determine the relationship between transportation and economic status, population and geography
- write a 750 - 1,000 word essay
- prepare a poster
- deliver an oral presentation

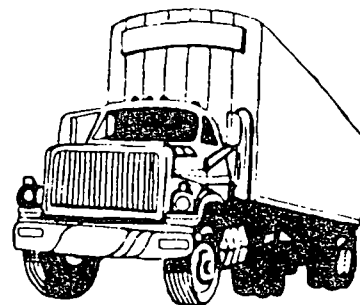
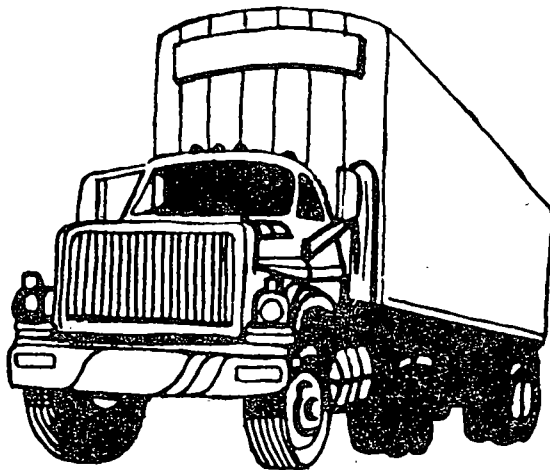
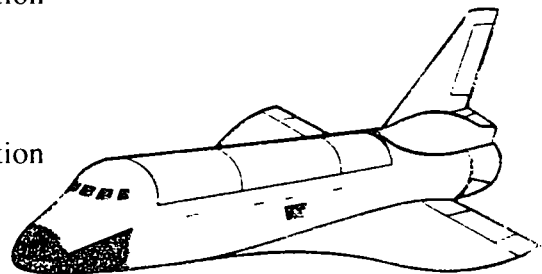
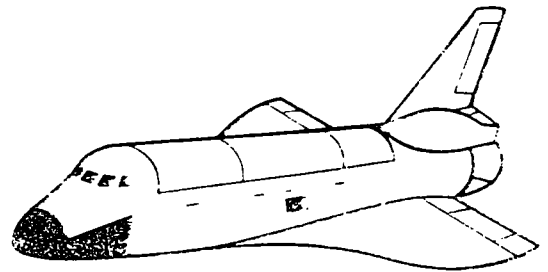
TEACHING RESPONSIBILITIES

Teacher

- introduce assignment
- assist students in locating and organizing information
- evaluate essay and presentation

Teacher-librarian

- “show and tell” resources (see References below)
- assist students in locating and organizing information
- evaluate bibliography and presentation



INTRODUCTION TO ASSIGNMENT

Criteria for selecting a city:

- should have at least 500,000 people including its surrounding area
- should have a variety of forms of transportation
- should be one that you would like to visit someday
- should be a city with a different lifestyle than Vancouver's so you can see the differences
- Vancouver cannot be chosen for your city as it will be discussed in class

Include in your project:

- a map of the city and its surrounding area
- the main focus of the transportation system (i.e., individual or group)
- how the system has changed in the last 50 years
- the effect of economic status on the system
- how the system links to surrounding communities
- the financial cost of the system to the society
- the population: area ratio
- the reason why you selected this city

REFERENCES

Travel books, such as

- Fodor's (Fodor's Travel Publications)
- Insight Guides and Insight CityGuides (APA Publications)
- Lonely Planet (Lonely Planet Publications)
- Penguin Travel Guides (Penguin Books)
- Travelers World Guides (Trade & Travel Publications Prentice Hall)

Reference books, such as atlases, general encyclopedias and

- Lands and Peoples (Grolier)
- Cities of the World (Gale Research Company)

Maps from British Columbia Automobile Association (available to members)

EVALUATION

Essay (40 marks)

Evaluation based on written skills, ideas, thoroughness, etc.
Bibliography worth 5 of the 40 marks

Poster (10 marks)

Each poster is self-evaluated, peer-evaluated and teacher-evaluated.

Oral presentation
(10 marks)

Evaluation based on communication skills, ideas, thoroughness, etc.

CONCLUSION

Information about North American cities is easiest to find. Students who have Internet access at home sometimes found city maps there. Those who selected cities such as Cairo and Athens had a more difficult time finding information (although they probably would have found more with a bit of digging!). Those students may be given the option of researching the country instead.

FAIRY TALES, FOLK TALES AND NURSERY RHYMES

by LINDA DUNBAR, library technician, Teachers' Professional Library, SD# 39 (Vancouver)

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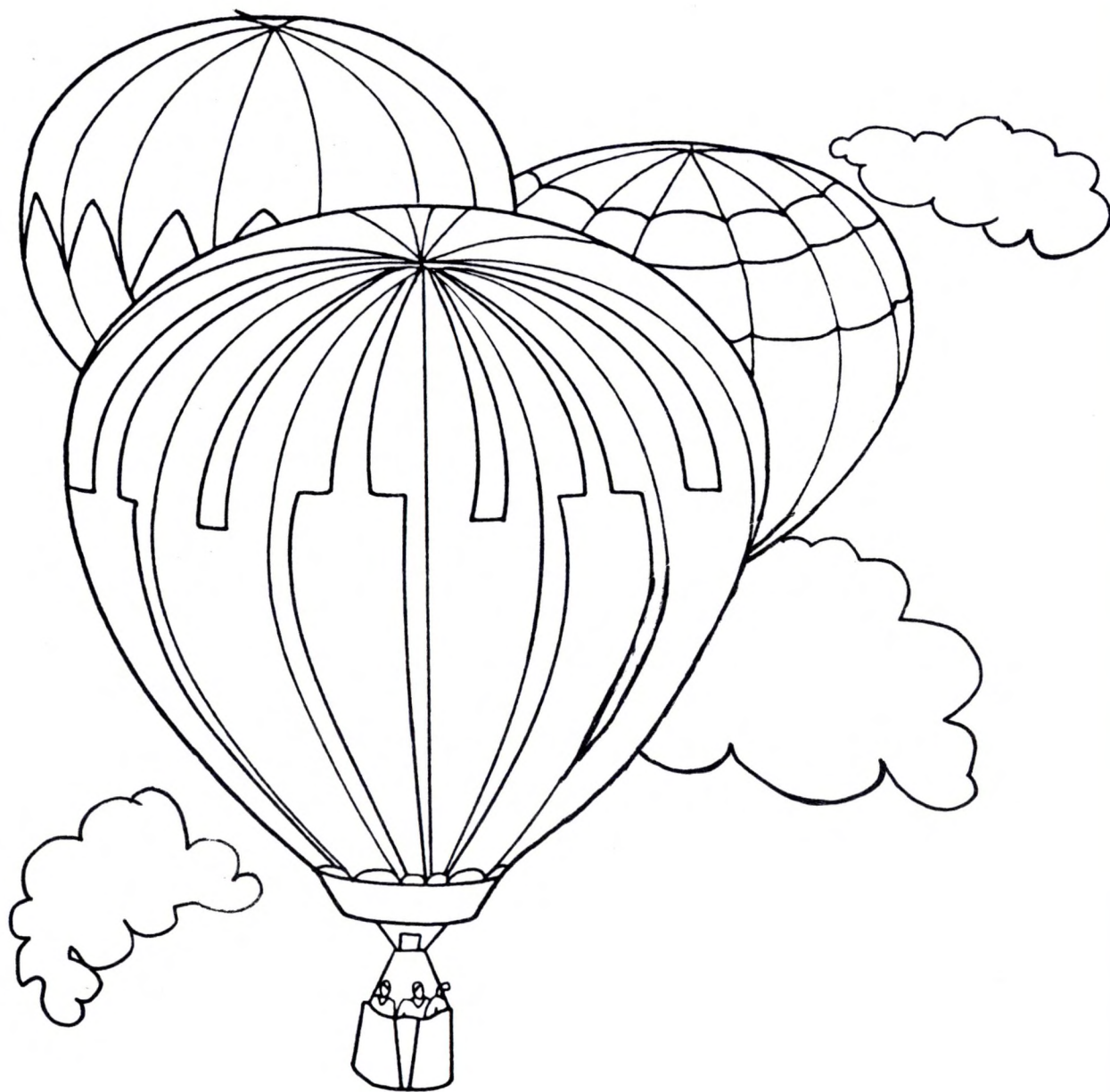


The liveliness of literature lies in its exceptionality, in being the individual, idiosyncratic vision of one human being, in which, to our delight and great surprise, we may find our own vision reflected.

*Salman Rushdie (b. 1947),
Indian-born British author.*

One ought, every day at least, to hear a little song, read a good poem, see a fine picture, and, if it were possible, to speak a few reasonable words.

*Johann Wolfgang Von Goethe (1749-1832),
German poet, dramatist.*




FEATURED IN THIS ISSUE

Bookmarks by Berson




Letting a hundred flowers blossom and a hundred schools of thought contend is the policy for promoting the progress of the arts and the sciences and a flourishing culture in our land.

Mao Zedong (1893-1976), Founder of the People's Republic of China. Speech, 27 Feb. 1957, Peking. Quoted in: *Quotations of Chairman Mao* (1968).



A civilization is a heritage of beliefs, customs, and knowledge slowly accumulated in the course of centuries, elevated by logic, but justifying themselves as paths when they lead somewhere, since they open up for man his inner distance.

Antoine de Saint-Exupéry (1900-1944), French aviator, author. *Flight to Arras*, ch. 12 (1942).



I don't wanna live in a city where the only cultural advantage is that you can make a right turn on a red light.

Woody Allen (b. 1935), U.S. filmmaker.

RESOURCE-BASED LEARNING CONNECTIONS TO INFORMATION TECHNOLOGY 8 TO 10: *INTEGRATED RESOURCE PACKAGE 1996*

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

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

The current and future impact of new types of information technology on the services and programs that can be offered by library resource centres is immense. This impact will be broadened by full implementation of this new curriculum (scheduled for September 1997) since the intent is to integrate information technology instruction into other curricular areas in grades 8 to 10. Integration into curricular areas will mean that students taking the course will not be situated in full computer labs, teachers will not necessarily be info tech experts, and the resources in the library will be an essential component for integrating information skills and content.

INTRODUCTION TO INFORMATION TECHNOLOGY 8 TO 10

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

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

Rationale

Focusing on preparing students for the workplace, citizenship, problem-solving and further education, the program Rationale states:

To participate and make informed decisions in today's world, a global citizen requires technology and information literacy skills that include the ability to gather, process, and manipulate data. These skills are now as essential as traditional numeracy and literacy.

... The challenge for students and teachers is to develop an understanding of the fundamentals of information literacy and the tools required to prepare for, and participate in, an evolving information-based society. Students need to have a firm grounding in information technology for their careers, for lifelong learning, and for recreation. The Information Technology K to 12 curriculum provides students with the analytical, interpersonal, and technical skills they require to be active participants in an exciting and dynamic world (p. 1).

Aim and Approach of the Curriculum

This section includes a reminder that "teachers must use the prescribed learning outcomes as the basis for reporting to parents on student performance in information technology" (p.2).

Cooperative units should therefore include evaluation of students' use of information technology sources in the library resource centre so that they are viewed as central to the instructional program and to students' success.

Page 3 includes a useful summary of the information technology tools that the authors of this document considered during its development. Acknowledgment is made in the accompanying text that other tools and resources will be added in the future, and that it is expected that "they will be used and taught in the schools to reinforce the concepts in this curriculum" (p.2). While few schools will have all of the current tools available for students, it is heartening to see that the concepts are viewed as the central focus and that new technology will be used to facilitate understanding of those concepts. This is the central argument for the integration of print, non-print and information technology resources. They are all resources which should be used to facilitate the development of students' understanding and use of concepts and ideas. It is unfortunate that there is no acknowledgment of this linkage in the document.

Teacher-librarians will want to examine page 4 carefully, for it provides a one page overview of the Information Technology K to 12 program, which is divided into four sections: grades K to 3, 4 to 7, 8 to 10, and 11 and 12. The grade 8 to 10 section states:

Students become more sophisticated in their use of information technology tools. They develop stronger information literacy skills and continue to learn about various careers that use and apply information. They consider the cultural, ethical, and legal implications of information technology.

In grades 8 to 10, students:

- use a variety of information technology tools to access information
- apply information technology to all walks of life, including education and recreation, and to future careers
- identify and describe various information technology tools related to careers
- demonstrate an understanding of ethics and acceptable use of information when accessing and processing information ...
- apply information technology tools in research.

On pages 4 and 5, science skills and processes are covered in sufficient detail for non-science trained teacher-librarians to use for planning purposes. Resource-based units which incorporate science skills as well as information / research skills will be valued by science teachers implementing this new curriculum.

Curriculum Organizers

This section (pp. 5-6) discusses the grouping of prescribed learning outcomes into three curriculum organizers: Foundation, Process and Presentation. Foundations includes basic knowledge, skills and attitudes, as well as issues such as ergonomics, ethics, security of information and copyright. The Process and Presentation sections look very much like the school-based scope and sequences of information skills so familiar to teacher-librarians. This section and the learning outcomes themselves will provide fertile ground for unit planning.

Suggested Instructional Strategies

This section (pp. 6-8) defines the critical relationship between context statements, prescribed learning outcomes and instruction (context statements are provided for each list of suggested learning outcomes and assessment strategies, although they are not identified as context statements). It is emphasized that instructional strategies should "foster the integration of ideas and skills with other curriculum areas," "recognize and support the progressive development of knowledge, skills, and attitudes," "recognize a variety of learning styles" and

“develop research, critical-thinking, and problem-solving skills.” To support the development of problem-solving skills, the document includes six different models that may be used by teachers with students.

Again, although the document focuses on the integration of the use of information technology tools into a variety of content areas, it does not recognize the need to integrate the use of the newer information tools with traditional print resources. As a general caution, teacher-librarians will want to look at all the Suggested Instructional Strategies to see how all types of information sources can be used to support student learning in a way that is logical. For example, on page 16 there is a suggestion that students could “retrieve electronic information about current social or political issues, report on how this information was retrieved, and evaluate it for timeliness, bias, and authenticity.” The reality is that for some issues, particularly Canadian ones, there will be insufficient information available to meet the teachers’ content objectives. The process of evaluating the information will be a valuable experience for students and is a valid objective. However, using print resources to fill in the information gaps and to provide an accuracy check may well be an essential step for some topics. This is particularly important in the area of Canadian culture.

Other Sections

- **Considerations in Information Technology Education** (pp. 8-11) addresses Health and Safety, Students with Special Needs, and Gender Equity. The table of “Adaptations for Students with Special Needs” includes many practical suggestions.
- **Suggested Assessment Strategies** (pp. 11-12) has a general statement on assessment methods which is supported by references to several excellent provincial reference sets and assessment handbooks published by the B.C. Ministry of Education. Every library resource centre should include copies of these documents since they are invaluable in designing cooperatively planned and taught resource-based units of study.
- **Learning Resources** (p.12) describes the learning resources system in British Columbia fairly well. Unfortunately, the focus on a “local district approval process” is a bit misleading for districts in which there is no formal process, but there is a selection policy which delegates to teachers and teacher-librarians the responsibility of selecting resources which conform to a well defined set of selection criteria. There may be confusion in some districts as a result of the statements here.

INFORMATION TECHNOLOGY 8 TO 10 CURRICULUM: [In this section comments which are not part of the original document are enclosed in square brackets.]

GRADE 8 [pages 14-19]

Pages 14-15: Foundations Prescribed Learning Outcomes

It is expected that students will:

- demonstrate the ability to formulate questions and to use a variety of sources and tools to access, capture, and store information
 - demonstrate an awareness of the impact of information technology tools on society
-

- identify careers and occupations that use information technology

Suggested Instructional Strategies

- When they are working on a research project or studying a specific topic, ask students to formulate several questions and then use a variety of information technology tools and correct keyboarding techniques to gather, capture, and store information to answer the questions. ...
- Ask students to work in groups, with each to create a chart of information technology careers. Have them list occupational areas (...) at the top of each chart. Encourage students to discover and add to the list of occupational areas using electronic resources (e.g., the Internet, CD-ROMs).

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

Pages 16-17: Process

Prescribed Learning Outcomes

It is expected that students will:

- use a variety of information technology tools to help them solve problems
- apply predetermined search criteria to locate, retrieve, and evaluate information
- evaluate information retrieved electronically for authenticity, bias, and timeliness
- synthesize information from a variety of electronic sources for their presentations

Suggested Instructional Strategies

- Have students, working in teams, retrieve electronic information about current social or political issues, report on how this information was retrieved, and evaluate it for timeliness, bias and authenticity.
- Ask students to prepare individual research projects in science or social studies using information technology tools (...) to research, record and present their projects....

Suggested Assessment Strategies

- Observe students as they use various information technology tools to search for and retrieve data. Note the extent to which they are able to:
 - focus a search from a general heading to a specific topic
 - use keywords to define parameters for the search
 - use “AND/OR” commands to streamline their search.
- Have each student access and retrieve information pertaining to a specific topic from a variety of on-line sources (e.g., e-mail, the Internet, a CD-ROM encyclopedia, newspapers). Ask each student to prepare an annotated bibliography and to analyse the information sources with respect to authenticity, bias, and timeliness. Note the extent to which students consider:
 - the reliability of the information source
 - the author’s viewpoint
 - the publication date

Pages 18-19: Presentation

Prescribed Learning Outcomes

It is expected that students will:

- identify and consider ethical and legal issues when presenting information
- demonstrate the ability to arrange information in different forms to create new meaning

Suggested Instructional Strategies

- Have groups of students each choose a multimedia package (in any subject area) for the school’s resource centre and analyse its impact on its intended audience. Then ask each group to make a multimedia presentation to the class in which they evaluate how well the package they analysed used technology for its stated purpose.
- Invite students, working in pairs, to review advertisements from a variety of sources (e.g., World Wide Web, ...) and analyse the impact of each advertisement on its intended audience.
- ... have students use the Internet or periodical indices on CD-ROM to access articles on the latest scientific discoveries. Encourage them to use information technology tools to download

the information, summarize it and produce a bibliography. This information could then be shared using an on-line source.

Suggested Assessment Strategies [All of the approaches are appropriate to resource-based learning. The following is one example.]

- Ask each student to collect data and use software to generate a graph representing the information. To assess the students' ability to present synthesized information, look for evidence that:
 - an appropriate graph (a bar graph, pictograph, pie graph, line graph) was chosen to present the information clearly
 - all the relevant information was included
 - the axes were labelled appropriately
 - a legend was incorporated
- etc.

GRADE 9 [pages 20-25]

Page 20-21: Foundations

Prescribed Learning Outcomes

It is expected that students will:

- demonstrate the ability to use the Internet to access, capture, and store information
- demonstrate an understanding of the ethical use of information
- demonstrate an awareness of ergonomic and health issues related to the use of information technology tools
- identify careers related to the field of information technology

Suggested Instructional Strategies

- For a science, a social studies, or an English project, ask students to use the Internet to access a primary information source ... and a secondary source, and follow the proper procedures for crediting sources of information.

Suggested Assessment Strategies

- While researching topics from a variety of subject areas, have students access information using the Internet. Using criteria developed by the class, ask students to work with partners to assess each others' skills. The criteria might include:
 - observes copyright restrictions when accessing and using information
 - accesses required information easily
 - captures and downloads data successfully
 - stores information to a disk or hard drive efficiently

Pages 22-23: Process

Prescribed Learning Outcomes

It is expected that students will:

- evaluate the suitability of information for use in specific contexts
- analyse electronically organized information for authenticity, bias, timeliness, and usefulness

Suggested Instructional Strategies [Both of the lengthy examples provided are suitable for resource-based learning.]

Suggested Assessment Strategies [All of the approaches are appropriate to resource-based learning. The following is one example.]

- Provide students with a specific task or problem to solve using information technology tools. While students are working, note the extent to which they:
 - brainstorm a list of possible information technology tools
 - choose the appropriate tools and resources

- explain their choices
- use the tools and resources successfully
- determine the effectiveness of their solutions

Pages 24-25: Presentation

Prescribed Learning Outcomes

It is expected that students will:

- select, use, and evaluate a variety of information technology tools for making presentations
- apply the principles of effective communication and good design when using information technology tools
- consider the ethical and legal issues when presenting information
- analyse the impact of multimedia documents on the intended audience

Suggested Instructional Strategies

- Discuss with the class the legal and ethical issues arising from the use of electronic resources accessed through information technology (e.g., using legally obtained software, providing bibliographic references, respecting copyright). Frame the discussion by posing questions such as:
 - Is it important to know who originally created the information?
 - Is the use of pirated software a concern?

Suggested Assessment Strategies [All of the approaches are appropriate to resource-based learning. The following is one example.]

- While students are planning presentations, confer with them about the ethical and legal implications of working with information. Note the extent to which they:
 - cite sources related to their ideas, text, and graphic images
 - choose information appropriate to their audiences
 - are sensitive to issues related to culture, gender, and ability
 - understand the controversial or sensitive nature of information

GRADE 10 [pages 26-71]

Page 26-27: Foundations

Prescribed Learning Outcomes

It is expected that students will:

- demonstrate the ability to formulate questions and to use a variety of sources and tools to access, capture, and store information
- practise handling Internet information in an ethical way
- evaluate the impact of information technology tools on the workplace, on individual, and on society
- compare the use of information technology in different job settings within the community
- demonstrate competence in using basic information technology tools

Suggested Instructional Strategies [All of the approaches are appropriate to resource-based learning. The following is one example.]

- Ask each student to use electronic resources in the school library or career centre (e.g., Bridges, Choices, Job Factory, Chronicle Careers) to research and develop a report on three careers that involve the extensive use of information technology. Then have them present their report using video or multimedia.

Suggested Assessment Strategies

- Have students work with partners to use a variety of browsers (e.g., Fetch, Gopher ...) to locate and retrieve electronic information. Note the extent to which they are able to:
 - enter Internet addresses accurately

- effectively use tools to search file transfer protocol (FTP) sites for information
- use appropriate keywords to define the parameters of their searches
- use “bookmarks” or “hotlists” to mark relevant sources
- create folders to receive downloaded information

Pages 28-42: Process

Prescribed Learning Outcomes

It is expected that students will:

- solve problems using information technology tools and resources
- use information technology tools to gather and organize information and produce documents
- evaluate the suitability of information technology tools for solving problems related to specific tasks
- develop guidelines for evaluating and using information in an ethical way
- develop criteria to evaluate information for bias

Suggested Instructional Strategies

- In English, after studying a novel about privacy information, have students use information technology tools (e.g., the Internet, e-mail) to investigate the impact of information technology on personal or corporate privacy. Have them use information technology tools to present reports.

Suggested Assessment Strategies

- While working on a research project (e.g., investigating the impact of technology on privacy, Canadian unity, environmental toxicology), have each student use information technology tools to gather and organize data and produce a document. Collect students’ work and look for evidence that they:
 - used a variety of information technology tools
 - accessed several information technology sources
 - chose appropriate software to produce an effective document
 - logically organized the information
 - effectively integrated text, graphics, charts, illustrations, and sound in the final document.

Pages 30-31: Presentation

Prescribed Learning Outcomes

It is expected that students will:

- create multimedia documents using a variety of electronic sources
- apply ethical and legal principles when presenting information
- evaluate the effectiveness of the component parts of multimedia presentations

Suggested Instructional Strategies [All of the approaches are appropriate to resource-based learning. The following is one example.]

- Invite each student to identify a meaningful social, cultural, or environmental issue (e.g., related to immigration, First Nations’ land claims, national unity) and then use electronic technology (e.g., e-mail, the telephone, a fax machine) to set up an interview with someone in the community involved in or knowledgeable about the issue. Ask students to tape-record or videotape their interviews and present them as television or radio news reports.

Suggested Assessment Strategies [All of the approaches are appropriate to resource-based learning. The following is one example.]

- Ask each student to create a multimedia presentation that delivers a message (e.g., a product advertisement, a campaign pamphlet). Examine students’ finished products and note the extent to which they:
 - used a variety of electronic resources
 - tailored the presentations to specific audiences
 - effectively integrated text, graphics, and sound
 - used special effects for emphasis.

APPENDICES (pages A-1 to G8)

Appendix A: Prescribed Learning Outcomes (pages A-1 to A-5)

Tables of all the LOs included in *Information Technology 8 to 10*, organized by the areas of Foundation, Process and Presentation. Very useful as an overview of the entire Science program.

Appendix B: Learning Resources (pages B-1 to B-19)

An annotated, alphabetical listing of resources recommended by the Ministry of Education, as well as information on selecting learning resources for the classroom. A useful graphic organizer explaining the annotations precedes the listing. As noted in the Introduction, this list will date quickly.

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

Discusses the following areas as they apply to Information Technology education: Applied Focus in Curriculum; Career Development; English as a Second Language; Environment and Sustainability; Aboriginal Studies; Gender Equity; Information Technology; Media Education; Multiculturalism and Anti-Racism; Science-Technology-Society; Special Needs. Useful for understanding the perspective of the curriculum and for directing special attention towards segments of the school's population.

Appendix D: Assessment and Evaluation (pages D-1 to D-21)

Includes an 11 step process for criterion-referenced evaluation, as well as a substantive number of criterion-referenced assessment tools which are directly linked to prescribed learning outcomes. This will provide a useful guide.

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

Appendix F: Glossary (pages F-1 to F-7)

This list of terms and their definitions may be useful to teachers both for their own enlightenment and for instructional purposes with students.

Appendix G: Planning an Integrated Information Technology Program (pages G-1 to G-8)

This section includes a suggested lesson design system for teachers to use as they integrate information technology into their instructional programs.

EDITOR'S NOTE: *Information Technology 11 and 12* is a stand-alone course which is unlikely to impact on as many students and teachers as the grades 8 to 10 program will do, and so was a lower priority for summarization in this journal. For a good overview of the content of *Information Technology 11 and 12: Integrated Resource Package*, examine "Appendix A: Prescribed Learning Outcomes" in the document.

INFORMATION TECHNOLOGY K TO 7

Integrated Resource Package 1996

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

There are important parallels between the task set out in this Integrated Resource Package (IRP) and the library resource centre program. Teacher-librarians would do well to be very familiar with it, and begin to take ownership of much that it contains. This is the information reality of the future.

The IRP operates from some basic assumptions.

1. Information technology at the elementary level should not be taught as a separate subject, in isolation from other curricular areas.
2. It is important for students to gain technical skill in using information technology.
3. It is important for students to gain analytical skill in using information accessed by the new technology.
4. Students must be able to work cooperatively in a team.
5. Skill in information technology is linked to employability.
6. Information technology raises social and ethical issues.
7. Information technology demands skill in problem solving.
8. Presentation of information is highly important.

A key quote (p. 2):

“The aim of the *Information Technology K to 12* curriculum is to help students develop information literacy and the lifelong learning patterns they need to live and work effectively in an information-rich technological society.”

Teacher-librarians may feel a strong sense of déjà-vu. Perhaps excepting the word ‘technological’, the above statement could be the aim of library resource centre programmes in the province over the past number of years. It is interesting to note that

information technology as a curriculum is defined as information literacy and lifelong learning patterns. I assume ‘lifelong learning patterns’ means that the student has attitudes and skills in using processes which will allow them to take charge of their own learning. These ideas underlie current library resource centre philosophy as well.

Another foundational idea for library resource centre programmes has been integration with curriculum. This document refers to itself as a curriculum, and explains its relationship to “other curricular areas.” But there is more conceptual content than might be found in works on the role of the library resource centre, such as *Developing Independent Learners* (1991), the B.C. Ministry of Education publication. *Information Technology* as a curriculum is integrated with other subject areas insofar as its processes can be used to achieve the learning outcomes which are prescribed for the traditional subject areas. However, there are significant learning outcomes which can only be viewed as add-ons, for example the grade 7 student will “describe the basic components of a variety of information technology tools, including computer networks.” (p. 46) The IRP states that “teachers should include written comments specific to information technology when reporting on other subject areas.” (p. 2) This begins to sound like a separate curriculum.

In pursuing integration, the writers have not always been sensitive to current pedagogy in the regular subject areas. For example, they suggest that students keep a reading log (a good idea) that includes plot summaries and other responses. It is not a good idea to make students write responses for every book they read — this has a tendency to discourage readers. Again, at the grade four level, students might research to find “...all you can about a simple machine such as a lever.” The science specialists would say that the most effective way to find out about a lever is to handle one and experiment with it. In fairness, most examples offered in the IRP reflect best practice. It is important that information literacy and information technology be integrated with subject areas, but that best practice in each field guide the integration. It is not in the best interests of

education that the peculiarities of commercially available software should decide on instructional content and strategies.

So, is this IRP going to supplant the library resource centre programme? There is certainly a great deal of overlap, with the added appeal of “sexy modern technology.”

Below are a number of issues raised by a study of this IRP.

1. What is the relationship between information literacy and information technology?

The IRP seems to use the terms interchangeably. However it is preferable to define these two terms more precisely. Teacher-librarians would argue that information literacy can be learned by using books, or by primary research, just as well as by using a CD-ROM or the Internet. Information gathered from electronic media presents special problems in accessing, evaluating, etc. as well as special opportunities for interaction but has much in common with information gained from ‘low-tech’ sources. Information literacy seems to be (p. 6) “accessing, evaluating, synthesizing, making inferences, validating, and creating information...” It gets a special spin in this document by adding “...using appropriate information technology tools.” It is useful to think of information literacy as the ability to access and use information, and information technology as those tools which store the information. Information literacy includes an understanding of how the technology affects the kind and quality of the information.

2. How will information technology change how students do library research?

The document identifies key strategies which are central to library research. The writers repeatedly refer to accessing, selecting, evaluating, organizing, analyzing, synthesizing, modifying and presenting information. They do not give much guidance as to how to develop these skills. How to prevent the student jumping straight from accessing to presenting by downloading some groovy stuff off the ‘Net and handing it in, will be the challenge of the next millennium. For now, students will still need lots of books to achieve the prescribed learning outcomes in the curriculum guides. In the future, it seems likely that more and more information will be electronic.

3. Does the IRP show an understanding of the role of critical thinking in information literacy?

Yes. The TC2 Consortium led by Roland Case of SFU and LeRoi Daniels of UBC, doing excellent work in this field, makes no distinction between critical thinking and problem solving. They are interchangeable terms. In the area of problem solving the IRP is on the cutting edge. Four models are offered. Teachers are encouraged to develop real critical challenges for students to work on, taken from content-based curriculum.

4. What are the implications for the role of the teacher-librarian?

In the area of selection, the IRP has something to say. On page 13 we have this: “The use of learning resources involves the teacher as a facilitator of learning. However, students may be expected to have some choice in materials for specific purposes such as independent reading or research. Teachers are expected to use a variety of resources to support learning outcomes at any particular level. A multi-media approach is encouraged.” Thus we are firmly directed towards resource-based teaching and learning.

In appendix B, the writers suggest that an inventory of resources already available in the school resource centre should be prepared. The Information Technology IRP offers the idea of an on-line system — a LAN, in fact. A LAN could include the library resource centre catalog and circulation information. The writers also recommend setting up a school resource committee to select resources, including a resource co-ordinator “...for example, a teacher-librarian”, to, among other things, “identify existing learning resource and library materials, personnel, and infrastructure.” In “Appendix G: Planning an Integrated Information Technology Program,” the document advises that “The teacher should work with the teacher-librarian and district or school-based computer teacher to determine what learning resources are available in the school.” (p. G-8) There is a role for teacher-librarians in resourcing this program.

It is clear that this document calls for the broadest possible definition of resources. Teacher-librarians, in *Developing Independent Learners* are expected to be involved in information literacy using electronic media. There is nothing really new here, except the extreme emphasis on electronic media. Having said that, of the 24 software items recommended in the document, 19 include a book in the package, and 9 are books alone. It would seem that

we are not quite ready to launch ourselves into the virtual world and leave books behind.

There is increasing need for software support. The person who understands how key software works, what it can do, how to get the most out of it, in order to effectively integrate it into classroom practice, will be invaluable to classroom teachers and students. In the past we knew what information resources were available to include in cooperative units. In the future those information resources must include more sophisticated electronic media. In the past we helped students and teachers find their way around an almanac and an encyclopedia. Now we must be prepared to help them access CD-ROMs and the Internet.

5. What are the implications for the role of the classroom teacher?

There is a strong emphasis on student-centred learning. Also, the teacher is expected to select "relevant problems" (p. 5) for students to solve. The teacher is a "facilitator of learning..." (p. 13) but is "...expected to use a variety of resources to support learning outcomes..." Appendix G deals with the role of the teacher (G-3). While it is incumbent upon the teacher to "...provide students with opportunities to explore...a range of information technology...", it is nowhere incumbent upon the Ministry or Boards to provide that technology.

6. How does cooperative learning relate to information technology?

The IRP is full of references to cooperative learning. Instructional strategies are suggested for individuals, but there is a strong emphasis on cooperative teamwork. It is not clear from the IRP whether the writers saw a logical connection or merely a practical connection. Critics of technology in the schools complain that it isolates children from one another. Perhaps in order to combat this tendency the writers of the IRP include so many cooperative activities. On the other hand, they cite the need for teamwork in the world of work. This is undoubtedly true, but how is that logically linked to information technology? The theoretical basis for linking these two ideas remains unclear. In fact the document doesn't develop the basic concepts of cooperative learning as seen in current educational literature.

7. What is the role of aides and technicians?

This question is not addressed. Teacher-librarians know that successful implementation of technology applications depends on adequate technical support. Everyone gets frustrated when equipment won't do what it should. Appendix G suggests using community resources including parents as sources of expertise and equipment, and post-secondary institutions. It seems to be a given that Boards won't hire enough technicians.

8. How will the library collection support this curriculum?

The recommended learning resources include books as well as disk-format programmes, videos, and CD-ROMs. Some are appropriate for a teachers' professional resource collection, some for the regular library resource centre shelves, and some might be housed in the computer lab. A thematic unit on dinosaurs is suggested on page 22. Would the CD-ROM to support this be in the library resource centre? In the school's computer lab? In the classroom? As the technology of Local Area Networks advances, the definition of library resource centre may have to change. The line between library collections and other sources of information will blur.

9. How will library resource centre programmes be affected?

Is Developing Independent Learners superseded? No. But it is important that teacher-librarians recognize the challenge of information technologies, and be ready to show leadership and able to give support to students and teachers.

Teachers of grades 2 and 3 are asked to have students discuss "...the advantages and disadvantages of print and electronic versions of a story or book." (p. 26). In grade 4, students may keep a reading log on a database. Teacher-librarians will be able to integrate computer technology into literature guidance. Fruitful applications will be found on the Internet, with web sites devoted to reviews of children's literature, and conferences where students can discuss favourite titles. One CD-ROM which I saw demonstrated recently, in which students were required to answer trivia questions based on well-known children's literature titles, seemed off-putting. Selection criteria must be carefully followed, and the seduction of high-tech flash must be resisted in favour of excellence in instructional strategies.

10. What will the library of the future be like?

What will the world of the future be like, as seen by the writers of the IRP? Some of the prescribed learning outcomes deal with the impact of technology on society. Teachers and students will need resources which deal with the larger issues of technology in education. The IRP gives little emphasis to the school library resource centre as a source of information on this or any other topic. One must read between the lines to find connections with current library resource centre programs. Will users of the future consider library resource centres to be quaint anachronisms?

Some guesses can be offered as to the immediate future: Probably as Local Area Networks develop, there will be a blurring of the distinction between library resource centre collections and other sources of electronic information. The walls will fade. What, then, is the role of the teacher-librarian? We note that public librarians in Toronto have begun to catalog the Internet. They have developed an ongoing search for sites which deal with astronomy topics, for starters. While developing competency in accessing and using electronic information, teacher-librarians can continue to serve British Columbia's students as they have always done — acting as a guide to information wherever it is found, and training users to be independent.

11. How will the level of technology development in schools affect implementation of the IRP?

Obviously, a great deal. Key areas are the level of hardware available, the level of interest and expertise on the part of teachers, and the level of support or pressure from parents. Ideally teachers identify educational objectives which can best be accomplished using computer technology. Then software is selected, and finally the hardware to run the software is purchased. In practice, teachers need hardware and a selection of appropriate software to work with, in order to become familiar with what the technology can do. By experimenting with the programs, teachers get ideas for ways to incorporate the activities into classroom learning. They will need inservice, support from knowledgeable professionals, and lots of financial resources in order to provide the access to technology which will be essential for successful integration into curriculum. At the moment funding levels from the Ministry are inadequate.

12. Are there ways teacher-librarians can teach this

IRP cooperatively with classroom teachers?

Teacher-librarians are already skilled in information literacy. Many are skilled in information technology. This is an excellent combination of skills to bring to cooperative planning and teaching activities. These competencies will be especially valuable to classroom teachers with low skill levels, who have so far resisted the technology tide.

13. To what extent must students alter a piece of text for it to avoid copyright violation?

At the grade four level, students will retrieve text from electronic sources, then cut and paste information from different sources to create a first draft which can then be modified electronically. They also keep track of sources of information and form a bibliography. Teacher-librarians will need to monitor this process carefully. Schools may have in their research and study skills scope and sequence an earlier level for recording sources. As well, school staffs may wish to put limits on the length of information segments which can be used in this kind of activity. Will simply merging two texts show understanding of the information? Organizing information shows a fairly high level of comprehension, admittedly. But there will need to be considerable alteration of the text before linkages of ideas can make the material readable, much less enjoyable. Will we ever again have great prose on information topics? Or will it be just endless reshuffling of info-bytes?

14. What is the place of presentation in the technological reporting process?

This IRP organizes the grade-by-grade prescribed learning outcomes into three categories: foundations, process, and presentation. Foundations contains most PLOs, process has the next largest number, and presentation has the least. Nevertheless technology assisted presentations are strongly emphasized in this IRP. By grade seven, students are expected to be able to put together a multimedia presentation. It will be expensive to provide hardware and software in sufficient quantities for students to have enough time with the tools to develop skill. Multimedia presentations take time to prepare.

Students are also expected to understand their audience and select the appropriate medium to capture it. This will involve teachers as well as students in a learning process, as market analysis has not formerly been included in elementary school

curricula.

Will students favour glitz over content? Probably. It will be the task of teachers and teacher-librarians to see that process skills are used properly, and that content is evaluated for both quantity and quality.

15. Can we afford to implement this?

This is the real question. For implementation in Sept. 1997? No way at my school, though some schools are in the implementation stage already. Meeting some of the prescribed learning outcomes are possible now. We'll just do the best we can.

LEARNING ACTIVITIES RELATED TO THE LIBRARY RESOURCE CENTRE

Below is a selection, from the IRP, of prescribed learning outcomes and suggested instructional or assessment strategies which seem closely linked to current library resource centre programs. Some activities would require resources not likely to be accessible electronically. Obviously the selection is subjective. Another teacher-librarian may see connections and opportunities that I missed.

Grades K to 1

- Identify and describe the effects of technology tools that communicate information in the home and school (p. 16)
- Identify occupations in their community that involve the use of information technology (p. 16)
- ...students use an information technology tool...to record another student reciting a nursery rhyme, poem, song, or story about a special event. (p. 20)

Grades 2 to 3

- Enter, save, and retrieve information using a computer or other information technology tool (p. 22) [This objective is included at each subsequent grade level]
- Identify information technology tools used in the home, school, and community (p. 22)
- As part of a project for a thematic unit in science (e.g., on dinosaurs), ...demonstrate how to retrieve information from a CD-ROM... (p.22)
- ...create electronic documents such as stories, pictures, and reports. (p.23)
- In personal planning, have students research and communicate school emergency procedures using a variety of information technology tools

(p.24)

- ...discuss...the advantages and disadvantages of print and electronic versions of a story or book. (p. 26)

Grade 4

- Identify role models in their community who use information technology tools, being careful to consider all individuals, irrespective of gender, culture, and ability (p. 28)
- ...discuss...the uses of technology in society....brainstorm existing tools and possible new inventions....research the development of information technology tools, using a CD-ROM or technology magazines. (p. 28)
- Discuss....ergonomics and health and safety related to the use of information technology... (p.28)
- ...students complete a research project on First Nations people. As part of the project, ask each student to: retrieve information from electronic sources (e.g., CD-ROMs, laser discs, automated catalogues using e-mail)...use the text retrieved through research to create a first draft... (p. 30)
- ...maintain a reading log by creating a database that includes the following elements: bibliographic information...; a brief plot summary; his or her impression of the book, including a rating scale; a prediction about the plot line of other books by the same author... (p. 30)
- While...researching...gather and download information from a variety of electronic sources....sort through the data, saving only relevant information; use the cut, copy, and paste functions to combine related ideas. (p. 31)
- ...create bibliographies as they use information technology tools... (p. 33)

Grade 5

- Identify role models in their community who use information technology tools, being careful to consider all individuals irrespective of gender, culture, and ability (p. 34)
- ...become aware of ethical issues related to the use of information technology (e.g., copyright, plagiarism, privacy, the use of on-line resources). (p. 34)
- Collect and record information electronically using primary and secondary sources of information (p. 36)
- As part of a research project, ask each student to retrieve and print information from an electronic source.... Suggest that they each find an article on the same subject in a print source (e.g., an

encyclopedia). Have students compare the information from the two sources for reliability and timeliness. (p. 36)

- Conference with individuals or small groups of students about the accuracy and the perspective of the information they have gathered about a topic.... (p. 37)
- What clues (evidence) did you look for to indicate that the information you obtained is accurate or inaccurate? How could the originator's point of view affect the information? How do you decide if the information is true or not? (p. 37)

Grade 6

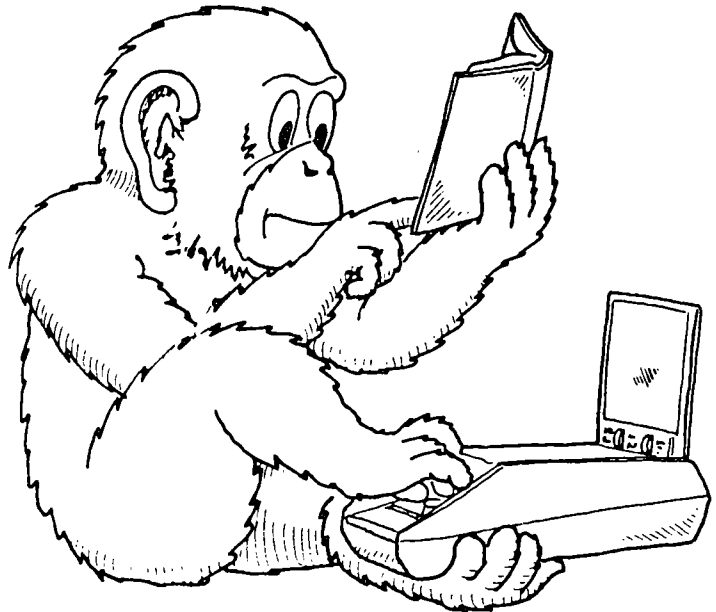
- ...demonstrate an understanding of the impact of information technology on society by using a word-processing program to write a story dealing with worldwide power outages. (p. 40)
- Ask students to work in cooperative groups and use a browser to search the World Wide Web for information on a specified topic in science. Suggest that each group present its finding in a multimedia presentation.
- Have students create bibliographies while researching a topic (e.g., a country, space explorations, First Nations land claims). (p. 41)
- Gather information from available resources to solve problems using information technology tools (p. 42)
- ...students work in small groups to develop a set of criteria...to use to select software for the school....evaluate software in various catalogues using their criteria and then propose software purchases. (p. 42)
- ...students...complete a project (e.g., a letter, story, report) using a word-processing program. (p. 43)
- Discuss point of view...as they analyse information gathered on a controversial topic (e.g., the origin of the universe, an environmental issue). (p. 43)
- ...develop a checklist for assessing a text-based project (e.g., a class newspaper) and then have students use the checklist to assess their own or other students' work. (p. 45)

Grade 7

- Enter, save, modify, and retrieve information using a variety of software (p.46)
- Demonstrate an understanding of the impact of information technology tools on individuals, careers, and society (p. 46)
- ...students collect newspaper and magazine

articles that illustrate socially responsible and irresponsible uses of information technology. (p. 46)

- ...demonstrate...knowledge and understanding through interviews, research, and performance tasks. (p.47)
- ...research the development of an information technology tool (e.g., the computer, fax machine, video camera, photocopier) focusing on the impact of that tool on individuals, careers, and society. (p. 47)
- Apply predetermined search criteria to locate and retrieve information using information technology tools (p. 48)
- ...students define criteria for searching and retrieving information about the topic (e.g., Boolean operators, keywords). (p. 48)
- ...students use their search criteria to access a variety of information sources (e.g., news reports, CD-ROMs, on-line information, e-mail, print sources)... (p.48)
- Synthesize information from a variety of electronic sources for their presentations (p. 50)
- Collect students' disks containing their hypertext documents (e.g., stories or research). (p. 51)



ALL THAT GLITTERS MAY NOT BE GOLD

by **DAVID LOERTSCHER**. Reprinted with the permission of *Emergency Librarian: The Magazine For School Library Professionals* (November-December, 1996)

In my home town of Park City, Utah, there was a creek that ran down the center of this high mountain mining town. It contained the runoff of the many silver and lead mines above the city and was labeled "Poison Creek." No one was to go near it (except for all us naughty children who could not resist the temptation). What attracted us to Poison Creek? It was all the flecks of glittering fool's gold that were liberally sprinkled throughout the thick "soup" ambling slowly down the sandy creek bottom. I still have my hair and haven't died of cancer, but who knows what was in that irresistible goop!

A very respected colleague and I were talking not too long ago about the progress she was making in her district. She had done a lot of work with the local teacher-librarians concerning collaboration and reports of many projects were coming in from the various schools. What she heard disturbed her to no end. Let me explain. Consider the scenario in the chart below:

The obvious question hits us all: Is more better? More variety of information sources? More flashiness in report format? Are we carried away by the glittering specks in the soup of presentation? The answer, of course is that all the reports can be junk; all can be marvelous examples of learning; but there may be no correlation between the amount learned, the presentation format, or the number of sources used.

In the information world and the world of multimedia, we often advocate that more is better. While we have been preaching, the information pool has increased exponentially; suddenly, the information age has come upon many schools. Thus, a few years ago where students were able to wrest only a few tidbits of information from our collections, now they are flooded. Students accustomed to mud-puddle libraries now have Olympic-size pool LMCs. Lots of young people are being thrown into the deep end of these new pools without any swimming lessons.

Suppose you are the teacher who has sent students to the LMC to do a report. When the deadline arrives, you get the projects back and they seem to divide themselves into three different types. Which do you think would get the highest grade?

1. Student uses: 1 encyclopedia article	Paraphrases the article	Turns in a neat report with one citation.
2. Student uses: 1 encyclopedia article 2 periodical articles 1 map	Paraphrases the three articles	Turns in a word processed report complete with map included. 4 citations
3. Student Uses: 10 periodical articles 4 books, 3 videos 4 Internet sites 2 CD-ROM databases 1 videodisk	Cuts and clips relevant pieces. Student devises clever transitions.	Presents a multimedia demonstration as a collage. 24 citations.

Consider the research process model illustrated in figure 1.

When we divide the research process into a number of steps and teach students to process, do we also help them understand some sort of time distribution across the model? In other words, if you were a student facing an assigned project, where would most of your time be spent? Finding? Product production? Think back to several projects just completed in your school using the LMC as a resource. Students using the LMC might be observed doing the following:

1. Student selects topic rapidly— Chooses something “easy”— grabs a couple of resources, and immediately starts creating the assigned product.
2. Students only seem concerned that they have the required “three” sources of information to include in their bibliographies—they don’t care which three sources just as long as they get their project in on time. They spend very little time reading or thinking but a lot of time coloring, constructing, gluing and assembling.

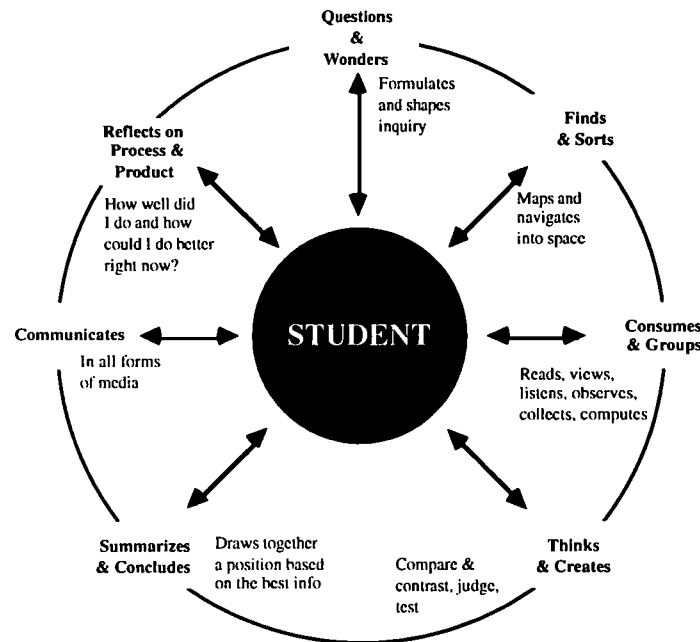


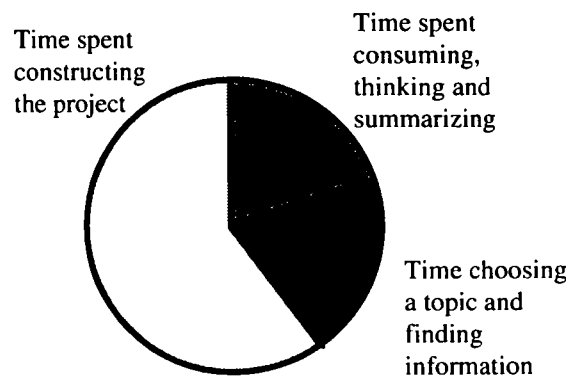
FIGURE 1 - RESEARCH PROCESS MODEL

Has the student gained any more learning from the entire project? Perhaps. At least the student might be more engaged and interested. But I suspect that actual learning has increased very little.

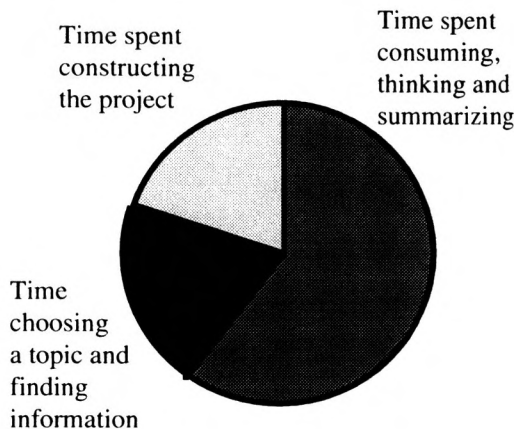
In graphic form, this scenario might look like the pie chart labelled Type 1.

There could be a reason, however, why this scenario might be viewed positively rather than negatively. For example, if students were learning to do computer graphing as part of creating the product, or designing a web page to communicate their results, we might say that time was well spent helping students develop their technology tool skills. While there are literally hundreds of projects a student might do, their

contribution to learning ought to be assessed before being assigned.

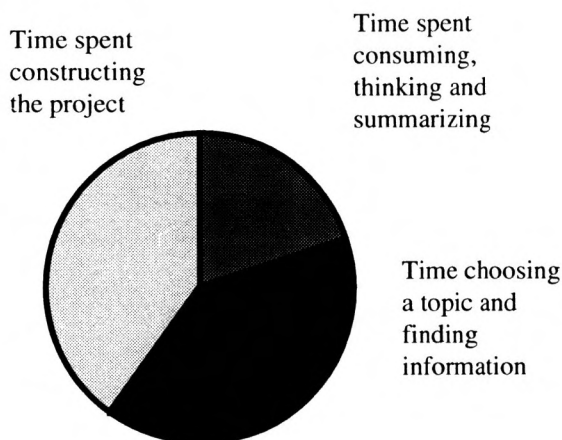


REPORT TYPE 1 - TIME SPENT



REPORT TYPE 2 - TIME SPENT

Suppose the scenario was like the pie graph labelled type 2. Here, students are doing the hard work of actually reading the material they photocopy or print off the CD-ROMs. They are spending time thinking about what they have read, comparing ideas across information sources, pondering, solving problems, and taking time to just let things “sink in” as they work toward the “Ah-hah” experience. More common, however, I suspect the scenario looks something like this in the new Olympic-size LMCs in the pie chart labelled type 3.



REPORT TYPE 3 - TIME SPENT

Consider the student who exits the LMC with an armload of printouts, several books, some periodical articles, and a bibliography of sources to check at the public library. If it is Wednesday and the product is due Friday, there is little chance that productive thinking

will go on; and without that critical component, the amount of learning will be affected.

This is why just throwing money at technology, deepening the information pool, and connecting to networks doesn't automatically make a difference in that holy grail—academic achievement. I believe that it is the desire to capitalize on the *thoughtful use* of the resources and technology that justifies the hiring of an information professional.

It is very easy to make major errors as teachers and teacher-librarians collaborate to use technology and information resources. Let us suppose we allocate two weeks to a topical unit. We can make elaborate plans to help the student find and locate their materials and reproduce their products. But have we made equally elaborate plans to see that students have the time needed, the encouragement, and the assistance they need as they consume, think, and synthesize what we can provide? Time spent planning with the teacher for this critical phase is essential.

This area of the research process is often unpopular with learners because it requires *work* and *time*. By the time a student has found some relevant information, the project deadline looms so large, there is little choice but to skip the reading and reflecting time. Procrastinators are memorable LMC patrons. Many of them enjoy the thrill of the deadline; some seem overwhelmed and frightened. In either case, they sweet talk us into finding the “nugget” they need to quickly complete their assignment. It is satisfying to help the “damsel in distress,” and we should, but we should also remind them that there are other more appropriate ways to tackle learning assignments.

The work ethic of actually spending time reading, viewing and listening; then thinking and summarizing comes from two sources as Eshpeter and Gray (1989), remind us: intrinsic motivation and extrinsic motivation. If the task and/or the material is interesting to the student, the amount of engagement time increases. Likewise, if the heavy hand of the teacher “requires” engagement either through direct assignment or as a part of the assessment, then time on this critical task will generally increase. It seems that human nature takes over quickly in schooling—even with graduate students—who constantly question the teacher on how little they have to do to get by. It is a pleasant surprise when learners get so motivated that they want you to suggest more and more and more for them to devour.

In most of the professional literature I read these days, authors are suggesting that school must be more

relevant; that is, we should use various tactics to maximize intrinsic motivation. As teacher-librarians work to construct beneficial learning activities with teachers that exploit the information pool, there are mechanisms that can be set in place to encourage the student naturally to engage in more thoughtful activities (ASCD, 1996). Consider a few:

1. Turn assignments into more engaging problems. The higher the students' interest is at the outset the more likely they are to spend more time on the task. Here are a few suggestions:

- a. Connect assignments to the real world. (Have students tackle a real community problem, an actual political dilemma, an ethical dilemma in science).
- b. Connect assignments to topics you know students are already interested in.
- c. Connect abstract learning to a required performance. (Show what you know through what you can do).
- d. Design a task that will end with exhibition to an authentic audience (parents, experts, peers across the world).
- e. Design exhibitions in ways that will connect with careers, entrepreneurial ventures, successful businesses, contributions to quality of life. (Students use their web design skills to put up an actual business on the web.)
- f. Have students track the process of learning as part of the learning project itself, assessing both the product and the process at the conclusion of the unit.

2. Plan for time for students to consume, think and synthesize. You might even conduct mini-lessons that focus the students' attention on this valuable activity. Some of the study skills literature might help here—although the mini-lessons suggested in various books and manuals suffer from the same problems as our old library skills models—busy work unconnected with any project the students are doing in the classroom. Examples of mini-lesson topics might be:

- a. Techniques to extract ideas from text, lectures, visuals and electronic sources.
- b. Self questioning or reflecting techniques.
- c. Techniques of comparison, contrast, rejection of misinformation.

- d. Ways to increase time on task.
- e. Ways to increase persistence and enhance work habits.
- f. Ways to judge when enough is enough.
- g. Ways to increase memory and concentration.

3. Construct product assignments that require the student to think rather than cut, clip and copy. In other words, students won't be able to find "the answer" in any source.

- a. Compare and contrast various information sources, consider alternative ideas, create several perspectives or points of view.
- b. Verification of data in several sources before use.
- c. Analysis of trends or big picture looks.
- d. Take a position other than X source does.
- e. Change the genre (transform one medium into another).

4. Create assessments or rubrics so that students know that they are being measured on the thoughtful way they approach the work, interact with the resources and transform substance into the product. Sample statements in the rubric might be:

- a. Each main point is supported by relevant, accurate and specific pieces of information.
- b. Main points and supporting details come from numerous sources.
- c. Information from personal experience or data from personal experimentation or observation provide additional support to the argument.
- d. It is obvious to the reader or viewer of the project that a great deal of thought has gone into the presentation (ASCD, 1996).

When concern for all the steps of the research process is reflected in collaborative planning, particularly those which require the student to actually spend time consuming, thinking and summarizing, then amazing things happen in resource-based teaching and learning. You know you are achieving success when someone asks: "Tell me about some great learning experiences that happened in the LMC this past year." Numerous examples will come to mind rather than a stupor of thought. And the results will be laced with more than flecks of fool's gold.

AN EXAMPLE OF A UNIT OF INSTRUCTION REQUIRING A GREAT DEAL OF THOUGHT AND CONSIDERATION OF EVIDENCE IN AN ENGAGING PROBLEM.

ENGAGING PROBLEM:

One night about the last of January, 1847, Reasin P. Tucker was out and about the Johnson Ranch Northeast of Sutter's Fort in California when he saw a man coming down the Bear River. As he came closer, Reasin could see that the man was very haggard and in great distress. This living skeleton told Reasin that he was of the Donner Party and told briefly how their wagon train had been caught in the snow east of the mountains by Donner Lake and was unable to go backward or forward. Everyone was starving. He did not know if any of the Party were still alive but begged Reasin to find help. Thus began four expeditions to save the infamous Donner Party.

QUEST:

Using every piece of information available and several retellings of the rescue of the Donner Party, construct two timetables of the first rescue party—one timeline above the other. On the top horizontal timeline present a day-by-day account beginning January 31, 1847 of what is happening at Donner Lake. On the second, lower timeline, present a parallel day-by-day account of the first rescue party.

SOME THINGS YOU WILL HAVE TO CONSIDER

What happens to the human body when it is deprived of food for a long period of time? How long can a person survive? What extreme measures will prolong life? When food finally becomes available, how can the body begin to accept food again without harm? (Science)

What kind of person will risk life and limb on a rescue of others when the odds for success are near zero? What preparations are needed and what strategies are needed to launch and survive a rescue attempt? (Social Studies and Science)

When people reconstruct an event through various retellings, why do details and descriptions of major events conflict? How does the historian construct what actually happened from conflicting stories and very little actual evidence? (Social Studies)

EXHIBITION

Construct the parallel timelines in (small group activity) and then present a collaborative retelling of the entire event from two perspectives. A culminating activity might be a reader's theater of the dramatic story using the real characters. (Language Arts)

NOTES TO THE TEACHER AND TEACHER-LIBRARIAN:

Any kind of unit requiring reconstruction of an event will require original resources and copies of various retellings by numerous authors. This type of unit requires time to weigh evidence and think through a reconstruction of the events since no one source will provide the opportunity to simply cut and clip. Background knowledge of the Donner Party, the terrain they encounter, and weather patterns of the Sierra Nevada Mountains will be critical to the understanding and recreation of the events.

REFERENCES:

Eshpeter, Barry, & Gray, Judy. (1989). Preparing students for information literacy: School library programs and the cooperative planning process. Calgary, AB: Calgary Board of Education.

Newmann, Fred, Secada, Walter, & Wehlage, Gary. (1995). A guide to authentic instruction and assessment: Vision, standards and scoring. Madison, WI: Wisconsin Center for Education Research. (A second useful source.)

Performance-based learning and assessment. (1996). Educator in Connecticut's Pomperaug Regional

School District 15. Alexandria, VA: ASCD. (An excellent and very practical source created by teachers for teachers.)

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IASL-ATLC
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WORKING AND LEARNING CONDITIONS SURVEY: JANUARY 1997 SURVEY RESULTS

Collated and prepared by **BONNIE KENT**, Working and Learning Conditions Chairperson. She may be contacted at school (604-584-0754 after 2:30 PM) or by fax (604-584-3261) regarding the survey and other related concerns.

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

USES OF THE SURVEY REPORT

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

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

NOTE: THE FOLLOWING SYMBOLS ARE USED IN THIS REPORT.

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

PROFESSIONAL STAFFING

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

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

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

The average professional staffing for elementary schools reporting this year is 1.77 FTE per 1000 student, a decrease (.19) from last year and a 33% decline from 1990. Very disturbing is the fact that an additional 177 elementary teacher-librarians have had some part of their library time cut since last year, with 122 having been reduced last year. Equally upsetting is the fact that 40% of the school districts responding use their teacher-librarian to provide preparation time for their classroom colleagues, for an average of 62% of the teacher-librarian's time. This is a total disregard for the concepts of flexible scheduling and cooperative program planning.

The average professional staffing for secondary schools reporting is 1.21 FTE per 1000 students, a decrease of .05 and a 13% decline from 1990. Thirty-nine secondary teacher-librarians reported some part of their library time cut. Again, the provision of preparation time does not seem to be nearly the problem here as it is for elementary levels but it is increasing. There were seven districts (14% of the reporting districts) and eight secondary schools that had teacher-librarians (7.6%) providing preparation time for classroom colleagues. Teachers doing preparation time in secondary schools has doubled from last year.

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

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

	District	Response	T-L / 1000	T-L Cuts	Prep. # and	Prov. ... %	% T-L Trained
28	QUESNEL	13/24	3.22	0/13	12/13	28%	54%
67	OKANAGAN/SKAHA	13/14	3.18	1/15	9/15	28%	92%
54	BULKLEY VALLEY	7/7	2.94	0/7	4/7	29%	43%
18	GOLDEN	5/5	2.86	0/5	4/5	12%	40%
72	CAMPBELL RIVER	16/16	2.85	0/16	0/16	0%	71%
31	MERRITT	5/5	2.7	1/5	0/5	0%	60%
45	W. VANCOUVER	12/12	2.65	2/12	1/12	0%	66%
75	MISSION	16/16	2.57	0/16	16/16	76%	75%
80	KITIMAT	5/5	2.56	0/5	4/5	21%	80%
85	VANC. ISLAND N.	12/12	2.43	0/12	0/12	0%	42%
33	CHILLIWACK	19/19	2.41	2/19	3/19	5%	94%
19	REVELSTOKE	5/5	2.41	0/5	0/5	0%	60%
4	WINDERMERE	6/6	2.39	1/6	1/6	0%	33%
38	RICHMOND	17/38	2.2	0/17	0/17	0%	88%
89	SHUSWAP	20	2.14	0/20	17/20	27%	50%
57	PRINCE GEORGE	45/45	2.1	12/45	8/45	0%	74%
44	N. VANCOUVER	33/33	1.98	12/33	25/33	26%	35%
37	DELTA	24/24	1.9	0/24	5/24	2%	92%
41	BURNABY	40/40	1.88	0/40	1/40	0%	94%
1	FERNIE	7/7	1.88	3/7	7/7	90%	71%
46	SUNSHINE COAST	3/9	1.8	na	2/3	0%	66%
39	VANCOUVER	86/91	1.71	0/86	6/86	0%	88%
30	SO. CARIBOO	5/6	1.7	0/5	2/5	27%	20%
24	KAMLOOPS	29/37	1.7	6/29	2/29	1%	65%
29	LILLOOET	6/6	1.66	1/6	2/6	15%	100%
22	VERNON	15/15	1.66	6/15	3/15	2%	73%
2	CRANBROOK	5/8	1.59	3/5	3/5	57%	60%
43	COQUITLAM	50/50	1.58	20/50	39/50	43%	33%
60	PEACE RIVER NORTH	9/9	1.51	0/9	3/9	16%	36%
68	NANAIMO	32/35	1.37	11/32	13/32	58%	94%
23	CENT. OKANAGAN	30/34	1.31	30/30	0/30	0%	89%
7	NELSON	11/11	1.3	6/11	5/11	35%	55%
48	HOWE SOUND	9/9	1.23	7/8	2/9	12%	75%
16	KEREMEOS	2/2	1.2	0/2	0/2	0%	0%
42	MAPLE RIDGE	18/25	1.08	18/18	18/18	69%	66%
69	QUALICUM	8/9	1.06	8/8	0/8	0%	55%
62	SOOKE	15/17	1.04	na	8/15	43%	38%
56	NECHAKO	9/9	1.03	2/9	2/9	3%	44%
35	LANGLEY	33/33	0.77	9/33	17/33	67%	27%
34	ABBOTSFORD	18/35	0.72	5/18	10/18	43%	88%
61	GREATER VICTORIA	12/40	0.51	2/12	4/12	88%	0%
36	SURREY	53/107	0.5	0/53	53/53	23%	100%
63	SAANICH	12/12	0.4	na	0/12	0%	0%
21	ARMSTRONG	3/3	0.26	0/3	0/3	0%	67%
70	ALBERNI	10/13	na	9/10	4/10	na	8%

AVERAGE

1.77

21% 59%

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

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

	District	Response	T-L / 1000	T-L Cuts	Prep. # and	Prov. ... %	% T-L Trained
56	NECHAKO	3/4	2.6	0/3	0/3	0%	100%
85	VANC. ISLAND N.	3/3	1.99	0/3	1/3	8%	67%
54	BULKLEY VALLEY	3/3	1.9	0/3	0/3	0%	33%
4	WINDERMERE	2/2	1.8	0/2	0/2	0%	50%
43	COQUITLAM	16/16	1.7	2/16	0/16	0%	78%
48	HOWE SOUND	4/4	1.67	0/4	0/4	0%	50%
31	MERRITT	2/2	1.66	1/2	0/2	0%	100%
16	KEREMEOS	1/1	1.6	1/1	0/1	0%	0%
89	SHUSWAP	5/5	1.56	0/5	0/5	0%	80%
57	PRINCE GEORGE	11/11	1.51	0/11	0/11	0%	88%
19	REVELSTOKE	1/1	1.5	0/1	0/1	0%	100%
33	CHILLIWACK	5/7	1.49	0/5	0/5	0%	100%
29	LILLOOET	1/1	1.42	0/1	1/1	1%	0%
72	CAMPBELL RIVER	6/6	1.36	0/6	0/6	0%	66%
60	PEACE RIVER NORTH	7/7	1.33	4/7	2/7	11%	43%
1	FERNIE	4/4	1.32	0/4	0/4	0%	50%
46	SUNSHINE COAST	3/3	1.3	1/3	0/3	0%	67%
7	NELSON	4/5	1.3	1/4	0/4	0%	75%
75	MISSION	3/3	1.25	0/3	0/3	0%	100%
62	SOOKE	5/5	1.2	0/5	1/5	11%	100%
24	KAMLOOPS	10/10	1.2	0/10	1/10	1%	80%
21	ARMSTRONG	1/1	1.2	0/1	0/1	0%	100%
2	CRANBROOK	3/3	1.2	0/3	0/3	0%	66%
67	OKANAGAN/SKAHA	3/4	1.13	1/3	0/3	0%	75%
45	W. VANCOUVER	3/3	1.12	1/3	0/3	0%	100%
22	VERNON	5/5	1.12	0/5	0/5	0%	60%
28	QUESNEL	2/3	1.03	0/2	0/2	0%	50%
34	ABBOTSFORD	5/6	1.01	0/5	0/5	0%	100%
92	NISGHA*	4/4	1	0/4	0/4	0%	100%
63	SAANICH	6/6	1	3/6	0/6	0%	100%
35	LANGLEY	8/8	1	0/8	0/8	0%	80%
37	DELTA	7/7	0.97	0/7	0/7	5%	100%
23	CENT. OKANAGAN	11/12	0.95	11/11	0/11	0%	100%
61	GREATER VICTORIA	8/14	0.94	na	1/8	10%	70%
42	MAPLE RIDGE	5/5	0.94	0/5	0/5	0%	100%
44	N. VANCOUVER	7/7	0.92	3/5	1/5	1%	100%
80	KITIMAT	1/1	0.88	0/1	0/1	0%	100%
69	QUALICUM	4/5	0.87	4/4	0/4	0%	100%
38	RICHMOND	9/9	0.86	0/9	0/7	0%	100%
68	NANAIMO	6/7	0.85	2/6	0/6	0%	100%
39	VANCOUVER	17/18	0.78	0/17	0/17	0%	97%
18	GOLDEN	1/1	0.75	1/1	0/1	0%	0%
36	SURREY	4/16	0.72	0/4	0/4	0%	100%
41	BURNABY	7/7	0.71	0/7	0/7	0%	100%
30	SO. CARIBOO	3/3	0	na	0/3	0%	0%
70	ALBERNI	5/5	na	3/5	0/5	0%	100%
	*indicates K-12						
	AVERAGE	1.21			0%	76%	

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

CLERICAL TIME

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

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

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

The average for the reporting elementary school libraries is .93, a decrease from last year's 1.04 L-A FTE / 1000 and the average for secondary school libraries is .98, down slightly from last year's .99 L-A FTE / 1000 students.

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

#	District	Response	L-A/ 1000	# of Cuts	T-L/ 1000
21	ARMSTRONG**	3/3	2.92	0/3	0.26
19	REVELSTOKE**	5/5	2.88	0/5	2.41
16	KEREMEOS	2/2	2.5	0/2	1.2
60	PEACE RIVER N.**	9/9	2.4	2/9	1.51
85	VANC. ISLAND N.**	12/12	2	0/12	2.43
80	KITIMAT	5/5	1.83	0/5	2.56
56	NECHAKO	9/9	1.8	0/9	1.03
46	SUNSHINE COAST	3/9	1.6	0/3	1.8
69	QUALICUM	8/9	1.56	0/8	1.06
30	SO. CARIBOO**	5/6	1.55	0/5	1.7
24	KAMLOOPS	29/37	1.5	0/29	1.7
4	WINDERMERE	6/6	1.5	1/6	2.39
35	LANGLEY	33/33	1.3	6/33	0.77
22	VERNON	15/15	1.3	1/15	1.66
89	SHUSWAP	20/20	1.11	0/20	2.14
29	LILLOOET	6/6	1.09	0/6	1.66
23	CENT. OKANAGAN	30/34	1.09	30/30	1.31
67	OKANAGAN/SKAHA	13/14	1.07	2/15	3.18
63	SAANICH	12/12	1.05	0/12	0.4
48	HOWE SOUND	9/9	0.99	0/9	1.23
54	BULKLEY VALLEY	7/7	0.98	0/7	2.94
42	MAPLE RIDGE	18/25	0.95	5/18	1.08
18	GOLDEN	5/5	0.88	0/5	2.86
57	PRINCE GEORGE	45/45	0.81	0/45	2.1
62	SOOKE	15/17	0.79	0/15	1.04
61	GREATER VICTORIA	12/40	0.74	0/12	0.51
1	FERNIE	7/7	0.59	2/7	1.88
36	SURREY	53/107	0.57	0/53	0.5
34	ABBOTSFORD	18/35	0.56	2/18	0.72
44	N. VANCOUVER	33/33	0.37	5/33	1.98
68	NANAIMO	32/35	0.33	26/32	1.37
2	CRANBROOK	5/8	0.3	0/3	1.59

7	NELSON**	11/11	0.26	2/11	1.3
43	COQUITLAM	50/50	0.24	10/50	1.58
28	QUESNEL	13/24	0.18	0/13	3.22
41	BURNABY	40/40	0.15	0/40	1.88
70	ALBERNI	10/13	0.1	10/10	na
39	VANCOUVER	86/91	0.03	0/86	1.71
75	MISSION	16/16	0.02	0	2.57
72	CAMPBELL RIVER	16/16	0	16/16	2.85
38	RICHMOND	17/38	0	na	2.2
37	DELTA	24/24	0	0/24	1.9
33	CHILLIWACK	19/19	0	na	2.41
31	MERRITT	5/5	0	1/5	2.7
45	W. VANCOUVER	12/12	0	4/12	2.65
1997	AVERAGES		0.93		1.77

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

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

#	District	Response	L-A/ 1000	# of Cuts	T-L/ 1000
30	SO. CARIBOO**	3/3	3.77	2/3	0
16	KEREMEOS	1/1	2.2	0/1	1.6
7	NELSON**	4/5	1.63	0/4	1.3
54	BULKLEY VALLEY	3/3	1.54	0/3	1.9
19	REVELSTOKE	1/1	1.5	0/1	1.5
56	NECHAKO	3/4	1.47	0/3	2.6
29	LILLOOET**	1/1	1.42	1/1	1.42
24	KAMLOOPS	10/10	1.4	1/10	1.2
85	VANC. ISLAND NORTH	3/3	1.3	0/3	1.99
57	PRINCE GEORGE	11/11	1.2	1/11	1.51
21	ARMSTRONG	1/1	1.2	0/1	1.2
22	VERNON	5/5	1.11	0/5	1.12
75	MISSION	3/3	1.04	1/3	1.25
67	OKANAGAN/SKAHA	3/4	1.04	0/3	1.13
89	SHUSWAP	5/5	1.02	0/5	1.56
92	NISGHA* **	4/4	1	0/4	1
63	SAANICH	6/6	1	1/6	1
61	GREATER VICTORIA	8/14	0.98	0/8	0.94
34	ABBOTSFORD	5/6	0.97	0/5	1.007
46	SUNSHINE COAST	3/3	0.96	0/3	1.3
43	COQUITLAM	16/16	0.96	3/16	1.7
23	CENT. OKANAGAN	11/12	0.91	11/11	0.95
62	SOOKE	5/5	0.88	0/5	1.2
38	RICHMOND	9/9	0.84	0/7	0.86
69	QUALICUM	4/5	0.83	1/4	0.87
45	W. VANCOUVER	3/3	0.81	1/3	1.12
35	LANGLEY**	8/8	0.78	1/8	1
4	WINDERMERE	2/2	0.75	1/2	1.8
42	MAPLE RIDGE	5/5	0.72	2/5	0.94
44	N. VANCOUVER	7/7	0.68	2/7	0.92
37	DELTA	7/7	0.68	0/7	0.968
41	BURNABY	7/7	0.64	0/7	0.71

48	HOWE SOUND	4/4	0.61	0/4	1.67
31	MERRITT**	2/2	0.6	1/2	1.66
33	CHILLIWACK	5/7	0.53	1/5	1.49
36	SURREY	4/16	0.49	0/4	0.72
39	VANCOUVER	17/18	0.48	0/17	0.78
2	CRANBROOK	3/3	0.4	0/3	1.2
68	NANAIMO	6/7	0.34	3/6	0.849
1	FERNIE	4/4	0.3	0/4	1.32
18	GOLDEN	1/1	0.25	0/1	0.75
28	QUESNEL	2/3	0	0/2	1.03
	*indicates K-12				
1997	AVERAGE		0.98		1.21

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

SCHOOL LIBRARY RESOURCE CENTRE BUDGETS

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

The average elementary budget is \$15.49 per student, down from last year's amount of \$16.49 and a decrease since the 1991 budget of \$19.80. Secondary school library budgets average \$17.06 per student, reduced from the 1996 figure of \$17.95 and a steady decline from the 1991 budget of \$22.30. It appears the gap between secondary and elementary budgets is really narrowing. We are all faced with increased costs of materials and the demands for new technology support and consequently, the school library resource centres are not able to provide students and staff with the proper support.

The following symbols are used:

I = increased **D** = decreased **S** = same, no change

ELEMENTARY BUDGETS (ranked by \$ / student)

#	District	Response	\$ / Student	I-D-S	Includes supplies etc.
23	CENT. OKANAGAN	30/34	36.15	0-0-29	30/30
16	KEREMEOS	2/2	30.00	0-0-2	0/2
4	WINDERMERE	6/6	24.40	1-0-5	6/6
18	GOLDEN	5/5	25.00	1-0-4	5/5
21	ARMSTRONG	3/3	24.00	0-0-3	3/3
67	OKANAGAN/SKAHA	13/14	22.63	1-0-13	12/15
48	HOWE SOUND	9/9	21.12	2-2-2	8/9
19	REVELSTOKE	5/5	20.00	0-0-5	5/5
85	VANC. ISLAND N.	12/12	20.00	0-0-12	na
70	ALBERNI	10/13	19.64	1-7-1	10/10
80	KITIMAT	5/5	19.15	1-2-2	5/5
29	LILLOOET	6/6	18.00	0-6-0	6/6
54	BULKLEY VALLEY	7/7	17.00	0-0-7	7/7
22	VERNON	15/15	16.36	0-4-9	15/15
39	VANCOUVER	86/91	16.05	0-0-86	86/86
24	KAMLOOPS	29/37	16.00	1-1-16	29/29
33	CHILLIWACK	19/19	15.27	5-4-9	18/19
31	MERRITT	5/5	15.23	0-0-5	5/5
45	W. VANCOUVER	12/12	15.00	na	na
89	SHUSWAP	19/20	15.00	0-0-20	19/20
28	QUESNEL	13/24	14.78	0-10-2	12/13
75	MISSION	16/16	13.14	0-16-0	16/16
37	DELTA	24/24	13.00	12-11-1	na
38	RICHMOND	17/38	12.92	8-3-6	4/17
7	NELSON	11/11	12.71	2-3-4	8/11
43	COQUITLAM	50/50	12.06	0-5-44	na
41	BURNABY	40/40	11.93	na	40/40
34	ABBOTSFORD	18/35	11.90	0-1-14	11/18
68	NANAIMO	32/35	11.33	2-9-21	32/32
69	QUALICUM	8/9	11.17	0-2-4	7/8
1	FERNIE	7/7	10.65	0-3-4	6/7
2	CRANBROOK	5/8	10.40	0-1-3	5/5
63	SAANICH	12/12	10.20	0-6-6	3/12
30	SO. CARIBOO	5/6	10.00	1-2-1	3/5
36	SURREY	53/107	10.00	0-53-0	53/53
72	CAMPBELL RIVER*	16/16	6.00	0-0-16	16/16
42	MAPLE RIDGE	18/25	5.52	2-13-3	18/18
44	N. VANCOUVER	33/33	5.30	0-33-0	0/33
35	LANGLEY	33/33	5.26	6-6-17	16/33
	*money from learning resources				
1997	AVERAGE		15.49		

SECONDARY BUDGETS (ranked by \$ / student)

#	District	Response	\$ / Student	I - D - S	Includes supplies etc.
4	WINDERMERE	2/2	40.55	1-0-1	2/2
23	CENT. OKANAGAN	11/12	32.90	0-0-11	11/11
67	OKANAGAN/SKAHA	3/4	28.36	0-0-3	2/3
16	KEREMEOS	1/1	27.44	0-1-0	1/1
30	SO. CARIBOO	3/3	27.28	1-2-0	3/3
29	LILLOOET	1/1	25.00	0-0-1	0/1
48	HOWE SOUND	4/4	24.24	0-2-1	4/4
7	NELSON	4/5	22.00	0-0-3	3/4
60	PEACE RIVER NORTH	7/7	21.92	0-5-2	7/7
85	VANC. ISLAND NORTH	3/3	20.00	0-0-3	3/3
19	REVELSTOKE	1/1	20.00	0-0-1	1/1
33	CHILLIWACK	5/7	18.27	1-0-2	3/5
18	GOLDEN	1/1	18.00	0-1-0	1/1
54	BULKLEY VALLEY	3/3	17.00	0-0-3	3/3
28	QUESNEL	2/3	17.00	0-1-0	0/2
22	VERNON	5/5	16.69	0-0-4	5/5
24	KAMLOOPS	10/10	16.42	0-0-4	10/10
1	FERNIE	4/4	15.31	0-1-3	4/4
39	VANCOUVER	17/18	15.02	0-0-17	17/17
89	SHUSWAP	5/5	15.00	0-0-5	5/5
45	WEST VANCOUVER	3/3	15.00	0-3-0	0/3
37	DELTA	7/7	14.91	6-1-0	na
43	COQUITLAM	16/16	14.90	2-2-10	0/16
36	SURREY	4/16	14.00	0-0-4	4/4
61	GREATER VICTORIA	8/14	13.50	0-0-7	7/7
34	ABBOTSFORD	5/6	13.12	0-1-4	5/5
21	ARMSTRONG	1/1	12.00	0-1-0	1/1
41	BURNABY	7/7	11.65	na	7/7
68	NANAIMO	6/7	11.19	2-1-3	4/6
35	LANGLEY	8/8	11.08	1-5-2	7/8
2	CRANBROOK	3/3	10.64	1-0-2	3/3
63	SAANICH	6/6	10.20	0-4-2	0/6
69	QUALICUM	4/5	9.52	0-2-1	3/3
38	RICHMOND	9/9	9.04	2-6-1	7/7
44	N. VANCOUVER	7/7	7.82	0-7-0	0/7
42	MAPLE RIDGE	5/5	7.25	1-1-2	4/5
72	CAMPBELL RIVER*	6/6	6.00	0-0-6	6/6
	*money from learning resources				
1997	AVERAGE		17.06		

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

#	District	CD-ROM	Modem	Fax	Laser Disk	Comp. Cat/Circ	% Cat/Circ
80	KITIMAT	5/5	0/5	0/5	0/5	5/5	100%
60	PEACE RIVER NORTH	9/9	3/9	0/9	0/9	9/9	100%
42	MAPLE RIDGE	18/18	18/18	0/18	7/18	18/18	100%
38	RICHMOND	17/17	15/17	1/17	0/17	17/17	100%
31	MERRITT	5/5	1/5	0/5	1/5	5/5	100%
29	LILLOOET	6/6	3/6	0/6	0/6	6/6	100%
24	KAMLOOPS	29/29	13/29	0/29	0/29	29/29	100%
21	ARMSTRONG	3/3	3/3	0/3	1/3	3/3	100%
37	DELTA	24/24	13/24	1/24	0/24	22/24	92%
22	VERNON	13/15	9/15	0/15	0/15	13/15	86%
63	SAANICH	10/12	4/12	0/12	0/12	10/12	83%
34	ABBOTSFORD	16/18	2/18	0/18	2/18	15/18	83%
7	NELSON	8/11	5/11	2/11	4/11	9/11	81%
48	HOWE SOUND	8/9	4/9	0/9	1/9	7/9	78%
75	MISSION	16/16	15/16	0/16	0/16	12/16	75%
23	CENT. OKANAGAN	24/30	24/30	0/30	2/30	22/30	73%
35	LANGLEY	22/33	11/33	6/33	2/33	22/33	66%
19	REVELSTOKE	5/5	5/5	0/5	0/5	3/5	60%
2	CRANBROOK	4/5	2/5	0/5	0/5	3/5	60%
43	COQUITLAM	36/50	3/50	0/50	0/50	29/50	58%
28	QUESNEL	13/13	5/13	0/13	2/13	7/13	50%
16	KEREMEOS	1/2	0/2	0/2	0/2	1/2	50%
56	NECHAKO	8/9	3/9	2/9	0/9	4/9	44%
85	VANC. ISLAND NORTH	7/12	4/12	0/12	5/12	5/12	42%
61	GREATER VICTORIA	7/12	5/12	2/12	1/12	5/12	41%
89	SHUSWAP*	15/20	8/20	0/20	0/20	8/20	40%
30	SO. CARIBOO	5/5	0/5	0/5	2/5	2/5	40%
36	SURREY	45/53	9/53	1/53	3/53	19/53	35%
67	OKANAGAN/SKAHA	13/15	12/15	1/15	2/15	5/15	33%
46	SUNSHINE COAST	2/3	0/3	0/3	0/3	1/3	33%
69	QUALICUM*	5/8	5/8	0/8	0/8	2/8	25%
39	VANCOUVER	72/86	40/86	3/86	1/86	22/86	25%
4	WINDERMERE	3/6	3/6	0/6	2/6**	1.5/6	25%
62	SOOKE	13/15	5/15	1/15	1/15	3/15	20%
18	GOLDEN	4/5	4/5	0/5	0/5	1/5	20%
45	W. VANCOUVER	11/12	9/12	3/12	2/12	2/12	17%
54	BULKLEY VALLEY	7/7	7/7	0/7	1/7	1/7	14%
1	FERNIE	6/7	2/7	1/7	0/7	1/7	14%
72	CAMPBELL RIVER	16/16	8/16	0/16	0/16	2/16	13%
57	PRINCE GEORGE	42/45	38/45	4/45	0/45	5/45	11%
68	NANAIMO	28/32	6/32	0/32	0/32	2/32	6%
70	ALBERNI*	6/10	5/10	0/10	0/10	0/10	0%
44	N. VANCOUVER	30/33	9/33	1/33	0/33	0/33	0%
41	BURNABY	33/40	23/40	2/40	2/40	9 cat./ 2 circ.	

*Computerization in process

**through the DRC

AVERAGE

53%

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

#	District	CD-ROM	Modem	Fax	Laser Disk	Comp. Cat/Circ	% Cat/Circ
2	CRANBROOK	3/3	1/3	0/3	0/3	3/3	100%
9	CASTLEGAR	4/4	4/4	2/4	0/4	4/4	100%
16	KEREMEOS	1/1	1/1	1/1	1/1	1/1	100%
18	GOLDEN	1/1	1/1	0/1	0/1	1/1	100%
19	REVELSTOKE	1/1	1/1	0/1	0/1	1/1	100%
21	ARMSTRONG	1/1	1/1	0/1	1/1	1/1	100%
22	VERNON	5/5	5/5	1/5	5/5	5/5	100%
24	KAMLOOPS	10/10	8/10	1/10	2/10	10/10	100%
28	QUESNEL	2/2	2/2	0/2	2/2	2/2	100%
29	LILLOOET	1/1	1/1	0/1	0/1	1/1	100%
31	MERRITT	2/2	0/2	0/2	0/2	2/2	100%
34	ABBOTSFORD	5/5	4/5	0/5	1/5	5/5	100%
35	LANGLEY	8/8	4/8	1/8	2/8	8/8	100%
37	DELTA	7/7	6/7	0/7	3/7	7/7	100%
38	RICHMOND	9/9	6/9	1/9	1/9	9/9	100%
42	MAPLE RIDGE	5/5	5/5	0/5	3/5	5/5	100%
48	HOWE SOUND	4/4	4/4	0/4	1/4	4/4	100%
54	BULKLEY VALLEY	3/3	3/3	0/3	2/3	3/3	100%
56	NECHAKO	3/3	2/3	1/3	1/3	3/3	100%
63	SAANICH	5/6	4/6	0/6	2/6	6/6	100%
60	PEACE RIVER NORTH	7/7	3/7	0/7	0/7	7/7	100%
80	KITIMAT	1/1	0/1	0/1	1/1	1/1	100%
89	SHUSWAP	5/5	3/5	0/5	1/5	4/5	90%
41	BURNABY	7/7	4/7	0/7	2/7	6/7	86%
4	WINDERMERE	2/2	2/2	0/2	2/2**	1.5/2	75%
36	SURREY	4/4	2/4	0/4	1/4	3/4	75%
61	GREATER VICTORIA	7/8	6/8	2/8	5/8	6/8	75%
43	COQUITLAM	16/16	9/16	0/16	1/16	11/16	68%
39	VANCOUVER	14/17	13/17	0/17	0/17	11/17	67%
30	SO. CARIBOO	2/3	1/3	0/3	0/3	2/3	66%
45	W. VANCOUVER	3/3	3/3	0/3	3/3	2/3	66%
46	SUNSHINE COAST	3/3	2/3	0/3	0/3	2/3	66%
75	MISSION	3/3	3/3	0/3	1/3	2/3	66%
85	VANC. ISLAND N.	3/3	3/3	0/3	1/3	2/3	66%
62	SOOKE	5/5	3/5	0/5	1/5	3/5	60%
67	OKANAGAN/SKAHA	3/3	3/3	0/3	1/3	2/3	60%
33	CHILLIWACK	4/5	2/5	1/5	1/5	2/5	40%
70	ALBERNI	5/5	3/5	0/5	0/5	2/5	40%
23	CENT. OKANAGAN	7/11	5/11	0/11	2/11	4/11	36%
57	PRINCE GEORGE	11/11	10/11	0/11	1/11	4/11	36%
1	FERNIE	4/4	2/4	1/4	1/4	1/4	25%
69	QUALICUM	4/4	1/4	0/4	0/4	1/4	25%
92	NISGHA*	4/4	0/4	0/4	0/4	1/4	25%
72	CAMPBELL RIVER	6/6	4/6	0/6	0/6	1/6	17%
68	NANAIMO	4/6	4/6	1/6	4/6	1/6	17%
44	N. VANCOUVER	7/7	6/7	0/7	1/7	0/7	0%
	*K-12						
	**through the DRC						
	AVERAGE						74%

HOW ARE DISTRICT RESOURCE CENTRES DOING IN THE PROVINCE?

by **BONNIE KENT**, Working and Learning Conditions Chairperson. She may be contacted at school (604-584-0754 after 2:30 PM) or by fax (604-584-3261) regarding the survey and other related concerns.

This year the BCTLA took a look at what is happening with District Resource Centre in BC. The questions asked were "Do you have a District Resource Centre?" and "What is happening?"

The results were:

DOES YOUR DISTRICT HAVE A DRC?

Yes - 10

Yes, but with some cutbacks - 17

No - 8

WHAT IS HAPPENING?

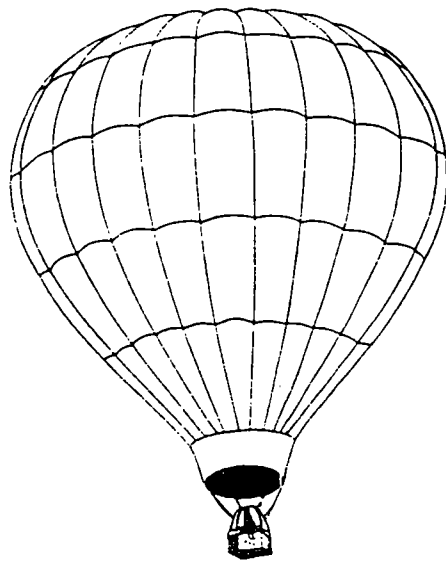
Each category includes both urban and rural districts.

The ten districts in the "Yes" category are doing very well with their DRC. They continue to have good services, cataloguing, book repairs and supplies.

The second group in the "Yes" Category have seen a number of cutbacks in the services provided in the last few years. Budgets have been cut by as much as 40% in one district with shortened hours of operation and there has been no replacement of faulty equipment. Staffing has been cut and some teacher-librarians' allotment time is now done at the DRC. There has been a greater demand on the staff that is available. In Prince George, the materials have moved to the University of Northern British Columbia (UNBC) and will be distributed from there.

In the "No" Category, many districts have seen their collection and service evaporate. Two districts who have recently had their District Resource Centre closed have had their materials distributed among schools and the materials have become untraceable. There seems to be little input from teacher-librarians.

Overall, we are seeing an erosion of District Resource Centres in our province.



“PURSE” SYMBOLISM: AN ART 11/12 UNIT

by **LORINDA MOREAU**, Visual Arts teacher, and **LIZ AUSTROM**, retired teacher-librarian, Magee Secondary School, SD#39 (Vancouver).

This unit is one of several developed for the twin purposes of enriching students' concepts of what “Art” is and linking students to the library collection as a source of ideas and background information. Central to the objectives of all these units is the goal of encouraging students' individual creativity and their ability to generate ideas.

“Purse” Symbolism builds on an inspiring field trip to the Vancouver Art Gallery. There, students viewed a number of unique conceptual art installations by Aganetha Dyck which were all made from everyday articles. These installations included:

- sweaters that had been purposely shrunken and arranged in a long line down the length of a display area;
- a collection of buttons preserved in dozens of old canning jars, each sealed by dripped wax;
- a long line of end-to-end decorated cigarette stubs, each one of which was the last cigarette smoked by an unidentified individual;
- the clothing from an entire wedding party, standing coated with honeycomb wax deposited by bees (with a sample “work-in-progress” dress in a plexiglass display case so viewers could observe the bees flying in and out, and crawling all over the dress); and
- a variety of purses frozen in position and preserved forever in dripped wax.

PREPARATION

- The teacher books the field trip. If possible, it is best for both the teacher and the teacher-librarian to visit the site in advance. It is **critical** for the teacher to visit.
- Art Gallery materials are examined to see if any can be used to support the field trip and project experience. Permission to adapt and/or reprint is secured by the teacher-librarian (who has access to a telephone during the day).
- The teacher and teacher-librarian identify demonstration resources to be used in the instructional section of the unit. (We generally start doing this together so that the teacher-librarian is very sure of the content desired by the teacher, but often the teacher-librarian completes the task since planning time is invariably too short.)
- The teacher secures all necessary production materials, in this instance, a lot of wax!
- The teacher and the teacher-librarian prepare instructional materials for the unit (“fetish” poster, symbolism worksheet).
- The teacher-librarian prepares 2 copies of the unit plan.

PROCEDURE

Field Trip to the Vancouver Art Gallery

- Students view the exhibition of work by Aganetha Dyck, who utilizes found objects to create assemblage three-dimensional artworks and installations.

- After the field trip, students and art teacher discuss the materials, approaches and symbolism embodied in the various works that are part of the exhibit, including the waxed purses exhibit.

Introduction of “PURSE” SYMBOLISM Project

- The teacher introduces the concept for the project (in the classroom): The “purse” and its contents together form a fetish object that is rich in symbolic meaning. The following definition is printed on a large poster and is used in the introduction.

What is a fetish object?

“A **fetish object** is something that people regard as possessing a great deal of value, more value than the actual materials it is made of. Some examples might be a cigarette, a car, a work of art. Its worth is not directly related to its physical components; its value is social and symbolic. In other words, what makes a fetish object valuable is members of a culture agreeing that it is valuable, because it symbolizes things that that culture appreciates (i.e. for some people, a work of art symbolizes good taste, and expression of genius, civilization, etc.). In some cultures, fetish articles are seen as having magical powers.”

“Teaching Guide for Aganetha Dyck”
Vancouver Art Gallery
December 20-March 3 [1995], p.4

- Symbolism is discussed, for example:
 - What does a purse stand for? What does it mean?
 - Does its meaning vary from person to person? For example, the “purse” could be a cosmetic case for one person (symbolic meaning = ?) or it could be a tool kit, a business resource, or a person’s life record.
 - What do you think is in Queen Elizabeth II’s purse? What would be the symbolism of this item? Is there any symbolism in the fact that Queen Elizabeth II carries no money in her purse?
- A wide variety of possible “purses” are identified: leather, cloth or straw women’s purses, tote bags, men’s purses, fanny packs, sporins, backpacks, briefcases, etc.
- Students are assigned the task of finding a suitable “purse,” then collecting found objects to be included in the artwork. They must take care to select items which have deeper meaning. These items will be needed after the library research periods, but students are advised to identify them in advance of the library period so that their symbolic meaning can be researched during the library period.

Library Research Assignment (2 periods)

- The teacher discusses the “Found Object Art” information sheet, emphasizing:
 1. What objects can be used in a project.
 2. The types of Found Object Art projects that are possible.
 3. The elements and principles that should be considered when designing a Found Object Artwork.

- The teacher-librarian introduces the 2 part library resource centre assignment:

Part 1: A paragraph on the History of Found Object Art.

- Research Found Object Art in art encyclopedias, dictionaries and books on twentieth century art forms. Look for names of artists as you read the encyclopedias and dictionaries, for then you can use the names to search in other art books or magazine indexes.

NOTE: Some resources are pulled and available for students to start with, but these are minimal and simply provided a starting point for the teacher and teacher-librarian to reinforce the variety of examples possible so that they will not be looking simply for items similar to those Aganetha Dyck produced. Any library collection will provide good examples. At Magee, the Found Art resources identified by the teacher and teacher-librarian together and then pulled for students to use are:

- 709.04 Lippard *Pop Art* pages 18, 30, 26, 58, 79, 82, 171, 173
- 709.04 Brett *Kinetic Art* 23, 33, 37, 58, 64, 68
- 730 PEK Pekarik *Sculpture Behind the Scenes* 10, 45, 42
- 735 Ra Rasmussen *Sculpture From Junk* 38, 39

- Write a paragraph on Found Object Art, edit it, and print, write or type it on to a sheet of paper that will become part of the “purse” project. Note that it might be a good idea to make more than one copy of the paragraph in case the process of making the artwork makes the paragraph unreadable. The paragraph, when installed in the purse, must be legible.

Part 2: Use materials on symbolism to research the symbolic meaning of specific objects. Search in art dictionaries and encyclopedias, and in the card catalogue. Some of the books you find will not be in the art area.

Symbolism resources pulled for students to use are:

- (Moreau) *Dictionary of Art Terms* pages 85, 132, 133
- (Moreau) Koch *The Book of Signs* whole book
- 306 COO Cooper *An Illustrated Encyclopedia of Traditional Symbols* whole book
- 700 GIT Gittings *Meaning and the Magic of Art* pages 53-55

- Record your research on the worksheets provided [Editor’s Note: A reduced version of the worksheet follows this unit description].

- Students are divided into two groups, with one half to research “Found Object Art” and the other half to research Symbolism first. Groups switch topics after completion of their first task.

Creation of the Found Object “Purse” Artwork

- In the classroom, the teacher reviews requirements, presents possible methods and provides necessary supplies, and assists students as necessary in the creation of their found objects art work.

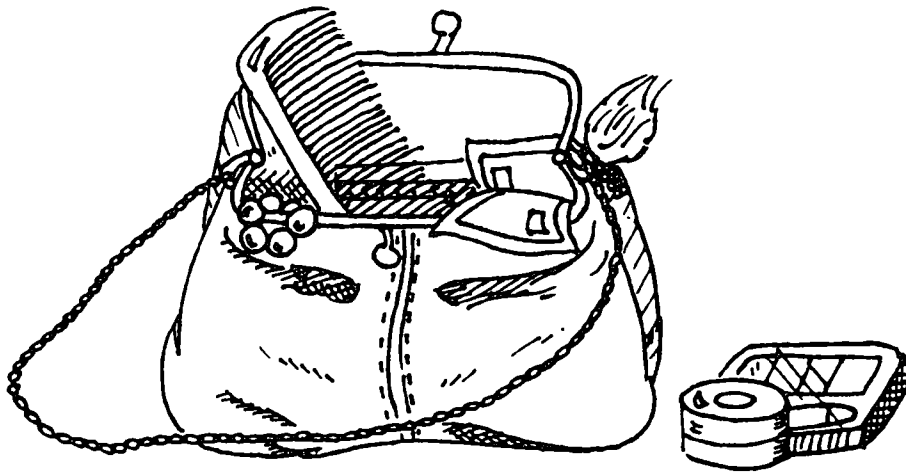
EVALUATION

The written work was evaluated as well as the art product, and both were displayed in the library resource centre upon completion and during the next Student Art Exhibit. Most students produced thoughtful written work which demonstrated an understanding of their own personal symbolism and values, while creating art which ranged from a good attempt through to pieces that really worked as found object art.

As in another project the previous year (creating political art from brassieres or jockey shorts), girls appeared more comfortable with this type of creative endeavour than did boys, even though many types of personal containers other than women's purses were possible. In future, a few photographs of student products like a small backpack might assist the young men to relate to the project more easily. On the whole, however, this was a successful and popular assignment.

"PURSE SYMBOLISM"

SYMBOLISM: representing things by symbols which have an extra meaning beyond their common meaning (for example, snow is a form of frozen water, but it also represents frigidity or hard heartedness).



<u>Object</u>	<u>Symbolic Meaning</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

(NOTE: The original form had 13 answer spaces, a symbolic number!)

WRITING LETTERS FOR EFFECTIVE ADVOCACY

by **TRISH BANIGHEN** BCTLA Vice President for Advocacy.

During the kerfuffle before Christmas, when the "late" Minister of Education Moe Sihota made some ill-considered remarks about the disappearance of books and teacher-librarians now that technology reigns, large numbers of people wrote indignant letters to protest his remarks and opinions. Many of them, both through the BCTLA Forum on-line and in personal contacts asked for guidelines on what they should write. A few asked for a form letter. Many people were quick to point out that form letters do not serve the purpose of getting attention or action. They are likely to be dismissed as the work of just a small group who are manipulating the many others who write their words. It is better to write from personal experience and from the heart, and I received copies of many fine letters which were written thus. However, for those who still seek guidelines, I have sifted out what I thought were the strong points of the letters I found particularly effective. Most of those I refer to have given me permission to quote them; if I have inadvertently missed anyone, I apologize.

The first thing to consider is length. In government, as in business, the recipient does not want or have time to read an extensive letter, however well written. One page is attractive, two is the maximum, I believe, or the reader is liable to merely skim and discard. Related to length is getting right to the point. We have all read and probably laughed at the conventions of good letter writing from many years back, in which cliché openings abound. A good letter tells the reader exactly what the topic is, right away. It does no harm to let the writer know the tone: "I am writing to protest..." "I would like to express my concern..." lets the recipient know immediately that this is not a letter merely asking for information or conducting routine business. Identifying yourself by role or experience is also a good idea. "I am writing as a concerned teacher-librarian..." (Barbara Emery, Hazelton). "I am writing on behalf of members of the Association for Teacher-Librarianship in Canada..." (Pat Taylor, ATLC).

I think everyone agrees that the writer should strive not to "tick off" the reader too much. While

"What kind of idiot..." comments may relieve the writer's feeling, they are not likely to get a favourable response from the recipient! Indeed, it is a good ploy to remind the recipient of what they themselves hope to achieve, and if possible refer to their own positive track record on the issue. The government has put much energy into attempting to improve education. It has issued statements in support of teacher-librarians, of information literacy, etc. It does no harm to remind them of what they themselves have said. The same could be said of school trustees, if you are writing to them: remind them of what they said during the election or during prior board meetings, remind them that you are both concerned with the state of education in your district. Gerald Soon, our President, posted a particularly effective letter to newly-elected trustees on the BCTLA forum last November:

Congratulations on your election to the School Board in Langley. I am the President of the British Columbia Teacher-Librarians' Association and for some years now our association has been concerned about the situation for school library resource centres and students in Langley.

Notice how this gets right to the point of the issue. Gerald goes on to describe the status of library services and teacher-librarians in the district, speaking both to inform (in case the new trustees know nothing of the situation) and to express the reasonableness of his concern. He contrasts it with the situation in other districts which still have teacher-librarians in their school. In these schools, students are taught how to locate, weigh, judge and utilize information. The Ministry of Education, Skills and Training has released a number of new Integrated Resource Packages in recent years. Each of these identify skills that students are required to learn, and many correlate directly to instruction in information literacy skills. These skills are taught collaboratively by teacher-librarians and teachers.

Gerald then goes back to the situation at Langley, citing statistics which show that Langley falls near the bottom in ranking staffing levels for

teacher-librarians. This brings up another very good point: if we have information, statistics, figures, etc., which are relevant, it lends weight to what we are saying. So be sure to keep up on relevant data, and keep a copy of memos or reports from your own school or district to use in making your point.

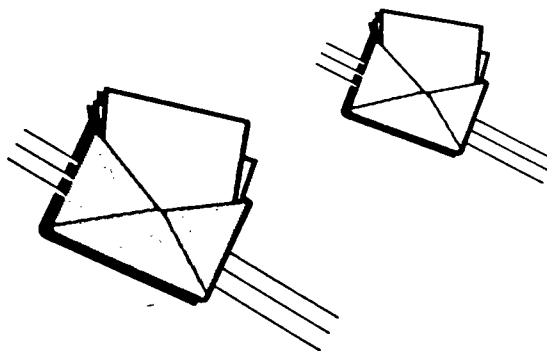
Finally, of course, an effective letter lets the recipient know what action is being asked for. Ask the recipient to “reconsider,” “re-evaluate,” or “think further on” the issue, since you confidently expect that this will lead to the action you request. State that action firmly and ground it in the information you have already given. I would urge you as a new trustee to think about the direction that the Ministry of Education, Skills and Training has taken with the inclusion of information literacy skills mandated in new Integrated Resource Packages that form the new curricula of BC schools. Realize that the students of Langley are being short-changed, and make a concerted effort to re-instate teacher-librarians into all Langley schools. (Gerald Soon)

Minister, it is most difficult for us to believe that you think books, and by implication, school libraries and teacher-librarians can be replaced by technologies. Please advise that this is not your position and that, indeed, you will be continuing your Ministry’s fine example of support to its school libraries with their wide variety of information resources and their professional teacher-librarians. (Pat Taylor)

I have hope that in your wisdom you will consult with the BCTLA Executive and Gerald Soon, who has talked to the Deputy Minister of Education about our concerns, to realize the importance of the teacher-librarian’s role in the schools of British Columbia. (Barbara Emery)

Each of the three examples has a very different flavour, as each of the writers has a personal style and use of language. Yet each example calls for action, restates some of the evidence already given in the body of the letter, and confidently expects consideration from the recipient. This is the very best kind of advocacy, personal and sincere, well-stated but not from any “cookie cutter” package of suggested letters. You cannot go wrong in your attempts at letter-writing for advocacy if you follow the common sense of the tips above and the good examples given. It almost embarrasses me to point out the obvious, and I hope no one thinks I have been talking down to them. I am merely responding to

requests, as I said in the beginning. And, without any great revelations on writing effective letters for advocacy, I am forced to fall back on the expertise of those who are active in the art. Thanks again to all my “contributors.”



Videos Given to Coquitlam School



Judy Watkins of Central Elementary
receives free videos from
Wayne Groutage of Image Media

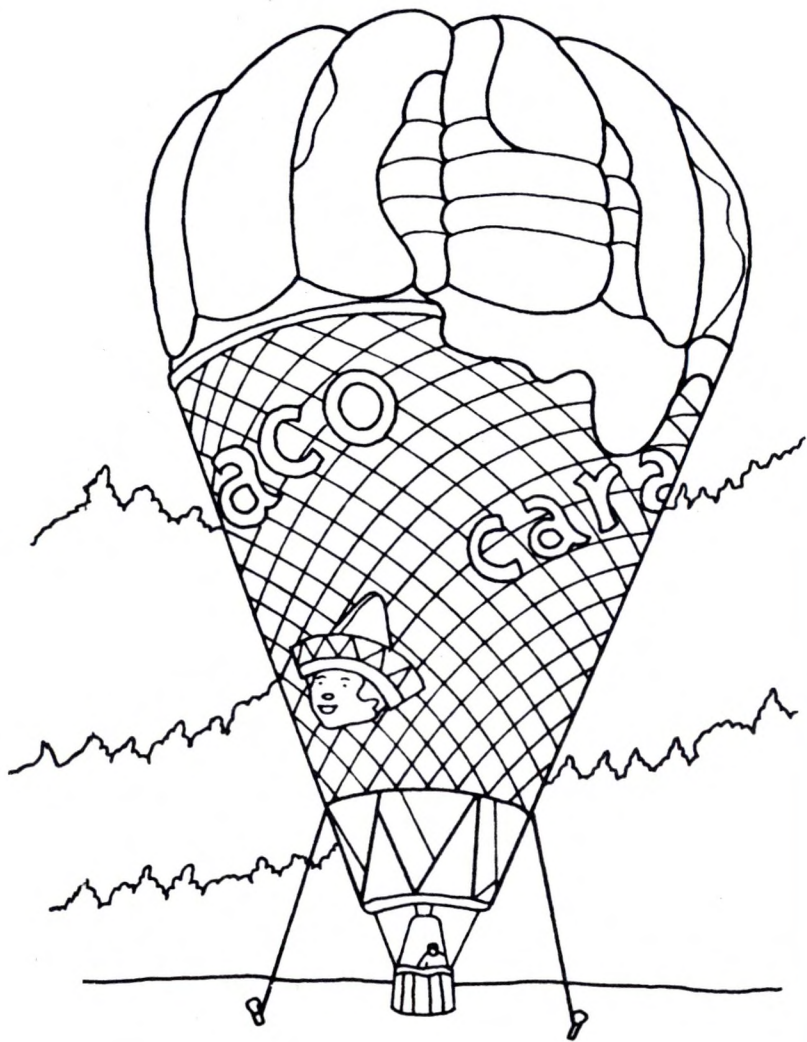
As thanks for her persistence in recommending the *Dorling Kindersley "Eyewitness II"* video series, Image Media presented Coquitlam teacher-librarian *Judy Watkins* with free copies of several of the titles in the series for her Central Elementary School library.

Wayne Groutage, Chairman of Image Media, noted that Judy had called him several times last year to recommend the videos. She had read about them in a library journal, but could not find a Canadian distributor.

It took several months of negotiating, and a trip to Europe, but finally Image Media was able to acquire exclusive Canadian rights to "Eyewitness", and a number of other video series from the highly respected British educational book, CD-ROM, and video publisher.

"I want to thank Judy for her persistence," said Wayne. "She gave us that extra incentive to track these titles down. I thought that if she was that anxious to see them, they must be good. She was right! The series is one of the best collections of science programs I've seen."

Mr. Groutage noted that many of the titles that Image carries come to them as a result of recommendations from teachers, resource centre coordinators, and teacher-librarians.



REGULAR FEATURES

**June is the time to make it all rhyme.
Be sublime ... and on time!**

Submit an article, unit or bibliography to
THE BOOKMARK

COMING THEMES ARE:

JUNE 1997: RHYME TIME

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

Deadline: April 27

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

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

NEW ON THE 'NET

by **JOHN GOLDSMITH**, counselor, technical support person (and former teacher-librarian),
Fraser Valley Regional Correspondence School, SD#33 (Chilliwack). E-mail:
<jgoldsmi@cln.etc.bc.ca>

INTRODUCTION: THE LITTLE GIRL WITH A CURL

Do you remember the old rhyme, "The Little Girl With A Curl"?

*"When she was good, she was very very good,
But when she was bad ..."*

I'm often reminded of this rhyme when using the Internet. When the Internet is "good" it has tremendous power to inform and educate, to break down walls and bring the world and its people to students as never before. To take students around the world in 80 pages — 80 Web pages, that is.

But when it's bad the Internet can be one of the most maddening, vexing contrivances devised by humans. Slow speed, poor connections, lack of organization, no central index and sites that appear and disappear faster than provincial education ministers are but a few of the frustrations. As a result our hapless students may need 80 days to make their around the world Web voyage.

Seasoned 'Net explorers have learned to accept these glitches and work around them. Novices have not. I was reminded of this by a recent e-mail message from a reader. She was trying to access a Web Site listed in a previous column. No matter what she did, nothing seemed to work. Finally, she called for help.

Was her problem caused by a modem malfunction, a computer complication, a problem with the Internet Service Provider, her inexperience, difficulty with the Web Site or some other glitch?

Upon checking, I discovered that the site in question no longer existed. Apparently, the person who created it had tired of the task and quit — just months after announcing the site was up and running! As he or she was probably doing it on a volunteer basis, quitting wasn't hard. It was however, very hard on people trying to access the site.

This scenario is all too common. As many as half the Web sites listed in this column may be gone by the

time this issue of *the Bookmark* goes to press. There's nothing you, I or anyone else can do about it. It's simply a fact of Internet life.

Will the situation improve? It depends. Some experts forecast that without a major upgrade to facilities and resources, the information super highway may soon become an information super gridlock. Others predict the emergence of a two tiered system with high speed commercial access for those who can afford it while others...

Whatever the future, please be assured that for the present, sites selected for this column, at least have the appearance of permanence and all are working when this text is submitted for publishing.

Around the world in 80 web pages! Child's play — given the hundreds of thousands Web sites on the Internet. The trick however, may be to find 80 of them which are on-line and accessible when needed. For, like the little girl with the curl, when the Internet is good, it can be very very good but when it is bad...

EDUCATIONAL WEB SITES

ART ZIMBABWE

<http://www.artzimbabwe.com>

The Internet is a global village with the ability to take students to places around the world in real time. One such example is Art Zimbabwe. It features artwork, artists, galleries, exhibitions, articles, and current features concerning contemporary art from Africa and, in particular, from the country of Zimbabwe. A great site to use with a comparative or world art course.

AT HOME IN THE HEARTLAND

<http://www.museum.state.il.us/exhibits/athome/welcome.htm>

"At Home in the Heartland" is a site where you meet historical people and share in their decision making. At any moment you are just a click away from

Timelines, Maps, and Objects from the museum collection illustrating the domestic material culture of the times. You will also find Side by Side—cultural comparisons--and Clues to the Past—an explanation of how historians use primary resources, such as photographs, estate inventories, and newspapers to build a picture of the past.

Inspired by the Illinois State Museum exhibit, this web site explores 300 years of family life and domestic material culture in Illinois. The web site has been designed as a classroom resource for grades 3 - 12.

BRAINWEB - MR SIMULATOR AND THE SIMULATED BRAIN DATABASE

<http://fabian.bic.mni.mcgill.ca/cgi/brainweb>

The Simulated Brain Database (SBD) makes realistic phantom images available to the neuroimaging community that can be used to evaluate various image analysis methods.

SBD images are generated using an MRI simulator, developed at the McConnell Brain Imaging Centre, that allows users to independently control various acquisition parameters and obtain realistic MR images of the brain. This simulator uses first-principles modeling based on the Bloch equations to implement a discrete-event simulation of NMR signal production, and realistically models noise and partial volume effects of the image production process.

CHEMICOOOL PERIODIC TABLE

<http://the-tech.mit.edu/Chemicool/>

David Hsu from Massachusetts Institute of Technology has created a periodic table which is fun and easy to use. Simply click an element and information is instantly furnished including the element's atomic number, energies, reactions and weight.

COUNCIL OF CANADIANS WEB SITE

<http://www.web.net/coc/>

The Council of Canadians is an independent non-partisan citizens' interest group providing a critical and progressive voice on key national issues. This evolving site offers a fresh perspective on the current social and economic debates affecting the lives of Canadians.

EDUCATION JOBS MARKETPLACE

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

Introducing a revolutionary new way to match teachers and jobs at all levels of education. We are

experienced teachers and administrators who have struggled with the problems of finding jobs in education or finding just the right person to fill a position. This site is a fantastic and easy to use solution. We hope that this makes your job search easier and maybe even fun along the way.

THE K.I.D.S. REPORT: KIDS INVESTIGATING AND DISCOVERING SITE

<http://wwwscout.cs.wisc.edu/scout/KIDS/>

or,

<http://rs.internic.net/scout/KIDS/>

Now K-12 students can read an Internet publication written specifically for them -- not by adults, but rather by other students. The K.I.D.S Report is a bimonthly publication of Internet sites selected by K-12 students for use by other K-12 students.

The K.I.D.S Report is truly the product of the students who collaborate to make it happen. They chose the name of the publication, they choose the sites that are included based on the set of selection criteria they developed, and they write the annotations for each resource. The students also choose the artwork for the Web version of each report, and in some cases do the HTML mark-up. We believe the K.I.D.S Report is the first ongoing publication done for kids, by kids.

LEARNING DISABILITIES (LD) ON-LINE

<http://www.ldonline.org>

LD On-line is an excellent on-line guide to learning disabilities for parents, teachers and children. As well as an area containing comprehensive descriptions of various learning disabilities there are also areas of particular interest such as the highly informative "ABCs of LD" and "How to find Help." There's also a great talk-back area, a bulletin board and a specially-designed section for Kids.

LIFTOFF TO SPACE EXPLORATION

<http://astro-2.msfc.nasa.gov/>

Liftoff to Space Exploration is a creation of the Mission Operations Laboratory at the Marshall Space Flight Center in Huntsville, Alabama. This site contains current news and events related to space exploration, as well as information on past, current, and future missions, and astronaut training, life in space, and trivia. This site contains a Kid's Space section, which addresses subjects such as weight on the moon and the

Space Cadet Academy. There are also quizzes, games, and photos. The Academy section explores space science, the space shuttle, earth science, the Spacelab, MIR and the Russian Space Agency, etc. This site is geared toward students and space enthusiasts interested in further learning or keeping up with current news.

MISSOURI BOTANICAL GARDEN

<http://www.mobot.org/MBGnet/>

The Missouri Botanical Garden's site for kids, "What's it Like Where You Live?", was named one of the top educational sites in the recent National Information Infrastructure Awards. There's lots of information on biomes — from the rain forests to the tundra. There are also a number of "travelogues" for kids, written by kids and teens which describes the environment where they live. There's information for teachers and parents, too.

MULTIPLE INTELLIGENCES WEB SITE

<http://sunsite.unc.edu/jembin/mb.pl>

This site contains a rich variety of multiple intelligences resources and links. For example, there is a test (Kiersey test) similar to the Myers Briggs that tells personality type. Personality type affects learning style which has many implications for teachers and their students. Multiple Intelligence is an offshoot of this theory. There is also a book called *Gifts Differing: Understanding Personality Types* by Isabel Myers-Briggs with Peter B Myers, (ISBN 0891060642), CPP Books, Palo Alto CA, 1993, which goes into more detail about this theory.

NATIONAL GEOGRAPHIC'S CARTOGRAPHIC DIVISION

<http://www.nationalgeographic.com/ngs/maps/cartographic.html>

An outstanding site that's full of maps, maps and more - maps! These include world maps, political/physical maps, resources and The Map Machine Atlas with flags, facts and profiles from: Africa, Asia, Europe, North America, South America and Oceania.

PARENTS' JOURNAL OF SCHOOL RELATED ISSUES

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

This site was constructed and maintained by a non-profit parent's group. It's purpose is to provide parents with an inside view of what's happening at their child's

school. The site is formatted like a journal with articles written by both teachers and parents. Some examples include Dr. Alan Krantz's "What's Wrong with School" and Linda Davis' column on "Safe Kids/Safe Schools."

The site also contains reviews of new educational software, book and video releases which are updated regularly. One interesting feature is a section called, "Ask Doctor Dave" — a "Dear Abby" like column for parents most pressing educational questions such as, what to do if a child refuses to do homework or how to manage a situation in which a child comes home and says "My teacher hates me".

PLANET ZOOM

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

Planet Zoom is for kids first and foremost. Although the intent here is to entertain and educate, Planet Zoom is also at the forefront of new information and technology. You'll need a well-balanced browser to survive here (although different entrances for various browsers are provided) but once in you'll be amazed at the scope of information.

Kids can "Get twisted in Tornado Lane," "Find mystery at Midnight Mountain," or "Adventure on Kiwi Island" and lots more.

PURSUING EXCELLENCE

<http://www.ed.gov/NCES/timss/>

"Pursuing Excellence: A Study of US Eighth-Grade Mathematics and Science Teaching, Learning, Curriculum, and Achievement in International Context," recently released by the US Department of Education National Center for Education Statistics, claims to be "the most thorough international study of math and science education ever conducted." The report's main conclusions include: "The content of US eighth-grade mathematics classes is not as challenging as that of other countries, and topic coverage is not as focused; and evidence suggests that US teachers do not receive as much practical training and daily support as their German and Japanese colleagues."

In addition to the report of initial findings, there is a news release from the Department of Education and information about a videotape classroom study that accompanied the main study. This is the first of a series of reports that will cover "US mathematics and science education for fourth, eighth and twelfth grade students in an international context."

SCHOOL NEWS

<http://dlcwest.com/~wmp/SchoolNews/snindex.html>

School News is a weekly publication offering a selection of Internet resources of interest to educators, students and parents of students.

TEACHERS.NET'S WEBSITE HANDBOOK AND HOMEPAGE MAKER 2.0

<http://teachers.net/manual/> (Website Handbook)

<http://teachers.net/sampler/> (Homepage Maker 2.0)

The well-known teachers.net, a collection of resources aimed at helping educators establish a web presence, has added two new services. Home page Maker 2.0 is a fully automated web page generator. Once you fill out an on-line form specifying text, bullets, images, and even Java applets, JavaScripts, and other advanced web functions, an HTML file is automatically generated and sent to you.

The Net Web site Handbook is not an HTML instructional guide, but rather an introduction to starting a web site. It reviews the various software (commercial and shareware) available and indicates how and where to download it; it also describes the differences between the various browsers, touches on graphics formats, points to various HTML instructional guides, and explains the procedures for getting your pages onto the web.

TEACHER'S INTERNET PAGES

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

The International Education Webzine — Teacher's Internet Pages. In this issue we are proud to present the work of a number of colleagues from schools around the world as well as the beginning of the International Education Colleagues' Directory to which we hope you will all add your names, e-mail and professional qualification summaries. The List is at <http://www.iteachnet.com/colleagues.html>. To add your details go to

<http://www.iteachnet.com/Addtolist.html>.

You will also find the on-line version of the international school teacher and administrator's e-mail list (the on-line version of Seth Ruef's list), the WWW bulletin board of international education, resumes and cv's (add your own), the Forum for integrating technology with education, Survey of international school net access (please fill it out), and the Gallery of international school home pages (add your own).

TEENAGE COMPUTER NETWORK

<http://home.ml.org/tcn/>

We all know how most teenagers like to "hang out". Therefore it will probably come as no surprise that there's now a place where they can hang out - on-line. The site is called, "The Teenage Computer Network" and is located in Australia. Nevertheless, kids from all the world are encouraged to drop in and hang out. While there, they can read TCN's television, music and movie reviews (submitted by other teens), scan game cheat sheets and peruse various articles. Budding writers are encouraged to submit their literary works which may include their own reviews. While the site is open to anyone, it really is structured for 12 to 17 year olds.

TEEN TRIP: THE COMPLETE RESOURCE GUIDE

<http://www.ecst.csuchico.edu/~gkimball>

The Teen Trip: The Complete Resource Guide just emerged from the printing presses. The 550 pages are built around the experiences of 1,500 young people (illustrated by high school students). Dr. Kimball added a wealth of information and resources for further exploration.

Chapters include body, feelings, sex, drugs, peers, family, school, getting into college, work and money and community activism. This encyclopedic work provides teens with information on every conceivable topic without a judgmental adult voice. The Teen Trip is a candid and thorough look at the potentially daunting issues faced by today's teenagers, refreshingly presented through the voices and stories of the teenagers themselves.

THE UNITED NATIONS CYBERSCHOOLBUS

<http://www.un.org/pubs/cyberschoolbus>

The internet-based global education program of the United Nations, the CyberSchoolBus, will be launched into a new orbit on Friday January 10, 1997. After a successful first phase this past fall, the CyberSchoolBus is coming around again with a new set of programs, a sharper look and a faster, sleeker bus that should considerably shorten download time.

The new features will make the site more interactive, the projects will make greater use of e-mail and there will be more dialogue among students around the world as well as between students and experts in the field. For example, a new curriculum on infectious

diseases, planned for the end of March, will take place in collaboration with the World Health Organization's regional offices so that students will be able to make inquiries via e-mail into specific situations in New Delhi or Copenhagen. The health curriculum, "Fighting Disease", will coincide with events organized for World Health Day.

In another project called "Country Focus" students will be able to pick two countries and the CyberSchoolBus will take them there. On a virtual ride, of course: a package of information, activities, images, live chats and possibly even music, relating to the chosen countries will be presented on-line.

Other additions to the site include a section devoted to elementary schools, a "Quiz Quad" for short, quick questions, an expanded resource area and a Model U.N. forum.

US NEWS AND WORLD REPORT COLLEGES AND CAREERS CENTER

<http://www.usnews.com/usnews/edu/home.htm>

This new site contains much information that prospective undergraduates and graduates will find useful. It is highlighted by several rankings for US undergraduate and graduate schools, and also contains customizable search engines to find suitable schools from over 1400 undergraduate and 800 graduate schools. There is also information on the application process for undergraduates, career information for the prospective graduate student, and financial aid information.

WORLD-VILLAGE PROJECT

<http://www.inch.com/~magicxz/website/index.html>

Almost everyone at some point in their lives has pondered their place in the world. It is not a question one will ever really answer, but at least now, thanks to The World-Village Project, we can obtain a clearer understanding of the age-old question. The premise here is simple but ingenious: If we were to pretend that there were only 1000 people in the world, based on current data and population statistics, how many of those 1000 would be of, say, North American origin? (52) And how many would be Asians? (584). And what would their religion be or the language they would speak? The results may surprise you!

YOUR RULE SCHOOL

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

Created by General Mills, the goal of this site is to be a safe haven on the Web where kids rule and kids rule only. Approved by the Children Advertising Review Unit (CARU), the site's theme is 'recess-only', where children of all ages can go and let off some steam. Inside you'll discover a wealth of interactive on-line, downloadable and no-equipment-needed games, illusions, tongue twisters, videos and more. Everything's free here but does require 'locker registration'.

LIBRARY RESOURCES

AMERICAN NEWSPAPERS ON THE WEB

<http://www.gebbieinc.com/dailyint.htm>

Gebbie's "Blue Ribbon" list of USA Daily Newspapers is now available on the WWW. As of January 1, 1997, this site contained links to 540 USA Daily Newspapers. This site gives new meaning to the term "current events".

CANADIAN SCHOOL LIBRARY ASSOCIATION (CSLA)

<http://www.inforamp.net/~abrown/csla.htm>

The CSLA Web Page has a new home and a new webmaster! It is now in the care of Alan Brown, the teacher-librarian at Havenwood School in Mississauga, Ontario. Alan is also the owner of "The Canadian Teacher-Librarian's Resource Pages" which are located at:

<http://www.inforamp.net/~abrown/>

THE ELECTRIC LIBRARY

<http://www.elibrary.com>

Conduct research over the Internet using a large database of reliable information sources. This site indexes more than 150 full-text newspapers, nearly 800 full-text magazines, two international news wires, two thousand classic books, hundreds of maps, two thousands of photographs as well as major works of literature and art.

ENCYCLOPEDIA MYTHICA

<http://www.pantheon.org/mythica/>

An all-inclusive encyclopedia of myth from Aatxe to Zurvan, with a broad multicultural approach to the subject including Chinese, Etruscan, Greek, Haitian,

Japanese, Latvian, Mayan, Native American, Norse, Persian, Roman, and Welsh mythology.

FAIRY TALES: ORIGINS AND EVOLUTION

<http://easyweb.easynet.co.uk/~cdaae/fairy/>

Although large numbers of literary fairy tales were written in 17th century France, most of the tales which are still told and retold now are far older in origin. Many of the stories were edited and changed as they were written down, removing the darker and more gruesome elements of the stories.

The Tales and their Tellers outlines the history of the fairy tale, its tellers and their intended audiences.

Little Red Riding Hood, Cinderella, Sleeping Beauty, Snow White, Beauty and the Beast and Bluebeard have been chosen for their popularity and interest. The differences between the earliest versions of the stories found and the versions printed by Perrault and the Grimm brothers is often surprising and fascinating, and authors today are weaving new magic with the old themes.

INFOJUNKIES VIRTUAL LIBRARY

<http://www.globaldialog.com/~morse/ijavlib.htm>

InfoJunkies Anonymous is pleased to announce a major addition to its free comprehensive compilation of high-quality links to timely news/biz/weather/sports and practical reference resources on the Internet. The new InfoJunkies Virtual Library is essentially a "meta-meta" site, since we've personally visited and assessed more than a hundred of these Internet pseudo/virtual libraries, and selected and ranked only the 30-some that are truly worthy of your time. Together these select Internet destinations constitute an amazingly thorough library of human knowledge and culture.

InfoJunkies Anonymous has selected only the best of the library and surfer sites, has ranked them into three classes (Best, Good and Fair), and has conveniently arranged them all into a single-panel-display table. We think it's the best single-source starting point for general or academic research on the Web.

INTERNET PUBLIC LIBRARY ON-LINE TEXT ENHANCEMENTS:

<http://www.ipl.org/reading/books/>

The Internet Public Library has recently revised its on-line texts collection (a beta revision) to make it available for searching and browsing by author, title,

and Dewey Classification. The significance of this enhancement lies in the way the site is organized. Here is an actual "book" library, arranged in ways that users can quickly make sense of. Each entry is accompanied by bibliographic information, including title, author, date, Dewey Classification(s), and hypertext URL(s).

There is an interesting, though not yet perfected, feature that allows users to link to similar works. A key feature is the listing of books under multiple classifications; one of the prime advantages of a virtual book collection, it dramatically improves access. At present, the library contains pointers to over 3,400 books.

LIBRARY TECHNICIAN/ASSISTANT'S SITES

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

The following sites were originally listed by Margaret Stimson (mstimson@MINET.GOV.MB.CA) specifically for library technicians.

THE LIBRARY PARAPROFESSIONAL CLEARINGHOUSE

<http://www.people.memphis.edu/~mapepin/para.htm>

LIBRARY SUPPORT STAFF RESOURCE CENTER

<http://rodent.lib.rochester.edu/ssp/contents.htm>

LIBRARY TECHNICIAN TOOLBOX

<http://www.eskimo.com/~rainbird/>

LIBRARY SUPPORT STAFF ROUNDTABLE

<http://www.libraries.psu.edu/personal/lgk/pla.htm>

COUNCIL ON LIBRARY/MEDIA TECHNICIANS (COLT) HOME PAGE

<http://rodent.lib.rochester.edu/SSP/colt/colt.htm>

MERRIAM-WEBSTER'S COLLEGIATE DICTIONARY - TENTH EDITION

<http://www.m-w.com/>

Search for a definition, pronunciation, etymology, spelling, or usage point in the WWWebster Dictionary, scan 'Word of the Day' and browse transcripts of Merriam-Webster's Word for the Wise radio program.

TRANSLATING DICTIONARIES

<http://dictionaries.travlang.com/>

Provides on-line multilingual translating dictionaries free of charge for the web community. Languages currently include French, German, English, Spanish, Dutch, Danish, Afrikaans, and even Esperanto — with more to follow in the days ahead. There's also a free Windows multilingual translating dictionary available to download.

MISCELLANEOUS

10 DOWNING STREET

<http://www.number-10.gov.uk/>

The British Prime Minister's Office at 10 Downing Street has recently opened as a web site. Although it does contain selected Prime Ministers' speeches, transcripts, and interviews, Prime Ministers' biographies (back to Harold Macmillan at present), and a tour of #10, its greatest utility is as an entry point to British executive department government sites. The Cabinet Ministers' Biography section contains information on 23 ministers and links to cabinet web sites. There is also a page of government department pointers.

CANADIAN ECONOMIC INDICATORS

<http://www.statcan.ca/Documents/English/Faq/Glance/EconInd/indic.htm>

Statistics Canada, a Canadian federal government agency, maintains an excellent collection of most recent economic indicators for Canada and its provinces. The reporting periods are quarterly.

DOCTORS WITHOUT BORDERS

<http://www.msf.org>

Perhaps one of the best known humanitarian/relief organizations since the Red Cross, Doctors Without Borders now have their own Web site. This excellent site provides background information about this organization, a photo gallery depicting recent relief operations, a library of publications, and a healthy supply of front-line reports from the Cyanguu/Bukavu Border, Goma and Burundi.

IMAGES OF THE CANADIAN AND PROVINCIAL FLAGS AND COATS OF ARMS

<http://www.interlog.com/~photodsk/flags/can-flag.html>

Beautiful images of the Canadian and Provincial flags and Arms are available copying or downloading from the Web. The images are in a PC or Windows format, however they can be converted to Macintosh format with a conversion utility.

MEDICAL WORLD SEARCH

<http://pride-sun.poly.edu/>

This on-line, searchable, medical database contains and indexes over 540,000 medical terms. In addition to definitions and information about each item, there are also articles from prestigious medical journals, definitions, images and case studies. An excellent resource for medical information.

NATIONAL MUSEUM OF WOMEN IN THE ARTS

<http://www.nmwa.org>

The National Museum of Women in the Arts, "is the only museum dedicated exclusively to recognizing the contributions of women artists." The museum brings recognition to the achievements of women artists of all historical periods and all nationalities by exhibiting, preserving, acquiring and researching art by women. Peruse the museum's permanent collection, take a video tour of the entire museum, or read artists' profiles.

OIL AND GAS WEB SITE

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

Oillink is a worldwide platform for petroleum information, opportunities, products and services. Includes news, links, employment, events, discussion and resource locators.

Culture is an instrument wielded by teachers to manufacture teachers, who, in their turn, will manufacture still more teachers.



*Simone Weil (1909-43),
French philosopher, mystic.*

THE REVOLUTIONARIES: ON TURNING INSPIRATION INTO INNOVATION IN SILICON VALLEY

<http://www.thetech.org/revolutionaries/>

or

<http://www1.sjmercury.com/revolutionaries/>

The Tech Museum of Innovation and The *San Jose Mercury News* is making multimedia interviews with "Silicon Valley's top technology and science pioneers" available at each web site. Interviewees include Nolan Bushnell (Atari), Bill Hewlett (HP), Steve Wozniak (Apple), Bob Metcalf (networking), John Warnock (Adobe), Carl Djerassi (inventor), and Paul Saffo (futurist), among others. A new interview will be available every week until April, and is conducted by a SJMN reporter and a local student.

Interviews are available as text, and the frames-based Tech site is spiced up with RealAudio versions and Java based puzzles, while the *Mercury* site contains QuicktimeVR "Seats of Influence," virtual tours of the offices of the interviewees.

VANCOUVER ENTERTAINMENT WEB SITE

<http://www.van-entertainment.com/>

This site contains complete information of current theatre, concerts, and sports offerings, with details on hotels, restaurants and transportation.

WORLD WIDE WEB IMAGES

<http://members.aol.com/dcreelma/imagesite/image.htm>

If you've ever tried building your own World Wide Web page and wished for some really neat graphics to use for buttons links or arrows then you'll love this site. Over 3000 images to use in your web pages. All free, from animated gifts to buttons, bullets, bars and icons.

WACKY, WILD AND JUST PLAIN WEIRD

EAT HERE

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

"EAT HERE - A Guide To Road Food For The 90's" is an interactive celebration of roadside eateries in the United States and Canada. The flashing neon Eat Here sign pointed the way to old fashioned good food for generations of motorists. Exciting Road Food Stories. Authentic recipes, humorous road signs, food links, tips, quips, prizes and much more! Nominate your favorite spots on-line and be a road food critic.

LOVE CALCULATOR

<http://www.xs4all.nl/~kink/love/>

If you've met that "special" person and are trying to calculate the probability of love between you and the apple of your eye, the Love Calculator is your tool. Plug in your full name and that of your little sweet pea and the calculator will predict, to the nearest percentage, the chance that the two of you will end up in the same pod.

SCOTTISH TIDDLYWINKS ASSOCIATION WEB PAGE

<http://www-groups.dcs.st-and.ac.uk/~ben/tiddlywinks/>

Although the Scottish Tiddlywinks Association's page "exists to promote and support the modern game of Tiddlywinks in Scotland", it is jammed packed with tantalizing information about Tiddlywinks.

AND FINALLY

I recently received the following messages asking for volunteers with computer, technical and Internet skills, to donate a summer doing interesting work in some very unusual places. Forget about, "Around the World in 80 Web Pages". This is your chance to be there in person. If you are interested, please read on.

Announcement of summer positions Project Directors / Group Leaders Interns / Volunteers for Africa and Brazil.

**CELEBRATING HISTORY & CULTURE; INFORMATION TECHNOLOGY;
THE ELECTRONIC REVOLUTION**

We look forward to participation from a cross-section of students, faculty and staff with interest in the areas of our projects. In all, there will be approximately 20 to 30 projects. We anticipate a need for 200 to 300 Volunteers/Interns.

To receive the brochure, application and other information, send your request to both e-mail addresses listed below:

- International_Programs@Juno.Com
- oca@igc.apc.org

In the Subject Field, put either of the following:

- "Send-VOLUNTEER\INTERN's Packet" (College age and up. Open to all.)
or
- "Send-LEADER\ProjDIRECTOR's Packet" (26 years and up with experience.)

Please include your street address. Project Director/Leader applicants must include a brief paragraph on their background and interests, to receive an application. Crossroads Volunteers/Interns raise funds for the summer; early application is a must. The program will begin with a several-day training orientation in New York in early July and will end in mid-August

AROUND THE WORLD IN 80 WEB PAGES

by **JOHN GOLDSMITH**, counselor, technical support person (and former teacher-librarian),
Fraser Valley Regional Correspondence School, SD#33 (Chilliwack). E-mail:
<jgoldsmi@cln.etc.bc.ca>

This section began as a complement to this issue's theme, "Around the World In 80 Pages". It was my intention to create a companion piece called, "Around the World in 80 Web Pages", an appropriate objective, given the global reach of the Internet. Time, circumstances, slow links and equipment failure conspired to reduce this ambitious number from 80 to 25. That represents a country for each letter of the alphabet (Except the letter "X", as there is no country name which begins with that letter). Yet even this small number is sufficient to demonstrate the global scope and pervasive nature of the Internet. Few places on earth remain without some form of Internet connection and the local connection, usually in the form of a Web site can provide a wealth of information about the local people and their environment which is accessible in no other way short of being there.

Where possible I have provided links to local or regional home pages — pages created by local Internet

service providers, schools and universities and local people. As you'll see, they are very similar to North America Web pages, yet very different. For example, the Web page for Jordan has a large section dedicated to the feast of Ramadan while the Panama Web pages contain links to the electronic versions of two daily newspapers — both published in Spanish!

So, while it may not be, "Around the World In 80 Web Pages", it does provide an interesting view of the world as view through the screen of an Internet Web browser and passports are not required.

ALBANIA

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

What better place to begin our around the world tour than with this small, little known European country. This page contains a wealth of information

about the history, culture, geography and current events of this enigmatic nation. Take a virtual tour through the cities of Tirana, Durrës, Shkodra, Kruja, Vlora, Gjirokastra, Korça, Saranda and Berat. See places of interest such as Butrinti, the ancient Roman ruins at Apollonia, the Bridge at Mesi in the Mat region of northern Albania, a typical lane in Vuno village and a Mediaeval fortress in the Albanian Alps

BULGARIA

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

This page contains cultural, geographic and historic information about this Eastern European country. In addition it also features current and up-to-date information on political and commercial activities. Also featured is a healthy dose of tourist information about the country itself as well as most major cities.

CAMEROON

<http://arlo.wilsonhs.pps.k12.or.us/cameroon.html>

This page was created by three high school students as a way to display a project which they had completed on native art in Cameroon.

DOMINICA

<http://www.tod.dm/>

Dominica is a beautiful island in the Caribbean Sea. As you would expect, there are dozens of Web pages with travel and tourist information but would you be surprised to find an Internet service provider in this holiday paradise? Telecommunications of Dominica will provide you with a full range of telecommunications service as well as a history of telecommunications in Dominica.

ECUADOR

<http://www.atomicpictures.com/filanbancomv.html>

The creators of this site specialise in satellite imagery. On their Web site are some fantastic pictures of Ecuador (and other areas of South America) as seen from space.

FINLAND

<http://www.mofile.fi/fennia/um/default.htm>

The Virtual Embassy of Finland is a Web page created by the Finnish Ministry of Foreign Affairs. It contains a wealth of current information on Finnish daily news, sports, and arts and entertainment.

GUATEMALA

<http://ww.lapaz.com.gt/>

Guatemala Current Events: Did you know that there has been a civil war in Guatemala for over 30 years? Did you also know that on December 29, 1996, the country signed a "Firm and Lasting Peace Accord" to settle its civil war? Read the history behind the momentous movement, follow a chronology of the events leading up to the signing of the document and meet the main protagonists in the peace process.

HONG KONG

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

The Hong Kong Travel Guide has one of the best visual presentations on the 'Net. In addition to extensive information about accommodations, sight seeing, entertainment it also contains a very well done virtual tour of the city. If you can't actually go there, this isn't bad.

ICELAND

<http://www.althingi.is/%7Ewwwadm/iceland.html>

This Web page on Iceland contains topic and links such as:

- Iceland Review — Daily news from Iceland, Books about Iceland.
- The Iceland Connection — Travel - Fish Industry - Guide to Iceland
- Iceland Export Directory — e-mail addresses
- Lee Putnam's Photos of Iceland
- Ulfar Erlingsson — A guide to Iceland
- Photographs of Iceland

JORDAN

<http://www.go.com.jo/>

Global One is a Jordanian Internet service provider based in Amman Jordan. Like many local Internet service providers, Global One is very "global" in its outlook, yet very regional in its site content. For example, there are a number of pages devoted to the Muslim festival, Ramadan.

KENYA

<http://mbendi.co.za/werksmns/lexaf/buske.htm>

As you'd expect, there aren't many web sites in Kenya. One which was both interesting and unusual was hosted by the law firm of Kaplan & Stratton, Lex

Africa Law Firm in Kenya. The site contains detailed information about the government of Kenya, the various political parties, the taxation laws (no capital gains taxes), regulatory agencies, copyright laws and a host of other details about the law and government in Kenya. Definitely a change of pace from typical travel information.

LAOS

<http://www.loxinfo.co.th/%7Eseatimes/>

While I was unsuccessful in finding a Web site in Laos, I did come across a very interesting digital newsletter published just across the Mekong River in Thailand. It calls itself the South East Asian Times and claims to be;

The only newsletter electronically printed and published from Northeast Thailand for the Mekong River corridor, Vientiane Laos, Nongkhai, Udon Thani and Khon Kaen. Up-to-date information for Lao visa, lodging, dining and activities covering Isaan, Vientiane and The Lao PDR are presented. If you have any specific questions or comments, E-mail seatimes@loxinfo.co.th

After reading this interesting publication, I learned that Michael at The Wasambe Book Shop in the town of Nong Khai can send and receive e-mail messages.

MONGOLIA

<http://www.magic.mn/mongolia/>

As an example of how pervasive the Web is, there is a Web site located in the capital of Mongolia, Ulaanbaatar. Like most local web sites, it offers an interesting mix of local news and information including a digital version of a local newspaper. And what is front page news in Ulaanbaatar this week?

Land Use Licence Fee Introduced

The Ulaanbaatar city council announced yesterday that companies shall bid for and then pay a fee for the land use licence. Acting city governor J. Narantsatsralt told UB TV last night that this measure will promote better use of land and enable to raise funds necessary for the city development.

Seems like some things don't change no matter where you are.

NORWAY

<http://login.eunet.no/>

This site is called the Fjord Guide. While primarily concerned with promoting tourism in the Voss area of Norway, it does contain some nice pictures of the area.

OMAN

<http://www.arab.net/oman/tour/>

Oman may be one country best visited virtually, especially in the summer when the temperature can soar to 40 degrees Centigrade. For a virtual tour of Oman try visiting this site.

PANAMA

<http://leviathan.tamu.edu/panama/panama.html>

Not only does this site contain the usual travel and geographical information about the country, there are also links to two on-line Panamanian new papers. They are published in Spanish only.

QATAR

<http://www.qatar.net.qa>

Yes, there is a Web site in this remote Arab country, once again demonstrating the ubiquity of the Internet. Like many local Internet service providers, this site contains a wealth of information on local conditions, culture, history and geography.

ROMANIA

<http://www.ro.ibm.com>

IBM in Romania. This page describes the setup and operations of the giant American computer company in Romania.

SENEGAL

<http://www.peacecorps.gov:80/www/dp/wssenweb.html>

Remember the Peace Corps, that group of idealistic young American volunteers who, during the 1960s, were sent to Third World countries to help improve living and working conditions? Believe it or not, the Peace Corps is still in existence, still helping out in Third World countries. But in the 1990s they've gone "hi-tech". Not only are they helping the poor improve their standard of living, but they are also creating Web pages with a wealth of information about the country their members are serving in. One example is Senegal. Not only does this site contain detailed information about the culture, society and geography of this African country, it also contains lessons about desertification appropriate for Grades 6 to 9 students.

TONGA

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

This local Web page was created by a new Internet service provider in Tonga. As with most locally created Web pages, this one contains lots of information about the history, culture and lifestyle of the people of this tiny Polynesian nation. There is one aspect of their history about which the Tongans are particularly proud and that's the fact that they have never been conquered or colonised.

URUGUAY

<http://www.soltel.com.uy/uruguay/indexing.html>

Despite the fact that the creator of this site is the Uruguay Ministry of Tourism, it still has the look, feel and content of a non-governmental, local Internet service provider page. In addition to the anticipated reams of tourist information, this site also contains a number of links to on-line newspapers, television stations and radio stations. A couple of the radio stations even broadcast live over the Internet using a technology called "Real Time" audio. With the right software installed on your computer, you can listen to live radio programs from the capital or other large cities.

VENEZUELA

<http://www.une.edu.ve/english.htm>

This the Web site of the Nueva Esparta University. The site has extensive links to other universities, organization and two of Venezuela's on-line newspapers. Most of the links as well as the two papers are published in Spanish.



WALES

<http://www.grossi.co.uk/wales/index.htm>

While not a sovereign nation, Wales is the country or country-like organization which begins with the letter "W". The Web site featured here, "Wales Wide Web" is a good example of a site constructed by a local Internet service provider. It has the typical listings for commercial and tourist information but also evident is the unique character of this site. For example, there is an excellent section with information, suggestions and strategies for tracing Welsh ancestors.

YEMEN

<http://www.y.net.ye/>

Teleyemen is another example of a local Internet service provider who has provided more than just commercial information on the Web site and in doing so, adds a local flavour and character not found anywhere else on the 'Net.

ZAMBIA

<http://www.zamnet.zm/Welcome.html>

Last but certainly not least is "Zamnet", the oldest and only Internet service provider in Zambia (so the company claims). Whether they are the only one or one of many, their Web site is well designed, constructed and comprehensive with links to four on-line newspapers (one of which will be delivered to your e-mail box every day if you ask), Zambia University, Federal Government departments and of course, business and tourism pages.

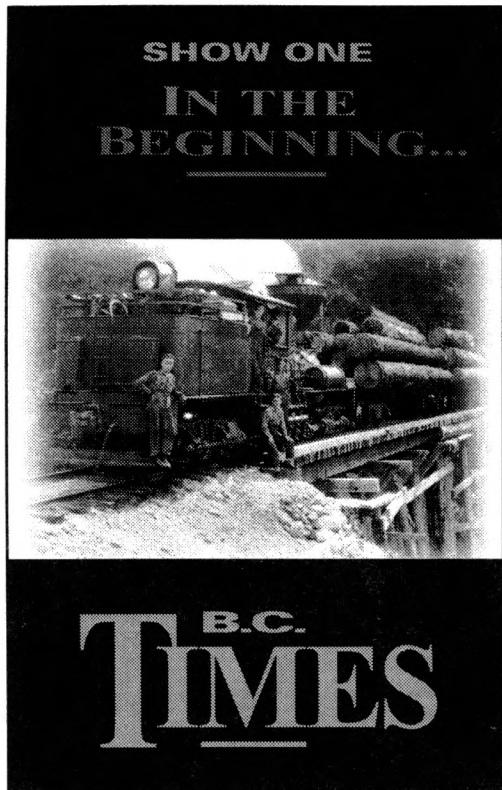
THE BOOKMARK **on microform!**

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

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

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

B.C. Times Video Series



The B.C. Times series will be made available to all B.C. schools by Image Media

Image Media Ltd. has teamed up with an Academy Award nominated CBC producer, the Ministry of Education, and several key B.C. companies to provide every secondary school in the province with a set of newly produced history videos.

The series, *B.C. Times*, is made up of 6 one half hour programs covering B.C. history from pre-contact times to the present. They were produced by David Paperny, a CBC producer who won an Academy Award nomination for his "Diary of Dr. Peter" documentary.

Individual titles in the series are:

- 1. In the Beginning
- 2. The Rush For Spoils (1865-1914)
- 3. Growing Pains (1914-1939)
- 4. The War and Beyond (1939-1959)
- 5. Coming of Age (1959-1986)
- 6. The Millennium Approaches (1986-1996).

Paperny had access to CBC's extensive film and video library, as well as film and television footage from the Provincial Archives and the B.C. Government. The footage, combined with on-camera appearances by such well known figures as Jimmy Pattison, Grace McCarthy, and Dave Barrett, allowed the producer to give all of the programs a highly visual treatment.

The Learning Resources Branch of the Ministry of Education made a contribution to the production of the series, and provided funding to assist in the creation of a teachers' guide. Written by Cowichan Valley School District #79 social studies teachers David Bellis and David Towner from Francis Kelsey Secondary, with the help of the District Librarian, John Caldwell, the guide will be included with each set of videos when they are sent to the schools.

Wayne Groutage, Chairman of Image Media, negotiated the agreement with the Ministry of Education, and then approached a number of key B.C. companies to see if they would be interested in helping to underwrite the cost of placing one set of the tapes in each secondary school, and in each district resource centre. As soon as the sponsorship agreements are in place, sets of the tapes will be sent out.

THE PORTRAIT: CELIA KING

by ELLEN ROTHSTEIN, teacher-librarian, G.T. Cunningham Elementary, SD#39 (Vancouver).

A three-dimensional replica of Captain Cook's ship, an astrolabe that turns, a sextant that moves, and the Eagle that landed on the moon are just some of the wonderful surprises that await the readers of Celia King's new pop-up book, *Seven great explorations* (Raincoast, 1996). *Seven great explorations* is the seventh and final title in a series of pop-up books written, illustrated and designed by Celia King. The other titles in the series, all published by Raincoast, are: *Seven ancient wonders of the world* (1990), *Seven natural wonders of the world* (1991), *Seven modern wonders of the world* (1992), *Seven mysterious wonders of the world* (1993), *Seven mythical creatures* (1994) and *Seven great inventions* (1995). All of these books follow a similar format. Designed in a small (4 1/2" x 6") hard-cover binding, each of the seven topics in the book is described in a brief informative text, accompanied by detailed collage illustrations and ingenious miniature pop-ups.

Fortunately, I was able to interview Celia King in her home studio, where I observed first-hand the incredible complexity and intricate details required in the making of a pop-up book. It was a real joy to listen to Celia's enthusiasm and to see the creativity and care she puts into her work. King told me that she finds writing the text for her books to be hard work. She does "scads of research" that must be honed, simplified and refined to fit into a very limited space. Although she does enjoy the writing she freely admitted that "the art is the real high." Celia's work does stem from a background in art.

Celia King was born in 1959 in Ottawa and spent her early childhood in a rural farming community near Montreal. Her family moved to Vancouver when she was ten years old. Celia fondly remembers the family driving across the country in their 1966 Mustang, "a real family odyssey." She attended University Hill Secondary School during the 1970s, a time when alternate educational programs were emphasized. The school encouraged students to direct their own studies so Celia was able to focus on fine arts and English. She told me that her schooling was a great benefit and motivation for her future career.

King continued her studies at Langara Community College in the theatre fine arts programme. After graduation she worked with a professional theatre company in their costume department. In 1983 Celia completed a year of advanced studies at the Emily Carr College of Art and graduated with an Honours Fine Arts diploma in interdisciplinary studies. She did a further year of post graduate work in 1984. Although not part of the regular course work, an introduction in bookbinding and letter press equipment was offered to interested students. Thus began her interest in book arts.

During the late 1980s, King worked as a freelance artist and taught courses, including ones on book arts, through the Art Institute and the Vancouver Art Gallery. Her first book, *Seven ancient wonders of the world*, was her "own artist book" to practise the techniques of book art and was not intended for publication. Her career as an author/illustrator was launched when a friend showed her book to Chronicle publishers in San Francisco. They decided to print it, the first 25,000 copies were sold by the first Christmas after its publication, and the book was quickly reprinted.

Celia divulged that the small size of her first book was originally due to financial considerations. Coloured xerox copies were expensive and the size was exactly that of standard typing paper folded in half. However, Chronicle found the size a unique selling feature: "chunky and small" and it could fit easily into a child's hands. Her subsequent books retained the small size. Chronicle publishers remain her editors while Raincoast publishers act as the distributor of her books in Canada. Her books are now sold around the world and sales for all seven titles have reached 250,000 copies. *Seven ancient wonders of the world* was a finalist for the Sheila Egoff Award of the B.C. Book prizes and both *Seven ancient wonders of the world* and *Seven natural wonders of the world* made her one of three authors to receive Critics in Erba Honourable Mentions at the 1992 Bologna Book Fair.



King is currently working on a number of ideas for other books. She told me she is taking a short break from pop-ups and is exploring “flat” books. One idea she is pursuing is a book about historical, mythological and noteworthy icons of women. She hopes to package *The Wonder Woman* as half of a two-book set paired with *Superman*, a book exploring icons of men.

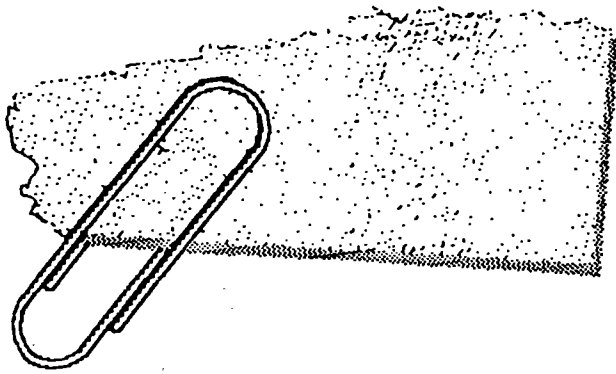
An illustrated version of the traditional Canadian folk song, “Land of the Silver Birch”, is another of her projects. Her plan is to use collage and pastel art to illustrate the lyrics and include text on the history and background of the song. She told me that this song has had a special significance for her since childhood. King said that her publishers may be interested in two more illustrated books based on Canadian folk songs.

Celia also mentioned her desire to explore her Celtic background. Describing her interest as a “real ancestral indulgence,” she hopes to write an adult book on the cultural history, landscape, mythology and memories of the Celtic people.

King assured me, though, that she has not abandoned her work on pop-up books. She said there has been a revival of interest in pop-ups sparking what she describes as “a second golden age of pop-up books.” Celia still has the interest and commitment to write more of them and characterizes them as “mind teasers” and a “labour of love.”

Meanwhile, King continues to teach courses in book arts. She is teaching both a weekend course and a full semester course at the Emily Carr College of Art. She lives in Vancouver with her husband, Michael Bender, and their fifteen year-old son. Her husband is also an award-winning author of pop-up books. His recent book, *Waiting for Filippo: the life of Renaissance architect Filippo Brunelleschi* (Raincoast, 1995) was a Parents’ Choice title and short-listed for the Mr. Christie Award.

Celia King’s work has recently been honoured by the Vancouver Public Library. The library has commissioned a framed double-page spread from her latest book, *Seven Great Explorations*, to hang in their Children’s Gallery in their new building at Library Square.



NOTES AND NEWS

by **WILLA WALSH**, Senior editor

NATIONAL EDUCATIONAL COMPUTING CONFERENCE

This national conference is to be held from June 30th to July 2nd, 1997 at the Washington State Convention & Trade Centre, Seattle, Washington. It is not often that this conference comes so close to educators in BC and Washington, and this is a great opportunity to attend a huge conference with many exciting features. Seattle in July is a lovely place to be and they are expecting 10,000 registrants! The title is: Potlatch, NECC '97, and this name was chosen to honour a Northwest Native American tradition. A potlatch is a ceremony commemorating an important event and features the sharing and exchanging of gifts. Attendees will celebrate learning and contribute to a growing body of knowledge which they will take back with them to share with others in the potlatch tradition. There is an exciting lineup of speakers from K-12 and the largest national exhibition of educational technology products and services in the country.

BILL GATES, CEO and founder of Microsoft, is the keynote speaker on Monday, June 30. A gala Monday evening social activity has also been planned—the Tillicum Village Salmon Bake. A chartered boat will take guests from Seattle's waterfront to Blake Island. A salmon buffet will be served in an authentic cedar longhouse and attendees will be entertained by a stunning Native American performance, "Dance on the Wind," which takes viewers on a journey through the legends and dances of the Northwest Coast Indians.

NECC '97 (National Educational Computing Association) will feature 610 booths filling two halls in the convention centre. Displays, demonstrations, and vendor presentations offer attendees a chance to examine and compare a variety of products, as well as talk to many of the country's leading hardware and software developers.

All three days will have conference sessions and exhibits, and many social events and tours—such as the Boeing tour, Walking tour of the Seattle underground, Pike Place Market, and a Kids' Camp for children accompanying their parents to the conference. Add-on tours to extend a vacation include an Alaskan Cruise, Mount Rainier National Park, and Whale Watching from the San Juan Islands. Stay in Seattle and enjoy the celebrations of the Fourth of July—spectacular fireworks and all. Preconference workshops are offered on June 28th and June 29th with many tours being offered on these days also.

Registration is very reasonable—full cost for all three days is \$100 if you register early, and \$130 if later. One day costs \$55 or \$65. Forms will be available in mid March. Contact NECC'97WWU, at Woodring College of Education, Bellingham, WA 98221-9087; phone 360.650.7620; Fax: 360.650.7516. You can follow conference updates on their web site at <http://www.wce.wvu.edu/necc97> or via e-mail at necc97@wce.wvu.edu

Discounts on airfare (United) and car rentals (Avis and Alamo) are available for the conference. Fourteen conference hotels are situated within easy reach of the conference site. Contact the NECC '97 Housing Bureau at 520 Pike Street, Suite 1300, Seattle, WA 98101; Fax: 206.461.5853.

ELECTRONIC DISCUSSION FOR DIGITAL LIBRARIANS

DigLibns on listserv@sunsite.berkeley.edu is a place to discuss practical digital library issues and problems. Help is there for problems and to share solutions. Participants can discuss the impact of technology on their jobs and the profession. Librarians need to create, foster, beg, borrow and steal digital skills, knowledge, and experience and need to redefine roles or risk becoming an anachronism in an increasingly on-line world. This electronic discussion group is for the discussion of issues relating to digital librarian-

ship. To subscribe to the list send the message:
sub diglibns YOUR NAME
to listserv@sunsite.berkeley.edu
<http://sunsite.berkeley.edu/DigLibns/>

BETTER STUDENTS THROUGH TECHNOLOGY?

“The role of On-line Communications in Schools: A National Study” is a report of a study conducted by the Center for Applied Special Technology, an independent research and development organization. By isolating the impact of on-line use and measuring its effect on student learning in the classroom, the study endeavoured to demonstrate that students with on-line access perform better. The study compared the work of 500 students in fourth-grade and sixth-grade classes in seven urban school districts in the US with and without on-line access. According to the report, the results “show significantly higher scores on measurements of information management, communication, and presentation of ideas for experimental groups with on-line access than for control groups with no on-line access.” It offers evidence that using ...the internet can help students become independent, critical thinkers, able to find information, organize and evaluate it, and then effectively express their new knowledge and ideas in compelling ways. To view the complete report, link to <http://www.cast.org/stsstudy.html>

MANITOBA SCHOOL LIBRARY ASSOCIATION

All school administrators were supplied with a copy of MSLA's *Opening Doors to Information Literacy*, a new brochure which makes the point that school library programs and teacher-librarians are the road to information literacy. Teacher-librarians provide the instruction to integrate the new technologies into programs which promote the information age. New curricula is being introduced in Manitoba and this is an opportunity for teacher-librarians in that province to participate in the implementation of the learning skills that are outlined therein.

Not all people who work in school libraries in Manitoba are teacher-librarians—only about one quarter of school libraries in Manitoba have a teacher-librarian. There is a need to strengthen the teaching role of the profession and to be sure that parents see teacher-librarians in this crucial role.

Advocacy is an ongoing concern here as well as elsewhere in Canada.

Fund raising tops the administrative agenda of many public libraries these days. Will school libraries be far behind? Will they soon be asking local travel agencies to sponsor the geography section of libraries, and the veterinarian or pet stores to help buy books on animals? These thoughts come in the wake of deep cuts to funding for public schools in Manitoba. The government also mentioned that upward of 20% of school library funding could be redirected into the regular instruction program. School library services are swiftly being eroded at a time when access to information is so crucial. Some teacher-librarians are keeping their libraries open to 5 PM one day a week to provide more student access. Many more ideas need to be implemented to provide the advocacy needed in Manitoba for school libraries.

NOVA SCOTIA LIBRARY ASSOCIATION

Congratulations to Jane Thornely on her appointment to the position of Director of Research and Technology of the Halifax Regional School Board. This directorship has responsibility for technology in school libraries as part of its mandate. There have been many changes recently in the association and its membership in Nova Scotia. Although the AGM was held, there was no annual conference held in 1996.

LIBRARY COUNCIL OF THE NEW BRUNSWICK TEACHERS' ASSOCIATION

A marked decline in the number of practicing teacher-librarians in New Brunswick has severely affected the NBTA Library Council. Many school libraries are staffed by volunteers and by teachers who assume the extra responsibility in addition to regular classroom duties. Despite the recognition that we have entered an age of information, libraries and librarians are not seen as central to the 21st century. The Council has struggled against the tide of time. They have a small membership base because most school libraries are not staffed by teacher-librarians. There has also been great difficulty in getting a new slate of officers to serve in the coming term—everyone has done their share already. New candidates are not forthcoming and the council is expected to end by the end of 1997! This is largely because teacher-librarians are being returned to classrooms. In order to dissolve the council a motion requesting this

must be passed and then forwarded to the NBTA governing body. This motion will be made on June 16, 1997. Teacher-librarians in New Brunswick may want to approach a larger organization like the ATLC to establish a branch in cooperation with the other Atlantic province teachers' associations. They are also looking for other creative survival tactics.

LEARNING RESOURCES COUNCIL OF THE ALBERTA TEACHERS' ASSOCIATION

Although teacher-librarians in Alberta have become a diminishing species, there are some signs of hope. A new elementary school built its curriculum around the resource centre and supported a full-time teacher-librarian. A school division constructing a new high school finally realized that no one but a teacher-librarian could design the initial collection. Two principals vied for one teacher-librarian in one of the major cities in Alberta, and a large native band school committed to staff their school with a teacher-librarian. These are all examples of a changing tide in Alberta.

Many dedicated teacher-librarians devoted two years to the Kaleidoscope 6 Conference, "Imagination's Legacy." This event was a great success and proved a rewarding experience for the planners. The old/new executive of the Council was together at the conference held every year in Jasper, in May.

The journal of the Council *Teacher-Librarian Today* is a substantial publication including many articles of relevance to practicing teacher-librarians. Volume 2, Number 2, for 1996 included a major article by Alan H. MacDonald, the director of Information Services at the University of Calgary. He delivered the Lorne MacRae memorial Lecture at the Alberta Library Conference, in May 1996, and the text of this address is included in this issue of *Teacher-Librarian Today*. The title is "Quest for Balance: Intellectual Freedom, Censorship and Community Standards in the Global Village." It is well worth a read. Many of the concerns about the internet are included in this address and questions which concern us all as teacher-librarians are addressed.

ALBERTA LIBRARY CONFERENCE 1997

The title of this exciting yearly event is "Libraries: Gateways to the Future." The conference takes place from April 24 to 27, 1997 and is hosted by the

Alberta Library Trustees Association, Learning Resources Council, and the Library Association of Alberta. Many teacher-librarians are featured in the extensive program. Among them is a Catherine Kullman, a specialist in Technology in Learning with the Calgary Board of Education. She is offering two sessions—one called "Information Skills: Keys to Future Success" which will address the nature of the internet and how to develop information skills in students and others. She is also offering "Building a School Technology Plan." Many social events are also planned for this ever-popular conference held in one of Canada's most beautiful nature spots—Jasper.

Those wishing to gain more information, and to register, contact: Elaine Jones, Yellowhead Regional Library, Box 400, 433 King Street, Spruce Grove, AB T7X 2Y1; Phone (402) 962-2003, Fax (403) 275-2403. Early Bird registration is my March 14, and later registrations should be postmarked before April 10, 1997. There is great accommodation at the Jasper Park Lodge. On-site registration fee is \$263. The Saturday night gala dinner will be a Space Age event with great entertainment.

CANADIAN SCHOOL LIBRARY ASSOCIATION (CSLA)

WINNER OF THE LITERARY LOTTERY

Chris Koshelanyk, teacher-librarian at Marie Sharpe Elementary School in Williams Lake, is the lucky winner of the CSLA Literary Lottery. Chris decided to donate the \$10,000 worth of top quality books and CD ROMs to her school and the local high school! In this way, they also became winners. CSLA had assembled a collection of top materials which came to a value of \$10,000 and then they ran the lottery. The winning ticket was drawn in Toronto, but tickets were sold all across Canada to raise money for Advocacy for teacher-librarians. Chris bought her ticket because she believed in the cause. The Lottery was made possible by the generosity of the Canadian publishers who donated the books selected by the "blue ribbon" committee. Williams Lake is delighted with the win! Next year, the Literary Lottery will be held again and the tickets will be sold across Canada through the provincial teacher-librarian associations.

SNAP SHOTS

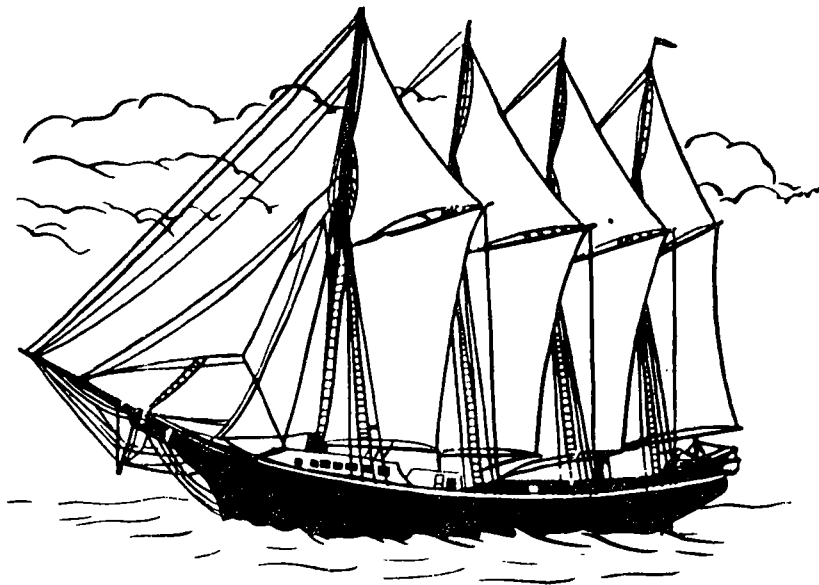
The summer, 1996 issue of this publication (*Snap Shots*) which is produced by School District 65 (Cowichan) in conjunction with the Ministry of Education, Skills and Training, mentioned our March, 1996 issue of *The Bookmark* as a good source of information about the Career and Personal Planning Curriculum. Readers were encouraged to contact a teacher-librarian in their district for more information about this issue. Good publicity!

BC BOOK PRIZES GALA

This year the BC Book Prizes gala dinner and night of awards will be held at the Vancouver Trade & Convention Centre and will be hosted by poet and humourist Susan Musgrave. The date is May 17, 1997. There were 230 entries for the prestigious awards. The BCTF supports the Dorothy Livesay Poetry Prize. The cost of this event and where to purchase tickets will be published in many local newspapers. It is an event well worth attending—the BC literati will all be there!

At the bottom of the heart of every human being from earliest infancy until the tomb, there is something that goes on indomitably expecting, in the teeth of all experience of crimes committed, suffered, and witnessed, that good and not evil will be done to him. It is this above all that is sacred in every human being.

*Simone Weil (1909-43),
French philosopher, mystic.*



CHAPTER REPORTS

POLITICAL ACTION AND ADVOCACY

Windermere

Our chapter regularly presents a report to the school board at their annual planning retreat. This past year our board has been preoccupied with amalgamation plans. We have concerns about amalgamation because the future of our District Resource Centre is uncertain. There are many questions surrounding our three-district amalgamation. We have had a joint meeting with the Golden district teacher-librarians to identify concerns. Most of these centre on working and learning conditions, staffing levels, and support services, in terms of library clerical and technological support. We also have been working closely with the Windermere District Teachers' Association to keep our working and learning conditions issues visible, and to monitor both union and management amalgamation plans.

West Kootenay

Each year we gather statistics to share with the administration and teachers of our district. Since our district has school-based decision-making, the AOs can make or break a library. Knowing what is happening elsewhere helps keep them interested. Nelson School District is concerned about losing their District Resource Center when amalgamation happens, so there has been some work in the form of surveys and meetings with staffs and administration to show our worth. There are teacher-librarians on all district committees, to keep the message of library resource centres alive.

CURRICULUM AND PROGRAM DEVELOPMENT

Windermere

We have been meeting regularly to select resource materials to support the new Integrated Resource Packages (Ministry curriculum guides) for both our district and our schools, and to determine how to allocate our supplementary resources budget.

West Kootenay

There are teacher-librarians on every curriculum committee. These committees have input into purchasing and programme implementation. By being involved, our perspective is heard, and we have the information base to work from.

MEETING IDEAS

Windermere

We enjoy at least one social occasion together each year. This year it was a potluck diner at the home of Lorraine Campsall who hosted both Windermere and Golden teacher-librarians. Another regular activity is resource sharing. Each member brings one favourite book, lesson idea, or unit plan, and we show and tell. This is a great way to find out what interesting things other people are doing.

SPEAKERS AND WORKSHOP IDEAS

West Kootenay

We are lucky to have some very talented people in our area. We have had authors such as Ann Alma (*Skate to freedom*), and Anne Degrace (*Galal the Camel*) come and speak with our kids. Technology is a hot item here. Marilyn Richardson continues to be our guru, and has given workshops on Eloquent as well as the Internet. We hosted a Distance Education course for teacher-librarians this year. There were teacher-librarians from all over the Kootenays finishing up their degrees. This was a great opportunity to share information and ideas.

PUBLIC RELATIONS

Windermere

Our author visit this year was with writer-illustrator Richard Thompson who toured our elementary schools. Local poet Peter Christensen and his friend, Saskatchewan poet Gerald Sorstad, led a series of creative writing workshops at the secondary school. Mr. Christensen was able to arrange his own Writers' Union grant to cover his expenses.

AUTOMATION

Windermere

Automation projects in Windermere school library resource centres are advancing gradually. The secondary school has been automated since 1994 and with fine tuning of the database this year, it will be substantially accomplished. The elementary schools are in various stages of automation. One school is in the process of retrospective conversion. Four of the other six schools are catalogued in computer databases, but they do not use automated circulation.

West Kootenay

Our smallest school of 65 students will be automated this summer. All but one of our schools either use the Eloquent system, or are preparing to go on board next year. Many of our schools have networked their libraries, and almost every library has an Internet access point this year. We now know the basics to an automated systems and will be working on refining and improving usage this year.

Warning! A squirrel was climbing around a transformer at one of our schools, and was electrocuted. The result of his demise was a blown router, modem, and file server. The system was shut down for two months. Their files were backed up, thank goodness!

This district is on year two of a three-year plan to install local area networks in all schools, which will assist in providing multiple Internet access. Many of our teacher-librarians are also the technology support, so their work load and excitement levels should increase next year.

CENSORSHIP AND CHALLENGED MATERIALS

West Kootenay

Valley of the horses, by Auel, was challenged by a parent, but the teacher-librarian withdrew the book before the challenge became formal. The other teacher-librarians have not pulled their copies as yet.



THE DEEP END TO ERR IS HUMAN

by DONALD HAMILTON, Education Librarian, University of Victoria.

We recently managed to work ourselves into an almost "unified force to be reckoned with" when Mr. Sihota fell into the pit and revealed how little he knew (or cared) about libraries in the schools of his province. And then after we were really getting up to the challenge, with eloquent and emphatic e-mails and faxes and letters coming from all over, Mr. Sihota stepped down from his high office. It was only a shadow play and we were the boxers. He probably didn't ever understand why he got our dander up. The wonderful messages, covering the range from scorn to expletive, that were fired into his office probably never reached him. He was after all, only the Minister of Education, Skills and Training. That is, he was the elected member of the legislature who had assumed responsibility for a particular Ministry NOT because he was known to care, or was particularly knowledgeable about the area, or had children in the system, but because he was seen by his political colleagues to be a person who could get things done in an effective, non-destructive (politically correct) manner. I suspect that his views on the future of the book (and the school library) were part of the new patter on the wonders of the new technology that he learned through his bureaucrats.

He has now fallen from grace as a Minister because his colleagues no longer see him as being able to get things done. We cannot take any credit for his downfall. No one in power knew we cared about his position on the library in the school. He encountered far more difficult political problems when his daughter's enrolment in a private school was revealed.

How could he have believed all that stuff he said about the book being replaced by technology when he chose to send his daughter to a private school that provides an exceptional school library program and services? Could it be that he knew that the public school his daughter would have attended would not have been able to offer such a complete program? Mr. Sihota lives in Esquimalt in School District #61. I did not seek out his home address, but I know that there are very few elementary schools in that district that offer even a shadow of the program that is provided at St. Margaret's School. This private

school has melded computer technologies with its library program. The School District has not. Remember SD#61 (Greater Victoria) determined several years ago that elementary school libraries were too expensive and eliminated the program. Schools were given the opportunity to determine whether music, art, drama or the library was the most important "extra." The part-time teachers employed to work in the school libraries that remain are primarily concerned with providing preparation time for classroom teachers as determined by the contract. The school library program has disappeared in most Victoria schools.

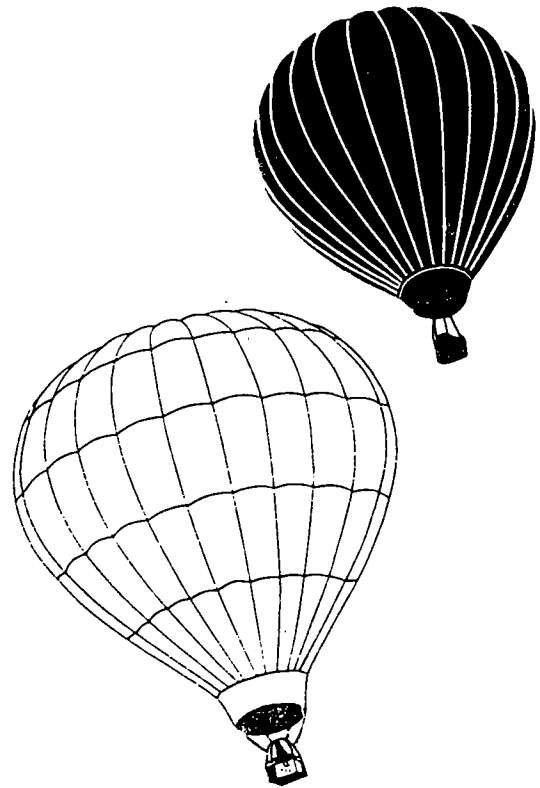
Did Mr. Sihota know about the qualities of the school library program when he placed his child in that school? It would be very difficult to be unaware of the quality programs and facilities that are offered to students in that school.

Consider these promises from the school's own Web Page:

"One of Canada's leading non-denominational schools for girls, St. Margaret's has been providing young women with the educational experience of a lifetime, for a lifetime since 1908. The school is located in the beautiful, friendly, west coast city of Victoria, British Columbia. The 22 acre (9 hectare) campus is located in a quiet, residential area and includes the Junior School, Senior School, Gymnasium, Learning Resource Centre, four Residence Houses, Dining Hall, Infirmary, Playing Fields, Jogging Trails and Tennis Courts.


St. Margaret's provides a comprehensive academic programme for students from Kindergarten to Grade Twelve (university entrance). English immersion (ESL) programmes are also offered for international students. Approximately 250 students live in Victoria and attend St. Margaret's on a daily basis. An additional 120 students live on campus in the school's modern residence houses."

Consider all those facilities and services for a school of only 370 students. I wonder if he realized just how different the facilities and services were in this school compared to the one his daughter would have attended with other children in his neighbourhood. I have no quarrel with the ex-Minister about his right to choose. What disturbs me is that he could ignore the hundreds of thousands of children in this province who cannot choose the school they will attend. How can he not recognize his responsibility to provide quality learning opportunities to all the children in the province like those enjoyed by his daughter? I find it hard to believe that a Minister of Education would not make every effort to provide the best quality education to all children. Yet in this case he advised the province on CBC Radio that the school library was no longer essential, no longer important, that teacher-librarians would have to give way to the Internet and CD-ROMs as new technologies unfolded. Then it was discovered that he had sent his daughter to a private school that has embraced the new technologies AND linked them into a Learning Resource Centre that is integral to the school's program!



Mr. Sihota has fallen into a pit. He accepted his portfolio and with it the trust of his constituents and voters. If his successor will learn from his errors, we will have another opportunity to find a better way to respond to the changes that must be expected, embraced and harnessed for the good of us all.

What have learned we learned from all this noise? While I abhor the word "advocacy" it seems to be the only word that describes the work we have to do. That was the good part of the Sihota affair. Everyone came out of their quiet corners to boldly exclaim that he was wrong. But he is not alone. There are legions of nice politicians and humble civil servants who have it all wrong., But without strong evidence from us that the school library program with its new, exciting technology dimension can make a difference, we shall unwittingly prove them right. If the private schools can take pride and satisfaction through strong, well positioned programs so can we in public education! We have to find our "voice". We have to find the dedicated teachers, the concerned parents and the vocal grandparents to be our advocates! The public wants to know that good things are happening to our children. The Sihota affair revealed the errors our politicians can make without thinking. Think of the errors we make by not speaking!



We are in the process of creating what deserves to be called the idiot culture. Not an idiot sub-culture, which every society has bubbling beneath the surface and which can provide harmless fun; but the culture itself. For the first time, the weird and the stupid and the coarse are becoming our cultural norm, even our cultural ideal.

*Carl Bernstein (b. 1944),
U.S. journalist.*

BCTLA REVIEWS

“BCTLA Reviews” is coordinated by:

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Reviews are edited by Ruth Allman and Liz Austrom.

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

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

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

FIC BAI

Bailey, Linda. *How can a frozen detective stay hot on the trail?*. — Kids Can Press, 1996. — 163 p. — ISBN 1-5507432-11-X — \$4.95.

Reviewed by: Marv Worden, Intermediate teacher, Cilaire Elementary School, SD# 68 (Nanaimo-Ladysmith).

Fourth in the series of mystery stories featuring 12 year old girl detective, Stevie Diamond, and her boy assistant, Jesse Kulniki, this story makes good use of the wintry Winnipeg setting.

The junior sleuths prove the innocence of Jesse's 16 year old cousin and catch the thief of a valuable collection of carnivorous plants. The description of these plants and their mysterious ways will appeal to intermediate readers.

The first person voice of Stevie captures the tough-talking private eye style at a level appreciated by Grades 5 and 6 students hearing it read aloud. Chapters open and close with high interest events and suspense, and enough red herrings are introduced to make willing assistants of all readers.

Not great fiction that will live forever, but a well structured mystery story for intermediate years.

Recommended for grades 4-7.

FIC BEL

Bell, William & Ken Campbell. *River my friend*. — Orca, 1996. — 32 p.: ill. — ISBN 1-551430-84-3 — \$16.95.

Reviewed by: Deberah Gallagher, teacher-librarian, Lord Kitchener Elementary School, SD# 39 (Vancouver).

Gang-gang is a young boy who lives and plays by the river. The son of a fisherman, he is happy and contented until one day he realizes how poor they are. Old enough to begin to help his parents, he accompanies his mother to market, and joyfully, at the end of the day they sell their last few fish for a silver coin. Determined to acquire more silver coins for his family, Gang-gang tries to capture, with his father's net, the silver reflection of the moon on the river. His naiveté nearly costs him his life, and the one silver coin they have goes to pay for the doctor. Now sad and depressed, he is again by the river when it leads him to a better idea of how to help his family.

Written by William Bell, and illustrated by Victoria, B.C. illustrator, Ken Campbell, this book is recommended for elementary school libraries.

Recommended for grades K-3.

FIC DOY

Doyle, Brian. *Uncle Ronald*. — Douglas & McIntyre, 1996. — 144 p. — ISBN 0-88892-67-X — \$9.95.

Reviewed by: Mary Louise Guest, teacher-librarian, Chatelech Secondary School, SD# 46 (Sunshine Coast).

The back cover of this book describes it as "brilliantly combining humour and tragedy ... *Uncle Ronald* is Brian Doyle's most powerful novel to date" and I would agree. From the writer of *The covered bridge*, *Up to Low* and *Easy Avenue*, comes an intelligent, funny and therapeutic retrospective of the early life of Mickey, told from his point of view at the age of 100 years.

Fleeing his violent and abusive father, Mickey is put on the bus by his mother. He arrives in Low, north of Ottawa, to live with his Uncle Ronald, his twin Aunts, the O'Malley girls and Second Chance Lance, the horse.

The quick pacing, historical fact, comedy and violence drew me quickly into this story. Mickey learns what "safe" feels like at his Uncle's. He stops peeing the bed and becomes a useful member of

the household. The Keystone cops representing the tax collectors from the Federal Government and his aunt's role in their demise blend effortlessly in a convincing narrative that conveys the healing taking place in Mickey's life. The story is realistic, not maudlin, and its crisp delivery prevents boredom.

When Mickey's father hunts him down we get a look at divine retribution carried out by the horse, Second Chance Lance, whose own history of abuse could match Mickey's. The gruesome details of violence may be a caution, but this story is another winner from Ottawa writer Brian Doyle.

Recommended for grades 6-9:

FIC ELI
Ellis, Sarah. *Back of beyond*. —
Douglas & McIntyre, 1996. — 128 p.
— ISBN 0-888992-69-6 — \$9.95.

Reviewed by: Diane Kermer, Science
Teacher, North Surrey Secondary
School, SD# 36 (Surrey).

Back of beyond is the fourth collection of young adult short stories by Sarah Ellis, a B.C. author who lives in Vancouver. Her other story collections are *The baby project*, *Out of the blue* and *Pick-up sticks*. *The baby project* received the Sheila A. Egoff Children's Book Prize. *Out of the blue* won the Mr. Christie's Book Award, and *Pick-up sticks* won a Governor General's Award. Ellis has also received the Vicky Metcalf Award for a "Body of Work."

The twelve short stories in *Back of beyond* start with the teenagers living normal lives, until a sudden twist develops. These are usually unexplainable happenings.

In "Catch," a small gray-haired man dressed in a green coverall like a security guard appears at just the right moment to help prevent Darlene from being mugged by three men. Later, she finds out that the garage has no security guard.

In "Happen," the main character looks over a blackberry hedge and sees a beautiful but empty garden. When she goes into the garden she encounters a young girl who shows her the garden's best places. When the main character goes back home and tries to describe the garden to her family, she is told the location being described is an empty lot, and has been empty for several years. These inexplicable sights and situations keep the reader's attention.

Ms. Ellis' use of words creates vivid imagery in each of the short stories. For example, "Inside was a jumble of old cards and drawings, some yellowed newspaper clippings and folded scraps of paper" and "Miss Poole picked up a pink rosebud teacup. It was smeared with chocolate where the fudge square had melted against it."

Although soft covered with a glued binding, this book is well bound. The print format is well spaced with large margins and a cream background making it easy to read. *Back of beyond*, at this reasonable price, could be used in English eight and nine short story units. I enjoyed these stories, and would recommend them for curricular use or general reading.

Recommended for grades 8-9.

FIC FIT

Fitz-Gibbon, Sally. *The patchwork house*. — Orca, 1996. — 32 p.: ill. — ISBN 1-551430-86-6 — \$7.95.

Reviewed by: Barbara Witt, teacher-librarian, David Brankin Elementary School, SD# 36 (Surrey).

Sally Fitz-Gibbon, a tutor of learning disabled children, has written a delightful and poignant story of an old house and how it changes over four generations, as each generation makes it their own. A Polish family build a little four room house, then a Japanese family buy the house and add a bathhouse, a Finnish family changes the bathhouse into a sauna and finds the Japanese doll left behind by the previous family, and finally the house is bought by a young couple who add a sun room.

The full-page colour illustrations by Dean Griffiths add to the appeal of the book. The reading level is late primary. The flowing text would make it suitable for reading aloud. *The patchwork house* would be an excellent springboard for units on the family, pioneers or immigrants.

Recommended for grades 1-4.

FIC HUS

Husar, Karen. *Meet Matt and Roxy* — Orca, 1996. — 24 p.: ill. — ISBN 1-551430-53-3 — \$14.95.

Reviewed by: Maureen Scott, teacher-librarian & Explorations Department Head, Scott Creek Middle School, SD# 43 (Coquitlam).

Roxy, a bull terrier of stoic demeanor, relates this slight account of everyday life with his pre-school owner, Matt. Together, the two play ball, visit the beach, play dress-up (with the unfortunate Roxy attired in fairy wings and a bridal veil), ride a miniature railroad, search for bugs, enjoy a swing and take a dip in a wading pool. Their day ends, following a bath for both in the same tub, with the three year old and his pet cuddled ever so picturesquely in bed among cut-work pillows.

Although the language and theme are suitable for early primary, the accompanying hand-tinted photographs may lack appeal for young readers because of their bleached quality. Indeed, the photos, possibly with intent, give the appearance of being selected from a family album. This feature lends a cozy touch but, in a number of cases, results in illustrations which are sometimes cluttered or instances where Roxy exhibits a supreme disinterest in the activities of his young master. Occasionally, clarity of image also suffers. In one highly engaging illustration of Matt and Roxy relaxing at the conclusion of their busy day, the boy's head is so much paler than the surrounding picture that it seems almost to be the product of an inept cut-and-paste effort.

The author, a film and television writer, and the illustrator, a former news photographer now working as a children's portrait photographer, have endeavoured to show a boy and his dog engaged in everyday activities. They have been quite successful in this, albeit in an uninspiring fashion. The presentation is realistic and the accompanying large-print text is compatible with the illustrations. The layout is satisfactory with most concepts being completed on a single page. Thick matte paper and a sewn binding will appeal to teacher-librarians although the paper-covered boards will not.

My mother-in-law, an expert at the art of hand tinting photographs, would have loved this book. Many adults will find it sweetly sentimental. Dog lovers will applaud the use of an unusual breed of canine as a co-hero. Young children, more accustomed to livelier

presentations and brighter illustrations, may be less impressed. Recommended as a supplementary purchase for large collections only where the topic is in high demand.

Note: The dedication, "In loving memory of Roxy," which appears prominently at the end of the book may cause pre-schoolers and early primary children to wonder what has become of the faithful pet. Be prepared for challenging questions!

Recommended for grades K-1.

FIC KLI

Klinting, Lars. *Beaver the tailor*. — Douglas & McIntyre, 1996. — 40 p.: ill. — ISBN 1-55054-249-4 — \$14.95.

Reviewed by: Corinne Paravantes, teacher-librarian, Henry Grube Education Centre, SD# 73 (Kamloops/Thompson).

It's nice to know Lars Klinting has planned a series of books about Beaver. Klinting has created a character so appealing that primary children will be asking for Beaver almost as much as they ask about Curious George.

Beaver decides he needs a new apron so he sets about sewing a new one. Throughout the whole process, Klinting's delightful illustrations show the reader exactly what Beaver is thinking. With Beaver, we ponder over choice of fabric, enjoy his successes, share his hard work and suffer a little when he pricks his finger with the needle.

Beaver the tailor is subtitled *A how-to-picture book*, but it is doubtful that the age group who will enjoy this book will be inspired to sew their own aprons. Even with adult help the task is complex. Rather, this is a superb read-aloud because of the fine water colour illustrations and the perfect amount of text per page. It will also be very useful for beginning readers because the format promotes use of context clues. Large, clear illustrations of fabric, clothesline, clothes pegs, ironing board, iron, pencil, scissors and thimble are accompanied by the printed word to encourage independent reading. (Klinting also includes detailed sewing instructions for older readers, but it is unlikely that older children will use the book for this purpose.)

In the end, Beaver is very satisfied with his apron even though it needs shortening. Friends of Beaver will also be well satisfied with this independent reading or story time experience.

Recommended for grades K-2.

FIC LAW

Lawson, Julie. *Cougar Cove*. — Orca, 1996. — 144 p. — ISBN 1-551430-72-X — \$7.95.

Reviewed by: Rita Ourom, Retired, but consulting teacher-librarian, (Vancouver).

This well-written story has several levels. On one level, it is the story of 11-year-old Sam who comes to spend a summer with relatives at a remote camp on the west coast of Vancouver Island. It tells of the bravery required of a young girl from Toronto. On another level, it is the story of a sensitive animal lover and her believable and breathtaking discovery and observation of a wild cougar and her two cubs. On yet another level, it is a story about growing up. Sam learns that expectations are not always met — or are met in unexpected ways, that even loved ones can tease and be mean and we must deal with this, that 'in jokes' can hurt, that success in many activities requires practice, and that common sense and objectivity can solve problems and conquer fear.

Cougar Cove has appeal for more than the usual 8-12 year old female reader. Although the main character is a girl, and her picture is on the cover, so is a cougar in the background. Her exciting adventures will appeal to boys in the same age group. I know, because I observed a ten year old boy read the entire book on one sitting on a rainy day at camp, objecting when it was suggested he might like to eat a meal! He said it was the best book he had ever read. His previous reading had been mainly the *Goosebumps* series.

Recommended for grades 3-7.

FIC REA

Read, Nicholas. *Once in a million*. — Polestar, 1996. — 144 p.. — ISBN 1-896095-22-4 — \$8.95.

Reviewed by: David M. Young,
teacher-librarian, Royal Oak Middle
School, SD# 63 (Saanich).

This paperback tells the story about a dog called Joey who is abandoned at an animal shelter. Unfortunately, as a black shepherd cross, Joey's chances of being adopted by humans is not as great as a cute, cuddly little dog's chances would be. After considerable time at the shelter, Joey escapes and becomes a "street dog." The very readable plot continues with a variety of realistic adventures and misadventures that keep the reader involved. The novel ends positively with Joey firmly part of a loving, caring family.

The story is effectively told from the viewpoint of the dog and offers many thoughtful insights for young readers about dogs and being responsible in caring for pets.

Vancouver author Nicholas Read is well qualified to offer insight about animals. He writes a column about animals for *The Vancouver Sun*, and also does a regular radio spot on animal issues. He has been awarded the Canadian Federation of Humane Societies Journalism Award, the Royal Society for the Protection of Animals (UK) and the International Society for Animal Rights Media Award (USA).

The attractive cover and a number of suitable illustrations should help the book circulate. A good purchase for dog lovers.

Recommended for grades 4-7.

FIC VAL

Valgardson, W.D. *Sarah and the people of Sand River*. — Douglas & McIntyre, 1996. — 56 p.: ill. — ISBN 0-888992-55-6 — \$16.95.

Reviewed by: Gloria Reinheimer,
teacher-librarian, Laronde Elementary
School, SD# 36 (Surrey).

Sarah, whose mother has died, lives with her father, her dog and a tame raven on the shores of Lake Winnipeg. When her family first settled in Canada the native people of Sand river had helped them to adjust to the harsh conditions. Years later Sarah's grandparents tried to nurse a family from Sand River through a smallpox epidemic. Now Sarah's father has decided that she must go to Winnipeg. There she will learn to behave like a lady, go to school and learn English. Sarah would rather go to the Icelandic community to people she already knows.

Sarah and the people of Sand River has all the ingredients of a Cinderella story. In Winnipeg, Sarah stays with a mean widow who overworks, starves and abuses her while her own daughter is pam-

pered. Sarah befriends another raven who, along with a shadowy native couple, helps her to escape from Mrs. Simpson. They give her a necklace, mittens, a jacket and boots to keep her warm, then guide her most of the way back home. When she is found, Sarah has only the necklace. She also learns that all the people from Sand River have been dead for years.

W.D. Valgardson says he wrote *Sarah and the people of Sand River* in three hours and a life time. He is of Icelandic descent, his family having homesteaded in the area of Manitoba that he writes about in this story. Valgardson says that he always wanted to write a story that showed immigrants and natives living in harmony, helping each other in the harsh Canadian environment.

Ian Wallace, however, took eighteen months to do the illustrations. The raven, protector and friend, appears throughout the book in full view or in shadow. He spreads his wings over Sarah and helps guide her back to her father. Most of the illustrations are in purple, grey, black, white and light yellow, the colours of a Canadian winter.

This Canadian Cinderella story would compliment a grade 3 fairy tale unit. Not all fairy tales need to have happened long, long ago.

Recommended for grades 2-4.

FIC WAT

Waterson, Betty. *A salmon for Simon*.
— Douglas & McIntyre, 1996. — 32
p.: ill. — ISBN 0-888992-65-3 —
\$14.95.

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

Teacher-librarians will be glad to learn that this edition of *A Salmon for Simon*, although revised, is not very different from the original. This new hardcover edition boasts both an illustrated front cover and a dust jacket. The pages are shiny, rather than matte, and the print is smaller. Some of the illustrations seem brighter, and some less rosy.

Most of the many small changes in wording and punctuation are not significant. The word, "sukai," with its explanation, is transposed to the first page. One important change in the story brings the text in line with the illustrations — the channel is completed at the sea, not at the pond.

The shiny paper, brighter illustrations and some of the omissions make the book seem slightly less naive. (References to the shininess and silveriness of the salmon are omitted; "down" appears three times as the salmon falls, not five; and "last year" no longer refers to the time when Simon was little.)

I have read this book to classes many times in the eighteen years since it was first published. Always, with the earlier edition that "special silence" would descend as the children realized what Simon was trying to do. With this new edition, in spite of many minor changes, it seems likely that children will again draw in their breath and wait for Simon to finish his channel.

Let's hope that this edition finds a large lucrative market in the United States, and that Betty Waterton and Ann Blades reap their just rewards for this lovely book.

Recommended for elementary school libraries.

FIC WHI

Whitehouse, Eliane and Warwick Pudney. *A volcano in my tummy: helping children to handle anger.* — New Society Publishers, 1996. — 80 p.: ill. — ISBN 0-865713-49-9 — \$15.95.

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

Reviewed by: Deberah Gallagher, teacher-librarian, Lord Kitchener Elementary School, SD# 39 (Vancouver).

This newly published book by New Zealand authors, Eliane Whitehouse and Warwick Pudney, is a collection of lessons, stories, and activities designed to help children deal with anger.

Its workbook-like format could be used by teachers, parents or caregivers. I showed this book to the school counsellor and to the youth and family worker. We all felt that it would be a useful resource for an adult working one-to-one with children who need to learn that the feeling of anger need not be anger expressed in violence.

Although each activity is given an age-appropriateness level, we felt some were a bit high due to the amount of writing required.

This would be a useful resource to put in school "Second Step" kits or to have available in the school's Professional Collection.

Recommended for elementary schools.

FIC YER

Yerxa, Leo. *A fish tale, or The little one that got away.* - Douglas & McIntyre, 1995. - 32 p. : ill. - ISBN 0-088899-247-5 - \$17.95.

Reviewed by: Helen Kelsey-Etmanski, teacher, Lord Nelson Elementary School, SD#39 (Vancouver).

This literary presentation is as complex as the subject matter explored. On the surface, this book looks like a story for children. But my grade three children were neither interested, nor patient with the plot, barely perceived the quality of the illustrations, and could not appreciate the richness of the language.

However, it is an interesting study. Three adults of a wide range of ages read the book and we compared what we considered to be the central theme. Each of us came up with a different theme. The common agreement was that there was a message, however, we didn't agree on what the message was. The symbolism of the characters was a point of dissension for us, and this led to varying interpretations of the central theme.

At first, I was offended by the adult subject matter delivered in the format of children's literature. Finally, though, I resolved that the watercolours alone were captivating and their beauty exquisite. The language is rich and the images are remarkable. *A fish tale* is described as an off-beat parable and it truly fits this description. I would not buy the book but I can understand why librarians might include it in their collections.

398.2'098 JAD

Jade and iron: Latin American tales from two cultures. Edited by Patricia Aldana. - Douglas & McIntyre, 1996. - 64 p.: ill. - ISBN 0-0888992-56-4 - \$18.95.

Reviewed by: Carol Eyles, 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 tiles, is made up of tales from Native cultures. The stone was precious to the original peoples. These stories compare with the "pourquoi" 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, the mysterious strangers and magical animals. The rhythms are more familiar and the endings, perhaps, more satisfactory to the non-aboriginal ear.

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 in themselves. 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, sometimes, it 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.

503 SKA

Scarborough, Kate. *My first Canadian science encyclopedia.* — Whitecap, 1996. — 40 p.: ill. — ISBN 1-551105-08-X — \$9.95.

Reviewed by: Marilyn Clements, teacher (grade 7), Courtney Junior School, S.D. # 71 (Courtney).

My first Canadian science encyclopedia is an excellent basic science book. It explains what science is, what scientists are called (biologists, meteorologists) and what they do specifically, and gives a short description of some famous scientists. It covers the human body, animals, plants, matter, water, light, sound, forces, air, weather, earth and space.

Although some of the vocabulary is challenging, the book is set up in such a way that it is easily read. The factual material is in short blocks and coloured boxes. The pictures relate well to a child's world. However, the big appeal of the book is in the full page colourful illustrations. There is an apple tree depicting the four seasons, and the human body is presented as skeletal, muscular and showing organs. The pictures relate well to a child's world (e.g., foxes present on a playground).

Each section has an experiment that children can easily do themselves. I loved the one for conduction of heat using spoons and peas.

Included in most sections are facts relating to Canadian scientific achievements. One example is the Ontario farmer John MacIntosh and the beginning of Mac apples.

This is a very instructive book. I think it would be very helpful for teachers who have older students who have problems reading the text of traditional science books. I recommend this encyclopedia for elementary classrooms and libraries. Great value for your dollars! I notice there is an accompanying *First atlas*. It might also be worth looking at.

Recommended for late primary to grade 6.

599.5 SWA
Swanson, Diane. *Welcome to the world of whales*. — Whitecap, 1996. — 32 p.: ill. — ISBN 1-551104-90-3 — \$6.95.

599.74 SWA
Swanson, Diane. *Welcome to the world of wolves*. — Whitecap, 1996. — 32 p.: ill. — ISBN 1-51104-91-1 — \$6.95.

Reviewed by: Margaret Groen, teacher-librarian, Winfield Elementary School, SD# 23 (Central Okanagan).

Diane Swanson specializes in writing nature books for children. Her book, *Safari beneath the sea*, won the Orbis Pictus Award for outstanding juvenile non-fiction. The Canadian Children's Book Centre repeatedly places her books in their "Our Choice" recommended reading list. Her new series "Welcome to the world of ..." should be well received. The usual facts about birth, habitat, eating habits and family life, etc., are supplemented with fantastic photographs and fun facts to make learning about animals enjoyable. Readers will delight in the colourful descriptions of the animals at play (wolves play tag with ravens, belugas balance rocks on their heads for other belugas to knock off) and other unusual facts that keep interest in the book to the end.

Large print, clear layout, captioned photos, table of contents and index make these books useful reference tools for primary to grade 4 students.

Recommended for elementary libraries.

796.323'092 RUD
Rudd, Jeff. *Long shot: Steve Nash's journey to the N.B.A.* — Polestar, 1996. — 160 p. — ISBN 1-896095-16-X — \$18.95.

Reviewed by: Anne Landsell, teacher-librarian, Arbutus Junior Secondary School, SD# 61 (Victoria).

At last, here is a story with appeal for any athlete who dreams of achieving a sports scholarship and access to professional sport. Through hard work and natural ability, Steve Nash reached his ultimate goal, to play for the National Basketball Association.

Times Colonist reporter Jeff Rudd has followed the sports scene in Victoria for many years and has wide knowledge of the players, coaches, and local issues. He presents his information in an easy format and involves the reader in the details which led to Nash's "journey to the N.B.A." Pictures profiling Steve's rise to fame traverse from his early childhood to the NBA draft. The cross section of Basketball Stars, highlights of his high school success and his NCAA career are culminated in his selection by the Phoenix Suns and a 2.5 million dollar contract, only the second Canadian to achieve this goal.

The family support, the inclusion of quotes from coaches, friends, teammates, opponents, and Steve's own words, make Nash's story one which sports fans of any age will enjoy. Here is a Canadian who has reached the top. Perhaps more credit could have been given to

the early years when Nash learned the skills to play the game, and perhaps the replaying of so many games will be considered repetitious to some readers, but to basketball aficionados the details are realistic. This is a book which will appeal to even the most reluctant readers as long as they are sports fans.

Recommended for grades 6 to adults.

796.966'2 ROS
Rossiter, Sean. *Hockey*. —
Greystone, 1996. — 96 p.: ill. —
ISBN 1-550544-99-3- — \$14.95.

Reviewed by: Maureen Scott,
teacher-librarian & Explorations
Department Head, Scott Creek
Middle School, SD# 43 (Coquitlam).

This hockey manual for young players has “winner” written all over it! Created by an experienced author who appears to have a more than passing acquaintance with the sport, and ably assisted by four coaches, two with extensive NHL experience, it is informative and appealing.

Skills related to skating, offense, defense and goaltending, augmented with some material related to equipment and fitness are covered. A brief section on in-line skating is appended. Each skill is presented clearly, starting with a brief description of the importance of the maneuver. Mastery of the skill is described in detail, and entertaining drills are suggested to ensure the skill is practiced. Bright, clear photos of young players demonstrating the techniques outlined are helpful and larger, colored photographs of major NHL players who excel at the specific skill offer inspiration. Tips are provided occasionally as well. Good sportsmanship is stressed, particularly with respect to checking plays.

The tone is lively and the overall presentation is slick. Use is made of large captions and headers and the type is plain and clear. Illustrations abound. Paper is heavy and shiny, glued firmly into a sturdy, appealing paper cover. Although no index is provided, the table of contents is concise and an effort has been made to color-code sections for reference ease although this feature may be more cosmetic than helpful. Of particular note in a sport dominated by white male players is the author's decision to use both male and female children, several of whom are Asian, in demonstration photos.

The text is accessible to readers of grade 3 ability, but due to its length and the use of some unfamiliar words (e.g. pylon, positioning, anticipate). will be more comfortably read by grades 4 to grade 8 students, who may also be those most interested in improving their game skills. Browsers with a love of hockey will also enjoy learning more about this sport and will find the photos of their hockey heroes worth a look.

Overall, this will be a quality addition to the sporting collection. Although the presentation may be less inclusive than that offered by other available hockey skills manuals, it does foster a clear understanding of the game's components in such a fashion as to tempt both NHL “wannabes” and the general reader. You may need multiple copies!

Recommended for grades 4-8.

811.54 FIA
Fiamengo, Myra. *White linen remembered*. — Rondale, 1996. — 80 p. — ISBN 0-921870-41-8 — \$11.95.

Reviewed by: Garth Harkess, teacher-librarian, Laurie Junior Secondary School, SD# 5 (South East Kootenay).

This is the seventh volume of poetry by well known BC poet Maya Fiamengo. Born in Vancouver in 1926, Fiamengo taught Canadian literature at the University of British Columbia for many years. Her first poetry collection, *Quality of halves*, was published in 1958. She is recognized as a poet who explores political and social issues and is particularly concerned with Canadian identity and the oppression of women.

Fiamengo's images in this volume are crisp and evocative — provoking, but not always easily understood. Birds, water, seasons, magical times of day, and other elements of nature come into play in many of the poems, including this excerpt from "Before Sleep."

Rich in heat
the day dissolves
into the black
of last light.

On the terrace
geraniums glow
against darkness

Birds flutter
talk falls apart.

A number of these poems reflect on the inevitability of death and several are written "In Memoriam." "Liberation Theology" is a protest against the treatment of women in the Islamic world. Fiamengo's Slavic ancestry, a recurring theme, inspires several poems like "Vinka," "White Linen Remembered" and "Hobotnica."

Although not a collection that will be heavily read by students, senior secondary teacher-librarians interested in building a strong collection of works by BC poets might consider purchasing this volume.

Recommended for grades 10-12.

946.081 ZUE
Zuehlke, Mark. *The gallant cause: Canadians in the Spanish civil war*. — Whitecap, 1996. — 280 p. — ISBN 1-551104-88-1 — \$26.95.

Reviewed by: John Crawford, retired teacher-librarian (Victoria).

The Spanish Civil War is perceived correctly as the fore-runner of the Second World War, and this tends to overshadow its other significant features. It was a major three year long war in which over 750,000 Spaniards died, creating wounds which have still to heal. The ideological basis for the war drew the members of the International Brigade to the conflict, and *The gallant cause* is the story of those Canadians who joined that Brigade.

The book is, in the author's words, a work of "literary non-fiction," and is comprised of a sequence of war episodes as seen from the perspective of individual Canadians in the Brigade. Mark Zuehlke correctly describes the Spanish struggle as being one between the political Right and the Left. At an early stage this could have been seen as Fascist versus Anti-fascist, but as the war progressed, the Communists took control of the Anti-fascist side, often brutally suppressing their supposed allies, who included Trotskyists and

anarchists. The author also identifies the struggle as being one in which the reactionary forces of church, army and landowners successfully maintained their power over the common people. Such reactionary forces had their parallels in the "democracies," where politicians like Mackenzie King were seen as being sympathetic towards the fascist dictatorships of Hitler and Mussolini. Many facets of the conflict were quite unique for the time, including the presence of women militia during the early stages and the use of aerial bombing to attack civilian targets, but the over-riding sense which the narrative provides is the sheer intensity and viciousness of the fighting.

We meet many of the Canadian combatants, some of whom are well known to us (e.g., Norman Bethune), and others who surely earned a place in the Canadian pantheon of military heroes. We also get a brief glimpse of a few of the international personalities present in Spain at the time, among them Hemingway and Willi Brandt, as well as George Orwell, whose experiences are reflected in the strong anti-totalitarian stance of his subsequent writing. However, the deeds of the Canadian members of the International Brigade form the core content.

There are no footnotes, but there is a good bibliography and an index. Well proof read, I noted only one factual error. Lady Austen Chamberlain was surely the sister-in-law, rather than the wife of the British Prime Minister Neville Chamberlain. Like all good books, *The gallant cause* leaves the reader with some questions. How did the returning Canadian members of the International Brigade settle down to their lives in Canada? Did they really believe that the Spanish Civil War was the preliminary to the Second World War? Mark Zuehlke has given us an engrossing account of a very complex and poignant war which deserves greater attention.

Recommended for senior secondary school libraries.

900 COW
Cowling, Anthony. *My life with the Samurai*. — Kangaroo Press, 1996.
— 184 p. — ISBN 0-864178-12-3—
\$20.00.

Anthony Cowling
3751 Lockhart Road
Richmond, B.C. V7C 1M4

Reviewed by: John Jackson, Professor,
School of Public Administration,
University of Victoria.

Potential readers' attention is captured by the brush and brown ink artwork from the Australian War Memorial depicting an emaciated man crouched behind swirls of barbed wire. He's a World War II prisoner of Japan's so-called "warrior class" or Samurai whose "normal" behaviour was to beat, rape or molest innocent individuals or those who were at a great disadvantage. Thus, as Anthony Cowley relates, "the only proven legacy of the Japanese Empire in the Far East (1942-1945) is one of uncontrolled brutality, murder, torture, rape and plunder."

Just before the war, young Tony Cowling spent an enjoyable summer at his uncle's cottage on Qualicum Beach. Then, as a 17 year old, he rejoined his father to work on his rubber plantation in Malaya. When the Japanese invaded Singapore he joined the RAF and was soon captured in Java. There followed nearly four years as a prisoner of war during which time he was one of the few to survive a succession of slave labour camps through Semarang, Jaar Markt, Haruku, Ambou and Muna.

The first impetus for writing this book was that Cowling found sparse reference to the suffering of prisoners in the Far East when he visited the Imperial War Museum in London in 1986. He rightly considers it important for future generations to know how a nation treats its prisoners and the general population — that is, to understand the nature of the Japanese. Secondly, he wanted his family to know the consequences of war so that they and others could reject it as a way of settling differences. Similarly, Cowling has harsh words for the Western powers, particularly the British, who “acted in such a stupid manner when they must have known that nothing would come from the sacrifice of thousands of human lives.”

This book is recommended for school libraries because it helps to fill some historical gaps. It deals with monstrous human cruelty yet is a testament to the resilience of the human spirit.

Recommended for grades 11-12.

971.133 HUM

Humphreys, Derrick. *The making of a grey panther: the Derrick Humphreys story*. — Ronsdale, 1996. — 300 p. — ISBN 0-921-87044-2 — \$17.95.

Reviewed by: Larry Little, Assistant Director, Penticton Public Library, and Trustee, SD# 67 (Okanagan-Skaha).

Derrick Humphreys’ story gives new meaning to the phrase “grey panther.” This biography, as told by John Munro, chronicles the life of a remarkable man. His experiences cover four continents: the Australian mining frontier during the 30’s and 40’s, fighting in New Guinea during World War II, working in South Africa and on foreign aid projects in Brazil, assisting in the rebuilding of Churchill, Manitoba, and last, but certainly not the least, a generation of municipal politics in North and West Vancouver. A firm believer in grass roots democracy, Humphreys has dedicated nearly forty years to public service.

Unfortunately, the average secondary student will not find the book an exciting read. Although a purchase worth considering for public libraries in the Vancouver area, the publication is a marginal buy for school libraries in North or West Vancouver. Definitely not an essential acquisition outside of the lower mainland!

Recommended for grades 10 and up.



UBC SUMMER COURSES

The following courses in the School Library Diploma Program at UBC will be offered on campus from July 7 to July 25, 1997.

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LIBE 385 Organization of Learning Resources
LANE 382 School Library Resource Centre Programs

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LANE 382 School Library Programs
LIBE 385 Organization of Resources (Cataloguing)
LANE 389 Resource-Based Learning
For information on these GIS courses, FAX 822-2015

Note that in the past LIBE 477 Information Technology was offered as a summer institute. This year it will run as part of the regular three-week schedule to allow students to take other course offerings at the same time. At present it is planned to make use once again of the computer laboratory in Ritsumeikan House. Students will have the opportunity to update their skills and knowledge in use of CD-ROM, modem access to Databases, Internet and its implications for resource-based learning in Library Resource Centres.

Students are requested to register as soon as possible as administrative decisions are often based on early enrolment.

For further information contact:

Margaret Haines

822-5733, or *mhaines@unixg.ubc.ca*

Or phone Language Education Office: 822-5788, FAX: 822-3154

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For information contact the SLAIS at UBC.

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of travel - first class and with
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(1889-1945),
U.S. humorous
writer**

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